

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

1. Number of schools in the district: 140 Elementary schools
 (per district designation) 42 Middle/Junior high schools
31 High schools
68 K-12 schools
281 Total schools in district
2. District per-pupil expenditure: 6088

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	11	12	23		7	0	0	0
1	9	15	24		8	0	0	0
2	13	11	24		9	0	0	0
3	10	14	24		10	0	0	0
4	11	13	24		11	0	0	0
5	9	14	23		12	0	0	0
Total in Applying School:								142

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
3 % Asian
8 % Black or African American
45 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
38 % White
5 % 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 2009-2010 school year: 3%

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, 2009 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2009	140
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 8%

Total number of limited English proficient students in the school: 11

Number of languages represented, not including English: 2

Specify languages:

Spanish and Arabic

9. Percent of students eligible for free/reduced-priced meals: 42%
 Total number of students who qualify: 59

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%
 Total number of students served: 18

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>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</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>1</u>	<u>0</u>
Classroom teachers	<u>6</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>11</u>	<u>1</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: 17:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	95%	95%	95%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	16%	16%	16%	0%	16%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

The teacher turnover rate of 16% represents one teacher. The reason for the turnover each year has been due to relocation to another state, to another part of Florida, or retirement.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

Our mission at Somerset Academy Davie is dedicated to providing high quality, equitable education. Our school is a place where children enjoy learning, teachers enjoy teaching, and parents are expected to be an integral part of the educational process. We believe that each child has a unique learning style and ability. We believe that children live up to high expectations; thus we set high academic and behavioral expectations for all of our students. It is our mission to provide a loving, caring, and supportive environment that fosters a philosophy of respect and high expectations for all students, parents, teachers, and staff.

Somerset Academy Davie first opened its doors in the Fall of 2003, and we have embraced the local community and county throughout the years. With the comfort of a small schoolhouse experience, Somerset Academy Davie is located in a suburban area bordering Fort Lauderdale. Our non-traditional six-classroom building features a resource room for exceptional student education services, a library, and a computer lab with fifteen workstations. Each classroom is equipped with interactive white boards, audio-visual projectors, four student computer stations, and an interactive student response system. With two playgrounds on the campus, each caters to age appropriate play for students. Our current enrollment includes 142 students with the following racial/ethnic composition: 45% Hispanic/Latino, 38% White, 8% Black, 3% Asian, 1% American Indian, and 5% Mixed. Students with special needs include 13% receiving speech/language therapy and 4% for specific learning disabilities. 8% of the students have limited English proficiency. 42% of the students qualify for free/reduced-priced meals. We are proud of our average daily attendance rate averaging 95% over the past five years. Our dedicated staff consists of one principal, who holds a Master's of Science Degree in Educational Leadership and six highly-qualified classroom instructors. 33% of our classroom teachers hold a Master's degree in the education field and 50% are additionally certified in Exceptional Student Education-further demonstrating expertise of individualized educational planning. Our support staff includes two paraprofessionals, one exceptional education specialist/teacher, and an office manager.

Our principal welcomes the students who begin to arrive at 7:45 a.m. each morning. Instruction commences at 8:00 a.m., and dismissal time is at 2:00 p.m. Tuition-based before and after care services are offered to families through our Learning Enrichment After-School Program (LEAP). As an added convenience, Somerset Academy Davie offers on-site Tae-Kwon-Do, Dance, Cheerleading, and Art programs, as well as Journalism and Broadcasting clubs.

We have developed partnerships with many local businesses and universities. These partnerships provide the parents, students, staff and surrounding community the opportunity to benefit from the rewards of learning, sharing, and charitable events. We pride ourselves on our safe, family-friendly environment. The safety of our students is as important as the quality of education provided daily by our dedicated staff. We have an open door policy and parents are encouraged to support their child's education and become actively involved throughout the year. The population at our school is small, leaving little room for error, but lends itself to individualized attention to students' needs. Each child comes to us with a unique learning style; therefore the academic design for each student is based on his or her own unique need. We demonstrate our abilities both ethically and academically. A philosophy that we firmly hold is Parents + Teachers + Students = Success and we cherish the partnerships that we have developed with the families that we serve.

A core strength that Somerset Academy Davie possesses is to provide an individualized, academically rigorous and engaging curriculum for each student. We focus on the ever-changing needs of our learners, as well as their families. Our educational process encompasses the partnerships within the school, family, and community in order to develop a life-long love of learning. With a hands-on approach to learning and the use of the latest technology in the classroom; we ensure that our students are not just covering material learned but are developing life-long skills. We support our students' social and emotional needs

by implementing character education into our weekly lessons, open communication with our families and ongoing support. Teachers are well trained in the integration of the latest technology and use our interactive media to motivate and facilitate our student's individualized needs. We believe that character development is an important element in the development of our students as a productive member of society. We encourage our students to become involved in the community through community service programs and volunteering. Each year we provide ample opportunities for students to participate in raising awareness for organizations such as American Heart Association, Broward County Humane Society, Ronald McDonald House, and the Leukemia and Lymphoma Society.

Somerset Academy Davie is an “A” school under the federal No Child Left Behind (NCLB) guidelines. Our school has met Annual Yearly Progress (AYP) for the past two consecutive years. We are also accredited by the Southern Association of Colleges and Schools (SACS).

1. Assessment Results:

When considering the indicators of Somerset Academy Davie's academic success, we look largely in part towards the standardized testing that we have participated in. The Florida Comprehensive Assessment Test (FCAT) is administered to all public and charter schools throughout the state. The school's performance on this assessment can be found on the Florida Department of Education website, <http://fcats.fldoe.org/results/default.asp>. The state averages for the percent of students receiving a score of 3 or above in the area of Math and Reading has consistently exceeded the Broward County School District and the State of Florida averages. Over the past five years, the data for grades 3-5 shows an 10% increase in Somerset Davie's reading scores and a 23% increase in Somerset Davie's math scores. The fourth grade students also participate in a writing component, FCAT Writes. Students are scored on a six-point scale with 3.0 meeting state standards. In 2010, 100% of the fourth grade population met or surpassed the state expectations with a 3.6 mean score. The fifth grade students also participate in the FCAT Science assessment. Scores have steadily risen in this subject area, with a score of 63% of students meeting proficiency. There is evidence of superior outcomes for all disciplines tested at Somerset Academy Davie. Unique to our school, we also opt to administer the state-developed Benchmark Achievement Test (BAT) two times annually. This allows for us to measure each student's learning gains for his/her current grade level benchmarks, to identify strengths and weaknesses in each strand tested, and to serve as a pre-indicator to student performance on the FCAT. The stakeholders at our school attend regularly scheduled data chats and use collaborative problem solving team meetings to support our students' learning based on the assessment to continue these positive performance trends. We utilize many research-based resources and strategies to meet our diverse population of learners as well as incorporate technology, small groups, and best practices to facilitate learning gains.

The fourth grade students' performance on the 2007 FCAT Reading test indicated a performance gap from prior year scores. When analyzing the results of the assessment in comparison to the classroom demographic, we saw that there was a higher concentration of ESE students in the fourth grade. Somerset Davie responded to the need of the school to improve our academic performance through hiring highly qualified teachers while reevaluating curriculum and instruction and further encouraging professional development courses for all teachers and staff. Since 2007, the fourth grade performance on the FCAT reading test has steadily increased at an average of 10%.

Due to our school's small population, our subgroups are not making a significant impact when comparing our data trends from year to year and no considerable absences appear to affect the data. We respond to achievement gaps through differentiating the instruction, learning communities, parent university events, professional development, America Reads and America Counts partnerships with the local university, and frequent Collaborative Problem Solving Team meetings with school and district personnel. We support our students' social and emotional needs by implementing character education into our weekly lessons, open communication with our families and ongoing support. Teachers are well trained in the integration of the latest technology and use our interactive media to motivate and facilitate our student's individualized needs.

2. Using Assessment Results:

Somerset Academy Davie has received a grade of "A" as per state of Florida and federal guidelines, and continues to meet annual yearly progress (AYP). Our school relies heavily on using data-based decision making to drive curriculum planning and instructional implementation to meet the state and national expectations for student performance. The stakeholders of the school utilize a systematic process throughout each school year to develop learning goals and objectives for academic success.

Upon the start of each school year, test results of the previous academic year are gathered and graphed to identify the student learning trends, gains/losses, as well as any gaps within subgroups. Assessment results are then presented to all stakeholders and analyzed in a data chat. As part of our data chats, staff members identify strengths and areas for growth and determine the effectiveness of curriculum alignment to the State Standards, supplemental programs, and instructional practices. Collaboratively, Somerset Academy Davie develops a school improvement plan to develop goals for the upcoming school year. In addition, stakeholders determine strategies for improvement and professional growth. Throughout the academic year, our teachers create lessons that are differentiated and continuously adjusted to meet our students skill acquisition. Teachers utilize benchmark and quarterly assessments to monitor student progress. The benchmark assessments allow our educators to identify individual student strengths and weaknesses for specific strands within each subject area throughout the school year. As data continues to be gathered, it is recorded and analyzed during scheduled staff meetings. Somerset Academy Davie's principal performs regular classroom walkthroughs to observe effective teaching practices. Our staff holds tutoring sessions for all level 1 and 2 students to reinforce in the areas of weakness identified in our data chats. Teachers participate in vertical planning sessions to align standards seamlessly throughout the different grade levels and assist in the matriculation of students from year to year and towards continuous student and school improvement.

3. Communicating Assessment Results:

Somerset Academy Davie has many effective forms of school-to-home and home-to-school communication providing families with important information about school programs and student progress. Somerset Academy Davie's website is an important vehicle which is used to reach out to current families and prospective families and the community. Our school's website highlights our mission, vision, district assessment results, and school improvement plan. This provides all stakeholders the ability to review the data and become a true partner in educating our children. Administrative and teacher web pages enable parents to become informed about student progress via OnCourse. This web-based system allows for teachers to print up to date progress reports as requested by parents or for conferencing purposes. Through Broward County Public School's portal, Virtual Counselor, teachers are able to view and print assessment reports and share with parents about their child's formal testing and supplemental services.

Over the years, we have developed a formal family outreach plan for the entire school called "Parents as Partners". Our open door policy encourages parents to conference as often as they feel needed however, we hold parent/teacher/student conferences with every parent at a minimum of two times annually where we discuss the student's strengths and weaknesses and goals for the child are collaboratively set. When the student performance declines our Response to Intervention (RTI) team develops strategies, the parent is formally notified of the student's current progress and the team's individualized plan of actions. We conduct parent meetings and conferences at times that accommodate family schedules. We send home Friday folders of students' work and use Parentlink, a customizable parent phone message system to alert parents about upcoming assessments.

Quarterly, standard-based report cards are unique to our school because they not only give information about the students achievements in the various subjects, but they also communicate the proficiency level of the State Standards that the students are held to within each subject area. Interim reports are sent home mid-quarter with individualized comments for each student. They are translated into languages as reflected on the Home Language Surveys to assist our ELL population. Furthermore, intervention and district assessment results are sent home to the parents that include detailed explanations of the standards measured. We elicit family suggestions, encourage families to visit the school and strive to create a warm and inviting atmosphere for parents which enables them to feel welcomed and relaxed as partners in education.

4. Sharing Lessons Learned:

Somerset Academy Davie Charter School is proud to be a member of the Florida Consortium of Public Charter Schools and Broward County Public Schools. Collaboration with these entities allows us to share best practices with one another. Somerset Academy Davie's administration is in contact with the sponsor district, attends meetings regularly, and shares important information gained with stakeholders and our educational team. Through a dissemination grant, our principal has provided her insight and experience to teachers and administrators by presenting at sponsored conferences on topics such as ESE Strategies and Response to Intervention, and Effective Strategies for the First Day of School. Our principal also shares best practices with newly opened charter schools to assist first year principals. In addition, Somerset Academy Davie also hosts trainings for local schools to attend on new curriculum topics, such as the Go Math! program. The school has also hosted professional development in the form of webinars for the student information system, OnCourse.

Our charter school is unique because we believe parental involvement is a key component to school and student success. We invite our parental community to participate in hosted Parent University Workshops on topics such as Math Strategies for Parents, Homework Help-Ways to Help Your Child at Home, FCAT Parents Night, How to Prepare Your Child for Standardized Tests, Child Safety- What Every Parent Needs to Know, and How to Talk to Your Child About Drugs.

With increasing challenges in today's world and having students achieve the high expectations we hold for them, it is the utmost importance that we reach each of our students now in order to effectively guide them to reach academic, social, and emotional success through adulthood. Our school and district offers and encourages participation in many professional development opportunities to acquire trainings to rise to the challenges of our student's ever changing needs. We believe it is imperative that all schools work together to reach these common goals.

1. Curriculum:

To consistently exceed the state's expectations for learning, Somerset Academy Davie utilizes a variety of resources and plans curriculum holistically. It provides a well-rounded, strong foundation for academics and integrity. We pride ourselves on not only incorporating high-quality programs into the core curricular areas, but also including methods for instructional delivery that stimulate each child's learning style in their electives.

Somerset Academy Davie has adopted the Florida editions for all core curricular areas by Houghton Mifflin Harcourt. The programs include strategies for differentiating instruction, ESL learners, and scope and sequence planners. Designed by experts in the area of Florida's state standards, the Houghton Mifflin Harcourt Trophies Reading series provides an array of literature that is both thematic and conducive to the population it is geared towards. This allows the students to make connections and have a higher retention rate for information they learn. To build the lexicon of our students, Word Wisdom by Zaner-Bloser for grades three through five teaches vocabulary through Latin and Greek roots and makes connections among sets of words and their meanings. Spelling Connections, also by Zaner-Bloser, develops student's knowledge with comprehensive daily practice by connecting spelling to the five areas of literacy. Our writing program uses various resources that reflect the six-trait writing approach. Teachers also use picture books to focus on ideas, organization, voice, word choice, fluency, or conventions to convey the particular trait being taught. In addition, the school utilizes a six-trait rubric, along with a curriculum centralized around strategies provided by renowned teacher, Melissa Forney. The newly adopted Go Math! program leads students to acquire depth of knowledge in daily instruction as well as spiral reviews to ensure students have mastered and maintained previous year's standards. The math curriculum is designed with technology in the forefront of each daily lesson to include podcasts, interactive whiteboard instructional delivery, intervention and enrichment via Soar to Success and MegaMath online games. To support the instruction from these series, teachers plan monthly book reports, develop interactive lessons utilizing the Mimio system, and incorporate the digital components of the programs used to maximize instructional effectiveness. To ensure that each child's learning style is stimulated, multi-sensory activities are part of daily planned activities within the classroom. Through use of manipulatives, foldable graphic organizers, on and off site field trips, and subscriptions to various media (i.e. Scholastic News, Social Studies Weekly, and Safari Montage) students are actively engaged in meeting the objectives within the curriculum.

The teachers use a multitude of resources that reflect state standards in the planning of daily learning activities. To supplement our reading and math programs for struggling students, we use the Voyager program, as well as tutoring through Nova Southeastern University, American Reads and America Counts. We incorporate character education into all of our daily activities, as well as specials each Friday. Included in our specials program is Physical Education (P.E.), Music, Drama, Art, Science, Library and Computers. The instruction for these areas is based on the State Standards and reinforces current learning objectives within the classrooms.

The educational team at Somerset Academy Davie makes skillful use of data for analysis in order to move our institution toward the ultimate goal of student achievement. We have found that the advancement of technology dictates the continuous evolution of our instructional programs. Our dedicated staff works collaboratively to maintain a global perspective of the school and district while being able to recognize and address all the pieces that affect student learning. Technology, curriculum, instructional, and assessment programs are integral pieces of the educational plan. These programs are developed with a focus on teaching a diverse group of learners and in attaining the highest learner outcomes.

2. Reading/English:

Somerset Academy Davie's reading program utilizes a research based, balanced reading curriculum in which reading strategies are differentiated through whole group and small group instruction. Our goal is to develop student proficiency in all aspects of reading. Small group reading instruction is delivered by our teachers at each student's instructional reading level. To further demonstrate our attention to student's learning abilities we promote multi-level reading groups where students may progress to other grade levels to meet their individual needs. We encourage our teachers to reorganize their groups throughout the year as students move through different levels of progress. Student levels are determined by assessments using quarterly benchmark checks, reading inventories, and teacher observations. Struggling or lower level students also participate in our supplemental intervention reading program called Voyager and its online component, Ticket to Read. For these programs students are first assessed, and their scores are recorded into a computer program that identifies their reading support needs. Scaffolded lessons are taught to small groups of students and computer-based instructional activities are prescribed to tailor each student's educational needs. Progress monitoring checks throughout the year assist in identifying the students' learning gains and areas of weakness. In the event that there is continued difficulty, our educational team takes a proactive approach by initiating collaborative problem solving meetings with stakeholders to further identify strategies to benefit the student. Progress is then monitored and documented for further consideration. This is done in response to intervention.

Somerset Academy Davie is a partner with Nova Southeastern University's America Reads program. This program is aimed at improving literacy and engaging students in enjoyable experiences with literature. The tutors work with students one on one for thirty minutes weekly and develop activities that stimulate learning and reward the accomplishments of our students. Their goal is to help children feel successful when participating in reading activities. They are trained to increase motivation, improve decoding skills, boost sight word recognition, vocabulary, fluency and comprehension skills.

Furthermore, students are provided with many opportunities throughout the school day to practice and reinforce their reading skills such as DEAR time (Drop Everything And Read), visits to our school library, and peer-pair reading.

3. Mathematics:

Somerset Academy Davie's School Improvement Plan has developed a goal to increase our students' mathematical ability. To achieve this goal we adopted a new research-based, comprehensive math program that emphasizes an in depth understanding of the critical math areas to improve student achievement at our school. This program supports the State Standards and meets the needs of all student learners. Through interactive lessons combined with best practices, our math curriculum is differentiated to benefit all of our students. Internet based tools facilitate the there are tools that the students can gain access to, test preparation at every grade level, and a spiral review each day in order to maximize the student learning and engagement understanding of the lessons being taught. Our teachers differentiate the classroom lessons based on their students' ability level and plan for centers while offering hands on activities to support their students' learning. Our math curriculum encourages students to organize their thinking with graphic organizers and visual models. Another benefit of our curriculum is that students can access this program online (including the text in Spanish to assist our ELL population) and utilize internet-based tools, preview vocabulary with an animated glossary, and receive personalized intervention and enrichment. Math assessments designed for use with the interactive white board and student response system allow teachers to provide students with immediate feedback.

To further facilitate mathematics achievement at our school, we have partnered with Nova Southeastern University's America Counts program. This program provides additional support to our teachers and have our struggling students develop a positive attitude towards math in order to increase their motivation to participate in their classroom activities. Students receive personal attention in thirty minute, one-on-one tutoring sessions that are tailored to their specific learning needs. Students work on improving problem solving and critical thinking skills. Our higher level students participate in enriching activities

that incorporate basic mathematic concepts with everyday life skills.

Annually, Somerset Academy Davie partners with the local Publix supermarket to host Publix Math Night. During this event our staff and Publix staff our families to participate in a mathematical scavenger hunt throughout the aisles of the store and solve math problems based on items that are found in the supermarket. This event benefits our school by educating families in kindergarten through fifth grade on ways to incorporate important math skills into their busy everyday lives.

4. Additional Curriculum Area:

Although Somerset Academy Davie is a school with a small population and budget, we strive to find means for integrating the latest technology and feel it is imperative for keeping up with the latest trends for the implementation of curriculum and instruction.

Each classroom in the school is equipped with Mimio® an interactive hardware that works with a projector and whiteboard technology to enhance and support the educational experience within the classroom. It increases instructional efficiency in all subject areas, as well as provides a resource for teachers to download graphic organizers, and even lessons that supplement learning objectives. Our school was one of the first to purchase and utilize the Mimio Vote®, which is a student response system that allows teachers to engage students interactively, as well as track individual progress.

In 2009, Somerset Academy Davie purchased OnCourse, a web-based student information system that encompasses methods for administrative monitoring, teacher planning, and family communication. This technology provides staff with the ability to vertically plan across grade levels and determine which state standards are being accessed and implemented in daily instruction. The teacher webpages and calendars allow families to reinforce skills being taught in the classroom as weekly updates are made. Homework and resourceful websites are also posted daily.

The school is furnished with a computer lab for students to visit twice weekly. They engage in a variety of online programs to supplement classroom learning objectives which will reinforce or challenge their abilities. Students may access programs for reading and math as well as Sunburst, a software that builds key skills for these academic areas.

Safari Montage was purchased in 2010 to provide our school with video on demand to allow teachers to facilitate visual instruction and learning in the classroom by using a preloaded server that contains educational titles aligned to the curriculum.

Each classroom within the school has a technology center equipped with four computers for the students to use to develop key skills that are aligned to each week's learning objectives. Student progress is monitored through research-based programs and online components of our school's adopted curriculum.

5. Instructional Methods:

Somerset Academy Davie's instructional methods strongly reflect the school's philosophy to meet the needs of each individual student. Along with best practices for teaching, instruction is modified and/or supplemented to produce student learning gains and achievement. Highly qualified teachers at our school are effective teachers with subject-matter knowledge and teaching skills necessary to help all children achieve to high academic standards, which as a result, is reflected on our performance trends. One hundred percent of our teachers today are teaching in field and all are highly qualified. This correlates directly to the district's report for teachers' experience in the classroom. Overall, Broward schools hire teachers with about the same years of experience as the state's average. Fifty percent of our teachers have 6-14 years of experience. One hundred percent of our teachers are English as a Second Language (ESOL) endorsed. Thirty-three percent of our teacher population hold advanced degrees. This accountability is comparable to the state's thirty-four percent. Lastly, the student-to-teacher ratio among our school meets class size requirements as mandated for charter schools.

Our teachers have collaborated to develop a uniform lesson plan format to outline how instruction will be implemented to meet the needs of each ability level. In addition, the lesson plan format includes students who are English Language Learners (ELL) and those who receive Exceptional Student Education (ESE) services. Instructional plans require the integration of learning centers to provide a multi-sensory approach to engage different student modalities and provide enrichment or reinforcement of the skills necessary for achievement. Furthermore, centers allow for the ability to keep students actively engaged while the teacher is leading small groups that cater to the different learning levels within the room. The instruction within these small groups focuses on the areas needed for student growth and/or student enrichment.

Somerset Davie's adopted curriculum also provides support to meet the diverse needs of student subgroups while aligning with state standards. These programs use various methods such as the utilization of technology, online support, bilingual support, and manipulatives. Somerset Academy Davie reinforces student achievement by incorporating project-based learning. Each month students are required to complete a cross-curricular project to demonstrate an understanding of standards being taught within the classroom. Teachers grade these projects using rubrics and may modify them according to student ability level.

Students who are identified as the lower quartile receive additional instruction in a small group setting through Voyager, our research-based supplemental reading program. These students also participate in an interactive online component of Voyager called Ticket to Read. Somerset Academy Davie partners with Nova Southeastern University's America Reads and America Counts program. As part of their work study university students are trained to tutor our students in one-on-one sessions in reading or math in his/her specific areas of educational need.

6. Professional Development:

Somerset Academy Davie encourages teachers to participate in many professional development opportunities to increase our learning gains. Whether it is a new teacher or an experienced staff member, we promote various models of professional development including teacher mentoring, face-to-face/web-based trainings, and conferences to enhance the teaching and learning process.

The Board of Directors for Somerset Academy Inc. highly regard our faculty and staff as experts in our field. They look for programs that allow our students to develop new skills and continue learning gains. Annually, Somerset Academy Inc. sponsors a conference for all staff members to attend, namely Strategies for Success. Administrators participate in the National Charter School Conference and Leadership trainings. We have begun a Leadership Academy for select Somerset future leaders to explore and prepare for administrative internships.

Broward County Public Schools partners with our school and allows teachers access to their external portal to participate in district held trainings. When registering through this system, teachers are able to earn in-service points for their activities and participation. These in-service points can then be used for recertification when needed. Also, through Broward Virtual University, teachers are provided with professional development trainings at their convenience in a variety of categories and subject areas. The only prerequisite to this is internet access.

In order to meet the ever-changing needs of the students in our charter school, our staff attends professional development trainings during school and after school hours. Our administration encourages and fosters the needs of the teachers by providing guidance and goals found within our school improvement plan and in professional growth plans in order to meet current standards. Group and individual trainings have been provided by the administrative staff in the areas of technology, reading, writing, math and science as well as ways to incorporate hands-on activities across the curriculum.

Our colleagues collaborate with one another in our Professional Learning Communities and in team meetings. Various trainings have been delivered in such a way that reflect the range of learning needs

focusing on the best practices, research based programs and interactive teaching methods for kindergarten through fifth grade. School staff shares the information obtained from trainings during data chat sessions and team meetings to discuss implementation into the current curriculum and alignment with state standards.

7. School Leadership:

Somerset Academy Davie is a Broward County Public School of Choice. Charter schools were founded on the principle that each charter school is a unique educational environment governed by an independent Board of Directors that best knows the right path for its school. Somerset Academy Davie works together with the governing board to provide their school with access to educational conferences to discuss data, best teaching practices, and partnerships that will foster positive learning environments for all stakeholders.

Somerset Academy Davie's founding principal, Dina Miller, holds a Master's degree from Nova Southeastern University in Educational Leadership. As the instructional leader of our school, our principal ensures that our instructional personnel implement the educational program to meet the needs of all student learners. Mrs. Miller actively builds a rapport with stakeholders, such as the families, staff, and the community to ensure that we remain continually supportive of the school's mission. She ensures the implementation of state and system policies and procedures. The principal provides opportunities to our school's personnel to continue professional growth to further develop skills in order to maintain our high curriculum standards and engages stakeholders in the decision making process regarding curriculum, family involvement, and staff development. Somerset Academy Davie's principal is responsible for facilitating the school's interactions with parents and others in the school community through monthly newsletters, fundraising efforts, and family nights with local partnerships. Other responsibilities include supporting and encouraging innovative strategies and the incorporation of new technology into teaching and learning activities. Our principal facilitates a partnership with parents to provide strategies and suggestions for when students are not succeeding academically, behaviorally, or when parents have concerns regarding his/her student's learning experience. In addition to providing a highly academic, caring environment, the principal manages the school's safety plan. This responsibility includes ensuring that the facility and equipment are safe and in good working order. The development of overall school safety and discipline policies are monitored daily. To ensure the secure environment that Somerset Academy Davie is known for, our principal mentors staff on the enforcement of policies and strategies to decrease disciplinary issues. Through the establishment of many partnerships with municipalities and community members, Somerset Academy Davie is able to foster high student morale, consistent academic achievement, and positive acts of citizenship.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Florida Comprehensive Assessment Test
 Edition/Publication Year: Department of State 2010

Publisher: FL DOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Spring: Level 3, 4, 5	92	96	91	90	79
Spring: Level 5	21	24	3	20	0
Number of students tested	24	25	33	20	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring: Level 3, 4, 5		100			87
Spring: Level 5		21			0
Number of students tested		24			15
2. African American Students					
Spring: Level 3, 4, 5					
Spring: Level 5					
Number of students tested					
3. Hispanic or Latino Students					
Spring: Level 3, 4, 5	90	100			
Spring: Level 5	10	10			
Number of students tested	10	10			
4. Special Education Students					
Spring: Level 3, 4, 5					
Spring: Level 5					
Number of students tested					
5. English Language Learner Students					
Spring: Level 3, 4, 5					
Spring: Level 5					
Number of students tested					
6. N/A					
Spring: Level 3, 4, 5					
Spring: Level 5					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Florida Comprehensive Assessment Test
3 2010

Edition/Publication Year: Department of
State

Publisher: FL DOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Spring: 3, 4, 5	96	88	85	90	83
Spring: 5	17	4	18	10	0
Number of students tested	24	25	33	20	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring: 3, 4, 5		92			87
Spring: 5		4			0
Number of students tested		24			15
2. African American Students					
Spring: 3, 4, 5					
Spring: 5					
Number of students tested					
3. Hispanic or Latino Students					
Spring: 3, 4, 5	100	90			
Spring: 5	0	10			
Number of students tested	10	10			
4. Special Education Students					
Spring: 3, 4, 5					
Spring: 5					
Number of students tested					
5. English Language Learner Students					
Spring: 3, 4, 5					
Spring: 5					
Number of students tested					
6.					
Spring: 3, 4, 5					
Spring: 5					
Number of students tested					
NOTES:					

11FL6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Florida Comprehensive Assessment Test
4 2010

Edition/Publication Year: Department of
State

Publisher: FL DOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Spring: Level 3, 4, 5	83	83	94	79	79
Spring: Level 5	9	9	6	0	7
Number of students tested	23	23	16	14	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring: Level 3, 4, 5	100	96			
Spring: Level 5	8	4			
Number of students tested	12	23			
2. African American Students					
Spring: Level 3, 4, 5					
Spring: Level 5					
Number of students tested					
3. Hispanic or Latino Students					
Spring: Level 3, 4, 5					
Spring: Level 5					
Number of students tested					
4. Special Education Students					
Spring: Level 3, 4, 5					
Spring: Level 5					
Number of students tested					
5. English Language Learner Students					
Spring: Level 3, 4, 5					
Spring: Level 5					
Number of students tested					
6.					
Spring: Level 3, 4, 5					
Spring: Level 5					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Florida Comprehensive Assessment Test
4 2010

Edition/Publication Year: Department of
State

Publisher: FL DOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Spring: Level 3, 4, 5	83	96	88	57	86
Spring: Level 5	17	13	0	0	6
Number of students tested	23	23	16	14	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring: Level 3, 4, 5	100	100			
Spring: Level 5	0	17			
Number of students tested	12	23			
2. African American Students					
Spring: Level 3, 4, 5					
Spring: Level 5					
Number of students tested					
3. Hispanic or Latino Students					
Spring: Level 3, 4, 5					
Spring: Level 5					
Number of students tested					
4. Special Education Students					
Spring: Level 3, 4, 5					
Spring: Level 5					
Number of students tested					
5. English Language Learner Students					
Spring: Level 3, 4, 5					
Spring: Level 5					
Number of students tested					
6.					
Spring: Level 3, 4, 5					
Spring: Level 5					
Number of students tested					
NOTES:					

11FL6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Florida Comprehensive Assessment Test
5 2010

Edition/Publication Year: Department of
State

Publisher: FL DOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Spring: Level 3,4,5	89	88	92	69	60
Spring: Level 5	5	6	8	0	0
Number of students tested	19	16	12	13	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring: Level 3,4,5		86			
Spring: Level 5		7			
Number of students tested		14			
2. African American Students					
Spring: Level 3,4,5					
Spring: Level 5					
Number of students tested					
3. Hispanic or Latino Students					
Spring: Level 3,4,5					
Spring: Level 5					
Number of students tested					
4. Special Education Students					
Spring: Level 3,4,5					
Spring: Level 5					
Number of students tested					
5. English Language Learner Students					
Spring: Level 3,4,5					
Spring: Level 5					
Number of students tested					
6.					
Spring: Level 3,4,5					
Spring: Level 5					
Number of students tested					
NOTES:					

11FL6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Florida Comprehensive Assessment Test
5 2010

Edition/Publication Year: Department of
State

Publisher: FL DOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Spring: Level 3,4,5	84	88	67	85	70
Spring: Level 5	16	6	0	0	10
Number of students tested	19	16	12	13	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring: Level 3,4,5		86			
Spring: Level 5		7			
Number of students tested		14			
2. African American Students					
Spring: Level 3,4,5					
Spring: Level 5					
Number of students tested					
3. Hispanic or Latino Students					
Spring: Level 3,4,5					
Spring: Level 5					
Number of students tested					
4. Special Education Students					
Spring: Level 3,4,5					
Spring: Level 5					
Number of students tested					
5. English Language Learner Students					
Spring: Level 3,4,5					
Spring: Level 5					
Number of students tested					
6.					
Spring: Level 3,4,5					
Spring: Level 5					
Number of students tested					
NOTES:					

11FL6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3,4,5	89	90	92	79	73
Level 5	12	13	6	7	2
Number of students tested	66	64	61	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3,4,5	95	94	93	75	66
Level 5	14	11	7	13	0
Number of students tested	25	61	15	21	24
2. African American Students					
Level 3,4,5	78		83	90	68
Level 5	67		6	4	0
Number of students tested	10		16	17	17
3. Hispanic or Latino Students					
Level 3,4,5	59	82	79		89
Level 5	37	8	12		0
Number of students tested	27	22	18		10
4. Special Education Students					
Level 3,4,5					
Level 5					
Number of students tested					
5. English Language Learner Students					
Level 3,4,5					
Level 5					
Number of students tested					
6.					
Level 3,4,5					
Level 5					
Number of students tested					
NOTES:					

11FL6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3,4,5	89	90	82	77	80
Level 5	17	8	6	3	5
Number of students tested	66	64	61	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3,4,5	100	93	72	75	72
Level 5	0	9	5	0	0
Number of students tested	25	61	15	21	24
2. African American Students					
Level 3,4,5	100	100	92	83	77
Level 5	8	0	0	4	0
Number of students tested	10	12	16	17	16
3. Hispanic or Latino Students					
Level 3,4,5	96	85	81		82
Level 5	8	13	10		0
Number of students tested	27	22	18		10
4. Special Education Students					
Level 3,4,5					
Level 5					
Number of students tested					
5. English Language Learner Students					
Level 3,4,5					
Level 5					
Number of students tested					
6.					
Level 3,4,5					
Level 5					
Number of students tested					
NOTES:					

11FL6