U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply)   [**X**] Charter [] Title I [] Magnet [] Choice

Name of Principal: Ms. Beatriz Riera

Official School Name: Mater Academy East Charter

School Mailing Address:
    450 SW. 4th Street
    Miami, FL 33130-1416

County: Miami-Dade   State School Code Number*: 3100

Telephone: (305) 324-4667   Fax: (305) 324-6580

Web site/URL: www.matereast.com   E-mail: briera@matereast.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Principal's Signature)

Name of Superintendent*: Mr. N/A N/A

District Name: Miami-Dade   Tel: (305) 995-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Antonio Roca

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____   Date _____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1.   The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2.   The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3.   To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4.   If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5.   The school has been in existence for five full years, that is, from at least September 2003.

6.   The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7.   The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8.   OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9.   The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10.   There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

219	Elementary schools (includes K-8)
61	Middle/Junior high schools
49	High schools
0	K-12 schools
329	**TOTAL**

2. District Per Pupil Expenditure: __5703__

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[X] Urban or large central city
[   ] Suburban school with characteristics typical of an urban area
[   ] Suburban
[   ] Small city or town in a rural area
[   ] Rural

4. __10__ Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	6	0	0	0
K	45	61	106	7	0	0	0
1	51	57	108	8	0	0	0
2	48	50	98	9	0	0	0
3	35	56	91	10	0	0	0
4	32	40	72	11	0	0	0
5	34	35	69	12	0	0	0
			TOTAL STUDENTS IN THE APPLYING SCHOOL				544

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
2 %	Black or African American
95 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
3 %	White
0 %	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 11   %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	12
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	35
(3)	Total of all transferred students [sum of rows (1) and (2)].	47
(4)	Total number of students in the school as of October 1.	431
(5)	Total transferred students in row (3) divided by total students in row (4).	0.109
(6)	Amount in row (5) multiplied by 100.	10.905

8. Limited English proficient students in the school: 50   %

Total number limited English proficient   273

Number of languages represented: 5

Specify languages:

English, Spanish, Portugese, French, Turkish

9. Students eligible for free/reduced-priced meals: __86__ %

    Total number students who qualify: __466__

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __1__ %

    Total Number of Students Served: __6__

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	1	Specific Learning Disability
0	Emotional Disturbance	4	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	25	0
Special resource teachers/specialists	4	0
Paraprofessionals	0	9
Support staff	1	11
Total number	32	20

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 __20__ :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	96%	97%
Daily teacher attendance	95%	95%	96%	96%	97%
Teacher turnover rate	12%	5%	10%	11%	12%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Mater Academy East - a public charter school - has been providing a quality education to the children of this neighborhood for more than a decade. Mater Academy East's vision is to provide a loving, caring, and supportive educational environment that furthers a philosophy of respect and high expectations for all students, parents, teachers, and staff. Our mission is to accomplish all of our goals by providing students with the necessary skills to reach their highest potential. Serving students in Kindergarten through 5th grade, our school offers a nurturing environment that focuses on academics and character development. This formula has been incredibly successful in helping students make significant academic gains. In 2009, Mater Academy East earned an "A" for the fifth consecutive year on the FCAT. Furthermore, we have continuously made Adequate Yearly Progress (AYP) since 2002. Recently, Mater Academy East reached yet another milestone by receiving accreditation from the Southern Association of Colleges and Schools establishing, once again, our school as one that meets high standards and engages in continuous improvement. In 2008, our school was the 5th highest-performing public elementary school in Miami-Dade County, based on the points it received under the State of Florida's Accountability Program. That year, our Science score was the highest in the entire school district, while the Writing score was the 3rd highest. As a result, we received a "School Recognition Award" from the State of Florida and the "Superintendent's Platinum Award." Mater Academy East received the Florida Title I Distinguished School Award for the 2007-2008 school year. In 2006, Mater Academy East was featured as one of the top 10 charter schools in the State of Florida at the annual State Charter School Conference. In addition, Mater Academy East's facilities were recognized nationally for exceptional design and use of urban space by the American School & University Magazine known as an information source of educational facilities.

Mater Academy East was established in 1999 with approximately 75 students in kindergarten through 2nd grade. Through its continuous commitment, Mater Academy East has successfully emerged as one of the top schools serving this community. Over the past 10 years, it has grown from a 3 classroom school to its current status. The actual enrollment for the 2009-2010 school year is currently 544 students in 22 homeroom classes. Mater Academy East Charter School enters the next decade with renewed confidence to continue meeting AYP on a yearly basis and receive a school grade of "A." The school is open to any student residing in Miami-Dade County, regardless of race, religion, nationality, or ethnic origin. Teacher to student ratio is 1:22 with a class average of 22 students. Mater Academy East also participates in a speech and language program which serves approximately 1.5% of the students. Based on the student population of the 2009-2010 school year, the economic level of the students was primarily low, as indicated by 86% of students who are eligible for free or reduced lunch. The student population mirrors its counterpart, the Hispanic community at large with 95% of our students being Spanish speakers, as evidenced by the participation of more than half of our student population in the ELL (English Language Learners) program.

Traditionally, Mater Academy East supports a highly innovative curriculum which blends traditional methodology with new programs and techniques. In order to meet global practices, the school has initiated programs which benefit the environment and the Earth's sustainable factors. Our faculty is comprised of certified, highly qualified teachers who are dedicated to excellence. A tradition of parental and community involvement are an integral part of the school's success. These collaborative efforts ensure that Mater Academy East meets high standards for all students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Our data reflects students' performance on the Florida Comprehensive Assessment Test (FCAT) for students in grades 3, 4, and 5 in the areas of Reading and Math. Students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest). Students attain proficiency in reading and math by scoring at Level 3 or above. Students scoring at Level 4 and 5 are reflected as %Proficient plus % Advanced. At Mater, assessment results demonstrate overall sustainable growth from 2004-2009 in math and reading. Within each of the data sets in grades third, fourth, and fifth there has been marked student achievement as recorded by the Florida Department of Education (FLDOE).

In the area of math there is a marked trend upwards of proficient and advanced scores. In general, the increase exhibits overall growth in the area of math for all students and student subgroups. Over the past 5 years, Mater Academy East has surpassed the state level's overall proficiency percent in grades 3-5. Students demonstrate a slight increase in achievement levels in the area of math when compared to reading. This disparity is mainly due to the growing number of students who continue to be monitored as Limited English Proficient (LEP) students. Reading scores also indicate that students at Mater Academy East surpassed the state level's proficiency percent in grades 3-5. For example, since 2004 students in grade 4 exhibit great levels of proficiency as the overall scores have remained consistent including top scores in the 90th percentile. Due to a low student turnover rate, Mater Academy East can accurately assess achievement of students moving from one grade level to the next. Data indicates that there is a steady increase in the % Proficient plus % Advanced for all students within the last 5 years as these students move from one grade level to the next (ex: grade 3 = 73%, grade 4=77%, grade 5=78%). Mater has met and superseded the state's requirement during the past five years. The state assessment system provides testing information at www.fldoe.org/asp.

First and foremost, the Florida Comprehensive Achievement Test (FCAT) exams are a given measure of student achievement vis a vis the State of Florida's Sunshine State Standards. The skills and competencies, also known as benchmarks, were carefully examined to provide the multiple pieces of evidence in each of the grade levels tested. The assessment scores are a testimony to the advances the school has made in all of the subgroups listed. Marked gains or overall student achievement growth serve as real evidence to support the school's claim that the students are scoring above the State of Florida and that the children participate 100% in the testing on a yearly basis. In addition, the school demonstrates gains despite the fact that there is a preponderance of Socio-Economic Disadvantaged students in attendance at the school. Hispanic/Latino students continue to attend the school in large numbers, not only in the past five years, but since the school's commitment to invite minority children to attend and succeed in the learning of key subjects.

Each of the sub-groups, known as Limited English Proficient (LEP), Special Education, and a majority of other minority groups comprises the uniqueness of the school's make-up. There were 1.76 million students, according to the FLDOE in 2009 and Mater scored in the forefront as evidenced by the school making Adequate Yearly Progress (AYP) on a yearly basis. Furthermore, whether a particular student's performance has improved, remained consistent, or declined the school continues to demonstrate school-wide progress in meeting high standards for Math and Reading, in particular, during the past five years.

2. **Using Assessment Results:**

Mater Academy East Charter School enacts a comprehensive assessment system in order to monitor and document performance. The assessment system is based on clearly defined performance measures that yield valid and reliable results. Assessments include, but are not limited to; state and local school district mandated

standardized testing, baseline testing, and in-house testing. Data is collected and results are utilized to assess student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student achievement. The information is disseminated amongst school leaders, teachers, parents, community partners, and stakeholders. Assessment reports offer specific information and highlight the school's achievements, which in turn builds support from the community. Analyzing data offers insight into the specific needs of our students. Consequently, the data determines areas of growth and improvement. Students with specific needs are placed on a plan to monitor progress. This plan specifies areas to monitor, assessments used, data outcomes, as well as delineating a plan of action, and results in the provision of a timeline to further student progress. Additionally, data provides individual student information to predict end of year performance on standardized tests, diagnose learning needs, set instructional goals, and monitor instructional progress. Data influences student placement by providing additional information regarding achievement. Teachers differentiate their instruction, as indicated by assessment results, in order to provide intensive instruction to those performing below mastery and enrichment activities to those performing above mastery. Subsequently, professional development needs are determined and plans are developed to facilitate desired learning outcomes. Budgetary decisions are made based on data results incorporating research-based resources in an effort to ensure student success and the school's overall achievement. The School Improvement Plan (SIP) is developed and functions as a guide towards meeting expectations. Data is compiled from various assessments to facilitate awareness of trends. Through this process, the leadership team is able to determine areas of strength and improvement effectively and methods to be utilized towards meeting targeted objectives.

3.   **Communicating Assessment Results:**

A variety of methods for communicating student performance are utilized at Mater Academy East Charter School. Access to the Parent Portal, through our school's district website, is available to all parents whereby they can view their child's attendance, assignments, grades, etc. Throughout each nine week period, quarterly standards based report cards and progress reports are distributed to all parents. Workshops are designed to inform parents on assessment results and their impact on each student's overall academic success. One-on-one meetings are held upon request by the administration, teachers, and/or parents to address specific concerns and needs. Additionally, newsletters, informational pamphlets, and assessment reports are made available on a monthly basis. The school's website is an excellent source of information for all parents, students, and the community as well. Information is updated regularly to include current and previous assessment results. Meetings with the Educational Excellence Advisory Committee (EESAC) and school's governing board are scheduled on a quarterly basis, as a means of actively informing all stakeholders on assessments and resulting data. Actively informing all stakeholders provides an avenue towards building community support and satisfaction. Initially, students are provided a general briefing regarding results within their classroom group. Individual follow-up meetings are held in order to focus on particular needs and/or questions. Accurate and useful reporting of assessment results enables teachers, students, parents, and the community to understand why various assessment instruments are being used and how the results will be part of the school's overall improvement process. The emphasis on reporting results is to identify educational progress and growth.

4.   **Sharing Success:**

Sharing our school's success is a valuable endeavor in order to ensure that Mater Academy East continues to carry on with its primary goal in providing a quality education for all students. This tradition assists in establishing high quality practices and/or programs in developing school improvements. Our school utilizes various forms of communication to share its successes. Newsletters, open houses and parent orientation meetings serve as a forum where we can inform all stakeholders of goals, performance, and successes. Additionally, the Parent Portal, made possible through the school district's website, offers information as well to all of our parents and students. Our school's website is continuously updated to include information regarding the school's overall performance and effectiveness of our programs. Our

governing board and Educational Excellence School Advisory Committee (EESAC) are regularly informed on a quarterly basis. District meetings, principal's meetings, and school site meetings are yet another avenue where the achievements of the school can be shared. Press releases are created periodically to ensure that the community is aware of the school's achievements. Mater East participates in yearly conferences, as a means of sharing the school's multiple achievements at the national and state levels. By sharing our successes with other schools, we offer an insight into our achievements and facilitate improvements other schools may wish to aim for in the future. It creates a communication link amongst neighboring and sister schools, including those at the state and national level. Furthermore, it provides concrete ideas, but more importantly heartfelt inspiration. Over the last decade, Mater Academy East has developed strong ties with community leaders who are involved in influencing public decision making for the benefit of education. In the event, that we are awarded Blue Ribbon status, we will continue to communicate our successes in order to share best practices. These efforts maximize the value of the services we provide within our community and build collaboration amongst all stakeholders. Sharing these research-based and creative approaches, mobilizes community support for education as a whole and implements effective partnership practices to increase student achievement.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The objectives and goals at Mater Academdy East are to provide elementary (K-5) students with consistent, challenging and meaningful content to all of its students. The core curriculum teaches essential concepts and sets of skills for literacy, mathematics, social studies, health, art and Spanish as well as technological literacy. National and state standards are adhered to in order to align the curriculum to the needs of the students at Mater Academy East. The intended goals of Mater East are to; first and foremost, provide the students with an expanded curriculum which meets the needs of diverse student body. The curriculum itself is comprehensive and integrated. The programmatic approach in the various subject areas weaves the school and communities efforts into a unified strand. The emerging generation of information in literacy, for example, uses educational computer technology through programs like Voyager and Accelerated Reader to improve the flexibility, accessibility and individual student response through both the learning and the teaching processes.

It is each teacher's responsibility to understand and tap into the multiple learning modalities of the diverse student culture at the school. The staff consistently works at providing students with opportunities for practice and review in each of the subject areas. In addition, the staff creates activities which delve into the varying degrees of learning through different modalities. The visual student finds support with technical advances found in each of the classroom's use of Promethean boards and class computers. Multiple modes of delivery, such as voice enhancement tools on the computers, are available to support the school's newcomers as English Language Learners (ELL). One-on-one instruction is given to encourage independent learning by the children. Although the technology itself supports flexible modes and is quite simple in its design and use, the school is constantly exploring ways of enhancing technological applications in order to measure the many positive outcomes of student learning.

The staff is quite knowledgeable in understanding the range of available resources and uses the technology available to its fullest by integrating it daily in the classroom during instruction. Each subject area is taught within a specified teaching block that provides enough time for student involvement in the daily task at hand. Cross-segmental collaboration, through vertical and horizontal articulation, allows the teachers to examine their successes in-house by engaging in pedagogical discourse to better the systematic delivery of instruction.   Teamwork by the staff results in a cohesive unit providing rich and meaningful instruction for all of the children at the school.

Math is yet another area of our core curriculum which infuses computer technology through programs such as Carnegie that provide accessibility and opportunities for differentiated instruction. Furthermore, students build on problem solving skills using interpersonal interactions as well as instructor led guidance activities. Mater East reflects State and District requirements through uninterrupted daily mathematics instruction utilizing a hands-on approach.

The arts program at Mater East offers students learning opportunities for experiential and sensory learning that engages both field independent and field sensitive students. In addition, through visual arts, music, dance and drama a tapestry of carefully crafted activities provide enhanced spatial reasoning for the students. It is a well documented fact that dramatic music and art activities stimulate the writing of poetry or short stories, for example. Lastly, the children gain interpersonal knowledge by working together well with students whom are all of diverse backgrounds.

The mission of the Spanish language program at the school is designed to teach Spanish as an important world language. The classes are taught entirely in Spanish through a conversational approach. By using an

immersion language approach the focus of instruction along with the delivery are based on games, songs, folk stories and crafts. As a result, the students are able to make great strides to remain bilingual and respect their cultural ties with the Hispanic community. Cultural activities set during Hispanic Awareness Month make learning an enjoyable past time which is directly tied to community experiences in the community we serve.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

Mater Academy East Charter School's literacy curriculum focuses on thematic instruction using state adopted texts incorporating explicit phonics instruction, integrated language arts components, guided reading, and assessment opportunities. Various themes focus on the following areas of comprehension and information processing: inference, predictions, text organization, and story elements/structure. In addition, the curriculum engages elementary students in research and information skills by teaching them the following: how to read charts, graphs and diagrams, complete timelines, and select appropriate multimedia resources by selecting from different technologies, e.g. Accelerated Reader leveled books, to deepen their comprehension skills. Finally, the K-5 students analyze words and orthographic/grammar patterns along with structural analysis of words in order to examine etymological derivations of such words resulting in the expansion of vocabulary knowledge.

A holistic approach to literacy by way of an immersion into the children's language and culture is the focus of an authentic child-centered curriculum at Mater Academy East Charter School. The school's reading program immerses K-5 students in a language-rich environment. The children and teachers are active bilingual participants who intertwine the four major areas of literacy: reading, writing, listening, and speaking into an interrelated process. The students use the five step writing process to expand their knowledge of oral and aural skills. Using higher-order thinking skills, Mater Academy East educators teach in an uninterrupted block of time to maximize student gains in literacy.

The school has chosen a holistic approach to literacy because of the various cultural and linguistic factors that form part of the educational environment. In the current multi-cultural environment of the school the children learn to converse, read and write in English and Spanish. Parent participation in cultural activities such as Hispanic Awareness month promote and foster the school's multi-cultural environment. Mater Academy East has and continues to have persistent literacy gains. These gains are a result of the school's continuous use of intervention programs that combine the school's goals and values. Activities are structured in a way to assimilate the children's home culture and language in order to promote a literacy-rich environment. Mater Academy East attributes much of its success within the reading curriculum to the "Tutoring Academy" which offers students an opportunity to enhance literacy skills through an extended school day program.

3. **Additional Curriculum Area:**

Due to a growing trend in environmental sustainable practices, Mater Academy East Charter School has incorporated a Science curriculum by initiating programs to benefit the students and the world in which we live. For example, students are involved in the process of cultivating edible gardens at the school site, which includes, the importance of healthy eating, social responsibility, and sustainability. Furthermore, our Science curriculum utilizes traditional methods as well as highly innovative programs infused with technology. Our Science curriculum is aligned to the Competency Based Curriculum (CBC) and to the Sunshine State Standards (SSS). Our research based textbooks provide higher-order and critical thinking strategies as students participate in hands-on inquiry-based scientific investigations. Our curriculum effectively infuses the sciences with other core curriculum areas to effectively deliver instruction that is interrelated, rigorous, and enables students to become active participants in the learning process. The focus of instruction is on the meaningful development of essential ideas and concepts. New skills are developed through real-world problem-solving opportunities. Cooperative learning enables students to discuss, explore, discover, and use technology to develop meaning. Whole group collaboration facilitates discussion of specific concepts,

connections, and predictions. Hands-on laboratory experiments, real-world science experiences, and engaging activities are some methods utilized as we strive to meet this challenge. The use of virtual manipulatives and interactive whiteboards are used to supplement the curriculum and are easily integrated into the instructional program. Additionally, all students participate in quarterly science fairs where they can utilize scientific thinking skills to demonstrate knowledge and application of the scientific method. Ultimately, the goal is for students to think analytically, develop concepts and skills, and learn to enjoy and value the role of Science in their everyday lives. Our students live in a digital and global society, as such; Mater Academy East strives to prepare our students for these challenges with an effective curriculum integrated with technology to foster creative thinking and a comprehensive mastery of skills and concepts.   Mater Academy East continues to push Science to the forefront as evidenced by a large percentage of its students meeting high standards on a yearly basis.

4.   **Instructional Methods:**

Mater Academy East Charter School prides itself in providing innovative curricula and instructional methods centered on standards and research based programs that deliver effective instruction to meet the needs of our diverse student population. Differentiating instruction provides learners a variety of methods to process information and demonstrate learning gains. Differentiated instruction activities are utilized in all classrooms and are evident through teacher lesson planning. The adaptation of instructional delivery is effective due to an array of methodologies used within the classroom, specifically, instructional delivery which takes place in whole group, small group, cooperatively, and individually. Role playing, presentations, scaffolding techniques, and the use of visual aids, are some of the techniques employed to create active learning opportunities to meet the needs of all student subgroups. Enrichment activities accommodate individual abilities for those students who perform above proficiency. Remedial instruction through the use of programs such as Voyager Passport are facilitated by the Reading Coach and are used as a means of intervention for specific student subgroups as learning needs arise. The ability to tailor instruction and provide accommodations ensures that teachers build on students' strengths and knowledge. Due to the significant percentage of English Language Learners (ELL) at Mater Academy East, educational technological resources are another method provided to facilitate instruction and are tailored to meet the needs of student subgroups. Furthermore, students with specific learning disabilities receive instruction utilizing an inclusion model setting. Individual Education Plans (IEP) are also developed describing the special education program and/or services required for each student, specific modifications to learning expectations, goals, and timelines. Implementing effective accommodations and differentiated instruction is one method in which Mater Academy East meets the needs of diverse learners and provides all learners the opportunity to process information in a variety of educational settings, as well as demonstrate proficiency.

5.   **Professional Development:**

The need for professional development at Mater Academy East Charter School is determined through on-going administrator observations, student performance, and/or data analysis in the areas of instructional delivery, classroom management, standardized testing, and technology. Professional development that correlates directly with teachers' instruction, curriculum materials, and align with content standards are offered to guide their work and the assessments utilized to evaluate success. Focusing on teachers' knowledge of subject matter and the methods in which students learn and understand facilitates overall achievement. Specifically, professional development within the school, department, or grade level; such as peer observations, are designed for collective participation and create active learning opportunities. Effective classroom management is vital in creating a climate conducive to learning and is included in Mater Academy East's program of professional development. Trainings include, but are not limited to, strategies to maximize teaching time and conflict resolution techniques. Department heads and test chairperson attend professional development sessions focusing on training the trainees. These sessions are intended for trainers to collect essential information which they then disseminate within the school.

This practice encourages communication amongst teachers and provides opportunity to share best practices as well. To maximize student achievement on standardized testing, all teachers participate in professional development specifically for their respective testing needs. Professional activities that encompass nationally recognized educational speakers are continuously integrated within our program to build knowledge and provide motivation for teachers, faculty, and staff. Professional development in the area of technology is an essential component to improve student achievement at Mater Academy East.   Teachers have a growing number of resources in the area of educational technology; therefore, quality training is provided and essential to ensure that technology is utilized effectively and supports student learning and success. The school delineates a timeline to provide all teachers the opportunity to attend professional development focusing on their precise learning needs. To conclude, Mater Academy East employs a program of Professional Development that provides consistency and quality to extend teachers' realm of knowledge and in turn benefit student learning.

6. **School Leadership:**

Integrity, responsibility, and a focused personal commitment would best describe the leadership structure and leadership role of principal at Mater Academy East Charter School. The primary role of our administration is to build a "team centered" and "goal oriented" academic institution, whereby teachers, families and communities in partnerships, engage to build specific programs with one goal in mind, student achievement. The leadership structure at Mater Academy East is comprised of a principal, an assistant principal and a board of directors. Together they set the academic tone and work actively with teachers, faculty and staff to develop and maintain high curriculum standards, formulate mission statements, and establish performance goals and objectives. Our success is attributed in large part to a "team centered" and "goal oriented" approach to education. This team friendly atmosphere fosters an easy flow of communication amongst all members of the staff in order to set forth policies, programs and community relationships. School policies at Mater Academy East are continuously evolving. Administrators along with staff rely on their experience, most up-to-date educational research and school climate surveys to ensure that student code of conduct, parent contract and employee policies and procedures are executed successfully throughout the school year. The specific programs at our school are facilitated by the leadership team who encourage the sharing of best practices school-wide to meet specific goals and objectives. Furthermore, school adopted text as well as educational technology programs have quantifiably contributed to our success in student achievement. Our leadership team relies on another important resource, community relationships. These pivotal partnerships with community and business leaders have allowed our institution to receive much recognition in the community we serve. The leadership team is actively networking and supporting causes that benefit the community at large. The leadership team at Mater Academy East, whose Principal has lead the school since its inception, has a clear vision to continue offering the highest student achievement while maintaining a focus on the policies, programs and community relationships that have proven successful.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: Florida Comprehensive Assessment Test
Edition/Publication Year: N/A   Publisher: Florida Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	94	96	77	84	70
% Advanced	80	91	55	29	40
Number of students tested	65	53	52	51	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	93	96	75	84	74
% Advanced	79	89	52	29	40
Number of students tested	57	47	44	49	65
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	3	0	2	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	93	96	76	84	70
% Advanced	81	90	56	29	40
Number of students tested	61	52	50	51	71
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	2	1	0	1
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	95	0	0	27
% Advanced	0	85	0	0	9
Number of students tested	9	20	7	9	11
6. Largest Other Subgroup					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	1	0	0	0

Notes:
Information for the "Largest Other Subgroup Not Listed Above" (question #6) cannot be entered for the years 2006-2007 & 2005-2006, due to the fact that all subgroups have been already identified above.

Subject: Reading Grade: 3 Test: Florida Comprehensive Assessment Test
Edition/Publication Year: N/A Publisher: Florida Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	74	89	63	71	70
% Advanced	31	64	37	16	26
Number of students tested	65	53	52	51	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	70	87	57	69	72
% Advanced	30	59	28	14	27
Number of students tested	57	47	44	49	65
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	3	0	2	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	72	88	62	71	70
% Advanced	32	64	36	16	26
Number of students tested	61	52	50	51	71
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	2	1	0	1
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	80	0	0	27
% Advanced	0	45	0	0	0
Number of students tested	9	20	7	9	11
6. Largest Other Subgroup					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	1	0	0	0

Notes:
Information for the "Largest Other Subgroup Not Listed Above" (question #6) cannot be entered for the years 2006-2007, 2005-2006, and 2004-2005, due to the fact that all subgroups have been already identified above.

Subject: Mathematics   Grade: 4   Test: Florida Comprehensive Assessment Test

Edition/Publication Year: N/A   Publisher: Florida Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	91	100	97	92	74
% Advanced	79	76	74	54	33
Number of students tested	75	37	35	50	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	100	97	91	73
% Advanced	78	76	72	54	35
Number of students tested	68	30	33	45	40
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	3	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	91	100	97	92	74
% Advanced	79	73	73	54	33
Number of students tested	75	34	34	50	42
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	2	0	0	0	1
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	8	2	4	3	5
6. Largest Other Subgroup					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	1

Notes:

Information for the "Largest Other Subgroup Not Listed Above" (question #6) cannot be entered for the years 2008-2009, 2007-2008, and 2005-2006, due to the fact that all subgroups have been already identified above.

Subject: Reading   Grade: 4   Test: Florida Comprehensive Assessment Test

Edition/Publication Year: N/A   Publisher: Florida Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	76	70	69	90	79
% Advanced	45	35	23	36	37
Number of students tested	75	37	35	50	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	75	67	67	89	78
% Advanced	46	30	18	35	41
Number of students tested	68	30	33	45	40
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	3	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	76	68	68	90	81
% Advanced	45	35	21	36	38
Number of students tested	75	34	34	50	42
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	2	0	0	0	1
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	8	2	4	3	5
6. Largest Other Subgroup					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	1

Notes:

Information for the "Largest Other Subgroup Not Listed Above" (question #6) cannot be entered for the years 2008-2009, 2007-2008, and 2005-2006, due to the fact that all subgroups have been already identified above.

Subject: Mathematics Grade: 5 Test: Florida Comprehensive Assessment Test
Edition/Publication Year: N/A Publisher: Florida Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	81	83	70	72	58
% Advanced	41	68	42	41	29
Number of students tested	47	35	54	39	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	79	81	69	69	54
% Advanced	36	64	39	39	33
Number of students tested	42	31	49	36	28
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	2	0	1	0	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	80	82	72	74	62
% Advanced	40	68	44	42	31
Number of students tested	45	34	53	38	29
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	3	2	6	2	1
6. Largest Other Subgroup					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	1	0	1	1

Notes:
Information for the "Largest Other Subgroup Not Listed Above" (question #6) cannot be entered for the years 2008-2009 and 2006-2007, due to the fact that all subgroups have been already identified above.

Subject: Reading Grade: 5 Test: Florida Comprehensive Assessment Test
Edition/Publication Year: N/A Publisher: Florida Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	79	77	87	82	65
% Advanced	40	34	41	36	38
Number of students tested	47	35	54	39	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	76	74	88	81	61
% Advanced	35	32	39	36	36
Number of students tested	42	31	49	36	28
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	2	0	1	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	78	76	87	84	69
% Advanced	38	32	42	37	41
Number of students tested	45	34	53	38	29
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	3	2	6	2	1
6. Largest Other Subgroup					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	1	0	1	1

Notes:
Information for the "Largest Other Subgroup Not Listed Above" (question #6) cannot be entered for the years 2008-2009 & 2006-2007, due to the fact that all subgroups have been already identified above.

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