

**Miami-Dade County Public Schools  
Office of Evaluation and Research  
1500 Biscayne Boulevard  
Miami, Florida 33132**

**Review of Charter Schools**

**2000-01**

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## Introduction

In compliance with School Board Rule 6Gx13-6A-1.47, the Miami-Dade County Public Schools (MDCPS) undertakes an annual review of the its charter schools. This review, which is conducted by the Office of Evaluation and Research, includes an analysis of the charter school annual reports. The intent of the analysis is to ensure that these reports are in compliance with the requirements of Section 228.056, (9) (d) of the Florida Statutes. In addition, the review includes an analysis of the standardized test scores of the charter school students. The results of these two analyses are detailed in this report.

The report begins with a brief description of these analyses. The majority of the document, however, is devoted to the review of each of the 13 charter schools, which have operated in Miami-Dade County during the entire 2000-01 school year. For each charter school, the following issues will be addressed:

1. The presence of the required items in the charter school's annual report
2. A comparison of the academic performance of the charter school students versus that of students enrolled at comparable schools.

### The Annual Report

According to Florida Statutes, each charter school's annual report must contain the following items:

1. Progress toward stated goals
2. Financial records of the charter school
3. Salary and benefit levels of charter school employees.

A fourth item, "the information required in the annual school report pursuant to Section 229.592 of the Florida Statutes," is included in annual reports prepared by the district's Office of Educational Planning and Quality Enhancement. A charter school may choose whether or not to include this item in its annual report. Additionally, the district provides specific instructions for addressing the first item, the charter school's stated goals. These instructions include the following:

- State the charter school's specific goals as found in its contract, or the objectives from the annual School Improvement Plan (SIP). The annual objectives should be related to the contract goals.
- Describe the progress that has been made toward each goal or objective. Both goals and objectives should be clear and susceptible to judgment regarding attainment. If it is not possible to tell whether or not progress has been made toward a goal or objective, the report should contain a statement to that effect. Then, reword the goal or objective so that it can be properly addressed in future annual reports.
- Provide evidence or data in support of the statement of progress.

As stated earlier, the analysis of the Annual Reports is confined to simply checking for the presence of required items. The analysis does not include verification of the supporting data. Consequently, the analysis does not represent an endorsement of conclusions drawn from the data.

## Review of Annual Reports

The results of the review of the reports are illustrated in Table 1. Overall, the charter schools were in compliance with the three state-mandated items of the annual report. However, a review of the table reveals that only six of the 13 schools provided complete data on their progress toward stated goals (i.e., the first mandated item). Of these six, five achieved or made progress toward all of their goals. ASPIRA South Youth Leadership achieved eight of its nine goals. The goals generally focused on academic achievement, readiness to start school, and parental involvement.

Of the seven charter schools that failed to report complete data on their progress toward stated goals, five schools were lacking appropriate data on their progress toward some or all of their objectives; they included: Spiral Tech, Rosa Parks Community (Florida City and Miami), ASPIRA Youth Leadership, and Youth Co-op. Two schools, The Mater Academy and The Doral Academy, presented data that were inconsistent with their conclusions.

## Academic performance of the charter students

To assess the academic performance of the students in the charter schools, it was necessary to identify schools that were deemed "comparable" to serve as the control in a comparison. These control schools were selected based on the following variables: the racial/ethnic mix of the student body, the percentage of students on free or reduced-price lunch (FRL), the percentage of students designated as limited English proficient (LEP), and the percentage of students classified as gifted.

Most of the charter schools' characteristics are similar to those of the control schools. Nevertheless, with the exception of The Mater Academy, Ryder System, and The Doral Academy, every charter school serves a very small population in comparison to other district schools. Specifically, the enrollment of these other charter schools ranges from 20 at Rosa Parks Community School of Miami to 299 at Youth Co-op. In contrast, the enrollment of the corresponding control schools ranges from 489 to 1932. Additionally, although most charter schools have percentages of FRL students that are comparable to those of the corresponding control schools, some charter schools do not. Liberty City, Spiral Tech, Ryder System, and Florida International Academy have much smaller percentages than the control schools.

The assessment of the students' academic performance was primarily based on the results of the reading and mathematics subtests of the *Florida Comprehensive Assessment Test (FCAT) Norm-Referenced Test (NRT)* in the 2000-01 school year. This test was administered to students in grades 3 to 10. For grade 2, the results of the reading and mathematics subtests of the *Stanford Achievement Test (SAT), Ninth Edition* were used. To gauge the performance of the charter students, the median percentile scores of each tested grade were compared to the corresponding composite scores of the control schools (i.e., the median of the medians).

The analysis of the test scores, like the review of the annual reports, yielded mixed results for the 13 charter schools. One of the schools, Miami Shores/Barry University, had scores that were consistently higher than those of the control schools across all grades and subject areas. On the other hand, two of the charter schools, Rosa Parks Community Charter School of Florida City and Florida International Academy had scores that were consistently lower. The remaining ten charter schools had scores that were higher than those of the control schools in some grades and subject areas and lower in others. The specific test results are illustrated in the next section of this report, School Reviews.

**Table 1**  
**Contents of charter school Annual Reports, 2000-01**

Charter school		Goals or Objectives			Financial Records	Salary and Benefits of Employees
Location #	Name	Focus	Achieved*	Data		
0040	Liberty City Charter School	Reading, mathematics	5/5	✓	✓	✓
0070	Coral Reef Montessori Academy Charter School	Reading, mathematics, writing	3/3	✓	✓	✓
0100	The Mater Academy	Reading, mathematics, writing, readiness to start school, parental involvement	5/5	↻	✓	✓
0200	Spiral Tech Elementary Charter School	Reading, mathematics, writing	6/6	✓	✓	✓
0300	Rosa Parks Community Charter School of Florida City	Reading, mathematics, writing, science	3/4	✓	✓	✓
0400	Ryder System Charter School, Inc.	Reading, mathematics, writing	5/5	✓	✓	✓
0500	Rosa Parks Community Charter School of Miami	Reading, mathematics, writing	3/4	✓	✓	✓
6010	Florida International Academy	Reading, mathematics, writing	3/3	✓	✓	✓
6020	ASPIRA Youth Leadership Charter School	Reading, mathematics, writing, ESOL, leadership, attendance	6/6	✓	✓	✓
6030	The Doral Academy	Reading, mathematics, writing, readiness to start school, parental involvement	5/5	↻	✓	✓
6040	Miami Shores/Barry University Charter School	Reading, mathematics, writing, science	4/4	✓	✓	✓
6050	Youth Co-op Charter School	Reading, mathematics, writing, parental involvement	4/4	✓	✓	✓
6060	ASPIRA South Youth Leadership Charter School	Language arts, mathematics, enrollment, advisement, parental involvement	8/9	✓	✓	✓

\*Goals or objectives are considered to be achieved if measurable gain toward their achievement is demonstrated from 1999-00 to 2000-01.

✓ Complete

↻ Incomplete

↻ Data are inconsistent with conclusions.

## **School Reviews**

## Liberty City Charter School

### Review of Annual Report

The Liberty City Charter School's Annual Report addresses its financial records, including revenues and expenditures, and the salary and benefit levels of its employees. Additionally, the report addresses the school's progress towards achieving its five objectives. Data are presented that adequately demonstrate the achievement of all the objectives.

### Academic performance of the charter students

Based on the criteria delineated in the Introduction, three elementary schools in the district were deemed comparable to Liberty City Charter School. These schools, which served as the control in the comparison, are Brentwood, Parkview, and Parkway. Still, it must be acknowledged that none of the district's schools are truly like this charter school. As can be seen in Table 1, the charter school served only 226 students, whereas the control schools served no less than 540 students. In addition, while the charter school had a free or reduced-price lunch rate of 70.8%, there were no control schools that had less than 85.6%.

**TABLE 1**  
**Characteristics of the student enrollment, 2000-01**

Schools	Grades	Enrollment	Percentage of students					
			White	Black	Hispanic	FRL	LEP	Gifted
Liberty City Charter School	K-6	226	0	98	1	70.8	0.4	-
Three control schools	PK-5	540-1145	1	92-96	3-6	85.6-89.7	0.5-3.3	0-3

*Note.* The control elementary schools are Brentwood, Parkview, and Parkway. FRL=free or reduced-price lunch; LEP=limited English proficient.

Table 2 displays the results of the reading and mathematics subtests of the SAT for grade 2 and of the FCAT-NRT for grades 3 to 5. The performance of grade 6 students could not be compared, because none of the control schools served this grade. The table displays the median percentile scores of the charter school. For the control schools, the composite of their median percentile scores are displayed (*i.e.*, the median of the medians). To facilitate the comparison, the higher scores are shaded in the table.

A review of Table 2 reveals that the performance of the charter students was uniformly equal to or better than that of the students in the control schools across all grades and subject areas.

**TABLE 2**  
**Student performance on the Stanford Achievement Test, Ninth Edition (Grade 2) and the FCAT Norm-Referenced Test (Grades 3-5), 2000-01**

Median Percentile Scores:	Reading				Mathematics			
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 2	Grade 3	Grade 4	Grade 5
Liberty City Charter School	41	49	52	38	52	51	53	68
Three control schools	39	38	36	31	52	39	37	46

*Note.* Each score of the control schools is the composite of their median percentile scores (*i.e.*, the median of the medians). The higher scores are shaded.

## Coral Reef Montessori Academy Charter School

### Review of Annual Report

The Coral Reef Montessori Academy Charter School's Annual Report addresses its financial records, including revenues and expenditures, and the salary and benefit levels of its employees. Additionally, the report addresses the school's progress towards achieving its three objectives. Data are presented that adequately demonstrate the achievement of all the objectives.

### Academic performance of the charter students

Based on the criteria delineated in the Introduction, three elementary schools in the district were deemed comparable to Coral Reef Montessori Academy Charter School. These schools, which served as the control in the comparison, are Cutler Ridge, David Fairchild, and Whispering Pines. Still, it must be acknowledged that none of the district's schools are truly like this charter school. As can be seen in Table 1, the charter school served only 145 students, whereas the control schools served no less than 612 students. In addition, while the charter school had no gifted students identified, there were no control schools with an enrollment of less than 9% gifted.

**TABLE 1**  
**Characteristics of the student enrollment, 2000-01**

Schools	Grades	Enrollment	Percentage of students					
			White	Black	Hispanic	FRL	LEP	Gifted
Coral Reef Montessori Academy Charter School	K-5	145	38	25	30	36.6	9.0	-
Three control schools	PK-5	612-859	29-50	11-19	31-57	30.8-42.2	7.0-11.9	9-13

*Note.* The control elementary schools are Cutler Ridge, David Fairchild and Whispering Pines. FRL=free or reduced-price lunch; LEP=limited English proficient.

Table 2 displays the results of the reading and mathematics subtests of the SAT for grade 2 and of the FCAT-NRT for grades 3 to 5. The table displays the median percentile scores of the charter school. For the control schools, the composite of their median percentile scores are displayed (*i.e.*, the median of the medians). To facilitate the comparison, the higher scores are shaded in the table.

A review of Table 2 reveals that the performance of the charter students was better than that of the students in the control schools only in grade 4 reading and grade 2 mathematics. In all other grade and subject area combinations, the performance of the students in the control schools was better.

**TABLE 2**  
**Student performance on the Stanford Achievement Test, Ninth Edition (Grade 2) and the FCAT Norm-Referenced Test (Grades 3-5), 2000-01**

Schools	Reading				Mathematics			
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 2	Grade 3	Grade 4	Grade 5
Coral Reef Montessori Academy Charter School	72	67	75	61	80	61	62	46
Three control schools	73	72	72	63	78	74	75	73

*Note.* Each score of the control schools is the composite of their median percentile scores (*i.e.*, the median of the medians). The higher scores are shaded.



## The Mater Academy

### Review of Annual Report

The Mater Academy's Annual Report addresses its financial records, including revenues and expenditures, and the salary and benefit levels of its employees. Additionally, the report addresses the school's progress towards achieving its five objectives. Data are presented that adequately demonstrate progress on each objective, although the extent of progress claimed on the reading objective is not supported by the data.

### Academic performance of the charter students

Based on the criteria delineated in the Introduction, three elementary schools in the district were deemed comparable to The Mater Academy. These schools, which served as the control in the comparison, are Henry M. Flagler, Kensington Park, and Mae Walters. Still, it must be acknowledged that none of the district's schools are truly like this charter school. As can be seen in Table 1, the charter school served only 670 students, whereas the control schools served no less than 861 students. In addition, while the charter school had a free or reduced-price lunch rate of 80.3%, there were no control schools that had less than 84.0%.

**TABLE 1**  
**Characteristics of the student enrollment, 2000-01**

Schools	Grades	Enrollment	Percentage of students					
			White	Black	Hispanic	FRL	LEP	Gifted
The Mater Academy	K-6	670	2	2	96	80.3	56.7	<1
Three control schools	PK-5	861-1478	2-5	0-2	92-97	84.0-86.9	47.4-57.6	3-5

*Note.* The control elementary schools are Henry M. Flagler, Kensington Park, and Mae Walters. FRL=free or reduced-price lunch; LEP=limited English proficient.

Table 2 displays the results of the reading and mathematics subtests of the SAT for grade 2 and of the FCAT-NRT for grades 3 to 5. The performance of grade 6 students could not be compared, because none of the control schools served this grade. The table displays the median percentile scores of the charter school. For the control schools, the composite of their median percentile scores are displayed (*i.e.*, the median of the medians). To facilitate the comparison, the higher scores are shaded in the table.

A review of Table 2 reveals that the performance of the charter students in reading was the same as that of the students in the control schools in grades 3 and 5. In grades 2 and 4, however, the performance of the students in the control schools was better. In mathematics, the performance of the charter students was the same as or better than that of the students in the control schools in grades 3 and 5. But in grades 2 and 4, the performance of the students in the control schools was better.

**TABLE 2**  
**Student performance on the Stanford Achievement Test, Ninth Edition (Grade 2) and the FCAT Norm-Referenced Test (Grades 3-5), 2000-01**

Schools	Reading				Mathematics			
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 2	Grade 3	Grade 4	Grade 5
The Mater Academy	39	45	43	40	36	51	42	57
Three control schools	51	45	44	40	52	51	51	50

*Note.* Each score of the control schools is the composite of their median percentile scores (*i.e.*, the median of the medians). The higher scores are shaded.

## Spiral Tech Elementary Charter School

### Review of Annual Report

The Spiral Tech Elementary Charter School's Annual Report addresses its financial records, including revenues and expenditures, and the salary and benefit levels of its employees. Additionally, the report addresses the school's progress towards achieving its objectives. Yet, the data presented on the school-developed assessments are not adequate to support the claim that the three corresponding objectives were achieved.

### Academic performance of the charter students

Based on the criteria delineated in the Introduction, three elementary schools in the district were deemed comparable to Spiral Tech Elementary Charter School. These schools, which served as the control in the comparison, are Christina M. Eve, Jane S. Roberts, and John I. Smith. Still, it must be acknowledged that none of the district's schools are truly like this charter school. As can be seen in Table 1, the charter school served only 138 students, whereas the control schools served no less than 489 students. In addition, while the charter school had a free or reduced-price lunch rate of 5.8%, there were no control schools that had less than 27.9%.

**TABLE 1**  
**Characteristics of the student enrollment, 2000-01**

Schools	Grades	Enrollment	Percentage of students					
			White	Black	Hispanic	FRL	LEP	Gifted
Spiral Tech Elementary Charter School	K-5	138	14	1	80	5.8	39.9	5
Three control schools	PK-5/7	489-1653	12-19	1-4	76-80	27.9-32.7	15.5-45.4	8-10

*Note.* The control elementary schools are Christina M. Eve, Jane S. Roberts, and John I. Smith. FRL=free or reduced-price lunch; LEP=limited English proficient.

Table 2 displays the results of the reading and mathematics subtests of the SAT for grade 2 and the FCAT-NRT for grades 3 and 4. The performance data for grade 5 are not included, because there were fewer than 5 charter students in this grade. The table displays the median percentile scores of the charter school. For the control schools, the composite of their median percentile scores are displayed (*i.e.*, the median of the medians). To facilitate the comparison, the higher scores are shaded in the table.

A review of Table 2 reveals that the performance of the charter students in reading was better than that of the students in the control schools in grade 2. In grades 3 and 4, however, the performance of the students in the control schools was better. In mathematics, the performance of the charter students was better than that of the students in the control schools in grades 3 and 4. In grade 2, however, the performance of the students in the control schools was better.

**TABLE 2**  
**Student performance on the Stanford Achievement Test, Ninth Edition (Grade 2) and the FCAT Norm-Referenced Test (Grades 3, 4), 2000-01**

Schools	Median Percentile Scores: Reading			Mathematics		
	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4
Spiral Tech Elementary Charter School	79	71	59	65	79	77
Three control schools	67	72	70	86	78	70

*Note.* Each score of the control schools is the composite of their median percentile scores (*i.e.*, the median of the medians). The higher scores are shaded.

## Rosa Parks Community Charter School of Florida City

### Review of Annual Report

The Rosa Parks Community Charter School of Florida City's Annual Report addresses its financial records, including revenues and expenditures, and the salary and benefit levels of its employees. Additionally, the report addresses the school's progress towards achieving its four objectives. Yet, the data presented are not adequate to support the claim that three of the four objectives were achieved.

### Academic performance of the charter students

Based on the criteria delineated in the Introduction, two elementary schools in the district were deemed comparable to Rosa Parks Community Charter School of Florida City. These schools, which served as the control in the comparison, are Bel-Aire and Pine Villa. Still, it must be acknowledged that none of the district's schools are truly like this charter school. As can be seen in Table 1, the charter school served only 56 students, whereas the control schools served no less than 724 students. In addition, while the charter school had an enrollment of 1.8% limited English proficient (LEP), there were no control schools that had less than 8.7% LEP.

**TABLE 1**

#### **Characteristics of the student enrollment, 2000-01**

Schools	Grades	Enrollment	Percentage of students					
			White	Black	Hispanic	FRL	LEP	Gifted
Rosa Parks Community Charter Schools/ Florida City	4-6	56	5	68	27	94.6	1.8	-
Two control schools	PK-5	724-742	4-6	53-75	18-36	88.8-93.5	8.7-18.7	-

*Note.* The control elementary schools are Bel-Aire and Pine Villa. FRL=free or reduced-price lunch; LEP=limited English proficient.

Table 2 displays the results of the reading and mathematics subtests of the FCAT-NRT for grades 4 and 5. The performance of grade 6 students could not be compared, because none of the control schools served this grade. The table displays the median percentile scores of the charter school. For the control schools, the composite of their median percentile scores are displayed (*i.e.*, the median of the medians). To facilitate the comparison, the higher scores are shaded in the table.

A review of Table 2 reveals that the performance of the charter students was consistently exceeded by that of the students in the control schools across all grades and subject areas.

**TABLE 2**

#### **Student performance on the FCAT Norm-Referenced Test, 2000-01**

Median Percentile Scores: Schools	Reading		Mathematics	
	Grade 4	Grade 5	Grade 4	Grade 5
Rosa Parks Community Charter Schools/ Florida City	26	17	20	18
Two control schools	31	31	35	44

*Note.* Each score of the control schools is the composite of their median percentile scores (*i.e.*, the median of the medians). The higher scores are shaded.

## Ryder System Charter School, Inc.

### Review of Annual Report

The Ryder System Charter School's Annual Report addresses its financial records, including revenues and expenditures, and the salary and benefit levels of its employees. Additionally, the report addresses the school's progress towards achieving its five objectives. Data are presented that adequately demonstrate the achievement of all the objectives.

### Academic performance of the charter students

Based on the criteria delineated in the Introduction, two elementary schools in the district were deemed comparable to Ryder System Charter School. These schools, which served as the control in the comparison, are Calusa and Key Biscayne. Still, it must be acknowledged that none of the district's schools are truly like this charter school. As can be seen in Table 1, the charter school served only 396 students, whereas the control schools served no less than 992 students. In addition, while the charter school had a free or reduced-price lunch rate of 1.8%, there were no control schools that had less than 11.8%.

**TABLE 1**

#### **Characteristics of the student enrollment, 2000-01**

Schools	Grades	Enrollment	Percentage of students					
			White	Black	Hispanic	FRL	LEP	Gifted
Ryder System Charter School	K-4	396	33	8	55	1.8	26.0	7
Two control schools	PK-5/8	992-1053	37-38	5-6	50-57	11.8-17.4	17.8-19.1	13-14

*Note.* The control elementary schools are Calusa and Key Biscayne. FRL=free or reduced-price lunch; LEP=limited English proficient.

Table 2 displays the results of the reading and mathematics subtests of the SAT for grade 2 and of the FCAT-NRT for grades 3 and 4. The table displays the median percentile scores of the charter school. For the control schools, the composite of their median percentile scores are displayed (*i.e.*, the median of the medians). To facilitate the comparison, the higher scores are shaded in the table.

A review of Table 2 reveals that the performance of the charter students was the same as that of the students in the control schools only in grade 3 mathematics. In all other grade and subject area combinations, the performance of the students in the control schools was better.

**TABLE 2**

#### **Student performance on the Stanford Achievement Test, Ninth Edition (Grade 2) and the FCAT Norm-Referenced Test (Grades 3, 4), 2000-01**

Schools	Median Percentile Scores: Reading			Mathematics		
	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4
Ryder System Charter School	66	62	65	70	74	70
Two control schools	72	74	74	74	74	78

*Note.* Each score of the control schools is the composite of their median percentile scores (*i.e.*, the median of the medians). The higher scores are shaded.

## **Rosa Parks Community Charter School of Miami**

### **Review of Annual Report**

The Rosa Parks Community Charter School of Miami's Annual Report addresses its financial records, including revenues and expenditures, and the salary and benefit levels of its employees. Additionally, the report addresses the school's progress towards achieving its four objectives. Yet, the data presented are not adequate to support the claim that three of the four objectives were achieved.

### **Academic performance of the charter students**

The academic performance of the charter students could not be compared to that of students in comparable schools, since less than 5 students were tested in each grade.

## Florida International Academy

### Review of Annual Report

The Florida International Academy's Annual Report addresses its financial records, including revenues and expenditures, and the salary levels of its employees. Additionally, the report addresses the school's progress towards achieving its three objectives. Data are presented that adequately demonstrate the school's progress toward the achievement of all its objectives.

### Academic performance of the charter students

Based on the criteria delineated in the Introduction, two middle schools in the district were deemed comparable to Florida International Academy. These schools, which served as the control in the comparison, are Carol City and Westview. Still, it must be acknowledged that none of the district's schools are truly like this charter school. As can be seen in Table 1, the charter school served only 147 students, whereas the control schools served no less than 1307 students. In addition, while the charter school had a free or reduced-price lunch rate of 63.9%, there were no control schools that had less than 80.6%.

**TABLE 1**  
**Characteristics of the student enrollment, 2000-01**

Schools	Grades	Enrollment	Percentage of students					
			White	Black	Hispanic	FRL	LEP	Gifted
Florida International Academy	6-8	147	1	90	7	63.9	0.7	-
Two control schools	6-8	1307-1498	0-1	83-86	13-16	80.6-92.1	2.1-6.0	2-4

*Note.* The two control middle schools are Carol City and Westview. FRL=free or reduced-price lunch; LEP=limited English proficient.

Table 2 displays the results of the reading and mathematics subtests of the FCAT-NRT for grades 6 to 8. The table displays the median percentile scores of the charter school. For the control middle schools, the composite of their median percentile scores are displayed (*i.e.*, the median of the medians). To facilitate the comparison, the higher scores are shaded in the table.

A review of Table 2 reveals that the performance of the charter students was uniformly exceeded by that of the students in the control schools across all grades and subject areas.

**TABLE 2**  
**Student performance on the FCAT Norm-Referenced Test, 2000-01**

Schools	Median Percentile Scores: Reading			Mathematics		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
Florida International Academy	22	24	23	26	24	19
Two control schools	23	29	29	28	25	30

*Note.* Each score of the control schools is the composite of their median percentile scores (*i.e.*, the median of the medians). The higher scores are shaded.

## ASPIRA Youth Leadership Charter School

### Review of Annual Report

The ASPIRA Youth Leadership Charter School's Annual Report addresses its financial records, including revenues and expenditures, and the salary and benefit levels of its employees. Additionally, the report addresses the school's progress towards achieving its five objectives. Evidence is presented that adequately demonstrates the achievement of the objectives dealing with reading, writing, mathematics, and leadership. However, the data necessary for assessing the English language proficiency objective are not reported.

### Academic performance of the charter students

Based on the criteria delineated in the Introduction, two middle schools in the district were deemed comparable to ASPIRA Youth Leadership Charter School. These schools, which served as the control in the comparison, are Jose de Diego and Lake Stevens. Still, it must be acknowledged that none of the district's schools are truly like this charter school. As can be seen in Table 1, the charter school served only 146 students, whereas the control schools served no less than 1441 students. In addition, while the charter school had no gifted students identified, there were no control schools with an enrollment of less than 2% gifted.

**TABLE 1**

#### **Characteristics of the student enrollment, 2000-01**

Schools	Grades	Enrollment	Percentage of students					
			White	Black	Hispanic	FRL	LEP	Gifted
ASPIRA Youth Leadership Charter School	6-8	146	8	34	53	77.4	6.2	-
Two control schools	6-8	1441-1660	2-5	39-48	46-59	71.6-91.6	5.9-16.0	2-4

*Note.* The control middle schools are Jose de Diego and Lake Stevens. FRL=free or reduced-price lunch; LEP=limited English proficient.

Table 2 displays the results of the reading and mathematics subtests of the FCAT-NRT for grades 6 to 8. The table displays the median percentile scores of the charter school. For the control schools, the composite of their median percentile scores are displayed (*i.e.*, the median of the medians). To facilitate the comparison, the higher scores are shaded in the table.

A review of Table 2 reveals that the reading performance of the charter students was better than that of the students in the control schools in all grades. In mathematics, the performance of the charter students was better than that of the students in the control schools in grades 6 and 8. In grade 7, however, the performance of the students in the control schools was better.

**TABLE 2**

#### **Student performance on the FCAT Norm-Referenced Test, 2000-01**

Schools	Reading			Mathematics		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
ASPIRA Youth Leadership Charter School	30	55	48	44	30	50
Two control schools	27	34	29	37	31	33

*Note.* Each score of the control schools is the composite of their median percentile scores (*i.e.*, the median of the medians). The higher scores are shaded.

## The Doral Academy

### Review of Annual Report

The Doral Academy's Annual Report addresses its financial records, including revenues and expenditures, and the salary and benefit levels of its teachers. However, the salary and benefit levels of the administrative staff are not disaggregated by position. The report also addresses the school's progress towards achieving its five objectives. Evidence is presented that adequately demonstrates that progress was made on the objectives dealing with reading, writing, and mathematics for grades 1-5. However, the extent of progress claimed on the reading objective is not supported by the data. In addition, the data for grades 6-8 are not reported.

### Academic performance of the charter students

Based on the criteria delineated in the Introduction, five schools in the district were deemed comparable to The Doral Academy. These schools, which served as the control in the comparison, include three elementary schools, Miami Lakes, Palm Springs North, and Jane S. Roberts. The balance are middle schools: Doral and Miami Lakes. The Doral Academy served a population that is remarkably similar to those in the control schools. Nevertheless, it served only 662 students in grades K-8, whereas the control elementary schools served no less than 996. In addition, while the charter school had a free or reduced-price lunch rate of 30.1%, there were no control middle schools that had less than 40.4%.

**TABLE 1**

***Characteristics of the student enrollment, 2000-01***

Schools	Grades	Enrollment	Percentage of students					
			White	Black	Hispanic	FRL	LEP	Gifted
The Doral Academy	K-8	662	14	0	84	30.1	30.7	8
Three control elementary schools	PK-5/7	996-2095	14-22	1-9	70-76	24.4-46.5	15.3-25.3	5-8
Two control middle schools	6-8	607-1642	10-13	2-5	82-83	40.4-59.6	12.2-30.5	9-12

*Note.* The control elementary schools are Miami Lakes, Palm Springs North, and Jane S. Roberts. The control middle schools are Doral and Miami Lakes. FRL=free or reduced-price lunch; LEP=limited English proficient.

Table 2a displays the results of the reading and mathematics subtests of the SAT for grade 2 and of the FCAT-NRT for grades 3 to 5. The table displays the median percentile scores of the charter school. For the control schools, the composite of their median percentile scores are displayed (*i.e.*, the median of the medians). To facilitate the comparison, the higher scores are shaded in the table.

A review of Table 2a reveals that the performance of the charter students in reading was better than that of the students in the control schools in grades 2 and 5. In grades 3 and 4, however, the performance of the students in the control schools was better. The same pattern emerged for mathematics; the performance of the charter students was better than that of the students in the control schools in grades 2 and 5. But in grades 3 and 4, the performance of the students in the control schools was better.



**TABLE 2a**  
**Student performance on the Stanford Achievement Test, Ninth Edition (Grade 2) and the FCAT Norm-Referenced Test (Grades 3-5), 2000-01**

Median Percentile Scores:		Reading				Mathematics			
Schools	Grade 2	Grade 3	Grade 4	Grade 5	Grade 2	Grade 3	Grade 4	Grade 5	
The Doral Academy	75	70	61	64	59	61	55	73	
Three control elementary schools	67	72	65	55	56	74	67	64	

*Note.* Each score of the control schools is the composite of their median percentile scores (i.e., the median of the medians). The higher score is shaded.

Table 2b displays the results of the reading and mathematics subtests of the FCAT-NRT for grades 6 to 8. Like Table 2a, Table 2b displays the median percentile scores of the charter school. For the control schools, the composite of their median percentile scores are displayed (i.e., the median of the medians). To facilitate the comparison, the higher scores are shaded in the table.

A review of Table 2b reveals that the performance of the charter students in reading was better than that of the students in the control schools in grades 6 and 7. In grade 8, however, the performance of the students in the control schools was better. In mathematics, the charter students and the students in the control schools performed equally well in grades 6 and 7. But in grade 8, the performance of the students in the control schools was better.

**TABLE 2b**  
**Student performance on the FCAT Norm-Referenced Test, 2000-01**

Median Percentile Scores:		Reading			Mathematics		
Schools	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8	
The Doral Academy	61	62	55	64	57	50	
Two control middle schools	53	58	59	64	57	59	

*Note.* Each score of the control schools is the composite of their median percentile scores (i.e., the median of the medians). The higher scores are shaded.

## Miami Shores/Barry University Charter School

### Review of Annual Report

The Miami Shores/Barry University Charter School's Annual Report addresses its financial records, including revenues and expenditures, and the salary and benefit levels of its employees. Additionally, the report addresses the school's progress towards achieving its four objectives. Data are presented that adequately demonstrate the achievement of all its objectives.

### Academic performance of the charter students

Based on the criteria delineated in the Introduction, three middle schools in the district were deemed comparable to Miami Shores/Barry University Charter School. These schools, which served as the control in the comparison, are Arvida, Palmetto, and Southwood. Still, it must be acknowledged that none of the district's schools are truly like this charter school. As can be seen in Table 1, the charter school served only 181 students, whereas the control schools served no less than 1783 students. In addition, while the charter school had no limited English proficient (LEP) students, there were no control schools with an enrollment of less than 2.5% LEP.

**TABLE 1**  
**Characteristics of the student enrollment, 2000-01**

Schools	Grades	Enrollment	Percentage of students					
			White	Black	Hispanic	FRL	LEP	Gifted
Miami Shores/Barry University Charter School	6-8	181	48	25	24	19.9	0	37
Three control schools	6-8	1783-1877	25-51	12-30	26-53	17.0-31.1	2.5-7.7	18-39

*Note.* The control middle schools are Arvida, Palmetto, and Southwood. FRL=free or reduced-price lunch; LEP=limited English proficient.

Table 2 displays the results of the reading and mathematics subtests of the FCAT-NRT for grades 6 to 8. The table displays the median percentile scores of the charter school. For the control schools, the composite of their median percentile scores are displayed (*i.e.*, the median of the medians). To facilitate the comparison, the higher scores are shaded in the table.

A review of Table 2 reveals that the performance of the charter students was uniformly better than that of the students in the control schools across all grades and subject areas.

**TABLE 2**  
**Student performance on the FCAT Norm-Referenced Test, 2000-01**

Schools	Median Percentile Scores:			Mathematics		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
Miami Shores/Barry University Charter School	83	77	84	89	86	87
Three control schools	61	73	76	70	78	79

*Note.* Each score of the control schools is the composite of their median percentile scores (*i.e.*, the median of the medians). The higher scores are shaded.

## Youth Co-op Charter School

### Review of Annual Report

The Youth Co-op Charter School's Annual Report addresses its financial records, including revenues and expenditures, and the salary and benefit levels of its employees. Additionally, the report addresses the school's progress towards achieving its four objectives. Evidence is presented that adequately demonstrates the achievement of the objectives dealing with reading and parental involvement. However, the data necessary for assessing the writing and mathematics objectives were not available.

### Academic performance of the charter students

Based on the criteria delineated in the Introduction, two middle schools in the district were deemed comparable to Youth Co-op Charter School. These schools, which served as the control in the comparison, are Paul W. Bell and Miami Lakes. Still, it must be acknowledged that none of the district's schools are truly like this charter school. As can be seen in Table 1, the charter school served only 299 students, whereas the control schools served no less than 1642 students. In addition, while 4.7% of the charter school students were limited English proficient (LEP), there were no control schools that had an enrollment of less than 9.5% LEP.

**TABLE 1**

#### *Characteristics of the student enrollment, 2000-01*

Schools	Grades	Enrollment	Percentage of students					
			White	Black	Hispanic	FRL	LEP	Gifted
Youth Co-op Charter School	6-8	299	5	0	95	65.9	4.7	-
Two control schools	6-8	1642-1932	5-10	0-5	83-94	59.6-67.2	9.5-12.2	9

*Note.* The control middle schools are Paul W. Bell and Miami Lakes. FRL=free or reduced-price lunch; LEP=limited English proficient.

Table 2 displays the results of the reading and mathematics subtests of the FCAT-NRT for grades 6 to 8. The table displays the median percentile scores of the charter school. For the control schools, the composite of their median percentile scores are displayed (*i.e.*, the median of the medians). To facilitate the comparison, the higher scores are shaded in the table.

A review of Table 2 reveals that the performance of the charter students in reading was better than that of the students in the control schools in grades 6 and 7. In grade 8, however, the performance of the students in the control schools was better. The same pattern emerged for mathematics; the performance of the charter students was better than that of the students in the control schools in grades 6 and 7. But in grade 8, the performance of the students in the control schools was better.

**TABLE 2**

#### *Student performance on the FCAT Norm-Referenced Test, 2000-01*

Schools	Median Percentile Scores: Reading			Mathematics		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
Youth Co-op Charter School	58	62	52	66	68	56
Two control schools	47	57	59	58	53	61

*Note.* Each score of the control schools is the composite of their median percentile scores (*i.e.*, the median of the medians). The higher scores are shaded.

## ASPIRA South Youth Leadership Charter School

### Review of Annual Report

The ASPIRA South Youth Leadership Charter School's Annual Report addresses its financial records, including revenues and expenditures, and the salary and benefit levels of its employees. Additionally, the report addresses the school's progress towards achieving its nine objectives. Data are presented that adequately demonstrate progress on eight of its nine objectives.

### Academic performance of the charter students

Based on the criteria delineated in the Introduction, three middle schools in the district were deemed comparable to ASPIRA South Youth Leadership Charter School. These schools, which served as the control in the comparison, are Campbell Drive, Jose de Diego, and Homestead. Still, it must be acknowledged that none of the district's schools are truly like this charter school. As can be seen in Table 1, the charter school served only 142 students, whereas the control schools served no less than 1326 students. In addition, while 6.3% of the charter school students were limited English proficient (LEP), there were no control schools that had an enrollment of less than 7.0% LEP.

**TABLE 1**

#### *Characteristics of the student enrollment, 2000-01*

Schools	Grades	Enrollment	Percentage of students					
			White	Black	Hispanic	FRL	LEP	Gifted
ASPIRA South Youth Leadership Charter School	6-8	142	13	12	75	88.7	6.3	-
Three control schools	6-8	1326-1453	2-16	28-43	48-59	82.7-92.2	7.0-16.0	2-9

*Note.* The control middle schools are Campbell Drive, Jose de Diego, and Homestead. FRL=free or reduced-price lunch; LEP=limited English proficient.

Table 2 displays the results of the reading and mathematics subtests of the FCAT-NRT for grades 6 to 8. The table displays the median percentile scores of the charter school. For the control schools, the composite of their median percentile scores are displayed (*i.e.*, the median of the medians). To facilitate the comparison, the higher scores are shaded in the table.

A review of Table 2 reveals that the reading performance of the charter students was better than that of the students in the control schools in grade 8. In all other grades and subject areas, however, the performance of the students in the control schools was better.

**TABLE 2**

#### *Student performance on the FCAT Norm-Referenced Test, 2000-01*

Schools	Median Percentile Scores: Reading			Mathematics		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
ASPIRA South Youth Leadership Charter School	20	17	34	33	20	33
Three control schools	24	32	29	36	23	34

*Note.* Each score of the control schools is the composite of their median percentile scores (*i.e.*, the median of the medians). The higher scores are shaded.