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August 2014

# Broward County Public Schools Review of Magnet Programs

## Final Report of Findings and Recommendations

SUBMITTED TO:  
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# Executive Summary

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Broward County Public Schools (BCPS), the sixth largest public school system in the nation, comprises 229 public schools and centers and 95 charter schools that together enroll a racially and socioeconomically diverse population of more than 260,000 students in grades pre-kindergarten through 12. Since 1973, the district has offered magnet programs as a tool for providing educational choice and high quality and diverse options for students. Today, the district manages a large portfolio of 70 magnet programs in 52 schools and more than 25 different themes. In 2013–14, more than 44,000 students attended magnet programs across the district.

In April 2014, BCPS contracted with Metis Associates, a national research and evaluation firm, to conduct a comprehensive review of magnet programs in the district. The review was conducted from May through August 2014 and included the collection of qualitative and quantitative data for evaluating each magnet program on a set of criteria based on best practices and national standards for magnet programs. More than 30 criteria were developed in seven areas:

- Marketing and student recruitment
- Program demand
- Thematic instruction
- College and career readiness
- Student achievement
- Program administration
- Family and community engagement

The data collected through the review included a review of district- and school-level documentation for the magnet programs; interviews with district leaders and staff; site visits to each magnet program; review of end-of-year magnet reports for each program; and analyses of magnet application, school enrollment, and student achievement data over the past three school years (2011–12, 2012–13, and 2013–14). The data were analyzed and a checklist was used to score each magnet program on the criteria developed for each area. The scores were then converted to a total percentage scores (calculated by dividing the total score by the total possible score for each program) and used to group elementary, middle, and high school magnet programs into thirds (terciles)—highest tercile, middle tercile, and lowest tercile.

This report provides a synthesis and discussion of the data collected through the review process. A summary of findings from the report is provided below, along with recommendations for BCPS to consider as it engages in decision and policy making for the future development of magnet programs.

## Findings

### Elementary Magnet Programs

Metis assessed 15 of the district’s 20 elementary and one K-8 magnet programs.<sup>1</sup> The majority of schools have a content-based theme, such as performing and visual arts, communications, environmental science, and technology. Select programs have specialized instruction-based themes, including one International Baccalaureate (IB) Primary Years Program (PYP) and two Montessori programs. A list of elementary schools in each tercile group and their total percentage scores is presented below.

Highest Tercile Programs	Middle Tercile Programs	Lowest Tercile Programs
Wilton Manors IB PYP (77%)	North Andrews Gardens Performing and Visual Arts Magnet Program (59%)	Walker Performing and Visual Arts Magnet Program (48%)
Beachside Montessori (68%)	Markham Technology & Communications Magnet Program (53%)	North Fork Marine Environmental Science Magnet Program (46%)
Riverland Communications and Languages Magnet Program (68%)	Bethune Performing and Visual Arts Magnet Program (51%)	Sanders Park Communications and Languages Magnet Program (44%)
Palmview Global Environmental Science Magnet Program (62%)	Deerfield Park Performing and Visual Arts Magnet Program (50%)	Thurgood Marshall Communications/Government and Public Affairs Magnet Program (37%)
Virginia Shuman Young Montessori (61%)	Charles Drew Science, Math, and Technology Magnet Program (49%)	Watkins Communications and Languages Magnet Program (22%)

Overall, the BCPS elementary magnet programs are providing theme-based instruction and support in a whole-school environment to students in a variety of attractive themes. Most of the schools (11) provide standards-aligned instruction in the magnet theme at least three days per week. Nearly all promote family engagement by sharing information with parents about the program (14) and showcasing student learning and accomplishments in the magnet theme (13). The majority (12) also promote students’ college and career readiness by providing multiple opportunities for students to participate in theme-based extracurricular and college and career exposure activities. However, only six schools have developed theme- and career-focused partnerships to support student learning.

There is a clear distinction in the quality of program administration and thematic instruction between schools in the highest tercile and those in the middle and lowest terciles. Undoubtedly, the strength of a program’s administrative practices has an impact on the quality of instruction and overall student achievement. With some exceptions, students in the highest and middle tercile schools demonstrated learning gains in reading and math; whereas this was not the norm among the lowest tercile schools (in only two of these schools did students demonstrate learning gains in either subject).

In terms of program demand, enrollment has increased in all but a few of the elementary magnet schools, and several of the middle and lowest tier schools have experienced increases in the number of

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<sup>1</sup> Six elementary STEM magnet programs currently funded through the federal Magnet Schools Assistance Program grant were not included in the review.

applications over the past three years. However, all elementary magnet programs in the lowest tercile are primarily serving in-boundary students and have the capacity to accept more magnet students. In contrast, only five of the highest and middle tercile schools have the capacity to accept more students into the magnet programs, and six have waitlists. In terms of marketing and recruitment, schools in the highest and middle terciles tend to use a wider variety of marketing strategies (i.e., print, electronic, and in-person activities) than schools in the lowest tercile. However, only four schools provide school-specific marketing materials in languages other than English.

### Middle School Magnet Programs

Metis assessed 15 of the district’s 22 middle school magnet programs, which operated in 11 middle schools.<sup>2</sup> Most of the programs (12) provide an instructional focus in a content-based theme, such as international affairs and business, communication and broadcast arts, and health and wellness. The majority (8) of these programs also provide opportunities for students to earn high school credits in the magnet theme or a related area. The remaining three magnet programs offer instructional model themes, either IB or Montessori. A list of middle school programs in each tercile group and their total percentage scores is presented below.

Highest Tercile Programs	Middle Tercile Programs	Lowest Tercile Programs
Pompano Beach Communication & Broadcast Arts (71%)	Parkway Performing & Visual Arts (60%)	Deerfield Beach International Baccalaureate MYP (52%)
New River Marine Sciences (66%)	William Dandy Pre-Law (59%)	Lauderdale Lakes International Baccalaureate MYP (49%)
Sunrise Montessori (66%)	Driftwood Health & Wellness (56%)	Crystal Lake Science/Pre-Engineering (40%)
McNicol International Affairs & Business (64%)	Crystal Lake International Affairs & Business (55%)	Deerfield Beach Health & Wellness (36%)
William Dandy Pre-Medical (63%)	Attucks Communication & Broadcast Arts (53%)	Attucks C.I.T.E. (Technology) (35%)

Most of the middle school magnet programs provided students with unique thematic instruction in sequential pathways and opportunities to participate in real-world application of the magnet theme. Fourteen programs implemented specialized thematic curricula and 12 programs provided sequential coursework in the theme. However, only five programs offered students multiple pathways in the magnet programs and in only eight programs could students earn high school credits in the magnet theme. Many of the middle magnet programs support student learning—nine programs showed increased learning gains in reading or math among out-of-boundary magnet students and 12 programs showed learning gains among in-boundary magnet students. Only one magnet program did not show any increases in learning gains among magnet students.

Program demand varied across the middle school magnet programs. Only six of the 15 programs experienced an increase in magnet application over the past three years; the remaining nine had a decline

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<sup>2</sup> Six middle school STEM magnet programs currently funded through the federal Magnet Schools Assistance Program grant, the newly established 6-12 Digital Entrepreneurship magnet program at Dillard High School, and the candidate International Baccalaureate magnet program at Plantation MS were not included in the review.

in applications. Only four programs had a waitlist for magnet applicants. Just under half (7) of the programs were located in schools that had experienced an increase in total student enrollment over the past three years; eight programs were located in schools with declining enrollment.

Data from the checklists indicate that most of the middle school programs are effective in offering unique and important choices for students. Limited demand across the programs suggests that the schools should conduct more aggressive marketing strategies; and the district should monitor programs that have not increased magnet applications over the past three years. Four programs received fewer than half of the possible points on the magnet checklist. The district should review data for these programs—Lauderdale Lakes IB, Crystal Lake Science/Pre-Engineering, Deerfield Beach Health and Wellness, and Attucks C.I.T.E.—to determine if the programs need additional resources or support from the district to improve programming or marketing or if the programs would benefit from being transitioned to innovative programs or phased out.

### High School Magnet Programs

All 26 magnet programs in 16 BCPS high schools were included in the assessment. Most of the programs (17) provide an instructional focus in a content-based theme, such as performing arts, science/pre-engineering, aviation, and pre-law. Many of these programs offer Career Technical Education (CTE) courses that can lead to industry certifications and dual enrollment in post-secondary institutions. Additionally, two programs—at Atlantic and McFatter Technical Centers—offer multiple CTE pathways that help prepare students for immediate high-wage careers or post-secondary education. The remaining seven magnet programs offer instructional model themes such as IB and Cambridge Advanced International Certificate in Education (AICE) or advanced academic tracks (Advanced Placement or honors). A list of high school magnet programs in each tercile group and their total percentage scores is presented below.

Highest Tercile Programs	Middle Tercile Programs	Lowest Tercile Programs
South Plantation Environmental Sciences (80%)	Hollywood Hills Military Leadership Academy (66%)	Stranahan Medical Sciences (58%)
Atlantic Tech Technical Academies (80%)	Stranahan Science/Pre-Engineering (66%)	South Broward Marine Science (57%)
McFatter Technical Academies (74%)	Blanche Ely Medical Sciences (65%)	Northeast Academies of Excellence (57%)
Miramar Aviation (74%)	Plantation HS International Baccalaureate (64%)	Hallandale International Affairs & Business (56%)
Fort Lauderdale Cambridge (70%)	Dillard Performing & Visual Arts (62%)	Miramar International Baccalaureate (56%)
Fort Lauderdale Pre-Law & Public Affairs (69%)	Deerfield Beach Communication & Broadcast Arts (62%)	Hallandale Communication & Broadcast Arts (51%)
Blanche Ely Science/Pre-Engineering (69%)	Deerfield Beach HS International Baccalaureate (61%)	Deerfield Beach Urban Teacher Academy (51%)
Pompano Beach HS International Affairs with Information Technology (67%)	Boyd Anderson Health and Wellness (59%)	Boyd Anderson International Baccalaureate (48%)
	Dillard Emerging Computer Technologies (59%)	



High school magnet programs in BCPS provide valuable opportunities for students to complete sequential pathways and gain college and career readiness in a specialized theme of interest. All of the high school programs provide daily instruction and offer sequential coursework in the magnet theme. Most (21) programs offer multiple pathways within the theme to meet varying interests and career goals of students. Almost as many (19) programs offer opportunities for students to earn post-secondary credits through dual enrollment, AP, IB or Cambridge in the magnet theme; and 17 programs provide opportunities for students to earn theme-related industry certifications. These magnet programs play an important role in the district's CTE offerings because they provide options for students in traditional high schools that do not offer every CTE pathway. Many magnet programs also support student learning—18 programs showed positive learning gains in reading or math among out-of-boundary magnet students and 12 programs showed learning gains among in-boundary magnet students. Four magnet programs did not show any learning gains among magnet students.

Marketing and student recruitment is also strong among high school magnet programs. Most (17) programs used web-based strategies and community outreach in addition to standard marketing such as open houses, printed materials, and presentations at feeder schools. Four programs provided printed materials in multiple languages and eight programs engaged magnet students in marketing efforts. Program demand, however, varied across the high school magnets—only 10 programs had an increase in magnet applications over the past three years and 14 programs had a decline in applications (two programs did not have three years of application data). Eight programs had a waitlist for magnet applicants. Furthermore, 10 magnet programs were located in schools that have experienced a decline in school enrollment over the past three years; while eight programs were located in schools with increasing enrollment. The remaining programs were located in schools that are at or above enrollment capacity.

These data suggest that high school magnet programs are effective in providing specialized thematic instruction and college and career exposure in the themes; however, some programs have low demand and are not supporting the goal to increase school enrollment. Furthermore, some magnet programs have not fully supported the district's goals for improving student achievement. Data on program demand and student achievement should be reviewed and considered in making decisions about resource allocation and continuation of programs across the district.

## Recommendations

The findings in the review provide qualitative and quantitative data on the effectiveness of individual magnet programs in the areas of marketing and recruitment, program demand, thematic instruction, college and career readiness, program administration and family and community engagement. The district should review the checklist scores and summary data for each program, with a specific focus on the programs in the lowest tercile groups for each school level, to determine if the program:

- Meets each of the recommendations in this report;
- Requires additional resources or planning in order to achieve each of the recommendations in this report; or
- Is unable or unwilling to achieve the recommendations in this report and should be transitioned to an innovative program or phased out.

**Recommendation 1:** All elementary magnet programs should provide students with a unique thematic experience by offering instruction in the magnet theme for a minimum of three days per week. The district should collaborate with each elementary magnet program that does not currently offer the recommended dosage of thematic exposure to develop a comprehensive plan that includes scheduling, staffing, and curriculum for achieving this recommendation.

**Recommendation 2:** All middle and high school magnet programs should offer multiple pathways or course tracks in the magnet theme to meet diverse needs and goals of students. The district should collaborate with each middle and high school magnet program that does not currently offer multiple pathways to develop a plan for achieving this recommendation.

**Recommendation 3:** All magnet programs should maintain or achieve an increase in the number of applications that are received compared with the previous school year. Magnet school leadership should work to implement the district's marketing plan with fidelity; and the district should monitor the marketing activities and number of applications received for all programs that have not produced an increased number of applications over the past three years to ensure that this recommendation is achieved.

**Recommendation 4:** All magnet programs should develop one or more partnerships with professionals, organizations, or businesses in the magnet theme to provide real-world enrichment experiences for all students.

**Recommendation 5:** Each program's magnet theme should support the district's goals for increasing student achievement and preparing students for colleges and careers. The district should review the portfolio of magnet themes that are offered to ensure that each theme supports these goals and to determine if modifications are needed to specific magnet themes to meet this recommendation. Specific attention should be given to the following themes: communications and languages, health and wellness, and technology /C.I.T.E.

**Recommendation 6:** District magnet budget allocations should be used only to provide unique program components or activities that a traditional school would not be able to provide without the magnet program. For example, programs should not use district funding to support a teacher in the school's specials rotation because the school would be required to fund this position if it did not have a magnet program. In addition, the program should not use district funding to provide general supplies or equipment. The budget allocations should be used to support thematic professional development, student enrichment and career exploration activities in the magnet theme, theme-specific supplies and equipment, and additional staff needed to provide the recommended dosage of and multiple pathways in the magnet theme.

**Recommendation 7:** The district should consider re-branding the following magnet themes: Health and Wellness, International Affairs and Business Technology (IAB), Communications and Languages, and Science/Pre-Engineering because the program titles do not accurately represent the diversity of thematic offerings in the different magnet programs across the district.

**Recommendation 8:** Each magnet program should be encouraged to use the district's translation resources to ensure that school-specific marketing materials (printed and/or web-based) are available to BCPS's diverse community in multiple languages, to include but not limited to Spanish, Haitian-Creole, and Portuguese.

# Introduction

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Broward County Public Schools (BCPS), the sixth largest public school system in the nation, comprises 229 public schools and centers and 95 charter schools that together enroll a racially and socioeconomically diverse population of more than 260,000 students in grades PK–12. Since 1973, the district has offered magnet programs as a tool for providing educational choice and high quality and diverse options for students. The first magnet programs opened at Dillard High School and Walker Elementary School in performing and visual arts. These programs continue to operate today as part of the district’s large portfolio of 70 magnet programs in 53 schools and more than 25 different themes. In 2013–14, more than 44,000 students attended magnet programs across the district.

In 1988, the School Board of Broward County adopted Policy 5004.1 to outline the rules that govern magnet programs in BCPS. The policy defines magnet programs as *“those schools/programs with a specialized curriculum and those with an emphasis on instruction that includes a rigorously defined sequential course of study not offered at other schools and that is different from that offered in other schools throughout the District.”* The policy further identified magnet programs as models within the district for achieving three core goals:

- (1) Promoting educational excellence and offering students with different interest, talents, and aptitudes distinct choice that may enhance their educational success;*
- (2) Developing innovative instructional practices and promoting systemic reform; and*
- (3) Promoting diversity within schools and supporting the district goal to increase and/or stabilize enrollment at selected schools.*

In April 2014, BCPS requested a proposal from Metis Associates, a national research and evaluation firm, to conduct a comprehensive review of magnet programs in the district. The review was conducted from May through August 2014 to collect qualitative and quantitative data for evaluating each magnet program on a set of criteria based on best practices and national standards for magnet programs. The criteria address the areas of marketing and student recruitment, program demand, thematic instruction and curriculum, college and career readiness, student achievement, program administration, and community engagement.

This report provides a synthesis and discussion of data collected in the review. The report is presented in the following sections: introduction, methodology, criteria for assessing magnet programs, elementary magnet programs, middle school magnet programs, and high school magnet programs. The last section offers a set of recommendations for BCPS to consider as it engages in decision and policy making for the future development of magnet programs.

# Methods of the Review

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The design of the review utilized a mixed-method approach to collect data and feedback from multiple stakeholder groups. The methods and data collection tools were developed to assess the effectiveness of each magnet program in BCPS by addressing the following overarching questions:

- **To what extent are the marketing and recruitment activities effective in attracting out of boundary students?**
- **Does the magnet program provide unique thematic instruction that is aligned with the district's strategic goals?**
- **How many and what types of theme-related enrichment and college and career readiness activities are offered to students?**
- **What are the achievement outcomes of magnet students?**
- **How effective is the program administration for the magnet?**
- **What staff provides magnet instruction and what magnet-related professional development is provided?**
- **Does the program effectively use partnerships and family and community engagement to support the magnet program?**

The methods used to collect and analyze data for the review included a review of district- and school-level documentation for the magnet programs; interviews with district leaders and staff; site visits to each magnet program; review of end-of-year magnet reports for each program; and analyses of magnet application, school enrollment, and student achievement data over the past three school years (2011–12, 2012–13, and 2013–14). Findings from the review are based directly on the data and information that were provided to the review team by the district and the individual magnet programs.

**District-level magnet documentation and data**—including magnet application and marketing materials, parent survey data, magnet program budget summaries, and evaluation reports—were collected and reviewed to provide contextual information about magnet programming in BCPS and to gather individual program-level data. A review of published literature and research on magnet programs was conducted to contextualize the review and provide information on national standards and best practices for magnet programs.

**Interviews with district leaders and staff**—including Office of School Performance and Accountability (OSPA) directors and district curriculum specialists and staff in the curriculum areas of arts; world languages; Career Technical Education (CTE); and science, technology, engineering, and mathematics (STEM) were conducted to provide information about the role of magnet programs in the district and to learn about thematic curriculum and professional development in magnet schools. Information from the interviews was used in the development of the criteria for assessing the individual magnet programs.

**School-level magnet documentation and data**—provided in the end-of-year magnet reports that were submitted to the district and in files provided by the magnet teams directly to the evaluators were

reviewed and analyzed to collect information about individual program offerings, activities, and achievements. The end-of-year reports provided information on the marketing and outreach activities, program activities, partnerships, grants, scholarships, theme integration, professional development, and special recognitions.

**Site visits to 44 schools with magnet programs** were conducted during the period from May 19 through June 2, 2014. The review team conducted two hour site visits to conduct a comprehensive interview with the magnet coordinator and school leaders, review program documentation and materials; and conduct a walk-through of the program facilities. Classroom observations were not conducted because the visits were conducted during the last two weeks of the school year. The site visit activities were guided by a protocol and checklist that was developed by Metis and reviewed by Office of Innovative Program staff.

**Magnet school enrollment and application data** for three school years (2011–12, 2012–13, and 2013–14) were reviewed to examine trends in program demand. Data were analyzed and provided to the review team by the Demographics and Student Assignment Department.

**Student academic achievement data in reading and math** for three school years (2011–12, 2012–13, and 2013–14) were analyzed to examine longitudinal trends in student learning outcomes. The Research and Student Assessment department provided Metis with three data files with individual unit-level data for all students enrolled in schools with magnet programs. Each unit case included the following variables: unique identifier, school, grade, magnet flag, magnet program code and name, in/out boundary status, proficiency level on the FCAT in reading (students in grades 3-10), proficiency level on the FCAT in math (students in grades 3-8), proficiency level of the end-of-course (EOC) exams in Algebra and Geometry (students in grades 8-10). Metis analyzed the data using frequency calculations to determine the proportion of in-boundary and out-of-boundary magnet students in each program who achieved learning gains in reading and math in each year. Metis compared the proportions to determine if the program demonstrated an increase, decrease, or no change in learning gains across the three years under study.

**Checklist of magnet program criteria** was developed to evaluate each magnet program. The checklist (which is described in the next section) was developed based on the review of published literature and national standards for magnet programs, district magnet evaluation reports, and interviews with district staff and leaders. The data collected through the review methods described in this section were used to score each magnet program on the criteria in the checklist to provide an overall assessment of the programs in relation to national standards and best practices for magnet programs. Findings from the checklist and site visit data are presented by school level in the subsequent sections of the report and are described in detail in the supplemental report of program summaries.

# Criteria for Assessing Magnet Programs

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The U.S. Department of Education (USDOE) uses the term “magnet” for “*all schools or instructional programs that have a unique theme or focus conceived to attract students and parents for the primary goal of creating a representative population.*”<sup>3</sup> In 1985, USDOE authorized the federal Magnet Schools Assistance Program to establish magnet schools as a tool to support two goals: reducing, eliminating or preventing minority group isolation; and providing instruction to substantially strengthen students’ knowledge and skills. Over the past 30 years, the goals for magnet programs have expanded as districts across the U.S. have developed schools with specialized thematic content or approaches to provide educational choices for students and families. Today, USDOE has elaborated on the original purposes of magnet programs also to include: enhancing student learning, reducing achievement gaps, providing public school choice, incubating innovative educational models, and promoting diverse learning environments.<sup>4</sup>

Broward County Public Schools currently offers 70 magnet programs in 20 elementary schools, one K-8 school, 14 middle schools, two 6-12 schools, and 15 high schools.<sup>5</sup> The magnet programs are listed by school, theme, and level in Table A-1 in the Appendix. These programs are designed to accomplish a range of purposes in the district, including:

- Expanding educational choices for students,
- Promoting diversity within our schools,
- Setting high expectations for all students to improve student achievement,
- Preparing students for further education and the world of work,
- Developing positive school climates with academic emphasis,
- Providing real-life and hands-on experiences, and
- Offering mentorship and internship opportunities.<sup>6</sup>

The review of magnet programs collected qualitative and quantitative data from multiple sources to assess the extent to which each program supports these goals based on a set of criteria aligned with national standards for magnet programs.<sup>7</sup> More than 30 criteria were developed in seven areas:

- Marketing and student recruitment
- Program demand
- Thematic instruction
- College and career readiness
- Student achievement
- Program administration

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<sup>3</sup> U.S. Department of Education, Office of Innovation and Improvement, *Innovations in Education: Creating Successful Magnet School Programs*, Washington, D.C., 2004.

<sup>4</sup> Ibid.

<sup>5</sup> Twelve STEM magnet programs were currently being funded through the federal Magnet Schools Assistance Program grant and were not included in the review. The programs are indicated with an asterisk in Table A-1.

<sup>6</sup> <http://www.browardschoolsinnovativeprograms.com/magnet-programs>

<sup>7</sup> <http://www.magnet.edu/files/documents/msa-excellence-standards.pdf>



- Family and community engagement

This section of the report discusses the criteria in each area and how each aligns with the goals for magnet programs in BCPS and national standards for magnet programs.

## Marketing and Student Recruitment

School choice plays an important role for districts in providing innovative options to engage students and families and increase educational quality and equity. A key component in providing choice is developing effective marketing and student recruitment strategies to inform families about different programs. Research on school choice indicates that effective marketing strategies should include multi-pronged approaches with text and non-text activities in order to maximize access to the information about the magnet programs.<sup>8</sup> Studies have also found that parents are most likely to use social networks as their main source of information in school choice decisions. These studies also found, however, that many low-income parents do not have the same access to social networks as middle class parents, and therefore tend to rely more on printed materials for information.<sup>9</sup> Parents, however, also have varied levels of literacy and English comprehension and thus may not even have equal access to print materials. These findings underscore the importance of implementing a variety of different marketing activities in multiple formats.

Magnet schools in BCPS generally implement a common set of marketing activities that includes: distribution of print materials, open houses, and presentations at feeder schools. The district provides magnet applications in multiple languages, but does not require the schools to translate their own marketing materials. Data from BCPS's parent marketing survey showed that parents in BCPS are most likely to get information about magnet programs from friends or their child's school—33% of elementary parents and 31% of secondary magnet reported having heard about magnet programs from friends and 23% and 49%, respectively, received information from the school. BCPS parents also rely on printed materials—18% of elementary and 20% of secondary parents reported having heard of magnet programs through brochures or postcards.

Three criteria were developed to assess the marketing and student recruitment strategies of each magnet program based on whether they included only standard types of activities or if they used more innovative ways to reach prospective families, such as community outreach or translation of materials into other languages. The programs were rated on the following criteria with the associated point values:

**Criterion I: Marketing for the magnet program comprises a variety of print, web, and in-person activities (0-3 points)**

- Standard marketing activities (print materials, open house, feeder school presentations (1 point)

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<sup>8</sup> [www.buildingchoice.org](http://www.buildingchoice.org).

<sup>9</sup> Smrekar, C., & Goldring E. (2000). *Social class isolation and racial diversity in magnet schools*. Paper presented at the meeting of the National Center for the Study of Privatization in Education, New York, NY. (ERIC Document Reproduction Service No. ED 462486)



- Standard activities and web-based strategies such as school website or web chats (2 points)
- Standard activities and outreach at community events (2 points)
- Standard activities, web-based strategies, and community outreach (3 points)

**Criterion 2: School-specific marketing materials are provided in languages other than English (1 point)**

**Criterion 3: Marketing activities include student-developed materials or student-led presentations (1 point)**

## Program Demand

Demand for magnet programs is tied to the effectiveness of marketing as well as other factors, such as quality, reputation, or location of the program. Five criteria were developed to assess program demand using school enrollment and magnet application data for three school years (2011–12, 2012–13, and 2013–14). The criteria (and associated point values) were:

**Criterion 4: Change in the number of magnet applications to the magnet program over past three years (0-3 points)**

- Number of magnet applications declined (0 points)
- Number of magnet applications increased by 0-5% (1 point)
- Number of magnet applications increased by 5.1-10% (2 points)
- Number of magnet applications increased by more than 10% (3 points)

**Criterion 5: Change in total school enrollment over past three years (0-3 points)**

- Enrollment declined (0 points)
- Enrollment increased by 0-5% (1 point)
- Enrollment increased by 5.1-10% (2 points)
- Enrollment increased by more than 10% (3 points)

**Criterion 6: In 2013–14, the number of out-of-boundary magnet students exceeded the number of in-boundary students who are not attending the school. (1 point) [Elementary and middle school programs only]**

**Criterion 7: School has capacity to accept magnet students (0.5 points)**

**Criterion 8: Program had a waitlist for magnet applicants in 2013–14 (0.5 points)**

## Thematic Instruction

All magnet programs in BCPS were designed to “*attract students by offering unique opportunities for in-depth experiences and study in specific areas of interest.*”<sup>10</sup> More than 20 themes are offered across 70 programs. They include content-based themes such as arts, communications, or science; and instructional approach themes, including International Baccalaureate, Montessori, and Cambridge. Some magnet programs are whole-school, meaning all students participate in thematic instruction; and others are programs-within-a-school that serve a sub-group of the student population. In addition, some programs are located in schools that have attendance boundaries and serve both in- and out-of-boundary students; while other magnet schools are programs that do not have an attendance boundary (all students are out-of-boundary).

Despite the differences in themes and populations served, each program was created to provide students with instruction in a theme that is not offered in a traditional public school. However, some programs have been more successful than others in providing unique instruction. In interviews with BCPS curriculum specialists, staff reported that many traditional, non-magnet schools in BCPS have developed their own theme-based academic programs, such as STEM, foreign language, or arts programs through district innovative programs or other school-based efforts to enhance learning opportunities and outcomes of their in-boundary students. Traditional high schools also provide elective courses that are offered in magnet programs or CTE programs to help their students become college and career ready.

Furthermore, some magnet programs have been challenged by budget constraints or declining student enrollment, and therefore, have been forced to reduce the frequency of thematic instruction. The curriculum specialists felt strongly that a magnet program should provide daily instruction in the theme in order to have a significant impact on learning. But this has not been possible in some magnet programs. One district staff noted, “*The quality of experience [in the theme] depends on the school, staffing, and scheduling, but magnet programs can control the frequency [of exposure].*” Another staff expressed concerns that some magnet programs are no longer unique and stated, “*There are some neighborhood elementary schools that offer equal or more than magnets – that should not happen.*”

The curriculum specialists also believed that all secondary magnet programs should provide multiple magnet pathways or elective tracks. As one staff reported, “*If there is only one magnet track, a student may drop out [of the program] if they don’t like one class or one teacher. There needs to be options, otherwise it is harder to attract students.*”

For the review, three criteria were developed to assess thematic instruction in all magnet programs; an additional criterion was added to assess if secondary programs offered multiple magnet pathways. The criteria in this area and associated point values included:

**Criterion 9: Magnet instruction uses a specialized thematic curriculum that is aligned with standards and/or district pacing guides. (2 points)**

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<sup>10</sup> <http://www.browardschoolsinnovativeprograms.com/magnet-programs>

**Criterion 10: Thematic instruction is sequential and scaffolds student learning in the theme across years in program. (2 points)**

**Criterion 11: Frequency of instruction in the magnet thematic curriculum or theme (0-3 points)**

All students receive thematic instruction (infusion or specials):

- Less than one day a week. (0 points)
- One to two days a week. (1 point)
- Three or more days a week (3 points)

**Criterion 12: Magnet students have opportunities to choose from or take multiple elective pathways within the magnet theme. (2 points) [Middle and high school programs only]**

## College and Career Readiness

Theme-based magnet programs should offer students opportunities to extend their exposure and learning in the theme beyond the classroom. As a district curriculum specialist stated, *“Magnet programs are great opportunities for students; it allows them to have real world field experiences that are not available at traditional schools.”* Another curriculum specialist expanded on this idea by suggesting that *“[Magnet] programs that infuse hands-on learning experience that is linked to a career are more effective in helping the district achieve the goals to engage students and build skills.”*

Many of BCPS’ magnet programs provide college and career exposure to students through partnerships with industry professionals, field trips, and clubs. At the secondary level, some programs also provide opportunities for middle school students to earn high school credits or high school students to earn post-secondary credits or industry certifications in the theme. These opportunities allowed students to advance their learning in the theme at a faster rate than students who did not have these opportunities in their traditional, non-magnet schools.

For the magnet review, four criteria were developed to assess the college and career readiness opportunities in magnet programs. Two criteria applied only to secondary magnet programs.

**Criterion 13: Magnet students have opportunities to participate in extracurricular activities in the magnet theme (clubs, competitions, after school programs). (1 point)**

**Criterion 14: Students are exposed to theme-related colleges and careers through field trips, guest speakers, and other exploration activities. (1 point)**

**Criterion 15: The magnet program provides opportunities for students to earn high school/postsecondary credits in or related to the magnet theme. (2 points) [Middle and high school programs only]**

**Criterion 16: The magnet program provides opportunities for high school students**

**to earn industry certifications in or related to the magnet theme. (2 points) [High school programs only]**

## Student Achievement

All magnet programs in BCPS share a common goal to set high expectations for all students to improve student achievement. For the review, student achievement was measured in terms of student learning gains in reading and math, as defined by the Florida State Department of Education. For elementary and middle school programs, the criteria assessed learning gains as calculated with student scores on the Florida Comprehensive Assessment Tests (FCATs) in reading and math. For high school programs, learning gains were measured with FCAT in reading and end-of-course exams in Algebra and Geometry for math. The four criteria to assess magnet programs in terms of student achievement were:

**Criteria 17: Learning gains in reading over past three years by out-of-boundary magnet students. (0-3 points)**

Proportion of out-of-boundary magnet students who achieved learning gains:

- Declined. (0 points)
- Increased 0 to 3 percentage points (1 point)
- Increased 3.1 to 6 percentage points (2 points)
- Increased more than 6 percentage points (3 points)

**Criteria 18: Learning gains in math over past three years by out-of-boundary magnet students. (0-3 points)**

Proportion of out-of-boundary magnet students who achieved learning gains:

- Declined. (0 points)
- Increased 0 to 3 percentage points (1 point)
- Increased 3.1 to 6 percentage points (2 points)
- Increased more than 6 percentage points (3 points)

**Criteria 19: Learning gains in reading over past three years by in-boundary magnet students. (0-3 points)**

Proportion of in-boundary magnet students who achieved learning gains:

- Declined. (0 points)
- Increased 0 to 3 percentage points (1 point)
- Increased 3.1 to 6 percentage points (2 points)
- Increased more than 6 percentage points (3 points)

**Criteria 20: Learning gains in math over past three years by in-boundary magnet students. (0-3 points)**

Proportion of in-boundary magnet students who achieved learning gains:

- Declined. (0 points)
- Increased 0 to 3 percentage points (1 point)
- Increased 3.1 to 6 percentage points (2 points)
- Increased more than 6 percentage points (3 points)

## Program Administration

Seven criteria were developed to evaluate the extent to which the magnet program is integrated into the school administration and continuous improvement efforts. Programs were assessed on whether they had a planning team that met regularly and involved members of the school administration; if the magnet program is included in the School Improvement Plan and visually represented throughout the building; and if the program conducted theme-related staff development.

Programs were also assessed on the extent to which they expended the magnet budget allocation provided by the district. Each magnet program received a budget from the district that was determined with a per-pupil formula several years ago. All program-level allocations have been fixed for the past five years because the total magnet budget has remained at a stagnant funding level. As a result, the Office of Innovative Programs has not been able to make adjustments or increases to in program allocations to account for changes in student enrollment or program requirements. Each budget includes an allocation for magnet staff; some programs also receive allocations for training and authorization fees and for unique program requirements. The criteria to assess program administration included:

**Criterion 21: There is a dedicated magnet team that meets at least monthly to discuss and plan theme implementation. (1 point)**

**Criterion 22: One or more members of the school administration is involved in magnet planning and/or team meetings (1 point)**

**Criterion 23: The magnet program is included or addressed in the School Improvement Plan (1 point)**

**Criterion 24: The school has secured external grants specifically to support magnet theme implementation. (1 point)**

**Criterion 25: The magnet program expended 90% or more of the district-allocated magnet funding during the 2013–14 school year. (1 point)**

**Criterion 26: The school uses school-based funding to offer staff development in the magnet theme. (1 point)**

**Criterion 27: The magnet theme is visually and prominently represented in the school building (0-2.5 points)**

- Magnet theme is listed on school marquee. (0.5 points) AND/OR
- The school has an outdoor signage (i.e., banners or murals) that depicts the magnet theme. (1 point) AND/OR
- The school has an indoor signage (i.e., banners, murals, or video) that depicts the magnet theme. (1 point)

## Community Engagement

Community engagement can be a critical component of magnet programs. Parents play an important role in developing an effective and sustainable program. An effective magnet should engage parents by sharing information about program activities and accomplishments, holding showcases of student work, and providing opportunities to them to participate in decision-making, such as through School Advisory Council and PTA meetings. Partnerships in the community can provide opportunities for magnet programs to expose students to local industries in the magnet theme and to raise monetary and in-kind contributions to the program.

Four criteria were developed to assess community engagement in magnet programs:

**Criterion 28: The magnet program developed theme- and career-focused partnerships to support student learning. (2 points)**

**Criterion 29: The magnet program shares information about the magnet requirements, policies, and activities with parents through print, electronic, and/or in-person methods. (1 point)**

**Criterion 30: Showcases of student learning and accomplishments in the magnet theme are held for families and/or the community. (1 point)**

**Criterion 31: The magnet program/school has received special awards or recognitions in the magnet theme in the past three years. (0.5 points)**

# Elementary Magnet Programs

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## Introduction

Metis assessed 15 of the district’s 20 elementary and one K-8 magnet programs.<sup>11</sup> The majority of schools have a content-based theme, such as performing and visual arts, communications, environmental science, and technology. Select programs have specialized instruction-based themes, including one International Baccalaureate (IB) Primary Years Program (PYP) and two Montessori programs.

## Summary of Findings

The magnet review collected data to evaluate each elementary school magnet program on a set of 28 criteria in the areas of marketing, program demand, thematic instruction, college and career readiness, student achievement, administration, and family and community engagement. The total possible score that a program could achieve ranged from 37 to 47 points because some criteria were not relevant for all schools. For example, schools that were consistently at or above 100% capacity (i.e., Beachside, Charles Drew, North Andrews Gardens, and Virginia Shuman Young) were not assessed on the change in total school enrollment over the past three years, and magnet programs without boundaries (i.e., Beachside Montessori and Virginia Shuman Young Montessori) were not assessed on the achievement of in-boundary students because all students were considered out-of-boundary. Total percentage scores were calculated by dividing the total score by the total possible score for each program. The total percentage scores ranged from a high of 77% for the IB PYP at Wilton Manors Elementary to 22% for the Communications and Languages program at Watkins Elementary. Most programs (9) received at least half of the total possible points.

The total percentage scores were used to sort the magnet programs into thirds (terciles)—highest tercile, middle tercile, and lowest tercile. A list of schools in each tercile and a summary of the scores is presented below. Table 1 presents the numeric total scores and total possible scores, as well as subscores for each area for each program, sorted by tercile. Individual program summaries are included following the table. Complete checklist data are presented in the Appendix.

### Highest tercile programs:

- Wilton Manors IB PYP (77%)
- Beachside Montessori (68%)
- Riverland Communications and Languages Magnet Program (68%)
- Palmview Global Environmental Science Magnet Program (62%)
- Virginia Shuman Young Montessori (61%)

The five elementary school magnet programs in the highest tercile distinguished themselves from the

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<sup>11</sup> Six elementary STEM magnet programs currently funded through the federal Magnet Schools Assistance Program grant were not included in the review.

other elementary magnet programs in two key areas: program administration and thematic instruction. In terms of program administration, all five highest programs have a dedicated magnet team that meets at least monthly to discuss and plan theme implementation (compared to two programs in the middle tercile and two in the lowest tercile), and one or more members of the school administration is involved in magnet planning and/or team meetings (compared to three programs in the middle tercile and two in the lowest tercile). All five programs expended 90% or more of the district-allocated magnet funding (compared to only two program in the lowest tercile), and three of the schools leveraged school-based funding to provide professional development to staff in the magnet theme (only one other magnet program did so). Four of the five highest tercile schools referenced the magnet program in the School Improvement Plan (only three other magnet schools did so), and in all highest tercile programs the magnet theme was found to be visually and prominently represented inside and outside of the school building.

Each of the highest tercile programs received the maximum score for thematic instruction, indicating that students receive instruction in the magnet theme at least three days per week that is standards-based, sequential, and scaffolded to promote student learning in the theme over time. All five of these programs showed learning gains among out-of-boundary and/or in-boundary magnet students. Riverland and Wilton Manors earned the highest scores for student achievement in this tercile.

In terms of program demand, four of the five highest tercile schools have waitlists, and only two have capacity to accept magnet students. The two elementary Montessori programs—Beachside and Virginia Shuman Young—had the highest number of magnet applications in the district in 2013–14 (along with Pompano Beach HS).

#### Middle tercile programs:

- North Andrews Gardens Performing and Visual Arts Magnet Program (59%)
- Markham Technology & Communications Magnet Program (53%)
- Bethune Performing and Visual Arts Magnet Program (51%)
- Deerfield Park Performing and Visual Arts Magnet Program (50%)
- Charles Drew Science, Math, and Technology Magnet Program (49%)

The schools in the middle tercile scored similarly to the highest tier schools on several measures, including marketing and recruitment and family and community engagement. For example, all programs used a variety of print, electronic, and in-person marketing activities to advertise the program, and two of the programs (North Andrews Gardens and Charles Drew) provided school-specific marketing materials in languages other than English. All schools in the middle tercile shared information with parents about the program and provided opportunities for parents to celebrate student learning and accomplishments in the magnet theme.

Instruction in the middle tercile programs was fairly strong. Three of the five middle tercile programs received the maximum score for thematic instruction, and four of the five programs showed learning gains among out-of-boundary and/or in-boundary magnet students; Deerfield Park earned the highest score for student achievement in this tercile. Three of the programs have developed theme- and career-focused partnerships to support student learning, which was only true for one of the top tier schools. Three of the programs (Bethune, North Andrews, and Charles Drew) experienced an increase in the



number of magnet applications over the past three years, and two of the programs (North Andrews and Charles Drew) had a waitlist in 2013–14.

One area of weakness at this tercile was in program administration. Only a few of the schools had a dedicated magnet planning team (2), referenced the program in the School Improvement Plan (2), or offered theme-based professional development to staff (1).

#### Lowest tercile programs:

- Walker Performing and Visual Arts Magnet Program (48%)
- North Fork Marine Environmental Science Magnet Program (46%)
- Sanders Park Communications and Languages Magnet Program (44%)
- Thurgood Marshall Communications/Government and Public Affairs Magnet Program (37%)
- Watkins Communications and Languages Magnet Program (22%)

Schools in the lowest tercile typically had the lowest scores in program administration, thematic instruction, and student achievement. Instruction in the magnet theme was offered only one or two days per week in some schools and was not standards-aligned. Student achievement in the schools was generally low, with three of the five schools showing no learning gains in either subject. However, one school (Sanders Park) earned one of the highest scores for student achievement in any tercile. Only two of the schools had a dedicated magnet planning team, and only one referenced the program in the School Improvement Plan. None of the lowest tercile schools offered theme-based professional development to staff, and three of the schools did not fully expend their district-allotted magnet funding.

In terms of program demand, three of the schools (Thurgood Marshall, Walker, and North Fork) experienced increases in the number of magnet applications over the past three years, and one school (Walker) had a waitlist in 2013–14. However, the number of in-boundary students opting out of the schools far exceeded the numbers opting into the schools, and all have the capacity to accept more magnet students.

## Conclusion

Overall, the BCPS elementary magnet programs are providing theme-based instruction and support in a whole-school environment to students in a variety of attractive themes. Most of the schools (11) provide standards-aligned instruction in the magnet theme at least three days per week. Nearly all promote family engagement by sharing information with parents about the program (14) and showcasing student learning and accomplishments in the magnet theme (13). The majority (12) also promote students' college and career readiness by providing multiple opportunities for students to participate in theme-based extracurricular and college and career exposure activities. However, only six schools have developed theme- and career-focused partnerships to support student learning.

There is a clear distinction in the quality of program administration between schools in the highest tercile and those in the middle and lowest terciles. Undoubtedly, the strength of a program's administrative practices has an impact on the quality of instruction and overall student achievement. With some exceptions, students in the highest and middle tercile schools demonstrated learning gains in reading and math; whereas this was not the norm among the lowest tercile schools (in only two of these schools did

students demonstrate learning gains in either subject).

In terms of program demand, enrollment has increased in all but a few of the elementary magnet schools, and several of the middle and lower tier schools have experienced increases in the number of applications over the past three years. However, all elementary magnet programs in the lowest tercile are primarily serving in-boundary students and have the capacity to accept more magnet students. In contrast, only five of the top and middle tercile schools have the capacity to accept more students into the magnet programs, and six have waitlists. In terms of marketing and recruitment, schools in the top and middle terciles tend to use a wider variety of marketing strategies (i.e., print, electronic, and in-person activities) than schools in the lowest tercile. However, only four schools provide school-specific marketing materials in languages other than English.

**Table I: Magnet Checklist Scores by Program—Elementary Magnet Programs**

Elementary School	Magnet program	Marketing and student recruitment	Program demand	Thematic instruction	College and career readiness	Student achievement	Program administration	Family and community engagement	Total score	Total possible score <sup>12</sup>	Total percentage score
<b>Highest tercile</b>											
Wilton Manors	International Baccalaureate PYP	3	6	7	2	8	6	4	36	47	77%
Beachside	Montessori	3	0.5	7	2	2	8.5	2	25	37	68%
Riverland	Communications & Languages	2	4.5	7	2	8	6.5	2	32	47	68%
Palmview	Global Environmental Science	3	1.5	7	2	5	6.5	4	29	47	62%
Virginia Shuman Young	Montessori	3	0.5	7	1	1	7.5	2.5	22.5	37	61%
<b>Middle tercile</b>											
North Andrews Gardens	Performing & Visual Arts	4	4.5	7	2	2	4.5	2	26	44	59%
Markham	Technology & Communications	2	3.5	7	1	6	3.5	2	25	47	53%
Bethune	Performing & Visual Arts	3	4.5	7	1	0	4.5	4	24	47	51%
Deerfield Park	Performing & Visual Arts	3	0.5	3	2	8	3	4	23.5	47	50%
Charles Drew	Science, Math, & Technology	3	3.5	1	2	4	4	4	21.5	44	49%

<sup>12</sup> Total possible scores for Charles Drew, North Andrews Gardens, VSY, and Beachside are lower than the other schools because some checklist items were not applicable.

Elementary School	Magnet program	Marketing and student recruitment	Program demand	Thematic instruction	College and career readiness	Student achievement	Program administration	Family and community engagement	Total score	Total possible score <sup>1,2</sup>	Total percentage score
<b>Lowest tercile</b>											
Walker	Performing & Visual Arts	4	6	5	2	0	3.5	2	22.5	47	48%
North Fork	Marine Environmental Science	2	6.5	5	2	0	3	3	21.5	47	46%
Sanders Park	Communications & Languages	2	1.5	5	0	8	2	2	20.5	47	44%
Thurgood Marshall	Communications/Government	3	6.5	1	2	2	2	1	17.5	47	37%
Watkins	Communications & Languages	1	0.5	3	1	0	4.5	1	11	47	23%

## Summary of Data by School and Magnet Program

Wilton Manors Elementary		
Magnet Theme	Percentage of Total Score	Ranking
International Baccalaureate Primary Years Programme (PYP)	77%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>PYP units were developed and implemented in all core subject areas and specials and were reflected on by students and teachers.</li> <li>School developed a partnership with school in Mexico and other school-wide service learning projects (Walk for Peace) to provide real world community service experiences.</li> <li>Magnet Coordinator provided ongoing support to all grade level teams to ensure effective implementation of the PYP magnet theme.</li> <li>All teachers have participated in IB training.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>None observed.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Wilton Manors is currently at 97.8% capacity.</li> <li>School enrollment has increased by 2% over the past three years.</li> <li>The number of magnet applications has increased by 48% over the past three years.</li> <li>The number of out-of-boundary students exceeded number of in-boundary students not attending Wilton Manors (by 173 students).</li> </ul>
Thematic instruction and college/career exposure	<p>The PYP magnet program is a whole-school instructional model that integrates inquiry, project-based learning, and student-guided learning across the curriculum. Interdisciplinary IB units were implemented for all core subject areas (science, math, social studies, health, and language arts) and specials (P.E., media, music, art and Spanish). In 2013–14, there was a strong focus on service learning projects which included, for example, beach clean-up activities, Earth Day community beautification projects, and community service with the Ronald McDonald House and Harbor Beach Nursing Home. The school organized a community Walk for Peace event and select staff and families traveled to Coba Mexico to work with an under-resourced school. The school also had an active student council which coordinated student-led interviews with professionals from different career fairs that were aired during morning announcements.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 4.9 percentage points among out-of-boundary students</li> <li>Increased by 3.8 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 9.5 percentage points among out-of-boundary students</li> <li>Increased by 3.0 percentage points among in-boundary students</li> </ul>

## Beachside Village Montessori K-8

Magnet Theme	Percentage of Total Score	Ranking
Montessori	68%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>The demand for the magnet program greatly exceeded the supply of available seats.</li> <li>The Montessori theme was prominently displayed through signage and thematic murals and facilities (peace garden and labyrinth).</li> <li>The program offered student-centered approach to learning through multi-age grouping and student-driven learning.</li> <li>The school conducted ongoing professional development in magnet theme and had at least one Montessori certified teachers on each team.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>None observed.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Beachside K-8 is currently at a 103.2% capacity.</li> <li>School enrollment has remained at full capacity for the past three years.</li> <li>Number of magnet applications has exceeded the total school population for past three years.</li> <li>Number of magnet applicants decreased slightly (-9%) from 2011–12 to 2013–14.</li> </ul>
Thematic instruction and college/career exposure	<p>Beachside Village is a whole-school program that provides all students with a Montessori learning environment that includes developmentally appropriate instructional materials that are facilitated by Montessori-trained teachers. All elementary classes were multi-age grouped; in the middle school, core subject classes were grouped by grade level, and elective courses were multi-aged. Every classroom had a variety of Montessori materials which served as the primary instructional materials; state-adopted curricula were provided as resources for teachers. Each multi-age team developed a crosswalk to align the Montessori connection, materials, and lessons to state standards and district Instructional Focus Calendars (IFCs).</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 2.0 percentage points</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 0.3 percentage points</li> </ul>

**Riverland Elementary School**

Magnet Theme	Percentage of Total Score	Ranking
Communication and Languages	68%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>• Thematic instruction is provided in daily specials using multiple modalities of learning.</li> <li>• The magnet theme is prominently displayed within and outside the school.</li> <li>• Students showcase their skills by serving as Ambassadors, in presentations, and in competitions.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>• World Languages magnet teachers use mobile carts for instruction instead of having their own classroom.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>• Riverland Elementary is currently above capacity at 101.9%.</li> <li>• School enrollment has increased over the past 3 years.</li> <li>• The number of magnet applications has increased 1.8% over the past 3 years (from 112 in 2011-12 to 114 in 2013-14).</li> <li>• The number of out-of-boundary students attending the school (131) was nearly equal to the number of in-boundary students not attending Riverland (130).</li> </ul>
Thematic instruction and college/career exposure	<p>The World Languages magnet at Riverland provides instruction to all students in French, Spanish, or Spanish for Native Speakers. All students in all grades receive 30 minutes per day in the magnet theme taught as a special. Instruction is sequential and scaffolded, following a district-developed activity guide aligned with Common Core standards. Students are exposed to World Languages through in multiple learning modalities (e.g., speaking, reading, writing, and dance). Students learn to recognize the connections between the English language and the languages taught through the magnet program. Students participate in off-campus field trips (e.g., EPCOT), virtual field trips, Languages Month activities, and an end-of-the-year field trip to increase their ability to compete in the global marketplace.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>• Decreased by 7.8 percentage points among out-of-boundary students</li> <li>• Increased by 9.4 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>• Increased by 4.9 percentage points among out-of-boundary students</li> <li>• Increased by 11.1 percentage points among in-boundary students</li> </ul>

## Palmview Elementary School

Magnet Theme	Percentage of Total Score	Ranking
Global Environmental Science	62%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>• Palmview Elementary is the only Environmental Science magnet program.</li> <li>• All students received exposure to the magnet theme through a daily specials class.</li> <li>• Scheduling for major/minor students maximizes magnet curriculum instruction.</li> <li>• Schoolwide monthly environmental science themes provide cohesion to the curriculum.</li> <li>• The magnet theme is well-represented visually throughout the school.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>• Although school enrollment has increased, the number of magnet applicants has decreased.</li> <li>• The number of in-boundary students not attending Palmview exceeds the number of out-of-boundary students attending the school.</li> <li>• There has been a large decline over the past three years in the proportion of out-of-boundary students demonstrating learning gains in reading.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>• Palmview Elementary is currently close to capacity (99%).</li> <li>• School enrollment has increased over the past 3 years.</li> <li>• The number of magnet applicants decreased 27.5% from 2011-12 to 2013-14 (from 40 to 29).</li> <li>• In-boundary students not attending Palmview exceeded out-of-boundary students attending the school by 143 students.</li> </ul>
Thematic instruction and college/career exposure	<p>The Environmental Science magnet at Palmview is a whole-school initiative that exposes all students to the magnet theme. All students have a focused curriculum-based, integrated specials class in which science is taught daily. Monthly themes are implemented in grade levels by the specials teachers in collaboration with classroom teachers. Students in grades 4 and 5 participate in a major/minor program (correlated with FCAT scores) consisting of three 30-minute sessions per week with the science resource teacher. Majors (FCAT levels 4 and 5, and some high 3s) participate in rotations that include science labs, in-school and out-of-school field trips, and hands-on projects). All science instruction follows benchmarks that are aligned with state standards for science instruction. Miami Sea Aquarium facilitates in-school and out-of school field trips. Science and technology clubs are offered after school, during which students participate in hands-on projects.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>• Decreased by 40.0 percentage points among out-of-boundary students</li> <li>• Decreased by 4.8 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>• Increased by 4.4 percentage points among out-of-boundary students</li> <li>• Increased by 12.2 percentage points among in-boundary students</li> </ul>



## Virginia Shuman Young Elementary School

Magnet Theme	Percentage of Total Score	Ranking
Montessori	61%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>The demand for the magnet program greatly exceeded the supply of available seats.</li> <li>Student-centered learning was evident throughout the school building.</li> <li>All teachers are required to earn Montessori certification within 2-3 years of starting at VSY.</li> <li>School received Magnet Schools of America School of Distinction award.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>None observed.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>VSY is currently at a 107.4% capacity.</li> <li>School enrollment has remained at full capacity for the past three years.</li> <li>School has maintained a magnet application waitlist for past three years.</li> </ul>
Thematic instruction and college/career exposure	<p>VSY provides a whole-school Montessori program in which students receive classroom instruction in multi-age groups (3/4, 5/6, 7/8, and 9/10) rather than grade levels. In the multi-age groups, students work at their own pace with the teacher acting as a facilitator. Students stay with the same teacher for two years within the multi-age group. Every classroom had a variety of Montessori materials which served as the primary instructional materials and state-adopted curricula were provided as resources for teachers. All Montessori lessons included a strong emphasis on practical life skills and structured independence and a focus on project-based learning and technology integration.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 1.1 percentage points</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Decreased by 14.7 percentage points</li> </ul>

## North Andrews Gardens Elementary

Magnet Theme	Percentage of Total Score	Ranking
Performing and Visual Arts (PVA)	59%	Middle tercile

Areas of distinction	<ul style="list-style-type: none"> <li>A cohesive and dedicated core magnet teaching team (and supportive administrative staff) that recognize the potential of the arts to enhance and enrich the core curriculum and level the playing field for students with different strengths and talents.</li> <li>Student enrollment and application data show that the magnet program at North Andrews Gardens is in high demand in the community.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>Student achievement at the school has declined in the past few school years.</li> <li>It appears that dance is not as fully integrated into the magnet program as the other arts disciplines.</li> <li>The school is in need of another visual arts teacher.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>With an enrollment of 816 students, North Andrews Gardens ES is currently at 100% capacity.</li> <li>School enrollment decreased slightly between 2011-12 and 2012-13 and increased in 2013-14, for a net decrease of 2% from the 2011-12 school year.</li> <li>The number of magnet applications increased by 17% from 2011-12.</li> <li>The school had a waitlist of at least 28 students each year for the past three years.</li> <li>The number of out-of-boundary students has declined since 2011-12, but still far surpasses the number of in-boundary students not attending the school.</li> </ul>
Thematic instruction and college/career exposure	<p>The Performing and Visual Arts (PVA) magnet program at North Andrews Gardens is a whole-school magnet that provides arts instruction to students in grades K-5 in four disciplines: visual arts, drama, music (band/orchestra), and dance. In grades K-2, students are exposed to each of the five arts offerings through six-week rotations; in grades 3-5 the students choose a major and a minor and receive 3 days of instruction per week in their major and two days of instruction per week in their minor (every 6-7 days they go to dance). Magnet instruction is sequential and scaffolded from grade to grade, and instruction in the arts is aligned to criteria at the middle school level so that students are prepared for advanced work in their discipline if they matriculate to an arts middle school. The arts instructors follow common core standards for their discipline and work with other teaching staff to integrate arts into the core curriculum. They have an extended school day to accommodate the program, so that students get enough time in the disciplines and in their core subjects. Each department has an afterschool club where students can work on special projects and prepare for events and performances. Students receive exposure to performing arts careers through their numerous performances in the community.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 4 percentage points among out-of-boundary students</li> <li>Decreased by 5 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Decreased by 16 percentage points among out-of-boundary students</li> <li>Decreased by 5 percentage points among in-boundary students</li> </ul>

## Markham Elementary School

Magnet Theme	Percentage of Total Score	Ranking
Technology with Global Communications	53%	Middle tercile

Areas of distinction	<ul style="list-style-type: none"> <li>• Markham is the only elementary school that offers global communication with technology.</li> <li>• All students are exposed to the magnet theme, which is integrated into core curriculum.</li> <li>• The school offers a high tech classroom environment and well-equipped media center, and uses distance learning in partnership with other schools.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>• There was limited outreach in the community.</li> <li>• Number of in-boundary students not attending the school far exceeded the number of out-of-boundary students attending the school.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>• Markham is currently at 96% capacity.</li> <li>• School enrollment has increased over the past 3 years.</li> <li>• The number of magnet applicants increased from 40 to 60 between 2011-12 and 2012-13, and then decreased to 38 in 2013-14.</li> <li>• The number of in-boundary students not attending Markham (208) exceeded the number of out-of-boundary students attending the school (18).</li> </ul>
Thematic instruction and college/career exposure	<p>The Technology with Global Communications magnet at Markham is a whole-school initiative that exposes all students to the magnet theme. The theme is integrated into the core curriculum; all teachers and grades provide magnet thematic instruction. Students use digital technology for research (to analyze information) and presentation and are provided with opportunities for the enhancement of STEM skills through the magnet. Magnet instruction is sequential, scaffolded, and aligned with Common Core and International Society for Technology in Education (ISTE) standards. Fifth grade students participated in JABizTown, a Junior Achievement event at Broward Community College in which students utilize technology in various career roles (e.g., journalism).</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>• Increased by 22.3 percentage points among out-of-boundary students</li> <li>• Decreased by 10.1 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>• Decreased by 2.3 percentage points among out-of-boundary students</li> <li>• Increased by 20.2 percentage points among in-boundary students</li> </ul>

## Mary M. Bethune Elementary School

Magnet Theme	Percentage of Total Score	Ranking
Performing and Visual Arts (PVA)	51%	Middle tercile

Areas of distinction	<ul style="list-style-type: none"> <li>All students received exposure to a minimum of three arts disciplines and focused on a major in grades 3-5.</li> <li>Thematic instruction was provided in daily specials and arts integration.</li> <li>Students participated in thematic showcases (performances).</li> <li>The program was supported by a partnership with Broward Center for Performing Arts.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>School is severely under-capacity but has not been able to increase student enrollment in past three years or the number of magnet applications in past two years.</li> <li>Number of out-of-boundary students exceeded the number of in-boundary students who did not attend the school by only 36 students.</li> <li>Theme was not visually represented in or around school building.</li> <li>There was limited evidence of marketing at day cares or preschools.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Bethune is at a 63.4% capacity.</li> <li>School enrollment decreased by 3% over the past 3 years.</li> <li>Number of magnet applicants increased by 28% from 2011–12 to in 2013–14.</li> <li>Number of out-of-boundary students exceeded in-boundary students not attending Bethune by 36 students.</li> </ul>
Thematic instruction and college/career exposure	<p>The PVA magnet at Bethune is a whole-school program that exposes all students to theater, strings, and band, and selected students to dance. In 2013–14, all students in grades K-2 received PVA instruction in the specials rotation that included theater, strings, band, Spanish, and media (2nd grade has dance in rotation as well). Students in grades 3-5 received daily PVA instruction in their arts major: band, dance, strings, or theater. A longstanding partnership with Broward Center for Performing Arts allows students to attend professional and educational performances and to perform in the Center’s facilities. In addition, students have opportunities to perform in performances held at the school and in the community.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 9.9 percentage points among out-of-boundary students</li> <li>Decreased by 3.0 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Decreased by 9.1 percentage points among out-of-boundary students</li> <li>Decreased by 18.6 percentage points among in-boundary students</li> </ul>

## Deerfield Park Elementary School

Magnet Theme	Percentage of Total Score	Ranking
Performing and Visual Arts (PVA)	50%	Middle tercile

Areas of distinction	<ul style="list-style-type: none"> <li>All students received exposure to a minimum of two arts disciplines and focus on a major in grades 4-5.</li> <li>School offered thematic student clubs and teams.</li> <li>Band collaborated with Deerfield Beach HS band.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>School is under-capacity but has not been able to increase student enrollment in past three years.</li> <li>The number of magnet applications declined from 2012–13 to 2013–14.</li> <li>The number of out-of-boundary students is less than number of in-boundary students who do not attend the school.</li> <li>Some students in grades PreK-3 were exposed to only two arts areas and only received PVA instruction three times a week.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Deerfield Park ES is at a 71.8% capacity.</li> <li>School enrollment decreased slightly, by -2% over the past three years.</li> <li>Number of magnet applicants decreased from 2012–13 to 2013–14, but was similar in 2011–12.</li> <li>Number of out of boundary students (81) does not exceed the number of in-boundary students who are not attending Deerfield Park (115).</li> </ul>
Thematic instruction and college/career exposure	<p>The PVA magnet program at Deerfield Park provides all students with exposure to the arts in four areas: dance, music, art, and band. In 2013–14, students in grades PreK-3 received PVA instruction each week in the special wheel which included music, band, P.E. and media for all classes, as well as dance and art for classes with morning specials. All students in grades 4 and 5 received daily instruction in an arts major (dance, music, band or art). Arts instruction was project-based and focused on preparation for student performances; it did not follow defined curriculum maps. In addition, classroom teachers infused arts into core subject area instruction. Students participated in special activities and events that exposed them to professional artists and provided opportunities for them to receive college and career exposure in arts fields. The school also offered a morning instrumental band club, after school band class, drum line, step team, chorus, and set design club.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 1.1 percentage points among out-of-boundary students</li> <li>Increased by 8.1 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 2.9 percentage points among out-of-boundary students</li> <li>Increased by 10.0 percentage points among in-boundary students</li> </ul>

**Charles Drew Elementary**

Magnet Theme	Percentage of Total Score	Ranking
Science, Math and Technology	49%	Middle tercile

Areas of distinction	<ul style="list-style-type: none"> <li>Partnership with Museum of Discovery and Science (MODS) and STEM career day were implemented to expose students to theme-related careers.</li> <li>STEM enrichment was offered through student clubs and early release day activities.</li> <li>The number of magnet applications more than doubled over the past three years.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>Students only received 30 minutes/week of STEM instruction.</li> <li>There was no formal STEM curriculum.</li> <li>There were limited partnerships to support thematic instruction and exposure.</li> <li>There was no magnet planning or instructional team.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Charles Drew is currently at 111.2% capacity.</li> <li>School enrollment increased by 10% over the past three years (from 583 in 2011–12 to 644 in 2013–14).</li> <li>The number of magnet applications increased 102% over past three years (from 44 in 2011–12 to 87 in 2013–14).</li> <li>The number of out-of-boundary students (147) is currently less than the number of in-boundary students who are not attending Charles Drew (177).</li> </ul>
Thematic instruction and college/career exposure	<p>The Science, Math and Technology magnet has transitioned into a STEM program. In 2013–14, the magnet program exposed students to STEM through: a weekly 30-minute STEM special; science literacy centers in every classroom; and science enrichment activities on five scheduled early release days. Instruction in the STEM special was based on the science and math standards, but did not follow a formal curriculum. In 2013–14, students participated in a variety of STEM experiences, including field trips and in-house activities with the MODS in Fort Lauderdale; a STEM career day; and student clubs in technology, STEMology, and robotics. Students in the STEM clubs participated in district science and math bowls and SECME competitions.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 5.9 percentage points among out-of-boundary students</li> <li>Increased by 3.9 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 1.9 percentage points among out-of-boundary students</li> <li>Increased by 2.3 percentage points among in-boundary students</li> </ul>

## Walker Elementary School

Magnet Theme	Percentage of Total Score	Ranking
Performing and Visual Arts (PVA)	48%	Lowest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>Walker has established a reputation in the community for having a strong performing arts program.</li> <li>The number of magnet applications has increased by 60% since 2011-12.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>Because of the location of the school, the interviewee does not believe that the school will continue to attract students from the outside of the community. Just this year, four charter schools opened up in the zip code.</li> <li>Academic achievement levels at the school are low, and the magnet program does not appear to be a central part of the school's strategy to raise student achievement.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Walker is currently at 59% capacity.</li> <li>School enrollment has increased by 7% since 2011-12.</li> <li>The number of magnet applications has increased by 60% since 2011-12.</li> <li>The magnet program had a waitlist of 25 students in 2012-13 and 20 students in 2013-14.</li> <li>The number of out-of-boundary students (226) is less than the number of in-boundary students not attending the school (315).</li> </ul>
Thematic instruction and college/career exposure	<p>The Performing and Visual Arts (PVA) magnet program at Walker Elementary is a whole-school magnet that provides arts instruction to students in grades K-5 in art, band, dance, chorus, and drama. The magnet curriculum is taught as a special, though the school's core curriculum is infused into the magnet curriculum (and vice versa) whenever possible. Students in grades K-2 students are introduced to all areas of the program through 5-week rotations in each discipline. In grades 3-5, students select a major and attend a one-hour block in their major activity daily, plus periodic labs, during which they prepare for performances and shows. Instruction in the arts is sequential, and teachers develop their own scope and sequence for their discipline. Students receive exposure to performing arts careers through field trips to see professional performances and plays, and through their numerous student performances in the community.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 4 percentage points among out-of-boundary students</li> <li>Decreased by 6 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Decreased by 4 percentage points among out-of-boundary students</li> <li>Decreased by 18 percentage points among in-boundary students</li> </ul>

North Fork Elementary		
Magnet Theme	Percentage of Total Score	Ranking
Marine Environmental Sciences	46%	Lowest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>• North Fork is the only elementary marine science magnet program.</li> <li>• Students had opportunities to participate in hands-on activities and field trips in the magnet theme.</li> <li>• Magnet theme was displayed prominently in and around the school building, which supported marketing and engages students in the magnet theme every day.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>• Thematic instruction was not provided every day.</li> <li>• There was no Instructional Focus Calendar or pacing guide for the magnet curriculum.</li> <li>• The school is under capacity but received only 60 magnet applications in 2013–14.</li> <li>• The number of in-boundary students not attending North Fork exceeds the number of out-of-boundary students.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>• North Fork is currently at 77.6% capacity.</li> <li>• School enrollment has increased by 33% over the past three years.</li> <li>• Number of magnet applications increased from by 16% over the past three years.</li> <li>• Number of out-of-boundary students is less than the number of in-boundary students who are not attending North Fork (182 to 294 students).</li> </ul>
Thematic instruction and college/career exposure	<p>In 2013–14 marine science was offered in the specials rotation which also included STEM, music or P.E., and computers. Every class visited the marine science special 2 or 3 days a week. The marine science curriculum, “FOR SEA: Investigating Marine Science” was produced by the Institute of Marine Science in 1997. The magnet teachers updated the curriculum with current materials from Discovery Education and National Geographic as needed. The magnet coordinator worked with the science coach in 2012–13 to align the marine science curriculum with the district science standards. The school collaborated with the Museum of Discovery and Science (MODS) for a Family Magnet Night, and students participated in field trips to MODS, the International Game and Fish Association, and the New River to extend on thematic instruction through hands-on activities.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>• Decreased by 10.0 percentage points among out-of-boundary students</li> <li>• Decreased by 17.8 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>• Decreased by 29.3 percentage points among out-of-boundary students</li> <li>• Decreased by 14.0 percentage points among in-boundary students</li> </ul>



## Sanders Park Elementary School

Magnet Theme	Percentage of Total Score	Ranking
Communication and Languages	44%	Lowest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>Sanders Park is the only elementary school in Broward that offers Chinese language instruction.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>School is under-capacity but only received 35 magnet applications in past year.</li> <li>Students received language instruction 2-3 times a week in 35 minutes specials.</li> <li>The number of out-of-boundary students was less than the number of in-boundary students who are not attending Sanders Park.</li> <li>Theme was not visually represented in or around the school building.</li> <li>There were no thematic student clubs or partnerships to supplement language instruction.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Sanders Park is currently at 85.9% capacity.</li> <li>School enrollment increased by 2% in the past three years.</li> <li>The number of magnet applications decreased by 18% over the past three years.</li> <li>The number of out-of-boundary students at Sanders Park is less than the number of in-boundary students who do not attend the school (72 compared with 103).</li> </ul>
Thematic instruction and college/career exposure	<p>The magnet program at Sanders Park provides foreign language instruction in French, Spanish, and Chinese for all students as part of the specials rotation. The primary goal of language instruction was to provide scaffolded exposure to languages, cultures and customs of different countries from PreK to grade 5. The language teachers implemented the district instructional focus calendars for world languages and collaborated with classroom teachers to reinforce vocabulary and math concepts that are addressed in core subject instruction. In 2013–14, students had an opportunity to compete in the district World Languages competition held at Riverland Elementary School.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 6.9 percentage points among out-of-boundary students</li> <li>Decreased by 14.6 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 3.7 percentage points among out-of-boundary students</li> <li>Increased by 11.1 percentage points among in-boundary students</li> </ul>

## Thurgood Marshall Elementary School

Magnet Theme	Percentage of Total Score	Ranking
Government and Public Affairs/ Communications	37%	Lowest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>The government and public affairs theme is unique at the elementary school level.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>There does not appear to be full buy-in to the model amongst all members of the magnet planning team</li> <li>The school has experienced a number of major transitions in a short amount of time (new principal, new magnet coordinator, other staff turnover, new magnet theme, changing neighborhood and student demographics, etc.).</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>With a total enrollment of 489 students, Thurgood Marshall is currently at 66% capacity.</li> <li>School enrollment has increased 30% since the 2011-12 school year.</li> <li>The number of magnet applications has nearly tripled since the 2011-12 school year.</li> <li>There is no waitlist for the magnet program.</li> <li>The number of out-of-boundary students attending the school (105) is less than the number of in-boundary students opting out of the school (241).</li> </ul>
Thematic instruction and college/career exposure	<p>Originally a Communications magnet program, school administrators worked with district personnel to identify and develop the new Communications with Public and Governmental Affairs magnet theme to distinguish it from other elementary magnet programs in the district and to maintain the school's attractiveness to families in the community. The new magnet theme envisions the school as a city and concentrates on the topics of community and civic affairs, with an emphasis on careers, public administration, community development, government agencies and public services. The magnet theme should be infused into the core curriculum, but is not yet fully integrated. During the 2013-14 school year, students participated in a 12-week government and public affairs special, which met for approximately 30 minutes per day. Other specials were offered in six-week rotations, including music, art, and broadcast media.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 4 percentage points among out-of-boundary students</li> <li>Decreased by 5 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Decreased by 5 percentage points among out-of-boundary students</li> <li>Decreased by 17 percentage points among in-boundary students</li> </ul>

## Watkins Elementary School

Magnet Theme	Percentage of Total Score	Ranking
Communications and Language	23%	Lowest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>Students in grades 3-5 receive instruction in multi-media and TV production.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>School enrollment and magnet applications have decreased.</li> <li>Planning for the magnet theme is infrequent.</li> <li>Instructional focus calendars or curriculum maps are not used.</li> <li>High student mobility was reported to hinder the delivery of sequential, scaffolded instruction.</li> <li>There are limited opportunities for career and college exposure, and no partnerships.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Watkins Elementary is currently at 88% capacity.</li> <li>School enrollment has decreased over the past 3 years, from 775 in 2011-12 to 714 in 2013-14 (-8%).</li> <li>Number of magnet applications decreased by 46% (from 87 in 2011-12 to 47 in 2013-14).</li> <li>Number of out-of-boundary students decreased over the past 3 years.</li> <li>Number of in-boundary students not attending Watkins exceeded out-of-boundary students attending the school by 28 students.</li> </ul>
Thematic instruction and college/career exposure	<p>The Communications and Language magnet at Watkins is taught as a special. Students K through grade 5 in the magnet program receive 30 minutes of instruction daily either in Spanish or French. Students not in the magnet program receive exposure to the magnet theme (Spanish language and culture) through art. Students in grades 3 through 5 also receive 30 minutes/day of instruction in multi-media and TV production. There are no magnet curriculum maps or Instructional Focus Calendars. Teachers have lesson plans and follow the state standards for language. Although magnet instruction is intended to be sequential, this is hindered by high student mobility within the magnet program.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 2.4 percentage points among out-of-boundary students</li> <li>Decreased by 8.9 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Decreased by 9.1 percentage points among out-of-boundary students</li> <li>Decreased by 17.4 percentage points among in-boundary students</li> </ul>

# Middle School Magnet Programs

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## Introduction

Metis assessed 15 of the district’s 21 middle school magnet programs, which operated in 11 middle schools.<sup>13</sup> Most of the programs (12) provide an instructional focus in a content-based theme, such as international affairs and business, communication and broadcast arts, and health and wellness. The majority (8) of these programs also provide opportunities for students to earn high school credits in the magnet theme or a related area. The remaining three magnet programs offer instructional model themes, either IB or Montessori.

## Summary of Findings

The magnet review collected data to evaluate each middle school program on a set of 30 criteria in the areas of marketing, program demand, thematic instruction, college and career readiness, student achievement, administration, and family and community engagement. The total possible score that a program could achieve ranged from 45 to 51 because some criteria were not relevant for all schools. For example, schools that are at or over capacity were not assessed on the change in total school enrollment over the past three years, and schools that follow instructional model themes were not assessed on opportunities to choose from multiple magnet pathways. To accommodate the differences in total possible scores, total scores were converted to total percentage scores by dividing the total score by total possible score for each individual program. The total percentage scores ranged from a high of 71% for Pompano Beach Communication and Broadcast Arts (CBA) magnet to 35% for Attucks Center for Instruction Technology Education (C.I.T.E.) magnet. Most programs (11) achieved more than half of total possible points.

The total percentage scores were used to sort the magnet programs into thirds (terciles)—highest tercile, middle tercile, and lowest tercile. A list of programs in each tercile and a summary of the scores is presented below. Table 2 presents the numeric total scores and total possible points, as well as subscores for each area for each program, sorted by tercile. Individual program summaries are included following the table. Complete checklist data are presented in the Appendix.

### Highest tercile programs:

- Pompano Beach Communication and Broadcast Arts (71%)
- New River Marine Sciences (66%)
- Sunrise Montessori (66%)
- McNicol International Affairs & Business (64%)
- William Dandy Pre-Medical (63%)

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<sup>13</sup> Six middle school STEM magnet programs currently funded through the federal Magnet Schools Assistance Program grant and the recently authorized International Baccalaureate magnet program at Plantation MS were not included in the review.

Each of the programs in the highest tercile received high scores for thematic instruction—all offered specialized thematic curricula, sequential magnet courses, and daily instruction in the magnet theme. In addition, Pompano Beach CBA and William Dandy Pre-Medical magnets provided multiple pathways for instruction in the theme. Four of the five programs received the maximum score for college and career readiness. All five programs offered theme-related enrichment and career exposure activities, such as field trips, student clubs, and presentations by professionals in the magnet theme. Additionally, four programs provided opportunities for magnet students to earn high school credit in the magnet theme.

Program demand was high among the programs in the highest tercile. Four programs—New River Marine Sciences, Sunrise Montessori, McNicol International Affairs, and William Dandy Pre-Medical magnet—experienced an increase in both the number of magnet applications to the program and in total school enrollment over the past three years. Sunrise and William Dandy received the highest scores for program demand; both of the programs had waitlists for applications in 2013–14.

Four of the programs earned more than half of the possible points for program administration (Sunrise received the maximum score). Each of these programs has a dedicated magnet team that meets regularly and involves school leaders. Furthermore, these programs secured external grants to support theme implementation over the past three years. Student achievement varied across the programs. Three programs showed increased learning gains among out-of-boundary and/or in-boundary magnet students—Pompano Beach CBA and McNicol International Affairs and Business (IAB) earned the highest scores for student achievement in this tercile.

#### Middle tercile programs:

- Parkway Performing and Visual Arts (60%)
- William Dandy Pre-Law (59%)
- Driftwood Health and Wellness (56%)
- Crystal Lake International Affairs & Business (55%)
- Attucks Communication and Broadcast Arts (53%)

The five programs in the middle tercile had strong scores for thematic instruction—Parkway PVA, Crystal Lakes IAB and Attucks CBA received the maximum score (9) and William Dandy Pre-Law and Driftwood received seven points. These programs had lower scores than the highest tercile programs for college and career readiness. All of the programs provide opportunities for students to participate in theme-related clubs, competitions, and college and career exposure activities; however only Crystal Lakes IAB provides high school credits in the magnet theme.

Program demand was lower among the middle tercile programs compared with the highest tercile. Only one program, William Dandy Pre-Law, experienced an increase in magnet applications over the past three years; and two programs—William Dandy Pre-Law and Parkway PVA—had an increase in school enrollment. William Dandy and Crystal Lake also had waitlists. The programs in the middle tercile also had mixed scores for student achievement. Two programs, William Dandy and Driftwood had increased learning gains among out-of-boundary and/or in-boundary magnet students and Attucks CBA and Crystal Lakes showed increased learning gains among one but not both groups of magnet students.

### Lowest tercile programs:

- Deerfield Beach International Baccalaureate MYP (52%)
- Lauderdale Lakes International Baccalaureate MYP (49%)
- Crystal Lake Science/Pre-Engineering (40%)
- Deerfield Beach Health and Wellness (36%)
- Attucks C.I.T.E. (Technology) (35%)

The programs in the lowest tercile achieved lower scores for thematic instruction, program demand, program administration and family and community engagement. All of the programs in this tercile provided a specialized thematic curriculum and/or daily instruction in the theme; yet only three provided sequential instruction in the theme and none offered multiple pathways in the theme. Furthermore, only one program—Deerfield Beach IB—had an increase in magnet applications over the three years and only Lauderdale Lakes experienced increased school enrollment. Two programs—Deerfield Beach IB and Lauderdale Lakes IB—achieved an increase in learning gains among both out-of-boundary and in-boundary magnet programs; the remaining three only achieved increased gains among in-boundary magnet students.

## Conclusion

Most of the middle school magnet programs provided students with unique thematic instruction in sequential pathways and opportunities to participate in real-world application of the magnet theme. Fourteen programs implemented specialized thematic curricula and 12 programs provided sequential coursework in the theme. However, only five programs offered students multiple pathways in the magnet programs and in only eight programs could students earn high school credits in the magnet theme. Many of the middle magnet programs support student learning—nine programs showed increased learning gains in reading or math among out-of-boundary magnet students and 12 programs showed learning gains among in-boundary magnet students. Only one magnet program did not show any increases in learning gains among magnet students.

Program demand varied across the middle school magnet programs. Only six of the 15 programs experienced an increase in magnet applications over the past three years; the remaining nine had a decline in applications. Only four programs had a waitlist for magnet applicants. Just under half (7) of the programs were located in schools that had experienced an increase in total student enrollment over the past three years; eight programs were located in schools with declining enrollment.

Data from the checklists indicate that most of the middle school programs are effective in offering unique and important choices for students. Limited demand across the programs suggests that the magnet programs should conduct more aggressive marketing strategies. Furthermore, the district should monitor programs that have experienced low or declining numbers of magnet applications over the past three years to ensure that students can take advantage of the many magnet options. Four programs received fewer than half of the possible points on the magnet checklist. The district should review data for these programs—Lauderdale Lakes IB, Crystal Lake Science/Pre-Engineering, Deerfield Beach MS Health and Wellness, and Attucks C.I.T.E., to determine if the programs need additional resources or support from the district to improve programming or marketing or if the programs would benefit from being transitioned to innovative programs or phased out.

**Table 2: Magnet Checklist Scores by Program—Middle School Magnet Programs**

Middle School	Magnet program	Marketing and student recruitment	Program demand	Thematic instruction	College and career readiness	Student achievement	Program administration	Family and community engagement	Total score	Total possible score <sup>14</sup>	Total percentage score
<b>Highest tercile</b>											
Pompano Beach	Communication & Broadcast Arts	4	0	9	4	7	6	4	34	48	71%
New River	Marine Sciences	3	6	7	4	2	7	4.5	33.5	51	66%
Sunrise	Montessori	2	7.5	7	2	3	8.5	2.5	32.5	49	66%
McNicol	International Affairs & Business	3	5.5	7	4	6	5	2	32.5	51	64%
William Dandy	Pre-Medical	3	7	9	4	2	4	3	32	51	63%
<b>Middle tercile</b>											
Parkway	Performing & Visual Arts	4	4.5	9	2	0	6.5	4.5	30.5	51	60%
William Dandy	Pre-Law	3	7	7	2	4	4	3	30	51	59%
Driftwood	Health & Wellness	3	0.5	7	2	5	7.5	3.5	28.5	51	56%
Crystal Lake	International Affairs & Business	2	0.5	9	4	6	3.5	2	27	49	55%
Attucks	Communication & Broadcast Arts	2	0.5	9	2	2	5.5	3	24	45	53%
<b>Lowest tercile</b>											
Deerfield Beach	International Baccalaureate MYP	3	1.5	7	4	6	2	2	25.5	49	52%
Lauderdale Lakes	International Baccalaureate MYP	2	2	3	4	4	5	4	24	49	49%
Crystal Lake	Science/Pre-Engineering	2	0	7	2	1	4.5	4	20.5	49	42%

<sup>14</sup> Total possible scores for Attucks CBA, Pompano Beach CBA, Deerfield Beach IB, Lauderdale Lakes IB and Sunrise Montessori are lower than the other schools because some checklist items were not applicable.

Middle School	Magnet program	Marketing and student recruitment	Program demand	Thematic instruction	College and career readiness	Student achievement	Program administration	Family and community engagement	Total score	Total possible score <sup>1,4</sup>	Total percentage score
Deerfield Beach MS	Health & Wellness	3	0.5	5	1	5	3	1	18.5	51	36%
Attucks	C.I.T.E. (Technology)	2	0.5	3	2	5	5.5	0	18	51	35%



## Summary of Data by School and Magnet Program

Pompano Beach Middle School		
Magnet Theme	Percentage of Total Score	Ranking
Communication & Broadcast Arts (CBA)	71%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>Students can participate in multiple thematic elective pathways.</li> <li>Students can earn high school credits for magnet electives.</li> <li>Students expanded knowledge and skills in magnet theme through clubs, competitions, and career awareness activities.</li> <li>Magnet students participated in marketing efforts by conducting presentations for fifth grade students.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>Number of magnet applications has decreased in past three years.</li> <li>Number of out-of-boundary students is less than number of in-boundary students who are not attending Pompano Beach MS.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Pompano Beach MS is currently at 101.4% capacity.</li> <li>School enrollment has decreased slightly (3%) over the past three years.</li> <li>Number of magnet applications decreased by 29% over the past three years.</li> <li>Number of out-of-boundary students is less than number of in-boundary students not attending the school (198 to 385).</li> </ul>
Thematic instruction and college/career exposure	<p>Magnet elective courses in CBA are offered to all students at Pompano Beach MS, including in-boundary and out-of-boundary magnet students and non-magnet in-boundary students. Students who meet the academic criteria for the magnet program (level 3 or higher on the FCAT) can take two magnet electives; students in levels 1 or 2 can take one magnet elective and must take reading. All electives at Pompano Beach MS, except for P.E, are magnet electives. During the 2013–14 school year, sixth-grade students participated in an elective wheel that included four 9-week electives in: Film and Broadcast, Drama, Commercial Art, and Journalism. Seventh- and eighth-grade students selected two full-year electives in the following pathways: Communication Arts—Debate (7<sup>th</sup> grade), Law (8<sup>th</sup> grade), Spanish I and II, and Studio Art; Broadcast Arts: Speech (7<sup>th</sup> grade), Drama (8<sup>th</sup> grade) Advanced Film and Broadcast, and Photography. The electives were designed to provide students with three years of sequential instruction in one or two CBA areas of interest. Students could earn high school credit for Spanish I and II, Speech and Drama, and Debate and Law. CBA students gained college and career readiness skills by participating in competitions and showcasing their work in community forums. Magnet students also had opportunities to participate in theme-related clubs and competitions.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 3.3 percentage points among out-of-boundary students.</li> <li>Increased by 3.4 percentage points among in-boundary students.</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math:</i></p> <ul style="list-style-type: none"> <li>Increased by 2 percentage points among out-of-boundary students.</li> <li>Increased by 5.8 percentage points among in-boundary students.</li> </ul>

## New River Middle School

Magnet Theme	Percentage of Total Score	Ranking
Marine Science	66%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>The number of magnet applications and total school enrollment has steadily increased over the past three years.</li> <li>Students participated in a sequential thematic pathway that culminated in the high school level course in eighth grade.</li> <li>Students had numerous opportunities to extend on classroom learning through field trips, clubs, competitions, and guest speakers in the marine science field.</li> <li>Students received awards in local competitions related to the magnet theme.</li> <li>Magnet program secured almost \$20,000 in grants to support the theme in 2013–14.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>None observed.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>New River MS is currently at 100.4% capacity.</li> <li>School enrollment increased by 7% over the past three years.</li> <li>Number of magnet applications increased by 68% over the past three years.</li> <li>Number of out-of-boundary students exceeded than number of in-boundary students not attending the school (299 to 256).</li> </ul>
Thematic instruction and college/career exposure	<p>The goal for the magnet program at New River is to expose students to marine science and prepare them to be stewards of the marine environment, especially in South Florida. During 2013–14, all magnet students took a sequential pathway of full-year electives in marine science. In sixth-grade, students received an introduction to the physical, chemical, and biological oceanography and learned about the history of ocean research, physical aspects of the marine environment, and how the ocean affected climate. In seventh-grade, students learned about biological oceanography and the different ecosystems of organisms in the ocean. In eighth-grade, students took a high school level course that provided an in-depth study of chemical and physical oceanography and a review of biological oceanography. Students who passed the end-of-course exam received high school credit. In addition to the marine science pathway, sixth-grade magnet and non-magnet students could take a nine-week Ocean Exploration course in their elective wheel. A full-year Ocean Exploration course was offered to students in eighth-grade, as a supplement to the Marine Science course. The magnet coordinator and teachers provided interdisciplinary projects and resources to core academic teachers to infuse the magnet theme across the curriculum. Students received exposure to college and career opportunities in the magnet theme through presentations, hands-on experiences in local parks, and field trips. Students also participated in theme-related clubs and competitions.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased among out-of-boundary students.</li> <li>Increased by 0.1 percentage points among in-boundary students.</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math:</i></p> <ul style="list-style-type: none"> <li>Increased by 0.2 percentage points among out-of-boundary students.</li> <li>Decreased among in-boundary students.</li> </ul>

## Sunrise Middle School

Magnet Theme	Percentage of Total Score	Ranking
Montessori	66%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>The program is one of only two Montessori magnet programs in the district serving middle school grades.</li> <li>The number of magnet applications has increased over the past three years.</li> <li>The number of out-of-boundary students at the school exceeds in-boundary students not attending the school.</li> <li>The curriculum and instruction is highly student-centered and experiential.</li> <li>A wide variety of clubs are available to students.</li> <li>Students compete in all district competitions.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>None observed.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Sunrise MS is currently over capacity (108.4%).</li> <li>School enrollment has increased from 1,127 in 2011-12 to 1,349 in 2013-14 (23%).</li> <li>Number of magnet applications increased by 22.6% (from 336 in 2011-12 to 412 in 2013-14).</li> <li>Number of out-of-boundary students exceeds the number of in-boundary students not attending the school (372 to 228).</li> </ul>
Thematic instruction and college/career exposure	<p>The Montessori Magnet, a program within the school, is based on the philosophy that if children are exposed to hands-on, stimulating, real life experiences they would inherently know what to learn. Guided by the school's vision of student-centered learning that acknowledges the whole child, involving educators, families, and the community, the goal of the program is to teach students a rigorous curriculum through activities that help them make real world connections and prepare them for life. The curriculum is differentiated to target different learning modes while offering students freedom to be creative and make choices within structure and limits. Through the curriculum, students are engaged in and make connections to real-world experiences. The magnet thematic curriculum and lessons are integrated into the core curriculum, including critical thinking, science, social studies, and language arts, and some project-based learning in math. Students are exposed to the magnet theme all day, except for electives. The learning process is divided into three period lessons: (1) teacher delivers the lesson; (2) student time to demonstrate understanding of the concept being taught; (3) blocks of extended time to investigate the lessons, team up with peers and engage in project-based learning and make presentations to the class. Students are given study guides, similar to a syllabus, which include a variety of activities that encompass the various learning modes, opportunities for choices and enrichment as well as self-expression, self-reflection, responsibility, and leadership. Students are required to complete 5 community service hours per quarter; these include written reflections by the student. Instruction uses a two-person team teaching approach in which one teacher teaches math, science, and critical thinking, and the other language arts, social studies, and critical thinking. Teachers have dual certification. Students were exposed to college and careers through presentations using technology, use of the scientific method, field studies, and college tours. Students have opportunities to participate in extracurricular clubs and competitions.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 3.3 percentage points among out-of-boundary students.</li> <li>Decreased among in-boundary students.</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math:</i></p> <ul style="list-style-type: none"> <li>Increased by 0.5 percentage points among out-of-boundary students.</li> <li>Decreased among in-boundary students.</li> </ul>

## McNicol Middle School

Magnet Theme	Percentage of Total Score	Ranking
International Affairs & Business (IAB)	64%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>• McNicol is only one of two schools in the district with the IAB theme.</li> <li>• Students can complete the high school graduation requirement for proficiency in a World Language in middle school.</li> <li>• Magnet thematic instruction is offered in a technology-rich environment.</li> <li>• Students have performed well in district competitions.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>• The visibility of IAB magnet theme is overshadowed by the STEM magnet theme at the school.*</li> </ul> <p>*The STEM magnet was not part of this review.</p>
Program demand	<ul style="list-style-type: none"> <li>• McNicol MS is currently at 70.7% capacity.</li> <li>• School enrollment has increased by 15%, from 799 in 2011-12 to 921 in 2013-14.</li> <li>• Number of magnet applications for International Affairs and Business (IAB) has increased by 6.7% (from 30 in 2011-12 to 32 in 2013-14).</li> <li>• Number of in-boundary students not attending McNicol exceeds the number of out-of-boundary students attending the school (374 to 288).</li> </ul>
Thematic instruction and college/career exposure	<p>Magnet thematic instruction is provided in elective courses. Students experience three years of Spanish taught by a native Spanish speaker. Sixth grade students take an introductory course (Beginning Spanish). Seventh and eighth grade students have the opportunity to earn high school credits by taking Spanish I and II, respectively. Magnet thematic instruction is daily and follows the district's pacing guides and instructional focus calendars, aligned to standards for World Language. In addition, students take a minimum of 1 and maximum of 2 electives, which may include Intro to Computers and Intro to Technology; the latter connects language to careers and effective communication; these courses are offered to students in all three magnets. [The school also offers Science/Pre-Engineering and STEM magnets.] Magnet thematic instruction is provided in a technology-rich classroom environment, including Promethean software (interactive white board), microphone and speakers, ActivExpression (student response remotes), tablets, and music to engage students. Interactive lessons are engaging (setting up a restaurant in the classroom and having students play the parts of waiter, customer, cook, manager, greeter, etc.)</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>• Increased by 6.5 percentage points among out-of-boundary students.</li> <li>• Increased by 6.1 percentage points among in-boundary students.</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math:</i></p> <ul style="list-style-type: none"> <li>• Decreased among out-of-boundary and in-boundary students.</li> </ul>

## William Dandy Middle School

Magnet Theme	Percentage of Total Score	Ranking
Pre-Law	59%	Middle tercile
Pre-Medical	63%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>The number of magnet applications and total school enrollment has increased over past three years.</li> <li>Students receive hands-on experience in the magnet themes and are exposed to professionals in the legal and medical fields.</li> </ul>				
Areas of concern	<ul style="list-style-type: none"> <li>Students in the Pre-Law magnet only take electives in one pathway.</li> <li>There were limited theme-related extracurricular activities.</li> </ul>				
Program demand	<ul style="list-style-type: none"> <li>William Dandy MS is currently at 96.5% capacity.</li> <li>School enrollment increased by 17% over the past three years.</li> <li>Number of magnet applications increased by 20% for Pre-Law and by 13% for Pre-Medical over the past three years.</li> <li>Number of out-of-boundary students is less than number of in-boundary students not attending the school (256 to 401).</li> </ul>				
Thematic instruction and college/career exposure	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="background-color: #669933; color: white; writing-mode: vertical-rl; transform: rotate(180deg);">Pre-Law</td> <td>The Pre-Law track provided a three-year sequential course of study in the elective wheel to introduce students to different aspects of the legal field, including law, criminal justice, and public affairs. Students learned about careers in law, law enforcement, and public government and sector, and about the citizen's role in maintaining a just society. Students participated in hands-on experiences including mock trials, working with law students, took field trips, and had presentations from professionals in the field.</td> </tr> <tr> <td style="background-color: #669933; color: white; writing-mode: vertical-rl; transform: rotate(180deg);">Pre-Medical</td> <td>The Pre-Medical track provided a three-year sequential course of study in the elective wheel that included electives in nursing and public health, health occupations 1 and 2, health science, scientific research, and bio-medical engineering and technology. Students learned about different aspects of medical science, including medicine, dentistry, veterinary science, nursing and health-related occupations. Students could earn high school credit for the eighth-grade Health Science I elective. Pre-Medical students took field trips that included observing live laser surgery and conduct blood pressure screening, and attended classroom presentations by doctors and first responders. The Health Occupations for Students of America (HOSA) club provided opportunities for students to learn about health occupation and participate in local competitions.</td> </tr> </tbody> </table>	Pre-Law	The Pre-Law track provided a three-year sequential course of study in the elective wheel to introduce students to different aspects of the legal field, including law, criminal justice, and public affairs. Students learned about careers in law, law enforcement, and public government and sector, and about the citizen's role in maintaining a just society. Students participated in hands-on experiences including mock trials, working with law students, took field trips, and had presentations from professionals in the field.	Pre-Medical	The Pre-Medical track provided a three-year sequential course of study in the elective wheel that included electives in nursing and public health, health occupations 1 and 2, health science, scientific research, and bio-medical engineering and technology. Students learned about different aspects of medical science, including medicine, dentistry, veterinary science, nursing and health-related occupations. Students could earn high school credit for the eighth-grade Health Science I elective. Pre-Medical students took field trips that included observing live laser surgery and conduct blood pressure screening, and attended classroom presentations by doctors and first responders. The Health Occupations for Students of America (HOSA) club provided opportunities for students to learn about health occupation and participate in local competitions.
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Pre-Medical	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased among out-of boundary and in-boundary students.</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math:</i></p> <ul style="list-style-type: none"> <li>Decreased among out-of-boundary students.</li> <li>Increased by 5.7 percentage points among in-boundary students.</li> </ul>				

**Parkway Middle School**

Magnet Theme	Percentage of Total Score	Ranking
Performing & Visual Arts (PA)	60%	Middle tercile

Areas of distinction	<ul style="list-style-type: none"> <li>All students received a daily two-hour block of PA instruction in a major.</li> <li>Students received career exposure through performances and by attending workshops and shows performed by professional artists.</li> <li>Students were used to market the PA magnet program in marketing groups and with student performances.</li> <li>Students were offered a wide diversity of PA majors and course offerings.</li> <li>Students have opportunities to take PA elective courses outside their major.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>Although marketing and student recruitment efforts were strong and school enrollment has increased, school remains below capacity and program demand has decreased.</li> <li>Student achievement in reading and math has declined.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Parkway MS is currently at 74.7% capacity.</li> <li>School enrollment increased by 33% over the past three years.</li> <li>Number of magnet applications decreased by 12% over the past three years.</li> <li>Number of out-of-boundary students slightly exceeded number of in-boundary students who were not attending (by 55 students).</li> </ul>
Thematic instruction and college/career exposure	<p>During the 2013–14, all Performing Arts magnet students had a daily two-hour block of instruction in a PA major elective: visual arts, band, piano, percussion, drama, dance, and vocal. Students could also take an additional PA elective or choose from another non-PA elective such as technology or STEM. The curricula for all PA classes were aligned with district benchmarks for the arts and were focused on preparation for student performances. During the 2013–14 school year, Parkway conducted 22 student performances, including three inter-departmental performances. Students learned hands-on application of knowledge and skills in the art benchmarks through practice and work toward the performances. PA teachers collaborated with academic subject teachers to align PA instruction with core curriculum. All PA students participated in student performances and exhibitions to gain career experience in arts field. In addition, PA students also participated in adjudication in their major to assess level of PA achievement and to qualify for All-County and All-State honors. Students also participated in workshops, residences, and master classes with professional artists. Students also attended and served as volunteer ushers for professional performances that were offered through the Student Enrichment in the Arts (SEAS) program at the Broward Center and participated in distance learning workshops with performers from Broadway shows and the King Singers Vocal Workshop. Professional artists, including N’Kenge Star and Hit Streak performed at Parkway. In addition, students had opportunities to extend their thematic learning in PA clubs, including art club, drama club, band, and dance club.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased among out-of-boundary and in-boundary students.</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math:</i></p> <ul style="list-style-type: none"> <li>Decreased among out-of-boundary and in-boundary students.</li> </ul>

## Driftwood Middle School

Magnet Theme	Percentage of Total Score	Ranking
Health & Wellness	56%	Middle tercile

Areas of distinction	<ul style="list-style-type: none"> <li>• Magnet program provided exposure to environmental awareness and team building/leadership.</li> <li>• Magnet program has won numerous awards in the magnet theme.</li> <li>• Magnet program fostered community partnerships to support the theme.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>• The numbers of applications and total school enrollment have declined over past three years.</li> <li>• The number of in-boundary students not attending Driftwood exceeds the number of out-of-boundary students in the school.</li> <li>• The magnet program receives a large budget allocation from the district, but the theme is not integrated into core subject areas.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>• Driftwood MS is currently at 92.9% capacity.</li> <li>• School enrollment decreased by 4% over the past three years.</li> <li>• Number of magnet applications decreased by 30% over the past three years.</li> <li>• Number of out-of-boundary students is slightly lower than number of in-boundary students not attending the school (402 to 424).</li> </ul>
Thematic instruction and college/career exposure	<p>During the 2013–14, all magnet students at Driftwood MS took two 18-week magnet electives that exposed them to thematic instruction every day. Sixth-grade students took Fitness I which provided an introduction to cardiovascular fitness, strength training, and proper use of exercise equipment; and Healthy Living I in which students examined healthy lifestyle choices and the impact of quality of life. Seventh-grade students took Cooperative Games, an outdoor class that taught students to work cooperatively on a ropes course challenge; and Environmental Wellness in which students learned how their life choices impact interaction with nature and the environment. In eighth-grade, magnet students took Fitness I and Healthy Living II. Each course followed a pacing guide based on state and district standards for Physical Education, and used lessons and content from the national Healthy Teens and Keeping Florida Green Interdisciplinary curricula. The magnet program provided opportunities for students to extend on thematic learning through extracurricular activities such as after schools clubs that provided students with hands-on experience in gardening and environmental science, conservations, and healthy living. The school also conducted several school-wide events related to the magnet theme. Magnet students also participated in a Grow Your Future Career Day to expose student to careers in health, fitness, and environmental science fields.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>• Decreased among out-of-boundary students.</li> <li>• Increased by 1.9 percentage points among in-boundary students.</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math:</i></p> <ul style="list-style-type: none"> <li>• Increased by 2.1 percentage points among out-of-boundary students.</li> <li>• Increased by 7.5 percentage points among in-boundary students.</li> </ul>



## Crystal Lake Middle School

Magnet Theme	Percentage of Total Score	Ranking
International Affairs and Business (IAB)	55%	Middle tercile
Science/Pre-Engineering	40%	Lowest Tercile

Areas of distinction	<ul style="list-style-type: none"> <li>Two-hour block scheduling enhances thematic integration.</li> <li>Students in the Science/Pre-Engineering magnet program have opportunities and resources for engaging in hands-on projects in the classroom and through clubs and competitions, as well as interaction with a NASA mentor.</li> <li>Students in the IAB magnet program earn high school credit in their language of study, and also participate in World Language competitions.</li> </ul>				
Areas of concern	<ul style="list-style-type: none"> <li>Magnet program-specific materials are provided only in English, although the school has an estimated 200 students who are English language learners.</li> <li>Magnet applications for both programs have declined.</li> </ul>				
Program demand	<ul style="list-style-type: none"> <li>Crystal Lake MS is currently at 100.6% capacity.</li> <li>School enrollment has decreased from 1,453 in 2011-12 to 1,351 in 2013-14 (-7%).</li> <li>Number of magnet applications for IAB has decreased by 12% (from 156 in 2011-12 to 137 in 2013-14).</li> <li>Number of magnet applications for Science/Pre-Engineering has decreased by 20.5%, from 239 to 190, during the same time period.</li> <li>Number of in-boundary students not attending Crystal Lake exceeded out-of-boundary students (417 to 335).</li> </ul>				
Thematic instruction and college/career exposure	<table border="0" style="width: 100%;"> <tr> <td style="background-color: #003366; color: white; text-align: center; vertical-align: middle; width: 10%;">IAB</td> <td>Students are exposed to language and culture (Chinese, French, or Spanish, and social studies) through daily two-hour blocks. One semester business applications course required to study the economy of country of study. High school credit for 7<sup>th</sup> and 8<sup>th</sup> grade students. Students compete in World Languages Academic competition.</td> </tr> <tr> <td style="background-color: #003366; color: white; text-align: center; vertical-align: middle;">Science/Pre-engineering</td> <td>Daily two-hour block includes research elective for hands-on projects in engineering, science fair project research, rocketry, aerospace, and robotics. Partnerships with industry, science museum, and NASA mentor. Robotics, civil air patrol, and environmental clubs.</td> </tr> </table>	IAB	Students are exposed to language and culture (Chinese, French, or Spanish, and social studies) through daily two-hour blocks. One semester business applications course required to study the economy of country of study. High school credit for 7 <sup>th</sup> and 8 <sup>th</sup> grade students. Students compete in World Languages Academic competition.	Science/Pre-engineering	Daily two-hour block includes research elective for hands-on projects in engineering, science fair project research, rocketry, aerospace, and robotics. Partnerships with industry, science museum, and NASA mentor. Robotics, civil air patrol, and environmental clubs.
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Science/Pre-engineering	Daily two-hour block includes research elective for hands-on projects in engineering, science fair project research, rocketry, aerospace, and robotics. Partnerships with industry, science museum, and NASA mentor. Robotics, civil air patrol, and environmental clubs.				
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## Deerfield Beach Middle School

Magnet Theme	Percentage of Total Score	Ranking
Health & Wellness	36%	Lowest tercile
International Baccalaureate MYP (IB)	52%	Lowest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>• IB MYP magnet provided opportunities for students to participate in rigorous academic and community service learning.</li> </ul>	
Areas of concern	<ul style="list-style-type: none"> <li>• Magnet themes are not prominently displayed in the school building.</li> <li>• The number of magnet applications and total school enrollment has decreased slightly over past three years.</li> <li>• The number of in-boundary students not attending Deerfield Beach exceeds the number of out-of-boundary students.</li> <li>• The Health &amp; Wellness theme does not clearly align with academic or college and career readiness; however the program had a larger budget compared to the IB program.</li> </ul>	
Program demand	<ul style="list-style-type: none"> <li>• Deerfield Beach MS is currently at 81.8% capacity.</li> <li>• School enrollment decreased slightly, by 3%, over the past three years.</li> <li>• Number of magnet applications for Health &amp; Wellness program decreased by 28% over the past three years.</li> <li>• Number of magnet applications for the IB program increased by 4% over the past three years.</li> <li>• Number of out-of-boundary students is less than number of in-boundary students not attending the school (140 to 362).</li> </ul>	
Thematic instruction and college/career exposure	Health & Wellness	<p>Health &amp; Wellness is a whole-school program that is integrated through the Physical Education elective to help students develop a lifelong appreciation for fitness. In 2013–14, all students who were not required to take remedial reading or math (based on FCAT scores) were enrolled in a daily P.E. elective. The elective comprised four 9-week rotations of team sports; social sports; individual sports; and health studies; and followed the district curriculum. The magnet program also provided opportunities for students to participate in clubs (running, intramural sports), open gym before school, receive free breakfast and use the facilities of the neighboring community center including courts, fields, and pool. Students in the Health &amp; Wellness program received CPR certification training.</p>
	IB MYP	<p>The IB MYP (Middle Years Programme) is an accelerated honors programs within the school building that is incorporated across curricular areas (language arts, humanities, foreign language, arts, math, science, physical education, and technology) through lessons and experiential learning. MYP focuses on five areas of interaction: approaches to learning, community and service, environments, human ingenuity, and health and social education. The MYP classes participated in bulletin board competitions to display learning in each area of interaction, other activities with themes related to the areas of interaction, and field trips. Students were eligible to receive high school credit for Algebra, Geometry, French I and Spanish I. Opportunities for hands-on experience were provided through community service learning projects (24 hour requirement). Students also competed in a district academic competition and in the Magnet Showcase for parents and community members.</p>

## Deerfield Beach Middle School

Magnet Theme	Percentage of Total Score	Ranking
Health & Wellness	36%	Lowest tercile
International Baccalaureate MYP (IB)	52%	Lowest tercile

Student achievement over past 3 years	Health & Wellness	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased among out-of-boundary students.</li> <li>Increased by 7.8 percentage points among in-boundary students.</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math:</i></p> <ul style="list-style-type: none"> <li>Decreased among out-of-boundary students.</li> <li>Increased by 5.2 percentage points among in-boundary students.</li> </ul>
	IB MYP	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased among out-of-boundary students.</li> <li>Increased by 8.3 percentage points among in-boundary students.</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math:</i></p> <ul style="list-style-type: none"> <li>Increased by 6.8 percentage points among out-of-boundary students.</li> <li>Decreased among in-boundary students.</li> </ul>

## Lauderhill Lakes Middle School

Magnet Theme	Percentage of Total Score	Ranking
International Baccalaureate (IB) MYP	49%	Lowest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>Students received real world college and career exposure through field trips and community partnerships.</li> <li>Magnet program provided opportunities for students to earn high school credits.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>There has been a decrease in the number of out-of-boundary students over past three year and in number of magnet applications.</li> <li>The 2010 IB site visit report prepared by IBO reviewers highlighted 16 areas of concerns with the implementation of the MYP instructional model and program. The school is currently preparing for the December 2014 site visit and will address the areas of concern.</li> <li>The Pre-Law and Pre-Med innovative programs were not integrated into the MYP program.</li> <li>There did not seem to be a designated magnet planning team other than the coordinator and assistant principal.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Lauderdale Lakes MS is currently at 109.4% capacity.</li> <li>School enrollment increased by 7% over the past three years.</li> <li>Number of magnet applications decreased by 11% over the past three years; however, increased in the past year to 84 in 2012–13 to 135 in 2013–14.</li> <li>Number of out-of-boundary students is lower than number of in-boundary students not attending the school (95 to 999).</li> </ul>
Thematic instruction and college/career exposure	<p>The IB Middle Years Programme (MYP) magnet is an academic track within Lauderdale Lakes for in-boundary and out-of-boundary magnet students who meet the academic criteria for admissions. During the 2013–14 school year, magnet students were scheduled for MYP classes in all core subjects. The MYP instructional approach provided advanced academic instruction and real-world connections with a focus on five areas of interaction: approaches to learning, community and service, environments, human ingenuity, and health and social education. Each MYP class focused on each of the areas of interaction through classroom activities, research, and field trips. In addition to the MYP core classes, all magnet students were required to take Spanish, participate in 24 hours of community service, and start on a personal project that would be continued in 9<sup>th</sup> and 10<sup>th</sup> grade, if they chose to continue with IB in high school. Students were eligible to earn high school credits for Marine Biology, Spanish I-III, Geometry, Algebra, Biology, and World History. The magnet program is designed to prepare students for college and careers by offering advanced academic courses and opportunities for students to make real-world connections, including hands-on activities to explore medical careers and business mentoring. Students also participated in field trips to local colleges and universities, cultural institutions, environmental and science institutions, and community service events. The school also conducted community service projects. (Note that the school has developed two new innovative programs in Pre-Law and Pre-Medical to provide a clearer focus on the college preparation goals.)</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased among out-of-boundary students.</li> <li>Increased by 5.3 percentage points among in-boundary students.</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math:</i></p> <ul style="list-style-type: none"> <li>Increased by 5.2 percentage points among out-of-boundary students.</li> <li>Decreased among in-boundary students.</li> </ul>

## Attucks Middle School

Magnet Theme	Percentage of Total Score	Ranking
Communication and Broadcast Arts (CBA)	53%	Middle tercile
Center for Instructional Technology (C.I.T.E.)	35%	Lowest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>Students gained hands-on learning experiences in CBA fields.</li> </ul>				
Areas of concern	<ul style="list-style-type: none"> <li>The number of magnet applications has decreased over past three years.</li> <li>The number of in-boundary students who are not attending Attucks greatly exceeds the number of out-of-boundary students.</li> <li>The C.I.T.E. magnet program does not offer any unique thematic instruction or programming.</li> <li>There was limited community engagement to support the magnet programs.</li> </ul>				
Program demand	<ul style="list-style-type: none"> <li>Attucks MS is currently at 60.5% capacity.</li> <li>School enrollment has decreased by 10% over the past three years.</li> <li>Number of magnet applications decreased by 39% for the C.I.T.E. magnet program and by 20% for the CBA magnet program over the past three years.</li> <li>Number of out-of-boundary students is much less than number of in-boundary students not attending the school (633 to 148).</li> </ul>				
Thematic instruction and college/career exposure	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="background-color: #99ccff; text-align: center; vertical-align: middle;">CBA</td> <td>The CBA magnet program offered elective courses in sequential pathways. In sixth-grade, students participated in a CBA elective wheel that included nine-week electives in each course. In seventh and eighth grade, students chose a year-long elective in one area. All electives meet daily for 55 minutes. Courses included broadcast/video production, TV production, desktop publishing, and web design/graphic design. Desktop publishing electives included yearbook and school newspaper for students interested in journalism. Graphic design electives exposed students to design software programs. Broadcast production electives exposed students to different areas of television production, advertising, and public relations, and communications. TV broadcast electives included video production and morning announcement shows for the school.</td> </tr> <tr> <td style="background-color: #99ccff; text-align: center; vertical-align: middle;">C.I.T.E.</td> <td>C.I.T.E. is a school-wide program that integrates technology across all core subject areas. In 2013–14, the C.I.T.E. program offered opportunities for students to take electives in STEM and Microsoft Certification. Students in the Microsoft elective took three certification exams for Microsoft Office for high school credit.</td> </tr> </tbody> </table>	CBA	The CBA magnet program offered elective courses in sequential pathways. In sixth-grade, students participated in a CBA elective wheel that included nine-week electives in each course. In seventh and eighth grade, students chose a year-long elective in one area. All electives meet daily for 55 minutes. Courses included broadcast/video production, TV production, desktop publishing, and web design/graphic design. Desktop publishing electives included yearbook and school newspaper for students interested in journalism. Graphic design electives exposed students to design software programs. Broadcast production electives exposed students to different areas of television production, advertising, and public relations, and communications. TV broadcast electives included video production and morning announcement shows for the school.	C.I.T.E.	C.I.T.E. is a school-wide program that integrates technology across all core subject areas. In 2013–14, the C.I.T.E. program offered opportunities for students to take electives in STEM and Microsoft Certification. Students in the Microsoft elective took three certification exams for Microsoft Office for high school credit.
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# High School Magnet Programs

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## Introduction

In 2013–14, BCPS offered 26 magnet programs in 16 high schools. High school magnet programs were introduced in 1973 with the Dillard Performing and Visual Arts (PVA) magnet. The most recently developed magnet programs include Hollywood Hills Military Academy, created in 2011, and Stranahan HS Urban Teacher Academy Program (UTAP) and Plantation HS International Baccalaureate program, which were existing programs for in-boundary students that transitioned to magnets in 2013 to accept out-of-boundary students.

Most of the programs (17) provide an instructional focus in a content-based theme, such as performing arts, science/pre-engineering, aviation, and pre-law. Many of these programs offer CTE courses that can lead to industry certifications and dual enrollment in post-secondary institutions. Some examples include the Pre-Law and Public Affairs program at Fort Lauderdale which offers First Responders and 911 Dispatch electives as well as courses in constitutional law and forensics; and the Marine Academy at South Broward which offers dual enrollment in Geographic Information Systems and industry certification in Global Logistics. Additionally, two programs—at Atlantic and McFatter Technical Centers—offer multiple CTE pathways that help prepare students for immediate high-wage careers or post-secondary education. The remaining seven magnet programs offer instructional model themes such as IB and Cambridge Advanced International Certificate in Education (AICE) or advanced academic tracks (Advanced Placement or honors). These programs at Pompano Beach, Fort Lauderdale, Hollywood Hills, Miramar, Plantation, Deerfield Beach and Boyd Anderson offer rigorous academic curricula designed for academically gifted and motivated students.

## Summary of Findings

The magnet review collected data to evaluate each high school magnet program on a set of 30 criteria in the areas of marketing, program demand, thematic instruction, college and career readiness, student achievement, administration, and family and community engagement. The total possible score that a program could achieve ranged from 36 to 52 points because some criteria were not relevant for all schools. For example, county-wide magnet programs do not have in-boundary students and therefore were not assessed on achievement of in-boundary students; and programs in schools that are at or over capacity were not assessed on the change in total school enrollment over the past three years. To accommodate the differences in total possible scores, total scores were converted to total percentage scores by dividing the total score by total possible score for each individual program. The total percentage scores ranged from a high of 80% for South Plantation Environmental Sciences magnet and Atlantic Tech's Academies to 48% for the International Baccalaureate program at Boyd Anderson. (Note that the Urban Teacher Academy Program at Stranahan, first year magnet was not ranked in the report). Most programs (24) achieved more than half of total possible points.

The total percentage scores were used to sort the magnet programs into thirds (terciles)—highest tercile, middle tercile, and lowest tercile. A list of programs in each tercile and a summary of the scores is

presented below. Table 3 presents the numeric total scores and total possible scores, as well as subscores for each area for each program, sorted by tercile. Individual program summaries are included following the table. Complete checklist data are presented in the Appendix.

### Highest tercile programs:

- South Plantation Environmental Sciences (80%)
- Atlantic Tech Technical Academies (80%)
- McFatter Technical Academies (74%)
- Miramar Aviation (74%)
- Fort Lauderdale Cambridge (70%)
- Fort Lauderdale Pre-Law and Public Affairs (69%)
- Blanche Ely Science/Pre-Engineering (69%)
- Pompano Beach International Affairs with Information Technology (67%)

Each of these programs received the maximum score for thematic instruction; they offered specialized thematic curricula, sequential magnet courses, daily instruction in the magnet theme, and multiple pathways for instruction in the theme. Furthermore, six received the maximum score for college and career readiness by providing opportunities for students to participate in extracurricular activities in the magnet theme, gain college and career exposure in the theme through field trips and other activities, and earn post-secondary credits and industry certifications related to the magnet theme.

There was a strong demand for most of the programs in the highest tercile. Five programs experienced an increase in magnet applications over the past three years and currently have a waitlist for magnet applications. The Fort Lauderdale Cambridge and Pre-Law and South Plantation Environmental Sciences magnet received the highest scores for program demand among this tercile. In addition, these programs demonstrated positive impacts on student academic outcomes. Six programs showed increases in learning gains among out-of-boundary and/or in-boundary magnet students—South Plantation Environmental Sciences and Miramar Aviation magnets earned the highest scores for student achievement in this tercile.

### Middle tercile programs:

- Hollywood Hills Military Leadership Academy (66%)
- Stranahan Science/Pre-Engineering (66%)
- Blanche Ely Medical Sciences (65%)
- Plantation International Baccalaureate (64%)
- Dillard Performing and Visual Arts (62%)
- Deerfield Beach Communication & Broadcast Arts (62%)
- Deerfield Beach International Baccalaureate (61%)
- Boyd Anderson Health and Wellness (61%)
- Dillard Emerging Computer Technologies (59%)

Most (6) of these programs in the middle tercile received the maximum score for thematic instruction and three achieved the maximum score for college and career readiness. Programs in the middle tercile, however, were less likely than the programs in the highest tercile to offer opportunities for students to earn both post-secondary credits and industry certifications in the magnet theme. Furthermore, demand

was not as strong among these programs. Only three programs—Dillard PVA, Dillard Emerging Computer Technology, and Hollywood Hills Military Academy—showed an increase in magnet applications over the past three years. All of middle tercile programs showed positive impacts on student academic outcomes. Each had increased learning gains among out-of-boundary and/or in-boundary magnet students—Hollywood Hills Military Academy and Deerfield Beach IB and CBA programs—earned the highest scores within the middle tercile for student achievement.

### Lowest tercile programs:

- Stranahan Medical Sciences (58%)
- South Broward Marine Science (57%)
- Northeast Academies of Excellence (57%)
- Hallandale International Affairs and Business (56%)
- Miramar International Baccalaureate (56%)
- Hallandale Communication & Broadcast Arts (51%)
- Deerfield Beach Urban Teacher Academy (51%)
- Boyd Anderson International Baccalaureate (48%)

Thematic instruction was strong in the programs in the lowest tercile; six achieved the maximum score in this category and three earned seven of the nine possible points. Only two programs—South Broward Marine Sciences and Northeast Academies of Excellence—earned the maximum score for college and career readiness. Five programs offered opportunities for students to earn industry certifications.

The areas where programs in the lowest tercile struggled were program demand and student achievement. Only one program—Deerfield Beach Urban Teacher Academy—had an increase in magnet applications over the past three years and only two programs—Miramar IB and Hallandale International Affairs and Business Technology—had a waitlist for magnet applications. Only three programs—Northeast Academies of Excellence, Hallandale International Affairs and Business Technology, and Stranahan Medical Science—had positive scores for student achievement. Four schools had demonstrated declines in the proportion of magnet students with learning gains in reading and math over the past three years and one programs (UTAP) had insufficient data (due to small number of magnet students) to access these criteria. Dillard’s Digital Entrepreneurship Academy for grades 6-12 began in 2013–14 and was not evaluated.

## Conclusion

High school magnet programs in BCPS provide valuable opportunities for students to complete sequential pathways and gain college and career readiness in a specialized theme of interest. All of the high school programs provide daily instruction and offer sequential coursework in the magnet theme. Most (21) programs offer multiple pathways within the theme to meet varying interests and career goals of students. Almost as many (19) programs offer opportunities for students to earn post-secondary credits through dual enrollment, AP, IB or Cambridge in the magnet theme; and 17 programs provide opportunities for students to earn theme-related industry certifications. These magnet programs play an important role in the district’s CTE offerings because they provide options for students in traditional high schools that do not offer every CTE pathway. Many magnet programs also support student learning—18 programs showed positive learning gains in reading or math among out-of-boundary

magnet students and 12 programs showed learning gains among in-boundary magnet students. Four magnet programs did not show any learning gains among magnet students.

Marketing and student recruitment is also strong among high school magnet programs. Most (17) programs used web-based strategies and community outreach in addition to standard marketing such as open houses, printed materials, and presentations at feeder schools. Three programs provided printed materials in multiple languages and eight programs engaged magnet students in marketing efforts. Program demand, however, varied across the high school magnets—only 10 programs had an increase in magnet applications over the past three years and 14 programs had a decline in applications (two programs did not have three years of application data). Eight programs had a waitlist for magnet applicants. Furthermore, 12 magnet programs were located in schools that have experienced a decline in school enrollment over the past three years; while six programs were located in schools with increasing enrollment. The remaining programs were located in schools that are at or above enrollment capacity.

These data suggest that high school magnet programs are effective in providing specialized thematic instruction and college and career exposure in the themes; however, some programs have low demand and are not supporting the goal to increase school enrollment. Furthermore, some magnet programs have not fully supported the district's goals for improving student achievement. Data on program demand and student achievement should be reviewed and considered in making decisions about resource allocation and continuation of programs across the district.



**Table 3: Magnet Checklist Scores by Program—High School Magnet Programs**

High School	Magnet program	Marketing and student recruitment	Program demand	Thematic instruction	College and career readiness	Student achievement	Program administration	Family and community engagement	Total score	Total possible score <sup>15</sup>	Total percentage score
<b>Highest tercile</b>											
South Plantation	Environmental Sciences	4	5.5	9	6	5	5	4.5	39	49	80%
Atlantic Tech	Technical Academies	5	1.5	9	6	0	8.5	4.5	34.5	43	80%
McFatter Technical	Technical Academies	3	1.5	9	6	2	6.5	4	32	43	74%
Miramar	Aviation	4	0	9	6	6	5	4	34	46	74%
Fort Lauderdale	Cambridge	4	6.5	9	4	3	7	3	36.5	52	70%
Fort Lauderdale	Pre-Law & Public Affairs	4	5.5	9	4	3	7	3.5	36	52	69%
Blanche Ely	Science/Pre-Engineering	2	3.5	9	6	4	6.5	3	34	49	69%
Pompano Beach	International Affairs w/Info Tech	2	2.5	9	6	2	3.5	4	29	43	67%
<b>Middle tercile</b>											
Hollywood Hills	Military Leadership Academy	4	5.5	5	4	9	5	2	34.5	52	66%
Stranahan	Science/Pre-Engineering	2	0.5	9	6	3	6	4	30.5	46	66%
Blanche Ely	Medical Sciences	2	3.5	9	6	5	5.5	3	34	52	65%
Plantation	International Baccalaureate	4	0.5	9	5	4	5	2	29.5	46	64%

<sup>15</sup> Total possible scores for schools vary because some checklist items were not applicable to all schools.

High School	Magnet program	Marketing and student recruitment	Program demand	Thematic instruction	College and career readiness	Student achievement	Program administration	Family and community engagement	Total score	Total possible score <sup>15</sup>	Total percentage score
Dillard	Performing & Visual Arts	3	3.5	9	4	3	5	4.5	32	52	62%
Deerfield Beach	Communication & Broadcast Arts	3	0	9	4	7	3	4.5	30.5	49	62%
Deerfield Beach	International Baccalaureate	3	0	9	4	8	4	2	30	49	61%
Boyd Anderson	Health & Wellness	3	0.5	7	6	6	6	3	31.5	52	61%
Dillard	Emerging Computer Technologies	3	3.5	9	3	6	5	1	30.5	52	59%
<b>Lowest tercile</b>											
Stranahan	Medical Sciences	2	0.5	9	6	3	5	4.5	30.0	52	58%
South Broward	Marine Science	3	0.5	9	6	0	7	4	29.5	52	57%
Northeast	Academies of Excellence	3	0.5	7	6	5	4.5	3.5	29.5	52	57%
Hallandale	International Affairs & Business	3	1	9	2	3	7	4	29	52	56%
Miramar	International Baccalaureate	4	0.5	9	4	0	6	4	27.5	49	56%
Hallandale	Communication & Broadcast Arts	3	0.5	9	4	0	6	4	26.5	52	51%
Deerfield Beach	Urban Teacher Academy	2	2	9	2	0	1	3	19	37	51%
Boyd Anderson	International Baccalaureate	3	0.5	7	4	0	6	3	23.5	49	48%

## Summary of Data by School and Magnet Program

South Plantation HS		
Magnet Theme	Percentage of Total Score	Ranking
Environmental Science	80%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>The magnet program offers multiple elective courses and pathways in the theme.</li> <li>Students gained hands-on experiences in the theme through field trips and competitions.</li> <li>All students completed a senior project on a topic of interest that includes research and hands-on learning experiences.</li> <li>The program was supported by in-kind and monetary donations and other supports from more than 10 different industry and community organizations.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>None observed</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>South Plantation HS is currently at 104.1% capacity.</li> <li>School enrollment has increased by 6% over the past three years.</li> <li>Number of magnet applications increased by 15% over the past three years.</li> </ul>
Thematic instruction and college/career exposure	<p>The Environmental Sciences magnet program is designed to provide students with the knowledge and skills to pursue careers in environmental science and technology through elective pathways, exposure to industry professionals, and real world experience including restoring Florida’s Everglades. In 2013–14, all magnet students were required to take four years of science (including Advanced placement courses) and a sequential pathway of four environmental and Everglades-themed elective courses. Curricula for magnet electives were aligned to state and district standards in consultation with an advisory group of educators, community members, and industry professionals. Students also had opportunities to take a dual enrollment Solar Energy course during the summer at Florida Atlantic University and to complete industry certifications for Certified Horticulture Professional and Mastercam Certified Programmer Mill Level I.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 0.2 percentage points among out-of-boundary students</li> <li>Increased by 5.9 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 14.1 percentage points among out-of-boundary students</li> <li>Data for in-boundary magnet students were not reported because N≤10.</li> </ul>

## Atlantic Technical Center

Magnet Theme	Percentage of Total Score	Ranking
Technical Academies	80%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>• Innovative school model that prepares students for college and careers in a small, technology-rich, personalized learning environment.</li> <li>• Designated as a <i>National Magnet School of Distinction and Excellence</i> by Magnet Schools of America and a <i>National Model School</i> by the International Center for Leadership in Education.</li> <li>• In 2013, the school boasted a 98% graduation rate. Of the 2013 graduates, 92% earned industry credentials and/or licenses, 58% received a Bright Futures Scholarship, and all students were eligible for articulation into a community college.</li> <li>• The school has been recognized by U.S. News &amp; World Report (a Silver Medal recipient for the 3<sup>rd</sup> consecutive year, and one of five Broward high schools to receive this distinction) and the National Academy Foundation.</li> <li>• The only machining program in Broward County.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>• Some technical courses only allow the students to receive industry certification by attending summer or post-graduation courses.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>• Atlantic Tech is at 112% capacity</li> <li>• School enrollment has increased from 588 students in 2011-12 to 637 students in 2013-14.</li> <li>• There was a net increase of 3% in the number of magnet applications to the school between 2011-12 and 2013-14.</li> </ul>
Thematic instruction and college/career exposure	<p>Atlantic Technical HS is a school-wide magnet program that offers 20 technical programs across seven technical academies, including Information Technology; Business Technology and Management; Culinary Arts; Health and Medical Sciences; Building Trades and Construction Technology; Science, Mathematics and Engineering Technology; and Transportation and Engineering Technology. The school operates on a 4X4 block schedule, with each course meeting for 90 minutes daily. In grades 9 and 10, students participate in one technical course per day; in grades 11 and 12 students spend half their day (2 courses, or 3 hours per day) in technical courses.</p> <p>Atlantic Tech students are being prepared for high skill/high wage occupations. The equipment and technology at the school are state-of-the-art and industry grade, so that students are already familiar with the technology and equipment they will be using in the workplace. In addition, students are exposed to the world of work through executive internships at architecture firms, computer/IT firms, law firms, restaurants/hotels, and the Florida Department of Transportation, and students in the medical programs go on clinical rotations at hospitals, pharmacies, dental offices, and nursing homes.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>• Decreased by 2 percentage points (all students are out-of-boundary)</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>• Decreased by 16 percentage points (all students are out-of-boundary)</li> </ul>

## McFatter Technical Center

Magnet Theme	Percentage of Total Score	Ranking
Technical Academies	74%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>Innovative school model that prepares students for college and careers in a small, technology-rich, personalized learning environment.</li> <li>Designated as a national <i>Blue Ribbon School of Excellent</i>; a <i>National Magnet School of Distinction</i> by Magnet Schools of America; a <i>Model High School</i> by the International Center for Leadership in Education; and a <i>New Millennium High School</i> by Florida's Department of Education.</li> <li>In 2013, the school boasted a 100% graduation rate. Of the 2013 graduates, 62% received a Bright Futures Scholarship, and all students were eligible for articulation into a community college.</li> <li>The school has been recognized by U.S. News &amp; World Report and Newsweek.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>None observed</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>McFatter is at 108% capacity.</li> <li>High school enrollment has increased from 598 students in 2011-12 to 612 students in 2013-14 (2%).</li> <li>Number of magnet applications numbered 505 in 2013-14 and had increased 5.0% since 2011-12.</li> <li>McFatter had a wait pool of 91 students in 2013-14.</li> </ul>
Thematic instruction and college/career exposure	<p>McFatter Technical HS is a school-wide magnet program that offers technical education in high wage, high skill, and high demand careers, including Automotive Technology, Business Education, Culinary Arts, Early Childhood Education, Information Technology, and Medical Technology (optometric, pharmacy, medical assistant, dental). Students take their core academic subjects and technical pre-requisite courses in grades 9 and 10 (i.e., Intro to IT, Career Research, Technology Studies). In the spring of their 10<sup>th</sup> grade year, students choose a technical program and complete the program coursework and electives in grades 11 and 12, while completing their core academic requirements. The school operates on a 4X4 block schedule, with each course meeting for 90 minutes daily. In grades 11 and 12 students spend half their day (2 courses, or 3 hours per day) in technical courses. The college prep curriculum includes 24 credits and the technical study is an 8 credit course of study. The technical program is comprised of 1,050 hours of instruction. At the conclusion of the program, students graduate college- and career ready with a high school diploma (with both Florida Scholar and Merit Diploma designations, industry certification/licensure, and college credit. McFatter Tech has articulation agreements with Broward College and others.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 3.3 percentage points (all students are out-of-boundary)</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Decreased by 22.0 percentage points (all students are out-of-boundary)</li> </ul>

## Miramar High School

Magnet Theme	Percentage of Total Score	Ranking
Aviation	74%	Highest tercile
International Baccalaureate (IB)	56%	Lowest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>The Aviation program is the only of its kind in the county, and has strong ties to the local aviation industry.</li> <li>Miramar has the only high school IB program in the county with a waitlist.</li> </ul>				
Areas of concern	<ul style="list-style-type: none"> <li>At present, there is no mention of either magnet program on the school website.</li> <li>The IBO audit surfaced several concerns about the IB program around program management, curriculum offerings, and staff training.</li> <li>During the 2012-13 school year, only 18 of 50 IB students (36%) received the IB diploma.</li> </ul>				
Program demand	<ul style="list-style-type: none"> <li>Miramar is currently at 104% capacity.</li> <li>School enrollment has increased by 4% since 2011-12.</li> <li>The number of applications to the Aviation program has hovered near 50 since 2011-12; the number of applications to the IB program has decreased by 16%.</li> <li>The IB program had a waitlist of 40 students for the 2013-14 school year.</li> </ul>				
Thematic instruction and college/career exposure	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="background-color: #ccccff; text-align: center; vertical-align: middle;">Aviation</td> <td> <p>Instruction in the Aviation program is provided through elective courses, with students taking two Aviation courses per week, for 500 instructional minutes weekly (students' core academic schedule is built around honors and AP courses). Aviation courses are organized in sequential pathways and include topics such as flight theory, navigation, aerodynamics, history of flight and meteorology. In the first year, students take introductory/survey courses and learn about aviation occupations. In the second year, students choose an area of specialization (aviation engineering, airline management, flight operations, etc.). In years three and four (11<sup>th</sup> and 12<sup>th</sup> grade), students can earn college credit in their chosen aviation specialty as part of a dual enrollment partnership with Broward College's Aviation Institute (the magnet coordinator is an adjunct professor at Broward College). Students have opportunities to participate in Nova Southeastern University's summer program to explore careers in the industry.</p> </td> </tr> <tr> <td style="background-color: #ccccff; text-align: center; vertical-align: middle;">International Baccalaureate</td> <td> <p>The IB program comprises the Middle Years Programme (MYP) for grades 9-10 and the Diploma Programme (DP) for grades 11-12. Instruction in both IB programs is delivered through the core curriculum, which is aligned with both FLDOE and IB standards and curriculum requirements. Pre-IB and AP courses are offered to students in 9<sup>th</sup> and 10<sup>th</sup> grade in the eight required subjects. Students are encouraged to take at least two AP classes in grades 9 and 10 to prepare them for the academic challenges of the Diploma Program. Students in grades 11 and 12 are required to take IB or AP courses: English, foreign language, social sciences, experimental sciences and mathematics; art; and Theory of Knowledge. All IB students must write an extended essay, and complete 150 hours of experiential learning opportunities through the Creativity, Service, Action (CAS) component.</p> </td> </tr> </tbody> </table>	Aviation	<p>Instruction in the Aviation program is provided through elective courses, with students taking two Aviation courses per week, for 500 instructional minutes weekly (students' core academic schedule is built around honors and AP courses). Aviation courses are organized in sequential pathways and include topics such as flight theory, navigation, aerodynamics, history of flight and meteorology. In the first year, students take introductory/survey courses and learn about aviation occupations. In the second year, students choose an area of specialization (aviation engineering, airline management, flight operations, etc.). In years three and four (11<sup>th</sup> and 12<sup>th</sup> grade), students can earn college credit in their chosen aviation specialty as part of a dual enrollment partnership with Broward College's Aviation Institute (the magnet coordinator is an adjunct professor at Broward College). Students have opportunities to participate in Nova Southeastern University's summer program to explore careers in the industry.</p>	International Baccalaureate	<p>The IB program comprises the Middle Years Programme (MYP) for grades 9-10 and the Diploma Programme (DP) for grades 11-12. Instruction in both IB programs is delivered through the core curriculum, which is aligned with both FLDOE and IB standards and curriculum requirements. Pre-IB and AP courses are offered to students in 9<sup>th</sup> and 10<sup>th</sup> grade in the eight required subjects. Students are encouraged to take at least two AP classes in grades 9 and 10 to prepare them for the academic challenges of the Diploma Program. Students in grades 11 and 12 are required to take IB or AP courses: English, foreign language, social sciences, experimental sciences and mathematics; art; and Theory of Knowledge. All IB students must write an extended essay, and complete 150 hours of experiential learning opportunities through the Creativity, Service, Action (CAS) component.</p>
Aviation	<p>Instruction in the Aviation program is provided through elective courses, with students taking two Aviation courses per week, for 500 instructional minutes weekly (students' core academic schedule is built around honors and AP courses). Aviation courses are organized in sequential pathways and include topics such as flight theory, navigation, aerodynamics, history of flight and meteorology. In the first year, students take introductory/survey courses and learn about aviation occupations. In the second year, students choose an area of specialization (aviation engineering, airline management, flight operations, etc.). In years three and four (11<sup>th</sup> and 12<sup>th</sup> grade), students can earn college credit in their chosen aviation specialty as part of a dual enrollment partnership with Broward College's Aviation Institute (the magnet coordinator is an adjunct professor at Broward College). Students have opportunities to participate in Nova Southeastern University's summer program to explore careers in the industry.</p>				
International Baccalaureate	<p>The IB program comprises the Middle Years Programme (MYP) for grades 9-10 and the Diploma Programme (DP) for grades 11-12. Instruction in both IB programs is delivered through the core curriculum, which is aligned with both FLDOE and IB standards and curriculum requirements. Pre-IB and AP courses are offered to students in 9<sup>th</sup> and 10<sup>th</sup> grade in the eight required subjects. Students are encouraged to take at least two AP classes in grades 9 and 10 to prepare them for the academic challenges of the Diploma Program. Students in grades 11 and 12 are required to take IB or AP courses: English, foreign language, social sciences, experimental sciences and mathematics; art; and Theory of Knowledge. All IB students must write an extended essay, and complete 150 hours of experiential learning opportunities through the Creativity, Service, Action (CAS) component.</p>				

## Miramar High School

Magnet Theme	Percentage of Total Score	Ranking
Aviation	74%	Highest tercile
International Baccalaureate (IB)	56%	Lowest tercile

Student achievement over past 3 years	Aviation	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 14 percentage points among out-of-boundary students</li> <li>Increased by 7 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 9 percentage points among out-of-boundary students</li> <li>Data for in-boundary magnet students were not reported because N&lt;=10</li> </ul>
	International Baccalaureate	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 14 percentage points among out-of-boundary students</li> <li>Decreased by 27 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Decreased by 9 percentage points among out-of-boundary students</li> <li>Decreased by 3 percentage points among in-boundary students</li> </ul>

## Fort Lauderdale High School

Magnet Theme	Percentage of Total Score	Ranking
Pre-Law and Public Affairs	70%	Highest tercile
Cambridge Advanced International Certificate of Education (AICE)	70%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>• The number of magnet applications and total school enrollment has increased over the past three years.</li> <li>• Both magnet programs provided opportunities for exposure to college and careers in the magnet themes.</li> <li>• Both magnet programs provided multiple pathways of electives in the magnet themes.</li> <li>• Students had opportunities to take Advanced Placement courses as magnet electives.</li> <li>• Pre-law students had access to hands-on experience in careers with school court room and First Responders lab.</li> </ul>				
Areas of concern	<ul style="list-style-type: none"> <li>• None observed</li> </ul>				
Program demand	<ul style="list-style-type: none"> <li>• Fort Lauderdale HS is currently at 111.8% capacity.</li> <li>• School enrollment has increased by 15% over the past three years.</li> <li>• Number of magnet applications increased by 6% for Pre-Law and by 24% for Cambridge AICE from 2011–12 to 2013–14.</li> </ul>				
Thematic instruction and college/career exposure	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="background-color: #ccccff; text-align: center; vertical-align: middle;">Pre-Law</td> <td> <p>The Pre-Law and Public Affairs magnet is an advanced academic program that offers elective pathways in three areas of concentration: law, government, and criminal justice. Magnet students take one or more magnet electives in each grade, including civics; debate; comparative law, court procedures, constitutional law, criminal justice 1, 2, 3, 4; legal systems; mock trial, health science I, first responder, first responder firefighting I, forensics, public affairs, 911 dispatch, and AICE courses in Sociology, Psychology, and International History/Relations. In 2013–14, the Pre-Law and Public Affairs magnet program earned a Magnet School of Distinction Award from Magnet Schools of America. Magnet students also had opportunities to take industry certification in Fire Fighter I.</p> </td> </tr> <tr> <td style="background-color: #ccccff; text-align: center; vertical-align: middle;">Cambridge</td> <td> <p>The Cambridge AICE program is a rigorous college preparation program focused on a liberal arts course of study in three subject areas: Mathematics and Science, Languages, and the Arts and Humanities. Students can earn a Cambridge AICE diploma by passing at least one AICE course and exam in math or science, one in languages (English and world language), one in humanities and three additional courses in any subject. The exams were administered through the University of Cambridge in England. In 2013–14, the following Cambridge AICE courses were offered: English, General Paper, Thinking Skills, Marine Science, Chemistry, Biology, Environmental Science, Spanish, French, Art and Design, Digital Photography, Film Studies, Travel and Tourism, Business Studies, Economics, International History, European History, Sociology, Math, and Further Math. Cambridge magnet students also had opportunities to take industry certification in Adobe Certified Associate (Photoshop).</p> </td> </tr> </tbody> </table>	Pre-Law	<p>The Pre-Law and Public Affairs magnet is an advanced academic program that offers elective pathways in three areas of concentration: law, government, and criminal justice. Magnet students take one or more magnet electives in each grade, including civics; debate; comparative law, court procedures, constitutional law, criminal justice 1, 2, 3, 4; legal systems; mock trial, health science I, first responder, first responder firefighting I, forensics, public affairs, 911 dispatch, and AICE courses in Sociology, Psychology, and International History/Relations. In 2013–14, the Pre-Law and Public Affairs magnet program earned a Magnet School of Distinction Award from Magnet Schools of America. Magnet students also had opportunities to take industry certification in Fire Fighter I.</p>	Cambridge	<p>The Cambridge AICE program is a rigorous college preparation program focused on a liberal arts course of study in three subject areas: Mathematics and Science, Languages, and the Arts and Humanities. Students can earn a Cambridge AICE diploma by passing at least one AICE course and exam in math or science, one in languages (English and world language), one in humanities and three additional courses in any subject. The exams were administered through the University of Cambridge in England. In 2013–14, the following Cambridge AICE courses were offered: English, General Paper, Thinking Skills, Marine Science, Chemistry, Biology, Environmental Science, Spanish, French, Art and Design, Digital Photography, Film Studies, Travel and Tourism, Business Studies, Economics, International History, European History, Sociology, Math, and Further Math. Cambridge magnet students also had opportunities to take industry certification in Adobe Certified Associate (Photoshop).</p>
Pre-Law	<p>The Pre-Law and Public Affairs magnet is an advanced academic program that offers elective pathways in three areas of concentration: law, government, and criminal justice. Magnet students take one or more magnet electives in each grade, including civics; debate; comparative law, court procedures, constitutional law, criminal justice 1, 2, 3, 4; legal systems; mock trial, health science I, first responder, first responder firefighting I, forensics, public affairs, 911 dispatch, and AICE courses in Sociology, Psychology, and International History/Relations. In 2013–14, the Pre-Law and Public Affairs magnet program earned a Magnet School of Distinction Award from Magnet Schools of America. Magnet students also had opportunities to take industry certification in Fire Fighter I.</p>				
Cambridge	<p>The Cambridge AICE program is a rigorous college preparation program focused on a liberal arts course of study in three subject areas: Mathematics and Science, Languages, and the Arts and Humanities. Students can earn a Cambridge AICE diploma by passing at least one AICE course and exam in math or science, one in languages (English and world language), one in humanities and three additional courses in any subject. The exams were administered through the University of Cambridge in England. In 2013–14, the following Cambridge AICE courses were offered: English, General Paper, Thinking Skills, Marine Science, Chemistry, Biology, Environmental Science, Spanish, French, Art and Design, Digital Photography, Film Studies, Travel and Tourism, Business Studies, Economics, International History, European History, Sociology, Math, and Further Math. Cambridge magnet students also had opportunities to take industry certification in Adobe Certified Associate (Photoshop).</p>				



## Fort Lauderdale High School

Magnet Theme	Percentage of Total Score	Ranking
Pre-Law and Public Affairs	70%	Highest tercile
Cambridge Advanced International Certificate of Education (AICE)	70%	Highest tercile

Student achievement over past 3 years	Pre-Law	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 2.5 percentage points among out-of-boundary students</li> <li>Decreased by 0.1 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Decreased by 14.2 percentage points among out-of-boundary students</li> <li>Increased by 0.1 percentage points among in-boundary students</li> </ul>
	Cambridge	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 8.2 percentage points among out-of-boundary students</li> <li>Decreased by 8.4 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Decreased by 0.8 percentage points among out-of-boundary students</li> <li>Decreased by 8.9 percentage points among in-boundary students</li> </ul>

## Pompano Beach HS

Magnet Theme	Percentage of Total Score	Ranking
International Affairs with Information Tech.	67%	Highest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>The number of magnet applications greatly exceeded available seats and has increased over the past three years.</li> <li>Students can take courses in multiple thematic pathways.</li> <li>Students gained hands-on exposure to the international theme through teacher and student exchanges and skype and ePal programs.</li> <li>All students were required to complete a four-year project that incorporates topics of interest, research skills, and hands-on applications.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>None observed</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Pompano Beach HS is currently at 106.6% capacity.</li> <li>School enrollment has remained above the school's capacity for the past three years.</li> <li>Number of magnet applications increased by 7% over the past three years.</li> <li>In 2013–14, Pompano Beach had a large waitlist.</li> </ul>
Thematic instruction and college/career exposure	<p>The International Affairs and Business Technology magnet at Pompano Beach HS is rigorous academic program that offers sequential pathways in: World Languages which offers four years of instruction in French, Spanish, and Mandarin; Business Technology which has courses in international law, international finance, business, and principles of accounting; and Technology which includes courses in programming, data modification, and scientific visualization. All of the other classes that students took were honors or Advanced Placement courses. In order to graduate, all students must complete a four-year project on a topic of interest to them. The projects include research and project-based components; many include community service learning and an international component. Students in the Business Technology and Technology pathways were eligible to earn industry certifications in Adobe Certified Associate (Photoshop) OR Java Programming JAVA Associate, Quickbooks Certified User, and Manufacturing Skill Standards Council (MSSC) Certified Production Technician (CPT).</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 3.8 percentage points (all students are out-of-boundary)</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 3.6 percentage points (all students are out-of-boundary)</li> </ul>

## Blanche Ely High School

Magnet Theme	Percentage of Total Score	Ranking
Science/Pre-Engineering	69%	Highest tercile
Medical Sciences	65%	Middle tercile

Areas of distinction	<ul style="list-style-type: none"> <li>• The magnet programs offered multiple pathways of study in each theme.</li> <li>• Students had extensive opportunities to earn college and career exposure in the magnet themes.</li> <li>• The Science/Pre-Engineering program had a Board of Directors with representation for program participants, educators, and industry professionals.</li> </ul>				
Areas of concern	<ul style="list-style-type: none"> <li>• None observed</li> </ul>				
Program demand	<ul style="list-style-type: none"> <li>• Blanche Ely HS is currently at 60% capacity.</li> <li>• School enrollment has increased by 11% over the past three years.</li> <li>• Number of magnet applications decreased slightly (2% for Medical Sciences and 4% for Science/Pre-Engineering) over the past three years.</li> </ul>				
Thematic instruction and college/career exposure	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="background-color: #d9e1f2; text-align: center; vertical-align: middle;">Science/Pre-engineering</td> <td>The Science/Pre-Engineering magnet program offered four-year sequential pathways in Biomedical Engineering (honors), Pre-Engineering, Computer Technology, and Science. Magnet students were required to one magnet elective in 9<sup>th</sup> and 10<sup>th</sup> grades and two magnet electives in 11<sup>th</sup> and 12<sup>th</sup> grades. Students gained real-world experience in the magnet theme through field trips, classroom presentations by Science and Engineering professionals and post-secondary institutions, and theme-related clubs and competitions. Magnet students also had opportunities to take industry certifications for Adobe Certified Associate (Dreamweaver), Adobe Certified Associate (Photoshop) or Adobe Certified Associate (Dream Weaver), and American Design Drafting Association or Autodesk Certified User-AutoCAD.</td> </tr> <tr> <td style="background-color: #d9e1f2; text-align: center; vertical-align: middle;">Medical Sciences</td> <td>The Medical Sciences magnet offered four-year sequential pathways in Pre-medical, Nursing, Medical Studies, and Health Science Education. Magnet students were required to take one magnet elective in 9<sup>th</sup> and 10<sup>th</sup> grades and two magnet electives in 11<sup>th</sup> and 12<sup>th</sup> grades; nursing students were also required to take a fourth math credit and a Health Occupations Physical Education online course prior to the senior year. The Medical Science magnet program provided college and career readiness through field trips, guest speakers, and presentations in the community. For example, in 2013–14, magnet students attended field trips to Urban League of Broward County Teen Summit, University Hospital, Broward College Health Science tour, Broward County Science Fair, Pembroke Pines Police Department Forensics Lab, Rand Eye Institute, and Miami Zoo. Students also had opportunities to take industry certifications for Certified Medical Administrative Assistant and Certified Medical Administrative Assistant or Certified Nursing Assistant (CNA).</td> </tr> </tbody> </table>	Science/Pre-engineering	The Science/Pre-Engineering magnet program offered four-year sequential pathways in Biomedical Engineering (honors), Pre-Engineering, Computer Technology, and Science. Magnet students were required to one magnet elective in 9 <sup>th</sup> and 10 <sup>th</sup> grades and two magnet electives in 11 <sup>th</sup> and 12 <sup>th</sup> grades. Students gained real-world experience in the magnet theme through field trips, classroom presentations by Science and Engineering professionals and post-secondary institutions, and theme-related clubs and competitions. Magnet students also had opportunities to take industry certifications for Adobe Certified Associate (Dreamweaver), Adobe Certified Associate (Photoshop) or Adobe Certified Associate (Dream Weaver), and American Design Drafting Association or Autodesk Certified User-AutoCAD.	Medical Sciences	The Medical Sciences magnet offered four-year sequential pathways in Pre-medical, Nursing, Medical Studies, and Health Science Education. Magnet students were required to take one magnet elective in 9 <sup>th</sup> and 10 <sup>th</sup> grades and two magnet electives in 11 <sup>th</sup> and 12 <sup>th</sup> grades; nursing students were also required to take a fourth math credit and a Health Occupations Physical Education online course prior to the senior year. The Medical Science magnet program provided college and career readiness through field trips, guest speakers, and presentations in the community. For example, in 2013–14, magnet students attended field trips to Urban League of Broward County Teen Summit, University Hospital, Broward College Health Science tour, Broward County Science Fair, Pembroke Pines Police Department Forensics Lab, Rand Eye Institute, and Miami Zoo. Students also had opportunities to take industry certifications for Certified Medical Administrative Assistant and Certified Medical Administrative Assistant or Certified Nursing Assistant (CNA).
Science/Pre-engineering	The Science/Pre-Engineering magnet program offered four-year sequential pathways in Biomedical Engineering (honors), Pre-Engineering, Computer Technology, and Science. Magnet students were required to one magnet elective in 9 <sup>th</sup> and 10 <sup>th</sup> grades and two magnet electives in 11 <sup>th</sup> and 12 <sup>th</sup> grades. Students gained real-world experience in the magnet theme through field trips, classroom presentations by Science and Engineering professionals and post-secondary institutions, and theme-related clubs and competitions. Magnet students also had opportunities to take industry certifications for Adobe Certified Associate (Dreamweaver), Adobe Certified Associate (Photoshop) or Adobe Certified Associate (Dream Weaver), and American Design Drafting Association or Autodesk Certified User-AutoCAD.				
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Student achievement over past 3 years	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="background-color: #d9e1f2; text-align: center; vertical-align: middle;">Science/Pre-engineering</td> <td> <p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>• Increased by 0.4 percentage points among out-of-boundary students</li> <li>• Decreased by 14.4 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>• Increased by 10.9 percentage points among out-of-boundary students</li> <li>• Data for in-boundary magnet students were not reported because N&lt;=10</li> </ul> </td> </tr> <tr> <td style="background-color: #d9e1f2; text-align: center; vertical-align: middle;">Medical Sciences</td> <td> <p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>• Increased by 5.2 percentage points among out-of-boundary students</li> <li>• Decreased by 11.1 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>• Decreased by 9.4 percentage points among out-of-boundary students</li> <li>• Increased by 11.4 percentage points among in-boundary students</li> </ul> </td> </tr> </tbody> </table>	Science/Pre-engineering	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>• Increased by 0.4 percentage points among out-of-boundary students</li> <li>• Decreased by 14.4 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>• Increased by 10.9 percentage points among out-of-boundary students</li> <li>• Data for in-boundary magnet students were not reported because N&lt;=10</li> </ul>	Medical Sciences	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>• Increased by 5.2 percentage points among out-of-boundary students</li> <li>• Decreased by 11.1 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>• Decreased by 9.4 percentage points among out-of-boundary students</li> <li>• Increased by 11.4 percentage points among in-boundary students</li> </ul>
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Medical Sciences	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>• Increased by 5.2 percentage points among out-of-boundary students</li> <li>• Decreased by 11.1 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>• Decreased by 9.4 percentage points among out-of-boundary students</li> <li>• Increased by 11.4 percentage points among in-boundary students</li> </ul>				

## Hollywood Hills HS

Magnet Theme	Percentage of Total Score	Ranking
Military Leadership Academy	66%	Middle tercile

Areas of distinction	<ul style="list-style-type: none"> <li>The program offered a rigorous academic experience.</li> <li>The program provided opportunities for students to gain hands-on experience in leadership roles by organizing school events and activities.</li> <li>The program is the only Military Leadership Academy in South Florida.</li> <li>Academy teachers integrated the leadership theme into core curriculum.</li> <li>The number of magnet applications increased by 12% from year 1 to year 2.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>None observed</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Hollywood Hills HS is currently at 95.4% capacity.</li> <li>School enrollment increased by 10% over the past two years (since the Military Leadership Academy opened).</li> <li>Number of magnet applications increased by 41% over the two years.</li> <li>Number of out-of-boundary students also increased, from 121 to 214.</li> </ul>
Thematic instruction and college/career exposure	<p>The Military Leadership Academy is a college preparatory academic program that incorporates leadership instruction into core curriculum and in JROTC required electives. Students are selected for the academy based on academic criteria and a rigorous interview process. All academy courses are honors or AP level. Students were required to take four years of English, science, math, social studies, world language and JROTC. The JROTC elective followed a national curriculum that focuses on character and leadership development. All Academy classes started with cadets standing, greeting of the day, and recitation of the cadet creed. The Academy implemented the Winning Colors program which was designed to encourage students to self-identify areas of strengths and weaknesses. Cadets were encouraged to address each color to develop in all areas.</p>
Student achievement over past 2 years*	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 7.6 percentage points among out-of-boundary students</li> <li>Increased by 3.9 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 5.8 percentage points among out-of-boundary students</li> <li>Increased by 5.0 percentage points among in-boundary students</li> </ul>

\*The magnet program began in 2012-13.

## Deerfield Beach High School

Magnet Theme	Percentage of Total Score	Ranking
Communication and Broadcast Arts (CBA)	62%	Middle tercile
International Baccalaureate (IB)	61%	Middle tercile
Urban Teacher Academy Program (UTAP)	51%	Lowest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>• IB program provided a four-year academic course sequence and program; all MYP students were expected to continue with the DP program.</li> <li>• CBA magnet offered multiple sequential pathways of study for students who were interested in various aspects of journalism and broadcasting.</li> <li>• CBA students received hands-on career experience in journalism and broadcast careers through work on school newspaper, yearbook, radio, morning show, newsletters and other special projects for the Deerfield Beach HS community.</li> <li>• CBA students and program have won numerous awards and recognitions for the journalism products.</li> </ul>						
Areas of concern	<ul style="list-style-type: none"> <li>• The number of magnet applications and total enrollment has decreased over the past three years.</li> </ul>						
Program demand	<ul style="list-style-type: none"> <li>• Deerfield Beach HS is currently at 101.3% capacity.</li> <li>• School enrollment decreased by 4% over the past three years but has remained above capacity.</li> <li>• Number of magnet applications decreased by 10% for IB and 19% for CBA but increased (by 8%) for UTAP over the past three years.</li> </ul>						
Thematic instruction and college/career exposure	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="background-color: #a6c9ec; text-align: center; vertical-align: middle;">CBA</td> <td> <p>The CBA magnet program offered multiple elective pathways in the areas of journalism, broadcasting, publishing, and graphics design. In each grade, CBA student take two magnet electives; in 10<sup>th</sup>-12<sup>th</sup> grades, students take advanced classes in one or more sequential pathways. Students are required to take three or more sequential courses to be eligible to earn industry certifications. CBA magnet students gained hands-on experience in communication and broadcast industries by working on the: school's radio show which conducted daily broadcasts and announcements at school sporting events; the morning TV show; school website; school newspaper (<i>The Pathfinder</i>) and yearbook (<i>Reflections</i>); and the school's monthly print newsletter (<i>CBA Reporter</i>) and e-newsletter (<i>Bucks Express</i>). In 2013–14, the school newspaper won first place in the Florida Scholastic Press Association district convention and Best Overall Newspaper from the Sun Sentinel High School Journalism Awards. The TV students won a Sports Video Production Award from South Florida High School Sports.</p> </td> </tr> <tr> <td style="background-color: #a6c9ec; text-align: center; vertical-align: middle;">IB</td> <td> <p>IB program included MYP and DP as a four-year curriculum across seven subject areas: Language A (English), Language B (French, Spanish or Japanese), Individuals and Societies, Experimental Sciences, Mathematics, and Arts. Other IB courses included: H.O.P.E. (Physical Education), Inquiry Skills, Technology, Theory of Knowledge. All 10<sup>th</sup> grade students completed an MYP personal project which incorporated the MYP areas of interaction, research, and reflection. IB students in 11<sup>th</sup> and 12<sup>th</sup> grade participated in CAS (creativity, action, and service hours) and a CAS project that involved planning and initiating a hands-on learning experience. In addition, all 12<sup>th</sup> grade students wrote a 4,000 word extended essay.</p> </td> </tr> <tr> <td style="background-color: #a6c9ec; text-align: center; vertical-align: middle;">UTAP</td> <td> <p>UTAP offered a four-year elective pathway of Teacher Assisting I-4. Students participated in one elective per grade level and earned practical experience serving as teaching assistants. All UTAP magnet students served as teaching assistants at Tedder Elementary as part of the UTAP elective course.</p> </td> </tr> </tbody> </table>	CBA	<p>The CBA magnet program offered multiple elective pathways in the areas of journalism, broadcasting, publishing, and graphics design. In each grade, CBA student take two magnet electives; in 10<sup>th</sup>-12<sup>th</sup> grades, students take advanced classes in one or more sequential pathways. Students are required to take three or more sequential courses to be eligible to earn industry certifications. CBA magnet students gained hands-on experience in communication and broadcast industries by working on the: school's radio show which conducted daily broadcasts and announcements at school sporting events; the morning TV show; school website; school newspaper (<i>The Pathfinder</i>) and yearbook (<i>Reflections</i>); and the school's monthly print newsletter (<i>CBA Reporter</i>) and e-newsletter (<i>Bucks Express</i>). In 2013–14, the school newspaper won first place in the Florida Scholastic Press Association district convention and Best Overall Newspaper from the Sun Sentinel High School Journalism Awards. The TV students won a Sports Video Production Award from South Florida High School Sports.</p>	IB	<p>IB program included MYP and DP as a four-year curriculum across seven subject areas: Language A (English), Language B (French, Spanish or Japanese), Individuals and Societies, Experimental Sciences, Mathematics, and Arts. Other IB courses included: H.O.P.E. (Physical Education), Inquiry Skills, Technology, Theory of Knowledge. All 10<sup>th</sup> grade students completed an MYP personal project which incorporated the MYP areas of interaction, research, and reflection. IB students in 11<sup>th</sup> and 12<sup>th</sup> grade participated in CAS (creativity, action, and service hours) and a CAS project that involved planning and initiating a hands-on learning experience. In addition, all 12<sup>th</sup> grade students wrote a 4,000 word extended essay.</p>	UTAP	<p>UTAP offered a four-year elective pathway of Teacher Assisting I-4. Students participated in one elective per grade level and earned practical experience serving as teaching assistants. All UTAP magnet students served as teaching assistants at Tedder Elementary as part of the UTAP elective course.</p>
CBA	<p>The CBA magnet program offered multiple elective pathways in the areas of journalism, broadcasting, publishing, and graphics design. In each grade, CBA student take two magnet electives; in 10<sup>th</sup>-12<sup>th</sup> grades, students take advanced classes in one or more sequential pathways. Students are required to take three or more sequential courses to be eligible to earn industry certifications. CBA magnet students gained hands-on experience in communication and broadcast industries by working on the: school's radio show which conducted daily broadcasts and announcements at school sporting events; the morning TV show; school website; school newspaper (<i>The Pathfinder</i>) and yearbook (<i>Reflections</i>); and the school's monthly print newsletter (<i>CBA Reporter</i>) and e-newsletter (<i>Bucks Express</i>). In 2013–14, the school newspaper won first place in the Florida Scholastic Press Association district convention and Best Overall Newspaper from the Sun Sentinel High School Journalism Awards. The TV students won a Sports Video Production Award from South Florida High School Sports.</p>						
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UTAP	<p>UTAP offered a four-year elective pathway of Teacher Assisting I-4. Students participated in one elective per grade level and earned practical experience serving as teaching assistants. All UTAP magnet students served as teaching assistants at Tedder Elementary as part of the UTAP elective course.</p>						

## Deerfield Beach High School

Magnet Theme	Percentage of Total Score	Ranking
Communication and Broadcast Arts (CBA)	62%	Middle tercile
International Baccalaureate (IB)	61%	Middle tercile
Urban Teacher Academy Program (UTAP)	51%	Lowest tercile

Student achievement over past 3 years	CBA	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 4.6 percentage points among out-of-boundary students</li> <li>Decreased by 6.9 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 30.3 percentage points among out-of-boundary students</li> <li>Increased by 5.7 percentage points among in-boundary students</li> </ul>
	IB	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 6.1 percentage points among out-of-boundary students</li> <li>Increased by 4.0 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 17.9 percentage points among out-of-boundary students</li> <li>Increased by 26.0 percentage points among in-boundary students</li> </ul>
	UTAP	Data for UTAP magnet students were not reported because N<=10.

Plantation HS		
Magnet Theme	Percentage of Total Score	Ranking
International Baccalaureate (IB)	62%	Middle tercile

Areas of distinction	<ul style="list-style-type: none"> <li>IB student access to CTE courses and industry certifications is a unique aspect of the program.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>Even though it was the program's first year opening its boundaries to outside applicants, the number of applications to the IB program was very low.</li> <li>Since 2011-12, there has been a decrease in the percentage of in-boundary IB students demonstrating proficiency and achieving learning gains in reading.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>Plantation HS has decreased by 5% since 2011-12, and the school is currently at 83% capacity.</li> <li>The IB program at Plantation HS started as an in-boundary magnet as part of an effort to retain students in the school.</li> <li>The 2013-14 school year was the first year the program was opened to out-of-boundary applicants. They received 15 applications.</li> </ul>
Thematic instruction and college/career exposure	<p>The IB program at Plantation HS is a two-year Diploma Program offered to juniors and seniors. Students are required to take IB or AP courses in six subjects: English, world languages, history, science, mathematics, and an arts/elective course. In addition to the six subject areas, Diploma Program students to take a Theory of Knowledge course, write an extended essay, and complete 150 hours of experiential learning opportunities through the Creativity, Service, Action (CAS) component. Pre-IB courses in the six subject areas are offered to students in 9<sup>th</sup> and 10<sup>th</sup> grade to prepare them for the academic challenges of the Diploma Program. In addition, the school redesigned the master schedule so that IB students can take advantage of courses offered through the school's career and technical education (CTE) programs, including aerospace technology and design, culinary arts, finance, early childhood education, hospitality and tourism, horticulture, automotive technology, construction technology, and health sciences. Students in the IB program are able to earn college credit, up to 30 semester hours at any Florida public university if they earn the IB diploma. They also qualify for the highest level of Bright Futures Scholarships. In addition, Plantation IB students can earn industry certification for CTE courses taken at the school (e.g., Quickbooks, Adobe Photoshop, etc.)</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>There were no out-of-boundary magnet students prior to 2013–14.</li> <li>Decreased by 19 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>There were no out-of-boundary magnet students prior to 2013–14.</li> <li>Increased by 7 percentage points among in-boundary students</li> </ul>

## Dillard High School

Magnet Theme	Percentage of Total Score	Ranking
Performing and Visual Arts	62%	Middle tercile
Emerging Computer Technology	59%	Middle tercile

Areas of distinction	<ul style="list-style-type: none"> <li>• Dillard has the only digital entrepreneurship magnet program in the county.</li> <li>• The PVA program is highly-regarded in the community and students have received numerous awards and recognitions in their disciplines.</li> <li>• The PVA facilities are extensive.</li> </ul>				
Areas of concern	<ul style="list-style-type: none"> <li>• None observed</li> </ul>				
Program demand	<ul style="list-style-type: none"> <li>• Dillard HS is currently at 68% capacity.</li> <li>• School enrollment (in grades 9-12) decreased from 1,659 in 2011–12 to 1,626 in 2013–14 (Dillard transitioned to serving grades 6-12 in 2013–14; however grades 6-8 were not included in totals).</li> <li>• Since 2011-12, there has been an increase of 13% in the number of applications to the PVA program and an increase of 14% in the number of applications to the Emerging Computer Technologies program.</li> </ul>				
Thematic instruction and college/career exposure	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="background-color: #99b3d9; color: white; writing-mode: vertical-rl; transform: rotate(180deg);">Computer Tech</td> <td>The Computer Technology program provides students in grades 9-12 with access to a sequence of highly specialized elective courses in five technical pathways: graphic design, digital media, computer programming, robotics, and hardware/network support. Course offerings include multimedia technologies, computer applications, applied technology in science and engineering, CISCO network administration, computer electronics, concepts of engineering, visual modeling, computer assisted design (CAD), computer programming, robotics, gaming/animation, cinematography, digital photography and graphic design. Each year, students take at least two courses within their chosen pathway (for at least 500 thematic instructional minutes per week), many of which lead to industry certification, including robotics, engineering (mastercam), Adobe Photoshop and Dreamweaver, C+, and Quickbooks.</td> </tr> <tr> <td style="background-color: #99b3d9; color: white; writing-mode: vertical-rl; transform: rotate(180deg);">PVA</td> <td>The PVA magnet program provides arts instruction across four disciplines: visual arts, theater, music, and dance. In addition to their core subject offerings, students are enrolled in arts classes within their respective discipline, of which students are required to take two (sometimes three) per year (for at least 500 instructional minutes per week). Within each discipline there are mini-focus areas (e.g., band, chorus, music recording, etc.). Electives are organized in sequential pathways and follow the district curriculum for that subject. Student receive exposure to performing arts careers through field trips to see professional performances, such as the Florida Grand Opera, participation in theme-related competitions, including an annual jazz band competition at Lincoln Center in NYC, and interactions with professional consultants who provide master classes in various arts disciplines.</td> </tr> </tbody> </table>	Computer Tech	The Computer Technology program provides students in grades 9-12 with access to a sequence of highly specialized elective courses in five technical pathways: graphic design, digital media, computer programming, robotics, and hardware/network support. Course offerings include multimedia technologies, computer applications, applied technology in science and engineering, CISCO network administration, computer electronics, concepts of engineering, visual modeling, computer assisted design (CAD), computer programming, robotics, gaming/animation, cinematography, digital photography and graphic design. Each year, students take at least two courses within their chosen pathway (for at least 500 thematic instructional minutes per week), many of which lead to industry certification, including robotics, engineering (mastercam), Adobe Photoshop and Dreamweaver, C+, and Quickbooks.	PVA	The PVA magnet program provides arts instruction across four disciplines: visual arts, theater, music, and dance. In addition to their core subject offerings, students are enrolled in arts classes within their respective discipline, of which students are required to take two (sometimes three) per year (for at least 500 instructional minutes per week). Within each discipline there are mini-focus areas (e.g., band, chorus, music recording, etc.). Electives are organized in sequential pathways and follow the district curriculum for that subject. Student receive exposure to performing arts careers through field trips to see professional performances, such as the Florida Grand Opera, participation in theme-related competitions, including an annual jazz band competition at Lincoln Center in NYC, and interactions with professional consultants who provide master classes in various arts disciplines.
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Dillard High School		
Magnet Theme	Percentage of Total Score	Ranking
Performing and Visual Arts	62%	Middle tercile
Emerging Computer Technology	59%	Middle tercile

	PVA	<i>Proportion of students who demonstrated learning gains in reading:</i>
		<ul style="list-style-type: none"> <li>• Decreased by 16 percentage points among out-of-boundary students</li> <li>• Decreased by 22 percentage points among in-boundary students</li> </ul>
		<i>Proportion of students who demonstrated learning gains in math</i>
		<ul style="list-style-type: none"> <li>• Increased by 1 percentage points among out-of-boundary students</li> <li>• Increased by 6 percentage points among in-boundary students</li> </ul>

## Stranahan High School

Magnet Theme	Percentage of Total Score	Ranking
Science/Pre-Engineering	62%	Middle tercile
Medical Sciences	55%	Lowest tercile
Urban Teacher Academy Program (UTAP)		Not ranked

Areas of distinction	<ul style="list-style-type: none"> <li>• The magnet programs offered multiple pathways of study in each theme.</li> <li>• Students had extensive opportunities to earn college and career exposure in the magnet themes.</li> <li>• Magnet students can enroll in dual enrollment courses.</li> </ul>	
Areas of concern	<ul style="list-style-type: none"> <li>• The number of magnet applications has decreased over the past three years</li> <li>• School enrollment has decreased over the past three years</li> <li>• The magnet themes are not visually represented in and around the school building.</li> </ul>	
Program demand	<ul style="list-style-type: none"> <li>• Stranahan HS is currently at 65.4% capacity.</li> <li>• School enrollment decreased by 12% over the past three years.</li> <li>• Number of magnet applications decreased by 19% for Science/Pre-Engineering and 34% for Medical Sciences over the past three years.</li> </ul>	
Thematic instruction and college/career exposure	Science/Pre-engineering	<p>The Science/Pre-Engineering program is a four-year college preparatory program. Students are required to take at least one engineering course and one science course each year. The engineering electives follow the Project Lead the Way (PLTW) curriculum and instruction which is a nationally-recognized high school pre-engineering program. During the 2013–14 school year, the pathway of courses included: Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Engineering Design and Development (capstone course), Civil Engineering and Architecture, and Aerospace Engineering. Students could also enroll in Introduction to Engineering Design and Introduction to Mechatronics for dual enrollment with FAU. The science courses for magnet students included: Biology Honors, AP Biology, Chemistry Honors, AT Chemistry, Physics Honors, AP Physics, and AP Environmental Science. The Science/Pre-Engineering magnet program provided opportunities for students to be exposed to college and careers through field trips, clubs, and competitions. Three student groups placed in the top five in the water tower competition and two groups placed in top five at the SECME Engineering competition. Magnet students also had opportunities to take industry certifications for Mastercam Certified Programmer Mill Level I.</p>
	Medical Sciences	<p>The Medical Sciences is a four-year college preparatory curriculum that introduces students to different aspects of the medical profession. Students enroll in at least one medical science elective and one science course in each year. In addition, students are expected to enroll in honors or Advanced Placement courses in all subject areas. In 2013–14, the medical sciences electives included: Medical Research I and 2, Experimental Science, Genetics, Forensics, Health Science I and II, Health Science Assistant III, Anatomy and Physiology I, I Lab, II, and II Lab for dual enrollment. Science classes included: Biology Honors, Chemistry Honors, Physics Honors, and Anatomy and Physiology. The Medical Science magnet program provided college and career readiness through field trips to medical facilities and tours of postsecondary medical programs. Medical Sciences magnet students can earn industry certifications for Microsoft Office Specialist (MOS) Bundle or Certified Medical Administrative Assistant and Certified Medical Administrative Assistant. Data were not available on college scholarships earned by Medical Sciences magnet students.</p>

## Stranahan High School

Magnet Theme	Percentage of Total Score	Ranking
Science/Pre-Engineering	62%	Middle tercile
Medical Sciences	55%	Lowest tercile
Urban Teacher Academy Program (UTAP)		Not ranked

Student achievement over past 3 years	Science/Pre-engineering	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 9.1 percentage points among out-of-boundary students</li> <li>Data for in-boundary magnet students were not reported because N&lt;=10</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 49.2 percentage points among out-of-boundary students</li> <li>Data for in-boundary magnet students were not reported because N&lt;=10</li> </ul>
	Medical Sciences	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 10.8 percentage points among out-of-boundary students</li> <li>Decreased by 22.6 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 16.7 percentage points among out-of-boundary students</li> <li>Decreased by 14.6 percentage points among in-boundary students</li> </ul>

## Northeast High School

Magnet Theme	Percentage of Total Score	Ranking
Academies of Excellence	57%	Lowest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>• The Latin Academy is a very unique and specialized program; there are only nine in the country.</li> <li>• The Biotech Academy is a new, innovative program and the only of its kind in the county.</li> <li>• Students from Northeast HS were recently invited to participate in the annual White House Science Fair, an honor which served as an impetus to the launch of the Biotech Academy at Northeast.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>• Student achievement levels at the school are low in both reading and math and have been declining slightly over time.</li> <li>• The sustainability of the Latin Academy is dependent on the district's ability to retain (or recruit) a teacher with a unique and relatively uncommon skill set.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>• Northeast HS is currently at 80% capacity.</li> <li>• School enrollment has decreased by 14% since 2011-12.</li> <li>• The number of magnet applications has decreased by 15%.</li> </ul>
Thematic instruction and college/career exposure	<p>Northeast HS is an all-magnet school, in which all students participate in one of the school's three magnet academies. The Latin Academy is one of only nine such programs in the United States. Students learn the Latin language and its derivative uses in law, medicine, literature, the arts, and sciences. Instruction is delivered through elective courses, which are all taught by one Latin teacher. Courses are organized in sequential pathways, and students can earn college credit upon successful completion of AP courses and exams. Students participate in Latin competitions and have been State champions for the past 14 years.</p> <p>The Marketing and Entrepreneurship Academy prepares students to understand all aspects of operating a business. Students take 1-2 elective courses each year which are organized in sequential pathways. During the 2013-14 school year, the school began using the Network for Teaching Entrepreneurship (NFTE) curriculum to develop students' career readiness skills through project-based and experiential learning activities centered on the development of a business plan. As part of the curriculum, students have a chance to compete for seed capital through a series of business plan competitions, from their classroom, to Regionals, to NFTE's national competition. Students in the Marketing and Entrepreneurship program can earn industry certification in Dreamweaver, Flash, Java, Quickbooks, Photoshop, and Microsoft Office.</p> <p>The Biotech Academy is a new, innovative program that introduces students to the field of biomedical sciences. Northeast is the only school in the county (and among only a few in the state) to offer a Biotech program. The program was launched after students in a research course invented a bicycle-powered water purification system that eventually won an invitation to participate in the annual White House Science Fair, where President Obama personally demonstrated how the invention works. Students in the Biotech program participate in a sequential pathway of elective courses (e.g., Biotech I, II, III, Research, Internship) and are able to earn college credit through AP courses and industry certification as a Bio-Technician Assistant</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>• Increased by 1 percentage points among out-of-boundary students</li> <li>• Increased by 3 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>• Decreased by 7 percentage points among out-of-boundary students</li> <li>• Increased by 8 percentage points among in-boundary students</li> </ul>

## South Broward High School

Magnet Theme	Percentage of Total Score	Ranking
Marine Sciences	57%	Lowest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>South Broward offers the only marine science magnet program in Broward County.</li> <li>The program provided real world connections in the marine and maritime industries which are highly relevant to the local economy.</li> <li>The program provided multiple pathways of study within the magnet theme.</li> <li>Students had opportunities to participate in theme-related internships and mentoring with professionals in the marine and maritime industries.</li> </ul>
Areas of concern	<ul style="list-style-type: none"> <li>The number of magnet applications has declined over the past three years.</li> </ul>
Program demand	<ul style="list-style-type: none"> <li>South Broward HS is currently at 90.0% capacity.</li> <li>School enrollment declined by 5% over the past three years.</li> <li>Number of magnet applications has declined by 24% over the past three years.</li> </ul>
Thematic instruction and college/career exposure	<p>The Marine Academy offers thematic pathways in marine science and maritime technology. Marine science electives include Marine Research, Water Safety, Marine Science I and II, Geographic Information Systems (GIS) for dual enrollment with Broward College, and Marine Policy and Affairs. Students also have opportunities to enroll in executive internships and senior mentorships with professionals in the boating industry. The Marine Service Technology pathway is a seven course program which can be used to articulate credits toward an Associate degree in Science in Marine Technology and Business Management at Broward Community College or McFatter Technical Center. Marine Science magnet students can take industry certification for Global Logistics Associate and ASE Auto/Light Truck Technician Electrical/Electronic Systems A6. Students had opportunities to participate in Nova Southeastern University's Gifted Ocean STEM summer program.</p>
Student achievement over past 3 years	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 1.7 percentage points among out-of-boundary students</li> <li>Decreased by 3.0 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 5.8 percentage points among out-of-boundary students</li> <li>Increased by 22.6 percentage points among in-boundary students</li> </ul>

## Hallandale High School

Magnet Theme	Percentage of Total Score	Ranking
International Affairs and Business Tech.	56%	Lowest tercile
Communication and Broadcast Arts (CBA)	51%	Lowest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>The school has a selection of different academies within the magnet themes.</li> <li>Students in several academies can earn industry certification.</li> <li>The school has state of the art broadcast and graphic design facilities.</li> </ul>				
Areas of concern	<ul style="list-style-type: none"> <li>The school is below capacity.</li> <li>The “branding” of the academies within the magnet themes seems confusing.</li> <li>Magnet applications for both programs have declined.</li> </ul>				
Program demand	<ul style="list-style-type: none"> <li>Hallandale HS is currently at 78.4% capacity.</li> <li>School enrollment has decreased slightly, from 1280 in 2011-12 to 1278 in 2013-14, however the change amounted to 0%.</li> <li>Number of magnet applications for Communication and Broadcast Arts has decreased from 63 in 2011-12 to 36 in 2013-14 (-43%).</li> <li>Number of magnet applications for International Affairs and Business (IAB) has decreased from 25 to 19 during the same period (-24%).</li> </ul>				
Thematic instruction and college/career exposure	<p>The magnet theme is provided in elective courses in five academies. Ninth grade students select two Academy Anchor courses each year. Students select an academy in 10<sup>th</sup> grade and remain in that academy. Academy completion is based on completion of at least three Academy Anchor courses over four years. Some students are able to pursue a second academy. The CBA academies include: Graphic Design (study of offset reproduction, photo graphics, screen-printing, electrostatic printing and finishing, operations, Internet usage and computer related softwares); and Television Production (industry terminology procedures and skills in staging sets, performing lighting activities for production and operation of studio equipment, script interpretation, functions of a production team and careers in television production). The IAB academies are: Electronic Business Enterprise (introduction to business and entrepreneurial principals, including communication skills, forms of business ownership and organizational structures, supervisory and management skills, leadership skills, human resources, business ethics and cultural diversity); Criminal Justice (history and composition of the criminal justice system, constitutional law and individual rights, employability skills); and Health Science (introduction to health careers as well as practical competencies, disease prevention, health and safety practices)</p>				
Student achievement over past 3 years	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="background-color: #003366; color: white; text-align: center; vertical-align: middle;">IAB</td> <td> <p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 27.8 percentage points among out-of-boundary students</li> <li>Decreased by 19.8 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Decreased by 16.7 percentage points among out-of-boundary students</li> <li>Decreased by 38.2 percentage points among in-boundary students</li> </ul> </td> </tr> <tr> <td style="background-color: #003366; color: white; text-align: center; vertical-align: middle;">CBA</td> <td> <p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 11.2 percentage points among out-of-boundary students</li> <li>Decreased by 0.5 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Decreased by 9.0 percentage points among out-of-boundary students</li> <li>Decreased by 1.4 percentage points among in-boundary students</li> </ul> </td> </tr> </tbody> </table>	IAB	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 27.8 percentage points among out-of-boundary students</li> <li>Decreased by 19.8 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Decreased by 16.7 percentage points among out-of-boundary students</li> <li>Decreased by 38.2 percentage points among in-boundary students</li> </ul>	CBA	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 11.2 percentage points among out-of-boundary students</li> <li>Decreased by 0.5 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Decreased by 9.0 percentage points among out-of-boundary students</li> <li>Decreased by 1.4 percentage points among in-boundary students</li> </ul>
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## Boyd Anderson High School

Magnet Theme	Percentage of Total Score	Ranking
Health and Wellness	61%	Middle tercile
International Baccalaureate (IB)	48%	Lowest tercile

Areas of distinction	<ul style="list-style-type: none"> <li>• IB program offered students opportunities to earn AP and IB diploma credits that could be applied toward postsecondary credits.</li> <li>• Health and Wellness program provided opportunities for students to participate in hands-on experience in medical industries through clinicals.</li> </ul>				
Areas of concern	<ul style="list-style-type: none"> <li>• The number of magnet applications and total school enrollment has decreased over past three years.</li> <li>• The Health and Wellness pathways and industry certifications are offered in traditional high schools.</li> <li>• IB is a rigorous academic program; however students did not demonstrate learning gains</li> <li>• There were few out-of-boundary IB students.</li> </ul>				
Program demand	<ul style="list-style-type: none"> <li>• Boyd Anderson is currently at 65.3% capacity.</li> <li>• School enrollment has decreased by 9% over the past three years.</li> <li>• Number of magnet applications decreased by 44% for Health and Wellness and by 34% for IB over the past three years.</li> </ul>				
Thematic instruction and college/career exposure	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="background-color: #99b3d9; text-align: center; vertical-align: middle;">Health and Wellness</td> <td> <p>The Health and Wellness magnet includes two elective pathways that lead to certification classes in Allied Health or Emergency Medical Responder (EMR). All Health and Wellness students take Health Science II in 9<sup>th</sup> or 10<sup>th</sup> grade and Allied Health I in 10<sup>th</sup> or 11<sup>th</sup> grade. Students who are interested in pursuing industry certification for Certified Medical Administrative Assistant (CMAA) take Allied Health III in 11<sup>th</sup> grade. Students who are interested in pursuing industry certification in Electrocardiograph Technician take the Emergency Medical Responder course in 12<sup>th</sup> grade. Other electives available to 12<sup>th</sup> grade students included: Health and Wellness 3, a personal fitness program; and Total Wellness, Medical Terminology, and Foundation of Exercise Science for dual enrollment with Atlantic Technical Center. During the 2013–14 school year, Health &amp; Wellness students participated in senior clinical experiences with doctors' offices and hospitals and could earn industry certifications for Certified Medical Administrative Assistant OR Certified EKG Technician, Certified Medical Administrative Assistant.</p> </td> </tr> <tr> <td style="background-color: #99b3d9; text-align: center; vertical-align: middle;">IB</td> <td> <p>The IB magnet program is an advanced academic program that includes the MYP and DP. During the 2013–14 school year, MYP was offered in 9<sup>th</sup> and 10<sup>th</sup> grades through the infusion of rigor and global-minded themes into instruction in seven core subjects. The DP was offered in 11<sup>th</sup> and 12<sup>th</sup> grade. Students were required to complete six DP courses (or AP if students placed out of DP level courses). The courses included: IB English III, IV; Contemporary History, European History, and Social Anthropology; IB Math Studies SL, IB Math SL, and IB Math HL; IB Spanish II-V and IB French II-V; IB Physics, IB Marine Science, and IB Biology; and IB Film and Theory of Knowledge. All IB courses follow the IB subject (curriculum) guides. All DP students are required to complete an extended essay (4,000 words), World Literature project (1,500 words), math project, and four work theater projects and practical performance papers, and community action service requirements.</p> </td> </tr> </tbody> </table>	Health and Wellness	<p>The Health and Wellness magnet includes two elective pathways that lead to certification classes in Allied Health or Emergency Medical Responder (EMR). All Health and Wellness students take Health Science II in 9<sup>th</sup> or 10<sup>th</sup> grade and Allied Health I in 10<sup>th</sup> or 11<sup>th</sup> grade. Students who are interested in pursuing industry certification for Certified Medical Administrative Assistant (CMAA) take Allied Health III in 11<sup>th</sup> grade. Students who are interested in pursuing industry certification in Electrocardiograph Technician take the Emergency Medical Responder course in 12<sup>th</sup> grade. Other electives available to 12<sup>th</sup> grade students included: Health and Wellness 3, a personal fitness program; and Total Wellness, Medical Terminology, and Foundation of Exercise Science for dual enrollment with Atlantic Technical Center. During the 2013–14 school year, Health &amp; Wellness students participated in senior clinical experiences with doctors' offices and hospitals and could earn industry certifications for Certified Medical Administrative Assistant OR Certified EKG Technician, Certified Medical Administrative Assistant.</p>	IB	<p>The IB magnet program is an advanced academic program that includes the MYP and DP. During the 2013–14 school year, MYP was offered in 9<sup>th</sup> and 10<sup>th</sup> grades through the infusion of rigor and global-minded themes into instruction in seven core subjects. The DP was offered in 11<sup>th</sup> and 12<sup>th</sup> grade. Students were required to complete six DP courses (or AP if students placed out of DP level courses). The courses included: IB English III, IV; Contemporary History, European History, and Social Anthropology; IB Math Studies SL, IB Math SL, and IB Math HL; IB Spanish II-V and IB French II-V; IB Physics, IB Marine Science, and IB Biology; and IB Film and Theory of Knowledge. All IB courses follow the IB subject (curriculum) guides. All DP students are required to complete an extended essay (4,000 words), World Literature project (1,500 words), math project, and four work theater projects and practical performance papers, and community action service requirements.</p>
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## Boyd Anderson High School

Magnet Theme	Percentage of Total Score	Ranking
Health and Wellness	61%	Middle tercile
International Baccalaureate (IB)	48%	Lowest tercile

Student achievement over past 3 years	Health and Wellness	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Increased by 2.8 percentage points among out-of-boundary students</li> <li>Decreased by 2.6 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Increased by 21.4 percentage points among out-of-boundary students</li> <li>Increased by 3.9 percentage points among in-boundary students</li> </ul>
	IB	<p><i>Proportion of students who demonstrated learning gains in reading:</i></p> <ul style="list-style-type: none"> <li>Decreased by 5.1 percentage points among out-of-boundary students</li> <li>Decreased by 2.9 percentage points among in-boundary students</li> </ul> <p><i>Proportion of students who demonstrated learning gains in math</i></p> <ul style="list-style-type: none"> <li>Data for out-of-boundary magnet students were not reported because <math>N \leq 10</math></li> <li>Decreased by 14.8 percentage points among in-boundary students</li> </ul>



# Recommendations

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The findings from the review provide qualitative and quantitative data on the effectiveness of individual magnet programs in the areas of marketing and recruitment, program demand, thematic instruction, college and career readiness, program administration and family and community engagement. The district should review the checklist scores and summary data for each program, with a specific focus on the programs in the lowest terciles in each school level, to determine if the program:

- Meets each of the recommendations in this report;
- Requires additional resources or planning in order to achieve each of the recommendations in this report; or
- Is unable or unwilling to achieve the recommendations in this report and should be transitioned to an innovative program or phased out.

**Recommendation 1:** All elementary magnet programs should provide students with a unique thematic experience by offering instruction in the magnet theme for a minimum of three days per week. The district should collaborate with each elementary magnet program that does not currently offer the recommended dosage of thematic exposure to develop a comprehensive plan that includes scheduling, staffing, and curriculum for achieving this recommendation.

**Recommendation 2:** All middle and high school magnet programs should offer multiple pathways or course tracks in the magnet theme to meet diverse needs and goals of students. The district should collaborate with each middle and high school magnet program that does not currently offer multiple pathways to develop a plan for achieving this recommendation.

**Recommendation 3:** All magnet programs should maintain or achieve an increase in the number of applications that are received compared with the previous school year. Magnet school leadership should work to implement the district’s marketing plan with fidelity; and the district should monitor the marketing activities and number of applications received for all programs that have not produced an increased number of applications over the past three years to ensure that this recommendation is achieved.

**Recommendation 4:** All magnet programs should develop one or more partnerships with professionals, organizations, or businesses in the magnet theme to provide real-world enrichment experiences for all students.

**Recommendation 5:** Each program’s magnet theme should support the district’s goals for increasing student achievement and preparing students for colleges and careers. The district should review the portfolio of magnet themes that are offered to ensure that each theme supports these goals and to determine if modifications are needed to specific magnet themes to meet this recommendation. Specific attention should be given to the following themes: communications and languages, health and wellness, and technology /C.I.T.E.

**Recommendation 6:** District magnet budget allocations should be used only to provide unique program components or activities that a traditional school would not be able to provide without the magnet program. For example, programs should not use district funding to support a teacher in the school's specials rotation because the school would be required to fund this position if it did not have a magnet program. In addition, the program should not use district funding to provide general supplies or equipment. The budget allocations should be used to support thematic professional development, student enrichment and career exploration activities in the magnet theme, theme-specific supplies and equipment, and additional staff needed to provide the recommended dosage of and multiple pathways in the magnet theme.

**Recommendation 7:** The district should consider re-branding the following magnet themes: Health and Wellness, International Affairs and Business Technology (IAB), Communications and Languages, and Science/Pre-Engineering because the program titles do not accurately represent the diversity of thematic offerings in the different magnet programs across the district.

**Recommendation 8:** Each magnet program should be encouraged to use the district's translation resources to ensure that school-specific marketing materials (printed and/or web-based) are available to BCPS's diverse community in multiple languages, to include but not limited to Spanish, Haitian-Creole, and Portuguese.

# Appendix

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1. Magnet Programs by School and Theme
2. Magnet Program Review Checklist: Elementary Programs
3. Magnet Program Review Checklist: Middle School Programs
4. Magnet Program Review Checklist: High School Programs

Table A-1: Broward County Public School—Magnet Programs by School and Theme

Elementary magnets		Middle school magnets		High school magnets	
School	Themes(s)	School	Themes(s)	School	Themes(s)
Atlantic West	STEM*	Apollo	STEM*	Atlantic Tech	Technical Academies
Beachside K-8	Montessori	Attucks	C.I.T.E. (Technology)	Blanche Ely	Medical Sciences
Bethune	Performing/Visual Arts (PVA)		Comm. & Broadcast Arts (CBA)		Science/Pre-Engineering
Broward Estates	STEM*	Crystal Lake	Int'l Affairs & Business	Boyd Anderson	Health & Wellness
Charles Drew	Science, Math, and Tech.		Science/Pre-Engineering		IB
Colbert	STEM*	Deerfield Beach MS	Health & Wellness	Deerfield Beach HS	CBA
Deerfield Park	PVA		IB Middle Years		IB
Liberty *	STEM*	Driftwood	Health & Wellness		Urban Teacher Academy
Markham	Technology & Communication	Lauderdale Lakes	IB Middle Years	Dillard 6-12	PVA
N. Andrews Gardens	PVA	Lauderhill 6-12	STEM*		Emerging Computer Tech
					Digital Entrepreneurship Academy
North Fork	Marine Environmental Science	Margate	STEM*	Fort Lauderdale	Pre-Law & Public Affairs
Palmview	Global Environmental Science	McNicol	Int'l Affairs & Business		Cambridge
Plantation ES	STEM*		Science/Pre-Engineering	Hallandale	Int'l Affairs & Business
Riverland	Communication & Languages		STEM*		CBA
Royal Palm	STEM*	New River	Marine Sciences	Hollywood Hills	Military Academy
Sanders Park	Communication & Languages	Parkway	STEM*	McFatter Technical	Technical Academies
Thurgood Marshall	Communications		PVA		IB
Virginia S.Young	Montessori	Plantation MS	IB Middle Years	Miramar	Aviation
Walker	PVA	Pompano Beach MS	CBA	Northeast	Academies of Excellence
Watkins	Communication & Languages	Silver Lakes	STEM*	Plantation HS	IB
Wilton Manors	IB Primary Years	Sunrise	Montessori	Pompano Beach HS	Int'l Affairs w/ Info Tech
		William Dandy	Pre-Medical	South Broward	Marine Science
			Pre-Law	South Plantation	Environmental Science
				Stranahan	Medical Sciences
					Science/Pre-Engineering
					Urban Teacher Academy

Broward County Public Schools: Magnet Program Review Checklist (2013-2014)  
Elementary School Programs

Key Components	Riverland - Communications/ Languages	Watkins - Communications/ Languages	Sanders Park - Communications/ Languages	Thurgood Marshall - Communications	Bethune - PVA	Deerfield Park - PVA	North Andrews Gardens - PVA	Walker - PVA	Charles Drew - Math, Science and Technology	Markham - Technology	Virginia Shuhman Young - Montessori	Beachside - Montessori	North Fork - Marine Sciences	Palmview - Environmental Science	Wilton Manors - IB PYP
	<b>1. Promoting Choice and Increasing/Stabilizing Enrollment</b>														
<b>Marketing and student recruitment</b>	2	1	2	3	3	3	4	4	3	2	3	3	2	3	3
1. Marketing for the magnet program comprises a variety of print, web, and in-person activities.	2	1	2	3	3	3	3	3	2	2	3	3	2	2	3
<i>(a) Marketing ONLY includes distribution of printed materials, open houses, showcases, presentations to preschools/day cares, school tours, and shadowing. (1 point)</i>															
<i>(b) Marketing includes all of the activities listed in (a) AND web-based strategies (magnet program information on school web site, e-blasts, virtual open houses, etc.) (2 points)</i>															
<i>(c) Marketing includes all of the activities listed in (a) AND presentations at community events or meetings. (2 points)</i>															
<i>(d) Marketing includes all activities listed in (a), (b), and (c). (3 points)</i>															
2. School-specific marketing materials are provided in languages other than English. (1 point)	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0
3. Marketing activities include student-developed materials or student-led presentations. (1 point)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Program Demand</b>	4.5	0.5	1.5	6.5	4.5	0.5	4.5	6	3.5	3.5	0.5	0.5	6.5	1.5	6
4. Change in the number of magnet applications to program over past three years	1	0	0	3	3	0	3	3	3	0	0	0	3	0	3
<i>(a) Number of magnet applications declined. (0 points)</i>															
<i>(b) Number of magnet applications increased by 0 to 5.0%. (1 point)</i>															
<i>(c) Number of magnet applications increased by 5.1 to 10% (2 points)</i>															
<i>(d) Number of magnet applications increased by more than 10%. (3 points)</i>															
5. Change in total school enrollment over past three years.	2	0	1	3	0	0	N/A	2	N/A	3	N/A	N/A	3	1	1
<i>(a) Total school enrollment declined. (0 points)</i>															
<i>(b) Total school enrollment increased by 0 to 5.0%. (1 point)</i>															
<i>(c) Total school enrollment increased by 5.1 to 10% (2 points)</i>															
<i>(d) Total school enrollment increased by more than 10%. (3 points)</i>															
6. In 2013–14, the number of out-of-boundary magnet students exceeded the number of in-boundary students who are not attending the school. (1 point)	1	0	0	0	1	0	1	0	0	0	N/A	N/A	0	0	1
7. School building has capacity to accept magnet students. (0.5 points)	0	0.5	0.5	0.5	0.5	0.5	0	0.5	0	0.5	0	0	0.5	0.5	0.5
8. In 2013–14, magnet program had a waitlist for magnet applications. (0.5 points)	0.5	0	0	0	0	0	0.5	0.5	0.5	0	0.5	0.5	0	0	0.5
<b>2. Promoting Educational Excellence</b>															

Broward County Public Schools: Magnet Program Review Checklist (2013-2014)  
Elementary School Programs

Key Components	Riverland - Communications/ Languages	Watkins - Communications/ Languages	Sanders Park - Communications/ Languages	Thurgood Marshall - Communications	Bethune - PVA	Deerfield Park - PVA	North Andrews Gardens - PVA	Walker - PVA	Charles Drew - Math, Science and Technology	Markham - Technology	Virginia Shuhman Young - Montessori	Beachside - Montessori	North Fork - Marine Sciences	Palmview - Environmental Science	Wilton Manors - IB PYP
	7	3	5	1	7	3	7	5	1	7	7	7	5	7	7
<b>Thematic Instruction</b>	7	3	5	1	7	3	7	5	1	7	7	7	5	7	7
9. Magnet instruction uses a specialized thematic curriculum that is aligned with standards and/or district pacing guides. <b>(2 points)</b>	2	0	2	0	2	0	2	0	0	2	2	2	2	2	2
10. Thematic instruction is sequential and scaffolds student learning in the theme across years in program. <b>(2 points)</b>	2	0	2	0	2	0	2	2	0	2	2	2	2	2	2
11. Frequency of instruction in the magnet thematic curriculum or theme.	3	3	1	1	3	3	3	3	1	3	3	3	1	3	3
(a) <i>All students</i> receive thematic instruction (infusion or specials) less than one day a week. <b>(0 points)</b> (b) <i>All students</i> receive thematic instruction (infusion or specials) one or two days a week. <b>(1 point)</b> (c) <i>All students</i> thematic instruction (infusion or specials) at least three days a week or more. <b>(3 points)</b>															
<b>College and career readiness</b>	2	1	0	2	1	2	2	2	2	1	1	2	2	2	2
12. Magnet students have multiple opportunities to participate in extracurricular activities in the magnet theme (clubs, competitions, after school programs). <b>(1 point)</b>	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1
13. Students are exposed to theme-related colleges and careers through field trips, guest speakers, and other exploration activities. <b>(1 point)</b>	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1
<b>Student achievement</b>	8	0	8	2	0	8	2	0	4	6	1	2	0	5	8
14. Learning gains in reading over past three years by out-of-boundary magnet students.	0	0	3	2	0	1	2	0	0	3	1	1	0	0	2
The proportion of out-of-boundary magnet students who achieved learning gains in reading: (a) Declined. <b>(0 points)</b> (b) Increased by 0 to 3 percentage points. <b>(1 point)</b> (c) Increased by 3.1 to 6 percentage points. <b>(2 points)</b> (d) Increased by more than 6 percentage points. <b>(3 points)</b>															
15. Learning gains in reading over past three years by in-boundary magnet students.	3	0	0	0	0	3	0	0	2	0	N/A	N/A	0	0	2
The proportion of in-boundary magnet students who achieved learning gains in reading: (a) Declined. <b>(0 points)</b> (b) Increased by 0 to 3 percentage points. <b>(1 point)</b> (c) Increased by 3.1 to 6 percentage points. <b>(2 points)</b> (d) Increased by more than 6 percentage points. <b>(3 points)</b>															
16. Learning gains in math over past three years by out-of-boundary magnet students.	2	0	2	0	0	1	0	0	1	0	0	1	0	2	3

Broward County Public Schools: Magnet Program Review Checklist (2013-2014)  
Elementary School Programs

Key Components	Riverland - Communications/ Languages	Watkins - Communications/ Languages	Sanders Park - Communications/ Languages	Thurgood Marshall - Communications	Bethune - PVA	Deerfield Park - PVA	North Andrews Gardens - PVA	Walker - PVA	Charles Drew - Math, Science and Technology	Markham - Technology	Virginia Shuhman Young - Montessori	Beachside - Montessori	North Fork - Marine Sciences	Palmview - Environmental Science	Wilton Manors - IB PYP
	<p>The proportion of out-of-boundary magnet students who achieved learning gains in math:</p> <p>(a) Declined. (0 points)</p> <p>(b) Increased by 0 to 3 percentage points. (1 point)</p> <p>(c) Increased by 3.1 to 6 percentage points. (2 points)</p> <p>(d) Increased by more than 6 percentage points. (3 points)</p>														
17. Learning gains in math over past three years by in-boundary magnet students. <sup>2</sup>	3	0	3	0	0	3	0	0	1	3	N/A	N/A	0	3	1
<p>The proportion of in-boundary magnet students who achieved learning gains in math:</p> <p>(a) Declined. (0 points)</p> <p>(b) Increased by 0 to 3 percentage points. (1 point)</p> <p>(c) Increased by 3.1 to 6 percentage points. (2 points)</p> <p>(d) Increased by more than 6 percentage points. (3 points)</p>															
<b>Program Administration</b>	6.5	4.5	2	2	4.5	3	4.5	3.5	4	3.5	7.5	8.5	3	6.5	6
18. There is a dedicated magnet team that meets at least monthly to discuss and plan theme implementation. (1 point)	1	0	0	1	1	0	1	1	0	0	1	1	0	1	1
19. One or more members of the school administration is involved in magnet planning and/or team meetings (1 point)	1	0	1	1	1	0	1	0	1	0	1	1	0	1	1
20. The magnet program is included or addressed in the School Improvement Plan (1 point)	1	1	0	0	0	0	0	0	1	1	1	1	0	1	0
21. The school has secured external grants specifically to support magnet theme implementation. (1 point)	0	0	0	0	0	0	0	0	1	0	0	1	1	1	0
22. The magnet program expended 90% or more of the district-allocated magnet funding. (1 point)	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1
23. The school uses school-based funding to offer staff development in the magnet theme. (1 point)	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1
24. The magnet theme is visually and prominently represented in the school building (Check all that apply)															
(a) Magnet theme is listed on school marquee. (0.5 points)	0.5	0.5	0	0	0.5	0	0.5	0.5	0	0.5	0.5	0.5	0	0.5	0
(b) The school has an outdoor signage (i.e., banners or murals) that depicts the magnet theme. (1 point)	1	1	0	0	1	1	0	1	0	0	1	1	1	0	1
(c) The school has an indoor signage (i.e., banners, murals, or video) that depicts the magnet theme. (1 point)	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1
<b>Family and community engagement</b>	2	1	2	1	4	4	2	2	4	2	2.5	2	3	4	4
25. The magnet program developed theme- and career-focused partnerships to support student learning. (2 points)	0	0	0	0	2	2	0	0	2	0	0	0	2	2	2

Broward County Public Schools: Magnet Program Review Checklist (2013-2014)  
Elementary School Programs

Key Components	Riverland - Communications/ Languages	Watkins - Communications/ Languages	Sanders Park - Communications/ Languages	Thurgood Marshall - Communications	Bethune - PVA	Deerfield Park - PVA	North Andrews Gardens - PVA	Walker - PVA	Charles Drew - Math, Science and Technology	Markham - Technology	Virginia Shuhman Young - Montessori	Beachside - Montessori	North Fork - Marine Sciences	Palmview - Environmental Science	Wilton Manors - IB PYP	
	26. The magnet program shares information about the magnet requirements, policies, and activities with parents through print, electronic, and/or in-person methods. <b>(1 point)</b>	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
	27. Showcases of student learning and accomplishments in the magnet theme are held for families and/or the community. <b>(1 point)</b>	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1
	28. The magnet program/school has received special awards or recognitions in the magnet theme in the past three years. <b>(0.5 points)</b>	0	0	0	0	0	0	0	0	0	0	0.5	0	0	0	0
<b>Total Score</b>	32	11	20.5	17.5	24	23.5	26	22.5	21.5	25	22.5	25	21.5	29	36	
<b>Total Possible Score <sup>1</sup></b>	47	47	47	47	47	47	44	47	44	47	37	37	47	47	47	
<b>Percentage of Total Possible Score</b>	68%	23%	44%	37%	51%	50%	59%	48%	49%	53%	61%	68%	46%	62%	77%	

<sup>1</sup> Total possible scores for North Andrews Gardens, Charles Drew, VSY, and Beachside are lower than the other schools because they did not include item # 5 (3 points) because the schools are currently at capacity. The total possible scores for VSY and Beachside also did not include items #6 (1 point), #15 (3 points), and #17 (3 points) because the schools do not have in-boundary students.



Broward County Public Schools: Magnet Program Review Checklist (2013-2014)  
Middle School Programs

Key Components	Attucks - CITE	Attucks - CBA	Pompano Beach - CBA	Deerfield Beach - Health & Wellness	Deerfield Beach - IB MYP	Driftwood - Health & Wellness	McNicol - International Affairs	Crystal Lake - International Affairs	Crystal Lakes - Science/ Pre-Engineering	Lauderdale Lakes - IB MYP	New River - Marine Sciences	Sunrise - Montessori	Parkway - PVA	William Dandy - Pre-Medical	William Dandy - Pre-Law
	<b>I. Promoting Choice and Increasing/Stabilizing Enrollment</b>														
<b>Marketing and student recruitment</b>	2	2	4	3	3	3	3	2	2	2	3	2	4	3	3
1. Marketing for the magnet program comprises a variety of print, web, and in-person activities.	2	2	3	3	3	3	3	2	2	2	3	2	3	3	3
<i>(a) Marketing ONLY includes distribution of printed materials, open houses, showcases, presentations to elementary schools, school tours, and shadowing. (1 point)</i>															
<i>(b) Marketing includes all of the activities listed in (a) AND web-based strategies (magnet program information on school web site, e-blasts, virtual open houses, etc.) (2 points)</i>															
<i>(c) Marketing includes all of the activities listed in (a) AND presentations at community events or meetings. (2 points)</i>															
<i>(d) Marketing includes all activities listed in (a), (b), and (c). (3 points)</i>															
2. School-specific marketing materials are provided in languages other than English. (1 point)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Marketing activities include student-developed materials or student-led presentations. (1 point)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0
<b>Program Demand</b>	0.5	0.5	0	0.5	1.5	0.5	5.5	0.5	0	2	6	7.5	4.5	7	7
4. Change in the number of magnet applications to program over past three years	0	0	0	0	1	0	2	0	0	0	3	3	0	3	3
<i>(a) Number of magnet applications declined. (0 points)</i>															
<i>(b) Number of magnet applications increased by 0 to 5.0%. (1 point)</i>															
<i>(c) Number of magnet applications increased by 5.1 to 10% (2 points)</i>															
<i>(d) Number of magnet applications increased by more than 10%. (3 points)</i>															
5. Change in total school enrollment over past three years.	0	0	N/A	0	0	0	3	N/A	N/A	2	2	3	3	3	3
<i>(a) Total school enrollment declined. (0 points)</i>															
<i>(b) Total school enrollment increased by 0 to 5.0%. (1 point)</i>															
<i>(c) Total school enrollment increased by 5.1 to 10% (2 points)</i>															
<i>(d) Total school enrollment increased by more than 10%. (3 points)</i>															
6. In 2013–14, the number of out-of-boundary magnet students exceeded the number of in-boundary students who are not attending the school. (1 point)	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0
7. School building has capacity to accept magnet students. (0.5 points)	0.5	0.5	0	0.5	0.5	0.5	0.5	0	0	0	0	0	0.5	0.5	0.5
8. In 2013–14, magnet program had a waitlist for magnet applications. (0.5 points)	0	0	0	0	0	0	0	0.5	0	0	0	0.5	0	0.5	0.5
<b>2. Promoting Educational Excellence</b>															
<b>Thematic Instruction</b>	3	9	9	5	7	7	7	9	7	3	7	7	9	9	7

Broward County Public Schools: Magnet Program Review Checklist (2013-2014)  
Middle School Programs

Key Components	Attucks - CITE	Attucks - CBA	Pompano Beach - CBA	Deerfield Beach - Health & Wellness	Deerfield Beach - IB MYP	Driftwood - Health & Wellness	McNicol - International Affairs	Crystal Lake - International Affairs	Crystal Lakes - Science/ Pre-Engineering	Lauderdale Lakes - IB MYP	New River - Marine Sciences	Sunrise - Montessori	Parkway - PVA	William Dandy - Pre-Medical	William Dandy - Pre-Law
	9. Magnet instruction uses a specialized thematic curriculum that is aligned with standards and/or district pacing guides. <b>(2 points)</b>	2	2	2	2	2	2	2	2	2	0	2	2	2	2
10. Thematic instruction is sequential and scaffolds student learning in the theme across years in program. <b>(2 points)</b>	0	2	2	0	2	2	2	2	2	0	2	2	2	2	2
11. Frequency of instruction in the magnet thematic curriculum or theme.	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
(a) <u>All students</u> receive thematic instruction (infusion or electives) less than one day a week. <b>(0 points)</b> (b) <u>All students</u> receive thematic instruction (infusion or electives) one or two days a week. <b>(1 point)</b> (c) <u>All students</u> thematic instruction (infusion or electives) at least three days a week or more. <b>(3 points)</b>															
12. Magnet students have opportunities to choose from or take multiple elective pathways within the magnet theme. <b>(2 points)</b>	0	2	2	0	N/A	0	0	2	0	N/A	0	N/A	2	2	0
<b>College and career readiness</b>	2	2	4	1	4	2	4	4	2	4	4	2	2	4	2
13. Magnet students have multiple opportunities to participate in extracurricular activities in the magnet theme (clubs, competitions, after school programs). <b>(1 point)</b>	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
14. Students are exposed to theme-related colleges and careers through field trips, guest speakers, and other exploration activities. <b>(1 point)</b>	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1
15. The magnet program provides opportunities for middle school students to earn high school credits in or related to the magnet theme. <b>(2 points)</b>	2	0	2	0	2	0	2	2	0	2	2	0	0	2	0
<b>Student achievement</b>	5	2	7	5	6	5	6	6	1	4	2	3	0	2	4
16. Learning gains in reading over past three years by out-of-boundary magnet students.	0	0	2	0	0	0	3	0	0	0	0	2	0	0	1
The proportion of out-of-boundary magnet students who achieved learning gains in reading: (a) Declined. <b>(0 points)</b> (b) Increased by 0 to 3 percentage points. <b>(1 point)</b> (c) Increased by 3.1 to 6 percentage points. <b>(2 points)</b> (d) Increased by more than 6 percentage points. <b>(3 points)</b>															
17. Learning gains in reading over past three years by in-boundary magnet students.	2	N/A	2	3	3	1	3	3	0	2	1	0	0	0	3

Broward County Public Schools: Magnet Program Review Checklist (2013-2014)  
Middle School Programs

Key Components	Attucks - CITE	Attucks - CBA	Pompano Beach - CBA	Deerfield Beach - Health & Wellness	Deerfield Beach - IB MYP	Driftwood - Health & Wellness	McNicol - International Affairs	Crystal Lake - International Affairs	Crystal Lakes - Science/ Pre-Engineering	Lauderdale Lakes - IB MYP	New River - Marine Sciences	Sunrise - Montessori	Parkway - PVA	William Dandy - Pre-Medical	William Dandy - Pre-Law
	<p>The proportion of in-boundary magnet students who achieved learning gains in reading:</p> <p>(a) Declined. <b>(0 points)</b></p> <p>(b) Increased by 0 to 3 percentage points. <b>(1 point)</b></p> <p>(c) Increased by 3.1 to 6 percentage points. <b>(2 points)</b></p> <p>(d) Increased by more than 6 percentage points. <b>(3 points)</b></p>														
18. Learning gains in math over past three years by out-of-boundary magnet students.	0	2	1	0	3	1	0	0	0	2	1	1	0	0	0
<p>The proportion of out-of-boundary magnet students who achieved learning gains in math:</p> <p>(a) Declined. <b>(0 points)</b></p> <p>(b) Increased by 0 to 3 percentage points. <b>(1 point)</b></p> <p>(c) Increased by 3.1 to 6 percentage points. <b>(2 points)</b></p> <p>(d) Increased by more than 6 percentage points. <b>(3 points)</b></p>															
19. Learning gains in math over past three years by in-boundary magnet students.	3	N/A	2	2	0	3	0	3	1	0	0	0	0	2	0
<p>The proportion of in-boundary magnet students who achieved learning gains in math:</p> <p>(a) Declined. <b>(0 points)</b></p> <p>(b) Increased by 0 to 3 percentage points. <b>(1 point)</b></p> <p>(c) Increased by 3.1 to 6 percentage points. <b>(2 points)</b></p> <p>(d) Increased by more than 6 percentage points. <b>(3 points)</b></p>															
<b>Program Administration</b>	5.5	5.5	6	3	2	7.5	5	3.5	4.5	5	7	8.5	6.5	4	4
20. There is a dedicated magnet team that meets at least monthly to discuss and plan theme implementation. <b>(1 point)</b>	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1
21. One or more members of the school administration is involved in magnet planning and/or team meetings <b>(1 point)</b>	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1
22. The magnet program is included or addressed in the School Improvement Plan <b>(1 point)</b>	1	1	1	0	0	0	1	0	0	0	0	1	0	0	0
23. The school has secured external grants specifically to support magnet theme implementation. <b>(1 point)</b>	0	0	1	0	0	1	1	0	1	0	1	1	0	0	0
24. The magnet program expended 90% or more of the district-allocated magnet funding. <b>(1 point)</b>	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1
25. The school uses school-based funding to offer staff development in the magnet theme. <b>(1 point)</b>	0	0	0	0	0	1	0	0	0	1	1	1	1	0	0
26. The magnet theme is visually and prominently represented in the school building (Check all that apply)															
(a) Magnet theme is listed on school marquee. <b>(0.5 points)</b>	0.5	0.5	0	0	0	0.5	0	0.5	0.5	0	0	0.5	0.5	0	0
(b) The school has an outdoor signage (i.e., banners or murals) that depicts the magnet theme. <b>(1 point)</b>	1	1	1	0	0	1	0	1	1	0	1	1	1	0	0

Broward County Public Schools: Magnet Program Review Checklist (2013-2014)  
Middle School Programs

Key Components	Attucks - CITE	Attucks - CBA	Pompano Beach - CBA	Deerfield Beach - Health & Wellness	Deerfield Beach - IB MYP	Driftwood - Health & Wellness	McNicol - International Affairs	Crystal Lake - International Affairs	Crystal Lakes - Science/ Pre-Engineering	Lauderdale Lakes - IB MYP	New River - Marine Sciences	Sunrise - Montessori	Parkway - PVA	William Dandy - Pre-Medical	William Dandy - Pre-Law
(c) The school has an indoor signage (i.e., banners, murals, or video) that depicts the magnet theme. <b>(1 point)</b>	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1
<b>Family and community engagement</b>	0	3	4	1	2	3.5	2	2	4	4	4.5	2.5	4.5	3	3
27. The magnet program developed theme- and career-focused partnerships to support student learning. <b>(2 points)</b>	0	2	2	0	0	2	0	0	2	2	2	0	2	2	2
28. The magnet program shares information about the magnet requirements, policies, and activities with parents through print, electronic, and/or in-person methods. <b>(1 point)</b>	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
29. Showcases of student learning and accomplishments in the magnet theme are held for families and/or the community. <b>(1 point)</b>	0	0	1	0	1	0	1	1	1	1	1	1	1	0	0
30. The magnet program/school has received special awards or recognitions in the magnet theme in the past three years. <b>(0.5 points)</b>	0	0	0	0	0	0.5	0	0	0	0	0.5	0.5	0.5	0	0
<b>Total Score</b>	18	24	34	18.5	25.5	28.5	32.5	27	20.5	24	33.5	32.5	30.5	32	30
<b>Total Possible Score<sup>1</sup></b>	51	45	48	51	49	51	51	49	49	49	51	49	51	51	51
<b>Percentage of Total Possible Score</b>	35%	53%	71%	36%	52%	56%	64%	55%	42%	49%	66%	66%	60%	63%	59%

<sup>1</sup> Total possible scores for Attucks CBA, Pompano Beach CBA, Deerfield Beach IB, Lauderdale Lakes IB and Sunrise Montessori are lower than the other schools because they did not include all items.

- Pompano Beach MS and Crystal Lake did not include item # 5 (3 points) because the school is currently at capacity.
- Deerfield Beach IB, Lauderdale Lakes IB, and Sunrise Montessori did not include item #12 (2 points) because the magnet themes are instructional models and not thematic pathways.
- Attucks CBA magnet did not include items #17 (3 points) and #19 (3 points) because the number of in-boundary magnet students with learning gains data was less than 10 students.

Broward County Public Schools: Magnet Program Review Checklist (2013-2014)  
High School Programs

Key Components	South Broward - Marine Academy	Pompano Beach - International Affairs	Blanche Ely - Medical Sciences	Blanche Ely- Science/ Pre-Engineering	Stranahan - Medical Studies	Stranahan - Science/ Pre-Engineering	Stranahan – UTAP (not evaluated)	Dillard - Computer Tech	Dillard - PVA	Hallandale - CBA	Hallandale - International Affairs and Business Tech	Fort Lauderdale - Pre Law and Public Affairs	Fort Lauderdale - Cambridge	Northeast - Academies of Excellence
	<b>I. Promoting Choice and Increasing/Stabilizing Enrollment</b>													
<b>Marketing and student recruitment</b>	3	2	2	2	2	2		3	3	3	3	4	4	3
1. Marketing for the magnet program comprises a variety of print, web, and in-person activities.	3	2	2	2	2	2		3	3	3	3	3	3	3
<p>(a) Marketing ONLY includes distribution of printed materials, open houses, showcases, presentations to middle schools, school tours, and shadowing. <b>(1 point)</b></p> <p>(b) Marketing includes all of the activities listed in (a) AND web-based strategies (magnet program information on school web site, e-blasts, virtual open houses, etc.) <b>(2 points)</b></p> <p>(c) Marketing includes all of the activities listed in (a) AND presentations at community events or meetings. <b>(2 points)</b></p> <p>(d) Marketing includes all activities listed in (a), (b), and (c). <b>(3 points)</b></p>														
2. School-specific marketing materials are provided in languages other than English. <b>(1 point)</b>	0	0	0	0	0	0		0	0	0	0	1	1	0
3. Marketing activities include student-developed materials or student-led presentations. <b>(1 point)</b>	0	0	0	0	0	0		0	0	0	0	0	0	0
<b>Program Demand</b>	0.5	2.5	3.5	3.5	0.5	0.5		3.5	3.5	0.5	1	5.5	6.5	0.5
4. Change in the number of magnet applications to program over past three years	0	2	0	0	0	0		3	3	0	0	2	3	0
<p>(a) Number of magnet applications declined. <b>(0 points)</b></p> <p>(b) Number of magnet applications increased by 0 to 5.0%. <b>(1 point)</b></p> <p>(c) Number of magnet applications increased by 5.1 to 10% <b>(2 points)</b></p> <p>(d) Number of magnet applications increased by more than 10%. <b>(3 points)</b></p>														
5. Change in total school enrollment over past three years.	0	N/A	3	3	0	0		0	0	0	0	3	3	0
<p>(a) Total school enrollment declined. <b>(0 points)</b></p> <p>(b) Total school enrollment increased by 0 to 5.0%. <b>(1 point)</b></p> <p>(c) Total school enrollment increased by 5.1 to 10% <b>(2 points)</b></p> <p>(d) Total school enrollment increased by more than 10%. <b>(3 points)</b></p>														
6. School building has capacity to accept magnet students. <b>(0.5 points)</b>	0.5	0	0.5	0.5	0.5	0.5		0.5	0.5	0.5	0.5	0	0	0.5
7. In 2013–14, magnet program had a waitlist for magnet applications. <b>(0.5 points)</b>	0	0.5	0	0	0	0		0	0	0	0.5	0.5	0.5	0
<b>2. Promoting Educational Excellence</b>														
<b>Thematic Instruction</b>	9	9	9	9	9	9		9	9	9	9	9	9	7
8. Magnet instruction uses a specialized thematic curriculum that is aligned with standards and/or district pacing guides. <b>(2 points)</b>	2	2	2	2	2	2		2	2	2	2	2	2	0

Broward County Public Schools: Magnet Program Review Checklist (2013-2014)  
High School Programs

Key Components	South Broward - Marine Academy	Pompano Beach - International Affairs	Blanche Ely - Medical Sciences	Blanche Ely- Science/ Pre-Engineering	Stranahan - Medical Studies	Stranahan - Science/ Pre-Engineering	Stranahan – UTAP (not evaluated)	Dillard - Computer Tech	Dillard - PVA	Hallandale - CBA	Hallandale - International Affairs and Business Tech	Fort Lauderdale - Pre Law and Public Affairs	Fort Lauderdale - Cambridge	Northwest - Academies of Excellence
	9. Thematic instruction is sequential and scaffolds student learning in the theme across years in program. <b>(2 points)</b>	2	2	2	2	2	2		2	2	2	2	2	2
10. Frequency of instruction in the magnet thematic curriculum or theme.	3	3	3	3	3	3		3	3	3	3	3	3	3
<p>(a) All students receive thematic instruction (infusion or electives) less than one day a week. <b>(0 points)</b>            (b) All students receive thematic instruction (infusion or electives) one or two days a week. <b>(1 point)</b>            (c) All students thematic instruction (infusion or electives) at least three days a week or more. <b>(3 points)</b></p>														
11. Magnet students have opportunities to choose from or take multiple elective pathways within the magnet theme. <b>(2 points)</b>	2	2	2	2	2	2		2	2	2	2	2	2	2
<b>College and career readiness</b>	6	6	6	6	6	6		3	4	4	2	4	4	6
12. Magnet students have multiple opportunities to participate in extracurricular activities in the magnet theme (clubs, competitions, after school programs). <b>(1 point)</b>	1	1	1	1	1	1		1	1	1	1	1	1	1
13. Students are exposed to theme-related colleges and careers through field trips, guest speakers, and other exploration activities. <b>(1 point)</b>	1	1	1	1	1	1		0	1	1	1	1	1	1
14. The magnet program provides opportunities for high school students to earn postsecondary credits in or related to the magnet theme. <b>(2 points)</b>	2	2	2	2	2	2		0	2	0	0	0	2	2
15. The magnet program provides opportunities for high school students to earn industry certifications in or related to the magnet theme. <b>(2 points)</b>	2	2	2	2	2	2		2	0	2	0	2	0	2
<b>Student achievement</b>	0	2	5	4	3	3		6	3	0	3	3	3	5
16. Learning gains in reading over past three years by out-of-boundary magnet students.	0	0	2	1	0	0		1	0	0	0	2	3	1
<p>The proportion of out-of-boundary magnet students who achieved learning gains in reading:            (a) Declined. <b>(0 points)</b>            (b) Increased by 0 to 3 percentage points. <b>(1 point)</b>            (c) Increased by 3.1 to 6 percentage points. <b>(2 points)</b>            (d) Increased by more than 6 percentage points. <b>(3 points)</b></p>														
17. Learning gains in reading over past three years by in-boundary magnet students.	0	N/A	0	0	0	N/A		3	0	0	3	0	0	1

Broward County Public Schools: Magnet Program Review Checklist (2013-2014)  
High School Programs

Key Components	South Broward - Marine Academy	Pompano Beach - International Affairs	Blanche Ely - Medical Sciences	Blanche Ely- Science/ Pre-Engineering	Stranahan - Medical Studies	Stranahan - Science/ Pre-Engineering	Stranahan – UTAP (not evaluated)	Dillard - Computer Tech	Dillard - PVA	Hallandale - CBA	Hallandale - International Affairs and Business Tech	Fort Lauderdale - Pre Law and Public Affairs	Fort Lauderdale - Cambridge	Northeast - Academies of Excellence	
	The proportion of in-boundary magnet students who achieved learning gains in reading: (a) Declined. <b>(0 points)</b> (b) Increased by 0 to 3 percentage points. <b>(1 point)</b> (c) Increased by 3.1 to 6 percentage points. <b>(2 points)</b> (d) Increased by more than 6 percentage points. <b>(3 points)</b>														
	18. Learning gains in math over past three years by out-of-boundary magnet students.	0	2	0	3	3	3		2	1	0	0	0	0	0
	The proportion of out-of-boundary magnet students who achieved learning gains in math: (a) Declined. <b>(0 points)</b> (b) Increased by 0 to 3 percentage points. <b>(1 point)</b> (c) Increased by 3.1 to 6 percentage points. <b>(2 points)</b> (d) Increased by more than 6 percentage points. <b>(3 points)</b>														
	19. Learning gains in math over past three years by in-boundary magnet students.	0	N/A	3	N/A	0	N/A		0	2	0	0	1	0	3
	The proportion of in-boundary magnet students who achieved learning gains in math: (a) Declined. <b>(0 points)</b> (b) Increased by 0 to 3 percentage points. <b>(1 point)</b> (c) Increased by 3.1 to 6 percentage points. <b>(2 points)</b> (d) Increased by more than 6 percentage points. <b>(3 points)</b>														
	<b>Program Administration</b>	7	3.5	5.5	6.5	5	6		5	5	6	7	7	7	4.5
	20. There is a dedicated magnet team that meets at least monthly to discuss and plan theme implementation. <b>(1 point)</b>	1	0	1	1	1	1		1	1	1	1	1	1	1
	21. One or more members of the school administration is involved in magnet planning and/or team meetings <b>(1 point)</b>	1	1	1	1	1	1		0	0	1	1	1	1	1
	22. The magnet program is included or addressed in the School Improvement Plan <b>(1 point)</b>	1	0	0	0	0	0		0	0	1	1	1	1	0
	23. The school has secured external grants specifically to support magnet theme implementation. <b>(1 point)</b>	1	1	1	1	0	1		0	0	0	1	0	0	1
	24. The magnet program expended 90% or more of the district-allocated magnet funding during the 2013-14 school year. <b>(1 point)</b>	1	1	0	1	1	1		1	1	1	1	1	1	0
	25. The school uses school-based funding to offer staff development in the magnet theme. <b>(1 point)</b>	0	0	0	0	1	1		1	1	0	0	1	1	0
	26. The magnet theme is visually and prominently represented in the school building (Check all that apply)														
(a) Magnet theme is listed on school marquee. <b>(0.5 points)</b>	0	0.5	0.5	0.5	0	0		0	0	0	0	0	0	0.5	
(b) The school has an outdoor signage (i.e., banners or murals) that depicts the magnet theme. <b>(1 point)</b>	1	0	1	1	1	1		1	1	1	1	1	1	0	

Broward County Public Schools: Magnet Program Review Checklist (2013-2014)  
High School Programs

Key Components	South Broward - Marine Academy	Pompano Beach - International Affairs	Blanche Ely - Medical Sciences	Blanche Ely- Science/ Pre-Engineering	Stranahan - Medical Studies	Stranahan - Science/ Pre-Engineering	Stranahan – UTAP (not evaluated)	Dillard - Computer Tech	Dillard - PVA	Hallandale - CBA	Hallandale - International Affairs and Business Tech	Fort Lauderdale - Pre Law and Public Affairs	Fort Lauderdale - Cambridge	Northeast - Academies of Excellence
(c) The school has an indoor signage (i.e., banners, murals, or video) that depicts the magnet theme. <b>(1 point)</b>	1	0	1	1	0	0		1	1	1	1	1	1	1
<b>Family and community engagement</b>	4	4	3	3	4.5	4		1	4.5	4	4	3.5	3	3.5
27. The magnet program developed theme- and career-focused partnerships to support student learning. <b>(2 points)</b>	2	2	2	2	2	2		0	2	2	2	2	2	2
28. The magnet program shares information about the magnet requirements, policies, and activities with parents through print, electronic, and/or in-person methods. <b>(1 point)</b>	1	1	1	1	1	1		1	1	1	1	1	1	1
29. Showcases of student learning and accomplishments in the magnet theme are held for families and/or the community. <b>(1 point)</b>	1	1	0	0	1	1		0	1	1	1	0	0	0
30. The magnet program/school has received special awards or recognitions in the magnet theme in the past three years. <b>(0.5 points)</b>	0	0	0	0	.5	0		0	0.5	0	0	0.5	0	0.5
<b>Total Score</b>	29.5	29	34	34	30	30.5		30.5	32	26.5	29	36	36.5	29.5
<b>Total Possible Score <sup>1</sup></b>	52	43	52	49	52	46		52	52	52	52	52	52	52
<b>Percentage of Total Possible Score</b>	57%	67%	65%	69%	58%	66%		59%	62%	51%	56%	69%	70%	57%

<sup>1</sup> Total possible scores for schools vary because items did not apply for all schools:

- Pompano Beach HS did not include item #5 (3 points) because the school is at capacity and items #17 (3 points) and #19 (3 points) because there are no in-boundary students.
- Blanche Ely Science/Pre-Engineering did not include item #19 (3 points) because the number of students with data was less than 10.
- Stranahan Science/Pre-Engineering did not include items #17 (3 points) and #19 (3 points) because the number of students with data was less than 10.
- Stranahan UTAP was not evaluated because it opened as a magnet program in 2013–14.



Broward County Public Schools: Magnet Program Review Checklist (2013-2014)  
High School Programs

Key Components	Deerfield Beach - CBA	Deerfield - IB	Deerfield Beach - UTAP	Boyd Anderson - IB	Boyd Anderson - Health & Wellness	Miramar - IB	Miramar - Aviation	South Plantation - Environmental Science	Hollywood Hills - Military Academy	McFatter - Technical Center	Atlantic Tech - Technical Center	Plantation - IB
	<b>I. Promoting Choice and Increasing/Stabilizing Enrollment</b>											
<b>Marketing and student recruitment</b>	3	3	2	3	3	4	4	4	4	3	5	4
1. Marketing for the magnet program comprises a variety of print, web, and in-person activities.	2	2	2	3	3	3	3	3	3	3	3	3
(a) Marketing ONLY includes distribution of printed materials, open houses, showcases, presentations to middle schools, school tours, and shadowing. (1 point)												
(b) Marketing includes all of the activities listed in (a) AND web-based strategies (magnet program information on school web site, e-blasts, virtual open houses, etc.) (2 points)												
(c) Marketing includes all of the activities listed in (a) AND presentations at community events or meetings. (2 points)												
(d) Marketing includes all activities listed in (a), (b), and (c). (3 points)												
2. School-specific marketing materials are provided in languages other than English. (1 point)	0	0	0	0	0	0	0	0	0	0	1	0
3. Marketing activities include student-developed materials or student-led presentations. (1 point)	1	1	0	0	0	1	1	1	1	0	1	1
<b>Program Demand</b>	0	0	2	0.5	0.5	0.5	0	5.5	5.5	1.5	1.5	0.5
4. Change in the number of magnet applications to program over past three years	0	0	2	0	0	0	0	3	3	1	1	N/A
(a) Number of magnet applications declined. (0 points)												
(b) Number of magnet applications increased by 0 to 5.0%. (1 point)												
(c) Number of magnet applications increased by 5.1 to 10% (2 points)												
(d) Number of magnet applications increased by more than 10%. (3 points)												
5. Change in total school enrollment over past three years.	N/A	N/A	N/A	0	0	N/A	N/A	2	2	N/A	N/A	0
(a) Total school enrollment declined. (0 points)												
(b) Total school enrollment increased by 0 to 5.0%. (1 point)												
(c) Total school enrollment increased by 5.1 to 10% (2 points)												
(d) Total school enrollment increased by more than 10%. (3 points)												
6. School building has capacity to accept magnet students. (0.5 points)	0	0	0	0.5	0.5	0	0	0	0.5	0	0	0.5
7. In 2013–14, magnet program had a waitlist for magnet applications. (0.5 points)	0	0	0	0	0	0.5	0	0.5	0	0.5	0.5	0
<b>2. Promoting Educational Excellence</b>												
<b>Thematic Instruction</b>	9	9	9	7	7	9	9	9	5	9	9	9
8. Magnet instruction uses a specialized thematic curriculum that is aligned with standards and/or district pacing guides. (2 points)	2	2	2	2	2	2	2	2	0	2	2	2
9. Thematic instruction is sequential and scaffolds student learning in the theme across years in program. (2 points)	2	2	2	2	2	2	2	2	2	2	2	2

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	10. Frequency of instruction in the magnet thematic curriculum or theme. <i>(a) All students receive thematic instruction (infusion or electives) less than one day a week. (0 points)</i> <i>(b) All students receive thematic instruction (infusion or electives) one or two days a week. (1 point)</i> <i>(c) All students thematic instruction (infusion or electives) at least three days a week or more. (3 points)</i>	3	3	3	3	3	3	3	3	3	3	3
11. Magnet students have opportunities to choose from or take multiple elective pathways within the magnet theme. <b>(2 points)</b>	2	2	2	0	0	2	2	2	0	2	2	2
<b>College and career readiness</b>	4	4	2	4	6	4	6	6	4	6	6	5
12. Magnet students have multiple opportunities to participate in extracurricular activities in the magnet theme (clubs, competitions, after school programs). <b>(1 point)</b>	1	1	1	1	1	1	1	1	1	1	1	1
13. Students are exposed to theme-related colleges and careers through field trips, guest speakers, and other exploration activities. <b>(1 point)</b>	1	1	1	1	1	1	1	1	1	1	1	0
14. The magnet program provides opportunities for high school students to earn postsecondary credits in or related to the magnet theme. <b>(2 points)</b>	0	2	0	2	2	2	2	2	2	2	2	2
15. The magnet program provides opportunities for high school students to earn industry certifications in or related to the magnet theme. <b>(2 points)</b>	2	0	0	0	2	0	2	2	0	2	2	2
<b>Student achievement</b>	7	8	0	0	6	0	6	5	9	2	0	4
16. Learning gains in reading over past three years by out-of-boundary magnet students. <i>The proportion of out-of-boundary magnet students who achieved learning gains in reading:</i> <i>(a) Declined. (0 points)</i> <i>(b) Increased by 0 to 3 percentage points. (1 point)</i> <i>(c) Increased by 3.1 to 6 percentage points. (2 points)</i> <i>(d) Increased by more than 6 percentage points. (3 points)</i>	2	0	N/A	0	1	0	0	0	3	2	0	1
17. Learning gains in reading over past three years by in-boundary magnet students. <i>The proportion of in-boundary magnet students who achieved learning gains in reading:</i> <i>(a) Declined. (0 points)</i> <i>(b) Increased by 0 to 3 percentage points. (1 point)</i> <i>(c) Increased by 3.1 to 6 percentage points. (2 points)</i> <i>(d) Increased by more than 6 percentage points. (3 points)</i>	0	2	N/A	0	0	0	3	2	2	N/A	N/A	0

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	18. Learning gains in math over past three years by out-of-boundary magnet students. <i>The proportion of out-of-boundary magnet students who achieved learning gains in math:</i> (a) Declined. <b>(0 points)</b> (b) Increased by 0 to 3 percentage points. <b>(1 point)</b> (c) Increased by 3.1 to 6 percentage points. <b>(2 points)</b> (d) Increased by more than 6 percentage points. <b>(3 points)</b>	3	3	N/A	N/A	3	0	3	3	2	0	0
19. Learning gains in math over past three years by in-boundary magnet students. <i>The proportion of in-boundary magnet students who achieved learning gains in math:</i> (a) Declined. <b>(0 points)</b> (b) Increased by 0 to 3 percentage points. <b>(1 point)</b> (c) Increased by 3.1 to 6 percentage points. <b>(2 points)</b> (d) Increased by more than 6 percentage points. <b>(3 points)</b>	2	3	N/A	0	2	0	N/A	N/A	2	N/A	N/A	3
<b>Program Administration</b>	3	4	1	6	6	6	5	5	5	6.5	8.5	5
20. There is a dedicated magnet team that meets at least monthly to discuss and plan theme implementation. <b>(1 point)</b>	0	0	0	1	1	1	1	0	1	1	1	1
21. One or more members of the school administration is involved in magnet planning and/or team meetings <b>(1 point)</b>	1	1	1	1	1	1	1	1	1	1	1	1
22. The magnet program is included or addressed in the School Improvement Plan <b>(1 point)</b>	0	0	0	1	1	1	0	0	0	1	1	1
23. The school has secured external grants specifically to support magnet theme implementation. <b>(1 point)</b>	0	0	0	0	0	0	0	1	0	0	1	0
24. The magnet program expended 90% or more of the district-allocated magnet funding during the 2013-14 school year. <b>(1 point)</b>	1	1	0	1	1	1	1	1	1	1	1	1
25. The school uses school-based funding to offer staff development in the magnet theme. <b>(1 point)</b>	0	1	0	0	0	0	0	1	0	0	1	0
26. The magnet theme is visually and prominently represented in the school building (Check all that apply)												
(a) Magnet theme is listed on school marquee. <b>(0.5 points)</b>	0	0	0	0	0	0	0	0	0	0.5	0.5	0
(b) The school has an outdoor signage (i.e., banners or murals) that depicts the magnet theme. <b>(1 point)</b>	0	0	0	1	1	1	1	0	1	1	1	0
(c) The school has an indoor signage (i.e., banners, murals, or video) that depicts the magnet theme. <b>(1 point)</b>	1	1	0	1	1	1	1	1	1	1	1	1
<b>Family and community engagement</b>	4.5	2	3	3	3	4	4	4.5	2	4	4.5	2

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	27. The magnet program developed theme- and career-focused partnerships to support student learning. <b>(2 points)</b>	2	0	2	2	2	2	2	2	0	2	2
28. The magnet program shares information about the magnet requirements, policies, and activities with parents through print, electronic, and/or in-person methods. <b>(1 point)</b>	1	1	1	1	1	1	1	1	1	1	1	1
29. Showcases of student learning and accomplishments in the magnet theme are held for families and/or the community. <b>(1 point)</b>	1	1	0	0	0	1	1	1	1	1	1	1
30. The magnet program/school has received special awards or recognitions in the magnet theme in the past three years. <b>(0.5 points)</b>	0.5	0	0	0	0	0	0	0.5	0	0	0.5	0
<b>Total Score</b>	30.5	30	19	23.5	31.5	27.5	34	39	34.5	32	34.5	29.5
<b>Total Possible Score <sup>1</sup></b>	49	49	37	49	52	49	46	49	52	43	43	46
<b>Percentage of Total Possible Score</b>	62%	61%	51%	48%	61%	56%	74%	80%	66%	74%	80%	64%

<sup>1</sup> Total possible scores for schools vary because items did not apply for all schools:

- Deerfield Beach CBA, IB and UTAP did not include item #5 (3 points) because the school is at capacity. UTAP also did not include items #16-19 (12 points) because the number of students with data was less than 10.
- Boyd Anderson IB, Miramar Aviation, and South Plantation did not include item #18 (3 points) because the number of students with data was less than 10. Miramar Aviation and IB did not include item #5 (3 points) because the school is at capacity.
- McFatter and Atlantic Tech did not include item #5 (3 points) because the school is at capacity and items #17 (3 points) and #19 (3 points) because there are no in-boundary students.
- Plantation IB did not include item #4 (3 points) because there were no applications prior to current school year and item #18 (3 points) because the number of students with data was less than 10.