CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Franklin Academy A

CHARTER SCHOOL LOCATION NUMBER: 5012 **GRADES SERVED:** K-8 **DATE:** December 16, 2015

☑ This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes.

NAME OF GOVERNING BOARD: Florida Charter Foundation, Inc.

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

CONTACT PERSON: Elena A. Diaz **TITLE/RELATIONSHIP TO GOVERNING BOARD:** Principal

MAILING ADDRESS: 18800 Pines Blvd. Pembroke Pines, Florida 33029
PRIMARY TELEPHONE: 954-703-2294 **ALTERNATE TELEPHONE:** _____

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NAME OF EDUCATION SERVICE PROVIDER (if any): N/A

I certify that I have the authority to submit this document and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation after award. I understand that incomplete documentation will not be considered. The person named as the contact person for the program review is authorized to serve as the primary contact for this evaluation on behalf of the organization.

Dr. David Thomas
Printed Name

Signature

Board Chair
Position/Title

12/16/15
Date

Broward County Public Schools
Charter School Renewal: Indicators and Standards

In accordance with section 1002.33(7)(a)(19)(b)(1), Florida Statutes, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its contract [1002.33(7)(a)(19)]. Pursuant to section 1002.33(8)(a), Florida Statutes, "the sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter." In conducting a renewal program review, the sponsor will focus its analysis on the school's performance in three categories:

- Educational Performance
- Financial Performance
- Organizational Performance

The following defines specific indicators (the types and level of information and data that will be collected) and standards (the benchmark by which such indicators will be measured) that will be analyzed and evaluated within these three categories. It is a school's performance within these indicators in addition to potential on-site specific programmatic reviews that inform a charter renewal decision.

Furthermore, should a charter school meet the standards for renewal, The School Board of Broward County, Florida, will also review future Educational, Financial and Organizational Plans submitted as part of this documentation for the term of its subsequent contract. Any modifications/adjustments/amendments proposed to the current charter that would take effect over the subsequent contract term will be negotiated using the SBBC contract template.

Important Reminders

- All renewal documents must be submitted electronically, as one continuous PDF file per school, to charterapplications@browardschools.com by 5:00 PM Friday, December 18, 2015.
- Only electronic documents submitted as one continuous PDF file, will be accepted. Please scan the appendices as part of the PDF file.
- Renewing schools must clearly name and include their location number on all documents submitted, including the completed renewal document and all appendices referenced in the narrative.
- Scan the complete packet and appendices as one continuous PDF file and include the school's name and location number when saving (Ex. HappyCharter6868; SunnyCharter7878, etc.)
- Renewal packets must contain a table of contents, clearly outlining all required components, and identifying the pages where the sections are discussed.
- Number all pages and ensure that pagination is in sequential order.
- Table of Contents must accurately identify each section, including appendices, with correct page numbers. Revise the provided Table of Contents to accurately reflect the page numbers of the final draft.

NOTE: Complete packets will be reviewed as submitted; additional documents will not be accepted after 5:00 PM Friday, December 18, 2015.

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(Revise Table of Contents to accurately reflect page numbers of final draft, including appendices.)

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EDUCATIONAL PERFORMANCE

Focus Area	Indicator	Standard/Criteria	Sources of Evidence *
Federal Accountability	AYP/AMO School Improvement Status	The school has not been identified for School Improvement	• FCAT 2.0 (Appendix A) • FSA (Appendix B) • State AYP/AMO Standards (Appendix C) • EOC (Appendix D)
	AYP/AMO Attainment	The school has achieved its AMO target	
	Sub-group(s) Attainment of AYP/AMO	The school has achieved its AMO targets in identified student sub-group(s)	

In the narrative, please explain how the school has met these standards, or reasons and explanations if it has not.
Include the school's plan to increase and/or maintain its AMO status for the upcoming term of the charter. List any appendices.
Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.

AYP/AMO SCHOOL IMPROVEMENT STATUS

- Appendix A: FCAT 2.0
- Appendix B: FSA
- Appendix C: State AYP/AMO Standards
- Appendix D: EOC

Franklin Academy A – 5012 (the "School") was founded in 2011 in Pembroke Pines and has grown to serve over 1,200 students in grades kindergarten through seven. During the School's inaugural year, the Florida Department of Education revised the system for measuring annual student progress and transitioned from reporting Adequate Yearly Progress (AYP) to reporting performance on Annual Measurable Objectives (AMOs) on several areas of academic achievement. As a newly established charter school in 2011-2012, AMO targets were not set for the School as no previous baseline data was available. During the 2012-2013 school year, the overall AMO target for reading was 80%. The School achieved an overall AMO reading score of 82%, exceeding the established target by 2%. The AMO target score for mathematics for the 2012-2013 school year was 76%. The School achieved an AMO math proficiency score of 72%, missing the target by 4%. As a result of underperformance in the area of mathematics during the second year of operation, the School-based leadership team worked diligently with the faculty to ensure the School's educational model continued to be implemented with fidelity and initiated appropriate strategies to increase student achievement, including but not limited to, the implementation of a comprehensive student placement process and a revised process for building the master schedule using a holistic data-driven approach. Consequently, during the 2013-2014 school year, the overall target AMO of 78% for mathematics was exceeded by 1%, with students achieving 79% proficiency in the area of mathematics.

The assessment information for the School demonstrates continuous progress towards meeting proficiency standards on statewide assessments for all students in grades 3-7 in both reading and mathematics. Since implementing the strategic placement process and data-driven instructional focus, performance in mathematics has consistently increased and the School has met or exceeded the overall AMO targets in mathematics as set forth by the Florida Department of Education for each subsequent administration of the FCAT 2.0 in Mathematics. Evidence of this upward trend in math performance is depicted in the chart below as well as in Appendix C: *State AYP/AMO Standards Report*. At the conclusion of the 2013-2014 school year, the School was designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes. As such, the School has not been identified for School Improvement. The chart and accompanying narratives below outline the School's level of Annual Measurable Objectives (AMO) attainment, as well as performance for sub-groups that are applicable to the School, for the length of the current charter. The State's Annual Measurable Objectives (AMOSs) Reports for 2013-2014 and 2012-2013 providing detailed subgroup information are contained in Appendix C: *State AYP/AMO Standards Report*. We are currently awaiting issuance of final school results and performance data by subgroup for the 2015 administration of the Florida Standards Assessment (FSA).

INDICATOR		2011-2012		2012-2013		2013-2014		2014-2015	
AYP/AMO School Improvement Status		N/A		N/A		High Performing Charter School		Awaiting Issuance of 2015-2016 FSA Results	
AYP/AMO Attainment		**Reading** % Scoring Satisfactorily	**Math** % Scoring Satisfactorily	**Reading** % Scoring Satisfactorily	**Math** % Scoring Satisfactorily	**Reading** % Scoring Satisfactorily	**Math** % Scoring Satisfactorily	**Reading**	**Math**
		78	**74**	**82**	**72**	**86**	**79**	-	-
Sub-Group Attainment of AYP/AMO	Asian	79	100	83	81	92	88	-	-
	Black	68	62	81	57	83	71		
	Hispanic	81	74	81	74	84	80		
	White	82	77	85	78	88	80		
	ELL	63	63	65	63	65	64		
	SWD	65	52	61	56	67	60		
	ED	72	65	72	68	79	74		

The statewide assessment information for the School demonstrates continuous progress towards meeting Annual Measurable Objectives for all students in grades 3-7 in both reading and mathematics. In addition, test results indicate that the School is closing achievement gaps and sustaining performance among our subgroup populations. Overall, the School's greatest academic gains have occurred in the area of reading. Within this subject area, the School's African American students have demonstrated a 15% growth in performance for reading over the last three years, increasing from 68% proficient during the first year of operation (2011) to 83% proficient in the third year of operation (2013). In addition, the School's African American students have demonstrated a 9% performance improvement in mathematics for the same time period. The School's test data also indicates a 9% performance improvement in mathematics for the number of economically disadvantaged students over the last three years, and an 8% improvement in the area of reading. English Language Learners (ELLs) have slightly increased performance by 2% and 1% in reading and mathematics, respectively; however, a major focus for improvement has been identified within this subgroup population as they have not met established AMO targets. Overall, performance results indicate that the School has made significant progress with moving subgroups toward meeting the established Annual Measurable Objectives within their respective subgroup population in both reading and mathematics. As evidenced by the data, the School's strongest growth performance for all subgroups has been in the area of reading and in particular within the African American subgroup population.

READING PERFORMANCE BY SUBGROUP

On the 2013-2014 administration of the Florida Comprehensive Assessment Test Reading 2.0, 100% of students in each applicable subgroup were tested. Asian students demonstrated a 9% increase in student performance in Reading from 83% in 2013 to 92% in 2014. Black/African American students showed a 2% increase in performance from 81% in 2013 to 83% in 2014. Hispanic students also demonstrated a 3% increase in performance from 81% in 2013 to 84% in 2014. White students increased by 3%, from 85% in 2013 to 88% in 2014. In terms of English Language Learners (ELL), student performance did not decrease but remained at 65% for both 2013 and 2014. Students with Disabilities (SWD) demonstrated a 6% increase in performance going from 61% proficient in 2013 to 67% proficient in 2014. Economically Disadvantaged students also showed an overall increase of 7% from 72% in 2013 to 79% in 2014. As a whole, Franklin Academy students have shown a steady increase of 4% with each subsequent administration of the FCAT 2.0 Reading going from 78% of students scoring satisfactorily in 2012, to 82% in 2013, and 86% in 2014. We are currently awaiting issuance of performance data by subgroup for the 2015 administration of the Florida Standards Assessment (FSA) in Reading.

MATHEMATICS PERFORMANCE BY SUBGROUP

On the 2013-2014 administration of the Florida Comprehensive Assessment Test Mathematics 2.0, 100% of students in each subgroup were tested. Asian students demonstrated a 7% increase in student performance in Mathematics from 81% in 2013 to 88% in 2014. Black/African American students showed a 14% increase in performance from 57% in 2013 to 71% in 2014. Hispanic students also demonstrated a 6% increase in performance from 74% in 2013 to 80% in 2014. White students increased by 2%, from 78% in 2013 to 80% in 2014. In terms of English Language Learners (ELL), students demonstrated a 1% increase from 63% in 2013 to 64% in 2015. Students with Disabilities (SWD) demonstrated a 4% increase in performance going from 56% proficient in 2013 to 60% proficient in 2014. Economically Disadvantaged students also showed an overall increase of 6% from 68% in 2013 to 74% in 2014. As a whole, the School's students have shown a steady increase of 7% in Mathematics going from 72% of students scoring satisfactorily in 2013, to 79% in 2014. We are currently awaiting issuance of performance data by subgroup for the 2015 administration of the Florida Standards Assessment (FSA) in Mathematics.

PLAN TO INCREASE AND/OR MAINTAIN AMO STATUS

The School plans to continue implementing the following strategies to ensure that Annual Measurable Objectives for reading and mathematics are met by all students in every applicable subgroup for the requested 15 year renewal term of the charter:

- The School will continue to implement research-based strategies aligned to the Florida Standards in reading and mathematics at the appropriate level of rigor.
- The School will continue offering professional development based on the School's annual needs assessment survey and student performance data.
- The School will provide teachers with opportunities to participate in professional development aligned to the School's goals and to their professional development needs.
- The School will monitor the implementation of ESOL strategies in the general classroom setting, provide supplementary materials and native language support for ELLs, monitor progress for ELL students, and ensure that comprehensible instruction is being provided to every ELL student.
- The School will develop and adhere to an instructional support schedule to provide more direct support to English Language Learners.
- The School will continue to closely monitor teacher performance and classroom instruction using the approved evaluation tool to ensure that identified goals and strategies are implemented with fidelity and to provide immediate, corrective feedback that will increase student performance and teacher effectiveness.
- The School will continue to provide training and support for teachers on the implementation of the Florida Standards in reading and mathematics.
- The School will continue to implement a state-approved, research-based math series to increase the level of rigor needed to meet the requirements of the Florida Standards in Mathematics.
- The School will administer diagnostic and benchmark assessments to monitor performance by standard and to provide teachers with relevant and current data on student progress. Student performance data will be utilized to provide targeted instruction for students based on their specific academic needs.
- The School will develop and sustain a comprehensive system for analyzing student performance data to ensure differentiated instruction is provided to students based on their needs. As part of the data analysis process, teachers will examine the performance of specific subgroups of the student population to determine whether students are making learning gains and to implement additional intervention strategies as needed.
- The School-based Collaborative Problem Solving Team (CPST) will ensure implementation of Progress Monitoring Plans (PMP) and the Response to Intervention (RtI) process in order to provide appropriate intervention strategies and support students' academic, emotional, behavioral and social needs.
- The School will utilize the following technology resources to supplement the curriculum: Discovery Education Assessment and Streaming, i-Ready Diagnostic and Instruction, BrainPOP, Accelerated Reader and STAR Reading, Go Grolier, software that accompanies textbook series, and approved internet resources.
- The School will provide extended learning opportunities via a Saturday Academic Camp designed to reinforce and remediate skill deficiencies.
- The School will continue to implement a differentiated model for the iii instructional block to ensure that struggling students are provided with intensive reading remediation in accordance with their specific needs, targeted instruction based on current data, and enrichment opportunities as needed.

Statutory References: 1002.33(7)(a)(4)

Focus Area	Indicator	Standard/Criteria	Sources of Evidence *
State Accountability	FCAT 2.0 Achievement FSA EOC	Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (mathematics, reading, writing and science).	• FCAT 2.0 (Appendix A) • FSA (Appendix B) • EOC (Appendix D)
	School Grade	The school obtained a school grade of "C" or above.	• FLDOE School Grade, prior 5 years (Appendix E) • FLDOE Report Card, most recent year (Appendix F)
	School Improvement Rating (SRI)	The school has been identified as Improving (I) in the areas of Reading and Math.	• SIR designation, prior 5 years (Appendix G)
	Annual Student Gains	Students are making one-year's worth of growth annually in Mathematics and Reading.	• FCAT 2.0 (Appendix A) • FSA (Appendix B) • EOC (Appendix D) • Progress Monitoring (Appendix H)
	Annual gains of students achieving in the bottom 25%	Fifty percent (50%) of students make one-year's worth of growth.	• FCAT 2.0 (Appendix A) • FSA (Appendix B) • EOC (Appendix D) • Progress Monitoring (Appendix H)
	Percent of Students Tested	The school is appropriately administering applicable state standardized tests to its students.	• FCAT 2.0 (Appendix A) • FSA (Appendix B) • EOC (Appendix D)
	Relative Performance	The school's performance meets or exceeds the performance of schools with closely comparable student populations.	• FCAT 2.0 (Appendix A) • FSA (Appendix B) • EOC (Appendix D)
	Graduation Rate	The school's graduation rate meets or exceeds the school's graduation rate goal	• Graduation Rate (Appendix I)

In the narrative, please explain how the school has met these standards, or reasons and explanations if it has not. Include the school's plan to increase and/or maintain student achievement, school grade, school improvement rating, learning gains, relative performance and graduation rate for the upcoming term of the charter. List any appendices. Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.

STATE ACCOUNTABILITY

- Appendix A: FCAT 2.0
- Appendix B: FSA
- Appendix D: EOC
- Appendix E: FLDOE School Grade, Prior 5 Years
- Appendix F: FLDOE Report Card, Most Recent Year
- Appendix G: SIR Designation, Prior 5 Years (NOT APPLICABLE)
- Appendix H: Progress Monitoring
- Appendix I: Graduation Rate (NOT APPLICABLE)

The administrative and leadership team at the School has continuously analyzed and disaggregated student performance data to ensure student achievement goals are met each school year. With the exception of minor fluctuations in the 2012-2013 and 2013-2014 writing and 2013-2014 science results, the School has demonstrated a steady increase in proficiency and student learning gains as assessed on the FCAT 2.0 assessments. The School was also recognized as a High Performing Charter School by the Florida Department of Education in 2014 based on student performance since the 2011-2012 school year. Student achievement and overall academic success has not warranted the need for a School Improvement Rating. Below is a chart itemizing student performance data from the 2011-2012 school year through the 2013-2014 school year. The information provided is based on FCAT 2.0 results as the 2014-2015 Florida Standards Assessment (FSA) data has not yet been published.

INDICATOR	2011-2012	2012-2013	2013-2014
FCAT Achievement- Percent of Students Meeting Proficiency	**FCAT 2.0 / EOC Achievement**		
▪ Reading	78%	82%	86%
▪ Mathematics	74%	72%	79%
▪ Writing	88%	84%	67%
▪ Science	75%	81%	76%
School Grade (Appendix E)	FLDOE		
	A	A	A
School Improvement Rating (SIR)	FLDOE		
	N/A	N/A	N/A
Annual Student Gains	**FCAT 2.0 / EOC Achievement**		
▪ Reading: one-years' worth of growth	78%	72%	78%
▪ Mathematics: one-years' worth of growth	70%	60%	76%
Annual Gains of Students Achieving in the Bottom 25%	**FCAT 2.0 / EOC Achievement**		
▪ Reading: one-years' worth of growth	76	80	87
▪ Mathematics: one-years' worth of growth	62	53	66
Percent of Students Tested	**FCAT 2.0 / EOC**		
	100%	100%	100%
Graduation Rate	FLDOE		
Serving students in grades K-7, graduation rates do not apply.	N/A	N/A	N/A

As part of the School's data collection and review process, the School-based administrative team analyzes the performance of local school's for comparative purposes and to develop instructional programs that will support our school goals. The chart below contains information regarding the relative performance of schools with close comparable student populations.

RELATIVE PERFORMANCE	School Grade 2011-2012	Met AMO	School Grade 2012-2013	Met AMO	School Grade 2013-2014	Met AMO
Franklin Academy A (5012)☆	**A**	**N/A**	**A**	**Yes**	**A**	**Yes**
Chapel Trail Elementary (2961)	A	Yes- Reading No- Math	A	No	A	Yes
City of Pembroke Pines Charter (5051)	A	Yes	A	No	A	Yes
City of Pembroke Pines Middle School (5081)	A	No	A	Yes	A	No
Glades Middle School (2021)	A	No	B	No	A	Yes
Silver Trail Middle School (3331)	A	Yes- Reading No- Math	A	No	A	No
Somerset Academy (5141)	A	Yes	A	No- Reading Yes- Math	A	Yes
Somerset Academy Middle School (5151)	A	Yes	A	Yes	A	Yes
Sunset Lakes Elementary (3661)	A	Yes- Reading No- Math	A	No	A	No- Reading Yes- Math

PLAN TO INCREASE AND/OR MAINTAIN STUDENT ACHIEVEMENT, SCHOOL GRADE, LEARNING GAINS, AND RELATIVE PERFORMANCE:

The Administrative Team, Instructional Leadership Team (ILT) and members of the Educational Excellence School Advisory Council (EESAC) meet regularly to discuss educational programs and resources that can further enhance the instructional program at the School. Constant data analysis and the implementation of research-based instructional strategies has provided a strong foundation for teachers and students. The School plans to continue implementing the following strategies to ensure that student achievement continues to increase and all students make at least one year's worth of learning gains.

- The School will continue to implement research-based strategies aligned to the Florida Standards in reading and mathematics at the appropriate level of rigor.
- The School will continue to implement research-based strategies aligned to the Next Generation Sunshine State Standards (NGSSS) in social studies and science at the appropriate level of rigor.
- The School will continue offering faculty and staff professional development based on the School's annual needs assessment and student performance data.
- The School will provide teachers with opportunities to participate in professional development courses aligned to the School's goals and to their professional development needs.

- The School will continue to closely monitor teacher performance and classroom instruction using the approved evaluation tool to ensure that identified goals and strategies are implemented with fidelity and to provide immediate, corrective feedback that will increase student performance and teacher effectiveness.
- The School will provide further training and support for teachers on the implementation of the Florida Standards in reading and mathematics.
- The School will continue to implement the *Go Math!* Series in order to increase the level of rigor to meet the requirements of the Florida Standards in Mathematics.
- The School will administer diagnostic and benchmark assessments to monitor performance by standard and provide teachers with relevant and current data on student progress. Student performance data will be utilized to provide targeted instruction for students based on their specific academic needs.
- The School will develop and sustain a comprehensive system for analyzing student performance data to ensure differentiated instruction is provided to students based on their needs. As part of the data analysis process, teachers will examine the performance of specific subgroups of the student population to determine whether students are making learning gains and to implement additional intervention strategies as needed.
- The School-based Collaborative Problem Solving Team (CPST) will ensure implementation of Progress Monitoring Plans (PMP) and the Response to Intervention (RtI) process in order to provide appropriate intervention strategies and support students' academic, emotional, behavioral and social needs.
- The School will continue utilizing the following technology resources to supplement the curriculum: Discovery Education Assessment, *i-Ready* Diagnostic and Instruction, BrainPOP, Accelerated Reader and STAR Reading, Go Grolier, software that accompanies textbook series, and approved internet resources.
- The School will provide extended learning opportunities via a Saturday Academic Camp designed to reinforce and remediate skill deficiencies in reading and math.
- The School will continue to implement a differentiated model for the iii instructional block to ensure that struggling students are provided with intensive reading remediation in accordance with their specific needs, targeted instruction based on current data, and enrichment opportunities as needed.

Statutory References: 1002.33(7) (a) (3); 1002.33(7) (a) (4); 1002.33(16) (a) (2)

Focus Area	Indicator	Standard/Criteria	Sources of Evidence*
Mission-Specific Accountability	Achievement of School/Mission-Specific Goals	The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school's contract.	Mission Statement • As defined in the school's contract/initial application, your mission statement. • In cases of subsequent renewals, as defined by the current agreement.

In the narrative, please begin with the school's mission statement and identify the specific sections of the charter agreement that support the school's mission. Identify the school's mission-specific goals and its achievement of these standards.

ACHIEVEMENT OF SCHOOL/MISSION-SPECIFIC GOALS

As outlined in Section I. Educational Plan: *Mission, Guiding Principles, and Purpose* of the 2011 Charter Application for the School, its mission is to develop critical thinking skills and attain high levels of academic achievement in students meeting the benchmarks of a standards-based curriculum through a single-gender educational program utilizing varied research-based instructional strategies, technologies, and media. It is the intent that all students will engage in a rigorous curriculum promoting project-based learning, inquiry, creativity and teamwork while addressing each individual's learning style and specific needs. Through a sustained and integrated program of character development, the School's students explore the sense of community, integrity and obligations to self and our world. The core values of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship are the Six Pillars of Character upon which the foundation of our Character Education program is built. At the School, highly qualified staff and administration work with students, parents, and all stakeholders within the educational landscape to ensure that each student sets learning goals and empowers him/herself by mastering all core academic areas and developing a well-rounded education through special area classes that include art, chess, Spanish, technology, physical education, and music.

Visitors at the School are quick to see evidence of the School's mission – "Utilizing a single-gender education model, our mission is to create life-long learners by promoting a culture of high expectations while emphasizing character development and adhering to the principle that all children can learn." Teachers are considered the first learners and have enthusiastically participated in aligned professional development opportunities to sharpen their knowledge and skills in utilizing current brain-based research, single-gender instructional strategies, technology, cooperative learning strategies, higher-order questioning techniques, multiple intelligences, and differentiation of instruction. Applying new learning to the classroom has resulted in students becoming active rather than passive learners. Students are observed working in cooperative learning groups, completing research on topics of their interest, utilizing technology on a daily basis, and using hands-on manipulative learning materials. Assessment data is routinely used to assess student performance and guide decision-making with regard to planning for instruction.

Another factor in the School's success has been an emphasis on creating a warm, caring environment for learning. Our focus on positive discipline and character education provides opportunities for students to develop self-discipline and community responsibility. Character-based lessons encourage students to compliment each other and problem solve together on classroom concerns. One character trait from our Six Pillars of Character is studied each month during the school year. Information about the monthly character trait is communicated in school calendars and on the morning news broadcast. Our focus on character education is enhanced by our "Student of the Month" program. Students who exemplify the character trait of the month are nominated by their peers and are recognized as model citizens. Emphasis on the importance of daily attendance, direct instruction on organizational skills, and high standards for quality work performance contributes to an overall positive, productive learning environment for all students.

Our rigorous approach to learning, individual needs-based instructional delivery system, differentiated instructional model, and student empowerment supplemented with classroom-based technology, continuous progress monitoring and assessments help us deliver our mission. The decentralization of services and shared decision making by all

professionals within the school, a high level of parental involvement, and a web-based student information system allows parents to communicate with the School and track their child's progress. Holistically, the implementation of these mission-specific goals has encouraged a team-oriented framework that is conducive to the success of the overall School program. As evidenced by our status as an AdvancED/SACS CASI fully accredited institution and our designation as a High Performing Charter School pursuant to s. 1002.331, Florida Statutes, the School has demonstrated its commitment to the mission, guiding principles, and purpose as set forth in its initial Charter Application. ***Consistent with the entitlement afforded by s. 1002.33(7)(b)2., Florida Statutes, the School seeks a 15-year charter renewal.***

Statutory References: 1002.33(7)(a)(3

Focus Area	Indicator	Standard/Criteria	Sources of Evidence*
Educational Program Implementation	Implementation of Mission	The school is implementing its mission as defined in the school's contract.	• FCAT 2.0 (Appendix A) • FSA (Appendix B) • Standardized Test Results (Appendix J) • Progress Monitoring Data (Appendix H) • EOC (Appendix D) • On-Site Programmatic Reviews (OSPR) or Desktop Reviews, **on file** • OSPR's Corrective Action Plans, **on file** • School Improvement Plans as per s. 1002.33(9)(n)(1), F.S., **on file** • Implementation of Specific Contractual Corrective Action and Status (Appendix K) • State-issued High Performance Designation Letter (Appendix L) • Approved Comprehensive Reading Plan (if charter school opted out of the District's K-12 Plan) (Appendix M) • ELLevation Reports (Appendix N)
	Implementation of Curriculum and Instructional Techniques	The school is successfully implementing research-based curriculum and instructional strategies as defined in the school's contract.	
	Implementation of Specialized Instruction for Students (particularly of those below grade level)	The school implements demonstrably effective instructional strategies that support struggling students' ability to achieve grade level.	
	Data-Driven Decision-Making	The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.	
	Implementation of Exceptional Education Programs	The school provides effective services for exceptional students (SWD and Gifted) as defined in the school's contract and as required by applicable law. The school provides assurance of school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). May require an On-Site and/or Desktop Programmatic Review.	
	Implementation of ELL Program	The school implements effective programs and services to meet the needs of English Language Learners as defined in the school's contract and as required by applicable law. May require an On-Site and/or Desktop Programmatic Review.	

In the narrative, please explain how the school has met these standards or reasons and explanations if they have not. Include the Educational Program Implementation Plan for the upcoming term of your charter. List any appendices.
Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.

IMPLEMENTATION OF MISSION

- Appendix L: State-issued High Performance Designation Letter

The School is successfully implementing its mission as outlined in Section I. Educational Plan: *Mission, Guiding Principles, and Purpose* of the 2011 Charter Application. As stated, the mission of the School is to develop critical thinking skills and attain high levels of academic achievement in students meeting the benchmarks of a standards-based curriculum through a single-gender educational program utilizing varied research-based instructional strategies, technologies, and media. It is the intent that all students will engage in a rigorous curriculum promoting project-based learning, inquiry, creativity and teamwork while addressing each individual's learning style and specific needs.

A key factor in the School's success has been an emphasis on positive discipline and character education. On a daily basis, opportunities are provided for students to develop self-discipline and community responsibility. Our focus on character education is enhanced by our "Student of the Month" program. Students who exemplify the character trait of the month are nominated by their peers and are recognized as model citizens. Emphasis on the importance of daily attendance, direct instruction on organizational skills, and high standards for quality work performance contributes to an overall positive, productive learning environment for all students.

The School's rigorous approach to learning, individual needs-based instructional delivery system, differentiated instructional model, and student empowerment supplemented with classroom-based technology, continuous progress monitoring and assessments help the School deliver its mission. The decentralization of services and shared decision making by all professionals within the School, a high level of parental involvement, and a web-based student information system allows parents to communicate with the School and track their child's progress.

Annual professional development is provided to faculty and staff to help strengthen and enhance student performance within our single-gender learning environment. The School addresses the differences between the male brain and the female brain in a scientific fashion, providing in-depth staff development and reflection time for teachers to monitor curriculum advancements and student achievement. All data is accurately monitored for use in School improvement planning. The implementation of these mission-specific goals has encouraged a team-oriented framework that is conducive to the success of the overall School program.

IMPLEMENTATION OF CURRICULUM AND INSTRUCTIONAL TECHNIQUES

The School's mission strives to promote critical thinking and life-long learners. Research has shown that utilizing innovative teaching methods that emphasize project-based learning and inquiry techniques are effective in increasing student confidence and ultimately result in academic gains. The mission of the School is to assist parents/guardians in educating their children through a challenging program of study and strong character development within a nurturing and orderly learning environment. The School's approach to learning guides our youth to succeed in and beyond the classroom and prepares them to enter a competitive workforce. The School's philosophy aligns perfectly with the Florida Standards and Next Generation Sunshine State Standards-based curricula to create innovative and effective classrooms with supportive work environments for both students and teachers.

Adhering to the academic goals set forth at the commencement of the School's program in 2011, the overarching goal of our curriculum and instructional program will continue to establish and support creativity, promote high standards, and build a solid academic foundation for students. The School-based leadership team is pleased with the progress of our students and the efforts of teachers in delivering highly effective instruction to each student and will continue to develop and sustain the following in the requested 15 year renewal term of its charter:

- Educational approach aligned to the school mission and vision
- Challenging program of study
- Curriculum aligned to the Florida Standards and Next Generation Sunshine State Standards
- Emphasis on core subjects of reading, mathematics, writing, science, social studies
- Interdisciplinary units of study
- Critical thinking skills infused throughout the curriculum via inquiry-based lessons and project-based learning
- Nurturing and orderly learning environment
- Student involvement in academic and social goal-setting
- Collaborative and risk-free climate with learning stations reflective of students' strengths and needs
- Differentiated instructional model
- Ongoing, data-driven professional development

- Teacher implementation of best practices in each of the core subject areas
- Positive character development
- Daily opportunities for student collaboration and responsibility directly related to instruction

The School holds students to a high standard of excellence in meeting academic expectations. The School utilizes a *single gender educational model,* an innovative and unique educational program that is designed to allow teachers to implement research-based strategies to enhance learning for both boys and girls. These strategies allow the School to create an enriching educational experience for all students. Through research and data-driven decision making, the School creates an educational atmosphere based on research that supports the idea that boys and girls learn differently.

The School's educational approach is empowered by the ideology of student learning centers. Students work collaboratively within their centers allowing teachers to facilitate the differentiated learning that is taking place. Implementation of learning centers allows teachers to build strategies to ensure that each student is equipped with their individualized tools to ensure they are capable and ready to reach mastery level of each standard. Each student is assessed to determine his/her skill level at the beginning of the school year to ensure that each student's strengths and weaknesses are identified at the onset of the school year. The *Discovery Education Benchmark Assessments* and *i-Ready Diagnostic Assessments* identify competencies to be mastered at each grade level.

FRANKLIN ACADEMY CURRICULUM PLAN OVERVIEW

Summarized below are highlights of the researched-based curriculum plan implemented at the School:

➢ ***Character Education Highlights***

Character Education is an integral part of the School's holistic approach to curriculum. The faculty, staff, and student body consistently model and advocate the core values following the Six Pillars of Character as identified by the Character Counts program which includes trustworthiness, respect, responsibility, fairness, caring, and citizenship. The School embraces the philosophy that character education builds better people. Character development is more than developing good behavior—but rather identifying and cultivating a set of inter- and intrapersonal skills that provide the framework to build and execute ethical behavior and build community.

➢ ***Computer/Technology Integration Program Highlights***

One of the School's greatest sources of pride is its focus on technology. With its vision of preparing students for the world of tomorrow, teachers ensure that technology is integrated throughout the instructional day and technology is viewed by all stakeholders as an integral component of the academic program at the School. The instructional design of each teacher's lesson revolves around the use of technology in the classroom, both as a teaching and a learning tool. Students are exposed to the various uses of technology as they implement the use of several award-winning, research-based digital resources to complete classroom activities and further enhance their learning at home. The School has purchased and implemented the use of several digital programs including, but not limited to, Accelerated Reader, STAR Reading, Brain POP, Brain POP Jr., Brain POP ESL, Discovery Education Assessment and Streaming, Study Island: Reading Eggs, Go Grolier, i-Ready Diagnostic and Instruction, STEMScopes, Science4Us.com, and the various online textbook components that accompany our primary curriculum resources.

➢ ***Enrichment Program Highlights***

The K-5 enrichment program at the School is a thriving component of its curriculum and includes direct instruction in Art, Chess, Media/Technology, Music, Physical Education/Health, and Spanish. Instruction within each special area class adheres to the state and national standards for each respective discipline. Students in grades K-5 receive their special-area instruction from a certified teacher in each respective discipline within a structured 40-minute, six-day rotation in a co-educational setting. Each grade level is divided into 6 groups (A,B,C,D,E,F) to accommodate each class. The School's mixed-gender student grouping for special area classes provides students with an opportunity to interact and problem-solve with students of the opposite gender while simultaneously developing social skills that will help them excel in various academic

settings beyond the School's core single-gender model. Students in grades 6-7 have the opportunity to enroll in two elective courses each year, schedule and academic program requirements permitting. Middle school elective course offerings include: Art, Band, Chess, Chorus, Computer Applications, Drama, Journalism, Physical Education, Spanish, and Speech and Debate.

- ***English Language Arts/Reading Program Highlights***

Student growth in overall reading performance at the School can be attributed to our systematic, direct instructional strategies for the teaching of reading. The English Language Arts/Reading program is aligned to Broward County's curriculum and adheres to the school's K-12 Comprehensive Research-Based Reading Plan (CRRP) as mandated by Florida Statute 1011.62. The primary resource for students in grades K-5 is the *Journeys* series while the primary resource for students in grades 6-7 is *Collections* series published by Houghton-Mifflin Harcourt. Both textbook series are comprehensive reading programs that are research-based and state approved. Each series includes a wide reading selection geared to meet the rigor of the new Florida Standards using a range of passages and excerpts including: fiction, non-fiction, and poetry. The series embeds writing skills and standards throughout the text to fully support student development and growth. A multitude of ancillary materials are provided to teachers to further support instruction in the classroom and at home. *Journeys* and *Collections* are designed to target all levels of reading. In addition to the reading basal, teachers have implemented the *i-Ready* instructional program to further gather data and support students in bridging foundational reading gaps. Teachers also use supplemental instructional materials that are grounded in scientifically-based reading research. Students performing below grade level receive intensive interventions during the iii instructional block (K-5) or Intensive Reading instructional block (6-7).

- ***Mathematics***

Go Math! is a K-12 program aligned to meet the needs and the rigor of the new Florida State Standards and Florida Standards Assessment. The program emphasizes on reaching student mastery at the appropriate cognitive level by integrating a series of examples, questions and performance tasks for each skill and lesson. Additional digital resources are used in the classroom for test preparation as well as for students performing below the 25th percentile in grades 3-8 on the Florida Standards Assessment and/or Levels 1 and 2 as indicated on the Discovery Education Benchmark Assessment. The School places a special emphasis on problem solving and building critical thinking skills at each grade level. A spiral curriculum provides opportunities for students to experience extension and reinforcement of skills as they move through the K-7 curriculum. Rigorous standards for performance and outcomes are evident as students are immersed in higher-order questioning, hands-on learning experiences, and lessons grounded in Webb's Depth of Knowledge Framework.

- ***Project-Based Learning***

The School's curriculum is centered on the project-based learning approach. Project-based learning is a dynamic approach to teaching in which students explore and apply their learned skills to real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they are studying. Each grade level instructional team explores, designs and assigns appropriate grade-wide projects that are aligned to the instructional focus and standards allowing students to show evidence of mastery at higher cognitive levels using an authentic assessment. All projects require specific instructions, grading rubric, and timeline to allow students the opportunity to plan and organize accordingly.

- ***Science***

The School utilizes the Science Fusion program as a primary curriculum resource in grades K-5 and the McGraw-Hill Florida Science series in grades 6-7. Both series are aligned to the Next Generation Sunshine State Standards (NGSSS) and are designed to prepare students to meet the expectations of the FCAT 2.0 Science. The series provides students and teachers with the tools to successfully master grade level content area standards. In addition to the textbook series, teachers use several supplementary resources to teach and incorporate standards-based instruction as it relates to NGSSS and our school-wide STEAM initiative. The School boasts a fully-equipped STEAM Lab that is available to all students in grades K-7 with an eight-day rotation schedule for students in grade K-5 to further enhance their learning environment and instruction.

The STEAM Lab allows students to conduct experiments and further develop their scientific knowledge under the guidance of their classroom teacher and the STEAM Lab Coordinator.

- ***Social Studies/Geography***

Social Studies and Geography are embedded throughout various resources to allow students the opportunity to apply the lessons learned through Social Studies at each grade level. The *Macmillan/McGraw-Hill* Social Studies and Geography program used at the School is aligned to the Next Generation Sunshine State Standards (NGSSS) and provides students with a comprehensive understanding of each grade level's focus. Supplemental materials such as consumable workbooks, organizational charts, digital lessons and activities are available to students at school and from home. Meaningful field trip experiences to historic locations, local businesses, plays, and museums supplement and enhance the social studies content for all students in grades K-7.

- ***Writing***

A minimum of thirty minutes each day is dedicated to writing in grades K-5, in addition to the writing component of the daily uninterrupted 90-minute English Language Arts instructional block. The *Journeys and Collections Writing* units of instruction guide students through the entire writing process—from pre-writing to a final published piece. It provides comprehensive coverage of all three forms of writing: narrative, opinion/argumentative, and informative. Through every unit of study, students work on applying all of the learned writing traits. Both writing programs offer an array of graphic organizers, proofreading marks, proofreading checklist, writing conference forms, and many other resources that teachers use to support the writing process.

The School ensures that academic excellence is obtained by curriculum plans and instructional strategies that are aligned to the state standards at the appropriate level of rigor, increasing in complexity, across all grade levels. These documents include: state standards, long-range plans, curriculum guides, and lesson plans. Lesson plans are created on a weekly basis indicating daily goals to be met through various classroom and home learning activities. Through the use of qualitative and quantitative data, teachers generate daily plans that allow them to focus on goals based on specific student needs. To assist with meeting individual student needs, the School has implemented several researched-based instructional strategies and programs that increase student achievement and close achievement gaps. Continuous monitoring of student gains and identification of academic gaps is achieved through the use of Discovery Education and i-Ready. Both of these instructional programs are research-based and aligned to state standards. They serve as diagnostic and instructional tools to generate the necessary data for teachers to plan and drive their instruction based on academic needs. The School also uses Instructional Focus Calendars that are created at the beginning of the school year that provide a guide for the year based on pacing and assessed content that students will need to master by the end of the academic year. Focus calendars are reviewed weekly to revise lesson planning based on student mastery of content standards.

IMPLEMENTATION OF SPECIALIZED INSTRUCTION FOR STUDENTS (particularly of those below grade level)

The School provides specialized instruction to support our struggling students by way of numerous programs, resources and initiatives to promote their ability to master grade-level expectations. Extended learning opportunities are provided beyond the regular school day and include our Saturday Academic Camp as well as early morning media center hours to provide students with opportunities for extended learning. Some School-wide programs and initiatives that we utilize to help promote achievement for students who are currently performing below grade level expectations include a daily iii (immediate intensive intervention) instructional block (K-5), an Intensive Reading instructional block (6-7), Progress Monitoring Plans (PMP), and the Response to Intervention (RtI) program. Classroom teachers participate in team data chats using the most current and relevant benchmark data and have a daily common planning time which facilitates professional dialogue about best practices that will help remediate specific skill deficiencies. Struggling students also receive support through the various technology-enhanced programs they have access to including i-Ready Diagnostic and Instruction, Discovery Education, and Brain POP. Furthermore, instructional support personnel offer assistance to the classroom teacher by providing small group and one-on one assistance to struggling students via a pull-out or push-in instructional delivery model.

In an ongoing effort to differentiate instruction for all students, the School incorporates a 30-minute "iii" (immediate intensive intervention) instructional block into the daily schedule for all students in grades K-5. This time is in addition to or an extension of the ninety-minute uninterrupted reading block which is part of the daily K-5 instructional schedule. For all students in grades 6-7, the School strategically develops a master schedule that allows for additional instructional support to be embedded in specific classes. Each student's schedule is designed to support their individual needs based on their previous school year's comprehensive data. Teachers disaggregate data obtained from informal and formal assessments to place students into skill groups during iii. Students in skill groups work cooperatively or with the teacher for skill-specific remediation. Students in third, fourth, and fifth grades have been flexibly grouped to receive specialized instruction based on their specific needs, whether it be intense reading remediation, specific skill remediation or enrichment via a novel study. The iii instructional block gives our teachers a dedicated time to further differentiate instruction for struggling students.

Teachers are expected to know where their students are in relation to mastery of content standards and are provided with the necessary data and information to guide instructional planning and delivery of instruction. Throughout the grading quarter, classroom teachers monitor student progress and determine if students are making sufficient progress by meeting set criteria in both Reading and Mathematics. If a student does not meet minimum performance expectations, identified students are placed on a Progress Monitoring Plan (PMP). The PMP process commences with a parent-teacher conference designed to promote collaboration between the teacher and parent in identifying instructional strategies beyond the current level of support to help the student experience success. Teachers and parents implement the strategies both at school and at home for at least 5 weeks and outcome results of the strategy implementation plan are monitored. After 5 weeks of progress monitoring, the teacher meets with School Interventionist to determine if the outcome of the instructional strategies have been poor, questionable or successful. Poor or questionable outcomes may result in increased academic support and monitoring or a referral to RtI. The student's progress will be monitored throughout the school year regardless of the outcome as monitoring student progress is a vital part of assuring student success.

Beginning with the 2015-2016 school year, teachers have access to and have been trained on using the Behavioral & Academic Support Intervention System (BASIS) 3.0. Through this intervention system, teachers are able to document the instructional strategies provided to struggling learners (PMP students) and share that information with the school-based administrative team. Furthermore, this system enables the classroom teacher to easily refer a student to the Response to Intervention team. Response to Intervention (RtI) is a multi-tiered system of support designed to support students with specific learning needs. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Students in RtI are provided with skill specific interventions that are closely monitored to ensure adequate progress on the specific area of need. Instructional support staff, content area specialists, and general classroom teachers work with Tier 2 and Tier 3 RtI students on their specific goals. The Collaborative Problem Solving Team (CPST) comprised of a school administrator, Special Programs Coordinator, Student Interventionist, and the struggling student's general classroom teacher meets every 6 weeks to determine the level of support needed and to analyze RtI data including the student's rate of learning and current levels of performance. Students may move up or down in the three tiers depending on how they respond to the interventions.

The School's teachers have a wide range of support protocols in place to assist them in providing the best possible learning experience for all students. Each grade level or subject area department has daily common planning time allowing for teachers to meet on a regular basis to share best practices, plan for instruction, monitor the curriculum in terms of pacing and in relation to student mastery of learning targets, and determine the most effective methods to teach the standards. Common planning time also allows school administration and support staff to participate in team meetings to discuss new resources and facilitate data chats. The School employs a Special Programs Coordinator, two Exceptional Student Education (ESE) teachers, 2 Speech and Language Pathologists, a Gifted Teacher, a Student Interventionist and other school personnel who collaborate with the general education teachers to individualize instruction for students who need additional support. Professional Learning Communities (PLC's) have been established to provide teachers additional time to meet to discuss best practices and to determine how best to help struggling learners.

All of the School's students have a multitude of academic resources available to use during regular school hours and beyond. Each grade level has a set of instructional resources that are accessible through the school website and from each individual teacher's website. These online portals contain links to digital textbooks, enrichment and reteach books, skill-specific extra practice and online academic games. Students also have access to award winning educational sites and web-based programs including

Brain POP and i-Ready Diagnostic and Instruction. Struggling students were provided with a priority invitation to our Saturday Academic Camp to further promote mastery of grade-level standards. Students who participate in the Saturday Academic Camp receive grade and standard-specific, small group instruction in both reading and mathematics. The faculty and staff at the School provide countless opportunities for students to extend their learning and to increase the rate of their academic growth.

DATA-DRIVEN DECISION-MAKING

Good quality data fundamentally underpins all instructional and non-instructional decisions at the School. All stakeholders within the educational environment use data to make informed decisions and to identify critical needs. The School prides itself on its data-driven culture as is helps to shape every step we take in our continuous pursuit of excellence in education. Assessment data is used on a routine basis by our school to understand strengths and weaknesses of students in relationship to the Florida Standards in Reading (LAFS) and Mathematics (MAFS) and the Next Generation Sunshine State Standards in Science and Social Studies. As a school and by individual grade levels, we analyze our end-of-year performance to determine goals and strategies that will be incorporated into our Professional Learning Communities (PLC) based on our previous year's performance on local and state assessments. Student performance on the Florida Standards Assessment (FSA), FCAT 2.0 Science, and End-of-Course Assessments are also used to chart individual growth expectations for the coming year.

The School uses a variety of summative, formative and diagnostic assessment data at all grade levels for student placement in small groups in the areas of reading and mathematics and to drive school-wide instructional decision making. The analysis of both qualitative and quantitative data is competently used to inform and guide our instructional planning and practice, as well as related professional development. A problem solving collaborative approach is used in disaggregating the data. With the current technology available to us, our teams are able to easily access data online and also have the option to manipulate the data to allow for deeper data quarrying and disaggregation to effectively plan for individual learner needs.

As lessons are delivered within the classrooms, teachers continue to monitor student understanding of objectives through frequent use of mini-benchmark assessments and custom probes aligned to the standards. These assessments guide the teachers in adjusting the pacing of curriculum objectives and assist in planning for remediation or enrichment opportunities for students. All students in grades K-7 participate in school-wide benchmark assessments at least three times per year. These assessments are aligned to Common Core State Standards and use a similar format to the Florida Standards Assessment. School administrators, instructional support personnel and classroom teachers collaborate to analyze results of the benchmark assessments according to performance (mastery, partial-mastery, non-mastery) on specific reporting categories. This analysis enables the School-based leadership team to delineate data to assess the academic strengths and weaknesses of the entire grade level, specific classrooms, and individual students. Students who demonstrate academic weaknesses are provided with additional resources by way of small group instruction, varied instructional materials, and increased technology support.

In the form of summative data and on a more global scale, one of the many tools utilized is Discovery Education (DE). DE is a predictive benchmark series used to understand student proficiency levels as it relates to the state standards. The predictive data also provides a snapshot of student progression toward meeting the Florida Standards as well as the Next Generation Sunshine State Standards. Three to four predictive benchmarks are administered per school year. Following each assessment, our grade level teams analyze the data to interpret how their classes are responding to the current instructional approaches. This data also drives the decision to differentiate as needed, administer additional assessments as needed, and/or provide tiered levels of support related to interventions or enrichment. With regard to formative assessment data, the goal is to m*onitor student learning* and to provide ongoing feedback that can be used by teachers to improve their teaching. More specifically, formative assessments are used at the School to help students identify their strengths and weaknesses and target areas that need remediation and to assist faculty in recognizing where students are struggling and address problems immediately. Finally, diagnostic data provide our teams with detailed information about individual student's needs down to the sub-skill level. This data is used to drive our small group instruction, utilizing effective, scaffolded lesson structures. Students receive explicit instruction at their level, guided practice, and graded reviews for progress monitoring.

Because we view ourselves as learners in an ever-changing world, professional development has been a cornerstone of our success since opening the School. The School's staff development plan has varied each year depending on the needs of our teachers and the analysis of our *State Standardized Assessment*. The School's focus since opening in 2011 has been on implementing best practices in education. Each year, the School has had the unique challenge of continuing the learning from previous training while bringing new teachers on board. Our mentor support program could be a model for all schools. Beginning teachers and their assigned mentors begin meeting during our pre-planning weeks and continue to meet on a monthly basis throughout the school year. These meetings provide opportunities for selected staff members to facilitate in-service on best practice topics and to continue the efforts of the School-based leadership to solidify its instructional program. Beginning teachers are continuously coached by their mentors through classroom observations, collaboration logs, and specific feedback.

The School's communication to the School community including teachers, parents and students on results of assessments and documentation of student learning is an integral component of the School's vision and mission. Our School-wide data and student performance results are shared with parents, students, and the community in a variety of ways. Students and parents receive a copy of the student's individual Florida Comprehensive Assessment Test (FCAT) 2.0 results, End-of-Course (EOC) examination results, and/or Florida Standards Assessment (FSA) score report after the official statewide test administration in the spring of each school year. School performance is also shared through the School's website and parent newsletters. Parents receive interim progress reports midway through each grading quarter, a quarterly report card, and ongoing assessments are sent home and available to view through a secure Student Information System and web-based gradebook. Parents can access and support classroom instruction by monitoring assignments, attendance, benchmark results and by using the weekly communication folder sent home.

IMPLEMENTATION OF EXCEPTIONAL EDUCATION PROGRAMS

The School has a diverse population of students with varied learning styles, medical needs and disabilities, including those who have been identified as gifted learners. These populations of students inspire, influence and drive our special program delivery. The Special Programs Team (i.e. Exceptional Student Education (ESE) and 504 Plan teams) work collaboratively with the general education teachers, administration and district liaisons to ensure all students are provided with a comprehensive education in the least restrictive environment, in accordance with federal, state and district mandates as prescribed by ADA and IDEA. Students who have an Individualized Education Plan (IEP), Education Plan (EP) or 504 Plan are provided with specialized instruction, collaboration, consultation, and/or accommodations in the least restrictive environment to the greatest extent appropriate as noted by their individualized plans (e.g. general education campus, general education class, ESE class).

The School currently employs four special programs teachers, each who have obtained state certification as Exceptional Education teachers and who have passed the State of Florida Special Education Teacher licensing examination. One provides services and supports at the elementary level (K-5); one at the middle school level (6-7); and the third provides the services and supports to our gifted population (K-7). The School's fourth educator serves as the Local Education Agency and Administrative Liaison, who in addition to ensuring federal, state, and district compliance, provides supports to both the elementary and middle school students, teachers and parents alike.

The School also employs two certified Speech and Language Pathologists, who are also ASHA accredited. They provide direct, indirect and related services to our students who have been identified as language and/or speech impaired and work collaboratively to provide consultative support to our entire K-7 general education teachers and parent community. Direct Speech and Language therapies address each child's individualized communication needs as it relates to their articulation, expressive and receptive language skills.

Each student with an IEP, EP or 504 Plan has been assigned a data folder/binder that contains a copy of their plan and houses various goal related materials, documentation as to the research-based programs being utilized, graded work samples and goal/accommodation tracking data sheets. It also serves as a means to facilitate data chats with the students. The team utilizes the data to help students understand their progress and creates an awareness and understanding of the services and supports they need. In turn, this influences the students' development of self-advocacy skills and greater independence with communicating what they need to achieve academic success. Collaboration and Consultation logs between all educational team members are also stored for future analysis. This comprehensive data helps the

educational team formulate future data-driven goals and objectives in accordance with the student's performance and needs, as well as professional development and parental and/or community involvement needs.

IMPLEMENTATION OF ELL PROGRAM

The School ensures that all students entering with limited English proficiency receive comprehensive instruction that complies with federal, state, and district requirements. Students classified as English Language Learners are provided with an appropriate ESOL program to meet the needs of each individual student. ELLs receive instruction that is research-based in helping students develop the communicative and academic skills necessary to meet national, state, and district standards. A program of ESOL instruction will be implemented according to the student's individual needs based on their ELL plan, and will be delivered by teachers with appropriate certification and/or endorsement, that will include complete monitoring and reporting as required by applicable state law.

The School employs an ESOL Coordinator who oversees, trains, and assists the staff in meeting the needs of the school's ELL population. Every effort is made by the School to employ bi-lingual office and administrative staff in order to facilitate communication with non-English speaking parents. All students classified as English Language Learners (ELLs) receive instruction in the English language using teaching techniques for acquiring English and incorporates the cultural aspects of the student's experience in his/her instruction through implementation of strategies outlined in the Broward ESOL Strategies Matrix. The goal of our content-based integrated approach paves the way for the acquisition of English so that the ELL student can succeed in an English-only classroom.

Our core curriculum resources and ESOL instructional strategies used throughout lessons are structured to support student-to-student or group interaction. All English Language Learners are required to use English to explain concepts and contribute to the work. Students who are classified as level A1 or A2 (entering and beginning levels) are provided with additional scaffolding and support through peer coaching and assistance in the student's native language, if applicable. As needed, a home-language/English dictionary is used. The School's teachers informally assess for correct use of language structures and academic vocabulary. If ELLs are having difficulty with phrases or vocabulary, the teacher offers guidance or further instruction to support language development such as: pointing, labeling, visual representations, and realia/manipulatives. The students also write the words and definitions on small cards, pronounce the words many times (it's also repeated for them via online dictionary), put the words into different groups (also with graphic organizers), make associations with pictures or with other words, test one another, and use the words in their own speaking or writing.

In the content areas, teachers allow time for the ELL students to practice new vocabulary through extended discussion with their classmates after reading or between multiple readings. Classroom teachers constantly use background knowledge and front-loading strategies by reviewing a content area lesson and identifying not just the vocabulary that every student needs to know, but other vocabulary words and grammar structures that ELL students may not be familiar with. The School's students engage in weekly writing activities that focus on developing a certain skill such as creative vocabulary use, multiple meanings, the correct format of an essay, or the peer editing process. The School's students have many positive opportunities to develop writing skills in a variety of formats in order to strengthen their communication skills, by developing an understanding of different types of writing and by identifying their strengths and weaknesses as writers. The School's students develop their thought-processes prior to writing by the use of outlines, or different graphic organizers prior to writing. The School's teachers use interactive word walls, vocabulary games, word banks, think/pair/share, art integration, celebrations, field trips, flowcharts, digital tools/software, foldables, interactive notebooks, story maps, timelines, Venn diagrams, read-alouds, think-alouds, and the like to make teaching comprehensible to English Language Learners. The ESOL Program at the School is designed to meet the guidelines and requirements set forth by the Florida Department of Education under the Meta Consent Decree.

Statutory References: 1002.33(7) (a) (1); 1002.33(7) (a) (2); 1002.33(7) (a) (4); 1002.33(16) (a) (3); 1003.56;
State Board Rules: 6A-6.0902 - 6A-6.0909 (ELL); 6A-603011 – 6A-60361 (ESE)

FINANCIAL PERFORMANCE

Focus Area	Indicator	Standard	Sources of Evidence*
Financial Management	Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations	The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.	• Annual Budgets, **on file** • Financial Reports, **on file** • Annual Financial Audits, **on file** • Cost Reports, **on file** • Fixed Assets Report Reconciled with General Ledger (Appendix O) • Financial Corrective Action Plans (Appendix P) • Evidence of Resolution of any Financial Deficiencies (Appendix Q) • Compliance of Financial Reports with District Deadlines will be considered (Appendix R)
	Adherence to Generally Accepted Accounting Principles	The school adheres to generally-accepted accounting principles.	
	Financial Reporting Requirements	The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.	

In the narrative, please explain how these standards have been met, or reasons and explanations if it they have not. Include the school's plan to improve/maintain its financial performance for the upcoming term of the charter. List any appendices.

DEMONSTRATION OF PROFESSIONAL COMPETENCE AND SOUND SYSTEMS IN MANAGING THE SCHOOLS FINANCIAL OPERATIONS

The Governing Board of The Florida Charter Foundation, Inc. is responsible for the School's finances, and as such, hires a firm with expertise in "Financial and Program Cost Accounting and Reporting for Florida Schools" and the accounting procedures for "not-for-profit" organizations. The School employs a business manager to manage accounts payable and payroll. The Governing Board retains the services of a certified public accountant/auditor to conduct the annual independent financial audit and review, and approves the audit report, including the audit recommendations and findings. The Governing Board has a proven track record of operating eight (8) financially sound charters in the State of Florida. (See Financial Reports on file with the District). Detailed financial statements are prepared on a monthly basis for analysis by the Governing Board. To ensure fiscal soundness, the School follows procedures established by the Sponsor and the State. The Governing Board has also adopted additional financial policies and procedures to ensure that financial resources are properly managed, and to ensure effective internal controls over revenues, expenses and fixed assets. (See the School's Accounting and Procedures Manual, attached as Appendix LL.)

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

The School utilizes the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations. The School prepares monthly and quarterly financial statements, and annual, audited financial reports that include a statement of revenues and expenditures prepared in accordance with generally accepted account principles. The School's financial management and internal accounting processes are designed in accordance with the Department of Education and Broward County School District procedures. In the event the State or District changes to a new accounting and reporting system, the School will adopt new standards in accordance therewith. All requested reports are forwarded onto the Sponsor in a timely manner. The School submits to the District and pays for an annual financial audit in compliance with federal, state and school district regulations showing revenue received by the School by all sources, and all expenditures for serviced rendered to the School. The fiscal audit is prepared by independent auditor selected by the Governing Board and is delivered to the District in the timeframe required by the School's charter. The District's internal auditors may request and review an inspection of the School's books and records.

FINANCIAL REPORTING REQUIREMENTS

The School implements an effective system of internal controls over revenues, expenses, and fixed assets. Although permitted to submit on a quarterly basis due to its high performing status, the School submits financial reports to the District on a monthly basis, and these reports include a Balance Sheet and Statement of Revenue, Expenditures and Changes in Fund Balance. These reports contain a complete set of financial statements prepared in accordance with generally accepted accounting principles.

Statutory References: 1002.33(7) (a) (9); 1002.33(7) (a) (10); 1002.33(7) (a) (11); 1002.33(9) (g); 1002.33(9) (h)

Focus Area	Indicator	Standard	Sources of Evidence*
Financial Viability	Budgeting	The school maintains balanced budgets and a positive cash flow.	• Annual Budgets, **on file** • Projected 5-year Budget is requested (2016-2021) (Appendix S) • Financial Reports, **on file** • Annual Financial Audits, **on file** • Financial Corrective Action Plan (Appendix T) • Evidence of Resolution of any Financial Deficiencies (Appendix U)
	Financial Obligations	The school's financial obligations are in good standing.	
	Long-Term Financial Planning	The school has a sound and sustainable long-term financial plan.	

In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school's plan to improve/maintain its financial performance for the upcoming term of the charter. List any appendices including the projected 5-year budget (2016-2021).

APPENDICES:

- Appendix S: Projected 15-year Budget is requested (2016-2031)
- Appendix T: Financial Corrective Action Plan (NOT APPLICABLE)
- Appendix U: Evidence of Resolution of any Financial Deficiencies (NOT APPLICABLE)

BUDGETING AND FINANCIAL OBLIGATIONS

The School produces annual budgets, which are approved by the Governing Board and submitted to the District. The Governing Board constantly monitors the actual to budget variances to ensure positive cash flows. The School Independent Auditor's Report indicates the School having a total net asset balance of 1,339,187. (See the School's Annual Financial Audit, previously furnished to the District). The positive total net asset balance provides evidence the School is in good financial standing.

LONG-TERM FINANCIAL PLANNING

Along with the School's Annual Budget, which was previously furnished to the Sponsor, the School has established a long-term strategic plan in conjunction with a fifteen-year strategic budget. The strategic plan and long term budget ensure the School's continued financial viability.

Statutory References: 1002.33(7) (a) (10); 1002.33(7) (a) (11)

ORGANIZATIONAL PERFORMANCE

Focus Area	Indicator	Standard	Sources of Evidence*
Student Enrollment and Conduct	Student Enrollment Trends	The school's actual enrollment is consistent with its projections.	• Student Enrollment reports (Appendix V) • Copy of Registration Forms in Parent's Primary Language (top 3, plus English) (Appendix W)
	Racial/Ethnic Composition of the Student Body	The racial/ethnic composition of the school's student body is reflective of the community it serves or other public schools in the same school district that the charter school is located in.	
	Enrollment Procedures	The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law.	
	School Environment	The school maintains a safe and secure environment.	• Discipline Reporting (in each category for the last five years) (Appendix X)

In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school's plan to meet this Focus Area for the upcoming term of the charter. List any appendices.
Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.

STUDENT ENROLLMENT TRENDS

- Appendix V: Student Enrollment Reports

The School has reported a consistent enrollment trend since 2011 with an average enrollment of 1,178 over the course of the charter (Appendix V). The School will continue to market to the community using a variety of methods. These methods may include the use of: newspaper, radio, television and mail. Additionally, there are ongoing parent information sessions and campus tours where parents and students can meet to obtain information in person. These sessions are advertised through the School's website in advance providing families with the opportunity to reserve their seat.

The focus of all marketing materials is to provide parents and students with clear and concise information about the academic, community and program opportunities available at the School. The goal is to ensure parents have a clear understanding of how their child's needs will be met at the School prior to enrollment. In addition to the efforts described above, special efforts will be made to make information available to all families. The goal is to maintain as closely as possible the balance reflective of the community served by the School.

The chart below depicts the *School's Enrollment at the End of Prior Years* as reflected in TERMS Student Information System.*

STUDENT ENROLLMENT TRENDS				
2011-2012	**2012-2013***	**2013-2014***	**2014-2015***	**2015-2016**
1,119	1,198	1,159	1,148	1,222

RACIAL/ETHNIC COMPOSITION OF THE STUDENT BODY

Appendix W: Copy of Registration Forms

In accordance with federal and state anti-discrimination laws, and in accordance with Florida Statute, the School does not discriminate on the basis of race, gender, religion, national or ethnic origin, sexual orientation, or exceptionality in the admission of students at all grade levels. All students are entitled to a "Free and Appropriate Public Education" in accordance to federal and state law.

The School's population consists of thefollowing:

- The School is open to any age/grade appropriate student residing within the school district.
- Students served in ESE or ESOL programs have equal opportunity of being selected for enrollment.
- The School enrolls any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class grade level or building.

The chart below illustrates the most recent demographic data as reported by Broward County Public Schools

Franklin Academy A (5012)	
Race/Ethnicity	2015-2016
Asian	8%
Black	14%
Hispanic	56%
Multi	2%
White	20%

Broward County	
Race/Ethnicity	2015-2016
Asian	3.7%
Black	40.6%
Hispanic	31.5%
Multi	3.5%
White	50.9%

ENROLLMENT PROCEDURES

Appendix W: Copy of Registration Forms

The School will enroll any eligible student who resides in Broward County and who submits a timely application, as specified in the Charter, unless the number of applicants exceeds the capacity of a program, class, grade level or building. In such cases, the School employs a random selection process that gives all applicants an equal chance of being admitted (unless otherwise prohibited by law).

As per Florida Statute 10022.33, a lottery will be conducted at each grade level. All lotteries will be conducted in a manner that ensures each eligible student receives an equal chance of being selected. Applicants will be selected in random order until all applications have been ordered. In order (with consideration of any applicable preference), applicants will be offered admission until all seats have been filled. The remaining students' names will be placed on an ordered waiting list in the order in which their name

was selected. Any applicant who is the sibling of a currently enrolled student, sibling of an accepted applicant for the same academic year, child of an active employee or child of an active duty military personnel will receive a preference on their application.

Upon enrollment, parents/guardians of students who will enroll in the School receive an Enrollment Package in the parent's primary language (Appendix W) containing information about the school, a list of items necessary for registration, and blank forms to be completed by the parents. The Enrollment Package will include a registration form; an Emergency Dismissal form designed to indicate where the student should go in the event that school is dismissed at an unscheduled time due to any unforeseen circumstances; and a Clinic Information card designed to indicate emergency contacts and the doctor that should be called in case of an accident. Parents will also sign a release of student records so their child's Department of Health's Cumulative School Health Record form can be transferred, or must present one from their physician. Parents will be given a copy of the Parent-Student Handbook, the core of which will be based on the Broward County Student Code of Conduct.

SCHOOL ENVIRONMENT

Appendix X: Discipline Reporting

The School believes that student safety and an orderly environment is a vital component of an effective instructional program. Providing a safe and orderly environment while developing skills, attitudes, and personal responsibility is emphasized with every staff member and student. The school has adopted and follows the Broward County Code Book of Student Conduct incorporating the documented policies for discipline, suspension, dismissal and recommendation for expulsion. In addition to the requirements found in the Broward County Code Book of Student Conduct, the school has developed a School-wide Positive Behavior Support (Sw-PBS) program that incorporates the Six Pillars of Character and a reward system that recognizes positive student behavior to promote and sustain a safe and positive learning environment.

All School faculty and staff must undergo the necessary application and security clearance procedures set forth by the Florida Department of Education, School District of Broward County and the Governing Board of The Florida Charter Foundation, Inc.. This process includes fingerprinting and a detailed background check. Additionally, all employees are trained on the school Crisis Action Plan and comply with periodic drills for Fire, Tornado and Lockdown emergencies. In an effort to further ensure a safe school environment, a school nurse is on staff and attends to students' health and medical needs on a daily basis. The School also partners with the City of Pembroke Pines Police Department in securing a detail officer on campus during school operating hours. The detail officer assists with arrival, dismissal, school campus security and student services as needed.

Additionally, the School utilizes the Raptor Volunteer Management System which allows the school to keep unwanted visitors out while tracking those we allow in. Our front desk personnel scans the visitor's Driver's License or other state issued ID and Raptor instantly screens for registered sex offenders in all 50 states and can also screen for individuals with restraining orders, custody issues, suspended or expelled students, known gang members, or for any custom alert. When a visitor is cleared, Raptor prints a badge featuring the visitor's name, photo, date and time, and destination. If a potential threat is identified, the Raptor system sends instant alerts to designated School officials. Raptor is also used to track and report parent service hours as well as student tardies and early sign-outs. All campus visitors must adhere to the school's security policy in order to gain access to the school for any purpose. During regular school operating hours, the building is locked and secured allowing a single point of entry exclusively through the front lobby where the Raptor system is activated. The facility also boasts numerous security cameras strategically placed throughout the building to further maintain a safe and secure environment at all times.

With regard to discipline reporting, incidents across all reporting categories have significantly decreased over the course of the charter going from 25 critical incidents reported during the 2012-2013 school year to two critical incidents reported during the 2014-2015 school year. With regard to the current school year (2015-2016), there has been only one critical incident reported and addresses on campus. The chart below illustrates the significant decline in instances of student discipline issues resulting

in a critical incident report and/or a crime and violence event as defined by the Broward County Code Book of Student Conduct, further demonstrating that the School maintains a safe and orderly environment (Appendix X).

DISCIPLINE REPORTING	2012-2013	2013-2014	2014-2015	2015-2016
Categories	**Number Of Incidents**			
Crime and Violence	25	20	3	1
Critical Incidents	-	11	2	-
Discipline Incidents	29	22	3	3

All schools will commit to the Florida Educational Equity Act, Section 1000.05(2)(a), Florida Statutes and other Federal and/or State statutes that forbid discrimination on the basis of race, gender, marital status, ethnicity or disability.

Statutory References: 1002.33(7)(a)(7); 1002.33(7)(a)(8); 1002.33(7)(a)(11); 1002.33(9)(e); 1002.33(10); 1002.33(16)(a)(4); 1002.33(16)(a)(5); 1006.147

Focus Area	Indicator	Standard	Sources of Evidence*
Facilities	Facilities Compliance	The school's facilities comply with applicable laws and codes.	• Valid Certificates of Occupancy, **on file** • Health, Safety and Fire Reports by District and/or Municipality, **on file**
	Health and Safety	The school complies with applicable health and safety laws.	• Fire and Health Inspections (District and/or Local), **on file** • Fire Drill Reports (10) and Tornado Drills (2), **on file** • Comprehensive Emergency/Evacuation Plans (Appendix Y)

In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school's plan to improve/maintain its facilities for the upcoming term of the charter. List any appendices.

FACILITIES COMPLIANCE

- Valid Certificates of Occupancy, **on file**
- Health, Safety and Fire Reports by District and/or Municipality, **on file**

The School leases a facility built in 2011 to accommodate approximately 1,350 students in grades K-8. The facility is located at 18800 Pines Boulevard in Pembroke Pines, Florida. The School's spacious 10 acre campus and 81,000 square foot state-of-the-art facility includes approximately 72 self-contained classrooms, specialty rooms for music, art, computer labs, a large multipurpose room, a fully equipped science lab as well as separate locker rooms for female and male students. The School's students enjoy a spacious campus with athletic fields and jogging paths with fitness stations located throughout. Separate age-appropriate play areas are provided for primary and intermediate grade levels.

The School's facility construction complies with all applicable laws and codes. The School adheres to the State of Florida, Broward County Public Schools, City of Pembroke Pines educational facility requirements and the State Uniform Building Code for Public Educational Facilities. Annual fire, safety and health inspections are conducted and addressed accordingly to ensure continual compliance is maintained as mandated by Florida Statute 1013.12.

HEALTH AND SAFETY

- Fire and Health Inspections (District and/or Local), **on file**
- Fire Drill Reports (10) and Tornado Drills (2), **on file**
- Appendix Y: Comprehensive Emergency/Evacuation Plans

Enrollment at the School is subject to compliance with the provisions of Section 1002.33, F.S., concerning school entry health examinations and immunizations. The School complies with all applicable state and/or federal laws pertaining to the health, safety and welfare of students. The School annually updates and maintains a comprehensive Emergency/Crisis Plan (Appendix Y) to ensure the safety and security of all students, parents, faculty and staff residing on campus. All faculty and staff members are trained annually and regularly participate with their students in drills. Emergency preparedness drills include, but are not limited to, fire, tornado and emergency lockdown. Health Inspections conducted and recorded annually have been met with success. The school kitchen, clinic, ADA machines, restrooms, water and sewer are well maintained and have consistently adhered to all applicable codes and laws as noted on annual health inspection reports on file with the District.

Statutory References: 1002.33(7)(a)(11); 1002.33(7)(a)(13); 1002.33(9)(e); 1002.33(16)(a)(5); 1002.33(18)(a); 1002.33(18)(b)

Focus Area	Indicator	Standard	Sources of Evidence*
Governance, Staff and Parents	Governance Structure	The school implements the governance structure as defined in the school's contract.	• Governing Board Meeting Agendas and Minutes, **on file** • Certificates of Governing Board Training Current Governing Board Members (Appendix Z) • Screen Shots of Website as per s. 1002.33(9)(p), F.S. (Appendix AA)
	Compliance with Sunshine Laws	The school complies with state Sunshine Laws and laws governing public records.	
	Instructional Staff	The school employs instructional staff that meets state and federal qualifications. The school uses an approved teacher and administrator evaluation system. The school has approved and adopted pay for performance plan and salary schedule.	• Staffing Reports (Appendix BB) • Certification Self-Audits (Appendix CC) • Employee Handbook (Appendix DD) • Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan (Appendix EE) • Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan (Appendix FF)
	Parental Involvement	The school is effectively involving parents in its programs as defined in the school's contract.	• Parental Surveys (Appendix GG) • Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)(1), F.S. (Appendix HH) • Student/Parent Contract (Appendix II) • Parent Handbook (Appendix JJ) • Sample of School Newsletters (requesting parental involvement) (Appendix KK)

In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school's plan to improve/maintain this Focus Area for the upcoming term of the charter. List any appendices.

GOVERNANCE STRUCTURE

- Governing Board Meeting Agendas and Minutes, **on file**
- Appendix Z: Certificates of Governing Board Training Current Governing Board Members
- Appendix AA: Screen Shots of Website as per s. 1002.33(9)(p), F.S.

The governance structure of the School has been implemented in accordance with the requirements of Article 9 of the Charter between District and the Foundation dated June 7, 2011. As required by the Charter, the Governing Board of the Foundation serves as the governing body of the School and the Foundation maintains its status as a Section 501(c)(3) organization under the Internal Revenue Code. The Governing Board of the Foundation currently consists of:

- Dr. David Thomas - Chairman, dthomas@FloridaCharter.org
- Ms. Catherine Arcabascio - Board Member, carcabascio@FloridaCharter.org

- Dr. Jacqueline Greenberg - Board Member, jgreenberg@FloridaCharter.org
- Ms. Alexandra Lonsdale - Board Member, alonsdale@FloridaCharter.org
- Ms. Debbie Platz - Board Member, dplatz@FloridaCharter.org

During the initial term of the Charter, the Governing Board exercised continuing and effective oversight of the School's operations, and will continue to do so during its requested 15 year renewal term. The School's faculty and staff report directly to, and are supervised by, the principal of the School, and the principal reports to the Governing Board. Responsibilities undertaken by the Governing Board in accordance with the Charter include, but are not limited to, annual adoption and maintenance of an operating budget for the School, submission of adopted budget to the District, retention of a CPA to perform the annual financial audit, and participation in governance training approved by the Florida Department of Education.

In further compliance with the Charter, the School has provided the District with reasonable notice of its Governing Board meetings, made the names and contact information of its Governing Board available in writing and on its website, and kept its list of Governing Board members and principal current at all times. Finally, all Governing Board members and the School principal have undergone background screening and fingerprinting.

As evidence of the School's implementation of the governance structure defined in the Charter, the School has heretofore furnished the Sponsor with copies of the agendas and minutes of the meetings of the Governing Board of the Foundation, as well as copies of governance board training certificates of the current Governing Board members. Furthermore, submitted as Appendix AA and incorporated herewith are screen shots of the School's website evidencing compliance with the Charter and Fla. Stat. §1002.33(9)(p).

COMPLIANCE WITH SUNSHINE LAW

- Appendix AA: Screen Shots of Website as per s. 1002.33(9)(p), F.S.

The School complies with Florida Statutes pertaining to public meeting and public records requirements. With respect to the Sunshine Law, all meetings of the Governing Board of the Foundation are open to the public, and the School provides reasonable public notice of the date, time and place of the Governing Board meetings. Meeting notices are posted in a public place at the School, as well as published on the School's website. During its quarterly meetings, the public is afforded an opportunity to voice their concerns and make comments. Governing Board meeting minutes and agendas are kept on file and are also published on the School's website. With regard to public records, the School permits reasonable access to its facilities and record to not only the District, but any member of the public making a lawful public records request.

INSTRUCTIONAL STAFF

- Appendix BB: Staffing Reports
- Appendix CC: Certification Self-Audits
- Appendix DD: Employee Handbook
- Appendix EE: Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan
- Appendix FF: Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan

The School employs instructional staff meeting both federal and state requirements. Additionally, the School employs the best qualified administrative personnel and teachers available regardless of race, color creed, sex, national origin, age or handicap. The Governing Board screens, interviews, and hires the Principal. The Principal interviews and hires all other employees in accordance with the school's approved staffing plan. Emphasizing the philosophy and mission of the School, the Principal ensures that faculty

members are highly-qualified and match the learning needs of students assigned. As demonstrated in Appendix BB, the Staffing Reports, the staff have Bachelor's Degrees and many have advanced degrees including Masters Degrees.

Extensive background reviews are conducted to verify past experiences and ensure the safety of the students. Background screening protocols include, but are not limited to, professional reference checks, verification of previous employment, review of educational transcripts showing all degrees conferred, and mandatory fingerprinting of all potential employees and others serving in an official capacity of the School. The School is in compliance with the anti-discrimination provisions of the Florida Education Equity Act, and all other pertinent state and federal laws. The School does not employ an individual to provide instructional services if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state. Copies of all personnel documentation are maintained in each employee's respective personnel file.

The School is committed to the professional development of its faculty and staff and provides on-going sustained professional development programs, offering a range of professional growth opportunities for teachers to enhance their ability to maximize student learning. Staff development programs are based on the School's needs. Examples of School-based staff development sessions facilitated over the term of the initial Charter include, but are not limited to: Accelerated Reader (AR) and STAR Reading • Brain Breaks Workshop • Campus Technology Training • e-Beam Interactive Whiteboard • Franklin Academy Network (FAN) • Outlook Email • Classroom Procedures and Management 101 • Crisis Response Training (Fire, Tornado, Lockdown, Emergency Codes) • Deconstructing the Florida Standards • Differentiated Instruction: Strategies for Accommodating All Learners • Digital Textbook Platforms: Think Central, ConnectED, MyHRW • Discovery Education Assessment, Instructional Resources, and Streaming • Florida Consortium of Public Charter Schools (FCPCS) Evaluation Tools • Florida Educator Accomplished Practices (FEAPs) • Health and Safety Training • i-Ready Diagnostic Assessment and Instruction • Kagan Cooperative Structures Workshop • Lesson Planning: Elements of Effective Design • New Teacher Meeting/Mentor Program • PowerSchool • PowerTeacher Gradebook • Professional Learning Community (PLC): Data-Driven Differentiated Instruction • Single-Gender Training Refresher and Reflection • Website Development Workshop • Best Practices for Facilitating and Managing Digital Workflow • Behavioral & Academic Support Intervention System (BASIS) 3.0 • GO Math! Presentation: Best Practices and Practical Applications • and Professional Learning Community (PLC): Data-Driven Differentiated Instruction, to name a few.

Teacher performance is evaluated via the current Governing Board approved appraisal system, the Florida Consortium of Charter Schools (FCPCS) Evaluation System (Appendix EE), which is aligned to the Florida Educator Accomplished Practices (FEAPs) in accordance with Florida Statutes. Evaluations focus on (A) Instructional Design and Lesson Planning, (B) The Learning Environment, (C) Instructional Delivery and Facilitation, (D) Assessment, (E) Continuous Professional Development, and (F) Professional Responsibility and Ethical Conduct. Performance evaluations are used as a means of providing immediate instructional feedback with the purpose of improving the quality of instruction thus enhancing student performance. A copy of the written performance evaluation is provided to the teacher at the time of the post-observation conference. The final evaluation report is signed and retained by the Principal in the employees' personnel file.

Teacher pay is determined via the current Governing Board approved and adopted performance plan and salary schedule attached hereto as Appendix FF.

PARENTAL INVOLVEMENT

- Appendix GG: Parental Surveys
- Appendix HH: Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)(1), F.S.
- Appendix II: Student/Parent Contract
- Appendix JJ: Parent Handbook
- Appendix KK: Sample of School Newsletters

The School strives to create a collaborative learning community by involving all stakeholders within the educational landscape. Students, parents, and staff members are actively involved in School-wide initiatives and community events. Parental involvement has been instrumental in the success of the School program. Parental and family involvement is a required part of the registration process that each and every family agrees to as part of attending the School. The School believes that a parents' participation in the School is critical in their child's success. When first registering their child at the School and then in every subsequent year, the parents sign a Parent-School contract (Appendix II) which contains a clause related to the mandatory service hour commitment. Parents have extensive opportunities for involvement in the operation of the School. Throughout the day, parents assist with our morning arrival and afternoon dismissal process, provide support in the cafeteria during lunch, and serve as volunteers in classrooms to help with tutoring and general administrative tasks. These required hours help guarantee that the parents are committed to making the School successful, while assisting in their child's academic and social accomplishments in the School.

An active Parent-Teacher Organization (PTO) and Educational Excellence School Advisory Council (EESAC) provide opportunities for parents to be involved in School events, committee activities, and in shaping the school climate. Parents and students are also urged to become valuable stakeholders at the school level by becoming a member of these strong organizations. Parents are provided with many opportunities to strengthen their understanding of the School's curriculum through participation in parent workshops, seminars, conferences, and general PTO meetings that are held four times during the school year. PTO fundraisers are specifically used to support the additional purchase of instructional materials and remediation and/or enrichment programs for students.

Each year, the School publishes an updated Parent Handbook, which is available on the School's website. The Handbook provides details on many of the operational policies and procedures at the School, as well as the School-wide discipline plan that all students are expected to follow. Parent/teacher conferences, an electronic grade-book, and the School's official website also maintains parents informed of progress and important school events and activities, thereby encouraging parental involvement in the school.

The School consistently communicates with parents and families throughout the school year via a number of mediums and platforms including written notices, phone calls, emails and evening parent workshops. Each parent is also given credentials to access the PowerSchool Parent Portal, which is a web-based view of the Student Information System. The School's website also provides parents with operational information as well as access to online resources that are directly related to the academic topics covered in the educational plan.

Parents are encouraged to work with their teachers on student concerns and then to speak with the School-based leadership team if necessary. If any concern or issue cannot be resolved in a timely manner by the School-based leadership team, parents may request to speak with a Governing Board member or the Executive Director of the Florida Charter Foundation. Additionally, they may present their issue during the public speaker portion of the public Governing Board meetings.

Each spring, a parent survey is disseminated and this allows the parents to provide input about the School, the School's management and the overall effectiveness of the School's educational programs while providing School-based leadership the opportunity to monitor general parent opinion and satisfaction with the School program. Results of that survey are then analyzed and used in future school improvement planning. With a tradition of academic success, the School continues to be a model school for our community. A combination of high academic standards, a dedicated and professional staff, and strong parent involvement allows us to continue "*Building Better People, Every Day*."

Statutory References: 1002.33(7)(a)(14); 1002.33(7)(a)(15); 1002.33(12)(f); 1002.33(12)(g); 1002.33(16)(b); 1012.55(1); 1012.39(1)(a); 1012.39(1)(b); 1012.39(1)(c); 6A-1.0502(10); 6A-1.0502(11); 6A-1.0503(1); 6A-1.0503(2); 6A-1.0503(3); 6A-1.0503(4)

Appendices – Educational Performance, Financial Performance and Organizational Performance

Please check and attach an electronic copy of all appendices referred to in the Educational Performance, Financial Performance and Organizational Performance sections of your charter renewal document. Compliance with District's deadlines will be considered.*

Educational Performance

- ☒ Appendix A: FCAT 2.0
- ☒ Appendix B: FSA
- ☒ Appendix C: State AMO Standards
- ☒ Appendix D: EOC
- ☒ Appendix E: FLDOE School Grade (prior 5 years)
- ☒ Appendix F: FLDOE Report Card (most recent year)
- ☐ Appendix G: SIR Designation (NOT APPLICABLE)
- ☒ Appendix H: Progress Monitoring
- ☐ Appendix I: Graduation Rate (NOT APPLICABLE)
- ☒ Appendix J: Standardized Test Results
- ☐ Appendix K: Implementation of Specific Contractual Corrective Action and Status (NOT APPLICABLE)
- ☒ Appendix L: State-issued High Performance Designation Letter
- ☒ Appendix M: Approved Comprehensive Reading Plan (charter schools opting out of the District's K-12 Plan)
- ☒ Appendix N: ELLevation Reports

Financial Performance

- ☒ Appendix O: Fixed Assets Report Reconciled with General Ledger
- ☐ Appendix P: Financial Corrective Action Plans (NOT APPLICABLE)
- ☐ Appendix Q: Evidence of Resolution of any Financial Deficiencies (NOT APPLICABLE)
- ☐ Appendix R: Compliance of Financial Reports with District Deadlines (will be considered)
- ☒ Appendix S: Projected 15-year Budget is Requested (2016-2031)
- ☐ Appendix T: Financial Corrective Action Plan (Appendix T) (NOT APPLICABLE)
- ☐ Appendix U: Evidence of Resolution of any Financial Deficiencies (Appendix U) (NOT APPLICABLE)

Organizational Performance

- ☒ Appendix V: Student Enrollment Reports
- ☒ Appendix W: Copy of Registration Forms in Parent's Primary Language (Top 3, plus English)
- ☒ Appendix X: Discipline Reporting (in each category for the last five years)
- ☒ Appendix Y: Comprehensive Emergency/Evacuation Plans
- ☒ Appendix Z: Certificates of Governing Board Training for Current Governing Board Members
- ☒ Appendix AA: Screen Shots of Website as per s. 1002.33(9)(p), F.S. (*Clearly indicating the required elements: the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings)*
- ☒ Appendix BB: Staffing Reports
- ☒ Appendix CC: Certification Self-Audits
- ☒ Appendix DD: Employee Handbook
- ☒ Appendix EE: Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan
- ☒ Appendix FF: Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan
- ☒ Appendix GG: Parental Surveys
- ☒ Appendix HH: Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7) (d) (1), F.S.
- ☒ Appendix II: Student/Parent Contract
- ☒ Appendix JJ: Parent Handbook
- ☒ Appendix KK: Samples of School Newsletter Requesting Parental Involvement
- ☒ Appendix LL: Accounting Policies & Procedures Manual

DOCUMENTS ON FILE (DO NOT RESUBMIT UNLESS THERE HAS BEEN A SUBSTANTIAL CHANGE SINCE PRIOR SUBMISSION:

- ☐ On-Site Programmatic Reviews (OSPR) or Desktop Reviews
- ☐ OSPR's Corrective Action Plans
- ☐ School Improvement Plans as per s. 1002.33(9)(n)(1), F.S. (NOT APPLICABLE)
- ☒ Annual Budgets (on file)
- ☒ Financial Reports (on file)
- ☒ Annual Financial Audits (on file)
- ☒ Cost Reports (on file)
- ☒ Valid Certificates of Occupancy (on file)

- ☒ Health, Safety and Fire Reports by District and/or Municipality (on file)
- ☒ Fire and Health Inspections (District and/or Local) (on file)
- ☒ Fire drill Reports (10) and Tornado Drills (2) (on file)
- ☒ Governing Board Meeting Agendas and Minutes (on file)

FCAT 2.0
Florida Comprehensive Assessment Test®

Reading
District Report of Schools
Spring 2012
Grade 3

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (140 - 260)	Percent in Each Achievement Level						Mean Points Earned by Content Area				
			Level 1 (140 - 181)	Level 2 (182 - 197)	Level 3 (198 - 209)	Level 4 (210 - 226)	Level 5 (227 - 260)	**Levels 3 - 5**		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
									Points Possible	**7**	**20**	**10**	**8**
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	144	**211**	6	20	22	33	19	**74**		6	15	8	7
5051 – CITY OF PEMBROKE PINESCHARTER	316	**213**	4	16	22	34	22	**79**		6	15	8	7
5012 – FRANKLIN ACADEMY A	91	**210**	7	16	23	37	16	**77**		6	15	8	7
5141 – SOMERSET ACADEMY	150	**210**	7	15	24	34	19	**77**		6	15	8	6
3661 – SUNSET LAKES ELEMENTARY SCHOOL	144	**211**	5	22	22	30	22	**74**		6	15	8	7

- To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least 10 and when the performance of individuals is not disclosed. A dash (—) appears when data are suppressed.
- Percentages are rounded to the nearest whole number.
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Mathematics
District Report of Schools
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Grade 3

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (140 - 260)	Percent in Each Achievement Level						Mean Points Earned by Content Area		
			Level 1 (140 - 182)	Level 2 (183 - 197)	Level 3 (198 - 213)	Level 4 (214 - 228)	Level 5 (229 - 260)	Levels 3 - 5	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement
Points Possible									**21**	**10**	**13**
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	143	**214**	7	12	31	28	22	**81**	17	8	11
5051 – CITY OF PEMBROKE PINESCHARTER	316	**217**	3	12	32	28	25	**85**	17	8	11
5012 – FRANKLIN ACADEMY A	91	**213**	7	8	32	40	14	**86**	17	8	11
5141 – SOMERSET ACADEMY	150	**216**	2	14	34	25	25	**84**	18	8	11
3661 – SUNSET LAKES ELEMENTARY SCHOOL	144	**212**	8	23	23	24	22	**69**	16	7	11

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District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (155 - 271)	Percent in Each Achievement Level						Mean Points Earned by Content Area		
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)	Levels 3 - 5	Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement
									Points Possible 18	10	12
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	145	**225**	9	17	26	23	26	**74**	14	8	9
5051 – CITY OF PEMBROKE PINESCHARTER	329	**228**	4	15	24	33	24	**81**	15	9	9
5012 – FRANKLIN ACADEMY A	133	**223**	7	18	27	26	23	**75**	15	8	9
5141 – SOMERSET ACADEMY	149	**224**	9	21	26	20	25	**70**	15	8	9
3661 – SUNSET LAKES ELEMENTARY SCHOOL	155	**226**	10	11	25	26	28	**79**	15	8	9

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District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (163 - 279)	Percent in Each Achievement Level						Mean Points Earned by Content Area		
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)	Levels 3 - 5	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement
									Points Possible 22	10	14
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	153	**232**	5	18	31	25	20	**76**	15	7	10
5051 – CITY OF PEMBROKE PINESCHARTER	325	**235**	4	18	22	30	26	**78**	16	7	10
5012 – FRANKLIN ACADEMY A	133	**229**	9	20	34	25	12	**71**	15	7	9
5141 – SOMERSET ACADEMY	175	**228**	6	31	27	18	17	**63**	14	7	9
3661 – SUNSET LAKES ELEMENTARY SCHOOL	154	**236**	6	9	31	27	27	**84**	16	8	10

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District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (170 - 284)	Percent in Each Achievement Level						Mean Points Earned by Content Area		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Levels 3 - 5	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement
									Points Possible 18	17	9
5081 – CITY/PEMBROKE PINES CHARTER MIDDLE	411	**239**	5	18	25	34	18	**77**	12	13	6
5012 – FRANKLIN ACADEMY A	179	**236**	8	13	36	30	13	**79**	11	12	5
2021 – GLADES MIDDLE SCHOOL	539	**232**	16	22	25	21	16	**63**	11	11	5
3331 – SILVER TRAIL MIDDLE SCHOOL	458	**238**	9	18	28	25	20	**73**	12	12	5
5151 – SOMERSET ACADEMY MIDDLE SCHOOL	266	**235**	7	18	41	26	8	**75**	11	12	5

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District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (179 - 292)	Percent in Each Achievement Level						Mean Points Earned by Content Area				
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)	Levels 3 - 5		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability
									Points Possible	11	12	13	8
5081 – CITY/PEMBROKE PINES CHARTER MIDDLE	427	**249**	4	16	28	27	25	**80**		8	9	9	6
5012 – FRANKLIN ACADEMY A	123	**238**	13	26	34	20	7	**61**		6	7	7	5
2021 – GLADES MIDDLE SCHOOL	475	**240**	14	23	25	23	15	**63**		7	7	8	5
3331 – SILVER TRAIL MIDDLE SCHOOL	471	**246**	8	17	27	25	23	**76**		7	8	9	6
5151 – SOMERSET ACADEMY MIDDLE SCHOOL	288	**243**	6	16	41	27	10	**78**		7	8	8	5

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Reading
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District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (154 - 269)	Percent in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (154 - 191)	Level 2 (192 - 207)	Level 3 (208 - 220)	Level 4 (221 - 237)	Level 5 (238 - 269)	**Levels 3 - 5**	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
Points Possible									**8**	**16**	**13**	**8**
5051 – CITY OF PEMBROKE PINESCHARTER	329	**224**	2	13	31	36	19	**85**	7	13	10	7
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	145	**219**	7	17	30	32	14	**77**	6	13	10	6
5012 – FRANKLIN ACADEMY A	133	**220**	8	17	23	38	14	**74**	6	13	9	6
5141 – SOMERSET ACADEMY	149	**220**	7	20	23	30	19	**72**	6	13	9	6
3661 – SUNSET LAKES ELEMENTARY SCHOOL	155	**221**	5	15	34	28	19	**81**	6	13	9	6

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Reading
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Grade 5

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (161 - 277)	Percent in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)	**Levels 3 - 5**	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
Points Possible									**9**	**14**	**8**	**14**
5051 – CITY OF PEMBROKE PINESCHARTER	325	**233**	2	13	27	35	22	**84**	7	11	6	11
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	153	**229**	5	16	32	29	18	**80**	7	10	6	10
5012 – FRANKLIN ACADEMY A	133	**230**	7	6	35	35	17	**87**	7	11	6	10
5141 – SOMERSET ACADEMY	175	**228**	7	14	34	30	15	**79**	7	10	6	10
3661 – SUNSET LAKES ELEMENTARY SCHOOL	154	**233**	5	15	21	30	29	**80**	7	11	6	11

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Reading
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District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (167 - 283)	Percent in Each Achievement Level						Mean Points Earned by Content Area				
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)	**Levels 3 - 5**		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
									Points Possible	**8**	**17**	**14**	**6**
5081 – CITY/PEMBROKE PINES CHARTER MIDDLE	432	**238**	3	14	31	31	20	**83**		6	13	11	5
5012 – FRANKLIN ACADEMY A	179	**237**	3	12	39	25	20	**84**		6	13	11	5
2021 – GLADES MIDDLE SCHOOL	536	**228**	15	22	30	19	14	**63**		6	11	10	4
3331 – SILVER TRAIL MIDDLE SCHOOL	457	**234**	6	18	30	30	16	**75**		6	13	11	4
5151 – SOMERSET ACADEMY MIDDLE SCHOOL	266	**235**	6	18	30	29	17	**76**		6	13	11	4

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Reading
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Grade 7

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (171 - 289)	Percent in Each Achievement Level						Mean Points Earned by Content Area				
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)	**Levels 3 - 5**		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
									Points Possible	**9**	**15**	**10**	**11**
5081 – CITY/PEMBROKE PINES CHARTER MIDDLE	424	**246**	3	12	30	32	23	**85**		7	13	9	9
5012 – FRANKLIN ACADEMY A	123	**234**	10	25	38	16	11	**65**		7	11	8	8
2021 – GLADES MIDDLE SCHOOL	477	**235**	10	22	36	22	10	**68**		7	11	8	8
3331 – SILVER TRAIL MIDDLE SCHOOL	472	**241**	6	17	32	28	17	**77**		7	12	9	8
5151 – SOMERSET ACADEMY MIDDLE SCHOOL	288	**241**	5	17	37	23	18	**78**		7	12	9	8

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Science
District Report of Schools
Spring 2015
Grade 5

District **BROWARD**
District ID **06**

	Number of Students	Mean Scale Score (140-260)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Levels 3-5	Nature of Science	Earth and Space Science	Physical Science	Life Science
									Points Possible 10	16	16	14
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	138	**208**	12	12	38	17	20	**75**	7	12	12	11
5051 – CITY OF PEMBROKE PINES CHARTER	326	**209**	10	21	32	16	21	**68**	7	12	12	10
5012 – FRANKLIN ACADEMY A	159	**209**	8	19	39	16	18	**73**	8	12	12	10
5141 – SOMERSET ACADEMY	176	**211**	9	23	27	16	26	**68**	8	12	12	11
3661 – SUNSET LAKES ELEMENTARY SCHOOL	146	**202**	21	28	21	16	14	**51**	7	11	11	9

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- Percentages may not add to 100 due to rounding.
- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
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Mathematics
School Report of Students
Spring 2012
Grade 3

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area		
			Level 1 (140 - 182)	Level 2 (183 - 197)	Level 3 (198 - 213)	Level 4 (214 - 228)	Level 5 (229 - 260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement
								Points Possible	**21**	**10**	**13**
		198			3			16	8	6
		193		2				13	5	10
		197		2				12	6	12
		211			3			18	8	11
		239					5	20	10	13
		226				4		20	9	12
		240					5	20	10	13
		171	1					6	3	4
		220				4		20	8	12
		197		2				14	6	10
		218				4		17	10	13
		217				4		19	8	12
		206			3			16	8	11
		202			3			13	10	9
		230					5	19	10	12
		205			3			17	6	12
		207			3			16	8	12
		200			3			15	4	13
		223				4		19	10	12
		205			3			15	8	10
		198			3			16	4	9
		172	1					7	4	6
		209			3			18	7	12
		227				4		18	10	13

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  - **NR2** = Did Not Meet Attemptedness Criteria
  - **NR3** = Marked Do Not Score
  - **NR5** = Off-Grade Tester
  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
- **NT** – Not Tested

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Mathematics
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Grade 3

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area		
			Level 1 (140 - 182)	Level 2 (183 - 197)	Level 3 (198 - 213)	Level 4 (214 - 228)	Level 5 (229 - 260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement
								Points Possible 21	10	13
		179	1					9	2	8
		150	1					3	1	6
		219				4		18	10	12
		220				4		18	9	13
		222				4		19	9	12
		190		2				12	6	9
		235					5	21	9	12
		193		2				14	5	10
		218				4		20	7	12
		208			3			16	9	10
		178	1					7	3	8
		225				4		20	8	13
		199			3			15	6	9
		219				4		17	10	13
		223				4		19	10	12
		201			3			15	9	7
		242					5	21	10	12
		243					5	20	10	13
		235					5	20	9	13
		222				4		18	10	13
		177	1					8	3	7
		222				4		18	9	13
		207			3			15	8	12
		202			3			16	5	11

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area		
			Level 1 (140 - 182)	Level 2 (183 - 197)	Level 3 (198 - 213)	Level 4 (214 - 228)	Level 5 (229 - 260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement
		Points Possible						21	10	13
		223				4		18	10	12
		204			3			15	7	11
		241					5	21	9	13
		220				4		18	10	12
		221				4		20	9	11
		207			3			18	6	12
		228				4		21	8	12
		224				4		19	9	13
		232					5	21	8	13
		220				4		19	8	13
		244					5	20	10	13
		218				4		17	10	13
		207			3			17	6	13
		201			3			16	5	12
		211			3			16	9	12
		209			3			15	10	12
		219				4		20	8	12
		235					5	20	10	12
		189		2				12	2	10
		260					5	21	10	13
		202			3			17	5	11
		206			3			15	8	11
		208			3			18	7	11
		224				4		19	9	13

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  - **NR8** = FDOE Invalidated
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area		
			Level 1 (140 - 182)	Level 2 (183 - 197)	Level 3 (198 - 213)	Level 4 (214 - 228)	Level 5 (229 - 260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement
								Points Possible 21	10	13
		214				4		18	10	10
		222				4		19	9	12
		215				4		18	8	13
		220				4		19	8	13
		225				4		19	9	12
		199			3			13	7	12
		202			3			17	7	8
		226				4		20	10	11
		237					5	20	10	13
		210			3			16	8	13
		187		2				14	1	8
		204			3			14	9	11
		221				4		19	8	13
		225				4		19	10	12
		228				4		19	10	12
		220				4		19	8	13
		203			3			16	7	9
		228				4		20	9	12
		225				4		19	9	13

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- **NR** – Not Reported for one of these reasons:
  - **NR2** = Did Not Meet Attemptedness Criteria
  - **NR3** = Marked Do Not Score
  - **NR5** = Off-Grade Tester
  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
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Reading
School Report of Students
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140 - 181)	Level 2 (182 - 197)	Level 3 (198 - 209)	Level 4 (210 - 226)	Level 5 (227 - 260)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
								Points Possible	**7**	**20**	**10**	**8**
		204			3			6	15	10	3
		214				4		6	16	8	8
		183		2				4	10	5	4
		217				4		7	16	10	7
		243					5	7	19	10	8
		217				4		6	16	10	7
		260					5	7	20	10	8
		212				4		4	18	9	7
		231					5	7	18	9	8
		195		2				7	10	7	5
		234					5	7	18	10	8
		214				4		7	16	9	7
		198			3			6	10	9	7
		186		2				4	10	6	4
		215				4		6	17	9	8
		215				4		7	16	9	8
		211				4		6	16	8	7
		195		2				6	11	7	7
		206			3			6	14	10	6
		192		2				5	10	7	7
		199			3			5	11	8	7
		180	1					3	9	5	5
		202			3			6	13	7	7
		213				4		7	14	10	8

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  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
- **NT** – Not Tested

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140 - 181)	Level 2 (182 - 197)	Level 3 (198 - 209)	Level 4 (210 - 226)	Level 5 (227 - 260)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
								Points Possible	**7**	**20**	**10**	**8**
		140	1					0	3	1	1
		140	1					0	3	3	3
		200			3			7	12	8	7
		213				4		7	15	8	8
		202			3			7	14	5	7
		181	1					5	8	6	3
		222				4		6	17	10	8
		201			3			7	12	7	7
		199			3			5	14	6	6
		196		2				5	12	8	5
		195		2				5	11	8	6
		226				4		6	19	10	7
		193		2				3	13	8	6
		219				4		7	17	10	7
		209			3			6	15	8	7
		180	1					3	8	6	4
		232					5	7	19	10	7
		260					5	7	20	10	8
		216				4		5	18	10	8
		210				4		7	14	9	7
		202			3			5	14	8	6
		244					5	7	19	10	8
		200			3			5	12	9	6
		203			3			4	15	9	7

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  - **NR6** = Duplicate Record
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- **NT** – Not Tested

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140 - 181)	Level 2 (182 - 197)	Level 3 (198 - 209)	Level 4 (210 - 226)	Level 5 (227 - 260)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
								Points Possible	**7**	**20**	**10**	**8**
		195		2				5	9	8	8
		198			3			4	12	8	7
		212				4		6	17	10	5
		197		2				5	12	8	6
		206			3			5	14	9	7
		201			3			7	10	10	6
		221				4		7	17	9	8
		220				4		6	18	8	8
		214				4		6	17	9	7
		224				4		7	17	9	8
		235					5	7	19	10	7
		217				4		6	17	10	7
		219				4		6	18	9	7
		205			3			7	13	9	7
		204			3			6	17	8	4
		214				4		6	19	6	6
		224				4		6	18	10	8
		228					5	6	20	9	8
		177	1					3	7	4	5
		221				4		7	17	10	7
		218				4		6	18	8	8
		215				4		7	16	9	6
		202			3			5	15	7	6
		243					5	7	19	10	8

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  - **NR6** = Duplicate Record
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140 - 181)	Level 2 (182 - 197)	Level 3 (198 - 209)	Level 4 (210 - 226)	Level 5 (227 - 260)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
								Points Possible	**7**	**20**	**10**	**8**
		218				4		6	16	10	8
		223				4		6	17	10	8
		196		2				6	8	9	8
		232					5	7	19	8	8
		212				4		7	15	10	7
		196		2				6	9	9	7
		201			3			5	12	9	7
		245					5	7	19	10	8
		228					5	6	18	10	8
		219				4		6	17	10	7
		189		2				5	9	6	4
		185		2				6	11	6	3
		222				4		6	17	10	8
		223				4		6	17	10	8
		202			3			6	14	7	8
		249					5	7	20	9	8
		182		2				6	7	5	5
		232					5	7	19	10	7
		216				4		5	18	8	8

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  - **NR6** = Duplicate Record
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155 - 271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	18	10	12			
		227				4			16	10	9	4	218	9
		249					5		17	10	12	5	260	-11
		199		2					11	5	5	2	190	9
		224				4			17	9	8	4	218	6
		231				4			16	10	9	3	208	23
		271					5		18	10	12	4	220	51
		235				4			17	10	10	4	222	13
		194	1						13	4	3	NM		
		221			3				16	9	8	3	205	16
		213			3				13	6	11	3	208	5
		215			3				14	8	7	3	204	11
		185	1						5	6	2	1	172	13
		223			3				18	8	7	4	226	-3
		224				4			15	9	9	3	209	15
		214			3				15	8	8	3	202	12
		253					5		17	10	12	5	244	9
		249					5		18	10	11	5	244	5
		250					5		18	10	11	5	230	20
		236				4			18	9	10	3	213	23
		227				4			17	9	9	3	207	20
		187	1						8	3	4	1	177	10
		217			3				15	10	6	3	203	14
		204		2					13	7	4	NM		
		212			3				12	8	9	NM		

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  - **NR5** = Off-Grade Tester
  - **NR6** = Duplicate Record
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  - **NR8** = FDOE Invalidated
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155 - 271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	18	10	12			
		234				4			18	10	9	3	209	25
		170	1						5	2	4	NM		
		209		2					12	7	8	NM		
		224				4			14	9	11	5	231	-7
		231				4			16	9	11	2	189	42
		215			3				15	8	7	3	204	11
		259					5		17	10	12	5	233	26
		201		2					13	4	6	2	190	11
		226				4			16	10	8	4	224	2
		215			3				14	8	8	2	197	18
		228				4			16	10	9	4	214	14
		271					5		18	10	12	4	216	55
		221			3				17	9	7	4	214	7
		231				4			15	9	11	3	209	22
		220			3				16	8	8	5	260	-40
		186	1						7	6	1	1	175	11
		223			3				15	10	8	4	218	5
		271					5		18	10	12	5	260	11
		214			3				14	9	7	3	206	8
		198		2					10	4	7	NM		
		237				4			16	10	11	NM		
		197		2					11	7	2	1	164	33
		202		2					11	6	7	2	190	12
		185	1						6	5	2	2	196	-11

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155 - 271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	18	10	12			
		219			3				15	9	8	3	212	7
		202		2					11	5	8	3	200	2
		228				4			15	10	10	4	215	13
		198		2					8	6	8	3	210	-12
		198		2					10	5	6	2	183	15
		225				4			17	8	10	3	213	12
		240					5		18	9	11	4	215	25
		224				4			15	9	9	3	213	11
		208		2					15	7	4	3	203	5
		233				4			16	10	10	3	201	32
		271					5		18	10	12	5	260	11
		226				4			17	9	9	5	260	-34
		240					5		18	10	10	5	237	3
		198		2					7	7	7	1	162	36
		222			3				14	9	9	3	201	21
		201		2					10	4	8	2	184	17
		219			3				14	10	8	3	199	20
		215			3				12	9	10	3	204	11
		228				4			17	8	10	5	237	-9
		240					5		18	10	10	5	260	-20
		247					5		17	10	11	4	214	33
		260					5		18	10	11	4	219	41
		202		2					14	6	4	2	193	9
		236				4			18	9	10	4	217	19

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155 - 271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	18	10	12			
		214			3				15	7	8	3	207	7
		243					5		17	10	11	4	222	21
		228				4			16	9	10	3	212	16
		174	1						6	1	4	1	181	-7
		237				4			16	10	11	NM		
		213			3				14	7	9	3	204	9
		235				4			17	9	11	4	216	19
		200		2					10	6	6	3	202	-2
		202		2					9	7	7	2	184	18
		218			3				15	8	9	3	211	7
		240					5		18	10	10	5	229	11
		216			3				14	8	8	3	201	15
		240					5		18	10	10	5	236	4
		271					5		18	10	12	4	225	46
		260					5		18	10	11	5	240	20
		227				4			15	9	10	3	211	16
		203		2					9	7	7	2	187	16
		NT												
		225				4			17	8	10	3	205	20
		207		2					15	4	9	2	196	11
		226				4			16	10	8	3	213	13
		235				4			15	10	11	NM		
		210			3				13	7	9	3	204	6
		155	1						1	2	3	1	171	-16

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155 - 271)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)	Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	**18**	**10**	**12**			
		205		2				10	8	6	NM		
		235				4		17	10	10	3	199	36
		214			3			15	9	6	2	196	18
		244					5	16	10	12	3	209	35
		220			3			13	10	9	3	199	21
		250					5	17	10	12	5	235	15
		200		2				12	5	6	2	185	15
		240					5	18	10	10	4	217	23
		214			3			13	8	9	NM		
		206		2				10	7	8	NM		
		210			3			15	7	6	5	229	-19
		210			3			17	5	6	NM		
		211			3			12	8	9	3	211	0
		224				4		15	9	10	3	209	15
		244					5	17	10	11	5	232	12
		241					5	18	9	11	5	260	-19
		228				4		15	9	11	3	209	19
		271					5	18	10	12	5	260	11
		226				4		17	9	9	NM		
		214			3			14	7	9	3	204	10
		206		2				11	8	7	3	206	0
		220			3			15	9	9	5	260	-40
		215			3			14	8	8	3	204	11
		221			3			14	9	10	2	186	35

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Grade 4

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155 - 271)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)	Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	**18**	**10**	**12**			
		205		2				14	6	4	2	193	12
		164	1					2	2	3	NM		
		271					5	18	10	12	4	223	48
		206		2				14	7	4	3	199	7
		229				4		15	9	10	NM		
		220			3			16	9	8	2	189	31
		220			3			17	8	8	3	206	14
		221			3			16	8	10	4	219	2
		240					5	18	9	11	4	224	16
		220			3			16	8	9	3	206	14
		243					5	17	10	11	5	242	1
		244					5	17	10	11	3	201	43
		260					5	18	10	11	5	232	28
		237				4		18	10	9	5	233	4

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  - **NR8** = FDOE Invalidated
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (163 - 279)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible 22	10	14			
		242				4		18	9	12	5	250	-8
		246				4		21	7	12	5	271	-25
		215		2				11	6	5	3	218	-3
		228			3			18	6	7	3	221	7
		211		2				8	5	7	2	198	13
		224			3			13	6	8	3	212	12
		262					5	21	9	14	4	239	23
		220			3			13	7	5	3	218	2
		194	1					6	1	8	3	213	-19
		238				4		17	8	11	4	226	12
		246				4		20	8	12	4	237	9
		220			3			14	3	8	3	210	10
		244				4		20	9	10	5	271	-27
		242				4		19	10	10	4	236	6
		196	1					4	2	6	1	186	10
		226			3			17	6	6	4	228	-2
		226			3			13	7	10	4	227	-1
		248					5	19	10	12	5	240	8
		232			3			15	9	9	4	228	4
		236				4		16	8	13	5	255	-19
		233			3			16	8	10	3	221	12
		234				4		16	8	11	4	228	6
		240				4		19	10	9	4	233	7
		226			3			14	6	10	4	225	1

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- **NR** – Not Reported for one of these reasons:
  - **NR2** = Did Not Meet Attemptedness Criteria
  - **NR3** = Marked Do Not Score
  - **NR5** = Off-Grade Tester
  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
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School Report of Students
Spring 2012
Grade 5

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (163 - 279)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)		Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	22	10	14			
		219		2					14	6	5	3	216	3
		237				4			17	8	10	4	228	9
		269					5		21	10	14	5	242	27
		253					5		20	10	12	4	239	14
		258					5		21	9	13	5	252	6
		228			3				15	6	10	3	212	16
		210		2					10	3	7	3	210	0
		220			3				14	5	7	NM		
		235				4			17	8	10	5	253	-18
		215		2					13	6	3	2	203	12
		216		2					10	8	7	NM		
		216		2					14	3	5	3	211	5
		267					5		22	10	13	5	271	-4
		240				4			18	9	11	4	239	1
		244				4			19	9	11	4	236	8
		227			3				15	6	9	4	226	1
		231			3				15	9	8	4	234	-3
		214		2					10	5	5	1	196	18
		212		2					9	7	6	3	213	-1
		228			3				15	7	9	2	199	29
		235				4			17	8	9	4	232	3
		229			3				12	8	12	3	222	7
		227			3				16	6	7	3	217	10
		218		2					13	6	7	4	231	-13

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- **NR** – Not Reported for one of these reasons:
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  - **NR3** = Marked Do Not Score
  - **NR5** = Off-Grade Tester
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (163 - 279)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible 22	10	14			
		224			3			12	8	9	5	242	-18
		195	1					3	3	6	3	217	-22
		231			3			15	6	11	4	228	3
		241				4		18	9	10	3	223	18
		180	1					4	1	2	1	175	5
		216		2				11	5	7	2	208	8
		255					5	22	9	12	5	241	14
		196	1					3	5	4	1	196	0
		232			3			18	7	8	3	220	12
		216		2				11	6	8	1	196	20
		217		2				11	5	7	2	208	9
		236				4		18	7	9	3	214	22
		239				4		16	10	11	5	247	-8
		219		2				13	7	6	3	210	9
		225			3			14	7	8	3	212	13
		238				4		18	9	10	4	232	6
		238				4		17	8	12	4	225	13
		217		2				11	6	7	3	221	-4
		232			3			15	7	12	3	220	12
		208		2				7	5	6	1	195	13
		222			3			15	6	6	4	229	-7
		234				4		18	8	8	4	234	0
		197	1					6	1	7	3	213	-16
		197	1					7	4	4	NM		

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
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Student Name	Student ID	Developmental Scale Score (163 - 279)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	**22**	**10**	**14**			
		222			3			12	5	10	2	203	19
		223			3			12	10	6	3	217	6
		203	1					8	2	6	3	210	-7
		260					5	21	9	14	5	247	13
		262					5	21	9	14	5	249	13
		187	1					2	2	6	NM		
		214		2				11	5	7	2	205	9
		246				4		20	8	13	5	271	-25
		224			3			13	7	8	3	218	6
		213		2				12	5	4	NM		
		222			3			15	6	6	3	216	6
		240				4		17	10	10	4	224	16
		231			3			18	7	7	3	214	17
		229			3			16	7	9	3	215	14
		204	1					8	3	9	2	208	-4
		231			3			16	8	8	3	213	18
		221			3			13	6	7	2	199	22
		238				4		19	9	8	4	226	12
		225			3			13	8	8	NM		
		257					5	22	9	12	5	247	10
		223			3			13	8	7	3	214	9
		231			3			16	8	7	4	235	-4
		227			3			14	7	11	4	227	0
		222			3			14	6	9	2	204	18

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Student Name	Student ID	Developmental Scale Score (163 - 279)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	**22**	**10**	**14**			
		216		2				11	6	5	4	233	-17
		216		2				12	7	2	3	223	-7
		209		2				8	6	7	3	216	-7
		234				4		18	7	8	4	226	8
		233			3			19	8	6	3	213	20
		211		2				12	4	4	NM		
		206		2				9	4	3	NM		
		240				4		18	8	12	3	222	18
		235				4		16	7	12	3	218	17
		224			3			13	8	7	NM		
		251					5	21	10	11	4	228	23
		232			3			15	7	12	3	223	9
		200	1					8	2	1	1	196	4
		264					5	21	10	14	5	247	17
		232			3			17	8	8	4	232	0
		240				4		17	10	11	NM		
		215		2				13	6	4	2	209	6
		204	1					7	4	5	1	189	15
		226			3			13	8	9	4	227	-1
		268					5	21	10	14	4	239	29
		235				4		18	9	7	NM		
		240				4		18	8	12	4	234	6
		227			3			14	8	8	NM		
		213		2				8	6	9	1	187	26

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Student Name	Student ID	Developmental Scale Score (163 - 279)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	**22**	**10**	**14**			
		279					5	22	10	14	5	271	8
		212		2				7	7	6	3	216	-4
		242				4		19	7	12	4	224	18
		230			3			17	6	8	2	209	21
		221			3			14	3	9	4	227	-6
		209		2				7	4	7	3	210	-1
		221			3			14	5	7	3	216	5
		230			3			16	6	9	5	255	-25
		239				4		16	9	13	4	235	4
		243				4		18	9	13	5	243	0
		278					5	22	10	13	5	253	25
		256					5	21	8	14	5	244	12
		242				4		18	9	13	4	233	9

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
		Points Possible						18	17	9			
		239			3			15	14	3	2	212	27
		234			3			13	12	2	NM		
		189	1					2	5	1	2	217	-28
		233			3			11	13	4	3	222	11
		222		2				5	12	1	3	225	-3
		251				4		16	17	6	4	240	11
		220		2				11	6	2	3	221	-1
		221		2				8	7	3	NM		
		265					5	16	17	9	4	244	21
		247				4		14	15	7	4	244	3
		238			3			13	14	5	3	223	15
		248				4		15	13	9	4	242	6
		189	1					4	5	2	1	198	-9
		228			3			9	12	2	2	216	12
		254					5	16	15	9	5	248	6
		234			3			16	10	4	4	234	0
		233			3			10	12	5	3	229	4
		240				4		11	16	5	3	230	10
		235			3			15	11	4	3	226	9
		263					5	17	17	8	5	262	1
		230			3			8	13	4	3	228	2
		241				4		13	15	5	5	249	-8
		238			3			13	14	5	5	247	-9
		231			3			10	13	3	2	214	17

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School **FRANKLIN ACADEMY A**
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Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
		Points Possible						18	17	9			
		211	1					5	7	2	1	175	36
		234			3			9	14	5	NM		
		231			3			12	10	4	2	219	12
		249				4		16	15	6	4	244	5
		214		2				5	8	2	3	225	-11
		249				4		16	15	6	NM		
		253					5	13	17	9	3	232	21
		242				4		12	17	4	3	226	16
		232			3			11	13	2	3	228	4
		221		2				7	8	2	2	214	7
		239			3			14	12	4	4	235	4
		239			3			13	13	6	4	234	5
		231			3			7	14	3	3	225	6
		240				4		11	14	7	3	232	8
		227			3			9	10	4	3	220	7
		248				4		15	15	7	4	234	14
		228			3			10	9	4	NM		
		241				4		14	15	5	5	256	-15
		223		2				7	10	3	2	215	8
		231			3			12	10	4	2	215	16
		228			3			10	10	3	3	227	1
		245				4		16	12	7	NM		
		227			3			9	10	4	3	222	5
		240				4		14	11	7	3	222	18

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School **FRANKLIN ACADEMY A**
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Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
		Points Possible						**18**	**17**	**9**			
		232			3			13	11	2	2	210	22
		223		2				5	11	3	NM		
		241				4		14	13	6	NM		
		272					5	18	17	8	5	248	24
		231			3			12	10	4	3	232	-1
		228			3			13	9	3	3	230	-2
		226		2				9	9	5	3	230	-4
		228			3			8	13	3	3	225	3
		245				4		15	14	6	4	234	11
		234			3			10	11	7	3	230	4
		237			3			7	14	8	3	228	9
		228			3			10	9	5	3	233	-5
		243				4		16	13	6	4	237	6
		228			3			8	10	4	2	214	14
		237			3			10	13	6	NM		
		253					5	16	16	7	3	230	23
		241				4		11	15	6	4	234	7
		234			3			11	14	3	5	255	-21
		237			3			10	11	8	3	230	7
		242				4		14	14	5	3	228	14
		268					5	18	17	8	5	257	11
		264					5	16	17	9	4	246	18
		263					5	17	16	9	4	242	21
		209	1					5	5	1	2	214	-5

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Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
		Points Possible						18	17	9			
		254					5	16	16	8	5	248	6
		235			3			9	14	6	2	214	21
		255					5	14	17	9	4	240	15
		254					5	16	16	8	5	247	7
		236			3			11	12	5	5	247	-11
		203	1					1	7	1	3	221	-18
		170	1					1	1	3	1	195	-25
		245				4		14	16	5	4	236	9
		251				4		15	17	6	4	235	16
		259					5	16	16	9	5	258	1
		242				4		13	14	7	4	238	4
		250				4		13	17	8	3	232	18
		244				4		13	15	7	3	232	12
		244				4		14	13	8	4	243	1
		237			3			15	14	3	3	227	10
		248				4		13	17	7	3	225	23
		234			3			9	13	6	3	227	7
		245				4		14	13	8	4	234	11
		239			3			12	14	5	5	250	-11
		245				4		14	13	8	4	235	10
		216		2				5	9	2	3	228	-12
		250				4		16	14	7	4	241	9
		209	1					7	7	0	1	196	13
		222		2				6	12	2	NM		

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Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
		Points Possible						18	17	9			
		257					5	16	16	8	4	239	18
		241				4		11	15	7	4	239	2
		225		2				6	11	3	2	219	6
		246				4		13	16	7	NM		
		261					5	17	17	8	4	236	25
		224		2				8	11	2	NM		
		220		2				7	10	1	3	233	-13
		234			3			11	12	5	3	226	8
		238			3			13	13	4	3	232	6
		234			3			7	15	6	2	217	17
		246				4		16	15	5	5	249	-3
		253					5	14	15	9	4	243	10
		237			3			10	14	5	NM		
		227			3			7	12	3	NM		
		246				4		15	15	6	5	253	-7
		200	1					3	5	1	1	194	6
		227			3			9	12	1	2	210	17
		247				4		15	15	7	3	232	15
		232			3			13	10	4	3	230	2
		215		2				7	6	2	1	198	17
		191	1					5	4	2	2	214	-23
		211	1					4	8	2	3	220	-9
		231			3			9	11	5	3	232	-1
		240				4		13	12	6	4	241	-1

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Grade 6

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
		Points Possible						**18**	**17**	**9**			
		253					5	17	15	7	5	248	5
		231			3			10	11	5	NM		
		205	1					5	5	1	1	195	10
		171	1					4	5	2	1	201	-30
		242				4		12	15	6	5	247	-5
		244				4		13	14	8	3	230	14
		244				4		13	16	6	NM		
		236			3			12	14	3	5	248	-12
		215		2				9	4	3	2	219	-4
		251				4		16	16	6	NM		
		253					5	16	15	8	4	235	18
		233			3			11	14	3	2	219	14
		240				4		11	16	5	3	230	10
		252				4		15	15	9	4	243	9
		239			3			15	12	5	4	243	-4
		241				4		11	15	7	NM		
		244				4		14	15	6	3	225	19
		233			3			12	12	3	2	211	22
		223		2				8	11	2	NM		
		258					5	16	15	9	4	246	12
		231			3			10	12	4	2	214	17
		250				4		13	16	9	4	245	5
		239			3			14	13	5	3	229	10
		230			3			11	10	4	3	229	1

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
		Points Possible						18	17	9			
		236			3			13	12	4	4	239	-3
		231			3			11	11	4	2	218	13
		229			3			5	14	5	2	215	14
		251				4		15	15	8	5	251	0
		252				4		16	15	8	5	251	1
		236			3			12	14	4	3	228	8
		241				4		13	15	5	3	229	12
		231			3			11	10	5	3	226	5
		229			3			9	11	4	2	212	17
		248				4		14	15	8	5	254	-6
		211	1					8	5	1	2	208	3
		230			3			10	12	4	NM		
		241				4		14	13	5	4	235	6
		234			3			12	14	2	2	223	11
		262					5	17	16	9	5	261	1
		261					5	18	17	7	5	270	-9
		240				4		13	15	4	NM		
		248				4		15	14	7	5	253	-5
		215		2				7	6	3	2	216	-1
		240				4		14	12	6	4	234	6
		237			3			15	11	4	3	230	7
		225		2				8	11	2	3	227	-2
		218		2				4	10	5	2	219	-1
		255					5	16	15	9	5	251	4

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
		Points Possible						**18**	**17**	**9**			
		225		2				11	8	4	2	212	13
		223		2				10	7	4	3	231	-8
		240				4		14	15	3	4	240	0
		250				4		13	16	8	5	254	-4
		284					5	18	17	9	5	279	5
		248				4		15	15	7	3	233	15
		199	1					3	5	3	2	205	-6
		225		2				9	9	5	2	208	17
		238			3			9	14	7	2	212	26
		222		2				9	8	3	3	229	-7
		208	1					6	5	2	2	209	-1

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (179 - 292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	11	12	13	8			
		238			3				6	11	5	5	3	235	3
		226		2					3	7	4	6	1	209	17
		234			3				5	7	7	6	1	198	36
		239			3				7	6	8	4	3	230	9
		220		2					4	3	4	5	1	211	9
		234			3				5	5	8	6	3	232	2
		243			3				5	8	8	6	3	230	13
		247			3				7	7	10	7	3	237	10
		261					5		8	11	12	8	5	257	4
		219	1						3	5	4	2	2	216	3
		246			3				7	11	8	5	3	227	19
		242			3				5	10	8	6	NM		
		253				4			8	10	9	8	4	241	12
		231		2					4	5	7	5	2	218	13
		242			3				6	9	8	5	3	233	9
		217	1						4	4	4	2	3	227	-10
		253				4			9	11	7	7	5	257	-4
		241			3				7	9	9	4	3	237	4
		275					5		11	12	11	8	5	254	21
		270					5		10	11	13	7	NM		
		244			3				7	9	10	4	3	234	10
		252				4			9	9	9	7	NM		
		222		2					5	5	3	5	NM		
		238			3				5	8	6	7	3	229	9

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (179 - 292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	11	12	13	8			
		232		2					5	4	9	4	4	247	-15
		250				4			8	7	9	8	3	238	12
		246			3				8	9	7	6	4	249	-3
		237			3				6	7	8	5	3	236	1
		237			3				6	9	7	5	NM		
		239			3				7	7	7	5	3	239	0
		254				4			8	10	11	6	NM		
		187	1						0	2	2	1	1	194	-7
		213	1						5	2	5	1	1	209	4
		221		2					4	1	5	4	1	205	16
		255				4			7	10	13	6	4	252	3
		245			3				8	8	11	3	4	248	-3
		252				4			8	9	9	8	NM		
		252				4			7	10	11	8	5	254	-2
		243			3				6	9	7	7	2	221	22
		240			3				9	7	7	4	4	240	0
		236			3				6	10	4	5	2	223	13
		243			3				8	5	9	7	4	246	-3
		258				4			9	10	11	7	4	243	15
		213	1						2	4	5	3	NM		
		216	1						4	3	4	3	2	219	-3
		259				4			9	11	10	8	4	240	19
		236			3				6	8	5	5	3	232	4
		247			3				8	8	9	7	4	245	2

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
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Student Name	Student ID	Developmental Scale Score (179 - 292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	11	12	13	8			
		248				4			5	11	9	7	4	251	-3
		233		2					5	4	8	4	2	217	16
		229		2					5	5	5	4	2	216	13
		238			3				7	6	7	5	3	232	6
		220		2					3	5	3	4	1	179	41
		248				4			8	8	11	6	3	230	18
		243			3				7	8	9	5	NM		
		204	1						3	2	2	2	1	203	1
		224		2					1	7	4	5	3	227	-3
		237			3				5	6	7	6	2	218	19
		247			3				7	8	9	6	NM		
		233		2					8	8	4	3	NM		
		235			3				4	7	5	7	3	243	-8
		266					5		9	12	12	7	5	261	5
		259				4			9	12	10	7	5	253	6
		239			3				7	6	8	5	3	231	8
		230		2					9	7	4	4	2	223	7
		235			3				6	5	7	4	3	239	-4
		232		2					5	8	4	5	4	241	-9
		227		2					5	4	8	2	3	231	-4
		286					5		11	12	13	7	5	256	30
		238			3				8	7	7	4	3	228	10
		231		2					3	7	7	4	3	230	1
		225		2					6	6	3	4	NM		

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (179 - 292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	11	12	13	8			
		273					5		10	11	13	8	4	252	21
		226		2					4	4	5	5	2	220	6
		194	1						5	0	3	2	1	182	12
		235			3				5	5	8	5	3	234	1
		248				4			7	9	8	8	3	238	10
		275					5		11	12	13	7	5	255	20
		273					5		11	11	13	6	5	257	16
		244			3				7	8	9	6	2	223	21
		202	1						4	0	4	2	1	170	32
		247			3				8	7	11	5	NM		
		239			3				6	7	8	5	4	240	-1
		232		2					4	6	7	4	2	225	7
		232		2					5	6	7	4	NM		
		231		2					5	7	7	3	NM		
		253				4			9	11	10	7	3	231	22
		211	1						3	2	2	4	NM		
		252				4			9	10	8	7	NM		
		249				4			7	10	10	6	4	251	-2
		216	1						0	3	5	4	2	224	-8
		219	1						2	3	6	4	2	225	-6
		227		2					5	6	6	4	2	225	2
		254				4			8	10	11	5	NM		
		254				4			10	11	8	7	4	250	4
		245			3				7	10	8	5	4	242	3

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (179 - 292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	11	12	13	8			
		233		2					6	7	6	3	2	215	18
		238			3				10	8	6	3	4	246	-8
		260				4			8	10	12	8	4	250	10
		257				4			9	9	12	6	3	235	22
		219	1						3	6	4	2	2	217	2
		233		2					7	6	7	4	NM		
		250				4			8	8	11	6	4	249	1
		227		2					5	6	4	4	2	226	1
		250				4			8	12	9	5	NM		
		211	1						4	2	5	3	2	222	-11
		282					5		11	11	13	7	NM		
		237			3				6	6	9	1	3	235	2
		243			3				6	7	9	6	4	240	3
		217	1						1	5	5	3	1	206	11
		232		2					4	7	5	4	3	236	-4
		224		2					5	4	5	4	2	220	4
		239			3				8	8	6	5	2	226	13
		228		2					5	7	4	4	2	222	6
		237			3				6	8	7	3	2	218	19
		225		2					3	8	2	4	2	220	5
		222		2					4	4	5	4	4	240	-18
		250				4			8	9	10	5	4	247	3
		216	1						3	4	3	2	NM		
		241			3				8	8	5	6	3	232	9

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (179 - 292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	**11**	**12**	**13**	**8**			
		231		2					4	7	5	5	2	225	6
		222		2					4	4	4	3	2	219	3
		226		2					6	5	4	3	NM		

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Reading
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Grade 4

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154 - 269)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (154 - 191)	Level 2 (192 - 207)	Level 3 (208 - 220)	Level 4 (221 - 237)	Level 5 (238 - 269)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	8	16	13	8			
		213			3				5	12	10	7	3	201	12
		269					5		8	16	13	8	5	234	35
		203		2					4	12	7	5	2	186	17
		222				4			6	14	11	7	4	222	0
		221				4			6	14	12	5	3	198	23
		236				4			8	15	11	8	5	233	3
		242					5		8	16	12	7	5	232	10
		201		2					6	10	4	7	NM		
		221				4			7	16	8	6	4	211	10
		215			3				6	12	10	6	4	217	-2
		213			3				7	11	8	7	3	208	5
		185	1						3	9	5	2	2	189	-4
		236				4			8	15	12	7	4	216	20
		223				4			7	14	11	6	5	228	-5
		193		2					4	10	3	4	2	195	-2
		237				4			8	15	11	8	5	232	5
		254					5		8	16	12	8	5	244	10
		261					5		8	15	13	8	5	245	16
		226				4			6	15	11	7	3	205	21
		218			3				7	14	8	6	3	200	18
		236				4			7	16	11	8	4	216	20
		230				4			8	14	11	7	5	232	-2
		218			3				7	14	8	7	NM		
		198		2					4	9	7	4	NM		

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- **NR** – Not Reported for one of these reasons:
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  - **NR5** = Off-Grade Tester
  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
- **NT** – Not Tested
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154 - 269)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (154 - 191)	Level 2 (192 - 207)	Level 3 (208 - 220)	Level 4 (221 - 237)	Level 5 (238 - 269)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible 8	16	13	8			
		231				4		6	14	12	8	4	210	21
		191	1					4	9	5	3	NM		
		206		2				5	12	9	3	NM		
		214			3			7	11	9	7	4	218	-4
		218			3			5	12	10	8	3	200	18
		219			3			8	13	9	6	3	203	16
		252					5	8	16	12	8	5	260	-8
		206		2				7	11	7	6	2	197	9
		229				4		8	16	10	6	4	218	11
		199		2				5	11	6	5	2	193	6
		218			3			5	12	11	8	4	220	-2
		240					5	8	15	11	8	4	221	19
		209			3			6	14	7	4	3	203	6
		225				4		8	14	9	8	5	236	-11
		218			3			6	14	9	7	3	201	17
		189	1					2	9	5	2	2	183	6
		205		2				3	13	9	3	4	212	-7
		234				4		7	15	12	7	5	227	7
		231				4		8	16	11	6	4	214	17
		168	1					0	4	4	4	NM		
		229				4		7	15	11	7	NM		
		187	1					3	11	4	2	2	182	5
		214			3			5	14	11	4	2	197	17
		213			3			6	13	8	7	3	199	14

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  - **NR6** = Duplicate Record
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  - **NR8** = FDOE Invalidated
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154 - 269)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (154 - 191)	Level 2 (192 - 207)	Level 3 (208 - 220)	Level 4 (221 - 237)	Level 5 (238 - 269)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	8	16	13	8			
		225				4			6	14	11	7	4	211	14
		207		2					6	10	8	7	4	211	-4
		227				4			6	15	11	7	4	214	13
		216			3				6	14	9	6	3	208	8
		199		2					1	12	7	5	2	189	10
		204		2					8	10	7	4	2	182	22
		228				4			6	16	11	7	5	242	-14
		237				4			8	14	12	8	3	209	28
		214			3				6	12	9	7	3	208	6
		220			3				7	12	11	6	2	195	25
		225				4			6	15	10	8	4	216	9
		216			3				6	14	9	5	4	215	1
		222				4			6	14	11	7	4	210	12
		229				4			7	15	12	6	2	204	25
		207		2					6	9	8	7	3	198	9
		181	1						2	8	4	2	1	140	41
		214			3				6	14	9	6	4	213	1
		208			3				6	10	9	6	2	192	16
		215			3				6	13	10	6	4	217	-2
		235				4			7	16	12	7	5	237	-2
		222				4			5	13	12	7	4	212	10
		233				4			8	14	12	7	4	219	14
		199		2					3	11	6	5	2	189	10
		238					5		7	16	12	7	4	217	21

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154 - 269)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (154 - 191)	Level 2 (192 - 207)	Level 3 (208 - 220)	Level 4 (221 - 237)	Level 5 (238 - 269)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	8	16	13	8			
		211			3				5	12	8	6	4	223	-12
		258					5		8	15	13	8	4	219	39
		235				4			7	16	11	8	4	224	11
		191	1						4	8	5	3	1	178	13
		207		2					4	13	8	5	NM		
		199		2					4	10	6	5	2	189	10
		236				4			7	16	12	7	4	212	24
		186	1						4	9	4	2	2	184	2
		204		2					4	10	7	6	2	187	17
		235				4			8	16	10	8	4	220	15
		206		2					6	12	6	5	4	213	-7
		219			3				6	14	9	7	4	218	1
		229				4			7	14	12	7	3	207	22
		252					5		8	16	13	7	5	231	21
		254					5		8	15	13	8	4	218	36
		228				4			6	15	12	6	4	218	10
		NT													
		199		2					5	9	8	5	NM		
		224				4			8	14	10	6	3	207	17
		220			3				8	14	9	6	4	211	9
		223				4			6	13	11	8	3	206	17
		223				4			6	14	10	7	NM		
		211			3				6	14	9	4	4	214	-3
		176	1						2	6	4	2	1	166	10

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154 - 269)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (154 - 191)	Level 2 (192 - 207)	Level 3 (208 - 220)	Level 4 (221 - 237)	Level 5 (238 - 269)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	8	16	13	8			
		186	1						2	7	5	5	NM		
		214			3				5	13	10	5	3	209	5
		217			3				6	13	10	6	2	185	32
		234				4			8	15	11	7	3	208	26
		225				4			6	16	9	8	2	189	36
		269					5		8	16	13	8	4	225	44
		204		2					5	12	6	5	2	196	8
		234				4			7	16	11	7	4	218	16
		228				4			7	16	9	8	NM		
		199		2					4	11	5	5	NM		
		221				4			7	11	11	7	4	214	7
		221				4			6	14	10	7	NM		
		171	1						2	5	5	0	1	173	-2
		230				4			7	16	10	7	3	198	32
		252					5		8	15	13	8	5	229	23
		230				4			7	15	11	7	4	222	8
		214			3				5	14	7	7	3	204	10
		230				4			7	15	10	8	5	236	-6
		228				4			7	16	10	7	NM		
		210			3				6	12	8	6	4	213	-3
		244					5		8	14	13	8	4	225	19
		241					5		8	16	11	8	4	212	29
		234				4			7	16	11	7	4	213	21
		244					5		7	16	12	8	3	203	41

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154 - 269)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (154 - 191)	Level 2 (192 - 207)	Level 3 (208 - 220)	Level 4 (221 - 237)	Level 5 (238 - 269)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	**8**	**16**	**13**	**8**			
		210			3				6	12	6	6	4	218	-8
		192		2					6	8	3	4	NM		
		223				4			7	15	8	8	4	215	8
		222				4			4	14	11	8	4	213	9
		204		2					5	11	8	4	NM		
		198		2					5	8	8	3	3	198	0
		225				4			7	15	9	8	5	227	-2
		246					5		8	14	13	8	5	229	17
		240					5		7	16	13	6	5	231	9
		220			3				4	15	11	7	4	214	6
		221				4			6	14	10	7	3	202	19
		233				4			5	16	12	8	3	209	24
		246					5		8	15	12	8	5	260	-14
		258					5		7	16	13	8	5	232	26

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161 - 277)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	9	14	8	14			
		244				4			9	14	7	10	5	239	5
		233				4			9	10	6	11	4	229	4
		223			3				6	11	6	10	3	216	7
		233				4			7	11	7	12	5	241	-8
		223			3				8	9	6	10	3	215	8
		226			3				5	13	6	10	3	210	16
		238				4			8	12	8	10	5	247	-9
		231				4			8	12	6	11	4	224	7
		181	1						1	3	2	7	1	178	3
		224			3				8	11	5	9	4	226	-2
		234				4			9	11	6	10	4	221	13
		217			3				6	11	5	7	3	220	-3
		259					5		9	13	7	14	4	224	35
		218			3				6	11	5	9	3	213	5
		221			3				6	11	6	9	2	207	14
		216			3				6	10	8	6	3	209	7
		226			3				7	12	7	9	2	207	19
		250					5		9	14	6	12	5	257	-7
		217			3				7	11	5	6	4	224	-7
		234				4			9	13	5	10	5	239	-5
		234				4			9	11	6	11	4	227	7
		245				4			9	12	8	11	4	234	11
		247					5		7	14	7	13	4	229	18
		222			3				7	10	6	9	3	213	9

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161 - 277)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	**9**	**14**	**8**	**14**			
		217			3				8	8	7	7	3	213	4
		235				4			8	12	6	12	4	224	11
		277					5		9	14	8	14	4	236	41
		239				4			7	12	8	12	5	240	-1
		260					5		9	14	6	13	5	242	18
		238				4			9	13	6	10	3	217	21
		239				4			8	11	6	14	3	213	26
		226			3				7	11	5	11	NM		
		238				4			9	13	7	10	4	237	1
		222			3				6	9	7	10	3	210	12
		229			3				8	9	8	10	NM		
		233				4			8	11	6	12	4	222	11
		267					5		8	14	8	14	5	252	15
		255					5		8	14	8	12	4	226	29
		241				4			9	12	7	11	3	213	28
		237				4			7	12	6	13	4	222	15
		217			3				6	6	7	11	2	204	13
		223			3				5	12	5	11	2	200	23
		220			3				7	8	6	11	2	204	16
		230				4			7	12	5	11	3	214	16
		254					5		9	13	7	13	5	261	-7
		242				4			9	14	4	12	4	227	15
		240				4			9	12	8	11	4	232	8
		228			3				8	12	4	11	3	214	14

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161 - 277)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	9	14	8	14			
		253					5		9	13	7	13	5	238	15
		161	1						1	3	3	1	2	200	-39
		233				4			7	12	6	12	2	207	26
		226			3				8	12	6	9	3	212	14
		189	1						3	6	3	4	1	181	8
		222			3				7	13	4	8	4	223	-1
		234				4			7	13	5	13	3	208	26
		213		2					6	7	6	10	2	198	15
		198	1						5	5	5	5	2	205	-7
		219			3				6	11	6	9	2	200	19
		208		2					4	10	6	7	2	202	6
		220			3				6	10	6	9	3	210	10
		261					5		9	14	8	12	5	246	15
		220			3				8	9	7	8	3	209	11
		220			3				7	11	5	10	3	214	6
		256					5		9	13	8	12	3	215	41
		228			3				7	12	5	11	4	224	4
		236				4			7	12	7	11	3	211	25
		233				4			7	11	8	11	3	218	15
		219			3				8	8	5	9	2	207	12
		232				4			8	13	5	10	3	218	14
		236				4			9	13	5	10	5	250	-14
		222			3				7	8	7	11	4	229	-7
		183	1						1	3	4	6	NM		

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161 - 277)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	9	14	8	14			
		213		2					6	8	4	9	2	192	21
		241				4			8	12	7	12	4	222	19
		198	1						3	5	6	6	1	178	20
		248					5		8	12	7	13	5	239	9
		239				4			9	11	8	11	5	259	-20
		196	1						7	4	3	4	NM		
		211		2					5	9	5	11	1	178	33
		255					5		8	14	8	13	5	269	-14
		222			3				7	8	7	10	3	210	12
		242				4			9	13	7	11	NM		
		234				4			8	13	7	9	4	221	13
		247					5		7	14	7	13	3	213	34
		218			3				7	9	5	11	3	220	-2
		240				4			9	13	8	9	3	212	28
		224			3				7	11	7	9	4	223	1
		227			3				5	13	5	11	4	225	2
		231				4			7	12	7	10	4	224	7
		227			3				6	12	5	11	3	211	16
		219			3				9	8	5	9	NM		
		238				4			7	13	7	11	4	229	9
		216			3				5	8	6	11	2	204	12
		237				4			6	14	8	10	4	224	13
		238				4			8	11	7	13	4	230	8
		188	1						5	7	2	3	1	190	-2

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- **NR** – Not Reported for one of these reasons:
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  - **NR3** = Marked Do Not Score
  - **NR5** = Off-Grade Tester
  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
- **NT** – Not Tested
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161 - 277)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible 9	14	8	14			
		231				4		7	10	7	12	3	213	18
		219			3			7	10	5	9	3	213	6
		216			3			7	6	5	11	4	229	-13
		231				4		8	12	6	10	4	226	5
		245				4		8	14	7	11	3	213	32
		203		2				3	8	7	3	NM		
		206		2				4	10	4	6	NM		
		228			3			8	11	8	9	3	215	13
		251					5	9	13	8	12	4	229	22
		245				4		9	12	7	12	NM		
		270					5	9	14	7	13	5	241	29
		224			3			7	10	4	11	3	211	13
		201		2				5	7	4	6	1	190	11
		251					5	9	14	7	12	5	269	-18
		247					5	9	14	7	11	4	226	21
		224			3			8	10	5	10	NM		
		220			3			6	9	4	12	2	198	22
		199	1					4	7	5	3	2	196	3
		241				4		8	11	8	13	4	235	6
		250					5	9	13	7	12	5	269	-19
		234				4		9	11	5	11	NM		
		221			3			9	10	5	9	3	218	3
		227			3			8	10	6	10	NM		
		221			3			6	14	5	7	2	197	24

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  - **NR5** = Off-Grade Tester
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161 - 277)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	**9**	**14**	**8**	**14**			
		257					5		9	14	7	12	5	269	-12
		246					5		9	12	8	11	4	222	24
		226			3				9	11	3	11	2	204	22
		239				4			8	12	8	11	3	217	22
		230				4			8	11	6	11	3	210	20
		217			3				6	8	7	9	1	187	30
		212		2					6	8	5	8	2	197	15
		222			3				5	11	6	10	2	204	18
		236				4			8	12	7	10	4	224	12
		242				4			8	13	8	11	4	233	9
		277					5		9	14	8	14	5	240	37
		249					5		8	14	7	12	4	225	24
		231				4			8	12	6	10	4	224	7

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	8	17	14	6			
		247				4			7	15	12	5	3	221	26
		221		2					6	12	9	3	NM		
		200	1						5	8	5	0	3	217	-17
		218		2					3	9	10	3	2	212	6
		238				4			7	14	11	5	4	231	7
		222			3				3	13	9	5	2	205	17
		222			3				6	10	10	4	3	218	4
		229			3				6	14	9	5	NM		
		278					5		8	17	14	5	5	255	23
		233			3				7	13	12	3	3	221	12
		233			3				7	14	12	2	3	225	8
		248				4			6	16	12	6	4	239	9
		196	1						3	3	6	4	1	187	9
		225			3				4	13	9	4	2	212	13
		239				4			7	13	12	5	4	233	6
		235			3				7	12	12	5	3	226	9
		227			3				7	10	12	3	2	207	20
		240				4			5	16	12	4	4	230	10
		232			3				8	13	10	4	2	200	32
		259					5		8	16	12	6	5	251	8
		226			3				5	14	8	4	1	199	27
		235			3				5	15	12	4	3	217	18
		240				4			5	15	11	6	3	221	19
		236			3				6	14	13	3	3	217	19

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	8	17	14	6			
		224			3				8	9	9	5	1	199	25
		252					5		5	17	14	5	NM		
		236			3				6	14	12	4	3	225	11
		250				4			8	14	13	6	4	231	19
		230			3				8	14	7	4	2	214	16
		231			3				6	13	11	4	NM		
		231			3				6	14	9	4	2	205	26
		266					5		8	17	12	6	2	212	54
		214		2					5	9	9	3	2	202	12
		214		2					4	8	7	5	2	212	2
		251				4			5	17	13	6	4	237	14
		242				4			6	16	11	5	3	229	13
		206	1						4	5	7	3	2	201	5
		247				4			7	16	13	4	4	234	13
		225			3				6	13	9	4	3	217	8
		228			3				7	12	9	4	3	224	4
		225			3				6	9	10	6	NM		
		253					5		7	16	12	6	5	250	3
		236			3				5	14	10	6	2	202	34
		232			3				6	12	12	5	3	217	15
		233			3				6	13	11	4	3	228	5
		249				4			6	17	13	4	NM		
		220		2					4	11	10	4	2	213	7
		243				4			7	17	10	5	4	238	5

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
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Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	8	17	14	6			
		228			3				6	11	10	5	2	201	27
		244				4			8	13	12	6	NM		
		244				4			6	15	13	4	NM		
		283					5		8	17	14	6	5	254	29
		226			3				5	10	10	5	2	205	21
		229			3				5	14	10	4	4	230	-1
		215		2					3	11	10	1	4	235	-20
		226			3				6	12	8	4	2	206	20
		224			3				5	11	11	4	2	212	12
		218		2					6	9	7	4	3	221	-3
		234			3				6	14	13	3	4	234	0
		247				4			7	16	12	4	2	210	37
		249				4			8	15	12	5	4	240	9
		234			3				7	13	11	3	4	232	2
		237				4			8	12	12	4	NM		
		273					5		7	17	14	6	4	242	31
		233			3				8	13	11	4	2	214	19
		252					5		8	15	14	4	4	233	19
		229			3				5	13	10	5	2	213	16
		232			3				7	13	9	6	3	226	6
		283					5		8	17	14	6	5	277	6
		283					5		8	17	14	6	5	250	33
		267					5		8	17	12	6	4	244	23
		213		2					5	8	8	2	2	200	13

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Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	8	17	14	6			
		258					5		8	16	12	6	4	230	28
		236			3				7	13	12	5	3	229	7
		261					5		8	15	14	6	4	243	18
		264					5		7	17	14	5	5	264	0
		248				4			8	16	10	5	4	233	15
		226			3				4	13	10	4	2	213	13
		186	1						1	7	5	1	1	164	22
		236			3				7	11	12	6	4	232	4
		236			3				5	13	12	6	4	232	4
		254					5		8	15	13	6	5	277	-23
		251				4			7	16	12	6	5	249	2
		246				4			7	15	13	5	4	240	6
		236			3				6	14	11	5	4	239	-3
		254					5		7	16	12	6	4	240	14
		228			3				6	12	11	4	4	239	-11
		216		2					6	7	9	3	3	218	-2
		236			3				8	12	11	4	4	232	4
		234			3				7	13	11	5	3	229	5
		221		2					5	11	9	4	4	245	-24
		242				4			6	14	13	6	3	226	16
		228			3				6	14	11	2	3	227	1
		231			3				6	12	10	5	3	221	10
		225			3				7	10	10	5	2	207	18
		233			3				4	13	14	4	NM		

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	8	17	14	6			
		265					5		8	16	13	6	3	225	40
		242				4			5	16	12	5	3	225	17
		226			3				7	11	11	3	3	218	8
		241				4			7	13	12	6	NM		
		237				4			7	14	9	6	3	223	14
		211		2					5	8	8	3	NM		
		244				4			6	17	10	5	4	235	9
		276					5		8	16	14	6	5	246	30
		240				4			7	14	13	4	4	239	1
		223			3				1	13	10	4	2	208	15
		239				4			5	15	12	5	3	220	19
		248				4			7	15	14	5	4	240	8
		218		2					3	10	9	4	NM		
		253					5		8	15	12	6	NM		
		264					5		8	16	14	5	5	251	13
		197	1						2	6	6	2	2	201	-4
		232			3				6	14	9	4	3	218	14
		231			3				6	13	11	4	4	234	-3
		223			3				4	11	10	5	3	217	6
		216		2					4	9	9	4	1	196	20
		167	1						3	4	1	2	1	196	-29
		268					5		8	17	13	5	4	233	35
		231			3				6	12	11	5	2	208	23
		250				4			8	16	10	6	4	245	5

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
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Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	8	17	14	6			
		256					5		8	15	13	6	5	257	-1
		220		2					6	9	10	5	NM		
		231			3				6	13	10	5	4	233	-2
		217		2					7	10	4	5	2	205	12
		253					5		8	16	12	5	5	271	-18
		240				4			5	15	12	5	2	210	30
		234			3				7	11	11	5	NM		
		240				4			6	14	14	5	3	223	17
		221		2					3	12	9	4	1	195	26
		236			3				7	13	11	5	NM		
		256					5		8	16	13	5	4	240	16
		237				4			7	14	12	5	3	223	14
		231			3				6	13	10	4	3	220	11
		271					5		8	17	12	6	5	249	22
		231			3				8	12	10	4	4	241	-10
		230			3				7	12	11	3	NM		
		257					5		8	16	12	6	4	238	19
		231			3				6	13	10	5	2	202	29
		228			3				6	10	12	5	NM		
		260					5		8	17	13	4	5	262	-2
		213		2					5	8	6	4	3	229	-16
		243				4			8	14	13	5	4	235	8
		248				4			7	16	12	5	4	234	14
		229			3				6	12	9	6	3	217	12

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School **FRANKLIN ACADEMY A**
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Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	8	17	14	6			
		232			3				5	13	10	6	3	217	15
		240				4			7	17	12	2	2	213	27
		248				4			7	17	12	4	3	224	24
		265					5		8	16	13	6	5	272	-7
		247				4			7	14	14	5	5	250	-3
		254					5		8	15	14	5	3	228	26
		245				4			8	15	10	6	4	230	15
		226			3				7	10	11	4	3	221	5
		213		2					5	9	8	2	1	199	14
		251				4			8	14	13	6	4	235	16
		215		2					3	12	7	3	1	192	23
		229			3				8	13	9	2	NM		
		252					5		7	16	14	4	4	240	12
		242				4			8	15	11	5	4	238	4
		247				4			7	15	13	5	5	253	-6
		283					5		8	17	14	6	5	247	36
		229			3				7	13	9	4	NM		
		247				4			7	15	13	6	4	234	13
		227			3				5	12	9	5	2	212	15
		245				4			7	16	13	3	3	228	17
		258					5		7	16	13	6	5	252	6
		213		2					4	8	9	1	1	196	17
		225			3				6	10	10	3	2	206	19
		257					5		8	16	13	5	5	246	11

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	**8**	**17**	**14**	**6**			
		234			3				7	13	11	3	1	198	36
		242				4			7	15	11	5	5	247	-5
		235			3				4	13	13	6	4	234	1
		283					5		8	17	14	6	5	263	20
		264					5		8	17	13	5	5	277	-13
		264					5		8	16	13	6	4	234	30
		218		2					5	8	11	3	3	220	-2
		226			3				6	11	10	4	2	211	15
		234			3				6	14	10	4	3	224	10
		240				4			7	15	10	6	2	215	25
		221		2					3	12	9	3	2	211	10

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  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
- **NT** – Not Tested
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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171 - 289)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible 9	15	10	11			
		253				4		7	15	10	9	4	249	4
		222		2				3	11	8	7	2	211	11
		212	1					4	11	4	5	1	195	17
		235			3			8	13	8	6	4	242	-7
		224		2				7	8	8	7	2	219	5
		245				4		7	13	9	10	4	243	2
		231			3			8	11	9	8	3	227	4
		243				4		8	12	10	9	3	227	16
		236			3			7	11	9	9	4	250	-14
		222		2				7	9	6	7	2	221	1
		255				4		8	14	9	9	4	242	13
		241			3			9	13	7	9	NM		
		226		2				7	11	8	6	3	231	-5
		232			3			5	12	10	6	3	222	10
		231			3			6	11	8	8	3	222	9
		243				4		8	12	10	9	5	260	-17
		266					5	9	15	9	10	5	264	2
		246				4		7	13	9	10	4	239	7
		289					5	9	15	10	11	5	283	6
		278					5	9	14	10	11	NM		
		217		2				6	8	7	4	2	221	-4
		232			3			7	13	5	9	NM		
		213		2				3	8	7	6	NM		
		230			3			8	10	8	7	2	218	12

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171 - 289)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible 9	15	10	11			
		221		2				6	9	7	5	3	233	-12
		268					5	9	14	10	10	4	246	22
		230			3			6	10	9	9	3	232	-2
		231			3			6	13	7	7	4	238	-7
		227		2				6	9	9	7	NM		
		237			3			6	12	9	8	3	230	7
		252				4		9	12	10	10	NM		
		212	1					5	6	7	5	1	204	8
		217		2				8	7	7	4	2	221	-4
		215		2				5	7	6	5	1	195	20
		255				4		9	12	9	11	4	241	14
		241			3			9	13	7	9	4	243	-2
		244				4		7	14	8	9	NM		
		248				4		8	13	10	10	4	237	11
		240			3			8	12	9	8	3	233	7
		246				4		7	14	10	8	4	242	4
		239			3			6	14	8	9	2	214	25
		225		2				5	9	8	9	4	241	-16
		243				4		9	12	7	10	4	240	3
		246				4		8	13	9	9	NM		
		207	1					7	4	5	3	1	206	1
		241			3			9	11	10	8	4	244	-3
		221		2				6	9	9	4	3	225	-4
		237			3			8	12	9	8	4	243	-6

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School **FRANKLIN ACADEMY A**
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Student Name	Student ID	Developmental Scale Score (171 - 289)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	9	15	10	11			
		259					5		9	13	10	10	4	249	10
		226		2					7	10	8	6	1	203	23
		214		2					5	9	4	6	1	206	8
		233			3				8	10	9	8	3	226	7
		211	1						4	6	6	6	1	202	9
		230			3				6	9	8	11	3	222	8
		236			3				8	13	8	6	NM		
		196	1						2	5	5	2	1	202	-6
		237			3				7	13	8	8	3	223	14
		239			3				7	13	9	8	4	249	-10
		237			3				7	12	9	8	NM		
		229			3				6	12	7	7	NM		
		218		2					6	8	6	7	2	214	4
		234			3				8	10	9	9	5	253	-19
		250				4			8	12	10	10	4	249	1
		231			3				7	11	8	8	2	219	12
		205	1						4	8	4	3	2	214	-9
		240			3				7	13	9	8	3	230	10
		229			3				6	13	6	8	3	223	6
		224		2					7	11	4	7	2	221	3
		272					5		9	15	10	10	5	277	-5
		234			3				7	11	10	6	3	223	11
		218		2					5	7	7	7	4	241	-23
		225		2					6	11	6	8	NM		

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171 - 289)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	**9**	**15**	**10**	**11**			
		264					5	9	14	10	10	5	273	-9
		229			3			8	13	4	7	1	204	25
		228			3			7	13	6	5	2	211	17
		232			3			5	14	9	7	3	231	1
		267					5	9	15	9	10	4	250	17
		279					5	9	14	10	11	5	268	11
		245				4		8	14	9	8	4	239	6
		227		2				5	12	8	5	3	228	-1
		190	1					1	4	3	4	1	199	-9
		221		2				6	9	6	7	NM		
		264					5	9	15	10	9	4	246	18
		239			3			7	12	9	7	3	228	11
		204	1					6	6	4	3	NM		
		221		2				8	8	5	8	NM		
		229			3			5	13	6	9	3	225	4
		240			3			8	13	8	8	NM		
		245				4		8	12	9	10	NM		
		229			3			6	11	8	7	3	226	3
		226		2				7	10	8	7	2	215	11
		197	1					6	4	1	4	1	200	-3
		237			3			7	14	8	7	4	238	-1
		266					5	9	14	9	11	NM		
		237			3			7	12	9	9	4	241	-4
		241			3			7	13	8	10	3	236	5

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171 - 289)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	9	15	10	11			
		234			3				6	12	8	10	4	237	-3
		230			3				5	15	6	7	3	235	-5
		244				4			8	13	10	8	4	240	4
		232			3				6	13	7	7	4	245	-13
		220		2					5	10	8	6	3	228	-8
		215		2					5	8	7	4	NM		
		237			3				8	10	9	10	3	234	3
		247				4			7	12	10	10	4	240	7
		223		2					8	4	9	8	NM		
		224		2					7	9	8	6	2	217	7
		264					5		9	15	9	10	NM		
		217		2					5	6	8	6	3	222	-5
		234			3				8	12	7	7	2	218	16
		216		2					6	9	6	5	2	218	-2
		209	1						6	6	4	5	2	210	-1
		239			3				8	12	10	7	3	225	14
		230			3				7	12	8	5	2	212	18
		224		2					7	8	8	7	1	198	26
		216		2					6	6	6	6	2	211	5
		231			3				6	11	9	9	2	213	18
		251				4			8	14	10	8	4	249	2
		244				4			9	13	8	9	4	243	1
		207	1						6	4	4	7	1	205	2
		264					5		8	15	10	10	4	238	26

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School **FRANKLIN ACADEMY A**
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District ID **06**

Student Name	Student ID	Developmental Scale Score (171 - 289)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012
								Points Possible	**9**	**15**	**10**	**11**			
		193	1						4	6	2	3	1	197	-4
		242			3				9	11	9	10	3	222	20
		220		2					7	10	6	5	NM		

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	FCAT Equivalent Scale Score (100 - 500)	Achievement Level					Points Earned by Content Area			
			Level 1 (100 - 272)	Level 2 (273 - 322)	Level 3 (323 - 376)	Level 4 (377 - 416)	Level 5 (417 - 500)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible	**10**	**16**	**16**	**14**
		373			3			10	15	11	11
		371			3			9	13	13	13
		306		2				10	13	7	7
		360			3			8	14	12	12
		355			3			8	13	12	11
		356			3			7	12	12	14
		410				4		10	13	15	13
		366			3			7	16	12	12
		187	1					0	4	3	6
		389				4		9	14	14	13
		382				4		10	13	13	12
		339			3			8	14	10	10
		373			3			10	14	13	11
		365			3			9	14	12	12
		272	1					8	8	6	5
		361			3			8	16	11	12
		310		2				6	10	12	9
		472					5	10	15	15	14
		346			3			8	10	12	12
		400				4		9	15	13	14
		384				4		10	15	11	13
		405				4		9	14	14	14
		400				4		9	16	13	13
		337			3			6	13	11	11
		294		2				6	8	9	10
		374			3			10	13	11	14
		470					5	9	16	15	14
		391				4		10	14	11	13
		392				4		9	14	13	14
		345			3			9	13	11	10

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
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Student Name	Student ID	FCAT Equivalent Scale Score (100 - 500)	Achievement Level					Points Earned by Content Area			
			Level 1 (100 - 272)	Level 2 (273 - 322)	Level 3 (323 - 376)	Level 4 (377 - 416)	Level 5 (417 - 500)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible	**10**	**16**	**16**	**14**
		342			3			10	11	12	10
		350			3			9	13	9	12
		406				4		8	15	14	14
		323			3			5	12	9	12
		293		2				6	6	9	10
		373			3			10	14	13	11
		500					5	10	16	16	14
		414				4		8	15	15	14
		351			3			9	12	11	12
		334			3			8	9	13	11
		308		2				7	13	6	8
		341			3			5	14	12	11
		308		2				6	8	10	11
		347			3			8	13	10	12
		394				4		9	14	15	12
		401				4		9	15	13	13
		296		2				5	11	8	10
		334			3			9	12	8	12
		444					5	10	15	15	13
		213	1					3	4	6	3
		329			3			6	11	9	13
		368			3			8	15	12	11
		238	1					2	8	3	7
		386				4		9	16	13	11
		353			3			10	12	12	11
		284		2				6	7	9	7
		369			3			10	12	15	10
		305		2				7	9	8	10
		329			3			5	15	9	11
		381				4		9	14	15	11

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School **FRANKLIN ACADEMY A**
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District ID **06**

Student Name	Student ID	FCAT Equivalent Scale Score (100 - 500)	Achievement Level					Points Earned by Content Area			
			Level 1 (100 - 272)	Level 2 (273 - 322)	Level 3 (323 - 376)	Level 4 (377 - 416)	Level 5 (417 - 500)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible	**10**	**16**	**16**	**14**
		355			3			8	11	12	12
		338			3			7	14	10	12
		315		2				7	11	10	10
		359			3			10	14	13	10
		384				4		10	16	11	12
		319		2				8	9	9	11
		383				4		9	14	14	13
		334			3			8	14	8	11
		358			3			8	12	12	14
		419					5	10	15	13	14
		337			3			8	11	13	10
		220	1					4	7	4	7
		324			3			8	8	10	13
		296		2				7	10	9	8
		254	1					4	10	6	7
		428					5	10	14	15	13
		426					5	10	16	13	14
		299		2				8	9	11	6
		277		2				4	10	9	5
		397				4		9	15	14	12
		349			3			7	14	14	11
		342			3			9	10	14	9
		371			3			8	16	11	13
		384				4		8	14	16	11
		357			3			9	13	11	12
		307		2				7	9	10	8
		354			3			9	14	11	12
		398				4		9	15	13	13
		392				4		9	16	12	13
		360			3			9	16	10	10

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District ID **06**

Student Name	Student ID	FCAT Equivalent Scale Score (100 - 500)	Achievement Level					Points Earned by Content Area			
			Level 1 (100 - 272)	Level 2 (273 - 322)	Level 3 (323 - 376)	Level 4 (377 - 416)	Level 5 (417 - 500)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible 10	16	16	14
		350			3			6	15	13	11
		431					5	10	15	15	12
		304		2				5	15	8	8
		330			3			9	10	14	10
		375			3			8	13	12	14
		266	1					5	8	7	7
		312		2				7	11	8	9
		346			3			7	14	13	10
		359			3			8	12	13	13
		381				4		9	11	15	13
		333			3			9	13	12	7
		263	1					7	7	8	7
		270	1					5	6	9	8
		366			3			9	15	11	12
		371			3			8	15	12	13
		359			3			9	13	11	13
		388				4		10	15	13	11
		354			3			4	13	15	13
		252	1					5	8	7	5
		442					5	10	16	14	13
		369			3			9	13	11	14
		341			3			9	12	9	12
		285		2				4	10	8	8
		256	1					4	8	6	7
		359			3			9	11	12	12
		387				4		9	14	14	12
		331			3			7	12	11	10
		331			3			9	13	13	9
		381				4		9	13	12	13
		256	1					4	8	6	8

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  - **NR3** = Marked Do Not Score
  - **NR5** = Off-Grade Tester
  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
- **NT** – Not Tested
- FCAT 2.0 scores were adjusted so that student performance can be expressed on the FCAT Equivalent scale.

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Science
School Report of Students
Spring 2012
Grade 5

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	FCAT Equivalent Scale Score (100 - 500)	Achievement Level					Points Earned by Content Area			
			Level 1 (100 - 272)	Level 2 (273 - 322)	Level 3 (323 - 376)	Level 4 (377 - 416)	Level 5 (417 - 500)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible	**10**	**16**	**16**	**14**
		429					5	9	16	15	13
		379				4		8	16	14	11
		361			3			7	14	14	11
		395				4		9	15	13	13
		301		2				6	11	7	10
		270	1					4	8	9	7
		232	1					5	4	6	4
		370			3			10	13	13	12
		360			3			9	13	12	11
		363			3			10	13	12	11
		414				4		10	16	12	13
		380				4		9	16	10	13
		351			3			8	13	11	11

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  NR3 = Marked Do Not Score **NR6** = Duplicate Record **NR8** = FDOE Invalidated
- **NT** – Not Tested
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Science
District Report of Schools
Spring 2012
Grade 5

District **BROWARD**
District ID **06**

	Number of Students	FCAT Equivalent Mean Scale Score (100 - 500)	Percent in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (100 - 272)	Level 2 (273 - 322)	Level 3 (323 - 376)	Level 4 (377 - 416)	Level 5 (417 - 500)	Levels 3 - 5	Nature of Science	Earth and Space Science	Physical Science	Life Science
Points Possible									10	16	16	14
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	153	**358**	3	18	50	16	12	**78**	8	13	12	11
5051 – CITY OF PEMBROKE PINESCHARTER	323	**353**	4	24	39	22	11	**71**	8	13	12	11
5012 – FRANKLIN ACADEMY A	133	**350**	11	14	46	22	8	**75**	8	12	11	11
5141 – SOMERSET ACADEMY	174	**331**	13	30	39	13	5	**56**	7	11	11	10
3661 – SUNSET LAKES ELEMENTARY SCHOOL	154	**353**	10	16	40	24	11	**75**	8	13	12	10

- To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least 10 and when the performance of individuals is not disclosed. A dash (—) appears when data are suppressed.
- Percentages are rounded to the nearest whole number.
- Content area results are not intended for comparison across administrations.
- FCAT 2.0 scores were adjusted so that student performance can be expressed on the FCAT Equivalent scale.

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Mathematics
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Grade 3

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (140 - 260)	Percentage in Each Achievement Level						Mean Points Earned by Content Area		
			Level 1 (140 - 182)	Level 2 (183 - 197)	Level 3 (198 - 213)	Level 4 (214 - 228)	Level 5 (229 - 260)	Levels 3 - 5	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement
									Points Possible 21	10	13
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	135	**211**	10	19	24	27	19	**70**	16	7	10
5051 – CITY OF PEMBROKE PINESCHARTER	314	**217**	4	13	30	29	25	**84**	17	8	11
5012 – FRANKLIN ACADEMY A	110	**215**	5	12	29	28	25	**83**	17	8	11
5141 – SOMERSET ACADEMY	149	**214**	8	16	27	25	24	**76**	17	7	11
3661 – SUNSET LAKES ELEMENTARY SCHOOL	177	**208**	14	16	28	24	18	**69**	16	7	10

- To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten or all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.
- Percentages may not add to 100 due to rounding.
- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
- Content area results are not intended for comparison across administrations.

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School FRANKLIN ACADEMY A
School ID 5012
District BROWARD
District ID 06

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area			Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
			Level 1 (140 - 182)	Level 2 (183 - 197)	Level 3 (198 - 213)	Level 4 (214 - 228)	Level 5 (229 - 260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement			
								Points Possible 21	10	13			
		260					5	21	10	13			
		202			3			18	5	11			
		237					5	19	10	13			
		164	1					7	3	7			
		209			3			16	9	11			
		208			3			18	8	11			
		192		2				13	4	10			
		212			3			18	8	12			
		221				4		19	9	12			
		260					5	21	10	13			
		225				4		19	10	11			
		225				4		19	10	12			
		240					5	20	10	13			
		215				4		19	7	13			
		260					5	21	10	13			
		242					5	20	10	13			
		228				4		21	9	12			
		207			3			19	6	12			
		260					5	21	10	13			
		232					5	20	10	12			
		217				4		17	10	11			
		251					5	21	10	12			
		234					5	20	10	12			
		237					5	19	10	13			

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  - **NR2** = Did Not Meet Attemptedness Criteria
  - **NR3** = Marked Do Not Score
  - **NR5** = Off-Grade Tester
  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
- **NT** = Not Tested

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School FRANKLIN ACADEMY A
School ID 5012
District BROWARD
District ID 06

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (140 - 182)	Level 2 (183 - 197)	Level 3 (198 - 213)	Level 4 (214 - 228)	Level 5 (229 - 260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible 21	10	13			
		190		2				14	4	8			
		238					5	21	9	13			
		195		2				17	2	11			
		214				4		17	8	13			
		220				4		19	9	13			
		236					5	21	9	13			
		220				4		19	8	13			
		260					5	21	10	13			
		197		2				13	8	8	1	172	25
		227				4		19	10	12			
		195		2				14	5	11			
		212			3			18	8	11			
		187		2				8	6	10			
		204			3			18	5	12			
		216				4		18	10	10			
		204			3			17	6	10			
		188		2				13	5	7			
		191		2				11	4	11	1	179	12
		228				4		19	10	12			
		154	1					5	3	2	1	150	4
		214				4		19	8	10			
		217				4		19	9	11			
		182	1					12	0	9			
		199			3			15	6	10			

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School FRANKLIN ACADEMY A
School ID 5012
District BROWARD
District ID 06

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (140 - 182)	Level 2 (183 - 197)	Level 3 (198 - 213)	Level 4 (214 - 228)	Level 5 (229 - 260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	21	10	13			
		232					5	19	10	13			
		213			3			17	9	13			
		245					5	21	10	12			
		218				4		19	9	11			
		203			3			15	8	10			
		213			3			19	7	12			
		221				4		18	9	13			
		220				4		19	9	12			
		205			3			17	8	10			
		204			3			15	9	9	2	192	12
		217				4		16	10	13			
		206			3			17	7	11			
		183		2				14	2	5			
		175	1					11	2	5			
		213			3			18	8	10			
		228				4		20	9	13			
		209			3			18	8	11			
		219				4		18	10	11			
		226				4		20	9	12			
		248					5	21	10	12			
		213			3			16	10	10			
		207			3			15	8	12			
		215				4		19	8	12			
		206			3			16	9	9			

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School FRANKLIN ACADEMY A
School ID 5012
District BROWARD
District ID 06

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area			Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
			Level 1 (140 - 182)	Level 2 (183 - 197)	Level 3 (198 - 213)	Level 4 (214 - 228)	Level 5 (229 - 260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement			
								Points Possible 21	10	13			
		203			3			17	7	11			
		235					5	19	10	13			
		187		2				11	3	11			
		236					5	20	10	12			
		210			3			20	8	8			
		207			3			12	10	12			
		229					5	20	9	13			
		251					5	20	10	13			
		202			3			13	8	11			
		233					5	21	10	11			
		229					5	20	9	13			
		201			3			14	6	13			
		227				4		19	10	12			
		217				4		19	9	12			
		240					5	20	10	13			
		183		2				13	1	8			
		221				4		20	8	13			
		215				4		18	9	11			
		223				4		20	9	12			
		200			3			14	8	8			
		232					5	21	9	12			
		222				4		20	9	11			
		200			3			15	6	11			
		198			3			13	5	13			

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  - **NR8** = FDOE Invalidated
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (140 - 182)	Level 2 (183 - 197)	Level 3 (198 - 213)	Level 4 (214 - 228)	Level 5 (229 - 260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible 21	10	13			
		210			3			18	8	11			
		186		2				13	4	7			
		248					5	20	10	13			
		177	1					9	2	6			
		207			3			20	6	11			
		189		2				14	3	10			
		235					5	19	10	13			
		235					5	19	10	13			
		201			3			13	9	8			
		216				4		17	9	12			
		216				4		19	9	11			
		176	1					9	1	8	1	156	20
		209			3			19	7	12			
		217				4		17	10	12			

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Reading
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Grade 3

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (140 - 260)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (140 - 181)	Level 2 (182 - 197)	Level 3 (198 - 209)	Level 4 (210 - 226)	Level 5 (227 - 260)	Levels 3 - 5	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
Points Possible									**8**	**16**	**13**	**8**
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	136	**207**	14	18	26	24	17	**68**	6	12	9	6
5051 – CITY OF PEMBROKE PINESCHARTER	314	**214**	5	15	24	29	27	**80**	7	13	10	6
5012 – FRANKLIN ACADEMY A	110	**215**	8	11	21	31	29	**81**	7	13	10	7
5141 – SOMERSET ACADEMY	149	**211**	6	19	21	34	20	**75**	7	12	10	6
3661 – SUNSET LAKES ELEMENTARY SCHOOL	177	**206**	12	18	24	31	14	**69**	6	12	9	6

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Reading
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area					Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
			Level 1 (140 - 181)	Level 2 (182 - 197)	Level 3 (198 - 209)	Level 4 (210 - 226)	Level 5 (227 - 260)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process			
								Points Possible	**8**	**16**	**13**	**8**			
		234					5		8	15	13	7			
		213				4			6	16	9	6			
		238					5		8	15	13	8			
		187		2					4	6	8	6			
		207			3				7	13	9	6			
		215				4			8	12	12	8			
		174	1						3	8	3	3			
		222				4			8	13	12	8			
		206			3				7	12	8	7			
		233					5		8	15	12	8			
		199			3				6	11	7	7			
		231					5		8	15	12	7			
		222				4			8	15	10	8			
		215				4			8	15	8	8			
		225				4			8	14	11	8			
		217				4			7	14	11	7			
		234					5		7	15	13	8			
		207			3				5	13	11	5			
		226				4			8	15	11	8			
		217				4			7	16	9	7			
		206			3				7	13	8	7			
		230					5		7	16	11	8			
		260					5		8	16	13	8			
		247					5		8	15	13	8			

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Reading
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (140 - 181)	Level 2 (182 - 197)	Level 3 (198 - 209)	Level 4 (210 - 226)	Level 5 (227 - 260)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	8	16	13	8			
		187		2					4	9	5	4			
		246					5		7	16	13	8			
		246					5		8	16	13	7			
		222				4			8	15	12	6			
		205			3				8	12	8	7			
		237					5		8	16	11	8			
		217				4			7	13	12	8			
		212				4			7	12	13	7			
		180	1						4	7	6	3	1	180	0
		233					5		8	15	12	8			
		231					5		7	16	11	8			
		208			3				7	13	12	6			
		194		2					4	12	8	5			
		236					5		8	16	12	8			
		221				4			8	14	12	7			
		180	1						1	10	8	3			
		177	1						6	4	4	5			
		176	1						4	8	4	3	1	140	36
		239					5		8	15	13	8			
		179	1						4	5	6	3	1	140	39
		215				4			8	12	11	8			
		203			3				6	9	10	8			
		185		2					4	8	8	4			
		211				4			7	14	9	7			

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (140 - 181)	Level 2 (182 - 197)	Level 3 (198 - 209)	Level 4 (210 - 226)	Level 5 (227 - 260)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	8	16	13	8			
		260					5		8	16	13	8			
		260					5		8	16	13	8			
		251					5		8	16	12	8			
		208			3				7	12	11	7			
		215				4			8	13	11	8			
		212				4			7	15	10	7			
		227					5		8	13	13	8			
		229					5		7	14	13	8			
		212				4			8	13	11	6			
		217				4			8	14	9	8	2	193	24
		214				4			7	13	11	8			
		203			3				6	11	11	7			
		206			3				6	13	9	8			
		177	1						2	10	3	3			
		210				4			8	12	11	7			
		260					5		8	16	13	8			
		159	1						2	6	1	2			
		204			3				6	14	10	5			
		226				4			8	14	13	7			
		228					5		8	15	12	7			
		216				4			7	15	11	6			
		205			3				7	13	9	6			
		219				4			7	14	12	7			
		212				4			8	13	11	6			

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Reading
School Report of Students
Spring 2013
Grade 3

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area				Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
			Level 1 (140 - 181)	Level 2 (182 - 197)	Level 3 (198 - 209)	Level 4 (210 - 226)	Level 5 (227 - 260)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process			
								Points Possible 8	16	13	8			
		194		2				4	11	6	7			
		260					5	8	16	13	8			
		198			3			7	9	11	4			
		232					5	8	14	13	8			
		249					5	8	16	12	8			
		196		2				6	11	9	4			
		235					5	7	16	12	8			
		232					5	8	15	11	8			
		198			3			7	8	8	7			
		214				4		6	13	11	8			
		246					5	7	16	13	8			
		199			3			7	12	9	3			
		212				4		7	12	12	7			
		195		2				6	8	12	5			
		211				4		8	13	11	6			
		199			3			6	10	9	5			
		201			3			8	11	8	5			
		206			3			7	12	9	7			
		234					5	8	16	12	7			
		182		2				3	7	7	3			
		220				4		8	16	10	7			
		211				4		6	15	11	5			
		195		2				8	9	9	4			
		216				4		7	14	11	7			

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School Report of Students
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Grade 3

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (140 - 181)	Level 2 (182 - 197)	Level 3 (198 - 209)	Level 4 (210 - 226)	Level 5 (227 - 260)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	8	16	13	8			
		217				4			7	13	11	8			
		200			3				5	10	11	6			
		225				4			8	15	11	7			
		194		2					6	11	8	3			
		228					5		7	16	12	7			
		182		2					2	6	9	5			
		247					5		7	16	13	8			
		249					5		8	16	12	8			
		203			3				7	14	8	5			
		202			3				8	9	10	7			
		216				4			7	15	10	7			
		159	1						3	4	3	2	1	167	-8
		209			3				6	14	9	6			
		197		2					6	9	10	5			

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Mathematics
District Report of Schools
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Grade 4

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (155 - 271)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)	Levels 3 - 5		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement
									Points Possible	18	10	12
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	139	**230**	8	11	23	29	29	**81**		15	8	10
5051 – CITY OF PEMBROKE PINESCHARTER	326	**229**	4	12	24	33	28	**84**		16	8	10
5012 – FRANKLIN ACADEMY A	138	**226**	4	14	32	28	23	**83**		15	8	10
5141 – SOMERSET ACADEMY	151	**228**	4	13	31	26	26	**83**		15	8	10
3661 – SUNSET LAKES ELEMENTARY SCHOOL	131	**226**	8	12	25	29	25	**79**		15	7	10

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- Percentages may not add to 100 due to rounding.
- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
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Grade 5

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (163 - 279)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)	Levels 3 - 5		Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement
									Points Possible	22	10	14
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	145	**232**	4	19	32	22	23	**77**		15	7	9
5051 – CITY OF PEMBROKE PINESCHARTER	324	**230**	9	23	29	24	16	**69**		15	7	8
5012 – FRANKLIN ACADEMY A	138	**229**	5	21	34	25	15	**74**		15	7	9
5141 – SOMERSET ACADEMY	173	**232**	5	21	28	26	20	**73**		15	8	9
3661 – SUNSET LAKES ELEMENTARY SCHOOL	142	**233**	7	18	27	25	23	**75**		16	7	9

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Grade 6

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (170 - 284)	Percentage in Each Achievement Level						Mean Points Earned by Content Area		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Levels 3 - 5	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement
Points Possible									**18**	**17**	**9**
5081 – CITY/PEMBROKE PINES CHARTER MIDDLE	438	**239**	7	15	31	29	19	**79**	12	12	6
5012 – FRANKLIN ACADEMY A	167	**230**	14	27	27	25	7	**59**	10	11	4
2021 – GLADES MIDDLE SCHOOL	498	**232**	16	20	26	20	18	**64**	10	11	5
3331 – SILVER TRAIL MIDDLE SCHOOL	523	**236**	10	16	29	26	19	**73**	11	12	5
5151 – SOMERSET ACADEMY MIDDLE SCHOOL	270	**236**	6	19	39	26	11	**75**	11	12	5

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Spring 2013
Grade 7

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (179 - 292)	Percentage in Each Achievement Level						Mean Points Earned by Content Area				
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)	**Levels 3 - 5**		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability
									Points Possible	**11**	**12**	**13**	**8**
5081 – CITY/PEMBROKE PINES CHARTER MIDDLE	350	**244**	8	13	36	32	11	**79**		8	8	8	6
5012 – FRANKLIN ACADEMY A	181	**240**	10	20	41	18	9	**69**		7	7	7	5
2021 – GLADES MIDDLE SCHOOL	439	**232**	25	27	29	15	4	**49**		6	6	7	4
3331 – SILVER TRAIL MIDDLE SCHOOL	430	**246**	8	16	29	27	20	**76**		8	8	9	6
5151 – SOMERSET ACADEMY MIDDLE SCHOOL	253	**242**	6	17	40	30	6	**77**		7	8	8	5

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Grade 4

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155 - 271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	18	10	12			
		199		2					10	5	7	2	194	5
		217			3				17	7	7	3	198	19
		201		2					13	2	7	2	193	8
		210			3				14	6	8	2	197	13
		226				4			16	9	9	3	203	23
		207		2					15	4	9	3	211	-4
		234				4			17	9	11	3	211	23
		254					5		18	10	11	5	260	-6
		223			3				17	7	10	5	233	-10
		219			3				15	9	9	4	215	4
		208		2					10	8	10	1	177	31
		203		2					14	4	6	3	210	-7
		214			3				14	6	11			
		271					5		18	10	12	5	239	32
		232				4			16	10	11	4	226	6
		271					5		18	10	12	5	240	31
		246					5		17	10	12			
		209		2					12	6	10	1	185	24
		271					5		18	10	12	5	260	11
		219			3				16	6	11	3	199	20
		233				4			16	9	11	4	220	13
		202		2					13	2	8	2	197	5
		237				4			17	9	11	4	214	23
		250					5		17	10	12	3	213	37

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Grade 4

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155 - 271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	18	10	12			
		228				4			16	9	9	4	218	10
		229				4			16	10	9	5	260	-31
		226				4			18	7	11	2	195	31
		213			3				14	7	9	2	191	22
		248					5		18	10	11	4	217	31
		211			3				17	3	9	3	208	3
		222			3				13	10	10	3	206	16
		229				4			16	9	10	3	199	30
		218			3				16	7	9	3	202	16
		222			3				15	7	11	4	215	7
		259					5		18	10	11	5	230	29
		210			3				14	6	7	3	205	5
		230				4			17	9	9	3	207	23
		207		2					13	4	10	3	200	7
		216			3				15	5	12	4	223	-7
		219			3				14	9	8	3	205	14
		213			3				15	6	10	3	198	15
		216			3				13	6	12			
		190	1						7	1	8	1	176	14
		214			3				14	5	12	3	209	5
		225				4			15	9	11	4	227	-2
		200		2					10	6	5	2	192	8
		231				4			18	8	10	4	228	3
		199		2					9	5	7	1	186	13

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155 - 271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	18	10	12			
		223			3				18	7	9	4	218	5
		229				4			16	9	11	4	220	9
		229				4			16	8	12	4	228	1
		242					5		18	9	11	3	211	31
		189	1						6	5	6	2	190	-1
		246					5		17	10	11	5	235	11
		222			3				14	9	11	2	193	29
		233				4			17	9	10	4	218	15
		207		2					12	6	9	3	208	-1
		188	1						7	5	3	1	178	10
		231				4			16	9	12	4	225	6
		216			3				13	7	11	3	199	17
		228				4			16	10	8	4	219	9
		245					5		17	10	12	4	223	22
		219			3				16	8	6	3	201	18
		240					5		18	9	11	5	242	-2
		271					5		18	10	12			
		227				4			16	9	10	3	210	17
		220			3				14	8	11	4	215	5
		215			3				13	7	11			
		210			3				13	5	11			
		215			3				16	4	11	5	235	-20
		241					5		17	9	12	4	222	19
		196	1						12	1	7	1	177	19

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
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Student Name	Student ID	Developmental Scale Score (155 - 271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	18	10	12			
		240					5		17	10	11	4	222	18
		221			3				15	7	11	3	207	14
		230				4			17	8	11	3	202	28
		243					5		18	10	10	4	223	20
		205		2					10	4	11	3	204	1
		243					5		18	9	11	5	241	2
		217			3				17	6	9	3	201	16
		200		2					13	4	7	2	188	12
		243					5		18	9	11	4	220	23
		254					5		18	10	11	4	221	33
		232				4			18	8	11	3	207	25
		223			3				15	9	10	4	228	-5
		238				4			18	9	11	4	218	20
		243					5		18	10	10	4	224	19
		239				4			16	10	12	5	232	7
		239				4			18	9	11	4	220	19
		233				4			16	10	11	5	244	-11
		242					5		16	10	12	3	213	29
		181	1						6	3	4	2	189	-8
		271					5		18	10	12	5	233	38
		214			3				15	7	8	3	207	7
		235				4			17	9	11	3	207	28
		219			3				15	9	8	2	191	28
		237				4			18	8	12	3	201	36

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
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Student Name	Student ID	Developmental Scale Score (155 - 271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	18	10	12			
		214			3				15	6	10	3	211	3
		219			3				16	8	10	3	209	10
		200		2					9	5	8	3	203	-3
		215			3				16	8	6	3	206	9
		271					5		18	10	12	4	219	52
		245					5		18	10	11	5	235	10
		211			3				16	7	5	2	189	22
		215			3				16	6	9	2	197	18
		208		2					15	1	12	2	192	16
		220			3				16	8	9	3	208	12
		254					5		18	10	11	5	260	-6
		202		2					13	3	8	3	202	0
		209		2					14	5	8	3	206	3
		271					5		18	10	12	4	224	47
		221			3				16	8	8	4	214	7
		236				4			18	9	10	3	208	28
		234				4			17	10	9	4	220	14
		231				4			16	9	11	4	225	6
		215			3				14	7	10	3	199	16
		210			3				12	5	11	2	196	14
		225				4			17	8	10	3	202	23
		222			3				16	7	10	4	218	4
		252					5		17	10	12	4	226	26
		220			3				14	9	10	5	237	-17

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155 - 271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	18	10	12			
		226				4			16	9	10	3	210	16
		227				4			17	8	11			
		254					5		18	10	11			
		271					5		18	10	12			
		200		2					10	5	6	2	187	13
		218			3				16	6	10	3	204	14
		231				4			16	10	10	5	243	-12
		226				4			16	9	10	2	196	30
		209		2					15	5	8	4	221	-12
		252					5		17	10	12	4	225	27
		238				4			16	9	12	4	224	14
		235				4			16	10	11	4	228	7
		215			3				14	7	11	4	218	-3
		220			3				15	7	11	3	203	17
		236				4			18	10	9	4	228	8
		224				4			15	8	12	3	205	19
		245					5		18	9	12	5	230	15
		252					5		18	10	11	4	225	27

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  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (163 - 279)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible 22	10	14			
		236				4		19	7	9	4	227	9
		242				4		20	7	11	5	249	-7
		215		2				13	4	6	2	199	16
		243				4		18	9	12	4	237	6
		228			3			13	7	10	4	224	4
		254					5	22	8	13	4	231	23
		249					5	20	9	12	5	271	-22
		221			3			15	6	5	2	208	13
		237				4		20	8	8	4	229	8
		250					5	20	9	12	4	235	15
		210		2				7	6	6	1	194	16
		229			3			15	8	8	3	221	8
		209		2				11	5	3	3	213	-4
		243				4		20	7	12	3	223	20
		232			3			18	8	8	4	224	8
		231			3			15	9	10	3	214	17
		239				4		20	8	10	5	253	-14
		234				4		15	9	10	5	249	-15
		251					5	21	9	11	5	250	1
		234				4		15	8	10	4	236	-2
		227			3			14	8	8	4	227	0
		220			3			11	6	9	1	187	33
		242				4		18	9	11	3	217	25
		218		2				10	7	7	2	204	14

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (163 - 279)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)		Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	22	10	14			
		204	1						7	4	3	2	208	-4
		217		2					12	3	9	3	212	5
		230			3				19	6	7	4	234	-4
		250					5		20	6	14			
		174	1						3	3	1	1	170	4
		222			3				16	6	6	2	209	13
		244				4			19	7	12	4	224	20
		226			3				13	9	8	4	231	-5
		230			3				16	6	9	3	220	10
		230			3				16	7	10	3	214	16
		208		2					8	6	4	3	215	-7
		257					5		22	7	14	5	259	-2
		216		2					13	5	6	2	201	15
		232			3				15	8	10	4	226	6
		229			3				13	7	11	3	215	14
		238				4			18	9	9	4	228	10
		240				4			17	8	12	5	271	-31
		219		2					12	6	6	3	221	-2
		229			3				13	7	12	4	231	-2
		223			3				14	8	6	3	218	5
		226			3				15	6	8	3	220	6
		234				4			16	7	11	3	223	11
		250					5		21	9	12	5	271	-21
		213		2					9	4	7	3	214	-1

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (163 - 279)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible 22	10	14			
		258					5	21	9	13	4	237	21
		189	1					6	4	1	2	197	-8
		211		2				9	5	6	2	202	9
		203	1					6	6	3	1	185	18
		229			3			13	7	12	3	219	10
		220			3			10	7	7	2	202	18
		234				4		16	10	9	4	228	6
		213		2				10	6	5	2	198	15
		266					5	22	9	13	5	240	26
		234				4		15	9	10	4	224	10
		242				4		21	7	10	4	233	9
		252					5	22	10	10	5	271	-19
		221			3			14	7	6	4	226	-5
		214		2				7	7	8	3	217	-3
		248					5	20	9	11	5	240	8
		NT											
		201	1					5	5	4	2	198	3
		221			3			11	7	9	3	222	-1
		205		2				9	6	3	2	201	4
		245				4		18	8	13	5	242	3
		236				4		18	6	11	3	211	25
		217		2				13	7	5	3	217	0
		229			3			14	9	8	3	219	10
		217		2				12	6	6	3	215	2

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Student Name	Student ID	Developmental Scale Score (163 - 279)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible 22	10	14			
		248					5	20	9	11	4	228	20
		241				4		20	8	11			
		252					5	21	9	11	5	240	12
		234				4		19	9	6	5	247	-13
		230			3			19	8	6	5	260	-30
		231			3			15	8	9	2	202	29
		234				4		17	6	11	4	236	-2
		222			3			12	6	9			
		259					5	21	9	13	5	243	16
		221			3			13	7	6	4	228	-7
		213		2				13	3	7	1	174	39
		239				4		18	7	12	4	237	2
		219		2				14	7	3	3	213	6
		236				4		19	7	10	4	235	1
		216		2				11	6	6	2	200	16
		223			3			16	5	6	3	218	5
		222			3			14	6	8	5	240	-18
		221			3			13	7	6	3	216	5
		249					5	21	9	11	5	240	9
		260					5	21	9	13	5	271	-11
		246				4		19	9	13	5	260	-14
		245				4		21	8	11	4	227	18
		203	1					8	6	2	2	203	0
		219		2				12	6	6	4	225	-6

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Student Name	Student ID	Developmental Scale Score (163 - 279)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible 22	10	14			
		218		2				11	7	8	2	207	11
		226			3			15	6	7	4	226	0
		236				4		18	7	10	4	235	1
		217		2				7	7	10	3	210	7
		163	1					3	1	1	1	155	8
		229			3			17	6	8	4	235	-6
		239				4		18	8	11	5	244	-5
		230			3			15	7	10	3	220	10
		239				4		18	7	11	5	250	-11
		215		2				10	7	7	3	214	1
		249					5	19	10	12	5	240	9
		223			3			13	7	7	3	214	9
		223			3			13	6	10	2	206	17
		226			3			14	8	8	3	210	16
		221			3			10	7	9	3	210	11
		216		2				12	5	5	3	211	5
		226			3			13	7	10	4	224	2
		252					5	21	8	12	5	244	8
		255					5	21	9	13	5	241	14
		221			3			13	6	8	3	220	1
		226			3			15	7	8	4	228	-2
		243				4		19	7	12	5	271	-28
		238				4		20	7	9	4	226	12
		225			3			15	5	9	3	214	11

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (163 - 279)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible 22	10	14			
		228			3			15	7	9	2	206	22
		232			3			18	8	8	3	220	12
		232			3			16	8	11	3	215	17
		224			3			14	5	9	3	221	3
		210		2				9	5	5	2	205	5
		207		2				8	5	4	2	206	1
		225			3			14	7	8	4	229	-4
		219		2				14	5	6	3	220	-1
		213		2				10	6	6	2	202	11
		222			3			12	7	8	3	220	2
		235				4		18	5	11	3	221	14
		210		2				9	6	6	1	187	23
		234				4		18	6	10	5	240	-6
		220			3			14	5	8	3	220	0
		244				4		19	10	10	4	225	19
		279					5	22	10	14	5	243	36
		243				4		18	9	11	5	244	-1
		218		2				9	7	8	3	221	-3
		247					5	21	9	11	4	237	10

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
		Points Possible						18	17	9			
		239			3			14	15	3	2	218	21
		247				4		15	14	7	4	242	5
		243				4		12	13	7	4	246	-3
		238			3			12	13	5	2	215	23
		215		2				4	10	3	3	228	-13
		246				4		15	15	6	4	245	1
		226		2				8	12	2	2	211	15
		224		2				8	10	2	3	224	0
		247				4		14	14	8	5	262	-15
		230			3			9	11	5	3	220	10
		253					5	18	15	6	4	246	7
		225		2				10	11	3	2	218	7
		229			3			9	13	2	3	220	9
		255					5	17	16	7	4	244	11
		237			3			12	13	4	4	242	-5
		252				4		14	15	9	4	246	6
		251				4		15	16	7	5	252	-1
		215		2				3	8	2	2	207	8
		215		2				5	5	4	1	196	19
		230			3			10	12	3	3	226	4
		170	1					3	3	3	1	163	7
		170	1					4	0	0	1	163	7
		196	1					7	5	0	3	226	-30
		242				4		14	14	5	5	248	-6

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
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Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
		Points Possible						18	17	9			
		250				4		15	17	6			
		217		2				6	8	2	3	232	-15
		249				4		16	14	7	3	233	16
		233			3			9	13	3	4	234	-1
		230			3			9	12	4	4	237	-7
		224		2				6	10	4	3	226	-2
		233			3			12	10	5	2	219	14
		255					5	17	14	8	4	237	18
		246				4		12	17	7	5	253	-7
		252				4		13	16	9	5	258	-6
		234			3			12	11	5	3	223	11
		244				4		16	14	4	3	231	13
		235			3			14	11	3	3	227	8
		234			3			10	12	4	4	235	-1
		216		2				6	7	3	2	215	1
		212	1					4	8	2	2	216	-4
		250				4		15	16	7	5	256	-6
		236			3			12	13	5	4	238	-2
		240				4		12	14	6	4	241	-1
		237			3			14	14	3	4	245	-8
		212	1					5	6	2	2	212	0
		223		2				5	8	4	2	216	7
		284					5	18	17	9	5	267	17
		234			3			11	10	5	4	240	-6

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
		Points Possible						18	17	9			
		248				4		13	17	7	4	244	4
		226		2				9	11	2	3	227	-1
		235			3			12	10	7	4	236	-1
		227			3			7	10	3	3	227	0
		225		2				8	10	1	3	231	-6
		238			3			11	13	5	4	239	-1
		238			3			13	12	5	4	237	1
		222		2				6	11	2	2	214	8
		217		2				2	10	3	2	212	5
		223		2				6	10	3	3	228	-5
		225		2				8	11	3	3	227	-2
		262					5	16	16	9	4	235	27
		229			3			11	10	4	3	229	0
		236			3			9	13	6	3	227	9
		225		2				5	14	2	2	218	7
		238			3			13	11	6	3	224	14
		189	1					4	4	2	1	195	-6
		241				4		13	14	5	5	261	-20
		239			3			13	14	4			
		238			3			13	12	5	3	231	7
		224		2				8	10	2	3	229	-5
		200	1					3	3	1	1	180	20
		214		2				6	6	5	2	216	-2
		250				4		14	15	8	5	255	-5

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School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	**18**	**17**	**9**			
		204	1					3	7	2	1	196	8
		245				4		13	16	6			
		201	1					5	5	1	1	188	13
		245				4		13	13	8	3	232	13
		229			3			9	12	3	2	217	12
		244				4		16	14	5	4	236	8
		246				4		15	14	6	4	239	7
		182	1					2	3	2	2	212	-30
		218		2				10	6	1	2	219	-1
		243				4		14	14	5	4	238	5
		246				4		12	15	8	4	240	6
		238			3			12	14	4	4	238	0
		215		2				6	7	2	2	217	-2
		228			3			11	7	5	3	232	-4
		212	1					5	5	1	2	208	4
		238			3			10	14	6	3	222	16
		245				4		15	15	6	4	242	3
		248				4		15	16	6	5	254	-6
		200	1					0	6	4	1	197	3
		245				4		12	14	8	4	243	2
		217		2				7	8	2	3	223	-6
		221		2				8	8	2	2	214	7
		208	1					5	6	0	1	203	5
		261					5	17	15	9	5	260	1

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  - **NR3** = Marked Do Not Score
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  - **NR6** = Duplicate Record
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  - **NR8** = FDOE Invalidated
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Grade 6

School FRANKLIN ACADEMY A
School ID 5012
District BROWARD
District ID 06

Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible 18	17	9			
		271					5	18	16	9	5	262	9
		192	1					6	3	2	1	187	5
		245				4		14	14	6			
		216		2				6	6	4	3	224	-8
		210	1					6	4	2	2	213	-3
		251				4		14	15	9			
		223		2				11	6	4	3	222	1
		233			3			11	11	4	4	240	-7
		225		2				8	11	1	3	231	-6
		241				4		13	13	6	4	237	4
		225		2				8	10	3	3	229	-4
		216		2				7	7	3	1	204	12
		231			3			9	13	4	3	231	0
		222		2				7	6	6	3	221	1
		243				4		12	14	7	4	238	5
		214		2				5	8	1	3	225	-11
		214		2				7	7	2			
		244				4		14	15	5	5	257	-13
		196	1					5	3	1	4	239	-43
		221		2				6	9	3	3	223	-2
		230			3			7	14	3	3	231	-1
		232			3			11	12	4	3	227	5
		211	1					4	8	2	3	222	-11
		239			3			14	14	3	2	216	23

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	**18**	**17**	**9**			
		220		2				6	11	1	2	216	4
		220		2				8	8	3	2	209	11
		223		2				6	12	2	3	221	2
		252				4		16	16	7	4	234	18
		184	1					3	2	1	1	200	-16
		213		2				4	9	2	2	214	-1
		227			3			10	11	2	3	233	-6
		242				4		15	13	5	4	240	2
		213		2				5	6	3	3	224	-11
		239			3			13	12	5	4	238	1
		251				4		15	15	7	5	251	0
		208	1					5	4	5	1	200	8
		271					5	17	17	9	5	264	7
		228			3			10	10	3	3	227	1
		236			3			14	7	7	4	239	-3
		239			3			9	14	7	3	232	7
		223		2				8	10	4	3	229	-6
		208	1					1	7	4	2	209	-1
		244				4		15	14	5	4	240	4
		224		2				11	7	4	2	215	9
		193	1					4	5	3	1	204	-11
		217		2				4	9	3	3	226	-9
		253					5	16	16	7	5	268	-15
		234			3			12	13	3	4	235	-1

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (170 - 284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
		Points Possible						18	17	9			
		265					5	16	17	9	4	240	25
		234			3			11	13	3	3	227	7
		209	1					6	7	0	2	213	-4
		217		2				7	6	4	3	224	-7
		284					5	18	17	9	5	279	5
		214		2				8	8	0	3	228	-14
		233			3			10	13	3	2	212	21
		240				4		10	13	7	5	268	-28
		245				4		14	13	7	5	248	-3
		233			3			9	12	5	4	242	-9
		236			3			13	12	3	3	230	6
		223		2				6	11	3	3	221	2
		234			3			10	11	6	2	219	15
		219		2				5	10	3	2	209	10
		252				4		17	14	8	5	262	-10
		206	1					5	6	1	3	221	-15
		228			3			10	12	3	3	230	-2
		249				4		14	15	8	4	239	10
		225		2				10	10	3	4	243	-18
		194	1					4	4	2	2	212	-18
		263					5	17	17	8	5	278	-15
		244				4		14	14	6	5	256	-12
		243				4		14	13	6	4	242	1

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (179 - 292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	11	12	13	8			
		241			3				7	9	7	5	3	239	2
		242			3				6	8	6	7	3	234	8
		236			3				8	5	8	4	3	233	3
		240			3				6	6	10	6	2	222	18
		249				4			9	8	9	7	4	251	-2
		221		2					2	5	4	3	2	220	1
		239			3				9	7	6	4	2	221	18
		271					5		10	12	13	7	5	265	6
		237			3				5	7	10	4	4	247	-10
		230		2					6	7	6	4	3	238	-8
		246			3				9	9	8	5	4	248	-2
		230		2					7	4	4	5	3	228	2
		215	1						5	3	2	3	1	198	17
		232		2					5	6	5	6	3	231	1
		227		2					5	3	7	3	3	228	-1
		245			3				7	8	8	7	3	234	11
		235			3				8	6	7	3	3	233	2
		243			3				6	10	8	5	4	240	3
		244			3				7	8	10	4	3	235	9
		292					5		11	12	13	8	5	263	29
		246			3				8	8	10	6	3	230	16
		241			3				10	8	6	4	4	241	0
		216	1						4	2	3	2	1	211	5
		242			3				7	7	7	7	3	234	8

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (179 - 292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	11	12	13	8			
		228		2					7	7	3	4	3	231	-3
		252				4			8	10	9	7	4	249	3
		222		2					6	4	2	2	2	214	8
		252				4			8	11	10	6	4	249	3
		253				4			6	12	10	7	5	253	0
		241			3				7	10	6	4	4	242	-1
		243			3				8	9	8	5	3	232	11
		222		2					6	5	4	0	3	235	-13
		224		2					3	3	7	6	2	221	3
		247			3				7	7	8	8	3	239	8
		240			3				8	4	9	5	3	239	1
		255				4			9	10	9	8	4	240	15
		229		2					6	4	8	2	3	227	2
		252				4			6	10	11	8	4	248	4
		225		2					5	6	6	1	3	228	-3
		259				4			8	9	12	8	4	241	18
		243			3				8	7	9	5	3	239	4
		227		2					8	6	4	1	2	223	4
		225		2					3	5	10	1	3	231	-6
		240			3				8	6	7	4	3	228	12
		237			3				5	6	10	4	4	245	-8
		238			3				6	8	6	4	3	227	11
		232		2					7	5	8	2	4	240	-8
		217	1						3	4	5	4	3	232	-15

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (179 - 292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	11	12	13	8			
		268					5		11	11	12	7	5	272	-4
		232		2					4	7	6	4	3	228	4
		232		2					5	8	5	4	3	237	-5
		229		2					8	3	5	4	3	231	-2
		246			3				6	9	9	6			
		NT													
		219	1						4	5	4	1	1	208	11
		237			3				6	8	7	5	3	228	9
		243			3				7	8	9	5	3	228	15
		251				4			8	8	11	7	4	245	6
		241			3				6	8	11	3	3	234	7
		247			3				9	9	7	7	4	240	7
		235			3				7	4	8	4	3	237	-2
		239			3				4	9	9	4	3	228	11
		244			3				7	8	7	7	4	243	1
		228		2					3	4	8	4	3	228	0
		237			3				5	11	5	5	4	240	-3
		249				4			7	11	10	5	5	253	-4
		236			3				7	5	6	6	4	241	-5
		241			3				7	7	8	5	3	237	4
		259				4			11	11	8	8	5	268	-9
		241			3				7	8	7	6	4	243	-2
		260				4			10	10	11	8	5	264	-4
		262					5		10	11	10	8	5	263	-1

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
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Student Name	Student ID	Developmental Scale Score (179 - 292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	11	12	13	8			
		192	1						1	1	3	1	1	209	-17
		249				4			7	11	8	7	5	254	-5
		233		2					6	5	7	3	3	235	-2
		244			3				8	7	7	7	5	255	-11
		223		2					3	6	7	1	1	210	13
		257				4			10	12	9	6	5	254	3
		244			3				7	8	7	7	3	236	8
		226		2					5	5	6	1	1	203	23
		245			3				8	8	6	8	4	245	0
		242			3				8	8	7	5	4	251	-9
		266					5		10	11	12	8	5	259	7
		235			3				5	7	7	5	3	236	-1
		240			3				6	8	6	7	4	242	-2
		251				4			8	11	9	7	4	250	1
		240			3				9	5	8	4	4	244	-4
		257				4			9	10	10	8	4	244	13
		241			3				9	8	7	4	4	248	-7
		224		2					5	6	5	1	3	234	-10
		248				4			9	5	11	6	4	245	3
		246			3				7	10	9	5	3	234	12
		240			3				5	6	10	6	3	239	1
		253				4			8	7	12	7	4	245	8
		223		2					6	5	2	4	2	216	7
		254				4			8	11	10	6	4	250	4

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School **FRANKLIN ACADEMY A**
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Student Name	Student ID	Developmental Scale Score (179 - 292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	11	12	13	8			
		220		2					2	5	5	2	1	209	11
		229		2					6	6	5	3	2	222	7
		247			3				10	8	6	7	5	257	-10
		250				4			8	9	10	5	4	241	9
		226		2					5	4	6	3	2	225	1
		251				4			10	10	9	5	4	246	5
		265					5		10	11	13	7	5	261	4
		242			3				8	10	5	6			
		204	1						1	4	1	3	2	224	-20
		239			3				7	8	7	4	2	220	19
		227		2					6	8	4	3	3	234	-7
		246			3				9	9	7	6	3	238	8
		246			3				10	9	8	4	3	234	12
		248				4			8	7	10	6	4	246	2
		248				4			9	10	6	7	5	253	-5
		238			3				5	8	6	6	3	237	1
		240			3				8	8	8	4	3	227	13
		271					5		10	10	13	8	4	246	25
		202	1						2	5	1	1	1	200	2
		227		2					4	5	6	4	3	234	-7
		245			3				9	8	7	7	4	247	-2
		241			3				8	7	7	5	3	232	9
		192	1						3	2	2	3	2	215	-23
		213	1						2	6	2	0	1	191	22

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School **FRANKLIN ACADEMY A**
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Student Name	Student ID	Developmental Scale Score (179 - 292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	11	12	13	8			
		229		2					3	5	7	4	1	211	18
		231		2					4	5	8	4	3	231	0
		262					5		10	10	10	8	4	240	22
		265					5		11	10	11	8	5	253	12
		234			3				6	6	7	4	3	227	7
		228		2					4	7	6	4	3	231	-3
		216	1						2	4	4	2	1	205	11
		241			3				5	9	8	5	3	233	8
		215	1						1	3	6	2	1	171	44
		251				4			10	8	8	7	4	242	9
		243			3				6	9	8	6	4	244	-1
		243			3				8	10	8	4	4	244	-1
		265					5		10	11	12	7	4	247	18
		218	1						4	2	5	3	2	215	3
		248				4			10	7	9	6	4	251	-3
		247			3				8	6	9	8	5	253	-6
		240			3				8	9	8	3	3	233	7
		237			3				6	5	7	6	4	240	-3
		266					5		10	12	11	8	4	252	14
		251				4			9	9	9	6	3	239	12
		248				4			8	10	10	5	4	244	4
		241			3				7	7	8	5	3	233	8
		257				4			10	9	9	8	4	250	7
		241			3				5	10	7	6	2	225	16

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Mathematics
School Report of Students
Spring 2013
Grade 7

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (179 - 292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	11	12	13	8			
		216	1						3	2	2	3	2	223	-7
		262					5		11	10	12	6	5	258	4
		238			3				4	7	9	5	3	231	7
		233		2					5	5	5	5	3	230	3
		256				4			8	10	10	8	4	250	6
		232		2					6	7	6	2	3	239	-7
		237			3				7	6	6	5	3	236	1
		235			3				6	8	5	5	3	231	4
		252				4			10	8	9	6	4	251	1
		261					5		11	9	12	7	4	252	9
		240			3				8	6	7	4	3	236	4
		246			3				9	7	9	7	4	241	5
		238			3				5	6	8	6	3	231	7
		222		2					7	4	4	2	3	229	-7
		258				4			11	10	9	7	4	248	10
		211	1						2	1	5	2	1	211	0
		246			3				7	9	8	6	3	230	16
		228		2					4	4	5	6	4	241	-13
		243			3				8	6	7	7	3	234	9
		279					5		11	12	12	8	5	262	17
		262					5		11	11	11	6	5	261	1
		256				4			11	9	8	8	4	240	16
		210	1						4	3	2	4	2	215	-5
		239			3				6	8	6	6	4	240	-1

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Mathematics
School Report of Students
Spring 2013
Grade 7

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (179 - 292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	11	12	13	8			
		239			3				7	8	5	5	3	237	2
		218	1						3	4	5	1	2	225	-7
		263					5		9	11	13	7	5	255	8
		229		2					4	5	8	3	2	225	4
		235			3				7	6	5	5	2	223	12
		246			3				10	9	7	5	4	240	6
		251				4			11	10	7	6	4	250	1
		196	1						4	2	1	0	1	193	3
		281					5		10	12	13	8	5	284	-3
		250				4			8	10	8	8	4	248	2
		226		2					6	8	4	1	1	199	27
		214	1						2	5	5	1	2	225	-11
		242			3				6	8	6	7	3	238	4
		216	1						4	4	4	3	1	208	8

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Reading
District Report of Schools
Spring 2013
Grade 4

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (154 - 269)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (154 - 191)	Level 2 (192 - 207)	Level 3 (208 - 220)	Level 4 (221 - 237)	Level 5 (238 - 269)	Levels 3 - 5	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
Points Possible									**9**	**16**	**12**	**8**
5051 – CITY OF PEMBROKE PINESCHARTER	325	**226**	2	13	22	39	24	**85**	7	13	10	6
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	139	**220**	7	17	27	26	22	**76**	6	13	9	6
5012 – FRANKLIN ACADEMY A	138	**221**	3	16	31	36	14	**81**	6	13	10	6
5141 – SOMERSET ACADEMY	151	**220**	6	17	30	33	14	**77**	6	12	9	6
3661 – SUNSET LAKES ELEMENTARY SCHOOL	131	**221**	5	18	25	36	16	**77**	6	13	9	6

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Reading
District Report of Schools
Spring 2013
Grade 5

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (161 - 277)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)	**Levels 3 - 5**	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
Points Possible									**10**	**15**	**11**	**9**
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	145	**226**	8	22	30	23	17	**70**	7	10	8	7
5051 – CITY OF PEMBROKE PINESCHARTER	324	**231**	2	18	27	31	22	**80**	8	11	9	7
5012 – FRANKLIN ACADEMY A	138	**231**	2	11	36	38	13	**87**	8	11	9	7
5141 – SOMERSET ACADEMY	173	**228**	5	21	27	27	19	**73**	7	10	9	7
3661 – SUNSET LAKES ELEMENTARY SCHOOL	142	**228**	6	16	31	27	19	**77**	7	11	9	7

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Reading
District Report of Schools
Spring 2013
Grade 6

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (167 - 283)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)	Levels 3 - 5	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
Points Possible									**8**	**12**	**15**	**10**
5081 – CITY/PEMBROKE PINES CHARTER MIDDLE	439	**240**	2	13	29	29	27	**85**	7	9	11	8
5012 – FRANKLIN ACADEMY A	167	**235**	4	17	34	28	17	**79**	7	9	11	8
2021 – GLADES MIDDLE SCHOOL	499	**230**	15	18	29	24	13	**67**	6	8	10	7
3331 – SILVER TRAIL MIDDLE SCHOOL	521	**235**	7	16	26	31	20	**77**	6	9	11	8
5151 – SOMERSET ACADEMY MIDDLE SCHOOL	270	**233**	9	11	36	31	13	**80**	6	8	11	8

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Reading
District Report of Schools
Spring 2013
Grade 7

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (171 - 289)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)	Levels 3 - 5	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
Points Possible									**9**	**16**	**12**	**8**
5081 – CITY/PEMBROKE PINES CHARTER MIDDLE	428	**247**	2	10	32	31	26	**88**	7	13	10	7
5012 – FRANKLIN ACADEMY A	181	**243**	2	18	34	27	19	**80**	7	13	10	6
2021 – GLADES MIDDLE SCHOOL	522	**233**	14	29	26	19	12	**58**	6	11	9	6
3331 – SILVER TRAIL MIDDLE SCHOOL	484	**242**	7	17	27	27	22	**76**	7	13	10	6
5151 – SOMERSET ACADEMY MIDDLE SCHOOL	291	**242**	4	16	35	26	19	**80**	7	13	10	6

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Reading
School Report of Students
Spring 2013
Grade 4

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154 - 269)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (154 - 191)	Level 2 (192 - 207)	Level 3 (208 - 220)	Level 4 (221 - 237)	Level 5 (238 - 269)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible 9	16	12	8			
		205		2				4	10	8	5	2	183	22
		215			3			4	11	12	6	3	204	11
		197		2				2	8	9	3	4	214	-17
		203		2				5	9	10	4	2	183	20
		209			3			3	11	11	4	3	201	8
		245					5	8	16	11	7	4	225	20
		233				4		8	15	11	6	4	217	16
		219			3			6	13	10	7	4	220	-1
		215			3			9	10	9	4	5	233	-18
		221				4		6	12	11	7	4	210	11
		206		2				4	9	11	5	1	177	29
		190	1					3	6	6	4	4	210	-20
		218			3			7	11	12	5	3	207	11
		269					5	9	16	12	8	5	243	26
		220			3			6	12	12	6	4	217	3
		247					5	8	16	11	7	5	260	-13
		231				4		9	14	10	6			
		208			3			5	10	9	4	1	185	23
		236				4		9	15	10	7	5	229	7
		227				4		8	13	11	7	3	207	20
		236				4		7	16	11	7	5	231	5
		200		2				5	7	9	3	2	195	5
		222				4		4	15	10	7	4	223	-1
		231				4		8	14	11	7	4	225	6

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Reading
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Spring 2013
Grade 4

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154 - 269)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (154 - 191)	Level 2 (192 - 207)	Level 3 (208 - 220)	Level 4 (221 - 237)	Level 5 (238 - 269)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible 9	16	12	8			
		225				4		7	13	11	7	5	234	-9
		233				4		8	15	12	5	4	216	17
		214			3			4	12	10	6	2	190	24
		219			3			5	14	10	5	3	201	18
		231				4		8	13	11	8	4	214	17
		222				4		6	14	10	7	4	212	10
		224				4		6	14	11	6	3	198	26
		225				4		8	14	10	6	4	213	12
		206		2				5	9	9	6	2	186	20
		210			3			6	12	9	3	1	179	31
		233				4		6	16	10	8	4	215	18
		226				4		6	14	12	6	4	215	11
		221				4		6	14	9	6	4	211	10
		196		2				6	7	5	4	2	195	1
		217			3			7	11	8	8	3	206	11
		198		2				5	10	6	3	2	192	6
		217			3			6	14	8	6	3	199	18
		215			3			6	12	10	6			
		208			3			3	11	10	5	4	213	-5
		224				4		9	13	10	6	3	202	22
		228				4		7	14	10	7	4	213	15
		212			3			6	12	7	6	2	190	22
		215			3			5	13	10	4	3	199	16
		200		2				5	8	8	3	1	189	11

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School **FRANKLIN ACADEMY A**
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Student Name	Student ID	Developmental Scale Score (154 - 269)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (154 - 191)	Level 2 (192 - 207)	Level 3 (208 - 220)	Level 4 (221 - 237)	Level 5 (238 - 269)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	9	16	12	8			
		240					5		8	16	11	6	5	237	3
		229				4			8	15	10	6	4	223	6
		213			3				7	11	9	6	4	217	-4
		227				4			8	15	10	6	5	232	-5
		183	1						6	5	6	0	1	181	2
		222				4			5	14	10	6	4	222	0
		219			3				6	11	11	7	3	201	18
		215			3				7	12	8	6	3	199	16
		219			3				8	12	9	7	2	196	23
		187	1						1	6	8	2	2	195	-8
		242					5		8	16	10	7	4	226	16
		207		2					5	12	6	5	2	193	14
		225				4			8	14	11	5	4	219	6
		216			3				5	13	11	5	3	209	7
		196		2					4	5	8	5	1	180	16
		230				4			7	14	11	7	5	232	-2
		247					5		9	14	12	8			
		206		2					6	8	8	6	2	197	9
		207		2					5	11	8	3	3	198	9
		198		2					2	9	6	5			
		214			3				6	11	9	6			
		239					5		6	16	11	8	4	216	23
		229				4			7	15	11	6	4	210	19
		208			3				6	10	10	4	3	202	6

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Student Name	Student ID	Developmental Scale Score (154 - 269)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (154 - 191)	Level 2 (192 - 207)	Level 3 (208 - 220)	Level 4 (221 - 237)	Level 5 (238 - 269)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	9	16	12	8			
		259					5		9	16	12	7	5	244	15
		209			3				7	11	6	6	3	200	9
		215			3				6	14	7	6	3	203	12
		215			3				7	10	11	5	2	195	20
		205		2					5	8	9	4	3	198	7
		235				4			8	16	10	7	4	212	23
		175	1						3	4	3	2	3	199	-24
		195		2					4	8	7	2	2	185	10
		206		2					5	13	6	4	2	197	9
		231				4			8	14	11	7	3	206	25
		218			3				7	14	9	4	3	201	17
		215			3				8	10	9	6	4	221	-6
		226				4			9	13	11	6	3	207	19
		224				4			8	13	9	7	4	220	4
		216			3				8	10	11	5	4	214	2
		237				4			9	14	11	7	4	224	13
		269					5		9	16	12	8	5	235	34
		239					5		9	14	11	8	4	213	26
		210			3				6	11	8	4	3	200	10
		265					5		9	16	11	8	5	260	5
		225				4			7	13	10	7	4	219	6
		223				4			6	14	11	5	3	204	19
		217			3				6	12	10	6	2	183	34
		223				4			7	14	9	6	3	205	18

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Reading
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Grade 4

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154 - 269)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (154 - 191)	Level 2 (192 - 207)	Level 3 (208 - 220)	Level 4 (221 - 237)	Level 5 (238 - 269)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	9	16	12	8			
		197		2					4	5	7	5	3	204	-7
		218			3				6	13	9	6	4	214	4
		212			3				7	12	9	5	4	218	-6
		226				4			8	15	8	7	4	226	0
		234				4			8	16	9	8	4	224	10
		269					5		9	16	12	7	5	228	41
		199		2					3	10	6	4	1	177	22
		218			3				4	14	10	7	3	206	12
		209			3				5	11	9	4	2	197	12
		212			3				6	13	8	5	2	189	23
		252					5		9	15	12	7	4	221	31
		215			3				7	13	8	4	4	218	-3
		230				4			8	16	9	6	4	215	15
		233				4			8	15	10	8	5	243	-10
		221				4			7	12	11	7	4	218	3
		218			3				7	15	8	5	2	196	22
		238					5		8	16	11	6	5	232	6
		222				4			8	15	7	6	4	212	10
		219			3				6	11	11	6	2	196	23
		222				4			6	14	9	8	3	207	15
		224				4			6	15	9	6	3	201	23
		205		2					5	9	9	6	2	189	16
		247					5		8	16	11	8	5	245	2
		238					5		8	16	12	6	5	228	10

- Content area results are not intended for comparison across administrations.
- Not Reported (NR) codes:
  - **NR2** = Did Not Meet Attemptedness Criteria
  - **NR3** = Marked Do Not Score
  - **NR5** = Off-Grade Tester
  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
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Grade 4

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154 - 269)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (154 - 191)	Level 2 (192 - 207)	Level 3 (208 - 220)	Level 4 (221 - 237)	Level 5 (238 - 269)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	9	16	12	8			
		233				4			7	15	10	8	4	219	14
		223				4			8	15	7	7			
		236				4			7	15	11	8			
		243					5		8	15	10	8			
		193		2					4	9	7	1	2	189	4
		211			3				5	14	7	5	2	185	26
		222				4			5	15	9	7	4	212	10
		212			3				6	13	9	3	2	191	21
		220			3				7	14	9	5	4	222	-2
		235				4			6	16	10	8	4	223	12
		245					5		9	15	10	8	5	244	1
		239					5		9	16	10	6	3	202	37
		222				4			7	14	10	6	5	248	-26
		203		2					3	11	8	4	2	182	21
		229				4			7	14	12	7	5	232	-3
		220			3				8	14	8	5	2	192	28
		225				4			7	15	10	6	4	217	8
		242					5		8	15	12	7	4	216	26

- Content area results are not intended for comparison across administrations.
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  - **NR3** = Marked Do Not Score
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  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161 - 277)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	**10**	**15**	**11**	**9**			
		218			3			8	7	8	7	3	213	5
		249					5	9	14	10	9	5	269	-20
		232				4		8	12	10	6	2	203	29
		230				4		6	12	9	9	3	218	12
		242				4		8	13	11	7	4	222	20
		239				4		10	12	10	7	4	221	18
		248					5	10	14	10	8	4	236	12
		246					5	9	13	10	9	3	219	27
		241				4		10	13	8	9	5	247	-6
		274					5	10	14	11	9	5	242	32
		219			3			8	7	9	7	2	201	18
		236				4		7	12	10	9	4	221	15
		236				4		9	11	9	8	3	215	21
		238				4		8	14	10	6	4	236	2
		252					5	8	14	11	9	4	223	29
		215		2				6	9	7	6	2	193	22
		241				4		9	13	10	8	4	237	4
		234				4		8	13	9	7	5	254	-20
		277					5	10	15	11	9	5	261	16
		219			3			6	8	10	7	4	226	-7
		225			3			8	12	6	9	3	218	7
		234				4		8	13	9	8	4	236	-2
		241				4		10	11	11	8	4	230	11
		218			3			9	7	8	5	3	218	0

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  - **NR3** = Marked Do Not Score
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  - **NR6** = Duplicate Record
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  - **NR8** = FDOE Invalidated
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161 - 277)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	**10**	**15**	**11**	**9**			
		222			3			6	9	10	8	3	209	13
		218			3			7	8	7	7	2	198	20
		233				4		8	11	10	8	4	231	2
		246					5	9	14	10	8			
		209		2				6	6	8	5	1	191	18
		220			3			8	11	7	5	2	206	14
		230				4		7	11	10	8	3	214	16
		219			3			9	8	8	6	3	218	1
		236				4		9	14	9	7	4	230	6
		223			3			6	12	9	6	4	221	2
		225			3			10	10	7	7	3	219	6
		244				4		8	13	11	8	5	252	-8
		222			3			8	9	9	6	2	206	16
		239				4		8	13	9	9	4	229	10
		222			3			6	11	8	6	2	199	23
		237				4		8	13	9	8	3	218	19
		241				4		7	15	9	9	5	240	1
		224			3			7	12	9	5	3	209	15
		256					5	9	14	11	9	4	225	31
		237				4		9	13	10	7	3	217	20
		245				4		10	13	10	7	3	218	27
		216			3			6	9	8	6	2	205	11
		244				4		8	14	11	8	4	234	10
		231				4		9	11	8	9	4	231	0

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- Not Reported (NR) codes:
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  - **NR3** = Marked Do Not Score
  - **NR5** = Off-Grade Tester
  - **NR6** = Duplicate Record
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  - **NR8** = FDOE Invalidated
- **NT** = Not Tested

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161 - 277)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
		Points Possible						10	15	11	9			
		243				4		8	13	10	9	4	229	14
		202		2				6	5	6	5	1	187	15
		224			3			8	10	8	8	3	214	10
		211		2				7	9	7	4	3	213	-2
		219			3			8	8	11	4	4	225	-6
		239				4		6	15	10	8	2	207	32
		231				4		6	13	10	7	4	227	4
		214		2				5	6	10	7	3	216	-2
		242				4		9	11	11	9	4	228	14
		230				4		10	11	8	8	4	237	-7
		227			3			7	10	10	8	3	220	7
		258					5	10	13	11	9	4	225	33
		235				4		9	12	9	7	3	216	19
		242				4		6	14	11	9	3	216	26
		230				4		7	12	8	8	4	222	8
		223			3			8	9	9	6			
		NT												
		217			3			9	9	5	6	2	207	10
		181	1					4	2	5	4	1	181	0
		251					5	9	14	10	9	4	235	16
		225			3			6	11	10	6	3	212	13
		221			3			9	9	6	8	3	217	4
		222			3			6	12	8	6	3	214	8
		223			3			6	8	10	8	3	208	15

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  - **NR6** = Duplicate Record
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161 - 277)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	**10**	**15**	**11**	**9**			
		228			3			8	12	8	7	3	215	13
		240				4		8	13	11	7			
		235				4		9	11	9	9	4	235	0
		235				4		7	13	9	8	4	222	13
		228			3			7	10	10	8	4	233	-5
		218			3			8	9	8	6	2	199	19
		229			3			7	12	11	6	5	238	-9
		221			3			7	10	8	7			
		247					5	9	14	10	9	5	258	-11
		227			3			8	10	9	7	4	235	-8
		208		2				8	4	7	7	1	191	17
		228			3			8	12	9	7	2	207	21
		213		2				4	7	11	6	2	199	14
		235				4		9	12	11	6	4	236	-1
		202		2				5	7	2	7	1	186	16
		243				4		8	15	10	7	4	235	8
		229			3			7	11	8	9	2	206	23
		226			3			9	7	9	9	3	219	7
		224			3			8	13	6	7	4	229	-5
		249					5	9	14	10	9	5	252	-3
		248					5	9	13	10	9	5	254	-6
		239				4		8	12	10	8	4	228	11
		214		2				6	10	5	7			
		221			3			7	8	8	8	4	224	-3

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  - **NR3** = Marked Do Not Score
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  - **NR6** = Duplicate Record
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  - **NR8** = FDOE Invalidated
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161 - 277)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
		Points Possible						10	15	11	9			
		227			3			7	11	8	8	3	220	7
		224			3			9	10	10	5	4	223	1
		229			3			8	10	10	7	4	223	6
		221			3			8	8	7	8	3	211	10
		199	1					6	4	4	6	1	176	23
		223			3			8	9	10	7	3	214	9
		244				4		9	14	9	9	4	234	10
		226			3			8	10	10	6	4	225	1
		236				4		7	13	10	8	5	269	-33
		218			3			7	10	7	5	3	217	1
		233				4		7	12	10	8	4	234	-1
		228			3			8	11	9	7	4	228	0
		202		2				4	6	6	4	2	199	3
		223			3			8	9	7	8	4	221	2
		226			3			9	11	7	7	4	221	5
		186	1					5	4	3	5	1	171	15
		219			3			7	10	8	5	4	230	-11
		261					5	8	15	11	9	5	252	9
		257					5	10	13	11	9	4	230	27
		208		2				5	8	7	6	3	213	-5
		234				4		8	13	8	8	3	214	20
		244				4		8	13	11	8	4	230	14
		224			3			8	11	6	8	4	228	-4
		214		2				7	7	9	7	3	210	4

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161 - 277)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	10	15	11	9			
		234				4			8	12	10	7	5	244	-10
		245				4			10	13	9	9	5	241	4
		238				4			8	13	9	9	4	234	4
		246					5		8	14	10	9	5	244	2
		222			3				7	11	10	5	3	210	12
		219			3				9	9	8	4	4	222	-3
		208		2					6	6	8	4	2	204	4
		239				4			9	11	10	9	2	198	41
		215		2					7	7	8	7	3	215	0
		242				4			9	14	10	7	4	225	17
		228			3				8	8	11	8	5	246	-18
		207		2					4	7	8	5	2	200	7
		243				4			8	12	11	8	5	240	3
		231				4			7	11	10	8	3	220	11
		243				4			8	12	11	9	4	228	15
		233				4			9	10	11	8	4	221	12
		241				4			9	13	9	8	4	233	8
		272					5		9	15	11	9	3	218	54
		264					5		10	15	10	9	5	258	6

- Content area results are not intended for comparison across administrations.
- Not Reported (NR) codes:
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  - **NR3** = Marked Do Not Score
  - **NR5** = Off-Grade Tester
  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	8	12	15	10			
		221		2					3	5	10	10	2	205	16
		264					5		8	12	13	10	4	244	20
		236			3				8	9	11	8	4	233	3
		214		2					4	6	8	6	3	223	-9
		239				4			8	8	12	10	4	233	6
		261					5		7	12	13	10	4	233	28
		233			3				7	8	12	8	3	223	10
		222			3				5	6	12	6	3	226	-4
		275					5		7	12	15	10	4	238	37
		233			3				7	9	12	6	4	231	2
		231			3				8	6	10	9	4	234	-3
		233			3				5	10	11	8	3	221	12
		237				4			6	7	13	10	3	217	20
		248				4			7	10	12	10	5	259	-11
		235			3				8	7	9	10	3	218	17
		229			3				6	8	10	8	5	259	-30
		247				4			7	9	13	10	4	236	11
		217		2					6	6	8	6	3	228	-11
		225			3				6	9	8	7	3	221	4
		218		2					7	7	10	3	3	216	2
		167	1						2	2	2	0	1	172	-5
		176	1						2	0	6	2	1	167	9
		228			3				6	9	7	9	3	226	2
		255					5		7	11	14	10	5	250	5

- Content area results are not intended for comparison across administrations.
- Not Reported (NR) codes:
  - **NR2** = Did Not Meet Attemptedness Criteria
  - **NR3** = Marked Do Not Score
  - **NR5** = Off-Grade Tester
  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
- **NT** = Not Tested

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	8	12	15	10			
		260					5		8	11	14	9			
		241				4			8	8	13	9	3	217	24
		244				4			8	11	12	8	4	234	10
		258					5		8	12	12	10	4	245	13
		227			3				6	8	8	9	4	234	-7
		228			3				7	6	10	9	3	222	6
		236			3				7	8	13	7	3	217	19
		227			3				6	8	9	8	4	235	-8
		254					5		7	11	13	10	4	239	15
		283					5		8	12	14	10	5	260	23
		239				4			6	10	13	9	2	210	29
		239				4			7	9	12	9	4	241	-2
		241				4			7	10	12	8	5	253	-12
		245				4			8	10	11	10	4	238	7
		221		2					7	7	9	6	3	222	-1
		221		2					5	6	8	7	3	229	-8
		247				4			6	9	14	10	5	256	-9
		236			3				8	11	9	8	4	241	-5
		251				4			7	10	15	9	4	242	9
		212		2					7	5	8	4	2	215	-3
		230			3				7	7	13	7	2	214	16
		230			3				7	8	9	9	4	233	-3
		283					5		7	12	15	10	5	267	16
		251				4			8	11	13	9	5	255	-4

- Content area results are not intended for comparison across administrations.
- Not Reported (NR) codes:
  - **NR2** = Did Not Meet Attemptedness Criteria
  - **NR3** = Marked Do Not Score
  - **NR5** = Off-Grade Tester
  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
- **NT** = Not Tested

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	8	12	15	10			
		237				4			7	10	10	10	4	236	1
		225			3				6	9	9	7	3	218	7
		219		2					7	6	6	9	3	219	0
		235			3				5	9	14	7	4	237	-2
		230			3				6	9	11	8	3	217	13
		240				4			8	9	11	8	5	251	-11
		244				4			8	9	11	10	5	258	-14
		210		2					4	6	7	5	3	223	-13
		229			3				6	8	9	9	3	220	9
		246				4			7	10	13	9	4	230	16
		227			3				6	8	8	8	3	225	2
		263					5		8	11	14	10	5	254	9
		263					5		8	11	14	10	4	242	21
		238				4			6	9	15	7	4	240	-2
		228			3				8	7	9	7	3	228	0
		266					5		7	12	15	9	5	253	13
		217		2					4	7	8	6	1	161	56
		253					5		7	10	14	10	5	251	2
		231			3				8	9	11	6			
		232			3				7	8	9	9	4	233	-1
		249				4			8	10	14	9	3	227	22
		213		2					8	6	8	3	1	189	24
		256					5		8	12	13	9	3	222	34
		239				4			5	9	14	8	4	234	5

- Content area results are not intended for comparison across administrations.
- Not Reported (NR) codes:
  - **NR2** = Did Not Meet Attemptedness Criteria
  - **NR3** = Marked Do Not Score
  - **NR5** = Off-Grade Tester
  - **NR6** = Duplicate Record
  - **NR7** = FDOE Hold
  - **NR8** = FDOE Invalidated
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible 8	12	15	10			
		217		2				4	5	11	6	2	213	4
		256					5	8	11	13	9			
		220		2				5	5	11	8	3	217	3
		233			3			7	8	11	8	1	198	35
		214		2				4	7	7	5	2	208	6
		246				4		7	11	13	8	3	220	26
		246				4		7	9	13	10	5	261	-15
		188	1					2	4	3	2	2	206	-18
		223			3			6	7	7	9	3	220	3
		231			3			7	8	12	7	5	256	-25
		234			3			8	9	11	7	3	228	6
		231			3			7	8	11	8	3	228	3
		228			3			5	7	12	8	4	236	-8
		250				4		7	9	15	10	4	233	17
		222			3			7	6	10	6	3	219	3
		239				4		7	10	12	9	4	232	7
		225			3			5	8	10	8	4	230	-5
		229			3			5	8	12	8	3	219	10
		239				4		7	11	10	8	3	222	17
		248				4		7	12	13	9	2	211	37
		236			3			6	8	12	9	4	241	-5
		218		2				5	6	11	6	4	231	-13
		198	1					4	5	7	1	1	198	0
		283					5	8	12	15	10	5	248	35

- Content area results are not intended for comparison across administrations.
- Not Reported (NR) codes:
  - **NR2** = Did Not Meet Attemptedness Criteria
  - **NR3** = Marked Do Not Score
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  - **NR6** = Duplicate Record
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  - **NR8** = FDOE Invalidated
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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	8	12	15	10			
		258					5		8	11	13	10	4	239	19
		214		2					4	7	8	4	1	196	18
		255					5		7	10	14	10			
		243				4			7	9	13	10	3	222	21
		256					5		8	10	14	10	4	242	14
		268					5		7	12	14	10			
		235			3				8	8	12	7	4	234	1
		243				4			7	12	10	9	5	247	-4
		230			3				6	10	11	7	3	218	12
		254					5		8	12	12	10	4	236	18
		249				4			7	10	13	10	4	240	9
		224			3				8	8	10	5	3	224	0
		253					5		8	9	14	10	3	227	26
		245				4			8	9	13	9	4	231	14
		212		2					6	6	8	3	3	227	-15
		228			3				7	9	9	8	3	219	9
		210		2					6	4	7	5			
		248				4			8	10	12	10	4	238	10
		193	1						5	3	4	3	2	210	-17
		232			3				8	9	11	6	3	216	16
		229			3				8	9	9	7	4	237	-8
		245				4			7	11	11	10	4	238	7
		207		2					2	8	7	5	1	188	19
		231			3				7	8	11	8	4	231	0

- Content area results are not intended for comparison across administrations.
- Not Reported (NR) codes:
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  - **NR3** = Marked Do Not Score
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School **FRANKLIN ACADEMY A**
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Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	8	12	15	10			
		233			3				6	10	10	8	3	219	14
		228			3				8	8	10	6	3	216	12
		231			3				3	11	9	9	4	232	-1
		262					5		8	11	13	10	4	231	31
		212		2					5	5	9	4	2	202	10
		231			3				7	9	10	8	3	218	13
		236			3				5	11	14	6	4	245	-9
		228			3				6	9	9	7	3	228	0
		227			3				6	8	11	7	4	245	-18
		248				4			7	10	15	8	4	235	13
		244				4			7	10	14	9	5	270	-26
		187	1						2	6	5	3	2	201	-14
		249				4			8	11	12	9	5	251	-2
		229			3				7	9	11	7	4	245	-16
		230			3				6	7	12	8	3	224	6
		236			3				8	7	11	9	5	247	-11
		232			3				6	7	11	9	4	236	-4
		216		2					4	6	10	5	2	210	6
		234			3				7	9	11	7	3	224	10
		214		2					8	4	6	6	3	220	-6
		214		2					4	6	7	6	1	199	15
		237				4			8	11	12	6	4	241	-4
		248				4			6	10	13	10	5	250	-2
		246				4			8	10	12	9	4	234	12

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
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Student Name	Student ID	Developmental Scale Score (167 - 283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167 - 206)	Level 2 (207 - 221)	Level 3 (222 - 236)	Level 4 (237 - 251)	Level 5 (252 - 283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	8	12	15	10			
		249				4			6	11	14	9	3	221	28
		243				4			8	11	9	10	3	227	16
		214		2					5	7	7	5	3	221	-7
		223			3				6	6	9	7	3	221	2
		248				4			8	11	11	9	5	257	-9
		218		2					7	9	7	5	4	230	-12
		238				4			6	11	11	9	5	246	-8
		263					5		8	12	14	9	4	244	19
		253					5		8	11	12	10	4	239	14
		239				4			7	10	11	10	3	226	13
		259					5		8	11	14	9	4	239	20
		220		2					8	6	5	7	4	230	-10
		217		2					6	9	7	6	1	199	18
		223			3				5	6	10	8	3	217	6
		256					5		8	11	13	9	4	245	11
		221		2					3	6	12	8	2	212	9
		238				4			6	8	11	10	3	222	16
		234			3				7	10	10	7	4	236	-2
		238				4			8	9	12	8	4	242	-4
		208		2					5	5	6	5	2	210	-2
		262					5		8	11	14	10	5	277	-15
		242				4			7	10	13	8	5	249	-7
		247				4			7	12	11	9	4	231	16

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171 - 289)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	9	16	12	8			
		250				4			9	13	12	6	4	247	3
		232			3				5	12	11	5	2	221	11
		255				4			8	14	11	8	2	218	37
		244				4			7	13	10	8	4	238	6
		220		2					5	9	7	8	3	222	-2
		218		2					6	8	7	6	3	222	-4
		243				4			7	14	10	7	3	229	14
		276					5		8	16	12	8	5	278	-2
		236			3				6	12	10	7	3	233	3
		227		2					6	13	6	7	3	233	-6
		261					5		9	14	11	8	4	248	13
		255				4			8	15	10	8	4	248	7
		219		2					5	10	7	3	2	221	-2
		242			3				6	14	10	7	4	243	-1
		230			3				5	14	8	6	3	225	5
		232			3				6	13	8	6	3	235	-3
		240			3				7	13	9	7	3	227	13
		255				4			9	12	12	8	4	240	15
		233			3				7	12	8	6	3	232	1
		288					5		9	15	12	8	5	259	29
		235			3				6	12	10	6	3	226	9
		228			3				3	13	11	5	3	235	-7
		233			3				5	15	8	7	3	224	9
		265					5		9	16	11	7	5	252	13

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- Not Reported (NR) codes:
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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171 - 289)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	9	16	12	8			
		256				4			7	15	11	8	3	236	20
		239			3				6	14	10	6	4	250	-11
		205	1						4	5	6	5	3	230	-25
		242			3				8	14	10	6	3	231	11
		232			3				7	12	11	4	3	231	1
		256				4			8	14	12	8	5	266	-10
		221		2					4	11	9	4	2	214	7
		222		2					7	9	9	4	2	219	3
		248				4			8	15	10	6	2	214	34
		265					5		7	16	12	8	4	251	14
		225		2					6	10	12	4	4	242	-17
		246				4			7	15	10	6	4	247	-1
		232			3				5	10	11	6	3	225	7
		261					5		9	15	11	7	3	228	33
		217		2					6	9	7	3	3	225	-8
		271					5		9	15	11	8	5	253	18
		241			3				7	14	11	5	3	232	9
		230			3				5	13	8	7	3	236	-6
		238			3				8	11	10	7	3	232	6
		232			3				6	14	11	3	3	233	-1
		257				4			9	15	11	6	4	249	8
		232			3				7	12	8	5	2	220	12
		236			3				6	13	9	7	4	243	-7
		221		2					5	11	5	6	3	228	-7

- Content area results are not intended for comparison across administrations.
- Not Reported (NR) codes:
  - **NR2** = Did Not Meet Attemptedness Criteria
  - **NR3** = Marked Do Not Score
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School **FRANKLIN ACADEMY A**
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District **BROWARD**
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Student Name	Student ID	Developmental Scale Score (171 - 289)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	9	16	12	8			
		289					5		9	16	12	8	5	283	6
		233			3				8	12	8	7	3	233	0
		227		2					5	12	10	5	3	223	4
		213		2					3	7	8	6	3	226	-13
		240			3				9	13	9	6			
		231			3				5	12	10	6			
		NT													
		249				4			8	14	10	7	3	229	20
		229			3				7	12	10	4	3	226	3
		217		2					5	11	4	4	3	224	-7
		231			3				8	13	8	5	2	218	13
		265					5		9	15	12	7	5	256	9
		231			3				6	12	8	6	3	234	-3
		234			3				6	13	10	5	4	247	-13
		241			3				8	13	11	6	4	249	-8
		229			3				7	12	5	8	3	234	-5
		244				4			8	13	9	7	4	237	7
		258					5		7	16	10	8	5	273	-15
		233			3				7	14	9	6	3	233	0
		230			3				5	13	10	5	3	229	1
		279					5		9	16	11	8	5	283	-4
		229			3				3	14	8	6	3	223	6
		255				4			9	15	11	6	5	283	-28
		260					5		8	15	10	8	5	267	-7

- Content area results are not intended for comparison across administrations.
- Not Reported (NR) codes:
  - **NR2** = Did Not Meet Attemptedness Criteria
  - **NR3** = Marked Do Not Score
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School **FRANKLIN ACADEMY A**
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Student Name	Student ID	Developmental Scale Score (171 - 289)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	9	16	12	8			
		227		2					6	14	8	4	2	213	14
		254				4			9	14	10	8	5	258	-4
		257				4			8	15	11	8	3	236	21
		239			3				9	14	10	5	5	261	-22
		217		2					6	9	7	3	3	223	-6
		289					5		9	16	12	8	5	264	25
		231			3				4	13	11	5	4	248	-17
		223		2					5	8	9	6	3	226	-3
		238			3				6	14	9	7	3	236	2
		236			3				6	13	8	7	3	236	0
		289					5		9	16	12	8	5	254	35
		261					5		9	14	10	8	5	253	8
		268					5		9	15	11	8	4	251	17
		258					5		9	14	10	8	4	246	12
		236			3				8	14	7	7	3	236	0
		268					5		9	14	12	8	5	254	14
		236			3				7	12	12	4	2	216	20
		214		2					6	9	7	3	3	236	-22
		248				4			7	13	12	7	3	234	14
		249				4			6	16	11	7	4	242	7
		234			3				8	10	8	7	2	221	13
		248				4			9	12	12	7	4	242	6
		232			3				5	12	9	6	3	228	4
		254				4			8	14	12	7	3	231	23

- Content area results are not intended for comparison across administrations.
- Not Reported (NR) codes:
  - **NR2** = Did Not Meet Attemptedness Criteria
  - **NR3** = Marked Do Not Score
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  - **NR6** = Duplicate Record
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  - **NR8** = FDOE Invalidated
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Reading
School Report of Students
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Grade 7

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171 - 289)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible 9	16	12	8			
		234			3			7	12	9	5	3	225	9
		234			3			5	12	9	7	3	233	1
		256				4		8	15	11	7	5	265	-9
		247				4		6	15	12	6	4	242	5
		240			3			7	14	10	6	3	226	14
		253				4		9	15	11	6	4	241	12
		239			3			7	12	10	7	4	237	2
		254				4		7	16	11	7			
		220		2				5	9	10	2	2	211	9
		247				4		6	15	11	7	4	244	3
		287					5	9	16	11	8	5	276	11
		248				4		8	13	10	8	4	240	8
		231			3			5	10	9	8	3	223	8
		248				4		8	14	12	6	4	239	9
		253				4		7	16	11	6	4	248	5
		225		2				6	9	9	5	2	218	7
		245				4		7	13	11	7	5	253	-8
		261					5	9	14	10	8	5	264	-3
		197	1					3	5	6	1	1	197	0
		249				4		9	12	12	7	4	238	11
		260					5	8	16	11	7	3	231	29
		219		2				7	7	8	6	3	223	-4
		228			3			6	13	7	4	2	216	12
		216		2				4	6	10	6	1	167	49

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171 - 289)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	**9**	**16**	**12**	**8**			
		245				4		8	13	9	8	5	268	-23
		222		2				5	12	8	3	3	231	-9
		261					5	9	15	12	6	4	250	11
		260					5	9	14	12	7	5	256	4
		225		2				8	11	10	2	3	223	2
		245				4		6	15	11	6	2	220	25
		226		2				7	12	7	4	3	231	-5
		258					5	8	14	12	7	4	249	9
		245				4		7	15	10	7	2	217	28
		266					5	8	15	12	8	5	253	13
		241			3			7	13	10	7	4	240	1
		228			3			4	13	12	4	3	234	-6
		251				4		9	15	10	6	3	236	15
		213		2				4	6	7	5	2	221	-8
		218		2				4	11	9	3	3	236	-18
		284					5	9	16	12	7	5	256	28
		241			3			7	14	9	7	4	237	4
		230			3			6	12	9	6	3	231	-1
		251				4		9	15	9	7	5	271	-20
		254				4		9	14	10	7	3	231	23
		269					5	9	16	11	7	5	257	12
		234			3			6	12	10	5	3	231	3
		243				4		6	16	10	6	4	238	5
		256				4		7	15	11	8	4	243	13

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Reading
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171 - 289)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	9	16	12	8			
		217		2					6	9	6	4	3	228	-11
		281					5		9	15	12	8	5	260	21
		241			3				6	14	12	5	2	213	28
		222		2					4	11	8	5	3	224	-2
		245				4			9	13	9	7	4	243	2
		232			3				5	12	8	7	4	248	-16
		228			3				4	11	10	5	3	232	-4
		237			3				7	11	11	7	4	240	-3
		251				4			8	13	12	7	5	265	-14
		264					5		9	14	11	8	4	247	17
		240			3				7	13	10	6	5	254	-14
		247				4			7	13	11	8	4	245	2
		235			3				5	12	12	5	3	226	9
		221		2					4	9	9	7	2	213	8
		251				4			7	16	10	7	4	251	0
		216		2					5	9	7	4	2	215	1
		232			3				6	13	11	5	3	229	3
		244				4			6	15	11	6	5	252	-8
		242			3				7	14	10	6	4	242	0
		270					5		9	15	11	8	4	247	23
		257				4			8	16	11	6	5	283	-26
		251				4			9	13	11	7	3	229	22
		217		2					3	8	10	4	3	227	-10
		239			3				6	15	11	4	4	245	-6

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171 - 289)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (171 - 212)	Level 2 (213 - 227)	Level 3 (228 - 242)	Level 4 (243 - 257)	Level 5 (258 - 289)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2012	Developmental Scale Score 2012	DSS Change from 2012 to 2013
								Points Possible	**9**	**16**	**12**	**8**			
		264					5		8	15	12	8	5	258	6
		212	1						3	12	5	3	2	213	-1
		264					5		9	16	10	7	5	257	7
		239			3				6	14	12	5	3	234	5
		254				4			7	15	11	8	4	242	12
		269					5		9	15	11	8	3	235	34
		280					5		8	16	12	8	5	283	-3
		212	1						6	10	4	4	1	206	6
		280					5		8	16	12	8	5	264	16
		255				4			8	14	12	7	5	264	-9
		245				4			6	14	11	7	2	218	27
		225		2					7	10	8	6	3	226	-1
		237			3				7	13	10	5	3	234	3
		226		2					6	10	11	3	2	221	5

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Science
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Grade 5

District **BROWARD**
District ID **06**

	Number of Students	Mean Scale Score (140 - 260)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (140 - 184)	Level 2 (185 - 199)	Level 3 (200 - 214)	Level 4 (215 - 224)	Level 5 (225 - 260)	Levels 3 - 5	Nature of Science	Earth and Space Science	Physical Science	Life Science
Points Possible									10	16	16	14
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	144	**211**	7	17	35	22	19	**76**	8	13	12	11
5051 – CITY OF PEMBROKE PINESCHARTER	324	**211**	7	20	35	15	22	**73**	7	13	12	10
5012 – FRANKLIN ACADEMY A	138	**212**	4	15	33	27	21	**80**	8	13	12	11
5141 – SOMERSET ACADEMY	173	**207**	16	24	25	13	23	**60**	7	13	11	10
3661 – SUNSET LAKES ELEMENTARY SCHOOL	141	**208**	12	25	27	16	20	**63**	7	12	11	10

- To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten or all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.
- Percentages may not add to 100 due to rounding.
- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
- Content area results are not intended for comparison across administrations.

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Science
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140 - 184)	Level 2 (185 - 199)	Level 3 (200 - 214)	Level 4 (215 - 224)	Level 5 (225 - 260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible	**10**	**16**	**16**	**14**
		221				4		10	15	14	9
		237					5	10	15	15	12
		200			3			9	9	10	10
		215				4		7	13	11	14
		223				4		8	14	14	13
		215				4		7	16	12	12
		243					5	10	16	14	13
		192		2				6	8	12	8
		216				4		8	14	12	13
		234					5	10	14	14	13
		192		2				6	12	8	8
		202			3			8	12	8	10
		216				4		8	15	11	12
		234					5	10	16	13	13
		216				4		9	12	14	11
		206			3			6	15	12	8
		209			3			8	13	11	12
		232					5	10	15	15	11
		242					5	10	16	14	13
		198		2				8	10	8	11
		211			3			6	16	10	12
		209			3			7	12	11	13
		217				4		8	14	13	12
		197		2				6	11	10	11
		205			3			5	14	11	11
		203			3			5	14	11	11
		208			3			6	12	13	12
		234					5	10	16	13	13
		177	1					4	9	8	3
		209			3			6	13	13	11

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140 - 184)	Level 2 (185 - 199)	Level 3 (200 - 214)	Level 4 (215 - 224)	Level 5 (225 - 260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible	**10**	**16**	**16**	**14**
		223				4		7	15	15	11
		197		2				9	14	5	9
		237					5	8	15	15	14
		185		2				7	7	9	9
		207			3			8	12	12	10
		216				4		9	11	14	11
		219				4		9	15	12	11
		216				4		8	12	15	12
		207			3			9	13	13	8
		243					5	9	16	15	13
		213			3			9	15	12	9
		216				4		8	16	12	10
		226					5	8	16	13	12
		212			3			8	14	12	11
		209			3			7	14	13	10
		206			3			7	13	14	8
		216				4		9	15	11	12
		220				4		8	15	12	12
		220				4		8	16	13	12
		175	1					3	8	5	7
		188		2				5	10	8	8
		227					5	10	13	15	12
		209			3			7	14	10	12
		205			3			7	12	10	13
		204			3			7	14	10	9
		201			3			6	16	10	8
		209			3			10	14	9	11
		218				4		8	16	13	10
		217				4		9	14	11	13
		250					5	10	16	15	13

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Science
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140 - 184)	Level 2 (185 - 199)	Level 3 (200 - 214)	Level 4 (215 - 224)	Level 5 (225 - 260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible	**10**	**16**	**16**	**14**
		211			3			7	12	15	12
		199		2				7	10	14	7
		225					5	8	16	13	12
		194		2				3	11	11	9
		201			3			8	14	7	10
		140	1					2	2	3	2
		243					5	10	15	14	14
		215				4		10	11	11	14
		195		2				5	10	10	11
		225					5	10	15	12	13
		197		2				6	11	10	10
		213			3			7	14	13	10
		215				4		8	14	12	11
		260					5	10	16	15	14
		230					5	8	14	15	14
		220				4		8	15	12	13
		207			3			6	13	10	12
		223				4		6	16	14	13
		208			3			7	13	13	11
		244					5	10	16	14	13
		208			3			9	13	11	11
		186		2				3	10	8	8
		199		2				6	9	13	9
		201			3			7	11	12	10
		216				4		10	14	9	13
		185		2				5	11	6	8
		226					5	8	14	15	12
		209			3			5	14	13	11
		222				4		7	15	14	12
		217				4		7	14	15	11

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140 - 184)	Level 2 (185 - 199)	Level 3 (200 - 214)	Level 4 (215 - 224)	Level 5 (225 - 260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
		Points Possible						10	16	16	14
		260					5	10	16	16	13
		223				4		9	13	15	11
		215				4		9	13	12	12
		211			3			7	13	11	13
		206			3			7	14	11	9
		212			3			7	13	10	14
		210			3			7	14	10	12
		216				4		8	15	11	11
		191		2				4	12	10	8
		166	1					2	8	3	4
		210			3			6	14	13	11
		218				4		8	13	13	13
		205			3			7	11	12	11
		222				4		7	14	14	13
		203			3			7	13	10	10
		215				4		8	16	12	9
		230					5	8	15	14	14
		201			3			5	12	10	12
		199		2				6	12	11	10
		208			3			7	11	11	14
		165	1					5	4	7	3
		204			3			6	15	9	11
		232					5	10	15	14	12
		232					5	9	16	15	11
		204			3			8	13	10	11
		214			3			9	15	12	10
		227					5	9	15	15	11
		216				4		8	16	11	11
		189		2				5	12	10	6
		206			3			7	13	12	10

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Science
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Grade 5

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140 - 184)	Level 2 (185 - 199)	Level 3 (200 - 214)	Level 4 (215 - 224)	Level 5 (225 - 260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible	**10**	**16**	**16**	**14**
		243					5	9	16	15	13
		228					5	10	16	12	12
		215				4		8	16	13	10
		209			3			5	13	12	14
		177	1					4	8	9	5
		202			3			6	13	12	9
		193		2				6	12	10	8
		185		2				6	7	11	7
		237					5	10	15	14	13
		224				4		10	14	13	12
		195		2				7	12	10	7
		222				4		8	13	15	12
		217				4		8	15	12	11
		219				4		9	15	11	12
		232					5	10	16	14	11
		195		2				7	10	11	8
		212			3			10	12	13	10
		238					5	10	16	13	13

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Mathematics
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Spring 2014
Grade 3

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (140-260)	Percentage in Each Achievement Level						Mean Points Earned by Content Area		
			Level 1 (140-182)	Level 2 (183-197)	Level 3 (198-213)	Level 4 (214-228)	Level 5 (229-260)	Levels 3-5	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement
									Points Possible 21	10	13
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	126	**215**	10	10	28	28	25	**80**	18	7	11
5051 – CITY OF PEMBROKE PINESCHARTER	309	**217**	5	10	28	32	26	**85**	18	8	11
5012 – FRANKLIN ACADEMY A	157	**215**	2	10	38	33	18	**89**	18	8	11
5141 – SOMERSET ACADEMY	156	**216**	2	14	33	26	26	**84**	18	7	11
3661 – SUNSET LAKES ELEMENTARY SCHOOL	117	**208**	13	17	31	21	18	**70**	17	7	10

- To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten or if all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.
- Percentages may not add to 100 due to rounding.
- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
- Points earned by content area should not be compared across administrations.

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area			Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
			Level 1 (140-182)	Level 2 (183-197)	Level 3 (198-213)	Level 4 (214-228)	Level 5 (229-260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement			
								Points Possible	21	10	13		
		220				4		19	9	12			
		192		2				13	4	9			
		230					5	20	10	12			
		221				4		17	10	12			
		186		2				12	3	8			
		207			3			18	8	11			
		214				4		18	8	12			
		210			3			18	8	11			
		208			3			20	7	8			
		215				4		20	6	13			
		215				4		17	9	11			
		198			3			18	4	10			
		221				4		18	9	13			
		260					5	21	10	13			
		210			3			19	7	12			
		214				4		20	6	12			
		211			3			19	7	10			
		191		2				14	5	9			
		207			3			20	5	11			
		222				4		20	10	11			
		219				4		19	8	13			
		243					5	21	10	12			
		221				4		21	8	11			
		221				4		21	9	10			

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- Not Reported (NR) codes:
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  NR3 = Marked Do Not Score
  NR5 = Below-Grade Tester
  NR6 = Duplicate Record
  NR7 = FDOE Hold
  NR8 = FDOE Invalidated
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area			Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
			Level 1 (140-182)	Level 2 (183-197)	Level 3 (198-213)	Level 4 (214-228)	Level 5 (229-260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement			
								Points Possible	21	10	13		
		211			3				18	8	11		
		237					5		20	10	13		
		260					5		21	10	13		
		219				4			19	9	12		
		206			3				17	6	11		
		208			3				18	7	11		
		200			3				18	5	10		
		203			3				18	7	8		
		200			3				16	5	9		
		221				4			17	10	13		
		203			3				14	8	12		
		234					5		20	10	12		
		222				4			19	10	11		
		211			3				19	7	11		
		229					5		21	10	11		
		191		2					13	6	7		
		221				4			19	9	13		
		260					5		21	10	13		
		207			3				18	6	11		
		198			3				16	4	12		
		202			3				17	7	10		
		224				4			19	9	13		
		231					5		20	10	12		
		228				4			20	10	12		

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area			Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
			Level 1 (140-182)	Level 2 (183-197)	Level 3 (198-213)	Level 4 (214-228)	Level 5 (229-260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement			
								Points Possible	21	10	13		
		209			3				19	6	11		
		204			3				16	7	11		
		222				4			21	10	9		
		194		2					14	5	10		
		260					5		21	10	13		
		216				4			19	9	11		
		220				4			20	10	10		
		214				4			20	7	13		
		226				4			19	10	12		
		211			3				17	9	10		
		212			3				20	7	12		
		211			3				19	7	11		
		218				4			18	9	12		
		209			3				20	7	9		
		216				4			20	8	11		
		260					5		21	10	13		
		230					5		20	9	13		
		239					5		20	10	13		
		216				4			20	8	11		
		221				4			20	9	11		
		183		2					10	4	8		
		214				4			20	8	11		
		202			3				18	6	8		
		240					5		21	10	12		

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area			Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
			Level 1 (140-182)	Level 2 (183-197)	Level 3 (198-213)	Level 4 (214-228)	Level 5 (229-260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement			
								Points Possible	21	10	13		
		221				4		19	10	11			
		210			3			18	8	10			
		212			3			17	8	12			
		211			3			19	8	10			
		260					5	21	10	13			
		243					5	20	10	13			
		190		2				16	3	7			
		226				4		21	8	13			
		204			3			16	8	9			
		174	1					11	2	4			
		228				4		19	10	12			
		210			3			17	7	12			
		228				4		20	9	13			
		198			3			19	3	10			
		158	1					6	6	2			
		212			3			20	6	12			
		203			3			16	7	11			
		201			3			17	7	8			
		205			3			16	7	11			
		183		2				12	3	6			
		201			3			18	5	10			
		198			3			15	5	11			
		223				4		20	10	11			
		216				4		19	10	10			

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area			Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
			Level 1 (140-182)	Level 2 (183-197)	Level 3 (198-213)	Level 4 (214-228)	Level 5 (229-260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement			
								Points Possible 21	10	13			
		238					5	21	9	13			
		199			3			19	4	9			
		209			3			17	9	11			
		208			3			19	7	10			
		228				4		21	10	11			
		206			3			18	7	11			
		186		2				10	6	8			
		260					5	21	10	13			
		243					5	20	10	13			
		187		2				13	5	6			
		208			3			19	7	10			
		248					5	20	10	13			
		229					5	21	9	12			
		199			3			18	4	11			
		231					5	20	9	13			
		184		2				11	4	8			
		214				4		20	8	10			
		213			3			16	9	12			
		221				4		21	8	13			
		195		2				15	4	9			
		194		2				15	4	8			
		200			3			16	6	9			
		233					5	20	9	13			
		202			3			16	6	10			

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area			Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
			Level 1 (140-182)	Level 2 (183-197)	Level 3 (198-213)	Level 4 (214-228)	Level 5 (229-260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement			
								Points Possible	21	10	13		
		201			3				16	7	10		
		196		2					17	3	11		
		200			3				16	5	12		
		212			3				17	9	11		
		218				4			19	8	13		
		240					5		21	10	12		
		226				4			20	10	12		
		179	1						11	0	7		
		224				4			19	9	13		
		210			3				19	8	10		
		224				4			19	9	13		
		201			3				16	5	13		
		230					5		20	10	12		
		224				4			19	10	12		
		207			3				20	6	11		
		217				4			19	8	12		
		208			3				19	7	11		
		218				4			20	8	12		
		212			3				20	8	9		
		213			3				16	9	12		
		219				4			20	9	11		
		216				4			18	9	11		
		186		2					13	4	8		
		232					5		20	10	12		

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area			Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
			Level 1 (140-182)	Level 2 (183-197)	Level 3 (198-213)	Level 4 (214-228)	Level 5 (229-260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement			
								Points Possible	**21**	**10**	**13**		
		214				4		19	9	9			
		226				4		21	9	12			
		214				4		21	7	11			
		211			3			18	9	11			
		213			3			20	7	12			
		218				4		19	9	12			
		231					5	20	10	12			
		218				4		20	8	12			
		214				4		17	10	10			
		213			3			20	8	11			
		222				4		19	9	13			
		199			3			17	6	9			
		260					5	21	10	13			

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Reading
District Report of Schools
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District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (140-260)	Percentage in Each Achievement Level						Mean Points Earned by Content Area				
			Level 1 (140-181)	Level 2 (182-197)	Level 3 (198-209)	Level 4 (210-226)	Level 5 (227-260)	Levels 3-5		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
									Points Possible	8	17	12	8
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	126	**209**	8	17	28	30	17	**75**		6	12	9	7
5051 – CITY OF PEMBROKE PINESCHARTER	311	**215**	3	11	22	42	22	**87**		7	14	10	7
5012 – FRANKLIN ACADEMY A	157	**213**	4	11	30	36	19	**85**		7	13	10	7
5141 – SOMERSET ACADEMY	156	**214**	3	13	28	35	21	**84**		7	13	10	7
3661 – SUNSET LAKES ELEMENTARY SCHOOL	117	**209**	12	17	17	32	22	**71**		6	12	9	7

- To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten or if all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area					Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
			Level 1 (140-181)	Level 2 (182-197)	Level 3 (198-209)	Level 4 (210-226)	Level 5 (227-260)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process			
								Points Possible	8	17	12	8			
		220				4			7	14	11	8			
		187		2					4	9	6	5			
		236					5		8	15	12	8			
		248					5		7	17	12	8			
		189		2					4	8	8	6			
		208			3				6	13	11	7			
		190		2					6	11	7	3			
		209			3				5	15	10	7			
		208			3				5	14	12	6			
		211				4			8	13	8	8			
		212				4			8	13	9	7			
		215				4			7	15	12	6			
		234					5		8	15	12	8			
		260					5		8	17	12	8			
		215				4			7	16	10	6			
		207			3				7	13	9	6			
		211				4			8	14	9	6			
		174	1						4	6	3	3			
		198			3				5	9	11	7			
		217				4			8	14	11	7			
		251					5		8	17	11	8			
		220				4			7	16	10	7			
		223				4			7	14	12	8			
		220				4			6	17	11	7			

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
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Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area					Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
			Level 1 (140-181)	Level 2 (182-197)	Level 3 (198-209)	Level 4 (210-226)	Level 5 (227-260)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process			
								Points Possible	8	17	12	8			
		201			3				6	12	9	7			
		217				4			8	13	11	7			
		222				4			8	16	10	7			
		228					5		8	15	12	7			
		201			3				7	9	9	8			
		223				4			6	16	12	7			
		193		2					6	10	7	6			
		212				4			7	15	11	6			
		183		2					5	6	6	3			
		208			3				8	13	10	6			
		202			3				7	11	9	6			
		215				4			6	13	12	8			
		195		2					5	11	7	7			
		211				4			6	12	11	8			
		231					5		8	16	12	6			
		180	1						3	8	5	4			
		208			3				6	12	10	8			
		250					5		8	17	11	8			
		210				4			7	14	11	6			
		209			3				7	14	9	7			
		200			3				5	10	10	6			
		211				4			8	13	10	6			
		207			3				6	12	10	8			
		244					5		8	16	12	8			

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area					Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
			Level 1 (140-181)	Level 2 (182-197)	Level 3 (198-209)	Level 4 (210-226)	Level 5 (227-260)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process			
								Points Possible	8	17	12	8			
		168	1						4	2	5	2			
		214				4			7	13	12	6			
		218				4			7	14	12	7			
		203			3				7	12	9	6			
		225				4			8	16	9	8			
		260					5		8	17	12	8			
		218				4			8	15	11	6			
		235					5		8	16	11	8			
		231					5		8	16	11	8			
		204			3				5	13	9	7			
		225				4			7	16	12	7			
		200			3				7	8	9	7			
		196		2					5	8	9	7			
		236					5		8	16	11	8			
		214				4			5	15	11	7			
		226				4			7	16	11	7			
		229					5		7	16	12	7			
		227					5		7	16	12	8			
		215				4			6	13	12	7			
		223				4			7	16	11	8			
		229					5		8	16	12	7			
		223				4			8	14	11	8			
		198			3				5	11	12	6			
		231					5		8	16	11	7			

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area					Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
			Level 1 (140-181)	Level 2 (182-197)	Level 3 (198-209)	Level 4 (210-226)	Level 5 (227-260)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process			
								Points Possible	8	17	12	8			
		218				4			7	17	8	7			
		235					5		7	17	11	8			
		197		2					6	8	9	6			
		201			3				4	14	7	8			
		204			3				7	10	10	7			
		224				4			7	17	11	7			
		195		2					5	8	10	7			
		218				4			8	13	12	6			
		207			3				6	12	10	8			
		175	1						4	6	6	4			
		212				4			7	16	9	6			
		215				4			8	14	11	6			
		204			3				7	13	9	6			
		210				4			7	12	11	7			
		172	1						4	7	3	1			
		203			3				5	14	10	5			
		200			3				5	12	9	7			
		205			3				7	11	8	8			
		198			3				6	13	7	5			
		201			3				7	12	9	6			
		206			3				8	14	11	4			
		229					5		8	15	11	8			
		231					5		7	16	11	8			
		200			3				6	12	7	7			

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- Not Reported (NR) codes:
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area					Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
			Level 1 (140-181)	Level 2 (182-197)	Level 3 (198-209)	Level 4 (210-226)	Level 5 (227-260)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process			
								Points Possible	8	17	12	8			
		230					5		8	16	11	7			
		201			3				7	12	8	5			
		185		2					4	11	4	4			
		209			3				7	14	10	6			
		206			3				5	13	10	8			
		222				4			7	16	11	8			
		196		2					8	11	8	3			
		223				4			7	16	12	6			
		260					5		8	17	12	8			
		187		2					6	6	9	3			
		214				4			7	15	11	7			
		207			3				8	11	11	5			
		229					5		7	16	12	8			
		205			3				6	15	6	8			
		205			3				5	12	10	8			
		209			3				6	15	9	7			
		208			3				8	16	8	5			
		222				4			8	15	11	7			
		223				4			7	15	10	8			
		209			3				8	16	9	6			
		205			3				6	13	9	6			
		183		2					6	8	6	5			
		228					5		8	15	12	8			
		197		2					6	10	7	7			

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area					Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
			Level 1 (140-181)	Level 2 (182-197)	Level 3 (198-209)	Level 4 (210-226)	Level 5 (227-260)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process			
								Points Possible	8	17	12	8			
		191		2					4	12	8	2			
		203			3				6	13	8	7			
		197		2					7	12	6	6			
		195		2					5	11	9	5			
		211				4			6	15	9	8			
		231					5		7	17	12	7			
		260					5		8	17	12	8			
		167	1						2	4	3	4			
		214				4			8	13	10	7			
		203			3				6	10	11	8			
		237					5		8	15	12	8			
		222				4			8	14	12	7			
		208			3				7	12	10	8			
		208			3				6	13	10	7			
		206			3				8	11	9	8			
		215				4			6	14	11	8			
		211				4			7	13	11	6			
		235					5		7	16	12	8			
		223				4			8	15	11	7			
		200			3				5	11	10	6			
		236					5		8	15	12	8			
		234					5		8	16	11	8			
		201			3				5	12	10	5			
		217				4			7	15	11	7			

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area					Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
			Level 1 (140-181)	Level 2 (182-197)	Level 3 (198-209)	Level 4 (210-226)	Level 5 (227-260)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process			
								Points Possible	**8**	**17**	**12**	**8**			
		213				4			7	13	12	7			
		207			3				5	14	8	8			
		214				4			6	14	10	8			
		200			3				6	11	10	6			
		225				4			8	16	11	7			
		217				4			5	16	12	7			
		220				4			7	15	11	8			
		218				4			8	13	11	8			
		211				4			8	14	8	8			
		211				4			7	13	12	6			
		211				4			8	14	10	6			
		196		2					7	9	9	6			
		221				4			8	14	10	8			

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District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (155-271)	Percentage in Each Achievement Level						Mean Points Earned by Content Area		
			Level 1 (155-196)	Level 2 (197-209)	Level 3 (210-223)	Level 4 (224-239)	Level 5 (240-271)	Levels 3-5	Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement
									Points Possible 18	10	12
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	129	**229**	5	12	19	36	28	**83**	15	9	10
5051 – CITY OF PEMBROKE PINES CHARTER	324	**232**	4	9	23	34	31	**88**	15	9	9
5012 – FRANKLIN ACADEMY A	138	**227**	3	14	29	32	22	**83**	15	9	9
5141 – SOMERSET ACADEMY	156	**228**	4	13	26	28	28	**82**	15	8	9
3661 – SUNSET LAKES ELEMENTARY SCHOOL	156	**223**	10	12	30	28	21	**79**	14	8	9

- To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten or if all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.
- Percentages may not add to 100 due to rounding.
- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
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Grade 5

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (163-279)	Percentage in Each Achievement Level						Mean Points Earned by Content Area		
			Level 1 (163-204)	Level 2 (205-219)	Level 3 (220-233)	Level 4 (234-246)	Level 5 (247-279)	Levels 3-5	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement
									Points Possible 22	10	14
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	144	**232**	11	13	22	31	22	**76**	16	7	10
5051 – CITY OF PEMBROKE PINES CHARTER	326	**234**	6	14	21	35	24	**80**	16	7	10
5012 – FRANKLIN ACADEMY A	137	**232**	5	18	33	25	20	**77**	16	6	10
5141 – SOMERSET ACADEMY	179	**231**	6	22	26	26	20	**72**	15	6	10
3661 – SUNSET LAKES ELEMENTARY SCHOOL	122	**235**	8	13	24	25	30	**79**	16	7	10

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District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (170-284)	Percentage in Each Achievement Level						Mean Points Earned by Content Area		
			Level 1 (170-212)	Level 2 (213-226)	Level 3 (227-239)	Level 4 (240-252)	Level 5 (253-284)	Levels 3-5	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement
									Points Possible 18	17	9
5081 – CITY/PEMBROKE PINES CHARTER MIDDLE	436	**240**	5	14	32	26	23	**81**	13	12	6
5012 – FRANKLIN ACADEMY A	134	**235**	10	19	27	30	14	**71**	12	11	5
2021 – GLADES MIDDLE SCHOOL	448	**234**	12	22	24	25	16	**66**	11	11	5
3331 – SILVER TRAIL MIDDLE SCHOOL	439	**239**	7	16	27	27	23	**77**	12	12	6
5151 – SOMERSET ACADEMY MIDDLE SCHOOL	280	**237**	5	21	32	26	15	**73**	12	12	5

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Grade 7

District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (179-219)	Level 2 (220-233)	Level 3 (234-247)	Level 4 (248-260)	Level 5 (261-292)	**Levels 3-5**	Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability
									Points Possible	**11**	**12**	**13**	**8**
5081 – CITY/PEMBROKE PINES CHARTER MIDDLE	371	**246**	5	16	30	33	15	**79**	7	9	8	6
5012 – FRANKLIN ACADEMY A	155	**242**	8	19	32	28	12	**72**	7	8	7	6
2021 – GLADES MIDDLE SCHOOL	393	**237**	19	20	31	21	10	**62**	6	8	6	5
3331 – SILVER TRAIL MIDDLE SCHOOL	460	**244**	10	16	28	28	18	**73**	7	8	7	6
5151 – SOMERSET ACADEMY MIDDLE SCHOOL	253	**243**	6	19	36	28	11	**76**	7	9	7	6

- To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten or if all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155-271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155-196)	Level 2 (197-209)	Level 3 (210-223)	Level 4 (224-239)	Level 5 (240-271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	18	10	12			
		218			3				15	8	8	5	236	-18
		243					5		18	9	11	5	260	-17
		205		2					10	8	4	3	202	3
		271					5		18	10	12	5	237	34
		224				4			17	9	7	3	209	15
		219			3				15	7	9	3	204	15
		240					5		16	10	11	3	208	32
		210			3				10	7	10	2	192	18
		216			3				13	8	10	3	212	4
		223			3				15	10	7	4	221	2
		271					5		18	10	12	5	260	11
		234				4			17	10	9	4	225	9
		214			3				12	8	8			
		234				4			15	10	11	4	215	19
		175	1						2	4	4	1	167	8
		237				4			17	9	11	5	242	-5
		208		2					12	8	5	4	228	-20
		223			3				13	10	10	3	211	12
		214			3				13	9	7	3	207	7
		211			3				15	6	7			
		232				4			18	9	8	5	260	-28
		215			3				13	8	8	4	215	0
		210			3				12	8	7	3	203	7
		271					5		18	10	12	5	232	39

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155-271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155-196)	Level 2 (197-209)	Level 3 (210-223)	Level 4 (224-239)	Level 5 (240-271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	18	10	12			
		254					5		18	10	11	4	217	37
		233				4			17	9	10			
		221			3				13	9	10	4	214	7
		271					5		18	10	12	5	251	20
		222			3				17	9	6	5	234	-12
		238				4			16	10	11	5	237	1
		206		2					13	6	6	2	190	16
		226				4			13	10	11	2	185	41
		224				4			15	9	9	4	218	6
		240					5		18	9	10	4	214	26
		222			3				13	9	10	4	220	2
		271					5		18	10	12	5	236	35
		233				4			16	10	9	4	220	13
		243					5		18	10	10	5	260	-17
		230				4			15	10	10	3	210	20
		207		2					11	7	8	2	197	10
		241					5		17	9	11	4	227	14
		205		2					12	8	5	2	195	10
		224				4			17	8	7	3	212	12
		253					5		18	9	12	4	222	31
		205		2					9	6	9	2	187	18
		242					5		18	10	10	3	204	38
		232				4			17	9	10	4	216	16
		205		2					10	8	5	3	204	1

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155-271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155-196)	Level 2 (197-209)	Level 3 (210-223)	Level 4 (224-239)	Level 5 (240-271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	18	10	12			
		196	1						9	4	7	2	188	8
		199		2					12	4	3	2	191	8
		237				4			16	9	11	4	228	9
		187	1						8	3	3	1	154	33
		228				4			15	9	10	4	214	14
		220			3				14	10	7	4	217	3
		233				4			16	10	10	1	182	51
		230				4			15	10	10	3	210	20
		213			3				13	7	7	3	199	14
		254					5		17	10	12			
		254					5		17	10	12	5	232	22
		226				4			17	9	8	3	213	13
		258					5		18	10	11	5	245	13
		231				4			15	10	11	4	218	13
		240					5		16	9	12			
		215			3				14	9	5	4	219	-4
		218			3				15	10	5	3	213	5
		235				4			15	10	11	4	221	14
		213			3				13	9	6	4	220	-7
		226				4			17	7	9	3	205	21
		231				4			16	9	10	3	204	27
		250					5		17	10	12	4	217	33
		233				4			17	9	11	3	206	27
		232				4			16	9	10	5	233	-1

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
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Student Name	Student ID	Developmental Scale Score (155-271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155-196)	Level 2 (197-209)	Level 3 (210-223)	Level 4 (224-239)	Level 5 (240-271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	18	10	12			
		256					5		18	10	11	5	236	20
		209		2					11	6	10	1	175	34
		218			3				13	10	7	3	213	5
		259					5		18	9	12	4	228	31
		210			3				11	9	5	3	213	-3
		209		2					12	6	7	3	209	0
		238				4			18	8	11	4	219	19
		254					5		17	10	12	4	226	28
		231				4			15	9	11	3	213	18
		213			3				13	8	8	3	200	13
		223			3				16	8	8	3	207	16
		206		2					15	3	8	4	215	-9
		220			3				15	8	7	3	206	14
		271					5		18	10	12	5	235	36
		209		2					12	7	8	2	190	19
		227				4			15	10	9	3	211	16
		216			3				16	8	7			
		258					5		17	10	12	5	236	22
		204		2					10	7	6	2	189	15
		237				4			16	9	11	3	210	27
		227				4			16	8	11	3	207	20
		241					5		18	10	10	4	226	15
		214			3				14	7	9	2	193	21
		271					5		18	10	12	5	229	42

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155-271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155-196)	Level 2 (197-209)	Level 3 (210-223)	Level 4 (224-239)	Level 5 (240-271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	18	10	12			
		239				4			16	10	11	5	251	-12
		222			3				16	10	6	3	202	20
		232				4			16	10	9	5	233	-1
		221			3				15	10	6	5	229	-8
		197		2					10	4	7	1	170	27
		223			3				15	9	8	3	201	22
		243					5		18	9	11	4	227	16
		239				4			17	10	10	4	214	25
		240					5		16	10	11	4	220	20
		223			3				14	10	9	4	217	6
		227				4			18	8	9	3	208	19
		226				4			13	10	11	4	216	10
		239				4			17	9	11	5	240	-1
		207		2					15	4	6	3	203	4
		216			3				15	7	7	4	222	-6
		196	1						7	4	8	2	183	13
		226				4			15	10	9	4	221	5
		223			3				15	10	7	4	215	8
		252					5		18	10	11	4	223	29
		220			3				13	9	10	3	200	20
		255					5		17	10	12	5	232	23
		211			3				12	10	4	4	214	-3
		248					5		16	10	12	4	222	26
		219			3				15	9	8	3	205	14

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Grade 4

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (155-271)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (155-196)	Level 2 (197-209)	Level 3 (210-223)	Level 4 (224-239)	Level 5 (240-271)		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	18	10	12			
		209		2					11	8	8	3	200	9
		212			3				15	4	10	3	198	14
		220			3				16	8	8	3	208	12
		220			3				12	9	10	3	205	15
		236				4			17	9	11	3	203	33
		205		2					12	5	7	2	186	19
		226				4			15	10	8	3	206	20
		239				4			17	9	11	5	248	-9
		221			3				15	8	10	3	207	14
		233				4			17	10	9	5	235	-2
		246					5		17	10	11	5	235	11
		204		2					12	7	5	3	201	3
		211			3				13	7	8	4	216	-5
		226				4			15	9	11	4	216	10
		198		2					10	6	2	1	176	22
		229				4			16	10	9	4	228	1
		229				4			14	10	11	4	217	12
		225				4			14	10	10			

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  - **NR3** = Marked Do Not Score
  - **NR5** = Below-Grade Tester
  - **NR6** = Duplicate Record
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Spring 2014
Grade 5

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (163-279)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (163-204)	Level 2 (205-219)	Level 3 (220-233)	Level 4 (234-246)	Level 5 (247-279)		Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	22	10	14			
		191	1						6	2	5	2	199	-8
		224			3				13	5	10	3	217	7
		209		2					9	2	7	2	201	8
		225			3				17	3	10	3	210	15
		226			3				11	6	12	2	207	19
		238				4			18	8	10	4	227	11
		244				4			19	7	12	5	254	-10
		227			3				14	7	9	3	219	8
		205		2					6	2	7	2	208	-3
		216		2					7	8	9			
		220			3				15	5	6	3	214	6
		263					5		20	10	14	5	271	-8
		222			3				14	4	9	4	232	-10
		216		2					9	3	10	2	209	7
		234				4			16	6	11	5	246	-12
		254					5		19	10	14	5	271	-17
		202	1						8	4	4			
		224			3				14	4	9			
		206		2					11	5	5	3	219	-13
		246				4			19	8	13	4	233	13
		223			3				13	6	9	2	202	21
		220			3				12	7	7	4	237	-17
		259					5		22	9	13	5	250	9
		246				4			19	9	12	4	228	18

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Grade 5

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (163-279)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (163-204)	Level 2 (205-219)	Level 3 (220-233)	Level 4 (234-246)	Level 5 (247-279)		Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	22	10	14			
		236				4			18	8	10	4	226	10
		226			3				17	4	9	3	213	13
		241				4			18	8	12	5	248	-7
		229			3				18	4	9	3	211	18
		229			3				16	9	7	3	222	7
		251					5		18	10	13	4	229	22
		229			3				15	5	11	3	218	11
		239				4			20	7	10	5	259	-20
		220			3				12	6	7	3	211	9
		237				4			20	7	9	3	216	21
		225			3				13	5	10	3	219	6
		226			3				15	7	8	3	213	13
		228			3				16	8	5	3	216	12
		204	1						9	2	7	1	190	14
		206		2					10	2	5	3	214	-8
		233			3				16	8	11	4	225	8
		279					5		22	10	14	5	244	35
		226			3				16	4	8	2	200	26
		256					5		21	9	13	4	231	25
		204	1						7	4	7	2	199	5
		243				4			20	8	11	3	223	20
		241				4			18	7	12	4	229	12
		249					5		20	9	12	4	229	20
		217		2					13	3	7	1	189	28

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (163-279)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (163-204)	Level 2 (205-219)	Level 3 (220-233)	Level 4 (234-246)	Level 5 (247-279)		Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	22	10	14			
		237				4			20	6	10	5	242	-5
		253					5		21	9	12	4	233	20
		196	1						6	3	3	1	189	7
		225			3				13	9	8	2	207	18
		250					5		21	8	12	5	246	4
		241				4			15	9	13	4	233	8
		204	1						8	2	6	1	188	16
		255					5		21	9	13	4	231	24
		214		2					9	4	9	2	205	9
		217		2					12	3	9	3	216	1
		246				4			19	9	12	4	228	18
		263					5		21	9	14	5	245	18
		228			3				18	3	9	3	219	9
		252					5		21	8	13	5	240	12
		211		2					9	4	8			
		229			3				15	8	7	4	227	2
		238				4			20	5	12	3	210	28
		229			3				15	4	13	3	215	14
		244				4			17	9	13	5	271	-27
		237				4			17	7	11	5	241	-4
		210		2					10	2	9	1	196	14
		262					5		21	10	13	5	240	22
		222			3				14	4	9	3	221	1
		231			3				15	7	12	4	230	1

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School **FRANKLIN ACADEMY A**
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Student Name	Student ID	Developmental Scale Score (163-279)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (163-204)	Level 2 (205-219)	Level 3 (220-233)	Level 4 (234-246)	Level 5 (247-279)		Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	22	10	14			
		233			3				16	9	10	5	243	-10
		213		2					11	3	7	2	205	8
		245				4			20	9	11	5	243	2
		219		2					12	4	9	3	217	2
		208		2					8	2	9	2	200	8
		239				4			18	8	11	5	243	-4
		254					5		20	9	13	5	254	0
		243				4			20	8	11			
		222			3				14	7	6	4	232	-10
		232			3				17	7	8	4	231	1
		231			3				16	6	11	3	223	8
		242				4			17	7	14	4	238	4
		247					5		19	9	12	5	243	4
		248					5		20	9	12	4	239	9
		256					5		21	10	12	4	233	23
		239				4			16	7	14	5	242	-3
		263					5		21	9	14	5	271	-8
		222			3				14	3	8	1	193	29
		225			3				13	7	9	4	235	-10
		229			3				17	6	9	4	230	-1
		216		2					14	4	5	3	219	-3
		227			3				15	7	8	3	214	13
		250					5		22	8	12			
		216		2					13	4	6	3	219	-3

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (163-279)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (163-204)	Level 2 (205-219)	Level 3 (220-233)	Level 4 (234-246)	Level 5 (247-279)		Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	22	10	14			
		211		2					12	3	5	2	200	11
		240				4			18	9	10	3	215	25
		235				4			18	8	10			
		218		2					12	6	6	3	211	7
		235				4			18	6	11	3	215	20
		227			3				16	5	9	3	220	7
		249					5		18	10	13	5	254	-5
		221			3				14	6	6	2	202	19
		219		2					11	5	9	2	209	10
		223			3				15	4	9	4	235	-12
		263					5		20	10	14	5	271	-8
		237				4			19	7	10	3	221	16
		227			3				13	7	9	4	236	-9
		223			3				13	6	9	3	215	8
		197	1						7	1	3	3	210	-13
		226			3				16	6	8	4	225	1
		218		2					15	1	7	4	228	-10
		218		2					11	6	8	2	201	17
		245				4			18	9	13	4	225	20
		263					5		20	10	14	5	252	11
		229			3				17	8	7	3	220	9
		226			3				15	5	9	4	226	0
		245				4			19	8	12	5	254	-9
		248					5		19	9	13	5	271	-23

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (163-279)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (163-204)	Level 2 (205-219)	Level 3 (220-233)	Level 4 (234-246)	Level 5 (247-279)	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**22**	**10**	**14**			
		212		2				13	3	3	2	200	12
		229			3			16	6	9	3	218	11
		213		2				10	5	5			
		233			3			16	7	10	4	231	2
		229			3			16	5	9	4	226	3
		241				4		19	8	11	2	209	32
		247					5	19	9	12	5	252	-5
		213		2				10	4	7			
		244				4		18	9	13	4	238	6
		240				4		18	8	11	4	235	5
		227			3			15	5	10	3	215	12
		250					5	21	9	12	3	220	30
		245				4		19	9	11	4	236	9
		240				4		20	7	11	5	250	-10
		242				4		20	7	11	4	224	18
		247					5	19	10	11	5	245	2
		247					5	17	10	13	5	252	-5

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Grade 6

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (170-284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170-212)	Level 2 (213-226)	Level 3 (227-239)	Level 4 (240-252)	Level 5 (253-284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible 18	17	9			
		237			3			13	11	6	4	236	1
		238			3			13	11	7	4	242	-4
		202	1					6	3	1	2	215	-13
		252				4		14	16	8	3	228	24
		248				4		13	13	9	5	254	-6
		226		2				8	11	4	2	216	10
		267					5	16	17	9	5	249	18
		228			3			10	13	1	3	221	7
		247				4		15	14	7	4	237	10
		252				4		13	16	9			
		260					5	18	15	8	5	250	10
		225		2				10	7	3	2	210	15
		239			3			13	11	7	3	229	10
		221		2				6	9	6	2	209	12
		246				4		14	11	9	3	232	14
		229			3			9	11	4	3	231	-2
		253					5	17	12	9	4	234	19
		215		2				7	8	1	2	216	-1
		246				4		14	15	7	5	251	-5
		235			3			14	10	5	3	227	8
		218		2				6	10	2	3	220	-2
		242				4		13	15	5	4	242	0
		233			3			10	9	6	2	218	15
		222		2				10	6	3	2	213	9

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (170-284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170-212)	Level 2 (213-226)	Level 3 (227-239)	Level 4 (240-252)	Level 5 (253-284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**18**	**17**	**9**			
		253					5	16	13	9	5	250	3
		197	1					2	6	0	1	174	23
		211	1					5	5	3	3	222	-11
		229			3			11	12	3	3	230	-1
		215		2				5	5	3	3	226	-11
		244				4		14	15	6	3	230	14
		224		2				11	7	2	2	208	16
		196	1					4	2	1	2	208	-12
		221		2				8	6	3	2	216	5
		245				4		17	13	6	3	232	13
		222		2				8	7	4	3	229	-7
		250				4		17	14	7	3	231	19
		240				4		15	13	4	4	238	2
		247				4		14	14	8	4	240	7
		240				4		14	11	5	2	219	21
		243				4		15	11	8	3	229	14
		190	1					6	3	0	2	206	-16
		229			3			8	13	3	3	223	6
		235			3			13	11	4	3	226	9
		237			3			16	9	5	2	213	24
		226		2				9	10	2	3	220	6
		230			3			10	12	2			
		254					5	17	14	8	5	258	-4
		214		2				6	6	1	2	211	3

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (170-284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170-212)	Level 2 (213-226)	Level 3 (227-239)	Level 4 (240-252)	Level 5 (253-284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**18**	**17**	**9**			
		229			3			10	9	5	3	233	-4
		234			3			12	12	4	3	229	5
		241				4		11	15	7	3	220	21
		240				4		13	12	7	4	234	6
		218		2				7	5	4	2	213	5
		238			3			13	11	6	5	266	-28
		240				4		13	14	6	4	234	6
		277					5	17	17	9	5	252	25
		233			3			10	12	5	3	221	12
		210	1					4	4	1	2	214	-4
		248				4		15	11	9	5	248	0
		246				4		14	15	7	4	238	8
		196	1					4	2	2	1	201	-5
		231			3			9	9	6	3	221	10
		270					5	18	17	8	4	245	25
		239			3			15	13	5	4	236	3
		242				4		13	13	7	2	217	25
		250				4		15	15	8	3	229	21
		227			3			10	10	3	3	228	-1
		243				4		14	13	7	5	248	-5
		238			3			13	12	6	4	241	-3
		255					5	16	14	9	5	252	3
		264					5	18	16	8	4	234	30
		257					5	16	15	9	3	230	27

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Grade 6

School FRANKLIN ACADEMY A
School ID 5012
District BROWARD
District ID 06

Student Name	Student ID	Developmental Scale Score (170-284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170-212)	Level 2 (213-226)	Level 3 (227-239)	Level 4 (240-252)	Level 5 (253-284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible 18	17	9			
		223		2				8	10	2	3	231	-8
		262					5	16	16	9	5	254	8
		245				4		13	12	9	4	234	11
		197	1					4	5	1	3	222	-25
		254					5	15	15	9	5	259	-5
		256					5	16	17	7	3	221	35
		252				4		15	16	8	4	239	13
		225		2				9	9	2	2	219	6
		216		2				2	11	2	2	216	0
		245				4		14	14	7	3	223	22
		222		2				6	11	2	3	222	0
		241				4		13	13	7	3	221	20
		267					5	16	17	9	5	249	18
		258					5	17	14	9	5	260	-2
		247				4		14	13	8	4	245	2
		213		2				5	7	1	1	203	10
		230			3			12	10	3	2	219	11
		224		2				7	9	5	2	218	6
		228			3			10	9	5	3	226	2
		219		2				10	7	2	1	203	16
		210	1					3	8	1	2	211	-1
		226		2				6	10	5	2	217	9
		225		2				10	8	4	3	229	-4
		242				4		14	8	9	4	239	3

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (170-284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170-212)	Level 2 (213-226)	Level 3 (227-239)	Level 4 (240-252)	Level 5 (253-284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
		Points Possible						18	17	9			
		247				4		14	14	8	4	235	12
		234			3			11	12	4	3	230	4
		237			3			13	12	5	2	212	25
		228			3			7	10	5	2	215	13
		267					5	18	15	9	5	249	18
		209	1					8	5	0	2	205	4
		222		2				7	9	2	2	218	4
		229			3			9	10	4	3	223	6
		229			3			7	10	5	3	223	6
		227			3			10	6	6	3	226	1
		233			3			10	10	5	3	221	12
		223		2				8	10	3	2	216	7
		263					5	17	16	9	5	255	8
		212	1					2	10	1	3	221	-9
		241				4		15	11	6	3	226	15
		284					5	18	17	9	4	243	41
		249				4		18	12	7	4	238	11
		230			3			8	8	7	3	225	5
		243				4		15	13	6	3	228	15
		243				4		12	14	7	3	232	11
		242				4		12	13	8	4	246	-4
		233			3			11	13	3	3	232	1
		237			3			12	13	5	3	224	13
		209	1					8	5	1	2	210	-1

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Student Name	Student ID	Developmental Scale Score (170-284)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (170-212)	Level 2 (213-226)	Level 3 (227-239)	Level 4 (240-252)	Level 5 (253-284)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**18**	**17**	**9**			
		227			3			12	7	3	2	207	20
		228			3			13	7	3	3	225	3
		227			3			11	7	5	2	219	8
		214		2				7	7	0	2	213	1
		229			3			10	10	5	3	222	7
		251				4		15	15	8	4	235	16
		206	1					7	5	2	2	210	-4
		251				4		14	16	8	4	234	17
		225		2				11	5	6	3	220	5
		246				4		17	13	6	4	244	2
		267					5	18	15	9	5	279	-12
		247				4		17	14	6	4	243	4
		242				4		14	14	6	2	218	24
		251				4		17	15	7	5	247	4

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (179-292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179-219)	Level 2 (220-233)	Level 3 (234-247)	Level 4 (248-260)	Level 5 (261-292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	11	12	13	8			
		245			3				8	10	5	7	3	239	6
		257				4			9	11	10	7	4	247	10
		254				4			9	10	10	6	4	243	11
		241			3				6	9	5	7	2	215	26
		259				4			11	11	10	5	4	246	13
		237			3				5	8	6	6	2	226	11
		230		2					3	7	3	7	2	224	6
		255				4			9	12	10	5	4	247	8
		243			3				8	8	6	6	5	253	-10
		233		2					8	6	4	6	2	225	8
		240			3				8	8	6	5	3	229	11
		279					5		11	10	13	8	5	255	24
		248				4			8	10	8	6	3	237	11
		257				4			8	12	9	8	4	252	5
		253				4			9	8	10	8	4	251	2
		238			3				7	9	5	5			
		187	1						3	2	0	2	2	215	-28
		225		2					4	3	5	6	3	230	-5
		233		2					5	8	4	5	1	196	37
		261					5		10	10	10	8	4	250	11
		240			3				7	9	6	4	2	217	23
		246			3				7	10	5	8			
		257				4			6	12	12	6	3	233	24
		240			3				7	10	6	5	3	232	8

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Student Name	Student ID	Developmental Scale Score (179-292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179-219)	Level 2 (220-233)	Level 3 (234-247)	Level 4 (248-260)	Level 5 (261-292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	11	12	13	8			
		245			3				8	9	7	7	3	230	15
		240			3				8	9	5	6	2	224	16
		227		2					5	5	5	3	3	233	-6
		255				4			9	11	8	8	5	255	0
		259				4			10	11	10	7	4	246	13
		252				4			9	11	7	8	4	252	0
		248				4			8	10	7	8	3	234	14
		249				4			6	10	8	8	4	244	5
		244			3				7	9	7	6	3	235	9
		248				4			8	10	7	7	4	245	3
		220		2					4	3	1	7	1	212	8
		252				4			8	11	8	7	4	250	2
		244			3				6	9	7	7	3	239	5
		256				4			7	11	11	8	4	240	16
		229		2					3	7	4	5	1	212	17
		242			3				9	10	6	4	2	223	19
		292					5		11	12	13	8	5	284	8
		227		2					4	6	3	5	2	226	1
		250				4			7	10	9	7	3	235	15
		252				4			6	11	10	8	3	227	25
		232		2					4	6	7	5	2	219	13
		244			3				9	8	6	7	2	225	19
		227		2					8	4	3	3	2	222	5
		220		2					0	7	1	6	2	217	3

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								Points Possible	11	12	13	8			
		229		2					7	6	4	3	2	223	6
		243			3				8	9	5	7	2	223	20
		264					5		10	11	11	8	5	262	2
		249				4			7	9	9	7	3	229	20
		244			3				8	9	7	6	3	236	8
		231		2					3	8	3	6	2	225	6
		243			3				5	9	8	7	3	238	5
		212	1						3	1	4	4	1	189	23
		253				4			8	10	12	5	4	241	12
		247			3				6	8	10	6	3	239	8
		242			3				6	10	7	6	3	238	4
		194	1						2	1	3	0	1	200	-6
		NR2											2	214	
		241			3				6	8	8	6	3	236	5
		265					5		11	12	10	7	4	250	15
		206	1						3	2	0	2	1	204	2
		255				4			9	10	9	7	4	245	10
		257				4			9	9	10	8	4	246	11
		220		2					2	6	5	4	1	201	19
		250				4			7	8	11	7	4	245	5
		255				4			10	11	8	8	4	244	11
		252				4			10	9	8	7	4	246	6
		225		2					4	6	4	2	1	182	43
		236			3				8	8	3	6	4	243	-7

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			Level 1 (179-219)	Level 2 (220-233)	Level 3 (234-247)	Level 4 (248-260)	Level 5 (261-292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	11	12	13	8			
		264					5		9	12	11	8	4	246	18
		207	1						1	3	2	3	2	223	-16
		251				4			9	10	9	7	3	238	13
		234			3				9	4	4	7	3	238	-4
		221		2					3	5	3	3	2	215	6
		232		2					3	9	6	4	3	229	3
		237			3				3	10	6	4	3	228	9
		229		2					5	5	5	3	1	212	17
		247			3				8	10	6	8	3	238	9
		267					5		9	12	13	7	4	248	19
		207	1						2	0	3	6	1	200	7
		275					5		11	11	12	8	4	245	30
		244			3				7	9	7	7	4	248	-4
		246			3				8	8	9	5	3	238	8
		257				4			9	11	9	8	4	246	11
		225		2					3	6	3	5	2	217	8
		228		2					4	3	5	7	2	221	7
		216	1						3	5	0	5	1	208	8
		273					5		11	12	11	8	5	261	12
		270					5		11	11	11	8	5	271	-1
		257				4			10	10	10	7	4	245	12
		235			3				7	7	3	6	2	216	19
		237			3				6	9	5	5	2	225	12
		241			3				7	9	5	6	2	226	15

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								Points Possible	11	12	13	8			
		237			3				8	7	4	6	1	210	27
		269					5		10	11	12	8	4	251	18
		236			3				9	8	2	6	2	223	13
		243			3				6	9	6	8	3	233	10
		243			3				10	7	5	6	4	241	2
		223		2					2	7	4	4	2	216	7
		239			3				6	9	5	6	3	231	8
		237			3				5	8	6	5	2	222	15
		255				4			8	11	10	8	4	243	12
		241			3				7	8	7	6	2	214	27
		223		2					2	8	4	3	2	214	9
		259				4			9	10	11	8	4	244	15
		240			3				8	9	4	7	3	230	10
		248				4			8	9	7	8	3	232	16
		212	1						3	2	3	2	1	211	1
		241			3				5	11	5	6	3	239	2
		234			3				8	5	6	4	2	220	14
		235			3				9	5	4	6	2	220	15
		259				4			8	10	12	7	4	252	7
		244			3				6	11	6	7	3	227	17
		226		2					4	7	3	5	1	205	21
		253				4			7	11	9	8			
		267					5		9	11	13	7	5	253	14
		227		2					5	5	2	6	1	207	20

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								Points Possible	11	12	13	8			
		236			3				5	9	4	6	2	213	23
		244			3				8	11	4	6	3	239	5
		252				4			9	9	8	8	4	251	1
		222		2					3	4	4	4	1	208	14
		292					5		11	12	13	8	5	271	21
		246			3				5	9	8	8	3	228	18
		242			3				5	9	6	8	2	223	19
		215	1						1	5	5	1	2	215	0
		263					5		11	10	11	7	5	253	10
		255				4			9	11	10	6	5	265	-10
		252				4			9	8	11	4	3	234	18
		255				4			10	10	10	7	5	254	1
		216	1						2	4	2	4	1	209	7
		235			3				7	8	4	4	2	217	18
		285					5		11	11	13	8	5	284	1
		229		2					3	7	3	5	3	233	-4
		250				4			8	9	9	6	4	240	10
		214	1						3	5	4	1	2	213	1
		221		2					1	5	4	6	2	214	7
		232		2					7	8	1	5	2	224	8
		250				4			8	11	9	6	4	245	5
		258				4			7	11	11	8	3	233	25
		250				4			7	9	10	6	3	236	14
		230		2					4	7	4	5			

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Student Name	Student ID	Developmental Scale Score (179-292)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (179-219)	Level 2 (220-233)	Level 3 (234-247)	Level 4 (248-260)	Level 5 (261-292)		Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**11**	**12**	**13**	**8**			
		238			3				6	9	4	7	2	223	15
		239			3				7	7	6	7	3	234	5
		232		2					5	8	5	3	2	219	13
		252				4			10	11	8	6	4	252	0
		216	1						4	2	1	4	1	206	10
		253				4			9	10	10	6	3	228	25
		264					5		10	12	10	7	4	249	15
		237			3				6	6	7	5	2	225	12
		208	1						2	2	1	3	1	194	14
		267					5		11	11	11	8	5	263	4
		263					5		11	12	9	8	4	244	19
		257				4			9	11	10	8	4	243	14

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
  - **NR2** = Did Not Meet Attemptedness Criteria
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District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (154-269)	Percentage in Each Achievement Level						Mean Points Earned by Content Area				
			Level 1 (154-191)	Level 2 (192-207)	Level 3 (208-220)	Level 4 (221-237)	Level 5 (238-269)	**Levels 3-5**		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
									Points Possible	**9**	**14**	**11**	**11**
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	130	**225**	5	14	25	27	29	**82**		7	11	9	9
5051 – CITY OF PEMBROKE PINESCHARTER	324	**226**	1	15	27	33	25	**85**		7	11	9	9
5012 – FRANKLIN ACADEMY A	138	**221**	3	15	36	35	12	**82**		7	11	8	9
5141 – SOMERSET ACADEMY	156	**225**	3	18	24	30	25	**79**		7	11	8	9
3661 – SUNSET LAKES ELEMENTARY SCHOOL	156	**220**	8	19	22	33	19	**74**		7	11	8	9

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- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
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District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (161-277)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (161-199)	Level 2 (200-215)	Level 3 (216-229)	Level 4 (230-245)	Level 5 (246-277)	Levels 3-5	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
									Points Possible 10	16	11	8
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	144	**230**	10	13	22	28	26	**76**	8	12	8	6
5051 – CITY OF PEMBROKE PINESCHARTER	326	**233**	2	16	22	37	23	**82**	8	12	9	6
5012 – FRANKLIN ACADEMY A	137	**231**	4	11	36	28	20	**85**	8	12	9	6
5141 – SOMERSET ACADEMY	178	**231**	4	14	26	34	21	**81**	8	12	9	6
3661 – SUNSET LAKES ELEMENTARY SCHOOL	122	**232**	3	16	21	37	22	**80**	8	12	9	6

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District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (167-283)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (167-206)	Level 2 (207-221)	Level 3 (222-236)	Level 4 (237-251)	Level 5 (252-283)	Levels 3-5	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
Points Possible									**9**	**17**	**11**	**8**
5081 – CITY/PEMBROKE PINES CHARTER MIDDLE	438	**241**	2	10	32	31	25	**88**	8	13	9	6
5012 – FRANKLIN ACADEMY A	134	**238**	1	10	40	28	20	**88**	8	13	9	6
2021 – GLADES MIDDLE SCHOOL	449	**231**	8	25	31	22	14	**67**	8	12	8	5
3331 – SILVER TRAIL MIDDLE SCHOOL	440	**237**	3	16	30	28	23	**81**	8	13	9	6
5151 – SOMERSET ACADEMY MIDDLE SCHOOL	280	**238**	3	17	28	31	21	**80**	8	13	9	6

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District **BROWARD**
District ID **06**

	Number of Students	Mean Developmental Scale Score (171-289)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (171-212)	Level 2 (213-227)	Level 3 (228-242)	Level 4 (243-257)	Level 5 (258-289)	Levels 3-5	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
Points Possible									**10**	**16**	**11**	**8**
5081 – CITY/PEMBROKE PINES CHARTER MIDDLE	436	**247**	2	10	33	28	27	**88**	8	14	9	6
5012 – FRANKLIN ACADEMY A	156	**244**	3	10	35	31	21	**87**	8	14	8	6
2021 – GLADES MIDDLE SCHOOL	469	**237**	12	15	33	25	14	**72**	8	13	8	6
3331 – SILVER TRAIL MIDDLE SCHOOL	519	**241**	8	17	30	26	19	**75**	8	13	8	6
5151 – SOMERSET ACADEMY MIDDLE SCHOOL	285	**239**	6	18	36	27	13	**76**	8	13	8	6

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154-269)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (154-191)	Level 2 (192-207)	Level 3 (208-220)	Level 4 (221-237)	Level 5 (238-269)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**9**	**14**	**11**	**11**			
		219			3			6	13	10	7	2	195	24
		232				4		6	13	11	11	5	234	-2
		214			3			7	10	8	8	4	213	1
		236				4		8	13	10	10	5	238	-2
		224				4		7	13	9	9	3	207	17
		222				4		8	12	9	8	3	204	18
		237				4		8	14	10	9	4	215	22
		192		2				8	5	3	5	1	174	18
		236				4		8	13	10	10	4	222	14
		228				4		8	12	10	8	3	206	22
		237				4		9	11	10	11	5	233	4
		212			3			4	9	9	10	3	199	13
		182	1					3	3	4	6			
		241					5	7	13	11	11	4	215	26
		182	1					3	6	3	3	1	140	42
		215			3			7	11	9	8	4	217	-2
		219			3			7	11	6	11	5	234	-15
		219			3			8	10	9	9	3	206	13
		232				4		9	11	10	10	3	207	25
		226				4		7	14	8	9			
		225				4		8	13	8	9	4	226	-1
		204		2				7	6	6	9	2	187	17
		200		2				3	8	6	8	2	190	10
		218			3			5	12	8	11	4	217	1

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154-269)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (154-191)	Level 2 (192-207)	Level 3 (208-220)	Level 4 (221-237)	Level 5 (238-269)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	9	14	11	11			
		224				4			4	13	11	10	3	206	18
		241					5		9	12	10	11			
		203		2					6	7	8	7	2	190	13
		269					5		9	14	11	11	5	230	39
		231				4			8	12	10	10	5	260	-29
		220			3				8	9	10	9	5	247	-27
		207		2					7	7	6	9	2	187	20
		204		2					6	6	6	10			
		212			3				8	9	7	8	3	203	9
		233				4			9	12	10	10	4	222	11
		231				4			8	12	10	9	3	205	26
		249					5		9	13	10	11	5	237	12
		219			3				6	12	9	9	4	217	2
		228				4			6	13	10	10	4	212	16
		215			3				7	10	7	10	4	224	-9
		180	1						5	2	4	5	1	180	0
		216			3				6	11	10	7	5	233	-17
		222				4			5	12	10	10	5	231	-9
		237				4			7	13	11	10	3	208	29
		231				4			8	13	10	9	3	207	24
		201		2					5	8	5	7	2	194	7
		240					5		8	14	9	11	5	236	4
		223				4			5	13	9	10	4	221	2
		200		2					8	7	4	8	1	180	20

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154-269)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (154-191)	Level 2 (192-207)	Level 3 (208-220)	Level 4 (221-237)	Level 5 (238-269)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible 9	14	11	11			
		196		2				5	7	6	4	1	177	19
		208			3			7	9	6	8	1	176	32
		220			3			5	12	9	10	5	239	-19
		189	1					3	5	5	6	1	179	10
		232				4		8	13	9	10	4	215	17
		204		2				6	7	9	5	3	203	1
		216			3			8	9	8	9	2	185	31
		214			3			5	10	9	9	3	206	8
		215			3			8	10	8	8	4	211	4
		231				4		8	13	10	9			
		220			3			7	10	8	11	5	260	-40
		240					5	7	14	11	10	5	260	-20
		236				4		8	14	8	11	5	251	-15
		204		2				6	8	6	7	3	208	-4
		218			3			8	10	7	10			
		250					5	8	13	11	11	5	231	19
		214			3			7	10	8	8	4	212	2
		234				4		9	13	10	10	5	227	7
		216			3			6	13	8	8	5	229	-13
		219			3			8	9	10	9	4	212	7
		216			3			7	8	11	9	4	217	-1
		233				4		9	13	9	9	4	214	19
		213			3			5	11	7	10	3	203	10
		226				4		7	13	9	10	4	222	4

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154-269)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (154-191)	Level 2 (192-207)	Level 3 (208-220)	Level 4 (221-237)	Level 5 (238-269)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible 9	14	11	11			
		235				4		8	12	10	11	5	251	-16
		199		2				5	8	7	5	1	177	22
		217			3			8	12	7	7	4	210	7
		233				4		9	13	8	11	5	260	-27
		219			3			7	10	10	10	3	198	21
		200		2				4	8	6	8	1	159	41
		217			3			6	12	8	10	3	204	13
		217			3			8	11	7	9	4	226	-9
		232				4		6	14	9	11	4	216	16
		208			3			4	10	7	7	3	204	4
		222				4		8	12	6	11	3	205	17
		231				4		8	13	11	8	4	219	12
		220			3			6	12	8	10	4	212	8
		242					5	8	13	11	10	5	260	-18
		223				4		5	13	10	9	4	211	12
		213			3			6	8	8	10	4	213	0
		206		2				6	10	6	7			
		238					5	8	13	9	11	5	232	6
		245					5	8	14	11	10	3	205	40
		263					5	9	14	10	11	5	249	14
		226				4		7	13	8	10	2	196	30
		221				4		8	12	7	10	3	204	17
		216			3			7	10	8	9	2	196	20
		228				4		8	12	10	9	5	235	-7

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
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Student Name	Student ID	Developmental Scale Score (154-269)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (154-191)	Level 2 (192-207)	Level 3 (208-220)	Level 4 (221-237)	Level 5 (238-269)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**9**	**14**	**11**	**11**			
		240					5		9	13	9	11	5	232	8
		217			3				7	12	7	9	3	198	19
		237				4			8	12	10	11	4	214	23
		242					5		9	13	11	9	5	246	-4
		199		2					4	5	5	9	1	181	18
		216			3				8	10	7	9	3	199	17
		222				4			6	13	8	10	4	212	10
		220			3				8	11	9	8	3	200	20
		217			3				6	12	7	10	4	212	5
		219			3				6	10	9	10	2	195	24
		228				4			8	12	8	11	4	213	15
		219			3				6	10	9	10	4	215	4
		219			3				4	13	8	10	4	211	8
		215			3				8	9	9	8	3	202	13
		228				4			8	12	9	10	4	220	8
		215			3				7	9	9	9	3	199	16
		216			3				3	12	10	10	3	201	15
		239					5		9	13	9	10	3	206	33
		237				4			8	14	9	11	5	234	3
		203		2					6	10	6	6	2	182	21
		225				4			7	12	9	10	4	220	5
		212			3				8	7	8	8	3	205	7
		216			3				6	10	7	11	4	211	5
		198		2					3	6	7	8	4	218	-20

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154-269)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (154-191)	Level 2 (192-207)	Level 3 (208-220)	Level 4 (221-237)	Level 5 (238-269)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**9**	**14**	**11**	**11**			
		211			3				6	7	9	10	2	195	16
		208			3				6	8	6	9	4	216	-8
		223				4			8	12	10	7	4	220	3
		198		2					5	10	5	4	1	176	22
		240					5		7	14	10	11	4	210	30
		216			3				7	9	9	9	3	200	16
		204		2					5	9	7	6	2	196	8
		230				4			7	13	10	10	4	225	5
		226				4			8	12	9	10	5	228	-2
		233				4			8	13	9	10	5	247	-14
		225				4			9	12	7	10	5	249	-24
		196		2					3	7	5	7	3	203	-7
		217			3				6	14	8	8	3	202	15
		237				4			9	13	10	9	4	216	21
		202		2					6	8	5	8	1	159	43
		246					5		9	14	11	9	5	232	14
		218			3				5	14	8	9	2	197	21
		233				4			9	12	10	10			

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161-277)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (161-199)	Level 2 (200-215)	Level 3 (216-229)	Level 4 (230-245)	Level 5 (246-277)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	10	16	11	8			
		217			3				8	9	6	6	2	205	12
		225			3				9	10	9	6	3	215	10
		224			3				8	11	9	6	2	197	27
		217			3				6	9	8	7	2	203	14
		232				4			9	13	10	4	5	245	-13
		245				4			8	14	11	7	4	229	16
		234				4			8	13	8	8	3	219	15
		225			3				7	13	7	7	4	221	4
		214		2					9	8	8	4	2	206	8
		217			3				6	12	8	3			
		226			3				8	14	8	4	3	218	8
		255					5		8	15	11	8	5	269	-14
		222			3				7	12	8	4	3	220	2
		231				4			7	15	10	3	2	207	24
		250					5		9	15	10	7	4	231	19
		243				4			8	16	9	7	4	236	7
		208		2					6	10	5	4			
		208		2					5	9	5	5			
		207		2					8	6	4	5	3	213	-6
		239				4			9	14	10	6	4	236	3
		220			3				8	10	8	5	2	200	20
		248					5		9	15	11	6	4	222	26
		266					5		10	16	10	8	4	231	35
		245				4			9	14	10	7	4	225	20

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161-277)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (161-199)	Level 2 (200-215)	Level 3 (216-229)	Level 4 (230-245)	Level 5 (246-277)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**10**	**16**	**11**	**8**			
		222			3				9	10	10	4	3	214	8
		232				4			9	11	9	7	3	219	13
		235				4			9	11	10	8	4	231	4
		250					5		7	16	11	7	4	222	28
		221			3				8	8	9	5	4	224	-3
		229			3				6	11	10	8	4	225	4
		196	1						5	7	2	4	2	206	-10
		228			3				6	12	10	8	4	233	-5
		217			3				6	11	9	2	3	210	7
		213		2					6	9	8	5	3	217	-4
		203		2					6	5	6	5	2	198	5
		225			3				8	11	8	7	3	217	8
		216			3				7	8	8	5	3	215	1
		215		2					5	11	7	5	3	208	7
		227			3				7	12	10	5	4	224	3
		249					5		9	15	10	8	4	228	21
		277					5		10	16	11	8	5	246	31
		226			3				9	10	8	8	3	212	14
		225			3				8	12	7	5	3	215	10
		209		2					6	6	7	4	2	200	9
		245				4			10	14	10	7	5	240	5
		255					5		10	16	10	6	4	229	26
		246					5		9	13	11	8	3	213	33
		196	1						4	6	6	3	2	202	-6

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161-277)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (161-199)	Level 2 (200-215)	Level 3 (216-229)	Level 4 (230-245)	Level 5 (246-277)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**10**	**16**	**11**	**8**			
		257					5		10	15	11	7	4	227	30
		251					5		9	14	11	7	4	224	27
		198	1						5	4	7	2	1	183	15
		219			3				7	7	8	7	2	195	24
		233				4			8	14	9	5	4	222	11
		225			3				8	12	8	5	3	215	10
		201		2					4	5	8	4	1	187	14
		266					5		9	16	11	7	5	242	24
		192	1						3	5	6	2	1	181	11
		210		2					8	9	3	7	2	207	3
		247					5		8	15	10	8	4	225	22
		226			3				8	11	10	5	3	216	10
		215		2					7	9	7	5	2	196	19
		234				4			9	13	8	8	4	230	4
		196	1						6	4	5	2			
		219			3				9	9	8	5	2	206	13
		247					5		8	16	11	5	3	214	33
		225			3				8	12	7	7	5	239	-14
		202		2					5	7	6	3	2	194	8
		233				4			9	14	10	5	4	229	4
		221			3				9	12	5	6	3	208	13
		245				4			9	14	10	7	5	259	-14
		223			3				8	11	7	6	3	209	14
		226			3				9	11	9	5	3	215	11

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School **FRANKLIN ACADEMY A**
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Student Name	Student ID	Developmental Scale Score (161-277)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (161-199)	Level 2 (200-215)	Level 3 (216-229)	Level 4 (230-245)	Level 5 (246-277)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**10**	**16**	**11**	**8**			
		231				4			9	11	9	7	3	215	16
		228			3				9	11	9	7	2	205	23
		231				4			9	11	9	7	4	235	-4
		221			3				7	10	8	7	1	175	46
		216			3				8	11	5	4	2	195	21
		230				4			9	12	11	4	2	206	24
		231				4			8	12	8	8	4	231	0
		242				4			9	15	9	7			
		226			3				8	12	9	4	3	218	8
		226			3				6	14	8	6	3	218	8
		224			3				10	10	6	7	3	215	9
		236				4			8	14	11	5	4	226	10
		253					5		10	14	11	7	4	224	29
		232				4			8	14	9	6	3	216	16
		249					5		9	15	10	8	5	269	-20
		232				4			8	14	7	8	5	239	-7
		258					5		9	15	11	8	5	265	-7
		224			3				7	10	10	6	2	196	28
		222			3				8	11	6	6	4	223	-1
		238				4			9	13	10	7	4	229	9
		221			3				8	10	9	4	3	217	4
		229			3				10	12	7	7	2	197	32
		248					5		9	15	11	6			
		218			3				8	10	9	3	3	218	0

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Student Name	Student ID	Developmental Scale Score (161-277)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (161-199)	Level 2 (200-215)	Level 3 (216-229)	Level 4 (230-245)	Level 5 (246-277)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible 10	16	11	8			
		232				4		9	13	9	6	3	212	20
		235				4		7	13	10	7	4	226	9
		228			3			9	12	8	5			
		214		2				6	7	9	7	2	199	15
		225			3			10	10	8	5	3	218	7
		218			3			5	13	6	6	3	212	6
		266					5	10	15	11	7	5	252	14
		230				4		9	13	9	5	3	215	15
		242				4		10	12	10	8	4	230	12
		219			3			7	12	6	4	3	220	-1
		276					5	10	15	11	8	4	233	43
		257					5	9	15	11	8	4	221	36
		222			3			7	10	9	5	3	218	4
		234				4		9	15	9	4	3	219	15
		198	1					5	6	6	4	4	222	-24
		231				4		8	12	9	6	4	224	7
		250					5	9	14	10	8	4	229	21
		209		2				5	9	5	6	3	209	0
		252					5	9	14	11	8	4	236	16
		277					5	10	16	11	8	5	247	30
		234				4		10	12	9	7	5	238	-4
		226			3			9	9	10	6	4	233	-7
		256					5	10	14	11	7	4	236	20
		247					5	10	14	10	7	5	243	4

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Student Name	Student ID	Developmental Scale Score (161-277)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (161-199)	Level 2 (200-215)	Level 3 (216-229)	Level 4 (230-245)	Level 5 (246-277)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**10**	**16**	**11**	**8**			
		215		2					5	9	9	4	2	193	22
		221			3				8	10	9	5	3	211	10
		226			3				7	12	11	4			
		255					5		10	14	11	7	4	222	33
		229			3				9	11	9	6	3	212	17
		239				4			10	13	9	7	3	220	19
		268					5		10	16	10	7	4	235	33
		226			3				8	11	10	5			
		244				4			9	15	8	8	5	245	-1
		231				4			7	13	10	6	5	239	-8
		229			3				7	14	8	6	4	222	7
		216			3				9	8	5	7	2	203	13
		242				4			9	15	10	5	4	229	13
		233				4			8	12	10	7	3	212	21
		234				4			9	12	8	8	3	220	14
		233				4			8	13	10	6	4	225	8
		244				4			10	13	11	7	5	242	2

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (167-283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167-206)	Level 2 (207-221)	Level 3 (222-236)	Level 4 (237-251)	Level 5 (252-283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**9**	**17**	**11**	**8**			
		222			3				7	10	8	6	3	218	4
		245				4			8	15	11	5	5	249	-4
		231			3				9	11	11	4	4	232	-1
		264					5		9	16	11	7	4	242	22
		234			3				9	11	9	7	4	239	-5
		231			3				6	15	9	7	2	203	28
		278					5		9	16	11	8	5	248	30
		236			3				7	13	11	5	5	246	-10
		254					5		9	15	10	8	4	241	13
		251				4			9	16	10	7			
		269					5		9	17	11	7	5	274	-5
		223			3				7	12	7	5	3	219	4
		236			3				7	13	11	6	4	236	0
		228			3				7	12	8	7	4	236	-8
		242				4			9	13	10	7	5	252	-10
		220		2					8	10	6	5	2	215	5
		264					5		9	17	10	7	4	234	30
		211		2					4	9	5	5	2	203	8
		253					5		9	15	10	8	5	277	-24
		229			3				9	12	8	6	3	225	4
		246				4			9	14	11	6	4	234	12
		283					5		9	17	11	7	4	241	42
		234			3				8	14	9	4	3	218	16
		233			3				8	13	9	7	4	237	-4

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (167-283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167-206)	Level 2 (207-221)	Level 3 (222-236)	Level 4 (237-251)	Level 5 (252-283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**9**	**17**	**11**	**8**			
		252					5		9	13	11	8	5	246	6
		212		2					8	4	9	2	2	209	3
		226			3				8	12	8	4	3	220	6
		228			3				7	11	10	6	3	216	12
		230			3				9	12	6	6	3	219	11
		238				4			9	13	10	7	4	236	2
		218		2					8	10	6	3	3	225	-7
		197	1						5	6	4	2	1	189	8
		221		2					7	10	7	7	3	222	-1
		269					5		9	17	10	8	4	239	30
		229			3				9	10	9	7	3	222	7
		227			3				7	12	8	7	2	209	18
		235			3				8	13	8	8	4	237	-2
		243				4			9	12	10	7	4	241	2
		247				4			9	14	11	6	3	224	23
		240				4			8	16	9	7	5	256	-16
		208		2					6	7	7	1	1	198	10
		231			3				9	14	9	3	4	237	-6
		226			3				7	9	9	7	4	245	-19
		251				4			9	16	9	7	4	231	20
		237				4			9	11	9	8	3	223	14
		234			3				8	12	10	5			
		247				4			8	15	10	7	4	243	4
		228			3				7	12	10	4	3	224	4

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Student Name	Student ID	Developmental Scale Score (167-283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167-206)	Level 2 (207-221)	Level 3 (222-236)	Level 4 (237-251)	Level 5 (252-283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	9	17	11	8			
		243				4			9	13	10	6	4	242	1
		234			3				8	15	8	4	3	219	15
		241				4			8	13	11	7	4	239	2
		234			3				8	14	9	5	4	231	3
		228			3				8	11	8	6	2	214	14
		283					5		9	17	11	8	4	242	41
		243				4			9	15	8	7	4	230	13
		274					5		9	17	11	7	5	258	16
		248				4			9	13	11	8	4	235	13
		235			3				9	12	10	4	4	242	-7
		234			3				9	12	8	7	4	230	4
		238				4			8	12	10	7	3	217	21
		231			3				8	11	11	6			
		229			3				7	14	8	6	3	217	12
		253					5		9	15	10	7	5	251	2
		234			3				9	13	9	6	3	225	9
		239				4			9	13	10	6	3	221	18
		230			3				9	12	8	6	3	222	8
		230			3				8	12	8	7	3	226	4
		246				4			9	14	10	7	3	228	18
		247				4			9	14	10	8	4	240	7
		243				4			7	13	11	8	4	235	8
		264					5		9	17	10	7	4	235	29
		246				4			8	15	10	8	3	228	18

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Student Name	Student ID	Developmental Scale Score (167-283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167-206)	Level 2 (207-221)	Level 3 (222-236)	Level 4 (237-251)	Level 5 (252-283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**9**	**17**	**11**	**8**			
		231			3				8	12	10	5	3	218	13
		261					5		9	15	11	8	4	235	26
		257					5		9	16	10	7	3	229	28
		216		2					6	12	7	3	3	221	-5
		260					5		9	15	11	7	5	247	13
		258					5		9	15	11	7	3	227	31
		226			3				9	11	8	4	3	228	-2
		223			3				6	9	8	7	2	213	10
		208		2					8	8	4	2	2	202	6
		241				4			9	15	8	7	4	243	-2
		235			3				7	14	10	5	3	229	6
		231			3				9	9	10	7	3	226	5
		260					5		9	16	10	8	3	224	36
		244				4			8	15	9	8	5	249	-5
		250				4			9	15	10	7	4	239	11
		227			3				8	10	11	5	2	214	13
		236			3				8	13	10	6	3	221	15
		242				4			9	13	11	6	3	227	15
		238				4			9	14	9	5	3	224	14
		221		2					8	9	6	6	2	204	17
		220		2					9	8	8	5	3	217	3
		224			3				9	12	5	5	3	221	3
		232			3				9	12	10	5	3	223	9
		239				4			8	12	10	7	4	244	-5

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  NR8 = FDOE Invalidated
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Reading
School Report of Students
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Grade 6

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (167-283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167-206)	Level 2 (207-221)	Level 3 (222-236)	Level 4 (237-251)	Level 5 (252-283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	9	17	11	8			
		243				4			9	14	10	7	4	239	4
		237				4			9	12	10	7	3	226	11
		234			3				9	11	11	5	3	222	12
		219		2					5	8	9	7	3	218	1
		261					5		9	15	11	8	4	233	28
		200	1						5	6	5	1	2	200	0
		229			3				8	11	11	6	2	214	15
		237				4			9	15	10	4	3	228	9
		222			3				9	12	5	6	2	202	20
		225			3				7	11	9	5	3	223	2
		236			3				9	14	7	7	3	226	10
		210		2					7	8	5	3	1	186	24
		259					5		9	16	11	6	5	257	2
		228			3				8	9	10	7	2	208	20
		235			3				9	12	10	5	4	234	1
		261					5		9	15	11	8	4	244	17
		257					5		8	17	10	7	3	224	33
		225			3				8	14	7	5	2	214	11
		245				4			9	15	10	6	4	234	11
		263					5		9	15	11	8	4	245	18
		223			3				7	11	8	5	2	209	14
		251				4			9	15	10	8	4	238	13
		232			3				8	12	9	7	5	246	-14
		228			3				8	10	9	6	3	222	6

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (167-283)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (167-206)	Level 2 (207-221)	Level 3 (222-236)	Level 4 (237-251)	Level 5 (252-283)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**9**	**17**	**11**	**8**			
		241				4			8	12	11	6	3	219	22
		218		2					6	13	5	4	2	208	10
		226			3				8	12	9	4	4	239	-13
		223			3				9	10	7	5	2	215	8
		247				4			9	14	10	7	4	242	5
		261					5		9	16	10	8	3	228	33
		215		2					7	10	5	5	2	207	8
		266					5		9	17	10	7	4	243	23
		238				4			8	15	8	7	4	231	7
		248				4			8	14	11	7	4	243	5
		233			3				8	15	7	7	4	233	0
		244				4			9	12	11	7	4	241	3
		257					5		9	16	10	7	5	272	-15
		252					5		9	14	11	7	5	264	-12

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Reading
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171-289)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (171-212)	Level 2 (213-227)	Level 3 (228-242)	Level 4 (243-257)	Level 5 (258-289)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**10**	**16**	**11**	**8**			
		230			3			7	12	6	5	2	221	9
		255				4		10	13	10	7	5	264	-9
		248				4		10	15	8	6	3	236	12
		239			3			8	12	9	7	4	239	0
		257				4		9	16	10	6	5	261	-4
		239			3			9	12	10	4	3	233	6
		226		2				7	11	7	4	3	222	4
		284					5	10	16	10	8	5	275	9
		248				4		9	16	8	6	3	231	17
		235			3			8	12	9	5	3	233	2
		250				4		8	15	9	8	4	237	13
		240			3			8	14	8	6	4	248	-8
		250				4		9	15	10	6	3	235	15
		258					5	10	14	10	7	3	229	29
		249				4		9	14	10	7	4	247	2
		260					5	9	15	10	7			
		219		2				7	9	4	6	3	225	-6
		234			3			7	14	8	6	2	218	16
		242			3			9	13	8	6	3	228	14
		266					5	10	16	9	8	5	260	6
		241			3			8	14	9	6	4	241	0
		218		2				5	12	4	6			
		254				4		9	15	10	7	5	258	-4
		234			3			9	11	7	7	3	223	11

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171-289)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (171-212)	Level 2 (213-227)	Level 3 (228-242)	Level 4 (243-257)	Level 5 (258-289)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible 10	16	11	8			
		239			3			9	13	9	4	3	227	12
		229			3			9	12	6	5	3	228	1
		236			3			7	13	8	6	3	236	0
		240			3			7	16	7	7	3	227	13
		253				4		8	14	11	7	5	254	-1
		258					5	9	15	11	6	5	283	-25
		229			3			7	13	6	6	4	239	-10
		249				4		9	14	10	6	4	239	10
		252				4		9	16	10	5	4	241	11
		246				4		8	16	9	5	3	229	17
		235			3			8	12	9	4	2	221	14
		273					5	10	14	11	8	4	247	26
		245				4		7	14	9	8	3	229	16
		249				4		10	15	9	5	4	251	-2
		222		2				4	13	5	4	3	230	-8
		252				4		8	15	9	8	3	230	22
		289					5	10	16	11	8	5	283	6
		234			3			8	11	8	6	3	225	9
		253				4		9	15	10	7	2	219	34
		238			3			7	13	9	6	3	235	3
		249				4		9	15	9	6	3	231	18
		239			3			9	12	9	7	3	230	9
		231			3			5	13	10	4	2	210	21
		236			3			9	13	9	2	3	229	7

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171-289)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (171-212)	Level 2 (213-227)	Level 3 (228-242)	Level 4 (243-257)	Level 5 (258-289)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**10**	**16**	**11**	**8**			
		237			3			9	12	9	5	4	246	-9
		242			3			7	14	10	6	3	233	9
		251				4		8	16	8	8	5	263	-12
		249				4		8	14	10	7	5	263	-14
		234			3			6	13	9	7	4	238	-4
		243				4		10	16	7	5	3	228	15
		264					5	10	15	11	6	5	266	-2
		207	1					4	7	5	3	2	217	-10
		266					5	10	15	10	7	5	253	13
		227		2				7	12	5	4	3	231	-4
		253				4		9	16	10	5	3	232	21
		222		2				7	8	7	3	2	213	9
		235			3			7	14	6	7	5	256	-21
		234			3			6	13	10	5	2	218	16
		260					5	10	15	10	6	4	239	21
		239			3			8	14	8	6	2	217	22
		262					5	10	15	10	7	5	256	6
		262					5	9	16	11	6	5	261	1
		230			3			8	10	7	6	2	220	10
		243				4		10	15	6	6	3	233	10
		273					5	10	15	10	8	4	246	27
		238			3			10	12	8	5	4	246	-8
		216		2				5	10	4	4	1	188	28
		251				4		9	15	7	8	3	231	20

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Reading
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171-289)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (171-212)	Level 2 (213-227)	Level 3 (228-242)	Level 4 (243-257)	Level 5 (258-289)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**10**	**16**	**11**	**8**			
		241			3			9	14	7	6	3	234	7
		216		2				7	8	5	2	1	190	26
		247				4		8	15	9	6	3	231	16
		267					5	9	16	11	7	4	240	27
		229			3			7	10	9	6	3	228	1
		232			3			8	10	9	6	3	227	5
		235			3			9	12	7	5	4	250	-15
		233			3			9	15	6	4	3	222	11
		249				4		9	14	9	7	4	239	10
		255				4		10	15	9	7	3	229	26
		225		2				7	11	7	6	4	239	-14
		246				4		8	15	10	7	4	248	-2
		244				4		10	15	9	4	3	235	9
		232			3			6	11	10	6	2	220	12
		226		2				9	12	3	7	4	238	-12
		233			3			7	13	9	4	3	236	-3
		232			3			6	13	8	4	2	218	14
		206	1					4	7	1	4	1	198	8
		289					5	10	16	11	8	5	283	6
		273					5	10	16	9	8	5	258	15
		264					5	10	16	11	5	5	255	9
		250				4		9	13	10	6	4	243	7
		216		2				5	8	6	6	1	205	11
		272					5	9	15	11	8	5	264	8

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171-289)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (171-212)	Level 2 (213-227)	Level 3 (228-242)	Level 4 (243-257)	Level 5 (258-289)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
		Points Possible						10	16	11	8			
		256				4		9	15	9	8	5	256	0
		263					5	10	15	9	8	5	268	-5
		246				4		6	16	9	8	3	235	11
		259					5	8	15	11	7	4	243	16
		257				4		10	15	11	5	5	254	3
		238			3			9	15	7	4	3	224	14
		249				4		10	15	9	6	5	253	-4
		253				4		9	13	10	8	4	245	8
		239			3			8	13	9	6	2	212	27
		234			3			8	15	6	5	3	228	6
		212	1					7	6	3	6	2	210	2
		250				4		9	14	9	7	4	248	2
		260					5	9	16	10	7	3	229	31
		250				4		9	12	11	7	4	245	5
		203	1					5	6	2	4	2	207	-4
		242			3			9	14	9	5	3	231	11
		245				4		10	13	10	4	3	233	12
		229			3			8	12	7	4	3	228	1
		250				4		9	13	10	7	5	262	-12
		249				4		9	14	9	7	3	236	13
		221		2				4	11	5	5	2	214	7
		242			3			8	14	9	6			
		250				4		9	16	9	6	5	264	-14
		204	1					4	7	5	5	3	226	-22

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171-289)	Achievement Level					Points Earned by Content Area					Results for Students Matched to Previous Year		
			Level 1 (171-212)	Level 2 (213-227)	Level 3 (228-242)	Level 4 (243-257)	Level 5 (258-289)		Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**10**	**16**	**11**	**8**			
		264					5		9	15	11	8	3	227	37
		260					5		9	15	10	8	4	248	12
		261					5		10	15	10	8	4	244	17
		228			3				7	14	4	6	1	187	41
		279					5		10	16	11	7	4	249	30
		242			3				10	16	6	5	3	229	13
		251				4			8	15	9	7	3	232	19
		239			3				10	14	6	5	3	226	13
		264					5		9	15	11	7	4	248	16
		252				4			8	15	10	7	4	249	3
		247				4			9	15	7	8	4	243	4
		261					5		9	16	9	8	4	243	18
		216		2					5	8	6	4	2	214	2
		228			3				8	14	5	3	3	223	5
		284					5		10	16	10	8	4	248	36
		239			3				9	13	6	7	4	238	1
		257				4			10	14	9	8	5	263	-6
		228			3				9	12	6	3	2	214	14
		230			3				6	13	9	6	3	222	8
		217		2					6	9	6	4	1	206	11
		253				4			10	14	10	7	5	253	0
		237			3				8	16	6	5	4	239	-2
		262					5		10	16	8	8	5	259	3
		240			3				7	16	8	6			

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Reading
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Spring 2014
Grade 7

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (171-289)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (171-212)	Level 2 (213-227)	Level 3 (228-242)	Level 4 (243-257)	Level 5 (258-289)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	**10**	**16**	**11**	**8**			
		236			3			9	14	6	5	2	220	16
		228			3			7	13	7	4	2	217	11
		229			3			5	14	7	6	3	223	6
		258					5	9	15	10	8	5	256	2
		230			3			5	13	7	7	2	221	9
		256				4		9	15	9	8	4	238	18
		250				4		10	14	10	5	3	234	16
		243				4		9	13	8	7	4	238	5
		222		2				4	11	9	4	2	208	14
		267					5	10	15	11	6	5	262	5
		252				4		8	14	10	7	4	242	10
		259					5	9	16	9	8	4	247	12

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
  - **NR2** = Did Not Meet Attemptedness Criteria
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Science
School Report of Students
Spring 2014
Grade 5

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Scale Score (140-260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible 10	16	16	14
		193		2				7	11	12	8
		207			3			9	14	13	8
		209			3			7	12	13	12
		197		2				7	11	13	7
		210			3			7	12	13	12
		238					5	10	14	15	14
		223				4		10	13	15	12
		201			3			7	10	15	9
		190		2				3	11	11	9
		194		2				6	11	8	10
		212			3			7	13	12	14
		258					5	10	15	16	14
		208			3			7	12	13	12
		210			3			9	12	14	11
		207			3			7	14	12	11
		208			3			10	14	11	10
		178	1					4	9	7	7
		197		2				7	11	11	7
		183	1					5	9	8	6
		216				4		9	13	15	11
		206			3			9	9	13	12
		226					5	8	15	15	13
		226					5	10	14	14	12
		218				4		8	14	16	11
		200			3			7	11	10	10
		193		2				9	6	14	8
		219				4		8	14	15	11
		218				4		9	12	14	14
		220				4		9	15	14	11
		215				4		9	11	14	13

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
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Spring 2014
Grade 5

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Scale Score (140-260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
		Points Possible						10	16	16	14
		191		2				8	12	8	5
		212			3			9	13	14	11
		190		2				6	8	10	10
		207			3			9	13	12	9
		197		2				7	12	11	9
		217				4		8	13	14	12
		213			3			4	13	15	14
		193		2				7	11	11	7
		203			3			7	13	10	10
		225					5	8	16	14	12
		256					5	10	16	15	14
		209			3			9	11	14	12
		210			3			6	15	11	13
		185		2				5	10	7	7
		211			3			9	15	10	11
		238					5	10	14	16	13
		213			3			9	12	15	11
		189		2				7	10	9	7
		216				4		9	13	15	11
		225					5	10	14	12	14
		178	1					4	9	6	7
		191		2				7	10	13	5
		226					5	9	14	14	13
		204			3			8	15	11	9
		183	1					6	7	10	7
		215				4		8	14	13	11
		175	1					6	6	7	3
		211			3			8	14	12	11
		207			3			8	12	14	10
		218				4		10	14	13	12

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Scale Score (140-260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible 10	16	16	14
		203			3			6	8	14	13
		227					5	9	14	14	13
		190		2				3	13	11	9
		200			3			8	11	13	8
		214			3			9	14	15	9
		215				4		10	14	15	9
		167	1					3	8	6	6
		212			3			9	13	12	11
		200			3			9	11	11	8
		226					5	9	15	13	13
		201			3			7	11	12	11
		188		2				7	11	9	5
		206			3			8	12	13	10
		205			3			7	11	11	12
		220				4		8	14	14	12
		186		2				5	11	11	5
		196		2				6	9	11	12
		221				4		9	14	13	13
		209			3			8	12	12	12
		221				4		10	11	15	13
		224				4		10	13	13	14
		205			3			5	14	10	14
		204			3			7	11	11	12
		226					5	10	15	13	13
		246					5	10	16	16	12
		247					5	10	16	15	13
		260					5	10	16	16	14
		223				4		10	14	12	13
		260					5	10	16	16	14
		188		2				7	8	9	9

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Scale Score (140-260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible 10	16	16	14
		188		2				7	10	11	6
		217				4		9	14	14	11
		184	1					4	9	11	6
		200			3			6	12	13	9
		214			3			8	16	15	9
		202			3			7	10	13	10
		197		2				6	9	13	9
		206			3			8	12	11	11
		191		2				8	7	8	10
		193		2				6	8	10	11
		215				4		8	14	14	11
		197		2				9	12	9	8
		231					5	10	14	14	13
		194		2				6	11	10	8
		212			3			8	13	14	12
		200			3			10	9	12	11
		260					5	9	16	16	14
		214			3			7	12	15	13
		201			3			8	13	13	7
		204			3			6	14	15	7
		184	1					5	12	9	4
		204			3			7	15	11	8
		211			3			7	13	14	12
		189		2				5	9	12	7
		230					5	9	15	15	13
		244					5	9	16	16	13
		220				4		9	13	14	13
		206			3			8	12	13	10
		233					5	9	15	15	13
		247					5	10	15	15	14

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Scale Score (140-260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible	10	16	16	14
		184	1					7	10	8	5
		203			3			7	9	13	11
		200			3			7	9	12	11
		229					5	9	16	16	10
		193		2				6	11	10	9
		225					5	8	14	16	12
		245					5	10	14	16	14
		203			3			6	13	10	11
		225					5	9	15	13	13
		230					5	10	13	16	13
		230					5	10	15	15	12
		191		2				6	9	12	8
		215				4		9	15	14	10
		206			3			7	15	11	10
		214			3			9	10	15	13
		213			3			9	12	15	10
		236					5	9	15	16	13

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  - **NR3** = Marked Do Not Score
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District **BROWARD**
District ID **06**

	Number of Students	Mean Scale Score (140-260)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Levels 3-5	Nature of Science	Earth and Space Science	Physical Science	Life Science
									Points Possible 10	16	16	14
2961 – CHAPEL TRAIL ELEMENTARY SCHOOL	144	**210**	10	17	31	18	24	**73**	8	13	12	11
5051 – CITY OF PEMBROKE PINESCHARTER	326	**213**	6	17	30	23	25	**77**	8	13	13	11
5012 – FRANKLIN ACADEMY A	137	**210**	7	20	37	15	21	**74**	8	12	13	11
5141 – SOMERSET ACADEMY	179	**210**	9	22	29	21	19	**69**	8	12	12	11
3661 – SUNSET LAKES ELEMENTARY SCHOOL	121	**210**	7	21	31	18	22	**71**	8	12	12	11

- To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten or if all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.
- Percentages may not add to 100 due to rounding.
- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
- Points earned by content area should not be compared across administrations.

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Scale Score (140-260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
		Points Possible						10	16	16	14
		219				4		8	14	15	11
		214			3			7	14	14	11
		203			3			7	12	10	12
		206			3			5	13	12	11
		180	1					4	6	8	8
		222				4		8	14	15	12
		211			3			10	12	12	11
		208			3			7	10	14	11
		231					5	8	14	16	13
		218				4		9	14	13	12
		203			3			7	12	11	10
		247					5	10	16	15	13
		205			3			6	12	14	9
		204			3			7	10	12	12
		218				4		9	13	14	11
		223				4		7	15	15	13
		196		2				5	11	11	9
		198		2				8	11	11	8
		201			3			8	11	14	7
		205			3			7	12	13	10
		213			3			6	14	13	11
		191		2				4	12	11	7
		204			3			8	10	12	11
		234					5	10	14	15	13
		208			3			8	15	11	9
		196		2				10	12	8	7
		207			3			8	11	12	11
		206			3			8	14	9	11
		238					5	10	14	15	14
		197		2				7	10	12	7

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School **FRANKLIN ACADEMY A**
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District **BROWARD**
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Student Name	Student ID	Scale Score (140-260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
		Points Possible						10	16	16	14
		236					5	9	15	15	13
		209			3			7	12	13	12
		231					5	9	15	13	14
		205			3			5	13	11	13
		194		2				7	9	10	9
		191		2				5	9	12	9
		205			3			8	13	12	8
		225					5	9	14	15	12
		211			3			8	12	12	12
		228					5	8	13	16	14
		192		2				6	11	15	3
		222				4		9	14	14	12
		194		2				8	7	7	12
		173	1					4	8	8	4
		204			3			9	14	8	11
		203			3			8	10	10	11
		206			3			8	11	12	10
		230					5	10	14	14	13
		198		2				4	12	12	10
		222				4		9	15	13	12
		228					5	9	14	14	13
		225					5	9	14	13	13
		214			3			7	14	13	12
		183	1					4	9	10	4
		184	1					5	7	9	9
		183	1					5	10	8	5
		215				4		9	13	12	12
		191		2				6	8	11	8
		222				4		9	13	13	13
		199		2				8	11	10	8

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School **FRANKLIN ACADEMY A**
School ID **5012**
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District ID **06**

Student Name	Student ID	Scale Score (140-260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible 10	16	16	14
		197		2				5	10	12	11
		202			3			7	10	12	10
		214			3			8	14	13	11
		224				4		10	12	13	14
		225					5	10	14	14	12
		204			3			6	13	12	11
		230					5	10	13	14	14
		216				4		9	12	15	12
		169	1					3	6	9	3
		214			3			8	11	14	13
		211			3			8	11	15	11
		201			3			8	9	13	10
		212			3			7	11	13	13
		208			3			10	10	14	9
		205			3			8	11	12	10
		209			3			9	11	12	12
		243					5	10	14	16	14
		205			3			9	11	10	10
		204			3			5	12	14	10
		208			3			8	11	11	12
		228					5	9	13	14	14
		177	1					2	8	11	4
		240					5	9	15	16	13
		175	1					5	6	5	7
		218				4		9	15	12	12
		205			3			5	12	14	9
		202			3			8	11	11	10
		217				4		10	11	14	12
		219				4		9	13	13	12
		207			3			10	11	12	10

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
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Student Name	Student ID	Scale Score (140-260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible	**10**	**16**	**16**	**14**
		195		2				8	11	11	7
		237					5	9	14	16	13
		204			3			6	13	12	10
		238					5	9	14	16	14
		195		2				4	12	12	9
		236					5	9	16	14	13
		209			3			8	13	11	12
		199		2				6	13	11	9
		194		2				8	9	12	6
		200			3			9	11	12	8
		190		2				6	10	10	7
		241					5	9	14	16	14
		191		2				7	9	7	10
		197		2				7	12	9	9
		260					5	10	16	15	14
		188		2				5	8	10	7
		209			3			9	11	11	12
		193		2				5	12	9	9
		249					5	10	16	14	14
		239					5	9	16	14	14
		260					5	10	16	16	14
		196		2				10	8	9	9
		220				4		8	15	14	11
		215				4		7	14	14	12
		215				4		8	13	14	11
		173	1					5	7	5	4
		203			3			8	10	13	9
		200			3			9	9	9	11
		227					5	9	13	16	12
		215				4		8	12	15	12

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School **FRANKLIN ACADEMY A**
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Student Name	Student ID	Scale Score (140-260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible 10	16	16	14
		208			3			9	12	13	9
		211			3			9	11	12	11
		200			3			8	12	11	8
		204			3			8	10	12	11
		242					5	9	15	16	13
		189		2				9	8	8	8
		208			3			8	12	11	12
		206			3			9	11	14	9
		209			3			7	13	14	9
		203			3			7	11	14	9
		186		2				7	8	6	8
		218				4		9	14	14	11
		217				4		10	14	13	10
		248					5	10	14	16	14
		216				4		8	13	13	12
		189		2				3	8	11	11
		226					5	7	14	16	13
		194		2				6	10	11	8
		215				4		9	11	13	13
		181	1					4	8	11	5
		210			3			7	13	13	10
		204			3			7	11	12	11
		191		2				6	9	12	6
		205			3			9	13	12	8
		206			3			6	15	12	9
		217				4		10	14	14	11
		220				4		8	13	14	12
		189		2				6	8	10	7
		187		2				6	10	10	6
		224				4		9	15	13	12

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School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
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Student Name	Student ID	Scale Score (140-260)	Achievement Level					Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible	**10**	**16**	**16**	**14**
		206			3			8	10	13	12
		203			3			6	13	10	11
		232					5	8	15	15	13
		210			3			9	12	13	10
		167	1					3	4	4	6
		198		2				7	9	13	8
		141	1					1	5	1	4
		207			3			10	10	11	11
		206			3			7	11	13	11

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
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  NR5 = Below-Grade Tester
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Test Administration Name	Student First Name	Student Last Name	SID	Enrolled Grade	District Number	School Number	FSA ELA T Score	FSA ELA Percentile Rank	FSA Mathematics T Score	FSA Mathematics Percentile Rank
Spring 2015				3	06	06-5012	40	17	42	21
Spring 2015				3	06	06-5012	55	67	37	11
Spring 2015				3	06	06-5012	36	10	43	24
Spring 2015				3	06	06-5012	59	80	56	72
Spring 2015				3	06	06-5012	50	48	52	56
Spring 2015				3	06	06-5012	53	59	57	75
Spring 2015				3	06	06-5012	57	74	51	52
Spring 2015				3	06	06-5012	44	27	54	64
Spring 2015				3	06	06-5012	53	59	62	88
Spring 2015				3	06	06-5012	54	63	52	56
Spring 2015				3	06	06-5012	58	77	50	48
Spring 2015				3	06	06-5012	58	77	52	56
Spring 2015				3	06	06-5012	45	30	49	44
Spring 2015				3	06	06-5012	45	30	46	34
Spring 2015				3	06	06-5012	43	24	45	30
Spring 2015				3	06	06-5012	70	98	59	81
Spring 2015				3	06	06-5012	48	41	33	6
Spring 2015				3	06	06-5012	57	74	61	86
Spring 2015				3	06	06-5012	68	97	74	99
Spring 2015				3	06	06-5012	39	15	41	19
Spring 2015				3	06	06-5012	68	97	80	99
Spring 2015				3	06	06-5012	48	41	59	81
Spring 2015				3	06	06-5012	57	74	68	96
Spring 2015				3	06	06-5012	71	98	72	97
Spring 2015				3	06	06-5012	49	44	52	56
Spring 2015				3	06	06-5012	46	33	51	52
Spring 2015				3	06	06-5012	48	41	46	34
Spring 2015				3	06	06-5012	49	44	50	48
Spring 2015				3	06	06-5012	55	67	60	84

Spring 2015	3 06	06-5012	54	63	59	81
Spring 2015	3 06	06-5012	53	59	50	48
Spring 2015	3 06	06-5012	40	17	35	8
Spring 2015	3 06	06-5012	62	88	69	96
Spring 2015	3 06	06-5012	61	85	66	94
Spring 2015	3 06	06-5012	54	63	48	41
Spring 2015	3 06	06-5012	63	90	56	72
Spring 2015	3 06	06-5012	70	98	74	99
Spring 2015	3 06	06-5012	53	59	56	72
Spring 2015	3 06	06-5012	64	91	51	52
Spring 2015	3 06	06-5012	55	67	59	81
Spring 2015	3 06	06-5012	54	63	51	52
Spring 2015	3 06	06-5012	64	91	60	84
Spring 2015	3 06	06-5012	58	77	54	64
Spring 2015	3 06	06-5012	40	17	46	34
Spring 2015	3 06	06-5012	60	83	53	60
Spring 2015	3 06	06-5012	52	56	49	44
Spring 2015	3 06	06-5012	80	99	80	99
Spring 2015	3 06	06-5012	61	85	56	72
Spring 2015	3 06	06-5012	56	70	60	84
Spring 2015	3 06	06-5012	61	85	56	72
Spring 2015	3 06	06-5012	59	80	63	89
Spring 2015	3 06	06-5012	49	44	50	48
Spring 2015	3 06	06-5012	63	90	67	95
Spring 2015	3 06	06-5012	42	21	45	30
Spring 2015	3 06	06-5012	62	88	65	92
Spring 2015	3 06	06-5012	60	83	53	60
Spring 2015	3 06	06-5012	69	97	80	99
Spring 2015	3 06	06-5012	61	85	60	84
Spring 2015	3 06	06-5012	52	56	54	64
Spring 2015	3 06	06-5012	53	59	49	44
Spring 2015	3 06	06-5012	66	94	62	88
Spring 2015	3 06	06-5012	56	70	59	81
Spring 2015	3 06	06-5012	53	59	49	44

Spring 2015	3 06	06-5012	54	63	63	89
Spring 2015	3 06	06-5012	53	59	57	75
Spring 2015	3 06	06-5012	58	77	58	78
Spring 2015	3 06	06-5012	70	98	59	81
Spring 2015	3 06	06-5012	42	21	53	60
Spring 2015	3 06	06-5012	58	77	42	21
Spring 2015	3 06	06-5012	61	85	61	86
Spring 2015	3 06	06-5012	55	67	56	72
Spring 2015	3 06	06-5012	59	80	66	94
Spring 2015	3 06	06-5012	61	85	63	89
Spring 2015	3 06	06-5012	47	37	55	68
Spring 2015	3 06	06-5012	60	83	63	89
Spring 2015	3 06	06-5012	57	74	52	56
Spring 2015	3 06	06-5012	61	85	59	81
Spring 2015	3 06	06-5012	67	96	57	75
Spring 2015	3 06	06-5012	56	70	52	56
Spring 2015	3 06	06-5012	50	48	51	52
Spring 2015	3 06	06-5012	53	59	55	68
Spring 2015	3 06	06-5012	49	44	41	19
Spring 2015	3 06	06-5012	59	80	64	91
Spring 2015	3 06	06-5012	71	98	80	99
Spring 2015	3 06	06-5012	42	21	52	56
Spring 2015	3 06	06-5012	52	56	51	52
Spring 2015	3 06	06-5012	55	67	48	41
Spring 2015	3 06	06-5012	60	83	57	75
Spring 2015	3 06	06-5012	72	99	73	98
Spring 2015	3 06	06-5012	44	27	40	17
Spring 2015	3 06	06-5012	63	90	57	75
Spring 2015	3 06	06-5012	56	70	59	81
Spring 2015	3 06	06-5012	74	99	80	99
Spring 2015	3 06	06-5012	60	83	55	68
Spring 2015	3 06	06-5012	64	91	65	92
Spring 2015	3 06	06-5012	57	74	66	94
Spring 2015	3 06	06-5012	51	52	54	64

Spring 2015	3 06	06-5012	57	74	64	91
Spring 2015	3 06	06-5012	67	96	61	86
Spring 2015	3 06	06-5012	68	97	59	81
Spring 2015	3 06	06-5012	55	67	43	24
Spring 2015	3 06	06-5012	65	93	72	97
Spring 2015	3 06	06-5012	56	70	55	68
Spring 2015	3 06	06-5012	62	88	50	48
Spring 2015	3 06	06-5012	53	59	46	34
Spring 2015	3 06	06-5012	76	99	64	91
Spring 2015	3 06	06-5012	64	91	60	84
Spring 2015	3 06	06-5012	52	56	54	64
Spring 2015	3 06	06-5012	59	80	55	68
Spring 2015	3 06	06-5012	51	52	63	89
Spring 2015	3 06	06-5012	65	93	80	99
Spring 2015	3 06	06-5012	53	59	55	68
Spring 2015	3 06	06-5012	57	74	55	68
Spring 2015	3 06	06-5012	57	74	55	68
Spring 2015	3 06	06-5012	57	74	58	78
Spring 2015	3 06	06-5012	57	74	59	81
Spring 2015	3 06	06-5012	66	94	53	60
Spring 2015	3 06	06-5012	50	48	60	84
Spring 2015	3 06	06-5012	63	90	59	81
Spring 2015	3 06	06-5012	57	74	58	78
Spring 2015	3 06	06-5012	50	48	45	30
Spring 2015	3 06	06-5012	46	33	46	34
Spring 2015	3 06	06-5012	58	77	58	78
Spring 2015	3 06	06-5012	57	74	51	52
Spring 2015	3 06	06-5012	67	96	56	72
Spring 2015	3 06	06-5012	59	80	63	89
Spring 2015	3 06	06-5012	53	59	56	72
Spring 2015	3 06	06-5012	66	94	69	96
Spring 2015	3 06	06-5012	58	77	73	98
Spring 2015	3 06	06-5012	54	63	51	52
Spring 2015	3 06	06-5012	80	99	66	94

Spring 2015	3 06	06-5012	60	83	61	86
Spring 2015	3 06	06-5012	53	59	60	84
Spring 2015	3 06	06-5012	57	74	56	72
Spring 2015	3 06	06-5012	63	90	62	88
Spring 2015	3 06	06-5012	66	94	61	86
Spring 2015	3 06	06-5012	59	80	49	44
Spring 2015	3 06	06-5012	58	77	62	88
Spring 2015	3 06	06-5012	49	44	46	34
Spring 2015	3 06	06-5012	59	80	53	60
Spring 2015	3 06	06-5012	63	90	72	97
Spring 2015	3 06	06-5012	42	21	47	37
Spring 2015	3 06	06-5012	58	77	59	81
Spring 2015	3 06	06-5012	55	67	59	81
Spring 2015	3 06	06-5012	55	67	48	41
Spring 2015	3 06	06-5012	60	83	60	84
Spring 2015	3 06	06-5012	48	41	53	60
Spring 2015	3 06	06-5012	65	93	67	95
Spring 2015	3 06	06-5012	69	97	56	72
Spring 2015	3 06	06-5012	46	33	50	48
Spring 2015	3 06	06-5012	57	74	59	81
Spring 2015	3 06	06-5012	47	37	52	56
Spring 2015	3 06	06-5012	49	44	42	21
Spring 2015	3 06	06-5012	67	96	56	72
Spring 2015	3 06	06-5012	52	56	54	64
Spring 2015	3 06	06-5012	53	59	56	72
Spring 2015	3 06	06-5012	50	48	64	91
Spring 2015	3 06	06-5012	67	96	59	81
Spring 2015	3 06	06-5012	55	67	44	27
Spring 2015	3 06	06-5012	67	96	64	91
Spring 2015	3 06	06-5012	43	24	49	44
Spring 2015	3 06	06-5012	45	30	55	68
Spring 2015	3 06	06-5012	59	80	49	44
Spring 2015	3 06	06-5012	54	63	60	84
Spring 2015	3 06	06-5012	54	63	48	41

Spring 2015	3 06	06-5012	57	74	50	48
Spring 2015	3 06	06-5012	62	88	62	88
Spring 2015	3 06	06-5012	66	94	65	92
Spring 2015	3 06	06-5012	50	48	54	64
Spring 2015	3 06	06-5012	40	17	43	24
Spring 2015	3 06	06-5012	46	33	44	27
Spring 2015	3 06	06-5012	55	67	52	56
Spring 2015	3 06	06-5012	48	41	47	37
Spring 2015	3 06	06-5012	56	70	57	75
Spring 2015	3 06	06-5012	71	98	80	99
Spring 2015	3 06	06-5012	34	8	30	4
Spring 2015	3 06	06-5012	53	59	46	34
Spring 2015	3 06	06-5012	51	52	46	34
Spring 2015	3 06	06-5012	52	56	59	81
Spring 2015	3 06	06-5012	48	41	60	84
Spring 2015	3 06	06-5012	58	77	58	78

Test Administration Name	Student First Name	Student Last Name	SID	Enrolled Grade	District Number	School Number	FSA ELA T Score	FSA ELA Percentile Rank	FSA Mathematics T Score	FSA Mathematics Percentile Rank
Spring 2015				4	06	06-5012	54	64	53	61
Spring 2015				4	06	06-5012	69	97	64	91
Spring 2015				4	06	06-5012	50	49	56	72
Spring 2015				4	06	06-5012	42	21	45	30
Spring 2015				4	06	06-5012	56	71	54	65
Spring 2015				4	06	06-5012	59	80	58	78
Spring 2015				4	06	06-5012	44	27	52	58
Spring 2015				4	06	06-5012	51	53	64	91
Spring 2015				4	06	06-5012	63	89	60	84
Spring 2015				4	06	06-5012	59	80	63	90
Spring 2015				4	06	06-5012	63	89	50	50
Spring 2015				4	06	06-5012	70	97	55	69
Spring 2015				4	06	06-5012	59	80	62	88
Spring 2015				4	06	06-5012	66	94	73	98
Spring 2015				4	06	06-5012	69	97	70	96
Spring 2015				4	06	06-5012	60	83	53	61
Spring 2015				4	06	06-5012	59	80	60	84
Spring 2015				4	06	06-5012	53	60	50	50
Spring 2015				4	06	06-5012	74	99	63	90
Spring 2015				4	06	06-5012	63	89	55	69
Spring 2015				4	06	06-5012	57	74	60	84
Spring 2015				4	06	06-5012	69	97	63	90
Spring 2015				4	06	06-5012	57	74	54	65
Spring 2015				4	06	06-5012	63	89	64	91
Spring 2015				4	06	06-5012	70	97	55	69
Spring 2015				4	06	06-5012	61	85	54	65
Spring 2015				4	06	06-5012	61	85	56	72
Spring 2015				4	06	06-5012	62	87	55	69
Spring 2015				4	06	06-5012	47	38	48	41

Spring 2015	4 06	06-5012	62	87	56	72
Spring 2015	4 06	06-5012	50	49	46	34
Spring 2015	4 06	06-5012	42	21	49	45
Spring 2015	4 06	06-5012	66	94	61	86
Spring 2015	4 06	06-5012	54	64	47	37
Spring 2015	4 06	06-5012	66	94	64	91
Spring 2015	4 06	06-5012	53	60	42	21
Spring 2015	4 06	06-5012	63	89	63	90
Spring 2015	4 06	06-5012	64	91	54	65
Spring 2015	4 06	06-5012	46	34	58	78
Spring 2015	4 06	06-5012	60	83	57	75
Spring 2015	4 06	06-5012	37	10	41	18
Spring 2015	4 06	06-5012	48	41	43	24
Spring 2015	4 06	06-5012	62	87	54	65
Spring 2015	4 06	06-5012	58	77	47	37
Spring 2015	4 06	06-5012	56	71	52	58
Spring 2015	4 06	06-5012	63	89	51	54
Spring 2015	4 06	06-5012	52	56	50	50
Spring 2015	4 06	06-5012	45	30	48	41
Spring 2015	4 06	06-5012	55	68	54	65
Spring 2015	4 06	06-5012	68	96	58	78
Spring 2015	4 06	06-5012	63	89	64	91
Spring 2015	4 06	06-5012	55	68	50	50
Spring 2015	4 06	06-5012	52	56	47	37
Spring 2015	4 06	06-5012	51	53	58	78
Spring 2015	4 06	06-5012	51	53	44	27
Spring 2015	4 06	06-5012	70	97	63	90
Spring 2015	4 06	06-5012	65	92	60	84
Spring 2015	4 06	06-5012	63	89	56	72
Spring 2015	4 06	06-5012	59	80	58	78
Spring 2015	4 06	06-5012	36	9	20	1
Spring 2015	4 06	06-5012	51	53	43	24
Spring 2015	4 06	06-5012	47	38	49	45
Spring 2015	4 06	06-5012	64	91	62	88

Spring 2015	4 06	06-5012	56	71	48	41
Spring 2015	4 06	06-5012	51	53	53	61
Spring 2015	4 06	06-5012	60	83	67	94
Spring 2015	4 06	06-5012	61	85	48	41
Spring 2015	4 06	06-5012	54	64	56	72
Spring 2015	4 06	06-5012	58	77	53	61
Spring 2015	4 06	06-5012	42	21	47	37
Spring 2015	4 06	06-5012	58	77	53	61
Spring 2015	4 06	06-5012	54	64	51	54
Spring 2015	4 06	06-5012	51	53	33	6
Spring 2015	4 06	06-5012	67	95	57	75
Spring 2015	4 06	06-5012	40	16	36	9
Spring 2015	4 06	06-5012	49	45	43	24
Spring 2015	4 06	06-5012	54	64	53	61
Spring 2015	4 06	06-5012	53	60	55	69
Spring 2015	4 06	06-5012	50	49	56	72
Spring 2015	4 06	06-5012	43	24	40	16
Spring 2015	4 06	06-5012	40	16	42	21
Spring 2015	4 06	06-5012	49	45	47	37
Spring 2015	4 06	06-5012	48	41	46	34
Spring 2015	4 06	06-5012	65	92	64	91
Spring 2015	4 06	06-5012	64	91	56	72
Spring 2015	4 06	06-5012	60	83	53	61
Spring 2015	4 06	06-5012	58	77	57	75
Spring 2015	4 06	06-5012	48	41	46	34
Spring 2015	4 06	06-5012	56	71	44	27
Spring 2015	4 06	06-5012	54	64	49	45
Spring 2015	4 06	06-5012	41	18	48	41
Spring 2015	4 06	06-5012	52	56	48	41
Spring 2015	4 06	06-5012	56	71	52	58
Spring 2015	4 06	06-5012	51	53	63	90
Spring 2015	4 06	06-5012	64	91	59	81
Spring 2015	4 06	06-5012	66	94	71	97
Spring 2015	4 06	06-5012	58	77	42	21

Spring 2015	4 06	06-5012	56	71	62	88
Spring 2015	4 06	06-5012	53	60	46	34
Spring 2015	4 06	06-5012	48	41	43	24
Spring 2015	4 06	06-5012	48	41	52	58
Spring 2015	4 06	06-5012	60	83	58	78
Spring 2015	4 06	06-5012	49	45	50	50
Spring 2015	4 06	06-5012	42	21	48	41
Spring 2015	4 06	06-5012	50	49	21	1
Spring 2015	4 06	06-5012	47	38	40	16
Spring 2015	4 06	06-5012	48	41	51	54
Spring 2015	4 06	06-5012	58	77	51	54
Spring 2015	4 06	06-5012	52	56	60	84
Spring 2015	4 06	06-5012	32	5	40	16
Spring 2015	4 06	06-5012	57	74	63	90
Spring 2015	4 06	06-5012	65	92	62	88
Spring 2015	4 06	06-5012	54	64	52	58
Spring 2015	4 06	06-5012	49	45	48	41
Spring 2015	4 06	06-5012	54	64	54	65
Spring 2015	4 06	06-5012	53	60	53	61
Spring 2015	4 06	06-5012	49	45	58	78
Spring 2015	4 06	06-5012	58	77	51	54
Spring 2015	4 06	06-5012	62	87	54	65
Spring 2015	4 06	06-5012	53	60	46	34
Spring 2015	4 06	06-5012	55	68	53	61
Spring 2015	4 06	06-5012	51	53	47	37
Spring 2015	4 06	06-5012	62	87	63	90
Spring 2015	4 06	06-5012	59	80	52	58
Spring 2015	4 06	06-5012	52	56	44	27
Spring 2015	4 06	06-5012	57	74	45	30
Spring 2015	4 06	06-5012	60	83	57	75
Spring 2015	4 06	06-5012	68	96	56	72
Spring 2015	4 06	06-5012	62	87	53	61
Spring 2015	4 06	06-5012	54	64	54	65
Spring 2015	4 06	06-5012	69	97	51	54

Spring 2015	4 06	06-5012	45	30	36	9
Spring 2015	4 06	06-5012	47	38	47	37
Spring 2015	4 06	06-5012	56	71	52	58
Spring 2015	4 06	06-5012	56	71	59	81
Spring 2015	4 06	06-5012	52	56	57	75
Spring 2015	4 06	06-5012	63	89	65	92
Spring 2015	4 06	06-5012	54	64	57	75
Spring 2015	4 06	06-5012	59	80	60	84
Spring 2015	4 06	06-5012	44	27	48	41
Spring 2015	4 06	06-5012	56	71	53	61
Spring 2015	4 06	06-5012	60	83	59	81
Spring 2015	4 06	06-5012	57	74	57	75
Spring 2015	4 06	06-5012	55	68	44	27
Spring 2015	4 06	06-5012	64	91	63	90
Spring 2015	4 06	06-5012	59	80	51	54
Spring 2015	4 06	06-5012	45	30	49	45
Spring 2015	4 06	06-5012	46	34	47	37
Spring 2015	4 06	06-5012	54	64	39	14
Spring 2015	4 06	06-5012	33	6	41	18
Spring 2015	4 06	06-5012	48	41	46	34
Spring 2015	4 06	06-5012	57	74	61	86
Spring 2015	4 06	06-5012	57	74	46	34
Spring 2015	4 06	06-5012	51	53	41	18
Spring 2015	4 06	06-5012	62	87	60	84
Spring 2015	4 06	06-5012	53	60	49	45
Spring 2015	4 06	06-5012	68	96	73	98
Spring 2015	4 06	06-5012	61	85	59	81
Spring 2015	4 06	06-5012	54	64	44	27
Spring 2015	4 06	06-5012	73	99	61	86
Spring 2015	4 06	06-5012	64	91	54	65
Spring 2015	4 06	06-5012	63	89	60	84
Spring 2015	4 06	06-5012	46	34	41	18
Spring 2015	4 06	06-5012	57	74	54	65
Spring 2015	4 06	06-5012	49	45	53	61

Spring 2015	4 06	06-5012	65	92	64	91
Spring 2015	4 06	06-5012	71	98	80	99
Spring 2015	4 06	06-5012	60	83	59	81
Spring 2015	4 06	06-5012	65	92	56	72
Spring 2015	4 06	06-5012	68	96	58	78
Spring 2015	4 06	06-5012	50	49	51	54
Spring 2015	4 06	06-5012	63	89	65	92
Spring 2015	4 06	06-5012	53	60	54	65
Spring 2015	4 06	06-5012	52	56	51	54
Spring 2015	4 06	06-5012	53	60	58	78
Spring 2015	4 06	06-5012	57	74	45	30
Spring 2015	4 06	06-5012	49	45	53	61
Spring 2015	4 06	06-5012	66	94	57	75
Spring 2015	4 06	06-5012	50	49	51	54
Spring 2015	4 06	06-5012	71	98	60	84
Spring 2015	4 06	06-5012	55	68	46	34
Spring 2015	4 06	06-5012	49	45	51	54
Spring 2015	4 06	06-5012	59	80	50	50

Test Administration Name	Student First Name	Student Last Name	SID	Enrolled Grade	District Number	School Number	FSA ELA T Score	FSA ELA Percentile Rank	FSA Mathematics T Score	FSA Mathematics Percentile Rank
Spring 2015				5	06	06-5012	53	60	52	57
Spring 2015				5	06	06-5012	60	82	61	86
Spring 2015				5	06	06-5012	48	42	45	30
Spring 2015				5	06	06-5012	55	67	50	50
Spring 2015				5	06	06-5012	59	80	56	72
Spring 2015				5	06	06-5012	60	82	60	83
Spring 2015				5	06	06-5012	48	42	46	34
Spring 2015				5	06	06-5012	38	13	40	16
Spring 2015				5	06	06-5012	49	46	55	69
Spring 2015				5	06	06-5012	NR	NR		
Spring 2015				5	06	06-5012	41	19	46	34
Spring 2015				5	06	06-5012	45	32	45	30
Spring 2015				5	06	06-5012	49	46	44	27
Spring 2015				5	06	06-5012	70	98	63	89
Spring 2015				5	06	06-5012	NR	NR	NR2	NR2
Spring 2015				5	06	06-5012	59	80	59	81
Spring 2015				5	06	06-5012	58	77	44	27
Spring 2015				5	06	06-5012	56	71	63	89
Spring 2015				5	06	06-5012	57	74	50	50
Spring 2015				5	06	06-5012	49	46	45	30
Spring 2015				5	06	06-5012	52	56	56	72
Spring 2015				5	06	06-5012	62	87	46	34
Spring 2015				5	06	06-5012	57	74	51	53
Spring 2015				5	06	06-5012	50	49	52	57
Spring 2015				5	06	06-5012	53	60	60	83
Spring 2015				5	06	06-5012	42	22	51	53
Spring 2015				5	06	06-5012	53	60	47	38
Spring 2015				5	06	06-5012	50	49	61	86
Spring 2015				5	06	06-5012	60	82	51	53

Spring 2015	5 06	06-5012	64	91	61	86
Spring 2015	5 06	06-5012	41	19	39	14
Spring 2015	5 06	06-5012	61	85	50	50
Spring 2015	5 06	06-5012	55	67	51	53
Spring 2015	5 06	06-5012	51	53	52	57
Spring 2015	5 06	06-5012	52	56	59	81
Spring 2015	5 06	06-5012	48	42	52	57
Spring 2015	5 06	06-5012	52	56	52	57
Spring 2015	5 06	06-5012	56	71	69	96
Spring 2015	5 06	06-5012	54	63	55	69
Spring 2015	5 06	06-5012	46	35	44	27
Spring 2015	5 06	06-5012	60	82	68	95
Spring 2015	5 06	06-5012	56	71	53	61
Spring 2015	5 06	06-5012	49	46	48	42
Spring 2015	5 06	06-5012	67	95	68	95
Spring 2015	5 06	06-5012	47	39	57	75
Spring 2015	5 06	06-5012	54	63	61	86
Spring 2015	5 06	06-5012	48	42	45	30
Spring 2015	5 06	06-5012	61	85	60	83
Spring 2015	5 06	06-5012	45	32	49	46
Spring 2015	5 06	06-5012	58	77	70	96
Spring 2015	5 06	06-5012	51	53	54	65
Spring 2015	5 06	06-5012	38	13	44	27
Spring 2015	5 06	06-5012	35	8	40	16
Spring 2015	5 06	06-5012	50	49	54	65
Spring 2015	5 06	06-5012	53	60	51	53
Spring 2015	5 06	06-5012	58	77	54	65
Spring 2015	5 06	06-5012	33	6	36	9
Spring 2015	5 06	06-5012	60	82	55	69
Spring 2015	5 06	06-5012	51	53	59	81
Spring 2015	5 06	06-5012	63	89	57	75
Spring 2015	5 06	06-5012	59	80	56	72
Spring 2015	5 06	06-5012	59	80	61	86
Spring 2015	5 06	06-5012	47	39	55	69

Spring 2015	5 06	06-5012	40	17	54	65
Spring 2015	5 06	06-5012	56	71	72	97
Spring 2015	5 06	06-5012	63	89	56	72
Spring 2015	5 06	06-5012	39	15	48	42
Spring 2015	5 06	06-5012	57	74	52	57
Spring 2015	5 06	06-5012	47	39	54	65
Spring 2015	5 06	06-5012	39	15	44	27
Spring 2015	5 06	06-5012	37	11	35	8
Spring 2015	5 06	06-5012	52	56	50	50
Spring 2015	5 06	06-5012	58	77	50	50
Spring 2015	5 06	06-5012	49	46	50	50
Spring 2015	5 06	06-5012	37	11	41	19
Spring 2015	5 06	06-5012	49	46	45	30
Spring 2015	5 06	06-5012	50	49	59	81
Spring 2015	5 06	06-5012	59	80	63	89
Spring 2015	5 06	06-5012	53	60	60	83
Spring 2015	5 06	06-5012	42	22	48	42
Spring 2015	5 06	06-5012	45	32	45	30
Spring 2015	5 06	06-5012	71	98	72	97
Spring 2015	5 06	06-5012	50	49	49	46
Spring 2015	5 06	06-5012	47	39	59	81
Spring 2015	5 06	06-5012	48	42	53	61
Spring 2015	5 06	06-5012	58	77	56	72
Spring 2015	5 06	06-5012	41	19	41	19
Spring 2015	5 06	06-5012	58	77	63	89
Spring 2015	5 06	06-5012	47	39	58	78
Spring 2015	5 06	06-5012	56	71	55	69
Spring 2015	5 06	06-5012	61	85	50	50
Spring 2015	5 06	06-5012	45	32	39	14
Spring 2015	5 06	06-5012	59	80	70	96
Spring 2015	5 06	06-5012	56	71	52	57
Spring 2015	5 06	06-5012	46	35	52	57
Spring 2015	5 06	06-5012	57	74	50	50
Spring 2015	5 06	06-5012	61	85	52	57

Spring 2015	5 06	06-5012	58	77	58	78
Spring 2015	5 06	06-5012	55	67	51	53
Spring 2015	5 06	06-5012	50	49	45	30
Spring 2015	5 06	06-5012	50	49	53	61
Spring 2015	5 06	06-5012	58	77	59	81
Spring 2015	5 06	06-5012	60	82	66	93
Spring 2015	5 06	06-5012	58	77	51	53
Spring 2015	5 06	06-5012	46	35	48	42
Spring 2015	5 06	06-5012	51	53	50	50
Spring 2015	5 06	06-5012	67	95	65	92
Spring 2015	5 06	06-5012	41	19	35	8
Spring 2015	5 06	06-5012	58	77	47	38
Spring 2015	5 06	06-5012	56	71	53	61
Spring 2015	5 06	06-5012	62	87	59	81
Spring 2015	5 06	06-5012	55	67	54	65
Spring 2015	5 06	06-5012	52	56	53	61
Spring 2015	5 06	06-5012	60	82	60	83
Spring 2015	5 06	06-5012	51	53	55	69
Spring 2015	5 06	06-5012	52	56	49	46
Spring 2015	5 06	06-5012	52	56	52	57
Spring 2015	5 06	06-5012	63	89	66	93
Spring 2015	5 06	06-5012	52	56	52	57
Spring 2015	5 06	06-5012	62	87	68	95
Spring 2015	5 06	06-5012	55	67	54	65
Spring 2015	5 06	06-5012	53	60	61	86
Spring 2015	5 06	06-5012	59	80	51	53
Spring 2015	5 06	06-5012	48	42	41	19
Spring 2015	5 06	06-5012	65	93	61	86
Spring 2015	5 06	06-5012	66	94	63	89
Spring 2015	5 06	06-5012	44	28	42	21
Spring 2015	5 06	06-5012	47	39	45	30
Spring 2015	5 06	06-5012	53	60	45	30
Spring 2015	5 06	06-5012	57	74	48	42
Spring 2015	5 06	06-5012	59	80	50	50

Spring 2015	5	06	06-5012	58	77	61	86
Spring 2015	5	06	06-5012	67	95	65	92
Spring 2015	5	06	06-5012	41	19	45	30
Spring 2015	5	06	06-5012	45	32	42	21
Spring 2015	5	06	06-5012	55	67	49	46
Spring 2015	5	06	06-5012	67	95	65	92
Spring 2015	5	06	06-5012	63	89	53	61
Spring 2015	5	06	06-5012	68	96	60	83
Spring 2015	5	06	06-5012	80	99	65	92
Spring 2015	5	06	06-5012	59	80	56	72
Spring 2015	5	06	06-5012	56	71	55	69
Spring 2015	5	06	06-5012	60	82 NR2	NR2	
Spring 2015	5	06	06-5012	64	91	67	94
Spring 2015	5	06	06-5012	56	71	49	46
Spring 2015	5	06	06-5012	66	94	50	50
Spring 2015	5	06	06-5012	58	77	52	57
Spring 2015	5	06	06-5012	54	63	43	24
Spring 2015	5	06	06-5012	53	60	50	50
Spring 2015	5	06	06-5012	64	91	65	92
Spring 2015	5	06	06-5012	55	67	54	65
Spring 2015	5	06	06-5012	59	80	55	69
Spring 2015	5	06	06-5012	57	74	55	69
Spring 2015	5	06	06-5012	40	17	46	34
Spring 2015	5	06	06-5012	52	56	44	27
Spring 2015	5	06	06-5012	49	46	51	53
Spring 2015	5	06	06-5012	37	11	41	19
Spring 2015	5	06	06-5012	52	56	52	57
Spring 2015	5	06	06-5012	45	32	41	19
Spring 2015	5	06	06-5012	28	3	23	1

Test Administration Name	Student First Name	Student Last Name	SID	Enrolled Grade	District Number	School Number	FSA ELA T Score	FSA ELA Percentile Rank	FSA Mathematics T Score	FSA Mathematics Percentile Rank
Spring 2015				6	06	06-5012	37	12	45	31
Spring 2015				6	06	06-5012	54	63	49	45
Spring 2015				6	06	06-5012	38	13	49	45
Spring 2015				6	06	06-5012	62	88	56	72
Spring 2015				6	06	06-5012	55	67	48	42
Spring 2015				6	06	06-5012	50	48	52	57
Spring 2015				6	06	06-5012	53	59	53	61
Spring 2015				6	06	06-5012	55	67	58	78
Spring 2015				6	06	06-5012	56	71	55	68
Spring 2015				6	06	06-5012	46	33	48	42
Spring 2015				6	06	06-5012	59	81	61	86
Spring 2015				6	06	06-5012	43	24	55	68
Spring 2015				6	06	06-5012	44	27	54	65
Spring 2015				6	06	06-5012	45	30	53	61
Spring 2015				6	06	06-5012	52	55	44	28
Spring 2015				6	06	06-5012	60	83	58	78
Spring 2015				6	06	06-5012	42	21	44	28
Spring 2015				6	06	06-5012	50	48	46	34
Spring 2015				6	06	06-5012	49	44	53	61
Spring 2015				6	06	06-5012	46	33	42	22
Spring 2015				6	06	06-5012	65	94	71	98
Spring 2015				6	06	06-5012	72	99	70	97
Spring 2015				6	06	06-5012	75	99	69	97
Spring 2015				6	06	06-5012	70	98	80	99
Spring 2015				6	06	06-5012	60	83	62	88
Spring 2015				6	06	06-5012	61	86	62	88
Spring 2015				6	06	06-5012	58	78	59	81
Spring 2015				6	06	06-5012	57	74	56	72
Spring 2015				6	06	06-5012	65	94	70	97

Spring 2015	6	06	06-5012	61	86	64	91
Spring 2015	6	06	06-5012	57	74	64	91
Spring 2015	6	06	06-5012	65	94	60	83
Spring 2015	6	06	06-5012	50	48	64	91
Spring 2015	6	06	06-5012	62	88	70	97
Spring 2015	6	06	06-5012	72	99	70	97
Spring 2015	6	06	06-5012	64	92	70	97
Spring 2015	6	06	06-5012	60	83	72	98
Spring 2015	6	06	06-5012	65	94	63	90
Spring 2015	6	06	06-5012	60	83	65	93
Spring 2015	6	06	06-5012	57	74	62	88
Spring 2015	6	06	06-5012	67	96	71	98
Spring 2015	6	06	06-5012	65	94	70	97
Spring 2015	6	06	06-5012	59	81	55	68
Spring 2015	6	06	06-5012	58	78	63	90
Spring 2015	6	06	06-5012	62	88	63	90
Spring 2015	6	06	06-5012	53	59	57	75
Spring 2015	6	06	06-5012	51	51	55	68
Spring 2015	6	06	06-5012	54	63	47	38
Spring 2015	6	06	06-5012	49	44	53	61
Spring 2015	6	06	06-5012	47	36 NR2	NR2	
Spring 2015	6	06	06-5012	51	51	51	53
Spring 2015	6	06	06-5012	56	71	56	72
Spring 2015	6	06	06-5012	50	48	47	38
Spring 2015	6	06	06-5012	51	51	53	61
Spring 2015	6	06	06-5012	62	88	60	83
Spring 2015	6	06	06-5012	52	55 NR2	NR2	
Spring 2015	6	06	06-5012	61	86	58	78
Spring 2015	6	06	06-5012	47	36	49	45
Spring 2015	6	06	06-5012	52	55	51	53
Spring 2015	6	06	06-5012	49	44	48	42
Spring 2015	6	06	06-5012	51	51	51	53
Spring 2015	6	06	06-5012	47	36	52	57
Spring 2015	6	06	06-5012	48	40	51	53

Spring 2015	6 06	06-5012	51	51	48	42
Spring 2015	6 06	06-5012	41	19	41	19
Spring 2015	6 06	06-5012	52	55	44	28
Spring 2015	6 06	06-5012	56	71	56	72
Spring 2015	6 06	06-5012	55	67	41	19
Spring 2015	6 06	06-5012	58	78	60	83
Spring 2015	6 06	06-5012	58	78	68	96
Spring 2015	6 06	06-5012	70	98	61	86
Spring 2015	6 06	06-5012	60	83	59	81
Spring 2015	6 06	06-5012	56	71	58	78
Spring 2015	6 06	06-5012	56	71	62	88
Spring 2015	6 06	06-5012	56	71	66	94
Spring 2015	6 06	06-5012	56	71	61	86
Spring 2015	6 06	06-5012	52	55	57	75
Spring 2015	6 06	06-5012	56	71	63	90
Spring 2015	6 06	06-5012	57	74	60	83
Spring 2015	6 06	06-5012	61	86	58	78
Spring 2015	6 06	06-5012	56	71	61	86
Spring 2015	6 06	06-5012	56	71	58	78
Spring 2015	6 06	06-5012	61	86	61	86
Spring 2015	6 06	06-5012	58	78	63	90
Spring 2015	6 06	06-5012	58	78	54	65
Spring 2015	6 06	06-5012	58	78	61	86
Spring 2015	6 06	06-5012	62	88	57	75
Spring 2015	6 06	06-5012	59	81	61	86
Spring 2015	6 06	06-5012	61	86	64	91
Spring 2015	6 06	06-5012	55	67	59	81
Spring 2015	6 06	06-5012	49	44	58	78
Spring 2015	6 06	06-5012	55	67	55	68
Spring 2015	6 06	06-5012	45	30	51	53
Spring 2015	6 06	06-5012	50	48	54	65
Spring 2015	6 06	06-5012	49	44	52	57
Spring 2015	6 06	06-5012	46	33	49	45
Spring 2015	6 06	06-5012	43	24	42	22

Spring 2015	6 06	06-5012	54	63	51	53
Spring 2015	6 06	06-5012	58	78	56	72
Spring 2015	6 06	06-5012	48	40	57	75
Spring 2015	6 06	06-5012	51	51	46	34
Spring 2015	6 06	06-5012	47	36	44	28
Spring 2015	6 06	06-5012	46	33	30	4
Spring 2015	6 06	06-5012	53	59	55	68
Spring 2015	6 06	06-5012	45	30	45	31
Spring 2015	6 06	06-5012	49	44	34	7
Spring 2015	6 06	06-5012	47	36	39	15
Spring 2015	6 06	06-5012	66	95	55	68
Spring 2015	6 06	06-5012	49	44	45	31
Spring 2015	6 06	06-5012	50	48	53	61
Spring 2015	6 06	06-5012	44	27	32	5
Spring 2015	6 06	06-5012	50	48	48	42
Spring 2015	6 06	06-5012	55	67	53	61
Spring 2015	6 06	06-5012	52	55	53	61
Spring 2015	6 06	06-5012	55	67	48	42
Spring 2015	6 06	06-5012	61	86	50	49
Spring 2015	6 06	06-5012	55	67	50	49
Spring 2015	6 06	06-5012	53	59	59	81
Spring 2015	6 06	06-5012	51	51	55	68
Spring 2015	6 06	06-5012	55	67	57	75
Spring 2015	6 06	06-5012	58	78	58	78
Spring 2015	6 06	06-5012	50	48	55	68
Spring 2015	6 06	06-5012	49	44	45	31
Spring 2015	6 06	06-5012	59	81	54	65
Spring 2015	6 06	06-5012	56	71	56	72
Spring 2015	6 06	06-5012	57	74	51	53
Spring 2015	6 06	06-5012	55	67	62	88
Spring 2015	6 06	06-5012	54	63	57	75
Spring 2015	6 06	06-5012	60	83	51	53
Spring 2015	6 06	06-5012	52	55	52	57
Spring 2015	6 06	06-5012	54	63	55	68

Spring 2015	6 06	06-5012	49	44	53	61
Spring 2015	6 06	06-5012	55	67	54	65
Spring 2015	6 06	06-5012	51	51	52	57
Spring 2015	6 06	06-5012	61	86	55	68
Spring 2015	6 06	06-5012	57	74	54	65
Spring 2015	6 06	06-5012	58	78	54	65
Spring 2015	6 06	06-5012	52	55	55	68
Spring 2015	6 06	06-5012	61	86	61	86
Spring 2015	6 06	06-5012	44	27	55	68
Spring 2015	6 06	06-5012	48	40	47	38
Spring 2015	6 06	06-5012	57	74	62	88

Test Administration Name	Student First Name	Student Last Name	SID	Enrolled Grade	District Number	School Number	FSA ELA T Score	FSA ELA Percentile Rank	FSA Mathematics T Score	FSA Mathematics Percentile Rank
Spring 2015				7	06	06-5012	58	77	57	75
Spring 2015				7	06	06-5012	66	95		
Spring 2015				7	06	06-5012	65	93	61	86
Spring 2015				7	06	06-5012	66	95		
Spring 2015				7	06	06-5012	58	77	61	86
Spring 2015				7	06	06-5012	60	83	51	53
Spring 2015				7	06	06-5012	57	74		
Spring 2015				7	06	06-5012	60	83		
Spring 2015				7	06	06-5012	61	86	63	90
Spring 2015				7	06	06-5012	71	98		
Spring 2015				7	06	06-5012	57	74	56	72
Spring 2015				7	06	06-5012	63	90	64	92
Spring 2015				7	06	06-5012	60	83		
Spring 2015				7	06	06-5012	58	77	52	57
Spring 2015				7	06	06-5012	59	80	49	45
Spring 2015				7	06	06-5012	68	97	61	86
Spring 2015				7	06	06-5012	66	95	56	72
Spring 2015				7	06	06-5012	68	97	59	81
Spring 2015				7	06	06-5012	68	97	56	72
Spring 2015				7	06	06-5012	67	96		
Spring 2015				7	06	06-5012	51	52	52	57
Spring 2015				7	06	06-5012	44	27	45	31
Spring 2015				7	06	06-5012	51	52	56	72
Spring 2015				7	06	06-5012	51	52	40	17
Spring 2015				7	06	06-5012	45	30	38	13
Spring 2015				7	06	06-5012	59	80	55	68
Spring 2015				7	06	06-5012	48	40	41	20
Spring 2015				7	06	06-5012	48	40	41	20
Spring 2015				7	06	06-5012	56	71	51	53
Spring 2015				7	06	06-5012	50	48	46	34

Spring 2015	7 06	06-5012	59	80	49	45
Spring 2015	7 06	06-5012	41	19	48	41
Spring 2015	7 06	06-5012	48	40	60	84
Spring 2015	7 06	06-5012	61	86	49	45
Spring 2015	7 06	06-5012	61	86	54	65
Spring 2015	7 06	06-5012	45	30	48	41
Spring 2015	7 06	06-5012	46	33	47	38
Spring 2015	7 06	06-5012	43	24	48	41
Spring 2015	7 06	06-5012	47	37	58	78
Spring 2015	7 06	06-5012	46	33	47	38
Spring 2015	7 06	06-5012	44	27	42	22
Spring 2015	7 06	06-5012	49	44	48	41
Spring 2015	7 06	06-5012	52	56	47	38
Spring 2015	7 06	06-5012	46	33	40	17
Spring 2015	7 06	06-5012	47	37	45	31
Spring 2015	7 06	06-5012	54	64	59	81
Spring 2015	7 06	06-5012	49	44	47	38
Spring 2015	7 06	06-5012	53	60	38	13
Spring 2015	7 06	06-5012	56	71	56	72
Spring 2015	7 06	06-5012	46	33	47	38
Spring 2015	7 06	06-5012	46	33	42	22
Spring 2015	7 06	06-5012	50	48	52	57
Spring 2015	7 06	06-5012	51	52	52	57
Spring 2015	7 06	06-5012	54	64	54	65
Spring 2015	7 06	06-5012	54	64	56	72
Spring 2015	7 06	06-5012	57	74	49	45
Spring 2015	7 06	06-5012	36	10	47	38
Spring 2015	7 06	06-5012	52	56	52	57
Spring 2015	7 06	06-5012	47	37	49	45
Spring 2015	7 06	06-5012	52	56	48	41
Spring 2015	7 06	06-5012	37	11	46	34
Spring 2015	7 06	06-5012	51	52	52	57
Spring 2015	7 06	06-5012	54	64	48	41
Spring 2015	7 06	06-5012	51	52	33	6

Spring 2015	7 06	06-5012	44	27	52	57
Spring 2015	7 06	06-5012	53	60	43	25
Spring 2015	7 06	06-5012	50	48	50	49
Spring 2015	7 06	06-5012	46	33	55	68
Spring 2015	7 06	06-5012	38	13	44	28
Spring 2015	7 06	06-5012	59	80	59	81
Spring 2015	7 06	06-5012	53	60	59	81
Spring 2015	7 06	06-5012	44	27	47	38
Spring 2015	7 06	06-5012	50	48	52	57
Spring 2015	7 06	06-5012	65	93	59	81
Spring 2015	7 06	06-5012	52	56	51	53
Spring 2015	7 06	06-5012	64	92	48	41
Spring 2015	7 06	06-5012	48	40	46	34
Spring 2015	7 06	06-5012	56	71	55	68
Spring 2015	7 06	06-5012	42	21	48	41
Spring 2015	7 06	06-5012	47	37	50	49
Spring 2015	7 06	06-5012	55	67	52	57
Spring 2015	7 06	06-5012	52	56	54	65
Spring 2015	7 06	06-5012	55	67	59	81
Spring 2015	7 06	06-5012	56	71	54	65
Spring 2015	7 06	06-5012	47	37	52	57
Spring 2015	7 06	06-5012	54	64	52	57
Spring 2015	7 06	06-5012	57	74	53	61
Spring 2015	7 06	06-5012	50	48	47	38
Spring 2015	7 06	06-5012	61	86	48	41
Spring 2015	7 06	06-5012	56	71	44	28
Spring 2015	7 06	06-5012	58	77	52	57
Spring 2015	7 06	06-5012	57	74	50	49
Spring 2015	7 06	06-5012	47	37	51	53
Spring 2015	7 06	06-5012	41	19	35	9
Spring 2015	7 06	06-5012	61	86		
Spring 2015	7 06	06-5012	54	64	59	81
Spring 2015	7 06	06-5012	51	52	51	53
Spring 2015	7 06	06-5012	55	67	54	65

Spring 2015	7 06	06-5012	54	64	50	49
Spring 2015	7 06	06-5012	55	67	55	68
Spring 2015	7 06	06-5012	47	37	50	49
Spring 2015	7 06	06-5012	52	56	66	94
Spring 2015	7 06	06-5012	63	90		
Spring 2015	7 06	06-5012	66	95	60	84
Spring 2015	7 06	06-5012	57	74	57	75
Spring 2015	7 06	06-5012	57	74	62	88
Spring 2015	7 06	06-5012	63	90	59	81
Spring 2015	7 06	06-5012	56	71		
Spring 2015	7 06	06-5012	50	48		
Spring 2015	7 06	06-5012	68	97		
Spring 2015	7 06	06-5012	62	88		
Spring 2015	7 06	06-5012	63	90	61	86
Spring 2015	7 06	06-5012	57	74	59	81
Spring 2015	7 06	06-5012	67	96		
Spring 2015	7 06	06-5012	55	67	63	90
Spring 2015	7 06	06-5012	61	86	53	61
Spring 2015	7 06	06-5012	64	92		
Spring 2015	7 06	06-5012	58	77	56	72
Spring 2015	7 06	06-5012	61	86		
Spring 2015	7 06	06-5012	55	67		
Spring 2015	7 06	06-5012	64	92	69	97
Spring 2015	7 06	06-5012	69	97	55	68
Spring 2015	7 06	06-5012	56	71	59	81
Spring 2015	7 06	06-5012	57	74	47	38
Spring 2015	7 06	06-5012	42	21	28	3
Spring 2015	7 06	06-5012	55	67	48	41

Test Administration Name	Student First Name	Student Last Name	SID	Enrolled Grade	District Number	School Number	FSA EOC T Score	FSA EOC Percentile Rank	FSA EOC Linked Score
Spring 2015				7	06	06-5012	59	81	431
Spring 2015				7	06	06-5012	58	78	428
Spring 2015				7	06	06-5012	59	81	432
Spring 2015				7	06	06-5012	71	98	465
Spring 2015				7	06	06-5012	69	97	459
Spring 2015				7	06	06-5012	60	83	433
Spring 2015				7	06	06-5012	58	78	428
Spring 2015				7	06	06-5012	55	68	422
Spring 2015				7	06	06-5012	59	81	431
Spring 2015				7	06	06-5012	63	90	441
Spring 2015				7	06	06-5012	61	86	436
Spring 2015				7	06	06-5012	65	93	447
Spring 2015				7	06	06-5012	68	96	456
Spring 2015				7	06	06-5012	65	93	448
Spring 2015				7	06	06-5012	71	98	464
Spring 2015				7	06	06-5012	71	98	465
Spring 2015				7	06	06-5012	60	83	434

FSA 2015 English Language Arts		Gr. 3		Gr. 4		Gr. 5		Gr. 6		Gr. 7	
School Number	School	n Tested	Mean t-score	n Tested	Mean t-score	n Tested	Mean t-score	n Tested	Mean t-score	n Tested	Mean t-score
2021	GLADES MIDDLE SCHOOL							429	52	427	52
2961	CHAPEL TRAIL ELEMENTARY SCHOOL	121	55	121	54	138	54				
3331	SILVER TRAIL MIDDLE SCHOOL							441	54	445	56
3661	SUNSET LAKES ELEMENTARY SCHOOL	143	54	117	54	146	53				
5012	FRANKLIN ACADEMY A	181	56	183	56	158	53	142	55	126	54
5051	CITY OF PEMBROKE PINES CHARTER	314	58	325	57	326	55				
5081	CITY/PEMBROKE PINES CHARTER MIDDLE SCHOOL							441	57	431	57
5141	SOMERSET ACADEMY	159	55	158	57	176	56				
5151	SOMERSET ACADEMY MIDDLE SCHOOL							262	55	281	56

	FSA 2015 Mathematics	Gr. 3		Gr. 4		Gr. 5		Gr. 6		Gr. 7	
School Number	School	n Tested	Mean t-score	n Tested	Mean t-score	n Tested	Mean t-score	n Tested	Mean t-score	n Tested	Mean t-score
2021	GLADES MIDDLE SCHOOL							437	54	379	49
2961	CHAPEL TRAIL ELEMENTARY SCHOOL	120	56	120	54	138	56				
3331	SILVER TRAIL MIDDLE SCHOOL							446	57	408	57
3661	SUNSET LAKES ELEMENTARY SCHOOL	142	53	118	56	146	53				
5012	FRANKLIN ACADEMY A	181	56	183	53	157	53	140	55	109	51
5051	CITY OF PEMBROKE PINES CHARTER	314	58	325	58	326	56				
5081	CITY/PEMBROKE PINES CHARTER MIDDLE SCHOOL							435	57	358	56
5141	SOMERSET ACADEMY	159	57	158	56	176	56				
5151	SOMERSET ACADEMY MIDDLE SCHOOL							264	55	241	56

		ALGEBRA I		
School Number	School	n Tested	Mean t-score	Mean linked score
2021	GLADES MIDDLE SCHOOL	162	61	437
3331	SILVER TRAIL MIDDLE SCHOOL	160	*	*
5012	FRANKLIN ACADEMY A	17	*	*
5081	CITY/PEMBROKE PINES CHARTER MIDDLE SCHOOL	167	65	447
5151	SOMERSET ACADEMY MIDDLE SCHOOL	105	*	*

Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State, 2011-12

Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.

For percent scoring satisfactory or higher in reading and mathematics, subgroup data are suppressed (***) when results are less than 5%.

District Number	District Name	School Number	School Name	School Type	Charter School Status	Title 1 Status	Alternative School Status
00	**STATE LEVEL**	**0000**	**STATE LEVEL**				
00	STATE LEVEL	0000	STATE LEVEL				
00	STATE LEVEL	0000	STATE LEVEL				
00	STATE LEVEL	0000	STATE LEVEL				
00	STATE LEVEL	0000	STATE LEVEL				
00	STATE LEVEL	0000	STATE LEVEL				
00	STATE LEVEL	0000	STATE LEVEL				
00	STATE LEVEL	0000	STATE LEVEL				
00	STATE LEVEL	0000	STATE LEVEL				
06	**BROWARD**	**0000**	**DISTRICT LEVEL**				
06	BROWARD	0000	DISTRICT LEVEL				
06	BROWARD	0000	DISTRICT LEVEL				
06	BROWARD	0000	DISTRICT LEVEL				
06	BROWARD	0000	DISTRICT LEVEL				
06	BROWARD	0000	DISTRICT LEVEL				
06	BROWARD	0000	DISTRICT LEVEL				
06	BROWARD	0000	DISTRICT LEVEL				
06	BROWARD	0000	DISTRICT LEVEL				
06	**BROWARD**	**5012**	**FRANKLIN ACADEMY A**	**04**	**YES**	**NO**	**N**
06	BROWARD	5012	FRANKLIN ACADEMY A				
06	BROWARD	5012	FRANKLIN ACADEMY A				
06	BROWARD	5012	FRANKLIN ACADEMY A				
06	BROWARD	5012	FRANKLIN ACADEMY A				
06	BROWARD	5012	FRANKLIN ACADEMY A				
06	BROWARD	5012	FRANKLIN ACADEMY A				
06	BROWARD	5012	FRANKLIN ACADEMY A				
06	BROWARD	5012	FRANKLIN ACADEMY A				

Region	Subgroup	School Grade	Percent Tested Reading	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	High Performing Qualifying in Reading	Target AMO Reading
	ALL STUDENTS		**98**	**57**	**57**	**N**	**61**
	AMERICAN INDIAN		98	55	55	N	59
	ASIAN		99	75	76	N	77
	BLACK/AFRICAN AMERICAN		98	37	38	N	42
	HISPANIC		98	53	53	N	57
	WHITE		98	69	69	N	72
	ENGLISH LANGUAGE LEARNERS		98	32	33	N	38
	STUDENTS WITH DISABILITIES		97	29	29	N	35
	ECONOMICALLY DISADVANTAGED		98	45	46	N	50
5	**ALL STUDENTS**	**B**	**99**	**58**	**58**	**N**	**62**
	AMERICAN INDIAN		99	58	59	N	62
	ASIAN		100	77	77	N	79
	BLACK/AFRICAN AMERICAN		99	42	43	N	47
	HISPANIC		99	61	62	N	64
	WHITE		99	73	73	N	75
	ENGLISH LANGUAGE LEARNERS		99	35	36	N	40
	STUDENTS WITH DISABILITIES		98	33	33	N	39
	ECONOMICALLY DISADVANTAGED		99	46	47	N	51
5	**ALL STUDENTS**	**A**	**100**		**78**	**N**	
	AMERICAN INDIAN					NA	
	ASIAN		100		79	N	
	BLACK/AFRICAN AMERICAN		100		68	N	
	HISPANIC		100		81	N	
	WHITE		100		82	N	
	ENGLISH LANGUAGE LEARNERS		100		63	N	
	STUDENTS WITH DISABILITIES		100		65	N	
	ECONOMICALLY DISADVANTAGED		100		71	N	

Met Target Reading	Safe Harbor, Reading	Improving, Reading	Maintaining or Declining, Reading	Declining, Reading	Percent Tested Math	Math % Scoring Satisfactory 2011	Math % Scoring Satisfactory 2012	High Performing Qualifying in Math	Target AMO Math	Met Target Math
N	**N**	**N**	**Y**	**N**	**98**	**55**	**58**	**N**	**59**	**N**
N	N	N	Y	N	98	54	58	N	58	Y
N	N	Y	N	N	99	80	82	N	82	Y
N	N	Y	N	N	98	37	40	N	42	N
N	N	N	Y	N	99	52	55	N	56	N
N	N	N	Y	N	98	65	68	N	68	Y
N	N	Y	N	N	99	38	41	N	43	N
N	N	N	Y	N	97	31	32	N	37	N
N	N	Y	N	N	98	45	48	N	50	N
N	**N**	**N**	**Y**	**N**	**99**	**60**	**62**	**N**	**63**	**N**
N	N	Y	N	N	100	62	61	N	65	N
N	N	N	Y	N	100	82	85	N	84	Y
N	N	Y	N	N	99	45	47	N	50	N
N	N	Y	N	N	99	64	65	N	67	N
N	N	N	Y	N	99	75	76	N	77	N
N	N	Y	N	N	99	45	46	N	50	N
N	N	N	Y	N	98	37	37	N	42	N
N	N	Y	N	N	99	49	51	N	53	N
NA	**NA**	**NA**	**NA**	**NA**	**100**		**74**	**N**		**NA**
NA	NA	NA	NA	NA				NA		NA
NA	NA	NA	NA	NA	100		100	Y		Y
NA	NA	NA	NA	NA	100		62	N		NA
NA	NA	NA	NA	NA	100		74	N		NA
NA	NA	NA	NA	NA	100		77	N		NA
NA	NA	NA	NA	NA	100		63	N		NA
NA	NA	NA	NA	NA	100		52	N		NA
NA	NA	NA	NA	NA	100		65	N		NA

Safe Harbor, Math	Improving, Math	Maintaining or Declining, Math	Declining, Math	Learning Gains Points for Low 25% Reading (School & District)	Learning Gains Points for Low 25% Math (School & District)	Graduation Rate, 2010	Graduation Rate, 2011	Writing % Satisfactory	Target AMO Reading, 2013	Target AMO Reading, 2014
N	**Y**	**N**	**N**			**69**	**71**	**82**	**64**	**68**
NA	NA	NA	NA			68	70	80	63	66
NA	NA	NA	NA			86	86	90	79	81
N	Y	N	N			58	59	75	48	53
N	Y	N	N			68	69	81	61	65
NA	NA	NA	NA			74	76	85	74	77
N	Y	N	N			55	53	68	43	49
N	Y	N	N			40	44	56	41	47
N	Y	N	N			59	60	77	54	59
N	**Y**	**N**	**N**	**66**	**59**	**72**	**72**	**85**	**65**	**69**
N	N	Y	Y			55	58	91	65	69
NA	NA	NA	NA			89	92	93	81	83
N	Y	N	N			64	61	79	52	57
N	Y	N	N			75	75	87	68	71
N	Y	N	N			79	81	90	78	80
N	Y	N	N			60	57	71	46	51
N	N	Y	N			41	43	62	44	50
N	Y	N	N			65	62	81	55	60
NA	**NA**	**NA**	**NA**	**76**	**62**			**88**		
NA	NA	NA	NA							
NA	NA	NA	NA							
NA	NA	NA	NA					84		
NA	NA	NA	NA					92		
NA	NA	NA	NA					87		
NA	NA	NA	NA					92		
NA	NA	NA	NA					68		
NA	NA	NA	NA					88		

Target AMO Reading, 2015	Target AMO Reading, 2016	Target AMO Reading, 2017	Target AMO Math, 2013	Target AMO Math, 2014	Target AMO Math, 2015	Target AMO Math, 2016	Target AMO Math, 2017
71	**75**	**79**	**63**	**66**	**70**	**74**	**78**
70	74	78	62	66	69	73	77
83	85	88	83	85	87	88	90
58	63	69	48	53	58	63	69
69	73	77	60	64	68	72	76
79	82	85	71	74	77	80	83
55	60	66	48	54	59	64	69
53	59	65	43	48	54	60	66
63	68	73	54	59	63	68	73
72	**76**	**79**	**67**	**70**	**73**	**77**	**80**
72	76	79	68	72	75	78	81
85	87	89	85	87	88	90	91
61	66	71	54	59	63	68	73
74	77	81	70	73	76	79	82
82	84	87	79	81	83	85	88
57	62	68	54	59	63	68	73
55	61	67	48	53	58	63	69
64	69	73	58	62	66	70	75

Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State, 2012-13

Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.

For percent scoring satisfactory or higher in reading and mathematics, subgroup data are suppressed (***) when results are less than 5%.

AMOs for 2018 are calculated only for subgroups that did not have baseline data for 2010-11.

District Number	District Name	School Number	School Name	School Type	Charter School Status	Title 1 Status	Alternative School Status	Region
00	**STATE LEVEL**	**0000**	**STATE LEVEL**					
00	STATE LEVEL	0000	STATE LEVEL					
00	STATE LEVEL	0000	STATE LEVEL					
00	STATE LEVEL	0000	STATE LEVEL					
00	STATE LEVEL	0000	STATE LEVEL					
00	STATE LEVEL	0000	STATE LEVEL					
00	STATE LEVEL	0000	STATE LEVEL					
00	STATE LEVEL	0000	STATE LEVEL					
00	STATE LEVEL	0000	STATE LEVEL					
06	**BROWARD**	**0000**	**DISTRICT LEVEL**					**5**
06	BROWARD	0000	DISTRICT LEVEL					
06	BROWARD	0000	DISTRICT LEVEL					
06	BROWARD	0000	DISTRICT LEVEL					
06	BROWARD	0000	DISTRICT LEVEL					
06	BROWARD	0000	DISTRICT LEVEL					
06	BROWARD	0000	DISTRICT LEVEL					
06	BROWARD	0000	DISTRICT LEVEL					
06	BROWARD	0000	DISTRICT LEVEL					
06	**BROWARD**	**5012**	**FRANKLIN ACADEMY A**	**04**	**YES**	**NO**	**N**	**5**
06	BROWARD	5012	FRANKLIN ACADEMY A					
06	BROWARD	5012	FRANKLIN ACADEMY A					
06	BROWARD	5012	FRANKLIN ACADEMY A					
06	BROWARD	5012	FRANKLIN ACADEMY A					
06	BROWARD	5012	FRANKLIN ACADEMY A					
06	BROWARD	5012	FRANKLIN ACADEMY A					
06	BROWARD	5012	FRANKLIN ACADEMY A					
06	BROWARD	5012	FRANKLIN ACADEMY A					

Subgroup	Preliminary School Grade 2013	Percent Tested Reading	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	High Performing Qualifying in Reading	Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Improving, Reading
ALL STUDENTS		**98**	**57**	**57**	**58**	**N**	**64**	**N**	**N**	**Y**
AMERICAN INDIAN		98	55	55	56	N	63	N	N	Y
ASIAN		99	75	76	77	N	79	N	N	Y
BLACK/AFRICAN AMERICAN		98	37	38	39	N	48	N	N	Y
HISPANIC		98	53	53	54	N	61	N	N	Y
WHITE		98	69	69	69	N	74	N	N	N
ENGLISH LANGUAGE LEARNERS		98	32	33	32	N	43	N	N	N
STUDENTS WITH DISABILITIES		97	29	29	28	N	41	N	N	N
ECONOMICALLY DISADVANTAGED		98	45	46	47	N	54	N	N	Y
ALL STUDENTS	**C**	**99**	**58**	**58**	**58**	**N**	**65**	**N**	**N**	**N**
AMERICAN INDIAN		99	58	59	61	N	65	N	N	Y
ASIAN		100	77	77	77	N	81	N	N	N
BLACK/AFRICAN AMERICAN		99	42	43	43	N	52	N	N	N
HISPANIC		99	61	62	62	N	68	N	N	N
WHITE		99	73	73	73	N	78	N	N	N
ENGLISH LANGUAGE LEARNERS		99	35	36	35	N	46	N	N	N
STUDENTS WITH DISABILITIES		98	33	33	32	N	44	N	N	N
ECONOMICALLY DISADVANTAGED		99	46	47	47	N	55	N	N	N
ALL STUDENTS	**A**	**100**		**78**	**82**	**N**	**80**	**Y**	**NA**	**NA**
AMERICAN INDIAN						NA		NA	NA	NA
ASIAN		100		79	83	N	81	Y	NA	NA
BLACK/AFRICAN AMERICAN		100		68	81	N	71	Y	NA	NA
HISPANIC		100		81	81	N	83	N	N	N
WHITE		100		82	85	N	84	Y	NA	NA
ENGLISH LANGUAGE LEARNERS		100		63	65	N	66	N	N	Y
STUDENTS WITH DISABILITIES		100		65	61	N	68	N	N	N
ECONOMICALLY DISADVANTAGED		100		71	72	N	73	N	N	Y

Maintaining or Declining, Reading	Declining, Reading	Percent Tested Math	Math % Scoring Satisfactory 2011	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	High Performing Qualifying in Math	Target AMO Math	Met Target Math	Safe Harbor, Math	Improving, Math	Maintaining or Declining, Math
N	**N**	**98**	**55**	**58**	**59**	**N**	**63**	**N**	**N**	**Y**	**N**
N	N	97	54	58	59	N	62	N	N	Y	N
N	N	99	80	82	83	N	83	Y	NA	NA	NA
N	N	97	37	40	41	N	48	N	N	Y	N
N	N	98	52	55	57	N	60	N	N	Y	N
Y	N	98	65	68	69	N	71	N	N	Y	N
Y	Y	98	38	41	40	N	48	N	N	N	Y
Y	Y	96	31	32	32	N	43	N	N	N	Y
N	N	97	45	48	49	N	54	N	N	Y	N
Y	**N**	**98**	**60**	**62**	**61**	**N**	**67**	**N**	**N**	**N**	**Y**
N	N	98	62	61	66	N	68	Y	Y	NA	NA
Y	N	99	82	85	85	N	85	Y	NA	NA	NA
Y	N	98	45	47	45	N	54	N	N	N	Y
Y	N	98	64	65	65	N	70	N	N	N	Y
Y	N	99	75	76	76	N	79	N	N	N	Y
Y	Y	99	45	46	44	N	54	N	N	N	Y
Y	Y	97	37	37	36	N	48	N	N	N	Y
Y	N	98	49	51	50	N	58	N	N	N	Y
NA	**NA**	**100**		**74**	**72**	**N**	**76**	**N**	**N**	**N**	**Y**
NA	NA					NA		NA	NA	NA	NA
NA	NA	100		100	81	N	100	N	N	N	Y
NA	NA	100		62	57	N	65	N	N	N	Y
Y	N	100		74	74	N	76	N	N	N	Y
NA	NA	100		77	78	N	79	N	N	Y	N
N	N	100		63	63	N	66	N	N	N	Y
Y	Y	100		52	56	N	56	Y	NA	NA	NA
N	N	100		65	68	N	68	Y	NA	NA	NA

Declining, Math	Learning Gains Points for Low 25% Reading 2011-12, (School & District)	Learning Gains Points for Low 25% Reading, 2012-13 (School & District)	Learning Gains Progress Met for Low 25% Reading (School & District)	Learning Gains Points for Low 25% Math, 2011-12 (School & District)	Learning Gains Points for Low 25% Math, 2012-13 (School & District)
N					
N					
NA					
N					
N					
N					
Y					
N					
N					
Y	**66**	**63**	**Y**	**59**	**57**
NA					
NA					
Y					
N					
N					
Y					
Y					
Y					
Y	**76**	**80**	**Y**	**62**	**53**
NA					
Y					
Y					
N					
N					
N					
NA					
NA					

Learning Gains Progress Met for Low 25% Math (School & District)	Graduation Rate, 2011	Graduation Rate, 2012	Graduation Rate Target Met? (≥85%, or ≥2% Improvement)	Writing % Satisfactory 2012 (Using 2013 Standards)	Writing % Satisfactory 2013
71	**75**	**Y**	**55**	**59**
70	70	N	53	56
86	88	Y	72	75
59	64	Y	44	50
69	73	Y	53	57
76	79	Y	60	63
53	57	Y	36	41
44	48	Y	31	34
60	65	Y	46	51
Y	**72**	**76**	**Y**	**61**	**66**
58	67	Y	68	68
92	90	Y	76	78
61	68	Y	51	57
75	78	Y	64	68
81	84	Y	70	73
57	64	Y	42	47
43	52	Y	37	41
62	68	Y	53	59
Y			**NA**	**64**	**84**
			NA		
			NA		
			NA	52	88
			NA	68	84
			NA	65	89
			NA	54	76
			NA	53	82
			NA	58	83

Writing Target Met? (≥ 90% Satisfactory, or ≥ 1% Improvement)	Target AMO Reading, 2014	Target AMO Reading, 2015	Target AMO Reading, 2016	Target AMO Reading, 2017	Target AMO Reading, 2018 (if applicable)	Target AMO Math, 2014
Y	**68**	**71**	**75**	**79**		**66**
Y	66	70	74	78		66
Y	81	83	85	88		85
Y	53	58	63	69		53
Y	65	69	73	77		64
Y	77	79	82	85		74
Y	49	55	60	66		54
Y	47	53	59	65		48
Y	59	63	68	73		59
Y	**69**	**72**	**76**	**79**		**70**
N	69	72	76	79		72
Y	83	85	87	89		87
Y	57	61	66	71		59
Y	71	74	77	81		73
Y	80	82	84	87		81
Y	51	57	62	68		59
Y	50	55	61	67		53
Y	60	64	69	73		62
Y	**82**	**84**	**85**	**87**	**89**	**78**
NA						
NA	83	84	86	88	90	100
Y	73	76	79	81	84	68
Y	84	86	87	89	91	78
Y	85	87	88	90	91	81
Y	69	72	75	78	82	69
Y	71	74	77	80	83	60
Y	76	78	81	83	86	71

Target AMO Math, 2015	Target AMO Math, 2016	Target AMO Math, 2017	Target AMO Math, 2018
70	**74**	**78**	
69	73	77	
87	88	90	
58	63	69	
68	72	76	
77	80	83	
59	64	69	
54	60	66	
63	68	73	
73	**77**	**80**	
75	78	81	
88	90	91	
63	68	73	
76	79	82	
83	85	88	
63	68	73	
58	63	69	
66	70	75	
81	**83**	**85**	**87**
100	100	100	100
72	75	78	81
81	83	85	87
83	85	87	89
72	75	78	82
64	68	72	76
74	77	80	83

Annual Measurable Objectives (AMOs) for Florida's Schools,

Notes: (1) Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.
(2) For percent scoring satisfactory or higher in reading and mathematics, subgroup data are suppressed (***) when results are less than 5%.
(3) AMOs for 2018 are calculated only for subgroups that did not have baseline data for 2010-11.
(4) AMOs for 2019 are calculated only for subgroups that did not have baseline data for 2010-11 or 2011-2012.

District Number	District Name	School Number	School Name	School Type	Charter School Status	Title 1 Status	Alternative School Status	Region	Subgroup	Preliminary School Grade 2014	Percent Tested Reading	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Reading % Scoring Satisfactory 2014	High Performing Reading	Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Improving, Reading	Maintaining or Declining, Reading	Declining, Reading	Percent Tested Math	Math % Scoring Satisfactory 2011	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	Math % Scoring Satisfactory 2014	High Performing Math	Target AMO Math	Met Target Math	Safe Harbor, Math	Improving, Math	Maintaining or Declining, Math	Declining, Math	Learning Gains Points 25% Reading & Dist
00	**STATE LEVEL**	**0000**	**STATE LEVEL**						**ALL STUDENTS**		**98**	**57**	**57**	**58**	**58**	**N**	**68**	**N**	**N**	**N**	**Y**	**N**	**98**	**55**	**58**	**59**	**61**	**N**	**66**	**N**	**N**	**Y**	**N**	**N**	
00	STATE LEVEL	0000	STATE LEVEL						AMERICAN INDIAN		97	55	55	56	58	N	66	N	N	Y	N	N	97	54	58	59	61	N	66	N	N	Y	N	N	
00	STATE LEVEL	0000	STATE LEVEL						ASIAN		99	75	76	77	78	N	81	N	N	Y	N	N	99	80	82	83	85	N	85	Y	NA	NA	NA	NA	
00	STATE LEVEL	0000	STATE LEVEL						BLACK/AFRICAN AMERICAN		97	37	38	39	39	N	53	N	N	N	Y	N	97	37	40	41	43	N	53	N	N	Y	N	N	
00	STATE LEVEL	0000	STATE LEVEL						HISPANIC		98	53	53	54	55	N	65	N	N	Y	N	N	98	52	55	57	58	N	64	N	N	Y	N	N	
00	STATE LEVEL	0000	STATE LEVEL						WHITE		98	69	69	69	70	N	77	N	N	Y	N	N	98	65	68	69	70	N	74	N	N	Y	N	N	
00	STATE LEVEL	0000	STATE LEVEL						ENGLISH LANGUAGE LEARNERS		99	32	33	32	34	N	49	N	N	Y	N	N	98	38	41	40	42	N	54	N	N	Y	N	N	
00	STATE LEVEL	0000	STATE LEVEL						STUDENTS WITH DISABILITIES		96	29	29	28	29	N	47	N	N	Y	N	N	96	31	32	32	32	N	48	N	N	N	Y	N	
00	STATE LEVEL	0000	STATE LEVEL						ECONOMICALLY DISADVANTAGED		98	45	46	47	48	N	59	N	N	Y	N	N	98	45	48	49	51	N	59	N	N	Y	N	N	
06	**BROWARD**	**0000**	**DISTRICT LEVEL**					**5**	**ALL STUDENTS**	**B**	**99**	**58**	**58**	**58**	**59**	**N**	**69**	**N**	**N**	**Y**	**N**	**N**	**98**	**60**	**62**	**61**	**61**	**N**	**70**	**N**	**N**	**N**	**Y**	**N**	**63**
06	BROWARD	0000	DISTRICT LEVEL						AMERICAN INDIAN		99	58	59	61	63	N	69	N	N	Y	N	N	99	62	61	66	66	N	72	N	N	N	Y	N	
06	BROWARD	0000	DISTRICT LEVEL						ASIAN		100	77	77	77	78	N	83	N	N	Y	N	N	99	82	85	85	84	N	87	N	N	N	Y	Y	
06	BROWARD	0000	DISTRICT LEVEL						BLACK/AFRICAN AMERICAN		99	42	43	43	44	N	57	N	N	Y	N	N	98	45	47	45	46	N	59	N	N	Y	N	N	
06	BROWARD	0000	DISTRICT LEVEL						HISPANIC		99	61	62	62	63	N	71	N	N	Y	N	N	98	64	65	65	65	N	73	N	N	N	Y	N	
06	BROWARD	0000	DISTRICT LEVEL						WHITE		99	73	73	73	75	N	80	N	N	Y	N	N	98	75	76	76	75	N	81	N	N	N	Y	Y	
06	BROWARD	0000	DISTRICT LEVEL						ENGLISH LANGUAGE LEARNERS		99	35	36	35	37	N	51	N	N	Y	N	N	99	45	46	44	45	N	59	N	N	Y	N	N	
06	BROWARD	0000	DISTRICT LEVEL						STUDENTS WITH DISABILITIES		98	33	33	32	32	N	50	N	N	N	Y	N	97	37	37	36	34	N	53	N	N	N	Y	Y	
06	BROWARD	0000	DISTRICT LEVEL						ECONOMICALLY DISADVANTAGED		99	46	47	47	48	N	60	N	N	Y	N	N	98	49	51	50	51	N	62	N	N	Y	N	N	
06	**BROWARD**	**5012**	**FRANKLIN ACADEMY A**	**04**	**YES**	**NO**	**N**	**5**	**ALL STUDENTS**	**A**	**100**		**78**	**82**	**86**	**N**	**82**	**Y**	**NA**	**NA**	**NA**	**NA**	**100**		**74**	**72**	**79**	**N**	**78**	**Y**	**NA**	**NA**	**NA**	**NA**	**80**
06	BROWARD	5012	FRANKLIN ACADEMY A						AMERICAN INDIAN							NA		NA	NA	NA	NA	NA						NA		NA	NA	NA	NA	NA	
06	BROWARD	5012	FRANKLIN ACADEMY A						ASIAN		100		79	83	92	N	83	Y	NA	NA	NA	NA	100		100	81	88	N	100	Y	Y	NA	NA	NA	
06	BROWARD	5012	FRANKLIN ACADEMY A						BLACK/AFRICAN AMERICAN		100		68	81	83	N	73	Y	NA	NA	NA	NA	100		62	57	71	N	68	Y	NA	NA	NA	NA	
06	BROWARD	5012	FRANKLIN ACADEMY A						HISPANIC		100		81	81	84	N	84	Y	NA	NA	NA	NA	100		74	74	80	N	78	Y	NA	NA	NA	NA	
06	BROWARD	5012	FRANKLIN ACADEMY A						WHITE		100		82	85	88	N	85	Y	NA	NA	NA	NA	100		77	78	80	N	81	Y	Y	NA	NA	NA	
06	BROWARD	5012	FRANKLIN ACADEMY A						ENGLISH LANGUAGE LEARNERS		100		63	65	65	N	69	N	N	N	Y	N	100		63	63	64	N	69	N	N	Y	N	N	
06	BROWARD	5012	FRANKLIN ACADEMY A						STUDENTS WITH DISABILITIES		100		65	61	67	N	71	Y	Y	NA	NA	NA	100		52	56	60	N	60	Y	NA	NA	NA	NA	
06	BROWARD	5012	FRANKLIN ACADEMY A						ECONOMICALLY DISADVANTAGED		100		71	72	79	N	76	Y	NA	NA	NA	NA	100		65	68	74	N	71	Y	NA	NA	NA	NA	

District Number	District Name	School Number	...for Low 2012-13 (School & District)	Learning Gains Points for Low 25% Reading, 2013-14 (School & District)	Learning Gains Progress Met for Low 25% Reading (School & District)	Learning Gains Points for Low 25% Math, 2012-13 (School & District)	Learning Gains Points for Low 25% Math, 2013-14 (School & District)	Learning Gains Progress Met for Low 25% Math (School & District)	Graduation Rate, 2012	Graduation Rate, ...	...(≥85%, or ≥2% Improvement)	Writing % Satisfactory 2...	Writing % ...	Writ... Satisfactory, or ≥ 1% Improvement)	...≥ 90%	Target AMO Reading, 2015	Target AMO Reading, 2016	Target AMO Reading, 2017	Target AMO Reading, 2018 (if applicable)	Target AMO Reading, 2019 (if applicable)	Target AMO Math, 2015	Target AMO Math, 2016	Target AMO Math, 2017	Target AMO Math, 2018 (if applicable)	Target AMO Math, 2019 (if applicable)
00	**STATE LEVEL**	**0000**							**75**	**76**	**N**	**59**	**58**	**N**	**71**	**75**	**79**			**70**	**74**	**78**		
00	STATE LEVEL	0000							70	77	Y	56	58	Y	70	74	78			69	73	77		
00	STATE LEVEL	0000							88	88	Y	75	74	N	83	85	88			87	88	90		
00	STATE LEVEL	0000							64	65	N	50	50	N	58	63	69			58	63	69		
00	STATE LEVEL	0000							73	75	Y	57	57	N	69	73	77			68	72	76		
00	STATE LEVEL	0000							79	80	N	63	62	N	79	82	85			77	80	83		
00	STATE LEVEL	0000							57	58	N	41	43	Y	55	60	66			59	64	69		
00	STATE LEVEL	0000							48	52	Y	34	35	Y	53	59	65			54	60	66		
00	STATE LEVEL	0000							65	67	Y	51	52	Y	63	68	73			63	68	73		
06	**BROWARD**	**0000**	**66**	**Y**	**57**	**62**	**Y**		**76**	**75**	**N**	**66**	**65**	**N**	**72**	**76**	**79**			**73**	**77**	**80**		
06	BROWARD	0000							67	73	Y	68	68	N	72	76	79			75	78	81		
06	BROWARD	0000							90	88	Y	78	77	N	85	87	89			88	90	91		
06	BROWARD	0000							68	66	N	57	56	N	61	66	71			63	68	73		
06	BROWARD	0000							78	78	N	68	68	N	74	77	81			76	79	82		
06	BROWARD	0000							84	83	N	73	73	N	82	84	87			83	85	88		
06	BROWARD	0000							64	63	N	47	48	Y	57	62	68			63	68	73		
06	BROWARD	0000							52	53	N	41	42	Y	55	61	67			58	63	69		
06	BROWARD	0000							68	68	N	59	59	N	64	69	73			66	70	75		
06	**BROWARD**	**5012**	**87**	**Y**	**53**	**66**	**Y**				**NA**	**84**	**67**	**N**	**84**	**85**	**87**	**89**		**81**	**83**	**85**	**87**	
06	BROWARD	5012									NA			NA										
06	BROWARD	5012									NA			NA	84	86	88	90		100	100	100	100	
06	BROWARD	5012									NA	88	79	N	76	79	81	84		72	75	78	81	
06	BROWARD	5012									NA	84	64	N	86	87	89	91		81	83	85	87	
06	BROWARD	5012									NA	89	70	N	87	88	90	91		83	85	87	89	
06	BROWARD	5012									NA	76	53	N	72	75	78	82		72	75	78	82	
06	BROWARD	5012									NA	82	27	N	74	77	80	83		64	68	72	76	
06	BROWARD	5012									NA	83	63	N	78	81	83	86		74	77	80	83	

Florida EOC Assessments

Algebra 1
End-of-Course Assessment
School Report of Students
Spring 2012

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Test Form	Scale Score (325 - 475)	Passed (Level 3 or above)	Achievement Level					Points Earned / Points Possible by Content Area		
					Level 1 (325 - 374)	Level 2 (375 - 398)	Level 3 (399 - 424)	Level 4 (425 - 436)	Level 5 (437 - 475)	Functions, Linear Equations, and Inequalities	Polynomials	Rationals, Radicals, Quadratics, and Discrete Mathematics
Grade 7												
		A	431	**Y**				4		25 /31	7 / 10	3 / 13
		C	427	**Y**				4		20 /31	6 / 10	8 / 13
		D	446	**Y**					5	27 /31	9 / 10	9 / 13
		C	436	**Y**				4		29 /31	6 / 10	6 / 13
		A	442	**Y**					5	27 /31	8 / 10	9 / 13
		B	441	**Y**					5	25 /31	9 / 10	9 / 13
		B	456	**Y**					5	29 /31	9 / 10	12 /13
		D	421	**Y**			3			17 /31	6 / 10	7 /13
		B	431	**Y**				4		21 /31	8 / 10	9 /13
		C	423	**Y**			3			15 /31	7 / 10	10 /13
		A	428	**Y**				4		23 /31	5 / 10	6 /13

- Content area results are not intended for comparison across administrations or test forms.
- **NR** – Not Reported for one of these reasons:
  NR2 = Did Not Meet Attemptedness Criteria **NR6** = Duplicate Record **NR8** = FDOE Invalidated
  NR3 = Marked Do Not Score **NR7** = FDOE Hold

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Florida EOC Assessments

Algebra 1
End-of-Course Assessment
School Report of Students
Spring 2013

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Test Form	Scale Score (325 - 475)	Passed (Level 3 or above)	Achievement Level					Points Earned / Points Possible by Content Area		
					Level 1 (325 - 374)	Level 2 (375 - 398)	Level 3 (399 - 424)	Level 4 (425 - 436)	Level 5 (437 - 475)	Functions, Linear Equations, and Inequalities	Polynomials	Rationals, Radicals, Quadratics, and Discrete Mathematics
Grade 7												
		A	414	**Y**			3			16 /31	6 / 10	4 /13
		B	475	**Y**					5	31 /31	10 / 10	11 /13
		A	419	**Y**			3			17 /31	4 / 10	7 /13
		B	417	**Y**			3			16 /31	3 / 10	9 /13
		B	445	**Y**					5	25 /31	8 / 10	12 /13
		C	416	**Y**			3			15 /31	4 / 10	8 /13
		B	414	**Y**			3			19 /31	4 / 10	3 /13
		C	448	**Y**					5	26 /31	10 / 10	10 /13
		B	424	**Y**			3			19 /31	6 / 10	6 /13
		D	470	**Y**					5	29 /31	10 / 10	12 /13
		C	427	**Y**				4		17 /31	6 / 10	10 /13
		A	396	**N**		2				10 /31	3 / 10	5 /13
		D	413	**Y**			3			15 /31	2 / 10	6 /13
		C	426	**Y**				4		21 /31	5 / 10	9 /13
		D	429	**Y**				4		21 /31	8 / 10	7 /13
		D	414	**Y**			3			18 /31	3 / 10	5 /13
		B	437	**Y**					5	27 /31	5 / 10	9 /13
		D	438	**Y**					5	26 /31	6 / 10	7 /13
		B	437	**Y**					5	22 /31	7 / 10	12 /13
		B	441	**Y**					5	23 /31	8 / 10	12 /13
		C	429	**Y**				4		24 /31	4 / 10	8 /13
		D	440	**Y**					5	25 /31	6 / 10	10 /13
		D	430	**Y**				4		22 /31	6 / 10	6 /13
		B	451	**Y**					5	26 /31	9 / 10	13 /13

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  NR3 = Marked Do Not Score **NR7** = FDOE Hold

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Florida EOC Assessments

Algebra 1
End-of-Course Assessment
School Report of Students
Spring 2013

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Test Form	Scale Score (325 - 475)	Passed (Level 3 or above)	Achievement Level					Points Earned / Points Possible by Content Area		
					Level 1 (325 - 374)	Level 2 (375 - 398)	Level 3 (399 - 424)	Level 4 (425 - 436)	Level 5 (437 - 475)	Functions, Linear Equations, and Inequalities	Polynomials	Rationals, Radicals, Quadratics, and Discrete Mathematics
Grade 7 (continued)												
		D	423	**Y**			3			21 /31	3 / 10	7 / 13
		C	447	**Y**					5	27 /31	8 / 10	11 /13

- Content area results are not intended for comparison across administrations or test forms.
- Not Reported (NR) codes:
  NR2 = Did Not Meet Attemptedness Criteria **NR6** = Duplicate Record **NR8** = FDOE Invalidated
  NR3 = Marked Do Not Score **NR7** = FDOE Hold

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Florida EOC Assessments

Algebra 1 End-of-Course Assessment School Report of Students Spring 2014

School **FRANKLIN ACADEMY A**
School ID **5012**
District **BROWARD**
District ID **06**

Student Name	Student ID	Test Form	Scale Score (325-475)	Passed (Level 3 or Above)	Achievement Level					Points Earned / Points Possible by Content Area		
					Level 1 (325-374)	Level 2 (375-398)	Level 3 (399-424)	Level 4 (425-436)	Level 5 (437-475)	Functions, Linear Equations, and Inequalities	Polynomials	Rationals, Radicals, Quadratics, and Discrete Mathematics
Grade 7												
		B	438	**Y**					5	25 /31	7 / 10	9 / 13
		C	448	**Y**					5	27 /31	9 / 10	10 / 13
		B	431	**Y**				4		20 /31	8 / 10	9 / 13
		B	441	**Y**					5	25 /31	8 / 10	11 / 13
		B	424	**Y**			3			22 /31	3 / 10	10 / 13
		A	427	**Y**				4		21 /31	6 / 10	8 / 13
		C	445	**Y**					5	26 /31	7 / 10	12 / 13
		A	475	**Y**					5	31 /31	10 / 10	13 / 13
		A	429	**Y**				4		23 /31	3 / 10	10 / 13
		D	435	**Y**				4		23 /31	9 / 10	8 / 13
		C	422	**Y**			3			21 /31	4 / 10	6 / 13
		B	452	**Y**					5	26 /31	10 / 10	12 / 13
		A	441	**Y**					5	26 /31	8 / 10	7 / 13
		C	422	**Y**			3			18 /31	5 / 10	7 / 13
		C	423	**Y**			3			23 /31	2 / 10	7 / 13
		A	475	**Y**					5	30 /31	10 / 10	13 / 13
		D	451	**Y**					5	27 /31	8 / 10	13 / 13
		B	436	**Y**				4		24 /31	9 / 10	7 / 13
		C	448	**Y**					5	30 /31	6 / 10	10 / 13
		A	418	**Y**			3			16 /31	5 / 10	7 / 13
		A	423	**Y**			3			16 /31	8 / 10	7 / 13
		C	431	**Y**				4		22 /31	6 / 10	7 / 13
		A	459	**Y**					5	30 /31	9 / 10	11 / 13
		C	432	**Y**				4		21 /31	7 / 10	8 / 13

- Points earned by content area should not be compared across administrations or test forms.
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  NR3 = Marked Do Not Score **NR7** = FDOE Hold

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You selected:
District: BROWARD
Years: 2013-2014, 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003, 2001-2002, 2000-2001, 1999-2000, 1998-1999
School Grades:
Report Type: School Grades

School Accountability Report

School Number	School	Level	School Year 1 year to see detailed	Grade cludes Learning Gair more info	% at Level 3 or Higher in Reading	% at Level 3 or Higher in Math	% Meeting the Writing Standard	% at Level 3 or Higher in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading Broward	% of Lowest 25% Making Learning Gains in Math	Bonus Points for High School Retakes	Points Earned	Percent Tested	Free and Reduced Lunch	Minority Rate	% In Lowest Reading Level(s)	% Level 2 and Above FCAT Reading	% Level 3 and Above FCAT Reading	% Level 2 and Above FCAT Math	% Level 3 and Above FCAT Math	% 3 and Above on FCAT Writing
5012	**FRANKLIN ACADEMY A**	Combination	2013-14	A	86	79	67	76	78	76	87	66	NA	615	100	34	78						
5012		Combination	2012-13	A	82	72	84	81	72	60	80	53	NA	584	100	32	81						
5012		Combination	2011-12	A	78	74	88	75	78	70	76	62	NA	601	100	22	81						

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2013-2014 School Grades Guide to Calculations (http://schoolgrades.fldoe.org/pdf/1314/SchoolGradesCalcGuide2014.pdf) or page 2 of the guide sheet at http://schoolgrades.fldoe.org/pdf/1314/GuidesheetS2014SchoolGrades.pdf for additional information.

FLORIDA SCHOOL GRADES

You selected:
District: BROWARD
Years: 2013-2014, 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2001-2002, 2000-2001, 1999-2000, 1998-1999
School Grades:
Report Type: Report Card
Modify Selections | Return to List of Schools | Go

Microsoft OLE DB Provider for ODBC Drivers error '80004005'

[NEON][3CODD32.DLL][DB2]Session start failed

/reportRC.asp, line 1122

2013-2014		
FRANKLIN ACADEMY A (5012) Broward (06) 18800 PINE S BLVD, PEMBROKE PINES, FL 33029-1310 School Phone: 954-703-2284, Principal: BRENDA CUMMINGS		
Subject	**State of Florida A+ Plan**	**Annual Measurable Objectives**
School Grade	A This grade is calculated by adding points earned from each of the performance areas below.	Details for AMO subgroups can be found at http://schoolgrades.fldoe.org/xls/1314/AMOsds.xls
Reading	• 86% of students reading at or above grade level • 78% of students making a year's worth of progress in reading • 87% of struggling students making a year's worth of progress in reading	
Math	• 79% of students at or above grade level in math • 76% of students making a year's worth of progress in math • 66% of struggling students making a year's worth of progress in math	
Writing	• 67% of students are meeting state standards in writing.	
Science	• 76% of students at or above grade level in Science.	
Retakes		
Possible Choice Options	• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • FRANKLIN ACADEMY A does not have enough data available for the calculation of 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 – 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.

Franklin ACADEMY

Progress Monitoring Plan (PMP) Grades 3-5

State law requires a **Progress Monitoring Plan** when a student is **functioning below grade level and is not on track for promotion**. The desired level of performance for grades 3-5 for reading and math is Achievement Level 3 on the Discovery Education Benchmark Assessment Test.

Student Name (last, first):	**Grade:**	**Teacher:**

Complete all that Apply with Level or Exceptionality **ESE:** _____ **504: Medical** _____ **Other** _____ **ELL:** _____

Assessments

☐ **Reading**	☐ **Math**
☐ Discovery Education Benchmark Test A Level _____ Scaled Score _____ ☐ Bottom Quintile on 2015 Florida Standards Assessment ☐ STAR Reading Scaled Score below: 319 (3rd) 415 (4th) 514 (5th)	☐ Discovery Education Benchmark Test A Level _____ Scaled Score _____ ☐ Go Math Prerequisite Skills Inventory _____%

Focus of Remediation based on i-Ready Diagnostic

☐ **Reading**	☐ **Math**
☐ **Phonological Awareness**	☐ **Number and Operations**
☐ **Phonics**	☐ **Algebra and Algebraic Thinking**
☐ **High Frequency Words**	☐ **Measurement and Data**
☐ **Vocabulary**	☐ **Geometry**
☐ **Comprehension: Literature**	
☐ **Comprehension: Informational**	

Monitoring Plan: **1. i-Ready skills practice sessions implemented 4x per week for a min. of 15 minutes.**
2. Skill-specific /targeted small group instruction 3x per week

Progress Monitoring- State law requires that schools provide frequent monitoring of the student's progress in meeting the desired level of performance. (List Date and Method)

i-Ready Response to Instruction Reports printed and placed in PMP folder

Reading _____ Date _____ Date _____ Date

Math _____ Date _____ Date _____ Date

i-Ready Growth Monitoring Mini Test (R) Date _____ Score _____
(M) Date _____ Score _____

Action Plan after 5 weeks of Progress Monitoring:

- ☐ Student is making sufficient gains. Strategies will continue- Progress will be monitored quarterly.
- ☐ Student making minimal gains. PMP with continue with revised focus and/or interventions.
- ☐ Referral to RtI

Parent/Guardian Commitment/Contribution:
Check All that Apply

- ☐ Monitor Attendance/Tardies
- ☐ Encourage Reading and i-Ready Practice at Home
- ☐ Attend Parent Conferences
- ☐ Check Assignments Sent Home: _____ _____
- ☐ Reinforce Skills: _____ _____
- ☐ Sign Daily/Weekly Notes
- ☐ Sign Agenda Daily
- ☐ Attend Parent Curriculum/ Information Meetings

_____
Signature of Parent/Guardian Date

_____
Signature of Teacher Date

Notes:

SAMPLE

*All data (work samples, assessments, score reports, etc.) and documents (PMP, Parent Teacher Conference Forms, etc.) related to the student's PMP must be placed in the student's green PMP folder.

October 1, 2015

Dear Parents/Guardians of _____:

In an effort to monitor the progress of our students, we are writing to share important information regarding your child's academic status for the 2015-2016 school year. Based on initial screening criteria, your child has been identified as performing below grade level in one or more of these academic areas: Reading and/or Mathematics. The screening criteria used to determine this status were formal assessments including, but not limited to, *Discovery Education* Benchmark Assessment Tests, STAR Reading, and/or Beginning-of-Year Pre-Requisite Skills Tests.

In order to address the identified deficiencies, the comprehensive problem solving team has developed a Progress Monitoring Plan (PMP). The PMP will begin with a diagnostic assessment of your child's reading and/or mathematics skills. His/Her teacher will then implement instructional strategies that will help reinforce the specific area(s) of weakness identified.

Additionally, your child has received a priority invitation to be a participant in our Bulldog All-Stars Academic Camp held on Saturdays here at Franklin Academy Pembroke Pines. Current and past research shows that providing students with opportunities to extend their learning increases the rate of their academic growth potential, not to mention the opportunities for social development. In order to participate, complete and return the attached registration form along with your payment of $65. The camp will begin on Saturday, November 14, 2015.

As the school staff, we are pleased to have this opportunity to provide your child with this needed assistance. **Your child's teacher will contact you to schedule a parent conference to discuss your child's progress and the specific plan of action to assist your child in making the learning gains necessary to meet grade-level expectations.**

Together, we can ensure that your child reaches his/her full academic potential.

Sincerely,

Franklin ACADEMY

Elena Diaz, M.Ed.

Principal

October 1, 2015

Dear Parents/Guardians of _____:

In an effort to monitor the progress of our students, we are writing to share important information regarding your child's academic status for the 2015-2016 school year. Based on recent screening criteria, your child has been identified as performing below grade level in one or more of these academic areas: Reading and/or Mathematics.

In order to address the identified deficiencies, the comprehensive problem solving team has developed a Progress Monitoring Plan (PMP). The PMP will begin with a diagnostic assessment of your child's reading and/or mathematics skills. His/Her teacher will then implement instructional strategies that will help reinforce the specific area(s) of weakness identified.

As our partner in education we encourage you to provide opportunities for your child to continue learning at home by using i-Ready. This award winning, online program is a proven effective intervention when used for a minimum of 45 minutes per subject, per week. i-Ready provides personalized instruction targeted to students' unique areas of need. The online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learners of all levels.

As the school staff, we are pleased to have this opportunity to provide your child with this needed assistance. **Your child's teacher will contact you to schedule a parent conference to discuss your child's progress and the specific plan of action to assist your child in making the learning gains necessary to meet grade-level expectations.**

Together, we can ensure that your child reaches his/her full academic potential.

Sincerely,

Elena Diaz, M.Ed.
Principal

Q2 PMP Meeting

Date: ___11/17_____ Teacher: Graul_ Grade 3

Student	(R/M)	Specific Area(s) of Focus	Q1 Grade	Total i-Ready Time	Response to Instruction/STAR &DE Results	Action Plan :
	M	DE 1		6 hours, 21 lessons passed 20, Pass rate 95%	DE Test B 2 (almost a 3) Test scores 72, 36, 79.	Teacher will work on motivating - to stay on task and to review her work when done. Encourage parents to create a reward system at home. Continue instructional strategies such as small group and i-Ready practice. Progress monitoring will be bi-quarterly as designed with extra i-ready practice at home.
	M	DE 1		2 hours, 7 lessons, 100 pass rate.	DE Test B 3 Test scores 72, 71, 58	- should be on i-Ready for at least one hour per week on math. She needs to log in at home in order to meet this goal. Continue instructional strategies such as small group and i-Ready practice. Progress monitoring will be bi-quarterly as designed with extra i-ready practice at home.
	R	STAR 273 STAR 291 (2.6)		4 hours, 13 of 17 lessons,76% pass rate	DE Test B Level 2. Failing comprehension lessons. Is struggling with weekly tests, especially cold reads.	- is at the 26% in reading according to STAR. Teacher is assigning extra practice through Write-in Reader. She should be on i-Ready for at least one hour per week in reading. She needs to log in at home in order to meet this goal. Continue bi-weekly monitoring. Tutor is recommended for help with phonics and fluency. Monitor for 5 weeks. If progress is not made refer to RtI.
	M	Prerequisite 52%		4 hours 22 m. 15 lesson passed 10, 67%	DE level went from a 2 to a 3 for test B. All i-Ready practice has been on Algebraic thinking.	- is being tutored in Math. Continue instructional strategies such as small group and i-Ready practice. Luna is not consistently doing well on math assessments. Progress monitoring will be bi-quarterly with extra i-ready practice at home.
	M	DE 1			DE Test B 3!	Continue instructional strategies such as small group and i-Ready practice. Progress monitoring will be bi-quarterly as designed with extra i-ready practice at home.
	M	DE 1	D	2 hours. 8 lessons, 100 pass rate.	DE Test B 2	She needs a school to home folder in order to keep organized. Extra practice is being assigned and is not consistently brought back. Teacher is encouraging her to show her work in math. - should be on i-Ready for at least one hour per week on math. She needs to log in at home in order to meet this goal. Continue bi-weekly monitoring. Focus will be on organization and effort. Positive behavior system will be set up with Mrs. Acevedo to encourage her to put forth more effort.

2014-2015 School Grades

Data contained in this file are for simulation purposes only. FSA cut scores and A-F percentage ranges have not yet been finalized by the State Board of Education. These are not final grades for the 2014-2015 school year.

For Simulation Purposes Only

	District Number	District Name	School Number	School Name	English Language Arts Achievement	Mathematics Achievement	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2013-14	College and Career Acceleration 2013-14	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Simulated Grade 2015	Was the collocated rule used?	Charter School	Alternative/ESE Center School	School Type	Minority Rate	Free or Reduced-Price Lunch
For Simulation Purposes Only	06	BROWARD	5012	FRANKLIN ACADEMY A	75	75	73	85				308	4	77	100	A	N	YES	N	04	79	33

Standardized Test Results	SY1112	SY1213	SY1314	SY1415
FCAT Achievement- Percent of Students Meeting Proficiency	FCAT/ EOC			
▪ Reading	78	82	86	N/A
▪ Mathematics	74	72	79	N/A
▪ Writing	88	84	67	N/A
▪ Science	75	81	76	N/A
School Grade	FLDOE			
	A	A	A	N/A
FCAT 2.0/FSA Achievement- Percent of Students Meeting Proficiency	FCAT/FSA/EOC			
• English Language Arts/Writing	N/A	N/A	N/A	75
• Mathematics/Algebra I End-of-Course Exam (EOC)	N/A	N/A	N/A	75
• Science (FCAT 2.0)	N/A	N/A	N/A	73
School Grade (Simulation)	FLDOE			
	N/A	N/A	N/A	A

State Board of Education

Gary Chartrand, *Chair*
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FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Pam Stewart
Commissioner of Education

September 12, 2014

Ms. Brenda Cummings
Principal
Franklin Academy A
18800 Pines Blvd.
Pembroke Pines, FL 33029

Dear Principal Cummings:

This letter serves as notification that the Florida Department of Education has verified that Franklin Academy A (06-5012) currently meets the criteria for high-performing charter school status pursuant to section 1002.331, Florida Statutes.

If you have any questions, please contact the Office of Independent Education and Parental Choice at 850-245-0502 or via email at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,

Pam Stewart

PS/ll

cc: Ms. Jody Perry, Charter School Director

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Charter School Participation for the 2015-2016 School Year
K-12 Comprehensive Research-Based Reading Plan

Please check one statement below indicating your participation status in the District's K-12 Comprehensive Research-Based Reading Plan for 1516SY as outlined in your approved application and contract. Identify the state-approved, research-based curriculum materials and progress monitoring assessments that will be used.

__X__ For 1516SY, my school **WILL PARTICIPATE** in the State-Approved School Board of Broward County, Florida's K-12 Comprehensive Research-Based Reading Plan, as outlined in our approved application/contract.

Research-Based Curriculum Materials:

Include Core Comprehensive Reading Program (CCRP - elementary), Comprehensive Intervention Reading Program (CIRP – secondary), phonics instructional materials (Supplemental Intervention Reading Program – SIRP) for most intensive secondary reading, and all SIRP for each grade level K through 12. Be specific and use as much space as necessary to be thorough.

Elementary: K-5(6):
CCRP: Houghton Mifflin Harcourt Journeys Series; Novel Study
SIRP: iReady Diagnostic Assessment and Instruction; Discovery Education Benchmark Assessments and Instructional tools; STAR Reading/Accelerated Reader

Middle: Grades 6-8:
CIRP: Houghton Mifflin Harcourt Collections Series; Novel Study; Research Process
SIRP: National Geographic Inside Series; iReady Diagnostic Assessment and Instruction; Discovery Education Benchmark Assessments and Instructional tools; STAR Reading/Accelerated Reader

High: Grades 9-12:
CIRP: N/A for the 2015-2016 School Year
SIRP: N/A for the 2015-2016 School Year

Progress Monitoring Assessment(s) for each grade level

(Required three times per year (pre, mid, post) for all K, and all Level 1 and 2 students):

K: FLKRS/WSS; iReady Diagnostic Assessment and Instruction; Discovery Education Benchmark Assessments and Instructional tools
FLKRS/WSS is required for all kindergarten students within the first 30 days of school, and must be administered three times per year (pre, mid, post).

Grades K-2: iReady Diagnostic Assessment(s); Discovery Education Benchmark Assessment(s) and Instructional tools; STAR Reading

Grades 3-5: iReady Diagnostic Assessment(s); Discovery Education Benchmark Assessment(s) and Instructional tools; STAR Reading

Grades 6-8:
iReady Diagnostic Assessment(s); Discovery Education Benchmark Assessment(s); STAR/Accelerated Reader Program

Grades 9-12:
N/A for the 2015-2016 School Year

Franklin Academy A (5012)
Name and Location Number of Charter School

Principal's Signature

Grades K-7
Grades Served 1516SY

September 2, 2015
Date

Please submit to Terri Coyle (tcoyle-rdg@browardschools.com), Charter Schools Management Support Department Curriculum Supervisor -- Literacy K-12, by ***August 18th, 2015 at 4pm***

ELP Score Growth

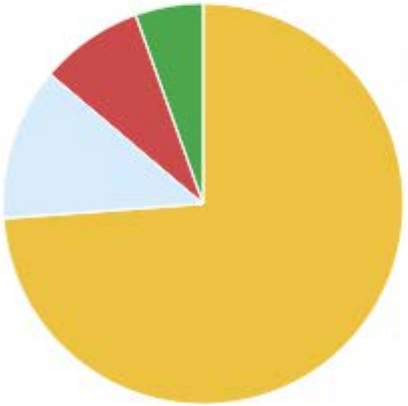
Growth

Filter: School: 5012 - FRANKLIN ACADEMY A , Grade Level: All, Teacher:
Criteria: ESOL Status: LY (ELL Current), Test Domain: Overall, From: 01/01/2013 To: 12/15/2015
Category: All
Number of Students: 51

ESOL Students

Select Data View: ESOL Students

School: 5012 - FRANKLIN ACADEM Grade: All Teacher: Select a teacher Me



- ZZ (Did not Qualify) (903)
- LY (ELL Current) (151)
- LZ (Fully Exited) (102)
- LF (Formerly ELL) (67)

- ELP Designation
- ESOL Status
- Monitoring Status

Printable Report | Download PDF | Export to CSV

Filter School: 5012 - FRANKLIN ACADEMY A , Grade Level: All, Teacher:

Criteria ELL/LEP: ESOL Status

Category All

Number of students 1223

Franklin Academy A Pembroke Pines
Depreciation Schedule by G/L Account Number
For the 1 Month Ended 07/01/15

Asset No.	Asset Description	Date Acquired	Method	Life	Sold?	Cost	Accum Depr 07/01/15	Current Depreciation	Accum Depr 07/01/15
1300000	Improvements to Property								
73	Ibeam Construction	02/14/11	ST LINE	15/00	N	6,000.00	1,800.00	1.09	1,801.09
74	Ibeam Construction	02/14/11	ST LINE	15/00	N	199.50	59.85	0.04	59.89
75	Ibeam Construction	03/02/11	ST LINE	15/00	N	2,115.00	634.50	0.39	634.89
76	Fence Installation	02/29/12	ST LINE	15/00	N	3,491.70	814.73	0.64	815.37
77	Promeroy Electric	04/11/12	ST LINE	15/00	N	615.00	143.50	0.11	143.61
78	Promeroy Electric	04/11/12	ST LINE	15/00	N	475.00	110.84	0.09	110.93
82	AlternaScapes	09/25/13	ST LINE	15/00	N	20,228.50	2,022.85	3.68	2,026.53
83	AlternaScapes	10/16/13	ST LINE	15/00	N	20,228.50	2,022.85	3.68	2,026.53
103	AlternaScapes, Inc	07/18/14	ST LINE	15/00	N	38,090.00	2,433.53	6.94	2,440.47
104	AlternaScapes, Inc	08/01/14	ST LINE	15/00	N	38,090.00	2,221.92	6.94	2,228.86
	Total for (Improvements to Property)					129,533.20	12,264.57	23.60	12,288.17
1500000	Furniture and Equipment								
5	Wabash Valley	08/01/10	ST LINE	07/00	N	5,124.70	3,294.45	2.00	3,296.45
3	Edward Don & Co	08/19/10	ST LINE	07/00	N	7,703.02	4,951.94	3.01	4,954.95
44	M&M Office Systems	12/14/10	ST LINE	07/00	N	595.00	382.50	0.23	382.73
46	M&M Office Systems	12/24/10	ST LINE	07/00	N	895.00	575.36	0.35	575.71
47	M&M Office Supplies	12/24/10	ST LINE	07/00	N	610.00	392.14	0.24	392.38
48	School Speciality	04/11/11	ST LINE	07/00	N	1,800.00	1,157.14	0.70	1,157.84
49	Innovative Design	05/05/11	ST LINE	07/00	N	413.39	265.75	0.16	265.91
50	Kiln Doctors, Inc	06/01/11	ST LINE	07/00	N	4,180.75	2,687.62	1.63	2,689.25
51	Kiln Doctors, Inc	06/29/11	ST LINE	07/00	N	4,180.88	2,687.71	1.63	2,689.34
52	CDW Government	07/08/11	ST LINE	07/00	N	4,033.00	2,016.49	1.57	2,018.06
53	CDW Government	07/08/11	ST LINE	07/00	N	327.24	163.62	0.13	163.75
54	Signature Products	07/18/11	ST LINE	07/00	N	40,000.00	20,000.00	15.61	20,015.61
55	Signature Products	07/25/11	ST LINE	07/00	N	29,959.55	14,979.78	11.69	14,991.47
56	Signature Products	07/25/11	ST LINE	07/00	N	89,878.64	44,939.32	35.08	44,974.40
57	Kiln Doctor Inc	07/31/11	ST LINE	07/00	N	4,180.88	2,090.44	1.63	2,092.07
2	Edward Don & Co	08/01/11	ST LINE	07/00	N	4,173.18	2,086.59	1.63	2,088.22
4	Paetec Intergrated Solutions	08/01/11	ST LINE	07/00	N	797.81	398.90	0.31	399.21
58	AlphaCard	08/01/11	ST LINE	07/00	N	1,062.80	531.40	0.41	531.81
59	TannerCorp	08/03/11	ST LINE	07/00	N	850.31	425.15	0.33	425.48
60	AlphaCard	08/08/11	ST LINE	07/00	N	105.43	52.71	0.04	52.75
62	Instawares	08/09/11	ST LINE	07/00	N	599.00	299.50	0.23	299.73
61	Signature Products	08/16/11	ST LINE	07/00	N	5,884.00	2,942.00	2.30	2,944.30
1	Paetec Intergrated Solutions	08/17/11	ST LINE	07/00	N	565.81	282.90	0.22	283.12
7	Paetec Intergrated Solutions	09/01/11	ST LINE	07/00	N	1,278.78	639.38	0.50	639.88
8	Kiln Doctor Inc	09/01/11	ST LINE	07/00	N	326.00	163.00	0.13	163.13
9	Troxell	09/01/11	ST LINE	07/00	N	640.00	320.00	0.25	320.25
10	Kiln Doctor Inc	09/16/11	ST LINE	07/00	N	4,180.88	2,090.44	1.63	2,092.07
11	Control Communications	09/16/11	ST LINE	07/00	N	795.16	397.58	0.31	397.89
12	Control Communications	09/16/11	ST LINE	07/00	N	3,768.00	1,884.00	1.47	1,885.47
13	Troxell	09/16/11	ST LINE	07/00	N	8,687.00	4,343.50	3.39	4,346.89
14	General Binding Corp	09/17/11	ST LINE	07/00	N	1,942.00	971.00	0.76	971.76
15	General Binding Corp	10/11/11	ST LINE	07/00	N	505.11	252.56	0.20	252.76

Franklin Academy A Pembroke Pines
Depreciation Schedule by G/L Account Number
For the 1 Month Ended 07/01/15

Asset No.	Asset Description	Date Acquired	Method	Life	Sold?	Cost	Accum Depr 07/01/15	Current Depreciation	Accum Depr 07/01/15
1500000	Furniture and Equipment								
16	Signature Products (Building Hope	10/31/11	ST LINE	07/00	N	260,306.88	130,153.45	101.60	130,255.05
17	Signature Products	10/31/11	ST LINE	07/00	N	2,879.27	1,439.63	1.12	1,440.75
18	Troxell	11/11/11	ST LINE	07/00	N	1,197.00	598.50	0.47	598.97
19	Signature Products	11/14/11	ST LINE	07/00	N	904.35	452.17	0.35	452.52
20	Paetec Intergrated Solutions	11/16/11	ST LINE	07/00	N	582.55	291.27	0.23	291.50
21	21st Century Solutions Ltd	11/16/11	ST LINE	07/00	N	905.08	452.55	0.35	452.90
22	American AED, Inc	11/17/11	ST LINE	07/00	N	1,693.00	846.51	0.66	847.17
23	Signature Products	11/17/11	ST LINE	07/00	N	2,888.51	1,444.25	1.13	1,445.38
24	Signature Products	11/17/11	ST LINE	07/00	N	1,796.54	898.27	0.70	898.97
25	Signature Products	11/17/11	ST LINE	07/00	N	1,793.95	896.98	0.70	897.68
26	Signature Products	11/17/11	ST LINE	07/00	N	450.00	225.00	0.18	225.18
27	Signature Products	11/17/11	ST LINE	07/00	N	97.05	48.52	0.04	48.56
28	All County Music, Inc	12/08/11	ST LINE	07/00	N	4,015.90	2,007.95	1.57	2,009.52
29	All County Music	12/08/11	ST LINE	07/00	N	2,422.50	1,211.25	0.95	1,212.20
30	All County Music	12/08/11	ST LINE	07/00	N	2,548.48	1,274.24	0.99	1,275.23
31	Signature Products	01/01/12	ST LINE	07/00	N	6,840.00	3,419.99	2.67	3,422.66
32	Troxell	01/11/12	ST LINE	07/00	N	500.00	250.00	0.20	250.20
33	Talk Light, Inc	01/13/12	ST LINE	07/00	N	970.00	485.00	0.38	485.38
34	Signature Products	02/01/12	ST LINE	07/00	N	895.75	447.87	0.35	448.22
35	Solar Winds	02/17/12	ST LINE	07/00	N	5,656.25	2,828.13	2.21	2,830.34
36	Control Communications	05/03/12	ST LINE	07/00	N	695.25	347.62	0.27	347.89
42	Audit Adjustment	06/30/12	ST LINE	07/00	N	350.00	175.00	0.14	175.14
6	Troxell	07/01/12	ST LINE	07/00	N	129,905.00	46,394.65	50.70	46,445.35
37	C&H Distributors	08/09/12	ST LINE	07/00	N	335.76	119.92	0.13	120.05
38	Instawares	09/04/12	ST LINE	07/00	N	218.40	78.00	0.09	78.09
39	Signature Products	09/30/12	ST LINE	07/00	N	3,420.00	1,221.43	1.33	1,222.76
40	Signature Products	10/01/12	ST LINE	07/00	N	586.58	209.50	0.23	209.73
41	Signature Products	10/04/12	ST LINE	07/00	N	2,986.78	1,066.70	1.17	1,067.87
43	Walmart	11/06/12	ST LINE	07/00	N	217.15	77.55	0.08	77.63
45	M&M Office Systems	12/15/12	ST LINE	07/00	N	525.00	187.50	0.20	187.70
80	Beachsound Wireless Microphine	03/11/13	ST LINE	07/00	N	518.10	185.03	0.20	185.23
84	Audit Adjustment	07/01/13	ST LINE	07/00	N	41,807.00	8,958.64	16.32	8,974.96
97	Signature Products	07/01/13	ST LINE	07/00	N	97.59	20.91	0.04	20.95
85	CDW Gov't	07/24/13	ST LINE	07/00	N	2,398.42	513.95	0.94	514.89
86	CDW Gov't	07/24/13	ST LINE	07/00	N	1,207.45	258.74	0.47	259.21
87	CDW Gov't	07/24/13	ST LINE	07/00	N	29,229.68	6,263.50	11.41	6,274.91
88	CDW Gov't	07/24/13	ST LINE	07/00	N	2,376.00	509.14	0.93	510.07
89	CDW Gov't	07/24/13	ST LINE	07/00	N	6,278.48	1,345.39	2.45	1,347.84
90	CDW Gov't	07/24/13	ST LINE	07/00	N	316.80	67.89	0.12	68.01
91	CDW Gov't	07/24/13	ST LINE	07/00	N	5,952.00	1,275.43	2.32	1,277.75
92	Signature Products	08/05/13	ST LINE	07/00	N	1,697.22	363.69	0.66	364.35
93	CDW Gov't	08/07/13	ST LINE	07/00	N	5,770.91	1,236.63	2.25	1,238.88
94	CDW Gov't	08/07/13	ST LINE	07/00	N	2,129.20	456.26	0.83	457.09
95	CDW Gov't	08/07/13	ST LINE	07/00	N	115.98	24.85	0.05	24.90

Franklin Academy A Pembroke Pines
Depreciation Schedule by G/L Account Number
For the 1 Month Ended 07/01/15

Asset No.	Asset Description	Date Acquired	Method	Life	Sold?	Cost	Accum Depr 07/01/15	Current Depreciation	Accum Depr 07/01/15
1500000	Furniture and Equipment								
96	CDW Gov't	09/01/13	ST LINE	07/00	N	4,538.51	972.54	1.77	974.31
98	Signature Products	10/16/13	ST LINE	07/00	N	227.51	48.75	0.09	48.84
99	CDW Gov't	10/28/13	ST LINE	07/00	N	79.99	17.14	0.03	17.17
100	Troxell	12/03/13	ST LINE	07/00	N	196.00	42.00	0.08	42.08
106	School Outfitters	07/28/14	ST LINE	07/00	N	722.73	98.95	0.28	99.23
108	CDW Government	12/31/14	ST LINE	07/00	N	4,347.02	336.38	1.70	338.08
109	CDW Government	12/31/14	ST LINE	07/00	N	1,508.94	116.76	0.59	117.35
110	CDW Government	12/31/14	ST LINE	07/00	N	1,519.17	117.55	0.59	118.14
	Total for (Furniture and Equipment)					781,661.00	341,444.39	305.08	341,749.47
1600000	Computer Equipment								
63	Best Buy	01/10/11	ST LINE	03/00	N	1,006.99	1,006.99	0.00	1,006.99
64	Best Buy	01/14/11	ST LINE	03/00	N	879.79	879.79	0.00	879.79
65	Best Buy	01/21/11	ST LINE	03/00	N	85.83	85.83	0.00	85.83
66	CDW Government	08/17/11	ST LINE	03/00	N	228,258.00	228,258.00	0.00	228,258.00
67	Control Communications	08/30/11	ST LINE	03/00	N	2,179.58	2,179.58	0.00	2,179.58
68	CDW Government	09/09/11	ST LINE	03/00	N	32,072.21	32,072.21	0.00	32,072.21
69	CDW Government	09/12/11	ST LINE	03/00	N	530.20	530.20	0.00	530.20
70	Gigatrak	12/06/11	ST LINE	03/00	N	136.94	136.94	0.00	136.94
71	Gigatrak	12/12/11	ST LINE	03/00	N	2,909.00	2,909.00	0.00	2,909.00
72	CDW Government	08/09/12	ST LINE	03/00	N	3,592.65	2,993.88	3.24	2,997.12
79	Ipads	03/20/13	ST LINE	03/00	N	17,435.45	14,529.54	15.71	14,545.25
101	Dell Marketing	04/09/13	ST LINE	03/00	N	4,748.35	3,956.96	4.28	3,961.24
81	Apple Education	04/23/13	ST LINE	03/00	N	775.55	646.29	0.70	646.99
102	CDW Gov't	10/22/13	ST LINE	03/00	N	79.99	39.99	0.07	40.06
107	CDW Government	12/31/14	ST LINE	03/00	N	118.00	21.31	0.11	21.42
111	CDW Government	12/31/14	ST LINE	03/00	N	1,258.00	227.14	1.15	228.29
112	CDW Government	12/31/14	ST LINE	03/00	N	474.99	85.76	0.43	86.19
113	CDW Government	12/31/14	ST LINE	03/00	N	142.99	25.82	0.13	25.95
	Total for (Computer Equipment)					296,684.51	290,585.23	25.82	290,611.05
1700000	Textbooks								
114	Textbooks July 2014	07/31/14	ST LINE	05/00	N	114,995.48	22,040.80	62.84	22,103.64
115	Textbooks August 2014	08/31/14	ST LINE	05/00	N	3,511.07	614.44	1.92	616.36
122	Textbooks from Franklin B	09/30/14	ST LINE	05/00	N	23,168.63	3,668.37	12.66	3,681.03
116	Florida School Book Depository	11/14/14	ST LINE	05/00	N	10,453.11	1,306.64	5.71	1,312.35
117	Curriculum Associates LLC	12/15/14	ST LINE	05/00	N	2,125.20	230.23	1.16	231.39
118	Florida School Book Depository	01/05/15	ST LINE	05/00	N	2,980.36	273.20	1.63	274.83
119	Florida School Book Depository	01/05/15	ST LINE	05/00	N	487.00	44.64	0.27	44.91
120	Florida School Book Depository	01/06/15	ST LINE	05/00	N	37.34	3.42	0.02	3.44
121	Florida School Book Depository	02/01/15	ST LINE	05/00	N	1,294.39	97.08	0.71	97.79
	Total for (Textbooks)					159,052.58	28,278.82	86.92	28,365.74
	Client Subtotal Before Sales					1,366,931.29	672,573.01	441.42	673,014.43
	Less Assets Sold					0.00			0.00
	Total					1,366,931.29	672,573.01	441.42	673,014.43

Franklin Academy "A" (5012)			Fiscal Year Ending:	Jun-17	Jun-18	Jun-19	Jun-20	Jun-21	Jun-22	Jun-23
ENROLLMENT	**Cost**	**Basis**								
Classrooms				67	67	67	67	67	67	67
K - 5				884	884	884	884	884	884	884
6 - 8				462	462	462	462	462	462	462
Total Enrollment				1,346	1,346	1,346	1,346	1,346	1,346	1,346
REVENUES										
State Sources with expected enrollment				$ 9,019,952.00	$ 9,200,351.04	$ 9,384,358.06	$ 9,572,045.22	$ 9,763,486.13	$ 9,958,755.85	$ 10,157,930.97
Federal Sources - NSLP funds 33% of students	$ 2.98	33%		$ 238,258.15	$ 243,023.32	$ 247,883.78	$ 252,841.46	$ 257,898.29	$ 263,056.25	$ 268,317.38
Local Sources - Lunch program paid students	$ 3.00	30%		$ 218,052.00	$ 222,413.04	$ 226,861.30	$ 231,398.53	$ 236,026.50	$ 240,747.03	$ 245,561.97
Capital Outlay	$ 189.00	Per Student		$ 254,394.00	$ 254,394.00	$ 254,394.00	$ 254,394.00	$ 254,394.00	$ 259,481.88	$ 264,671.52
Other Sources - Services				$ 235,550.00	$ 235,550.00	$ 235,550.00	$ 235,550.00	$ 235,550.00	$ 240,261.00	$ 245,066.22
`				*$ 9,966,206.15*	$ 10,155,731.40	$ 10,349,047.14	$ 10,546,229.21	$ 10,747,354.91	$ 10,962,302.01	$ 11,181,548.05
EXPENDITURES										
Instruction										
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan			$ 3,505,225.63	$ 3,575,330.14	$ 3,646,836.74	$ 3,719,773.48	$ 3,794,168.94	$ 3,870,052.32	$ 3,947,453.37
Fringe Benefits				$ 771,149.64	$ 786,572.63	$ 802,304.08	$ 818,350.16	$ 834,717.17	$ 851,411.51	$ 868,439.74
Contracted Professional Services (includes Therapists & other contracted instructional services)	$ 450.00	ESE Student		$ 72,684.00	$ 74,137.68	$ 75,620.43	$ 77,132.84	$ 78,675.50	$ 80,249.01	$ 81,853.99
Classroom Supplies & Equipment	$ 45.00	Student		$ 60,570.00	$ 61,781.40	$ 63,017.03	$ 64,277.37	$ 65,562.92	$ 66,874.17	$ 68,211.66
Teacher Supplies	$ 35.00	Student		$ 47,110.00	$ 48,052.20	$ 49,013.24	$ 49,993.51	$ 50,993.38	$ 52,013.25	$ 53,053.51
Textbooks and/or ebooks/Student Activities	$ 95.00	Student		$ 127,870.00	$ 130,427.40	$ 66,517.97	$ 67,848.33	$ 34,602.65	$ 35,294.70	$ 36,000.60
Supplemetal instructional materials	$ 75.00	Student		$ 100,950.00	$ 102,969.00	$ 105,028.38	$ 107,128.95	$ 109,271.53	$ 111,456.96	$ 113,686.10
Digital Education Content Materials	$ 15.00	Student		$ 20,190.00	$ 20,593.80	$ 21,005.68	$ 21,425.79	$ 21,854.31	$ 22,291.39	$ 22,737.22
Computer - Equipment for Instruction	$ 700.00	Classroom		$ 46,900.00	$ 47,838.00	$ 48,794.76	$ 49,770.66	$ 50,766.07	$ 51,781.39	$ 52,817.02
Sub-Total Instruction				*$ 4,752,649.26*	*$ 4,847,702.25*	*$ 4,878,138.32*	*$ 4,975,701.09*	*$ 5,040,612.46*	*$ 5,141,424.71*	*$ 5,244,253.20*
Pupil Personnel Services										
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan			$ 44,950.00	$ 45,849.00	$ 46,765.98	$ 47,701.30	$ 48,655.33	$ 49,628.43	$ 50,621.00
Fringe Benefits				$ 9,889.00	$ 10,086.78	$ 10,288.52	$ 10,494.29	$ 10,704.17	$ 10,918.26	$ 11,136.62
Contracted Professional Services (counseling and psychological)	$ 850.00	ESE Student		$ 137,292.00	$ 140,037.84	$ 142,838.60	$ 145,695.37	$ 148,609.28	$ 151,581.46	$ 154,613.09
Sub-Total Pupil Personnel Services				*$ 192,131.00*	*$ 195,973.62*	*$ 199,893.09*	*$ 203,890.95*	*$ 207,968.77*	*$ 212,128.15*	*$ 216,370.71*
Media Services										
Salaries (includes Librarian)				$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits				$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Media Services				*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Curriculum Development										
Salaries (includes Curriculum Specialist)				$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits				$ -	$ -	$ -	$ -	$ -	$ -	$ -
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	$ -	Student		$ -	$ -	$ -	$ -	$ -	$ -	$ -
Student Activities	$ 15.00	Student		$ 20,190.00	$ 20,593.80	$ 21,005.68	$ 21,425.79	$ 21,854.31	$ 22,291.39	$ 22,737.22
Sub-Total Curriculum Development				*$ 20,190.00*	*$ 20,593.80*	*$ 21,005.68*	*$ 21,425.79*	*$ 21,854.31*	*$ 22,291.39*	*$ 22,737.22*
Staff Development										
Workshops/Trainings	$ 1,000.00	Teacher		$ 87,000.00	$ 87,000.00	$ 87,000.00	$ 87,000.00	$ 87,000.00	$ 88,740.00	$ 90,514.80
Sub-Total Staff Development				*$ 87,000.00*	*$ 87,000.00*	*$ 87,000.00*	*$ 87,000.00*	*$ 87,000.00*	*$ 88,740.00*	*$ 90,514.80*

Franklin Academy "A" (5012)			Fiscal Year Ending:	Jun-17	Jun-18	Jun-19	Jun-20	Jun-21	Jun-22	Jun-23
Instruction Related Technology										
Salaries (includes Technology Personnel)				$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits				$ -	$ -	$ -	$ -	$ -	$ -	$ -
Instructional Software	$ 10.50	Student		$ 14,133.00	$ 14,415.66	$ 14,703.97	$ 14,998.05	$ 15,298.01	$ 15,603.97	$ 15,916.05
Hardware Maintenance	$ 400.00	Classroom		$ 26,800.00	$ 27,336.00	$ 27,882.72	$ 28,440.37	$ 29,009.18	$ 29,589.37	$ 30,181.15
Sub-Total Instruction Related Technology				*$ 40,933.00*	*$ 41,751.66*	*$ 42,586.69*	*$ 43,438.43*	*$ 44,307.20*	*$ 45,193.34*	*$ 46,097.21*
Board										
Professional Services (Legal)	$ 3,500.00	School		$ 3,500.00	$ 3,570.00	$ 3,641.40	$ 3,714.23	$ 3,788.51	$ 3,864.28	$ 3,941.57
Insurance (General Liability, D&O, Professional Liability)	$ 700.00	Classroom		$ 46,900.00	$ 47,838.00	$ 48,794.76	$ 49,770.66	$ 50,766.07	$ 51,781.39	$ 52,817.02
Travel	$ 2,000.00	Board Mem		$ 2,000.00	$ 2,040.00	$ 2,080.80	$ 2,122.42	$ 2,164.86	$ 2,208.16	$ 2,252.32
Sub-Total Board				*$ 52,400.00*	*$ 53,448.00*	*$ 54,516.96*	*$ 55,607.30*	*$ 56,719.45*	*$ 57,853.83*	*$ 59,010.91*
General Administration										
Management Fees - Paid to Florida Charter Foundation (CMO) Administrative Fee	$ 550.00	Student		$ 740,300.00	$ 755,106.00	$ 770,208.12	$ 785,612.28	$ 801,324.53	$ 817,351.02	$ 833,698.04
Sub-Total General Administration				*$ 740,300.00*	*$ 755,106.00*	*$ 770,208.12*	*$ 785,612.28*	*$ 801,324.53*	*$ 817,351.02*	*$ 833,698.04*
School Administration										
Salaries (includes Principal, Secretary & other Office Personnel)				$ 419,872.00	$ 428,269.44	$ 436,834.83	$ 445,571.53	$ 454,482.96	$ 463,572.62	$ 472,844.07
Fringe Benefits				$ 92,371.84	$ 94,219.28	$ 96,103.66	$ 98,025.74	$ 99,986.25	$ 101,985.98	$ 104,025.69
Equipment Rental / Lease	$ 300.00	Per Month		$ 3,600.00	$ 3,672.00	$ 3,745.44	$ 3,820.35	$ 3,896.76	$ 3,974.69	$ 4,054.18
Travel	$ 1,400.00	Administrator		$ 9,800.00	$ 9,996.00	$ 10,195.92	$ 10,399.84	$ 10,607.84	$ 10,819.99	$ 11,036.39
Advertising and Promotion	$ 15.00	Student		$ 20,190.00	$ 20,593.80	$ 21,005.68	$ 21,425.79	$ 21,854.31	$ 22,291.39	$ 22,737.22
License Fees	$ 200.00			$ 200.00	$ 204.00	$ 208.08	$ 212.24	$ 216.49	$ 220.82	$ 225.23
Dues and Subcriptions	$ 4.00	Student		$ 5,384.00	$ 5,491.68	$ 5,601.51	$ 5,713.54	$ 5,827.81	$ 5,944.37	$ 6,063.26
Postage	$ 50.00	Classroom		$ 3,350.00	$ 3,417.00	$ 3,485.34	$ 3,555.05	$ 3,626.15	$ 3,698.67	$ 3,772.64
Printing	$ 700.00	Classroom		$ 46,900.00	$ 47,838.00	$ 48,794.76	$ 49,770.66	$ 50,766.07	$ 51,781.39	$ 52,817.02
Office Supplies	$ 25.00	Student		$ 33,650.00	$ 33,650.00	$ 33,650.00	$ 33,650.00	$ 33,650.00	$ 34,323.00	$ 35,009.46
Office Equipment	$ 1,500.00			$ 1,500.00	$ 1,530.00	$ 1,560.60	$ 1,591.81	$ 1,623.65	$ 1,656.12	$ 1,689.24
Computer Equipment	$ 1,000.00	Administrator		$ 7,000.00	$ 7,140.00	$ 7,282.80	$ 7,428.46	$ 7,577.03	$ 7,728.57	$ 7,883.14
Sub-Total School Administration				*$ 643,817.84*	*$ 656,021.20*	*$ 668,468.62*	*$ 681,164.99*	*$ 694,115.29*	*$ 707,997.60*	*$ 722,157.55*
Facilities Acquisition & Construction										
Building Lease / Rent (see budget summary for calculation)				$ 1,529,000.00	$ 1,559,580.00	$ 1,590,771.60	$ 1,622,587.03	$ 1,655,038.77	$ 1,688,139.55	$ 1,721,902.34
Sub-Total Facilities Acquisition & Construction				*$ 1,529,000.00*	*$ 1,559,580.00*	*$ 1,590,771.60*	*$ 1,622,587.03*	*$ 1,655,038.77*	*$ 1,688,139.55*	*$ 1,721,902.34*
Fiscal Services										
Salaries (Business Manager, Accounting & Bookkeeping Personnel)				$ 40,000.00	$ 40,800.00	$ 41,616.00	$ 42,448.32	$ 43,297.29	$ 44,163.23	$ 45,046.50
Fringe Benefits				$ 8,800.00	$ 8,976.00	$ 9,155.52	$ 9,338.63	$ 9,525.40	$ 9,715.91	$ 9,910.23
Fee to County School Board - up to 250 students				$ 83,766.27	$ 85,441.60	$ 87,150.43	$ 88,893.44	$ 90,671.31	$ 92,484.73	$ 94,334.43
Back office accounting services	$ 50.00			$ 67,300.00	$ 68,646.00	$ 70,018.92	$ 71,419.30	$ 72,847.68	$ 74,304.64	$ 75,790.73
Professional Services - Annual Audit	$ 11,000.00			$ 11,000.00	$ 11,220.00	$ 11,444.40	$ 11,673.29	$ 11,906.75	$ 12,144.89	$ 12,387.79
Sub-Total Fiscal Services				*$ 210,866.27*	*$ 215,083.60*	*$ 219,385.27*	*$ 223,772.97*	*$ 228,248.43*	*$ 232,813.40*	*$ 237,469.67*
Food Services										
Salaries (Food Service Workers)				$ 88,820.00	$ 90,596.40	$ 92,408.33	$ 94,256.49	$ 96,141.62	$ 98,064.46	$ 100,025.75
Fringe Benefits				$ 19,540.40	$ 19,931.21	$ 20,329.83	$ 20,736.43	$ 21,151.16	$ 21,574.18	$ 22,005.66
Food, Materials & Supplies - Vendor provided meals 63% Participation	$ 2.44	Per Meal per day		$ 372,432.82	$ 379,881.47	$ 387,479.10	$ 395,228.68	$ 403,133.26	$ 411,195.92	$ 419,419.84
Equipment Rental / Lease (provided by food vendor)									$ -	$ -
Inspection fees	$ 75.00	Twice per year		$ 150.00	$ 153.00	$ 156.06	$ 159.18	$ 162.36	$ 165.61	$ 168.92
Sub-Total Food Services				*$ 480,943.22*	*$ 490,562.08*	*$ 500,373.32*	*$ 510,380.79*	*$ 520,588.40*	*$ 531,000.17*	*$ 541,620.18*

Franklin Academy "A" (5012)			Fiscal Year Ending:	Jun-17	Jun-18	Jun-19	Jun-20	Jun-21	Jun-22	Jun-23
Pupil Transportation Services										
Salaries (Drivers & Transportation workers)	See Staffing			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits				$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contracted Transportation Services - $290 per bus per day 20% utilization	$ 245.00		20%	$ 220,500.00	$ 220,500.00	$ 220,500.00	$ 220,500.00	$ 220,500.00	$ 224,910.00	$ 229,408.20
Sub-Total Pupil Transportation Services				*$ 220,500.00*	*$ 220,500.00*	*$ 220,500.00*	*$ 220,500.00*	*$ 220,500.00*	*$ 224,910.00*	*$ 229,408.20*
Operation of Plant										
Salaries (Custodian, crossing guards, security)	See Staffing			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe benefits				$ -	$ -	$ -	$ -	$ -	$ -	$ -
Purchased Service (Custodial, fire and alarm, etc)	$ 1,250.00	Per Classroom		$ 83,750.00	$ 85,425.00	$ 87,133.50	$ 88,876.17	$ 90,653.69	$ 92,466.77	$ 94,316.10
Lawn Maintenance	$ 200.00	Per Classroom		$ 13,400.00	$ 13,668.00	$ 13,941.36	$ 14,220.19	$ 14,504.59	$ 14,794.68	$ 15,090.58
Pest Control	$ 40.00	Per Classroom		$ 2,680.00	$ 2,733.60	$ 2,788.27	$ 2,844.04	$ 2,900.92	$ 2,958.94	$ 3,018.12
Security Services	$ 9,000.00	Per Month		$ 108,000.00	$ 110,160.00	$ 112,363.20	$ 114,610.46	$ 116,902.67	$ 119,240.73	$ 121,625.54
Property Insurance	$ 1,700.00	Per Classroom		$ 113,900.00	$ 116,178.00	$ 118,501.56	$ 120,871.59	$ 123,289.02	$ 125,754.80	$ 128,269.90
Telephone Services	$ 300.00	Per Month		$ 3,600.00	$ 3,672.00	$ 3,745.44	$ 3,820.35	$ 3,896.76	$ 3,974.69	$ 4,054.18
Water & Sewer	$ 80.00	Per Classroom		$ 5,360.00	$ 5,467.20	$ 5,576.54	$ 5,688.07	$ 5,801.84	$ 5,917.87	$ 6,036.23
Electricity	$ 2,400.00	Per Classroom		$ 160,800.00	$ 164,016.00	$ 167,296.32	$ 170,642.25	$ 174,055.09	$ 177,536.19	$ 181,086.92
Sub-Total Operation of Plant				*$ 491,490.00*	*$ 501,319.80*	*$ 511,346.20*	*$ 521,573.12*	*$ 532,004.58*	*$ 542,644.67*	*$ 553,497.57*
Maintenance of Plant										
Repairs & Maintenance	$ 1.10	Sq. Ft.		$ 90,200.00	$ 90,200.00	$ 90,200.00	$ 90,200.00	$ 90,200.00	$ 92,004.00	$ 93,844.08
Supplies										
Sub-Total Maintenance of Plant				*$ 90,200.00*	*$ 90,200.00*	*$ 90,200.00*	*$ 90,200.00*	*$ 90,200.00*	*$ 92,004.00*	*$ 93,844.08*
Administrative Technology Services										
Systems Operation	$ 750.00	Per Classroom		$ 50,250.00	$ 51,255.00	$ 52,280.10	$ 53,325.70	$ 54,392.22	$ 55,480.06	$ 56,589.66
Systems Planning & Analysis									$ -	$ -
Sub-Total Administrative Technology Services				*$ 50,250.00*	*$ 51,255.00*	*$ 52,280.10*	*$ 53,325.70*	*$ 54,392.22*	*$ 55,480.06*	*$ 56,589.66*
Redemption of Principal					$ -					
Interest *(Interest Only at 6%)*				$ -						
Sub-Total Debt Service				*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Contingency										
Operating expense contigency - 3% of FEFP - Considered restricted funds	3%			$ 298,986.18	$ 304,671.94	$ 310,471.41	$ 316,386.88	$ 322,420.65	$ 328,869.06	$ 335,446.44
Sub-Total Contingency				*$ 298,986.18*	*$ 304,671.94*	*$ 310,471.41*	*$ 316,386.88*	*$ 322,420.65*	*$ 328,869.06*	*$ 335,446.44*
Total Expenditures				*$ 9,901,656.77*	*$ 10,090,768.94*	*$ 10,217,145.38*	*$ 10,412,567.32*	*$ 10,577,295.05*	*$ 10,788,840.95*	*$ 11,004,617.77*
Excess of Revenues over Expenditures				$ 64,549.38	$ 64,962.45	$ 131,901.76	$ 133,661.88	$ 170,059.86	$ 173,461.05	$ 176,930.28

Franklin Academy "A" (5012)	Jun-24	Jun-25	Jun-26	Jun-27	Jun-28	Jun-29	Jun-30	Jun-31	Jun-32
ENROLLMENT									
Classrooms	67	67	67	67	67	67	67	67	67
K - 5	884	884	884	884	884	884	884	884	884
6 - 8	462	462	462	462	462	462	462	462	462
Total Enrollment	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346
REVENUES									
State Sources with expected enrollment	$ 10,361,089.59	$ 10,568,311.38	$ 10,779,677.60	$ 10,995,271.16	$ 11,215,176.58	$ 11,439,480.11	$ 11,668,269.71	$ 11,901,635.11	$ 12,139,667.81
Federal Sources - NSLP funds 33% of students	$ 273,683.72	$ 279,157.40	$ 284,740.55	$ 290,435.36	$ 296,244.06	$ 302,168.95	$ 308,212.33	$ 314,376.57	$ 320,664.10
Local Sources - Lunch program paid students	$ 250,473.21	$ 255,482.67	$ 260,592.32	$ 265,804.17	$ 271,120.25	$ 276,542.66	$ 282,073.51	$ 287,714.98	$ 293,469.28
Capital Outlay	$ 269,964.95	$ 275,364.25	$ 280,871.53	$ 286,488.96	$ 292,218.74	$ 298,063.12	$ 304,024.38	$ 310,104.87	$ 316,306.96
Other Sources - Services	$ 249,967.54	$ 254,966.90	$ 260,066.23	$ 265,267.56	$ 270,572.91	$ 275,984.37	$ 281,504.05	$ 287,134.14	$ 292,876.82
`	$ 11,405,179.01	$ 11,633,282.59	$ 11,865,948.24	$ 12,103,267.21	$ 12,345,332.55	$ 12,592,239.20	$ 12,844,083.99	$ 13,100,965.66	$ 13,362,984.98
EXPENDITURES									
Instruction									
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	$ 4,026,402.44	$ 4,106,930.49	$ 4,189,069.10	$ 4,272,850.48	$ 4,358,307.49	$ 4,445,473.64	$ 4,534,383.11	$ 4,625,070.77	$ 4,717,572.19
Fringe Benefits	$ 885,808.54	$ 903,524.71	$ 921,595.20	$ 940,027.11	$ 958,827.65	$ 978,004.20	$ 997,564.28	$ 1,017,515.57	$ 1,037,865.88
Contracted Professional Services (includes Therapists & other contracted instructional services)	$ 83,491.07	$ 85,160.89	$ 86,864.11	$ 88,601.39	$ 90,373.42	$ 92,180.89	$ 94,024.50	$ 95,904.99	$ 97,823.09
Classroom Supplies & Equipment	$ 69,575.89	$ 70,967.41	$ 72,386.76	$ 73,834.49	$ 75,311.18	$ 76,817.41	$ 78,353.75	$ 79,920.83	$ 81,519.25
Teacher Supplies	$ 54,114.58	$ 55,196.87	$ 56,300.81	$ 57,426.83	$ 58,575.36	$ 59,746.87	$ 60,941.81	$ 62,160.64	$ 63,403.86
Textbooks and/or ebooks/Student Activities	$ 36,720.61	$ 37,455.02	$ 38,204.12	$ 38,968.20	$ 39,747.57	$ 40,542.52	$ 41,353.37	$ 42,180.44	$ 43,024.05
Supplemetal instructional materials	$ 115,959.82	$ 118,279.01	$ 120,644.59	$ 123,057.49	$ 125,518.64	$ 128,029.01	$ 130,589.59	$ 133,201.38	$ 135,865.41
Digital Education Content Materials	$ 23,191.96	$ 23,655.80	$ 24,128.92	$ 24,611.50	$ 25,103.73	$ 25,605.80	$ 26,117.92	$ 26,640.28	$ 27,173.08
Computer - Equipment for Instruction	$ 53,873.36	$ 54,950.82	$ 56,049.84	$ 57,170.84	$ 58,314.26	$ 59,480.54	$ 60,670.15	$ 61,883.55	$ 63,121.23
Sub-Total Instruction	*$ 5,349,138.26*	*$ 5,456,121.03*	*$ 5,565,243.45*	*$ 5,676,548.32*	*$ 5,790,079.29*	*$ 5,905,880.87*	*$ 6,023,998.49*	*$ 6,144,478.46*	*$ 6,267,368.03*
Pupil Personnel Services									
Salaries (includes counselor, school nurse, health assistant)	$ 51,633.42	$ 52,666.09	$ 53,719.41	$ 54,793.80	$ 55,889.68	$ 57,007.47	$ 58,147.62	$ 59,310.57	$ 60,496.78
Fringe Benefits	$ 11,359.35	$ 11,586.54	$ 11,818.27	$ 12,054.64	$ 12,295.73	$ 12,541.64	$ 12,792.48	$ 13,048.33	$ 13,309.29
Contracted Professional Services (counseling and psychological)	$ 157,705.35	$ 160,859.46	$ 164,076.65	$ 167,358.18	$ 170,705.35	$ 174,119.45	$ 177,601.84	$ 181,153.88	$ 184,776.96
Sub-Total Pupil Personnel Services	*$ 220,698.13*	*$ 225,112.09*	*$ 229,614.33*	*$ 234,206.62*	*$ 238,890.75*	*$ 243,668.56*	*$ 248,541.94*	*$ 253,512.77*	*$ 258,583.03*
Media Services									
Salaries (includes Librarian)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Media Services	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Curriculum Development									
Salaries (includes Curriculum Specialist)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Student Activities	$ 23,191.96	$ 23,655.80	$ 24,128.92	$ 24,611.50	$ 25,103.73	$ 25,605.80	$ 26,117.92	$ 26,640.28	$ 27,173.08
Sub-Total Curriculum Development	*$ 23,191.96*	*$ 23,655.80*	*$ 24,128.92*	*$ 24,611.50*	*$ 25,103.73*	*$ 25,605.80*	*$ 26,117.92*	*$ 26,640.28*	*$ 27,173.08*
Staff Development									
Workshops/Trainings	$ 92,325.10	$ 94,171.60	$ 96,055.03	$ 97,976.13	$ 99,935.65	$ 101,934.37	$ 103,973.05	$ 106,052.51	$ 108,173.56
Sub-Total Staff Development	*$ 92,325.10*	*$ 94,171.60*	*$ 96,055.03*	*$ 97,976.13*	*$ 99,935.65*	*$ 101,934.37*	*$ 103,973.05*	*$ 106,052.51*	*$ 108,173.56*

Franklin Academy "A" (5012)	Jun-24	Jun-25	Jun-26	Jun-27	Jun-28	Jun-29	Jun-30	Jun-31	Jun-32
Instruction Related Technology									
Salaries (includes Technology Personnel)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Instructional Software	$ 16,234.37	$ 16,559.06	$ 16,890.24	$ 17,228.05	$ 17,572.61	$ 17,924.06	$ 18,282.54	$ 18,648.19	$ 19,021.16
Hardware Maintenance	$ 30,784.78	$ 31,400.47	$ 32,028.48	$ 32,669.05	$ 33,322.43	$ 33,988.88	$ 34,668.66	$ 35,362.03	$ 36,069.27
Sub-Total Instruction Related Technology	*$ 47,019.15*	*$ 47,959.53*	*$ 48,918.72*	*$ 49,897.10*	*$ 50,895.04*	*$ 51,912.94*	*$ 52,951.20*	*$ 54,010.22*	*$ 55,090.43*
Board									
Professional Services (Legal)	$ 4,020.40	$ 4,100.81	$ 4,182.82	$ 4,266.48	$ 4,351.81	$ 4,438.85	$ 4,527.62	$ 4,618.18	$ 4,710.54
Insurance (General Liability, D&O, Professional Liability)	$ 53,873.36	$ 54,950.82	$ 56,049.84	$ 57,170.84	$ 58,314.26	$ 59,480.54	$ 60,670.15	$ 61,883.55	$ 63,121.23
Travel	$ 2,297.37	$ 2,343.32	$ 2,390.19	$ 2,437.99	$ 2,486.75	$ 2,536.48	$ 2,587.21	$ 2,638.96	$ 2,691.74
Sub-Total Board	*$ 60,191.13*	*$ 61,394.95*	*$ 62,622.85*	*$ 63,875.31*	*$ 65,152.81*	*$ 66,455.87*	*$ 67,784.99*	*$ 69,140.69*	*$ 70,523.50*
General Administration									
Management Fees - Paid to Florida Charter Foundation (CMO) Administrative Fee	$ 850,372.00	$ 867,379.44	$ 884,727.03	$ 902,421.57	$ 920,470.00	$ 938,879.40	$ 957,656.99	$ 976,810.13	$ 996,346.33
Sub-Total General Administration	*$ 850,372.00*	*$ 867,379.44*	*$ 884,727.03*	*$ 902,421.57*	*$ 920,470.00*	*$ 938,879.40*	*$ 957,656.99*	*$ 976,810.13*	*$ 996,346.33*
School Administration									
Salaries (includes Principal, Secretary & other Office Personnel)	$ 482,300.95	$ 491,946.97	$ 501,785.91	$ 511,821.63	$ 522,058.06	$ 532,499.22	$ 543,149.20	$ 554,012.19	$ 565,092.43
Fringe Benefits	$ 106,106.21	$ 108,228.33	$ 110,392.90	$ 112,600.76	$ 114,852.77	$ 117,149.83	$ 119,492.82	$ 121,882.68	$ 124,320.33
Equipment Rental / Lease	$ 4,135.27	$ 4,217.97	$ 4,302.33	$ 4,388.38	$ 4,476.15	$ 4,565.67	$ 4,656.98	$ 4,750.12	$ 4,845.13
Travel	$ 11,257.12	$ 11,482.26	$ 11,711.91	$ 11,946.15	$ 12,185.07	$ 12,428.77	$ 12,677.34	$ 12,930.89	$ 13,189.51
Advertising and Promotion	$ 23,191.96	$ 23,655.80	$ 24,128.92	$ 24,611.50	$ 25,103.73	$ 25,605.80	$ 26,117.92	$ 26,640.28	$ 27,173.08
License Fees	$ 229.74	$ 234.33	$ 239.02	$ 243.80	$ 248.67	$ 253.65	$ 258.72	$ 263.90	$ 269.17
Dues and Subcriptions	$ 6,184.52	$ 6,308.21	$ 6,434.38	$ 6,563.07	$ 6,694.33	$ 6,828.21	$ 6,964.78	$ 7,104.07	$ 7,246.16
Postage	$ 3,848.10	$ 3,925.06	$ 4,003.56	$ 4,083.63	$ 4,165.30	$ 4,248.61	$ 4,333.58	$ 4,420.25	$ 4,508.66
Printing	$ 53,873.36	$ 54,950.82	$ 56,049.84	$ 57,170.84	$ 58,314.26	$ 59,480.54	$ 60,670.15	$ 61,883.55	$ 63,121.23
Office Supplies	$ 35,709.65	$ 36,423.84	$ 37,152.32	$ 37,895.37	$ 38,653.27	$ 39,426.34	$ 40,214.86	$ 41,019.16	$ 41,839.55
Office Equipment	$ 1,723.03	$ 1,757.49	$ 1,792.64	$ 1,828.49	$ 1,865.06	$ 1,902.36	$ 1,940.41	$ 1,979.22	$ 2,018.80
Computer Equipment	$ 8,040.80	$ 8,201.62	$ 8,365.65	$ 8,532.96	$ 8,703.62	$ 8,877.69	$ 9,055.25	$ 9,236.35	$ 9,421.08
Sub-Total School Administration	*$ 736,600.70*	*$ 751,332.72*	*$ 766,359.37*	*$ 781,686.56*	*$ 797,320.29*	*$ 813,266.69*	*$ 829,532.03*	*$ 846,122.67*	*$ 863,045.12*
Facilities Acquisition & Construction									
Building Lease / Rent (see budget summary for calculation)	$ 1,756,340.39	$ 1,791,467.19	$ 1,827,296.54	$ 1,863,842.47	$ 1,901,119.32	$ 1,939,141.70	$ 1,977,924.54	$ 2,017,483.03	$ 2,057,832.69
Sub-Total Facilities Acquisition & Construction	*$ 1,756,340.39*	*$ 1,791,467.19*	*$ 1,827,296.54*	*$ 1,863,842.47*	*$ 1,901,119.32*	*$ 1,939,141.70*	*$ 1,977,924.54*	*$ 2,017,483.03*	*$ 2,057,832.69*
Fiscal Services									
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	$ 45,947.43	$ 46,866.38	$ 47,803.70	$ 48,759.78	$ 49,734.97	$ 50,729.67	$ 51,744.27	$ 52,779.15	$ 53,834.73
Fringe Benefits	$ 10,108.43	$ 10,310.60	$ 10,516.81	$ 10,727.15	$ 10,941.69	$ 11,160.53	$ 11,383.74	$ 11,611.41	$ 11,843.64
Fee to County School Board - up to 250 students	$ 96,221.11	$ 98,145.54	$ 100,108.45	$ 102,110.62	$ 104,152.83	$ 106,235.89	$ 108,360.60	$ 110,527.81	$ 112,738.37
Back office accounting services	$ 77,306.55	$ 78,852.68	$ 80,429.73	$ 82,038.32	$ 83,679.09	$ 85,352.67	$ 87,059.73	$ 88,800.92	$ 90,576.94
Professional Services - Annual Audit	$ 12,635.54	$ 12,888.25	$ 13,146.02	$ 13,408.94	$ 13,677.12	$ 13,950.66	$ 14,229.67	$ 14,514.27	$ 14,804.55
Sub-Total Fiscal Services	*$ 242,219.06*	*$ 247,063.44*	*$ 252,004.71*	*$ 257,044.81*	*$ 262,185.70*	*$ 267,429.42*	*$ 272,778.01*	*$ 278,233.57*	*$ 283,798.24*
Food Services									
Salaries (Food Service Workers)	$ 102,026.26	$ 104,066.79	$ 106,148.12	$ 108,271.08	$ 110,436.51	$ 112,645.24	$ 114,898.14	$ 117,196.10	$ 119,540.03
Fringe Benefits	$ 22,445.78	$ 22,894.69	$ 23,352.59	$ 23,819.64	$ 24,296.03	$ 24,781.95	$ 25,277.59	$ 25,783.14	$ 26,298.81
Food, Materials & Supplies - Vendor provided meals 63% Participation	$ 427,808.24	$ 436,364.40	$ 445,091.69	$ 453,993.52	$ 463,073.40	$ 472,334.86	$ 481,781.56	$ 491,417.19	$ 501,245.54
Equipment Rental / Lease (provided by food vendor)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Inspection fees	$ 172.30	$ 175.75	$ 179.26	$ 182.85	$ 186.51	$ 190.24	$ 194.04	$ 197.92	$ 201.88
Sub-Total Food Services	*$ 552,452.58*	*$ 563,501.63*	*$ 574,771.66*	*$ 586,267.10*	*$ 597,992.44*	*$ 609,952.29*	*$ 622,151.33*	*$ 634,594.36*	*$ 647,286.25*

Franklin Academy "A" (5012)	Jun-24	Jun-25	Jun-26	Jun-27	Jun-28	Jun-29	Jun-30	Jun-31	Jun-32
Pupil Transportation Services									
Salaries (Drivers & Transportation workers)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contracted Transportation Services - $290 per bus per day 20% utilization	$ 233,996.36	$ 238,676.29	$ 243,449.82	$ 248,318.81	$ 253,285.19	$ 258,350.89	$ 263,517.91	$ 268,788.27	$ 274,164.04
Sub-Total Pupil Transportation Services	*$ 233,996.36*	*$ 238,676.29*	*$ 243,449.82*	*$ 248,318.81*	*$ 253,285.19*	*$ 258,350.89*	*$ 263,517.91*	*$ 268,788.27*	*$ 274,164.04*
Operation of Plant									
Salaries (Custodian, crossing guards, security)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Purchased Service (Custodial, fire and alarm, etc)	$ 96,202.42	$ 98,126.47	$ 100,089.00	$ 102,090.78	$ 104,132.60	$ 106,215.25	$ 108,339.56	$ 110,506.35	$ 112,716.47
Lawn Maintenance	$ 15,392.39	$ 15,700.24	$ 16,014.24	$ 16,334.53	$ 16,661.22	$ 16,994.44	$ 17,334.33	$ 17,681.02	$ 18,034.64
Pest Control	$ 3,078.48	$ 3,140.05	$ 3,202.85	$ 3,266.91	$ 3,332.24	$ 3,398.89	$ 3,466.87	$ 3,536.20	$ 3,606.93
Security Services	$ 124,058.05	$ 126,539.21	$ 129,070.00	$ 131,651.40	$ 134,284.43	$ 136,970.11	$ 139,709.52	$ 142,503.71	$ 145,353.78
Property Insurance	$ 130,835.30	$ 133,452.00	$ 136,121.04	$ 138,843.46	$ 141,620.33	$ 144,452.74	$ 147,341.80	$ 150,288.63	$ 153,294.40
Telephone Services	$ 4,135.27	$ 4,217.97	$ 4,302.33	$ 4,388.38	$ 4,476.15	$ 4,565.67	$ 4,656.98	$ 4,750.12	$ 4,845.13
Water & Sewer	$ 6,156.96	$ 6,280.09	$ 6,405.70	$ 6,533.81	$ 6,664.49	$ 6,797.78	$ 6,933.73	$ 7,072.41	$ 7,213.85
Electricity	$ 184,708.66	$ 188,402.83	$ 192,170.89	$ 196,014.30	$ 199,934.59	$ 203,933.28	$ 208,011.95	$ 212,172.19	$ 216,415.63
Sub-Total Operation of Plant	*$ 564,567.52*	*$ 575,858.87*	*$ 587,376.05*	*$ 599,123.57*	*$ 611,106.04*	*$ 623,328.16*	*$ 635,794.72*	*$ 648,510.62*	*$ 661,480.83*
Maintenance of Plant									
Repairs & Maintenance	$ 95,720.96	$ 97,635.38	$ 99,588.09	$ 101,579.85	$ 103,611.45	$ 105,683.68	$ 107,797.35	$ 109,953.30	$ 112,152.36
Supplies									
Sub-Total Maintenance of Plant	*$ 95,720.96*	*$ 97,635.38*	*$ 99,588.09*	*$ 101,579.85*	*$ 103,611.45*	*$ 105,683.68*	*$ 107,797.35*	*$ 109,953.30*	*$ 112,152.36*
Administrative Technology Services									
Systems Operation	$ 57,721.45	$ 58,875.88	$ 60,053.40	$ 61,254.47	$ 62,479.56	$ 63,729.15	$ 65,003.73	$ 66,303.81	$ 67,629.88
Systems Planning & Analysis	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Administrative Technology Services	*$ 57,721.45*	*$ 58,875.88*	*$ 60,053.40*	*$ 61,254.47*	*$ 62,479.56*	*$ 63,729.15*	*$ 65,003.73*	*$ 66,303.81*	*$ 67,629.88*
Redemption of Principal									
Interest *(Interest Only at 6%)*									
Sub-Total Debt Service	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Contingency									
Operating expense contigency - 3% of FEFP - Considered restricted funds	$ 342,155.37	$ 348,998.48	$ 355,978.45	$ 363,098.02	$ 370,359.98	$ 377,767.18	$ 385,322.52	$ 393,028.97	$ 400,889.55
Sub-Total Contingency	*$ 342,155.37*	*$ 348,998.48*	*$ 355,978.45*	*$ 363,098.02*	*$ 370,359.98*	*$ 377,767.18*	*$ 385,322.52*	*$ 393,028.97*	*$ 400,889.55*
Total Expenditures	*$ 11,224,710.13*	*$ 11,449,204.33*	*$ 11,678,188.42*	*$ 11,911,752.19*	*$ 12,149,987.23*	*$ 12,392,986.97*	*$ 12,640,846.71*	*$ 12,893,663.65*	*$ 13,151,536.92*
Excess of Revenues over Expenditures	$ 180,468.88	$ 184,078.26	$ 187,759.82	$ 191,515.02	$ 195,345.32	$ 199,252.23	$ 203,237.27	$ 207,302.02	$ 211,448.06

FRANKLIN ACADEMY A - 5012 / 2014-2015 SY

GRADE LEVEL: KG	Total Students:	128
GRADE LEVEL: 01	Total Students:	130
GRADE LEVEL: 02	Total Students:	128
GRADE LEVEL: 03	Total Students:	175
GRADE LEVEL: 04	Total Students:	178
GRADE LEVEL: 05	Total Students:	149
GRADE LEVEL: 06	Total Students:	137
GRADE LEVEL: 07	Total Students:	123
		1148

FRANKLIN ACADEMY A - 5012 / 2013-2014 SY

GRADE LEVEL: KG	Total Students:	131
GRADE LEVEL: 01	Total Students:	128
GRADE LEVEL: 02	Total Students:	178
GRADE LEVEL: 03	Total Students:	157
GRADE LEVEL: 04	Total Students:	138
GRADE LEVEL: 05	Total Students:	137
GRADE LEVEL: 06	Total Students:	134
GRADE LEVEL: 07	Total Students:	156
		1159

FRANKLIN ACADEMY A - 5012 / 2012-2013 SY

GRADE LEVEL: KG	Total Students:	127
GRADE LEVEL: 01	Total Students:	179
GRADE LEVEL: 02	Total Students:	159
GRADE LEVEL: 03	Total Students:	110
GRADE LEVEL: 04	Total Students:	138
GRADE LEVEL: 05	Total Students:	138
GRADE LEVEL: 06	Total Students:	166
GRADE LEVEL: 07	Total Students:	181
		1198

2015-2016

REGISTRATION PACKAGE

Select a Campus:

- ☐ Boynton Beach
- ☐ Cooper City
- ☐ Palm Beach Gardens
- ☐ Pembroke Pines
- ☐ Sunrise

Registration Checklist

The following documents must be provided by the parent/guardian to complete registration:

Proof of Residency (one of the following)
One current piece of evidence from the following sources in the name of the parent/guardian registering the child:

- ☐ Current telephone or electric bill in the name of the parent registering the child
- ☐ Rent receipt of the lessor and contact information/mortgage statement
- ☐ Lease agreement with the name of the lessor and contact information
- ☐ Mortgage commitment
- ☐ Home purchase contract including specified closing date, with copy of deed to be provided within 60 days of closing

And (One of the Following):
- ☐ Auto Insurance
- ☐ Current Florida Driver's license/Florida Identification card
- ☐ Cellular Phone Bill
- ☐ Credit Card statement
- ☐ Bank Account statement
- ☐ United States Postal Service confirmation of address change request
- ☐ Declaration of Domicile form from county Records Department

Evidence of Proper Age (one of the following)
- ☐ Birth Certificate
- ☐ A duly attested transcript of a certificate of a religious document showing date of birth
- ☐ A passport or certificate of arrival in the U.S. showing child's age

Evidence of Medical Examination
- ☐ Students must provide evidence of a current medical examination performed within the past/last twelve months
- ☐ Parents must provide a written notification of any health/medical problem that requires staff awareness and/or supervision for their child
- ☐ Medical Treatment Form, if needed

Evidence of Immunization
- ☐ Florida Certificate of Immunization (Form HD 680)
- ☐ Permanent medical exemption (if immunization is contraindicated for one or all)
- ☐ Religious exemption (Form 681), a temporary exemption (Form 680 part B) or a medical exemption (Form DH680, Part C)

Evidence of Custody/Guardianship
- ☐ If the student is residing with someone other than the parent or legal guardian, the following provisions shall apply
- ☐ If the parent /guardian lives within the tri-county area (Miami-Dade, Broward, or Palm Beach), the individual registering the child must provide documentation of custody by an appropriate state agency such as the Department of Children and Families or the Court. In cases of hardship, to be determined by the school, a signed, notarized letter appointing custody will be sufficient
- ☐ If the parent/guardian lives outside the tri-county area (including outside the U.S.), a notarized statement from the parent/guardian, identifying the person assuming responsibility for the child must be presented

Evidence of Special Program Eligibility (if applicable)
- ☐ Current Copy of EP (Education Plan) for Gifted
- ☐ Current Copy of IEP (Individualized Education Plan)
- ☐ Current Copy of 504 Plan

The following documents will be provided by the school and will require your signature

☐	Registration Form	☐	Transportation Survey
☐	Parent Contract	☐	Home Language Survey
☐	Photo Release	☐	Parent Service Form
☐	Dress Code Acknowledgement	☐	After School Survey

Registration Form

Student Information:

Campus: ☐ Boynton Beach ☐ Cooper City ☐ Palm Beach Gardens ☐ Pembroke Pines ☐ Sunrise

Academic Year: _____ Current Grade Level: _____ Grade Entering: _____

_____ _____

(Legal Name) Last First Middle

Address_____ Apt_____ City_____

Zip Code_____ Home Phone_____ Sex: Male____ Female____

Date of Birth: ____/____/_____ State or Country of birth: _____

Last 4 digits of SSN: XXX-XX-_____

Ethnicity: Is the student of Hispanic, Latino or Spanish origin? Yes____ No____

Race: White___ Black ___ Asian___ Native American/Alaskan___ Native Hawaiian/Pacific Islander___

Multiracial___

Has the student previously attended a: If yes, write name of school:

Florida Public School: Yes___ No___ _____ County: _____
Florida Private School: Yes___ No___ _____
US School outside of FL: Yes__ No___ _____State: _____
School outside the US: Yes___ No___ _____ Country: _____

Date child first entered school in the US: ____/____/_____

Has the student been:

Retained (repeated the same grade): Yes___ No___ If yes, grade(s) _____
In a Home Education Program: Yes___ No___

If yes, dates of attendance: ____/____/_____ to ____/____/_____

In Exceptional Student Education ESE: Yes___ No___ (Provide IEP)
Gifted Yes___ No___ (Provide EP)
In a Magnet Program: Yes___ No___
On a 504 plan: Yes___ No___ (Provide 504 Plan)
In an ESOL program: Yes___ No___
Expelled from School: Yes___ No___
Convicted of a Felony: Yes___ No___

Registration Form

Parent Information:

Mother: _____ Cell Phone: _____
Name: Last, First

Mother Email: _____ Father Email _____

Father: _____ Cell Phone: _____
Name: Last, First

Marital Status of parents (optional): Married___ Divorced___ Widow(er) ___ Other___

1. Indicate who the student lives with:
   ___Both Parents, ___Mother, ___Father, ___Grandparent, ___Foster Parent, ___ Group Home

2. Indicate whether the student is homeless: ____ Yes ____No

3. Indicate if student has health insurance:
   ___Medicaid ___Healthy Kids/Kid Care ___Private ___None

4. Has the parent/guardian worked in agriculture or fishing? ___Yes ___ No

5. Is the student in physical custody of parent/guardian (Unaccompanied youth)?
   __Yes __No

6. Is there a Court Order barring either parent from removing the student from school?
   __Yes __No If yes, provide school with a copy of the applicable Court Order.

7. Do parents have shared (or joint) parental rights and responsibilities?
   __Yes __No ___NA

8. Does either parent have final decision making authority regarding educational decisions for the student? __Yes __No
   If yes, name parent_____
9. Is there a Temporary Restraining Order, Permanent Restraining Order, Order of No Contact, or other Court Order that restricts or impacts access to the student by anyone, including a parent?
   __ Yes __No
   If yes, provide school with a copy of the applicable court order.

The above information is correct and complete to the best of my knowledge. In the event of a change of name, address, or phone, I will notify school staff within ten (10) days. I understand that the students whose parents are found, after appropriate investigation, to have submitted fraudulent information shall be immediately withdrawn by the school. I understand that I must provide Proof of Residence.

Print Name: _____ Signature: _____

Date: _____

FRANKLIN ACADEMY
PARENT-SCHOOL CONTRACT
2015-2016 SCHOOL YEAR

This **Contract** between the **Parent(s) and/or Guardian(s)** of below-named Franklin Academy student and **Franklin Academy** stipulates the commitments required of all Franklin Academy families. At Franklin Academy, we believe that a safe and orderly environment is a vital component of our instructional program. Providing such an environment while developing appropriate skills, attitudes and personal responsibility is embedded in every staff member and student. Each parent and/or guardian must take an active role in supporting this plan. In order for students to learn to be responsible citizens, parents, guardians and school staff must work together to create the proper learning environment and set an example with positive actions and behaviors. Therefore, all Franklin Academy students are required to have their Parent(s) and/or Guardian(s) enter into this contract which establishes the requirements of all Franklin Academy families.

1. Contractual and Financial Matters

a. This Contract must be signed by the Parent(s) and/or Guardian of each Franklin Academy student each school year and is part of the registration requirement.

b. All financial obligations for all prior school year(s) must be met by May 1 of the current calendar year. Recommitment for subsequent school year is conditioned upon satisfaction of this provision.

c. The timely payment of all invoices for balances due to Franklin Academy (e.g., for outstanding lunch balance, late pickup fees, returned check fees) is a contractual duty on the part of the family of each student. Therefore, I/we agree that I/we will make such payments by the designated due dates.

d. I/we expressly agree that my child will not be allowed to participate in any extracurricular activities (e.g., field trips, dances, sports, after school clubs) if there is an outstanding balance due to Franklin Academy on my child's account.

2. Academic Matters

a. I/we agree to stay informed about my child's education and be responsible for my child's academic progress. I/we agree to maintain communications with the school by promptly reading all notices from the school received by my child whether through hand-carry by my child, mail, or email. I/we also agree to respond to such communications as appropriate.

b. I/we agree to monitor my child's academic progress in PowerSchool, and through other school-home communications (e.g., agendas, teacher websites, and weekly folders). I/we will communicate with the teachers regarding my child's academic progress as needed, or as directed by the school.

3. Attendance and Transportation

a. I/we will ensure that my child arrives at school on time, completes a full day of school, and is not absent without a justifiable cause. I/we will monitor my child's attendance and tardies to ensure compliance with state attendance requirements.

b. I/we will provide transportation to and from school for my child if the school's limited transportation does not serve my area.

c. I/we shall drop off my child in the location and manner designated by the school. My child shall be dropped off in a timely manner to allow him/her to arrive in his/her classroom at the start of homeroom.

Specifically: *(Parent/Guardian must initial each item)*

- No Dropping Off Early – I/we shall not drop off my/our child before the scheduled time appropriate for grade level, as determined by school policy.
  Parent/Guardian: _____
- No Offsite parking – I/we will not pickup nor drop-off my child at any location off campus and have my child walk to/from school. (e.g. no parking in the neighborhood shopping centers or developments, to have my child walk to/from school; no illegal parking)
  Parent/Guardian: _____
- No arriving for pickup prior to scheduled time appropriate for grade level, as determined by school policy (e.g. no early stacking down the street)
  Parent/Guardian: _____
- No Parking Offsite for Parental Walk-Up Dismissal – I/we will not park offsite and walk to the school to pickup my/our child during dismissal. Parents of students registered as walkers/bikers who come to the school during dismissal must walk/bike all the way home with child.
  Parent/Guardian: _____
- Dash Placards – I/we will have our dash placard visible the entire time I/we are on campus during dismissal. The placard will be the correct color and will indicate my child's name and grade level.
  Parent/Guardian: _____
- No Mobile Phones In Car Line – I/we understand that using a mobile phone in car line during drop-off or dismissal is prohibited because it is a safety issue that puts parents, staff and students in danger.
  Parent/Guardian: _____
- I/we understand that no child will be released as a walker/biker without the "Walker/Biker Registration" form being completed. I/we also understand that once a Walker/Biker Registration is completed, my child must walk/bike all the way home and not be picked up after leaving school grounds.
  Parent/Guardian: _____

- I/we expressly agree that "Early Dismissal/Sign-Out" ends at 1:45 pm each school day and that no child can be dismissed from school early after that time. Parents shall not schedule student appointments that require student to be released after this time. Parent/Guardian: _____

4. Code of Conduct

a. I/we agree to adhere to school operations guidelines (e.g., drop off and pick-up rules and procedures, early dismissal, dress code requirements).

b. I/we agree to purchase required school uniforms for my child from the specified vendor and only from the specified vendor and ensure that my child(ren) is/are dressed in the required school uniform every day (including appropriate shoes, hair, socks, outerwear, and belt). I/we agree that my child will not wear unapproved clothing to school.

c. I/we agree to provide lunch or purchase lunch from the school-approved service provider for my child each day.

d. I/we understand there is a code of conduct for all school students. I/we am/are responsible for ensuring my child understands the guidelines and expectations of being respectful, courteous and polite to the entire Franklin Academy community.

e. I/we expressly agree that any of the following actions by me or my child may result in the dismissal of my child from Franklin Academy and in my child losing the privilege of registering for future school years:

(Both the Parent/Guardian and the Student must initial each item)

(1) Disruptive behavior or actions posing any threat or danger to himself or herself or anyone else;
Parent/Guardian: _____ Student: _____

(2) Earning a third school detention or school suspension;
Parent/Guardian: _____ Student: _____

(3) Bullying, or witnessing bullying without reporting the action to a Franklin Academy staff member;
Parent/Guardian: _____ Student: _____

(4) Defacing or destroying school property;
Parent/Guardian: _____ Student: _____

(5) Carrying any weapon, or threatening a person with a weapon (whether or not the weapon is actually carried by the student);
Parent/Guardian: _____ Student: _____

(6) Misbehaving, or causing unsafe conditions while in school or on the school bus;

Parent/Guardian: _____ Student: _____

(7) Falsifying any document submitted to the school, or failing to provide complete and accurate information as required on a school-provided form.

Parent/Guardian: _____ Student: _____

(8) I/we understand that failure to comply with dress code will void my child's recommitment to Franklin Academy. (e.g. unusual hair color, un-tucked shirts, failure to wear a belt or the approved footwear, etc.)

Parent/Guardian: _____ Student: _____

5. School Service Program

a. I/we agree individually to participate in the school service program and will contribute 20 hours of service to the school over the course of the academic school year for my/our first enrolled child. I/we will further contribute 10 hours of service if I/we have more than one child enrolled in the school.

I/we understand and agree that Franklin Academy is a school of choice. I/we have elected to send my child to the school. If I/we do not fulfill the terms and conditions described above, I/we agree that my child may be dismissed from Franklin Academy or I/we shall lose the privilege of registering my child for any future school year.

Child's Name: _____ Grade Level: _____

I/we understand and agree to be bound by the terms and conditions of this Contract.

_____ _____

Parent/Guardian Signature *Parent/Guardian Signature*

_____ _____ _____ _____

Printed Name *Date* *Printed Name* *Date*

Video/Photo Release

At Franklin Academy, we welcome the opportunity to promote the exciting and creative accomplishments of our students. Please review the items below and sign as appropriate. Return the form to Franklin Academy.

I give permission to Franklin Academy or any school approved agent to photograph or video my child for the purpose of promoting the school or demonstrating the school's accomplishments and activities. Photos may be published on brochures, the school website, flyers, advertisements, etc.

I give Franklin Academy permission to publish or print work of or by my child that promote the best interest of the school and its accomplishments.

Yes, I give permission. _____

No, I do not give permission. _____

_____

Student's Name

_____

Parent or Guardian's Signature Date

DRESS CODE – STUDENTS
2015-2016

Shirts
- All students must wear a uniform shirt with the school logo.
- Shirts must be tucked-in and neat. Shirts must stay tucked-in when arms are raised, midriffs are never to show.

Slacks, Shorts, Skorts and Jumpers
- Only properly fitted uniform bottoms may be worn.
- Shorts and skorts must be of appropriate length and at the discretion of the administration, but no longer than 1 inch below the knee.
- Only slacks, shorts, skorts and jumpers with the official school logo may be worn.

Outerwear
- Only outerwear with the official school logo may be worn.
- School uniform shirts must be worn under any outerwear.

Belts
- Students in grades 2 - 8 must wear a belt with a buckle.
- Plain brown or black dress style belt (no holes or studs)
- Belts must be worn correctly through the belt loops.

Socks
- Solid white, black or navy socks.
- Solid white, black or navy tights may be worn with skorts in cooler months.

Shoes
- Athletic style (sneaker) shoes.
- Dress style shoes (loafer or tie)
- Mary Jane style

Hats
- Hats may **not** be worn in school building.
- Hats without logos or hats with the school logo may be worn during outdoor PE and/or recess.

Physical Education Uniform
- PE shorts and shirts (with the school logo) must be worn, along with socks, and sneakers for PE class.
- PE sweatpants (with the school logo) may be worn in cooler months.

Other
- Jewelry must not pose a threat to safety, and must not be distractive. Only stud style earrings may be worn for safety reasons.
- Bracelets are limited to three.
- Necklaces should be tucked into the shirt.
- No unnatural hair color/highlights.
- Hair styles must not be distracting and are subject to administration approval (mohawks, spikes, etc.)
- Hair should be neat and not fall onto the face.
- No body piercings visible other than one earring per ear.
- Torn or tattered clothing is prohibited.
- Sunglasses may not be worn in class.
- Middle school ID badges must be worn around neck with school provided lanyard. (Students are charged $8 for each lost ID and lanyard)

** All uniforms must be purchased from the approved uniform vendor. **

Parent Signature_____Date_____

Transportation Request

Franklin Academy will be providing limited bus service for those students who are eligible for the 2015-2016 academic year. The bus transportation provided is designed in accordance with the School Board and county transportation guidelines. All public schools have limited transportation boundaries set according to these guidelines.

Routes, pick-up, and drop-off times and locations will be developed prior to the start of school. As these points are finalized, you will be notified of the locations, if your child/children qualify.

A Bus Pass will be issued to qualified students once transportation has been approved. A student will not be transported without a bus pass.

To complete a request for transportation, please return to the "*Campus*" page, select "*Registration*" from the side menu bar, select the link provided to submit a *request for transportation.*

The transportation company will notify you after all data is complied and eligibility has been determined.

Thank you.

Home Language Survey
2015-2016

Student Name:

Last First MI.

Ethnicity: Is the student of Hispanic, Latino or Spanish origin? Yes_____ No_____
Race: W _____ B ____ A _____ AM/IND _____ HAW/PI_____

(White) (Black or African American) (Asian) (American Indian/Alaskan Native) (Native Hawaiian/other Pacific Islander)

Previous School _____

Private School? Yes_____ No _____ If yes, School _____

Florida Public? Yes _____ No _____ If yes, School _____

County _____ Outside of Florida? Yes _____ No _____

If yes, School _____ City_____

State_____ Country_____ Check One: Public ____ Private ____ Other _____

Place a check on the line to answer each question below:

1. Is a language other than English used in the home by parents?

   Yes_____ No_____
2. Does the student have a first language other than English?

   Yes_____ No _____
3. Does the student most frequently speak a language other than English?

   Yes_____ No_____

   If yes what language? _____
4. What is the student's primary language? _____

5. What is the parent's primary language? _____

6. What is the student's preferred verbal language? _____

7. What is the student's preferred written language? _____

Parent/Guardian signature _____ Date _____

Based on your answers to these questions, your child may be assessed for the ESOL program.

Parent Service Form

Dear Parents,

Parent involvement plays a vital role in a student's academic success. Parent involvement fosters an atmosphere of safety and security and is proven to enhance learning gains in their child. Parents are required to provide 20 hours of service to the school throughout the year. The school will provide numerous opportunities for parents to participate in activities and services in and outside of the classroom. Please review the chart below and place the numeric code for the appropriate question to indicate your occupation.

Student _____Grade _____
Last First MI

Parent/Guardian_____
Last First

Phone Number _____ Cell Phone _____

Mother Occupation Code*: _____Father Occupation Code* _____

What service would you like to contribute to the school?

_____

_____

***OCCUPATION CODES**

1	Accountant	13	Clothing	24	Journalism	35	Public relations
2	Administration	14	Computer/Technology	25	Landscaping	36	Radio/Television
3	Artist	15	Education	26	Maintenance	37	Real Estate
4	Attorney	16	Electrician	27	Medical	38	Restaurant
5	Audio/Sound	17	Engineering	28	Music	39	Retail
6	Automotive	18	Florist	29	Office Supplies	40	Retired
7	Aviation	19	Furniture	30	Photography/Video	41	Sales/Marketing
8	Banking/Finance	20	Government	31	Physician	42	Sports/Athletics
9	Barber/Hair Stylist	21	Grocery/Supermarket	32	Plumbing	43	Telephone Service
10	Boat/Marine	22	Hotel/Resort	33	Police/Firefighter	44	Travel Agency
11	Building/Construction	23	Insurance	34	Printing/Graphic Design	45	Other
12	Catering						

It is understood that I am offering my services to Franklin Academy without compensation and without any rights to health benefits in case of injury.

_____ _____

Parent Signature Date

Aftercare Survey

Franklin Academy has partnered with After School Connections to provide an enriching and safe after school program. We offer extracurricular indoor and outdoor activities, STEAM, SPARK, study time, team sports and much more in a safe and productive environment.

After School Connections operates every school day including early release days, spring, summer and winter break camps until 6:00pm. Our policies, schedule and registration package are available online, please visit our website at: www.afterschool-connections.org.

Please check the appropriate items listed below and return with your school registration documents.

☐ I intend to use aftercare. (*If so please fill out the registration package available online at www.afterschool-connections.org and send it along with the Registration payment to secure your child's participation in the program. Payments can be made online or by check to: After School Connections.*

- ○ Boynton Beach Campus
- ○ Cooper City Campus
- ○ Palm Beach Gardens Campus
- ○ Pembroke Pines Campus
- ○ Sunrise Campus

☐ I do not intend to use aftercare.

Please list your children:

Student Name _____ Grade entering _____

Student Name _____ Grade entering _____

Student Name _____ Grade entering _____

Parent Name _____ Phone #: _____ Date_____

2015-2016

PAQUETE DE INSCRIPCIÓN

Seleccione su campus:

- ☐ Boynton Beach
- ☐ Cooper City
- ☐ Palm Beach Gardens
- ☐ Pembroke Pines
- ☐ Sunrise

Lista de verificación de Inscripción

Los siguientes documentos deben proporcionarse por el padre/tutor para completar la inscripción:

Constancia de Residencia (uno de los siguientes)
Una prueba o constancia de las siguientes fuentes en nombre del padre/tutor que inscribe al niño:

- Factura eléctrica o teléfono actual en nombre del padre que inscribe al niño
- El recibo de renta del arrendador y la información de contacto y estado de cuenta de hipoteca
- Contrato de arrendamiento con nombre del arrendador y la información de contacto
- Compromiso Hipotecario
- El contrato de compra de vivienda que incluye la fecha de cierre especificada, con copia de escritura a ser presentada en el plazo de 60 días del cierre

Y (Uno de lo siguiente):

- Seguro de Automóvil
- Licencia de conducir de Florida actual e Identificación o documento de Florida
- Factura de teléfono celular
- Resumen de tarjeta de crédito
- Resumen de cuenta bancaria
- Confirmación de Solicitud de cambio de domicilio del Servicio Postal de los Estados Unidos
- Formulario de Declaración de domicilio del Departamento de Registros del condado

Constancia de Edad adecuada (uno de los siguientes)

- Acta de nacimiento
- Una copia debidamente autorizada de un certificado de un documento religioso que muestra fecha de nacimiento
- Un pasaporte o certificado de llegada a los Estados Unidos que muestra la edad del niño

Constancia de examen médico

- Los estudiantes deben proporcionar la constancia de un examen médico actual realizada en los últimos doce meses.
- Los padres deben presentar una notificación escrita de cualquier problema médica o de salud que requiera la concientización del personal y la supervisión y de sus niños
- Formulario de Tratamiento Médico, si es necesario

Constancia de Vacunación

- El Certificado de Vacunación de Florida (Formulario HD 680)
- Exención médica permanente (si la vacunación está contraindicada para uno o para todos)
- Exención religiosa (Formulario 681), una exención temporal (Formulario 680 parte B) o una exención médica (Formulario DH680, Parte C)

Constancia de tutela y guarda

- Si el estudiante reside con alguien que no es el padre o el tutor lega, se aplicarán las siguientes disposiciones
- Si el padre o tutor vive dentro del área de los tres condados (Miami-Dade, Broward o Palm Beach), la persona que inscribe al niño debe presentar la documentación de custodia por una agencia estatal adecuada, como el Departamento de Niños y Familias o el Tribunal. En casos de adversidad, a determinarse por la escuela, será suficiente presentar una carta firmada y notarizada que designa custodia.
- Si el padre o tutor vive fuera del área de tres condados (incluso fuera de los Estados Unidos), se debe presentar una declaración notarizada del padre/tutor que identifica la persona que asume la responsabilidad por el niño.

Constancia de Elegibilidad del Programa Especial (si corresponde)

- Copia actual de EP (Plan de Educación) para Talentosos
- Copia actual de IEP (Plan de Educación Individualizado)
- Copia actual de Plan 504

Se presentarán los siguientes documentos por la escuela y necesitarán su firma

	Formulario de Inscripción		Encuesta de Transporte
	Contrato Parental		Encuesta de idioma principal
	Publicación de foto		Formulario de Servicio Parental
	Constancia de Código de Vestimenta		Encuesta Después de la Escuela

Formulario de Inscripción

Información de estudiante:
Campus: ☐ Boynton Beach ☐ Cooper City ☐ Palm Beach Gardens ☐ Pembroke Pines ☐ Sunrise

Año Académico: _____ Nivel de grado actual: _____ Grado al que Ingresa: _____

_____ _____
(Nombre legal o razón social) Apellido Nombre

Domicilio _____ Apartamento _____ Ciudad _____

Código Postal_____ Teléfono particular _____ Sexo: Hombre ____ Mujer ____

Fecha de nacimiento: ____/____/_____ Estado o país de nacimiento: _____
Últimos 4 dígitos del SSN (Seguro Social): XXX-XX-_____

Etnia: El estudiante, ¿es de origen hispano, latino o español? Sí ____ No____

Raza: Blanco___ Negro ___ Asiático_ Nativo de Alaska o América _ Nativo de Hawai / isleño del Pacífico ___

Multirracial___

El estudiante asistió previamente a: Si la respuesta es afirmativa, indique el nombre de la escuela:

Escuela Pública de Florida (Florida Public School): Sí___ No___ __Condado: _____
Escuela Privada de Florida (Florida Private School): Sí___ No___ _____
Escuela de los Estados Unidos fuera de FL: Sí__ No___ _____ Estado: _____
Escuela fuera de los Estados Unidos: Sí___ No___ _____ País: _____

Fecha en que el niño ingresó por primera vez a la escuela en los Estados Unidos: ____/____/_____

Ha sido/estado el estudiante:
Retenido (repitió el mismo grado): Sí___ No___ Si la respuesta es afirmativa, grado(s) _____
En un programa de Educación en el Hogar: Sí ____ No____

Si la respuesta es afirmativa, fechas de asistencia: ____/____/_____ a ____/____/_____

En Educación Excepcional Estudiante (Exceptional Student Education, ESE): Sí ___ No__ (Proveer IEP)
Talentoso Sí ___ No___ (Proveer EP)
En un Programa "Magnet": Sí ____ No____
En un plan 504: Sí ___ No___ (Proveer Plan 504)
En un Programa ESOL: Sí ____ No____
Expulsado de la Escuela: Sí ____ No____
Condenado por un delito: Sí ____ No____

Formulario de Inscripción

Información del padre:

Madre: _____ Teléfono Celular: _____

Nombre: Apellido, Nombre

Dirección de correo electrónico de la madre: _____ Correo electrónico del padre _____

Padre: _____ Teléfono Celular: _____

Nombre: Apellido, Nombre

Estado Civil de los Padres (opcional): Casado___ Divorciado___ Viudo (a) ___ Otro___

1. Indique con quién vive el estudiante:
   ___Ambos padres, ___Madre, ___Padre, ___Abuelo, ___Padre adoptivo, ___ Vivienda del Grupo familiar

2. Indique si el estudiante no tiene hogar: ____ Sí ____No

3. Indique si el estudiante tiene seguro médico:
   ___Medicaid ___Healthy Kids/Kid Care ___Privada ___Ninguna

4. El padre o tutor, ¿ha trabajado en agricultura o pesca? ___Sí ___ No

5. ¿Está el estudiante bajo la custodia física de un padre o tutor (joven no acompañado)?
   __Sí __No

6. ¿Existe una orden del tribunal que prohíba a ambos padres a sacar al estudiante de la escuela?
   _Sí_No Si la respuesta es afirmativa, presente una copia a la escuela de la Orden del Tribunal vigente.

7. ¿Tienen los padres derechos y responsabilidades parentales compartidas (o conjuntas)?
   __Yes __No ___NA (No disponible)

8. ¿Tienen ambos padres la autoridad de toma final de decisiones en relación con las decisiones educativas para el estudiante? __Sí __No
   Si la respuesta es afirmativa, indique el padre _____

9. ¿Existe alguna orden de restricción temporal, orden de restricción permanente, orden de no contacto u otra orden del tribunal que limite o afecte el acceso al estudiante por cualquier persona, incluso un padre?
   _Sí_ No Si la respuesta es afirmativa, presente una copia a la escuela de la Orden del Tribunal vigente. La información antes proporcionada es verdadera y correcta a mi leal saber y entender. En caso de cambio de nombre, dirección o teléfono, avisaré al personal de la escuela en el plazo de diez (10) días. Comprendo que los estudiantes con padres que, después de la investigación correspondiente, se constata han presentado información fraudulenta, serán expulsados de inmediato de la escuela. Comprendo que debo presentar constancia de residencia.

Nombre en letra imprenta: _____ Firma _____

Fecha: _____

FRANKLIN ACADEMY - CONTRATO PADRE-ESCUELA
AÑO ESCOLAR 2015-2016

Este **Contrato** entre los **Padres y/o Tutores** de nombre a continuación del estudiante de Franklin Academy y **Franklin Academy** estipula los compromisos obligatorios de todas las familias de Franklin Academy. En Franklin Academy, creemos que un ámbito seguro y ordenado es un elemento esencial de nuestro programa de instrucción. La provisión de tal ambiente mientras se desarrollan las habilidades, actitudes y responsabilidad personal adecuada está incorporado en todos los estudiantes y miembros del personal. Cada padre y/o tutor debe desempeñar un papel activo en el respaldo de este plan. Para que los estudiantes aprendan a ser ciudadanos responsables, padres, tutores y el personal de la escuela trabajan juntos para crear el ámbito de aprendizaje adecuado y establecer un ejemplo con acciones y comportamientos positivos. Por esto, todos los estudiantes de Franklin Academy deben tener este contrato de padres y/o tutores que establece los requisitos de todas las familias de Franklin Academy.

1. Asuntos Financieros y Contractuales

a. Este Contrato debe firmarse por los padres y/o tutor de cada estudiante de Franklin Academy en cada año escolar y forma parte del requisito de inscripción.

b. Todas las obligaciones financieras para todos los años escolares previos deben cumplirse antes del 1 de mayo del año calendario actual. La renovación continua para el año escolar siguiente está condicionada al cumplimiento de esta disposición.

c. El pago a tiempo de todas las facturas por saldos adeudados a Franklin Academy (por ejemplo, para saldos de almuerzo pendientes, aranceles de búsquedas tardes, aranceles de cheques rebotados) constituye un deber contractual por parte de la familia de cada estudiante. Por lo tanto, acuerdo realizar todos esos pagos en las fechas de vencimiento indicadas.

d. Yo/nosotros acordamos de manera expresa que mi niño no podrá participar en ninguna actividad extracurricular (por ejemplo, viajes de campo, danzas, deportes, clubes después de la escuela) si hay un saldo pendiente adeudado a Franklin Academy en la cuenta de mi niño.

2. Asuntos Académicos

a. Yo/nosotros acordamos mantenernos informados sobre la educación de mi niño y ser responsables del avance académico de mi niño. Yo/nosotros acordamos mantener las comunicaciones con la escuela al leer de inmediato todas las notificaciones de la escuela recibidas por mi niño, ya sean mediante su envío a través de mi hijo, correo postal o correo electrónico. Yo/nosotros también acordamos responder a dichas comunicaciones, conforme sea adecuado.

b. Yo/nosotros acordamos controlar el avance académico de mi niño en PowerSchool, y a través de otras comunicaciones entre la escuela y el hogar (por ejemplo, agendas, sitios en Internet de la maestra, y carpetas semanales). Yo/nosotros nos

comunicaremos con las maestras en relación con el avance académico de mi niño, según sea necesario, o conforme lo indique la escuela.

3. Asistencia y Transporte

a. Yo/nosotros garantizaremos que mi niño llega a horario a la escuela, completa un día entero en la escuela y no está ausente sin motivo justificable. Yo/nosotros controlaremos la asistencia de mi niño y llegadas tarde, a fin de garantizar el cumplimiento con los requisitos de asistencia estatal.

b. Yo/nosotros proporcionaremos transporte de y a la escuela para mi niño si el transporte limitado de la escuela no presta servicios en mi área.

c. Yo/nosotros dejaremos a mi niño en el lugar y de la forma indicada por la escuela. Mi niño será entregado de manera oportuna para permitir que él o ella lleguen a su clase al inicio del salón de clase.

En especial: *(Padre/Tutor deben firmar con sus iniciales cada punto)*

- No dejar al niño temprano – Yo/nosotros no dejaremos al niño antes del horario estipulado adecuado para cada nivel, conforme está establecido por nuestra política de la escuela. Padre / Tutor: _____
- Sin estacionamiento fuera del sitio – Yo/nosotros no recogeremos ni dejaremos a mi niño en cualquier lugar fuera del campus y hacer que mi niño camine hacia o desde la escuela. (por ejemplo, no se puede estacionar en los centros de compras del lugar ni los desarrollos del lugar para que mi niño camine hasta la escuela o desde la escuela; no está permitido el estacionamiento ilegal) Padre/Tutor: _____
- No se puede llegar para retirar al niño antes del horario establecido adecuado para cada nivel de grado, conforme se determina por la política escolar (por ejemplo, no está permitido amontonarse en la calle) Padre/Tutor: _____
- No se puede estacionar fuera del sitio a la salida para la búsqueda a pie o en la calle de los padres. Yo/nosotros no estacionaremos fuera del lugar y caminaremos a la escuela para recoger a mi/nuestro hijo durante la salida. Los padres de los estudiantes inscritos como peatones/motoristas que se presentan a la escuela durante la salida deben caminar o ir en la moto todo el camino hacia la casa con el niño. Padre / Tutor: _____
- Letreros tableros – Yo/nosotros tendremos nuestros letreros tableros visibles todo el tiempo que yo/nosotros esté/estemos en el campus durante la salida. El letrero será el color correcto e indicará el nombre de mi niño y su nivel de grado. Padre / Tutor: _____
- Nada de teléfonos celulares en la cola de automóviles. Yo/nosotros comprendemos que el uso de un teléfono celular en una cola de automóviles en el horario de la entrada o salida está prohibido porque es una medida de

seguridad y precaución que coloca a los padres, al personal y a los estudiantes en peligro. Padre / Tutor: _____

- Yo/nosotros comprendemos que ningún niño puede retirarse como un peatón o conductor sin completar el formulario de "Inscripción de peatón/motorista". Yo/nosotros también comprendemos que una vez completada la Inscripción de Peatón/Conductor, mi hijo debe caminar o pedalear todo el camino a casa y no será recogido después de abandonar el lugar de la escuela. Padre / Tutor: _____
- Yo/nosotros acordamos en forma expresa que "Salida/Finalización Temprana" termina a las 1:45 pm en cada día escolar y que ningún niño puede ser retirado de la escuela antes de ese horario. Los padres no programarán ninguna cita con el estudiante que obligue al estudiante a ser retirado después de ese horario. Padre / Tutor: _____

4. Código de Conducta

a. Yo/Nosotros acordamos cumplir con todos los lineamientos de funcionamiento escolar (por ejemplo, normas y procedimientos de entrada y salida, retiro temprano, requisitos del código de vestimenta).

b. Yo/Nosotros acordamos comprar los uniformes escolares obligatorios para mi niño del vendedor adecuado y solo del vendedor especificado y garantizar que mi hijo está vestido con el uniforme obligatorio de la escuela todos los días (incluso los zapatos adecuados, cabello, medias, ropa de abrigo y cinturón). Yo/Nosotros acordamos que mi hijo no usará la vestimenta no adecuada o no aprobada para la escuela.

c. Yo/Nosotros acordamos proporcionar almuerzo o comprar el almuerzo del proveedor de servicios aprobado por la escuela para mi hijo todos los días.

d. Yo/Nosotros comprendemos que existe un código de conducta para todos los estudiantes de la escuela. Yo/nosotros soy/somos responsables de garantizar que mi niño comprende los lineamientos y las expectativas de ser respetuoso, cortés y amable con toda la comunidad de Franklin Academy.

e. Yo/Nosotros acordamos de manera expresa que cualquiera de las acciones siguientes por mi o por mi hijo pueden derivarse en la expulsión de mi hijo de la Franklin Academy y en el hecho de que mi hijo puede perder el privilegio de poder inscribirse para futuros años escolares:

(Ambos el padre/tutor y el estudiante deben firmar con sus iniciales cada punto)

(1) El comportamiento o las acciones perturbadoras que sean una amenaza o un peligro para ellos mismos o para alguien;
Padre/Tutor: _____ Estudiante: _____

(2) Obtener una detención o suspensión escolar;
Padre/Tutor: _____ Estudiante: _____

(3) Abuso o ser testigo de un acoso o intimidación sin informar sobre la acción al personal de Franklin Academy;
Padre/Tutor: _____ Estudiante: _____

(4) Pintarrajear o destruir la propiedad de la escuela;
Padre/Tutor: _____ Estudiante: _____

(5) Tener un arma o amenazar a una persona con un arma (sin importar si el arma es realmente portada por el estudiante);
Padre/Tutor: _____ Estudiante: _____

(6) Comportarse mal o provocar condiciones inseguras mientras está en la escuela o en el transporte escolar;
Padre/Tutor: _____ Estudiante: _____

(7) Falsificar cualquier documento presentado a la escuela o no presentar la información completa y precisa, conforme se necesita en un formulario proporcionado por la escuela.

Padre / Tutor: _____ Estudiante: _____

(8) Yo/nosotros comprendemos que el incumplimiento del código de vestimenta anulará el compromiso continuo de mi hijo con Franklin Academy. (Por ejemplo, color inusual de cabello, camisas fuera del pantalón, no usar un cinturón o el calzado adecuado, etc.)
Padre/Tutor: _____ Estudiante: _____

5. Programa de Servicio de la Escuela

a. Yo/nosotros acordamos en forma individual participar en el programa de servicio escolar y contribuiremos con 20 horas de servicio en la escuela durante el año escolar académico para mi/nuestro primer hijo inscrito. Yo/nosotros seguiremos contribuyendo con 10 horas de servicio si Yo/nosotros tenemos más de un hijo inscrito en la escuela.

Yo/nosotros comprendemos y acordamos que Franklin Academy es nuestra escuela de elección. Yo/nosotros elegimos enviar a nuestro hijo a la escuela. Si y/nosotros no cumplimos con los términos y las condiciones descritas anteriormente, yo/nosotros acordamos que mi niño puede ser expulsado de la Franklin Academy o yo/nosotros perderemos el privilegio de inscribir a mi hijo para cualquier año escolar en el futuro.

Nombre del niño:_____ Nivel de Grado:_____

Yo/nosotros comprendemos y acordamos estar vinculados por los términos y las condiciones de este Contrato.

_____ _____

Firma del padre/tutor *Firma del padre/tutor*

_____ _____ _____ _____

Nombre impreso *Fecha* *Nombre impreso* *Fecha*

Publicación de fotografía y video

En Franklin Academy, brindamos la oportunidad de promover los logros creativos y asombrosos de nuestros estudiantes. Revise los puntos a continuación y firme según corresponda. Devuelva el formulario a Franklin Academy.

Doy mi permiso a Franklin Academy o a cualquier agente aprobado de la escuela para fotografiar o filmar a mi niño con el fin de promover la escuela o mostrar las actividades y logros de la escuela. Las fotografías pueden publicarse en folletos, en el sitio en Internet de la escuela, en volantes, avisos, etc.

Doy permiso a Franklin Academy para publicar o imprimir trabajos de mi hijo que promuevan el mejor interés de la escuela y sus logros.

Sí, doy mi permiso. _____

No, no doy mi permiso. _____

Nombre del estudiante

Firma del Padre o Tutor Fecha

CÓDIGO DE VESTIMENTA – ESTUDIANTES - 2015-2016

Camisas

- Todos los estudiantes deben usar la camisa de uniforme con el logotipo de la escuela.
- Las camisas deben usarse dentro del pantalón y deben estar pulcras. Las camisas deben permanecer dentro del pantalón cuando se levantan los brazos. No debe mostrarse el abdomen.

Pantalones de vestir, shorts, Falda shorts y jumper o suéter

- Solo pueden usarse los pantalones de uniforme adecuadamente ajustados.
- Los shorts y las faldas shorts deben tener un largo adecuado y a criterio de la administración. No obstante, no pueden ser más largas a 1 pulgada por debajo de la rodilla.
- Solo pueden usarse los pantalones de vestir, shorts, falda shorts y jumper o suéteres con el logotipo oficial de la escuela.

Ropa de abrigo

- Solo puede usarse la ropa de abrigo con el logotipo oficial de la escuela.
- Las camisas del uniforme de la escuela deben usarse debajo de cualquier ropa de abrigo.

Cinturones

- Los estudiantes en grados 2 a 8 deben usar un cinturón con una hebilla.
- Cinturón de estilo de vestir negro o marrón simple (sin agujeros ni broches).
- Los cinturones deben usarse de manera correcta a través de sus presillas del cinturón.

Medias

- Medias blancas, negras o azul marino firmes.
- Las medias azul marino, negras, blancas firmes pueden usarse con falda pantalón en meses más fríos.

Zapatos

- Zapatos estilo atlético (zapatillas).
- Zapatos de estilo de vestir (mocasines o con cordones)
- Estilo Mary Jane

Sombreros

- Los sombreros **no** pueden usarse en el edificio de la escuela.
- Los sombreros sin logotipos ni sombreros con el logotipo de la escuela pueden usarse durante PE externa y/o recesos.

Uniforme de Educación Física

- Los shorts y las camisas de educación física (con el logotipo de la escuela) deben usarse, junto con las medias y zapatillas para la clase de educación física.
- Los pantalones para correr de educación física (con el logotipo de la escuela) pueden usarse en meses más fríos.

Otros

- La joyería no debe ser una amenaza a la seguridad, y no debe ser un factor distractor. Solo los aros de estilo con broches pueden usarse por motivos de seguridad.
- Las pulseras están restringidas a tres.
- Los collares deben colocarse dentro de la camisa.
- No se permiten las iluminaciones o las tinturas de cabello que no sean naturales.
- Los estilos de cabello no deben distraer y están sujetos a la aprobación de administración (una tribu de indios americanos, picos, etc.).
- El cabello debe estar prolijo y no debe caer sobre la cabeza.
- No pueden observarse perforaciones corporales visibles, aparte de un aro por oreja.
- Se prohíbe la vestimenta desgarrada o en harapos.
- Las gafas de sol no deben usarse en clase.
- Los distintivos de identificación de escuela intermedia deben usarse alrededor del cuello con cordones proporcionados por la escuela. (Los estudiantes deben pagar $8 por cada identificación perdida y cuerda de seguridad)

** Todos los uniformes deben adquirirse del proveedor de uniforme aprobado. **

Firma del Padre _____Fecha _____

Solicitud de Transporte

Franklin Academy ofrecerá un servicio de bus o camioneta limitado para aquellos estudiantes que cumplan con los requisitos para el año académico 2015-2016. El transporte en camioneta (bus) proporcionado está diseñado de acuerdo con los lineamientos de transporte del condado y la Junta Escolar. Todas las escuelas públicas tienen límites de transporte limitados establecidos de acuerdo con estos lineamientos.

Las rutas, horarios de salida y llegada y las ubicaciones se desarrollarán antes del inicio de la escuela. Cuando estos puntos estén terminados, se le notificarán las ubicaciones, si su hijo o sus hijos califican y tienen derecho a recibir este servicio.

Un pase de bus o camioneta se emitirá para los estudiantes que califican, una vez que se apruebe el transporte. No se podrá transportar a un estudiante que no cuente con su pase de bus o camioneta.

Para completar una solicitud de transporte, regrese a la página de "*Campus*", seleccione "*Inscripción*" de la barra de menú lateral, seleccione el vínculo proporcionado para presentar una *solicitud de transporte.*

La compañía de transporte le avisará después de recopilar todos los datos y determinar la elegibilidad.

Gracias.

Encuesta de Idioma Materno - 2015-2016

Nombre del Estudiante:

Apellido Nombre Segundo nombre

Etnia: El estudiante, ¿es de origen hispano, latino o español? Sí __ No ___
Raza: B _____ N ____ A _____ AM/IND _____ HAW/IP_____

(Blanco) (Negro o Afroamericano) (Asiático) (Indo Americano/nativo de Alaska) (Nativo de Hawai/otro isleño del Pacífico)

Escuela anterior _____

¿Escuela Privada? Sí ___ No __ Si la respuesta es afirmativa, Escuela _____

¿Escuela Pública de Florida (Florida Public School)? Sí _____ No _____ Si la respuesta es afirmativa, Escuela _____ Condado _____ ¿Fuera de Florida? Sí _____ No _____ Si la respuesta es afirmativa, Escuela _____Ciudad_____

Estado_____ País_____ Marcar uno: Pública ____ Privada ____ Otros _____

Marque en la línea para responder a cada pregunta a continuación:

1. ¿Usa otro idioma, aparte de inglés, en la casa de sus padres? Sí ____ No ____
2. El estudiante, ¿tiene un primer idioma, aparte de inglés? Sí ____ No _____
3. El estudiante, ¿habla la mayor parte del tiempo un idioma diferente al inglés? Sí _ No _

Si la respuesta es afirmativa, ¿qué idiomas? _____

4. ¿Cuál es el idioma principal del estudiante? _____
5. ¿Cuál es el idioma principal de los padres? _____
6. ¿Cuál es el idioma oral preferido del estudiante? _____
7. ¿Cuál es el idioma escrito preferido del estudiante? _____

Firma de padre/tutor _____ Fecha _____

Basado en sus respuestas a estas preguntas, su hijo puede ser evaluado para el programa ESOL.

Formulario de Servicio Parental

Estimados Padres:

La participación de los padres desempeña un papel vital en el éxito académico del estudiante. La participación de los padres fomenta un ámbito de seguridad y protección y está comprobado que mejora los logros de aprendizaje obtenidos en los niños. Los padres deben proporcionar 20 horas de servicio a la escuela a lo largo del año. La escuela proporcionará varias oportunidades a los padres para participar en actividades y servicios dentro y fuera del salón de clases. Revise el gráfico a continuación y coloque el código numérico para la pregunta adecuada, a fin de indicar su ocupación.

Estudiante _____Grado _____
Apellido Nombre Segundo nombre

Padre/Tutor_____
Apellido Nombre

Número de teléfono _____ Teléfono celular _____

Código de ocupación de madre*: _____ Código de ocupación de padre* _____

¿En qué servicio desearía contribuir con la escuela?
_____
_____

CÓDIGOS DE OCUPACIÓN

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12	Catering / Servicio de Comidas						

Se entiende que estoy ofreciendo mis servicios a Franklin Academy sin recibir contribución alguna sin tener derechos a beneficios de salud en caso de lesiones.

_____ _____
Firma de padre Fecha

Encuesta de Cuidado Postratamiento

Franklin Academy se asoció con After School Connections para proporcionar un programa después de la escuela seguro y enriquecedor. Ofrecemos actividades extracurriculares internas y externas, STEAM, SPARK, tiempo para el estudio, deportes en equipo y mucho más en un ámbito seguro y productivo.

Las conexiones después de la escuela funcionan todos los días escolares, incluso los días de salidas temprano, campamentos de receso en primavera, verano e invierno hasta las 6:00 de la tarde. Nuestras políticas, paquete de inscripción y programas están disponibles en línea. Visita nuestro sitio en Internet en: www.afterschool-connections.org.

Verifique los artículos adecuados indicados a continuación y regrese con sus documentos para de inscripción a la escuela.

☐ Tengo intención de utilizar atención posterior. (*Si es así, complete el paquete de inscripción disponible en línea en www.afterschool-connections.org y envíelo junto con el pago de inscripción para garantizar la participación de su niño en el programa. Los pagos pueden hacerse por cheque o en línea a: Conexiones After School (Después de la escuela):*

- ○ Boynton Beach Campus
- ○ Cooper City Campus
- ○ Palm Beach Gardens Campus
- ○ Pembroke Pines Campus
- ○ Sunrise Campus

☐ No tengo intención de utilizar atención posterior.

Enumere sus niños:

Nombre del estudiante _____ Grado al que ingresa _____

Nombre del estudiante _____ Grado al que ingresa _____

Nombre del estudiante _____ Grado al que ingresa _____

Nombre en letra imprenta _____ N.° de teléfono: _____

Fecha_____

2015-2016

PACOTE DE MATRÍCULA

Selecione um Campus:

- ☐ Boynton Beach
- ☐ Cooper City
- ☐ Palm Beach Gardens
- ☐ Pembroke Pines
- ☐ Sunrise

Lista de Conferência da Matrícula

Os seguintes documentos devem ser providenciados pelos pais/responsável para a conclusão da Matrícula:

Comprovante de Residência (qualquer um dos seguintes)
Um comprovante recente das seguintes fontes, em nome do pai/responsável que está fazendo a Matrícula da criança:

- Telefone ou conta de luz recente em nome do pai que está fazendo a Matrícula da criança
- Recibo de aluguel do locador e informações para contato/demonstrativo de financiamento habitacional
- Contrato de locação com o nome do locador e informações para contato
- Carta de financiamento habitacional
- Contrato de compra da casa incluindo a data especificada do fechamento do negócio, sendo que a cópia da escritura deverá ser fornecida no prazo de 60 dias do fechamento

Além de (qualquer um dos seguintes):
- Seguro de automóvel
- Carteira de habilitação vigente da Flórida ou identidade da Flórida
- Conta de telefone celular
- Demonstrativo de cartão de crédito
- Extrato de conta bancária
- Confirmação de solicitação de mudança de endereço do Serviço Postal dos Estados Unidos (USPS)
- Formulário de Declaração de Domicílio do Departamento de Registros do Condado

Comprovante de idade adequada (qualquer um dos seguintes)
- Certidão de Nascimento
- Uma transcrição devidamente atestada de um certificado de um documento religioso, mostrando a data de nascimento
- Um passaporte ou certificado de chegada aos EUA mostrando a idade da criança

Comprovante de exame médico
- Os alunos devem fornecer um comprovante de exame médico recente, realizado nos últimos doze meses
- Os pais devem providenciar uma notificação por escrito de qualquer problema de saúde/médico que deve ser levado ao conhecimento dos funcionários e/ou da supervisão referente à criança
- Formulário de tratamento médico, caso necessário

Comprovante de Vacinação
- Certificado de Imunização da Flórida (Formulário HD 680)
- Dispensa médica permanente (caso a imunização seja contraindicada para uma ou todas as imunizações)
- Dispensa religiosa (Formulário 681), uma dispensa temporária (Formulário 680 parte B) ou uma dispensa médica (Formulário DH680, parte C)

Comprovante de Guarda/Tutela
- Caso o aluno resida com alguém que não seja o pai ou responsável legal, são aplicáveis as seguintes disposições
- Se o pai ou responsável residir dentro da área dos condados de Miami-Dade, Broward ou Palm Beach, o indivíduo que estiver fazendo a Matrícula da criança deverá providenciar documentação de custódia emitida por um órgão estadual apropriado como o Departamento de Crianças e Famílias ou por um Tribunal. Em caso de adversidades, a critério da escola, será suficiente uma carta assinada e reconhecida por um notário público aprovando a tutela
- Caso o pai/responsável residir fora da área dos condados de Miami-Dade, Broward ou Palm Beach (inclusive fora dos Estados Unidos), uma declaração do pai/responsável, autenticada por notário público, identificando a pessoa que assume a responsabilidade pela criança, deve ser apresentada

Comprovante de Elegibilidade para Programa Especial (se for o caso)
- Cópia recente do *EP* (Plano Educacional) para Alunos Superdotados
- Cópia recente do *IEP* (Plano Educacional Individualizado)
- Cópia recente do Plano 504

Os documentos a seguir serão fornecidos pela escola e necessitam da sua assinatura

Formulário de Matrícula	Pesquisa de transporte
Contrato dos pais	Pesquisa do idioma falado em casa
Autorização para foto	Formulário de atendimento dos pais
Confirmação de recebimento do código de vestuário	Pesquisa sobre programas após o horário da aula

Formulário de Matrícula

Informações do Aluno:
Campus: ☐ Boynton Beach ☐ Cooper City ☐ Palm Beach Gardens ☐ Pembroke Pines ☐ Sunrise

Ano letivo: _____ Série atual: _____ Indo para que série: _____

_____ _____
(Nome Legal) Sobrenome Nome Nome do Meio

Endereço _____ Apto. _____ Cidade _____

Código Postal _____ Telefone Residencial _____ Sexo: Masculino ____ Feminino ____

Data de Nascimento: ____/____/____ Estado ou país de nascimento: _____

Últimos 4 dígitos do SSN (número de seguro social): XXX-XX-_____

Etnia: O aluno é de origem hispânica, latina ou espanhola? Sim ____ Não ____

Raça: Branco __ Negro ___ Asiático __ Americano nato/do Alasca __ Havaiano nato/das ilhas do pacífico __

Várias raças ___

O aluno já estudou antes em uma: Em caso afirmativo, escreva o nome da escola:

Escola pública da Flórida: Sim ___ Não ___ _____ Condado: _____
Escola particular da Flórida: Sim ___ Não ___ _____
Escola americana fora da Flórida: Sim __ Não ___ _____ Estado: _____
Escola fora dos EUA: Sim___ Não___ _____ País: _____

Data em que o aluno ingressou pela primeira vez numa escola nos Estados Unidos: ____/____/_____

O aluno já:
Reprovou (repetiu a mesma série): Sim ___ Não ___ Em caso afirmativo, qual(is) série(s) _____
Frequentou um programa de educação domiciliar: Sim ___ Não ___

Em caso afirmativo, datas da frequência: De ____/____/_____ a ____/____/_____

Frequentou ensino para alunos excepcionais (*ESE*): Sim ___ Não ___ (Disponibilize o *IEP*)
Frequentou ensino para alunos Superdotados Sim ___ Não ___ (Disponibilize o *EP*)
Frequentou um programa Magnet: Sim ___ Não ___
Esteve num Plano 504: Sim___ Não___ (Disponibilize o Plano 504)
Esteve num programa ESOL: Sim ___ Não ___
Foi expulso da escola: Sim ___ Não ___
Foi condenado por um crime: Sim ___ Não ___

Formulário de Matrícula

Informações dos Pais:

Mãe: _____ Celular: _____

Nome: Sobrenome, nome

E-mail da mãe: _____ E-mail do pai _____

Pai: _____ Celular: _____

Nome: Sobrenome, nome

Estado civil dos pais (opcional): Casados ___ Divorciados ___ Viúvos ___ Outro ___

1. Indique com quem o aluno mora:
   ___ Ambos os pais, ___ Mãe, ___ Pai, ___ Avós, ___ Família de acolhimento, ___ Casa-Família

2. Indique se o aluno está desabrigado: ____ Sim ____ Não

3. Indique se o aluno tem plano de saúde:
   ___ Medicaid ___ Healthy Kids/Kid Care ___ Particular ___ Nenhum

4. Os pais/responsável já trabalhou/trabalharam na agricultura ou na pesca? ___ Sim ___ Não

5. O aluno se encontra sob a tutela física dos pais/responsável (Jovem desacompanhado)?
   __ Sim __ Não

6. Existe uma Ordem Judicial barrando que qualquer um dos pais retire o aluno da escola?
   __ Sim __ Não Em caso afirmativo, providencie uma cópia da Ordem Judicial em questão à escola.

7. Os pais têm responsabilidades e direitos compartilhados (ou conjuntos)?
   __ Sim __ Não ___ Não se aplica

8. Algum dos pais tem autoridade de tomar decisões finais com relação às decisões de ensino do aluno?
   __ Sim __ Não
   Em caso afirmativo, forneça o nome de tal pai _____
9. Existe alguma Medida Cautelar Temporária, Medida Cautelar Permanente, Ordem Judicial de Afastamento ou demais Ordem Judicial que restringe ou impacta o contato com o aluno por qualquer pessoa, inclusive um dos pais?
   __ Sim __ Não
   Em caso afirmativo, providencie uma cópia da Ordem Judicial em questão à escola.

As informações acima estão corretas e completas salvo melhor juízo. Em caso de mudança de nome, endereço ou telefone, notificarei os funcionários da escola no prazo de 10 (dez) dias. Compreendo que os alunos cujos pais forem condenados, após uma investigação adequada, pelo fornecimento de informações falsas deverão ser retirados da escola imediatamente. Entendo que devo providenciar Comprovante de Residência.

Nome em letras de forma: _____ Assinatura: _____

Data: _____

Formulário de Matrícula

Informações do Aluno:
Campus: ☐ Boynton Beach ☐ Cooper City ☐ Palm Beach Gardens ☐ Pembroke Pines ☐ Sunrise

Ano letivo: _____ Série atual: _____ Indo para que série: _____

_____ _____
(Nome Legal) Sobrenome Nome Nome do Meio

Endereço _____ Apto. _____ Cidade _____

Código Postal _____ Telefone Residencial _____ Sexo: Masculino ____ Feminino ____

Data de Nascimento: ____/____/____ Estado ou país de nascimento: _____

Últimos 4 dígitos do SSN (número de seguro social): XXX-XX-_____

Etnia: O aluno é de origem hispânica, latina ou espanhola? Sim ____ Não ____

Raça: Branco __ Negro ___ Asiático __ Americano nato/do Alasca __ Havaiano nato/das ilhas do pacífico __

Várias raças ___

O aluno já estudou antes em uma: Em caso afirmativo, escreva o nome da escola:

Escola pública da Flórida: Sim ___ Não ___ _____ Condado: _____
Escola particular da Flórida: Sim ___ Não ___ _____
Escola americana fora da Flórida: Sim __ Não ___ _____ Estado: _____
Escola fora dos EUA: Sim___ Não___ _____ País: _____

Data em que o aluno ingressou pela primeira vez numa escola nos Estados Unidos: ____/____/_____

O aluno já:
Reprovou (repetiu a mesma série): Sim ___ Não ___ Em caso afirmativo, qual(is) série(s) _____
Frequentou um programa de educação domiciliar: Sim ___ Não ___

Em caso afirmativo, datas da frequência: De ____/____/_____ a ____/____/_____

Frequentou ensino para alunos excepcionais (*ESE*): Sim ___ Não ___ (Disponibilize o *IEP*)
Frequentou ensino para alunos Superdotados Sim ___ Não ___ (Disponibilize o *EP*)
Frequentou um programa Magnet: Sim ___ Não ___
Esteve num Plano 504: Sim___ Não___ (Disponibilize o Plano 504)
Esteve num programa ESOL: Sim ___ Não ___
Foi expulso da escola: Sim ___ Não ___
Foi condenado por um crime: Sim ___ Não ___

Formulário de Matrícula

Informações dos Pais:

Mãe: _____ Celular: _____

Nome: Sobrenome, nome

E-mail da mãe: _____ E-mail do pai _____

Pai: _____ Celular: _____

Nome: Sobrenome, nome

Estado civil dos pais (opcional): Casados ___ Divorciados ___ Viúvos ___ Outro ___

1. Indique com quem o aluno mora:
   ___ Ambos os pais, ___ Mãe, ___ Pai, ___ Avós, ___ Família de acolhimento, ___ Casa-Família

2. Indique se o aluno está desabrigado: ____ Sim ____ Não

3. Indique se o aluno tem plano de saúde:
   ___ Medicaid ___ Healthy Kids/Kid Care ___ Particular ___ Nenhum

4. Os pais/responsável já trabalhou/trabalharam na agricultura ou na pesca? ___ Sim ___ Não

5. O aluno se encontra sob a tutela física dos pais/responsável (Jovem desacompanhado)?
   __ Sim __ Não

6. Existe uma Ordem Judicial barrando que qualquer um dos pais retire o aluno da escola?
   __ Sim __ Não Em caso afirmativo, providencie uma cópia da Ordem Judicial em questão à escola.

7. Os pais têm responsabilidades e direitos compartilhados (ou conjuntos)?
   __ Sim __ Não ___ Não se aplica

8. Algum dos pais tem autoridade de tomar decisões finais com relação às decisões de ensino do aluno?
   __ Sim __ Não
   Em caso afirmativo, forneça o nome de tal pai _____
9. Existe alguma Medida Cautelar Temporária, Medida Cautelar Permanente, Ordem Judicial de Afastamento ou demais Ordem Judicial que restringe ou impacta o contato com o aluno por qualquer pessoa, inclusive um dos pais?
   __ Sim __ Não
   Em caso afirmativo, providencie uma cópia da Ordem Judicial em questão à escola.

As informações acima estão corretas e completas salvo melhor juízo. Em caso de mudança de nome, endereço ou telefone, notificarei os funcionários da escola no prazo de 10 (dez) dias. Compreendo que os alunos cujos pais forem condenados, após uma investigação adequada, pelo fornecimento de informações falsas deverão ser retirados da escola imediatamente. Entendo que devo providenciar Comprovante de Residência.

Nome em letras de forma: _____ Assinatura: _____

Data: _____

FRANKLIN ACADEMY
CONTRATO DOS PAIS COM A ESCOLA
ANO LETIVO 2015-2016

Este **Contrato** entre os **Pais e/ou o Responsável** do aluno da Franklin Academy denominado a seguir e a **Franklin Academy** estipula os compromissos a serem cumpridos por todas as famílias da Franklin Academy. Na Franklin Academy, acreditamos que um ambiente seguro e ordenado é um componente vital do nosso programa de instrução. Proporcionar um ambiente assim ao desenvolver as competências, atitudes e responsabilidades pessoais adequadas está no âmago de cada funcionário e aluno. Cada pai e/ou responsável deve(m) assumir um papel ativo em apoiar este plano. Para que os alunos aprendam a ser cidadãos responsáveis, os pais, responsáveis e funcionários da escola devem trabalhar juntos para fomentar o ambiente de aprendizagem apropriado e servir de exemplo com ações e comportamentos positivos. Portanto, exige-se que os Pais e/ou Responsáveis de todos os alunos da Franklin Academy celebrem este contrato, que estabelece os requisitos de todas as famílias da Franklin Academy.

1. Assuntos Financeiros e Contratuais

a. O presente Contrato deve ser assinado pelos Pais ou Responsável de cada aluno da Franklin Academy, para todos os anos letivos, e faz parte da exigência de matrícula.

b. Todas as obrigações financeiras referentes a todos os anos letivos prévios devem ser pagas até o dia 1º de maio do ano civil atual. A renovação referente ao ano letivo subsequente é condicionada à satisfação desta disposição.

c. O pagamento pontual de todas as faturas referentes aos saldos devidos à Franklin Academy (por exemplo, saldo em aberto de almoços, taxas referentes a atrasos, taxas de cheque estornado) é uma obrigação contratual da família de cada aluno. Portanto, estou de acordo que esses pagamentos serão feitos até as datas estipuladas.

d. Concordo de forma expressa que o meu filho não poderá participar de quaisquer atividades extracurriculares (por exemplo, viagens escolares, danças, esportes, clubes após o horário de escola) se houver um saldo em aberto devido à Franklin Academy referente à conta do meu filho.

2. Assuntos Acadêmicos

a. Concordo em manter-me informado sobre o ensino dado ao meu filho e responsabilizar-me pelo progresso acadêmico do mesmo. Concordo em manter contato com a escola e ler prontamente todos os avisos da mesma entregues ao meu filho, seja em mãos para o meu filho, via correio ou e-mail. Concordo também em responder a tais comunicados, conforme o caso.

b. Concordo em monitorar o progresso acadêmico do meu filho através do PowerSchool e através de outros comunicados da escola em casa (por exemplo, agendas, sites dos professores e pastas de uso semanal). Entrarei em contato com os professores quanto ao progresso acadêmico do meu filho, conforme necessário, ou conforme indicado pela escola.

3. Presença e Transporte

a. Vou garantir que o meu filho chegue à escola no horário, passe o dia inteiro na escola e não se ausente sem uma causa justificável. Irei monitorar a presença e os atrasos do meu filho para cumprir com as exigências de presença do estado.

b. Providenciarei transporte de ida e volta da escola para o meu filho se o transporte limitado da escola não atender a minha área.

c. Deixarei o meu filho no local apropriado conforme estipulado pela escola. O meu filho deverá ser deixado na escola com tempo hábil para que consiga chegar a sua sala de aula antes do início da aula.

Especificamente: *(Os Pais/Responsável devem rubricar cada item)*

- Restrição de Deixar o Aluno Cedo – Não deixarei o meu filho na escola antes da hora programada e apropriada para a série dele, conforme determinado pela política da escola. Pai/Responsável: _____
- Restrição de Estacionar Fora das Dependências – Não pegarei nem deixarei o meu filho em qualquer local fora do campus para que ele caminhe indo ou voltando da escola. (Por exemplo, é proibido estacionar nas lojas ou conjuntos residenciais nas proximidades e fazer com que o seu filho caminhe até a escola; proibido estacionar de forma ilegal)
  Pai/Responsável: _____
- É proibido chegar para pegar o aluno antes do horário programado e apropriado para a série dele, conforme determinado pela política da escola (por exemplo, proibido chegar adiantado e estacionar na rua) Pai/Responsável: _____
- Proibido Estacionar Fora das Dependências e Caminhar até a Entrada na Hora da Saída – Não estacionarei fora do local para caminhar até a escola para pegar o meu filho na hora da saída. Os pais que forem, especificamente, caminhar ou vir de bicicleta buscar os alunos na escola devem caminhar ou ir de bicicleta por todo o percurso até em casa com a criança após a hora da saída.

  Pai/Responsável: _____
- Cartaz no Painel – Deixarei o cartaz de painel visível o tempo todo que estiver no campus durante a hora da saída. O cartaz terá a cor correta indicando o nome do meu filho e a série.
  Pai/Responsável: _____
- Proibido Uso de Telefones Celulares na Fila de Carros – Compreendo que usar telefone celular na fila de carros ao deixar ou pegar o filho na escola é proibido porque é uma questão de segurança que coloca os pais, funcionários e alunos em risco.
  Pai/Responsável: _____

- Entendo que nenhuma criança será liberada para caminhar ou ir de bicicleta para casa sem o preenchimento do formulário de "Registro para Caminhada/Bicicleta". Também entendo que depois de preenchido o Registro para Caminhada/Bicicleta, o meu filho deverá caminhar/ir de bicicleta por todo o percurso até em casa e não poderá ser pego depois de deixar a escola. Pai/Responsável: _____
- Concordo de forma expressa que a “Liberação Mais Cedo" se encerra às 13h45 todos os dias em que há aulas e que nenhuma criança poderá ser liberada da escola mais cedo após esse horário. Os pais não devem agendar compromissos que exijam que os alunos sejam liberados após este horário. Pai/Responsável: _____

4. Código de Conduta

a. Concordo em aderir às diretrizes operacionais da escola (por exemplo, regras e procedimentos com relação a deixar e pegar o aluno, liberação mais cedo, exigências do código de vestuário).

b. Concordo em comprar os uniformes escolares necessários para o meu filho do fornecedor especificado, e somente do fornecedor especificado, e garantir que o meu filho vai estar vestido com o uniforme escolar obrigatório todos os dias (inclusive com relação a cabelo, cinto, meias, roupas e sapatos apropriados). Concordo que o meu filho não usará roupas não aprovadas na escola.

c. Concordo em providenciar o almoço, ou comprar o almoço do prestador de serviços aprovado pela escola, para o meu filho todos os dias.

d. Entendo que há um código de conduta para todos os alunos da escola. Fico responsável por garantir que o meu filho compreenda as orientações e expectativas de ser respeitoso, cordial e educado com toda a comunidade da Franklin Academy.

e. Concordo de forma expressa que qualquer uma das seguintes ações minhas ou de meu filho pode resultar no desligamento do meu filho da Franklin Academy e este perderá o privilégio de se matricular para os próximos anos letivos:

(Tanto os Pais/Responsável quanto o Aluno devem rubricar cada item)

(1) Comportamento perturbador ou ações que causam qualquer ameaça ou risco ao aluno ou aos demais indivíduos;
Pais/Responsável: _____ Aluno: _____

(2) Receber uma terceira detenção ou suspensão na escola;
Pais/Responsável: _____ Aluno: _____

(3) *Bullying*, ou presenciar *bullying* sem denunciar a um funcionário da Franklin Academy;
Pais/Responsável: _____ Aluno: _____

(4) Estragar ou destruir propriedade da escola;
Pais/Responsável: _____ Aluno: _____

(5) Portar qualquer arma, ou ameaçar uma pessoa com uma arma (estando a arma efetivamente com o aluno ou não);
Pais/Responsável: _____ Aluno: _____

(6) Falta de comportamento ou causar condições inseguras, enquanto estiver na escola ou no ônibus da escola;
Pais/Responsável: _____ Aluno: _____

(7) Falsificar qualquer documento apresentado à escola ou deixar de providenciar informações completas e precisas, conforme exigido em formulário fornecido pela escola.
Pais/Responsável: _____ Aluno: _____

(8) Entendo que deixar de cumprir o código de vestuário anulará a renovação do meu filho na Franklin Academy. (por exemplo, cores de cabelo fora do comum, camisas para fora das calças, deixar de usar um cinto ou calçado aprovado, etc.)
Pais/Responsável: _____ Aluno: _____

5. Programa de Serviços da Escola

a. Concordo em participar individualmente do programa de serviços da escola e contribuir com 20 horas de serviço para a escola ao longo do ano letivo referente ao meu primeiro filho inscrito na escola. Irei contribuir mais 10 horas de serviço se tiver mais de um filho matriculado na escola.

Entendo e concordo que a Franklin Academy é uma escola de escolha. Foi minha opção colocar o meu filho nesta escola. Caso deixe de cumprir os termos e condições descritas acima, concordo que o meu filho poderá ser desligado da Franklin Academy ou perderei o privilégio de matricular o meu filho em qualquer ano letivo no futuro.

Nome da Criança:_____Série:_____

Entendo e concordo em ficar vinculado pelos termos e condições do presente Contrato.

_____ _____
Assinatura do Pai/Responsável *Assinatura do Pai/Responsável*

_____ _____ _____ _____
Nome em Letras de Forma *Data* *Nome em Letras de Forma* *Data*

Autorização para Foto/Vídeo

Na Franklin Academy, apreciamos a oportunidade de promover as conquistas empolgantes e criativas de nossos alunos. Por favor, reveja os itens abaixo e assine conforme apropriado. Devolva o formulário para a Franklin Academy.

Autorizo a Franklin Academy ou qualquer agente aprovado pela escola a tirar fotografias ou fazer vídeos com o meu filho, com a finalidade de promover a escola ou demonstrar atividades e conquistas da escola. As fotos poderão ser publicadas em panfletos, no site da escola, boletins informativos, anúncios, etc.

Autorizo a Franklin Academy a publicar ou imprimir o trabalho feito pelo meu filho a fim de promover o interesse da escola e suas conquistas.

Sim, dou minha autorização. _____

Não, não dou minha autorização. _____

Nome do aluno

Assinatura do Pai ou Responsável Data

CÓDIGO DE VESTUÁRIO – ALUNOS
2015-2016

Camisas
- Todos os alunos devem usar uma camisa de uniforme com o logotipo da escola.
- As camisas devem estar limpas e para dentro da calça. As camisas devem permanecer dentro da calça quando os braços forem levantados, a barriga nunca pode ficar à mostra.

Calças, Shorts, Saias e Jardineiras
- Somente poderão ser usadas as roupas de uniforme com o ajuste devido.
- Os shorts e saias devem ter o tamanho apropriado a critério da secretaria, porém jamais mais do que uma (01) polegada abaixo do joelho.
- Somente calças, shorts, saias e jardineiras com o logotipo oficial da escola poderão ser usados.

Roupas Externas
- Somente as roupas externas com o logotipo oficial da escola poderão ser usadas.
- As camisas de uniforme da escola devem ser usadas por baixo de quaisquer roupas externas.

Cintos
- Os alunos da 2ª à 8ª séries devem usar um cinto com fivela.
- Os cintos devem ser sociais em marrom ou preto simples (sem buracos adicionais ou tachas)
- Os cintos devem ser usados corretamente dentro dos passadores.

Meias
- Meias inteiramente brancas, pretas ou azul-marinho.
- Meias-calças inteiramente brancas, pretas ou azul-marinho poderão ser usadas com saias nos meses mais frios.

Calçados
- Calçados (tênis) esportes.
- Sapato social (mocassim ou sapato de cadarço)
- Sapato boneca (Mary Jane)

Bonés
- Bonés não podem ser usados dentro da escola.
- Bonés sem logotipos ou bonés com o logotipo da escola podem ser usados durante aulas de educação física e/ou durante o recreio ao ar livre.

Uniforme de Educação Física
- Shorts e camisas para educação física (com o logotipo da escola) devem ser usados, junto com meias e tênis para aula de educação física.
- Calças de moletom para educação física (com o logotipo da escola) poderão ser usadas nos meses mais frios.

Acessórios
- Joias não devem por em risco a segurança e não devem ser uma distração. Somente brincos pequenos de tarraxa poderão ser usados por razões de segurança.
- Pulseiras são limitadas a três.
- Colares devem ficar dentro da camisa.
- Fica proibido cores de cabelo que não sejam naturais ou luzes/realces.
- Os penteados não devem ser uma distração e estão sujeitos à aprovação da secretaria (moicanos, cabelo arrepiado, etc.)
- O cabelo deve estar limpo e não pode ficar sobre o rosto.
- Proibido usar piercings visíveis no corpo a não ser um brinco por orelha.
- Vestuário rasgado ou esfarrapado é proibido.
- Óculos de sol não podem ser usados em aula.
- O uso dos crachás de identificação do ensino fundamental é obrigatório por volta do pescoço com o cordão fornecido pela escola. (Será cobrado US$8 por identificação e cordão perdidos)

** Todos os uniformes devem ser adquiridos junto ao fornecedor de uniformes aprovado. **

Assinatura dos Pais _____ Data _____

Solicitação de Transporte

A Franklin Academy vai fornecer um serviço limitado de ônibus para aqueles alunos que são elegíveis para o ano letivo 2015-2016. O transporte de ônibus fornecido é projetado de acordo com as diretrizes de transporte do condado e do Conselho Escolar. Todas as escolas públicas têm suas fronteiras de transporte estabelecidas de acordo com estas diretrizes.

As rotas, os horários dos ônibus e os locais das paradas serão estabelecidos antes do início das atividades. Conforme estes pontos são finalizados, você será avisado dos locais se o seu filho estiver apto.

Um Passe de Ônibus será emitido para os alunos aptos após a aprovação do transporte. O aluno não poderá ser transportado sem o passe de ônibus.

Para preencher uma solicitação de transporte, retorne à página "*Campus*", selecione "*Registration* (Matrícula)" na barra de menu lateral e selecione o link fornecido para encaminhar uma *request for transportation* (solicitação de transporte).

A empresa de transporte irá enviar uma notificação a você após todos os dados terem sido entregues e a elegibilidade determinada.

Grato.

Pesquisa do Idioma Falado em Casa
2015-2016

Nome do Aluno:

Sobrenome Nome Nome do Meio

Etnia: O aluno é de origem hispânica, latina ou espanhola? Sim _____ Não _____
Raça: B _____ N ____ A _____ AM/IND _____ HAV/IP _____

(Branco) (Negro ou Afroamericano) (Asiático) (Ameríndio/nativo do Alasca) (Nativo do Havaí/das ilhas do Oceano Pacífico)

Escola Anterior _____

Escola particular? Sim _____ Não _____ Em caso afirmativo, Escola _____

Escola pública da Flórida? Sim _____ Não _____ Em caso afirmativo, Escola _____

Condado de _____ Fora da Flórida? Sim _____ Não _____

Em caso afirmativo, Escola _____ Cidade _____

Estado _____ País _____ Assinale uma: Pública ____ Privada ____ Outra _____

Assinale na linha para responder a cada pergunta abaixo:

1. Um idioma que não seja o inglês é usado em casa pelos pais?

   Sim _____ Não _____
2. O aluno fala uma língua materna que não seja inglês?

   Sim _____ Não _____
3. O aluno fala um idioma que não seja inglês com mais frequência?

   Sim _____ Não _____

   Em caso afirmativo, qual idioma? _____
4. Qual é o idioma principal do aluno? _____

5. Qual é o idioma principal dos pais? _____

6. Qual é o idioma falado preferido pelo aluno? _____

7. Qual é o idioma escrito preferido pelo aluno? _____

Assinatura do Pai/Responsável _____ Data _____

Com base em suas respostas a estas perguntas, o seu filho poderá ser avaliado com relação ao programa ESOL.

Formulário de Serviço dos Pais

Prezados Pais,

O envolvimento dos pais desempenha um papel vital no sucesso acadêmico do aluno. O envolvimento dos pais fomenta um ambiente de segurança e proteção que comprovadamente aumenta os ganhos de aprendizagem dos seus filhos. Os pais são obrigados a disponibilizar 20 horas de serviço para a escola durante todo o ano. A escola irá proporcionar inúmeras oportunidades para que os pais participem de atividades e forneçam serviços, dentro e fora da sala de aula. Reveja o quadro abaixo e coloque o código numérico na pergunta apropriada para indicar a sua ocupação.

Aluno _____ Série _____
Sobrenome Nome Nome do Meio

Pai/Responsável _____
Sobrenome Nome

Número de telefone _____ Celular _____

Código de Ocupação da Mãe*: _____ Código de Ocupação do Pai* _____

Que serviço gostaria de contribuir para a escola?
_____
_____

CÓDIGOS DE OCUPAÇÃO

1	Contador	13	Vestuário	24	Jornalismo	35	Relações públicas
2	Administração	14	Tecnologia/Informática	25	Paisagismo	36	Rádio/Televisão
3	Artista	15	Educação	26	Manutenção	37	Imóveis
4	Advogado	16	Eletricista	27	Médico	38	Restaurante
5	Som/Áudio	17	Engenharia	28	Música	39	Varejo
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9	Barbeiro/Cabeleireiro	21	Mercearia/Supermercado	32	Encanamento	43	Serviço de telefone
10	Barco/Aquático	22	Hotel/Resort	33	Polícia/Bombeiro	44	Agência de viagens
11	Construção	23	Seguros	34	Design gráfico/Impressão	45	Outros
12	Restaurantes e afins						

Entende-se que estou ofertando os meus serviços para a Franklin Academy sem remuneração e sem quaisquer direitos a benefícios de saúde em caso de acidentes.

_____ _____

Assinatura do Pai Data

Pesquisa do Aftercare (*Programa Após o Horário Escolar*)

A Franklin Academy fez uma parceria com a After School Connections para disponibilizar um programa após o horário escolar estimulante e seguro. Oferecemos atividades extracurriculares em sala de aula e ao ar livre, *STEAM*, *SPARK*, horários de estudo, esportes em equipe e muito mais em um ambiente seguro e produtivo.

A After School Connections opera todos os dias em que há aulas, incluindo nos dias em que os alunos saem mais cedo, em acampamentos de férias de primavera, verão e inverno até as 18h00. O nosso pacote de matrícula, as políticas e a programação estão disponíveis on-line, acesse o nosso site: www.afterschool-connections.org.

Por favor, verifique os itens apropriados relacionados abaixo e devolva juntamente com os documentos de matrícula da escola.

☐ Eu pretendo usar o Aftercare. *(Em caso afirmativo, preencha o pacote de matrícula disponível on-line www.afterschool-connections.org e o envie juntamente com o pagamento da Matrícula para garantir a participação do seu filho no programa. Os pagamentos podem ser feitos on-line ou com cheque nominal para a: After School Connections.*

- ○ Boynton Beach Campus
- ○ Cooper City Campus
- ○ Palm Beach Gardens Campus
- ○ Pembroke Pines Campus
- ○ Sunrise Campus

☐ Eu não pretendo usar o Aftercare.

Por favor, relacione os seus filhos:

Nome do Aluno _____ Entrando em que série _____

Nome do Aluno _____ Entrando em que série _____

Nome do Aluno _____ Entrando em que série _____

Nome do Pai _____ Telefone: _____ Data _____

DOSYE ENSKRIPSYON POU

2015-2016

Chwazi yon kanpis:

- ☐ Boynton Beach
- ☐ Cooper City
- ☐ Palm Beach Gardens
- ☐ Pembroke Pines
- ☐ Sunrise

List pou kontwole sa ou bezwen pou Enskripsyon an

Se pou paran/responsab elèv lan remèt dokiman sa yo pou satisfè tout egzijans enskripsyon yo:

Prèv sou Rezidans (youn nan sa yo):
Yon prèv ki ajou epi ki soti nan sous sa yo epi ki nan non paran/responsab timoun kap enskri an:

- Yon bil telefòn oubyen kouran ki nan non paran timoun kap enskri an
- Resi lwaye pwopriyetè an epi enfòmasyon kontakt/eta kont ipotèk (mortgage) kay lan
- Kontra bay lan avèk non pwopriyetè kay lan epi enfòmasyon kontakt li
- Pwomès pou akòde prè ipotekè
- Kontra pou acha kay lan, ki gen ladan l yon dat klè pou finalize kontra an, avèk yon kopi papye tit ay lan ki fèt pou remèt nan 60 jou apre kloti kontra finalize an

Epi (Youn nan sa yo):
- Asirans machin
- Yon lisans pou kondwi Eta Florid ki ajou/yon kat idantite Eta Florid ki ajou
- Bil Telefòn selilè
- Eta kont Kat de Kredi
- Eta kont pou yon kont nan labank
- Konfimasyon yon demand pou chanjman adrès ki soti nan biwo lapòst United States Postal Service
- Fòmilè Deklarasyon Domisil ki soti nan biwo dokiman County Records Department pou konte an

Dokiman ki pwouve timoun lan gen bon Laj lan (youn nan sa yo)
- Batistè/Akt de nesans
- Yon transkripsyon ki byen asèmante sou yon sètifika yon dokiman legliz ki dokimante dat nesans lan
- Yon paspò ouyben yon sètifika ki montre arive nan Etazini epi ki di laj timoun lan

Dokiman ki pwouve Egzamen Medikal
- Elèv yo gen pou yo remèt yon dokiman ki pwouve yon egzamen medikal ki te fèt nan douz (12) dènye mwa ki pase yo
- Paran yo gen pou yo remèt yon avi ekri sou nenpòt pwoblèm sante/pwoblèm medikal ki mande atansyon pèsonèl lekòl lan epi/oubyen sipèvizyon ak siveyans pou pitit yo
- Papye tretman doktè an ki rele Medical Treatment Form, si sa nesesè

Dokiman ki pwouve Vaksinasyon
- Sètifika vaksen an ki rele Florida Certificate of Immunization (Form HD 680)
- Dispans medikal pèmanan ki rele Permanent medical exemption (si gen kontrendikasyon ki entèdi vaksinasyon pou youn oubyen tout)
- Dispans pou rezon Relijye (Form 681), yon dispans pwovizwa (Form 680 part B) oubyen yon dispans medikal (Form DH680, Part C)

Dokiman ki pwouve kiyès ki gen gad/ki responsab timoun lan
- Si elèv lan ap viv avèk yon moun ki pa manman/papa li oubyen ki pa moun ki gen responsabilite li devan la lwa, dispozisyon sa yo pral vin nesesè:
- Si paran/responsab timoun lan viv nan zòn twa konte yo (Miami-Dade, Broward oubyen Palm Beach), moun kap enskri timoun lan dwe pou li remèt dokiman ki montre li gen gad timoun lan. Se pou dokiman sa a soti nan yon ajans Eta Florid lan ki konvnab, tankou pa egzanp Department of Children and Families oubyen Tribinal lan. Si gen a difikilte oubyen povrete, selon sa lekòl la detèmine, yon lèt ki siyen epi notarye pou akòde gad timoun lan ap sifizan.
- Si paran/responsab timoun lan ap viv andeyò zòn twa konte yo (sa kapab siyifye andeyò Lezetazini), se pou yo prezante yon deklarasyon notarye ki soti nan men paran/responsabe timoun lan, epi ki idantifye moun kap pran responsabilite timoun lan.

Dokiman ki pwouve elijibilite pou Pwogram Spesyal (si dosye an mande sa)
- Yon Kopi Plan Ansèyman pou timoun ki douwe (*Education Plan for Gifted* – EP) ki ajou
- Yon Kopi Plan Ansèyman Endividyèl lan ki ajou (*Individualized Education Plan - IEP*)
- Yon Kopi Plan 504 lan ki ajou

Lekòl lan pral founi dokiman ki make pi ba la a epi ou pral gen pou ou siyen yo The following documents will be provided by the school and will require your signature

Fòmilè Enskripsyon	Ankèt sou Transpò

☐	Kontra Paran	☐	Kestyonè sou Lang ki pale lakay
☐	Otorizasyon foto	☐	Fòmilè sou Sèvis Paran
☐	Rekonesans Kòd Vestimantè	☐	Kestyonè sou Gadri Apre Fen Jounen Lekòl

Fòmilè Enskripsyon

Enfòmasyon sou Elèv lan:
Kanpis: ☐ Boynton Beach ☐ Cooper City ☐ Palm Beach Gardens ☐ Pembroke Pines ☐ Sunrise

Ane Akademik: _____ Aktyèlman nan Klas: _____ Pral Antre nan Klas: _____

_____ _____
(Non Ofisyèl) Siyati Prenon Dezyèm Prenon

Adrès_____ Apatman_____ Vil_____

Kòd Postal_____ Telefòn Kay_____ Sèks: Gason____ Fiy____

Dat Nesans: ____/____/_____ Eta oubyen Peyi Nesans: _____

4 Dènye Chif Nimewo Sekirite Sosyal: XXX-XX-_____

Etnisite: Eske Elèv lan gen orijin Ispanik, Latinoameriken oubyen Panyòl? Wi____ Non____

Ras: Blan___ Nwa ___ Azyatik___ Amerendyen/Alasken___ Natif Awayi/Il Pasifik___

Metis___

Eske elèv lan te deja frekante yon: Si repons lan se wi, silvouplè ekri non lekòl lan:

Lekòl Piblik Florid: Wi___ Non___ _____ Konte: _____
Lekòl Prive Florid: Wi___ Non___ _____
Lekòl Ameriken andeyò Florid: Wi__ Non___ _____Eta: _____
Lekòl andeyò Etazini: Wi___ Non___ _____ Peyi: _____

Premye dat timoun lan antre nan lekòl Ozetazini: ____/____/_____

Eske elèv lan te:
Retni (double klas): Wi___ Non___ Si wi, klas lan/yo _____
Nan yon Pwogram Edikasyon Lakay: Wi___ Non___

Si repons lan se wi, dat li te frekante l: ____/____/_____ rive ____/____/_____

Nan pwogram elèv eksepsyonèl (*Exceptional Student Education ESE*): Wi___ Non___ (Make IEP an)
Elèv Douwe Wi___ Non___ (Make EP an)
Nan yon lekòl ansèyman spesyalize Magnet School: Wi___ Non___
Nan yon plan 504: Wi___ Non___ (Make Plan 504 lan)
Nan yon pwogram anglè kòm 2yèm lang ESOL: Wi___ Non___
Mete deyò nan lekòl: Wi___ Non___
Kondane pou yon krim: Wi___ Non___

Fòmilè Enskripsyon

Enfòmasyon sou paran yo:

Manman: _____ Nimewo selilè: _____
Non: Siyati, Prenon

Imèl Manman: _____ Imèl Papa _____

Papa: _____ Nimewo selilè: _____
Non: Siyati, Prenon

Eta Sivil paran yo (fakiltatif): Marye___ Divòse___ Vèv(vèf) ___ Lòt___

1. Endike avèk kiyès elèv lan ap viv:
   ___Toulede Paran, ___Manman, ___Papa, ___Granparan, ___Paran fanmi dakèy, ___ Fwaye gwoup

2. Endike si elèv lan san domisil fiks: ____ Wi ____Non

3. Endike si elèv lan gen asirans sante:
   ___Medicaid ___Healthy Kids/Kid Care ___Prive ___Pa Genyen

4. Eske paran/responsab lan te travay nan agrikilti oubyen lapèch? ___Wi ___ Non

5. Eske elèv lan anba gad fizik paran/responsab lan (Minè Non-Akonpaye)?
   __Wi __Non

6. Eske gen Manda yon Tribinal ki entèdi pou youn oubyen lòt nan paran yo al chèche timoun lan lekòl
   __Wi __Non Si repons lan se wi, remèt lekòl lan yon kopi Manda sa a.

7. Eske paran yo pataje dwa avèk responsabilite paran oubyen gen dwa ak responsabilite konjwen?
   __Wi __Non ___NA

8. Eske youn oubyen lòt paran an gen otorite pou pran desizyon final sou kestyon edikasyon elèv lan?
   __Wi __Non
   Si repons lan se wi, mete kiyès nan paran yo_____
9. Eske gen yon Manda Pwoteksyon Pwovizwa (*Temporary Restraining Order*), Manda Pwoteksyon Pèmanan (*Permanent Restraining Order*), Manda ki entèdi kominikasyon (*Order of No Contact*), oubyen lòt Manda ki soti nan Tribinal epi ki limite oubyen afekte aksè yon moun ta gen avèk elèv lan; sa kapab enkli yon paran tou?
   __ Wi __Non
   Si repons lan se wi, remèt lekòl lan yon kopi manda sa a ki soti nan tribinal.

Enfòmasyon ki pi wo la a korèkt epi li konplè, selon sa mwen konnen. Si ta gen yon chanjman nan non, adrès, oubyen nimewo telefòn, mwen pral avize pèsonèl lekòl lan anvan dis (10) jou pase apre chanjman an. Mwen byen konprann elèv yo ki gen paran ki revele, apre yon bonjan envestigasyon, yo te remèt enfòmasyon ki fwodile, pral imedyatman mete l deyò nan lekòl lan. Mwen byen konprann se pou mwen remèt Prèv de Kote mwen Rezide.

Fòmilè Enskripsyon

Non an lèt detache: _____ Siyati: _____

Dat: _____

FRANKLIN ACADEMY
KONTRA PARAN-LEKÒL
ANE SKOLÈ 2015-2016

Kontra sa a ant **Paran an/yo epi/oubyen Responsab lan/yo** ki gen responsabilite elèv Franklin Academy an ki gen non li make anba an stipile angajman tout fanmi Franklin Academy yo dwe pou yo pran. Nan Franklin Academy, konviksyon nou se yon anviwonman ki gen sekirite ak disiplin se yon eleman esansyèl nan pwogram edikasyon nou an. Devwa pou yo founi kalite anviwonman sa a, epi an menm tan devlope konesans, atitid avèk responsabilite pèsonèl lakay elèv yo, ankre nan chak moun nan pèsonèl lan epi nan chak elèv. Chak paran epi/oubyen responsab gen pou li jwe yon wòl aktif pou sipòte plan sa a. Pou chak elèv kapab aprann kijan pou li vin yon sitwayen responsab, se pou paran yo, responsab yo epi pèsonèl lekòl lan travay ansanm pou kreye bonjan anviwonman pou aprantisaj epi bay egzanp avèk aksyon epi konpòtman ki pozitif. Se konsa tout elèv Franklin Academy gen egzijans pou fè Paran li an/yo epi/oubyen Responsab li an/yo pase kontra sa a ki etabli egzijans yo mande tout fanmi nan Franklin Academy.

1. Kestyon Kontra avèk Afè Finansye

a. Se pou Paran an/yo epi/oubyen Responsab lan/yo ki gen responsabilite chak elèv Franklin Academy siyen Kontra sa a chak ane skolè epi kontra an fè pati de egzijans pou enskripsyon nan lekòl lan.

b. Se pou tout obligasyon finansye pou tout ane presedan nan lekòl lan satisfè anvan 1ye me nan kalandriye ane aktyèl lan. Akseptasyon elèv lan pou ane skolè ki swiv yo fèt anba kondisyon pou dispozisyon sa a respekte.

c. Youn nan responsabilite fanmi chak elèv yo selon kontra sa a se peye nan dat ki prevwa yo tout balans lajan yo dwe Franklin Academy (pa egzanp balans sou peman kantin lan, chaj pou lè yo vin chèche elèv lan an reta, chaj pou chèk ki retounen ba yo). Se pou sa, mwen/nou pral fè peman sa yo nan dat ki deziye yo.

d. Mwen/nou konvni ekspreseman pou pitit mwen pa gen otorizasyon pou li patisipe nan okèn ativite paraskolè (pa egzanp, pwomnad, bal, spò, klòb paraskolè) si genyen yon balans ki pako peye bay Franklin Academy sou kont pitit mwen

2. Kestyon Akademik

a. Mwen/nou dakò pou nou kenbe tèt nou enfòme sou edikasyon pitit mwen epi pran responsabilite pwogrè akademik pitit mwen. Mwen/nou dakò pou nou mentni kominikasyon avèk lekòl lan. Pou fè sa mwe/nou pral li touswit nenpòt avi pitit mwen resevwa nan lekòl lan, epi ki kapab rive lè pitit mwen remèt avi an de la men a la men, pa lapòst oubyen pa imèl. Mwen/nou dakò tou pou nou reponn kominikasyon sa yo nan yon fason ki konvnab.

b. Mwen/nou dakò pou nou siveye pwogrè akademik pitit mwen a travè PowerSchool, epi a travè lòt kominikasyon ant lekòl avèk lakay (pa egzanp ajanda, sit entènèt pwofesè yo, epi dosye ebdomadè). Mwen/nou pral kominike avèk pwofesè yo osijè de pwogrè akademik pitit mwen selon nesesite an, oubyen jan lekòl lan mande sa. .

3. Prezans ak Transpò

a. Mwen/nou pral veye pou pitit mwen rive lekòl a lè, pase tout jounen lekòl lan, epi li pa absan san rezon ki jistifye. Mwen/nou pral siveye prezans pitit mwen nan lekòl epi tout reta pou mwen kapab si li respekte tout egzijans Eta an sou prezans nan lekòl.

b. Mwen/nou pral bay pitit mwen transpò pou ale epi pou soti nan lekòl lan si sistèm transpò lekòl lan, ki limite, pa kouvri zòn mwen an.

c. Mwen/nou pral depose pitit mwen nan kote epi fason lekòl lan deziyen. Pitit mwen pral depoze lekòl a lè pou li kapab rive nan saldeklas li lè klas homeroom lan kòmanse.

Pi presizeman: *(Se pou Paran/Responsab lan mete lèt inisyal non li pou chak règleman)*

- Pa Depoze anvan Lè – Mwen/nou pap depoze pitit mwen/nou anvan lè ki te deziyen an pou klas timoun lan, menm jan politik lekòl lan detèminen sa.
  Paran/Responsab: _____
- Pa Stasyonen andeyò Kanpis lan – Mwen/nou pap al chèche ni depoze pitit mwen nan yon kote ki pa sou kanpis lan epi fè pitit mwen mache pou ale nan/kite lekòl lan. (pa egzanp, pa stasyonen nan pakin magazen oubyen katye ki nan zòn lekòl lan, pou fèt pitit mwen mache pou li ale nan oubyen kite lekòl lan; pa stasyonen ilegalman)
  Paran/Responsab: _____
- Pa rive anvan lè ki deziyen pou chak klas yo pou vin chèche timoun yo (sètadi pa anpile machin nan lari lekòl lan) Paran/Responsab: _____
- Pa stasyone andeyò kanpis lekòl lan pou Paran mache vin chèche timoun yo – Mwen/nou pap stasyone andeyò kanpis lan epi mache pou al nan lekòl lan pou vin chèche pitit mwen/nou lè lekòl lage. Paran elèv yo ki enskri kòm timoun ki al lekòl a pye oubyen sou bisiklèt dwe pou yo mache/ale a bisiklèt pou rive jis lakay yo lè yo vin chèche pitit yo.
  Paran/Responsab: _____
- Viyèt pou Dash machin – Mwen/nou pral genyen viyèt sou dash lan vizib pandan tout tan mwen/nou sou kanpis lan lè lekòl lage. Viyèt lan pral gen koulè korèkt lan epi li pral endike non avèk klas pitit mwen.
  Paran/Responsab: _____
- Telefòn mobil entèdi nan liy machin yo – Mwen/nou byen konprann sa entèdi pou moun itilize telefòn mobil nan liy machin yo pandan nap depoze oubyen vin chèche timoun paske se yon pwoblèm pou sekirite ki mete paran yo, pèsonèl lan avèk elèv yo an danje.
  Paran/Responsab: _____
- Mwen/nou byen konprann okèn timoun pap gen pèmisyon pou li ale lakay li apye/sou bisiklèt si li pa remèt yon fòmilè “Rejistrasyon Pyeton/Bisiklèt” ki deja ranpli. Mwen/nou byen konprann tou, yon fwa yon fòmilè “Rejistrasyon

Pyeton/Bisiklèt" fin ranpli, se pou pitit mwen rive jis lakay nou a pye oubyen sou bisiklèt epi se pa pou pèsòn vin chèche li an machin sou wout lakay li. Paran/Responsab: _____

- Mwen/nou konvni ekspreseman peryòd pou "Lekòl lage/Siyen pou soti anvan lè" an fini a 1:45 chak jou gen lekòl epi okèn timoun pral soti lekòl lan anvan lè apre lè sa a. Paran yo pap pwograme randevou ki mande pou elèv yo soti lekòl anvan lè sa a. Paran/Responsab: _____

4. Kòd Kondwit

a. Mwen/nou dakò pou nou respekte direktiv fonksyonman lekòl lan (sètadi règleman ak pwosedi pou jan yo depoze epi vin chèche timoun yo, soti lekòl anvan lè, egzijans kòd vestimantè an).

b. Mwen/nou dakò pou nou achte inifòm lekòl yo selon egzijans yo pou pitit mwen nan magazen ki deziyen yo e sèlman nan magazen ki deziyen yo epi pou mwen veye pou pitit mwen an/yo abiye avèk inifòm lekòl lan chak jou (sa gen ladan l soulye, kwafi, chosèt, jakèt epi sentiwon ki konvnab). Mwen/nou dakò pou pitit mwen pa mete vètman I pa gen apwobasyon pou li vin lekòl.

c. Mwen/nou dakò pou nou bay manje a midi oubyen achte manje a midi pou pitit mwen nan men founisè an ki gen apwobasyon lekòl lan.

d. Mwen/nou byen konprann gen yon kòd pou kondwit pou tout elèv nan lekòl lan. Mwen/nou responsab pou veye pou pitit mwen byen konprann direktiv avèk atant pou yo montre respè, koutwazi epi politès bay tout kominote Franklin Academy an.

e. Mwen/nou ekspreseman dakò pou nenpòt aksyon ki make pi ba yo, si mwenmenm oubyen pitit mwen fè yo, sa kapab genyen kòm rezilta pou yo mete pitit mwen deyò nan Franklin Academy epi pitit mwen kapab pèdi privilèj pou li enskri nan lavni nan lekòl lan:

(Se pou e Paran/Responsab e Elèv lan mete lèt inisyal non yo akote chak aksyon)

(1) Konpòtman oubyen aksyon ki deranjan epi ki reprezante yon menas oubyen danje pou limenm oubyen nenpòt lòt moun;
Paran/Responsab: _____ Elèv: _____

(2) Pran yon twazyèm retni oubyen sispansyon nan lekòl lan;
Paran/Responsab: _____ Elèv: _____

(3) Entimide lòt timoun, oubyen temwen entimidasyon yon timoun san rapòte sa bay yon moun nan pèsonèl Franklin Academy an;
Paran/Responsab: _____ Elèv: _____

(4) Andomaje oubyen detwi byen ki apatni a lekòl lan;
Paran/Responsab: _____ Elèv: _____

(5) Pote nenpòt zam, oubyen menase yon moun avèk yon zam (menm si timoun lan pa gen zam lan nen men li menm);

Paran/Responsab: _____ Elèv: _____

(6) Move konpòtman, oubyen kreye kondisyon ki mete moun an danje, swa nan lekòl lan oubyen nan otobis lekòl lan;

Paran/Responsab: _____ Elèv: _____

(7) Falsifye nenpòt dokiman yo remèt lekòl lan, oubyen pa bay enfòmasyon ki konplè epi korèkt jan sa egzije nan fòmilè lekòl lan bay.

Paran/Responsab: _____ Elèv: _____

(8) Mwen/nou byen konprann si mwen/nou pa respekte kòd vestimantè an sa pral anpeche pitit mwen enskri ankò nan lavni nan Franklin Academy (sètadi koulè cheve ki pa nòmal, chemiz ki pa antre nan pantalon/jip, pa mete sentiwon oubyen soulye ki gen apwobasyon lekòl lan, ets.)

Paran/Responsab: _____ Elèv: _____

5. Pwogram Sèvis Lekòl

a. Mwen/nou byen dakò pou chak nan nou patisipe nan pwogram sèvis lekòl lan epi mwen/nou pral konbribye 20 èd tan sèvis bay lekòl lan pandan ane skolè an pou premye pitit mwen ki enskri nan lekòl lan. Mwen/nou pral kontribye anplis 10 èdtan sèvis si mwen/nou gen plis pase yon timoun ki enskri nan lekòl lan.

Mwen/nou byen konprann epi dakò Franklin Academy se yon lekòl de chwa. Mwen/nou chwazi pou voye pitit mwen nan lekòl sa a. Si mwen/nou pa respekte dispozisyon ak kondisyon ki dekri pi wo an, mwen/nou dakò pou pitit mwen ranvwaye nan Franklin Academy oubyen mwen/nou pral pèdi privilèj pou enskri pitit mween nan yon ane skolè a lavni.

Non Timoun lan:_____ Klas li: _____

Mwen/nou byen konprann epi nou dakò pou dispozisyon ak kondisyon Kontra sa a lye nou.

_____ _____

Siyati Paran/Responsab *Siyati Paran/Responsab*

_____ _____ _____ _____

Non a lèt detache *Dat* *Non an lèt detache* *Dat*

Pèmisyon pou pibliye Foto/Videyo

Nan Franklin Academy, nou akeyi avèk plezi opòtinite pou nou fè pwomosyon reyalizasyon enpòtan elèv nou yo. Silvouplè li sa ki ekri pi ba la yo epi siyen si se sa ki konvni. Retounen fòmilè an bay Franklin Academy.

Mwen bay otorizasyon bay Franklin Academy oubyen bay nenpòt ajan lekòl lan apwouve pouf è foto oubyen videyo pitit mwen pou kapab fè pwomosyon lekòl lan oubyen pou demontre reyalizasyon avèk aktivite lekòl lan. Foto yo kapab parèt sou bwochi, nan sit entènèt lekòl lan, depliyan, pibilisite, ets.

Mwen bay Franklin Academy otorizasyon pou li pibliye oubyen enprime travay sou pitit mwen oubyen travay pitit mwen fè ki fè pwomosyon enterè lekòl lan avèk reyalizasyon li yo.

Wi, mwen bay otorizasyon. _____

Non, mwen pa bay otorizasyon. _____

Non Elèv lan

Siyati Paran oubyen Responsab lan Dat

CÓDIGO DE VESTUÁRIO – ALUNOS
2015-2016

Camisas
- Todos os alunos devem usar uma camisa de uniforme com o logotipo da escola.
- As camisas devem estar limpas e para dentro da calça. As camisas devem permanecer dentro da calça quando os braços forem levantados, a barriga nunca pode ficar à mostra.

Calças, Shorts, Saias e Jardineiras
- Somente poderão ser usadas as roupas de uniforme com o ajuste devido.
- Os shorts e saias devem ter o tamanho apropriado a critério da secretaria, porém jamais mais do que uma (01) polegada abaixo do joelho.
- Somente calças, shorts, saias e jardineiras com o logotipo oficial da escola poderão ser usados.

Roupas Externas
- Somente as roupas externas com o logotipo oficial da escola poderão ser usadas.
- As camisas de uniforme da escola devem ser usadas por baixo de quaisquer roupas externas.

Cintos
- Os alunos da 2ª à 8ª séries devem usar um cinto com fivela.
- Os cintos devem ser sociais em marrom ou preto simples (sem buracos adicionais ou tachas)
- Os cintos devem ser usados corretamente dentro dos passadores.

Meias
- Meias inteiramente brancas, pretas ou azul-marinho.
- Meias-calças inteiramente brancas, pretas ou azul-marinho poderão ser usadas com saias nos meses mais frios.

Calçados
- Calçados (tênis) esportes.
- Sapato social (mocassim ou sapato de cadarço)
- Sapato boneca (Mary Jane)

Bonés
- Bonés não podem ser usados dentro da escola.
- Bonés sem logotipos ou bonés com o logotipo da escola podem ser usados durante aulas de educação física e/ou durante o recreio ao ar livre.

Uniforme de Educação Física
- Shorts e camisas para educação física (com o logotipo da escola) devem ser usados, junto com meias e tênis para aula de educação física.
- Calças de moletom para educação física (com o logotipo da escola) poderão ser usadas nos meses mais frios.

Acessórios
- Joias não devem por em risco a segurança e não devem ser uma distração. Somente brincos pequenos de tarraxa poderão ser usados por razões de segurança.
- Pulseiras são limitadas a três.
- Colares devem ficar dentro da camisa.
- Fica proibido cores de cabelo que não sejam naturais ou luzes/realces.
- Os penteados não devem ser uma distração e estão sujeitos à aprovação da secretaria (moicanos, cabelo arrepiado, etc.)
- O cabelo deve estar limpo e não pode ficar sobre o rosto.
- Proibido usar piercings visíveis no corpo a não ser um brinco por orelha.
- Vestuário rasgado ou esfarrapado é proibido.
- Óculos de sol não podem ser usados em aula.
- O uso dos crachás de identificação do ensino fundamental é obrigatório por volta do pescoço com o cordão fornecido pela escola. (Será cobrado US$8 por identificação e cordão perdidos)

** Todos os uniformes devem ser adquiridos junto ao fornecedor de uniformes aprovado. **

Assinatura dos Pais _____ Data _____

Demand pou Transpò

Franklin Academy pral founi yon sèvis otobis ki limite pou elèv ki elijib yo pou ane skolè 2015-2016 lan. Transpò nan otobis lan konsi ann akò avèk direktiv pou transpòKomisyon Skolè (*School Board*) lan nan konte an. Tout lekòl piblik yo gen bòn transpò ki limite ki etabli selon direktiv sa yo.

Wout yo, lè yo vin chèche epi lè avèk kote yo depoze timoun yo pral etabli anvan kòmansman ane skolè an. Lè eleman sa yo finalize, ou pral resevwa yon avi sou kote sa yo, si pitit ou an/yo kalifye.

Elèv ki kalifye yo pral resevwa yon Kat abonman otobis yon fwa transpò an apwouve. Okèn elèv pap transpòte nan otobis si li pa gen kat abonman otobis li nan men l.

Pou ranpli yon demand pou transpò, silvouplè retounen nan paj “Campus” lan, seleksyone *“Enskripsyon*” nan ba meni ki akote an, seleksyone lyen li bay lan pou soumèt yon *demand pou transpò.*

Konpayi transpò an pral kontakte ou yon fwa tout done yon konpile epi elijibilite elèv lan detèmine.

Mèsi.

Kestyonè sou Lang ki pale Lakay
2015-2016

Non Elèv lan:

Siyati Prenon Dezyèm Prenon.

Etnisite: Eske elèv lan gen orijin Ispanik, Latinoameriken oubyen Panyòl? Wi_____ Non_____
Ras: B _____ N ____ A _____ AM/IND _____ HAW/IP_____

(Blan) (Nwa oubyen Afwoameriken) (Azyatik) (Amerendyen/Natif Alaska) (Natif Awayi/lòt abitan Il Pasifik)

Lekòl presedan _____

Lekòl prive? Wi_____ Non _____ Si repons lan se Wi, ki Lekòl?_____

Piblik nan Florid? Wi _____ Non _____ Si repons lan se Wi, ki Lekòl?_____

Konte _____ Andeyò Florid? Wi _____ Non _____

Si repons lan se Wi, ki Lekòl?_____ Vil_____

Eta_____ Peyi_____ Make Youn: Piblik ____ Prive ____ Lòt _____

Mete yon mak sou liy lan pou reponn chak kestyon ki pi ba yo:

1. Èske paran yo nan kay lan pale yon lang ki pa Angle?

   Wi_____ Non_____
2. Èske elèv lan gen yon lang matènèl ki pa Angle?

   Wi_____ Non _____
3. Èske elèv lan pale pi souvan yon lang ki pa Angle?

   Wi_____ Non_____

   Si repons lan se wi, ki lang? _____
4. Kisa ki premye lang elèv lan? _____

5. Kisa ki premye lang paran an? _____

6. Ki lang elèv lan pito pou li pale? _____

7. Ki lang elèv lan pito pou li ekri? _____

Siyati Paran/Responsab _____ Dat _____

Selon repons ou bay nan kestyonè sa a, pitit ou kapab fè yon evalyasyon pou plase li nan yon pwogram ESOL pou aprenan anglè kòm dezyèm lang.

Fòmilè Sèvis Paran

Nap salye Paran yo,

Patisipasyon paran yo jwen yon wòl esansyèl nan reyisit akademik yon elèv. Patisipasyon paran yo kreye yon atmosfè sekirite avèk sirte epi fè prèv li nan amelyorasyon pwogrè aprantisaj pitit yo. Paran yon gen obligasyon pou yo bay 20 èdtan sèvis bay lekòl lan repati sou tout ane skolè an. Lekòl lan pral ofri anpil opòtinite pou paran yo patisipe nan aktivite avè sèvis anndan epi andeyò saldeklas lan. Silvouplè li tablo ki anba la a epi mete kòd nimerik lan pou kestyon ki koresponn avèk li pou endike ki pwofesyon ou.

Elèv _____Klass _____
Siyati Prenon Dezyèm prenon

Paran/Responsab_____
_
Siyati Prenon

Nimewo telefòn_____ Nimewo selilè_____

Kòd pou pwofeson Maman*: _____Kòd Pwofesyon Papa* _____

Ki sèvis ou ta renmen founi lekòl lan?
_____
_____

KÒD PWOFESYON YO

1	Kontab	13	Vètman	24	Jounalism	35	Relasyon piblik
2	Administrasyon	14	Òdinatè/Teknoloji	25	Amenajman Peyizaje	36	Radyo/Televizyon
3	Atist	15	Edikasyon	26	Mentans	37	Imobilye
4	Avoka	16	Elektrisyen	27	Medikal	38	Restoran
5	Odyo/Son	17	Enjenyè	28	Mizik	39	Vant an detay
6	Otomobil	18	Florist	29	Founiti pou Biwo	40	Retrete
7	Avyasyon	19	Amèbleman	30	Fotografi/Videyo	41	Vant/Maketing
8	Bank/Finans	20	Gouvènman	31	Doktè	42	Sp/Atletism
9	Kwafè/Kwafez	21	Episri/Sipèmache	32	Plonbye	43	Sèvis Telefòn
10	Bato/Marine	22	Otel/Resort	33	Polis/Ponpye	44	Ajams vwayaj
11	Batiman/Konstriksyon	23	Asirans	34	Enprimri/Grafism	45	Lòt
12	Sèvis Tretè						

Selon antant lan, map ofri sèvis mwen bay Franklin Academy san mwen pap touche lajan pou sa epi san okèn dwa pou resevwa benefis swen sante si mwen ta vin frape oubyen blese.

_____ _____

Siyati Paran an Dat

Pesquisa do Aftercare (*Programa Após o Horário Escolar*)

A Franklin Academy fez uma parceria com a After School Connections para disponibilizar um programa após o horário escolar estimulante e seguro. Oferecemos atividades extracurriculares em sala de aula e ao ar livre, *STEAM*, *SPARK*, horários de estudo, esportes em equipe e muito mais em um ambiente seguro e produtivo.

A After School Connections opera todos os dias em que há aulas, incluindo nos dias em que os alunos saem mais cedo, em acampamentos de férias de primavera, verão e inverno até as 18h00. O nosso pacote de matrícula, as políticas e a programação estão disponíveis on-line, acesse o nosso site: www.afterschool-connections.org.

Por favor, verifique os itens apropriados relacionados abaixo e devolva juntamente com os documentos de matrícula da escola.

☐ Eu pretendo usar o Aftercare. *(Em caso afirmativo, preencha o pacote de matrícula disponível on-line www.afterschool-connections.org e o envie juntamente com o pagamento da Matrícula para garantir a participação do seu filho no programa. Os pagamentos podem ser feitos on-line ou com cheque nominal para a: After School Connections.*

- ○ Boynton Beach Campus
- ○ Cooper City Campus
- ○ Palm Beach Gardens Campus
- ○ Pembroke Pines Campus
- ○ Sunrise Campus

☐ Eu não pretendo usar o Aftercare.

Por favor, relacione os seus filhos:

Nome do Aluno _____ Entrando em que série _____

Nome do Aluno _____ Entrando em que série _____

Nome do Aluno _____ Entrando em que série _____

Nome do Pai _____ Telefone: _____ Data _____

FRANKLIN ACADEMY A (5012) **Event Total for School: 25**

Primary Incident Cd	Primary Incident	Event Date	Event Id	Event Location	Siu Contacted	Alcohol Related	Bully Related	Drug Related	Firearm Related	Gang Related	Hate Related	Injury Related	Other Weapons Involved
FIT	FIGHTING	01/14/13	13048137	CLASSROOM	N	N	N	N	N	N	N	N	N
FIT	FIGHTING	04/05/13	13084533	HALLWAY	N	N	N	N	N	N	N	N	N
FIT	FIGHTING	03/12/13	13077579	CLASSROOM	N	N	N	N	N	N	N	N	N
FIT	FIGHTING	06/04/13	13112110	CAFETERIA	N	N	N	N	N	N	N	N	N
FIT	FIGHTING	06/04/13	13112111	CLASSROOM	N	N	N	N	N	N	N	N	N
FIT	FIGHTING	04/17/13	13089204	CLASSROOM	N	N	N	N	N	N	N	N	N
FIT	FIGHTING	04/12/13	13087377	HALLWAY	N	N	N	N	N	N	N	N	N
FIT	FIGHTING	12/06/12	13037805	CLASSROOM	N	N	N	N	N	N	N	N	N
HAR	HARASSMENT	04/04/13	13084589	HALLWAY	N	N	N	N	N	N	N	N	N
HAR	HARASSMENT	05/14/13	13107987	HALLWAY	N	N	N	N	N	N	N	N	N
SXH	SEXUAL HARRASSMENT	02/12/13	13061396	CLASSROOM	N	N	N	N	N	N	N	N	N
SXH	SEXUAL HARRASSMENT	02/12/13	13061352	CLASSROOM	N	N	N	N	N	N	N	N	N
TRE	THREAT/INTIMIDATION	10/18/12	13018144	RESTROOM	N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	04/05/13	13084543	CLASSROOM	N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	02/12/13	13061393	CLASSROOM	N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	03/19/13	13081317	CLASSROOM	N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	04/03/13	13084586	CLASSROOM	N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	09/14/12	13080661	LOCKER ROOM	N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	09/14/12	13019630	LOCKER ROOM	N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	02/20/13	13064424	BUS	N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	02/25/13	13066749	ATHLETIC FIELD	N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	03/13/13	13078625	CLASSROOM	N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	01/30/12	13059440	CLASSROOM	N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	01/09/12	13048142	CLASSROOM	N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	01/29/13	13055100	CLASSROOM	N	N	N	N	N	N	N	N	N

FRANKLIN ACADEMY A (5012) **Event Total for School: 20**

Primary Incident Cd	Primary Incident	Event Date	Event Id	Event Location	Siu Contacted	Alcohol Related	Bully Related	Drug Related	Firearm Related	Gang Related	Hate Related	Injury Related	Other Weapons Involved
FIT	FIGHTING	05/13/14	14092016	BUS	Y	N	N	N	N	N	N	N	N
FIT	FIGHTING	04/24/14	14084885	CLASSROOM	Y	N	N	N	N	N	N	N	N
FIT	FIGHTING	04/24/14	14084875	ATHLETIC FIELD	Y	N	N	N	N	N	N	N	N
FIT	FIGHTING	11/15/13	14039533		Y	N	N	N	N	N	N	N	N
HAR	HARASSMENT	04/16/14	14080319	CLASSROOM	Y	N	N	N	N	N	N	N	N
HAR	HARASSMENT	02/07/14	14051500	ATHLETIC FIELD	Y	N	N	N	N	N	N	N	N
HAR	HARASSMENT	02/07/14	14051418	ATHLETIC FIELD	Y	N	N	N	N	N	N	N	N
HAR	HARASSMENT	02/26/14	14061240	CLASSROOM	N	N	N	N	N	N	N	N	N
TRE	THREAT/INTIMIDATION	12/05/13	14033248	BUS	N	N	N	N	N	N	N	N	N
TRE	THREAT/INTIMIDATION	12/06/13	14032981	CLASSROOM	Y	N	N	N	N	N	N	N	N
ZZZ	LOCAL	05/09/14	14091987	CLASSROOM	N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	05/05/14	14091974		N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	04/11/14	14084897	RESTROOM	Y	N	N	N	N	N	N	N	N
ZZZ	LOCAL	11/06/13	14022236		N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	11/05/13	14022248		N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	04/14/14	14077177		N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	03/14/14	14070138	HALLWAY	Y	N	N	N	N	N	N	N	N
ZZZ	LOCAL	05/06/14	14092002	CLASSROOM	N	N	N	N	N	N	N	N	N
ZZZ	LOCAL	01/25/14	14051405	CLASSROOM	Y	N	N	N	N	N	N	N	N
ZZZ	LOCAL	10/11/13	14017161		N	N	N	N	N	N	N	N	N

Area = UNKNOWN

Critical Incidents Reported to SIU

School Year: 2013/2014

Major Function = CENTER

Sort: School, Event Date, Event Id

FRANKLIN ACADEMY A (5012) Event Total for School: 11

Event Date	Event Id	Primary Incident	Event Location	Alcohol Related	Drug Related	Gang Related	Hate Related	Weapon Related
11/15/13	14039533	FIGHTING		N	N	N	N	N
12/06/13	14032981	THREAT/INTIMIDATION	CLASSROOM	N	N	N	N	N
01/25/14	14051405	LOCAL	CLASSROOM	N	N	N	N	N
02/07/14	14051418	HARASSMENT	ATHLETIC FIELD	N	N	N	N	N
02/07/14	14051500	HARASSMENT	ATHLETIC FIELD	N	N	N	N	N
03/14/14	14070138	LOCAL	HALLWAY	N	N	N	N	N
04/11/14	14084897	LOCAL	RESTROOM	N	N	N	N	N
04/16/14	14080319	HARASSMENT	CLASSROOM	N	N	N	N	N
04/24/14	14084875	FIGHTING	ATHLETIC FIELD	N	N	N	N	N
04/24/14	14084885	FIGHTING	CLASSROOM	N	N	N	N	N
05/13/14	14092016	FIGHTING	BUS	N	N	N	N	N

Event Total: 11

FRANKLIN ACADEMY A (5012) **Event Total for School: 3**

Primary Incident Cd	Primary Incident	Event Date	Event Id	Event Location	Siu Contacted	Alcohol Related	Bully Related	Drug Related	Firearm Related	Gang Related	Hate Related	Injury Related	Other Weapons Involved
DOC	DISRUPTION ON CAMPUS -MAJOF	10/24/14	15024888	CAFETERIA	Y	N	N	N	N	N	N	N	N
HAR	HARASSMENT	02/23/15	15059258	HALLWAY	Y	N	N	N	N	N	N	N	N
WPO	WEAPONS POSSESSION	09/18/14	15011636	CLASSROOM	N	N	N	N	N	N	N	N	Y

FRANKLIN ACADEMY A (5012) Event Total for School: 2

Event Date	Event Id	Primary Incident	Event Location	Alcohol Related	Drug Related	Gang Related	Hate Related	Weapon Related
10/24/14	15024888	DISRUPTION ON CAMPUS -MAJOR	CAFETERIA	N	N	N	N	N
02/23/15	15059258	HARASSMENT	HALLWAY	N	N	N	N	N

Event Total: 2

FRANKLIN ACADEMY A (5012) **Event Total for School: 1**

Primary Incident Cd	Primary Incident	Event Date	Event Id	Event Location	Siu Contacted	Alcohol Related	Bully Related	Drug Related	Firearm Related	Gang Related	Hate Related	Injury Related	Other Weapons Involved
ZZZ	LOCAL	09/30/15	16008789		N	N	N	N	N	N	N	N	N

Discipline Incident Summary

SCHOOL: FRANKLIN ACADEMY A - 5012 **SCHOOL YEAR: 2012**

INCIDENT: 01 - DISOBEDIENCE/INSUBORDINATION

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06													1	1	1
													1	1	1

INCIDENT: 02 - INSULTING/PROFANE/OBSCENE LANG

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06													1	1	1
													1	1	1

INCIDENT: 22 - BATTERY

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06													1	1	1
													1	1	1

INCIDENT: 26 - BATTERY ON DISTRICT EMPLOYEE

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06													1	1	1
													1	1	1

INCIDENT: 50 - SEXUAL HARASSMENT

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
03			1				1								1
06													1	1	1
			1				1						1	1	2

INCIDENT: 56 - SEXUAL MISCONDUCT/INDECENT EXP

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07									1					1	1
									1					1	1

INCIDENT: A5 - ASSAULT/THREAT (MEDIUM)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
05									3					3	3
									3					3	3

INCIDENT: F1 - FIGHTING

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06													1	1	1
													1	1	1

INCIDENT: HA - HARRASSMENT

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06													1	1	1
													1	1	1

INCIDENT: SB - UNRULY/DISRUPTIVE BEHAVIOR

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06						1	1								1
						1	1								1

INCIDENT: ZB - CHEATING- MAJOR

INCIDENT: ZB - CHEATING- MAJOR

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07									1	1				2	2
									1	1				2	2

INCIDENT: ZH - FALSIFICATION/MISREPRESENTATIO

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06						1	1								1
						1	1								1

INCIDENT: ZX - PROFANITY TO STAFF MEMBER

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
05									2					2	2
									2					2	2

School Total: 18

Female	A:	B:	H: 1	I:	M:	W: 2	TL: 3
Male:	A:	B: 7	H:1	I:	M:	W: 7	TL: 15

SCHOOL: FRANKLIN ACADEMY A - 5012 **SCHOOL YEAR: 2013**

INCIDENT: 01 - DISOBEDIENCE/INSUBORDINATION

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06													1	1	1
													1	1	1

INCIDENT: 50 - SEXUAL HARASSMENT

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06										1			1	2	2
										1			1	2	2

INCIDENT: A6 - ASSAULT/THREAT (HIGH LEVEL)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06													1	1	1
													1	1	1

INCIDENT: A7 - ASSAULT SERIOUS

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06													1	1	1
													1	1	1

INCIDENT: F1 - FIGHTING

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
04												1		1	1
06									1	1			2	4	4
07										2			2	4	4
									1	3		1	4	9	9

INCIDENT: HA - HARRASSMENT

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06													2	2	2
													2	2	2

INCIDENT: SB - UNRULY/DISRUPTIVE BEHAVIOR

INCIDENT: SB - UNRULY/DISRUPTIVE BEHAVIOR

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06									1	2			1	4	4
07			1				1								1
			1				1		1	2			1	4	5

INCIDENT: Z1 - INCITING A DISTURBANCE

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06									1	2				3	3
07										1				1	1
									1	3				4	4

INCIDENT: Z9 - LEVEL 3 -BUS VIOLATIONS

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06													1	1	1
													1	1	1

INCIDENT: ZI - FIGHT -MINOR/ALTERCATION/CONF

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07										1				1	1
										1				1	1

INCIDENT: ZN - ASSAULT/THREAT (NON-CRIMINAL)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06									1					1	1
									1					1	1

INCIDENT: ZW - DEFIANCE OF AUTH/HAB 01 VIO

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06									1					1	1
									1					1	1

School Total: 29

Female	A:	B:	H: 1	I:	M:	W:	TL: 1
Male:	A:	B: 5	H:10	I:	M: 1	W: 12	TL: 28

SCHOOL: FRANKLIN ACADEMY A - 5012 **SCHOOL YEAR: 2014**

INCIDENT: 22 - BATTERY

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06										1				1	1
07										1			1	2	2
										2			1	3	3

INCIDENT: A5 - ASSAULT/THREAT (MEDIUM)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06										1				1	1
07													1	1	1
										1			1	2	2

INCIDENT: F1 - FIGHTING

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06								1	1					2	2
07						1	1		1					1	2
						1	1	1	2					3	4

INCIDENT: HA - HARRASSMENT

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06										1				1	1
07		2	1				3								3
		2	1				3			1				1	4

INCIDENT: SB - UNRULY/DISRUPTIVE BEHAVIOR

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07		1					1								1
		1					1								1

INCIDENT: V4 - VANDALISM/DAMAGE PROP <$1000

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07									2				1	3	3
									2				1	3	3

INCIDENT: Z3 - TECHNOLOGY - INAPPROPRIATE USE

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07										1				1	1
										1				1	1

INCIDENT: ZI - FIGHT -MINOR/ALTERCATION/CONF

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06		1					1								1
		1					1								1

INCIDENT: ZN - ASSAULT/THREAT (NON-CRIMINAL)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07													1	1	1
													1	1	1

INCIDENT: ZW - DEFIANCE OF AUTH/HAB 01 VIO

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07			1				1								1
			1				1								1

INCIDENT: ZX - PROFANITY TO STAFF MEMBER

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06		1					1								1
		1					1								1

School Total: 22

Female	A:	B: 5	H: 2	I:	M:	W: 1	TL: 8
Male:	A: 1	B: 4	H:5	I:	M:	W: 4	TL: 14

SCHOOL: FRANKLIN ACADEMY A - 5012 **SCHOOL YEAR: 2015**

INCIDENT: D0 - DISRUPTION OF CAMPUS (MAJOR)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06										1				1	1
										1				1	1

INCIDENT: HA - HARASSMENT

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07													1	1	1

INCIDENT: HA - HARASSMENT

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
													1	1	1

INCIDENT: WA - WEAPONS-CLASS A (POSSESSION)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
05								1						1	1
								1						1	1

School Total: 3

Female	A:	B:	H:	I:	M:	W:	TL:
Male:	A: 1	B:	H:1	I:	M:	W: 1	TL: 3

SCHOOL: FRANKLIN ACADEMY A - 5012 **SCHOOL YEAR: 2016**

INCIDENT: 02 - INSULTING/PROFANE/OBSCENE LANG

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07		1					1								1
		1					1								1

INCIDENT: V4 - VANDALISM/DAMAGE PROP <$1000

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06													1	1	1
													1	1	1

INCIDENT: ZN - ASSAULT/THREAT (NON-CRIMINAL)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06										1				1	1
										1				1	1

School Total: 3

Female	A:	B: 1	H:	I:	M:	W:	TL: 1
Male:	A:	B:	H:1	I:	M:	W: 1	TL: 2

CRISIS RESPONSE PLAN

PEMBROKE PINES CAMPUS
2015-2016

18800 Pines Boulevard
Pembroke Pines, Florida 33029
Phone: 954-703-2294 ○ Fax: 954-436-2861

CRISIS RESPONSE PLAN

PEMBROKE PINES CAMPUS

PURPOSE AND INTRODUCTION

The emergency packet is to provide all school staff with a quick and easy reference guide for all emergency codes and procedures. In addition, substitute teachers and district employees, who are on campus during a critical situation, will have emergency procedures available in every room throughout the facility.

Classroom teachers will attach a copy of their class roster(s) to this packet.

CONTENTS OF THE EMERGENCY PACKET

- Class Rosters (if applicable) for each class period
- Emergency / Security Color Codes
- Code Definitions
- Special Emergency Procedures
- Fire Drill Procedures
- Tornado Drill Procedures
- Lockdown Emergency Instructions
- Red and Green Emergency Cards
- SAFE Team Member List

Evacuation route maps are posted at the exit of each room.

LOCATION OF EMERGENCY PACKET

The packet should be placed on a clipboard and attached to the interior of the classroom door.

TRAINING AND EDUCATION

The emergency packet and procedures will be reviewed with all staff and students.

LOCKDOWN INFORMATION COLOR-CODED CARDS

In order to contact the S.A.F.E. team during the initial phase of a **LOCKDOWN**, the color coded cards supplied to you will be used to report the following conditions:

- **GREEN CARD:** All students are present in your classroom and no immediate problem exists.
- **RED CARD:** This card indicates you have concerns in your classroom, which require assistance and/or immediate attention.
- **POTENTIAL PROBLEM FORM:** If there are missing and/or extra/additional students in your classroom, slide the Potential Problems Form" under your door, into the hallway. Place the appropriate color card on your door. This permits the response team to quickly evaluate the area. A missing card on the door will indicate to the response team that you have an emergency situation!

District

EMERGENCY / SECURITY COLOR CODES

CODE RED **FULL LOCKDOWN** (Threat/Incident)

No movement in the building other than by police and/or fire personnel.

CODE YELLOW **LOCKDOWN** (Threat/Activate SAFE Team)

No movement in the building other than by the SAFE (***S***taff ***A***ssistance ***F***or ***E***mergencies) members and others specifically authorized to move in the building.

CODE BROWN **SHELTER IN PLACE** (Evacuation/Lockdown)

A chemical threat/incident to the facility. Verify that doors are locked and remain in current location until advised by administration and/or law enforcement coordinators.

CODE BLACK **BOMB THREAT** (Mandatory Evacuation)

Listen for PA announcement. Mandatory school and SAFE team activation of the entire faculty.

CODE ORANGE **EVACUATION** (Mandatory for Everyone)

All persons leave the building according to established routes, or to specific instructions provided by administration and/or law enforcement coordinators.

CODE BLUE **CALL 911** (Medical Emergency)

Including, but not limited to, asthma attack, broken bone(s), choking, fainting, seizure, severe chest pain, or severe laceration.

CODE GREEN **ALL CLEAR** (Threat Gone)

All clear, free to resume normal operations.

CODE DEFINITIONS

An Emergency is an unstable or crucial situation that requires immediate action to prevent or minimize a highly undesirable outcome. Critical Incidents are events or incidents that will most likely require the initiation of a school wide "Code Alert".

The following emergency system was devised to provide school staff with a standardized method to alert staff and students to an emergency. By standardizing the emergency response in every school, all staff members regardless of their assignment and duties will have a common base of knowledge during an incident.

CODE RED **(NO MOVEMENT)**		Threat/Incident to the facility when the best course of action is to keep everyone in place to include the School SAFE Team. The following are sample incidents that could occur: • Drive By Shooter • Outside Disruption • Terrorist Threat
CODE YELLOW **(LOCKDOWN)** **SAFE Team React Limited Movement**		Threat/Incident to the facility, when the best course of action is to keep everyone in place but requires the School SAFE Team or others depending on the situation to respond. • Neighborhood Robbery • Suspect in Neighborhood • Police Directed
CODE BROWN		Chemical Threat/Incident within the facility when the best course of action is to implement the school Shelter-In-Place. • Accidental Chemical or Toxin Release • Chemical, Biological, Radiological, Nuclear and High Yield Explosive
CODE BLACK		Evacuate Facility. • Fire • Gas Leak • Bomb(s) detected or exploded • Bomb Threat
CODE ORANGE		Evacuate: when a situation warrants beyond previous codes
CODE BLUE		Incident when the best course of action is to notify SAFE Team of a medical emergency.
CODE GREEN		All clear return to classrooms and resume normal activities

EVACUATION CHECKLIST

EMERGENCY EVACUATION INSTRUCTION

ITEMS

_____ EMERGENCY CLIPBOARD AND PACKET

_____ CLASS ROSTERS FOR ALL PERIODS (printed by teacher)

_____ DISTRICT EMERGENCY COLOR CODE SHEET

_____ SPECIAL EMERGENCY INSTRUCTIONS

_____ STUDENT EMERGENCY CONTACT INFORMATION

EVACUATION INSTRUCTIONS

- If possible, students are ***NOT*** to leave backpacks in room during a CODE BLACK.
- Scan room for suspicious items. **DO NOT touch them!**
- Lock the doors when you leave the room. **Teacher should be the last one to leave the room.**
- Follow the evacuation route (listed on your evacuation map) to your designated assigned area.
- Keep students together at all times.
- Take attendance once you get all students to your designated area.
- Teachers **must** stay with their students at all times.
- Be alert! Wait for further instructions.
- Notify S.A.F.E. Team if you have an extra student.
- Notify S.A.F.E. Team leader of any suspicious items found.
- Communicate issues using RED/GREEN cards.

CODE RED PROCEDURES (LOCKDOWN NO MOVEMENT)

SPECIAL EMERGENCY INSTRUCTION

TEACHERS MUST ADHERE TO THE FOLLOWING:

1. Immediately check the hallway outside your classroom door for any students and/or staff in the area and bring them into your classroom.
2. Secure and verify that all classroom doors are locked.
3. Turn off the lights and cover the glass panel of your door.
4. Students should be moved where they cannot be seen from the doorway and/or window.
5. Care for emotionally and/or medically fragile students.
6. Allow no one to leave the secured area.
7. Take attendance.
8. There should be NO TALKING in the classroom in order to listen for specific instructions that may come over the public address system.
9. NO INSTRUCTION or MOVEMENT is to take place during a Code Red. ABSOLUTE SILENCE is mandatory.
10. Wait for specific instructions from POLICE, FIRE, or ADMINISTRATIVE PERSONNEL.
11. DO NOT open your classroom door for anyone. If they need to be in the classroom, they will have the key.
12. REMAIN IN LOCKDOWN MODE UNTIL A RECOGNIZED SCHOOL STAFF PERSON DIRECTS YOU TO RESUME NORMAL ACTIVITIES. A CODE GREEN WILL BE GIVEN.

***NO TEACHING TAKES PLACE DURING A CODE RED.**

CODE RED RECESS / PE PROCEDURES:

1. PE Coaches will receive notification of code red via radio and will notify teachers at recess of lockdown.
2. Students and staff at PE, recess, or picnic area are to immediately report to the nearest classroom.

CODE RED CAFETERIA PROCEDURES:

All CODE YELLOW PROCEDURES (LOCKDOWN) students are to move away from windows and doors into non-visible areas. The cafeteria monitors will turn off the lights and secure the doors. Teachers who are in the vicinity are asked to assist, if possible, in the cafeteria. Teachers are not expected to put themselves in danger in the process of getting to the cafeteria.

SPECIAL EMERGENCY INSTRUCTION

TEACHERS MUST ADHERE TO THE FOLLOWING:

1. Immediately check the hallway outside your classroom door for any students and/or staff in the area and bring them into your classroom.

2. Secure and verify that all classroom doors are locked.

3. Take attendance to verify that all students in your class are accounted for.

4. Post the appropriate emergency card on the **interior** glass panel of your classroom door:

   Green: **Room has no problem**.

   Red: **Need assistance**.

5. Write the names of missing/extra students on the POTENTIAL PROBLEM FORM. Place form under door.

6. Call Conference Room Ext 1529 to report an EMERGENCY (i.e. health or medical).

7. There is **no talking in the classroom**, except for teacher instruction, in order to listen for specific instructions that may come over the public address system.

8. Review the emergency evacuation route with the students in your classroom in case there is an evacuation.

9. Wait for specific instructions from POLICE, FIRE, or ADMINISTRATIVE PERSONNEL.

CODE YELLOW RECESS / PE PROCEDURES:

1. PE Coaches will receive notification of code yellow via radio and will notify teachers at recess of lockdown.
2. Students and staff at PE, recess, or picnic area are to immediately report to the nearest classroom.

CODE YELLOW CAFETERIA PROCEDURES:

Teachers are to remain in their classrooms with their students if they have not brought their students to the cafeteria prior to the time of the “code yellow” announcement. Lunch will be delivered to the classroom and teachers are to eat lunch with their students in the classroom. Teachers who have students in the cafeteria should immediately report to the cafeteria and tend to their students.

SPECIAL NOTES:

Teaching may continue once the classroom has been secured. All teachers who are on their break are asked to report to specials with their class. They are to remain with students at all times, in preparation for a change into a CODE RED.

CODE BROWN PROCEDURES (LISTEN FOR PA DIRECTIVE)

SPECIAL EMERGENCY INSTRUCTION

THIS IS A CHEMICAL INCIDENT.

TEACHERS MUST ADHERE TO THE FOLLOWING:

1. Listen for PA announcement to lockdown or evacuate the building.
2. If directed to evacuate - follow fire evacuation procedures
3. If directed to lockdown – follow code yellow procedures

CODE BLACK PROCEDURES (EVACUATE)

TEACHERS MUST ADHERE TO THE FOLLOWING:

1. Visually scan your classroom. Notify administration or main office immediately if there is any suspicious item, package, box, etc. in your classroom that you do not recognize.
2. Take your class rosters, emergency contact forms and the emergency evacuation packet/clipboard off the wall next to the exit door as you leave the room and verify that everyone is out of the classroom.
3. Bring any student found in the hallway with you as you evacuate.
4. Verify that all classroom doors are locked.
5. Scan your exit route for suspicious or unusual packages, bags, etc. and report immediately to police, fire or administrative personnel.
6. **Do not use electronic devices as you evacuate with your students.**
7. There should be no talking in order to listen for specific instructions.
8. **DURING THE EVACUATION, PLEASE ADHERE TO THE FOLLOWING**:
    a. Instruct all students to follow you to your designated emergency evacuation area **unless** told by police, fire or administration to go to a different area.
    b. Once at your designated area, take attendance to verify that all students in your class are present.
    c. Hold up the appropriate card:
        - Green: No problem.
        - Red: Need assistance
9. Teachers **MUST** keep all of their students together and remain with them at **ALL** times. **DO NOT** allow students to go to any other area.
10. Wait for specific instructions from police, fire or administrative personnel.

CODE ORANGE PROCEDURES (EVACUATE)

SPECIAL EMERGENCY INSTRUCTION

TEACHERS MUST ADHERE TO THE FOLLOWING:

1. Take your plan book, emergency contact numbers and the emergency evacuation packet as you leave the room and verify that everyone is out of the classroom.

2. Bring in any student found in the hallway with you as you evacuate.

3. Verify that all classroom doors are locked.

4. There should be no talking in order to listen for specific instructions.

5. **DURING THE EVACUATION, PLEASE ADHERE TO THE FOLLOWING:**

    a. Instruct all students to follow you to your designated emergency evacuation area unless told by police, fire or administration to go to a different area.
    b. Once at your designated area, take attendance to verify that all students in your class are accounted for.
    c. Hold up the appropriate card:
    Green: No problem
    Red: Need assistance

    d. Teachers **MUST** keep all of their students together and remain with them at **ALL** times. **DO NOT** allow students to go to any other area.

    e. Wait for specific instructions from police, fire or administrative personnel.

CODE BLUE PROCEDURES (MODIFIED LOCKDOWN)

TEACHERS MUST ADHERE TO THE FOLLOWING:

1. Notify administration as soon as possible by calling Main Office or send two individuals to notify administration if you are aware of any medical emergency.

2. Be very specific as to the nature of the emergency.

3. Do not move the individual as this may cause more harm.

4. Keep the area clear of students and spectators.

5. Stay with the medical emergency until help arrives.

CODE GREEN PROCEDURES (ALL CLEAR)

1. All clear, return to normal activities.

FIRE DRILL PROCEDURES

In keeping with the laws of Florida, and for the sake of the safety of students in our school, we are obligated to conduct a series of fire drills each year. Florida Law states, "To give instruction in and hold under direction of the Principal, such fire and emergency drills as may be prescribed by law, by regulations of the State Board and the County Board, and as otherwise may be deemed necessary."

PROCEDURES:

1. Review evacuation maps posted in classrooms.
2. Review fire drill procedures with students.
3. All students are to remain silent.
4. All students should exit the classroom quickly. Students should walk fast, but not run during the entire drill.
5. Teacher verifies classroom is empty. Teachers need to bring their emergency packet/clipboard with them.
6. Once outside, all teachers need to take attendance and hold up the appropriate red or green card.
7. Missing students need to be reported to staff member posted near your holding area.
8. All staff members in fire drill posts need to check off each class as they exit. Once all classes for their area are checked off, all clear needs to be reported over radio for their area.
9. Once all clear is given, students can return to their classrooms.

GENERAL GUIDELINES:

- Keep the entire class in a single file line. Keep a straight line when leaving, returning and while waiting for the return bell. All students will remain quiet throughout the fire drill.
- Groups remain together when leaving the building and remain together while returning to the classroom.
- Everyone remains outside until the inspection of the building is completed, returning to classes when the outside bell rings.
- The teacher should bring the emergency clipboard and class roster and take roll at designated area. Teachers will physically count students and indicate using either a red or green card if all students are accounted for.
- Teach students to observe a fire drill, even if the students are with a special or substitute teacher at the time. Explain to students what to do in case a fire drill occurs when they are not in the room (restroom, etc.).

- At no time during fire drills are the elevators to be used. Faculty and staff will provide additional assistance to those students who need help exiting the building.

TORNADO DRILL PROCEDURES

Tornado drills are conducted at least twice a year to familiarize all students and faculty with the procedures. The first drill is held during the first two (2) weeks of school. The second drill is conducted each FEBRUARY during Hazardous Weather Awareness Week.

A. Warning System

1. The Principal or her designee will use the public address (PA) system to announce: "Tornado Drill."
2. All students and staff report to their assigned areas.

B. Evacuation Route and Shelter Assignments

1. Each teacher is assigned a specific location within his/her classroom or in the interior corridors of the school. Teachers must be familiar with the designated area assigned to their classroom and the route to be used if relocating to an interior corridor of the building.

2. During a Tornado Warning:
   a. Students should be moved away from the windows of classrooms without interior corridors.
   b. Staff members outside must round up students on playgrounds or other outdoor areas and escort them into the building to their designated area.

C. Instructional Command

1. During a tornado drill or a tornado warning, students assembled in interior hallways or other rooms away from windows should be instructed to respond to a specific command to assume protective postures, facing interior walls when danger is imminent.
2. The command should be: "EVERYBODY DOWN! CROUCH ON ELBOWS AND KNEES. HANDS OVER BACK OF HEAD." It is essential that this command be instantly understood and obeyed.

PROCEDURES:

1. All students and staff in the classroom must kneel on the floor and assume the "DROP, COVER, and HOLD" position. Heads are down and hands positioned behind their heads.

2. Any students outside for recess/PE need to be brought inside to a classroom.

3. Clear the hallway prior to locking classroom door.

4. Any classes in transition in the hallway need to enter the nearest classroom.

5. Students and teachers must kneel against wall under white boards and away from windows.

6. Teachers must display either green or red card in window of door.

7. If a RED CARD is posted, teachers must complete the POTENTIAL PROBLEMS FORM and tape it to the inside of the classroom door so that it is visible through the glass.

8. Students should be silent during the tornado drill.

9. Teachers need to be active participants.

10. Once all clear is given, students can resume regular activities.

Potential Problem Form

TEACHER:_____ **ROOM #:**_____

NAME OF MISSING STUDENT(S)	ROOM # / LOCATION OF MISSING STUDENT (IF KNOWN)

NAME(S) OF EXTRA/ADDITIONAL STUDENT(S)	ROOM # / LOCATION WHERE EXTRA STUDENT SHOULD BE	WAS TEACHER OF STUDENT NOTIFIED?	
		YES	NO

ADDITIONAL NEEDS OR COMMENTS:

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

is hereby granted to:

Dr. David Thomas

Florida Charter Foundation, Inc.

for successful completion of the four (4) hour course
approved by the Florida Department of Education

Date of Completion: June 29, 2011

Kathleen W. Schoenberg, Esq.

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

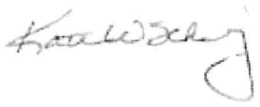
is hereby granted to:

David Thomas

Franklin Academy

for successful completion of the FL 2-Hour Refresher
approved by the Florida Department of Education

Date of Completion: June 9, 2014



Kathleen W. Schoenberg, Esq.

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

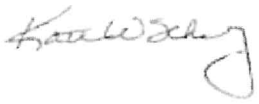
is hereby granted to:

Catherine Arcabascio

Franklin Academy

for successful completion of the FL 4-Hour Training
approved by the Florida Department of Education

Date of Completion: December 3, 2013



Kathleen W. Schoenberg, Esq.

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

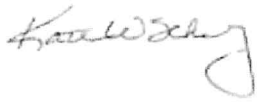
is hereby granted to:

Jacqueline Greenberg

Franklin Academy

for successful completion of the FL 4-Hour Training
approved by the Florida Department of Education

Date of Completion: May 13, 2013



Kathleen W. Schoenberg, Esq.

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

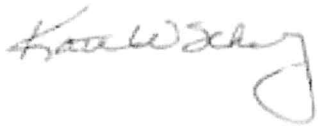
is hereby granted to:

Alexandra Lonsdale

Franklin Academy

for successful completion of the FL 4-Hour Training
approved by the Florida Department of Education

Date of Completion: November 26, 2013



Kathleen W. Schoenberg, Esq.

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

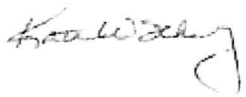
is hereby granted to:

Debbie Platz

Franklin Academy

for successful completion of the FL 4-Hour Training
approved by the Florida Department of Education

Date of Completion: December 3, 2013



Kathleen W. Schoenberg, Esq.

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

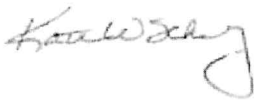
is hereby granted to:

Cheri Shannon

Franklin Academy

for successful completion of the FL 4-Hour Training
approved by the Florida Department of Education

Date of Completion: May 6, 2013



Kathleen W. Schoenberg, Esq.

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

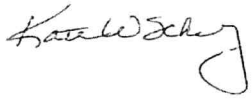
is hereby granted to:

William Kelly

Florida Charter Foundation, Inc.

for successful completion of the four (4) hour course
approved by the Florida Department of Education

Date of Completion: July 24, 2011



Kathleen W. Schoenberg, Esq.

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

is hereby granted to:

Terry Maus

Florida Charter Foundation, Inc.

for successful completion of the four (4) hour course
approved by the Florida Department of Education

Date of Completion: July 23, 2011

Kathleen W. Schoenberg, Esq.

Governing Board

Board Minutes

May 11, 2015
January 05, 2015
September 23, 2014
March 17, 2014
December 23, 2013
October 01, 2013
March 26, 2013
October 11, 2012
September 19, 2012
March 29, 2012
October 27, 2011

Budgets

Broward County
Franklin Academy A - 2015-16
Franklin Academy B - 2015-16
Franklin Academy E - 2015-16
Franklin Academy F - 2015-16
Franklin Academy 3 - 2015-16

Palm Beach County
Franklin Academy B - 2015-16
Franklin Academy C - 2015-16
Franklin Academy D - 2015-16

Board Members

Dr. David Thomas - Chairman, dthomas@FloridaCharter.org

Ms. Catherine Arcabascio - Board Member, carcabascio@FloridaCharter.org

Dr. Jacqueline Greenberg - Board Member, jgreenberg@FloridaCharter.org

Ms. Alexandra Lonsdale - Board Member, alonsdale@FloridaCharter.org

Ms. Debbie Platz - Board Member, dplatz@FloridaCharter.org

Board Liaisons

Boynton Beach Campus

Mr. Christopher Glinton - Board Liaison, Glinton.Christopher@Franklin-Academy.org

Cooper City Campus

Mr. Doug Piper - Board Liaison (Grades K-5), Piper.Doug@Franklin-Academy.org

Mr. Scott Sznitken - Board Liaison (Grades 6-8), Sznitken.Scott@FloridaCharter.org

Palm Beach Gardens Campus

Deborah Platz - Board Liaison (Grades K-5), Dplatz@FloridaCharter.org

Ms. Ivy Benardo - Board Liaison (Grades 6-7), Benardo.Ivy@Franklin-Academy.org

Pembroke Pines Campus

Ms. Elena Diaz - Board Liaison (Grades K-7), Diaz.Elena@Franklin-Academy.org

Mrs. Catherine Arcabascio - Board Liaison (Grade 8), Carcabascio@FloridaCharter.org

Sunrise Campus

Dr. Daniel Sandberg - Board Liaison, Sandberg.Daniel@Franklin-Academy.org

Independent Audits

Franklin Academy A

Franklin Academy B (Broward)

Franklin Academy B (Palm Beach)

Franklin Academy E

Franklin Academy F

Boynton Beach Campus

Mr. Christopher Glinton - Board Liaison, Glinton.Christopher@Franklin-Academy.org

Cooper City Campus

Mr. Doug Piper - Board Liaison (Grades K-5), Piper.Doug@Franklin-Academy.org

Mr. Scott Sznitken - Board Liaison (Grades 6-8), Sznitken.Scott@FloridaCharter.org

Palm Beach Gardens Campus

Deborah Platz - Board Liaison (Grades K-5), Dplatz@FloridaCharter.org

Ms. Ivy Benardo - Board Liaison (Grades 6-7), Benardo.Ivy@Franklin-Academy.org

Pembroke Pines Campus

Ms. Elena Diaz - Board Liaison (Grades K-7), Diaz.Elena@Franklin-Academy.org

Mrs. Catherine Arcabascio - Board Liaison (Grade 8), Carcabascio@FloridaCharter.org

Sunrise Campus

Dr. Daniel Sandberg - Board Liaison, Sandberg.Daniel@Franklin-Academy.org

Independent Audits

Franklin Academy A

Franklin Academy B (Broward)

Franklin Academy B (Palm Beach)

Franklin Academy E

Franklin Academy F

School Accountability Reports

Franklin Academy A, B (Broward) and F are "A" schools, as defined by the criteria established by the Florida Department of Education, for the 2013-2014 school year. Franklin Academy B (Palm Beach) and Franklin Academy E are "C" schools, as defined by the criteria established by the Florida Department of Education for the 2013-14 school year. The full report is available on the FLDOE 2013-2014 School Accountability Reports page.

STAFF / FACULTY SUMMARY

School Year: 2012/2013 **Sort: Name, Personel Nbr, Teacher Nbr**

SCHOOL: 5012 - FRANKLIN ACADEMY A

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
001	S	ACEVEDO DIANA	F	H	0000740632	88888888			01-402	08/08/11	
002	S	ADDISON BRIAN	M	W	0000981755	88888888			01-602	08/08/11	
003	S	AGUILA MAGGIE	F	W	0000860753	88888888			01-316	08/08/11	
070	S	AIRD MONICA	F	W	0000793087	88888888			01-617	08/16/11	
004	S	ALEMAN SONIA	F	W	0000660525	88888888				08/08/11	
006	S	ARCZYNSKI KRISTINE	F	W	0001050008	88888888			01-302	08/08/11	
007	S	AROCHA CHRISTY	F	W	0001163362	88888888			01-325	08/08/11	
071	S	BAUTISTA MARITZA	F	W	0001123027	88888888			01-306	08/16/11	
093	S	BELLOT MARICELY	F	W	0001116864	88888888			01-125	08/13/12	
008	S	BENEDICT JOSHUA	M	W	0001147030	88888888			01-101	08/08/11	
009	S	BETANZOS TERESITA	F	W	0000442037	88888888			01-419	08/08/11	
123	S	BOLANOS BIBIANA	F	H	0000792195	88888888			01-417	10/05/12	
106	S	BRATH BETTY	F	W	0000909542	88888888				08/13/12	
131	S	BRUDER LESBIA	F	H	0000000000	88888888				03/18/13	
078	S	CACCIOLA WACHSMAN KA	F	W	0000978333	88888888			01-128	08/22/11	
115	S	CALDERON JULIANA	F	W	0001191514	88888888			01-401	08/20/12	
011	S	CARDOSO DIACRIS	F	W	0001149331	88888888			01-601	08/08/11	
012	S	CHAIKEN SHERRI	F	W	0001042890	88888888			01-329	08/08/11	
013	S	CHONG NICOLAS	F	W	0001156773	88888888			01-620	10/08/12	
014	S	CLARKE TIRZA	F	W	0000879316	88888888				08/08/11	
016	S	COLLAZO-HENRY JACQUE	F	W	0001103959	88888888			01-328	08/08/11	
124	S	CORDEIRO LAURA	F	H	0001191514	88888888			01-104	08/15/12	
017	S	CORDERO YRA	F	W	0000823772	88888888			01-327	08/08/11	
089	S	CUMMINGS BRENDA	F	W	0000735191	88888888				10/11/11	
018	S	DE LA FE KATRINA	F	W	0001161535	88888888			01-404	08/08/11	
120	S	DEZURIK MATTHEW	M	W	0001169163	88888888			01-600	09/11/12	
130	S	DIAZ ELENA	F	H	0000000000	88888888				01/07/13	
087	S	DOMINGUEZ CINDY	F	W	0000000000	88888888			01-307	08/23/11	
019	S	DONALDSON JADE	F	W	0000874015	88888888			01-307	08/08/11	
020	S	ECELBARGER BRIDGET	F	W	0001146171	88888888			01-411	08/08/11	
127	S	EKLUND JENNIFER	F	W	0001209815	88888888			01-301	01/07/13	
086	S	ELIZALDE KRYSTAL	F	W	0001111788	88888888			01-102	09/20/11	
121	S	ESCOBAR CARMEN	F	W	0000703605	88888888			01-307	09/11/12	
084	S	FADRAGA YVETTE	F	W	0000754693	88888888			01-415	09/15/11	
113	S	FARVER TIMOTHY	M	W	0001010240	88888888			01-621	08/13/12	
114	S	FERNANDEZ ERIKA	F	W	0001082391	88888888			01-504	08/20/12	
022	S	FERRAN RAQUEL	F	W	0000665193	88888888			01-412	08/08/11	
072	S	FRECHETTE CRISTINA	F	W	0000000000	88888888				08/17/11	
073	S	GEISSER MELISSA	F	W	0000000000	88888888				08/17/11	
074	S	GIACOBBE REGINA	F	W	0000591674	88888888			01-100	08/17/11	
075	S	GONZALEZ RENIER	M	W	0000000000	88888888			01-420	08/17/11	
112	S	GRAUL MARIA	F	W	0000806180	88888888			01-303	08/13/12	
132	S	GREEN MONIQUE	F	B	0001171718	88888888			01-504	04/29/13	
064	S	HAMMOCK JESSICA	F	W	0001083689	88888888			01-300	08/08/11	
027	S	HENNEQUIN MAGDA	F	W	0000972078	88888888			01-323	08/08/11	
028	S	HERMAN DAVID	M	W	0001176082	88888888			01-413	08/08/11	
029	S	HERNANDEZ MADELYN	F	W	0001071667	88888888				08/08/11	
104	S	HERNANDEZ MARIA	F	W	0001059246	88888888			01-416	08/13/12	
030	S	HERNANDEZ TRUEBA LIZ	F	W	0001143673	88888888			01-121	08/08/11	
031	S	HEUER CRAIG	M	W	0001150425	88888888			01-120	08/08/11	
032	S	HEVIA-FERNANDEZ THEL	F	W	0000775554	88888888			01-123	08/08/11	
034	S	HINDMARSH LAUREN	F	W	0001110614	88888888			01-103	08/08/11	
110	S	JUNG DEREK	M	W	0001190579	88888888			01-400	08/13/12	
095	S	KIMBERLY LOWY	F	W	0000695740	88888888			01-612	08/13/12	
128	S	LEDGISTER RICHARD	M	B	0000000000	88888888				01/14/13	
036	S	LEROSE ALEXANDRA	F	W	0000822968	88888888			01-503	08/08/11	
037	S	LIMERES GISELLE	F	W	0001161174	88888888			01-403	08/08/11	

**** Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

STAFF / FACULTY SUMMARY

School Year: 2012/2013 **Sort: Name, Personel Nbr, Teacher Nbr**

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
116	S	LOWY KIMBERLY	F	W	0000695740	88888888			01-612	08/13/12	
038	S	LUBINER GLENDA	F	W	0000712853	88888888			01-421	08/08/11	
076	S	MALONE DENISE	F	W	0000000000	88888888				08/17/11	
122	S	MARIA ANMI	F	W	0001191212	88888888			01-129	09/11/12	
040	S	MARQUES JOI	F	W	0001120575	88888888			01-620	08/08/11	
000	S	MARTIN DIANE	F	H	9999999999	88888888				08/08/11	
129	S	MARTINEZ HECTOR	M	H	0001047693	88888888			01-604	01/31/13	
096	S	MAUTNER CARLY	F	W	0001184643	88888888			01-410	08/13/12	
081	S	MAYHEW SHEILA	F	W	0000878630	88888888			01-506	08/08/11	
088	S	MERAV KAREN	F	W	0000000000	88888888			01-307	10/23/11	
097	S	MESSINA AMANDA	F	W	0001195679	88888888			01-122	08/13/12	
042	S	MORALES SANDRA	F	W	0001161578	88888888			01-202	08/08/11	
043	S	NUNEZ-LEDO KAREN	F	W	0001161578	88888888			01-618	08/08/11	
044	S	O'DONNELL SALLY	F	W	0000656704	88888888			01-126	08/08/11	
045	S	OJEDA JEANETTE	F	W	0001092188	88888888			01-124	08/08/11	
047	S	OSBORNE KRISTEN	F	W	0001027878	88888888			01-305	08/08/11	
048	S	PALMISANO THERESA	F	W	0000760280	88888888			01-603	08/08/11	
049	S	PAREDES ADRIANA	F	W	0000890576	88888888			01-418	08/08/81	
098	S	PEACE FRANCINE	F	W	0001113060	88888888			01-619	07/30/12	
050	S	PEREZ DANA	F	W	0001051685	88888888			01-324	08/08/11	
099	S	PEREZ SAYMAR	F	W	0001131479	88888888			01-326	08/13/12	
051	S	PEREZ VIVIAN	F	W	0000917161	88888888			01-615	08/08/11	
052	S	PORTA ISABEL	F	W	0001027823	88888888			01-127	08/08/11	
053	S	QUINTELA NATALIE	F	W	0001135491	88888888			01-322	08/08/11	
083	S	RIBEIRO LUPKOWSKY NA	F	W	0001110883	88888888			01-320	09/15/11	
054	S	RODIL ADA	F	W	0000744042	88888888			01-505	08/08/11	
055	S	ROJAS FANNY	F	W	0000971394	88888888			01-418	08/08/11	
100	S	ROSE LISA	F	W	0001125190	88888888			01-605	08/13/12	
082	S	ROSENKRANZ LAUREN	F	W	0001047859	88888888			01-616	08/08/11	
126	S	ROSS MARY KATHERI	F	W	0000964399	88888888			01-611	01/07/13	
058	S	SASSO STEPHANIE	F	W	0000937576	88888888			01-316	08/08/11	
118	S	SERRANO JESSICA	F	W	0001062583	88888888			01-105	08/31/12	
059	S	SHEARER APRIL	F	W	0001023213	88888888			01-610	08/08/11	
101	S	SILVA ANGELA	F	W	0001042995	88888888			01-321	08/13/12	
117	S	SMITH MARVIN	M	B	0001139773	88888888			01-613	08/17/12	
061	S	SOTERAKIS JENNIFER	F	W	0000854664	88888888			01-405	08/08/11	
102	S	SWAN HEATHER	F	W	0000861643	88888888			01-202	07/31/12	
999	S	TBA TBA	F	W	0000000000	88888888			01-999	06/14/12	
062	S	THOMAS BRETT	M	W	0001175437	88888888			01-201	08/08/11	
063	S	TOMARCHIO KAREN	F	W	0000000000	88888888				08/08/11	
066	S	TRUEBA MARK	M	W	0001134039	88888888			01-116	08/08/11	
069	S	ZIMMERMAN DEVONY	F	W	0000860112	88888888			01-304	08/08/11	

Total Staff: 99

***** ***Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

STAFF / FACULTY SUMMARY

School Year: 2013/2014 **Sort: Name, Personel Nbr, Teacher Nbr**

SCHOOL: 5012 - FRANKLIN ACADEMY A

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
156	S	ABREU JANET	F	W	0001185575	50001666			01-300	11/04/13	
001	S	ACEVEDO DIANA	F	H	0000740632	50001495			01-402	08/08/11	
003	S	AGUILA MAGGIE	F	W	0000860753	50001494			01-316	08/08/11	
004	S	ALEMAN SONIA	F	W	0000660525	88888888				08/08/11	
071	S	BAUTISTA MARITZA	F	W	0001123027	50001466			01-306	08/16/11	
093	S	BELLOT MARICELY	F	W	0001116864	50001457			01-125	08/13/12	
008	S	BENEDICT JOSHUA	M	W	0001147030	50001491			01-100	08/08/11	
157	S	BENITEZ LAURA	F	W	0000000000	50001665			01-129	10/28/13	
009	S	BETANZOS TERESITA	F	W	0000442037	50001490			01-419	08/08/11	
150	S	BLACK KAREN	F	B	0000000000	50001671				08/19/13	
123	S	BOLANOS BIBIANA	F	H	0000792195	50001441			01-417	10/05/12	
106	S	BRATH BETTY	F	W	0000909542	50001448				08/13/12	
136	S	CALCAMUGGI JENIFER	F	W	0000000000	50001019			01-404	07/31/13	
115	S	CALDERON JULIANA	F	W	0001191514	50001445			01-328	08/20/12	
158	S	CANTORE PATRICIA	F	W	0000000000	50001664			01-202	08/05/13	
011	S	CARDOSO DIACRIS	F	W	0001149331	50001489			01-601	08/08/11	
012	S	CHAIKEN SHERRI	F	W	0001042890	50001488			01-418	08/08/11	
016	S	COLLAZO-HENRY JACQUE	F	W	0001103959	50001487			01-301	08/08/11	
134	S	COLLINS KENNESHA	F	W	0001224464	50001681			01-121	07/31/13	
124	S	CORDEIRO LAURA	F	H	0001191514	50001440			01-104	08/15/12	
089	S	CUMMINGS BRENDA	F	W	0000735191	50001458				10/11/11	
139	S	DE CARION ANDREW	M	W	0000000000	50001677			01-619	08/07/13	
120	S	DEZURIK MATTHEW	M	W	0001169163	50001443			01-600	09/11/12	
130	S	DIAZ ELENA	F	H	0000000000	50001585				01/07/13	
019	S	DONALDSON JADE	F	W	0000874015	50001486			01-307	08/08/11	
127	S	EKLUND JENNIFER	F	W	0001209815	50001439			01-322	01/07/13	
086	S	ELIZALDE KRYSTAL	F	W	0001111788	50001459			01-102	09/20/11	
084	S	FADRAGA YVETTE	F	W	0000754693	50001460			01-415	09/15/11	
142	S	FARLEY MICHELLE	F	W	0001170265	50001675			01-610	08/07/13	
113	S	FARVER TIMOTHY	M	W	0001010240	50001446			01-621	08/13/12	
072	S	FRECHETTE CRISTINA	F	W	0000000000	50001465				08/17/11	
151	S	FRECHETTE PAUL	M	W	0000640468	50001670				08/19/13	
160	S	GADDIE ADAM	M	W	0000000000	50000896			01-604	10/29/13	
155	S	GARCIA YEINER	F	H	0000000000	50001667				10/01/13	
152	S	GIACOBBE BRITTANY	F	W	0000000000	50001669				08/19/13	
074	S	GIACOBBE REGINA	F	W	0000591674	50001464			01-101	08/17/11	
075	S	GONZALEZ RENIER	M	W	0000000000	50001463			01-420	08/17/11	
112	S	GRAUL MARIA	F	W	0000806180	50001447			01-303	08/13/12	
132	S	GREEN MONIQUE	F	B	0001171718	50001683			01-504	04/29/13	
133	S	GREEN SHERRIA	F	W	0000000000	50001682			01-122	07/31/13	
153	S	HERICK BETH	F	W	0000000000	50001668			01-505	08/05/13	
028	S	HERMAN DAVID	M	W	0001176082	50001485			01-412	08/08/11	
029	S	HERNANDEZ MADELYN	F	W	0001071667	50001484				08/08/11	
104	S	HERNANDEZ MARIA	F	W	0001059246	50001449			01-416	08/13/12	
032	S	HEVIA-FERNANDEZ THEL	F	W	0000775554	50001483			01-123	08/08/11	
034	S	HINDMARSH LAUREN	F	W	0001110614	50001482			01-103	08/08/11	
110	S	JUNG DEREK	M	W	0001190579	88888888			01-400	08/13/12	
128	S	LEDGISTER RICHARD	M	B	0000000000	50001572				01/14/13	
037	S	LIMERES GISELLE	F	W	0001161174	50001481			01-403	08/08/11	
116	S	LOWY KIMBERLY	F	W	0000695740	50001444			01-612	08/13/12	
038	S	LUBINER GLENDA	F	W	0000712853	50001480			01-201	08/08/11	
148	S	MAHONEY NATASSIA	F	W	0000000000	50001673			01-304	07/29/13	
122	S	MARIA ANMI PRISCIL	F	W	0001191212	50001442			01-128	09/11/12	
129	S	MARTINEZ HECTOR	M	H	0001047693	50001580			01-605	01/31/13	
096	S	MAUTNER CARLY	F	W	0001184643	50001456			01-410	08/13/12	
081	S	MAYHEW SHEILA	F	W	0000878630	50001462			01-506	08/08/11	
097	S	MESSINA AMANDA	F	W	0001195679	50001455			01-105	08/13/12	

**** Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

STAFF / FACULTY SUMMARY

School Year: 2013/2014 **Sort: Name, Personel Nbr, Teacher Nbr**

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
137	S	MIGUEL AGNERYS	F	W	0000000000	50001679			01-127	07/31/13	
147	S	NEIRA JENNIFER	F	W	0000000000	50001674			01-303	07/29/13	
043	S	NUNEZ-LEDO KAREN	F	W	0001161578	50001479			01-401	08/08/11	
045	S	OJEDA JEANETTE	F	W	0001092188	50001478			01-124	08/08/11	
047	S	OSBORNE KRISTEN	F	W	0001027878	50001477			01-305	08/08/11	
048	S	PALMISANO THERESA	F	W	0000760280	50001476			01-603	08/08/11	
049	S	PAREDES ADRIANA	F	W	0000890576	50001475			01-419	08/08/81	
098	S	PEACE FRANCINE	F	W	0001113060	50001454			01-615	07/30/12	
050	S	PEREZ DANA	F	W	0001051685	50001474			01-324	08/08/11	
099	S	PEREZ SAYMAR	F	W	0001131479	50001453			01-326	08/13/12	
051	S	PEREZ VIVIAN	F	W	0000917161	50001473			01-503	08/08/11	
052	S	PORTA ISABEL	F	W	0001027823	50001472			01-126	08/08/11	
053	S	QUINTELA NATALIE	F	W	0001135491	50001471			01-322	08/08/11	
083	S	RIBEIRO LUPKOWSKY NA	F	W	0001110883	50001461			01-320	09/15/11	
055	S	ROJAS FANNY	F	W	0000971394	50001470			01-418	08/08/11	
149	S	ROSADO MARITZA	F	W	0000685406	50001672			01-413	09/25/13	
100	S	ROSE LISA	F	W	0001125190	50001452			01-605	08/13/12	
005	S	ROSS CIERRA	F	W	0001193992	50001492			01-323	09/12/13	
126	S	ROSS MARY KATHERI	F	W	0000964399	50001761			01-611	01/07/13	
058	S	SASSO STEPHANIE	F	W	0000937576	50001469			01-316	08/08/11	
101	S	SILVA ANGELA	F	W	0001042995	50001451			01-321	08/13/12	
061	S	SOTERAKIS JENNIFER	F	W	0000854664	50001468			01-421	08/08/11	
138	S	STRAUCH SANDRA	F	W	0000760762	50001678			01-405	07/31/13	
102	S	SWAN HEATHER	F	W	0000861643	50001450			01-202	07/31/12	
063	S	TOMARCHIO KAREN	F	W	0000000000	50001467				08/08/11	
162	S	TWIST KAITLIN	F	W	0001188187	50001662			01-411	01/14/14	
141	S	VASQUEZ FERMIN	M	W	0000000000	50001676		6G	01-620	07/29/13	
161	S	VELAZQUEZ ANGELA	F	W	0000000000	50001663				08/05/13	
135	S	VELEZ CRISTINA	F	W	0001221645	50001680			01-301	07/31/13	

Total Staff: 86

**** Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

STAFF / FACULTY SUMMARY

School Year: 2014/2015 **Sort: Name, Personel Nbr, Teacher Nbr**

SCHOOL: 5012 - FRANKLIN ACADEMY A

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
001	S	ACEVEDO DIANA	F	H	0000740632	50001495				08/08/11	
003	S	AGUILA MAGGIE	F	W	0000860753	50001494			01-316	08/08/11	
004	S	ALEMAN SONIA	F	W	0000660525	50003831				08/08/11	
169	S	ANNETT MATTHEW	M	W	0000882940	50003396			01-620	08/04/14	
071	S	BAUTISTA MARITZA	F	W	0001123027	50001466			01-306	08/16/11	
093	S	BELLOT MARICELY	F	W	0001116864	50001457			01-125	08/13/12	
008	S	BENEDICT JOSHUA	M	W	0001147030	50001491			01-100	08/08/11	
157	S	BENITEZ LAURA	F	W	0000000000	50001665			01-129	10/28/13	
009	S	BETANZOS TERESITA	F	W	0000442037	50001490			01-419	08/08/11	
150	S	BLACK KAREN	F	W	0000000000	50001671			01-616	08/19/13	
170	S	BLITZ STEPHANIE	F	W	0001253503	50003397			01-405	08/04/14	
123	S	BOLANOS BIBIANA	F	H	0000792195	50001441			01-417	10/05/12	
136	S	CALCAMUGGI JENIFER	F	W	0000000000	50001019			01-126	07/31/13	
115	S	CALDERON JULIANA	F	W	0001191514	50001445			01-328	08/20/12	
158	S	CANTORE PATRICIA	F	W	0000000000	50001664			01-202	08/05/13	
011	S	CARDOSO DIACRIS	F	W	0001149331	50001489				08/08/11	
172	S	CHATTERTON LAURA	F	W	0001254369	50003556			01-300	08/04/14	
016	S	COLLAZO-HENRY JACQUE	F	W	0001103959	50001487			01-302	08/08/11	
134	S	COLLINS KENNESHA	F	W	0001224464	50001681			01-121	07/31/13	
124	S	CORDEIRO LAURA	F	H	0001191514	50001440			01-104	08/15/12	
166	S	CRUZ MARIA	F	W	0001217848	50003389			01-618	08/04/14	
120	S	DEZURIK MATTHEW	M	W	0001169163	50001443			01-601	09/11/12	
130	S	DIAZ ELENA	F	H	0000000000	50001585				01/07/13	
019	S	DONALDSON JADE	F	W	0000874015	50001486			01-307	08/08/11	
127	S	EKLUND JENNIFER	F	W	0001209815	50001439			01-326	01/07/13	
086	S	ELIZALDE KRYSTAL	F	W	0001111788	50001459			01-129	09/20/11	
084	S	FADRAGA YVETTE	F	W	0000754693	50001460			01-415	09/15/11	
185	S	FARRINGTON JENNIFER	F	W	0001161170	50003881				08/11/14	
113	S	FARVER TIMOTHY	M	W	0001010240	50001446			01-603	08/13/12	
072	S	FRECHETTE CRISTINA	F	W	0000000000	50001465				08/17/11	
151	S	FRECHETTE PAUL	M	W	0000640468	50001670			01-116	08/19/13	
155	S	GARCIA YEINER	F	H	0000000000	50001667			01-327	10/01/13	
074	S	GIACOBBE REGINA	F	W	0000591674	50001464			01-102	08/17/11	
075	S	GONZALEZ RENIER	M	W	0000000000	50001463			01-600	08/17/11	
163	S	GOODEN KIYA	F	B	0000117187	50001758				09/17/13	
112	S	GRAUL MARIA	F	W	0000806180	50001447			01-329	08/13/12	
132	S	GREEN MONIQUE	F	B	0001171718	50001683			01-504	04/29/13	
133	S	GREEN SHERRIA	F	W	0000000000	50001682			01-122	07/31/13	
186	S	HELGESON WILEYSSA	F	W	0000981793	50003882			01-305	10/06/14	
028	S	HERMAN DAVID	M	W	0001176082	50001485			01-412	08/08/11	
173	S	HERMAN SYDNEY	F	W	0001207572	50003557			01-604	08/04/14	
104	S	HERNANDEZ MARIA	F	W	0001059246	50001449			01-416	08/13/12	
167	S	HERNANDEZ TOBIAS	M	W	0000808998	50003393			01-613	08/04/14	
174	S	HERNANDEZ VIVIANA	F	W	0000914371	50003558			01-127	08/04/14	
032	S	HEVIA-FERNANDEZ THEL	F	W	0000775554	50001483			01-123	08/08/11	
034	S	HINDMARSH LAUREN	F	W	0001110614	50001482			01-103	08/08/11	
182	S	KEYS SELETHA	F	B	0001177609	50003565			01-322	08/04/14	
183	S	LANG HEATHER	F	W	0001202246	50003492			01-120	09/05/14	
037	S	LIMERES GISELLE	F	W	0001161174	50001481			01-403	08/08/11	
184	S	LIPMAN-WHITE TRACI	F	B	0000000000	50003834			01-611	10/02/14	
187	S	LOPEZ ALEXANDER	M	W	0000000000	50004025			01-505	10/14/14	
116	S	LOWY KIMBERLY	F	W	0000695740	50001444			01-612	08/13/12	
038	S	LUBINER GLENDA	F	W	0000712853	50001480			01-201	08/08/11	
148	S	MAHONEY NATASSIA	F	W	0001201681	50001673			01-404	07/29/13	
122	S	MARIA ANMI PRISCIL	F	W	0001191212	50001442			01-128	09/11/12	
129	S	MARTINEZ HECTOR	M	H	0001047693	50001580			01-605	01/31/13	
176	S	MCCAW STEVYN	M	B	0001107436	50003560			01-400	08/04/14	

**** Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

STAFF / FACULTY SUMMARY

School Year: 2014/2015 **Sort: Name, Personel Nbr, Teacher Nbr**

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
097	S	MESSINA AMANDA	F	W	0001195679	50001455			01-105	08/13/12	
164	S	MUELA LISA	F	W	0000000000	50003232				07/15/13	
177	S	NEDOROSCIK WILLIAM	M	W	0001013721	50003616			01-619	08/04/14	
043	S	NUNEZ-LEDO KAREN	F	W	0001161578	50001479			01-401	08/08/11	
045	S	OJEDA JEANETTE	F	W	0001092188	50001478			01-124	08/08/11	
047	S	OSBORNE KRISTEN	F	W	0001027878	50001477			01-304	08/08/11	
049	S	PAREDES ADRIANA	F	W	0000890576	50001475			01-419	08/08/81	
098	S	PEACE FRANCINE	F	W	0001113060	50001454			01-615	07/30/12	
050	S	PEREZ DANA	F	W	0001051685	50001474			01-324	08/08/11	
099	S	PEREZ SAYMAR	F	W	0001131479	50001453			01-326	08/13/12	
051	S	PEREZ VIVIAN	F	W	0000917161	50001473				08/08/11	
189	S	PLANA NADYA	F	W	0001015351	50004423			01-320	12/01/14	
052	S	PORTA ISABEL	F	W	0001027823	50001472			01-303	08/08/11	
053	S	QUINTELA NATALIE	F	W	0001135491	50001471			01-325	08/08/11	
178	S	RIVERO ROXANA	F	W	0000846308	50003561			01-610	08/04/14	
055	S	ROJAS FANNY	F	W	0000971394	50001470			01-418	08/08/11	
149	S	ROSADO MARITZA	F	W	0000685406	50001672			01-413	09/25/13	
100	S	ROSE LISA	F	W	0001125190	50001452			01-402	08/13/12	
005	S	ROSS CIERRA	F	W	0001193992	50001492			01-323	09/12/13	
126	S	ROSS MARY KATHERI	F	W	0000964399	50001761			01-611	01/07/13	
179	S	SANCHEZ KERRI LYNN	F	W	0001249126	50003562			01-421	08/04/14	
058	S	SASSO STEPHANIE	F	W	0000937576	50001469			01-316	08/08/11	
181	S	SAUMELL REBECA	F	W	0000679514	50003564			01-420	08/04/14	
101	S	SILVA ANGELA	F	W	0001042995	50001451			01-321	08/13/12	
061	S	SOTERAKIS JENNIFER	F	W	0000854664	50001468			01-506	08/08/11	
138	S	STRAUCH SANDRA	F	W	0000760762	50001678			01-418	07/31/13	
102	S	SWAN HEATHER	F	W	0000861643	50001450			01-202	07/31/12	
063	S	TOMARCHIO KAREN	F	W	0000000000	50001467				08/08/11	
162	S	TWIST KAITLIN	F	W	0001188187	50001662			01-411	01/14/14	
135	S	VELEZ CRISTINA	F	W	0001221645	50001680			01-301	07/31/13	
188	S	WEHN MICHELLE	F	W	0000000000	50004350			01-410	02/09/15	

Total Staff: 88

**** Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

STAFF / FACULTY SUMMARY

School Year: 2015/2016 **Sort: Name, Personel Nbr, Teacher Nbr**

SCHOOL: 5012 - FRANKLIN ACADEMY A

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
001	S	ACEVEDO DIANA	F	H	0000740632	50001495				08/08/11	
003	S	AGUILA MAGGIE	F	W	0000860753	50001494			01-316	08/08/11	
201	S	ALCEAC PARKS KIMBERL	F	W	0001245929	50003252				08/01/15	
212	S	ALEJO JEANNETTE	F	W	0001262764	50005570			01-618	10/05/15	
004	S	ALEMAN SONIA	F	W	0000660525	50003831				08/08/11	
210	S	BANDY NICOLE	F	W	0000000000	50005562				09/24/15	
093	S	BELLOT MARICELY	F	W	0001116864	50001457			01-125	08/13/12	
157	S	BENITEZ LAURA	F	W	0001232561	50001665			01-201	10/28/13	
009	S	BETANZOS TERESITA	F	W	0000442037	50001490				08/08/11	
150	S	BLACK KAREN	F	W	0001197510	50001671			01-616	08/19/13	
170	S	BLITZ STEPHANIE	F	W	0001253503	50003397			01-405	08/04/14	
123	S	BOLANOS BIBIANA	F	H	0000792195	50001441			01-127	10/05/12	
115	S	CALDERON JULIANA	F	W	0001191514	50001445			01-328	08/20/12	
158	S	CANTORE PATRICIA	F	W	0001274472	50001664			01-615	08/05/13	
011	S	CARDOSO DIACRIS	F	W	0001149331	50001489				08/08/11	
016	S	COLLAZO-HENRY JACQUE	F	W	0001103959	50001487			01-302	08/08/11	
204	S	COLLINS COURTNEY	F	B	0000000000	50005285			01-505	08/01/15	
134	S	COLLINS KENNESHA	F	W	0001224464	50001681			01-121	07/31/13	
124	S	CORDEIRO LAURA	F	H	0001191514	50001440			01-104	08/15/12	
195	S	DEROSA MARIA	F	W	0000388997	50005314				08/01/15	
120	S	DEZURIK MATTHEW	M	W	0001169163	50001443			01-601	09/11/12	
130	S	DIAZ ELENA	F	H	0000000000	50001585				01/07/13	
019	S	DONALDSON JADE	F	W	0000874015	50001486			01-307	08/08/11	
198	S	ECHEVARRIA GINNETTE	F	W	0001280266	50005280			01-303	08/01/15	
127	S	EKLUND JENNIFER	F	W	0001209815	50001439			01-326	01/07/13	
086	S	ELIZALDE KRYSTAL	F	W	0001111788	50001459			01-105	09/20/11	
084	S	FADRAGA YVETTE	F	W	0000754693	50001460			01-415	09/15/11	
113	S	FARVER TIM	M	W	0001010240	50001446			01-603	08/13/12	
205	S	FRAIZER TONI	F	W	0001167515	50005286			01-306	08/01/15	
072	S	FRECHETTE CRISTINA	F	W	0000000000	50001465				08/17/11	
151	S	FRECHETTE PAUL	M	W	0000640468	50001670			01-116	08/19/13	
199	S	GARAY ABEL	M	W	0001230316	50005281			01-413	02/23/15	
074	S	GIACOBBE REGINA	F	W	0000591674	50001464			01-102	08/17/11	
194	S	GONTHIER NORMA	F	W	0001281634	50004917			01-122	08/01/15	
075	S	GONZALEZ RENIER	M	W	0001194532	50001463			01-600	08/17/11	
163	S	GOODEN KIYA	F	B	0000117187	50001758				09/17/13	
112	S	GRAUL MARIA	F	W	0000806180	50001447			01-329	08/13/12	
132	S	GREEN MONIQUE	F	B	0001171718	50001683			01-504	04/29/13	
186	S	HELGESON WILEYSSA	F	W	0000981793	50003882				10/06/14	
028	S	HERMAN DAVID	M	W	0001176082	50001485			01-412	08/08/11	
173	S	HERMAN SYDNEY	F	W	0001207572	50003557			01-604	08/04/14	
104	S	HERNANDEZ MARIA	F	W	0001059246	50001449			01-416	08/13/12	
193	S	HERNANDEZ SARAH	F	W	0000000000	50004644				08/25/14	
167	S	HERNANDEZ TOBIAS	M	W	0000808998	50003393			01-619	08/04/14	
174	S	HERNANDEZ VIVIANA	F	W	0000914371	50003558			01-301	08/04/14	
032	S	HEVIA-FERNANDEZ THEL	F	W	0000775554	50001483			01-123	08/08/11	
034	S	HINDMARSH LAUREN	F	W	0001110614	50001482			01-103	08/08/11	
182	S	KEYS SELETHA	F	B	0001177609	50003565			01-322	08/04/14	
183	S	LANG HEATHER	F	W	0001202246	50003492			01-100	09/05/14	
037	S	LIMERES GISELLE	F	W	0001161174	50001481			01-403	08/08/11	
184	S	LIPMAN-WHITE TRACI	F	B	0000000000	50003834			01-611	10/02/14	
187	S	LOPEZ ALEXANDER	M	W	0000000000	50004025			01-610	10/14/14	
116	S	LOWY KIMBERLY	F	W	0000695740	50001444			01-613	08/13/12	
211	S	LOZA MARTHA	F	W	0000000000	50005563				10/02/15	
038	S	LUBINER GLENDA	F	W	0000712853	50001480			01-201	08/08/11	
148	S	MAHONEY NATASSIA	F	W	0001201681	50001673			01-404	07/29/13	
122	S	MARIA ANMI PRISCIL	F	W	0001191212	50001442			01-128	09/11/12	

**** Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

STAFF / FACULTY SUMMARY

School Year: 2015/2016 **Sort: Name, Personel Nbr, Teacher Nbr**

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
129	S	MARTINEZ HECTOR	M	H	0001047693	50001580			01-605	01/31/13	
176	S	MCCAW STEVYN	M	B	0001107436	50003560			01-400	08/04/14	
097	S	MESSINA AMANDA	F	W	0001195679	50001455			01-126	08/13/12	
164	S	MUELA LISA	F	W	0000000000	50003232				07/15/13	
177	S	NEDOROSCIK WILLIAM	M	W	0001013721	50003616			01-417	08/04/14	
200	S	NEWBANKS LUANN	F	W	0001256976	50005282			01-419	08/01/15	
043	S	NUNEZ-LEDO KAREN	F	W	0001161578	50001479			01-401	08/08/11	
045	S	OJEDA JEANETTE	F	W	0001092188	50001478			01-124	08/08/11	
207	S	OLIVER NICOLETTE	F	B	0000000000	50005315				08/01/15	
047	S	OSBORNE KRISTEN	F	W	0001027878	50001477			01-304	08/08/11	
049	S	PAREDES ADRIANA	F	W	0000890576	50001475			01-506	08/08/81	
050	S	PEREZ DANA	F	W	0001051685	50001474			01-324	08/08/11	
099	S	PEREZ SAYMAR	F	W	0001131479	50001453				08/13/12	
051	S	PEREZ VIVIAN	F	W	0000917161	50001473				08/08/11	
189	S	PLANA NADYA	F	W	0001015351	50004423			01-320	12/01/14	
052	S	PORTA ISABEL	F	W	0001027823	50001472			01-129	08/08/11	
053	S	QUINTELA NATALIE	F	W	0001135491	50001471			01-325	08/08/11	
209	S	RODIL ADA	F	W	0000744042	50001850			01-300	09/16/15	
197	S	RODRIGUEZ KELLY	F	W	0001274695	50005279			01-120	08/01/15	
203	S	RODRIGUEZ MICHELLE	F	W	0000873685	50005284			01-327	09/02/15	
055	S	ROJAS FANNY	F	W	0000971394	50001470			01-612	08/08/11	
149	S	ROSADO MARITZA	F	W	0000685406	50001672			01-506	09/25/13	
005	S	ROSS CIERRA	F	W	0001193992	50001492			01-323	09/12/13	
126	S	ROSS MARY KATHERI	F	W	0000964399	50001761			01-621	01/07/13	
179	S	SANCHEZ KERRI LYNN	F	W	0001249126	50003562			01-402	08/04/14	
058	S	SASSO STEPHANIE	F	W	0000937576	50001469			01-316	08/08/11	
181	S	SAUMELL REBECA	F	W	0000679514	50003564			01-420	08/04/14	
101	S	SILVA ANGELA	F	W	0001042995	50001451			01-321	08/13/12	
061	S	SOTERAKIS JENNIFER	F	W	0000854664	50001468			01-620	08/08/11	
138	S	STRAUCH SANDRA	F	W	0000760762	50001678			01-418	07/31/13	
190	S	SVILAR ELIZABETH	F	W	0000000000	50004912			01-615	04/27/15	
102	S	SWAN HEATHER	F	W	0000861643	50001450			01-202	07/31/12	
063	S	TOMARCHIO KAREN	F	W	0000000000	50001467				08/08/11	
162	S	TWIST KAITLIN	F	W	0001188187	50001662			01-411	01/14/14	
135	S	VELEZ CRISTINA	F	W	0001221645	50001680			01-305	07/31/13	
213	S	VENTURA LUIS	M	W	0000000000	50005718				10/19/15	
192	S	VILLANUEVA LISSETTE	F	W	0000000000	50004645				08/21/14	
188	S	WEHN MICHELLE	F	W	0000848735	50004350			01-410	02/09/15	
214	S	WOLFER CAREN	F	W	0000846566	50004996				11/16/15	

Total Staff: 96

**** Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

Franklin ACADEMY

CERTIFICATION: KINDERGARTEN | GRADE 1

EMPLOYEE	ASSIGNMENT	TYPE	AREA	EXPIRATION | #	ENDORSEMENTS	STATUS/NOTES
BELLOT, MARICELY	KINDERGARTEN	Professional	Pre-K/Primary (K-3)	2018 | 1116864	ESOL OOF	
COLLINS, KENNESHA	1ST GRADE	Professional	Elem Ed, K-6	2018 | 1224464	ESOL	✓
DEROSA, MARIA	1ST GRADE	Professional	Elem Ed, 1-6 Early Childhood	2020 | 388997	ESOL | GIFTED	✓
GONTHIER, NORMA	KINDERGARTEN	Professional	Elem Ed, K-6	2020 | 1281634	ESOL	✓
HERNANDEZ, VIVIANA	1ST GRADE	Professional	Elem Ed, 1-6	2018 | 914371	ESOL	✓
HEVIA-FERNANDEZ, THELMA	KINDERGARTEN	Professional	Elem Ed, 1-6 PK/Primary, PK3-3	2019 | 775554	ESOL	✓
KEYS, SELETHA	KINDERGARTEN	Professional	Elem Ed, K-6	2016 | 1177609	ESOL OOF	
LANG, HEATHER (BLEIBERG)	1ST GRADE	Professional	Elem Ed, K-6	2018 | 1202246	ESOL	✓
OJEDA, JEANETTE	KINDERGARTEN	Professional	Elem Ed, K-6	2018 | 1092188	ESOL	✓
PEREZ, DANA	KINDERGARTEN	Professional	Elem Ed, K-6	2017 | 1051685	ESOL	✓
PLANA, NADYA	1ST GRADE	Professional	Elem Ed, K-6 Hearing Impaired	2016 | 1015351	ESOL	✓
QUINTELA, NATALIE	KINDERGARTEN	Professional	Elem Ed, K-6 Reading, K-12	2019 | 1135491	ESOL	✓
RODIL, ADA	1ST GRADE	Statement	Elem Ed, K-6	2018 | 74402	ESOL OOF	Follow up
RODRIGUEZ, KELLY	1ST GRADE	Temporary	Pre-K/Primary PK3-3	2018 | 1274695	ESOL OOF	GKT,PROF,SA,PEC,TExp
ROSS, CIERRA	KINDERGARTEN	Professional	Elem Ed, K-6	2017 | 1193992	ESOL	✓
SILVA, ANGELA	1ST GRADE	Professional	Elem Ed, K-6	2016 | 1042995	ESOL	✓

Franklin ACADEMY

CERTIFICATION: GRADE 2 | GRADE 3

EMPLOYEE	ASSIGNMENT	CERTIFICATE TYPE	AREA OF CERTIFICATION	EXPIRATION | #	ENDORSEMENTS	STATUS/NOTES
ALMONTE, KRYSTAL	2ND GRADE	Professional	Elem Ed (K-6)	2018 | 1111788	ESOL	✓
BOLAÑOS, BIBIANA	3RD GRADE	Professional	Elem Ed (1-6)	2020 | 792195	ESOL	✓
CALDERON, JULIANA	3RD GRADE	Professional	Elem Ed, K-6	2017 | 1191514	ESOL	✓
CORDEIRO, LAURA	2ND GRADE	Professional	Elem Ed, K-6	2017 | 1200781	ESOL	✓
ECHEVARRIA, GINNETTE	2ND GRADE	Professional	Elem Ed, K-6	2020 | 1280266	ESOL OOF	
EKLUND, JENNIFER	3RD GRADE	Professional	Elem Ed, K-6 ESE, K-12	2017 | 1209815	ESOL	✓
GARCIA, ISABEL (SANCHEZ)	3RD GRADE	Professional	Elem Ed, K-6	2016 | 1027823	ESOL	✓
GIACOBBE, REGINA	2ND GRADE	Professional	Elem Ed, 1-6 Early Childhood	2018 | 5911674	ESOL | READING	✓
GRAUL, MARIA	3RD GRADE	Professional	Elem Ed, 1-6	2019 | 806180	ESOL	✓
HENRY, JACQUELINE	2ND GRADE	Professional	Elem Ed, K-6	2018 | 1103959	ESOL	✓
HINDMARSH, LAUREN	2ND GRADE	Professional	Elem Ed, K-6	2020 | 1110614	ESOL	✓
MARIA, ANMI	3RD GRADE	Professional	Elem Ed, K-6	2017 | 1191212	ESOL	✓
MESSINA, AMANDA	3RD GRADE	Professional	Elem Ed, K-6	2017 | 1195679	ESOL	✓
OSBORNE, KRISTEN	2ND GRADE	Professional	Elem Ed, K-6	2018 | 1027878	ESOL	✓
RODRIGUEZ, MICHELLE	3RD GRADE	Professional	Elem Ed, 1-6	2016 | 873685	ESOL | READING	✓
VELEZ, CRISTINA	2ND GRADE	Professional	Elem Ed, K-6	2018 | 1221645	ESOL	✓

Franklin ACADEMY

CERTIFICATION: GRADE 4 | GRADE 5

EMPLOYEE	ASSIGNMENT	CERTIFICATE TYPE	AREA OF CERTIFICATION	EXPIRATION | #	ENDORSEMENTS	STATUS/NOTES
BLITZ, STEPHANIE	5TH GRADE	Professional	Elem Ed. K-6	2019 | 1253503	ESOL | READING	✓
FADRAGA, YVETTE	4TH GRADE	Professional	Elem Ed, 1-6 Pre-K/Primary, K-3	2019 | 754693	ESOL	✓
GARAY, ABEL	5TH GRADE	Temporary	Elem Ed, K-6	2017 | 1230316	-	GKT, PEC, 3HRS, TExp
HERMAN, DAVID	5TH GRADE	Professional	Elem Ed, K-6	2016 | 1176082	ESOL	✓
HERNANDEZ, MARIA	4TH GRADE	Professional	Elem Ed, K-6	2020 | 1059246	ESOL OOF	
LIMERES, GISELLE	4TH GRADE	Professional	Elem Ed, K-6	2020 | 1161174	ESOL	✓
MAHONEY, NATASSIA	4TH GRADE	Professional	Elem Ed, K-6 ESE, K-12	2017 | 1201681	ESOL	✓
NEDOROSCIK, WILLIAM	4TH GRADE	Professional	Elem Ed, K-6 PE, K-12	2016 | 1013721	ESOL	✓
NEWBANKS, LUANN	5TH GRADE	Statement	Elem Ed, K-6	2017 | 1256976	ESOL OOF	PROF, SA
NUÑEZ, KAREN	4TH GRADE	Professional	Elem Ed, K-6 English, 6-12	2016 | 1161578	ESOL OOF	
PARKS, KIMBERLY (ALCEAC)	5TH GRADE	Professional	Elem Ed, K-6	2019 | 1245929	ESOL OOF	
SANCHEZ, KERRI	4TH GRADE	Professional	Elem Ed, K-6	2019 | 1249126	-	
SAUMELL, REBECA	5TH GRADE	Professional	Elem Ed, 1-6	2020 | 679514	ESOL	✓
STRAUCH, SANDRA	4TH GRADE	Professional	Elem Ed, 1-6	2018 | 760762	ESOL OOF	
TWIST, KAITLIN	5TH GRADE	Professional	Elem Ed, K-6	2016 | 1188187	ESOL	✓
WEHN, MICHELLE	5TH GRADE	Statement	Elem Ed, K-6	2018 |848735	ESOL OOF	GKT, PROF, AREA

Franklin ACADEMY

CERTIFICATION: MIDDLE SCHOOL CORE COURSES

EMPLOYEE	ASSIGNMENT	CERTIFICATE TYPE	AREA OF CERTIFICATION	EXPIRATION | #	ENDORSEMENTS	STATUS/NOTES
ALEJO, JEANETTE (DIAZ)	ELA	Professional	English, 6-12	2019 | 1262764	ESOL OOF	
BOSKOVIC, LISA	SOCIAL STUDIES	Temporary	Social Science, 6-12	2017 | 1253140	-	GKT
DEZURIK, MATT	SOCIAL STUDIES	Professional	Social Science 5-9, 6-12	2018 | 1169163	-	
FARVER, TIM	SOCIAL STUDIES	Temporary	Social Science, 6-12	2015 | 1010240	-	Follow Up
HERMAN, SYDNEY	SOCIAL STUDIES	Temporary	Social Science, 6-12 Social Worker	2017 | 1207572	-	GKT, PROF, SA, PEC, 12 HRS
HERNANDEZ, TOBIAS	MATHEMATICS	Professional	Mathematics, 5-9 Ed Leadership	2018 | 808998	-	
LIPMAN, TRACI	SCIENCE	Temporary	BIO, 6-12; SC 5-9 Mathematics, 5-9	2017 | 1152029	-	PROF, PECP, SA-SC, 12 HRS, OOF
LOPEZ, ALEXANDER	SCIENCE	Statement	PE, K-12	9/4/18 | 1269203	-	REQ, GKT, PROF, SA, PEC, 12HRS, TExp
LOWY, KIM	MATHEMATICS	Professional	Elem Ed, K-6 Mathematics, 5-9	2018 | 695740	-	
MARTINEZ, HECTOR	MATHEMATICS SPEECH & DEBATE	Professional	Mathematics, 6-12 MG Integrated, 5-9	2016 | 1047693	-	
OLIVER, NICOLETTE	READING	Professional	Elementary Ed., K-6	1/12/16 | 610174	ESOL OOF	SA EXAM; OOF
PEDRONE, KAREN (BLACK)	ELA	Professional	Elem Ed, K-6 English, 6-12	2020 | 1197510	ESOL OOF	
ROJAS, FANNY	MATHEMATICS	Professional	Mathematics, 5-9 Primary, Spanish	2020 | 971394	-	
ROSS, KATHY	SCIENCE	Professional	Gen SC 5-9, Physics, 6-12, Math, 6-12	2018 | 964399	-	
SOTERAKIS, JENNIFER	SCIENCE – 6TH	Professional	Elem Ed, K-6	2015 | 854664	-	Follow Up
SVILAR, ELIZABETH (BOWDEN)	ELA JOURNALISM	Statement	English, 6-12	April 24, 2016	ESOL OOF	PEC, 15HRS, TExp
WRAY, STEPHANIE	ELA	Professional	Elem K-6, SLD K-12 Reading, K-12	2019 | 803154	ESOL	✓

CERTIFICATION: MIDDLE SCHOOL ELECTIVES | ELEMENTARY SPECIAL AREA

EMPLOYEE	ASSIGNMENT	CERTIFICATE TYPE	AREA OF CERTIFICATION	EXPIRATION | #	ENDORSEMENTS	STATUS/NOTES
AGUILA, MAGGIE	PE	Professional	Dance/Health, Math (5-9), PE	2016 | 860753	-	
BENITEZ, LAURA	ART K-5	Temporary	Art (K-12)	2016 | 1232561	-	PECP, 12 Hours
CANTORE, PATRICIA	SPANISH K-5	Statement	Journalism, K-12	3/27/18 | 1274472	-	Request Issuance OOF, GKT
COLLINS, COURTNEY	COMP/CAREER	Statement	Social Science, 6-12	1/13/18 | 1269582	-	
FRECHETTE, PAUL	PE	Professional	PE, K-12	2016 | 640468	-	
GONZALEZ, RENIER	CHESS	Temporary	Spanish, K-12	2016|1194532	-	GKT,PROF, PEC,
GREEN, MONIQUE	BAND/CHORUS	Professional	Music, K-12	2016 | 1171718	-	
LUBINER, GLENDA	ART/DRAMA	Professional	Art, K-12 Drama, 6-12	2018 | 712853	ESOL	✓
MCCAW, STEVYN	MUSIC K-5	Temporary	Music, K-12	2017 | 1107436	-	PROF, MUSIC, PEC, 9 HRS
PAREDES, ADRIANA	SPANISH	Professional	Spanish, K-12 Elem Ed, K-6	2017 | 890576	ESOL	✓
SASSO, STEPHANIE	PE K-5	Professional	PE, K-12	2016 | 937576	-	
SWANN, HEATHER	MEDIA K-5	Professional	Elem Ed, K-6 Media Specialist	2018 | 861643	-	

CERTIFICATION: INSTRUCTIONAL SUPPORT STAFF

EMPLOYEE	ASSIGNMENT	CERTIFICATE TYPE	AREA OF CERTIFICATION	EXPIRATION | #	ENDORSEMENTS	STATUS/NOTES
ACEVEDO, DIANA	RtI COORDINATOR	Professional	Elem Ed, Grade 1-6	2016 | 740632	GIFTED	
ALEMAN, SONIA	ESE SPECIALIST	Professional	Varying Exceptionalities	2019 | 660525	-	
CARDOSO, DIACRIS	ADMIN – AP	Professional	K-6, Social Science, Ed Leadership	2018 | 1149331	ESOL	✓
DIAZ, ELENA	PRINCIPAL	Professional	Elem Ed, K-6 Ed Leadership, ALL	2017 | 804868	-	
DONALDSON, JADE	ESE TEACHER	Professional	Varying Exceptionalities	2019 | 874015	ESOL	✓
FERNANDEZ, TERESITA	ESOL	Professional	Elem K-6, ELA 6-12; WL-SP K-12, EL K-12	2017 | 442037	ESOL	✓
FRAZIER, TONI	ESE TEACHER	Statement	ESE, K-12	March 5, 2018	-	GKT,PROF,PEC,6hrs,TExp
GOODEN, KIYA	GUIDANCE	Professional	Guidance Elem, K-6 | SS 6-12	2019 | 1007187	-	
HELGESON, LEYSSA	CURRICULUM	Professional	Elem Ed, K-6	2020 | 981793	ESOL	✓
PEREZ, SAYMAR	POOL SUB	Professional	Elem Ed, K-6	2016 | 1131479	-	
PEREZ, VIVIAN	ADMIN – AP	Professional	K-6, ELA, Reading, Ed Leadership	2016 | 917161	-	
ROSADO, MARITZA	SCIENCE LAB	Professional	Elem Ed, 1-6 Primary, K-3	2018 | 685406	-	
WOLFER, CAREN	GIFTED	Professional	Elem Ed, K-6	2018 | 846566	GIFETD	✓

Franklin ACADEMY

Building Better People, Every Day

EMPLOYEE HANDBOOK

2015-2016

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INTRODUCTION

This Franklin Academy Employee Handbook (referred to as this "Handbook") is designed to acquaint employees with Franklin Academy (referred to as "Franklin") and to provide employees with information concerning what to expect from Franklin, and what Franklin expects from its employees. Franklin believes that an honest, open relationship with each employee is vital to our mutual success.

No employee handbook can anticipate every circumstance or question about policy. This Handbook clarifies, to the extent possible, the relationship between Franklin and its employees, and provides general information on Franklin's policies and procedures. Please note that the Handbook is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. Further, nothing in this Handbook is meant to imply, create, or constitute a contract of employment, or limit Franklin's discretion to discipline or terminate employment.

As Franklin continues to grow, it reserves the right to revise, supplement, or rescind any policies or portions of the Handbook from time to time, as it deems appropriate, in its sole and absolute discretion. At this same time, Franklin's employment-at-will policy dictates that either the employee or Franklin may end the employment relationship for any reason, at any time.

Employees will be notified of any changes to the Handbook as they occur.

The inspiration for Franklin is Benjamin Franklin, a founding father who personified the pursuit of excellence, discovery and creativity. Franklin offers an outstanding and unique educational experience.

OUR MISSION STATEMENT

Building Better People, Every Day

Founded on the principle that all children can learn, our mission is to create life-long learners by first believing in the inherent abilities of our students, then maintaining a culture of high expectations and individual purpose.

Our Goals

The goal of Franklin Academy is to develop critical thinking skills and attain high levels of academic achievement where students utilize the Florida Common Core Standards. It is the intent that all students will engage in a rigorous curriculum promoting project-based learning, inquiry, technology, creativity, and teamwork while addressing each individual's learning style.

With an emphasis on character development, Franklin Academy students will explore a sense of community, integrity, and obligations to self and our world.

Utilizing a research-based single gender instructional model, methodologies are tailored to provide boys and girls with the most effective instructional programs.

EMPLOYMENT

Franklin believes that the work conditions, wages, and benefits it offers its employees are competitive with those offered by other districts and schools in this area. Employees are strongly encouraged to voice any concerns about work conditions or compensation openly to their supervisor.

Franklin's experience has shown that an open communications policy fosters an excellent work environment, clear communications and positive attitudes. We believe that Franklin amply demonstrates its commitment to its employees by responding effectively to employee concerns.

FRANKLIN ACADEMY GOALS TO EMPLOYEES:

- To provide equal employment opportunity and treatment regardless of race, religion, color, sex, marital status, disability, national origin, veteran status, or any other protected characteristic.
- To provide competitive salaries and employee benefits.
- To provide support for curriculum, faculty and administration needs.
- To monitor and comply with applicable Federal and State laws and regulations concerning employee safety.
- To provide training consistent with Franklin's requirements for those whose needs, capabilities, and desires warrant such training.
- To accept constructive suggestions which relate to methods, procedures, working conditions, and the nature of the work performed.
- To establish appropriate procedures for employees to discuss matters of interest or concern with supervisors.
- To provide training, development and career advancement opportunities.
- To ensure that management provides a spirit of harmony and teamwork with all employees as it relates to the total work experience.
- To provide an open door policy.

FRANKLIN ACADEMY EXPECTS OF ITS EMPLOYEES:

- To arrive and begin work on time.
- To give a productive day's work.
- To demonstrate a considerate, friendly, and constructive attitude toward fellow faculty, co-workers, students and parents.
- To adhere to the policies adopted by Franklin.
- To practice teamwork at all times to enhance a positive work environment.
- To adhere to Franklin's Mission Statement at all times.
- To treat our students as our ultimate concern.
- To instantly satisfy student needs by reacting quickly to correct any problems immediately.

- To know that A POSITIVE ATTITUDE AND SMILE ARE A PART OF EACH EMPLOYEE'S DAILY WARDROBE.
- To maintain positive contact and relationships with students, parents and colleagues.

At Will Employment

Employment at Franklin is "at will." This means employment with Franklin is voluntary, and both employees and Franklin have the right to terminate employment, with or without cause, at any time. However, Franklin will not discharge an employee in violation of applicable federal or state law. For example, Franklin will not discharge an employee for exercising their right to vote or to their political affiliation, or for answering the call for jury duty.

Policies set forth in this Handbook are not intended to create a contract, nor are they to be construed to constitute contractual obligations of any kind or a contract of employment between Franklin and any employee. The provisions of the Handbook have been developed by theBoard of Directors of Florida Charter Foundation, Inc., which governs Franklin, and except for its policy of employment-at-will, may be amended or cancelled at any time, at the sole discretion of the Board.

These provisions supersede all existing policies and practices, and may not be amended or added to without the express written approval of the Board of Directors of Florida Charter Foundation, Inc., which governs Franklin.

Business Ethics and Conduct

The successful business operation and reputation of Franklin is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of Franklin is dependent upon the trust of those we serve and we are dedicated to preserving that trust. Employees owe a duty to Franklin, its students, parents and vendors to act in a way that will merit the continued trust and confidence of the public.

Franklin will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide employees with respect to lines of acceptable conduct. Any employee who is uncertain about whom to contact at any time regarding any matter or situation should contact the Business Manager for advice and consultation.

In addition to compliance with Franklin's regulations and policies, Franklin expects employees to comply with all State of Florida Board of Education Administrative Rules, including but not limited to the Code of Ethics –Educational Profession (Chapter 6A-10.080). Compliance with this policy of business ethics and conduct is the responsibility of every employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including termination of employment.

Whistleblower Policy

Franklin is committed to maintaining a workplace where employees are free to raise good faith concerns regarding the business practices, specifically: (1) reporting suspected violations of state or federal law; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of Franklin policies, specifically the policies contained in this Handbook.

An employee who wishes to report a suspected violation of law or Franklin policy may do so confidentially by contacting the Principal and/or the Business Manager, or as a last resort, the Executive Director.

Any instance of alleged violation reported under this provision to either the Principal or the Business Manager by an employee shall immediately be reported to the Executive Director.

No employee of Franklin, nor any person acting on behalf of Franklin, in attempting to comply with any policy established by Franklin (including ethics, conflicts, or anti-fraud) shall:

- be dismissed or threatened to be dismissed;
- be disciplined or suspended or threatened to be disciplined or suspended;
- be penalized or any other retribution imposed, or
- be intimidated or coerced,

based to any extent upon the fact that the employee has reported an incident or participated in an investigation in accordance with the requirements of this policy. Violation of this policy will result in disciplinary action, up to and including termination.

Employee-Student Relationships

All personnel are strictly prohibited from engaging in unacceptable relationships and/or communications with students. This includes, but is not limited to the following: dating, any form of sexual touching or behavior, making sexual, indecent or illegal proposals, gestures or comments, and/or demonstrating any other behavior which gives an appearance of impropriety. If any employee becomes aware or suspects that another employee is engaging in inappropriate behavior with a student, the employee must report it to the Principal and/or the Business Manager immediately.

Professional Judgment

1. Maintain a professional barrier between the employee and the students. The employee is the adult, the teacher and the professional; act like the expert, not like another one of the "kids". Teachers should not give out personal e-mail addresses or cell phone numbers; only give their work e-mail address.

2. Keep the classroom door open when talking with students.

3. Refer students to the appropriate resource person for counseling and/or discussions about personal matters.

4. Do not flirt with students.

5. Do not participate in making inappropriate jokes or allow students to make inappropriate jokes.

6. Do not discuss the employee's personal life or personal matters with students. Do not discuss the employee's husband, wife, girlfriend, boyfriend, or dates with students.

7. When transporting students, coordinate transportation ahead of time, and use school or mass transportation, if possible. If necessary, call a taxi for the student. If employees must transport a student in the employee's vehicle, the employees must ask a co-worker to accompany.

8. Avoid leaving students unsupervised; have an alternate plan of action.

9. Keep hands and other parts of the employee's body to themselves.

10. Use verbal praise and reinforcement.

11. Know Franklin policies and District and State laws governing corporal punishment. Establish and follow a consistent behavior plan. Treat each student with respect. Know the student's rights.

12. Chaperone only school-sponsored functions. Do not socialize with students. If an employee chaperones a field trip, put in writing what the employee's responsibilities will be.

13. Do not drink alcoholic beverages in front of students, while representing the school or wearing a school uniform.

14. Do not take children home with the employee.

15. Do not make telephone calls or write notes of a personal nature to students.

16. Do not harass students; respect their differences. What an employee intends as humor, may, in fact, be cultural bias or harassment.

17. Each employee bears responsibility to ensure the compliance of students with the student code of conduct. Disciplinary measures are reserved for the Principal, Assistant Principals and/or Director of School Operations, as applicable.

18. Keep co-workers and supervisors informed; work and communicate as a team; plan and teach together.

19. Communicate with parents and document such communication.

20. Dress and act appropriately and professionally. The employee is a role model in the community as well as on campus; be a good example for students.

21. Use common sense and good judgment.

22. Avoid situations that will require the employee to defend, explain, or justify the employee's behavior or actions.

23. Maintain a professional reputation in the community. Even when the employee is off the job, be discreet.

24. Know and follow Franklin policy regarding reporting absences and tardies. Be present and on time each day.

25. Wear a uniform if job position requires it.

26. Do not use profanity.

Self-Reporting Rule

All employees shall self-report, in writing, to the Principal and the Business Manager, within forty-eight (48) hours of any arrests, citations, charges involving the abuse of a child, the sale and/or possession of a controlled substance, or charges involving Sexual Misconduct, Sexual Battery, Possession (including e-mail transmissions) or Sale of Pornography Involving Minors, and Sexual Relations with students. Such notice shall not be considered an admission of guilt nor shall be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial.

It is the responsibility of the employee to immediately notify the Principal and the Business Manager, within forty-eight (48) hours of receipt of notice from the local school district and/or Florida Department of Education of any issues that arise regarding fingerprint clearance and/or the issuance of a Florida teaching certificate.

In addition, all persons shall self-report, in writing, within forty-eight (48) hours, any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion intervention program, or entering a plea of guilty or nolo contendere for any criminal offense other than minor traffic violations. DUI and DWI are not considered minor and must be reported.

Education Background & Teacher Certification

To be in compliance with the Jessica Lunsford Act, it is Franklin's policy to conduct thorough background investigations and FBI fingerprinting on all new hires. At a minimum, the following checks are completed:

Mandatory Background/Fingerprinting Check

- As a condition of employment and in compliance with the Jessica Lunsford Act, all employees are required to submit to fingerprinting which has been processed by the State Department of Law Enforcement and the Federal Bureau of Investigation. If an employee's application or fingerprint report reflects an arrest record, that employee's file will immediately be reviewed. Based upon the type of arrest, further action may be taken up to and including failure to hire or termination of employment.
- The fingerprinting/background check is conducted in accordance with school district policy.
- The School District Fingerprinting cost is incurred by the employee.

For Franklin positions where proof of graduation from a college or university is necessary, employees will be required to provide documents supporting their degree upon employment with Franklin. Additionally, all teaching positions will require documentation to support either a Statement of Eligibility or Certification for the respective grade level or administration from the State of Florida.

Education Verification

- Franklin verifies all post-secondary degrees or high school diploma.
- Franklin conducts a criminal records search at the highest court in all counties where the employee has resided or worked, or attended school in the past seven (7) years.
- Franklin verifies any misdemeanor convictions, felony convictions, open arrest warrants, and/or related activities that have been reported.

It is the responsibility of the employee to achieve and maintain re-certification and/or renewal of licenses as appropriate and to provide copies of such documentation to the Business Manager.

Employee Conduct & Work Rules

WORKPLACE VIOLENCE

Franklin is committed to preventing workplace violence and to maintaining a safe work environment. Given the increasing violence in society in general, Franklin has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on campus.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, "horseplay," or other conduct that may be dangerous to others.

Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited on campus unless contrary to state law.

Conduct that threatens, intimidates, or coerces another employee, a customer, a student, a parent, or a member of the public will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual's protected status.

All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to the Business Manager. This includes threats by employees, as well as threats by customers, vendors, solicitors, students, parents or other members of the public.

When reporting a threat of violence, employees should be as specific and detailed as possible. All suspicious individuals or activities should also be reported as soon as possible to the Business Manager. Employees should not place themselves in peril. Any employee who sees or hears a commotion or disturbance near their work station should not attempt to intercede or see what is happening.

WORKPLACE BULLYING

Franklin defines bullying as “repeated inappropriate behavior, either direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment.” Such behavior violates the Code of Ethics, which clearly states that all employees will be treated with dignity and respect. Franklin will not tolerate bullying behavior. Employees found in violation of this policy will be disciplined up to and including termination.

Bullying may be intentional or unintentional. However, it must be noted that where an allegation of bullying is made, the intention of the alleged bully is irrelevant and will not be given consideration in evaluation and discipline process. As in sexual harassment, it is the effect of the behavior upon the individual that is important. Franklin considers the following types of behavior examples of bullying:

- *Verbal bullying*: Slandering, ridiculing or maligning a person or his/her family; persistent name calling that is hurtful, insulting or humiliating; using a person as the butt of jokes; abusive and offensive remarks.

- *Physical bullying*: Pushing, shoving, kicking, poking, tripping, assault or threat of physical assault; damage to a person's work area or property.

- *Gesture bullying*: Nonverbal threatening gestures or glances that convey threatening messages.

Socially or physically excluding or disregarding a person in work-related activities is discouraged but shall not be considered bullying.

RUMORS AND GOSSIP

A rumor is a piece of information or a story that has not been verified, meaning that the person telling it doesn't know if it's true or false. Rumors spread from person to person and can change slightly each time they're told, so they get more exaggerated over time. Gossip is talk that is somehow "juicy" meaning it deals with subjects that are shocking or personal. Gossip is usually about things like love and relationships, or private things that people don't talk openly about. Gossip and rumors can be a form of exclusion, they can destroy trust, and believing rumors can lead to bad choices. True or not, private is private! Employees who spread gossip or rumors will be subject to disciplinary action up to and including termination.

Employees are required to report any unconfirmed reports of rumors, gossip, or violation of the Code of Ethics. Employees reported will be subject to investigation and disciplinary action up to and including termination. Knowledge of a rumor, gossip, or violation of the Code of Ethics and failure to report, may result in investigation and disciplinary action up to and including termination.

Because Franklin is sensitive to the legitimate privacy rights of employees, every effort will be made to guarantee that workplace monitoring is done in an ethical and respectful manner.

PERSONAL CONDUCT AND CORRECTIVE ACTION

Guidelines for the acceptable conduct of employees are necessary for the benefit, protection and safety of all employees. From time to time, corrective action may be necessary for the efficient operation of Franklin. Forms of improvement action shall include, but are not limited to, coach and counseling, Performance Action Plans, written warnings, suspensions, terminations, and/or reinstatements. The following list of Class A and B offenses is to serve as personal conduct guidelines for the benefit of Franklin and its employees in order to enhance a safe, orderly and productive work environment. This list is not intended to be all inclusive, and does not include all possible violations of proper workplace conduct.

Class A: The following offenses constitute grounds for immediate suspension with either a subsequent reinstatement or termination:

1. Theft, including, but not limited to, the removal of Franklin property or the property of another employee from Franklin or office premises without prior authorization;

2. Carrying any weapon on Franklin property or while engaged in Franklin work off Franklin premises, except as allowed by Florida Statute;

3. Fighting or provoking a fight on Franklin premises;

4. Physically assaulting (hitting, pushing, etc.) a student, employee, or parent;

5. Violating Franklin's Drug & Alcohol-Free Workplace Policy;

6. Sabotaging or willfully damaging Franklin equipment or property or the property of other Franklin employees or visitors;

7. Falsifying or altering Franklin records;

8. Making entries on time records of another employee or soliciting such conduct from another employee;

9. Walking off the job without prior supervisory permission;

10. Insubordination, including, but not limited to, defaming, assaulting or threatening to assault a supervisor, or refusing to follow an instruction of a supervisor;

11. Absence for two (2) consecutive working days without notice to Franklin, in which event the offending employee will be deemed to have abandoned his or her employment;

12. Conviction of a crime that in any way relates to the employee's employment or adversely affects Franklin's reputation;

13. Willfully violating any of Franklin's rules, regulations or policies;

14. Engaging in any conduct which is adverse or prejudicial to the best interests of Franklin;

15. Violating Franklin's anti-harassment policy;

16. Sleeping on the job, unless such sleep is illness-related that is verified by an M.D.

17. Any violation of the "Florida Department of Education Code of Ethics."

<u>Class B</u>: The following offenses constitute grounds for appropriate discipline up to and including termination.

1. Unexcused or excessive absenteeism or tardiness;

2. Negligently destroying or damaging Franklin property or the property of other employees or visitors;

3. Failing to report work-related injuries to the Business Manager as soon as possible;

4. Gambling on a Franklin campus;

5. Failing to adhere to Franklin's safety rules and procedures;

6. Creating or contributing to unsanitary, hazardous or poor working conditions;

7. Engaging in negligent behavior that advertently or inadvertently violates any of Franklin's rules, regulations or policies;

8. Disclosing privileged or confidential information to unauthorized persons;

9. Failing to satisfactorily perform job duties that are the responsibility of the employee's position.

Employment Applications

Franklin relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in Franklin's exclusion of the individual from further consideration for employment or, if the person has been hired, immediate termination of employment. **All paperwork for new employees, including benefit applications, must be fully executed and entered into the system by the applicable payroll submission deadline.**

Employment Reference Checks

To ensure that individuals who join Franklin are well qualified and have a strong potential to be productive and successful, it is Franklin's policy to check the employment references of all applicants.

Franklin will respond only to those reference check inquiries for former Franklin employees that are submitted in writing. Responses to such inquiries will confirm only dates of employment, wage rates, and position(s) held. No employment data will be released without a written authorization and release signed by the former employee who is the subject of the inquiry.

Franklin employees should not under any circumstances respond to any requests for information regarding another employee unless that function is an assigned responsibility of the employee's

position with Franklin. Employees who receive requests for information regarding other employees shall forward those requests to the Business Manager.

Personnel Data Changes

It is the responsibility of each employee to promptly notify the Business Manager of any changes in personnel data. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of an emergency, educational accomplishment, and other such status reports should be accurate and current at all times.

Environmental Awareness

Franklin supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures.

The simple act of placing a piece of paper, a can, or a bottle in a recycling container is the first step in reducing demand on the earth's limited resources. Success of this program depends on active participation by one and all. Employees are encouraged to make a commitment to recycle and be a part of this solution.

Franklin encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources through such workplace practices as:

Network with e-mail
Two-sided photocopying
Routing slips for reports
Eliminating fax cover sheets
Reusing packaging material
Communication through computer
Recycle photocopy paper
Posting memos for all employees
Computerized business forms
Turning off lights when not in use
Reusing paper clips, folders, and binders
Reusing wooden pallets
Minimum packaging

Whenever possible, employees are encouraged to purchase products for the workplace that contain recycled or easily recyclable materials. Buying recycled products supports recycling and increases the markets for recyclable materials.

By recycling, Franklin is helping to solve trash disposal and control problems facing society today.

Introductory Period of Employment

New employees of Franklin will be subject to close supervision for a period of ninety (90) calendar days. This time will allow Franklin to evaluate the abilities of the new employee, and will allow the new employee a period of time to decide whether the prospective position with Franklin is of the nature to which the new employee is best suited. Within or after this "Introductory Period of

Employment" a new employee may resign employment, be disciplined, suspended, and terminated for performance difficulties without prior warning.

All new and rehired employees work on an introductory basis for the first ninety (90) calendar days after the date of hire or rehire. If an employee is promoted or transferred within Franklin, the employee must complete a secondary introductory period of the same length with each reassignment to a new position. Any significant absence will automatically extend an introductory period by the length of the absence, to be determined in sole and absolute discretion of Franklin. If Franklin determines that the designated introductory period does not allow sufficient time to thoroughly evaluate the employee's performance, the introductory period may be extended for a specified period.

In cases of promotions or transfers within Franklin, if the employee, in the sole and absolute judgment of Franklin, is not successful in the new position, that employee can be removed from that position at any time during the secondary introductory period. If this occurs, the employee may be allowed to return to their former job or to a comparable job for which the employee is qualified, depending on the availability of such positions and Franklin's needs. Benefits eligibility and employment status are not changed during the secondary introductory period which results from a promotion or transfer within Franklin.

Upon satisfactory completion of the initial introductory period, employees must work a minimum of thirty (30) hours weekly to qualify for the "regular full-time" employment classification.

During the initial introductory period, an employee may be eligible for limited Franklin-provided benefits, subject to the terms and conditions of each benefits program. Please read the information for each specific benefits program for details on eligibility requirements.

Media Relations

At no time should any employee discuss Franklin matters with a member of the news media regarding the property, operations or any incident occurring on the property. All information and media requests must be referred to the Principal, who shall then refer the matter to the Executive Director for handling.

Personal Appearance

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the professional image Franklin presents to its students, parents, and visitors.

During business hours, employees are expected to present a clean and neat appearance, and to dress in business professional attire. Employees who appear for work inappropriately dressed will be sent home and directed to return to work in proper attire. Under such circumstances, employees will not be compensated for the time away from work.

Franklin is confident employees will use their best judgment in following this policy. Any employee who repeatedly violates the dress code policy is subject to disciplinary action, up to and including termination of employment.

Specific details of the dress code are described below:

MEN:

- Dress Slacks with belt
- Docker's style/Khaki pants may only be worn on Friday
- Button-down, polo style, or Guayabera style shirt (collared)
- Only Guayabera style shirts do not have to be tucked in
- Dress shoes with socks (lace up or loafer style)

WOMEN:

- Dress Slacks (Capri pants, jeans, leggings, and jeggings are NOT permitted)
- Dresses or Skirts that approach the knee
- Docker's style/Khaki pants may only be worn on Friday
- Professional and modest style blouses or shirts (stomach should not show when arms are raised; shirts without sleeves should have wide shoulder area coverage and are subject to administrative approval)
- Shoes should be professional and are at the discretion of the administration. NO Flip-flop, thong-style, casual sandals, croc-style shoes or sneakers are permitted.

ALL FACULTY & STAFF:

PE STAFF

- PE Staff must wear approved shorts and Franklin Academy logo shirts, appropriately tucked in, each day.

HAIR

- All employee hair styles should be neat and not be a distraction to the classroom. No teacher may have unnatural hair color/highlights. Hair should be neat and not fall into the face.

OTHER

- **Jewelry:** All jewelry should be appropriate for school
- **Body Piercings**: Teachers may wear ear piercing jewelry. All other piercings must be removed while on campus or not exposed.
- **Tattoos**: Tattoos that are small and on the wrist, ankle or back of neck are permitted if school appropriate. All other tattoos must be covered.

Position Classifications & Status

Each employee position with Franklin is classified as either *Non-Exempt* or *Exempt* in accordance with specific criteria established by the Fair Labor Standards Act (FLSA). Classifications under FLSA do

not guarantee employment for any specified period of time, but rather determine specific provisions as outlined in the FLSA laws, such as minimum wage and overtime pay. Additionally, employee status will be classified as *Full-time*, *Part-time*, *Temporary* or *Daily Substitutes* (see definitions below).

STATUS DEFINITIONS

- **EXEMPT**: Exempt employees are salaried employees and are exempt from the payment of overtime. These are employees who serve in an executive, administrative or professional capacity, and the exempt classification is dependent on the type of work the individual performs. Please note, however, that not all salaried employees are exempt. Please consult with the Business Manager with any questions.
- **NON-EXEMPT**: Non-exempt employees receive 1.5 times their regular hourly rate for all hours *physically* worked over 40 in Franklin's scheduled work week, and detailed records must be kept of the employee's daily and weekly hours worked. Non-exempt salaried employees working on a fluctuating work week schedule will be paid .5 times their regular hourly rate for all hours physically worked over 40 in Franklin's scheduled work week. Non-exempt salaried employees must keep a record of any overtime hours worked.
- **REGULAR FULL-TIME:** Employees who are not in a temporary status and who are regularly scheduled to work Franklin's full-time schedule of thirty (30) hours or more per week.
- **PART-TIME:** Employees who are not assigned to a temporary or introductory status and who are regularly scheduled to work twenty-nine (29) hours or less per week. While they do receive all legally mandated benefits (such as Social Security and Workers' Compensation Insurance), they are ineligible for all of Franklin's other benefit programs including, but not limited to, paid holidays, and paid vacation and personal time.
- **TEMPORARY:** Employees who are hired as interim replacements, to temporarily supplement the work force, to assist in the completion of a specific project, or employees who are within their introductory period of employment. Employment assignments in this category are of limited time duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain the status unless and until notified of a change. While temporary employees, other than those who are within their introductory period of employment, receive all legally mandated benefits (such as Worker's Compensation Insurance and Social Security), they are ineligible for all of Franklin's other benefit programs.
- **DAILY SUBSTITUTES**: Employees who are hired on-call daily for the purpose of filling in for absent employees. While they do receive all legally mandated benefits (such as Social Security and Workers' Compensation Insurance), they are ineligible for all of Franklin 's other benefit programs including, but not limited to, paid holidays, insurance benefits and paid vacation and personal time. Any temporary, part-time, or daily substitute who becomes full-time will be eligible for Franklin's benefits the first of the month after the effective date of the status change date.

Safety

The prevention of accidents and injuries to employees, students, and the general public shall be integrated fully into all aspects of the working environment at Franklin. To that end, Franklin has established a workplace safety program. This program is a top priority for Franklin. The Principal, the Assistant Principals, the Business Manager, and the Director of School Operations, if applicable, has responsibility for implementing, administering, monitoring, and evaluating the safety program. Its success depends on the alertness and personal commitment of all. All levels of management and supervisory staff will be held accountable to maintain a safe and healthy environment and to ensure adherence to all safety rules and regulations.

Some of the best safety improvement ideas come from employees. Employees with ideas, concerns, or suggestions for improved safety in the workplace are encouraged to raise them with the Principal and/orthe Director of School Operations, if applicable. If desired, employees may make reports and concerns about workplace safety issues anonymously. All reports can be made without fear of reprisal.

Employees are expected to obey safety rules and to exercise caution in all work activities. Employees must immediately report any unsafe condition to the Principal and/or the Director of School Operations, if applicable. Any employee violates safety standards, fails to report or, where appropriate, remedy such situations shall be subject to disciplinary action, up to and including termination of employment.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees must notify the Principal and/or the Director of School Operations, if applicable,within the same business day in which the accident occurred. Such reports are necessary to comply with applicable laws and to initiate insurance and workers' compensation benefits procedures.

Safety Procedures

Franklin believes it is the responsibility of each employee to contribute to Franklin's safe operation. First aid kits and fire extinguishers are provided in various areas of campus. For information on emergency procedures, employees should consult with the Principal and/or the Supervisor of Business Operations, if applicable. Employees must be familiar with the following Accident Plan and safety information:

Accident Plan

In case of an accident, **STOP WORK**, and take the following steps:

1. Provide aid to the injured person
2. For EMT call 911 and the Principal and/or Director of School Operations, if applicable, immediately
3. Eliminate the cause of the accident, if possible
4. Take steps to prevent a second accident

5. Prepare a written accident report with the full details of the accident and submit it to the Principal and/or Director of School Operations, if applicable, on the day of the accident
6. Do not under any circumstances leave the scene of an accident

FAILURE OF ANY EMPLOYEE TO FOLLOW SAFETY RULES AND PROCEDURES WILL LEAD TO DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION FROM EMPLOYMENT!

Franklin is proud of its safety record. To protect all employees and to safeguard students, employees, equipment and property, no employee will perform any type of work until they fully understand the correct operation and possible hazards involved, safety procedures, and the necessity of safety equipment. Accidents can be prevented through use of reasonable precautions and the practice of safe working habits.

Any employee who becomes injured or ill while at work, or who observes another employee injured in the workplace, must report immediately to their supervisor. Get first aid or medical care without delay. An accident report must be completed even if the injury appears minor.

When an injury requires medical care or hospitalization, employees should be accompanied by another employee who will then contact their supervisor with details as soon as possible.

Franklin wants and needs to know about all injuries and wants to make sure any injured or ill employee is provided with immediate medical treatment. Failure to immediately report an injury or accident may result in a denial of an employee's claim by the workers' compensation insurance carrier. In order to be eligible for workers' compensation, the employee's accident or injury must be a result of assigned job duties and a business necessity.

OSHA & Health Department Requirements

The objectives of the Federal Occupational Safety and Health Act (OSHA) and State Health Department are to provide a safe and healthy workplace and eliminate unsafe conditions. All OSHA directives and Health Department rules must be carried out for the protection of all. Any suspected safety or health hazard should be brought to the attention of the Principal and/or the Director of School Operations, if applicable, immediately.

Security Inspections

Franklin strives to maintain a work environment that is free of illegal drugs, alcohol, firearms, explosives, or other improper materials. As such, Franklin prohibits the possession, transfer, sale, or use of such materials on campus or any property of Florida Charter Foundation, Inc. Franklin requires the cooperation of all employees in administering this policy.

- Desks and other storage devices may be provided for the convenience and use of employees, but remain the sole property of Franklin**.**

- Accordingly, any agent or representative of Franklin can inspect desks and other storage devices, as well as any articles found within them, at any time, either with or without prior notice.
- Franklin likewise strictly discourages theft or unauthorized possession of the property of employees, Franklin, visitors, and customers.
- To facilitate enforcement of this policy, Franklin or its representative may inspect not only desks but also persons entering and/or leaving campus and any packages or other belongings.
- Any employee who wishes to avoid inspection of any articles or materials should not bring such items onto campus or any property of Florida Charter Foundation, Inc.

Smoke Free Workplace

Franklin is committed to the improvement of human health and well-being. Franklin is particularly conscious of the health issues raised by the use of tobacco. There are several problems arising from smoking in the workplace: increased levels of illness for smokers that result in higher medical costs, absenteeism levels, nuisance and health hazards to employees, higher maintenance costs, and lower productivity. In addition, second-hand smoke poses a health hazard to non-smokers in the workplace.

It is Franklin's intent to provide an environment free of the hazards of tobacco smoke. This policy is based on current medical data and the responsibility to provide a safe and healthful workplace for all employees.

In keeping with Franklin's intent to provide a safe and healthful work environment, smoking is strictly prohibited. For purposes of Franklin's Smoke Free Workplace policy "smoking" shall mean smoking or other use of tobacco or tobacco-like products, including "vaping" with E-cigarettes (or any electronic smoking device designed to resemble a cigarette, cigar, cigarillo or pipe).

The smoke-free workplace policy applies to:

- All areas of Franklin campuses.
- All school-sponsored off-site conferences and meetings.
- All vehicles owned or leased by Franklin and/or Florida Charter Foundation, Inc.
- All visitors (parents and vendors) to campus.
- All contractors and consultants and/or their employees working on campus.
- All employees.

Employees who violate the Smoke Free Workplace policy will be subject to disciplinary action up to and including termination.

EMPLOYMENT POLICIES & PROCEDURES

Confidentiality of Student Records

All information contained in student's records, including information contained in an electronic database, is confidential and maintained by Franklin in accordance with the Family Educational Rights and Privacy Act (FERPA). Student records are the property of Franklin, who bears the responsibility to secure the information against loss, defacements, tampering or use by unauthorized persons. Employees with access to student records must not speak about students or the contents of their confidential files in hallways or public areas of campus. All such student information is confidential and must not be discussed in the community. No student file is to be taken off campus, nor the contents of any student file, in whole or in part, copied without express authorization of the Principal or the Executive Director. No materials should be removed from a student file. Disclosure of confidential student information will result in disciplinary action, up to and including termination.

Conflicts Of Interest

Franklin has established itself as a reputable charter school of high ethical standards. This reputation has been earned by the demonstration of the personal integrity of its people and Franklin's policy that all actions taken on its behalf will be based on sound ethical principles. Since the actions of employees either enhance or detract from this reputation, it is essential that all personnel act appropriately professional when dealing with others.

Employment with Franklin imposes a responsibility to act in its best interest. Transactions with individuals or organizations outside of Franklin must be conducted within a framework established and controlled by the administration of Franklin. It is imperative that business dealings with outside firms or individuals will not result in unusual gains or personal gains for the employee, or the outside firms or individuals. Unusual gain refers to bribes, product bonuses, special fringe benefits, unusual price breaks, and other windfalls designed to ultimately benefit either party, or both. Personal gain may result not only in cases where an employee or a relative of an employee has a significant ownership in a firm with which Franklin does business, but also when an employee or relative of an employee receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving Franklin. Promotional plans that could be interpreted to involve unusual or personal gain require specific executive-level approval. Employees should consult with their supervisor for approval. For the purpose of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No automatic conflict of interest is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to the Principal as soon as possible, the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal Relationships in the Workplace

The employment of relatives or individuals involved in a dating relationship in the same department of an organization may cause serious conflicts and problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflicts from outside the work environment can be carried into day-to-day working relationships. Therefore, these situations will be considered on a case by case basis and must be approved by the Principal.

Although Franklin has no specific prohibition against hiring relatives of existing employees, Franklin is committed to monitoring situations in which relatives work in the same area. In all cases, employees must disclose if a relative has been hired by Franklin and/or the relative (candidate) must disclose if they have a relative working for Franklin. In case of actual or potential problems, Franklin will take prompt action, which may include reassignment or, if necessary, termination of employment for one or both of the individuals involved. For the purposes of this policy, a relative is any person who is related by blood or marriage.

Relatives of current employees may not occupy a position that will be working directly for or supervising their relative. Individuals involved in a dating relationship with a current employee may also not occupy a position that will be working directly for or supervising the employee with whom they are involved in a dating relationship. Franklin also reserves the right to take prompt action if an actual or potential conflict of interest arises involving relatives or individuals involved in a dating relationship who occupy positions at any level (higher or lower) in the same line of authority that may affect the review of employment decisions.

If a relative relationship or dating relationship is established after employment between employees who are in a reporting situation described above, it is the responsibility and obligation of the employee with the position of greater authority who is involved in the relationship to disclose the existence of the relationship to the Principal and/or the Executive Director. The individuals concerned will be given the opportunity to decide who is to be transferred to another available position.

Outside Employment

Employees may hold outside jobs as long as they meet the performance standards of their position with Franklin. Employees may not receive any income or material gain from individuals outside Franklin for materials produced or services rendered while performing their jobs. All employees will be judged by the same performance standards and will be subject to Franklin's scheduling demands, regardless of any existing outside work requirements. Outside employment that interferes with the performance of an employee's position with Franklin constitutes a conflict of interest. If Franklin determines, in its sole and absolute discretion, that an employee's outside work interferes with performance or the ability to meet the requirements of Franklin as they are modified from time to time, the employee may be asked to terminate outside employment if he or she wishes to remain an employee of Franklin.

Dispute Resolution/Open-Door Policy

Policy

Franklin provides an Open-Door Policy to allow employees to address and resolve job-related concerns or problems.

Procedure

This procedure below is for employees to follow in order to effectively and efficiently resolve any problems or conflicts.

If employees are concerned about a situation and are unable to resolve the problem amicably, they are encouraged to discuss it with an Assistant Principal. Most problems can be resolved with a frank discussion, and all employees are advised to resolve problems as quickly and efficiently as possible. If the problem remains unresolved the following procedure must be followed:

Step 1

If the problem is not resolved between the employee and an Assistant Principal, or if the Assistant Principal is part of the issue the employee is experiencing, the employee should request a meeting and discuss the matter the Principal, who should document the problem raised by the employee

Step 2

If the problem is not resolved between the employee and the Principal, or if the Principal is part of the issue the employee is experiencing, the employee should request a meeting and discuss the matter with the Executive Director, who should document the problem raised by the employee.

Step 3

The final appeal process will be to the Board of Directors of the Florida Charter Foundation, Inc., Franklin's governing body.

Drug & Alcohol-Free Workplace Policy

It is Franklin's desire to provide a drug-free, healthy, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner.

While on campus or other Florida Charter Foundation, Inc. property, and while conducting Franklin-related activities off premises, no employee may use, possess distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Violations of this Drug & Alcohol-Free Workplace policy may lead to disciplinary action, up to and including immediate termination of employment, and/or required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

Employees with questions or concerns about substance dependency or abuse are encouraged to discuss these matters with the Business Manager to receive assistance or referrals to appropriate resources in the community.

Under the Drug-Free Workplace Act, an employee who performs work for a government contract or grant must notify Franklin of a criminal conviction for drug-related activity occurring in the workplace. The report must be made within five days of the conviction. Each new employee will be required, as a condition of employment or a condition of continued employment, to sign the Drug Testing Consent Form, which will be provided. Pre-employment drug tests are mandatory at the sole and absolute discretion of Franklin.

To enforce this Drug & Alcohol-Free Workplace policy, candidates for employment and current employees can be required to submit to drug/alcohol testing in accordance with Franklin's Drug and Alcohol-Free Workplace Testing Program. Refusal to submit to drug/alcohol testing will be considered a resignation of employment.

Employees with questions on this policy or issues related to drug or alcohol use in the workplace should raise their concerns with the Business Manager without fear of reprisal.

Emergency Closings

At times, emergencies such as severe weather, hurricanes, fires, power failures, or earthquakes, can disrupt Franklin operations. In extreme cases, these circumstances may require the closing of campus. Franklin adheres to the district school closing decisions of the School Board of the applicable county in which the Franklin campus is located.

When operations are officially closed due to emergency conditions, the time off from scheduled work will be paid. In the event campus is required to be closed for a period that exceeds one day, the Principal will determine compensation. Only the Executive Director and/or the Chair of the Board of the Florida Charter Foundation, Inc. have the authority to close a Franklin campus. Employees in essential operations may be asked to work on a day when operations are officially closed.

Gifts & Gratuities

Franklin employees may not accept gifts, entertainment, favors or other types of gratuities from competitors, parents, students, clients or suppliers other than promotional or other items of any value. Employees may, however, accept items of insignificant value as holiday gifts and end-of- year gifts from students and parents.

Employees may not use their position to obtain favorable pricing on personal purchases. Any offers of gifts or special favors of a personal nature are to be reported to the employee's supervisor.

Equal Employment Opportunity

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Franklin are based on merit, qualifications, and abilities. Franklin is an equal employment opportunity employer and does not discriminate against any person because of race, color, creed, religion, sex, national origin, handicap, disability, age, genetic information or any other characteristic protected by law (referred to as "protected status"). This non-discrimination policy extends to all terms, conditions and privileges of employment, as well as the use of all company facilities, participation in all company-sponsored activities, and all employment actions, such as promotions, compensation, benefits and termination of employment.

In addition, Franklin does not discriminate on admitting students to Franklin on the basis of race, color, religion, sex, age, national origin or disability, as described in the Florida Statutes. Harassment, retaliation, coercion, interference, or intimidation of any employee, student, parent or guest because of that persons' race, color, religion, sex, age, national origin, or disability is strictly forbidden.

Franklin will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training. Employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention the Principal and/or the Business Manager, or as a last resort, the Executive Director. Employees can raise concerns and make reports without fear of reprisal. Any employee found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

Any instance of alleged discrimination reported under this provision to either the Principal or the Business Manager by an employee shall immediately be reported to the Executive Director.

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Harassment Policy & Complaint Procedure

Discrimination/Harassment

Franklin recognizes its obligation to work towards a community in which diversity is valued, and affirms its commitment to ensure that every employee and student of Franklin works in an environment free from discrimination or harassment based on race, color, religion, age, disability, sex; national origin, marital status, and veteran status. Such discrimination and harassment is prohibited by a variety of Federal, State and local laws, including, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, 110.1221 Florida Statutes, the Older Workers Benefits Protection Act (OWBPA), the Pregnancy Act of 1978 or any other Federal, State or local law concerning discrimination. This policy is intended to comply with these anti-discrimination laws.

- This policy applies to all employees and students of Franklin. It also covers harassment involving patrons, vendors, and other individuals with whom employees of Franklin have interaction as a condition of their employment.

- Discrimination/harassment is defined as verbal or physical conduct that threatens, intimidates or coerces, or that impairs an employee's ability to perform his or her job.

- Filing groundless and malicious complaints of discrimination/harassment is prohibited.

- Disciplinary action will be taken against any employee who violates this policy. Such action may include coaching, counseling, written warnings, suspension, or termination of employment.

Anti-Harassment

It is Franklin's policy that all employees should be able to enjoy a work environment free of disruptive elements (e.g. noise, scents, etc...), discrimination and harassment. This policy refers to, but is not limited to, harassment in the following areas: race, color, religion, age, disability, sex; national origin, marital status, and veteran status. Discrimination/Harassment also includes display or circulation of written or electronic materials or pictures degrading to either gender or to racial, ethnic, or religious groups; and verbal abuse or insults directed at or made in the presence of members of a racial, ethnic, or minority group.

Franklin takes allegations of discrimination/harassment seriously and will respond promptly to complaints. In fulfilling their obligation to maintain a positive and productive work environment, employees with supervisory authority are expected to immediately halt any harassment or discrimination which comes to their attention and are expected to report such violations to the Principal and/or Executive Director. Where it is determined that such inappropriate conduct has occurred, Franklin will act promptly to eliminate the conduct.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

Prohibited Conduct - The following actions are prohibited:

- Sexual harassment by or between any employee or student, including individuals of the same sex.
- Discrimination/harassment by any employee or student against any individual who is not an employee or student while assigned to duties or academic programs of Franklin regardless of their work location;
- Discrimination/harassment by any vendor or individual external to Franklin against any employee or student during the transaction of business with Franklin;
- Retaliation by any employee or student against any individual who, in good faith, has made any allegation of Discrimination/Harassment, or who has testified, assisted, or participated in any way in any investigation, proceeding, or hearing conducted under this policy or any Federal or State law.
- Knowingly making false accusations or allegations of Discrimination/Harassment, or making false statements in any inquiry or investigation of alleged Discrimination/Harassment.

Complaint Procedure

Employees who believe they have been subjected to harassment from another employee should make it clear to the offender that such behavior is offensive to them and unwelcome, if the employee does not feel comfortable approaching the offending employee, the employee is not required to do so. However, the employee should immediately bring the matter to the attention of the Principal and/or the Business Manager. All allegations of harassment will be immediately investigated. It is important for employees who feel that they have been harassed to report incidents as described.

Anyone found to have engaged in discrimination/harassment shall be subject to discipline, up to and including termination of employment.

Discrimination/Harassment Reporting and Investigation

When Franklin receives notice of conduct which appears to be discrimination or sexual harassment, Franklin will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in accordance with Franklin's customary procedures and in such a way as to maintain confidentiality to the extent practicable under the circumstances and permissible by law. The investigation may, as appropriate, include private interviews with the employee filing the complaint, with witnesses, and with the person alleged to have committed sexual harassment.

- Review of Complaints of Alleged Discrimination/Harassment: Complaints of alleged Discrimination/Harassment shall be reviewed by the Executive Director to determine if an investigation is required. If the Executive Director determines it appropriate to conduct an investigation, the complaint shall be investigated and resolved in accordance with appropriate procedures.

- Time Deadline for Filing a Complaint of Alleged Discrimination/Harassment: A written complaint must be filed with the Executive Director within ninety (90) days of the alleged incident of Discrimination/Harassment.

When the investigation is completed, the employee filing the complaint and the employee alleged to have committed the conduct will be informed as to the results of the investigation.

- If the employee was engaged in inappropriate conduct, appropriate action will be taken immediately, using Franklin's established procedures, to fulfill its obligations under the law to promote a workplace that is free of discrimination or sexual harassment. Such action may range from counseling to termination of employment, and may include such other forms of disciplinary action as appropriate.

- If after the completion of the investigation, any finding of discrimination is made, a record of the complete findings will be placed in the employee's personnel file. If no finding of discrimination on any charge or complaint is made, no record of the charge or complaint will be placed in the employee's personnel file unless the employee

requests in writing that the record of the completed investigation be placed in the employee's personnel file.

Retaliation

It is Franklin's policy that no employee will be retaliated against for making a complaint of harassment or discrimination based upon an honest perception of the events or for cooperating in the investigation of a complaint. No hardship, no loss of benefit, and no penalty may be imposed on any employee as punishment for:

1. Filing or responding to a bona fide complaint of discrimination or harassment or discrimination;
2. Appearing as a witness in the investigation of a complaint; or
3. Serving as an investigator.

Retaliation or attempted retaliation is a violation of this Policy and any employee who does so will be subject to severe sanctions up to and including termination.

Other Agencies

Complaints of alleged Discrimination/Harassment may also be filed with the following external agencies:

- U.S. Equal Employment Opportunity Commission, Tampa, (813) 228-2310, TDD (813) 228-2003
- U.S. Department of Education, Office for Civil Rights, Atlanta, (404) 562-6358, TDY (404) 562-6454
- Office of Federal Contracts Compliance Programs, Orlando, (407) 648-6181
- Florida Commission on Human Relations, Tallahassee, 1(800) 342-8170, TDD (904) 488-8696

Immigration Law Compliance

Franklin employs only United States citizens and those non-U.S. citizens authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986. Franklin does not unlawfully discriminate on the basis of citizenship or national origin.

Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with Franklin within the past three years, or if their previous I-9 is no longer retained or valid.

Meals & Breaks Policy

It is Franklin's policy to comply with State and Federal laws regarding meals and breaks.

All full-time non-exempt employees are permitted a 15-minute rest break for each four-hour work period. Breaks generally will not be permitted at either the beginning or end of the work day to offset arrival and departure times. At a supervisor's discretion, both rest breaks may be combined with the lunch period, not to exceed 60 minutes.

All non-exempt employees who work an eight-hour day or more are permitted a non-compensable meal break of 30 minutes. Meal breaks are not counted toward worked hours. Employees are to be completely relieved from duty during their meal break. If the employee is required to perform any work duties while on his or her meal break period, the employee must be compensated for the time spent performing work duties. The time spent working during the meal break will be counted toward the total hours worked.

Failure to return on time from breaks or lunch will subject the employee to disciplinary action, up to and including termination.

Non-Discrimination Against & Accommodation of Individuals with Disabilities

Franklin complies with the Americans with Disabilities Act and applicable State law providing for non-discrimination in employment against qualified individuals with disabilities. Franklin also provides reasonable accommodation for such individuals in accordance with these laws. It is Franklin's policy to, without limitation:

- Ensure that qualified individuals with disabilities are treated in a non-discriminatory manner in the pre-employment process and that employees with disabilities are treated in a non-discriminatory manner in all terms, conditions, and privileges of employment.
- Keep all medical-related information confidential in accordance with the requirements of the ADA and retain such information in separate confidential files.
- Provide applicants and employees with disabilities necessary, reasonable accommodation, except where such an accommodation would create an undue hardship on Franklin. Notify individuals with disabilities that Franklin provides reasonable accommodation to qualified individuals with disabilities, by including this policy in this Handbook, and by posting the Equal Employment Opportunity Commission's poster and not discriminating against individuals with disabilities and other protected groups throughout Franklin's facilities.

PROCEDURES FOR REQUESTING AN ACCOMMODATION

Qualified individuals with disabilities may make requests for reasonable accommodation to the Business Manager. On receipt of an Accommodation Request, the Principal will meet with the requesting individual to discuss the potential accommodation that Franklin might make to assist

the applicant in the pre-employment process or for the requesting individual in performing essential tasks of the job.

Personnel Files

The employee personnel file is a record of employment with Franklin and it is important that it be kept up to date. Employees should promptly notify (in writing via e-mail and fax) the Business Manager if any of the following changes occur:

Name	Address
Telephone number	Emergency contact information
Children's names	Number of dependents
Beneficiary	Educational accomplishments
Changes in family status	

Personnel files are the property of Franklin, and access to the information they contain is restricted. Only supervisors and management personnel of Franklin who have a legitimate reason to review information in a file are allowed to do so.

Employees who wish to review their own file should contact the Business Manager. With reasonable advance notice, employees may review their own personnel files in the presence of an individual appointed by Franklin to maintain the files.

Access to the employee personnel files by persons other than those Franklin employees referenced above shall be governed by the Florida Public Records Law, Chapter 119, Florida Statutes, and §1012.81, Florida Statutes. Copies of any document or file contained within an employee personnel file will be provided in accordance with the law and any material not covered by the public records law will be removed prior to inspection or copying unless otherwise approved for same. Review of any employee personnel file shall be made during normal business hours. Files shall be only reviewed in the presence of a Franklin representative who will answer questions or offer other assistance as necessary. Franklin shall have the authority to establish additional requirements as is administratively necessary to carry out this policy and to insure the orderly transaction of Franklin business.

Social Media

Franklin respects the right of any employee to maintain a blog or web page or to participate in a social networking, Twitter, or similar site, including but not limited to Facebook and LinkedIn. However, to protect Franklin's interests and ensure employees focus on their job duties, employees must adhere to the following rules:

Employees may not post on a personal blog or web page or participate on a social networking, Twitter, Facebook or similar site during working time or at any time with Franklin equipment or property. All rules regarding confidential and proprietary business information apply in full to blogs, web pages, social networking, Twitter, Facebook and similar sites. Any information that

cannot be disclosed through a conversation, a note or an e-mail also cannot be disclosed in a blog, web page, social networking, Twitter, Facebook or similar site.

Whether an employee is posting something on his or her own blog, web page, social networking, Twitter, Facebook or similar site or on someone else's, if the employee mentions Franklin or Florida Charter Foundation, Inc. and also expresses either a political opinion or an opinion regarding Franklin's actions, the poster must include a disclaimer. The poster should specifically state that the opinion expressed is his/her personal opinion and not Franklin's position. This is necessary to preserve the Franklin's good will in the community.

Any conduct that is impermissible under the law if expressed in any other form or forum, is likewise impermissible if expressed through a blog, web page, social networking, Twitter, Facebook or similar site. For example, posted material that is discriminatory, obscene, defamatory, libelous or threatening is forbidden. Franklin policies apply equally to employee social media usage.

Franklin encourages all employees to keep in mind the speed and manner in which information posted on a blog, web page, and/or social networking site is received and often misunderstood by readers. Employees must use their best judgment. Employees with any questions should review the guidelines above and/or consult with their manager. Failure to follow these guidelines may result in discipline, up to and including termination.

Franklin employees MAY NOT "FRIEND or ACCEPT" STUDENTS ON FACEBOOK or any other social media platform.

It is recommended that Franklin employees NOT "FRIEND or ACCEPT" their students' parents on FACEBOOK or any other social media platform.

Solicitation

In an effort to assure a productive and harmonious work environment, persons not employed by Franklin may not solicit or distribute literature on campus at any time for any purpose.

Employees may not solicit or distribute literature concerning the activities of the groups below during working time. (Working time does not include lunch periods, work breaks, or any other periods in which employees are not on duty.)

Examples of prohibited forms of solicitation include the collection of money, goods or gifts for:

- Community groups
- Religious groups
- Political groups
- Charitable groups
- The sale of goods, services, or subscriptions outside the scope of official organization business
- The circulation of petitions
- The distribution of literature not approved by the employer

- The solicitation of memberships, fees, or dues

In addition, the posting of written solicitations on Franklin bulletin/bill boards or any type of mass communication is restricted. Bulletin boards display important information and employees should consult them frequently for:

- Employee announcements
- Job openings
- Payday notice
- State disability insurance/unemployment insurance information
- Workers' compensation insurance information
- Organizational announcements

If employees have a message of interest to the workplace, they may submit it to their supervisor or the Principal for approval.

Resources, Use Of

Use of Equipment & Vehicles

Franklin equipment and vehicles essential in accomplishing job duties are expensive and may be difficult to replace. When using such items, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines.

Employees should immediately notify their supervisor if any equipment, machines, tools, or vehicles appear to be unsafe, damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to the employee or others. A supervisor can answer any questions about the employee's responsibility for maintenance and care of equipment or vehicles used in the course of their employment. Employees are expected to exercise due care in the use of Franklin property and to utilize such property only for authorized purposes. Negligence in the care and use of such property will be considered cause for disciplinary action, which may result in termination. Unauthorized removal of Franklin property from campus or its conversion to personal use will be considered cause for disciplinary action, up to and including termination of employment.

Internet Usage

Internet access to global electronic information resources on the World Wide Web is provided by Franklin to assist employees in obtaining work-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage:

All Internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of Franklin and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet e-mail messages and other transmissions is accurate, appropriate, ethical, and lawful.

The equipment, services, and technology provided to access the Internet remain at all times the property of Franklin. As such, Franklin reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through our online connections and stored in our computer systems.

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

Abuse of the Internet access provided by Franklin in violation of law or Franklin's policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending or posting discriminatory, harassing, or threatening messages or images
- Using Franklin's time and resources for personal gain
- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Sending or posting confidential material, trade secrets, or proprietary information outside of Franklin
- Violating copyright law
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmissions
- Sending or posting messages or material that could damage Franklin's image or reputation
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals
- Attempting to break into the computer system of another organization or person
- Refusing to cooperate with a security investigation
- Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities
- Using the Internet for political causes or activities, religious activities, or any sort of gambling
- Jeopardizing the security of Franklin's electronic communications systems
- Sending or posting messages that disparage another organization's products or services
- Passing off personal views as representing those of Franklin
- Sending anonymous e-mail messages
- Engaging in any other illegal activities

Use of Phone & Mail Systems

Personal use of telephones for outgoing calls, including local calls, should be kept to a minimum. Employees may be required to reimburse Franklin for any charges resulting from personal use of the telephone. Phones are available for personal outgoing calls during breaks, meal periods, or at other times, with a supervisor's permission. Long distance calls are not permitted without permission from a supervisor and must be reimbursed to Franklin.

The mail system is reserved for business purposes only. The use of Franklin paid postage for personal correspondence is not permitted.

To ensure effective telephone communications, employees should always speak in a courteous and professional manner. Employees should confirm information received from the caller, and hang up only after the caller has done so.

Cell phones: Faculty is prohibited from using their cell phone in the classroom during active teaching hours. Personal cell phone calls can be made on breaks, during meal time or during prep time, if applicable.

Use of Computer, Copiers & E-mail

As part of Franklin's commitment to the utilization of new technologies, employees may have access to Franklin computers, technology, electronic mail, telecommunications systems and the internet.

Employees should notify a supervisor or the Business Manager upon learning of violations of the policy. Employees who violate the policy will be subject to disciplinary action, up to and including termination of employment.

All of our electronic communications systems, including but not limited to computers (software and hardware), the internet, email, and voicemail, as well as all information transmitted, received, or stored in these systems, are the property of Franklin. These electronic communications systems are provided for employee use **solely for Franklin business purposes**. Thus, Franklin needs to be able to access and/or disclose any information in the electronic communications systems, even those that might be protected by a personal password, at any time, with or without notice to the employee. **Employees should have no expectation of privacy** in connection with the use of these systems, or the transmission, receipt, or storage of information in such systems. Therefore, employees should not use the electronic communications systems to store or transmit any information that they do not want anyone else to see, hear or read. Nothing should be communicated through the electronic communications systems that would be inappropriate to communicate in any other manner in the workplace or that would violate any Franklin Policy. Franklin retains the right to monitor electronic communications to ensure compliance.

Visitors in the Workplace

To provide for the safety and security of students, employees and the facilities at Franklin, only authorized visitors are allowed on campus. Restricting unauthorized visitors helps maintain safety standards, protects students and faculty, guards against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.
Because of safety and security reasons, family and friends of employees are discouraged from visiting. In cases of emergency, employees will be called to meet any visitor outside their work area.

Upon entering a Franklin campus, all visitors must report to the front desk. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on campus, employees should immediately notify a supervisor or the Principal or, if necessary, escort the individual to the Administrative Office or reception desk.

Workplace Monitoring

Workplace monitoring may be conducted by Franklin to ensure quality control, employee safety, security, and customer satisfaction.

Computers furnished to employees are the property of Franklin. As such, computer usage and files may be monitored or accessed.

Franklin may conduct video surveillance of non-private workplace areas. Video monitoring may be used to identify safety concerns, maintain quality control, detect theft and misconduct, and discourage or prevent acts of harassment and workplace violence.

Employees can request access to information gathered through workplace monitoring that may impact employment decisions. Access will be granted unless there is a legitimate business reason to protect confidentiality or an ongoing investigation.

Because Franklin is sensitive to the legitimate privacy rights of employees, every effort will be made to guarantee that workplace monitoring is done in an ethical and respectful manner.

Work Product Ownership

Franklin retains legal ownership of the product of your work. No work product created while employed by Franklin can be claimed, construed, or presented as an employee's individual property, even after employment by Franklin has been resigned or terminated. Work product for purposes of this policy includes written and electronic documents, audio and video recordings, system code, and any concepts, ideas, or other intellectual property developed for Franklin,

regardless of whether the intellectual property is actually used by Franklin. Although it is acceptable for an employee to display and/or discuss a portion or the whole of certain work product under certain circumstances, employees must clearly designate that work product is the sole and exclusive property of Franklin.

PERFORMANCE

Evaluations

Leaders and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. A formal coaching program will be conducted at the end of each calendar quarter. These coaching sessions encourage both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

Improvement Action Process

Most employees will enjoy the benefits that come from good job performance, and will only occasionally need to resolve minor job-related problems through a constructive discussion with a supervisor. However, there may be occasions when a performance related issue has not been corrected after discussions with a supervisor, and it becomes necessary to use a system of progressive discipline to attempt a change in behavior. Notwithstanding the above, Franklin reserves the right to utilize the Improvement Action Processes in direct correlation to the severity of the offense.

The Improvement Action process includes:

- Coach and Counsel and/or Performance Action Plan
- First Written Notice
- Second Written Notice
- Suspension
- Termination or reinstatement

The employee will be asked to review and sign each written notice. By signing, the employee does not imply that he/she agrees with the disciplinary action, only that he/she is aware of it. The written notices will be placed in the employee's personnel file. No record of any written notice will be placed in the employee's personnel file without employee's knowledge of the written notice and the fact that the written notice has been filed.

WAGE & SALARY POLICIES

Compensation

All employees who start at the beginning of the academic school year are paid in 24-equal installments over the course of the 12 month period, regardless of whether they are "10 month"

employees or "12 month" employees. "10 month" employees only work the ten (10) months of the academic school year, and do not work over the summer.

Compensation Examples

Employees Starting at the Beginning of the School Year

Payroll for salaried employees are paid in 24-equal installments over the course of the year, starting the first pay period of August and going through the second pay period of July. The per-pay period amount for most employees is their salary divided by 24.

Annual Salary ÷ 24

Employees Starting After the Start of the School Year

The salary for employees who start after the beginning of the school year is prorated for the percentage of the school year that the employee will actually work. Then the per-pay period amount is divided equally over the remaining pay periods. The formula for calculating this is:

((Annual Salary ÷ Contract Days) x Work Days) ÷ Pay Periods

Take for example an employee who starts in November. If the typical salary is $42,000 for working 211* days during the school year, their daily rate would be Annual Salary ÷ Contract Days, or $42,000 ÷ 211 = $199.05 per day. Between November 3 and the end of the school year there are only 137 days remaining, so this employee will earn $199.05 x 137 days = $27,269.85 for working the remainder of the year. Another way to consider this is that the employee is only working 64.9% of the school year (137 / 211), so they are only making 64.9% of the annual salary. This amount earned is then divided equally over the remaining pay periods. Given our scenario 17 pay periods would remain between November 3 and the last payment for the fiscal year, so the per pay period amount would be $27,270.14 ÷ 17 = $1,604.13 per pay period.

**The figure of 211 is being used as an example and should not be relied upon as being representative of the actual number of working days. Employees should check with the Business Manager to confirm the actual number of working days in any given school year as this figure may change from year to year, depending upon the school calendar.*

Employees Leaving Before the End of the School Year

The employee's final paycheck is calculated by determining the amount the employee earned and the amount the employee has already been paid and makes up the difference between the two. The formula for doing this is:

(Days Worked x Daily Rate) – Amount Already Paid

Take for example an employee who leaves on November 14. If the typical salary is $42,000 for working 211 days during the school year, the daily rate would be Annual Salary ÷ Contract Days, or $42,000 ÷ 211 = $199.05 per day. The teacher's initial per-pay period amount had been

calculated as $42,000 ÷ 24 = $1,750. Between the start of the school year and November 14, there were 85 days for which teachers were paid. Therefore, the teacher earned 85 x $199.05 = $16,919.25. Another way to consider this is that the teacher only worked 40.3% of the year (85 / 211) and therefore should receive 40.3% of the salary. Thus far this teacher had received 7 pay checks at $1,750 each, or a total of $12,250. Therefore, the employee is still owed a total of $4,669.25 for the work completed.

Employees Not Returning the Following School Year

Employees who resign at the end of a school year or are asked to not return for the following school year will receive their remaining payroll spread out over the remainder of the anticipated fiscal year payments through the first paycheck in July.

Short Term Unpaid Leave

An employee who is required to take an unpaid leave (as a result of exceeding their sick days, personal days, disciplinary action, etc.) will generally have the daily rate reduced from the paycheck in which the leave falls. The formula for calculating this will be:

Pay Period Amount – ((Annual Salary / Contract Days) * Unpaid Days)

If the amount to be deducted is larger than the per-pay period amount, the remaining amount will be deducted from the following pay cycle. Unpaid days will be taken into account if an employee leaves prior to the end of the year with regards to "Days Worked" in the calculation listed above.

Long Term Unpaid Leave

An employee taking a long term unpaid leave (such as maternity leave, or other health related absence), will not receive pay during their leave. When the employee returns, their per pay period amount will be recalculated to equally distribute the amount remaining to be paid the remaining pay periods that fiscal year.

Annual Earned Amount = (Annual Salary ÷ Contract Days) x Actual Days Worked

New Pay Period Amount = (Annual Earned Amount - Already Paid) ÷ Pay Periods Remaining

Hours & Attendance

Employee's work schedules are arranged to give employees the best possible schedule while meeting Franklin's requirements of providing students with an outstanding education. Employees should notify their supervisor if there is a question concerning the work schedule. Employees are responsible for reviewing their individual schedules.

In accepting their position with Franklin, employees are obligated to be present each and every day or night as scheduled. Failure to report as scheduled for two (2) consecutive days without

properly notifying their supervisor shall be considered job abandonment and an immediate resignation of employment.

- Employees are expected to be on campus ready to report for work exactly on time. Tardiness may result in disciplinary action, up to and including termination.
- Employees are expected to work for the full amount of time assigned. Leaving the assigned work area earlier than the assigned time may result in disciplinary action, up to and including termination.
- Time off for personal business may only be approved by an employee's supervisor. It is important that employees always inform their supervisors of their status. Excessive absenteeism and/or tardiness may lead to disciplinary action, up to and including termination.
- In case of emergency or sudden illness, employees must speak to their supervisor or their supervisor's designee at least two (2) hours prior to the scheduled starting time. If an employee is unable to speak to their supervisor initially, the employee must contact their supervisor personally within two (2) hours of the scheduled starting time, or as soon as possible thereafter.
- Payroll deductions will occur each pay period that employee exceeds personal time.

Overtime

Overtime compensation is paid to all non-exempt employees in accordance with Federal and State wage and hour regulations. Overtime pay is based on actual hours worked. Time off on personal leave, paid holidays or any leave of absence will not be considered hours worked for purposes of performing overtime calculations. Non-exempt employees will be paid time and one-half for all hours *physically* worked in excess of 40 hours in any one work week. Non-exempt salaried employees on a fluctuating work week schedule will be paid one-half time for any hours *physically* worked in excess of 40 hours in any one work week.

Failure to work scheduled overtime or overtime worked without written prior authorization from an employee's supervisor may result in disciplinary action, up to and including possible termination of employment.

Fair Labor Standards Act (FLSA) guidelines prohibit the use of comp time as a substitute for overtime. Non-exempt employees must be paid overtime and must not be granted comp time for the time worked in excess of 40 hours per week

Pay Corrections

Franklin takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

In the unlikely event there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of the Business Manager so that corrections can be made as quickly as possible.

Underpayments: In the event of an error resulting in an underpayment to an employee, the employee will be properly compensated on or before the next scheduled pay date.
Overpayments and deduction adjustments of $50.00 or less: If an employee has been overpaid or deductions under-withheld by $50.00 or less, an adjustment will be made on the next scheduled pay date. The Payroll Department will notify the employee before the adjustment is made.

Overpayments and deduction adjustments greater than $50.00:

- Franklin may rectify any overpayments to an affected employee.
- The Payroll Department will notify the affected employee via a "Payroll Adjustment Form" if an overpayment or under-withheld deduction of over $50.00 has occurred. The form will contain two payback options for the employee's consideration.
    - If the employee finds one of the options acceptable, the employee should check the box on the form and return it to the Payroll Department within five (5) business days.
    - If the employee does not find either option acceptable, the employee should check the appropriate box on the form requesting a meeting with the Payroll Department within five (5) business days.

Pay Deductions & Setoffs

Federal and State laws mandate that Franklin make deductions from every employee's paycheck for certain items such as Federal income taxes and Social Security/Medicare. No deductions, other than those required by law or assigned by a court order, will be made from the employee's paycheck without written authorization. Participation in Franklin medical/dental, STD, LTD, life and 401(k) plans implies employee authorization of related payroll deductions, if applicable.

Pay setoffs are pay deductions taken by Franklin usually to help pay off a debt or obligation to Franklin or others. Questions concerning why deductions were made from an employee's paycheck or how they were calculated should be directed to the Business Manager.

Pay Periods

Franklin currently operates on a bi-monthly pay cycle. The pay periods run from the 1st day of the month through the 15th day of the month, and the 16th day of the month through the last day of the month. Paychecks are issued on a bi-monthly basis. A schedule of pay periods and pay dates is distributed to all employees each year.

If a regular payday falls during the employee's vacation, the employee's paycheck will be available upon their return from vacation.

Direct Deposit of Payroll: Franklin offers a quick and convenient direct deposit option, which allows employees to forgo the inconvenience of a manual paper check. This system is safe and secure, and it also offers the option of having pay contributions assigned to a maximum of three separate accounts, such as savings, checking, etc. Employees are encouraged to sign up for direct

deposit. (Franklin is not responsible for any fees charged to employees for payroll errors resulting from miscommunication of address or direct deposit changes.)

Direct deposit is not available for final checks upon termination of employment.

Stipends

For certain duties and responsibilities outside that of an employee's normal duties, Franklin may provide a stipend. The Principal is responsible for allocating any stipend. Examples of stipends include but are not limited to, Department Chair's, Coaching, FCAT tutoring, etc.

Timekeeping

Accurately recording time worked is the responsibility of every non-exempt employee. Federal and State laws require that Franklin keep an accurate record of time worked in order to calculate employee pay and benefits.

- Non-exempt employees should accurately record the time they begin and end their work, as well as the beginning and ending time of each meal period. Non-exempt employees should also record the beginning and ending time of any split shift or departure from work for personal reasons. Overtime work must always be approved before it is performed.
- Non-exempt salaried employees should accurately record the time they begin and end their work. They should especially keep track of any overtime hours. These time sheets should be manually kept and submitted to the Business Manager at the end of each pay period.
- Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment.
- Non-exempt employees should not report to work more than 15 minutes prior to their scheduled starting time nor stay more than 15 minutes after their scheduled stop time without expressed, prior authorization from their supervisor.
- It is the employees' responsibility to review their time records and to certify the accuracy of all time recorded. An employee's supervisor will review and then initial the time record before submitting it for payroll processing. In addition, if corrections or modifications are made to the time record, both the employee and their supervisor must verify the accuracy of the changes.
- The Business Manager is responsible for accurate reporting and maintaining documented time reports. Time reporting summaries will be submitted to Payroll electronically in accordance with pay period schedules.

Transfers between Franklin Campuses

There are instances in which an employee wishes to transfer to a vacant position at a different Franklin campus. Should this situation arise, the employee is to approach their current Principal prior to contacting the Principal of the Franklin campus to which the employee wishes to transfer.

BENEFITS & TIME OFF

401 (K) Retirement Plan

Franklin will offer a 401(k) Retirement Plan for all eligible employees. Franklin may match up to 2.5% of salary. Details provided separately.

Holidays

Franklin will grant holiday time off to all employees for the holidays listed below:

New Year's Day (January 1)
Martin Luther King Jr. Day (3rd Monday in January)
President's Day (3rd Monday in February)
Memorial Day (last Monday in May)
Independence Day (July 4)
Labor Day (first Monday in September)
Veterans Day (November 11)
Thanksgiving (fourth Thursday in November)
Day after Thanksgiving
Christmas Eve (December 24)
Christmas Day (December 25)
New Year's Eve (December 31)

- Franklin will grant ***paid*** holiday time off to all eligible employees immediately upon assignment as a regular full-time employee. Regular full-time employees during their introductory period of employment likewise receive paid holiday time off. All other employment classifications receive the holiday time off without pay.
- Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) multiplied by the number of hours the employee would otherwise have worked on that day.
- To be eligible for holiday pay, employees must work the last scheduled day immediately preceding and the first scheduled day immediately following the holiday, unless the Principal has approved vacation or personal time off in advance.
- Paid time off for holidays will not be counted as hours worked for the purposes of determining overtime.
- If a National holiday falls on a Saturday, Franklin will observe the preceding Friday. If a holiday falls on a Sunday, Franklin will observe the following Monday.

Leaves of Absence

Family and Medical Leave Act (FMLA) Leave

Franklin complies fully with the Family and Medical Leave Act of 1993 ("FMLA") and recognizes certain conditions under which an employee may request time off without pay for a limited period with job protection and no loss of accumulated service, provided the employee returns to work. Additionally, Franklin provides leaves of absences for employees that are not eligible for FMLA as provided in this Handbook.

(1) ELIGIBILITY

Employees who have worked for Franklin a minimum of twelve (12) months and have provided Franklin with at least 1,250 hours of service during the twelve (12) month period preceding the commencement of FMLA leave are eligible for leave under the FMLA.

(2) AMOUNT OF LEAVE

12 Weeks

FMLA-eligible employees are normally entitled to twelve (12) weeks (480 hours) of FMLA unpaid leave during each applicable twelve (12) month period.

26 Weeks

One exception to this twelve (12) week entitlement is if the employee is taking leave pursuant to the Military Caregiver Leave provisions of the FMLA. In that case, an eligible employee is entitled to take a *total* of twenty-six (26) weeks of FMLA unpaid leave during a single 12-month period. However, no more than twelve (12) weeks (480 hours) of this combined total of twenty-six (26) weeks can be for non-Military Caregiver Leave.

Spouses Employed by Franklin

Spouses who are both employed by Franklin and are both eligible for FMLA leave are entitled to a combined total of twelve (12) weeks (480 hours) of leave (rather than twelve (12) weeks (480 hours) each) for the birth of a child, the placement of a child with the employees for adoption or foster care, or the care of a parent with a "serious health condition." This duplicate exception does not apply to leave for the employee's own "serious health condition" or the "serious health condition" of a spouse or child. In such cases, the wife is entitled to twelve (12) weeks (480 hours) and the husband is entitled to twelve (12) weeks (480 hours). Likewise, if spouses, who are both employed by Franklin and are both eligible for FMLA leave, require Military Caregiver Leave, they are entitled to a combined total of twenty-six (26) weeks of leave (rather than twenty-six (26) weeks each) for the birth of a child, the placement of a child with the employees for adoption or foster care, the care of a parent with a "serious health condition", or to care for a covered service member with a serious injury or illness.

(3) MEASURING 12-MONTH PERIOD

The twelve (12) month period within which twelve (12) weeks (480 hours) of unpaid leave may be taken is a rolling twelve month period, which measures backward from the date FMLA leave commences. The total FMLA leave used during the prior twelve (12) months is deducted from the twelve (12) week allotment. The employee may then use the remaining FMLA leave.

One exception to this method of measuring the twelve (12) month period is if an employee is taking Military Caregiver Leave. For this type of leave, the applicable period is a single twelve (12) month period, which beings on the first day an employee takes Military Caregiver Leave and ends 12 months after that date.

Purposes for Which Leave Can Be Taken

Eligible employees may take FMLA leave for the following reasons:

(a) the birth or adoption of a child and to take care of the newborn[1];

(b) the placement of a child with the employee for adoption or foster care[2];

(c) to take care of the employee's spouse, child, or parent who has a serious health condition

(d) an employee's own "serious health condition" which renders an employee unable to perform their job. This would cover either on or off the job illnesses or injuries that meet the FMLA definition of "serious health condition".

(e) to care for an employee's child, spouse, parent or next of kin who is a covered service member.[3] (This type of leave is known as Military Caregiver Leave.); or

(f) for a "qualifying exigency" arising out of the fact that an employee's child, spouse or parent is on covered active duty or called to covered active duty status.

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[1] Employees utilizing FMLA leave for this reason may be entitled to additional leave pursuant to the Parental Leave Policy as provided in this Handbook.

[2] Employees utilizing FMLA leave for this reason may be entitled to additional leave pursuant to the Parental Leave Policy as provided in this Handbook.

[3] A covered service member is:

(A) a member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

(b) a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of 5 years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

Examples of a "qualifying exigency" include: (1) short term deployment, (2) military events, (3) childcare-school related activities, (4) financial and legal arrangements, (5) counseling, (6) rest and recuperation, (7) post-deployment activities, and (8) other activities as agreed upon by Franklin and the employee.

Employees must conclude leave for the birth of a child or the placement of a child with the employee for adoption or foster care within twelve (12) weeks (480 hours) after the event. Leave may begin prior to the birth or placement, as circumstances dictate.

Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two (2) visits to a health care provider or one (1) visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

For the official definition of "serious health condition," please contact the Business Manager.

Intermittent Leave/ Reduced Hours

If medically necessary, in the case of an employee's own "serious health condition" or that of an employee's spouse, child, or parent, or to care for a covered service member with a serious illness or injury, an employee may take FMLA leave intermittently (e.g., one (1) week per month) or on a reduced hour schedule (e.g., four (4) hours a day).

Additionally, if necessary, leave taken due to a qualifying exigency may be taken on an intermittent or reduced hour schedule. When leave is taken for other non-medical reasons (e.g., placement of a child with the employee for adoption or for foster care), an employee may take leave intermittently or on a reduced hours schedule only if Franklin agrees to such arrangement.

When leave is taken for the birth of a child or for the placement of a child with the employee for adoption or for foster care, an employee may take leave intermittently or on a reduced hours schedule only if Franklin agrees to such arrangement or if such leave is medically necessary.

Since the FMLA leave is unpaid, Franklin will adjust an employee's compensation based on the hours taken as intermittent or reduced hours leave within a work week.

If an employee requests intermittent leave or reduced hour's status, Franklin may temporarily transfer that employee to another position of equivalent pay and benefits in order to better accommodate the employee's recurring periods of absence.

Use of Paid Time Off Benefits

Franklin requires:

(a) Concurrent utilization of any accrued but unused annual and personal leave during all FMLA leaves.
(b) Any accrued but unused paid personal leave must also be used concurrently during any FMLA leave for an employee's own "serious health condition" or the "serious health condition" of an employee's spouse, child or parent.
(c) In respect to FMLA leaves that involve Workers' Compensation or disability, concurrent utilization of paid accrued leave is not required. However, an employee may, in the employee's discretion, concurrently use any accrued but unused leaves during these two (2) types of FMLA leaves.
(d) Usage of any paid leave does not add to the total length of an employee's FMLA leave. However, an employee may be entitled to additional non-FMLA leave under other Franklin policies, as set forth in this Handbook.

Upon exhausting all available and applicable paid leave, the remainder of an employee's FMLA leave time will be unpaid.

Job Restoration

Except as noted below, employees granted FMLA leave will be returned to the same or equivalent position held prior to the leave. In addition, an employee's use of FMLA leave cannot result in the loss of any employment benefit earned by that employee or to which that employee was entitled before using FMLA leave.

If an employee takes leave because of their own "serious health condition" (except if the employee is taking intermittent leave), the employee must provide medical certification that the employee is able to resume work before the employee may return to work and the employee must obtain a return-to-work medical certification form from the employee's physician to evidence that the employee is able to resume work. Employees failing to provide a return-to-work medical certification form from the attending physician will not be permitted to resume work until the certification form is provided.

In the case of employees who are both salaried and among the highest paid ten percent (10%) of employees, that employee is not guaranteed restoration to their position after FMLA leave if keeping the employee's position open would result in substantial economic injury to Franklin. Franklin will notify employees of their status as a "key employee" in response to an employee's notice of intent to take FMLA leave.

Employee Benefits

(a) During approved FMLA leave, health insurance benefits will continue to the same extent they existed prior to the leave. Employees will continue to pay customary portions of the

monthly premiums for the employee's coverage and for any coverage of the employee's dependents.

(b) If paid leave is substituted for unpaid leave, Franklin will deduct the employee's portion of the premiums as a regular payroll deduction. If, on the other hand, the FMLA leave is unpaid, the employee must pay their portion of the premiums by making arrangements with the Business Manager, who will advise the employee of the payment due dates.

(c) Any failure by the employee during FMLA leave to timely pay their portion of the insurance premiums or to timely pay for dependent coverage, may result in the termination of such coverage or Franklin may make payment on the employee's behalf in Franklin's sole and absolute discretion. If Franklin makes such payment on behalf of an employee, such payments may be recovered by Franklin from that employee through payroll deductions upon the employee's return to work. In the event an employee elects not to return to work upon completion of approved FMLA leave, under most circumstances, Franklin may recover from the employee the cost of any payments made to maintain the employee's benefit coverage, unless the employee's failure to return to work is the result of (1) the continuation, recurrence, or onset of a serious health condition which would entitle the employee to FMLA leave; (2) the continuation, recurrence, or onset of a covered service member's serious injury or illness which would entitle the employee to FMLA leave; or (3) other circumstances beyond the employee's control. If the employee decides not to return to work, benefit entitlements based upon length of service will be calculated as of the last paid work day prior to the start of the leave of absence.

(d) If any insurance coverage lapses due to nonpayment by an employee, such coverage will be fully and completely reinstated when the employee returns to work, provided the employee resumes paying the required premiums. If payment is more than thirty (30) days late, Franklin will send the employee a letter notifying of such fact. If Franklin does not receive payment within fifteen (15) days thereafter, the employee's coverage may cease.

Notification of Need for Leave/PERIODIC REPORTS

Employees must provide Franklin with thirty (30) days advance written notice of the need for FMLA leave when the need for such leave is foreseeable. If emergency conditions prevent such notice, the employee must notify Franklin as soon as possible. For leave taken on the basis of planned medical treatment, employees should seek to schedule the treatment so as to avoid unduly disrupting the operations of Franklin.

Notification of the need for leave should be made to Franklin through FMLA forms which are available from the Business Manager. The relevant forms should be completed in detail, signed by the employee, and then submitted to the Business Manager for proper approval and forwarding to the appropriate Franklin personnel.

An employee may need to report periodically on their status and intent to return to work during the leave period. If an employee takes leave because of their own "serious health condition" or to care for a covered family member with a "serious health condition," the employee must contact

the Business Manager on a prescheduled basis regarding the status of the medical condition and their intention to return to work. In addition, an employee must give notice as soon as practicable (within two (2) business days, if feasible) if the dates of leave change, are extended, or initially are unknown.

Health Care Provider Certification of "Serious Health Condition"

Health care provider certification of the need for leave to care for an employee's "serious health condition" or that of a covered family member is required. Employees must obtain the following information from a responsible health care provider and make it available to Franklin within fifteen (15) days after the date the FMLA leave is requested, if possible, and no later than the date the leave begins if the employee was able to give thirty (30) days' advance notice of the need for FMLA leave:

- Date on which the "serious health condition" began;
- Expected duration of condition;
- Appropriate medical facts within the knowledge of the health care provider regarding the condition;
- For purposes of leave for an employee's own "serious health condition," the certification must state the employee is unable to perform the functions of their position;
- For purposes of leave for a family member's "serious health condition," the certification must state the employee's need to care for the ill person and must give the estimated length of such leave; and
- When intermittent leave or reduced hours have been requested, the certification must provide the medical reasons verifying the need for intermittent leave or a reduced hours schedule and must give scheduled dates for treatment(s) and the expected duration of said treatments.

Healthcare provider certification forms are available from the Business Manager. Franklin may require employees to provide subsequent medical certification during their FMLA leave. Failure to provide requested certification within fifteen (15) days, if practicable, may result in delay of further leave until it is provided.

Unpaid Parental Leave

Pursuant to Florida Administrative Code Rule 6C-5.902(13), employees may be provided with up to six (6) months' unpaid parental leave when the employee becomes a biological or adoptive parent. Paid time off may be used during this leave. Parental leave shall begin two weeks prior to the expected date of the child's arrival unless otherwise approved by the Business Manager. Parental Leave runs concurrent with FMLA leave (if applicable).

Transitional Duty (Light Duty) Assignments

Franklin, in its discretion, taking into account the facts and circumstances of the particular case, including the needs of Franklin, may offer Transitional Duty Assignments (TDA) [also known as

light duty assignments] for eligible employees who have been restricted by their physician due to an on-the-job injury or job-related illness covered by workers' compensation insurance. Each such TDA will last no more than six (6) weeks. If the employee is still unable to perform all the duties of their regular position at the end of the six (6) week TDA, the employee may be placed on workers' compensation leave, which may or may not be an approved FMLA leave, depending on the circumstances at the time. A TDA will not be offered in every case. It is offered solely at the discretion of and for the benefit of Franklin. A physician may be asked to reevaluate the status of an employee on workers' compensation leave, or in a TDA every thirty (30) days. Employees in a TDA may be assigned to any department and on any shift. Employees in a TDA are bound by the same work conditions and requirements as any other employee. Only employees capable of performing all of the essential job functions of the TDA will be considered for that position. Employees in a TDA will be paid for the assigned hours actually worked.

If the employee is eligible for FMLA leave, and is offered a TDA with duties they are able to perform, the employee may choose to exercise their right to take FMLA leave instead of returning to work in the TDA. However, such employees may lose their temporary (wage loss) workers' compensation benefits because they declined available work. An employee with a workers' compensation injury who reaches maximum medical improvement (MMI) will no longer be considered for TDA.

The period of time employed in a TDA will not count against the employee's FMLA leave entitlement or an employee's right to job restoration. However, the right of a FMLA eligible employee, who is performing TDA, to restoration to the same or an equivalent position based on the FMLA terminates upon expiration of the twelve (12-) month period used to determine the amount of available FMLA leave.

Employees on workers' compensation leave who are not eligible under the FMLA may be offered a TDA in Franklin's sole discretion. In such a case, if a TDA is offered, an employee's failure or refusal to accept the position will be deemed to be a voluntary resignation. However, an employee may use any accrued paid leave if a TDA ends or if no TDA has been offered, or in lieu of taking a TDA.

Jury Duty

Franklin encourages employees to fulfill their civic responsibilities by serving jury duty when summoned.

- Compensation while the employee is on jury duty will consist of actual pay from the court with the difference in the employee's regular pay paid by Franklin.

- Employees must show the jury duty summons to their supervisor immediately when it is received so that arrangements may be made to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

Witness Duty

Franklin supports employees who must appear in court for witness duty when subpoenaed to do so.

- If employees have been subpoenaed or otherwise requested to testify as witnesses by Franklin, they will receive paid time off for the entire period of witness duty.

- Employees will be granted a maximum of three (3) days of paid time off to appear in court as a witness at the request of a party other than Franklin. Employees will be paid at their base rate and are free to use any remaining paid leave benefits (such as vacation leave) to receive compensation for any period of witness duty absence that would otherwise be unpaid.

- The subpoena should be shown to the Business Manager immediately after it is received so that operating requirements can be adjusted, where necessary, to accommodate the employee's absence. The employee is expected to report for work whenever the court schedule permits.

Bereavement Leave

- Employees who need to take time off due to the death of an immediate family member should notify the Business Manager immediately.
- Up to two (2) days of paid bereavement leave will be provided to regular full-time employees.
- Bereavement pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials.
- Bereavement leave will be granted unless there are unusual business needs or staffing requirements. Employees may, with the Principal's approval, use any available paid leave for additional time off as necessary.
- Franklin defines "immediate family" as the employee's spouse, partner, parent, child, stepchild, sibling, mother/father-in-law, brother/sister-in-law, daughter/son-in-law, grandparents or grandchildren. Proof of the family member's passing will be required to receive Bereavement Leave.

Military Leave

A military leave of absence will be granted to an employee, except for those occupying temporary positions, to attend scheduled drills or training or if called to active duty with the U.S. armed services. The leave will be unpaid. However, employees may use any available paid time off for the absence. All paid time off must be exhausted before any unpaid leave will be granted.

Subject to the terms, conditions and limitations of the applicable plans for which employees are otherwise eligible, health insurance benefits will be provided by Franklin until the end of the month in which the military leave begins. At that time, an employee will become responsible for the full costs of these benefits if the employee wish coverage to continue. When an employee returns from military leave, benefits will again be provided by Franklin according to the applicable plans.

The accrual of benefits, such as vacation, wellness, or holiday benefits, will be suspended after the first twelve (12) weeks of the leave and will resume upon return to active employment.

Every reasonable effort will be made to return eligible employees to their previous position or a comparable one. They will be treated as though they were continuously employed for purposes of determining benefits.

Medical Insurance

Eligible employees are able to participate in Franklin's Group Medical Plan (the "Group Plan") on the first of the month following the month of service as a regular full-time employee. Franklin contributes 100% of the single employee cost of the employee's health insurance. Dependent insurance is available at an additional cost.

- All eligible employees may participate in the Group Plan.
- The Group Plan provides a comprehensive medical insurance program for employees and their eligible dependents covering doctor visits, lab work, prescriptions, hospitalization, surgical and major medical expenses.
- The Group Plan protects employees from the high costs associated with catastrophic illness.
- An employee may enroll in the Group Plan when they are first eligible (as stated above), or they may enroll during "open enrollment" which occurs on an annual basis during the insurance open enrollment period.
- After the initial enrollment or the open enrollment period, changes cannot be made to the benefits until the next year's open enrollment period.
- In some instances, including but not limited to, marriage, divorce, birth, adoption, spouse's termination of employment/loss of coverage, spouse's eligibility for insurance through a new employer, open enrollment for a spouse, dependent children no longer eligible for coverage, dependent children eligibility or loss of eligibility for Medicaid and changing from full to part time or part to full time status, the employee may be able to enroll in the Group Plan at a time other than "open enrollment." To qualify under these conditions, enrollment must be requested within thirty (30) days of the event. Proof of these events must be submitted to the Business Manager in writing. For further information, consult the employee insurance booklets or consult with the Business Manager.

Personal Time Off Benefits (PTO)

Franklin provides paid personal time off benefits to all eligible employees for periods of temporary absence due to vacation, personal illnesses/ injuries, illness in the immediate family, or to attend to pressing personal business.

- Each fiscal year (July 1 through June 30), all full-time regular, twelve (12) month employees are eligible to earn up to 80 hours of PTO. For 12 month employees, PTO

is accrued at the rate of 6.6 hours per month. For 10 month employees, PTO is accrued at the rate of 8 hours per month.

- PTO can be used in minimum increments of one half day. Any time requested over four (4) hours will be deducted as a full day (8 hours). Any time requested under four (4) hours will be deducted as a half day (4 hours). To take vacation, employees MUST request advance approval from the Principal in writing by submitting a Request for Leave Form to the Business Manager. Requests will be reviewed based on a number of factors, including business needs and staffing requirements. Failure to submit appropriate paperwork may result in non-approval of vacation time.
- At the discretion of the Principal, employees may be allowed to take leave in excess of their accrued PTO balance. The Principal may allow the employee to carry the negative PTO balance until such time as they have accrued enough hours to cover the leave taken. However, an employee who exceeds their accrued PTO days may have their daily rate reduced from the paycheck in which the leave falls or the following paycheck or the final pay period of the year. At the end of the fiscal year, if an employee has exceeded their accrued PTO, their earnings will be deducted in the final pay period of the year.
- PTO is paid at the employee's base pay rate at the time of PTO. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials.
- PTO must be used within the same fiscal year in which it was accrued. PTO does not roll or carry over to the next fiscal year.
- PTO is paid at the employee's base pay rate at the time of PTO. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials.
- At the end of a fiscal year, 10 month employees are eligible for PTO buyback for up to five (5) days of accrued but unused PTO. PTO buyback is at the substitute teacher rate in effect at the time of the buyback.
- Upon termination of employment, all employees are eligible to receive pay for accrued, unused PTO. If any PTO was taken and not accrued, this may be deducted from employee’s final paycheck.
- For 12 month employees, earned PTO should be taken when Franklin is not in session. Therefore, earned PTO should be scheduled between the two weeks after the Franklin year finishes and the two weeks before the new Franklin year begins.
- Vacation time may not be taken either preceding or following school holidays or days off, nor may be taken during the first or last week of the school year nor on professional development days.
- If the employee is absent for three (3) or more consecutive days due to illness or injury, a physician's statement must be provided verifying the disability and its beginning and expected ending dates. After three (3) days absence and with proper medical certification, an employee may be eligible for the Family Medical Leave Act (FMLA), if applicable. Employees must apply for FMLA through the Business Manager. Such verification may be requested for other absences as well and may be required as a condition to receiving illness or injury leave benefits.
- Before returning to work from an absence of three (3) calendar days or more, which was taken due to an illness or injury, an employee must provide a physician's

verification that the employee may safely return to work. An employee will not be able to return to work without the physician's verification.

- As an additional condition of eligibility for illness or injury leave benefits, any employee on an extended absence must apply for any other available compensation and benefits, such as workers' compensation. Illness or injury leave benefits will be used to supplement any payments that the employee is eligible to receive from State disability insurance, workers' compensation, or Franklin-provided disability insurance programs. The combination of any such disability payments and sick leave benefits cannot exceed the employee's normal weekly earnings.

	Franklin Employees
Benefit Period	• July 1st to June 30th of each year
Eligibility	• 10 or 12 month full-time employees are entitled to ten (10) personal days per school year. • For 10 month employees, Franklin will reimburse employees up to five (5) days unused PTO at the substitute teacher rate in effect at the time.
Requirements	• Must submit an approved "PTO Request Form" • Employees who are unable to report to work due to illness or injury should notify their supervisor before the scheduled start of the workday. • PTO may not be taken just prior to or following a Franklin holiday, during the first or last two weeks of the Franklin school year.

Section 125 Plan

Franklin has adopted a Section 125 Plan which allows the employee to have premiums for the selected benefits deducted from their paycheck on a pre-tax basis. This represents an advantage to the employee by reducing their taxable wages. However, Social Security benefits may be slightly reduced as a result of this election.

The Section 125 Plan also stipulates that the employee can increase or decrease coverage during open enrollment periods. However, the employee cannot withdraw from a program (see individual benefits description) at other times except under a few very limited circumstances.

Service Award / Retirement Recognition Policy

OBJECTIVE

Service awards and retirement gifts are provided to recognize and reward employees for service with Franklin.

SCOPE OF POLICY

Full-time active employees are eligible for a service award in the year in which they achieve 5, 10, 15, 20 years of service and continuing in five (5) year increments.

SERVICE AWARD PROCEDURES

The School Administration will be responsible for selecting any gifts awarded for service to employees for their tenure.

Business Travel Expenses

Franklin will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. All business travel must be approved in advance by the Principal.

When approved, the actual costs of travel, meals, lodging, and other expenses directly related to accomplishing business travel objectives will be reimbursed by Franklin. Employees are expected to limit expenses to reasonable amounts. ***Meal costs will follow the U.S. General Services Administration (GSA) per diem rates at the time of travel.***

Employees who are involved in an accident while traveling on business must promptly report the incident to their immediate supervisor. Vehicles owned, leased, or rented by Franklin may not be used for personal use without prior approval. Car rental insurance is not a reimbursable expense.

When travel is completed, employees should submit completed travel expense reports within 30 days. Reports not submitted within 60 days of travel may not be reimbursed. Reports should be accompanied by receipts for all individual expenses. Employees should review the form for accuracy of completion, since incomplete forms will only delay the employee's reimbursement.

Employees should contact either their Principal or the Business Manager for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues.

Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.

Workers' Compensation Insurance

Franklin provides a comprehensive Workers' Compensation Insurance Program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, Workers' Compensation Insurance provides benefits after a short waiting period or, if an employee is hospitalized, immediately.

If an employee sustains work-related injuries or illnesses, the employee must inform the employee's supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it is reported the same business day. This will enable employees to qualify for coverage as quickly as possible. If an employee sustains an on-the-job injury, the employee is required to submit to a drug and alcohol test in accordance with Franklin's Workers' Compensation policies. Failure to submit to this testing or to report an injury in a timely manner, shall disqualify the employee from benefits and may result in the immediate termination of employment.

Neither Franklin nor the insurance carrier shall be liable for the payment of Workers' Compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by Franklin.

SEPARATION OF EMPLOYMENT

Benefits Continuation (COBRA)

The Federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health, dental, and vision insurance coverage under Franklin's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of the employee; a reduction in an employee's hours or; divorce or legal separation of the employee; and dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays 100% of the cost of coverage at Franklin's group rates. Franklin provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the Group Plan. The notice contains important information about the employee's rights and obligations.

Employment Termination

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

- **RESIGNATION** - voluntary employment termination initiated by the employee.

- **DISCHARGE** - involuntary employment termination initiated Franklin.
- **LAYOFF** - involuntary employment termination initiated by Franklin for non-disciplinary reasons.
- **REDUCTION IN FORCE** - involuntary employment termination initiated by Franklin as a result of position elimination.
- **RETIREMENT** - voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from Franklin.

Since employment with Franklin is "at-will" employment, both the employee and Franklin have the right to terminate employment at will, with or without cause, at any time. Employees will receive their final pay in accordance with applicable State law.

Employee benefits will be affected by employment termination in the following manner:

- All accrued vacation that is due and payable at termination will be paid.
- Some benefits may be continued at the employee's expense if the employee so chooses.
- The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

Resignation or Termination

Any resigning employee is requested to notify their supervisor in writing at least two (2) weeks before the employee's last day of employment. The resigning employee must turn in keys, manuals or any other Franklin property in the employee's possession and control to the Business Manager on the employee's last day of employment. The value of any such Franklin property not returned to the Business Manager may be deducted from the employee's final paycheck in compliance with the appropriate Wage and Hour provisions. The Business Manager may conduct an exit interview to help Franklin understand the reasons for the employee's resignation, as well as final pay and benefit issues.

All insurance benefits will be canceled on the last day of the month of termination, although some conversion privileges may be available. The appropriate paperwork and a detailed explanation will be given by Franklin at the time any employee's termination.

Return of Property

Employees are responsible for all property, materials, or written information issued to them or in their possession or control. Employees must return all Franklin property to the Business Manager, immediately upon request or upon termination of employment.

Where permitted by applicable laws, Franklin may withhold from the employee's check or final paycheck the cost of any items that are not returned when required. Franklin may also take all action deemed appropriate to recover or protect its property.

EMPLOYEE ACKNOWLEDGEMENT

I acknowledge that I have received a copy of the Franklin Academy Employee Handbook, and that it describes important information about Franklin Academy and my employment with Franklin Academy. I agree to read it thoroughly, and I understand that I should consult with the Business Manager regarding any questions not answered in the Handbook.

I have entered into my employment relationship with Franklin Academy voluntarily and acknowledge there is no specified length of employment. I acknowledge that this Handbook is neither a contract of employment nor a legal document. Accordingly, either I or Franklin Academy can terminate the relationship at will, with or without cause, at any time so long as there is no violation of applicable Federal or State law.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the Handbook may occur, except to Franklin Academy's policy of employment-at-will, and I agree to read thoroughly any such revisions. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. I understand that only the Board of Directors governing Franklin Academy has the ability to adopt any revisions to the policies set forth in this Handbook, and that no supervisor or other representative of Franklin Academy has the authority to make any agreement contrary to the policies set forth in this Handbook.

Employee Name (printed): _____

Employee Signature: _____

Date: _____

Witness Name (printed): _____

Witness Signature: _____

Date: _____

FLORIDA CONSORTIUM of PUBLIC CHARTER SCHOOLS

PRINCIPAL AND TEACHER EVALUATION SYSTEMS – 2015-16

GOVERNING BOARD APPROVAL SIGNATURE FORM

The Florida Consortium of Public Charter Schools State Approved Evaluation Systems for School-Based Administrators and Classroom Teachers and Other Instructional Personnel

Instructions for Combining VAM Scores with Professional Practice Scores Included

Charter School Name: Franklin Academy A School No.: 5012

Address: 18800 Pines Boulevard, Pembroke Pines, Florida 33029

Evaluation System Contact Name: Elena Diaz

Title: Principal Phone: (954) 703-2294

Email: Diaz.Elena@Franklin-Academy.org

Principal Signature: Date: 11/25/15

Governing Board Chair Signature: Date: 11/25/15

Both signatures are required

By signing this form, the charter school agrees to the following:

- To utilize the Florida Consortium of Public Charter Schools Principal and Teacher Evaluation Forms, Rubrics and Walk-Through Tool
- To participate in training webinars on the evaluation system provided by the Florida Consortium of Public Charter Schools
- To comply with updates required for evaluation systems per Florida Statutes 1012.34, as well as any other Statutes related to the evaluation system
- To apply a roster verification system for accuracy and to correct mistakes relating to the assignment of students to teachers for evaluation purposes
- To post the Evaluation System on the school's website, accessible to the public

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The Charter School assumes the sole responsibility for administering the Florida Consortium of Public Charter School's Principal and Teacher Evaluation System as approved by the charter school district's sponsor.

Revised 11/18/2015

Teacher's Name: _____ Subject(s): _____ Date: _____
School/Campus: _____ Grade Level(s): _____ Evaluation Period: _____

Florida Consortium of Public Charter Schools
Charter School Classroom Teacher Evaluation

Instructions:
The FCPCS Charter School Classroom Teacher Evaluation is a performance evaluation system for classroom teachers that is aligned to the six *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A-5.065. When administering the evaluation, the school administrator should enter the appropriate rating to the right, based on evidence collected over the designated period of time. Each domain will have a total rating. At the completion of the evaluation, a total rating based on all indicators will be calculated. Per Senate Bill 736, fifty percent (50%) of a teacher's annual performance rating will be based on criteria measured through the teacher evaluation instrument.

RATING SCALE: Highly Effective = 4 Effective = 3 Needs Improvement/Developing = 2 Unsatisfactory = 1

Definitions of the rating Scale:

- **Highly Effective**: There is consistent evidence that the teacher is demonstrating the identified teacher competencies.
- **Effective**: The teacher is demonstrating the identified teacher competencies most of the time.
- **Needs Improvement** or **Developing** (*"Developing" rating is for teachers in their first three years only.*) The teacher is inconsistent in demonstrating the identified teacher competencies.
- **Unsatisfactory**: There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

FCPCS Charter School Classroom Teacher Evaluation

A	**Instructional Design and Lesson Planning *(FEAPs)***	**Rating**
A.1	Aligns instruction with state-adopted standards at the appropriate level of rigor.	
A.2	Sequences lessons and concepts to ensure coherence and required prior knowledge.	
A.3	Designs instruction for students to achieve mastery.	
A.4	Selects appropriate formative assessments to monitor learning.	
A.5	Uses diagnostic student data to plan lessons.	
A.6	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	
Total	*To calculate the rating for this domain, add the total points in the rating column and divide by 6. Insert the total to the right.*	

B	**The Learning Environment *(FEAPs)***	**Rating**
B.1	Organizes, allocates, and manages the resources of time, space, and attention.	
B.2	Conveys high expectations to all students.	
B.3	Monitors student learning, provides feedback and adjusts activities to meet the needs of all students.	
B.4	Demonstrates respect for all students' cultures and backgrounds.	
B.5	Models clear, acceptable oral and written communication skills.	
B.6	Manages individual and class behaviors through a well-planned management system.	
Total	*To calculate the rating for this domain, add the total points in the rating column and divide by 6. Insert the total to the right.*	

Teacher's Name: _____ Subject(s): _____ Date: _____
School/Campus: _____ Grade Level(s): _____ Evaluation Period: _____

FCPCS Charter School Classroom Teacher Evaluation

C	**Instructional Delivery and Facilitation *(FEAPs)***	**Rating**
C.1	Delivers relevant, engaging, and challenging lessons.	
C.2	Clearly communicates learning goals and instructional procedures.	
C.3	Identifies gaps in students' knowledge of the content area.	
C.4	Modifies instruction to respond to preconceptions and misconceptions.	
C.5	Relates and integrates the subject matter with other disciplines and life experiences.	
C.6	Employs higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.	
Total	*To calculate the rating for this domain, add the total points in the rating column and divide by 6. Insert the total to the right.*	

D	**Assessment *(FEAPs)***	**Rating**
D.1	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.	
D.2	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.	
D.3	Uses a variety of assessment tools to monitor student progress, achievement, and learning gains.	
D.4	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	
D.5	Shares student outcome data with students and parents.	
D.6	Uses technology to organize and integrate assessment information.	
Total	*To calculate the rating for this domain, add the total points in the rating column and divide by 6. Insert the total to the right.*	

E	**Continuous Professional Development *(FEAPs)***	**Rating**
E.1	Engages in professional development activities consistent with his/her goals and those of the school.	
E.2	Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	
E.3	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	
E.4	Collaborates with parents, colleagues and the community to support student learning.	
E.5	Implements knowledge and skills learned in professional development in the teaching and learning process.	
Total	*To calculate the rating for this domain, add the total points in the rating column and divide by 5. Insert the total to the right.*	

Teacher's Name: _____ Subject(s): _____ Date: _____
School/Campus: _____ Grade Level(s): _____ Evaluation Period: _____

FCPCS Charter School Classroom Teacher Evaluation

F	Professional Responsibility and Ethical Conduct *(FEAPs)*	Rating
F.1	Adheres to established laws, policies, rules and regulations.	
F.2	Professional demeanor (The teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community).	
F.3	Maintains accurate records.	
F.4	Is punctual with reports, grades, records, and reporting to work.	
F.5	Performs assigned duties.	
F.6	Builds professional relationships.	
Total	*To calculate the rating for this domain, add the total points in the rating column and divide by 6. Insert the total to the right.*	

To calculate the employee's TOTAL RATING, add the "Totals" for each domain and divide by 6.

EMPLOYEE'S TOTAL SCORE ON CLASSROOM TEACHER EVALUATION = _____

EMPLOYEE'S TOTAL RATING ON CLASSROOM TEACHER EVALUATION (Check Appropriate Rating)
Highly Effective_____ Effective_____ Needs Improvement/Developing_____ Unsatisfactory_____

3.6 – 4.0 = Highly Effective
3.0 – 3.5 = Effective
2.0 – 2.9 = Needs Improvement/Developing
1.0 – 1.9 = Unsatisfactory

Comments:

Identified areas for improvement and recommendations:

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.

_____ _____
Employee's Signature Date

_____ _____
Evaluator's Signature Date

Addendum Attached: Yes _____ No _____

FLORIDA CONSORTIUM of PUBLIC CHARTER SCHOOLS
"Florida's Charter Support Organization Since 1999"

FCPCS
School-Based Administrator Evaluation

Administrator's Name: _____ Date: _____

Florida Consortium of Public Charter Schools
School-Based Administrator Evaluation

Directions for Evaluator: Examine all sources of evidence for each of the ten *Florida Principal Leadership Standards (FPLS)*, F.A.C. 6A-5.080, adopted December 20, 2011. Review the indicators for each standard and record the rating below. Calculate the average rating for each standard and insert as the "total." To calculate the overall total rating, add the totals of all the standards and divide by 10.

Rating Scale: Unsatisfactory = 1	**Needs Improvement = 2**	**Effective = 3**	**Highly Effective = 4**

DOMAIN 1: STUDENT ACHIEVEMENT

1.	**Student Learning Results** (*FPLS*)	**Rating**
1.1	Ensures that the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula.	
1.2	Ensures that student learning results are evidenced by the student performance and growth on statewide assessments; standardized assessments; district and school-based assessments that are implemented in accordance with Section 1008.22, F.S.; and other indicators of student success adopted by the school.	
Total	*To calculate the rating for this Standard, add the total points in the "rating" column and divide by 2. Insert the total to the right.*	

2.	Student Learning As A Priority (*FPLS*)	**Rating**
2.1	Enables faculty and staff to work as a system focused on student learning.	
2.2	Maintains a school climate that supports student engagement in learning.	
2.3	Generates high expectations for learning growth by all students.	
2.4	Engages faculty and staff in efforts to close the performance gaps among student subgroups within the school.	
Total	*To calculate the rating for this Standard, add the total points in the "rating" column and divide by 4. Insert the total to the right.*	

DOMAIN 2: INSTRUCTIONAL LEADERSHIP

3.	**Instructional Plan Implementation** (*FPLS*)	**Rating**
3.1	Implements the *Florida Educator Accomplished Practices* (Rule 6A-5.065, F.A.C.) through a common language of instruction.	
3.2	Engages in data analysis for instructional planning and improvement.	
3.3	Communicates the relationships among academic standards, effective instruction and student performance.	
3.4	Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students at school.	
3.5	Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	
Total	*To calculate the rating for this Standard, add the total points in the "rating" column and divide by 5. Insert the total to the right.*	

Administrator's Name: _____ Date: _____

4.	**Faculty Development** (*FPLS*)	**Rating**
4.1	Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.	
4.2	Evaluates, monitors and provides timely feedback to faculty on the effectiveness of instruction.	
4.3	Employs a faculty with the instructional proficiencies needed for the school population served.	
4.4	Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.	
4.5	Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.	
4.6	Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	
Total	*To calculate the rating for this standard, add the total points in the "rating" column and divide by 6. Insert the total to the right.*	

5.	**Learning Environment** (*FPLS*)	**Rating**
5.1	Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.	
5.2	Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.	
5.3	Promotes school and classroom practices that validate and value similarities and differences among students.	
5.4	Provides recurring monitoring and feedback on the quality of the learning environment.	
5.5	Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.	
5.6	Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	
Total	*To calculate the rating for this Standard, add the total points in the "rating" column and divide by 6. Insert the total to the right.*	

DOMAIN 3: ORGANIZATIONAL LEADERSHIP

6.	**Decision Making** (*FPLS*)	**Rating**
6.1	Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.	
6.2	Uses critical thinking and problem solving techniques to define problems and identify solutions.	
6.3	Evaluates decisions based on effectiveness, equity, intended and actual outcomes; implements follow-up actions; and revises as needed.	
6.4	Empowers others and distributes leadership when appropriate.	
6.5	Uses effective technology integration to enhance decision making and efficiency throughout the school.	
Total	*To calculate the rating for this Standard, add the total points in the "rating" column and divide by 5. Insert the total to the right.*	

Administrator's Name: _____ Date: _____

7.	**Leadership Development** (*FPLS*)	**Rating**
7.1	Identifies and cultivates potential and emerging leaders.	
7.2	Provides evidence of delegation and trust in subordinate leaders.	
7.3	Plans for succession management in key positions.	
7.4	Promotes teacher-leadership functions focused on instructional proficiency and student learning	
7.5	Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	
Total	*To calculate the rating for this Standard, add the total points in the "rating" column and divide by 5. Insert the total to the right.*	

8.	**School Management** *(FPLS)*	**Rating**
8.1	Organizes time, tasks and projects effectively with clear objectives and coherent plans.	
8.2	Establishes appropriate deadlines for him/herself and the entire organization.	
8.3	Manages, delegates, and allocates resources and time to promote collegial efforts in school improvement and faculty development.	
8.4	Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	
Total	*To calculate the rating for this Standard, add the total points in the "rating" column and divide by 4. Insert the total to the right.*	

9.	Communication (*FPLS*)	**Rating**
9.1	Actively listens to and learns from students, staff, parents and community stakeholders.	
9.2	Recognizes individuals for effective performance.	
9.3	Communicates student expectations and performance information to students, parents and community.	
9.4	Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.	
9.5	Creates opportunities within the school to engage students, faculty, parents and community stakeholders in constructive conversations about important school issues.	
9.6	Utilizes appropriate technologies for communication and collaboration.	
9.7	Ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state and federal administrative requirements and decisions.	
Total	*To calculate the rating for this Standard, add the total points in the "rating" column and divide by 7. Insert the total to the right.*	

Administrator's Name: _____ Date: _____

DOMAIN 4: PROFESSIONAL AND ETHICAL BEHAVIOR

10.	Professional And Ethical Leadership (*FPLS*)	Rating
10.1	Adheres to the *Code of Ethics* and the *Principles of Professional Conduct for the Education Profession in Florida*, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	
10.2	Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.	
10.3	Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.	
10.4	Engages in professional learning that improves professional practice in alignment with the needs of the school system.	
10.5	Demonstrates willingness to admit error and learn from it.	
10.6	Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	
Total	*To calculate the rating for this standard, add the total points in the "rating" column and divide by 6. Insert in the total to the right.*	

Administrator's Name: _____ Date: _____

To calculate the employee's TOTAL RATING, add the "Totals" for each standard and divide by 10.

EMPLOYEE'S TOTAL SCORE ON ADMINISTRATOR EVALUATION =____
EMPLOYEE'S TOTAL RATING ON ADMINISTRATOR EVALUATION = (Check appropriate rating)
Highly Effective_____ Effective_____ Needs Improvement_____ Unsatisfactory_____

3.6 - 4.0 = Highly Effective
3.0 - 3.5 = Effective
2.0 - 2.9 = Needs Improvement
1.0 - 1.9 = Unsatisfactory

Comments:

Identified Areas for Improvement and Recommendations:

The signatures below indicate that the employee has had an opportunity to confer with the school's governing board regarding the results of this evaluation. The employee may include a written statement as an Addendum.

_____ _____
Employee Signature Date

_____ _____
Evaluator Signature Date

Addendum: Yes_____ No_____

FCPCS Charter School
School-Based Administrator
Evaluation Rubric

Florida Consortium of Public Charter Schools
School-Based Administrator Evaluation Rubric & Examples of Evidence

Instructions: The *FCPCS School-Based Administrator Evaluation Rubric and Examples of Evidence* has been developed to assist governing board members, and other personnel responsible for evaluating school-based administrators, in providing rating scores for each of the Standards on the *FCPCS School-Based Administrator Evaluation*. The evaluator will use the Rubric and the Examples of Evidence to distinguish among proficiency levels for each Standard assessed on the *FCPCS School-Based Administrator Evaluation*. A rating of one (1) through four (4) is provided for each indicator on the administrator's evaluation based on the degree to which the administrator demonstrates each behavior.

Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 1: Student Learning Results	Ensures that the school's curriculum is aligned to the state standards.	1	2	3	4
	Ensures that student learning is assessed and that the data is used to drive instruction.	1	2	3	4
Examples of Evidence	• Holds faculty meetings and professional development sessions in which topics/agendas reflect a focus on student learning. • Develops SIP goals and strategies that reflect a clear relationship between the professional practices of teachers, leaders, and student achievement. • Reviews statewide student assessment results with staff to analyze areas of strength and weaknesses. • Monitors, documents, and charts school-wide progress of student performance throughout the year. • Ensures that SIP goals are systematically monitored for implementation throughout the year. • Monitors the ongoing administration of formative and summative assessments in all classrooms that allow students to demonstrate proficiency on specific bench marks, each grading period.				

Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 2: Student Learning as a Priority	Maintains a system that minimizes teacher/staff distraction from student learning.	1	2	3	4
	Maintains a student-centered climate of learning.	1	2	3	4
	Sets high expectations for all students, teachers, and staff.	1	2	3	4
	Engages all staff in the closing of student performance gaps.	1	2	3	4
Examples of Evidence	• Sets high standards for student achievement. • Uses evidence-based practices that build a school's capacity to establish continuous improvement as a way of work. • Focuses instruction on state standards. • Facilitates focused instruction, active learning and student involvement for all students. • Fosters collaboration among teachers, students, and instructional support staff. • Ensures that there is alignment of planning, instruction, and assessment, to support student learning. • Ensures that instructors use assessment results to improve teaching and learning.				
Standard 3: Instructional Plan Implementation	Explains the *Florida Educator Accomplished Practices* to his/her teachers and holds them accountable by these standards.	1	2	3	4
	Stresses the importance of data-driven instruction.	1	2	3	4
	Communicates the relationship between academic standards, effective instruction, and student performance.	1	2	3	4
	Implements district and state curricula and standards in a rigorous and culturally relevant way.	1	2	3	4
	Ensures that all assessments are high quality and aligned to the state standards.	1	2	3	4
Examples of Evidence	• Supports teachers in implementing state standards in a rigorous and relevant manner. • Ensures effective instruction is provided to students. • Establishes school-wide objectives for student learning and sets appropriate instructional goals.				

Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 4: Faculty Development	Establishes a school-wide focus on student and professional learning.	1	2	3	4
	Monitors and evaluates the effectiveness of instruction; provides timely and helpful feedback based on findings.	1	2	3	4
	Employs teachers with the abilities to meet the student needs at the school.	1	2	3	4
	Identifies instructional proficiency needs in all areas.	1	2	3	4
	Provides professional learning that allows teachers to deliver culturally relevant and differentiated instruction.	1	2	3	4
	Makes time and allocates resources to engage teachers in professional development individually and as a community.	1	2	3	4
Examples of Evidence	• Individualizes teacher professional learning plans. • Mentors and provides feedback to teachers. • Identifies staff in need of improvement, develops appropriate intervention strategies and provides support to improve performance. • Provides professional development to staff and records the impact of professional development on student learning • Analyzes school-wide teacher survey results. • Has documentation that professional development is determined on the basis of student achievement and teacher competency data. • Conducts frequent classroom walk-throughs and provides immediate feedback to teachers.				

FLORIDA CONSORTIUM of PUBLIC CHARTER SCHOOLS

Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 5: Learning Environment	Develops and administers policies that create a safe, student-centered environment.	1	2	3	4
	Uses diversity as an asset in the effort to motivate all students to learn.	1	2	3	4
	Promotes activities and practices that value and validate the differences and similarities among students.	1	2	3	4
	Provides ongoing feedback on the quality of the learning environment.	1	2	3	4
	Supports the continuous improvement of students' well-being and opportunities for success.	1	2	3	4
	Identifies strategies to minimize and eliminate achievement gaps among diverse students.	1	2	3	4
Examples of Evidence	• Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning. • Initiates and supports continuous improvement processes focused on student success and well-being. • Engages staff in recognizing and understanding cultural and development issues related to student learning by identifying and addressing strategies to minimize or eliminate achievement gaps associated with subgroups within the school.				
Standard 6: Decision Making	Prioritizes student learning and teacher proficiency.	1	2	3	4
	Demonstrates critical thinking, problem solving, and decision making skills.	1	2	3	4
	Follows up on decisions; makes necessary adjustments.	1	2	3	4
	Delegates authority clearly and effectively.	1	2	3	4
	Uses technology to enhance decision making efficiency throughout the school.	1	2	3	4
Examples of Evidence	• Seeks to anticipate and prevent problems. • Solicits and considers input from others. • Ensures that decisions are based on relevant, accurate, and timely information leading to fair and equitable outcomes. • Identifies and implements timely and effective problem resolution measures. • Communicates, explains, and reflects on decisions, intended outcomes, actual outcomes, and follow-up actions. • Gathers feedback and input from stakeholders through school-wide student, staff and community survey results.				

Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 7: Leadership Development	Identifies and cultivates emerging/potential leaders.	1	2	3	4
	Delegates authority; Demonstrates trust in subordinate staff.	1	2	3	4
	Plans for succession management in key positions.	1	2	3	4
	Promotes teacher-leadership functions.	1	2	3	4
	Develops and cultivates relationships between the school and the stakeholders.	1	2	3	4
Examples of Evidence	• Recruits, hires, develops, and retains high performing, diverse personnel. • Participates in the development of professional growth plans based on observation, collaborative reflection and student learning data. • Develops, promotes and actively participates in job-embedded differentiated professional development including the use of technology to nurture a high performing team.				

Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 8: School Management	Organizes times, tasks, and projects with clear objectives and coherent plans.	1	2	3	4
	Establishes appropriate deadlines for himself/herself and the entire school.	1	2	3	4
	Manages, allocates, and delegates resources to promote professional development.	1	2	3	4
	Is fiscally responsible and maximizes resources.	1	2	3	4
Examples of Evidence	• Develops, implements and maintains a fiscally responsible budget that is driven by school priorities and availability of funds. • Ensures that the necessary monitoring and controls of school funds are in place and provides appropriate oversight. • Distinguishes between board and administrative responsibilities. • Recognizes change and plans accordingly. • Is knowledgeable of federal, state and local law, rules and regulations and policies that impact the school community, and stays current on any changes. • Maintains good communication with the Board of Directions, keeping them current and informed on issues related to their role as the governing body and as a member of the school community. • Collaborates with the Board of Directors to ensure that the necessary policies and procedures are in place.				

Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 9: Communication	Actively listens to and learns from stakeholders.	1	2	3	4
	Recognizes individuals for effective performance.	1	2	3	4
	Communicates student expectations and performance to students, parents, and the community,	1	2	3	4
	Maintains a high visibility and regularly engages stakeholders in the work of the school.	1	2	3	4
	Creates opportunities for all stakeholders to have conversations about important school issues.	1	2	3	4
	Uses appropriate technologies for communication/collaboration.	1	2	3	4
	Ensures that faculty receives timely information about student requirements, academic standards, and state/federal requirements.	1	2	3	4
Examples of Evidence	• Models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. • Articulates the school's vision to stakeholders. • Collaborates with families, businesses, and community members, responds to diverse community interests and needs, and works effectively with the governing board and local school district. • Shares leadership and decision making with others in the community. • Nurtures internal and external relationships. • Develops and sustains family-school-community partnerships and networks. • Provides a mechanism for parent input. • Addresses student and family conditions affecting learning. • Ensures that students and families are connected to the health, human and social services they need to stay focused on learning.				

Florida Principal Leadership Standards	Indicators (Summary)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 10: Professional and Ethical Leadership	Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida.	1	2	3	4
	Demonstrates resiliency by focusing on the school vision and reacting constructively to obstacles.	1	2	3	4
	Demonstrates a commitment to the success of all students and their impact on the community.	1	2	3	4
	Engages in Professional Development.	1	2	3	4
	Demonstrates a willingness to admit error and learn from the errors committed.	1	2	3	4
	Demonstrates explicit performance improvement in areas previously identified as needing improvement.	1	2	3	4
Examples of Evidence	• Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications. • Demonstrates the ability to make decisions within an ethical context. • Affirms a professional code of ethics and values. • Makes decisions based on the legal, moral and ethical implications of policy options and political strategies. • Models and implements a set of values for the school. • Develops well-reasoned educational beliefs based upon an understanding of teaching and learning. • Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment. • Develops a personal code of ethics which embraces diversity, integrity, and the dignity of all people.				

Franklin Academy Initial Salary Placement Calculator

First Name	Last Name

Position	

Years Experience	Average Eval Ranking	Position Difficulty	District ID Number	Administator Discretionary
Enter # years	*1 (Low) - '4 (High)*	*1 (Low) - '5 (High)*	*Broward*	*Document Reasons*
			6	

$36,650.00	Base Salary

Supplements

$0.00	Supplements

Final Salary Information

$36,650.00	Ann. Salary

Contract Days	198	Number of working days in a full year's teaching contract
Daily Rate	$185.10	The amount you earn per day you work
Scheduled Days	198	Numer of Days you are scheduled to work this year
Total Earned	$36,650	Amount you will earn this year for working your scheduled days
Rem. Pay Days	26	Number of remaining Pay Periods this year
Per Period	$1,409.62	Amount you will receive per paycheck

	Assumed	Actual	Adjustment	Total Cost
Highly Effective	8	0	$ 1,500	$ 12,000
Effective	54	0	$ 1,000	$ 54,000
Needs Improvement	2	0	$ -	$ -
Unsatisfactory	0	0	$ -	$ -
Totals	**64**	**0**		**$ 66,000**

Supplement	Amt	Nmbr	Cost
A - Advanced degree in certification area	$ 500		$ -
B - Master's Degree in field	$ 1,500	3	$ 4,500
C - Doctorate degree in field	$ 2,000		$ -
D - Title 1 school supplement	$ 200		$ -
E - Teaching at a "F" or "DDD" school	$ 200		$ -
F - Critical Shortage Area	$ 500		$ -
G - Additional responsibilities	$ 500		$ -
H - Multi certification use	$ 250		$ -
I - Curriculum Specialist	$ 2,500		$ -
J - Certified in ESE	$ 750		$ -
K -	$ -		$ -
L -	$ -		$ -
M -	$ -		$ -
N -	$ -		$ -
O -	$ -		$ -
P -	$ -		$ -
Q -	$ -		$ -
R -	$ -		$ -
S -	$ -		$ -
T -	$ -		$ -
U -	$ -		$ -
V -	$ -		$ -
W -	$ -		$ -
X -	$ -		$ -
Y -	$ -		$ -
Z -	$ -		$ -
Totals			**$ 4,500**

2014-2015 PARENT SATISFACTION SURVEY

In order to continuously improve our commitment to educational excellence, please take a few minutes to share your thoughts and feelings about Franklin Academy. Your responses are confidential and will be used to identify areas of strength and opportunities for improvement. Please return this form to your child's homeroom teacher by **May 15, 2015**. **(Parents may record one service hour on Parent Service Hour Form)**

Please circle your child's grade level: K 1 2 3 4 5 6 7 8

	SURVEY QUESTIONS	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I feel welcomed when I enter Franklin Academy.	4	3	2	1
2	Franklin Academy provides a safe learning environment for my child.	4	3	2	1
3	Franklin Academy is clean and well maintained.	4	3	2	1
4	My child's learning is a high priority at Franklin Academy.	4	3	2	1
5	My child has made adequate progress over the course of this school year.	4	3	2	1
6	My child receives additional academic help and support when needed.	4	3	2	1
7	My child has every opportunity to be successful at Franklin Academy.	4	3	2	1
8	My child has the necessary instructional resources for effective learning.	4	3	2	1
9	Students are disciplined in a fair and consistent manner.	4	3	2	1
10	My child's self-confidence has improved in a single-gender learning environment.	4	3	2	1
11	Teachers, staff, and school leadership demonstrate a genuine interest in my child.	4	3	2	1
12	My child is thriving in a single-gender learning environment.	4	3	2	1
13	Teachers use a variety of approaches to meet my child's educational needs.	4	3	2	1
14	Teachers set high expectations for student performance.	4	3	2	1
15	I regularly receive feedback from my child's teacher.	4	3	2	1
16	Telephone calls/emails/notes to my child's teacher are answered within 48 hours.	4	3	2	1
17	Parent-Teacher conferences are scheduled in a flexible way so that I may attend.	4	3	2	1
18	The school-based administrators at Franklin Academy are effective.	4	3	2	1
19	My school Principal is an effective leader.	4	3	2	1
20	The Governing Board makes decisions that are in the best interest of children.	4	3	2	1
21	I am familiar with the Franklin Academy Parent Contract.	4	3	2	1
22	I would recommend Franklin Academy to a friend.	**YES**		**NO**	

Comments:

_____

_____

_____

Board Liaisons

Boynton Beach Campus

Mr. Christopher Glinton - Board Liaison, Glinton.Christopher@Franklin-Academy.org

Cooper City Campus

Mr. Doug Piper - Board Liaison (Grades K-5), Piper.Doug@Franklin-Academy.org

Mr. Scott Sznitken - Board Liaison (Grades 6-8), Sznitken.Scott@FloridaCharter.org

Palm Beach Gardens Campus

Deborah Platz - Board Liaison (Grades K-5), Dplatz@FloridaCharter.org

Ms. Ivy Benardo - Board Liaison (Grades 6-7), Benardo.Ivy@Franklin-Academy.org

Pembroke Pines Campus

Ms. Elena Diaz - Board Liaison (Grades K-7), Diaz.Elena@Franklin-Academy.org

Mrs. Catherine Arcabascio - Board Liaison (Grade 8), Carcabascio@FloridaCharter.org

Sunrise Campus

Dr. Daniel Sandberg - Board Liaison, Sandberg.Daniel@Franklin-Academy.org

FRANKLIN ACADEMY
PARENT-SCHOOL CONTRACT
2015-2016 SCHOOL YEAR

This **Contract** between the **Parent(s) and/or Guardian(s)** of below-named Franklin Academy student and **Franklin Academy** stipulates the commitments required of all Franklin Academy families. At Franklin Academy, we believe that a safe and orderly environment is a vital component of our instructional program. Providing such an environment while developing appropriate skills, attitudes and personal responsibility is embedded in every staff member and student. Each parent and/or guardian must take an active role in supporting this plan. In order for students to learn to be responsible citizens, parents, guardians and school staff must work together to create the proper learning environment and set an example with positive actions and behaviors. Therefore, all Franklin Academy students are required to have their Parent(s) and/or Guardian(s) enter into this contract which establishes the requirements of all Franklin Academy families.

1. Contractual and Financial Matters

a. This Contract must be signed by the Parent(s) and/or Guardian of each Franklin Academy student each school year and is part of the registration requirement.

b. All financial obligations for all prior school year(s) must be met by May 1 of the current calendar year. Recommitment for subsequent school year is conditioned upon satisfaction of this provision.

c. The timely payment of all invoices for balances due to Franklin Academy (e.g., for outstanding lunch balance, late pickup fees, returned check fees) is a contractual duty on the part of the family of each student. Therefore, I/we agree that I/we will make such payments by the designated due dates.

d. I/we expressly agree that my child will not be allowed to participate in any extracurricular activities (e.g., field trips, dances, sports, after school clubs) if there is an outstanding balance due to Franklin Academy on my child's account.

2. Academic Matters

a. I/we agree to stay informed about my child's education and be responsible for my child's academic progress. I/we agree to maintain communications with the school by promptly reading all notices from the school received by my child whether through hand-carry by my child, mail, or email. I/we also agree to respond to such communications as appropriate.

b. I/we agree to monitor my child's academic progress in PowerSchool, and through other school-home communications (e.g., agendas, teacher websites, and weekly folders). I/we will communicate with the teachers regarding my child's academic progress as needed, or as directed by the school.

3. Attendance and Transportation

a. I/we will ensure that my child arrives at school on time, completes a full day of school, and is not absent without a justifiable cause. I/we will monitor my child's attendance and tardies to ensure compliance with state attendance requirements.

b. I/we will provide transportation to and from school for my child if the school's limited transportation does not serve my area.

c. I/we shall drop off my child in the location and manner designated by the school. My child shall be dropped off in a timely manner to allow him/her to arrive in his/her classroom at the start of homeroom.

Specifically: *(Parent/Guardian must initial each item)*

- No Dropping Off Early – I/we shall not drop off my/our child before the scheduled time appropriate for grade level, as determined by school policy.
  Parent/Guardian: _____
- No Offsite parking – I/we will not pickup nor drop-off my child at any location off campus and have my child walk to/from school. (e.g. no parking in the neighborhood shopping centers or developments, to have my child walk to/from school; no illegal parking)
  Parent/Guardian: _____
- No arriving for pickup prior to scheduled time appropriate for grade level, as determined by school policy (e.g. no early stacking down the street)
  Parent/Guardian: _____
- No Parking Offsite for Parental Walk-Up Dismissal – I/we will not park offsite and walk to the school to pickup my/our child during dismissal. Parents of students registered as walkers/bikers who come to the school during dismissal must walk/bike all the way home with child.
  Parent/Guardian: _____
- Dash Placards – I/we will have our dash placard visible the entire time I/we are on campus during dismissal. The placard will be the correct color and will indicate my child's name and grade level.
  Parent/Guardian: _____
- No Mobile Phones In Car Line – I/we understand that using a mobile phone in car line during drop-off or dismissal is prohibited because it is a safety issue that puts parents, staff and students in danger.
  Parent/Guardian: _____
- I/we understand that no child will be released as a walker/biker without the "Walker/Biker Registration" form being completed. I/we also understand that once a Walker/Biker Registration is completed, my child must walk/bike all the way home and not be picked up after leaving school grounds.
  Parent/Guardian: _____
- I/we expressly agree that "Early Dismissal/Sign-Out" ends at 1:45 pm each school day and that no child can be dismissed from school early after that time. Parents shall not schedule student appointments that require student to be released after this time. Parent/Guardian: _____

4. Code of Conduct

a. I/we agree to adhere to school operations guidelines (e.g., drop off and pick-up rules and procedures, early dismissal, dress code requirements).

b. I/we agree to purchase required school uniforms for my child from the specified vendor and only from the specified vendor and ensure that my child(ren) is/are dressed in the required school uniform every day (including appropriate shoes, hair, socks, outerwear, and belt). I/we agree that my child will not wear unapproved clothing to school.

c. I/we agree to provide lunch or purchase lunch from the school-approved service provider for my child each day.

d. I/we understand there is a code of conduct for all school students. I/we am/are responsible for ensuring my child understands the guidelines and expectations of being respectful, courteous and polite to the entire Franklin Academy community.

e. I/we expressly agree that any of the following actions by me or my child may result in the dismissal of my child from Franklin Academy and in my child losing the privilege of registering for future school years:

(Both the Parent/Guardian and the Student must initial each item)

(1) Disruptive behavior or actions posing any threat or danger to himself or herself or anyone else;
Parent/Guardian: _____ Student: _____

(2) Earning a third school detention or school suspension;
Parent/Guardian: _____ Student: _____

(3) Bullying, or witnessing bullying without reporting the action to a Franklin Academy staff member;
Parent/Guardian: _____ Student: _____

(4) Defacing or destroying school property;
Parent/Guardian: _____ Student: _____

(5) Carrying any weapon, or threatening a person with a weapon (whether or not the weapon is actually carried by the student);
Parent/Guardian: _____ Student: _____

(6) Misbehaving, or causing unsafe conditions while in school or on the school bus;
Parent/Guardian: _____ Student: _____

(7) Falsifying any document submitted to the school, or failing to provide complete and accurate information as required on a school-provided form.

Parent/Guardian: _____ Student: _____

(8) I/we understand that failure to comply with dress code will void my child's recommitment to Franklin Academy. (e.g. unusual hair color, un-tucked shirts, failure to wear a belt or the approved footwear, etc.)

Parent/Guardian: _____ Student: _____

5. School Service Program

a. I/we agree individually to participate in the school service program and will contribute 20 hours of service to the school over the course of the academic school year for my/our first enrolled child. I/we will further contribute 10 hours of service if I/we have more than one child enrolled in the school.

6. Single-Gender Affirmative Consent

a. I/we provide my/our affirmative consent for Franklin Academy to place my/our child in single-gender classes for the following core academic area(s).

(Initial beside each core academic area below for which you provide your affirmative consent for single-gender classroom assignment.)

_____ Math _____ Science

_____ Reading/Language Arts _____ Social Studies

I/we understand and agree that Franklin Academy is a school of choice. I/we have elected to send my child to the school. If I/we do not fulfill the terms and conditions described above, I/we agree that my child may be dismissed from Franklin Academy or I/we shall lose the privilege of registering my child for any future school year.

Child's Name: _____ Grade Level: _____

I/we understand and agree to be bound by the terms and conditions of this Contract.

_____ _____

Parent/Guardian Signature *Parent/Guardian Signature*

_____ _____ _____ _____

Printed Name *Date* *Printed Name* *Date*

PARENT/STUDENT HANDBOOK

PEMBROKE PINES CAMPUS

2015-2016

SCHOOL HOURS

Elementary (K-5): 7:30 AM – 2:15 PM

Middle School (6-8): 8:30 AM – 3:15 PM

OFFICE HOURS

7:00 AM – 4:00 PM

18800 Pines Blvd.
Pembroke Pines, FL 33029
Phone: 954-703-2294 ○ Fax: 954-436-2861
www.pp.Franklin-Academy.org

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PARENT/STUDENT HANDBOOK

2015-2016

INTRODUCTION

The inspiration for Franklin Academy is Benjamin Franklin, a founding father who personified the pursuit of excellence, discovery and creativity. Franklin Academy offers an outstanding and unique educational experience.

MISSION STATEMENT

Building Better People, Every Day

Utilizing a single gender educational model, our mission is to create life-long learners by promoting a culture of high expectations while emphasizing character development and adhering to the principle that all children can learn.

MISSION, GUIDING PRINCIPLES AND PURPOSE

The mission of Franklin Academy is to develop critical thinking skills and attain high levels of academic achievement in students meeting the benchmarks of a standards-based curriculum through a single-gender educational program utilizing varied research-based techniques, technologies, and media. It is the intent that all students will engage in a rigorous curriculum promoting project based learning, inquiry, technology, creativity, and teamwork while addressing each individual's learning style. At Franklin Academy, highly qualified staff and administration will work with students, parents, and the community to ensure that each student sets learning goals and empower themselves by mastering all core academic areas and develops a well-rounded education through art, technology, physical education, and music. To make this mission a reality, the school will:

- Provide students with motivated, highly qualified teachers and administrators;
- Develop and/or utilize standards-based curricula aligning the benchmarks of the Next Generation Sunshine State Standards for Science and Social Studies and the Florida Standards for English Language Arts and Mathematics;
- Regularly monitor student progress by following a Continuous Improvement Model implementing a variety of assessment techniques including formative and authentic skills assessments across all content areas;
- Develop and utilize instructional focus calendars as mandated by each individual class's learning needs based on data, allowing for extended learning opportunities, enhancement and enrichment;
- Implement small learning communities of administrators and teachers to evaluate student data, navigate curriculum maps, facilitate best practices, and promote high-yield strategies across the curriculum;
- Provide teachers with meaningful and applicable professional development and various instructional tools as aligned with their specific curriculum goals and objectives;
- Promote the use of educational technology and highly effective research-based instructional methodologies, including project based learning and inquiry; and
- Foster communication and involvement with parents and the community.

Franklin Academy will have highly qualified teachers, excellent thematic curricula, positive character development programs and vibrant leadership. The school's approach to learning will position and facilitate youth to succeed in and beyond the classroom.

Our rigorous approach to learning, individual needs-based instructional delivery system and differentiated instruction, student empowerment, teaming, and learning centers supplemented with classroom-based technology, continuous monitoring and assessments will help us deliver our mission. The decentralization of services and shared decision making by all professionals within the school, high level of parental involvement, and a web-based student information system that allows parents to communicate with the school and track their child's progress, will encourage a team framework that will construct success.

EDUCATIONAL PHILOSOPHY

Research has shown that pedagogy is the most significant factor in a child's learning. At Franklin Academy, our educational philosophy and mission is reflected in how our teachers will teach. A rigorous, comprehensive, researched-based curriculum aligned to the Florida Standards for English Language Arts and Mathematics and the Next Generation Sunshine State Standards for Science and Social Studies will be delivered to students in a variety of ways. Our experienced teachers understand where students are in terms of knowledge and reading levels due to pre-assessment and work collaboratively as a team to determine the route students will take to gain a years plus worth of content knowledge. It is every teacher's objective to address the individual learning needs of our students, and meet the criteria (content and performance) for the *Florida Standards* and the *Next Generation Sunshine State Standards*. Each team of teachers evaluates their curriculum in a small learning community, and determines the best method of instruction per benchmark. As a team, they will create an instructional focus that will drive their data discussions and provide a framework for developing meaningful and applicable assessments. Reflection on student performance and methodology are keys to making proactive changes to meet students' needs. As educational professionals, our teachers will:

- Develop course goals as well as individual student learning goals aligned with the Florida Standards (FS) for English Language Arts and Mathematics and the Next Generation Sunshine State Standards (NGSSS) in Science and Social Studies;
- Adapt content and design their curriculum to meet the interest and needs of the population;
- Select assessment strategies that will authentically reflect learning gains and academic growth;
- Work as professional learning communities within and across disciplines and grade levels to foster horizontal and vertical alignment;
- Focus on and support the development of critical thinking through project-based learning and inquiry;
- Challenge students to invest in their own education by providing numerous types of assessment, timely feedback, and individual reflection time; and
- Serve as models for attaining life-long learning skills.

GOVERNING BOARD

The Governing Board of Franklin Academy is the ultimate policy-making body that determines the academic direction, curriculum, and operation of the school. The school Principal, hired by the board, is responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board.

ADMISSIONS

Franklin Academy will enroll any eligible student who resides in Broward County and who submits a timely application, as specified in the Charter, unless the number of applicants exceeds the capacity of a program, class, grade level or building. In such cases, the school will employ a random selection process that gives all applicants an equal chance of

being admitted (unless otherwise prohibited by law). Preference will be given to active duty military personnel, siblings of students already enrolled in the Charter School, a Governing Board member's child, and to a son or daughter of an employee of the School.

As per Florida Statute I002.33, a lottery will be conducted at each grade level that has more applications than seats available for that grade. All lotteries will be conducted in a manner that ensures each eligible student receives an equal chance of being selected. Applicants will be selected in random order until all applications have been ordered. In order (with consideration of any applicable preference), applicants will be offered admission until capacity targets have been reached. The remaining students' names will be placed on an ordered waiting list in which their name was selected. Once all grades are filled, any additional students who apply shall participate in subsequent lotteries be placed on the waiting list in the appropriate order. Calls will be made as openings become available.

If an application is submitted more than once for the same child, only the last submission will be included in the lottery pool. All other applications will be disregarded. If more than one application is processed and a single applicant is assigned several outcomes the school will honor the disposition of the last application.

The lottery enrollment window is set for specific time frames. Applications submitted outside of the enrollment window will not be included in the first lottery pool. If an applicant becomes aware of the error they may submit an application within the correct enrollment window. If they miss participating in the lottery, their application may be transferred to the next open enrollment window and included in the following lottery.

If an error occurs on the part of the school and an application is not included in the first lottery (and was intended to be), the applicant will receive the following remedy:

- If the application is for a student receiving a preference for admission, that application will be placed first on the appropriate waitlist. (Preferences for admission will be subject to verification.)
- If the applicant was not entitled to a preference, they will be placed on the appropriate waitlist under the last person receiving a preference.

Parents are responsible for information contained in the application. Verification of grade level, age and gender, will impact the applicants participation in the appropriate lottery. If an application is submitted for the incorrect lottery pool, a new application will need to be submitted and processed in a subsequent lottery. Applicants who apply for a specific grade level and are then retained must submit an application for the appropriate grade level and participate in the next lottery.

If a student from the lottery results list does not register (within the time allowed) or chooses not to attend the school, the first person on the ordered waiting list will be given the opportunity to register. This procedure will continue throughout the school year. The waiting list will only be in effect for one school year; students on a waiting list must reapply each year for open spaces in the school.

ACCELERATED READER (AR)

Accelerated Reader is a reading program that encourages differentiated reading practice to create strong readers. Based on each student's independent reading level, AR helps teachers set personalized goals for each student and guide students to books difficult enough to keep them challenged, but not so difficult to cause frustration. In addition, AR helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills. AR provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction or intervention.

AFTER SCHOOL CARE

The after school program is operated by ***After School Connections***. They offer care every school day including early release days until 6:00 pm. This program provides students with a structured, safe, and positive environment for after school hours. Students are supervised by experienced and state-certified counselors that provide age-appropriate activities and learning opportunities. Please visit their webpage at www.afterschool-connections.org for more information.

ANTI-BULLYING POLICY

Franklin Academy is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination for any reason and any type. Franklin Academy believes that all students and employees are entitled to a safe, equitable, and harassment-free school experience. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action. (School Board of Broward County Policy 4001.1)

ARRIVAL/DISMISSAL PROCEDURES

Students need to learn the importance of regular school attendance. In addition, it is important that students report to school on time. Supervision of students begins at 7:00 am for students in grades K-5 and 8:00 am for students in grades 6-8. Instruction begins promptly at 7:30 am for students in grades K-5 and 8:30 am for students in grades 6-8. Breakfast will be served in the cafeteria beginning at 7:00 am for students in grades K-5 and 8:00 am for students in grades 6-8.

Dismissal is 2:15 pm for students in grades K-5. Parents are not permitted to "stack" until 2:10 pm. Parents of students in grades K-5 not picked up by 2:45 pm will be charged a late fee of $1.00 per minute, per student. Students in grades 6-8 are dismissed at 3:15 pm. Parents are not permitted to "stack" until 3:10 pm. Parents of students in grades 6-8 not picked up by 3:45 pm will be charged a late fee of $1.00 per minute, per student. Students who walk or ride their bicycle are to sign out in the front lobby and leave the campus within five minutes of the dismissal bell. All students walking or riding bikes must have an authorization form signed by a parent/guardian on file in the school office. Parents who complete this form acknowledge the risk associated with allowing a child to arrive/leave campus unaccompanied by an adult. Dismissal forms must be updated annually and may be found on the school's website.

Only individuals listed on the EMERGENCY CONTACT CARD will be allowed to pick up students from the school. Valid photo identification will be required of all individuals picking up students. If someone arrives at the school to seek the release of a student and the person's name is not listed on the emergency contact card, the student will not be released unless the person can verify the FAMILY PASSWORD as indicated on the emergency contact card.

Families are assigned a security access code and a windshield sticker through our FranklinPass system. For car pick-up, place the windshield sticker on the top portion of your windshield. As you approach the scanning station, your windshield sticker will be automatically scanned and your child's name will be displayed in his/her classroom. Proceed to your assigned stacking lane and your child will exit the building for dismissal, curbside at the west gate. A unique access code is also an option for notifying your child's teacher that you have arrived for pick-up. Without one of these forms of security, a person trying to pick up a student must park and bring a photo ID to the office before a child will be released.

Parents will be given a color-coded placard with their child's name and grade level, in large print, which must be displayed on the passenger side of the car dash. Students will not be released to individuals who do not have a school-issued placard displayed on the dash.

To avoid having the school become involved in personal family conflicts, parents or guardians should submit to school authorities a copy of any legal documents indicating who has legal access to the child and his/her records during school hours. Friends and strangers will be denied access to a student in the absence of verified parental consent.

All parents must remain inside their vehicles at dismissal time. Students will be called out of the school building as you pull into the dismissal lane. Vehicles are required to display the name placard in the window to speed the process and follow the traffic pattern as outlined by the school. The safety of every student, not speed, is the goal of dismissal. **Please Note:** ***Students will not be permitted early dismissal after 1:45 pm.***

Club dismissal is separate from school dismissal. Students not enrolled in a club may not wait for their sibling who is enrolled in a club to be dismissed and must be picked up at their regular dismissal time. Parents of students not picked up by the designated time will be charged a late fee of $1.00 per minute, per student.

Please do not play loud music or talk on your cell phone while on the pickup line as it endangers the safety of both students and staff. ***The safety of your student(s) is our first priority. Please follow drop-off and pick-up procedures very carefully to keep all of our students and staff members safe.***

ATHLETIC PROGRAM

Franklin Academy provides the opportunity for students to participate in a variety of interscholastic teams. The privilege of participation on these teams brings corresponding social and academic responsibilities. Student athletes and participants are required to abide by the *Broward County Code of Student Conduct* and meet the academic requirements of at least a 2.0 or above on a 4.0 scale in each subject in order to be eligible to participate.

ATTENDANCE POLICY

A student's presence in class is required to maximize the attainment of instructional objectives. The parent of a child of compulsory school age is responsible for the child's daily school attendance (F.S. 1003.24). School staff, parents, students, and appropriate state agencies are expected to work together to ensure that laws are obeyed including, but not limited to, referral to the state designated agency for possible court action for extended absence or truancy (F.S. 1003.27).

ABSENCES: Your child must be in school every day as mandated by state law. When students are absent from school, parents must email the school at attendance-pp@franklin-academy.org to report their child's absence. Parents MUST report these absences within two (2) days to excuse the absence. Failure to do so will result in the absence being marked unexcused.

The attendance clerk or school guidance counselor will contact the parent regarding excessive absences (5 or more unexcused absences in a calendar month or 10 or more unexcused absences during a 90 day period) via phone conference, email, teacher/parent conference or letter. Excessive early dismissals will also result in parental contact.

If unexcused absences continue, a formal referral for attendance will be made to administration with supporting documentation of parent contact and non-medical absences attached to the referral. A parent meeting will be required with Administration.

If unexcused absences continue to exceed specified days, then the case will be referred to the school's assigned social worker. If absences continue after referral and visit by social worker, the case will be referred to the State Attorney's Office per School Board Policy.

Students must be in school unless the absence has been permitted or excused for one of the following reasons (please note that vacations are considered unexcused absences):

- Illness of student
- Illness of an immediate family member
- Death in the family
- Religious holidays of the student's specific faith

- Required court appearance or subpoena by a law enforcement agency
- Special Event (public functions, competitions, exceptional cases of family need)
- Scheduled medical or dental appointments
- Students who have, or are suspected of having a communicable disease

Students who have ten (10) or more unexcused absences within a 90 calendar day period risk the possibility of retention and not being invited back the following school year.

EARLY DISMISSAL/EARLY SIGN OUT: When students are signed out early on an ongoing basis, their academic performance may be negatively impacted. Excused early dismissals are given for doctor's appointments and extreme emergencies. If you need to take your child out of school before the end of the school day, come to the front desk, sign him/her out, and a school employee will call for your child, as long as it is before 1:45 pm. Any student leaving school prior to dismissal will have an early dismissal logged to his/her record. Early dismissal from a field trip site is not permitted. No child will be dismissed from the classroom after 1:45 pm as it disrupts our school-wide dismissal process. Parents must wait until the dismissal time. Excessive early sign-outs will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Non-attendance for instructional activities is established by tardiness, early sign-outs, or absences for any or all part of the day. Unless excused under the provisions of this policy, accumulated early sign-outs will be recorded as unexcused absences. (F.S.1003.02(1)(b)

TARDY POLICY: Tardiness is disruptive to the learning environment and can have a negative impact on student achievement. Tardiness is defined as a student not being in the classroom when the class is scheduled to begin. Parents must follow the same process to excuse a tardy as they do to excuse an absence. Excessive tardiness will be addressed on a case-by-case basis to determine if there is a **pattern of non-attendance**. A pattern of non-attendance may be established by an accumulation of tardiness, absences (excused or unexcused), and early sign-outs for all or any part of the day.

- Tardiness to any class without documentation may be considered unexcused.
- Habitual tardiness is defined as being tardy 5 times within a marking period.
- Principals have the discretion to excuse tardiness for extenuating circumstances.
- Unless excused under the provisions of this policy, accumulated tardiness will be recorded as unexcused absences. (F.S. 1003.02 (1)(b)

EXCUSED TARDY: A student will be considered excused only if a parent/guardian personally escorts their child to the front desk and has a viable reason for the tardy (Refer to the Broward County Code Book of Student Conduct). The reasons for an excused tardy are as follows: doctor's appointments accompanied by a note from the doctor/orthodontist or extreme emergencies approved by administration. Excused tardies will not count toward the student's tardy record.

UNEXCUSED TARDY: A student will be considered unexcused due to last minute vacations, alarm clock failures, "parent's fault", car trouble, or inclement weather conditions. Unexcused tardies will count toward the student's record. Students must be in school and ON TIME by state law. Parents are required to park and enter the building to sign in students that are tardy. The procedures for abiding by state law are as follows:

At five (5) tardies, the attendance clerk will verify any medical excuses submitted and recorded.

At five (5) tardies, the parent will be contacted regarding excessive tardies or early dismissals via phone conference, email, teacher/parent conference or letter.

After 10 tardies or early dismissals per semester, the parent may be contacted by Administration and the child may lose their seat to Franklin Academy for the following school year.

MEDICAL AND DENTAL APPOINTMENTS: If the student is going to leave school during the day for a medical, dental, or other scheduled appointment, a note must be brought to school and shown to the homeroom teacher. The student must deliver the note to the front office before they are dismissed.

Parents must come to the office to sign out the student. The office must be notified in writing when anyone other than a parent/guardian is sent to pick up a child. The person is expected to show proper identification. Upon return from the appointment, a parent must escort the student to the office to sign in and obtain an admission slip to class.

SPECIAL EVENTS OR PROGRAMS: From time to time during the school year, special events are planned that require extra effort from all teachers. These events are in the best interest of students and are considered part of their total educational experience. Students must be in attendance for half of the school day in order to participate in special events, athletic events, and/or programs.

BIRTHDAY CELEBRATIONS

For students in grades K-5, birthday treats (cupcakes, cookies, etc.) are NOT permitted in the cafeteria. All birthday treats must be given out in the classroom or during recess and **all students must be included**. PARENTS MAY NOT BRING HOMEMADE TREATS OR FOOD. Only store-bought foods/snacks that are clearly labeled with the ingredients may be distributed to students. Parents must arrange this celebration with the teacher in advance. Please note: siblings in other classes/grade levels MAY NOT attend. Birthdays for students in grades 6-8 are not celebrated at school.

BOOK BAGS/FOLDERS/PERSONAL ITEMS

Book bags, backpacks, folders, or any other personal items must not display patches, entertainment insignias, drawings, obscene words, gang signs, or any other item that would be deemed inappropriate, offensive, or reflect negatively on Franklin Academy. Please note that rolling book bags are NOT permitted at Franklin Academy for safety and storage reasons. Failure to comply will constitute a dress code violation and be subject to detention and parental notification.

BUS TRANSPORTATION

Franklin Academy will provide limited bus transportation services for students who meet eligibility criteria for the 2015-2016 academic year. The bus transportation provided is designed in accordance with county transportation guidelines. All public schools have limited transportation boundaries set according to these guidelines. Routes, pick-up/drop-off times and locations will be developed prior to the start of the school year. Please contact A1A Transportation for information at (954) 584-5877. Students must exhibit appropriate bus behavior. Bus referrals will be sent to school administration. Students exhibiting inappropriate behavior may lose their privileges to ride the school bus.

CAFETERIA PROCEDURES & EXPECTATIONS

Preferred Meal System is the provider for breakfast and lunch.

BREAKFAST PROGRAM: Breakfast will be served from 7:00-7:20 am for students in grades K-5 and 8:00-8:20 am for students in grades 6-8. Please refer to the Fee Policy for the cost of breakfast and lunch. Students in grades K-5 and Sibling Link students may enter the building at 7:00 am. Students in grades K-5 will report directly to the cafeteria for breakfast while Sibling Link students in grades 6-8 will be sent to a designated activity area and will return to the cafeteria at 8:00 am for breakfast. Students in grades 6-8 may enter the building at 8:00 am and report directly to the cafeteria for breakfast.

LUNCH PROGRAM: Participation in the school lunch program is not a requirement. Students may bring their lunch to school each day if they wish. Please read all options for meal program participation. Free or reduced-price lunch is available for those who qualify.

FREE & REDUCED PRICE LUNCH: An application for free or reduced price lunch will be available at the front desk as well as the school's website. Parents must apply for this benefit annually (application is separate from the school district). The completed application should be returned to the office as soon as possible. The application process takes 10 school days. Notification pertaining to qualification for free/reduced lunch will be sent directly to the home by Franklin Academy. Students who had free/reduced lunch during the previous school year will receive their benefits for the first 30 days of school. Students new to Broward County Public Schools will have to pay full price until their application is processed. Please note that students who qualify for free/reduced lunch are entitled to one breakfast and one lunch daily. **Those who choose to take a second breakfast and/or lunch will be charged for that meal.**

Please Remember: Students may not bring carbonated beverages or drinks to school. Beverages in glass containers are prohibited. There are no refrigerators or microwaves available for student use. A doctor's note will need to be on file in the office for all allergies. **Parents are not permitted to bring fast food lunches to school for their children.**

PAYMENT: All parents are encouraged to pre-pay for lunches on Friday or monthly so that funds are always available for student purchases. **Franklin Academy DOES NOT ACCEPT CASH**. Instead, lunch payments are debited from the student's account. If paying by check, please make it payable to **Franklin Academy** and include the **student's name** as well as his/her assigned **lunch account number**. Credit card payments can be made online via our website at www.franklin-academy.org. Any student whose lunch balance drops below the current cost of a hot meal will no longer be eligible for a hot meal. In such cases, students will be provided a jelly sandwich and a drink. This substitute meal will continue to debit the student's account balance, at a reduced rate. The student will continue to receive the substitute meal each day that they attempt to purchase lunch while their balance is insufficient. Once a payment has been fully processed and the student's balance exceeds the cost of a hot meal, they will once again be eligible to purchase a regular meal. **The following form is a SAMPLE of what will be sent home with your child if his/her lunch account balance drops below the cost of a hot meal.**

SAMPLE

Please note that _____'s lunch balance has dropped below the cost of a hot meal. Instead of being able to purchase today's hot lunch, he/she was provided a jelly sandwich and a drink at a reduced rate.

Their current lunch balance is $_____.

Please visit our website at www.franklin-academy.org and process a lunch payment. Once your payment has been fully processed and their balance reaches an amount sufficient to purchase a hot meal, the student will once again be eligible to do so.

Applications for the Free and Reduced-price lunch program must be completed annually and are available from the school office.

CARE OF SCHOOL PROPERTY

Students are expected to respect the school buildings and property. Containers are provided throughout the buildings and grounds for proper disposal of trash. **Marking or defacing school property is a serious offense leading to suspension and possible expulsion**. Any student who damages/vandalizes school property will be required to make full restitution for damages. **Chewing gum in the school building is strictly forbidden.** All food must be consumed in the cafeteria or area designated by Administration. Students are not permitted to play in the bathrooms. Any student who disregards this rule will receive disciplinary action.

CELLULAR PHONES/ELECTRONIC DEVICES

The use of electronic devices by a student when school is in session is not allowed. Handheld games, headphones, and the like should not be brought to school. Students who bring handheld games and headphones to school will have them confiscated, unless authorized by Administration. The use of Kindles and Nooks is permitted for

reading purposes only. If any of these items are brought to school, and then lost or stolen, the school is NOT responsible for the loss.

According to the Broward County Public School Board's *Code Book of Student Conduct*, "the possession of a cellular telephone which disrupts the educational process; the use of a cellular telephone during school hours… and the possession or use of a cellular telephone on school buses which disrupts or interferes with safety-to-life issues would be a violation of the Code Book of Student Conduct, subjecting violators to progressive discipline." **If a student possesses a cellular telephone, it should be turned off and kept out of sight inside a book bag and may not emit any ring tone or other noise on school grounds during school hours.** Consequences are as follows:

- **First Offense:** The cell phone will be returned to the parent/guardian of the student after signing the cellular telephone policy form.
- **Second Offense:** The cell phone will be returned to the parent/guardian of the student after signing the cellular telephone policy form and the student receives a detention.
- **Third Offense:** Parent must sign paperwork that acknowledges that the cell phone will be returned at the end of the academic year.

Failure to surrender items will result in other disciplinary consequences.

CHARACTER COUNTS

To support our mission of building better people, every day, Franklin Academy has adopted CHARACTER COUNTS as a framework for our character education program. When children learn a consistent set of universal values and teachers model those values, behavior improves and educational focus soars. This widely implemented approach to character education is centered on basic values called the *Six Pillars of Character*: trustworthiness, respect, responsibility, fairness, caring, and citizenship. The *Six Pillars of Character* are embedded in our existing curriculum and classroom management to make focusing on good character part of everything students do.

CHILD ABUSE

State law requires that teachers, administrators, and other school personnel report suspected cases of abuse, abandonment, or neglect to the **DCF Hotline at 1 800 96-ABUSE.**

CLUBS & ATHLETICS

Students will have an opportunity to participate in an after-school club or sport of choice during the school year. At dismissal from after school clubs, sports, or meetings, students will remain with the teacher/sponsor until picked up or signed in to after care if enrolled in the program. Students are dismissed from clubs via the east gate.

- Clubs CANNOT be held on early release days, professional development days, or days that are designated for staff meetings.
- Late payments for clubs WILL NOT be accepted. Parents MUST pay club fees by the established due date or their child will not be eligible to attend the club until the next session.
- Students who are picked up late from clubs or sports will be charged a late fee of $1.00 per minute, per child.

COMMUNICATION

Communication between school and home is essential to the success of every child and the school. The following hierarchy has been organized to support positive communication between home and school. Specific requests (conferences, etc.) must be in writing, by email, or a phone message must be left at the office for the specific teacher. **Parents are requested to notify school personnel in the following sequence if there are concerns:**

1. **The Classroom Teacher:** Classroom teachers are the first line of communication. If parents have concerns regarding their child's academic performance, behavior, or social interaction with the teacher or students, they first need to have a conversation with the teacher. Parents may call and leave a message for the teacher to return a call, send a written request to set up a conference, or email a teacher with a conference request. Email lists are available on the schools' website or upon request at the front office.
2. **The Guidance Counselor:** Following conversations with the classroom teacher in matters of student behavior and/or academics, parents may request a conference with the guidance counselor to further discuss an issue. Parents may call and leave a message or email the Guidance Counselor to discuss an issue or schedule a conference.
3. **The Assistant Principal:** Following conversations with the classroom teacher and/or the guidance counselor in matters of student behavior and academics, parents may request a conference with the Assistant Principal to further discuss an issue. The Assistant Principal will usually meet with the teacher, and any other necessary personnel who may be directly involved with the child's situation prior to making conference arrangements with the parent. With regard to all other school-related issues, parents must first contact the Assistant Principal. It may be that the Assistant Principal will refer the individual to the Principal, teacher, guidance counselor, or other appropriate contact for additional information.
4. **The Principal:** Following conversations with the classroom teacher and/or guidance counselor, and Assistant Principal in matters of student behavior and academics, parents may request a conference with the Principal to further discuss an issue. The Principal will usually meet with the teacher, and any other necessary personnel who may be directly involved with the child's situation prior to making conference arrangements with the parent. With regard to all other school-related issues, parents must first contact the Assistant Principal. It may be that the Assistant Principal will refer the individual to the Principal, teacher, guidance counselor, or other appropriate contact for additional information.
5. **The Governing Board:** If you feel further action is necessary, you may contact our Board Liaison, whose email address is located on the school website.

Please adhere to the established chain of command prior to requesting a conference with the Principal.

CONFERENCES

Parent and teacher communication is an important part of the school year. Teachers frequently communicate information to parents concerning school assignments, upcoming activities, and student progress. Parents should discuss the importance of teacher communication with their children and develop a system to ensure that all notes, memos, etc. reach home and school in a timely manner.

Conferences can be set up at the request of the school or the request of the parent. A conference with a teacher should be set up through the student's homeroom teacher. School personnel will get in touch with the parent and arrange a mutually agreed upon time for the conference. Conferences with multiple middle school teachers are scheduled through the guidance counselor.

Conferences *requested by the school* will indicate a specific time and date for the meeting. All parents and visitors must sign-in at the front office upon entering the building for a visitor's pass before going to any classroom. Please be aware that teachers are not available for unscheduled conferences during the day.

K-5 teachers are encouraged to have a minimum of two (2) conferences with all parents during the school year. Middle school teachers are encouraged to have a minimum of one (1) group conference per student, per year. Conferences can be face-to-face or by telephone. All conferences must be scheduled through the teacher of concern via a phone message at the front office or by email contact. For grades 6-8, the guidance counselor can schedule group conferences. If you need to cancel a scheduled appointment, please call the school office as soon as possible.

Please feel free to consult with the office regarding any problems or questions that concern your child. It is the desire of the administrative team and the faculty to be of service to both parents and students, and every teacher welcomes a conference with any parent. We do urge, however, that such visits be made **by making an appointment with the teacher at a mutually convenient time before or after school hours**. **Parents are asked not to meet with a teacher during school hours unless a conference has been officially scheduled.**

DISCIPLINE POLICY

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely stopping poor behavior; we desire to teach the student to make the right choices. We do not discipline a student out of anger or for the sake of convenience, but with a true desire to help redirect the student's behavior.

Franklin Academy adheres to the *Broward County Public Schools Code Book of Student Conduct* and utilizes the *Administrative Discipline Matrix* to assign consequences for serious misbehavior. These two items are available on the school website and can also be accessed at http://www.browardschools.com/Parents-Students/Parent-Student-Pages/Code-Of-Conduct). The *Code Book of Student Conduct* provides specific information regarding the rules that all students are expected to adhere to, as well as consequences for violations of the policy set forth in this document. The *Code of Student Conduct* will be distributed electronically. Students and parents are required to sign the Acknowledgment form indicating they are aware of the explanation of rules.

Each teacher will establish appropriate procedures for discipline in his/her classroom based on these guidelines. The following list is not all-inclusive.

1. Students are expected to respect the authority of teachers and adults. All teachers and staff have authority over all students.
2. Malicious destruction of school property results in the replacement, repair, or payment for damages by either the student or his/her parents. The placement of stickers on school property or use of markers/pens/pencils on walls/fixtures is forbidden.
3. Students shall help keep the school clean at all times. Gum chewing is not permitted in any of the school buildings or on the school grounds.
4. Items such as water pistols, matches, radios, CD players, skateboards, toys, collectable trading cards, electronic handheld games, lighters, weapons of any sort, etc. are not permitted at school and will be confiscated and an appropriate consequence will be issued per the Administrative Discipline Matrix.
5. Notebooks, albums, magazines, lunchboxes, etc. that display pictures or slogans referring to drugs, alcohol, gangs, or violence are not permitted.
6. No profane, abusive, or slang language is to be used.
7. Students are not permitted to write on their bodies and/or clothing.
8. Zero tolerance for bullying or aggression-either verbal or physical.
9. Teachers will encourage a sense of community and inclusiveness that is apparent through the involvement of all children in all class activities.

BUS TRANSPORTATION BEHAVIOR: Riding the school bus is a privilege. Since safety is our main concern, students are expected to remain in their seats at all times. There is no yelling or disruptive behavior of any type allowed. Bus drivers will report inappropriate behavior to school administrators. Students who cannot refrain from disruptive behavior or those who disturb other students will lose transportation privileges in conjunction with penalties from the Broward County Public Schools Administrative Discipline Matrix.

CAFETERIA BEHAVIOR: Each student is required to show good manners, courtesy, and consideration of other students and adults in the cafeteria. Students are to enter and exit the cafeteria in an orderly fashion.

Students are to stand in a single file line while waiting for food, keep communication noise levels low (no shouting), and remain seated. Containers are provided for the disposal of trash and each student is required to dispose of any trash on his/her table and the surrounding area before the lunch period is over (or immediately upon the request of the monitors). No student is allowed to leave the cafeteria during the lunch period without a written pass. A student is not allowed to leave the school grounds for lunch during their assigned lunch period. NO FOOD OR BEVERAGE IS TO BE TAKEN OUT OF THE CAFETERIA AT ANY TIME. The cafeteria rules are posted and all students are expected to adhere to the established rules at all times. Food or objects are not to be thrown at any time while in the cafeteria as this poses a safety concern; such acts will result in suspension from school or possible recommendation for expulsion in the event that a major disruption on campus (i.e. food fight) was created. This policy is consistent with the Broward County Public Schools Administrative Discipline Matrix.

HALLWAY BEHAVIOR: Students should travel through the hallways quietly to avoid interrupting ongoing classes and will follow staff directions for proper procedures. At no time will students be allowed to run or yell in the hallway. Students in grades K-5 are required to line-up single file, refrain from touching the walls, and use the staircase handrails. Students should walk on the right side of stairs and hallways.

DISCIPLINARY CONSEQUENCES: Disciplinary consequences will be issued in accordance with the Broward County Public Schools Administrative Discipline Matrix. The full Broward County Public Schools Code Book of Student Conduct and the Administrative Discipline Matrix can be viewed at: http://www.browardschools.com/Parents-Students/Parent-Student-Pages/Code-Of-Conduct/Discipline-Matrix.

DISCIPLINARY PROBATION: The Principal or designee may place a student on disciplinary probation for nine weeks when it is felt that such an action will benefit the student. In addition to the restrictions cited for Academic Probation, the student must meet with the Principal or designee once each week during the probationary period.

SATURDAY WORK DETENTION (SWD): Students may be issued Saturday detentions for failure to comply with classroom/school rules. Saturday detentions are from 8:30 am to 10:00 am. Students must be dropped off promptly at 8:30 am, dressed in full uniform. Students arriving late will be rescheduled to serve the next detention. Students must be picked up promptly at 10:00 am. Failure to do so will result in parents being charged a late fee of $1.00 per minute. Saturday detentions will NOT be rescheduled due to athletic games/practices, parties, special events, etc. Pursuant to the Broward County Public Schools Administrative Discipline Matrix, not attending a Saturday detention may result in a one-day outdoor suspension. SWD is a work detail detention that involves cleaning the school grounds.

SUSPENSION:

Suspension is a disciplinary sanction that temporarily removes a student from a class, or all classes for a prescribed period of time not to exceed ten (10) school days. The Principal or the Principal's designee shall make every effort to employ parental assistance with alternative consequences for misconduct prior to issuing an outdoor suspension except in emergencies, disruptive conditions, or incidents involving serious misconduct.

Offenses that constitute outdoor suspension include, but are not limited to, the following:

- Fighting or other dangerous and/or disruptive behavior
- Smoking on school grounds
- Being under the influence or having alcoholic beverages and/or drugs on school grounds
- Possession, and/or use of a weapon or any object that can be used as a weapon, including but not limited to: knife, brass knuckles, Chinese stars, chains, mace, etc.

- Defacing or vandalism of school property
- Igniting any flammable substance

PERMANENT DISMISSAL/EXPULSION:

A student may be permanently dismissed for any of the following:

- Possession, use of or transmission of a weapon including, but not limited to, a gun, knife, razor, explosive, ice pick or club
- Possession, use of, or transmission of a substance capable of modifying mood or behavior
- Using any article as a weapon or in a manner calculated to threaten any person
- Committing a serious breach of conduct including, but not limited to, an assault on school personnel or on another pupil, lewd or lascivious act, arson, vandalism, or any other such act, which disrupts or tends to disrupt the orderly conduct of the school activity
- Engaging in less serious but continuing misconduct including, but not limited to, the use of profane, obscene or abusive language, or other acts that are detrimental to the educational function of the school
- Excessive absences/tardiness/early dismissals

DRESS CODE

A higher standard of dress encourages greater respect for individuals, students, and others, resulting in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress during normal school days for every student. Franklin Academy reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines. If a student comes to school without the proper uniform, they will be kept/sent to the front office and will remain there until a parent/guardian brings the proper uniform for the student.

Students are not permitted to wear anything offensive, immodest, or deemed inappropriate by the faculty. Torn or tattered clothing is prohibited. All clothing should be labeled with the student's name. Parents of students in Kindergarten or First Grade are encouraged to leave an extra set of clothes in a labeled Ziploc bag with the classroom teacher in case of an emergency. All uniforms must be purchased from iUniforms, the school approved vendor. Orders may be placed online at ***www.iUniforms.com***.

SHIRTS

- All students must wear a uniform shirt with the official school logo.
- Shirts must be neatly tucked-in. Shirts must stay tucked-in when arms are raised, midriffs are never to show.

SLACKS, SHORTS, SKORTS AND JUMPERS

- Only properly fitted uniform bottoms with the official school logo may be worn.
- Shorts and skorts must be of appropriate length, at the discretion of the administration.
- Only slacks, shorts, skorts and jumpers with the official school logo may be worn.
- **GIRLS ARE NOT PERMITTED TO WEAR SHORTS.**

OUTERWEAR

- Only outerwear with the official school logo may be worn.
- School uniform shirts must be worn under any outerwear.

BELTS

- Students in grades 2 - 8 must wear a belt with a buckle.
- Solid/plain black, brown or navy dress-style belt (no holes or studs)
- Belts must be worn correctly through the belt loops.

SOCKS

- Solid white, black, or navy (must be visible)
- Solid white, black, or navy tights may be worn with skorts in cooler months.

SHOES

- Athletic style (sneaker) shoes
- Dress style shoes (loafer or tie)
- Mary Jane style or ballet –style flats (with socks)

HATS

- Hats may **NOT** be worn in school building.
- Hats without logos or hats with the school logo may be worn during outdoor PE and/or recess.

PHYSICAL EDUCATION UNIFORM

- PE shorts and shirts (with the school logo) must be worn, along with socks, and sneakers for PE class.
- PE sweatpants (with the school logo) may be worn in cooler months for PE class only.

OTHER

- **Jewelry** must not pose a threat to safety, and must not be distractive. For safety reasons, only stud-style earrings may be worn.
- Necklaces should be tucked under the shirt.
- No unnatural hair color/highlights or heavy make-up permitted.
- Hair styles must not be distracting and are subject to administration approval (Mohawk, spikes, etc.).
- Hair should be neat and not fall into the face.
- No body piercings visible other than one earring per ear.
- Torn or tattered clothing is prohibited.
- Sunglasses may not be worn indoors (class, hallways, common areas, etc.).
- Middle school ID badges must be worn around neck with school provided lanyard. (Students are charged $8 for each lost ID and lanyard)

A student who wears an improperly fitted uniform will be considered in violation of the dress code policy and will not be allowed to attend class until appropriate clothing can be acquired.

EDUCATIONAL EXCELLENCE SCHOOL ADVISORY COUNCIL (EESAC)

The Educational Excellence School Advisory Council (EESAC) works with the Principal and/or Administrative Team on issues related to the overall operation of the school. This council represents all stakeholders within the school. Any parents, teachers, or middle school students wishing to participate should contact the Principal. Notices for meetings will be available prior to scheduled meetings.

ELEVATOR

Use of the elevator is for teachers, maintenance, visitors, and parents. Students may only use the elevator with an elevator pass authorized by Administration. **Elevator passes are only issued with a doctor's note.** Students with elevator passes must be accompanied by an elevator buddy chosen by the homeroom teacher. Any unauthorized use of the elevator by students will result in a consequence.

EMERGENCIES

Franklin Academy has a registered nurse on duty in the school clinic from 7:15 am – 3:15 pm each day. The nurse is available to assist in administering medications, treating minor cuts and abrasions, and contacting parents if necessary. In most cases, parents will be contacted to determine a course of action in the event of child illness or non-emergency injuries. Emergency services will be contacted in more serious cases.

ILLNESS:

The importance of regular attendance cannot be over-emphasized, but students should not be sent to school when they are ill. **Children should be free of fever, vomiting, and diarrhea for at least 24 hours before returning to school after an illness.** If a student becomes ill during the school day and it appears that they would be best cared for at home, the parent will be contacted. Students will be sent home if they have a temperature of 100°F or higher. There are very limited facilities in the school, making it impossible to keep sick students for long periods of time. School personnel must be notified of any student's chronic illness (i.e. asthma, diabetes, heart conditions, or seizures). This heightens awareness in case of an emergency.

PLEASE KEEP YOUR CHILD'S EMERGENCY CONTACT CARD UPDATED. If any changes (phone number, email, address, etc.) occur during the school year, it is vital that the emergency contact card is updated. Emergency contact cards are filled out annually. SEE SECTION ON MEDICATION.

MINOR ACCIDENTS:

Minor accidents are reported to the office immediately and a note may be given to the child to bring home at the end of the school day. In some cases the parent may be contacted by telephone.

MAJOR ACCIDENTS:

The procedures for dealing with anyone who has an injury are as follows:

- In most cases the nurse will determine if emergency services are necessary. Teacher(s) in charge of the student at the time of the accident have the discretion to request immediate emergency services.
- Possible 911 contact for Emergency Services
- Immediate parent contact attempted.
- Arrangements will be made to have the student transported to the emergency room of the nearest hospital.
- Teachers will be made available to speak with emergency personnel if necessary.
- The nurse or another member of the school staff will accompany the student to the hospital and remain with the student until parents arrive.
- A written report will be filled out by the supervising teacher by the end of the school day. The school nurse will provide the teachers any necessary information related to the injury or illness.

EXCEPTIONAL STUDENT EDUCATION (ESE)

Franklin Academy provides a variety of ESE services at the school site. Eligibility for the ESE Program is based on district and state requirements. An ESE Coordinator is available onsite to facilitate implementation of the student's Individual Education Plan (IEP), Education Plan (EP), or 504 Plan.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The revised Family Educational Rights and Privacy Act (FERPA) became a Federal law in November 1974. The intent of this law is to protect the accuracy and privacy of student educational records. Without your prior consent, only you and authorized individuals having legitimate educational interests will have access to your child's educational records. In special instances, you may waive this right of access in writing to allow other agencies working with your child to have access to those records.

FIELD TRIPS

Field trips are arranged periodically by faculty as an enhancement to the learning process. Prior written permission of the parent/guardian is required before the student may leave campus. Special permission is required for all trips that require transportation on a bus. No student will be allowed to go on a field trip without written consent for the trip (telephone consent will not be allowed). Students may not be transported in personal vehicles.

Parents may be asked to assist the teacher as chaperones. Parents serving in this capacity may not have other children (siblings) accompany them. Parents who are officially selected to be chaperones may count their hours on the field trip as parent service hours. The *Guidelines for Chaperones* form must be signed prior to any parent serving as a chaperone on a field trip. Parent chaperones are required to adhere to these guidelines.

Participation in field trips is a **privilege**. Students serve as representatives of the school; therefore, they may be excluded from participation in any trip for reasons related to misbehavior or misconduct. Students must follow all instructions given by staff or any other adult in charge while on the trip, including while on the bus and while at the field trip site. A student who fails to follow instructions will be issued an appropriate consequence upon return to school. If a student is suspended during the first semester, they may be excluded from participating in any field trips, dances, or special events during the first semester. If a student is suspended during the second semester, they may be excluded from participating in any field trips, dances, or special events during the second semester. Students are to wear their uniform on field trips for security reasons (unless authorized otherwise by Administration). **Early dismissal from a field trip site is not permitted. Students with any outstanding financial obligations will not be permitted to attend field trips.**

FLORIDA STANDARDS (FS)

As Florida's schools continue to incorporate the *Florida Standards* (FS) for English Language Arts and Mathematics, classroom instruction will look increasingly different. Parents and students can expect to see more collaborative group assignments, subject overlap, and in-depth reading assignments in all curricular areas. Students can get an early start by focusing *now* on the new expectations, some of which are listed below:

- ***More Non-fiction:*** Students will be reading more informational and increasingly complex text as they move through the elementary and secondary grades. Teachers in all subject areas will increase focus on reading and comprehension.
- ***More Evidence:*** Students will be expected to write more and write better, using facts, details, and examples to inform, describe, and explain. In reading, students will be required to make *evidence-based* claims about what they read. In writing, students will be asked to cite evidence to justify their statements rather than rely on opinions or personal feelings.
- ***More Complexity:*** Students will be expected to read and comprehend increasingly complex texts.
- ***More Speaking/More Listening:*** Students will be expected to demonstrate that they can speak and listen effectively. Students will be assessed for both speaking *and* listening skills. In the classroom, this means more small-group and whole-class discussions. Expect teachers to teach and evaluate students on how well they understand the speaker's points.

FOOD POLICY

Recent changes in society and our environment necessitate that we use caution in allowing students to bring food items to share in the classroom. Increases in food-borne pathogens that can lead to severe illness and an increase in the number of students with potentially lethal food allergies dictate that the any food shared in school **must be from an inspected commercial facility/store-bought** and must be clearly labeled with its contents.

GRADING & STUDENT PROGRESSION PLAN

Franklin Academy follows the district's *Student Progression Plan*, where applicable. This policy and the related policies referenced therein constitute the student progression plan for the district. The purpose of the Student Progression Plan is to establish the standards for quality instruction, delineate the criteria for promotion, and provide equal educational opportunities to all students, ensuring no child is left behind. Our curriculum is correlated to the *Florida Standards* (FS) for English Language Arts and Mathematics and the *Next Generation Sunshine State Standards* (NGSSS) for Science and Social Studies, as required by Florida law.

ASSESSMENTS:

Section 1008.22(3), F.S., states, "Participation in the assessment program is mandatory for all school districts and all students attending public schools…." Section 1008.25(4)(a), F.S., states, "Each student must participate in the state wide, standardized assessment program required by s.1008.22."

All students in grades K-8 will participate in benchmark testing on a regular basis to assess academic levels with regard to meeting grade level standards. Parents will be notified in advance of the dates and times for test administration. These assessments are achievement tests that identify student learning gains or readiness for promotion. Franklin Academy can provide additional information regarding specific tests.

GRADING SCALE		GRADE WEIGHTS	
GRADE	**PERCENTAGE**	**CATEGORY**	**PERCENT**
A	90 – 100%	Classwork	25%
B	80 – 89%		
C	70 – 79%	Quiz	35%
D	60 – 69%		
F	59 or Below	Test	40%
I	Incomplete		

MISSING ASSIGNMENTS & TESTS DUE TO ABSENCES:

All students are expected to make up work missed during an absence. For absences due to (a) illness of student, (b) illness of an immediate family member, (c) death in the family, the absence is excused hence full credit will be awarded as long as the student makes up the work during the appropriate time frame. A student has **TWO days** to make up the work for each day the student is absent, **not including the day of return**. However, previously assigned work is due the day of return.

Students who have an *unexcused absence* will follow the policy for Missing Assignments & Tests due to late work.

MISSING ASSIGNMENTS & TESTS DUE TO LATE WORK:

All students are expected to make up work missed for any reason. Late work will be graded and 10 points will be deducted from the grade earned for each day it is late, up to five (5) days. Late work submitted after this time frame will receive half-credit (50%) of the grade earned. Late work will not be accepted if the grading quarter in which it was assigned has ended.

PLACEMENT PROCEDURES:

Grades 6-8: Beginning in sixth grade, students may be placed in advanced classes based on standardized assessment scores, the Franklin Academy Placement Test, and final grades from the previous academic term.

PROMOTION CRITERIA:

Grades K-5: In addition to specific elementary promotion criteria for reading and mathematics outlined in Broward County Public School's *Student Progression Plan*, promotion decisions must take into account student's proficiency in

writing. The evaluation of each student's progress must be based upon classwork, observations, tests, district and state assessments, and other relevant information including final grades on report cards.

Grades 6-8: To be promoted, students in grades 6-8 must pass a minimum of four (4) subjects, two of which must be in English, mathematics, science, or social studies. Students who fail any of the four (4) core classes may be given the opportunity to meet the requirements of the course(s) in place of an elective(s) the following year.

Promotion to 9th grade will require passing:

- Three (3) middle school or higher, year-long courses in English
- Three (3) middle school or higher, year-long courses in mathematics
- Three (3) middle school or higher, year-long courses in science
- Three (3) middle school or higher, year-long courses in social studies
- Required course in Career Education
- Other promotion requirements may apply in accordance with state and district guidelines

GRIEVANCE PROCEDURE

If a student or his/her parents feel they have a grievance or complaint they should do the following:

- Carefully analyze the problem - be sure you have all the facts.
- Seek to resolve the problem with the teacher if applicable.
- If there is no solution, meet with School Administration. If you feel further action is necessary, you may contact our Board Liaison, whose email address is located on the school website.

GUIDANCE SERVICES

Franklin Academy employs a full-time certified school counselor. The School Counselor assists students, parents, and staff members with student guidance and academic advising. The School Counselor is available by appointment to discuss student issues with parents/guardians.

The Guidance Department provides special services to assist and supplement the work of the homeroom and the classroom teachers. All information discussed with guidance personnel is held strictly confidential. The School Counselor subscribes to the following tenets of the counseling process from which professional responsibilities are derived:

- Each person has the right to respect and dignity as a unique human being and to counseling services without prejudice as to person, character, belief, or practice.
- Each person has the right to self-direction and self-development.
- Each person has the right of choice and the responsibility for decisions reached.
- Each person has the right to privacy and thereby the right to expect the counselor-client relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

GUM CHEWING/EATING

Gum chewing on school grounds in strictly prohibited. In addition, eating during class is not permitted unless it is during the approved snack time.

HEALTH SCREENINGS/SUSPECTED HEALTH CONCERNS

Routine screenings such as vision, scoliosis, hearing, and BMI are conducted annually for certain grade levels in accordance with state laws. Please follow up with your child's health care provider if you receive a letter indicating your child did not pass a screening and return the requested documentation to the school office staff. If you do not wish for

your child to participate in any of these screenings, you will need to provide the school with written notification by completing the *School Board of Broward County Health Screening Opt-Out* form.

A student will be sent home if authorized school personnel detect lice and/or nits (lice eggs) in his/her hair. The entire class *may* be checked for any head lice if it is detected on a student in the class. Upon return, the student and parent must report to the office and the student will be checked by the school nurse to determine if any nits are still present before being re-admitted. Under no circumstances are parents permitted to check another student for lice and/or nits.

HOMEWORK (NO-HOMEWORK) POLICY:

Franklin Academy recognizes the important role that homework plays in the enhancement of a child's overall education. However, Franklin Academy also recognizes that these benefits must be weighed against legitimate family concerns and desires to have their children participate in after-school activities, religious and family events, as well as much needed leisure and downtime. Studies have shown that any activity, no matter how rewarding, can only be rewarding for a limited time.

Therefore, the Franklin Academy no-homework policy strives to create a balance between the need to give homework and the needs of the family. For these reasons, homework is individualized to meet the specific needs of each student. There are times when, in order to tailor a curriculum that meets each child's specific needs, teachers may assign individualized reinforcement or extra practice in accordance with a child's level within the class.

HONOR ROLL CRITERIA

FRANKLIN ACADEMY HIGH FLYERS: A student must earn a grade of "A" (90-100%) in **all** subject areas including special areas classes and physical education. The distinction of "High Flyer" is a privilege and carries with it the requirement of no more than one (1) disciplinary referral per quarter.

A/B HONOR ROLL: A student must earn a grade of "A" (90-100%) or "B" (80-89%) in **all** subject areas including special area classes and physical education. The distinction of "Honor Roll Student" is a privilege and carries with it the requirement of no more than two (2) disciplinary referrals per quarter.

See *National Junior Honor Society* for more information.

INSTRUCTIONAL BOOKS, EQUIPMENT, MATERIALS, AND SUPPLIES

All textbooks and library books needed by students for school are furnished by the school. The school also provides the materials and equipment requested by teachers for classroom instruction. Students need to realize that books and materials are costly and must be cared for properly. A fee will be assessed for damaged or lost books and/or materials. Students must learn to be responsible for the care of personal and school materials.

Supply lists will be provided for all students. These lists can be found on our school website or obtained through the front office. Students are expected to provide all of the basic supplies. Please help your child come prepared for school by packing his/her supplies in the evening to avoid the last minute morning rush. Ultimately, it is the student's responsibility to check and be sure that everything needed for the next day has been packed.

LABELS

Please have your child's name on all personal property such as: lunch boxes, school jackets, binders, etc.

LATE FEES

Parents of students in grades K-5 not picked up by 2:45 pm will be charged a late fee of $1.00 per minute, per student. Parents of students in grades 6-8 not picked up by 3:45 pm will be charged a late fee of $1.00 per minute,

per student. The late fee policy applies to all before-school/after-school/after-hours events and activities including but not limited to late pick up from after-school clubs, special events, etc.

LIBRARY BOOKS

When a student checks out a book from the library, he/she is responsible for that book until it is properly returned. Library books must be returned within two weeks from the date of check out. If a student needs a book for an additional week, he/she may ask the Media Specialist to renew it for them. Renewals will be granted at the Media Specialist's discretion.

Students may check out up to two (2) books at any given time. Students with overdue books may not check out additional books until all overdue books are returned and all fees have been paid.

Any student who loses a book or returns a book that is damaged beyond repair is responsible to pay a replacement fee as determined by the Media Specialist. Damage beyond repair includes, but is not limited to: removal of barcode, laminate covering, or labels; water or food damage; writing on or marking up of books. Books will be considered lost when the late fee exceeds one half of the replacement cost.

Please DO NOT attempt to repair books at home. The library has special materials for book repair. Normal wear and tear is expected and a student will not be charged for minimal damage that can be repaired by the Media Specialist. "At home" repairs may result in a ruined book and the student will be charged a replacement fee.

LOST AND FOUND

Throughout the school year, items that have been lost are turned into the school office. Many of these issues would be solved if clothing and personal belongings were labeled with the student's name. Any time a student loses an item, he/she may go to the designated lost and found area to claim it. There are many lost items that are never claimed each year. These items are donated quarterly to various charitable institutions. Therefore, **please label your child's personal belongings**, making them easier to return to the student.

MEDIA CENTER POLICY FOR STUDENTS

The school Media Center is open from 7:00 am until 3:00 pm daily. Media Center passes for before and after school research and checkouts are available for students from the Media Center staff.

MEDIA RELEASE

Franklin Academy or any school approved agent may take photographs/video of students for the purpose of promoting the school or demonstrating the school's accomplishments and activities. Photos may be published on brochures, school website, flyers, advertisements, etc. Consent forms are signed by parents as part of the registration process.

MEDICATION

Teachers and students may not hold or dispense any medication for student use unless there are special circumstances of a field trip and proper guidelines have been followed. All medications must be handled through the school clinic. Students are not permitted to keep any medication, prescription or over the counter, with them. If a child with severe asthma needs an inhaler with him/her at all times, this can be arranged with the school nurse with proper documentation from a physician.

Students requiring medication during school hours are to leave all medications or prescriptions in a locked closet in the clinic. Parents of students receiving medication regularly for allergies, etc., are required to inform the school in writing. Such information is recorded on the Health Information Sheet in the clinic and the homeroom teacher is notified.

Information with regard to allergies, medications, etc. must be kept up-to-date. Pursuant to the Federal Lunch Program guidelines, a doctor's note will be required if a student cannot drink milk and needs an alternate beverage at lunch.

Parents are encouraged to give medicine before or after school, if at all possible. Parents must personally deliver and pick up any medication that is dispensed through the clinic. A parent may report to the office for a child to be excused from class so that he or she can administer medication.

Any medication that is given during the school day must be in accordance with the following:

A M*edical Release Form* signed by the parent and the child's physician must be on file before medication can be administered. Over-the-counter medication(s) such as acetaminophen, ibuprofen, cough medicines, may not be brought to school without a completed and signed (by physician and parent) Medication Permission Form. All forms must be renewed each school year. The form may be found in the Broward County Code of Student Conduct on the school website. Under no circumstances will any drugs be dispensed without a current form on file. **All medication must be in the original container with a current date, the doctor's name, and directions for administration.** All medication must be removed from the clinic before the last day of school. All medication will be discarded on the first weekday following the last day of school.

Teachers will guard students against the unauthorized use of all medications. The teacher will assist in ensuring that all prescribed medications are taken by sending the student to the clinic at the time designated on the official medication form.

NATIONAL JUNIOR HONOR SOCIETY (NJHS)

The National Junior Honor Society (NJHS) is the nation's premier organization established to recognize outstanding middle school students. More than just an honor roll, NJHS serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character. Information regarding qualifications for membership, membership process, and service of these organizations will be posted on the school website.

NEWSLETTERS

Our monthly school newsletter is posted on our school website to provide school updates, upcoming events, and other important information. Please be sure to visit our school website on a regular basis.

OFFICE

All exterior doors will be locked once students have arrived, with the exception of the front office doors. Visitors must report to the office through the front entrance. Staff members will monitor doors at all times. Students are not to open any outside doors for anyone.

VISITORS:

Visitors, **including parents,** are **NOT** permitted to go to their child's classroom unannounced during school hours as this disrupts the normal routine and instruction. **For the safety and protection of all students, visitors (including parents) must sign in and out at the front desk, state who they are visiting, the purpose of the visit, and obtain a visitor's pass before proceeding to a classroom.** Per the *Jessica Lunsford Act*, all visitors must have photo identification and will be scanned using the **Raptor Visitor Management Software** linked to the Florida Department of Law Enforcement (FDLE) database. Your cooperation will enable the school to provide a safe and orderly learning environment for all students. If you wish to meet with a teacher, please make arrangements for a conference with the teacher via the front office or through email (all email addresses are listed on our Student Information System (PowerSchool) and through the school campus-specific website).

TELEPHONES:

The school has a business telephone to help facilitate the business of the school and the lines must be kept open. Students may not use the telephone without permission and are reserved for emergency use only. It is difficult to deliver a personal message to an individual student without interrupting the instructional program. Only emergency messages will be delivered to the student in the classroom.

General use of the office telephones by students is discouraged. No phone calls will be allowed for missing assignments, musical instruments, lunches, or after school plans. A teacher may send a student to the office with a note authorizing use of a phone when necessary. Students may not use phones in the classroom, music department, or physical education office during the school day. Teachers will encourage students to come to school prepared and to make social and transportation plans ahead of time. Please refer to the section in this document regarding usage of "cellular phones."

PARENTLINK

Franklin Academy utilizes **ParentLink** as a tool to promote home-school communication. This technology gives our school the ability to deliver phone and email messages about school functions and other non-emergency alerts, and deliver phone and email messages concerning school or district emergency situations. Please be sure to keep your telephone and email contact information current to ensure delivery of all ParentLink messages.

PARENT SERVICE HOURS

Parent involvement plays a vital role in a student's academic success. Parent involvement fosters an atmosphere of safety and security and is proven to enhance learning gains in students. Parents are required to provide 20 hours of service to the school throughout the year for one student and 10 additional hours if more than one child is enrolled (30 hours total for a family with multiple students enrolled). Parents have many opportunities to volunteer their time both at school and at home. Opportunities to accrue service hours will be available throughout the school year, based on the school's needs. Opportunities are listed on the school website. Parents can earn one (1) service hour for attending each PTO or EESAC meeting.

- **Half of the service hours should be completed by January 15th and all service hours must be completed by the last day in May**. Incomplete service hours may result in the possibility that your child will lose his/her enrollment for the next school year.
- Volunteers are required to sign in and out with the front desk and will receive a visitor's badge, which must be worn at all times while at the school or with students. If a parent fails to sign out after volunteering, the hours will not count toward the service hour requirement. The office will determine where and when a volunteer is needed within the school.
- Volunteers will be assigned only to staff members requesting assistance.
- Punctuality and reliability are expected since teachers plan for volunteer assistance.
- Comparing and criticizing teachers and students is not acceptable volunteer behavior.
- Volunteers should be in good physical and mental health.
- Volunteers are expected to be well groomed and appropriately dressed.
- Volunteers should set a good example for students by their manner, appearance, and behavior.
- Volunteers will be allowed in the classrooms during instructional time ONLY when the office receives prior written notice by the teacher that a volunteer is scheduled to be in the classroom.
- Service hours may be performed by parents, legal guardians, and immediate family members. Exceptions to this limitation will be allowed only with prior approval and at the discretion and review of the administrative staff.

PARENT TEACHER ORGANIZATION (PTO)

A great portion of each child's day is spent at school; therefore, his/her growth and development become a joint responsibility between the home and school. Everyone is urged to become active in helping further the goals and growth of the PTO. The faculty, staff, and Administration encourage all parents to become active members supporting the school and the organization. Officers will be elected yearly according to the school bylaws. Officers are expected to work for the good of the school and students, in accordance with their job descriptions.

The PTO will sponsor fundraisers throughout the school year. Monies generated by fundraising events will be used to enhance the overall student and staff experience, purchase materials and equipment for the students, and support school programs and initiatives as recommended by the Principal. PTO board meetings will be held regularly and are open to anyone who wishes to attend. All active members are eligible to vote on issues brought before them for consideration during the general PTO meetings. Parents receive one (1) service hour for attending general PTO meetings. The PTO may be contacted at pto-pp@franklin-academy.org. **Please remember that PTO meetings are not the forum to voice complaints about staff or school issues. The PTO board will not permit these questions or comments. If you have a concern, please follow the procedures for grievance located in this handbook.**

PAYMENT POLICY

No cash payments will be accepted. All payments must be made by check or major credit card. Credit card payments may also be made online. **Franklin Academy will stop accepting personal checks on May 1st each school year. After May 1st, all payments must be made by Money Order or Credit Card.**

It is the responsibility of the parent to prepay via check or online payment for student lunch accounts. Any student with a zero or negative lunch balance will receive a jelly sandwich, drink and a payment reminder. Parents are responsible for monitoring lunch balances via PowerSchool.

Parents that submit checks returned due to insufficient funds, stop payment, or other issue will be charged a $25.00 returned check fee per check in addition to the amount of the check.

After two returned checks, the school will no longer accept personal checks. Payments may only be made by money order or credit card payments. **Any student with a negative lunch balance, returned check, late fees, or overdue book(s), will not be permitted to participate in field trips or special activities until all outstanding balances are paid in full.**

PETS

Parents are asked to cooperate with the school regarding the bringing of pets or other live animals to school for any purpose. Teachers will send written notices home if and when animals are permitted in the classroom. Pets must be kept inside vehicles while on school grounds.

PLAGIARISM/ACADEMIC DISHONESTY

Plagiarism, or the practice of taking someone else's work or ideas and passing them off as one's own without proper acknowledgment, is NOT permitted. Plagiarism/academic dishonesty includes, but is not limited to, cheating, fabricating information or making up sources, and improper collaboration. All acts of academic dishonesty violate the very spirit of our school, undermine the student's learning, violate the trust between teacher and student, and diminish the value of the learning process for all students.

For these reasons, academic dishonesty is taken very seriously at Franklin Academy, with consequences ranging from failing the assignment or the course to being suspended by school administration. Assignments found to be plagiarized

to any degree will earn a grade of zero and the parent/guardian will be notified. A student who allows another to copy his/her work will receive the same penalty.

POWERSCHOOL (STUDENT INFORMATION SYSTEM)

All parents will have access to PowerSchool, our official parent student information system, via the Internet. User names and passwords are available through the front office. Parents can get up-to-date grades, attendance, and tardy records while also having access to email teachers, view school calendar, and see how your child is faring with the Florida Standards (FS) in each class and on assessments. It is very important that you keep phone numbers, addresses, and contact information updated on PowerSchool. The Parent Portal can be accessed via a web browser or with the free PowerSchool for Parents App. When you first enroll your child(ren) in Franklin Academy, you will receive a letter with your Access ID and Access Password. These two items allow you to create your Parent Portal login. If you do not have your access information, please contact the school.

PROGRESS MONITORING PLAN (PMP)

A Progress Monitoring Plan (PMP) will be developed for any student in grades K-8 who is not meeting State and District Levels of Proficiency. The PMP will focus learning resources on a student's targeted learning deficiencies. Parents are a vital aspect in the development and implementation of the PMP. They will be invited to a conference to discuss the plan and provide input. Intensive remediation in the areas of concern will begin immediately. Students receiving services through the Exceptional Student Education program may not have a separate PMP developed.

PROGRESS REPORT DISTRIBUTION

Progress reports are issued midway through each nine-week grading period as indicated on the school calendar. This report informs parents/guardians of their child's academic progress before final grades for the quarter are issued. We encourage you to discuss any concerns indicated on the progress report with your child and his/her teacher(s). Progress report *envelopes* are to be signed and returned promptly.

REPORT CARD DISTRIBUTION

Report cards are issued on a quarterly basis as indicated on the school calendar. Report cards will go home and parents are asked to sign and return all *report card envelopes* by the following day. Students attending Franklin Academy must be in attendance at least 10 days before a grade can be given by the teacher in a given quarter. Final grades for students entering the school late in the year are based on an average of the prior school's grades and Franklin Academy grades.

RESPONSE TO INTERVENTION (RtI)

Response to Intervention is a multi-tiered approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

SCHOOL CLOSINGS

In the event of a campus emergency, weather emergency, or other unusual event that would necessitate the closing of school, the process and updates will be made available on the Franklin Academy website and by Parent Link as long as electrical power is available. In order for the email system to be effective, it requires that we have an accurate

database with current parent contact information. Please notify the front office anytime you change phone or email contact information. Please follow *Broward County Public School Districts Closings* alerts carefully.

SEVERE WEATHER INFORMATION

Franklin Academy will follow the same instructions as Broward County Public Schools in case of severe weather emergencies. Parents should watch the local news for information regarding school closings. The campus is equipped with early warning devices. In the case of extreme weather conditions, students will not be allowed into open-air hallways in the back section of the school and will be held in the classrooms.

SIBLING LINK

Students enrolled in grades K-5 who have a sibling enrolled in grades 6-8 will be permitted to remain on campus in a supervised environment until their sibling is dismissed at 3:15 PM. Additionally, 6th through 8th grade students who have siblings in grades K-5 may arrive on campus beginning at 7 AM with their K-5 sibling. This is a no-cost service to our families. Please be advised that Sibling Link services are provided for eligible students only. Please note that if your child is on campus before or after his/her designated arrival and/or dismissal time, you will be asked to pick up your child and a late fee of $1.00 per minute will be assessed and posted to your account in accordance with the terms and conditions outlined in our Parent/Student Handbook as well as the Parent-School Contract.

SNACK POLICY

Franklin Academy requires that all food served or consumed on campus must be with the intent of promoting student health and reducing childhood obesity. Therefore, the following healthy snack guidelines have been established for students in grades K-8: fresh or dried fruit, banana or apple chips, raisins, carrot or celery sticks, baked tortilla chips, cheese crackers, pretzels, granola bars, rice cakes, animal crackers, graham crackers, and string cheese. This list was created under the simple guidelines of decreasing (not eliminating) calories from sugar and fat, while increasing students' consumption of whole, nutritious foods. **Students in grades 6-8 are permitted to have a healthy, nutritious snack during the last five (5) minutes of second period only.** Students may NOT consume carbonated or caffeinated beverages while on campus.

STUDENT RECORDS

Student records and grades may not be released until property and textbooks have been returned and/or applicable fees paid. All accounts from the Media Center, cafeteria, textbooks, fundraisers, etc. must be brought up-to-date prior to any records being released. The final report card will be held until all account balances are cleared.

STUDENT RIGHTS

Students have the right to feel safe from threats and bodily harm. Disruptive behaviors are never acceptable, and when they occur, they will result in time-out, exclusion from participation in class activities, detentions, suspension, or expulsion. **Parents who have a conflict with a student other than their own child are requested to speak to Administration**. **At NO TIME may parents approach the student or other parents directly**.

All students and employees will be treated with respect. Slurs, innuendoes, hostile treatment, violence, or other verbal or physical conduct against a student, parent, or employee will NOT be tolerated.

TECHNOLOGY USAGE POLICY

Computers, networks, digital curriculum and resources, and online communications and information systems are becoming more commonplace in our classrooms and media centers every year. While these systems deliver a huge number of resources to our classrooms, their ability to serve students and teacher depends on the responsible and

ethical use of every device and system. Franklin Academy is responsible for securing its network and computing systems in a reasonable and economically feasible fashion against unauthorized access and/or abuse, while making them accessible for authorized and legitimate users. As part of this network system, users are responsible for respecting and adhering to school, local, state, federal, and international laws. Any attempt to break those laws through the use of the network may result in litigation against the offender by the proper authorities. Students accessing the network and computer systems are solely responsible for all actions taken while online and will adhere to the *Internet Policy & Guidelines* and submit a signed *Technology Usage Acknowledgement* before they are allowed to access the Internet.

TRANSFER STUDENTS

Transfer students are students who enter the school after the start of the school year. As available, students' previous school records will be used to determine grade level proficiency and placement in accordance with the Broward County Public Schools Student Progression Plan. Appropriate placement of transfer students shall be based on one or more of the following criteria:

- Previous placement at a school accredited by a state or regional accrediting agency
- Validating examinations
- Scholarship performance during trial placement

Diagnostic assessments to determine grade-level placement may be administered to any child new to our district, especially when records are not available, as in the example of students coming from a home-school environment. An Academic Improvement Plan (AIP) will be written, if necessary.

WITHDRAWAL PROCEDURES

Parents/Guardians must complete a withdrawal form with the Registrar when a child leaves the school during the school year. Be sure that the child has returned all school property before he/she leaves the school. All obligations and debts must be paid prior to records being released. An exit interview with a member of the Administrative Team will be required before finalizing the withdrawal process.

FRANKLIN ACADEMY
PARENT-SCHOOL CONTRACT
2015-2016 SCHOOL YEAR

This **Contract** between the **Parent(s) and/or Guardian(s)** of below-named Franklin Academy student and **Franklin Academy** stipulates the commitments required of all Franklin Academy families. At Franklin Academy, we believe that a safe and orderly environment is a vital component of our instructional program. Providing such an environment while developing appropriate skills, attitudes and personal responsibility is embedded in every staff member and student. Each parent and/or guardian must take an active role in supporting this plan. In order for students to learn to be responsible citizens, parents, guardians and school staff must work together to create the proper learning environment and set an example with positive actions and behaviors. Therefore, all Franklin Academy students are required to have their Parent(s) and/or Guardian(s) enter into this contract which establishes the requirements of all Franklin Academy families.

1. Contractual and Financial Matters

a. This Contract must be signed by the Parent(s) and/or Guardian of each Franklin Academy student each school year and is part of the registration requirement.

b. All financial obligations for all prior school year(s) must be met by May 1 of the current calendar year. Recommitment for subsequent school year is conditioned upon satisfaction of this provision.

c. The timely payment of all invoices for balances due to Franklin Academy (e.g., for outstanding lunch balance, late pickup fees, returned check fees) is a contractual duty on the part of the family of each student. Therefore, I/we agree that I/we will make such payments by the designated due dates.

d. I/we expressly agree that my child will not be allowed to participate in any extracurricular activities (e.g., field trips, dances, sports, after school clubs) if there is an outstanding balance due to Franklin Academy on my child's account.

2. Academic Matters

a. I/we agree to stay informed about my child's education and be responsible for my child's academic progress. I/we agree to maintain communications with the school by promptly reading all notices from the school received by my child whether through hand-carry by my child, mail, or email. I/we also agree to respond to such communications as appropriate.

b. I/we agree to monitor my child's academic progress in PowerSchool, and through other school-home communications (e.g., agendas, teacher websites, and weekly folders). I/we will communicate with the teachers regarding my child's academic progress as needed, or as directed by the school.

3. Attendance and Transportation

a. I/we will ensure that my child arrives at school on time, completes a full day of school, and is not absent without a justifiable cause. I/we will monitor my child's attendance and tardies to ensure compliance with state attendance requirements.

b. I/we will provide transportation to and from school for my child if the school's limited transportation does not serve my area.

c. I/we shall drop off my child in the location and manner designated by the school. My child shall be dropped off in a timely manner to allow him/her to arrive in his/her classroom at the start of homeroom.

Specifically: *(Parent/Guardian must initial each item)*

- No Dropping Off Early – I/we shall not drop off my/our child before the scheduled time appropriate for grade level, as determined by school policy. Parent/Guardian: _____
- No Offsite parking – I/we will not pickup nor drop-off my child at any location off campus and have my child walk to/from school. (e.g. no parking in the neighborhood shopping centers or developments, to have my child walk to/from school; no illegal parking) Parent/Guardian: _____
- No arriving for pickup prior to scheduled time appropriate for grade level, as determined by school policy (e.g. no early stacking down the street) Parent/Guardian: _____
- No Parking Offsite for Parental Walk-Up Dismissal – I/we will not park offsite and walk to the school to pickup my/our child during dismissal. Parents of students registered as walkers/bikers who come to the school during dismissal must walk/bike all the way home with child. Parent/Guardian: _____
- Dash Placards – I/we will have our dash placard visible the entire time I/we are on campus during dismissal. The placard will be the correct color and will indicate my child's name and grade level. Parent/Guardian: _____
- No Mobile Phones In Car Line – I/we understand that using a mobile phone in car line during drop-off or dismissal is prohibited because it is a safety issue that puts parents, staff and students in danger. Parent/Guardian: _____
- I/we understand that no child will be released as a walker/biker without the "Walker/Biker Registration" form being completed. I/we also understand that once a Walker/Biker Registration is completed, my child must walk/bike all the way home and not be picked up after leaving school grounds. Parent/Guardian: _____
- I/we expressly agree that "Early Dismissal/Sign-Out" ends at 1:45 pm each school day and that no child can be dismissed from school early after that time. Parents shall not schedule student appointments that require student to be released after this time. Parent/Guardian: _____

4. Code of Conduct

a. I/we agree to adhere to school operations guidelines (e.g., drop off and pick-up rules and procedures, early dismissal, dress code requirements).

b. I/we agree to purchase required school uniforms for my child from the specified vendor and only from the specified vendor and ensure that my child(ren) is/are dressed in the required school uniform every day (including appropriate shoes, hair, socks, outerwear, and belt). I/we agree that my child will not wear unapproved clothing to school.

c. I/we agree to provide lunch or purchase lunch from the school-approved service provider for my child each day.

d. I/we understand there is a code of conduct for all school students. I/we am/are responsible for ensuring my child understands the guidelines and expectations of being respectful, courteous and polite to the entire Franklin Academy community.

e. I/we expressly agree that any of the following actions by me or my child may result in the dismissal of my child from Franklin Academy and in my child losing the privilege of registering for future school years:

(Both the Parent/Guardian and the Student must initial each item)

(1) Disruptive behavior or actions posing any threat or danger to himself or herself or anyone else;
Parent/Guardian: _____ Student: _____

(2) Earning a third school detention or school suspension;
Parent/Guardian: _____ Student: _____

(3) Bullying, or witnessing bullying without reporting the action to a Franklin Academy staff member;
Parent/Guardian: _____ Student: _____

(4) Defacing or destroying school property;
Parent/Guardian: _____ Student: _____

(5) Carrying any weapon, or threatening a person with a weapon (whether or not the weapon is actually carried by the student);
Parent/Guardian: _____ Student: _____

(6) Misbehaving, or causing unsafe conditions while in school or on the school bus;
Parent/Guardian: _____ Student: _____

(7) Falsifying any document submitted to the school, or failing to provide complete and accurate information as required on a school-provided form.
Parent/Guardian: _____ Student: _____

(8) I/we understand that failure to comply with dress code will void my child's recommitment to Franklin Academy. (e.g. unusual hair color, un-tucked shirts, failure to wear a belt or the approved footwear, etc.)
Parent/Guardian: _____ Student: _____

6. **School Service Program**
   a. I/we agree individually to participate in the school service program and will contribute 20 hours of service to the school over the course of the academic school year for my/our first enrolled child. I/we will further contribute 10 hours of service if I/we have more than one child enrolled in the school.

I/we understand and agree that Franklin Academy is a school of choice. I/we have elected to send my child to the school. If I/we do not fulfill the terms and conditions described above, I/we agree that my child may be dismissed from Franklin Academy or I/we shall lose the privilege of registering my child for any future school year.

Child's Name: _____ Grade Level: _____

I/we understand and agree to be bound by the terms and conditions of this Contract.

_____ _____
Parent/Guardian Signature *Parent/Guardian Signature*

_____ _____ _____ _____
Printed Name *Date* *Printed Name* *Date*

TECHNOLOGY USAGE ACKNOWLEDGEMENT

Computers, networks, and online communications and information systems such as the Internet and email are becoming more commonplace in our classrooms and media centers every year. Digital curriculum and resources for students provided by Franklin Academy and the School Board of Broward County are becoming commonplace and accessible via the Internet. While these systems deliver a huge number of resources to our classrooms, their ability to serve students and teachers depends on the responsible and ethical use of every device and system.

Use of the school's technology and/or software for any unauthorized purpose is prohibited. This includes the unauthorized use of a computer/technology, including, but not limited to, accessing or breaking into restricted accounts or networks, creating, modifying or destroying files/records without permission, copying software, entering, distributing, or printing unauthorized files/records, uploading to the Internet and/or sharing or distributing, offensive or inappropriate material, including video, and any other misuse or violation of this policy.

School Board Policy 5306 defines the appropriate use of technology throughout the district. This policy describes how computers and networks must be used to support research and instructional activities in our classrooms, labs, and media centers. It also includes the use of the digital resources provided by the School Board. First, it promotes the use of technology as a powerful educational tool that is increasingly becoming a common part of every student's day. Second, it provides those students who used these computers, and the networks to which they are connected, to act in accordance with prescribed rules and behavioral codes detailed in the policy. Several major provisions are noted below. The full text of Policy 5306 is available on the School Board website. You may view the complete technology policy and all School Board policies at http://www.broward.k12.fl.us/sbbcpolicies.

RIGHTS:

- Students have a right to use appropriate online communications and information systems, the Internet and networks to increase their access to information and resources.
- Students have a right to use appropriate online communications and information systems, the Internet and networks to obtain information, create intellectual products, collaborate, and communicate for educational purposes.
- Students have a right to use appropriate online communications and information systems, the Internet and networks without the fear that their products or their personal reputation will be violated, misrepresented, tampered with, destroyed, or stolen.

RULES:

- Use of computers, networks, the Internet and online communication and information systems must be related to students' educational activities
- Students must recognize that computers, networks, and equipment used to support online learning are shared devices and agree to use them in ways which will maintain their continued operability for all users.
- No illegal activity may be conducted using the school's computers, networks, or online communication and information systems.
- Students must not access or distribute offensive, obscene, inflammatory, or pornographic materials, or participate in "sexting".
- Students shall not intentionally spread, or attempt to spread computer viruses, vandalize data, destroy hardware or equipment, infiltrate systems, or degrade/disrupt computer and/or network performance.
- All users of computers, networks, and online communications and information systems shall adhere to laws regarding copyright.

_____	_____
Student's Name (Printed)	Grade
_____	_____
Student's Signature	Date
_____	_____
Parent's Signature	Date

PARENT ACKNOWLEDGEMENT FORM

The Parent/Student Handbook describes important information about Franklin Academy, and I understand that it is my responsibility to read, understand, and abide by the rules and expectations. I should consult with a school representative regarding any questions not answered in the Franklin Academy Parent/Student Handbook. Since the information and policies described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

I have received access to the Franklin Academy Parent/Student Handbook and understand it is my responsibility to read and comply with the policies contained herein and any revisions that may follow.

Student's Name (Printed): _____

Student's Signature: _____

Student's Homeroom Teacher: _____

Parent's Name (Printed): _____

Parent's Signature: _____

Date: _____

VOLUME 1, ISSUE 1

SEPTEMBER 2014

Franklin ACADEMY

Bulldog Bulletin

Utilizing a single-gender educational model, our mission is to create life-long learners by promoting a culture of high expectations while emphasizing character development and adhering to the principle that all children can learn.

Inside This Issue

- Accelerated Reader
- Afterschool Clubs
- FL Art Educator of the Year!
- Florida Standards
- Gifted Program
- Hispanic Heritage Month
- Nurse's Corner
- Parent Service Hours
- Pinwheels for Peace
- PTO News
- Response to Intervention
- Scholastic Book Fair
- Tutoring Services

Principal's Corner

Greetings Franklin Families,

Thank you for contributing to a successful start of a new school year. I am thrilled to announce that Franklin Academy Pembroke Pines has been identified by the *Florida Department of Education* as a **high-performing charter school**! We are extremely proud of our accomplishments and excited to meet the new challenges that lie ahead.

We are halfway through the first grading quarter and are already seeing wonderful growth and progress in all of our students. By now, students in Kindergarten through Eighth Grade have participated in the first administration of ***Discovery Education Benchmark Assessments***. The data gleaned from this assessment will help our teachers drive instruction and target the specific needs of our students to help them meet with success on grade-level expectations. We encourage you to review these results with your child and make every effort to reinforce and support their learning at home.

Please be sure to visit our website on a regular basis for important updates and information. Of special importance is the tab for **"ONLINE RESOURCES"** which provides links to important digital platforms including Discovery Education, Think Central, Study Island and other grade-specific learning tools specifically designed to enhance student understanding of concepts and skills explored at school.

I look forward to partnering with you in this exciting educational journey!

Elena Diaz, *Principal*

IMPORTANT EVENTS

FTE/Spirit Week	10/13
PTO Meeting, 6:30 pm	10/15
Clubs Exhibition, 6:30 pm	10/15
K-5 Specials Open House	10/21
Early Release Day	10/23
Red Ribbon Week	10/27
School Pictures	10/30
Story Book Parade	10/31

GIVE PEACE A CHANCE!

Pinwheels for Peace is an art installation project started in 2005 by Ann Ayers and Ellen McMillan, art teachers at Monarch High School in Coconut Creek, Florida, as a way for their students to express their feelings about what's going on in the world and in their lives. The project was quickly embraced by students, the entire school community and by millions of art teachers, teachers, parents, children and adults who desire peace in our world. This year, *Art Club* and *Do Something* clubs created pinwheels to adorn the school's entrance way and promote peace in the world. Creative designs, slogans, and words that promote peace were added to the pinwheels by the students. As John Lennon said, "Give Peace a Chance!"

2014 Florida Art Educator of the Year!

We are thrilled to announce that our Middle School Art Teacher, Ms. Glenda Lubiner, has been selected by the Florida Art Education Association (FAEA) as the 2014 Florida Art Educator of the Year! Ms. Lubiner has been at Franklin since it opened its doors in 2012. She was the creative force and director of the amazing "Willy Wonka" play performed by Franklin students at the Miramar Cultural Center during the 2013-2014 school year. Ms. Lubiner is a National Board Certified Teacher, an editor and monthly column writer for the Arts and Activities Magazine, and a doctoral candidate at Nova Southeastern University. We are proud of Ms. Lubiner's accomplishments and fortunate to call her our very own!

Interview By Student: Iniya T.

Q: How long have you been teaching?

A: I have been teaching for 19 years.

Q: What degrees do you have?

A: I have a Bachelors Degree in Studio Art, Masters Degree in Art Therapy and I am currently finishing my doctorate in Educational Instructional Leadership.

Q: Have you received any awards in your career?

A: Yes. I was awarded Art Educator of the Year by Florida Art Education Association for 2014 and Art Teacher of the Year by Broward Art Education Association in 2012 -13.

Q: What do you do in your spare time?

A: I like to bake and I do a lot of homework.

Q: What is your favorite book?

A: Wicked.

Q: What is your favorite movie?

A: Wizard of Oz.

Q: What is your favorite song?

A: *The Way You Look Tonight,* by Tony Bennett.

Q: What does the future hold for you?

A: I will finish my doctorate and I will continue to work as an Art teacher and hopefully a professor at Nova University.

Ms. Glenda Lubiner, *Middle School Art and Drama*

Vamos A Explorar!

Students enrolled in Spanish are working on their celebrations for Hispanic Heritage Month! They are completing projects on Spanish-speaking countries and/or famous Hispanics in the U.S and will be teaching their class groups all about their findings.

Nurse Corner

My name is Sarah Hernandez and I am excited to join the Franklin Academy team as the school nurse. I am very excited about this new position and career focus. I will be focusing on the upcoming health screenings over the next several months. All kindergarten, first, third, and sixth grade parents will be receiving a letter regarding these health screenings soon. If you would like to volunteer to assist with the screenings or if you are a doctor and would like to assist, please do not hesitate to contact me. This is a great opportunity to earn service hours! Thank you in advance for your patience as I learn the "Franklin Academy ways". I look forward to a fun and exciting year as I get to know our wonderful families!

All students are required to participate in the Accelerated Reader (AR) Program. At its heart, AR is simple. Students read a book, take an AR Quiz, and get immediate feedback. Students get excited and motivated when they see their progress, and teachers can easily monitor and manage students' independent reading practice. We have seen a tremendous improvement in all subject areas because of this program. In grades 3-5, students should be reading no less than 30 minutes per night. In the middle grades, students should be reading 45 minutes per night. See the chart below for reading guidelines for K-2:

K: no less than 10 minutes per night

1: no less than 15 minutes per night

2: no less than 20 minutes per night

PTO News

As your Parent Teacher Organization (PTO), we would like to welcome you to the 2014-2015 school year! Thanks to all of the families that have signed up so far to be part of the PTO. We hope all of you are getting mileage out of your PTO discount cards- we know we are! With your $10 contribution, our school will be able to put together some great school-wide activities and initiatives that will directly benefit our children. We have been planning many events that bring the Franklin community together including movie nights, food truck nights, family outings, and so much more!

If you haven't joined yet, PTO memberships are still available. Not sure about joining? Check out the "Top Reasons for Joining the PTO" on our Facebook Page. We are looking forward to an excellent year!

PTO Executive Board

President: Tamera Gibson
Vice-President: Erika Leon
Secretary: Annie Gallor
Treasurer: Juliana Ruiz

Parent Service Hours

As defined in the Parent School Contract, the established Franklin Academy service hour minimum requirements are as follows:

- First Student: Twenty (20) service hours per school year
- Each Additional Student: Ten (10) service hours per school year

It is our goal to have every parent at Franklin Academy become a part of their child's education. As parents, you may acquire service hours by volunteering your time to support several different areas of our school (lunchroom, classroom, arrival, dismissal, special events, etc.). Research shows that when parents are involved in their children's education, the children are more likely to:

- Earn better grades
- Score higher on tests
- Have better social skills
- Show improved behavior

This school year we are fortunate to have our very own *Parent Service Hour Coordinator*, Mrs. Amaris Alvarez. Mrs. Alvarez has been working diligently to develop a plan for this year. In order to help you fulfill your hours, we will continue the use of the ***Your Volunteers*** website. This site is an interactive web calendar that will allow you to view and select service hour opportunities.

We encourage you to register at https://yourvolunteers.com through our Franklin Academy Website in order to be informed of various opportunities being offered throughout the year. If you have any questions regarding your service hour obligation, please do not hesitate to contact your Service Hour Coordinator, Amaris Alvarez, at: Parents-PP@Franklin-Academy.org. We look forward to seeing all of you become a part of the Franklin family through your involvement.

Book Fair: Sir Readalot's Castle

What a success you made the Franklin Academy book fair! What an experience students had at Sir Readalot's Castle, a true celebration of books and reading. Thank you for your help families, for jumping at the opportunity to get involved in a universal mission: *encouraging kids to read every day so they can lead better lives.* Reading is the most important skill you can teach a child. Of all the skills children learn, it is the one you can influence the most. Giving kids access to good books and the opportunity to choose books will motivate them to read more. Like most acquired skills, the more kids practice reading, the better they will get. We know you believe this too, given the support you have shown for the book fair.

Your support of our Scholastic Book Fair was incredible. In recent years, our school has sold $46,562.84 in books through Book Fairs. You have been successful in putting approximately 9,312 books into kids' hands. All profits from these events have been put back in to the elementary and middle school media centers through books and reading materials. What a supportive community you are! Digital cameras, video cameras, and an online resource: Scholastic Go, will be possible through your purchasing of books at this year's fair. We had a community of support that made this event possible. Thank you to our administration, teachers, staff, volunteers, PTO, and our students who collectively shared enthusiasm for reading. When we come together to support literacy, great things happen. Thank you!

Response To Intervention (RTI)

We are proud to announce that our RtI/Student Intervention program is in full swing! Response to Intervention (RtI) has been described in Florida as a Multi-Tiered System of Supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In addition to Tier III students receiving research-based interventions from their classroom teacher, they are also meeting with our *Student Intervention Specialist*, Mrs. Saymar Perez, two (2) times per week. One of our school's main goals is to ensure that all of our students are receiving the academic support they need in order to meet with success. Parents and Guardians, we THANK YOU for all of your continued support at home!

NEW Florida Standards Assessment (FSA)

It's an exciting year for education as we implement the NEW Florida Standards and prepare for the NEW Florida Standards Assessment (FSA). The Florida Standards are the NEW Language Arts (LAFS) and Mathematics (MAFS) standards that will be used to guide instruction and our curriculum in English Language Arts and Mathematics. Our Science and Social Studies curriculum will continue to follow the Next Generation Sunshine State Standards (NGSSS) as mandated by the state.

This year students in grades 3-8 will participate in the Spring administration of the FSA for Reading, Math, and Writing. Students in 3rd and 4th grade will be assessed using a paper-based (PBT) version of the FSA while students in grades 5-8 will be assessed using a computer-based (CBT) version. Students in 5th and 8th grade will also be assessed in Science through the FCAT 2.0 Science, a paper-based assessment previously used that aligns to the Science NGSSS. Additionally, our 7th grade students will also participate in the NGSSS Civics End-of-Course (EOC) Exam. Below are the assessments and delivery methods for each grade level:

- **3rd Grade:** FSA Reading and Math (PBT)
- **4th Grade:** FSA Reading, Math, and Writing (PBT)
- **5th Grade:** FSA Reading, Math, Writing (CBT) and FCAT 2.0 Science (PBT)
- **6th Grade:** FSA Reading, Math, and Writing (CBT)
- **7th Grade:** FSA Reading, Math, Writing (CBT) and NGSSS Civics EOC (CBT)
- **8th Grade:** FSA Reading, Math, Writing (CBT), and FCAT 2.0 Science (PBT)

For additional information regarding the new standards and assessments visit the Florida Standards Portal at www.FSAssessments.org.

Clubs Are Here!

First quarter clubs have begun, serving approximately 325 students from grades K-8. Favorites such as Chess, Book & Cook, Basketball and Ping-Pong have been joined by newcomers like Glee, Do Something, Franklin Singers and Latin Moves just to name a few. If you missed the chance to join one of our fantastic clubs, do not worry. We will hold open enrollment for second quarter clubs the week of October 20th. All information may be found on the "Clubs" link on our website pp.franklin-academy.org

Franklin Academy teachers are pleased to announce that on-campus tutoring services are available. The support services cover all subject areas and grade levels, including organization and study skills. Tutoring rates may vary between specialties, depending on ratios and frequency of service, but will not exceed $40 per session. If you are interested in finding out more information about our on-campus tutoring program, please contact Sonia Aleman, our *Special Programs Coordinator* at aleman.sonia@franklin-academy.org

What is Giftedness? Broward County Public Schools identifies gifted children as those who have high IQs and need services beyond those offered by the core curriculum in a general classroom setting. To be eligible for gifted services, a child must meet a minimum IQ score as determined by a gifted evaluation, demonstrate a majority of characteristics of gifted children, and demonstrate the need for programming that is beyond the scope offered in the general education classroom. In an effort to identify gifted students at Franklin Academy, all of our 2nd and 3rd grade students will be screened this year. Students in other grade levels are screened based on performance and teacher/parent referrals. For more information about the gifted program, please contact our *Gifted Specialist*, Diana Acevedo at acevedo.diana@Franklin-cademy.org.

ACCOUNTING

POLICIES

&

PROCEDURES MANUAL

Introduction

Franklin Academy is a not for profit corporation, organized under the laws of the State of Florida.

Franklin Academy is exempt from federal income tax under section 501 (c) (3) of the Internal Revenue Code, effective **07/01/2010**.

The Employer Identification Number is **27-2123983**.

Title: GENERAL OFFICE PROCEDURES

Purpose: To explain the procedures for performing general office duties.

1.0 Handling of Mail

1.1 The office manager, or designee, will be responsible for checking the mailbox on a daily basis and receiving all incoming mail. All incoming mail will be date stamped before distribution.

1.2 A copy of all outgoing correspondence will be maintained in the appropriate office file.

2.0 Property and Supplies

2.1 Office equipment and supplies are to be used for official business only. All property and supplies should be stored in a secure location.

2.2 The clerical support staff will maintain an inventory of basic office supplies used. Request for supplies should be submitted to the office manager for approval through the Superintendent.

3.0 Purchasing

3.1 All office supplies must be ordered through the Superintendent or designee. Once a purchase has been approved, the requisite documentation required by specific grantors and/or the bookkeeper will be prepared and executed by the Superintendent or designee.

3.2 Purchase orders will include:

Date
Purchase order numbers
Vendor Name
Vendor Telephone Number
General Description
Amount (Estimated)
Preparer's Signature and Date

4.0 Telephone Use

4.1 The office telephones are for official business. Occasional local personal calls are acceptable, but employees are urged to keep them to a minimum.

4.2 Any employee making long distance calls on behalf of the organization shall keep a record of such calls. An employee shall not utilize the telephone for personal calls.

Title: ACCOUNTS PAYABLE, CASH DISBURSEMENTS AND ACCRUED EXPENSES

Policy: Proper internal control will be followed to ensure that only valid and authorized payables are recorded and paid. Accounting procedures will be implemented to ensure the accuracy of amounts, coding of general ledger accounts and appropriate timing of payments.

Purpose: To explain the procedures for documenting, recording and issuing payments for accounts payable transactions.

Scope: This procedure applies to all purchases including COD amounts and reimbursement of travel and expense reports.

Procedures:

1.0 Documenting accounts payable

1.1 After being stamped with the "date received" stamp, all:

Purchase Orders with purchase requisition, if applicable and Vendor invoices will be placed in an accounts payable file.

2.0 Recording of Invoices and Check Request

2.1 The invoices will be matched to the purchase order request from each campus.

2.2 All invoices will identify the bank account and other special instructions for payment, if applicable.

2.3 The Superintendent will approve all invoices before being delivered to the administration office.

2.4 The Check Request Form will follow the same procedure 2.1-2.3 except purchase orders maybe omitted subject to Superintendent approval.

2.5 Approved invoices and check request will be entered into the accounting system for proper coding and payment

3.0 Payment of accounts payable

3.1 Weekly, accounts payable invoices will be selected for payment according to their payment terms unless otherwise determined by the Superintendent or designee. Any credit balances (amounts owed to the Charter School) should be applied to the invoice amount when determining payment.

3.2 After the checks are printed, a copy will be made to attached to each invoice.

3.3 The original checks will be paper clipped to the copied check and invoice.

3.4 The original checks and all backup will be sent to the Superintendent for final approval

and signature.

3.5 Original checks will be mailed as assigned by the Superintendent, while the attached backup will be returned to the administration office for filing.

4.0 Accrued expenses

4.1 CSSC will be responsible for preparing records of accrued expenses at the end of each month. Accrued expenses represent amounts due for services or benefits that the charter school has received but are not yet payable.

4.2 CSSC will determine the proper amount of each expense that should be accrued.

4.3 Once all amounts have been determined, the accrued expenses will be recorded in the accounting system.

Title: BAD/NSF CHECKS

Policy: Checks returned by the bank and designated uncollectible are to be processed in a method to avoid confronting or embarrassing clients/donors while ensuring that the funds will be collected.

Purpose: To establish guidelines to be followed for bad checks.

Scope: This procedure applies to all checks returned that are designated uncollectible such as "insufficient funds" or "uncollected funds."

Procedures:

1.0 RETURNED CHECKS

1.1 A returned check for less than $1,000 or stamped "uncollected funds," should be re-deposited the following day, or when the next deposit is made.

For returned checks in amounts greater than $1,000, the bank that the check is drawn against should be telephoned and requested to provide if the check amount will clear the client/donor's account. (Note: The bank account number should be the second number series located at the bottom center of the check.) If sufficient funds exist the check should be re-deposited.

2.0 REDEPOSITED CHECKS

2.1 In the event a re-deposited check is returned or if sufficient funds do not exist to cover the check, the check should be turned over to the Superintendent or treasurer immediately.

Further, when more than one bad check is issued by the same party within any three-month period, notify the Superintendent. Do not redeposit the check unless instructed to do so.

The Superintendent should contact the issuer by phone to report the problem and discuss how the matter will be resolved.

2.2 At the Superintendent’s discretion, a check may be re-deposited. Whenever a check is re-deposited more than once, a handling fee of $25.00 should be charged to the issuer.

Title: BANK ACCOUNT RECONCILIATIONS

Policy: Errors or omissions can be made to the cash records due to the many transactions that occur. Therefore, it is necessary to prove periodically the balance shown in the general ledger. Cash on deposit with a bank or other financial institution is not available for count and is therefore proved through the preparation of a reconciliation of the charter school's record of cash in the bank/financial institution and the bank/financial institution's record of the charter school's cash that is on deposit.

Purpose: To outline the procedures for preparation of a monthly bank reconciliation and record keeping of any adjustments.

Scope: This policy statement applies to all bank/financial institution accounts maintained by the charter school.

Procedures:

1.0 FORMAT:

1.1 The charter school's format for monthly bank/financial institution reconciliations, entitled Reconciliation of Bank/Financial Institution and Book Balances to Corrected Balance (See Exhibit 1), is composed of two distinct sections. One section begins with the balance as shown on the bank/financial institution statement and works to a corrected balance. That is the balance the bank/financial institution statement would show if all transactions were recorded by the bank (e.g. outstanding checks, deposits in transit, etc.)

The second section starts with the balance shown by the charter school records and also works to a corrected balance, the balance that should be shown in the charter school's records after all transactions are properly recorded (e.g. bank charges, interest, etc.).

2.0 PREPARATION AND RECONCILING ITEMS:

2.1 Upon receipt of the monthly bank/financial institution statement including cleared checks, deposit slips and any other transaction notifications, the monthly bank/financial institution reconciliation will be prepared by the accountant, bookkeeper or designee.

2.2 The first section of the monthly reconciliation will be started with the ending balance per the bank/financial institution statement.

Next, any deposits in transit that were made by the charter school, but were not yet recorded by the bank/financial institution will be listed and added to the bank/financial institution balance.

Next, any checks that were written on the account prior to month-end but which have not yet cleared the bank/financial institution, will be listed and deducted from the bank/financial institution balance.

From these steps, the "corrected" ending balance will be derived for the first section.

2.3 The second section of the monthly reconciliation will be started with the ending balance per the charter school's books.

Next, any interest or any other bank/financial institution credit items will be listed and added to the balance.

Next, any bank/financial institution charges, transfer fees, etc. will be listed and deducted from the balance.

From these steps, the "corrected" ending balance will be derived for the second section and should equal the "corrected" balance for the first section.

2.4 Any discrepancies between these two balances will require research by the accountant, bookkeeper, or designee to determine the cause, such as recording errors, omissions, mispostings, etc. This can also include recalculation of the bank/financial institution statement for any possible errors made by the bank/financial institution.

3.0 ADJUSTMENTS AND JOURNAL ENTRIES

3.1 Any book reconciling items such as interest, bank/financial institution charges and any recording errors will be summarized and drafted in journal entry form for recording in the general ledger.

3.2 Further, any outstanding checks over six months old will be reviewed for disposition including write-off by journal entry.

BANK ACCOUNT RECONCILIATIONS (cont.) 4.0

REVIEW AND APPROVAL

4.1 The monthly bank/financial institution reconciliation for each account should be reviewed and approved by the Superintendent or designee (an individual who did not prepare it), via signature and date on the completed forms.

Title: BANK LOAN APPLICATIONS

Policy: The financial management function is responsible for developing the charter school's financing plan for capital needs. To expedite loan approval processes, prepare for loan officer questions and as an aid in negotiating loan rates and other terms with multiple lenders, the treasurer or designee will prepare loan proposals according to established procedures.

Purpose: To provide guidelines for determination of suitable lending requirements and format and preparation of loan proposals.

Scope: This procedure applies to bank loan applications and can be used for alternate forms of financing. Proposals can be used for loan applications for one or more banks or lending institutions.

Procedures:

1.0 ASSESSMENT OF CAPITAL REQUIREMENTS

1.1 The board president will be responsible for directing the treasurer in developing borrowing and financial plans to meet the needs of the charter school's operations. These plans shall take into account current and projected business conditions and can include the following criteria:

- Capital requirements to satisfy the charter school growth in relation to risk.
- Ability of the charter school to meet present obligations as well as new debt under worse case conditions.
- Appropriateness of capital or debt structure.
- Level or type of debt does not preclude future borrowing or funding capacity.
- Cost of capital in relation to return on investment from use of funds obtained.

The board president will designate which institutions are to be contacted for borrowing purposes and will prepare loan applications with all required supporting analyses and documentation.

2.0 PREPARATION OF LOAN APPLICATIONS

2.1 Loan proposals will be drafted with the following information, if applicable:

- Date: The proposal for each bank should be dated with the current date the proposal will be given to the bank.

BANK LOAN APPLICATIONS (cont.)

- Borrower: The specific legal name of the intended borrowing entity should be listed. This will avoid confusion with other organization subsidiaries and personal loans to officers.

- Type of Loan: The specific type of loan requested should be listed (i.e. equipment loan, line of credit, etc.) This eliminates any guessing or assumptions by the loan officer.

- Amount: The amount of the loan requested should be determined and listed. It is very important to establish credibility with the loan officer and committees. All numbers should be carefully forecasted and supported with documentation. Asking for too much or too little money can convey uncertainty or doubt about the charter school's ability to implement successfully the plans for the loan proceeds.

- Use of Proceeds: As above, the use of proceeds should be listed and well supported by documentation in the charter school's business plan and forecasts.

- Term: The desired term of the loan should be listed. If deemed possible, longer terms should be requested to avoid the process of having to renew the loan frequently.

- Closing Date: Set a closing date. For renewals, approximately 30 days after application; for new bank or loan applications, approximately 60 days after application. This communicates a bit of negotiating edge for the charter school by conveying the message that the matter is to be resolved or the charter school will use other banks willing to work within this schedule.

- Takedown at Closing: The amount of funds to be drawn immediately at closing of the loan should be listed. As above, this should reflect the business plan and conveys that the charter school understands its business and financial requirements.

- Collateral: Any assets (i.e., equipment, inventory, accounts receivable, etc.) to be used as collateral for the loan should be listed and appropriately reflect the type of loan.

- Guarantees: This should normally be completed with "none." The charter school should always propose loans based upon the charter school's credit worthiness. However, in certain situations, personal guarantees by the officers may be necessary.

BANK LOAN APPLICATIONS (cont.)

- Rate: For negotiating purposes, rather than have the bank "suggest" the interest rate, it is better to state a reasonable but fair rate for the charter school. The rate should reflect the type of loan and the level of risk we think the charter school represents to the bank.

- Repayment Schedule: A realistic repayment schedule should be determined and should correspond to the charter school's business plan and financial forecasts.

- Source of Funds for Repayment: The specific source of cash flow to be used for repayment should be identified.

  Alternate Source of Funds for Repayment: To satisfy concerns by banks that in the event the charter school does not meet financial projections, the plans on how the charter school would meet the repayment schedule should be listed. For example, liquidating assets, etc., could be used to repay the loan.

Title: BANKING POLICY AND RELATIONS

Policy: The treasurer or designee can arrange with several financial institutions to provide for the operational requirements of the charter school and can invest excess capital funds in certificates of deposit, money market funds, Treasury Notes, Bonds and bills, equities, mutual funds and professionally managed accounts. Further, the treasurer or designee will maintain positive relations with all sources of capital and banking service providers.

Purpose: To outline operational banking and investment procedures and maintaining positive relations with the charter school's selected financial institutions.

Scope: This procedure applies to all banking activities of the organization.

Procedures:

1.0 BANKING RELATIONS

1.1 The treasurer or designee will be the charter school's primary representative in dealing with financial institutions. The treasurer or designee will be responsible for meeting with personnel of the charter school's primary financial institutions on a quarterly basis to provide consistent financial information reporting and updates on the charter school's operations to financial institution officials. The treasurer or designee will be responsible for promoting a positive working relationship between the charter school and the financial institutions. The treasurer or designee will also provide institution officials with the charter school's anticipated capital needs or financial service requirements to provide institution officials adequate time to understand, approve and prepare for the charter school's needs.

1.2 The treasurer or designee will also perform an ongoing evaluation of the institution's abilities to satisfy the needs of the charter school and will make appropriate changes whenever necessary. Criteria to be used in the evaluating institutions can include:

- Institution Size (appropriate size to meet charter school needs while being small enough to be responsive) - - --
  Financial safety and capital structure
  Reputation
  Location
  Flexibility and lending philosophy/attitudes
- Operating efficiency and accuracy (computerization, employee training, etc.)

1.3 The treasurer or designee will also determine and document an information profile on qualified institutions with the above information and shall include, knowing how the institution makes its credit decisions, who is responsible or involved in the decision, and how long the process takes.

2.0 BANKING POLICY AND ARRANGEMENTS

2.1 The charter school shall establish a separate account for each fund and/or account group which will be used for all deposits and disbursements related to the fund.

The charter school shall negotiate the following arrangements with all banks/financial institutions:

No service charges for checks, deposits or statements.

No charges for stop payments.

No holdbacks on deposits so funds are available immediately.

Title: CAPITALIZATION & DEPRECIATION OF FIXED ASSETS

Policy: Assets acquisitions with a useful life expectancy of greater than on year and with a material unit cost will be capitalized by the charter school and depreciated.

Purpose: The purpose of this procedure is to delineate the capitalization and depreciation methods for various asset groups.

Scope: All acquisitions of capital assets for the charter school.

Definitions: Capitalization - Capitalization is the process of recording the purchase of a fixed asset that is generally recorded individually on an asset schedule. Examples of capital expenditures are purchases of land, buildings, machinery, office equipment, leasehold improvements, computer software and vehicles.

Depreciation - Depreciation represents the write-down or write-off of the cost of the asset over its estimated useful life.

Procedures:

1.0 CAPITALIZATION

1.1 All assets with a useful life of greater than one year and a material unit cost will be capitalized and (except for land) will be recorded in the depreciation records. Any asset that does not meet the above criteria will be expensed such as small tools and equipment or repairs and maintenance.

1.2 The cost basis of furniture and equipment assets will include all charges relating to the purchase of the asset including the purchase price, freight charges and installation if applicable.

1.3 Leasehold improvements are to be capitalized if they relate to the occupancy of a new location or a major renovation of an existing location. Expenditures incurred in connection with maintaining an existing facility in good working order should be expensed as a repair.

1.4 The cost of buildings should include all expenditures related directly to their acquisition or construction. These cost include materials, labor and overhead incurred during construction and fees, such as attorney's and architect's and building permits.

CAPITALIZATION & DEPRECIATION OF FIXED ASSETS (cont.) 2.0

DEPRECIATION

2.1 In general, the depreciation methods/lives for assets should be selected for consistent financial reporting and tax purposes.

The following depreciation methods and useful lives should be used for the following asset classifications for financial reporting purposes:

Asset Class	Useful Life	Method
Vehicles	Five Years	Straight Line
Office Equipment and Computers	Five Years	Straight Line
Furniture and Machinery	Seven Years	Straight Line
Leasehold Improvements	Remaining life of lease term including Option renewals	Straight Line
Buildings	Thirty Years	Straight Line

2.2 The lowest life permitted by tax regulations for asset classes should be selected to optimize depreciation deductions.

Title: FIXED ASSET CONTROL

Policy: Proper control procedures will be followed for all capital asset acquisitions, transfers and dispositions in order to provide internal control of capital equipment and to assist in reporting. Management is responsible and accountable for furniture, equipment, machinery and any other capital assets and will maintain some type of control over capital assets. The accountant or designee will assist and evaluate the capital asset control procedures.

Purpose: To outline the procedures for acquiring, disposing and maintaining control of capital assets.

Scope: This procedure applies to all tangible assets and supplies with a cost basis or fair market value (FMV) of $50.00 or greater and with a useful life of greater than one year.

1.0 ACQUISITIONS

1.1 All purchases of assets costing more than $50 and less than $1000 will be approved by the Superintendent and treasurer. Assets with a cost greater that $1000 will also require the approval of the Board Chairman.

A Capital Asset Requisition form (Exhibit 1) must be completed and approved for all purchases. This form is to be attached to all purchase orders or check authorization forms submitted to the bookkeeper. Management may source the vendor for the purchase of the capital asset or can submit the request to solicit bids to the board of directors for assets costing $1000 or more.

1.2 Any internally constructed or donated equipment will be reported to the bookkeeper if the item cost or has a FMV of $100 or more. A complete description of the property, date manufactured or received, number of items, cost or estimated value and a statement that it was internally constructed or donated will be included in the report.

2.0 DISPOSITIONS

2.1 Capital assets may be sold or traded-in on new equipment. An Asset Disposition form (Exhibit 2) is to be completed and approved by the Superintendent. Any assets with an original value greater than $1,000 will also require the treasurer or designee's approval.

Upon approval, the charter school may advertise the property for sale or submit a list to the bookkeeper for sale and disposition.

After completion of the sale, the Asset Disposition form will be submitted to the accountant. The accountant will delete the item from the asset records and record any gain or loss on the disposition.

2.2 Worn-out or obsolete property with no cash value will be reported to the bookkeeper on the Asset Disposition form with description, serial number and condition. The bookkeeper will inspect all worn-out or obsolete property before it is removed from the charter school and discarded. The asset will then be removed from the asset records.

2.3 Any asset that is missing or has been stolen will be reported in writing as soon as possible. The description, serial number, and other information about the lost item should be included in the report.

The Superintendent or treasurer will determine the proper course of action and will notify the charter school's insurance carrier and any outside authorities if deemed appropriate. If not recovered, the asset will then be removed from the asset records.

3.0 ASSET RECORDS

3.1 Upon any asset acquisition, the bookkeeper or designee is responsible for assigning and attaching asset number labels to the property where it can be readily located.

The bookkeeper will then maintain a detailed Tangible Asset Log. Each asset that receives an asset label will be recorded on the log. This log will display the asset label number assigned to the asset, the date the asset was purchased, the date the *asset* was *labeled,* the cost or FMV of the asset, the location of the asset, *the* description of the asset and the date the asset was disposed of, if applicable.

3.2 On an annual basis, the Tangible Asset Log should be reviewed to verify the accuracy of the log. Any discrepancies noted should be reported to the bookkeeper to be resolved.

Title: CHECK REQUEST

Policy: To ensure efficient processing and record keeping. All manual check requests will be prepared on a written check request form.

Purpose: To describe the process for completing a check request form.

Scope: All manual check requests.

Procedures:

1.0 ORIGINATION

1.1 Whenever an employee requires a manual check to be issued, such as picking up items or for cash on delivery items, a Check Request form (Exhibit 1) should be obtained from the forms area. The Check Request form should be completed with all pertinent information and receive appropriate approval.

2.0 PROCESSING

2.1 The form should then be forwarded to the bookkeeper for check preparation and signature by the authorized check signers.

If a check is to be mailed directly to the vendor, any applicable documentation, such as order forms, etc., should be attached to the form.

Title: CHECK SIGNING AUTHORITY

Policy: A limited number of employees and board officers will be authorized to sign checks, and there shall be no fewer than three individuals at all times.

Purpose: To outline "dollar limits" and check signing authority levels.

Scope: This procedure applies to all regular checking accounts of the charter school.

Procedures:

1.0 AUTHORIZED CHECK SIGNERS

1.1 Authorized check signers must be approved in writing and require Board of Directors authorization. Superintendent will have check signing authority. Additional individuals with or without dollar limitations may be authorized as necessary.

1.2 The chairman may revoke check-signing authority. Any person who is no longer entitled to sigh charter school checks will be notified in writing. The treasurer will oversee the proper notification of the charter school's financial institutions whenever authorized signature changes are made.

2.0 SIGNATURE LEVELS REQUIRED

2.1 The following signature levels will be required according to the dollar amount of the check:

- Less than $10,000 -A check issued for an amount less than $10,000 requires two different authorized signatures.

Greater than $10,000 - A check issued for greater than $10,000 requires two signatures, one of which must be that of the charter school's treasurer. The second signature can be that of any authorized employee or board officer.

Title: PAYROLL RECORDS AND PROCEDURES

Policy: Payroll will be processed to ensure accuracy, validity of transactions and proper internal control procedures will be maintained to assure that all disbursements are for valid services performed.

Purpose: To outline the steps for payroll processing activities.

Scope: This procedure applies to all accounting personnel involved with payroll processing.

Procedures:

1.0 PERSONNEL RECORDS, MANAGEMENT AND CHANGES

1.1 Personnel records for hiring, classification, rate changes and termination are explained in the personnel policies manual. Payroll processing will be performed in conjunction with the following related personnel procedures.

- Employee Hiring and New Employee Orientation
- Paid and Unpaid Time Off - Pay and Payroll matters
- Performance Appraisals and Salary/Wage Adjustments - Resignations and Terminations

2.0 PAYROLL PROCESSING

2.1 The bookkeeper will receive completed and approved timesheets from department managers according to the procedures outlined in the personnel policies.

2.2 Once timesheets have been received, the bookkeeper or designee will review for completeness and then perform calculations for payroll, payroll deductions and other accruals. The bookkeeper or designee will then prepare summary worksheets of payroll information and present along with supporting documentation to the Superintendent for review and approval.

2.3 Once the summary has been approved, the bookkeeper or designee will enter the information into the computer for processing.

2.4 A payroll report will be printed before printing checks to verify accuracy and completeness. If correct, checks should be printed. If incorrect, the necessary corrections should be made and reviewed (validated). Validated payroll checks will then be presented for signing and distribution.

PAYROLL RECORDS AND PROCEDURES (cont.)

2.5 Payroll tax deposits will be determined and timely submitted to the Department of Treasury (IRS), as required, using Form 8109 "Federal Tax Deposit Coupon" or the Electronic Tax Payment System.

2.6 All payroll related returns will be prepared by the accountant or designee, and approved/signed by the Superintendent or any board officer.

3.0 PAYROLL RETURNS

3.1 Quarterly prepare Form 941 - Employers Quarterly Federal Tax Return and file with the Internal Revenue Service, which is due on the last day of the month following the end of the quarter being filed (i.e. the first report Form 941 is for the period January 1 through March 31 and is due April 30).

3.2 If the charter school has four (4) or more employees, then Form UCT-6, Employer's Quarterly Tax Report is required to be filed with the Florida Department of Labor, and is due on the last day of the month following the end of the quarter being filed.

3.3 At the end of the calendar year, Forms W-3, Transmittal of Wage and Tax Statement and Form W-2, Wage and Tax Statement are to be completed for all employees and submitted to the Social Security Administration.

Title: PETTY CASH

Policy: To facilitate minor business expenses, a petty cash fund will be available to employees.

Purpose: To outline the disbursement and reimbursement of petty cash. Scope: These procedures apply to all employees of the charter school. Procedures:

1.0 FUND CONTROL

1.1 The secretary (cashier) will maintain control of the cash box, petty cash journal and all petty cash transactions. The petty cash fund will be set up in the amount of $100 for authorized out-of-pocket expenses and advances for minor business expenses.

Advances or reimbursements from petty cash will be limited to amounts of $25.00 or less. If an employee requires funds in a greater amount, they should request a charter school check. (See Check Request Procedures).

2.0 DRAWS

2.1 When an employee requests a petty cash draw, the cashier will record the amount disbursed, date of disbursement, reason for the disbursement and the name of the employee receiving the disbursement.

The employee should, by the next business day, return the receipt(s) and any change to the cashier. A petty cash voucher will then be completed with the receipt(s) attached.

3.0 REPLENISHMENT

3.1 At the end of each month or whenever the petty cash fund drops below a balance of $25.00, the cashier will complete the reimbursement paperwork from the journal with itemized descriptions of expenses and attach all vouchers. The cashier will then be issued a check in the amount of the reimbursement and will be responsible for obtaining cash from the bank to replenish the cash box.

Title: PROPERTY TAX ASSESSMENTS

Policy: All non-exempt property tax assessments will be reviewed for accuracy and proper assessed valuations to ensure minimum property tax costs to the charter school.

Purpose: To ensure annual filing of exemption for all eligible properties; to outline the areas for review in assessments and methods for appealing overstated assessments on taxable properties.

Scope: This statement applies to property tax assessments for all property owned by the charter school.

Procedures:

1.0 REVIEW OF ASSESSMENTS

1.1 All assessments are to be promptly reviewed. Any qualified properties used by the charter school for its exempt purpose should apply for exemption annually. Many jurisdictions only allow a challenge to an assessment within 30 days after the annual notice as assessed value is sent. It the charter school misses the deadline, it loses the chance to reduce the year's property tax. There are normally no refunds for prior years' property taxes even if successfully challenged in the future. Often, it may be advisable to begin the analysis process prior to receiving the assessment notice.

1.2 When reviewing an assessment, the first step is to find out how the property was assessed. Ask for a full explanation of how the assessed value was derived. Assessors are usually cooperative in providing this information.

2.0 APPEALING OF ASSESSMENTS

2.1 If upon review of the assessment and all other factors, the charter school believes a downward adjustment to the property assessment is appropriate, an appeal should be prepared.

2.2 Once a sound case is prepared, an appeal can be sought by simply calling the local assessor's office and asking for an appointment to discuss the assessment. The meeting with the local assessor will generally be informal. It is important not to be adversarial with the assessor but to present the attitude that the charter school is helping the assessor to reach a more accurate valuation for the property by presenting additional information.

Title: RECORDING TRANSACTIONS IN THE GENERAL LEDGER

Policy: The accountant or designee is responsible for the proper posting of journals and entries to the general ledger and for the maintenance of the accounts to ensure accuracy, validity and reliability of financial records.

Purpose: To describe the functions for recording transactions and maintaining the general ledger.

Scope: This policy applies to all accounting personnel with involvement in recording accounting transactions.

Procedures:

1.0 POSTING TRANSACTIONS AND JOURNALS

1.1 The computerized accounting system aids in the maintenance of journals and posting of transactions to general ledger accounts. The following functions should be performed on a monthly basis to update the general ledger for the month's activities:

a. All activities recorded in journals will be posted to the general ledger using the computerized posting feature. These journals include:

- General Journal
- Purchases Journal
- Cash Receipts Journal
- Cash Disbursements Journal -
  Payroll Journal

b. The recurring adjusting journal entries will be posted via the general journal. Recurring journal entries will be established for adjustments that occur equally each monthly accounting period. Recurring journal entries can include the following:

Accruals of interest expense not paid during the accounting period. Amortization of prepaid expenses Depreciation of fixed assets

Recurring journal entries will be reviewed monthly and adjusted accordingly.

c. Adjusting journal entries will be prepared for transactions that have not been recorded in other journals or to correctly restate account balances to accurate amounts. The need to make adjusting journal entries may be due to the following:

- Accrual of income and expense items - Correction of errors - Recording non-cash transactions

1.2 All journal entries will be reviewed and authorized by the treasurer or designee before being posted. Adequate supporting documentation will be prepared for each journal entry.

2.0 TRIAL BALANCE

2.1 After posting all journals and adjusting entries, a trial balance will be printed. The trial balance will be reviewed to ensure that the general ledger is in balance. Next, all control accounts in the general ledger will be reconciled to subsidiary ledgers. Any differences will be investigated and appropriate adjustments will be made.

2.2 The treasurer or designee will make final review of the trail balance for accuracy and proper reflection of account balances before printing financial statements.

Title: RELEASE OF FINANCIAL OR CONFIDENTIAL INFORMATION

Policy: The release of financial, personnel, statistical or other information that may be of a confidential nature will be controlled and every request will be referred to the Superintendent or treasurer.

Purpose: To provide a means for the control of information to banks, media, credit bureaus, or other agencies and organizations.

Scope: Any requests by an outsider to an employee regarding financial, personnel, students or other information of the charter school. If in doubt, verify with the Superintendent or treasurer.

Procedures:

1.0 WRITTEN REQUEST

1.1 Typical requests are for additional information concerning details of the published financial statements, litigation progress, insurance coverage, personnel, students, etc.

If the request is by letter or written correspondence, the materials shall be forwarded to the Superintendent or treasurer who will review the information to be released and who will be authorized to reply.

2.0 TELEPHONE/PERSONAL REQUEST

2.1 If the request is by telephone or a personal visit to our office, the requester will be referred to the Superintendent or designee. If either one is unavailable, the requester should be asked to provide their name, organization, telephone number and address, if possible. Also they should be asked the reason for the request and a brief description of the information desired. This information should be written down and forwarded to the Superintendent or designee for follow-up.

Title: YEAR-END CLOSING

Policy: An orderly, timely and comprehensive closing of all accounts will be performed by the accountant or designee to assure an accurate representation of the charter school's financial statements and to provide the necessary documentation for the charter school's independent auditors.

Purpose: To provide a general overview of the process to be completed for closing the accounting records at year-end.

Scope: This procedure applies to all accounting personnel and covers all accounts.

Procedures:

1.0 ASSETS

1.1 Assets should be fairly stated, generally at realizable amounts. Work papers should show the basis and when required, how the amounts were calculated.

1.2 Cash - Prepare bank reconciliations for year-end of balance per bank to the balance per books for each account. Show original dates and descriptions of each reconciling item. Prepare necessary journal entries and adjust the reconciliations.

Prepare a summary of all petty cash and change funds. Totals must agree with the general ledger.

1.3 Investments - Prepare a list of all securities on hand at year-end by location held such as broker or bank. Use full names and show the face amount or number of shares and date of acquisition. Determine cost and market values. Calculate accrued interest.

1.4 Accounts Receivable - Obtain aged trial balances and reconcile to general ledger. Calculate possible allowance for uncollectible accounts and obtain approval of treasurer. Adjust allowance to calculated amount. Write off any unallocated differences.

1.5 Other Receivables - Prepare schedule of grants and other miscellaneous receivables and reconcile to general ledger. Comment on collectibility, if material.

1.6 Inventories - Prepare a summary of all properties held in inventory. Reconcile inventories from physical inventory to year-end balances. Explain significant variations from prior year.

YEAR-END CLOSING (cont.)

1.7 Fixed Assets - Prepare a schedule of assets and related allowances for depreciation. Reconcile allowance additions to total depreciation expense. Trace disposals to capital gain and loss schedule or to expense if items were scrapped or discarded.

2.0 LIABILITIES AND NET ASSETS

2.1 Liabilities are shown as the amount to be paid in the subsequent period. Overstatement rather than understatement is the rule for liabilities. If in doubt, record the liability.

2.2 Accounts Payable - Determine that all items paid through year-end are not shown on the accounts payable list. Accounts payable shall be kept open for 45 days after year-end in order to receive invoices and record in the accounts payable list. After this 45 day period, maintain a list of any items over $1,000 that are received or paid that are not included in accounts payable but relate to that year-end period.

2.3 Accrued Payroll - Calculate accrued payroll and vacation pay due by the number of days outstanding at year-end. Include any incentive bonuses or other special payroll payments.

2.4 Other Accrued Expenses - Review accruals for payroll taxes, payroll deductions payable, interest expense on short term borrowings and long term debt. Determine cost of audit and legal services through year-end and record.

2.5 Income Taxes Payable - The Federal tax payable schedule will be prepared with the assistance of the auditors. (This is applicable only if the charter school has unrelated trade or business income, which does not relate to its exempt purpose).

2.6 Current Liabilities - Prepare a schedule of debt and calculate and record the current portion due within one year and accrued interest.

2.7 Contingent Liabilities and Commitments - Prepare a schedule of any outstanding litigation and possible loss. Prepare a schedule of all long-term rental agreements.

2.8 Net Assets - Bring permanent file of all net asset accounts up to date.

YEAR-END CLOSING (cant.) 3.0

REVENUES

3.1 Prepare a schedule of all revenues and compare amounts to prior year. Evaluate and comment on any significant differences. Prepare a memorandum on new revenue accounts. Also prepare a schedule of revenues by program for inclusion in the annual report.

4.0 EXPENSES

4.1 Each expense total should be compared to the prior year and unusual variances reviewed and explained. Several expense items are directly related to asset or liability accounts and the worksheets for the related accounts should be prepared at the same time and shown on one schedule.

4.2 Payroll - Prepare a schedule of all payroll and employer taxes and reconcile to payroll expense. Prepare a schedule of annual payroll and benefit levels for each charter school employee for the auditors and annual report.

4.3 Legal and Professional Fees - Prepare a schedule of all legal invoices with the amount and brief description of services rendered. Reconcile total to Legal expense.

4.4 Bad Debt Expense - Prepare a list of all accounts written off during the year. Note specifically any additions to the allowance for uncollectable accounts.

4.5 Interest Expense - Prepare a schedule of interest expense by source. Reconcile amounts to short term borrowing and long-term debt.

Title: FILES AND RECORD MANAGEMENT

Policy: The charter school will retain records in an orderly fashion for time periods that comply with legal and governmental requirements and as needed for general business requirements.

Purpose: To outline the methods for filing, retaining and destroying business records.

Scope: This procedure applies to all business documentation generated by the charter school. However, this does not necessarily cover internal or certain day-to-day business correspondence.

Procedures:

1.0 CURRENT FILING SYSTEM

1.1 To ensure efficient access, filing centers will be established. To reduce the amount of duplicate and unnecessary record retention, individual desk files should be avoided unless they are used in daily operations. All other records should be filed in central filing areas.

1.2 Unless necessary, records should usually only be kept by the originator or sender and not by the receiver to avoid duplicate filing systems.

1.3 The following guidelines should be adhered to optimize filing efficiency and records access:

- All file cabinets and files will follow recognized rules of order, such as Left to Right, Top to Bottom, Front to Back and in the case of chronological records, newest to oldest.

- File markers and label headings will always be placed at the beginning or front of a file or group of files.

  Alphabetical files should always be filed under broad topical categories. Files should never be filed under individual employee names (except personnel) to avoid confusion and refilling in the event of turnover. Files should always be filed under the "proper" or charter school's name whenever appropriate. In the case of individuals, files should be maintained according to the persons "Last name", then "First name and Middle initial".

2.0 RECORD RETENTION AND LONG TERM STORAGE

2.1 Storage of archived records will be maintained in the locked storage area of the charter school or designated public storage facility. Access to this area will be limited to the Superintendent, treasurer, officers of the charter school and the File Manager.

2.2 Non-permanent files will be stored in cardboard file boxes. Each file box will be labeled on the front with the contents, dates covered, and destruction date if applicable. Permanent records will be maintained in metal fire-resistant file cabinets.

2.3 Files should be stored in boxes with similar items, dates and retention periods. This will allow for easier access and purging of records. A general rule to keep in mind is that it is better to only half fill a file box than to file dissimilar types of files in the same box. The file manager will be responsible for categorizing and maintaining a listing of records maintained and the location (i.e. by wall unit and shelf row number).

2.4 These holding periods will be maintained for the document listed below. Any questions regarding documents not listed should be directed to the File Manager.

Document	Holding Period in Years
Accident Reports After Settlement	8
Accounts Payable (Vouchers & Invoices)	6
Bank Statements and Reconciliations	6
Canceled Checks	6
Cash Receipt Books	6
Claim Files (Against Us)	6
Claim Files (By Us)	6
Contracts, Agreements & Leases after Expiration	6
Credit Files	6
Employee Records (Terminated)	6
Financial Statements (internal)	5
Financial Statements (External)	6
General Ledgers and Journals	6
Income and Other Tax Returns	6
Insurance Claims After Settlement	6
Patents and Licenses	17
Payroll Registers and Time Sheets	6
Payments and Reports to Government Agencies	6
Physical Inventory Records	6
Purchasing Correspondence	6
Sales/Reimbursement Correspondence	2
Sales/Reimbursement Invoices	6
Student Records	12
Travel and Expense Reports	6

FILES AND RECORD MANAGEMENT (cont.) 3.0

RECORD DESTRUCTION

3.1 Three to six months after each year-end, the file manager will proceed with the destruction of all files that have exceeded their recognized holding period.

3.2 A listing of file categories to be destroyed will be circulated to all the officers thirty days prior to destruction for review and comment. The actual listing of records destroyed will be maintained permanently for future reference.

3.3 Destruction of the files will be by shredding. Disposal of records into the charter school's general trash service is not allowed.

Title: TRAVEL AND ENTERTAINMENT

Policy: All reservations required for business travel and entertainment are to be made through the Superintendent or designee. Expenses are to be within established charter school guidelines and will be reimbursed with proper documentation.

The charter school recognizes that employees who travel far from home to represent the charter school's business interests must forego their living accommodations and may forfeit personal time. Accordingly, the charter school will make efforts to provide comfortable and secure accommodations for lodging, meals and travel for employees. However, these items are not intended to be perquisites and the charter school reserves the right to deny reimbursement of expenses that are considered lavish or extravagant.

Purpose: To provide guidelines relative for travel and entertainment expenses and the procedures for reimbursement.

Scope: This procedure applies to all individuals who travel and entertain for the charter school.

Procedures:

1.0 TRAVEL ARRANGEMENTS

1.1 All arrangements required for business travel are to be made by that individual.

1.2 To arrange for travel, complete the Travel Arrangements form (Exhibit 1) with all pertinent information and receive approval. The form should then be forwarded to the Superintendent. For maximum savings on airfares, this form should always be completed at least 30 days in advance unless an emergency trip is required.

1.3 Cash Advances - To help ensure accurate and timely expense report preparation and reduce the additional paperwork required to process and track expenses, the charter school generally discourages cash advances unless special circumstances apply. Employees are encouraged to use credit cards with a grace period to provide float time between incurring the expense and receiving reimbursement from the charter school.

If an employee requires a cash advance, the amount should be completed on the travel arrangements form with a supporting explanation for the advance. The advance request will then be forwarded for processing.

When a cash advance is received, the employee will reduce their expense reimbursement by the amount of the cash advance. In the case where the cash advance exceeds the expenses for the report submitted, the remaining cash must be turned in with the expense report. Amounts owed to the charter school cannot be carried forward to future expense reports. Any advance outstanding will be deducted from the employee's paycheck.

1.4 Direct Billings - Direct billings to the charter school from motels, restaurants, etc. are not permitted.

2.0 EXPENSE GUIDELINES

2.1 Air Travel - Make airline reservations based on the following criteria:

- Expediency: Getting the employee to their destination in an expedient way. (Direct flights when possible or connecting flights if necessary for faster flight schedules).

- Cost: Employees will fly coach class.

- Carrier: An employee's preferred airline can be utilized as long as expediency and cost factors are equal.

- Employees must use regularly scheduled airlines and obtain the lowest (discount) fare available. This may mean that the employee will fly at times that is not always the most convenient for them.

2.2 Lodging - Employees are expected to us sound business judgment in selecting accommodations. In many cases a corporate rate is available and the employee should request this rate when registering at the hotel.

- Suite accommodations are not permitted; the charter school pays only for single rooms. An upgrade to a security room is a personal expense unless the hotel is in a place or a city that is designated to be a risk to all travelers.

If late arrival is guaranteed and the reservation must be canceled, the cancellation must be made within the time allowed. The charter school will not pay for no-shows. All charges shown on the expense report form should be itemized to show hotel charges, meals, telephone charges, etc. In-room movies and use of mini-bars are considered personal expenses and therefore not reimbursable.

- The employee will be reimbursed, less any travel advance for bills paid. The original detailed hotel bill as to be attached to the expense report. Photocopies of receipts will not be accepted. The employee will use the charter school's sale tax exemption certificate; Florida sales taxes will not be reimbursed.

- Employees will not be reimbursed for overnight travel within fifty (50) miles (one way) of the charter school's office or their residence unless the circumstances necessitating the overnight stay is fully explained by the employee and approved by the Superintendent.

2.3 Meals - For out of county travel, employees shall be allowed reimbursement for subsistence. Subsistence allowances for meals shall be paid at the following current rates:

- BREAKFAST: When travel begins before 6:00a.m. and extends beyond 8:00a.m., the traveler is entitled to an allowance for breakfast of $3.00.

- LUNCH: When travel begins before 12:00 noon and extends beyond 2:00p.m., the traveler is entitled to an allowance for lunch of $6.00.

DINNER: When travel begins before 6:00p.m. and extends beyond 8:00p.m., the traveler is entitled to an allowance for dinner of $12.00.

In lieu of receiving subsistence allowances for meals and actual expenses for lodging at the single occupancy rate, employees who are traveling may elect to receive a per diem rate of $50.00 for over night travel.

2.4 Car rentals - The use of a rental car is permitted ONLY when it is in the interest of the charter school to do so. Personal medical insurance should NOT be purchased from the car rental agency since employees are already covered under worker's compensation insurance.

- For fewer than three (3) employees traveling together, the charter school will reimburse for the cost of a compact car. Upgrades to midsize are permissible if three (3) or more employees travel together.

If rental cars are retained over a weekend, such expenses are personal except when used to travel on a weekend to another location on charter school business.

TRAVEL AND ENTERTAINMENT (cont.)

2.5 Personal Vehicles - An employee required to use their own automobile for business will be reimbursed at the prevailing rate per tax guidelines for per-mile deductions. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip.

The charter school assumes no responsibility for personal automobiles used for business. Further, any parking or speeding violation is the sole responsibility of the employee.

2.6 Telephone - Business related telephone charges on an itemized lodging receipt and/or telephone charge card should be itemized under telephone expense.

2.7 Entertainment - In order to be reimbursable, entertainment expenses must be ordinary and necessary expenses directly related or associated with the active conduct of business. It is very important to properly document entertainment expenses and substantiate the following elements:

- The date
  The place (name and location)
  Description or type of entertainment
- The business purpose and the nature of the business benefit expected to be gained by the charter school. The business relationship to the charter school of the persons entertained (name, occupation, title, etc.).

2.8 Miscellaneous Expenses - Any additional business expenses that are not categorized above should be listed under miscellaneous expenses and documented with all pertinent information to substantiate the expense.

Unexplained items labeled "miscellaneous" are not allowable items of expense. Some examples of items not considered allowable are: newspapers, magazines, movies, shoe shines, personal expenses incurred for household services due to an employee's absence on a business trip, etc.

3.0 EXPENSE REPORT PREPARATION AND REIMBURSEMENT

3.1 All business travel and entertainment expenditures incurred by employees of the charter school are reimbursed through the use of the Travel and Miscellaneous Expense Report (Exhibit 2) and the Entertainment and Business Gift Expense Report (Exhibit 3). Expense reports should be completed and turned in within two (2) weeks of return or incurrence of expenses.

Expense report forms must be filled out and totaled completely. Use the appropriate headings and total on a daily basis. Required receipts for items charged must be attached to the report. Any questions regarding completion of the report should be directed to the Superintendent or bookkeeper.

3.2 Upon completion, the expense report along with all attachments should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

Authorized expense reports will be reimbursed by a charter school check, normally within two weeks after receipt by the bookkeeper or designee.

4.0 LOCAL TRAVEL REIMBURSEMENT REPORT PREPARATION

4.1 All local travel expenditures incurred by employees of the charter school are reimbursed through the use of the Local Travel Reimbursement Report (Exhibit 4) and the related instructions (Exhibit 5).

4.2 Upon completion, the expense report along with all attachments should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

Title: CHART OF ACCOUNTS

Policy: To facilitate the record keeping process for accounting. All ledger accounts will be assigned a descriptive account title and account number consistent with the Financial and Program Cost_ Accounting and Reporting for Florida Schools manual (The Red Book).

Purpose: To provide the method for assignment and maintenance of the charter school's chart of accounts.

Scope: This procedure applies to all ledger accounts used by the bookkeeper or designee.

Definition: Chart of Accounts - A listing of all the account titles and numbers being used by an organization is called a chart of accounts.

Procedures:

1.0 DESIGN OF ACCOUNTS 1.1

Exhibit 1

Vendor:

Date:

Item	Description	Amount
	Total	$ -

Fund:	Object:	Function:	School # and Location:

Signed: _____

Approved: _____