

**SCHOOL DISTRICT AND STATE 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 and provides certain additional information of interest on the status of Florida's schools.

**OCTOBER MEMBERSHIP****READINESS TO START SCHOOL****GRADUATION RATE AND DROPOUT RATE****STUDENT PERFORMANCE****NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)****SCHOOL SAFETY AND ENVIRONMENT****TEACHERS AND STAFF****FLORIDA SCHOOL PERFORMANCE GRADE AND ADEQUATE YEARLY PROGRESS (AYP)****OCTOBER MEMBERSHIP****Student Demographics**

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		School %		District %		State %	
	Enrolled in October		2009-	2008-	2009-	2008-	2009-	2008-
	Female	Male	10	09	10	09	10	09
WHITE	22	27	72.1	64.4	68.4	69.1	44.4	45.3
BLACK	1	1	2.9	9.6	14.9	14.6	23.0	23.0
HISPANIC	2	1	4.4	9.6	8.7	8.4	26.2	25.0
ASIAN	4	4	11.8	5.5	2.2	2.1	2.6	2.5
AM.INDIAN		1	1.5	1.4	0.3	0.3	0.3	0.3
MULTIRACIAL	3	2	7.4	9.6	5.6	5.6	3.4	3.9
DISABLED	3	11	20.6	19.2	17.2	17.2	14.1	14.3
ECONOMICALLY DISADVANTAGED	8	5	19.1	28.8	39.0	34.4	53.5	49.6
ELL		1	1.5	2.7	3.3	3.0	11.6	11.8
MIGRANT							0.5	0.5
FEMALE	32		47.1	43.8	48.7	48.6	48.7	48.7
MALE		36	52.9	56.2	51.3	51.4	51.3	51.3
TOTAL	68		100.0	100.0	100.0	100.0	100.0	100.0

**READINESS TO START SCHOOL**

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

**Kindergarten screening for school readiness**

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 the Florida Assessments for Instruction In Reading (FAIR).

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

- Demonstrating
  - The student is consistently demonstrating acquisition of this skill or behavior.
- Emerging/Progressing
  - The student is in 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 on the FAIR are as follows:

- If a student scores .85 on the broad screen then he or she has an 85% chance of scoring at the 40th percentile on the SAT-10 or SESAT in the spring. The 40th percentile is considered to be on grade level.
- If a student scores .16-.85 on the broad screen then he or she has an 85% chance of scoring at the 40th percentile on the SAT-10 or SESAT in the spring.
- If a student scores .15 or less on the broad screen then he or she has a 15% or less chance of scoring at the 40th percentile on the SAT-10 or SESAT in the spring.

Category	Number of Students and Where They Placed 2009-10	School %		District %		State %	
		2009-10	2008-09	2009-10	2008-09	2009-10	2008-09
ECHOS Ready	16	100	100	89	89	89	88
ECHOS Not Ready	0	0	0	11	11	11	12
<b>Total ECHOS</b>	<b>16</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
FAIR Ready	15	94	67	71	81	65	77
FAIR Not Ready	1	6	33	29	19	35	23
<b>Total FAIR</b>	<b>16</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
DIBELS ISF Ready*	N/A	N/A	89	N/A	74	N/A	68
DIBELS ISF Not Ready*	N/A	N/A	11	N/A	26	N/A	68
<b>Total DIBELS ISF*</b>	<b>N/A</b>	<b>N/A</b>	<b>100</b>	<b>N/A</b>	<b>100</b>	<b>N/A</b>	<b>100</b>

\*DIBELS was not administered in 2009-10.

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

**GRADUATION RATE AND DROPOUT RATE**

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

**NCLB 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).

ALL STUDENTS	School %		District %		State %	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
			93.1	90.8	76.2	72.8

WHITE	94.5	93.1	83.8	81.4
BLACK	86.6	81.0	63.3	58.7
HISPANIC	88.0	85.1	71.6	67.1
ASIAN	98.5	89.9	88.1	83.8
AM.INDIAN	93.3	100.0	77.4	76.9
MULTIRACIAL	94.3	85.6	82.3	78.2
DISABLED	66.1	58.2	47.2	43.0
ECONOMICALLY DISADVANTAGED	82.7	78.9	65.1	61.1
ELL	73.7	69.3	56.8	52.2
MIGRANT			59.9	52.9
FEMALE	93.8	93.0	80.0	76.8
MALE	92.3	88.6	72.3	68.7

### NGA 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 and 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 %	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
ALL STUDENTS			94.7	92.5	7.6	73.1
WHITE			95.6	94.4	83.1	80.8
BLACK			90.6	85.7	64.9	60.8
HISPANIC			91.5	85.4	72.1	67.6
ASIAN			98.5	90.8	87.9	83.8
AM.INDIAN			100.0	100.0	76.8	76.1
MULTIRACIAL			94.3	87.1	81.3	77.3

### 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 proportion of students from the total 9-12 enrollment who dropped out of school.

Racial/Ethnic Group	School %		District %		State %	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
WHITE	N/A	N/A	0.5	0.6	1.6	1.9
BLACK	N/A	N/A	0.8	0.8	3.4	3.6
HISPANIC	N/A	N/A	0.9	0.8	2.5	3.1
ASIAN	N/A	N/A	0.2	0.6	0.8	1.0
AM.INDIAN	N/A	N/A	N/A	N/A	2.3	2.1
MULTIRACIAL	N/A	N/A	0.3	0.8	1.6	1.8
FEMALE	0.0	0.0	0.5	0.5	2.0	2.3
MALE	0.0	0.0	0.7	0.8	2.5	2.9
TOTAL	0.0	0.0	0.6	0.7	2.3	2.6

Note: N/A indicates no student membership for that subgroup.

## STUDENT PERFORMANCE

### 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, science, reading, and mathematics.

### 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. Students who are functioning at a cognitive level such that they would not be expected to participate in the FCAT, would not be expected to graduate from school with a standard diploma, and for whom the traditional state and district assessment program is not an appropriate measure of performance take alternate assessments. Alternate assessments for students with disabilities include 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 a year or less 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.

### 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 and score "proficient" have their results 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.

	<b>Writing Assessment Results (Sunshine State Standards and Alternate Assessments)</b>					
	<b>Percent of Students Scoring 3 and Above</b>					
	<b>School %</b>		<b>District %</b>		<b>State %</b>	
	<b>2009-10</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2008-09</b>
ALL STUDENTS	N	N	95	95	95	94
WHITE	N	N	96	96	96	95
BLACK	N	N	92	92	93	92
HISPANIC	N	N	93	94	94	93
ASIAN	N	N	97	96	97	96
AM.INDIAN	N	N	94	96	94	94
MULTIRACIAL*	N	N	97	97	96	96
DISABLED	N	N	81	83	81	80
ECONOMICALLY DISADVANTAGED	N	N	92	93	93	92
ELL	N	N	84	87	86	86
MIGRANT*	N	N	N	N	89	89

FEMALE*	N	N	98	97	97	96
MALE*	N	N	93	93	93	91

\* 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, Mathematics, and Science Assessments**

On the FCAT SSS reading, mathematics, and science 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.

**Reading Assessment Results (Sunshine State Standards and Alternate Assessments)**

**Percent of Students Scoring 3 and Above**

	School %			District %			State %		
	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	89	72	0	73	72	1	62	72	1
WHITE	N	72	N	77	72	1	72	72	1
BLACK	N	72	N	51	72	1	44	72	2
HISPANIC	N	72	N	65	72	1	59	72	1
ASIAN	N	72	N	81	72	0	78	72	1
AM.INDIAN	N	72	N	72	72	1	64	72	2
MULTIRACIAL*	N	72	N	75	72	1	68	72	1
DISABLED	N	72	N	44	72	2	36	72	3
ECONOMICALLY DISADVANTAGED	N	72	N	62	72	1	53	72	2
ELL	N	72	N	45	72	1	44	72	1
MIGRANT*	N	72	N	N	72	N	41	72	2
FEMALE*	N	72	N	75	72	1	65	72	1
MALE*	N	72	N	70	72	1	60	72	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.

**Mathematics Assessment Results (Sunshine State Standards and Alternate Assessments)**

**Percent of Students Scoring 3 and Above**

	School %			District %			State %		
	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	89	74	0	78	74	1	68	74	2

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WHITE	N	74	N	84	74	1	78	74	1
BLACK	N	74	N	53	74	1	50	74	2
HISPANIC	N	74	N	70	74	1	66	74	1
ASIAN	N	74	N	89	74	0	87	74	1
AM.INDIAN	N	74	N	85	74	0	70	74	2
MULTIRACIAL*	N	74	N	76	74	1	71	74	1
DISABLED	N	74	N	48	74	2	41	74	3
ECONOMICALLY DISADVANTAGED	N	74	N	66	74	1	59	74	2
ELL	N	74	N	54	74	1	52	74	2
MIGRANT*	N	74	N	N	74	N	54	74	2
FEMALE*	N	74	N	77	74	1	68	74	1
MALE*	N	74	N	78	74	1	69	74	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.

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

	School %			District %			State %		
	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	N	N/A	N	59	N/A	2	44	N/A	3
WHITE	N	N/A	N	67	N/A	2	58	N/A	3
BLACK	N	N/A	N	29	N/A	2	24	N/A	5
HISPANIC	N	N/A	N	46	N/A	2	37	N/A	3
ASIAN	N	N/A	N	69	N/A	2	62	N/A	2
AM.INDIAN	N	N/A	N	54	N/A	6	46	N/A	4
MULTIRACIAL*	N	N/A	N	60	N/A	1	50	N/A	3
DISABLED	N	N/A	N	32	N/A	3	25	N/A	6
ECONOMICALLY DISADVANTAGED	N	N/A	N	44	N/A	2	32	N/A	4
ELL	N	N/A	N	19	N/A	3	18	N/A	3
MIGRANT*	N	N/A	N	N	N/A	N	21	N/A	3
FEMALE*	N	N/A	N	54	N/A	2	41	N/A	3
MALE*	N	N/A	N	64	N/A	2	48	N/A	4

\* 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.

**At this time, a state objective is not specified for science achievement.**

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

School	Reading		Math	
	2009-10	2008-09	2009-10	2008-09
Grade 3		73		64
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				

Grade 9  
Grade 10

District	Reading		Math	
	2009-10	2008-09	2009-10	2008-09
Grade 3	79	79	81	82
Grade 4	80	85	80	81
Grade 5	80	80	70	70
Grade 6	81	82	76	74
Grade 7	80	79	74	73
Grade 8	67	67	79	78
Grade 9	62	60	78	80
Grade 10	52	50	84	83

State Totals	Reading		Math	
	2009-10	2008-09	2009-10	2008-09
Grade 3	73	72	79	78
Grade 4	72	75	75	76
Grade 5	70	72	64	63
Grade 6	68	67	58	56
Grade 7	69	68	62	61
Grade 8	56	55	69	67
Grade 9	49	48	68	69
Grade 10	40	37	73	69

**Percentage of Students Scoring at Each FCAT Achievement Level, 2009-10**

GRADE 05	FCAT SCIENCE														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						10	26	42	16	6	19	32	35	11	4
WHITE						6	22	46	19	8	10	27	42	16	6
BLACK						25	41	29	4		34	39	23	3	1
HISPANIC						17	35	35	10	3	23	35	32	8	2
ASIAN						8	17	36	31	9	10	23	39	18	9
AM. INDIAN											17	33	35	11	3
MULTIRACIAL*						10	27	46	12	4	15	32	38	11	4
DISABLED						28	34	30	5	3	40	33	21	4	1
ECO. DISADVANTAGED						17	33	39	9	2	27	37	29	6	1
ELL						38	38	20			40	37	20	3	
MIGRANT*											38	39	20	3	
FEMALE*						9	29	44	14	4	19	34	35	10	3
MALE*						10	23	41	18	8	19	30	35	12	4

Note: A blank cell indicates subgroup too small to report or no test results were reported.  
\*Indicates subgroups not included as separate sub-populations in the AYP calculation.

GRADE 08	FCAT SCIENCE														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						14	28	41	12	4	25	31	32	8	2
WHITE						9	26	46	15	5	14	29	41	12	4
BLACK						34	38	24	3		44	34	19	2	
HISPANIC						25	32	31	9	3	30	34	28	6	1
ASIAN						9	23	47	14		12	24	40	17	7
AM. INDIAN											22	33	33	9	3

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MULTIRACIAL*	13	31	42	10	4	19	32	36	10	3
DISABLED	45	31	20	4		56	27	15	2	1
ECO. DISADVANTAGED	24	37	32	6	1	36	35	24	4	1
ELL	51	36	13			60	28	11	1	
MIGRANT*						48	32	17	2	
FEMALE*	15	33	40	9	3	26	35	31	7	2
MALE*	13	23	43	15	5	25	28	33	10	3

Note: A blank cell indicates subgroup too small to report or no test results were reported.  
 \*Indicates subgroups not included as separate sub-populations in the AYP calculation.

FCAT SCIENCE

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
<b>GRADE 11</b>															
ALL STUDENTS						16	31	42	10	2	28	34	32	6	1
WHITE						11	28	47	11	2	16	33	41	8	2
BLACK						37	42	19	2		47	35	16	1	
HISPANIC						22	34	37	7		34	35	26	4	1
ASIAN						16	26	46			17	28	40	12	3
AM. INDIAN											22	37	35	5	
MULTIRACIAL*						12	34	40	11		22	34	36	7	1
DISABLED						47	34	16			60	27	12	1	
ECO. DISADVANTAGED						27	36	32	4		40	35	22	3	
ELL						53	31	16			64	27	8	1	
MIGRANT*											50	34	15		
FEMALE*						17	35	40	7	1	30	36	30	4	1
MALE*						14	26	44	13	3	26	31	34	7	2

Note: A blank cell indicates subgroup too small to report or no test results reported.  
 \*Indicates subgroups not included as separate sub-populations in the AYP calculation

FCAT READING

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
<b>GRADE ALL</b>															
ALL STUDENTS						11	17	32	27	13	19	20	31	22	9
WHITE						8	15	32	30	15	11	17	32	28	13
BLACK						26	24	32	15	3	31	25	28	13	3
HISPANIC						17	20	33	23	8	21	21	31	20	7
ASIAN						8	13	26	31	22	11	13	27	30	19
AM. INDIAN						9	20	34	30		18	19	32	22	8
MULTIRACIAL*						9	17	36	27	11	14	18	33	26	10
DISABLED						36	22	26	13	3	46	21	21	9	2
ECO. DISADVANTAGED						18	21	34	21	6	25	23	31	17	4
ELL						35	24	28	10	2	39	21	27	12	2
MIGRANT*											35	25	27	11	2
FEMALE*						9	16	32	28	14	16	20	31	23	10
MALE*						14	17	32	26	11	21	20	30	21	8

Note: A blank cell indicates subgroup too small to report or no test results reported.  
 \*Indicates subgroups not included as separate sub-populations in the AYP calculation

FCAT MATH

	School %					District %					State %					
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	
<b>GRADE ALL</b>																
ALL STUDENTS											42	8	14	32	31	14

WHITE	5	11	32	35	17	8	14	32	31	15
BLACK	21	26	33	16	3	25	26	31	14	3
HISPANIC	13	19	35	25	9	15	20	33	23	8
ASIAN	3	8	22	34	33	5	9	24	33	29
AM. INDIAN		10	40	33	10	12	18	33	26	11
MULTIRACIAL*	8	16	35	29	12	11	18	33	26	11
DISABLED	31	23	29	13	4	38	24	24	11	3
ECO. DISADVANTAGED	15	21	36	23	6	19	23	33	19	5
ELL	27	24	32	14	4	27	24	29	15	4
MIGRANT*						23	25	33	16	4
FEMALE*	8	15	34	30	13	13	19	33	25	10
MALE*	9	13	31	31	16	14	18	31	25	12

Note: A blank cell indicates subgroup too small to report or no test results reported.

\*Indicates subgroups not included as separate sub-populations in the AYP calculation

## Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S less than one year are required to be tested on the Comprehensive English Language Learning Assessment (CELLA) as well as the FCAT in mathematics but may be exempt for up to one administration of the FCAT in reading. The following chart shows the number of recently arrived ELL students who were not tested on the FCAT in reading but were included in the AYP reading participation rate based on available CELLA scores. As a federally approved flexibility, test scores for recently arrived ELLs are not included in the reading and math proficiency calculations for AYP.

\* Cell sizes smaller than 10 are suppressed.

ELL	School	District	State
Reading	*	*	1398

## National Assessment of Educational Progress (NAEP)

For more than 30 years, The Nation's Report Card (NAEP) has served U.S. educators as an information resource, providing reliable assessment results of what our students know and can do in key subject areas. It is the only ongoing project that monitors national trends in student achievement at grades 4, 8, and 12 and state trends at grades 4 and 8. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics and every four years in writing and science. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

Below are the 2009 NAEP state results for Grades 4 and 8 in Reading and Mathematics.

### 1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores 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

Achievement levels are performance standards set by the **National Assessment Governing Board (NAGB)**, based on recommendations from panels of educators and members of the public. The standards are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. They provide a context for interpreting student performance on NAEP and offer a means of identifying percentages of students who have demonstrated certain proficiencies. The achievement levels set by the NAGB are **Basic**, **Proficient**, and **Advanced**. Below Basic is also reported but not considered to be an achievement level.

<b>Advanced</b>	Superior performance.
<b>Proficient</b>	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.
<b>Basic</b>	Denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
<b>Below Basic:</b>	Scores that fall below the cut score for <i>Basic</i> .

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

FCAT Achievement Levels	NAEP Achievement Standards
5	<i>Advanced</i>
4	<i>Proficient</i>
2-3	<i>Basic</i>
1	<i>Below Basic</i>

#### NAEP Participation Rates for Required Subgroups

NAEP	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	90	84	87	78	83	71	82	72
ELL	95	94	91	92	71	84	58	83

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

#### NAEP MATH - State Level Results

	% of Students		Average Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
<b>GRADE 04</b>														
ALL STUDENTS	N/A	N/A	242	239	14	19	46	43	35	32	5	6	86	81
*														
WHITE	46	54	250	248	7	10	40	40	44	42	9	8	93	90
BLACK	22	16	228	222	27	37	53	48	19	14	1	1	73	63
HISPANIC	25	22	238	227	16	30	51	49	31	20	2	1	84	70
DISABLED	15	12	230	220	28	41	46	40	24	17	2	2	72	59
ECO. DISADVANTAGED	55	48	235	228	20	29	51	49	27	21	2	1	80	71
ELL	8	10	226	218	31	43	50	45	18	11	1	1	69	57

\* Asian and Indian subgroups were too small to report.

#### NAEP MATH - State Level Results

## STUDENT PERFORMANCE

GRADE 08	% of Students		Average 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	279	282	30	29	41	38	23	26	6	7	70	71
*														
WHITE	46	56	289	292	20	18	41	39	30	33	9	10	80	82
BLACK	22	16	264	260	47	51	40	37	12	11	1	1	53	49
HISPANIC	26	21	274	266	34	44	44	39	19	15	3	2	66	56
DISABLED	13	10	252	249	61	64	31	27	7	8	1	1	39	36
ECO. DISADVANTAGED	48	43	269	266	41	43	41	40	16	15	2	2	59	57
ELL	5	6	241	243	70	72	26	23	3	4	1	1	30	28

\* Asian and Indian subgroups were too small to report.

## NAEP READING - State Level Results

GRADE 04	% of Students		Average 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	226	220	27	34	37	34	28	25	8	7	73	66
*														
WHITE	47	54	233	229	19	23	36	36	34	31	11	10	81	77
BLACK	22	16	211	204	44	53	38	32	16	13	2	2	56	47
HISPANIC	24	21	223	204	29	52	40	32	25	14	6	2	71	48
DISABLED	15	10	204	189	55	66	28	22	13	10	4	2	45	34
ECO. DISADVANTAGED	54	47	217	206	36	49	39	34	22	15	3	2	64	51
ELL	6	9	205	188	48	71	39	23	12	6	1	N/A	52	29

\* Asian and Indian subgroups were too small to report.

## NAEP READING - State Level Results

GRADE 08	% of Students		Average 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	264	262	24	26	44	44	30	28	2	2	76	74
*														
WHITE	46	57	272	271	18	17	42	44	36	36	4	3	82	83
BLACK	22	16	250	245	38	44	47	43	15	13	N/A	N/A	62	56
HISPANIC	25	20	260	248	27	41	46	43	26	15	1	1	73	59
DISABLED	13	10	239	229	55	63	34	29	10	8	1	N/A	45	37
ECO. DISADVANTAGED	47	43	255	249	33	40	46	44	20	15	1	1	67	60
ELL	3	5	233	219	59	75	34	22	7	3	N/A	N/A	41	25

\* Asian and Indian subgroups were too small to report.

## 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 is 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 <http://www.fldoe.org/safeschools/discipline.asp>.

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 2009-10 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 2009-10.

Staff Type	Total Number for 2009-10	Number Newly Hired for 2009-10	School %	District %	State %
Instructional Staff	6	3	50.0	12.0	14.6
School-Based Administrators	1	0	0.0	9.5	20.6
Total	7	3	42.9	11.9	14.8

## 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 %	
		2009-10	2008-09	2009-10	2008-09	2009-10	2008-09
Bachelor's Degree	4	66.7	85.7	65.4	65.8	65.3	65.3
Master's Degree	2	33.3	14.3	32.8	32.6	32.1	31.9
Specialist Degree				0.8	0.7	1.6	1.7
Doctorate				1.0	1.0	1.0	1.0
Total All Degrees	6	100.0	100.0	100.0	100.0	100.0	100.0

## Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no un-certified teachers, 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	59.7	97.7	95.2
Percentage of Classes with Teachers Teaching Out-of-Field	40.3	2.3	4.8

## Classes Not Taught by Highly Qualified Teachers

doeweb-prd.doe.state.fl.us/.../nclb0910.cf...

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.

Classes Not Taught by Highly Qualified Teachers	School %	District %			State %		
		All Schools	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*
October	0.0	1.6	1.9	1.8	5.1	5.2	5.0
February	0.0	2.2	5.2	3.0	4.6	4.6	4.3
Combined All Year	0.0	1.9	3.6	2.4	4.8	4.9	4.7

\*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 bottom quartile of schools based on free/reduced-price lunch enrollment. 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. High schools and combination schools that serve high school grade levels will receive a grade based 50% on FCAT and 50% on new measures. Those grades will not be available until November 2010. Therefore, for those schools, a "P" appears under their grade.

2009-10 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>.

### Adequate Yearly Progress (AYP) Report

Federal legislation requires schools to report 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 provides 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 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 provide 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 and AYP status herein.

### 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 provided in the state annual report card as well as the number and percentage 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 contain 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 <http://www.fldoe.org> or at <http://data.fldoe.org/fsir>.

The federal Elementary & Secondary Education Act requires states to evaluate the performance of all students in all schools in order to determine whether each school and district has made Adequate Yearly Progress (AYP). Specific criteria for AYP evaluations are described below. All schools that do not make AYP are identified. School districts are responsible for identifying Title I schools as in need of improvement when they fail to make AYP in consecutive years. For the 2009-10 school year, requirements for school improvements apply to Title I schools that did not make AYP in 2008-09 and 2009-10.\* Students attending these schools are eligible for public school choice options for the 2009-10 school year. Title I schools that fail to make AYP for more than two consecutive years are required to provide additional services to students and to implement defined strategies for improving school performance.

\* AYP results are evaluated separately for mathematics and reading in determining whether proficiency targets were missed in consecutive years and in targeting areas for improvement.

### **Adequate Yearly Progress (AYP) Indicator**

Determining adequate yearly progress is a multi-step process applied to each public school. The federal Elementary and Secondary Education Act (ESEA) requires determination of AYP to identify schools in need of improvement.

AYP is based primarily on student participation and performance in reading and math, school writing performance, the graduation rate (for high schools), and the school performance grade (via the School Accountability Report).

The Department of Education has elected to provide information on AYP separate from the other indicators featured on the NCLB SPAR in order to emphasize the distinction between the state's school performance grade and the AYP indicator.

Basic AYP Requirements are as follows:

- A school must test at least 95% of students in each subgroup identified below.

#### Subgroups

Race (White, Black, Hispanic, Asian, Am. Indian)

Students with Disabilities

Students Eligible for Free/Reduced Price Lunch

English Language Learners

Total (All) Students

- A school with less than 90% of the membership scoring 3 or above in FCAT Writing must demonstrate at least a 1% increase in the percentage of students proficient in writing vs. the previous year (based on percentages rounded to whole numbers).
- High schools with graduation rates less than 85% must demonstrate at least a 2% increase in the graduation rate vs. the previous year. *This is a change from 1% increase as was used in prior years.*
- The school must have a performance grade other than D or F.
- Students in every subgroup (listed above) must achieve proficiency targets in reading and math or attain adequate progress in these subjects through Safe Harbor or Growth Model provisions.

Safe Harbor: For subgroups not achieving the reading and/or math targets, AYP may still be attained if the number of non-proficient students decreased by 10% or more from the previous year AND the subgroup met AYP requirements for participation (reading and math), writing proficiency, and the graduation rate (for high schools).

Growth Model: Subgroups that do not achieve the reading and/or math targets and fail to meet Safe Harbor criteria can still attain

adequate progress if the percentage of students who are on track to be proficient (via the Growth Model) meets or exceeds annual proficiency targets. Subgroups must also meet qualifying criteria in reading/math participation, writing proficiency, and the graduation rate. More information on AYP calculations and results, including the growth model, is available in the Adequate Yearly Progress (AYP) Technical Assistance Paper, which is available via a link at <http://schoolgrades.fldoe.org>.

The SPAR includes a table indicating whether the school, district, and state made AYP. Technical information on the AYP calculation and related resources are available at <http://schoolgrades.fldoe.org>.

AYP Status, 2009-10 (indicates status prior to the end of the appeals period)

The table below shows the AYP status of the school, district, and state for the 2009-10 school year. Data used to calculate AYP for 2009-10 includes FCAT data for 2009-10 and 2008-09, graduation rate data for 2008-09 and 2007-08, and the school performance grade assigned in 2010.

School AYP Status	District AYP Status	State AYP Status
Y	N	N

Key: N = "did not make AYP" Y = "Made AYP" T = "School Too Small"\* I = "Incomplete"

\*Certain schools fall below federal minimum enrollment requirements for evaluation of AYP criteria.

The following table shows the schools in your district that did not make AYP.

#### Schools That Did Not Make AYP in the District, 2009-10

District Number	School Number	School Name
5	11	TITUSVILLE HIGH SCHOOL
5	51	OAK PARK ELEMENTARY SCHOOL
5	52	JAMES MADISON MIDDLE SCHOOL
5	61	APOLLO ELEMENTARY SCHOOL
5	71	RIVERVIEW ELEM. SCHOOL
5	89	FIELDSTON PREPARATORY SCHOOL
5	91	COQUINA ELEMENTARY SCHOOL
5	101	MIMS ELEMENTARY SCHOOL
5	121	SOUTH LAKE ELEMENTARY SCHOOL
5	141	ANDREW JACKSON MIDDLE SCHOOL
5	151	IMPERIAL ESTATES ELEM. SCHOOL
5	161	ASTRONAUT HIGH SCHOOL
5	181	PINEWOOD ELEMENTARY SCHOOL
5	191	CHALLENGER 7 ELEMENTARY SCHOOL
5	302	SPACE COAST JR/SR HIGH SCHOOL
5	1011	ROCKLEDGE SENIOR HIGH SCHOOL
5	1018	SOUTH AREA ALTERNATIVE LEARNING CENTER
5	1027	SPACE COAST MARINE INSTITUTE
5	1029	RIVERDALE COUNTRY DAY SCHOOL
5	1031	CLEARLAKE MIDDLE SCHOOL
5	1032	HORACE MANN ACADEMY
5	1041	CAMBRIDGE ELEM MAGNET SCHOOL
5	1051	ENDEAVOUR ELEMENTARY MAGNET
5	1071	GOLFVIEW ELEMENTARY MAGNET SCH
5	1081	RONALD MCNAIR MAGNET MIDDLE
5	1101	JOHN F. KENNEDY MIDDLE SCHOOL
5	1121	COCOA HIGH SCHOOL
5	1131	SATURN ELEMENTARY SCHOOL
5	1141	HANS CHRISTIAN ANDERSEN ELEMENTARY
5	1171	VIERA HIGH SCHOOL
5	2011	MELBOURNE SENIOR HIGH SCHOOL
5	2021	PALM BAY SENIOR HIGH SCHOOL
5	2031	MEADOWLANE INTERMEDIATE ELEMENTARY SCHOOL
5	2051	UNIVERSITY PARK ELEMENTARY SCHOOL
5	2061	PORT MALABAR ELEMENTARY SCHOOL
5	2071	STONE MIDDLE SCHOOL
5	2081	PALM BAY ELEMENTARY SCHOOL

## STUDENT PERFORMANCE

5	2121	JOHN F. TURNER, SR. ELEMENTARY
5	2122	SOUTHWEST MIDDLE SCHOOL
5	2131	COLUMBIA ELEMENTARY SCHOOL
5	2151	DISCOVERY ELEMENTARY SCHOOL
5	2161	CHRISTA MCAULIFFE ELEM. SCHOOL
5	2171	RIVIERA ELEMENTARY SCHOOL
5	2191	JUPITER ELEMENTARY SCHOOL
5	2211	BAYSIDE HIGH SCHOOL
5	2212	WESTSIDE ELEMENTARY SCHOOL
5	2221	SUNRISE ELEMENTARY SCHOOL
5	2311	HERITAGE HIGH SCHOOL
5	3011	EAU GALLIE HIGH SCHOOL
5	3021	CENTRAL MIDDLE SCHOOL
5	3031	LYNDON B. JOHNSON MIDDLE SCHL
5	3041	SHERWOOD ELEMENTARY SCHOOL
5	3061	HARBOR CITY ELEMENTARY SCHOOL
5	3071	SABAL ELEMENTARY SCHOOL
5	3091	CROTON ELEMENTARY SCHOOL
5	3101	ROY ALLEN ELEMENTARY SCHOOL
5	4011	MERRITT ISLAND HIGH SCHOOL
5	4031	MILA ELEMENTARY SCHOOL
5	4041	TROPICAL ELEMENTARY SCHOOL
5	4051	AUDUBON ELEMENTARY SCHOOL
5	4101	GARDENDALE ELEMENTARY MAGNET SCHOOL
5	4111	THOMAS JEFFERSON MIDDLE SCHOOL
5	4121	LEWIS CARROLL ELEMENTARY SCHL
5	5011	COCOA BEACH JUNIOR/SENIOR HIGH SCHOOL
5	5012	THEODORE ROOSEVELT ELEMENTARY
5	6013	SPESSARD L. HOLLAND ELEMENTARY
5	6051	SEA PARK ELEMENTARY SCHOOL
5	6081	INDIALANTIC ELEMENTARY SCHOOL
5	6141	DR. W.J. CREEL ELEMENTARY SCHL
5	6501	PALM BAY ACADEMY CHARTER SCHOOL
5	6506	CAMPUS CHARTER SCHOOL
5	6515	IMAGINE SCHOOLS AT WEST MELBOURNE
5	6519	PALMBAY COMMUNITY CHARTER-PATRIOT CAMPUS
5	6520	PALMBAY MUNICIPAL CHARTER HIGH SCHOOL
5	7001	BREVARD VIRTUAL INSTRUCTION PROGRAM

**Percentage of Your District's Title I Schools Identified for Improvement**

The table below shows the number and percentage of Title I schools in your district that were identified for improvement in the coming year.

Number of Title I Schools in the District	Number of Title I Schools Identified for Improvement	Percent of Title I Schools Identified for Improvement
49	28	57.1

**Title I Schools That Did Not Make AYP for At Least Two of the Past Three Years and Were Identified for Improvement**

Students enrolled during 2009-10 in the schools shown below are eligible for public school choice and/or supplemental services in 2010-11.

District Number	School Number	School Name	Number of Years Listed
5	71	RIVERVIEW ELEMENTARY SCHOOL	7
5	91	COQUINA ELEMENTARY SCHOOL	6
5	101	MIMS ELEMENTARY SCHOOL	5
5	121	SOUTH LAKE ELEMENTARY SCHOOL	3
5	1029	RIVERDALE COUNTRY DAY SCHOOL	1

STUDENT PERFORMANCE			
5	1041	CAMBRIDGE ELEM MAGNET SCHOOL	6
5	1051	ENDEAVOUR ELEMENTARY MAGNET	8
5	1071	GOLFVIEW ELEMENTARY MAGNET SCH	3
5	2051	UNIVERSITY PARK ELEMENTARY SCHOOL	6
5	2061	PORT MALABAR ELEMENTARY SCHOOL	1
5	2081	PALM BAY ELEMENTARY SCHOOL	5
5	2121	JOHN F. TURNER, SR. ELEMENTARY	6
5	2131	COLUMBIA ELEMENTARY SCHOOL	3
5	2151	DISCOVERY ELEMENTARY SCHOOL	5
5	2161	CHRISTA MCAULIFFE ELEM. SCHOOL	2
5	2171	RIVIERA ELEMENTARY SCHOOL	7
5	2191	JUPITER ELEMENTARY SCHOOL	6
5	2221	SUNRISE ELEMENTARY SCHOOL	2
5	3061	HARBOR CITY ELEMENTARY SCHOOL	5
5	3071	SABAL ELEMENTARY SCHOOL	4
5	3091	CROTON ELEMENTARY SCHOOL	2
5	3101	ROY ALLEN ELEMENTARY SCHOOL	1
5	4031	MILA ELEMENTARY SCHOOL	1
5	4101	GARDENDALE ELEMENTARY MAGNET SCHOOL	6
5	5031	CAPE VIEW ELEMENTARY SCHOOL	1
5	6141	DR. W.J. CREEL ELEMENTARY SCHL	6
5	6515	IMAGINE SCHOOLS AT WEST MELBOURNE	5
5	6519	PALM BAY COMMUNITY CHARTER-PATRIOT CAMPUS	1

#### 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/schoolmap\\_text.asp](http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.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).

Select a New School