

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Arts in Education Model Development and Dissemination Program CFDA Number 84.351D**

**CFDA # 84.351D**

**PR/Award # U351D140111**

**Grants.gov Tracking#: GRANT11638821**

OMB No. , Expiration Date:

Closing Date: Apr 28, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1242-Documentation for Competitive Preference Priority I.docx

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="04/28/2014"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="The School District of Palm Beach County"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="59-6000783"/>	* c. Organizational DUNS: <input type="text" value="1320265270000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="3300 Forest Hill Boulevard"/>	Street2: <input type="text"/>	
* City: <input type="text" value="West Palm Beach"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="FL: Florida"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="33406-5813"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Curriculum"/>	Division Name: <input type="text" value="Teaching and Learning"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Mary"/>	
Middle Name: <input type="text" value="Helen"/>		
* Last Name: <input type="text" value="Arbogast"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Grants Administration Coordinator"/>		
Organizational Affiliation: <input type="text" value="The School District of Palm Beach County, Florida"/>		
* Telephone Number: <input type="text" value="561-434-7302"/>	Fax Number: <input type="text" value="561-434-8838"/>	
* Email: <input type="text" value="maryhelen.arbogast@palmbeachschools.org"/>		

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.351

CFDA Title:

Arts in Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022514-001

\* Title:

Office of Innovation and Improvement (OII): Arts in Education Model Development and Dissemination Program CFDA Number 84.351D

**13. Competition Identification Number:**

84-351D2014-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Arts Integration Cohort Project (AICP)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="533,041.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="533,041.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Mary Arbogast</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>The School District of Palm Beach County</p>	<p>DATE SUBMITTED</p> <p>04/28/2014</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="U.S. Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Arts in Education"/> CFDA Number, if applicable: <input type="text" value="84.351"/>
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<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix  \* First Name  Middle Name   
\* Last Name  Suffix

Title:  Telephone No.:  Date:

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U351D140111

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

### Optional - You may attach 1 file to this page.

Arts GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

## **Response to Section 427 of GEPA**

The School District of Palm Beach County, Florida, will ensure equitable access to, and participation in the Arts in Education Model Development and Dissemination Program for students, teachers, and other program beneficiaries. To increase awareness of and participation in the project, the target school sites and project management will distribute informational brochures and correspondence; make presentations at community gatherings and school events; and obtain feedback through surveys and informal interviews. Data will be monitored to gauge the project's effectiveness in reaching underrepresented groups and corrective steps will be taken, if necessary, to maximize participation. District policies and procedures ensure that all communications and informational materials are sensitive to the needs of students and families, and are developed in multi-lingual formats, as appropriate, to reach non-English speaking families.

In accordance with the Americans with Disabilities Act, the school sites and all other venues selected for the project will provide accommodations so that the facilities, programs, and services are accessible to students, teachers, or other persons with disabilities. Accommodations will be made as needed to meet the needs of individuals with disabilities. SDPBC School Board Policies 3.06 and 5.725 provide for specially designed instruction and related services for learners with special needs, and provide for reasonable accommodations for qualified employees or job applicants with disabilities to perform the essential functions of the position.

The School Board's nondiscrimination policies and procedures guide and govern all decision making at all levels for students, employees, and the general public. School Board Policies 3.05, 5.001, and 5.81 protect students, parents, employees, applicants, and the general public from harassment or discrimination for any reason including, but not limited to, their real or perceived sex, race, color, religion, national origin, age, disability, marital status, ancestry, ethnicity, gender, linguistic preference, political beliefs, sexual orientation, and/or social/family background in educational programs or admission to educational programs, in school or outside at school-sponsored events, on school buses, in training facilities or programs sponsored by the District.

The school district's Equal Education Opportunities (EEO) office monitors, coordinates, and recommends action to ensure compliance with the SDPBC policies and procedures for equitable treatment and services for all individuals. To effectively and fairly resolve conflicts should they arise, the district has established a grievance procedure related to equal access for applicants, employees, or students alleging discrimination. These procedures, which are administered by the EEO, are accessible for use by students, district employees, and the general public.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> The School District of Palm Beach County	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="E. Wayne"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Gent"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Mary Arbogast"/>	* DATE: <input type="text" value="04/28/2014"/>

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## ABSTRACT

The School District of Palm Beach County proposes to implement the Arts Integration Cohort Project, an arts-technology integration initiative designed to target student achievement and engagement at four Title I elementary schools: North Palm Beach Elementary, Plumosa Elementary School of the Arts, UB Kinsey/Palmview Elementary, and West Riviera Beach Elementary. Based on the Kennedy Center's CETA model and incorporating best practices from a prior AEMDD project, the Arts Integration Cohort Project is designed to offer teachers high-quality professional development in arts integration and the use of technology as a teaching tool, increase students' quality and quantity of in-school arts experiences and arts-based learning, and subsequently increase student achievement in both academic and arts-based learning.

Technology applications will enable students to connect to their peers locally, nationally, and internationally, using the arts as a bridge to other cultures. A dedicated website will serve as a documentation tool for project activities, as well as a curriculum resource and connection portal for cohort teachers and others interested in arts-integrated best practices. Program sustainability will be supported through ongoing partnerships with four local cultural arts organizations, including the Kravis Center for Performing Arts, the Morikami Museum and Japanese Gardens, the Palm Beach County Cultural Council, and the Center for Creative Education. Working with the school district, these project partners will implement a series of teaching artist residencies in each of the four target schools. A rigorous mixed-methods, quasi-experimental evaluation model will analyze growth in reading, math, and the arts, as well as any potential increases in student engagement while also providing formative feedback on the project efficacy throughout the four-year duration.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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**ARTS INTEGRATION COHORT PROJECT (AICP)**

Arts in Education Model Development and Dissemination Program Grant

The School District of Palm Beach County, Florida

April 28, 2014

*"The future belongs to young people with an education and the imagination to create."*

*~ President Barack Obama*

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**ABSOLUTE PRIORITY**

The School District of Palm Beach County (SDPBC), Florida, proposes to implement the *Arts Integration Cohort Project (AICP)*, an arts integration model development and dissemination program, in partnership with the John F. Kennedy Center for the Performing Arts, the Morikami Museum and Japanese Gardens, the Cultural Council of Palm Beach County, the Kravis Center for Performing Arts, and the Center for Creative Education. The Arts Integration Cohort Project (AICP) meets the Absolute Priority established under 34 CFR 75.105(c) (3). The project will target four Title I elementary schools serving at-risk student populations that are not meeting proficiency in English Language Arts and mathematics. The four target schools, North Palm Beach Elementary, Plumosa Elementary, U.B.Kinsey/ Palmview Elementary, and West Riviera Beach Elementary, have a combined enrollment of over 2,200 students in kindergarten through grade five. It is anticipated that this project will serve over 4,000 students over the course of four years, in addition to approximately 200 teachers.

The AICP is designed to create and document a cohesive, rigorous, research-based model that will use arts integration to advance the understanding of effective ways of teaching both the arts and academic curricula as a means to increase student achievement and engagement. The high quality, whole-school model for effective arts integration will be strengthened by research-based strategies developed by the Kennedy Center's CETA (Changing

Education Through the Arts) Program and sustained with effective professional development protocol. The integrated curricula will be developed with engaging, challenging, and relevant interdisciplinary projects that demand higher order thinking skills included in the Common Core Standards for Mathematics and English Language Arts/Literacy, combined with the new National Standards for Arts Education in Music, Visual Arts, Drama, and Dance, developed by the National Coalition for Core Arts Standards (2014); this will serve as the basis for all curricular activities to ensure that students are developing creative and critical thinking, problem solving, and collaboration skills for the future.

The Arts Integration Cohort Project will implement school-wide strategies to construct a school culture of high expectations for all students to learn, develop, and apply artistic skills and knowledge, improve understanding of academic concepts, and connect interdisciplinary arts and academic learning so that it becomes deep and sequential throughout the curriculum. The AICP intends to improve student learning in both the arts and the academics by integrating arts skills and knowledge into the core elementary curriculum, and, in doing so, improve the quality of instruction, student outcomes, and accountability for student learning in both the arts and the core content areas. The rigorous evaluation will use a quasi-experimental, mixed-method design based on rigorous scientifically-based research methods, as well as a formative evaluation plan design to support continuous improvement throughout the four project years.

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**COMPETITIVE PRIORITY 1 - *Turning around Persistently Low Achieving Schools***

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The Arts Integration Cohort Project (AICP) meets the eligibility requirements for Competitive Preference Priority I, under 34 CFR 75.105 (c) (2) (i). One of the four participating schools targeted to receive project services under the Arts in Education Model Development and Dissemination Program Grant, West Riviera Elementary School is identified as Tier I under the

School Improvement Grants Program (75 FR 66363) as one of Florida's FY2010 persistently lowest-achieving school. West Riviera Elementary School is listed as Tier I on the Department's Web site at <http://www2.ed.gov/programs/sig/index.html>.

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**COMPETITIVE PRIORITY 2 – *Technology***

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In the 21st century, technology is becoming ever more woven into the fabric of our society; the means by which we communicate and create commerce are now almost exclusively technology-based. Researchers McDougall and Trotman (2011) presented three case studies that examined the use of technology in the students' creative learning projects; they found that "the new digital spaces enable the creation of previously unexplored landscapes for the exercise of functional freedom, ambiguity, and informed risk" (p. 281). Utilizing technology within a framework of arts integrated experiences allows students and teachers to create new ways of making meaning, making connections, communicating, and documenting learning. The AICP will utilize a series of hardware and software applications to enhance teachers' practice and students' learning. Each school in the project will be provided an iPad lab, digital cameras, and software for graphic design, animation and music composition. The project will employ a full time Arts Technology Coordinator who will conduct professional development for teachers and follow-up with coaching, modeling, and mentoring. A website will be designed in the first year of the project on which teachers can share technology-based arts-integrated projects, lesson plans, samples of documentation of student work, and other resources in order to disseminate their work and share best practices. Teachers will also participate in web conferencing and web meetings to establish a learning network across the four schools through which they can share ideas and learn from one another continuously. The website will also provide teachers with resources for students to connect with their peers across the country and abroad through

programs such Skype in the Classroom, the Global Schoolhouse, and iEARN. It is anticipated that this element of the program will prove particularly useful in documenting the research and, ultimately, in the dissemination of project-related research and evaluation outcomes.

### **NEED FOR PROJECT**

***(a) The project will provide services /address needs of students at risk of educational failure.***

Palm Beach County, Florida, is home to an extremely diverse population of over 1.3 million people. Roughly the size of Delaware, Palm Beach County spans 2,386 square miles, encompassing the city of West Palm Beach and surrounding communities, reflecting diversity in population and geography, with large, rural farming

areas to the west, numerous suburban areas, and a dense, urban core in the center. In keeping with the

demographics of South Florida, 34.4% of all County residents speak languages other than English at home, and 24.1 % of children under the age of 18 are living in poverty (US Census, 2012). Mirroring the county it



serves, the ***School District of Palm Beach County (SDPBC)*** is the twelfth (12<sup>th</sup>) largest and one of the most diverse school districts in the nation, providing a K-12 education to 181,205 students in 185 public schools. Immigration and diversity are reflected in the 146 languages and dialects spoken, representing 191 countries and territories. Over 60% of the students are economically disadvantaged, thus eligible for the federal lunch program. The SDPBC is a majority-minority school district, with a racial/ethnic composition of 36% White, 28% Black, 29% Hispanic, and 7% other. The School District of Palm Beach County proposes to implement an Arts in Education Model Development and Dissemination Program, entitled the ***Arts Integration Cohort Project (AICP)***, which will target four Title I elementary schools with student populations that

are largely populated with economically disadvantaged and minority group students in need of strategies that provide advanced language, higher level thinking skills and student engagement in learning to support student achievement.

**AEMDD Grant Application Requirement (2.25.14 Fed. Reg. p. 10502)** The SDPBC proposes to meet the needs of low income children by carrying out the AEMDD Project in four elementary schools in which **35% or more** of the children enrolled are from low-income families, based on data used in meeting the poverty criteria in Title I, Section 1113(a)(5) of ESEA, as amended.

**FY15 Title I Eligibility – Based on December 29, 2013 Date-Certain Data**

<b>Elementary Schools</b>	<b>Grades</b>	<b>Total Students</b>	<b>Free/Reduced #</b>	<b>Free/Reduced %</b>
Plumosa Elementary	K-5	594	468	<b>78.78%</b>
U. B. Kinsey/Palmview Elem.	K-5	565	485	<b>85.84%</b>
North Palm Beach Elementary	K-5	419	370	<b>88.30%</b>
* West Riviera Beach Elem.	K-5	657	646	<b>98.32%</b>

\* *West Riviera Elementary is a Tier I Persistently Low Achieving Schools.*

In addition to the four target schools as school-wide Title I programs, each has a substantial percentage of students designated as English Language Learners, who require non-linguistic strategies to engage them in learning. A 2009 study by James Catterall, “Doing Well and Doing Good by Doing Art: The Effects of Education in the Visual and Performing Arts on the Achievements and Values of Young Adults,” found significant implications for students designated underserved and/or ELL, or English Language Learners, in that ELL students who attended arts-rich schools were significantly more likely (59.6%) to be pursuing a bachelor’s degree by age twenty than students in an arts-poor school (39.4%).

**West Riviera Elementary School**, in Riviera Beach, Florida, is a persistently low-achieving school, according to the federal guidelines. Reading scores average only 25% proficient, with

math scores even lower at 23% proficiency (Gold Report, Nov. 2013). Also, with an enrollment of 656 students, 98% of them are on the federal low program. Of these, 10% are English Language Learners and 17% are students with special needs. The racial/ethnic enrollment is 83% black, 10% Hispanic, 2 % white, and 5% other. Due to this school's history of low student achievement, the arts curriculum has suffered and been limited for students.

**UB Kinsey/Palmview Elementary School** in West Palm Beach, Florida, has a total of 565 student enrolled, almost 86% of whom qualify for the federal lunch program. The school serves a student population that is 70% black, 21% Hispanic, 4% white, and 5% other. UB Kinsey/Palmview Elementary has seen a decline in the percentage of students reading on grade level over the past few years, from 63% proficiency in 2011 to only 41% proficiency in 2013. Math scores are even lower, declining from 51% in 2011 to 38% of the students scoring on grade level in 2013. UB Kinsey/Palmview Elementary School is clearly in need of an arts-integrated intervention to engage students in positive learning experience that will have a positive impact their measured academic achievement.

**Plumosa Elementary School of the Arts** in Boynton Beach, Florida, is the third schools designated for participating in the Arts Integration Cohort Project. While the school was designated as an “arts magnet school” many years ago, the current classroom teachers were not at Plumosa when the magnet program began, and did not have the opportunity to participate in professional development. Because their school bears the “arts” in its name, the Plumosa teachers want to be able to offer arts-integrated curriculum and are excited about the possibilities. At this time, Plumosa Elementary students are struggling with academic achievement, with a documented decline in test scores in both reading and math over the past two years. In 2013, only 44% of the students at Plumosa were reading on grade level. The

students' achievement in math is critically low with only 26% measuring at the proficient level in 2013. Demographically, the Plumosa student population is 58% black, 17% Hispanic, 20% white, and 5 % other. Plumosa was invited to participate in the AICP due to their evident need for an arts intervention, despite having the “arts” in the name of the school. The teachers do not have the knowledge to integrate the arts with the core curriculum, and thus each subject is taught discretely, without the benefit of connecting concepts across disciplines. As this school has the benefit of seven arts teachers, they are poised, with the inclusion of four years' experience in the AICP, to become an exemplary model for successful arts integration and sustainability.

**North Palm Beach Elementary School** in North Palm Beach, Florida, is the fourth school targeted for inclusion in the AICP. The school has an enrollment of 419 with the large majority of 88% from economically disadvantaged homes, thus on the federal lunch program. The school's racial/ethnic enrollment is 61% black, 17% white, 15% Hispanic, and 7 % other. At North Palm, 33% of the students have been identified as having special needs and 16% are English Language Learners. The percentage of students reading on grade level in 2013 was 45%, slightly down from the previous year. The school's scores in math increased by 1% over the previous year, but are still critically low, reflecting only 29% of the students scoring at a level of proficiency in math.

**(b) *Gaps or weaknesses have been identified and will be addressed by the project.***

A very high percentage of the students in all four target schools come from economically disadvantaged homes and communities. In all four schools, over half of the students are not reading on grade level and less than one-third of these students are performing on grade level in mathematics. Considering the staggering percentages, a great many are facing multiple challenges. These students need a chance to succeed. Each of the four schools is in need of

intervention, not only to increase student achievement in the core academic curriculum areas, but also to enable these students to access a quality arts education.

Academic achievement at all four target schools is low and on a downward trend.

**2013 Percent of Students Testing at or above Proficiency**

<b>Elementary Schools</b>	<b>Grades</b>	<b>Total Students</b>	<b>2013 Math % Proficient</b>	<b>2013 Reading % Proficient</b>
Plumosa Elementary	K-5	594	44%	26%
U. B. Kinsey/Palmview Elem.	K-5	565	41%	28%
North Palm Beach Elementary	K-5	419	45%	29%
West Riviera Beach Elem.	K-5	657	25%	23%

At West Riviera Elementary School, student achievement in reading and math has been poor for years, thus the school has been identified as a Tier I persistently low-achieving school. The students are from economically disadvantaged homes in economically disadvantaged neighborhoods. West Riviera Elementary is located in one of the lowest socio-economic areas in Palm Beach County; subsequently, the Riviera Beach zip code area has been identified as the area with the highest crime rate in Palm Beach County, with one of the highest crime rates per capita in the country. Because the school has been failing on the standardized high stakes tests, the extreme focus to bring up scores in the past few years has narrowed the curriculum to a point where these students have less access to the arts than students in other schools. Music and art classes have been minimalized. Dance and drama classes are nonexistent. Should this proposal be funded, the District has committed to make a change and put more focus on arts.

Through the AICP, services will be provided to increase the quantity and quality of arts instruction for all students at the West Riviera Elementary, as well as at North Palm Elementary, UB Kinsey/Palmview Elementary, and Plumosa Elementary. The AICP will integrate and embed

the arts into all subject areas, with a focus on Common Core standards for measuring achievement. Project services will combine to provide an enriched and enhanced arts curriculum, increased student engagement, and improved overall student achievement. Research by education policy analyst James Catterall examined correlations between high arts involvement and academic achievement in “The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies,” which was commissioned by the NEA and published in March 2012. A key finding from the study notes that students designated low SES (socioeconomic status) who had arts-rich experiences were 74% more likely to have planned to earn a bachelor’s degree than were low-arts, low SES students (43%). In reaching students early and providing them with high-quality arts and arts-integrated experiences, the AICP has the potential for long-term impact on these students’ lives.

Through the AICP, *both teachers and students will have increased opportunities for learning in and through the arts.* Teachers will receive high-quality, research-based professional development in designing and integrating arts-integrated strategies into their day-to-day practice. Students will have the opportunity to explore a full arts curriculum that includes teaching artist residencies, field trip experiences to cultural arts centers, and integrated arts and technology learning experiences, all of which will help to prepare these students to be engaged in learning, and move along a path toward becoming engaged, active citizens in a global economy.

*English Language Learners and Students with Special Needs* – All four target schools have a large percentage of students with special needs, and most especially North Palm Beach Elementary (see table below). In addition, Plumosa Elementary and West Riviera Elementary have a significant percentage of ELL students. Art provides an opportunity for success, something that too many of these students in the AICP target schools have experienced too little

of. English Language Learners and Special Education Students are confronted daily with tasks at school and in the world at large that challenge them to the point of frustration and discouragement. Math, for example, can be intimidating in its rigidity – with only one right answer - while art is individual and interpretive. Integrated arts teaching and learning can be a positive learning experience with positive learning outcomes. An arts-integrated curriculum can be a path for success for students who need an alternative approach to learning.

**2013-2014 Percentage of ELL Students and Students with Special Needs**

<b>Elementary Schools</b>	<b>Grades</b>	<b>Total Students</b>	<b>% ELL</b>	<b>% with Special Needs</b>
Plumosa Elementary	K-5	594	13%	11%
U. B. Kinsey/Palmview Elem.	K-5	565	4%	17%
North Palm Beach Elementary	K-5	419	2%	31%
West Riviera Beach Elem.	K-5	657	10%	17%
PBC School District	K-12	181,205	15 %	15 %

***Need to Set High Expectations*** - At the four targeted AICP schools, achievement has been trending downward and the expectations are dropping. These schools are in critical need of a change. If funded, the four AICP arts-integrated schools will raise expectations for achievement as students experience success in classroom learning. The arts will illuminate the meaning of other subjects. The teachers will hold high expectations for their students and the students will begin to have high expectations of themselves. It will be recognized and acknowledged by all stakeholders that all children have their own gifts and talents and that success for all is possible.

***Need to improve Student Engagement*** – At the four targeted AICP Arts Integrated Schools, students will begin to experience success. Teachers will learn to incorporate the arts

into interesting, relevant units of inquiry and project-based learning. These components will foster literacy, imagination, and creativity in a positive learning environment which will cultivate the whole student and will be conducive to producing positive learning experiences for all.

*Need to increase Student Achievement in Reading, Math, the Arts* - At the four arts-integrated AICP schools, the creative and performing arts will be infused throughout the teaching of academic curriculum, as well as in how students demonstrate their knowledge: with creativity, personal expression, and meaningful connections to the world around them. The integration of the arts will illuminate the academic subjects, encouraging students to make connections across the curriculum, and to acquire knowledge and understanding on a deeper level. The use of technology provides students with multiliterate means to demonstrate their knowledge and share it with an authentic audience of peers, teachers, parents, and their community.

Sandra Ruppert, Director of Arts Education Partnership, succinctly outlined the need for creative thinkers in the modern work force as part of her 2010 address, “Creativity, Innovation, and Arts Learning: Preparing All Students for Success in a Global Economy.” In this speech, she drew a direct link between the United States’ ability to succeed economically, its ability to produce well-educated, creative thinkers, and the inclusion of the arts in school reform. By engaging students in an arts-rich, creative process of thinking and learning, the AICP will prepare students to succeed in tomorrow’s economy.

## **SIGNIFICANCE**

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*(a) Products that will result from the project; potential for effective use in other settings.*

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The AICP project staff will work with the project partners to develop several products that, based on the results of this project, are primarily intended to be disseminated and implemented in elementary schools across the district, as well as replicated at the state and national level. These

products include the AICP Arts-Integrated Curriculum Handbook for K-5 Teachers, the AICP website, a series of training modules, model design and evaluation findings, and conference presentations.

*AICP Arts-Integrated Curriculum Handbook for K-5 Teachers* – Throughout the four years of the project, the integrated curriculum will be a living document with opportunities for continuous review, reflection, and modifications for improvement. The curriculum development process will be documented throughout and ultimately, the finalized handbook will be published for dissemination. The handbook will offer field-tested units of study and lesson plans that integrate the arts and technology into the core academic disciplines. The content of these units will be rigorous and designed with a focus on collaborative group work, critical thinking, creativity, and authentic assessment through portfolios, products, performance assessment, or rubrics to document student progress. Other elements intentionally common to these units of study will include scaffolding and differentiation, project-based and/or problem-based learning (PBL), critical thinking and problem solving, and technology integration and use by students and teachers. Throughout the four years of the project, the process of designing and developing the integrated arts curriculum units will afford the teachers, administrators, and project staff the ongoing opportunity to consider both small and large scale steps to improve student achievement and performance. Additionally, this will be a means for ongoing, systematic, and long-range planning.

*AICP Website* - Digital documentation of the project will be archived continually on the AICP website for the purposes of 1) communication, support, and provision of resources for teachers in and out of the project by publishing arts- and technology-integrated lessons, web resources, samples of student work/assessment portfolios, and classroom culmination projects.

This ensures that the best practices created from the AICP can be disseminated as they develop across the four project schools, as well as regionally, nationally, and internationally.

***Training Modules*** – Documentation of the professional development carried out throughout the project will be recorded into training modules for dissemination and replication.

Additionally, video clips of training will be made available on the website.

***Model Implementation Design and Evaluation Findings*** – Reports developed from each formative and summative assessment will be documented, as well as any necessary modifications and outcomes. These will be posted on the website so that stakeholders can see how the project is progressing and gain buy-in to the project’s success.

***Conference Presentations*** – The availability of the curriculum and training materials, as well as evaluations from this project will also be made available to other school districts and arts education organizations through presentations at conferences such as those held by the Florida Alliance for Arts Education, the Kennedy Center Partners in Education Meetings, the Arts Educational Partnership Conference, and the Art Schools Network.

## **QUALITY OF THE PROJECT DESIGN**

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***(a) The project design reflects up-to-date knowledge from research and effective practices.***

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The cohesive design of the ***Arts Integration Cohort Project*** reflects current educational research on school improvement, teaching, and learning, as well as the relationship between teaching in and through the arts and its impact on academic achievement. Using the Kennedy Center’s CETA program as a model, the ***Arts Integrated Cohort Project*** will tap into the expertise of the Kennedy Centers’ nationally renowned teaching artists to strengthen the capacity of both classroom teachers and school-based art teachers. A study of the Changing Education Through the Arts (CETA) model found that, “compared to Control students, CETA students showed significant improvement over a four-year span in academic achievement grades,

academic effort grades, health/physical education achievement grades, and health/physical education effort grades.... The findings strongly suggest that the CETA program leads teachers to significantly increase their implementation strategies over time and that student achievement increases in a comparable fashion” (Kruger, 2005). The AICP model is further supported by evidence by research conducted by the Chicago Arts Partnership in Education. CAPE’s Partnerships for Arts Integration Research (PAIR) project found that when a teaching artist and classroom teacher integrated the arts into core subjects and incorporated specific elements of documentation and reflection, student standardized test scores improved and teacher efficacy increased (Burnaford & Scripp, 2012).

The AICP model will be carried out in four Title I schools, engaging students from predominantly low-income families in the school-wide arts integration project. *Champions of Change* asserts that the study of the arts has an even greater impact on students from disadvantaged backgrounds than from more advantaged ones. Baum, Oreck, and McCartney found that students engaged in regular arts practice who, as a result, developed focus, discipline, and practice in the pursuit of an artistic endeavor were likely to experience greater academic success as well as other positive outcomes (1999). In addition to reporting several notable benefits associated with serious artistic study, the authors also highlight the barriers that many lower-income youth face to accessing the arts. Thus, the authors suggest that many youth miss out on the opportunity to develop their intellectual and artistic talents simply because they lack the financial resources to do so. These findings are of particular significance to the *Arts Integration Cohort Project* where all four target elementary schools have large numbers of disadvantaged students. Researchers Catterall, Dumais, and Hampden-Thompson recently published their findings from a series of longitudinal studies on the arts and student achievement

in at-risk youth, which found that students with high participation in the arts outperform peers with low arts participation on measures of academic and civic outcomes; this relationship is particularly robust for students from low socio-economic backgrounds (2012).

The SDPBC's approach with the *Arts Integration Cohort Project* is to foster school change through systematic, high-quality implementation of arts integration as a critical pedagogy, thus empowering teachers and students to recognize their own agency in teaching and learning and creating opportunities for increased student achievement, increased job satisfaction for teachers, and the development of opportunities for engaging in the arts and arts-based learning. In *Renaissance in the Classroom*, authors Burnaford, Aprill & Weiss state, "When well planned and implemented, arts integration is one of the most effective ways for a wide range of students with a wide range of interests, aptitudes, styles, and experiences to form a community of active learners taking responsibility for and ownership of their own learning" (2001, pg. xxvi). The AICP model will utilize all of the features described above while also incorporating a specific element of technology integration, allowing the students and the teachers to create projects and document learning through digital means, including alternative gaming projects, digital storytelling, animation, podcasts, and musical composition. The use of web-conferencing as a teaching tool will allow students to connect with their peers across the country and across the world, engaging them in learning about their global community on a first-hand level. Kindler (2008) posits that the arts promote connections across cultures by encouraging the use of a visual language as an opportunity to create a shared "meaning-making" experience. In examining the need for methods to reach students in all demographics and at all levels of ability, Burnaford sums up this concept by stating, "Arts integration is...a powerful vehicle to cross the boundaries

of core subjects and arts concepts, affective and cognitive modes of expression, form and content, processes and products, the self and the world” (2001, p. xxxiii).

As the School District of Palm Beach County has had the benefit of learning from a previous four-year AEMDD project, the best practices gleaned from years past can be applied to the new program for better, more efficient results with less of a need for a “learning curve” toward progress and achievement. By following the CETA model designed by the Kennedy Center and applying the best practice principles from the previous AEMDD in Palm Beach County, a new, elevated model for arts and technology integration will emerge. In particular, the use of high-quality arts-based technology integration strategies has long-term implications for ELL students and others who struggle to read and write. In “A Reason to Read,” authors Wootton and Landay described the connections between literacy and the arts as “multiliteracies,” asserting that meaning can be found not only through written language but also through “the visual, the audio, the spatial, the behavioral, and so on” (2012, p. 4). These forms of knowing—these forms of multiliteracies—offer students the opportunity to connect their learning to their personal lives, to that which is meaningful and relevant in the world they inhabit, thereby providing them with more opportunities to be successful as learners and in making progress toward their future goals (2012, p. 5). The approach of the Arts Integration Cohort Project is to develop the students’ multiliteracies by combining the arts and technology in a cohesive, integrated way that supports a variety of ways of knowing and demonstrating learning.

The Arts Integration Cohort Project will provide significant data to the field of research in arts integration and arts- and technology-based learning that will promote student achievement, student and teacher engagement, and thus the improvement of school climate. By utilizing scientifically-based research methods to assess the effectiveness of the AICP’s specific

intervention strategies and monitoring the implementation of design practices, best practices will be identified that contribute to improved outcomes and produce meaningful effects in student achievement in both academic and arts subject areas. Student engagement, attitudes toward school and the arts, growth and proficiency in music, dance, drama, visual art, as well as reading and math will be measured. This transformational project will have long lasting effects, not only in the learning gains of students involved, but in the systemic change in culture that will take place in the target schools.

The AICP logic model is based on the key tenets of the Kennedy Center’s Changing Education Through the Arts (CETA) model, while incorporating best practices from the previous AEMDD grant program conducted in The School District of Palm Beach County from 2010 – 2014. The CETA model features include: arts-integrated teaching and learning; an ongoing, multi-year commitment; multiple formats for professional development focused on classroom teachers and fine arts teachers; continuous program improvement and sustainability; and program impact through research and evaluation. ***The underlying theory of action is that implementation of the AICP model in elementary schools will lead to stronger arts programming, higher quality classroom instruction, and better outcomes for students.*** The AICP model will provide teachers and staff at the four target elementary schools with access to ongoing professional development with the expertise of CETA teaching artists to model and support them through the development and implementation of the arts-integrated curriculum. Students in grades kindergarten through five will have increased quantity and quality of time and exposure to engagement with and learning in the creative and performing arts. As these students learn through an integrated approach, they will demonstrate learning gains and improved performance in mathematics, literacy, and the arts, as well as increased levels of engagement.

Arts Integration Cohort Project – AICP Logic Model (2014-2018)

Inputs	Activities	Outputs	Participation	Short	Medium	Long
<p><b>What we invest:</b></p> <p>Staff (Project Director, Arts and Technology Curriculum Coordinator, Fine Arts Program Planner)</p> <p>Consultants (Teaching Artists, Program Evaluator, Website Designer, Videographer)</p> <p>Partners (Cultural Arts organizations, both local and national; four focus schools )</p> <p>Time (ongoing, multi-year commitment)</p> <p>Money</p> <p>Research base of arts/arts integration projects</p> <p>Materials</p> <p>Equipment</p> <p>Technology (Website for sharing/disseminating information, applications)</p>	<p><b>What we do:</b></p> <p>Conduct/coordinate/ facilitate professional development sessions in multiple formats, planning meetings, workshops</p> <p>Develop integrated curriculum and resources for arts and technology</p> <p>Train teachers, administrators, parents</p> <p>Assess interventions, make formative evaluations, and revise as needed</p> <p>Partner with local and national arts education organizations</p> <p>Work with local cultural organizations to assist identifying schools' needs and develop partnerships</p>	<p><b>Who we reach:</b></p> <p>Students</p> <p>Teachers (Classroom and Fine Arts Specialists)</p> <p>Administrators</p> <p>Parents</p> <p>District Personnel</p> <p>Teaching Artists</p> <p>Cultural Arts Educators/Partners</p>	<p><b>Teachers demonstrate increased awareness of arts integration philosophy and its application to their instruction.</b></p> <p><b>Teachers and cultural arts providers form partnerships to create residency programs, field trip experiences, and integrated written curriculum</b></p> <p><b>Increase student engagement and quality contact time with art making and time with quality artists by 5%</b></p> <p><b>End of Course Assessments in the Arts will be designed</b></p> <p><b>High stakes test scores at our target school increase by 1% in math and reading.</b></p>	<p><b>High stakes test scores at our target schools increase by 3% in math and reading</b></p> <p><b>Increase student engagement and quality contact time with art making and time with quality artists by 5%</b></p> <p><b>End of Course (EOC) Assessments will be administered to establish a baseline</b></p>	<p><b>Transformation so that the arts are imbedded into the school culture.</b></p> <p><b>All students are engaged in artistic learning through integrated activities to create, perform, and respond to the arts.</b></p> <p><b>Students will demonstrate significant learning gains (5%) in art, music, dance or drama on EOC assessments</b></p> <p><b>Other schools within and outside the District adopt and implement our model.</b></p> <p><b>High stakes test scores at our target schools increase by 5% in math and reading.</b></p>	
<p><b>Assumptions:</b> Learning in and through the arts leads to increases in student achievement, communication skills, critical reasoning, social skills, motivation, cultural literacy, and creativity. Incorporation of technology allows for multiple formats in teaching, learning, and dissemination, as well as increased engagement for students and teachers.</p>						
<p><b>External Factors:</b> Complete statewide and districtwide focus on high-stakes testing, reduced educational budget, high population of English Language Learners, students in high-poverty situations lack access to both quality arts education experiences and technology-based learning</p>						

***(b) Project will improve teaching & learning and support rigorous academic standards.***

The *Arts Integrated Cohort Project* is part of the District's comprehensive efforts to improve teaching and learning and to support rigorous academic standards. The AICP will be administered by the district's Department of Curriculum, which coordinates high quality professional development (referred to as PD) for all staff in the District. The department ensures that PD is aligned to the National Staff Development Council Standards, Florida's Professional Development Evaluation Protocol Standards, and Florida Statute 1012.98. It will ensure that the project provides standards-based training that is supported with high quality planning, delivery, learning, follow-up, and evaluation. The Department of Curriculum is committed to increasing student achievement by developing the performance of all district employees.

***Arts-Integrated Curriculum-*** Collaborative professional learning teams of teachers will use curriculum mapping as the common tool for designing arts-integrated units of study for this project. Curriculum mapping will help teachers to develop a deeper understanding of the clear links between the curriculum, instruction, and assessment tools, and the alignment with the state and national standards. Curriculum mapping will also facilitate teacher teaming, both vertically and horizontally, within and across subject areas. *These curriculum maps will play an important teaching and learning role by:* 1) ensuring instruction is aligned to the Common Core Standards for Mathematics and English/Language Arts and the National Arts Standards, thereby strengthening student skills and knowledge; 2) helping teachers understand what is taught and when, in all subject areas and grades; 3) understanding concepts, ideas, activities across many subject areas; 4) integrating the arts (dance, music, visual arts, drama, and media arts) into the classroom teaching and learning; 5) eliminating redundancies in what is taught across grade levels; 6) helping coordinate areas of study into larger interdisciplinary units; 7) acting as a successful venue for fostering conversation about curriculum and instruction among the teachers

and staff; 8) planning for portfolio and performance based assessments, as well as standardized tests; 9) assisting teachers in reflecting on the efficacy of the curriculum and making modifications for improvement, as needed. Each curriculum map will include an emphasis on both processes and skills, the standards, and products and performances as learning assessments. The curriculum maps will afford the teachers, administrators, and project staff the ongoing opportunity to consider both small and large scale steps to improve student achievement. Additionally, this will be a means for ongoing, systematic, and long-range planning.

*Authentic student assessment* will offer an effective approach to student assessment that documents the manner and extent to which the AICP is improving students' learning in the core academic areas as well as in the creative and performing arts. Student portfolios – a collection of student work and reflections of that work – will document student learning as a measure of student accomplishment and growth in academic and artistic learning, including both traditional and alternative assessments in a multi-dimensional collection that is reflective of the student's ability, potential, and progress. The student's perceptions and reflections of the work will become integral to the process that encourages focused learning. The portfolio is another measure of student learning, designed to capture the elements of growth not shown by standardized tests.

*Professional Development* -This project will provide high quality professional development in arts integration for teachers in the four target schools on five district-appointed "professional development days" (PDD) as well as on five to six designated Saturdays. Teachers engaged in the Arts Integration Cohort Project have agreed to spend approximately 60 hours per year in professional development, which will include the aforementioned half-day and Saturday sessions throughout the school year, as well as two summits – one in winter and one in summer;

these will be three, full-day events designed to provide the teachers with the opportunity to plan, learn, and share best practices in an intensive, structured yet creative environment. In the first year of the AICP, the Morikami Museum will host the Winter Teacher Summit; the Summer Institute will be held at the Kravis Center for the Performing Arts. Subsequent years will engage other cultural arts organizations as summit hosts, including the Palm Beach County Cultural Council's Galleries, the Center for Creative Education, and others. By holding these professional development institutes at the cultural arts centers, teachers will be encouraged to think creatively about their practice and share with their colleagues outside of a school environment. They will be able to see first-hand what trips to these sites will offer their students and encourage them to work with cultural arts educators to design high-quality, integrated field experiences.

Professional development will be presented by a mix of national and local arts integration experts, including the Kennedy Center and the Chicago Arts Partnerships in Education; the local community arts partners include the Kravis Center for the Performing Arts, the Morikami Museum, the Center for Creative Education, and the Palm Beach County Cultural Council; it is anticipated that other organizations will become part of the AICP, whether as hosts for meetings/summits, professional development providers, and/or as providers of artist residencies.

Professional development will take place both at the community partner sites and at the four designated schools, and will extend into classroom demonstration and modeling as appropriate. Extended school-based artist residencies will allow teachers to co-teach with artists, developing curriculum that will be disseminated through a series of symposia, workshops, and a special website to be created for the **AICP** program. In Year 1, the **AICP** will focus on a cohort of K-2 teachers and fine arts teachers in all four schools; Years 2, 3, and 4 will scale up to include teachers of grades 3, 4, and 5.

A summer institute/summer intensive will be part of the grant program, allowing for rigorous summer instruction and opportunities to disseminate information, share best practices, and plan for upcoming arts integration activities. The first year of the program will include intensive planning sessions, creation of arts integration cohorts, and instruction in arts integrated practice, documentation and assessment, and methods for working with teaching artists, as well as attendance at the national CETA conference in Washington, DC. Because the **AICP** will base their model on the Kennedy Center's Changing Education Through the Arts (CETA) model for impacting school change and student achievement, it is important that principals and administrators see this model first-hand and understand the potential it holds for their own schools. The key features of the Kennedy Center's CETA Model Schools program are: a) Arts-Integrated Instruction; b). Ongoing, Multi-Year Commitment; c) Multiple Professional Development Formats; d) Focus on both Classroom Teachers and Arts Specialists; e) Program Improvement and Sustainability; f) Program Impact: Research and Evaluation. This first year will set the stage for all arts integration activities in years 2, 3, and 4. Artist residencies, institutes, and other programs (as developed by the partners and the district) will be put in place after teachers have gained basic knowledge of arts integrated pedagogy.

***Professional Learning Committees (PLC)*** – Each school faculty will form PLC's - small groups of teachers with common students and a common mission to improve learning – both to reinforce the teachers' own learning in professional development, and the plan for their students to learn and make measurable progress in arts and academics. The PLC's will collaborate to provide a supportive culture where they inquire, discuss, share, reflect, and create action plans to ensure implementation of the arts-integrated units with fidelity and achievement for all students. The PLC's will have access to all available data for students in their learning community, and

will use the compiled assessments data together to plan informed instruction for all students and make necessary adjustments as needed.

***Continuous Improvement*** will be an ongoing integral part of each school. Teachers will use the continuous improvement model, a research-based process implementing effective practices for data driven instruction, assessments, and standards; as part of this model, they will adopt a variety of alternative assessments and use them to inform curriculum and instruction. Each school will also commit a representative to participate in a Steering Committee to oversee the project through its four years of development.

***Partnerships*** will be established and collaborative efforts to improve teaching and learning will be documented throughout the project. In implementing the AICP, the School District of Palm Beach County has forged partnerships with four local cultural arts organizations for the pilot year, including the Kravis Center for the Performing Arts, the Center for Creative Education, the Morikami Museum, the Cultural Council of Palm Beach County, and through the *Partners in Education* program, the Kennedy Center for the Performing Arts. ***The Kravis Center for the Performing Arts*** and The School District of Palm Beach County have been a “partner team” with the Kennedy Center since 2005; this partnership entails that the partners “agree to participate in collaborative efforts to provide professional development opportunities in the arts for educators.” The Kennedy Center provides support to partnership teams through annual conferences (Partners in Education - PIE and Changing Education Through the Arts - CETA) and enables access to their vast resources of expert teaching artists. According to author and arts education expert Eric Booth, “A teaching artist is a practicing professional artist with the complementary skills, curiosities and sensibilities of an educator, who can effectively engage a wide range of people in learning experiences in, through, and about the arts” (2003). Through the

AICP, a staple of these vetted, high-quality teaching artists will be contracted by SDPBC to provide arts-integrated professional development to the cohort teachers in each of the four focus schools. The Kravis Center has a state-of-the-art black box theatre space, two dance rehearsal halls, and two lecture halls that will be used to host professional development workshops and summer/winter institutes for cohort teachers. With funding from the project, the Kravis Center will be able to develop a cadre of teaching artists who will offer professional development workshops to cohort teachers and school-based artist residencies for students in each of the four focus schools. *The Center for Creative Education (CCE)*, a small, local non-profit organization dedicated to “using the arts to enrich and transform a child’s educational experience,” was selected to be a second partner in the AICP. CCE currently contracts with a small staple of local teaching artists to provide arts-based residencies primarily in the afterschool hours to schools and community centers in Palm Beach County. As a partner in the AICP, the Center’s teaching artists will provide in-school arts-integrated residencies to each of the four cohort schools. The Center for Creative Education will also host professional development workshops, teacher summit meetings, steering committee meetings, and other special meetings or events as needed by the AICP. In addition, by exposing the local teaching artists to the Kennedy Center artists, the skills of the local artists will improve, thus improving the arts learning for students and the level of professional development for cohort teachers. The *Morikami Museum and Japanese Gardens* will host workshops and summit meetings for cohort teachers; they will also provide free admission on field trips for students and teachers in the four focus schools. As with the Center for Creative Education and the Kravis Center, funds from the AICP will enable the Morikami to utilize its own staple of teaching artists to provide teaching artist residencies for students and professional development workshops for teachers. This aspect of the AICP promotes program

sustainability and supports the arts education goal of increasing the amount and quality of time students are engaged with arts learning. By increasing the quality and impact on arts education of the local arts partners, schools, teachers, and students all benefit and will continue to do so after the life of the grant. The ***Cultural Council of Palm Beach County*** is the “official arts agency and serves non-profit cultural organizations and professional artists throughout the county” (Palm Beach Culture, n.d.) As such, they are responsible for “marketing the county’s cultural experiences to visitors and residents, administering grants to organizations and artists, expanding art and cultural education opportunities, advocating for funding and arts-friendly policies and developing audiences and donors through membership programs.” As a partner in the AICP, the Council will offer the Project Director and cohort teachers a venue to disseminate the findings from the program research to cultural arts education directors both locally and regionally through their series of monthly Cultural Education meetings and conferences. In addition, the Cultural Council will host professional development workshops at their gallery space and work with the Project Director to identify other community teaching artists qualified to work with the AICP schools.

As part of the AICP, each local partner organization (Center for Creative Education, Kravis Center, Morikami, and the Cultural Council of Palm Beach County) will be represented on the AICP Steering Committee and agree to meet quarterly to offer feedback and support as the program progresses and to plan proactively to meet the needs of the schools. With funding from the AICP, these organizations will contract with the district to provide artist residencies, professional development, materials, and other services such as hosting symposia/workshops, providing exhibit space for residency projects, and/or planning/collaborating with cohort teachers. By creating cadres of teaching artists to serve the target schools, the partner

organizations will support AICP goals and create long-term sustainability for arts education in district.

*Planning for incorporation of project into ongoing work of applicant beyond the grant*

- The Superintendent and School Board strongly believe that steps taken through this project to extend the legacy, effectiveness, and enriched quality of the long term elementary curriculum are as important as the learning that takes place during the project years. *“The School Board of Palm Beach County recognizes the visual arts, music, drama, and dance in our schools as critical components of the learning process and validates their abilities to foster creativity, discipline, and judgment.”* This declaration was recently adopted as part of the new strategic plan and its underlying beliefs and assumptions. Therefore, the design of this project includes elements to build long-term capacity and to and sustain improved teaching and learning through the AICP arts-integration model. Should the district be awarded this grant, plans are already in place to expand this project to additional elementary schools throughout the district, using the curricular products and training modules developed through the grant funds. Far beyond the life of the project, classrooms of veteran project teachers will reflect the powerful, content-rich teaching and learning emphasized throughout the project’s seminars, workshops, coaching, and summer institutes. Through immersion in the project’s high quality professional development, teacher sin the four target schools will strengthen their knowledge and skills to provide their students with powerful, arts-enriched study far into the future. These target school teachers will become curriculum experts and change agents for the district. They will be invited and encouraged by the district’s Curriculum Department to take a leadership role share their learning with teachers in other schools, to disseminate what they have learned about implementing arts-integrated units in the elementary classroom. ***Learning Network*** - Both during and after the grant, the AICP arts-

integration model will have a multiplicative effect as participating teachers share their new learning and pedagogy skills with other teachers, both in their schools and through the learning network established in the online community of practice across the four target schools. This learning network will provide a foundation on which to continue to build after the funds expire. Through district-provided professional development and the sustained AICP project website, an enduring learning network of teachers will continue to promote professional growth and cultivate dialogue with one another, and with experts at the partnering cultural organizations. As the teachers are immersed together in the project's intense learning experiences, they will form a strong connection during the project years. This bond will continue, grow beyond the project, and expand through the continuation of the project website, interactive networking, sharing of ideas, blogging, etc. **Online Learning** - Moreover, the use of video conferencing and the online platform, TrainU, will be modeled as important tools for the Curriculum Department to sustain the high-quality professional development for teachers after the grant funding ends. Lesson plans, resources, and other curricular teaching tools will be developed as the collaborative product of teachers who collaborate and network during the project. These curricular materials will be made available on the project website, which will be sustained by the District, and made accessible for replication both locally and nationwide, exponentially increasing the benefits to student populations. **Website**- An interactive project website will be developed, maintained, and updated regularly to allow for widespread dissemination and easy access by teachers (locally and nationally) and the District will sustain this site, with its valuable teaching and learning resources, beyond the project period. Teacher-produced resources and materials will build capacity within the district, and will be peer-reviewed for suitability for national dissemination. The site will be developed and maintained with carefully reviewed links to arts integration and

high-quality educational websites with exemplary instructional resources for teachers to use to enhance their instruction. During the project, through a peer-review process, the highest-quality project-produced products will be uploaded, including teacher-produced materials and lessons, class projects and activities, video-clips of workshops or participating teachers in action, teacher and student-created documents and videos, and images to support quality arts-integrated instruction - all posted to the project website and openly accessible for the widest possible access. Links to the partnership sites will further connect teachers to other vital resources, supplementing teaching and learning. Interactive capabilities will include a listserv, teacher blogs to discuss best practices, and features allowing teachers to make live connections to share ideas, exemplary instructional lessons and student projects during the scheduled learning community network. After the grant expires, the AICP website will remain on the district's server and staff in the Curriculum Department will be prepared to assume the role of webmaster to keep the site alive and useful to visitors.

***Enduring Partnerships*** - The long-term partnership commitments will add to the sustainability, ensuring program components will be embedded in existing professional development in the district. As part of the process to build sustainability, the Kravis Center will work with other community arts organizations to identify a cohort of local teaching artists. As part of the Kennedy Center's Partners in Education program, the Kravis Center will fund training for these local teaching artists, so that they will have the same opportunities as the AICP-funded training for teachers in the four target schools. Through this effort by the Kravis Center, the local teaching artists will participate in train-the-trainer level professional developments, increasing the quality of the expertise offered by local teaching artists for the long term. This Kravis Center

in-kind donation to the project will strengthen the infrastructure for sustainability after the grant funds have ended.

As the School District of Palm Beach County was fortunate to have been the recipient of an AEMDD grant in 2010, the design of the project has the benefit of four years' experience learning first-hand what makes arts integration an effective practice in a school with challenges in terms of high percentages of English Language Learners and low socio-economic status. The best practices that resulted from the previous grant included:

- Ensuring dedicated time for the fine arts teachers to plan, develop, and team-teach lessons with the classroom teachers
- Reinforcing classroom lessons during Fine Arts classes, so that the students' experiences are integrated and holistic throughout the school day
- High-quality professional development and demonstrating teaching from expert teaching artists is inspiring and impactful to classroom teachers
- School district support staff members working 100% of the time on grant activities are available to give teachers ongoing classroom support and planning resources after the experts have left
- Arts Integration programs are successful when they grow as organic cohorts of teachers and artists who are engaged in teaching through and with the arts; other teachers in the school see positive change and want to become a part of a successful program
- Assessment is authentic, related directly to students' learning in both the arts and academic curriculum, incorporating portfolio and performance-based assessments, and the teachers are well-trained in implementing these assessment techniques

- Direct support from principals and administration is a necessity for scheduling meetings for teachers to plan and attend professional development, as well as attending sessions themselves in order to understand how arts integration impacts change across schools

These program practices, combined with the CETA model for arts integration, exemplify a real-world model for success by combining prior knowledge from the implementation of a local past model and instituting the best practices from a widely respected national model.

### **QUALITY OF PROJECT PERSONNEL**

#### ***(a) Applicant encourages applications for employment from underrepresented persons...***

The School Board of Palm Beach County promotes equal opportunity for employment, and prohibits discrimination on the basis of religion, race, ethnicity, national origin, color, sex, marital status, age, parental status or disability in all employment practices of the district. These employment practices include, but are not limited to, the recruitment, hiring, compensation, assignment, training, promotion, demotion, discipline, or dismissal of employees. *The Board also commits to the principle of fostering diversity to enrich the educational experiences of all students through exposure to adults from many backgrounds, providing educational settings that promote understanding of diversity and contribute to quality exchanges of ideas inherent in the educational setting.* When the position of Arts Technology Coordinator is advertised, the School District will issue a special invitation for applications: *The School District of Palm Beach County is an equal opportunity employer and complies with applicable EEO state and federal regulations. We strongly encourage applications from members of all underrepresented groups.*

#### ***(b) The qualifications, including relevant training and experience, of key project personnel.***

*All instructional personnel* identified as part of the *Arts Integration Cohort Project* will be highly qualified professionals who hold a Florida Educator Professional Certificate, which

requires a minimum of a Bachelor's degree and demonstrated mastery of subject area knowledge, general knowledge, professional preparation, and educational competence. All project personnel will demonstrate full commitment to the AICP's approach and will fulfill their responsibilities to ensure full realization of the AEMDD grant purposes and objectives.

***Project Director (AEMDDP-Funded/100% Time on Project)*** Upon notification of funding, Susan Hyatt will assume the role and responsibilities of ***Project Director*** for the Arts Integration Cohort Project. Ms. Hyatt's background includes a BFA in Theatre and an MFA in Acting. She is currently pursuing a PhD in Curriculum and Instruction, focused on arts integration, at Florida Atlantic University and expects to graduate in 2014. Ms. Hyatt worked as a professional actor for ten years while simultaneously working as a teaching artist in the School District of Palm Beach County. In 2002, Ms. Hyatt became the Director of Education at Florida Stage, where she created a series of drama and dramatic writing programs, including CHILDREN OF CONFLICT, an international, web-based collaboration among young people in West Palm Beach, Florida; Kigali, Rwanda; Prishtina, Kosovo, and Johannesburg, South Africa. In 2009, Susan co-founded and became the Co-Executive Director of Blue Planet Writers' Room, a non-profit creative writing center dedicated to teaching by integrating the arts, technology, and international collaboration. Ms. Hyatt was as an adjunct faculty member at both Lynn University and Florida Atlantic University, and served as Vice-President of the Board of Directors of Theatre for Young Audiences/USA. In 2008, she received the Palm Beach County Cultural Council's Arts Educator of the Year Award. Ms. Hyatt has extensive experience in using technology in arts-integrated applications, including international collaborations, and she will bring that experience to this project through the provision of initial and ongoing professional development to the teachers on how to incorporate Skype in the Classroom, iEarn, Global

Schoolhouse, and other technology-based educational applications into their practice. Ms. Hyatt currently serves as the project director for the district's current Arts in Education grant from the U.S. Department of Education. The grant, in its final year of implementation, focuses on enhancing student achievement at elementary school level through arts integration, supporting teachers with high-quality professional development to sustain integrated practice, and developing a model that can be replicated in other school districts. In this role, Ms. Hyatt has excelled in development, implementation, and all aspects of management of the federal grant project for middle school students and teachers. She has demonstrated superior skills in organization, scheduling, communications, planning, and collaborating with district staff and partners.

Upon notification of grant funding, the Project Director will work with the Human Resources Department to advertise the position of **Arts Technology Coordinator** (*100% Time on Project, Grant-Funded*) for the Arts Integration Cohort Project. The individual hired for this positions will hold a minimum of a Bachelor's Degree with a Master's preferred, will have successful experience as a teacher, will hold Florida Professional Certification in the Arts, will have experience with developing arts-integrated curriculum and providing professional development, and will have documented success with new technologies to strengthen instructional practices.

**Principals and key administrators** are responsible for a) providing leadership/direction necessary to ensure the project is successful and the district maintains its commitment; b) directing additional district support staff to contribute/assist, as needed, in areas of special expertise; c) monitoring annual progress toward achieving project objectives; d) problem-solving and meeting program needs as they arise; e) overseeing the development of new, challenging curricula; f) Ensuring that all project staff receive required/appropriate professional

development; and g) Ensuring that all decisions made regarding the Arts Integration Cohort Project will be decisions in the interest of making the school facility and the innovative program meet the academic needs of all students, and achieving all project objectives. All district departments will work collaboratively with the school communities to develop/implement this effective/innovative new program. *Refer to other attachments for resumes.*

### **QUALITY OF THE MANAGEMENT PLAN**

*(a) Plan will achieve objectives on time/within budget, including clearly defined timelines, responsibilities, and milestones for accomplishing project tasks.*

The School District of Palm Beach County (SDPBC) is the applicant and fiscal agent responsible for execution and administration of this project. The SDPBC has the experience and capacity to manage this grant program efficiently and effectively, with clearly delineated authority and responsibility, and with experienced, professional staff who are full time district employees in positions that require continuity and follow-through. The management plan and personnel time commitments are adequate to meet the objectives on time and within budget.

The *Arts Integration Cohort Project* will have an overall positive impact on student achievement and teacher effectiveness in the four target elementary schools, with ongoing integrated arts curriculum planning and professional learning for teachers and, as a result, improved quality of instruction and increased student achievement.

The **project goals and measurable objectives** are established to quantify the project's effectiveness with annual benchmarks for the management team to plan modifications, if necessary, to ensure the project is on course toward mastery of objectives.

<b>Goal 1. <i>Improve academic achievement of elementary students participating schools, including their skills in creating, performing, and responding to the arts. (GPRA Measures)</i></b>	
<b>Objective 1a.</b>	By 9/30/2018, increase by 5% the reading proficiency level of students in the participating elementary schools, as measured by the state test.
<b>Benchmarks:</b>	Year 2:+1%; Year 3: + 3%; Year 4: +5%
<b>Objective 1b.</b>	By 9/30/2018, increase by 5% the math proficiency level of students in the participating elementary schools, as measured by the state test.
<b>Benchmarks:</b>	Year 2:+1%; Year 3: + 3%; Year 4: +5%
<b>Objective 1c:</b>	By 9/30/2018, increase by 5% student skills in creating, performing, responding to the arts in elementary schools, as measured by formative assessments in arts-integrated lessons
<b>Benchmarks:</b>	Year 2:+1%; Year 3: + 3%; Year 4: +5%
<b>Goal 2. <i>Increase the amount and quality of time students are engaged with arts learning.</i></b>	
<b>Objective 2 a.</b>	By 9/30/2018, increase by 5% the time that student s are engaged with arts making and time with quality artists, as measured by teacher survey, lessons, and schedules.
<b>Benchmarks:</b>	Year 2:+1%; Year 3: + 3%; Year 4: +5%
<b>Objective 2b:</b>	By 9/30/2018, 85% of the teachers in participating elementary schools will have participated in at least 100 hours of professional development in standards-based arts integrated lessons in math and ELA/literacy.
<b>Benchmarks:</b>	Year 1: 25                      Year 2: 50                      Year 3: 75                      Year 4: 100
<b>Objective 2c:</b>	By 9/30/2018, effective arts-integrated lessons, aligned with standards for math, ELA, and arts, will be developed and peer-reviewed for inclusion in K-5 curricular guides
<b>Benchmarks:</b>	Year 2: Grades K-1                      Year 3: Grades 2-3                      Year 4: Grades 4-5
<b>Goal 3: <i>Improve the climate in participating school as a result of school-wide emphasis on arts and academics.</i></b>	
<b>Objective 3a.</b>	By 9/30/2018, improve by 5% the overall school climate in participating schools, including positive attitudes , high expectations, support, instructional innovation, etc.
<b>Benchmarks:</b>	Year 2:+1%; Year 3: + 3%; Year 4: +5%
<b>Goal 4: <i>Increase student learning gains in visual arts, music, dance, or drama with new end-of-course assessments for elementary grades.</i></b>	
<b>Objective 4a:</b>	By 9/30/2018 improve by 5% learning gains in the arts as measured by EOC assessments.
<b>Benchmarks:</b>	Year 2: field test                      Year 3: baseline                      Year 4: 5% gains

**Objective 4b:** By 9/30/3018, develop, document, and disseminate end-of-course assessments to measure student learning gains in elementary visual arts, dance, music, and drama.

**Benchmarks:** Years 1 – 3: develop, pilot, and administer for baseline  
Year 4: administer and disseminate across district, state, and nation

**The Management Table** below exhibits the timeline with assigned responsibilities and milestones for accomplishing project tasks each year. In the table, abbreviations are used for the positions responsible for carrying out grant activities, using the following codes: *Project Director – PD, Fine Arts Program Planner – PP, Technology Arts Coordinator – TAC, Teaching Artists – TA, Cohort Teachers – CT, External Evaluator – EE, Steering Committee - SC.*

**YEAR ONE: OCT 2014 – SEPT 2015**

<b>Grant Activities</b>	<b>Milestones</b>	<b>Responsibilities</b>
Introductory Meetings with Focus School Teachers and Administrators	October	PD & PP
Hire Arts and Technology Curriculum Coordinator	October	PD & PP
Establish Steering Committee	Upon notification of award	PD & PP
Identify Team Leaders in each of the Focus Schools (Grades K,1, & 2)	Upon notification of award	PD
Arts Integration/Technology Professional Development Workshops in schools	Oct 9, January 29, March 5 (District Prof Dev. Half Days)	PD, PP, CT, TA
Arts Integration Professional Development Workshops @ cultural arts orgs	5 Saturdays: October, November, December, January, March	PD, PP, TA
Contract with Teaching Artists for Professional Development	October	PD
Begin Website Design for AICP	October	PD (with contracted web design firm)
Purchase technology: laptops, iPads, digital cameras, microphones, software	October – November	PD & TAC
Planning for AI activities and of assessment/documentation strategies	October 20 & Nov 4 (Teacher Work Days);	PD, TAC, CT
Planning, Modeling & Team Teaching AI & Tech lessons in focus schools	Weekly (October – May)	PD, TAC
Winter Institute – Professional Dev.	December	PD, TAC, PP, TA, CT
Progress Review/Planning with Steering	December, March, June	PD, TAC, PP, SC

Committee		
Implementation of initial teaching artist residencies – focus schools	January – May	PD, TAC, TA, CT
Initiate Evaluation	January	PD, EE
Documentation of grant activities begins on AICP website – lesson plans, student work samples, discussion board	January – May	TAC, CT
Curriculum Writing/Planning for AI	Teacher Work Days: Jan 5, Feb 16, March 23	PD, TAC, CT, TA
Exhibition of Student Work/Culminating Activities	May	PD, TAC, CT, TA
Evaluation – Complete designs for End of Course exams	June	PD, TAC, CT, EE
Evaluation – Establish Baselines and Planning for Year Two	June	PD, TAC, CT, EE
Summer Institute – Professional Development	June	PD, TAC, CT, TA, PP
Attend CETA Conference	June	PD, TAC, selected members of SC

**YEARS TWO, THREE AND FOUR: 2015-2018**

<b>Objective:</b>	<b>Date:</b>	<b>Responsibility:</b>
Launch AI Activities for Year 2 – Pre-School In-service Meetings	August	PD, TAC, PP
Identify Team Leaders in Grade 3 (Grade 4 in 2016 and Grade 5 in 2017)	August	PD, TAC
Review Evaluation, Plan and Revise as Needed	August	PD, TAC, CT, EE
Hire Teaching Artists	August	PD, TAC
Professional Development workshops in AI and Technology for teachers in grades K – 3 (Grade 4 in 2016 and Grade 5 in 2017)	Sept – May (5 district PDD, 5 selected Saturdays)	PD, TAC, CT, TA
Evaluation Site Visits/Feedback Sessions	Sept, Jan, May	PD, TAC, EE
Steering Committee Meetings	Sept, Jan, May	PD, TAC, PP, SC
Expand AICP website – facilitate discussion boards	Sept – May	TAC, CT
Planning, Modeling & Team Teaching AI & Technology lessons in focus schools	Weekly (Sept – May)	PD, TAC
Teaching Artist Residencies in Focus Schools	October – May	PD, TAC, TA
Winter Institute	December	PD, TAC, PP, TA, CT
Curriculum Writing/Planning for	Teacher Work Days – 5/yr	PD, TAC, CT, TA

AI/Technology Activities	(Designated by SDPBC- Oct, Nov, Jan, Feb, & Mar)	
Exhibition of Student Work/Culminating Activities	May	PD, TAC, CT, TA
Evaluation – Administer EOC assessments in arts	May	CT
Evaluation – Analyze data, provide feedback, planning	May	PD, TAC, CT, EE
Summer Institute – Professional Development	June	PD, TAC, CT, TA, PP
Attend CETA Conference	June	PD, TAC, selected members of SC

***(b) The time commitments of project director and other key personnel are adequate...***

Upon project approval, the School District of Palm Beach County will move quickly to ensure an immediate project launch. While many management activities will be collaborative through the combined resources of the partners, the primary fiscal responsibility will be administered by the SDPBC. The *District Management Team* includes one full-time Project Director (100% Time on Project, grant-funded) and one full-time Arts-Technology Coordinator (100% Time on Project, grant-funded.) Project personnel to be hired with AICP grant funds will be highly qualified and selected on the basis of expertise and experience to carry out the project. The ACIP Project will be under the organizational supervision of the District’s K-12 Curriculum Supervisor, Nancy Kinard, who estimates that, after initial start-up, the project will require about 15% of her time, or the equivalent to 3 full days per month, at no cost to the project. Ms. Kinard has extensive experience as a teacher and curriculum leader in the school district, and is recognized for her expertise throughout the state. (i.e., she was selected as Florida’s Teacher of the Year on 2011, among many state and district awards over the years. The particular expertise she brings to the project is with the Common Core. Ms. Kinard has served Standards Setting Committees, and most recently, she served on the PARCC State Test Item Review Committee. Also serving on the District Management Team in a critical role for the project will be Edrick

Rhodes, District K-12 Fine Arts Administrator, who estimates that the project will require about 25% of his time, or the equivalent to 5 days per month, at no cost to the project. Mr. Rhodes, who holds a Bachelors and a Masters in Music Education and is a Doctoral Candidate in Instructional Leadership, has experience with administering federal grants and other large, complex projects for the district. Mr. Rhodes is responsible for coordinating professional development and curriculum development for fine arts teachers in all 185 district schools. Also supporting the project will be Mary Helen Arbogast, District Grants Administrator, who will contribute an estimated 10 % of her time, or 2 full days per month, at no cost to the grant. Ms. Arbogast has expertly provided oversight and support on numerous large federal grants for the school district over the past ten years. The District Management Team will meet on a regular basis, both formally and informally, to assist with general and field management and work collaboratively to assure all activities are executed as proposed. (*Refer to resumes and job descriptions in Other Attachments.*)

The **Project Director ( 100% Time on Project – Grant-Funded)** for the AICP will be Susan Hyatt, who is qualified, experienced, and committed to the achievement of the project’s goals and objectives on time and within budget (*see resume*). Ms. Hyatt holds a Bachelor’s and a Master’s Degree in Fine Arts in Theatre. She is currently completing a PhD in Curriculum and Instruction with a focus on Arts Education. She also holds Florida Professional Certification in Drama and has twenty-five years’ experience working in education and the arts. As project director, Ms. Hyatt will coordinate and administer day-to-day operation of the project; plan, organize, and monitor activities for effectiveness and efficiency; facilitate public information and dissemination; monitor progress toward meeting goals/objectives on time and within budget; administer the budget; work directly with partners, school leadership and teachers to facilitate

development, implementation, and dissemination of the arts-integrated curriculum; develop the professional development protocol; chair the Steering Committee; and work directly with the project evaluator to ensure access to project and staff awareness of formative feedback and recommendations, and make appropriate revisions as necessary.

**The Technology Arts Coordinator** *100% of his/her time to the project* will be employed by the AICP at the onset of the project. He/she will hold at least a bachelor's degree in art education, specializing in technology, and have experience providing professional development. The Coordinator will provide arts and technology expertise to the curriculum development, ongoing professional development workshops for school administrators and teachers (as well as follow-up coaching, modeling, and mentoring) with an emphasis on the multiple creative uses of technology as a vehicle for delivering the arts-integrated curriculum in the classrooms, as well as effective instructional strategies utilizing the electronic tablets for teaching and learning. The Coordinator will work closely with participating teachers to implement technology-enhanced arts integration units of study aligned with standards, as well as digital applications in the classroom for students' use in creating digital/transmedia storytelling projects, alternate gaming platforms for exploring integrated content, and a variety of music composition applications. The Coordinator will collaborate with the Project Director and the AICP teachers to develop projects that facilitate the creation of **digital documentation** of grant activities and student learning products resulting from the project for **both evaluation and dissemination purposes**.

**External Evaluator** - *Deidra K. Honeywell, Ph.D., president of DKH Consulting Services, Inc.*, and her company will conduct this evaluation. *The time spent on the project will be to fulfill the contracted services with completion of 100% of the deliverables outlined in the contract to the full satisfaction of the Project Director.* (Refer to other attachments for resume.)

Dr. Honeywell has extensive experience evaluating, designing, and implementing state and federally funded projects, including over 40 years of experience and is currently evaluating 10 federal projects in 8 school districts. Her experience includes evaluating the implementation of arts integration models in K-12 schools. For the formative evaluation and site-visits, the evaluation team will also field consultants currently working for DKH who is a former district K-12 Arts Supervisor and has specific expertise in the CETA Arts-Integration Model. Jack Sawilowsky, Ph.D. another field consultant for DKH, will provide statistical analyses and reports. Dr. Sawilowsky completed his doctoral program at Wayne State University in 2014, where he specialized in educational evaluation and research. DKH, Inc. will provide the following evaluation services: 1) in conjunction with project management, the development of questionnaires for teachers, students, parents, and administrators and a classroom observation rubric. 2) input into the continuous improvement of templates and rubrics, 3) processing and analysis of quantitative and qualitative data generated by participants and students, 4) preparation and delivery to project management of both formative and summative evaluation reports, 5) ongoing support and feedback to project leadership, and 6) preparation of a Final Performance Report for submission by the district to the U. S. Department of Education.

***(c) Procedures are adequate to ensure feedback and continuous improvement in project.***

The Steering Committee will be the primary mechanism used to ensure feedback and continuously strengthen all aspects of the project. Critical to the project's success, the ***AICP Steering Committee*** will provide the overall vision, leadership, and resources to ensure fidelity of the project. The Committee will convene quarterly to provide general oversight and input; share data; monitor interim and overall progress; review formative reports and summative evaluations; respond to project needs; and provide continuous feedback on the progress of the project. The Committee members include the Project Director (Chair), the Tech-Arts

Coordinator, the Project Evaluator, the District's K-12 Fine Arts Administrator, the District's Grants Administration Coordinator, the Principals, Lead Teachers from each project site, and the Educational Directors for each local cultural partner, including the Kravis Center for the Performing Arts, the Center for Creative Education, the Palm Beach County Cultural Council, and the Morikami Museum.

Through the AICP project, a database will be created to collect and maintain relevant data from the project, as well as from the district's Education Data Warehouse (EDW) and Peoplesoft. Progress will be monitored via feedback from project participants, formative reports, ongoing observations and reports, professional development assessments, and continual self-assessment. Through the continuous improvement feedback loop built into the project management and evaluation plan, the project management team, steering committee, and evaluator will collaborate to continually monitor progress to respond to unidentified challenges, to identify/address project areas that need improvement, to make suggestions and recommendations to strengthen the project, and to assure continuous improvement in the project. This will ensure that any challenges are addressed early so that a course of action can be planned and implemented. The Project Director will follow-up on all recommendations with a brief written report to document how concerns were rectified and improved, and share action plans and outcomes quarterly with the Steering Committee.

### **QUALITY OF THE PROJECT EVALUATION**

***(a) Methods include measures for outcomes and produce quantitative & qualitative data.***

This evaluation design includes two important components: 1) *a quasi-experimental, mixed method design* based on rigorous scientifically-based research methods that will be used to determine if there are significant differences in achievement in reading, math and the arts between target schools and its comparison schools and 2) *a formative evaluation plan*

designed to determine the effectiveness of professional development, coaching and mentoring, study groups, curriculum development, and frequency and fidelity of the use of CETA arts integration strategies in daily instruction in the target schools. Listed in **Evaluation Table 1** below are longitudinal goals and the timeline for this project. It is hypothesized that there will be at least a 5 percentage point increase in student reading and math proficiency over the four years of the project. Based on past experience, student arts engagement is predicted to increase by 5% (end of course data available in 2016) each year while interest in school and positive attitudes toward school and the school environment is predicted to increase each year by at least by 5%.

**TABLE 1: LONGITUDINAL GOALS AND TIMELINE**

	<b>Benchmark</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Reading</b>	Proficiency or advanced proficiency	By 6/30/15 establish baseline	By 6/30/16 One percentage point increase above baseline	By 6/30/17 Three percentage point increase above baseline	By 6/30/18 Five percentage point increase above baseline
<b>Math</b>	Proficiency or advanced proficiency	By 6/30/15 establish baseline	By 6/30/15 One percentage point increase above baseline	By 6/30/16 Three percentage point increase above baseline	By 6/30/17 Five percentage point increase above baseline
<b>Arts Engagement</b>	Student work and engagement	By 6/30/15 establish baseline	By 6/30/16 student engagement and quality contact time with art making and time with quality artists will increase by 5%	By 6/30/17 student engagement and quality contact time with art making and time with quality artists will increase by 5%	By 6/30/18 student engagement and quality contact time with art making and time with quality artists will increase by 5%
<b>School environment and School culture</b>	Teachers, students, and parents will have a more positive attitude toward school and the	By 6/30/15 establish baseline	By 6/30/2016 teachers, parents, and student attitudes toward school environment and culture will	By 6/30/2017 teachers, parents, and student attitudes toward school environment and culture will	By 6/30/2018 teachers, parents, and student attitudes toward school environment and culture will

	“new” curriculum		change and improve by 5 %	change and improve by 5%	change and improve by 5%
<b><i>Student Achievement in specific arts disciplines</i></b>	Students will demonstrate significant learning gains in art, music, dance, or drama	By 6/30/15 design EOC in arts	By 6/30/2016 Pilot EOC	By 6/30/2017 End of Course Diagnostic Assessment – baseline established	By 6/30/2018 Students will demonstrate 5% gain in arts learning assessed by EOC Course Diagnostic Assessments

**(a) Types of data to be collected:**

**Quantitative data** to be collected include but are not limited to: 1) Student demographic information – age, race/ethnic group, free/reduced lunch status, other classifications (ELL, SWD, etc); 2) minutes of weekly classroom arts instruction; 3) minutes of additional time spent with visiting teaching artists and quality art making; 4) minutes of weekly instruction in areas of interest (reading, math, arts, etc.); 5) minutes of arts-integrated instruction per week in each curricular area of interest; 6) student FCAT proficiency data in reading and math; 7) Florida DOE school grade; 8) school climate data; and 9) End of Course Diagnostic Assessment scores in Art, Music, Dance, Drama.

**Qualitative data** to be collected include but are not limited to: 1) feedback questionnaires from students, teachers, parents; 2) focus groups with students, teachers, parents; 3) feedback from students and teachers after culminating arts projects are completed – to include reflections on specific identified activities and/or events; 4) interviews with administrators; 5) agenda and minutes of grant-related meetings; 6) agenda and minutes of CETA Study Group meetings; 7) curriculum unit review; and 8) classroom observations using a rigorously developed rubric.

***Timeline of data collection***

- Baseline data collection of all data types will occur in August/September of the first implementation year
- Subsequent data collection will occur three times per year for each year of the grant – in September/October, January/February, and May/June.

Annual reports of project outcomes will be available by July 30 of each project year. Formative reports will be submitted within two weeks of each site visit and will be reviewed by the project manager, evaluator, and arts-tech coordinator. A strategic analysis of this review will be developed by the project manager to provide feedback to teachers and the integration specialist for the continuing improvement of this project. The Final Performance Report for submission to the U. S. Department of Education will be available within 90 days of the end of the project.

**(b) Methods** - During each project year, three site visits to each target school will be conducted by a two member outside evaluation team. Evaluators will observe trained teachers and subjects will be randomly selected. Focus groups of randomly selected teachers and students will be conducted in years 3 and 4. Administrators (primarily the principals) will be interviewed at each site visit. Teacher developed curriculum units and student work samples and other quantitative data will be reviewed/collected and discussed with the arts integration teams at project schools. Between evaluator site visits, telecommunications will be employed as needed to answer questions and discuss data collection and analysis. Fidelity of implementation will be monitored at each visit and at all intervening virtual meetings. ***Evaluation Table 2*** presents the proposed evaluation instruments, their development dates, and the anticipated frequency of administration of these instruments. Assessments for Music, Visual Art, Dance, and Drama are under development and will be used to assess learning in the arts. A baseline will be established

and compared to data collected on the assessment by the end of the project.

**Table 2. Proposed Evaluation Instruments**

<b>Grant Objectives</b>	<b>Instrument</b>	<b>Development Date</b>	<b>Frequency of Administration</b>
<b>READING</b> - By 6/30/2018 Students will increase <b>reading proficiency</b> by 5 percentage points. <b>Math</b> -By 6/30/2018 students will increase <b>math proficiency</b> by 5 percentage points.	State Assessments (FCAT)	Already developed	Annual
Growth and <b>proficiency in music</b> will be measured. By 6/30/2018 students will increase <b>music proficiency</b> by 5 percentage points	Florida music-End of Course Diagnostic Assessment (EOC)	Being developed field test version should be ready in 2015	Annual
<b>Proficiency in art</b> will be measured. By 6/30/2018 students will increase <b>visual arts proficiency</b> by 5 percentage points	Florida visual Arts End of Course Diagnostic Assessment (EOC)	Being developed; field test version should be ready in 2015	Annual
<b>Proficiency in dance</b> will be measured. By 6/30/2018 students will increase <b>visual arts proficiency</b> by 5 percentage points	Florida dance End of Course Diagnostic Assessment (EOC)	Being developed; field test version should be ready in 2015	Annual
<b>Proficiency in drama</b> will be measured. By 6/30/2018 students will increase <b>proficiency</b> by 5 percentage points	Florida drama End of Course Diagnostic Assessment (EOC)	Being developed; field test version should be ready in 2015	Annual
Teacher & student attitudes toward <b>environment/culture will improve annually</b>	School climate survey	Already developed	Annual
<b>Improved</b> attitudes to the “new” curriculum will be collected	Questionnaires & focus group protocols (student, teacher, admin., parent)	Questionnaires developed by 2016	On demand
<b>Improved</b> engagement of students will be observed.	Classroom observation and student work sample evaluation	Observation rubric developed by 2016	On demand
All teachers & students will	Fidelity of	Checklist developed by	On demand

be engaged <b>an arts integrated curriculum</b>	Implementation checklist	2016	
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**Analysis of Quantitative Data** - *Table 3* shows proposed statistical analyses for quantitative variables for the objectives. All analyses will be conducted with SPSS statistical software.

**TABLE 3. QUANTITATIVE VARIABLES AND THEIR PROPOSED STATISTICAL ANALYSIS**

Grant Objectives	Variable	Purpose/function	Variable Classification	Statistical Analysis
<b>Identification of student groups</b> by demographic identifiers	Demographic information	Description of Sample Participants	Nominal/Categorical and continuous Nominal variables are treated as independent variables (IV)	Nominal/Categorical - tally by classification Continuous - Mean, median, mode, SD, range, quartiles Nominal IV – Analyses of covariance, repeated measures
Measure <b>proficiency in reading, math, and arts</b>	Student achievement: State, District, & Arts Assessment	Outcome measures of standards-based learning	Continuous, dependent variable (DV)	Analysis of Covariance, repeated measures
Compare <b>proficiency in reading, math, and arts</b> to matched comparison group	Student achievement: State Assessment Proficiency Level	Outcome classification based on state scores	Nominal variable (IDV)	Discriminant analysis Cohen’s D
Compare teacher and student attitudes to matched comparison	School Climate	Outcome measure of affective variables such as attitudes and perceptions about the school	Continuous, dependent variable (DV)	Analysis of Covariance, repeated measures

**Qualitative Data**

Qualitative data will be analyzed using a variety of descriptive statistics and verified using NVivo8 software. Members of the arts integration team will be used to triangulate the data

analysis. Quantitative and qualitative results of this evaluation will be combined to produce meta-inferences on the effectiveness of the hypothesized model and the arts integration approach employed. Within two months of obtaining all of that year's data, annual performance reports will be available – usually by the end of August. The final report will be ready within 90 days after the completion of the project. The information collected through the evaluation will provide accountability data about the success of the CETA Model at the participating sites as well as its effectiveness for replication in other settings. The on-site visits will allow for the identification of leading indicators and will serve as the primary monitoring mechanism. Annual reports will serve as monitoring opportunities as well and will provide additional data for continuous improvement of project implementation.

***(b) Evaluation methods will produce evidence of promise (as defined in this notice).***

Four schools have been selected for this program. To select these schools, all of the district's schools were purposively sampled for the degree to which they match the selection criteria. The selection criteria are: grade level, retention status, race/ethnicity, ELL (those enrolled in ESOL classes or enrolled in the two year monitoring program after exiting ESOL), SWD (all exceptionalities other than gifted, speech impaired, or hospital/home-bound), FRL (Free or Reduced Meals program eligibility), and prior years FCAT achievement levels. Once the eligible schools were identified, three schools, North Palm Beach Elementary, Plumosa School of the Arts, and UB Kinsey/Palmview Elementary were randomly selected for the project and will be matched with control/comparison group schools. The fourth school, West Riviera Elementary was selected because it met the criteria for and is on the federal list of “persistently low achieving” schools. Random assignment of students and teachers for this particular project is only possible at the school level. Students in the four focus schools will

be evaluated and the matched comparison group students will have statistically similar demographics and prior year's achievement scores. Students from the target schools and the matched-comparison schools are randomly assigned throughout the schools. Each school has attendance boundaries. Student assignments are based on home addresses. Data analyses of student achievement will determine if there are statistically significant differences in reading and math proficiency between schools participating in the project and the selected comparison group – this data will produce evidence of promise.

***Fidelity of implementation*** - To show evidence of promise, the project must ensure fidelity of implementation: thus, this component will be monitored on three dimensions: *Method*, *Frequency*, and *Support*.

*Dimension One: Method.* The tools available to achieve fidelity can be divided into two main categories: direct assessments and indirect assessments. For this evaluation, direct assessments will be made via a checklist of program components, which will be tallied and reviewed at each visit. Indirect assessments will include teacher questionnaires and focus groups; student questionnaires and focus groups; student work samples; and feedback from mentors/coaches. Of the indirect methods, it is thought that student questionnaires and student work will be the most reliable and accurate measures. Student questionnaires will gather data on teacher instructional style, frequency of arts integration activities in the classroom, and success of artists in residence events. Student work might include samples of the products of arts based projects or individual student work or performances on assessments.

*Dimension Two: Frequency.* Teachers will be observed at each site visit by the outside evaluators and between visits by the arts integration specialist.

*Dimension Three: Support Systems.* Two support systems for implementation of the arts

dissemination model will be monitored. Professional development opportunities, which include workshops and in-service professional development, will be assessed for their frequency, relevance to the grant goals, numbers and percentage of teachers attending, and, if available, pre- and posttest scores. Resource allocation will also be monitored to ensure that teachers have the proper resources to integrate the arts into their daily teaching.

***Identification of Evaluator*** - The use of an external evaluator reduces the chance of bias and ensures the integrity of data and reports. Deidra K. Honeywell, Ph.D., president of DKH Consulting Services, Inc. (see resume), and her company will conduct this evaluation. DKH will provide the following evaluation services: 1) in conjunction with project management, the development of questionnaires for teachers, students, parents, and administrators and a classroom observation rubric. 2) input into the continuous improvement of templates and rubrics, 3) processing and analysis of quantitative and qualitative data generated by participants and students, 4) preparation and delivery to project management of both formative and summative evaluation reports, 5) ongoing support and feedback to project leadership, and 6) preparation of a Final Performance Report for submission by the district to the U. S. Department of Education.

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***(c) Evaluation methods provide performance feedback and periodic assessment of progress.***

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The project staff and the evaluator will meet monthly to focus specifically on providing continuous feedback from the process evaluation. Methods to assess performance feedback and periodic assessment of progress include qualitative data such as feedback questionnaires; focus groups with teachers; feedback after completion of culminating art projects; interview with administrators; professional development reflections and responses to workshop evaluations; agenda and minutes from grant-related meetings and CETA Study Group meetings; curriculum review; classroom observations; project event schedules; and documentation of classroom

products. Responses to surveys and PD forms will be summed across training sessions and across years. A spreadsheet with participant data will be developed by the evaluator and updated quarterly. Data will be summarized and presented in a chart and narrative summary. Keeping these data in one file will allow the evaluator to perform trend analyses over the four year funding cycle. The team will use formative evaluations to assist in decision-making to determine the needs and plans for modification of strategies early in the process.

Formative evaluation activities will take place on a continuous basis. Oral and written reports will be provided at the quarterly Steering Committee meetings and to other stakeholder groups. The project will be guided toward efficacy in implementation and continuous improvement based on these reports. The results reflected in the formative reports, gathered through a combination of product and process evaluation activities, will define changes, if needed, to improve the program design and efficacy of implementation.

## Other Attachment File(s)

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**THE ARTS INTEGRATION COHORT PROJECT (AICP)**

*An Arts in Education Model Development and Dissemination Grant*

**AICP Partnerships – Letters of Commitment**

- **The John F. Kennedy Center for the Performing Arts**
- **The Morikami Museum and Japanese Gardens**
- **The Cultural Council of Palm Beach County**
- **The Kravis Center for the Performing Arts**
- **The Center for Creative Education**

# The Kennedy Center

THE JOHN F. KENNEDY CENTER FOR THE PERFORMING ARTS



WASHINGTON, D.C. 20568-0001  
202 416-8808  
FAX 202 416-8802

April 10, 2014

Susan Hyatt  
Arts Integration Project Manager  
The School District of Palm Beach County  
3310 Forest Hill Boulevard, Suite C-225  
West Palm Beach, FL 33406

Dear Susan:

The Kennedy Center would like to thank the School District of Palm Beach County for its continued commitment to professional development in the arts for teachers in your community through its membership in the Kennedy Center's Partners in Education program.

In the current economic climate, I recognize that school administrators are faced with difficult decisions about educational priorities. I commend your commitment to the work your school district accomplishes in partnership with the Kravis Center for the Performing Arts. Programs like this are impossible without strong collaboration between school districts and their arts partners. The Kennedy Center will continue to assist your partnership in your endeavors to make the arts an important part of the lives of students and teachers in your community.

Research from the Arts Education Partnership shows that quality professional development in the arts for teachers impacts their work. Teachers are key in determining how meaningful the arts will be to students. As the arts become a part of the fabric of education at schools, teachers report increased job satisfaction and renewal. They enjoy teaching more, primarily because of the responsiveness of their students and the new level of collaboration with other teachers in the school. This satisfaction is evident not only in the way teachers talk about their work, but also in teacher retention.

The School District of Palm Beach County is one of fewer than 120 districts nationally that have been selected to join the Kennedy Center Partners in Education program since the program began in 1991. Its selection is a recognition of your commitment to and support for arts education and professional development in the arts for all teachers.

Sincerely,

Barbara Shepherd  
Director  
National Partnerships, Education

# The Kennedy Center

THE JOHN F. KENNEDY CENTER FOR THE PERFORMING ARTS



WASHINGTON, D.C. 20566-0001  
202 416-8000  
FAX 202 416-8205

April 7, 2014

Susan Hyatt  
Arts Integration Project Manager  
The School District of Palm Beach County  
3310 Forest Hill Boulevard, Suite C-225  
West Palm Beach, FL 33406

Dear Susan:

Welcome to the Kennedy Center Partners in Education program! I am delighted that you will be representing the School District of Palm Beach County, in partnership with the Kravis Center for the Performing Arts and their representative, Tracy Butler, as well as Florida Atlantic University and their representative, Laurie Carney.

Tracy and Laurie will help to provide your orientation to the Partners in Education program. However, I have enclosed a packet of information to get you started. There are materials describing school district and arts organization partnerships, brochures about the Partners in Education program, and program policy statements. The program is a network of 93 Partnership Teams in 42 states and the District of Columbia.

Your Partnership Team entered the program in 2005. I mention this because the status of teams is affected by the year they began. As a 2005 Team Member, you are in "Phase II," which means your team has completed the initial training program. (This consists of the Institute and two Annual Meetings--approximately 21 months of activity.)

I have also enclosed a copy of your team's most recent Partnership Agreement. This written agreement is reworked each year at the Partners in Education Annual Meeting with all partners having input into the document.

I will call you in the next two weeks after you have had a chance to review the materials to see if you have any questions about the program. Please also take a moment to look over your contact information and title listed at the top of this page, and notify Cecily Hart of any corrections at [CCHart@kennedy-center.org](mailto:CCHart@kennedy-center.org) or 202-416-8843. I look forward to seeing you at our next Annual Meeting (February 4-7, 2015). Again, welcome to the program.

Sincerely,

Barbara Shepherd  
Director of National Partnerships  
Education Department

cc: Tracy Butler and Laurie Carney



March 27, 2014

Dear Mr. Rhodes,

The mission of the Morikami Museum and Japanese Gardens is to provide authentic Japanese cultural experiences that entertain, educate, and inspire. During the past ten years, the Morikami Education Department has worked diligently with the School District of Palm Beach County to offer district-approved field trips, numerous professional development seminars and workshops, as well as several artist-in-residency programs.

To highlight a few professional development opportunities, the one-day Teacher Institute on Japanese Culture (2005) featured teachers interacting with the arts of tea ceremony, calligraphy, and flower arrangement. In 2011, we brought together musicians of the shakuhachi, koto, shamisen, and biwa for a mesmerizing and informative half-day special event for educators. Annually since 2009, the Morikami offers a History Institute for Palm Beach County teachers, focusing on Yamato Colony history, the evolution of the Japanese garden, as well as contemporary life in Japan.

The museum's Artist-in-Residency program has given many Palm Beach County students opportunities to explore Japanese culture in innovative and creative ways. Origami artist, Michael LaFosse, worked with several schools to fold 10,000 turtles as part of his 2005 Morikami FLorigami exhibit. Mari Omori, a professor and artist, took her passion for tea art to several area schools. Students created works of art and poetry that appeared as part of Ms. Omori's 2007 installation exhibit at the Morikami. Most recently in 2012, artist Mariko Kusumoto worked with middle and high school students to create culture boxes, suggestive of her own work in metal.

The Morikami, committed to offering authentic learning experiences to our community's educators and students, welcomes the opportunity to be a part of the Arts Integration Cohort Project should the School District of Palm Beach County receive funding. Museum staff would develop, model, and assess a curriculum for teachers to implement in their classrooms. The working title, *Connecting Through Culture*, would explore Japanese traditions through art experiences and artifacts, having teachers delve into their own culture, and ultimately, facilitating their students in to discovering their own cultural esteem through the themed lessons and activities. For each funding year, museum staff proposes 2.5 days of professional development, support throughout the project, a resource manual, guest artists and educators, as well as free admission to the museum should teachers wish to bring their students to the Morikami.

Without doubt, it would be an equally beneficial opportunity for the Morikami Education Department to partner with The School District of Palm Beach County in the Arts Integration Cohort Project.

Sincerely,

Beth J. Kawazura  
School Program Specialist  
(561) 495-0233 x218

School District Collaboration: Arts Integration Cohort Project  
**Program Proposal: Connecting Through Culture**

The focus is on culture, the behaviors, habits, customary and meaningful traditions shared by people. These practices affect our food, clothing, ways of speaking, leisure activities, and holidays. The goal is to learn about Japanese culture, to reflect upon and apply the concept to one's own culture, and to create an exhibit of personal artifacts. Each year has a different theme to delve into different aspects of culture and to avoid repetition as students move through the grades.

Connecting Through Culture THEMES	YEAR ONE K-2 Teachers*	YEAR TWO K-2 Teachers*	YEAR THREE Gr 3-5 Teachers*	YEAR FOUR Gr 3-5 Teachers*	YEAR FIVE	YEAR SIX
FOOD	x					
LANGUAGE		x				
CUSTOMS/MANNERS			x			
HOLIDAYS				x		
TOYS/LEISURE					x	
SPORTS						x

\*four schools, 8 teachers from each school, including art/music

**Each Year the Morikami will:**

	Budget	One Year / Four Years	
• Develop/modify the curriculum (approx 30-40 hr)		\$1200	4800
• Lead 2.5 days of Professional Development for the teachers (2 staff/10 hrs)		\$700	2800
• Provide each participant with the resource book, <i>Konnichiwa Japan: A Japan and Museum Study Curriculum for Elementary Students</i> (approx 60)		\$250	1000
• Guest Speaker/Educator x3 ( includes travel, accommodation, honorarium, per diem)		\$4500	18000
• Material Costs		\$1000	4000
• Administrative Costs		\$1000	4000
<b>Totals</b>		<b>\$8650</b>	<b>\$34,600</b>

**Sample Year One: FOOD**

**NOV EXPLORING CULTURE THROUGH OBJECTS (Theme Development)**

Introduction to Japanese Culture

Guest Artist/Educator: Object-Based Learning by Dr. Sharon Shaffer

Hands-on-Food/Art: Onigiri (Rice Ball) & Gyo-taku (Fish Printing)

Build a fully integrated lesson plan with grade level teams, incorporating ways for students to apply concept to their lives.

Teacher Assignment: Bring a FOOD artifact that has special meaning to you.

**FEB CULTURAL OBJECTS AND EXHIBIT STUDY**

Guest Artist/Educator

Meet the Exhibition Team: The Who, What, and Care of Objects

How to Exhibit and Communicate Meaning

Hands-on-Art: Follow the steps learned and create and curate your grade level exhibit.

Grade level team lesson plan development and presentation

**MAY WRAP-UP**

What worked? What needs to be adapted?

Guest Artist/Educator (inspiration for next year's theme)

<b>POSSIBILITIES</b>	<b>Visiting Artist/Educator</b> \$\$ dependent upon location and art	<b>Local Cohort Artist</b> \$50-\$70/hour contact time \$35/hr planning time (generally 2 hours)
Origami, Classroom Teaching Tool	Michael LaFosse	Reiko Nishioka
Magical Mask, Mime, Music of Japan	Kuniko Yamamoto	
Music: taiko, koto, shakuhachi	Ko-Maturiza (children & teens)	Fushu Daiko, Yoshiko Carlton/Wendy Lo, Koto Jorge Alfano, Shakuhachi
Museum Ed w/Young Children	Dr. Sharon Shaffer	
Calligraphy		Reiko Nishioka, Sachiko Cox
Kamishibai (story cards)		Beth Kawazura
Sumi-e		Susan Wilders
Gyotaku (fish printing)		Beth Kawazura/Sachiko Cox
Culture Box		Reiko Nishioka, Wendy Lo



Florida's Cultural Capital®

April 8, 2014

Dear Mr. Rhodes,

As the Manager of Arts and Cultural Education for the Palm Beach County Cultural Council, I am happy to submit this letter of commitment in support of the School District of Palm Beach County's application for the *Arts Integration Cohort Project* (Arts in Education Model Development and Dissemination program). The Cultural Council has partnered with The School District of Palm Beach County for many years by facilitating relationships between cultural arts organizations and our local schools, supporting students' attendance at field trips through special bussing and grant programs, as well as creating professional development opportunities for school administrators, teachers, teaching artists, and cultural arts education directors.

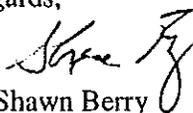
In 2005, the Cultural Council partnered with The School District of Palm Beach County to conduct a needs assessment of arts education in the county; since that time, we have worked together to expand arts opportunities for young people throughout the county and to ensure that teachers have the resources and skills to make the students' learning experience as rich as possible. In working with the district through the proposed grant, we would be able to offer summer professional development opportunities for teachers, assist in the dissemination of best practices stemming from the grant's research outcomes, and engage the cultural arts providers in supporting grant objectives throughout the four-year duration.

The four elementary schools, Plumosa School of the Arts, UB Kinsey/Palmview Elementary School, North Palm Beach Elementary School, and West Riviera Elementary School are all designated Title I schools in our county. Inclusion into a model development program for arts integration will offer these students an opportunity to participate in high-quality, engaging learning experiences to which they might not otherwise have access.

The Palm Beach County Cultural Council firmly believes that arts education is a proven factor in student achievement and workforce readiness for the 21<sup>st</sup> century. We believe that by committing to assist The School District of Palm Beach County in this endeavor, we will be giving students the opportunity to learn and thrive as they matriculate through the educational careers and become active, engaged members in a global community.

Should you have any further questions, please don't hesitate to contact me at (561) 471-2901.

Regards,

  
D. Shawn Berry



March 7, 2014

Ms. Susan Hyatt  
Arts Integration Project Manager  
School District of Palm Beach County  
3310 Forest Hill Boulevard, C225  
West Palm Beach, FL 33406

Dear Ms. Hyatt,

On behalf of the Kravis Center for the Performing Arts, it is my pleasure to submit this letter of commitment to the School District of Palm Beach County for the *Arts Integration Cohort Project* (Arts-in-Education Model Development and Dissemination Grant). As a long-standing arts partner for two, consecutive research-based grant projects, we have already observed the positive impact that high-quality arts integration practices have made in increasing student engagement, teacher enthusiasm and strengthening the culture of innovation and optimism at the participating elementary and middle schools in our district.

As a Kennedy Center Partner in Education with the School District of Palm Beach County since 2005, the Kravis Center is dedicated to supporting the professional development of classroom teachers and arts specialists in teaching through the arts. As a performing arts center, we also provide comprehensive field experiences for kindergarten through 12<sup>th</sup> grade students and teachers throughout the academic year. We are committed to serving as a valuable arts resource for the school district to provide resources to educating the *whole child*.

After observing the progress made by teachers and students at the participating elementary schools to date, I would very like to see the project expanded to include North Palm Beach Elementary, UB Kinsey/Palmview Elementary, Plumosa School of the Arts, and West Riviera Elementary School. These four elementary schools will be able to benefit from the experiences of other, similar schools in our district who have already implemented the arts integration approach to instruction.

I offer my unwavering support for this project. Should you require any additional information, please feel free to contact me by phone at (561) 651-4243 or via email at [butler@kravis.org](mailto:butler@kravis.org).

Sincerely,

Tracy C. Butler  
Director of Education

701 Okeechobee Boulevard ~ West Palm Beach, Florida ~ 33401



April 24, 2014

Dear Mr. Rhodes,

As the Director of Programming for the Center for Creative Education (CCE), I am happy to submit this letter of commitment in support of the School District of Palm Beach County's application for the *Arts Integration Cohort Project* (Arts in Education Model Development and Dissemination program). The CCE has partnered with The School District of Palm Beach County for many years by facilitating relationships between professional teaching artists and classroom teachers, as well as creating professional development opportunities for school administrators, teachers, teaching artists, and cultural arts education directors.

In working with the district through the proposed grant, we would be able to offer professional development opportunities for teachers and teaching artists as well as provide residencies of professional teaching artists within the parameters of the grant and program narrative. We would also be willing to serve as a venue for meetings, workshops, summits, etc. if suitable for the target audience.

The four elementary schools, Plumosa School of the Arts, UB Kinsey/Palmview Elementary School, North Palm Beach Elementary School, and West Riviera Elementary School are all designated Title I schools in our county. Inclusion into a model development program for arts integration will offer these students an opportunity to participate in high-quality, engaging learning experiences to which they might not otherwise have access. CCE historically and consistently targets Title I demographics.

The Center for Creative Education firmly believes that arts education is a proven factor in student achievement and workforce readiness for the 21<sup>st</sup> century. The arts and all of their inherent skills and processes continue to show benefit particularly to students in this demographic. We believe that by partnering with the School District of Palm Beach County in this endeavor, we will be giving students an opportunity to excel and reinforcing the educational system of Palm Beach County through professional development and that impact on our students, schools, and communities.

If you have any further questions, please don't hesitate to contact me at (561) 805-9927.

Regards,

Jerry Crank  
Director of Programming  
Center for Creative Education  
425 24<sup>th</sup> Street  
West Palm Beach, FL 33407

**A. DEMOGRAPHIC**

**ALL STUDENTS**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	100%	549	7%	41	74%	409	14%	75	1%	5	0%	1	3%	18	44%	239	56%	310
ALL	MAR 10	100%	507	6%	30	73%	372	17%	86	1%	5	0%	1	3%	13	41%	207	59%	300
ALL	MAR 11	100%	512	6%	32	70%	358	20%	103	1%	3	0%	1	3%	15	41%	210	59%	302
ALL	MAR 12	100%	500	5%	23	69%	346	22%	109	2%	8	0%	0	3%	14	41%	205	59%	295
ALL	MAR 13	100%	501	5%	24	70%	349	21%	104	2%	8	0%	0	3%	16	41%	207	59%	294
ALL	OCT 09	100%	541	7%	39	74%	400	14%	76	1%	5	0%	1	4%	20	43%	234	57%	307
ALL	OCT 10	100%	514	7%	36	72%	370	17%	89	1%	5	0%	1	3%	13	41%	213	59%	301
ALL	OCT 11	100%	507	6%	31	70%	354	20%	103	1%	3	0%	1	3%	15	41%	207	59%	300
ALL	OCT 12	100%	515	6%	31	68%	349	22%	113	2%	8	0%	0	3%	14	41%	213	59%	302
ALL	OCT 13	100%	516	4%	23	70%	359	21%	110	2%	8	0%	0	3%	16	41%	211	59%	305

**FREE/REDUCED LUNCH - FRL**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	70%	383	41%	17	73%	299	69%	52					78%	14	67%	161	72%	222
	MAR 10	78%	395	43%	13	81%	303	79%	68					69%	9	78%	161	78%	234
	MAR 11	79%	405	53%	17	82%	292	81%	83					73%	11	78%	163	80%	242
	MAR 12	83%	414	57%	13	85%	294	88%	96					64%	9	85%	175	81%	239
	MAR 13	81%	404	67%	16	83%	289	82%	85					81%	13	84%	174	78%	230
	OCT 09	71%	383	44%	17	75%	299	68%	52					70%	14	69%	161	72%	222
	OCT 10	76%	392	42%	15	80%	297	78%	69					69%	9	75%	160	77%	232
	OCT 11	79%	399	52%	16	82%	289	79%	81					73%	11	79%	163	79%	236
	OCT 12	80%	414	45%	14	84%	292	86%	97					64%	9	84%	178	78%	236
OCT 13	80%	413	65%	15	82%	295	82%	90					75%	12	83%	176	78%	237	

**ELL - English Language Learners**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	5%	28	2%	1	1%	3	29%	22					0%	0	5%	12	5%	16
	MAR 10	8%	41	0%	0	2%	6	40%	34					0%	0	7%	15	9%	26
	MAR 11	10%	49	3%	1	2%	7	39%	40					0%	0	7%	15	11%	34
	MAR 12	8%	38	0%	0	2%	6	28%	31					0%	0	6%	13	8%	25
	MAR 13	8%	38	4%	1	2%	8	27%	28					0%	0	6%	12	9%	26
	OCT 09	6%	30	3%	1	1%	4	30%	23					0%	0	6%	13	6%	17
	OCT 10	8%	43	3%	1	2%	6	39%	35					0%	0	8%	17	9%	26
	OCT 11	10%	51	3%	1	2%	7	41%	42					0%	0	8%	16	12%	35
	OCT 12	8%	39	0%	0	1%	5	29%	33					0%	0	6%	13	9%	26
OCT 13	8%	40	4%	1	2%	8	27%	30					0%	0	6%	12	9%	28	

Empty boxes indicate that no data is available  
 Percent rounded to nearest whole number

**A. DEMOGRAPHIC**

**ESE - Exceptional Student Education**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	13%	70	17%	7	13%	55	8%	6					11%	2	21%	49	7%	21
	MAR 10	11%	58	20%	6	10%	37	15%	13					15%	2	20%	41	6%	17
	MAR 11	11%	56	16%	5	11%	39	11%	11					7%	1	18%	37	6%	19
	MAR 12	9%	47	26%	6	10%	35	5%	5					7%	1	14%	28	6%	19
	MAR 13	11%	53	17%	4	11%	40	6%	6					19%	3	16%	33	7%	20
	OCT 09	12%	65	18%	7	13%	50	8%	6					10%	2	20%	46	6%	19
	OCT 10	11%	57	14%	5	10%	37	15%	13					15%	2	19%	41	5%	16
	OCT 11	11%	56	16%	5	11%	39	11%	11					7%	1	17%	35	7%	21
	OCT 12	9%	46	23%	7	9%	33	4%	5					7%	1	12%	26	7%	20
	OCT 13	11%	57	17%	4	12%	44	5%	6					19%	3	17%	36	7%	21

**ABSENTÉE RATE**

**- Average Daily Absences School Year to Date**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
K-5	MAR 09	4%	21	6%	2	4%	15	3%	3					6%	1	4%	9	4%	11
	MAR 10	3%	18	5%	1	3%	13	3%	3					5%	1	4%	8	3%	10
	MAR 11	4%	18	3%	1	3%	13	3%	4					5%	1	4%	9	3%	9
	MAR 12	3%	16	3%	1	3%	11	3%	4					4%	1	3%	7	3%	9
	MAR 13	4%	18	4%	1	3%	12	4%	4					4%	1	4%	8	4%	10
	OCT 09	3%	15	5%	2	3%	11	2%	2					3%	1	3%	7	3%	8
	OCT 10	3%	17	5%	2	3%	12	3%	3					5%	1	3%	7	3%	10
	OCT 11	3%	18	4%	1	3%	11	4%	4					5%	1	4%	9	3%	8
	OCT 12	3%	16	4%	1	3%	11	3%	4					0%	0	3%	7	3%	9
	OCT 13	3%	17	3%	1	3%	12	3%	4					0%	0	3%	7	3%	10

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**B. DISCIPLINE (UNDUPLICATED)**

**IN-SCHOOL SUSPENSION - Students In-School Suspended One or More Times - School Year to Date**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 10	0%	2			1%	2									0%	1	0%	1
	MAR 11	0%	1			0%	1									0%	1		
	MAR 12	0%	1			0%	1									0%	1		
	MAR 13	0%	1			0%	1									0%	1		
	OCT 09	0%	1			0%	1									0%	1		
	OCT 10	0%	2			1%	2									0%	1	0%	1
	OCT 12	0%	1			0%	1									0%	1		
	OCT 13	0%	2			1%	2									1%	2		

**OUT-OF-SCHOOL SUSPENSION - Students Out-Of-School Suspended One or More Times - School Year to Date**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	3%	17			4%	16	1%	1						6%	15	1%	2	
	MAR 10	4%	21	3%	1	5%	18	1%	1				8%	1	7%	15	2%	6	
	MAR 11	4%	19			5%	17	2%	2						9%	18	0%	1	
	MAR 12	3%	13			3%	11	2%	2						6%	13			
	MAR 13	2%	8			2%	8								2%	5	1%	3	
	OCT 09	3%	17			4%	16	1%	1						6%	15	1%	2	
	OCT 10	4%	20	3%	1	5%	17	1%	1				8%	1	7%	15	2%	5	
	OCT 11	3%	17			5%	16	1%	1						8%	17			
	OCT 12	2%	12	3%	1	3%	9	2%	2						6%	12			
	OCT 13	1%	7			2%	7								2%	4	1%	3	

**B. DISCIPLINE (UNDUPLICATED END-OF-YEAR)**

**IN-SCHOOL SUSPENSION - Students In-School Suspended One or More Times During The School Year**

GRADE LEVEL	SCHOOL YEAR	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	SY 10	1%	3			1%	3									1%	2	0%	1
	SY 11	0%	1			0%	1									0%	1		
	SY 12	0%	2			1%	2									1%	2		
	SY 13	0%	1			0%	1									0%	1		

**OUT-OF-SCHOOL SUSPENSION - Students Out-Of-School Suspended One or More Times During The School Year**

GRADE LEVEL	SCHOOL YEAR	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	SY 09	3%	15			3%	14	1%	1						6%	13	1%	2	
	SY 10	4%	22	3%	1	5%	19	1%	1				8%	1	8%	16	2%	6	
	SY 11	4%	19			5%	17	2%	2						9%	18	0%	1	
	SY 12	3%	13			3%	11	2%	2						6%	13			
	SY 13	2%	10			3%	10								3%	7	1%	3	

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**D. FCAT READING AND MATH TEST**

Read Lvl 1 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	14%	11	25%	2	11%	6	17%	2	17%	6	11%	5
	APR 12	14%	12		0	16%	10		0	10%	3	17%	9
	APR 13	13%	10		0	13%	6	4%	1	6%	2	16%	7
04	APR 11	24%	20	17%	1	32%	18		0	35%	9	19%	11
	APR 12	12%	9	33%	2	10%	5	9%	1	9%	3	12%	5
	APR 13	17%	13		0	20%	12		0	10%	3	20%	10
05	APR 11	17%	15		0	18%	12	6%	1	27%	10	8%	4
	APR 12	8%	7		0	13%	7		0	11%	3	7%	4
	APR 13	14%	11		0	16%	9		0	19%	7	9%	4
Read Lvl 2 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	37%	30	12%	1	42%	23	25%	3	43%	15	31%	14
	APR 12	33%	28		0	40%	25	17%	2	37%	11	31%	17
	APR 13	28%	22		0	42%	19	4%	1	45%	15	16%	7
04	APR 11	25%	21		0	36%	20	6%	1	27%	7	24%	14
	APR 12	32%	24		0	41%	21		0	44%	14	24%	10
	APR 13	28%	22		1	32%	19	13%	2	41%	12	20%	10
05	APR 11	33%	30		2	33%	22	38%	6	35%	13	33%	17
	APR 12	29%	24		1	33%	17	20%	4	30%	8	29%	16
	APR 13	46%	37	50%	3	48%	27	47%	7	44%	16	47%	21
Read Lvl 3 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	26%	21		0	29%	16	42%	5	26%	9	27%	12
	APR 12	25%	21		1	25%	16	25%	3	27%	8	24%	13
	APR 13	18%	14		1	20%	9	12%	3	15%	5	20%	9
04	APR 11	26%	22	33%	2	21%	12	44%	7	19%	5	29%	17
	APR 12	32%	24		0	31%	16	64%	7	34%	11	32%	13
	APR 13	35%	27		1	29%	17	53%	8	28%	8	39%	19
05	APR 11	29%	26		1	29%	19	31%	5	24%	9	33%	17
	APR 12	39%	32		1	40%	21	45%	9	41%	11	38%	21
	APR 13	25%	20		0	23%	13	40%	6	25%	9	24%	11
Read Lvl 4 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	17%	14	50%	4	15%	8	8%	1	9%	3	24%	11
	APR 12	17%	14		2	11%	7	33%	4	17%	5	17%	9
	APR 13	30%	24		0	20%	9	60%	15	24%	8	36%	16
04	APR 11	14%	12	33%	2	7%	4	25%	4	12%	3	16%	9
	APR 12	19%	14	67%	4	16%	8	18%	2	9%	3	27%	11
	APR 13	13%	10		0	10%	6	27%	4	10%	3	14%	7
05	APR 11	16%	14		1	15%	10	19%	3	14%	5	17%	9
	APR 12	16%	13		1	10%	5	20%	4	11%	3	18%	10
	APR 13	12%	10	50%	3	11%	6	7%	1	8%	3	16%	7

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

Gold Report - RRSOA0555 (Burstled)

SCHOOL: 0361 - U B Kinsey/Palmview Elem

AREA NO: Area 05

Read Lvl 5 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	6%	5	12%	1	4%	2	8%	1	6%	2	7%	3
	APR 12	11%	9		0	8%	5	25%	3	10%	3	11%	6
	APR 13	11%	9		2	4%	2	20%	5	9%	3	13%	6
04	APR 11	11%	9	17%	1	4%	2	25%	4	8%	2	12%	7
	APR 12	4%	3		0	2%	1	9%	1	3%	1	5%	2
	APR 13	8%	6		0	8%	5	7%	1	10%	3	6%	3
05	APR 11	6%	5		1	5%	3	6%	1		0	10%	5
	APR 12	8%	7		1	4%	2	15%	3	7%	2	9%	5
	APR 13	4%	3		0	2%	1	7%	1	3%	1	4%	2

Read Lvl 2 & Above													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	86%	70	75%	6	89%	49	83%	10	83%	29	89%	40
	APR 12	86%	72		3	84%	53	100%	12	90%	27	83%	45
	APR 13	87%	69		3	87%	39	96%	24	94%	31	84%	38
04	APR 11	76%	64	83%	5	68%	38	100%	16	65%	17	81%	47
	APR 12	88%	65	67%	4	90%	46	91%	10	91%	29	88%	36
	APR 13	83%	65		2	80%	47	100%	15	90%	26	80%	39
05	APR 11	83%	75		5	82%	54	94%	15	73%	27	92%	48
	APR 12	92%	76		4	87%	45	100%	20	89%	24	93%	52
	APR 13	86%	70	100%	6	84%	47	100%	15	81%	29	91%	41

Read Lvl 3 & Above													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	49%	40	62%	5	47%	26	58%	7	40%	14	58%	26
	APR 12	52%	44		3	44%	28	83%	10	53%	16	52%	28
	APR 13	59%	47		3	44%	20	92%	23	48%	16	69%	31
04	APR 11	51%	43	83%	5	32%	18	94%	15	38%	10	57%	33
	APR 12	55%	41	67%	4	49%	25	91%	10	47%	15	63%	26
	APR 13	55%	43		1	47%	28	87%	13	48%	14	59%	29
05	APR 11	50%	45		3	48%	32	56%	9	38%	14	60%	31
	APR 12	63%	52		3	54%	28	80%	16	59%	16	64%	36
	APR 13	41%	33	50%	3	36%	20	53%	8	36%	13	44%	20

READING MEAN SCALE SCORE (SS)

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SS	N	SS	N	SS	N	SS	N	SS	N	SS	N
03	APR 11	199	81	204	8	198	55	200	12	196	35	201	45
	APR 12	201	84		3	199	63	213	12	202	30	200	54
	APR 13	203	79		3	197	45	216	25	200	33	206	45
04	APR 11	209	84	219	6	202	56	225	16	205	26	211	58
	APR 12	210	74	216	6	208	51	217	11	207	32	213	41
	APR 13	209	78		2	207	59	219	15	210	29	209	49
05	APR 11	216	90		5	215	66	219	16	210	37	220	52
	APR 12	220	83		4	215	52	229	20	219	27	220	56
	APR 13	214	81	224	6	212	56	220	15	212	36	216	45

Empty boxes indicate that no data is available  
 Percent rounded to nearest whole number

**D. FCAT READING AND MATH TEST**

<b>Math Lvl 1 Pct</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	17%	14		0	20%	11	8%	1	26%	9	9%	4
	APR 12	21%	18		0	22%	14	8%	1	17%	5	24%	13
	APR 13	10%	8		0	11%	5	4%	1	9%	3	11%	5
04	APR 11	21%	18	17%	1	30%	17		0	27%	7	19%	11
	APR 12	24%	18	14%	1	25%	13	18%	2	25%	8	22%	9
	APR 13	18%	14		0	24%	14		0	28%	8	12%	6
05	APR 11	22%	20		0	23%	15	19%	3	37%	14	12%	6
	APR 12	11%	9		0	15%	8	5%	1	15%	4	9%	5
	APR 13	26%	21	17%	1	32%	18	13%	2	25%	9	27%	12
<b>Math Lvl 2 Pct</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	38%	31	38%	3	40%	22	33%	4	29%	10	47%	21
	APR 12	38%	32		1	48%	30	8%	1	40%	12	37%	20
	APR 13	39%	31		1	53%	24	20%	5	42%	14	38%	17
04	APR 11	23%	19		0	29%	16	6%	1	23%	6	22%	13
	APR 12	25%	19	29%	2	31%	16		0	22%	7	27%	11
	APR 13	23%	18		0	25%	15	20%	3	10%	3	31%	15
05	APR 11	40%	36		1	41%	27	44%	7	29%	11	48%	25
	APR 12	39%	32		1	44%	23	20%	4	33%	9	41%	23
	APR 13	36%	29	33%	2	34%	19	40%	6	44%	16	29%	13
<b>Math Lvl 3 Pct</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	30%	24	25%	2	35%	19	25%	3	31%	11	29%	13
	APR 12	29%	24		2	19%	12	67%	8	33%	10	26%	14
	APR 13	29%	23		0	22%	10	40%	10	27%	9	29%	13
04	APR 11	31%	26	33%	2	25%	14	50%	8	31%	8	31%	18
	APR 12	33%	25	43%	3	27%	14	64%	7	38%	12	32%	13
	APR 13	36%	28		1	32%	19	40%	6	41%	12	33%	16
05	APR 11	23%	21		1	24%	16	25%	4	18%	7	27%	14
	APR 12	34%	28		2	37%	19	30%	6	33%	9	34%	19
	APR 13	27%	22	17%	1	27%	15	40%	6	14%	5	38%	17
<b>Math Lvl 4 Pct</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	11%	9	25%	2	4%	2	33%	4	11%	4	11%	5
	APR 12	6%	5		0	6%	4	8%	1	7%	2	6%	3
	APR 13	14%	11		1	9%	4	24%	6	15%	5	13%	6
04	APR 11	18%	15	33%	2	12%	7	31%	5	12%	3	21%	12
	APR 12	13%	10		0	14%	7	18%	2	9%	3	17%	7
	APR 13	14%	11		1	12%	7	20%	3	10%	3	16%	8
05	APR 11	12%	11		2	12%	8	6%	1	16%	6	10%	5
	APR 12	13%	11		0	4%	2	35%	7	15%	4	12%	7
	APR 13	7%	6	17%	1	5%	3		0	8%	3	7%	3
<b>Math Lvl 5 Pct</b>													

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

Gold Report - RRSOA0555 (Bursted)

SCHOOL: 0361 - U B Kinsey/Palmview Elem

AREA NO: Area 05

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	4%	3	12%	1	2%	1		0	3%	1	4%	2
	APR 12	6%	5		0	5%	3	8%	1	3%	1	7%	4
	APR 13	8%	6		1	4%	2	12%	3	6%	2	9%	4
04	APR 11	7%	6	17%	1	4%	2	12%	2	8%	2	7%	4
	APR 12	4%	3	14%	1	2%	1		0	6%	2	2%	1
	APR 13	9%	7		0	7%	4	20%	3	10%	3	8%	4
05	APR 11	2%	2		1		0	6%	1		0	4%	2
	APR 12	4%	3		1		0	10%	2	4%	1	4%	2
	APR 13	4%	3	17%	1	2%	1	7%	1	8%	3		0

**Math Lvl 2 & Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	83%	67	100%	8	80%	44	92%	11	74%	26	91%	41
	APR 12	79%	66		3	78%	49	92%	11	83%	25	76%	41
	APR 13	90%	71		3	89%	40	96%	24	91%	30	89%	40
04	APR 11	79%	66	83%	5	70%	39	100%	16	73%	19	81%	47
	APR 12	76%	57	86%	6	75%	38	82%	9	75%	24	78%	32
	APR 13	82%	64		2	76%	45	100%	15	72%	21	88%	43
05	APR 11	78%	70		5	77%	51	81%	13	63%	24	88%	46
	APR 12	89%	74		4	85%	44	95%	19	85%	23	91%	51
	APR 13	74%	60	83%	5	68%	38	87%	13	75%	27	73%	33

**Math Lvl 3 & Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	44%	36	62%	5	40%	22	58%	7	46%	16	44%	20
	APR 12	40%	34		2	30%	19	83%	10	43%	13	39%	21
	APR 13	51%	40		2	36%	16	76%	19	48%	16	51%	23
04	APR 11	56%	47	83%	5	41%	23	94%	15	50%	13	59%	34
	APR 12	51%	38	57%	4	43%	22	82%	9	53%	17	51%	21
	APR 13	59%	46		2	51%	30	80%	12	62%	18	57%	28
05	APR 11	38%	34		4	36%	24	38%	6	34%	13	40%	21
	APR 12	51%	42		3	40%	21	75%	15	52%	14	50%	28
	APR 13	38%	31	50%	3	34%	19	47%	7	31%	11	44%	20

**MATH MEAN SCALE SCORE (SS)**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SS	N	SS	N	SS	N	SS	N	SS	N	SS	N
03	APR 11	197	81	211	8	194	55	202	12	196	35	199	45
	APR 12	196	84		3	192	63	209	12	195	30	196	54
	APR 13	200	79		3	195	45	209	25	199	33	201	45
04	APR 11	212	84	221	6	206	56	226	16	210	26	213	58
	APR 12	210	75	213	7	208	51	215	11	210	32	211	41
	APR 13	213	78		2	209	59	224	15	211	29	214	49
05	APR 11	215	90		5	213	66	216	16	209	38	218	52
	APR 12	220	83		4	215	52	229	20	219	27	221	56
	APR 13	214	81	222	6	210	56	219	15	215	36	213	45

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**E. FCAT SCIENCE TEST**

Lvl 1 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	20%	17		1	27%	14	5%	1	26%	7	18%	10
	APR 13	21%	17		0	24%	13	13%	2	22%	8	20%	9
Lvl 2 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	41%	34		1	48%	25	30%	6	33%	9	45%	25
	APR 13	38%	31		3	44%	24	20%	3	39%	14	38%	17
Lvl 3 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	31%	26		1	21%	11	55%	11	33%	9	30%	17
	APR 13	32%	26		1	29%	16	53%	8	31%	11	33%	15
Lvl 4 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	4%	3		0	2%	1	10%	2	4%	1	4%	2
	APR 13	4%	3		1	2%	1	7%	1	3%	1	4%	2
Lvl 5 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	4%	3		1	2%	1		0	4%	1	4%	2
	APR 13	5%	4		1	2%	1	7%	1	6%	2	4%	2
Lvl 3 & Above													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	39%	32		2	25%	13	65%	13	41%	11	38%	21
	APR 13	41%	33		3	33%	18	67%	10	39%	14	42%	19

**SCIENCE MEAN SCALE SCORE (SS)**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SS	N	SS	N	SS	N	SS	N	SS	N	SS	N
05	APR 12	311	83		4	298	52	333	20	311	27	311	56
	APR 13	197	81		6	193	55	203	15	196	36	197	45

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**F. FCAT WRITING TEST**

<b>Pct Scoring 0.0</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09		0		0		0		0		0		0
	FEB 10	1%	1		0	2%	1		0	3%	1		0
	MAR 11		0		0		0		0		0		0
	MAR 12		0		0		0		0		0		0
	FEB 13		0		0		0		0		0		0
<b>Pct Scoring 1.0-1.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	2%	2		0	2%	1		0	3%	1	2%	1
	FEB 10		0		0		0		0		0		0
	MAR 11		0		0		0		0		0		0
	MAR 12	4%	3		0	4%	2		0	9%	3		0
	FEB 13		0		0		0		0		0		0
<b>Pct Scoring 2.0-2.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	3%	3	11%	1		0	11%	1	5%	2	2%	1
	FEB 10	1%	1		0	2%	1		0	3%	1		0
	MAR 11	1%	1		0	2%	1		0		0	2%	1
	MAR 12	4%	3	13%	1	4%	2		0	3%	1	5%	2
	FEB 13	3%	2		0	3%	2		0	7%	2		0
<b>Pct Scoring 3.0-3.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	14%	13	22%	2	14%	9		0	19%	7	9%	5
	FEB 10	21%	18		2	23%	15	7%	1	31%	11	14%	7
	MAR 11	11%	9		0	14%	8	6%	1	12%	3	10%	6
	MAR 12	45%	34	63%	5	45%	23	36%	4	39%	13	49%	21
	FEB 13	35%	27		1	34%	20	40%	6	41%	12	31%	15
<b>Pct Scoring 4.0-4.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	66%	62	44%	4	73%	48	44%	4	59%	22	71%	40
	FEB 10	54%	45		1	53%	34	57%	8	54%	19	53%	26
	MAR 11	56%	47	67%	4	56%	32	56%	9	72%	18	49%	29
	MAR 12	46%	35	13%	1	47%	24	64%	7	45%	15	47%	20
	FEB 13	61%	47		1	60%	35	60%	9	52%	15	67%	32
<b>Pct Scoring 5.0-5.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	15%	14	22%	2	12%	8	44%	4	14%	5	16%	9
	FEB 10	23%	19		1	20%	13	36%	5	9%	3	33%	16
	MAR 11	30%	25	33%	2	28%	16	25%	4	12%	3	37%	22
	MAR 12	1%	1	13%	1		0		0	3%	1		0
	FEB 13	1%	1		0	2%	1		0		0	2%	1
<b>Pct Scoring 6.0</b>													

Empty boxes indicate that no data is available

Percent rounded to nearest whole number

Gold Report - RRSOA0555 (Bursted)

SCHOOL: 0361 - U B Kinsey/Palmview Elem

AREA NO: Area 05

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09		0		0		0		0		0		0
	FEB 10		0		0		0		0		0		0
	MAR 11	2%	2		0		0	13%	2	4%	1	2%	1
	MAR 12		0		0		0		0		0		0
	FEB 13		0		0		0		0		0		0

**Pct Scor 3.0 Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	95%	89	89%	8	98%	65	89%	8	92%	34	96%	54
	FEB 10	98%	82		4	97%	62	100%	14	94%	33	100%	49
	MAR 11	99%	83	100%	6	98%	56	100%	16	100%	25	98%	58
	MAR 12	92%	70	88%	7	92%	47	100%	11	88%	29	95%	41
	FEB 13	97%	75		2	97%	56	100%	15	93%	27	100%	48

**Pct Scor 3.5 Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	91%	86	78%	7	95%	63	89%	8	86%	32	95%	53
	MAR 12	71%	54	75%	6	67%	34	82%	9	67%	22	74%	32
	FEB 13	86%	66		2	84%	49	87%	13	86%	25	85%	41

**Pct Scor 4.0 Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	81%	76	67%	6	85%	56	89%	8	73%	27	88%	49
	FEB 10	76%	64		2	73%	47	93%	13	63%	22	86%	42
	MAR 11	88%	74	100%	6	84%	48	94%	15	88%	22	88%	52
	MAR 12	47%	36	25%	2	47%	24	64%	7	48%	16	47%	20
	FEB 13	62%	48		1	62%	36	60%	9	52%	15	69%	33

**Expository Score**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SCR	N	SCR	N	SCR	N	SCR	N	SCR	N	SCR	N
04	FEB 09	4.1	47		4	4.1	32	4.6	6	4.1	17	4.1	30
	MAR 11	4.2	84	4.3	6	4.1	57	4.4	16	4.1	25	4.3	59

**Narrative Score**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SCR	N	SCR	N	SCR	N	SCR	N	SCR	N	SCR	N
04	FEB 09	4.0	47		5	4.1	34		3	3.8	20	4.2	26
	FEB 10	3.9	84		4	3.9	64	4.3	14	3.6	35	4.2	49
	MAR 12	3.6	76	3.6	8	3.6	51	3.8	11	3.5	33	3.7	43
	FEB 13	3.8	77		2	3.8	58	3.8	15	3.7	29	3.8	48

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

# FLORIDA DEPARTMENT OF EDUCATION



## STATE BOARD OF EDUCATION

---

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ANDY TUCK

Pam Stewart  
Commissioner of Education

March 18, 2014

Mr. Michael Burke  
Palm Beach County School District  
3300 Forest Hill Blvd., Ste. A-306  
West Palm Beach, Florida 33406-5869

Your indirect cost proposal for fiscal year 2014-2015 has been reviewed and the restricted rate of 2.55% and unrestricted rate of 18.97% is approved with an effective date of July 1, 2014 through June 30, 2015.

If you have any questions please call Don Crumbliss at (850) 245-9214.

Sincerely,

  
Matt Kirkland

MATT KIRKLAND  
CHIEF COMPTROLLER, BUREAU OF THE COMPTROLLER

---

325 W. GAINES STREET • SUITE 914 • TALLAHASSEE, FLORIDA 32399-0400 • 850-245-0401 • FAX 850-245-9220

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PR/Award # U351D140111

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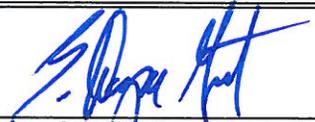
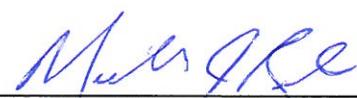
**DISTRICT SCHOOL BOARD OF PALM BEACH COUNTY  
 CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE  
 PLAN A**

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

<b>Federal Programs - Restricted with Carry Forward</b> <span style="float: right; border-bottom: 1px solid black;">2.55%</span>	<b>Federal Programs - Unrestricted with Carry Forward</b> <span style="float: right; border-bottom: 1px solid black;">18.97%</span>
--	---

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2012-2013, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

 _____ Signature of District Superintendent  _____ Date Signed <span style="margin-left: 100px;">2/2/14</span>	 _____ Signature of Finance Officer  _____ Date Signed <span style="margin-left: 100px;">2/28/14</span>
--	---

Your proposal has been accepted and the following rate approved:

<b>Federal Programs - Restricted with Carry Forward</b> <span style="float: right; border-bottom: 1px solid black;">2.55 %</span>	<b>Federal Programs - Unrestricted with Carry Forward</b> <span style="float: right; border-bottom: 1px solid black;">18.97 %</span>
---	--

These rates become effective **July 1, 2014, and remain in effect until June 30, 2015**, and will apply to all eligible federally assisted programs as

 _____ Signature of Comptroller, Florida Department of Education	_____ Date Signed <span style="margin-left: 100px;">3/10/14</span>
---	---

14 MAR -7 PM 2:31  
 DISTRICT COMPTROLLER'S OFFICE

**THE ARTS INTEGRATION COHORT PROJECT (AICP)**

*An Arts in Education Model Development and Dissemination Grant*

**AICP Elementary Schools - - Letters of Commitment**

- **West Riviera Elementary School, Riviera Beach, Florida**
  - Letter from the Principal
  - Staff Support Signatures
  
- **North Palm Beach Elementary Schools, North Palm Beach, Florida**
  - Letter from the Principal
  - Staff Support Signatures
  - Parent Letter –Allison North
  - Parent Letter – Holly Lobsinger
  
- **Plumosa Elementary School, Delray Beach, Florida**
  - Letter from the Principal
  - Staff Support Signatures
  - Letter from Parent, Plumosa Foundation
  
- **U.B. Kinsey/Palmview Elementary School, West Palm Beach, Florida**
  - Letter from the Principal
  - Letter from the Professional Learning Committee
  - Signatures of the Arts Integration Grant Committee
  - Staff Support Signatures



# West Riviera Elementary School



*"A Title I School"*

TONJA L. LATSON, ED. S.  
PRINCIPAL

THOMAS HREBIN  
ASSISTANT PRINCIPAL

April 4, 2014

Anna Hinton, Ph.D.  
Acting Director, Improvement Programs  
Office of Innovation and Improvement  
U. S. Department of Education

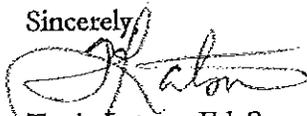
Dear Dr. Hinton:

As the Principal of West Riviera Elementary School, it is with great pleasure that I write this letter of support for the Arts Model Demonstration and Dissemination (AMDD) Program. This grant program will be of tremendous benefit to our school community. It has the potential to provide our students greater exposure to the arts, along with the valuable opportunity to learn through a research-based model for integrating arts into academic instruction.

The entire West Riviera Elementary School community is excited about the potential to improve overall student engagement and achievement through a fully integrated approach to instruction. Our teachers and school staff members are focused, motivated, and dedicated to undertaking the important work necessary to ensure enduring improvement. Together, we are committed to implementing the program with fidelity, and we are confident that this project will result in enhanced student outcomes and teacher effectiveness.

Please refer to the attached signatures of our school staff and stakeholders who support the concept and agree to implement the integrated arts model in the classroom. This innovative arts integration model program will be a true asset to the educational foundation of our school.

Sincerely,



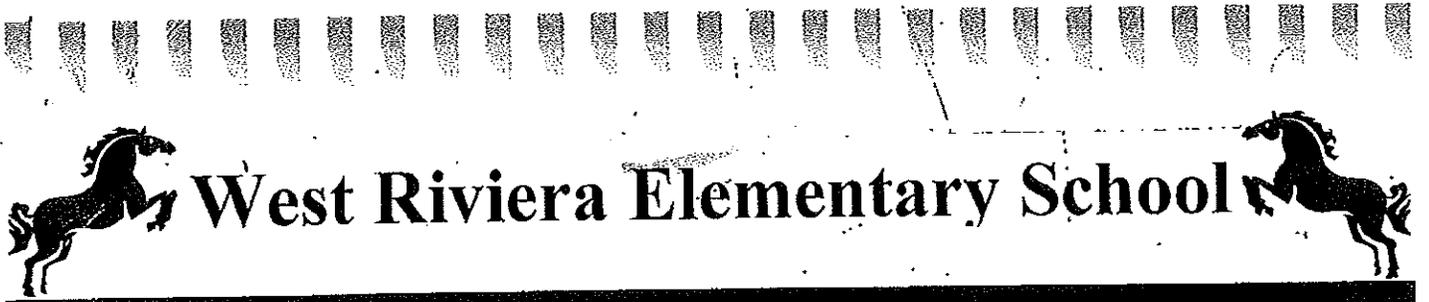
Tonja Latson, Ed. S.

1057 West Sixth Street  
Riviera Beach, FL. 33404



Phone: 561-494-1900  
Fax: 561-494-1951

"Committed to Building Achievement with Positive Attitudes".  
The Mighty Mustangs Rise to High Expectations!



# West Riviera Elementary School

*"A Title I School"*

TONJA L. LATSON, ED. S.  
PRINCIPAL

THOMAS HREBIN  
ASSISTANT PRINCIPAL

- WEST RIVIERA ELEMENTARY SCHOOL LETTERHEAD -

To Whom It May Concern:

We, the undersigned faculty and staff of West Riviera Elementary School, do hereby express our support for the U.S. Department of Education Arts Model Development and Dissemination (AMDD) Grant. This program will provide funding and resources to support the development of the model program for integrated arts and academics for all students. We understand that this support includes participation in grant-funded professional development and collaborative team planning for full implementation of the integrated arts model with fidelity.

WEST RIVIERA ELEMENTARY SCHOOL  
Teachers, Staff, and Stakeholders  
Acceptance and Acknowledgement

<i>Sybil M. Williams</i>	Sybil M. Williams
<i>Sheila Gifford</i>	Sheila Gifford
<i>Helen C. Gaskin</i>	Helen C. Gaskin
<i>Keloy Snow</i>	Keloy Snow
<i>Constance M. Maul</i>	Constance M. Maul
<i>Jennifer Piko</i>	Jennifer Piko

1057 West Sixth Street  
Riviera Beach, FL. 33404



Phone: 561-494-1900  
Fax: 561-494-1951

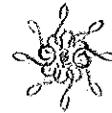
Amir Dada	Aziza Degale
<del>Amir Dada</del>	Ashley Bennett
<del>Amir Dada</del>	Dionne Rich
<del>Amir Dada</del>	Shameka Higgins
<del>Amir Dada</del>	Trina Arnold
<del>Amir Dada</del>	Sharrie Vereen
<del>Amir Dada</del>	Julia Drayton
<del>Amir Dada</del>	Dionte Puryl
<del>Amir Dada</del>	Dinashia Brown
<del>Amir Dada</del>	Waydene Kidd-Slydell
<del>Amir Dada</del>	Jataria Gordon
<del>Amir Dada</del>	Latricia Taylor
<del>Amir Dada</del>	Andrea G. Smith
<del>Amir Dada</del>	Kyla Collins
<del>Amir Dada</del>	Samantha Smith
<del>Amir Dada</del>	Miesha A. Williams
<del>Amir Dada</del>	Shonda Thorpe
<del>Amir Dada</del>	Wendy Hande
<del>Amir Dada</del>	Latoya Spann
<del>Amir Dada</del>	Tennessee Bartley
<del>Amir Dada</del>	Allison Row





# North Palm Beach Elementary

*The Best Place to Learn Under the Sun!*



North Palm Beach Elementary  
Children's Orchestras  
& Performing Arts Project

**A Title I, An Arts Integrated School**

*Member of the National Alliance of El Sistema Inspired programs*

401 S. Anchorage Drive, North Palm Beach, FL 33408

(561) 494-1800 ~ Fax (561) 494-1850

*Teresa Stoupas*  
*Principal*

*Deborah Long*  
*Assistant Principal*

March 3, 2014

**RE: Palm Beach County Arts Integration Cohort Project / AICP**  
Florida Department of Education  
Professional Development in Arts Education Grant

Dear Mr. Rhodes,

This letter is to demonstrate our commitment to the Palm Beach County Arts Integration Cohort Project or AICP.

North Palm Beach Elementary has had the honor of participating in arts integration education through the School District of Palm Beach County over the past two years. From that experience we have seen the benefit of arts integrated instruction for our students and staff. Stretching far beyond the isolated instruction of content and the arts, integrated learning has the power to engage students fully, encourage discovery, and support communication and collaboration. The arts provide for multiple modes of learning and expression, providing an inclusive friendly setting benefitting all learners.

Further, our participation in the AICP project will enrich the sharing of best practices to other interested schools via our district arts symposia opportunities. Data gathered as a result of implementing the grant project in Palm Beach County will provide more research documentation to that body of knowledge as well as deepening the well of shared arts integration lessons by SDPBC teachers.

The teaching staff at North Palm Beach Elementary supports the AICP initiative and proposal. Our signatures on the attached page indicate our commitment to arts integrated instruction and our desire for continued work SDPBC fine arts staff and national arts partners through the school district initiative.

Respectfully,

Teresa Stoupas  
Principal



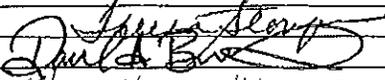
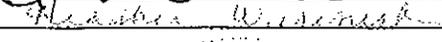
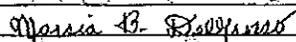
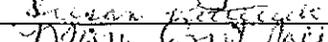
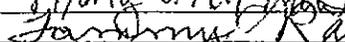
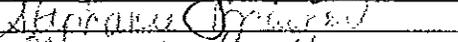
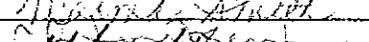
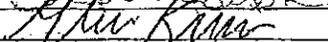
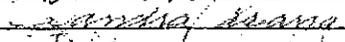
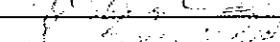
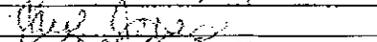
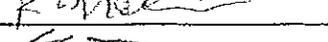
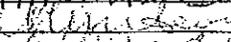
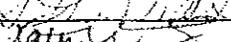
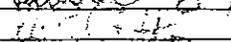
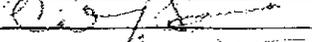
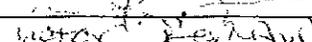
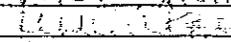
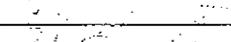
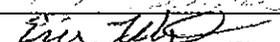
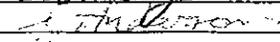
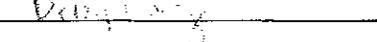
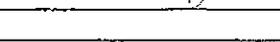
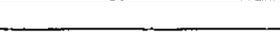
**Palm Beach County Schools - Rated "A" by the Florida Department of Education 2005 - 2012**  
**"Home of Florida's first LEED Gold Certified School"**

[www.palmbeachschools.org](http://www.palmbeachschools.org)

The School District of Palm Beach County is an Equal Education Opportunity Provider and Employer

March 3, 2014

North Palm Beach Elementary Instructional staff signatures in support of Palm Beach County Arts Integration Cohort Project / AICP

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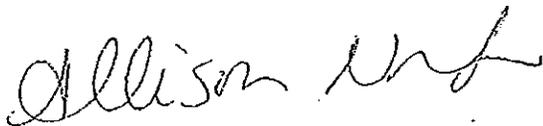
To whom it may concern:

I am a parent of two children at North Palm Beach Elementary School. I am writing this letter in support of the Arts Integration Cohort Project/AICP.

The arts are greatly impacting both of my children at NPBES. They are learning violin, reading music, visual art and theater. They are excited about learning and going to school. Having the arts integrated into all of their subjects has made school fun and well rounded.

Thank you for your dedication to the arts.

Sincerely,

A handwritten signature in cursive script that reads "Allison North". The signature is written in black ink and is positioned below the word "Sincerely,".

Allison North

Reference: Arts Integration Cohort Project/AICP letter of support

To Whom It May Concern:

I have two children who attend North Palm Beach Elementary and both have been fortunate enough to be able to play string instruments as part of their everyday education at school. The impact that music has had on my children since they were introduced to these instruments at school has been profound. They love attending school everyday and strive to excel in all aspects of school. Music in their school has given them more confidence, better self-esteem, and has taught them the importance of teamwork and responsibility. My older daughter also started in theater this year and she is so excited every Thursday morning because this is the day she has theater and she can't wait to perform. My daughters love being a part of these programs and I am in support of the Arts Integration Cohort Project/AICP to help allow these programs to continue providing arts education in our school. I attended public schools in Palm Beach County starting in elementary school and I was never fortunate enough to have the arts incorporated into my school as my children are today. I can't express enough how music and theater has had a positive impact on my children not only in school but in their everyday life. Without these programs, not only my children, but other children may have never been given the opportunity to even pick up an instrument let alone play it so well and with such passion! Watching my children perform on stage, whether it be with their instrument or in a play, is amazing and it gives them confidence that they will carry with them through life! In my opinion the arts are an essential element of education and life!

Holly Lobsinger- supporter of arts in the public schools

A handwritten signature in cursive script, appearing to read "Holly L".



**Plumosa School of the Arts**  
**Visual, Performing, & Communication Arts and Dual Language Spanish**  
**REACHING EACH CHILD'S POTENTIAL**

**Cathy Reynolds**  
Principal

**Natalie Cromwell**  
Assistant Principal

**Nancy Earley**  
Magnet Coordinator

Mr. Edrick Rhodes,

As the Magnet Coordinator of Plumosa School of the Arts it is my pleasure to write this letter of support for the Professional Development grant known as the "Arts Integration Cohort Project" or AICP. The faculty and staff at Plumosa School of the Arts share in the vision of ensuring all students are provided with arts integration and infusion. Our strong commitment to the arts is noted in the attached undersigned document.

This staff believes in creating a culture of collaboration, professional development and excellence within and throughout the school. Accordingly, the staff believes that this AICP grant will provide staff with the necessary resources for the school to further the art's integration experience for our students. We look forward to working with the SDPBC fine arts staff, community, national and international arts partners that will bring a higher quality of arts integration into our school. We agree to share best practices and attend professional development symposiums that will help facilitate arts integration activities. I will be happy to work as the liaison between the school and the district grant staff, etc.

We look forward to working with all stakeholder groups as we further the Plumosa School of the Arts vision.

Sincerely,

Nancy Earley  
Magnet Coordinator

2501 Seacrest Blvd., Delray Beach, Florida 33444  
Phone-(561) 330-3900 / Fax-(561) 330-3950  
[www.palmbeachschools.org](http://www.palmbeachschools.org)



**Plumosa School of the Arts**  
**Visual, Performing, & Communication Arts and Dual Language Spanish**  
**REACHING EACH CHILD'S POTENTIAL**

**Cathy Reynolds**  
Principal

**Natalie Cromwell**  
Assistant Principal

**Nancy Earley**  
Magnet Coordinator

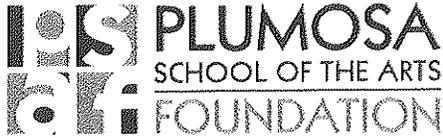
To: Mr. Edrick Rhodes  
 From: Faculty and Staff of Plumosa School of the Arts

We the undersigned teaching faculty and staff of Plumosa School of the Arts do hereby express our support for the Arts Integration Cohort Project.

Nancy Earley	ADRIANA POBON	
Angelina Maresma		Stephanette
Mania menscal		Melissa Hallen
Barbara Fedmo	Arlene Weiss	
Jeli Lingeri	Heather Foulk	Kacie
Elisabeth Sargent	Carol Capanna	Joe Jeyful
Hi [Signature]	R. Mattoni	Tom Kuehly
Antonio Millo	A Broadway	Jegan [Signature]
Pura Guerrero	W. Roth	Ch. [Signature]
Audrey Koloskin	Susan Papee	
Yankbume	Sally Smoller	
Pat Sullivan	Ch. Wi	
Luan Rich	<del>Wanda [Signature]</del>	
Si [Signature]	Ismoliad	
Alix [Signature]	AP [Signature]	Lindsay Gentry
Janet [Signature]		Suzanne Brockes

2501 Seacrest Blvd., Delray Beach, Florida 33444  
 Phone-(561) 330-3900 / Fax-(561) 330-3950  
[www.palmbeachschools.org](http://www.palmbeachschools.org)

Natalie Cromwell



February 28, 2014

Mr. Edrick Rhodes  
Fine Arts Planner  
3300 Forest Hill Blvd, C-225  
West Palm Beach FL 33406.

Dear Mr. Rhodes:

I am writing to support Plumosa School of the Arts application for the Arts Integration Cohort Project grant. I believe the faculty and staff at the school share a vision of ensuring all students are provided with arts integration and infusion.

We believe a grant to support a culture of collaboration, professional development, and excellence within and throughout the school is very important, especially if it further improves the experience for the students.

Plumosa School of the arts is an educational gem in our community because we know that arts education improves academic performance, particularly among students most at risk of academic failure. It improves conceptual skills, creative and critical thinking, spatial reasoning, reading, writing, language proficiency, and logic. It also improves self-awareness and social skills, which diminish the impulse to act out and bully others.

The extraordinary breadth of students that attend Plumosa, both socio-economically and ethnically, provides a unique opportunity for the school to encourage creative self-expression and exploration that bridges cultural gaps, builds students' confidence, and opens students' minds to discovering possibilities that they might not otherwise pursue. This makes Plumosa uniquely effective in helping children develop competence, confidence, and character.

We hope that Plumosa receives this important support for its faculty and staff.

Sincerely,

A handwritten signature in black ink, appearing to read "James Mueller". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

James Mueller  
Board Chair

U.B.Kinsey/Palmview Elementary School of the Arts  
800 Eleventh Street  
West Palm Beach, FL 33401  
(561) 671-6500 \* (561) 671-6550 Fax



Adrienne Howard  
Principal

Alexander Bembry  
Assistant Principal

**"Sailing On the Sea of Success of Artistic Excellence and High Academic Achievement"**

March 3, 2014

Mrs. Howard,

As the Chair of the U.B. Kinsey/Palmview Elementary School of the Arts Professional Learning Community (PLC) Committee it is my pleasure to write this letter of support for the Arts Integration Cohort Project( AICP). Please refer to the attached signatures of school stake holders who agree with the research that supports arts education and integration within our curriculum. Arts integration will help students develop skills in communication, collaboration, perseverance, and concentration, as well as setting and achieving goals through multiple modes of learning. It will also foster their individual and collective creativity, critical thinking and enhance their understanding of and respect for others.

This committee, comprised of representative school stakeholders, believes in personalizing students' learning experience, professional development, and excellence within and throughout the school. Our beliefs can accomplished by further creating a culture of collaboration with the School District of Palm Beach County (SDPBC) Fine Arts staff, community, national and international art partners. Furthermore, with this grant our teachers will be able to attend two local symposiums where teachers share best practices in arts integration, attend professional development sessions at the Kravis Center with Kennedy Center artists, participate in arts integration sessions at our school site's professional development days. In addition our teachers will commit to assisting with research by submitting arts integration lessons that are created at our school site and the PLC will facilitate arts integration activities at our school and in collaboration with district grant writers.

We look forward to working with administration and any school stakeholders as we further our vision of ensuring that every student at U.B. Kinsey Elementary School of the Arts achieves artistic and academic excellence.

Respectfully,

A handwritten signature in cursive script, appearing to read "June L. Hunt".

June L. Hunt  
PLC Chair

Arts Integration Grant Committee  
AICP

1. Belinda Sikes
2. Meghan Tonno
3. Ann O'Dea
4. Kenny Burt
5. Neeka Scott
6. Lavinia Draper
7. Jennifer Rizzo
8. Pineda Wells
9. Alexander B...
10. Ben Ostrom
  
11. Andrea Word Durren
12. Michael Jones
13. Auda Mudad
14. Rose Shan
  
15. Stephen Backlund
  
16. Jane D'Ag...
17. Doreen...





Mary Helen Arbogast <maryhelen.arbogast@palmbeachschools.org>

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**Re: EO 12372 - Arts in Education Model Development and Dissemination Grant - CFDA 84.351D**

1 message

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Mary Helen Arbogast <maryhelen.arbogast@palmbeachschools.org>

Fri, Apr 25, 2014 at 3:38 PM

To: Mary Helen Arbogast <maryhelen.arbogast@palmbeachschools.org>

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**RE: EO 12372 - Arts in Education Model Development and Dissemination Program Grant - CFDA 84.351D**

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Milligan, Lauren <Lauren.Milligan@dep.state.fl.us>

Mon, Mar 31, 2014 at 11:59 AM

To: Mary Helen Arbogast <maryhelen.arbogast@palmbeachschools.org>

Cc: Nancy Kinard <nancy.kinard@palmbeachschools.org>, Susan Hyatt <susan.hyatt@palmbeachschools.org>, Edrick Rhodes <edrick.rhodes@palmbeachschools.org>, Margaret Kallman <margaret.kallman@palmbeachschools.org>, "nancy.reese@palmbeachschools.org" <nancy.reese@palmbeachschools.org>

Dear Ms. Arbogast:

Thank you for your USDOE grant notices. Although the subject USDOE grant programs may be eligible for coverage under Presidential Executive Order 12372, the applications are all exempt from the E.O. 12372 review process in the State of Florida. Section 4 of Gubernatorial Executive Order 95-359 provides that all federal applications that originate from non-state agencies, such as local governments and non-profit organizations, and that have no significant effect on Florida's environment, are exempted from the intergovernmental coordination and review process overseen by the State Clearinghouse. To put the exemption criteria simply, your project is exempt if it does not involve construction or wetland dredge/fill activities.

When you fill out your Applications for Federal Assistance (Standard Form 424), they may be forwarded to the federal funding agency without going through the state review process. Please check: "b. Program is subject to E.O. 12372 but has not been selected by the State for review." in Box No. 19 of SF 424.

If you have any questions concerning the state intergovernmental review process or exemption criteria, please don't hesitate to contact me at (850) 245-2170 or [Lauren.Milligan@dep.state.fl.us](mailto:Lauren.Milligan@dep.state.fl.us). Best of luck!

Yours sincerely,

*Lauren P. Milligan*

Lauren P. Milligan, Coordinator  
Florida State Clearinghouse  
Florida Department of Environmental Protection  
3900 Commonwealth Blvd, M.S. 47  
Tallahassee, FL 32399-3000  
ph. (850) 245-2170  
fax (850) 245-2190

[Lauren.Milligan@dep.state.fl.us](mailto:Lauren.Milligan@dep.state.fl.us)

On Fri, Mar 28, 2014 at 7:36 PM, Mary Helen Arbogast <[maryhelen.arbogast@palmbeachschools.org](mailto:maryhelen.arbogast@palmbeachschools.org)> wrote:

Lauren P. Milligan, Florida State Clearinghouse  
Florida Department of Environmental Protection  
900 Commonwealth Blvd., Mail Station 47  
Tallahassee, Florida 22399-3000

Dear Ms. Milligan:

The School District of Palm Beach County, Florida, intends to submit a grant application to the U.S. Department of Education under the Arts in Education Model Development and Dissemination Program, CFDA 84.351D. According to the guidelines, this grant is subject to Executive Order 12372 and the regulations in 34 CFR Part 79.

You are listed as the State's Single Point of Contact for this Intergovernmental Review. Please respond to this email with guidance as to how we should proceed.

Regards,

--

*Mary Helen Arbogast*

Grants Administration Coordinator  
School District of Palm Beach County  
3300 Forest Hill Blvd., Bldg. D, Rm. 9793  
West Palm Beach, Florida 33406  
(561) 434-7302 or PX 47302  
Cell: (561) 370-4568  
[maryhelen.arbogast@palmbeachschools.org](mailto:maryhelen.arbogast@palmbeachschools.org)

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*Mary Helen Arbogast*

Grants Administration Coordinator  
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There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

## **Arts Integration Cohort Project**

### **Project Director – Job Description**

The Project Director is responsible for overseeing the implementation and administration of the Arts Integration Cohort Project, including:

- Designing, scheduling, and presenting professional development for all AICP teachers, including pre-school in-service meetings prior to the beginning of the school year, Winter and Summer Institutes, and throughout the school year on district-appointed PD days
- Presenting professional development workshops based on AICP best practices at local conferences such as the Florida Alliance for Arts Education, Florida Arts Education Association, Florida Music Educators Association, and the Florida Association for Theatre Education
- Mentoring and overseeing the Arts and Technology Curriculum Coordinator to create a unified approach to achieving program goals
- Coordinating program activities at each of the four partner schools, including curriculum writing workshops, teaching artist residencies, and culminating presentations, exhibitions, and performances
- Collaborating with principals, teachers, teaching artists, and contracted professionals such as website designers, videographers, and other technology specialists to design, implement, and document program activities
- Work with program evaluator to ensure objectives are met in a timely fashion and outcomes are reported to project stakeholders
- Attend regular faculty meetings at each of the four partner schools to ensure project goals are on target for success and strategic support is supplied
- Serve as advisory committee member and liaison to the Palm Beach County Cultural Council's Cultural Education Committee, which engages cultural arts organizations in partnerships with the PBCSD and provides professional development to cultural education directors as well as county teachers
- Serve on the Kravis Center's Advisory Board Education Committee as liaison to the SDPBC, assist in the development of and facilitate Kravis' Educational programming for teachers and students as part of the Partners in Education Program (CETA Model)
- Manage a yearly budget of \$450-\$550K for the Arts In Education Model Development and Dissemination Grant
- Research, connect to, and contract with high quality teaching artists from across the US to bring best practices in arts integration to the SDPBC
- Seek out new grant funding opportunities to support ongoing and systemic high-quality arts education in the SDPBC

- Create periodic newsletters highlighting PBC Schools' achievements in arts integration
- Write periodic and annual reports to the DOE regarding the progress of the AEMDD grant

## **Arts Integration Cohort Project**

### **Arts Technology Coordinator – Job Description**

The Arts Technology Coordinator is responsible for collaborating with the Project Director to implement and administer the Arts Integration Cohort Project. Job duties include:

- Designing and presenting high quality professional development on technology strategies and equipment for all AICP teachers, including the use of iPads, digital cameras, and audio equipment, as well as the use of strategies for integrating web-conferencing, podcasts, graphic design, digital animation, music composition and other arts and technology-based classroom-based projects
- Researching cutting-edge educational technological applications, resources and software for inclusion into the AICP teachers' collection of strategies, as well as for publication/dissemination on the AICP website
- One-on-one team-teaching, modeling, and classroom support for the AICP teachers on the utilization of arts and technology teaching strategies throughout the duration of the project
- Facilitating the documentation of grant activities through technology, including teacher and student videos/audio journals, student work artifacts, written curriculum with audio/visual components, and other audio/visual evidence stemming from the program evaluation
- Supporting and facilitating AICP teachers' connection through the website blog, sharing and dissemination of resources,
- Presenting professional development workshops based on AICP best practices at local conferences such as the Florida Alliance for Arts Education, Florida Arts Education Association, Florida Music Educators Association, and the Florida Association for Theatre Education
- Assisting in the coordination of program activities at each of the four partner schools, including curriculum writing workshops, teaching artist residencies, and culminating presentations, exhibitions, and performances
- Collaborating with principals, teachers, teaching artists, and contracted professionals such as website designers, videographers, and other technology specialists to design, implement, and document program activities
- Work with program evaluator to ensure objectives are met in a timely fashion and outcomes are reported to project stakeholders
- Attend regular faculty meetings at each of the four partner schools to ensure project goals are on target for success and strategic support is supplied
- Work with AICP teachers to identify supply needs for materials and resources, place and track orders, ensure materials are utilized for AICP activities

**FY15 Title I Eligibility**  
**Based on December 20, 2013 Date Certain Data**

Sch #	School	Total	F/R #	F/R %
0664	ACADEMY FOR POSITIVE LEARNING	131	99	75.57
0101	ALLAMANDA ELEMENTARY	617	371	60.12
0862	ATLANTIC HIGH	1,565	997	63.70
0741	BARTON ELEMENTARY	800	782	97.75
1981	BEAR LAKES MIDDLE	778	709	91.13
3400	BELIEVERS ACADEMY	43	37	86.04
2401	BELLE GLADE ELEMENTARY	509	504	99.01
4010	BELLE GLADE EXCEL CHARTER	112	109	97.32
0531	BELVEDERE ELEMENTARY	538	501	93.12
2751	BENOIST FARMS ELEMENTARY	650	605	93.07
0601	BERKSHIRE ELEMENTARY	1,107	933	84.28
0951	BOCA RATON ELEMENTARY	339	265	78.17
2361	BOYNTON BEACH COMMUNITY HIGH	1,155	893	77.31
1531	C. O. TAYLOR/KIRKLANE ELEMENTARY	1,204	1,098	91.19
2041	CARVER MIDDLE	916	777	84.82
3392	CHARTER SCHOOL OF BOYNTON BEACH	673	601	89.30
2761	CHOLEE LAKE ELEMENTARY	1,025	940	91.70
1581	CONGRESS MIDDLE	965	792	82.07
0541	CONNISTON MIDDLE	1,135	936	82.46
1811	CORAL SUNSET ELEMENTARY	611	417	68.24
2731	CROSSPOINTE ELEMENTARY	727	660	90.78
3101	CROSSROADS ACADEMY	96	94	97.91
1941	CYPRESS TRAILS ELEMENTARY	511	350	68.49
0642	DAYSTAR ACADEMY OF EXCELLENCE	86	86	100.00
3261	DIAMOND VIEW ELEMENTARY	849	691	81.38
2491	DR. MARY MCLEOD BETHUNE ELEMENTARY	415	401	96.62
1541	DWIGHT D. EISENHOWER ELEMENTARY	388	260	67.01
2521	ED VENTURE CHARTER SCHOOL	17	14	82.35
2101	EGRET LAKE ELEMENTARY	669	591	88.34
3398	EVERGLADES PREPARATORY ACADEMY	23	22	95.65
0621	FOREST HILL ELEMENTARY	788	699	88.70
0581	FOREST HILL HIGH	1,409	1,148	81.47
0831	FOREST PARK ELEMENTARY	553	517	93.49
2671	FREEDOM SHORES ELEMENTARY	880	554	62.95
0821	GALAXY ELEMENTARY	589	521	88.45
1251	GLADE VIEW ELEMENTARY	322	320	99.37
3382	GLADES ACADEMY	124	123	99.19
2301	GLADES CENTRAL HIGH	689	650	94.33
1641	GOLD COAST COMMUNITY SCHOOL	138	133	96.37
2421	GOLDEN GROVE ELEMENTARY	531	326	61.39
1241	GOVE ELEMENTARY	904	869	96.12
3351	GRASSY WATERS ELEMENTARY	665	503	75.63
0631	GREENACRES ELEMENTARY	703	672	95.59
1411	GROVE PARK ELEMENTARY	670	626	93.43
1421	HAGEN ROAD ELEMENTARY	698	416	59.59
2081	HAMMOCK POINTE ELEMENTARY	889	579	65.12

**FY15 Title I Eligibility**  
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3/17/2014

Sch #	School	Total	F/R #	F/R %
2571	HERITAGE ELEMENTARY SCHOOL	939	853	90.84
0011	HIDDEN OAKS ELEMENTARY	809	503	62.17
0671	HIGHLAND ELEMENTARY	896	881	98.32
0012	HOPE-CENTENNIAL ELEMENTARY	636	622	97.79
3384	HOPE LEARNING	29	25	86.20
0121	HOWELL L. WATKINS MIDDLE	774	687	88.75
1861	INDIAN PINES ELEMENTARY	757	729	96.30
2411	INDIAN RIDGE SCHOOL	87	72	82.75
1461	INLET GROVE COMMUNITY HIGH	587	495	84.32
0931	J. C. MITCHELL ELEMENTARY	792	519	65.53
2701	JEAGA MIDDLE	1,164	1,029	88.40
3395	JFK CHARTER	519	311	59.92
0201	JOHN F. KENNEDY MIDDLE	853	822	96.36
1361	JOHN I. LEONARD HIGH	2,120	1,722	81.22
2661	JOSEPH LITTLES-NGUZO SABA	148	142	95.94
0071	JUPITER ELEMENTARY	828	630	76.08
1831	K. E. CUNNINGHAM/CANAL POINT ELEMEN	274	269	98.17
0021	L. C. SWAIN MIDDLE	1,175	1,067	90.80
0141	LAKE PARK ELEMENTARY	323	316	97.83
1232	LAKE SHORE MIDDLE	746	733	98.25
2131	LAKE WORTH MIDDLE	1,009	945	93.65
0691	LAKE WORTH HIGH	1,584	1,315	83.01
2641	LAKESIDE ACADEMY	102	102	100.00
0751	LANTANA ELEMENTARY	495	452	91.31
0761	LANTANA MIDDLE	842	727	86.34
3347	LEADERSHIP ACADEMY WEST	79	70	88.60
4037	LEARNING PATH ACADEMY	79	75	94.93
1871	LIBERTY PARK ELEMENTARY	997	908	91.07
0211	LINCOLN ELEMENTARY	516	501	97.09
1901	LOXAHATCHEE GROVES ELEMENTARY	456	285	62.50
3971	MAVERICK'S HIGH AT PALM SPRINGS	128	101	78.90
0591	MEADOW PARK ELEMENTARY	597	454	76.04
1441	MELALEUCA ELEMENTARY	776	719	92.65
3394	MONTESSORI ACADEMY OF EARLY ENRIC	185	168	90.81
0681	NORTH GRADE ELEMENTARY	793	635	80.07
0131	NORTH PALM BEACH ELEMENTARY	419	370	88.30
3044	NORTH TRANSITION ELEMENTARY	2	2	100.00
0291	NORTHBORO ELEMENTARY	646	504	78.01
0271	NORTHMORE ELEMENTARY	477	462	96.85
2601	ODYSSEY MIDDLE	911	743	81.55
2151	OKEEHEELEE MIDDLE	1,442	1,192	82.66
2351	ORCHARD VIEW ELEMENTARY	608	544	89.47
1101	PAHOKEE ELEMENTARY	368	360	97.82
1771	PAHOKEE MIDDLE - SR. HIGH	689	656	95.21
1371	PALM BEACH GARDENS HIGH	1,810	1,171	64.69
1851	PALM BEACH LAKES HIGH PR/Award # U351D140	1,320	1,114	84.39

**FY15 Title I Eligibility**  
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3/17/2014

Sch #	School	Total	F/R #	F/R %
2801	PALM BEACH MARITIME ACADEMY	1,025	762	74.34
0651	PALM SPRINGS ELEMENTARY	886	842	95.03
0611	PALM SPRINGS MIDDLE	1,626	1,379	84.80
0561	PALMETTO ELEMENTARY	589	554	94.05
0911	PINE GROVE ELEMENTARY	407	398	97.78
0051	PINE JOG ELEMENTARY	917	684	74.59
2371	PIONEER PARK ELEMENTARY	367	365	99.45
2591	PLEASANT CITY COMMUNITY ELEMENTAR	313	304	97.12
0871	PLUMOSA SCHOOL OF THE ARTS	594	468	78.78
0791	POINCIANA ELEMENTARY	523	320	61.18
2531	POTENTIALS CHARTER	17	12	70.58
3401	QUANTUM HIGH SCHOOL	81	53	65.43
4002	RENAISSANCE CHARTER SCHOOL AT SUN	608	372	61.18
3431	RENAISSANCE CHARTER SCHOOL AT WP	756	470	62.17
3355	RIVIERA BEACH PREP	43	41	95.34
0781	ROLLING GREEN ELEMENTARY	763	733	96.06
0341	ROOSEVELT ELEMENTARY	445	430	96.62
0311	ROOSEVELT MIDDLE	1,114	931	83.57
1321	ROSENWALD ELEMENTARY	242	236	97.52
1801	ROYAL PALM (E.S.E)	133	99	74.43
2331	ROYAL PALM BEACH HIGH	1,589	990	62.30
1611	SANTALUCES HIGH	1,658	1,152	69.48
3391	SEAGULL ACADEMY	16	15	93.75
1711	SEMINOLE TRAILS ELEMENTARY	718	580	80.77
2431	SOUTH GRADE ELEMENTARY	662	658	99.39
3046	SOUTH INTENSIVE TRANSITION	74	74	100.00
1571	SOUTH TECH ACADEMY	709	575	81.10
3441	SOUTH TECH PREPARATORY ACADEMY	84	73	86.90
0771	STARLIGHT COVE ELEMENTARY	895	839	93.74
3344	TOMORROWS PROMISE COMM SCHOOL	8	8	100.00
3386	TOUSSAINT L'OUVERTURE HIGH	12	9	75.00
2781	TRADEWINDS MIDDLE	1,165	923	79.22
0842	TURNING POINTS ACADEMY	104	97	93.26
0361	U. B. KINSEY/PALMVIEW ELEMENTARY	565	485	85.84
2811	VILLAGE ACADEMY	702	675	96.15
0191	WASHINGTON ELEMENTARY	378	354	93.65
0481	WEST GATE ELEMENTARY	712	692	97.19
1401	WEST RIVIERA ELEMENTARY	657	646	98.32
0351	WESTWARD ELEMENTARY	659	603	91.50
3421	WORTHINGTON HIGH SCHOOL	62	49	79.03
1391	WYNNEBROOK ELEMENTARY	846	781	92.31

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1371	PALM BEACH GARDENS HIGH	1,810	1,171	64.69
1851	PALM BEACH LAKES HIGH PR/Award # U351D140	1,320	1,114	84.39

**FY15 Title I Eligibility**  
**Based on December 20, 2013 Date Certain Data**

3/17/2014

Sch #	School	Total	F/R #	F/R %
2801	PALM BEACH MARITIME ACADEMY	1,025	762	74.34
0651	PALM SPRINGS ELEMENTARY	886	842	95.03
0611	PALM SPRINGS MIDDLE	1,626	1,379	84.80
0561	PALMETTO ELEMENTARY	589	554	94.05
0911	PINE GROVE ELEMENTARY	407	398	97.78
0051	PINE JOG ELEMENTARY	917	684	74.59
2371	PIONEER PARK ELEMENTARY	367	365	99.45
2591	PLEASANT CITY COMMUNITY ELEMENTAR	313	304	97.12
0871	PLUMOSA SCHOOL OF THE ARTS	594	468	78.78
0791	POINCIANA ELEMENTARY	523	320	61.18
2531	POTENTIALS CHARTER	17	12	70.58
3401	QUANTUM HIGH SCHOOL	81	53	65.43
4002	RENAISSANCE CHARTER SCHOOL AT SUN	608	372	61.18
3431	RENAISSANCE CHARTER SCHOOL AT WP	756	470	62.17
3355	RIVIERA BEACH PREP	43	41	95.34
0781	ROLLING GREEN ELEMENTARY	763	733	96.06
0341	ROOSEVELT ELEMENTARY	445	430	96.62
0311	ROOSEVELT MIDDLE	1,114	931	83.57
1321	ROSENWALD ELEMENTARY	242	236	97.52
1801	ROYAL PALM (E.S.E)	133	99	74.43
2331	ROYAL PALM BEACH HIGH	1,589	990	62.30
1611	SANTALUCES HIGH	1,658	1,152	69.48
3391	SEAGULL ACADEMY	16	15	93.75
1711	SEMINOLE TRAILS ELEMENTARY	718	580	80.77
2431	SOUTH GRADE ELEMENTARY	662	658	99.39
3046	SOUTH INTENSIVE TRANSITION	74	74	100.00
1571	SOUTH TECH ACADEMY	709	575	81.10
3441	SOUTH TECH PREPARATORY ACADEMY	84	73	86.90
0771	STARLIGHT COVE ELEMENTARY	895	839	93.74
3344	TOMORROWS PROMISE COMM SCHOOL	8	8	100.00
3386	TOUSSAINT L'OUVERTURE HIGH	12	9	75.00
2781	TRADEWINDS MIDDLE	1,165	923	79.22
0842	TURNING POINTS ACADEMY	104	97	93.26
0361	U. B. KINSEY/PALMVIEW ELEMENTARY	565	485	85.84
2811	VILLAGE ACADEMY	702	675	96.15
0191	WASHINGTON ELEMENTARY	378	354	93.65
0481	WEST GATE ELEMENTARY	712	692	97.19
1401	WEST RIVIERA ELEMENTARY	657	646	98.32
0351	WESTWARD ELEMENTARY	659	603	91.50
3421	WORTHINGTON HIGH SCHOOL	62	49	79.03
1391	WYNNEBROOK ELEMENTARY	846	781	92.31

**FY 2015  
FRINGE BENEFIT RATE SCHEDULE**

VARIABLE RATES	Regular	Temporary (In-System)						Temporary (Out-of-System)	
	Account #	Account #						Account #	
	511000 to 517000	518400 Part-Time	518410 Bonus	518420 Stipends	518430 Ext DD	518440 Ext Per.	519990 Overtime	575100 FRS eligible	575200 non-FRS eligible
521000 Retirement-FRS	8.10%	8.10%	n/a	8.10%	8.10%	8.10%	8.10%	8.10%	n/a
522000 Social Security	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	n/a
522000 Medicare	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
523000 Group Insurance *		9.00%		9.00%	9.00%	9.00%	9.00%		
525000 Work Comp/Unemployment	1.95%	1.95%	n/a	1.95%	1.95%	1.95%	1.95%	1.95%	1.95%
<b>Total</b>	<b>17.70%</b>	<b>26.70%</b>	<b>7.65%</b>	<b>26.70%</b>	<b>26.70%</b>	<b>26.70%</b>	<b>26.70%</b>	<b>17.70%</b>	<b>3.40%</b>

**FIXED RATE**

523000 Health & Life	\$7,500
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<b>Account # Used for Budgeting:</b>	<b>521000</b>	<b>521500</b>	<b>521500</b>
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\* Group insurance rates represent average cost for budget purposes. Actual health insurance costs vary according to the plan selected by each employee. For instance, family coverage costs the district more than single coverage. HIPAA privacy laws do not allow disclosure of employee health information. Consequently, average rates are developed for budgeting purposes. Additionally, group insurance costs are distributed to all jobs worked during a pay period. For regular employees working extra jobs in the district, a portion of their insurance cost is proportionately allocated to each job. This allocation method is standard business practice used in cost accounting.

**A. DEMOGRAPHIC**

**ALL STUDENTS**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	100%	597	0%	1	90%	535	7%	42	0%	2	1%	5	2%	12	50%	301	50%	296
ALL	MAR 10	100%	617	0%	3	88%	541	9%	58	0%	2	1%	4	1%	9	53%	326	47%	291
ALL	MAR 11	100%	523	1%	5	87%	453	10%	51	1%	3	1%	4	1%	7	54%	281	46%	242
ALL	MAR 12	100%	500	1%	6	84%	422	10%	52	1%	5	1%	4	2%	11	50%	248	50%	252
ALL	MAR 13	100%	592	2%	12	84%	496	10%	58	1%	8	2%	10	1%	8	49%	288	51%	304
ALL	OCT 09	100%	601	0%	1	89%	535	8%	47	0%	1	1%	5	2%	12	51%	307	49%	294
ALL	OCT 10	100%	621	1%	4	88%	547	9%	56	0%	2	0%	3	1%	9	52%	325	48%	296
ALL	OCT 11	100%	548	1%	5	87%	477	9%	51	1%	3	1%	4	1%	8	55%	299	45%	249
ALL	OCT 12	100%	497	1%	5	85%	424	10%	48	1%	5	1%	4	2%	11	52%	258	48%	239
ALL	OCT 13	100%	558	2%	12	83%	465	10%	55	1%	8	2%	10	1%	8	49%	273	51%	285

**FREE/REDUCED LUNCH - FRL**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	85%	505			84%	452	93%	39					75%	9	82%	248	87%	257
	MAR 10	98%	602			97%	526	100%	58							97%	316	98%	286
	MAR 11	97%	506			96%	437	100%	51							97%	273	96%	233
	MAR 12	98%	489			99%	418	88%	46					91%	10	98%	242	98%	247
	MAR 13	97%	575	100%	12	97%	479	100%	58			100%	10			98%	282	96%	293
	OCT 09	85%	508			85%	454	85%	40					75%	9	82%	251	87%	257
	OCT 10	95%	589			95%	517	96%	54							94%	307	95%	282
	OCT 11	95%	522			95%	452	100%	51							95%	283	96%	239
	OCT 12	96%	476			97%	410	88%	42					91%	10	95%	244	97%	232
	OCT 13	97%	544	92%	11	97%	452	100%	55			100%	10			97%	266	98%	278

**ELL - English Language Learners**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	7%	43			4%	22	48%	20					0%	0	8%	24	6%	19
	MAR 10	9%	58			4%	24	55%	32							10%	32	9%	26
	MAR 11	7%	35			2%	11	39%	20							7%	19	7%	16
	MAR 12	7%	36			2%	8	44%	23					0%	0	6%	15	8%	21
	MAR 13	10%	62	17%	2	3%	16	57%	33			70%	7			8%	23	13%	39
	OCT 09	8%	46			4%	24	45%	21					0%	0	8%	25	7%	21
	OCT 10	9%	55			4%	24	54%	30							9%	30	8%	25
	OCT 11	6%	32			2%	10	35%	18							6%	19	5%	13
	OCT 12	7%	35			1%	6	50%	24					0%	0	7%	17	8%	18
	OCT 13	10%	55	17%	2	2%	11	56%	31			70%	7			7%	20	12%	35

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**A. DEMOGRAPHIC**

**ESE - Exceptional Student Education**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	12%	69			11%	61	14%	6					17%	2	15%	44	8%	25
	MAR 10	11%	65			11%	57	12%	7							13%	44	7%	21
	MAR 11	9%	46			9%	41	8%	4							9%	26	8%	20
	MAR 12	8%	41			8%	33	10%	5					18%	2	11%	27	6%	14
	MAR 13	10%	59	25%	3	9%	47	12%	7			0%	0			13%	38	7%	21
	OCT 09	13%	80			13%	72	15%	7					8%	1	16%	50	10%	30
	OCT 10	10%	65			10%	57	11%	6							14%	45	7%	20
	OCT 11	9%	47			9%	43	6%	3							9%	26	8%	21
	OCT 12	8%	40			8%	33	8%	4					18%	2	10%	25	6%	15
	OCT 13	10%	57	17%	2	10%	47	13%	7			0%	0			14%	38	7%	19

**ABSENTEE RATE**

**- Average Daily Absences School Year to Date**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
K-5	MAR 09	5%	29			5%	25	7%	3					5%	1	5%	15	5%	15
	MAR 10	6%	35			5%	30	7%	4							5%	17	6%	19
	MAR 11	6%	30			6%	25	7%	3							6%	16	6%	14
	MAR 12	5%	27			6%	23	5%	3					6%	1	5%	13	6%	14
	MAR 13	6%	35	10%	1	6%	29	6%	3			5%	1			6%	18	6%	17
	OCT 09	5%	28			4%	24	7%	3					5%	1	5%	14	5%	14
	OCT 10	6%	36			6%	32	6%	4							5%	18	6%	19
	OCT 11	6%	33			6%	28	6%	3							6%	18	6%	15
	OCT 12	7%	33			7%	29	5%	2					6%	1	6%	16	7%	17
	OCT 13	5%	28	7%	1	5%	23	5%	3			0%	0			5%	14	5%	14

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**B. DISCIPLINE (UNDUPLICATED)**

**IN-SCHOOL SUSPENSION - Students In-School Suspended One or More Times - School Year to Date**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	9%	51			9%	48	2%	1					17%	2	11%	32	6%	19
	MAR 10	6%	37			7%	37									10%	31	2%	6
	MAR 11	2%	11			2%	11									3%	8	1%	3
	MAR 12	7%	33			7%	30	2%	1					9%	1	11%	28	2%	5
	MAR 13	0%	1			0%	1											0%	1
	OCT 09	9%	56			10%	54	2%	1					8%	1	12%	36	7%	20
	OCT 10	6%	40			7%	39	2%	1							10%	34	2%	6
	OCT 11	3%	14			3%	13									3%	10	2%	4
	OCT 12	6%	29			6%	26	2%	1					9%	1	9%	24	2%	5
	OCT 13	1%	6			1%	5	2%	1							1%	3	1%	3

**OUT-OF-SCHOOL SUSPENSION - Students Out-Of-School Suspended One or More Times - School Year to Date**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	8%	47			9%	46							8%	1	12%	35	4%	12
	MAR 10	12%	76			14%	75	2%	1							19%	61	5%	15
	MAR 11	12%	62			13%	60	2%	1							18%	51	5%	11
	MAR 12	10%	49			11%	47							9%	1	15%	37	5%	12
	MAR 13	7%	40	8%	1	8%	38									11%	33	2%	7
	OCT 09	8%	48			9%	48									12%	36	4%	12
	OCT 10	12%	77			14%	74	4%	2							19%	62	5%	15
	OCT 11	11%	63			13%	61	2%	1							17%	52	4%	11
	OCT 12	11%	55			12%	53							9%	1	16%	41	6%	14
	OCT 13	8%	45	8%	1	9%	43	2%	1							14%	37	3%	8

**B. DISCIPLINE (UNDUPLICATED END-OF-YEAR)**

**IN-SCHOOL SUSPENSION - Students In-School Suspended One or More Times During The School Year**

GRADE LEVEL	SCHOOL YEAR	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	SY 09	8%	50			9%	47	2%	1					18%	2	11%	32	6%	18
	SY 10	6%	38			7%	38									10%	32	2%	6
	SY 11	4%	25			4%	23	1%	1							5%	21	1%	4
	SY 12	7%	34			7%	31	2%	1					9%	1	12%	29	2%	5
	SY 13	0%	1			0%	1											0%	1

**OUT-OF-SCHOOL SUSPENSION - Students Out-Of-School Suspended One or More Times During The School Year**

GRADE LEVEL	SCHOOL YEAR	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	SY 09	8%	46			8%	45							9%	1	11%	34	4%	12
	SY 10	13%	78			14%	77	2%	1							19%	62	6%	16
	SY 11	14%	100			16%	94	6%	5							20%	80	6%	20
	SY 12	10%	51			12%	49							9%	1	16%	38	5%	13
	SY 13	7%	40	9%	1	8%	38									11%	33	2%	7

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**D. FCAT READING AND MATH TEST**

Read Lvl 1 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	38%	28			41%	25	27%	3	40%	16	35%	12
	APR 12	50%	43			52%	35	42%	5	58%	25	42%	18
	APR 13	43%	43		0	43%	38	56%	5	51%	25	35%	18
04	APR 11	52%	42			51%	37		4	55%	26	48%	16
	APR 12	24%	15			24%	12	22%	2	28%	8	21%	7
	APR 13	26%	20		0	27%	17	17%	2	34%	13	18%	7
05	APR 11	41%	36			42%	34	33%	2	44%	20	37%	16
	APR 12	42%	30			42%	27		2	45%	17	39%	13
	APR 13	42%	33		2	44%	28	33%	3	49%	17	36%	16
Read Lvl 2 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	36%	27			31%	19	73%	8	38%	15	35%	12
	APR 12	36%	31			37%	25	33%	4	33%	14	40%	17
	APR 13	30%	30		1	27%	24	33%	3	24%	12	35%	18
04	APR 11	29%	23			30%	22		1	32%	15	24%	8
	APR 12	48%	30			51%	26	33%	3	45%	13	50%	17
	APR 13	46%	36		0	50%	31	33%	4	45%	17	48%	19
05	APR 11	45%	40			44%	36	67%	4	38%	17	53%	23
	APR 12	45%	32			44%	28		3	47%	18	42%	14
	APR 13	33%	26		1	30%	19	33%	3	34%	12	32%	14
Read Lvl 3 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	19%	14			21%	13		0	18%	7	21%	7
	APR 12	9%	8			9%	6	8%	1	5%	2	14%	6
	APR 13	19%	19		0	20%	18	11%	1	16%	8	21%	11
04	APR 11	12%	10			12%	9		0	13%	6	12%	4
	APR 12	22%	14			22%	11	22%	2	24%	7	21%	7
	APR 13	19%	15		0	15%	9	33%	4	16%	6	22%	9
05	APR 11	9%	8			9%	7		0	9%	4	9%	4
	APR 12	10%	7			11%	7		0	5%	2	15%	5
	APR 13	18%	14		0	17%	11	22%	2	17%	6	18%	8
Read Lvl 4 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	7%	5			7%	4		0	5%	2	9%	3
	APR 12	3%	3				0	17%	2	5%	2	2%	1
	APR 13	9%	9		1	9%	8		0	8%	4	10%	5
04	APR 11	5%	4			5%	4		0		0	12%	4
	APR 12	5%	3			2%	1	22%	2	3%	1	6%	2
	APR 13	9%	7		0	8%	5	17%	2	5%	2	12%	5
05	APR 11	5%	4			5%	4		0	9%	4		0
	APR 12	3%	2			3%	2		0	3%	1	3%	1
	APR 13	3%	2		0	2%	1	11%	1		0	5%	2

Empty boxes indicate that no data is available  
 Percent rounded to nearest whole number

Gold Report - RRSOA0555 (Bursted)

SCHOOL: 1401 - West Riviera Elementary

AREA NO: Area 04

Read Lvl 5 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11		0				0		0		0		0
	APR 12	1%	1			1%	1		0		0	2%	1
	APR 13		0		0		0		0		0		0
04	APR 11	1%	1			1%	1		0		0	3%	1
	APR 12	2%	1			2%	1		0		0	3%	1
	APR 13		0		0		0		0		0		0
05	APR 11		0				0		0		0		0
	APR 12		0				0		0		0		0
	APR 13	5%	4		0	6%	4		0		0	9%	4

Read Lvl 2 & Above													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	62%	46			59%	36	73%	8	60%	24	65%	22
	APR 12	50%	43			48%	32	58%	7	42%	18	58%	25
	APR 13	57%	58		2	57%	50	44%	4	49%	24	65%	34
04	APR 11	48%	38			49%	36		1	45%	21	52%	17
	APR 12	76%	48			76%	39	78%	7	72%	21	79%	27
	APR 13	74%	58		0	73%	45	83%	10	66%	25	82%	33
05	APR 11	59%	52			58%	47	67%	4	56%	25	63%	27
	APR 12	58%	41			58%	37		3	55%	21	61%	20
	APR 13	58%	46		1	56%	35	67%	6	51%	18	64%	28

Read Lvl 3 & Above													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	26%	19			28%	17		0	22%	9	29%	10
	APR 12	14%	12			10%	7	25%	3	9%	4	19%	8
	APR 13	28%	28		1	30%	26	11%	1	24%	12	31%	16
04	APR 11	19%	15			19%	14		0	13%	6	27%	9
	APR 12	29%	18			25%	13	44%	4	28%	8	29%	10
	APR 13	28%	22		0	23%	14	50%	6	21%	8	35%	14
05	APR 11	14%	12			14%	11		0	18%	8	9%	4
	APR 12	13%	9			14%	9		0	8%	3	18%	6
	APR 13	25%	20		0	25%	16	33%	3	17%	6	32%	14

READING MEAN SCALE SCORE (SS)

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SS	N	SS	N	SS	N	SS	N	SS	N	SS	N
03	APR 11	185	74			185	61	182	11	183	40	187	34
	APR 12	180	86			180	67	181	12	176	43	185	43
	APR 13	185	101		2	185	88	176	9	181	49	188	52
04	APR 11	190	80			191	73		5	187	47	195	33
	APR 12	200	63			199	51	204	9	198	29	201	34
	APR 13	199	78		0	198	62	204	12	197	38	202	40
05	APR 11	201	88			201	81	197	6	201	45	201	43
	APR 12	200	71			200	64		5	197	38	203	33
	APR 13	203	79		3	203	63	203	9	199	35	207	44

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**D. FCAT READING AND MATH TEST**

Math Lvl 1 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	39%	29			43%	26	27%	3	35%	14	44%	15
	APR 12	56%	49			65%	44	25%	3	57%	25	56%	24
	APR 13	37%	37		0	40%	35	22%	2	43%	21	31%	16
04	APR 11	55%	44			58%	42		2	51%	24	61%	20
	APR 12	38%	24			47%	24		0	34%	10	41%	14
	APR 13	32%	25		0	35%	22	17%	2	29%	11	35%	14
05	APR 11	36%	32			37%	30	17%	1	22%	10	51%	22
	APR 12	45%	32			47%	30		1	47%	18	42%	14
	APR 13	44%	35		1	49%	31	22%	2	43%	15	45%	20
Math Lvl 2 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	34%	25			33%	20	36%	4	45%	18	21%	7
	APR 12	24%	21			21%	14	33%	4	23%	10	26%	11
	APR 13	26%	26		0	25%	22	33%	3	18%	9	33%	17
04	APR 11	22%	18			22%	16		1	26%	12	18%	6
	APR 12	22%	14			25%	13	11%	1	24%	7	21%	7
	APR 13	27%	21		0	32%	20	8%	1	24%	9	30%	12
05	APR 11	42%	37			43%	35	33%	2	47%	21	37%	16
	APR 12	32%	23			31%	20		3	32%	12	33%	11
	APR 13	33%	26		2	33%	21	22%	2	31%	11	34%	15
Math Lvl 3 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	19%	14			16%	10	36%	4	10%	4	29%	10
	APR 12	18%	16			15%	10	33%	4	18%	8	19%	8
	APR 13	26%	26		2	24%	21	33%	3	22%	11	29%	15
04	APR 11	15%	12			14%	10		1	17%	8	12%	4
	APR 12	32%	20			20%	10	78%	7	34%	10	29%	10
	APR 13	18%	14		0	16%	10	25%	3	21%	8	15%	6
05	APR 11	17%	15			15%	12	50%	3	24%	11	9%	4
	APR 12	14%	10			14%	9		0	16%	6	12%	4
	APR 13	18%	14		0	13%	8	44%	4	23%	8	14%	6
Math Lvl 4 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	8%	6			8%	5		0	10%	4	6%	2
	APR 12	1%	1				0	8%	1	2%	1		0
	APR 13	10%	10		0	9%	8	11%	1	14%	7	6%	3
04	APR 11	6%	5			7%	5		0	4%	2	9%	3
	APR 12	6%	4			6%	3	11%	1	7%	2	6%	2
	APR 13	17%	13		0	13%	8	25%	3	18%	7	15%	6
05	APR 11	5%	4			5%	4		0	7%	3	2%	1
	APR 12	7%	5			6%	4		1	5%	2	9%	3
	APR 13	4%	3		0	3%	2	11%	1	3%	1	5%	2
Math Lvl 5 Pct													

Empty boxes indicate that no data is available  
 Percent rounded to nearest whole number

Gold Report - RRSOA0555 (Bursted)

SCHOOL: 1401 - West Riviera Elementary

AREA NO: Area 04

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11		0				0		0		0		0
	APR 12		0				0		0		0		0
	APR 13	2%	2		0	2%	2		0	2%	1	2%	1
04	APR 11	1%	1				0		1	2%	1		0
	APR 12	2%	1			2%	1		0		0	3%	1
	APR 13	6%	5		0	3%	2	25%	3	8%	3	5%	2
05	APR 11		0				0		0		0		0
	APR 12	1%	1			2%	1		0		0	3%	1
	APR 13	1%	1		0	2%	1		0		0	2%	1

**Math Lvl 2 & Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	61%	45			57%	35	73%	8	65%	26	56%	19
	APR 12	44%	38			35%	24	75%	9	43%	19	44%	19
	APR 13	63%	64		2	60%	53	78%	7	57%	28	69%	36
04	APR 11	45%	36			42%	31		3	49%	23	39%	13
	APR 12	62%	39			53%	27	100%	9	66%	19	59%	20
	APR 13	68%	53		0	65%	40	83%	10	71%	27	65%	26
05	APR 11	64%	56			63%	51	83%	5	78%	35	49%	21
	APR 12	55%	39			53%	34		4	53%	20	58%	19
	APR 13	56%	44		2	51%	32	78%	7	57%	20	55%	24

**Math Lvl 3 & Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	27%	20			25%	15	36%	4	20%	8	35%	12
	APR 12	20%	17			15%	10	42%	5	20%	9	19%	8
	APR 13	38%	38		2	35%	31	44%	4	39%	19	37%	19
04	APR 11	22%	18			21%	15		2	23%	11	21%	7
	APR 12	40%	25			27%	14	89%	8	41%	12	38%	13
	APR 13	41%	32		0	32%	20	75%	9	47%	18	35%	14
05	APR 11	22%	19			20%	16	50%	3	31%	14	12%	5
	APR 12	23%	16			22%	14		1	21%	8	24%	8
	APR 13	23%	18		0	17%	11	56%	5	26%	9	20%	9

**MATH MEAN SCALE SCORE (SS)**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SS	N	SS	N	SS	N	SS	N	SS	N	SS	N
03	APR 11	186	74			185	61	190	11	187	40	185	34
	APR 12	182	87			179	68	194	12	182	44	181	43
	APR 13	189	101		2	188	88	191	9	188	49	189	52
04	APR 11	195	80			194	73		5	197	47	192	33
	APR 12	203	63			200	51	215	9	204	29	202	34
	APR 13	208	78		0	205	62	220	12	210	38	206	40
05	APR 11	207	88			206	81	214	6	212	45	201	43
	APR 12	205	71			204	64		5	205	38	206	33
	APR 13	203	79		3	201	63	217	9	204	35	203	44

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**E. FCAT SCIENCE TEST**

Lvl 1 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	46%	33			47%	30		2	39%	15	55%	18
	APR 13	34%	27		2	38%	24		1	40%	14	30%	13
Lvl 2 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	41%	29			42%	27		2	42%	16	39%	13
	APR 13	22%	17		0	21%	13		2	26%	9	18%	8
Lvl 3 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	10%	7			8%	5		1	16%	6	3%	1
	APR 13	29%	23		1	27%	17		4	29%	10	30%	13
Lvl 4 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	3%	2			3%	2		0	3%	1	3%	1
	APR 13	8%	6		0	8%	5		0	3%	1	11%	5
Lvl 5 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12		0				0		0		0		0
	APR 13	8%	6		0	6%	4		2	3%	1	11%	5
Lvl 3 & Above													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	13%	9			11%	7		1	18%	7	6%	2
	APR 13	44%	35		1	41%	26		6	34%	12	52%	23

**SCIENCE MEAN SCALE SCORE SCORE (SS)**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SS	N	SS	N	SS	N	SS	N	SS	N	SS	N
05	APR 12	271	71			270	64		5	278	38	264	33
	APR 13	195	79		3	193	63		9	191	35	198	44

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**F. FCAT WRITING TEST**

<b>Pct Scoring 0.0</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09		0	*	*		0		0		0		0
	FEB 10		0	*	*		0		0		0		0
	MAR 11		0	*	*		0		0		0		0
	MAR 12		0	*	*		0		0		0		0
	FEB 13		0		0		0		0		0		0
<b>Pct Scoring 1.0-1.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09		0	*	*		0		0		0		0
	FEB 10	2%	2	*	*	1%	1		0	3%	1		0
	MAR 11	3%	2	*	*	3%	2		0	4%	2		0
	MAR 12		0	*	*		0		0		0		0
	FEB 13	3%	2		0	2%	1	8%	1	3%	1	3%	1
<b>Pct Scoring 2.0-2.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	4%	4	*	*	4%	3	10%	1	7%	3	3%	1
	FEB 10	7%	6	*	*	7%	5		0	9%	3	7%	3
	MAR 11	3%	2	*	*	3%	2		0	2%	1	3%	1
	MAR 12	7%	4	*	*	6%	3	11%	1	14%	4		0
	FEB 13	6%	5		0	7%	4	8%	1	8%	3	5%	2
<b>Pct Scoring 3.0-3.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	24%	22	*	*	24%	16	10%	1	24%	10	21%	8
	FEB 10	44%	39	*	*	48%	33	17%	1	43%	15	45%	19
	MAR 11	15%	12	*	*	17%	12		0	15%	7	16%	5
	MAR 12	70%	43	*	*	72%	36	56%	5	66%	19	75%	24
	FEB 13	62%	48		0	67%	41	42%	5	62%	23	63%	25
<b>Pct Scoring 4.0-4.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	69%	64	*	*	69%	47	70%	7	69%	29	68%	26
	FEB 10	42%	37	*	*	39%	27	83%	5	40%	14	45%	19
	MAR 11	66%	52	*	*	64%	46		4	68%	32	63%	20
	MAR 12	21%	13	*	*	20%	10	33%	3	21%	6	22%	7
	FEB 13	27%	21		0	23%	14	42%	5	27%	10	28%	11
<b>Pct Scoring 5.0-5.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	3%	3	*	*	3%	2	10%	1		0	8%	3
	FEB 10	5%	4	*	*	4%	3		0	6%	2	2%	1
	MAR 11	14%	11	*	*	14%	10		1	11%	5	19%	6
	MAR 12	2%	1	*	*	2%	1		0		0	3%	1
	FEB 13	1%	1		0	2%	1		0		0	3%	1
<b>Pct Scoring 6.0</b>													

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

Gold Report - RRSOA0555 (Bursted)

SCHOOL: 1401 - West Riviera Elementary

AREA NO: Area 04

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09		0	*	*		0		0		0		0
	FEB 10		0	*	*		0		0		0		0
	MAR 11		0	*	*		0		0		0		0
	MAR 12		0	*	*		0		0		0		0
	FEB 13		0		0		0		0		0		0

**Pct Scor 3.0 Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	96%	89	*	*	96%	65	90%	9	93%	39	97%	37
	FEB 10	91%	80	*	*	91%	63	100%	6	89%	31	93%	39
	MAR 11	95%	75	*	*	94%	68		5	94%	44	97%	31
	MAR 12	93%	57	*	*	94%	47	89%	8	86%	25	100%	32
	FEB 13	91%	70		0	92%	56	83%	10	89%	33	93%	37

**Pct Scor 3.5 Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	88%	82	*	*	88%	60	90%	9	86%	36	92%	35
	MAR 12	48%	29	*	*	46%	23	67%	6	45%	13	50%	16
	FEB 13	62%	48		0	59%	36	75%	9	51%	19	73%	29

**Pct Scor 4.0 Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	72%	67	*	*	72%	49	80%	8	69%	29	76%	29
	FEB 10	47%	41	*	*	43%	30	83%	5	46%	16	48%	20
	MAR 11	80%	63	*	*	78%	56		5	79%	37	81%	26
	MAR 12	23%	14	*	*	22%	11	33%	3	21%	6	25%	8
	FEB 13	29%	22		0	25%	15	42%	5	27%	10	30%	12

**Expository Score**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SCR	N	SCR	N	SCR	N	SCR	N	SCR	N	SCR	N
04	FEB 09	4.0	46	*	*	4.0	29	4.4	7	4.0	16	4.1	22
	MAR 11	3.9	79	*	*	3.8	72		5	3.8	47	4.0	32

**Narrative Score**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SCR	N	SCR	N	SCR	N	SCR	N	SCR	N	SCR	N
04	FEB 09	3.7	47	*	*	3.7	39		3	3.7	26	3.7	16
	FEB 10	3.4	88	*	*	3.4	69	3.8	6	3.4	35	3.4	42
	MAR 12	3.4	61	*	*	3.4	50	3.5	9	3.3	29	3.4	32
	FEB 13	3.4	77		0	3.4	61	3.4	12	3.3	37	3.5	40

Empty boxes indicate that no data is available

Percent rounded to nearest whole number

**A. DEMOGRAPHIC**  
ALL STUDENTS

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	100%	494	24%	120	51%	253	15%	76	1%	6	0%	2	7%	37	55%	270	45%	224
ALL	MAR 10	100%	452	22%	100	53%	240	17%	79	2%	8	1%	3	5%	22	50%	224	50%	228
ALL	MAR 11	100%	427	19%	79	59%	252	15%	66	1%	6	0%	2	5%	22	51%	219	49%	208
ALL	MAR 12	100%	360	19%	69	56%	203	16%	58	3%	12	1%	2	4%	16	48%	172	52%	188
ALL	MAR 13	100%	378	17%	64	62%	234	15%	55	3%	10	0%	1	4%	14	45%	169	55%	209
ALL	OCT 09	100%	474	24%	113	53%	249	14%	67	1%	6	0%	2	8%	37	54%	258	46%	216
ALL	OCT 10	100%	459	22%	99	54%	246	17%	77	2%	8	0%	2	6%	27	51%	236	49%	223
ALL	OCT 11	100%	434	19%	83	58%	250	16%	69	1%	5	1%	3	6%	24	52%	224	48%	210
ALL	OCT 12	100%	396	18%	70	57%	226	16%	65	3%	12	1%	2	5%	21	48%	191	52%	205
ALL	OCT 13	100%	384	17%	64	61%	236	15%	57	3%	10	0%	1	4%	16	45%	172	55%	212

FREE/REDUCED LUNCH - FRL

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	60%	298	27%	32	79%	199	55%	42					54%	20	61%	165	59%	133
	MAR 10	73%	330	36%	36	90%	216	73%	58					68%	15	70%	156	76%	174
	MAR 11	83%	355	56%	44	92%	232	88%	58					77%	17	83%	182	83%	173
	MAR 12	86%	311	65%	45	95%	192	88%	51	75%	9			75%	12	88%	151	85%	160
	MAR 13	87%	330	77%	49	91%	213	91%	50	90%	9			57%	8	88%	149	87%	181
	OCT 09	63%	299	28%	32	80%	200	63%	42					54%	20	64%	166	62%	133
	OCT 10	71%	328	32%	32	88%	216	73%	56					74%	20	69%	163	74%	165
	OCT 11	82%	358	58%	48	91%	227	86%	59					79%	19	83%	185	82%	173
	OCT 12	85%	337	60%	42	94%	212	85%	55	75%	9			81%	17	86%	164	84%	173
	OCT 13	88%	338	78%	50	93%	219	88%	50	90%	9			56%	9	88%	152	88%	186

ELL - English Language Learners

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	12%	60	3%	3	13%	32	26%	20					3%	1	12%	32	13%	28
	MAR 10	14%	65	2%	2	18%	44	19%	15					5%	1	16%	36	13%	29
	MAR 11	16%	69	1%	1	19%	49	24%	16					5%	1	18%	40	14%	29
	MAR 12	17%	62	0%	0	19%	39	28%	16	50%	6			6%	1	17%	29	18%	33
	MAR 13	17%	63	2%	1	16%	38	36%	20	40%	4			0%	0	18%	30	16%	33
	OCT 09	11%	54	2%	2	13%	33	21%	14					3%	1	11%	29	12%	25
	OCT 10	13%	61	2%	2	16%	40	19%	15					4%	1	14%	33	13%	28
	OCT 11	16%	71	2%	2	20%	49	25%	17					4%	1	19%	42	14%	29
	OCT 12	16%	63	0%	0	17%	39	26%	17	50%	6			5%	1	16%	30	16%	33
	OCT 13	16%	62	2%	1	16%	38	33%	19	40%	4			0%	0	16%	28	16%	34

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**A. DEMOGRAPHIC**

**ESE - Exceptional Student Education**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	21%	103	22%	26	23%	58	20%	15					8%	3	23%	62	18%	41
	MAR 10	18%	83	18%	18	19%	46	18%	14					14%	3	24%	54	13%	29
	MAR 11	17%	74	13%	10	17%	43	24%	16					18%	4	22%	48	13%	26
	MAR 12	23%	82	16%	11	28%	56	16%	9	8%	1			19%	3	25%	43	21%	39
	MAR 13	31%	116	16%	10	37%	87	20%	11	40%	4			21%	3	36%	61	26%	55
	OCT 09	23%	109	24%	27	25%	62	24%	16					8%	3	26%	67	19%	42
	OCT 10	18%	83	17%	17	20%	49	17%	13					11%	3	23%	55	13%	28
	OCT 11	19%	82	16%	13	19%	47	25%	17					13%	3	23%	52	14%	30
	OCT 12	23%	90	19%	13	26%	59	15%	10	8%	1			24%	5	24%	45	22%	45
	OCT 13	31%	119	14%	9	38%	90	21%	12	40%	4			19%	3	37%	63	26%	56

**ABSENTEE RATE**

- Average Daily Absences School Year to Date

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
K-5	MAR 09	4%	19	4%	5	4%	9	4%	3					5%	2	4%	11	4%	8
	MAR 10	4%	19	5%	5	4%	9	4%	4					3%	1	4%	9	4%	9
	MAR 11	4%	19	5%	4	4%	11	4%	3					4%	1	4%	9	5%	10
	MAR 12	3%	11	4%	3	3%	6	3%	2	0%	0			4%	1	3%	6	3%	6
	MAR 13	4%	14	5%	3	3%	8	3%	2	0%	0			4%	1	4%	6	4%	8
	OCT 09	3%	16	3%	4	3%	9	3%	2					4%	1	4%	9	3%	7
	OCT 10	4%	19	5%	5	4%	9	4%	3					4%	1	4%	9	4%	10
	OCT 11	4%	16	4%	4	3%	9	4%	3					3%	1	4%	8	4%	8
	OCT 12	3%	12	3%	2	3%	6	4%	2	0%	0			3%	1	3%	5	3%	6
	OCT 13	3%	13	5%	3	3%	8	3%	2	0%	0			0%	0	4%	7	3%	7

Empty boxes indicate that no data is available

Percent rounded to nearest whole number

**B. DISCIPLINE (UNDUPLICATED)**

**IN-SCHOOL SUSPENSION - Students In-School Suspended One or More Times - School Year to Date**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	4%	19	3%	3	6%	15							3%	1	5%	14	2%	5
	MAR 10	4%	16	3%	3	4%	9	4%	3					5%	1	6%	14	1%	2
	MAR 11	16%	69	9%	7	22%	55	9%	6					5%	1	23%	51	9%	18
	MAR 12	4%	13	1%	1	5%	11							6%	1	6%	10	2%	3
	MAR 13	2%	6			2%	5	2%	1							3%	5	0%	1
	OCT 09	4%	21	3%	3	6%	16	1%	1					3%	1	6%	16	2%	5
	OCT 10	4%	17	3%	3	4%	10	4%	3					4%	1	6%	15	1%	2
	OCT 11	17%	74	11%	9	23%	57	10%	7					4%	1	24%	53	10%	21
	OCT 12	4%	14	1%	1	5%	12							5%	1	6%	11	1%	3
	OCT 13	2%	7			3%	6	2%	1							3%	6	0%	1

**OUT-OF-SCHOOL SUSPENSION - Students Out-Of-School Suspended One or More Times - School Year to Date**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	7%	37	5%	6	11%	27	1%	1					8%	3	11%	29	4%	8
	MAR 10	11%	48	5%	5	16%	38	3%	2					14%	3	15%	33	7%	15
	MAR 11	6%	24	1%	1	8%	19	5%	3					5%	1	8%	17	3%	7
	MAR 12	7%	26	9%	6	8%	16	3%	2					12%	2	9%	15	6%	11
	MAR 13	3%	13			6%	13									7%	11	1%	2
	OCT 09	7%	35	6%	7	10%	24	1%	1					8%	3	10%	27	4%	8
	OCT 10	11%	50	4%	4	17%	41	3%	2					11%	3	15%	36	6%	14
	OCT 11	6%	28	1%	1	9%	22	4%	3					8%	2	9%	20	4%	8
	OCT 12	8%	30	7%	5	8%	19	5%	3					14%	3	10%	19	5%	11
	OCT 13	4%	15			6%	15									8%	13	1%	2

**B. DISCIPLINE (UNDUPLICATED END-OF-YEAR)**

**IN-SCHOOL SUSPENSION - Students In-School Suspended One or More Times During The School Year**

GRADE LEVEL	SCHOOL YEAR	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	SY 09	4%	19	3%	3	6%	15							3%	1	5%	14	2%	5
	SY 10	3%	15	4%	4	3%	8	3%	2					4%	1	6%	14	0%	1
	SY 11	16%	66	9%	7	21%	52	9%	6					5%	1	23%	48	9%	18
	SY 12	4%	13	1%	1	5%	11							6%	1	6%	10	2%	3
	SY 13	2%	6			2%	5	2%	1							3%	5	0%	1

**OUT-OF-SCHOOL SUSPENSION - Students Out-Of-School Suspended One or More Times During The School Year**

GRADE LEVEL	SCHOOL YEAR	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	SY 09	8%	37	5%	6	11%	27	1%	1					8%	3	11%	29	4%	8
	SY 10	10%	43	4%	4	14%	34	3%	2					13%	3	13%	29	6%	14
	SY 11	5%	22	1%	1	7%	17	5%	3					5%	1	7%	15	3%	7
	SY 12	7%	27	9%	6	8%	17	3%	2					12%	2	9%	16	6%	11
	SY 13	3%	12			5%	12									6%	10	1%	2

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**D. FCAT READING AND MATH TEST**

Read Lvl 1 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	25%	17	10%	1	33%	13	25%	3	26%	9	24%	8
	APR 12	18%	10		0	22%	8	14%	1	17%	5	19%	5
	APR 13	29%	15		0	41%	14		0	37%	10	21%	5
04	APR 11	24%	19	12%	2	26%	11	36%	5	28%	12	19%	7
	APR 12	18%	10		0	25%	7	30%	3	7%	2	28%	8
	APR 13	16%	11	18%	2	11%	5	12%	1	15%	5	15%	5
05	APR 11	28%	19	10%	1	27%	12	50%	6	38%	13	18%	6
	APR 12	18%	13	6%	1	24%	9	20%	2	23%	8	14%	5
	APR 13	21%	12	15%	2	23%	7	29%	2	18%	4	24%	8
Read Lvl 2 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	37%	25	30%	3	41%	16	42%	5	46%	16	27%	9
	APR 12	27%	15	38%	3	25%	9	29%	2	31%	9	23%	6
	APR 13	35%	18	12%	1	44%	15		1	37%	10	33%	8
04	APR 11	34%	27	29%	5	33%	14	36%	5	33%	14	36%	13
	APR 12	32%	18	25%	3	39%	11	40%	4	41%	11	24%	7
	APR 13	32%	22		0	45%	20	25%	2	24%	8	41%	14
05	APR 11	30%	20	10%	1	34%	15	33%	4	21%	7	39%	13
	APR 12	35%	25	29%	5	41%	15	40%	4	43%	15	28%	10
	APR 13	34%	19	15%	2	42%	13	43%	3	27%	6	38%	13
Read Lvl 3 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	22%	15	20%	2	18%	7	17%	2	17%	6	27%	9
	APR 12	33%	18	50%	4	36%	13		0	31%	9	35%	9
	APR 13	22%	11	38%	3	12%	4		2	22%	6	21%	5
04	APR 11	29%	23	35%	6	31%	13	29%	4	28%	12	31%	11
	APR 12	32%	18	50%	6	29%	8		0	37%	10	28%	8
	APR 13	23%	16	45%	5	18%	8	25%	2	26%	9	21%	7
05	APR 11	25%	17	40%	4	25%	11	8%	1	24%	8	27%	9
	APR 12	28%	20	29%	5	27%	10	10%	1	29%	10	28%	10
	APR 13	29%	16	38%	5	29%	9	14%	1	45%	10	18%	6
Read Lvl 4 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	12%	8	30%	3	8%	3	17%	2	11%	4	12%	4
	APR 12	16%	9	12%	1	11%	4	43%	3	14%	4	19%	5
	APR 13	10%	5	38%	3		0		2		0	21%	5
04	APR 11	9%	7	18%	3	5%	2		0	9%	4	8%	3
	APR 12	16%	9	25%	3	7%	2	20%	2	11%	3	21%	6
	APR 13	22%	15	18%	2	20%	9	38%	3	26%	9	18%	6
05	APR 11	9%	6	20%	2	9%	4		0	15%	5	3%	1
	APR 12	14%	10	29%	5	3%	1	30%	3	3%	1	25%	9
	APR 13	16%	9	31%	4	6%	2	14%	1	9%	2	21%	7

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

Gold Report - RRSOA0555 (Bursted)

SCHOOL: 0131 - North Palm Beach Elem.

AREA NO: Area 04

Read Lvl 5 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	4%	3	10%	1		0		0		0	9%	3
	APR 12	5%	3		0	6%	2	14%	1	7%	2	4%	1
	APR 13	4%	2	12%	1	3%	1		0	4%	1	4%	1
04	APR 11	4%	3	6%	1	5%	2		0	2%	1	6%	2
	APR 12	2%	1		0		0	10%	1	4%	1		0
	APR 13	7%	5	18%	2	5%	2		0	9%	3	6%	2
05	APR 11	7%	5	20%	2	5%	2	8%	1	3%	1	12%	4
	APR 12	4%	3	6%	1	5%	2		0	3%	1	6%	2
	APR 13		0		0		0		0		0		0

Read Lvl 2 & Above													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	75%	51	90%	9	67%	26	75%	9	74%	26	76%	25
	APR 12	82%	45	100%	8	78%	28	86%	6	83%	24	81%	21
	APR 13	71%	36	100%	8	59%	20		5	63%	17	79%	19
04	APR 11	76%	60	88%	15	74%	31	64%	9	72%	31	81%	29
	APR 12	82%	46	100%	12	75%	21	70%	7	93%	25	72%	21
	APR 13	84%	58	82%	9	89%	39	88%	7	85%	29	85%	29
05	APR 11	72%	48	90%	9	73%	32	50%	6	62%	21	82%	27
	APR 12	82%	58	94%	16	76%	28	80%	8	77%	27	86%	31
	APR 13	79%	44	85%	11	77%	24	71%	5	82%	18	76%	26

Read Lvl 3 & Above													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	38%	26	60%	6	26%	10	33%	4	29%	10	48%	16
	APR 12	55%	30	62%	5	53%	19	57%	4	52%	15	58%	15
	APR 13	35%	18	88%	7	15%	5		4	26%	7	46%	11
04	APR 11	42%	33	59%	10	40%	17	29%	4	40%	17	44%	16
	APR 12	50%	28	75%	9	36%	10	30%	3	52%	14	48%	14
	APR 13	52%	36	82%	9	43%	19	62%	5	62%	21	44%	15
05	APR 11	42%	28	80%	8	39%	17	17%	2	41%	14	42%	14
	APR 12	46%	33	65%	11	35%	13	40%	4	34%	12	58%	21
	APR 13	45%	25	69%	9	35%	11	29%	2	55%	12	38%	13

READING MEAN SCALE SCORE (SS)

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SS	N	SS	N	SS	N	SS	N	SS	N	SS	N
03	APR 11	193	68	204	10	186	39	190	12	189	35	196	33
	APR 12	197	55	201	8	196	36	204	7	197	29	197	26
	APR 13	190	51	211	8	182	34		5	186	27	195	24
04	APR 11	203	79	211	17	203	42	194	14	202	43	206	36
	APR 12	207	56	215	12	202	28	205	10	210	27	205	29
	APR 13	209	69	219	11	207	44	212	8	211	34	208	34
05	APR 11	212	67	228	10	209	44	205	12	209	34	215	33
	APR 12	213	71	222	17	210	37	209	10	208	35	218	36
	APR 13	212	56	219	13	209	31	206	7	212	22	211	34

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**D. FCAT READING AND MATH TEST**

<b>Math Lvl 1 Pct</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	26%	18	20%	2	33%	13	25%	3	31%	11	21%	7
	APR 12	18%	10		0	25%	9		0	17%	5	19%	5
	APR 13	34%	17	12%	1	45%	15		0	48%	13	17%	4
04	APR 11	24%	19	24%	4	24%	10	14%	2	23%	10	25%	9
	APR 12	9%	5		0	14%	4	10%	1		0	17%	5
	APR 13	17%	12	9%	1	18%	8	12%	1	15%	5	18%	6
05	APR 11	27%	18	10%	1	34%	15	17%	2	29%	10	24%	8
	APR 12	27%	19	18%	3	35%	13	30%	3	31%	11	22%	8
	APR 13	20%	11	17%	2	19%	6	29%	2	14%	3	24%	8
<b>Math Lvl 2 Pct</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	34%	23	30%	3	44%	17	25%	3	29%	10	39%	13
	APR 12	29%	16	12%	1	33%	12	29%	2	21%	6	38%	10
	APR 13	24%	12	12%	1	30%	10		1	22%	6	26%	6
04	APR 11	35%	28	41%	7	36%	15	36%	5	42%	18	28%	10
	APR 12	25%	14	17%	2	36%	10	20%	2	26%	7	24%	7
	APR 13	25%	17	27%	3	30%	13	12%	1	18%	6	32%	11
05	APR 11	36%	24	30%	3	36%	16	33%	4	38%	13	33%	11
	APR 12	35%	25	24%	4	38%	14	30%	3	43%	15	28%	10
	APR 13	35%	19	25%	3	52%	16		0	45%	10	27%	9
<b>Math Lvl 3 Pct</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	25%	17	10%	1	21%	8	42%	5	29%	10	21%	7
	APR 12	33%	18	75%	6	31%	11		0	38%	11	27%	7
	APR 13	26%	13	50%	4	18%	6		2	19%	5	35%	8
04	APR 11	25%	20	18%	3	31%	13	29%	4	21%	9	31%	11
	APR 12	38%	21	42%	5	36%	10	50%	5	44%	12	31%	9
	APR 13	28%	19	18%	2	34%	15	12%	1	26%	9	29%	10
05	APR 11	19%	13	10%	1	18%	8	33%	4	15%	5	24%	8
	APR 12	25%	18	29%	5	22%	8	30%	3	20%	7	31%	11
	APR 13	36%	20	42%	5	26%	8	57%	4	27%	6	42%	14
<b>Math Lvl 4 Pct</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	12%	8	40%	4	3%	1		0	9%	3	15%	5
	APR 12	11%	6	12%	1	6%	2	43%	3	10%	3	12%	3
	APR 13	12%	6	25%	2	3%	1		1	7%	2	17%	4
04	APR 11	13%	10	18%	3	7%	3	21%	3	14%	6	11%	4
	APR 12	16%	9	25%	3	7%	2	10%	1	15%	4	17%	5
	APR 13	16%	11	18%	2	9%	4	38%	3	18%	6	15%	5
05	APR 11	13%	9	40%	4	9%	4	8%	1	15%	5	12%	4
	APR 12	10%	7	24%	4	3%	1	10%	1	3%	1	17%	6
	APR 13	9%	5	17%	2	3%	1	14%	1	14%	3	6%	2
<b>Math Lvl 5 Pct</b>													

Empty boxes indicate that no data is available

Percent rounded to nearest whole number

Gold Report - RRSOA0555 (Bursted)

SCHOOL: 0131 - North Palm Beach Elem.

AREA NO: Area 04

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	3%	2		0		0	8%	1	3%	1	3%	1
	APR 12	9%	5		0	6%	2	29%	2	14%	4	4%	1
	APR 13	4%	2		0	3%	1		1	4%	1	4%	1
04	APR 11	3%	2		0	2%	1		0		0	6%	2
	APR 12	12%	7	17%	2	7%	2	10%	1	15%	4	10%	3
	APR 13	14%	10	27%	3	9%	4	25%	2	24%	8	6%	2
05	APR 11	4%	3	10%	1	2%	1	8%	1	3%	1	6%	2
	APR 12	3%	2	6%	1	3%	1		0	3%	1	3%	1
	APR 13		0		0		0		0		0		0

**Math Lvl 2 & Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	74%	50	80%	8	67%	26	75%	9	69%	24	79%	26
	APR 12	82%	45	100%	8	75%	27	100%	7	83%	24	81%	21
	APR 13	66%	33	88%	7	55%	18		5	52%	14	83%	19
04	APR 11	76%	60	76%	13	76%	32	86%	12	77%	33	75%	27
	APR 12	91%	51	100%	12	86%	24	90%	9	100%	27	83%	24
	APR 13	83%	57	91%	10	82%	36	88%	7	85%	29	82%	28
05	APR 11	73%	49	90%	9	66%	29	83%	10	71%	24	76%	25
	APR 12	73%	52	82%	14	65%	24	70%	7	69%	24	78%	28
	APR 13	80%	44	83%	10	81%	25	71%	5	86%	19	76%	25

**Math Lvl 3 & Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	40%	27	50%	5	23%	9	50%	6	40%	14	39%	13
	APR 12	53%	29	88%	7	42%	15	71%	5	62%	18	42%	11
	APR 13	42%	21	75%	6	24%	8		4	30%	8	57%	13
04	APR 11	41%	32	35%	6	40%	17	50%	7	35%	15	47%	17
	APR 12	66%	37	83%	10	50%	14	70%	7	74%	20	59%	17
	APR 13	58%	40	64%	7	52%	23	75%	6	68%	23	50%	17
05	APR 11	37%	25	60%	6	30%	13	50%	6	32%	11	42%	14
	APR 12	38%	27	59%	10	27%	10	40%	4	26%	9	50%	18
	APR 13	45%	25	58%	7	29%	9	71%	5	41%	9	48%	16

**MATH MEAN SCALE SCORE (SS)**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SS	N	SS	N	SS	N	SS	N	SS	N	SS	N
03	APR 11	195	68	202	10	188	39	196	12	194	35	195	33
	APR 12	199	55	205	8	194	36	217	7	203	29	194	26
	APR 13	192	50	204	8	186	33		5	186	27	199	23
04	APR 11	206	79	205	17	205	42	209	14	205	43	208	36
	APR 12	216	56	222	12	210	28	216	10	219	27	214	29
	APR 13	214	69	221	11	211	44	226	8	220	34	210	34
05	APR 11	214	67	227	10	210	44	218	12	210	34	218	33
	APR 12	214	71	220	17	210	37	212	10	209	35	218	36
	APR 13	214	55	219	12	211	31	215	7	216	22	213	33

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**E. FCAT SCIENCE TEST**

Lvl 1 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	24%	17	12%	2	32%	12	30%	3	26%	9	22%	8
	APR 13	21%	12	8%	1	23%	7		3	5%	1	32%	11
Lvl 2 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	28%	20	18%	3	27%	10	20%	2	29%	10	28%	10
	APR 13	21%	12	23%	3	26%	8		1	18%	4	24%	8
Lvl 3 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	38%	27	47%	8	35%	13	50%	5	43%	15	33%	12
	APR 13	36%	20	31%	4	39%	12		1	41%	9	32%	11
Lvl 4 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	6%	4	12%	2	5%	2		0		0	11%	4
	APR 13	14%	8	31%	4	10%	3		1	23%	5	9%	3
Lvl 5 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	4%	3	12%	2		0		0	3%	1	6%	2
	APR 13	7%	4	8%	1	3%	1		1	14%	3	3%	1
Lvl 3 & Above													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	48%	34	71%	12	41%	15	50%	5	46%	16	50%	18
	APR 13	57%	32	69%	9	52%	16		3	77%	17	44%	15

**SCIENCE MEAN SCALE SCORE (SS)**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SS	N	SS	N	SS	N	SS	N	SS	N	SS	N
05	APR 12	312	71	344	17	297	37	305	10	300	35	324	36
	APR 13	199	56	208	13	196	31		7	207	22	194	34

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**F. FCAT WRITING TEST**

<b>Pct Scoring 0.0</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09		0		0		0		0		0		0
	FEB 10		0		0		0		0		0		0
	MAR 11	1%	1		0		0	8%	1	2%	1		0
	MAR 12		0		0		0		0		0		0
	FEB 13	1%	1		0	2%	1		0		0	3%	1
<b>Pct Scoring 1.0-1.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09		0		0		0		0		0		0
	FEB 10		0		0		0		0		0		0
	MAR 11		0		0		0		0		0		0
	MAR 12		0		0		0		0		0		0
	FEB 13	1%	1		0	2%	1		0		0	3%	1
<b>Pct Scoring 2.0-2.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	1%	1		0	3%	1		0	2%	1		0
	FEB 10	6%	4		0	5%	2	20%	2	9%	3	3%	1
	MAR 11		0		0		0		0		0		0
	MAR 12	2%	1		0	3%	1		0		0	3%	1
	FEB 13	6%	4		0	5%	2	22%	2	9%	3	3%	1
<b>Pct Scoring 3.0-3.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	13%	10	10%	3	15%	6	17%	1	15%	6	10%	4
	FEB 10	25%	17	8%	1	31%	13	20%	2	24%	8	27%	9
	MAR 11	14%	11	6%	1	18%	8	15%	2	19%	8	9%	3
	MAR 12	65%	36	33%	3	73%	22	70%	7	58%	14	71%	22
	FEB 13	30%	21	45%	5	30%	13	11%	1	34%	12	26%	9
<b>Pct Scoring 4.0-4.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	69%	55	76%	22	68%	27	67%	4	78%	32	59%	23
	FEB 10	48%	32	46%	6	52%	22	30%	3	47%	16	48%	16
	MAR 11	72%	56	75%	12	70%	31	62%	8	67%	29	77%	27
	MAR 12	27%	15	56%	5	23%	7	20%	2	33%	8	23%	7
	FEB 13	55%	38	45%	5	57%	25	67%	6	54%	19	56%	19
<b>Pct Scoring 5.0-5.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	14%	11	10%	3	13%	5	17%	1	2%	1	26%	10
	FEB 10	19%	13	38%	5	12%	5	30%	3	21%	7	18%	6
	MAR 11	12%	9	13%	2	11%	5	15%	2	12%	5	11%	4
	MAR 12	4%	2		0		0	10%	1	4%	1	3%	1
	FEB 13	6%	4	9%	1	5%	2		0	3%	1	9%	3
<b>Pct Scoring 6.0</b>													

Empty boxes indicate that no data is available

Percent rounded to nearest whole number

Gold Report - RRSOA0555 (Bursted)

SCHOOL: 0131 - North Palm Beach Elem.

AREA NO: Area 04

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	4%	3	3%	1	3%	1		0	2%	1	5%	2
	FEB 10	1%	1	8%	1		0		0		0	3%	1
	MAR 11	1%	1	6%	1		0		0		0	3%	1
	MAR 12	2%	1	11%	1		0		0	4%	1		0
	FEB 13		0		0		0		0		0		0

**Pct Scor 3.0 Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	99%	79	100%	29	98%	39	100%	6	98%	40	100%	39
	FEB 10	94%	63	100%	13	95%	40	80%	8	91%	31	97%	32
	MAR 11	99%	77	100%	16	100%	44	92%	12	98%	42	100%	35
	MAR 12	98%	54	100%	9	97%	29	100%	10	100%	24	97%	30
	FEB 13	91%	63	100%	11	91%	40	78%	7	91%	32	91%	31

**Pct Scor 3.5 Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	96%	77	97%	28	95%	38	100%	6	95%	39	97%	38
	MAR 12	64%	35	89%	8	57%	17	50%	5	67%	16	61%	19
	FEB 13	83%	57	82%	9	82%	36	78%	7	86%	30	79%	27

**Pct Scor 4.0 Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	86%	69	90%	26	83%	33	83%	5	83%	34	90%	35
	FEB 10	69%	46	92%	12	64%	27	60%	6	68%	23	70%	23
	MAR 11	85%	66	94%	15	82%	36	77%	10	79%	34	91%	32
	MAR 12	33%	18	67%	6	23%	7	30%	3	42%	10	26%	8
	FEB 13	61%	42	55%	6	61%	27	67%	6	57%	20	65%	22

**Expository Score**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SCR	N	SCR	N	SCR	N	SCR	N	SCR	N	SCR	N
04	FEB 09	4.4	40	4.4	17	4.3	19		2	4.3	18	4.4	22
	MAR 11	4.0	78	4.2	16	3.9	44	3.7	13	3.8	43	4.1	35

**Narrative Score**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SCR	N	SCR	N	SCR	N	SCR	N	SCR	N	SCR	N
04	FEB 09	4.2	40	4.1	12	4.1	21		4	4.0	23	4.5	17
	FEB 10	3.9	67	4.5	13	3.7	42	3.7	10	3.8	34	3.9	33
	MAR 12	3.6	55	4.1	9	3.4	30	3.5	10	3.7	24	3.5	31
	FEB 13	3.7	69	3.9	11	3.7	44	3.7	9	3.7	35	3.7	34

Empty boxes indicate that no data is available

Percent rounded to nearest whole number

**A. DEMOGRAPHIC****ALL STUDENTS**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	100%	462	11%	50	67%	308	18%	85	1%	3	0%	0	3%	16	51%	235	49%	227
ALL	MAR 10	100%	474	9%	45	69%	328	17%	81	1%	4	0%	0	3%	16	49%	231	51%	243
ALL	MAR 11	100%	513	17%	85	58%	295	20%	105	1%	5	0%	1	4%	22	46%	235	54%	278
ALL	MAR 12	100%	565	20%	112	55%	311	19%	110	1%	5	0%	1	5%	26	46%	260	54%	305
ALL	MAR 13	100%	556	21%	116	57%	319	17%	94	0%	2	0%	2	4%	23	45%	250	55%	306
ALL	OCT 09	100%	478	11%	54	67%	321	18%	84	1%	3	0%	0	3%	16	52%	247	48%	231
ALL	OCT 10	100%	468	10%	47	68%	318	17%	80	1%	4	0%	0	4%	19	49%	229	51%	239
ALL	OCT 11	100%	497	17%	84	57%	285	20%	100	1%	6	0%	1	4%	21	45%	226	55%	271
ALL	OCT 12	100%	557	21%	119	54%	299	19%	108	1%	5	0%	1	4%	25	47%	263	53%	294
ALL	OCT 13	100%	569	20%	114	58%	332	17%	94	0%	2	0%	2	4%	25	46%	261	54%	308

**FREE/REDUCED LUNCH - FRL**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	74%	343	36%	18	82%	254	73%	62					44%	7	75%	176	74%	167
	MAR 10	83%	395	31%	14	93%	304	83%	67					44%	7	86%	198	81%	197
	MAR 11	71%	365	26%	22	86%	253	77%	81					27%	6	74%	175	68%	190
	MAR 12	73%	415	26%	29	92%	287	77%	85					38%	10	75%	196	72%	219
	MAR 13	75%	418	31%	36	93%	297	77%	72					52%	12	74%	184	76%	234
	OCT 09	72%	343	33%	18	79%	254	74%	62					44%	7	71%	176	72%	167
	OCT 10	83%	388	32%	15	93%	295	84%	67					42%	8	86%	198	79%	190
	OCT 11	70%	346	25%	21	83%	236	78%	78					33%	7	75%	169	65%	177
	OCT 12	71%	394	26%	31	90%	270	75%	81					32%	8	74%	194	68%	200
	OCT 13	76%	430	31%	35	94%	311	76%	71					48%	12	74%	193	77%	237

**ELL - English Language Learners**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	30%	140	2%	1	28%	87	56%	48					6%	1	31%	73	30%	67
	MAR 10	30%	143	4%	2	30%	99	48%	39					0%	0	35%	81	26%	62
	MAR 11	22%	111	2%	2	22%	66	39%	41					0%	0	26%	60	18%	51
	MAR 12	14%	81	0%	0	16%	51	27%	30					0%	0	17%	43	12%	38
	MAR 13	13%	71	0%	0	15%	47	26%	24					0%	0	16%	41	10%	30
	OCT 09	29%	141	2%	1	28%	91	54%	45					6%	1	30%	74	29%	67
	OCT 10	29%	137	4%	2	29%	91	51%	41					0%	0	34%	77	25%	60
	OCT 11	23%	112	2%	2	23%	66	42%	42					0%	0	26%	59	20%	53
	OCT 12	14%	79	1%	1	16%	48	28%	30					0%	0	17%	45	12%	34
	OCT 13	13%	73	0%	0	14%	48	27%	25					0%	0	16%	41	10%	32

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**A. DEMOGRAPHIC**

**ESE - Exceptional Student Education**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 09	15%	71	14%	7	15%	45	20%	17					6%	1	22%	51	9%	20
	MAR 10	11%	53	11%	5	10%	33	17%	14					0%	0	16%	38	6%	15
	MAR 11	12%	59	8%	7	11%	33	15%	16					9%	2	16%	37	8%	22
	MAR 12	10%	57	11%	12	9%	29	13%	14					4%	1	13%	34	8%	23
	MAR 13	15%	82	12%	14	14%	45	21%	20					13%	3	21%	53	9%	29
	OCT 09	17%	80	19%	10	17%	53	18%	15					6%	1	23%	58	10%	22
	OCT 10	12%	55	11%	5	10%	33	19%	15					5%	1	17%	40	6%	15
	OCT 11	12%	58	10%	8	11%	32	14%	14					14%	3	17%	39	7%	19
	OCT 12	11%	59	13%	15	10%	30	11%	12					4%	1	13%	34	9%	25
OCT 13	16%	90	11%	13	16%	53	21%	20					16%	4	23%	60	10%	30	

**ABSENTEE RATE**

- Average Daily Absences School Year to Date

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
K-5	MAR 09	4%	18	5%	2	3%	11	4%	4					4%	1	4%	10	4%	8
	MAR 10	4%	17	6%	3	3%	10	5%	4					4%	1	4%	8	4%	9
	MAR 11	4%	22	6%	5	4%	11	5%	6					3%	1	4%	10	4%	12
	MAR 12	4%	22	5%	5	4%	11	4%	5					3%	1	4%	10	4%	11
	MAR 13	4%	21	4%	5	3%	11	4%	4					4%	1	4%	10	4%	11
	OCT 09	4%	17	4%	2	3%	11	5%	4					0%	0	4%	10	3%	8
	OCT 10	4%	18	6%	3	3%	10	6%	5					3%	1	3%	8	4%	10
	OCT 11	4%	18	4%	3	3%	9	5%	5					3%	1	3%	8	4%	10
	OCT 12	4%	20	5%	6	3%	10	4%	4					2%	1	4%	11	3%	10
OCT 13	4%	21	4%	5	4%	12	4%	4					0%	0	4%	9	4%	12	

Empty boxes indicate that no data is available

Percent rounded to nearest whole number

**B. DISCIPLINE (UNDUPLICATED)**

**IN-SCHOOL SUSPENSION - Students In-School Suspended One or More Times - School Year to Date**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	MAR 10	0%	1			0%	1									0%	1		
	MAR 11	3%	17			6%	17									5%	12	2%	5
	MAR 13	0%	2	1%	1	0%	1									0%	1	0%	1
	OCT 09	0%	1			0%	1									0%	1		
	OCT 10	0%	1			0%	1									0%	1		
	OCT 11	3%	15	1%	1	5%	14									5%	11	1%	4

**OUT-OF-SCHOOL SUSPENSION - Students Out-Of-School Suspended One or More Times - School Year to Date**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE		
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
ALL	MAR 09	5%	25	4%	2	7%	21	2%	2							9%	21	2%	4	
	MAR 10	1%	4			1%	4									2%	4			
	MAR 11	8%	40			13%	38	1%	1					5%	1	12%	29	4%	11	
	MAR 12	8%	44	2%	2	13%	40							4%	1	13%	34	3%	10	
	MAR 13	8%	45	2%	2	13%	41	1%	1					4%	1	13%	32	4%	13	
	OCT 09	6%	28	4%	2	7%	24	2%	2							10%	24	2%	4	
	OCT 10	1%	6			2%	6									3%	6			
	OCT 11	8%	38	1%	1	13%	36								5%	1	12%	27	4%	11
	OCT 12	8%	43	3%	4	12%	37								4%	1	13%	33	3%	10
	OCT 13	9%	54	2%	2	15%	50	1%	1						4%	1	15%	39	5%	15

**B. DISCIPLINE (UNDUPLICATED END-OF-YEAR)**

**IN-SCHOOL SUSPENSION - Students In-School Suspended One or More Times During The School Year**

GRADE LEVEL	SCHOOL YEAR	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	SY 09	0%	1			0%	1									0%	1		
	SY 10	0%	1			0%	1									0%	1		
	SY 11	3%	17			6%	17									5%	13	1%	4
	SY 13	0%	2	1%	1	0%	1									0%	1	0%	1

**OUT-OF-SCHOOL SUSPENSION - Students Out-Of-School Suspended One or More Times During The School Year**

GRADE LEVEL	SCHOOL YEAR	Total		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		MIXED RACE		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
ALL	SY 09	5%	22	4%	2	6%	18	2%	2							8%	18	2%	4
	SY 10	1%	5			1%	5									2%	5		
	SY 11	8%	42			13%	40	1%	1					4%	1	13%	30	4%	12
	SY 12	8%	44	2%	2	13%	40							4%	1	13%	34	3%	10
	SY 13	8%	44	1%	1	13%	41	1%	1					4%	1	13%	32	4%	12

Empty boxes indicate that no data is available

Percent rounded to nearest whole number

**D. FCAT READING AND MATH TEST**

Read Lvl 1 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	48%	41		0	59%	29	55%	11	57%	20	41%	21
	APR 12	24%	20		0	33%	15	29%	5	34%	13	16%	7
	APR 13	19%	15	13%	2	27%	12		0	24%	7	13%	6
04	APR 11	35%	35	8%	1	47%	29	20%	4	45%	22	26%	13
	APR 12	30%	26	14%	2	40%	21	20%	3	32%	12	28%	14
	APR 13	25%	20	7%	1	34%	15	21%	3	33%	11	20%	9
05	APR 11	39%	31	18%	2	48%	25	29%	4	54%	22	24%	9
	APR 12	17%	18	6%	1	24%	15	9%	2	25%	14	8%	4
	APR 13	30%	25		0	40%	16	42%	5	35%	11	27%	14
Read Lvl 2 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	21%	18	17%	2	20%	10	20%	4	23%	8	20%	10
	APR 12	37%	31	33%	5	38%	17	47%	8	37%	14	38%	17
	APR 13	26%	20	7%	1	31%	14	33%	4	31%	9	24%	11
04	APR 11	32%	32	25%	3	32%	20	35%	7	24%	12	40%	20
	APR 12	33%	29	14%	2	36%	19	53%	8	38%	14	30%	15
	APR 13	25%	20	20%	3	34%	15	7%	1	21%	7	27%	12
05	APR 11	32%	25	18%	2	33%	17	36%	5	24%	10	39%	15
	APR 12	31%	34	18%	3	40%	25	23%	5	30%	17	33%	17
	APR 13	26%	21	12%	2	30%	12	17%	2	26%	8	25%	13
Read Lvl 3 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	14%	12	25%	3	14%	7	10%	2	9%	3	18%	9
	APR 12	17%	14	27%	4	16%	7	18%	3	5%	2	27%	12
	APR 13	27%	21	33%	5	24%	11	33%	4	24%	7	30%	14
04	APR 11	18%	18	42%	5	11%	7	25%	5	16%	8	20%	10
	APR 12	23%	20	21%	3	21%	11	20%	3	22%	8	24%	12
	APR 13	19%	15	20%	3	14%	6	36%	5	18%	6	18%	8
05	APR 11	20%	16	45%	5	15%	8	21%	3	12%	5	29%	11
	APR 12	29%	31	29%	5	21%	13	45%	10	28%	16	29%	15
	APR 13	24%	20	25%	4	25%	10	25%	3	23%	7	25%	13
Read Lvl 4 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	14%	12	42%	5	6%	3	15%	3	9%	3	18%	9
	APR 12	19%	16	27%	4	13%	6	6%	1	18%	7	20%	9
	APR 13	19%	15	33%	5	11%	5	25%	3	10%	3	26%	12
04	APR 11	7%	7	17%	2	5%	3	10%	2	8%	4	6%	3
	APR 12	10%	9	36%	5	2%	1	7%	1	8%	3	12%	6
	APR 13	28%	23	47%	7	18%	8	36%	5	21%	7	33%	15
05	APR 11	8%	6	9%	1	4%	2	14%	2	7%	3	8%	3
	APR 12	12%	13	24%	4	10%	6	9%	2	9%	5	16%	8
	APR 13	12%	10	31%	5	5%	2	8%	1	10%	3	14%	7

Empty boxes indicate that no data is available

Percent rounded to nearest whole number

Gold Report - RRSOA0555 (Bursted)

SCHOOL: 0871 - Plumosa School Of The Arts

AREA NO: Area 01

Read Lvl 5 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	3%	3	17%	2		0		0	3%	1	4%	2
	APR 12	2%	2	13%	2		0		0	5%	2		0
	APR 13	8%	6	13%	2	7%	3	8%	1	10%	3	7%	3
04	APR 11	7%	7	8%	1	5%	3	10%	2	6%	3	8%	4
	APR 12	3%	3	14%	2	2%	1		0		0	6%	3
	APR 13	4%	3	7%	1		0		0	6%	2	2%	1
05	APR 11	1%	1	9%	1		0		0	2%	1		0
	APR 12	11%	12	24%	4	6%	4	14%	3	9%	5	14%	7
	APR 13	7%	6	31%	5		0	8%	1	6%	2	8%	4

Read Lvl 2 & Above													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	52%	45	100%	12	41%	20	45%	9	43%	15	59%	30
	APR 12	76%	63	100%	15	67%	30	71%	12	66%	25	84%	38
	APR 13	81%	62	87%	13	73%	33	100%	12	76%	22	87%	40
04	APR 11	65%	64	92%	11	53%	33	80%	16	55%	27	74%	37
	APR 12	70%	61	86%	12	60%	32	80%	12	68%	25	72%	36
	APR 13	75%	61	93%	14	66%	29	79%	11	67%	22	80%	36
05	APR 11	61%	48	82%	9	52%	27	71%	10	46%	19	76%	29
	APR 12	83%	90	94%	16	76%	48	91%	20	75%	43	92%	47
	APR 13	70%	57	100%	16	60%	24	58%	7	65%	20	73%	37

Read Lvl 3 & Above													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	31%	27	83%	10	20%	10	25%	5	20%	7	39%	20
	APR 12	39%	32	67%	10	29%	13	24%	4	29%	11	47%	21
	APR 13	55%	42	80%	12	42%	19	67%	8	45%	13	63%	29
04	APR 11	32%	32	67%	8	21%	13	45%	9	31%	15	34%	17
	APR 12	37%	32	71%	10	25%	13	27%	4	30%	11	42%	21
	APR 13	51%	41	73%	11	32%	14	71%	10	45%	15	53%	24
05	APR 11	29%	23	64%	7	19%	10	36%	5	22%	9	37%	14
	APR 12	52%	56	76%	13	37%	23	68%	15	46%	26	59%	30
	APR 13	44%	36	88%	14	30%	12	42%	5	39%	12	47%	24

READING MEAN SCALE SCORE (SS)

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SS	N	SS	N	SS	N	SS	N	SS	N	SS	N
03	APR 11	184	86	212	12	176	49	183	20	178	35	188	51
	APR 12	193	83	207	15	188	45	187	17	189	38	196	45
	APR 13	199	77	207	15	195	45	203	12	196	29	202	46
04	APR 11	201	99	211	12	196	62	206	20	198	49	203	50
	APR 12	200	87	219	14	193	53	200	15	198	37	202	50
	APR 13	206	81	218	15	199	44	206	14	204	33	207	45
05	APR 11	205	79	221	11	200	52	206	14	200	41	210	38
	APR 12	217	108	229	17	211	63	223	22	214	57	221	51
	APR 13	209	82	234	16	199	40	208	12	207	31	210	51

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**D. FCAT READING AND MATH TEST**

Math Lvl 1 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	45%	39	8%	1	61%	30	40%	8	41%	14	48%	25
	APR 12	25%	20		0	36%	16	24%	4	30%	11	20%	9
	APR 13	29%	22	14%	2	42%	19		0	29%	8	26%	12
04	APR 11	35%	35	8%	1	42%	26	35%	7	33%	16	38%	19
	APR 12	30%	26	7%	1	42%	22	20%	3	27%	10	32%	16
	APR 13	16%	13		0	24%	11		0	12%	4	16%	7
05	APR 11	23%	18		0	31%	16	14%	2	29%	12	16%	6
	APR 12	13%	14	6%	1	21%	13		0	18%	10	6%	3
	APR 13	22%	18		0	36%	13	12%	1	21%	6	24%	11
Math Lvl 2 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	23%	20	8%	1	20%	10	35%	7	29%	10	19%	10
	APR 12	30%	24	21%	3	32%	14	35%	6	30%	11	30%	13
	APR 13	22%	17	21%	3	24%	11	17%	2	25%	7	20%	9
04	APR 11	29%	29	50%	6	29%	18	20%	4	24%	12	34%	17
	APR 12	31%	27	7%	1	36%	19	40%	6	35%	13	28%	14
	APR 13	12%	10	13%	2	11%	5	21%	3	9%	3	16%	7
05	APR 11	32%	25	36%	4	37%	19	14%	2	24%	10	39%	15
	APR 12	26%	28	6%	1	32%	20	27%	6	16%	9	38%	19
	APR 13	27%	22		0	31%	11	25%	2	29%	8	20%	9
Math Lvl 3 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	20%	17	17%	2	16%	8	25%	5	18%	6	21%	11
	APR 12	28%	23	50%	7	23%	10	29%	5	24%	9	32%	14
	APR 13	23%	18	21%	3	22%	10	42%	5	25%	7	24%	11
04	APR 11	21%	21	17%	2	21%	13	25%	5	24%	12	18%	9
	APR 12	23%	20	29%	4	19%	10	33%	5	24%	9	22%	11
	APR 13	33%	27	33%	5	38%	17	29%	4	32%	11	36%	16
05	APR 11	24%	19	18%	2	21%	11	36%	5	17%	7	32%	12
	APR 12	30%	32	29%	5	29%	18	36%	8	33%	19	26%	13
	APR 13	26%	21	19%	3	28%	10	50%	4	25%	7	31%	14
Math Lvl 4 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	9%	8	50%	6	2%	1		0	9%	3	10%	5
	APR 12	10%	8	14%	2	9%	4	6%	1	11%	4	9%	4
	APR 13	16%	12	21%	3	9%	4	25%	3	7%	2	22%	10
04	APR 11	6%	6	17%	2	3%	2	5%	1	10%	5	2%	1
	APR 12	9%	8	29%	4	2%	1	7%	1	11%	4	8%	4
	APR 13	28%	23	33%	5	16%	7	50%	7	32%	11	24%	11
05	APR 11	15%	12	9%	1	10%	5	36%	5	20%	8	11%	4
	APR 12	19%	20	35%	6	11%	7	27%	6	19%	11	18%	9
	APR 13	10%	8	25%	4	6%	2	12%	1	14%	4	9%	4
Math Lvl 5 Pct													

Empty boxes indicate that no data is available  
 Percent rounded to nearest whole number

Gold Report - RRSOA0555 (Bursted)

SCHOOL: 0871 - Plumosa School Of The Arts

AREA NO: Area 01

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	2%	2	17%	2		0		0	3%	1	2%	1
	APR 12	7%	6	14%	2		0	6%	1	5%	2	9%	4
	APR 13	10%	8	21%	3	2%	1	17%	2	14%	4	9%	4
04	APR 11	8%	8	8%	1	5%	3	15%	3	8%	4	8%	4
	APR 12	7%	6	29%	4	2%	1		0	3%	1	10%	5
	APR 13	11%	9	20%	3	11%	5		0	15%	5	9%	4
05	APR 11	6%	5	36%	4	2%	1		0	10%	4	3%	1
	APR 12	13%	14	24%	4	8%	5	9%	2	14%	8	12%	6
	APR 13	16%	13	56%	9		0		0	11%	3	16%	7

**Math Lvl 2 & Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	55%	47	92%	11	39%	19	60%	12	59%	20	52%	27
	APR 12	75%	61	100%	14	64%	28	76%	13	70%	26	80%	35
	APR 13	71%	55	86%	12	58%	26	100%	12	71%	20	74%	34
04	APR 11	65%	64	92%	11	58%	36	65%	13	67%	33	62%	31
	APR 12	70%	61	93%	13	58%	31	80%	12	73%	27	68%	34
	APR 13	84%	69	100%	15	76%	34	100%	14	88%	30	84%	38
05	APR 11	77%	61	100%	11	69%	36	86%	12	71%	29	84%	32
	APR 12	87%	94	94%	16	79%	50	100%	22	82%	47	94%	47
	APR 13	78%	64	100%	16	64%	23	88%	7	79%	22	76%	34

**Math Lvl 3 & Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
03	APR 11	31%	27	83%	10	18%	9	25%	5	29%	10	33%	17
	APR 12	46%	37	79%	11	32%	14	41%	7	41%	15	50%	22
	APR 13	49%	38	64%	9	33%	15	83%	10	46%	13	54%	25
04	APR 11	35%	35	42%	5	29%	18	45%	9	43%	21	28%	14
	APR 12	39%	34	86%	12	23%	12	40%	6	38%	14	40%	20
	APR 13	72%	59	87%	13	64%	29	79%	11	79%	27	69%	31
05	APR 11	46%	36	64%	7	33%	17	71%	10	46%	19	45%	17
	APR 12	61%	66	88%	15	48%	30	73%	16	67%	38	56%	28
	APR 13	51%	42	100%	16	33%	12	62%	5	50%	14	56%	25

**MATH MEAN SCALE SCORE (SS)**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SS	N	SS	N	SS	N	SS	N	SS	N	SS	N
03	APR 11	186	86	216	12	177	49	184	20	186	34	185	52
	APR 12	197	81	209	14	191	44	195	17	194	37	200	44
	APR 13	197	77	208	14	188	45	209	12	195	28	199	46
04	APR 11	206	99	213	12	202	62	209	20	206	49	206	50
	APR 12	206	87	230	14	198	53	204	15	205	37	206	50
	APR 13	218	82	225	15	214	45	223	14	222	34	216	45
05	APR 11	217	79	233	11	211	52	224	14	217	41	216	38
	APR 12	224	108	234	17	218	63	228	22	224	57	225	50
	APR 13	220	82	250	16	209	36	220	8	219	28	221	45

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**E. FCAT SCIENCE TEST**

Lvl 1 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	18%	19		0	29%	18		0	23%	13	12%	6
	APR 13	37%	30	6%	1	47%	22	54%	7	39%	12	36%	18
Lvl 2 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	38%	41	35%	6	37%	23	55%	12	30%	17	48%	24
	APR 13	15%	12	17%	3	15%	7	8%	1		0	22%	11
Lvl 3 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	30%	32	41%	7	24%	15	27%	6	30%	17	30%	15
	APR 13	28%	23	28%	5	32%	15	15%	2	42%	13	20%	10
Lvl 4 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	7%	7	12%	2	5%	3	9%	2	7%	4	6%	3
	APR 13	6%	5	6%	1	4%	2	8%	1	10%	3	4%	2
Lvl 5 Pct													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	7%	8	12%	2	5%	3	9%	2	11%	6	4%	2
	APR 13	15%	12	44%	8	2%	1	15%	2	10%	3	18%	9
Lvl 3 & Above													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
05	APR 12	44%	47	65%	11	34%	21	45%	10	47%	27	40%	20
	APR 13	49%	40	78%	14	38%	18	38%	5	61%	19	42%	21

**SCIENCE MEAN SCALE SCORE (SS)**

GRADE LEVEL	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SS	N	SS	N	SS	N	SS	N	SS	N	SS	N
05	APR 12	319	107	350	17	302	62	335	22	321	57	317	50
	APR 13	195	82	219	18	185	47	194	13	196	31	195	50

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

**F. FCAT WRITING TEST**

<b>Pct Scoring 0.0</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09		0		0		0		0		0		0
	FEB 10	6%	4		0	7%	4		0	7%	3	3%	1
	MAR 11	1%	1		0	2%	1		0	2%	1		0
	MAR 12	3%	3		0	6%	3		0	5%	2	2%	1
	FEB 13		0		0		0		0		0		0
<b>Pct Scoring 1.0-1.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	3%	2		0	2%	1	13%	1	5%	2		0
	FEB 10	3%	2		0	4%	2		0	2%	1	3%	1
	MAR 11		0		0		0		0		0		0
	MAR 12	3%	3		0	6%	3		0	3%	1	4%	2
	FEB 13		0		0		0		0		0		0
<b>Pct Scoring 2.0-2.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	13%	9		1	15%	8		0	19%	8	4%	1
	FEB 10	6%	4		0	5%	3	10%	1	5%	2	7%	2
	MAR 11		0		0		0		0		0		0
	MAR 12	26%	23	14%	2	34%	18	19%	3	32%	12	22%	11
	FEB 13	8%	6		0	12%	5	8%	1	9%	3	7%	3
<b>Pct Scoring 3.0-3.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	37%	25		1	35%	19	50%	4	48%	20	20%	5
	FEB 10	42%	30		2	39%	22	50%	5	59%	24	17%	5
	MAR 11	12%	12	25%	3	8%	5	20%	4	14%	7	10%	5
	MAR 12	49%	43	29%	4	45%	24	69%	11	49%	18	49%	25
	FEB 13	43%	34	50%	7	42%	18	46%	6	45%	15	40%	17
<b>Pct Scoring 4.0-4.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	45%	30		2	48%	26	25%	2	29%	12	72%	18
	FEB 10	43%	31		1	45%	25	40%	4	27%	11	67%	20
	MAR 11	72%	71	67%	8	80%	48	65%	13	71%	35	73%	36
	MAR 12	16%	14	50%	7	9%	5	6%	1	11%	4	20%	10
	FEB 13	44%	35	50%	7	42%	18	38%	5	42%	14	45%	19
<b>Pct Scoring 5.0-5.5</b>													
Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	1%	1		0		0	13%	1		0	4%	1
	FEB 10	1%	1		1		0		0		0	3%	1
	MAR 11	14%	14	8%	1	10%	6	15%	3	12%	6	16%	8
	MAR 12	2%	2	7%	1		0	6%	1		0	4%	2
	FEB 13	5%	4		0	5%	2	8%	1	3%	1	7%	3
<b>Pct Scoring 6.0</b>													

Empty boxes indicate that no data is available  
Percent rounded to nearest whole number

Gold Report - RRSOA0555 (Bursted)

SCHOOL: 0871 - Plumosa School Of The Arts

AREA NO: Area 01

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09		0		0		0		0		0		0
	FEB 10		0		0		0		0		0		0
	MAR 11		0		0		0		0		0		0
	MAR 12		0		0		0		0		0		0
	FEB 13		0		0		0		0		0		0

**Pct Scor 3.0 Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	84%	56		3	83%	45	88%	7	76%	32	96%	24
	FEB 10	86%	62		4	84%	47	90%	9	85%	35	87%	26
	MAR 11	99%	97	100%	12	98%	59	100%	20	98%	48	100%	49
	MAR 12	67%	59	86%	12	55%	29	81%	13	59%	22	73%	37
	FEB 13	92%	73	100%	14	88%	38	92%	12	91%	30	93%	39

**Pct Scor 3.5 Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	60%	40		2	61%	33	50%	4	48%	20	80%	20
	MAR 12	32%	28	79%	11	17%	9	38%	6	24%	9	37%	19
	FEB 13	66%	52	71%	10	60%	26	69%	9	61%	20	69%	29

**Pct Scor 4.0 Above**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		%	N	%	N	%	N	%	N	%	N	%	N
04	FEB 09	46%	31		2	48%	26	38%	3	29%	12	76%	19
	FEB 10	44%	32		2	45%	25	40%	4	27%	11	70%	21
	MAR 11	87%	85	75%	9	90%	54	80%	16	84%	41	90%	44
	MAR 12	18%	16	57%	8	9%	5	13%	2	11%	4	24%	12
	FEB 13	49%	39	50%	7	47%	20	46%	6	45%	15	52%	22

**Expository Score**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SCR	N	SCR	N	SCR	N	SCR	N	SCR	N	SCR	N
04	FEB 09	3.5	33		1	3.6	26	3.2	6	3.1	18	4.0	15
	MAR 11	4.0	98	3.8	12	4.0	60	4.0	20	3.9	49	4.1	49

**Narrative Score**

Grade Levels	TIME FRAME Month - Yr	Total		WHITE		BLACK		HISPANIC		MALE		FEMALE	
		SCR	N	SCR	N	SCR	N	SCR	N	SCR	N	SCR	N
04	FEB 09	3.3	34		3	3.3	28		2	3.2	24	3.8	10
	FEB 10	3.2	72		4	3.1	56	3.3	10	3.0	41	3.5	30
	MAR 12	3.0	88	3.9	14	2.6	53	3.2	16	2.8	37	3.1	51
	FEB 13	3.6	79	3.7	14	3.5	43	3.6	13	3.6	33	3.7	42

Empty boxes indicate that no data is available

Percent rounded to nearest whole number

## Bibliography:

- Baum, S., Oreck, B., McCartney, H. (1999). Artistic talent development for urban youth: The promise and the challenge. In E. Fiske (Ed.). *Champions of change: The impact of the arts on learning* (pp. 64-78). Washington, DC: Arts Education Partnership & The President's Committee on the Arts and Humanities.
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- Burnaford, G., Aprill, A., & Weiss, C. (2001). *Renaissance in the classroom: Arts integration and meaningful learning*. Mahwah, New Jersey: Erlbaum.
- Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). *The arts and achievement in at-risk youth: Findings from four longitudinal studies*. Washington, DC: National Endowment for the Arts.
- Catterall, James S. (2009). *Doing well and doing good by doing art: The effects of education in the visual and performing arts on the achievements and values of young adults*. Los Angeles/London: Imagination Group/I-Group Books.
- Center for Creative Education. (n.d.) Home Page. Retrieved from <http://www.cceflorida.org/>
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- Kennedy Center. (n.d.) *Key Features of the Kennedy Center's Changing Education Through the Arts (CETA) Model Schools Program*. Washington, D.C.: Kennedy Center.
- Landay, E. & Wootton, K. (2012). *A reason to read*. Cambridge: Harvard Education Press.
- McDougall, J. & Trotman, D. (2011). Real audience pedagogy: Creative learning and digital space. In J. T. Sefton-Green, *The Routledge International Handbook of Creative Learning* (pp. 273-282). London: Taylor & Francis.
- National Core Arts Standards. (2013). A conceptual framework for arts learning. (p. 14.)
- New Commission on the Skills of the American Workforce. (2010). *Tough choices or tough times: The report on the skills of the American workforce*. Washington, D.C.: Jossey-Bass.
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- Vaughn, K., & Winner, E. (2000). SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association. *Journal of Aesthetic Education*, 34(3/4), 77-89.

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- Baum, S., Oreck, B., McCartney, H. (1999). Artistic talent development for urban youth: The promise and the challenge. In E. Fiske (Ed.). *Champions of change: The impact of the arts on learning* (pp. 64-78). Washington, DC: Arts Education Partnership & The President's Committee on the Arts and Humanities.
- Burnaforde, G., Aprill, A., & Weiss, C. (2001). *Renaissance in the classroom: Arts integration and meaningful learning*. Mahwah, New Jersey: Erlbaum.
- Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). *The arts and achievement in at-risk youth: Findings from four longitudinal studies*. Washington, DC: National Endowment for the Arts.
- Catterall, James S. (2009). *Doing well and doing good by doing art: The effects of education in the visual and performing arts on the achievements and values of young adults*. Los Angeles/London: Imagination Group/I-Group Books.
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- Vaughn, K., & Winner, E. (2000). SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association. *Journal of Aesthetic Education*, 34(3/4), 77-89.

**Susan Gay Hyatt**

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## **Curriculum Vitae**

### **EDUCATION**

Florida Atlantic University, College of Education, Boca Raton, Florida; PhD Curriculum and Instruction (Arts Education): Current student. Date of anticipated graduation: December 2014

Florida Atlantic University, Schmidt College of Arts and Letters, Boca Raton, Florida; MFA, Theatre (Acting): December 1998

Youngstown State University, Youngstown, Ohio; BFA, Theatre: June 1994

### **EXPERIENCE**

**Palm Beach County School District, West Palm Beach, Florida; Arts Integration Project Manager, 2012- Present.** Responsible for administering and overseeing all aspects of the school district's \$1.2 million "Arts in Education Model Development and Dissemination Grant" from the U.S. Department of Education; create an arts integration plan for two focus elementary schools, including hiring and liaising with teaching artists from the Kennedy Center, as well as integrating local arts organizations; oversee implementation of arts-integrated best practice to four dissemination schools; track and report all grant activities and create written reports for the Department of Education; attend annual meetings at the U.S. Department of Education to share grant progress and evaluation

**Blue Planet Writers' Room, West Palm Beach, Florida; Lead Consultant, 2012- Present;** work with staff to oversee the development of curriculum for all programs, including in-house workshops, outreach workshops, professional development for teachers, and creative writing camps; serve as program evaluator, providing both formative and summative evaluation reports to staff and external funders; seek out potential funders; research and write grant applications; provide professional development to Blue Planet's teaching artists in arts-integrated best practices

**Blue Planet Writers' Room, West Palm Beach, Florida; Co-Founder & Co-Executive Director, 2009-2012;** With business partner, oversaw all aspects of this non-profit organization that teaches writing to children and adults through arts integration; created workshop programs and lesson plans; created international collaborations through which American students interacted and wrote with students in other countries, often in several languages; created and oversaw writing-related community events such as Bloomsday; wrote marketing and public

relations materials, and website content; developed partnerships with schools, community agencies, and other non-profit organizations

**Florida Stage, Manalapan, Florida; Director of Education, 2000-2009;** designed and administered educational outreach program for South Florida's largest regional theatre serving K-12 students in more than 160 schools representing all socioeconomic and cultural groups; assisted in managing theatrical intern program; collaborated with both district and school level leaders in Palm Beach County to coordinate a wide variety of acting, directing, playwriting and design projects, including *Young Playwrights Festival*, *Young Voices Monologue Festival*, *Royal Palm Partnership* (in which severely mentally and physically disabled students developed and performed creative productions) *Student Matinee Series*, *At-Promise Performances* (which encouraged students in alternative education centers and shelters to write and perform their own stories as positive emotional expressions) and *Children of Conflict* (an international collaboration between students in West Palm Beach, Rwanda, Kosovo and South Africa)

**Florida Atlantic University; Graduate Teaching Assistant/Adjunct Faculty Instructor, 2000-2005;** developed and implemented curricula for a series of courses, including Acting I & II, Voice and Movement, and Theatre Appreciation

**Lynn University, Adjunct Faculty Instructor, 2000-2002;** established and implemented curricula for new multilevel acting program; coursework ranged from basic skills with contemporary plays in Acting I to advanced performance techniques with classical works in Acting III; directed semester performances; coached individual scenes and monologues; taught special sessions in voice and movement

**Center for Creative Education, Artist-in-Residence, 1996-2002;** collaborated with K-12 classroom teachers in Palm Beach County to develop and implement lesson plans to teach academic subjects (language arts, science, math, and social studies) through the visual and performing arts to expand teachers' instructional range so they can reach more students more effectively; served as team leader for multiple in-school and after-school sites; assessed and documented student and teacher progress; developed and presented professional development sessions for artists, educators and community members on acting, directing, and arts-integration instructional practices; developed arts-based after school programming for at-risk youth focusing on literacy and life skills; worked in over 30 schools in Palm Beach County, at all grade levels and all developmental levels from EMH through gifted, with particular focus in low socioeconomic communities

**Program Evaluator, 2008-Present;** designed and completed program evaluations for non-profit arts organizations including Florida Atlantic University's Museum Education Program, Arts For Learning Miami (with Dr. Gail Burnaford), the Palm Beach County Cultural Council's *Building Learning Communities Through Arts and Culture Program* (under the auspices of the NEA), and The Crossroads Institute in New Orleans. Current projects include the Kravis Center's DeGeorge Performing Arts Academy (2012-2014) and the Center for Creative Education (2014-2017).

**Professional Actress, 1994-2006;** performed in regional theaters including Florida Stage, The Public Theater, The Bridge Theater, and the Kravis Center; additional performances in more than 50 plays for university, community, and children's theatres during the past 20 years

**U.B. Kinsey School of the Arts**, Artist-in-Residence, 1998-1999; taught drama and costuming to elementary magnet school students; produced two large-scale school plays and several short productions; provided professional development for faculty on acting, directing and design; collaborated with fellow faculty to establish school as arts-integration model for school district

**Covenant House Florida**, Counselor for Youth-in-Crisis, 1996-1998; provided counseling for youth-in-crisis at Covenant House, a national organization of shelters for runaways ages 14-20; coordinated plan development, case management, transportation, and recreation for resident youth

## PUBLICATIONS

### Articles

“Fresh Perspectives.” Art & Culture (Summer 2008)

### Plays/Community Projects

Kids Own; Community Partnership; co-creator/administrator; created an international artist exchange with Kids’ Own Publishing in Sligo, Ireland, to facilitate teachers and artist professional development workshops, and arts-integrated workshops with two local elementary schools, 2009.

Anything Earth-Shaking?; “Children of Conflict: The G-Star International Project,” creator/administrator; formed a collaboration between several groups of young people- high school seniors at G-Star School of the Arts in West Palm Beach, youth artists with Mashirika Creative and Performing Arts Group in Kigali, Rwanda, and students from Center for Children’s Theatre Development in Pristina, Kosovo; facilitated student development of an internet dialogue via a special website; coordinated artist-in-residence activities and curriculum; collaborated in the creation of multimedia theatre piece about culture, commonalities, and the effects of war/conflict, 2007-2009.

One World, co-director, co-creator; performance piece done with special-needs students at Royal Palm School, 2009.

Innocent Until; director/project co-collaborator; play commissioned by Florida Stage under the auspices of a grant from TCG/MetLife, written by Doug Cooney, 2008.

Lessons Learned, director/co-creator; performance piece done with special-needs students at Royal Palm School, 2008.

Mustardseed; director; written by Doug Cooney. Performed at Florida Stage’s 1<sup>st</sup> Stage Festival, 2007.

Graduation Day, director/project co-collaborator; GRAFFITI PROJECT program at Spanish River High School, written by Michael McKeever, 2006.

Wrong Thing Right; director/project co-collaborator; GRAFFITI PROJECT program at Planned Parenthood's Lake Worth Teen Time Center, 2006.

Long Story Short; director/project co-collaborator; play commissioned by Florida Stage under the auspices of a grant from the Florida Division of Cultural Affairs, written by Doug Cooney, 2006.

In Rare Form, director, co-creator; performance piece done with special-needs students at Royal Palm School, 2006.

World War Me; director/project co-collaborator; GRAFFITI PROJECT program at Forest Hill High School, written by Doug Cooney, 2005.

The Bad Luck Tree; director/project co-collaborator; GRAFFITI PROJECT program at Pahokee Middle Senior High School, written by Doug Cooney, 2005.

Crossroads, director, co-creator; performance piece done with special-needs students at Royal Palm School, 2005.

Cane Season; director/project co-collaborator; GRAFFITI PROJECT program at Glades Central High School, written by Doug Cooney, 2004.

Same Difference; director/project co-collaborator; GRAFFITI PROJECT program at Boynton Beach High School, written by Doug Cooney, 2004.

We Came By Boat; director; written by Jose Cruz Gonzalez. Performed at Florida Stage, 2003.

Common Ground, director, co-creator; performance piece done with special-needs students at Royal Palm School, 2003.

Baby Steps: The Transitions Project; creator/director; play developed under the auspices of Florida Stage through a year-long series of workshops with the residents of Transitions Home in Lantana, a facility for homeless teenage mothers and mothers-to-be, 2003.

What Hurts?, director, co-creator; performance piece done with special-needs students at Royal Palm School, 2002.

## **PROFESSIONAL**

### **Awards**

Arts Educator of the Year, Palm Beach County, 2008

### **Service**

Vice-President, Board of Directors, Theatre for Young Audiences/USA, 2007-2009, service organization devoted to promoting international collaboration and theatre to children and young people.

Board of Directors, Theatre League of South Florida, 2009-2010.

Panelist, Palm Beach County Category C Arts Education Grants program, 2006-2007.

Member, Arts Education Task Force for the Palm Beach County School District, 2007.

Executive Steering Committee Member, Palm Beach County Cultural Education Committee, 2003- Present.

**Professional Affiliations**

Theatre for Young Audiences/USA

Actors' Equity Association

Theatre Communications Group

Palm Beach County Cultural Council, Cultural Education Committee

Regional Affiliate, Scholastic Art and Writing Awards

**Deidra K. Honeywell, Ph.D.**  
1607 Fruitwood Drive  
Clearwater, FL 33756  
(727) 587-0935

### **Applicable Employment Background**

- 2002 – Present** **President, DKH Consulting Services, Inc.,** Largo, FL. Provide evaluation, consulting, and grant writing services for various districts and agencies. The company is currently providing grant evaluation services for 8 projects to five districts in four states.
- 1994 - 2003** **Grants Specialist, Special Projects Office,** Pinellas County Schools, Largo, FL. This position was responsible for preparing competitive district grant applications; working with curriculum personnel to develop curriculum objectives, activities, and evaluations; coordinating grants with private schools; and offering training to in-county and out-of-county personnel on preparing grants. Cumulative total of competitively funded grants was nearly \$32.4 million.
- 1991 - 1994** **Project Manager, Magnet School Grant,** Pinellas County Schools, Largo, FL. This position supervised and managed the Federal Magnet Schools Assistance Grant for the Center for Advanced Technologies and a K-8 math, science, and technology magnet program and a K-8 fine arts and performing arts program. Duties included: responsibility for up to a \$3 million annual budget, interpreting and meeting federal guidelines, preparing and submitting required federal reports and project evaluations, supervising a three person staff, increasing female and minority participation in the programs, and coordinating and working with the business community to publicize the programs and to develop business partnerships.
- 1989 - 2002** **Adjunct Professor,** University of South Florida, Tampa, FL and National Lewis University, Tampa, FL. Taught both the undergraduate and masters= level curriculum and instruction courses (EDG 4620 & EDG 6693-95). Both classes are offered simultaneously for elementary, middle, and high school level educators. Previously taught for Nova University, Ft. Lauderdale, FL. Taught various undergraduate courses including EDU 447, "Teaching: Principles and Practices" and EDU 448, "Classroom Management" to mature students.
- 1988 - 1994** **Program Director, Educators In Industry,** Supervised the program and collaborated with representatives from SPJC, USF, and the business community to provide inservice training for administrators, counselors, and classroom teachers in order to prepare them to assist students in making career decisions. Duties included: registering participants, preparing all staff development paperwork, coordinating the eight site visits, conducting an annual banquet, budget responsibilities, and the evaluation process.
- 1981 - 1991** **Coordinator Executive Internship Program,** Pinellas County Schools, Clearwater, Florida. This program is one of the oldest and most respected business and education partnerships in Florida. Duties included: recruiting businesses and participants, evaluating applicants, matching business sites and applicants, monitoring and evaluating placements, and maintaining good business and community relations. Conducted a program evaluation.

- 1980 - 1989 **Coordinator Advanced Placement Program**, Pinellas County Schools. While supervising this program, the number of course offerings increased by 400%, the number of students involved increased from less than 100 to over 2000, the number of teachers increased from two to over 80, and the program budget which had not existed in 1980 had increased to over \$200,000. In 1988, the program earned over \$700,000 in additional funding for the district. Duties included: planning and conducting staff development training, handling budget responsibilities, planning annual state-wide conference, coordinating county-wide testing program, preparing reports on the program, and representing the district at various College Board Meetings.
- 1979 - 1980 **Acting Supervisor Gifted Program**, Pinellas County Schools. While the supervisor was on a medical leave, was responsible for all duties of the program. In 1980, the department had forty teachers who worked with over 2,000 students in more than 100 schools.
- 1969 -1979 **Classroom Teacher of Secondary Gifted and Mathematics Students**, Pinellas County Schools. Was one the first teachers of secondary gifted students in the county. Mathematics classes were general and advanced.

#### **Education**

- 1976 - 1987 **Doctor of Philosophy**, Educational Leadership, University of South Florida. Program included course work in curriculum, administration, supervision, educational leadership, computer science, statistics and research techniques.
- 1973 - 1976 **Master of Arts**, Gifted Education, University of South Florida. Program included courses in working with able students, teaching and developing creativity, and counseling techniques.
- 1967 - 1969 **Bachelor of Arts**, Secondary Mathematics Education, University of South Florida. Program included course work for the equivalent of a liberal arts degree in mathematics and several computer language courses.
- 1966-1967 **Associate of Arts**, St. Petersburg Junior College.
- 1964 - 1965 **University of Florida**. Took courses toward a liberal arts degree in mathematics.

#### **Professional Organizations**

Magnet Schools of America  
Grants Collaborative of Tampa Bay  
Florida Public School Choice Consortium, past secretary  
Environmental Excellence Awards Foundation, former board member  
Florida Executive Internship Association, past Director and past President  
National High School Executive Internship Association, past Vice Chairman and Director

## Edrick D. Rhodes

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9235 S.W. 8<sup>th</sup> Street #502, Boca Raton, Florida 33428

(561) 573-4189

[edrick.rhodes@palmbeachschools.org](mailto:edrick.rhodes@palmbeachschools.org)

### EDUCATION

**Doctor of Education Candidate, ED. D., ABD** December 2014

Nova Southeastern University, Davie, Florida

Emphasis: Instructional Leadership

**Master of Education, Music Education,** July 2003

University of Central Florida, Orlando, Florida

**Bachelor of Music, Music Education,** May 1998

University of Miami, Miami, Florida

### Administrative Experience

**K-12 Arts Education Administrator,** August 2014 – Present

School District of Palm Beach County, West Palm Beach, FL

**K-12 Curriculum Arts Education Music Specialist,** June 2013 – July 2014

School District of Palm Beach County, West Palm Beach, FL

### Administrative Duties

- Arts Integration Specialist
- K-12 Elementary, Middle, High school curriculum writing
- Implement Common Core initiatives
- Organize and facilitate Department Instructional Leaders meeting
- Implement changes from STEM to STEAM (Galaxy Elementary)
- Coordinate the televised Holiday Musical on The Education Network
- Arts Education grant writing
- District policy writing
- Coordinate Visual Arts exhibits and musical performances throughout the district
- Develop and coordinate Professional Development days for Arts education teachers
- Coordinate district pre-school workshops for Arts educators at Kravis Center
- Recruit and interview visual art, drama, dance and music candidates for Principals
- K-12 Arts education curriculum writing
- Merging Marzano teacher evaluation into Learning Village
- Assist Arts Supervisor with overseeing district instrument repair, travel and music budget
- Coordinate 3 day Arts Revolution workshop and professional development
- Board member for Spotlight on Young Musicians at Kravis Center
- Organize and facilitate district Florida Bandmasters and Vocal Associations meetings
- Coordinate the professional development for World Drumming at Palmetto Elementary
- Organize and facilitate Palm Beach County Art Teachers Association meetings
- Collaborate with Palm Beach Opera on education initiatives and professional developments
- Coordinate professional development for Visual Arts teachers at Morikami and Norton Museums

### TEACHING EXPERIENCE

**Director of Instrumental Studies,** August 2004 – June 2012

West Boca Raton Community High School, Boca Raton, FL

**Director of Instrumental Studies,** August 2000 – June 2004

Olympic Heights Community High School, Boca Raton, Florida

**Director of Instrumental Studies,** August 1998 – June 2000

Homestead High School, Homestead, Florida

## **LEADERSHIP EXPERIENCE**

**Chairman of Performing Arts, May 2002 – August 2012**

West Boca Raton High School, Boca Raton, FL

- Open new school with \$900,000 budget towards Arts program
- Supervised and participated in theater events
- Integrated visual arts and musical performances
- Supervised Dance Instruction and performances
- Facilitated student services and affairs
- Developed \$250,000 annual budgets for competitive marching and concert band ensembles
- Completed purchase orders, maintained databases for equipment and department
- Initiated and developed fundraising events and business partnerships
- Crisis Management
- Mentoring and evaluating college interns

## **PROFESSIONAL LICENSURE**

**State of Florida, Department of Education, Professional Certificate, August 1998 – present**

Certificate Number: 794923, expires June 30, 2015

**Clinical Education Certificate, 1998 – present**

Allows mentoring of college interns

## **ADDITIONAL EXPERIENCE**

**Arts Committee of Palm Beach County Public Schools, 2010 – Present**

Help design pilot programs to keep Arts education in public schools in Palm Beach, Florida

**Curriculum Development, 2007– Present**

Florida Department of Education, Teacher Certification Test Writer Palm Beach County Public Schools, Standardized testing, music

**Adjudicator, 2004 – Present**

Heritage Music Festival, other Marching Invitational competitions  
Judging Concert, Jazz, Orchestra, Parade Band, Winter Guard

**Guest Conductor, 2003 – Present**

Middle School and High Schools in Dade, Broward, Palm Beach Counties  
Honor Bands, Wind Ensembles

## **PROFESSIONAL AFFILIATIONS**

College Music Society

Florida Music Educators Association

Florida Bandmasters Association

Music Educators National Conference

Phi Mu Alpha Sinfonia Fraternity

Omega Psi Phi Fraternity Inc.

## **HONORS AND AWARDS**

**Florida Bandmasters Association Otto J. Kraushaar State Concert Band Award Recipient, 2008**

Award for excellence in all ensembles: Marching Band, Concert Bands, Jazz Ensemble

**Florida Music Educators Association Emerging Leaders Award Nominee, 2002**

**Homestead Senior High School New Teacher of the Year Award, 1999**

## **REFERENCES**

**Mr. Edmund Capitano, Principal**

Galaxy E3 Elementary School  
301 Galaxy Way  
Boynton Beach, Florida 33435  
[edmund.capitano@palmbeachschools.org](mailto:edmund.capitano@palmbeachschools.org)

**Dr. Monty R. Musgrave, Performing Arts Supervisor**

Volusia County Schools  
DeLand Administrative Complex  
200 N. Clara Avenue  
DeLand, Florida 32720  
[mrmusgra@volusia.k12.fl.us](mailto:mrmusgra@volusia.k12.fl.us)

**Dr. Tom Pearson, Executive Director**

Mississippi Arts Commission  
501 North West Street, Suite 1101A Woolfolk Building  
Jackson, Mississippi 39201  
(601)359-6036  
tpearson@arts.ms.gov

**Mrs. Jeanne W. Reynolds, Supervisor PreK-12 Arts Education**

Pinellas County Schools  
301 Fourth Street SW  
Largo, Florida 33770  
(727) 588-6055  
[ReynoldsJ@pcsb.org](mailto:ReynoldsJ@pcsb.org)

**Mr. Mark Stenner, Principal**

West Boca Raton Community High School  
12811 Glades Road  
Boca Raton, Florida 33498  
(561) 672-2001  
[Mark.Stenner@palmbeachschools.org](mailto:Mark.Stenner@palmbeachschools.org)

# Teresa J. Stoupas

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736 Jacana Way, North Palm Beach, Florida 33406 | 561-254-6650 |

teresa.stoupas@palmbeachschools.org

## Education

**EDUCATIONAL DOCTORATE PROGRAM IN CURRICULUM AND TEACHER EDUCATION | Begins May 2014 | UNIVERSITY OF FLORIDA**

**MASTER OF SCIENCE | DECEMBER 1992 | NOVA SOUTHEASTERN UNIVERSITY**

- Major: Educational Media
- Minor: School Leadership

**BACHELOR OF SCIENCE | APRIL 1988 | FLORIDA ATLANTIC UNIVERSITY**

- Major: Elementary Education
- Minor: Science

## Skills & Abilities

### LEADERSHIP

- 2011-2013 Provide mentoring and support for two, first year, Title I school principals
- 2013 Provided program direction and mentoring for two elementary school principals in the development and implementation of instrumental music programs at their respective schools
- 2004-20012 Provided mentoring and guidance to four assistant principals who became school principals
- 2007-2008 Provided mentoring and support for two, first year, Title I school principals

### RECENT GRANT WRITING

- 2014 Mr. Holland's Opus Foundation, selected to receive instruments for the COPA Orchestra program \$34,000
- 2013 The John F. Kennedy Center for the Performing Arts, Very Special Arts Program, selected as a contractor for teaching-artist services providing instrumental music instruction for students with disabilities \$8,000
- 2013 Teamwork USA Education Foundation grant, The Encore Project, to provide for a Fellowship position to extend the North Palm Beach Elementary instrumental music program to two new school sites \$75,000
- 2013 The Mary and Robert Pew Public Education grant to provide summer reading opportunities for high-needs students \$18,000
- 2012 The Mary and Robert Pew Public Education Foundation grant to support the implementation of Readers Workshop \$18,000
- 2012 The Mary and Robert Pew Public Education Foundation grant to support a STEAM project in mathematics and science \$9,000
- 2010 The Mary and Robert Pew Public Education Foundation grant to support the purchase of musical instruments \$35,000

## Experience

**SCHOOL PRINCIPAL | PALM BEACH COUNTY SCHOOL DISTRICT | MARCH 2004 TO PRESENT**

### North Palm Beach Elementary, June 2010 to present

- Provide leadership for a Title I School of 430 students, 65 staff
- Designed, developed and implemented an Instrumental Music Choice program growing from 60 students in 2011 to over 275 students currently
- Increased a previously declining enrollment by 15%
- Implemented Readers and Writers Workshop in grades K-5, providing professional development and program oversight
- Led teachers of mathematics in developing technology rich, context-based learning experiences, moving away from textbook dependence
- Implemented Marzano teacher development and observations with feedback
- Researched and implemented Choice Time and developmentally appropriate practices in all Kindergarten classrooms
- Designed and provided for student choice in humanities offerings for grades 3-5 allowing children to follow their interests and passions
- Led academic and parent community developing a renewed school mission emphasizing an arts-rich and learner focused campus
- Researched and implemented a program for the gifted, particularly focusing on underrepresented gifted populations
- Researched and implemented programming for social/emotional learning, Morning Meeting Time and Friday Share
- Increased parent involvement significantly through the implementation of the music program, performing arts program and Friday Share
- Provided programmatic input and oversight for the development of educational specifications for a new 28 million-dollar school facility

**Berkshire Elementary School, March 2004 to July 2010**

- Provide leadership for a Title I School of 1,000 students and 110 staff
- Initiated and implemented a Spanish dual language program for K-5 students
- Developed a partnership with the Kingdom of Spain to provide visiting teachers to instruct in the Spanish dual language program
- Implemented Readers and Writers Workshop in grades K-5, providing professional development and program oversight
- Developed and implemented the Team Time project to provide weekly intensive professional development and collegial planning for content area teachers
- Provided programmatic input and oversight for the development of educational specifications for a new 25 million-dollar school facility

**ASSISTANT PRINCIPAL/ESOL COORDINATOR BAK MIDDLE SCHOOL OF THE ARTS, PBCSD, AUGUST 1997 TO MARCH 2004**

- Chairperson for five art departments
- Designed and implemented audition criteria and practices, organizing over 2,000 auditions annually
- Responsible for hiring and training teaching-artists for 5 art departments
- Authored and won an Education Foundation of Palm Beach County grant to investigate cross-generational media art, \$65,000

**CLASSROOM TEACHER / MEDIA SPECIALIST ALLAMANDA ELEMENTARY SCHOOL, PBCSD, AUGUST 1988-AUGUST 1995**

- Provided open-concept library services for 650 students and 55 staff
- Provided instruction for gifted students in grades 3-6
- Nominated for the Minority Teacher of the Year
- Nominated and selected for the I Make a Difference Teacher of the Year
- Nominated for the William T. Dwyer Award for Excellence in Teaching
- Wrote and won several grants to support classroom projects

**REFERENCES**

**Dr. Camille Coleman, PBCSD**

Area 4 Superintendent of Schools [camille.coleman@palmbeachschools.org](mailto:camille.coleman@palmbeachschools.org)

**Mr. Rod Montgomery, PBCSD**

Area 2 Superintendent of Schools [rod.montgomery@palmbeachschools.org](mailto:rod.montgomery@palmbeachschools.org)

**Ms. Debbie Battles, PBCSD**

Director, Elementary Education [debbie.battles@palmbeachschools.org](mailto:debbie.battles@palmbeachschools.org)

**Ms. Marcia Bedasse, PBCSD**

Program Planner, Reading and Writing  
[marcia.bedasse@palmbeachschools.org](mailto:marcia.bedasse@palmbeachschools.org)

Catherine A. Reynolds  
13169 A Quiet Woods Road  
Wellington, Florida 33414  
(561) 753-3609

Professional Experience

Principal- 2013-Present  
Plumosa School of the Arts  
Delray Beach Florida

Accountabilities:

Responsible for the implementation of all areas of instruction, effective teaching strategies, hiring and retaining quality teachers, arts integration, dual language, scheduling, professional development, evaluations, operational budget, Choice allocations, Title 1 compliance, parent involvement, community participation, FCAT planning, preparation, analysis, ESE, ELL, School Based Team, RtI, SAC, PTA, and other duties as required.

Assistant Principal / Magnet - Choice Coordinator 2002-Present  
Palm Springs Middle School  
Palm Springs, Florida

Summer School Site Administrator 2007-2009  
Palm Springs Middle School 2008-2009  
Palm Springs, Florida  
L.C. Swain Middle School 2007  
Lake Worth, Florida

Title 1 Coordinator/ Parent Liaison / Annenberg Coordinator  
Palm Springs Middle School, formally Jefferson Davis Middle School  
Palm Springs Middle School

Teacher 6<sup>th</sup> Grade Reading, Language Arts, Mathematics 1996- 1999  
Palm Springs Middle School, formally Jefferson Davis Middle School  
Palm Springs, Florida

Teacher 4<sup>th</sup> & 5<sup>th</sup> Grade Gifted Mathematics 1995-1996  
New Horizons Elementary School  
Wellington, Florida

Teacher 5<sup>th</sup> Grade 4<sup>th</sup> Grade 1<sup>st</sup> Grade 1986-1996  
Martin Luther King Elementary School  
Fort Lauderdale, Florida

Education

M.S. NOVA Southeastern University 2002  
Educational Leadership

B.S. Long Island University C.W. Post 1985  
Elementary Education

A.S. Nassau Community College 1983  
Early Childhood Education

Presentations

Florida Partners In Education Conference 2001  
"Bring School Home"

Professional Experience

Intergrated Services Coordinator  
SBT/ CORE Team  
SAC Chair  
IIT Committee  
TEAM Trained  
Staff Development Team  
Business Partners Coordinators  
Safety Committee  
5 Star

Professional Affiliations

Phi Delta Kappa

## Adrienne D. Howard

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### **EDUCATION**

- 1999 Master of Science Degree, Educational Leadership  
Nova University, Ft. Lauderdale, Florida
- 1995 Bachelor of Science, Elementary Education  
Florida A & M University, Tallahassee, Florida

### **TEACHING/ADMINISTRATIVE EXPERIENCE**

- Principal, U.B. Kinsey/Palmview Elementary School of the Arts, West Palm Beach, FL 2008-present
- Assistant Principal, Roosevelt Elementary School, West Palm Beach, FL 2000-2008
- Summer School Administrator, Pleasant City Elementary, Westgate Elementary, Roosevelt Elementary 2004-2007
- Fourth and Second Grade Teacher (Grade Chair) Lincoln Elementary, Riviera Beach, FL 1997-2000
- Kindergarten Teacher, Starlight Cove Elementary, Lantana, FL 1996-1997
- First Grade Teacher, West Riviera Elementary, Riviera Beach, FL 1995-1997

### **PROFESSIONAL EXPERIENCE**

- Successfully hiring of instructional/non-instructional personnel
- Responsible for all School based decision making such as Budget, Personnel, Facilities, Student Safety and Learning, Curriculum, Professional Development and Data Analysis
- Demonstrates effective communication skills with the Superintendent's office, Area Superintendent's office, faculty and staff, parents and community stakeholders
- Currently serves on the Steering Principals Committee
- Currently serves on the School's Administrators Support Operations Committee
- Presenter at the Florida American Strings Teacher Association
- Served on the Targeted Selection Interview Committee for Principals
- Facilitated Marzano iObservation walkthrough for Principals
- Conducted observations and evaluations for assistant principal, instructional and non-instructional personnel

### **PROFESSIONAL DEVELOPMENT**

- 2011 Principal, Assistant Principal and Teacher Evaluation Trainings (Marzano and Reeves)
- 2008-10 Summer Principal's Institute and Principal's Academy
- Chief Academic Office (CAO) and Administrators and Supervisor's (A and S) Meetings
- Literacy in Action Center Training
- Classroom Walkthrough, Educational Data Warehouse, and School Improvement Trainings
- SACS Committee chairperson (Southern Association of Colleges and Schools)

### **PROFESSIONAL AFFILIATIONS**

- Association for Supervision and Curriculum Development
- School District of Palm Beach County Administrators Association
- Page Turner Adventures Educational Team Member

### **COMMUNITY AFFILIATIONS**

- Delta Sigma Theta Sorority, Inc.
- Positive Habitat for Aspiring Teens (P.H.A.T.) Board Member
- Salvation Army Afterschool Advisory Member

*References available upon request*



## **NANCY W. KINARD**

**THE SCHOOL DISTRICT OF PALM BEACH COUNTY, FLORIDA**  
**K-12 MATHEMATICS, PHYSICAL EDUCATION, ATHLETICS, HEALTH AND ARTS EDUCATION MANAGER**  
**DEPARTMENT OF K-12 CURRICULUM**

### **OFFICE**

K-12 Curriculum Department  
3300 Forest Hill Boulevard, Suite C-225  
West Palm Beach, FL 33406

E-mail: [nancy.kinard@palmbeachschools.org](mailto:nancy.kinard@palmbeachschools.org)  
Telephone: 561-434-8250 (office)  
561-670-0778 (Blackberry)

### **SPECIALIZED PROFESSIONAL COMPETENCE**

K-12 Mathematics, curriculum development and professional development  
Test Development, Algebra 1 and Geometry

### **PROFESSIONAL EXPERIENCE - TEACHING/ADMINISTRATIVE EXPERIENCE (39 YEARS)**

June 2011 – Present: K-12 Mathematics, Physical Education, Athletics, Health, and Arts Education Manager, K-12 Curriculum Department, Palm Beach County School District

Job Responsibility – Manager for curriculum development and professional development for K-12 Mathematics, Physical Education, Health, Drivers Education and Arts Education; Responsible for 27 employees in department

September 2009 – June 2011: Mathematics Development Team for High School, Test Development Center, Tallahassee

Job Responsibility – Developed the Algebra 1 and Geometry End-of-Course Assessments and the FCAT High School Retake Assessments for Florida Department of Education

April 2009 – September 2009: K-12 Mathematics Manager, Curriculum Development and School Improvement, Palm Beach County School District

Job Responsibility – Manager for K-12 Mathematics

July 2004 – April 2009: Mathematics Program Planner, K-12 Curriculum, Palm Beach County School District

Job Responsibility – Curriculum and professional development for district mathematics teachers

Sep 2002 – June 2004: Title I School Support Specialist, NCLB/Federal Grants

Aug 2000 – Sep 2002: Middle School Mathematics Resource Teacher, Secondary/Career Education

Aug 1994 – Aug 2000: Palm Beach Gardens High School, Mathematics Department Chair June 1998 -

Aug 2000; Pre-Medicine Magnet Coordinator Aug 1994–June 1998 (developed Pre-Med Magnet Program)

Aug 1990 – Aug 1994: Suncoast High School, Mathematics and Biology Teacher in IB Program

Jan 1990 – Aug 1990: North Area District Office, Secondary Curriculum Development Specialist

Aug 1989 – Jan 1990: Suncoast High School, Mathematics Teacher

Aug 1985 – June 1989: Jupiter Middle School, Mathematics Teacher

Aug 1982 – Jun 1985: H.L. Watkins Middle School, Mathematics Teacher

Aug 1978 – Jan 1979: Bullitt Central High School, Shepherdsville, KY, Mathematics Teacher

Aug 1976 – Jun 1978: Shepherdsville Junior High School, KY, Mathematics and Science Teacher

Dec 1975 – Aug 1976: Evangel School, Louisville, KY, Mathematics and Science Teacher

Aug 1974 – June 1975: Bettendorf High School, Iowa, Biology Teacher

### **EDUCATION**

M.S. Secondary Education (Major: Biology, Minor: Mathematics)  
Indiana University

January 1979  
New Albany, Indiana

B.S. Secondary Education (Major: Biology, Minor: Mathematics)  
Auburn University

March 1974  
Auburn, Alabama  
Additional Course

Work: University of California at Berkeley, AP Statistics, Summer 1999; University of North Florida, AP Statistics, Summer 1997, 1998; Western Illinois University, Implementing the NCTM Standards in Geometry, Summer 1992; Quantitative Literacy, Summer 1992

## **SELECTED RECENT ACTIVITIES**

### **PROFESSIONAL, SCHOOL AND COMMUNITY**

**Palm Beach County Council of Teachers of Mathematics:** Member since 1982; President 1986-87; Vice President 1985-86; Executive Council 1985 – Present

**Florida Council of Teachers of Mathematics (FCTM):** Member since 1985; Executive Board: President 2006-2008; Conference Assistance 2009-Present, Membership Chair 2000-2005, Secretary 1995-99, Region X Director 1992-95; FCTM Annual Conference Chairman 2006-2008, 2010-2011; FCTM Annual Conference Registration Chair 1995, 2001, 2002, 2005; FCTM Conference Vendor/Exhibitor Chair 2009

**National Council of Teachers of Mathematics (NCTM):** Member since 1985; 2000 NCTM Conference; Attended national conferences 1992-2005

**Florida Association of Mathematics Supervisors (FAMS):** Member since 2002

**Florida Mathematics Presidential Awardees Association (FMPA<sup>2</sup>):** Member since 1996

**Academic Games:** Executive Board of Directors for the National Academic Games Leagues of America (AGLOA) 1997-Present, Treasurer 1998-Present, National Middle School Director since 1990, Palm Beach County Director since 2004, Coach – Local, State, National since 1982

### **LEADERSHIP**

#### **National/State:**

- 2013 Partnership for the Assessment of Readiness for College and Career (PARCC) Mathematics State Educator Item Review Committee
- 2013 Florida Postsecondary Education Readiness Test (P.E.R.T.) Standards Setting Committee
- 2012 Presented for the Florida Department of Education (DOE) the 6-12 Mathematics *Common Core State Standards* (CCSS) at the DOE Summer Institutes
- 2011-12 Florida Department of Education (FLDOE) Algebra Committee to align Algebra 1, Algebra 2 and Advanced Algebra high school courses to the CCSS
- 2011 Algebra 1 Standards Setting Committee
- 2009-12 P.E.R.T. committee and reviewer
- 2009-11 Presidential Award for Excellence in Mathematics and Science Teaching State Selection Committee
- Narrated 2010 Response to Intervention statewide video for elementary mathematics
- 2006-08 Florida Council Teachers of Mathematics President
- 2007 *Next Generation Sunshine State Standards* (NGSSS) for Mathematics Frameworks developer
- 2007-09 FLDOE Committees - College Readiness, American Diploma Project
- 2006-09 Florida Comprehensive Assessment Test Committees - Content Advisory, Range Finder, Item Review

### **HONORS**

2011: Florida Mathematics Educator of the Year, Kenneth P. Kidd Award

1994-2006: Who's Who Among America's Teachers

2000: Finalist, Dwyer Award for Outstanding Senior High School Teacher

2000: 20<sup>th</sup> Century Outstanding National Academic Games Coach

1999: Palm Beach County High School Mathematics Teacher of the Year

1998: Tandy Technology Nominee for Mathematics, Science and Computers

1996: Florida Presidential Award for Excellence in Mathematics Teaching

1995: Palm Beach Post Teacher of the Week

1995: Tandy Technology Nominee for Mathematics, Science and Computers

1993: Finalist, Dwyer Award for Outstanding Senior High School Teacher

1993: Finalist, Teacher of the Year for Palm Beach County

1989: "I Make A Difference" Award Winner

1988: Palm Beach County Middle School Mathematics Teacher of the Year

1988: National Academic Games Outstanding Coach

## MARY HELEN ARBOGAST

Email: [maryhelen.arbogast@palmbeachschools.org](mailto:maryhelen.arbogast@palmbeachschools.org)

3300 Forest Hill Blvd., D-9793  
West Palm Beach, Florida 33406  
Telephone: (561) 434-7302

### PROFESSIONAL CERTIFICATION

Florida Professional Educator's Certificate  
July 1, 2011 - June 30, 2016  
Department of Education # 406641

*Areas of Certification:*  
Education Leadership; Journalism;  
English; Reading; ESOL

### PROFESSIONAL EXPERIENCE

#### *The School District of Palm Beach County, Florida: 1976 - Present*

2004 - Present	Grants Administration Coordinator	Division of Curriculum & Learning Support, Grants Administration
2000 - 2004	Director, Magnet Programs and School Choice	Department of Magnet Programs, School Choice, Equity Opportunity
1997 - 2000	Manager, Magnet Schools and Programs	Department of Student Assignment, Magnet Programs and Parent Options
1995 - 1997	Assistant Principal and Magnet School Coordinator	Roosevelt Middle Magnet School for Mathematics, Science, & Technology
1993 - 1995	Program Planner, Magnet Schools and Programs	Division of Instruction/Pupil Services
1991 - 1993	Asst. Administrator to the Assistant Superintendent Asst. Administrator to the Associate Superintendent	Division of Instruction/Pupil Services Division of Instruction
1989 - 1991	Magnet Curriculum and Planning Specialist	Center for Magnet Schools
1987 - 1989	Secondary Curriculum Specialist	North Area Administration
1976 - 1987	Teacher-English/Reading/Writing/Journalism; Dept Chair; Newspaper Adv.; Track Coach	
1980 - 2000	Adjunct Instructor, Nova Southeastern University; Graduate Reading, TESOL, Grant-Writing	

### EDUCATION

#### MASTER'S DEGREES (M.S.)

1992 - Educational Leadership  
1981 - Reading Education

Nova Southeastern University  
Ft. Lauderdale, Florida

#### BACHELOR'S DEGREE (B.A.)

1976 - English, Journalism

Florida State University  
Tallahassee, Florida

### PROFESSIONAL AFFILIATIONS

2005 - Present	Florida Grants Developers Network K-12 (FGDN K-12)	Immediate Past President, Executive Board of Directors
2007 - Present	Palm Beach County Resource Development Consortium	Current Chair/Co-Founder
2005 - Present	Grants Professionals Association	Member
2005 - Present	Southeast Florida Grants Collaborative	Member
1990 - Present	Association for Supervision and Curriculum Development	Member
1990 - Present	FL Association for Supervision & Curriculum Development	Member, Past President, Past Executive Board Member
1998 - 2006	Magnet Schools of America (MSA)	Board of Directors, Elected MSA Director for Southeastern MSA Merit Committee Chair
2002 - Present	Leadership Palm Beach County	Graduate, Class of 2003

Assistant Superintendent, Division of Teaching and Learning

# Keith Oswald

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## Education

### Education Specialist, Educational Leadership

August 2001 Florida Atlantic University Boca Raton, FL

### Masters of Education, Educational Leadership

August 1996 Florida Atlantic University Boca Raton, FL

### Bachelor of Science, Exceptional Education and Elementary Education

May 1993 State University College at Buffalo Buffalo, NY

### Associates of Humanities, Liberal Arts

December 1990 Niagara County Community College Sanborn, NY

## Certification

(Florida) Educational Leadership, School Principal, Elementary Education 1-6, Varying Exceptionalities K-12, School Principal K-12

(New York) School Administration and Supervision, Elementary Education and ESE

## Professional Experience

### April 2012-Present School District of Palm Beach County Assistant Superintendent Assistant Superintendent of Curriculum and Learning

- Provides leadership and supervision for Pre-K Programs, Elementary Education, Secondary Education, Multicultural Education. Exceptional Student Education and Instructional Support.
- Provides leadership in implementing the Sunshine State Standards and Curriculum Frameworks.
- Collaborates with departments, areas, and schools to ensure District compliance with State and Federal legislation.
- Collaborates with divisions and departments in District-wide comprehensive planning and policy development.
- Provides leadership in the development of aggressive strategies to enhance school progress toward school-based and system-based objectives.
- Maintains communication with legislators, the Florida Department of Education and appropriate organizations/associations regarding school improvement curriculum and accountability measures of proposed legislation to the local school district.
- Collaborates with other divisions and departments in the development of the District's legislative program; assists in monitoring proposed State and Federal legislation related to curriculum, learning support, accountability and school improvement.
- Analyzes student achievement data and makes curriculum implementation decisions based on results.
- Provides leadership in recommending professional development for teachers and administrators that supports alignment of assessment, curriculum and instruction.
- Provides support to schools and area staffs in their efforts to improve student achievement

### June 2011-April 2012 School District of Palm Beach County Assistant Superintendent of Safety and Learning

- Expanded AVID from 6 schools to 20 schools
- Supervised implementation of Advanced Placement Incentive Program Grant
- Implemented the High School Initiative Grant
- Ensured the use of Single School Culture for Academics and Behavior
- Began the review and reorganization of Alternative Schools
- Partnered with Palm Beach State for vertical alignment for high school to college
- Organized Guidance Services
- Ensured success of Positive Behavior Support
- Provided support and oversight to the gang task force
- Ensured the safety of all schools
- Developed mentor program for principals and assistant principals

**June 2008-May 2011 School District of Palm Beach County-Boynton Beach, FL**

**Principal-Boynton Beach Community High**

- Led the school from a letter grade of a D to a letter grade of an B
- Developed Single School Culture in Academics and Behavior
- Implemented Positive Behavior Support
- Raised graduation rate from 66% to 80%
- Executed secondary reading program that continues to produce positive results
- Increased teacher capacity through targeted professional development
- Supported efficacy increase in teachers and students
- Achieved an increase of 70% of students tacking advanced coursework
- Partnered with the PEW Fund to provided targeted researched professional development
- Targeted student growth through the Lesson Study process
- Cross trained administrative staff as instructional leaders
- Trained over 20 teachers in AVID strategies and implementation to become an AVID school

**June 2007-2008 School District of Palm Beach County**

**Restructuring Administrator**

- Provided support for principals at low achieving elementary and middle schools
- Used data to tailor support to each school's needs
- Increased principal and teacher capacity through targeted professional learning
- Provided professional development for teachers and principals
- Assisted with targeted goal setting at schools
- Conducted systematic data chats with School Leadership Teams

**May 2005-June 2007- New York City Board Of Education**

**Local Instructional Superintendent (LIS)**

- Supervisor for 10 K-8 schools located in the Bronx, NY
- Provided support to principals on all school related issues including use of data to inform decisions
- Reviewed, approved and monitored school budgets
- Implemented district developed curriculum calendars
- Instructed principals and assistant principals in development of leadership skills
- Developed professional learning community with principals of network schools
- Provided targeted professional development to principals and school staff
- Supervised team of specialists in providing targeted professional development
- Guided development of comprehensive program for ESE students
- Provided support to Schools Under Restructuring
- Developed partnerships between schools, parents and community based organizations
- Collaborated with secondary institutions including Teacher's College, Harvard University, Penn State and Lehman College

**May 2000- May 2005 School District of Palm Beach County-Lake Worth, FL**

**Principal - South Grade Elementary**

- Title I School ( 875 students, 95% free and reduced lunch, 60% ESOL, 55% Hispanic, 35% African American, 10% White and other)
- Opened as new school in August of 2000, emphasis on balanced literacy, professional development, and creating a caring learning community for students and staff
- Implemented Comprehensive School Reform Grant
- Led the school from a letter grade of a D to a letter grade of an A

**June 1999-May 2000 School District of Palm Beach County-Boynton Beach, FL**

**Assistant Principal – Coral Reef Elementary**

**Oct. 1997-June 1999 School District of Palm Beach County – Boynton Beach, FL**

**Assistant Principal - Manatee Elementary**

**Teacher of Varying Exceptionalities - Verde Elementary School-1996-1999**

**Barton Elementary School-1993-1996**

**References**

**Available Upon Request**

PR/Award # U351D140111

# E. Wayne Gent

2198 SW Mainsail Terrace

Stuart, Florida 34997

561-758-9318

Email: [ewgent@bellsouth.net](mailto:ewgent@bellsouth.net)

## EDUCATION

Post Graduate Studies: Educational Leadership, Florida Atlantic University, Jupiter, Florida  
Master of Education: Education Administration, University of Georgia, Athens, Georgia  
Bachelor of Arts: History, Mars Hill College, Mars Hill, North Carolina

## WORK HISTORY

2012-Present	Superintendent of Schools	Palm Beach School District
2011-2012	Chief Officer of Administration	Palm Beach School District
2008-2011	North Area Superintendent	Palm Beach School District
2006-2008	Principal, William T. Dwyer High School	Palm Beach School District
2003-2006	Assistant Superintendent, Curriculum & Learning Support	Palm Beach School District
2000-2003	North Area Superintendent	Palm Beach School District
1997-2000	Principal, St. Lucie West Middle School	St. Lucie School District
1996-1997	Principal in Residence	FL Department of Education
1993-1996	Principal, Fort Pierce Westwood High School	St. Lucie School District
1991-1993	Principal, Forest Grove Middle School	St. Lucie School District
1985-1991	Assistant Principal, Ft Pierce Central & Port St. Lucie High Schools	St. Lucie School District
1976-1985	Teacher	St. Lucie School District Okeechobee School District Hart County, GA School District Miami Northwest Christian Academy

## PROFESSIONAL LEADERSHIP EXPERIENCES

- Guided efforts to achieve honest and direct communication with academic and operation departments, resulting in increased inter-departmental support and collaboration on system-wide projects.
- Positive record of diverse hiring practices. As Area Superintendent, achieved a 63% diversity rate in hiring principals.
- Maintains open and candid relationships with the School Board Members.
- Served as the leader of the Palm Beach County School District's successful effort to pass a half-cent sales tax referendum for new school construction and renovations.
- Provided instructional and curriculum leadership that resulted in the first "A" rating for Palm Beach County School District.
- Provides quality District leadership and support services for over 180 schools.
- Responsible for ensuring 41 schools met district, state, and federal goals, objectives, policies, and laws. Area consisted of 27 elementary schools, 8 middle schools, 5 high schools and one ESE center.
- Directed departments of Elementary Curriculum, Secondary Curriculum, Early Childhood Development, Title/Federal Programs, Choice/Career Education, Adult/Community Education and Multicultural, Human Resources, Employee Relations, Labor Relations, Public Affairs and School Police.

- Created opportunities with principals for collaboration for professional development, sharing best practices and awareness of policies and procedures.
- Assisted in developing and implementing Accelerated Academic Achievement Plan, which provided intensive academic support for schools with highest level of need.
- Established a new Early Childhood Department to provide quality education services and technical support to schools and community based childcare centers.
- Initiated the establishment of an International Baccalaureate Diploma Program.
- Increased academic and dual enrollment opportunities through expanded articulation agreements with Florida Atlantic University and Palm Beach Community College.
- Coordinated initial district wide plan for School Choice to meet federal requirements of NCLB.
- Increased gifted curriculum opportunities.

### IMPROVING STUDENT ACHIEVEMENT

- Directed and supported schools in the planning and implementation of academic initiatives through the use of data analysis and aggressive strategies to increase student performance.
- Selected, supervised and evaluated appropriate instructional support teams to assist schools with instructional needs.
- Provided professional development that aligns with the needs of schools.
- In first year as principal, guided Dwyer High School to an "A" rating. Dwyer was previously rated as a "C" for several years. Academic performance of all students increased significantly. "A" rating maintained in second and final year as principal.
- Expanded Advanced Placement (AP) course offerings to provide students with more rigorous and in-depth learning experiences.
- Increased enrollment of minority students in Advance Placement and other high level courses.
- Strengthened course offerings in Career Academies, which led to increased student enrollment.

### COMMUNITY AND STAKEHOLDER RELATIONSHIPS

- Established ongoing communication and involvement with parents and diverse community groups on matters pertaining to area schools and the School District.
- Collaborated with business partners and industry to ensure that the focus of Career Academies was aligned with local industry standards.
- Established and maintained effective communication and public relations with city municipalities and local chambers of commerce.
- Established and maintained effective communication with State Legislators, Florida Department of Education, and appropriate organizations in the development of the School District's legislative priorities.

### MANAGEMENT

- Directed and supported principals in the development of a school-by-school plan to meet class size requirements.
- Provided leadership in the development of the operating budget and monitored school budgetary decisions.
- Developed and monitored departmental budgets and the appropriation of Federal/Title allocations for the District.
- Selected, supervised and evaluated performance of area principals.

- Developed sixth grade centers in targeted elementary schools to optimize capacity.
- Served as editor of *The Principal Resource*, the official Department of Education publication to inform principals and school districts of new initiatives and legislation.

#### PROFESSIONAL RECOGNITION

- Selected by Commissioner of Education, Frank Brogan, to serve as *Principal in Residence* for Florida
- SUNSPRA Gold Medallion Award for Effective Communication
- Selected by Superintendent to open two new schools
- Recognized by The Florida Department of Education as "Turn Around Principal"
- National and State Recognition for Exemplary Tech Prep Programs
- Redbook Magazine "America's Best School Project"
- U.S. Department of Education Honorable Mention "The New American High School"

#### PROFESSIONAL ORGANIZATIONS

- Florida Association of School Administrators
- Phi Delta Kappa
- Association for Supervision and Curriculum Development

References available upon request

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Arts Integration Cohort Project (AICP) – Where Teaching is an Art Form**

<b>Budget Narrative</b>					
<b>1. PERSONNEL</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Justification</b>
<u>Project Director</u> <i>(1.0 FTE)</i>	\$74,450	\$74,450	\$74,450	\$74,450	<u>The Project Director</u> (1.0 FTE, 100% time on project) will ensure high quality implementation, sustainability, and replication of the project’s successes. The Project Director will provide leadership and oversight for overall administration, planning, implementation, coordination, and evaluation of the project, and will define, monitor, develop, and communicate the project’s purpose and goals to the school community and beyond. The Project Director will manage day-to-day project operations (i.e., collaboration w/principals, teachers, partners, teaching artists, curriculum integration teams, steering committee, training schedules, budget management, evaluation, etc.), will collect/analyze data and work closely with the external evaluator and steering committee to implement continuous improvement model. Salary is based on district-average for comparable 12-mo. position; actual salary may vary based on individual hired and that employee’s salary with district, i.e., years of experience and educational degrees.
<u>Technology &amp; Arts Coordinator</u> <i>(1.0 FTE)</i>	\$49,600	\$49,600	\$49,600	\$49,600	<u>Technology &amp; Arts (Art-Tech) Coordinator</u> (1.0 FTE, 100% Time on project) will train, model, support arts and arts-integration teachers in a variety of technology uses for documentation, instruction, and will bring arts/tech curriculum integration expertise to all stages of planning and implementation, including the monitoring of goals, objectives, and activities. The Tech Coordinator will work closely with the Arts Curriculum Integration Teams, and will order, facilitate distribution, and inventory project materials & technology to support each school’s implementation. The Tech Coordinator will provide on-site support for use of new technologies, model integrated arts lessons, and provide technical assistance to teachers and staff at each site. Salary based on district-average for comparable 10-month position w/3% annual cost of living increase; actual may vary based on employee’s salary with the district, i.e., variables such as years of experience and educational degrees
<u>Extra Duty Days</u> <i>\$250 per day x 20 days per year</i>	\$5,000	\$10,000	\$10,000	\$10,000	<u>Extra Duty Days</u> – Arts-Tech Coor position scheduled for 10-mo teacher work year. To carry out duties during summer/weekends, 20 extra duty days per year are necessary for work with arts integration teams, partners, to prepare for opening of school each year. Daily rate based on individual’s salary/may vary depending on to be hired.

**Arts Integration Cohort Project (AICP) – Where Teaching is an Art Form**

<p><b><u>Professional Development Supplemental Pay/teachers work s post-duty hrs</u></b></p> <p><b><u>Saturday Workshop Series</u></b> 60 teachers (15/school) x 5 Saturdays x 3 hours each x \$20.50/hour \$18,450</p> <p><b><u>Summer Institute</u></b> (4 days in Aug.) 100 teachers (25/school) @ \$20.50 per hour x 4 days x 6 hours/day =\$49,200.year</p> <p><b><u>Winter Institute</u></b> 100 teachers @ \$20.50 per hour x 6 hours x 1 Sat, in Dec.- \$12,300/yr</p>	\$79,950	\$79,950	\$79,950	\$79,950	<p><b><i>Professional Development</i></b> - high quality professional development is a foundational element of this project. PD in arts integration and new technologies for teachers in the 4 schools, including Saturdays, Summer Institutes, and Winter Institute. Professional Development events will be held at partnership venues, including Kravis Center for the Performing Arts, Palm Beach County Cultural Council’s Galleries, the Center for Creative Education, and others. Teaching artists are national arts integration experts, including teaching artists from the Kennedy Center and the Chicago Arts Partnerships in Education;</p>
<p><b><u>Curriculum Development - Arts Int. Teams</u></b> 8 teachers x 4 x \$20.50/hr x 60/hrs</p>	\$39,360	\$39,360	\$39,360	\$39,360	<p><b><u>Curriculum Development</u></b> - Supplemental pay/teachers to work on curriculum development w/arts integration teams during summer/Saturdays. 8 teachers per school for 60 hours/year @ 20.50 /hour based on union-negotiated hourly rate/curriculum development</p>
<p><b><u>Substitutes</u></b> @ \$70 per day 4 schools x 10 subs x \$70/day per day x 4 days per year</p>	\$11,200	\$11,200	\$11,200	\$11,200	<p><b><u>Substitutes</u></b> will cover classes enabling the teachers to participate in PD from teaching artists during the school-day – subs in 4 target schools for 4 days of CETA Teaching Artists/Integration Training (i.e. Kennedy Center Teaching Artists w/Kravis Center of Performing Arts, Morikami Museum, Creative Center) and to present at national arts conferences as part of dissemination teams.</p>
<p><b>Subtotal Personnel</b></p>	<b>\$ 259,560</b>	<b>\$ 259,560</b>	<b>\$ 259,560</b>	<b>\$ 259,560</b>	<p><b>4- Year Personnel</b>                      <b>\$ 1,038,240</b></p>

**Arts Integration Cohort Project (AICP) – Where Teaching is an Art Form**

<b>2. BENEFITS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Justification</b>
Salary @ 17.7 % x 2.0 FTE (\$124,050)	\$21,956	\$21,956	\$21,956	\$21,956	Fringe benefits based on 17.7% of gross salary; FICA, Retirement, Medicare, Worker’s Comp
Health/Life Ins @ \$7,500 per FTE x 2	\$15,000	\$15,000	\$15,000	\$15,000	Cost for health/life insurance at District flat rate of \$7,500 per year for each full time grant employee
Extra Duty Days @ 26.7%	\$1,335	\$2,670	\$2,670	\$2,670	Fringe benefits @ 26.7 % of extra duty day pay (FICA, Medicare, Retirement, Worker’s Comp)
Supplemental hourly pay for teachers @ 26.7%	\$4,599	\$4,599	\$4,599	\$4,599	Fringe benefits based on 26.7% of teachers’ supplemental pay for curriculum development and training (FICA, Medicare, Retirement, Worker’s Comp)
Substitutes@ 3.4 %	\$381	\$381	\$381	\$381	Sub fringe benefits@ 3.4 % for Medicare & Workers Comp
<b>Subtotal Benefits</b>	<b>\$43,271</b>	<b>\$ 43,271</b>	<b>\$ 43,271</b>	<b>\$ 43,271</b>	<b>4-Year Fringe Benefits \$ 173,084</b>
<b>2. TRAVEL</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Justification</b>
<u>In-District Travel</u> @ .445 cents/mile x 1,800 miles	\$801	\$801	\$801	\$801	The Manager and the Technology/Arts Coordinator to drive 1,800 m/per year within the district for project duties, i.e., drive round-trip to 4 schools, to training venues, to partner sites and partner meetings
<u>Out-of-District Travel Flight</u> \$350/person Hotel \$250/person per night; meals/ misc @ \$50/day  (Estimated out-of-state @ \$1000 /day per person. Estimated in-state @ \$500/ day per person (i.e., \$.445 gallon gas rather than flight)	\$10,000	\$10,000	\$10,000	\$10,000	Dissemination teams travel to present AICP initiative, i.e. model lessons, best practices, PD modules, evaluation data. Teams include project staff, teachers, principals, partners to attend state/national arts ed. conferences, seminars, meetings, including: <ul style="list-style-type: none"> <li>• Kennedy Center CETA workshops – 10 persons (2 per school + 2 district or partner) x \$1000 per day x 3 days = \$30,000</li> <li>• Arts Education Partnership Forums – 5 persons x \$1000 per day x 3 days = \$15,000</li> <li>• Art Schools Network Conferences: 3 persons x \$1,000 x 3 days = \$9,000</li> <li>• Florida Arts Alliance Network Conference= 10 persons x \$500 x 3 days = \$15,000</li> </ul>
<u>Out-of-State Travel</u> National Project Directors’ Meeting	\$1,000	\$1,000	\$1,000	\$1,000	Project Director to attend annual AEMMD Grant Meeting in DC w/US DOE grant officers (\$350 air + \$250 hotel x 2 nights + \$50/day x 3 days meals/miscellaneous costs (i.e. taxi, tolls, etc.)
<b>Subtotal Travel</b>	<b>\$11,801</b>	<b>\$ 11,801</b>	<b>\$ 11,801</b>	<b>\$ 11,801</b>	<b>4-year Travel \$ 47,204</b>

**Arts Integration Cohort Project (AICP) – Where Teaching is an Art Form**

<b>3. EQUIPMENT</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Justification</b>
Laptops, monitors, docking stations, keyboards, mice, speakers @ \$1,500 x 2 + Laser printers @ \$495 x 2	\$3,390	-0-	-0-	-0-	Project staff (total 2) use laptops for work in district office in docking station w/keyboard, mouse, monitor, speakers, and carry laptop on road for project site visits and partner meetings. (District will provide office space for 2 project staff, furniture, use of office copiers, and clerical, wireless internet, e-mail, MIS, district database, as well as full access to school/district training venues))
iPad Labs iPads @ \$690 each x 20 x 4 schools =	\$55,200	\$55,200	\$55,200	\$55,200	iPad Lab for technology-infused instruction/creative student learning projects. With the purchase of 20 iPads per year, per school, the schools will have a primary lab and an intermediate lab by the 3 <sup>rd</sup> year. \$20,700 for 1 iPad Lab x 4 schools = \$82,800
PowerSync Cart @2,560 x 4 schools	\$10,240		\$10,240		PowerSync Cart to store, charge, sync, secure, transport up to 30 iPads to move, as needed, from class to class. \$2,560/cart x 4 schools = \$10,240
<b>Subtotal Equipment</b>	<b>\$ 68,830</b>	<b>\$ 55,200</b>	<b>\$ 68,830</b>	<b>\$ 55,200</b>	<b>4 Year Equipment \$ 248,060</b>
<b>4. SUPPLIES</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Justification</b>
Digital Cameras @ \$325 ea x 10 cameras x 4 schools = \$13,000	\$13,000	\$13,000	\$13,000	\$213,000	Digital Cameras to support student learning projects as well as documentation, dissemination, website, presentations. \$325 ea x 10 cameras x 4 schools
Integrated Visual Arts Curriculum Materials, Instructional Supplies, and Software for 4 project schools (K-5)	\$2,000	\$2,000	\$2,000	\$2,000	For the development and implementation of <u>visual arts standards-based instruction and integration into the core academic curriculum</u> in the 4 project schools, staff will purchase supplies to prepare instructional resource packets for teacher training, supplies to develop integrated curriculum, and to purchase instructional materials and supplies for classrooms to support student academic improvement, including their skills in creating, performing and responding to the arts. \$2,000 x 4 schools
Integrated Drama and Dance Curriculum Materials,	\$2,000	\$2,000	\$2,000	\$2,000	To develop and implement <u>theatre arts/drama standards-based instruction into the core academic curriculum</u> in the 4 project schools, staff will purchase supplies to prepare instructional resource packets for teacher training, supplies to develop integrated

**Arts Integration Cohort Project (AICP) – Where Teaching is an Art Form**

Software, and Instructional Supplies for 4 project schools (K-5)					curriculum, and to purchase instructional materials and supplies for classrooms to support student academic improvement, including their skills in creating, performing and responding to the arts
Integrated Music and Dance Curriculum Materials, Instructional Supplies, and Software 4 project schools (K-5)	\$2,000	\$2,000	\$2,000	\$2,000	To develop and implement of <i>music standards-based instruction and integration into the core academic curriculum</i> in the 4 project schools, staff will purchase supplies to prepare instructional resource packets for teacher training, supplies to develop integrated curriculum, and to purchase instructional materials and supplies for classrooms to support student academic improvement, including their skills in creating, performing and responding to the arts
Flash Drive per student/per year portfolios – 2,235 x \$5 per unit	\$5,175	\$5,175	\$5,175	\$5,175	Record of authentic assessment for students to be kept on flash drive/ when appropriate and with permission, to be shared for project documentation
<b>Subtotal Supplies</b>	<b>\$ 24,175</b>	<b>\$ 24,175</b>	<b>\$ 24,175</b>	<b>\$ 24,175</b>	<b>4-Year Supplies \$ 96,700</b>
<b>5. Contractual</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Justification</b>
<u>External Evaluation</u> DKH Educational Consulting, Inc.	\$50,000	\$50,000	\$50,000	\$50,000	Experienced, external project evaluator will conduct provide all formative, continuous improvement, and summative evaluations; will conduct multiple on-site visits annually; will collect and analyze and report on qualitative and quantitative data; will conduct data analysis of student achievement of target schools and matched-comparison schools; provide professional services, interim reports, and end-of-year reports to project manager and schools.
Arts Integration Teaching Artists	\$20,000	\$20,000	\$25,000	\$25,000	Professional teaching artists will supplement and help deliver integrated arts curriculum and practices integrating the arts into STEAM (science, technology, engineering, arts, and math) studies, Common Core curriculum, and reading
Morikami Museum	\$8,650	\$8,650	\$8,650	\$8,650	Partnership Services include curriculum development, PD for teachers, resource books, educator guest speakers, materials
Kravis Center for Performing Arts	\$20,000	\$20,000	\$20,000	\$20,000	Partnership Services include professional development, materials, teaching artists residencies

**Arts Integration Cohort Project (AICP) – Where Teaching is an Art Form**

<b>Subtotal Contractual</b>	<b>\$ 98,650</b>	<b>\$ 98,650</b>	<b>\$ 98,650</b>	<b>\$ 98,650</b>	<b>4-Year Contractual \$ 394,600</b>
<b>6. Construction</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Justification</b>
	-0-	-0-	-0-	-0-	Non-Construction Grant -0-
<b>7. Other</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Justification</b>
Project Documentation and Dissemination	\$6,500	\$6,500	\$6,500	\$6,500	Data collection costs (Absolute Priority) and Dissemination costs including printing, video development, postage, interactive website design, development, maintenance and dissemination
Registration Fees (i.e. conferences) \$250/person x 28/year = \$7,000	\$7,000	\$7,000	\$7,000	\$7,000	Teams of project staff with teachers, principals, and partners will travel to present project at state and national conferences, Seminars, etc. for dissemination purposes
<b>Subtotal Other</b>	<b>\$ 13,500</b>	<b>\$ 13,500</b>	<b>\$ 13,500</b>	<b>\$ 13,500</b>	<b>4-Year Other \$ 54,000</b>
<b>8. Total Direct Costs (1-8)</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>4-Year Total Direct Costs</b>
	\$519,787	\$506,157	519,787	506,157	\$2,051,888
<b>9. Indirect Costs</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>4-Year Total Indirect Costs</b>
@ 2.55 %	13,254	12,907	13,254	12,907	52,322
<b>10. Stipends</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>4-Year Total Stipends</b>
	-0-	-0-	-0-	-0-	No Stipends -0-
<b>11. Total Costs</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>4-Year Grand Total Costs</b>

**Arts Integration Cohort Project (AICP) – *Where Teaching is an Art Form***

<b>Project Grand Total</b>	<b>\$ 533,041</b>	<b>\$ 519,064</b>	<b>\$ 533,041</b>	<b>\$ 519,064</b>	<b>\$ 2,104,210</b>
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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

The School District of Palm Beach County

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	259,560.00	259,560.00	259,560.00	259,560.00		1,038,240.00
2. Fringe Benefits	43,271.00	43,271.00	43,271.00	43,271.00		173,084.00
3. Travel	11,801.00	11,801.00	11,801.00	11,801.00		47,204.00
4. Equipment	68,830.00	55,200.00	68,830.00	55,200.00		248,060.00
5. Supplies	24,175.00	24,175.00	24,175.00	24,175.00		96,700.00
6. Contractual	98,650.00	98,650.00	98,650.00	98,650.00		394,600.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	13,500.00	13,500.00	13,500.00	13,500.00		54,000.00
9. Total Direct Costs (lines 1-8)	519,787.00	506,157.00	519,787.00	506,157.00		2,051,888.00
10. Indirect Costs*	13,254.00	12,907.00	13,254.00	12,907.00		52,322.00
11. Training Stipends						
12. Total Costs (lines 9-11)	533,041.00	519,064.00	533,041.00	519,064.00		2,104,210.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): FL DOE

The Indirect Cost Rate is 2.55 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization The School District of Palm Beach County	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Edrick	<input type="text"/>	Rhodes	<input type="text"/>

Address:

Street1:	3300 Forest Hill Boulevard, Suite C-225
Street2:	<input type="text"/>
City:	West Palm Beach
County:	<input type="text"/>
State:	FL: Florida
Zip Code:	33406-5813
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(561) 434-8161	(561) 434-8475

Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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