

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	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
WHITE	226	155	53.1	55.7	53.0	55.6	46.8	47.7
BLACK	125	111	32.9	32.2	21.4	21.4	23.1	23.4
HISPANIC	30	13	6.0	5.3	21.0	19.0	24.2	23.4
ASIAN	10	7	2.4	1.6	1.4	1.3	2.3	2.2
AM. INDIAN	1	1	.3	.4	.2	.2	.3	.3
MULTIRACIAL	23	15	5.3	4.7	2.9	2.4	3.3	3.0
DISABLED	20	21	5.7	7.4	13.5	14.1	14.7	14.9
ECONOMICALLY DISADVANTAGED	178	150	45.7	45.5	57.3	57.0	45.4	45.9
ELL	7	4	1.5	1.2	8.6	7.5	11.8	11.5
MIGRANT					.6	.8	.7	.9
FEMALE	415		57.9	60.4	48.3	48.3	48.6	48.6
MALE		302	42.1	39.6	51.7	51.7	51.4	51.4
TOTAL	717		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			
	2006-07	2006-07	2005-06	2005-06
ECHOS Ready*	53	93		
ECHOS Not Ready	4	7		
Total ECHOS	57	100		
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DIBELS LNF Ready**	44	77		
DIBELS LNF Not Ready	13	23		
Total DIBELS LNF	57	100		
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DIBELS ISF Ready**	41	72		
DIBELS ISF Not Ready	16	28		
Total DIBELS ISF	57	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: Comparable data for 2005-06 is not available.

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 %	
	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05
ALL STUDENTS			63.1	64.1	68.3	69.0
WHITE			70.4	71.8	77.6	78.3
BLACK			49.6	48.6	52.8	52.9
HISPANIC			50.5	50.9	61.2	62.1
ASIAN			75.8	83.1	82.5	81.2
AM. INDIAN			66.7	62.5	73.1	68.9
MULTIRACIAL			61.5	59.5	73.9	75.1
DISABLED			27.6	26.0	37.4	36.8
ECONOMICALLY DISADVANTAGED			47.3	46.5	53.6	54.3
ELL			32.9	26.4	46.3	47.2
MIGRANT			47.1	37.3	42.9	43.9
FEMALE			67.5	69.9	72.5	73.3
MALE			58.9	59.0	64.2	64.7

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 %	
	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05
ALL STUDENTS			65.4	66.5	68.9	69.7
WHITE			71.2	72.4	77.4	78.3
BLACK			56.1	55.9	55.3	55.6
HISPANIC			52.6	53.6	62.0	62.8
ASIAN			75.8	82.0	82.3	81.5
AM. INDIAN			73.3	75.0	73.1	69.5
MULTIRACIAL			66.7	64.9	73.0	74.0

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	Number of Students Who Dropped Out of School		School %		District %		State %	
	Female	Male	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05
WHITE					4.1	4.5	2.6	2.4
BLACK					3.9	4.3	4.7	3.9
HISPANIC					6.2	7.1	4.3	3.6
ASIAN					3.0	2.9	1.5	1.5
AM. INDIAN					2.7	6.6	3.1	2.9
MULTIRACIAL					5.2	5.7	2.6	2.0
FEMALE					4.1	4.8	3.1	2.7
MALE					4.6	4.9	3.8	3.3
TOTAL					4.4	4.8	3.5	3.0

College Placement Test Results

2005 high school graduates who passed college entry-level placement tests (reading, writing, and mathematics)

Shown in the table are the reported numbers of 2005 (calendar year) graduates who enrolled in Florida public community colleges or universities between May 2005 and April 2006, 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				69.1	73.4
MALE				73.0	74.9
UNKNOWN					
TOTAL				70.7	74.1

\* 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				82.4	83.7
MALE				82.3	81.7
UNKNOWN					
TOTAL				82.4	82.9

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				54.9	64.6
MALE				61.7	69.9
UNKNOWN					
TOTAL				57.8	67.0

\* Additional information is available at <http://data.fldoe.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, and mathematics. The FCAT has two main parts: one part consisting of tests that measure skills prescribed by the Sunshine State Standards and the other part consisting of norm-referenced tests that rank student performance on a percentile basis.

## 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 %  
 2006-07 2005-06 2006-07 2005-06 2006-07 2005-06

	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
ALL STUDENTS	98	96	92	89	93	90
WHITE	99	97	95	92	94	93
BLACK	96	92	90	85	90	87
HISPANIC	100	100	88	85	91	88
ASIAN	100	100	96	93	96	94
AM. INDIAN	N	100	96	86	94	91
MULTIRACIAL*	100	100	94	93	94	92
DISABLED	94	86	74	65	75	70
ECONOMICALLY DISADVANTAGED	95	93	90	87	89	86
ELL	100	100	80	72	83	78
MIGRANT*	N	N	86	81	84	81
FEMALE*	99	98	96	93	95	93
MALE*	97	92	89	86	90	87

\* 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 %		
	2006-07 Results	State Objective	% Not Tested	2006-07 Results	State Objective	% Not Tested	2006-07 Results	State Objective	% Not Tested
ALL STUDENTS	72	56	0	56	56	3	63	56	3
WHITE	83	56	0	65	56	2	74	56	3
BLACK	55	56	0	39	56	3	43	56	3
HISPANIC	74	56	3	46	56	3	57	56	2
ASIAN	56	56	0	79	56	1	83	56	2
AM. INDIAN	N	56	0	61	56	2	68	56	3
MULTIRACIAL*	68	56	0	63	56	2	68	56	3
DISABLED	31	56	0	23	56	7	33	56	6
ECONOMICALLY DISADVANTAGED	63	56	1	46	56	3	50	56	3
ELL	60	56	0	33	56	2	44	56	2
MIGRANT*	N	56	N	37	56	1	44	56	2
FEMALE*	72	56	0	55	56	2	62	56	2
MALE*	73	56	1	56	56	3	63	56	3

\* 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 %		
	2006-07 Results	State Objective	% Not Tested	2006-07 Results	State Objective	% Not Tested	2006-07 Results	State Objective	% Not Tested
ALL STUDENTS	76	51	0	52	51	2	57	51	3
WHITE	84	51	0	61	51	2	68	51	3
BLACK	57	51	0	37	51	3	39	51	3
HISPANIC	71	51	0	41	51	3	51	51	2
ASIAN	100	51	0	68	51	1	72	51	2
AM. INDIAN	100	51	0	63	51	2	62	51	3
MULTIRACIAL*	91	51	0	65	51	2	67	51	3
DISABLED	26	51	0	21	51	6	31	51	5
ECONOMICALLY DISADVANTAGED	68	51	1	43	51	3	46	51	3
ELL	20	51	0	28	51	2	35	51	2
MIGRANT*	N	51	N	30	51	1	34	51	2
FEMALE*	78	51	0	54	51	2	60	51	2
MALE*	72	51	1	50	51	3	55	51	3

\* 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	
	2006-07	2005-06	2006-07	2005-06
Grade 3	85	84	92	93
Grade 4	73	75	83	77
Grade 5	83	76	65	48
Grade 6	76	70	60	48
Grade 7	84	74	60	63
Grade 8	56	60	68	64
Grade 9				
Grade 10				

District	Reading		Math	
	2006-07	2005-06	2006-07	2005-06
Grade 3	67	72	72	67
Grade 4	64	60	64	61
Grade 5	66	62	53	51
Grade 6	55	57	41	42
Grade 7	55	55	47	45
Grade 8	43	40	56	52
Grade 9	34	35	52	51
Grade 10	28	25	56	54

State Totals	Reading		Math	
	2006-07	2005-06	2006-07	2005-06
Grade 3	69	75	74	72
Grade 4	69	66	69	68
Grade 5	72	68	59	57
Grade 6	62	65	51	53
Grade 7	63	61	60	55
Grade 8	49	47	63	60
Grade 9	42	41	61	59
Grade 10	34	32	65	65

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

II. FCAT Norm-Referenced Test (NRT)\*

The FCAT NRT measures student achievement on a test that was given to a national sample of students. Percentile scores on a norm-referenced test show a student's performance in relation to the performance of students in the national sample. For example, a score in the 60th percentile means the student has scored higher than 60% of the students in the national sample.

NRT Reading, Mathematics

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

NRT Results

Subject (Grade)	Number Tested*				Median National Percentile Rank			
	School	School	District	State	School	District	State	
Reading (Gr. 3)	93	77	58	62				
Mathematics (Gr. 3)	93	81	67	69				
Reading (Gr. 4)	71	73	58	63				
Mathematics (Gr. 4)	71	86	73	77				
Reading (Gr. 5)	70	82	70	74				
Mathematics (Gr. 5)	70	81	70	75				
Reading (Gr. 6)	63	80	61	66				
Mathematics (Gr. 6)	63	77	59	66				
Reading (Gr. 7)	81	77	60	66				
Mathematics (Gr. 7)	81	77	66	73				
Reading (Gr. 8)	97	77	62	67				
Mathematics (Gr. 8)	97	75	66	74				
Reading (Gr. 9)			64	71				
Mathematics (Gr. 9)			69	74				
Reading (Gr. 10)			54	60				
Mathematics (Gr. 10)			59	67				

\*A pound sign(#)in a cell indicates suppressed data where fewer than 10 students were tested.

## 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).

## School Evaluation for "Unsafe School Choice Option" Requirements, Preliminary Evaluation

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 2006-07 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 2006-07.

Staff Type	Total Number for 2006-07	Number Newly Hired for 2006-07	School %	District %	State %
Instructional Staff	57	11	19.3	23.9	21.3
School-Based Administrators	3	1	33.3	18.1	22.8
Total	60	12	20.0	23.7	21.3

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 %	
		2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
Bachelor's Degree	36	75.0	73.9	76.7	77.3	66.1	65.7
Master's Degree	8	16.7	19.6	22.1	21.6	31.1	31.5
Specialist Degree	2	4.2	4.3	.6	.6	1.9	1.9
Doctorate	2	4.2	2.2	.6	.5	.9	.9
Total All Degrees	48	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

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

In-Field and Out-of-Field Teachers

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

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	92.8	72.4	91.2
Percentage of Classes with Teachers Teaching Out-of-Field	7.2	27.6	8.8

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.

	School %		District %		State %		
	All Schools	11.3	High Poverty	Low Poverty	All Schools	High Poverty	Low Poverty
			Schools*	Schools*		Schools	Schools*
Classes not Taught by Highly Qualified Teachers	1.3	11.3	11.4	12.7	10.2	11.4	9.6

\* 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.

2006-07 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.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 that fail to make AYP in consecutive years as schools in need of improvement. 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 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 [www.fldoe.org/schoolmap/flash/district\\_list.asp](http://www.fldoe.org/schoolmap/flash/district_list.asp). A directory of schools is also available at [www.fldoe.org/schoolmap/flash/schoolmap\\_text.asp](http://www.fldoe.org/schoolmap/flash/schoolmap_text.asp).