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

[X] Public or [ ] Non-public

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

Name of Principal Ms. Lourdes Cristina Isla-Marrero
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mater Gardens Academy
(As it should appear in the official records)

School Mailing Address 9010 NW 178 Lane
(If address is P.O. Box, also include street address.)

City Hialeah   State FL   Zip Code+4 (9 digits total) 33018-6548

County   Miami-Dade County   State School Code Number* 0312 and 6042

Telephone 305-512-9775   Fax 305-512-3708

Web site/URL   http://www.matergardens.com   E-mail lmarrero@dadeschools.net

Twitter Handle _____   Facebook Page _____   Google+ _____

YouTube/URL _____   Blog _____   Other Social Media Link _____

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 Miami-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 Mr. Robert Blanch
(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

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

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   <u>306</u> Elementary schools (includes K-8)
   (per district designation):   <u>104</u> Middle/Junior high schools
                                             <u>136</u> High schools
                                             <u>3</u> K-12 schools

                                             <u>549</u> 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
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. <u>8</u> 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	40	43	83
1	41	55	96
2	41	56	97
3	53	43	96
4	49	53	102
5	42	50	92
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	266	300	566

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
95 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
3 % 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: 5%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	13
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1	566
(5) Total transferred students in row (3) divided by total students in row (4)	0.046
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 22 %
   126 Total number ELL

   Number of non-English languages represented: 4
   Specify non-English languages: Spanish, Creole, Portuguese, Greek

8. Students eligible for free/reduced-priced meals: 57 %

   Total number students who qualify: 321

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: 2 %

    4 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.

1 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Deaf-Blindness	0 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:

	Number of Staff
Administrators	2
Classroom teachers	33
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
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   21:1

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

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

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes   No <u>X</u>

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

PART III – SUMMARY

Mater Gardens Academy strives to create an inviting, safe environment where students and staff embrace high quality, life-long learning. The school's mission is to educate students to their fullest potential by executing meaningful academics facilitated by teachers, administrators, parents and the community, and to enable students to become confident, self-directed and responsible. Mater Gardens upholds the vision of striving to create a thirst for knowledge in all disciplines, kindle the art of thinking and serve as a springboard for lifelong learning, and deliver and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

Mater Gardens opened its doors in August 2006 as a K-8 charter school sponsored by Miami-Dade County Public Schools. The state-of-the-art building, located in suburban northwestern Miami-Dade County, contains 35 classrooms with access to the latest technology through a computer lab with 110 computers, media center with 18 workstations and notebook carts, fully-equipped conference room, and science laboratory. Each classroom is equipped with an interactive white board, projector, document image camera, and computers. To support the play and development needs of our students, there is a playground, field, and basketball court.

The school houses 800 students in grades K-8 selected through a lottery system; enrollment is 95 percent Hispanic, 3 percent White, 1 percent Black, and 1 percent Asian. The grade 5 graduation rate is 100 percent. Approximately 1 percent of students receive special education services, such as speech-language therapy and accommodations for autism spectrum disorder (ASD). English language learners make up 22 percent of our enrollment, and 57 percent of students qualify for free or reduced-price meals. The school's average daily attendance is 95 percent, and is monitored and discussed with families when appropriate. Our principal has nine years of experience in leadership and holds a specialist degree in educational leadership; the assistant principal has five years of experience in leadership and also holds a specialist degree in educational leadership. The staff includes 25 instructors, one guidance counselor, 10 teacher assistants, one testing chairperson, one special education program specialist, one registrar, one treasurer/activities director, and two receptionists. Higher education degrees are held by 28 percent of teachers; 90 percent of the teachers are English for Speakers of Other Languages (ESOL) endorsed and 100 percent are highly qualified.

Mater Gardens places emphasis on developing relationships with families and community. Parents are required to complete volunteer hours every year, and hours can be fulfilled by volunteering in the classrooms or even coordinating activities, such as the traditional Hispanic Heritage night. The school also has a partnership with Miami Dade College North, as they have a representative participating in the school's Educational Excellence School Advisory Council; they also provide access to their college campus facilities for field trips and graduations.

Mater Gardens has obtained several prestigious awards throughout the years, including Architectural Portfolio magazine's "Educational Design Excellence in American School and University" in 2007 for the building's design. Other accolades include Florida School Recognition in 2008 from Governor Charlie Crist, sixth place in the county on the Florida Comprehensive Assessment Test (FCAT) Science in 2011, and the Gold Award from Miami-Dade County Public Schools in 2006 and 2007 acknowledging excellent performance. Mater Gardens was recognized as one of the top 10 schools in Miami-Dade County for the 2012 and 2013 school years. Mater Gardens is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) since 2009 and accredited as part of the Mater Academy, Inc. district by AdvancED since 2011, as well as holds memberships in the College Board.

The core values of Mater Gardens Academy are what pave the way to success: excellence by setting high expectations; respect by valuing each person; responsibility by living dependably and expecting accountability; integrity by showing respect, honesty, and responsibility. These values are enforced through participation in character-building programs, such as peer tutoring by the middle school students, and through service, such as sponsoring a holiday luncheon and toy drive for a needy family from a sister

school. Our staff, families, and students come together to participate in volunteering, such as serving lunch at a soup kitchen or collecting toiletries for foster children at a shelter. Students also participate in raising awareness for foundations like UMater, which provides students with grants to pursue learning opportunities. Every month, students are nominated as "Super Stingrays" for exhibiting these core values and receive certificates as rewards.

We focus on commemorating student achievement through incentive programs such as monthly academic contests. Students with advanced proficiency scores participate in a reward field trip, and students making learning gains are recognized in pep rallies. Mater Gardens Academy proudly embraces a grade "A" for the 2012-2013 school year. The school has maintained an "A" since 2006.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Mater Gardens Academy's academic performance levels are evaluated based on the results of several district-wide assessments, including baseline, fall and spring interims, as well as the standardized Florida Comprehensive Assessment Test (FCAT) 2.0. The FCAT 2.0, which is administered to all public and charter schools in the state, measures student achievement of the Next Generation Sunshine State Standards (NGSSS) in reading (grades 3-10), mathematics (grades 3-8), science (grades 5 and 8), and writing (grades 4, 8 and 10). In spring 2011, Florida began the transition from the FCAT, which measured student achievement of the Sunshine State Standards, to the FCAT 2.0.

FCAT 2.0 Reading and Mathematics scores are reported using a developmental scale; this allows for the comparison of student academic progress over time in a particular subject. Each development scale score is placed into an Achievement Level. The success a student has achieved with the NGSSS assessed by the FCAT 2.0 is described by these Achievement Levels, which range from 1 (lowest) to 5 (highest); the state considers a score of Level 3 to be satisfactory performance. FCAT 2.0 Science scores are reported as scale scores because students are assessed only in grades 5 and 8; these scores are also placed into Achievement Levels 1-5. The FCAT 2.0 Writing is scored on a scale of 1 (lowest) to 6 (highest) with 3.5 meeting state standards.

b) At Mater Gardens Academy, we pride ourselves on monitoring the performance trends of our students to identify significant gains and losses in reading and mathematics proficiency. It is our purpose to maximize, or correct, the areas of strength and weakness in each strand tested. Many factors that serve as a pre-indicator to student performance on the FCAT are taken into account. Some of these factors include:

- Stakeholders attending regularly scheduled data chats and using collaborative, problem-solving team meetings to support our students' learning based on the assessments to continue these positive performance trends.
- Utilizing many research-based resources and strategies to meet our diverse population of learners, as well as incorporating technology, small groups, and best practices to facilitate learning gains.

The FCAT data over the past five years indicates that the reading scores have improved across the board. There has been a steady increase of at least 5 percent in grades 3-5. These results may be attributed to Mater Gardens' push for the use of novels on a quarterly basis and incorporation of reading into all subject areas. Additionally, the students participate in various adaptive learning programs such as Successmaker, Riverdeep, FCAT Focus, BrainPop, Accelerated Reader, and Lexia Learning, and the data is used to differentiate instruction and meet their individual needs. These plans of action, along with new ideas, will continue to be implemented in order to enhance student learning.

In mathematics, the assessment results were different. The school has experienced an overall decrease over the years, especially in the number of students receiving a Level 4 or 5 on the FCAT. These results can be attributed to the process of adapting and transitioning from the NGSSS to the Common Core State Standards (CCSS). This transition tends to be a problem because the information appears to spiral every single year. Mater Gardens has responded to the needs of the school to improve our academic performance in mathematics by hiring highly qualified teachers and updating textbooks. Moreover, the school has reevaluated the curriculum and instruction and further encouraged professional development courses for all teachers and staff.

Mater Gardens students receiving a score of Level 3 or above in reading and mathematics has consistently exceeded the Miami-Dade County School District and the state of Florida averages. Over the past five years, the data for grades 3-5 shows a 60 percent proficiency level of the tested student population in reading and an 18 percent increase in mathematics scores. Scores have risen in the FCAT Science over the years, culminating in 83 percent of students meeting proficiency during the 2012-2013 school year. Based on this information, it can be observed that Mater Gardens is a school that sets high expectations for all its students;

in turn, our students constantly excel in all areas, therefore demonstrating the efficacy and competency of staff and faculty.

Mater Gardens has responded to achievement gaps through differentiated instruction, learning communities, and professional development. We will continue to support our students' social and emotional needs by implementing character education into our weekly lessons and maintaining an open communication with families.

2. Using Assessment Results:

Mater Gardens Academy prides itself on utilizing a variety of assessment tools to evaluate student and staff performance and its impact on school achievement trends. Throughout the school year, assessment data are analyzed, disseminated, and discussed with stakeholders in order to make determinations on the curriculum pacing, to guide decisions on meeting individual student needs, and to drive the instruction for the overall improvement of school performance.

The assessment data analysis takes place in a systematic manner. The staff meets prior to the commencement of the school year to discuss school performance trends from the previous year's standardized exams, and to analyze in detail the individual student data portfolio sheets (available from the Miami-Dade County Public School System) and make note of individual needs. During the initial data meeting, the staff works as a whole and in small groups (vertically with different grade levels and horizontally with their grade levels) to identify areas for improvement that need to be addressed throughout the school year and to determine components to be included in the school improvement plan for the upcoming year. In addition, professional development surveys are completed and presented to correlate with the data indicators. For example, if several students entering grade 2 exhibit a weakness in number operations, the school's math liaison will model different strategies with the grade level team to improve mastery of number operations.

The commencement of the school year includes baseline testing, where students are tested on all benchmarks for the year pertaining to their specific grade levels. This diagnostic test information is analyzed in grade level meetings with the leadership team and the Mater Academy, Inc. data organizer and discussed for ways to address student needs. Additionally, the parents receive individual student reports on the baseline testing results and communication on strategies that can be enacted to support learning at home.

The fall and interim assessments serve as progress monitoring tools during the school year; similar to the baseline data, this assessment data is also discussed in grade level meetings and communicated to families. The interims provide specific information on individual student mastery areas and deficiencies, and provide teachers with a breakdown of class performance trends with the standards. The teachers in turn use this data to make decisions about groups and delivery of content.

Data is also derived from evaluations with instructional staff, such as the Instructional Performance Evaluation and Growth System (IPEGS), where teachers are observed during walk throughs on specific professional expectations by members of the leadership team. The staff receives immediate feedback through electronic correspondence.

Data is communicated to all stakeholders in the ongoing school improvement plan, where the specific performance trends are listed and the strategies to address the areas of weakness are delineated. The report is accessible on the school's website in order to keep the stakeholders updated on the school's plan to address overall school performance.

3. Sharing Lessons Learned:

Mater Gardens Academy participates in networking opportunities that enable our school to share successful strategies with other district schools and professional associations.

The Mater Gardens leadership team participates in the Mater Academy, Inc. Principal's Coalition, where leaders from the different Mater schools (representing various grade levels) meet quarterly to collaborate and discuss educational trends and best practices. Mater Gardens is also a member of the Florida Consortium of Public Charter Schools, which presents opportunities to network among charter schools.

Mater Gardens strives to organize professional development opportunities to engage and enhance professional growth internally and with other schools. Our school has organized and managed informational seminars where inspirational speakers, such as Ron Clark and Harry Wong, have addressed staff from Pinecrest, Mater, Somerset, and Ben Gamla charter schools.

Mater Gardens upholds the philosophy that it is important to collaborate with other schools in order to fulfill the common goal of providing students with high quality education foundations. To provide at-risk sister schools with support in implementing best practices and helping students overcome academic obstacles, Mater Gardens has shared faculty members with them for enrichment learning camps and even academic semesters.

Additional opportunities have been enacted to network, which have included:

- Employees presented at the Florida Charter School Conference in 2009 and 2010.
- Employees participate in the Mater Academy, Inc. Math and Science Dialogues.
- Employees participate in district trainings pertaining to specific subject areas, such as reading and mathematics, as well as other professional development opportunities, including information seminars on brain research and visual arts.
- The reading coach initiated and organized, and continues to participate in, the Mater Academy, Inc. Reading Coach quarterly meetings, during which reading coaches from the Mater Schools discuss literacy information and events among the schools.
- Mater Gardens participated in the process and received accreditation through AdvancED for Mater Academy, Inc. in 2011-2012, which required collaboration among the schools to unify standards.
- The principal organizes, leads, trains, and manages the Food and Nutrition Department for Mater Gardens and Mater Academy, Inc.
- Mater Gardens participates in team-building activities to promote sportsmanship; these activities include The Wellness Conference and Softball Tournament among all schools.

By sharing best practices, Mater Gardens has obtained support from other schools, as well as associations and institutions, in fulfilling our goal to provide the best, quality education for our students.

4. **Engaging Families and Community:**

Parental and community involvement is vital to the success of Mater Gardens. The school uses many avenues to communicate effectively with all stakeholders regarding student performance and school progress. These avenues include, letters, e-mails, Connect-Ed phone calls, parent nights, and conferences in order to inform parents of important dates, events, and/or activities that may be taking place. Lastly, parent nights, such as Open House and Educational Excellence School Advisory Committee (EESAC) meetings, and parent/teacher conference evenings provide face-to-face opportunities for the community, parents, and students to discuss the school's effectiveness with teachers and administrators. The school website also enhances the development of the school's learning community. The presence of bulletin boards throughout the school are used as a communication devices to display student work, to show what students are learning, and to announce upcoming activities.

The school's leadership ensures that the school is responsive to community expectations and stakeholder satisfaction mainly through the EESAC. Through this organization, the school and community take equal share in decision making. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. Since the meetings are open to the public, community expectations can be addressed at each meeting. The EESAC provides an

avenue for communication between the school, community, and all involved stakeholders, including community representatives such as the liaison from Miami Dade College North.

The school fosters a learning community by hosting events throughout the year. These events include activities in which parents are informed of student assessments, such as Orientation Night and Open House. Other events, such as Career Week, encourage families and community organizations to actively participate in modeling positive values for students. The school also sponsors outreach educational programs for parents, such as the Florida State Attorney's Cyber Bullying presentation night for families. Through the school's mandated volunteer requirement, families are strongly encouraged to participate in school activities and support their children's education in a partnership relationship with Mater Gardens.

Mater Gardens is committed to establishing relationships with stakeholders and actively promotes and provides regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Mater Gardens Academy implements a rigorous curriculum that commences in the primary school years, since the curriculum is planned and aligned vertically among the grade levels and horizontally within the same grade levels. The program incorporates standards from a higher grade level, in addition to higher order thinking activities and assessments. The curriculum includes a variety of supplemental resources, such as data-driven technology programs, to reinforce the academic content.

The school adheres to the Miami-Dade County Public Schools (M-DCPS) pacing guide, which correlates directly with the state's Next Generation Sunshine State Standards (NGSSS) infused with the Common Core State Standards (CCSS). Teachers incorporate resources and supplemental programs from an array of choices to support the learning. The high-quality programs are integrated in cross-curricular method, where the lessons are presented thematically to infuse content throughout the subject areas.

The reading/language arts program is based on the M-DCPS adopted basal series. It presents materials that are at different academic levels to differentiate instruction and meet needs for particular subgroups such as English language learners (ELL). The reading series additionally reinforces skills addressed in the state's standardized testing. Moreover, the teachers utilize supplemental materials to address the subject, ranging from technology programs like Achieve3000 to strategies such as the six-trait writing model. On a quarterly basis, the grade level teams incorporate a novel reading into the reading and writing curriculum, which exposes students to high-quality, grade-appropriate books and encourages them to apply new information throughout the subjects.

The Go Math! series, also based on the M-DCPS-adopted series, consists of lessons implemented in grades K-5 that explore mathematical concepts in depth while spiral reviewing additional concepts in order for students to master and retain the information.

All subject areas have access to instructional technology support, ranging from interactive whiteboard lessons to podcasts and online supplements like CCSS streaming videos. In addition, students actively participate in teacher-guided and student-led groups in all subjects as outlined in the daily lesson plans. Supplemental programs used in the curriculum include Reflex Math, Lexia Learning Reading, IXL Math, Achieve3000, Accelerated Reader, Khan Academy, math maintenance, and ExploreLearning Gizmos. Other strategies include interactive field trips and implementation of research-driven programs like CRISS trainings. Special area courses like physical education, foreign languages, art, and music are incorporated into the curriculum to reinforce the learning objectives for main subject areas; Mater Gardens promotes well-rounded students by providing opportunities to engage in all aspects of education, including recreation and the arts. A bilingual program is offered in the school to teach students a target language, Spanish, and reinforce the learning of all subject areas in both English and Spanish.

The curriculum is leveled to meet the needs of all learners. Students in the Response to Intervention (RtI) process participate daily in Voyager and Successmaker programs under teacher and interventionist supervision. Under the Title 3 program, the ELL students participate in free morning and after-school tutoring programs catered to their needs. The curriculum allows for differentiated instruction with support materials in order to meet the needs of lower performing students, while also challenging the high achievers. The educational team also convenes quarterly to analyze data and ensure that there is progress and student needs are being met. The data chats include, not only an analysis of the data, but also collaborative discussions around ways to deliver instruction to meet specific needs and, thus, improve student achievement.

Our ultimate goal is to provide all students with access to an enriching learning environment so they can experience academic and personal success; the diverse components of our curriculum will help us achieve this goal for student performance.

2. **Reading/English:**

The reading curriculum at Mater Gardens Academy is aligned to the district's Comprehensive Research-Based Reading Plan, which must be submitted annually to the Florida Department of Education. The Reading Wonders elementary program, which correlates to the Common Core State Standards (CCSS), provides resources and supplements for varying levels of instruction, as well as assessments and professional development tools. The reading block caters to improving fluency and reading comprehension while striving to challenge students to think critically and "outside the box." Additional resources like quarterly novel reading and technology programs are available to support student learning. The reading technology programs include Successmaker, Riverdeep, FCAT Focus, BrainPop, Accelerated Reader, and Lexia Learning, and the data is used to differentiate instruction and meet their individual needs.

In addition, the teachers vary strategies and blocks of time within the reading curriculum to include time for whole class, small group, and individual instruction; this allows concepts to be introduced and modeled, then reinforced within small groups, and assessed at the individual level. The small groups are fluid and can change based on data acquired through informal observations and assessments, such as the fall and winter interim assessments, as well data derived from the technology programs at the school. Student reading progress is closely monitored to continue to identify those areas needing improvement. The Response to Intervention (RtI) process is reviewed quarterly by the teachers and leadership team in accordance with student grades to ensure that interventions and monitoring occur in order to further address the students' needs.

The school further emphasizes the importance of literacy by promoting reading-related school events. Some of these literacy events include the Book Fair nights, monthly Accelerated Reader breakfasts for the top readers with the principal and assistant principal, and the "Bookabration" annual literacy event, where grades depict different books during a "character parade"; activities including Author's Tea (hosting discussions with local authors) and Book Buddies (older students reading to the younger students) also take place. The community and parents assist with the implementation of these events, providing the students with support in developing positive reading approaches.

3. **Mathematics:**

The mathematics curriculum at Mater Gardens Academy is based on state and district requirements, and the ultimate goal is to ensure that the students are attaining mastery in mathematics. The rigorous Go Math! curriculum at the elementary level correlates with the Common Core State Standards (CCSS) and integrates mathematical concepts with critical thinking opportunities. The series consists of interactive lessons and provides spiral review lessons in order for the students to maximize mastery of the lessons. The mathematics program includes assessments, professional development tools, and resources to support the standards.

Additionally, the teachers utilize manipulatives and visual models to support the lessons. The mathematics lessons are geared toward student-led groups with the teachers serving as facilitators; these lessons encourage students to collaborate in finding different approaches to mathematical problems and applying foundational skills. Teachers assume the role of coaches to guide students on determining appropriate math strategies to apply. The small groups are dynamic and vary based on data results. Just like the reading curriculum, mathematics achievement is closely monitored by utilizing assessments. The Response to Intervention (RtI) process is also reviewed quarterly in accordance with student grades to ensure that interventions and monitoring occur in order to further address the students' needs.

Mater Garden middle school students who are members of the National Junior Honor Society partner with and support the elementary school teachers by tutoring their young students twice a week during small group instruction. The tutoring and pull out groups focus on modeling strategies to tackle problem solving.

The school promotes interactive mathematics lessons by coordinating field trips or hosting events. One such event is the annual Measurement Fair event, which promotes interactive learning of measurement concepts. The middle school students set up booths tailored to specific measurement benchmarks, and on the event

day, work the booths to mentor the elementary students as they complete the available activities. This student-led event provides an opportunity for both parties to practice measurement concepts.

4. Additional Curriculum Area:

The science curriculum at Mater Gardens Academy aims to ensure that students acquire essential skills and apply the concepts to real-world situations. The science curriculum consists of lessons correlating with the standards, and includes interactive laboratory times for viewing demonstrations and performing experiments with the application of the benchmarks. Interactive lessons and equipment support the curriculum, as well as technology resources like Explore Learning Gizmos, BrainPop videos, Promethean Board interactive lessons, and Common Core State Standards (CCSS) streaming videos. The state-of-the-art computer lab provides students with an environment in which to complete research to challenge or reinforce their abilities. The science curriculum additionally requires students to keep and maintain interactive science notebooks that include lab reports, important content notes, and foldable projects addressing the scientific topics being mastered.

Mater Gardens is currently in a transition period to infuse STEM (science, technology, engineering, and mathematics) programs into the science and math curriculum. Our school is implementing various initiation projects to pave the way for STEM curriculum. One student's father leads an after-school robotics club on the campus where students build Arduino robots in preparation for an internal competition in May 2014, with the intention of participating in a state and national robotics competition during the 2014-2015 school year. The school also hosts a LEGO® Club for elementary students; the mission of the LEGO® Club is to inspire the builders of tomorrow and help them develop their creativity and imagination.

School-wide events, like the Invention Convention in which students devise useful inventions for an internal competition, promote the application of science concepts. The school is establishing a committee to apply for STEM programs in order to enhance our capacity to comprehensively instruct math, science, and technology, and equip students with 21st century skills in preparation for entry into the workforce. The grants being explored include Engineering is Elementary and eGFI: Dream Up the Future.

5. Instructional Methods:

Mater Gardens Academy's instructional methods go hand in hand with the school's mission and vision to differentiate the instruction in order to meet the needs of every student. Teachers and administrators acquire necessary knowledge and skills through professional development and share best practices with others, all for the purpose of helping all students achieve academic high standards. Among our teachers, 100 percent are highly qualified, 28 percent are working on or hold a master's degree or higher, and 90 percent are English for Speakers of Other Languages (ESOL) endorsed. In addition, staff collaboratively analyzes data and, consequently, drives instruction to target areas of deficiency.

Teachers and administration have collaborated to create a customized lesson plan format to include whole group, small group, and independent work lesson descriptions. The lesson plans incorporate ESOL and exceptional student education (ESE) strategies, introduce a test taking skill of the week, integrate the subjects into cross-curricular themes, and include sections dedicated to other resources needed in order to create exemplary lesson plans. These components of the lesson plans enable the teachers to comprehensively deliver the lessons and ensure that differentiation is occurring to meet individual student needs.

To facilitate lesson planning throughout grade levels, teachers are given a common planning time, which encourages collaboration to create cohesive lessons. The staff members can present lessons using an array of technological tools, such as interactive boards, document image cameras, in-class computers, mobile labs, and a 110-count, hard-wired computer lab.

Our curriculum includes state-adopted texted books (e.g., McGraw-Hill Reading Wonders) that are aligned to the Common Core State Standards (CCSS). Additionally, the higher standards of learning are reinforced through utilization of additional resources in support of instruction, such as the use of novels and multimedia

features. Students in need of improvement participate in the school's annual tutoring program, as well as the Response to Intervention (RtI) programs like Successmaker; these students also have access each morning to adaptive learning-based programs, like Reflex Math.

Mater Gardens has developed and implemented a bilingual program for students learning two languages, which begins at the kindergarten grade level. The first bilingual group is currently enrolled in grade 4, and the ultimate goal is, not only fluency in Spanish as a second language, but also the award of dual language certificates to the students.

6.   Professional Development:

Professional development is an integral part of our staff's growth and reflection, and it directly impacts our students as newly acquired knowledge and skills funnel into classroom instruction. The professional development program encourages the teachers to participate in different learning opportunities in order to gain insight into the latest pedagogy and research in education trends.

The professional development opportunities offered stem from direct feedback given by staff and other stakeholders. The staff, parents, and community members complete climate surveys in which they indicate areas for improvement, and areas of concern and of growth that can be addressed by professional development opportunities. The workshops offered correlate to academic needs but also align to support student achievement and fulfill the school's improvement goals. The professional development opportunities are arranged through various means; they can be accessed through the offerings by Miami-Dade County Public Schools (M-DCPS), arranged internally within Mater Gardens Academy, or collaborated among different sister schools within the Mater Academy district. The M-DCPS portal lists the district-held trainings, where attendees are awarded in-service point credit for their participation and apply these points toward their recertification. The internal and Mater Academy district professional developments can also be proposed and made available for credit through the external system.

In addition, teachers are encouraged to participate in conferences and become members of professional associations in order to collaborate and convene to discuss best practices. The professional development opportunities range from virtual, web-based courses to teacher mentoring sessions to live conferences to promote enhanced learning. The professional development takes place during specified times and dates, can range from after-school sessions to weekend courses, and can occur as a sequence of classes or as one event. Staff members are encouraged to attend the sessions; the school supports these endeavors by covering registration fees and providing schedule flexibility to accommodate for the trainings. Staff disseminates the information gained through professional development during monthly faculty meetings, where they present information and synopses gathered with the school's administration team and colleagues. This type of networking also takes place at the grade and department levels, so team members may discuss how best to implement what they learned into the current curriculum and ensure alignment with the state standards.

7.   School Leadership

The founding and current principal of Mater Garden Academy holds a bachelor's degree in elementary education, a master's degree in teaching English to speakers of other languages (TESOL), and a specialist degree in educational leadership. She is currently pursuing her Ph.D. in higher education. The principal's philosophy in education incorporates high standards, passion, as well as integrity, and ensures that her students' futures are the top priority for all stakeholders. The principal collaborates in decision making and implementing policies with the assistance of the leadership team, as the leadership team networks to support the school system. The leadership team includes the assistant principal, guidance counselor, testing chairperson, and grade level chairpersons. The principal and leadership team collaborate in order to make tough decisions necessary for the benefit of the school and its stakeholders through active communication with students, staff, and parents by practicing an "open door" policy. The examples of leadership teamwork range from quarterly grade level meetings to analyze data and discuss strategies to address areas for improvement, to meeting with parents, teachers, and community representatives for the EESAC meetings to discuss school plans and developments. The leadership team together monitors all aspects of school

operations, ranging from discipline to professional development to maintenance of the facilities. For example, the administration enforces the school safety procedures in accordance with the Jessica Lunsford Act by upholding policies and procedures to the upmost priority, greeting the students during drop off and dismissal and practicing drills. The leadership team communicates with staff and families, and uses feedback to develop and plan professional development sessions to make certain teachers have the opportunity to learn from best practices in accordance with the district and schools AdvancEd accreditation standards. The leadership team members practice support by maintaining visibility in attending school extracurricular activities, such as field trips and school sports.

Mater Gardens has shared staff members with at-risk schools to certify that the students in the other schools are learning and to emphasize that best practices are being shared among schools. The principal is additionally the liaison between the National School Lunch Program and the Mater Academy, Inc. district. The principal believes in health, in both body and mind, and consequently, the school's lunches consist of homemade foods and fruits and vegetable, that correlate to the vitamins and minerals, and caloric and fat intake recommended by the U.S. Department of Agriculture.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 3
Publisher: FLDOE

Test: FCAT and FCAT 2.0
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient (Levels 3, 4, 5)	72	75	77	83	77
% Advanced (Levels 4,5)	35	46	56	50	42
Number of students tested	108	82	88	72	56
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient (Levels 3, 4, 5)	79	73	64	82	84
% Advanced (Levels 4,5)	31	36	32	51	42
Number of students tested	29	41	50	45	31
2. Students receiving Special Education					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
3. English Language Learner Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient (Levels 3, 4, 5)	75	81	74	84	77
% Advanced (Levels 4,5)	36	53	33	51	42
Number of students tested	101	68	75	64	48
5. African- American Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
6. Asian Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
9. White Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
10. Two or More Races identified Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
11. Other 1: Other 1					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
12. Other 2: Other 2					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
13. Other 3: Other 3					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					

NOTES: The shift from FCAT to FCAT 2.0 commenced in spring 2011, when the FCAT 2.0 Reading and Mathematics were first administered.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: FLDOE

Test: FCAT and FCAT 2.0
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient (Levels 3, 4, 5)	78	87	88	83	86
% Advanced (Levels 4,5)	45	60	49	56	42
Number of students tested	99	89	84	48	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient (Levels 3, 4, 5)	83	85	72	75	82
% Advanced (Levels 4,5)	36	59	37	52	39
Number of students tested	34	39	57	31	23
2. Students receiving Special Education					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
3. English Language Learner Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient (Levels 3, 4, 5)	91	84	69	74	85
% Advanced (Levels 4,5)	58	56	40	50	44
Number of students tested	89	76	75	46	41
5. African- American Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
6. Asian Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
9. White Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
10. Two or More Races identified Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
11. Other 1: Other 1					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
12. Other 2: Other 2					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
13. Other 3: Other 3					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					

NOTES: The shift from FCAT to FCAT 2.0 commenced in spring 2011, when the FCAT 2.0 Reading and Mathematics were first administered.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: FLDOE

Test: FCAT and FCAT 2.0
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient (Levels 3, 4, 5)	91	87	89	85	85
% Advanced (Levels 4,5)	54	64	44	60	41
Number of students tested	101	84	84	48	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient (Levels 3, 4, 5)	93	86	78	85	87
% Advanced (Levels 4,5)	55	64	46	52	69
Number of students tested	29	51	57	27	22
2. Students receiving Special Education					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
3. English Language Learner Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient (Levels 3, 4, 5)	91	88	80	88	92
% Advanced (Levels 4,5)	53	65	46	61	81
Number of students tested	87	74	73	44	38
5. African- American Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
6. Asian Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
9. White Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
10. Two or More Races identified Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
11. Other 1: Other 1					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
12. Other 2: Other 2					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
13. Other 3: Other 3					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					

NOTES: The shift from FCAT to FCAT 2.0 commenced in spring 2011, when the FCAT 2.0 Reading and Mathematics were first administered.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA   **Test:** FCAT and FCAT 2.0

All Students Tested/Grade: 3   **Edition/Publication Year:** 2013

Publisher: FLDOE

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient (Levels 3, 4, 5)	67	62	78	81	76
% Advanced (Levels 4,5)	37	33	40	40	38
Number of students tested	108	82	88	72	56
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient (Levels 3, 4, 5)	69	52	52	78	81
% Advanced (Levels 4,5)	38	26	32	40	38
Number of students tested	29	42	50	81	75
2. Students receiving Special Education					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
3. English Language Learner Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient (Levels 3, 4, 5)	68	65	60	80	75
% Advanced (Levels 4,5)	41	36	28	43	33
Number of students tested	101	69	75	80	75
5. African- American Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
6. Asian Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
9. White Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
10. Two or More Races identified Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
11. Other 1: Other 1					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
12. Other 2: Other 2					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
13. Other 3: Other 3					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					

NOTES: The shift from FCAT to FCAT 2.0 commenced in spring 2011, when the FCAT 2.0 Reading and Mathematics were first administered.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: FLDOE

Test: FCAT and FCAT 2.0
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient (Levels 3, 4, 5)	80	78	70	89	86
% Advanced (Levels 4,5)	47	44	46	57	42
Number of students tested	99	89	89	53	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient (Levels 3, 4, 5)	77	87	64	84	91
% Advanced (Levels 4,5)	36	51	41	45	43
Number of students tested	34	39	57	31	23
2. Students receiving Special Education					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
3. English Language Learner Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient (Levels 3, 4, 5)	84	78	62	83	85
% Advanced (Levels 4,5)	50	42	38	68	41
Number of students tested	89	76	75	46	41
5. African- American Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
6. Asian Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
9. White Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
10. Two or More Races identified Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
11. Other 1: Other 1					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
12. Other 2: Other 2					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
13. Other 3: Other 3					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					

NOTES: The shift from FCAT to FCAT 2.0 commenced in spring 2011, when the FCAT 2.0 Reading and Mathematics were first administered.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: FLDOE

Test: FCAT and FCAT 2.0
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient (Levels 3, 4, 5)	79	80	86	73	75
% Advanced (Levels 4,5)	50	55	49	42	33
Number of students tested	101	84	84	48	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient (Levels 3, 4, 5)	76	78	67	67	90
% Advanced (Levels 4,5)	45	51	48	37	54
Number of students tested	29	51	57	27	22
2. Students receiving Special Education					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
3. English Language Learner Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient (Levels 3, 4, 5)	76	82	70	78	95
% Advanced (Levels 4,5)	47	59	41	46	69
Number of students tested	87	74	73	44	38
5. African- American Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
6. Asian Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
9. White Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
10. Two or More Races identified Students					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
11. Other 1: Other 1					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
12. Other 2: Other 2					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					
13. Other 3: Other 3					
% Proficient (Levels 3, 4, 5)					
% Advanced (Levels 4,5)					
Number of students tested					

NOTES: The shift from FCAT to FCAT 2.0 commenced in spring 2011, when the FCAT 2.0 Reading and Mathematics were first administered.