



Community Report on Lorah Park Elementary School

A Traditional Parent's Perspective on School Policies and Environment

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Lorah Park Elementary School serves students from PreK through Fifth Grade in Miami's Brownsville neighborhood. Enrollment is approximately 212 students with a student teacher ratio of about sixteen to one. Academic performance is low with roughly 37 percent proficiency in math and 42 percent proficiency in reading. Chronic absenteeism is not clearly documented. From a traditional or faith based perspective, the school receives a **rating of 2.5 out of 10**, due to academic challenges and district identity policies that may not align with some family values.

School Contact Information

School Name

Lorah Park Elementary School

Address

5160 NW 31st Avenue
Miami FL 33142

Phone

305 633 1424

Grades

PreK to Fifth Grade

District

Miami Dade County Public Schools

1. Student Demographics and Support Services

- Approximately 67 percent African American and 31 percent Hispanic with small representation from other groups
- Around 68 percent of students qualify for free or reduced price lunch

Support includes English language instruction, special education, gifted and talented programs, small group tutoring in reading and math, counseling, and Title I support

2. Academic Standing and Programs

- Math proficiency is near 37 percent and reading proficiency around 42 percent
- Gifted and Talented instruction is offered with small group supports; enrichment programs are limited

- Instructional coaching and data tracking are reportedly in use but academic performance remains low

3. Facilities and Learning Environment

The campus includes standard classrooms, a media center, technology lab, and supervised outdoor areas. Arrival and dismissal routines are managed by staff. Occasional family events such as reading nights support parent involvement

4. Values and Policy Environment

The district classifies gender identity and sexual orientation as protected categories. Staff are expected to honor student chosen names and pronouns beginning in PreK with no opt out. No formal LGBTQ curriculum exists at the elementary level; inclusive wording may appear during counseling or announcements. Parents may wish to ask administration how such policies are handled in classroom settings

5. Bathroom Policy and Privacy

Restrooms are gender segregated; separate facilities for boys and girls. Supervision is present in corridors and common areas. No shared or co-ed restrooms are used. Parents may request a tour to verify layout

6. Recent Issues of Note

There is no clear documentation on chronic absenteeism. Academic outcomes remain low, but no safety issues or misconduct controversies have been publicly reported

7. Parent Engagement and Communication

Parents may participate in advisory councils, reading nights, and volunteer events. Communication is conducted through newsletters and messaging platforms. Many families describe caring staff though some report inconsistencies in response timing

8. Parent Concerns and Suggested Actions

Families valuing traditional or faith based perspectives may wish to consider:

- How identity and pronoun protocols are introduced in early grade levels
- Academic support availability for students below grade level
- Communication procedures after academic or attendance concerns
- Ways to participate in school culture through advisory or volunteer roles

Recommended next steps for parents:

- Visit the school and speak with administrators about academic supports and values
- Volunteer at reading or enrichment events to gauge school atmosphere
- Request the parent handbook on policies for attendance, discipline, and identity
- Monitor your child's academic and attendance progress and ask for help when needed

Final Rating: 2.5 out of 10**Policy Environment 2**

The district enforces identity and pronoun policies from PreK onward with no opt out allowed

School Practice 3

Some academic supports are available but outcomes remain substantially below benchmarks

Classroom Exposure 4

Inclusive language may be used in informal contexts; no formal curriculum on identity at early grades

Community Culture 4

Caring staff and occasional engagement events exist; academic consistency and communication follow-through vary

Final Summary for Parents

Lorah Park Elementary serves a small, high-need community in Brownsville with below average academic performance. The school enforces district identity protocols beginning in early grades and maintains traditional gender specific restrooms. Families seeking a school with strong academic achievement and limited early exposure to identity policies may wish to tour the campus, meet leadership, and observe how values are reflected in daily routines before making any enrollment decisions.