

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

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. Robert Rudolph

Official School Name: Brandon Academy

School Mailing Address:  
801 Limona Road  
Brandon, FL 33510-2830

County: Hillsborough    State School Code Number\*: N/A

Telephone: (813) 689-1952    Fax: (813) 651-4278

Web site/URL: www.brandon-academy.com    E-mail: rudolph@brandon-academy.com

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: N/A

District Name: N/A    Tel:

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: N/A

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

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

## PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

Does not apply to private schools

**SCHOOL** (To be completed by all schools)

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

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

4. 10 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	13	6	19	<b>6</b>	16	9	25
<b>K</b>	15	17	32	<b>7</b>	10	12	22
<b>1</b>	19	15	34	<b>8</b>	20	9	29
<b>2</b>	12	14	26	<b>9</b>	0	0	0
<b>3</b>	13	8	21	<b>10</b>	0	0	0
<b>4</b>	9	7	16	<b>11</b>	0	0	0
<b>5</b>	19	8	27	<b>12</b>	0	0	0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							251

6. Racial/ethnic composition of the school: 4 % American Indian or Alaska Native  
8 % Asian  
10 % Black or African American  
8 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
70 % White  
0 % Two or more races  
100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 10 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1.	251
(5)	Total transferred students in row (3) divided by total students in row (4).	0.104
(6)	Amount in row (5) multiplied by 100.	10.359

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

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

10. Students receiving special education services: 0 %

Total Number of Students Served: 0

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

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

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>22</u>	<u>2</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>2</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>28</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 11 :1

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	95%	97%	96%
Daily teacher attendance	98%	99%	99%	99%	99%
Teacher turnover rate	6%	3%	3%	9%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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

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

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

## PART III - SUMMARY

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The mission of Brandon Academy is to educate children in an environment of respect coupled with a commitment to quality education in a challenging program for students of average to above-average ability. The faculty and staff are dedicated to developing well-rounded young people. The curriculum is advanced, but has the flexibility to meet the individual needs of all students. Brandon Academy students love school. While this sounds simple, making education enjoyable requires highly trained, creative, motivated professionals working together and believing in a common ideal.

Brandon Academy was established in 1970 as an independent school in a suburb east of Tampa, Florida. It remains the only school in the area accredited by the Florida Council of Independent Schools. Brandon Academy serves a need in the community for a school without a religious affiliation. The school attracts a diverse population, including children from every religion, culture and ethnicity living in our region. Brandon Academy enrolls students in grades PreK3 through 8<sup>th</sup>. The school has a faculty-student ratio of 11:1. This makes it possible to best address the intellectual, social, emotional and physical needs of students.

The instructional emphasis is on foundational skills, particularly in reading, math, language and writing. A stimulating curriculum balanced with hands-on activities promotes creativity, curiosity and the joy of learning. Students typically work one to two years above grade level. All students use interactive SMART boards and work in the school computer and science labs.

In addition to the core curriculum, a focus on a well-rounded educational experience is achieved. Beginning in Pre-K3, students are exposed to computer, art, music, physical education, library skills, and a foreign language. In the middle school, increased specialization in these areas is provided through courses such as web design, performing chorus, drama, ceramics, painting, yearbook and photography.

The students' experience is supported by a unique discipline plan that allows them to have ownership in their school. Students organize and lead their own Student Council as well as the Honor Board. Students are proud of their contribution to charitable activities, which are a tradition at Brandon Academy. All grade levels have the opportunity to participate in fund raising activities that are both fun and for a good cause. St. Jude's Mathathon, Pasta for Pennies for Leukemia, UNICEF, Jump Rope for Heart and Hop-a-Thon for MDA are just a few examples. Leadership, working together for common goals and social consciousness are all hallmarks of the students of Brandon Academy.

Brandon Academy proves every day that it is not necessary to "teach to the test" or to sacrifice creative assignments, art, music, physical education, field trips and other enrichment that make learning fun. What sets Brandon Academy apart is providing students the opportunity for learning beyond the classroom. Frequent

off-campus field trips to museums, zoos, theatres, and historical sites such as the Tampa Museum of Art, Big Cat Rescue, Tampa Bay Performing Arts Center, and Edison House occur. Brandon Academy regularly hosts book authors, animal encounters, science demonstrations and even a hot air balloon demonstration. Ten to twelve such events are scheduled per month for students in grades Pre-K3 through eighth. Beginning in grade four, students have the unique opportunity for overnight travel experiences such as Pathfinders, St. Augustine, Sea Camp, Washington DC and Europe.

Students graduate from Brandon Academy well prepared for challenges facing youth today. Admissions personnel routinely report Brandon Academy graduates are the best prepared for success in high school. Brandon Academy students enjoy 100% acceptance to their high school of choice. The voyage through Brandon Academy provides a love of learning, fond memories and friendships that last a lifetime.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Brandon Academy administers the Stanford Achievement Test, Tenth Edition, each spring. The Stanford Achievement Test is a nationally standardized, group achievement test that provides scores for individual students as well as groups, such as grade levels. The academic areas assessed by this measure include reading, mathematics, environment, and listening. The Total Reading and Total Mathematics composite scores are comprised of grade appropriate subtests.

The State of Florida has developed a statewide achievement test that was created to meet the needs of Florida public schools. Private schools are not required to participate in this testing program and Brandon Academy does not. After careful consideration, the administration at Brandon Academy determined that the statewide measure did not provide the depth of information that is provided by the Stanford Achievement Test. Further, the statewide measure does not have a national comparison, which Brandon Academy believes is very important in assessing curriculum and students' progress.

The Stanford Achievement Test is administered to all students in kindergarten through eighth grade. The data are reviewed by the school's administration including the Head of School, the Lower School Principal, and the Middle School Principal. The school psychologist, who has a Ph.D. in school psychology with expertise in educational testing and measurement, also reviews the data and provides interpretation to the administration, teachers, and parents.

A review of the Stanford 10 scores over the past 5 years provides evidence of Brandon Academy's long-standing history of academic excellence. According to the criteria outlined by the Blue Ribbon Schools program, Brandon Academy is within the highest 10% of schools nationwide, making our school eligible for consideration as a Blue Ribbon School. As mentioned above, eighth grade is the highest grade at Brandon Academy. During the 2008-09 school year, eighth grade students exceeded the criteria set forth by the Blue Ribbon Schools Program. The program requires a Stanford 10 reading score at the 72<sup>nd</sup> percentile and a math score at the 78<sup>th</sup> percentile. Brandon Academy eighth graders earned reading and math scores at the 82<sup>nd</sup> and 87<sup>th</sup> percentiles respectively, far surpassing the requirement. A further review of test scores over the years reveals that Brandon Academy eighth graders met or exceeded these criteria for the last several years. Further, nearly all other grade levels met or exceeded the criteria for their respective grade levels.

Despite this history of academic excellence, Brandon Academy is always striving to grow and improve. Four years ago a new Head of School was named. At that time the administration reviewed the mission and made a number of changes to ensure that the school was continuing to make advancements towards the mission. The first area addressed was personnel. Changes were made in several areas to ensure that the personnel believed in the mission and were working to help achieve it. The second measure taken was a change in professional development. Training opportunities were sought in the areas that were identified as in need of improvement. Finally, a more comprehensive admissions assessment was completed. This allowed for students who may not have had the prerequisite skills needed in Brandon Academy's challenging program to be identified early and given the opportunity to receive remediation prior to entering the school.

The school is proud to see that all of the staff's efforts appear to be paying off. Brandon Academy students are excelling and the school is thriving. During the 2008-09 school year the students' outstanding achievement test results once again surpass the academic criteria for being honored as a Blue Ribbon School.

## **2. Using Assessment Results:**

The test scores generated by the Stanford Achievement Test are used by Brandon Academy in several ways. When the results are first received, the administration reviews the results individually and as a team. The data are used by Brandon Academy as one assessment of the overall effectiveness of curriculum and instruction. The data also provide the school the opportunity to compare performance with other schools across the nation. In the past, recognizing trends, such as lower mathematics scores than reading scores, has helped the school in making changes to the curriculum chosen and the instructional methods used. For example, several years ago it was revealed that one component of the language arts assessment was lower than the others. Based on that data, Brandon Academy began administering its own writing assessment that is entitled BA Writes, to gather further information about students' writing performance and growth.

Once the administration has had the opportunity to review the results, the scores of the individual classes then are shared and discussed with teachers by the administration. Once again the scores are examined in order to provide an assessment of curricular and instructional effectiveness. For example, the reading scores may be analyzed to determine if a newly adopted reading series is producing the same or better reading performance as the old one.

Of course, standardized testing is only a small part of the assessment data that is gathered at Brandon Academy for the purpose of monitoring student, classroom, and school-wide performance. Teachers observe students during instruction and administer daily and weekly teacher made exams to monitor student progress. When a need for additional remediation or enrichment is revealed, those opportunities are provided. These measures also are used in evaluating curriculum and textbook/instructional materials for effectiveness.

## **3. Communicating Assessment Results:**

Communication with parents is of the highest of priorities at Brandon Academy. Teachers are in ongoing communication with parents through daily and weekly email, weekly and monthly newsletters, and individual parent conferences. Parents have the ability to view their child's progress at any time via our online web portal provided through Edline. Report cards are distributed at the end of each 9-week grading period. When students are progressing as expected, parents are invited to an individual conference with the teacher at least once per nine week grading period. Whenever a teacher or a parent has a concern about a student's progress, more frequent conferences are held. High performing students in first through eighth grades are recognized through our honor roll program. Students who work hard but perhaps are unable to earn all As and Bs are also celebrated through our citizenship awards. At the end of the year, the results of the Stanford Achievement Test are distributed to parents. Along with the data, an explanation of how to interpret scores is provided. This is done to provide parents an opportunity to see their child's progress compared to students nationwide as well as to compare their child's performance over his or her grade levels. Teachers and administrators meet with parents as needed to interpret scores.

## **4. Sharing Success:**

Brandon Academy is proud to share our success with the community and other schools. As a member of the Florida Council of Independent Schools (FCIS), our school interacts frequently with other schools through workshops, conferences and site visits. Our administrators proudly share our success during administrators' meetings hosted at our school and at other schools. We welcome faculty from other schools to visit and are continually approached by local universities seeking learning experiences for their students. We are visited by two to three college students per week seeking observations at various grade levels. We are happy to contribute to the experience of educators in training and we are hopeful that those students will take what they observe at our school and implement it in their future classrooms.

Our website, [brandon-academy.com](http://brandon-academy.com), showcases our students' success in the classroom as well as the many honors they have earned. Local newspapers and magazines cover the accomplishments made by our students and our school including Honor Roll, Terrific Kid, Duke Talent Search, and National Junior Honor Society. Representation at the state and national academic competitions occurs yearly. For example, in the 2008-09 school year Brandon Academy students represented the Tampa Bay region at the state level for the National Geography Bee competition and represented the state of Florida at the national level for the Scripps National Spelling Bee. This state and national recognition for Brandon Academy has resulted in other schools and individuals seeking what specifically we are doing at Brandon Academy to have these remarkable results. We look forward to the day that we are able to share with our community that we have been recognized as a Blue Ribbon School.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The rigorous and challenging curriculum includes the core subjects of language arts, science, mathematics, social studies. Students also participate in Spanish, art, music, physical education, computer technology and library skills. The scope and sequence of these classes meet the high standards of our accrediting agency (FCIS) as well as national and state standards. All classes are taught by instructors who are degreed in the specific area. Developmentally appropriate instruction is delivered at each grade level and multiple strategies are used in every curriculum area. Significant content is offered through team teaching, hands-on activities, thematic units and real life experiences. All curriculum is frequently updated and chosen based on interest level and relevancy.

**Language Arts** encompasses reading, writing, phonics, vocabulary, spelling, grammar, literature and handwriting. It also includes listening skills, communication skills and self-expression. The specific goals and objectives for each grade level meet and exceed all Florida State Standards as well as national standards.

**Mathematics** is based on Houghton Mifflin's Math Florida in grades Pre-K through 5. Topics include numeration and place value, graphing and data analysis, estimation and comparison and computation. Students in the Middle School have the opportunity to complete Algebra I for high school credit and even move into Geometry when appropriate.

**Social Studies** provides a rich and varied experience that is designed to help our students understand the past, present and future. The social studies curriculum includes all eight strands of character education, multicultural units, map skills and geography, history (world, American and Florida), government, citizenship, technology and economics.

**Science** includes the study of life science, earth science and physical science. A brand new state of the art science lab provides endless hands-on experiences for all students from Pre-K through 8th grade. Emphasis is placed on experimentation, problem solving and scientific method. Physical science is offered for high school credit to students in the Honors Program in Middle School.

**Spanish** is required from Pre-K through 5th grade. Vocabulary, grammar, reading, written expression, pronunciation and cultural experience are all hallmarks of the Spanish program. Real life experiences are offered through several activities. The annual Fruit Festival and Spanish Fiesta are held on campus. Fifth grade students travel to St. Augustine and middle school students travel to Spain. These events provide the students practice in the language as well as experience with the culture. Spanish II is offered in the Middle School for high school credit. Brandon Academy is in compliance with the BRSP foreign language requirement. 59% of seventh and eighth students take 250 minutes per week of a foreign language.

**Special area classes** are focused on developing the fully educated and well-rounded student. All students in grades Pre-K through 5 are required to participate in all special area classes two to three times per week. In the Middle School, students are allowed to choose electives, which meet daily to allow students to focus on areas of interest. Art includes hands-on instruction in many media. Self expression is encouraged through drawing, painting and ceramics. Art history and appreciation is incorporated at all levels. The year culminates with a school wide art fair. Music includes movement, instruments and performance. Students study composers, lyricists and historical and cultural themes. Two performing groups participate in a wide array of performances all over Florida throughout the year. Together with our drama class, an annual musical is presented. Computer begins with keyboarding and grows with our students through Excel and Power Point. By Middle School, students are building web sites, producing pod casts and mastering video design. Physical

education is aimed toward the physical and emotional development of the student. Early childhood movement is the focus of the younger grades and the President's Challenge for Physical Fitness in the upper grades.

#### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Elementary reading instruction at Brandon Academy is immersed in the Language Arts program. Students in PreK through fifth grade are able to read and write daily. Beginning with letter formation and sound recognition and moving through phonics skills including blending and decoding, children develop fluency skills. Houghton Mifflin Reading, trade books and novels offer students a variety of literature and lead to increased vocabulary, comprehension and writing skills. The diversity of materials offered helps prepare students for the many types of reading they will encounter in the future. Classroom experiences include individual personal choice reading, small group literature circles, whole class activities and reading in content areas. Whole class activities might include reading a novel together. But at Brandon Academy the learning does not stop at the classroom door. First graders might attend a theatre production of *Charlotte's Web* or see a newly released movie such as *Cloudy with a Chance of Meatballs*. Follow-up activities would include comparing and contrasting the book with the production using Venn diagrams or reliving part of the plot during science by creating real clouds in a bottle. After reading *Charlie and the Chocolate Factory*, third graders invent their own unique candy bar and travel to Young Chef's Academy where they produce an actual prototype. Later they send their original ideas to Hershey's Chocolate Company for consideration.

This program has been chosen and developed for a number of reasons. The program provides on and above level materials, which allow flexibility to meet students' individual needs. Differentiated instruction allows multiple tiers of support and intervention such as challenge material for advanced students and re-teaching materials for students who need more practice. Theme-based and cross-curricular activities create high interest and reinforcement in other curriculum areas. There is a strong emphasis on writing, oral language and comprehension skills and strategies. From these, students develop critical thinking and are able to move beyond comprehension and onto higher-level tasks.

#### **3. Additional Curriculum Area:**

The Brandon Academy Math Curriculum offers each student an opportunity to succeed at the highest level, while also presenting real-life challenges. The focus of the program is to teach basic math principles across all grade levels via computation, problem solving, manipulatives and mental math. As students ascend the grade levels, the development of thinking skills becomes apparent.

Students receive direct instruction in mathematics as well as practice the skills they have learned through the integration of math in other subject areas like Science and Technology. The utilization of the SMART Board demonstrates concepts and strategies for problem solving. Mastery of addition and subtraction are required by second grade and third graders learn multiplication and division in preparation for more challenging concepts, such as algebraic equations, which are introduced in the intermediate grades.

Unique to Brandon Academy's Math Program is an emphasis on real life experiences. Students participate in off campus mathematic activities. For example, first and second grades have a Mad Mall Race, which is a treasure hunt at a local mall involving geometry, measurement, money and percentages. Fifth grade students participate in Junior Achievement BizTown where students are active members of a fictional community involved in all commerce. Fourth and fifth grade students do math writing of fictional stories with an emphasis on problem solving. Middle school students travel to the Florida Keys for Sea Camp, an overnight experience incorporating population counts and measurement data collection. At Busch Gardens, students calculate and compute the geometry and physics of roller coasters.

#### **4. Instructional Methods:**

Brandon Academy's instructional methods are designed to improve students' learning and meet individual needs. Students experience a variety of instructional methods including stimulating discussions, hands-on demonstration, cooperative learning, small group activities and higher order thinking processes. Each classroom is equipped with wireless Internet access, digital projectors and SMART boards to maximize technology as a classroom tool for students. State of the art Science and Computer Labs are available for all students from Pre-K through 8th grade. A centralized Media Center provides an 80 volume per student ratio in addition to an on-line research area. With a school wide student-to-staff ratio of 11:1, students receive individual attention to ensure that specific needs can be met. Students requiring remediation are provided one on one instructional time. Students with different learning styles may require multiple teaching methods, modified assignments and alternative assessments. Faculty has the flexibility to accelerate goals and objectives for any student.

The maximum potential of a student is fostered in several ways when appropriate. Small group instruction is offered for students who may need extra help or additional challenges. When students' needs for additional challenges cannot be met within their grade level, students sometimes "travel" to the next grade level for part of their school day (e.g., math) yet remain with their grade peers for the majority of their day. In the middle school, honors classes are offered and students in the eighth grade have the opportunity to earn high school credits. These vast and varied instructional methods provide the basis for every student's academic development, emotional growth and social success.

#### **5. Professional Development:**

With the high academic standards for students put forward at Brandon Academy, professional development of faculty is of the utmost importance. In-service and conference opportunities are offered to all staff to provide meaningful and useful tools for the classroom. Individual teachers are encouraged to pursue grade and age appropriate professional development that will have the greatest impact on their classrooms. To facilitate attendance, workshops and conferences are paid for by the school and teachers are allowed time away from school to attend. The faculty is required to return to our campus to share the knowledge learned not only with their fellow faculty, but also to incorporate new techniques that will enhance the growth of each student. For example, following teacher training at a Steve Spangler workshop, science became fun in all classrooms with the utilization of creative strategies using everyday household items and the connection of science to literature.

As lifelong learners, the faculty is encouraged to investigate self-development and create and reevaluate specific goals yearly. Instructors are given the opportunity to expand their professional development at the annual FCIS Conference, as well as visit the campuses of fellow accredited schools. Our faculty is often invited to serve as members of accreditation teams for FCIS. Professional growth is the focus of weekly grade level meetings utilizing Master Teacher materials. All teachers participate in on-campus peer observations and are required to share with administrators the new educational strategies learned during this time. The faculty is the grateful recipient of a state of the art Professional Library designed to provide significant supplemental materials at their fingertips. Faculty has the opportunity to fine tune skills by inviting outside educators and interns into the classrooms. These numerous professional development opportunities benefit each student and model that learning is a lifelong adventure.

#### **6. School Leadership:**

While each member of this team has responsibilities that are unique to his or her administrative role, the team works in close collaboration with each other whenever decisions are made. The Head of School is primarily the executive decision maker, long-range planner, and policy maker. The Lower School Principal oversees Pre-K3 through 5<sup>th</sup> grade while the Middle School Principal oversees the 6<sup>th</sup> through 8<sup>th</sup> grades, including the

8<sup>th</sup> grade advanced program. Both principals are responsible for student discipline, admissions, curriculum development, teacher guidance and monitoring of student progress for their respective grade levels. The school psychologist completes admissions testing and consults with teachers and parents regarding student academic or behavioral concerns.

One example of a change made by the administrative team was to increase administrative involvement in classroom learning. Each member of the administrative team visits each class on campus at least once per week to participate in or lead a lesson. In addition to the direct benefit to the students, these visits provide the administration valuable observations about the students, teachers and curriculum that facilitate decision-making.

Another example of improvements made by the administrative team through ongoing assessment of policies and procedures is in the area of school resources. A commitment to increased use of technology as well as to increase hands-on learning resulted in two large improvements to our campus. The first was the overhaul of our existing computer lab, updating and adding computer equipment including SMART boards to bring our technology up to date. The second was the construction of a new state of the art science lab. Both of these projects were developed by administration with student achievement in mind.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Independent
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes  No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$7100</u> K	<u>\$7300</u> 1st	<u>\$7300</u> 2nd	<u>\$7300</u> 3rd	<u>\$7300</u> 4th	<u>\$7300</u> 5th
<u>\$7400</u> 6th	<u>\$7400</u> 7th	<u>\$7400</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$7100</u> Other				

4. What is the educational cost per student? \$ 7000 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 0
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
0 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
0 %

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics                      Grade: 1              Test: SAT 10  
 Edition/Publication Year: 10th/2003      Publisher: Harcourt Assessment  
 Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	91	91	85	76	83
Number of students tested	29	26	27	22	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 1      Test: SAT 10  
Edition/Publication Year: 10th/2003    Publisher: Harcourt Assessment  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	84	80	78	72	66
Number of students tested	29	26	27	22	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 2      Test: SAT 10  
Edition/Publication Year: 10th/2003    Publisher: Harcourt Assessment  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	86	86	65	81	77
Number of students tested	25	22	18	34	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Mathematics                      Grade: 3      Test: SAT 10  
Edition/Publication Year: 10th/2003    Publisher: Harcourt Assessment  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	85	67	77	81	82
Number of students tested	21	18	33	24	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Mathematics                      Grade: 4      Test: SAT 10  
Edition/Publication Year: 10th/2003    Publisher: Harcourt Assessment  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	78	87	85	85	84
Number of students tested	15	26	23	30	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Mathematics                      Grade: 5      Test: SAT 10  
Edition/Publication Year: 10th/2003    Publisher: Harcourt Assessment  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	85	88	86	84	87
Number of students tested	25	19	27	33	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Mathematics                      Grade: 6      Test: SAT 10  
Edition/Publication Year: 10th/2003    Publisher: Harcourt Assessment  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	84	86	85	84	79
Number of students tested	24	22	32	26	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Mathematics                      Grade: 7      Test: SAT 10  
Edition/Publication Year: 10th/2003    Publisher: Harcourt Assessment  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	87	87	89	84	85
Number of students tested	21	32	20	22	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Mathematics                      Grade: 8      Test: SAT 10  
Edition/Publication Year: 10th/2003    Publisher: Harcourt Assessment  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	87	87	84	72	81
Number of students tested	27	19	18	24	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

