

## 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 federal and public reporting requirements and 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	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09
WHITE	14	44	21.2	25.4	28.5	30.1	44.4	45.3
BLACK	15	42	20.9	20.2	10.9	10.7	23.0	23.0
HISPANIC	30	116	53.5	48.6	49.5	50.6	26.2	25.0
ASIAN	1	2	1.1	1.8	2.6	2.5	2.6	2.5
AM. INDIAN		1	.4	.3	.6	.3	.3	.3
MULTIRACIAL	1	7	2.9	3.6	8.0	5.8	3.4	3.9
DISABLED	15	90	38.5	50.2	12.9	13.6	14.1	14.3
ECONOMICALLY DISADVANTAGED	49	165	78.4	78.2	64.3	65.1	53.5	49.6
ELL	11	55	24.2	19.9	26.2	27.3	11.6	11.8
MIGRANT					.1	.1	.5	.5
FEMALE	61		22.3	17.8	48.3	48.5	48.7	48.7
MALE		212	77.7	82.2	51.7	51.5	51.3	51.3
TOTAL	273		100.0	100.0	100.0	100.0	100.0	100.0

READINESS TO START SCHOOL

1Kindergarten 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 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 on FAIR are as follows:

- \* If a student scores .85 on the broad screen then he/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 between .16-.85 on the broad screen then he/she has a 16 to 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/she has an 15% or less chance of scoring at the 40th percentile on the SAT-10 or SESAT in the spring.

Students  
Evaluated and  
Where They  
Placed School % District % State %

Category	2009-10	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09
ECHOS Ready			81	85	89	88	
ECHOS Not Ready			19	15	11	12	
Total ECHOS			100	100	100	100	
FAIR Ready			61		65		
FAIR Not Ready			39		35		
Total FAIR			100		100		
DIBELS ISF Ready**				62		68	
DIBELS ISF Not Ready**				38		32	
Total DIBELS ISF**				100		100	

\*\*DIBELS was not administered in 2009-10.

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 %	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
ALL STUDENTS	1.4	4.7	75.6	65.6	76.2	72.8
WHITE		4.5	82.0	74.8	83.8	81.4
BLACK			72.9	62.9	63.3	58.7
HISPANIC	2.9	7.3	71.0	59.7	71.6	67.1
ASIAN			86.8	77.0	88.1	83.8
AM. INDIAN			60.0	40.0	77.4	76.9
MULTIRACIAL			78.9	68.6	82.3	78.2
DISABLED			39.4	30.2	47.2	43.0
ECONOMICALLY DISADVANTAGED	2.2		69.6	59.4	65.1	61.1
ELL			63.6	49.9	56.8	52.2
MIGRANT			60.0		59.9	52.9
FEMALE			80.5	71.8	80.0	76.8
MALE	1.9	5.6	70.5	59.8	72.3	68.7

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 %	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
ALL STUDENTS	1.4	4.7	78.4	69.3	76.0	73.0
WHITE		4.5	85.0	79.1	83.1	80.8
BLACK			75.3	67.5	64.9	60.8
HISPANIC	2.9	7.3	74.2	63.1	72.1	67.6
ASIAN			87.9	78.8	87.9	83.8
AM. INDIAN			60.0	40.0	76.8	76.1
MULTIRACIAL			77.3	69.5	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 % 2008-09	District % 2007-08	State % 2008-09	2007-08	2008-09	2007-08
WHITE	3.3	15.6	1.3	2.2	1.6	1.9
BLACK	6.0	17.0	1.3	2.9	3.4	3.6
HISPANIC	5.4	25.1	.8	2.9	2.5	3.1
ASIAN		50.0	1.0	2.0	.8	1.0
AM. INDIAN		100.0		5.0	2.3	2.1
MULTIRACIAL	10.0	23.1	.7	3.2	1.6	1.8
FEMALE	1.4	18.0	.9	1.9	2.0	2.3
MALE	5.9	22.6	1.2	3.4	2.5	2.9
TOTAL	5.0	21.4	1.0	2.7	2.3	2.6

## 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, 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 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 include 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 %  
2009-10 2008-09 2009-10 2008-09 2009-10 2008-09

	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09
ALL STUDENTS	74	78	93	92	95	94
WHITE	N	N	95	94	96	95
BLACK	N	N	93	92	93	92
HISPANIC	N	N	92	90	94	93
ASIAN	N	N	96	96	97	96
AM. INDIAN	N	N	92	100	94	94
MULTIRACIAL*	N	N	95	97	96	96
DISABLED	N	N	73	73	81	80
ECONOMICALLY DISADVANTAGED	N	70	92	90	93	92
ELL	N	N	87	84	86	86
MIGRANT*	N	N	N	N	89	89
FEMALE*	N	N	96	95	97	96
MALE*	N	80	91	89	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 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.

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

	School % 2009-10 Results	State Objective	% Not Tested	District % 2009-10 Results	State Objective	% Not Tested	State % 2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	7	72	15	57	72	1	62	72	1
WHITE	N	72	9	68	72	1	72	72	1
BLACK	N	72	6	48	72	1	44	72	2
HISPANIC	2	72	21	51	72	2	59	72	1
ASIAN	N	72	N	72	72	1	78	72	1
AM. INDIAN	N	72	N	63	72	1	64	72	2
MULTIRACIAL*	N	72	N	58	72	1	68	72	1
DISABLED	4	72	5	27	72	3	36	72	3
ECONOMICALLY DISADVANTAGED	6	72	16	51	72	1	53	72	2
ELL	N	72	12	37	72	2	44	72	1
MIGRANT*	N	72	N	N	72	6	41	72	2
FEMALE*	N	72	22	60	72	1	65	72	1
MALE*	5	72	13	53	72	2	60	72	2

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

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

	School % 2009-10 Results	State Objective	% Not Tested	District % 2009-10 Results	State Objective	% Not Tested	State % 2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	18	74	19	60	74	2	68	74	2
WHITE	N	74	16	73	74	2	78	74	1
BLACK	N	74	10	50	74	2	50	74	2
HISPANIC	12	74	24	54	74	2	66	74	1
ASIAN	N	74	N	77	74	1	87	74	1
AM. INDIAN	N	74	N	64	74	1	70	74	2
MULTIRACIAL*	N	74	N	63	74	2	71	74	1
DISABLED	2	74	11	30	74	4	41	74	3
ECONOMICALLY DISADVANTAGED	15	74	19	54	74	2	59	74	2
ELL	N	74	14	40	74	2	52	74	2
MIGRANT*	N	74	N	N	74	6	54	74	2
FEMALE*	N	74	24	60	74	1	68	74	1
MALE*	15	74	17	61	74	2	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  
(FCAT Sunshine State Standards and Alternate Assessments)  
Percent of Students Scoring 3 and Above

	School % 2009-10 Results	State Objective	% Not Tested	District % 2009-10 Results	State Objective	% Not Tested	State % 2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	12	N/A	13	37	N/A	3	44	N/A	3
WHITE	N	N/A	N	52	N/A	3	58	N/A	3
BLACK	N	N/A	N	25	N/A	3	24	N/A	5
HISPANIC	N	N/A	10	29	N/A	3	37	N/A	3
ASIAN	N	N/A	N	52	N/A	3	62	N/A	2
AM. INDIAN	N	N/A	N	34	N/A	2	46	N/A	4
MULTIRACIAL*	N	N/A	N	42	N/A	3	50	N/A	3
DISABLED	N	N/A	N	19	N/A	6	25		6
ECONOMICALLY DISADVANTAGED	N	N/A	13	29	N/A	3	32	N/A	4
ELL	N	N/A	N	14	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	34	N/A	3	41	N/A	3
MALE*	N	N/A	16	40	N/A	3	48	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	
	2009-10	2008-09	2009-10	2008-09
Grade 3				
Grade 4				
Grade 5				
Grade 6		14		8
Grade 7	17	25	11	6
Grade 8	5	15	29	26
Grade 9	10	19	21	29
Grade 10		3	27	25

District	Reading		Math	
	2009-10	2008-09	2009-10	2008-09
Grade 3	70	70	75	75
Grade 4	69	72	67	69
Grade 5	66	67	54	53
Grade 6	63	62	49	48
Grade 7	65	65	53	52
Grade 8	49	48	61	58
Grade 9	40	38	58	58
Grade 10	32	29	66	65

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

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

## 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 compressed.

ELL	School	District	State
Reading	*	73	1,398

49-9036 NEW BEGINNINGS ED. COMPLEX

## 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 Florida's NAEP 2009 results for reading and mathematics for grades 4 and 8.

## 1. Scale Scores

A scale score is derived from 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 NAGB are basic, proficient, and advanced. Below Basic is also reported but not considered to be an achievement level.

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	
	Florida	US	Florida	US	Florida	US	Florida	US
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 FLDOE - <http://ww.fldoe.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	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
DISADVANTAGED	55	48	235	228	20	29	51	49	27	21	2	1	80	71
DISABLED	15	12	230	220	28	41	46	40	24	17	2	2	72	59
ELL	8	10	226	218	31	43	50	45	18	11	1	1	69	57

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	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
DISADVANTAGED	48	43	269	266	41	43	41	40	16	15	2	2	59	57
DISABLED	13	10	252	249	61	64	31	27	7	8	1	1	39	36
ELL	5	6	241	243	70	72	26	23	3	4	1	1	30	28

NAEP READING - STATE LEVEL RESULTS														
GRADE 04	% of Students		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	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
DISADVANTAGED	54	47	217	206	36	49	39	34	22	15	3	2	64	51
DISABLED	15	10	204	189	55	66	28	22	13	10	4	2	45	34
ELL	6	9	205	188	48	71	39	23	12	6	1		52	29

NAEP READING - STATE LEVEL RESULTS														
GRADE 08	% of Students		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	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			62	56
HISPANIC	25	20	260	248	27	41	46	43	26	15	1	1	73	59
DISADVANTAGED	47	43	255	249	33	40	46	44	20	15	1	1	67	60
DISABLED	13	10	239	229	55	63	34	29	10	8	1		45	37
ELL	3	5	233	219	59	75	34	22	7	3			41	25

FCAT Results for Reading  
 Percentage of Students Scoring at Each FCAT Achievement Level, 2009-10  
 School % District % State %  
 L1 L2 L3 L4 L5 L1 L2 L3 L4 L5 L1 L2 L3 L4 L5

GRADE N\A	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	061	025	012	N	N	023	022	030	019	006	019	020	031	022	009
WHITE	062	N	N	N	N	014	018	031	026	011	011	017	032	028	013
BLACK	056	029	N	N	N	030	024	029	013	004	031	025	028	013	003
HISPANIC	067	023	N	N	N	028	023	029	016	004	021	021	031	020	007
ASIAN	N	N	N	N	N	013	018	032	027	011	011	013	027	030	019
AM. INDIAN	N	N	N	N	N	019	019	036	024	N	018	019	032	022	008
MULTIRACIAL*	N	N	N	N	N	020	023	029	020	008	014	018	033	026	010
DISABLED	078	014	N	N	N	058	019	016	006	001	046	021	021	009	002
ECO. DISADV.	062	025	011	N	N	027	023	029	016	004	025	023	031	017	004
ELL	079	N	N	N	N	044	022	023	009	002	039	021	027	012	002
MIGRANT*	N	N	N	N	N	053	N	N	N	N	035	025	027	011	002
FEMALE*	044	039	N	N	N	019	022	031	020	007	016	020	031	023	010
MALE	065	022	011	N	N	027	022	028	018	006	021	020	030	021	008

\* 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, 2009-10  
 School % District % State %  
 L1 L2 L3 L4 L5 L1 L2 L3 L4 L5 L1 L2 L3 L4 L5

GRADE N\A	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	061	021	014	005	N	019	022	032	020	006	014	019	032	025	011
WHITE	050	028	N	N	N	011	017	034	028	010	008	014	032	031	015
BLACK	066	N	N	N	N	026	026	031	015	003	025	026	031	014	003
HISPANIC	067	019	011	N	N	023	025	031	017	004	015	020	033	023	008
ASIAN	N	N	N	N	N	010	015	031	030	014	005	009	024	033	029
AM. INDIAN	N	N	N	N	N	017	020	032	022	008	012	018	033	026	011
MULTIRACIAL*	N	N	N	N	N	015	023	034	021	007	011	018	033	026	011
DISABLED	079	016	N	N	N	053	022	018	006	001	038	024	024	011	003
ECO. DISADV.	063	019	012	N	N	023	025	031	017	004	019	023	033	019	005
ELL	083	N	N	N	N	036	027	025	010	002	027	024	029	015	004
MIGRANT*	N	N	N	N	N	N	N	N	N	N	023	025	033	016	004
FEMALE*	058	N	N	N	N	018	024	033	020	005	013	019	033	025	010
MALE	061	021	012	N	N	020	021	031	021	007	014	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, 2009-10  
 School % District % State %  
 L1 L2 L3 L4 L5 L1 L2 L3 L4 L5 L1 L2 L3 L4 L5

GRADE 05	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	N	N	N	N	N	023	034	033	009	002	019	032	035	011	004
WHITE	N	N	N	N	N	012	029	040	015	004	010	027	042	016	006
BLACK	N	N	N	N	N	034	035	027	004	N	034	039	023	003	001
HISPANIC	N	N	N	N	N	027	036	030	006	001	023	035	032	008	002
ASIAN	N	N	N	N	N	015	023	041	019	N	010	023	039	018	009
AM. INDIAN	N	N	N	N	N	033	043	N	N	N	017	033	035	011	003
MULTIRACIAL*	N	N	N	N	N	015	033	038	011	N	015	032	038	011	004
DISABLED	N	N	N	N	N	053	030	014	N	N	040	033	021	004	001
ECO. DISADV.	N	N	N	N	N	028	036	029	006	001	027	037	029	006	001
ELL	N	N	N	N	N	045	037	016	002	N	040	037	020	003	N
MIGRANT*	N	N	N	N	N	N	N	N	N	N	038	039	020	003	N
FEMALE*	N	N	N	N	N	022	035	033	008	001	019	034	035	010	003
MALE	N	N	N	N	N	023	032	033	009	003	019	030	035	012	004

\* 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, 2009-10  
 School % District % State %  
 L1 L2 L3 L4 L5 L1 L2 L3 L4 L5 L1 L2 L3 L4 L5

GRADE 08															
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	077	N	N	N	N	033	034	027	005	001	025	031	032	008	002
WHITE	N	N	N	N	N	020	032	036	008	003	014	029	041	012	004
BLACK	N	N	N	N	N	038	040	019	003	N	044	034	019	002	N
HISPANIC	082	N	N	N	N	040	034	022	003	N	030	034	028	006	001
ASIAN	N	N	N	N	N	021	026	041	009	N	012	024	040	017	007
AM. INDIAN	N	N	N	N	N	N	N	N	N	N	022	033	033	009	003
MULTIRACIAL*	N	N	N	N	N	028	034	031	005	N	019	032	036	010	003
DISABLED	088	N	N	N	N	071	016	011	N	N	056	027	015	002	001
ECO. DISADV.	076	N	N	N	N	040	035	021	003	001	036	035	024	004	001
ELL	092	N	N	N	N	064	026	009	N	N	060	028	011	001	N
MIGRANT*	N	N	N	N	N	N	N	N	N	N	048	032	017	002	N
FEMALE*	N	N	N	N	N	035	036	025	003	001	026	035	031	007	002
MALE	079	N	N	N	N	032	031	029	006	002	025	028	033	010	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, 2009-10  
 School % District % State %  
 L1 L2 L3 L4 L5 L1 L2 L3 L4 L5 L1 L2 L3 L4 L5

GRADE 11															
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	050	N	N	N	N	036	035	026	003	N	028	034	032	006	001
WHITE	N	N	N	N	N	020	032	041	006	001	016	033	041	008	002
BLACK	N	N	N	N	N	046	036	017	N	N	047	035	016	001	N
HISPANIC	N	N	N	N	N	044	037	018	001	N	034	035	026	004	001
ASIAN	N	N	N	N	N	016	047	030	N	N	017	028	040	012	003
AM. INDIAN	N	N	N	N	N	N	N	N	N	N	022	037	035	005	N
MULTIRACIAL*	N	N	N	N	N	037	030	030	003	N	022	034	036	007	001
DISABLED	N	N	N	N	N	068	021	010	N	N	060	027	012	001	N
ECO. DISADV.	N	N	N	N	N	043	036	019	002	N	040	035	022	003	N
ELL	N	N	N	N	N	064	028	007	N	N	064	027	008	001	N
MIGRANT*	N	N	N	N	N	N	N	N	N	N	050	034	015	N	N
FEMALE*	N	N	N	N	N	036	038	024	002	N	030	036	030	004	001
MALE	N	N	N	N	N	035	032	028	004	001	026	031	034	007	002

\* 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.fl DOE.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 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	28	14	50.0	24.1	14.6
School-Based Administrators	2	1	50.0	32.5	20.6
Total	30	15	50.0	24.4	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	15	60.0	69.6	66.2	68.9	65.3	65.3
Master's Degree	7	28.0	26.1	31.6	29.4	32.1	31.9
Specialist Degree	2	8.0	4.3	1.4	1.2	1.6	1.7
Doctorate	1	4.0		.8	.6	1.0	1.0
Total All Degrees	25	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	89.0	94.6	95.2
Percentage of Classes with Teachers Teaching Out-of-Field	11.0	5.4	4.8

## 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.

Classes not taught by Highly Qualified Teachers	School %		District %		State %		
	All Schools	All Schools	High Poverty Schools*	Low Poverty Schools*	All Schools	High Poverty Schools*	Low Poverty Schools*
3 OCTOBER	0.0	2.9	2.7	3.6	5.1	5.2	5.0
3 FEBRUARY	0.0	2.3	1.6	6.9	4.6	4.6	4.3
3 COMBINED ALL YEAR	0.0	2.6	2.2	5.4	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 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. High schools and combination schools that serve high school grade levels will receive a grade based 50% on new measures. Those grades will not be available until November 2010. Therefore, for those schools, a "P" appears under their school 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>.

## NCLB Adequate Yearly Progress (AYP) Report

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

## REPORTING REQUIREMENTS OF FEDERAL NCLB LEGISLATION

## A. Notice of School Improvement Status and Options

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

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

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

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

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

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

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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).