

PINELLAS PREPARATORY ACADEMY



**Charter Renewal
January, 2010**

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CHARTER SCHOOL RENEWAL APPLICATION

Form 1:
Public School Charter Renewal
Application Certification Statement

Charter School Name: **Pinellas Preparatory Academy**

School Telephone: **727-536-3600**

School ID Number: **7171**

School Address: **2300 S. Belcher Rd. #100**

Street Address


Largo

City

33771

Zip

I hereby certify that the information submitted in this application for renewal of a public school charter is true to the best of my knowledge and belief; that this application has been approved by the school's Governing Board; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.



*Signature of Chair of Governing Board
(or designated signatory authority)*

January 5, 2010

Date

Print/Type Name: **Rick Buntz**

Title (if designated): **Chairperson**

Date of approval by Governing Board: **January 5, 2010**

Year School Opened	2002
Current Enrollment	390
Charter Maximum Enrollment	396
Current Grades Served	4th - 8th grades

Pinellas Preparatory Academy

Charter Renewal Form

I. Is there evidence that the charter school continues to meet the program requirements defined in its charter?

<p>Provide evidence that the school abides by the charter's mission, serves identified students at identified grade levels and demonstrates a history of enrollment capacity?</p> <ul style="list-style-type: none">• <i>Restate your school's mission.</i>• <i>Provide evidence of accomplishment's that support the mission.</i>• <i>Provide documentation of students attendance at each grade level</i>• <i>Provide evidence of enrollment history.</i>	<p>Pinellas Preparatory Academy's mission is to provide a creative and positive environment for emotionally mature students. Our excellent faculty shares with parents and the community the responsibility to prepare each child for secondary education and beyond. While the actual words of our mission statement have changed, we believe it fits well with the initial core vision of the school.</p> <p>Since our last charter renewal in 2005, we have continued to expand upon our offerings as a school. We have made curriculum choices which fit well with the core value of providing cooperative learning. For example, the science program we adopted was chosen due to the numerous opportunities for experiments and group projects. We have offered numerous professional development opportunities which allow teachers to improve their cooperative activities within the classroom (such as Kagan Professional Development). We also have added sports activities which allow our students to work in cooperative teams.</p> <p>We continue to focus on core value of Multiple Intelligences as well. Our teachers are always working to find new ways for students to demonstrate their understanding while capitalizing on their individual strengths. This ranges from art, music, video, computer, and more traditional activities to demonstrate their mastery of the curriculum.</p> <p>In addition to our positive test results over the last several years, our students have always risen to and surpassed our expectations. We have been proud of our students who have won awards in scholastic competitions, art competitions and athletics.</p> <p>Our enrollment has continued to grow each year to our capacity. Please see attached Form 2 for our historical enrollment numbers. Our attendance has been within acceptable limits, as demonstrated on Form 8. We have been discouraged by the number of students who have been tardy in the past, and have implemented new policies regarding tardiness (students are held accountable for being late with the possibility of being assigned a detention).</p>
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<p>Provide evidence that the school abides by the charter in identified academic endeavors?</p> <ul style="list-style-type: none"> • <i>Provide trend data for academic excellence.</i> 	<p>Our core values of providing a creative education using multiple intelligences and cooperative learning are still central to our educational philosophy. We believe this has been instrumental in our success. In 2006 we were graded as a "B" school, in all other years we were scored as an "A" using the state's accountability system. Attached to this application are the state's Report Card for Pinellas Preparatory Academy, as well as our AYP reports. In addition, we administer the Stanford Achievement Tests in the fall and spring of each year. Results are given to the parents, and shared with the district's academic assessment consultant. Each year we analyze the growth each student has made during the year. The summary of these increases are included on Form 9, titled "Stanford Assessment Annual Improvements."</p> <div data-bbox="1161 142 1518 514"> <table border="1"> <thead> <tr> <th>School Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2002-03</td> <td>A</td> </tr> <tr> <td>2003-04</td> <td>A</td> </tr> <tr> <td>2004-05</td> <td>A</td> </tr> <tr> <td>2005-06</td> <td>B</td> </tr> <tr> <td>2006-07</td> <td>A</td> </tr> <tr> <td>2007-08</td> <td>A</td> </tr> <tr> <td>2008-09</td> <td>A</td> </tr> </tbody> </table> </div>	School Year	Score	2002-03	A	2003-04	A	2004-05	A	2005-06	B	2006-07	A	2007-08	A	2008-09	A
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2008-09	A																
<p>Provide evidence that the school abides by the charter in identified governmental requirements?</p> <ul style="list-style-type: none"> • <i>Provide evidence of the governing board fulfilling its obligations defined by charter school statutes.</i> 	<p>Pinellas Preparatory Academy's staff take our legal obligations seriously. The school Principal subscribes to the State of Florida's Paperless Communication system, as well as other lists in regards to public education law, and charter school legislation. Whenever new laws are passed the staff analyzes them to see if they are applicable to us as a charter school, if so, they are implemented, if not a decision is made whether or not to follow the concept outlined. For example, when the State passed the Physical Education law, it was determined that it does not apply to charter schools (FL Statute 1002.33 states that charters are exempt from all statutes in chapters 1000-1013 (with five exceptions, one being unless the statute specifically states that it applies to charter schools). FL Statute 1003.455 regarding Physical Education does not specifically state that it applies to charter schools). While this law does not apply, we decided the merits were good, and therefore implemented the change in our schedules the following year.</p>																

II. Is there evidence that the charter school participated in the state's accountability system and met the requirements for student performance stated in the charter?

<p>Provide evidence that the school is making progress in meeting its annual goals?</p> <ul style="list-style-type: none"><i>Provide trend data that demonstrates results in attaining the school's goals.</i>	<div><div><div>2005-06 School Year - 6 goals (2 were met, 4 were not)</div><div>2006-07 School Year - 6 goals (4 were met, 2 were not)</div><div>2007-08 School Year - 4 goals (all 4 were met)</div><div>2008-09 School Year - 5 goals (all 5 were met)</div></div><div><div><div>2005-0633%</div><div>2006-0766%</div><div>2007-08100%</div><div>2008-09100%</div></div></div></div> <p>A breakdown of the school goals for each of the last four years are attached.</p>
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<p>Provide evidence that the school's academic performance demonstrates improvement and/or strong results?</p> <ul style="list-style-type: none"> <i>Provide academic trend data.</i> 	<p>As indicated above, our students have done well as indicated by our school's grade through the state's accountability system. Attached are the state's Report Cards, AYP reports, and the Stanford Achievement Test results for the last four years.</p>
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III. Is there evidence that the school meets generally accepted standards of fiscal management?

<p>Provide evidence that the school demonstrates financial stability?</p> <ul style="list-style-type: none"> <i>Provide documentation that demonstrates how the school has effectively managed its finances.</i> 	<p>Pinellas Preparatory Academy takes great care to ensure we utilize acceptable financial protocols, and to utilize the public funds we receive responsibly. Our monthly financial reports are regularly submitted to the district. Our annual audits have always shown no material discrepancies or problems. Our annual budgets, audits and IRS Form 990s are available on our website at http://www.pinellasprep.org/governance.</p>
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IV. Is there evidence that the school's Governing Board has fulfilled its obligations as stated in state statute?

<ul style="list-style-type: none"> <i>Provide documentation that demonstrates how the board oversees the school's operations as stated in F.S. 1002.33(9).</i> 	<p>Pinellas Preparatory Academy's Board of Directors and staff take their legal responsibilities seriously. The Principal regularly watches for legal updates from the state's Paperless Communication System for requirements which apply to charter schools. Any legal requirements that are passed by the state are followed. For example, the recent legal update requiring that Board of Directors members complete training was met, and documentation was provided to the school district. Our Policies and Procedures clearly spell out the roles and legal requirements. The policy document is available online at http://www.pinellasprep.org/governance.</p>
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V. Is there evidence that the school did not violate law?

<ul style="list-style-type: none"> <i>Provide evidence that the school's operations have been consistent with the terms of its charter?</i> 	<p>Pinellas Preparatory Academy strives to run a very open agency. All of our operating documents, budgets, board agendas and minutes, audits, and any other important documents are made public through our website. The public is always welcome and encouraged to attend our meetings, to ensure that we are operating transparently. As described previously on this form, we review new laws that are passed to ensure we are operating within the confines of the law. Additionally, we believe that while some minor operational changes have been made, we are operating within the vision of the original charter's design. Please see form titled "Requested changes to operations..." within this packet for examples of what we consider to be minor operating</p>
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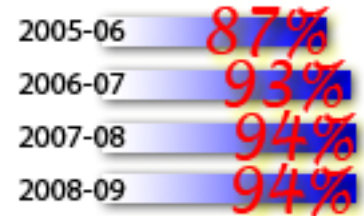
	<p>changes.</p> <p>In terms of our actual charter contract with the district, we have met nearly all of the requirements there in regarding programs, staffing, legal requirements, staffing requirements, etc. There are a few minor exceptions, for example, Article 3.5.1 requires that the Annual Report be submitted by September 15, for the last several years the State Department of Education has not released the template for this report until after the deadline. Another example would be Article 5.3, regarding School Lunches. We have since signed an agreement with the district to provide lunch service to our students. All example of areas we feel may need amendments are listed on the page titled "Charter Amendments Requested" within this packet.</p>
<ul style="list-style-type: none"> • <i>Provide evidence that the school abides by applicable statutory and regulatory requirements?</i> <ul style="list-style-type: none"> ○ <i>Special Education</i> ○ <i>Limited English Proficiency</i> ○ <i>State Testing Requirements</i> ○ <i>Health and Safety</i> ○ <i>Legal</i> ○ <i>Student Discipline</i> 	<p>Special Education - We work closely with our staffing specialist to ensure compliance with all ESE requirements. Our two ESE teachers are highly versed, regularly attend trainings, and stay up-to-date with the changes to legislation. Information about IEPs and ESE students are promptly entered into SASI. All appropriate and necessary files are maintained and our teachers have started using the online IEP system. Information regarding ESE population and staff are included on attached forms two and three.</p> <p>Limited English Proficiency - All students who qualify for testing or have previously qualified for LEP services are tested by district staff. We have only had two students who have qualified for said services.</p> <p>State Testing Requirements - While we do not focus on preparation for the FCAT, we do participate in the testing. Our students have done well as is demonstrated by our school grade as assigned by the State of Florida.</p> <p>Health and Safety - We operate a closed campus with attention to safety and security. All of our external doors are locked, visitors must be buzzed in through the front door, and security cameras are aimed at all exterior exits, and throughout our hallways. Issues related to student safety are dealt with promptly and fairly.</p> <p>Legal - As indicated previously within this document, we believe we have met all legal requirements.</p> <p>Student Discipline - We have implemented a comprehensive student behavior plan which is clearly described in our Administrative Policy Manual (which is available at http://www.pinellasprep.org/governance). Parents are provided information on the behavior policy regularly and annually are required to sign and acknowledgement that they have received and understand the behavioral policies of the school.</p>

II. Additional Comments

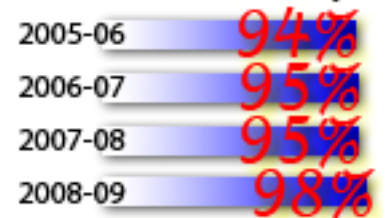
- *Include any other information that is helpful in completing the renewal process.*

Every year we conduct an annual parent satisfaction survey to understand how our parents feel we are doing as a school, and every year we are pleased with the comments our parents provide to us. Every year, we give them an open space to write down what they feel are Pinellas Preparatory Academy's biggest strength, and every year, the most common response is our staff. Our staff truly care about our students and work with families to help students be successful. We feel our successful history as a school, strong parent satisfaction, and effective organizational operations have proven that we deserve to have our charter renewed. As you will read later, we are requesting that the district consider a 15-year charter renewal so that we can work on securing financing for the possibility of purchasing a permanent facility. We believe that all of the data supports authorizing this request and look forward to working with the district to complete our new contract.

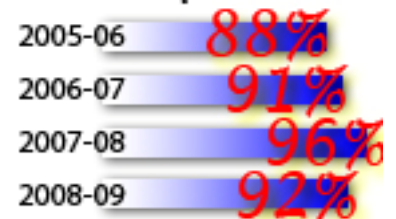
Would Recommend



Student Feels Safe



Overall Satisfaction



Pinellas Preparatory Academy

Charter Amendments Requested

Listed below are the areas of items listed within our previous charter (granted in 2006) that we would like to discuss as we write the new renewal contract. The contract's article and current text are cited, as well as a description of why we would like to discuss this item.

- 1.3.1 Effective Date/Term:** This charter shall become effective upon the signing by both parties, and shall end on June 30, 2011, except as otherwise provided in this Charter.
- 1.3.4 Renewal:** After the initial term of this charter pursuant to 1.3.1, this Charter may be renewed every five (5) school years or longer by mutual written agreement of the parties, pursuant to Florida law.

Pinellas Preparatory Academy wishes to request a longer term to our charter. Pursuant to Florida Statute 1002.33(7)(a)12 which states that "...to facilitate access to long-term financial resources for charter school construction, charter schools that are operated by a private, not-for-profit, s. 501(c)(3) status corporation are eligible for up to a 15-year charter, subject to approval by the district school board", we wish to request a 15-year charter.

We believe that our history of success, along with the safeguards built into both the charter itself, and Florida Statute, allow for district oversight (and revocation of the charter), should concerns arise regarding the operation of the school during the term of the charter.

The school is currently investigating financing options which will allow us to purchase a permanent facility, and several of the institutions we have spoken with have indicated that the longest-charter-term possible would be more advantageous for financing.

2.2 Racial/Ethnic Balance: Subject to the restrictions set form in Appendix II, the School agrees that it shall develop and implement strategies to achieve a racial, ethnic balance reflective of the community it serves and shall be in compliance with all applicable provisions of Court Orders and Stipulations in the case of *Bradley, et al v. School Board of Pinellas County, Florida, et al.*

2.2.1 Racial Ratio Limitations: The School will admit black and non-black applicants as required by Florida law subject to the limitation that the School's total enrollment must be within the racial ratio limitations established in Appendix II for public schools at similar grade levels (and, during the period of controlled choice, within the same choice area). [Amended Stipulation, June 28, 2000, II.2.(b)(iii)].

2.2.2 Diversity Choice Goal: (a) The optimum diversity percentage is the percentage of black students in the Sponsor's attendance area in which the School is located. (b) The diversity choice goal is that the School should strive to have a black student population that is at least 80 percent and no more than 120 percent of the optimum diversity percentage of the high school attendance area in which the School is located. [Sponsor's Choice Plan, October 24, 2000, as amended October 22, 2002, Section XII, page 22]

2.6.2 Procedure: Each year, after it has made preliminary admissions decisions in accordance with the provisions of Florida Law, the School will: (a) transmit to the Sponsor (prior to any notification to applicants and in accordance with a time schedule to be established by the Sponsor) rank-ordered lists of black and non-black applicants to the School whom the School wishes to accept for admission, so that the Sponsor may determine whether admission of any

one or more of such applicants would be inconsistent with the limitations provided in paragraph 2.2.1 above; and (b) thereafter make its final admission decisions and notify applicants of those decisions, in a manner consistent with the determination by the Sponsor described in subparagraph (a) above, thus admitting only applicants whose acceptance the Sponsor has determined will not result in a violation of the limitations provided in Paragraph 2.2.1 above. [Amended Stipulation, June 28, 2000, II.2.(b)(v)].

9.1 Inclusion of Stipulation: It is expressly understood that the Stipulations and Amended Stipulations for Unitary Status, dated December 17, 1999, and June 28, 2000, respectively, in *Bradley vs. Pinellas County School Board*, Case No.: 64-CV-98-T-23B, relating to charter schools, are included as Appendix II and incorporated herein as a part of this Charter and shall control over any conflicting provision of this Charter or other Appendix.

9.2 Standards: The school is committed to comply with the standards set forth in paragraphs II.2(a)(i)-(vi) of the Amended Stipulation in Appendix II as a mandatory condition for retention of this Charter. Failure of the School to abide by the standards shall constitute a default of the School's obligation under this Charter. [Amended Stipulation, June 28, 2000, II.2.(b)(ii)]

9.3 Annual Goal: By the beginning of each school year, the School shall establish goals that shall be reported to their annual report that will demonstrate that they have made a good faith effort to move toward meeting the criteria in the *Bradley v. School Board* settlement agreement particularly with respect to faculty and administrative staff assignments.

Given that the *Bradley, et al v. School Board of Pinellas County, Florida, et al* case has since expired, we ask that these sections of the charter be removed. If the District wishes to maintain language about racial diversity, we would be open to negotiating acceptable language. Pinellas Preparatory Academy has a history of accepting diverse students, and our student selection process is by a random lottery, as is required by law.

2.6 Enrollment Process: Subject to the limitations of Appendix II, the School agrees to enroll eligible students by accepting timely applications, ...

2.9 Number of Students and Grades Served: Subject to the restrictions set forth in Appendix II, the School shall serve students in grades 4-8 ...

5.4 Facilities Lease or Ownership: ... Any change in location must be in accordance with the provisions of Appendix II...

We only wish to have references to Appendix II removed, as the court order is no longer in effect.

2.5.4 Local Education Agency (LEA): the Sponsor will serve as the LEA at all eligibility staffings and IEP meetings for all students

We would like to discuss this issue with the district in regards to the fiscal responsibility for ESE students. We would certainly like the staffing specialist to continue to be a part of our IEP team meetings, however, we have some questions regarding the LEA being the person to "authorize" resources, when the school is responsible for the costs, we feel the school should be responsible for being the LEA Rep.

2.6.3 Limitation on Enrollment: Notwithstanding any other provision of this Charter, student enrollment at the School will be limited to a specified number of students calculated as follows: (a) Determine the total number of student stations within the relevant choice area for that level of school (not including the number for the School); (b) Determine the expected student

enrollment at that level of school within the relevant choice area; (c) Multiply the number determined in (b) above by 125 percent; (d) Subtract the number determined in (a) above from the number determined in (c) above; (e) Multiply the difference determined in (d) above (use 0 if it is a negative number) by the Sponsor's utilization factor for that level of school.

The product determined in (e) above will be the maximum student enrollment for the School until after controlled choice unless the charter application is for fewer students, in which event the maximum will be the number of students requested in the approved application. [Amended Stipulation, June 28, 2000, II.2(b)(vi)]

Given that controlled choice is no longer in place, and a specific cap of students exists within this charter in Article 2.9 we request that this section be removed.

2.9 Number of Students and Grades Served: Subject to the restrictions set forth in Appendix II, the School shall serve students in grades 4-8. the school will have a maximum total enrollment of 396 students.

In order to provide flexibility and for possible future growth, we wish to request that the maximum number of total enrollment be increased to 440. We currently do not have any plans to increase our current enrollment beyond 396, however, given the economic climate, potential changes in class size laws, and the potential for growth should we manage to secure a purchase deal on our current facility, we wish to have the additional flexibility.

3.5.1 Annual Progress Reports: The School shall make annual progress reports to the Sponsor that, upon verification, shall be forwarded to the Commissioner of Education, at the same time as other annual school accountability reports are submitted. The School's annual progress report shall be submitted to the sponsor no later than September 15 each year for the immediately preceding school year. The report shall contain at least the following items...

Since our charter went into affect, the state has changed the way they conduct the Annual Progress Reports. In all of the last three years, the report format itself has not been made available until October or November. The deadline for school submission of the report by charter schools to their sponsors, as set by the state is typically late November or early December. The state's deadline for Sponsor's review is typically late December. Therefore, we request that this section be changed to "**The school's annual progress report shall be submitted to the sponsor no later than the deadline set by the State Department of Education each year for the immediately preceding school year.**"

4.1.1 Distribution of Funds: Sponsor shall ensure that School receives timely distribution of funds. If a warrant for payment is not issued within thirty (30) days after receipt of funding by the Sponsor, the Sponsor shall pay to the School, in addition to the amount of the scheduled disbursement, interest at a rate established in s. 1002.33(18)(d), Florida Statutes (2004), on the unpaid balance...

4.1.1.3 Distribution from State, Federal or Independent Grants: Any funds received by the Sponsor with respect to a grant made to or for the benefit of the School shall be paid to the School within thirty (30) calendar days of their receipt or in accordance with grant provisions...

In accordance with Florida Statute 1002.33(17)(e) this should be within ten (10) working days after receipt by the Sponsor, and the interest rate is now identified in s. 1002.33(17)(e).

5.3 School Food Service: The parties recognize that the nature of the School's service delivery will not require food services at the School.

This is no longer true. We were informed by the district that we were required to provide free/reduced lunches to those students who qualified, along with the other regulations that go along with this. Therefore we are currently contracting with the district for lunch services. We would like to open a discussion on this item during negotiations, as we believe the cost of delivery of these lunches is unreasonable, and would like to find a common ground until such time that we are able to provide our own lunch service. Ideally, we would like to negotiate a flat-rate delivery fee, as opposed to the current per-lunch delivery fee.

5.6.3 (no current article exists)

We wish to add a clause to the contract stating that the School shall be allowed to contract (non-exclusively) with the district's transportation office for bus transportation for field trips, the costs of which will be paid for by the School. We wish to have access to the same reservation system that other schools have for scheduling PCS buses for field trips. If a PCS bus is unavailable, we will then look to other agencies to fill the need.

Additional Section - Sports Competitions

Pinellas Preparatory Academy has been building a sports program over the last several years, competing against area private schools in informal leagues. We would like to open a discussion about the possibility of Pinellas Preparatory Academy participating in athletic competitions as do other Pinellas County Schools. This would include our coaching staff being able to participate in coaching meetings, sports passes, etc.

Pinellas Preparatory Academy

Operational Changes From Charter Application

Listed below are the categories of the State of Florida's model Charter School Application. In order to align our requests with generally accepted charter school authorizing practices, we have listed any operational changes we wish to note/request within these same categories. As you will see, many categories will continue to operate as our original charter, and our amendments in 2003 laid out.

Educational Plan:

Mission, Guiding Principal and Purpose

Pinellas Preparatory Academy's mission is to provide a creative and positive environment for emotionally mature children. Our excellent faculty shares with parents and the community the responsibility to prepare each child for secondary education and beyond.

We have restated the language of our mission statement, however, the core values envisioned within our original charter continue to be the driving force behind our school.

Targeted Student Population

We continue to focus our efforts on our target student population of "Emotionally Mature Students," and have defined this as those students who have a drive to do well, and often are neglected in a "typical" classroom because the teacher ends up devoting a good deal of their attention to students who are either behavioral or academic concerns. Students who do well, need a place where they can thrive in a creative and cooperative environment. We believe Pinellas Preparatory Academy provides that environment.

Educational Program Design

Remains unchanged.

Curriculum Plan

We are currently in the process of more clearly / explicitly writing our curriculum plan. Attached as Appendix 15 is a copy of our current general curriculum plan. We are starting with this document and more explicitly listing the standards we are meeting in the various units of study. Completing these detailed documents is one of our main annual goals for this year, and we are well on our way to completing them. Should the district wish to see our working documents, we can provide current drafts. Once the final documents are completed, copies will be shared with the charter school contact at the district.

Student Performance, Assessment and Evaluation

The preassessment tests indicated in the 2003 charter renewal document are now given during the first two weeks of school. We have migrated to using the Stanford Achievement Tests, which is a nationally norm referenced assessment. The students are then assessed again within the last month of school using the same achievement test to show their growth over the course of the year.

As indicated within the original charter application and in the 2003 renewal, informal assessments continue to play a large role in the educational process used at Pinellas Preparatory Academy.

Exceptional Students

Remains unchanged.

English Language Learners

Remains unchanged.

School Climate and Discipline

With the 2003 charter renewal a discipline plan was included as an Appendix. The discipline plan has evolved to accomodate the growth of our school. We now utilize a progress of progressive discipline steps which begin with in classroom interventions (we call them Consequence of Actions [COA]), and upon repetitive misbehavior as documented by the COAs the students earn a referral. A very clearly designated set of consequences exist for each type of referral. Our staff work closely with students who are exhibiting behavioral concerns with the over-arching goal of behavior change, not punishment. We believe that this system alligns with the Pinellas County Schools Code of Student Conduct, as well as Florida Laws. The entire system is described within the Administrative Policy Manual, which can be accessed at <http://www.pinellasprep.org/governance>

Organizational Plan:

Governance

Remains unchanged.

Management

The management structure of the school has evolved since the charter was originally applied for. The initial charter indicated that the Principal would be in charge of the business of the school, and the Dean would be in charge of the academic concerns. In the 2003 renewal it was stated that the Dean position had been terminated, and that the Principal was in charge of all operations, and indicated the addition of a Vice-Principal. Since 2005, the school has not had a Vice-Principal. The Principal has been in charge of all academic and business issues. In 2007 the school hired a "Dean of Students" who deals with student concerns, such as behavioral interventions, character education, etc. The Dean is not considered an administrative position.

Moving forward, the long range plans involve Pinellas Preparatory Academy, Inc. applying for a second charter school. If/when this application is approved, the administrative structure of Pinellas Preparatory Academy will change slightly. Our initial plans are that there will be a Principal of Pinellas Preparatory Academy, who will deal

primarily with academic issues. Another position will be created which will over see both schools and will deal with the business and operations of the schools.

The original charter talked about a "Faculty Senate," and while not specifically identified in the 2003 renewal, the concept remained clear, that faculty would have a strong say in the daily operations of the school. The school currently uses a similar structure, but named a "Leadership Team," whereas one representative from each grade level or employee group serves on the committee to assist with decisions that affect the operation of the school.

Representatives on the Leadership Team are free to bring up any issues they feel important, and the Principal takes important issues to them. The Leadership Team meets bi-weekly. Additionally, weekly staff meetings still occur, with a professional development focus working on improving teacher performance.

Educational Service Providers

Employment

In the 2003 Charter Renewal it was indicated that we were using American United Employers as an employee leasing company. We continue to use a leasing company, but made the strategic decision to move to Gevity (now part of TriNet) for our leasing needs. They continue to handle our payroll, benefits, workers comp and other employee related concerns.

Our staffing models as defined in our 2003 charter renewal application have also evolved. We have found that organizing staff members into teams has been the most effective way to accommodate our growth as a school. Most of the teachers teach a core academic curriculum, and are structured within grade level teams. For example, there are four sixth grade team teachers, one teaches Language Arts, another teaches Math, a third teaches Science and the last teaches Social Studies. These four teachers only work with sixth grade students, and therefore all four of these teachers are able to work collaboratively to ensure the students' days have a sense of flow and are able to conduct interdisciplinary lessons. Our class sizes are limited to 22 students per class. Students are assigned to homeroom groups, and for their core classes they stay together for their core instruction.

Parent and Community Support and Partnerships

Remains unchanged.

Student Recruitment and Enrollment

Word of mouth has been the most successful form of advertising. As such we have not done a lot of advertising.

Given that the lawsuit has expired we have not been targeting any particular student demographics. We had used direct mailings in the past, and will likely continue to do so with the use of direct mailing list providers.

Business Plan:

Facilities

We are currently working on obtaining financing to purchase our current building. The landlord approached us to ask if we would be interested in purchasing the building. This is the reason we are requesting a renewal before the expiration of our current charter.

If all goes as planned, our hope is for Pinellas Preparatory Academy, Inc. to apply with the county for another charter school to operate in the second half of the building.

Transportation Service

Remains unchanged.

Food Service

In 2006-07 we started providing lunch service through a separate contract with Pinellas County Schools' School Lunch Service. We receive our lunches from Frontier Elementary School. For the immediate future, we wish to continue with this arrangement, but would like to negotiate with the district a reasonable flat-rate price for transporting the lunches to our facility. In the long-term planning, we hope that when we purchase the building and conduct renovations that we will add our own kitchen and become a certified free/reduced lunch provider on our own from the district.

Budget

Remains unchanged.

Financial Management and Oversight

For the most part the structured defined in our 2003 charter renewal application continues to be true. We have formalized process to ensure oversight and financial accountability. First, we are now utilizing an online accounting system (Quickbooks online) which allow all of our board members and accountants to have access to all financial reports anytime they wish to view them. Secondly, we have retained an accountant who does our monthly account reconciliations and submits a monthly report that the books are in order. And thirdly, as is required by statute, we have retained another accounting firm to conduct our annual audit. We go through a bidding process overseen by the Board of Directors every three years for the selection of an auditing firm.

CHARTER SCHOOL RENEWAL APPLICATION

Form 2: Special Needs Student Enrollment

List the number of special education students, number of students receiving services under Section 504 of the Rehabilitation Act (Section 504), and number of students identified as English Language Learners (ELL) as of the October 1 SIMS submission for each year it is available for the current charter term. You may add to the chart if additional years are needed.

Charter School Name: Pinellas Preparatory Academy (7171)

School Year	Student Enrollment			
	Special Education	Section 504	English Language Learners	Total School Enrollment
2009-10	74	19	0	390
2008-09	79	34	2	370
2007-08	51	32	0	302
2006-07	33	14?	0	248
2005-06	29	?	0	199

CHARTER SCHOOL RENEWAL APPLICATION

Form 3: Special Needs Staffing

List the titles, duties, and hours worked per week of all full-time and part-time school staff assigned to meet the needs of students with special needs.

Charter School Name: Pinellas Preparatory Academy (7171)

Title	Duties	Hours Per Week
Susan Benway	Works as the primary service provider for the Gifted students. She also case manages several ESE students and provides some direct services to students, and consultation to teachers. Additionally provides assistance with the RTI process	40
Kim Quagliotti	Works as the primary service provider for ESE students. She cases manages most of our ESE students, and also provides services to non-ESE students who need additional assistance with small group instruction.	40

CHARTER SCHOOL RENEWAL APPLICATION

Form 4: External Assessments

List external assessments (other than the FCAT) that the school has used during the current charter period, including the name of the external assessment, applicable grades, and dates implemented and discontinued (if applicable).

Charter School Name: Pinellas Preparatory Academy (7171)

[illegible]

CHARTER SCHOOL RENEWAL APPLICATION

Form 5: Governing Board Membership and Turnover
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List the total board membership and the number of board members joining and leaving the board in each school year of the current charter period.

Charter School Name: Pinellas Preparatory Academy (7171)

School Year	Total Membership	Members Joining	Members Departing
2009-10	9	4	
2008-09	6	1	1
2007-08	6	3	1
2006-07	6	4	3
2005-06	7	2	5

CHARTER SCHOOL RENEWAL APPLICATION

Form 6: Staffing and Staff Turnover

List the following information for each year of the current charter period: number of administrators, teachers, and other staff (actual number and FTEs); and number of departures of administrators, teachers and other staff during and at the end of each school year. Provide a brief explanation of administrator and teacher departures.

Charter School Name: Pinellas Preparatory Academy (7171)

School Year:	2009-10	2008-09	2007-08	2006-07	2005-06
Administrators					
Number of Individuals	1	1	1	1	1
Full-Time Equivalencies	1.0	1.0	1.0	1.0	1.0
Departing during school year	0	0	0	0	0
Departures at end of school year	0	0	0	0	0
Teachers					
Number of Individuals	26	25	23	17	19
Full-Time Equivalencies	26.0	24.55	20.6	17.0	15.8
Departing during school year		2	1	0	1
Departures at end of school year		1	2	1	4
Other Staff					
Number of Individuals	9	10	10	8	3
Full-Time Equivalencies	7.6	8.25	7.71	5.375	2.75
Departing during school year		0	0	2	0
Departures at end of school year		2	3	1	1

CHARTER SCHOOL RENEWAL APPLICATION

**Form 7:
School Governing Board Membership
Organizational Chart**

Charter School Name: Pinellas Preparatory Academy (7171)

Form Completed By: Curtis Fuller, Principal

Date Form Completed:

For each current board member, please list the member's name, position held (if any), their term dates, contact information, committee membership, their voting status as well as any applicable restrictions.

<i>Ex:</i> <i>John Smith</i> <i>Chair</i> <i>2002 - 2004</i> <i>(H): 727-555-5555</i> <i>(W): 727-666-6666</i> <i>(C): 727-777-7777</i> <i>(F): 727-888-8888</i> <i>jsmith@email.com</i> <i>123 Main Street.</i> <i>Largo, FL 33771</i> <i>Budget</i> <i>Yes – No Rest.</i>	<u>E. Patrick Buntz</u> Chairperson 2007-2011 (H): (W): (C): 813-393-8233 (F): rbuntz@mccumberdaniels.com 421 Pine Warbler Way North Palm Harbor, FL 34683 Building and Grounds Yes, no restrictions	<u>Charles Catanese</u> Vice Chair 2007-2011 (H): (W): (C): 727-643-3555 (F): chuckcatanese@hotmail.com 3661 Kings Road #101 Palm Harbor, FL 34685 Yes, no banking issues
<u>E.P. Gale</u> Treasurer 2006-2010 (H): 727-394-1818 (W): 813-864-1734 (C): 813-505-1963 (F): epgale@yahoo.com 8054 Oak Forest Blvd W Seminole, FL 33776 Yes, No restrictions	<u>Mario Biagini</u> Secretary 2009-2011 (H): 727-536-0375 (W): (C): 727-773-6134 (F): tugman@aol.com 1985 Georgia Circle South Clearwater, FL 33760 Yes, No restrictions	<u>Tammy Babitzke</u> Board Member 2008-2010 (H): 724-532-0877 (W): (C): 727-742-8901 (F): Tammy.Babitzke@hsn.net 2262 Willowbrook Drive Clearwater, FL 33764 Yes

Form 7 Continued

<u>Michael Schulz</u> Board Member 2008-2010 (H): 727-596-4913 (W): (C): 727-415-7916 (F): germanimportscorp@verizon.net 12716 Kimberly Oaks Circle Largo, FL 33774 Yes, No restrictions	<u>Patricia Rawda</u> Board Member 2009-2011 (H): 727-781-9708 (W): 727-399-5306 (C): 727-234-5703 (F): prawda@linvatec.com 1681 Virginia Ave. Palm Harbor, FL 34683 Yes, No Restrictions	<u>Ellen Zinzeleta</u> Board Member 2009-2011 (H): 813-881-0609 (W): 813-766-4680 (C): 813-766-4680 (F): ezinezelta@yahoo.com 4610 Bay Crest Drive Tampa, FL 33615 Yes, No restrictions
<u>Addie Romanowski</u> Board Member 2009-2011 (H): 727-584-4693 (W): 813-287-8800 (C): 727-599-4999 (F): addieromanowski@yahoo.com 429 Woodrow Ave. NW Largo, FL 33770 Yes		

CHARTER SCHOOL RENEWAL APPLICATION

Form 8: Attendance History

Charter School Name: Pinellas Preparatory Academy (7171)

	2006-07		2007-08		2008-09		2009-10	
	Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
August	6%	2%	4%	4%	3%	5%	3%	2%
September	6%	7%	5%	9%	5%	5%	6%	4%
October	7%	7%	6%	9%	5%	5%	4%	5%
November	8%	8%	7%	7%	6%	5%	5%	4%
December	9%	10%	7%	9%	7%	5%	5%	7%
January	7%	11%	8%	10%	6%	6%		
February	8%	11%	8%	7%	7%	6%		
March	7%	13%	8%	8%	6%	6%		
April	8%	11%	9%	8%	8%	7%		
May	11%	8%	8%	8%	6%	7%		
June	17%	3%	13%	5%	2%	3%		

The percentages listed are the average daily percentage of students absent or tardy for the days within the month listed.

CHARTER SCHOOL RENEWAL APPLICATION

Form 9: Stanford Assessment Annual Improvements
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Charter School Name: Pinellas Preparatory Academy (7171)

	2005-06	2006-07	2007-08	2008-09
Reading Vocabulary	0.6	1.1	0.3	0.9
Reading Comprehension	1.4	0.8	1.1	1.5
Math Problem Solving	2.3	1.1	0.4	1.7
Math Procedures	1.3	2.5	1.6	3.0
Language	1.1	1.4	0.6	1.9
Listening				1.4
Spelling				1.6
Science				1.2
Social Sciences				1.8

Above are the annual grade level equivalency increases amongst students at Pinellas Preparatory Academy for the last four years. Students are tested using this norm-referenced test within the first two weeks of school, and then again within the last month of school. Results from individual students are compared against each other to determine each students' annual increase each year. The numbers listed above are an average of all students increase each year.

Appendix I

2002-03 ANNUAL ACCOUNTABILITY REPORT

**You selected:****District:** PINELLAS**Years:** 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003**School Grades:****Report Type:** Adequate Yearly Progress (AYP)
☒ Modify Selections |
 ☐ Return to Summary Reports |
 ☐ Return to List of Schools |

2002-2003 Adequate Yearly Progress (AYP) Report - Page 2													Pinellas PINELLAS PREPARATORY ACADEMY 7171						
Number of students enrolled in the grades tested: <div>Click here to see Number of students in each group</div>							73		2002-2003 School Grade ¹ :		N		Did the School make Adequate Yearly Progress? ⁵				Y		
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						
Group		Tested 95% of the students?		31% Reading at or above grade level?		38% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Showed 10% improvement in Reading percent not above grade level?			Showed 10% improvement in Math percent not above grade level?		
	2003	Y/N	2003	Y/N	2003	Y/N	2002	2003	Y/N	2001	2002	Y/N	2002	2003	Y/N	2002	2003	Y/N	
Total	100	Y	65	Y	69	Y		94	NA			NA		35	NA		31	NA	
White	97	Y	64	Y	71	Y			NA			NA		36	NA		29	NA	
Black		NA		NA		NA			NA			NA			NA			NA	
Hispanic		NA		NA		NA			NA			NA			NA			NA	

Asian		NA		NA		NA			NA			NA			NA			NA
American Indian		NA		NA		NA			NA			NA			NA			NA
Economically Disadvantaged		NA		NA		NA			NA			NA			NA			NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA			NA			NA			NA			NA
Students With Disabilities		NA		NA		NA			NA			NA			NA			NA

KEY:	<p>Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities</p>	<p>Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30⁴ or the data are not applicable.</p>
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¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.

² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.

³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.

⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.

⁵ If "P", this indicates provisional AYP. A provisional AYP is assigned if a school did not meet AYP, but received a school grade of A or B.

Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in	Safe Harbor (Part b²): If any group in Part a does not meet the
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Appendix II

2003-04 ANNUAL ACCOUNTABILITY REPORT

**You selected:****District:** PINELLAS**Years:** 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003**School Grades:****Report Type:** Adequate Yearly Progress (AYP)
☒ Modify Selections |
 ☐ Return to Summary Reports |
 ☐ Return to List of Schools |

2003-2004 Adequate Yearly Progress (AYP) Report - Page 2													Pinellas PINELLAS PREPARATORY ACADEMY 7171								
Number of students enrolled in the grades tested: <div>Click here to see Number of students in each group</div>							145		2003-2004 School Grade ¹ :		A		Did the School make Adequate Yearly Progress? ⁵			NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).								
Group		Tested 95% of the students?		31% Reading at or above grade level?		38% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Showed 10% improvement in Reading percent not above grade level?		Safe Harbor Reading		Showed 10% improvement in Math percent not above grade level?		Safe Harbor Math	
		2004	Y/N	2004	Y/N	2004	Y/N	2003	2004	Y/N	2002	2003	Y/N	2003	2004	Y/N	2003	2004	Y/N		
TOTAL ⁴		100	Y	76	Y	72	Y	94	89	N			NA	35	24	NA	31	28	NA		
WHITE		99	Y	77	Y	71	Y			NA			NA	36	23	NA	29	29	NA		
BLACK			NA		NA		NA			NA			NA			NA			NA		
HISPANIC			NA		NA		NA			NA			NA			NA			NA		

ASIAN		NA		NA		NA			NA			NA			NA			NA
AMERICAN INDIAN		NA		NA		NA			NA			NA			NA			NA
ECONOMICALLY DISADVANTAGED		NA		NA		NA			NA			NA			NA			NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA			NA			NA			NA			NA
STUDENTS WITH DISABILITIES		NA		NA		NA			NA			NA			NA			NA
KEY:	Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities												Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable.					
<p>¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.</p> <p>² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.</p> <p>³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.</p> <p>⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.</p> <p>⁵ If "P", this indicates provisional AYP. A provisional AYP is assigned if a school did not meet AYP, but received a school grade of A or B.</p>																		
Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.																		
Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%																		
Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.												Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at						

Appendix III

2004-05 ANNUAL ACCOUNTABILITY REPORT

**You selected:****District:** PINELLAS**Years:** 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003**School Grades:****Report Type:** Adequate Yearly Progress (AYP)
☒ Modify Selections |
 ☐ Return to Summary Reports |
 ☐ Return to List of Schools |

2004-2005 Adequate Yearly Progress (AYP) Report - Page 2													Pinellas PINELLAS PREPARATORY ACADEMY 7171								
Number of students enrolled in the grades tested: <div>Click here to see Number of students in each group</div>				197		2004-2005 School Grade ¹ :		A		Did the School make Adequate Yearly Progress? ⁵				YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).								
Group		Tested 95% of the students?		37% scoring at or above grade level in Reading?		44% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Showed 10% improvement in Reading percent not above grade level?		Safe Harbor Reading		Showed 10% improvement in Math percent not above grade level?		Safe Harbor Math	
	2005	Y/N	2005	Y/N	2005	Y/N	2004	2005	Y/N	2003	2004	Y/N	2004	2005	Y/N	2004	2005	Y/N			
TOTAL ⁴	98	Y	73	Y	67	Y	89		Y			NA	24	27	NA	28	33	NA			
WHITE	98	Y	77	Y	71	Y			NA			NA	23	23	NA	29	29	NA			
BLACK		NA		NA		NA			NA			NA			NA			NA			
HISPANIC		NA		NA		NA			NA			NA			NA			NA			

ASIAN		NA		NA		NA			NA			NA			NA			NA
AMERICAN INDIAN		NA		NA		NA			NA			NA			NA			NA
ECONOMICALLY DISADVANTAGED		NA		NA		NA			NA			NA			NA			NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA			NA			NA			NA			NA
STUDENTS WITH DISABILITIES		NA		NA		NA			NA			NA			NA			NA
KEY:	Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities												Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable.					
<p>¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.</p> <p>² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.</p> <p>³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.</p> <p>⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.</p> <p>⁵ If "P", this indicates provisional AYP. A provisional AYP is assigned if a school did not meet AYP, but received a school grade of A or B.</p>																		
Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.																		
Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%																		
Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.												Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at						

Appendix IV

2005-06 ANNUAL ACCOUNTABILITY REPORT

**You selected:****District:** PINELLAS**Years:** 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003**School Grades:****Report Type:** Adequate Yearly Progress (AYP)
☒ Modify Selections |
 ☐ Return to Summary Reports |
 ☐ Return to List of Schools |

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2															Pinellas PINELLAS PREPARATORY ACADEMY 7171						
Number of students enrolled in the grades tested: <div>Click here to see Number of students in each group</div>					Read: 195 Math: 195		2005-2006 School Grade ¹ :			B			Did the School make Adequate Yearly Progress? ⁵			YES					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						
Group		Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N	
TOTAL ⁴	100	Y	100	Y	70	Y	62	Y		90	Y			NA	27	30	NA	33	38	NA	
WHITE	100	Y	100	Y	74	Y	64	Y			NA			NA	23	26	NA	29	36	NA	
BLACK		NA		NA		NA		NA			NA			NA			NA			NA	
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA	

ASIAN		NA		NA		NA		NA		NA		NA		NA		NA		NA	
AMERICAN INDIAN		NA		NA		NA		NA		NA		NA		NA		NA		NA	
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	65	Y	55	Y		NA		NA		35	NA		45	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA		NA			NA			NA	
STUDENTS WITH DISABILITIES		NA		NA		NA		NA		NA		NA			NA			NA	
KEY:	Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities													Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable.					

¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.

² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.

³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.

⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.

⁵ If "P", this indicates provisional AYP. A provisional AYP is assigned if a school did not meet AYP, but received a school grade of A or B.

Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.

Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. That group also must make

Appendix V

2006-07 ANNUAL ACCOUNTABILITY REPORT

**You selected:****District:** PINELLAS**Years:** 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003**School Grades:****Report Type:** Adequate Yearly Progress (AYP)
☒ Modify Selections |
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2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Pinellas PINELLAS PREPARATORY ACADEMY 7171												
Number of students enrolled in the grades tested: <div>Click here to see Number of students in each group</div>						Read: 248 Math: 248		2006-2007 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?			YES											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group		Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y	70	Y	70	Y	90	92	Y			NA	30	30	NA	38	30	NA	58	NA	67	NA		
WHITE	100	Y	100	Y	74	Y	73	Y		92	Y			NA	26	26	NA	36	27	NA	60	NA	69	NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA						
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	52	Y	57	Y			NA			NA	35	48	NA	45	43	NA	48	NA	53	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

KEY:	Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities	Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable.	
<p>¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.</p> <p>² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.</p> <p>³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.</p> <p>⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.</p>			
Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.			
Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%			
Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.		Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. That group also must make progress in writing proficiency and graduation rate. No group is eligible for Safe Harbor if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.	Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 51% for reading and 56% for math. That group must also make progress in writing proficiency and graduation rate. No group is eligible for the Growth Model if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.
Data provided by the Florida Department of Education, June 2009. Subject to review and verification by local school district staff.			

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Appendix VI

2007-08 ANNUAL ACCOUNTABILITY REPORT

**You selected:****District:** PINELLAS**Years:** 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003**School Grades:****Report Type:** Adequate Yearly Progress (AYP)
☒ Modify Selections |
 ☐ Return to Summary Reports |
 ☐ Return to List of Schools |

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Pinellas PINELLAS PREPARATORY ACADEMY 7171												
Number of students enrolled in the grades tested: <div>Click here to see Number of students in each group</div>						Read: 296 Math: 296		2007-2008 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?				NO										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group		Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	70	Y	70	Y	92	93	Y			NA	30	30	NA	30	30	NA	61	NA	73	NA		
WHITE	100	Y	100	Y	71	Y	72	Y	92	92	Y			NA	26	29	NA	27	28	NA	62	NA	73	NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA						
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	56	N	60	N			NA			NA	48	44	N	43	40	N	53	N	65	Y		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA						

KEY:	Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities	Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable.	
<p>¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.</p> <p>² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.</p> <p>³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.</p> <p>⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.</p>			
Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.			
Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%			
Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.		Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. That group also must make progress in writing proficiency and graduation rate. No group is eligible for Safe Harbor if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.	Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 58% for reading and 62% for math. That group must also make progress in writing proficiency and graduation rate. No group is eligible for the Growth Model if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.
Data provided by the Florida Department of Education, June 2009. Subject to review and verification by local school district staff.			

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Appendix VII

2008-09 ANNUAL ACCOUNTABILITY REPORT

**You selected:****District:** PINELLAS**Years:** 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003**School Grades:****Report Type:** Adequate Yearly Progress (AYP)
☒ Modify Selections |
 ☐ Return to Summary Reports |
 ☐ Return to List of Schools |

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Pinellas PINELLAS PREPARATORY ACADEMY 7171											
Number of students enrolled in the grades tested: <div>Click here to see Number of students in each group</div>						Read: 358 Math: 358		2008-2009 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?				YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group		Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	76	Y	79	Y	93		Y			NA	30	24	NA	30	21	NA	71	NA	75	NA	
WHITE	100	Y	100	Y	79	Y	81	Y	92		Y			NA	29	21	NA	28	19	NA	74	NA	78	NA	
BLACK		NA		NA		NA		NA			NA			NA			NA			NA					
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA					
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	70	Y	76	Y			Y			NA	44	30	NA	40	24	NA	69	NA	71	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA					

KEY:	Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities	Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable.			
<p>¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.</p> <p>² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.</p> <p>³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.</p> <p>⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.</p>					
Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.					
Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%					
<table border="1"> <tr> <td> Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases. </td><td> Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. Any subgroup is eligible for Safe Harbor as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement. </td><td> Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 65% for reading and 68% for math. Any subgroup is eligible for the Growth Model as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement. </td></tr> </table>			Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.	Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. Any subgroup is eligible for Safe Harbor as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement.	Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 65% for reading and 68% for math. Any subgroup is eligible for the Growth Model as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement.
Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.	Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. Any subgroup is eligible for Safe Harbor as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement.	Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 65% for reading and 68% for math. Any subgroup is eligible for the Growth Model as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement.			
Data provided by the Florida Department of Education, June 2009. Subject to review and verification by local school district staff.					

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Appendix VIII

AYP GENERAL REPORT

**You selected:****District:** PINELLAS**Years:** 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003**School Grades:****Report Type:** Adequate Yearly Progress (AYP)
☒ Modify Selections |
 ☐ Return to List of Schools |

2008-2009 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Pinellas PINELLAS PREPARATORY ACADEMY - 7171		
<div>Detailed Report</div>				
Did the School Make Adequate Yearly Progress?	YES	Percent of Criteria Met: 100%		
Total Writing Proficiency Met:	YES	2008-2009 School Grade:	A	
Total Graduation Criterion Met:	NA			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	YES	YES
WHITE	YES	YES	YES	YES
BLACK	NA	NA	NA	NA
HISPANIC	NA	NA	NA	NA
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	YES	YES
ENGLISH LANGUAGE LEARNERS	NA	NA	NA	NA
STUDENTS WITH DISABILITIES	YES	YES	NA	NA

2007-2008 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Pinellas PINELLAS PREPARATORY ACADEMY - 7171		
<div>Detailed Report</div>				
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 97%		
Total Writing Proficiency Met:	YES	2007-2008 School Grade:	A	
Total Graduation Criterion Met:	NA			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	YES	YES
WHITE	YES	YES	YES	YES
BLACK	NA	NA	NA	NA
HISPANIC	NA	NA	NA	NA
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	NO	YES
ENGLISH LANGUAGE LEARNERS	NA	NA	NA	NA
STUDENTS WITH DISABILITIES	YES	YES	NA	NA

2006-2007 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Pinellas PINELLAS PREPARATORY ACADEMY - 7171	
<div>Detailed Report</div>			
Did the School Make Adequate Yearly Progress?	YES	Percent of Criteria Met: 100%	
Total Writing Proficiency Met:	YES	2006-2007 School Grade:	A
Total Graduation Criterion Met:	NA		

	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	YES	YES
WHITE	YES	YES	YES	YES
BLACK	NA	NA	NA	NA
HISPANIC	NA	NA	NA	NA
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	YES	YES
ENGLISH LANGUAGE LEARNERS	NA	NA	NA	NA
STUDENTS WITH DISABILITIES	NA	NA	NA	NA

2005-2006 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Pinellas PINELLAS PREPARATORY ACADEMY - 7171		
<div>Detailed Report</div>				
Did the School Make Adequate Yearly Progress?	YES	Percent of Criteria Met: 100%		
Total Writing Proficiency Met:	YES	2005-2006 School Grade:	B	
Total Graduation Criterion Met:	NA			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	YES	YES
WHITE	YES	YES	YES	YES
BLACK	NA	NA	NA	NA
HISPANIC	NA	NA	NA	NA
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	YES	YES

ENGLISH LANGUAGE LEARNERS	NA	NA	NA	NA
STUDENTS WITH DISABILITIES	NA	NA	NA	NA

2004-2005 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Pinellas PINELLAS PREPARATORY ACAD - 7171	
<div>Detailed Report</div>			
Did the School Make Adequate Yearly Progress?	YES	Percent of Criteria Met: 100%	
Total Writing Proficiency Met:	YES	2004-2005 School Grade:	A
Total Graduation Criterion Met:	NA		
	95% Tested	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	YES
WHITE	YES	YES	YES
BLACK	NA	NA	NA
HISPANIC	NA	NA	NA
ASIAN	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA
ECONOMICALLY DISADVANTAGED	NA	NA	NA
ENGLISH LANGUAGE LEARNERS	NA	NA	NA
STUDENTS WITH DISABILITIES	NA	NA	NA

2003-2004 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Pinellas THE LOVE OF LEARNING, INC - 7171	
<div>Detailed Report</div>			
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 97%	
Total Writing Proficiency Met:	NO	2003-2004 School Grade:	A
Total Graduation Criterion Met:	NA		
	95% Tested	Reading Proficiency Met	Math Proficiency Met

TOTAL	YES	YES	YES
WHITE	YES	YES	YES
BLACK	NA	NA	NA
HISPANIC	NA	NA	NA
ASIAN	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA
ECONOMICALLY DISADVANTAGED	NA	NA	NA
ENGLISH LANGUAGE LEARNERS	NA	NA	NA
STUDENTS WITH DISABILITIES	NA	NA	NA

2002-2003 Adequate Yearly Progress (AYP) Report - School Level - Page 1	Pinellas - 7171
<input type="button" value="Detailed Report"/>	

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Appendix IX

SCHOOL GRADES

**You selected:****District:** PINELLAS**Years:** 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003**School Grades:****Report Type:** School Grades
☒ Modify Selections |
 ☐ Return to List of Schools |
 ☐ Export to MS Excel Format
School Accountability Report

Click on the column header to re-sort by that column.

School Number	School	Level	School Year (Click on year to see detailed report)	Grade (Includes Learning Gains) more info	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Low est 25% Making Learning Gains in Reading	% of Low est 25% Making Learning Gains in Math	Bonus points for 11th-12th grade Retakes	Points Earned (Sum of Previous 9 Columns) more info	Percent Tested	Free and Reduced Lunch	Minority Rate
Pinellas																	
7171	PINELLAS PREPARATORY ACADEMY	Combination	2008-09	A	78	80	82	48	68	73	71	68	NA	568	100	30	19
7171		Combination	2007-08	A	72	71	83	38	59	71	56	75	NA	525	100	25	17
7171		Combination	2006-07	A	72	71	77	53	65	70	54	70	NA	532	100	23	17
7171		Combination	2005-06	B	71	63	75		65	64	57			395	100	19	18
7171		Combination	2004-05	A	74	68	78		71	72	67			430	98	11	13
7171		Combination	2003-04	A	76	71	85		62	69	50			413	100	7	8

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Appendix X

SCHOOL REPORT CARDS

**You selected:****District:** PINELLAS**Years:** 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003**School Grades:****Report Type:** Report Card
☒ Modify Selections |
 ☐ Return to List of Schools |

2008-2009		
PINELLAS PREPARATORY ACADEMY (7171) PINELLAS (52) 2300 BELCHER RD S STE 100, LARGO, FL 33771-4010 School Phone: 727-536-3600, Principal: CURTIS FULLER		
Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	A This grade is calculated by adding points earned from each of the performance areas below.	100 % of criteria satisfied Yes This percent is based on a total of 39 criteria that every school must meet, if applicable.
Reading	<ul style="list-style-type: none"> • 78% of students reading at or above grade level • 68% of students making a year's worth of progress in reading • 71% of struggling students making a year's worth of progress in reading 	All subgroups met this criteria.
Math	<ul style="list-style-type: none"> • 80% of students at or above grade level in math • 73% of students making a year's worth of progress in math • 68% of struggling students making a year's worth of progress in math 	All subgroups met this criteria.
Writing	<ul style="list-style-type: none"> • 82% of students are meeting state standards in writing. 	This school has met this criteria.
Science	<ul style="list-style-type: none"> • 48% of students at or above grade level in Science. 	

Retakes	
Possible Choice Options	<ul style="list-style-type: none"> Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. PINELLAS PREPARATORY ACADEMY has met federal adequate yearly progress under No Child Left Behind. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. Contact your district office at 727-588-6011 for other choice options available to you.
<p>**Title I refers to the federal law that provides funding for low-income students. A school is eligible for Title I status when at least 35% (targeted assistance) or 40% (school wide) of its students qualify for free or reduced-price lunch based on their families' income levels.</p>	
<p>School Efficiency Indicator relates money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.</p>	
No ROI Data	

2007-2008		
PINELLAS PREPARATORY ACADEMY (7171) PINELLAS (52) 2300 S BELCHER RD, LARGO, FL 33771-4010 School Phone: 727-536-3600, Principal: CURTIS FULLER		
Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	A This grade is calculated by adding points earned from each of the performance areas below.	97 %of criteria satisfied NO This percent is based on a total of 39 criteria that every school must meet, if applicable.
Reading	<ul style="list-style-type: none"> 72% of students reading at or above grade level 59% of students making a year's worth of progress in reading 56% of struggling students making a year's worth of progress in reading 	ECONOMICALLY DISADVANTAGED students in this school need improvement in Reading.
Math	<ul style="list-style-type: none"> 71% of students at or above grade level in math 71% of students making a year's worth of progress in math 75% of struggling students making a year's worth of progress in math 	All subgroups met this criteria.

Writing	<ul style="list-style-type: none">• 83% of students are meeting state standards in writing.	This school has met this criteria.
Science	<ul style="list-style-type: none">• 38% of students at or above grade level in Science.	
Retakes		
Possible Choice Options	<ul style="list-style-type: none">• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan.• PINELLAS PREPARATORY ACADEMY has not met federal adequate yearly progress under No Child Left Behind because it needs improvement in one or more areas. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind.• Contact your district office at 727-588-6011 for other choice options available to you.	
<p>**Title I refers to the federal law that provides funding for low-income students. A school is eligible for Title I status when at least 35% (targeted assistance) or 40% (school wide) of its students qualify for free or reduced-price lunch based on their families' income levels.</p>		
<p>School Efficiency Indicator relates money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.</p>		
<p>No ROI Data</p>		

2006-2007		
PINELLAS PREPARATORY ACADEMY (7171) PINELLAS (52) 403 FIRST AVENUE, SW, LARGO, FL 33770-3437 School Phone: 727-581-9550, Principal: CURTIS FULLER		
Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	<p>A</p> <p>This grade is calculated by adding points earned from each of the performance areas below.</p>	<p>100 % of criteria satisfied</p> <p>Yes</p> <p>This percent is based on a total of 39 criteria that every school must meet, if applicable.</p>
Reading	<ul style="list-style-type: none"> • 72% of students reading at or above grade level • 65% of students making a year's worth of progress in reading 	All subgroups met this criteria.

School Accountability Report...

	<ul style="list-style-type: none">• 54% of struggling students making a year's worth of progress in reading	
Math	<ul style="list-style-type: none">• 71% of students at or above grade level in math• 70% of students making a year's worth of progress in math• 70% of struggling students making a year's worth of progress in math	All subgroups met this criteria.
Writing	<ul style="list-style-type: none">• 77% of students are meeting state standards in writing.	This school has met this criteria.
Science	<ul style="list-style-type: none">• 53% of students at or above grade level in Science.	
Retakes		
Possible Choice Options	<ul style="list-style-type: none">• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan.• PINELLAS PREPARATORY ACADEMY has met federal adequate yearly progress under No Child Left Behind. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind.• Contact your district office at 727-588-6011 for other choice options available to you.	
<p>**Title I refers to the federal law that provides funding for low-income students. A school is eligible for Title I status when at least 35% (targeted assistance) or 40% (school wide) of its students qualify for free or reduced-price lunch based on their families' income levels.</p>		
<p>School Efficiency Indicator relates money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.</p>		
<p>No ROI Data</p>		

2005-2006		
<p>PINELLAS PREPARATORY ACADEMY (7171) PINELLAS (52) 403 FIRST AVENUE, SW, LARGO, FL 33770-3437 School Phone: 727-581-9550, Principal: CURTIS FULLER</p> <p>Sorry, your school did not meet your Shoot for the Stars goal.</p>		
Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
	100 % of criteria satisfied	

School Grade	This grade is calculated by adding points earned from each of the performance areas below.	Yes This percent is based on a total of 39 criteria that every school must meet, if applicable.
Reading	<ul style="list-style-type: none">• 71% of students reading at or above grade level• 65% of students making a year's worth of progress in reading• 57% of struggling students making a year's worth of progress in reading	All subgroups met this criteria.
Math	<ul style="list-style-type: none">• 63% of students at or above grade level in math• 64% of students making a year's worth of progress in math	All subgroups met this criteria.
Writing	<ul style="list-style-type: none">• 75% of students are meeting state standards in writing.	This school has met this criteria.
Possible Choice Options	<ul style="list-style-type: none">• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan.• PINELLAS PREPARATORY ACADEMY has met federal adequate yearly progress under No Child Left Behind. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind.• Contact your district office at 727-588-6011 for other choice options available to you.	
<p>**Title I refers to the federal law that provides funding for low-income students. A school is eligible for Title I status when at least 35% (targeted assistance) or 40% (school wide) of its students qualify for free or reduced-price lunch based on their families' income levels.</p>		
<p>School Efficiency Indicator relates money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.</p>		
No ROI Data		

2004-2005		
PINELLAS PREPARATORY ACADEMY (7171) PINELLAS (52) 403 FIRST AVENUE, SW, LARGO, FL 33770-3437 School Phone: 727-581-9550, Principal: RONALD F LIPTON		
Subject	State of Florida A+ Plan	Federal No Child Left Behind Act

School Grade	A This grade is calculated by adding points earned from each of the performance areas below.	100 %of criteria satisfied Yes This percent is based on a total of 30 criteria that every school must meet, if applicable.
Reading	<ul style="list-style-type: none">• 74% of students reading at or above grade level• 71% of students making a year's worth of progress in reading• 67% of struggling students making a year's worth of progress in reading	All subgroups met this criteria.
Math	<ul style="list-style-type: none">• 68% of students at or above grade level in math• 72% of students making a year's worth of progress in math	All subgroups met this criteria.
Writing	<ul style="list-style-type: none">• 78% of students are meeting state standards in writing.	This school has met this criteria.
Possible Choice Options	<ul style="list-style-type: none">• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan.• PINELLAS PREPARATORY ACADEMY has met federal adequate yearly progress under No Child Left Behind. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind.• Contact your district office at 727-588-6011 for other choice options available to you.	
**Title I refers to the federal law that provides funding for low-income students. A school is eligible for Title I status when at least 35% (targeted assistance) or 40% (school wide) of its students qualify for free or reduced-price lunch based on their families' income levels.		
School Efficiency Indicator relates money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.		
No ROI Data		

2003-2004
<p align="center">ACADEMY PREP (7171) PINELLAS (52) 403 FIRST AVENUE, SW, LARGO, FL 33770-3437 School Phone: 727-581-9550, Principal: RONALD F LIPTON</p>

School Accountability Report...

Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	<div>A</div> <div>This grade is calculated by adding points earned from each of the performance areas below.</div>	<div>97 %of criteria satisfied</div> <div>NO</div> <div>This percent is based on a total of 30 criteria that every school must meet, if applicable.</div>
Reading	<div><div><div>• 76% of students reading at or above grade level</div><div>• 62% of students making a year's worth of progress in reading</div><div>• 50% of struggling students making a year's worth of progress in reading</div></div></div>	<div>All subgroups met this criteria.</div>
Math	<div><div><div>• 71% of students at or above grade level in math</div><div>• 69% of students making a year's worth of progress in math</div></div></div>	<div>All subgroups met this criteria.</div>
Writing	<div><div><div>• 85% of students are meeting state standards in writing.</div></div></div>	<div>This school has not met this criteria.</div>
Possible Choice Options	<div><div><div>• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan.</div><div>• ACADEMY PREP has not met federal adequate yearly progress under No Child Left Behind because it needs improvement in one or more areas. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind.</div><div>• Contact your district office at 727-588-6011 for other choice options available to you.</div></div></div>	
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<div><div><div><div>School Efficiency Indicator</div><div>relates money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.</div></div></div></div>		
<div>No ROI Data</div>		

must learn at each grade level – which are measured by the Florida Comprehensive Assessment Test (FCAT). Student scores are classified into five achievement levels, with 1 being the lowest and 5 being the highest. Schools earn points based on three things: how well students are doing, how much progress they are making (learning gains), and how much progress struggling students are making in reading and mathematics.

Federal Law – No Child Left Behind Act: requires each subgroup (all ethnic groups, students with disabilities, students learning English, and economically disadvantaged students) in schools, districts, and the state as a whole to make adequate yearly progress (AYP) in reading, mathematics, writing, and graduation rate. Schools that do not make enough progress for two years in a row are in need of improvement, and must provide alternatives to parents – such as transferring to another school or participating in a different program within the school. Schools that need improvement two years in a row (do not make AYP for 3 consecutive years) must provide tutoring.

Staying informed as a parent:

For additional information on school grades, adequate yearly progress, and school choice options, please visit the Department of Education's website at www.fldoe.org or call 1-800-447-1636.

Information on all schools – including which groups of students need to make more progress under federal guidelines – is also available at www.schoolresults.org.

Some questions and resources for parents:

Is your child being challenged at his or her school?
Has your child's school given and explained your child's grades and test results?
Have you asked your child's teacher if your child is on grade level in math and reading?
Have you asked for a specific list of skills your child needs to learn?

Information on the Sunshine State Standards is available at www.fldoe.org.

Have you talked with your child's teacher about his or her progress?
Have you asked specific questions about your child's reading ability and needs?
How can you help your child become a better reader?

Helpful information is available at www.justreadflorida.com or www.justreadfamilies.org.

Is your child on track for graduation?
Is your child on track for being prepared for college?
If not, what needs to be done?

Speak to his/her guidance counselor and register on-line to track his/her progress at www.facts.org.

- [School Accountability Report Main](#)
- [2009 School Accountability Report Guide Sheet and Example Report \(PDF\)](#)
 - [School Grades Technical Assistance Paper 2008-09 \(PDF\)](#)
- [Adequate Yearly Progress \(AYP\) Technical Assistance Paper 2008-09 \(PDF\)](#)
- [Alternative School Improvement Ratings Technical Assistance Paper 2008-09 \(PDF\)](#)
 - [To Previous Year's Accountability Report Spread Sheets and Documents](#)
 - [Return to Evaluation and Reporting Services Section](#)
 - [DOE Home Page](#)

Appendix XI

2005-06 ANNUAL SCHOOL GOALS AND OUTCOMES

2005-06 GOALS FOR PINELLAS PREPARATORY ACADEMY

Goal	Baseline	Results																																																												
Middle school students attending grades 6-8 at Pinellas Preparatory Academy will score at or above the district average based on the percentage of students scoring level three or above in reading and math scores, as demonstrated through the official 2006 FCAT Results (Percent in achievement levels 3-5).	<p>The percentage of PPA students who scored a level three or above exceed the district average on all both reading and math assessments last year. A chart of PPA scores compared to PCSB scores is included below.</p> <table><tr><td></td><td colspan="2">Reading</td><td></td><td colspan="2">Math</td></tr><tr><td></td><td>PPA</td><td>PCSB</td><td></td><td>PPA</td><td>PCSB</td></tr><tr><td>6th</td><td>77%</td><td>59%</td><td></td><td>75%</td><td>47%</td></tr><tr><td>7th</td><td>64%</td><td>55%</td><td></td><td>56%</td><td>53%</td></tr><tr><td>8th</td><td>68%</td><td>47%</td><td></td><td>79%</td><td>60%</td></tr></table>		Reading			Math			PPA	PCSB		PPA	PCSB	6 th	77%	59%		75%	47%	7 th	64%	55%		56%	53%	8 th	68%	47%		79%	60%	<p>Met.</p> <table><tr><td></td><td colspan="2">Reading</td><td></td><td colspan="2">Math</td></tr><tr><td></td><td>PPA</td><td>PCSB</td><td></td><td>PPA</td><td>PCSB</td></tr><tr><td>6th</td><td>78%</td><td>66%</td><td></td><td>59%</td><td>55%</td></tr><tr><td>7th</td><td>73%</td><td>62%</td><td></td><td>68%</td><td>55%</td></tr><tr><td>8th</td><td>50%</td><td>47%</td><td></td><td>76%</td><td>60%</td></tr></table>		Reading			Math			PPA	PCSB		PPA	PCSB	6 th	78%	66%		59%	55%	7 th	73%	62%		68%	55%	8 th	50%	47%		76%	60%
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On the 2006 FCAT, at least 87% of our current fourth graders will score a level 3 or above on the reading assessment, as demonstrated through the official 2006 FCAT Results.	Of the students who are currently in the fourth grade, 86% of them scored a level 3 or above on the 2005 FCAT reading assessment. (However, only 63% have FCAT scores from last year).	<p>Not met.</p> <p>86% of our 4th grade students scored level 3 or above in the reading assessment. We maintained our level from last year.</p>																																																												
On the 2006 FCAT, at least 94% of our current fourth graders will score a level 3 or above on the math assessment, as demonstrated through the official 2006 FCAT Results.	Of the students who are currently in the fourth grade, 93% of them scored a level 3 or above on the 2005 FCAT math assessment. (However, only 63% have FCAT scores from last year.)	<p>Not met.</p> <p>77% of our 4th grade students scored level 3 or above in the mathematics assessment. This was a significant drop from the previous year.</p>																																																												
On the 2006 FCAT, at least 60% of our current fifth graders will score a level 3 or above on the reading assessment, as demonstrated through the official 2006 FCAT Results.	Last year, the students who are our current fifth graders took the FCAT 2005 in fourth grade. 53% of them scored a level 3 or above on the 2005 FCAT reading assessment.	<p>Not met.</p> <p>59% of our 5th grade students scored level 3 or above in the reading assessment. This was an increase from their previous scores, but not quite high enough.</p>																																																												
On the 2006 FCAT, at least 55% of our current fifth graders will score a level 3 or above on the math assessment, as demonstrated through the official 2006 FCAT Results.	Last year, the students who are our current fifth graders took the FCAT 2005 in fourth grade. 44% of them scored a level 3 or above on the 2005 FCAT math assessment.	<p>Not met.</p> <p>32% of our 5th grade students scored level 3 or above in the mathematics assessment. This was a drop from the previous year’s scores.</p>																																																												
All families with a child attending Pinellas Preparatory Academy will be surveyed at the end of April, 2006. Returned surveys will indicate an 85% overall satisfaction rate with the school.	Survey results for previous years are not available.	<p>Met.</p> <p>The parent survey done in 2006 indicated that 89% of our parents were satisfied with our school. 10% stated they were neutral, and 1% indicated dissatisfaction.</p>																																																												

Appendix XII

2006-07 ANNUAL SCHOOL GOALS AND OUTCOMES

2006-07 GOALS FOR PINELLAS PREPARATORY ACADEMY

Goal	Baseline	Results																																																																																								
Middle school students attending grades 6-8 at Pinellas Preparatory Academy will score at or above the district average based on the percentage of students scoring level three or above in reading and math scores, as demonstrated through the official 2007 FCAT Results (Percent in achievement levels 3-5).	<p>The percentage of PPA students who scored a level three or above exceed the district average on all both reading and math assessments last year. A chart of PPA scores compared to PCSB scores is included below.</p> <table><tr><td></td><td colspan="2">Reading</td><td></td><td colspan="2">Math</td></tr><tr><td></td><td>PPA</td><td>PCSB</td><td></td><td>PPA</td><td>PCSB</td></tr><tr><td>6th</td><td>78%</td><td>66%</td><td></td><td>59%</td><td>55%</td></tr><tr><td>7th</td><td>73%</td><td>62%</td><td></td><td>68%</td><td>55%</td></tr><tr><td>8th</td><td>50%</td><td>47%</td><td></td><td>76%</td><td>60%</td></tr></table> <p>Students currently enrolled in each grade level and the percentage of them who scored level three or above on their last FCAT test are as follows:</p> <table><tr><td>Current Grade</td><td>% Tested</td><td>Reading</td><td>Math</td></tr><tr><td>6th Grade</td><td>85%</td><td>69%</td><td>63%</td></tr><tr><td>7th Grade</td><td>87%</td><td>74%</td><td>59%</td></tr><tr><td>8th Grade</td><td>95%</td><td>69%</td><td>67%</td></tr></table>		Reading			Math			PPA	PCSB		PPA	PCSB	6 th	78%	66%		59%	55%	7 th	73%	62%		68%	55%	8 th	50%	47%		76%	60%	Current Grade	% Tested	Reading	Math	6 th Grade	85%	69%	63%	7 th Grade	87%	74%	59%	8 th Grade	95%	69%	67%	<p>Goal Met.</p> <p>2007 FCAT Results</p> <table><tr><td></td><td colspan="2">Reading</td><td></td><td colspan="2">Math</td></tr><tr><td></td><td>PPA</td><td>PCSB</td><td></td><td>PPA</td><td>PCSB</td></tr><tr><td>6th</td><td>69%</td><td>64%</td><td></td><td>69%</td><td>53%</td></tr><tr><td>7th</td><td>60%</td><td>66%</td><td></td><td>62%</td><td>62%</td></tr><tr><td>8th</td><td>63%</td><td>53%</td><td></td><td>81%</td><td>63%</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>6-8 Avg.</td><td>64%</td><td>61%</td><td></td><td>70%</td><td>59%</td></tr></table> <p><i>The average numbers were found by taking the total number of students tested at each grade level, and finding the number of students (using the percentage) who actually scored a 3 or higher. These were then totaled for all three grades (Reading: PPA: 117 kids out of 182. PCS: 14,442 out of 23,733. Math: PPA: 128 out of 182. PCS: 14,068 out of 23,720)</i></p>		Reading			Math			PPA	PCSB		PPA	PCSB	6 th	69%	64%		69%	53%	7 th	60%	66%		62%	62%	8 th	63%	53%		81%	63%							6-8 Avg.	64%	61%		70%	59%
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5 th	68%	60%																																																																																								
On the 2007 FCAT, the percentage of our fifth and eighth graders scoring level three or higher on the science assessment will meet or exceed the district average, as demonstrated through the official 2007 FCAT results.	<p>The percentage of PPA students who scored a level three or above was lower than the district average in both fifth and eighth grades. A chart of PPA scores compared to PCSB scores is included below.</p> <table><tr><td></td><td colspan="2">Science</td></tr><tr><td></td><td>PPA</td><td>PCSB</td></tr><tr><td>5th</td><td>27%</td><td>34%</td></tr><tr><td>8th</td><td>32%</td><td>33%</td></tr></table>		Science			PPA	PCSB	5 th	27%	34%	8 th	32%	33%	<p>Goal Met</p> <p>84% of our fifth graders scored a level three or above in reading.</p> <table><tr><td></td><td colspan="2">Reading</td></tr><tr><td></td><td>PPA</td><td>PCSB</td></tr><tr><td>5th</td><td>53%</td><td>39%</td></tr><tr><td>8th</td><td>51%</td><td>38%</td></tr></table>		Reading			PPA	PCSB	5 th	53%	39%	8 th	51%	38%																																																																
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By the end of the fiscal year, the school will complete a curriculum map which integrates the school's curriculum, incorporates Kagen's principles of cooperative learning, and links to the Sunshine State Standards.		Goal Met We have created a curriculum map which outlines what parents can expect to see taught over the course of each year at Pinellas Preparatory Academy.
The school will rewrite a school wide behavior program that incorporates positive reinforcement of expected behaviors and clearly identifies consequences for undesired behaviors.		Goal Met The school has created a new school wide character program that incorporates positive discipline and new methods of working with students who create disturbances within school. The plan centers around Pride, Principles and Accountability.

Appendix XIII

2007-08 ANNUAL SCHOOL GOALS AND OUTCOMES

2007-08 School Goals

- Pinellas Preparatory Academy students will score at or above the district average based on the percentage of students scoring level three or above in reading and math scores, as demonstrated through the official 2007 FCAT Results (Percent in achievement levels 3-5).

- Baseline:

	Pinellas County 2007 Scores			Pinellas Prep 2007 Scores			Current Students 2007 Scores	
	Reading	Math		Reading	Math		Reading	Math
4 th	68%	70%		82%	82%		85%	82%
5 th	72%	60%		84%	68%		71%	76%
6 th	64%	53%		69%	69%		89%	63%
7 th	66%	62%		60%	62%		65%	65%
8 th	53%	63%		63%	81%		60%	61%
Average	~65% ~25617 of 39220	~62% ~24144 of 39213		~69% 172 of 248	71% 176 of 248		68% 189 of 278	74% 195 of 263

Goal Met – Results:

	Pinellas County 2008 Scores			Pinellas Prep 2008 Scores	
	Reading	Math		Reading	Math
4th	70%	72%	4th	86%	74%
5th	68%	62%	5th	66%	61%
6th	65%	55%	6th	77%	82%
7th	67%	62%	7th	66%	59%
8th	56%	67%	8th	61%	67%
Avg	~65% ~ 24981 of 38299	~64% ~ 24337 of 38273	Avg	~71% ~ 211 of 297	~70% ~ 206 of 295

- Develop a new teacher orientation program or curriculum for new employees by the end of the year.

Goal Met – Results:

Pinellas Preparatory Academy created a 19 page booklet for new employees to help answer many of the questions, and is a starting point for the orientation of new teachers.

- Revamp our admission process by December or January.

Goal Met – Results:

Our admission policy was improved to help parents better understand the program Pinellas Preparatory Academy has to offer. We want parents to understand whether or not PPA will be a good match for their family prior to their applying. It also allows us to get to know the potential students better before they are accepted.

- Conduct at least 2 community service projects over the course of the 2007-08 school year.

Goal Met – Results:

The school conducted four community service projects including: Adopt-A-Family holiday gifts, Thanksgiving food drive, Seabird Sanctuary supply drive, Pennies for Pasta (cancer research).

Appendix XIV

2008-09 ANNUAL SCHOOL GOALS AND OUTCOMES

2008-09 School Goals

- **Pinellas Preparatory Academy students will score at or above the district average based on the percentage of students scoring level three or above in reading and math scores, as demonstrated through the official 2008 FCAT Results (Percent in achievement levels 3-5).**

○ Baseline:

	Pinellas County 2008 Scores			Pinellas Prep 2008 Scores			Current Students 2008 Scores		
	Reading	Math		Reading	Math		Reading	Math	Not Tested
4 th	70%	72%		86%	74%		79%	79%	9 (13%)
5 th	68%	62%		66%	61%		80%	77%	4 (6%)
6 th	65%	55%		77%	82%		69%	69%	6 (6%)
7 th	67%	62%		66%	59%		70%	75%	6 (6%)
8 th	56%	67%		61%	67%		58%	53%	8 (12%)
Average	~65%	~64%		71%	70%		78%	78%	9%
	24,980 of 38,299	24,336 of 38,273		211 of 297	206 of 295		264 of 371	263 of 371	33 of 371
33 of our current students do not have FCAT scores from 2008									

Goal Met – Using the same calculation models listed above, 77% of PPA students scored at or above grade level, whereas only 67% of the county's 4th-8th graders did the same. In math, 78% of our students scored at or above gradelevel where as only 64% of the district's 4th-8th graders were at grade level.

- **Pinellas Preparatory Academy will select and administer a learning styles test to our students to more effectively match our instruction to student learning styles.**

Goal Met – The surveys were completed by our students and showed discrepancies between our teaching styles and students' self-proclaimed learning styles. We are working to improve this.

- **Our highly qualified staff will continue to build upon their knowledge and skills by logging a total of at least 900 hours this year in professional development activities.**

Goal Met – Our staff logged a combined total of 959.7 hours of professional development.

- **Each grade level will conduct at least one community service outreach activity in addition to the school-wide holiday activities.**

○ Last year our school conducted several community involvement activities: adopt a family for the holidays, seabird sanctuary project, and the Thanksgiving food drive.

Goal Met – We assisted the sea bird sanctuary, coordinate food drives, toy drives, and more. Each grade level was responsible for one activity.

- **Our school will reach out to other schools by participating in at least 12 events with other schools be they competitive or collaborative.**

Goal Met – We participated in numerous activities with other schools ranging from sporting events (soccer, volleyball, track, baseball), within the Might-Mu math competition, Model United Nations, Middle Level Leadership Conference, and more.

Appendix XV

GENERAL CURRICULUM MAP

PINELLAS PREPARATORY ACADEMY



Curriculum Maps



PINELLAS PREPARATORY ACADEMY

4th Grade Curriculum Overview

	Language Arts	Math	Social Studies	Science	Specials
1st Quarter	Survival Unit Stores: Island of Dolphins, Arctic Explorer, Music and Slavery	Number Sense Geometry Fractions Operations	Geography Review Ancient Americans	Process of Living Things	Spanish: Florida's history and geography Music: Melody, Fundamentals of reading music, Florida music, Musical fractions Art: Elements of art: color, shape vs. form, and line, and Creative Starter Competition
2nd Quarter	Early America Unit Early America, Voyage of <u>Mayflower</u> , Pocahontas, Martha Helps the Rebel, Going West, California Gold Rush	Problem Solving Measurement Decimals Capacity Operations	Explorations and Encounters	Processes That Change Earth Systems & Interactions in Nature	Spanish: Systems of nature, animals (descriptive writing and oral presentations) Music: Folk songs, 5 finger note memorization Art: Making mini books, Word & image, Art Center entries
3rd Quarter	Mystery to Medicine Unit Medicine Past and Present, Sewed Up His Heart, The Bridge Dancers, Emily's Hands on Science Experiment, The New Doctor, Story of Susan La Flescher Picothe, Shadow of the Bull, Two Tickets to Freedom, Sarah Plain and Tall	Fractions Geometry Measurement Operations	Colonial Heritage American Revolution	Energy and Motion	Spanish: Vocabulary cards, Household items that move Music: Scales & Chords Art: Inventions in Art, Invention posters, Art & Science: Collids/Newton and art experiments
4th Quarter	__ Unit Starting Business, Henry Wells William Fargo, Elias Sifunteo, Food from Hood it Garden of Hope, Business is Looking Up, Salt, Moe Jemison - Space Scientist	Decimal Place Value Geometry Algebra Fractions	New Nation	Solar System Building Blocks of Matter	Spanish: Human body Music: Improvising Art: Mosaics, Pixel images, pointillism, Bead pictures, Yarn pictures



PINELLAS PREPARATORY ACADEMY

5th Grade Curriculum Overview

	Language Arts	Math	Social Studies	Science	Specials
1st Quarter	Going West - Unit 5: Sacagawea's Journey, Buffalo Hunt, Journal of Wong Ming, The Coming of the Long Knives, Old Yeller, Bill Pickett McBroom The Rainmaker	Basic Facts Number Theory Algorithms Story Problems Scales Measuring Time	Geography Review Ancient Americans	Matter Motion Energy	Spanish: Energy & Motion Music: Harmony (Essence of cooperation), Early American drumming Art: Elements of art: color, balance, and positive / negative space), Elementary Taking Shape Art Competition
2nd Quarter	Journeys & Quests - Unit 6: The Story of Jumping Mouse, Trapped by the Ice!, Apollo 11: First Moon Landing, When Shlemiel Went To Warsaw, The Search, Alberic The Wise	Basic Facts Rounding Geography Fractions Measurement Data Analysis and Probability	Exploration & Encounters in the United States	Water Weather Earth	Spanish: Weather Music: C-major scale, G-major scale, C,G & D chords Art: Word & Image Art Center entries, Creative writing, Illustration, Florida State Fair book illustration competition
3rd Quarter	Astronomy - Unit 2: Galileo, Telescopes, The Heavenly Zoo, Circles, Squares and Doggers - How Native Americans Watched the Skies, The Mystery of Mars, Stars, The Books That Saved The Earth	Geometry Estimation Money Measurement Decimals Fractions Algebra	Our Colonial Heritage American Revolution	Stars & Galaxies Earth in Space Solar System	Spanish: Colonial Heritage (short oral presentations) Music: Minor scales and 7th Chords Art: Textures in art, Making scratchboards, Warm & cool colors, Foil imprints & Hokusai
4th Quarter	Unit 4: ... If you Lived at the Time of American Revolution, The Night the Revolution Began, The Midnight Ride of Paul Revere, The Declaration of Independence, The Master Sy of Yorktown, Shh! We're Writing the Constitution, We the People of the US	Graphs / Fractions Decimals Algebra Geometry	New Nation Enterprise Village	Classifying Organisms Cells Human Body Plants Ecosystems	Spanish: Solar System Music: Composing Art: Mosaics, Tile layouts, Tangrams, Block images



PINELLAS PREPARATORY ACADEMY

6th Grade Curriculum Overview

	Language Arts	Math	Social Studies	Science	Specials
1st Quarter	Preview the genres: Realistic Fiction (Digging up the Past) Narrative Nonfiction (Search for Early Americans) Biography (Back to the Drawing Board) Expository Writing (A Natural Force) Historical Fiction (His Majesty, Queen Hatshepsut)	Numbers and Operations Algebra Geometry	Early humans Mesopotamia—City states, social classes, archeology	Chapter 1—Intro to Earth Science Chapter 2—Mapping Earth's surface Chapter 10—Fossils and a trip through time Chapter 9—Erosion and Deposition Chapter 11—Energy Resources	Spanish: Music, heritage, and culture of Puerto Rico Music: Time signatures (fractions), Latin rhythms Art: Basics in drawing, History of comics, Character drawing, 1- and 2- point perspective, drawing test (Covered Bridge)
2nd Quarter	Realistic Fiction (Class Discussion, Alejandro's Gift, On Top Of The World, The Pretty Pennies) Historic Fiction (Aida, Beethoven Lives Upstairs, A Brother's Promise)	Numbers and Operations Measurement	Egypt—Old, middle, new kingdoms and social classes Kush Israel: Judaism	Chapter 12—Fresh waters Chapter 13—Ocean motions Chapter 14—Ocean zones Chapter 15—The atmosphere Chapter 16—Weather factors Chapter 17—Weather patterns	Spanish: Verbs Music: Natural rhythms (heartbeats), Hierarchy of notes Art: Didgeridoos, Weaving images
3rd Quarter	Biographies (A Picture Book Of Jesse Owens, The Grimke Sisters, Gandhi, Sweeping Pittsburg Clean) Expository Stories (Protecting Wildlife, The Most Beautiful Roof In The World, Saving The Peregrine Falcon)	Numbers and Operations Geometry Algebra	India: Early settlement, Hinduism, Buddhism Greece: Government, Athens/ Sparta, Alex the Great	Chapter 18—Climate and climate change Chapter 19—Earth, Moon and Sun Chapter 20—The solar system Chapter 21—Stars, galaxies, and universe Chapter 3—Minerals Chapter 4—Rocks	Spanish: Adjectives Music: Jazz patterns, Indian rhythms Art: Georgia O'Keefe
4th Quarter	Narrative Nonfiction (Island of the Bulls, People on the Beach, Passage to Freedom, Silk Route) Fables, Folktales and Legends (The Nightingale, Sound of Flutes, St. George and the Dragon, A Gift for a Gift, The Gold Coin, The Quiltmakers Gift) Public Speaking	Numbers and Operations Geometry Algebra Measurement Problem Solving	Rome: Empire, Christianity China: Empires, Dynasties, Contributions	Chapter 5—Plate tectonics Chapter 6—Earthquakes Chapter 7—Volcanoes Chapter 8—Weathering and soils	Spanish: Poetry Music: World music (nonwestern) Art: Integrated 6th grade Social Studies



PINELLAS PREPARATORY ACADEMY

7th Grade Curriculum Overview

	Language Arts	Math	Social Studies	Science	Specials
1st Quarter	Summer Novel Myths and folklore Literature project Astronomy Seven Wonders Of The World	Numbers & Operations Algebra Problem Solving	Roman Empire Feudalism Roman Catholic Church Decline of Feudalism	Chapter 1—Intro to Life Science Chapter 2—Living Things Chapter 3—Cell Processes Chapter 7—Virus, Bacteria, Protists and Fungi	Spanish: Spelling, Grammar, Personal pronouns Music: Classical: Beethoven, Mozart, Bach, and Opera from the 17th—19th centuries Art: Art competitions, Grid drawings, self portraits, scale, and Chuck Close
2nd Quarter	<u>A Christmas Carol</u> Endangered Species readings and project	Number & Operations Data Analysis & Probability Problem Solving	Geography of Arabian Peninsula Muhammad Islam Africa Guiana / West Africa	Chapter 4—Science of Heredity Chapter 5—Modern Genetics Chapter 8—Plants Chapter 11—Fishes, Amphibians and Reptiles Chapter 12—Birds and Mammals	Spanish: Spelling, Grammar and Verbs Music: Primitive instruments, Drumming around the world Art: Taking shape, Middle School art competitions, Board game construction, Art in the professional world, Practical applications in art
3rd Quarter	“Rikki Tikki Tavi” and other Short stories World War I World War II The Holocaust	Numbers & Operations Geometry Algebra	Politics of China Chinese Inventions Japan Japanese Warrior Class	Chapter 13—Animal Behavior Chapter 14—Bones, Muscles and Skin Chapter 15—Food and Digestion Chapter 16—Circulation Chapter 17—Respiration and Excretion Chapter 18—Fighting Disease Chapter 19—The Nervous System Chapter 20—The Endocrine System and Reproduction	Spanish: Health food, Human body Music: World Music (Nonwestern) Art: World and image art, Group projects (large scale reproduction, ceiling tiles), Mainsail art competition
4th Quarter	<u>The Devil’s Arithmetic</u> World War II The Holocaust <u>Diary of Anne Frank</u>	Algebra Problem Solving Geometry Measurement	Mayans Aztecs Incas	Chapter 22—Ecosystems and Biomes Chapter 21—Populations and Communities Chapter 23—Living Resources	Spanish: Mayan countries and cultures Music: World music (nonwestern) Art: Writing and image competition



PINELLAS PREPARATORY ACADEMY

8th Grade Curriculum Overview

	Language Arts	Math	Social Studies	Science	Specials
1st Quarter	Summer Novel Novel: <u>Outsiders</u> (Belonging in a society) Norse Mythology <u>Beowulf</u> and Celtic culture	Numbers & Operations Measurement Geometry	Native Americans English Settlers Independence Revolutionary War	Chapter 2—Introduction to Matter Chapter 3—Solids, Liquids and Gases Chapter 4—Elements in the Periodic Table Chapter 5—Atoms and Bonding	Spanish: Vocabulary & Grammar (Personal Pronouns) Music: Blues (12 bar formula), Jazz, and American Roots Art: Contour drawing, Shading, Facial features, Mirrored self portraits (Gibbs requirement)
2nd Quarter	Stories from The Knights of the Round Table ~ <u>Morte d' Artur</u> Project on the Elizabethan Era New World Exploration	Numbers & Operations Algebra Measurement Data Analysis and Probability	Constitution / Bill of Rights Foreign Affairs North vs. South Finance Park	Chapter 15—Characteristics of Waves Chapter 16—Sounds Chapter 12—Work and Machines Chapter 13—Energy Chapter 14—Thermal Energy and Heat	Spanish: Verbs & Grammar (Exchanging Information) Music: Blues, Jazz, American Roots Art: Still life drawings (Gibbs requirement), Scholastic art competition entries, and Jewelry making
3rd Quarter	Civil War studies A. Lincoln's speeches Play: "Mary Surratt—She will Hang With the Rest"	Algebra Measurement	Life in the West Contributions of Mexicanos / African Americans Civil War People Fair	Chapter 6—Chemical Reactions Chapter 7—Acids, Bases and Solutions Chapter 8—Carbon Chemistry Chapter 9—Motion Chapter 10—Forces Chapter 11—Forces & Fluids	Spanish: Mexican Culture Music: Propaganda songs Art: Mural painting (replicas of famous art), Modern art history (living artists, current affairs, modern techniques)
4th Quarter	Research Paper (MLA Format): on Greatest American Shakespeare's <u>Macbeth</u> Belonging / Friendship	Algebra Measurement Data Analysis and Probability Geometry	Immigration 1920's World War II Civil Rights	Chapter 19—Magnetism Chapter 20—Electricity Chapter 21—Using Electricity and Magnetism Chapter 22—Electronics Chapter 17—The Electromagnetic Spectrum Chapter 18—Light	Spanish: Family and immigration Music: Rock, Civil rights, MTV and commercialization Art: Word and image competition, Mainsail art competition, Science and art anaglyphs, Eye receptors, handmade anaglyphs and grids