

Sarasota County Public Schools
Office of School Choice and Charter Schools
Division of Integrated Instructional Services

Charter Renewal Application and District Review Findings

Charter School Seeking Renewal: **Sarasota Military Academy (SMA)**

Sarasota Military Academy (SMA) submitted a request and application to renew their charter. SMA opened in 2001-2002 and the current charter term ends on June 30, 2013. SMA is requesting a 15-year renewal term, effective July 1, 2013.

As the charter sponsor, renewing charters is the responsibility of the School Board of Sarasota County. As authorized in Florida Statute 1002.33 (8), the sponsor may choose not to renew or may terminate a charter on any of the following grounds:

1. Failure to participate in the state's education accountability system created in F.S. 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter.
2. Failure to meet generally accepted standards of fiscal management.
3. Violation of law.
4. Other good cause shown.

The charter renewal process consists of reviews of the following areas of accountability: business operations and fiscal management, student performance, and compliance.

Business Operations and Fiscal Management: The review of this area of accountability primarily consists of examining the annual financial and compliance reports filed by the charter holder with School Board of Sarasota County. The sponsor will evaluate whether the charter holder has filed all of the required reports and whether the reports demonstrate that the charter holder has satisfied generally accepted accounting standards of fiscal management under the applicable statutes and rules.

Student Performance: The review of this area of accountability is primarily based on examining state and Federal accountability ratings that have been issued since the charter school began operating and determining whether the charter holder has satisfied the student performance requirements under the applicable statutes and rules.

Compliance: The review of this area of accountability involves evaluating the charter holder's compliance with the initial charter contract, federal and state requirements, and reporting requirements. This review includes but is not limited to services provided to ESE and ELL students, health and safety requirements, class size requirements and general services to parents and students at the school. This review also consists of evaluating the information provided in the completed renewal application.

The district's charter renewal review parallels the process used to initially evaluate charter school applicants. To date, the following steps have been taken or are expected in this year's renewal process:

- SMA charter school submitted a renewal application by January 7, 2013.
- The district's Charter Review Committee (CRC) met on January 17 and 24, 2013 to review SMA's application and to review results of routine annual monitoring conducted by the district and other documented evidence of school compliance with requirements and policies.
- Based on the CRC's review and discussions, SMA was asked to provide clarifying or updated information.
- On February 19, 2013, the SMA leadership team and the charter school's governing board member(s) met with the School Board to present their renewal request. The school presented their proposal and answered questions posed by the School Board. The School Board requested a 5-year financial summary report (attached) as additional information but otherwise had no concerns regarding the school's performance history or current status
- The School Board will vote to approve/deny the renewal at the March 19, 2013 School Board Meeting.
- If the School Board approves the renewal, a new charter agreement will be negotiated with the SMA Governing Board and voted upon by the School Board of Sarasota County at a subsequent meeting. The new term of the charter would take effect on July 1, 2013.

The following charter school renewal documents are submitted for consideration:

- SMA Charter Review Committee Summary and Background Information
- Charter Review Committee's Clarification Questions and SMA Responses
- SMA Charter School Renewal Application

The School Board of Sarasota County, Florida
Statement of Revenues, Expenditures and Fund Balance Excluding Loss on Demolition of Buildings
Selected Charter School Analysis

Sarasota Military Academy						
Account	12/31/2012	6/30/2012	6/30/2011	6/30/2010	6/30/2009	6/30/2008
Revenues	\$3,932,799	\$6,780,551	\$7,169,748	\$6,135,975	\$5,664,356	\$5,209,021
Less Expenditures	\$3,883,177	\$7,014,396	\$6,741,846	\$6,211,743	\$5,520,807	\$4,804,607
Revenues Over (Under) Expenses	\$49,622	(\$233,845)	\$427,902	(\$75,768)	\$143,549	\$404,414
Beginning Net assets	\$2,191,103	\$2,424,948	\$1,997,046	\$2,072,814	\$1,929,265	\$1,524,851
Ending Net assets	\$2,240,725	\$2,191,103	\$2,424,948	\$1,997,046	\$2,072,814	\$1,929,265

Sarasota County Public Schools
2012-2013 Charter Renewal Application for

Sarasota Military Academy

Information Considered to Determine Recommendation for Charter School Renewal

- Sarasota Military Academy (SMA) is seeking a 15 year charter extension.
- SMA currently serves students in grades 9 – 12. December 2012 enrollment is at 954 with 21% minority students and 33% on free/reduced lunch.
- SMA is not planning to add additional grade levels or to expand enrollment beyond the projected student enrollment trends. The student enrollment history and projected enrollment is attached.

School Finances and Financial Viability

The audited financial statements as of June 30, 2012 indicate the unassigned fund balance of Sarasota Military Academy (SMA), Inc. was \$802,553 or 11.59% of total revenues. The total gross fund balance was \$906,417 as of June 30, 2012. The December 31, 2012 financial statement indicates the unassigned fund Balance to be \$970,746 or approximately 16% of total revenues and a gross fund balance of \$6,255,432. The gross fund balance contains a \$4,000,000 contribution for construction of a new building that will begin this winter. In summary SMA has maintained an acceptable level of unassigned fund balance during the period of their contract that expires June 30, 2013.

Appropriate information and supporting documentation is in place that the school is in compliance with the requirements of financial accounting, including evidence of financial accounting procedures, evidence that monthly financial statements are filed timely with the District, evidence that the annual audit is consistent with GASB 34 requirements and submitted by the required date, evidence that capital projects allocations are expended in accordance with an approved plan and the school has an established system of accounting for fixed assets in accordance with Rules of the State Chief Financial Officer.

Student Achievement and Accountability

SMA was rated an “A” school in 2012. Over the past five years student proficiency levels are higher than the district’s average in reading, mathematics and science. The graduation rate for SMA seniors was 95.6% in 2012, and remains above the district’s average graduation rate. Achievement data for SMA compared to neighboring high

schools and the district are attached. The addenda to the renewal application submitted by SMA provide detailed data for the FCAT and other indicators of student achievement, such as college readiness and performance on advanced coursework.

The school participates in all district and state-required assessments and adheres to all school improvement planning and school grades reporting requirements.

Curriculum & Instruction

The educational focus set forth in the application is evident in the school environment. SMA's curriculum is aligned with the Next Generation Sunshine Standards and the Common Core State Standards. Instructional strategies are differentiated for students reading at and below grade level. SMA's instructional staff participate in professional development activities that support effective teaching. The schools has submitted an application to implement an International Baccalaureate program and plans to offer Pre IB classes during the 2013-2014 school-year.

Exceptional Student Education (ESE) and ELL Services

Procedures are in place and followed for determining eligibility and placement in the least restrictive environment and the provision of special education and related services to ESE students as set forth in the IDEA guidelines. ESE education and related services are being delivered as indicated on the student's IEP. Service delivery models implemented at the school align with the level of service indicated in the application. Over the years, in those instances where state or district monitoring findings indicated discrepancies in ESE required documentation, SMA staff acted responsibly to work with district ESE staff to correct or resolve the matter in a timely manner.

Historically the school's ESOL program follows the district plan and has met all requirements to ensure compliance with the META Consent Decree. ESOL education and related services are being delivered as indicated on the student's ELL Plan. Results of the district's routine 2012 ELL monitoring found that in some cases that the school was not in full compliance with maintaining appropriate documentation and coding, but these discrepancies have been addressed to the satisfaction of district staff and the CRC.

Human Resources

Instructional staff meets the teacher certification and/or the highly qualified requirements. ESOL and ESE endorsed teachers serve the needs of ELL and ESE students, respectively. As per the 2012-13 Opening of School Checklist, a complete list of SMA employees is on file and all employees have been fingerprinted and have

background screenings on record. SMA's personnel handbook is made available to their employees.

Business Operations

SMA has submitted documents and evidence that transportation services and food services are consistent with requirements. Evidence of fire, safety and health inspections are on file and meet facilities requirements. Insurance policies are on file documenting active coverage for all of the required areas of insurance.

Future plans for the facilities: Construction is underway on the third phase of SMA's long range expansion and remodeling plan. This phase is scheduled to be completed on 1 August, 2013 and will include a three story, 32,000 sq ft. classroom building and counseling and registrar offices. The new 32,000 sq. ft. building will house 23 classrooms and include a music room, art room, computer lab, and counseling and registrar's offices. Because of the generous donation from Mr. and Mrs. Jack Urfer, SMA incurred no additional debt associated with this construction.

Contract Compliance

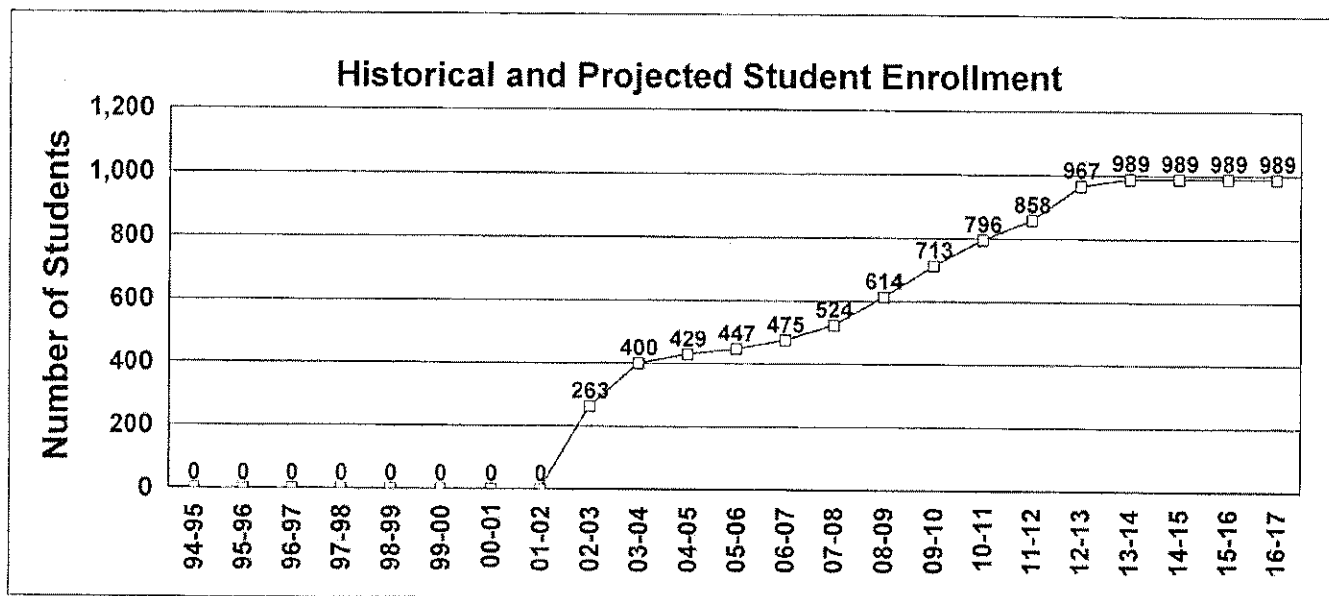
The school has a good track record of submitting all required documents, manuals, handbooks, as listed on the Opening of School Checklist and all state-required reports in a timely fashion.

The School Board of Sarasota County, Florida Sarasota Military Charter School

School Principal:	Mr. Daniel Kennedy	Year School Opened	2002
School Address:	801 Orange Avenue Sarasota, FL 34236	Buildings and Property owned by charter	
School Phone	(941) 926-1701	Free / Reduced Lunch Percentage	32.59%
School Web Site	sarasotamilitaryacademy.com	Title One School	No

Student Enrollment for the Period 2010-2011 through 2017-2018
Historical Student by enrollment by Grade level information (Based upon October of each school year)

Student Enrollment by Grade Level								
Grade Level	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
PreKindergarten								
Kindergarten								
First								
Second								
Third								
Fourth								
Fifth								
Sixth								
Seventh								
Eighth								
Ninth	258	267	292	292	292	292	292	292
Tenth	228	224	277	277	277	277	277	277
Eleventh	171	215	220	220	220	220	220	220
Twelfth	139	152	178	200	200	200	200	200
Total by Grade	796	858	967	989	989	989	989	989
Students by Program funded through the Florida Education Finance Program								
Basic Education	685	748	818	836	836	836	836	836
Dropout Prevention								
E.S.O.L.	3	4	4	4	4	4	4	4
Students with Disabilities k-3								
Students with Disabilities 4-8								
Students with Disabilities 9-12	74	77	83	84	84	84	84	84
ESE Level 4								
ESE Level 5		3	0	0	0	0	0	0
Vocational	12	14	21	21	21	21	21	21
Total Students by Program	774	847	925	946	946	946	946	946



OCTOBER 2012 MEMBERSHIP REPORT HIGH SCHOOLS

"Shows the number of students attending their zoned school plus those that have transferred into this school from another attendance zone."

SCHOOL ATTENDING	ZONED SCHOOL	G09	G10	G11	G12	TOTAL
SARASOTA MILITARY ACADEMY	BOOKER HIGH	77	70	55	41	243
SARASOTA MILITARY ACADEMY	LEMON BAY HIGH	2	3	2	0	7
SARASOTA MILITARY ACADEMY	NORTH PORT HIGH SCHOOL	23	14	10	11	58
SARASOTA MILITARY ACADEMY	RIVERVIEW HIGH	58	47	34	34	173
SARASOTA MILITARY ACADEMY	SARASOTA HIGH	66	68	51	53	238
SARASOTA MILITARY ACADEMY	VENICE HIGH	30	27	26	14	97
SARASOTA MILITARY ACADEMY	Addresses not on the map	36	48	42	25	151
					TOTAL**	967

*Numbers attending zoned school (Row 3 Enrollment Analysis)

**True membership (Row 10 Enrollment Analysis)

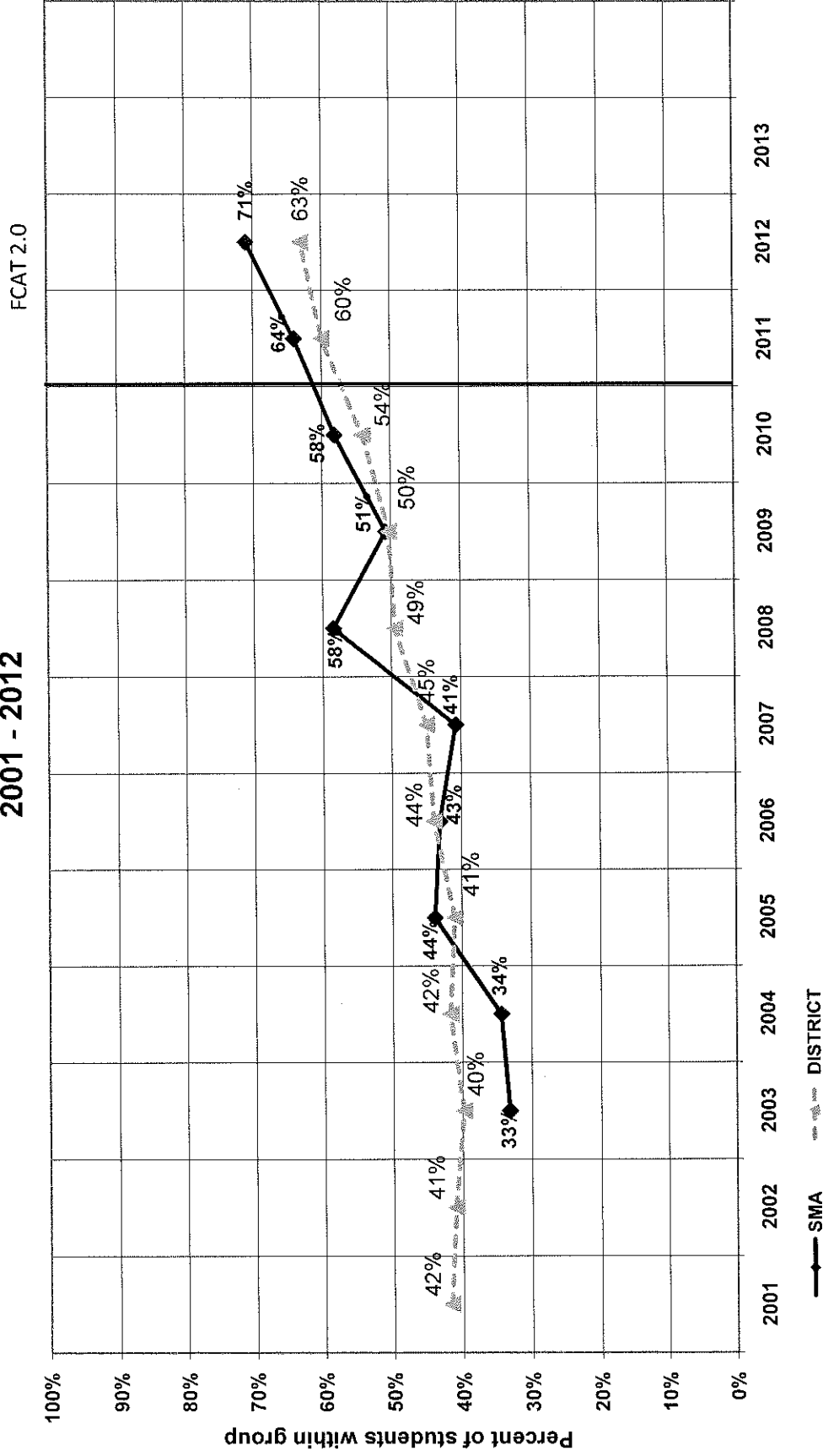
SARSOTA COUNTY PUBLIC SCHOOLS
SCHOOL GRADES REPORT
1999-2012

School Number	School Name		2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
0021	Pine View	COMBO	A	A	A	A	A	A	A	A	A	A	A	A	A
0293	Oak Park School	COMBO	F	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1211	Laurel Nokomis School	COMBO	A	A	A	A	A	A	A	A	A	A	A	B	C
1281	Phoenix Academy	COMBO	NG	NG	D	C	C	C	C	F	NA	NA	NA	NA	NA
1311	Oak Park South	COMBO	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
0012	Alta Vista Elementary	E	A	A	A	A	A	A	A	A	A	B	C	C	C
0301	Ashton Elementary	E	A	A	A	A	A	A	A	A	A	A	A	A	B
1241	Atwater Elementary	E	A	A	C	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
0071	Bay Haven Basics Plus	E	A	A	A	A	A	A	A	A	A	A	A	A	B
0101	Brentwood Elementary	E	A	B	A	A	A	A	A	A	A	A	A	C	A
1271	Cranberry Elementary	E	A	A	A	A	A	A	B	A	A	NA	NA	NA	NA
0501	Emma E. Booker Elementary	E	C	C	C	B	C	B	B	C	B	B	C	C	D
0121	Englewood Elementary	E	A	B	A	A	A	A	A	A	A	A	A	B	B
0131	Fruitville Elementary	E	A	A	A	A	A	A	A	A	A	A	A	C	A
0381	Garden Elementary	E	A	B	B	A	A	A	B	A	B	A	A	A	A
0461	Glenallen Elementary	E	A	A	B	A	A	A	B	B	B	A	A	C	A
0261	Gocio Elementary	E	B	A	A	A	A	A	B	B	B	C	C	B	A
0271	Gulf Gate Elementary	E	A	A	A	A	A	A	A	A	A	A	A	B	A
0471	Lakeview Elementary	E	A	A	A	A	A	A	A	A	A	A	A	A	A
1341	Lamarque Elementary	E	A	B	A	A	A	A	NA	NA	NA	NA	NA	NA	NA
0171	Phillippi Shores Elementary	E	A	A	A	A	A	A	A	A	A	A	B	C	C
0191	Southside Elementary	E	A	A	A	A	A	A	A	A	A	B	A	B	A
1282	Tatum Ridge Elementary	E	A	A	A	A	A	A	A	NA	NA	NA	NA	NA	NA
0491	Taylor Ranch Elementary	E	A	A	A	A	A	A	A	A	A	A	A	A	C
1231	Toledo Blade Elementary	E	A	A	B	A	A	A	A	B	A	A	A	C	A
0201	Tuttle Elementary	E	B	A	A	A	A	A	B	B	A	A	A	C	C
0211	Venice Elementary	E	A	A	A	A	A	A	A	A	A	A	A	B	B
0291	Wilkinson Elementary	E	A	A	A	A	A	A	B	A	A	A	A	A	C
0085	Booker High	H	B	B	A	D	C	D	C	C	C	C	C	C	C
1251	North Port High School	H	A	B	B	C	B	C	C	C	C	C	NA	NA	NA
0181	Riverview High	H	A	B	B	B	A	B	A	B	A	A	A	A	C
1391	Suncoast Polytechnical	H	A	A	B	A									
0051	Sarasota High	H	A	B	B	C	C	B	B	B	C	B	B	A	C
0221	Venice High	H	B	B	A	C	A	B	A	C	B	B	A	C	C
0084	Booker Middle	M	C	B	C	C	C	C	B	C	C	C	B	C	C
0111	Brookside Middle	M	B	A	A	A	A	A	A	C	A	A	A	B	C
1261	Heron Creek Middle	M	A	A	A	A	A	A	A	C	B	NA	NA	NA	NA

**SARASOTA COUNTY PUBLIC SCHOOLS
SCHOOL GRADES REPORT
1999-2012**

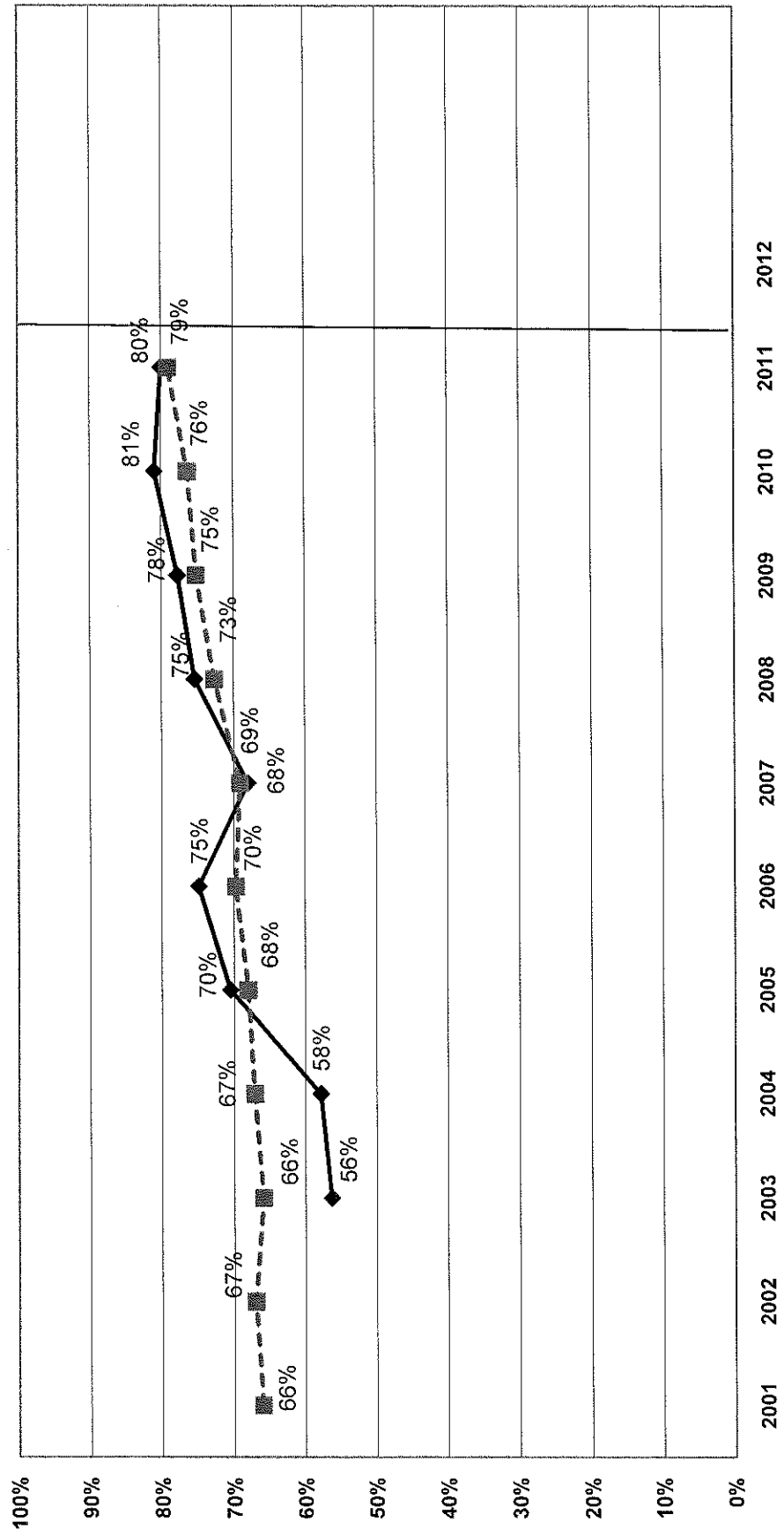
School Number	School Name		2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
0141	McIntosh Middle	M	A	A	A	A	A	A	A	B	B	A	A	A	C
0031	Sarasota Middle	M	A	A	A	A	A	A	A	A	A	A	A	A	C
0451	Venice Middle	M	A	A	A	A	A	A	A	B	A	A	A	C	C
1291	Woodland Middle	M	A	A	A	A									
	Charter Schools														
0074	Sarasota Military Academy	H	A	B	A	C	B	B	B	B	C	NA	NA	NA	NA
0110	Sky Academy	M	A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
0081	Suncoast School for Innovative Studies	COMBO	B	A	C	A	B	B	C	B	C	NA	NA	NA	NA
0083	Sarasota School for Arts and Sciences	M	A	A	A	A	A	A	A	B	B	A	A	B	NA
0090	Island Village Montessori	COMBO	A	A	A	B	A	A	A	A	NA	NA	NA	NA	NA
0100	Sarasota Suncoast Academy	E	A	A	A	A	A	NA	NA	NA	NA	NA	NA	NA	NA
0102	Student Leadership Academy	M	A	A	A	B	A	A	A	C	NA	NA	NA	NA	NA
0103	Imagine at North Port	COMBO	A	A	A	C	NA	NA	NA	NA	NA	NA	NA	NA	NA
0106	Imagine at Palmer Ranch	COMBO	A	B	B	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

SARASOTA MILITARY ACADEMY
FCAT READING
Percent of Students Level 3 and Above
Grades 9-10
2001 - 2012



**SARASOTA MILITARY ACADEMY
FCAT MATH
Percent of Students Level 3 and Above
Grades 9-10
2001 - 2011**

EOC Math
Requirement



Office of Research, Assessment, Evaluation and School Improvement

School	National Governors Association formula		Federal Uniform Graduation Rate formula		
	Graduation rate 2009-2010 (percentage)	Graduation rate 2010-2011 (percentage)	Graduation rate 2009-2010 (percentage)	Graduation rate 2010-2011 (percentage)	Graduation rate 2011-2012 (percentage)
	District Totals	84.3%	83.5%	71.4%	70.7%
Sarasota Military Academy	92.2%	94.3%	92.2%	91.1%	95.6%
Riverview High School	83.0%	82.7%	73.6%	71.0%	78.4%
Sarasota High School	81.5%	83.0%	70.8%	70.5%	79.9%
Booker High School	77.8%	74.4%	64.5%	60.1%	68.1%

Sarasota County Public Schools

2012-2013 Charter School Renewal Application Review

The following questions and/or request for additional information is based upon the review of the Charter Renewal Application submitted by the school as well as the current Charter Agreement, results of routine annual monitoring conducted by the district, and other evidence of documentation that the school is in compliance with requirements and policies. Please respond to the Charter Review Committee's questions and submit any additional information or documentation requested.

Name of Charter School: **Sarasota Military Academy (SMA)**

Date: 2/8/13

** Please note that because Sarasota Military Academy was scheduled to undergo accreditation renewal this year, the school received approval to submit the application to renew its charter the prior year, in 2011-2012, ahead of the district's planned timeline. Therefore some of the information requested is for the school's current student/teacher demographic information and student achievement data.

Question or Concern	Location in Renewal Document Or source of information	Additional Information or Documents Requested
Regarding enrollment counts **	Pp 3 – 5 in app	See updated Section I, pg. 3 – 5 information
Does SMA have plans to expand grade levels or enrollment?		Subject to financial requirements, we plan to keep our enrollment at current levels.
2012-13 Governing Board **	Tab D in app	See updated Board Member List
Clarify the ELL services provided to ELL student (reference is to ESE, not ELL)	Pp 3 – 5 in app	See updated Section I, pg. 3 – 5 information
ESOL Teachers ** No teachers (0 count) are reported as having ESOL endorsement.	P 9 in section 1	See updated Section V, pg 9 information
ELL Requirements In some cases the school is not in full compliance with maintaining appropriate documentation and weighed funded codes do not appear on the student schedules In some cases, lack of evidence that 3-year re-evaluations are conducted and students who exited ESOL are being monitored;	District ELL monitoring findings August 2012	Documentation has been filed in the student's individual school records and appropriate entries have been posted to the AS400.

<p>SMA's student achievement trends: what are SMA's proficiency and graduation rates over the past 5 years?</p>		<p>See attached Updated Section VII, pg 12 information, and FCAT and graduation rate documentation.</p>
<p>New construction/building Given that the plans for the new building were only conceptual last year, now that construction has begun:</p> <ol style="list-style-type: none"> 1) When is the new building scheduled to be complete? 2) How will the new addition/space be used? 	<p>Pp 14, section 9 of app</p>	<p>See included Section IX, pg 14 and floor plans.</p> <ol style="list-style-type: none"> 1. Construction has begun and we are currently on schedule for a projected completion date of 1 August, 2013. 2. The new, 32,000 sq. ft. building, will house 23 classrooms, and include a music room, art room, computer lab, and counseling and registrar's offices.
<p>Transportation: What are the school's plans for the bus loop and parent pick up after the new building is complete and occupied?</p>		<p>Busses will enter via the South entrance on Lemon Avenue and exit via the South exit onto 8th Street.</p> <p>Parents will enter via the North entrance on Orange Avenue and exit via the North exit onto Lemon Avenue.</p> <p>See included site plan.</p>

You may respond directly on this Word document or provide a separate document that will be amended to your application. Please respond by February 15, 2013. Please contact Dr. Natalie Roca, Executive Director, Integrated Instructional Services, if you have any questions or need additional time to respond. Dr. Roca may be reached at 941-927-9000, ext. 32250.

Section I. Current Information about the Charter School

School Name: Sarasota Military Academy

School Address: 801 North Orange Ave, Sarasota, Fl. 34236

Telephone Number: (941) 926 - 1700

Fax Number: (941) 926 - 1701

Number of students per grade level as of the October 2012 Survey period:

GRADE LEVEL	NUMBER OF STUDENTS	ROOMS / Sections
Freshmen	287	5 / 65
Sophomores	276	4 / 35
Juniors	215	3 / 30
Seniors	176	6 / 32
Multi Grade	NA	27 - 165

Number of ESE students and services provided as of the October 2012 Survey period:

GRADE LEVEL	NUMBER OF STUDENTS	SERVICES PROVIDED
Freshmen	41	Speech/language, small group instruction, consultation, counseling as a related service and appropriate interventions as referenced on the student's IEP
Sophomores	24	
Juniors	14	
Seniors	21	

Number of ELL students and services provided as of the October 2012 Survey period:

GRADE LEVEL	NUMBER OF STUDENTS	SERVICES PROVIDED
Freshmen	13	ESE Services as appropriate, modified curriculum, oral strategies, word pronunciation and meaning, whole language approach, and study habit enforcement
Sophomores	5	
Juniors	7	
Seniors	3	

	NUMBER OF STUDENTS
SCTI Part Time	20
SCF Part Time	27
SCF Full Time	19

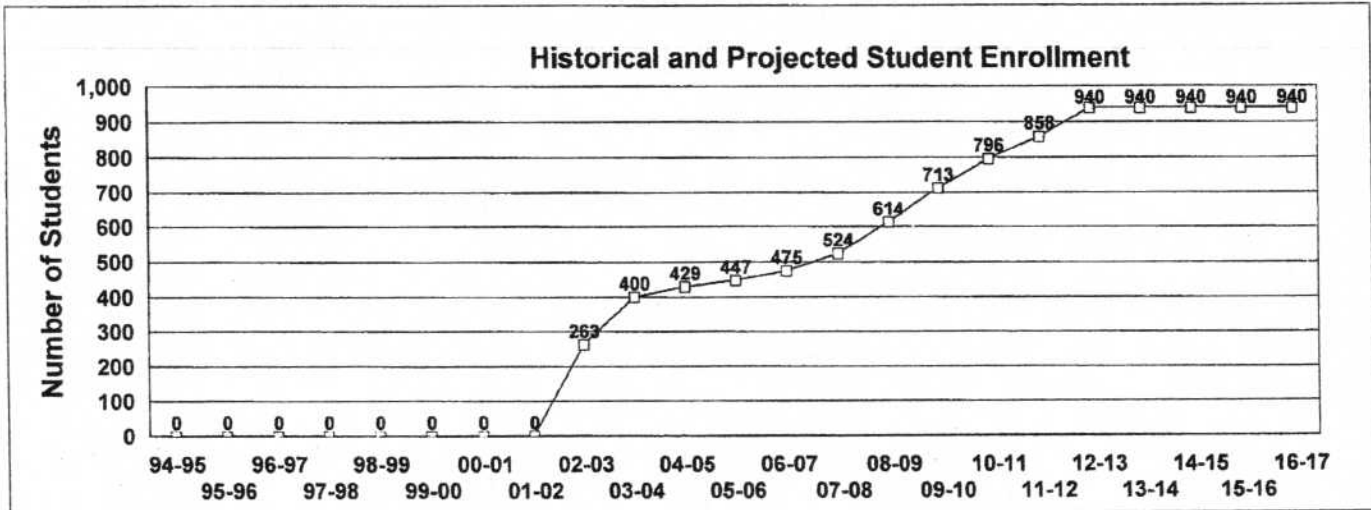
Ethnicity, socioeconomic status and gender composition of school for 2012-2013 school year:

	Freshmen	Sophomores	Juniors	Seniors	TOTAL
Female	105	112	92	66	375
Male	181	163	125	110	579
White	223	217	166	144	750
African Am.	10	17	6	7	40
Asian	7	5	4	2	18
Hispanic	36	27	28	15	106
Native AM.	10	9	13	8	40
Other	0	0	0	0	0
Free or Reduced	96	85	68	50	299

The School Board of Sarasota County, Florida
Sarasota Military Charter School
Student Enrollment

Historical Student by enrollment by Grade level information (Based upon October of each school year)

Student Enrollment by Grade Level									
Grade Level	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
PreKindergarten									
Kindergarten									
First									
Second									
Third									
Fourth									
Fifth									
Sixth									
Seventh									
Eighth									
Ninth	218	254	258	267	270	270	270	270	270
Tenth	178	188	228	224	260	260	260	260	260
Eleventh	126	160	171	215	210	210	210	210	210
Twelfth	92	111	139	152	200	200	200	200	200
Total by Grade	614	713	796	858	940	940	940	940	940
Students by Program funded through the Florida Education Finance Program									
Basic Education	499	600	685	721	790	790	790	790	790
E.S.O.L.			3	3	3	3	3	3	3
Students with Disabilities k-3									
Students with Disabilities 4-8									
Students with Disabilities 9-12	83	82	74	84	92	92	92	92	92
ESE Level 4									
ESE Level 5									
Vocational	9	12	12	14	15	15	15	15	15
Total Students by Program	591	694	774	822	900	900	900	900	900



Principal Signature

Agree Disagree
Circle one of the above

Date



Sarasota Military Academy

Board Members' Information

LTG Howard G. Crowell, Jr., USA (Ret)

Chairman

3970 Prairie Dunes Drive
Sarasota, FL 34238-2818
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howsal1@verizon.net

Herb Jones

Vice Chairman & Audit Committee Chair

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Woody Wolverton

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Dan Kennedy

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C: 941-812-5406
F: 941-926-1701
Daniel_Kennedy@sarasota.k12.fl.us

BG Frank Laudano, FLARNG

Commandant of Cadets, Finance Manager

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Sarasota, FL 34233-2279
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Section V. Teacher Qualifications

The requirements for certain teachers changed in 2002 with the passage of the No Child Left Behind Act (NCLB). The NCLB requires charter school teachers assigned to teach core academic subject areas (i.e., English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) to be “highly qualified.” To be “highly qualified,” a teacher assigned to teach a core academic subject area must hold a bachelor’s degree and demonstrate competency in each area of assignment

In addition, all teachers must be certified to teach in the areas of their assignments. Please submit the following information about your current 2012-2013 instructional staff:

Subject Area	NUMBER OF HIGHLY QUALIFIED TEACHERS	NUMBER OF TEACHERS OUT-OF-FIELD	NUMBER OF TEACHERS WITH ESE CERTIFICATION	NUMBER OF TEACHERS WITH ELL ENDORSEMENT	NUMBER OF TEACHERS WITH READING ENDORSEMENT	NUMBER OF AP TEACHERS
English	9		1 – VE 2 – SLD 1 – EH 2 – ESE 1 – MH	5	3 – English 1 – Math 1 – ESE Coordinator	2
Math	7			6		1
Science	5			3		1
Social Science	5			4		3
Foreign Lang	4			2		
Arts						1

- 2 Instructors with Doctorates
- 25 Instructors with Masters
- 47 Full-Time Instructors
- 13 Part-Time Instructors

- If there are grade levels without teachers holding credentials to provide ESE, ELL or specialized Reading services, how are students in those grade levels accommodated?

All students requiring ESE certified teachers are assigned accordingly. There are also daily classroom accommodations made based on the student’s IEP or 504 plans. Additionally, an ESE resource room is made available for students requiring special assistance on an unannounced basis.

- Describe your process for dealing with teachers who are considered “out-of-field”.
 1. The Headmaster sends out a letter to the parents of any student taught by an out-of-field teacher.
 2. The Headmaster sends the teacher to Human Resources at the Landings to find out exactly what they need to do to achieve certification by the Florida Department of Education.
 3. If the employee does not complete all certification requirements within the three year period, the employment relationship will end and the school will look to hire a replacement.

Section VII. Student Achievement

Please provide the following information:

- Please attach a copy of your latest School Improvement Plan
- Please describe any discrepancies in goals between the School Improvement Plan and the Charter goals.

No discrepancies are noted between goals in the current and previous School Improvement Plans and Charter Goals as stated in the original 2002 SMA charter.

- Please explain any instructional methodologies that are critical to the success of your program goals.

Administration, faculty and staff have been diligent in the analysis of all FCAT scores since the inception of SMA. Due to this continuous focus on student achievement, the following research-based instructional methodologies have been implemented and have been successful for increasing student achievement:

School-wide literacy component is utilized by EVERY faculty and staff member. This strategy has been ongoing since school-year 2009-2010 with marked improvement noted. The literacy strategies are research-based and PD activities were provided to ALL faculty and staff. The component is also listed in the School Improvement Plan. Every faculty and staff member creates two Professional Development Plans for the school year; one directly related to literacy and the other focused on their own professional growth within their content.

Differentiation of instruction is also utilized in every classroom. Professional development is provided to all faculty and staff members. This is documented through lesson plans, faculty observations, walkthroughs and team meetings. Differentiation of instruction has been utilized since school-year 2009-2010 and has also shown marked improvement in FCAT scores. This component is listed in the School Improvement Plan.

KAGAN professional development was offered in the Fall of the 2012-2013 instructional year. Research supports the use of KAGAN instructional approaches as positively impacting student achievement. Eight instructors attended the professional development with ongoing reviews with the team. SMA plans to continue the professional development offerings for KAGAN and monitor its impact on student achievement. The use of KAGAN is documented in walkthroughs and faculty observations. This component is listed in the School Improvement Plan.

On-going professional discussions with teams regarding implementation of Algebra, Biology, Geometry and US History End of Course Exams and their components.

Purchase and use of Study Island which provides an additional resource for all content areas, especially those that experience End of Course Exams. This component is listed in the School Improvement Plan.

Attendance and Truancy Procedures and Policies were also revised starting the 2009-2010 school-year. The policies follow the Sarasota School District with additional restrictive items. A Truancy Officer also works closely with the Attendance Clerk and attendance rates have been positively impacted as well. This component is listed in the School Improvement Plan.

Implementation of MTSS/RtI provides instructional methodologies that better enhance student achievement and provides appropriate intervention strategies for students. This component is listed in the School Improvement Plan.

Instructional Focus Calendars were required for all faculty members and on file with appropriate administrators. This was implemented in 2009-2010 and is ongoing. Core Strands will evolve in content areas as well. Faculty members are also required to complete and turn in a syllabus for each class. Instructional Focus Calendars allowed the instructional staff to delete any gaps that may have occurred previously and provided more appropriate pacing of instruction.

Marzano book studies will begin for the 2013-2014 school year. Marzano provides research-based methods for faculty and staff and supports newly implemented evaluation processes as well.

- In any area in which there is needed improvement, please highlight the strategies in place to remediate problems or strengthen achievement.

SMA experienced a drop in its school grade for the 2008-2009 school-year. In recognition of this drop in school grade for one year, the administrative team, faculty and staff analyzed the data and determined a slight drop in achievement for the economically disadvantaged students. In accordance with this discovery, the above instructional methodologies were implemented and monitored.

FLORIDA SCHOOL GRADES

You selected:

District: SARASOTA
 Years: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003
 School Grades:
 Report Type: Adequate Yearly Progress (AYP)

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2010-2011 Adequate Yearly Progress (AYP) Report - Page 2														Sarasota SARASOTA MILITARY ACADEMY 0074																	
Number of students enrolled in the grades tested: <input type="text" value="467"/> Click here to see Number of students in each group														Read: 467		2010-2011		Did the School make Adequate Yearly Progress?		NO											
Math: 218														School Grade ¹ :																	
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		79% scoring at or above grade level in Reading?		80% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 2%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math		
	2011	Y/N	2011	Y/N	2011	Y/N	2011	Y/N	2010	2011	Y/N	2009	2010	Y/N	2010	2011	Y/N	2010	2011	Y/N	2011	Y/N	2011	Y/N	2011	Y/N	2011	Y/N			
TOTAL ⁴	100	Y	100	Y	56	N	82	Y			Y	89	92	Y	41	44	N	19	18	NA	54	N	85	NA							
WHITE	100	Y	99	Y	58	N	83	Y			Y	90		Y	39	42	N	16	17	NA	57	N	87	NA							
BLACK		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA							
HISPANIC	100	Y		NA		NA		NA			NA			NA			NA			NA		NA		NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	49	N	78	N			Y			NA	52	51	N	25	22	Y	48	N	78	NA							
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA							
STUDENTS WITH DISABILITIES	100	Y		NA		NA		NA			NA			NA			NA			NA		NA		NA							
KEY:	Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities													Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable.																	
¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP. ² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP. ³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required. ⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.																															
Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase. Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%																															
Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.														Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. That group also must make progress in writing proficiency and graduation rate. No group is eligible for Safe Harbor if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.										Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 79% for reading and 80% for math. That group must also make progress in writing proficiency and graduation rate. No group is eligible for the Growth Model if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.							
Data provided by the Florida Department of Education, August 2011. Subject to review and verification by local school district staff.																															

- Guides to the Calculations**
- [2012 School Grades Guide Sheet \(PDF\)](#)
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 - [Alternative School Improvement Ratings Technical Assistance Paper 2011-12 \(PDF\)](#)
 - [Annual Measurable Objectives \(AMOs\) Technical Assistance Paper 2011-12 \(PDF\)](#)



High School Components

Grade Level Details |
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 New Query

Sarasota School District SARASOTA MILITARY ACADEMY 2010-2011							
	Graduation Rate: Overall	Graduation Rate: At-Risk	Acceleration Participation	Acceleration Performance	Readiness Reading	Readiness Math	HS Component Points Earned
Previous Year	92	85	32	82	76	58	
Current Year	94	82	45	74	85	62	
<u>Bonus/Deduction</u>	2	0	13	0	9	4	
Points Earned	192	82	102	93	94	66	629
Points for FCAT Components	Points for HS Components	Weighting (%) FCAT Points / HS Points		Points Earned	Adequate Progress for At-Risk? (Y/N)		Final Grade
523	629	50/50		1,152	YES		B

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2010-2011 School Grades Technical Assistance Paper (<http://schoolgrades.fldoe.org/pdf/1011/SchoolGradesTAP2011.pdf>) or page 2 of the guide sheet at <http://schoolgrades.fldoe.org/pdf/1011/Guidesheet2011SchoolGrades.pdf> for additional information.

Guides to the Calculations
<ul style="list-style-type: none"> • 2012 School Grades Guide Sheet (PDF) • School Grades Technical Assistance Paper 2011-12 (PDF) • Alternative School Improvement Ratings Technical Assistance Paper 2011-12 (PDF) • Annual Measurable Objectives (AMOs) Technical Assistance Paper 2011-12 (PDF)

FLORIDA SCHOOL GRADES

SYear: 2010-2011,2009-2010,2008-2009,2007-2008,2006-2007,2005-2006,2004-2005,2003-2004

You selected:

District: SARASOTA

Years: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004

School Grades:

Report Type: Report Card

Modify Selections | Return to List of Schools |

Microsoft OLE DB Provider for ODBC Drivers error '80004005'

[NEON][SCOD32.DLL][DB2]Session start failed

/Code_Library/Functions_Data.asp, line 88

2010-2011		
SARASOTA MILITARY ACADEMY (74) SARASOTA (58) 801 N ORANGE AVE, SARASOTA, FL 34236-4116 School Phone: 941-926-1700, Principal: DANIEL KENNEDY		
Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	B This grade is calculated by adding points earned from each of the performance areas below.	92 % of criteria satisfied NO This percent is based on a total of 39 criteria that every school must meet, if applicable.
Reading	<ul style="list-style-type: none"> • 59% of students reading at or above grade level • 53% of students making a year's worth of progress in reading • 49% of struggling students making a year's worth of progress in reading 	WHITE, ECONOMICALLY DISADVANTAGED students in this school need improvement in Reading.
	<ul style="list-style-type: none"> • 84% of students at or above grade level in math • 80% of students making a year's worth of 	All subgroups met this criteria.

<p>Math</p>	<p>progress in math <ul style="list-style-type: none"> • 74% of struggling students making a year's worth of progress in math </p>	
<p>Writing</p>	<ul style="list-style-type: none"> • 74% of students are meeting state standards in writing. 	<p>This school has met this criteria.</p>
<p>Science</p>	<ul style="list-style-type: none"> • 50% of students at or above grade level in Science. 	
<p>Retakes</p>		
<p>Possible Choice Options</p>	<ul style="list-style-type: none"> • Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • SARASOTA MILITARY ACADEMY has not met federal adequate yearly progress under No Child Left Behind because it needs improvement in one or more areas. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. • Contact your district office at 941-927-9000 for other choice options available to you. 	

**Title I refers to the federal law that provides funding for low-income students. A school is eligible for Title I status when at least 35% (targeted assistance) or 40% (school wide) of its students qualify for free or reduced-price lunch based on their families' income levels.

FLORIDA SCHOOL GRADES

You selected:

District: SARASOTA
 Years: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003
 School Grades:
 Report Type: Adequate Yearly Progress (AYP)

Modify Selections | Return to Summary Reports | Return to List of Schools |

2009-2010 Adequate Yearly Progress (AYP) Report - Page 2														Sarasota SARASOTA MILITARY ACADEMY 0074																	
Number of students enrolled in the grades tested: <input type="text" value="Click here to see Number of students in each group"/>														Read: 426		2009-2010		Did the School make Adequate Yearly Progress?		YES											
														Math: 427		School Grade ¹ :															
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the percent improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		72% scoring at or above grade level in Reading?		74% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 2%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math		
	2010	Y/N	2010	Y/N	2010	Y/N	2010	Y/N	2009	2010	Y/N	2008	2009	Y/N	2009	2010	Y/N	2009	2010	Y/N	2010	Y/N	2010	Y/N	2010	Y/N	2010	Y/N	2010	Y/N	
TOTAL ⁴	100	Y	100	Y	59	N	81	Y			Y	90	89	Y	50	41	Y	23	19	NA	NA	60	NA	83	NA						
WHITE	100	Y	100	Y	61	N	84	Y			Y	91	90	Y	47	39	Y	21	16	NA	NA	62	NA	87	NA						
BLACK		NA		NA		NA		NA			NA			NA					NA	NA		NA		NA							
HISPANIC	100	Y	100	Y		NA		NA			NA			NA					NA	NA		NA		NA							
ASIAN		NA		NA		NA		NA			NA			NA					NA	NA		NA		NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA					NA	NA		NA		NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	48	N	75	Y	90		Y			NA	64	52	Y	30	25	NA	NA	48	NA	73	NA						
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA					NA	NA		NA		NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA					NA	NA		NA		NA							
KEY:		Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities												Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable.																	
¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP. ² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP. ³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required. ⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.																															
Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase. Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%.																															
Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.														Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. That group also must make progress in writing proficiency and graduation rate. No group is eligible for Safe Harbor if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.										Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 72% for reading and 74% for math. That group must also make progress in writing proficiency and graduation rate. No group is eligible for the Growth Model if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.							
Data provided by the Florida Department of Education, August 2010. Subject to review and verification by local school district staff.																															

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 - [Alternative School Improvement Ratings Technical Assistance Paper 2011-12 \(PDF\)](#)
 - [Annual Measurable Objectives \(AMOs\) Technical Assistance Paper 2011-12 \(PDF\)](#)

FLORIDA SCHOOL GRADES

High School Components

Grade Level Details |
 Back to Selected Schools |
 New Query

Sarasota School District SARASOTA MILITARY ACADEMY 2009-2010							
	Graduation Rate: Overall	Graduation Rate: At-Risk	Acceleration Participation	Acceleration Performance	Readiness Reading	Readiness Math	HS Component Points Earned
Previous Year	90	79	31	99	69	60	
Current Year	92	85	32	82	76	58	
Bonus/Deduction	2	6	1	-5	7	0	
Points Earned	188	91	66	77	83	58	563
Points for FCAT Components	Points for HS Components	Weighting (%) FCAT Points / HS Points		Points Earned	Adequate Progress for At-Risk? (Y/N)	Final Grade	
568	563	50/50		1,131	YES	A	

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2010-2011 School Grades Technical Assistance Paper (<http://schoolgrades.fldoe.org/pdf/1011/SchoolGradesTAP2011.pdf>) or page 2 of the guide sheet at <http://schoolgrades.fldoe.org/pdf/1011/Guidesheet2011SchoolGrades.pdf> for additional information.

Guides to the Calculations
<ul style="list-style-type: none"> • 2012 School Grades Guide Sheet (PDF) • School Grades Technical Assistance Paper 2011-12 (PDF) • Alternative School Improvement Ratings Technical Assistance Paper 2011-12 (PDF) • Annual Measurable Objectives (AMOs) Technical Assistance Paper 2011-12 (PDF)

FLORIDA SCHOOL GRADES

You selected:

District: SARASOTA
 Years: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003
 School Grades:
 Report Type: Adequate Yearly Progress (AYP)

Modify Selections | Return to Summary Reports | Return to List of Schools |

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2										Sarasota SARASOTA MILITARY ACADEMY 0074											
Number of students enrolled in the grades tested: <input type="text" value="Click here to see Number of students in each group"/>										Read: 398		2008-2009 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO			

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).										This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	99	Y	99	Y	50	N	77	Y	86		Y	89	90	Y	42	50	NA	25	23	NA	50	50	NA	50	NA	78	NA			
WHITE	100	Y	100	Y	53	N	79	Y	87		Y	92	91	Y	40	47	NA	23	21	NA	52	NA	81	NA						
BLACK		NA		NA		NA		NA			NA			NA			NA			NA			NA		NA					
HISPANIC	97	Y	91	N		NA		NA			NA			NA			NA			NA			NA		NA					
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA			NA		NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA			NA		NA					
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	36	N	70	Y		90	Y			NA	55	64	NA	39	30	NA	37	NA	73	NA						
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA			NA		NA					
STUDENTS WITH DISABILITIES	99	Y	98	Y		NA		NA			NA			NA			NA			NA			NA		NA					
KEY:	Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities										Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable.																			

¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.
² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.
³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.
⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.

Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.
 Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

<p>Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.</p>	<p>Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. Any subgroup is eligible for Safe Harbor as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement.</p>	<p>Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 65% for reading and 68% for math. Any subgroup is eligible for the Growth Model as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement.</p>
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Data provided by the Florida Department of Education, August 2009. Subject to review and verification by local school district staff.

- Guides to the Calculations**

 - [2012 School Grades Guide Sheet \(PDF\)](#)
 - [School Grades Technical Assistance Paper 2011-12 \(PDF\)](#)
 - [Alternative School Improvement Ratings Technical Assistance Paper 2011-12 \(PDF\)](#)
 - [Annual Measurable Objectives \(AMOs\) Technical Assistance Paper 2011-12 \(PDF\)](#)

FLORIDA SCHOOL GRADES

You selected:

District: SARASOTA
 Years: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003
 School Grades:
 Report Type: Adequate Yearly Progress (AYP)

Modify Selections | Return to Summary Reports | Return to List of Schools |

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Sarasota SARASOTA MILITARY ACADEMY 0074																	
Number of students enrolled in the grades tested: <input type="text" value="293"/> Click here to see Number of students in each group														Read: 293		2007-2008 School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	99	Y	100	Y	58	Y	75	Y		86	N	78	89	Y	58	42	NA	31	25	NA	59	NA	83	NA							
WHITE	99	Y	100	Y	60	Y	77	Y		87	N	78	92	Y	56	40	NA	28	23	NA	61	NA	84	NA							
BLACK		NA		NA		NA		NA						NA			NA			NA				NA							
HISPANIC		NA		NA		NA		NA						NA			NA			NA				NA							
ASIAN		NA		NA		NA		NA						NA			NA			NA				NA							
AMERICAN INDIAN		NA		NA		NA		NA						NA			NA			NA				NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	45	N	61	N		NA				NA	69	55	NA	49	39	NA	51	NA	74	NA							
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA						NA			NA			NA				NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	38	N	56	N		NA				NA	75	62	NA	42	44	NA	42	NA	68	NA							
KEY:	Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities														Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable.																
¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP. ² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP. ³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required. ⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.																															
Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase. Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%																															
Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.																Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. That group also must make progress in writing proficiency and graduation rate. No group is eligible for Safe Harbor if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.								Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 58% for reading and 62% for math. That group must also make progress in writing proficiency and graduation rate. No group is eligible for the Growth Model if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.							
Data provided by the Florida Department of Education, August 2008. Subject to review and verification by local school district staff.																															

- Guides to the Calculations**
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 - [School Grades Technical Assistance Paper 2011-12 \(PDF\)](#)
 - [Alternative School Improvement Ratings Technical Assistance Paper 2011-12 \(PDF\)](#)
 - [Annual Measurable Objectives \(AMOs\) Technical Assistance Paper 2011-12 \(PDF\)](#)

FLORIDA SCHOOL GRADES

You selected:

District: SARASOTA
 Years: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003
 School Grades:
 Report Type: Adequate Yearly Progress (AYP)

[Modify Selections](#) | [Return to Summary Reports](#) | [Return to List of Schools](#) | [Go](#)

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Sarasota SARASOTA MILITARY ACADEMY 0074																
Number of students enrolled in the grades tested: <input type="text"/> Click here to see Number of students in each group														Read: 273		2006-2007 School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	98	Y	98	Y	42	N	69	Y			Y	81	78	N	55	58	NA	23	31	NA	48	NA	74	NA						
WHITE	98	Y	98	Y	44	N	72	Y			Y	83	78	N	53	56	NA	21	28	NA	50	NA	75	NA						
BLACK		NA		NA		NA		NA			NA	75	60	NA			NA			NA		NA		NA						
HISPANIC		NA		NA		NA		NA			NA	86		NA			NA			NA		NA		NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	31	N	51	N			NA	80	79	NA			69	NA	45	49	NA	40	NA	60	NA					
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA	67		NA			NA			NA		NA		NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	25	N	58	Y			NA	83	67	NA	73	75	NA	39	42	NA	31	NA	69	NA						
KEY:	Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities														Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable.															

¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.
² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.
³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.
⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.

Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.
 Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

<p>Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.</p>	<p>Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. That group also must make progress in writing proficiency and graduation rate. No group is eligible for Safe Harbor if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.</p>	<p>Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 51% for reading and 56% for math. That group must also make progress in writing proficiency and graduation rate. No group is eligible for the Growth Model if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.</p>
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Data provided by the Florida Department of Education, August 2007. Subject to review and verification by local school district staff.

- Guides to the Calculations**

 - [2012 School Grades Guide Sheet \(PDF\)](#)
 - [School Grades Technical Assistance Paper 2011-12 \(PDF\)](#)
 - [Alternative School Improvement Ratings Technical Assistance Paper 2011-12 \(PDF\)](#)
 - [Annual Measurable Objectives \(AMOs\) Technical Assistance Paper 2011-12 \(PDF\)](#)

FLORIDA SCHOOL GRADES

SYear: 2010-2011,2009-2010,2008-2009,2007-2008,2006-2007,2005-2006,2004-2005,2003-2004,2002-2003

You selected:

District: SARASOTA

Years: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003

School Grades:

Report Type: Adequate Yearly Progress (AYP)

Modify Selections | Return to List of Schools |

2010-2011 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Sarasota SARASOTA MILITARY ACADEMY - 0074		
<input type="button" value="Detailed Report"/>				
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 92%		
Total Writing Proficiency Met:	YES	2010-2011 School Grade:		
Total Graduation Criterion Met:	YES			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	NO	YES
WHITE	YES	YES	NO	YES
BLACK	NA	NA	NA	NA
HISPANIC	YES	NA	NA	NA
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	NO	YES
ENGLISH LANGUAGE LEARNERS	NA	NA	NA	NA
STUDENTS WITH DISABILITIES	YES	NA	NA	NA

2009-2010 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Sarasota SARASOTA MILITARY ACADEMY - 0074		
Detailed Report				
Did the School Make Adequate Yearly Progress?	YES	Percent of Criteria Met: 100%		
Total Writing Proficiency Met:	YES	2009-2010 School Grade:		
Total Graduation Criterion Met:	YES			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	YES	YES
WHITE	YES	YES	YES	YES
BLACK	NA	NA	NA	NA
HISPANIC	YES	YES	NA	NA
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	YES	YES
ENGLISH LANGUAGE LEARNERS	NA	NA	NA	NA
STUDENTS WITH DISABILITIES	YES	YES	NA	NA

2008-2009 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Sarasota SARASOTA MILITARY ACADEMY - 0074		
Detailed Report				
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 90%		
Total Writing Proficiency Met:	YES	2008-2009 School Grade:	C	
Total Graduation Criterion Met:	YES			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met

TOTAL	YES	YES	NO	YES
WHITE	YES	YES	NO	YES
BLACK	NA	NA	NA	NA
HISPANIC	YES	NO	NA	NA
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	NO	YES
ENGLISH LANGUAGE LEARNERS	NA	NA	NA	NA
STUDENTS WITH DISABILITIES	YES	YES	NA	NA

2007-2008 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Sarasota SARASOTA MILITARY ACADEMY - 0074		
Detailed Report				
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 87%		
Total Writing Proficiency Met:	NO	2007-2008 School Grade:	B	
Total Graduation Criterion Met:	YES			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	YES	YES
WHITE	YES	YES	YES	YES
BLACK	NA	NA	NA	NA
HISPANIC	NA	NA	NA	NA
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	NO	NO
ENGLISH LANGUAGE LEARNERS	NA	NA	NA	NA
STUDENTS WITH DISABILITIES	YES	YES	NO	NO

2006-2007 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Sarasota SARASOTA MILITARY ACADEMY - 0074		
Detailed Report				
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 85%		
Total Writing Proficiency Met:	YES	2006-2007 School Grade:	B	
Total Graduation Criterion Met:	NO			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	NO	YES
WHITE	YES	YES	NO	YES
BLACK	NA	NA	NA	NA
HISPANIC	NA	NA	NA	NA
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	NO	NO
ENGLISH LANGUAGE LEARNERS	NA	NA	NA	NA
STUDENTS WITH DISABILITIES	YES	YES	NO	YES

2005-2006 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Sarasota SARASOTA MILITARY ACADEMY - 0074		
Detailed Report				
Did the School Make Adequate Yearly Progress?	Provisional	Percent of Criteria Met: 95%		
Total Writing Proficiency Met:	YES	2005-2006 School Grade:	B	
Total Graduation Criterion Met:	NO			
	95% Tested Reading	95% Tested Math	Reading Proficiency	Math Proficiency

			Met	Met
TOTAL	YES	YES	YES	YES
WHITE	YES	YES	YES	YES
BLACK	NA	NA	NA	NA
HISPANIC	NA	NA	NA	NA
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	NA	NA
ENGLISH LANGUAGE LEARNERS	NA	NA	NA	NA
STUDENTS WITH DISABILITIES	YES	YES	NO	YES

2004-2005 Adequate Yearly Progress (AYP) Report - School Level - Page 1	Sarasota SARASOTA MILITARY ACADEMY - 0074
--	--

Detailed Report

Did the School Make Adequate Yearly Progress?	Provisional	Percent of Criteria Met: 97%	
Total Writing Proficiency Met:	YES	2004-2005 School Grade:	B
Total Graduation Criterion Met:	YES		
	95% Tested	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	YES
WHITE	YES	YES	YES
BLACK	NA	NA	NA
HISPANIC	NA	NA	NA
ASIAN	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	YES
ENGLISH LANGUAGE LEARNERS	NA	NA	NA
STUDENTS WITH DISABILITIES	YES	NO	YES

2003-2004 Adequate Yearly Progress (AYP) Report - School Level - Page 1	Sarasota SARASOTA MILITARY ACADEMY - 0074
--	--

Detailed Report			
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 87%	
Total Writing Proficiency Met:	YES	2003-2004 School Grade:	C
Total Graduation Criterion Met:	NA		
	95% Tested	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	YES
WHITE	YES	YES	YES
BLACK	NA	NA	NA
HISPANIC	NA	NA	NA
ASIAN	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA
ECONOMICALLY DISADVANTAGED	NO	NO	YES
ENGLISH LANGUAGE LEARNERS	NA	NA	NA
STUDENTS WITH DISABILITIES	NO	NO	YES

2002-2003 Adequate Yearly Progress (AYP) Report - School Level - Page 1	Sarasota - 0074
Detailed Report	

<p>Guides to the Calculations</p> <ul style="list-style-type: none"> • 2012 School Grades Guide Sheet (PDF) • School Grades Technical Assistance Paper 2011-12 (PDF) • Alternative School Improvement Ratings Technical Assistance Paper 2011-12 (PDF) • Annual Measurable Objectives (AMOs) Technical Assistance Paper 2011-12 (PDF)
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Section IX. Future Plans of the School

The Charter School should briefly discuss the future plans for the school, its students, and community.

- Please itemize any new instructional approaches planned for the future.

SMA students consistently achieve high marks on FCAT, PERT and EOC exams, and their acceptance rate to the Military Academies and State Universities is outstanding. We intend to continue to expand our Honors, AP, Dual Enrollment, and provide enrichment opportunities for students interested in presenting at the District, State, and National Science Fairs.

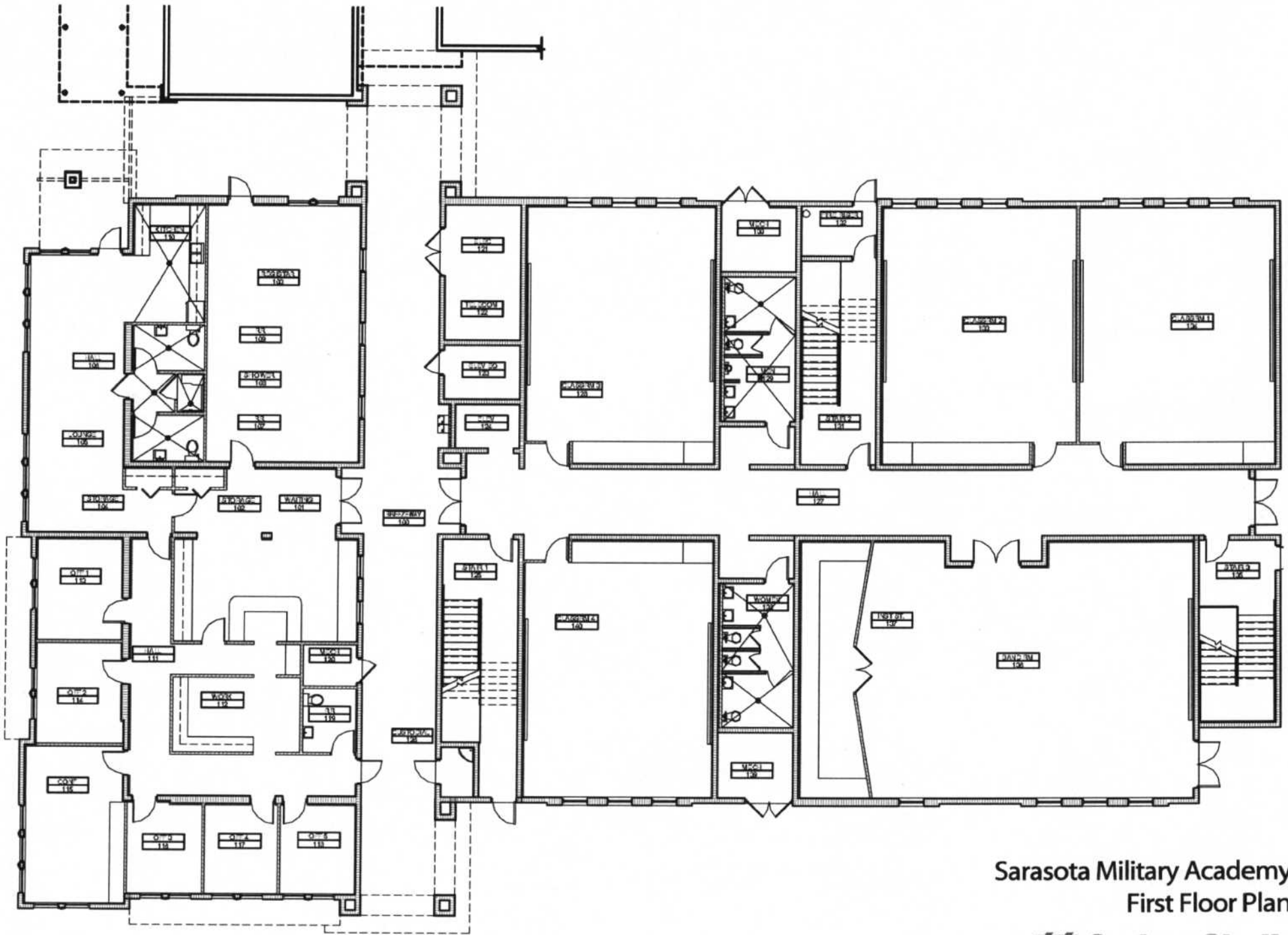
We have also begun the International Bachelorette application process, and will offer SMA Pre IB classes during the 2013-2014 school-year.

In addition to the use of the Kagan approach, we will implement Marzano book studies next year. Marzano provides research-based methods for faculty and staff, and supports newly implemented evaluation processes as well.

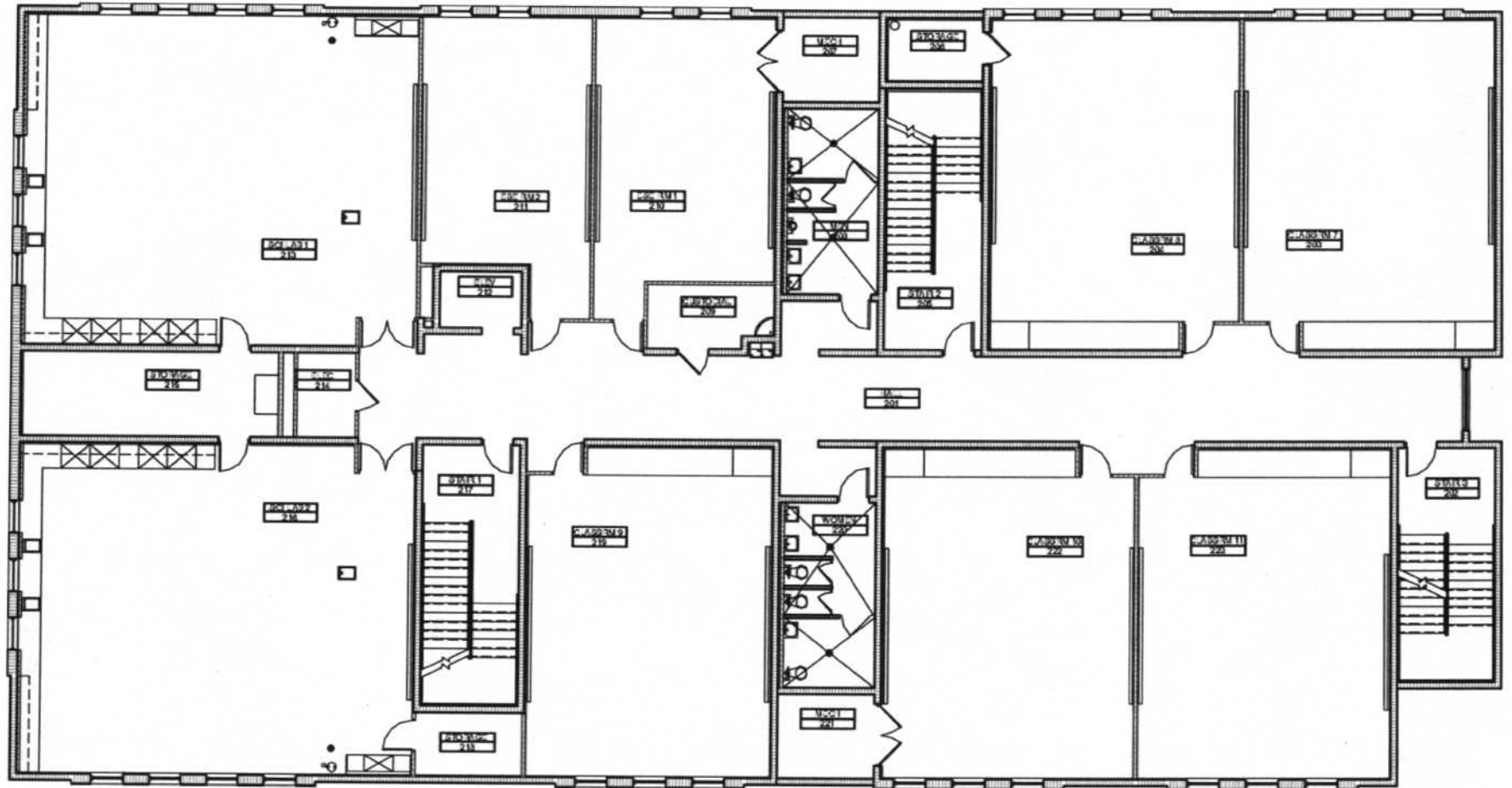
- Please submit any facility drawings or other building improvement documents (if applicable).

Construction is underway on the third phase of our long range expansion and remodeling plan. This phase is scheduled to be completed on 1 August, 2013 and will include a three story, 32,000 sq ft. classroom building and counseling and registrar offices. Since this entire phase was paid through the generous donation from Mr. and Mrs. Jack Urfer, SMA incurred no additional debt associated with this construction.

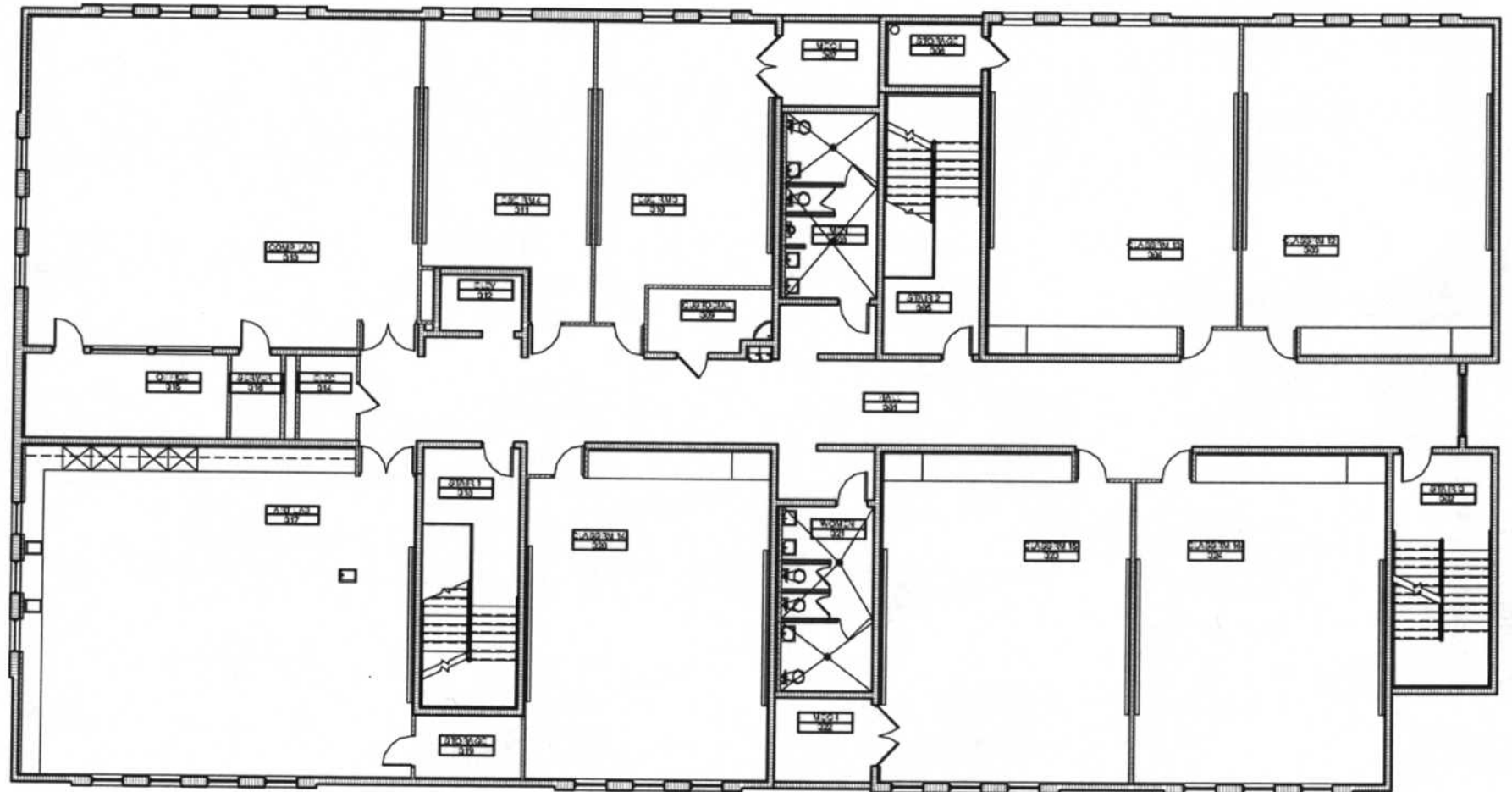
- Please define any ongoing concerns for which the school will need external assistance. N/A



Sarasota Military Academy
 First Floor Plan



Sarasota Military Academy
Second Floor Plan



Sarasota Military Academy
Third Floor Plan

SARASOTA MILITARY ACADEMY



**Charter Renewal Application
2012-2013**



Sarasota Military Academy

March 31, 2012

School Board of Sarasota County
1950 Landings Boulevard
Sarasota, Florida 34233
Attention: Ms. Katrina Ward, Director of Charter Schools

Dear Ms. Ward;

Within please find a request for renewal for the charter of the Sarasota Military Academy. Although our charter doesn't expire until 2013, this request is submitted early because of next year's requirement for our school to also undergo our accreditation renewal process. I hoped to avoid having both activities ongoing simultaneously. I'm very concerned that a confluence of requirements would simply overwhelm our small administrative staff. For this reason, your assistance in processing this early application would be deeply appreciated.

Before delving into the application, I would like to thank you and the staff of the Sarasota School District for the outstanding support provided to SMA over the last ten years. You've been magnificent, and we truly appreciate the outstanding efforts.

As to the application itself, I would like to mention three key items. First of all, it should be noted that our high school achieved an 'A' rating for the 2009-10 school year, and should have achieved the same rating this year but for a minor issue involving the obsolete No Child Left Behind legislation. Our academic achievement is exceptional by any standard, and I believe it should weigh heavily in our favor. Most importantly, given this high standard of achievement, we respectfully request a fifteen year charter extension for SMA.

Secondly, in the realm of administration, the district renewal application asks for proof of public notification for Board of Director meetings. We use the electronic filing system with the Sarasota Herald Tribune for which no proof/record is provided upon submittal (a print screen of a request is at Tab G). The notice is printed in the appropriate section of the paper. Also, we do place notice in our reception area and halls similar to that shown at Tab G, when special meetings are called.

Financial stability is the final issue I'd like to highlight. We have consistently maintained fiscal viability with a small surplus reported each year. While not specifically requested in the district renewal application form, I've provided a financial report as of January 1, 2012, and a copy of our audited financials for 2010-2011 (Tab N). They clearly indicate financial viability.

I look forward to hearing from you concerning our application in the near future. Please address questions to either myself (812 5406) or Colonel (Ret) Stephen Cork (812 5407).

Sincerely,


Dan Kennedy
Headmaster

Address: 801 North Orange Avenue
Phone: (941) 926-1700

Sarasota, FL 34236
Fax: (941) 926-1701

**SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
CHARTER SCHOOL
RENEWAL APPLICATION**

Deadline:

January 9, 2012

4:30 P.M. Eastern Time

Please submit one original and 20 copies of the application.

Deliver or Mail to:

School Board of Sarasota County
Office of Charter Schools
Blue Awning Building, Room 107
1950 Landings Boulevard
Sarasota, Florida 34233

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Explanation of Renewal Process and Selected Definitions	1
Application Instructions	2
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Section II. Principal and Board Chair Information	6
Section III. Governance Structure and Procedures	7
Section IV. Instructional Facilities	8
Section V. Teacher Qualifications	9
Section VI. Admissions Policy	11
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Explanation of Renewal Process and Application Instructions

Charter renewal is a function of the charter sponsor, the School Board of Sarasota County. As authorized in *Florida Statute 1002.33(8)*, the sponsor may choose not to renew or may terminate a charter for any of the following grounds:

1. Failure to participate in the state's education accountability system created in s 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter.
2. Failure to meet generally accepted standards of fiscal management.
3. Violation of law.
4. Other good cause.

F.S. 1002.33 contains additional information about charter renewal.

The charter renewal process consists of reviews of the following areas of accountability: student performance, business operations and fiscal management, and compliance.

Student Performance: The review of this area of accountability is primarily based on examining state and Federal accountability ratings that have been issued since the charter school began operating and determining whether the charter holder has satisfied the student performance requirements under the applicable statutes and rules. In addition, the review will address the performance objectives identified in the charter itself.

Business Operations and Fiscal Management: The review of this area of accountability primarily consists of examining the annual financial and compliance reports filed by the charter holder with School Board of Sarasota County. The sponsor will evaluate whether the charter holder has filed all of the required reports and whether the reports demonstrate that the charter holder has satisfied generally accepted accounting standards of fiscal management under the applicable statutes and rules.

Compliance: The review of this area of accountability involves evaluating the charter holder's compliance with the initial charter contract, federal and state requirements, and reporting requirements. This review includes but is not limited to services provided to ESE and ELL students, health and safety requirements, class size requirements and general services to parents and students at the school. This review also consists of evaluating the information provided in the completed renewal application.

The charter renewal process provides an opportunity for schools to communicate with the sponsor about their current practices. The renewal process is separate from the charter amendment process. Generally, significant changes from the original charter should not be made in the renewal application unless a charter amendment has been granted.

Selected Definitions

Listed below are selected terms and definitions:

- *Charter school* – a Florida public school sponsored by the School Board of Sarasota County, Florida that operates under a contract authorized by Florida Statute 1002.33.
- *Governing body of a charter school* – the board of directors that governs the charter school in accordance with Florida Statutes 1002.33 (9) and maintains accountability to the sponsor.
- *Management company* – a person or entity, other than a charter holder, who provides management services for an authorized charter school.
- *Administrative personnel of a charter school* – the principal, director, or other chief operating officer of a sponsored charter school; an assistant principal or assistant director of charter school; or a person charged with managing the finances of a charter school or any personnel defined as administrative by the State of Florida Department of Education.
- *Board chair or chairperson* – generally the board president or presiding officer of the governing board

APPLICATION INSTRUCTIONS

This application process is designed to give the district, through its Charter Review Committee, a complete picture of the Charter School and its recent history to enable the School Board of Sarasota County to make an informed decision related to the renewal of the charter ending June 30, 2009. By gathering information available from a variety of sources into one document, the Board will have the opportunity to review the school's operation, its record of student performance and its compliance both with appropriate laws and the school's charter. This application will provide the basis from which a discussion between the School Board and the Board of the Charter School can ensue. This application with one original and 20 copies is due by January 9, 2012.

The following guidelines are to be used by the Charter School in the preparation of this application:

- The Charter School should use existing documents, wherever possible, to compile the application.
- The school may request that copies be made of materials already available in the district's Office of Charter Schools to avoid unnecessary effort. (Items such as School Improvement Plans, Financial Recovery Plans, etc would represent such documents)
- While it is not imperative, the Charter School is encouraged to submit copies of parent surveys, special recognitions or other items that support the application as appendices.
- The application is specifically designed to examine the past and current performance of the school. A brief section is included to discuss the school's future plans. It would be most helpful in that section to comment upon any significant problems that have been addressed and the manner in which they will be handled in the future. However, most of the discussion of the future of the school should be held until a new charter is negotiated.
- The narrative used to describe any aspect of the school's performance should be thorough and yet concise. The intent of the narrative sections in the application is to provide the school the opportunity to explain discrepancies, identify rationale for changes from the original charter and document compliance with both laws and the charter language.
- The School should be prepared to answer questions of the Board in a workshop scheduled in February, 2009.

Please address questions about the application process to Katrina Ward in the Office of Charter Schools at 927-9000 ext 32171, or Katrina_Ward@sarasota.k12.fl.us

Section I. Current Information about the Charter School

School Name: The Sarasota Military Academy _____

School Address: 801 North Orange Avenue, Sarasota, FL 34236

Telephone Number: (941) 926-1700

Fax Number: (941) 926-1701

Number of students per grade level as of the October 2011 Survey period:

GRADE LEVEL	NUMBER OF STUDENTS	TOTAL
Freshman	262	
Sophomores	226	
Juniors	206	
Seniors	161	858

Number of students enrolled in off-campus instruction as of the October 2011 Survey period:

	NUMBER OF STUDENTS	TOTAL
SCTI Part Time	23	
SCF Part Time	26	
SCF Full Time	10	59

Number of ESE students and services provided in the school as of the October 2011 Survey period:

GRADE LEVEL	NUMBER OF STUDENTS	SERVICES PROVIDED
Freshman	18	Speech/language, small group instruction, consultation, counseling as a related service and appropriate interventions as referenced on student's IEP
Sophomores	22	Speech/language, small group instruction, consultation, counseling as a related service and appropriate interventions as referenced on student's IEP

Juniors	21	Speech/language, small group instruction, consultation, counseling as a related service and appropriate interventions as referenced on student's IEP
Seniors	10	Speech/language, small group instruction, consultation, counseling as a related service and appropriate interventions as referenced on student's IEP

Number of ELL students and services provided by the school as of the October 2011 Survey:

GRADE LEVEL	NUMBER OF STUDENTS	SERVICES PROVIDED
Freshmen	2	Speech/language, small group instruction, consultation, counseling as a related service and appropriate interventions as referenced on student's LEP
Sophomores	4	Speech/language, small group instruction, consultation, counseling as a related service and appropriate interventions as referenced on student's LEP
Juniors	3	Speech/language, small group instruction, consultation, counseling as a related service and appropriate interventions as referenced on student's LEP
Seniors	0	Speech/language, small group instruction, consultation, counseling as a related service and appropriate interventions as referenced on student's LEP

Ethnicity, socioeconomic status and gender composition of school for 2009-2010:

GRADE LEVEL	Freshman	Sophomores	Juniors	Seniors	TOTALS
Gender:					
Female	78	68	58	32	236
Male	154	109	90	72	425
Ethnicity					
White	191	149	130	94	564
African Am.	8	2	1	3	14
Asian	2	0	0	2	4
Hispanic	22	22	11	3	58
Native AM.	0	0	3	0	3
Other	9	4	3	2	18
Lunch:					
Free					130
Reduced					64

Ethnicity, socioeconomic status and gender composition of school for 2010-11:

GRADE LEVEL	Freshmen	Sophomores	Juniors	Seniors	TOTAL
Gender:					
Female	102	77	64	52	295
Male	145	149	108	83	485
Ethnicity					
White	195	181	144	119	639
African Am.	8	10	4	1	23
Asian	5	2	0	0	7
Hispanic	23	22	20	9	74
Native AM.	0	0	0	3	3
Other	16	11	4	3	34
Lunch:					
Fr					210
Reduced					47

- Please include any information about your students or the services that you provide to those students that you might consider unique to your school.

In the 2010/2011 school year, there were so many who requested a dual enrollment option that SMA arranged for four additional teachers to become qualified to teach college classes. SMA's dual enrollment student population increased by 40%. Additionally, we have encouraged students to dual enroll by taking classes at the campus of the State College of Florida so that they may qualify for an Associates degree while attaining their high school diploma. Students are also provided an opportunity to enroll in the Advanced Placement International Diploma Program that qualifies students via the College Board for advanced placement in college classes. SMA continues to expand curriculum to provide an exceptionally high quality instructional program.

Section II. Principal and Board Chair Information

The school principal and/or the charter governing board chair will be contacted by agency staff if there are issues to be resolved in any of the sections.

Principal Contact Information:

Headmaster's Name:	Daniel Kennedy
Telephone Number:	941 926 1700
Fax Number:	941 926 1701
E-mail Address:	dan_kennedy@sarasota.k12.fl.us

Governing Board Chair Contact Information:

Charter Holder Board Chair's Name:	Lieutenant General (Ret) Howard Crowell
Telephone Number:	941 400 0713
Fax Number:	941 924 7408
E-mail Address:	howsall@verizon.net

- Please attach a copy of the Headmaster's resume and any other information that documents the Instructional and organizational leadership capacity of the Principal (Tab A).
- If there are other administrative personnel in the school, please include a resume for those personnel and the administrative duties assigned to them (Tab B).

Section III. Governance Structure and Procedures

The following information is to be submitted to document Charter School compliance with statutory requirements.

- Please submit a copy of the current organizational chart (Tab C).
- Please list all of the Governing board members, their addresses, phone numbers, e-mail addresses and employers (Tab D).
- Please attach a copy of the governing boards' current bylaws (Tab E).
- Please attach copies of the last six governing board's meeting minutes (Tab F).
- Provide evidence of the public notification of the governing board meetings for the last six meetings (Tab G).
- Please identify any governing board member who is directly or indirectly receiving financial compensation from the school and describe the nature of that compensation. **NONE**

Section IV. Instructional Facilities

The following information is to be submitted related to the instructional facilities used by the school:

- Please submit a floor plan of your facility including the square footage of the building (s) and grounds (Tab H). **The facility is located on 5.6 acres in downtown Sarasota. It consists of two major buildings as diagrammed in the attachment. The building closest to Orange Avenue is approximately 72,000 sq ft. and is the original structure of SMA. It contains 20 classrooms. The second, new building is to the west of the original structure and is approximately 61,000 sq ft. The new structure contains a gymnasium and 12 classrooms.**
- Please submit copies of your latest facility health and safety reports, including fire inspections (Tab I).
- Please provide a brief description of your technology, access to the internet and any other resources used for administrative and instructional purposes.

At SMA, we enjoy a ratio of one computer per three students. Every computer located at SMA is connected to the internet. Each classroom has at least six computers. We have four classrooms designated as computer labs with 18-25 computers in them. We have three resource rooms; Guidance, ESE and JROTC that have 3-6 student work stations for special requirements. Every computer is state-of-the-art and connected to designated printers. Each one is connected to a school internal server. Additionally, each student is assigned an internal email address that links throughout the school. SMA is linked externally with two Category one fiber optic data lines that connect internet, and that interface with district resources. JROTC special data links are also required and established with the JROTC Cadet Command systems. Each staff member is provided a personal desk top computer, and three staff members are assigned laptops for special needs. Teachers are also provided two resource rooms that each have two computers for use during planning periods. We are linked to district sites for attendance, email and grades using Jupitergrades, Trakker, and Outlook. Study Island and Townsend Press are software systems being used for the Reading Program and Math/Science classes. In addition science classes have access to explorelearning.com and brainpop.com. Also, we have each teacher with a web page to help keep parents informed as to student homework, attendance and grades.

Each classroom is outfitted with an ActivBoard that is connected to a desktop document reader and the teacher classroom computer.

- Please submit any plans for changes in the facility including expansions, upgrades, moves or changes in use of various parts of the facility or grounds.

In the future, SMA intends to construct another 61,000 sq ft bldg and demolish the current classroom wings. Additionally, plans are for an auditorium to be built to replace the temporary auditorium installed in the gymnasium. These plans remain in the conceptual stage while funding is identified. In the interim, plans are being made to install four-five temporary portables. One will meet office space needs for a growing Guidance office, and the others will meet classroom requirements for additional AP classes.

Section V. Teacher Qualifications

Requirements for certain teachers changed in 2002 with the passage of the No Child Left Behind Act (NCLB). The NCLB requires charter school teachers assigned to teach core academic subject areas (i.e., English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) to be “highly qualified.” To be “highly qualified,” a teacher assigned to teach a core academic subject area must hold a bachelor’s degree and demonstrate competency in each area of assignment

In addition, all teachers must be certified to teach in the areas of their assignments. Please submit the following information about your current 2010-11 instructional staff:

SUBJECT AREA	NUMBER OF HIGHLY QUALIFIED TEACHERS	NUMBER OF TEACHERS OUT-OF-FIELD	NUMBER OF TEACHERS WITH ESE CERTIFICATION	NUMBER OF TEACHERS WITH ELL ENDORSEMENT	NUMBER OF TEACHERS WITH READING ENDORSEMENT	NUMBER OF AP TEACHERS
English	9		1		2	2
Math	8		1		3	1
Science	5				3	2
Hist/Econ/Gov	5				4	5
Foreign Lang	5				1	1
Read Spec	1		1		1	
JROTC	8					

- 20 Teachers Have Masters Degrees
- 2 Teachers Have Doctorates
- 34 Number of Full-Time
- 7 Number of Part-Time

The above does not reflect teachers in music, art, and PE. The totals in those areas are 8 full-time and 5 part-time.

- If there are grade levels without teachers holding credentials to provide ESE, ELL or specialized Reading services, how are students in those grade levels accommodated?

All students requiring ESE certified teachers are assigned accordingly. There are also daily classroom accommodations made based on the student's IEP or 504 plans. Additionally, an ESE resource room is made available for students requiring special assistance on an unannounced basis.

- Describe your process for dealing with teachers who are considered "out-of-field".
 1. **The headmaster sends out a letter to all parents who are taught by an out-of-field teacher.**
 2. **The headmaster sends the teacher to Human Resources at the Landings to find out just what they need to do to achieve certification by the Florida Department of Education.**
 3. **If the teacher does not complete all certification requirements within the three year period, the Employment relationship will end and the school will look to hire a replacement.**

Section VI. Admissions Policy

Please submit the following information to document your admission practices:

- 1. The School enrolls eligible students by timely application. Open enrollment will be between the dates of September 1st through April 30th of the academic year. If the registered enrollment exceeds the capacity or the student projection for the following academic school year, all applicants shall have an equal chance of being admitted through a random selection process. In accordance with Florida State statutes, preference will be given to siblings of students enrolled in the School, to the child of a member of the governing board of the School, or to the child of an employee of the School.**
 - 2. If the number of applicants is below the desired number (projection) of students the School reserves the right to extend the application deadline provided sufficient public notice is given.**
 - 3. If space is available during the academic year, admission will be given on a first-come first-serve basis among those desiring admission.**
 - 4. Enrollment is subject to compliance with Florida state statutes, concerning school entry health examinations and immunizations.**
 - 5. Students may withdraw from the School at any time and enroll in another public school, as determined by School Board policy. The School shall work in conjunction with parent(s) and the receiving school to assure that, to the greatest extent possible, such transfers occur at logical transition points in the school year (e.g. grading periods or semester breaks) that minimize impact on student grades and academic achievement.**
 - 6. Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in the School.**
 - 7. The School will assure that students with disabilities are provided a free appropriate public education (FAPE) in the least restrictive environment. Those students whose needs cannot be adequately addressed at the School will be appropriately referred for services from the Sponsor's Exceptional Student Education (ESE) Program.**
 - 8. The School shall clearly delineate in its registration materials the levels of special education available to assist parents in making informed decisions regarding enrollment.**
 - 9. For Limited English Proficient students the School shall follow the procedures detailed in the Sponsor's LEP Plan.**
- Please submit a copy of your school student application (Tab J).
 - Please submit a copy of your student registration packet or forms (Tab K)
 - If you have used a lottery for admission, please describe that process in detail. See Above

Section VII. Student Achievement

Please provide the following information:

- Please attach a copy of your latest School Improvement Plan (Tab L).
- Please describe any discrepancies in goals between the School Improvement Plan and the Charter goals. N/A
- Please explain any instructional methodologies that are critical to the success of your program goals.

Teachers rely upon differentiated instruction to meet the learning needs of individual students. They use varying learning styles and techniques to ensure that each student is successful. Teachers get to know their students on an individual basis and therefore observe how they can best reach each student. Modifications and accommodations are then made on an individual basis.

- In any area in which there is needed improvement, please highlight the strategies in place to remediate problems or strengthen achievement.

The teacher professional development training for this school year will strengthen student achievement and increase teacher quality. Included are subjects such as classroom management, differentiated instruction, and reading improvement strategies. Students are also provided an opportunity to enroll in the Advanced Placement International Diploma Program that qualifies students via the College Board for advanced placement in college classes and is recognized worldwide for students applying for more elite colleges. High performing students are also encouraged to enroll in a dual enrollment classes with the State College of Florida, as mentioned earlier, that will allow some to complete their Associates Degree in combination with a high school diploma.

Section VIII. Financial Sustainability

Please provide the following information to document the school's financial sustainability:

- Please submit a copy of the school's financial policy and procedure manual including all instructions for managing internal controls (Tab M).
- Please submit a copy of the school's Financial Recovery Plan (if applicable). N/A
- Please detail any anticipated significant changes in school revenue or expenditures during the next five years, including grants or other external funding, enrollment changes, and capital needs.

The SMA Board of Directors established a Foundation Board whose purpose is to raise funds for school improvement. The Foundation has had two meetings.

- If there is a plan for a change in the school's current site or a plan to move to another site, please give a detailed description of the manner in which those changes would be financed. N/A

Section IX. Future Plans of the School

The Charter School should briefly discuss the future plans for the school, its students, and community.

- Please itemize any new instructional approaches planned for the future.

SMA has great momentum already underway with current instructional approaches. We believe our programs are solid and teachers understand the school's direction. Students are performing well. Therefore, we have no plans to alter our instructional approaches.

- Please submit any facility drawings or other building improvement documents (if applicable).

Although we have plans for building new facilities, the plans are only conceptual at this point and no formal plans are completed. At this time, the planning for portables is also not past conceptual planning, although we hope to have them installed for the 2012-2013 school year.

- Please define any ongoing concerns for which the school will need external assistance. N/A

Section X. Special Education Assurances

The charter holder certifies that it has policies and procedures in place that ensure implementation of all federal laws and regulations, Florida laws, State Board of Education rules related to students with disabilities and further certifies that any future amendments to the laws, regulations, and rules will be incorporated and implemented.



Signature of Charter Board Chair
(must sign in blue ink)



Date

English Language Learner and Section 504 Assurances

A. The charter holder certifies that it has policies and procedures in place that ensure that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to English Language Learner students.

Check one:

Yes

No

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794, prohibits discrimination on the basis of disability in any program receiving federal financial assistance. A recipient that operates a public education program or activity shall provide a free, appropriate public education to qualified individuals.

B. The charter holder certifies that it has policies and procedures in place that ensure that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students protected by Section 504.

Check one:

Yes

No

I the undersigned hereby certify that the information contained in this document is, to the best of my knowledge, correct and that the governing body of the charter holder has authorized me to provide these assurances.



Signature of Charter Board Chair
(must sign in blue ink)



Date

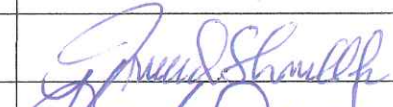
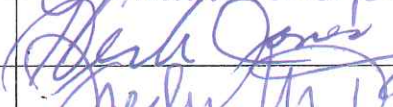
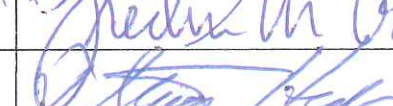
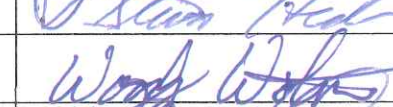
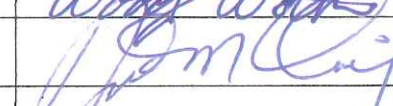
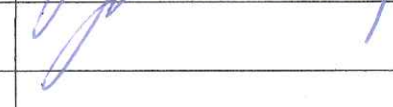
Section XI. Certificate of Acknowledgement

This section requires at least a majority of the governing body of the charter holder to certify that it has had an opportunity to review the completed renewal application and has authorized, during an open meeting, submission of the application to the district for consideration of renewal of the charter.

CERTIFICATE OF ACKNOWLEDGEMENT

The undersigned members of the governing body of the charter holder hereby acknowledge that they have had an opportunity to review the completed renewal application and have authorized its submission, during an open meeting, to the Sponsor for consideration of the renewal of the charter:

**Members are to sign the acknowledgement during an open meeting; therefore, the date next to each signature should be the same*

Typed Name (type name next to corresponding signature)	Signature (must sign in blue ink)	Date*
LTG (Ret) Howard Crowell		4/10/12
Mr. Herb Jones		4/10/12
Mr. Fred Derr		4/10/12
Mr. Steve Herb		April 10, 2012
Mr. Woody Wolverton		4/10/12
COL (Ret) Ben Knisely		4/19/12

DANIEL F. KENNEDY

Position: Headmaster

Education:

B.A. University of Kentucky, Business/Education/Economics

M.A. University of Kentucky, Vocational Education

Rank One Education Administrator, 45 Credit Hours Post M.A., University of Kentucky

Background

Headmaster, Sarasota Military Academy, 2002-Present

Principal, Sarasota High School 1994-2001

Teacher, dean, assistant principal, Sarasota District Schools 1078-1994

Teacher and assistant principal in Kentucky 1968-1978

Awards, Accomplishments & Memberships

Sons of the American Revolution

Descendants of Washington's Army at Valley Forge

University of Kentucky Fellow

Member Phi Delta Kappa

BRIGADIER GENERAL FRANK LAUDANO, USANG

Position: Commandant of Cadets and Chief Financial Officer

Education:

BS, Mathematics Education, University of South Florida

MS, Strategic Studies, US Army War College

Experiences:

Commandant and CFO, Sarasota Military Academy, 2011-Present

Teacher of Mathematics, Riverview High School, 1997-2010

Teacher of Science and Mathematics, Laurel Middle School, 1992-1997

Teacher of General Science, Mary Help of Christian School, 1991-1992

Staff & command positions in active US Army & US Army National Guard, 1981-Present

Brigade Commander of 164th Florida National Guard Air Defense Brigade, 2009-Present

Awards, Accomplishments & Memberships:

Distinguished Military College Student

Member of Pi Mu Epsilon, Phi Theta Kappa, and Arts and Sciences Honor Societies

Multiple military awards and decorations to include the Defense Meritorious Service Medal and the Meritorious Service Medal

CHRISTINA BOWMAN

Position: Assistant Headmaster

Education:

BA, Middle School Education, Murray State University

MA, Middle School Education, Murray State University

MA, School Administration, Murray State University

Experiences:

Assistant Headmaster, Sarasota Military Academy, 2010-Present

Teacher, Science, & Discipline Administrator, Sarasota Military Academy, 2009-2010

Teacher, Math and Science, Woodland Middle School, 2008-2009

Teacher, Science, Data Coach, & Testing Administrator, McIntosh Middle School, 2007-2008

Assistant Principal, Murray Middle School, 2005-2007

Teacher, Math Science and General Education, Murray Middle School, 1997-2005

Awards, Accomplishments, Memberships:

Outstanding Middle School Education Major, Murray State University, 1996

Recipient of Dewey and Addie Crass Memorial Scholarship

Murray Education Association Treasurer, Vice-President, and President, 2002-2005

Member of Alpha Chi, Gamma Beta Phi, Alpha Sigma Lambda

JODI KOPACZ

Position: Assistant Headmaster

Education:

B.A. English Literature, West Chester University, PA

M.Ed. Magna Cum Laude, Multicultural Education Certification 6-12, Eastern College, PA

Ed. Specialist, Educational Leadership, Cum Laude, Nova Southeastern, FL

E.Ed. Educational Leadership, Magna Cum Laude, Argosy University, Sarasota. FL.

Background:

Assistant Headmaster, Sarasota Military Academy, 2010-Present

Teacher, Language Arts, Sarasota Military Academy, 2006-2009

Teacher and department chair, Language Arts, Sarasota School of Arts and Sciences, 1999-2006

Teacher of Language Arts grades 7-8, St. Martha's School, 1997-1999

Awards & Memberships:

Bridge to China National Delegate, 2011

Teacher of the Year, Sarasota Military Academy, 2007-2008

Sylvan Learning Center Golden Apple Teacher of the Year, 2006-2007

Who's Who Among America's Teachers, 2005-2009

Who's Who Among Executives, Professionals and Entrepreneurs, 2008-Current

Phi Beta Kappa International Honor Society

U Phi Beta Kappa (National Education Honor Society)

Association for Teacher Educators National Council of Teachers of English

National Association of Secondary School Principals

SA Level 1 national triathlon coach

Ironman triathlete: Competed in Thailand, Australia, Mexico, Bahamas, and throughout the U.S.

WILLIAM F. BROCKMAN

Position: Operations Officer

Education:

B.S. Secondary Education, Texas Christian University

M.B.A. Vanderbilt University

Experience

Director of Operations, Sarasota Military Academy, 2010-Present

Dean of Students, Sarasota Military Academy, 2008-2010

Teacher of History and Economics, Sarasota Military Academy, 2002-2008

Teacher of History and Economics, Manatee County 1996-2002

Adjunct Instructor, Economics and Management, Central Florida Community College, 1993-1996

Chief Executive Officer and Hospital Administrator, 1980-1995 (Includes active duty assignment, USAF Reserve First Tactical Fighter Wing, 1980-1989)

Active duty, US Army, 1969-1980 (Assignments-Recruiting Command, 101st Airborne, Military Assistance Command, Vietnam, and JFK Special Warfare Center)

Director of Civil Air Patrol Civics Leadership Academy, 2002-Present

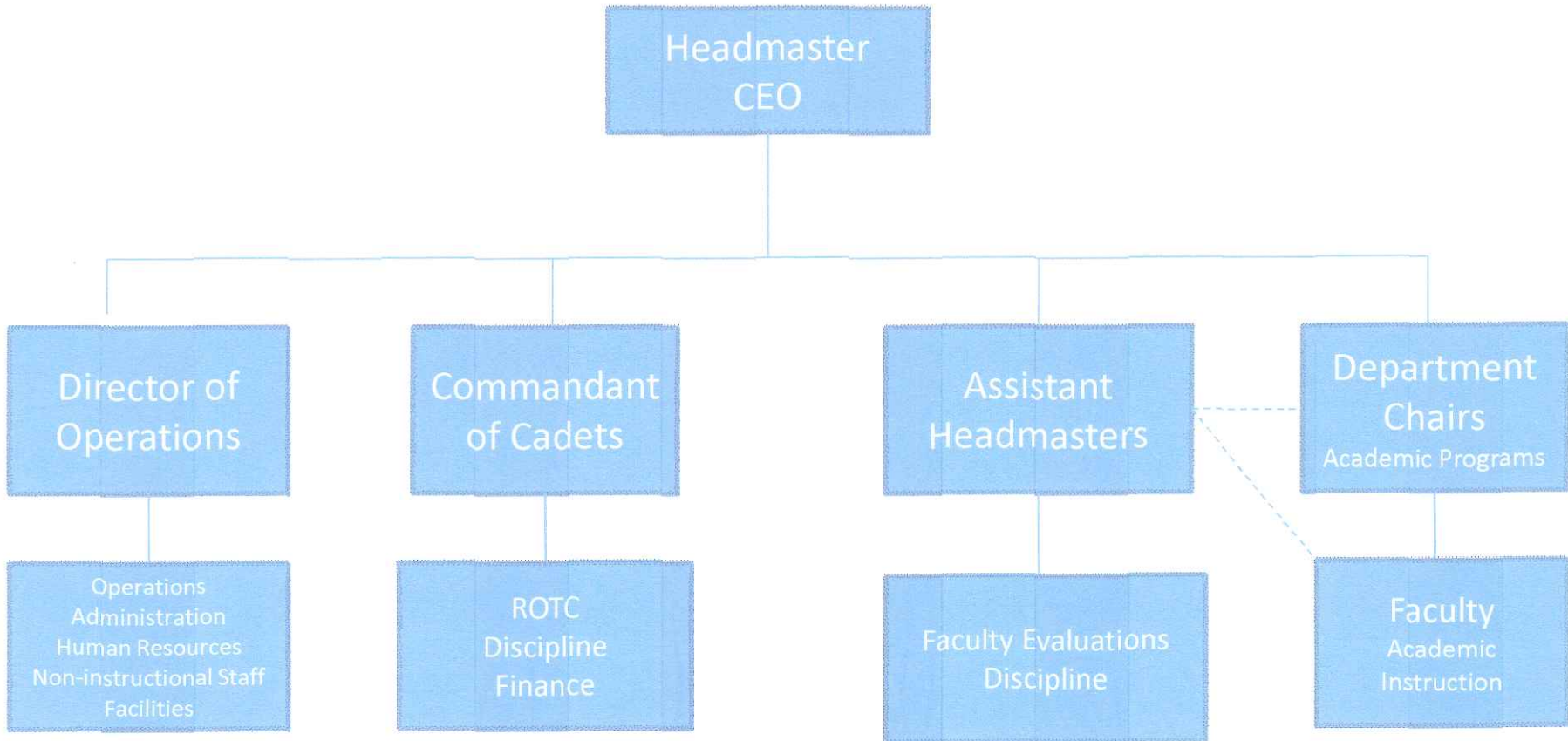
Awards, Accomplishments & Memberships

US Army ROTC Distinguished Military Graduate

Numerous military awards and decorations to include the Silver Star and Bronze Star

Established the first middle school CAP program in Florida

ORGANIZATIONAL CHART 2011-2012





Sarasota Military Academy

Board Members' Information

LTG Howard G. Crowell, Jr., USA (Ret)

Chairman

3970 Prairie Dunes Drive
Sarasota, FL 34238-2818
H: 941-924-2523 or 941-552-5301
C: 941-400-0713
F: 941-552-5364 H Fax: 941-929-7408
howsal1@verizon.net

Herb Jones

Vice Chairman & Audit Committee Chair

4274 Boca Pointe Drive
Sarasota, FL 34238-5574
H: 941-925-9435
C: 941-320-7784
F: 941925-9744
HRjones05@verizon.net

Woody Wolverton

Development Committee Chair
1226 N. Tamiami Trail, Suite 201
Sarasota, FL 34236-2461
W: 941-366-5443
C: 941-228-8083
wolvertonw@stifel.com

Dan Kennedy

Headmaster

2352 Burton Lane
Sarasota, FL 34239-4116
H: 941-955-2572
W: 941-926-1700, ext 223
C: 941-812-5406
F: 941-926-1701
Daniel.Kennedy@sarasota.k12.fl.us

Frederick M. Derr

Treasurer

3801 Orange Avenue, North
Sarasota, FL 34236-4755
W: 941-355-8575 Ex. 226
F: 941-351-8854
fred@frederickderrcompany.com

Mr. F. Steve Herb

Secretary

2070 Ringling Boulevard
Sarasota, FL 34237-7002
H: 941-349-6126
W: 941-366-7550
C: 941- 780-4804
F: 941-955-3708
sherb@nelsonhesse.com

COL Benjamin M. Knisely, (Ret)

Planning Committee Chair

2030 Scarlett Avenue
North Port, FL 34289-9488
C: 941-416-5306
inspgfla@aol.com

BG Frank Laudano, FLARNG

Commandant of Cadets, Finance Manager

4512 Spring Flower Court
Sarasota, FL 34233-2279
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W: 941-926-1700, ext 285
C: 941-814-5408
F: 941-926-1701
Frank.Laudano@sarasota.k12.fl.us

BYLAWS OF
SARASOTA MILITARY ACADEMY, INC.
A FLORIDA CORPORATION NOT-FOR-PROFIT

ARTICLE ONE

Name

The name of this Corporation is Sarasota Military Academy, Inc.

ARTICLE TWO

Corporate Purpose

Section A.

Educational Objects

1. The purposes for which the corporation is organized are exclusively religious, charitable, scientific, literary and educational within the meaning of Section 501©(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law. The corporation is also organized for the purpose of owning and operating a charter school pursuant to Chapter 228, Florida Statutes.
2. The general nature, objects and purposes of the corporation shall be to operate without profit and to accept and receive property of whatever kind, and wherever situate, received by it by gift, grant, purchase, devise, bequest, or in any lawful manner and to administer and distribute such property exclusively for health, welfare, scientific, educational, environmental, cultural and other charitable purposes, including:
 - (a) To distribute property in accordance with the terms of gifts, bequests, or devises made to the corporation, which are not inconsistent with its purposes;
 - (b) To modify any restriction or condition on the administration and distribution of funds for any specified purpose consistent herewith if in the sole judgment of the board of directors (without the necessity of the approval of any trustee, custodian or agent), such restriction or condition becomes, in effect, unnecessary, incapable of fulfillment, or inconsistent with the designated purposes of the corporation.

3. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from Federal Income Tax under Section 501(c)(3), of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

Section B.
Operation of Charter School

Upon issuance of a Charter by the Sarasota County School District, the Corporation shall operate a Charter School in Sarasota County pursuant to Chapter 228.056, Florida Statutes. The School, to be known as "Sarasota Military Academy, a Charter School", shall provide a learning experience in a military environment that will present academic, social and personal skills to children who need to become life-long learners and productive members of society; and provide additional academic choices. The period during which the Corporation's Charter is in effect shall be referred to herein as the "Charter Period". The period during which the Corporation's Charter is not yet in effect, or has expired, shall be referred to as the "Non-Charter Period".

ARTICLE THREE
Board of Directors

Section A
Board Composition

The Board of Directors (the "Board") will be comprised of up to eleven directors. The Board of Directors may, at its discretion, appoint life-time Emeritus Directors who shall enjoy the rights and privileges of the Board except that they shall not have a vote.

Section B
Election of Directors

Directors shall be elected by the Board at the Annual Meeting. When necessary to fill a vacancy, a Director may also be elected to the Board at any regular or any specially

called meeting of the Board, provided that the notice of such meeting clearly indicates the election of a new director will be considered.

Section C **Director's Term of Office**

The Board will be comprised of up to eleven Directors serving three-year terms. The maximum tenure for service on the Board is three consecutive terms. However, a Director may be elected to serve more than three consecutive terms by an affirmative vote of at least 2/3 of the number of Directors who constitute the Board at the time of the vote. Any Director elected at a meeting other than the Annual Meeting shall serve until the next Annual Meeting and shall be eligible for election to a full term at that time. Service for a partial term in excess of one year shall be considered a full term.

Section D **Qualifications of Directors**

Directors shall be natural persons of a minimum age of eighteen years and who possess diverse experience and talent to enhance the success of the Charter School. Parents of students currently enrolled in the school and paid staff members shall not be eligible for election to the position of Director.

Section E **Board Attendance Requirements: Removal**

If a Director (shall be absent from) shall have three unexcused absences or more from regularly scheduled meetings of the Board in any twelve (12) month period, the Board, may, in its discretion, may remove the Director, provided that the Board shall first comply with the procedural requirements of Section 617.0808, Florida Statutes.

Section F **Role of Board**

The role of the Board of Directors shall be to establish policy, adopt budgets, exercise general oversight of the school operation; provided, however, that individual Board members do not have a direct role in the day-to-day operation of the school. Individual Board member meetings with staff shall be scheduled through the Headmaster.

Section G
Miscellaneous Provisions

1. The Board may require adequate bond for such offices and employees as it deems necessary.
2. No committee or individual shall have the power to obligate the Corporation to any financial outlay or to commit it to any other undertaking or policy without the prior authorization of the Board.
3. The Board shall designate the appropriate persons who shall be authorized to sign checks, drafts, notes, and orders for payment.
4. No compensation shall be paid to any Director for service upon the Board, except for reimbursement of expenses as authorized in advance by the Board. Nor shall Directors receive compensation as an employee of the Corporation.
5. The Board shall hold monthly meetings to conduct its business, which meetings and records thereof shall be subject to Chapters 119 and 286.011 F.S. The Board shall have the power to suspend any regularly scheduled meeting and to schedule special meetings, notice of which shall be consistent with applicable law.
6. The Board shall submit its annual report to the State of Florida as required by law.
7. A majority of the Board shall constitute a quorum, and the affirmative vote of a majority of a quorum shall be necessary for any action taken by the Board. The person presiding over a Board meeting, whether it is the Chairperson, or in his or her absence, the Vice-Chairperson, shall participate in all Board votes and may participate in all Board debates.
8. The administrator/principal or his or her designated representative, shall attend all Board meetings, and shall provide reports to the Board on the operations of the School and the Corporation as needed.

Section H
Agenda

An agenda shall be prepared for each Board meeting and, during the Charter Period, the agenda shall in all cases provide a period during which the public, the press, and individual Directors may be heard. The Chairperson, in conjunction with the school principal or his or her designee, shall establish the tentative agenda, which shall be formally approved by the Board at the commencement of the meeting.

ARTICLE FOUR

Officers

Section A **Designation**

The Officers of this corporation shall be Chairperson, Vice-Chairperson, Secretary and Treasurer.

Section B **Election**

The Board at the Annual Meeting shall elect officers. When necessary to fill a vacancy, Officers may also be elected at any regular or specially called meeting, provided that notice of such meeting clearly indicates that such election will be considered. The election shall be held following receipt by the Board of the nominations of the Nominating Committee, provided, however, that nominations from the floor shall also be permitted.

Section C **Term of Office**

Officers shall serve a term of one year or until their successors are elected, and their term of office shall begin at the close of the Annual Meeting at which they are elected. Officers may be elected for two additional terms so that the term of office does not exceed a total of three consecutive years, provided, however, officers may be elected for additional terms by a vote of at least 2/3 of the Directors who constitute the Board at the time of the vote.

Section D **Duties of Chairperson**

The Chair shall preside and have power to vote at all meetings of the Board and the Executive Committee. The Chair shall be an ex-officio member of all other committees and shall perform such other functions and exercise such authority as may be provided in the corporate charter and/or by directive of the Board.

Section E
Duties of Vice-Chairperson

The Vice-Chair shall perform the functions of the Chair in the latter's absence. The Vice-Chair shall succeed to the position of Chair in the event of resignation, disability, or death of the Chair.

Section F
Duties of Secretary

The Secretary shall cause the proceedings of all meetings to be recorded on the official books or records of the Corporation. All records shall be kept at the principal office of the Corporation.

Section G
Duties of Treasurer

The Treasurer shall oversee the necessary financial reporting requirements as per the requirements of the charter contract and any other applicable law. The Treasurer shall provide to the Board a monthly report of the financial status of the school.

ARTICLE FIVE
Executive Committee

Section A
Appointment

The Officers of the Corporation shall constitute the Executive Committee.

Section B
Powers, Role

The Executive Committee shall have general supervision of the affairs of the Corporation between the Board meetings and shall perform other duties as are delegated to it by the Board. The Executive Committee shall be subject to the orders of the Board, and none of its acts shall conflict with action taken by the Board.

ARTICLE SIX
Advisory Board, Parent Association,

Section A
Advisory Board

An Ad hoc advisory committee may be appointed by the Board to assist the Board in meeting the goals of the Corporation. Members of these committees shall consist of committed individuals from the community and representatives of cooperating/supportive institutions. These committees shall serve at the pleasure of the Board and shall provide advice and recommendations to the Board on all aspects of the school, including but not limited to: fund raising; capital improvements; support services; avenues for parents, and community outreach. The recommendations and input by the committees shall be advisory only and shall not be binding on the Board. The Chairman of the Board shall be a non-voting member of each ad hoc committee.

Section B
Parent Association

A Parent Association consisting of all parents or legal guardians of currently enrolled students shall be established. All parents shall be deemed members of the Parent Association. The Parent Association shall elect its own officers and shall adopt its own bylaws, which shall be subject to approval by the Board.

ARTICLE SEVEN
Standing and Special Committees

Section A
Creation, Duties

The Board may, at its discretion, create standing or ad hoc committees and shall specifically define the duties and responsibilities delegated to these committees.

Section B
Appointment, Powers

At the first Board meeting following the Annual Meeting, the Chairperson shall appoint the chairperson and members of any and all standing committees other than the Parent Committee. The Chairperson shall also appoint the chairperson and members of any and all ad hoc committees. Standing committees shall meet at all appropriate times necessary to perform their duties and responsibilities and shall report to the Board. Standing committees shall have no power to bind the Corporation unless such power is expressly granted to the committee.

Section C
Nominating Committee

Nominations shall be made by any Board member at a regular or special Board meeting and shall be approved or disapproved by a majority of the Board. No prospective Board member may be contacted to determine interest in serving on the Board unless so directed by a vote of the Board.

ARTICLE EIGHT
Meetings

Section A
Generally

Meetings of the Board or of a committee shall be held at the principal office of the Corporation or at such other suitable place convenient to the Board or committee as designated by the chairperson of the Board or committee.

Section B
Annual Meetings

The Annual Meeting of the Corporation shall be held in the month of June of each year. Directors and Officers shall be elected at the Annual Meeting and a report shall be rendered concerning the progress, activities and projections of the Corporation and the Charter School.

Section C
Notice of Meetings

It shall be the duty of the school headmaster, or his or her designee, to give a minimum of seven day's notice of each Annual Meeting, regular or special meeting of the Board or any committee meeting. Notice shall be in writing and shall be transmitted to the Board or committee member by U.S. Mail, by facsimile, by electronic mail or by personal delivery.

Section D
Charter Period; Open to Public

During the Charter Period, in addition to providing the Directors and committee members with the notice in Section B above, it shall be the duty of the school headmaster, or his or her designee, to give the public reasonable notice to the Board or committee meeting, utilizing the following guidelines:

1. The notice shall contain the time and place of the meeting and, if available, an agenda (or if no agenda is available, subject matter summations may be used);
2. The notice shall be prominently displayed in the area in the school's offices set aside for that purpose at least seven days prior to the meeting, except in case of an emergency, in which case the notice shall be displayed at least 24 hours prior to the meeting and a press release shall be transmitted electronically to the news media.
3. The place of the meeting shall be accessible by the general public, in a sufficiently large facility to accommodate the expected turnout. Steps shall be taken to insure that discussion among Board or committee members is audible by members of the public who attend the meeting.

ARTICLE NINE
Fiscal Year

The fiscal year of the Corporation shall begin on July 1 and shall end on June 30 of each and every year.

ARTICLE TEN
Amendments

The Board shall have the power to alter, amend, or repeal these bylaws or adopt new bylaws at any Board meeting; provided that written notice of same shall have been given at least ten days prior to such meeting. Such alteration, amendment, repeal, or new bylaw shall require the affirmative vote of two-thirds (2/3) of the total number of Directors constituting the Board at the time of the vote. Provided, however, that any

present or former Director who shall have personally guaranteed a financial obligation of the Corporation, shall have the power to veto any action altering, amending, or repealing these bylaws or adopting new bylaw during such time as the financial obligation remains outstanding.

ARTICLE ELEVEN
Parliamentary Authority

"Robert's Rules of Order Newly Revised" shall be the parliamentary authority for all matters of procedure not specifically covered by these by laws.

ARTICLE TWELVE
Corporate Seal

The Board may provide a seal for the corporation, which shall be in charge of the Secretary or such other officers the board may from time to time direct, and shall be affixed to such documents as may require the corporate seal.

ARTICLE THIRTEEN
Books and Records

The Corporation shall keep correct and complete books and records and records of account and shall also keep minutes of the proceedings of the Board and committees having any authority of the Board.

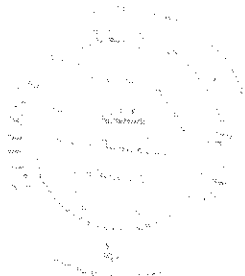
ARTICLE FOURTEEN
Tax Exempt Corporate Status

The Corporation shall not carry on propaganda or otherwise attempt to influence legislation, nor shall any of its funds be used to support or oppose any political issue or candidate or do any other acts which could endanger its qualification as a Non Profit Corporation in the State of Florida or its Tax exempt statues as a 501©(3) corporation under the Internal Revenue Code.

I CERTIFY that the Board of Directors of the Corporation adopted the foregoing Bylaws this 5 day of April 2006

BY:


Chairman, Sarasota Military Academy, Inc.
A Florida Corporation Not for Profit



ARTICLES OF INCORPORATION

OF

SARASOTA MILITARY ACADEMY, INC.
(A Florida Corporation Not-for-Profit)

In order to form a corporation not-for-profit under and in accordance with the provisions of Chapter 617, Florida Statutes, I hereby make, adopt, and subscribe the following articles of incorporation:

ARTICLE I
NAME OF CORPORATION

The name of this corporation shall be:

Sarasota Military Academy, Inc.

ARTICLE II
ADDRESS OF CORPORATION

The street address of the initial principal office, and the mailing address of the corporation, shall be:

600 Golden Gate Pointe, #31
Sarasota, Florida 34236

ARTICLE III
CORPORATE PURPOSE

The purposes for which the corporation is organized are exclusively religious, charitable, scientific, literary and educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law. The corporation is also organized for the purpose owning and operating a charter school pursuant to Chapter 228, Florida Statutes.

The general nature, objects and purposes of the corporation shall be to operate without profit and to accept and receive property of whatever kind, and wherever situate, received by it by gift, grant, purchase, devise, bequest, or in any lawful manner and to administer and distribute such property exclusively for health, welfare, scientific, educational, environmental, cultural and other charitable purposes, including:

A. To distribute property in accordance with the terms of gifts, bequests, or devises made to the corporation which are not inconsistent with its purposes;

B. To modify any restriction or condition on the administration and distribution of funds for any specified purpose consistent herewith if in the sole judgment of the board of directors (without the necessity of the approval of any trustee, custodian or agent), such restriction or condition becomes, in effect, unnecessary, incapable of fulfillment, or inconsistent with the designated purposes of the corporation.

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles, the corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from Federal Income Tax under Section 501(c)(3), of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE IV DIRECTORS

The affairs of the corporation shall be managed by a board of directors consisting of not less than five (5) persons, as determined pursuant to provisions of the bylaws. The method of election of directors shall be as stated in the bylaws.

The names and addresses of the initial directors who are to manage the affairs of the corporation until their successors are duly elected and qualified are as follows:

Burt L. Bershon
600 Golden Gate Pointe, #31
Sarasota, Florida 34236

Lt. Gen. Howard G. Crowell, Jr., USA (Ret.)
3970 Prairie Dunes Drive
Sarasota, Florida 34238

Dan Kennedy
2352 Burton Lane
Sarasota, Florida 34239

Gene Pillot
212 Hillview Drive
Sarasota, Florida 34239

Robert E. Windom, M.D.
5420 Eagle Point Circle, #403
Sarasota, Florida 34231

ARTICLE V
REGISTERED OFFICE/AGENT

The street address of the corporation's initial registered office and the name of the initial registered agent at that address shall be:

Burt L. Bershon
600 Golden Gate Pointe, #31
Sarasota, Florida 34236

ARTICLE VI
INCORPORATOR

The name and address of the incorporator shall be:

Burt L. Bershon
600 Golden Gate Pointe, #31
Sarasota, Florida 34236

ARTICLE VII
MEMBERSHIP

The qualification for members and the manner of their admission shall be as stated in the bylaws. The members of this corporation shall consist of the following people and such other individuals as are elected to membership by the board of directors pursuant to the bylaws:

Burt L. Bershon
Lt. Gen. Howard G. Crowell, Jr., USA (Ret.)
Dan Kennedy
Gene Pillot
Robert E. Windom, M.D.

Addresses for the above members are the same as listed in Article IV of these articles.

ARTICLE VIII
CORPORATE EXISTENCE

The existence of this corporation shall be perpetual, unless dissolved according to law.

ARTICLE IX
BYLAWS

The initial board of directors of the corporation shall adopt bylaws consistent with these articles of incorporation. Thereafter, the bylaws may be altered, amended or rescinded by the directors in the manner provided by such bylaws.

ARTICLE X
DISTRIBUTION UPON DISSOLUTION

Upon the dissolution of the corporation, the board of directors shall, after paying or making provisions for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes for which this corporation was organized to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law) or an organization or organizations, contributions to which are deductible under Section 170(c)(1) or (2) of the Internal Revenue Law.

IN WITNESS WHEREOF, the undersigned incorporator executed these Articles of Incorporation this 30th day of March, 2001.


Burt L. Bershon, Incorporator

ACCEPTANCE OF APPOINTMENT BY REGISTERED AGENT

The undersigned, hereby accepts appointment as Registered Agent of Sarasota Military Academy, Inc. to accept service of process upon said corporation in this state, and acknowledges that she is familiar with, and accepts, the obligations of that position.


Burt L. Bershon, Registered Agent

Sarasota Military Academy

BOARD OF DIRECTORS

MEETING MINUTES

May 17, 2011

Board of Director Members in Attendance:

LTC Howard Crowell, Jr., USA (Ret), Chairman
Mr. Herb Jones, Vice Chairman
Mr. Fred Derr, Treasurer
Mr. Steve Herb, Member
COL Ben Knisely, USA (Ret), Member
Mr. Woody Wolverton, Member
Mr. Ron Ciaravella, Member

Board of Director Member Absent:

Dr. Celia Edmundson, Secretary

SMA Executive Staff in Attendance:

Mr. Dan Kennedy, Headmaster & CEO
BG Frank Laudano, Commandant of Cadets

The Chairman called the meeting to order at 2:05 p.m.

The first order of business was approval of the minutes of April 19, 2011. A brief discussion followed. Mr. Jones made a motion to accept the minutes. Mr. Herb seconded the motion; voted and approved.

Headmaster's Report:

1. Enrollment is currently at 787. The school anticipates about 800 cadets for the 2011-12 school year. There are about 100 students on the new school year waiting list.

2. FCAT and testing. 98% of cadets tested in the writing category. The threshold to meet our school grade with an "A" is 96 % tested. 73% of all students tested scored above 4.0 on writing. Math FCAT begins today. Mr. Kennedy cautioned the Board about FCAT scores overall for this year. First, the students lost almost two weeks of their school focus because of the grief that they experienced over the death of their friends. (This was prime FCAT school year prep time.) Second, the State and District increased the number of mandated tests for this school year. The State added a new End of Course (EOC) test for Algebra and Geometry students. (This is the first year for EOC exams. The EOC testing is a challenge for students that took math courses during first semester.) Last but not least, there was FAIR and FOCUS testing all school year. The students are struggling with test burn out.
3. Show Chorus Performance on May 5th. Songs from Glee were performed. It was an outstanding concert.
4. Staffing. There will be some faculty/staff changes/reductions for the coming school year. New faculty will be placed before the end of the month.
5. Other budget reductions. Careful review on expenses for text books, technology, general supplies and services. (Mr. Derr will address the current and upcoming year budget plans and expectations.)
6. Survey Five. Annual survey five (staff demographics) is being completed by Elizabeth Elliott.
7. Five Star. We will be submitting our data for Five Star recognition again this year. Elizabeth Elliott working with PTCC's Denise Spetsios and Barbara Lynn are completing the materials.
8. Graduation. The SMA Graduation will be held at the Van Wezel on Thursday, May 26th at 7:00 p.m. Please arrive no later than 6:30 p.m. 132 students are expected to graduate that evening. The State requires that a student pass FCAT and meet all education requirements in order qualify for graduation and be awarded a diploma. If a student fails the FCAT, the student is issued a 'certificate of attendance'. Students can by-pass the FCAT requirement by passing the ACT or SAT thereby earning the SMA diploma.
9. Jim Young continues to fight cancer and is completing chemo and radiation treatments. (A benefit barbeque is planned this week on campus to raise funds for Mr. Young and Miss Ashley Kruger. All proceeds will be split and issued to them.)
10. Ashley Kruger. A wonderful student fighting serious health issues.
11. Jodi Kopacz. Planned surgery. She will be out of work for a couple of weeks.
12. High performing charter schools. From the recent State legislation, some changes could benefit SMA. It is proposed that high performing charter schools may be able to qualify for

a 15 year charter. We are researching the standards. By qualifying on this topic, SMA would benefit with lower District expenses. A savings of approximately \$30,000 per year.

13. Time Magazine. Two SMA Cadets were featured in an article with two full page pictures in the issue. They were part of a class that President George Bush was visiting when the 09/11 attacks took place. The article came to the attention of a man in New York. He contacted the Headmaster with an offer to donate, plan, build and install a memorial on the SMA campus. The plan would use a seventeen foot section from the World Trade center site. They would be responsible for permitting, building and financing. The only requirement and request is that the memorial be installed in an area that is accessible by the public.

Mr. Kennedy stated he met with representatives and was offered a drawing of the memorial concept (tentative drawing attached). It was discussed that the area near the old flag pole (near to the corner of 8th Street and Orange Avenue) would be an ideal setting. Mr. Kennedy understood that there would be no obligation or liability on the part of SMA. The organization would bear all expenses related to this memorial. If the Board agreed and approved of the plan, it would be built and dedicated on 09/11. Mr. Kennedy stated that it would receive national publicity and be a great format to share the SMA message throughout the country.

Discussion followed by Board members. Mr. Kennedy stated that this was preliminary information with specific details to follow at the June meeting. A gift agreement and mission statement would need to be reviewed and approved. The organization is Fallon Heroes Memorial, the construction company is MFI and the foundation is Salt of the Earth.

14. End of Year and Final Exams. Year end final exams are scheduled for June 2nd and 3rd with make-up exams planned for Monday, June 6th. An end of year luncheon is planned for all faculty and staff members. Type and location to be determine by vote of majority.

Financial Report:

Mr. Derr began his report by addressing the topics he planned to discuss. SMA's relationship with Wachovia, the balance sheet and income statement for period end April 2011, the ending budget for period June 30, 2011 and the proposed budget for period ending June 30, 2012.

Mr. Derr began by advising the Board a meeting was held on campus Friday, May 13th. In attendance were SMA executive staff and representatives from Wachovia (soon to be Wells Fargo). Attending via speaker phone was Mr. John Wooten, Wachovia bonds expert. In person was Ms. Erin Young, a derivatives expert from the Charlotte, NC headquarters. Also attending were local banking officials Mr. Kevin Spensick and Mr. Shawn Byrd.

The meeting started about information related to the banking merger of Wachovia and Wells Fargo. All Wachovia banks in Florida were scheduled to unveil the Wells Fargo name and logo changes in

mid-June. The SMA relationship stays basically the same and automatically follows through with the changes for the organizational merger.

The agenda for the meeting was based on new banking rules. Banks that issue letters of credit will be required to cover the letter of credit with reserves at 100 percent on the principle value of the letter of credit. In the case of Wachovia, we have two bonds at a total value of approximately \$5,460,000 with the expiration date of February 2013. When these expire and if we want to continue on the same basis with a letter of credit, they will have to place 100% of the principle value of the new letter of credit in their reserves. Mr. Derr emphasized that they do not want to use corporate reserves in this fashion. Wachovia proposes to buy the SMA bonds for themselves, negotiate a different commitment with SMA and in turn, they can use the financial instrument in corporate banking investment markets. Mr. Derr stated his support for the proposed transaction.

SMA bonds were originally created and based on a line of credit which related to live bond rates plus an adjustable rate that changed every month. When the relationship began, SMA was in a favorable position of positive gain and decreasing expense. However, the changes in the general economy, as it relates to the SMA bonds, placed our exposure to an increasing (uncontrollable and unpredictable) expense.

General discussion amongst Board members followed. Mr. Derr stated that no action was required at this time; however, there is a need to be prepared to take another look at this matter in six months. BG Laudano advised that the real risk was in February 2013 if we were not prepared to handle the bonds at maturity. That would position SMA at risk of default. At this time, we are looking at alternatives and seeking new financial opportunities. The topic was tabled and returned to Management, with the help of Mr. Derr, to review and research the matter further.

The Chairman stated a concern over current and future SMA expenses and finances. This matter of managing the maturing bonds and keeping the school viable for the educationally future of our students highlights the importance of creating and establishing a SMA Foundation.

Next, Mr. Derr noted that at the end of April, the Profit and Loss Statement reflects a Net Income of \$478,065 compared to the prior year's \$191,056. He noted that total cash funds were \$1,104,436 (includes reserve funds). Current assets to current liabilities are good at a ratio of 2.32. Mr. Derr stated that the year will finish with a positive net income over expenses of approximately \$500,000. Discussion followed regarding the investments of the funds.

Next, Mr. Derr directed the members attention to the Proposed August 2011 to July 2012 Budget. The statement is based on an FTE of 795.46 students. In the expense line, Salaries do not include pay raises. Mr. Kennedy stated that the District had informed him of their tentative plans to keep salaries flat as well as the likelihood that employees would have to pay a large portion of medical coverage to off set the reduction in funding. Mr. Jones noted that the County was subject to collective bargaining and there had been discussions of using reserves. He also noted that no decision had been made to date. Mr. Kennedy advised that the plan for the start of the SMA school year would be a student count of 825.

General discussion followed. Mr. Herb made a motion to accept the financials as presented. Mr. Knisely seconded the motion. Voted and approved.

Audit Committee Report:

Mr. Jones reported that there had been a meeting on April 18th. (Minutes report dated April 18, 2011 attached.) Mr. Rob Lane, Kerkring, Barberio & Company, advised the attendees the advantages and disadvantages of out sourcing accounting functions for SMA.

Chairman Crowell informed that BG Frank Laudano would be undertaking the financial responsibilities for SMA. Mr. Kennedy advised that Mr. Steve Kok was hired as staff accountant to work with BG Laudano for SMA accounting. COL Cork will be contracted to work as a consultant for the SMA accounting transition.

Academic Leadership Committee Report:

In Dr. Edmundson's absence, Mr. Kennedy reported that there had been a recent leadership committee meeting. Dr. Edmundson with SMA Staff reviewed the procedures and practices of the SMA School Improvement Plan. Dr. Edmundson has been and is an active and full fledged member of this group. With her guidance and help, the committee has been able to tighten the SMA standards for continued best practices.

Development Committee Report: No report.

Planning Committee Report: No report.

Alumni/PTCC Report:

Mr. Kennedy advised that a new PTCC President was elected, Ms. Tonya Farley. She plans to be present at future meetings.

Chairman's report:

The Chairman addressed an interest and desire that the meeting minutes reflect the sentiment of the Board's appreciation and well wishes for COL Stephen Cork and Mrs. Peg Cork for their future endeavors and enjoyment in a retirement well earned. Today's ceremony was well planned, organized and enjoyed. All members voice their agreement.

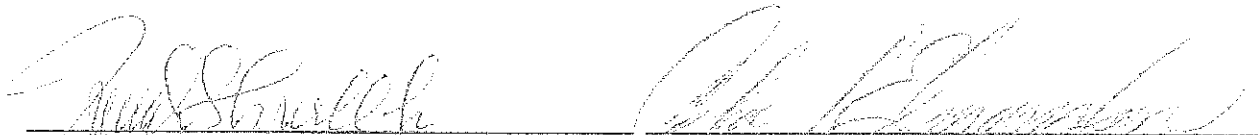
Next, the Chairman noted that an upcoming meeting on Monday, May 23rd was scheduled for invited guest to see, hear and feel the SMA formation as well as learn the history of the school. The purpose of the meeting is to seek the input of the guests to plan and formulate a foundation for the school. General discussion followed.

Old Business: No report.

New Business: No report.

Comments:

Discussion followed regarding the next Board meeting. Chairman Crowell announced that the next Board meeting would be Thursday, June 23rd; 9:00 a.m. The Chairman adjourned the meeting at 3:35 p.m.

Handwritten signatures of Howard Crowell, Jr. and Celia Edmundson. The signature of Howard Crowell, Jr. is on the left and the signature of Celia Edmundson is on the right. Both signatures are written in cursive and are positioned above a horizontal line.

LTG Howard Crowell, Jr., USA (Ret), Chairman Dr. Celia Edmundson, Secretary

Drafted: E. Elliott
Edited: Dr. C. Edmundson

SMA-AUDIT COMMITTEE

MEMBERS:

Herb Jones-Chair

Howard Crowell-Ex Officio

Fred Derr

In Attendance

Dan Kennedy

Steve Cork

Rob Lane-Kerkering Barberio & Co.

A meeting was called with the proper announcement at The Offices of Dan Kennedy

The meeting was called to order at 9:00AM, April 18th, 2011.

The purpose of the meeting was to review the needs and support of the accounting and Financial areas after the retirement of Col. Cork

Mr. Lane discussed the pros and cons of outsourcing many of the functions that are now being prepared by Col. Cork and his staff. Col. Cork will prepare a very detailed check off list of the many reports he now prepares and oversees so the reports can continue without interruptions.

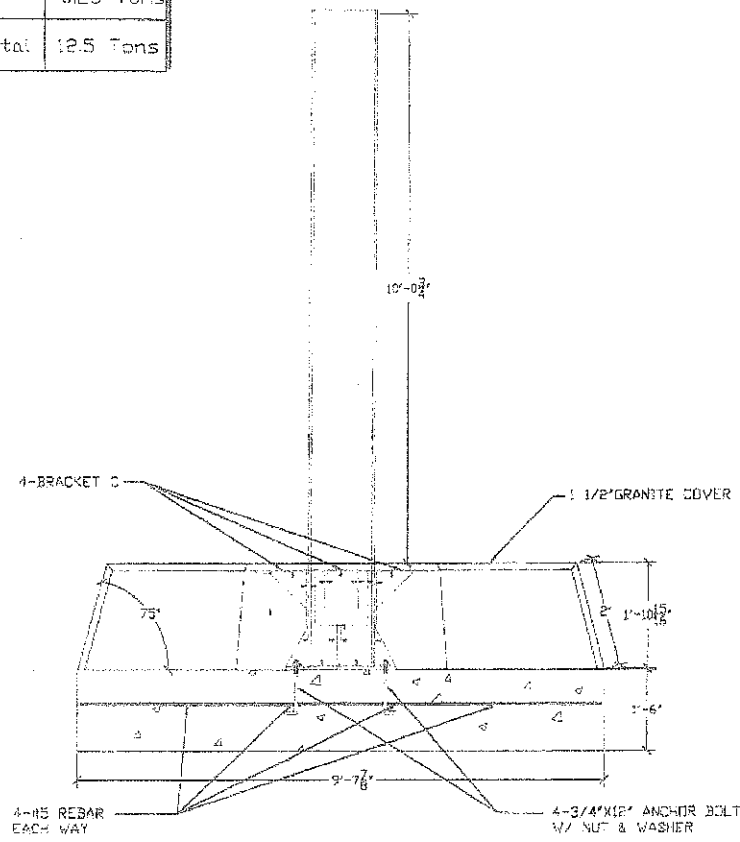
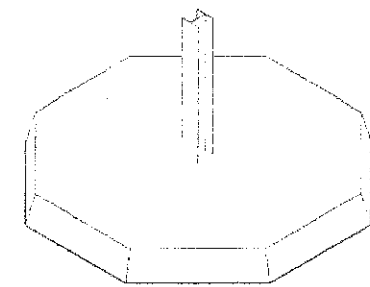
The meeting was adjourned at 10:15am.

Submitted by:

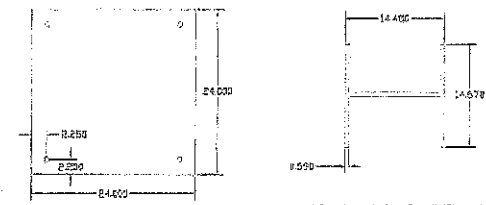
Herb Jones-Chair

Approximate weights	
Concrete	8.6 Tons
Granite	1.5 Tons
Beam	2.0 Tons
Misc. Plates & Brackets	0.25 Tons
Approx. By Drafter	Total 12.5 Tons

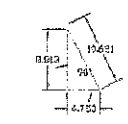
9/11 FALLON HERDS MEMORIAL
 DRAWN BY MTI / Jenny Gow
 DATE APRIL 27, 2010



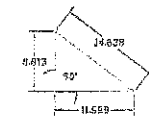
CUT SECTION
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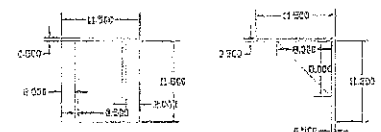
3/4" X 24" X 24"
 STEEL BOTTOM PLATE
 W/ 4-3/4" HOLES



2 BRACKET A
 BRACKETS 3/4" STEEL



2 BRACKET B
 BRACKETS 3/4" STEEL



4-BRACKET C

1 1/2"=1'-0" SCALE

Sarasota Military Academy

BOARD OF DIRECTORS

ANNUAL MEETING MINUTES

June 23, 2011

Board of Director Members in Attendance:

LTG Howard Crowell, Jr., USA (Ret), Chairman

Mr. Herb Jones, Vice Chairman

Mr. Fred Derr, Treasurer

Dr. Celia Edmundson, Secretary

Mr. Steve Herb, Member

COL Ben Knisely, USA (Ret), Member

Mr. Woody Wolverton, Member

Mr. Ron Ciaravella, Member

SMA Executive Staff in Attendance:

Mr. Dan Kennedy, Headmaster & CEO

BG Frank Laudano, Commandant of Cadets & Financial Manager

COL Stephen Cork, USA (Ret), Retiring Commandant of Cadets & CFO

Guests:

Mr. Ken Perry, Ken Perry & Associates, Inc.

The Chairman called the meeting to order at 9:18 a.m.

The first order of business was Mr. Ken Perry's presentation and proposal for the upcoming SMA employee health benefits package. Mr. Perry began with a general history of the plans to date. During May, SMA management advised Mr. Perry that the new school year education budgets were severely reduced. Mr. Perry was encouraged to seek an early plan review for management to consider expenses related to the upcoming employee benefit package renewal date of September 1, 2011. Mr. Perry addressed his agency's effort to seek and provide SMA management with options. He also explained the two different platforms of services provided in health plans. A POS (point of service) plan provides coverage for a person to seek out the service provider(s) of choice. A HMO (health maintenance organization) plan strictly prohibits coverage to a select group of service providers. If an employee chooses to go outside the covered group, they experience a significant out of pocket expense.

Mr. Perry informed the Board that the current SMA Major Medical plan was a POS with United HealthCare. Mr. Perry's agency requested competitive bids with Aetna, Blue Cross and a renewal with United HealthCare. Aetna and Blue Cross declined quoting due to a major medical claim against the current carrier. United HealthCare returned a bid with three options.

Option one; the contract would stay the same (POS coverage) and be renewed with a 5.5 percent increase in premium (approximately \$23.00 per 'employee only' coverage).

Option two; the contract would stay a POS covered plan but change to a dual deductible option package. The deductible contribution plan would be selected on the basis of one of two options; a \$500 deductible or a \$1000 deductible. [The increase on deductible would also increase the exposure of out of pocket expenses for employees.] The cost to SMA would be managed by giving an employee the 'election' of which plan they preferred to use. SMA would offer the plan with a \$1000 deductible as the 'basic employer coverage plan' or an employee could elect to stay with the \$500 deductible coverage and pay the difference per month. [The \$1000 deductible option would decrease the current SMA premium at approximately a .05 percent expense giving a savings of approximately \$30.00 per month per 'employee only' coverage.]

Option three; change the package to an HMO plan. This package is strictly limited to a specific list of network service providers. An employee would have severely limited benefits outside of the network; however, it would reduce the SMA employer per employee premium.

Mr. Perry advised the Board of positive and negative topics related to the selection for each option. In addition, Mr. Perry informed the Board how the SMA package compared in coverage and costs to the District plans.

Board members questioned, discussed and commented on selected points of each plan. Mr. Kennedy affirmed to the Board that the District had dual option medical coverage plans. He recommended that SMA stay with the United HealthCare POS plan offering the dual options to SMA employees. Dr. Edmundson made a motion to accept the proposed dual option United HealthCare insurance plan using the \$1,000 deductible option as the basic Employer funded plan expense for SMA employees. Mr. Knisley seconded the motion. Voted and unanimously approved.

Election of Officers:

The Chairman informed the Board members that an election of officers was the next item of business. General and open discussion followed. Mr. Derr made a motion to keep and maintain the current and same slate of officers:

LTG Howard Crowell, Jr., Chairman
Mr. Herb Jones, Vice Chairman
Mr. Fred Derr, Treasurer
Dr. Cefia Edmundson, Secretary

Mr. Wolverton seconded the motion. Voted and unanimously approved. The Chairman expressed his appreciation for the unanimous vote of confidence.

The next order of business was approval of Board minutes dated May 17, 2011. A brief discussion followed. COL Cork advised that the spelling of a Wachovia representative be corrected in the financial section; page 3, paragraph two, from "Wharton" to "Wooten". Mr. Derr advised a correction in the financial section on page 4, paragraph two, line four from "\$4,800,000" to "\$5,460,000". Mr. Derr cited two corrections in the Academic Leadership Committee Report, page 5, line one from "absent" to "absence" and on line three from "fledge" to "fledged". Mr. Knisley made a motion to accept the minutes with corrections. Mr. Ciaravella seconded the motion; voted and approved.

Financial Report:

Mr. Derr began his report by addressing the Balance Sheet dated May 31, 2011. SMA Current Assets of Cash accounts are in a good position with over \$1,000,000 (one million). The current ratio of total current assets to total current liabilities is approximately 2.25. Mr. Derr noted Net Income at \$413,610.

Mr. Derr asked COL Cork to explain a recent negative impact on the budget in account funding Charter School Capital Outlay. The May Financial Statement reflected a line item budget loss of \$25,961 against the year to date budgeted total \$469,898. COL Cork explained that the State of Florida issues these funds against a formula based on the total number of State registered Charter Schools as well as the number of students attending the schools for a specific school year. The \$42,000 dollar figure per month had been used year to date (from July, 2010) in the Board approved budget for SMA school year 2010 - 2011. However, at the beginning of the school year, the State had not completed and advised SMA of the addition of newly registered Charter Schools to share in the funding. Therefore, the State informed SMA Management after the fact that their portion of the Charter School Capital Outlay figure changed to \$28,000 per month in order to account for all registered Charter Schools for school year 2010 - 2011. Additionally, the State withheld total overpayments of funds year to date for the account and it was reflected in the May Statement.

General discussion followed on knowledge, timing and the relationship of students leaving District Schools for Charter Schools as it relates to the State funding standards and practices for Charter Schools

and District Schools Capital Outlay. Mr. Kennedy explained that the State of Florida Legislature annually determines and sets a specific pool of monies for all State Registered Charter School for Capital Outlay as well as all State County District Schools. The fund pool is set and allotted for distribution from the State after the State of Florida Education budget is completed. The State Capital Outlay funds are to be used at the discretion of the Charter School management. In addition, Mr. Kennedy stated his concern for future reduced funding from the District as it relates to Millage Capital Funds. The District shares .30 percent on the Millage Capital Funds to SMA. This represents approximately \$338,000 per year. These funds are strictly reserved for Capital costs. Mr. Kennedy commented on his belief that the State should require Districts to share on an equal basis the Millage rate per student.

Mr. Kennedy explained that totaling the funds received by the District from Federal, State and local sources (then divided by the total number of students) would be approximately \$11,500 per student. SMA receives approximately \$7,000 per student. The District decides what is needed for their infrastructure and how much they can then allocate to schools. A difficult issue for SMA is that a public District School can call upon the School Board District for Capital Projects; i.e. new roof, new driveway, new air conditioner, etc. However, SMA has to use the limited allocated monies from the District for the same type of projects.

General discussion turned to concerns of communicating with State Legislators for promoting and supporting responsible, adequate and proportionate funding for Charter Schools. The Chairman requested that Mr. Kennedy draft a letter to State and District Legislators for SMA Board Members support and signatures. The Board requested that letters be prepared for sending to the Honorable FL Senators Mike Bennett and Nancy Detert with regard to equitable distribution of funds from the State and District. Additionally, this communication should be shared with the Charter School Consortium.

Mr. Derr continued his comments with an address on the Profit and Loss Statement. The Net Income year to date is a positive \$413,610. He directed the Board's attention to the per month reports for Actual Profit and Loss that confirmed the to-date Net Income figure. Mr. Derr stated he was satisfied with the Statement of Cash Flows report.

Mr. Derr then directed the Board's attention to the Revised Budget for the current fiscal year 2010 - 2011. He noted that Total Income of \$6,816,668 with Total Expenses of \$6,566,680 left a net Income for Operations of \$249,988. Allowing for Depreciation/Amortization and Bond Principal, the reported Net Income was stated at \$94,988. COL Cork commented that line items Federal Job Funding and ARRA Funding were a one time opportunity funding to SMA during school year 2010 - 2011. Discussion followed regarding several line items.

COL Cork informed the Board that he had made comments and recommendations to Treasurer Derr, Headmaster Kennedy and Finance Manager BG Laudano to move approximately \$230,000 into the Wachovia Bond Account so that SMA was prepared for the upcoming bond debt. BG Laudano stated his agreement that this transfer was good fiscal finance planning. Mr. Derr made a motion to give the Finance Manager discretion to move a total of \$230,000 from either the Wachovia and/or the SunTrust account and move the noted funds into the Bond Account. COL Knisley seconded the motion. Voted and approved.

Mr. Derr next stated a desire and recommendation to the Board to move some excess monies to the Stifel investment account. Board discussion followed related to an amount. Mr. Derr made a motion to move \$10,000 from the SunTrust cash account into the Stifel investment account. COL Knisley seconded the motion. Voted and approved.

COL Cork request Board approval for the May Financials Report as submitted and the revised 2010 – 2011 Budget.

Mr. Jones made a motion to accept the May Financial Report as submitted. COL Knisley seconded the motion. Voted and approved.

Next, COL Knisely made a motion to accept the Revised 2010 – 2011 Budget as submitted by management. Mr. Jones seconded the motion. Voted and approved.

Headmaster's Report:

1. Mr. Kennedy thanked the Board for their support during this past year.
2. Packet. A packet of items have been prepared and distributed to all Board Members. Inside are the Class of 2011 picture, recording of the actual 2011 Graduation at Van Weasel, a recording from the SMA Raiders Team citing their many accomplishments and correspondence documents with envelopes.
3. 911 Memorial. Attorney Kim Walker met with the 911 Memorial representative and Mr. Kennedy to discuss the issues related to a 911 Memorial being installed on campus. After considerable and serious discussion, it was determined that the project was not a wise choice for SMA. Mr. Kennedy voiced his opinion to the Board not to support the project. Board discussion followed. Mr. Jones made a motion to not accept the project. COL Knisely seconded the motion. Voted and approved.
4. Enrollment. With dismissals and transfers, it is expected that SMA will open at approximately 835 students. Net FTE should be about around 825 or less.
5. Graduation. May 26th, graduation sent 133 SMA graduates into the real world.
6. FCAT Scores. SMA held it's own with scores in the range of the other high schools.
7. SMA School Grade and State mandated tests. Mr. Kennedy expressed a concern over the School Grade and the many State required tests as well as the challenges students experienced over the tragic events during the school year. Additionally, the State started EOC (end of course) Computer Base Testing. Faculty members had expressed their concerns regarding student's accomplishments and the issue of test distress and burn-out.

8. Scheduling. We have a number of cadets to schedule in the computer. The process should be completed within a day or two. Major Marx is retiring. Major Thacker is retiring. Two new Guidance Counselors have been employed. Counseling staff will be reduced by one unit.
9. New Faculty. All staffing is complete at this time. New faculty will be introduced to the board at the August meeting. It is vital that we remain competitive with the district in terms of salaries and benefits.
10. Gifted program. We may be able to utilize a gifted consultant to allow us to develop a gifted program which can bring in increased FTE funding.
11. Science Accelerated Based REasearch (SABRE) Program will be re-activated for 2011-2012.
12. Music Program will offer a strings ensemble program for the 2011-2012 school year. It will be small but it's important since many gifted students are accomplished string musicians.
13. SMA was approved as a Five Star School for the 9th year in a row.
14. Ashley Kruger. Surgery is planned and she continues fighting bone cancer.

Audit Committee Report:

Mr. Kennedy informed the Board that Kerkering Barberio (SMA Board approved audit accounting firm) was advised to hold off quoting SMA Management for outside accounting services until the end of the current year audit. Mr. Jones clarified with the Board that the engagement of Kerkering Barberio for accounting services was an SMA Management decision. The Audit Committee is charged with reviewing and bringing to the Board any need to change auditing firms. There are no plans at present to change auditors.

Academic Leadership Committee Report: No report.

Development Committee Report: No report.

Planning Committee Report: No report.

Alumni/PTCC Report:

Mr. Kennedy advised that a new PTCC President was elected, Ms. Tonya Farley. She plans to be present at future meetings.

Chairman's report:

The Chairman informed the Board that Headmaster Kennedy hosted a special formation and meeting on Monday, May 23rd for invited guest to see, hear and feel SMA. The purpose of the meeting was to address and solicit ideas for a SMA Foundation Committee. There were only two visiting guests; the Honorable Bob Johnson and Mrs. Margaret Mason. The Chairman voiced a real disappointment for this effort. Board discussion followed. Dr. Edmundson voiced an opinion that the project was hurried and did not have a clear focus for outside invitations. She emphasized that there was a need for a clear format and plan before having another meeting. COL Knisley commented that SMA has a unique and valuable message to share with the community. Mr. Ciaravella stated a concern for the time of the day for invitees and the importance of the SMA story. He continued his comments on the focus for interested groups with a 'hot spot' interest in SMA. Mr. Ciaravella also commented that finding the group interested in the education of Sarasota students and their personal interest is a small percentage of our community and area; i.e. parents, grandparents, retired military and friends of the school. He commented that the formation of the Foundation was a must for the future of SMA.

COL Cork recommended a monthly retreat for a short, formal and planned event to present a standardize format and mission statement. COL Cork also mentioned that there are professional organizations that specialize in this business. Mr. Derr addressed the issues of time of year as well as hiring a person to find the target audience. Mr. Kennedy commented that it would be wise for visitors to be closer to the students. The possibility of an afternoon orientation could be considered.

Additionally discussion focused on a Foundation Committee. COL Knisley strongly supports the formation of a Foundation. He noted that SMA has a remarkable commodity for the community that os preparing the leaders of tomorrow. The challenge is to connect the Academy with people in the community that would have an interest in SMA. Mr. Knisley volunteered to be the Board Member Liaison to oversee a SMA Foundation Committee.

Mr. Kennedy shared with the Board that Mr. Wolverton and Mr. Kennedy plan to meet with a potential candidate for the SMA Foundation Committee. If a person is selected, an investment of monies authorized from the Board for a set period of time should be used to start the project. Mr. Jones stated that he also knew of an individual that might be someone to consider. After much discussion, the Board agreed that a Foundation Committee would be created. The Chairman accepted COL Knisley as the Board Member Liaison and requested a tentative plan for the next meeting.

The Chairman next addressed the relationship of SMA with the School of Arts and Sciences (SASS). The Headmaster talked about a desire to have a working relationship with them to best prepare their students for the transition to high school. The Chairman asked that Mr. Kennedy bring to the Board a plan for promoting this relationship. The Board would welcome a visit from SASS management at a future SMA Board meeting.

In closing, the Chairman, on behalf of the Board, expressed appreciations to COL Cork and Mrs. Peg Cork for their many years and tireless efforts to bring SMA to this point in time.

Old Business: No report.

New Business: No report.

Public Comment:


Major Schroeder commented about schools she had been associated with in the past had the same problems for fund raising until they hired a person focused on the program. As the institutions grew, so to, the level of fund raising and foundation funds grew. The institutions now have large endowments.

Next, Major Schroeder expressed a concern over the options on the United Health Care plan. Chairman Crowell and Mr. Jones explained that in order for you to keep the same plan, it would cost the individual a slight increase per month.

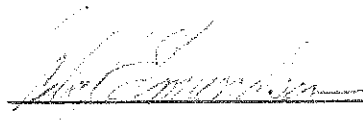
Major Gillotte requested a clarification regarding the District and mandated merit pay. Mr. Kennedy explained that the school had one year (if nothing changes) to clarify the topic.

Comments:

The next Board meeting is scheduled for Tuesday, August 16th; 9:00 a.m. One issue for the meeting will be meeting with the returning faculty and staff. The Chairman adjourned the meeting at 11:30 a.m.



LTG Howard Crowell, Jr., USA (Ret)
Chairman



Dr. Celia Edmundson
Secretary

Drafted: E. Elliott
Edited: Dr. C. Edmundson

Sarasota Military Academy

BOARD OF DIRECTORS

MEETING MINUTES

August 16, 2011

Board of Director Members in Attendance:

LTG Howard Crowell, Jr., USA (Ret), Chairman
Mr. Herb Jones, Vice Chairman
COL Ben Knisely, USA (Ret), Member
Mr. Woody Wolverton, Member
Dr. Celia Edmundson, Secretary

Board of Director Members in Attendance via Speaker Phone:

Mr. Fred Derr, Treasurer

Board of Director Members Absent:

Mr. F. Steve Herb
Mr. Ron Ciaravella, Member

SMA Executive Staff in Attendance:

Mr. Dan Kennedy, Headmaster
BG Frank Laudano, Commandant of Cadets
Col. Bill Brockman, Director of Operations & Board Liaison

The Chairman called the meeting to order at 9:01 a.m.

Mr. Kennedy introduced new faculty and staff as well as visitors, Katrina Ward, District Charter School Liaison, and George Kennedy, her temporary assistant.

The first order of business was approval of the minutes of June 23, 2011. Mr. Jones made a motion to accept the minutes. Mr. Knisely seconded the motion, and the minutes were approved.

Financial Report:

Mr. Derr stated that there was a small financial loss in July because SMA was paid for 792 cadets instead of 835. Current assets to current liabilities are at a ratio of 2.28:1.

BG Laudano reported the financial history July 1, 2011 to June 30, 2011. Mr. Kennedy stated projections came out better than originally forecasted. Chairman Crowell made a motion to accept the financials as presented; Mr. Knisely seconded and the amended budget was approved.

BG Laudano then presented the proposed budget for July 1, 2011 to June 30, 2012. General discussion followed. Chairman Crowell made a motion to accept the financials as presented; Mr. Knisely seconded and the proposed budget was approved.

Mr. Derr complimented BG Laudano on a job well done.

Headmaster's Report:

1. Net FTE of 835 is expected. Approximately 23 cadets will attend Sarasota County Technical Institute and approximately 21 cadets will attend State College of Florida to include eight fulltime and two or three part time. Generally a departure of 10-15 cadets during the first two weeks is expected. There are more than 100 students on our waiting list for this school year. There are 84 gifted cadets enrolled this year. One cadet received a perfect FCAT score and will be recognized at morning formation.
2. AP dual enrollment book costs are up to \$140 per book. The option of electronic readers is being considered and the District is arranging for books to be downloaded to student's personal electronic devices.
3. Bus accident on 11 December 2010. One of the residents of Casa Santa Marta, Thomas Paine, has brought a lawsuit against SMA. He walked into the bus and the police report does reflect the pedestrian is at fault. The insurance company does have a copy of the police report.
4. The Scholl is now affiliated with FHSAA (Florida High School Activities Association) in Lacrosse and Soccer. Golf and Cross Country should be added next school year.
5. Pam Donehew is in rehab due to her back surgery and will be out another two or three weeks.
6. Faculty/Staff Insurance. SMA will be offering dental insurance but will not be paying the premium. Basic life insurance is being offers all employees for a cost of \$3,000. Staff will be advised tomorrow. The staff was given a choice of furlough days or decrease in benefits and they chose the decrease in benefits.

Discussion followed regarding offering salary increases to teachers of 3%, after the first semester evaluation of financials. Mr. Knisely stated he does not want to take anything else from teachers if the District isn't. Mr. Jones stated that there maybe a downturn and SMA should be building up reserves.

7. The District is meeting this month regarding moving capital funds from charter schools next year. This has a destabilizing impact on charter schools and he would like to see legislative action to fund charter schools equally with district schools. Charter Schools receive 30% of what other schools receive, and this may be eliminated. Mike Bennett is pursuing legislative action.

Audit Committee Report: No Report.

Academic Leadership Committee Report: No Report.

Development Committee Report:

SMA Foundation formation. Mr. Knisely gave a presentation to include foundation background, current actions, concept of SMA Foundation Committee, and recommendations. The hiring of Victoria Finley was discussed. Mr. Kennedy, BG Laudano and Mr. Wolverton will meet with Victoria Finley in the next two weeks to discuss her plans for the foundation which will be presented at a special Board of Directors meeting. It was discussed and agreed that Victoria Finley would receive a contract for \$15,000 compensation with a 1099 for a six-month period. Mr. Derr stated this would be the avenue by which to terminate the contact if necessary. Mr. Knisely stated an operational budget will be necessary.

A motion was made by Mr. Jones to form a foundation committee; Mr. Knisely seconded the motion. Chairman Crowell opened the floor for nominations of a foundation committee chair. Mr. Wolverton nominated himself; Mr. Knisely made a motion to elect Mr. Wolverton as SMA Foundation Committee Chairman. Chairman Crowell seconded and the motion was passed unanimously.

Planning Committee Report: No Report.

Alumni/PTCC Report:

Denise Spetsios represented the PTCC in the absence of Tonya Farley. She stated that SMA has 30 business partners. There is a meeting tonight and plans will begin for the Veteran's Day event. Mr. Kennedy expressed gratitude to Denise for all she has done for the SMA PTCC since 2004.

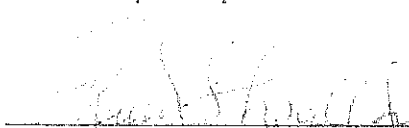
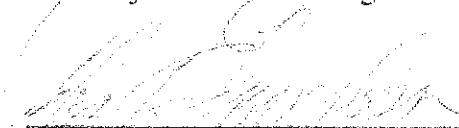
Chairman's Report: No Report.

Old Business: No Report.

New Business: No Report.

Comments:

Discussion followed regarding the next Board meeting. Chairman Crowell announced that the next Board meeting is Thursday, September 15, 2011 at 2:00 p.m. The special meeting date for the development plan will be announced. The Chairman adjourned the meeting at 10:37 a.m.

LTG Howard Crowell, Jr., USA (Ret), Chairman Dr. Celia Edmundson, Secretary

Drafted: S Maruca
Edited: Dr C. Edmundson

Sarasota Military Academy

BOARD OF DIRECTORS

MEETING MINUTES

September 15, 2011

Board of Director Members in Attendance:

L.T.G Howard Crowell, Jr., USA (Ret), Chairman
Mr. Herb Jones, Vice Chairman, present via teleconference
Mr. Fred Derr, Treasurer
Dr. Celia Edmundson, Secretary
Mr. F. Steve Herb, Member
COL Ben Knisely, USA (Ret), Member
Mr. Woody Wolverton, Member

Board of Director Members Absent:

Mr. Ron Ciaravella, Member

SMA Executive Staff in Attendance:

Mr. Dan Kennedy, Headmaster
COL Bill Brockman, Director of Operations & Board Liaison
Victoria Finley, Foundation Director

The Chairman called the meeting to order at 2:04 p.m.

The first order of business was approval of the minutes of August 16, 2011. Dr. Edmundson asked for a review of the minutes as they were not sent ahead of time. Mr. Kennedy pointed out that the minutes for the Audit Committee meeting of August 25, 2011 were included as well. COL Knisely made a motion to accept the minutes. Mr. Jones seconded the motion, and the minutes were approved.

Financial Report:

Mr. Derr stated SMA is in good financial condition. SMA is still feeling the financial loss of being paid for 792 cadets instead of 835 but it will pick up in October. The balance sheet was reviewed and discussion followed.

Foundation and presented to the Board of Directors for approval. Ms. Finley presented the Board with options for the computer software needed. Her recommendation for the use of DonorPerfect was made. Chairman Crowell asked for a motion to accept Ms. Finley's recommendation. A motion was made by Mr. Herb and seconded by COL Knisely.

Planning Committee Report:

COL Knisely presented to the Board a proposal for the 2012 Strategic Plan including the background, first draft and recommendations. He welcomed the Board's thoughts on the information presented and asked the members to return to the next Board of Directors meeting with suggestions and/or changes. Ms. Finley requested the Board's consideration for an internal document stating the true strategic plan and goals of the organization and then one for the public for future use. COL Knisely, Ms. Finley and Mr. Kennedy will meet and put together a presentation to the Board. Chairman Crowell expressed his appreciation to COL Knisely for the 2012 Strategic Plan presentation.

Alumni/PTCC Report:

Mr. Kennedy spoke in the absence of Tonya Farley and stated the new officers are underway. SMA's Open House is on September 22, 2011 and the PTCC will hold a meeting from 6:00 p.m. to 6:30 p.m. The drum line will play and a large crowd is expected. Chairman Crowell would like a routine report from the PTCC.

Chairman's Report: No Report.

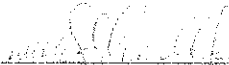
Old Business: No Report.

New Business: No Report.

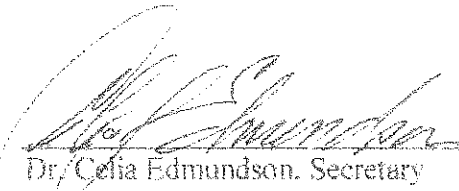
Comments:

COL Brockman announced the first SMA graduate to be awarded a Fullbright Scholarship will study in Germany. The Board expressed their enthusiasm with a cheer.

Discussion followed regarding the next Board meeting. Chairman Crowell announced that the next Board meeting is Thursday, October 20, 2011 at 2:00 p.m. The Chairman adjourned the meeting at 3:30 p.m.



LTG Howard Crowell, Jr., USA (Ret), Chairman



Dr. Celia Edmundson, Secretary

Attachments

Drafted: S. Maruca
Edited: Dr. C. Edmundson

Sarasota Military Academy

BOARD OF DIRECTORS

MEETING MINUTES

October 20, 2011

Board of Director Members in Attendance:

LTG Howard Crowell, Jr., USA (Ret), Chairman
Mr. Herb Jones, Vice Chairman
Dr. Celia Edmundson, Secretary
Mr. F. Steve Herb, Member
COL Ben Knisely, USA (Ret), Member
Mr. Woody Wolverton, Member

Board of Director Members Absent:

Mr. Fred Derr, Treasurer
Mr. Ron Ciaravella, Member

SMA Executive Staff in Attendance:

Mr. Dan Kennedy, Headmaster
BG Frank Laudano, Commandant of Cadets
COL Bill Brockman, Director of Operations & Board Liaison
Ms. Victoria Finley, Foundation Director

Guests in Attendance:

Mr. Rob Lane, CPA, Kerkering, Barberio & Co., P.A.
Mr. Ben Wagner, Kerkering, Barberio & Co., P.A.

The Chairman called the meeting to order at 2:04 p.m.

Regimental Commander Ben LeBoutillier, Battalion Commander Stephen Butalla and Command Sergeant Major Peyton Hodge were introduced and Chairman Crowell thanked them on behalf of the Board for their dedication.

The first order of business was approval of the minutes of September 15, 2011. Dr. Edmundson asked everyone to review the minutes as they were not sent ahead of time. Corrections were discussed and Mr. Herb made a motion to accept the minutes as corrected. Mr. Jones seconded the motion, and the minutes were approved.

PTCC Report:

Mr. Kennedy introduced Tanya Farley, PTCC President. Ms. Farley stated the first PTCC meeting was recently held with good attendance by parents, staff, and cadets. The PTCC has adopted a club policy and is now on a budget. They are currently working on Veteran's Day activities and the "Wreaths Across America" project.

Foundation Report:

Mr. Wolverton stated that Wednesday, October 19, 2011 marked the first Foundation Board meeting and the preliminary operational details are done. Mr. Wolverton stated the meeting was well organized by Ms. Finley. Ms. Finley stated the structural base is almost in place. The website will be live and active within the next three weeks and will be able to capture online donations for not only the Foundation but also other fundraising activities. Discussion followed regarding the Operating Account for SMA and the Foundation. Mr. Wolverton stated that great ideas were given at the Foundation meeting, everyone is like-minded and he feels it will go well. A list of current members was distributed. Those members are: LuAnne Kirschner, Al Purmort, Sr., Henry Rodriguez, Richard Goldwater, and Dr. Gary Kompothecras.

Audit Committee Report:

Rob Lane, CPA of Kerkering, Barberio & Co., P.A., reported to the Board the audit results. He thanked COL and Mrs. Peg Cork, BG Laudano and Cavanaugh & Co. for their help in the audit process. Rob reported that the audit was unqualified. All items from previous audit had been properly addressed with appropriate procedures implemented. The audit accomplished the objective of reasonable assurance about the financial statements. The audit did not identify any significant or unusual transactions or significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus. The following recommendations were made in the audit: the Board should monitor the process used to compute and record accounting estimates, and closely monitor Conflict of Interest forms to insure no potential conflicts of interests may exist. Chairman Crowell expressed his appreciation for everyone's hard work.

Financial Report:

In Mr. Derr's absence BG Laudano discussed the financial statements and noted that the school finished the month with \$896,962 total in the bank. The cash flow for the quarter was a negative \$74,536, but it was noted that two Capital reimbursement requests, totaling approximately \$80,000, were due in from the District. Once those funds are received, the cash flow would be positive for the year to date. It was further noted that the Profit and Loss statement, Monthly Year over Year, was almost identical to the first quarter of last year, and that the school was in the black almost \$20,000. No other concerns were brought up with the monthly financial report.

Headmaster's Report:

1. Enrollment. Net FTE remains at approximately 835.
2. Dental Insurance. A one year wait period was discovered for new employees. SMA has moved to another policy effective November 1, 2011 which will eliminate the wait period.
3. Bus Accident. Our driver, George Hill had a major accident on Fruitville Road on 26 September. No injuries and no children on board.
4. Veteran's Day Activities. 11 November. The entire Academy will participate in the parade along with about 1000 parents. PTCC will sell food and drinks after the parade. Cadets will be dismissed at 12:40 p.m.
5. Martial Arts training for girls. Denise Spetsios, a black belt SMA mom, will provide free training for SMA girls on Saturdays.
6. Testing. Extensive FCAT, FAIR and Focus testing is well under way.
7. Potential school grade.
8. Guidance Department. The SMA guidance department is doing an outstanding job under the new leadership of Caroline Nielubowicz.
9. 2012-2013 enrollment. We have over 100 new cadets signed up for next year.
10. Class size: 22.5/23.49 +/-.
11. Goodwill clothing drive, over 12,164 pounds of clothing was collected by the students.
12. A presentation by the Special Agent in Charge at the Wounded Knee Incident will be given on Friday, 21 October, at 12:30 p.m.

Academic Leadership Committee Report: No Report.

Planning Committee Report:

COL Knisely stated he has not received any further input from the Board and will meet with Ms. Finley to begin working on a formal document based on the draft presented at the September Board meeting.

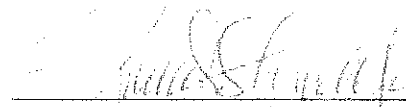
Chairman's Report: No Report.

Old Business: No Report.

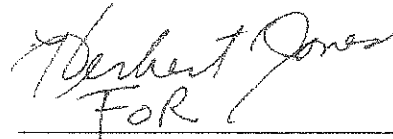
New Business: No Report.

Comments:

Discussion followed regarding the next Board meeting. Chairman Crowell announced that the next Board meeting is Thursday, November 17, 2011 at 2:00 p.m. The Chairman adjourned the meeting at 3:38 p.m.



LTG Howard Crowell, Jr., USA (Ret), Chairman



Dr. Celia Edmundson, Secretary

Attachments

Drafted: S. Maruca
Edited: Dr C. Edmundson

Sarasota Military Academy

BOARD OF DIRECTORS

MEETING MINUTES

December 15, 2011

Board of Director Members in Attendance:

LTG Howard Crowell, Jr., USA (Ret), Chairman
Mr. Herb Jones, Vice Chairman
Dr. Celia Edmundson, Secretary
Mr. F. Steve Herb, Member
COL Ben Knisely, USA (Ret), Member
Mr. Fred Derr, Treasurer

Board of Director Members Absent:

Mr. Woody Wolverton, Member

SMA Executive Staff in Attendance:

Mr. Dan Kennedy, Headmaster
BG Frank Laudano, Commandant of Cadets

The Chairman called the meeting to order at 9:00 a.m.

The first order of business was approval of the minutes of October 20, 2011. Chairman Crowell entertained a motion to accept the minutes. Col. Knisely made a motion to approve the minutes. Mr. Herb seconded the motion, and the minutes were approved.

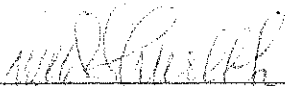
Mr. Kennedy announced the resignation of Ron Ciaravella from the Board.

Financial Report:

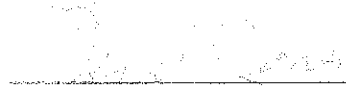
Mr. Derr discussed the financial statements and stated we received the Capital reimbursement funds that were due from the District. Current assets to current liabilities are at a ratio of 3.1:1. Working capital is \$1,085,565. Mr. Herb asked the status of the legislation regarding increased funding for charter schools. Mr. Kennedy stated there is a good probability it will happen. Discussion followed regarding the funding to charter schools versus public schools from the State and County. Mr. Jones made a motion for approval of the financials as presented; Col. Knisely seconded the motion, and the financial report was approved. Chairman Crowell expressed his appreciation for the job the new commandant has done and how well the reports have been prepared.

Comments:

Discussion followed regarding the next Board meeting. Chairman Crowell announced that the next Board meeting is Thursday, January 19, 2012 at 2:00 p.m. The Chairman adjourned the meeting at 10:28 a.m.



LTG Howard Crowell, Jr. USA (Ret), Chairman



Mr. Herb Jones, Vice Chairman

Attachments

Drafted: S. Manica

- Any City
 - [Sarasota](#)

When:

- Any Time
 - [Today](#)

Search Results for All Products:

- All Types
 - [Events](#)

Displaying all results matching "Sarasota military Academy Board" within 25 miles of Sarasota,FL.

10 results per page within

25

miles

Sort by: [Relevance](#)

[Board of Directors Meeting](#)

Regular meeting of the Board of Directors to review and plan for school operations.

4/19/2012 Thursday 2:00p

[\(repeats 7 times\)](#)

[Sarasota Military Academy,](#)

Sarasota FL



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**SPECIAL
MORNING FORMATION
AND BOARD MEETING**

25 JAN. @ 8:45 A.M.

SARASOTA COUNTY GOVERNMENT
 - Dedicated to Quality Service -
FIRE SAFETY INSPECTION REPORT

6750 Bee Ridge Road
 Sarasota, FL 34241
 PH (941) 861-2290
 FAX (941) 373-7566

DATE : 7-29-11

Business Name: SARASOTA Military Academy INVOICE # 105109
 Address: 801 N ORANGE AVE 34236 Sq Ft. 65000 Fee: \$ 290.00
 Contact Name: Jim PH # 812-5414 Pager/Cell # _____
 Emergency Contact: _____ PH # _____ PH # _____
 Bill To: 801 N ORANGE AVE # STORIES 2 Occupancy Type: Educational
SARASOTA FL 34236 Total Sq Footage: 65000 Total Violations: _____

QUANTITY	ITEM	TYPE	SERVICED BY	DATE	LOCATION
✓	Fire Extinguisher	ABC	JUNE	6-11	
FDC	Sprinkler System	WET	MCDONOUGH	7-11	
	Hood Suppression	N/A			
	Hood Cleaning	N/A			
	Fire Pump	N/A			
✓	Knox Box	Yes or No	Proper Keys	Yes or No	
✓	Alarm	N/A	FIRE BRIGADE	6-11	

Alarm Monitoring Co: FIRE BRIGADES

- VIOLATIONS: 1. NOTICE TO COMPLY WITH FLORIDA STATUTE 633.027 HAS BEEN PROVIDED.
- ② PROVIDE KNOX ACCESS FOR MAIN GATE
 - ③ NO STORAGE WITHIN 24 INCHES OF CEILING IN A NON SPRINKLED BUILDING
 - ④ REDIRECT EXIT SIGNAGE - ROOM 10
 - ⑤ RESTORE EMERGENCY LIGHTING TO PROPER WORKING ORDER ^{THROUGHOUT} BY 10
 - ⑥ REPAIR EXIT DOORS TO OPEN FREELY - RM 22 - THROUGHOUT
 - ⑦ NO PROPANE TANKS WITHIN 10 FEET OF BUILDINGS
 - ⑧ CERTIFY FIRE EXTINGUISHER - CLASS ADMIN 56
- VIOLATIONS CORRECTED 8-4-11

FAILURE TO CORRECT & PENALTIES - Pursuant to Sarasota County Code Enforcement Ordinances No. 93-006, and Chapter 162, Florida Statutes, empowered by County Ordinance 2000-052, you are notified that items noted in this report are in violation of Florida Fire Prevention Code, or Superseding Ordinances, or other County Ordinances as referenced. Failure to correct the deficiencies on the date specified can result in an affidavit or statement of violation to be filed with the Code Enforcement Special Master, charging you with the violation set out above, upon which a hearing will be held which you may attend. If the Code Enforcement Special Master finds a violation exists, penalties may be imposed in the amount of \$250.00 per day, for each day the violation exists beyond the date set for corrective action in this notice.

Inspector Jim Mauck Signature of Occupant [Signature]
 Inspector # CF86
 Date required for compliance 8-29-11 RC-1 _____ RC-2 _____ RC-3 _____

SARASOTA COUNTY GOVERNMENT
FIRE SAFETY INSPECTION REPORT
NOTICE OF VIOLATION

6750 Bee Ridge Road
Sarasota, FL 34241
PH (941) 861-2290
FAX (941) 373-7566

DATE: 7-29-11

Business Name: SARASOTA MILITARY ACADEMY
Address: 801 N ORANGE AVE
Owner Name: _____ PH # _____

INVOICE # 105109
Pager/Cell _____

REMARKS/VIOLATIONS: Bldg 'B'

- 9 IDENTIFY MAIN BUILDINGS
- 10 IDENTIFY FDC'S
- 11 CERTIFY FIRE EXTINGUISHER - Rm 111 ~~80~~ Rm 110
- 12 REPAIR LOADED SPRINKLER HEAD CONDITION - Rm 123
Throughout
- 13 PROVIDE LOCK OUT FOR FIRE ALARM BREAKERS
- 14 RESTORE EMERGENCY LIGHT BY 222

Violations Corrected JCF/SG 8-4-11

FAILURE TO CORRECT & PENALTIES -- Pursuant to Sarasota County Code Enforcement Ordinances No. 93-006, and Chapter 162, Florida Statutes, empowered by County Ordinance 2000-052, you are notified that items noted in this report are in violation of Florida Fire Prevention Code, or Superseding Ordinances, or other County Ordinances as referenced. Failure to correct the deficiencies on the date specified can result in an affidavit or statement of violation to be filed with the Code Enforcement Special Master, charging you with the violation set out above, upon which a hearing will be held which you may attend. If the Code Enforcement Special Master finds a violation exists, penalties may be imposed in the amount of \$250.00 per day, for each day the violation exists beyond the set for corrective action in this notice.

Inspected By: Jim Mauck CF 86

Compliance is Required By: 8-29-11

Received By: P. W. Bradshaw

Re-Inspection Date: _____

**STATE OF FLORIDA
DEPARTMENT OF HEALTH
COUNTY HEALTH DEPARTMENT**



PURPOSE:

- ROUTINE
- REINSPECTION
- CONSTRUCT.
- CHANGE OF OWNER
- COMPLAINT
- CONSULTATION
- QA SURVEY
- OTHER
- OTHER

**FOOD SERVICE
INSPECTION REPORT**

NAME OF ESTABLISHMENT Sarasota Military Academy
 ADDRESS 801 N. Orange Ave. CITY Sarasota
 OWNER above ZIP 34236
 PERSON IN CHARGE Peggy Garden PHONE 926-1700

RESULTS

Satisfactory
 Incomplete
 Unsatisfactory

Correct Violations by
 Next Inspection
 8:00 AM on:

DATE
<input type="checkbox"/> 06-06-06
<input type="checkbox"/> 06-07-06
<input type="checkbox"/> 06-08-06
<input type="checkbox"/> 06-09-06
<input type="checkbox"/> 06-10-06
<input type="checkbox"/> 06-11-06
<input type="checkbox"/> 06-12-06
<input type="checkbox"/> 06-13-06
<input type="checkbox"/> 06-14-06
<input type="checkbox"/> OUT OF BUSINESS

BEGIN	END	DATE	POSITION #	CERTIFICATE NUMBER	TYPE
06	06	11 29 11	45890	58-48-00 063	<input type="checkbox"/> Hospital
06	06				<input type="checkbox"/> Nursing
06	06				<input type="checkbox"/> Detention
06	06				<input type="checkbox"/> Lounge
06	06				<input type="checkbox"/> Civic
06	06				<input type="checkbox"/> Movie
06	06				<input checked="" type="checkbox"/> School
06	06				<input type="checkbox"/> Residen.
06	06				<input type="checkbox"/> Child
06	06				<input type="checkbox"/> Limited
06	06				<input type="checkbox"/> Other

Items marked below violate the requirements of Chapter 64E-11 of the Florida Administrative Code and must be corrected. Continued operation of this facility without making these corrections is a violation of Chapter 64E-11, Florida Administrative Code and Chapters 381 and 386, Florida Statutes. Violations must be rectified by the date and time indicated in the Results section above or an administrative fine or other legal action will be initiated.

<input type="checkbox"/> 1. Sources, etc.	<input type="checkbox"/> 14. Sneeze guards	<input type="checkbox"/> 27. Design and fabrication	OTHER FACILITIES
FOOD PROTECTION	<input type="checkbox"/> 15. Transportation of food	<input type="checkbox"/> 28. Installation and location	AND OPERATIONS
<input type="checkbox"/> 2. Stored temperature	<input type="checkbox"/> 16. Poisonous/Toxic materials	<input type="checkbox"/> 29. Cleanliness of equipment	<input type="checkbox"/> 39. Other facilities and operations
<input type="checkbox"/> 3. No further cooking/Rapid cooling	PERSONNEL	<input type="checkbox"/> 30. Methods of washing	TEMPORARY FOOD
<input type="checkbox"/> 4. Thawing	<input type="checkbox"/> 17. Exclusion of personnel	SANITARY FACILITIES	SERVICE EVENTS
<input type="checkbox"/> 5. Raw fruits	<input type="checkbox"/> 18. Cleanliness	AND CONTROLS	<input type="checkbox"/> 40. Temporary food service events
<input type="checkbox"/> 6. Pork cooking	<input type="checkbox"/> 19. Tobacco use	<input type="checkbox"/> 31. Water supply	VENDING MACHINES
<input type="checkbox"/> 7. Poultry cooking	<input type="checkbox"/> 20. Handwashing	<input type="checkbox"/> 32. Ice	<input type="checkbox"/> 41. Vending machines
<input type="checkbox"/> 8. Other animal cooking	<input type="checkbox"/> 21. Handling of dishes	<input type="checkbox"/> 33. Sewage	MANAGER CERTIFICATION
<input type="checkbox"/> 9. Least contact/Reheating	EQUIPMENT/UTENSILS	<input type="checkbox"/> 34. Plumbing	<input type="checkbox"/> 42. Manager certification
<input type="checkbox"/> 10. Food container	<input type="checkbox"/> 22. Refrigeration facilities/Thermometers	<input type="checkbox"/> 35. Toilet facilities	CERTIFICATES AND FEES
<input type="checkbox"/> 11. Buffet requirements	<input type="checkbox"/> 23. Sinks	<input type="checkbox"/> 36. Handwashing facilities	<input type="checkbox"/> 43. Certificates and fees
<input type="checkbox"/> 12. Self-service condiments	<input type="checkbox"/> 24. Ice storage/Counter-protector	<input type="checkbox"/> 37. Garbage disposal	INSPECTION/ENFORCEMENT
<input type="checkbox"/> 13. Reservice of food	<input type="checkbox"/> 25. Ventilation/Storage/Sufficient equipment	<input type="checkbox"/> 38. Vermin control	<input type="checkbox"/> 44. Inspection/Enforcement
	<input type="checkbox"/> 26. Dishwashing facilities		

ITEM NUMBERS	COMMENTS AND INSTRUCTIONS (continue on attached sheet)
	<i>operation ok</i>
	<i>(milk cooler plugs)</i>
	<i>Brookside Uniques</i>

HEALTH DEPARTMENT INSPECTOR: [Signature] PHONE: 861-3316
 COPY OF REPORT RECEIVED BY: [Signature] DATE: 11/29/11

DH Form 4023, 1/05 (Obsoletes Previous Editions)

**STATE OF FLORIDA
DEPARTMENT OF HEALTH
COUNTY HEALTH DEPARTMENT
PUBLIC/ PRIVATE SCHOOL
INSPECTION REPORT**

TYPE:

- Private School
- Public School
- Charter School
- Vocational School
- College/University
- Other _____



PURPOSE:

- ROUTINE
- REINSPECTION
- CONSTRUCT
- CHANGE OF OWNER
- COMPLAINT
- CONSULTATION
- QA SURVEY
- EPIDEMIOLOGY
- PREOPENING
- OTHER _____

NAME OF SCHOOL Sarasota Military
 ADDRESS 801 N. Orange St Ave CITY Sarasota
 OWNER above ZIP 34236
 PERSON IN CHARGE Col. Dan Kennedy PHONE 926-1700

CENSUS
 820
 0000
 2000
 8000
 1000 1100 1200
 2000 2100 2200
 3000 3100 3200
 4000 4100 4200
 5000 5100 5200
 6000 6100 6200
 7000 7100 7200
 8000 8100 8200
 9000 9100 9200
FEMALES
 2410
MALES
 2410

RESULTS

Satisfactory
 Incomplete
 Unsatisfactory

Correct Violations by
 Next Inspection
 8:00 AM on:

DATE	
05	
06	
07	
08	
09	
10	
11	
12	
13	
14	

OUT OF BUSINESS

BEGIN	END	DATE	POSITION #	PERMIT NUMBER
<input type="checkbox"/> 00	<input type="checkbox"/> 00	11 29 11	45890	58-51-01365
<input type="checkbox"/> 05	<input type="checkbox"/> 05			
<input type="checkbox"/> 10	<input type="checkbox"/> 10			
<input type="checkbox"/> 15	<input type="checkbox"/> 15			
<input type="checkbox"/> 20	<input type="checkbox"/> 20			
<input type="checkbox"/> 25	<input type="checkbox"/> 25			
<input type="checkbox"/> 30	<input type="checkbox"/> 30			
<input type="checkbox"/> 35	<input type="checkbox"/> 35			
<input type="checkbox"/> 40	<input type="checkbox"/> 40			
<input type="checkbox"/> 45	<input type="checkbox"/> 45			
<input type="checkbox"/> 50	<input type="checkbox"/> 50			
<input type="checkbox"/> 55	<input type="checkbox"/> 55			

per section 120.695 of the Florida Statutes (FS), this form will serve as a "Notice of Non-Compliance" for any violations noted. Items marked below violate the requirements of Chapters 64E-13 and 64E-11 of the Florida Administrative Code (FAC) and must be corrected within the time period indicated in the Results section above. Continued operation of this facility without making these corrections is a violation of Chapter 64E-13 and 64E-11, FAC, and Chapter 381, F.S. Failure to correct violations may result in an administrative fine or other legal action being initiated or continued.

SCHOOL SANITATION	SANITARY FACILITIES	LIQUID/SOLID WASTE	SAFETY
<input type="checkbox"/> 1. School Site	<input type="checkbox"/> 8. Natural Ventilation	<input type="checkbox"/> 15. Handwash Facilities	<input type="checkbox"/> 26. First Aid Kit
<input type="checkbox"/> 2. Playground Equipment	<input type="checkbox"/> 9. Mechanical Ventilation	<input type="checkbox"/> 16. Showers/Fixtures	FOOD
<input type="checkbox"/> 3. Athletic Equipment	<input type="checkbox"/> 10. Provided/Accessible	<input type="checkbox"/> 17. Shower Water Temp.	<input type="checkbox"/> 27. Food Insp. Rpt.
BUILDINGS	<input type="checkbox"/> 11. Cleanliness & Repair	WATER SUPPLY	OTHER
<input type="checkbox"/> 4. Construction	<input type="checkbox"/> 12. Toilet Facilities	<input type="checkbox"/> 18. Installed/Operated/Maintained	<input type="checkbox"/> 28. _____
<input type="checkbox"/> 5. Maintenance & Repair	<input type="checkbox"/> 13. Separation of Sexes	<input type="checkbox"/> 19. Drinking Fountains	<input type="checkbox"/> 29. _____
<input type="checkbox"/> 6. Lighting/Foot-Candles	<input type="checkbox"/> 14. Fixture Ratio	<input type="checkbox"/> 20. Approved Source	
<input type="checkbox"/> 7. Heating, Ventilation, A/C		VECTOR/VERMIN CONTROL	
		<input type="checkbox"/> 21. Sewage Disposal	
		<input type="checkbox"/> 22. Solid Waste	
		<input type="checkbox"/> 23. Infestation/Control	
		<input type="checkbox"/> 24. Brush/Trash	
		<input type="checkbox"/> 25. Water Collection/Drainage	

ITEM NUMBERS	COMMENTS AND INSTRUCTIONS (continue on attached sheet)
	operation ok
	AC return vents

HEALTH DEPARTMENT INSPECTOR: [Signature] PHONE: 841.3316
 COPY OF REPORT RECEIVED BY: [Signature] DATE: 11/29/11

DH 4030, 01/05 (Obsoletes Previous Editions)

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

STUDENT REGISTRATION FORM - PLEASE PRINT



Student ID # _____	School _____	Entry Date _____	Code _____	Teacher/Team _____	Appt/Reg Date _____	Time _____	
<input type="checkbox"/> Address verification	<input type="checkbox"/> Birth certificate	<input type="checkbox"/> Language survey	<input type="checkbox"/> Bus number	<input type="checkbox"/> Custody verification	<input type="checkbox"/> Immunizations	<input type="checkbox"/> Reassignment	<input type="checkbox"/> Car/Walk/Bike
<input type="checkbox"/> Custody alert	<input type="checkbox"/> Physical	<input type="checkbox"/> Pin number	<input type="checkbox"/> After school care				

Special custody/health problems we should be aware of _____

Student legal name - Last	Jr., III, Etc.	First	Middle	Entering Grade
Home phone _____		Unlisted <input type="checkbox"/> YES <input type="checkbox"/> NO		
Street address - Apt. no.		Mailing address - Apt. no. - if different		
City/State/Zip		City/State/Zip		
Student social security number	Sex <input type="checkbox"/> M <input type="checkbox"/> F	Date of birth	Birth place - City and state or country	Born in the U.S.? <input type="checkbox"/> YES <input type="checkbox"/> NO
Ethnicity: Hispanic/Latino Origin? <input type="checkbox"/> Yes <input type="checkbox"/> No (Explanation on back of form)		Number of full years in U.S. schools _____		If NO, date entered thru U.S. _____
Race - Please check all that apply				
<input type="checkbox"/> American Indian or Alaska native	<input type="checkbox"/> Asian	<input type="checkbox"/> Black	<input type="checkbox"/> Native Hawaiian or other Pacific Islander	<input type="checkbox"/> White

Student lives with	<input type="checkbox"/> Both parents	<input type="checkbox"/> Mother only	<input type="checkbox"/> Father only	<input type="checkbox"/> Parent and step parent	<input type="checkbox"/> Other _____
Name _____	Name _____				
Relationship _____	Relationship _____				
Home Phone _____ Cell _____	Phone Home _____ Cell _____				
Work _____	Work _____				
Email _____	Email _____				

Name	Relationship	Home Phone	Cell Phone	Work Phone	Pick-up Y or F

Name of Last School or Pre-School Attended	This school was a	Was student ever retained? <input type="checkbox"/> YES <input type="checkbox"/> NO
Address	<input type="checkbox"/> Sarasota County Public School	<input type="checkbox"/> NO
City	<input type="checkbox"/> Public school outside Sarasota County	If YES, what grade level _____
State/Territory	<input type="checkbox"/> Private school within USA	Was student ever enrolled in Sarasota County? <input type="checkbox"/> YES <input type="checkbox"/> NO
Country	<input type="checkbox"/> Home Ed.	
	<input type="checkbox"/> Never enrolled/Out of country	

Has student been in any special program? <input type="checkbox"/> YES <input type="checkbox"/> NO	If YES, please check the appropriate program(s)	Is placement current? <input type="checkbox"/> YES <input type="checkbox"/> NO
<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> ESOL
<input type="checkbox"/> Speech or Language Impairment	<input type="checkbox"/> Deaf or Hearing Impairment	<input type="checkbox"/> Dropout
<input type="checkbox"/> Emotional Disturbance	<input type="checkbox"/> Autism	
	<input type="checkbox"/> Orthopedic Impairment	
	<input type="checkbox"/> Mental Retardation	
	<input type="checkbox"/> Traumatic Brain Injury	
	<input type="checkbox"/> Visual Impairment	
	<input type="checkbox"/> Gifted	
	<input type="checkbox"/> Other _____	

Participation prior to Kindergarten - (check one)		<input type="checkbox"/> (L) Readiness Program Operated by Local Coalition	<input type="checkbox"/> (T) Teenage Parent Program
<input type="checkbox"/> (C) Title 1 Prekindergarten	<input type="checkbox"/> (F) Fee for Service	<input type="checkbox"/> (M) Migrant Prekindergarten	<input type="checkbox"/> (V) Voluntary Pre-K
<input type="checkbox"/> (D) Prekindergarten Program for Children with Disabilities	<input type="checkbox"/> (H) Head Start	<input type="checkbox"/> (N) None (did not participate in Prekindergarten program)	<input type="checkbox"/> (Z) Not Applicable (student is not a Kindergarten student)
		<input type="checkbox"/> (P) Private Prekindergarten Program	

Other children in family - Name	Age	Sex	Name of School	Grade Level

Parents are responsible for familiarizing themselves with the information in the district Student and Family Handbook. The handbook is available on-line at www.sarasotacountychools.net. Printed copies of the handbook also are available by request at all school offices.

Release Information - Please see back of this form for explanations of each of the items below. Then indicate your wishes for your child.

Directory Information [for all grades]

Please indicate your choice. I would like report cards

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
STUDENT SUPPORT SERVICES

SCHOOL REGISTRATION DISCLOSURE FORM

Florida Statute 1006.07(1)(b) requires the disclosure of previous school expulsions, arrests resulting in a charge, and juvenile justice actions. Failure to provide accurate information can result in denial of educational participation.

 Student Name Last First Middle DOB XXX-XX- SS No.

 Street Address City State Zip Code

 Phone - Home Phone - Cell Parent / Guardian Name

Has the above named student ever been expelled from a school or school system? Yes No

If yes, complete the following section:

Approximate Date Began	Approximate Date Ended	Location of School	Reason for Expulsion

Has the above named student ever been arrested and charged with a juvenile or adult crime?
 Yes No

If yes, complete the following section: (three most recent events)

Approximate Date	Arrest	Charge	Juvenile	Adult	Reason

Has the above named student ever been involved with Juvenile Justice? Yes No

If yes, complete the following section:

Approximate Date	Approximate Date Ended	Status

The above information is correct and true.

 Student Signature Parent/Guardian Signature Date

The School Board of Sarasota County, Florida complies with State Statutes on Veterans' Preference and Federal Statute on non-discrimination on the basis of race, color, sex, religion, national origin, age, disability, marital status or sexual orientation.



Sarasota Military Academy

YOU WILL NOT BE REGISTERED UNTIL YOU MAKE AN APPOINTMENT AND SIT DOWN WITH OUR REGISTRAR, LINDA DAYSH.

PLEASE CALL: 926-1700 EX: 3 TO MAKE AN APPOINTMENT.

IF YOU ARE FROM OUT OF COUNTY OR FROM A PRIVATE SCHOOL, PLEASE BRING ALL OF THE ITEMS LISTED ON THE ATTACHED PAGE.

AGAIN, TURN IN ALL PAPER WORK TO LINDA DAYSH ONLY.

THE REGISTRAR'S OFFICE IS THE FIRST DOOR BY THE 10TH STREET ENTRANCE TO THE SCHOOL.

THANK YOU.

LINDA DAYSH



Sarasota Military Academy

ATTN: LINDA DAYSH

941 – 926-1700 ex. 3

801 N. ORANGE AVE

SARASOTA, FL 34236

FAX: 941-806-1593

BEFORE I CAN REGISTER YOUR CHILD I WILL NEED THE FOLLOWING:

- 1. Birth Certificate**
- 2. Blue Florida 680/Immunization Records (shots)**
- 3. Yellow Physical within one year**
- 4. FCAT Scores or most recent test scores**
- 5. Report card/any grades/credits**
- 6. Custody paperwork from the Court (if this applies)**
- 7. Social Security Card (not mandatory)**
- 8. Proof of Residency (either water bill or FPL bill)**

If you have any questions, please feel free to contact me at 926-1700 ex. 3

Thank you

Linda Daysh

Linda Daysh

Registrar

Address: 801 North Orange Avenue
Phone: (941) 926-1700
Email: daniel_kennedy@srqit.sarasota.k12.fl.us

Sarasota, FL 34236
Fax: (941)926-1701



Sarasota Military Academy

SARASOTA MILITARY ACADEMY **STUDENT CONTRACT**

As a cadet of Sarasota Military Academy, I _____, promise to:

- Wear the proper uniform correctly every day, in accordance with the Regulation for Wear and Appearance of the SMA Uniform.
- Remain quiet, orderly and on task in the classroom.
- Be responsible for completing and turning in class work assignments and homework.
- Care for textbooks, furniture, equipment and rooms, leaving them unmarked and in as good a condition as they were found.
- Help ensure the school grounds remain clean and presentable at all times.
- Refrain from being disrespectful of others' rights and property.
- Demonstrate proper military courtesy to staff and faculty at all times.
- Obey the directives of the cadet leadership appointed over me.
- Speak courteously to any adult or child and display good manners at all times.
- Refrain from fighting and using profane language and gestures.
- Refrain from intimidating, harassing, or threatening others.
- Exhibit the principles of good sportsmanship.
- Move from one area of the school to another in a quiet and orderly manner.
- Abide by the school rules as outlined in the SMA Cadet Manual.
- Be responsible for bringing any notice from my teacher, parents, or guardian to or from the school.
- Understand my behavior at all other locations off school property reflects on the Academy (bus stops, field trips, after-school activities, etc). Accordingly, I will maintain the same standards of behavior expected while at school.
- Adhere to the Academy Honor Code – Honoring Self, Family, Community, and Nation.
- Comply with the school mandatory Drug Testing Policy.

Further, I understand that SMA requires cadets with self – discipline, integrity, endurance, determination, willingness to work hard, and a strength of character. Additionally, I am entering SMA only because I want to – not because of pressure from parents, counselors, coaches, or peers. I understand that my personal commitment is essential to my success at SMA. In consideration of all the above, I agree to return to my district school if this contract is not fulfilled.

Cadet Signature

Date

Address: 801 North Orange Avenue
Phone: (941) 926-1700
Email: daniel_kennedy@srqit.sarasota.k12.fl.us

Sarasota, FL 34236
Fax: (941)926-1701



Sarasota Military Academy

SARASOTA MILITARY ACADEMY PARENT CONTRACT

As a parent/guardian of a Sarasota Military Academy cadet, I _____
promise to:

- Support the total Sarasota Military Academy program, staff and administration, and the Parent, Teacher, Cadet Council (PTCC).
- Support the standards of student conduct.
- Support the school's codes of behavior, dress, and discipline.
- Furnish a suitable study area for my child at home.
- Be available for conferences by request.
- Attend all regular PTCC meetings in person.
- Participate in school activities including volunteer work (minimum 9 hours/year) as agreed upon by the school and myself. Four of these hours must be completed prior to Dec. 31st of each year.
- Immediately notify the school office, in writing, of any change of address and/or telephone number where I can be reached during the school day.
- Make arrangements to have my child taken home from school during the school day if I am asked to for illness or for disciplinary reasons. This includes making advance arrangements with a third party in the event I cannot provide immediate pickup myself.
- Understand that Sarasota Military Academy is a drug free environment.
- Understand and agree that my child may be subject to mandatory drug testing.
- Ensure that my child practices required grooming habits.
- Ensure that my child arrives to school on time for formation each day.
- Ensure that my child knows that they are to arrive to each class on time each day.
- Ensure my child will arrive to school in his/her complete uniform and understand that my child may be detained in In-School Suspension or sent home until the required uniform parts are secured.
- Understand that my child may be returned to his/her district school should this contract not be fulfilled.

Parent/Guardian Signature

Date

Address: 801 North Orange Avenue
Phone: (941) 926-1700
Email: daniel_kennedy@srqit.sarasota.k12.fl.us

Sarasota, FL 34236
Fax: (941)926-1701



Sarasota Military Academy

801 N. ORANGE AVE.
SARASOTA, FL. 34236
941-926-1700
FAX: 941-806-1593
ATTN: LINDA DAYSH

REQUEST FOR RECORDS

TO: _____
PREVIOUS OR CURRENT SCHOOL

STREET ADDRESS

CITY, STATE

ZIP CODE

Re: _____
Student's Last Name First Name

Date of Birth

Grade Level

The above named student is enrolling in the Sarasota Military Academy. Please forward all school records to Linda Daysh.

Parent Signature

Date

Address: 801 North Orange Avenue
Phone: (941) 926-1700
Email: daniel_kennedy@srqit.sarasota.k12.fl.us

Sarasota, FL 34236
Fax: (941)926-1701



THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

1960 LANDINGS BOULEVARD

SARASOTA, FLORIDA 34231-3331

TELEPHONE (941) 927-9000 • FAX (941) 927-4020

HUMAN RESOURCES DEPARTMENT

To: All Sarasota County Students and Parents

From: Michael Jones, Executive Director
Human Resources and Labor Relations

Date: January 20, 2010

Subject: Social Security Number Policy

The law requires us to inform you of the ways in which your social security number is being used or may be used by the Sarasota County Public Schools.

Currently, it is used for:

1. State Reporting: The district is required to report student's SSN to the state on student surveys.
2. Identification in our student information system.

We are required to inform you of any new uses of your social security number.

It is prudent for you to safeguard your number. If at any time you are concerned about how your number is being used by the Sarasota County Public Schools, please feel free to discuss that with your school or the Human Resources Department. It is our expressed intent to handle your number with the utmost security and care.



Sarasota Military Academy

PLEASE CONTACT CHILDREN'S WORLD TO PURCHASE THE UNIFORM THAT THE STUDENT WEARS EVERY FRIDAY AND WILL WEAR EVERY DAY UNTIL THEY ARE ISSUED THE JROTC UNIFORM. THE JROTC UNIFORM IS FREE FOR THE STUDENTS. THEY WEAR THIS UNIFORM MONDAY THROUGH THURSDAY. THE UNIFORM THAT THEY ARE TO WEAR EVERY FRIDAY IS A WHITE POLO AND BLUE PANTS. YOU CAN PURCHASE THE SHORT AND/OR LONG BLUE PANTS. THE STUDENT IS TO WEAR REGULAR TENNIS SHOES WITH THIS UNIFORM. YOU WILL ALSO GET THE BELT THERE FOR THIS UNIFORM. CHILDREN'S WORLD IS LOCATED AT 4525 BEE RIDGE ROAD IN SARASOTA. ALL SALES ASSOCIATES ARE INFORMED THERE AS TO WHAT EACH STUDENT WILL NEED TO PURCHASE.

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
1960 LANDINGS BLVD SARASOTA, FLORIDA 34231

STUDENT REASSIGNMENT APPLICATION FOR SCHOOL YEAR 20__ -20__

MIDDLE or HIGH SCHOOL
SEE DIRECTIONS ON REVERSE SIDE

Instructions: PLEASE PRINT OR TYPE

Name of Student _____ Date of Birth ____/____/____ Sex ____
(Last) (First) (Middle) (Mo/Day/Yr)

Florida Student Identification Number (if available) _____

Request permission to attend: _____ Grade _____ From _____
(School Name) (School Name)

Father's Name: _____ Telephone: Home _____ Work _____

Father's Address: Street _____ City _____ Zip _____

Mother's Name: _____ Telephone: Home _____ Work _____

Mother's Address: Street _____ City _____ Zip _____

Legal Guardian, if any _____ Telephone: Home _____ Work _____

Guardian's Address: Street _____ City _____ Zip _____

With Whom Does Student Live _____

The School Board may grant student reassignment based on evidence that meets one of the following requirements, provided there is space available: (See back for planation) (Please check the appropriate reason(s) stated below)

- 1. Special Need (attach written description of special need)
- 2. Moved during the school year (and wish to continue at current school) Indicate date address changed _____
- 3. Moving into Attendance Area within 60 school days (Original/certified copy of lease or contract to build must be attached)
- 4. Physical Health (Please attach supporting documentation-reasons must be certified by attending physician)
- 5. Out of County students (Transportation will not be provided)
- 6. Return to Attendance Area
- 7. Volunteer (attend magnet school program or Charter School) Indicate Magnet Program or Charter School _____

⇒ GRANTED _____ NOT GRANTED _____
PRINCIPAL OF MAGNET PROGRAM or CHARTER SCHOOL Date

- 8. Grandfathering (as determined by School Board action)

PARENT/SCHOOL AGREEMENT

I will require my child to follow/obey the published school rules and/or "Code of Student Conduct". If advised by the school that my child has a behavior or attendance problem, I will: (A) contact or come to the school when asked; and (B) take appropriate action to change or correct my child's behavior. If, in the judgment of the school principal, my efforts to change my child's behavior or attendance problem do not succeed, my child will be returned to his/her districted school immediately. In cases where a reassignment is granted, parents/guardians shall be responsible for transportation.

LEGAL NOTICE

FL. S. 837.06 False official statements. -- Whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082, or s. 775.083.

IF OUR REQUEST FOR REASSIGNMENT IS GRANTED, WE WILL ABIDE BY THE SCHOOL BOARD POLICY AND THE GUIDELINES ON THE BACK.

SIGNATURE OF PARENT/GUARDIAN

DATE

PARENT:

- If reason #7 (Volunteer) is checked please return the completed form to the requested Magnet program or Charter School. If any other reason is checked the parent must attach required documentation and return this form to the address above.

GRANTED _____ NOT GRANTED _____
SUPERINTENDENT'S DESIGNEE Date

TO BE COMPLETED BY BOARD

NOTE: The Board reserves the right to request any further information that may be relevant for consideration in connection with this application.

The School Board of Sarasota County, Florida has GRANTED _____ NOT GRANTED _____ this request for reassignment.

Date of Board Action



OUT OF COUNTY ASSIGNMENT REQUEST FORM

SCHOOL BOARD OF MANATEE COUNTY

Parent Information Center, 234 Manatee Ave E, Bradenton, FL 34208

2011-2012



STUDENT INFORMATION

Name of Student _____ Date of Birth ____/____/____
Last First Middle

Address _____

Grade _____ Home Phone _____ School Last Attended _____

Legal Residence _____ / _____
County Zoned School Name

Request to enroll in _____ / _____
County Requested School Name

PARENT/GUARDIAN INFORMATION

Parent/Guardian _____
Mother Father

Mother Employment Name _____ Business Phone _____

Father Employment Name _____ Business Phone _____

REASON FOR REQUEST

- Before/After School Childcare
- Medical Issues – Attach physician medical statement
- Moved and want to remain at the school
- Parent works at the school requested
- Parent works near the school requested
- Sibling is already attending the school
- Special Curriculum – List Curriculum preference _____
- Other: Explain _____

NOTICE

Parents are responsible for transportation. Approval is contingent upon acceptance by the school district requested. Approval of this special assignment does not confer athletic eligibility. Special assignment may be revoked based on unsatisfactory conduct, attendance, and scholarship if the reason special assignment was granted is no longer applicable. If approved, this special assignment is valid only for the requested school year and expires at the end of that school year.

Parent / Legal Guardian Signature _____ Date _____

STATE OF FLORIDA / COUNTY OF MANATEE
SUBSCRIBED TO AND SWORN TO BEFORE ME ON _____, WHO
PERSONALLY APPEARED BEFORE ME, OR IS PERSONALLY KNOWN TO ME, AND HAS PRODUCED
_____ AS IDENTIFICATION.

(NOTARY PUBLIC)

(NOTARY SEAL)



APPROVED: _____ DENIED: _____ DATE: _____

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA (SPANISH)
 ESOL PROGRAM
HOME LANGUAGE SURVEY

 Previous School Attended

 Previous Sarasota County School

Instructions: Original Home Language Survey for all students must be filed in the cumulative records. **Do not remove from the cumulative folder.** If a language other than English is indicated, send a copy to the ESOL DISTRICT OFFICE.

State Statute (6A-6.0902) requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students and will be used to determine the need for screening for language support services. Your cooperation in helping us meet this important requirement is requested. **Please answer the following:**

Date/Fecha	School/Escuela	Student No./Social Security/Número de Estudiante/Seguro Social	Country of National Origin/País de Origen
Name of Student/ Nombre del Estudiante	Last/APELLIDO	First/Nombre	Middle/Segundo Nombre
Grade/Grado		Date of Birth/Fecha de Nacimiento	
Address/Dirección			Telephone/Teléfono

- | | | |
|---|--------------------|-----------------------|
| 1.(B2a) Is a language other than English used in the home? | _____ Yes _____ No | Which language? _____ |
| 2.(B2b) Did the student have a first language other than English? | _____ Yes _____ No | Which language? _____ |
| 3.(B2c) Does the student most frequently speak a language other than English? | _____ Yes _____ No | Which language? _____ |

SPANISH/ESPAÑOL

El Estatuto del Estado (6A-6.0902) de la Florida requiere que las escuelas determinen el idioma que cada estudiante habla en su casa. Esta información es importante para que la escuela pueda proveer la mejor instrucción a todos los estudiantes, y será utilizada para determinar la necesidad de evaluar al estudiante para servicios de apoyo en cuanto al idioma. Su cooperación es importante para que podamos cumplir con este requisito. **Favor de marcar la respuesta apropiada para cada una de las siguientes preguntas:**

- | | | |
|--|-------------------|---------------------|
| 1.(B2a) ¿Se usa en la casa u hogar un idioma distinto del inglés? | _____ Sí _____ No | ¿Cuál idioma? _____ |
| 2.(B2b) ¿Tuvo el estudiante una lengua materna distinta del inglés? | _____ Sí _____ No | ¿Cuál idioma? _____ |
| 3.(B2c) ¿Habla el estudiante con mayor frecuencia un idioma distinto del inglés? | _____ Sí _____ No | ¿Cuál idioma? _____ |

Signature of person completing this form/Firma de la persona completando este formulario	Date/Fecha	Translator/Traductor
--	------------	----------------------

 Relationship to the student/Parentesco al estudiante

Distribution: Original-Cum Yellow-ESOL Liaison/Teacher Pink-ESOL District Office

The School Board of Sarasota County, Florida complies with State Statutes on Veterans' Preference and Federal Statute on non-discrimination on the basis of race, color, sex, religion, national origin, age, disability, marital status or sexual orientation.

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: SARASOTA MILITARY ACADEMY	District Name: SARASOTA
Principal: MR. DANIEL KENNEDY	Superintendent: MS. LORI WHITE
SAC Chair: MR. TERRY LIPMAN	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data (Use this data to inform the problem-solving process when writing goals.)

Highly Qualified Administrators

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Mr. Daniel Kennedy	B.A., Business/ Education/ Economics, University of Kentucky M.A., Vocational Education	9	22	2009-2010 School Grade A 2009-2010 AYP 100% 2004-2008 Grade B with gradual increases noted in Math (79%-82%) and Writing (64%-85%). Different content areas experienced fluctuations periodically, but Reading Learning gains dropped, thus changing the School Grade for year 2008-

2011-2012 School Improvement Plan (SIP)-Form SIP-1

		University of Kentucky			2009 to a C with a focus on Lower Quartile Students not making AYP. It is noted that 37/38 categories were met.
Assistant Principal	Christina Bowman	B.S. Middle School Education, Murray State University M.A. Middle School Education, Murray State University M.A. Educational Leadership, Murray State University	3	5	2009-2010 School Grade A 2009-2010 AYP 100% 1997-2007 Murray Middle School (Murray, KY) grades 4-8 ranked in the top ten school districts (176) every year in the Kentucky Core Content Test.
Assistant Principal	Jodi Kopacz	B.A. English Literature West Chester University M. Ed, Multicultural Education Eastern College Ed. S., Educational Leadership Nova Southeastern University	6	3	2009-2010 School Grade A 2009-2010 AYP 100% Grade B with gradual increases noted in Math (79%-82%) and Writing (64%-85%). Different content areas experienced fluctuations periodically, but Reading Learning gains dropped, thus changing the School Grade for year 2008-2009 to a C with a focus on Lower Quartile Students not making AYP. It is noted that 37/38 categories were met.

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Literacy	Pamela Donehew	A.A., Honors Philosophy	5	5	2009-2010 School Grade A

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Coach		B.A., English and Psychology M.A., Education, Monmouth University M.S., Reading Specialist, Monmouth University			2009-2010 AYP 100% Total Reading Proficiency for total school population increased from 41% in the 2006-2007 school year to 58% in the 2007-2008 school year. Increases were noted in all subpopulations as well. Reading Learning Gains also increased from 49% in the 2007 school year to 61% in the 2008 school year. All subpopulations increased in the 2008 school year except for the Hispanic population, although this population increased by 1% in the 2009 school year. It is noted that all subpopulations made gains in the 2009 school year except for the low socioeconomic subpopulation.

Highly Qualified Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Provide research-based professional development opportunities to all faculty and staff.	Professional Development Coordinator	On-going for school-year 2011-2012.	
2. Partnering new teachers (SMA) with veteran (SMA) teachers and staff.	Administration Professional Development Coordinator Department Chairs	On-going for school-year 2011-2012.	
3.			
4.			

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
43	0%	67%	28%	5%	48%	100%	1%	0%	12%

Teacher Mentoring Program

Please describe the school’s teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A			

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Response to Instruction/Intervention (RtI)

School-Based RtI Team
<p>Identify the school-based RtI Leadership Team. (MTSSS)</p> <p>BG Frank Laudano/Commandant of Cadets LTC Christina Bowman/Assistant Headmaster LTC Jodi Kopacz/Assistant Headmaster Captain Jennifer Catena/Behavior Specialist Major Barbara Coury/ESE Director Captain Marsha Horan/Counseling Department Major Pamela Donehew/Literacy Coach</p>
<p>Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?</p> <p>The RtI (MTSSS) Leadership Team meets twice a month. Process and procedures have been established by the Sarasota School District and have been adopted by SMA. Student concerns are presented to the appropriate grade level administrator only after multiple attempts to provide a variety of interventions and a parent conference has been completed. At that time, the appropriate grade level administrator will begin collecting information about the student and contacting the appropriate support staff for information. The Leadership Team will then discuss the student and provide additional interventions. The teacher is expected to utilize and document the impact of the interventions. Results are then presented back to the Leadership Team for review. The RtI (MTSSS) Team works closely with the Administrative Team, the ESE Department, the Counseling Department, the PBS Team and all Department Chairs and the Behavior Specialist.</p>
<p>Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?</p> <p>The school-based RtI (MTSSS) will employ a continuous improvement process to create the SIP as outlined in this document. Input will be collected from the grade level teams, content area teams, the SAC and the district teams composed of specialists in the areas of instructional need.</p>
RtI Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</p> <p>The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR Reading assessment and utilize the Florida Achieves Mathematics and Science assessments to summarize data for students at Tier 1, 2, and 3. Progress Monitoring Data/Assessments will be provided throughout the year as scheduled by the District Board Office. Data will also be collected and analyzed using student referral forms established in Tier 1. Progress monitoring data such as classroom assessments, FAIR, Angel Web Benchmark Testing and FCAT will be used as well as discipline data using the School Wide Information System (SWIS) and classroom reports. The RtI Team (MTSSS) and instructors will then document and record data regarding student progress, matching instruction and interventions to student needs.</p>

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Describe the plan to train staff on RtI.

The process was reviewed at faculty orientation on August, 2011. A Professional Development will be offered at a later date as a specialist from the District Office has been requested.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The school-based Literacy Leadership Team is comprised of the RtI (MTSS) Team and the SAC Committee.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT will meet bi-monthly in conjunction with the RtI (MTSS) Team.

What will be the major initiatives of the LLT this year?

Major initiatives include Vocabulary (Word of the Week), Differentiation of Instruction within the Content Area, Independent Reading, Pre-Assessments, Interest Inventories and Identifying Textbook Levels that More Appropriately Meet Individual Student Needs.

Students are expected to have an independent reading book with them at all times and read when class work is completed.

All content areas will complete a weekly writing assignment and will consist of short answer responses, long answer responses, essays, research projects, and/or quick writes.

Teachers are encouraged to use the FCAT Holistic method and scale for scoring.

We will promote the importance of Critical Thinking Skills in each classroom as well and employ questioning strategies that will help guide students to enhance clarity and better comprehension.

Reading by Numbers is the last initiative for the 2011-2012 school-year. The reference and research section of the FCAT has traditionally been the most difficult section for students to improve upon or pass. Students need the ability to locate information, organize, synthesize and evaluate information from a variety of sources and interpret the information given within text, graph or picture. Teachers will be incorporating these skills into all content area classes.

NCLB Public School Choice

April 2011

Rule 6A-1.099811

Revised April 29, 2011

2011-2012 School Improvement Plan (SIP)-Form SIP-1

- **Notification of School in Need of Improvement (SINI) Status**

Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.

- **Public School Choice with Transportation (CWT) Notification**

Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

****Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

****Grades 6-12 Only*** Sec. 1003.413(b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Every faculty member will focus on literacy within the classroom as indicated by each Individual Professional Development Plan. The Literacy Coach and Professional Development Coordinator meets with each department on a monthly basis, discussing instructional strategies which support research based reading strategies. This includes focusing on differentiation of instruction within particular content areas. Our teachers are increasingly faced with the challenge of teaching students with a large range of skill levels and need to know how to formulate lessons that encompass this range of needs. Training regarding teaching content area reading strategies has begun with continuation throughout the year. The Literacy Plan will also include the responsibility of all students to read at least 15 minutes of recreational material each day with documentation in a reading journal. The teachers are responsible to require students to have a book to read with them at all times and the designated Word of the Week is posted in the classroom, and discussed, weekly.

The Literacy Coach will meet monthly the Next Generation Content Area Reading teachers to review and discuss appropriate strategies for the classroom and individual students.

All teachers will participate in Reading By Numbers Professional Development and will implement the strategies within the classroom.

2011-2012 School Improvement Plan (SIP)-Form SIP-1

**High Schools Only*

Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

- Our school offers students elective courses in art, business, technology, and foreign languages. Many of these courses focus on job skills and offer students internships. JROTC courses play an integral role as well.
- A daily focus of our school is posting the learning objective in every class so the students know “why are we learning this?” and how that instruction is relevant.
- Word of the Week is posted and discussed in every class and applied across content areas.
- The guidance/counseling department educates students and parents about the importance of developing job skills and hands-on activities that enhance these skills through individualized meetings, which address course selection. Course selection includes elective courses in art, business and computer skills, criminal justice/law, equitation, driver's education, and sound engineering. Additionally, students learn about the Sarasota County Technical Institute, which focuses on technical careers while still in high school.
- Students participate in dual enrollment courses.

The guidance/counseling department coordinates the Community Service Program where students are encouraged to volunteer in organizations that align with students' interests and strengths as a way to obtain firsthand experience and job skills development in a safe environment. Students may earn 1/2 credit for 75 hours of service or 1 full credit for 150 hours of documented service and meet one of the requirements to qualify for Bright Futures Scholarships.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

- All students meet with their guidance counselors individually to address career planning based on interests and strengths, from freshmen through rising seniors. Each student is encouraged to identify an area of interest, which guides their course selection (students may change this area at any time throughout their education). The guidance department identifies high-achieving students, who may qualify for AP courses, and encourages them to take these rigorous courses during their individualized meetings with their counselors. The guidance department provides written and online resources concerning career choices, self-assessment tools, and colleges of interest. The department also coordinates visits from some colleges to SMA to present information on their programs, pairing students with colleges and

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universities that best meet their needs and interests.

- The JROTC curriculum (10th/11th grade) offers instruction on self-assessment tools and career choices based on individual strengths and interests. JROTC also coordinates the Teacher's Assistance program (Experiential Education) for senior students interested in exploring teaching careers. These students are paired with teachers who need assistance in classroom to assist in instruction planning and presentation while developing human and leadership skills.
- Advanced Placement International Diploma (APID) is offered at SMA as well.
- Elective courses include art, business and computer skills, criminal justice/forensics and law, equitation, fencing, driver's education, media and sound engineering, critical thinking, creating writing, speech/debate, British literature, AP psychology, liberal arts math, informal geometry, AP physics, Spanish III/IV, French, American Sign Language III/IV, and Chinese III/IV., Honors Physics, AP Physics, Marine Biology, Environmental Science and AP Environmental Science.
- A large variety of AP and Honors courses are provided as well.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

The Guidance Department at Sarasota Military Academy (SMA) sets up individual meetings with all students and their parents yearly to discuss their postsecondary plans. During these meetings, information and assistance concerning the courses necessary for postsecondary education is addressed, including:

- ACT, SAT, and CPT, available scholarships, and colleges of interest are discussed.
- Honor classes for all qualifying students and AP (Advanced Placement) classes for qualifying juniors and seniors.
- SAT and ACT course preparation through SMA. Students may sign up through SMA's website. SMA is an ACT testing site this year (2009-2010). Students are encouraged to take SAT, ACT, and CPT. Qualifying students obtain assistance for vouchers, which waive (SAT / ACT) testing fees.
- Parents of juniors and seniors are invited to seminars in financial aid and in college resources, which are organized by SMA staff.
- SMA's website provides current information on careers, scholarships, and colleges.
- Instructing and empowering students and parents to become familiarized with and use the latest resources (Facts.org, CollegeBoard.com, March to Success, etc.) in searching for self-assessment tools, careers, colleges, and scholarships. Facts.org allows students and parents to monitor students' academic progress and to plan course selection.
- Students are counseled on the courses needed to qualify for Bright Futures, and encouraged to monitor their progress to ensure qualification throughout their four years.
- Colleges are invited to come to SMA to talk to students about their specific programs and scholarship opportunities. This information, along with other resources, is available to all students and their parents in the office.
- JROTC (LET II) will be offering a college preparation program targeting sophomores, who will be taking SAT and ACT as juniors.
- Math and English intensive classes are taught by certified ESE teachers allowing struggling students to obtain a credit in these areas, while getting assistance needed.
- Advanced Placement International Diploma (APID)

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PART II: EXPECTED IMPROVEMENTS
Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

READING GOALS			Problem-Solving Process to Increase Student Achievement								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1: In grades 9-10, 56% of the total population was proficient on the 2011 Reading FCAT. In grades 9-10, 60% of the total population will demonstrate proficiency on the 2012 Reading FCAT.			1.1. Attendance	1.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	1.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS) Administration	1.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	1.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades				
<table border="1"> <thead> <tr> <th>2011 Current Level of Performance:*</th> <th>2012 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>56% (261)</td> <td>60%</td> </tr> </tbody> </table>			2011 Current Level of Performance:*	2012 Expected Level of Performance:*	56% (261)	60%	1.2. Lack of Integrity to IFC and Literacy and Language Initiatives	1.2. Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading By Numbers Process in all content areas.	1.2. Department Chair Administration Literacy Coach NGCAR Teachers	1.2. Analyze FAIR data. Analyze formative and summative assessments.	1.2. FAIR FCAT Classroom Assessments CWT Data
2011 Current Level of Performance:*	2012 Expected Level of Performance:*										
56% (261)	60%										
			1.3. Lack of higher order questions in lessons and	1.3. All content area teachers will meet with the Literacy Coach	1.3. Department Chair Literacy Coach	1.3. Formative and summative assessment data will be analyzed.	1.3. FAIR FCAT				

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		assessments and differentiation of instruction in all content areas.	regarding the Literacy and Language Initiatives and the Reading By Numbers Process.	Administration NGCAR Teachers		Classroom Assessments CWT Data Jupiter Grades	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading		2.1 Attendance	2.1 Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program.	2.1 Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS) Administration	2.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	2.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades	
Reading Goal #2:							
In grades 9-10, 28% of the total population achieved above proficiency on the 2010 Reading FCAT.	<u>2011 Current Level of Performance.*</u>	<u>2012 Expected Level of Performance.*</u>	Immediate contact to parents through Jupiter Grades when student is absent.				
	28% (1,368)	32%					
In grades 9-10, 32% of the total population will achieve above proficiency on the 2012 Reading FCAT.			2.2 Lack of Integrity to IFC and Literacy and Language Initiatives	2.2. Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading By Numbers Process in all content areas.	2.2. Department Chair Administration Literacy Coach NGCAR Teachers	2.2. Analyze FAIR data. Analyze formative and summative assessments.	2.2. FAIR FCAT Classroom Assessments CWT Data
			2.3 Lack of higher order questions in lessons and assessments and differentiation of instruction in all content areas.	2.3 All content area teachers will meet with the Literacy Coach regarding the Literacy and Language Initiatives and the Reading By Numbers Process.	2.3 Department Chair Literacy Coach Administration NGCAR Teachers	2.3 Formative and summative assessment data will be analyzed.	2.3 FAIR FCAT Classroom Assessments CWT Data Jupiter Grades
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Percentage of students making Learning Gains in reading		3.1 Attendance	3.1 Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program.	3.1 Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS)	3.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	3.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades	
Reading Goal #3:							
In grades 9-10, 52% of the total population demonstrated an annual	<u>2011 Current Level of Performance.*</u>	<u>2012 Expected Level of Performance.*</u>	Immediate contact to parents				

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learning gain on the 2011 Reading FCAT. In grades 9-10, 56% of the total population will demonstrate an annual learning gain on the 2012 Reading FCAT.	52% (2011)	56%		through Jupiter Grades when student is absent.	Administration		
			3.2. Lack of Integrity to IFC and Literacy and Language Initiatives	3.2. Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading By Numbers Process in all content areas.	3.2. Department Chair Administration Literacy Coach NGCAR Teachers	3.2. Analyze FAIR data. Analyze formative and summative assessments.	3.2. FAIR FCAT Classroom Assessments CWT Data
			3.3. Lack of higher order questions in lessons and assessments and differentiation of instruction in all content areas.	3.3. All content area teachers will meet with the Literacy Coach regarding the Literacy and Language Initiatives and the Reading By Numbers Process.	3.3. Department Chair Literacy Coach Administration NGCAR Teachers	3.3. Formative and summative assessment data will be analyzed.	3.3. FAIR FCAT Classroom Assessments CWT Data Jupiter Grades
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in reading			4.1. Attendance	4.1 Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program.	4.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS) Administration	4.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	4.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
Reading Goal #4:							
In grades 9-10, 49% of the students in the lowest quartile made learning gains in reading on the 2011 Reading FCAT. In grades 9-10, 53% of the students in the lowest quartile will make learning gains on the 2012 Reading FCAT.	<u>2011 Current Level of Performance.*</u>	<u>2012 Expected Level of Performance.*</u>		Immediate contact to parents through Jupiter Grades when student is absent.			
	49%	53%					
			4.2. Lack of Integrity to IFC and Literacy and Language Initiatives	4.2. Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading By Numbers Process in all content areas.	4.2. Department Chair Administration Literacy Coach NGCAR Teachers	4.2. Analyze FAIR data. Analyze formative and summative assessments.	4.2. FAIR FCAT Classroom Assessments CWT Data

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		4.3 Lack of higher order questions in lessons and assessments and differentiation of instruction in all content areas.	4.3 All content area teachers will meet with the Literacy Coach regarding the Literacy and Language Initiatives and the Reading By Numbers Process.	4.3 Department Chair Literacy Coach Administration NGCAR Teachers	4.3 Formative and summative assessment data will be analyzed.	4.3 FAIR FCAT Classroom Assessments CWT Data Jupiter Grades
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5A:</u>	Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
N/A	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
			5A.2.	5A.2.	5A.2.	5A.2.
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5B:</u>	Reading Goal #5B: English Language Learners (ELL)	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
N/A	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
			5B.2.	5B.2.	5B.2.	5B.2.

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		5B.3	5B.3	5B.3	5B.3	5B.3				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C: N/A	Reading Goal #5C: Students with Disabilities (SWD)	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.				
	<table border="1"> <tr> <th>2011 Current Level of Performance *</th> <th>2012 Expected Level of Performance *</th> </tr> <tr> <td></td> <td></td> </tr> </table>	2011 Current Level of Performance *	2012 Expected Level of Performance *			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
	2011 Current Level of Performance *	2012 Expected Level of Performance *								
	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D: In grades 9-10, 51% of the economically disadvantaged students did not make Adequate Yearly Progress in Reading on the 2011 Reading FCAT. In grades 9-10, the number of students not making Adequate Yearly Progress in Reading will decrease by 4% to 47% on the 2012 FCAT.	Reading Goal #5D: Economically Disadvantaged	5D.1. Attendance	5D.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	5D.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSS) Administration	5D.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	5D.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades				
	<table border="1"> <tr> <th>2011 Current Level of Performance *</th> <th>2012 Expected Level of Performance *</th> </tr> <tr> <td>51%</td> <td>47%</td> </tr> </table>	2011 Current Level of Performance *	2012 Expected Level of Performance *	51%	47%	5D.2. Lack of Integrity to IFC and Literacy and Language Initiatives	5D.2. Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading By Numbers Process in all content	5D.2. Department Chair Administration Literacy Coach NGCAR Teachers	5D.2. Analyze FAIR data Analyze formative and summative assessments.	5D.2. FAIR FCAT Classroom Assessments CWT Data
	2011 Current Level of Performance *	2012 Expected Level of Performance *								
51%	47%									

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			areas.			
		5D.3. Lack of higher order questions in lessons and assessments and differentiation of instruction in all content areas.	5D.3 All content area teachers will meet with the Literacy Coach regarding the Literacy and Language Initiatives and the Reading By Numbers Process.	5D.3. Department Chair Literacy Coach Administration NGCAR Teachers	5D.3. Formative and summative assessment data will be analyzed.	5D.3. FAIR FCAT Classroom Assessments CWT Data Jupiter Grades

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading by Numbers	9-12	P. Donehew	All Faculty and Staff	On-going/complete by January, 2011.	Walk-throughs, lesson plans, Observations, reviews	P. Donehew, Administrators, Department Chairs
NGCAR PD	9-12	P. Donehew	All Faculty and Staff	On-going by May, 2012	Walk-throughs, lesson plans, Observations, reviews	P. Donehew, Administrators, Department Chairs, NGCAR PD Teachers

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
READING BY NUMBERS	Training	None Required	\$0
NGCAR PD	Training Materials	Professional Development	TBD
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Reading by Numbers	None	None	\$0
NGCAR PD	Training Materials	Professional Development	TBD
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g. 70% (35)).

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group.			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
I. Students achieving proficiency (Level 3) in mathematics			1.1. Attendance	1.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	1.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSS) Administration	1.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	1.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
Mathematics Goal #1:							
In grade 10, 80% of the total population was proficient on the 2011 Mathematics FCAT.	2011 Current Level of Performance*	2012 Expected Level of Performance*					
In 2012, 82% of the Algebra EOC students will attain credit for Algebra.	80% (177)	82%	1.2. Lack of Integrity to IFC	1.2. Review IFC frequently with team members and create lessons according to needs on IFC.	1.2. Department Chair Teacher Administration	1.2. Progress Monitoring Data EOC Formative and Summative Classroom Assessments	1.2 Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments CWT Data Study Island

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			1.3. Lack of use of Study Island Review Resource	1.3. Review student progress and schedule student for Study Island when student struggles. Use study Island as a review resource prior to Algebra EOC.	1.3. Department Chair Teacher	1.3. Analyze student progress in Study Island Analyze student progression throughout the class.	1.3. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments Study Island
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students achieving above proficiency (Levels 4 and 5) in mathematics Mathematics Goal #2:		2.1. Attendance	2.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	2.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS) Administration	2.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	2.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades	
In 2011, 48% of the total population of 10 th grade students scored above proficiency on the 2011 Mathematics FCAT.	2011 Current Level of Performance*	2012 Expected Level of Performance*					
	48% (103)	52%					
			2.2. Lack of Integrity to IFC	2.2. Review IFC frequently with team members and create lessons according to needs on IFC.	2.2. Department Chair Teacher Administration	2.2. Progress Monitoring Data EOC Formative and Summative Classroom Assessments	2.2. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments CWT Data Study Island
		2.3. Lack of use of Study Island Review Resource	2.3. Review student progress and schedule student for Study Island when student struggles. Use study Island as a review	2.3. Department Chair Teacher	2.3. Analyze student progress in Study Island Analyze student progression throughout the class.	2.3. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and	

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		resource prior to Algebra EOC.				Summative Classroom Assessments Study Island
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade) Mathematics Goal #3:		3.1. Attendance	3.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	3.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS) Administration	3.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	3.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
In grade 10, 80% of the total population made learning gains on the 2011 Mathematics FCAT.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
	88% (170)	82%				
			3.2. Lack of Integrity to IFC	3.2. Review IFC frequently with team members and create lessons according to needs on IFC.	3.2. Department Chair Teacher Administration	3.2. Progress Monitoring Data EOC Formative and Summative Classroom Assessments
		3.3. Lack of use of Study Island Review Resource	3.3. Review student progress and schedule student for Study Island when student struggles. Use study Island as a review resource prior to Algebra EOC. Review Progress Monitoring Data	3.3. Department Chair Teacher	3.3. Analyze student progress in Study Island Analyze student progression throughout the class.	3.3. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments Study Island

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			Review Study Island Progress			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4: In grade 10, 74% of the students in the Lowest 25% made learning gains on the 2011 Mathematics FCAT.	2011 Current Level of Performance *	2012 Expected Level of Performance *	4.1. Attendance Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	4.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSS) Administration	4.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	4.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
	74%	76%	4.2. Lack of Integrity to IFC Review IFC frequently with team members and create lessons according to needs on IFC. Review Progress Monitoring Data. Review Study Island Data	4.2. Department Chair Teacher Administration	4.2. Progress Monitoring Data EOC Formative and Summative Classroom Assessments	4.2. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments CWT Data Study Island
			4.3. Lack of use of Study Island Review Resource Review student progress and schedule student for Study Island when student struggles. Use study Island as a review resource prior to Algebra EOC.	4.3. Department Chair Teacher	4.3. Analyze student progress in Study Island Analyze student progression throughout the class.	4.3. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments Study Island
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
	N/A	2011 Current Level of Performance*	2012 Expected Level of Performance*				
				5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	Mathematics Goal #5B: English Language Learners (ELL)		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
	N/A	2011 Current Level of Performance*	2012 Expected Level of Performance*				
				5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	Mathematics Goal #5C: Students with Disabilities (SWD)		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
	2011 Current Level of Performance.*	2012 Expected Level of Performance.*					
	N/A						
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	Mathematics Goal #5D: Economically Disadvantaged		5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
	2011 Current Level of Performance.*	2012 Expected Level of Performance.*					
	N/A						
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade-level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Study Island	9-12	P. Schroeder	All Content Teachers	August, 2011 Ongoing	Assessments Used on Study Island	Department Chairs, Administrator

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Study Island	On-Line	General Fund	\$3,000
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Study Island	On-Line Program	None Needed	\$0
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

2011-2012 School Improvement Plan (SIP)-Form SIP-1
Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

SCIENCE GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1: In grade 11, 46% of the total population was proficient on the 2011 Science FCAT. In 2012, 50% of the students enrolled in Biology will attain credit after the EOC exam.			1.1 Attendance	1.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	1.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS) Administration	1.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	1.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	46% (76)	50%					
			1.2 Lack of Integrity to IFC	1.2. Review IFC frequently with team members and create lessons according to needs on IFC. Review Progress Monitoring Data Review Study Island Data	1.2. Department Chair Teacher Administration	1.2. Progress Monitoring Data EOC Formative and Summative Classroom Assessments	1.2. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments CWT Data Study Island
			1.3 Lack of Inquiry-Based Activities	1.3. Increase the number of students participating in the Science Fair. Increase the number of formal labs created within the science lab. Use of higher order questions with inquiry.	1.3. Department Chair Teacher Administration	1.3. Analyze the following: Progress Monitoring Data EOC Formative and Summative Classroom Assessments Study Island	1.3. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments CWT Data Study Island
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

2011-2012 School Improvement Plan (SIP)-Form SIP-1

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2: In grade 11, 10% of the total population scored FCAT Levels 4 or 5 on the 2011 Science FCAT.			2.1. Attendance	2.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	2.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS) Administration	2.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	2.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
	2011 Current Level of Performance* 16% (17)	2012 Expected Level of Performance* 14%	2.2. Lack of Integrity to IFC	2.2. Review IFC frequently with team members and create lessons according to needs on IFC. Review Progress Monitoring Data. Review Study Island Data	2.2. Department Chair Teacher	2.2. Progress Monitoring Data EOC Formative and Summative Classroom Assessments	2.2. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments CWT Data Study Island
			2.3 Lack of Inquiry-Based Activities	2.3 Increase the number of students participating in the Science Fair. Increase the number of formal labs created within the science lab. Use of higher order questions with inquiry.	2.3 Department Chair Teacher Administration	2.3 Analyze the following: Progress Monitoring Data EOC Formative and Summative Classroom Assessments Study Island	2.3 Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments CWT Data Study Island

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PEC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
On-line Assessments (ANGEL WEB)	BIOLOGY	Department Chair	Biology Faculty Department Chair	September, 2011 On-going	Analyze results from progress monitoring data.	Test Coordinator, Department Chair

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Study Island	On-Line Program	General Fund	\$0
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Study Island	On-Line Program	General Fund	\$0
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Study Island	On-Line Program	General Fund	\$0
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

WRITING GOALS	Problem-Solving Process to Increase Student Achievement
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2011-2012 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1: In grade 10, 96% of the total population scored FCAT Level 3.0 and higher on the 2011 Writing FCAT. In grade 10, 98% of the total population will score FCAT Level 3.0 and higher on the 2012 Writing FCAT.			1.1. Attendance	1.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	1.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS) Administration	1.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	1.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
	2012 Expected Level of Performance * 96% Level 3 and Above (214) 73% Level 4 and Above	98% Level 3 and Above 77% Level 4 and Above	1.2. Lack of Integrity to IFC	1.2. Review IFC frequently with team members and create lessons according to needs on IFC. Review Progress Monitoring Data.	1.2. Department Chair Teacher Administration	1.2. Analyze the following: Progress Monitoring Data Formative and Summative Classroom Assessments Benchmark Assessments	1.2. Progress Monitoring: Baseline, Mid-Year and End of Year FCAT Formative and Summative Classroom Assessments CWT Data
			1.3. Lack of use of higher order questions and differentiation of instruction.	1.3. Lessons will include the use of higher order questions. Differentiation will be used within the lessons. Use of a variety of writing prompts.	1.3. Department Chair Teacher Administration	1.3. Analyze the following: Progress Monitoring Data Formative and Summative Classroom Assessments Benchmark Assessments	1.3. Progress Monitoring: Baseline, Mid-Year and End of Year FCAT Formative and Summative Classroom Assessments CWT Data
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

2011-2012 School Improvement Plan (SIP)-Form SIP-1

2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	2A.1. White: Black: Hispanic: Asian: American Indian:	2A.1.	2A.1.	2A.1.	2A.1.
N/A	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	Writing Goal #2B: English Language Learners (ELL)	2B.1.	3B.1.	2B.1.	2B.1.	2B.1.
N/A	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
			2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2C. Student subgroups not making Adequate Yearly Progress (AYP) in	Writing Goal #2C: Students with Disabilities (SWD)	2C.1.	2C.1.	2C.1.	2C.1.	2C.1.

2011-2012 School Improvement Plan (SIP)-Form SIP-1

writing						
Writing Goal #2C:						
N/A	2011 Current Level of Performance *	2012 Expected Level of Performance *				
			2C.2.	2C.2.	2C.2.	2C.2.
			2C.3.	2C.3.	2C.3.	2C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2D: Economically Disadvantaged	2D.1.	2D.1.	2D.1.	2D.1.	2D.1.
Writing Goal #2D:						
N/A	2011 Current Level of Performance *	2012 Expected Level of Performance *				
			2D.2.	2D.2.	2D.2.	2D.2.
			2D.3.	2D.3.	2D.3.	2D.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

2011-2012 School Improvement Plan (SIP)-Form SIP-1

			Subtotal:
			Total:

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
I. Attendance			1.1. Lack of integrity to SMA attendance and truancy policy.	1.1. MTSSS team will review attendance data twice a month. Administration will review attendance weekly. Students who are having attendance problems will be identified and a conference with the parents and student will take place. Rewards and incentives will be provided according to the PBS EAGLE Rewards program. Teams will identify priority	1.1. Attendance Clerk Administration MTSSS Team PBS Team Teachers	1.1. Analyze attendance data. MTSSS documentation of response to strategies implemented for the student.	1.1. Attendance Programs: AS400 Jupiter Grades MTSSS Documents
Attendance Goal #1:							
In 2011, the attendance rate was 95%.	2011 Current Attendance Rate.*	2012 Expected Attendance Rate.*					
	95%	97%					
In 2012, the attendance rate will reach 97%.	2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)					
	45%	41%					
	2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)					

2011-2012 School Improvement Plan (SIP)-Form SIP-1

	1%	1.5%		attendance strategies and developmentally appropriate interventions which may include: guidance counseling, time management and organizational skill support, mentoring, family intervention, attendance contracts and community service referrals.			
			1.2. Lack of integrity and support of the PBS/EAGLE Rewards Program.	1.2. Provide more rewards for attendance and more frequently.	1.2. PBS Team Administration	1.2. Increase in attendance.	1.2. AS400 Jupiter Grades
			1.3.	1.3.	1.3.	1.3.	1.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSSS	9-12	MTSSS Team	MTSSS Team	August, 2011-June, 2012	Review Attendance Data	Administration Attendance Clerk MTSSS Team PBS Team Teachers

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Strategy		Description of Resources	Funding Source	Amount
Subtotal:				
Technology				
Strategy		Description of Resources	Funding Source	Amount
Subtotal:				
Professional Development				
Strategy		Description of Resources	Funding Source	Amount
Subtotal:				
Other				
Strategy		Description of Resources	Funding Source	Amount
Subtotal:				
Total:				

End of Attendance Goals

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

SUSPENSION GOAL(S)	Problem-solving Process to Decrease Suspension				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
I. Suspension Suspension Goal #1:	1.1. Lack of support and	1.1. Review and discuss the	1.1. Administration/Discip	1.1. Monitor Data:	1.1. AS400

2011-2012 School Improvement Plan (SIP)-Form SIP-1

<p>In 2011, the number of suspensions and in-school suspensions totaled 46.</p> <p>In 2012, the number of suspensions and in-school suspensions will decrease to 40.</p>	2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions	<p>integrity to the Discipline Policies and Procedures.</p>	<p>policies and procedures with faculty, staff, students, parents and administration.</p>	<p>line Team MTSSS Team PBS Team Teachers</p>	<p>Rti:B Data SWIS Jupiter Grades</p>	<p>Rti:b Data SWIS Data CWT Data</p>
	0,127	106					
	2011 Total Number of Students Suspended In-School	2012 Expected Number of Students Suspended In-School					
	1	3					
	2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions					
	30	50					
	2011 Total Number of Students Suspended Out-of-School	2012 Expected Number of Students Suspended Out-of-School					
15	72						
		1.2. Lack of availability for In-School Suspension	1.2. Provide monetary funds and location for In-School Suspension area/classroom.	1.2. Headmaster Finance Director Administration	1.2. Monitor data for In-School Suspension rates.	1.2. AS400 Rti:B Data SWIS Data	
		1.3. Lack of integrity and support of the PBS/EAGLE Rewards Program.	1.3. Provide more rewards for positive behaviors and more frequently.	1.3. PBS Team Administration	1.3. Review and analyze discipline referrals.	1.3. AS400 Rti:B Data SWIS Data	

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>							
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring	

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

DROPOUT PREVENTION GOAL(S)	Problem-solving Process to Dropout Prevention				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement.					
1. Dropout Prevention Dropout Prevention Goal #1:	1.1. Attendance	1.1. Provide incentives and rewards for perfect	1.1. Administration MTSSS Team	1.1. Monitor attendance data, referral data and student	1.1. PBS Data Rti:B Data

2011-2012 School Improvement Plan (SIP)-Form SIP-1

*Please refer to the percentage of students who dropped out during the 2010-2011 school year.			attendance or improved attendance.	Attendance Clerk PBS Team Counseling Team	achievement data.	SWIS Data FCAT Data EOC Data Jupiter Grades Attendance Data
In 2011, the dropout rate was 0.3%.	2011 Current Dropout Rate:*	2012 Expected Dropout Rate:*	Adhere to attendance and truancy policy. Adhere to MTSSS procedures.			
	0.3%	0.1%				
In 2012, the dropout rate will decrease by 0.2%.	2011 Current Graduation Rate:*	2012 Expected Graduation Rate:*	1.2. Lack of following MTSSS procedures.	1.2. Provide interventions and support for at-risk students in accordance to MTSSS and MTSSS Team.	1.2. MTSSS Team Administration Teachers	1.2. Review and analyze dropout data. Review and analyze MTSSS data. Review and analyze attendance data. Review and analyze EOC, progress monitoring, and FCAT data. Review and analyze classroom achievement data.
	92%	94%				
In 2011, the graduation rate was 92%.			1.3.	1.3.	1.3.	1.3.
In 2012, the graduation rate will be 94%.						

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

2011-2012 School Improvement Plan (SIP)-Form SIP-1

				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

PARENT INVOLVEMENT GOAL(S)	Problem-solving Process to Parent Involvement
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2011-2012 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool						
<p>1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>1.1. Lack of communication.</p>	<p>1.1. Connect-Ed calls will take place frequently; twice a month at least.</p> <p>Use of student planners for communication of parent activities/volunteer opportunities.</p> <p>Additional versions/language conversions will be sent in the mail for non-English speaking parents.</p> <p>e-News will be sent home weekly or as needed.</p>	<p>1.1. Headmaster Administration Teachers PTCC</p>	<p>1.1. Parent involvement will increase.</p>	<p>1.1. PALS Data Sign-In sheets and surveys.</p>						
						<p>Based on PALS reports and parent sign-in sheets at a variety of activities for 2011, the level of parent involvement was 95%.</p>	<table border="1"> <thead> <tr> <th>2011 Current level of Parent Involvement*</th> <th>2012 Expected level of Parent Involvement*</th> </tr> </thead> <tbody> <tr> <td>95%</td> <td>95%</td> </tr> </tbody> </table>	2011 Current level of Parent Involvement*	2012 Expected level of Parent Involvement*	95%	95%
						2011 Current level of Parent Involvement*	2012 Expected level of Parent Involvement*				
95%	95%										
<p>For the school year 2011-2012 the level of parent involvement will stay at the same level or will increase.</p>	<p>1.2.</p> <p>1.3.</p>	<p>1.2.</p> <p>1.3.</p>	<p>1.2.</p> <p>1.3.</p>	<p>1.2.</p> <p>1.3.</p>							

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Parent Involvement Budget

* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.

April 2011
 Rule 6A-1.099811
 Revised April 29, 2011

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

2011-2012 School Improvement Plan (SIP)-Form SIP-1

ADDITIONAL GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement.			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:							
<i>Enter narrative for the goal in this box.</i>	<u>2011 Current Level *</u>	<u>2012 Expected Level *</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
<i>Please note that each Strategy does not require a professional development or PLC activity.</i>						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Strategy			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget

2011-2012 School Improvement Plan (SIP)-Form SIP-1

	Total:
Mathematics Budget	\$3,000 Includes Science for Study Island
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

April 2011
 Rule 6A-1.099811
 Revised April 29, 2011

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2. when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status					
<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> N/A

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

X Yes

No

If No, describe measures being taken to comply with SAC requirement.

Describe the activities of the School Advisory Council for the upcoming year.
<p>The School Advisor Council (SAC) has in important function for the success of Sarasota Military Academy. Listed below are some of the activities and functions planned for the 2011-2012 school year:</p> <ul style="list-style-type: none"> • Reach out to the community to obtain more partners. • Organize family activities. • Sponsor drives to increase parent involvement. • Assist the school to crease and analyze school climate surveys for the parents and students.

Describe projected use of SAC funds.	Amount

SARASOTA MILITARY ACADEMY

INTERNAL CONTROL MANUAL

Internal Control Practices

Introduction

The purpose of this document is to provide Sarasota Military Academy with a list of key internal control practices to benchmark against. The school should have internal controls in place to provide reasonable assurance that our goals and objectives are accomplished; laws, regulations, and good business practices are complied with; assets are safeguarded; and accurate and reliable data are maintained.

The objective of internal controls is to provide management with reasonable assurance that goals are met; operations are efficient and effective; assets are safeguarded; laws, regulations, and policies are adhered to; and accurate, timely, and reliable data are maintained. Internal control touches all activities of the school, extending beyond the simply the accounting and financial functions.

The AICPA divides internal control into five interrelated components¹: the control environment, risk assessment, control activities, information and communication and monitoring. The overall control environment of the school sets the tone of its people and is the foundation for all other components of internal control by providing discipline and structure.

The school's assessment of relevant risks (any threat to achieving the school's business objectives) helps it form a basis for determining how the risks should be managed. Control activities are those policies and procedures that help ensure that management directives are carried out. The communication of information must be done in a form and time frame that enable people to carry out their responsibilities. Monitoring is an internal process that assesses the quality of the school's internal control performance over time.

Since this document identifies selected control practices, it focuses on the third component of internal control: control activities. Control activities can be in the form of preventative controls intended to deter inappropriate events from happening. Detective controls are designed to detect and correct undesirable events that have already occurred. Corrective controls either remedy the circumstances that allowed the unauthorized activity or return conditions to what they were before the violation. Control activities can typically be summarized in the following general categories: performance reviews (e.g. actual performance compared to budget), information processing controls, physical controls and segregation of duties.

Adequate segregation of duties is a special challenge for small schools such as Sarasota Military Academy. It requires that no single individual should have control over two or more phases of a transaction or operation (separate authorization, recordkeeping and custody). While segregation of duties is a basic, key internal control it can be difficult to achieve because of the relatively small size of this school. However, appropriate segregation of duties where possible increases the likelihood that innocent errors will be found and corrected and makes deliberate fraud more difficult because it requires collusion of two or more persons. Management will assign responsibilities to ensure a crosscheck of duties and implement additional compensating controls to address the increased risk when duties cannot be adequately segregated.

¹ AICPA Statement on Auditing Standards #78

Compensating controls will be established to offset areas where the separation of duties is not possible due to lack of staff resources. Examples of compensating controls at Sarasota Military Academy include periodic review of accounting records to ensure they are up-to-date, complete and accurate; reviewing bank statements and reconciliations on a monthly basis to ensure that cash receipts are properly accounted for and cash disbursements agree with authorizations. Other compensating controls may include periodically pulling and reviewing the supporting documents for randomly selected transactions, taking periodic counts of equipment or other tangible assets and comparing the counts to accounting records to ensure equipment and supplies are on-hand. Another control includes the preparation and/or review of budget and trend analysis of expenditures.

I. Governance

1. The Sarasota Military Academy By-Laws address code of ethics and conflict of interest transactions with board members and employees. If conflict of interest transactions are unavoidable, they should be fully and completely disclosed.
 2. The board requires corrective action for issues reported in the CPA's annual management letter and audit reports, and other consultant reports to ensure that follow-up occurs.
 3. The board has established the policies and procedures concerning Sarasota Military Academy operations.
 4. The board engages in active oversight of the school by routinely receiving and reviewing the fiscal reports including: budget status reports, interim financial statements, and cash flow projections.
 5. Board members are cognizant of their duties of care, loyalty and obedience. The duty of care requires a board member to be familiar with the organization's finances and activities and to participate regularly in its governance. Duty of loyalty requires that any conflict of interest, real or possible, always be disclosed in advance of joining a board and when they arise. A board has a duty of obedience to insure that the organization complies with applicable laws and regulations and its internal governance documents and policies.
 6. The Sarasota Military Academy has a long-term financial plan (budget) for both capital projects and operating expenses. Long-term is typically defined as five years, but should at a minimum be consonant with the life of the school's charter.
 7. The board ensures that it has the cumulative financial knowledge and expertise to oversee the financial operation of the school and is cognizant of the risks of fraud.
 8. Training opportunities are provided, if needed, for board members, school leadership and business staff to ensure they understand their duties and responsibilities and the data provided to them.
- The board insures that Sarasota Military Academy's school information system is economical, efficient, current, and up-to-date.

9. The board will insure that Sarasota Military Academy has a disaster recovery plan. All computer files are secured with passwords or other controls, backed-up on a regular basis, and stored at an offsite location.
11. Controls are monitored and periodically assessed to determine if they are working effectively.
12. The board has an Audit Committee to assist in carrying out its fiscal oversight, organizational controls and internal control responsibilities.

Strategic Planning

13. The Sarasota Military Academy has a dashboard of key performance indicators that it monitors regularly.
14. When needed to refocus or shift the school's mission, the Sarasota Military Academy will adjust the strategic plan as necessary. Written goals and objectives, performance measures, and strategies to accomplish the goals and objectives will be developed. The strategic plan will include financial and budgetary considerations.
15. A comparison of budget to actual performance will be provided to the Board on a monthly basis. Adjustments in the budget to correlate with actuals will be made and approved by the Board on a quarterly basis, as necessary in accordance with the goals, objectives, and administrative policies of SMA.

Budget Development and Budget Administration

16. The Sarasota Military Academy has written budget policies and procedures addressing such items as the budget timeline, preparation, administration, and budget transfers.
17. The board can articulate the Sarasota Military Academy's budgetary objectives including addressing areas such as funding priorities, maintenance of reserves and fund balance, incurrence of short and long-term debt, and replacement of fixed assets.
18. The Sarasota Military Academy has procedures in place to ensure that the budget remains in balance throughout the year.
19. The school has procedures in place establishing for making budget transfers when required, as well as, material increases/decreases in the budget. A formal budget amendment should be used to document any material increase or decrease to the budget.
20. The Sarasota Military Academy has procedures to maintain and project cash balances throughout the year. Encumbrance accounting, or other methods, may be employed to accomplish this. Year-end cash projections are made regularly, so that the available balance is as accurate as possible and to help ensure the budget is not overspent.

1. The school has procedures to compare actual to budgeted expenditures and actual to budgeted revenues along with procedures to project revenue collections and future expenditure needs for the remainder of the year. If a shortfall in projected revenues is expected, or if expenditures are expected to be unexpectedly higher in some areas, the school takes timely action to address the issues.
22. A budget status report is provided to the board on a monthly basis and to the individuals responsible for controlling spending.

II. Accounting and Reporting

Assessing Financial Condition

1. The Sarasota Military Academy anticipates ending the school year with an operating surplus or a planned (not unexpected) deficit.
2. The Sarasota Military Academy maintains a reasonable level of unrestricted net assets. The amount should be sufficient to permit the Sarasota Military Academy to address shortfalls in revenue or unanticipated expenses.
3. The Sarasota Military Academy's unrestricted net assets are at least two percent (or other board designated benchmark) of the subsequent year's projected year end net income. The school is aware of the concept of "expendable net assets" (unrestricted net assets less net fixed assets plus debt obtained for long-term purposes) when assessing its financial position.
4. The Sarasota Military Academy analyzes the effects of long-term debt on its current and future budgets.

Financial Accounting and Reporting

5. The Sarasota Military Academy's accounting system facilitates the preparation of periodic financial reports including year-end financial statements in accordance with generally accepted accounting principles.
6. The Sarasota Military Academy's accounting system is integrated with key business functions including accounts payable, budgeting, general ledger, inventory/depreciation, requisitions and purchase orders, accounts receivable, and payroll.
7. All accounting transactions are supported by adequate documentation. Journal entries are supported by an explanation of the reason for the entry, the amount and evidence of supervisory approval.

All accounting records (journals and ledgers) are kept up-to-date and balanced monthly.

9. The Sarasota Military Academy has adequate separation of duties for cash receipts, deposits, cash disbursements, disbursement approval, recording transactions, and bank and account reconciliations. Adequate separation of duties requires separating four basic functions – authorization, custody, record keeping, and verification/reporting.
10. The Sarasota Military Academy has a working purchase order system that ensures that funds are available before orders are placed. Purchase order will not be issued if there are insufficient funds.
11. The Sarasota Military Academy prepares cash flow projections to help determine borrowing needs and the timing and term(s) of investments.
12. Each year after filing its Form 990 with the IRS, the Sarasota Military Academy should prepare a copy for public disclosure omitting the names and addresses of all contributors. The Sarasota Military Academy must make available "public inspection" a copy of IRS Form 990 and are required to provide copies on request to inquirers. Generally the IRS Form 990 copy should be made available on the same day if the request is made in person or within thirty days in response to written requests made via regular mail, e-mail, facsimile or private delivery. The Sarasota Military Academy is allowed to charge for actual postage and a modest copying fee as specified in the regulation. The regulation also notes that those schools that make their IRS Form 990 available on the Internet (in approved formats) would not be required to distribute photocopies.

Auditing

13. The audited annual financial statements will be submitted by the required due dates.
14. Corrective action plans are prepared for all findings cited in the management letter.

State and Federal Grants

15. All State and federal grant reports are filed on time.
16. The Sarasota Military Academy ensures it applies for all the grant funds that a) it is entitled to receive, and b) makes sense to pursue after assessing the administrative and other burdens associated with grant. In addition, the Sarasota Military Academy has procedures in place so that there is adequate communication and sharing of information within the school concerning active grants.
17. The Sarasota Military Academy has considered the appropriateness of including an indirect cost allocation for all applicable grants.
18. All charges to grants are supported by adequate documentation.
19. Sarasota Military Academy staff is familiar with federal and State compliance requirements for all grants.

1. Revenue and Cash Management

Cash Receipts and Revenue

1. The board has authorized all Sarasota Military Academy bank accounts.
2. Procedures are in place to periodically verify that only board-authorized accounts have been established.
3. Employees who handle cash are bonded or insured to protect the school for loss due to theft or mismanagement.
4. Only individuals authorized by the school administration will collect cash (see Appendix A). Cash collection receipt forms are used when the funds are collected. Two individuals will count and sign the cash collection form indicating the amount received. The two will complete and sign the cash deposit slip.
5. Someone independent of other cash and record keeping functions opens the mail, restrictively endorses all checks, and maintains records of all funds received.

Someone independent of the record keeping function will deposit cash funds into the bank. The person who makes the initial cash deposit slip will verify the cash deposit slip with the actual deposit receipted by the bank.

7. All cash and checks are kept in a secure location and deposited in the bank on a timely basis.
8. Cash balances on the bank statements are reconciled to the cash balances on the accounting records on a monthly basis.
9. The Treasurer of the Board of Directors will open bank statements directly from the bank (via mail, pick-up, or other means).
10. The individual responsible for the bank account reconciliations will not have any duties related to cash receipts and disbursements.
11. Once the reconciliations are completed, someone independent of the process should review them for completeness and to ensure they do not include outdated reconciling items.
12. The Sarasota Military Academy's management has the collective knowledge to be aware of the revenue and in-kind services to which it is entitled and has procedures in place to ensure it receives the revenue or in-kind services it is entitled to.

Cash Management and Investments

- . The Sarasota Military Academy has a procedure to determine if excess cash is available for investment and such amounts are transferred to interest bearing accounts to maximize revenue.
14. A summary record of key information is maintained for all investments to properly monitor and account for investments.
15. The Sarasota Military Academy is aware of the risks associated with the limit of FDIC insurance on its deposit accounts and takes reasonable steps to mitigate those risks when it concludes such risk is elevated.
16. Drawdown of grant funds is done in accordance with state and Federal requirements.
17. If authorized by the board, petty cash fund disbursements are limited to a maximum amount(s), require supervisory approval, and are supported by adequate documentation. including the original receipts or invoices marked cancelled when paid.

IV. Purchasing and Expenditures

Purchasing

1. The board establishes a purchasing policy and identifies individuals to be responsible for developing and administering the purchasing function and committing the Sarasota Military Academy to purchases by approving purchase orders.
2. The Sarasota Military Academy establishes and maintains a list of vendors with whom it customarily conducts business.
3. Procedures are established for the initiation, approval, and use of purchase requisitions and purchase orders.
4. All purchase orders are numbered and all numbers are accounted for.
5. All requisitions/purchase orders are reviewed for appropriateness and the necessity of the items ordered.
6. Upon receipt of goods, the Sarasota Military Academy verifies the condition, quantity, and quality of the goods prior to payment.
7. Items that exceed \$750.00 are identified and tagged as property of Sarasota Military Academy.

8. Inventory of items valued in excess of \$750.00 are inventoried and documented as noted in the below section under Inventory Controls.

Contracts Administration

9. The Sarasota Military Academy will establish a policy for contracts administration approved by the school Board of Directors that identifies the procedures for committing school resources for vendor support.
10. Included in the contracts administration policy will include limits under which school administration staff will be authorized to approve contracts, and those contracts that require Board of Director approval.

Accounts Payable

11. An accounts payable subsidiary ledger is maintained and its balances are regularly reconciled (at least on a monthly basis) with vendor statements and general ledger control accounts.
12. Invoices are compared to purchase orders and receiving reports to verify prices, terms, etc. prior to payment.
13. The Sarasota Military Academy takes advantage of discounts offered by vendors, when feasible.
14. All consultant services are supported by signed and dated copies of contracts which provide the details, dates, and costs of the services to be provided.
15. All invoices are checked to prevent paying the same invoice twice.
16. The Sarasota Military Academy has procedures to follow up at regular intervals on outstanding purchase orders over 30 days old.

Cash Disbursements

17. The Sarasota Military Academy has authorized at least two individuals to sign checks.
18. The Sarasota Military Academy requires two signatures on checks.
19. All checks are directly mailed by the signer.
20. All blank checks and other financial stationery are safeguarded against theft, loss, or misuse.
21. Checks are not written to "cash".

Payroll and Personnel

22. Sarasota Military Academy policies and practices prevent payments to employees in advance of services actually being rendered.
23. Prior supervisory approval is required for overtime. Overtime is documented on the Sarasota Military Academy Form #137 – Hours Worked and Overtime.
24. The budget contains a separate line item for overtime and substitutes to permit analyzing its use and the potential need for additional staffing.
25. The Sarasota Military Academy maintains adequate supporting documentation (e.g. time sheets, leave accruals) for payroll to ensure that payments are made only for services actually rendered.
26. Authorizations are maintained to support all deductions from payroll checks.
27. Each payroll register is reviewed, approved, and certified by the CFO to ensure the payments are accurate and justified.
28. The Sarasota Military Academy has written procedures describing the employment process (advertising/posting, interview, reference/credential check, offer, acceptance, starting date, etc.).
 29. Each employee will provide a resume, college transcripts and copies of required job certifications to be maintained in personnel files.
30. New employees will complete the SMA personal information form, the INS I-9, a current IRS W-4, and insurance applications from current providers.
31. Insurance coverages provided as benefits to employees will be identified as available to employees as part of written contracts. Each employee will stipulate in writing as to whether they will require insurance coverage from the school. Current lists of employees provided coverage by the school will be maintained on file in the school.
32. All employees will be provided a written contract that stipulates primary job responsibilities. Staff other than teachers will have job descriptions that are current and maintained in personnel files.
33. Personal information will be filed in secured files on campus.
34. References and credentials are routinely verified to ensure prospective employees possess the necessary qualifications.
35. The Sarasota Military Academy requires and maintains written authorizations for changes in salaries, hiring, etc.
36. The Sarasota Military Academy has a system to track employee leave accruals.

7. The Sarasota Military Academy requires periodic evaluations for all of its employees.
38. All payroll changes are authorized and documented in writing.
39. Procedures are in place to comply with IRS and the state of Florida.
40. The Sarasota Military Academy has procedures to ensure individuals working for the Sarasota Military Academy are properly classified as employees (W-2s) or independent contractors (1099s) according to the circumstances.
41. The Sarasota Military Academy has procedures to ensure current and prospective employees are fingerprinted, as well as pass a drug test.

Travel and Conferences

42. Attendance at conferences is approved in advance by the CEO.
43. The Sarasota Military Academy has adopted the federal or State travel, lodging, and meal reimbursement rates for expenses incurred for Sarasota Military Academy business.
 1. The Sarasota Military Academy's policy limits the reimbursement of travel and meal expenses to expenses that are actual, necessary, and reasonable.
45. Staff will use appropriate school forms for submitting for reimbursement of expenses.
46. The Sarasota Military Academy has a policy or procedure requiring board members and employees to provide an oral or written account of the benefits derived from attendance at conferences.
47. The Sarasota Military Academy has policies which describe the circumstances when it is appropriate for providing food and beverages at meetings, training, and conferences sponsored by the Sarasota Military Academy.
48. The Sarasota Military Academy will reimburse mileage in accordance with district amounts, not to exceed the IRS annual allowable rate.

V. Facilities, Equipment and Inventory Controls

Facilities Maintenance

1. The Sarasota Military Academy has a long-range plan for educational facilities and equipment replacement purchases.

2. Staff will request repairs and maintenance requirements to the Facilities Manager for scheduling.

The Sarasota Military Academy monitors its energy use and has considered ways to reduce energy use and expenses.

Facilities Construction

4. The Sarasota Military Academy is aware of the requirements for planning, implementing, and completing school construction projects and has procedures to ensure it obtains the necessary approvals and building permits for school construction projects.
5. The Sarasota Military Academy has systems in place to guard against the cost of construction, including change orders, from exceeding the amount authorized and budgeted.
6. The Sarasota Military Academy has a process for retaining records and considers it in determining whether the budget is overspent.
7. The Sarasota Military Academy utilizes the appropriate professionals in the facilities construction process including architects, bond counsel and financial advisors, as needed.

Inventory Controls

8. Fixed assets are recorded at cost or if donated at fair market value at the time of acquisition.
9. The Sarasota Military Academy has a depreciation policy that is in conformity with GAAP and maintains adequate documentation related to fixed assets.
10. An annual physical inspection is performed to determine that all assets are present, in usable condition, located in the assigned area, and accurately recorded on the fixed asset records.
11. The Sarasota Military Academy has an individual assigned with the responsibility for maintaining a system to track its fixed assets inventory.
12. All assets are marked or tagged with ownership identification decals.
13. The inventory system includes all of the information necessary to maintain complete and accurate records.
14. The inventory system is updated to ensure that changes in assets, such as location or disposition, are reflected in the inventory system.
15. Sarasota Military Academy property, equipment, and inventory are secured in a safe location.

16. The Sarasota Military Academy has a policy for the use of Sarasota Military Academy-owned assets, such as computers, phones, and vehicles that limit the use to conducting official Sarasota Military Academy business only. The policy should be prudent and reasonable.

VI. Student Related Data

Attendance

1. The Sarasota Military Academy has a comprehensive attendance policy and procedures for taking attendance.
2. The Sarasota Military Academy maintains a record of each student's presence, absence, tardiness, and early departure in a register of attendance.
3. The Sarasota Military Academy records the reason for absence, tardiness, or early departure.
4. The Sarasota Military Academy has a well documented system for attendance taking. The system should establish specific steps and identify the individuals responsible for the recording of attendance and communicating expectations to the individuals responsible for making entries in the attendance register.

Adequate controls over the input and access to data related to attendance have been implemented.

6. Student attendance records are reviewed to ensure records are current and accurate.

Student Discipline

7. The school will establish a discipline policy that is distributed to all parents and students.
8. Designated staff will be responsible for discipline at the school.
9. Teachers and staff will refer students to designated staff for disciplinary measures using the approved discipline referral form.
10. Files for disciplined students will be maintained in a secured file while the student remains enrolled at the school.

Reliability of Student Performance Data

11. The Sarasota Military Academy has assigned staff responsibility for the accumulation of dropout, test score, enrollment, and cohort data.
2. The Sarasota Military Academy provides adequate guidance, instruction, and training to the parties responsible for student performance data and reporting.

SMA Internal Control Procedures, Cont'd

13. Sarasota Military Academy staff review data published on the School Report Card.
14. The Sarasota Military Academy has controls to ensure student performance data (i.e. FCAT, enrollment, attendance, test results, etc.) are secured, input is reliable, and output is accurate.
15. The Sarasota Military Academy follows the district and state policies and procedures to ensure all students who should be tested are tested.

APPENDIX A

PERSONS AUTHORIZED TO RECEIVE CASH ON BEHALF OF SMA

- 1. Headmaster**
- 2. Chief Financial Officer**
- 3. Bookkeeper**
- 4. School Store Manager**
- 5. Army Supply Room Manager**
- 6. Designated Persons Supervising Official School Activities**

**Sarasota Military Academy
Balance Sheet
Year to Date**

ASSETS	<u>Jan 31, 12</u>
Current Assets	
Checking/Savings	
1110-3 · Wachovia Checking Account	447,349
1110-4 · Wachovia Bond Account	161,060
1110-2 · Suntrust	211,402
1110-12 · Stifel Reserve	388,905
1110-14 · Sport Team Bank Accounts	<u>35,599</u>
Total Checking/Savings	1,214,305
Other Current Assets	
A/R Band Boosters	617
A/R Capital \$ or FTE	56,981
A/R Cheer Ldrs	1,514
A/R Due from District	10,301
A/R Misc	10,310
A/R Raiders	1,249
1130-0 · A/R ROTC	22,680
1150-1 · Band Items	0
1160 · Textbooks	0
1230 · Prepays	140,127
1250 · A/R Payroll	<u>0</u>
Total Other Current Assets	<u>243,779</u>
Total Current Assets	1,458,084
Fixed Assets	
1500-0 · Building & Improvements	1,644,141
1300-1 · Computers	622,084
1300-2 · Furniture, Fixtures & Equipment	383,483
1360 · New Bldg (Was Const in Prog)	4,266,239
13001-2 · Land Improvements	50,420
1340 · Building Improvements	775,328
1350 · Motor Vehicles	188,488
13001 · Land	973,750
1325-1 · Accum Depr Land Improvements	(11,208)
1330 · Leasehold Improvements	0
1339-2 · Accum Depr-Bldgs & Equip	(874,168)
1341 · Accumulated Amortization	(72,333)
1349-1 · Accum Depr Furn & Equip	(292,440)
1349-3 · Accum Depr Comp Equip	(419,723)
1359-1 · Accum Depr Motor Vehicles	(96,826)
1370 · Capital Lease Equipment	104,599
1379-1 · Accum Depr Capital Lse Property	(77,013)
1399 · Accumulated Depreciation	<u>0</u>
Total Fixed Assets	7,164,821

Sarasota Military Academy Balance Sheet Year to Date

Other Assets

1150-10 · Bond Issuance Costs - 2008	155,461
1150-3 · Bond Issuance Cost	161,777
1210 · FPL Electric Deposit	<u>1,358</u>

Total Other Assets 318,596

TOTAL ASSETS 10,155,806

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

2120-1 · Accounts Payable (24)

Total Accounts Payable (24)

Credit Cards

2210-23 · Sam's Club CC 0

2310-1 · SunTrust BankCard, N.A. 0

2310-24 · Wachovia CC 11,901

Total Credit Cards 11,901

Other Current Liabilities

Anticipated Utility Costs 4,950

Overprmt of Student Bus Fee 10,862

2200-3 · Accrued PR 238,667

2200-4 · Funds Held on Behalf of Others 35,598

2200-8 · Inst Mat'l Prepay 0

2250-1 · Capital Leases Payable 8,212

2250-2 · Current Portion of Bond Payable 160,000

Total Other Current Liabilities 458,290

Total Current Liabilities 470,167

Long Term Liabilities

2200-11 · Prior Accrued Leave 0

2200-5 · Accrued Leave 772

2310-22 · Interest Rate Swap 609,955

23101-1 · COBI Bond #2 3,975,000

23101 · COBI Bond 1,480,000

23102-2 · Discount on 2008 Bond (28,057)

2315-1 · Capital Lease Equip. (8,326)

Total Long Term Liabilities 6,031,344

Total Liabilities 6,501,511

**Sarasota Military Academy
Balance Sheet
Year to Date**

Equity	
2700-1 - Retained Earnings	1,106,796
2700-2 - Investment of Capital Assets	1,257,211
Net Income	75,984
Total Equity	<u>2,439,991</u>
 TOTAL LIABILITIES & EQUITY	 <u>8,941,502</u>

**Sarasota Military Academy
Statement of Cash Flows
Year to Date**

Jul '11 - Jan 12

OPERATING ACTIVITIES

Net Income	75,984
Adjustments to reconcile Net Income to net cash provided by operations:	
A/R Capital \$ or FTE	(28,981)
A/R Due from District	17,963
A/R Misc	(4,101)
1230 · Prepaids	(29,218)
1230 · Prepaids:SMA Foundation	(883)
1230 · Prepaids:Bond Mngmt Fee	5,655
1230 · Prepaids:COBI Bonds	30,448
1230 · Prepaids:Drug Test Kits	(4,976)
1230 · Prepaids:Dues	3,877
1230 · Prepaids:Elevator Mtn	254
1230 · Prepaids:Fire Inspection	(308)
1230 · Prepaids:Flood Ins	(1,061)
1230 · Prepaids:Health Ins.	(8,781)
1230 · Prepaids:Pest Control	(299)
1230 · Prepaids:Pre Pd Insurance	(13,151)
1230 · Prepaids:Property Tax	(4,533)
1230 · Prepaids:Subscriptions	(3,458)
1230 · Prepaids:Supplies	900
1230 · Prepaids:Textbooks	(36,577)
1230 · Prepaids:Uniforms	(17,495)
2120-1 · Accounts Payable	(14,257)
2310-24 · Wachovia CC	(105,405)
2310-24 · Wachovia CC:Kevin Nasby	3,119
2310-24 · Wachovia CC:Bill Brockman	593
2310-24 · Wachovia CC:Steve Kok	3,136
2310-24 · Wachovia CC:Monika Wysocka	15,308
2310-24 · Wachovia CC:Ernie Forchetti	43,691
2310-24 · Wachovia CC:Jim Young	23,378
2310-24 · Wachovia CC:Steve Cork	724
2310-24 · Wachovia CC:Susanna Austin	9,170
Anticipated Utility Costs	4,950
Overprmnt of Student Bus Fee	10,862
2200-3 · Accrued PR	(1,274)
Net cash provided by Operating Activities	<u>(24,746)</u>

INVESTING ACTIVITIES

1300-2 · Furniture, Fixtures & Equipment	(3,517)
1329-1 · Accum Depr Land Improvements	1,960
1339-2 · Accum Depr-Bldgs & Equip	150,589
1349-1 · Accum Depr Furn & Equip	26,897
1349-3 · Accum Depr Comp Equip	66,277

**Sarasota Military Academy
Statement of Cash Flows
Year to Date**

	Jul '11 - Jan 12
1359-1 - Accum Depr Motor Vehicles	19,365
1379-1 - Accum Depr Capital Lse Property	3,118
1210 - FPL Electric Deposit	14,005
Net cash provided by Investing Activities	278,694
 FINANCING ACTIVITIES	
2200-11 - Prior Accrued Leave	(1,862)
2200-11 - Prior Accrued Leave:Cork	(203)
2200-5 - Accrued Leave	(747)
2315-1 - Capital Lease Equip.	(980)
2315-1 - Capital Lease Equip.:Copier (1/05) No Interest Note	(696)
2315-1 - Capital Lease Equip.:Security Cameras:Lease 1	(8,850)
Net cash provided by Financing Activities	(11,138)
Net cash increase for period:	242,810
Cash at beginning of period:	971,496
Cash at end of period:	1,214,306

**Sarasota Military Academy
Profit & Loss
Monthly Comparison**

Ordinary Income/Expense	<u>Jan 12</u>	<u>Jan 11</u>
Income		
Title II \$	0	2,920
Federal Job Funding	0	25,057
Federal Stabilization Funds	0	20,619
State Pmt for Student Transport	0	1,923
3191 · R.O.T.C.	22,397	20,650
3230 · IDEA Income	4,326	0
3230a · ARRA Funding	0	10,140
3310-1 · Florida Finance Program (FTE)	260,057	237,351
3336 · State Categorical Instructional	26,558	5,000
3344-1 · Discretionary Lottery Funds	186	175
3355-0 · Classroom for Kids	63,663	61,124
3368 · Safe Schools Allocation	1,735	1,729
3373-1 · Reading Instruction	2,423	2,495
3374-1 · Supplemental Academic Inst	12,991	13,082
3376-1 · Teacher Training	0	0
3377-1 · Declining Enrollment	257	0
3397 · Charter School Capital Outlay	38,043	43,505
3411-1 · District Schools Taxes	109,185	110,232
3411-2 · 1.5 Millage Capital \$	21,424	51,017
3431 · Interest Inc.	25	22
3432-2 · Unrealizd Gain/(Loss) on Invest	0	0
3440 · Gifts & Grants	300	2,988
3455 · Vending Revenue	366	469
3482 · School Projects/Activities	6,317	1,885
3495 · Other Misc Local Sources	0	294
Total Income	<u>570,253</u>	<u>612,677</u>
Gross Profit	570,253	612,677
Expense		
100 · Salaries	289,735	261,607
110 · Admin Salaries	21,284	30,675
140 · Adjunct Faculty & Subs	4,920	2,757
210 · Retirement Benefits	23,304	29,506
220 · SS & Medicare	23,936	18,975
230 · Employee Insurance	24,221	19,535
240 · Worker's Compensation	0	1,802
250 · Unemployment Compensation	311	5,908
290 · Employee Benefits & Training	744	1,125
300 · Valic Retirement	(800)	0
310 · Professional Services	15,852	30,050
311 · COBI Bonds	6,257	5,661

**Sarasota Military Academy
Profit & Loss
Monthly Comparison**

	<u>Jan 12</u>	<u>Jan 11</u>
320. · Insurance	13,181	7,429
330. · Travel & Meals	1,626	4,440
340. · Online Testing	21	0
350. · Repairs & Maintenance	5,428	3,136
360. · Lease Costs	1,737	1,515
370. · Communications (Postage, Phone)	5,591	5,213
380. · Water & Sewer	1,695	1,480
382. · Trash	535	321
390. · Other Purchased Services	21,552	26,639
430. · Electricity	4,987	7,198
450. · Fuel for Buses	1,557	805
510. · Supplies	6,126	8,547
520. · Textbook Costs	10,196	6,885
530. · Periodicals	583	482
540. · Faculty Appreciation	418	0
550. · Student Appreciation	229	0
570. · Food (Vending)	250	0
590. · Other Mat'l & Supp	7,276	2,493
620. · Audio Visual Materials	7,522	1,314
640. · Depreciation Expense	40,705	30,905
642. · Non Capitalized Furn & Equip	250	1,838
644. · Computers (Non Deprec)	0	1,990
651. · Buses-Maintenance Etc.	506	98
652. · Van & Trailor Costs	739	626
670. · Improvements (Not Bldg)	807	746
692. · Non Capitalized Software	553	0
700. · Sports & Recreation Exp	1,008	2,350
720. · Interest	14,833	17,400
730. · Taxes, Dues & Fees	3,930	2,968
790. · Misc & Fund Raising	177	1,000
Total Expense	<u>563,792</u>	<u>545,417</u>
Net Ordinary Income:	<u>6,461</u>	<u>67,260</u>

**Sarasota Military Academy
Profit & Loss
Year Over Year**

Ordinary Income/Expense	<u>Jul '11 - Jan 12</u>	<u>Jul '10 - Jan 11</u>
Income		
Title II \$	1,995	2,920
Federal Job Funding	0	121,662
Federal Stabilization Funds	0	144,336
State Pmt for Student Transport	0	9,613
3191 · R.O.T.C.	158,979	142,520
3230 · IDEA Income	36,500	42,900
3230a · ARRA Funding	0	50,700
3310-1 · Florida Finance Program (FTE)	1,820,400	1,661,456
3336 · State Categorical Instructional	47,805	33,441
3344-1 · Discretionary Lottery Funds	1,325	1,225
3355-0 · Classroom for Kids	445,639	427,669
3368 · Safe Schools Allocation	12,345	12,104
3373-1 · Reading Instruction	17,570	17,462
3374-1 · Supplemental Academic Inst	94,141	91,574
3376-1 · Teacher Training	0	0
3377-1 · Declining Enrollment	1,862	0
3397 · Charter School Capital Outlay	337,426	303,199
3411-1 · District Schools Taxes	779,541	771,627
3411-2 · 1.5 Millage Capital \$	164,560	243,159
3431 · Interest Inc.	8,182	7,636
3432-0 · Gain/(Loss) on Sale of Assets	(4,586)	0
3432-2 · Unrealized Gain/(Loss) on Invest	(9,116)	(5,905)
3440 · Gifts & Grants	8,246	24,794
3455 · Vending Revenue	2,718	2,101
3482 · School Projects/Activities	41,282	23,061
3495 · Other Misc Local Sources	10,690	1,259
Total Income	<u>3,977,504</u>	<u>4,130,515</u>
Gross Profit	3,977,504	4,130,515
Expense		
100. · Salaries	1,955,753	1,818,314
110. · Admin Salaries	151,453	236,217
140. · Adjunct Faculty & Subs	53,436	26,204
210. · Retirement Benefits	133,490	199,703
220. · SS & Medicare	161,467	126,102
230. · Employee Insurance	177,275	143,741
240. · Worker's Compensation	13,846	13,487
250. · Unemployment Compensation	12,209	6,639
260 · Misc Reimbursement	806	0
290. · Employee Benefits & Training	7,334	16,161
300 · Valic Retirement	(285)	0

**Sarasota Military Academy
Profit & Loss
Year Over Year**

	<u>Jul '11 - Jan 12</u>	<u>Jul '10 - Jan 11</u>
310. Professional Services	111,621	206,501
311. COBI Bonds	42,365	40,715
320. Insurance	57,051	48,564
330. Travel & Meals	11,345	13,932
340. Online Testing	225	0
350. Repairs & Maintenance	62,040	45,574
360. Lease Costs	14,872	10,605
370. Communications (Postage, Phone)	41,823	26,742
380. Water & Sewer	12,628	11,730
382. Trash	4,717	3,326
390. Other Purchased Services	150,862	135,409
430. Electricity	55,442	56,421
450. Fuel for Buses	5,963	5,088
510. Supplies	63,026	68,646
520. Textbook Costs	69,342	29,416
530. Periodicals	4,453	2,693
540. Faculty Appreciation	3,779	0
550. Student Appreciation	781	0
570. Food (Vending)	250	0
590. Other Mat'l & Supp	45,095	25,484
610. Library Books	1,499	884
620. Audio Visual Materials	41,189	10,500
630. Buildings & Fixed Equip	0	2,159
640. Depreciation Expense	277,767	206,779
641. Amortization	0	3,670
642. Non Capitalized Furn & Equip	250	7,789
644. Computers (Non Deprec)	669	4,877
651. Buses-Maintenance Etc.	3,181	4,947
652. Van & Trailor Costs	4,993	2,979
670. Improvements (Not Bldg)	1,614	1,493
692. Non Capitalized Software	1,688	769
700. Sports & Recreation Exp	5,558	7,538
720. Interest	107,046	119,784
730. Taxes, Dues & Fees	24,292	21,956
790. Misc & Fund Raising	7,307	1,000
Total Expense	<u>3,901,519</u>	<u>3,714,340</u>
	<u>Net Income:</u>	<u>416,175</u>

**UNBOUND COPY
OF FINANCIALS**

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

INDEPENDENT AUDITORS' REPORT
FINANCIAL STATEMENTS
AND
REQUIRED SUPPLEMENTARY
INFORMATION
JUNE 30, 2011

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Sarasota Military Academy, Inc.

We have audited the accompanying financial statements of the governmental activities and General Fund of Sarasota Military Academy, Inc. (the Charter School), a Charter School and component unit of the School Board of Sarasota County, as of and for the year ended June 30, 2011, which collectively comprise the Charter School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the Sarasota Military Academy, Inc.'s management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Sarasota Military Academy, Inc.'s internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and General Fund of Sarasota Military Academy, Inc. as of June 30, 2011 and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2011, on our consideration of Sarasota Military Academy, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Board of Directors
Sarasota Military Academy, Inc.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 2-5 and the budgetary comparison information on page 26 be presented to supplement the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Sarasota, Florida
October 20, 2011

Ker King Arthur & Co.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2011
(UNAUDITED)

The following pages represent Management's Discussion and Analysis (MD&A) of Sarasota Military Academy, Inc. (the Charter School). It depicts and reviews the financial picture and activities of the Charter School as of and for the year ended June 30, 2011.

The intent of this MD&A is to present a picture and assessment of the Charter School's financial performance in an effort to more clearly demonstrate to readers the results of this year's financial operations. Readers should also review the basic financial statements and notes to enhance their understanding of the Charter School's financial performance.

Using the Financial Statements

This financial report includes a series of financial statements and notes to those financial statements. These statements are organized so the reader can understand Sarasota Military Academy, Inc. as a financial whole, or as an entire operating entity.

The statement of net assets and the statement of activities provide information about the activities of the Charter School as a whole, presenting both an aggregate view of the Charter School's finances and a longer-term view of those finances. The General Fund statements show how services were financed in the short-term as well as what financial resources remain for future spending.

Certain amounts in the 2010 financial statements have been reclassified to facilitate comparison of financial data and to conform to the 2011 reporting presentation. Such reclassifications had no effect on the increase in net assets previously reported.

Financial Highlights

Statement of Net Assets

	2011	2010	Change
Current and other assets	\$ 1,382,757	\$ 1,248,839	\$ 133,918
Capital assets	7,501,843	7,625,798	(123,955)
Total Assets	\$ 8,884,600	\$ 8,874,637	\$ 9,963
Current liabilities	\$ 476,172	\$ 582,141	\$ (105,969)
Noncurrent liabilities	5,983,480	6,295,450	(311,970)
Total Liabilities	\$ 6,459,652	\$ 6,877,591	\$ (417,939)
Investment in capital assets, net of related debt	\$ 1,353,736	\$ 1,257,211	\$ 96,525
Unrestricted	1,071,212	739,835	331,377
Total Net Assets	\$ 2,424,948	\$ 1,997,046	\$ 427,902

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

MANAGEMENT'S DISCUSSION AND ANALYSIS (CONTINUED)

JUNE 30, 2011
(UNAUDITED)

Total assets did not change significantly. There was a net increase in revenues over related expenses caused by a larger student body resulting in a larger amount of cash on hand at year end.

Total liabilities decreased by 6%. This is because the liabilities primarily consist of two bonds. The liabilities will decrease for the foreseeable future in that the pay down of principal is spread over a twenty-five year period.

Statement of Activities

	2011	2010	Change
Revenues			
Program revenues			
Operating grants and contributions	\$ 405,574	\$ 321,859	\$ 83,715
Capital grants and contributions	761,458	850,085	(80,627)
General revenues			
Grants and contributions not restricted to specific programs	5,869,049	5,057,046	812,003
Investment income (loss)	78,210	(167,628)	245,838
Other	55,457	74,613	(19,156)
Total revenues	7,169,748	6,135,975	1,033,773
Expenses			
Basic instruction	3,524,987	3,439,228	85,759
Exceptional instruction	203,628	201,971	1,657
Other instruction	63,565	92,156	(28,591)
Guidance services	257,082	260,018	(2,936)
Health services	72,825	55,222	17,603
Instructional media services	271,778	228,320	43,458
General administration	287,675	193,415	94,260
School administration	1,050,754	816,463	234,291
Fiscal services	88,706	80,811	7,895
Pupil transportation	262,405	199,674	62,731
Operation of plant	328,530	310,355	18,175
Maintenance of plant	36,843	53,000	(16,157)
Debt service	293,068	281,110	11,958
Total expenses	6,741,846	6,211,743	530,103
Change in net assets	427,902	(75,768)	503,670
Net assets, beginning of year	1,997,046	2,072,814	(75,768)
Net assets, end of year	\$ 2,424,948	\$ 1,997,046	\$ 427,902

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

MANAGEMENT'S DISCUSSION AND ANALYSIS (CONTINUED)

JUNE 30, 2011
(UNAUDITED)

Total revenue increased nearly 16.8% as a product of a larger student body and appropriations received for a federal job funding program and an award for being a "A" rated school.

Overall expenditures increased over 8.3% because of an increase in student population.

Capital Assets

Below is a schedule of the Charter School's capital assets as of June 30, 2011 and 2010. See Note 3 to the financial statements for a detail of the changes during the fiscal year.

	<u>2011</u>	<u>2010</u>	<u>Change</u>
Capital assets, not being depreciated			
Land	\$ 973,750	\$ 973,750	\$ -
Capital assets, being depreciated			
Land Improvements	50,420	50,420	-
Building and improvements	6,685,706	6,650,247	35,459
Furniture, fixtures and equipment	1,002,051	913,976	88,075
Motor vehicles	188,489	71,962	116,527
Capital leases	104,599	104,599	-
Total capital assets being depreciated	<u>8,031,265</u>	<u>7,791,204</u>	<u>240,061</u>
Less accumulated depreciation	1,503,172	1,139,156	364,016
Total capital assets being depreciated, net	<u>6,528,093</u>	<u>6,652,048</u>	<u>(123,955)</u>
Capital assets, net	<u>\$ 7,501,843</u>	<u>\$ 7,625,798</u>	<u>\$ (123,955)</u>

Capital asset changes during the year primarily included the addition of a new school bus.

Debt

Below is a schedule of outstanding debt as of June 30, 2011 and 2010. See Note 4 to the financial statements for a detail of changes during the fiscal year and specific debt provisions.

	<u>2011</u>	<u>2010</u>	<u>Change</u>
Capital leases payable	\$ 8,212	\$ 15,843	\$ (7,631)
Bonds payable	5,588,943	5,742,789	(153,846)
	<u>\$ 5,597,155</u>	<u>\$ 5,758,632</u>	<u>\$ (161,477)</u>

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

MANAGEMENT'S DISCUSSION AND ANALYSIS (CONTINUED)

JUNE 30, 2011
(UNAUDITED)

Debt (Continued)

Changes in debt during the year included the normal debt service payments for capital leases and payment of the principal for the bonds. The Sarasota Military Academy, Inc. intends to use a pay-as-you-go approach for the any future renovations. New construction will rely on development of a foundation for the Academy accumulated from donations involving a capital improvement campaign.

Economic Factors and the Budget

Sarasota Military Academy, Inc. increased overall expenses by approximately \$427,902 in total. Revenue increased by roughly \$1,030,854.

The viability of the Sarasota Military Academy, Inc. continues to rest with conservative and innovative financial management, with the primary focus on meeting the academic needs of our student body. For the year ended June 20, 2011, our fiscal situation remained stable and healthy. Although the state and local revenue sources were reduced in per student allocations for this fiscal year due to changes in the local tax structure and reduced state sales tax revenue, we increased the student population to compensate. Additionally, the school district provided a share of the local millage for capital improvements which will free up operational resources for other requirements. Our long-term goal is to develop our current property with the intent of building another new classroom building on the current site within the next two years. We will also continue to strive to establish a middle school.

The student's academic success in both the FCAT and No Child Left Behind assessments reflect major improvements in student performance. This is directly attributed to the continued hiring of high quality, dedicated staff.

Requests for Information

This financial report is designed to provide a general overview of the Sarasota Military Academy, Inc.'s finances for those with an interest in the Charter School's finances. Questions concerning any of the information provided in this report or request for additional financial information should be addressed to the CFO and Commandant at 801 Orange Avenue North; Sarasota, Florida 34236.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

STATEMENT OF NET ASSETS

JUNE 30, 2011

<u>Assets</u>	<u>Total</u>
Current assets	
Cash and cash equivalents	\$ 581,074
Cash held as agent	35,599
Accounts receivable	45,412
Due from other governments	43,121
Prepaid items	62,460
Total current assets	<u>767,666</u>
Noncurrent assets	
Capital assets, net of accumulated depreciation of \$1,503,172	7,501,843
Investments	354,823
Deposit	15,363
Unamortized bond costs	244,905
Total noncurrent assets	<u>8,116,934</u>
Total Assets	\$ <u>8,884,600</u>
<u>Liabilities and Net Assets</u>	
Current liabilities	
Accounts payable	\$ 14,233
Accrued expenses	258,128
Funds held for the benefit of others	35,599
Current portion of noncurrent liabilities	
Bonds payable	160,000
Capital leases payable	8,212
Total current liabilities	<u>476,172</u>
Noncurrent liabilities	
Interest rate swap	550,952
Compensated absences	3,585
Bonds payable	5,428,943
Total noncurrent liabilities	<u>5,983,480</u>
Total liabilities	<u>6,459,652</u>
Net assets	
Investment in capital assets, net of related debt	1,353,736
Unrestricted	<u>1,071,212</u>
Total net assets	<u>2,424,948</u>
Total Liabilities and Net Assets	\$ <u>8,884,600</u>

The accompanying notes are an integral
part of these financial statements.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2011

	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Assets
		Operating Grants and Contributions	Capital Grants and Contributions	
Governmental activities				
Basic instruction	\$ 3,524,987	\$ 285,028	\$ 761,458	\$ (2,478,501)
Exceptional instruction	203,628	96,519		(107,109)
Other instruction	63,565	24,027		(39,538)
Guidance services	257,082			(257,082)
Health services	72,825			(72,825)
Instructional media services	271,778			(271,778)
General administration	287,675			(287,675)
School administration	1,050,754			(1,050,754)
Fiscal services	88,706			(88,706)
Pupil transportation	262,405			(262,405)
Operation of plant	328,530			(328,530)
Maintenance of plant	36,843			(36,843)
Debt service	293,068			(293,068)
	<u>\$ 6,741,846</u>	<u>\$ 405,574</u>	<u>\$ 761,458</u>	<u>\$ (5,574,814)</u>
Total governmental activities				
General revenues				
Grants and contributions not restricted to specific programs				5,869,049
Investment income				78,210
Other				55,457
				<u>6,002,716</u>
Total general revenues				
Change in net assets				427,902
Net assets, beginning of year				<u>1,997,046</u>
Net assets, end of year				<u>\$ 2,424,948</u>

The accompanying notes are an integral
part of these financial statements.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

BALANCE SHEET - GENERAL FUND

JUNE 30, 2011

<u>Assets</u>	
Cash and cash equivalents	\$ 581,074
Cash held as agent	35,599
Accounts receivable	45,412
Investments	354,823
Due from other governments	43,121
Prepaid items	62,460
Deposit	<u>15,363</u>
 Total Assets	 \$ <u><u>1,137,852</u></u>
 <u>Liabilities and Fund Balance</u>	
Liabilities	
Accounts payable	\$ 14,233
Accrued expenses	258,128
Funds held for the benefit of others	<u>35,599</u>
 Total liabilities	 <u>307,960</u>
 Fund balance	
Nonspendable	75,885
Restricted	354
Unassigned	<u>753,653</u>
 Total fund balance	 <u>829,892</u>
 Total Liabilities and Fund Balance	 \$ <u><u>1,137,852</u></u>

The accompanying notes are an integral
part of these financial statements.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

RECONCILIATION OF THE BALANCE SHEET - GENERAL FUND
TO THE STATEMENT OF NET ASSETS

JUNE 30, 2011

Fund balance - General Fund		\$ 829,892
Amounts reported in the statement of net assets are different because:		
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the General Fund		
Capital assets	\$ 9,005,015	
Less accumulated depreciation	<u>(1,503,172)</u>	7,501,843
Other noncurrent assets used in governmental activities are not financial resources and, therefore, are not reported in the General Fund		
Bond costs	\$ 317,238	
Less accumulated amortization	<u>(72,333)</u>	244,905
Noncurrent liabilities are not due and payable in the current period and, therefore, are not reported in the General Fund		
Interest rate swap	(550,952)	
Compensated absences	(3,585)	
Bonds payable	(5,588,943)	
Capital lease payable	<u>(8,212)</u>	<u>(6,151,692)</u>
Net assets - statement of net assets		\$ <u><u>2,424,948</u></u>

The accompanying notes are an integral
part of these financial statements.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE - GENERAL FUND

FOR THE YEAR ENDED JUNE 30, 2011

Revenues	
Intergovernmental	
Federal direct	\$ 531,528
Federal through state	255,307
State	4,563,073
Local	1,640,422
Other	101,208
Investment income	19,207
Total revenues	<u>7,110,745</u>
Expenditures	
Education	
Basic instruction	3,367,833
Exceptional instruction	176,836
Other instruction	63,565
Guidance services	247,363
Health services	70,787
Instructional media services	271,778
General administration	287,675
School administration	1,016,682
Fiscal services	88,706
Pupil transportation	253,742
Operation of plant	293,002
Maintenance of plant	36,843
Capital outlay	240,061
Debt service	
Principal	162,631
Interest	277,846
Total expenditures	<u>6,855,350</u>
Excess of revenues over expenditures	255,395
Fund balance, beginning of year	<u>574,497</u>
Fund balance, end of year	<u>\$ 829,892</u>

The accompanying notes are an integral
part of these financial statements.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - GENERAL FUND
TO THE STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2011

Net change in fund balance - General Fund	\$	255,395
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Amounts reported in the statement of activities are different because:

The General Fund reports capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which capital outlays exceeded depreciation expense in the current period.

Capital outlay expenditures	240,061	
Less current year depreciation	<u>(364,016)</u>	(123,955)

Repayment of principal is an expenditure in the General Fund, but the repayment reduces noncurrent liabilities in the statement of net assets.

Principal repayments	162,631
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In the statement of activities, some revenues and expenses do not require the source or use of current financial resources and, therefore, are not reported as a revenue or expenditure in the General Fund.

Current year accrual of compensated absences	90,050	
Change in value of interest rate swap	59,003	
Amortization of bond cost	(14,068)	
Amortization of bond discount	<u>(1,154)</u>	<u>133,831</u>

Change in net assets - statement of activities	\$	<u><u>427,902</u></u>
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The accompanying notes are an integral
part of these financial statements.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

Note 1 - Summary of Significant Accounting Policies

Nature of the Organization

Sarasota Military Academy, Inc. (the Charter School) is a not-for-profit corporation formed on March 30, 2001, pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act, and Section 228.056, Florida Statutes. The governing body of the Charter School is a Board of Directors. The Charter School is dedicated to teaching principles of leadership, high academic standards, patriotism, and honor in a high-quality setting. The Charter School provides a full range of academic high school classes that follow the Sarasota School District approved curriculum guidelines that follow the School Board of Sarasota County (School Board) approved curriculum guidelines.

The general operating authority of the Charter School is contained in Chapter 1002.33, Florida Statutes. The Charter School operates under a charter of the sponsoring school board, the School Board of Sarasota County, Florida (the School Board). The current charter is effective until June 30, 2013, and may be renewed by mutual agreement between the Charter School and the School Board. The Charter School is considered a component unit of the School Board and meets the definition of a governmental entity under the Audit and Accounting Guide - *State and Local Governments* issued by the American Institute of Certified Public Accountants; therefore, for financial reporting purposes, the Charter School is required to follow generally accepted accounting principles applicable to state and local governmental units.

Criteria for determining if other entities are potential component units which should be reported within the Charter School's basic financial statements are described in Governmental Accounting Standards Board (GASB) *Codification of Governmental Accounting and Financial Reporting Standards*, Sections 2100 and 2600. The application of these criteria provide for identification of any entities for which the Charter School is financially accountable and other organizations for which the nature and significance of their relationship with the Charter School are such that exclusion would cause the Charter School's basic financial statements to be misleading or incomplete. Based on these criteria, no component units are included within the reporting entity of the Charter School.

Basis of Presentation

The basic financial statements of the Charter School have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

JUNE 30, 2011

Note 1 - Summary of Significant Accounting Policies (Continued)

Government-Wide and Fund Financial Statements

The Charter School's basic financial statements include both government-wide (reporting on the Charter School as a whole) and fund financial statements (reporting on the General Fund only). Both the government-wide and fund financial statements present only governmental activities. The Charter School has no business type activities.

In the government-wide statement of net assets, the Charter School reports on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The Charter School's net assets are reported in two parts (as applicable): investment in capital assets, net of related debt and unrestricted net assets.

The government-wide statement of activities demonstrates the degree to which the direct expenses of a given function (or segment) are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include: (1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment; and (2) grants and contributions restricted to meeting the operational or capital requirements of a particular function or segment. Other revenues not properly included among program revenues are reported as general revenues.

The financial transactions of the Charter School are reported in an individual fund in the fund financial statements. This fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues, and expenditures.

The individual generic fund type in the Charter School's financial statements is a governmental fund. The focus of the governmental fund's measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income.

The only governmental fund utilized by the Charter School is the General Fund. The General Fund is the general operating fund of the Charter School and is used to account for all of its financial resources.

Measurement Focus, Basis of Accounting and Financial Statement Presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

JUNE 30, 2011

Note 1 - Summary of Significant Accounting Policies (Continued)

Measurement Focus, Basis of Accounting and Financial Statement Presentation (Continued)

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the government considers revenues to be available if they are collected within 60 days of the end of the current period.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is made.

Florida Education Finance Program revenue, State Categorical revenue, and ROTC revenue associated with the current fiscal period are considered to be susceptible to accrual and have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when cash is received by the Charter School.

Budgetary Basis of Accounting

The annual budget was adopted on the accrual basis of accounting. The level of budgetary control is at the entity level. All annual appropriations lapse at fiscal year end. For fiscal year ended June 30, 2011, appropriations exceed expenses by \$142,891 and the change in net assets was \$500,552 more than the final amended budget.

Cash Deposits

Cash and cash equivalents are short-term, highly liquid investments and consist primarily of demand deposits held by banks qualified as public depositories under Florida law. All deposits are insured by the Federal Depository Insurance Company and are collateralized with securities held in Florida's multiple financial institution collateral pool as required by Chapter 280, Florida Statutes.

Investments

Investments made locally consist of money market mutual funds and obligations of United States Agencies and Instrumentalities. Investments are reported at fair value based on acceptable Wall Street modeling and pricing conventions using broker quotes, executed trades, credit information and cash flows, as applicable. Investments are collateralized with securities held in Florida's multiple financial institution collateral pool as required by Chapter 280, Florida Statutes. Types and amounts of investments held at fiscal year-end are described in a subsequent note on investments.

Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both government-wide and fund financial statements.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

JUNE 30, 2011

Note 1 - Summary of Significant Accounting Policies (Continued)

Capital Assets

Capital assets, which include property and equipment, are reported in the total column in the government-wide financial statements and are not reported in the fund financial statements. Capital assets are defined by the Charter School as assets with an initial cost of more than \$500 and an estimated useful life in excess of one year. Capital assets are recorded at historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair value at the date of donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend the life of the asset are not capitalized. All capital assets are depreciated using the straight-line method over their estimated useful lives. Useful lives vary from 5 to 39 years for buildings and improvements and 3 to 10 years for furniture, fixtures and equipment, motor vehicles and capital lease assets.

Interest Rate Swap

The Charter School entered into two interest rate swap transactions to reduce the economic risks associated with variability of cash outflows for interest required under the Tax-Exempt Adjustable Mode Industrial Revenue Bonds Agreements for Series 2005 and 2008. Interest rate swaps are recognized as either assets or liabilities at their fair value on the statement of net assets with the changes in the fair value reported in investment income on the statement of activities.

Compensated Absences

Vacation benefits are accrued as a liability as the benefits are earned if the employee's right to receive compensation is attributable to services already rendered and it is probable that the employer will compensate the employees for the benefits through paid time off or some other means. The criteria for determining the vacation leave liability is derived from board policy, negotiated agreements, and state law.

The entire compensated absence liability is reported in the government-wide financial statements. For governmental fund financial statements, the amount of accumulated vacation and sick leave of employees has been recorded as accrued salaries and benefits to the extent that the amounts would normally be liquidated with expendable available financial resources, but the balance of the liability is not recorded. The liability at year-end includes salary related payments such as social security, Medicare and Florida retirement system contributions.

Bonds Payable

Bond obligations that will be financed from resources to be received in the future by governmental funds are reported as liabilities in the government-wide statement of net assets. Bond discounts and issuance costs are deferred and amortized over the life of the bonds using the effective interest method. Bonds payable are reported net of the applicable discount.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

JUNE 30, 2011

Note 1 - Summary of Significant Accounting Policies (Continued)

Bonds Payable (Continued)

In the governmental fund financial statements, bonds and other long-term obligations are not recognized as liabilities until due. Governmental fund types recognize bond discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

Fund Equity

Reservations of fund balance represent amounts that are legally segregated for a specific purpose. Designations of fund balance represent tentative management plans that are subject to change.

Net Assets

Net assets represent the difference between assets and liabilities. Net assets, investment in capital assets, net of related debt, consist of capital assets, net of accumulated depreciation reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net assets invested in capital assets, net of related debt excludes unspent debt proceeds.

Net assets are reported as restricted when there are limitations imposed on their use either through enabling legislation or through external restrictions imposed by creditors, grantors, laws, or regulations. All net assets not reported as net assets, investment in capital assets, net of related debt and restricted net assets, are reported as unrestricted net assets.

When both restricted and unrestricted resources are available for use, it is the Charter School's policy to use the restricted resources first, then unrestricted resources as they are needed.

Fund Balance

The Charter School adopted GASB's *Codification of Governmental Accounting and Financial Reporting Standards, Fund Balance Reporting and Governmental Fund Type Definitions* effective for periods beginning after June 15, 2010. This standard provides guidance for state and local governments that redefines fund types and categories of fund balance.

In the fund financial statements, fund balance for governmental funds is reported in classifications that comprise a hierarchy based primarily on the extent to which the Charter School is bound to honor constraints on the specific purpose for which amounts in the funds can be spent. Fund balance is reported in five components – nonspendable, restricted, committed, assigned and unassigned.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

JUNE 30, 2011

Note 1 - Summary of Significant Accounting Policies (Continued)

Fund Balance (Continued)

Nonspendable – This component includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.

Restricted – This component consists of amounts that have constraints placed on them either externally by third-parties (creditors, grantors, contributors, or laws or regulations of other governments) or by law through constitutional provisions or enabling legislation.

Committed – This component consists of amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Charter School's highest level of decision making authority. Those committed amounts cannot be used for any other purpose unless the Charter School removes or changes the specified use by taking the same type of action it employed previously to commit those amounts.

Assigned – This component consists of amounts that are constrained by the Charter School's intent to be used for specific purposes, but are neither restricted nor committed. The authority for assigning fund balance is expressed by the Board of Directors.

Unassigned – This classification represents amounts that have not been restricted, committed or assigned to a specific purpose within the general fund. The general fund is the only fund that reports a positive unassigned fund balance amount. Other governmental funds besides the general fund can only report a negative unassigned fund balance amount.

When both restricted and unrestricted resources are available for use, it is the Charter School's policy to use restricted resources first, then unrestricted resources (committed, assigned and unassigned) as they are needed. When unrestricted resources (committed, assigned and unassigned) are available for use it is the Charter School's policy to use committed resources first, then assigned, and then unassigned as they are needed.

Fund Balance / Net Assets Policy

The Charter School has a fund balance / net assets policy tailored to the needs of the Charter School to insure against unanticipated events that would adversely affect the financial condition of the Charter School and jeopardize the continuation of services. This policy will ensure the Charter School maintains adequate fund balance / net assets and reserves in the Charter School's operating fund to provide the capacity to: (1) provide sufficient cash flow for daily financial needs, (2) secure and maintain investment grade bond ratings, (3) offset significant economic downturns and revenue shortfalls, and (4) provide funds for unforeseen expenditures related to emergencies.

The Charter School will maintain reservations of fund balance / net assets in the general fund. The Charter School shall retain the minimum requirement.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

JUNE 30, 2011

Note 1 - Summary of Significant Accounting Policies (Continued)

Revenue Sources

Revenues for current operations are received primarily from the School Board of Sarasota County (School Board) pursuant to the funding provisions included in the Charter School's charter. In accordance with the funding provisions of the charter and Chapter 1002.33(17), Florida Statutes, the Charter School reports the number of full-time equivalent (FTE) students and related data to the School Board. Under the provisions of Chapter 1011.62, Florida Statutes, the School Board reports the number of FTE students and related data to the Florida Department of Education (FDOE) for funding through the Florida Education Finance Program (FEFP). Funding for the Charter School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted FTE students reported by the Charter School during the designated FTE student survey periods.

The Charter School also receives federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred.

Additional revenues are derived from various fundraising activities, contributions and interest earned.

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Note 2 - Investments

Investments as of June 30, 2011 are shown below:

<u>Investments</u>	<u>Maturities</u>	<u>Fair Value</u>
Stifel Nicolaus Money Market fund	<90 days	\$ 1,905
Obligations of United States Agencies and Instrumentalities	29 years average	<u>352,918</u>
Total Investments		<u>\$ 354,823</u>

Interest Rate and Custodial Risk

Section 218.415, Florida Statutes, limits investment maturities to provide sufficient liquidity to pay obligations as they come due. The Charter School does not have a formal investment or custodial risk policy that limits investment maturities as a means of managing its exposure to fair value losses from increasing interest rates.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

JUNE 30, 2011

Note 2 - Investments (Continued)

Interest Rate and Custodial Risk (Continued)

The Charter School has \$352,918 invested in obligations of United States agencies and instrumentalities that are held by a safekeeping agent in the name of the Charter School. These securities contain embedded options to call the entire security or a portion thereof, at the option of the issuer; or, depending on market conditions, the issuer may decide to leave the security intact, at stated interest rates, until final maturity. These securities have various call dates with final maturity between March 2038 and June 2040. Securities in this category are issued by the Federal National Mortgage Association and the Government National Mortgage Association.

Note 3 - Capital Assets

Capital asset activity for the year ended June 30, 2011 was as follows:

	Balance July 1, 2010	Additions	Deletions	Balance June 30, 2011
Capital assets, not being depreciated				
Land	\$ 973,750	\$	\$	\$ 973,750
Capital assets, being depreciated				
Land improvements	50,420			50,420
Buildings and improvements	6,650,246	35,461		6,685,707
Furniture, fixtures and equipment	913,977	88,074		1,002,051
Motor vehicles	71,962	116,526		188,488
Capital leases	104,599			104,599
Total capital assets being depreciated	7,791,204	240,061	-	8,031,265
Less accumulated depreciation				
Land improvements	5,888	3,360		9,248
Buildings and improvements	528,999	194,580		723,580
Furniture, fixtures and equipment	480,990	138,000		618,990
Motor vehicles	54,714	22,746		77,460
Capital leases	68,565	5,330		73,895
Total accumulated depreciation	1,139,156	364,016	-	1,503,173
Total capital assets being depreciated, net	6,652,048	(123,955)	-	6,528,092
Capital Assets, net	\$ 7,625,798	\$ (123,955)	\$ -	\$ 7,501,843

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

JUNE 30, 2011

Note 3 - Capital Assets (Continued)

Depreciation expense was charged to the following functions:

	June 30, 2011
Basic instruction	\$ 247,204
Exceptional instruction	26,792
Guidance services	9,719
Health services	2,038
School administration	34,072
Pupil transportation	8,663
Operation of plant	35,528
 Total	 \$ 364,016

For the year ended June 30, 2011, depreciation expense applicable to capital leases was \$5,330 and accumulated depreciation was \$73,895.

Note 4 - Noncurrent Liabilities

Activity for noncurrent liabilities for the year ended June 30, 2011 was as follows:

	Balance July 1, 2010	Additions	Reductions	Balance June 30, 2011	Due Within One Year
Governmental activities					
Capital leases payable	\$ 15,843	\$ -	\$ 7,631	\$ 8,212	\$ 8,212
Revenue bonds payable, Series 2005	1,640,000	-	80,000	1,560,000	80,000
Revenue bonds payable, Series 2008	4,130,000	-	75,000	4,055,000	80,000
Discount, Series 2008	(27,211)	-	(1,154)	(26,057)	-
Compensated absences	93,635	-	90,051	3,584	-
Interest rate swap	609,955	-	59,003	550,952	-
 Totals	 \$ 6,462,222	 \$ -	 \$ 310,531	 \$ 6,151,691	 \$ 168,212

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

JUNE 30, 2011

Note 4 - Noncurrent Liabilities (Continued)

Long-term Debt and Interest Rate Swaps

Tax-Exempt Adjustable Mode Industrial Development Revenue Bonds, Series 2005

On February 16, 2005, the Charter School entered into a bond purchase agreement with Wachovia Bank and Sarasota County for the purchase and sale of \$2,000,000 of Tax-Exempt Adjustable Mode Industrial Development Revenue Bonds (Sarasota Military Academy, Inc. Project), Series 2005. The bonds were sold to enable the Charter School to acquire an educational facility which they had previously been leasing from the Diocese of Venice. The bonds bear interest at a weekly rate and continue to bear interest at the weekly rate to the date upon which the interest rate is converted, if ever, to the Flexible Term Rate, the Medium Term Rate or the Fixed Rate in accordance with the terms of the Indenture. The bonds mature annually on February 1, with final maturity on February 1, 2025. The bonds are secured by an irrevocable, direct-pay letter of credit with Wells Fargo.

Additionally, the Charter School entered into an interest rate swap agreement with Wachovia Bank in conjunction with these bonds through February 1, 2015. The interest rate swap agreement had an original notional amount of \$2,000,000 and declines as debt service payments are made. Under the swap agreement, the Charter School pays interest at a fixed rate of 3.19% and receives interest at a variable rate equal to 67% of the LIBOR, based on the notional amount which at June 30, 2011, was \$1,560,000. Interest payments are due monthly and the variable rate resets weekly based on a weighted average.

Tax-Exempt Adjustable Mode Industrial Development Revenue Bonds, Series 2008

On February 25, 2008, the Charter School entered into a bond purchase agreement with Wachovia Bank and Sarasota County for the purchase and sale of \$4,200,000 of Tax-Exempt Adjustable Mode Industrial Development Revenue Bonds (Sarasota Military Academy, Inc. Project), Series 2008. The bonds were sold to enable the Charter School to construct and equip certain educational facilities as part of the Charter School, including a new wing for a gymnasium, additional classrooms and related facilities. The bonds bear interest at a Weekly Rate and continue to bear interest at the Weekly Rate to the date upon which the interest rate is converted, if ever, to the Flexible Term Rate, the Medium Term Rate or the Fixed Rate in accordance with the terms of the Indenture. The bonds mature annually on February 1, with final maturity on February 1, 2034. The bonds are secured by an irrevocable, direct-pay letter of credit with Wells Fargo.

Additionally, the Charter School entered into an interest rate swap agreement with Wachovia Bank in conjunction with these bonds through February 1, 2018. The interest rate swap agreement had an original notional amount of \$4,200,000 and declines as debt service payments are made. Under the swap agreement, the Charter School pays interest at a fixed rate of 3.43% and receives interest at a variable rate equal to 68% of the LIBOR-BBA, based on the notional amount which at June 30, 2011, was \$4,055,000. Interest payments are due monthly and the variable rate resets weekly based on a weighted average.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

JUNE 30, 2011

Note 4 - Noncurrent Liabilities (Continued)

Tax-Exempt Adjustable Rate Industrial Development Revenue Bonds, Series 2008 (Continued)

Interest rate swaps are recognized as either assets or liabilities at their fair value on the statement of net assets with the changes in the fair value reported in investment return on the statement of activities. For the year ended June 30, 2011, the fair market value of the interest rate swap contracts decreased \$59,003, and is reported in the statement of net assets as a liability with a fair market value of \$550,952.

The Charter School has certain loan covenants within their agreements with Wells Fargo. As of June 30, 2011, these loan covenants are being met.

Annual debt service requirements to maturity for the bonds are as follows:

Fiscal Year Ending June 30:	Industrial Development Revenue Bonds	Industrial Development Revenue Bonds			Principal and Interest Total
	Principal Series 2005	Principal Series 2008	Principal Total	Interest Total	
2012	\$ 80,000	\$ 80,000	\$ 160,000	\$ 183,555	\$ 343,555
2013	90,000	80,000	170,000	177,940	347,940
2014	90,000	85,000	175,000	172,153	347,153
2015	100,000	80,000	180,000	166,219	346,219
2016	100,000	85,000	185,000	160,114	345,114
2017 - 2021	560,000	475,000	1,035,000	700,551	1,735,551
2022 - 2026	540,000	695,000	1,235,000	551,172	1,786,172
2027 - 2031		1,475,000	1,475,000	276,115	1,751,115
2032 - 2035		1,000,000	1,000,000	34,815	1,034,815
Total	\$ <u>1,560,000</u>	\$ <u>4,055,000</u>	\$ <u>5,615,000</u>	\$ <u>2,422,631</u>	\$ <u>8,037,631</u>
Bond discount, net			(26,057)		
Total bonds payable			<u>5,588,943</u>		
Current portion			<u>160,000</u>		
Noncurrent portion			\$ <u>5,428,943</u>		

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

JUNE 30, 2011

Note 4 - Noncurrent Liabilities (Continued)

Capital Leases

The Charter School has entered into lease agreements for financing the acquisition of security equipment. These agreements qualify as capital leases for accounting purposes and, therefore, have been recorded at the present value of their future minimum lease payments as of the inception date.

The future minimum lease obligations and the net present value of these minimum lease payments as of June 30, 2011, were as follows:

Fiscal Year Ending June 30, 2012	\$ 9,950
Total future minimum lease payments	9,950
Less: amount representing interest	(1,738)
Present value of minimum lease payments	\$ 8,212

Note 5 - Derivative Instruments

The Charter School is a party to contracts for various derivative instruments, as discussed below. At June 30, 2011, the Charter School has the following derivative instruments outstanding:

Governmental Activities Fair value hedge	Notional Amount	Fair Value		Changes in Fair Value	
		Classification	Amount	Classification	Amount
Pay-fixed interest rate swap	\$ 1,560,000	Debt	\$ (119,898)	Investment Revenue	\$ (15,358)
Pay-fixed interest rate swap	\$ 4,055,000	Debt	\$ (431,054)	Investment Revenue	\$ (43,645)

Derivative Instruments Risks

The Charter School is exposed to interest rate risk on its swap agreements. On the pay-fixed, receive variable interest rate swaps, the Charter School's net payment increases as LIBOR decreases.

The derivative instruments may be terminated at any time if certain events occur that result in one party not performing in accordance with the agreement. The derivative instruments can be terminated due to illegality, a credit event upon merger, or an event of default. They can also be terminated if credit ratings fall below established levels.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

JUNE 30, 2011

Note 6 - Related Party Transactions

The Charter School contracted with a related party for bookkeeping services during fiscal year ending June 30, 2011. Amounts paid for these services totaled \$51,048. In addition, a board member of the Charter School holds a position as a key employee at a financial institution with which the Charter School holds investments amounting to approximately \$354,823 as of June 30, 2011. The financial institution was paid \$1,366 for related investment fees.

Note 7 - Retirement Plan

All part-time and full-time permanent employees of the Charter School are covered by the Florida Retirement System. The Florida Retirement System is a cost-sharing, multiple-employer, defined benefit retirement plan available to governmental units within the State of Florida. The plan was created by the Florida Legislature and is administered by the State of Florida, Department of Administration.

The plan provisions are established by Chapters 121 and 122, Florida Statutes; Chapter 112, Part IV, Florida Statutes; Chapter 238, Florida Statutes; and Florida Retirement System rules, Chapter 60S, Florida Administrative Code, wherein eligibility, contributions, and benefits are defined and described in detail. Benefits in the plan vest at six years of service. The plan also includes an early retirement provision, but imposes a penalty for each year a member retires before his or her normal retirement date. The plan provides retirement, disability, and death benefits and annual cost-of-living adjustments, as well as supplements for certain employees to cover social security benefits lost by virtue of retirement system membership. The Division of Retirement issues a publicly available financial report that includes financial statements and required supplementary information for the plan. The report may be obtained by writing to the Florida Retirement System, Division of Retirement, P.O. Box 9000, Tallahassee, Florida 32315-9000.

The plan provides vesting of benefits after six years of creditable service. Members are eligible for normal retirement after they have met one of the following: (1) thirty years of service, regardless of age, or (2) age 62 and six years of service.

Early retirement may be taken any time after completing six years of service; however, there is a 5% benefit reduction for each year prior to normal retirement. Benefits are computed on the basis of age, average final compensation, and service credit. Average final compensation is the average of the five highest years of earnings. The plan also provides death and disability benefits. Benefits are estimated by Florida Statutes and include cost of living adjustments.

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

JUNE 30, 2011

Note 7 - Retirement Plan (Continued)

The funding methods and the determination of benefits payable are provided in various acts of the Florida Legislature. These acts provide that employers, such as the Charter School, be required to contribute 9.85% of the compensation for regular members for the year ended June 30, 2011. There is no required contribution for plan members. The Charter School's contributions to the plan for the years ended June 30, 2011, 2010 and 2009 were \$354,703, \$309,610 and \$258,854, respectively.

Note 8 - Risk Management

The Charter School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and natural disasters for which the Charter School has purchased commercial insurance. The Charter School has not had any reduction in insurance coverage and settlements have not exceeded coverage for each of the past three fiscal years.

Note 9 - Litigation

The School Board is contingently liable with respect to lawsuits and other claims that arise in the ordinary course of its operations. Management believes that any liability arising from such claims would be immaterial to the financial statements.

Note 10 - Financial Instruments Not Measured at Fair Value

Certain of the Charter School's financial instruments are not measured at fair value on a recurring basis but nevertheless are recorded at amounts that approximate fair value due to their liquid or short-term nature. Such financial assets and financial liabilities include: cash and cash equivalents, cash held as agent, accounts receivable, due from other governments, prepaid items, accounts payable, accrued expenses and funds held for the benefit of others.

Note 11 - Subsequent Events

The Charter School has evaluated subsequent events through October 20, 2011, the date the financial statements were available for issuance, and has determined that there are no subsequent events that require disclosure.

REQUIRED SUPPLEMENTARY INFORMATION

SARASOTA MILITARY ACADEMY, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
SARASOTA COUNTY SCHOOL BOARD

REQUIRED SUPPLEMENTARY INFORMATION
BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED JUNE 30, 2011
UNAUDITED

	Budgeted Amounts		Actual	Over / (Under)
	Original	Final		
Revenues				
Federal direct	\$ 209,360	\$ 259,893	\$ 531,528	\$ 271,635
Federal through state	282,755	553,569	255,307	(298,262)
State and local	4,790,455	5,900,089	6,203,495	303,406
Other	1,128,198	95,617	120,415	24,798
Total revenues	<u>6,410,768</u>	<u>6,809,168</u>	<u>7,110,745</u>	<u>301,577</u>
Expenses				
Basic instruction	3,420,825	3,410,970 *	3,367,833	(43,137)
Exceptional instruction	166,434	221,167 *	176,836	(44,331)
Other instruction	92,135	65,667	63,565	(2,102)
Guidance services	245,881	262,667 *	247,363	(15,304)
Health services	52,571	66,286 *	70,787	4,501
Instructional media services	224,102	273,500	271,778	(1,722)
General administration	193,415	131,334	287,675	156,341
School administration	805,722	1,072,000 *	1,016,682	(55,318)
Fiscal services	95,493	104,500	88,706	(15,794)
Pupil transportation	199,361	276,000 *	253,742	(22,258)
Operation of plant	487,503	502,000 *	293,002	(208,998)
Maintenance of plant	61,808	65,667	36,843	(28,824)
Capital Outlay	-	- *	240,061	240,061
Debt service	265,888	430,060	440,477	10,417
Total expenses	<u>6,311,138</u>	<u>6,881,818</u>	<u>6,855,350</u>	<u>(26,468)</u>
Change in net assets	\$ <u>99,630</u>	\$ <u>(72,650)</u>	\$ <u>255,395</u>	\$ <u>328,045</u>

Notes to Required Supplementary Information:

The budget was prepared on the accrual basis of accounting. All annual appropriations lapse at fiscal year end.

* The above budgeted expense categories include depreciation expense.

* Capital outlay was not budgeted, see management letter comment 10-03.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED
ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Directors
Sarasota Military Academy, Inc.

We have audited the financial statements of the governmental activities and General Fund of Sarasota Military Academy, Inc. (the Charter School), a Charter School and component unit of the School Board of Sarasota County, as of and for the year ended June 30, 2011, which collectively comprise Sarasota Military Academy, Inc.'s basic financial statements and have issued our report thereon dated October 20, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Sarasota Military Academy, Inc.'s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Sarasota Military Academy, Inc.'s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Sarasota Military Academy, Inc.'s internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Board of Directors
Sarasota Military Academy, Inc.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Sarasota Military Academy, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Florida Audit General, Board of Directors and management and is not intended to be and should not be used by anyone other than these specified parties.

Sarasota, Florida
October 20, 2011

Kerkering Architects & Co.

SARASOTA MILITARY ACADEMY, INC.**MANAGEMENT LETTER**

To the Board of Directors
Sarasota Military Academy, Inc.

We have audited the financial statements of the governmental activities and General Fund of Sarasota Military Academy, Inc. (the Charter School), a Charter School and component unit of the School Board of Sarasota County, as of and for the year ended June 30, 2011, which collectively comprise Sarasota Military Academy, Inc.'s basic financial statements and have issued our report thereon dated October 20, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States.

Additionally, our audit was conducted in accordance with Chapter 10.850, Rules of the Auditor General, which governs the conduct of charter school and similar entity audits performed in the State of Florida. This letter includes the following information, which is not included in the aforementioned report.

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. Corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report except as noted below under the heading *Status of Prior Year Findings and Recommendations*.

Section 10.854(1)(e)2., Rules of the Auditor General, requires a statement be included as to whether or not the school has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that the Sarasota Military Academy, Inc. did not meet any of the conditions described in Section 218.503(1), Florida Statutes. However, in planning and performing our audit, we considered whether the Sarasota Military Academy, Inc. had met any of the conditions as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion as to whether the School had met any of the conditions. Accordingly, we do not express an opinion as to whether the Sarasota Military Academy, Inc. had met any of the conditions.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial managements. In connection with our audit, matters required to be disclosed are included under the headings *Status of Prior Year Findings and Recommendations* and *Current Year Findings and Recommendations*.

To the Board of Directors
Sarasota Military Academy, Inc.

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address violations of provisions of contracts or grant agreements, or abuse, that have an effect on the financial statements that is less than material but more than inconsequential. In connection with our audit, we did not have any such findings.

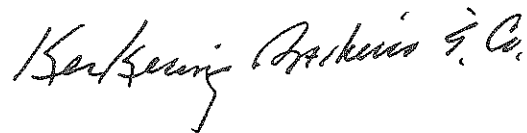
Section 10.854(1)(e)5., Rules of the Auditor General, provides that the auditor may, based on professional judgment, report the following matters that have an inconsequential effect on the financial statements considering both quantitative and qualitative factors: (1) violations of provisions of contracts or grant agreements, fraud, illegal acts, or abuse, and (2) control deficiencies that are not significant deficiencies. In connection with our audit, we did not have any such findings as described in (1) above. Matters required to be disclosed and other recommendations regarding (2) above are reported under the heading *Status of Prior Year Findings and Recommendations* and *Current Year Findings and Recommendations*.

Section 10.854(1)(e)6., Rules of the Auditor General, requires the name or official title of the school. The official title of the school is Sarasota Military Academy, Inc.

Pursuant to Sections 10.854(1)(e)7.a. and 10.855(10), Rules of the Auditor General, we applied financial condition assessment procedures as of June 30, 2011, which included calculation and analysis of certain financial indicators we considered relevant to the Sarasota Military Academy, Inc. Our financial condition assessment procedures did not include the use of benchmarks. It is management's responsibility to monitor the Sarasota Military Academy, Inc.'s financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by management.

Pursuant to Chapter 119, Florida Statutes, this management letter is a public record and its distribution is not limited. Auditing standards generally accepted in the United States of America require us to indicate that this letter is intended solely for the information and use of management, and the Florida Auditor General and is not intended to be and should not be used by anyone other than these specified parties.

Sarasota, Florida
October 20, 2011



Status of Prior Year Findings and Recommendations

10-01 Investment Policy

During the year, the Charter School moved excess cash balances previously held in certificates of deposit into investments in mortgage backed government securities. We recommend that the Board of Directors adopt an investment policy which identifies standards and procedures surrounding investments and addresses limitation of custodial risk and other risks as required by state and local governments.

This investment policy should indicate who is given ultimate responsibility for monitoring investments, provide responsibility for individuals authorized to make investment decisions, and provide guidance on the Charter School's general intentions and expectations regarding investments. This would serve to limit the Charter School's investment risks to an appropriate level and provide guidelines for investment management.

Status

A policy was implemented during the year that addresses the responsibilities, goals, expectations and activities of the school related to their investments.

Comment no longer applicable.

10-02 Conflict of Interest Policy

The Charter School currently has a conflict of interest policy. With increased scrutiny on not-for-profit and governmental entities, it is important for the Charter School to maintain documentation regarding related parties and possible conflicts of interest. We recommended that the Charter School revise the conflict of interest policy to require completion of an annual conflict of interest disclosure form by key employees and all board members. Completed annual disclosure forms should then be reviewed and accumulated by either the Head Master or the CFO and the Board of Directors to ensure that all possible conflicts are monitored and that all transactions of the Charter School are made within "arm's length". This procedure also serves to facilitate the Charter School's disclosure of related party transactions for both financial reporting and IRS reporting purposes.

In addition, the annual form 990 which the Charter School is required to complete, asks a question regarding the procedures for monitoring the Charter School's conflict of interest policy. This procedure is disclosed on the form, which is available to the public and will serve to strengthen the Charter School's transparency.

Status

A policy was implemented during the year that is now completed and signed on an annual basis. KB noted that the all the forms were collected but not all forms were reviewed for possible conflict of interests.

Comment still applicable.

10-03 Basis of Budget

The Charter School currently monitors and maintains its budget on the accrual basis of accounting consistent with the Charter School's Statement of Net Assets. While the Charter School has been consistently monitoring their budgeted expenses and expenditures were under budget, charter schools are subject to generally accepted accounting principles applicable to state and local governmental units, which recommend that the Charter School maintain the budget and present the Budgetary Comparison Schedule on the modified accrual basis of accounting consistent with the Statement of Revenues, Expenditures and Changes in Fund Balance - General Fund.

We recommend that the Charter School revise the budget so that in the future the budget is monitored and reported in accordance with all governmental requirements. This would include budgeting for all capital expenditures and principal repayments, which are included as expenditures of the General Fund. This will ensure that the Charter School is able to present the Budgetary Comparison Schedule on the appropriate basis without appearing to be over budget.

Status

During the current year, the School revised their budget to include the principal portion of debt service. However, the budget excluded capital outlay and included depreciation expense.

Comment still applicable.

10-04 Endorsements of Cash Receipts Collected Outside of the Finance Department

During our testing in PY, we noted 3 out of 17 checks received for Military Ball tickets were not endorsed upon receipt. To protect against misappropriation, we recommend that the Charter School adopt a procedure to endorse all checks upon receipt.

Status

The school now tracks all checks and cash that come in, on a form. All checks and cash are more closely reviewed to ensure that they are properly endorsed when collected and prior to them being deposited.

Comment no longer applicable.

MANAGEMENT'S RESPONSE
TO MANAGEMENT LETTER



Sarasota Military Academy

October 15, 2011

Auditor General, State of Florida
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, Florida 32399-1450

Dear Sir or Madam,

This is written in response to findings in the management letter for our audit of 2010-2011. The management letter we received contained two recommendations:

a. 10-02 Conflict of Interest Policy

Previous recommendations suggested enhanced conflict of interest monitoring by virtue of establishing disclosure forms for key personnel. This process was implemented. However, not all forms were monitored sufficiently to determine potential conflicts of interest. In the future, all forms will be more closely monitored.

b. 10-03 Basis of Budget

Previous recommendations suggested that the Charter School revise the budget in accordance with governmental requirements. In the findings for this fiscal year, the auditors noted that the budget was modified, but further suggested that the budget be reflected in a modified accrual basis. The modified accrual budget will be provided in monthly financial reports to the school's Board of Directors in the future and properly reflect capital outlay.

Sarasota Military Academy point of contact is the undersigned. Thank you for your assistance.

Respectfully,

Brigadier General Frank Laudano, USANG
Commandant and Chief Financial Officer

Cc. Mr. Daniel Kennedy, Headmaster
Mr. Frederick Derr, Treasurer