

Berkley Charter School
Charter Renewal Document
2006

Berkley Elementary Charter School
Renewal Document
January, 2006

1. Is the academic program a success?

1A. Has the school made reasonable progress in meeting internally established educational goals during the term of its charter?

Goal 1: Students at Berkley Charter School will demonstrate progress in the reading Sunshine State Standards.

Measures:

- Berkley Charter's school average of students in grades 3-5 scoring an achievement level of 3 or higher will meet or exceed the district average on FCAT Reading SSS.
- At least 50% of students in grades 3-5 will make annual learning gains in the area of reading as demonstrated on FCAT Reading SSS.
- Berkley Charter's school average of students in grades 1-2 scoring at or above the 51st percentile will meet or exceed the district average on SAT-10 Reading.
- 80% of students in grades 1-5 at Berkley Charter will improve their reading level by at least one year per year as measured by STAR during the first and last month of school.

Goal 2: Students at Berkley Charter School will demonstrate progress in the mathematics Sunshine State Standards.

Measures:

- Berkley Charter's school average of students in grades 3-5 scoring an achievement level of 3 or higher will meet or exceed the district average on FCAT Math SSS.
- At least 50% of students in grades 3-5 will make annual learning gains in the area of math as demonstrated on FCAT Math SSS.
- Berkley Charter's school average of students in grades 1-2 scoring at or above the 51st percentile will meet or exceed the district average on SAT-10 Math.
- 70% of students in grades 2-5 at Berkley Charter will improve their Edu-test math score from the beginning of the year to the end of the year by at least 20 percent per year as measured during the first and last month of school.

Goal 3: Students at Berkley Charter School will become proficient in writing narrative and expository writings.

Measures:

- Berkley Charter's school average of students in grade 4 scoring a 3.5 or higher will meet or exceed the district average on FCAT Writing.
- Students at all grade levels will improve writing skills as measured by beginning and end of year assessments using the school's writing plan.

Goal 4: Students at Berkley Charter School will become proficient in the science Sunshine State Standards.

Measure:

Berkley Charter's school average of students in grade 5 will meet or exceed the district average scale scores on FCAT Science SSS.

(See Appendix 1 for evidence of achievement of the above goals)

1B. Has student performance significantly improved and/or been persistently strong on internal and external academic assessments?

Improvement in student performance has been detailed in Appendix 1.

Students are assessed formally in writing and mathematics five times in a school year. In the fall assessments are given to establish the incoming baseline of achievement on each student. The driving force behind Berkley's curriculum is research and constant evaluation of data. The combination of these two sources of power provides all the necessary tools that make our program a success.

From a wide view point, we look at overall trends in the school to see what areas need improvement. This can range from a plan to improve scores in a certain demographic to deciding on professional development for our staff. As we focus in, we also look at individual teachers. We look for individual strengths and best practices that can be shared with the rest of the staff, and we provide support in specific areas as needs arise. At the closest and most important level, we look at ALL of the children on an individual basis.

The Math program used at Berkley is Math Wings by Success for All. Students are assessed in mathematics using the Math Edu-Test software. Once completed, teachers are able to pull reports that show if students have mastered the sunshine state standards. Teachers are able to adjust lesson plans, offer one on one teaching, and assign small groups with the data that is reported for each student.

Writing is assessed every nine weeks. Rubrics provided by FCAT Writes are used to score writing papers.

Berkley students are assessed individually in reading, school wide every 4½ weeks alternating progress monitoring assessments with screening assessments. With this data we look for opportunities to challenge each student and for signs of slow growth. If a child is not making the expected growth or is not meeting state expectations set by the DIBELS risk level chart, we immediately intervene with small group or individual assistance as well as offer after school tutoring. In 2004-2005 our baseline data showed 70% of our students starting the school year on level in Reading and reaching up to 84% of students on level in reading. For 2005-2006 81% of students started the year on level and we currently have 84% on level in reading.

Berkley has been an "A" school since its inception. The tremendous success that Berkley has shown in reading is due to constant growth and renewal, based on proven practices in the latest reading research. Berkley is "reborn" every year; new findings in the booming area of reading research are eagerly sought out. We match our needs to those areas that

are research proven to intensify Berkley's already established success. We promote constant change yet provide constant consistency. We continue to use what is working for our students but make small adjustments on a regular basis to fill the needs we find. Some of the programs we have effectively integrated are Success for All (SFA), Harcourt, and Reading First Strategies.

Teachers record all student data on an assessment profile sheet. Administration meets with each teacher to monitor student progress. Berkley Charter School students participate in all state mandated testing as required under state and charter law. Teachers analyze their classroom data from the state tests at the beginning and ending of each school year. This gives a clear picture of individual as well as the class strengths and weaknesses in all tested areas.

2. Is the school a viable organization?

2A. Is the school financially solvent and stable?

Yes, all monthly financial reports produced by an outside firm, Florida Charter School Services, have reflected a positive financial position. The Board of Directors reviews and approves the budget on a regularly scheduled basis. An independent audit takes place annually by Beemer, Pricher, Keuhnhackl, and Heidbrin, P.A. Annual audits have all indicated 5-15% positive balance.

(See Appendix 2 for independent audit results)

2B. Is enrollment stable and near capacity?

Berkley Charter has continued to stay in compliance with the original contract keeping enrollment numbers between 530 and 560. However due to the class size reduction amendment enrollment numbers tend to stay in the 530s. Berkley Charter School has purchased two portables to house two classes to remain in compliance with the class size amendment. Our current enrollment reflects our minority percentage as 19.9% which has been stable throughout the 05-06 school year. Students who leave our school usually leave the district, move out of state, or move out of out transportation zone. Our current waiting list reflects 252 students waiting to be accepted into Berkley. Current enrollment data is available through Genesis.

(See Appendix 3 for enrollment data as of January, 2006)

2C. Is the school governance sound and professional in performing the governance duties of the charter school?

By laws were created by the law firm Gray Robinson to ensure a sound and professional governance. The governing board has been trained by the University of South Florida. Evidence of all board meetings are on file at the school. Teacher evaluations are similar to those of Polk County Schools however, Berkley Charter's administration has written specific academic goals for each teacher approved by the governing board. There have been very few parent complaints registered in the past three years. All but one was

resolved satisfactorily. The one complaint filed was heard before the charter Board of Directors with the final decision made by the Board.

2D. Are the professional staff of the charter school competent and resourceful?

Berkley Charter School currently employs sixty two staff members. All thirty nine teachers are considered highly qualified according to the No Child Left Behind Act. Seven hold a Master's Degree and three are National Board Certified. Seven paraprofessionals are considered highly qualified by holding a two year degree or having passing results on the Para Pro Exam. Three others are in the process of completing the exam or their degree. All teachers and many paras are trained in Kagan Cooperative Learning. Ongoing professional development is provided and available to all staff members. We do not limit it just to teachers. Professional development has been provided in the areas of Kagan, Reading, Writing, Mathematics, Classroom Management, and many more. Observations and coaching feedback by the principal take place monthly for teachers and paras. Many staff members serve on committees and train other members in their field of expertise. Opportunities for peer coaching are ongoing and encouraged. Teacher turnover is minimal.

3. Is the school faithful to the terms of its charter?

3A. Have the school's program and operation been consistent with the terms of its charter?

Berkley Charter School continues to serve as Kagan Cooperative Learning Model School. All teachers have received a minimum of 5 days of Kagan training. Cooperative learning structure of the month is implemented school wide. Peer coaching, in which peers observe and coach one another is implemented. The principal observes teachers and paras teaching a cooperative learning structure once a month and provides coaching feedback. A Kagan trainer visits our campus four times a year doing observations and providing feedback to teachers and administration. Berkley staff continues to implement Kagan Cooperative Learning strategies at a much higher level than other schools. We have used Success for All reading strategies and school wide reform since our doors opened in 2000. SFA is a comprehensive researched based reading program developed by Johns Hopkins University. The SFA Foundation is continuously merging the latest research proven strategies with the program which is why year after year it continues to be a forerunner in the list of chosen effective reading programs. The SFA program has been given the highest marks possible by the Florida Center for Reading Research (FCRR). It can be used as a stand-alone curriculum, but Berkley has chosen to use it in conjunction with the state adopted Harcourt reading series. The underlying premise of SFA is and always has been the expectation of reading success for ALL students. Several key features of the program work toward achieving this end. The main pieces of the SFA program are

- 90 minute uninterrupted reading block
- A structured schedule that guarantees all five of the instructional components of reading are targeted: Phonemic awareness, phonics, fluency, vocabulary, and comprehension

- Lesson plans set to guarantee success when taught by a new teacher, yet flexible enough for experienced teachers to make lesson adaptations to fit the needs of each class
- Students are grouped by reading level and ability, not by grade level.
- A full time facilitator supports classroom instruction, oversees student assessments, and assists with decisions about student placement and student needs
- Students are assessed each 9-week period, so that groups remain fluid and children are monitored and moved appropriately on a frequent basis.
- Cooperative learning between students and individual accountability are strong components of the program, maximizing children's opportunities for involvement and responses.
- Support systems are in place not only for immediate intervention when necessary, but also to help with such impediments to reading as the need for eyeglasses, etc.
- Kinder Roots and Reading Roots comprise the K-1 reading instructional program.
- The components for grades 2-5 are called Reading Wings.
- Success for All requires whole-school involvement, including strong leadership from administration.

In addition to SFA, three years ago we became a Reading First school. As we looked into signing on with Reading First, we were happy to see the research that was behind the program. Many of the directives were similar to what we were already doing as an SFA school and we also found it would add some "fine tuning" to our program. Reading First falls under the Just Read Florida initiative that follows the national No Child Left Behind legislation. We were pleased to find that Reading First added the DIBELS screening assessments. These are administered one-on-one to all students in grades K-5, half way between our regular progress monitoring assessments. DIBELS assessments help us individualize instruction as well as immediately provide valuable information directly into the hands of the classroom teachers through the use of the Progress Monitoring Reporting Network. Reading First also provides additional district and state support directly to the classroom through professional development and a focus on increasing classroom libraries.

The components of Success for All are aligned with the five essential components of Reading First.

- Phonemic awareness activities are introduced at the kindergarten level through songs, games and rhymes, and are further developed with blending, segmenting, and sound manipulation activities.
- A systematic, synthetic phonics program, with a new element as of the 2002-2003 school year, Fast Track Phonics, is used to teach beginning readers basic letter/sound combinations. Decodable texts are used to allow the children opportunity to practice their emerging decoding skills. In addition, children work in pairs on "Shared Treasures", which give children practice with phonemes, decodable words, sight words, and brief sentences, all coordinated with the decodable stories.

- Vocabulary is developed through working in thematic units, and in grades 2 and 3, with a listening comprehension and structured writing program that is integrated with the stories read in Reading Roots and Reading Wings.
- Fluency is strengthened through paired and repeated readings.
- Comprehension is a pivotal part of the Success for All program, as there is pronounced emphasis on teaching children metacognitive comprehension strategies such as retelling, asking questions, sequencing, making predictions, and using graphic organizers. Beginning in 2nd grade, children begin participating in pairs or teams in “Treasure Hunts,” which are comprehension and writing activities based on books from children’s literature and stories from traditional basal reading programs.
- Comprehension skills such as finding the main idea, fact vs. opinion, cause and effect, and figurative language are incorporated at this level.

We continue our search to meet the needs of every one of our children. Our latest diamond in the rough has been the discovery of the Soliloquy program. Soliloquy was developed by one of the leading and most quoted national researchers in reading, Marilyn Jager Adams. This programs targets fluency but also assists with phonics, vocabulary, and comprehension. Research now shows a correlation between reading fluency and future success in reading. With this in mind, and DIBELS scores in hand, we searched for something to help high risk students improve their fluency. In the spring of 2005, the Soliloquy program was found. Because of the expense of the software, we initially purchased only 5 stations. However when we saw the growth in fluency of the few students using this new voice recognition and speech technology, 20 more stations were quickly purchased. In a short amount of time, we were able to see amazing growth in reading fluency of our targeted children. The news of our adulation quickly spread and we have opened our doors to visitors eager to see this program work. In fact, word spread so quickly that we were even fortunate enough to be visited by the creator and renowned reading researcher, Marilyn Jager Adams. She was so impressed by Berkley’s high level of implementation of Soliloquy that we were given a site license allowing all of our children access to this wonderful program.

Another new component this year is the integration of Polk County’s new K-12 Comprehensive Research-Based Reading Plan. This again has many research based components that we have already been following but adds additional support from the district. In this program, the schools are tiered to levels of need, first according to the percent of students scoring level 1 on the FCAT reading assessment. Then levels are adjusted based on the school grade and Adequate Yearly Progress (AYP) status. The tiers range from Tier 1, needing the most assistance, to Tier 5 needing the least assistance and/or interventions from the district. Berkley is currently ranked at Tier 4, only one percentage point from a Tier 5 ranking! We found that the K-12 plan emphasizes many important components district wide, that we have had in place and will continue to use as best practices. These including but are not limited to:

- Ensuring that the reading coach attends the Just Read Florida Coaches Conference
- Enforce the Just Read Florida reading coach model
- Provide weekly time for teachers to meet with grade level teams or for one-on-one coaching sessions as well as professional development opportunities

- Collect and monitor reading assessment data: frequent screening, and progress monitoring of student data to determine additional intervention as well as diagnostic assessments to determine additional support that will be needed.
- Coordinate yearly outcome measures: FCAT, SAT-10, GMRT (Gates MacGinitie Reading Test), and PPVT III (Peabody Picture Vocabulary Test 3rd edition)
- Target specific areas of need for teachers according to student assessment data
- Conduct regular walk through visits to monitor implementation following up with feedback
- Assist teachers in analyzing student data and developing plans for differentiated instruction
- Ensure that all students receive high-quality, explicit, and systematic instruction in the reading classroom
- Ensure that the needs of proficient grade level students will be met
- Ensure that a system for communicating assessment data is put in place across grade levels and subjects
 - Weekly grade level meetings
 - Data study teams
 - Vertical team meetings
- Ensure that after school tutoring is linked to the reading instruction going on in the classroom during the day

Berkley's innovative reading program, based on recent, proven research and constant evaluation of data at all levels, has been a proven recipe for success. As we plan for the future, we will follow this same recipe. You can expect us to persistently evaluate the data, continue to do what is working, seek out solutions and make changes to weak areas to ensure every child is flourishing.

In addition to the comprehensive reading program students are encouraged to become skilled and innovative writers. Writing begins at the primary level with pictures moving through the prewriting and writing stages of development. Students in the intermediate grades build on their writing skills by refining writing techniques to be successful on the FCAT Writing Plus Assessment.

Berkley Charter uses a research based model aligning all aspects of curriculum to assist our students in becoming successful in mathematics. Math Wings by Success for All is based on the standards developed by the National Council of Teachers of Mathematics and emphasizes student understanding of mathematics. Math Wings lessons also make connections to literature, science, art, and other subjects as well as the students' world and personal experiences to provide this real world problem solving context. Professional development emphasizes integration of skills and consistency in instruction during the seventy five minute primary math classes and sixty minute intermediate classes plus provides external support.

Berkley's science program begins in the classroom with classroom teachers building the background knowledge related to science concepts found in our Sunshine State Standards. Our science lab is where students are scheduled weekly to attend hands-on lessons. These lessons cover topics of weather, rock cycle, body systems, life cycle,

earth and space science, environmental issues, force and motion and energy. The instructor uses the Sunshine State Standards to guide the hands-on instruction. Kagan Cooperative Learning strategies are incorporated daily to enhance retention of science concepts being taught. All 4th and 5th grade students compete in a school science fair and the top projects get to compete in Polk County's Science Fair. We incorporate the use of our school's greenhouse into many lessons dealing with life cycle. The science program at Berkley is assessed by pre-testing all 5th grade students at the beginning of the year on a teacher made assessment that is correlated to the Sunshine State Standards. Then post-testing at the end of the year determines the growth each student has made.

(The Accountability Plan in Appendix 4 and questions 1A and 1B have already addressed the school's measurable performance goals)

3B. Is the school within the bounds of applicable statutory and regulatory requirements?

Special Education

Berkley Charter School currently has fifty-three students receiving special education services. For the most part, we are an inclusion school, meaning that the special education and general education teachers collaborate to ensure that each student is a natural participant as a regular member of the homeroom class. This includes the systematic instruction of each student's IEP objectives, the adaptation of core curriculum and materials to facilitate student participation and learning, and the development and implementation of positive behavioral interventions to support students with challenging behaviors within the regular classroom setting. Some supplemental instructional services (e.g., communication) are provided in a limited pull-out program where students receive small group instruction with a certified Speech/Language Pathologist. Students work on student specific objectives (e.g., speech sounds) in a smaller setting to avoid interfering with the regular classroom instruction and to avoid embarrassing the special education student who may be asked to practice speech sounds he/she has not yet mastered. Currently, Berkley has employed two special education teachers, one speech/language pathologist, and paraprofessionals for each grade level to aide in the implementation of our special education program. We have also contracted Vision Impaired services through the School Board of Polk County. The vision impaired teacher works with her students in the inclusion setting. The staff-to-student ratio for an itinerant special education teacher is equivalent to the special class ratio, and paraprofessional support is at least at the level it would be in a special class. There is always a certified special education teacher assigned to supervise and assist any classified staff with specific students in the general education classroom. At Berkley Charter School, we have a clear commitment to all special education students who are included as part of the total class count. We believe that special education is a service not a place. During the 05-06 school years six special education students have withdrawn all indicating they have moved out of our schools zone as the reason for withdrawal.

Limited English Proficiency

Each student enrolled in Berkley Charter School has a completed home language survey housed in his/her cumulative file. Berkley Charter School currently has thirteen students whose parents have indicated that another language other than English is used in the home; thus requiring their child be tested for English language proficiency. Two of the thirteen students who were tested for English language proficiency tested as fluent English speakers not requiring ESOL services. A total of eleven students have been entered into the ESOL program. These students have been placed in inclusion in a regular grade level classroom with instruction in English using ESOL strategies. Four ESOL students have met exit criteria and have exited from the ESOL program. Currently seven LEP students remain in the ESOL program at Berkley Charter School.

Student Learning Time

Berkley Charter School's calendar is consistent with Polk County School. Our operating hours are 7:30-4:00 with student learning time beginning at 8:00 a.m. and ending at 2:45 p.m. We currently run an after school program funded through 21st Century Learning called Building Bridges. Building Bridges offers students the opportunity to stay after school in a safe and orderly environment that offers homework help, tutoring, and enrichment classes. Each child has a nutritious snack and thirty minutes of physical activity on a daily basis. After the students complete their "brain break" they proceed to their tutoring class. During this time, thirty minutes are dedicated to homework help and then thirty minutes are dedicated to hands-on reinforcement of the skills learned in their day school classes. When that hour block of tutoring is over, the students then report to enrichment classes. Some enrichment classes that we offer are Accelerated Reader Club, Computer Club, K-Nex Club, Lego Club, Board Game Club, just to name a few. Our program runs Monday through Friday from 2:45-5:30. We currently have 182 students enrolled in our program. We have 15 teachers and paraprofessionals that tutor our students on a daily basis. Berkley Charter also offers a summer camp for mainly third grade students who do not show proficiency on FCAT. Writing workshops are held for fourth grade students outside of regular school hours prior to FCAT Writing Plus to assist in preparing the students for the test.

State Testing Requirements

One hundred eighty one students in grades 1-2 participated in SAT-9 testing in 2004.
One hundred eighty seven students in grades 1-2 participated in SAT-10 testing in 2005.
Two hundred fifty nine students in grades 3-5 participated in FCAT SSS testing in 2004.
Three students participate in alternate assessments according to their IEP in 2004.
Two hundred seventy seven students in grades 3-5 participated in FCAT SSS testing in 2005.
Two students participated in alternate assessments according to their IEP in 2005.

Student Discipline

Student discipline data for 2004-2005:

72 office referrals were reported which involved 22 different students. 9 out of school suspensions were reported and 49 in school suspensions were reported. There were no suspensions from transportation reported.

For 2005-2006 we have implemented the School Wide Positive Behavior System and work with facilitators from the University of South Florida on a regular basis. Although, discipline has never been a major issue for Berkley, we have seen some improvement from the previous school year.

Health and Safety

Fire inspections are completed by Polk County School Board annually. The most recent inspection took place in January, 2006, however the school has not received a report.

(Copies of inspections can be found in Appendix 5)

Legal

There are no pending or threatened legal actions against Berkley Charter School at this time.

Miscellaneous

Berkley Charter School is constantly upgrading technology. We have a full time network manager and computer lab manager. We have two computer labs with a total of 30 student workstations. Every classroom (including the cafeteria) has 4 student work stations. Staff members have a lap top to work from. The school has two smart boards used throughout the school. Each teacher has an LCD projector which they use during instruction. Each grade level has access to a Viz Cam. We have a full TV studio and digital camera equipment that is used to produce the daily news program. There are numerous pieces of software used by many teachers that support the instruction from the classroom.

(See Technology Plan in Appendix 6)

Grants are constantly being written by teachers to secure funds to aid in their classrooms. Currently the technology committee is pursuing a grant to continue to help with funding of equipment and training.

Berkley Charter School continues to follow the student and administrative Code of Conduct.

4. If the school's charter is renewed, what are its plans for the fifteen years of the next charter?

4A. Please describe how your founding charter has served the school during its initial contract term. What has the school learned during its first term about the strengths and weaknesses of its charter, and what changes in the charter does this experience suggest?

Berkley Charter School would like to request a renewal of fifteen years.

Berkley Charter School is proud to say that the academic success of the school is due to the research based strategies utilized to stay on course with Kagan Cooperative Learning, Success For All Reading and Math, and the Reading First Initiative. Berkley Charter School continues to analyze internal and external data to make changes along the way. The fact that Berkley Charter School opened its doors using the research based strategies few, if any, changes will need to be made. A strength we have found with transportation is that our teachers and paraprofessionals are our bus drivers too. This eliminates many bus problems and potential referrals. We are also proud to share that our minority enrollment has increased since we became a charter school. Opening our school to other areas has helped us diversify our school. We have many supportive parents from the minority community.

Over the next course of our charter we would like see the following things changed:

We would like to extend our population to Pre-K through grade 5: The Pre-K program will be a private program funded through our Kid Care funds separate from Berkley Charter's operating funds. Berkley Charter School will explore state funding for our Pre-K program beginning in 2006-2007. Two certified teachers will oversee eighteen to twenty children ages 3 and 4. Their instruction will follow a curriculum suited for 3 and 4 year olds consistent with Kagan Cooperative Learning strategies. This program will build a foundation of school readiness for our students. Students will be accepted into our Pre-K program according to our waiting list priority procedures listed below. Berkley Charter will still offer before and after school Kid Care, clubs, and programs for all families. We would like to add another key component to the Kid Care program; 1 and 2 year old child care will be offered to employees only of Berkley Charter School and Berkley Accelerated Middle School. The program will be staffed by certified personnel and funded strictly through Kid Care funds. This program will meet all licensing and inspection requirements related to a child care facility. By offering both of these programs this will enable us to attract, recruit, and maintain expert employees.

Berkley Charter will continue to use Compass Virtual Learning for students and teachers. However, we no longer have plans to fund this through grants.

Berkley's current population continues to grow within its zoned attendance area. This attendance area will serve as the basis for transportation of students to Berkley Charter School. Although, during the first year only, students within the current attendance will

have first priority to attend Berkley Charter School, the school will be open to students throughout the district and surrounding districts via interdistrict agreements, as required by Florida charter school law. Students who are ready to enter elementary school and are of the appropriate age may apply to Berkley Charter School. Berkley Charter School will continue to work with the Office of School Choice to maintain a fair and impartial admission plan to ensure that all students will have an equal opportunity, through random lottery, to attend this school. Berkley Charter will continue using a black and non-black waiting list for each grade level to assure compliance with desegregation as required through the unitary status agreement currently in place in the Polk County School System. Applications may be processed in the school office during office hours or mailed to the school address. Applications processed in the school office will be stamped with the date and time received. Mailed applications should be postmarked. Applications will be prioritized according to the date stamped or postmarked. All applications that are received during the week of open enrollment period will be treated as though they arrived at the same time. A lottery system will be used to randomly sort and select applicants to determine seats on a space available basis. Once seats are filled, the lottery will continue so that each applicant is given either a seat or number on the waiting list. Enrollments are determined by priorities listed below, grade levels, minority enrollment requirements and physical space. Priority will be given to students in the following order; A) students whose parents are employed by Berkley Charter School or Berkley Accelerated Middle School or whose parents are active governing board members of either school B) Minority students, C) Entering kindergartners whose siblings already attend Berkley Charter School.

4B. Please attach an accountability plan that defines the school's student and school performance objectives for its next charter term. Describe how these objectives are aligned with the current state curriculum frameworks.

The goals and objectives of the Accountability Plan are aligned to the Sunshine State Standards and charter law.

(See Appendix 7 for 2006 Accountability Plan)

4C. How will the school evaluate and disseminate effective elements of the school's structure or program?

Berkley Charter School will continue to monitor student outcomes internally and externally. Teachers and administration will continue to analyze all data related to academic progress.

4D. What facility or facilities do you plan to use during the term of the next charter? Please submit written documentation that the school remains in compliance with all building, health, safety, and insurance requirements as described in Florida Statutes, and that all related inspections and approvals are current.

As a conversion charter school all fire and safety inspections are maintained by Polk County Schools. **(The most current reports can be found in Appendix 5).** Berkley Charter School will continue to use the facility provided by Polk County School Board and the two portables purchased by Berkley. In 2008, Berkley is due a ten classroom wing.

5. SACS Accreditation

Berkley Charter School is currently pursuing SACS accreditation. We began the process in 2003 and have been active in following the steps to become fully accredited.

A P P E N D I X 1

Goal 1: Students at Berkley Charter School will demonstrate progress in the reading Sunshine State Standards.

Measures:

- Berkley Charter's school average of students in grades 3-5 scoring an achievement level of 3 or higher will meet or exceed the district average on FCAT Reading SSS.
- At least 50% of students in grades 3-5 will make annual learning gains in the area of reading as demonstrated on FCAT Reading SSS.
- Berkley Charter's school average of students in grades 1-2 scoring at or above the 51st percentile will meet or exceed the district average on SAT-10 Reading.
- 80% of students in grades 1-5 at Berkley Charter will improve their reading level by at least one year per year as measured by STAR during the first and last month of school.

Berkley Charter School has met this goal based on the data provided for measures one through three. The last measure was not an accurate measure due to first grade students not participating in the STAR testing until the second semester. The bar graphs attached show steady growth from the beginning to the end of the school year of students who did participate. We will continue to look at STAR with other data to monitor student progress.

Goal 2: Students at Berkley Charter School will demonstrate progress in the mathematics Sunshine State Standards.

Measures:

- Berkley Charter's school average of students in grades 3-5 scoring an achievement level of 3 or higher will meet or exceed the district average on FCAT Math SSS.
- At least 50% of students in grades 3-5 will make annual learning gains in the area of math as demonstrated on FCAT Math SSS.
- Berkley Charter's school average of students in grades 1-2 scoring at or above the 51st percentile will meet or exceed the district average on SAT-10 Math.
- 70% of students in grades 2-5 at Berkley Charter will improve their edu-test math score from the beginning of the year to the end of the year by at least 20 percent per year as measured during the first and last month of school.

Berkley Charter School has met this goal based on the data provided. Measure two data is kept by individual teachers. Administration meets with teachers on a regular basis to discuss student progress.

Goal 3: Students at Berkley Charter School will become proficient in writing narrative and expository writings.

Measures:

- Berkley Charter's school average of students in grade 4 scoring a 3.5 or higher will meet or exceed the district average on FCAT Writing.
- Students at all grade levels will improve writing skills as measured by beginning and end of year assessments using the school's writing plan.

Berkley Charter School has met this goal based on the data provided. Measure two data is kept by individual teachers. Administration meets with teachers on a regular basis to discuss student progress.

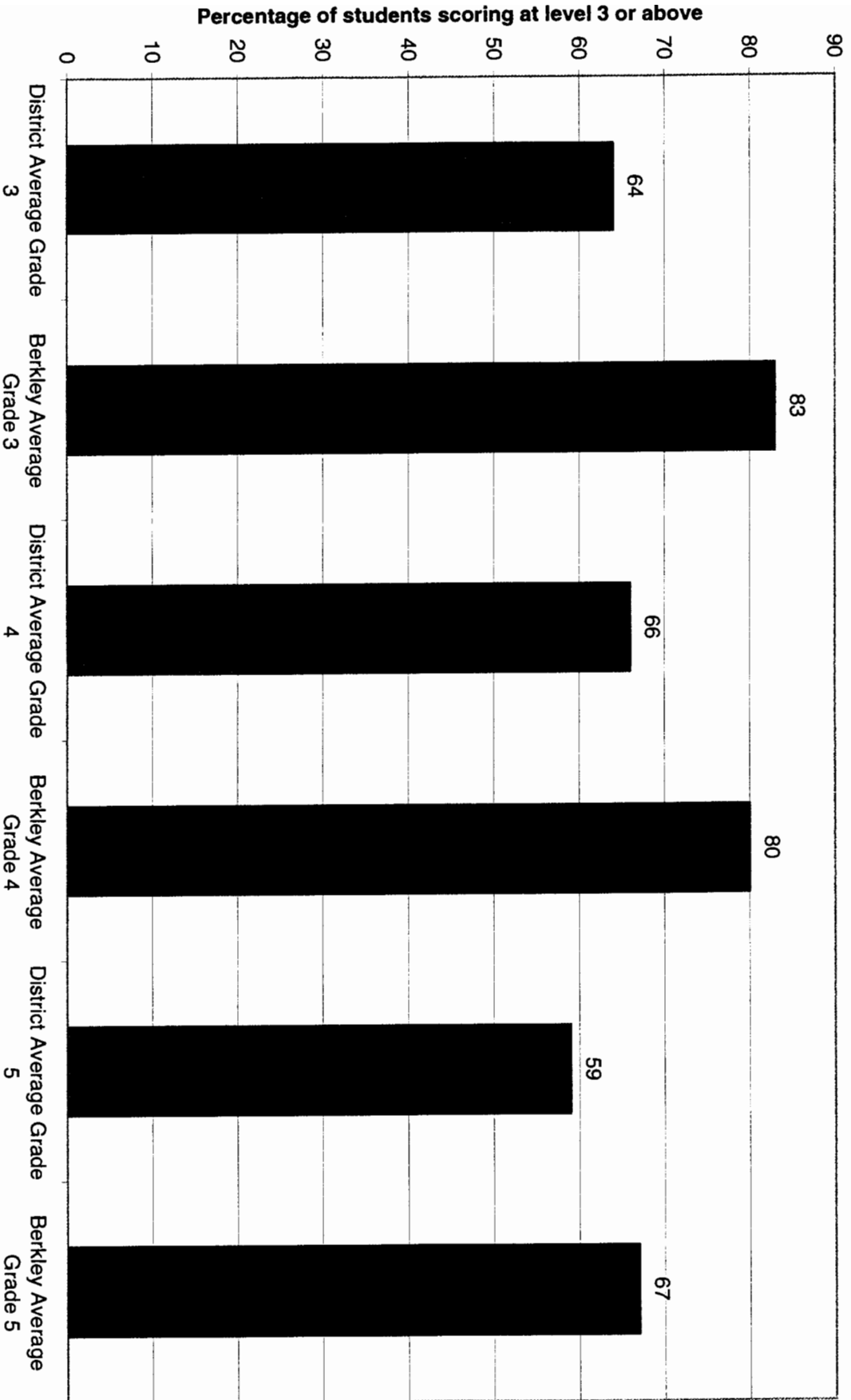
Goal 4: Students at Berkley Charter School will become proficient in the science Sunshine State Standards.

Measure:

Berkley Charter's school average of students in grade 5 will meet or exceed the district average scale scores on FCAT Science SSS.

Berkley Charter School has met this goal based on the data provided.

FCAT Reading SSS 2005



Go To Grade Level Details
 Use your browser's back button to return to the previous page.
New School Grades Query
 Return to Report Card

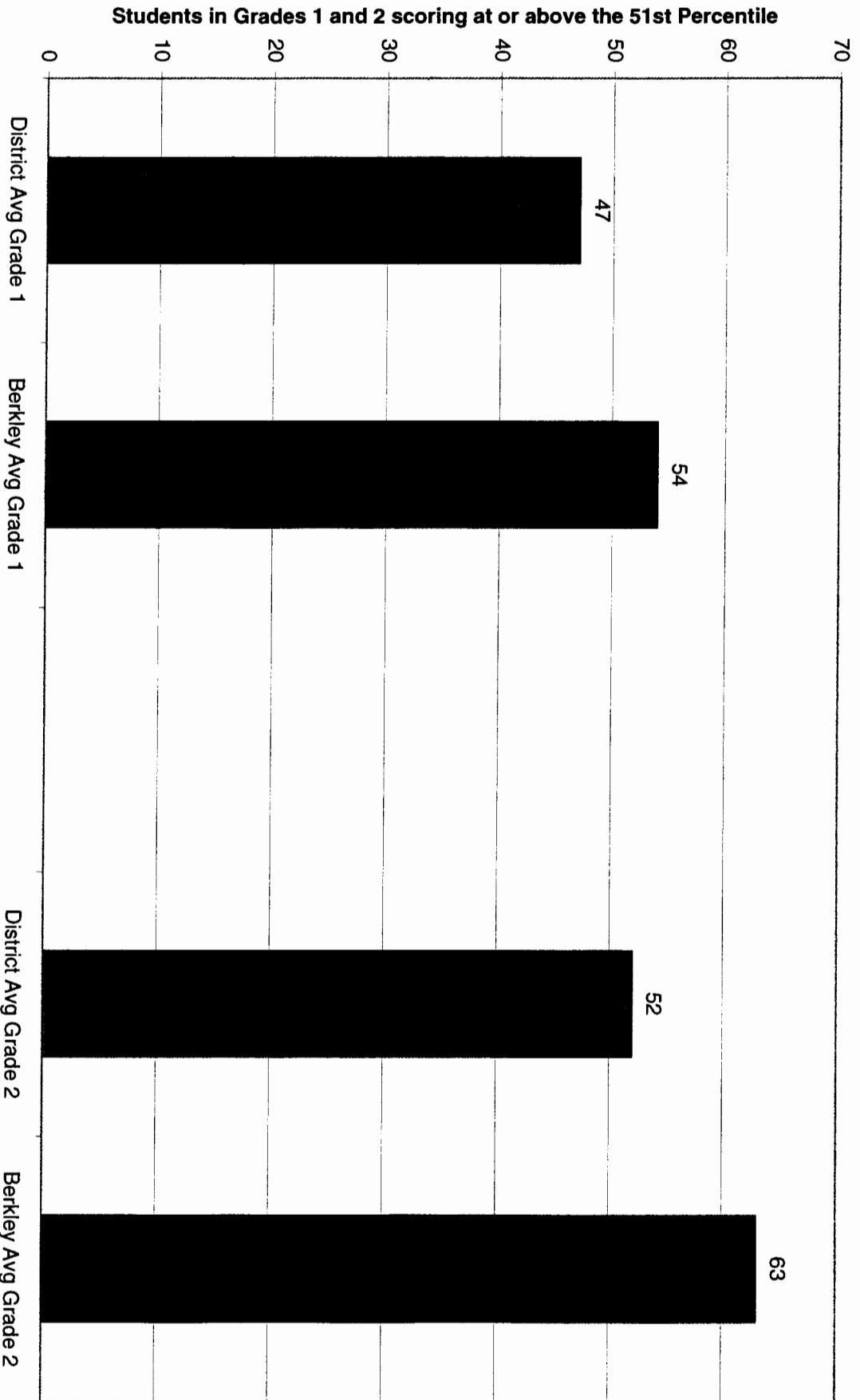
FLORIDA SCHOOL GRADE

2005

BERKLEY CHARTER SCHOOL, INC. Go to Grade Level Details					
	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	83%	93%	257	Writing: Takes into account % scoring 3.5 and Sometimes the District writing average is subs the writing average.
% of Students Making Learning Gains	72%	71%		143	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1
Adequate Progress of Lowest 25% in the School?	53% Yes			53	Lowest 25% based on reading scores Adequate Progress? Yes, if 50% or more make gains
Points Earned				453	
Percent Tested = 99%					Percent of eligible students tested
School Grade				A	Grade based on total points, adequate progre students tested

A = 410 points or more; at least 95% tested; at least 50% of lowest readers must make gains in the current year
 B = 380 to 409 C = 320 to 379; for B and C at least 50% of lowest readers must make gains in one of two consecutive
 D = 280 to 319 F = less than 280

SAT-10 Reading 2005



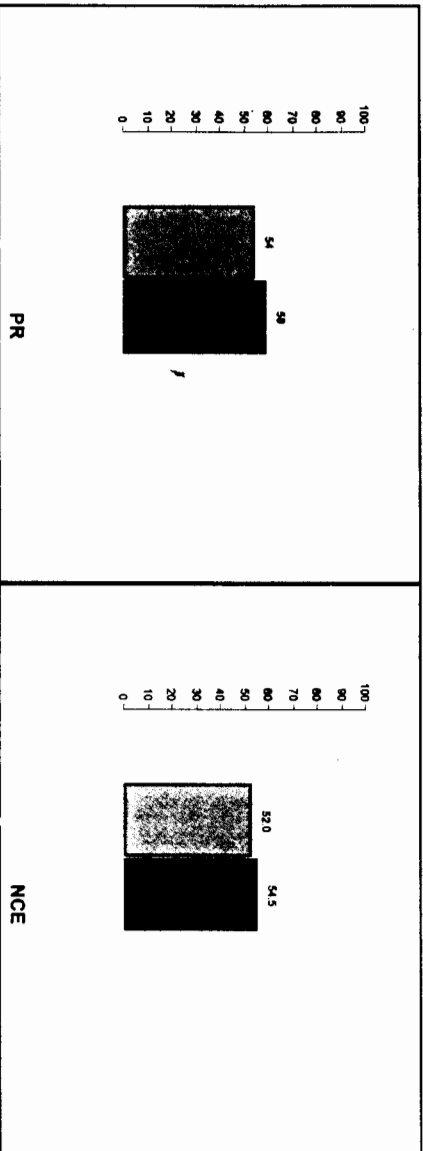
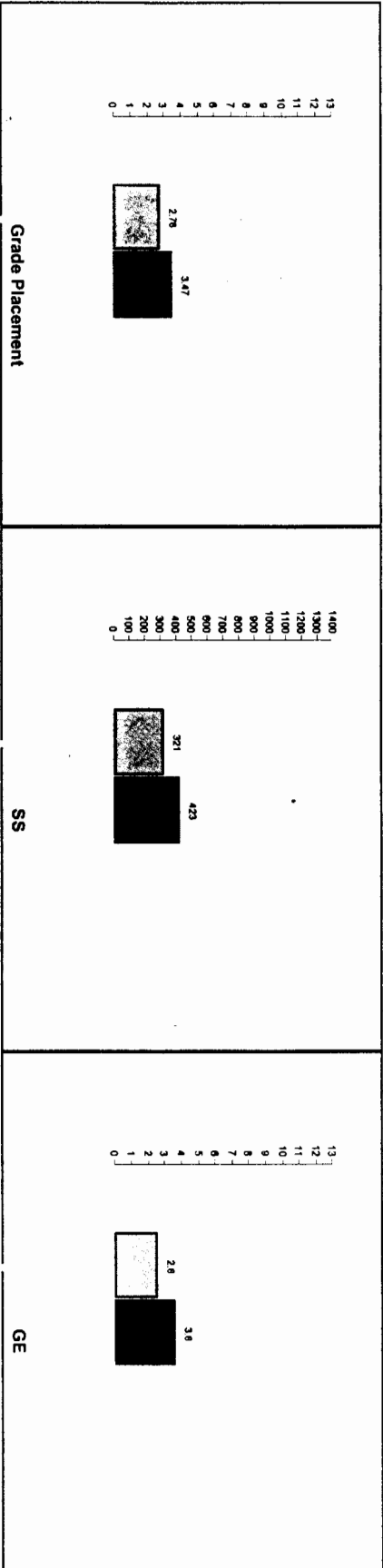
STAR Growth Report

Pretest Dates : 8/1/2004 to 5/30/2005
 Berkeley Elementary

Posttest Dates : 8/1/2004 to 5/30/2005
 Sorted By : Student Name

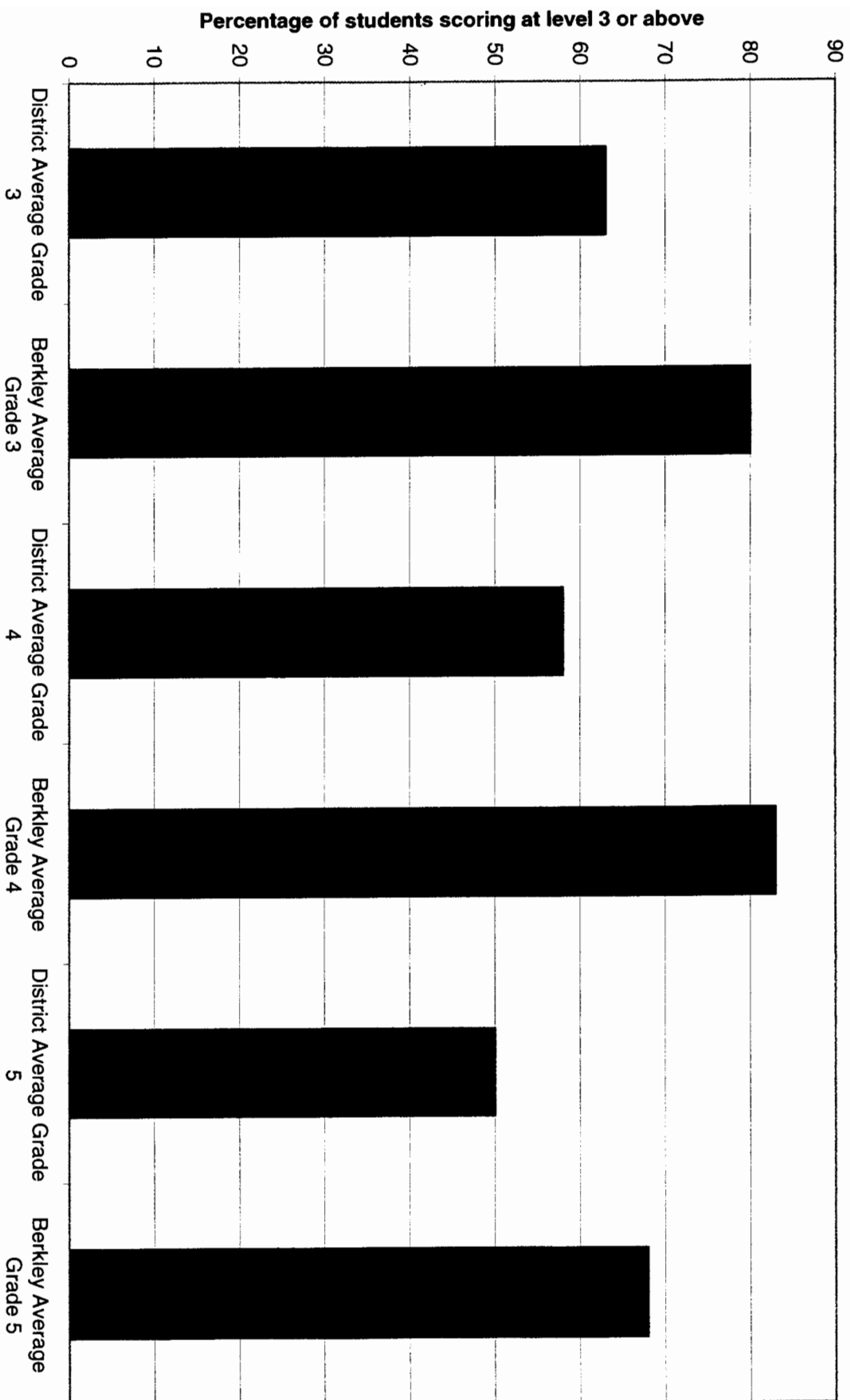
Growth Summary

 Pretest
 Posttest



Historical Data : Included

FCAT Math SSS 2005



Go To Grade Level Details
 Use your browser's back button to return to the previous page.
New School Grades Query
 Return to Report Card

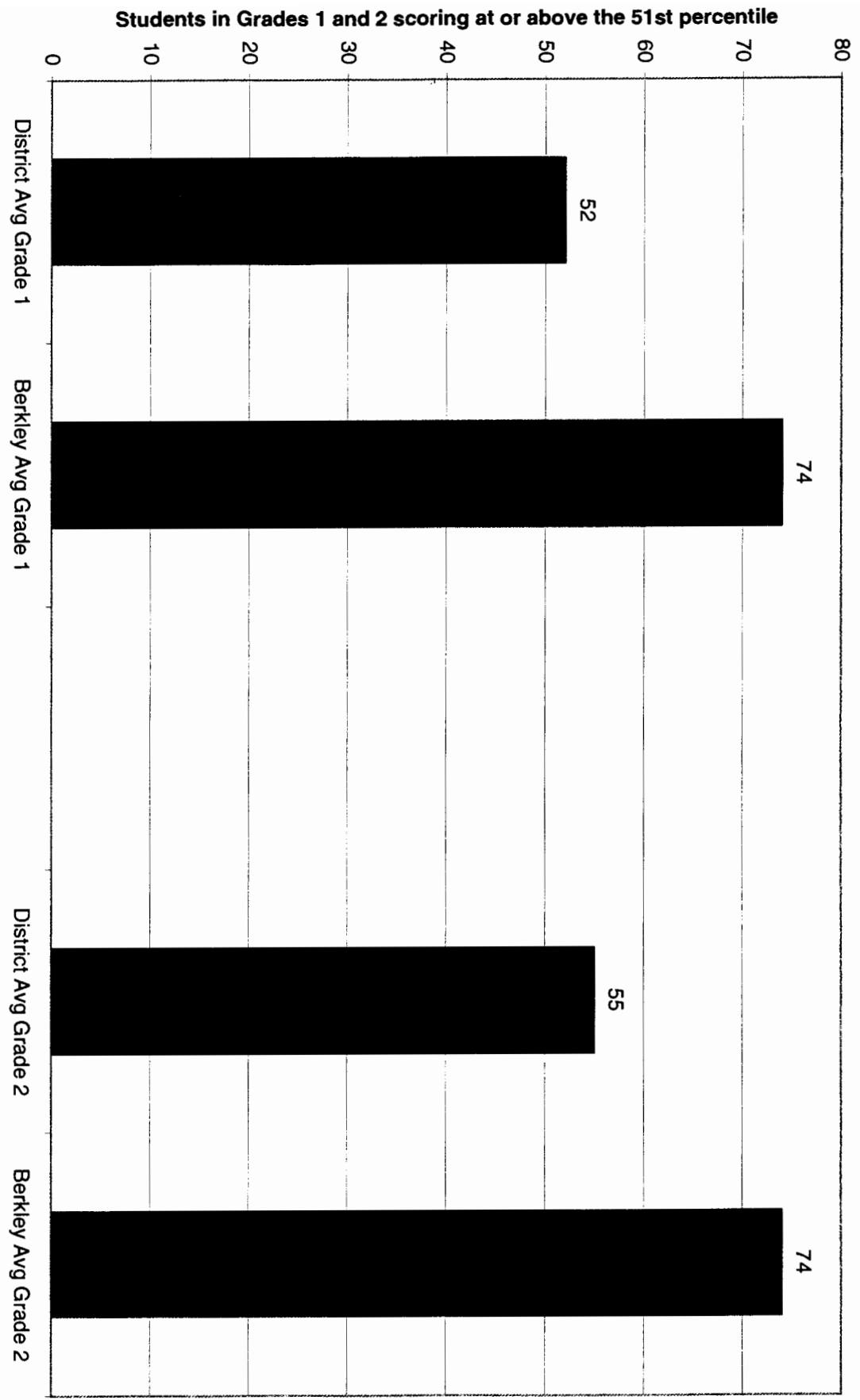
FLORIDA SCHOOL GRADE

2005

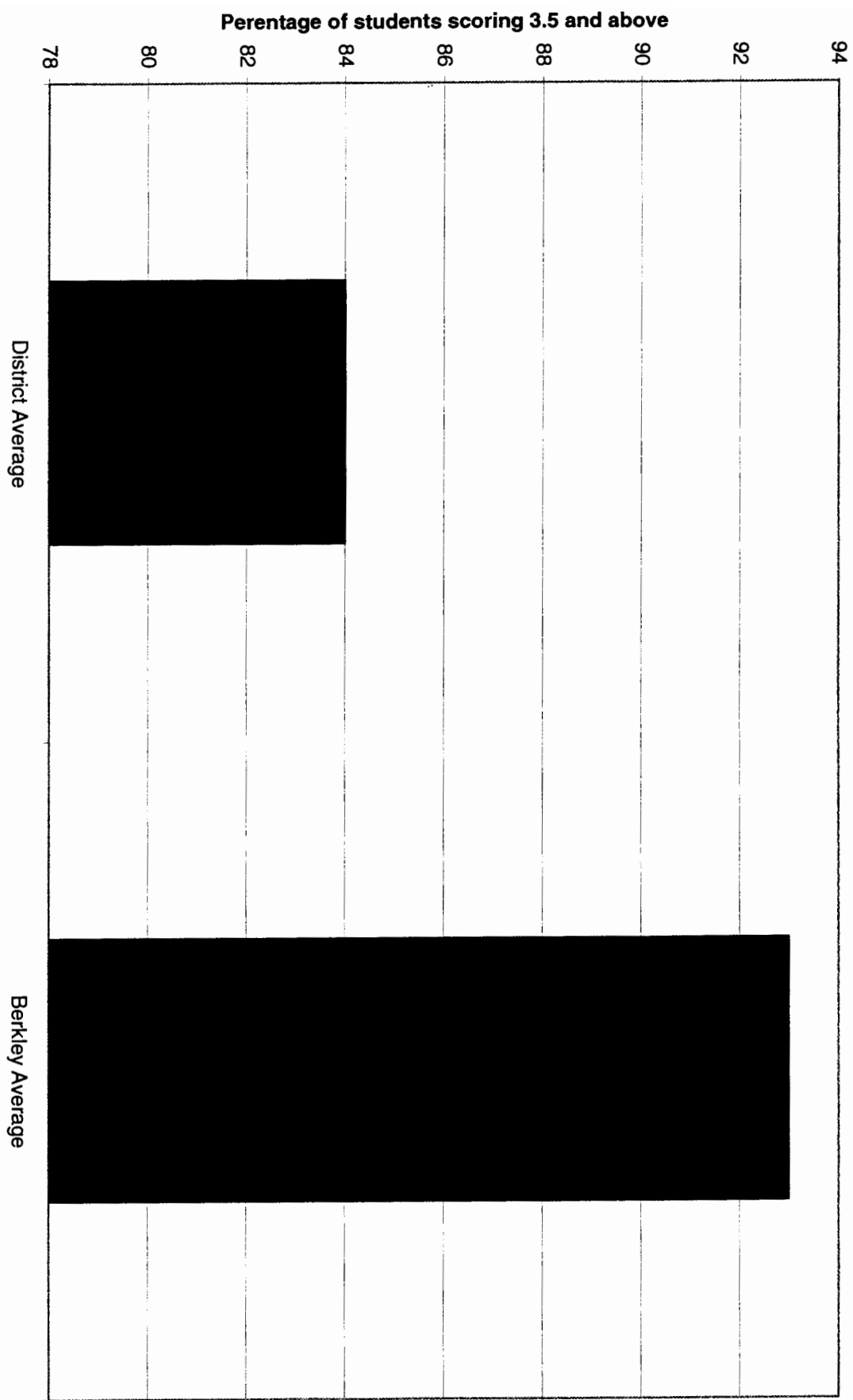
BERKLEY CHARTER SCHOOL, INC.					
Go to Grade Level Details					
	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	83%	93%	257	Writing: Takes into account % scoring 3.5 and Sometimes the District writing average is subs the writing average.
% of Students Making Learning Gains	72%	71%		143	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1
Adequate Progress of Lowest 25% in the School?	53% Yes			53	Lowest 25% based on reading scores Adequate Progress? Yes, if 50% or more make gains
Points Earned				453	
Percent Tested = 99%					Percent of eligible students tested
School Grade				A	Grade based on total points, adequate progre students tested

A = 410 points or more; at least 95% tested; at least 50% of lowest readers must make gains in the current year
 B = 380 to 409 C = 320 to 379; for B and C at least 50% of lowest readers must make gains in one of two consecutive
 D = 280 to 319 F = less than 280

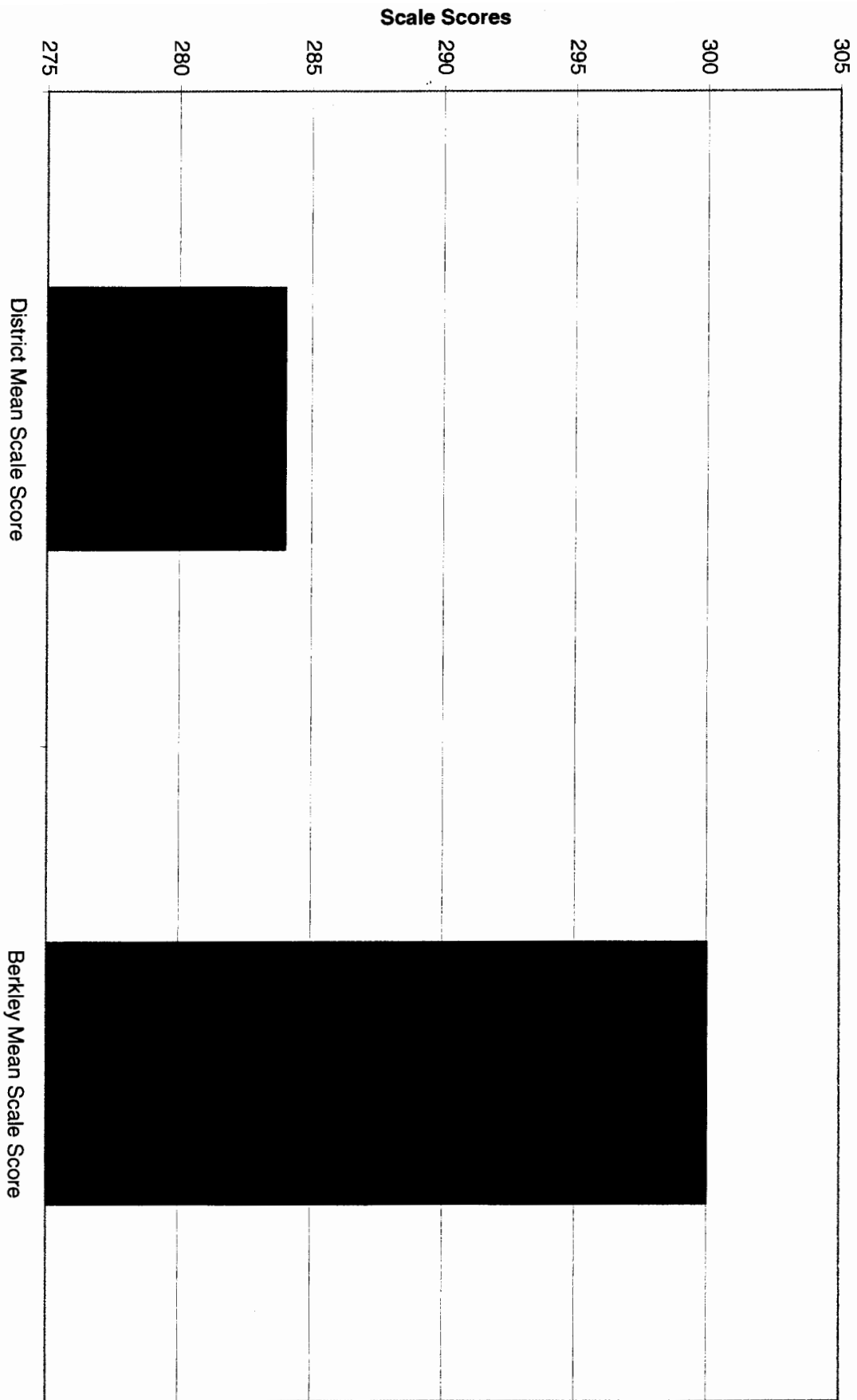
SAT-10 Math 2005



FCAT Writing 2005



FCAT Science 2005





Spring 2005
Florida Comprehensive Assessment Test (FCAT)
Writing to Explain
School Demographic Report
Grade 04

SCHOOL NUMBER AND NAME
 1951-BERKLEY ELEM
DISTRICT NUMBER AND NAME
 53-POLK

RACIAL/ETHNIC/GENDER	Number of Students	Mean Score	Percent Earning Each Score Point												Off Topic	Percent Unscorable	Total Unscorable
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0				
White	39	4.0	0	0	0	3	10	21	36	21	8	0	3	0	0	0	
Black	6**																
Hispanic	0																
Asian/Pacific Islander	0																
American Indian/Alaskan	1**																
Multiracial/Ethnic	1**																
Unreported Race/Ethnicity	0																
Female	20	4.2	0	0	0	5	0	10	50	20	10	0	5	0	0		
Male	27	3.8	0	0	0	0	19	30	33	15	4	0	0	0	0		
Unreported Gender	0																
SPECIAL CATEGORIES																	
Standard Curriculum	40	4.1	0	0	0	0	8	20	43	20	8	0	3	0	0		
LEP	1**																
Migrant	0																
Section 504	1**																
Free or Reduced Lunch	17	3.8	0	0	0	6	18	24	29	18	6	0	0	0	0		
Not Free or Reduced Lunch	30	4.1	0	0	0	0	7	20	47	17	7	0	3	0	0		
Total ESE other than Gifted	10	3.5	0	0	0	10	20	40	20	10	0	0	0	0	0		
Not ESE plus Gifted	37	4.1	0	0	0	0	8	16	46	19	8	0	3	0	0		
Educable M H (A)	1**																
Orthopedically Impaired(C)	1**																
Speech Impaired (F)	3**																
Language Impaired (G)	0																
Deaf/Hard of Hearing (H)	0																
Visually Impaired (I)	0																
Emotionally Handicapped(J)	0																
Specific Learning Disab (K)	5**																
Gifted (L)	4**																
Hospital/Homebound (M)	0																
Autistic (P)	0																
Sav Emotionally Dist (Q)	0																
Traumatic Brain Injured(S)	0																
Other Health Impaired (V)	0																
Not on Enrollment File	0																
SUMMARY																	
School	47	3.9	0	0	0	2	11	21	40	17	6	0	2	0	0		
District	3194	3.7	1	1	3	3	18	20	35	12	5	2	1	1	1		
State	97245	3.7	1	1	3	4	18	20	32	13	6	2	1	1	1		

*Percentages are rounded to the nearest whole number. If the percentage is less than 0.5%, it is written as <0.5%.
 **No data are reported when fewer than 10 students were tested or all students are receiving the same score.



**Spring 2005
Florida Comprehensive Assessment Test (FCAT)
Writing to Tell a Story
School Demographic Report
Grade 04**

SCHOOL NUMBER AND NAME
1951-BERKLEY ELEM
DISTRICT NUMBER AND NAME
53-POLK

RACIAL/ETHNIC/GENDER	Number of Students	Mean Score	Percent Earning Each Score Point													Off Topic	Percent Unscorable	Total Unscorable
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0					
White	40	4.0	0	0	0	3	8	15	53	13	10	0	0	0	0	0	0	0
Black	6**																	
Hispanic	2**																	
Asian/Pacific Islander	1**																	
American Indian/Alaskan	0																	
Multiracial/Ethnic	1**																	
Unreported Race/Ethnicity	0																	
Female	28	4.1	0	0	0	0	14	7	46	18	14	0	0	0	0	0	0	
Male	22	3.9	0	0	0	5	0	32	50	9	5	0	0	0	0	0	0	
Unreported Gender	0																	
SPECIAL CATEGORIES																		
Standard Curriculum	49	4.0	0	0	0	0	8	18	49	14	10	0	0	0	0	0	0	
LEP	0																	
Migrant	0																	
Section 504	0																	
Free or Reduced Lunch	16	3.7	0	0	0	6	19	19	50	0	6	0	0	0	0	0	0	
Not Free or Reduced Lunch	34	4.1	0	0	0	0	3	18	47	21	12	0	0	0	0	0	0	
Total ESE other than Gifted	2**																	
Not ESE plus Gifted	48	4.0	0	0	0	0	8	19	48	15	10	0	0	0	0	0	0	
Educable H H (A)	1**																	
Orthopedically Impaired(C)	0																	
Speech Impaired (F)	1**																	
Language Impaired (G)	0																	
Deaf/Hard of Hearing (H)	0																	
Visually Impaired (I)	0																	
Emotionally Handicapped(J)	0																	
Specific Learning Disab (K)	0																	
Gifted (L)	1**																	
Hospital/Homebound (M)	0																	
Autistic (P)	0																	
Sev Emotionally Dist (Q)	0																	
Traumatic Brain Injured(S)	0																	
Other Health Impaired (V)	0																	
Not on Enrollment File	0																	
SUMMARY																		
School	50	4.0	0	0	0	2	8	18	48	14	10	0	0	0	0	0	0	
District	3184	3.8	2	1	1	4	12	18	37	15	6	2	2	1	1	1	1	
State	97416	3.7	1	1	3	5	15	18	33	14	6	2	1	1	1	1	1	

*Percentages are rounded to the nearest whole number. If the percentage is less than 0.5%, it is written as <0.5%.
 **No data are reported when fewer than 10 students were tested or all students are receiving the same score.

Florida Comprehensive Assessment Test (FCAT)

SUNSHINE STATE STANDARDS

School Demographic Report

GRADE 05

SCHOOL NUMBER AND NAME
1951 - BERKLEY ELEM
DISTRICT NUMBER AND NAME
53 - POLK

Florida Comprehensive Assessment Test

SCIENCE

	Total Test Scores						Mean Points Earned by Content Area				
	Number of Students	Mean Scale Score	Percent in Each Achievement Level					Physical and Chemical	Earth and Space	Life and Environmental	Scientific Thinking
			1	2	3	4	5				
Number of Points Possible							13	13	13	12	
RACIAL/ETHNIC/GENDER											
White	77	304					8	8	7	8	
Black	10	280					7	6	8	6	
Hispanic	3	*					*	*	*	*	
Asian/Pacific Islander	0										
American Indian/Alaskan	0										
Multiracial/Ethnic	3	*					*	*	*	*	
Unreported Race/Ethnicity	0										
Female	51	298					8	7	7	7	
Male	42	303					8	8	8	7	
Unreported Gender	0										
SPECIAL CATEGORIES											
Standard Curriculum	77	309					8	8	8	8	
LEP	0										
Migrant	0										
Section 504	0										
Free or Reduced Lunch	35	285					7	7	7	7	
Not Free or Reduced Lunch	54	313					9	8	8	8	
Total ESE other than gifted	12	256					6	6	6	6	
Not ESE plus gifted	77	309					8	8	8	8	
Educable Mentally Handicapped (A)	0										
Orthopedically Impaired (C)	2	*					*	*	*	*	
Speech Impaired (F)	0										
Language Impaired (G)	1	*					*	*	*	*	
Deaf/Hard of Hearing (H)	0										
Visually Impaired (I)	0										
Emotionally Handicapped (J)	3	*					*	*	*	*	
Specific Learning Disabled (K)	4	*					*	*	*	*	
Gifted (L)	5	*					*	*	*	*	
Hospital/Homebound (M)	0										
Autistic (P)	0										
Severely Emotionally Disturbed (Q)	0										
Traumatic Brain Injured (S)	0										
Other Health Impaired (V)	2	*					*	*	*	*	
Students Not Matched to Enrollment File	4	*					*	*	*	*	
SUMMARY											
School	93	300					8	7	7	7	
District	6002	284					7	7	7	7	
State	180643	296					8	7	8	7	

TO BE DETERMINED

* No data are reported when fewer than ten students were tested or if any percentage equals 100.

A P P E N D I X 2

**BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT
OF THE DISTRICT SCHOOL BOARD OF
POLK COUNTY, FLORIDA**

FINANCIAL STATEMENTS

JUNE 30, 2005

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Report of Independent Auditors on Basic Financial Statements and Supplementary Information	8 - 9
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MANAGEMENT'S DISCUSSION AND ANALYSIS

This section of the annual financial report of Berkley Charter School, Inc. (the "School") presents management's discussion and analysis of the School's financial performance during the fiscal year ended June 30, 2005. Please read it in conjunction with the School's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- For the fiscal year ended June 30, 2005, the School's revenues exceeded expenses by \$213,788.
- The School's general fund balance remained positive though the School loaned a significant amount of cash to another charter school located in Polk County.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts – management's discussion and analysis (this section), the basic financial statements and required supplementary information. The basic financial statements include two kinds of statements that present different views of the School:

- The first two statements are *government-wide financial statements* that provide both long-term and short-term information about the School's overall financial status.
- The remaining statements are *fund financial statements* that focus on individual parts of the School, reporting the School's operations in more detail than the government-wide statements.
 - The *governmental funds* financial statements tell how general school services were financed in the short term, as well as what remains for future spending.

The financial statements also include *notes* that explain some of the information in the financial statements and provide more detailed data. The statements are followed by a section of *required supplementary information* that further explains and supports the information in the financial statements.

This document also includes the independent auditor's report on compliance and internal control required by *Government Auditing Standards*, as well as the management letter required by the Rules of the Florida Auditor General, Chapter 10.850, *Charter School Audits*.

The following table summarizes the major features of the School's financial statements, including the portion of the School they cover and the types of information they contain. The remainder of this overview section of management's discussion and analysis explains the structure and contents of each of the statements.

	Government-wide Statements	Fund Statements
		Governmental Funds
Scope	Entire School	The activities of the School that are not proprietary or fiduciary
Required financial statements	Statement of net assets Statement of activities	Balance sheet Statement of revenues, expenditures and changes in fund balances
Accounting basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial resources focus
Type of asset/liability information	All assets and liabilities, both financial and capital, and short-term and long-term	Only assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets included
Type of inflow/outflow information	All revenues and expenses during the year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and payment is due during the year or soon thereafter

Government-wide Financial Statements

The government-wide financial statements report information about the School as a whole using accounting methods similar to those used by private-sector companies. The statement of net assets includes all of the School's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities, regardless of when cash is received or paid.

The two government-wide financial statements report the School's net assets and how they have changed. Net assets – the difference between the School's assets and liabilities – is one way to measure the School's financial health or position. Over time, increases or decreases in the School's net assets are an indicator of whether its financial health is improving or deteriorating, respectively. To assess the overall health of the School, one needs to consider additional non-financial factors such as changes in the School's student base.

The government-wide financial statements of the School are generally divided into three categories:

- *Governmental activities* – most of the School's basic services are included here, such as instruction and school administration. Funds received through the Florida Education Finance Program (FEFP) and state and federal grants finance most of these activities.
- *Business-type activities* – in certain instances, the School may charge fees to help it cover the costs of certain services it provides. The School currently has no business-type activities.
- *Component units* – there currently are no component units included within the reporting entity of the School.

Fund Financial Statements

The fund financial statements provide more detailed information about the School's most significant funds, not the School as a whole. A fund is a self-balancing set of accounts which the School uses to keep track of specific sources of funding and spending for particular purposes. Some funds are required by state law, and the School may establish other funds to control and manage money for particular purposes, such as for federal grants.

The School currently has one type of fund:

- *Governmental funds* – most of the School's basic services are included in governmental funds, which focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps one determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, we provide additional information on the subsequent page that explains the differences between them.

FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE

Net Assets

The School's combined net assets at June 30, 2004 and 2005 are summarized as follows—see table below.

	<u>Governmental Activities</u>		<u>Increase</u>
	<u>2004</u>	<u>2005</u>	<u>(Decrease)</u>
Current and other assets	\$ 675,198	\$ 549,873	-19%
Long-term assets	-	250,000	100%
Capital assets, net	405,853	485,154	20%
Total assets	<u>1,081,051</u>	<u>1,285,027</u>	<u>19%</u>
Current and other liabilities	142,914	197,713	38%
Long-term liabilities	274,534	209,923	-24%
Total liabilities	<u>417,448</u>	<u>407,636</u>	<u>-2%</u>
Net assets:			
Invested in capital assets	131,319	275,231	110%
Unrestricted	532,284	602,160	13%
Total net assets	<u>\$ 663,603</u>	<u>\$ 877,391</u>	<u>32%</u>

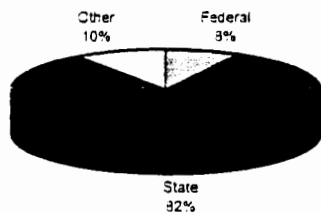
Current and other assets decreased and long-term receivables increased due to the fact that funds were loaned to another Polk County charter school. Capital assets increased because additional assets were purchased in fiscal 2005. Total liabilities remained relatively consistent from the prior year as current liabilities increased due to increased accrued salaries and compensated absences and long-term liabilities decreased due to payments made in fiscal 2005.

Change in Net Assets

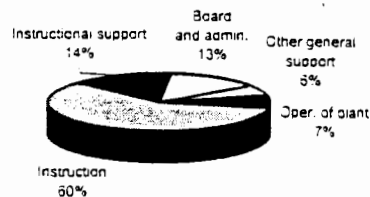
The School's total revenues exceeded total expenses by approximately \$214,000—see table below.

	<u>Governmental Activities</u>		<u>Increase</u>
	<u>2004</u>	<u>2005</u>	<u>(Decrease)</u>
Revenues:			
Federal sources passed through local school district	\$ 453,423	\$ 279,663	-38%
State and local sources	2,756,276	2,965,538	8%
Contributions and other revenue	229,184	351,076	53%
Total revenues	3,438,883	3,596,277	5%
Expenses:			
Instruction	1,765,414	2,005,677	14%
Pupil personnel services	241,366	397,352	65%
Instructional media services	59,856	61,869	3%
Instructional staff training	11,733	29,744	154%
Board	4,584	24,867	442%
School administration	337,824	426,734	26%
Food services	1,400	614	-56%
Central services	13,888	8,980	-35%
Fiscal services	81,897	78,848	-4%
Pupil transportation	82,629	104,344	26%
Operation of plant	221,232	232,369	5%
Interest	13,600	11,091	-18%
Total expenses	2,835,423	3,382,489	19%
Change in net assets	\$ 603,460	\$ 213,788	-65%

2005 Revenues



2005 Expenses



Federal sources decreased primarily due to the fact that the CSR grant and the District Title I grant were not awarded to the school in fiscal 2005. Contributions and other revenue increased from increased internal account activity in fiscal 2005. The majority of expenses increased from 2004 due to salary increases and additional positions added to serve the increased student attendance in fiscal 2005.

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

As the School completed the year, its governmental funds reported a combined fund balance of \$383,327.

General Fund Budgetary Highlights

Over the course of the year, the School revised its budget several times. State and local sources revenue was over budget by approximately \$9,000 due to a slight under budgeting of the excellent teaching program grant. Contributions and other revenue was approximately \$306,000 over the budgeted amount primarily due to the fact that internal accounts revenue was not budgeted.

For the year ended June 30, 2005, actual expenditures were approximately \$197,000 above the budgeted amounts. This is due to the fact that internal accounts expense was not budgeted.

CAPITAL ASSET ADMINISTRATION

At the end of fiscal 2005, the School had invested \$590,717 in capital assets, including computers, other furniture and equipment, and buses.

This year's major capital asset additions included the following:

- Two portable classrooms - \$82,904
- Three Konica copiers - \$22,584

The fiscal 2006 general fund budget includes approximately \$82,000 for capital acquisitions. More detailed information about the School's capital assets is presented in Note 3 to the financial statements.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

The following economic indicators were taken into account when adopting the general fund budget for fiscal year 2006:

- Projected increase in state funding.
- Projected salary increases.
- Increases in the cost of insurance.

Amounts available for appropriation in the general fund are approximately \$2,883,000, a decrease of less than 5% from the actual 2005 amount of approximately \$3,023,000, exclusive of revenue from internal accounts. This decrease is due to the fact that gifts and donations are not budgeted due to their uncertain nature and the Reading First grant is not in the original 2006 budget.

Budgeted expenditures are expected to increase by less than 1% from the fiscal 2005 actual figure of approximately \$2,874,000, exclusive of expenditures from internal accounts. The School has added no major new programs to the fiscal 2006 budget.

If these estimates are realized, the School's budgetary general fund balance is expected to decrease slightly by the close of fiscal 2006.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide interested parties with a general overview of the School's finances and to demonstrate the School's accountability for the money it receives. Should additional information be required, please contact the School's administrative offices at 5240 Berkley Road, Auburndale, Florida, 33823.



1560 ORANGE AVENUE, SUITE 600, WINTER PARK, FLORIDA 32789
(407) 998-9000 / FAX (407) 998-9010
WWW.BPKHCPA.COM

**Report of Independent Auditors on Basic Financial Statements
and Supplementary Information**

To the Board of Directors of Berkley Charter School, Inc.
a Charter School and Component Unit of the District
School Board of Polk County, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Berkley Charter School, Inc. (the "School"), a charter school and component unit of the District School Board of Polk County, Florida, as of and for the year ended June 30, 2005, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund the aggregate remaining fund information of Berkley Charter School, Inc. at June 30, 2005, and the respective changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated July 8, 2005 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The management's discussion and analysis on pages 1 - 7 and the budgetary comparison schedule on page 25 are not a required part of the basic financial statements but are supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Beemer, Richter, Kuehnacker & Heidbink P.A.

Winter Park, Florida
July 8, 2005

**BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

STATEMENT OF NET ASSETS

JUNE 30, 2005

	Governmental Activities
ASSETS	
Cash and cash equivalents	\$ 527,863
Accounts receivable	9,808
Other current assets	12,202
Long-term assets:	
Portion due or receivable within one year:	
Notes receivable	21,496
Portion due or receivable after one year:	
Notes receivable	228,504
Capital assets:	
Buildings	82,904
Furniture, fixtures and equipment	168,157
Vehicles	339,656
Less accumulated depreciation	(105,563)
Total capital assets, net	485,154
Total assets	\$ 1,285,027
LIABILITIES	
Accounts payable and accrued expenses	\$ 188,903
Deferred revenue	8,810
Long-term liabilities:	
Portion due or payable after one year:	
Notes payable	209,923
Total liabilities	407,636
NET ASSETS	
Invested in capital assets, net of related debt	275,231
Unrestricted	602,160
Total net assets	877,391
Total liabilities and net assets	\$ 1,285,027

The accompanying notes to financial statements are an integral part of this statement.

BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2005

	Program Revenues			Net (Expense) Revenue and Changes in Net Assets		
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Total
Governmental activities:						
Instruction	\$ 2,005,677	\$ -	\$ -	\$ -	\$ (2,005,677)	\$ (2,005,677)
Pupil personnel services	397,352	-	-	-	(397,352)	(397,352)
Instructional media services	61,869	-	-	-	(61,869)	(61,869)
Instructional staff training	29,744	-	-	-	(29,744)	(29,744)
Board	24,867	-	-	-	(24,867)	(24,867)
School administration	426,734	-	-	-	(426,734)	(426,734)
Food services	614	-	-	-	(614)	(614)
Central services	8,980	-	-	-	(8,980)	(8,980)
Fiscal services	78,848	-	-	-	(78,848)	(78,848)
Pupil transportation	104,344	-	-	-	(104,344)	(104,344)
Operation of plant	232,369	-	-	-	(232,369)	(232,369)
Interest	11,091	-	-	-	(11,091)	(11,091)
Total primary government	\$ 3,382,489	\$ -	\$ -	\$ -	(3,382,489)	(3,382,489)
General revenues:						
Federal sources					279,663	279,663
State and local sources					2,965,538	2,965,538
Other revenue					351,076	351,076
Total general revenues					3,596,277	3,596,277
Change in net assets					213,788	213,788
Net assets at beginning of year					663,603	663,603
Net assets at end of year					\$ 877,391	\$ 877,391

The accompanying notes to financial statements are an integral part of this statement.

BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

BALANCE SHEET – GOVERNMENTAL FUND

JUNE 30, 2005

	General Fund
ASSETS	
Cash and cash equivalents	\$ 527,863
Accounts receivable	9,808
Other current assets	12,202
Total assets	<u>\$ 549,873</u>
LIABILITIES AND FUND BALANCE	
Accounts payable and accrued expenses	\$ 157,736
Deferred revenue	8,810
Total liabilities	<u>166,546</u>
Fund balance:	
Unreserved:	
Undesignated	<u>383,327</u>
Total fund balance	<u>383,327</u>
Total liabilities and fund balance	<u>\$ 549,873</u>

The accompanying notes to financial statements are an integral part of this statement.

BERKLEY CHARTER SCHOOL, INC.
 A CHARTER SCHOOL AND COMPONENT UNIT OF
 THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

RECONCILIATION OF THE GOVERNMENTAL FUND BALANCE SHEET
 TO THE STATEMENT OF NET ASSETS

JUNE 30, 2005

Total fund balance - governmental fund \$ 383,327

Amounts reported for governmental activities in the statement of net assets
 are different because:

Capital assets used in governmental activities are not financial
 resources and, therefore, are not reported as assets in the
 governmental funds. The cost of the assets is \$590,717
 and the accumulated depreciation is \$105,563. 485,154

Long-term receivables are not due and receivable in the current
 period and, therefore, are not reported as assets in the
 governmental funds. Long-term receivables at year-end consist of:

Notes receivable 250,000

Amounts accrued for compensated absences are not due and
 payable in the current period and, therefore, are not reported
 as liabilities in the governmental funds. (31,167)

Long-term liabilities are not due and payable in the current
 period and, therefore, are not reported as liabilities in the
 governmental funds. Long-term liabilities at year-end consist of:

Notes payable (209,923)

Total net assets - governmental activities \$ 877,391

The accompanying notes to financial statements are an integral part of this statement.

BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCES – GOVERNMENTAL FUNDS

FOR THE YEAR ENDED JUNE 30, 2005

	General Fund	Other Governmental Funds	Total Governmental Funds
REVENUES			
Federal sources passed through local school district	\$ -	\$ 279,663	\$ 279,663
State and local sources	2,965,538	-	2,965,538
Other revenue	351,076	-	351,076
Total revenues	<u>3,316,614</u>	<u>279,663</u>	<u>3,596,277</u>
EXPENDITURES			
Current:			
Instruction	1,830,997	137,332	1,968,329
Pupil personnel services	362,946	33,696	396,642
Instructional media services	59,454	1,781	61,235
Instructional staff training	17,297	12,447	29,744
Board	24,867	-	24,867
School administration	400,846	14,426	415,272
Food services	614	-	614
Central services	8,980	-	8,980
Fiscal services	47,327	31,521	78,848
Pupil transportation	66,346	4,334	70,680
Operation of plant	227,358	3,289	230,647
Debt service:			
Principal	-	64,611	64,611
Interest	-	11,091	11,091
Capital outlay	111,099	40,837	151,936
Total expenditures	<u>3,158,131</u>	<u>355,365</u>	<u>3,513,496</u>
Excess (deficiency) of revenues over expenditures	<u>158,483</u>	<u>(75,702)</u>	<u>82,781</u>
OTHER FINANCING SOURCES (USES)			
Funds loaned for notes receivable	(250,000)	-	(250,000)
Operating transfer in	-	75,702	75,702
Operating transfer out	(75,702)	-	(75,702)
Total other financing sources (uses)	<u>(325,702)</u>	<u>75,702</u>	<u>(250,000)</u>
Net change in fund balances	(167,219)	-	(167,219)
Fund balances at beginning of year	550,546	-	550,546
Fund balances at end of year	<u>\$ 383,327</u>	<u>\$ -</u>	<u>\$ 383,327</u>

The accompanying notes to financial statements are an integral part of this statement.

BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES**

FOR THE YEAR ENDED JUNE 30, 2005

Net change in fund balances - total governmental funds \$ (167,219)

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount of capital outlays in excess of depreciation expense in the current period. 79,301

Loans for notes receivable decrease current financial resources of the governmental funds, but increase long-term receivables in the statement of net assets. 250,000

Compensated absences included in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds. (12,905)

Principal payments on long-term debt are expenditures in the governmental funds, but the repayments reduce long-term liabilities in the statement of net assets. 64,611

Change in net assets of governmental activities \$ 213,788

The accompanying notes to financial statements are an integral part of this statement.

**BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2005

**1 ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING
POLICIES**

Organization

Berkley Charter School, Inc. (the "School") is a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not For Profit Corporation Act and Section 1002.33, Florida Statutes. The governing body of the School is the not-for-profit corporation Board of Directors, which is composed of five members. Effective July 1, 2003, the School converted from a public school to a charter school.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter of the sponsoring school district, the District School Board of Polk County, Florida (the "School Board"). The current charter is effective until June 30, 2006 and may be renewed by mutual written agreement between the School and the School Board. At the end of the term of the charter, the School Board may choose not to renew the charter under grounds specified in the charter. In this case, the School Board is required to notify the School in writing at least 90 days prior to the charter's expiration. During the term of the charter, the School Board may also terminate the charter if good cause is shown. In the event of termination of the charter, any property purchased by the School with public funds and any unencumbered public funds revert back to the School Board. The School is considered a component unit of the School Board; therefore, for financial reporting purposes, the School is required to follow generally accepted accounting principles applicable to state and local governmental units.

Criteria for determining if other entities are potential component units of the School which should be reported with the School's basic financial statements are identified and described in the Governmental Accounting Standards Board's (GASB) *Codification of Governmental Accounting and Financial Reporting Standards*, Sections 2100 and 2600. The application of these criteria provide for identification of any entities for which the School is financially accountable and other organizations for which the nature and significance of their relationship with the School are such that exclusion would cause the School's basic financial statements to be misleading or incomplete. Based on these criteria, no component units are included within the reporting entity of the School.

Basis of presentation

The School's financial statements have been prepared in accordance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board. Accordingly, both government-wide and fund financial statements are presented.

BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS
(continued)

The government-wide financial statements report information about the School as a whole using accounting methods similar to those used by private-sector companies. The statement of net assets includes all of the School's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The government-wide financial statements of the School are generally divided into three categories:

- *Governmental activities* – most of the School's basic services are included here, such as instruction and school administration. Funds received through the Florida Education Finance Program (FEFP) and state and federal grants finance most of these activities.
- *Business-type activities* – in certain instances, the School may charge fees to help it cover the costs of certain services it provides. The School currently has no business-type activities.
- *Component units* – there currently are no component units included within the reporting entity of the School.

The fund financial statements provide more detailed information about the School's most significant funds, not the School as a whole. A fund is an accounting entity having a self-balancing set of accounts for recording assets, liabilities, fund balance, revenues, expenditures, and other financing sources and uses. Resources are allocated to and accounted for in individual funds based on the purposes for which they are to be spent and the means by which spending activities are controlled. The funds in the financial statements of this report are as follows:

Governmental Funds:

- General Fund - to account for all financial resources not required to be accounted for in another fund.
- Debt Service Fund - to account for the accumulation of resources for, and payment of, general long-term debt principal, interest and related costs.
- Special Revenue Fund – to account for the proceeds of specific revenue sources and Federal grants that are restricted by law or administrative action to expenditure for specific purposes.

For purposes of these statements, the general fund is considered a major fund. All other funds are considered non-major.

Basis of accounting

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

The government-wide financial statements are presented using the accrual basis of accounting and an economic resources focus. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized when incurred.

BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS
(continued)

The modified accrual basis of accounting and current financial resources focus is followed by the governmental funds. Under the modified accrual basis, revenues are recognized when they become measurable and available. Available means collectible within the current period or soon enough thereafter to pay current liabilities. The School considers revenues to be available if they are collected within sixty days of the end of the fiscal year. Under the modified accrual basis of accounting, expenditures are generally recognized when the related fund liability is incurred. The principal exceptions to this general rule are: (1) interest on general long-term debt is recognized when due and (2) expenditures related to liabilities reported as general long-term debt are recognized when due.

Budgetary basis accounting

Budgets are presented on the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g., salaries, purchased services and capital outlay).

Deposits and investments

Cash deposits are held by banks qualified as public depositories under Florida law. All deposits are insured by federal depository insurance and collateralized with securities held in Florida's multiple financial institution collateral pool as required by Chapter 280, Florida Statutes. The School's cash consists primarily of demand deposits and a certificate of deposit with a financial institution.

Capital assets and depreciation

Expenditures for capital assets acquired for general School purposes are reported in the governmental fund that financed the acquisition. The capital assets acquired are reported at cost, net of accumulated depreciation, in the government-wide financial statements. Donated assets are recorded at fair value at the date of donation.

Depreciation is computed using the straight-line method over the estimated useful lives of the assets, which are as follows:

	<u>Years</u>
Buildings	10
Furniture, fixtures and equipment	3 - 10
Vehicles	10

Information relative to changes in capital assets is described in Note 3.

BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS
(continued)

Compensated absences

Compensated absences (i.e. paid absences for employee vacation leave and sick leave) are recorded as an expenditure in governmental funds when leave is used or when accrued as payable to employees entitled to cash payment in lieu of taking leave. In the government-wide financial statements, compensated absences are recorded as an expense when earned by the employees. The liability for compensated absences is classified as current in the government-wide financial statements because the amount of vacation and sick time to be used after the following year cannot be reasonably estimated.

Revenue sources

Revenues for current operations are received primarily from the District School Board of Polk County, Florida pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33(18), Florida Statutes, the School reports the number of full-time equivalent students and related data to the School Board.

Under the provisions of Section 1011.62, Florida Statutes, the School Board reports the number of full-time equivalent students and related data to the Florida Department of Education (FDOE) for funding through the Florida Education Finance Program (FEFP). Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the Florida Education Finance Program and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. The School Board receives a 5% administrative fee from the School, which is reflected as a school administration expenditure in the accompanying statement of activities and statement of revenues, expenditures and changes in fund balances - governmental funds. This administrative fee is calculated on the Florida Education Finance Program revenue up to 500 students. The difference between the actual fee and the fee as calculated on total Florida Education Finance Program revenue is restricted for capital outlay expenditures.

The School may receive federal or state awards for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies. For federal or state awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred.

Use of estimates

In preparing the financial statements, management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities as of the date of the balance sheet and affect revenues and expenditures for the period presented. Actual results could differ significantly from those estimates.

BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS
(continued)

2 ACCOUNTS RECEIVABLE

Accounts receivable in the accompanying statement of net assets and balance sheet— governmental fund includes \$7,604 of state and Federal grant funds expended but not remitted to the School by the School Board and other receivables of \$2,204 as of June 30, 2005.

3 CHANGES IN CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2005 was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Governmental activities:				
Buildings	\$ -	\$ 82,904	\$ -	\$ 82,904
Furniture, fixtures and equipment	99,125	69,032	-	168,157
Vehicles	339,656	-	-	339,656
Total capital assets at historical cost	<u>438,781</u>	<u>151,936</u>	<u>-</u>	<u>590,717</u>
Less accumulated depreciation for:				
Buildings	-	(4,145)	-	(4,145)
Furniture, fixtures and equipment	(13,077)	(34,826)	-	(47,903)
Vehicles	(19,851)	(33,664)	-	(53,515)
Total accumulated depreciation	<u>(32,928)</u>	<u>(72,635)</u>	<u>-</u>	<u>(105,563)</u>
Governmental activities capital assets, net	<u>\$ 405,853</u>	<u>\$ 79,301</u>	<u>\$ -</u>	<u>\$ 485,154</u>

Depreciation expense was charged to functions as follows:

Governmental activities:	
Instruction	\$ 25,067
Pupil personnel services	746
School administration	6,395
Facilities acquisition	4,145
Pupil transportation	33,664
Operation of plant	<u>2,618</u>
Total governmental activities depreciation expense	<u>\$ 72,635</u>

**BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

**NOTES TO FINANCIAL STATEMENTS
(continued)**

4 NOTES RECEIVABLE

Notes receivable consists of an amount advanced to a charter school in Polk County for construction of a new facility. The note bears interest at an annual rate of 2.70%, is secured by land, and is payable in equal monthly payments of principal and interest through June 2015.

5 LONG-TERM DEBT

Long-term debt consists of two notes payable secured by five school buses which were purchased under these notes. Terms of the notes include annual principal payments plus accrued interest totaling \$75,703. Interest accrues at 4.04% annually. The maturity dates of the notes range from July 2008 to August 2008. Activity during the current fiscal year was as follows:

Balance outstanding at beginning of year	\$ 274,534
Additions	-
Reductions	(64,611)
Balance outstanding at end of year	\$ 209,923
Amount due within one year	\$ -

Principal maturities of long-term debt are as follows:

Year ended June 30,	Principal	Interest	Total
2006	\$ -	\$ -	\$ -
2007	67,222	8,481	75,703
2008	69,937	5,766	75,703
2009	72,764	2,939	75,703
Total	\$ 209,923	\$ 17,186	\$ 227,109

Interest paid on notes payable during the year ended June 30, 2005 totaled approximately \$11,100.

BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS
(continued)

6 SCHEDULE OF STATE AND LOCAL REVENUE SOURCES

The following is a schedule of state and local revenue sources and amounts:

District School Board of Polk County, Florida:	
Florida Education Finance Program	\$ 2,037,183
Supplemental academic instruction	141,126
Transportation	161,013
ESE guaranteed allocation	107,997
Class size reduction	192,014
Discretionary millage funds	88,848
School recognition funds	56,503
Reading First grant	47,705
Instructional materials	45,130
Discretionary lottery funds	28,346
Excellent teaching program	18,682
Safe schools	13,805
Public school technology	10,645
Teacher training	7,702
Summer reading	5,361
Teacher lead program	<u>3,478</u>
Total	<u>\$ 2,965,538</u>

The administration fee paid to the School Board during the year ended June 30, 2005 totaled approximately \$128,000 which is reflected as a school administration expenditure in the accompanying statement of activities and statement of revenues, expenditures and changes in fund balances - governmental funds.

7 RISK MANAGEMENT PROGRAM

Workers' compensation coverage, health and hospitalization, general liability, professional liability and property coverages are being provided through purchased commercial insurance with minimum deductibles for each line of coverage. Settled claims resulting from these risks have not exceeded commercial coverage.

**BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

**NOTES TO FINANCIAL STATEMENTS
(continued)**

8 COMMITMENTS AND CONTINGENT LIABILITIES

Grants

The School participates in state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectibility of any related receivable at June 30, 2005 may be impaired.

In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

Custodial credit risk — deposits

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned to it. The School's deposit policy for custodial credit risk is to spread its deposits among various institutions to the extent possible in order to limit its exposure to any one institution. As of June 30, 2005, \$476,365 of the School's bank balance of \$576,365 was exposed to custodial credit risk. This balance was uninsured and collateralized by securities held by the pledging bank's trust department, but not in the School's name. The School has not historically experienced losses on such accounts.

Legal matters

In the normal course of conducting its operations, the School occasionally becomes party to various legal actions and proceedings. In the opinion of management, the ultimate resolution of such legal matters will not have a significant adverse effect on the accompanying financial statements.

**BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

**NOTES TO FINANCIAL STATEMENTS
(continued)**

9 CAMPUS FACILITY

Title to the school building and facilities and other capital assets acquired prior to July 1, 2003 remains with the School Board. Florida Statutes provide that the use of the school building and facilities be furnished to charter schools on the same basis as made available to other public schools in the district. No rental or leasing fee may be charged by the district school board to the charter school or to the parents and teachers who organize the charter school.

Administrators of the School and School Board believe that considerable uncertainty exists regarding the valuation of facilities utilized by the School. Consequently, the financial statements reflect no such charges of expense.

BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA

REQUIRED SUPPLEMENTARY INFORMATION

BUDGETARY COMPARISON SCHEDULE - GENERAL FUND

FOR THE YEAR ENDED JUNE 30, 2005

	Budgeted Amounts		Actual (Budgetary Basis)	Variance with Final Budget- Positive (Negative)
	Original	Final		
REVENUES				
State and local sources	2,795,681	2,956,620	2,965,538	8,918.
Other revenue	1,000	44,800	351,076	306,276
Total revenues	<u>2,796,681</u>	<u>3,001,420</u>	<u>3,316,614</u>	<u>315,194</u>
EXPENDITURES				
Current:				
Instruction	1,714,818	1,886,083	1,830,997	55,086
Pupil personnel services	70,366	70,155	362,946	(292,791)
Instructional media services	73,614	73,026	59,454	13,572
Instructional staff training	14,000	18,000	17,297	703
Board	29,200	31,200	24,867	6,333
School administration	348,717	413,834	400,846	12,988
Food services	-	614	614	-
Central services	8,000	9,000	8,980	20
Fiscal services	77,116	47,797	47,327	470
Pupil transportation	65,090	65,846	66,346	(500)
Operation of plant	217,617	230,948	227,358	3,590
Maintenance of plant	5,000	-	-	-
Capital outlay	-	114,545	111,099	3,446
Total expenditures	<u>2,623,538</u>	<u>2,961,048</u>	<u>3,158,131</u>	<u>(197,083)</u>
Excess of revenues over expenditures	173,143	40,372	158,483	118,111
OTHER FINANCING SOURCES (USES)				
Funds loaned for notes receivable	-	-	(250,000)	(250,000)
Operating transfers out	(75,703)	(75,703)	(75,702)	1
Net change in fund balance	97,440	(35,331)	(167,219)	(131,888)
Fund balance at beginning of year	550,546	550,546	550,546	-
Fund balance at end of year	<u>\$ 647,986</u>	<u>\$ 515,215</u>	<u>\$ 383,327</u>	<u>\$ (131,888)</u>

See report of independent auditors.



**Report of Independent Auditors on Internal Control Over Financial
Reporting and on Compliance and Other Matters Based on an Audit of Financial
Statements Performed in Accordance with *Government Auditing Standards***

To the Board of Directors of Berkley Charter School, Inc.
a Charter School and Component Unit of the District
School Board of Polk County, Florida

We have audited the basic financial statements of Berkley Charter School, Inc. (the "School"), a charter school and component unit of the District School Board of Polk County, Florida, as of and for the year ended June 30, 2005, and have issued our report thereon dated July 8, 2005. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide an opinion on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses. A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements caused by error or fraud in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over financial reporting and its operation that we consider to be material weaknesses.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's basic financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing*

Standards. However, we noted an immaterial instance of noncompliance, which we have reported to management of the School in a separate letter dated July 8, 2005.

This report is intended for the information and use of management of the School, the District School Board of Polk County, Florida, the Florida Department of Education and the Florida Auditor General and is not intended to be and should not be used by anyone other than these specified parties.

Beemer, Prichard, Kuehnhaack & Heidbink P.A.

Winter Park, Florida
July 8, 2005

**ADDITIONAL INFORMATION REQUIRED BY
RULES OF THE FLORIDA AUDITOR GENERAL,
CHAPTER 10.850, *CHARTER SCHOOL AUDITS***



1560 ORANGE AVENUE, SUITE 600, WINTER PARK, FLORIDA 32789
(407) 998-9000 / FAX (407) 998-9010
WWW.BPKHCPA.COM

To the Board of Directors of Berkley Charter School, Inc.
a Charter School and Component Unit of the District
School Board of Polk County, Florida

In planning and performing our audit of the financial statements of Berkley Charter School, Inc., a charter school and component unit of the District School Board of Polk County, Florida, for the year ended June 30, 2005, we considered its internal control in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements, not for the purpose of providing assurance on the internal control. However, we noted a matter involving compliance and the internal control and its operation that may result in reportable conditions under standards established by the American Institute of Certified Public Accountants, if not given attention by management. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control that, in our judgment, could adversely affect the organization's ability to record, process, summarize and report financial data consistent with the assertions of management in the financial statements.

The specific matter noted during our audit, together with management's response thereto, is included in the memorandum which follows.

A material weakness is a reportable condition in which the design or operation of one or more of the internal control elements does not reduce to a relatively low level the risk that errors or irregularities in amounts that would be material to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions.

Our consideration of the internal control would not necessarily disclose all matters in the internal control that might be reportable conditions and, accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses as defined above. However, the item included in the accompanying memorandum is not believed to be a material weakness.

This report is intended solely for the information and use of the Board of Directors, management and others within Berkley Charter School, Inc. and is not intended to be and should not be used by anyone other than these specified parties.

Beemer, Pricher, Kuehnackl & Heidbrink P.A.

Winter Park, Florida
July 8, 2005

**BERKLEY CHARTER SCHOOL, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE DISTRICT SCHOOL BOARD OF POLK COUNTY, FLORIDA**

**RECOMMENDATIONS TO IMPROVE COMPLIANCE, INTERNAL CONTROL
AND THE FINANCIAL REPORTING PROCESS**

JUNE 30, 2005

RECOMMENDATION 1:

Adopt and implement a comprehensive investment policy which complies with applicable statutes and regulations.

We noted that the School maintained approximately \$500,000 of cash in demand deposits, money market accounts and certificates of deposit with financial institutions at the end of fiscal 2005.

We are aware that management and the Board of directors have successfully placed most of the cash balances in appropriate investments; however, we recommend that the School complete the process of adopting and implementing a formal investment policy which complies with applicable statutes and regulations.

MANAGEMENT'S RESPONSE:

The Board will review investment policies of other governmental agencies and charter schools and will formally adopt an investment policy in fiscal 2006.

STATUS OF PRIOR YEAR RECOMMENDATIONS

The prior year recommendation was implemented by management.

A P P E N D I X 3

Student Membership Tally

1951 Berkley Elementary Year: 0506

Report Date: 1/25/2006

TOTAL COUNTS

School Number	1951		Berkley Elementary												
GRADE	TOTAL		RACE: W		RACE: B		RACE: H		RACE: A		RACE: I		RACE: M		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
01	54	43	40	32	11	9	2	2	0	0	0	0	1	0	97
			72		20		4		0		0		1		
02	44	42	34	36	7	3	3	2	0	0	0	0	0	1	86
			70		10		5		0		0		1		
03	45	46	34	29	8	15	0	2	0	0	0	0	3	0	91
			63		23		2		0		0		3		
04	39	48	25	37	12	9	1	0	0	1	0	0	1	1	87
			62		21		1		1		0		2		
05	51	45	40	36	9	7	1	1	0	1	1	0	0	0	96
			76		16		2		1		1		0		
KG	43	39	34	28	9	8	0	2	0	1	0	0	0	0	82
			62		17		2		1		0		0		
	276	253	207	198	56	51	7	9	0	3	1	0	5	2	539
			405		107		16		3		1		7		

Student Membership Tally
 1951 Berkley Elementary Year: 0506
 Report Date: 1/25/2006
PERCENTAGE OF TOTAL

School	1951	Berkley Elementary					
GRADE	% RACE: W	% RACE: B	% RACE: H	% RACE: A	% RACE: I	% RACE: M	GRD TOTAL
01	74.2	20.6	4.1	.	.	1.	97
02	81.4	11.6	5.8	.	.	1.2	86
03	69.2	25.3	2.2	.	.	3.3	91
04	71.3	24.1	1.1	1.1	.	2.3	87
05	79.2	16.7	2.1	1.	1.	.	96
KG	75.6	20.7	2.4	1.2	.	.	82
% TOTAL	75.1	19.9	3.	.6	2	1.3	539

A P P E N D I X 4

**BERKLEY
CHARTER
ELEMENTARY
SCHOOL**

**ACCOUNTABILITY
PLAN**

2004

MISSION STATEMENT:

At Berkley Charter School, we believe in "Learning for All: Whatever It Takes." We provide a learning environment that emphasizes research-based effective practices, time on task, and an integrated relevant curriculum that provides an optimal learning environment for all children.

GOALS:

1. Students at Berkley Charter School will demonstrate progress in the reading Sunshine State Standards.
2. Students at Berkley Charter School will demonstrate progress in the mathematics Sunshine State Standards.
3. Students at Berkley Charter School will become proficient in writing narrative and expository writings.
4. Students at Berkley Charter School will demonstrate progress in the science Sunshine State Standards.
5. Berkley Charter School teachers will use Kagan Cooperative Learning strategies on a daily basis when instructing students.
6. Students at Berkley Charter School will follow school rules.
7. Students at Berkley Charter School will have the opportunity to be active learners in school.
8. Parents of Berkley Charter School will approve of their child's educational experience at Berkley Charter School.
9. Students at Berkley Charter School will have exemplary attendance.

PERFORMANCE INDICATORS:

Goal 1: Students at Berkley Charter School will demonstrate progress in the reading Sunshine State Standards.

Measures:

- Berkley Charter's school average of students in grades 3-5 scoring an achievement level of 3 or higher will meet or exceed the district average on FCAT Reading SSS.
- At least 50% of students in grades 3-5 will make annual learning gains in the area of reading as demonstrated on FCAT Reading SSS.
- Berkley Charter's school average of students in grades 1-2 scoring at or above the 51st percentile will meet or exceed the district average on SAT-10 Reading.
- 80% of students in grades 1-5 at Berkley Charter will improve their reading level by at least one year per year as measured by STAR during the first and last month of school.

Goal 2: Students at Berkley Charter School will demonstrate progress in the mathematics Sunshine State Standards.

Measures:

- Berkley Charter's school average of students in grades 3-5 scoring an achievement level of 3 or higher will meet or exceed the district average on FCAT Math SSS.
- At least 50% of students in grades 3-5 will make annual learning gains in the area of math as demonstrated on FCAT Math SSS.

- Berkley Charter's school average of students in grades 1-2 scoring at or above the 51st percentile will meet or exceed the district average on SAT-10 Math.
- 70% of students in grades 2-5 at Berkley Charter will improve their edu-test math score from the beginning of the year to the end of the year by at least 20 percent per year as measured during the first and last month of school.

Goal 3: Students at Berkley Charter School will become proficient in writing narrative and expository writings.

Measures:

- Berkley Charter's school average of students in grade 4 scoring a 3.5 or higher will meet or exceed the district average on FCAT Writing.
- Students at all grade levels will improve writing skills as measured by beginning and end of year assessments using the school's writing plan.

Goal 4: Students at Berkley Charter School will become proficient in the science Sunshine State Standards.

Measure:

- Berkley Charter's school average of students in grade 5 will meet or exceed the district average scale scores on FCAT Science SSS.

Goal 5: Berkley Charter School teachers will use Kagan Cooperative Learning strategies on a daily basis when instructing students.

Measures:

- More than 95% of Berkley Charter School teachers will complete the Kagan Cooperative Strategies in-service as documented by sign-in sheets.
- 100% of Berkley Charter School teachers will be observed by the principal or designee at least four times each school-year as documented by observation sheets.
- 100% of Berkley Charter School teachers will attend at least 5 Structure-A-Month (SAM's) Club meetings each year as documented by sign-in sheets.

Goal 6: Students at Berkley Charter School will follow school rules.

Measures:

- Students at Berkley Charter School will have less instances of discipline as demonstrated by a lower percentage of student discipline referrals per year.

Goal 7: Students at Berkley Charter School have the opportunity to be active learners in school.

Measures:

- Students in all grades are given the opportunity to participate in extra-curricular clubs.
- Each grade level will participate in field trips that enhance the curriculum.
- Opportunities for family involvement will be scheduled.
- Students will be recognized for academic success.

Goal 8: Parents of Berkley Charter School will approve of their child's educational experience at Berkley Charter School.

Measures:

- Berkley Charter School will maintain at least an 85% overall approval rating on annual parent surveys.

Goal 9: Students at Berkley Charter School will have exemplary attendance.

Measures:

- Students at Berkley Charter School will have higher attendance rates than their peers in the Polk County School District, as measured by daily attendance averages.

Goal 10: Berkley Charter School will operate with sound financial principles and an active and supportive board of directors and school advisory council.

Measures:

- The results of an annual independent audit will show that the school is operating with a positive cash flow.
- The board of directors will hold a minimum of 4 meetings per year. Minutes from each meeting are on file at the school.
- The school advisory council will hold 4 meetings per school year. Minutes from each meeting are on file at the school.

The only achievement gap for Berkley Charter was with our ESE students. Last year Berkley Charter implemented a plan to make Adequate Yearly Progress (AYP). We have added 40 minutes to the school day and implemented full inclusion for our ESE students. In 2003-2004, Berkley Charter was one of the few schools in Polk County that met AYP. We are continuing this same plan. However, if we fail to make AYP this school year, we will analyze the data and write another plan that will focus on meeting the criteria to make AYP.

A P P E N D I X 5

SCHOOL BOARD OF POLK COUNTY, FLORIDA

FACILITIES AND OPERATIONS DIVISION

COMPREHENSIVE SAFETY INSPECTION

Berkley Charter School

0132

F. I. S. H. NUMBER

5240 ST. 12A, Berkley Rd

ADDRESS
Auburnville, FL

INSPECTION DATE: 10/21/05
INSPECTOR SIGNATURE: [Signature]
SIGNATURE DATE: 10/21/05

TYPE OF INSPECTION
FIRE SAFETY CASUALTY SANITATION

PLEASE PRINT - LEGIBLY OR TYPE

Rule 5.5	Priority	Location	Type	Deficiency Description and Corrective Action Required	Time Found Before	Fiscal Yr Deficiency Status	Line #
				ALL FIRE EXTINGUISHERS NEED ANNUAL INSPECTION			2
				Replace Broken Floor Tile			3
				Replace Missing Ceiling Tile			4
				Service EH. Light			5
				K15 Gaze Room - No Deficiencies			8
				Repair Stairs Ceiling Tile			7
				Service EH. Light			8
				Service EH. Light			9
				Install EH. Light in Locker Room			10
				Service EH. Light			11
				Service EH. Light			12
				Service EH. Light			13
				Service EH. Light			14
				Service EH. Light			15
				Service EH. Light			16
				Service EH. Light			17
				Service EH. Light			18
				NO Deficiencies			19
							20

FOR N, PK, KG - 12 EMERGENCY EVACUATION DRILLS HELD ONCE EVERY THREE MONTHS * YES * NO (SECTION 235.14, F.S.)

Signature of [Signature] District Administrator Attesting to Emergency Evacuation Drills and Review of Report Acknowledging Awareness of Discovered Deficiencies Date Signed 10-21-05

1

School Board of Polk County
PORTABLE INSPECTION REPORT

F.I.S.H. No. 99-113 Date of Inspection 10/21/05 Construction: Type IV Type V or VI

ITEM	Inspected By	Satisfactory	Unsatisfactory
Accessibility	<i>Larry Lloyd</i>	X	
Structure	"	X	
Certified Structure Inspection	—	—	
Roofing/Moisture Protection	—	—	
Doors	"	X	
Platforms	"	X	
Operable Windows	"	X	
Finishes	"	X	
Fire Extinguisher	"	X	
HVAC	"	X	
Electrical	"	X	
Plumbing	X	X	
Fire Safety Systems	"	X	
COMMENTS:			

2

School Board of Polk County
PORTABLE INSPECTION REPORT

F.I.S.H. No. 99-114 Date of Inspection 10/21/05 Construction: Type IV Type V or VI

ITEM	Inspected By	Satisfactory	Unsatisfactory
Accessibility	<i>Larry Lloyd</i>	X	
Structure	"	X	
Certified Structure Inspection	—	—	
Roofing/Moisture Protection	—	—	
Doors	"	X	
Platforms	"	X	
Operable Windows	"	X	
Finishes	"	X	
Fire Extinguisher	"	X	
HVAC	"	X	
Electrical	"	X	
Plumbing	"	X	
Fire Safety Systems	"	X	
COMMENTS:			



SCHOOL BOARD OF POLK COUNTY

P.O. BOX 391
BARTOW, FLORIDA 33831

1915 SOUTH FLORAL AVENUE
BARTOW, FLORIDA 33830

(863) 534-0500 • SUNCOM 515-1321 • FAX (863) 534-0705

Board Members

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DISTRICT 1

JIM NELSON
DISTRICT 2

HAZEL SELLERS
DISTRICT 3

BRENDA C. REDDOUT
DISTRICT 4

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DISTRICT 5

MARGARET LOFTON
DISTRICT 6

C.J. ENGLISH, III
DISTRICT 7

C. WESLEY BRIDGES II
General Counsel

Administration
GAIL F. MCKINZIE, PhD
Superintendent of Schools

MEMORANDUM

BOB WILLIAMS
Assistant Superintendent
Facilities & Operations

(863) 534-0620
(FAX) 863-534-0833

Memo No. F & O 3317
Date: July 1, 2005
To: Randall Borland, Principal - Berkley Elementary
From: Terry Collins, Director of Maintenance
Thru: Bob Williams, Assistant Superintendent
Subject: Fire Marshal Re-Inspection

Please review the safety inspection reports attached from the recent Fire Marshal Inspection. Maintenance Services will address the maintenance needs with work orders beginning immediately.

The most obvious infractions encountered at most schools were storage in electrical and mechanical rooms, exit doors to the exterior blocked or partially obstructed, extension cords and flammable items on corridor doors, windows or hanging from the ceiling.

School

1. Remove storage.
2. Clear exits.
3. Remove chemicals.
4. Remove paper tree on walls.

Maintenance

1. Maintenance will install or service fire extinguishers.
2. Maintenance will repair or install exit and emergency lights
3. Maintenance will address all other maintenance related deficiencies found

Overall, the Fire Marshal was impressed with the safety and condition of your school. According to the attached report, they are intending to revisit your school within 30 days.

C: Service Manager

*Polk County Schools-
An equal opportunity
Institution for education
and employment*

FIRE SERVICES DIVISION
CHIEF DOUG LEWIS
Director



Building 250 - Suite 1 - 4, Bartow Airbase
Post Office Box 1458
Bartow, Florida 33831
Phone (863) 519-7350
Fax (863) 534-0379
E-mail: DouglasLewis@polk-county.net

Board of County Commissioners

October 15, 2004

Terry Collins, Director of Maintenance
Facilities and Operations
Polk County Public Schools
P.O. Box 391
Bartow, Florida 33881

Re: Annual Inspection of Berkley Elementary - October 14, 2004

Mr. Collins:

Please review the following corrections that need to be addressed at the above Educational Facility.

All Violations referenced from NFPA standards and Fire Safety in Educational Facilities S.S.69a-58

Violations found:

Building # 1

Fire Alarm in trouble mode (repaired before inspection was complete)

<u>160259980</u>	<u>Room 103</u>	Service emergency light. P.16 11.b.1	L4
<u>School</u>	<u>Room 145</u>	Remove storage. P.16.10.b.1	
<u>160260021</u>	<u>Room 146</u>	Seal Penetrations. P.6.d.3	L4
<u>School</u>	<u>Room 147</u>	Remove storage. P.16.10.b.1	
<u>160260022</u>	<u>Room 149</u>	Ceiling tiles missing. P.6.d.1	L4
<u>160260023</u>	<u>Room 148</u>	Fire Extinguisher out of date by 2 years. P.10.c.1	L4
<u>School</u>	<u>Room 150</u>	Remove storage. P.16.10.b.1,	
<u>160260024</u>		Install emergency light. P.16.11.b.1,	L4
<u>160260025</u>		Use fire caulk to seal penetrations. P.6.d.3	L4

Building # 2

<u>160260027</u>	<u>Room 106</u>	Ceiling tile missing.	P.6.d.1, L4
<u>school</u>		Remove storage.	P.16.10.b.1,
<u>school</u>		Unblock fire extinguisher	NFPA 10
<u>160260028</u>	<u>Room 107</u>	Ceiling tile missing.	P.6.d.1 L4
<u>school</u>	<u>Room 105</u>	(dining room) Remove storage.	P.16.10.b.1,
<u>school</u>		clear NE exit (remove desks, and computers).	P.6.1.4c
<u>160260031</u>	<u>Room 120</u>	Boiler certificate expired.	P.11.d.5 B-3
<u>school</u>	<u>Room 121</u>	Remove chemicals.	P.15.u.3a
<u>160260032</u>	<u>Room 122</u>	Install emergency light.	P.16.11.b1 L-4

Building # 3

<u>160260033</u>	<u>Room 127</u>	Install emergency light.	P.16.11.b1 L4
<u>160260034</u>	<u>Room 127</u>	UpService emergency light.	P.16.11.b1 L4
<u>160260035</u>	<u>Room 128</u>	Missing ceiling tile.	P.6.d.1 L4

Building # 4

<u>school</u>	<u>Room 148</u>	Remove paper trees on walls.	P.9.6b
<u>160260036</u>	<u>Room 138</u>	Service emergency light.	P.16.11.b1 L4
<u>160260037</u>	<u>Room 152</u>	Service emergency light.	P.16.11.b1 L4
<u>160260038</u>	<u>Room 131</u>	Install heat detector.	P.14.8b .5 B-3
<u>160260039</u>	<u>Room 133</u>	Bathroom keys need to be installed on doorframe.	L4
		NFPA 16.1.6	
<u>160260040</u>	<u>Room 134</u>	Install electric plug covers.	L4
<u>160260041</u>	<u>Room 136</u>	Replace tile in ceiling.	P.6.d.1 L4
<u>160260042</u>	<u>Room 160</u>	Install fire extinguisher and service emergency lights.	L4
<u>160260043</u>	<u>L4</u>	P.16.11.b1	

Building # 5

<u>160260044</u>	<u>Room 112</u>	Service emergency light.	P.16.11.b1 L4
<u>160260045</u>	<u>Room 108</u>	Service emergency light.	P.16.11.b1 L4
<u>160260046</u>	<u>Room 114</u>	Service emergency light.	P.16.11.b1 L4

Building # 5 (Continued)

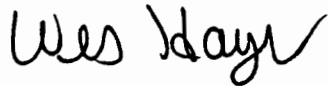
160260047 Room 118 Replace ceiling tile. P.6.d.1 **L4**
school Room 131 Remove Storage. P.16.10.b.1
160260048 Room 127 Install heat detector. P.14.8b .5 **B3**

Building # 89

school Room 002 Remove combustible material (storage) P.16.10.b.1,
160260049 and label door P.16.3d **L4**

The re-inspection will be in thirty days of the date of this letter. Please notify my office with any questions or concerns regarding the fire inspection or anything related. If violations are corrected prior to the 30 days, please call. I can be reached at 519-7363.

Sincerely,



Wesley Hayes, Fire Marshal
Polk County Fire Services Division
P.O. Box 1458
Bartow, Florida 33831

Firesafety

Berkley Elementary

Wednesday, June 29, 2005

Page 1 of 4

Shop	Date	Building	Room Number	Deficiency	Corrected How	Date Corrected	Work Order #	Service Manager
L4	10/14/2004	01	103	SERVICE EMERGENCY LIGHT			160259980	Eric Sly
School	10/14/2004	01	145	REMOVE STORAGE			0	Principal
L4	10/14/2004	01	146	SEAL PENETRATIONS			160260021	Eric Sly
School	10/14/2004	01	147	REMOVE STORAGE			0	Principal
L4	10/14/2004	01	148	FIRE EXTINGUISHER OUT OF DATE BY 2 YEARS			106260023	Eric Sly
L4	10/14/2004	01	149	CEILING TILES MISSING			160260022	Eric Sly
L4	10/14/2004	01	150	INSTALL EMERGENCY LIGHT			160260024	Eric Sly
L4	10/14/2004	01	150	USE FIRE CAULK TO SEAL PENETRATIONS			160260025	Eric Sly
School	10/14/2004	01	150	REMOVE STORAGE			0	Principal
School	10/14/2004	02	105	CLEAR N.E. EXIT (REMOVE DESKS AND COMPUTERS)			0	Principal
School	10/14/2004	02	105 (DINING ROOM)	REMOVE STORAGE			0	Principal
L4	10/14/2004	02	106	CEILING TILE MISSING			160260027	Eric Sly
School	10/14/2004	02	106	UNBLOCK FIRE EXTINGUISHER			0	Principal
School	10/14/2004	02	106	REMOVE STORAGE			0	Principal
L4	10/14/2004	02	107	CEILING TILE MISSING			160260028	Eric Sly
B3	10/14/2004	02	120	BOILER CERTIFICATE EXPIRED			160260031	Noel Palmer
School	10/14/2004	02	121	REMOVE CHEMICALS			0	Principal

L4	10/14/2004	02	122	INSTALL EMERGENCY LIGHT	160260032	Eric Sly
L4	10/14/2004	03	127	UPSERVICE EMERGENCY LIGHT	160260034	Eric Sly
L4	10/14/2004	03	127	INSTALL EMERGENCY LIGHT	160260033	Eric Sly
L4	10/14/2004	03	128	MISSING CEILING TILE	160260035	Eric Sly
B3	10/14/2004	04	131	INSTALL HEAT DETECTOR	160260038	Noel Palmer
L4	10/14/2004	04	133	BATHROOM KEYS NEED TO BE INSTALLED ON DOORFRAME	160260039	Eric Sly
L4	10/14/2004	04	134	INSTALL ELECTRIC PLUG COVERS	160260040	Eric Sly
L4	10/14/2004	04	136	REPLACE TILE IN CEILING	160260041	Eric Sly
L4	10/14/2004	04	138	SERVICE EMERGENCY LIGHT	160260036	Eric Sly
School	10/14/2004	04	148	REMOVE PAPER TREES ON WALLS	0	Principal
L4	10/14/2004	04	152	SERVICE EMERGENCY LIGHT	160260037	Eric Sly
L4	10/14/2004	04	160	SERVICE EMERGENCY LIGHTS	160260043	Eric Sly
L4	10/14/2004	04	160	INSTALL FIRE EXTINGUISHER	160260042	Eric Sly
L4	10/14/2004	05	108	SERVICE EMERGENCY LIGHT	160260045	Eric Sly
L4	10/14/2004	05	112	SERVICE EMERGENCY LIGHT	160260044	Eric Sly
L4	10/14/2004	05	114	SERVICE EMERGENCY LIGHT	160260046	Eric Sly
L4	10/14/2004	05	118	REPLACE CEILING TILE	160260047	Eric Sly
B3	10/14/2004	05	127	INSTALL HEAT DETECTOR	160260048	Noel Palmer
School	10/14/2004	05	131	REMOVE STORAGE	0	Principal

Berkley Elementary

Wednesday, June 29, 2005

Page 3 of 4

L4 10/14/2004 89 002 (STORAGE) LABEL DOOR

School 10/14/2004 89 002 (STORAGE) REMOVE COMBUSTIBLE MATERIAL

Summary for 'School' = Berkley Elementary (38 detail records)

160260049 Eric Sly

0 Principal

**STATE OF FLORIDA
DEPARTMENT OF HEALTH
COUNTY HEALTH DEPARTMENT
PUBLIC/ PRIVATE SCHOOL
INSPECTION REPORT**



PURPOSE:

- ROUTINE
- REINSPECTION
- CONSTRUCT.
- CHANGE OF OWNER
- COMPLAINT
- CONSULTATION
- QA SURVEY
- EPIDEMIOLOGY
- PREOPENING
- OTHER

TYPE:

- Private School
- Public School
- Charter School
- Vocational School
- College/University
- Other

NAME OF SCHOOL: Berkley Elementary School
 ADDRESS: 5240 NW Berkley Rd CITY: North Miami
 COUNTY: Dade STATE: FL ZIP: 33523
 SCHOOLS UNDER CHARGE: Randall, Portland PHONE: 980-1111

1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12	12	12	12	12
13	13	13	13	13	13	13	13	13	13	13	13	13	13
14	14	14	14	14	14	14	14	14	14	14	14	14	14

1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12	12	12	12	12
13	13	13	13	13	13	13	13	13	13	13	13	13	13
14	14	14	14	14	14	14	14	14	14	14	14	14	14

RESULTS

Satisfactory

Incomplete

Unsatisfactory

Correct Violations by

Next Inspection

8:00 AM on:

OUT OF BUSINESS

<p>SCHOOL SANITATION</p> <p><input type="checkbox"/> 1. School Site</p> <p><input type="checkbox"/> 2. Playground Equipment</p> <p><input type="checkbox"/> 3. Athletic Equipment</p> <p>BUILDINGS</p> <p><input type="checkbox"/> 4. Construction</p> <p><input type="checkbox"/> 5. Maintenance & Repair</p> <p><input type="checkbox"/> 6. Lighting/Foot-Candles</p> <p><input type="checkbox"/> 7. Heating, Ventilation, A/C</p>	<p><input type="checkbox"/> 8. Natural Ventilation</p> <p><input type="checkbox"/> 9. Mechanical Ventilation</p> <p>SANITARY FACILITIES</p> <p><input type="checkbox"/> 10. Provided/Accessible</p> <p><input type="checkbox"/> 11. Cleanliness & Repair</p> <p><input type="checkbox"/> 12. Toilet Facilities</p> <p><input type="checkbox"/> 13. Separation of Sexes</p> <p><input type="checkbox"/> 14. Fixture Ratio</p>	<p><input type="checkbox"/> 15. Handwash Facilities</p> <p><input type="checkbox"/> 16. Showers/Fixtures</p> <p><input type="checkbox"/> 17. Shower Water Temp.</p> <p>WATER SUPPLY</p> <p><input type="checkbox"/> 18. Installed/Operated/Maintained</p> <p><input type="checkbox"/> 19. Drinking Fountains</p> <p><input type="checkbox"/> 20. Approved Source</p>	<p>LIQUID/SOLID WASTE</p> <p><input type="checkbox"/> 21. Sewage Disposal</p> <p><input type="checkbox"/> 22. Solid Waste</p> <p>VECTOR/VERMIN CONTROL</p> <p><input type="checkbox"/> 23. Infestation/Control</p> <p><input type="checkbox"/> 24. Brush/Trash</p> <p><input type="checkbox"/> 25. Water Collection/Drainage</p>	<p>SAFETY</p> <p><input type="checkbox"/> 26. First Aid Kit</p> <p>FOOD</p> <p><input type="checkbox"/> 27. Food Insp. Rpt.</p> <p>OTHER</p> <p><input type="checkbox"/> 28. _____</p> <p><input type="checkbox"/> 29. _____</p>
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ITEM NUMBERS	COMMENTS AND INSTRUCTIONS (continue on attached sheet)
	Students are out for summer vacation and school premises are in the cleaning process it is in a satisfactory condition

HEALTH DEPARTMENT INSPECTOR: Mazen Omari PHONE: 863-519-8330-Ext 1106

COPY OF REPORT RECEIVED BY: Wendy Hancock DATE: 6-29-05

A P P E N D I X 6

School Technology Plan

Berkley Charter School promotes the use of telecommunication and information technology to all students and faculty. Technology is to include educational software, staff development software, electronic mail, teaching resources, the internet and technology-based equipment such as SmartBoards, televisions, digital cameras, scanners, and projectors. The educational software for reading and math (Accelerated Reader, Star, Soliloquy, and Compass) are used to have students work on their personal prescription to practice skills to help meet the Sunshine State Standards Benchmarks for reading, math, writing, and science. We believe in using the Internet to maximize our student's abilities. We will continue to use FCAT Explorer and Edutest, both Internet based applications, to help students meet their academic goals. Berkley Charter School uses the main lab to train teachers as well as parents. Teachers new to Berkley are required to complete all technology training. They must become proficient on all of Berkley's software applications. We have introduced Virtual Compass to our parents and students. We have held a work session where parents and student came in and learned how to load Virtual Compass on their computers at home.

Needs Analysis

As technology is ever changing and progressing, this necessitates the need for better equipment and software and training. Our future need, as a school would be an additional lab when we get our sixth building in place. Also, additional drop, hubs, and switches will need to be purchased. We also will need additional computers for the new classrooms.

Needs Services & Infrastructure

- Additional computers: desktop, laptop, and servers
- Additional networking equipment to accommodate additional computers.
- Additional CD-ROMs, Modems, and Sound Cards needed to restore over 40 computers given to us by Disney.
- Additional Software: Accelerated Reader, Compass
- Training of Staff: Compass, general computer skills
- Software updates
- Software licenses and support
- More Bandwidth on our already stretched T1 line.
- Additional Wireless Internet Access Points.

School Technology Goals

Our goal is to better utilize the technology we currently have. Training is the key to achieving this goal. We hold monthly training sessions for all staff members including teachers and non-instructional. The training is in a variety of areas, from the different types of educational software Berkley uses to communication software like Outlook. We need to train our teachers to become proficient in the use of technology. To achieve a stated goal of increasing the use of technology in and out of the classroom, the following provisions are in place:

- Identification of the training needs of the staff is done through staff meetings, analysis and request of the administration and informal surveys.

- Training courses offered on site include Star, Accelerated Reader, Edutest, FCAT Explorer, Compass, and any Office 2000 or XP products.

Access (including CIPA requirements)

To insure the equitable and effective access to telecommunications and other technologies to support teaching and learning we have established the following policies:

- Every classroom has a minimum of 4 computers for student use
- There are 2 labs on campus, each holding 30 computers
- There are 12 computers in the media center used for searching for books in the library or taking Accelerated Reader quizzes or for doing research on the Internet
- All computers on campus are networked and have Internet Access.
- All staff members have access to a Polk County Schools email address
- Teachers have access to Vizcams, overhead projectors, and presentation projectors.

Acceptable Use Policy

At Berkley Elementary there is an established policy for access to all computer related systems. These include:

- Signed student use network applications from the Polk County Student Code of Conduct
- All forms are kept on file
- No student is to access a school computer and thus the Internet without having a signed network application on file
- Students may be removed from the approved access list by request of the parent/guardian or at the discretion of the principal.
- All Internet access is filtered by a commercially made product provided, Bess Filter, as contracted by Polk County

Technology Protection Measure

To assist in the protection of school technology property all equipment is inventoried by Polk County Schools and/or Berkley Elementary. Berkley Elementary has maintained a database of all computers purchased since Berkley Elementary opened. We record each purchase that is \$750.00 or over down by its serial number. Equipment leaving the Berkley Elementary campus must first be signed out with an Off-campus equipment form.

User Support plan

Network Management & Support

It is the job of the network manager to provide continuing support and training to teachers and staff in the use of network, school, and county applications

- Technical support from the network manager is preferably requested by email or with written description of the problem. If technical assistance beyond the network manager is required the

network manager will contact the appropriate county service department via SAP

- Response time depends on the nature and severity of the problem and the availability of the network manager.

Equipment Maintenance and Replacement

The school's plan for maintaining and supporting equipment and replacing/upgrading hardware and network equipment is as follows:

- The maintenance and support for the network equipment is through the district networking staff. The first line of support is with the schools network manager to report any malfunctioning network devices to the district network technical support staff
- Funding for state and local technology budgets, current grant funding and funds will provide replacement and upgrading yet to be determined.

Training & Technical Assistance

Training and technical assistance sources that our school has used are:

- FDLRS
- PCC
- Assorted Vendors (Soliloquy, Compass, Edutest)
- FIRN
- Gateway Store House

Berkley Charter School is constantly upgrading technology. We have a full time network manager and computer lab manager. We have two computer labs with 30 student workstations. Every classroom (including the cafeteria) has 4 student work stations. Staff members have a lap top to work from. The school has two smart boards used throughout the school. Each teacher has an LCD projector which they use during instruction. We have full TV studio and digital camera equipment that is used to produce the daily news program. There are numerous pieces of software used by many teachers that support the instruction from the classroom.

- Students in K-5 have access to the computer lab for a minimum of 40 minutes per week.
- Students in grades 3-5 use FCAT Explorer for FCAT preparation.
- Students in grades 1-5 take the STAR reading Assessment throughout the school year.
- Students in grades K-5 have access to Soliloquy
- Students in grades K-5 uses Compass Learning
- Students in grades K-2 use Jumpstart and Sound it Out Land
- Teachers use EleGrade for grade reporting and communication with parents.
- Staff members have the opportunity to serve on the technology committee.

A P P E N D I X 7

**BERKLEY
CHARTER
ELEMENTARY
SCHOOL**

ACCOUNTABILITY PLAN

2006

MISSION STATEMENT:

At Berkley Charter Elementary School (PreK-5), we believe in "Learning for All: Whatever It Takes." We provide an optimal learning environment for all children that emphasizes research-based effective practices, time on task, and an integrated relevant curriculum.

PERFORMANCE INDICATORS:

Goal 1: Students at Berkley Charter School will demonstrate progress in the reading Sunshine State Standards.

Measures: Progress of students at Berkley Charter School will be evaluated and compared with the rates of progress of other closely comparable student populations, as per §1002.33(7)(a)(3)(c) Florida Statutes.

Goal 2: Students at Berkley Charter School will demonstrate progress in the mathematics Sunshine State Standards.

Measures: Progress of students at Berkley Charter School will be evaluated and compared with the rates of progress of other closely comparable student populations, as per §1002.33(7)(a)(3)(c) Florida Statutes.

Goal 3: Students at Berkley Charter School will become proficient in writing narrative and expository writings.

Measures: Progress of students at Berkley Charter School will be evaluated and compared with the rates of progress of other closely comparable student populations, as per §1002.33(7)(a)(3)(c) Florida Statutes.

Goal 4: Students at Berkley Charter School will become proficient in the science Sunshine State Standards.

Measures: Progress of students at Berkley Charter School will be evaluated and compared with the rates of progress of other closely comparable student populations, as per §1002.33(7)(a)(3)(c) Florida Statutes.

Goal 5: Berkley Charter School will operate with sound financial principles and an active and supportive board of directors and school advisory council.

Measures: The results of an annual independent audit will show that the school is operating with a positive cash flow. The board of directions will hold a minimum of 4 meetings per year. Minutes from each meeting are on file at the school. The school advisory council will hold 4 meetings per school year. Minutes from each meeting are on file at the school.