

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 [] Choice

Name of Principal Mr. Douglas Rodriguez

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

Official School Name Doral Academy Charter Middle School

(As it should appear in the official records)

School Mailing Address 2601 NW 112th Avenue

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

City Doral State FL Zip Code+4 (9 digits total) 33172-1804

County Miami-Dade County State School Code Number* 13-6030

Telephone 305-591-0020 Fax 305-591-9251

Web site/URL http://doralacademyprep.org E-mail pr6030@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

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

E-mail: acarvalho@dadeschools.net

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 Mrs. Angela Ramos

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

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

Date

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

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

PART I – ELIGIBILITY CERTIFICATION

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):
- 279 Elementary schools (includes K-8)
 - 82 Middle/Junior high schools
 - 77 High schools
 - 7 K-12 schools
- 445 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. 5 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	126	158	284
7	202	277	479
8	253	235	488
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	581	670	1251

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 89 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 8 % White
 - 0 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 9%

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	71
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	51
(3) Total of all transferred students [sum of rows (1) and (2)]	122
(4) Total number of students in the school as of October 1	1300
(5) Total transferred students in row (3) divided by total students in row (4)	0.094
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 7%
97 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Portuguese
8. Students eligible for free/reduced-priced meals: 58%
 Total number students who qualify: 772

Information for Public Schools Only - Data Provided by the State

The state has reported that 58% 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: 4 %
52 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>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>39</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>2</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>11</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	2
Classroom teachers	48
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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	96%	96%	96%	97%	96%
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 2014

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

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

15. Please summarize your school mission in 25 words or less: DACM mission is to prepare students with the academic skills in any rigorous educational setting while instilling a belief in their own self efficacy.

PART III – SUMMARY

Doral Academy Charter Middle School (DACM) is located in Doral, Florida, nestled between a residential neighborhood, industrial warehouse businesses, cow pastures, and minutes from the bustling Miami city center. DACM is a Miami Dade Public Charter school in which students are required to participate in a lottery process. The application process opens in mid-December and then the school holds a public lottery during the school's Educational Excellence School Advisory Committee (EESAC). It is then certified by a public accountant. The student body is comprised of approximately 91% Hispanic, 8% white, and 1.2% black which mirrors the surrounding Hispanic community. A significant portion of the student population consists of students for whom English is a second language. DACM provides students with a rigorous academic education that allows them to seamlessly transition to one of our high school programs. Students receive hands-on, real world experience throughout the various courses from instructors who have had years of professional experience in their field.

DACM exposes students to a program that addresses the rigors, relevance and relationships of learning in a college preparatory environment. The school model is unique in that it places a premium on preparing students for advanced academic course work as early as the sixth grade. At DACM, our mission is to prepare students with the academic skills that foster student success in any rigorous educational setting necessary to perform at or above grade level while instilling a belief in their own self efficacy. We set a standard for outstanding student achievement while providing a safe and nurturing environment. Students have the opportunity to enroll in courses at a variety of levels in order to accommodate for their learning needs and educational aspirations. Students can even begin their high school coursework while in middle school and earn credits towards their high school graduation. In order to prepare our students for college, our school mandates that all middle school students enroll in a college readiness course. This course utilizes Naviance as a project based online educational program that assists students in achieving their personal college and career goals.

DACM has been able to meet and exceed annual goals as determined by the state of Florida in all tested areas. The staff collaborates to review data and determine what teaching strategies and programs will be best to meet the needs of the students, whether it is to remediate or enrich the curriculum. Technology is also integrated effectively into the curriculum. Interactive boards are used to present innovative lessons, and computer labs and student tablets are used by all subject areas to complete activities and diversify classroom instruction.

The staff at DACM participates in numerous professional development opportunities to continuously improve instruction and discuss best practices. At professional development sessions, teachers and administrators learn and discuss current educational trends, research, and cross curricular instruction. If the practice heeds excellent results, it is shared, along with other knowledge and expertise with other schools around the nation, providing suggestions of how to implement the practice and improve upon educational programs and strategies.

Students engage in numerous opportunities to develop and showcase their talents in either academics or extracurricular activities. Students also participate in activities outside of the school where they can be judged and honored for their perseverance. Many students will participate this year in The Walt Disney Performing Arts Festival Orchestra performance in March, alongside high school students. In addition, middle school students in the math academy program have participated in local and state mathematics competitions. Most recently, DACM took first place for the second consecutive year at the MATHCOUNTS Miami 2015 at Miami Dade College. Activities like the ones mentioned above help students achieve a successful and well-rounded education. These experiences provide students the opportunity to maximize their potential outside of the school day.

DACM is worthy of being honored as a National Blue Ribbon School because the staff and other stakeholders are dedicated to providing students with a high quality education that will prepare them for college and beyond. The school has also been recognized by the State of Florida as one of the highest performing middle schools in the district and has been rated an A by the state of Florida since 2003. At

Doral Academy Charter Middle school, we strive to provide a strong educational foundation in our students to help them to not only succeed academically, but to realize their dreams as well. Our goal is to allow students to understand and appreciate their learning styles; and to guide and instruct them how best to accommodate, plan, and monitor their own learning, thus kindling a desire and fostering the ability for lifelong learning.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Doral Academy Charter Middle school (DACM) is a public charter school dedicated to providing its students with a rigorous and diverse academic curriculum enriched by a robust academic program, dedicated to ensuring that all students are high school ready regardless of their socio-economic background.

In order to ensure that all students are high school and career and college ready by the time they are promoted to the ninth grade, DACM has aligned its curriculum to the Next Generation Sunshine State Standards (NGSSS) and the Florida Standards (FS). The curriculum requires students not only to meet the state's graduation requirements, but also to exceed them as well. The recommended course of study for all middle school students includes three years of language arts, mathematics, sciences, and social studies; additionally, required courses include physical education, career and education planning and recommended electives. Students at DACM must complete at least 18 credits in order to be promoted: three in English, three in math, three in science, three in social studies, half a credit in physical education, and three 1.5 credits in electives where one is a college readiness course.

This English/language arts (ELA) program includes course offerings in Language Arts 6-8, Honors Language Arts 6-8, Pre-AP Language Arts 6-8, English for Speakers of Other Language, and Gifted Language Arts. These courses provide students with the skills necessary to ensure they understand the importance of being thoughtful, judicious writers who reflectively engage in critical thinking. The foundation of DACM's ELA curriculum is the web-based program - Study Sync. Study Sync offers online access to thousands of classic and contemporary texts, both fiction and non-fiction.

Reading skills are infused into the ELA Curriculum in grades 7 and 8. If a student scored a 1 or a 2 on the previous year's FCAT 2.0 Reading, intensive reading classes are also assigned to student in addition to their language arts class. All students in sixth grade are assigned to both a language arts class and a reading class. DACM takes many steps to improve the reading skills of students who read below and above grade level. Students receive explicit instruction on their reading deficiencies which is determined and monitored through ongoing data analysis.

The math curriculum provides a strong foundation of concepts, techniques, and applications. DACM uses the Carnegie Learning Curriculum for Mathematics grades 6 through 8. The Carnegie Learning Common Core State Standards transition plan for middle school aligns to standards and improves students' foundational skills to prepare them for the advanced study of mathematics. The Carnegie Learning Curriculum also has an Adaptive Math Software program that aligns to each course and provides students with highly individualized and self-paced instruction that meets their individual needs to improve their math skills. Also, DACM offers required courses like Algebra I, Geometry, Algebra II and other math research courses 1, 2, and 3 for students.

Students also have the opportunity to participate in our Math Academy. This Academy engages students by giving them the tools needed to become proficient problem-solvers while instilling self-confidence and developing a deep understanding of core mathematics concepts. Students take an entrance exam to enter the Math Academy, which allows them to take Math Research as an elective. Many students in these courses are also involved in the Chi Alpha Mu.

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

The Social Studies curriculum is aligned with the state standards and extends its students a comprehensive offering of required and elective courses. Required courses include World History, Civics, United State

History in Regular, Advanced, and Pre-AP as well. Other elective courses include Law Studies, Forensics, and Speech and Debate. These courses allow our students to explore the elements of society to develop an appreciation of and respect for a variety of cultures and their beliefs, values, and traditions.

2. Other Curriculum Areas:

The curriculum at Doral Academy Charter Middle school (DACM) provides a variety of opportunities and challenges that focus on developing student achievement. The middle school offers Pre-Advanced Placement courses in language arts, science and social Studies. All pre-AP courses employ an on-grade level, academically advanced curriculum designed to challenge students to explore and experience a rigorous content. The coursework requires students to engage in independent and analytical assignments.

During the 2014-2015 school year, the school increased enrollment in female and minority participation in both STEM programs such as Robotics and Math Academy. DACM students have also participated in a variety of learning opportunities outside the traditional core classroom experiences. Through the schools' subject selection forms used in articulation, students can choose an array of electives in visual arts, fine arts, technology, physical education, foreign language, and other areas in science, social studies.

The physical education curriculum is intended to provide the students with the opportunity to gain an understanding of and appreciation for physical exercise. Furthermore, students are also provided an opportunity to learn recreational activities that can be enjoyed for a lifetime with the knowledge, skills, and attitudes to maintain a healthy lifestyle. Students in grades 6 through 8 grade are mandated to take a semester of physical education and a semester of a college readiness course.

DACM offers an array of technology-based courses in the curriculum. Classrooms are equipped with interactive boards which provide teachers with inventive and interactive ways of delivering lessons. Students also have the opportunity to enroll in a variety of technology based courses such as: Robotics 1 and 2, Computer Applications 1, 2, 3, and 4; Future City 1 and 2; Video Game Design Alice; and Introduction to Computer Science. We also have several virtual, science, and math labs with computers accessible to students on a daily basis. DACM also uses technology in a variety of innovative methods. For example, DACM live streams lessons, tutoring sessions and school events via the internet. The TV Production Program also reports the news live and streams sporting and school events to the community via the Internet.

There are also a variety of alternative electives offered in the curriculum related to content, such as, Forensics Science, Law Studies, and Speech and Debate. These courses are designed to capture the student's career interest and enthusiasm in either science or social studies.

The foreign language curriculum has proven to be a very successful program at DACM. Meanwhile in middle school, students have the opportunity to take two full years of the same language in order to fulfill the high school graduation requirement. We offer a variety of courses in Spanish, French and Italian. While given the opportunity to complete a high school Spanish course for credit, students will also be completing their high school virtual component.

DACM has grown its participation with local, state, and national mathematics competitions. This accelerated math research program identifies mathematically gifted students in grades 6 through 8 in order to meet the needs of those students with special research classes and strength in mathematics. Students who wish to participate in this program take a diagnostic exam in Algebra I and Geometry and are offered a summer school prep program in order to prepare them for the math research academy program. Many students in these courses are also involved in the Chi Alpha Mu Club. The members and teachers meet several times a week and work on math topics beyond the scope of the curriculum covered in class.

It is evident that DACM school students are exceptionally talented in other areas. Many of our students have also participated in local and state competitions in the arts, robotics, and future city. DACM promotes the school's vision by providing students enough opportunities to become lifelong learners.

3. Instructional Methods and Interventions:

The students of Doral Academy Charter Middle School (DACM) strive for high academic achievement. Students are enrolled in academic courses as well as a variety of electives courses required for standard middle school graduation while given the opportunities to earn high school credits such as Algebra 1, Algebra 2, Geometry, Physical Science, Biology, and the foreign languages of Spanish, French, and Italian. The integration of the students' chosen electives throughout the curriculum motivates them to excel academically and improve their student performance.

High performers can enroll in advanced level courses. Honors courses focus on lectures, discussions, and activities involving a higher order thinking process and challenging tasks. Some students also choose pre-Advanced Placement where the coursework is noticeably more rigorous and thought-provoking.

In order to obtain additional assistance, struggling learners with low standardized test scores are registered for intensive courses in math, English, and/or reading. These students are taught alternate strategies and techniques that will advance their overall performance. In an effort to provide students who are performing below grade level with the necessary remediation, students are identified and placed in an intensive math or reading course. Also, the school offers after school tutoring, as well as online algebra tutoring in the evenings through a Blackboard Connect Program. In addition, the school offers before and after school tutoring to selected students, based on their previous years' state assessment scores.

Students participating in the exceptional student education (ESE) program have documentation that states their goals and accommodations to ensure success and continually challenge the students. The school has an inclusive setting where these students enrolled in courses alongside the general population of students. Students participating in the gifted and special needs program have formal plans in place to show their goals and/or accommodations needed for support. Some of these students also receive consultative services where a program specialist consults with the teachers to ensure that students are challenged and excelling throughout their educational pursuit. Students in the special needs program may also take a Learning Strategies course where a certified ESE teacher assists them with a variety of educational needs.

All courses involve differentiated, data driven classroom instruction to accommodate for a variety of learning styles. Some teachers utilize rotations where students participate in whole group instruction followed by a series of three stations: independent activity, cooperative or peer group work, and small group instruction led by the teacher. Other teachers prefer more traditional methods of instruction that include discussions and open-ended tasks. Technology is another aspect of instruction that is infused into classes through the use of Mimio Technology, KarbonPad, student tablets, and computer applications such as Reading Plus, Carnegie, Ingenuity, Gizmos, and Study Sync. The teachers at DACM have the ultimate goal of delivering the best instruction possible to their students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Doral Academy Charter Middle (DACM) administered the 2014 Florida Comprehensive Assessment Test (FCAT 2.0) and the End-of-Course (EOC) assessments in Algebra I, Geometry, Biology, and Civics.

All Florida public schools are given a “grade” based on the school’s performance on the state assessments. Middle schools can receive a score of up to 900 points. The 900 points assigned to middle schools are broken down into two components: 50% based upon student performance and 50% learning gains. The grading scale is as follows: A= at least 590 points, B= 560 to 589 points, C= 490 to 559 points, D= 445 to 489 points, F=less than 445 points. In 2014, the percentage of DACM students scoring proficient (i.e., achieving a Level 3 or above) in reading was 83%; mathematics was 87%; science was 68%; Algebra I was 99%; Geometry was 100%; Biology was 98%; and writing was 63% .

Due to the above mentioned results, DACM obtained 723 points making it the 8th highest performing middle school in Miami-Dade County and the 21st in the state of Florida. Like all other public schools nationwide, DACM is required to meet Annual Measurable Objectives (AMOs) set by the state through the No Child Left Behind Act (NCLB). In the past few years, DACM has been able to meet and exceed AMOs for every grade level and subgroups, except for ELL in reading.

In 2009, 79% of DACM students were proficient in reading and 83% were proficient in math. DACM continues to raise its expectations and currently, 83% of DACM students are proficient in reading and 87% are proficient in math. These gains show a 4% increase in reading and a 4% increase in math proficiency.

In 2009, DACM’s minority rate was 90% Hispanics and 1% Black with a free or reduced lunch rate of 22%. Since then, the enrollment has almost doubled and the Free and Reduced lunch rate has risen to 58% while maintaining the same demographic make-up. This truly exemplifies the meaning of “bridging the gap.” Although the school has met its AMOs overall in both reading and mathematics, only 53% of the school’s English Language Learners (ELL) met their AMO for reading. This is a decrease of 3 percentage points from the previous year for this subgroup.

DACM is implementing a variety of programs and teaching strategies that create an environment conducive to greater learning. These strategies cater to all students regardless of their FCAT level or academic achievement. For example, all students receiving a Level 1 or 2 on the FCAT 2.0 Reading or Math are placed in intensive courses to help remediate deficiencies. Thus, ELL students are enrolled in a Language Arts through ESOL course regardless of their grade level. Continuously, teachers analyze data and differentiate instruction to ensure all students attain proficiency by the end of the year.

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

DACM is dedicated to student achievement and success. Planning worthwhile and challenging lessons provides students a high quality education. Pertinent data is reviewed and monitored on a weekly basis by a number of stakeholders in the school; professionals analyze school data in their department meetings, Professional Learning Communities, administrative meetings, department chair meetings, and even in Educational Excellence School Advisory Committee (EESAC) meetings. Using the school improvement plan, stakeholders are constantly revisiting strategies and new educational trends that can benefit student performance in reading, mathematics, science, writing, and other state assessed areas.

Strategies and interventions are put in place to target all learners in each of the disciplines mentioned previously. Through the school’s leadership team, data is utilized to drive instruction for all tested areas, create pull-out programs that target interventions, and schedule review sessions that are held before school, after school and Saturday tutoring sessions. All stakeholders are notified of the school’s performance during the EESAC meetings on a monthly basis. Each academic subject area is assigned a specific month to

present pertinent information regarding school data, student performance, and interventions that are put in place to meet the areas in need.

The leadership team analyzes baseline data, as well as, fall and winter interim results in reading, writing, mathematics, Algebra I, Geometry, Biology, and Civics. The school has a five step Data Student Performance Success Wheel which begins with the administrative team, teachers, students, and then stakeholders. (1) The administrative team meets and breaks down the data by subject area. (2) The administrative team will then meet with each assigned department. Learning gains by each benchmark are analyzed and strategies are put in place to meet the needs of the students. Teachers are then able to gauge student performance by individual data, classroom data, and grade level data utilizing an in-house data program. (3) Subject area and grade level data chats are conducted with each individual teacher which allows them to focus and plan a prescribed intervention strategy for targeted students and class needs. (4) Teachers will gather their data and then meet with their individual students to conduct data chats as well. It is essential that each student understands and knows his or her performance on a quarterly basis and view his or her mastered benchmarks for each interim and mini assessment. (5) Lastly, the school-wide data by subject area is then shared with all stakeholders during the school's EESAC meetings. The school improvement plan is referred to during each data presentation in order to understand how each goal area is being met.

The school also informs all stakeholders of its academic performance on school results via on the school's profile page found on the school website. Committees of professionals gather once a month to monitor and make recommendations for a Career and College Ready Initiative Plan that promotes middle school students to be "high school and college ready".

Part VI School Support

1. School Climate/Culture

Doral Academy Charter Middle School (DACM) engenders a positive and nurturing culture for all stakeholders. Most importantly, our students are treated with respect, kindness, and intellect. Thus, students are encouraged by their teachers and administrators to pursue their own interests and passions. Students are able to make the connections between the curriculum in the school and skills needed in the real world. DACM philosophy is rooted in a core of beliefs and/or values that drive and serve as the impetus for implementation of the vision and mission of the school.

DACM has several beliefs that encompass high expectations leading to student success as early as sixth grade. Consequently, both students and teachers are held to these expectations. It is known that students do best – intellectually, personally, morally, - when they are striving for excellence. Furthermore, autonomy in the teaching and learning process kindles a desire to quest for knowledge. Through accountability and responsibility, learners become engaged and the teacher facilitates the quest for knowledge; both the learner and facilitator are accountable for their actions.

DACM provides students with various avenues through which they can participate and feel accepted. A guidance counselor assigned to each grade level serves as an advocate for students. DACM culture is merely known as the “Doral Way”; it refers to the guiding of students and staff members towards success academically, socially, and their guarantee of a commitment to being lifelong learners. The administrative team has an open door policy for all stakeholders so ideas are shared and solutions developed in order to meet the needs of the individual.

Through ongoing observations and walkthroughs in classrooms, both students and teachers are supported and reassured by the administrative team in meeting the school's goal towards academic success. Teachers are given various opportunities to participate in leadership roles. Leadership roles can range from being department chairs, club sponsors, and Literacy Team leaders, to becoming actively involved in developing school wide professional learning communities. In addition, all teachers are guided through the process of ensuring that they become highly qualified teachers during their first two years of teaching and feel supported by the Mentor Program.

Not only are students provided the opportunity to participate in challenging courses, they are also motivated to join in an abundance of extracurricular activities and local or state competitions. DACM's goal is to provide a highly rigorous curriculum infused with effective, proven teaching strategies, that incorporate the Florida Standards and Next Generation State Standards, while integrating research-based, print/literacy-rich, and technology-infused curriculum initiatives that encourage success for every student.

2. Engaging Families and Community

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

Our goal is for parents to be fully aware of the academic happenings in their student's education. Besides communicating to parents and students about their standardized testing results and their quarterly grades, parents and students also receive weekly updates regarding important announcements and activities. Furthermore, parents and students have access to a web portal where they can: access home learning and pertinent academic resources; track student achievements and activities; and keep up with student news and any other pertinent school information. Additionally, parents have access to a web-secure “live feed” where they can watch an instructor's lesson in real-time and get a better sense of their academic experiences. This

program is offered in conjunction with an online after school teaching and tutoring program where DACM teachers can meet with parents and students alike to answer questions about subject-specific questions and better include parents in understanding what they can do to assist their children in their studies. DACM also works to empower parents and community members to enhance school programs by meeting formally with them on a monthly basis during our EESAC and PTSI meetings, where they translate their feedback into a concrete plan of action for school improvement.

DACM strives to engage the community through non-academic means as well. For example, the school encourages our stakeholders to join our multiple service programs for the local community, such as: food and donation drives for the needy, social events and support services for the elderly, and walks to raise awareness for those with special needs like Autism. Moreover, each student's parent commits to volunteering 30 hours every year at the school. This encourages parents to be more invested in contributing to the growth of a healthy school community and ultimately increases the likelihood that they will be more involved in their children's educational experience.

3. Professional Development

DACM believes that ongoing professional development is essential for improving instruction and safeguarding the highest levels of student performance. To that end, we offer our teachers and staff members a wide variety of professional development opportunities that range from universal strategies for success across all disciplines to course specific instructional practices and skills. First, we assist new educational professionals to become "highly qualified" in their subject areas. With this in mind, we offer a Mentor Program that provides beginning teachers with support, training, and guidance in a comfortable and confidential manner to ensure their success in teaching. Second, they work to maintain that elite status by attending multiple professional development workshops on a yearly basis, which cover essential topics such as: instructional best practices; data lesson development; current educational trends and assessments; Professional Learning Communities (constituted both by content area and courses specific courses taught); effective lesson planning; action research and data-driven instruction; cross-curricular literacy enhancements; and differentiated techniques they can use to educate students who are English language learners (ELL) or participate in the exceptional student education (ESE) program.

In addition to the professional development constantly occurring through the professional learning communities, teachers are often prepared and supported as they align their assessments and lessons with Florida Standards and develop ongoing focus calendars that are used to develop the most engaging and productive instruction. Individualized student data is analyzed and strategies are put in place that addresses the needs of our school's ELL and economically disadvantaged students who did not meet their Annual Measurable Objectives in reading. Through data provided by the administrative walkthroughs and performance data, professional development is then provided to all instructional personnel that addresses a variety of teaching strategies and interventions put in place for these students. Professionals participate in Miami Dade County's IPEGS evaluation system in which they must develop a yearly Individualized Professional Development Plan (IPDP). The plan assists individuals in aligning their professional growth to the school improvement plan goals in such areas as reading and math, student performance, individual learning goals, professional development activities, or performance outcomes. We believe that it is our duty as teachers and administrators to develop ourselves personally and professionally so that these students continue to develop a strong foundation upon which they can not only achieve academically in the classroom but also realize their dreams outside of it.

4. School Leadership

The school leadership at DACM is committed to providing a rigorous educational environment for all students. The Doral leadership philosophy is to educate all students in a manner that provides them the opportunity to be successful in middle school. Thus, each decision that is made at the school keeps in mind that central philosophy.

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

The administrative team uses iPads to conduct walkthroughs in classrooms on a daily basis. The entire leadership team has identified ten behaviors that should be seen in classrooms during observations. A report is generated every two weeks and the observations are discussed with the extended team. Based on the results of these surveys, relevant professional development is developed for the faculty that addresses key observations. Visibility in classrooms is a critical factor for establishing a culture of expectation.

In addition, at each leadership meeting alternating departments are required to present relative data such as, baseline, interim testing, assessment results, new initiatives and other academic issues as they arise. As a result of the data, action plans and instructional focus calendars are developed and monitored by the leadership team. Based on the consensus of the entire leadership team, purchasing decisions are made on new reading or math programs, textbooks and other instructional materials and technology. The principal's philosophy is to be inclusive of the content area experts in the decision-making process in order to help make the best decision to promote student learning and engagement.

In addition, the principal and assistant principal meet with the Student Council and its advocates on a monthly basis. The meetings not only include issues brought forward by Student Council members but also a review data with students on how the school is performing and new academic initiatives.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>FCAT 2.0 and FCAT</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>www.Fldoe.org School Math Demographic Report</u>	

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	83	71	67	63	77
Level 4 or above	28	20	18	16	25
Number of students tested	356	331	477	331	335
Percent of total students tested	98	100	99	100	98
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	79	65	59	61	75
Level 4 or above	26	17	14	14	24
Number of students tested	203	192	276	174	165
2. Students receiving Special Education					
Level 3 or above	68	61	60	94	99
Level 4 or above	25	22	20	37	45
Number of students tested	75	95	90	56	80
3. English Language Learner Students					
Level 3 or above	50	24	33		
Level 4 or above	10	6	9		
Number of students tested	36	17	24	6	9
4. Hispanic or Latino Students					
Level 3 or above	83	72	65	64	77
Level 4 or above	28	20	17	16	24
Number of students tested	326	313	437	306	311
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					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
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: 2010 to 2011 was the transition year from FCAT to FCAT 2.0

"Data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category."

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>FCAT 2.0 and FCAT</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>www.fldoe.org School Math Interactive Demographic Report</u>	

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	87	80	79	79	80
Level 4 or above	22	20	18	22	20
Number of students tested	393	404	381	351	319
Percent of total students tested	84	87	98	100	99
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	85	78	78	77	80
Level 4 or above	20	19	18	21	24
Number of students tested	249	240	241	178	167
2. Students receiving Special Education					
Level 3 or above	77	62	98	97	99
Level 4 or above	21	21	36	40	37
Number of students tested	74	59	58	83	51
3. English Language Learner Students					
Level 3 or above	68	50	42	45	27
Level 4 or above	15	17	0	9	18
Number of students tested	34	24	12	8	11
4. Hispanic or Latino Students					
Level 3 or above	87	79	78	79	80
Level 4 or above	22	20	18	23	20
Number of students tested	364	378	348	324	284
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					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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: 2010 to 2011 was the transition year from FCAT to FCAT 2.0

"Data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category."

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>FCAT 2.0 and FCAT</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>www.Fldoe.org Math interactive Demographic Report</u>	

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	80	62	75	70	86
Level 4 or above	10	6	15	16	17
Number of students tested	284	176	378	315	314
Percent of total students tested	58	49	100	99	99
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	78	61	70	70	84
Level 4 or above	7	7	14	15	14
Number of students tested	183	103	207	174	161
2. Students receiving Special Education					
Level 3 or above	93	90	100	96	100
Level 4 or above	25	34	40	37	41
Number of students tested	25	11	70	56	55
3. English Language Learner Students					
Level 3 or above	61		36		69
Level 4 or above	7		0		3
Number of students tested	23	7	14	7	16
4. Hispanic or Latino Students					
Level 3 or above	63	75	70	61	85
Level 4 or above	10	6	15	16	17
Number of students tested	266	163	353	279	275
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					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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: 2010 to 2011 was the transition year from FCAT to FCAT 2.0

"Data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category."

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Algebra 1</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>www.fldoe.org Algebra EOC Demographic Interactive Report</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Jan
SCHOOL SCORES*					
Level 3 or above	99	96	96	85	
Level 4 or above	43	33	33	12	
Number of students tested	217	208	176	93	
Percent of total students tested	16	18	14	9	
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	98	98	98	82	
Level 4 or above	40	35	35	8	
Number of students tested	104	107	80	44	
2. Students receiving Special Education					
Level 3 or above	100	98	100	91	
Level 4 or above	43	32	40	23	
Number of students tested	77	49	51	22	
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	99	96	96	87	
Level 4 or above	43	34	33	12	
Number of students tested	193	185	162	82	
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					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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: Students who take Algebra as a class must take the Algebra EOC. We have students in 6, 7, and 8 grade who are taking this class and took the test. First year of the Algebra EOC was 2010-2011.

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Geometry EOC</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>www.pearsonaccess.com and www.fldoe.org</u> <u>Geometry Interactive Database</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Jan	Jan	Jan
SCHOOL SCORES*					
Level 3 or above	100	100			
Level 4 or above	91	90			
Number of students tested	60	31			
Percent of total students tested	12	8			
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	100	100			
Level 4 or above					
Number of students tested	28	14			
2. Students receiving Special Education					
Level 3 or above	100	100			
Level 4 or above					
Number of students tested	22	11			
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	100	100			
Level 4 or above					
Number of students tested	51	27			
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					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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: Students who take Geometry as a class must take the Geometry EOC. We have students in 8th grade who take this class and took the test. First year of the Geometry EOC was 2012-2013. Due to the low number of students the state does not provide the percentage of subgroups for who students scored 4 and above.

"Data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category."

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT 2.0 and FCAT</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>www.floe.org Reading Interactive Demographic Report</u>	

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	86	77	79	81	85
Level 4 or above	30	23	23	24	26
Number of students tested	362	331	477	331	336
Percent of total students tested	99	100	100	100	99
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	82	74	74	82	79
Level 4 or above	27	20	18	23	22
Number of students tested	207	192	276	174	166
2. Students receiving Special Education					
Level 3 or above	73	71	60	100	99
Level 4 or above	29	27	24	42	45
Number of students tested	78	95	90	56	80
3. English Language Learner Students					
Level 3 or above	33	18	29		
Level 4 or above	6	3	4		
Number of students tested	36	17	24	6	9
4. Hispanic or Latino Students					
Level 3 or above	86	78	78	80	85
Level 4 or above	29	23	22	24	26
Number of students tested	331	313	437	306	312
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					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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: 2010 to 2011 was the transition year from FCAT to FCAT 2.0

"Data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category."

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT 2.0 and FCAT</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>www.fldoe.org Reading Interactive</u>	
Demographic Report	

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	81	85	79	80	84
Level 4 or above	24	27	21	23	22
Number of students tested	465	466	383	351	336
Percent of total students tested	99	100	99	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	80	82	78	75	82
Level 4 or above	21	25	20	19	21
Number of students tested	281	268	241	178	167
2. Students receiving Special Education					
Level 3 or above	66	83	98	100	95
Level 4 or above	20	26	40	43	37
Number of students tested	112	84	58	74	51
3. English Language Learner Students					
Level 3 or above	40	33	50	0	45
Level 4 or above	6	4	0	0	9
Number of students tested	35	24	12	8	11
4. Hispanic or Latino Students					
Level 3 or above	81	85	79	80	84
Level 4 or above	24	26	20	23	22
Number of students tested	427	431	349	324	312
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					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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: 2010 to 2011 was the transition year from FCAT to FCAT 2.0

"Data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category."

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT 2.0 and FCAT</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>www.fldoe.org Reading Interactive</u>	
Demographic Report	

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	80	77	70	66
Level 4 or above	26	22	22	18	12
Number of students tested	485	353	380	315	314
Percent of total students tested	99	98	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	80	82	78	66	59
Level 4 or above	21	25	20	16	11
Number of students tested	279	196	208	174	161
2. Students receiving Special Education					
Level 3 or above	83	98	98	98	93
Level 4 or above	26	40	41	35	29
Number of students tested	81	48	63	56	55
3. English Language Learner Students					
Level 3 or above	27		14		19
Level 4 or above	2		4		0
Number of students tested	26	7	14	7	16
4. Hispanic or Latino Students					
Level 3 or above	82	80	78	69	64
Level 4 or above	25	23	22	18	13
Number of students tested	445	322	355	279	275
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					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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: 2010 to 2011 was the transition year from FCAT to FCAT 2.0

"Data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category."