

# ENDS Internal Monitoring Report 2002-2003

ORANGE COUNTY PUBLIC SCHOOLS



## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress																																								
<p>E-2 Students will achieve academically at levels commensurate with challenging and yearly academic goals.</p>	<p>Learning Gains in Reading  Charter School District Performance Goal 7</p>	<table> <tr><td>District:</td><td>43.1%</td></tr> <tr><td>Grade 4:</td><td>53.3%</td></tr> <tr><td>Grade 5:</td><td>54.4%</td></tr> <tr><td>Grade 6:</td><td>48.6%</td></tr> <tr><td>Grade 7:</td><td>45.8%</td></tr> <tr><td>Grade 8:</td><td>43.8%</td></tr> <tr><td>Grade 9:</td><td>22.8%</td></tr> <tr><td>Grade 10:</td><td>40.1%</td></tr> <tr><td>White:</td><td>54.6%</td></tr> <tr><td>Black:</td><td>31.0%</td></tr> <tr><td>Hispanic:</td><td>36.4%</td></tr> <tr><td>Asian:</td><td>53.5%</td></tr> <tr><td>American Indian:</td><td>52.1%</td></tr> <tr><td>Multi-Racial:</td><td>50.4%</td></tr> <tr><td>Female:</td><td>44.7%</td></tr> <tr><td>Male:</td><td>41.5%</td></tr> <tr><td>LY:</td><td>19.5%</td></tr> <tr><td>LF:</td><td>43.3%</td></tr> <tr><td>LZ:</td><td>39.2%</td></tr> <tr><td>ESE:</td><td>21.1%</td></tr> </table>	District:	43.1%	Grade 4:	53.3%	Grade 5:	54.4%	Grade 6:	48.6%	Grade 7:	45.8%	Grade 8:	43.8%	Grade 9:	22.8%	Grade 10:	40.1%	White:	54.6%	Black:	31.0%	Hispanic:	36.4%	Asian:	53.5%	American Indian:	52.1%	Multi-Racial:	50.4%	Female:	44.7%	Male:	41.5%	LY:	19.5%	LF:	43.3%	LZ:	39.2%	ESE:	21.1%	<p>The district made reasonable progress in the percent of our students making learning gains in reading, maintaining the percent of students demonstrating two of the three state defined ways to show gains.</p>
District:	43.1%																																										
Grade 4:	53.3%																																										
Grade 5:	54.4%																																										
Grade 6:	48.6%																																										
Grade 7:	45.8%																																										
Grade 8:	43.8%																																										
Grade 9:	22.8%																																										
Grade 10:	40.1%																																										
White:	54.6%																																										
Black:	31.0%																																										
Hispanic:	36.4%																																										
Asian:	53.5%																																										
American Indian:	52.1%																																										
Multi-Racial:	50.4%																																										
Female:	44.7%																																										
Male:	41.5%																																										
LY:	19.5%																																										
LF:	43.3%																																										
LZ:	39.2%																																										
ESE:	21.1%																																										

## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress																																																
<p>E-2 Students will achieve academically at levels commensurate with challenging and yearly academic goals.</p>	<p>Learning Gains in Math</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">District:</td> <td style="text-align: right;">49.2%</td> </tr> <tr> <td style="padding-left: 20px;">Grade 4:</td> <td style="text-align: right;">46.0%</td> </tr> <tr> <td style="padding-left: 20px;">Grade 5:</td> <td style="text-align: right;">52.5%</td> </tr> <tr> <td style="padding-left: 20px;">Grade 6:</td> <td style="text-align: right;">43.1%</td> </tr> <tr> <td style="padding-left: 20px;">Grade 7:</td> <td style="text-align: right;">44.6%</td> </tr> <tr> <td style="padding-left: 20px;">Grade 8:</td> <td style="text-align: right;">60.5%</td> </tr> <tr> <td style="padding-left: 20px;">Grade 9:</td> <td style="text-align: right;">43.8%</td> </tr> <tr> <td style="padding-left: 20px;">Grade 10:</td> <td style="text-align: right;">60.9%</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td style="padding-left: 20px;">White:</td> <td style="text-align: right;">61.3%</td> </tr> <tr> <td style="padding-left: 20px;">Black:</td> <td style="text-align: right;">34.3%</td> </tr> <tr> <td style="padding-left: 20px;">Hispanic:</td> <td style="text-align: right;">43.4%</td> </tr> <tr> <td style="padding-left: 20px;">Asian:</td> <td style="text-align: right;">69.3%</td> </tr> <tr> <td style="padding-left: 20px;">American Indian:</td> <td style="text-align: right;">55.2%</td> </tr> <tr> <td style="padding-left: 20px;">Multi-Racial:</td> <td style="text-align: right;">49.4%</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td style="padding-left: 20px;">Female:</td> <td style="text-align: right;">49.7%</td> </tr> <tr> <td style="padding-left: 20px;">Male:</td> <td style="text-align: right;">48.7%</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td style="padding-left: 20px;">LY:</td> <td style="text-align: right;">29.1%</td> </tr> <tr> <td style="padding-left: 20px;">LF:</td> <td style="text-align: right;">47.9%</td> </tr> <tr> <td style="padding-left: 20px;">LZ:</td> <td style="text-align: right;">47.9%</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td style="padding-left: 20px;">ESE:</td> <td style="text-align: right;">23.7%</td> </tr> </table>	District:	49.2%	Grade 4:	46.0%	Grade 5:	52.5%	Grade 6:	43.1%	Grade 7:	44.6%	Grade 8:	60.5%	Grade 9:	43.8%	Grade 10:	60.9%			White:	61.3%	Black:	34.3%	Hispanic:	43.4%	Asian:	69.3%	American Indian:	55.2%	Multi-Racial:	49.4%			Female:	49.7%	Male:	48.7%			LY:	29.1%	LF:	47.9%	LZ:	47.9%			ESE:	23.7%	<p>The district made reasonable progress in the percent of our students making learning gains in math, maintaining the percent of students demonstrating one of the three state defined ways to show gains.</p>
District:	49.2%																																																		
Grade 4:	46.0%																																																		
Grade 5:	52.5%																																																		
Grade 6:	43.1%																																																		
Grade 7:	44.6%																																																		
Grade 8:	60.5%																																																		
Grade 9:	43.8%																																																		
Grade 10:	60.9%																																																		
White:	61.3%																																																		
Black:	34.3%																																																		
Hispanic:	43.4%																																																		
Asian:	69.3%																																																		
American Indian:	55.2%																																																		
Multi-Racial:	49.4%																																																		
Female:	49.7%																																																		
Male:	48.7%																																																		
LY:	29.1%																																																		
LF:	47.9%																																																		
LZ:	47.9%																																																		
ESE:	23.7%																																																		

## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress																																										
<p>E-2 Students will achieve academically at levels commensurate with challenging and yearly academic goals.</p>	<p>Degrees of Reading Power (DRP) Gains</p> <p>Reported in DRP points gained from September to December</p>	<table border="0"> <tr> <td>District:</td> <td>1.8 points from 55.6 to 57.4</td> </tr> <tr> <td>Grade 3:</td> <td>3.0 points from 35.1 to 38.1</td> </tr> <tr> <td>Grade 4:</td> <td>2.5 points from 41.8 to 44.3</td> </tr> <tr> <td>Grade 5:</td> <td>2.3 points from 49.7 to 52.0</td> </tr> <tr> <td>Grade 6:</td> <td>2.6 points from 53.0 to 55.6</td> </tr> <tr> <td>Grade 7:</td> <td>1.5 points from 58.7 to 60.2</td> </tr> <tr> <td>Grade 8:</td> <td>1.6 points from 63.7 to 65.3</td> </tr> <tr> <td>Grade 9:</td> <td>1.0 points from 67.3 to 68.2</td> </tr> <tr> <td>Grade 10:</td> <td>0.5 points from 74.3 to 74.9</td> </tr> <tr> <td>White:</td> <td>1.7 points from 61.4 to 63.7</td> </tr> <tr> <td>Black:</td> <td>2.1 points from 50.3 to 52.4</td> </tr> <tr> <td>Hispanic:</td> <td>1.9 points from 50.9 to 52.8</td> </tr> <tr> <td>Asian:</td> <td>2.0 points from 61.3 to 63.3</td> </tr> <tr> <td>American Indian:</td> <td>1.9 points from 58.5 to 60.3</td> </tr> <tr> <td>Multi-Racial:</td> <td>2.1 points from 54.6 to 56.7</td> </tr> <tr> <td>Female:</td> <td>1.8 points from 56.3 to 58.2</td> </tr> <tr> <td>Male:</td> <td>1.8 points from 55.1 to 57.0</td> </tr> <tr> <td>LY:</td> <td>2.0 points from 40.2 to 42.2</td> </tr> <tr> <td>LF:</td> <td>2.3 points from 49.5 to 51.8</td> </tr> <tr> <td>LZ:</td> <td>1.9 points from 55.5 to 57.4</td> </tr> <tr> <td>ESE:</td> <td>1.9 points from 43.0 to 44.9</td> </tr> </table>	District:	1.8 points from 55.6 to 57.4	Grade 3:	3.0 points from 35.1 to 38.1	Grade 4:	2.5 points from 41.8 to 44.3	Grade 5:	2.3 points from 49.7 to 52.0	Grade 6:	2.6 points from 53.0 to 55.6	Grade 7:	1.5 points from 58.7 to 60.2	Grade 8:	1.6 points from 63.7 to 65.3	Grade 9:	1.0 points from 67.3 to 68.2	Grade 10:	0.5 points from 74.3 to 74.9	White:	1.7 points from 61.4 to 63.7	Black:	2.1 points from 50.3 to 52.4	Hispanic:	1.9 points from 50.9 to 52.8	Asian:	2.0 points from 61.3 to 63.3	American Indian:	1.9 points from 58.5 to 60.3	Multi-Racial:	2.1 points from 54.6 to 56.7	Female:	1.8 points from 56.3 to 58.2	Male:	1.8 points from 55.1 to 57.0	LY:	2.0 points from 40.2 to 42.2	LF:	2.3 points from 49.5 to 51.8	LZ:	1.9 points from 55.5 to 57.4	ESE:	1.9 points from 43.0 to 44.9	<p>Baseline for 2002-2003</p>
District:	1.8 points from 55.6 to 57.4																																												
Grade 3:	3.0 points from 35.1 to 38.1																																												
Grade 4:	2.5 points from 41.8 to 44.3																																												
Grade 5:	2.3 points from 49.7 to 52.0																																												
Grade 6:	2.6 points from 53.0 to 55.6																																												
Grade 7:	1.5 points from 58.7 to 60.2																																												
Grade 8:	1.6 points from 63.7 to 65.3																																												
Grade 9:	1.0 points from 67.3 to 68.2																																												
Grade 10:	0.5 points from 74.3 to 74.9																																												
White:	1.7 points from 61.4 to 63.7																																												
Black:	2.1 points from 50.3 to 52.4																																												
Hispanic:	1.9 points from 50.9 to 52.8																																												
Asian:	2.0 points from 61.3 to 63.3																																												
American Indian:	1.9 points from 58.5 to 60.3																																												
Multi-Racial:	2.1 points from 54.6 to 56.7																																												
Female:	1.8 points from 56.3 to 58.2																																												
Male:	1.8 points from 55.1 to 57.0																																												
LY:	2.0 points from 40.2 to 42.2																																												
LF:	2.3 points from 49.5 to 51.8																																												
LZ:	1.9 points from 55.5 to 57.4																																												
ESE:	1.9 points from 43.0 to 44.9																																												

## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress																																																	
E-2 Students will achieve academically at levels commensurate with challenging and yearly academic goals.	Graduation Rates  Charter School District Performance Goal 8	Available September 2003	Baseline for 2002-2003																																																	
	Dropout Rates  Charter School District Performance Goal 9	Available September 2003	Baseline for 2002-2003																																																	
	FCAT Reading  Charter School District Performance Goal 3	<p><b>Students Reading at Levels 3, 4 or 5</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>District:</td><td style="text-align: right;">44%</td></tr> <tr><td>Grade 3:</td><td style="text-align: right;">58%</td></tr> <tr><td>Grade 4:</td><td style="text-align: right;">54%</td></tr> <tr><td>Grade 5:</td><td style="text-align: right;">56%</td></tr> <tr><td>Grade 6:</td><td style="text-align: right;">48%</td></tr> <tr><td>Grade 7:</td><td style="text-align: right;">45%</td></tr> <tr><td>Grade 8:</td><td style="text-align: right;">43%</td></tr> <tr><td>Grade 9:</td><td style="text-align: right;">28%</td></tr> <tr><td>Grade 10:</td><td style="text-align: right;">34%</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>White:</td><td style="text-align: right;">60%</td></tr> <tr><td>Black:</td><td style="text-align: right;">28%</td></tr> <tr><td>Hispanic:</td><td style="text-align: right;">33%</td></tr> <tr><td>Asian:</td><td style="text-align: right;">57%</td></tr> <tr><td>American Indian:</td><td style="text-align: right;">53%</td></tr> <tr><td>Multi-Racial:</td><td style="text-align: right;">55%</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>Female:</td><td style="text-align: right;">46%</td></tr> <tr><td>Male:</td><td style="text-align: right;">42%</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>LY:</td><td style="text-align: right;">11%</td></tr> <tr><td>LF:</td><td style="text-align: right;">42%</td></tr> <tr><td>LZ:</td><td style="text-align: right;">37%</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>ESE:</td><td style="text-align: right;">15%</td></tr> </table>	District:	44%	Grade 3:	58%	Grade 4:	54%	Grade 5:	56%	Grade 6:	48%	Grade 7:	45%	Grade 8:	43%	Grade 9:	28%	Grade 10:	34%			White:	60%	Black:	28%	Hispanic:	33%	Asian:	57%	American Indian:	53%	Multi-Racial:	55%			Female:	46%	Male:	42%			LY:	11%	LF:	42%	LZ:	37%			ESE:	15%
District:	44%																																																			
Grade 3:	58%																																																			
Grade 4:	54%																																																			
Grade 5:	56%																																																			
Grade 6:	48%																																																			
Grade 7:	45%																																																			
Grade 8:	43%																																																			
Grade 9:	28%																																																			
Grade 10:	34%																																																			
White:	60%																																																			
Black:	28%																																																			
Hispanic:	33%																																																			
Asian:	57%																																																			
American Indian:	53%																																																			
Multi-Racial:	55%																																																			
Female:	46%																																																			
Male:	42%																																																			
LY:	11%																																																			
LF:	42%																																																			
LZ:	37%																																																			
ESE:	15%																																																			

## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-2.1, 2.1.1, 2.1.2 Students will demonstrate the ability to think independently. Accordingly, students will:</p> <p>Demonstrate and apply critical thinking using research, creativity, analysis, synthesis and evaluation of information.</p> <p>Students will apply their learning skills to real life situations appropriate to age levels.</p>	<p>FCAT benchmark/ standards subscores that relate to critical thinking</p>	<p><b>Percent Answering More Than Half of the Test Items Correctly</b></p> <p><u>Reading-Reference and Research</u></p> <p>District: 64%</p> <p>White: 76%</p> <p>Black: 51%</p> <p>Hispanic: 56%</p> <p>Asian: 75%</p> <p>American Indian: 69%</p> <p>Multi-Racial: 70%</p> <p>Female: 66%</p> <p>Male: 62%</p> <p>LY: 34%</p> <p>LF: 62%</p> <p>LZ: 61%</p> <p><u>Math-Number Sense</u></p> <p>District: 46%</p> <p>White: 61%</p> <p>Black: 30%</p> <p>Hispanic: 37%</p> <p>Asian: 68%</p> <p>American Indian: 55%</p> <p>Multi-Racial: 53%</p> <p>Female: 46%</p> <p>Male: 47%</p> <p>LY: 20%</p> <p>LF: 45%</p> <p>LZ: 44%</p>	<p>Baseline for 2002-2003</p>

## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-2.1, 2.1.1, 2.1.2 Students will demonstrate the ability to think independently. Accordingly, students will:</p> <p>Demonstrate and apply critical thinking using research, creativity, analysis, synthesis and evaluation of information.</p> <p>Students will apply their learning skills to real life situations appropriate to age levels.</p>	<p>FCAT benchmark/ standards subscores that relate to critical thinking</p>	<p><u>Math-Measurement</u></p> <p>District: 47%</p> <p>White: 61%</p> <p>Black: 30%</p> <p>Hispanic: 39%</p> <p>Asian: 67%</p> <p>American Indian: 57%</p> <p>Multi-Racial: 57%</p> <p>Female: 45%</p> <p>Male: 48%</p> <p>LY: 25%</p> <p>LF: 50%</p> <p>LZ: 41%</p> <p><u>Math-Geometry</u></p> <p>District: 59%</p> <p>White: 72%</p> <p>Black: 43%</p> <p>Hispanic: 52%</p> <p>Asian: 77%</p> <p>American Indian: 68%</p> <p>Multi-Racial: 65%</p> <p>Female: 59%</p> <p>Male: 58%</p> <p>LY: 35%</p> <p>LF: 60%</p> <p>LZ: 56%</p>	<p>Baseline for 2002-2003</p>

## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-2.1, 2.1.1, 2.1.2 Students will demonstrate the ability to think independently. Accordingly, students will:</p> <p>Demonstrate and apply critical thinking using research, creativity, analysis, synthesis and evaluation of information.</p> <p>Students will apply their learning skills to real life situations appropriate to age levels.</p>	<p>FCAT benchmark/ standards subscores that relate to critical thinking</p>	<p><u>Math-Algebraic Thinking</u></p> <p>District: 57%</p> <p>White: 71%</p> <p>Black: 42%</p> <p>Hispanic: 50%</p> <p>Asian: 76%</p> <p>American Indian: 66%</p> <p>Multi-Racial: 63%</p> <p>Female: 58%</p> <p>Male: 57%</p> <p>LY: 32%</p> <p>LF: 55%</p> <p>LZ: 56%</p> <p><u>Math-Data Analysis</u></p> <p>District: 53%</p> <p>White: 68%</p> <p>Black: 37%</p> <p>Hispanic: 44%</p> <p>Asian: 71%</p> <p>American Indian: 66%</p> <p>Multi-Racial: 59%</p> <p>Female: 54%</p> <p>Male: 52%</p> <p>LY: 25%</p> <p>LF: 48%</p> <p>LZ: 52%</p>	<p>Baseline for 2002-2003</p>

## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-2.1, 2.1.1, 2.1.2 Students will demonstrate the ability to think independently. Accordingly, students will:</p> <p>Demonstrate and apply critical thinking using research, creativity, analysis, synthesis and evaluation of information.</p> <p>Students will apply their learning skills to real life situations appropriate to age levels.</p>	<p>Grades for courses whose performance standards require the elements described in this policy provision.</p> <p>Middle and High Schools</p>	<p><u>Middle Schools</u></p> <p><b>Grade Earned by Population</b>            A: 62%            B: 19%            C: 7%            D: 2%            F: 11%</p> <p><b>Grade of A by Race</b>            White: 63%            Black: 54%            Hispanic: 61%            Asian: 72%</p> <p><b>Grade of C or Better by Race</b>            White: 87%            Black : 90%            Hispanic: 87%            Asian: 89%</p> <p><b>Grade of A by Gender</b>            Female: 68%            Male: 56%</p> <p><b>Grade of C or Better by Gender</b>            Female: 88%            Male: 86%</p> <p><b>Grade of A by LEP Code</b>            LY: 52%            LF: 71%            LZ: 66%</p> <p><b>Grade of C or Better by LEP Code</b>            LY: 95%            LF: 91%            LZ: 89%</p>	<p>Baseline for 2002-2003</p>

## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-2.1, 2.1.1, 2.1.2 Students will demonstrate the ability to think independently. Accordingly, students will:</p> <p>Demonstrate and apply critical thinking using research, creativity, analysis, synthesis and evaluation of information.</p> <p>Students will apply their learning skills to real life situations appropriate to age levels.</p>	<p>Grades for courses whose performance standards require the elements described in this policy provision.</p> <p>Middle and High Schools</p>	<p><u>High Schools</u></p> <p><b>Grade Earned by Population</b>            A: 28%            B: 28%            C: 18%            D: 9%            F: 16%</p> <p><b>Grade of A by Race</b>            White: 31%            Black: 26%            Hispanic: 24%            Asian: 49%</p> <p><b>Grade of C or Better by Race</b>            White: 76%            Black: 73%            Hispanic: 73%            Asian: 83%</p> <p><b>Grade of A by Gender</b>            Female: 33%            Male: 24%</p> <p><b>Grade of C or Better by Gender</b>            Female: 76%            Male: 72%</p> <p><b>Grade of A by LEP Code</b>            LY: 21%            LF: 30%            LZ: 31%</p> <p><b>Grade of C or Better by LEP Code</b>            LY: 65%            LF: 87%            LZ: 77%</p>	<p>Baseline for 2002-2003</p>

## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-2.2.1, 2.2.1.1 Students will be literate.</p> <p>Students will read at or above grade level by age 9</p>	<p>Degrees of Reading Power (DRP) Grade 3</p> <p>Reported by points earned in DRP units</p>	<p>District 3<sup>rd</sup> graders: 3 points from 35 to 38</p> <p>White: 3 points from 39 to 42                      Black: 3 points from 31 to 34                      Hispanic: 3 points from 32 to 35                      Asian: 4 points from 39 to 43                      American Indian: 2 points from 37 to 39                      Multi-Racial: 4 points from 35 to 39</p> <p>Female: 3 points from 35 to 38                      Male: 3 points from 35 to 38</p> <p>LY: 3 points from 27 to 30                      LF: 3 points from 34 to 37                      LZ: 3 points from 36 to 39</p>	<p>Baseline for 2002-2003</p>
	<p>FCAT-NRT Grade 3 Reading</p>	<p><b>Students Scoring in the 50<sup>th</sup> Percentile and Higher</b></p> <p>District: 58%</p> <p>White: 74%                      Black: 41%                      Hispanic: 48%                      Asian: 76%                      American Indian: 77%                      Multi-Racial: 68%</p> <p>Female: 60%                      Male: 55%</p> <p>LY: 26%                      LF: 58%                      LZ: 58%</p>	<p>The district made reasonable progress in the percent of students reading at or above grade level by age 9. There was a 6% increase in the percent of students reading on or above grade level.</p>

## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-2.2.1.2, 2.2.1.3 Students will read a variety of texts with fluency and comprehension appropriate to the materials.</p> <p>Students will demonstrate an aesthetic appreciation of literature.</p>	<p>Survey of schools to obtain media center data-book checkout</p>	<p><b>Percent of Types of Books Checked Out by Students</b></p> <p><u>Elementary Schools</u></p> <p>Philosophy &amp; Psychology, &lt;1%            Religion, &lt;1%            Social Sciences, 3%            Language, 1%            Natural Sciences and Mathematics, 11%            Technology, 4%            The arts fine and decorative, 4%            Literature and Rhetoric, 2%            Geography and History, 3%            Fiction, 30%            Biography, 2%            Reference, 2%            Easy Fiction, 38%</p> <p><u>Middle Schools</u></p> <p>Philosophy &amp; Psychology, 1%            Religion, &lt;1%            Social Sciences, 3%            Language, 1%            Natural Sciences and Mathematics, 7%            Technology, 4%            The arts fine and decorative, 6%            Literature and Rhetoric, 3%            Geography and History, 7%            Fiction, 55%            Biography, 6%            Reference, 4%            Easy Fiction, 4%</p>	<p>Baseline for 2002-2003</p>

## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress																																
<p>E-2.2.1.2, 2.2.1.3 Students will read a variety of texts with fluency and comprehension appropriate to the materials.</p> <p>Students will demonstrate an aesthetic appreciation of literature.</p>	<p>Survey of schools to obtain media center data-book checkout</p>	<p><u>High Schools</u></p> <p>Philosophy &amp; Psychology, 2%                      Religion, 2%                      Social Sciences, 8%                      Language, 1%                      Natural Sciences and Mathematics, 4%                      Technology, 8%                      The arts fine and decorative, 6%                      Literature and Rhetoric, 7%                      Geography and History, 9%                      Fiction, 33%                      Biography, 10%                      Reference, 7%                      Easy Fiction, 3%</p>	<p>Baseline for 2002-2003</p>																																
<p>E-2.2.2 Students will communicate effectively and fluently, both orally and in writing.</p>	<p>FCAT Writing</p> <p>Charter School District Performance Goal 4</p>	<p><b>Percent of Students at Level 4 and Higher in Writing</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>District:</td> <td style="text-align: right;">55%</td> </tr> <tr> <td>Grade 4:</td> <td style="text-align: right;">47%</td> </tr> <tr> <td>Grade 8:</td> <td style="text-align: right;">55%</td> </tr> <tr> <td>Grade 10:</td> <td style="text-align: right;">65%</td> </tr> <tr> <td>White:</td> <td style="text-align: right;">65%</td> </tr> <tr> <td>Black:</td> <td style="text-align: right;">47%</td> </tr> <tr> <td>Hispanic:</td> <td style="text-align: right;">47%</td> </tr> <tr> <td>Asian:</td> <td style="text-align: right;">68%</td> </tr> <tr> <td>American Indian:</td> <td style="text-align: right;">63%</td> </tr> <tr> <td>Multi-Racial:</td> <td style="text-align: right;">55%</td> </tr> <tr> <td>Female:</td> <td style="text-align: right;">62%</td> </tr> <tr> <td>Male:</td> <td style="text-align: right;">48%</td> </tr> <tr> <td>LY:</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>LF:</td> <td style="text-align: right;">49%</td> </tr> <tr> <td>LZ:</td> <td style="text-align: right;">55%</td> </tr> <tr> <td>ESE:</td> <td style="text-align: right;">25%</td> </tr> </table>	District:	55%	Grade 4:	47%	Grade 8:	55%	Grade 10:	65%	White:	65%	Black:	47%	Hispanic:	47%	Asian:	68%	American Indian:	63%	Multi-Racial:	55%	Female:	62%	Male:	48%	LY:	25%	LF:	49%	LZ:	55%	ESE:	25%	<p>The district made reasonable progress in the percent of students scoring at level 4 and higher on FCAT-Writing. There was a 6% increase from the previous year.</p>
District:	55%																																		
Grade 4:	47%																																		
Grade 8:	55%																																		
Grade 10:	65%																																		
White:	65%																																		
Black:	47%																																		
Hispanic:	47%																																		
Asian:	68%																																		
American Indian:	63%																																		
Multi-Racial:	55%																																		
Female:	62%																																		
Male:	48%																																		
LY:	25%																																		
LF:	49%																																		
LZ:	55%																																		
ESE:	25%																																		



## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress																																
<p>E-2.2.3 Students will use mathematical and scientific concepts to solve problems.</p>	<p>FCAT Science Results</p> <p>*No achievement levels were assigned by the state. The data presented are mean scale scores.</p>	<p><b>Average Scale Scores in Science</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">District:</td> <td style="text-align: right;">283</td> </tr> <tr> <td style="padding-left: 20px;">Grade 5:</td> <td style="text-align: right;">282</td> </tr> <tr> <td style="padding-left: 20px;">Grade 8:</td> <td style="text-align: right;">282</td> </tr> <tr> <td style="padding-left: 20px;">Grade 10:</td> <td style="text-align: right;">287</td> </tr> <tr> <td style="padding-left: 20px;">White:</td> <td style="text-align: right;">308</td> </tr> <tr> <td style="padding-left: 20px;">Black:</td> <td style="text-align: right;">255</td> </tr> <tr> <td style="padding-left: 20px;">Hispanic:</td> <td style="text-align: right;">267</td> </tr> <tr> <td style="padding-left: 20px;">Asian:</td> <td style="text-align: right;">304</td> </tr> <tr> <td style="padding-left: 20px;">American Indian:</td> <td style="text-align: right;">298</td> </tr> <tr> <td style="padding-left: 20px;">Multi-Racial:</td> <td style="text-align: right;">288</td> </tr> <tr> <td style="padding-left: 20px;">Female:</td> <td style="text-align: right;">281</td> </tr> <tr> <td style="padding-left: 20px;">Male:</td> <td style="text-align: right;">285</td> </tr> <tr> <td style="padding-left: 20px;">LY:</td> <td style="text-align: right;">229</td> </tr> <tr> <td style="padding-left: 20px;">LF:</td> <td style="text-align: right;">273</td> </tr> <tr> <td style="padding-left: 20px;">LZ:</td> <td style="text-align: right;">277</td> </tr> <tr> <td style="padding-left: 20px;">ESE:</td> <td style="text-align: right;">232</td> </tr> </table>	District:	283	Grade 5:	282	Grade 8:	282	Grade 10:	287	White:	308	Black:	255	Hispanic:	267	Asian:	304	American Indian:	298	Multi-Racial:	288	Female:	281	Male:	285	LY:	229	LF:	273	LZ:	277	ESE:	232	<p>Baseline for 2002-2003</p>
District:	283																																		
Grade 5:	282																																		
Grade 8:	282																																		
Grade 10:	287																																		
White:	308																																		
Black:	255																																		
Hispanic:	267																																		
Asian:	304																																		
American Indian:	298																																		
Multi-Racial:	288																																		
Female:	281																																		
Male:	285																																		
LY:	229																																		
LF:	273																																		
LZ:	277																																		
ESE:	232																																		
<p>E-2.2.4 Students will have knowledge of current events in the context of American and World History.</p>	<p>Survey of schools to determine discussions and other activities relating to current events</p>	<p>All of the schools surveyed indicated that one of the ways they convey information about current events to their students is through the use of the media. Newspapers such as the Orlando Sentinel, and magazines, such as TIME, Weekly Reader and Scholastic are used. In addition, news programs such as CNN are viewed for their up-to-date information. All of the schools surveyed also indicated that they had weekly or monthly discussions, presentations or projects regarding current events. Many of them indicated that they used these discussions to link current events to American and World History.</p>	<p>The district made reasonable progress in the percent of our student population demonstrating knowledge of current events. At all grade levels, an increase was observed. At the elementary and high school levels there was a 4% increase. At the middle school level there was a 7% increase.</p>																																

## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
E-2.2.4 Students will have knowledge of current events in the context of American and World History.	Survey of schools to determine discussions and other activities relating to current events	<p><b>Percent Demonstrating Knowledge of Current Events</b></p> <p>Elementary: 85% Middle: 92% High: 91%</p>	The district made reasonable progress in the percent of our student population demonstrating knowledge of current events. At all grade levels, an increase was observed. At the elementary and high school levels there was a 4% increase. At the middle school level there was a 7% increase.
E-2.2.5 Students will use the humanities and the fine arts for exploration, communication and self-expression:	Survey of schools to determine participation rates in drama productions and musical performances	<p><b>Average of Drama Productions</b></p> <p>Elementary: 3.4 Middle: 2.3 High: 4.2</p> <p><b>Percent of Students Participating in Drama Productions</b></p> <p>Elementary: 24% Middle: 5% High: 7%</p> <p><b>Average of Musical Performances</b></p> <p>Elementary: 6.3 Middle: 19.5 High: 16.2</p> <p><b>Percent of Students Participating in Musical Performances</b></p> <p>Elementary: 60% Middle: 38% High: 26%</p>	<p>The district made reasonable progress in the number of drama productions and percent of population participating. At the elementary, middle and high school levels, there was an average increase of 1 drama production per year and an increase of 1% and 4% in the number of participants at the elementary and high school levels respectively. The middle school level of participation in drama productions remained the same.</p> <p>At the elementary school level, the number of musical performances remained the same. The percent of students participating decreased by 6%. The number of musical performances at the middle school level increased by 3% however, the percent of middle school participants decreased by 2%. In high school, the number of musical performances increased by 1 and the percent of the population participating increased by 5%.</p>

## E-2 Academic Achievement

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-2.2.5 Students will use the humanities and the fine arts for exploration, communication and self-expression:</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Theatre Arts</li> <li>• Visual Arts</li> <li>• Philosophy</li> </ul>	<p>Participation in music and art festivals</p>	<p><b>Average of Art Festivals</b></p> <p>Elementary: 1.8 Middle: 2.3 High: 3.3</p> <p><b>Percent of Students Participating in Art Festivals</b></p> <p>Elementary: 32% Middle: 9% High: 5%</p> <p>Music festival data not yet available.</p>	<p>The district made reasonable progress in the participation of students in art festivals. The percent of middle and high school students participating in art festivals remained the same.</p>

## E-3 Citizenship

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress																																				
<p>E-3, 3.1 Students will be productive citizens in their local, national and global communities.</p> <p>Students will understand and exercise the rights and responsibilities of citizenship in our democratic society.</p>	<p>Level 3 and 4 Non-Offenders</p>	<p><u>Level 3 Non-Offenders</u></p> <p>90% of district students did not commit level 3 offenses</p> <p><b>The 10% Who Did Commit Level 3 Offenses</b></p> <table style="width: 100%; border: none;"> <tr><td>Whites:</td><td style="text-align: right;">26%</td></tr> <tr><td>Blacks:</td><td style="text-align: right;">51%</td></tr> <tr><td>Hispanics:</td><td style="text-align: right;">21%</td></tr> <tr><td>Asians:</td><td style="text-align: right;">1%</td></tr> <tr><td>American Indians:</td><td style="text-align: right;">1%</td></tr> <tr><td>Multi-Racial:</td><td style="text-align: right;">1%</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>Females:</td><td style="text-align: right;">31%</td></tr> <tr><td>Males:</td><td style="text-align: right;">69%</td></tr> </table> <p><u>Level 4 Non-Offenders</u></p> <p>99% of district students did not commit level 4 offenses</p> <p><b>The 1% Who Did Commit Level 4 Offenses</b></p> <table style="width: 100%; border: none;"> <tr><td>Whites:</td><td style="text-align: right;">30%</td></tr> <tr><td>Blacks:</td><td style="text-align: right;">48%</td></tr> <tr><td>Hispanics:</td><td style="text-align: right;">20%</td></tr> <tr><td>Asians:</td><td style="text-align: right;">1%</td></tr> <tr><td>American Indians:</td><td style="text-align: right;">1%</td></tr> <tr><td>Multi-Racial:</td><td style="text-align: right;">1%</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>Females:</td><td style="text-align: right;">21%</td></tr> <tr><td>Males:</td><td style="text-align: right;">79%</td></tr> </table>	Whites:	26%	Blacks:	51%	Hispanics:	21%	Asians:	1%	American Indians:	1%	Multi-Racial:	1%			Females:	31%	Males:	69%	Whites:	30%	Blacks:	48%	Hispanics:	20%	Asians:	1%	American Indians:	1%	Multi-Racial:	1%			Females:	21%	Males:	79%	<p>The district did not make reasonable progress in the number and percent of students not committing level 3 and 4 offenses. While, the district has increased in size by 2% from the 2002 school year the percent of students committing level 3 offenses has also increased by 2%. The percent of students committing level 4 offenses has remained the same. The increase in level 3 offenses may be a result of improved monitoring and record keeping on the district's mainframe database.</p>
Whites:	26%																																						
Blacks:	51%																																						
Hispanics:	21%																																						
Asians:	1%																																						
American Indians:	1%																																						
Multi-Racial:	1%																																						
Females:	31%																																						
Males:	69%																																						
Whites:	30%																																						
Blacks:	48%																																						
Hispanics:	20%																																						
Asians:	1%																																						
American Indians:	1%																																						
Multi-Racial:	1%																																						
Females:	21%																																						
Males:	79%																																						

## E-3 Citizenship

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-3, 3.1 Students will be productive citizens in their local, national and global communities.</p> <p>Students will understand and exercise the rights and responsibilities of citizenship in our democratic society.</p>	<p>Conduct Grades</p>	<p><b>Percent Receiving Satisfactory Conduct Grades for all Courses</b></p> <p><u>Middle School</u></p> <p>District: 55%</p> <p>Whites: 64%</p> <p>Blacks: 37%</p> <p>Hispanics: 55%</p> <p>Asians: 76%</p> <p>American Indian: 64%</p> <p>Multi-Racial: 60%</p> <p>Female: 65%</p> <p>Male: 44%</p> <p><u>High School</u></p> <p>District: 80%</p> <p>Whites: 85%</p> <p>Blacks: 70%</p> <p>Hispanics: 80%</p> <p>Asians: 91%</p> <p>American Indian: 91%</p> <p>Multi-Racial: 81%</p> <p>Female: 85%</p> <p>Male: 75%</p>	<p>The district made reasonable progress in the percent of students receiving satisfactory conduct grades. Last year, 54% of middle school students and 81% of high school students received satisfactory conduct grades for all courses. The percentage of unacceptable conduct grades issued at both the middle and high school level were similar this year.</p>

## E-3 Citizenship

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-3, 3.1 Students will be productive citizens in their local, national and global communities.</p> <p>Students will understand and exercise the rights and responsibilities of citizenship in our democratic society.</p>	<p>High school volunteer participation from IB, Community Volunteerism course, Bright Futures and Senior Exit Survey data</p>	<p><u>IB Programs</u> 1,054 students donating 79,050 hours</p> <p><u>Community Volunteerism Courses</u> 1,124 students donating 56,200 hours</p> <p><u>Bright Futures</u> Not yet available</p> <p><u>Senior Exit Survey</u> 54% indicate that they volunteer</p>	<p>The district made reasonable progress in high school volunteer participation reflected in an increase in the number of students donating their time in volunteer efforts. The number of students participating in IB programs increased by 245 students. The number of students taking Community Volunteerism Courses increased by 166.</p>
<p>E-3.3 Students will appreciate both our diversity and our commonality as citizens or residents of the United States.</p>	<p>Survey of schools to determine participation rates in cultural diversity days</p>	<p>Elementary: 87% Middle: 100% High: 100%</p>	<p>The district made reasonable progress through an increase in the schools indicating that they participate in cultural diversity days. Six more schools indicated that they participated in cultural diversity days compared to last year.</p>
	<p>Survey of schools to determine communication of civility policy</p>	<p>All schools communicated the civility policy to faculty and staff.</p>	<p>The district made reasonable progress in its communication of the civility policy to faculty and staff with all schools indicating they communicate the civility policy to faculty and staff.</p>
	<p>Survey of schools to determine citizenship programs</p>	<p>All elementary schools use an educational program that promotes self-respect and respect of others.</p>	<p>The district made reasonable progress in maintaining full participation of all elementary schools in citizenship programs.</p>

## E-3 Citizenship

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-3.3 Students will appreciate both our diversity and our commonality as citizens or residents of the United States.</p>	<p>Survey of schools to determine participation in patriotic exercises</p>	<p><u>Elementary</u></p> <p>68% indicate that the majority of their students know the national anthem.</p> <p>93% are involved in a morning exercise demonstrating patriotism.</p> <p>61% of music classes included patriotic music.</p> <p><u>Middle</u></p> <p>85% indicate that the majority of their students know the national anthem.</p> <p>100% are involved in a morning exercise demonstrating patriotism.</p> <p>74% of music classes included patriotic music.</p> <p><u>High</u></p> <p>75% indicate that the majority of their students know the national anthem.</p> <p>83% are involved in a morning exercise demonstrating patriotism.</p> <p>58% of music classes included patriotic music.</p>	<p>The district made reasonable progress in the participation of students in patriotic exercises at the elementary and middle school level. The average for elementary schools remained at 74%. While, the average for middle schools increased by 1% to 86%. However, the average for high schools decreased by 2% to 72%.</p>

## E-3 Citizenship

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-3.4 Students will respect self and others by demonstrating civil behaviors.</p>	<p>Survey of schools to determine civility policy violations</p>	<p><b>Never Had to Invoke Civility Policy</b></p> <p>Elementary: 77% Middle: 52% High: 58%</p>	<p>The district made reasonable progress in its application of the civility policy reflected in the use of this policy at all school levels. However, there was a 6% increase in the number of times it had to be invoked compared to last year.</p>
	<p>Expulsions and Transfer to Project Excel</p>	<p><u>Expulsions</u></p> <p>District: 70</p> <p>White: 6 (9%) Black: 51 (73%) Hispanic: 7 (10%) Other: 6 (9%)</p> <p>Female: 6 (9%) Male: 64 (91%)</p> <p><u>Project Excel</u></p> <p>District: 516</p> <p>White: 108 (21%) Black: 249 (48%) Hispanic: 120 (23%) Other: 39 (8%)</p> <p>Female: 145 (28%) Male: 371 (72%)</p>	<p>The district did not make reasonable progress in this area. There were 29 more students expelled this year compared to last year and 91 fewer students sent to Project Excel.</p>

## E-3 Citizenship

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-3.5 Students will understand the roles and expectations of U.S. citizens in the global community.</p>	<p>Grade distributions in U.S. History</p>	<p><b>Grade of C or Better</b></p> <p><u>Middle School</u></p> <p>District average 2.5: 78%</p> <p>White: 83% Black: 72% Hispanic: 75% Asian: 92% American Indian: 80% Multi-Racial: 73%</p> <p>Female: 82% Male: 73%</p> <p>LY: 74% LF: 78% LZ: 76%</p> <p>ESE: 63%</p> <p><u>High School</u></p> <p>District average 2.5: 79%</p> <p>White: 84% Black: 72% Hispanic: 71% Asian: 91% American Indian: 85% Multi-Racial: 75%</p> <p>Female: 82% Male: 75%</p> <p>LY: 69% LF: 73% LZ: 76%</p> <p>ESE: 65%</p>	<p>The district made reasonable progress. There was a 1% increase in students receiving a C or better at the middle school level. There was no change in the percent of students receiving a C or better at the high school level.</p>

## E-3 Citizenship

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-3.5 Students will understand the roles and expectations of U.S. citizens in the global community.</p>	<p>Participation rates and grade distributions in foreign languages</p>	<p><b>Grade of C or Better</b></p> <p><u>High School</u></p> <p>District average 2.7: 84%</p> <p>White: 86%</p> <p>Black: 78%</p> <p>Hispanic: 84%</p> <p>Asian: 92%</p> <p>American Indian: 88%</p> <p>Multi-Racial: 85%</p> <p>Female: 88%</p> <p>Male: 79%</p> <p>LY: 85%</p> <p>LF: 87%</p> <p>LZ: 86%</p> <p>ESE: 87%</p>	<p>The district made reasonable progress. There was an increase of 1,191 students taking foreign language courses. This is a 2% increase from the previous year. In addition, the percent of students earning a C or better increased by 2%.</p>

## E-4 Personal and Workplace Skills

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-4.0 Students will assume responsibility for personal decisions and actions and will demonstrate the skills necessary for personal and workplace successes.</p>	<p>Average Attendance</p>	<p><b>Average Days Absent</b></p> <p>District: 9.4</p> <p>Grade 1: 7.7 Grade 2: 7.2 Grade 3: 6.8 Grade 4: 7.1 Grade 5: 7.1 Grade 6: 8.8 Grade 7: 9.6 Grade 8: 10.5 Grade 9: 12.6 Grade 10: 11.1 Grade 11: 12.2 Grade 12: 2.9</p> <p>White: 9.1 Black: 9.4 Hispanic: 10.2 Asian: 6.4 American Indian: 8.3 Multi-Racial: 8.9</p> <p>Female: 9.4 Male: 9.3</p> <p>LY: 9.3 LF: 9.0 LZ: 10.6</p> <p>ESE: 12.5</p>	<p>The district made reasonable progress. The average number of days absent decreased by 0.7.</p>

## E-4 Personal and Workplace Skills

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
E-4.0 Students will assume responsibility for personal decisions and actions and will demonstrate the skills necessary for personal and workplace successes.	Tech Prep Data	Passing Rate: 94%	The district made reasonable progress. The percent of students passing tech prep exams increased by 18%.
Students will practice self discipline.  Students will listen effectively.  Students will set and meet deadlines.  Students will demonstrate effective skills in team as well as individual endeavors.  Students will effectively use technology as a necessary tool.  Students will organize time and resources.  Students will adjust to new situations and accept change as an opportunity for growth.  Students will demonstrate effective interpersonal skills to develop productive working relationships.	OCPS Workforce Survey – <u>Employers' Perceptions of Students</u>  Disney World, Winn Dixie, Sea World	<u>Rated on a scale from 1 (strongly disagree with statement) to 5 (strongly agree with statement)</u>  Practices Self-Discipline: 3 Listens Effectively: 3 Meets Necessary Deadlines: 3 Demonstrates Effective Team Skills: 4 Demonstrates Effective Use of Technology: 4 Organizes Time and Resources: 3 Demonstrates Flexibility/Adaptability: 3 Demonstrates Effective Interpersonal Skills: 3	Baseline 2002-2003

## E-4 Personal and Workplace Skills

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-4.0 Students will assume responsibility for personal decisions and actions and will demonstrate the skills necessary for personal and workplace successes.</p> <p>Students will practice self discipline.</p> <p>Students will listen effectively.</p> <p>Students will set and meet deadlines.</p> <p>Students will demonstrate effective skills in team as well as individual endeavors.</p> <p>Students will effectively use technology as a necessary tool.</p> <p>Students will organize time and resources.</p> <p>Students will adjust to new situations and accept change as an opportunity for growth.</p> <p>Students will demonstrate effective interpersonal skills to develop productive working relationships.</p>	<p>OCPS Workforce Survey – <u>Administrators' Perceptions of Students</u></p>	<p><u>Elementary</u></p> <p>Practices Self Discipline: 75%</p> <p>Listens Effectively: 70%</p> <p>Meets Necessary Deadlines: 72%</p> <p>Demonstrates Effective Team Skills: 75%</p> <p>Demonstrates Effective Use of Technology: 81%</p> <p>Organizes Time and Resources: 67%</p> <p>Demonstrates Flexibility/Adaptability: 77%</p> <p>Demonstrates Effective Interpersonal Skills: 74%</p> <p><u>Middle</u></p> <p>Practices Self Discipline: 83%</p> <p>Listens Effectively: 81%</p> <p>Meets Necessary Deadlines: 81%</p> <p>Demonstrates Effective Team Skills: 85%</p> <p>Demonstrates Effective Use of Technology: 86%</p> <p>Organizes Time and Resources: 79%</p> <p>Demonstrates Flexibility/Adaptability: 83%</p> <p>Demonstrates Effective Interpersonal Skills: 82%</p>	<p>Baseline 2002-2003</p>

## E-4 Personal and Workplace Skills

ENDS Policy Provision	Intended Reported Measurements	Result	Reasonable Progress
<p>E-4.0 Students will assume responsibility for personal decisions and actions and will demonstrate the skills necessary for personal and workplace successes.</p> <p>Students will practice self discipline.</p> <p>Students will listen effectively.</p> <p>Students will set and meet deadlines.</p> <p>Students will demonstrate effective skills in team as well as individual endeavors.</p> <p>Students will effectively use technology as a necessary tool.</p> <p>Students will organize time and resources.</p> <p>Students will adjust to new situations and accept change as an opportunity for growth.</p> <p>Students will demonstrate effective interpersonal skills to develop productive working relationships.</p>	<p>OCPS Workforce Survey – <u>Administrators'</u> <u>Perceptions of Students</u></p>	<p><u>High</u></p> <p>Practices Self Discipline: 86%</p> <p>Listens Effectively: 85%</p> <p>Meets Necessary Deadlines: 85%</p> <p>Demonstrates Effective Team Skills: 83%</p> <p>Demonstrates Effective Use of Technology: 89%</p> <p>Organizes Time and Resources: 80%</p> <p>Demonstrates Flexibility/Adaptability: 86%</p> <p>Demonstrates Effective Interpersonal Skills: 87%</p>	<p>Baseline 2002-2003</p>