

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	172	191	36.8	39.9	49.6	50.1	44.4	45.3
BLACK	150	159	31.3	29.2	21.7	21.9	23.0	23.0
HISPANIC	132	137	27.3	25.6	23.1	22.4	26.2	25.0
ASIAN	5	7	1.2	1.4	1.5	1.4	2.6	2.5
AM.INDIAN					.2	.2	.3	.3
MULTIRACIAL	12	21	3.3	3.8	3.9	3.9	3.4	3.9
DISABLED	54	110	16.6	16.7	11.7	12.2	14.1	14.3
ECONOMICALLY DISADVANTAGED	365	400	77.6	74.9	63.1	57.7	53.5	49.6
ELL	69	64	13.5	12.2	11.1	10.8	11.6	11.8
MIGRANT				.1	.5	.4	.5	.5
FEMALE	471		47.8	46.4	48.2	48.2	48.7	48.7
MALE		515	52.2	53.6	51.8	51.8	51.3	51.3
TOTAL	986		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.

Category	Students Evaluated and Where They							
	Placed		School %		District %		State %	
	2009-10	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	
ECHOS Ready				90	90		89	88
ECHOS Not Ready				10	10		11	12
Total ECHOS				100	100		100	100
FAIR Ready				53				
FAIR Not Ready				47				
Total FAIR				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			70.0	68.1	76.2	72.8
WHITE			76.3	75.5	83.8	81.4
BLACK			60.7	56.7	63.3	58.7
HISPANIC			59.8	57.3	71.6	67.1
ASIAN			87.3	84.5	88.1	83.8
AM. INDIAN			87.5	83.3	77.4	76.9
MULTIRACIAL			71.1	66.1	82.3	78.2
DISABLED			37.3	36.4	47.2	43.0
ECONOMICALLY DISADVANTAGED			58.3	56.0	65.1	61.1
ELL			43.1	39.0	56.8	52.2
MIGRANT			46.8	53.8	59.9	52.9
FEMALE			74.4	71.9	80.0	76.8
MALE			65.7	64.5	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			71.6	69.9	76.0	73.0
WHITE			76.8	76.0	83.1	80.8
BLACK			64.7	61.8	64.9	60.8
HISPANIC			62.3	59.2	72.1	67.6
ASIAN			87.3	84.5	87.9	83.8
AM. INDIAN			87.5	83.3	76.8	76.1
MULTIRACIAL			72.3	66.1	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			3.6	3.5	1.6	1.9
BLACK			4.5	4.1	3.4	3.6
HISPANIC			4.8	4.4	2.5	3.1
ASIAN			1.1	1.7	.8	1.0
AM. INDIAN			1.5	1.4	2.3	2.1
MULTIRACIAL			3.0	3.2	1.6	1.8
FEMALE			3.8	3.6	2.0	2.3
MALE			4.2	4.0	2.5	2.9
TOTAL			4.0	3.8	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

ALL STUDENTS	96	95	94	93	95	94
WHITE	98	96	96	94	96	95
BLACK	95	95	92	91	93	92
HISPANIC	93	89	92	91	94	93
ASIAN	N	N	97	96	97	96
AM. INDIAN	N	N	94	88	94	94
MULTIRACIAL*	N	N	94	94	96	96
DISABLED	88	79	76	75	81	80
ECONOMICALLY DISADVANTAGED	95	94	93	92	93	92
ELL	N	N	87	85	86	86
MIGRANT*	N	N	88	90	89	89
FEMALE*	97	97	97	96	97	96
MALE*	94	93	92	90	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 %			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	49	72	1	56	72	1	62	72	1
WHITE	61	72	1	64	72	1	72	72	1
BLACK	36	72	1	41	72	2	44	72	2
HISPANIC	48	72	1	49	72	1	59	72	1
ASIAN	N	72	N	72	72	0	78	72	1
AM. INDIAN	N	72	N	65	72	1	64	72	2
MULTIRACIAL*	N	72	N	65	72	1	68	72	1
DISABLED	29	72	3	24	72	3	36	72	3
ECONOMICALLY DISADVANTAGED	45	72	1	49	72	2	53	72	2
ELL	34	72	1	40	72	1	44	72	1
MIGRANT*	N	72	N	41	72	1	41	72	2
FEMALE*	50	72	0	59	72	1	65	72	1
MALE*	48	72	1	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 %			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	48	74	1	62	74	1	68	74	2
WHITE	55	74	1	70	74	1	78	74	1
BLACK	37	74	1	46	74	2	50	74	2
HISPANIC	52	74	1	56	74	1	66	74	1
ASIAN	N	74	N	81	74	1	87	74	1
AM. INDIAN	N	74	N	70	74	1	70	74	2
MULTIRACIAL*	N	74	N	67	74	1	71	74	1
DISABLED	26	74	3	29	74	3	41	74	3
ECONOMICALLY DISADVANTAGED	45	74	1	54	74	2	59	74	2
ELL	42	74	2	45	74	1	52	74	2
MIGRANT*	N	74	N	50	74	1	54	74	2
FEMALE*	50	74	1	62	74	1	68	74	1
MALE*	47	74	1	62	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 %			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	26	N/A	1	37	N/A	3	44	N/A	3
WHITE	41	N/A	2	48	N/A	3	58	N/A	3
BLACK	12	N/A	1	19	N/A	4	24	N/A	5
HISPANIC	22	N/A	1	27	N/A	3	37	N/A	3
ASIAN	N	N/A	N	59	N/A	2	62	N/A	2
AM. INDIAN	N	N/A	N	37	N/A	2	46	N/A	4
MULTIRACIAL*	N	N/A	N	43	N/A	2	50	N/A	3
DISABLED	24	N/A	6	17	N/A	7	25		
ECONOMICALLY DISADVANTAGED	21	N/A	1	28	N/A	3	32	N/A	4
ELL	N	N/A	N	15	N/A	2	18	N/A	3
MIGRANT*	N	N/A	N	16	N/A	4	21	N/A	3
FEMALE*	20	N/A	2	33	N/A	3	41	N/A	3
MALE*	31	N/A	1	41	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	50	52	39	42
Grade 7	54	53	48	44
Grade 8	41	37	62	58
Grade 9				
Grade 10				

District	Reading		Math	
	2009-10	2008-09	2009-10	2008-09
Grade 3	67	67	77	75
Grade 4	65	69	70	72
Grade 5	64	65	59	56
Grade 6	61	60	49	46
Grade 7	64	60	54	51
Grade 8	48	48	60	59
Grade 9	41	39	60	61
Grade 10	32	30	65	61

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.

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| ELL      | School | District | State |
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| Reading  |      * |           |       |
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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		MATH		READING		READING	
	Grade 04		Grade 08		Grade 04		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.fl DOE.org/asp/naep/>.

	% of Students		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
GRADE 04														
ALL STUDENTS	N/A	N/A	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

	% of Students		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
GRADE 08														
ALL STUDENTS	N/A	N/A	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

	% of Students		Avg Scale		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
			Florida	Nation										
GRADE 04	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

	% of Students		Avg Scale		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
			Florida	Nation										
GRADE 08	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

GRADE N\A	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	027	027	031	013	003	023	022	030	019	006	019	020	031	022	009
WHITE	019	021	035	021	004	016	020	032	024	008	011	017	032	028	013
BLACK	032	034	026	006	N	035	026	027	010	002	031	025	028	013	003
HISPANIC	032	025	030	010	N	030	023	029	014	004	021	021	031	020	007
ASIAN	N	N	N	N	N	013	016	026	026	019	011	013	027	030	019
AM.INDIAN	N	N	N	N	N	019	017	034	018	012	018	019	032	022	008
MULTIRACIAL*	N	N	N	N	N	017	018	034	024	007	014	018	033	026	010
DISABLED	062	020	015	N	N	063	019	014	004	001	046	021	021	009	002
ECO. DISADV.	030	027	030	011	003	029	023	030	015	003	025	023	031	017	004
ELL	044	028	021	N	N	042	021	026	009	001	039	021	027	012	002
MIGRANT*	N	N	N	N	N	038	024	028	008	002	035	025	027	011	002
FEMALE*	024	029	032	013	002	020	022	031	020	007	016	020	031	023	010
MALE	029	024	030	014	003	026	022	029	018	005	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

GRADE N\A	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	028	027	032	010	003	018	021	032	021	007	014	019	032	025	011
WHITE	023	025	035	014	003	012	018	034	026	010	008	014	032	031	015
BLACK	034	033	028	004	N	029	027	030	012	002	025	026	031	014	003
HISPANIC	028	024	031	013	N	021	024	031	018	005	015	020	033	023	008
ASIAN	N	N	N	N	N	005	013	024	029	028	005	009	024	033	029
AM.INDIAN	N	N	N	N	N	014	018	033	022	013	012	018	033	026	011
MULTIRACIAL*	N	N	039	N	N	014	019	033	025	009	011	018	033	026	011
DISABLED	062	024	014	N	N	053	023	017	005	001	038	024	024	011	003
ECO. DISADV.	030	029	030	009	002	022	024	032	017	004	019	023	033	019	005
ELL	035	026	029	008	N	032	026	027	013	003	027	024	029	015	004
MIGRANT*	N	N	N	N	N	028	026	028	015	004	023	025	033	016	004
FEMALE*	027	027	034	010	002	017	022	033	021	007	013	019	033	025	010
MALE	028	027	030	011	003	019	020	031	022	008	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

GRADE 05	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						023	035	031	008	002	019	032	035	011	004
WHITE						015	031	038	012	004	010	027	042	016	006
BLACK						036	041	020	002	001	034	039	023	003	001
HISPANIC						031	038	025	005	001	023	035	032	008	002
ASIAN						013	021	045	013	N	010	023	039	018	009
AM.INDIAN						N	N	N	N	N	017	033	035	011	003
MULTIRACIAL*						020	029	036	011	N	015	032	038	011	004
DISABLED						055	028	014	002	N	040	033	021	004	001
ECO. DISADV.						029	038	027	005	001	027	037	029	006	001
ELL						042	039	017	001	N	040	037	020	003	N
MIGRANT*						043	039	016	N	N	038	039	020	003	N
FEMALE*						023	037	030	007	002	019	034	035	010	003
MALE						023	033	032	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															
ALL STUDENTS	044	035	018	N	N	032	033	027	006	002	025	031	032	008	002
WHITE	031	034	027	N	N	022	033	035	008	002	014	029	041	012	004
BLACK	058	036	N	N	N	049	035	014	002	N	044	034	019	002	N
HISPANIC	048	031	021	N	N	042	034	020	003	001	030	034	028	006	001
ASIAN	N	N	N	N	N	016	024	038	012	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	025	039	026	009	N	019	032	036	010	003
DISABLED	075	N	N	N	N	070	021	007	N	N	056	027	015	002	001
ECO. DISADV.	050	034	013	N	N	041	035	021	003	001	036	035	024	004	001
ELL	062	N	N	N	N	067	023	009	N	N	060	028	011	001	N
MIGRANT*	N	N	N	N	N	047	035	014	N	N	048	032	017	002	N
FEMALE*	044	039	015	N	N	035	035	025	004	001	026	035	031	007	002
MALE	044	031	020	N	N	030	032	029	007	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															
ALL STUDENTS						035	034	026	004	001	028	034	032	006	001
WHITE						023	035	034	006	001	016	033	041	008	002
BLACK						058	029	012	001	N	047	035	016	001	N
HISPANIC						044	034	019	002	N	034	035	026	004	001
ASIAN						018	031	040	008	N	017	028	040	012	003
AM.INDIAN						N	N	N	N	N	022	037	035	005	N
MULTIRACIAL*						025	039	034	N	N	022	034	036	007	001
DISABLED						076	018	005	N	N	060	027	012	001	N
ECO. DISADV.						046	034	018	002	N	040	035	022	003	N
ELL						071	022	007	N	N	064	027	008	001	N
MIGRANT*						066	024	N	N	N	050	034	015	N	N
FEMALE*						036	037	024	003	N	030	036	030	004	001
MALE						035	031	028	006	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.fldoe.org/fsir>. (See "Incidents of Crime and Violence.") District-level reports are available at 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	71	8	11.3	14.2	14.6
School-Based Administrators	3	1	33.3	9.8	20.6
Total	74	9	12.2	14.0	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	48	72.7	79.1	75.3	76.2	65.3	65.3
Master's Degree	18	27.3	20.9	23.5	22.5	32.1	31.9
Specialist Degree				.6	.6	1.6	1.7
Doctorate				.6	.7	1.0	1.0
Total All Degrees	66	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	82.9	91.8	95.2
Percentage of Classes with Teachers Teaching Out-of-Field	17.1	8.2	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		High Poverty	Low Poverty	High Poverty	Low Poverty
			Schools*	Schools*	Schools	Schools*
3 OCTOBER	9.3	3.0	2.3	3.2	5.1	5.2
3 FEBRUARY	12.1	2.5	1.4	2.1	4.6	4.6
3 COMBINED ALL YEAR	10.7	2.7	1.9	2.6	4.8	4.9

* 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*: C

* Certain school grades may be subject to modification pending appeal.

For more information on school grades and grading procedures, contact your principal's office or your local school board, or visit the web page at <http://schoolgrades.fl DOE.org>.

NCLB Adequate Yearly Progress (AYP) Report

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

REPORTING REQUIREMENTS OF FEDERAL NCLB LEGISLATION

A. Notice of School Improvement Status and Options

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

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

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

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

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

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

Additional required information is included in the accompanying Adequate Yearly Progress Report.

Additional statistics and information of interest may be found in the Florida School Indicators Report on the department's website at www.fldoe.org 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. A directory of schools is also available at http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp.