

## 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	88	90	71.5	69.6	79.5	80.9	45.3	45.9
BLACK	29	22	20.5	24.1	14.2	13.2	23.0	23.1
HISPANIC	3	4	2.8	1.3	3.0	2.4	25.0	24.7
ASIAN	1	1	.8	1.3	.4	.4	2.5	2.4
AM.INDIAN		1	.4		.6	.4	.3	.3
MULTIRACIAL	3	7	4.0	3.8	2.3	2.7	3.9	3.6
DISABLED	28	39	26.9	21.5	23.6	22.7	14.3	14.4
ECONOMICALLY DISADVANTAGED	85	72	63.1	59.5	55.1	50.6	49.6	45.9
ELL	2	1	1.2		.7	.4	11.8	11.9
MIGRANT	2	2	1.6	.8	.4	.3	.5	.5
FEMALE	124		49.8	48.9	50.1	49.6	48.7	48.7
MALE		125	50.2	51.1	49.9	50.4	51.3	51.3
TOTAL	249		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  
 ® The student is consistently demonstrating acquisition of this skill or behavior.
- \* Emerging/Progressing  
 ® The student is at an early stage of growth but appears to be showing growth towards the skill or behavior.
- \* Not Yet Demonstrating  
 ® The student is not exhibiting any learning in the benchmark.

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

- \* Above Average  
 ® At or above the 60th percentile
- \* Low Risk  
 ® At grade level
- \* Moderate Risk  
 ® Moderately below grade level and in need of additional intervention
- \* High Risk  
 ® 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	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
ECHOS Ready*			90	91	88	88		
ECHOS Not Ready			10	9	12	12		
Total ECHOS			100	100	100	100		
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DIBELS LNF Ready**			63	47	77	72		
DIBELS LNF Not Ready			37	53	23	28		
Total DIBELS LNF			100	100	100	100		
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DIBELS ISF Ready**			77	68	68	65		
DIBELS ISF Not Ready			23	32	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.

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			89.3	79.0	72.8	69.8
WHITE			88.3	81.0	81.4	78.9
BLACK			93.8	61.5	58.7	54.6
HISPANIC			100.0	100.0	67.1	63.6
ASIAN				100.0	83.8	82.4
AM. INDIAN					76.9	72.3
MULTIRACIAL			100.0		78.2	73.8
DISABLED			63.0	42.9	43.0	38.0
ECONOMICALLY DISADVANTAGED			76.0	62.5	61.1	56.0
ELL					52.2	48.2
MIGRANT					52.9	48.2
FEMALE			91.7	80.6	76.8	73.9
MALE			86.8	77.3	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			92.1	80.4	73.1	70.3
WHITE			91.7	82.6	80.8	78.6
BLACK			93.8	61.5	60.8	56.9
HISPANIC			100.0	100.0	67.6	64.3
ASIAN				100.0	83.8	82.2
AM. INDIAN					76.1	71.8
MULTIRACIAL			100.0		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			1.5	3.6	1.9	2.4		
BLACK			2.0	1.3	3.6	4.7		
HISPANIC					3.1	3.9		
ASIAN					1.0	1.7		
AM. INDIAN					2.1	2.6		
MULTIRACIAL					1.8	2.3		
FEMALE			.9	3.2	2.3	2.9		
MALE			2.0	3.2	2.9	3.7		
TOTAL			1.5	3.2	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				82.9	78.6
MALE					78.9
UNKNOWN					
TOTAL					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				85.4	83.3
MALE					80.7
UNKNOWN					
TOTAL					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					68.7
MALE					73.6
UNKNOWN					
TOTAL					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	99	96	91	89	94	92
WHITE	100	94	90	89	95	94
BLACK	N	N	88	89	92	90
HISPANIC	N	N	N	N	93	91
ASIAN	N	N	N	N	96	95
AM. INDIAN	N	N	N	N	94	93
MULTIRACIAL*	N	N	N	N	96	94
DISABLED	N	N	81	75	80	76
ECONOMICALLY DISADVANTAGED	98	95	89	87	92	89
ELL	N	N	N	N	86	81
MIGRANT*	N	N	N	N	89	85
FEMALE*	100	100	93	93	96	95
MALE*	97	92	88	85	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	66	68	1	73	68	1	67	68	2
WHITE	68	68	1	74	68	1	77	68	1
BLACK	53	68	2	60	68	1	49	68	2
HISPANIC	N	68	N	N	68	N	64	68	1
ASIAN	N	68	N	N	68	N	86	68	1
AM. INDIAN	N	68	N	N	68	N	72	68	2
MULTIRACIAL*	N	68	N	N	68	3	71	68	1
DISABLED	32	68	0	48	68	1	39	68	3
ECONOMICALLY DISADVANTAGED	57	68	2	66	68	1	57	68	2
ELL	N	68	N	N	68	N	51	68	2
MIGRANT*	N	68	N	N	68	N	53	68	2
FEMALE*	63	68	1	71	68	0	67	68	1
MALE*	68	68	2	75	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	71	65	1	69	65	1	62	65	2
WHITE	75	65	1	72	65	1	72	65	1
BLACK	57	65	2	46	65	1	44	65	2
HISPANIC	N	65	N	N	65	N	57	65	1
ASIAN	N	65	N	N	65	N	77	65	1
AM. INDIAN	N	65	N	N	65	N	66	65	2
MULTIRACIAL*	N	65	N	N	65	3	70	65	1
DISABLED	41	65	0	48	65	1	36	65	3
ECONOMICALLY DISADVANTAGED	63	65	2	63	65	1	52	65	2
ELL	N	65	N	N	65	N	42	65	1
MIGRANT*	N	65	N	N	65	N	40	65	2
FEMALE*	71	65	1	70	65	1	64	65	1
MALE*	71	65	2	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	38	N/A	0	45	N/A	0	43	N/A	4
WHITE	40	N/A	0	48	N/A	0	55	N/A	3
BLACK	N	N/A	N	15	N/A	0	22	N/A	5
HISPANIC	N	N/A	N	N	N/A	N	35	N/A	3
ASIAN	N	N/A	N	N	N/A	N	61	N/A	2
AM. INDIAN	N	N/A	N	N	N/A	N	46	N/A	4
MULTIRACIAL*	N	N/A	N	N	N/A	N	48	N/A	3
DISABLED	N	N/A	N	25	N/A	0	23		6
ECONOMICALLY DISADVANTAGED	31	N/A	0	38	N/A	0	29	N/A	4
ELL	N	N/A	N	N	N/A	N	17	N/A	3
MIGRANT*	N	N/A	N	N	N/A	N	19	N/A	3
FEMALE*	30	N/A	0	39	N/A	0	40	N/A	3
MALE*	49	N/A	0	50	N/A	0	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	78	72	59	65
Grade 7	78	63	71	68
Grade 8	59	51	67	78
Grade 9				
Grade 10				

District	Reading		Math	
	2008-09	2007-08	2008-09	2007-08
Grade 3	81	83	89	87
Grade 4	82	74	83	81
Grade 5	76	73	60	66
Grade 6	83	76	67	66
Grade 7	78	72	69	72
Grade 8	64	59	68	79
Grade 9	52	51	72	69
Grade 10	33	39	70	70

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						
	% of Students	Avg Scale Scores		% below Basic	% Basic	% Proficient	% Advanced	% Basic and above
GRADE 04	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						
	% of Students	Avg Scale Scores		% below Basi	% Basic	% Proficient	% Advanced	% Basic and above
GRADE 08	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 Student		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
GRADE 04	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												
	% of Students		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
GRADE 08	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	014	017	043	020	007	014	018	035	025	008	018	020	031	022	008
WHITE	011	015	043	023	009	011	018	036	026	009	011	017	032	028	011
BLACK	021	023	043	011	002	031	025	030	013	001	030	026	029	012	002
HISPANIC	033	017	017	017	017	014	018	021	032	014	023	022	031	019	005
ASIAN	000	000	100	000	000	000	000	050	025	025	010	014	029	030	016
AM.INDIAN	100	000	000	000	000	014	000	043	029	014	015	020	034	024	007
MULTIRACIAL*	010	020	050	020	000	018	011	029	039	004	013	018	034	026	009
DISABLED	034	029	029	007	002	032	023	030	013	002	045	022	022	009	002
ECO. DISADV.	018	020	047	015	001	017	021	037	021	004	025	024	032	016	003
ELL	050	000	050	000	000	025	025	050	000	000	050	021	022	006	001
MIGRANT*	033	000	033	033	000	020	020	020	040	000	036	026	028	009	001
FEMALE*	010	020	045	019	005	012	019	038	025	008	016	020	032	023	008
MALE	017	013	040	020	009	016	018	032	025	008	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	015	020	037	016	012	011	017	036	026	011	014	019	032	025	011
WHITE	013	019	037	017	013	009	017	036	026	012	008	015	032	030	015
BLACK	021	026	038	009	006	019	022	037	020	003	025	026	031	014	003
HISPANIC	033	000	050	000	017	011	007	046	025	011	017	021	032	022	008
ASIAN	000	000	000	050	050	000	000	000	075	025	005	009	024	032	029
AM.INDIAN	100	000	000	000	000	014	029	043	000	014	011	018	033	027	011
MULTIRACIAL*	010	020	030	030	010	014	011	039	025	011	011	018	033	027	012
DISABLED	046	027	022	003	002	032	024	025	014	005	039	024	024	011	003
ECO. DISADV.	020	023	039	013	005	014	020	037	022	006	021	023	033	018	005
ELL	050	000	050	000	000	050	000	050	000	000	036	025	025	011	002
MIGRANT*	033	000	033	033	000	020	000	040	040	000	024	025	032	016	003
FEMALE*	018	020	038	014	009	010	019	036	026	009	014	020	033	024	010
MALE	013	019	036	017	015	011	015	036	025	013	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

	School %					District %					State %									
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5					
GRADE 05																				
ALL STUDENTS						018	032	040	009	001						021	032	034	010	002
WHITE						016	030	042	010	001						012	029	041	015	004
BLACK						043	050	007	000	000						037	038	022	003	000
HISPANIC						000	033	067	000	000						027	035	030	007	001
ASIAN						N	N	N	N	N						012	024	038	018	007
AM.INDIAN						000	000	100	000	000						016	037	032	013	003
MULTIRACIAL*						050	050	000	000	000						016	034	036	011	003
DISABLED						028	040	030	002	000						043	032	020	004	001
ECO. DISADV.						022	032	039	006	001						030	037	027	005	001
ELL						000	100	000	000	000						055	032	012	001	000
MIGRANT*						N	N	N	N	N						042	037	019	002	000
FEMALE*						017	036	043	003	000						021	034	033	009	002
MALE						019	026	036	016	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	031	031	032	007	N	024	034	035	007	001						027	032	032	008	002
WHITE	024	033	033	010	N	020	035	036	008	001						015	029	041	011	003
BLACK	056	022	022	000	N	056	022	022	000	000						047	034	017	002	000
HISPANIC	100	000	000	000	N	050	050	000	000	000						033	034	028	005	001
ASIAN	000	000	100	000	N	000	000	100	000	000						013	024	041	016	006
AM.INDIAN	N	N	N	N	N	N	N	N	N	N						021	033	036	008	002
MULTIRACIAL*	020	040	040	000	N	029	029	043	000	000						020	032	037	009	002
DISABLED	084	011	005	000	N	073	020	003	003	000						057	027	014	002	000
ECO. DISADV.	039	029	031	002	N	031	040	025	003	001						039	034	023	003	001
ELL	100	000	000	000	N	100	000	000	000	000						069	024	007	000	000
MIGRANT*	100	000	000	000	N	100	000	000	000	000						050	033	016	001	000
FEMALE*	030	038	030	002	N	026	036	032	006	000						027	034	031	006	002
MALE	032	022	034	012	N	022	030	038	008	001						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						023	041	030	005	001						031	032	030	006	001
WHITE						018	041	035	006	000						019	032	039	009	001
BLACK						055	040	000	005	000						052	032	015	001	000
HISPANIC						000	033	033	000	033						039	033	025	004	000
ASIAN						000	000	100	000	000						018	028	039	013	002
AM.INDIAN						000	100	000	000	000						028	031	034	007	001
MULTIRACIAL*						N	N	N	N	N						023	033	034	008	001
DISABLED						045	045	010	000	000						065	023	011	001	000
ECO. DISADV.						029	042	024	004	002						045	033	020	002	000
ELL						N	N	N	N	N						079	017	004	000	000
MIGRANT*						N	N	N	N	N						056	031	012	002	000
FEMALE*						029	038	032	002	000						033	035	028	004	001
MALE						017	044	028	009	002						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	21	3	14.3	9.4	14.8
School-Based Administrators	2	0	0.0	22.2	17.6
Total	23	3	13.0	10.1	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	15	78.9	85.7	73.9	74.4	65.3	66.0
Master's Degree	4	21.1	14.3	25.5	24.4	31.9	30.9
Specialist Degree					.6	1.7	2.1
Doctorate				.6	.6	1.0	1.0
Total All Degrees	19	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.



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.fldoe.org](http://www.fldoe.org) or at <http://data.fldoe.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.fldoe.org/schools/schoolmap/flash/district\\_list.asp](http://www.fldoe.org/schools/schoolmap/flash/district_list.asp). A directory of schools is also available at [http://www.fldoe.org/schools/schoolmap/flash/schoolmap\\_text.asp](http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp).