

**Addendum to
Charter School District Contract**

**Florida State Board of Education
and
The School Board of Palm Beach County, Florida**

WHEREAS, the State Board of Education, hereinafter referred to as the State Board of Education, desires to establish charter school district pilot programs pursuant to Section 1003.62, Florida Statutes, and

WHEREAS, the purpose of these pilot programs is to examine a new relationship between the State Board of Education and school districts that may produce significant improvements in student achievement and school management, while complying with constitutional requirements assigned to each entity, and

WHEREAS, the State Board of Education, as provided by Section 1003.62, Florida Statutes, may exchange certain statutory and rule exemptions for the school district's agreement to meet specific performance goals, and

WHEREAS, the School Board of Palm Beach County, Florida, hereinafter referred to as the District, desires to become a charter school district.

NOW, THEREFORE, the State Board of Education and the School Board of Palm Beach County, Florida, agree to the following:

I. Statutory Provisions

Section 1003.62, Florida Statutes, and other applicable federal and state statutes and regulations govern the relationship between the State Board and the District. The parties will abide by any future applicable statutory or regulatory changes. If any provision of this performance contract is inconsistent with federal or Florida statutes or regulations, those statutes or regulations will prevail.

II. Contract Terms

This original performance contract was made on January 21, 2003 between the State Board of Education and the School Board of Palm Beach County, Florida. The extension of the contract is made on October 18, 2005, and will become effective January 23, 2006 and will expire on July 1, 2007.

This contract is subject to annual review and may be modified, terminated, or renewed by mutual agreement of the parties. The State Board or District may terminate this agreement at any time they determine that good cause has been shown or if the health, safety, or welfare of students is threatened. Notice of termination shall be given at least 30 days prior to the effective date of termination.

The purpose of this agreement is to establish the terms and conditions under which the District shall be permitted to operate as a Charter School District pursuant to Section 1003.62, Florida Statutes. Upon the effective date of this agreement, the District shall be exempt from State Statutes and State Board Rule to the fullest extent provided to charter school districts. Attached hereto and incorporated herein is the Charter School District proposal submitted by the School Board of Palm Beach County. Upon the effective date of this agreement, the District will operate in accordance with this Charter School District proposal. Included in the Charter School District proposal are statutory and regulatory waivers that will initially be implemented by the District. Should the District choose to expand statutory and/or regulatory exemptions, it shall, upon School Board approval, notify the Commissioner of Education of its intent and identify the statute(s) and/or regulation(s) to be waived. The District will follow State procedures for implementation of additional waivers. The District will be notified within 30 days if the Department objects to the waiver.

The parties to this agreement recognize that part of the intent of the Charter School District pilot program is to eliminate or reduce the work required to comply with burdensome laws or regulations, to foster improved operating efficiencies, and thus accelerate student educational progress. There is no intent to deprive the District of any financial resources it would otherwise lawfully receive. The District's actions taken under this agreement shall not cause the District to suffer a loss in financial resources, to suffer any other penalty, or to forego an opportunity to obtain additional financial resources or other legislative considerations provided that statutory compliance is evidenced.

III. Reservation of Rights

The parties to this agreement recognize that the State Board and the District are separate governmental entities, each with their own rights and responsibilities under the constitution and laws of the State of Florida. It is not the intent of this charter to in any way diminish or expand the lawful authority of either party. The District and its Superintendent of Schools shall continue to be responsible for supervising the schools of the Palm Beach County School District, with all the rights and authority that accompany that responsibility. The State Board shall, in accordance with Florida Statutes, continue to assist the District and to insure that the District is meeting its statutory obligations. If this charter is terminated or allowed to expire, each party shall continue to carry out their respective responsibilities as set out in the constitution and laws of the State of Florida.

IV. Conflict with Law

In the event that any provision of this agreement is held or determined invalid or void for any reason by any judicial authority of competent jurisdiction, all other provisions of this agreement shall remain in full force and effect.

V. Liability

The parties shall be separately liable for the performance of their respective obligations or responsibilities under this agreement. The liability of each party shall be in accordance with Section 768.28, Florida Statutes.

VI. Annual Report

The District agrees to file an annual report of progress to the State Board by January 31, 2006 and 2007. The State Board shall use this information in concert with data provided by the Department of Education when making decisions relative to this agreement.

VII. Funding

The Charter School District concept is based on flexible use of resources and should not by design require additional funding for its implementation. Therefore, this agreement shall not entitle the District to an increase of funding.

VIII. Standards and Accountability

The District shall base its instruction on the Sunshine State Standards and shall participate in the student assessment program pursuant to Section 1008.22, Florida Statutes. The District shall comply with all accountability reporting requirements.

IX. Charter School District Proposal Application

The Charter School District proposal application has been received and predicates this agreement. The application does contain the statutorily required components of school board authorization, vision statement, management plan, performance goals, school flexibility, and annual report assurance. Therefore, the Charter School District proposal application is conceptually approved.

X. Management Plan

The management plan specifies the means by which the District intends to reach its performance goals. In general, the State Board defers to the District on this local strategic design. However, the management plan shall assure a free and appropriate education for all students. Nothing in the plan shall undermine the state's system of educational accountability.

Pursuant to Section 1003.62, Florida Statutes and rules from which the School Board desires exemption and the purpose for the exemption is included in this agreement. This list shall not include any statute governing election of school board members, public meetings, and public record requirements, financial disclosure, conflicts of interest, operation in the sunshine, or other provisions outside the Florida School Code.

XI. Implementation of Charter School District Agreement

A. Initial Waivers with District Wide Impact

The following waivers, as specifically outlined in Section VIII of the District's proposal, are the initial waivers to be implemented under this agreement. All initial waivers have the potential for countywide impact.

1. Waiver # 1 – F. S. 1002.33(13) - Cap on Number of Charter Schools
2. Waiver # 2 – F. S. 1013.03(10)(a) and 1013.72 – Program Capacity
3. Waiver # 3 – F. S. 1013.64 – Maximum Cost Per Student Station
4. Waiver # 4 – F. S. 1013.03(10)(a) – Castaldi Analysis
5. Waiver # 5 – Florida State Board Rule 6A-1.0503 – Out-of-Field Teaching Assignments

Additional Waivers submitted and approved by SBOE:

6. Waiver #7 – F.S. 1003.436 (2) Definition of Credit
7. Waiver #11 – F.S. 1006.28 (3)(b) Money Collected for Lost/Damaged Instructional Textbooks

(Waiver Status Report, Appendix A, attached)

B. Ongoing Process for School And District Waivers

The Board and Superintendent have set an expectation that departments and schools will identify more efficient and effective ways to manage operations and deliver instruction for one end result – improved student achievement for **all** groups of students. As schools and departments identify state and local regulations that present barriers to meeting this expectation, they will have the option to submit additional waivers for Board approval. Upon approval of additional waivers, the Board will notify the Commissioner of Education and the State Board of Education of the School Board approved waivers.

C. School-Based Deregulation

In 1999 the School Board was authorized by the State of Florida to participate in the deregulated school pilot program. Initially, five schools submitted proposals to be deregulated and were designated as such. The number of deregulated schools has grown to eight in the District and it is the District's intent, as a Charter School District, to expand the number of deregulated schools. The Board is committed to providing schools with the greater level of flexibility in return for an agreement that ties flexibility to school goals for improved student achievement. Schools that desire to become deregulated will submit a proposal to the Board that outlines District and State regulations they want to waive, alternative practices they will implement, and student achievement goals they will achieve. Upon School Board approval, the deregulation status will be for a period of three years.

D. Charter Schools and Conversion Charter Schools

The District is committed to providing parents and students with school choice. The District, by request of a waiver of statute in this proposal, is requesting to lift the cap on the number of charter schools in the District. Charter schools will be approved by the School Board based on the Charter school application meeting the requirements of law and the needs of students in the District.

The District is committed to supporting the establishment of up to five conversion charter schools over the next three years. In accordance with F. S. 1002.33(25) f, the District shall receive and review all applications by principals, parents, teachers, or School Advisory Council members to participate in a conversion charter pilot project and shall select the best applications. The District will submit proper applications, together with the District's letter of endorsement and commitment of support for successful program implementation for review by the Statewide Selection Panel.

The School Board will have the authority to determine if a charter school application meets the requirements of law to be a charter school and to determine if the addition of the charter school serves the needs of the student population in the District.

E. FY2005 Performance Goals

Achievement of the District's Performance Goals will be based on the goals and method outlined in Section IV of the Charter School District proposal. At the end of the three-year contract, if the total number of points earned is 61 or more, then the contract will continue. If the total number of points earned is less than 61, then the District and the State Board of Education will review the analysis of each Key Result, along with the evaluation of the waivers, deregulated schools, conversion charter schools, and charter schools outlined in Section XII of the proposal, and determine if the contract should be modified, continued, or terminated.

F. School Board of Palm Beach County Academic Business Plan

The School Board of Palm Beach County developed an Academic Business Plan, which is a comprehensive plan to ensure that all students receive the highest quality of education. The Plan established a framework for accountability and continuous improvement for the District. The Plan provides clear direction and focus to improve student achievement for all students regardless of race, ethnicity, gender, socio-economic status, or disability, with particular emphasis on accelerating the achievement of non-proficient students.

Academic Business Plan - Program Evaluation Procedures

The School Board of Palm Beach County has procedures for evaluating instructional programs. These procedures are based on national program evaluation and school quality standards and have been collaboratively developed with school and district personnel. The procedures provide a systematic and objective evaluation system designed to (a) identify program improvement opportunities by monitoring program implementation and/or (b) assess program effectiveness, which would determine whether or not to continue, discontinue, or modify each program.

Program personnel develop program descriptions and implementation plans, monitor program implementation, and assess program effectiveness for most instructional programs. Personnel from the Department of Research, Evaluation, and Accountability work collaboratively with program personnel to assess the program effectiveness of "high-profile" programs.

The program evaluations follow predetermined steps and procedures. One of the more important steps is to identify the data and the measures necessary to monitor program implementation and determine program effectiveness. The predominant sources of the data and measures to be used for program evaluations and for the Academic Business Plan will be the Educational Data Warehouse (EDW) and other electronic sources of data (e.g., TERMS and CHIPS).

Academic Business Plan - Core Strategies and Action Steps

The Priority Action Steps that follow are grounded in the Palm Beach County School District Core Strategies. These Core Strategies are as follows:

1. Student Performance: Establish and communicate clear, end of year district-wide expectations for student performance at each grade level (K-12) and reporting practices that establish accountability for Key Results for student achievement
2. Instructional Practices: Implement instructional practices that ensure student proficiency in reading, writing, and mathematics that leads to achievement of high standards in all core curriculum areas
3. Responsibilities and Resources: Align the responsibilities of all school system personnel and school system resources to accomplish the Key Results for student achievement

4. School Improvement Plans: Develop and implement School Improvement Plans at each school that align with Key Results for student achievement
5. Family Involvement: Involve families in assisting their children to achieve proficiency in reading, writing, and mathematics leading to achievement of high standards in the core curriculum areas
6. Partnerships: Establish business/community/school partnerships to support student proficiency in reading, writing, and mathematics leading to achievement of high standards in all core curriculum areas
7. Quality Workforce: Recruit, maintain, and develop a quality workforce that is clearly committed to accomplishing Key Results for student achievement
8. Learning Environments: Provide safe and nurturing environments that promote high expectations for the behavior and performance for students and staff

The Priority Action Steps are based on a review of student achievement data and have been divided into seven strategic focus areas:

1. Graduation/Promotion
2. Higher Level Courses
3. Literacy
4. Accountability
5. Assessment
6. Single School Culture
7. Human Resources

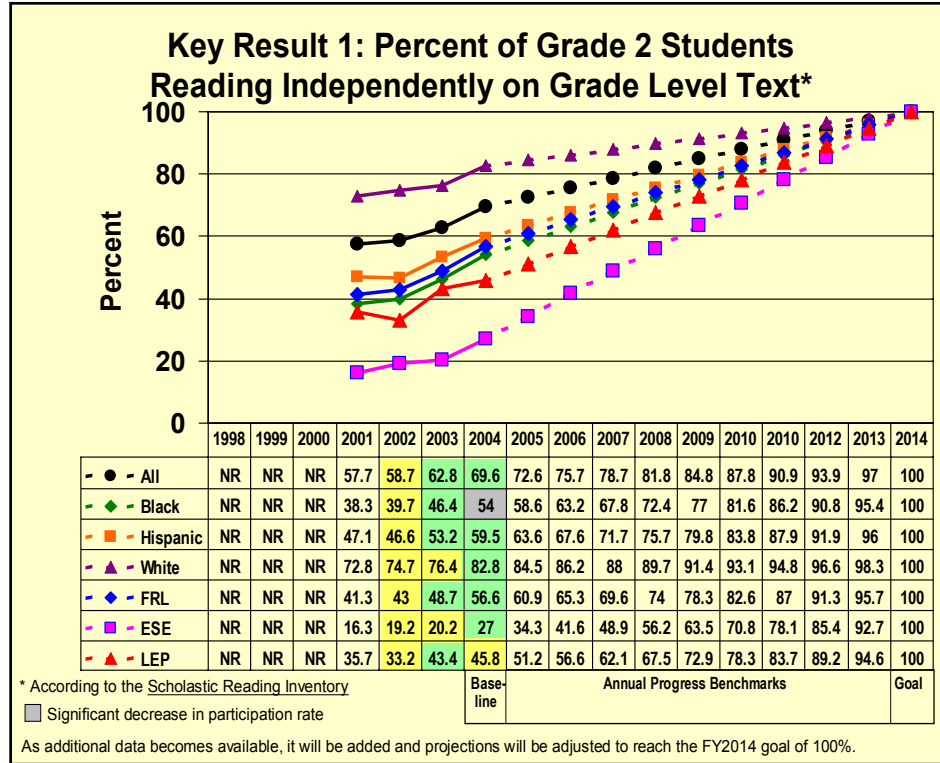
FY2004 KEY RESULTS

Cells shaded in:

- ▶ **green** indicate statistically significant positive change from the preceding year.
- ▶ **yellow** indicate statistically insignificant change from the preceding year.
- ▶ **red** indicate statistically significant negative change from the preceding year.

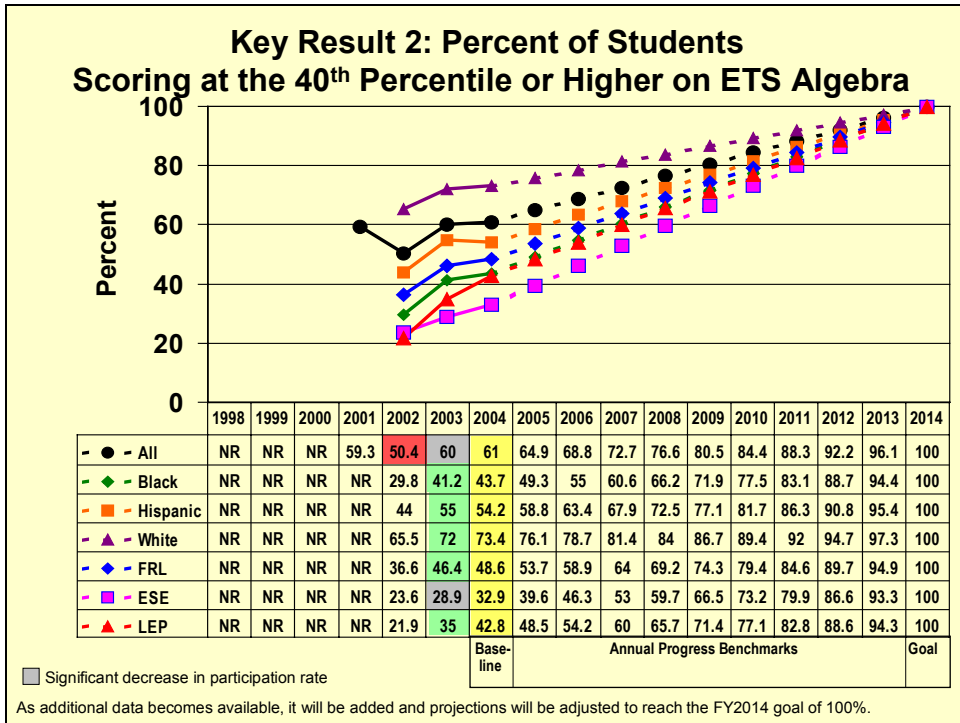
Key Result 1:

All students of each racial/ethnic group will read independently on grade level by the end of second grade.



Key Result 1: Number of Students Assessed on Scholastic Reading Inventory and Number and Percent Reading on Grade Level

Student Group	FY2003			FY2004		
	Number Assessed	Number on Grade Level	Percent on Grade Level	Number Assessed	Number on Grade Level	Percent on Grade Level
All	11,314	7,110	62.8%	11,319	7,875	69.6%
Black	3,112	1,445	46.4%	2,954	1,595	54.0%
Hispanic	2,476	1,318	53.2%	2,611	1,553	59.5%
White	4,807	3,673	76.4%	4,844	4,009	82.8%
F/R Lunch	5,956	2,903	48.7%	5,859	3,314	56.6%
ESE	1,205	244	20.2%	1,162	314	27.0%
LEP	1,785	775	43.4%	1,633	748	45.8%

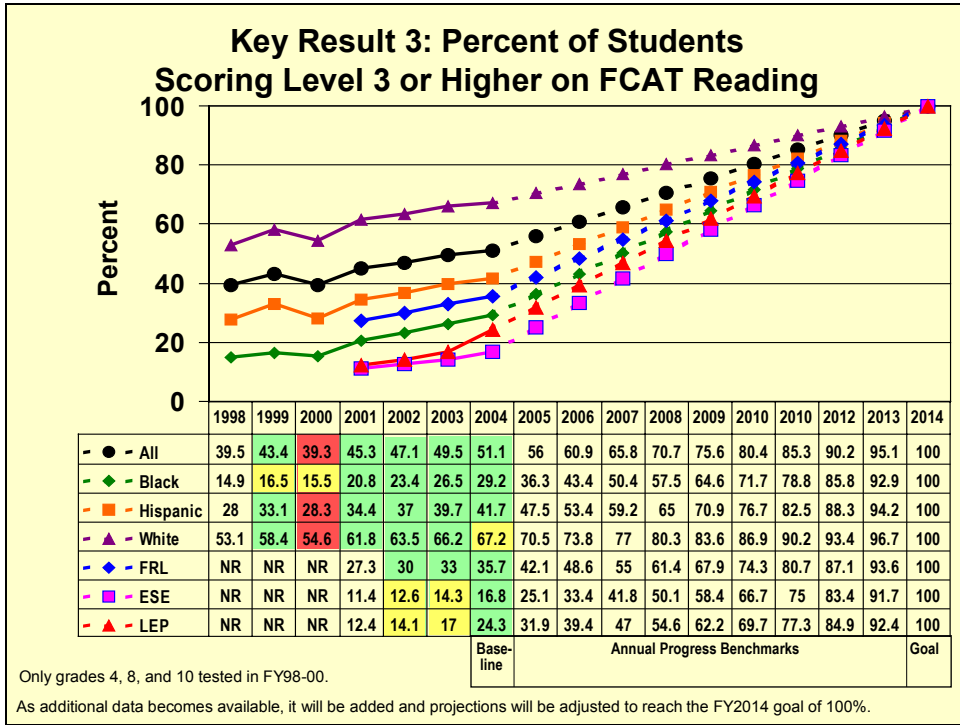


Key Result 2: Number of Students Assessed on ETS Algebra and Number and Percent of Students Scoring at the 40th Percentile or Higher

Student Group	FY2003			FY2004		
	Number Assessed	Number ≥ 40%ile	Percent ≥ 40%ile	Number Assessed	Number ≥ 40%ile	Percent ≥ 40%ile
All	10,726	6,431	60.0%	12,094	7,377	61.0%
Black	3,151	1,298	41.2%	3,451	1,508	43.7%
Hispanic	1,932	1,062	55.0%	2,505	1,358	54.2%
White	5,144	3,702	72.0%	5,524	4,054	73.4%
F/R Lunch	3,124	1,450	46.4%	3,764	1,828	48.6%
ESE	838	242	28.9%	1,007	331	32.9%
LEP	383	134	35.0%	465	199	42.8%

Key Result 3:

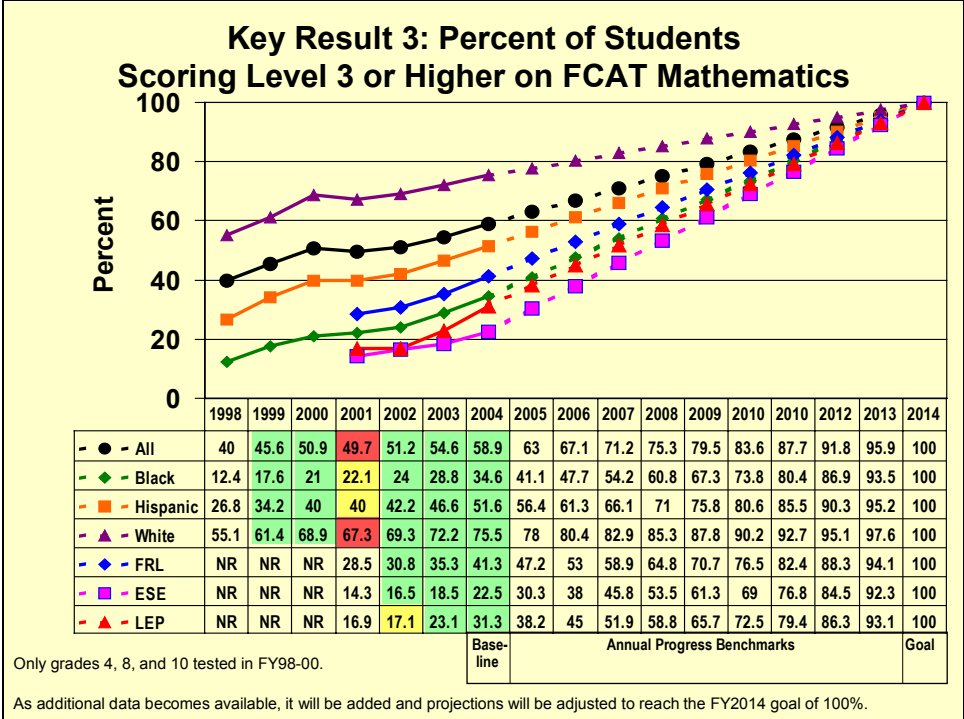
All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by FCAT and FCAT Writes.



Key Result 3: Number Assessed on FCAT Reading and Number and Percent of Students Scoring Level 3 or Higher

Student Group	FY2003			FY2004		
	Number Assessed	Number ≥ Level 3	Percent ≥ Level 3	Number Assessed	Number ≥ Level 3	Percent ≥ Level 3
All	98,470	48,773	49.5%	100,818	51,494	51.1%
Black	28,181	7,454	26.5%	28,373	8,271	29.2%
Hispanic	19,061	7,568	39.7%	20,796	8,671	41.7%
White	45,679	30,244	66.2%	45,321	30,452	67.2%
F/R Lunch	41,268	13,601	33.0%	43,798	15,640	35.7%
ESE	11,474	1,638	14.3%	11,970	2,006	16.8%
LEP	4,764	808	17.0%	6,082	1,480	24.3%

Key Result 3: (continued) All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by FCAT and FCAT Writes.

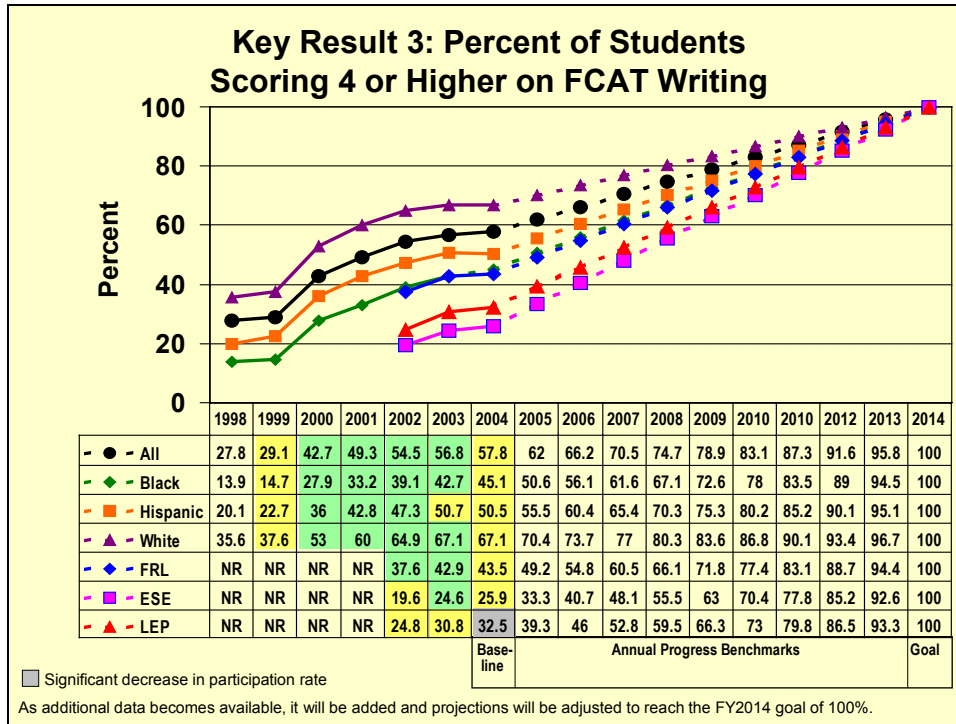


Key Result 3: Number Assessed on FCAT Mathematics and Number and Percent of Students Scoring Level 3 or Higher

Student Group	FY2003			FY2004		
	Number Assessed	Number ≥ Level 3	Percent ≥ Level 3	Number Assessed	Number ≥ Level 3	Percent ≥ Level 3
All	98,470	53,784	54.6%	100,790	59,354	58.9%
Black	28,223	8,136	28.8%	28,321	9,813	34.6%
Hispanic	19,071	8,888	46.6%	20,820	10,748	51.6%
White	45,637	32,967	72.2%	45,304	34,188	75.5%
F/R Lunch	41,283	14,589	35.3%	43,789	18,081	41.3%
ESE	11,511	2,124	18.5%	12,008	2,698	22.5%
LEP	4,760	1,099	23.1%	6,084	1,903	31.3%

Key Result 3: (continued)

All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by FCAT and FCAT Writes.



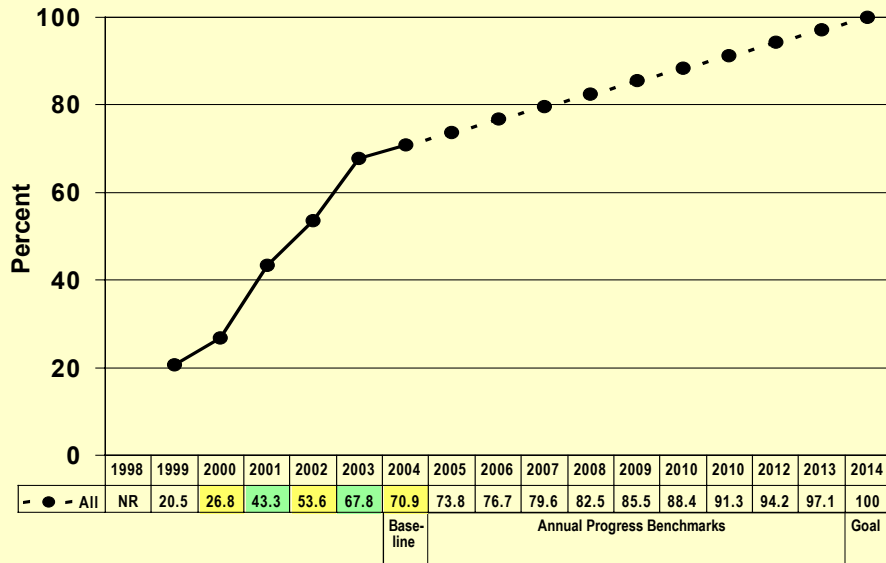
Key Result 3: Number Assessed on FCAT Writing and Number and Percent of Students Scoring 4 or Higher

Student Group	FY2003			FY2004		
	Number Assessed	Number ≥ 4	Percent ≥ 4	Number Assessed	Number ≥ 4	Percent ≥ 4
All	36,082	20,500	56.8%	34,379	19,888	57.8%
Black	10,308	4,406	42.7%	9,011	4,063	45.1%
Hispanic	6,899	3,496	50.7%	6,813	3,440	50.5%
White	16,766	11,248	67.1%	16,371	10,979	67.1%
F/R Lunch	13,738	5,893	42.9%	13,252	5,761	43.5%
ESE	4,019	988	24.6%	3,337	864	25.9%
LEP	1,882	580	30.8%	1,714	557	32.5%

Key Result 4:

All schools will meet or exceed a school grade of "B" as measured by the Florida accountability system.

Key Result 4: Percent of Schools with Grade of B or Better



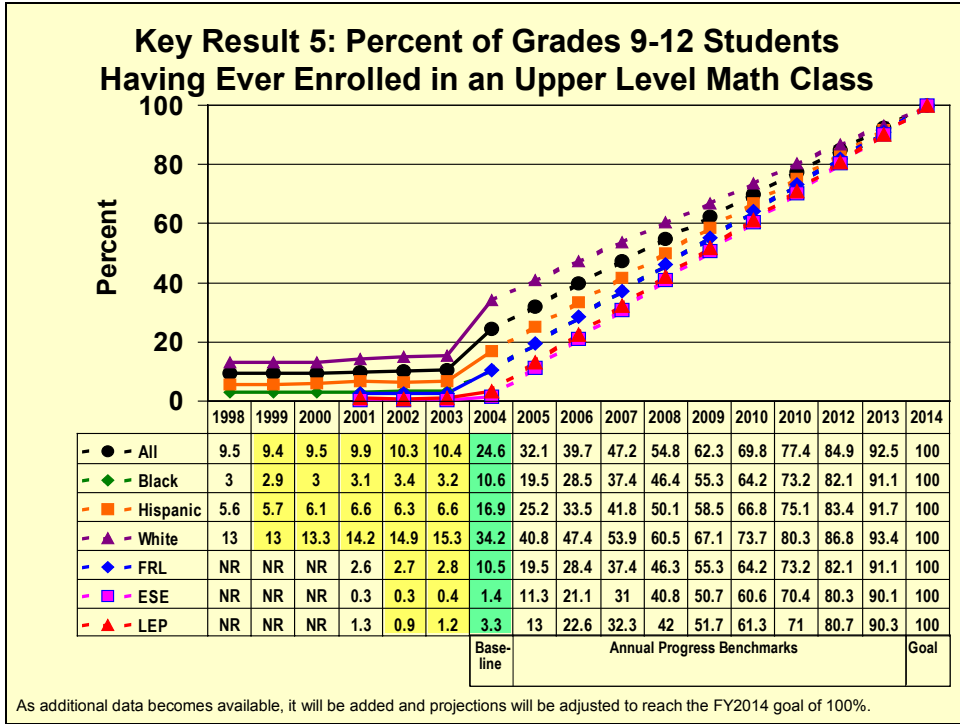
As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

Key Result 4: Number of Schools and Number and Percent of Schools with a Grade of B or Better

FY2003			FY2004		
Number of Schools	Number ≥ B	Percent ≥ B	Number of Schools	Number ≥ B	Percent ≥ B
146	99	67.8	151	107	70.9

Key Result 5:

All schools will increase enrollment and performance of each racial/ethnic group in upper-level mathematics and science courses, with a particular emphasis on underrepresented populations.



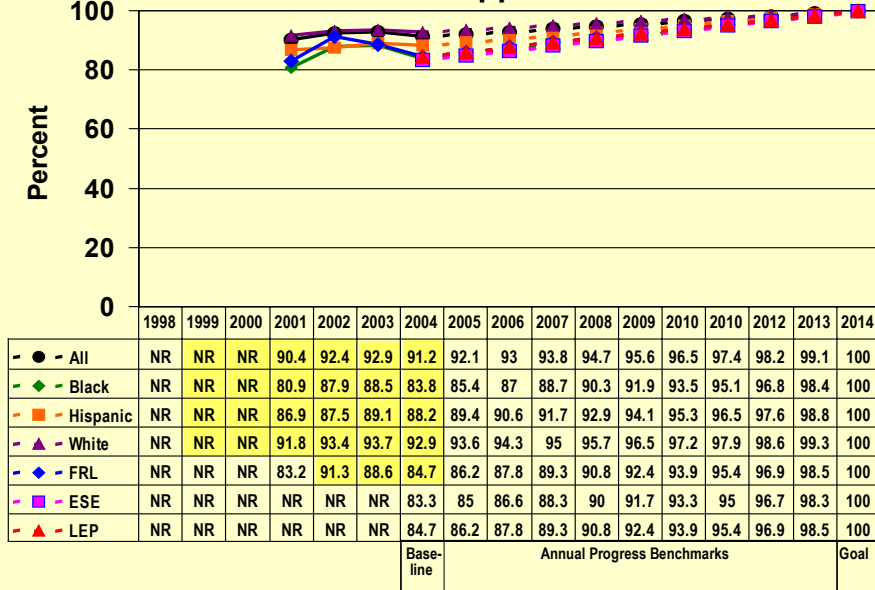
Key Result 5: Total Enrollment in Grades 9-12 and Number and Percent of Students Having Ever Enrolled in an Upper Level Math Class

Student Group	FY2003			FY2004		
	Total Enrollment	Number Enrolled	Percent Enrolled	Total Enrollment	Number Enrolled	Percent Enrolled
All	45,064	4,709	10.4%	46,372	11,399	24.6%
Black	13,356	434	3.2%	13,476	1,426	10.6%
Hispanic	7,807	513	6.6%	8,458	1,430	16.9%
White	21,845	3,339	15.3%	22,125	7,568	34.2%
F/R Lunch	11,335	316	2.8%	12,027	1,265	10.5%
ESE	5,320	20	0.4%	5,628	78	1.4%
LEP	3,551	42	1.2%	3,504	117	3.3%

Key Result 5

All schools will increase enrollment and performance of each racial/ethnic group in upper-level mathematics and science courses, with a particular emphasis on underrepresented populations.

Key Result 5: Percent of Grade 9-12 Students Having Ever Received a C or Better in an Upper Level Math Class



FY2001-03 significance of ESE and LEP change not calculable.
As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

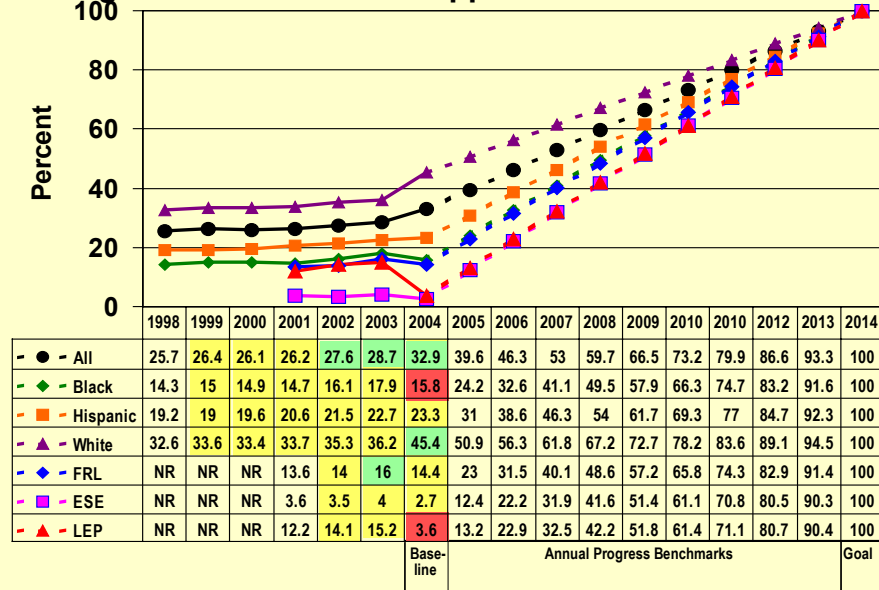
Key Result 5: Number of Grade 9-12 Students Having Ever Taken an Upper Level Math Class and Number and Percent of Students Ever Receiving a C or Better

Student Group	FY2003			FY2004		
	Number Taking	Number ≥ C	Percent ≥ C	Number Taking	Number ≥ C	Percent ≥ C
All	4,709	4,373	92.9%	11,399	10,392	91.2%
Black	434	384	88.5%	1,426	1,195	83.8%
Hispanic	513	457	89.1%	1,430	1,261	88.2%
White	3,339	3,129	93.7%	7,568	7,031	92.9%
F/R Lunch	316	280	88.6%	1,265	1,072	84.7%
ESE	20	18	90.0%	78	65	83.3%
LEP	5	5	100%	59	50	84.7%

Key Result 5

All schools will increase enrollment and performance of each racial/ethnic group in upper-level mathematics and science courses, with a particular emphasis on underrepresented populations.

Key Result 5: Percent of Grade 9-12 Students Having Ever Enrolled in an Upper Level Science Class



As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

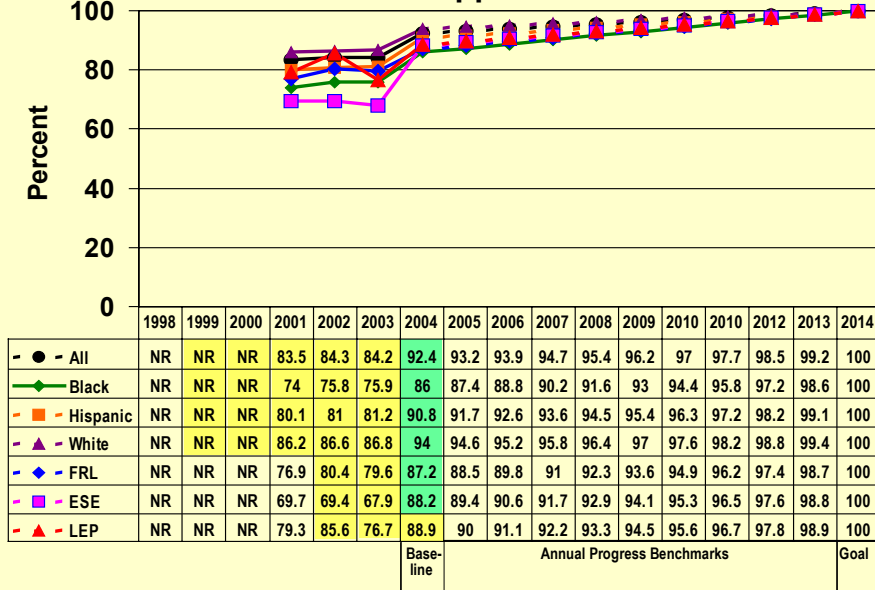
Key Result 5: Total Enrollment in Grades 9-12 and Number and Percent of Students Having Ever Enrolled in an Upper Level Science Class

Student Group	FY2003			FY2004		
	Total Enrollment	Number Enrolled	Percent Enrolled	Total Enrollment	Number Enrolled	Percent Enrolled
All	45,064	12,948	28.7%	46,372	15,278	32.9%
Black	13,356	2,388	17.9%	13,476	2,126	15.8%
Hispanic	7,807	1,776	22.7%	8,458	1,971	23.3%
White	21,845	7,900	36.2%	22,125	10,035	45.4%
F/R Lunch	11,335	1,816	16.0%	12,027	1,727	14.4%
ESE	5,320	212	4.0%	5,628	152	2.7%
LEP	3,551	541	15.2%	3,504	127	3.6%

Key Result 5

All schools will increase enrollment and performance of each racial/ethnic group in upper-level mathematics and science courses, with a particular emphasis on underrepresented populations.

Key Result 5: Percent of Grade 9-12 Students Having Ever Received a C or Better in an Upper Level Science Class



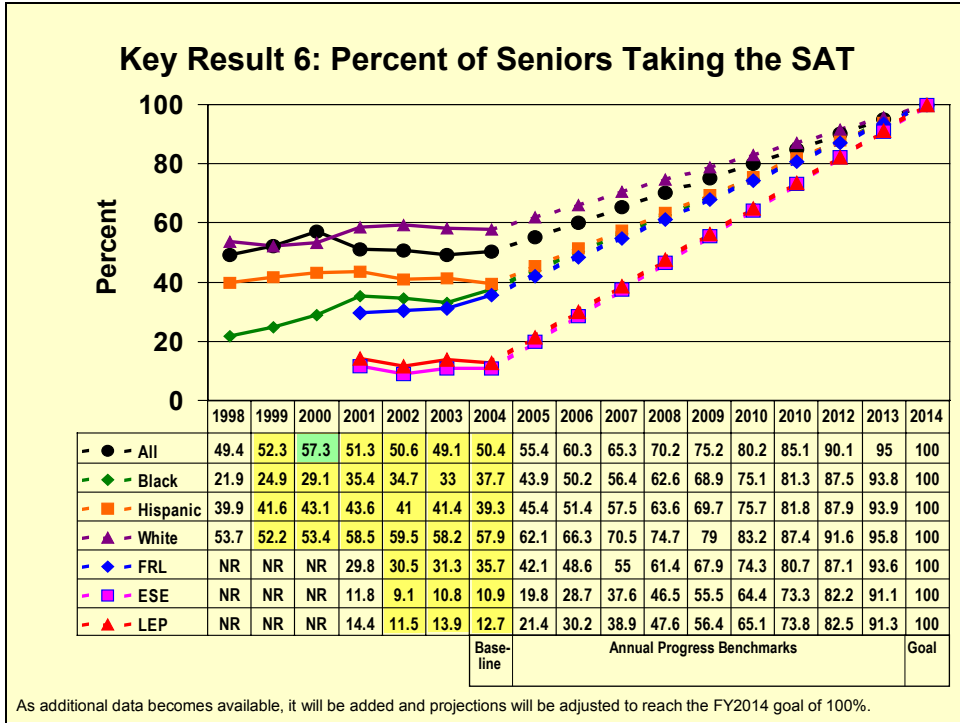
As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

Key Result 5: Number of Grades 9-12 Students Having Ever Taken an Upper Level Science Class and Number and Percent of Students Ever Receiving a C or Better

Student Group	FY2003			FY2004		
	Number Taking	Number ≥ C	Percent ≥ C	Number Taking	Number ≥ C	Percent ≥ C
All	12,948	10,905	84.2%	15,278	14,121	92.4%
Black	2,388	1,813	75.9%	2,126	1,828	86.0%
Hispanic	1,776	1,442	81.2%	1,971	1,789	90.8%
White	7,900	6,855	86.8%	10,035	9,430	94.0%
F/R Lunch	1,816	1,446	79.6%	1,727	1,506	87.2%
ESE	212	144	67.9%	152	134	88.2%
LEP	120	92	76.7%	54	48	88.9%

Key Result 6:

All schools will increase participation and performance of students of each racial/ethnic group taking the SAT, with a particular emphasis on underrepresented populations.



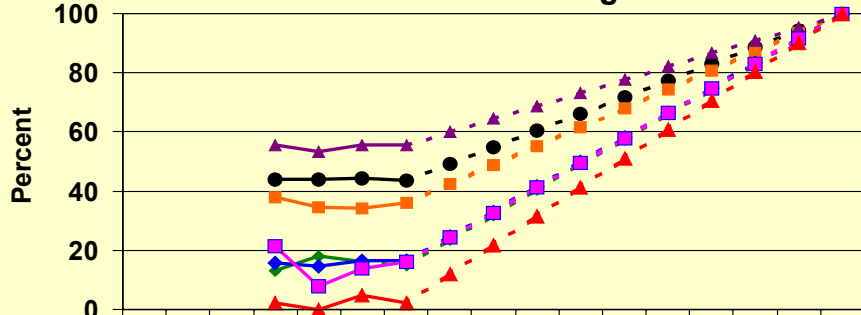
Key Result 6: Number of Seniors Enrolled and Number and Percent of Seniors Taking the SAT

Student Group	FY2003			FY2004		
	Total Enrollment	Number Taking	Percent Taking	Total Enrollment	Number Taking	Percent Taking
All	7,611	3,737	49.1%	7,773	3,918	50.4%
Black	2,177	718	33.0%	2,161	814	37.7%
Hispanic	1,338	554	41.4%	1,369	538	39.3%
White	3,664	2,133	58.2%	3,707	2,145	57.9%
F/R Lunch	1,666	521	31.3%	1,770	632	35.7%
ESE	874	94	10.8%	919	100	10.9%
LEP	288	40	13.9%	338	43	12.7%

Key Result 6:

All schools will increase participation and performance of students of each racial/ethnic group taking the SAT, with a particular emphasis on underrepresented populations.

Key Result 6: Percent of Students with a Total of Verbal and Math SAT Scores of 1000 or Higher



	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2010	2012	2013	2014
● - All	NR	NR	NR	44.1	44.1	44.5	43.5	49.2	54.8	60.5	66.1	71.8	77.4	83.1	88.7	94.4	100
◆ - Black	NR	NR	NR	13.1	18	16.2	15.1	23.6	32.1	40.6	49.1	57.6	66	74.5	83	91.5	100
■ - Hispanic	NR	NR	NR	37.8	34.7	34.3	36.2	42.6	49	55.3	61.7	68.1	74.5	80.9	87.2	93.6	100
▲ - White	NR	NR	NR	55.6	53.5	55.7	55.6	60	64.5	68.9	73.4	77.8	82.2	86.7	91.1	95.6	100
◆ - FRL	NR	NR	NR	15.9	14.8	16.5	16.5	24.9	33.2	41.6	49.9	58.3	66.6	75	83.3	91.7	100
■ - ESE	NR	NR	NR	21.4	7.8	13.8	16	24.4	32.8	41.2	49.6	58	66.4	74.8	83.2	91.6	100
▲ - LEP	NR	NR	NR	2.3	0	5	2.3	12.1	21.8	31.6	41.4	51.2	60.9	70.7	80.5	90.2	100
							Base-line	Annual Progress Benchmarks								Goal	

FY2002-04 significance of LEP change not calculable

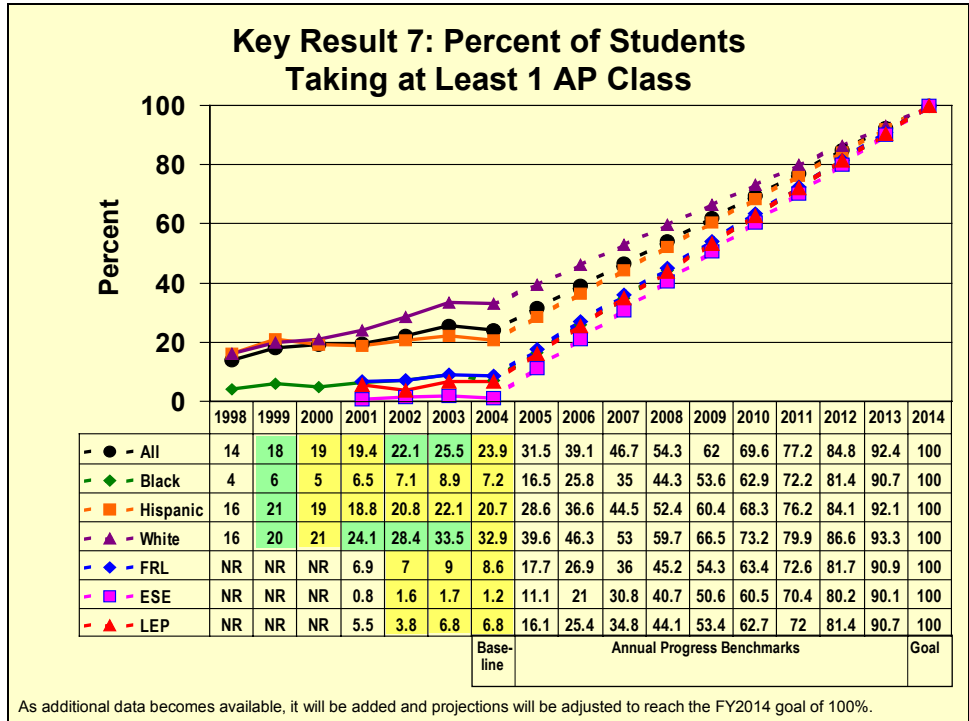
As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

Key Result 6: Number of Students Taking the SAT and Number and Percent of Students with a Total of Verbal and Math Scores of 1000 or Higher

Student Group	FY2003			FY2004		
	Number Taking	Number ≥ 1000	Percent ≥ 1000	Number Taking	Number ≥ 1000	Percent ≥ 1000
All	3,737	1,662	44.5%	3,918	1,703	43.5%
Black	718	116	16.2%	814	123	15.1%
Hispanic	554	190	34.3%	538	195	36.2%
White	2,133	1,188	55.7%	2,145	1,193	55.6%
F/R Lunch	521	86	16.5%	632	104	16.5%
ESE	94	13	13.8%	100	16	16.0%
LEP	40	2	5.0%	43	1	2.3%

Key Result 7:

All schools will increase enrollment and performance of each racial/ethnic group in gifted, honors, advanced placement, IB and other advanced programs, with a particular emphasis on underrepresented populations.

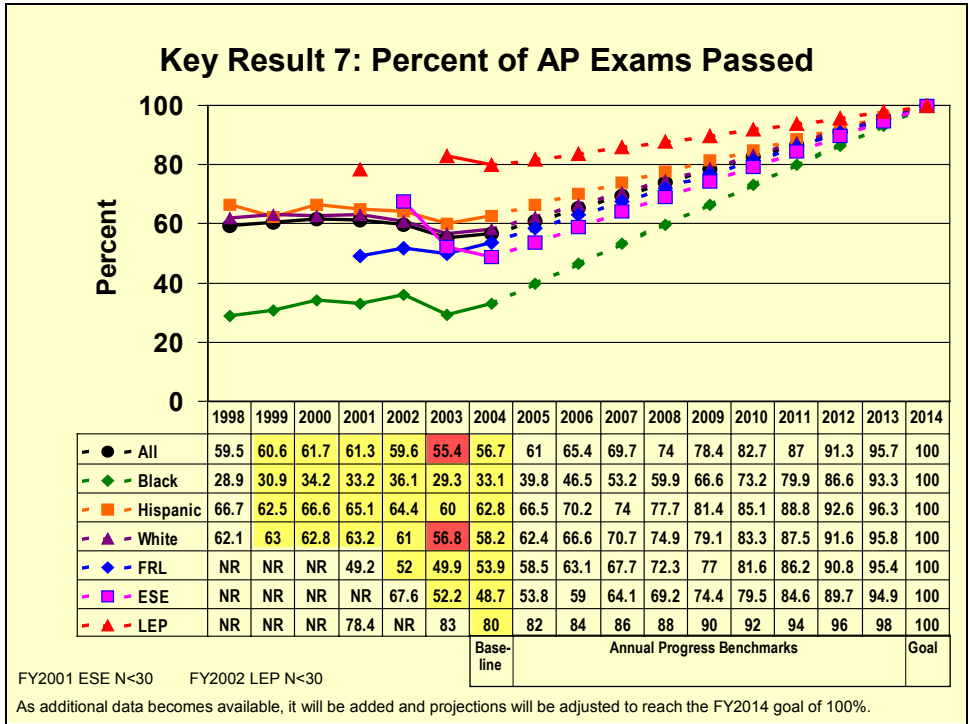


Key Result 7: Number of Students Enrolled and Number and Percent of Students Taking at Least 1 AP Class

Student Group	FY2003			FY2004		
	Total Enrollment	Number Taking	Percent Taking	Total Enrollment	Number Taking	Percent Taking
All	18,509	4,728	25.5%	20,351	4,867	23.9%
Black	5,038	450	8.9%	5,874	425	7.2%
Hispanic	3,048	673	22.1%	3,566	739	20.7%
White	9,500	3,186	33.5%	9,923	3,266	32.9%
F/R Lunch	3,857	348	9.0%	4,665	400	8.6%
ESE	1,810	31	1.7%	2,252	27	1.2%
LEP	679	46	6.8%	991	67	6.8%

Key Result 7:

All schools will increase enrollment and performance of each racial/ethnic group in gifted, honors, advanced placement, IB and other advanced programs, with a particular emphasis on underrepresented populations.

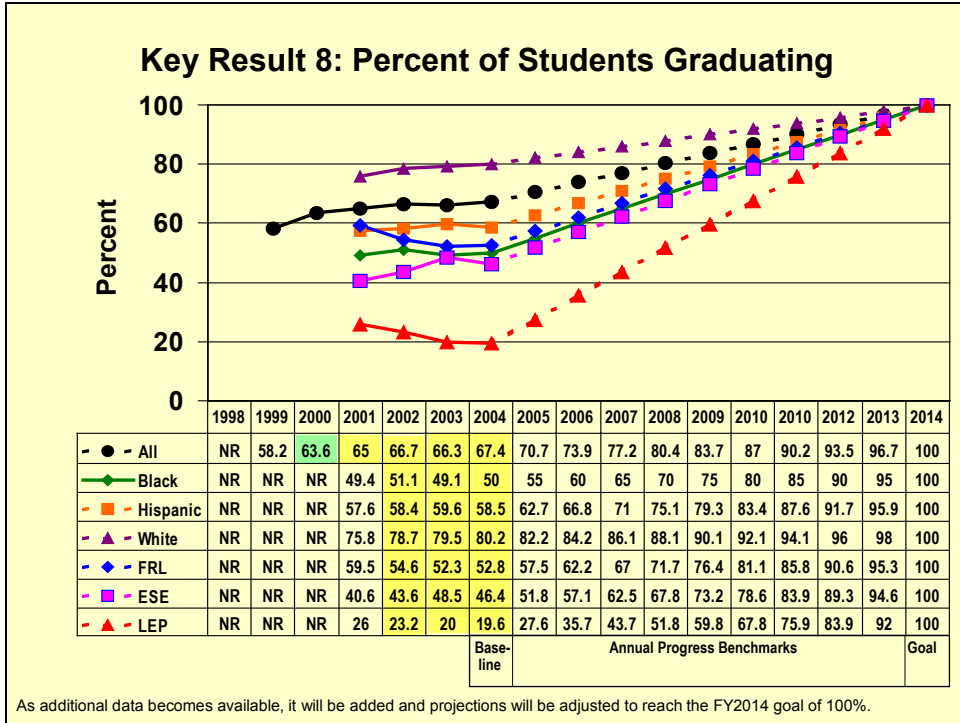


Key Result 7: Number of AP Exams Taken and Number and Percent of Exams Passed

Student Group	FY2003			FY2004		
	Number Taken	Number Passed	Percent Passed	Number Taken	Number Passed	Percent Passed
All	8,764	4,852	55.4%	8,997	5,097	56.7%
Black	693	203	29.3%	662	219	33.1 %
Hispanic	1,034	620	60.0%	1,192	749	62.8 %
White	6,133	3,485	56.8%	6,223	3,621	58.2 %
F/R Lunch	481	240	49.9%	622	335	53.9 %
ESE	46	24	52.2%	39	19	48.7 %
LEP	47	39	83.0%	75	60	80.0 %

Key Result 8:

All schools will decrease dropout rates and increase graduation rates for students of each racial/ethnic group.



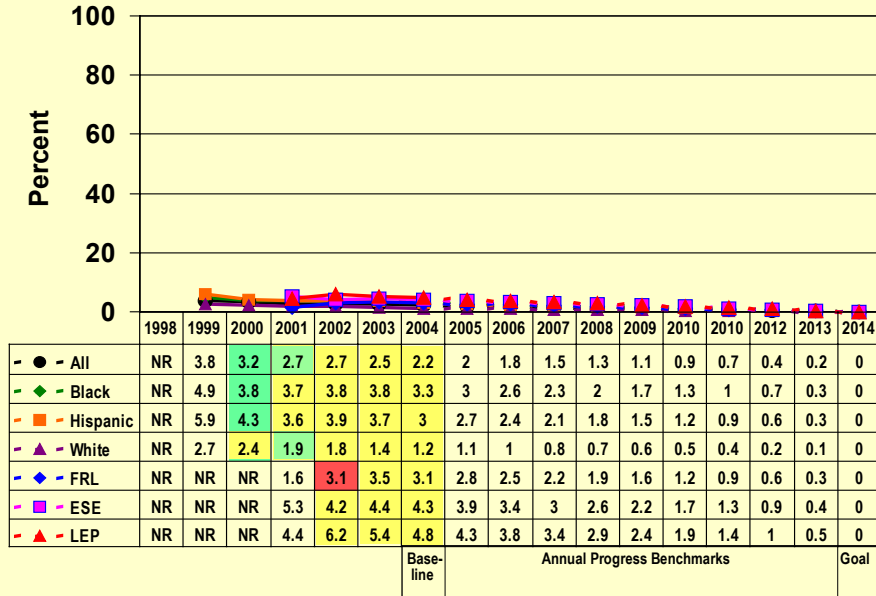
Key Result 8: Number of High School Cohort Students Enrolled and Number and Percent of Students Graduating

Student Group	FY2003			FY2004		
	Number in Cohort	Number Graduating	Percent Graduating	Number in Cohort	Number Graduating	Percent Graduating
All	11,715	7,766	66.3%	10,882	7,334	67.4%
Black	3,721	1,828	49.1%	3,224	1,613	50.0%
Hispanic	2,014	1,201	59.6%	1,929	1,129	58.5%
White	5,491	4,364	79.5%	5,200	4,170	80.2%
F/R Lunch	2,509	1,312	52.3%	2,402	1,269	52.8%
ESE	1,454	705	48.5%	1,223	567	46.4%
LEP	939	188	20.0%	889	174	19.6%

Key Result 8:

All schools will decrease dropout rates and increase graduation rates for students of each racial/ethnic group.

Key Result 8: Percent of Students Dropping Out



As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

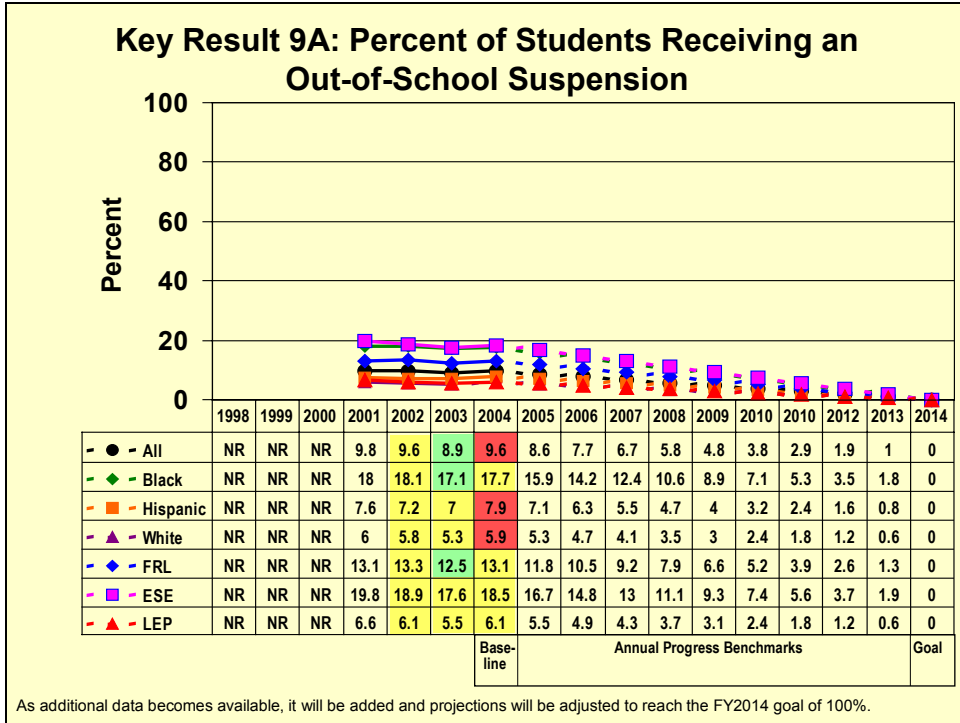
Key Result 8: Number of Grades 9-12 Students Enrolled* and Number and Percent of Students Dropping Out

Student Group	FY2003			FY2004		
	Number Assessed	Number Dropping Out	Percent Dropping Out	Number Assessed	Number Dropping Out	Percent Dropping Out
All	53,390	1,340	2.5%	53,768	1,163	2.2 %
Black	15,873	606	3.8%	15,883	530	3.3 %
Hispanic	9,412	350	3.7%	10,135	305	3.0 %
White	25,531	348	1.4%	25,171	302	1.2 %
F/R Lunch	13,501	468	3.5%	14,373	446	3.1 %
ESE	6,764	298	4.4%	6,832	296	4.3 %
LEP	4,368	237	5.4%	4,337	209	4.8 %

Includes all students who enroll in the District at anytime during the year.

Key Result 9A:

All schools will reduce suspensions and eliminate disproportionate suspension rates among student groups.



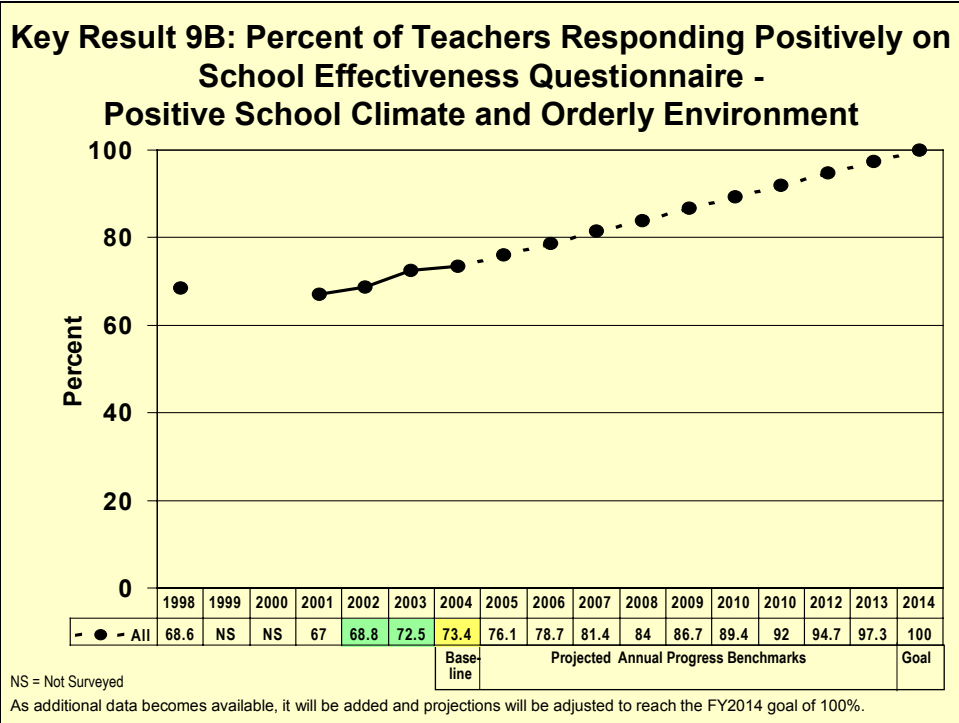
Key Result 9A: Number of Students Enrolled* and Number and Percent of Students Receiving an Out-of-School Suspension

Student Group	FY2003			FY2004		
	Number Enrolled	Number Receiving	Percent Receiving	Number Enrolled	Number Receiving	Percent Receiving
All	182,142	16,287	8.9%	18,1613	17,490	9.6 %
Black	52,104	8,893	17.1%	51,829	9,188	17.7 %
Hispanic	36,371	2,563	7.0%	38,671	3,053	7.9 %
White	81,769	4,370	5.3%	79,522	4,709	5.9 %
F/R Lunch	76,524	9,601	12.5%	79,311	10,359	13.1 %
ESE	24,270	4,265	17.6%	23,970	4,436	18.5 %
LEP	19,305	1,070	5.5%	19,745	1,202	6.1 %

Includes all students who enroll in the District at anytime during the year.

Key Result 9B:

The percent of teachers responding with a rating of four and above to the School Effectiveness Questionnaire items on Positive School Climate and Orderly Environment will increase.



Key Result 9B: Number of Teachers Responding on School Effectiveness Questionnaire and Number and Percent of Teachers Responding Positively Regarding Positive School Climate and Orderly Environment

FY2003			FY2004		
Number Responses	Number Positive	Percent Positive	Number Responses	Number Positive	Percent Positive
10190	7388	72.5	9099	6679	73.4

APPENDIX A

SCHOOL BOARD OF PALM BEACH COUNTY
Waiver Status Report
July 1, 2005

Waiver	State Statute/Rule, District Policy, Local Rule/Regulation	Submitted by: School/Department	Recommended by: District Waiver Committee	Recommended by: Charter School District Advisory Committee	Approved by: School Board	Approved by: State Board of Education	Status of Policy Revision
1. District Cap for Charter Schools	F. S. 1002.33 (13)	School Choice	N/A	N/A	01/13/03	01/21/03	Adopted 04/28/03
2. Program Capacity	F. S. 1013.03 (10) (a) F. S. 1013.72	Program Management	N/A	07/02/02	01/13/03	01/21/03	Adopted 03/24/03
3. Maximum Cost Per Student Station	F. S. 1013.64 (6) (b) (c)	Program Management	N/A	07/02/02	01/13/03	01/21/03	Adopted 03/24/03
4. Castaldi Analysis	F. S. 1013.03(10) (a)	Program Management	N/A	07/02/02	01/13/03	01/21/03	Adopted 03/24/03
5. Out-of-Field Teaching Assignment	SBOE Rule 6A-1.0503	Certification	N/A	07/02/02	01/13/03	01/21/03	Adopted 03/24/03
6. Gifted Certification	SBOE Rule 6A-4.01791	Exceptional Student Education	02/24/03	02/25/03	03/19/03	Submitted 03/26/03 Withdrawn 11/03 Missed deadline	N/A
7. Definition of Credit	F. S. 1003.436 (2)	Curriculum & Learning Support	02/24/03	02/25/03	03/19/03	02/17/04	Included in Student Progression Plan
8. Continuation of Extended Day	District Policy 2.36; CTA Article III, Section B (1) (a)	U. B. Kinsey (and Belle Glade, Glade View, Gove, and Rosenwald)	04/14/03	04/22/03	05/21/03	N/A	N/A
9. Continuation of Waiver of District Elementary Report Card Marking Code	CTA Article II, Section 7(A)	Crystal Lakes Elementary	08/11/03	08/21/03	10/15/03	NA	N/A
10. District Elementary Report Card Marking Code	CTA Article II, Section 7(A)	S. D. Spady Elementary	08/11/03	08/21/03	10/15/03	N/A	N/A
11. Money Collected for Lost/Damaged Instructional Materials	F.S. 1006.28 (3) (b)	Instructional Materials	10/07/03	10/22/03	11/18/03	02/17/04 Modified by SBOE	Policy 8.1225 was amended in August 2004
12. Pay for Performance	F.S. 1012.22 (1) c (4)	Labor Relations	10/09/03	10/22/03	11/18/03	Submitted 11/19/03 Withdrawn 12/03 Ineligible for waiver	N/A
13. Exemption from Newspaper Advertising for Construction Bids (Construction Purchasing)	SREF § 4.2(2) (implementing F.S. § 1013.46(1)(a))	Purchasing	5/17/04	5/20/04	6/23/04	Submitted 8/24/04 Withdrawn 04/18/05 Ineligible for Waiver	N/A

SCHOOL BOARD OF
PALM BEACH COUNTY

BY: _____
Superintendent

DATE: _____

BY: _____
School Board Chair

DATE: _____

FLORIDA STATE BOARD OF
EDUCATION

BY: _____
Governor/Chairman

DATE: _____