

**PEDRO MENENDEZ HIGH SCHOOL****GRADES: 9-12****SCHOOL DISTRICT AND STATE PUBLIC ACCOUNTABILITY REPORT**

The School Public Accountability Report contains several types of data (indicators) designed to inform parents and the general public about the progress of Florida's public schools. This report meets the public reporting requirements and provides certain additional information of interest on the status of Florida's schools.

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

The following table provides information on the composition of the student population at the school, district, and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09
WHITE	607	614	82.6	81.8	82.8	82.0	44.4	45.3
BLACK	76	67	9.7	10.2	8.7	8.4	23.0	23.0
HISPANIC	37	48	5.7	5.2	5.2	4.6	26.2	25.0
ASIAN	13	13	1.8	1.6	2.9	2.6	2.6	2.5
AM.INDIAN	3		0.2	0.1	0.2	0.2	0.3	0.3
MULTIRACIAL		1	0.1	1.1	0.2	2.3	3.4	3.9

DISABLED	65	128	13.0	12.0	14.3	14.2	14.1	14.3
ECONOMICALLY DISADVANTAGED	200	195	26.7	23.2	20.5	19.0	53.5	49.6
ELL	3	6	0.6	0.6	0.9	0.9	11.6	11.8
MIGRANT		2	0.1	0.5		0.1	0.5	0.5
FEMALE	736		49.8	49.0	48.1	48.3	48.7	48.7
MALE		743	50.2	51.0	51.9	51.7	51.3	51.3
TOTAL	1479		100.0	100.0	100.0	100.0	100.0	100.0

## READINESS TO START SCHOOL

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

### Kindergarten screening for school readiness

Kindergarten students were screened during the first 30 calendar days of the beginning of school using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS is made up of a subset of the *Early Childhood Observation System (ECHOS)*- an observational instrument that is used to monitor the skills, knowledge, and behaviors a student demonstrates or needs to develop- and the Florida Assessments for Instruction In Reading (FAIR).

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

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

The benchmarks used in scoring on the FAIR are as follows:

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

Category	Number of Students and Where They Placed 2009-10	School %		District %		State %	
		2009-10	2008-09	2009-10	2008-09	2009-10	2008-09

<b>ECHOS Ready</b>	0	0	0	92	90	89	88
<b>ECHOS Not Ready</b>	0	0	0	8	10	11	12
<b>Total ECHOS</b>	0	0	0	100	100	100	100
<b>FAIR Ready</b>	0	0	0	81	89	65	77
<b>FAIR Not Ready</b>	0	0	0	19	11	35	23
<b>Total FAIR</b>	0	0	0	100	100	100	100
<b>DIBELS ISF Ready*</b>	N/A	N/A	0	N/A	82	N/A	68
<b>DIBELS ISF Not Ready*</b>	N/A	N/A	0	N/A	18	N/A	68
<b>Total DIBELS ISF*</b>	N/A	N/A	0	N/A	100	N/A	100

\*DIBELS was not administered in 2009-10.

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

## GRADUATION RATE AND DROPOUT RATE

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

### NCLB Graduation Rate (with special diploma recipients counted as non-graduates)

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

	School %		District %		State %	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
ALL STUDENTS	89.6	82.5	89.1	87.4	76.2	72.8
WHITE	91.7	84.9	90.6	89.2	83.8	81.4
BLACK	77.1	62.9	71.5	67.4	63.3	58.7
HISPANIC	84.6	82.4	89.5	87.0	71.6	67.1
ASIAN	60.0	100.0	94.1	89.7	88.1	83.8
AM.INDIAN			100.0		77.4	76.9
MULTIRACIAL	100.0	100.0	87.1	77.8	82.3	78.2
DISABLED	68.3	56.8	60.5	59.4	47.2	43.0
ECONOMICALLY DISADVANTAGED	88.1	82.3	67.0	89.0	65.1	61.1

ELL			66.7	71.4	56.8	52.2
MIGRANT	100.0		100.0		59.9	52.9
FEMALE	90.8	82.9	91.0	90.9	80.0	76.8
MALE	88.5	81.8	87.3	84.1	72.3	68.7

### NGA Graduation Rate (with GED-based diploma recipients counted as non-graduates)

This is a modified version of the graduation rate that counts the following diploma recipients as graduates: students who received a standard diploma and students with disabilities who completed the requirements of their individualized education plan (IEP) and received a special diploma. Students who were awarded a GED-based diploma are counted as non-graduates. These results are not used for the AYP calculation.

	School %		District %		State %	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
ALL STUDENTS	91.1	83.7	89.3	87.1	7.6	73.1
WHITE	91.3	84.9	90.4	88.4	83.1	80.8
BLACK	91.4	74.3	76.6	73.3	64.9	60.8
HISPANIC	92.3	82.4	89.5	87.0	72.1	67.6
ASIAN	60.0	100.0	94.1	87.2	87.9	83.8
AM.INDIAN			100.0		76.8	76.1
MULTIRACIAL	100.0	100.0	80.6	77.8	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	1.0	1.4	1.0	1.3	1.6	1.9
BLACK	0.6	N/A	1.0	1.9	3.4	3.6
HISPANIC	1.1	N/A	2.7	1.3	2.5	3.1
ASIAN	N/A	N/A	0.5	N/A	0.8	1.0
AM.INDIAN	N/A	N/A	N/A	N/A	2.3	2.1
MULTIRACIAL	N/A	N/A	1.2	0.7	1.6	1.8
FEMALE	0.6	1.0	0.9	1.0	2.0	2.3

MALE	1.2	1.6	1.2	1.7	2.5	2.9
TOTAL	0.9	1.3	1.1	1.3	2.3	2.6

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

## STUDENT PERFORMANCE

### Standardized Tests

Although test scores should not be used to draw absolute conclusions about student learning and performance, they provide measured results of student progress toward educational goals. The tests administered to Florida students are described below.

### Florida Comprehensive Assessment Test (FCAT)

The FCAT measures student performance in writing, science, reading, and mathematics.

### Alternate Assessments for Students with Disabilities

An alternate assessment for students with disabilities is a performance-based assessment designed to evaluate the progress of students with disabilities on the Sunshine State Standards for special diploma measures. Students who are functioning at a cognitive level such that they would not be expected to participate in the FCAT, would not be expected to graduate from school with a standard diploma, and for whom the traditional state and district assessment program is not an appropriate measure of performance take alternate assessments. Alternate assessments for students with disabilities include writing/communication, reading, and math.

### Alternate Assessments for Students who are English Language Learners

Students who are English Language Learners (ELL) and who have been in an English for Speakers of Other Languages (ESOL) program for a year or less may be individually exempted from the FCAT. In these limited circumstances, locally developed alternate assessments are used to evaluate the academic performance of the student. Alternate assessments for ELL students are given for writing, reading, and math.

### FCAT Sunshine State Standards Tests

The FCAT Sunshine State Standards (SSS) tests measure student performance on selected benchmarks defined by the Sunshine State Standards. Students who take an alternate assessment and score "proficient" have their results counted with those of other students.

Note: Assessment results on the following tables reflect FCAT Sunshine State Standards data combined with alternate assessment data. Results show proficiency attainment for students who were in attendance during both semesters of the school year.

### Writing Assessment

For this assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses. Scores range from 1.0 (lowest) to 6.0 (highest). Alternate assessments have been merged with the FCAT scores for reporting purposes.

**Writing Assessment Results**  
**(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	98	92	96	96	95	94
WHITE	99	94	97	96	96	95
BLACK	N	86	88	91	93	92
HISPANIC	N	N	96	95	94	93
ASIAN	N	N	99	99	97	96
AM.INDIAN	N	N	N	N	94	94
MULTIRACIAL*	N	N	98	94	96	96
DISABLED	85	74	85	83	81	80
ECONOMICALLY DISADVANTAGED	96	88	92	92	93	92
ELL	N	N	87	87	86	86
MIGRANT*	N	N	N	N	89	89
FEMALE*	98	95	98	98	97	96
MALE*	98	88	95	93	93	91

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

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

## Reading, Mathematics, and Science Assessments

On the FCAT SSS reading, mathematics, and science tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest).

### Student Achievement Level Descriptions

Level 5: Performance at this level indicates that the student has success with the most challenging content of the Sunshine State Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

Level 4: Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the test questions correctly but may only have some success with questions that reflect the most challenging content.

Level 3: Performance at this level indicates that the student has partial success with the challenging content of the Sunshine State Standards, but performance is inconsistent. A Level 3 student answers many of the test questions correctly but is generally less successful with questions that are most challenging.

Level 2: Performance at this level indicates that the student has limited success with the challenging content of the Sunshine State Standards.

Level 1: Performance at this level indicates that the student has little success with the challenging content of the Sunshine State Standards.

Results of alternate assessments have been merged with the FCAT scores for reporting purposes.

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

#### Percent of Students Scoring 3 and Above

School %	District %	State %
----------	------------	---------

	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	49	72	1	75	72	0	62	72	1
WHITE	53	72	1	77	72	0	72	72	1
BLACK	N	72	2	46	72	1	44	72	2
HISPANIC	N	72	0	70	72	1	59	72	1
ASIAN	N	72	N	85	72	0	78	72	1
AM.INDIAN	N	72	N	N	72	0	64	72	2
MULTIRACIAL*	N	72	N	78	72	1	68	72	1
DISABLED	N	72	2	43	72	1	36	72	3
ECONOMICALLY DISADVANTAGED	36	72	2	57	72	1	53	72	2
ELL	N	72	N	42	72	0	44	72	1
MIGRANT*	N	72	N	N	72	N	41	72	2
FEMALE*	50	72	1	78	72	0	65	72	1
MALE*	49	72	1	72	72	1	60	72	2

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

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

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

#### Percent of Students Scoring 3 and Above

	School %			District %			State %		
	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	76	74	1	80	74	0	68	74	2
WHITE	82	74	1	83	74	0	78	74	1
BLACK	N	74	2	48	74	1	50	74	2
HISPANIC	N	74	0	76	74	1	66	74	1
ASIAN	N	74	N	91	74	0	87	74	1
AM.INDIAN	N	74	N	N	74	0	70	74	2
MULTIRACIAL*	N	74	N	74	74	0	71	74	1
DISABLED	N	74	4	49	74	1	41	74	3
ECONOMICALLY DISADVANTAGED	66	74	2	60	74	1	59	74	2
ELL	N	74	N	57	74	1	52	74	2

MIGRANT*	N	74	N	N	74	N	54	74	2
FEMALE*	71	74	1	80	74	0	68	74	1
MALE*	81	74	1	81	74	1	69	74	2

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

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

### Science Assessment Results (Sunshine State Standards and Alternate Assessments)

#### Percent of Students Scoring 3 and Above

	School %			District %			State %		
	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	42	N/A	6	61	N/A	2	44	N/A	3
WHITE	48	N/A	6	64	N/A	2	58	N/A	3
BLACK	11	N/A	2	30	N/A	4	24	N/A	5
HISPANIC	N	N/A	N	53	N/A	1	37	N/A	3
ASIAN	N	N/A	N	68	N/A	3	62	N/A	2
AM.INDIAN	N	N/A	N	N	N/A	N	46	N/A	4
MULTIRACIAL*	N	N/A	N	45	N/A	4	50	N/A	3
DISABLED	24	N/A	2	32	N/A	4	25	N/A	6
ECONOMICALLY DISADVANTAGED	23	N/A	4	39	N/A	3	32	N/A	4
ELL	N	N/A	N	25	N/A	7	18	N/A	3
MIGRANT*	N	N/A	N	N	N/A	N	21	N/A	3
FEMALE*	33	N/A	4	56	N/A	1	41	N/A	3
MALE*	51	N/A	8	65	N/A	2	48	N/A	4

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

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

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

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

Reading

Math



School	2009-10	2008-09	2009-10	2008-09
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9	52	53	70	72
Grade 10	46	43	83	70

District	Reading		Math	
	2009-10	2008-09	2009-10	2008-09
Grade 3	85	87	87	90
Grade 4	84	86	86	86
Grade 5	83	83	78	75
Grade 6	79	79	74	67
Grade 7	80	80	74	72
Grade 8	68	69	81	80
Grade 9	66	62	79	79
Grade 10	55	53	84	82

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

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

GRADE 05	FCAT SCIENCE														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						8	25	41	18	8	19	32	35	11	4
WHITE						6	24	43	19	8	10	27	42	16	6
BLACK						31	29	29	8		34	39	23	3	1

HISPANIC	11	30	37	18		23	35	32	8	2
ASIAN		24	32	27		10	23	39	18	9
AM. INDIAN						17	33	35	11	3
MULTIRACIAL*		50				15	32	38	11	4
DISABLED	25	37	28	9		40	33	21	4	1
ECO. DISADVANTAGED	19	37	34	9	2	27	37	29	6	1
ELL		46				40	37	20	3	
MIGRANT*						38	39	20	3	
FEMALE*	7	28	41	17	7	19	34	35	10	3
MALE*	8	22	42	19	9	19	30	35	12	4

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

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

<b>GRADE 08</b>	<b>FCAT SCIENCE</b>														
	<b>School %</b>					<b>District %</b>					<b>State %</b>				
	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>
ALL STUDENTS	13	27	42	14	4	25	31	32	8	2	25	31	32	8	2
WHITE	11	26	44	15	5	14	29	41	12	4	14	29	41	12	4
BLACK	39	31	27			44	34	19	2		44	34	19	2	
HISPANIC	19	31	39	11		30	34	28	6	1	30	34	28	6	1
ASIAN		20	37	24		12	24	40	17	7	12	24	40	17	7
AM. INDIAN						22	33	33	9	3	22	33	33	9	3
MULTIRACIAL*						19	32	36	10	3	19	32	36	10	3
DISABLED	43	31	22			56	27	15	2	1	56	27	15	2	1
ECO. DISADVANTAGED	30	34	30	3	3	36	35	24	4	1	36	35	24	4	1
ELL						60	28	11	1		60	28	11	1	
MIGRANT*						48	32	17	2		48	32	17	2	
FEMALE*	14	31	41	11	4	26	35	31	7	2	26	35	31	7	2
MALE*	13	23	44	16	5	25	28	33	10	3	25	28	33	10	3

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

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

<b>GRADE 11</b>	<b>FCAT SCIENCE</b>														
	<b>School %</b>					<b>District %</b>					<b>State %</b>				
	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>
ALL STUDENTS	21	37	35	6		15	32	42	9	1	28	34	32	6	1

WHITE	16	37	40	7		12	32	44	10	2	16	33	41	8	2
BLACK	49	41				46	35	17			47	35	16	1	
HISPANIC						15	39	42			34	35	26	4	1
ASIAN							25	52			17	28	40	12	3
AM. INDIAN											22	37	35	5	
MULTIRACIAL*											22	34	36	7	1
DISABLED	61	26				50	31	18			60	27	12	1	
ECO. DISADVANTAGED	37	41	20			33	36	27	4		40	35	22	3	
ELL											64	27	8	1	
MIGRANT*											50	34	15		
FEMALE*	26	42	30			16	37	41	6		30	36	30	4	1
MALE*	17	33	39	10		15	27	43	12	3	26	31	34	7	2

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

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

	FCAT READING														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
<b>GRADE ALL</b>															
ALL STUDENTS	19	33	25	12	12	10	16	29	30	15	19	20	31	22	9
WHITE	14	33	27	13	13	8	15	30	31	16	11	17	32	28	13
BLACK	57	25				31	24	26	15	4	31	25	28	13	3
HISPANIC		40				14	17	31	27	11	21	21	31	20	7
ASIAN						7	10	24	33	26	11	13	27	30	19
AM. INDIAN								38	31		18	19	32	22	8
MULTIRACIAL*						9	13	32	29	17	14	18	33	26	10
DISABLED	51	28	15			35	23	26	12	3	46	21	21	9	2
ECO. DISADVANTAGED	31	33	21	9	6	21	22	32	20	5	25	23	31	17	4
ELL						38	24	27	9		39	21	27	12	2
MIGRANT*											35	25	27	11	2
FEMALE*	18	33	24	13	13	8	15	29	31	17	16	20	31	23	10
MALE*	20	32	26	10	12	12	16	29	29	13	21	20	30	21	8

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

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

	FCAT MATH														
	School %					District %					State %				

<b>GRADE ALL</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>
ALL STUDENTS	7	17	35	31	9	8	13	30	32	18	14	19	32	25	11
WHITE	4	15	37	34	10	6	11	30	34	19	8	14	32	31	15
BLACK	33	36	27			27	26	28	15	4	25	26	31	14	3
HISPANIC		24	26	38		9	16	31	31	13	15	20	33	23	8
ASIAN						2	7	21	35	35	5	9	24	33	29
AM. INDIAN									31		12	18	33	26	11
MULTIRACIAL*						7	20	31	26	15	11	18	33	26	11
DISABLED	32	24	36			30	23	29	15	4	38	24	24	11	3
ECO. DISADVANTAGED	14	21	39	21	5	18	23	34	20	5	19	23	33	19	5
ELL						21	29	30	16		27	24	29	15	4
MIGRANT*											23	25	33	16	4
FEMALE*	8	21	34	27	9	7	14	31	32	17	13	19	33	25	10
MALE*	6	14	36	35	9	8	12	29	32	19	14	18	31	25	12

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

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

### Recently Arrived English Language Learners (ELLs)

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

\* Cell sizes smaller than 10 are suppressed.

<b>ELL</b>	<b>School</b>	<b>District</b>	<b>State</b>
Reading	*	*	1398

### National Assessment of Educational Progress (NAEP)

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

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

## 1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

## 2. Achievement Level

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

<b>Advanced</b>	Superior performance.
<b>Proficient</b>	Solid academic performance for each grade assessed. Students reaching this level have demonstrated competence over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
<b>Basic</b>	Denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
<b>Below Basic:</b>	Scores that fall below the cut score for <i>Basic</i> .

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

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

## NAEP Participation Rates for Required Subgroups

NAEP	MATH Grade 04	MATH Grade 08	READING Grade 04	READING Grade 08
	Florida Nation	Florida Nation	Florida Nation	Florida Nation

SWD	90	84	87	78	83	71	82	72
ELL	95	94	91	92	71	84	58	83

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

#### NAEP MATH - State Level Results

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

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

#### NAEP MATH - State Level Results

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

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

## NAEP READING - State Level Results

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

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

## NAEP READING - State Level Results

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

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

## SCHOOL SAFETY AND ENVIRONMENT

Schools and communities must provide an environment that is drug free and protects the health, safety, and civil rights of everyone in the school.

### School Environmental Safety: Reported Incidents

The most recent full-year school-level data on reported incidents is available at the Florida School Indicators Report website at <http://data.fldoe.org/fsir>. (See "Incidents of Crime and

Violence.") District-level reports are available at <http://www.fldoe.org/safeschools/discipline.asp>.

The No Child Left Behind Act provides for an Unsafe School Choice Option, which ensures that students who attend a school that has been identified as persistently dangerous are allowed the option of attending another school within the same district.

For the 2009-10 school year, no Florida public school was identified as persistently dangerous.\*

\*pending review of complete full-year data

## TEACHERS AND STAFF

Schools, districts, and the state ensure that teachers and staff are professionally qualified. School boards must provide a learning environment conducive to teaching and learning.

### New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2009-10.

Staff Type	Total Number for 2009-10	Number Newly Hired for 2009-10	School %	District %	State %
Instructional Staff	74	4	5.4	13.6	14.6
School-Based Administrators	4	0	0.0	11.1	20.6
Total	78	4	5.1	13.5	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	42	60.9	64.4	65.9	67.0	65.3	65.3
Master's Degree	23	33.3	30.1	33.2	32.1	32.1	31.9
Specialist Degree	1	1.4	1.4	0.4	0.5	1.6	1.7
Doctorate	3	4.3	4.1	0.5	0.4	1.0	1.0
Total All Degrees	69	100.0	100.0	100.0	100.0	100.0	100.0

### Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no un-certified teachers, although some teachers may be temporarily assigned to areas outside their field of specialization. Data on classes taught by teachers out of field is provided in the following table.

#### In-Field and Out-of-Field Teachers



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

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	100.0	99.6	95.2
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	0.4	4.8

### Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography.

Classes Not Taught by Highly Qualified Teachers	School %	District %			State %		
	All Schools	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*	
October	0.0	3.0	0.0	4.2	5.1	5.2	5.0
February	0.0	3.8	0.0	5.2	4.6	4.6	4.3
Combined All Year	0.0	3.4	0.0	4.7	4.8	4.9	4.7

\*High poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low poverty schools rank in bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

### FLORIDA SCHOOL PERFORMANCE GRADE AND ADEQUATE YEARLY PROGRESS (AYP)

#### School Performance Grade

Public schools in Florida are graded annually based on student performance on the FCAT and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade A representing the highest performance rating and grade F representing a failed rating. A rating of I indicates that grading is incomplete. A grade of N indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including exceptional student education (ESE) centers and Department of Juvenile Justice (DJJ) facilities. High schools and combination schools that serve high school grade levels will receive a grade based 50% on FCAT and 50% on new measures. Those grades will not be available until November 2010. Therefore, for those schools, a "P" appears under their grade.

2009-10 School Performance Grade\*: P

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

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

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

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

## **REPORTING REQUIREMENTS OF FEDERAL LEGISLATION**

### ***A. Notice of School Improvement Status and Options***

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

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

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

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

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

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

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

Additional statistics and information of interest may be found in the Florida School Indicators Report on the department's website at <http://www.fldoe.org> or at <http://data.fldoe.org/fsir>.

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

improving school performance.

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

## Adequate Yearly Progress (AYP) Indicator

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

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

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

Basic AYP Requirements are as follows:

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

### Subgroups

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

Students with Disabilities

Students Eligible for Free/Reduced Price Lunch

English Language Learners

Total (All) Students

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

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

**Growth Model:** Subgroups that do not achieve the reading and/or math targets and fail to meet Safe Harbor criteria can still attain adequate progress if the percentage of students who are on track to be proficient (via the Growth Model) meets or exceeds annual proficiency targets. Subgroups must also meet qualifying criteria in reading/math participation, writing proficiency, and the graduation rate. More information on AYP calculations and results, including the growth model, is available in the Adequate Yearly Progress (AYP) Technical Assistance Paper, which is available via a link at <http://schoolgrades.fldoe.org>.

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

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

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

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

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

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

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

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

District Number	School Number	School Name
55	11	ACADEMY FOR BUSINESS AND LEADERSHIP EDUCATION
55	21	CROOKSHANK ELEMENTARY SCHOOL
55	33	ST. JOHNS TECHNICAL HIGH SCHOOL
55	61	ST JOHNS CO TRANSITION PROGRAM
55	91	KETTERLINUS ELEMENTARY SCHOOL
55	171	R J MURRAY MIDDLE SCHOOL
55	181	ST. AUGUSTINE HIGH SCHOOL
55	201	THE WEBSTER SCHOOL
55	251	ALLEN D NEASE SENIOR HIGH SCHOOL
55	261	W. DOUGLAS HARTLEY ELEMENTARY
55	301	SEBASTIAN MIDDLE SCHOOL
55	311	ALICE B. LANDRUM MIDDLE SCHOOL
55	321	SWITZERLAND POINT MIDDLE SCHOOL
55	331	OSCEOLA ELEMENTARY SCHOOL
55	341	MILL CREEK ELEMENTARY SCHOOL
55	361	OTIS A. MASON ELEMENTARY SCHOOL
55	371	GAMBLE ROGERS MIDDLE SCHOOL
55	381	CUNNINGHAM CREEK ELEM. SCHOOL
55	401	PEDRO MENENDEZ HIGH SCHOOL
55	421	HASTINGS JUVENILE CORRECTIONAL
55	442	ST JOHNS COUNTY JUVENILE RESIDENTIAL
55	461	SOUTH WOODS ELEMENTARY SCHOOL
55	481	PACETTI BAY MIDDLE SCHOOL
55	491	FRUIT COVE MIDDLE SCHOOL
55	501	HICKORY CREEK ELEMENTARY SCHOOL

#### 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**  
12

**Number of Title I Schools  
Identified for Improvement**  
4

**Percent of Title I Schools  
Identified for Improvement**  
33.3

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

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

<b>District Number</b>	<b>School Number</b>	<b>School Name</b>	<b>Number of Years Listed</b>
55	21	CROOKSHANK ELEMENTARY SCHOOL	7
55	201	THE WEBSTER SCHOOL	7
55	331	OSCEOLA ELEMENTARY SCHOOL	4
55	461	SOUTH WOODS ELEMENTARY SCHOOL	4

#### **Notice of Availability of School Financial Report**

For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices is available at [http://www.fldoe.org/schools/schoolmap/flash/schoolmap\\_text.asp](http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp). A directory of schools is also available at [http://www.fldoe.org/schools/schoolmap/flash/schoolmap\\_text.asp](http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp).

Select a New School