



Charter School District Performance Goal Data

In exchange for the waivers OCPS obtained from state statutes and regulations and board authority to grant future waivers our district committed to reaching 15 performance goals by the 2005 school year. These performance goals address and target very specific student populations with the overall goal of ensuring that our district reaches its mission of:

All students acquiring the skills, attitudes and knowledge necessary to reach full potential.

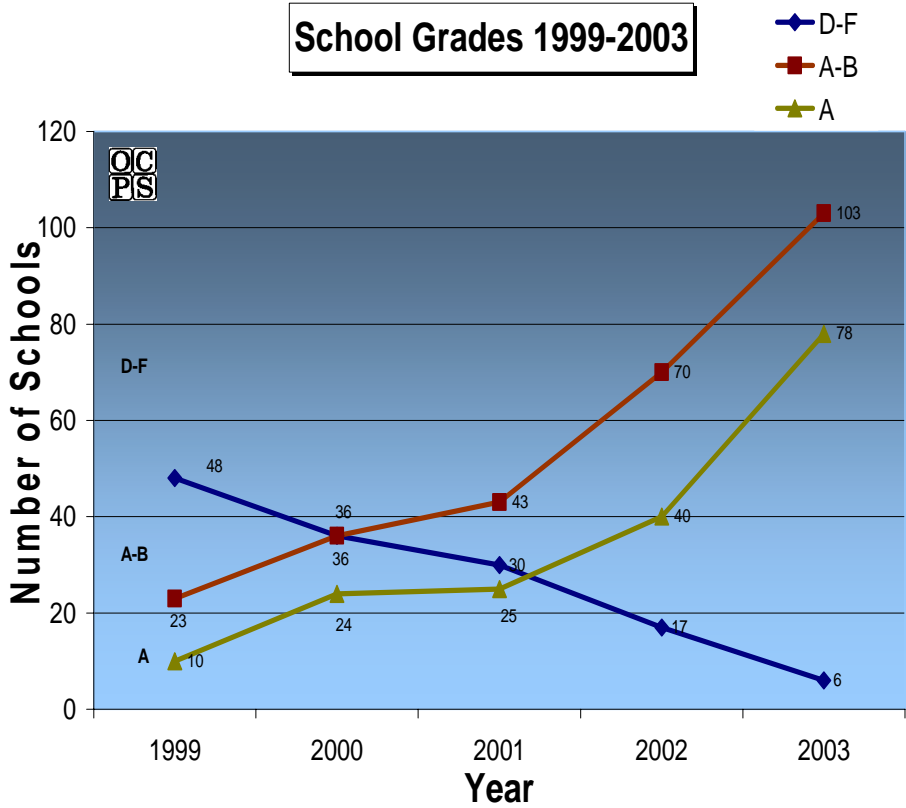
Our district performance goals address and monitor our student's matriculation from kindergarten to graduation and adult life afterwards. Moving forward as a district, we have the initiative set forth by the president's 'No Child Left Behind Act' to close the academic GAP between minority and non-minority students. We have chosen the Florida Comprehensive Assessment Test (FCAT) as the tool we use to assess student academic performance and growth as well as school performance. We have set performance goals to improve FCAT scores and state assigned school grades. As educators we also prepare students for life following their kindergarten through grade 12 tenure. We assess how well we are preparing our district students for the rigors of collegiate academia from our students performance on the Scholastic Aptitude Test (SAT) and ACT as well as the percent of students enrolled in Advanced Placement (AP) courses are tools. We have set performance goals to improve graduation rates and decrease drop out rates, improve SAT and ACT scores, and increase the number of students taking AP courses. For those students that enter the workforce directly we examine our graduation and drop-out rates as well as their level of skilled preparedness through enrollment in Tech-Prep courses. In addition, we assess how well our students are learning what is being taught at the classroom level by examining the numbers of students with a grade point average (GPA) of at least 2.0. The following is a list of our district's performance goals:

Orange County Public School's Charter District Performance Goals:

1. The performance of identified subgroups will show improvement each year and will make progress toward closing the gap with the total OCPS population each year through July 2005.
2. By July 2005, all schools will receive a grade of C or higher.
3. By July 2005, the percent of students scoring at Performance Level 3 or above on FCAT Reading will be above the state average and the average for comparable districts.
4. By July 2005, the percent of students scoring at Performance Level 3 or above on FCAT Math will be above the state average and the average for comparable districts.
5. By July 2005, the percent of students scoring at performance level 4 or above on FCAT Writing will be above the state average and average for comparable districts.
6. By July 2005, students taking the SAT and ACT will score above the national average.
7. By July 2005, the percent of students showing annual learning gains on FCAT will be above the state average and the average for comparable districts.
8. By July 2005, the graduation rate will be above the state average and the average for comparable districts.
9. By July 2005, the drop-out rate will be below the state average and the average for comparable districts.
10. The percent of students taking advanced placement courses and the percent of students scoring a 3 or above will increase each year.
11. The percent of high school students achieving a grade point average of 2.0 or higher will increase each year.
12. The percent of students reading at or above grade level by age 9 will increase each year.
13. The percent of ESE students who graduate with a standard diploma will increase each year.
14. The number of secondary students earning post-secondary credit through Tech Prep courses will increase each year.
15. The percent of post-secondary students earning at least one occupational point will increase each year.

Many of our performance goals use the FCAT as a means to assess how well we are doing as a district to educate our students. Each year the data show that we are doing a better job of teaching the Sunshine State Standards. The grade that school's receive from the state department is calculated in part from the percent of student's they have at the higher FCAT achievement levels 3, 4 or 5. A student at level 3 is demonstrating some success with the sunshine state standards. With each administration of the FCAT our district is showing tremendous improvement in the number of schools earning grades of B or better as well as

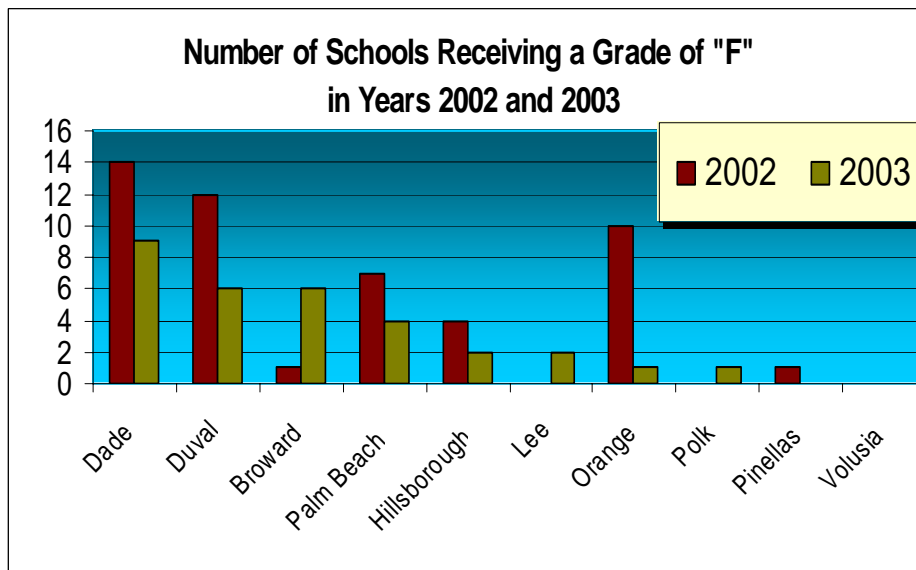
School Grades 1999-2003



decreasing the number of school's receiving a grade of F. In 1999, we only had 23 schools receiving a grade of A or B and 48 receiving a grade of F. By 2001, the number of schools receiving an A or B nearly doubled to 43 and the number receiving a D or F decreased to 30. This past administration of the FCAT 2003, 103 of our schools received grades of A or B. While only 6 received grades of D or F.

As part of our performance plan we not only set high standards for ourselves we also strive to obtain high performance compared to the average of all schools in the state and several district's that are comparable to our district in population, socio-economics and proximity;

Broward, Duval, Hillsborough, Lee, Palm Beach, Polk and Volusia. Compared to these districts we have substantially decreased the number of schools that received a grade of F.



The state assigned school grades are the final outcome in a school's year long efforts to ensure that students are learning.

Much of the school's grade is based upon the percent of students at achievement levels 3 and higher in reading and math and the percent at 4 and higher in writing. In order for schools to evaluate how they are aiding the district in reaching its reading, math and writing academic goals using FCAT performance as the measure. They have been asked to reach a yearly goal of increasing the percent of students they have at levels 3 and higher in reading and math by 3% and the percent of students at levels 4 and higher in writing by 4%. At the elementary level 71% of the schools achieved the yearly target of a 3% increase in the percent of students scoring at level 3 and higher in reading. In middle schools, 53% achieved the yearly target. While, 43% of high schools achieved the target in reading.

FCAT Reading

'Annual school target of a 3% increase in percent of students scoring at level 3 and higher'

Elementary Schools	
Grade	Schools that Met Target (%)
03	74
04	67
05	72
Middle Schools	
Grade	Schools that Met Target (%)
06	63
07	40
08	62
High Schools	
Grade	Schools that Met Target (%)
09	60
10	46

In math, 61% of elementary schools achieved the yearly target of a 3% increase in the percent of students scoring at level 3 and higher. In middle schools, 50% achieved the yearly target. While, 53% of high schools achieved the target in math.

FCAT Math

'Annual school target of a 3% increase in percent of students scoring at level 3 and higher'

Elementary Schools	
Grade	Schools that Met Target (%)
03	65
04	50
05	69
Middle Schools	
Grade	Schools that Met Target (%)
06	60
07	33
08	58
High Schools	
Grade	Schools that Met Target (%)
09	60
10	46

In writing, 88% of elementary schools achieved the yearly target of a 3% increase in the percent of students scoring at level 3 and higher. In middle schools, 28% achieved the yearly target. While, 13% of high schools achieved the target in writing.

FCAT Writing	
'Annual school target of a 4% increase in percent of students scoring at level 4 and higher'	
OCPS Schools	
Grade	Schools that Met Target (%)
04	88
08	28
10	13

As one examines student academic performance in the first year of our charter district status you will find that we have improved from baseline status in 2001 in most areas and we anticipate continued success and growth in all areas. To ensure that all students are receiving the same quality instruction, our district has instituted a comprehensive academic achievement plan that monitors and assesses student ability and academic growth throughout the school year.

Performance Goal 1

The performance of identified subgroups will show improvement each year and will make progress toward closing the gap with the total OCPS population each year through July 2005.

Measurements:

- Comparisons of subgroups with total OCPS population using FCAT Reading Math and Writing achievement level scores.
- Comparisons of subgroups with total OCPS population state defined learning gains for student cohort groups.
- Comparisons of subgroups with total OCPS population dropout rate.
- The mean scores for subgroups on the SAT and ACT.

FCAT Reading, Math and Writing Comparisons

Current Status: Our district's 2002 baseline data shows that our two largest minority groups Blacks and Hispanics fall below the overall district's performance. While our other minority groups which include Asian, American Indian and Multi Racial students performed above the district total. Our district's female students perform higher than our male students and our district's LEP and ESE populations perform significantly below the district. In 2003, all of our lower performing subgroups made progress toward closing the gap with the total OCPS population.

FCAT Reading % Level 3 and Above			
Race	OCPS		
	2001	2002	2003
White	57	59	62
Black	24	26	29
Hispanic	30	30	34
Female	43	45	47
Male	39	39	43
LEP	4	8	11
ESE	13	12	15
TOTAL	41	42	45

FCAT Math % Level 3 and Above			
Race	OCPS		
	2001	2002	2003
White	62	64	67
Black	24	26	30
Hispanic	33	36	40
Female	44	46	49
Male	45	47	50
LEP	12	17	19
ESE	13	15	17
OCPS Total	45	46	49

FCAT Writing % Level 4 and Above			
Race	OCPS		
	2001	2002	2003
White	54	59	65
Black	35	39	47
Hispanic	36	41	47
Female	52	56	62
Male	38	43	48
LEP	13	17	25
ESE	15	19	25
OCPS Total	45	49	55

Learning Gains Comparisons

Current Status: Our district's current data shows that Blacks and Hispanics as well as our LEP and ESE populations fall below the district average for student's making learning gains for both FCAT Reading and FCAT Math. Our district's female and male student's show similar performance in learning gains. While still falling below the district average Blacks show a slight increase in the percent making learning gains while, Hispanics show a slight decrease on the FCAT 2003 Reading and Math Assessments.

Learning Gains in Reading		
Group	2003	Difference from Total
White	68	+4
Black	59	-5
Hispanic	62	-2
LEP	59	-5
ESE	58	-6
Female	64	0
Male	64	0
OCPS Total	64	...

Learning Gains in Math		
Group	2003	Difference from Total
White	78	+4
Black	68	-6
Hispanic	72	-2
LEP	70	-4
ESE	66	-8
Female	73	-1
Male	74	0
OCPS Total	74	...

Dropout Rate Comparisons

Current Status: Last year, Blacks and Hispanics had a higher dropout rate than the district as a whole. Male student drop out rates are slightly higher than female student drop out rates.

Group	Dropout rate (2000-2001)	Dropout rate (2001-2002)	Dropout rate (2002-2003)
White	3.9%	2.1%	
Black	5.6%	3.6%	Available October 2003.
Hispanic	6.3%	3.5%	Available October 2003.
Male	5.1%	2.9%	Available October 2003.
Female	4.6%	2.7%	Available October 2003.
OCPS Total	4.9%	2.8%	Available October 2003.

SAT and ACT Comparisons

Current Status: In 2002, Puerto Rican, Other Hispanic and African American students performed below the district average on the SAT as well as the ACT. While, the district's male students performed better on both the SAT and Act compared to female students.

Group	SAT Scores					
	2001		2002		2003	2004
	Verbal	Math	Verbal	Math	Verbal	Math
White	524	529	527	533		
Puerto-Rican	456	451	450	449		
Other Hispanic	471	478	472	486		
African American	436	433	430	430		
Male	N/A	N/A	494	521		
Female	N/A	N/A	494	490		
OCPS Total	495	502	490	503		

Group	ACT Scores			
	2001	2002	2003	2004
White	22.1	22.1		
Puerto Rican	18.9	19.0		
Other Hispanic-Mexican Chicano	18.6	20.4		
African American	17.2	17.4		
Male	20.4	20.6		
Female	20.1	20.2		
OCPS Total	20.3	20.3		

PERFORMANCE GOAL 2

By July 2005, all schools will receive a grade of C or higher.

Measurement: *The number and percent of schools receiving a grade of C or higher.*

Current Status: In 2002, half of our district's schools received a state grade of B or higher. While, 88% of our district's schools received a state grade of C or better. In 2003, 67% of our schools received a grade of 'B' or higher. While, 89% received a grade of 'C' or better.

State Grade	OCPS School Grades	
	2002	2003
A	40	78
B	30	25
C	53	35
D	7	5
F	10	1

PERFORMANCE GOAL 3

By July 2005, the percent of students scoring at Performance Level 3 or above on FCAT Reading will be above the state average and the average for comparable districts.

Measurement: *The percent of students scoring at Performance Level 3 and above.*

Current Status: Our district has historically performed slightly lower than the state and comparable districts on FCAT Reading. In 2002, our district scored 5% below the state and 6% below comparable districts. While, we did not score higher than the state or comparable districts our district improved at a slightly faster rate scoring 4% below the state and 4% below comparable districts in FCAT Reading 2003.

Grade	FCAT Reading % Level 3 and above					
	OCPS		State		Average of Comparable Districts	
	2002	2003	2002	2003	2002	2003
03	52	58	60	63	61	63
04	49	55	55	60	56	60
05	47	56	53	58	54	58
06	46	49	51	53	52	54
07	44	45	50	52	49	51
08	41	44	45	49	45	49
09	27	29	29	31	28	31
10	34	34	36	36	36	35
Total	42	46	47	50	48	50

PERFORMANCE GOAL 4

By July 2005, the percent of students scoring at Performance Level 3 or above on FCAT Math will be above the state average and the average for comparable districts.

Measurement: *The percent of students scoring at Performance Level 3 and above.*

Current Status: Our district has historically performed slightly lower than the state and comparable districts on FCAT Math. In 2002, our district scored 5% below the state and 6% below comparable districts. While, we did not score higher than the state or comparable districts our district improved at a faster rate nearly equaling the performance of the state in FCAT Math 2003. We scored just 2% below the state and 3% below comparable districts in FCAT Reading 2003.

Grade	FCAT Math % Level 3 and above					
	OCPS		State		Average of Comparable Districts	
	2002	2003	2002	2003	2002	2003
03	54	60	59	63	60	63
04	48	50	51	54	51	54
05	42	49	48	52	50	52
06	40	44	43	47	43	46
07	42	43	47	47	47	47
08	50	52	53	56	54	55
09	45	48	47	41	48	52
10	58	59	60	60	61	60
Total	46	51	51	53	52	54

PERFORMANCE GOAL 5

By July 2005, the percent of students scoring at Performance Level 4 or above on FCAT Writing will be above the state average and the average for comparable districts.

Measurement: *The percent of students scoring at Performance Level 4 and above.*

Current Status: In 2002 our district scored slightly below the state and comparable at grades 4 and 8 but not 10. In 2003, our performance is improving in grades 4 and 8 but still falls below the state and comparable districts. However in grade 10 our district has scored above the state and comparable districts.

	FCAT Writing % Level 4 and above								
	2001			2002			2003		
	Grade 4	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
Orange	32	46	59	31	54	67	46	54	64
State	40	53	61	40	61	67	48	58	60
Average of Comparable Districts	42	56	62	42	61	67	49	61	63

PERFORMANCE GOAL 6

By July 2005, students taking the SAT or ACT will score above the national average.

Measurement: *The mean SAT and ACT scores for the district and the nation.*

Current Status: Data have not yet been received for the 2003 school year.

ACT	1997	1998	1999	2000	2001	2002	2003
OCPS	20.9	21.0	20.6	20.5	20.3	20.3	20.3
Florida	20.7	20.8	20.6	20.6	20.4	20.4	20.5
Nation	21.0	21.0	21.0	21.0	21.0	20.8	20.8

SAT	Verbal						Mathematics					
	98	99	00	01	02	03	98	99	00	01	02	03
OCPS	498	498	494	495	494		503	501	498	502	503	
Florida	500	499	498	498	496		501	498	500	499	499	
Nation	505	505	505	506	504		512	511	514	514	516	

PERFORMANCE GOAL 7

By July 2005, the percent of students showing annual learning gains on FCAT will be above the state average.

Measurement: The Florida DOE has developed a method for measuring annual learning gains. The state defined three ways in which a student was reported to have made learning gains. The three ways to make gains are as follows: 1) Improve FCAT level; 2) Maintain levels 3, 4, or 5; 3) Improve more than one year within level 1 or 2.

Current Status: Our district falls below the state averaged percent of students making learning gains. In reading the state average from accountability reports is 67% while the math state average is 69%.

FCAT Learning Gains		
	2003	
Grade Level	Reading	Math
Elementary	70	72
Middle	67	72
High	51	72
OCPS TOTAL	63	72
STATE TOTAL	67	69

PERFORMANCE GOAL 8

By July 2005, the graduation rate will be above the state average and the average for comparable districts.

Measurement: *Florida DOE reports calculating the graduation rate for Orange, comparable districts, as well as, the overall state average..*

Current Status: Data for 2003 have not yet been received.

DISTRICT	2001	2002	2003
OCPS	59.8	68.3	<i>Not Yet Available</i>
STATE	63.8	67.9	<i>Not Yet Available</i>
Average of Comparable Districts	64.7	69.2	<i>Not Yet Available</i>

PERFORMANCE GOAL 9

By July 2005, the dropout rate will be below the state average and the average for comparable districts.

Measurement: *Florida DOE reports calculating the dropout rate for Orange, comparable districts, as well as, the overall state average..*

Current Status: Data for 2003 have not yet been received.

DISTRICT	Dropout Rate		
	2001	2002	2003
OCPS	4.9	2.8	<i>Not Available</i>
STATE	3.8	3.2	<i>Not Available</i>
Average of Comparable Districts	4.0	3.3	<i>Not Available</i>

PERFORMANCE GOAL 10

The percent of students taking advanced placement courses and the percent of students scoring a 3 or above will increase each year.

Measurement: *The number and percent of students taking advanced placement courses.*

Current Status: The number of students taking AP courses as well as the percent of our high school population enrolled in these courses has increased from 2002.

Year	# Taking AP Courses	% Taking AP Courses	% Scoring 3 or above
2002	3,057	7.5%	62.9%
2003	3,324	7.7%	55.4%
2004			

PERFORMANCE GOAL 11

There will be an increase of the percent of students achieving a GPA of 2.0 each year through July 2005.

Measurement: *The number and percent of 9th grade students with a GPA of 2.0 and above.*

Current Status: There was a decline in the number and percent of 9th graders from the 2002 school year earning a GPA of 2.0 and above.

School year	# 9 th graders 2.0 and above	% 9 th graders 2.0 and above
2002	9,976	61.2%
2003	9,404	55.5%
2004	12,872	39.8%

PERFORMANCE GOAL 12

The percent of students reading at or above grade level by age 9 will increase each year through July 2005.

Measurement: *The number and percent of students scoring at the 50th percentile and higher on the Reading FCAT-NRT in grade 3.*

Current Status: In 2002, more than half of our district's third graders scored in the 50th percentile and higher on the FCAT-NRT. In 2003, that percent increased by 6.1%.

School Year	TOTAL	50 th and higher	% 50 and higher
2002	11,866	6,137	51.7
2003	11,713	6,770	57.8
2004	13,478	7,902	58.6

PERFORMANCE GOAL 13

The percent of ESE students who graduate with a standard diploma will increase each year through July, 2005.

Measurement: The number and percent of ESE students pursuing and obtaining a standard diploma.

Current Status: The completion rate for ESE students pursuing a standard diploma is 95%.

ESE Students	Number pursuing standard diploma	Number obtaining standard diploma	Completion Rate (%)
2002	395	375	95
2003	Not available	Not available	Not available

PERFORMANCE GOAL 14

The number of secondary students earning post-secondary credit through Tech Prep courses will increase each year.

Measurement: The passing rate for high school tech prep examinations.

Current Status: Data for 2003 have not yet been received.

	2001	2002	2003
Tech Prep Results	17% Local	74% Local	<i>Not available</i>

PERFORMANCE GOAL 15

The percent of post-secondary students earning at least one occupational completion point will increase each year.

Measurement: The percent of students earning at least one occupational completion point.

Current Status: Data for 2003 have not yet been received.

Occupational Completion Point Results	2001	2002	2003
	63%	69%	<i>Not available</i>

Individual School Profile Sheets

We realize in order to achieve each district level performance goal each individual school must set its own individual goals. In our schools advisory council plan each school must address each charter school district performance goal that is applicable to their grade level by meeting an annual school target.

FCAT Reading and Math Annual Target– Elementary, Middle and High Schools

Each school has the annual goal of increasing the percent of students at levels 3 and above by 3%.

FCAT Writing Annual Target-Elementary, Middle and High Schools

Each school has the annual goal of increasing the percent of students writing at levels 4 and above by 4%.

Subgroup Academic Performance-Elementary, Middle and High Schools

Each school has the annual goal of increasing the percent of Black and Hispanic students at levels 3 and above for FCAT-Reading and FCAT-Math and 4 and above for FCAT-Writing.

Reading on Grade Level by Age 9- Elementary Schools

Each elementary school has the annual goal of increasing the percent of students scoring in the 50th percentile and higher on FCAT-NRT Reading.

Graduation and Drop-Out Rates-High Schools

Each high school has the annual goal of increasing graduation rates and decreasing drop-out rates.

Classroom Level Academic Performance-High Schools

Each high school has the annual goal of increasing enrollment in AP courses and increasing the percent of ninth grade students achieving a cumulative GPA of 2.0 each year.