

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I    [X] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mr. Douglas Rodriguez

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Doral Performing Arts & Entertainment Academy

(As it should appear in the official records)

School Mailing Address 11100 NW 27th Street

(If address is P.O. Box, also include street address.)

City Doral State FL Zip Code+4 (9 digits total) 33172-5001

County Miami-Dade County State School Code Number\* 137009

Telephone 305-597-9950 Fax 305-477-6762

Web site/URL http://www.doralacademyprep.org E-mail drodriguez1010@dadeschools.net

Facebook Page

https://www.facebook.com/pages/Doral-Performing-Arts-Entertainment-Academy/166750406704820

Twitter Handle https://twitter.com/FirebirdTV Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

http://www.youtube.com/channel/UCYNVWX6 https://www.facebook.com/FirebirdTV

HXc eo0Z21k QFOA Blog \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Alberto Carvalho E-mail: acarvalho@dadeschools.net

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dade Tel. 305-995-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Angela Ramos

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

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

\*Non-public Schools: If the information requested is not applicable, write N/A in the space.

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 241 Elementary schools (includes K-8)
  - 106 Middle/Junior high schools
  - 107 High schools
  - 77 K-12 schools
- 531 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	19	56	75
10	32	82	114
11	25	68	93
12	13	35	48
<b>Total Students</b>	89	241	330

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 3 % Black or African American
  - 88 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 8 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1	307
(5) Total transferred students in row (3) divided by total students in row (4)	0.016
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 55 %  
 Total number students who qualify: 181

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services:  $\frac{2}{6}$  %  
6 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                         |   |
|-------------------------|---|
| 0 Autism                | 0 Orthopedic Impairment                 |
| 0 Deafness              | 0 Other Health Impaired                 |
| 0 Deaf-Blindness        | 3 Specific Learning Disability          |
| 0 Emotional Disturbance | 3 Speech or Language Impairment         |
| 0 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 0 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	95%	95%
High school graduation rate	97%	95%	94%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	68
Enrolled in a 4-year college or university	97%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	2%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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Doral Performing Arts & Entertainment Academy (DPAEA) is located in Doral, Florida, nestled between a residential neighborhood, industrial warehouse businesses, and cow pastures, and minutes from the bustling Miami city center. The student body, much like the staff, is comprised of approximately 88 percent Hispanic, 8 percent white, and 3 percent black. The school campus houses two middle schools and two high schools within its three main buildings and a brand new, state-of-the-art, gymnasium. DPAEA provides students with a rigorous academic education along with a performing arts program of their choice, for which they are required to audition, and interview. Selection of students are first based on talent and then through a lottery process. Once students audition, the school determines the number of students which can be accepted in each program. A public lottery is then conducted and certified by a public accountant. Currently, the program offers visual arts, photography, acting, musical theater, dance, instrumental music, vocal music, or television production. Students receive hands-on, real world experience in these programs from instructors with many years of professional experience in their field.

At DPAEA, our mission is to prepare students with the academic skills to perform at or above grade level in any rigorous educational setting while instilling a belief in their own self efficacy. We set a standard for outstanding student achievement while providing a safe and nurturing environment. Students at DPAEA are given the opportunity to enroll in courses at a variety of levels in order to accommodate their learning needs and educational aspirations. Students may begin their college coursework while in high school and even earn an associate degree at the same time as their high school diploma.

In 2013, DPAEA was ranked as the 12th highest performing high school in Florida, by meeting and exceeding annual goals as determined by the state in all tested areas. DPAEA continues to be successful due to a culture that encourages an ever changing mentality. The school staff collaborates to review data and determine what teaching strategies and programs will be best to meet the needs of the students whether it is to remediate or enrich the curriculum. Technology is also integrated into the curriculum. Interactive boards are used to present innovative lessons and computer labs and student tablets are used in all subject areas to complete activities and diversify classroom instruction.

The staff at DPAEA is involved in numerous professional development opportunities to improve instruction and discuss best practices. During professional development, teachers and administrators learn and discuss current educational trends, research, and cross-curricular instruction. Information that we learn through professional development is implemented at the school. If the practice yields excellent results, we share it, along with other knowledge and expertise, with other schools around the nation and provide suggestions regarding implementation of the practice and improvement of educational programs and strategies.

Students attending DPAEA engage in numerous showcases and performances at the school to develop and share their talents. In addition, students also participate in activities outside of school where they can be judged and honored for their hard work and perseverance.

DPAEA students have been honored to participate and earn awards in the following competitions:

- Students in the visual arts program have submitted art work to various galleries and competitions, such as the Scholastics Art Awards where students received awards for their outstanding work.
- Photography students participated in the Junior Orange Bowl Photography Contest and won awards in a variety of categories.
- Students in the acting, musical theater, and instrumental music programs received Superior and Excellent ratings in the District Festival.
- The dance program students attended the American Dance Alliance Regional Competition and came home with a series of exceptional awards for team and solo routines.
- The vocal music students participated in a district wide caroling competition and earned second place.

- Television production students competed in the Florida Scholastic Press Association Competition and won many State and National awards and started FirebirdTV, so school events can be watched live on the Internet from home.

Students at DPAEA engage with the community through the sponsorship of several activities and volunteer efforts with the Department of Parks and Recreation. These students volunteer at events such as Hispanic Heritage, Holiday Lights and Ice, Movies at the Park, and Extravaganza.

DPAEA is worthy of being honored as a National Blue Ribbon School because the staff and other stakeholders are dedicated to providing students with a high-quality education that will prepare them for college and beyond. Since its inception, the school has been nationally recognized by Newsweek and U.S. News & World Report as one of the top 500 schools in the nation and received a school grade of "A" by the state of Florida. At DPAEA, we strive to instill a strong educational foundation in our students to help them to not only succeed academically, but also realize their dreams.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

a) Doral Performing Arts & Entertainment Academy (DPAEA) administers several standardized state and national assessments. These standardized assessments at the State level include the Florida Comprehensive Assessment Test (FCAT) 2.0 and the End-of-Course (EOC) Exams in Algebra I, Geometry, Biology, and U.S. History. DPAEA students also participate in nationwide assessments such as the SAT, ACT and Advanced Placement (AP) Examinations.

All Florida public schools are given a “grade” based on the school’s performance on state assessments. High schools can receive a max score of 1600 points. The 1600 points for high schools are broken down into two components: 50 percent based upon student achievement and learning gains from the FCAT, and 50 percent based on non-FCAT components. The grading scale is as follows: A=1050-1600 points, B=990-1049 points, C=870-989 points, D=790 to 869 points, F=0-790 points. Levels 3-5 on these assessments are considered proficient. In 2013, the percentage of high school students performing at a Level 3 or above for Reading in the State was 53 percent compared to 87 percent for DPAEA; State Algebra I EOC was 64 percent compared to 98 percent for DPAEA; State Geometry EOC was 64 percent compared to 96 percent for DPAEA; State Biology EOC was 67 percent compared to 93 percent for DPAEA; State US History EOC was 35 percent compared to 59 percent for DPAEA; and State Writing was 61 percent compared to 93 percent for DPAEA. As to AP Exams, DPAEA had 58.4 percent of its students scoring a 3 or above compared to the State’s 51.1 percent. DPAEA also scored above the State average in SAT and ACT assessments by obtaining a combined score of 1492 in the SAT and 20.6 in the ACT. The State average was 1457 and 19.6.

In 2013 DPAEA ranked 12th in Florida by obtaining 1466 points.

b) In the past five years, DPAEA has evolved into one of the top performing high schools in both the state of Florida and the nation. Like all other public schools nationwide, DPAEA is required to meet Annual Measurable Objectives (AMOs) set by the state through the No Child Left Behind Act (NCLB). In the past few years, DPAEA has been able to meet and exceed AMOs for every grade level and subgroup.

In 2008, 63 percent of DPAEA students were proficient in reading and 87 percent were proficient in math. Although those averages were above the state average at the time and our school received a letter grade of an “A”, DPAEA continued to raise its expectations. Currently, 85 percent of DPAEA students are proficient in reading and 97 percent are proficient in math. These gains show a 22 percent and 10 percent increase for reading and math respectively, our collaborative efforts bridged the gap between our reading and math proficiency.

The increases seen are also remarkable considering our demographics and minority rate. In the 2008-2009 school year, DPAEA’s minority rate was 89 percent Hispanic and 4 percent black, with a free or reduced lunch rate of 28 percent. Since then, the enrollment has more than quadrupled and the free and reduced lunch rate has risen to 55 percent, while maintaining the same demographic make-up. This truly exemplifies the meaning of “bridging the gap.”

DPAEA not only helps every student develop and perfect their talent as a performing arts member, but also ensures their academic needs are being met. Throughout the years, DPAEA has been able to increase the number of students achieving proficiency in all academic areas by implementing a variety of programs and teaching strategies that create an environment conducive to learning. These programs and teaching strategies cater to all students regardless of their assessment performance level or academic achievement. For example, all students receiving a Level 1 or 2 in the FCAT 2.0 Reading or Math are placed in intensive courses to help remediate deficiencies the students may have. In these courses, teachers analyze data and differentiate instruction to ensure all students attain proficiency by the end of the year. We offer tutoring before, during, and after school, as well as on Saturdays. Summer sessions and virtual recovery courses are also offered to students needing additional assistance.

Aside from remediation, DPAEA also challenges its students by enriching the curriculum with a variety of rigorous courses and programs to ensure all students are career and college ready. One aspect of the curriculum that has truly made a difference is, the number of Advanced Placement (AP) courses, across multiple subject areas, the school is able to offer 23 of the 30 AP courses College Board has developed! This gives all students the opportunity to graduate high school with at least one college-level credit. In the past five years, the number of students taking AP courses and achieving a score of 3 or higher has increased significantly. In 2009, 30 percent of our students took at least one AP course and 31 percent of these students scored a 3 or higher. In 2013, 64 percent of our students took at least one AP course and 58.4 percent scored a 3 or higher. This year, 71 percent of our students are enrolled in at least one AP course and we foresee the number of students scoring a 3 or higher increasing as well.

The achievements mentioned above can be attributed in part to the dedication of all DPAEA stakeholders to ensuring student success now and in the future.

## **2. Using Assessment Results:**

DPAEA is dedicated to student achievement and success; therefore, data is reviewed and monitored on a weekly basis by a number of stakeholders in the school. Professionals analyze school data in their department meetings, Professional Learning Communities (PLCs), administrative meetings, department chair meetings, and even in Educational Excellence School Advisory Council (EESAC) meetings. Using the ongoing school improvement plan, professionals and stakeholders revisit strategies and new educational trends that can benefit student performance in reading, mathematics, science, writing, and other state-assessed areas.

Strategies and interventions are put in place to target all learners in each of the disciplines mentioned previously. Through the school's leadership team, data is utilized to drive instruction for all tested areas, create pull out programs that target interventions, and create review sessions that are held before, and after school, and on Saturdays. Stakeholders are notified of the school's performance monthly during the EESAC meetings. Each month, representatives of a particular academic subject area present information related to school and student performance data so that, interventions may be put in place to meet the areas in need.

The leadership team analyzes baseline, fall and winter interim results in Reading, Algebra I, Geometry, Biology, and U.S. History and compares them to district results. The school also utilizes score reports from the AP exams and results from, the Post Secondary Education Readiness Test (PERT), ACT, and SAT. The school implements a five step Data Student Performance Success Wheel, which occurs as follows:

- 1) The administrative team meets and breaks down the data by subject area.
- 2) The administrative team meets with each assigned department. Learning gains by each benchmark are analyzed and strategies are put in place to meet the needs of the students. Teachers are then able to gauge student performance by individual, classroom, and grade-level data utilizing an in-house data program.
- 3) Subject area and grade-level data chats are conducted with each individual teacher, which allows them to focus and plan a prescribed intervention strategy for targeted students and class needs.
- 4) Teachers gather their data and meet with individual students to conduct data chats as well. It is essential that each student knows and understands his/her quarterly performance data and mastered benchmarks for each interim and mini assessment.
- 5) Lastly, the school-wide data by subject area is shared with all stakeholders during the school's EESAC meetings. The school improvement plan is referenced during each data presentation in order to demonstrate how each goal area is being met.

Through the school website, stakeholders are also informed of DPAEA's academic performance on AP Exams, ACT and SAT results, and college readiness preparation. Committees of professionals gather monthly to monitor and make recommendations for a Career and College Ready Initiative Plan.

### **3. Sharing Lessons Learned:**

DPAEA serves as a leader to other schools within Florida and around the country by sharing its strategies and ideas. Through work with National Academic Educational Partners, the principal has performed workshops on school-level strategies for improving student performance at the following locations: St. Croix School District, School Board of Memphis City Schools, Milwaukee School District, and Providence School District; he has also worked with Gibson Charter School Miami-Dade, Cornerstone Academy Orange County, Doral Academy Las Vegas, and Somerset Academy Washington, D.C. Several teachers and administrators from DPAEA have traveled throughout Florida and the nation to perform workshops and model lessons at schools including Los Angeles Academy of Arts and Enterprise Charter School, Key West Collegiate Academy Charter School, Charles Gibson Charter School, and College Preparatory Academy of the Treasure Coast. During these trips, DPAEA teachers assist with the development of curriculum, mini assessments, and pacing guides, and conduct teacher observations. Their contributions to those schools have led to improved performance on accountability exams and increased teacher capacity.

In addition, DPAEA staff has worked with Cerego, an international language learning company, to develop software to improve instruction in reading, American History, AP Art and Biology, Geometry, Algebra and Physics. This 18-week pilot was developed by teachers from DPAEA with the support of programmers from Cerego. A study of the pilot results is currently being conducted by researchers from New York University.

DPAEA has also used its technology to reach out to other teachers within and outside of our school for professional development and modeling lessons. Using a concept that the school calls “linking classrooms”, teachers collaborate to create lessons seen within and outside of the school to improve learning outcomes. For example, two classrooms are equipped with a television monitor, camera and microphones. Using the Internet the teachers broadcast the lesson that they have pre-planned together and stream it live. This permits the two classes to interact by seeing and hearing each other. "Linking classrooms" allows master teachers to work with a new or struggling instructor to model excellent teaching. The lessons are then recorded and made available for playback as part of our professional development program.

### **4. Engaging Families and Community:**

At DPAEA, we believe that engaging families and communities contributes to greater academic achievement and to the improvement of the school as a whole. This model of engagement is predicated on three core beliefs: 1) student achievement increases the more knowledge parents have about their children’s school experience; 2) greater involvement of families through non-academic channels still contributes to greater academic buy-in by all; and 3) the more a school invests in a local community, the more resources, support networks, and allies are available to bolster the health and vitality of the school more holistically.

Our goal is for parents to be fully aware of the academic happenings in their student’s education. In addition to communicating standardized testing results and marking period grades, DPAEA staff also share important announcements and activities with parents and students through weekly calls. Furthermore, a web portal allows parents and students to access home learning and pertinent academic resources; track student achievements and activities; and keep up with student news and any other relevant school information. Additionally, parents have access to a web-secure “live feed” where they may watch their students’ during instruction to get a better sense of their academic experiences. This program is offered in conjunction with an online after-school teaching and tutoring program, which allows parents and students alike to ask subject-specific questions to DPAEA teachers and guides parents in understanding what they can do to assist their children in their studies. DPAEA empowers parents and community members to enhance school programs by meeting formally with them during our monthly Educational Excellence School Advisory Council (EESAC) and Parent Teacher Student Involvement (PTSI) meetings, after which their feedback is translated into a concrete plan of action for school improvement.

DPAEA strives to engage the community through non-academic means as well. For example, the school encourages our stakeholders to join our multiple service programs for the local community, such as: food

and donation drives for the needy, social events and support services for the elderly, and walks to raise awareness for those with special needs like autism. Moreover, each student's parent commits to volunteering 30 hours every year at the school. This encourages parents to be more invested in the growth of a healthy school community and ultimately, increases the likelihood that they become more involved in their children's academics.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Doral Performing Arts & Entertainment Academy (DPAEA) is a public charter school dedicated to providing its students with a rigorous and diverse academic curriculum enriched by an exceptional performing arts program and dedicated to ensuring that all students are college ready regardless of their socio-economic background. This dedication is evident when walking the hallways of DPAEA. Students are constantly reminded that although DPAEA is a performing arts school, college is the priority.

In order to ensure that all students are career and college ready by the time they graduate, DPAEA has aligned its curriculum to the Florida Next Generation Sunshine State Standards (NGSSS) and the Common Core State Standards (CCSS). The curriculum requires that students not only meet the state's graduation requirements, but exceed them. Students at DPAEA must complete at least 24 credits in order to graduate: four in English, four in math, four in science, four in social studies, two in foreign language, one in physical education, one in virtual, and at least four in performing arts.

The DPAAE English curriculum offers a variety of required and elective courses that prepare our students for high stakes testing like the Florida's Comprehensive Assessment Test (FCAT) 2.0, SATs and ACT. The curriculum offers courses for all students regardless of academic levels and performance; this includes regular, Honors and Advanced Placement (AP) courses in English language as well as English for speakers of other languages. Through these courses, students are equipped with the tools necessary to be thoughtful, judicious writers who reflectively engage in critical and creative thinking, and understand the importance of doing so.

The math curriculum provides a strong foundation of concepts, techniques, and applications. DPAEA offers required courses like Algebra I and Geometry, and more advanced courses, like AP Calculus AB, and BC, and AP Statistics to ensure students are college ready. Students also have the unique opportunity to participate in our advanced Math Academy. This Academy engages students by giving them the tools needed to become proficient problem-solvers while instilling self-confidence and developing a deep understanding of core mathematics concepts.

The challenging science curriculum offers students courses like Physical Science, Biology, Chemistry, and Physics, as well as more demanding courses like AP Biology, AP Environmental Science and AP Chemistry. These courses, offer our students opportunities to explore new questions and use scientific knowledge and critical thinking in their own life decision-making. Students are also given the opportunity to solve real-world problems by engaging in longitudinal research-based projects in which students gather and discuss data on a daily basis.

The social studies curriculum is aligned with the state standards and extends its students a comprehensive offering of required and elective courses. Required courses include World History, U.S. History, American Government, and Economics; elective courses include Law Studies, Sociology of Sports, AP European History, AP Psychology, and AP Human Geography. These courses allow our students to explore the elements of society to develop an appreciation of and respect for a variety of cultures and their beliefs, values, and traditions.

The physical education curriculum is intended to provide students with an understanding of and appreciation for physical exercise. Furthermore, students are provided an opportunity to learn recreational activities that can be enjoyed for a lifetime with the knowledge, skills, and attitudes to maintain healthful and satisfying lives.

Technology is integrated into the curriculum and all classrooms. Classrooms are equipped with interactive boards that provide teachers with inventive and interactive ways to deliver lessons. We also have several virtual, science, and math labs with computers accessible to students on a daily basis. DPAEA uses the

Internet to live stream lessons, tutoring sessions and school events. The TV Production Program also uses the Internet to report the news live and stream sporting and school events to the community.

The foreign language curriculum has proven to be a very successful program at DPAEA. Students are required to take two full years of the same language in order to fulfill the graduation requirement. We offer a variety of courses in Spanish, French and Italian. Last year, 100 percent of the students enrolled in AP Spanish Language attained a 3 or higher on the AP exam.

## **2. Reading/English:**

The foundation of DPAEA's English curriculum is the College Board's College Readiness System – Springboard. This proven Pre-AP program prepares students for success in AP and college courses. The program is aligned to the CCSS and offers a rigorous curriculum and ongoing professional development for teachers. This English language arts (ELA) program includes course offerings in English for grades 9-12, Honors English for grades 9-12, AP Language and Composition for grade 11, and AP Literature for grade 12. SAT preparation, dual enrollment and college readiness English courses are also offered to students. DPAEA is currently partnered with Florida International University, Miami-Dade College and Doral College for dual enrollment.

To prepare for the FCAT 2.0 Writing, a departmental Writing Action Plan was established with input from all teachers. The Writing Center is available to all students after school. Several Saturday and Early Release writing seminars are offered to targeted students. Teachers also keep logs of all student writing assignments and follow an FCAT Crunch Time Calendar before the writing and reading assessments.

Reading skills are infused into the English Curriculum, but additional Intensive Reading courses are assigned to students who received a score of Level 1 or 2 on the FCAT 2.0 reading. In Intensive Reading, each student receives explicit instruction on their reading deficiency, which is identified and monitored through data analysis. Between September and April, the Reading Coach conducts pull-out groups throughout the day for targeted students who have scored below and above grade level. From January to April, after-school tutoring is offered in the form of three sessions, each addressing different student needs. Annually in March, in-school reading workshops are offered to targeted students in preparation for the FCAT 2.0. Saturday reading tutoring is open to all students on a first come first serve basis. A Literacy Club was also created to increase participation of all teachers and to better assist students. Events such as Literacy Pasta Night and Literacy Book Swap were held to increase parental involvement. Finally, SAT/PSAT Saturday tutoring was held for all students and six week SAT prep classes were held to prepare students for college entrance exams.

## **3. Mathematics:**

DPAEA uses the Carnegie Learning math curricula for grades 9-12. The Carnegie Learning CCSS transition plan for middle school aligns to the Standards for Mathematical Practices and improve foundational skills to prepare students for the advanced study of mathematics. The texts are rich with real-world applications of the topics being covered and expose students to the different career paths that apply the same concepts they are learning in the classroom. Carnegie Learning offers an Adaptive Math Software program that aligns to each course and provides students with highly individualized and self-paced instruction to improve their secondary math skills.

DPAEA implements a math research program that identifies mathematically gifted students in grades 9-12 and offers them special research classes and acceleration. To enter the math research program, students must take an entrance exam; upon passing, these students are allowed to take the Math Research course as an elective. This course enables them to explore various realms of mathematics, especially those outside the scope of a typical mathematics course. Many students in these courses are also involved in the Mu Alpha Theta Math Honor Society, which is very active in local, state and national math competitions. The members and teachers meet several times a week and work on math topics beyond those experienced in class.

DPAEA also offers a variety of AP mathematics courses to its advanced students such as AP Calculus AB, AP Calculus BC, and AP Probability and Statistics.

In an effort to provide students that are performing below grade level with the necessary remediation, the students are identified and placed in an Intensive Math course to provide them with additional mathematics instruction. The school offers after-school math tutoring, as well as online Algebra tutoring in the evenings through the Blackboard Connect Program available to all students at DPAEA. In addition, the school also offers before- and after-school FCAT 2.0 / EOC tutoring to selected students, based on their previous assessment scores.

#### **4. Additional Curriculum Area:**

The Performing Arts Program, the heart of DPAEA, is committed to making our school a beacon of artistic excellence in the visual and performing arts community nationwide. The program provides intellectually stimulating and educationally challenging classes in the arts for students who, through the audition and interview process, demonstrate a talent in a particular art form. Students and teachers engage in numerous opportunities to develop and showcase talents in the areas of dance, music, photography, television production, theater, visual arts, and voice. DPAEA performing arts teachers have many years of professional experience in their specific fields and have been able to bring their real-life experiences to the classroom. Their expertise as artists has helped them develop and implement an innovative curriculum which allows students to be competitive in the artistic and academic community. For example, aside from reporting the daily news and making music videos, student in the TV Production Program can take a Sports and Entertainment course that allows them to broadcast sporting events and school functions live via the Internet. The ultimate goal of the performing arts curriculum is to provide a rigorous education while encouraging and fostering to each student's talents.

DPAEA's science and mathematics curriculum is ever expanding with opportunities and challenges. The school offers an array of AP courses in both math and science. During the 2013-2014 school year, the school increased the enrollment of females and minorities in AP science, technology, engineering, and math (STEM) courses, such as AP Computer Science, AP Chemistry, AP Physics, AP Statistics, AP Biology, AP Calculus AB and BC, just a few of the 23 AP courses from which students can choose. The school is also participating in a College Board AP STEM Grant that encourages the participation of females and minorities in AP math and AP science courses. This grant has afforded DPAEA students to participate in a variety of learning opportunities outside the traditional classroom experiences. One of these projects is our Doral Academy Nutritional Supplement Mouse Longevity Study. This project is a randomized, long-term, multi-generational study to determine the effect, if any, that an antioxidant nutritional supplement has on the cognitive functions, physical activity, breeding fitness and longevity of mice. The students involved in this research are responsible for keeping clean, sterile conditions in the research room by cleaning the mice habitats twice a week. They are also responsible for keeping up to date data on weights and general wellbeing of the specimen on a weekly basis. This research includes but is not limited to solutions for aggressive behavior and competition for mates amongst males and research for cures for everyday illness amongst the specimen. The Bioethics course, a recent addition to the curriculum, teaches students in grades 10-12 about moral reasoning and ethical principles. This college-ready initiative has motivated students to participate in the National Undergraduate Bioethics Conference in which teams debate resolutions for bioethical issues. In preparation, students receive a background in philosophy-based ethical principles, create outlines for their competition arguments, and discuss those arguments with their classmates to strengthen their reasoning. Students are upheld to the highest standards and, notably, have placed sixth amongst competing universities. Providing students the opportunity to compete at a college-level competition, is a true testament to the school's mission.

Additionally, starting in grade 10, students are offered the opportunity pursue their favorite discipline beyond the level offered in secondary schools and get a head start on their college requirements. The DPAEA Scholars Program enables sophomores, juniors and/or seniors to enroll in college courses and earn college credits at local institutions of higher education such as Miami Dade College, Florida International University, and Doral College. Students are expected to receive an Associate in Arts degree by taking a

combination of AP and dual enrollment courses throughout their sophomore, junior and senior years. About 50 students at DPAEA currently are participating in this program, the benefits of which include increasing college readiness, starting a college degree while in high school, and increasing students' grade point average. We also offer students not in the Scholars Program the opportunity to enroll in dual enrollment courses at the above-mentioned institutions and receive college credits without having to pursue an Associates Degree.

## **5. Instructional Methods:**

The students of DPAEA strive for high academic achievement. Students are enrolled in courses required for standard high school graduation as well as electives geared toward their art form of choice, such as visual arts, photography, theater, dance, music, voice, or television production. The integration of this chosen set of electives into the curriculum motivates students to excel academically and continuously improve their own performance.

High performing students can enroll in advanced level courses. Honors courses are structured around lectures, discussions, and activities involving a higher order thinking process and challenging tasks. Some students also choose to participate in AP courses, which are noticeably more rigorous and thought-provoking. There are also opportunities to take dual enrollment courses through a local college or university, funded by the school, to receive college credit.

Struggling learners with low standardized test scores are registered for intensive courses in math, English, and/or reading in order to obtain additional assistance. These students are taught alternate strategies and techniques that will advance their overall performance.

Each student in the exceptional student education (ESE) program has a plan that states their goals and the accommodations necessary to ensure their success, while still continually challenging them. The school is an inclusive setting where these students participate in courses alongside their peers. Students participating in the gifted and special needs program also have formal plans in place to show their goals and/or accommodations needed for support. Some of these students are supported through consultative services where a program specialist works together with the teachers to ensure that students are challenged and excelling throughout their educational pursuit. Students in the special needs program may also take Learning Strategies, a course in which a certified ESE teacher provides them with learning strategies to match their specific educational needs.

All courses involve differentiated, data driven classroom instruction to accommodate a range of learning styles. Some teachers utilize rotations where students participate in whole group instruction and then rotate through three stations: independent activity, cooperative group work, and small group instruction led by the teacher. Other teachers prefer more traditional methods of instruction including discussions and open ended tasks. Technology also supports instruction through the use of Mimio Technology, KarbonPad, student tablets, and computer applications such as Reading Plus, Achieve 3000, and Cerego. The teachers at DPAEA strive to deliver the best instruction possible to their students.

## **6. Professional Development:**

DPAEA believes that ongoing professional development is essential for improving instruction and safeguarding the highest levels of student performance. To that end, we offer our teachers and staff members a wide variety of professional development opportunities that range from universal strategies for success across all disciplines to course specific instructional practices and skills. First, we assist new educational professionals to become "highly qualified" in their subject areas. With this in mind, we offer a mentor program to provide beginning teachers with support, training, and guidance in a comfortable and confidential manner to ensure their success in teaching. Second, they work to maintain that elite status by attending multiple professional development workshops per year, which cover essential topics such as: instructional best practices; data lesson development; current educational trends and assessments; Professional Learning Communities (PLCs; constituted both by content area and specific courses taught);

effective lesson planning; action research and data-driven instruction; cross-curricular literacy enhancements; and differentiated techniques for educating students in the English speakers of other languages (ESOL) and exceptional student education (ESE).

In addition to the professional development that continually occurs through PLCs, teachers receive support as they align their assessments and lessons with the CCSS and develop ongoing focus calendars, used to create the most engaging and productive instruction. Professionals participate in the Miami-Dade County public Schools' (M-DCPS) Instructional Performance Evaluation and Growth System (IPEGS) in which they develop a yearly Individualized Professional Development Plan (IPDP). The IPDP assists teachers in aligning their professional growth to the school's goals as outlined in the school improvement plan; these goals, often address areas such as reading and math, student performance, individual learning goals, professional development activities, and performance outcomes.

Finally, DPAEA is dedicated to integrating art throughout the curriculum. DPAEA is involved in Arts for Learning—a Miami affiliate of the national non-for-profit organization, Young Audiences—in which the school provides an impactful art experience for all students through teacher development, curriculum consulting, and professional practicums. DPAEA students are not only successful academically, but also are constantly motivated to surpass their own academic standards while still excelling in the arts. As teachers and administrators, we believe that it is our duty to develop ourselves personally and professionally for the benefit of our students, to provide a strong foundation upon which they can not only achieve academically in the classroom, but also actualize their dreams outside of it.

## **7. School Leadership**

The leadership at DPAEA is committed to providing a college preparatory environment for all students. The Doral leadership philosophy is to educate all students in a manner that provides them the opportunity to be successful at the college level; thus, each decision made at the school is aligned to that central philosophy.

The administrative leadership team consists of the principal, assistant principal and lead teacher. The extended leadership team at the school includes department heads in all of the core academic areas and electives, reading director, ESE and ESOL director, activities director, athletic director, student services chair and testing chair. The administrative leadership team meets on a weekly basis and the extended team twice monthly.

The administrative team uses iPads to conduct daily classroom walkthroughs. The entire leadership team has identified 15 behaviors that should be observed in classrooms during these walkthroughs. Administrators use their iPads to record data for each teacher and report their observations. A report is generated every two weeks and the observations are discussed with the extended team. Professional development for the faculty occurs in accordance with the results of these online surveys recorded through Survey Monkey. Visibility in classrooms is of key importance in establishing a culture of expectation.

In addition, at each leadership meeting alternating departments are required to present relative data, such as interim testing, AP, and SAT results, new initiatives and other academic issues as they arise. With the data in mind, the leadership team develops and monitors action plans and instructional focus calendars. Based on what the entire leadership team is seeing, purchasing decisions are made collectively on new reading or math programs, textbooks and other instructional materials, and technology. The principal's philosophy is to be inclusive of the content area experts in the decision-making process to help make the best decision to promote student learning and engagement.

The principal and assistant principal meet with the Student Government each month to address issues brought forward by their officers. During these meetings, the administration also reviews school performance data and new academic initiatives with the students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Florida Comprehensive Assessment Test/Geometry End-of-Course Assessment (starting in 2011-12)

**All Students Tested/Grade:** 10

**Edition/Publication Year:** 2013

**Publisher:** Pearson Access

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5	95	87	95	90	94
% Exceeding Proficiency Levels 4 and 5	65	55	55	50	55
Number of students tested	101	104	42	20	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5	90	85	90	85	90
% Exceeding Proficiency Levels 4 and 5	60	50	50	42	35
Number of students tested	57	52	27	9	4
<b>2. Students receiving Special Education</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5	96	88	95	90	94
% Exceeding Proficiency Levels 4 and 5	65	55	55	50	55

Number of students tested	90	92	38	19	13
<b>5. African- American Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>6. Asian Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>9. White Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					

Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					

**NOTES:** In the 2011-2012 school year, the Grade 10 FCAT Mathematics was replaced by the Geometry EOC assessment. All students enrolled in Geometry, regardless of their grade-level, took the EOC assessment in the 2011-12 school year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Florida Comprehensive Assessment Test/Algebra I End-of-Course Assessment (starting in 2010-11)

**All Students Tested/Grade:** 9

**Edition/Publication Year:** 2013

**Publisher:** Pearson Access

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5	98	74	50	98	94
% Exceeding Proficiency Levels 4 and 5	40	23	25	68	52
Number of students tested	45	27	20	40	17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5	95	65	50	96	75
% Exceeding Proficiency Levels 4 and 5	40	20	25	40	25
Number of students tested	25	13	10	18	5
<b>2. Students receiving Special Education</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5	98	85	50	98	94
% Exceeding Proficiency Levels 4 and 5	40	20	25	68	52
Number of students tested	40	25	18	36	15
<b>5. African- American</b>					

<b>Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>6. Asian Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>9. White Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>13. Other 3: Other 3</b>					

% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					

**NOTES:** In the 2010-2011 school year, the Algebra I EOC assessment replaced the FCAT Mathematics for all students enrolled in Algebra I, regardless of their grade level. This is the reason for the drop in % Meeting and Exceeding Proficiency in 2011. This was also the baseline year for the Algebra I EOC assessment and students received a score on a scale of 20-80 (T-score scale), rather than a score based on Achievement Levels 1-5.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Florida Comprehensive Assessment Test (FCAT)/FCAT 2.0

**All Students Tested/Grade:** 10

**Edition/Publication Year:** 2013

**Publisher:** Pearson Access

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES*</b>					
Meeting and Exceeding Proficiency Levels 3,4 and 5	83	73	79	57	47
% Exceeding Proficiency Levels 4 and 5	55	51	54	39	14
Number of students tested	90	49	42	20	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meeting and Exceeding Proficiency Levels 3,4 and 5	85	71	60	45	50
% Exceeding Proficiency Levels 4 and 5	52	50	38	27	25
Number of students tested	38	30	27	9	4
<b>2. Students receiving Special Education</b>					
Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meeting and Exceeding Proficiency Levels 3,4 and 5	83	73	69	57	47
% Exceeding Proficiency Levels 4 and 5	55	51	31	39	31
Number of students tested	78	45	38	19	13
<b>5. African- American Students</b>					

Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>6. Asian Students</b>					
Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>9. White Students</b>					
Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meeting and Exceeding					

Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					

**NOTES:** The 2010-2011 school year results were retrofitted to reflect the change of test from the FCAT Reading to the FCAT 2.0 Reading.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Florida Comprehensive Assessment Test (FCAT)/FCAT 2.0

**All Students Tested/Grade:** 9

**Edition/Publication Year:** 2013

**Publisher:** Pearson Access

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5	87	82	71	85	76
% Exceeding Proficiency Levels 4 and 5	56	47	32	48	30
Number of students tested	97	66	30	40	17
Percent of total students tested	98	100	93	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5	86	83	60	42	40
% Exceeding Proficiency Levels 4 and 5	54	42	31	38	20
Number of students tested	47	45	19	17	5
<b>2. Students receiving Special Education</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5	86	80	69	75	76
% Exceeding Proficiency Levels 4 and 5	56	50	33	48	30
Number of students tested	90	57	27	38	15
<b>5. African- American Students</b>					

% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>6. Asian Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>9. White Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meeting and Exceeding Proficiency Levels 3,4 and 5					
% Exceeding Proficiency Levels 4 and 5					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meeting and Exceeding					

Proficiency Levels 3,4 and 5					
%Exceeding Proficiency Levels 4 and 5					
Number of students tested					

**NOTES:** The 2010-2011 school year results were retrofitted to reflect the change of test from the FCAT Reading to the FCAT 2.0 Reading.