

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13FL7

School Type (Public Schools): **Charter** **Title 1** **Magnet** **Choice**

Name of Principal: Mr. Anthony Boyer Ed.S

Official School Name: Collegiate High School at Northwest Florida State College

School Mailing Address: 100 College Boulevard E
 Niceville, FL 32578-1347

County: Okaloosa State School Code Number*: 9805

Telephone: (850) 729-4949 E-mail: boyera@nwfsc.edu

Fax: (850) 729-4950 Web site/URL: http://www.nwfcollegiatehigh.org/

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Mary Beth Jackson Superintendent e-mail:
JacksonMB@mail.okaloosa.k12.fl.us

District Name: Okaloosa County Schools District Phone: (850) 833-3109

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Rodney Walker

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)

**Non-Public 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, Director, National Blue Ribbon Schools (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, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 22 Elementary schools (includes K-8)
12 Middle/Junior high schools
6 High schools
11 K-12 schools
51 Total schools in district
2. District per-pupil expenditure: 6824

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	29	45	74
11	51	56	107
12	44	49	93
Total in Applying School:			274

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
6 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
76 % White
9 % 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 2011-2012 school year: 4%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2011	281
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 14%
 Total number of students who qualify: 38

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.

Collegiate High School at Northwest Florida State College does not participate in the Free and reduced-price school meals program, but the school does use the guidelines to provide to the students.

10. Percent of students receiving special education services: 2%
 Total number of students served: 6

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</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:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>5</u>	<u>75</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>3</u>
Total number	<u>13</u>	<u>82</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: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	99%	99%	98%	98%	99%
High school graduation rate	100%	100%	100%	100%	99%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>100</u>
Enrolled in a 4-year college or university	<u>75%</u>
Enrolled in a community college	<u>20%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>3%</u>
Military service	<u>2%</u>
Other	<u>0%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? 2006

PART III - SUMMARY

The Collegiate High School at Northwest Florida State College (CHS) is a public charter school of the Okaloosa County School District located at and operated by Northwest Florida State College (NWFSC). The school was conceived as an innovative choice for students from the broad pool of 10th, 11th, and 12th grade students in Okaloosa and surrounding counties. As applicants exceed vacancies, the CHS student body is selected through a random lottery process. And, although an integral part of the college, CHS is neither a gifted nor magnet school. It was designed upon best practices research such as the advantages of the small school atmosphere, the infusion of technology and reading skills across the curriculum, and the late starting time for optimal high school level learning (the CHS day for sophomores begins at 9:15 AM and ends at 3:15 PM). CHS was the first of its kind in Florida and continues to serve as a model for other schools in Florida and adjacent states.

The purpose of the school is to provide academic and technical education for serious high school students who seek the environment of a high-performing school and desire to undertake advanced and college-level study. The three-year curriculum enables students to complete a high school diploma and an Associate's degree simultaneously, in either academic transfer or technical education options. The curriculum includes two programs of study: a collegiate program and a pre-collegiate program. Students who qualify for the collegiate program provide quantitative evidence (GPA and test scores) indicating they are ready, on admission, for college-level work. The pre-collegiate program serves students who do not yet meet the requisite GPA and standardized test scores indicating college readiness. Students attending the school enjoy full access to all college facilities, activities, and services. Academic support services available include in-house tutoring, a state-of-the-art learning resource center, an academic success center and mathematics laboratory, both offering tutoring during and after school hours, and an art complex that encompasses a full repertoire of fine and performing arts, including music, dance, visual arts, and theater.

The CHS faculty and administration is comprised of full-time instructors dedicated to the high school as well as NWFSC instructors. All instructors hold a minimum of a Master's degree or higher with a minimum of 18 graduate hours in field. The full-time high school faculty members are part of the college faculty and often teach college level classes in addition to their high school schedule.

The proverbial bar is high for all CHS students whether collegiate or pre-collegiate. Tenth grade students take a combination of honors level high school credit classes and selected introductory college courses. With targeted support services, a significant emphasis on reading skills, and the encouraging small school atmosphere, collegiate and pre-collegiate students are able to assume a college-level course schedule by the junior year. All 11th and 12th graders enroll in college classes, where they earn dual credit posted to both a high school and college transcript. This dual curriculum affords students access to more than 250 courses of a variety and rigor unavailable in traditional high schools.

CHS is distinguished by the application of varied instructional delivery and learning styles, including a technology-across-the-curriculum approach, annual student-led conferences at each grade level, a senior capstone project, and an integrated academic seminar series at each grade level. Overall, the school is dedicated to the joy and value of reading. To that end, CHS has created an ongoing "culture of reading" which includes a variety of reading initiatives involving traditional coursework, an open-access lending library, a summer reading program, and a guest author and guest reader program.

Since opening in the fall of 2000 with 129 students, the school has received the highest rating available in the Florida School Accountability Program in every year of eligibility, consistently ranking in the top 1% of Florida public schools. Each year the school has met or exceeded the previous year's performance in Florida's A+ School Program. In 2003, 2010, and 2011 the school was the highest scoring high school in

Florida. In addition, the school's composite ACT, SAT and FCAT scores have exceeded the district, state, and national composite scores. Since 2000, 73 CHS students have qualified for National Merit recognition.

Student success during and after the CHS experience provides testimony to the strength of the CHS guiding principles: (1) Students should develop the capacity to think critically, solve problems, and communicate effectively through mastery of academic courses with emphasis on language and mathematics, and (2) students should prepare for further education and work through elective academic and technical courses.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Collegiate High School (CHS) uses a variety of methods to evaluate individual student progress and assess overall academic progress over time. Activities are designed to assess: a) progress made over the school year; b) performance in relation to grade-level expectations; c) performance in comparison to other students taking a similar course of study; d) performance in comparison to CHS peers; and e) attainment of individual educational goals.

In addition to end-of-course grades, where dually enrolled CHS students exceed the state-level success rate in selected college credit core courses by fifteen to eighteen percentage points, CHS uses the Postsecondary Education Readiness Test (PERT) in a modified pre- and post-test application format to gauge progress. The Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) in 10th grade (writing, mathematics, and reading) is used to assess all students. PSAT, SAT, and ACT performance is also tracked for students who elect to participate in those tests. Composite course performance of CHS students in college credit dual enrollment classes is compared to the performance of dual enrollment students at the state and local levels. An academic seminar and a capstone project help assess students' critical thinking and problem-solving skills.

A passing score on FCAT 2.0 is required to receive a standard Florida high school diploma. Students scoring at achievement levels 3, 4, or 5 in reading or mathematics are considered to be at grade level, proficient, or advanced. CHS students have consistently scored higher than district and state averages on all sections of FCAT 2.0. A review of FCAT and FCAT 2.0 scores over the past five years indicates the percentages of students scoring at level 3, 4 or 5 in reading ranged from 50 to 65 percent at the district level and from 34 to 50 percent at the state level. In sharp contrast, CHS reading scores for the same period ranged from 93 to 100 percent.

CHS has earned an "A" grade in the Florida School Accountability Program each year since entering the program in 2001-02. The school grade is based on three criteria: 1) the percentage of students meeting high standards in reading, mathematics, and writing; 2), the percentage of students making learning gains in reading and mathematics; and 3) the proportion of the lowest 25% of students making learning gains in reading. While CHS is not the only high school in the district that received an "A" grade in each of these years, the "value added" progress indicated by all students, and especially by the number of lowest quartile students, who improved over the previous year is notable. These figures represent gains made while students are enrolled at CHS and have consistently been nine to twenty percentage points higher than other district schools and above the state average in both mathematics and reading. Furthermore, CHS students regularly score above the state and district averages in FCAT persuasive and expository writing, in some years posting the highest scores in the state. CHS students consistently exceed national, state, and district norms in both math and reading on nationally normed tests.

The PERT test is used to place students in collegiate or pre-collegiate programs. Ninety-eight percent of pre-collegiate students without college-ready scores on the PERT raise their scores to the college-ready standard by the end of their sophomore year. While standardized test scores are powerful evidence of achievement, CHS students post a high school graduation rate of 100 percent, an Associate's degree graduation rate of 86%, and 80% of CHS students receive one or more university-level scholarships. All are accomplishments that attest to the level at which CHS students achieve their overall educational goals.

2. Using Assessment Results:

Use of assessment results to enhance both student and school success is ongoing. Each student has an individual Student Education Plan (STEP) which includes a Comprehensive Graduation Plan that plots

student progress toward high school graduation and toward Associate's degree requirements. In developing the STEP for each student, faculty and staff monitor assessment results from FCAT, PERT, SAT, ACT and other norm-referenced tests, as well as individual grades from courses, overall grade point averages, course retention rates, and course success rates. Test performance patterns, changes in grade point averages, and other assessment data are used to create a comprehensive picture of a student's progress. This information is used to determine intervention/support strategies a student may need and to prompt further evaluation of a student's academic potential and progress. In addition to formal assessments, other strategies, such as progress reports, midterm advisory grades, instructor observations and input, and student-led conferences help to refine understanding of a student's progress. This continuous tracking of assessment results is combined with anecdotal classroom observations by high school and college faculty and staff, as well as parent input, to assemble a holistic picture of student progress and a "living profile" of each CHS student.

CHS staff members are able to initiate appropriate student intervention strategies when needed. CHS instructors, on-staff tutors, study groups, computer-assisted-instruction, skill workshops, video reviews and other similar activities are available for learning support. Students may also be referred to other resources such as the NWFSC Math Lab, Academic Success Center, or online tutoring services available twenty-four hours a day. The CHS Student Academic Resource Center (STAR Lab) is the primary vehicle for helping students evaluate their progress, choose resources compatible with their learning styles, and locate appropriate support materials. The CHS staff works closely with individual students to promote understanding of assessment results and to encourage student ownership and use of results for self-assessment and understanding.

In addition to the use of assessment results to improve individual student success, aggregate student performance data and student and parent surveys are tracked by grade level, subject area, and class for trends and anomalies that indicate the need for curriculum modification in teaching-learning strategies. Recent enhancements resulting from this aggregate performance tracking include implementation of an in-house tutoring program, a revised tenth-grade College Success curriculum that shifts focus to an interdisciplinary approach to reading, learning and study skills, a sophomore Directed Study program to support classroom instruction and individual student needs, and an integrated academic seminar that culminates in a senior capstone project that pairs a student with an advisor and mentor/expert in an area of interest that provides an opportunity to apply academic knowledge to real-world skills.

3. Sharing Lessons Learned:

From its inception the school has welcomed visitors interested in either duplicating the school concept or implementing selected practices and programs. The effectiveness of the CHS program is evident in the extent to which CHS has been called upon to describe its operations and to assist in the planning and development of similar charter high schools. Postsecondary institutions have visited CHS to observe the school's operations and speak with CHS staff and students. CHS honors have been highlighted in the Advocate, a Florida educational publication and in Florida Trend Magazine.

In keeping with the culture of reading at the high school, CHS has developed a successful reading atmosphere and a visiting author program that brings in guest readers and authors to meet and work with all interested high school students in writing workshops. Guest readers share their interest in a variety of genres in Reading and English classrooms. The reading program at CHS has been adopted by the NWFSC campus as a model for college level reading preparedness and success.

Thirteen years ago CHS blazed new trails as a pioneer in school choice by developing the first Florida community college charter school. CHS faced a number of start-up challenges, not the least of which was a lack of model schools. The leadership team welcomes inquiries about CHS operations, curriculum, and teaching strategies and continues to offer assistance through many methods to existing and proposed schools.

4. Engaging Families and Communities:

Student progress is communicated to parents at regular intervals throughout the term. In addition to traditional grade reports mailed at the conclusion of a term, monthly and mid-term advisory reports are mailed to each parent. Parents and students may access various online sources to review grades daily, at mid-term, or after the final grading period. An online “grade book” software program allows parents to see grades, assignments due and completed, and to communicate directly with instructors concerning student progress. Students may view current grades and grades posted to the transcript through Florida’s online student advising system. Copies of standardized test results are shared with parents along with a guide to interpret the results. Parents and students also participate in annual required student-led conferences (sophomores have two per year). During these conferences students share their goals, successes, strengths, weaknesses, and progress in their classes and as a student.

School accountability results, school grades in the Florida School Accountability Program, and compiled mean scores of CHS student assessments are communicated to parents, students and the community through press releases, the CHS web page, public service announcements, newsletters, banners, parent conferences, student-led conferences, open houses, and annual parent meetings, as well as via the CHS electronic message boards located throughout the school site. As least once a week, emails are sent to all stakeholders about school and student achievements, activities, student news, and any other pertinent information. The school publishes an annual report which contains detailed information regarding all of the school’s assessment activities as well as the results of student and parent satisfaction surveys. Once approved by the NWFSC Board of Trustees (the CHS Governing Board) and the School Advisory Council (SAC), the full report is available on the CHS website. In addition, all state, district, and school-level accountability measures are available through the FLDE website.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at CHS offers greater depth, breadth, and rigor than the traditional public high school. CHS provides an honors curriculum exclusively to sophomore students and dual credit college classes to juniors and seniors. The curriculum affords students the opportunity to enroll in a variety of advanced courses ranging from organic chemistry, music theory, and cost accounting to technical writing, abnormal psychology, and differential equations, as well as access to expanded experiences in music, dance, visual arts, and theater. CHS students may also elect to take a college-level leadership course specifically designed to develop real world leadership skills. Students may select from more than 250 college level academic and technical courses to satisfy the high school diploma and associate degree requirements simultaneously.

The curriculum is distinguished by an academic seminar requirement that is part of the school's innovative mission and provides students with an additional perspective on general education, current world issues, the interdisciplinary nature of subjects, and connections to careers and education beyond high school. Participation is designed not only to add knowledge but also to strengthen students' ability to participate in structured discussions, Socratic exchanges, problem-solving, critical thinking, and informal debate. The pinnacle of the seminar is the completion of a Capstone Project during the senior year.

The language arts curriculum offers both structure and choice. Sophomore students take English II Honors with an emphasis on shared inquiry into American Literature, writing and grammar, and vocabulary development. The pace and depth of the study is accelerated because CHS students will matriculate immediately into college-level classes as juniors and seniors, skipping the last two years of traditional high school courses. In addition, there is a school-wide focus on reading whose genesis is a "Read This" program designed to promote a school-wide "Culture of Reading" and to remediate and encourage reluctant or non-readers.

The CHS social studies sequence begins with sophomores taking American History Honors, with cross-curricular connections to American Literature taught in English II Honors. Juniors and seniors complete the social studies requirements with dual credit college courses in American Government, Economics, and World History. The American History class is distinguished by real-time research, examination of primary sources, and team projects on historical and contemporary issues.

The CHS mathematics curriculum is guided by placement test scores and completion of pre-requisites. Students may enroll in a curriculum that includes Algebra II Honors at the high school level and a sequence of mathematics courses beginning with college credit Intermediate Algebra through Differential Equations and Calculus III. The mathematics sequence may be tailored to individual needs if a student demonstrates competency and when a student wishes to pursue a degree in engineering, science, computer science, or any other program requiring advanced mathematics.

After completing an Integrated Science III Honors course as a foundation, sophomore students take a college credit General Biology class as the bridge to more challenging college level science classes in the junior and senior years. Juniors and seniors may choose from 24 challenging college science classes that are appropriate for their chosen college major. Courses include many usually unavailable in high school curricula such as physical geology, organic chemistry, astronomy (taught in an on-site observatory), and modern physics. All courses include a laboratory component.

Students may take a variety of courses in fine and performing arts, including pottery, painting, photography, dance, music, and theater. In addition to humanities classes and studio work, students study

music theory, set and costume design, and participate in theatrical productions in a \$20 million theater and arts educational complex.

A two-year foreign language requirement can be met through Spanish, American Sign Language, or Chinese, offered in the college curriculum. Students who have begun another language at their previous school may continue that language through independent study or continued study at the previous school through a partnership agreement with CHS. Students may also enroll in the third and fourth year of the same language.

2. Reading/English:

The English Language curriculum is designed to increase rigor, depth, and breadth of English Language skills while establishing a secure foundation in basic skills. A typical sequence for a CHS student is to take English II Honors for high school credit in the sophomore year and to take college classes, typically Writing and Grammar and English Communications I and II, for dual college and high school credit in the junior and senior years. English II Honors focuses on the study of American Literature including poetry, fiction, non-fiction, novels, and plays with emphasis on writing processes. Students do formal and informal writing, including literary critical analysis as well as completing a research paper. They are introduced to MLA documentation as a precursor to the writing requirements for the skills expected to be demonstrated in the college classes. Research skills, including using the library, Internet, and electronic databases provide the foundation for public presentations with and without technology. The ultimate demonstration of English Language skills culminates in a Senior Capstone project where the student demonstrates the skills mastered in high school and college classes.

CHS has a school-wide emphasis on reading. In addition to reading required in the English class, sophomores take an additional college level “Reading Across the Genres” course. Other strategies to reinforce both the joy of reading and reading skills include a summer reading program, a book club approach in reading workshops, and promoting reading as a reward rather than rewarding reading. Students in need of remediation in reading receive research-based support and one-on-one strategies with frequent feedback through both self-assessment strategies and standardized pre-and post-tests to evaluate reading level and progress in reading. Additional support in English and Reading is provided for CHS students by a part-time tutor who supports the curriculum and student success by individual tutoring. Students make cognitive connections across the curriculum through reading specifically in English, American History, and Reading Across the Genres. The school-wide reading immersion has produced impressive results in test scores and expository and recreational reading.

3. Mathematics:

The mathematics curriculum is characterized by the same high standards demonstrated by all CHS classes. The CHS mathematics curriculum is guided by placement test scores and completion of pre-requisites. Students may enroll in a course of study that includes Algebra II Honors at the high school level and a sequence of mathematics courses beginning with college credit Intermediate Algebra, College Algebra, College Geometry, and Pre-Calculus through Differential Equations, Linear Algebra, and Calculus III. Students have the opportunity to progress through the math program in many courses that are not offered at traditional high schools. The mathematics sequence may be tailored to individual needs if competency is demonstrated and when a student wishes to pursue a degree in engineering, science, computer science, or any other program requiring advanced mathematics. Support for business-oriented students is provided through Statistics and a Business Calculus curriculum. For students not pursuing a technical degree, an alternate path, including Math for Liberal Arts courses, is offered.

When a student arrives at CHS without the requisite skills to succeed in Algebra 2 Honors, an individual plan of instruction is tailored to his or her needs and credit is earned in Algebra 1 Honors and/or Geometry.

The instructors of the mathematics curriculum are specialists in their field; all hold advanced degrees. The instructional methods used include face-to-face instruction, hands on manipulative use in group activities, available videos of the class lectures, and computer aided instruction through online math labs. All CHS and NWFSC faculty maintain ten office hours weekly to be available to their students for one-on-one tutoring. Additional support in mathematics is provided for CHS students by a part-time tutor who supports the mathematics curriculum and student success by individual tutoring and guiding group study sessions. Students also have access to NWFSC Math Lab and the Academic Success Center at no cost

4. Additional Curriculum Area:

The science curriculum is characterized by the same high standards demonstrated by all classes at CHS. Students begin the study of science through a broad-view integrated science course and proceed to an incredible diversity of college biological and physical science courses generally unavailable in traditional high schools, including advanced physics, organic chemistry, astronomy, and advanced biology. The rigorous science curriculum offers high school students the use of state of the art facilities, including an astronomical observatory, and the opportunity to use instruments and techniques such as chromatography in organic chemistry, electrophoresis in advanced biology, and a sonic range finder in advanced physics.

CHS uses a variety of technology tools in the science curriculum to enhance student access to a wide range of knowledge beyond the confines of the classroom. Computer-aided lecture presentations are used daily in science instruction. The presentations are text-based; hence, students internalize the relevancy of the text to the curriculum and laboratory experiences in science. Images from some of the leading institutions in the world are accessible on the World Wide Web directly to the classroom through wireless Internet to students' individual laptop computers. Students interject digital images from field trips and classroom activities into presentations. For example, histology images (microscope slides) from Stanford can be compared to images made through the microscopes in the science classroom. Students make regular excursions into the surrounding environment to collect real-world data to enhance the science classroom experience.

The CHS instructional staff are specialists in their field; all hold advanced degrees. The quality of instructors in the science department is further evidence of the quality of science education available to students at CHS. Ninety-one percent of the science faculty holds doctorate degrees in their teaching discipline. Additional support in science is provided for CHS students by a part-time tutor who supports the science curriculum and student success by individual tutoring and guiding group study sessions.

5. Instructional Methods:

Key to the success of the Collegiate High School is the theory that applying a variety of instructional methods increases the likelihood of accommodating the variety of learning styles students bring to their education and of preparing them for the variety of interactions they will encounter in adult life. In addition to the traditional classroom approach, the range of instructional options at CHS includes implementation of technology-across-the curriculum, incorporation of an integrated, academic seminar, varied course lengths (year-long, semester-long and "mini-mester" formats), self-paced, performance-based options, and school-wide enhancement activities to complement the traditional curriculum.

CHS provides a laptop computer to every student. Personal wireless laptops put the World Wide Web at a student's fingertips and capitalize on the appeal of easy online access to technologically savvy students of the 21st century. Use of this technology expands the traditional textbook by enabling connectivity to universities, museums, historical documents, real-time interviews, and other resources delivered directly to student desks. All students are required to complete an online high school course.

An innovative and flexible calendar allows CHS students to participate twice a year in mini-mester courses delivered in the form of seminars, field trips, and hands-on activities in topics such as practical

chemistry, oceanography, herpetology, foreign language, and political science. These concentrated interest sessions jump-start curiosity at the start of the fall term and revitalize interest and attention at the end of the spring term. In one reading seminar, participants use a student-led “book-club approach” to read and discuss a common and a classic novel. In an anthropology seminar, students conduct an actual on-site archeological “dig.” Students also enroll each semester in an academic seminar research class that connects concepts learned in each individual subject to the full academic curriculum, and encourages the development of problem solving, critical thinking, and research skills, as well as oral presentation, and real-life application of the academic disciplines.

In addition to irreplaceable direct instruction, students are involved in small group projects, shared inquiry into literature, cross curricular alignment of topics in literature and history, and an approach to mathematics which prompts students to go beyond facts to a more thoughtful analysis of the people, times, and events. Independent learning activities – in the form of an entire self-paced course or a quick review in a given topic are available in the Student Academic Resource (STAR) Lab, which is staffed with a master’s degree level professional and open throughout the school day.

6. Professional Development:

Professional development opportunities abound for CHS faculty and staff. All CHS instructors hold master’s or doctoral degrees in their field of instruction, an academic quality rarely found in traditional high schools. A collegial atmosphere promotes formal and informal exchange of professional information, from the sharing of best practices and educational research. A segment of each CHS weekly staff meeting is devoted to a brief professional development activity, many of which are drawn from educational newsletters, pedagogical updates, current research, and book studies related to educational issues.

CHS staff members participate regularly in NWFSC workshops. Recent workshops include: “Web Page Design” and “Serving Struggling Students.” New faculty members participate in a two-day orientation program which includes an overview of NWFSC/CHS policies, creative testing and assessment strategies, curriculum development, and related topics. Faculty and staff also have access to the NWFSC Staff and Program Development fund to pursue postsecondary coursework. Each full-time CHS employee may be reimbursed for up to four postsecondary or graduate classes each year and faculty members may be eligible for “release time” for educational research or special projects. The fund also supports attendance at national conferences.

7. School Leadership:

The leadership philosophy and structure of CHS is to provide academic and technical education for serious high school students who seek the environment of a high-performing school and desire to undertake advanced and college level study. The principal and leadership team of CHS manage the organization, operations, and facilities. The management of the organization is promoted at the highest level in order to ensure a safe, efficient, and effective learning environment. The principal and assistant principal actively take part in classroom oversight through classroom visitations and observations as well as covering classes in the absence of instructional staff. This creates opportunities within the school for the leadership team to engage students in constructive conversations about important school issues.

The leadership team holds weekly staff meetings to discuss school and student issues with the staff members. The principal, assistant principal and guidance counselor maintain high visibility at the school, college, and in the community. The leadership team works closely with students and parents by providing academic counseling, support, and guidance through the senior Capstone project as well as an annual orientation for information and registration. The leadership team also works closely with the Northwest Florida State College by serving on a variety of college-wide committees. The team also keeps open communication with college instructors about student progress and any other student issues in the various classes.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: FCAT

Edition/Publication Year: FCAT 2.0 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Level 3, 4, 5	99	100	100	99	99
% Level 4, 5	95	92	93	93	95
Number of students tested	71	86	84	77	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Level 3, 4, 5	91	83	Masked	Masked	Masked
% Level 4, 5	8	25	Masked	Masked	Masked
Number of students tested	12	13	2	2	3
2. African American Students					
% Level 3, 4, 5	Masked	Masked	Masked	Masked	Masked
% Level 4, 5	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	2	3	3	4
3. Hispanic or Latino Students					
% Level 3, 4, 5	Masked	Masked	Masked	Masked	
% Level 4, 5	Masked	Masked	Masked	Masked	
Number of students tested	5	3	2	2	
4. Special Education Students					
% Level 3, 4, 5	Masked	Masked	Masked	Masked	Masked
% Level 4, 5	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	4	3	2	3
5. English Language Learner Students					
% Level 3, 4, 5			Masked		
% Level 4, 5			Masked		
Number of students tested			1		
6. Multi Racial					
% Level 3, 4, 5	Masked	Masked	Masked	Masked	Masked
% Level 4, 5	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	7	3	5	8
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 12 Test: ACT

Edition/Publication Year: ACT

Publisher: ACT

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	26	25	25	26	24
State Average	20	20	20	20	20
Number of students tested	78	65	70	58	62
Percent of total students tested	77	79	70	70	62
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	Masked	Masked	Masked	Masked	
State Average	Masked	Masked	Masked	Masked	
Number of students tested	2	2	3	1	
2. African American Students					
Average Score	Masked	Masked	Masked	Masked	
State Average	Masked	Masked	Masked	Masked	
Number of students tested	5	3	1	1	
3. Hispanic or Latino Students					
Average Score	Masked	Masked		Masked	
State Average	Masked	Masked		Masked	
Number of students tested	2	2		2	
4. Special Education Students					
Average Score	Masked	Masked	Masked		
State Average	Masked	Masked	Masked		
Number of students tested	3	1	1		
5. English Language Learner Students					
Average Score					
State Average					
Number of students tested					
6. Multi Racial					
Average Score	Masked	Masked	Masked	Masked	
State Average	Masked	Masked	Masked	Masked	
Number of students tested	3	5	4	1	
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

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