
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Head of School Mrs. Mary L. Kanter
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Carrollwood Day School
(As it should appear in the official records)

School Mailing Address 19521 Michigan Avenue
(If address is P.O. Box, also include street address)

Odessa Florida 33556-4233
City State Zip Code+4 (9 digits total)

Tel. (813) 920-2288 Fax (813) 920-8237

Website/URL www.carrollwooddayschool.org E-mail mlk4309@aol.com

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

(Head of School's Signature) Date 1/26/2004

Name of Superintendent* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. () _____

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

(Superintendent's Signature) Date 1/26/2004

Name of School Board
President/Chairperson Mr. Daniel C. Peek
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)

N/A TOTAL

2. District Per Pupil Expenditure: N/A
 Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

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

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

4. 6 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	20	13	33	7	7	16	23
1	19	23	42	8	8	11	19
2	18	14	32	9			
3	28	14	42	10			
4	12	22	32	11			
5	17	15	32	12			
6	11	18	29	Other	77	61	138
TOTAL STUDENTS IN THE APPLYING SCHOOL →							422

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>87</u> | % White |
| <u>3</u> | % Black or African American |
| <u>7</u> | % Hispanic or Latino |
| <u>3</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 3.6 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	~ 10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	~ 5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	422
(5)	Subtotal in row (3) divided by total in row (4)	.036
(6)	Amount in row (5) multiplied by 100	3.6

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: N/A

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %
0 Total Number Students Who Qualify

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

10. Students receiving special education services: 0 %
0** Total Number of Students Served

****CDS does not provide special services to these students. The school works with families and adjusts student schedules to allow these children to work with private therapists on our campus or to attend therapy sessions during school hours.**

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> 1</u> Hearing Impairment	<u> 5</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> 1</u> Visual Impairment Including Blindness

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> 5</u>	<u> 2</u>
Classroom teachers	<u> 26</u>	<u> 15</u>
Special resource teachers/specialists	<u> </u>	<u> </u>
Paraprofessionals	<u> 2</u>	<u> </u>
Support staff	<u> 4</u>	<u> 5</u>
Total number	<u> 37</u>	<u> 22</u>

12. Average school student-“classroom teacher” ratio: 1:9 Preschool / 1:16 Other grades

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	98%	97.5%	98%	97.5%	97%
Daily teacher attendance	98.5%	98%	98%	98%	98.5%
Teacher turnover rate	.075%	1.0%	.50%	2%	.08%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.
2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.
3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.
4. Describe in one-half page how the school will share its successes with other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).
2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

(Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.
4. Describe in one-half page the different instructional methods the school uses to improve student learning.
5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): Florida Council of Independent Schools
 (Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes ✓ No _____

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$ 6,250</u> K	<u>\$ 7,200</u> 1 st	<u>\$ 7,200</u> 2 nd	<u>\$ 7,200</u> 3 rd	<u>\$ 7,200</u> 4 th	<u>\$ 7,200</u> 5 th
<u>\$ 7,480</u> 6 th	<u>\$ 7,480</u> 7 th	<u>\$ 7,480</u> 8 th	<u>\$ N/A</u> 9 th	<u>\$ N/A</u> 10 th	<u>\$ N/A</u> 11 th
<u>\$ N/A</u> 12 th	<u>\$ 3,780</u> Other				

2. What is the educational cost per student?
 (School budget divided by enrollment) \$ 7,360
3. What is the average financial aid per student? \$ 182.61
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2.50 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 5.00 %

PART III – SUMMARY

A visit to Carrollwood Day School's two campuses finds a vibrant community of learners where character and knowledge are valued. In 1997, following a financial crisis that almost closed the school, CDS began to concentrate on rebuilding with a focus on character education. We have adopted four agreements, which include Attentive Listening, Mutual Respect, No Put Downs/Giving Appreciation and the Right to Pass (in non-academic settings). The agreements are prominently displayed in each classroom, toddlers through 8th grade, and are purposefully practiced.

In 2000, school-wide core values were identified through a survey completed by parents and staff. Staff teams provide enrichment material for monthly virtues. We have class meetings and assemblies during which students who have used good character practices are recognized. Since we began our character education initiative we have seen a dramatic reduction in the number of students being sent to the office with referrals. We have also seen improvement in our school's standardized testing scores.

The staff demonstrates a strong commitment to the school community and actively models good character and a love of learning. Along with pursuing professional development activities, providing extra academic help, and counseling, teachers attend students' extracurricular events and even some family functions. When students were asked to name the best things at school, "Having a school that cares about you" was at the top.

Parents are also vital partners in our school. They participate in school sponsored book studies and lectures by expert speakers who have been invited from all over the country. Our parents are dedicated volunteers who help in countless ways: serving lunches, being "copy moms," assisting with performing arts programs and planning major fundraising events.

All students in grades K-8, the staff and parents participate in service projects. The children initiate many of these projects. As a school community we adopted a school in Nicaragua. With money raised through monthly bake sales sponsored by each class, we have provided the school with a water tank, books and supplies, uniforms, desks, and playground equipment.

Children and staff hold each other to high academic standards and everyone is expected to participate fully. Our curriculum-mapping program allows teachers to compare our curriculum to state and national standards. As an International Baccalaureate candidate school preparing for authorization in the Primary Years Program our staff has traveled all over the US and Canada to be trained in this teaching method. Each year we have very good scores on the SAT9 and between 40-60% of our 6th graders qualify for the Duke Talent Search. About 95% of our graduating class attend their first choice high school. This year we were recognized as a National School of Character by the Character Education Partnership in Washington, DC. Only 10 schools in the country receive this honor.

We are proud to hear back from our alumni whose successes confirm that we are accomplishing our mission of integrating a challenging academic experience with a strong character education initiative to prepare lifelong learners equipped to succeed in an ever-changing world.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Carrollwood Day School on an annual basis uses the Stanford Achievement Test 9. It is administered in the fall to children in grades 2-8. Since the test is an achievement test, it is designed to measure the degree to which a child has mastered a particular skill or area of knowledge. The SAT is a norm-referenced test so it also measures how a group of students perform as compared with a norm group who is representative of children taking the test. Percentiles are probably the most commonly used test score in education. A percentile of 87 indicates that the student equals or surpasses 87 out of 100 (or 87% of) students of the norm group against which they were compared. Different subject areas are tested so if the student takes both arithmetic and reading in the same battery then the results are compared to the norm groups' results in those areas. The scores on standardized tests can provide useful information to administrators and teachers especially when it is used in conjunction with other assessments and observations of a child. It is the school's obligation to use this information judiciously and to find answers to any common problems.

The reading portion of the SAT covers Word Study Skills, Word Reading and Comprehension in the lower grades and Vocabulary and Comprehension, Language, Mechanics, and Expression in the upper grades. Looking at scores in these areas allows teachers to evaluate what the children have mastered and how they compare nationally and locally. The objectives of a school's program must cover a broad range of subject specific skills. Synonyms, antonyms, context clues, multiple meanings, dictionary and thesaurus skills, inferences, and analysis are just a few of the reading areas that must be learned in order to become a successful reader and writer. Most of these skills are evaluated by the SAT. The SAT scores are often predictors of students' future success. Interpretation of the results provides us with an overview of our program so that we can determine if it is well designed and comprehensive. Our total reading results range from 80-90 percent, which is well above the average and confirms that the large majority of our students have mastered the necessary material in language arts.

The math part of the SAT incorporates Problem Solving and Procedures throughout the years. Procedures covers Number Facts, Computation and Symbolic Notation while Problem Solving covers Whole Numbers, Numeration, Geometry, Measurement, Statistics and Probability, Fractions, Decimals, Patterns and Relationships, and Strategies. Our total math scores for grades 2-8 for this year varied from 88%-91%. It is commendable that our students have reached this level of achievement. The application of our hands-on concrete foundational methods has been proven to be successful for many years. We will always continue to watch for any necessary changes. The exceptional results that we have achieved in math, however, are a testimony to the excellent instruction and model approach that we have provided in mathematics.

PART IV – INDICATORS OF ACADEMIC SUCCESS

2. Each fall after the scoring of our standardized achievement testing is received both the head of school and the principal review the students' progress and discuss any modifications in curriculum or teaching strategies that need to be made. All teachers receive copies of their classes' profiles and they also analyze the results of the testing. The administrators and staff meet to explore and discuss any necessary revisions or changes that they feel are important to the students' academic progress.

We compare the testing results to prior years' achievements and we compare each child's results to his or her prior scores. If there are any drastic drops in scores then that student will be observed and offered the required help. This assistance may involve tutoring, skill building or additional work.

The results of our annual testing provide the infrastructure on which we can build a varied yet comprehensive academic program. Our curriculum is a fluid document, which we are able to change when necessary. We use a variety of teaching methods so that every style of learner can be successful. Our materials are up-to-date and we offer children a chance to experience and explore their talents in a healthy secure environment. In addition to standardized achievement tests, we use multiple assessment techniques throughout the school such as portfolios, performance assessments, rubrics, and traditional testing instruments to help us keep a pulse on the progress of our students.

3. Information about student achievement is communicated to all segments of the school community. Teachers review student files at the beginning of the year and speak with the child's prior teacher to discover what methods work best with each student. Administrators meet with each staff member at the end of the year to discuss and record the academic progress and needs of the children. This information in conjunction with all other pertinent data is used to help with student placement. The administration, the teachers and the Board of Trustees review the graphs of our standardized test results.

Each student's standardized test scores are mailed home to the parents with a letter of explanation. The parents are encouraged to call with any questions that they might have about their child's performance. The children's complete school records are available for their parents to look at whenever they wish. Each year, there are three parent-teacher conferences scheduled for each child and parents receive four report cards to help them understand their student's strengths and weaknesses. Parents of middle school students also receive four mid-term progress reports. School-wide results of standardized testing are often shared with current families during Parents Nights and at Open Houses for prospective parents. We invite parents into CDS on a regular basis to view student projects, science experiments, books that they have published, and artistic work that they have created. We do this to encourage families to stay involved and informed about what we do at CDS

Students have the opportunity to share their academic successes and recognize others' accomplishments during our regular morning opening. Student achievements are also recognized in the monthly school newsletter and are submitted for publication in community newspapers and other media.

PART IV – INDICATORS OF ACADEMIC SUCCESS

4. Sharing with other schools is an ongoing practice at CDS. Over the years, we have hosted guest speakers on a variety of topics. In addition to our own families and faculty, we have invited other schools and parents from the community to come and learn with us. We have welcomed other schools to visit our campuses and observe how our staff interacts with the children and how we integrate character education with our successful academic program. Members of our faculty are regularly invited to give presentations on character education and academic subjects at state and national educational conferences. These presentations include practical handouts which educators can take back to their own classes to use.

As a National School of Character one of our commitments is to mentor other schools interested in developing their own character education initiatives. The Character Education Partnership in Washington lists Carrollwood Day School on its web site as a 2003 winner and through this listing many schools have contacted us for information about our program. We have gladly shared our ideas and initiatives with schools from all over the country. We lend materials and books and offer to visit and train their teachers. We write a lot of e-mails and do our best to support any school that wants to model any part of our teaching approach.

This year we will be sponsoring a *Laws of Life* essay contest for students from schools throughout our community. Part of an international initiative, “the *Laws of Life* Essay Contest gives students the chance to reflect and write about their values – two cornerstones of an effective character education.” The monetary awards that will be given to students and teachers are funded by the grant we received from the Character Education Partnership.

PART V - CURRICULUM AND INSTRUCTION

1. CDS, a longtime child advocate, has created a developmentally appropriate curriculum. It is traditional, values-centered and covers all of the necessary academic and social skills. Healthy risk-taking, problem solving and critical thinking are integrated throughout our school day.

Language Arts skills begin in our preschool where children are appropriately introduced to letters and sounds. Kindergarten uses a phono-graphix method based on reading reflex principles as well as traditional phonemic awareness and introductory reading skills. Good literature is always used in the classroom and additional reading is encouraged through the use of the Scholastic Reading Counts program. Middle School students have a weekly form signed by their parents with the amount of outside reading that they have done. Writing is taught through the Writing Workshop program. Writing, peer editing, self-edits, publishing and sharing are essential to good writing skills. Poetry readings, our Shakespeare Festival, writing contests and other activities are used to motivate and encourage a love of language.

Math begins with manipulatives and with discovery and exploration. Children use concrete objects to learn about patterning, grouping, shapes and numbers. As they become familiar with the manipulatives they are given directions on the appropriate use for each one. As students progress through their elementary grades we ease them into more abstract concepts. Their understanding of mathematical concepts has a strong foundation and they can easily transition to more paper and pencil activities. Games, software, daily challenging problems, and other enrichment materials are used in addition to their text.

Science comes alive on our 16-acre lakefront campus where we have the ability to study environmental issues first hand. We have adopted trees, joined environmental groups, participated in clean ups, and created our own butterfly garden (for which we received a grant). We have an annual Science Experience Day during which students teach each other about the unit that they are studying. In middle school they study Earth Science, Life Science, and Physical Science and go on field trips, which are closely tied to their studies.

Social Studies begins with a study of the individual child and moves through an ever-widening group including family, community, state, country and world. Field trips and discussions of current events stimulate student questions and research. Patriotism, history, geography, economics, biographies, national symbols and citizenship are all-important facets of our curriculum. We have received several grants for economics and for a special study of Central America.

Our Spanish program starts in Kindergarten where a native Spanish-speaking teacher reads stories and introduces simple words and phrases to the children. In our elementary classes the students watch videos, practice imitating words and begin to write in Spanish. Our sixth, seventh and eighth graders have Spanish as a core subject each day. They study Spanish culture and each must prepare an in-depth research project on some aspect of Spanish culture. They go on a field trip to Ybor City, which focuses on Cuban culture and to a Spanish restaurant where they must order their lunch in Spanish. Many of our students qualify to enter Spanish II or Honors Spanish when they enter High School.

Children begin to express themselves through art in the preschool. They are encouraged to make each of their pieces original. They do not all create the same art at the same time in their class. They are exposed to many famous artists and their methods over the years. Our art teachers cultivate an aesthetic sense in the children while they explore their artistic talents. Art history and biographies and works of internationally known artists are shared with the students. They learn how to properly use and manipulate materials and they become acquainted with different styles. At the end of the year student work is carefully chosen and respectfully displayed for the whole school community to visit.

PART V – CURRICULUM AND INSTRUCTION

2. A sequential balanced reading program is taught at CDS. Through award winning children's books, a structured reading program, and an independent reading program, the students sharpen their comprehension skills. Reading is emphasized year-round through our summer reading program. The ability to read well for information as well as the desire to read for enjoyment are stressed at CDS.

The Scott Foresman Reading Series is the structured reading program used throughout the elementary grades. This program was selected because it integrates not just reading and comprehension skills, but writing and spelling skills as well. Some comprehension skills emphasized are vocabulary in context, fluency, genre, literary devices, predicting, drawing conclusions, developing character, cause and effect, and inference skills. The reading program for our middle school students is based on the Elements of Literature series and is enriched with literature trade books. The Vocabulary series is used to build and expand their vocabulary. A love of reading is nurtured through events like Authors' Conferences and our annual Shakespeare Festival.

Students also write daily in a variety of ways. Through experiences like journal writing, process writing lessons or writing a research paper, students are encouraged to write so that others will understand. Creative writing sessions emphasize the uniqueness of each student's thoughts and ideas. Examples of creative writing activities are Tall Tales, poetry, plays, puppet shows, letter writing and writing to describe. Grammar lessons help students write more clearly and effectively. Spelling skills such as sound-letter patterns, word structures, and meaning relationships as well as vocabulary, parts of speech and sentences and phrase are taught.

The goal of the CDS language arts program is to produce life long readers as well as students who have the ability to communicate well both orally and in writing.

3. Our character education initiative, which is integral to our mission, is a model for student instruction. From our very youngest students through our middle school grades children learn to become caring and responsible citizens of the world.

In 1997, CDS began to incorporate Character Education as part of its core curriculum. Administrators, teachers and parents collaborated to identify 13 key values to form the foundation of their character education initiative. The entire school community makes a year-round commitment to building moral character and creating a caring community.

We regularly assess our students' academic achievements and attitude. We can track a meaningful correlation between the growth of our character education initiative and improvements in student behavior and academic performance. We also survey parents regularly to track their perception of our school's strengths and areas of concern as well as the carry-over at home that they attribute to our character education programming.

Carrollwood Day School was one of ten schools honored as a 2003 National School of Character in recognition of its exemplary work to encourage the ethical, social and academic development of its students through character education. The benefits of our character ed program extend well beyond the classroom. The Florida West Coast League awarded CDS the first Rick Stowell Sportsmanship Award that is given annually to the school whose coaches, players, and fans display the best sportsmanship and positive attitude over the course of an entire school year. Last year, seven CDS students were named John Lynch Stars of the Month. Coaches from throughout the county are invited to nominate two students each month who exemplify excellence in athletics, academics and community service. At the end of the year, The John Lynch Foundation also recognized our coach as the Coach of the Year.

PART V – CURRICULUM AND INSTRUCTION

4. Carrollwood Day School provides for the development of the whole child including their intellectual, emotional, social, physical, and cultural growth. As an International Baccalaureate candidate school we are committed to a structured, purposeful inquiry program, which engages students in their own learning. The Primary Years Program combines the best research and practices from around the world. This framework is relevant and challenging for children. Of course, we continue to vary our teaching strategies incorporating visual, auditory, and kinesthetic methods in each class. We also acknowledge the social and academic benefits of cooperative and group learning. Brain-based learning, Character Education, Quality School, and other research-based studies have been evaluated and integrated when appropriate.

The Primary Years Program melds many educational theories into a process in which understanding is paramount to student achievement. Students seek connections through research and questions as they begin to take responsibility for their own learning. Teachers utilize a wide range of resources and strategies to assist students in their development of knowledge, skills, and concepts. The program of inquiry is based on six organizing themes: Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves and Sharing the planet.

Carrollwood Day School maintains a balance between the IB program and our subject-specific content. Concepts, knowledge and skills are identified and taught for each subject. An IB coordinator at each campus meets with the staff to ensure that development and implementation of the program and curriculum is progressive. Students are assessed through observation, rubrics, benchmarks, checklists, anecdotal records and portfolios in addition to traditional testing. Reflection is encouraged within the staff and student body so that necessary changes may be made. Quality and understanding are valued above quantity and expediency.

PART V – CURRICULUM AND INSTRUCTION

5. Professional Development is promoted at all levels throughout the school. The staff meets to share ideas and successes weekly. Professional Development days are scheduled throughout the year. CDS invites expert speakers on a variety of topics. We also offer book studies to parents and teachers. Teachers have traveled extensively to study the Primary Years Program. A PYP mentor visits several times a year to instruct us and follow our progress with the IB program. Several staff members went to observe in two IBO authorized schools.

Every summer staff members go to the Center for the 4th and 5th Rs at SUNY at Cortland or to the Consortium for Character Education in Orlando. These conferences keep us motivated and up-to-date with our character education initiative. The students are the true beneficiaries of this work because they are developing important life skills, better relationships, and a genuine sense of self-esteem. The staff members are always role models for the children.

As a fully accredited school, staff members attend annual conferences for the Florida Council of Independent Schools, Florida Kindergarten Council, The National Association for the Education of Young Children, and The Association for the Supervision of Curriculum Development. Teachers also can attend subject specific workshops. These workshops allow us to stay on the cutting edge of new developments in education. We also belong to the Bay Area Association of Independents Schools. Monthly, we participate in teacher time out days with other schools to meet and discuss common issues and share successful techniques. Administrators also meet to plan and discuss common problems.

Teachers are encouraged to continue their own education. Many CDS employees are enrolled at local colleges. Our location makes it easy for teachers to maintain their certification, seek additional degrees or simply take a class or two in a subject of interest. Any teacher who seeks national certification is given \$1000 toward their certification.

CDS is a vibrant learning community. The effect is that our students receive the advantage of having teachers who are well versed in their subject and master teachers in their methodology. We have seen our standardized scores rise, our student successes increase, our discipline problems decrease and student interest improve. Our faculty's commitment to self-improvement and lifelong learning is a catalyst for our whole school community.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

CARROLLWOOD DAY SCHOOL

SAT - 9th Ed
 Form S, 1996
 Harcourt Educational Measurement

Scores are reported as percentiles.
 Students with documented disabilities have been excluded. They were tested separately, untimed.

	2002-2003	2001-2002	2000-2001
Testing Month	November	November	November
Grade 8			
Reading	81.0	75.0	88.0
Mathematics	91.0	85.5	89.0
Number of students tested	27	26	20
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 7			
Reading	80.0	78.0	71.0
Mathematics	89.0	88.5	81.5
Number of students tested	19	26	25
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 6			
Reading	82.0	75.0	80.5
Mathematics	88.0	87.5	86.5
Number of students tested	23	21	28
Percent of total students tested	92	95.6	100
Number of students excluded	2	1	0
Percent of students excluded	8	4.4	0
Grade 5			
Reading	85.0	84.5	81.0
Mathematics	90.0	76.5	84.5
Number of students tested	23	27	19
Percent of total students tested	92	100	100

Number of students excluded	2	0	0
Percent of students excluded	8	0	0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

CARROLLWOOD DAY SCHOOL

SAT - 9th Ed
 Form S, 1996
 Harcourt Educational Measurement

Scores are reported as percentiles.
 Students with documented disabilities have been excluded. They were tested separately, untimed

	2002-2003	2001-2002	2000-2001
Testing Month	November	November	November
Grade 4			
Reading	83.0	80.5	82.5
Mathematics	89.0	87.5	89.0
Number of students tested	28	24	25
Percent of total students tested	93.3	100	100
Number of students excluded	2	0	0
Percent of students excluded	6.7	0	0
Grade 3			
Reading	90.0	85.0	82.5
Number of students tested	27	25	22
Percent of total students tested	92.6	92.6	100
Number of students excluded	2	2	0
Percent of students excluded	7.4	7.4	0
Mathematics	89.0	84.5	87.5
Number of students tested	28	25	22
Percent of total students tested	96.5	92.6	100
Number of students excluded	1	2	0
Percent of students excluded	3.5	7.4	0
Grade 2			
Reading	85.0	92.5	82.0
Mathematics	88.0	94.0	88.0
Number of students tested	39	30	24
Percent of total students tested	95.1	100	100
Number of students excluded	2	0	0
Percent of students excluded	4.9	0	0

