2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: **High School**

Name of Principal **Dr. Consuelo V. Domínguez**

Official School Name **MAST Academy**

School Mailing Address **3979 Rickenbacker Causeway**
Miami, Florida 33149-1022

County **Miami-Dade** State School Code Number* **137161**

Telephone **(305) 365-6278** (Fax) **(305) 361-0996**

Website/URL **mast.dadeschools.net** E-mail **CDominguez@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.

_____ Date _____
(Principal's Signature)

Name of Superintendent* **Dr. Rudolph F. Crew**

District Name **Miami-Dade County Public Schools** Telephone: **(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.

_____ Date_____
(Superintendent's Signature)

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

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.

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

**Private 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 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 with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

217	**Elementary schools**
68	**Middle schools**
----	**Junior high schools**
47	**High schools**
35	**Other**
367	**TOTAL**

2. District Per Pupil Expenditure: **$6,787**

   Average State Per Pupil Expenditure: **$6,381**

SCHOOL (To be completed by all schools)

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

   [**X**] 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. **9** 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	64	70	134
2				10	58	78	136
3				11	64	80	144
4				12	59	82	141
5				Other			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					555

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

27%	White
20%	Black or African American
48 %	Hispanic or Latino
4 %	Asian/Pacific Islander
1 %	American Indian/Alaskan Native
100%	**Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: **2**%

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	**4**
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	**5**
(3)	Total of all transferred students [sum of rows (1) and (2)]	**9**
(4)	Total number of students in the school as of October 1	**553**
(5)	Total transferred students in row (3) divided by total students in row (4)	**.02**
(6)	Amount in row (5) multiplied by 100	**2**

8. Limited English Proficient students in the school: **0%**

0 Total Number Limited English Proficient

Number of languages represented: **14**

Specify languages: **While we do not have an LEP population, we do have a diverse student body. Home languages are Spanish, Haitian-Creole, French, Albanian, Arabic, Bantu, Chinese, Finnish, Greek, Italian, Korean, Portuguese, Urdu, and Russian.**

9. Students eligible for free/reduced-priced meals: **27%**

Total number students who qualify: **156**

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: **1%**

8 Total Number of Students Served

The number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	**1** Orthopedic Impairment
____Deafness	**1** Other Health Impaired
____Deaf-Blindness	**5** Specific Learning Disability
____Emotional Disturbance	**1** Speech or Language Impairment
____Hearing Impairment	____ Traumatic Brain Injury
____Mental Retardation	____ Visual Impairment Including Blindness
____Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	**2**	**0**
Classroom teachers	**38**	**1**
Special resource teachers/specialists	**5**	**2**
Paraprofessionals	**2**	**1**
Support staff	**16**	**7**
Total number	**63**	**12**

12. Average school student-"classroom teacher" ratio : **15:1**

	2004-2005	**2003-2004**	**2002-2003**	**2001-2002**	**2000-2001**
Daily student attendance	**97%**	**97%**	**97%**	**96%**	**97%**
Daily teacher attendance	**94%**	**95%**	**95%**	**97%**	**98%**
Teacher turnover rate	**15%**	**13%**	**3%**	**NA %**	**NA%**
Student dropout rate (middle/high)	**0%**	**0%**	**0%**	**0%**	**0.20%**
Student drop-off rate (high school)	**0.20%**	**0.20%**	**0.40%**	**0.4%**	**0.40%**

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

	2004	2005
Graduating class size	**124**	**129**
Enrolled in a 4-year college or university	**98%**	**98%**
Enrolled in a community college	**1%**	**0%**
Enrolled in vocational training	**0%**	**0%**
Found employment	**1%**	**1%**
Military service	**0%**	**1%**
Other (travel, staying home, etc.)	**0%**	**0%**
Unknown	**0%**	**0%**
Total	**100%**	**100%**

PART III - SUMMARY

Located on Biscayne Bay, MAST Academy has 550 students in grades 9-12. The school includes a pool, boathouse and docks, fitness center, high-tech auditorium, and a media center with over 10,000 print and non-print items. Five large atrium areas are used for student and teacher projects and professional displays. Science classrooms contain the latest laboratory equipment and technology is available in classrooms, labs, and teacher planning areas throughout the building. The Florida Department of Education has designated MAST Academy an "A" school for three of the last four years.

MAST Academy offers students the opportunity to pursue a rigorous course of study in one of three academic majors: Marine Studies and Culture, Maritime Related Industries, or Oceanic and Atmospheric Science Technology. Students determine an area of interest and declare a major at the end of their freshman year. They select their courses from a menu of core and required electives. A balanced academic program emphasizes marine-theme interdisciplinary study, reading and writing across the curriculum, scientific inquiry, science and maritime career experiences, hands-on applications, critical thinking and cooperative learning projects, and technology integration. The academic program prepares a diverse student population for college study and career placement.

The school offers thirty teams and clubs and a variety of student activities. Clubs are divided into six categories: government, class organization, honor society, vocational/curriculum related, service, and interest. Approximately 85% of MAST's students participate in extracurricular activities.

MAST Academy's unique features include field research opportunities aboard seagoing vessels, the nation's only Coast Guard JROTC program, mobile science laboratories, a college-like master schedule, quarterly academic symposia, Intel projects and independent research opportunities, a summer academic program, a requirement of 75 community service hours (with 50 hours on a single project), weekly Captain's Calls, and outreach services for elementary and middle school students.

Between ninety-seven and one hundred percent of MAST graduates enter college after graduation. The Class of 2005, a group of only 129 students, generated over $5,800,000 in scholarships. Nearly one quarter of the last two graduating classes have attended upper tier colleges or universities. Seventy percent of the students at this school take at least one Advanced Placement (AP) course from the roster of eighteen AP courses offered. Many graduate with as many as twelve such courses on their transcript. We are particularly proud of the fact that minority students comprise sixty-two percent of the enrollment in AP courses. Recognizing the strength of MAST Academy's AP program, *Newsweek* magazine cited the school in 2004 as one of the top 100 schools in the nation. In January 2006, two of the school's AP science programs—Environmental Science and Biology—were recognized by the Siemens Corporation as among the strongest in the State of Florida.

On a daily basis, this school meets the lofty aims of its mission: To instill a commitment to life-long learning and to advance a challenging curriculum integrated with the sciences and technology.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT RESULTS

The Florida Comprehensive Assessment Test (FCAT) is the instrument developed by the State of Florida to assess student learning in the areas of reading comprehension, mathematics, writing, and science. The FCAT measures higher order cognitive skills--in particular, the ability to apply, synthesize, and evaluate information. Presently, students must pass the tenth grade FCAT in mathematics and reading in order to graduate from high school.

Since the inception of the school grading system in 2001, MAST has been an 'A' school with the exception of the 2002-2003 school year. MAST Academy was designated a 'B' school as a result of the difference between total school performance and the performance of students in the lowest quartile. One of the criteria for an 'A' ranking was that there can be no more than a 10% difference between "Percent Making Learning Gains in Reading" and "Percent of the Lowest 25% making Learning Gains in Reading." For MAST students in 2002-2003, the percentages in these two categories were: Percent Making Learning Gains in Reading – 74%, Percent of the Lowest 25% Making Learning Gains in Reading – 62%. Because the difference is greater than 10%, MAST was designated a 'B' school. It should be noted that this same year our 74% gain in reading was the highest score of any senior high school in the county and the 62% gain of the lowest 25% was the second highest score among senior high schools in the county. MAST Academy's overall point score was the highest in Miami-Dade County and third highest in the state.

MAST Academy consistently tests 100% of its students. While FCAT mathematics scores for both ninth and tenth grade are historically higher than the reading scores, performance in both areas is excellent. MAST Academy annually exceeds the average scores for the school district and the state on each section of the FCAT. Information about the FCAT and MAST's performance can be found at http://osp.dadeschools.net/products and http://web.fldoe.org/NCLB.

In subsequent years, percentages of those at or above grade level in both reading and mathematics have fluctuated, dipping somewhat in 2003-2004 and then rising again in 2004-2005. It must be noted, however, that the state increased the score for a student to be considered proficient, so that students with scores that would have been considered proficient in previous years may not have met that level in 2003 and later. Also, even in years where scores appeared to decline, those scores remained among the top scores in Florida.

2. USING ASSESSMENT RESULTS

MAST Academy regularly utilizes assessment data to guide programmatic decisions. Assessment results are examined to identify students for the required intensive reading class. This class is composed of ninth and tenth grade students with reading scores at Levels 1 or 2 on the 2005 FCAT and eleventh grade students who did not pass the reading component of the 2005 FCAT. The school uses *AP Potential* to identify and expand populations for higher level courses. (*AP Potential* is a web-based student identification program offered by the Advanced Placement program of the College Board.) Scores from the PSAT, PLAN, ACT, and SAT along with attendance data are used for student recommendations prior to registration each year.

Teachers use assessment data as they generate lesson plans and map out their curriculum. Target areas of the School Improvement Plan are developed after careful analysis of FCAT results. Web-based programs such as *FCAT Explorer, River Deep* and *Learning Express* are used to improve individual student and total school performance. Parent meetings are a forum to explain data and assessment strategies.

Students receive instruction on how to read test results and improve their learning. The District's electronic database allows teachers to use the Student Performance Indicator (SPI) screen as a resource to support individualized instruction on specific skills.

3. COMMUNICATING ASSESSMENT RESULTS

Information about student performance is communicated to parents and students via interim progress reports which indicate satisfactory or unsatisfactory grades or efforts at the mid-point of each grading period. Parents and/or teachers request conferences to discuss student performance. Counselors provide testing and individual course credit performance information in meetings with students and parents. The school informs parents in writing if a student has been placed on academic probation.

Information about standardized assessment data is distributed to students via an individual score report along with an explanation of performance results for parents. A duplicate copy of the individual student score report is also placed in each student's cumulative file.

Student performance and assessment data are communicated at Back to School Night; recruitment open houses; in the school newspaper; in The Miami Herald and The JIB Sheet (a summer newsletter); during school assemblies; PTSA meetings and school advisory meetings; on the *Principal's Patter Board*; at faculty meetings; during professional development periods; in the principal's graduation address and in the graduation program. Information is also available on the Florida Department of Education website; the *Miami-Dade County Public Schools*

website; *MAST Academy's* website and in our school profile which is distributed to college admissions offices across the United States.

Parents are an excellent way to communicate school success. Parents are often MAST Academy's best ambassadors, participating in recruitment and admissions events, Back to School Night, fundraisers, booster club activities, the school advisory committee, accreditation teams, and PTSA. At each of these venues, they publicize the range of school accomplishments from FCAT results to Advanced Placement pass percentages.

4. SHARING SUCCESS

MAST Academy shares its success with other schools on a continuous basis throughout the school year. Administrators and teachers have served on accreditation teams to other schools to evaluate their overall program and then provide feedback and suggestions for improvement. Professional staff members also serve as presenters at local, state, national, and international workshops.

Students participate in a wide range of competitions at the district and state levels. Our CG JROTC performs across South Florida. The school's steel drum band offers performances at special programs throughout the year—both here at school and elsewhere. Our media center collection is second to none in this district—and thus the frequent loan requests from other schools. We provide school tours for parents and community members through our "Tuesday Tours@Ten" and host two open house events for admissions each year. Those two programs bring in over 1600 visitors, mostly families of prospective students. MAST receives hundreds of requests a year to send out information regarding the unique program. In response to these requests, we have a school portfolio packet prepared with an array of information about MAST. The school's website registers thousands of hits each year with the peak period extending from October to February.

The school's outreach program provides marine-theme enrichment services for thousands of elementary and middle school students in Miami-Dade County. Outreach programs emphasize environmental science and career opportunities. School site services include two mobile science laboratories--the Land SHARC (Science Hands On and Related Careers) and Weather on Wheels (WOW). National Board Certified Teachers serve as mentors to teachers within the school and throughout the district. Teachers have served on district and state committees and on editorial boards for professional publications.

PART V – CURRICULUM AND INSTRUCTION

1. CURRICULUM

MAST Academy is a marine-theme school of choice accredited by the Southern Association of Colleges and Schools. With a challenging curriculum integrating sciences and technology, MAST offers three majors: Maritime Related Industries, Oceanic and Atmospheric Science Technology, and Marine Studies and Culture. Students follow a prescribed course of study to

meet the requirements of a major. Core courses can be used to satisfy the requirements of the different majors and course offerings may cross curriculum requirements within the majors. MAST has integrated online courses through the Florida Virtual School and offers dual enrollment courses through partnerships with local colleges and universities in order to offset the limitations of a small school. The curriculum is supported by laptop computers, foreign language lab stations, graphing calculators, Smart Boards, overhead digital projection systems, and Internet and email access.

The language arts curriculum is literature-based and focuses on reading, writing, listening, critical thinking, and speaking skills. Assessments include essays, presentations, projects, publications, debates, and performances. Students must take four years of language arts. Most students enroll in honors level courses, but course levels range from regular to Advanced Placement (in Grades 11 and 12). Additional electives include Creative Writing, Journalism I-IV, Film Studies, and Literature of the Sea I and II. Independent Research in Literature is offered as a specialized independent study course. Ethics and Leadership is an elective class offered in lieu of the school's mandatory senior internship requirement.

The mathematics curriculum includes college preparatory courses requiring application and experimentation. Curriculum includes traditional Algebra I and Honors Algebra II, traditional and Honors Geometry, Analysis of Functions, Discrete Mathematics, Pre-Calculus, Honors Calculus, Advanced Placement Calculus AB, and Advanced Placement Statistics.

The science curriculum is laboratory-based. Course offerings include Earth and Space Science, as well as traditional, honors and Advanced Placement Biology, Chemistry, Physics, Marine Biology, and Environmental Science. Unique courses to MAST include Intel Research I and II, Honors Solar Energy I and II, as well as the dual enrollment offerings of Introduction to Engineering Drawing and Computer-Assisted Design.

The social studies curriculum encourages students to examine social, political and economic concepts and issues in the context of World and American History, government, economics, and law studies. Students have the option of taking Advanced Placement American History, United States Government and Politics, and Micro or Macro Economics.

MAST offers four years of Spanish and French, including Advanced Placement courses. The unique multicultural environment of South Florida necessitates the offering of Spanish for Native Speakers Levels I and II. Latin I and II are available as online courses.

The fine arts curriculum includes instrumental techniques, Computer Graphics showcase, and chorus. Career education at MAST incorporates a broad curriculum ranging from a distinctive Family & Consumer Science Program to course offerings in Business Technology Education and Materials Processes Technology. Course offerings within Family & Consumer Science include dual enrollment courses in hospitality and culinary arts.

MAST Academy also has the only United States Coast Guard JROTC program in the nation, created by an act of the United States Congress in 1989.

Through the school's unique water-based physical education program, certification is available in lifeguarding, water safety, CPR, and SCUBA.

2B. ENGLISH

The English—or Language Arts—curriculum at MAST Academy is one of the school's greatest strengths. Students must take four years of English to meet the graduation requirement established by the District. Required courses in grades 9-12 are offered at the regular, honors, and Advanced Placement (AP) levels (in Grades 11-12). Many students opt to enrich their high school experience by taking additional Language Arts electives such as journalism, yearbook, creative writing, and literature of the sea. The MAST Academy English curriculum is both reading and writing intensive.

All students at this school receive a required summer reading list, regardless of what level of study they have chosen for the academic year. As a student moves from one year to the next, she experiences a range of reading experiences—from Ender's Game, Speak, and Monster in ninth grade, to Siddartha, The Color of Water, and Like Water for Chocolate in tenth. Eleventh and twelfth graders read works by Shakespeare, Hurston, Fitzgerald, Julia Alvarez, Dos Passos, Atwood, Wilde, Dickens, Wordsworth, Tolstoy, Hawthorne, and Lewis Carroll. When school starts we hold students accountable for the reading through class discussion, reading quizzes, analytical essays, and seminar presentations. Once the school year begins, students encounter additional titles—representing all periods and genres, from antiquity to the present, from poetry and drama to the post-modern novel.

Students whose reading skills need strengthening (typically FCAT Level 1-2 students) are required to take Intensive Reading. In 2005-2006, we have forty-eight students enrolled in two sections of the reading course. Instruction in reading strategies and frequent assessments are not the sole focus of MAST Academy's intensive reading program. The goal of this program is to turn reluctant readers into life-long readers. The tempo of instruction is upbeat, the classroom atmosphere is relaxed, and resources are abundant. The result is that students love the course, respond to its content, and are learning not just how to read but also to love reading. This year, the eight students required to retake the reading section of the FCAT passed. Every one of these students has shown dramatic improvement in the required reading assessment, but, more important, they are all active, skilled, and engaged readers.

3. MATHEMATICS, SCIENCE, ART, ETC.

A benefit of the school's block scheduling is that students can engage in laboratory exercises designed for more depth and focus than a standard one-hour period provides. In addition to core biology, chemistry, physics, each with optional Honors and AP extensions, supporting electives make use of the school's marine theme. A unique bayside campus provides opportunities for marine science studies, including marine biology, where students set up and maintain salt water aquaria and participate in research projects with the University of Miami and NOAA researchers. Marine biology students are afforded an expanded curriculum which includes material on navigation, diving physics, and research methods in addition to marine biology topics.

Other science electives include an innovative program in solar and alternative energy where, in addition to a rigorous inquiry-based curricula, students organize an annual *Contemporary Issues In Science* forum, inviting experts from diverse fields of academics and policy planning to participate. The program culminates in the *Solar Celebration* where students display their

innovative projects. Students from schools across the county and local scientists are invited to participate.

Complementing a strong science program is the school's mathematics program, which offers courses through AP Calculus and electives, including AP Statistics and Discrete Math. Several barometers point to the success of the school's mathematics and science programs: Student activism through honor societies and interest clubs, student participation in conferences and competitions at the local, state, and national levels, and a high student enrollment in the most demanding math and science courses. As well, MAST Academy students typically score at the top of state rankings in math and science on the FCAT.

Drawing from local universities and colleges, on-site dual enrollment courses in oceanography, marine geology, meteorology and astronomy enrich MAST's curriculum; guest speakers add additional relevance and dimension to course topics and student research.

4. INSTRUCTIONAL METHODS

MAST Academy uses a range of instructional methods to improve student learning. To help analyze instructional strengths and limitations and make recommendations as to how the school can build upon strengths, MAST used a survey developed by the National Study of School Evaluation (NSSE). Overall, the NSSE analysis yielded that the quality of instruction at MAST Academy is one of the school's most obvious strengths as evidenced by the consistently superior academic performance of students. MAST teachers have been trained in classroom technology and software applications as well as research-based programs such as CRISS (Creating Independence through Student-owned Strategies) which centers on the metacognitive skills that help students evaluate and improve their own reading strategies. Teachers view the barrier island on which MAST sits and the waters of Biscayne Bay as extensions of the classroom. Science, art, and humanities classes are frequently out of the classroom collecting specimens, tagging sharks, assisting with reforestation efforts in hurricane-impacted areas of South Florida, taking digital photos, even reading and writing poetry. Math classes use breezy atrium areas for their projects and art students display their work in galleries forged from corridors. Instructional methods at this school are as varied as the learning styles of students. A combination of lecture, peer teaching, discussion and analysis, and project-based learning characterizes the preponderance of classes at this school. The school's Coast Guard JROTC program is exemplary for its utilization of several teaching methods. Maritime Science is the four-year elective Coast Guard JROTC course of study concentrating on the development of character and leadership skills. The program is run by cadet students in a military type organizational structure. Students are taught leadership and management skills and given the opportunity to use those skills within the JROTC functional structure. Maritime-based studies and activities related to navigation and seamanship form the foundation of this unique program.

5. PROFESSIONAL DEVELOPMENT

Professional development at MAST Academy is driven by goals established in our School Improvement Plan (SIP) which is itself data driven and reflected in each teacher's Individual Professional Development Plan. As our ten SIP goals in 2005-2006 are diverse, so too are our professional development opportunities. For the reading goal, teachers are trained in CRISS

(Creating Independence through Student-Owned Strategies). For the math goal, teachers attend FCAT-related workshops. For the writing goal, teachers are trained to use a range of web-based practice products and are encouraged to attend the summer writing workshops. In the past five years, the school has emphasized technology training; the majority of teachers participated in *Intel Teach to the Future*. During 2004-2005, two teacher technology mentors held workshops on Saturdays and after school to train teachers in programs that ranged from Microsoft *Excel* and *Inspiration* to *Atomic Learning* and software to facilitate project- based learning. During the summer of 2005, teachers participated in a technology workshop for five days. This year technology training has focused on training in using the District's eGradebook. Teachers have also been trained in a courseware option called MAST Academics, an Internet-based course management system. As recently as last week teachers were introduced to emerging technologies such as podcasts and educational simulations. This training has mainly taken place during Early Release Days. In addition, the administration provides funds for teachers to attend state and national conferences as a means to strengthen instructional strategies. Student achievement has benefited as indicated in the percentage increase of students at or above grade level on the FCAT.

PART VII - ASSESSMENT RESULTS

MAST Academy
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject Reading Grade 10 Test FCAT-SSS

Edition/Publication Year 2002-2005 Publisher Florida Department of Education

The FCAT reports each student's Scale Score which is then assigned an achievement level from 1 to 5.
Testing months: February – March

Level 5 = Advanced **Level 4** = Proficient **Level 3** = Grade Level **Level 2** = Basic **Level 1** = Below Basic

SCHOOL SCORES	2004-2005	2003-2004	2002-2003
% At or Above Grade Level	79	74	89
% At or Above Proficient	50	52	74
% At or Above Advanced	35	36	48
Number of students tested	144	152	141
Percent of total students tested	100	100	100
# of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Grade Level	90	87	97
% At or Above Proficient	57	66	84
% At or Above Advanced	38	45	67
Number of students tested	42	47	48
2. Black			
% At or Above Grade Level	69	62	69
% At or Above Proficient	31	39	42
% At or Above Advanced	23	12	18
Number of students tested	26	26	33
3. Hispanic			
% At or Above Grade Level	76	72	91
% At or Above Proficient	53	48	81
% At or Above Advanced	38	39	50
Number of students tested	68	67	52
4. Asian/Pacific Islander*			
Number of students tested	5	8	5
5. Multiracial*			
Number of students tested	3	4	3
6. Free or Reduced Lunch			
% At or Above Grade Level	63	64	69
% At or Above Proficient	37	38	54
% At or Above Advanced	16	28	24
Number of students tested	43	39	33
7. Not Free or Reduced Lunch			
% At or Above Grade Level	86	78	94
% At or Above Proficient	57	56	79
% At or Above Advanced	44	38	55
Number of students tested	101	112	108

*No data are reported when fewer than ten students were tested or if any percentage equals 100.

MAST Academy
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject Mathematics Grade 10 Test FCAT-SSS

Edition/Publication Year 2002-2005 Publisher Florida Department of Education

The FCAT reports each student's Scale Score which is then assigned an achievement level from 1 to 5. Testing months: February – March

Level 5 = Advanced **Level 4** = Proficient **Level 3** = Grade Level **Level 2** = Basic **Level 1** = Below Basic

SCHOOL SCORES	**2004-2005**	**2003-2004**	**2002-2003**
% At or Above Grade Level	96	97	100
% At or Above Proficient	76	79	89
% At or Above Advanced	24	30	41
Number of students tested	144	152	141
Percent of total students tested	100	100	100
# of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Grade Level	95	100	100
% At or Above Proficient	76	87	100
% At or Above Advanced	26	36	48
Number of students tested	42	47	48
2. Black			
% At or Above Grade Level	100	97	100
% At or Above Proficient	54	66	63
% At or Above Advanced	8	8	21
Number of students tested	26	26	33
3. Hispanic			
% At or Above Grade Level	94	94	100
% At or Above Proficient	82	78	92
% At or Above Advanced	28	33	46
Number of students tested	68	67	52
4. Asian/Pacific Islander*			
Number of students tested	5	8	5
5. Multiracial*			
Number of students tested	3	4	3
6. Free or Reduced Lunch			
% At or Above Grade Level	91	94	100
% At or Above Proficient	65	66	73
% At or Above Advanced	5	38	21
Number of students tested	43	39	33
7. Not Free or Reduced Lunch			
% At or Above Grade Level	98	97	100
% At or Above Proficient	81	84	93
% At or Above Advanced	32	31	47
Number of students tested	101	112	108

*No data are reported when fewer than ten students were tested or if any percentage equals 100.

MAST Academy
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject Reading Grade 9 Test FCAT-SSS

Edition/Publication Year 2002-2005 Publisher Florida Department of Education

The FCAT reports each student's Scale Score which is then assigned an achievement level from 1 to 5.
Testing months: February – March

Level 5 = Advanced **Level 4** = Proficient **Level 3** = Grade Level **Level 2** = Basic **Level 1** = Below Basic

SCHOOL SCORES	**2004-2005**	**2003-2004**	**2002-2003**
% At or Above Grade Level	84	75	74
% At or Above Proficient	59	43	45
% At or Above Advanced	29	21	26
Number of students tested	132	143	145
Percent of total students tested	100	100	100
# of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Grade Level	88	78	83
% At or Above Proficient	56	60	53
% At or Above Advanced	31	25	30
Number of students tested	32	40	44
2. Black			
% At or Above Grade Level	71	76	68
% At or Above Proficient	34	28	47
% At or Above Advanced	10	8	9
Number of students tested	21	25	22
3. Hispanic			
% At or Above Grade Level	83	74	67
% At or Above Proficient	60	43	38
% At or Above Advanced	32	23	25
Number of students tested	65	71	68
4. Asian/Pacific Islander*			
Number of students tested	3	5	8
5. Multiracial*			
Number of students tested	10	2	3
6. American Indian/Alaskan*			
Number of students tested	1	0	0
7. Free or Reduced Lunch			
% At or Above Grade Level	76	63	76
% At or Above Proficient	45	27	38
% At or Above Advanced	21	10	19
Number of students tested	38	42	37
8. Not Free or Reduced Lunch			
% At or Above Grade Level	87	82	73
% At or Above Proficient	64	54	47
% At or Above Advanced	32	26	28
Number of students tested	94	101	107

*No data are reported when fewer than ten students were tested or if any percentage equals 100.

MAST Academy
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Reference Test

Subject Mathematics Grade 9 Test FCAT-SSS

Edition/Publication Year 2002-2005 Publisher Florida Department of Education

The FCAT reports each student's Scale Score which is then assigned an achievement level from 1 to 5.
Testing months: February – March

Level 5 = Advanced **Level 4** = Proficient **Level 3** = Grade Level **Level 2** = Basic **Level 1** = Below Basic

SCHOOL SCORES	**2204-2005**	**2003-2004**	**2002-2003**
% At or Above Grade Level	96	93	94
% At or Above Proficient	70	66	62
% At or Above Advanced	31	22	23
Number of students tested	132	143	145
Percent of total students tested	100	100	100
# of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Grade Level	97	93	96
% At or Above Proficient	76	63	73
% At or Above Advanced	38	23	25
Number of students tested	32	40	44
2. Black			
% At or Above Grade Level	95	96	90
% At or Above Proficient	48	48	45
% At or Above Advanced	10	12	9
Number of students tested	21	25	22
3. Hispanic			
% At or Above Grade Level	95	94	88
% At or Above Proficient	74	73	59
% At or Above Advanced	34	27	28
Number of students tested	65	71	68
4. Asian/Pacific Islander*			
Number of students tested	3	5	8
5. Multiracial*			
Number of students tested	10	2	3
6. American Indian/Alaskan*			
Number of students tested	1	0	0
7. Free or Reduced Lunch			
% At or Above Grade Level	95	93	92
% At or Above Proficient	46	55	49
% At or Above Advanced	24	17	19
Number of students tested	38	42	37
8. Not Free or Reduced Lunch			
% At or Above Grade Level	97	95	91
% At or Above Proficient	71	72	66
% At or Above Advanced	34	25	25
Number of students tested	94	101	107

*No data are reported when fewer than ten students were tested or if any percentage equals 100.