

Safe Harbor Provision

Schools not meeting reading and math proficiency targets for subgroups may still make AYP through a Safe Harbor provision if the following conditions were met for subgroups missing the targets:

- 1) At least 95% of students were tested.
 - 2) The percentage of non-proficient students in the subgroups(s) decreased by at least 10 percent from the prior year.
 - 3) The percentage of the subgroup's students who tested proficient in writing increased.
 - 4) The graduation rate of students in the subgroups(s) increased (high schools).
- The latest information on AYP can be accessed online at schoolgrades.fldoe.org/default.asp.

AYP Status, 2007-08 (Indicates status prior to the end of the appeals period.)

The table below shows the AYP status of the school, district, and state for the 2007-08 school year. Data used to calculate AYP for 2007-08 includes FCAT data for 2007-08 and 2006-07, graduation rate data for 2006-07 and 2005-06, and the school performance grade assigned in 2008.

School AYP Status District AYP Status State AYP Status

N I N I N
 Key: N = "Did not make AYP." Y = "Made AYP." T = "School Too Small." I = "Incomplete." N = "Incomplete."

The following table shows the schools in your district that did not make AYP. Schools That Did Not Make AYP in the District, 2007-08

District Number	School Number	School Name
6	11	DEERFIELD BEACH ELEMENTARY SCHOOL
6	21	POMPANO BEACH MIDDLE SCHOOL
6	31	OAKLAND PARK ELEMENTARY SCHOOL
6	41	NORTH SIDE ELEMENTARY SCHOOL
6	101	DANIA ELEMENTARY SCHOOL
6	131	HALLANDALE ELEMENTARY SCHOOL
6	161	WEST HOLLYWOOD ELEMENTARY SCHL
6	171	SOUTH BROWARD HIGH SCHOOL
6	191	WILTON MANORS ELEMENTARY SCHL
6	201	BENNETT ELEMENTARY SCHOOL
6	211	STRANAHAN HIGH SCHOOL
6	221	CROISSANT PARK ELEMENTARY SCHL
6	231	COLBERT ELEMENTARY SCHOOL
6	241	MCARTHUR HIGH SCHOOL
6	251	SUNRISE MIDDLE SCHOOL
6	321	WALKER ELEMENTARY (MAGNET)
6	331	COLLINS ELEMENTARY SCHOOL
6	341	BETHUNE MARY M ELEMENTARY SCHL
6	343	ATTUCKS MIDDLE SCHOOL
6	361	BLANCHE ELY HIGH SCHOOL
6	371	DILLARD HIGH SCHOOL
6	391	DEERFIELD PARK ELEMENTARY SCHL
6	403	HALLANDALE HIGH SCHOOL

District Number	School Number	School Name
6	405	LANIER-JAMES EDUCATION CENTER
6	422	SUNSET SCHOOL
6	431	LAUDERDALE MANORS ELEMENTARY
6	452	WHIDDON RODGERS ED. CENTER
6	461	OAKRIDGE ELEMENTARY SCHOOL
6	471	OLSEN MIDDLE SCHOOL
6	481	MCNICOL MIDDLE SCHOOL
6	501	BROWARD ESTATES ELEMENTARY SCHOOL
6	531	MIRAMAR ELEMENTARY SCHOOL
6	551	PLANTATION MIDDLE SCHOOL
6	561	NORCREST ELEMENTARY SCHOOL
6	571	TEDDER ELEMENTARY SCHOOL
6	581	MARGATE MIDDLE SCHOOL
6	592	HALLANDALE ADULT/COMMUNITY CTR
6	601	SEAGULL SCHOOL
6	611	SUNLAND PARK ELEMENTARY SCHOOL
6	621	LARKDALE ELEMENTARY SCHOOL
6	631	WESTWOOD HEIGHTS ELEMENTARY
6	653	PINE RIDGE ALTERNATIVE CENTER
6	701	PARKWAY MIDDLE SCHOOL
6	711	ORANGE BROOK ELEMENTARY SCHOOL
6	721	DRIFTWOOD ELEMENTARY SCHOOL
6	731	TROPICAL ELEMENTARY SCHOOL
6	751	POMPANO BEACH ELEMENTARY SCHL
6	761	MEADOWBROOK ELEMENTARY SCHOOL
6	811	BROADVIEW ELEMENTARY SCHOOL
6	831	LAKE FOREST ELEMENTARY SCHOOL
6	851	FLORANADA ELEMENTARY SCHOOL
6	861	DRIFTWOOD MIDDLE SCHOOL
6	871	BRIGHT HORIZONS
6	881	NEW RIVER MIDDLE SCHOOL
6	891	SANDERS PARK ELEMENTARY SCHOOL
6	911	DEERFIELD BEACH MIDDLE SCHOOL
6	921	STEPHEN FOSTER ELEMENTARY SCHL
6	931	PETERS ELEMENTARY SCHOOL
6	941	PLANTATION ELEMENTARY SCHOOL
6	951	FORT LAUDERDALE HIGH SCHOOL
6	991	WINGATE OAKS CENTER
6	1011	HENRY D. PERRY MIDDLE SCHOOL
6	1021	THE QUEST CENTER
6	1071	WILLIAM DANDY MIDDLE SCHOOL
6	1091	LLOYD ESTATES ELEMENTARY SCHL
6	1151	CORAL SPRINGS HIGH SCHOOL
6	1171	SUNSHINE ELEMENTARY SCHOOL
6	1191	NORTH FORK ELEMENTARY SCHOOL
6	1241	NORTHEAST HIGH SCHOOL
6	1251	PLANTATION PARK ELEMENTARY
6	1281	NOVA HIGH SCHOOL
6	1311	NOVA MIDDLE SCHOOL
6	1321	SHERIDAN PARK ELEMENTARY SCHL
6	1381	LAUDERHILL PAUL TURNER ELEM.

District Number	School Number	School Name
6	1391	LAUDERHILL MIDDLE SCHOOL
6	1451	PLANTATION HIGH SCHOOL
6	1461	CASTLE HILL ELEMENTARY SCHOOL
6	1611	MARTIN LUTHER KING ELEMENTARY
6	1621	VILLAGE ELEMENTARY SCHOOL
6	1631	ANNABEL C. PERRY ELEMENTARY
6	1641	FAIRWAY ELEMENTARY SCHOOL
6	1661	HOLLYWOOD HILLS HIGH SCHOOL
6	1671	C. ROBERT MARKHAM ELEMENTARY
6	1681	COCONUT CREEK HIGH SCHOOL
6	1701	LAUDERDALE LAKES MIDDLE SCHOOL
6	1711	DEERFIELD BEACH HIGH SCHOOL
6	1741	BOYD H. ANDERSON HIGH SCHOOL
6	1751	MIRAMAR HIGH SCHOOL
6	1752	WHISPERING PINES SCHOOL
6	1761	HOLLYWOOD PARK ELEMENTARY SCHOOL
6	1781	CYPRESS ELEMENTARY SCHOOL
6	1791	APOLLO MIDDLE SCHOOL
6	1841	MIRROR LAKE ELEMENTARY SCHOOL
6	1851	ROYAL PALM ELEMENTARY SCHOOL
6	1871	CRYSTAL LAKE COMMUNITY MIDDLE
6	1881	PINES MIDDLE SCHOOL
6	1891	SEMINOLE MIDDLE SCHOOL
6	1901	PIPER HIGH SCHOOL
6	1931	COOPER CITY HIGH SCHOOL
6	1951	PARK RIDGE ELEMENTARY SCHOOL
6	2001	BANYAN ELEMENTARY SCHOOL
6	2021	GLADES MIDDLE SCHOOL
6	2052	WESTPINE MIDDLE SCHOOL
6	2121	JAMES S. RICKARDS MIDDLE SCHL
6	2123	CYPRESS RUN ALTERNATIVE/ESE
6	2231	NORTH LAUDERDALE ELEMENTARY
6	2351	SOUTH PLANTATION HIGH SCHOOL
6	2561	CORAL SPRINGS MIDDLE SCHOOL
6	2611	BAIR MIDDLE SCHOOL
6	2631	FOREST HILLS ELEMENTARY SCHOOL
6	2661	PEMBROKE LAKES ELEMENTARY SCHL
6	2671	NOB HILL ELEMENTARY SCHOOL
6	2691	MORROW ELEMENTARY SCHOOL
6	2711	RAMBLEWOOD MIDDLE SCHOOL
6	2751	J. P. TARAVELLA HIGH SCHOOL
6	2801	DAVIE ELEMENTARY SCHOOL
6	2831	WESTERN HIGH SCHOOL
6	2871	SEA CASTLE ELEMENTARY SCHOOL
6	2971	SILVER LAKES MIDDLE SCHOOL
6	3001	WALTER C. YOUNG RESOURCE CTR
6	3011	MARJORY STONEMAN DOUGLAS HS
6	3051	FOREST GLEN MIDDLE SCHOOL
6	3081	SILVER RIDGE ELEMENTARY SCHOOL
6	3091	WINSTON PARK ELEMENTARY SCHOOL
6	3101	LYONS CREEK MIDDLE SCHOOL

District Number	School Number	School Name
6	3151	TEQUESTA TRACE MIDDLE SCHOOL
6	3221	CHARLES DREW ELEMENTARY SCHOOL
6	3222	CROSS CREEK SCHOOL
6	3291	THURGOOD MARSHALL ELEM. SCHOOL
6	3301	ENDEAVOUR PRIMARY LEARNING CENTER
6	3331	SILVER TRAIL MIDDLE SCHOOL
6	3371	SILVER LAKES ELEMENTARY SCHOOL
6	3391	CHARLES W FLANAGAN HIGH SCHOOL
6	3401	SAWGRASS ELEMENTARY SCHOOL
6	3431	SAWGRASS SPRINGS MIDDLE SCHOOL
6	3471	INDIAN RIDGE MIDDLE SCHOOL
6	3481	TRADEWINDS ELEMENTARY SCHOOL
6	3541	MONARCH HIGH SCHOOL
6	3581	SILVER SHORES ELEMENTARY SCHL
6	3623	CYPRESS BAY HIGH SCHOOL
6	3631	PARKSIDE ELEMENTARY SCHOOL
6	3651	DAVE THOMAS EDUCATION CENTER
6	3701	ROCK ISLAND ELEMENTARY SCHOOL
6	3731	EVERGLADES HIGH SCHOOL
6	3761	PARK LAKES ELEMENTARY SCHOOL
6	3821	LIBERTY ELEMENTARY SCHOOL
6	3861	CORAL GLADES HIGH SCHOOL
6	3871	WESTGLADES MIDDLE SCHOOL
6	3911	NEW RENAISSANCE MIDDLE SCHOOL
6	3931	GULFSTREAM MIDDLE SCHOOL
6	4702	ARTHUR ROBERT ASHE, JUNIOR MIDDLE SCHOOL
6	4772	MILLENNIUM MIDDLE SCHOOL
6	5011	SMART SCHOOL INSTITUTE/TECH AND COMMERCE
6	5041	CENTRAL CHARTER SCHOOL
6	5091	CITY OF CORAL SPRINGS CHARTER
6	5121	CITY/PEMBROKE PINES CHARTER HS
6	5131	CHARTER SCHOOL INSTIT TRAINING CENTER ANNEX
6	5151	SOMERSET ACADEMY MIDDLE SCHOOL
6	5161	NORTH BROWARD ACADEMY OF EXCEL
6	5171	IMAGINE CHARTER/N LAUDERDALE
6	5181	PARKWAY ACADEMY
6	5221	SOMERSET ACADEMY CHARTER HIGH
6	5231	EAGLE ACADEMY CHARTER SCHOOL
6	5261	IMAGINE AT N LAUDERDALE MIDDLE SCHOOL
6	5321	DOWNTOWN ACADEMY OF TECHNOLOGY & ARTS
6	5335	TOUCHDOWNS4LIFE
6	5355	EAGLES NEST ELEMENTARY CHARTER SCHOOL
6	5356	EAGLES NEST MIDDLE CHARTER SCHOOL
6	5361	FLORIDA INTERCULTURAL ACADEMY
6	5362	HOLLYWOOD ACADEMY OF ARTS AND SCIENCE MIDDLE
6	5365	LIFE SKILLS BROWARD COUNTY
6	5371	NORTH BROWARD ACADEMY OF EXCELLENCE MIDDLE
6	5375	PARAGON ELEMENTARY CHARTER SCHOOL
6	5381	PARAGON ACADEMY OF TECHNOLOGY
6	5395	POMPANO CHARTER MIDDLE SCHOOL
6	5400	SUNSHINE ELEMENTARY

District Number	School Number	School Name
6	5403	BROWARD COMMUNITY CHARTER WEST
6	5404	SUSIE DANIELS CHARTER SCHOOL
6	5406	SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)
6	5411	DAYSRING ELEMENTARY CHARTER SCHOOL
6	5412	DISCOVERY MIDDLE CHARTER SCHOOL
6	5414	FLORIDA INTERCULTURAL ACADEMY MIDDLE
6	6012	THOMPSON ACADEMY
6	6051	FL OCEAN SCIENCES INST.
6	6091	PAGE CENTER FOR GIRLS, INC.
6	6501	DROP BACK IN
6	7004	BROWARD VIRTUAL EDUCATION

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

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

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

Number of Title I Schools in the District	Number of Title I Schools Identified for Improvement	Percent of Title I Schools Identified for Improvement
111	75	67.6

Title I Schools That Did Not Make AYP for at Least Two of the Past Three Years and Were Identified for Improvement
 Students enrolled during 2007-08 in the schools shown below are eligible for public school choice
 and/or supplemental services in 2008-09.

District Number	School Number	School Name	Number of Years Listed
6	11	DEERFIELD BEACH ELEMENTARY SCHOOL	3
6	21	POMPANO BEACH MIDDLE SCHOOL	5
6	31	OAKLAND PARK ELEMENTARY SCHOOL	2
6	41	NORTH SIDE ELEMENTARY SCHOOL	4
6	101	DANIA ELEMENTARY SCHOOL	2
6	121	HOLLYWOOD CENTRAL ELEM. SCHOOL	3
6	161	WEST HOLLYWOOD ELEMENTARY SCHL	1
6	221	CROISSANT PARK ELEMENTARY SCHL	4
6	251	SUNRISE MIDDLE SCHOOL	5
6	271	DILLARD ELEMENTARY SCHOOL	3
6	321	WALKER ELEMENTARY (MAGNET)	1
6	331	COLLINS ELEMENTARY SCHOOL	1
6	341	BETHUNE MARY M ELEMENTARY SCHL	4
6	343	ATTUCKS MIDDLE SCHOOL	5
6	391	DEERFIELD PARK ELEMENTARY SCHL	3
6	431	LAUDERDALE MANORS ELEMENTARY	4
6	461	OAKRIDGE ELEMENTARY SCHOOL	4
6	471	OLSEN MIDDLE SCHOOL	5
6	481	MCNICOL MIDDLE SCHOOL	5
6	571	TEDDER ELEMENTARY SCHOOL	1
6	581	MARGATE MIDDLE SCHOOL	5
6	611	SUNLAND PARK ELEMENTARY SCHOOL	5
6	621	LARKDALE ELEMENTARY SCHOOL	5
6	631	WESTWOOD HEIGHTS ELEMENTARY	4
6	701	PARKWAY MIDDLE SCHOOL	4
6	751	POMPANO BEACH ELEMENTARY SCHL	5
6	761	MEADOWBROOK ELEMENTARY SCHOOL	4
6	861	DRIFTWOOD MIDDLE SCHOOL	4
6	881	NEW RIVER MIDDLE SCHOOL	5
6	891	SANDERS PARK ELEMENTARY SCHOOL	5
6	911	DEERFIELD BEACH MIDDLE SCHOOL	5
6	921	STEPHEN FOSTER ELEMENTARY SCHL	3
6	941	PLANTATION ELEMENTARY SCHOOL	4
6	1011	HENRY D. PERRY MIDDLE SCHOOL	5
6	1091	LLOYD ESTATES ELEMENTARY SCHL	4
6	1171	SUNSHINE ELEMENTARY SCHOOL	3
6	1191	NORTH FORK ELEMENTARY SCHOOL	5
6	1321	SHERIDAN PARK ELEMENTARY SCHL	1
6	1381	LAUDERHILL PAUL TURNER ELEM.	4
6	1391	LAUDERHILL MIDDLE SCHOOL	1
6	1461	CASTLE HILL ELEMENTARY SCHOOL	5
6	1611	MARTIN LUTHER KING ELEMENTARY	3
6	1671	C. ROBERT MARKHAM ELEMENTARY	4
6	1701	LAUDERDALE LAKES MIDDLE SCHOOL	4
6	1761	HOLLYWOOD PARK ELEMENTARY SCHOOL	5
6			1

District Number	School Number	School Name	Number of Years Listed
6	1781	CYPRESS ELEMENTARY SCHOOL	3
6	1791	APOLLO MIDDLE SCHOOL	5
6	1831	ORIOLE ELEMENTARY SCHOOL	4
6	1841	MIRROR LAKE ELEMENTARY SCHOOL	4
6	1851	ROYAL PALM ELEMENTARY SCHOOL	4
6	1871	CRYSTAL LAKE COMMUNITY MIDDLE	5
6	1951	PARK RIDGE ELEMENTARY SCHOOL	2
6	2121	JAMES S. RICKARDS MIDDLE SCHL	5
6	2231	NORTH LAUDERDALE ELEMENTARY	5
6	2611	BAIR MIDDLE SCHOOL	3
6	2691	MORROW ELEMENTARY SCHOOL	4
6	2801	DAVIE ELEMENTARY SCHOOL	5
6	2971	SILVER LAKES MIDDLE SCHOOL	5
6	3221	CHARLES DREW ELEMENTARY SCHOOL	4
6	3291	THURGOOD MARSHALL ELEM. SCHOOL	4
6	3761	PARK LAKES ELEMENTARY SCHOOL	3
6	3931	GULFSTREAM MIDDLE SCHOOL	2
6	4702	ARTHUR ROBERT ASHE, JUNIOR MIDDLE SCHOOL	4
6	5071	SMART SCHOOL CHARTER MIDDLE	3
6	5171	IMAGINE CHARTER/N LAUDERDALE	4
6	5231	EAGLE ACADEMY CHARTER SCHOOL	1
6	5261	IMAGINE AT N LAUDERDALE MIDDLE SCHOOL	2
6	5321	DOWNTOWN ACADEMY OF TECHNOLOGY & ARTS	1
6	5355	EAGLES NEST ELEMENTARY CHARTER SCHOOL	2
6	5356	EAGLES NEST MIDDLE CHARTER SCHOOL	2
6	5375	PARAGON ELEMENTARY CHARTER SCHOOL	2
6	5381	PARAGON ACADEMY OF TECHNOLOGY	1
6	5395	POMPANO CHARTER MIDDLE SCHOOL	1
6	5400	SUNSHINE ELEMENTARY	1
6	5404	SUSIE DANIELS CHARTER SCHOOL	1

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	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
WHITE	861	838	68.6	70.2	30.4	31.4	45.9	46.8
BLACK	47	59	4.3	4.2	37.5	37.2	23.1	23.1
HISPANIC	266	286	22.3	20.6	25.8	25.3	24.7	24.2
ASIAN	32	41	2.9	3.2	3.4	3.3	2.4	2.3
AM. INDIAN	1	1	.1	.1	.2	.2	.3	.3
MULTIRACIAL	17	27	1.8	1.6	2.8	2.6	3.6	3.3
DISABLED	74	153	9.2	9.2	11.7	11.7	14.4	14.7
ECONOMICALLY DISADVANTAGED	169	185	14.3	12.0	44.4	41.4	45.9	45.4
ELL MIGRANT	60	69	5.2	4.9	13.1	12.9	11.9	11.8
FEMALE	1,224		49.4	48.0	48.6	48.5	48.7	48.6
MALE		1,252	50.6	52.0	51.4	51.5	51.3	51.4
TOTAL	2,476		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 (FKRS). The FKRS is made up of a subset of the Early Childhood Observation System (ECHOS)- an observational instrument that is used to monitor the skills, knowledge, and behaviors a student demonstrates or needs to develop- and two probes of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)- Letter Naming Fluency (LNF) and Initial Sound Fluency (ISF).

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

- * Consistently Demonstrating
 - The student is consistently demonstrating acquisition of this skill or behavior.
- * Emerging/Progressing
 - The student is at an early stage of growth but appears to be showing growth towards the skill or behavior.
- * Not Yet Demonstrating
 - The student is not exhibiting any learning in the benchmark.

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

- * Above Average
 - At or above the 60th percentile
- * Low Risk
 - At grade level
- * Moderate Risk
 - Moderately below grade level and in need of additional intervention
- * High Risk
 - Seriously below grade level and in need of substantial intervention

Category	Number of Students Evaluated and Where They were placed		School %		District %		State %	
	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
ECHOS Ready**					88	86	88	86
ECHOS Not Ready					12	14	12	14
Total ECHOS					100	100	100	100
DIBELS LNF Ready**					81	78	72	70
DIBELS LNF Not Ready					19	22	28	30
Total DIBELS LNF					100	100	100	100
DIBELS ISF Ready**					67	65	65	63
DIBELS ISF Not Ready					33	35	35	37
Total DIBELS ISF					100	100	100	100

*To be considered "ready" on this measure, the student must score Consistently Demonstrating or Emerging/Progressing.
 **To be considered "ready" on either of these two measures, the student must score Above Average or Low Risk.
 NOTE: Percentages are rounded to the nearest whole integer after individual categories are tabulated.

GRADUATION RATE AND PREPARATION FOR POSTSECONDARY EDUCATION

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

Graduation rate (with special diploma recipients counted as non-graduates)

The graduation rate shows the percentage of students who graduated within four years of initial entry into ninth grade. Graduates include students who received a standard high school diploma or a State of Florida diploma earned through a GED Exit Option program. These results are used in the calculation of schools' Adequate Yearly Progress (AYP).

	School %		District %		State %	
	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
ALL STUDENTS	88.9	78.2	65.0	66.3	69.8	68.3
WHITE	90.1	79.4	75.9	76.4	78.9	77.6
BLACK	81.0	77.4	53.3	54.9	54.6	52.8
HISPANIC	86.4	73.3	66.1	66.7	63.6	61.2
ASIAN	88.2	81.3	83.0	84.1	82.4	82.5
AM. INDIAN	100.0	100.0	76.8	75.0	72.3	73.1
MULTIRACIAL	71.4	100.0	68.2	65.2	73.8	73.9
DISABLED	48.8	49.0	30.8	32.0	38.0	37.4
ECONOMICALLY	84.6	67.3	53.7	54.7	56.0	53.6
DISADVANTAGED						
ELL	75.9	58.1	52.7	53.2	48.2	46.3
MIGRANT			38.5	52.5	48.2	42.9
FEMALE	86.7	80.0	69.4	70.8	73.9	72.5
MALE	90.3	76.8	60.8	61.9	65.8	64.2

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 %	
	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
ALL STUDENTS	89.8	80.2	66.3	67.8	70.0	68.9
WHITE	90.9	81.9	76.8	77.6	78.6	77.4
BLACK	85.7	80.6	55.3	56.7	56.9	55.3
HISPANIC	87.3	73.3	66.9	68.5	64.3	62.0
ASIAN	88.2	81.3	83.0	84.7	82.2	82.3
AM. INDIAN	100.0	100.0	76.8	75.0	71.8	73.1
MULTIRACIAL	71.4	100.0	68.2	66.1	72.3	73.0

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	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
WHITE	26	38	3.5	1.7	2.1	1.7	2.4	2.6	1.7	2.4	2.4	2.6	2.4	2.6
BLACK	2	1	2.6	.8	4.7	3.9	4.7	4.7	2.1	4.7	4.7	4.7	4.7	4.7
HISPANIC	6	7	2.3	2.1	2.5	2.2	3.9	4.3	2.2	3.9	3.9	4.3	3.9	4.3
ASIAN	1	1	2.4		1.9	1.3	1.7	1.5	1.3	1.7	1.7	1.5	1.7	1.5
AM. INDIAN					2.9	.6	2.6	3.1	.6	2.6	2.6	3.1	2.6	3.1
MULTIRACIAL	1		2.4		2.5	2.2	2.3	2.6	2.2	2.3	2.3	2.6	2.3	2.6
FEMALE	36		2.8	1.4	2.9	2.5	2.9	3.1	2.5	2.9	2.9	3.1	2.9	3.1
MALE	47		3.4	1.9	3.5	2.8	3.7	3.8	2.8	3.7	3.7	3.8	3.7	3.8
TOTAL		83	3.1	1.7	3.2	2.7	3.3	3.5	2.7	3.3	3.3	3.5	3.3	3.5

College Placement Test Results

2006 high school graduates who passed college entry-level placement tests (reading, writing, and mathematics)

Shown in the table are the reported numbers of 2006 (calendar year) graduates who enrolled in Florida public community colleges or universities between May 2006 and April 2007, 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	165	127	76.9	76.3	77.2
MALE	137	105	76.6	75.2	77.8
UNKNOWN					
TOTAL	302	232	76.8	75.9	77.5

* 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	165	143	86.6	83.0	84.8
MALE	137	113	82.4	79.5	82.5
UNKNOWN					
TOTAL	302	256	84.8	81.5	83.9

Racial/ Ethnic Group	Number of Graduates Who Took College Placement Mathematics Tests	Number Who Passed Mathematics Placement Tests	School %	District %	State %
WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM. INDIAN*					
UNKNOWN*					
FEMALE	165	125	75.7	67.9	67.6
MALE	137	109	79.5	72.7	73.0
UNKNOWN					
TOTAL	302	234	77.5	70.0	70.0

* 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, mathematics, and science. 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)

	2007-08		2006-07		2007-08		2006-07		2007-08		2006-07	
	School %	District %	School %	District %	School %	District %	School %	District %	School %	District %	School %	District %
ALL STUDENTS	94	96	95	95	92	93	94	94	90	90	91	96
WHITE	95	95	97	97	94	94	94	94	90	90	91	96
BLACK	N	94	93	93	90	90	91	91	95	95	96	94
HISPANIC	92	98	95	95	91	91	95	96	93	93	94	94
ASIAN	N	92	97	97	95	96	94	94	94	94	94	94
AM. INDIAN	N	N	93	96	93	94	94	94	94	94	94	94
MULTIRACIAL*	N	91	96	97	94	94	94	94	94	94	94	94
DISABLED	75	75	82	83	76	75	75	75	89	89	89	89
ECONOMICALLY DISADVANTAGED	89	96	92	93	89	89	89	89	81	83	84	84
ELL	78	91	85	88	81	83	83	83	85	85	85	85
MIGRANT*	N	N	94	93	85	84	84	84	95	95	95	95
FEMALE*	96	98	97	97	95	95	95	95	89	89	89	89
MALE*	92	93	93	93	89	89	89	89	95	95	95	95

* 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 2007-08 Results	% Objective	% Not Tested	2007-08 District % Results	State Objective	% Not Tested	2007-08 State Results	State % Objective	% Not Tested
ALL STUDENTS	80	2	70	62	2	66	62	3
WHITE	84	2	83	62	1	76	62	3
BLACK	N	2	55	62	3	47	62	3
HISPANIC	70	3	73	62	2	61	62	2
ASIAN	N	2	88	62	1	85	62	2
AM. INDIAN	N	N	74	62	1	71	62	3
MULTIRACIAL*	N	N	77	62	2	70	62	3
DISABLED	43	6	46	62	3	38	62	4
ECONOMICALLY DISADVANTAGED	72	3	58	62	3	54	62	2
ELL	N	6	54	62	2	47	62	2
MIGRANT*	N	N	50	62	5	49	62	3
FEMALE*	78	2	71	62	2	66	62	2
MALE*	83	2	69	62	2	66	62	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 2007-08 Results	% Objective	% Not Tested	2007-08 District % Results	State Objective	% Not Tested	2007-08 State Results	State % Objective	% Not Tested
ALL STUDENTS	56	2	61	58	2	60	58	3
WHITE	60	1	74	58	1	71	58	3
BLACK	N	2	46	58	3	42	58	3
HISPANIC	45	2	62	58	2	53	58	2
ASIAN	N	2	77	58	1	75	58	2
AM. INDIAN	N	N	67	58	1	64	58	3
MULTIRACIAL*	N	N	71	58	2	68	58	3
DISABLED	19	6	38	58	3	34	58	4
ECONOMICALLY DISADVANTAGED	45	3	49	58	3	48	58	2
ELL	N	5	40	58	2	37	58	2
MIGRANT*	N	N	34	58	4	36	58	3
FEMALE*	56	2	63	58	2	62	58	2
MALE*	55	1	59	58	2	58	58	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	2007-08	2006-07	2007-08	2006-07
	Reading		Math	
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9	64	54	83	79
Grade 10	48	46	78	79

District	2007-08	2006-07	2007-08	2006-07
	Reading		Math	
Grade 3	72	69	80	78
Grade 4	70	69	76	76
Grade 5	67	73	68	68
Grade 6	67	62	60	56
Grade 7	67	67	66	66
Grade 8	57	52	70	66
Grade 9	48	43	69	65
Grade 10	38	34	71	68

State Totals	2007-08	2006-07	2007-08	2006-07
	Reading		Math	
Grade 3	73	69	77	74
Grade 4	70	69	71	69
Grade 5	68	72	62	59
Grade 6	64	62	53	51
Grade 7	65	63	61	60
Grade 8	54	49	67	63
Grade 9	47	42	66	61
Grade 10	38	34	68	65

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

11. 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* School	Median National Percentile Rank	
		School	District State
Reading (Gr. 3)			61 60
Mathematics (Gr. 3)			66 63
Reading (Gr. 4)			70 69
Mathematics (Gr. 4)			73 71
Reading (Gr. 5)			73 73
Mathematics (Gr. 5)			81 77
Reading (Gr. 6)			69 65
Mathematics (Gr. 6)			76 71
Reading (Gr. 7)			73 70
Mathematics (Gr. 7)			76 72
Reading (Gr. 8)			71 68
Mathematics (Gr. 8)			78 74
Reading (Gr. 9)	637	81	70 67
Mathematics (Gr. 9)	636	84	76 73
Reading (Gr. 10)	647	82	76 71
Mathematics (Gr. 10)	647	76	67 63

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

FCAT Results for Reading

Percentage of Students Scoring at Each FCAT Achievement Level, 2007-08

GRADE N/A	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	019	026	028	014	014	019	020	031	022	008	020	020	031	021	007
WHITE	015	025	029	015	016	010	016	032	030	013	012	017	033	027	011
BLACK	029	031	025	010	004	029	025	029	014	003	033	026	028	011	002
HISPANIC	025	032	024	011	008	017	020	033	022	007	003	028	040	023	006
ASIAN	017	014	028	019	022	009	014	030	031	017	010	014	030	029	016
AM. INDIAN	N	N	N	N	N	014	019	037	022	008	016	020	034	023	008
MULTIRACIAL*	022	022	019	022	015	012	018	033	027	010	009	012	058	016	006
DISABLED	054	034	010	002	000	045	021	022	010	002	049	021	021	008	002
ECO. DISADV.	032	026	027	009	007	027	024	030	015	004	028	023	030	015	003
ELL	062	026	005	005	002	046	023	023	006	001	052	021	021	006	001
MIGRANT*	N	N	N	N	N	040	020	020	020	000	038	025	027	009	001
FEMALE*	018	026	029	012	015	017	020	032	023	008	018	020	032	022	008
MALE	018	027	027	015	013	021	021	030	021	007	022	020	031	020	007

FCAT Results for Math

Percentage of Students Scoring at Each FCAT Achievement Level, 2007-08

GRADE N/A	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	007	014	027	038	014	013	018	031	026	013	015	019	032	024	010
WHITE	005	011	026	043	016	006	011	029	034	020	009	015	032	030	014
BLACK	008	027	029	025	012	021	024	032	018	005	027	027	030	013	003
HISPANIC	012	020	030	028	009	011	017	032	028	012	017	021	033	021	007
ASIAN	000	011	017	033	039	003	008	023	034	032	005	010	025	033	027
AM. INDIAN	N	N	N	N	N	009	018	031	027	015	012	018	033	026	011
MULTIRACIAL*	004	011	030	041	015	008	015	031	031	015	007	012	058	016	007
DISABLED	029	034	022	015	000	035	023	025	013	004	041	024	023	010	003
ECO. DISADV.	011	020	029	033	007	019	023	032	020	006	022	024	032	017	005
ELL	032	023	026	016	004	028	025	029	014	003	036	026	025	010	002
MIGRANT*	N	N	N	N	N	020	000	000	080	000	022	025	034	016	003
FEMALE*	006	017	027	037	012	011	018	032	026	012	018	020	032	022	008
MALE	007	011	026	039	017	013	017	030	026	014	016	018	031	024	011

FCAT Results for Science

Percentage of Students Scoring at Each FCAT Achievement Level, 2007-08

GRADE 05	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	025	033	032	008	003	025	033	032	008	003	023	033	032	009	003
WHITE	012	029	040	014	005	012	029	040	014	005	013	030	040	013	004
BLACK	038	037	022	003	000	038	037	022	003	000	041	037	019	002	000
HISPANIC	022	034	032	009	002	022	034	032	009	002	027	036	029	006	001
ASIAN	013	025	040	016	006	013	025	040	016	006	013	026	038	017	006
AM. INDIAN	016	027	035	016	005	016	027	035	016	005	019	034	035	010	002
MULTIRACIAL*	016	032	039	009	004	016	032	039	009	004	018	035	035	009	003
DISABLED	046	031	019	004	001	046	031	019	004	001	045	032	019	003	001
ECO. DISADV.	051	033	014	002	000	035	036	024	004	001	033	037	025	004	001
ELL	000	000	100	000	000	051	033	014	002	000	054	033	012	001	000
MIGRANT*	024	034	032	007	002	024	034	032	007	002	037	041	019	002	001
FEMALE*	024	032	032	009	003	024	032	032	009	003	024	035	031	008	002
MALE	024	032	032	009	003	024	032	032	009	003	022	032	033	010	003

FCAT Results for Science

Percentage of Students Scoring at Each FCAT Achievement Level, 2007-08

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
GRADE 08															
ALL STUDENTS						027	034	030	007	002					
WHITE						014	031	040	012	004	016	031	039	011	003
BLACK						042	037	018	002	000	046	035	017	002	000
HISPANIC						025	036	032	006	001	033	035	026	005	001
ASIAN						011	025	046	012	006	012	027	041	014	006
AM. INDIAN						021	035	035	006	003	020	035	035	007	003
MULTIRACIAL*						020	033	035	009	002	021	034	035	008	002
DISABLED						058	027	013	003	000	059	026	013	002	000
ECO. DISADV.						040	036	021	003	001	039	035	022	003	001
ELL						062	029	009	000	000	070	024	006	000	000
MIGRANT*						100	000	000	000	000	050	034	015	001	000
FEMALE**						027	037	029	006	002	027	036	030	006	002
MALE						027	031	031	008	002	026	030	033	009	002

FCAT Results for Science

Percentage of Students Scoring at Each FCAT Achievement Level, 2007-08

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
GRADE 11															
ALL STUDENTS						030	034	029	005	001					
WHITE						016	032	041	009	001	017	032	040	009	001
BLACK						046	035	017	001	000	049	035	015	001	000
HISPANIC						030	035	030	005	000	036	035	025	004	000
ASIAN						015	028	043	013	001	017	028	042	011	002
AM. INDIAN						033	033	029	005	000	018	037	035	009	001
MULTIRACIAL*						017	038	036	008	001	021	034	037	007	001
DISABLED						064	021	013	002	000	062	024	012	001	000
ECO. DISADV.						043	035	020	002	000	042	034	020	002	000
ELL						068	025	007	000	000	075	020	005	000	000
MIGRANT*						N	N	N	N	N	049	033	015	002	000
FEMALE**						031	038	027	003	000	029	038	029	004	000
MALE						029	029	033	008	001	028	029	034	008	001

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 2007-08 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 2007-08.

Staff Type	Total Number for 2007-08	Number Newly Hired for 2007-08	School %	District %	State %
Instructional Staff	135	21	15.6	14.3	19.6
School-Based Administrators	6	1	16.7	15.7	20.1
Total	141	22	15.6	14.4	19.7

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 %
Bachelor's Degree	72	58.5	60.2	66.0
Master's Degree	49	39.8	37.5	30.9
Specialist Degree	1	.8	1.4	2.1
Doctorate	1	.8	.9	1.0
Total All Degrees	123	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	87.6	90.1	91.2
Percentage of Classes with Teachers Teaching Out-of-Field	12.4	9.9	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	Low Poverty Schools*	High Poverty Schools*	All Schools	High Poverty Schools*	Low Poverty Schools*
Classes not Taught by Highly Qualified Teachers	15.2	19.8	25.2	9.1	10.1	8.8

* 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.

2007-08 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 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.fl DOE.org or at <http://data.fl DOE.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.fl DOE.org/schools/schoolmap/flash/district_list.asp. A directory of schools is also available at http://www.fl DOE.org/schools/schoolmap/flash/schoolmap_text.asp.