

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [X] High [] K-12 [] Charter

Name of Principal Dr. Stacey Mancuso
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Design and Architecture Senior High School
(As it should appear in the official records)

School Mailing Address 4001 N.E. Second Avenue
(If address is P.O. Box, also include street address)

Miami Florida 33137
City State Zip Code+4 (9 digits total)

County Miami-Dade State School Code Number* _____

Telephone (305) 573-7135 Fax (305) 573-8253

Website/URL dashschool.org E-mail Mancuso@dadeschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Rudolph F. Crew, Ed. D.

District Name Miami Dade Tel. (305) 995 - 1430

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board Mr. Agustin J. Barrera
President/Chairperson _____

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the *No Child Left Behind – Blue Ribbon Schools Award* in the past five years.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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

1. Number of schools in the district:
- | | |
|---------------|---------------------|
| <u>193</u> | Elementary schools |
| <u>56</u> | Middle schools |
| <u> </u> | Junior high schools |
| <u>42</u> | High schools |
| <u>31</u> | Other |
| <u>271</u> | TOTAL |

2. District Per Pupil Expenditure: \$5746
- Average State Per Pupil Expenditure: \$5152

SCHOOL

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 6 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K					8			
1					9	54	71	125
2					10	54	65	120
3					11	51	70	121
4					12	49	55	103
5					Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								469

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>28</u> | % White |
| <u>16</u> | % Black or African American |
| <u>52</u> | % Hispanic or Latino |
| <u>3</u> | % Asian/Pacific Islander |
| <u>.2</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: .9%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	469
(5)	Total transferred students in row (3) divided by total students in row (4)	.0085
(6)	Amount in row (5) multiplied by 100	.9

8. Limited English Proficient students in the school: .2%
8 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 37%

Total number students who qualify: 171

10. Students receiving special education services: 3 %
15 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> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>31</u>	<u> </u>
Special resource teachers/specialists	<u>10</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u> </u>
Support staff	<u>22</u>	<u> </u>
Total number	<u>65</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers 15:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	95%	95%	96%	95%
Daily teacher attendance	95%	96%	96%	95%	96%
Teacher turnover rate	10%	0%	16%	6%	3%
Student dropout rate (middle/high)		.4%		.4%	.4%
Student drop-off rate (high school)	18%	20%	11%	1%	-5%

The student drop-off rate is affected by the addition of students in grades 10 & 11 through the application and audition process of our magnet program. The graduates of 2002 included additional students who were admitted after the 9th grade.
 Teacher turnover rate in 2003-04 and 2004-05 was affected by increased teacher allocations from the district.

14. Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	121
Enrolled in a 4-year college or university	<u>79%</u>
Enrolled in a community college	<u>19%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>2%</u>
Military service	<u>0%</u>
Other (travel, staying home, etc.)	<u>0%</u>
Unknown	<u>0%</u>
Total	100 %

PART III – SUMMARY

Design and Architecture Senior High (DASH) is a public, magnet high school in Miami-Dade County, Florida, with an integrated liberal and applied arts education in industry related design fields. DASH came into existence in 1990 through a Saturn Proposal for a magnet high school program to address the needs of artistically talented students who sought specialized instruction in the design areas of architecture, interior design, industrial design, fashion design, visual communications and entertainment technology.

“Education by Design” is the philosophy behind DASH, as well as a catalyst toward innovation and refinement. Our vision is to educate talented students to become confident and critical thinkers through interdisciplinary challenges in the visual arts in preparation for college and a career in the design world. The design careers provide curriculum focus and opportunities to incorporate both academic and artistic development. School wide activities have provided opportunities to investigate cultures, time periods, environmental issues, neighborhood planning, contemporary artists and issues, economic perspectives, and literature past and present. Internships with practicing designers bring reality to careers in our community.

The academic curriculum maintains high standards for all subject areas. Courses are designed to challenge and enrich all students including those with exceptional or limited abilities. Provision is made for intensive study courses and specialized tutoring in mathematics, reading and science for targeted students. The foreign language requirement is scheduled for early completion to allow opportunity to elect advanced levels. Advanced placement courses are offered in all subject areas and influence the core curriculum courses to prepare all students for inclusion. Dual enrollment courses, through local universities, are offered on campus to provide specialized curriculum. College preparation, applications and scholarship eligibility is an integral component of each student’s program.

The school is located on three acres of a renovated shopping mall in the historic Miami Design District. The resurgence of the area closely coincides with the seventeen-year history of the school. The district is slightly north of the downtown city of Miami, providing the students with a broadened perspective of their community and its rich resources. All students accepted are eligible for district provided transportation. Over 95% of the students are provided bus transportation including 80% who receive mass transit passes based on traveling between 5 - 20 miles to attend.

The recruitment goals seek a diversified student body representing all facets of our complex community. Students are actively recruited at all 54 public middle schools in the district as well as private schools. The student population at DASH mirrors the multicultural population of Miami-Dade County as well as the inclusion of varied socio-economic groups. Students with special needs in language or exceptional educational programs are encouraged to apply and audition. The application and audition process requires all students to submit a portfolio and sketchbook and participate in an audition.

The mission of Design and Architecture Senior High is to provide a student-centered education in design and academics by using faculty and career professionals as facilitators of innovative thinking in a diverse learning community. Fulfillment of the mission will result in students with characteristics that go well beyond general education. Achievement of such a mission produces students who are thinking, caring, well informed, skilled, enriched, and prepared to solve problems of the built and natural environment.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The state test, Florida Comprehensive Assessment Test (FCAT), has served as an indicator for academic success and a catalyst for school improvement. Our students' performance in mathematics, reading and writing has placed our school as one of the top three high schools in our district for the past six years. Performance in 2006 Mathematics FCAT has reached 94% for the 9th grade and 95% in the 10th grade meeting or exceeding state standards. The scores from the 2006 Reading FCAT were 78% of the 9th grade and 75% of the 10th grade meeting and or exceeding state standards. This places our students 38-43% higher than the state results in reading and 30-35% higher than the state results in mathematics.

DASH has qualified for the 6th consecutive year as an “A” School in the Governor’s A+ Plan. The school was recognized by the governor in 2006 for the “Top score of all high schools in Miami-Dade County in Governor’s Program.” (fcat.fldoe.org)

Advanced Placement (AP) test scores have brought DASH national recognition from The College Board for the largest number of minority students “in the world” enrolled in AP courses. The 385 exams submitted in 2006 for 14 different courses achieved 80% received a score meriting college credit.

All of the students at DASH are magnet students who have been selected based on their visual art abilities. Their performance academically is an achievement that is based on endeavor and commitment by the students, faculty and parents.

2. Using Assessment Results: Annual and interim test results are closely reviewed to determine weaknesses. The indicators are used to restructure efforts in the classroom and tutoring towards improving student achievement. Individual test results are distributed and reviewed with students. The scores determine the degree or type of tutoring and their course selections for the coming school year.

Faculty and administration attend workshops to improve instructional strategies and techniques. The language arts and mathematic teachers analyze the results and trends for each grade level to determine curriculum adjustments. Online data of interim testing results is used to identify specific skills to be targeted for individual students and tutoring sessions. Reports and data are distributed and analyzed with the faculty-at-large to identify skills and techniques to be emphasized throughout the school curriculum.

Review of the Advanced Placement test scores is used to enhance and clarify curriculum and improve individual advisement. The level of high scores inspires all faculty and students to greater achievement.

3. Communicating Assessment Results: Individual scores and test results are reviewed with the students and mailed to the parents. Access to information for individual students is available on a website for use by the faculty and the parents sighting specific components needed for reinforcement. A district web site is available to public and perspective parents to review school achievement. The community-at-large is made aware of all school scores and ranking through the newspaper and news media.

4. Sharing Success: Our school has received recognition and interest from a variety of corporate, community and educational professionals. The numerous local, national and international visitors receive press kits, program descriptions, CD’s, tours and presentations highlighting our success. An interactive web page has been designed by students to communicate the quality and comprehensive nature of our school. Links connect prospective students and their parents to applications, events and information on our school.

The principal and faculty members have represented our school at national and international conferences. Programs and schools in the planning stage have visited in teams to study the curriculum and practices of DASH. The National Center for Educational Accountability recognized DASH for as one of ten consistently high performing schools in 2005. The review and exchange of information has been a stimulus for reflection and refinement.

Community involvement and connection is highly effective through an active community advisory board. Members include local designers, architects, business leaders, educational leaders and the mentors of the student internship program. Numerous opportunities for exchange and involvement with the community are presented throughout the year.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The college preparatory curriculum at DASH exceeds the state and district requirements for high school graduation. The school day is extended providing eight classes to students rather than the state required six. The thirty-two credits for graduation include the full requirements for college entrance and additional courses in an exemplary design career program. Class time is scheduled in 100-minute segments and is organized in four classes on alternate days. All subjects have offerings and adaptations for a wide range of academic levels.

The carefully selected faculty is composed of certified Dade County Public School teachers, professional designers and college instructors. The combination of high academic standards and exceptional design programs allow DASH students to compete effectively for both admission and merit scholarships to many of the country's finest universities and professional schools of design.

The three languages offered, Spanish, French and German, are prepared to meet the college requirements of two years, or exceed the requirement with up to four years. The language courses are initiated in the freshman year to allow scheduling of advanced courses. Honors and Advanced Placement courses are available in Spanish and French. Instruction in reading, writing, speaking and listening in the native language is developed to enable students to communicate with native speakers. Literature is presented and studied in the original language of the author. The Foreign Language Department involves the entire school in the annual Hispanic Heritage Festival and a Mardi Gras celebration that include culinary, cultural and artistic experiences.

The mathematics curriculum is designed to prepare the students for college from basic algebra through Advanced Placement Calculus. Special focus is placed on succeeding and surpassing the Florida state testing requirements with intensive mathematics classes and tutoring. Although only three years of math is required, most students opt for an additional fourth year course in preparation for college. The faculty encourages students completing the course offerings to enroll in courses at local universities. The staff exemplifies high standards holding advanced degrees, National Board certification and professional recognition and through The College Board.

The goals for the social studies curriculum are to foster intellectual development and civic competence of the students as citizen/scholars. An integrated program of course offerings, extra curricular activities and community service lays the groundwork. World History, American History, Government and Economics are all required courses offered for regular, honors or Advanced Placement credit. Approximately half of the students enroll in Advanced Placement course and score well above the national average. Clubs and activities such as Junior States of America, Brain Bowl, and National Honor Society reach out to the community at large through numerous community service projects.

The goal of the Science Department is to develop within each student a rich understanding of the nature of science and its relationship to succeeding in the future. The curriculum is designed to encourage students to make connections within the various content areas of science and across other disciplines. Students play a meaningful role in the process of learning through collaborative discussions, hands-on activities, field experiences, scientific investigations and interdisciplinary projects. Working individually, or as members of a team, skills and appreciation are developed for the relevance of science in their daily lives. The high standard of the science faculty is based on their degrees in the pure sciences as the foundation for their curriculum and instructional skills.

The physical education program is composed of three required courses: Team Sports, Personal Fitness and Health. All students complete these state requirements and participate in a physical test based on The

Prudential Fitness Program. Ongoing awareness programs on drugs, AIDS, alcohol, and smoking actively involve the total school.

An integral component of the 21st Century curriculum is based on the technology and advanced programs aligned with the computer. From digital photography and basic applications in the freshman year thru web design, computer assisted design (CAD) and multi-media in the senior year, our students integrate a wealth of techniques and skills. A balance of word processing, research, design and experimentation offers a solid foundation for technological confidence. A complex variety of visual illustration and communication software is mastered in the design curriculum. All students create a digital portfolio of their art and design products for college applications and career interviews.

2. Language Arts: The goal of the Language Arts Department is to develop the ability of all students as readers, writers, speakers and listeners. The required four-year program offers regular, gifted, special education, honors, and Advanced Placement courses, as well as English as a Second Language and a drama elective. An intensive reading course emphasizing fluency, vocabulary, comprehension and test-taking skills is scheduled for any student struggling to meet state standards in reading. Tutoring and practice sessions are utilized throughout the year for targeted students, both for advancement and remediation.

The Language Arts Curriculum begins with genre study in the 9th grade and continues with World Literature in the 10th, American Literature in the 11th, and British Literature in the 12th. In addition to the anthologized selections required in class, students are expected to read selected novels and plays during the summer and throughout the school year. A variety of strategies including visual projects, written reports and Socratic seminars, are utilized to develop and assess reading comprehension and appreciation of style. The importance of reading is recognized school-wide as sustained silent reading is practiced daily for 30 minutes in all classrooms simultaneously. The administration recently purchased class sets of books selected by the faculty members for a school-wide book club initiative.

The Language Arts teachers use writing-to-learn strategies as well as the writing process in all of their lessons. Students learn to write journals, analyze literature, and prepare research reports as well as create poetry and personal narratives. Upper level students are required to apply their writing skills to develop resumes, college essays, and artist's statements for their Career Portfolios. Students are also expected to use good oral skills to present poetry, speeches and research and design-related projects. The Language Arts teachers support participation in local, state, and national writing competitions. Students have received awards from the local Youth Fair, the National Association for the Advancement of the Arts, Scholastics, and the National Council of Teachers of English.

3. Additional Curriculum Area – DESIGN: The four-year art and design curriculum offers outstanding opportunities for comprehensive study in fine arts and one of five professional design careers. Instructors recently or currently working in the design industry teach the design courses. The five design programs are architecture/interior design, fashion design, industrial design, communication design and entertainment technology.

Foundation and Fine Art - The beginning grade courses in drawing, painting, sculpture, and technology lay the groundwork for the advanced art and design programs. All 11th grade and 12th grade students participate in Advanced Placement Portfolio Courses where fine art is produced for submission to The College Board, local and national competitions and college admissions. The selection of the career design program is made before the 10th grade with the guidance of instructors, counselors, parents and students.

Architecture/Interior Design - The architecture program seeks balanced solutions to both theoretical and practical problems in structure and form. Design solutions are developed from conceptual sketches

through final presentation boards. The role of the interior designer is included to customize plans for the use of spaces. The historical, aesthetic, social, and psychological aspects of space are investigated. The three-year curriculum includes circulation, lighting, surface and furniture design. Opportunities for internships and community projects are included to provide tangible experience in the field.

Fashion Design - The fashion design program allows students to create original clothing and fashion accessories. Students explore figure drawing and fashion illustration for technical and commercial purposes. The study includes drawing, pattern-making and apparel construction. Historical and cultural references are used as resources for design development. The fashion industry and its business aspects are integrated into the program and investigated through an internship experience. A senior fashion portfolio consists of a complete line of clothing presented at an annual fashion show.

Industrial Design - Industrial Design students study the design process from conceptualization to final prototyping and presentation. Product design and transportation design challenge the students to meet individual and societal needs. Aspects of the marketplace, design history and technology are all considered in the design problem. A balance is sought between function and aesthetics in each project. Exposure to a range of typical industrial design problems in transportation, packaging and consumer goods, allows the students to develop a well-rounded portfolio.

Communications Design - A concentration in communication design prepares students to conceive, design and produce comprehensive presentations for commercial and individual needs. Rendering, page design, computer imaging, packaging, technical processes and marketing concepts are all aspects of the typical communications design project. Web design is a major component of this program. Digital photography and film are integrated into the projects. A communications design portfolio will present a variety of ideas, images, technology and production with a personal and professional style.

Entertainment Technology - This program prepares students for technical and creative careers in film and entertainment. The projects include script writing, direction, production, digital photography and film, sound and lighting, editing, and all aspects of the media business. Through hands-on-projects, site visits, apprenticeships and internships the students develop skills for film, commercials, television, still photography, new media, animation and visual and performing arts.

4. Instructional Methods : The methods used in the classroom consistently contain a variety of approaches to involve the intellectual, artistic and creative talents of the magnet students. A specific effort is made to integrate reading into all subjects. Projects and hands-on-activities are used to effectively involve the students in the learning process. Group work and independent assignments are balanced with direct instruction and research. The integration of the computer and Internet is effectively used in research, word processing, spreadsheets, and data analysis. Faculty collaboration and interdisciplinary projects involve the student in applying skills across the curriculum. The consistent application of project presentations for the purpose of critique, develop critical thinking skills, constructive verbal interaction and personal confidence. The mature exchange between faculty and students is the foundation of instruction at DASH.

5. Professional Development: All instructors participate individually in a variety of in-service courses. The teachers complete courses and seminars to enhance subject area curriculum, upgrade technology skills and improve classroom strategies. Department chairpersons attend workshops and return to train all members of the department. Topics include: exceptional student teaching strategies, diagnostic assessment, secondary reading strategies, scientific reading strategies, technology for students and teachers and teaching SAT prep.

All teachers scheduled to teach Advanced Placement (AP) courses have attended workshops and conferences given by the College Board to refine curriculum and improve student performance. The college level curriculum in advanced placement courses has had a positive influence on the core curriculum courses and raised the achievement expectations for all students.

Faculty meetings and scheduled in-service sessions include speakers on disaggregating student test scores and implementing strategies to target specific areas of weakness. Faculty members and guest speakers clarify test results and interpret statistics to improve student achievement.

PART VII – ASSESSMENT RESULTS

FLORIDA’S CRITERION-REFERENCED TEST FCAT

Miami-Dade County (School Name) Design and Architecture Senior High

Subject: Reading Grade: 9

Test: Florida Comprehensive Achievement Test (FCAT)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: March						
SCHOOL SCORES						
% At or Above Meets State Standards	78	88	66	70	63	
% At Exceeds State Standards	32	54	36	34	34	
Number of students tested	125	127	111	125	118	
Percent of total students tested						
Number of students alternatively assessed						
Percent of students alternatively assessed						
SUBGROUP SCORES						
1.Black						
% At or Above Meets State Standards	31	75	48	60	44	
% At Exceeds State Standards	12	34	11	20	28	
Number of students tested	16	37	19	15	25	
2. Hispanic						
% At or Above Meets State Standards	87	90	66	57	68	
% At Exceeds State Standards	43	60	37	26	32	
Number of students tested	71	60	52	62	50	
3. Free or Reduced Lunch						
% At or Above Meets State Standards	69	78	58	59	46	
% At Exceeds State Standards	22	38	22	20	17	
Number of students tested	49	48	50	49	45	
STATE SCORES						
% At or Above Meets State Standards	40	36	32	31	29	
% At Exceeds State Standards	16	16	13	13	12	

FLORIDA'S CRITERION-REFERENCED TEST FCAT

Miami-Dade County (School Name) Design and Architecture Senior High

Subject: Reading Grade 10

Test: Florida Comprehensive Achievement Test (FCAT)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: March						
SCHOOL SCORES						
% At or Above Meets State Standards	75	65	68	59	68	
% At Exceeds State Standards	53	42	43	34	32	
Number of students tested	124	109	120	123	132	
Percent of total students tested						
Number of students alternatively assessed						
Percent of students alternatively assessed						
SUBGROUP SCORES						
1 Black						
% At or Above Meets State Standards	56	54	54	46	65	
% At Exceeds State Standards	41	36	23	23	21	
Number of students tested	27	17	13	26	39	
2. Hispanic						
% At or Above Meets State Standards	79	62	61	55	65	
% At Exceeds State Standards	57	33	40	31	38	
Number of students tested	58	49	63	55	51	
3. Free or Reduced Lunch						
% At or Above Meets State Standards	68	55	56	42	56	
% At Exceeds State Standards	44	31	32	20	27	
Number of students tested	44	46	54	54	52	
STATE SCORES						
% At or Above Meets State Standards	32	32	34	36	36	
% At Exceeds State Standards	16	15	17	16	15	

FLORIDA'S CRITERION-REFERENCED TEST FCAT

Miami-Dade County (School Name) Design and Architecture Senior High

Subject: Mathematics

Grade: 9

Test: Florida Comprehensive Achievement Test (FCAT)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: March						
SCHOOL SCORES						
% At or Above Meets State Standards	94	90	92	91	84	
% At Exceeds State Standards	68	69	62	66	51	
Number of students tested	125	127	110	125	118	
Percent of total students tested						
Number of students alternatively assessed						
Percent of students alternatively assessed						
SUBGROUP SCORES						
2. Black						
% At or Above Meets State Standards	81	85	89	86	72	
% At Exceeds State Standards	38	48	42	53	36	
Number of students tested	16	27	19	15	25	
3. Hispanic						
% At or Above Meets State Standards	96	94	94	87	82	
% At Exceeds State Standards	73	69	59	55	46	
Number of students tested	71	60	51	62	50	
10. Free or Reduced Lunch						
% At or Above Meets State Standards	94	88	90	86	74	
% At Exceeds State Standards	57	50	57	59	38	
Number of students tested	49	48	49	49	45	
STATE SCORES						
% At or Above Meets State Standards	59	59	55	51	47	
% At Exceeds State Standards	29	29	27	23	21	

FLORIDA'S CRITERION-REFERENCED TEST FCAT

Miami-Dade County (School Name) Design and Architecture Senior High

Subject: Mathematics Grade: 10
 Test: Florida Comprehensive Achievement Test (FCAT)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: March						
SCHOOL SCORES						
% At or Above Meets State Standards	95	96	97	95	98	
% At Exceeds State Standards	78	70	80	72	72	
Number of students tested	124	109	121	123	132	
Percent of total students tested						
Number of students alternatively assessed						
Percent of students alternatively assessed						
SUBGROUP SCORES						
2. Black						
% At or Above Meets State Standards	89	88	92	81	92	
% At Exceeds State Standards	59	59	61	62	59	
Number of students tested	27	17	13	26	39	
3. Hispanic						
% At or Above Meets State Standards	98	98	97	107	100	
% At Exceeds State Standards	81	69	77	71	69	
Number of students tested	58	49	64	55	52	
10. Free or Reduced Lunch						
% At or Above Meets State Standards	91	96	70	87	95	
% At Exceeds State Standards	73	68	51	56	64	
Number of students tested	44	46	54	54	52	
STATE SCORES						
% At or Above Meets State Standards	65	63	63	60	60	
% At Exceeds State Standards	39	36	38	36	35	