

## NCLB SCHOOL PUBLIC ACCOUNTABILITY REPORT

The School Public Accountability Report contains several types of data(indicators)designed to inform parents and the general public about the progress of Florida's public schools. This report meets the public reporting requirements of the federal No Child Left Behind (NCLB) Act and includes certain additional information of interest on the status of Florida's schools.

## STUDENT DEMOGRAPHICS

## October Membership

The following table provides information on the composition of the student population at the school, district, and state levels.

Racial/ Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
WHITE	32	47	85.9	94.0	84.0	84.7	45.3	45.9
BLACK					4.5	4.4	23.0	23.1
HISPANIC	5	1	6.5	6.0	5.0	4.7	25.0	24.7
ASIAN	1	1	2.2		1.6	1.5	2.5	2.4
AM.INDIAN					.4	.4	.3	.3
MULTIRACIAL	1	4	5.4		4.5	4.3	3.9	3.6
DISABLED	13	37	54.3	62.7	16.2	16.3	14.3	14.4
ECONOMICALLY DISADVANTAGED				8.4	47.0	41.8	49.6	45.9
ELL	1		1.1		1.2	1.3	11.8	11.9
MIGRANT					.3		.5	.5
FEMALE	39		42.4	44.6	48.1	48.4	48.7	48.7
MALE		53	57.6	55.4	51.9	51.6	51.3	51.3
TOTAL		92	100.0	100.0	100.0	100.0	100.0	100.0

## READINESS TO START SCHOOL

Florida requires that communities collaborate to prepare children and families for children's success in school.

Kindergarten students were screened during the first 30 calendar days of the beginning of school using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS is made up of a subset of the Early Childhood Observation System (ECHOS)- an observational instrument that is used to monitor the skills, knowledge, and behaviors a student demonstrates or needs to develop- and two probes of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)- Letter Naming Fluency (LNF) and Initial Sound Fluency (ISF).

The benchmarks used in scoring for the ECHOS include the following:

- \* Consistently Demonstrating
  - ù The student is consistently demonstrating acquisition of this skill or behavior.
- \* Emerging/Progressing
  - ù The student is at an early stage of growth but appears to be showing growth towards the skill or behavior.
- \* Not Yet Demonstrating
  - ù The student is not exhibiting any learning in the benchmark.

The benchmarks used in scoring for the DIBELS are as follows:

- \* Above Average
  - ù At or above the 60th percentile
- \* Low Risk
  - ù At grade level
- \* Moderate Risk
  - ù Moderately below grade level and in need of additional intervention
- \* High Risk
  - ù Seriously below grade level and in need of substantial intervention

Category	Number of Students Evaluated and Where They were placed		School %		District %		State %	
	2008-09	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	
ECHOS Ready*				92	90	88	88	
ECHOS Not Ready				8	10	12	12	
Total ECHOS				100	100	100	100	
DIBELS LNF Ready**				77	68	77	72	
DIBELS LNF Not Ready				23	32	23	28	
Total DIBELS LNF				100	100	100	100	
DIBELS ISF Ready**				72	66	68	65	
DIBELS ISF Not Ready				28	34	32	35	
Total DIBELS ISF				100	100	100	100	

\*To be considered "ready" on this measure, the student must score Consistently Demonstrating or Emerging/Progressing.

\*\*To be considered "ready" on either of these two measures, the student must score Above Average or Low Risk.

3 NOTE: Percentages are rounded to the nearest whole integer after individual categories are tabulated.

## GRADUATION RATE AND PREPARATION FOR POSTSECONDARY EDUCATION

Florida high schools strive to ensure that students graduate and are prepared to enter the workforce and postsecondary education.

Graduation rate (with special diploma recipients counted as non-graduates)

The graduation rate shows the percentage of students who graduated within four years of initial entry into ninth grade. Graduates include students who received a standard high school diploma or a State of Florida diploma earned through a GED Exit Option program. These results are used in the calculation of schools' Adequate Yearly Progress (AYP).

	School %		District %		State %	
	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
ALL STUDENTS	64.6	32.6	74.9	73.3	72.8	69.8
WHITE	62.5	35.1	75.4	75.7	81.4	78.9
BLACK	66.7		57.6	44.8	58.7	54.6
HISPANIC	66.7	100.0	72.5	75.5	67.1	63.6
ASIAN	100.0		95.2	71.4	83.8	82.4
AM. INDIAN			88.9	33.3	76.9	72.3
MULTIRACIAL	100.0		72.7	47.4	78.2	73.8
DISABLED	45.5	26.1	36.3	36.7	43.0	38.0
ECONOMICALLY DISADVANTAGED	50.0	20.0	63.0	61.3	61.1	56.0
ELL			71.4	66.7	52.2	48.2
MIGRANT			100.0		52.9	48.2
FEMALE	72.0	50.0	80.9	83.2	76.8	73.9
MALE	56.5	18.2	69.3	64.4	68.7	65.8

Graduation rate (with GED-based diploma recipients counted as non-graduates)

This is a modified version of the graduation rate that counts the following diploma recipients as graduates: students who received a standard diploma; students with disabilities who completed the requirements of their individualized education plan (IEP) and received a special diploma. Students who were awarded a GED-based diploma are counted as non-graduates. These results are not used for the AYP calculation.

	School %		District %		State %	
	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
ALL STUDENTS	60.4	30.2	75.7	74.3	73.1	70.3
WHITE	55.0	32.4	75.9	77.2	80.8	78.6
BLACK	66.7		59.3	44.8	60.8	56.9
HISPANIC	100.0	100.0	80.0	71.7	67.6	64.3
ASIAN	100.0		95.2	71.4	83.8	82.2
AM. INDIAN			88.9		76.1	71.8
MULTIRACIAL	100.0		77.3	42.1	77.3	72.3

## High school dropout rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the the proportion of students from the total 9-12 enrollment who dropped out of school.

Racial/ Ethnic Group	Number of Students Who Dropped Out of School		School %		District %		State %	
	Female	Male	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
	WHITE	4	3	4.4	25.5	1.8	4.0	1.9
BLACK				50.0	1.1	6.0	3.6	4.7
HISPANIC					1.0	3.8	3.1	3.9
ASIAN					1.1		1.0	1.7
AM. INDIAN						11.5	2.1	2.6
MULTIRACIAL				100.0	.7	2.0	1.8	2.3
FEMALE	4		4.1	28.6	1.2	3.0	2.3	2.9
MALE		3	3.7	24.2	2.1	5.0	2.9	3.7
TOTAL		7	3.9	26.2	1.7	4.1	2.6	3.3

## College Placement Test Results

2007 high school graduates who passed college entry-level placement tests (reading, writing, and mathematics)

Shown in the table are the reported numbers of 2007 (calendar year) graduates who enrolled in Florida public community colleges or universities between May 2007 and April 2008, who entered a degree program, and who took college preparatory placement tests. Also shown are the number and percentage of students who passed these placement tests and who are considered ready for college courses in each academic area. Students who did not attend a Florida public community college or state university, such as those who attended out-of-state or private colleges and universities, are not included.

Racial/ Ethnic Group	Number of Graduates Who Took College Placement Reading Tests	Number Who Passed Reading Placement Tests	School %	District %	State %
WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM. INDIAN*					
UNKNOWN*					
FEMALE				85.8	78.6
MALE				79.0	78.9
UNKNOWN					
TOTAL				83.2	78.7

\* Additional information is available at <http://data.fl DOE.org/perfcpt>.

Racial/ Ethnic Group	Number of Graduates Who Took College Placement Writing Tests	Number Who Passed Writing Placement Tests	School %	District %	State %
WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM. INDIAN*					
UNKNOWN*					
FEMALE				86.6	83.3
MALE				86.4	80.7
UNKNOWN					
TOTAL				86.5	82.2

Racial/ Ethnic Group	Graduates who Took College Placement Mathematics Tests	Number Who Passed Mathematics Placement Tests	School %	District %	State %
WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM. INDIAN*					
UNKNOWN*					
FEMALE				74.8	68.7
MALE				78.5	73.6
UNKNOWN					
TOTAL				76.2	70.8

\* Additional information is available at <http://data.fl DOE.org/perfcpt>.

## STUDENT PERFORMANCE

Florida's students are expected to compete at the highest levels nationally and internationally and become prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

## Standardized Tests

Although test scores should not be used to draw absolute conclusions about student learning and performance, they provide measured results of student progress toward educational goals. The tests administered to Florida students are described below.

## Florida Comprehensive Assessment Test (FCAT)

The FCAT measures student performance in writing, reading, mathematics, and science.

## Alternate Assessments for Students with Disabilities

An alternate assessment for students with disabilities is a performance-based assessment designed to evaluate the progress of students with disabilities on the Sunshine State Standards for Special Diploma measures. Alternate assessments are used with students whose demonstrated cognitive functioning ability prevents them from achieving the Sunshine State Standards and who require extensive direct instruction in the areas of domestic, community living, leisure, and vocational activities. Alternate assessments for students with disabilities are given for writing/communication, reading, and math.

## Alternate Assessments for Students who are English Language Learners

Students who are English Language Learners (ELL) and who have been in an English for Speakers of Other Languages(ESOL) program for less than one year may be individually exempted from the FCAT. In these limited circumstances, locally developed alternate assessments are used to evaluate the academic performance of the student. Alternate assessments for ELL students are given for writing, reading, and math.

## I. FCAT Sunshine State Standards Tests

The FCAT Sunshine State Standards (SSS) tests measure student performance on selected benchmarks defined by the Sunshine State Standards. Students who take an alternate assessment have their results reported in categorical classifications that include the designation of "Proficient" so that their performance is counted with those of other students.

Note: Assessment results on the following tables reflect FCAT Sunshine State Standards data combined with alternate assessment data. Results show proficiency attainment for students who were in attendance during both semesters of the school year.

## Writing Assessment

For this assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses. Scores range from 1.0 (lowest) to 6.0 (highest). Alternate assessments have been merged with the FCAT scores for reporting purposes.

Writing Assessment Results  
(FCAT Sunshine State Standards and Alternate Assessments)  
Percent of Students Scoring 3 and Above

	School %		District %		State %	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
ALL STUDENTS	N	N	92	92	94	92
WHITE	N	N	93	92	95	94
BLACK	N	N	87	90	92	90
HISPANIC	N	N	93	90	93	91
ASIAN	N	N	91	90	96	95
AM. INDIAN	N	N	N	N	94	93
MULTIRACIAL*	N	N	97	92	96	94
DISABLED	N	N	73	74	80	76
ECONOMICALLY DISADVANTAGED	N	N	90	89	92	89
ELL	N	N	83	67	86	81
MIGRANT*	N	N	N	N	89	85
FEMALE*	N	N	97	95	96	95
MALE*	N	N	88	89	91	89

\* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: An "N" indicates that no test results were reported.

## Reading and Mathematics Assessments

On the FCAT SSS reading and mathematics tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest).

## Student Achievement Level Descriptions

Level 5: Performance at this level indicates that the student has success with the most challenging content of the Sunshine State Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

Level 4: Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the test questions correctly but may only have some success with questions that reflect the most challenging content.

Level 3: Performance at this level indicates that the student has partial success with the challenging content of the Sunshine State Standards, but performance is inconsistent. A Level 3 student answers many of the test questions correctly but is generally less successful with questions that are most challenging.

Level 2: Performance at this level indicates that the student has limited success with the challenging content of the Sunshine State Standards.

Level 1: Performance at this level indicates that the student has little success with the challenging content of the Sunshine State Standards.

Results of alternate assessments have been merged with the FCAT scores for reporting purposes.

Mathematics Assessment Results  
(FCAT Sunshine State Standards and Alternate Assessments)  
Percent of Students Scoring 3 and Above

	School %			District %			State %		
	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested
ALL STUDENTS	N	68	N	70	68	2	67	68	2
WHITE	N	68	N	71	68	1	77	68	1
BLACK	N	68	N	42	68	3	49	68	2
HISPANIC	N	68	N	65	68	3	64	68	1
ASIAN	N	68	N	86	68	1	86	68	1
AM. INDIAN	N	68	N	N	68	0	72	68	2
MULTIRACIAL*	N	68	N	67	68	0	71	68	1
DISABLED	N	68	N	35	68	3	39	68	3
ECONOMICALLY DISADVANTAGED	N	68	N	62	68	2	57	68	2
ELL	N	68	N	N	68	2	51	68	2
MIGRANT*	N	68	N	N	68	N	53	68	2
FEMALE*	N	68	N	71	68	1	67	68	1
MALE*	N	68	N	69	68	2	68	68	2

\* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: An "N" indicates that no test results were reported.

Reading Assessment Results  
(FCAT Sunshine State Standards and Alternate Assessments)  
Percent of Students Scoring 3 and Above

	School %			District %			State %		
	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested
ALL STUDENTS	N	65	N	64	65	2	62	65	2
WHITE	N	65	N	66	65	1	72	65	1
BLACK	N	65	N	38	65	3	44	65	2
HISPANIC	N	65	N	58	65	3	57	65	1
ASIAN	N	65	N	75	65	1	77	65	1
AM. INDIAN	N	65	N	N	65	2	66	65	2
MULTIRACIAL*	N	65	N	71	65	1	70	65	1
DISABLED	N	65	N	35	65	3	36	65	3
ECONOMICALLY DISADVANTAGED	N	65	N	58	65	2	52	65	2
ELL	N	65	N	N	65	0	42	65	1
MIGRANT*	N	65	N	N	65	N	40	65	2
FEMALE*	N	65	N	69	65	1	64	65	1
MALE*	N	65	N	60	65	2	59	65	2

\* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Science Assessment Results  
(FCAT Sunshine State Standards and Alternate Assessments)  
Percent of Students Scoring 3 and Above

	School %			District %			State %		
	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested
ALL STUDENTS	N	N/A	46	48	N/A	3	43	N/A	4
WHITE	N	N/A	N	49	N/A	3	55	N/A	3
BLACK	N	N/A	N	17	N/A	8	22	N/A	5
HISPANIC	N	N/A	N	41	N/A	6	35	N/A	3
ASIAN	N	N/A	N	58	N/A	0	61	N/A	2
AM. INDIAN	N	N/A	N	N	N/A	N	46	N/A	4
MULTIRACIAL*	N	N/A	N	46	N/A	1	48	N/A	3
DISABLED	N	N/A	N	22	N/A	5	23		6
ECONOMICALLY DISADVANTAGED	N	N/A	N	40	N/A	3	29	N/A	4
ELL	N	N/A	N	N	N/A	7	17	N/A	3
MIGRANT*	N	N/A	N	N	N/A	N	19	N/A	3
FEMALE*	N	N/A	N	44	N/A	3	40	N/A	3
MALE*	N	N/A	N	51	N/A	3	45	N/A	4

\* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Assessment Results by Grade: Percent Scoring at Level 3 or Above  
(FCAT Sunshine State Standards and Alternate Assessments)

School	Reading		Math	
	2008-09	2007-08	2008-09	2007-08
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				

District	Reading		Math	
	2008-09	2007-08	2008-09	2007-08
Grade 3	81	82	79	81
Grade 4	81	81	81	76
Grade 5	80	79	65	72
Grade 6	70	66	59	62
Grade 7	70	67	65	67
Grade 8	58	53	72	73
Grade 9	45	52	69	69
Grade 10	36	41	71	72

State Totals	Reading		Math	
	2008-09	2007-08	2008-09	2007-08
Grade 3	72	73	78	77
Grade 4	75	70	76	71
Grade 5	72	68	63	62
Grade 6	67	64	56	53
Grade 7	68	65	61	61
Grade 8	55	54	67	67
Grade 9	48	47	69	66
Grade 10	37	38	69	68

Note: An "N" indicates that no test results were reported.

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP testing is implemented by the National Center for Education Statistics (NCES). Main NAEP is conducted every two years in reading and mathematics and produces state- and national-level results. A representative sample of the student population is selected to participate, student participation is voluntary, and parents must be advised that students may decline to participate. Below are the 2007 NAEP state results for Reading and Mathematics for Grades 4 and 8. NAEP is designed to produce valid, comparable data on the academic achievement of large groups of students. It is prohibited by law from providing results for individual children or schools.

## 1. Scale Scores:

A scale score is derived from student responses to NAEP assessment items that summarize the overall level of performance attained by a group of students. NAEP does not produce scale scores for individual students. When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

## 2. Achievement Level Descriptions:

Achievement levels are performance standards set by the National Assessment Governing Board (NAGB) that provide a context for interpreting student performance on NAEP, based on recommendations from panels of educators and members of the public. The levels Basic, Proficient, and Advanced measure what students should know and be able to do at each grade assessed.

Achievement level percentages reflect the percentage of students within the total population, or in a particular student group, that meet or exceed expectations of what students should know and be able to do. Specifically, it is the weighted percentage of students with NAEP composite scores that are equal to, or exceed, the achievement-level cut scores specified by the National Assessment Governing Board (NAGB).

Advanced	Superior performance.
Proficient	Solid academic performance for each grade assessed. Students reaching this level have demonstrated competence over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Below Basic	is for those students whose scores fall below the cut score for Basic.

The following chart compares the achievement levels between NAEP and the FCAT:

FCAT - Achievement Levels	1	2-3	4	5
NAEP - Achievement Standards	Below Basic	Basic	Proficient	Advanced

## NAEP Participation Rates for Required Subgroups.

NAEP	MATH Grade 04	MATH Grade 08	READING Grade 04	READING Grade 08
DISABLED	87	83	75	81
ELL	80	79	60	47

Additional information is provided at the NAEP website at <http://www.nces.ed.gov/nationsreportcard/> or at FLDOE - <http://www.fl DOE.org/asp/naep/>.

NAEP		MATH - STATE LEVEL RESULTS												
GRADE 04	% of Students		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	242	239	14	19	46	42	34	34	6	5	86	81
*														
WHITE	48	55	250	248	6	9	40	40	46	43	8	8	94	91
BLACK	21	17	225	222	29	27	56	48	14	14	1	1	71	63
HISPANIC	25	21	238	227	17	31	50	47	30	21	3	1	83	69
DISADVANTAGED	48	46	233	227	21	30	54	48	23	21	2	1	79	70
DISABLED	13	11	223	220	37	40	45	41	17	17	1	2	63	60
ELL	7	10	223	217	36	44	48	43	12	13	1	2	64	56

\* Asian and Indian subgroup categories were too small to report.

NAEP		MATH - STATE LEVEL RESULTS												
GRADE 08	% of Students		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	277	280	32	30	41	39	22	24	5	7	68	70
*														
WHITE	48	58	289	290	20	19	43	40	29	32	8	9	80	81
BLACK	23	17	259	259	52	53	37	26	10	10	1	1	48	47
HISPANIC	24	19	270	264	39	46	40	39	18	13	3	2	61	54
DISADVANTAGED	44	41	265	265	45	45	39	40	15	13	1	2	55	55
DISABLED	12	9	246	246	66	67	26	25	7	7	1	1	34	33
ELL	5	6	243	245	72	70	22	24	5	5	1	1	28	30

\* Asian and Indian subgroup categories were too small to report.

NAEP READING - STATE LEVEL RESULTS														
GRADE 04	% of Students		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	224	220	30	34	36	34	26	25	8	7	70	66
*														
WHITE	47	56	232	230	19	23	37	35	33	32	11	10	81	77
BLACK	21	17	208	203	48	54	36	32	14	12	2	2	52	46
HISPANIC	25	23	218	204	36	51	36	32	22	14	6	3	64	49
DISADVANTAGED	49	45	213	205	41	50	37	33	19	15	3	2	59	50
DISABLED	13	10	195	190	62	64	26	23	11	11	1	2	38	36
ELL	5	9	197	188	62	70	26	23	11	6	1	1	38	30

\* Asian and Indian subgroup categories were too small to report.

NAEP READING - STATE LEVEL RESULTS														
GRADE 08	% of Students		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	260	261	29	27	43	44	26	27	2	2	71	73
*														
WHITE	49	58	268	270	20	17	44	45	33	35	3	3	80	83
BLACK	23	17	244	244	45	46	42	42	12	10		1	55	54
HISPANIC	23	18	256	246	33	43	44	43	22	13	1	1	67	57
DISADVANTAGED	42	40	249	247	39	42	44	43	16	14	1	1	61	58
DISABLED	12	9	228	226	64	66	29	27	7	7			36	34
ELL	3	6	232	222	60	71	33	22	6	4	1		40	29

\* Asian and Indian subgroup categories were too small to report.

FCAT Results for Reading  
Percentage of Students Scoring at Each FCAT Achievement Level, 2008-09

GRADE N\A	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	083			017		016	020	033	024	008	018	020	031	022	008
WHITE	080			020		015	020	033	024	008	011	017	032	028	011
BLACK	N			N		032	028	028	010	002	030	026	029	012	002
HISPANIC	N			N		019	024	032	019	006	023	022	031	019	005
ASIAN	100			000		010	015	028	028	019	010	014	029	030	016
AM.INDIAN	N			N		012	033	036	017	002	015	020	034	024	007
MULTIRACIAL*	N			N		013	016	036	027	008	013	018	034	026	009
DISABLED	100			000		049	019	022	008	002	045	022	022	009	002
ECO. DISADV.	N			N		021	022	033	020	004	025	024	032	016	003
ELL	N			N		050	024	021	003	002	050	021	022	006	001
MIGRANT*	N			N		031	021	028	021	000	036	026	028	009	001
FEMALE*	067			033		013	020	034	025	009	016	020	032	023	008
MALE	100			000		019	020	032	022	006	021	021	031	021	007

\* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

FCAT Results for Math  
Percentage of Students Scoring at Each FCAT Achievement Level, 2008-09

GRADE N\A	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	033	033	017		017	012	019	035	025	009	014	019	032	025	011
WHITE	040	040	000		020	011	018	035	026	010	008	015	032	030	015
BLACK	N	N	N		N	028	027	031	011	002	025	026	031	014	003
HISPANIC	N	N	N		N	015	021	033	024	007	017	021	032	022	008
ASIAN	000	000	100		000	008	008	022	032	029	005	009	024	032	029
AM.INDIAN	N	N	N		N	010	017	048	021	005	011	018	033	027	011
MULTIRACIAL*	N	N	N		N	011	022	031	026	010	011	018	033	027	012
DISABLED	067	033	000		000	041	026	023	008	002	039	024	024	011	003
ECO. DISADV.	N	N	N		N	016	022	036	020	005	021	023	033	018	005
ELL	N	N	N		N	033	021	030	012	004	036	025	025	011	002
MIGRANT*	N	N	N		N	014	024	034	017	010	024	025	032	016	003
FEMALE*	000	033	033		033	010	019	036	025	009	014	020	033	024	010
MALE	067	033	000		000	013	018	033	025	010	015	018	031	025	012

\* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

FCAT Results for Science  
Percentage of Students Scoring at Each FCAT Achievement Level, 2008-09

GRADE 05	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						013	032	040	013	002	021	032	034	010	002
WHITE						012	031	041	013	003	012	029	041	015	004
BLACK						028	051	016	005	000	037	038	022	003	000
HISPANIC						012	035	045	008	000	027	035	030	007	001
ASIAN						017	039	033	000	011	012	024	038	018	007
AM.INDIAN						011	022	044	022	000	016	037	032	013	003
MULTIRACIAL*						018	026	036	020	000	016	034	036	011	003
DISABLED						038	034	021	007	000	043	032	020	004	001
ECO. DISADV.						018	034	036	010	001	030	037	027	005	001
ELL						060	020	020	000	000	055	032	012	001	000
MIGRANT*						000	050	050	000	000	042	037	019	002	000
FEMALE*						013	035	039	011	001	021	034	033	009	002
MALE						013	029	040	014	003	021	031	034	011	003

\* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

FCAT Results for Science  
 Percentage of Students Scoring at Each FCAT Achievement Level, 2008-09

	School %					District %					State %									
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5					
GRADE 08																				
ALL STUDENTS						023	032	035	008	002						027	032	032	008	002
WHITE						022	032	037	008	002						015	029	041	011	003
BLACK						037	043	015	004	000						047	034	017	002	000
HISPANIC						038	028	025	008	000						033	034	028	005	001
ASIAN						012	024	047	012	006						013	024	041	016	006
AM.INDIAN						017	067	017	000	000						021	033	036	008	002
MULTIRACIAL*						014	046	032	008	000						020	032	037	009	002
DISABLED						060	027	013	000	000						057	027	014	002	000
ECO. DISADV.						028	039	028	005	001						039	034	023	003	001
ELL						063	038	000	000	000						069	024	007	000	000
MIGRANT*						020	040	040	000	000						050	033	016	001	000
FEMALE*						022	034	036	007	002						027	034	031	006	002
MALE						023	031	035	009	002						027	029	033	009	002

\* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

FCAT Results for Science  
 Percentage of Students Scoring at Each FCAT Achievement Level, 2008-09

	School %					District %					State %														
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5										
GRADE 11																									
ALL STUDENTS	043	029	029	N	N						026	035	034	005	001						031	032	030	006	001
WHITE	043	029	029	N	N						024	035	035	005	001						019	032	039	009	001
BLACK	N	N	N	N	N						056	031	013	000	000						052	032	015	001	000
HISPANIC	N	N	N	N	N						029	042	024	004	000						039	033	025	004	000
ASIAN	N	N	N	N	N						021	014	043	021	000						018	028	039	013	002
AM.INDIAN	N	N	N	N	N						000	043	043	000	014						028	031	034	007	001
MULTIRACIAL*	N	N	N	N	N						028	041	028	003	000						023	033	034	008	001
DISABLED	100	000	000	N	N						066	029	006	000	000						065	023	011	001	000
ECO. DISADV.	N	N	N	N	N						035	033	026	005	001						045	033	020	002	000
ELL	N	N	N	N	N						100	000	000	000	000						079	017	004	000	000
MIGRANT*	N	N	N	N	N						100	000	000	000	000						056	031	012	002	000
FEMALE*	020	040	040	N	N						029	038	029	003	000						033	035	028	004	001
MALE	100	000	000	N	N						021	031	039	007	001						029	029	033	008	001

\* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

## SCHOOL SAFETY AND ENVIRONMENT

Schools and communities must provide an environment that is drug free and protects the health, safety, and civil rights of everyone in the school.

## School Environmental Safety: Reported Incidents\*

The most recent full-year school-level data on reported incidents are available at the Florida School Indicators Report website at <http://data.fldoe.org/fsir>. (See "Incidents of Crime and Violence.") District-level reports are available at [www.firn.edu/doe/besss/sesir.htm](http://www.firn.edu/doe/besss/sesir.htm).

The No Child Left Behind Act provides for an Unsafe School Choice Option, which ensures that students who attend a school that has been identified as persistently dangerous are allowed the option of attending another school within the same district.

For the 2008-09 school year, no Florida public school was identified as persistently dangerous.\*

\*pending review of complete full-year data

## TEACHERS AND STAFF

Schools, districts, and the state ensure that teachers and staff are professionally qualified. School boards must provide a learning environment conducive to teaching and learning.

## New staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2008-09.

Staff Type	Total Number for 2008-09	Number Newly Hired for 2008-09	School %	District %	State %
Instructional Staff	36	1	2.8	13.0	14.8
School-Based Administrators	5	2	40.0	9.4	17.6
Total	41	3	7.3	12.8	14.9

## The Professional Qualifications of Teachers

## Degree Level

This table shows the number and percentage of teachers at each degree level.

Degree Level	Number	School %		District %		State %	
		2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
Bachelor's Degree	12	60.0	57.1	64.1	63.0	65.3	66.0
Master's Degree	8	40.0	42.9	35.1	36.1	31.9	30.9
Specialist Degree				.7	.6	1.7	2.1
Doctorate				.2	.2	1.0	1.0
Total All Degrees	20	100.0	100.0	100.0	100.0	100.0	100.0

## Percentage of Teachers Teaching with Emergency or Provisional Credentials

All Florida teachers are certified, although some teachers may be temporarily assigned to areas outside their field of specialization. Data on classes taught by teachers out of field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	95.8	95.9	93.5
Percentage of Classes with Teachers Teaching Out-of-Field	4.2	4.1	6.5

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography.

	School %		District %		State %		
	All Schools	All Schools	High Poverty Schools*	Low Poverty Schools*	All Schools	High Poverty Schools*	Low Poverty Schools*
Classes not Taught by Highly Qualified Teachers	23.6	3.4	11.3	41.3	6.1	6.4	5.8

\* High poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch eligibility. That is, low poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

## FLORIDA SCHOOL PERFORMANCE GRADE AND ADEQUATE YEARLY PROGRESS (AYP)

## School Performance Grade

Public schools in Florida are graded annually based on student performance on the FCAT and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade A representing the highest performance rating and grade F representing a failed rating. A rating of "I" indicates that grading is incomplete. A grade of N indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including exceptional student education (ESE) centers and Department of Juvenile Justice (DJJ) facilities.

## 2008-09 School Performance Grade\*:

\* Certain school grades may be subject to modification pending appeal.

For more information on school grades and grading procedures, contact your principal's office or your local school board, or visit the web page at <http://schoolgrades.fldoe.org>.

## NCLB Adequate Yearly Progress (AYP) Report

Federal NCLB legislation requires schools to report Adequate Yearly Progress based on annual objectives for students in reading, mathematics, and writing, as well as the high school graduation rate. A separate report that presents and explains AYP results for your school, your school district, and the state is distributed in conjunction with this document and is also available from the office of your school's principal and/or your local school board. The AYP report also includes information on schools identified for school improvement. Detailed information on school, district, and state AYP is available at <http://schoolgrades.fldoe.org/default.asp>.

## REPORTING REQUIREMENTS OF FEDERAL NCLB LEGISLATION

## A. Notice of School Improvement Status and Options

School districts are responsible for identifying Title I schools as schools in need of improvement when they fail to make AYP in consecutive years. School districts must notify parents when their child's school has been identified for school improvement, for corrective action, or for restructuring. The school district must also include an explanation of the parents' option to transfer their child to another public school, with transportation provided when required, or to obtain supplemental educational services. Sec.1116(b)(6).

School improvement status is indicated by the school performance grade included herein and AYP status.

## B. State's Obligation To Assist Schools and Districts in Reporting

The Department of Education shall ensure that each school district collects appropriate data and includes in each school's annual report the information included in the state annual report card as well as the number of schools identified for school improvement and how long the schools have been so identified. Sec. 1111(h)(2)(B).

## C. Notice of Local Education Agency (LEA) Improvement Status

Parents of students attending a school in a district identified for improvement are entitled to know why the school district was identified for improvement. The state is responsible for providing an explanation to parents in an easily understood format. The explanation must include information on how parents can assist in the improvement efforts. Sec. 1116(c)(6)

Additional required information is included in the accompanying Adequate Yearly Progress Report.

Additional statistics and information of interest may be found in the Florida School Indicators Report on the department's website at [www.fl DOE.org](http://www.fl DOE.org) or at <http://data.fl DOE.org/fsir>.

#### Notice of Availability of School Financial Report

For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices is available at [http://www.fl DOE.org/schools/schoolmap/flash/district\\_list.asp](http://www.fl DOE.org/schools/schoolmap/flash/district_list.asp). A directory of schools is also available at [http://www.fl DOE.org/schools/schoolmap/flash/schoolmap\\_text.asp](http://www.fl DOE.org/schools/schoolmap/flash/schoolmap_text.asp).