

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2008 - 2009 SCHOOL IMPROVEMENT PLAN



School Name: YOUTH CO-OP CHARTER SCHOOL

District Name: Dade

Principal: Maritza Aragon

SAC Chair: Tobias Hernandez

Superintendent: Alberto M. Carvalho

Date of School Board Approval:

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

The vision of Youth Co-Op Charter School is to provide educational excellence to all.

The mission of Youth Co-Op Charter School is to provide small class size, increased parental involvement and a safe learning and teaching environment that results in increased student achievement. The school strives to equip students to meet the challenges of an ever changing complex community and world. Youth Co-Op Charter School provides a caring atmosphere that instills self confidence while imposing high demands on student performance.

SCHOOL PROFILE DEMOGRAPHICS

The philosophy at Youth Co-Op Charter School has always been that students learn best when they are engaged in challenging, rigorous academic curricula. When juxtaposed with involved, engaged teachers excited about their subject matter, the results cannot be anything but rewarding. We believe that if we set the bar high for our students, their accomplishments will follow our expectations. By using state adopted materials, implementing the latest technology in the classroom, and using research-based approaches, our school will pave the way towards a successful and ambitious student body, able to meet the challenges of today, and tomorrow.

Youth Co-Op Charter School (YCCS) is located at 12051 W. Okeechobee Road, in Hialeah Gardens on approximately two acres of land, and is currently in its 11th year of operation. Our students mainly come from Hialeah Gardens Elementary, Earnest R. Graham Elementary, and Ben Sheppard Elementary School. The school is composed of two separate facilities/buildings within the same location. One facility is a 27,332 square foot, two story building that was originally built as a private school. The facility houses students in grades 6-8, has 17 classrooms, a large cafeteria and an indoor regulation size gymnasium. The second facility is a modular building that was added in 2003. It measures 7,197 square feet and houses students in grades K-5. There are ten classrooms, including a small media center.

The student body of approximately 500 students in grades K-8 is composed of approximately 95 percent Hispanic, 3 percent White, Non-Hispanic, 1 percent Black, and 1 percent Asian students. The number of students on free and reduced meals is 76%, qualifying the school for Title I funds. The school depends on these funds for many of the supplemental educational programs used, which help us brighten student

these funds for many of the supplemental educational programs used, which help us heighten student achievement.

Our school has consistently achieved academic success by maintaining its school grade of "A" for the past seven years. Youth Co-Op Charter School is also one of the few K-8 centers that has earned SACS accreditation (Southern Association of Colleges and Schools), as of the 2007 - 2008 school year. We currently have approximately 20% of our student body at either a Level 1, or Level 2, in Reading, Math and/or Science. YCCS had a promotion rate of over 99% during the 2007 - 2008 school year, and graduated 100% of its 8th graders.

The school is staffed with a principal, one assistant principal, and a Title I Reading Coach, all holding a Master's Degree. The faculty is composed of twenty-nine (29) certified teachers. Additionally, there is one micro systems technician, four (4) clerical employees, three (3) paraprofessionals, four (4) after school leaders, four (4) custodians, three (3) security monitors, and three (3) cafeteria workers. The ethnic/racial composition of the staff is 84 percent Hispanic, 8 percent White, Non-Hispanic, 6 percent Black, and 2 percent Asian.

Class size data currently available show that Youth Co-Op Charter School is meeting the requirements of the Class Size Reduction Act. The average class size for grades K-3 is 17.5, while the average class size for grades 4-8 is 20.25.

Community partners include support from the Mayor of Hialeah Gardens (Mayor Yioiset De La Cruz), its City Councilmen (Luciano Garcia to name one), and the police chief of Hialeah Gardens (Mr. Toth). YCCS has also been the beneficiary of grants from Best Buy, Target, and other local business partners, including "The World's Finest Chocolate". The Children's Trust Fund, as well as the Home Depot, have partnered with us as well to provide and build a playground for our students. In addition, the Miami Children's Hospital Health on Wheels Program also contributes vision, hearing, and scoliosis screening services for our students.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Youth Co-Op Charter School employs two highly qualified certified administrators. Mrs. Aragon has been the principal at YCCS for over 10 years. She brings with her over twenty years of experience serving the public good from her various non profit and government positions to teaching as well. Mrs. Aragon has earned a Bachelors Degree in Education, with her Masters Degree in Educational Leadership, and holds professional certification in the areas of Social Studies, Spanish, and Educational Leadership.

Mr. Hernandez is the school's Assistant Principal. A former Marriage and Family therapist, he has a Bachelors Degree in Psychology, as well as a Masters Degree in Marriage and Family Therapy. He has also obtained his professional certification in Educational Leadership, Psychology, and Mathematics at the middle school level. He has been working as an Assistant Principal for over 5 years, and has previous experience as principal of a charter school as well.

Both administrators have extensively worked together to build Youth Co-Op Charter School from the ground up when it was established in 1998. Youth Co-Op Charter School consistently has averaged above the district and state averages on the FCAT. This has resulted in having achieved a school grade of "A" for

the district and state averages on the FCAT. This has resulted in having achieved a school grade of "A" for seven years in a row. AYP has been met for a majority of those years, and when it has not, both administrators have been able to raise student achievement in those special populations to become fully compliant with the requirements of the No Child Left Behind Act.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Youth Co-Op Charter School places a great deal of importance in rewarding faculty members that prove successful in accomplishing YCCS' Mission, Vision, and Goals. YCCS seeks to retain highly qualified teachers through monetary incentives. Teachers that remain with the school long term receive higher base salaries than those of the regular district schools. YCCS also chose to participate for the last two years in the State's Merit Award Plan, which awards additional dollars to those highly qualified teachers that are the highest performing teachers within the school. These awards frequently target those high areas of need academically, such as the FCAT core areas of instruction. This has led to relatively low teacher turnover throughout the years, with many faculty members having served YCCS for the majority of its existence. In addition, we are submitting an application for the EPIC grant, which further rewards teachers through monetary incentives.

Recruitment of highly qualified teachers includes year-round advertisements in local newspapers, universities, and contracting technology driven recruitment tools (i.e., teachers-teachers.com). Youth Co-Op does not hire teachers that are not already certified, or eligible for certification, as documented by the Florida Department of Education.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Youth Co-Op Charter School is a Title I school. As such, those dollars are utilized to enhance parental involvement and student achievement. These actions include further development of our Parent Resource Center, as well as providing more parent workshops aimed at assisting their children achieve academic success. We also receive Title III dollars, which are used for tutoring our English Language Learner after school.

YCCS also has adopted a Wellness Policy which aims at healthier lunches, snacks, and promoting sound nutritional choices for students. Federal funds from the National School Lunch Program help subsidize these endeavors, as well as help us provide a healthy, value driven breakfast and lunch program to all our students. Our FTE funds also help our participation in the "Commit 2 B Fit" program sponsored partly by Metro Dade County and the United Way. This program provides various motivational activities and rewards for our students to get excited about exercise, nutrition, and positive self esteem.

State funds are used as well, including but not limited to SAI dollars, and class size reduction numbers, that have aided in our not only reducing class size and becoming fully compliant with the legislative requirements, but in reducing our numbers as a whole, thus leading to smaller, more family friendly and welcoming environment.

School Wide Improvement Model

Note: Required for Title I

Youth Co-Op Charter School will use the Florida Continuous Improvement Model (FCIM) as the research-

based continuous improvement model. The steps are: Test Score Disaggregation to identify instructional groups, Time Line Development, Instructional Focus based on time line, Assessment to identify mastery and non-mastery by students, Tutorials to re-teach non-mastered areas, Enrichment for those students who have mastered targeted materials, Maintenance, and Monitoring.

Youth Co-Op Charter School uses the 8-step Continuous Improvement Model to monitor and improve the students' scores and attendance. Our highly experienced staff, district and state guidelines and best practices have helped improve student performance to achieve and maintain a grade A in the Florida School Report Card. The staff is committed to a Continuous Improvement Model, which assesses progress and reviews data. We involve all staff members in the planning process for the school's future goals; it is a school wide priority to identify strengths and weaknesses in the instructional program and to implement interventions for students requiring additional assistance.

1. Data Disaggregation: Teachers and administrators disaggregate and analyze the state standards assessment and/or standardized test data to identify both students' and teachers' strengths and weaknesses and to improve teacher instruction and student learning. The focus being on student weaknesses to create a plan for student improvement as well as teachers' strength/weakness to improve instruction and student achievement.
2. Timeline Development: Based on students' strengths/weaknesses, the school creates an instructional calendar and curriculum mapping that includes the standards to be assessed. Teachers are able to prioritize instructional time to provide explicit instruction on targeted standards. The calendar also allows flexibility for students requiring accommodations.
3. Instructional Focus: Teachers implement quality instruction that include the standards to be assessed. Classroom activities are conducive to learning by providing a warm up activity, stating the objectives, incorporating differentiated instruction, introducing new lessons, reinforcement of lesson and assessing for understanding/comprehension.
4. Assessment: Teachers implement a variety of assessments to check for understanding, reinforce and monitor progress. The assessments are integrated into the curriculum and follow Sunshine State Standards as well as high level of complexity test structure (ie.FCAT). School administrators monitor practices by conducting scheduled and unscheduled classroom visits, conferencing with teachers and students, and monitoring classroom data books.
5. Tutorials: Tutorials are provided to students needing re-teaching opportunities. This is accomplished through tutoring, individualized computer-based instruction, and parental contact, to name a few.
6. Enrichment: Students demonstrating mastery are provided with enrichment experiences. These experiences include field trips, providing high school level instruction in preparation for Advanced Placement and Honors classes, as well as online acceleration of the curriculum.
7. Maintenance: Grade level/Department teachers have common instructional planning times to modify or make changes. Teachers and administrators participate regularly in the district's professional development as well as National or State Conferences.
8. Monitoring: The improvement process is monitored through constant observation of the student generated data. Interim Assessments, State Assessments, establishing baselines, and pre and post tests, are a few of the ways fidelity to growth is monitored.

Note: Required for Title I

No Attached Public School Choice Notice to Parents file

No Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

In an effort to provide all students with quality teachers, Youth Co-Op Charter School's administrators and its leadership team meet regularly to discuss the development and implementation of effective mentoring practices for novice teachers.

In addition, a mentor is assigned to novice teachers to help develop and support their skills. Discipline policies and procedures, classroom management, the district's technology requirements, as well as the Sunshine State Standards are all areas in which the mentor provides professional assistance, to name a few. The administration will ensure that regular opportunities are provided for the novice teachers to meet with his or her mentor. In addition, the mentor and the novice teacher meet to discuss and reflect on the teaching process, specific areas where improvement is needed, and also to discuss plans for future professional development opportunities.

The mentor duties may include, but are not limited to:

1. Modeling best practices
2. Visiting the Mentee's classroom to provide support
3. Observing the novice teacher deliver a lesson and provide constructive feedback
4. Share materials, curriculum developments, and teaching strategies.

The mentors are dedicated teachers who are passionate about what they do and want to share their enthusiasm with novice teachers. They serve as professional role models, committed to setting an example and working collaboratively. The mentors are selected based upon their willingness and ability to engage in a non-evaluative assessment process, including the ability to hold reflective conversations with beginning teachers.

YCCS will require that the mentors hold a valid Florida Educator's Certificate, have a minimum of three years successful teaching experience, have demonstrated proficiency in computer technology, and understand and appreciate the importance of teaching literacy throughout the curriculum.

In addition to having an assigned mentor, each beginning teacher will develop a Professional Growth and Development Plan based on his or her individual skills and needs as evidenced by his or her prior experience and education.

Administrators at Youth Co-Op Charter School, in combination with the Professional Development liaison, will arrange and coordinate professional development opportunities for beginning teachers that will assist them in becoming highly qualified instructors.

Show Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

Youth Co-Op Charter School is in the process of identifying those students that are in need of additional support. After school tutoring will be provided. SPED students are also given supplementary packets to complete during winter break, and the summer months. In an effort to provide more support for those students that are not only struggling, but also those succeeding within the curriculum, YCCS also participates in the Florida Virtual School. This participation extends throughout the school year and results in a portion of our accelerated students earning high school credits during their middle school years with us. Other extended learning opportunities include integration of FCAT EXPLORER, Riverdeep online programs, and GIZMOS learning opportunities.

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

YCCS has a number of teaching approaches that promote technology in learning. The first is the Renzulli Program which is a thirty year old research-based program devoted to the studying and developing of teaching methods that are aimed at unlocking the gifts and talents of students. The second is Gizmos, an interactive learning site geared towards expanding student understanding of core subjects. Lastly is Plato which is a course recovery program that employs intervention strategies. We also promote differentiated instruction, data driven instruction, and instruction utilizing CRISS strategies. In addition, we strategically address any and all reading issues. Students scoring a level one or two on the FCAT Reading are placed in intensive reading courses which infuse Voyager and Read 180 programs into the curriculum. These are innovative researched based programs intended to strengthen student reading skills. Students scoring a level three, four, or five on the FCAT in reading are given Reading / Language Arts classes that are centered on creative and higher order thinking skills.

Responsibility of Teaching Reading for Every Teacher

Special effort is dedicated to emphasizing reading and mandating that reading is taught in all subjects. Department chairpersons at YCCS play a pivotal role in ensuring that this takes place by working with the teachers within their departments, ensuring that they infuse reading strategies in their lessons. This is accomplished through a thorough check of lesson plans weekly by the department chairpersons. Currently we are in line with the District Comprehensive Researched-based Reading Plan (DCRP). At YCCS, teachers are aware that it is everyone's responsibility to teach reading.

Quality Professional Development for Teachers and Leaders

Because we understand that quality education is the education that is given by quality educators, YCCS places a definite emphasis on professional development for both teachers and administrators alike

places a definite emphasis on professional development for both teachers and administrators alike. Administrators are trained in DIBELS (Diagnostic Indicator of Basic English Language Skills) Classroom Walk-Throughs, and are trained members of SACS (Southern Association of Colleges and Schools) which entitles them to train and accredit other schools and are avid promoters of professional development. Recently they attended the Just Read Conference which trained them on the latest in reading strategies and they attended a state seminar on data analysis. These workshops empower them to offer professional development to teachers using the knowledge they gained. All teachers at YCCS are CRISS trained, and are exposed to a myriad of differentiating instruction techniques. Furthermore, our teachers were all trained on the Promethean Board which enables them to present instruction that exposes the students to a variety of technological and educational resources outside of the classroom. Finally, teachers are mandated to utilize the District's Professional Development Portal, satisfying a minimum of 30 hours of professional development per school year. Essentially, these professional development activities ensure that the teachers and administrators of YCCS have the proper knowledge and skill necessary to lead the school in a direction that ensures that the students receive the highest quality of education.

Small Learning Communities (SLC)

Youth Co-Op Charter School believes deeply in small learning communities. One way we accomplish this is through the implementation of differentiated instruction. All curriculum areas implement differentiated instruction throughout Youth Co-Op Charter School. In addition, grade levels share common planning to accomplish grade level goals with the students. Since YCCS is a small school, its essence is that of a small learning community in and of itself.

Intensive Intervention in Reading and Mathematics

When one of our students is identified as struggling in reading or mathematics, we make certain that we have appropriate programs aimed at aiding those students to obtain proficiency. We have several programs that address the needs our students have in reading. For our elementary population, we have an evidence based research program called the Voyager Intervention Reading Program, and for our middle school population students, Voyager Journeys and Read 180. All these programs offer innovative ways at addressing and tackling their central weakness in reading. When attending to students' weakness in the area of math we employ every possibility to accommodate and meet math proficiency. In addition to students being placed in small groups and enabling the teacher to better meet their needs, students are exposed to FCAT Explorer, Riverdeep, Plato, and Gizmos. All of these software programs, and teaching techniques are aimed at aiding the students succeed in all subjects.

Parental Access and Support

YCCS is devoted to fostering healthy and lasting relationships with parents because we understand in those relationships lies the success of our students. Our parents are given a number of opportunities to get involved with the school. Our school's PTSA and EESAC (Educational Excellence School Advisory Committee) offer a great opportunity for parents to become intimately involved with the happenings of YCCS. We also provide a Parent Center. There, our parents are free to peruse different literature aimed at educating parents on a variety of educational, social, and personal topics. In addition, our parents are given the opportunity to attend parent nights and bilingual parent workshops which are hosted by the different departments in the school throughout the school year. Finally, we employ a CIS (Community Involvement Specialist), and utilize Connect Ed technology which allows us to further reach out to our parents at large. In essence, we understand that behind every successful student is a parent who invests time in their academic life.

Applied and Integrated Courses

At YCCS, we relish at the opportunity to grant students the chance to advance academically. We offer a number of opportunities that enable our students to see life outside of YCCS. We are able to do this through two main avenues. The first is the FLVS (Florida Virtual School) which allows students to earn high school credit while in middle school. This program promises to bring "high-quality, technology-based education that provides the skills and knowledge students need for success in the 21st century." The second is our Exploratory Career class. We integrate this state mandated course in the curriculum of all our

second is our Exploratory Career class. We integrate this state mandated course in the curriculum of all our seventh grade students. This course exposes our students to a number of career choices.

Course Choice Based on Student Goals / Interests / Talent

The goals that our students express are met by courses and activities that match and challenge their desires. Academically, we utilize the expressed goals of our students and meet it with guidance. Our gifted students are placed in gifted classes that grant them the expression of their unique capabilities. Our SPED population is taught using strategies that address their individual needs while gearing them towards ultimately attaining a standard high school diploma. Our students are all offered a variety of Reading/Language Arts classes, such as Creative Writing, Journalism, and Research, that enables them to express their creativity while giving them a competitive advantage academically. We also offer honors courses to the students who are progressing well, intervention for students who are struggling and, something that was especially desired by our students, acceleration / high school courses through the FLVS (Florida Virtual School) for students who desire to get ahead. Equally as important as granting our students desires academically, we meet and exceed the interests of our students in other ways. Because of student demand, this school year, we have added a music class to the elementary curriculum. Also because of our student population's desire to have a variety of extra curricular activity to choose from, we offer activities ranging from volleyball and basketball teams, to chess and dance clubs.

Master Schedules Based on Student Needs

Our students who continue to excel academically are given a schedule filled with honors courses that are designed to cater to their abilities. Students who require intervention in reading are given a schedule that includes an intensive reading class. Our gifted students receive a blend of honors and gifted class that meet their demanding academic needs. In effect, these schedules are constructed in such a way that class sizes are not compromised and the students' academic needs are met.

Academic and Career Planning

Particular attention is given to our students' future because we understand that life for them extends beyond YCCS. In the seventh grade, students are given an Exploratory Career course that exposes them to the endless possibilities that are theirs if they so choose. In the eighth grade, students are given a variety of opportunities to acquaint themselves with different high schools, and vocational schools in Miami-Dade County. Also, we ask our students to choose their major area of interest in accordance with district guidelines. Finally, we encourage these schools to host orientation at the school for prospective students.

GOALS

Goal: Reading

* Note: Required for Title I
Scroll down for school data

*** Needs Assessment:** Results of the 2008 FCAT Reading Test indicate that 82% of students are reading at or above grade level, 71% made learning gains and 66% of the lowest 25% made learning gains in reading. In the third grade, the weakest area was Words and Phrases, 33% scored incorrectly. In the fourth grade, the weakest area was found in Cause and Effect, 33% scored incorrectly. In fifth grade, the weakest area was Reference and Research, 51% scored incorrectly. In sixth grade, the weakest area was Cause/Effect, 32% scored incorrectly. In the seventh grade, the weakest area was Reference and Research, 28% scored incorrectly. An estimated 25% of students at the beginning of the school year have scored "At Mastery" on the district Baseline Assessments for reading.

- * Objective:** Given instruction using the Sunshine State Standards, students in grades three through eight will improve their reading skills as evidenced by 83% of them scoring Level 3 or higher on the 2009 administration of the FCAT Reading Test.
- * Strategies:**
1. Utilize the Instructional Planning System and the Student Performance Indicators databases to target data-driven instruction for students.
 2. Monitor student progress through the implementation of the district's Baseline Assessment and Interim Assessment Program.
 3. Utilize the Scholastic Read 180, Navigator, Journeys (Voyager), Voyager for elementary, and Sour to Success Programs.
 4. Identify and place sixth, seventh and eighth grade students scoring Level 1 and Level 2 on the FCAT Reading Test in an intensive reading class.
 5. Infuse CRISS (Creating Independence through Student-owned Strategies), differentiated instruction and reciprocal teaching strategies across the curriculum.
 6. Utilize supplemental materials such as Impact!, the STARS series (Strategies to Achieve Reading Success), Test Ready Plus Reading, Test Ready Reading Longer Passages, CARS/STARS (Comprehensive Assessment of Reading Strategies).
 7. Implement the Continuous Improvement Model to monitor student achievement and all instructional programs on an ongoing basis.
- * Evaluation:** This objective will be evaluated by the results of the 2009 FCAT Reading Test. As a means of monitoring the progress, the district's Reading Interim Assessment will be administered three times during the school year.
- * Evidence-based Program(s):**
- Scholastic Read 180
- Passport Reading Journeys (Voyager)
- Navigator (James Town Series)
- Prentice Hall Timeless Voices, Timeless Themes
- Houghton Mifflin Reading: A Legacy of Reading
- Accelerated Reader
- Voyager Passport
- Soar to Success
- * Professional Development:** Training will be provided for all researched-based programs used at the school. In addition, the reading coach will provide teachers with workshops and assistance on reading strategies.
- Professional Development at YCCS:
- A two-day professional development for all faculty was delivered on technology at the beginning of the school year 2008-2009. The title: PLATO/GIZMOS/Grade Book Training-YCCS. Technology improved teaching and learning, across all subject areas. As a result of this professional development elementary and middle school teachers were able to:
1. collaboratively prescriptive personalized instruction, use technology-based teaching tools, and implement standards-driven instruction and assessments to facilitate continuous academic improvement of K–8 students at Youth Co Op Charter School. Teachers learned to use differentiated curriculum in the classroom by creating individualized assessment of each child's interests and preferred methods of engagement in learning, though the delivery of customized learning experiences to help students think and learn based on their personal strengths.
 2. use the new Pinnacle Web Grade Book utility program for MDCPS teachers were engaged in activities and practices that follow the policies and procedures for the newest version of the Electronic Grade book.
- Additional professional development will be delivered at YCCS through learning communities; these learning communities will meet on Wednesdays twice per month; the goal, Youth Co-Op teachers will become more effective and student outcomes will increase. These Professional Learning Communities will produce a school-wide structure that will lead, among other things, to students' increased grade point averages, and intellectual development; the student impact will be reflected on academic gains.

These Professional Learning Communities will enable elementary and middle school teachers at Youth Co Op Charter School to work as a community in order to be engaged in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms and participating in shared decision making. The community of educators and students will benefit from shared best practices that include reduced isolation of teachers, better informed and committed teachers, and the achievement of academic gains by students.

Furthermore, professional development will be provided to teachers on some of the teacher planning days, based on faculty's' needs assessment surveys. One of Youth Co-Op Charter School's main PD goal is that all teachers become CRISS trained.

Additional workshops that teachers will attend may include:

Initial Functional Assessment of Behavior 10/01/2008

Reading Endorsement during the fall of 2008

ESOL endorsement classes offered during the fall of 2008

Gifted endorsement classes

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Voyager Passport Reading Journeys Program	Title I	\$6,658.92
Cars and Stars Series by Curriculum Associates	Title I	\$3,641.76
Time for Kids for Elementary	Title I	\$1,456.67
Buckle Down FCAT Reading (3-8)	Title I	\$3,104.48
Jamestown Reading Navigator	Title I	\$2,475.00
		Total: \$17,336.83
Technology		
Description of Resources	Funding Source	Available Amount
Plato software	FTE	\$2,500.00
Renzoulli Learning	FTE	\$5,811.00
		Total: \$8,311.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Just Read Conference	FTE	\$1,000.00
IMPACT II Idea Expo	FTE	\$50.00
		Total: \$1,050.00
Other		
Description of Resources	Funding Source	Available Amount
Tutoring	Title I	\$2,000.00
		Total: \$2,000.00
		Final Total: \$28,697.83

*Non-Highly Qualified Instructors: Not Applicable

End of Reading Goal

Goal: Mathematics

*Note: Required for Title I
 Scroll down for school data

*** Needs Assessment:** The results of the 2008 FCAT Mathematics Test indicate that 75 percent of the students in grades 3 through 8 scored at or above FCAT Achievement Level 3 and 68 percent have made acceptable learning gains. The 2008 Adequate Yearly Progress Report indicates that 73 percent of our Hispanic students scored at or above grade level, and 73 percent of our Economically Disadvantaged students scored at or above grade level. Emphasis will be placed on improving these scores.

All student subgroups met AYP last year. Learning gains were achieved by 68% of the student body, while 62% of the lowest 25% made learning gains as well.

The Baseline Assessments scores averaged about 7% of students scoring "At Mastery" at the beginning of the school year.

*** Objective:** Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 76 percent of the students reaching the state required mastery level as documented by the 2009 FCAT Mathematics Test.

*** Strategies:**

1. Infuse FCAT Mathematics format questions throughout the school year in all mathematics classes.
2. Implement the Continuous Improvement Model to monitor student achievement and the instructional program on an ongoing basis.
3. Utilize the Competency Based Curriculum, the Sunshine State Standards, and the district provided scope and sequence.
4. Monitor student progress through the implementation of the district's Interim Assessment Program.
5. Provide parents with strategies to help their children develop their mathematics skills by conducting a parent workshop.

*** Evaluation:** This objective will be evaluated by scores on the 2009 FCAT Mathematics Test and through the district developed Interim Assessments.

*** Evidence-based Program(s):**
 Houghton Mifflin Math
 FCAT Explorer
 Prentice Hall's Geometry
 Glencoe Mathematics: Applications & Concepts
 Gizmos

*** Professional Development:** All faculty will participate in district offered mathematics workshops. Faculty will also be exposed to training for our Gizmos interactive software, which should facilitate student motivation. In addition, all mathematics classrooms will utilize the newly purchased Promethean (interactive classroom boards) for use with furthering technology goals, and exposing students and faculty to more multimedia educational tools, after being exposed to training. Teachers will also take gifted endorsement classes, as well as ESOL endorsement classes.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Geometer Sketchpad	FTE	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Gizmo Learning	Title I	\$671.00
PLATO Learning	FTE	\$2,500.00
		Total: \$3,171.00
Professional Development		
		Available

Description of Resources	Funding Source	Available Amount
IMPACT II	FTE	\$50.00
		Total: \$50.00
Other		
Description of Resources	Funding Source	Available Amount
Tutoring	Title I	\$2,000.00
		Total: \$2,000.00
		Final Total: \$7,221.00

*** Non-Highly Qualified Instructors:** Not Applicable

End of Mathematics Goal

Goal: Writing

*Note: Required for Title I
 Scroll down for school data

*** Needs Assessment:** Results of the 2008 FCAT Writing+ Test indicate that 96% of the students met high standards by scoring a 3.5 or greater on the 2008 FCAT. In fourth grade, 88% scored at or above level 3.5 and in the eighth grade 99% of the students scored at or above Level 3.5. District pre-tests given at the beginning of the year show 22% of students currently scoring below 3.5.

*** Objective:** Given instruction using the Sunshine State Standards, students in grades four and eight will demonstrate high standards of performance in writing as evidenced by 97% of students scoring 3.5 or above as documented by the 2009 FCAT Writing+ Test.

*** Strategies:**

1. Complete student writing activities across the curriculum as a method of promoting students' fluency and creativity.
2. Provide opportunities for conferencing with students about selected pieces of writing.
3. Implement strategies and activities to help strengthen students' use of focus, organization, support, and conventions.
4. Encourage students to work with peers to analyze, edit, and revise their writing based on the FCAT rubric components, including anchor papers.
5. Utilize graphic organizers, teacher modeling, and guided writing as instructional tools.

*** Evaluation:** This objective will be evaluated by scores on the 2009 FCAT Writing+ Test. As a means of progress monitoring, students will be given a writing prompt on a monthly basis.

*** Evidence-based Program(s):** Prentice Hall Timeless Voices, Timeless Themes
 Prentice Hall Writing and Grammar
 Houghton Mifflin Reading: Legacy of Reading
 Sadler-Oxford Grammar Workshop
 Great Source Write Traits k-8

*** Professional Development:** Teachers will participate in the district offered in-services. They will also attend gifted endorsement classes, as well as ESOL endorsement classes.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Write Traits (k-8)	Title I	\$2,157.19

Grammar Workshop	Title I	\$489.79
FCAT Writing	Title I	\$225.68
		Total: \$2,872.66
Technology		
Description of Resources	Funding Source	Available Amount
PLATO	FTE	\$2,500.00
		Total: \$2,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
IMPACT II	FTE	\$50.00
		Total: \$50.00
Other		
Description of Resources	Funding Source	Available Amount
Tutoring	Title I	\$2,000.00
		Total: \$2,000.00
		Final Total: \$7,422.66

End of Writing Goal

Goal: Science

*Note: Required for Title I
Scroll down for school data

* Needs Assessment:	The results of the 2008 FCAT Science administration indicate a mean scale score of 313 for fifth grade students. In grade eight the mean scale score was 340. The scores also indicate that both grade levels are performing above the district and state averages. In addition, eighth grade performed well above these averages, achieving the 6th highest score in the district for eighth graders. Less than 25% of students are currently scoring at the level of "Mastery" on the district's Baseline Assessments.
* Objective:	Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by 72% of fifth and eighth grade students combined, scoring at or above a 3 on the 2009 FCAT Science Test.
* Strategies:	<ol style="list-style-type: none"> 1. Utilize computer technology such as Riverdeep's Destination Science to enhance the science curriculum. 2. Continue to utilize the District's Planning Guides 3. Utilize assessments and student centered individualized programs such as the district Baseline Assessments, Interim Assessments, Riverdeep, FCAT EXPLORER, and Gizmos to further support curriculum instruction. 4. Conduct a Family Science Night as a culminating activity of the Science Fair. 5. Integrate the Promethean interactive classroom boards with all science instruction. 6. Provide opportunities for inquiry-based learning involving small-group work, individual exploration, peer instruction, and whole class discussion.
* Evaluation:	This objective will be evaluated by the scores earned on the 2009 FCAT Science Test. Site authorized tests will serve as on-going assessments.
* Evidence-based Program(s):	Glencoe Science Voyages Scott Foresman Science Riverdeep Gizmos
* Professional Development:	Teachers will participate in professional development workshops offered by the district. Riverdeep training, as well as training of the Promethean interactive

boards will also be provided at the beginning of the school year. Gifted endorsement classes, as well as ESOL endorsement classes, will also be offered during the fall, and spring semesters. Gizmos training will be provided.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Earth Space Science	FTE	\$1,811.71
		Total: \$1,811.71
Technology		
Description of Resources	Funding Source	Available Amount
GIZMOS	FTE	\$672.00
PLATO	FTE	\$2,500.00
		Total: \$3,172.00
Professional Development		
Description of Resources	Funding Source	Available Amount
IMPACT II	FTE	\$50.00
		Total: \$50.00
Other		
Description of Resources	Funding Source	Available Amount
Tutoring	Title I	\$2,000.00
		Total: \$2,000.00
		Final Total: \$7,033.71

* **Non-Highly Qualified Instructors:** Not Applicable

End of Science Goal

Goal: Parental Involvement

*Note: Required for Title I

* **Needs Assessment:** The total number of hours logged in the school's Volunteer Log during the 2007 - 2008 school year was 9,858.

* **Objective:** Given an emphasis on parental involvement, volunteer participation will increase by five percent as indicated in the school's 2008-2009 Volunteer Log.

- * **Strategies:**
1. Continue to supply various resources through our school's Parent Resource Center
 2. Invite parents and community members to attend various school functions.
 3. Utilize a variety of communication tools, such as the school's website, telephone calls, and teacher/parent meetings to disseminate important school related news and events.
 4. Plan and deliver Math, Reading, Science, and Social Studies workshops to empower parents with the skills needed to assist their children.
 5. Host EESAC meetings to update parents on school improvement efforts.
 6. Organize an Open House night where parents may visit their child's classroom and learn more about the expectations and requirements.
 7. Conduct a parent orientation for incoming elementary and sixth grade students.
 8. Encourage parents to attend Youth Co-Op Charter School's board meetings.
 9. Assure a welcoming and warm climate for parents at all times.

- 10. Strengthen our Parent Teacher Student Organization (PTSA)
- 11. Invite parents to participate in the Bilingual Parent Outreach Program seminars.

***Evaluation:** This objective will be evaluated by the number of documented hours in the 2008-2009 Volunteer Log.

***Evidence-based Program(s):** Not Applicable

***Professional Development:** Teachers are trained in utilizing the electronic grade book for parental involvement with the parent internet viewer. Training will be provided at the beginning of the year, as well as throughout the year for teachers by the grade book manager.

The Bilingual Parent Outreach Seminars will be offered during the following days: October 10th, Vocabulary Development to Reading Success, November 11th, New Rules Governing Bullying and Harassment, January 14th, Effective Discipline and Communication Techniques, February 11th, Medical and Other Community Service Provided, March 13th, Immigration Laws and Pathways to Become Citizens, April 1st, The Media - How it Influences Kids, and May 5th, Surviving in Hard Economic Times.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Parent Resource Center	FTE	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Connect-Ed	FTE	\$1,510.00
		Total: \$1,510.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,510.00

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment: Using the State's Total Program Costs per Student Operating Funds mark of \$7573, Youth Co-Op Charter School's Return on Investment was 1.86 for the 2006- 2007 school year (most recent data available).

Objective: Given increased attention to financial resources and their correlation to student performance, Youth Co-Op Charter School will improve its ranking by 5% on the next publication of the Florida ROI publication.

Strategies: Strategies to improve annual learning gains:

1. Use student data analysis results to find or construct more effective

educational strategies that fit the needs of students and staff

2. Target the lowest 25% of students in Reading and Math with additional after school tutoring.
3. Further implement use of educational web based software, such as Riverdeep, and FCAT Explorer.
4. Continue to provide high quality teacher professional development and monitor its implementation for teachers.

Strategies to lower the cost per weighted full time equivalent (FTE) student:

1. Reallocate school resources to better implement teaching, learning and class-size mandates (e.g., commit more Title I dollars towards student achievement).
2. Purchase evidence-based materials and utilize the district warehouse for materials/supplies
3. Use purchased programs effectively and increase student participation
4. Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Florida Achieves
5. Utilize school and district in-service training

Evaluation:

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school to determine ROI Index.

End of Return on Investment Goal

ADDITIONAL GOALS

No Additional Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Voyager Passport Reading Journeys Program	Title I	\$6,658.92
Reading	Cars and Stars Series by Curriculum Associates	Title I	\$3,641.76
Reading	Time for Kids for Elementary	Title I	\$1,456.67
Reading	Buckle Down FCAT Reading (3-8)	Title I	\$3,104.48
Reading	Jamestown Reading Navigator	Title I	\$2,475.00
Mathematics	Geometer Sketchpad	FTE	\$2,000.00
Writing	Write Traits (k-8)	Title I	\$2,157.19
Writing	Grammar Workshop	Title I	\$489.79
Writing	FCAT Writing	Title I	\$225.68
Science	Earth Space Science	FTE	\$1,811.71
Parental Involvement	Parent Resource Center	FTE	\$2,000.00
			Total: \$26,021.20
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Plato software	FTE	\$2,500.00
Reading	Renzoulli Learning	FTE	\$5,811.00
Mathematics	Gizmo Learning	Title I	\$671.00
Mathematics	PLATO Learning	FTE	\$2,500.00

Writing	PLATO	FTE	\$2,500.00
Science	GIZMOS	FTE	\$672.00
Science	PLATO	FTE	\$2,500.00
Parental Involvement	Connect-Ed	FTE	\$1,510.00
			Total: \$18,664.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Just Read Conference	FTE	\$1,000.00
Reading	IMPACT II Idea Expo	FTE	\$50.00
Mathematics	IMPACT II	FTE	\$50.00
Writing	IMPACT II	FTE	\$50.00
Science	IMPACT II	FTE	\$50.00
			Total: \$1,200.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Tutoring	Title I	\$2,000.00
Mathematics	Tutoring	Title I	\$2,000.00
Writing	Tutoring	Title I	\$2,000.00
Science	Tutoring	Title I	\$2,000.00
			Total: \$8,000.00
			Final Total: \$53,885.20

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

SAC Involvement

The School Advisory Council at YCCS brings together all stakeholders to support the school's vision and mission. The council members provide feedback to complete the School Improvement Plan (SIP). The School Advisory Council focuses on student achievement, school safety and school wide initiatives which directly effect student learning. Recommendations on educational programs as well as on the need for tutoring services have previously been made by the committee members.

SAC Members

Members

- 1) Maritza Aragon, Principal
- 2) Toby Hernandez, SAC Chair

- 3) Kristy Fernandez, Student
- 4) Pierre Alexis, Teacher
- 5) Ana Salvo, Teacher
- 6) Jose Vilasuso, Teacher
- 7) Shania Nelson, Teacher
- 8) Mina Mendel, Business Member
- 9) Luciano Garcia, Parent
- 10) Barbara Yupanqui, Parent
- 11) Maylin Jimenez, Parent
- 12) Elizabeth Avila, Parent
- 13) Irene Fernandez, Parent
- 14) Jonathan Martinez, Community Member
- 15) Randre Wright, School Support Personnel

IMPLEMENTATION EVALUATION

The School Improvement Plan will be reviewed mid-year by the EESAC and the school's administrative team to monitor the progress and effectiveness of the strategies and assessments. At the end of the school year, the SIP will again be reviewed by the EESAC and administrative team to determine the school's annual progress. Baseline assessments, interim assessments, and other data will be utilized.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	%	%Non- Mastery	%	%Non- Mastery	%	%Non- Mastery	%	%Non- Mastery	%	%Non- Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment										

Used										
FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

End of Baseline Data Report

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Dade YOUTH CO-OP CHARTER SCHOOL 1020													
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)						Read: 453 Math: 453		2007-2008 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?		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	81	Y	74	Y		Y			NA	22	19	NA	24	26	NA	76	NA	72	NA			
WHITE		NA		NA		NA		NA		NA			NA			NA			NA		NA		NA			
BLACK		NA		NA		NA		NA		NA			NA			NA			NA		NA		NA			
HISPANIC	100	Y	100	Y	80	Y	73	Y		Y			NA	23	20	NA	25	27	NA	75	NA	73	NA			
ASIAN		NA		NA		NA		NA		NA			NA			NA			NA		NA		NA			
AMERICAN INDIAN		NA		NA		NA		NA		NA			NA			NA			NA		NA		NA			
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	80	Y	73	Y		Y			NA	22	20	NA	24	27	NA	76	NA	72	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA			NA			NA			NA		NA		NA			
STUDENTS WITH DISABILITIES		NA		NA		NA		NA		NA			NA			NA			NA		NA		NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Dade YOUTH CO-OP CHARTER SCHOOL 1020													
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)						Read: 447 Math: 447		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	78	Y	76	Y		Y			NA	26	23	NA	31	24	NA	61	NA	73	NA			
WHITE		NA		NA		NA		NA		NA			NA			NA			NA		NA		NA			
BLACK		NA		NA		NA		NA		NA			NA			NA			NA		NA		NA			
HISPANIC	100	Y	100	Y	77	Y	75	Y		Y			NA	26	24	NA	31	25	NA	61	NA	73	NA			
ASIAN		NA		NA		NA		NA		NA			NA			NA			NA		NA		NA			
AMERICAN INDIAN		NA		NA		NA		NA		NA			NA			NA			NA		NA		NA			
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	78	Y	76	Y		Y			NA	24	23	NA	33	24	NA	61	NA	73	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA			NA			NA			NA		55		NA			
STUDENTS WITH DISABILITIES		NA		NA		NA		NA		NA			NA			NA			NA		73		NA			

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2													Dade YOUTH CO-OP CHARTER SCHOOL 1020							
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)						Read: 456 Math: 456		2005-2006 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	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	74	Y	69	Y			Y			NA	35	26	NA	32	31	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA
BLACK		NA		NA		NA		NA			NA			NA			NA			NA
HISPANIC	100	Y	100	Y	74	Y	69	Y			NA			NA	36	26	NA	32	31	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	77	Y	67	Y			NA			NA	55	23	NA	42	33	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA	41		NA
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA

SCHOOL GRADE DATA

Dade School District YOUTH CO-OP CHARTER SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	75%	96%	60%	313	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	68%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	62% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					580	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District YOUTH CO-OP CHARTER SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	76%	94%	54%	303	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	75%			146	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	72% (YES)			146	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					595	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District YOUTH CO-OP CHARTER SCHOOL 2005-2006					
	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	70%	93%	238	Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	76%	74%		150	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	79% (YES)			79	Adequate Progress based on gains of lowest 25% of students. Yes, if 50% or more make gains.
Points Earned				467	
Percent Tested = 100%					Percent of eligible students tested
School Grade				A	Grade based on total points, adequate progress, and % of students tested