

**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 Ms. Ellen VanArsdale  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name A. W. Dreyfoos, Jr. School of the Arts  
(As it should appear in the official records)

School Mailing Address 501 South Sapodilla Avenue  
(If address is P.O. Box, also include street address.)

West Palm Beach Florida 33401-6009  
City State Zip Code+4 (9 digits total)

County Palm Beach State School Code Number\* 500395

Telephone (561) 802-6000 Fax (561) 802-6099

Web site/URL www.awdsoa.org E-mail vanarse@palmbeach.k12.fl.us

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

District Name Palm Beach County Tel. (561) 434-8000

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

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **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 OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
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

---

### DISTRICT

1. Number of schools in the district:

<u>108</u>	Elementary schools
<u>32</u>	Middle schools
<u>0</u>	Junior high schools
<u>32</u>	High schools
<u>4</u>	Other
<hr/> 176	TOTAL

2. District Per Pupil Expenditure: \$6,415.00

Average State Per Pupil Expenditure: \$6,087.00

### SCHOOL (To be completed by all schools)

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 4 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	117	242	359	
2					10	125	226	351	
3					11	110	216	326	
4					12	109	192	301	
5					Other				
6									
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>						1337

6. Racial/ethnic composition of the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>68</u>   | % White                          |
| <u>15.6</u> | % Black or African American*     |
| <u>13</u>   | % Hispanic or Latino             |
| <u>3</u>    | % Asian/Pacific Islander         |
| <u>0.4</u>  | % American Indian/Alaskan Native |
| <u>100</u>  | % Total                          |

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

\*Includes multi-racial students.

7. Student turnover, or mobility rate, during the past year: 0.6 %  
 [This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	0
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	8
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	8
<b>(4)</b>	Total number of students in the school as of October 4	1337
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	0.0059215
<b>(6)</b>	Amount in row (5) multiplied by 100	0.592154

8. Limited English Proficient students in the school: 0.1 %  
14 Total Number Limited English Proficient  
 Number of languages represented: 23

Specify languages: Arabic, Benjali (Bangia), Chinese (Zhongwen), Chuukese (Trukese), Finnish (Suomi), French, German, Haida, Haitian Creole (includes French Creole), Hebrew (Iwrith), Jamaican Creole (includes Patois), Japanese (Bahasa Jawa), Korean (Choson-o), Kutenai (indigenous language of Americas), Mam (indigenous language of Americas), Polish, Portuguese, Rumanian (Romanian), Russian, Spanish, Tagalog, Thai and Vietnamese.

9. Students eligible for free/reduced-priced meals: 0.9 %

Total number students who qualify: 118

10. Students receiving special education services: 0.4%  
55 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>    </u> Autism	<u>  2  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 47 </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>  6 </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>  4  </u>	<u>    </u>
Classroom teachers	<u> 83 </u>	<u>  5 </u>
Special resource teachers/specialists	<u>  1 </u>	<u>    </u>
Paraprofessionals	<u>  1 </u>	<u>    </u>
Support staff	<u> 29 </u>	<u>    </u>
Total number	<u>118</u>	<u>  5 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1
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. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	99%	99%	99%	99%	99%
Daily teacher attendance	99%	98%	99%	99%	98%
Teacher turnover rate	5%	8%	10%	10%	12%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

The dropout and drop-off rates at Alexander W. Dreyfoos, Jr. School of the Arts (DSOA) are 0%. The school is a magnet arts program that students apply and audition to attend from throughout the School District of Palm Beach County. A student that leaves DSOA either returns to the high school zoned for the area they reside in or transfers to another school district to complete their high school degree.

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

Graduating class size	301
Enrolled in a 4-year college or university	89%
Enrolled in a community college	10%
Enrolled in vocational training	0%
Found employment	1%
Military service	0%
Other (travel, staying home, etc.)	0%
<u>Unknown</u>	<u>0%</u>
<b>Total</b>	<b>100 %</b>

## **PART III - SUMMARY**

---

The Alexander W. Dreyfoos, Jr. School of the Arts (DSOA) is Palm Beach County's premier arts choice public high school serving 1337 students in the nation's fifteenth largest school district. The school makes its home in several historic buildings on nineteen and one half acres, across the street from the Raymond F. Kravis Center for the Performing Arts, in the heart of West Palm Beach's City Place. The school first opened its doors in 1990 in Mangonia Park, moving in 1997 to its present location, which is the site of the state's oldest high school. The school had been closed was saved from demolition by a 33 million dollar historic restoration. It is within this rich historical heritage that DSOA students excel each day in their pursuit of the arts and rigorous academic endeavors.

DSOA was created to provide both an outstanding arts education and a strong academic program for students of exceptional ability in the arts. At the core of the school's vision is the belief that the school has a unique student population selected on the basis of artistic talent and that these talented students deserve to be provided with the tools necessary to pursue the arts at the college, conservatory, or professional level. The school also was created with the belief that strong art and academic programs stimulate excellence in all facets of artistic and intellectual endeavors. As the only arts high school in the second geographically largest county east of the Mississippi, DSOA attracts a highly talented and ethnically diverse student population representing a wide range of socioeconomic backgrounds. Many of these students commute long distances for the opportunity to pursue a high school education that is rigorous and challenging.

Admission to the DSOA is highly competitive. Each year approximately 1756 students audition for 350 to 400 spaces. After an audition designed to identify artistic talent and motivation, students who are selected are offered admission into one of six art disciplines: Dance, Theatre, Communications, Music (Instrumental and Vocal), Visual Arts (Fine Arts and Media Arts) and Photo, Film and Digital Media. Once admitted, students are required to maintain a grade point average of 2.0 in academic areas and 3.0 in their art area in order to remain at the school. State and school assessments indicate that the majority of students at DSOA perform above average and better than other student populations not just in the county, but the state and nation. Students maintain a school-wide unweighted grade point average (GPA) of 3.11 and an honors point average of 3.42. At least 97 percent go on to institutions of higher learning.

Each year students at DSOA take seven classes. At least two must be in the student's art area. To provide sufficient time for their art courses, the school operates on a block schedule with three 100 minute and one 50 minute classes per day.

Delivery of outstanding artistic and academic educational programs requires greater funding than what is normally allocated to public schools for traditional programs. Therefore, in 1983 community leaders had the vision to establish the School of the Arts Foundation, Inc. (SOAFI), a non-profit direct support organization created to benefit and support the school. Since then, DSOA's annual budget has been supplemented with funds raised to enhance the arts and academic programs and to fund the needs and opportunities that the School District cannot fund. Through its economic support, SOAFI strives to free the faculty and students to expand their creative experiences and think "out of the box" regarding what is possible in a non-traditional public school. Since inception in 1983, SOAFI has provided the school with over \$5,000,000 in school benefits in private support as a testament to the high regard with which the school is held in the community. Additionally, SOAFI has an endowment fund of over \$1.6 million that annually generates funds for scholarships, the science department and other needs.

DSOA is academically ranked fifth in the State of Florida, 33rd in the nation by *Newsweek*. In addition, the quality of instruction and achievement of its students is recognized internationally.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

---

1. **Assessment Results:** The Florida Comprehensive Assessment Test (FCAT) is the statewide-standardized evaluation method used to measure academic performance and success in math, reading, writing, and science. The FCAT is comprised of two components. First, criterion-referenced tests (CRT) measure benchmarks reflected in the Sunshine State Standards (SSS), Florida's curriculum objectives. Second, norm-referenced tests (NRT) measure the performance of students against national norms in reading and math. Student achievement in the SSS tested on the FCAT is measured by levels, ranging from 1 to 5, with level 5 being the highest.

The Florida Department of Education (FDOE) assesses the results of the FCAT and assigns each school in the state a letter grade based on their performance results. Since 2001-2002, each school earns a letter grade based not only on the learning gains of all students participating in the testing process, but more importantly on the learning gains made by the lowest 25%. With the exception of 1999-2000, Alexander W. Dreyfoos, Jr. School of the Arts (DSOA) has earned an A for each year since 1998-1999. In 2006, DSOA was one of two high schools in Palm Beach County to achieve an A.

To receive an A in 2005-2006, a minimum of 410 points were required, in addition to meeting adequate progress of the lowest students in reading, and testing at least 95% of eligible students. A student who achieved a level 3, 4, or 5 in an area met the standard, according to FCAT assessment. For each percent of students who scored in levels 3, 4, or 5 in reading and 3, 4, or 5 in math, the school earned one point. The school also earned one point for each percent of students in the lowest 25% in levels 1, 2, or 3 in reading who made learning gains from the previous year. Adequate progress was achieved if at least 50% made gains.

Dreyfoos earned 508 points based on the state's scoring system. In 2005-2006, Dreyfoos had 71% of its lowest 25% make learning gains in reading; this was an increase from 69% in 2004-2005 and 58% in 2003-2004. In the same year, 81% of Dreyfoos' lowest 25% made learning gains in math, a 7% increase since 2001-2002. In 2005-2006, 99% of all students required to take the FCAT were tested. Among this population, 29% were minority students and 8% qualified for free or reduced lunch. The percent of our minority population and recipients of free/reduced lunch have increased since subgroup breakdown was indicated beginning in 2002-2003.

Information regarding Dreyfoos School of the Arts' FCAT performance and assessment breakdown can be found at [http://schoolgrades.fl DOE.org/default.asp?action=verifySelectionSchool&report=SG&districts=50&schoolYear=2005-2006%2C2004-2005%2C2003-2004%2C2002-003%2C2001-2002%2C2000-2001%2C1999-2000%2C1998-1999&school\\_grade=&level=School&school\\_Numbers=500395](http://schoolgrades.fl DOE.org/default.asp?action=verifySelectionSchool&report=SG&districts=50&schoolYear=2005-2006%2C2004-2005%2C2003-2004%2C2002-003%2C2001-2002%2C2000-2001%2C1999-2000%2C1998-1999&school_grade=&level=School&school_Numbers=500395). Information regarding the Florida Comprehensive Assessment Test can be found at <http://firn.edu/doe/schoolgrades/pdf/2006SchoolGradesTAPpage17.pdf> and <http://www.firn.edu/doe/sas/fcat.htm>.

2. **Using Assessment Results:** The A.W. Dreyfoos, Jr. School of the Arts (DSOA) Curriculum Council uses assessment data to monitor and evaluate student learning. Results of student scores are also used to improve curriculum and instruction. Assessment results from the Florida Comprehensive Achievement Test (FCAT), Sunshine State Standards (SSS) Diagnostic Test, Education Data Warehouse Report (EDW), Scholastic Reading Inventory (SRI) and FCAT Florida Writes provide data to track student achievement. All 10th grade students and 59% of 11th grade students take the PSAT. Test scores from Advanced Placement (AP) exams are also used to help evaluate the success of students enrolled and determine the need for additional AP and Honors courses. DSOA has received international recognition from the College Board for the AP Studio Art courses it offers.

Learning Team Meeting (LTM) and Professional Development Days (PDD) are used to instruct faculty in reading and FCAT strategies to be used in their respective disciplines. A blueprint for school improvement and student achievement is reviewed and revised annually during preparation of a school improvement plan by the School Advisory Council (SAC). The SAC is an elected group of parents, teachers, administrative and support staff, as well as appointed community and business members.

With an art-focused curriculum, DSOA also evaluates student achievement with awards and recognition for student creative works. As appropriate to their art discipline, students are evaluated by both individual portfolio/performance evaluations monitored by professional arts instructors and the students' participation in local, state and national competitions.

**3. Communicating Assessment Results:** The Alexander W. Dreyfoos, Jr. School the Arts (DSOA) has the privilege of providing an outstanding arts centered education in concert with an exceptional academic program. Maintaining a standard of excellence requires a strong bond between the administration, faculty, students, parents and the broader community that can only be achieved through consistent and clear communication. The State of Florida educational funding formula does not cover the full cost of the arts centered faculty at DSOA. Therefore, the administration, School Advisory Council (SAC), School of the Arts Foundation, Inc. (SOAFI) and parents have, by necessity, focused on communicating the success of the School and its students and the need for outside resources to not only maintain, but to improve the arts centered academic achievements of the School.

The Art Area Parent Organizations for communication arts, dance, music, theatre and the visual arts provide the foundation for communicating the assessment results to parents and major stakeholders in the community. Annual participation in the development of the DSOA School Improvement Plan (SIP) clearly delineates the previous year's achievement and sets the bar for continued improvement. The SIP is posted on the DSOA web site as well as through the Edline user information for each student. Consistent with the President's "*No Child Left Behind*" policy, the DSOA administration and faculty are focused on the achievement of each individual child, which leads to the overall success of the high school. To that end, the DSOA communicates by mail; through their students; the marquee; the school's internal television programming; and the following:

- Florida Comprehensive Assessment Test (FCAT) Results
- Edline User Information
- Credit Summaries
- Masterpiece (Principal's Newsletter)
- Report Cards
- E-mail communications
- Preliminary Scholastic Aptitude Tests (PSAT) results
- Postcards/Flyers detailing school events
- Academic Improvement Plan (AIP)
- Publicity through community publications
- Individual Education Plan (IEP)
- Student 504 Plan
- Guidance newsletter and website
- Art Area Parent Organizations
- Scrolling Announcements on DSOA TV
- DSOA School Website
- Press Releases

4. **Sharing Success:** The Alexander W. Dreyfoos, Jr. School of the Arts (DSOA) has a diverse, talented group of educators and students who are always willing to share their successes with other teachers, students and schools. In the summer of 2006, DSOA began a project to help students who come from Title I middle schools (reduced and free lunch), who are English Speakers of Other Languages (ESOL) and who benefit from Exceptional Student Education (ESE) to audition and eventually gain entrance to DSOA. This program was two weeks in length, four days a week and offered four hours per day. Over 125 students attended this program. In the fall of 2006, the program continued in two selected middle schools, so that students could continue to hone their artistic skills for their audition, which will occur in the winter of 2007. One of the unique parts of this program was the DSOA mentor program, which encouraged student artists who currently attend DSOA to actually mentor middle school students from these Title I middle schools in order to help them with their audition preparation. Over 10 DSOA students participated in this volunteer mentorship program. DSOA instructors also share their talent with other educators. At this time, there are 9 DSOA instructors, both arts and academic, who have gained national certification through the National Board of Professional Standards. These instructors serve as mentors throughout the state of Florida for new teachers, other teachers who would like to become nationally certified or as workshop presenters for other teachers in their respective fields. In addition, our dean of the theatre department serves as an officer in the State Theatre Association and our dean of visual arts serves as the chairman of the regional National Scholastic Art and Writing Awards competition. In that capacity, both work with teachers and students from other schools to improve arts instruction.

In addition, the A.R.T.S. Club (Artists Reaching to Students and Seniors) performs at assisted living facilities and nursing homes during the school year. In June, they sponsor a summer camp for approximately 75 local children ages 6 to 11. The camp is staffed and organized by students in each of the five art areas: communications, dance, music, theatre and visual arts. Children spend each day from 8 am to 4 pm studying the arts with DSOA student mentors. On the last day of camp, children participate in a show for their parents and friends. The A.R.T.S. Club members also do fund raising activities to sponsor a minimum of 10 underprivileged children at camp each year.

## PART V – CURRICULUM AND INSTRUCTION

---

1. **Curriculum:** Offering cross-curricular integration of ten quality disciplines, Alexander W. Dreyfoos, Jr. School of the Arts (DSOA) continues to develop its creative and challenging curriculum. Currently, DSOA provides its students the opportunity to enroll in 23 Advanced Placement (AP) course offerings, along with other courses sanctioned by the Palm Beach County School District (PBCSD). Last year DSOA administered close to 1,650 AP exams and 56% of those exams were passed with a score of three or higher on a scale of 5.

Because DSOA is a premier choice arts program for the PBCSD, the AP courses range from AP Art History and AP Music Theory to AP Spanish Language to AP Human Geography and AP Physics. Realizing, that though some students may be exceptionally talented artistically, but lack the preparation to succeed at the same level academically, DSOA offers courses that meet all needs, such as American History, Integrated Mathematics, Intensive Reading and Intensive Mathematics. Meeting the needs of all students is reflected in the curriculum offered at DSOA.

A primary goal at DSOA is to achieve total integration of the arts with the academics. The Language Arts department is represented in two parts at DSOA: academically, language arts is mirrored in the core graduation requirements of English I Regular and English I Honors through English IV Regular and English IV Honors, with Advanced Placement courses offered at grades eleven and twelve; artistically, language arts is reflected in the Communication Arts department where students may advance their study of language arts in courses such as Speech, Debate, Journalism, TV Production, Film, and Creative Writing. The theatre department regularly interfaces with Language Arts, Social Studies, and Mathematics with Theatre History and Literature, Scenic and Lighting Design, and Acting. For example, geometry and algebra must be utilized in the building of scenery, and determination of appropriate lighting instruments to use in a theatre, respectively.

The other academic departments-- math, science, social science, physical education / health and foreign language-- are equally equipped with a spectrum of course offerings for all students of varying abilities. Though most of the courses are of a higher level, with the exception of the health science department, most academic disciplines house three AP offerings. DSOA is presently developing a track to offer AP French for the first time in 2008.

The remaining art disciplines-- music, dance, visual arts, and, just this year, digital media-- are like no other in the district. Whereas these course offerings are viewed as electives throughout the state, they are the heart and soul of success at DSOA. Prospective students audition to gain admission to DSOA and inherent in that process, alone, is the desire and motivation for the DSOA student to excel in an arts-based education. DSOA students typically begin at level three of the art courses and take courses in succession thereafter: Chorus III-VI, Vocal Technique III-VI, Orchestra III-VI, Instrumental Ensemble III-VI, Instrumental Ensemble III-VI, Music Theory I, II, III and AP, Printmaking I – AP Art Drawing Portfolio, Sculpture I, II, III, through AP Art 3D Portfolio are only a few of the many courses offered in each respective discipline and its respective level.

The success of DSOA can be proven empirically by its ability to meet or exceed district and state standards: FCAT, AYP, AP and scholarship monies awarded for achievement. Besides the obvious ability of its talented and accomplished staff to implement lessons, DSOA's success is also the direct result of its sound and rigorous curriculum.

2. **English:** The language arts curriculum at the Alexander W. Dreyfoos, Jr. School of the Arts (DSOA) is a solid program that affords each student the opportunity to succeed at his/her level, meet graduation requirements, and explore a variety of reading and writing genres. DSOA students, grades 9–12 matriculate through a comprehensive study of World, American and British literature including, but not limited to the respective era and author of the selection of study. Inherent in the actual study of the selections is the recognition of the genre and the characteristics, which classify it as such. Aligned with the literature is composition; composition is not explored in isolation. Within the study of composition and its various formats is the honing of vocabulary usage, mechanics, and grammar. Integrated in the literature and grammar texts are suggested composition and mechanical skills, respectively. Course offerings in the language arts curriculum meet the needs of all students. Advanced Placement (AP) English Literature Composition and AP English Language Composition are offered to students in grades eleven and twelve, primarily; these courses challenge students to read and write analytically at the highest secondary level. On the other hand, students who read below level or have with difficulty passing the reading portion of the Florida Comprehensive Assessment Test (FCAT)-- a graduation requirement, are placed in an Intensive Reading class, in addition to the core English class, to remediate skills.

3. **Additional Curriculum Area: Arts-Centered Education:** The Alexander W. Dreyfoos, Jr. School of the Arts (DSOA) provides an outstanding arts-centered education for students with exceptional ability in communication arts, dance, music, theatre, photography/film/digital media, or visual arts. The faculty and staff, in partnership with students, parents, and the community, strive to meet the individual and creative needs of these students. To this end, students participate in a variety of arts experiences both on and off campus.

Student produced publications include a literary magazine, a monthly news magazine and a yearbook. A daily-televised student produced show is used to convey current news stories, as well as showcase student achievements, films and talent. The speech and debate team travels to tournaments, as well as participating in local tournaments. Art exhibitions have openings during school hours to allow all students to participate and student music; dance and theatre performances are offered in the evening to afford both student and community involvement. Students take arts classes from master teachers who are certified in their subjects, as well as from artists in residents who have demonstrated careers in their artistic fields. Master classes are also offered to augment each program – including choreographers, conductors and visual artists.

The school has been a recipient of a Surdna Grant for the past two years, which has helped greatly in providing the master classes and other special opportunities for our students. Student alum return year after year and volunteer to give workshops and master classes to current students to inspire them in their arts and help them improve. The quality and depth of art instruction at DSOA is exceptional and continues to improve because of opportunities offered by the principal for students to give input into their experiences at DSOA at weekly Principal Lunch Forums. DSOA is alive and growing because of our ability to reflect on our experiences and grow as the needs of students change.

4. **Instructional Methods:** The Alexander W. Dreyfoos, Jr. School of the Arts (DSOA) staff presents a myriad of instructional methods to maximize student learning. Aside from the regular teacher-led instruction that is frequently accompanied with avid discussion, DSOA students are often exposed to guest lecturers or experts-in-the field who bring a reality and tactile experiences that the classroom cannot replicate. Enrichment activities, like performing at the Thespian Festival, seeing a production at the Kravis Center for the Performing Arts, visiting a marine lab in Key Largo to observe the south Florida marine ecosystems, or participating in local and national science competitions, add a practical dimension to improving student learning. Portfolio assessments and project-based assessments are other instructional methods embraced by staff, which reinforced the process of learning, rather than the end result. Utilizing cooperative learning is another instructional method that serves students well, in that

some students begin to comprehend a skill within the group more readily because it is explained by a peer, and other students reinforce their knowledge of a skill by engaging in discourse that requires an understanding of the skill to convey it. Using various instructional methods capitalize on efforts made to reach at least one of the students' learning modalities.

**5. Professional Development:** An important component to improve student achievement is professional development of the Alexander W. Dreyfoos, Jr. School of the Arts (DSOA) staff. Giving the faculty time to enhance and develop new skills as individual educators and as departments is beneficial to student achievement. Fortunately, our district supports professional development, in that it has a department that exists for that sole purpose. Learning Team Meeting (LTM) days are scheduled on the district calendar with the intent of providing teachers time to collaborate in a collegial setting. Currently, the focus of DSOA's professional development has centered on integrating technology within the instructional and administrative arenas, increasing the integration of academic and art instruction within the classrooms, using data and ongoing research to drive decisions related to curriculum, instruction and assessment. Technology programs, such as United Streaming, Turnitin.com and on-line databases support student learning. Professional development that fosters teacher development in other technology programs, like Grade Quick (Gq), Edline, LCD projectors and document cameras serve to update teacher resources, which in turn, benefit the students. Awarding in-service points toward teacher recertification is an incentive for teachers who use professional development teaching strategies and/or techniques in their instruction. Teachers are encouraged to share their trial experiences of newly implemented professional development teaching strategies and techniques, with the direct result benefiting students.

## **PART VII - ASSESSMENT RESULTS**

The Alexander W. Dreyfoos School of the Arts (DSOA) employs the Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS) State Criterion-Reference Test to evaluate academic performance in the areas of Reading/Writing, Mathematics and Science. The FCAT measures higher order cognitive skills; specifically, the ability to apply, synthesize, and evaluate information.

DSOA has been recognized as an “A” rated high school by the State of Florida. DSOA has the distinction of being named a “Five Star” school for the past five years by the state of Florida. DSOA is also the only art school ranked in Florida’s top five high performing high schools for outstanding academic achievement.

The FCAT-SSS serves as the state’s accountability measure for Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) Act of 2001. This state test is given annually to 9<sup>th</sup> and 10<sup>th</sup> grade students to ensure that they have mastered the curriculum content to progress to the next grade level. Students must pass the FCAT (Reading and Mathematics) at the 10<sup>th</sup> grade level in order to graduate from high school and proceed to post-secondary education.

The FCAT-SSS consists of multiple-choice questions and writing prompts. The test determines each student’s Scale Score, which is then assigned an achievement level from 1 to 5 (Level **5** = **Advanced**; Level **4** = **Proficient**; Level **3** = **Grade Level**; Level **2** = **Basic Level**; Level **1** = **Below Basic**).

Information regarding the DSOA performance on the FCAT-SSS for 9<sup>th</sup> and 10<sup>th</sup> grade students, covering the school test years 2001 through 2005, can be reviewed on the tables presented on the next eight pages.

**Alexander W. Dreyfoos, Jr. School of the Arts (DSOA)**

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

Subject: Reading  
Edition/Publication Year: 2001-2005

Grade: 9

Test: FCAT-SSS  
Publisher: Florida Department of Education

SCHOOL SCORES	2005	2004	2003	2002	2001
Testing month: February-March					
% Meet or Exceed Standard	84	75	75	71	67
% Exceed Standard	56	45	46	42	43
Number of students tested	344	349	346	340	351
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black</b>					
% At or Above Grade Level	86	63	69	41	47
% At or Above Proficient	44	26	45	14	32
% At or Above Advanced	17	11	20	7	12
Number of students tested	36	61	45	34	50
<b>2. Hispanic</b>					
% At or Above Grade Level	67	67	63	59	63
% At or Above Proficient	44	38	36	21	28
% At or Above Advanced	17	13	18	4	15
Number of students tested	30	48	33	24	48
<b>3. Female</b>					
% At or Above Grade Level	81	77	76	75	66
% At or Above Proficient	54	49	48	44	43
% At or Above Advanced	28	22	23	20	19
Number of students tested	229	226	232	215	228
<b>4. Male</b>					
% At or Above Grade Level	89	72	74	66	70
% At or Above Proficient	60	40	43	39	43
% At or Above Advanced	28	20	18	17	24
Number of students tested	115	123	114	125	123
<b>Florida State level</b>					
% At or Above Grade Level	36	32	31	29	N/A
% At or Above Proficient	16	13	13	12	N/A
% At or Above Advanced	6	5	5	4	N/A
Number of students tested	214984	214994	205965	204728	191518

\* No data are reported when fewer than 10 students were tested within a segment

**Alexander W. Dreyfoos, Jr. School of the Arts (DSOA)**

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

Subject: Mathematics  
Edition/Publication Year: 2001-2005

Grade: 9  
Publisher: Florida Department of Education

Test: FCAT-SSS

SCHOOL SCORES	2005	2004	2003	2002	2001
Testing month: February-March					
% Meet or Exceed Standard	96	91	91	87	85
% Exceed Standard	74	67	62	59	59
Number of students tested	344	349	346	341	350
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black</b>					
% At or Above Grade Level	83	77	84	57	64
% At or Above Proficient	50	49	57	20	37
% At or Above Advanced	20	17	15	3	15
Number of students tested	36	61	45	35	50
<b>2. Hispanic</b>					
% At or Above Grade Level	93	88	90	88	75
% At or Above Proficient	70	59	54	55	46
% At or Above Advanced	27	21	18	13	17
Number of students tested	30	48	33	24	48
<b>3. Female</b>					
% At or Above Grade Level	96	91	90	90	83
% At or Above Proficient	71	65	61	62	54
% At or Above Advanced	30	28	21	20	23
Number of students tested	229	226	232	216	227
<b>4. Male</b>					
% At or Above Grade Level	96	89	93	79	88
% At or Above Proficient	78	71	64	52	67
% At or Above Advanced	48	34	18	22	37
Number of students tested	115	123	114	125	123
<b>Florida State level</b>					
% At or Above Grade Level	59	55	51	47	N/A
% At or Above Proficient	29	27	23	21	N/A
% At or Above Advanced	9	8	6	6	N/A
Number of students tested	214360	214168	205079	203911	191094

\* No data are reported when fewer than 10 students were tested within a segment

**Alexander W. Dreyfoos, Jr. School of the Arts (DSOA)**

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

Subject: Reading

Grade: 10

Test: FCAT-SSS

Edition/Publication Year: 2001-2005

Publisher: Florida Department of Education

SCHOOL SCORES	2005	2004	2003	2002	2001
Testing month: February-March					
% Meet or Exceed Standard	77	77	80	75	77
% Exceed Standard	51	49	45	38	45
Number of students tested	320	332	334	341	307
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Black</b>					
% At or Above Grade Level	67	76	54	59	45
% At or Above Proficient	22	44	23	27	21
% At or Above Advanced	11	26	0	15	15
Number of students tested	54	40	32	43	43
<b>2. Hispanic</b>					
% At or Above Grade Level	71	66	75	69	57
% At or Above Proficient	40	28	21	28	34
% At or Above Advanced	29	17	8	14	27
Number of students tested	38	35	24	44	30
<b>3. Female</b>					
% At or Above Grade Level	79	74	84	74	73
% At or Above Proficient	52	50	46	36	44
% At or Above Advanced	36	35	29	22	29
Number of students tested	208	222	223	220	205
<b>4. Male</b>					
% At or Above Grade Level	73	85	73	77	83
% At or Above Proficient	52	47	43	41	45
% At or Above Advanced	32	30	26	28	28
Number of students tested	112	110	111	121	102
<b>Florida State level</b>					
% At or Above Grade Level	32	34	36	36	37
% At or Above Proficient	15	17	16	15	17
% At or Above Advanced	8	10	8	7	9
Number of students tested	179354	166955	167396	150178	144471

\* No data are reported when fewer than 10 students were tested within a segment

**Alexander W. Dreyfoos, Jr. School of the Arts (DSOA)**

Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)

State Criterion-Reference Test

Subject: Mathematics  
Edition/Publication Year: 2001-2005

Grade: 10  
Publisher: Florida Department of Education

Test: FCAT-SSS

SCHOOL SCORES	2005	2004	2003	2002	2001
Testing month: February-March					
% Meet or Exceed Standard	96	96	93	92	86
% Exceed Standard	73	79	71	67	64
Number of students tested	320	332	333	342	311
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% At or Above Grade Level	92	98	85	77	47
% At or Above Proficient	47	78	43	49	21
% At or Above Advanced	10	14	8	20	9
Number of students tested	55	40	32	44	43
2. Hispanic					
% At or Above Grade Level	97	89	97	91	80
% At or Above Proficient	66	69	51	59	50
% At or Above Advanced	13	20	13	18	13
Number of students tested	38	35	24	44	30
3. Female					
% At or Above Grade Level	96	96	94	90	82
% At or Above Proficient	71	77	71	62	59
% At or Above Advanced	23	22	20	23	23
Number of students tested	208	222	223	222	206
4. Male					
% At or Above Grade Level	96	96	90	93	90
% At or Above Proficient	75	86	74	75	72
% At or Above Advanced	22	24	25	27	29
Number of students tested	112	110	110	120	104
Florida State level					
% At or Above Grade Level	63	63	60	60	59
% At or Above Proficient	36	38	36	35	35
% At or Above Advanced	8	9	9	8	10
Number of students tested	178530	166227	165624	149783	144236

\* No data are reported when fewer than 10 students were tested within a segment

Florida Comprehensive Assessment Test (FCAT) Norm Referenced Test (NRT) Component is a standardized, norm referenced achievement test linked to national norms. The NRT component assesses reading and mathematics, utilizing a multiple-choice format. The State of Florida mandates that students in grades 9 and 10 take the test annually. The NRT provides data that can be used to compare

local students' performance in reading and mathematics with the performance of students in the nation.

Student, school, district, and state results are reported in May. Results are reported in terms of scale scores, national percentile ranks (NPR), stanines, and content scores in Reading and in Mathematics.

Information regarding the DSOA performance on the FCAT-NRT for 9th and 10th grade students, covering the school test years 2001 through 2005, can be reviewed on the tables presented on the next four pages.

**Alexander W. Dreyfoos, Jr. School of the Arts (DSOA)**  
 Florida Comprehensive Assessment Test (FCAT) Norm Referenced Test (NRT) Component

Subject: Reading Comprehension      Grade: 9      Test: Norm Reference Test

Edition/Publication Year: 2002-2006      Publisher: Harcourt Assessment

Scores are reported here as (check one): NRTs Scale Scores \_\_\_\_\_ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month – MARCH					
<b>SCHOOL SCORES</b>					
Total Score- READING	92	91	75	76	73
Number of students tested	353	340	346	344	342
Percent of total students tested	100	100	99.9	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Black	83	73	51	59	50
Number of students tested	36	17	40	35	30
2. Hispanic	88	75	58	60	56
Number of students tested	44	30	47	33	24
3. Male	90	79	62	63	60
Number of students tested	127	113	122	113	126
4. Female	93	78	66	65	64
Number of students tested	226	227	224	231	215

**Alexander W. Dreyfoos, Jr. School of the Arts (DSOA)**  
 Florida Comprehensive Assessment Test (FCAT) Norm Referenced Test (NRT) Component

Subject: Math Comprehension Grade: 9

Test: Norm Reference Test

Edition/Publication Year: 2001-2006

Publisher: Harcourt Assessment

Scores are reported here as (check one): NRTs Scale Scores \_\_\_\_\_ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month – MARCH					
<b>SCHOOL SCORES</b>					
Total Score MATH	92	90	91	90	89
Number of students tested	353	340	346	344	342
Percent of total students tested	100	99.9	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Black	85	66	64	70	65
Number of students tested	36	17	40	35	30
2. Hispanic	91	76	73	73	74
Number of students tested	44	30	47	33	24
3. Male	93	78	78	77	74
Number of students tested	127	113	122	113	126
4. Female	92	76	78	77	77
Number of students tested	226	227	224	231	215

**Alexander W. Dreyfoos, Jr. School of the Arts (DSOA)**  
 Florida Comprehensive Assessment Test (FCAT) Norm Referenced Test (NRT) Component

Subject: Reading Comprehension      Grade: 10      Test: Norm Reference Test

Edition/Publication Year: 2002-2006      Publisher: Harcourt Assessment

Scores are reported here as (check one): NRTs Scale Scores \_\_\_\_\_ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month – MARCH					
<b>SCHOOL SCORES</b>					
Total Score- READING	91	91	78	77	76
Number of students tested	333	319	329	327	343
Percent of total students tested	100	100	99.9	99.9	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Black	78	67	59	52	56
Number of students tested	19	36	28	27	34
2. Hispanic	87	72	64	62	61
Number of students tested	30	38	34	23	44
3. Male	91	76	63	63	64
Number of students tested	110	112	108	107	121
4. Female	92	79	67	66	65
Number of students tested	223	207	221	220	222

**Alexander W. Dreyfoos, Jr. School of the Arts (DSOA)**  
 Florida Comprehensive Assessment Test (FCAT) Norm Referenced Test (NRT) Component

Subject: Math Comprehension Grade: 10

Test: Norm Reference Test

Edition/Publication Year: 2001-2006

Publisher: Harcourt Assessment

Scores are reported here as (check one): NRTs Scale Scores \_\_\_\_\_ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month – MARCH					
<b>SCHOOL SCORES</b>					
Total Score MATH	92	84	88	87	87
Number of students tested	333	319	329	327	343
Percent of total students tested	100	99.9	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Black	75	60	66	62	64
Number of students tested	19	36	28	27	34
2. Hispanic	88	69	72	71	71
Number of students tested	30	38	34	23	44
3. Male	92	72	75	75	77
Number of students tested	110	112	108	107	121
4. Female	91	70	75	73	72
Number of students tested	223	207	221	220	222