

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Kristine Bennett, Ed.S.

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

Official School Name Brooks DeBartolo Collegiate High School

(As it should appear in the official records)

School Mailing Address 10948 N. Central Avenue

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

City Tampa State FL Zip Code+4 (9 digits total) 33612-6604

County Hillsborough County State School Code Number* 296634

Telephone 813-971-5600 Fax 813-971-5656

Web site/URL http://www.bdchs.org E-mail Kristine.Bennett@sdhc.k12.fl.us

Twitter Handle

@BDCHS_Phoenix 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. Jeff Eakins

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

E-mail: Jeff.Eakins@sdhc.k12.fl.us

Other)

District Name Hillsborough Tel. 813-272-4000

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. David Mallitz

(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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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 (per district designation):
- 146 Elementary schools (includes K-8)
 - 43 Middle/Junior high schools
 - 29 High schools
 - 0 K-12 schools
- 218 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	78	72	150
10	79	72	151
11	55	75	130
12	32	44	76
Total Students	244	263	507

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 25 % Black or African American
 - 25 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 42 % White
 - 5 % 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 2013 - 2014 year: 10%

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 <i>to</i> the school after October 1, 2013 until the end of the school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	35
(3) Total of all transferred students [sum of rows (1) and (2)]	49
(4) Total number of students in the school as of October 1	507
(5) Total transferred students in row (3) divided by total students in row (4)	0.097
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 4 %
20 Total number ELL
 Number of non-English languages represented: 12
 Specify non-English languages: Spanish, Dutch, Arabic, French, French Creole, German, Haitian Creole, Portuguese, Russian, Tagalog, Urdu, Vietnamese
8. Students eligible for free/reduced-priced meals: 36 %
 Total number students who qualify: 161

Information for Public Schools Only - Data Provided by the State

The state has reported that 36 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 7 %
36 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.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>25</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> 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	3
Classroom teachers	28
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	1
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.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	94%	93%	92%	92%
High school graduation rate	91%	97%	93%	80%	88%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	68
Enrolled in a 4-year college or university	44%
Enrolled in a community college	41%
Enrolled in career/technical training program	3%
Found employment	6%
Joined the military or other public service	0%
Other	6%

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

Yes No

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

15. Please summarize your school mission in 25 words or less: Brooks DeBartolo Collegiate High School strives to be a model collegiate school offering a broad and rigorous educational program to students from diverse cultures. Within a caring, respectful environment, the school is committed to instilling in each student a desire to learn, to take appropriate risks, to accept challenges and to become a lifelong learner.

PART III – SUMMARY

Brooks DeBartolo Collegiate High School (BDCHS) opened in 2007 when founders Derrick Brooks and Eddie DeBartolo identified the need for a small, quality charter high school that would prepare students for post-secondary education through a rigorous college preparatory program. Although Mr. Brooks and Mr. DeBartolo each operated individual charitable organizations that supported youth, community organizations, mentoring programs, and educational opportunities, the two men joined to form Brooks DeBartolo Charities with the following vision and mission: create a new educational opportunity for high school students in the Tampa Bay area. BDCHS became the first traditional charter high school in Hillsborough County as a result of the combined efforts of these two individuals.

BDCHS serves students throughout the Tampa Bay region, creating a very diverse student population. Students matriculate from various school settings: traditional public and charter, private, out of state, and home education programs. The number of students applying to BDCHS has increased consistently over the past three years, resulting in the need for a public lottery per Florida Statute. With just over 500 students currently enrolled, BDCHS is close to its maximum capacity of 600 students (150 students per grade level).

The school comprises a group of dedicated educators who work collaboratively to foster growth and learning among all members of the BDCHS community. With the vision and mission of preparing students for college and careers, the staff works to provide educational supports and enrichment to all students in a caring and respectful environment. This support includes and Exceptional Student Education Specialist/English Language Learner resource teacher and paraprofessional, the Assistant Principal of Curriculum who oversees the multi-tiered system of support (MTSS), Florida's Response to Intervention (RtI) program, and the school-wide assessment program. Integral to the support systems of the school, BDCHS has two school counselors who participate actively in progress monitoring, provide support interventions, and counsel our students to ensure they have a solid educational plan to be prepared for post-secondary opportunities. To support students in need of remediation, extra help, and skill building, we offer Intensive Reading, Intensive Math, and after school tutoring.

To expand students' opportunities to be exposed to career options and exploration, BDCHS focuses on community engagement, service learning experiences, and a wide variety of extra-curricular activities. Through a myriad of community service projects, BDCHS students positively impact the local community through service and action. Special courses and clubs are embedded in the school program that directly address such experiences, including Leadership Skills Development, the Human Rights club, and an Executive Internship class in which students serve as interns with business partners in areas of student interest.

The athletic program is an extension of the academic program, offering basketball, baseball, softball, soccer, bowling, tennis, volleyball, flag football, cheerleading, cross-country, and golf. BDCHS believes that athletics are critical to a well-rounded academic program. Athletes understand they must maintain a strong focus on academic achievement so they may be successful in the classroom as well as on the court or field.

School Counselors and staff members provide individual attention to students to ensure personal post-secondary academic goals and plans are implemented and monitored. Staff members assist students in the active pursuit and receipt of college scholarships and acceptances. All seniors in the classes of 2012, 2013, and 2014 were accepted into post-secondary institutions including the community colleges, universities, and military programs.

Derrick Brooks Charities traditionally awards the Salutatorian with a computer for college and The DeBartolo Family Foundation traditionally awards the Valedictorian with a four year Florida tuition scholarship. The class of 2013 (60 seniors) collectively earned over \$543,290 in scholarships, and the class of 2014 (68 seniors) collectively earned over \$1.6 million in scholarships. BDCHS has also earned several awards, recognitions, and notable achievements in the past few years. Highlighted below are several of these achievements and recognitions.

In 2013, Brooks DeBartolo was named a High Performing Charter School by the Florida Department of Education and was named a finalist for Nonprofit of the Year by the Tampa Bay Business Journal. In 2012, the school was named One of America's Most Challenging High Schools by the Washington Post. The school celebrates the proud moments of the student body and other members of the community for their accomplishments and contributions. In 2012, 2013, and 2014, Brooks DeBartolo has earned the Florida Department of Education's Golden School Award because of parent volunteerism. Students explore and thrive in academic competitions at the state level such as: Odyssey of the Mind (top 3 in 2013 and 2015); Marine Advanced Technology Education (MATE) Remotely Operated Vehicles (ROV) (top 3 in 2011, 2012, 2013, 2014); History Bowl State Finalists and National Qualifier (2015); Poetry Out Loud State Qualifier (2014); STEM Fair State Qualifier (2014). Each member of the school community contributes to school-wide effectiveness. With 5 consecutive A grades from the Florida Department of Education, Brooks DeBartolo continues to "Soar to New Heights."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Brooks DeBartolo Collegiate High School (BDCHS) promotes college and career readiness through a targeted focus on speaking, listening, reading, and writing skills across all content areas. Through an integrated, cross-disciplinary approach to teaching analytical reading and writing in all core academic courses, the students at BDCHS are exposed to complex informational and literary texts daily. With a 70/30 informational to literary text balance, students are required to read, analyze, manipulate, synthesize, and respond to information gleaned from a combination of print, electronic, audio and visual media texts in English language arts, math, science, social science and world languages courses daily.

The Florida Standards are the driving force of all instructional planning and activities implementation at BDCHS. With respect to English language arts, our program offers a balanced and academically rigorous program that includes honors and advanced level English courses at all grade levels (including Advanced Placement English Literature and Composition, Advanced Placement English Language and Composition, and dual enrollment English courses), with a focus on advanced communication skills through oral and written forms. Elective offerings in the areas of speech, reading, and writing support the school's vision and mission to prepare our students for the analytical reading and writing skills required in the college setting as well as the 21st century competitive marketplace. The courses are sequenced so that mastery of skills at one level will prepare students to succeed at the next level. BDCHS students are provided opportunities with out-of-classroom experiences such as field trips and innovative approaches such as oral performances, graphic presentations, and kinesthetic activities to support the presentation and oral communication skills required of this new generation of learners and global citizens. Field experiences have included visits to art museums, performances, and engineering firms.

The Math Department seeks to promote independent, self-directed learners within cooperative learning environments. Through implementation of the Florida Standards, students are exposed to a wide range of learning experiences that require them to solve real-world problems through the application of mathematical standards and practices. Integral to the BDCHS mathematics program is the goal for students to become expert problem solvers and analysts. Rigorous college preparatory courses are the foundation, providing students the skills they need to succeed in the collegiate and corporate settings. Specifically, students are required to apply analytical reading and writing skills to solve given scenarios through problem-based learning experiences individually or in small, cooperative groups. Students explain their reasoning in written narrative forms in addition to oral and non-linguistic manners. This is integral to BDCHS's focus on preparing students to think critically and create solutions based on scenarios they are presented. Students are required to apply technological skills within the mathematics courses as well.

The BDCHS science program is focused on assisting students in enhancing their scientific thought processes, developing their critical thinking skills, and assisting them in mastering the concepts that are the building blocks of modern science and resulting technologies. The Florida Standards in conjunction with the Next Generation Sunshine State Standards are the basis for all curricular and instructional decisions, which are focused on improving students' problem-solving skills through innovative, applications-based learning experiences and hands-on, inquiry-based activities. Central to the science curriculum are the following goals for all students: mastery in fundamental concepts of biology and chemistry for college and career preparedness; mastery of concepts and topics in advanced areas of science such as anatomy and physiology, environmental science, and marine science; readiness for university courses in science and engineering programs in such fields as medicine, chemical engineering, and environmental engineering; fostering knowledgeable citizens capable of making informed decisions based on scientific logic and strong research skills.

The Social Sciences Department follows the Florida Standards in conjunction with the Next Generation Sunshine State Standards for social sciences. Rigorous courses are offered that prepare students to face the challenges of postsecondary coursework in various content areas. Students are immersed in engaging learning experiences to build literacy and civic responsibility. Teachers implement various strategies to

address literacy in the classroom and support all levels of learners. Courses challenge students to develop critical thinking skills through a myriad of innovative learning experiences. Students are submerged in a culture of learning through academic writing for publication and speaking for public presentation while building interpersonal skills required of engaged, responsible local, state, national, and global citizens.

2. Other Curriculum Areas:

BDCHS takes a holistic approach to education, holding the fine and performing arts, physical education and wellness, world languages, and career-technical education courses as integral to the overall academic program. In the fine and performing arts courses, students are exposed to complex print and media texts which they are required to manipulate and respond to in various manners. Specifically, students demonstrate mastery of musical, visual, theatrical, and dramatic skill sets through class-based, school-wide, and community-based performances and competitions. In classes daily, students engage in peer critiques and individual reflection activities that promote student self-assessment, reflection, and goal setting. Students have the opportunity to take courses focused on voice, instruments, drama, dance, theatre, drawing, painting, and pottery. Within each of these areas, students explore potential college and career opportunities that incorporate these focus areas, including scholarship opportunities for post-secondary education. All students in grades 9 through 12 enroll in at least one fine and performing arts, physical education and wellness, world language, and career-technical course per academic year. Most BDCHS students are enrolled in at least two of the aforementioned courses annually.

In the area of physical education, physical fitness, and overall health and wellness, students investigate issues in adolescent and young adult physical and mental health and wellness. Students apply analytical reading and writing skills to evaluate print, electronic, and other multi-media texts that address issues in health, wellness, and overall personal fitness. In health and physical education classes, students maintain personal fitness logs in which students set personal fitness goals and track individual progress toward those goals daily. Students examine real-world issues of physical and social-emotional fitness and share with community members through problem-based projects and activities about such issues in community and public health. Students are integral to the creation and implementation of the school-wide Wellness Plan that is revised annually.

In the World Languages Department, students analyze informational and literary text through print and electronic sources while being immersed in the specific world language of study. Based on current student population requests, Spanish and French are offered as language options within the school. However, some students opt to take additional languages via alternative methods such as dual enrollment offerings. In the world language classes, students give and respond to oral directions and commands; study vocabulary, grammar, and usage in both oral and written forms; and read and analyze narratives; analyze differences in the targeted language cultures; and compare their own culture with the cultures of the target languages. The focus on building vocabulary, critical reading, and academic writing skills within the language classes is directly aligned to the school-wide vision and mission of preparing for academic success in the college setting. Students take virtual tours of various languages and cultures through online learning experiences that allow students to visualize and hear how other cultures live and communicate. Some students participate in cultural immersion trips by traveling abroad. This directly supports the goals and mission of the school in fostering a learning environment that is aware and supportive of various cultures and backgrounds.

In the area of career and technical education, BDCHS seeks to provide opportunities for students to examine and investigate various potential college and career pathways. Currently, BDCHS is building its STEM program in the area of computers and engineering. With a focus on 3D printing and graphics, students are gaining unique skills in the areas of 3D graphics and designs with the goal of supporting scientific and mathematical inquiry and addressing problems faced by the science and math community. Through discovery and facilitation by the instructor, students explore, develop and create remotely operated vehicles (ROVs), water towers, and various open source tools such as Arduino. Students are also provided opportunities to engage in experiential learning through internship programs with community business and organization partners, providing students real-world, on-site career training. Students receive invaluable experiences with office and position-specific job duties and responsibilities that provide them with unique skills to add to resumes and college applications. Additionally, students are required in the internship and

computer and technology courses to demonstrate mastery of writing for publication and data compilation skills across several programs, including database systems, spreadsheet programs, and various word processing programs. BDCHS believes strongly that its students should be prepared to effectively use programs that support electronic communication and collaboration, and these activities support such goals.

3. Instructional Methods and Interventions:

BDCHS is committed to providing every student the specific, individualized instructional support needed to build skills and enrich areas of strength. To provide individual support and services, BDCHS offers a continuum of services in academic, behavioral, and social-emotional realms to all enrolled students. Computer-based diagnostic and prescriptive programs are used to identify individual skill levels, learning goals, and plans in core curricular areas. Students are supported through a combination of daily afterschool tutoring sessions on an as needed basis per content area and through individual conferencing with teachers and school counseling staff members. Staff members utilize data pulled from several school programs including Instructional Planning Tool (IPT), Study Island, ALEKS, the Guidmii academic planning tool, and Edsby (an online learning management system) to identify trends in student performance and drive instructional decisions based on data gathered.

Integral to the BDCHS holistic approach to student growth and achievement is the BDCHS PRIDE Positive Behavior Intervention Supports Program (PBIS), which incorporates the BDCHS Advisory Program. The PRIDE Program is the core of the Phoenix community. Students are expected to be prepared, respectful, in control of their actions, dependable, and engaged in learning at all times. The Advisory Program is an extension of PRIDE; students spend 40 minutes every Friday with their homeroom to engage in college and career planning experiences and community and team building activities. Through Advisory students learn about various academic and service learning opportunities in the community, scholarship options, and community engagement functions that support academics.

Classroom teachers serve as homeroom advisors; close bonds are built that enable teachers and students to get to know one another beyond the traditional teacher-student relationship. Advisors become familiar with students' individual post-secondary academic and career goals and assist students in creating action plans to meet those stated goals. Advisors check students' grades in all courses weekly. Students whose grades have fallen below a C in any course(s) are referred to specific tutoring sessions and to the School-Wide Problem Solving Leadership Team for monitoring. Communication to the parents/guardians of students whose grades have fallen below a C in any course are contacted by the Office of Student Services staff members to encourage school-home communication of student performance. Any student who receives a quarter grade lower than a C is placed on a progress monitoring plan until grades reach a C or better in all courses. Students that earn an F in a course are placed on a strict monitoring plan, which includes an Academic Contract and a plan for credit recovery if applicable.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Brooks DeBartolo Collegiate High School (BDCHS) is proud of the gains the students have made in math and English language arts (ELA) over the past five years. Since the 2009 academic year, students' proficiency in ELA and math has risen dramatically with respect to total student enrollment in tested grade levels as well as in subgroups for mathematics by grade level as shown in the data tables. Despite a significant shift in state assessments to reflect curriculum changes in 2012, our students continued to demonstrate learning gains. Increases in student performance is likely a result of the strong focus BDCHS places on the previously adopted Common Core State Standards in 2012 and the more recently adopted Florida Standards.

From 2009 to 2014, student performance increased in reading from 33% to 79% earning proficient score ratings in grades 9 and 10. In 2014, 82% of grade 9 students earned a level 3 achievement score or higher on the FCAT 2.0 Reading, which tied for the highest score in the district for this grade level compared to the state average of 53%. In 2014 year, 76% of our grade 10 students scored a level 3 achievement score or higher compared to the state average of 55%.

As noted in the tables, our students excelled on the new mathematics End-of-Course (EOC) Assessments each year with students in grade 9 increasing from a 58% of students tested earning a level 3 achievement score or higher to 78% meeting that benchmark in 2014. Even more notable is the number of students earning a 4 or higher, which increased from 3% in 2012 to 22% in 2014. With respect to subgroup data in the Geometry EOC for grade 9 students, there is a gap in achievement between the test scores of all students and the Economically Disadvantaged group. As a result, we are increasing our focus on providing in school and afterschool access to remediation through computer-assisted learning and assessment practice. Problem-based tutoring opportunities for students are also provided. We have purchased subscriptions to an evidence-based intervention program (ALEKS) that provides students with individualized learning plans accessible through a web-based format that mirrors the computer-based learning environment that students must be skilled in for college and career readiness.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

BDCHS is devoted to providing students the highest quality education by preparing students to be college and career ready. Through our balanced approach to assessments, we provide an environment that prepares students for success in the collegiate classroom as well as in this globally competitive marketplace. The information gleaned from each of the assessments given are compared to triangulate data at least quarterly. Data from course grades via IPT, Edsby, and Guidmii applications are reviewed regularly and triangulated with daily formative assessment data to gain a full picture of student performance and trends. Results are shared with grade band, department, and school-wide Professional Learning Community (PLC) teams systematically at least monthly.

BDCHS has invested in several computer-assisted diagnostic and prescriptive programs, which are used as assessments for learning: the Northwest Educational Association (NWEA) Measures of Academic Progress (MAP) in ELA and math, ALEKS for math, and Study Island for all content areas. Students regularly take assessments in each of these programs to receive immediate, individualized feedback which drive personal learning plans (PLPs) and instructional decisions. These results and PLPs are shared with parents and guardians upon receipt of data. Daily formative classroom assessments tied to specific learning targets are integral to the BDCHS program. Students engage in learning experiences in which they assess personal levels of mastery with respect to the daily learning target, scale or rubric, and overall anchor standards daily.

To maintain accurate running records of students' mastery of cumulating material in content-specific areas, BDCHS implements quarterly benchmark assessments as well as semester cumulative exams in all courses. The data from these assessments are evaluated and compared against student PSAT, NWEA, and ALEKS

data as necessary to prepare individual learning plans to support students. Summaries of the information is shared with parents and guardians as well as stakeholders in monthly Education Committee meeting.

To assist students in preparing to transition to college, BDCHS is committed to providing students access to college and career exploration assessments to assist them in their planning and goal-setting. School counselors work in cooperation with classroom teachers, support staff, administration, students, and parents in utilizing our new high school, college and career planning tool: Lighthouse. School counselors also work in cooperation with local businesses, organizations, and colleges and universities to expose students to new and innovating career opportunities through guidance lessons and classroom visits.

Part VI School Support

1. School Climate/Culture

Brooks DeBartolo Collegiate High School (BDCHS) values respect, responsibility, service to others, diversity, and a love of learning. We have many systems in place to keep our school culture and climate positive and supportive of our common goals. The school has an advisory program that is an extension of student services. This personalized environment takes place daily as homeroom teachers get to know their specific group of students throughout their four-year career, monitoring and supporting students' academic and emotional progress. Advisory periods, which are extended homerooms every Friday (40 minutes), enable BDCHS teachers to coach, mentor, and encourage students on a variety of topics including community service, academic goal setting, and digital citizenship.

Celebrating success is another strong cornerstone at BDCHS thanks to several programs and initiatives. Phoenix PRIDE is an acronym displayed throughout campus, which stands for students being prepared, respectful, in control, dependable, and engaged. These expectations apply to all areas of the school, whether it is during instructional time, passing in the hallways, or using the public restrooms. In association with PRIDE is the "Are You Collegiate" campaign, which commemorates students who obtain a 3.0 GPA per quarter along with clean discipline and attendance records. Students who are "collegiate" are invited to various events during the year that involve food, music, and friends. Students and parents are also honored on a quarterly basis through the Honor Roll and Perfect Attendance Breakfasts, as well as college acceptance announcements during the year and the End of Year Award Ceremony that recognizes students for a litany of achievements including most exceptional academically and most improved.

BDCHS offers a wide variety of clubs, extracurricular activities, and athletic teams, with the belief that all pursuits are an extension of the academic program. More than 25 clubs are offered to students, and many more are added each year by students, teachers, and community members. The school is committed to community service. Students participate in ongoing community service projects through clubs, classes, community events, and a school-wide school community service day.

None of the programs that contribute to BDCHS's strong culture would be possible without the dedicated work of our teachers. The BDCHS faculty and staff play a pivotal role in all facets of the school building, including overseeing clubs, teams, and school events. Teachers also help in the decision-making process in critical areas such as curriculum development, instructional tools, and school-wide initiatives. Our school culture is a direct result of the devotion and compassion our teachers exhibit each school day. An example of this dedication is the formulation of the Student Success Committee that grew among teachers who wanted to strengthen the positive behaviors and to build a collegiate mindset.

2. Engaging Families and Community

Since its inception in 2007, BDCHS has revamped its structure and endured many changes. With new leadership in 2011, the school rededicated its board of directors and its mission to better serve students and better partner with the surrounding community. As a result, the board increased its effectiveness by forming subcommittees, including Governance, Finance, Recruitment, Education, Fundraising, Technology, Grant Writing, and Attendance. These committees are chaired by a board member, meet on at least a quarterly basis, and make recommendations in their respective areas at the monthly board meetings. The board members represent many fields such as law, finance, business, city government, education (including three retired principals), technology, marketing, and law enforcement.

The relationship forged by the board of directors and the community has enhanced BDCHS programs and has been vital to the education and experiential learning of our students. In recent years, the school has held a Criminal Justice Day, a Community Service Fair, the BDCHS Teach In, Health and Wellness Fair, Wells Fargo Junior Achievement Events, Hilton Hotel Career Day, Brooks Bunch Business Boot Camp Financial Literacy Program, Narcotics Overdose Prevention Enforcement Task Force Assembly, Unity Day for Bullying Prevention, and Community Service Day. BDCHS regularly participates in local community

events such as the Temple Terrace Reads Literacy Fair, Temple Terrace 4th of July Parade, Gasparilla Children's Parade, Florida State Fair, Derrick Brooks Charity Breakfast, and Derrick Brooks Charities Golf Tournament.

BDCHS continues to foster relationships with colleges and universities through college campus visits and by hosting recruiters on campus. As a result of the strong relationship with Saint Leo University and the success of Brooks DeBartolo graduates, Saint Leo has set aside two four-year scholarships for BDCHS seniors. The school has also developed strong partnerships with the University of South Florida, Florida Polytechnic, and the University of Tampa. These partnerships, including hosting practicum and intern students pursuing education degrees, have been mutually beneficial for the students and instructors.

The PAC, or Parent Advisory Council, has also become an integral part of our students' success. With participation growing each year, the PAC has raised thousands of dollars to directly enhance classroom instruction. Parents have also accrued thousands of volunteer hours by assisting with school events and they have donated items for classroom activities and functions. The Florida Department of Education has recognized Brooks DeBartolo for its excellent volunteerism in 2011, 2012, 2013, and 2014.

BDCHS also takes pride in its active communication with parents and stakeholders through an assortment of outlets. Some examples include a newly designed school website; the school newsletter, the Phoenix News; school-wide ParentLink phone calls, emails, and text messages; frequent teacher to parent communication as needed; parent-teacher conferences; Open Houses; New Parent Orientations; monthly PAC meetings; mid-quarter paper progress reports; the Office of Student Services website; Edsby Gradebook tool; Facebook; and Twitter.

3. Professional Development

Purposeful and effective professional development is critical to the instructional growth of all BDCHS faculty and staff members. This focus continues to ensure that all students succeed and achieve in Brooks DeBartolo's college preparatory program. It is an expectation that all BDCHS faculty members participate in relevant professional development that is not only offered through BDCHS but also other educational organizations throughout the state. To support this expectation, BDCHS regularly offers foundational and advanced professional development on a number of topics and provides financial assistance for those seeking other methods of professional development not offered by BDCHS.

BDCHS has made it a goal to ensure that more collaborative instructional methods are used for students to become more actively engaged in their learning. Naturally, this has led to more options for aiding in the development of collaborative instruction through the Kagan workshops and methodology. Accordingly, not only have Kagan certified trainers provided workshops on proper use of Kagan strategies, but some of the BDCHS faculty have become experts, offering trainings in order for all faculty to have foundational and some advanced strategies for effective use in the classroom.

Another professional development goal has been to strengthen instructional strategies to ensure that students are writing effectively across all disciplines and content areas. From this goal, a school-wide offering of the Collins Writing workshop was implemented and all instructors attended. While BDCHS students have traditionally shown great scores and achievement in writing, the addition of the Collins Writing methodologies serve to ensure that students continue to "soar to new heights" in their writing performance and achievement.

Along with these professional development goals has also been the inclusion of the need to increase instructional strategies related to the use of technology in the classroom. In an effort to give teachers these resources, BDCHS has hosted a countywide Instructional Best Practices workshop sponsored and provided by McKeel Academy of Technology, a state renowned leader in best practices for instruction and technology.

Although these additional and needed professional development courses are offered, the BDCHS faculty's foundation is in attaining the appropriate certifications to instruct each course, and being designated as Highly Qualified instructors for their courses by the Florida Department of Education (FLDOE). The continual pursuit of best practices and instructional certifications is also seen in the large percentage of Advanced Placement (AP) teachers who have taken AP instructional courses and have been involved in the AP Summer Institutes. This adds to each instructor's content knowledge and qualifications for not only the AP courses, but for all courses taught.

In addition to professional development and support offered by BDCHS, each staff member also has access to the professional development opportunities offered by the Hillsborough County School District and the Florida Department of Education through web-based and face-to-face course programs. Professional development comes from sharing and collaborating among the teachers and staff. BDCHS takes a "teacher as instructional leader" approach where skills, tools, and strategies are shared at our monthly meetings. We embed a "Tech Ten" into faculty meetings and teachers often present to their peers after attending a workshop or training in small and whole group meetings.

4. School Leadership

The school's leaders are united by a common purpose: student achievement. As a community, all stakeholders believe in the mission of the school and believe that all facets of the school should support the mission. Leadership is demonstrated in various structures: founders, governing board, administrative team, subject area leaders, problem-solving leadership team, instructional leadership team, professional learning communities, and the instructional technology team.

The founders of the school are leaders. Derrick Brooks and Eddie DeBartolo are pillars in the community and champions in their fields. The governing board maximizes the experience of its members by working on committees. For example, the Education Committee is comprised of board members who are veteran educators as well as teachers, parents, administrators, and members of the community. The committee furthers the goals and outcomes of the strategic plan and works in collaboration to make recommendations to the board. Through the school's Education Committee, a specific goal was identified based on observations of our local colleges and universities: the need to increase the proficiency of writing to be prepared for college level coursework. Thus, BDCHS now has a writing course that all 10th graders take. As a result, the school has earned top writing scores in the district with increased proficiency among students.

The administrative team is comprised of the principal, an assistant principal of administration, an assistant principal of curriculum and instruction, the instructional technology director, athletic director, business manager, cafeteria manager, and facilities manager. The organizational structure is well delineated with each person empowered to run their respective division effectively and to collaborate for the ultimate benefit of the students. Roles and responsibilities are clearly defined yet there is flexibility and commitment among leadership of a "do whatever it takes" attitude.

The teachers and staff are instructional leaders. Teachers work collaboratively in Professional Learning Communities (PLCs) as well as with their departments to use data to drive instruction. Teachers and staff often share strategies and are continuously seeking improvement. When teachers learn and implement a new teaching tool, teachers are encouraged to present the resource in PLCs and staff-wide faculty meetings.

Students are also leaders and develop their leadership skills through the leadership course and through serving in leadership positions in their club, academic organization, or team. The leadership course that is offered has been integral in developing communication, collaboration and conflict resolution skills.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>FCAT Math and Algebra 1 EOC</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Apr
SCHOOL SCORES*					
Level 3 or above				79	52
Level 4 or above				36	
Number of students tested				67	70
Percent of total students tested				100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment				0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: Florida's assessment program changed dramatically in the 2010-2011 academic year in which End-of-Course exams replaced FCAT Math. Graduation requirements changed to include required passing (a 3 or higher) on the Algebra 1 EOC as well. The information in this table reflects the FCAT Math scores from 2009-2011, and the Algebra 1 EOC scores for the 2010-2011 and beyond years. Students in grade 10 only took the Algebra EOC if they had not met a previous benchmark, making no testing data available for grade 10 math for 2011-2013.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Geometry EOC</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Jan	Jan
SCHOOL SCORES*					
Level 3 or above	62	50	27		
Level 4 or above	19	25	3		
Number of students tested	58	28	30		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	60	50	24		
Level 4 or above	10	14	6		
Number of students tested	20	14	17		
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above			18		
Level 4 or above			9		
Number of students tested	8	9	11		
5. African- American Students					
Level 3 or above	54	0	36		
Level 4 or above	20	0	0		
Number of students tested	26	9	14		
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	80	70			
Level 4 or above	20	50			
Number of students tested	20	10	4		
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: Florida's assessment program changed dramatically in the 2010-2011 academic year in which End-of-Course exams replaced FCAT Math. Graduation requirements changed to include required passing (a 3 or higher) on the Algebra 1 EOC as well. The information in this table reflects the Geometry EOC scores for the 2012-2014 years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Algebra 1 EOC</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Level 3 or above	78	75	58	55	
Level 4 or above	22	25	3	3	
Number of students tested	45	52	31	31	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	71	67	35	47	
Level 4 or above	7	19	0	0	
Number of students tested	14	21	17	15	
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above		70			
Level 4 or above		0			
Number of students tested	9	10	8	9	
5. African- American Students					
Level 3 or above	79	70	46	56	
Level 4 or above	28	30	0	0	
Number of students tested	14	20	13	18	
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	84	78			
Level 4 or above	32	34			
Number of students tested	19	18	7	3	
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: Students in grade 9 were not tested in mathematics in the 2009-2010 academic year as per Florida assessment statutes. Florida's assessment program changed dramatically in the 2010-2011 academic year in which End-of-Course exams replaced FCAT Math. Graduation requirements changed to include required passing (a 3 or higher) on the Algebra 1 EOC as well. The information in this table reflects the FCAT Math scores from 2009-2011, and the Algebra 1 EOC scores for the 2010-2011 and beyond years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Geometry EOC</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Jan	Jan
SCHOOL SCORES*					
Level 3 or above	85	75	38		
Level 4 or above	27	35	5		
Number of students tested	34	20	21		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	60	50	24		
Level 4 or above	10	14	6		
Number of students tested	20	14	17		
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	90	86			
Level 4 or above	56	50			
Number of students tested	34	17	9		
5. African- American Students					
Level 3 or above	77	60	39		
Level 4 or above	30	20	6		
Number of students tested	13	15	18		
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	90	86			
Level 4 or above	56	50			
Number of students tested	40	14	9		
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: Florida's assessment program changed dramatically in the 2010-2011 academic year in which End-of-Course exams replaced FCAT Math. Graduation requirements changed to include required passing (a 3 or higher) on the Algebra 1 EOC as well. The information in this table reflects the Geometry EOC scores for the 2012-2014 years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT Reading 2.0</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Level 3 or above			43	22	
Level 4 or above			14	7	
Number of students tested			61	46	
Percent of total students tested			99	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment			0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: Data is not disaggregated by grade level for subgroup information with regard to the ELA assessments. Only combined data is reported for subgroup information as noted in state data reports (all FCAT reading testers are combined into subgroups based on category, but not by grade level).

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT Reading</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 or above	82	67	54	42	49
Level 4 or above	54	36	26	12	
Number of students tested	142	109	72	57	72
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: Subgroup data is not reported by grade level. Only total percentages are provided by state reporting documents.