

ACADEMIES INCLUDED

For PHASE I Data Collection, 2 Career and Professional (CAPE) academies from each district were highlighted. These academies had been in operation a minimum of two years, and each were serving at least 50 students. Each academy selects a career field emphasis based on student and community needs.

PHASE I SELECTED ACADEMIES

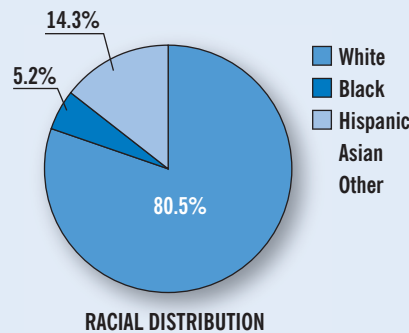
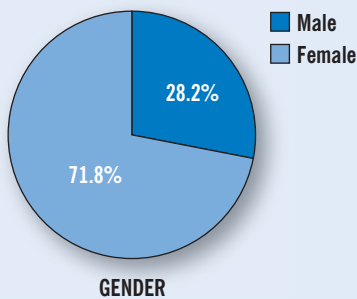
Criminal Justice - Provide students with a focus on various aspects within the criminal justice field. Program leads to:

- Gold Seal Bright Future scholarship
- Weighted credit in Dual Enrollment
- Honor classes for GPA

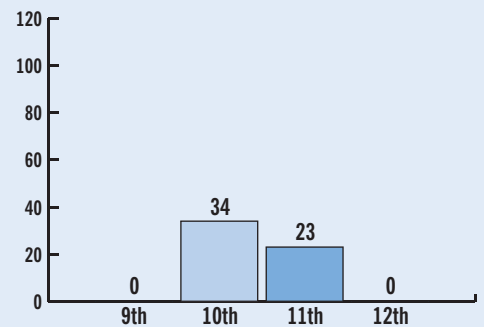
Health Science - prepare students for possible career opportunities and continuing education related to health care. Program leads to:

- Gold Seal Bright Future scholarship
- Weighted credit in Dual Enrollment
- Honor classes for GPA
- Industry Certification such as CNA

DEMOGRAPHICS



TOTAL # ACADEMY STUDENTS = 57



OTHER FACTORS (AT-RISK AND BEHAVIORAL INDICATORS)

ACADEMIES	SCHOOLS	DISTRICT
51%	60%	68%
% OF STUDENTS ON FREE/REDUCED LUNCH		

ACADEMIES	SCHOOLS	DISTRICT
93.5%	NR†	NR†
% AVERAGE DAYS IN MEMBERSHIP ATTENDED		

ACADEMIES	SCHOOLS	DISTRICT
1.5%	44.6%	22.9%
% OF STUDENTS WITH IN/OUT OF SCHOOL SUSPENSION		

STANDARDS OF PRACTICE

A group of national organizations supporting the development of career and professional academies developed a set of ten key elements of successful CAPE academies research has shown that academies which have these elements firmly in place will be most successful at reaching students.

NOTE: Standards are based on self-assessment:
Fully Implemented = 2; Partially Implemented = 1;
Not Yet Implemented = 0

STANDARD	DISTRICT	REGION
I. Defined Mission and Goals	2.00	1.94
II. Academy Structure	2.00	1.87
III. Host District and High Schools	2.00	1.82
IV. Faculty and Staff	2.00	1.91
V. Professional Development	1.33	1.82
VI. Governance and Leadership	1.00	1.45
VII. Curriculum and Instruction	2.00	1.85
VIII. Employer, Higher Education and Community Involvement	1.00	1.70
IX. Student Assessment	2.00	1.86
X. Cycle of Improvement	0.67	1.36

† Indicates Data Not Reported.



CAREER AND PROFESSIONAL (CAPE) ACADEMIES PROGRAM OUTCOMES

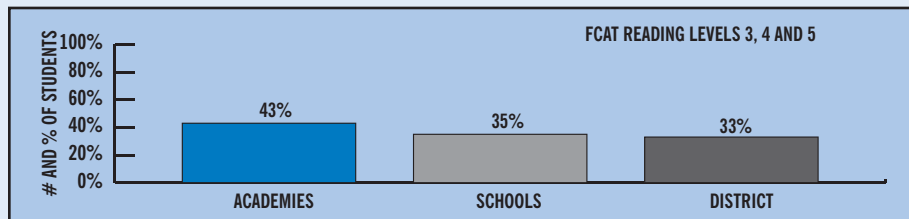
CAPE LEGISLATION IN FLORIDA IS AIMED AT ACCOMPLISHING TWO MAJOR GOALS:

GOAL 1

Improving secondary school academic performance by providing rigorous and relevant curriculum.

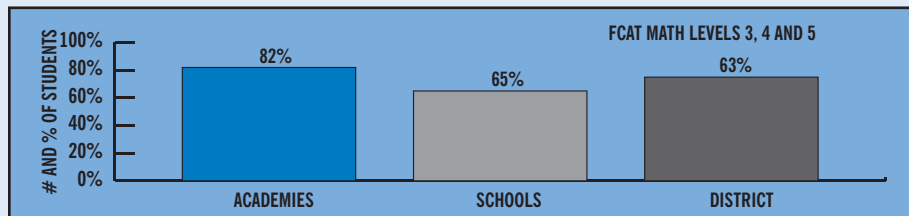
Indicators of improved academic performance will be provided by reported FCAT performance.

FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) PROFICIENCY



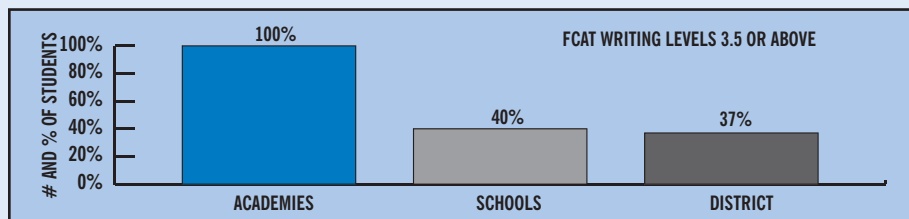
READING PROFICIENCY

The graduation requirement is scoring at or above 300 on the FCAT.



MATHEMATICS PROFICIENCY

The graduation requirement is scoring at or above 300 on the FCAT.



WRITING PROFICIENCY

Writing is tested using a "prompt" for 10th graders to write an Explanatory or Persuasive piece. Scoring 3.5 or above is Proficient.

SAT AND ACT COLLEGE ENTRANCE EXAMINATION

The SAT and ACT are used interchangeably to reflect readiness for post-secondary academic work.

SAT

	% TAKING	SCORE
ACADEMIES	NR†	NR†
SCHOOLS	9.1%	949
DISTRICT	7.5%	973

SAT Maximum Score: 1600

ACT

	% TAKING	SCORE
ACADEMIES	19%	20.3
SCHOOLS	57.9%	18.6
DISTRICT	67.1%	18.4

ACT Maximum Score: 36

GOAL 2

Increasing post-secondary level preparation leading to High School graduation and completion of industry certifications.

Leading indicators for post-secondary level success will be provided by High School and Academy completion rates*, and industry certifications earned.

HIGH SCHOOL GRADUATION

	ACADEMIES	SCHOOLS	DISTRICT
4-YEAR COMPLETION	NR†	80.1%	78%
DROPOUT RATE	NR†	5.6%	3.5%

ACADEMY PROGRAM COMPLETION

	ACADEMIES
PROGRAM COMPLETION RATES	NR†

* Each academy may define program completion requirements differently as determined by school district policy and industry certification needs.

† Indicates Data Not Reported.