

## 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	282	270	61.1	61.6	67.3	67.5	45.3	45.9
BLACK	29	39	7.5	6.8	8.1	8.4	23.0	23.1
HISPANIC	90	121	23.4	23.7	19.1	18.7	25.0	24.7
ASIAN	8	4	1.3	2.0	1.3	1.3	2.5	2.4
AM. INDIAN	1		.1	.2	.1	.2	.3	.3
MULTIRACIAL	21	38	6.5	5.7	4.1	3.9	3.9	3.6
DISABLED	61	116	19.6	18.8	15.9	16.0	14.3	14.4
ECONOMICALLY DISADVANTAGED	183	196	42.0	37.7	33.4	28.8	49.6	45.9
ELL	47	75	13.5	14.2	13.1	12.6	11.8	11.9
MIGRANT	1		.1	.7	.4	.6	.5	.5
FEMALE	431		47.7	46.9	49.0	49.0	48.7	48.7
MALE		472	52.3	53.1	51.0	51.0	51.3	51.3
TOTAL	903		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 % 2008-09	School % 2008-09	School % 2007-08	District % 2008-09	District % 2007-08	State % 2008-09	State % 2007-08
ECHOS Ready*				89	88	88	88
ECHOS Not Ready				11	12	12	12
Total ECHOS				100	100	100	100
DIBELS LNF Ready**				77	75	77	72
DIBELS LNF Not Ready				23	25	23	28
Total DIBELS LNF				100	100	100	100
DIBELS ISF Ready**				64	65	68	65
DIBELS ISF Not Ready				36	35	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			89.6	87.3	72.8	69.8
WHITE			94.4	92.6	81.4	78.9
BLACK			69.6	70.6	58.7	54.6
HISPANIC			72.0	56.1	67.1	63.6
ASIAN			100.0	94.7	83.8	82.4
AM. INDIAN			80.0	100.0	76.9	72.3
MULTIRACIAL			93.8	93.3	78.2	73.8
DISABLED			64.6	57.1	43.0	38.0
ECONOMICALLY DISADVANTAGED			73.6	60.9	61.1	56.0
ELL			59.5	41.8	52.2	48.2
MIGRANT			57.7	36.4	52.9	48.2
FEMALE			90.5	90.0	76.8	73.9
MALE			88.6	84.8	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			90.3	88.9	73.1	70.3
WHITE			94.5	93.2	80.8	78.6
BLACK			73.9	73.4	60.8	56.9
HISPANIC			74.0	67.5	67.6	64.3
ASIAN			100.0	100.0	83.8	82.2
AM. INDIAN			80.0	100.0	76.1	71.8
MULTIRACIAL			93.8	73.3	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					.2	.4	1.9	2.4
BLACK					1.1	.9	3.6	4.7
HISPANIC					1.8	1.7	3.1	3.9
ASIAN							1.0	1.7
AM. INDIAN							2.1	2.6
MULTIRACIAL							1.8	2.3
FEMALE					.7	.4	2.3	2.9
MALE					.4	.8	2.9	3.7
TOTAL					.5	.6	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				90.4	78.6
MALE				85.9	78.9
UNKNOWN					
TOTAL				88.4	78.7

\* Additional information is available at <http://data.fldoe.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				91.8	83.3
MALE				86.3	80.7
UNKNOWN					
TOTAL				89.4	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				83.1	68.7
MALE				80.1	73.6
UNKNOWN					
TOTAL				81.8	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	98	92	96	95	94	92
WHITE	99	94	97	96	95	94
BLACK	N	N	91	90	92	90
HISPANIC	94	84	94	90	93	91
ASIAN	N	N	98	98	96	95
AM. INDIAN	N	N	N	N	94	93
MULTIRACIAL*	N	N	95	94	96	94
DISABLED	96	65	85	81	80	76
ECONOMICALLY DISADVANTAGED	96	89	94	90	92	89
ELL	90	74	92	85	86	81
MIGRANT*	N	N	N	N	89	85
FEMALE*	99	94	98	96	96	95
MALE*	96	89	94	93	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	71	68	0	78	68	1	67	68	2
WHITE	79	68	0	84	68	1	77	68	1
BLACK	N	68	0	51	68	3	49	68	2
HISPANIC	56	68	0	65	68	1	64	68	1
ASIAN	N	68	N	92	68	1	86	68	1
AM. INDIAN	N	68	N	N	68	N	72	68	2
MULTIRACIAL*	N	68	0	70	68	1	71	68	1
DISABLED	41	68	1	46	68	3	39	68	3
ECONOMICALLY DISADVANTAGED	56	68	1	63	68	1	57	68	2
ELL	41	68	1	55	68	1	51	68	2
MIGRANT*	N	68	N	N	68	2	53	68	2
FEMALE*	72	68	0	78	68	1	67	68	1
MALE*	70	68	0	77	68	1	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	69	65	0	71	65	1	62	65	2
WHITE	77	65	0	78	65	1	72	65	1
BLACK	N	65	0	43	65	3	44	65	2
HISPANIC	51	65	0	52	65	1	57	65	1
ASIAN	N	65	N	85	65	1	77	65	1
AM. INDIAN	N	65	N	N	65	N	66	65	2
MULTIRACIAL*	N	65	0	69	65	1	70	65	1
DISABLED	39	65	1	41	65	3	36	65	3
ECONOMICALLY DISADVANTAGED	57	65	0	55	65	1	52	65	2
ELL	39	65	1	43	65	1	42	65	1
MIGRANT*	N	65	N	N	65	2	40	65	2
FEMALE*	73	65	0	74	65	1	64	65	1
MALE*	65	65	0	67	65	1	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	45	N/A	2	53	N/A	3	43	N/A	4
WHITE	59	N/A	2	63	N/A	3	55	N/A	3
BLACK	N	N/A	N	18	N/A	7	22	N/A	5
HISPANIC	22	N/A	3	28	N/A	4	35	N/A	3
ASIAN	N	N/A	N	72	N/A	2	61	N/A	2
AM. INDIAN	N	N/A	N	N	N/A	N	46	N/A	4
MULTIRACIAL*	N	N/A	N	44	N/A	4	48	N/A	3
DISABLED	17	N/A	10	24	N/A	13	23		6
ECONOMICALLY DISADVANTAGED	26	N/A	5	30	N/A	5	29	N/A	4
ELL	10	N/A	5	15	N/A	6	17	N/A	3
MIGRANT*	N	N/A	N	N	N/A	N	19	N/A	3
FEMALE*	46	N/A	2	51	N/A	3	40	N/A	3
MALE*	44	N/A	3	56	N/A	4	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	73	64	71	53
Grade 7	76	67	69	63
Grade 8	58	55	72	73
Grade 9				
Grade 10				

District	Reading		Math	
	2008-09	2007-08	2008-09	2007-08
Grade 3	82	80	86	84
Grade 4	81	77	82	78
Grade 5	78	75	69	72
Grade 6	76	74	68	65
Grade 7	78	73	73	70
Grade 8	64	66	77	78
Grade 9	59	61	80	81
Grade 10	51	55	84	81

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://ww.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												
	% 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
GRADE 04														
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												
	% 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
GRADE 08														
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 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																	
	L1	L2	L3	L4	L5		L1	L2	L3	L4	L5		L1	L2	L3	L4	L5
ALL STUDENTS	022	034	032	010	002		018	028	040	011	003		027	032	032	008	002
WHITE	012	031	043	012	002		011	025	048	013	004		015	029	041	011	003
BLACK	041	052	004	004	000		049	036	013	003	000		047	034	017	002	000
HISPANIC	043	036	015	004	001		033	040	024	003	000		033	034	028	005	001
ASIAN	000	017	017	050	017		000	024	018	035	024		013	024	041	016	006
AM.INDIAN	N	N	N	N	N		000	050	050	000	000		021	033	036	008	002
MULTIRACIAL*	043	057	000	000	000		021	034	032	011	002		020	032	037	009	002
DISABLED	056	027	015	002	000		046	032	019	003	000		057	027	014	002	000
ECO. DISADV.	036	040	019	005	001		033	039	023	004	000		039	034	023	003	001
ELL	074	026	000	000	000		047	041	013	000	000		069	024	007	000	000
MIGRANT*	000	100	000	000	000		000	067	033	000	000		050	033	016	001	000
FEMALE*	020	036	036	006	002		017	029	042	009	003		027	034	031	006	002
MALE	024	032	027	015	002		019	028	037	013	003		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																	
	L1	L2	L3	L4	L5		L1	L2	L3	L4	L5		L1	L2	L3	L4	L5
ALL STUDENTS							019	030	039	011	002		031	032	030	006	001
WHITE							012	029	044	013	002		019	032	039	009	001
BLACK							053	026	019	002	000		052	032	015	001	000
HISPANIC							044	035	018	003	000		039	033	025	004	000
ASIAN							013	013	038	029	008		018	028	039	013	002
AM.INDIAN							000	000	000	100	000		028	031	034	007	001
MULTIRACIAL*							027	031	035	008	000		023	033	034	008	001
DISABLED							051	029	018	001	000		065	023	011	001	000
ECO. DISADV.							046	026	026	002	000		045	033	020	002	000
ELL							080	016	004	000	000		079	017	004	000	000
MIGRANT*							100	000	000	000	000		056	031	012	002	000
FEMALE*							021	034	033	010	001		033	035	028	004	001
MALE							016	025	044	012	003		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	50	14	28.0	15.7	14.8
School-Based Administrators	3	1	33.3	18.5	17.6
Total	53	15	28.3	15.9	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	30	62.5	65.4	70.6	69.6	65.3	66.0
Master's Degree	17	35.4	34.6	27.4	28.3	31.9	30.9
Specialist Degree				1.0	1.1	1.7	2.1
Doctorate	1	2.1		1.0	1.1	1.0	1.0
Total All Degrees	48	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	93.5	83.0	93.5
Percentage of Classes with Teachers Teaching Out-of-Field	6.5	17.0	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	High Poverty Schools*	Low Poverty Schools*	All Schools	High Poverty Schools*	Low Poverty Schools*
Classes not Taught by Highly Qualified Teachers	9.3	5.3	0.4	3.5	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\*: A

\* 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.fl DOE.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.fl DOE.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).