

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

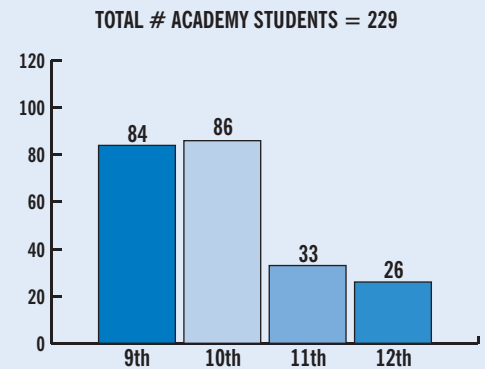
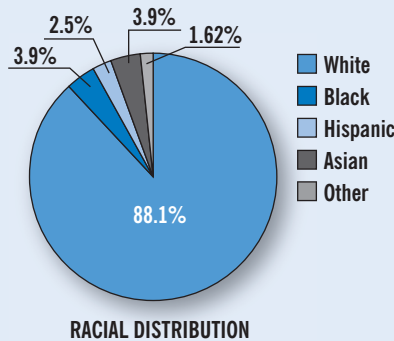
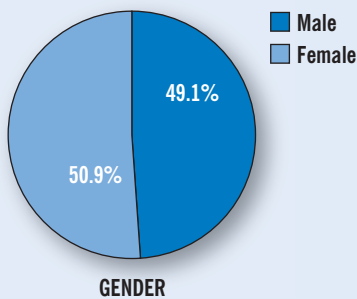
Design & Construction - Three programs of study: Architectural Drafting/Construction Management, Interior Design, and Fashion Design. Program leads to:

- Develop a portfolio of work/accomplishments through time in the academy
- College Credits
- Job shadowing/internship in chosen field of study
- Scholarship opportunities from specific industry

Aerospace - A supportive small learning community for students to explore careers in aerospace. Program leads to:

- Tuition savings at ERAU
- College Credits
- Learn flying techniques using flight simulators

DEMOGRAPHICS



OTHER FACTORS (AT-RISK AND BEHAVIORAL INDICATORS)

ACADEMIES	SCHOOLS	DISTRICT
8.6%	14%	20%
% OF STUDENTS ON FREE/REDUCED LUNCH		

ACADEMIES	SCHOOLS	DISTRICT
96.3%	94%	95%
% AVERAGE DAYS IN MEMBERSHIP ATTENDED		

ACADEMIES	SCHOOLS	DISTRICT
10.3%	21.9%	9.6%
% 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	1.83	1.94
II. Academy Structure	1.70	1.87
III. Host District and High Schools	1.67	1.82
IV. Faculty and Staff	2.00	1.91
V. Professional Development	1.83	1.82
VI. Governance and Leadership	1.75	1.45
VII. Curriculum and Instruction	1.80	1.85
VIII. Employer, Higher Education and Community Involvement	2.00	1.70
IX. Student Assessment	2.00	1.86
X. Cycle of Improvement	2.00	1.36



CAREER AND PROFESSIONAL (CAPE) ACADEMIES PROGRAM OUTCOMES

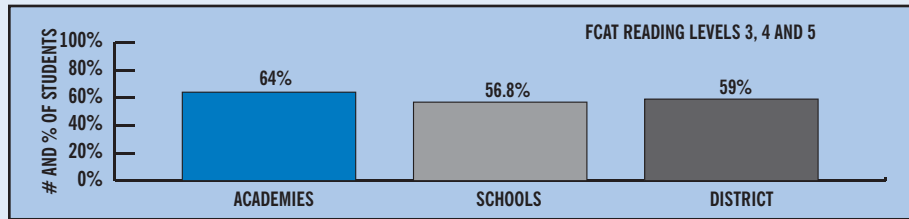
CAPE LEGISLATION IN FLORIDA IS AIMED AT ACCOMPLISHING TWO MAJOR GOALS:

GOAL 1

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

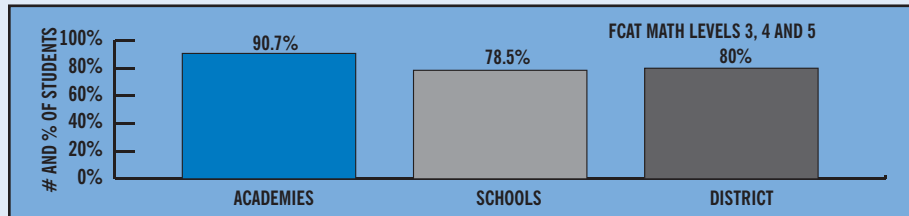
Indicators of improved academic performance will be provided by reported FCAT performance.

FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) PROFICIENCY



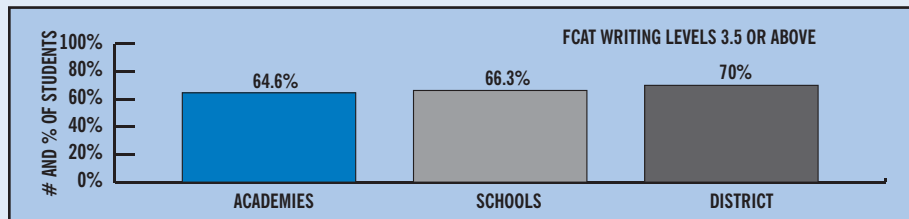
READING PROFICIENCY

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	87.5%	1072
SCHOOLS	62%	1030
DISTRICT	63%	1057

SAT Maximum Score: 1600

ACT

	% TAKING	SCORE
ACADEMIES	66.5%	21.8
SCHOOLS	50.5%	21.4
DISTRICT	49%	22

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	100%	89.7%	89.4%
DROPOUT RATE	0%	3.4%	1.3%

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.