St. John Elementary School

Grades: PreK-5

State Public Accountability Report (SPAR)

The School Public Accountability Report (SPAR) 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 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)

Note: Beginning with the 2010-11 school year, Florida implemented new data elements for collecting and reporting student demographic data in compliance with adjustments made by the U.S. Office of Management and Budget to Statistical Policy Directive No. 15. These revisions allow students to select more than one race and to report their ethnicities and races separately when reporting their demographic information. For ethnicity, students select whether they are of Hispanic or Latino origin, and for race, students select one or more of the following: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. These new categories are reflected in the NCLB SPARs. However, the graduation and dropout rates reported in the 2010-11 NCLB SPARs are for the 2009-10 and 2008-09 school years. Therefore the new racial categories are not reflected in the graduation and dropout rate tables.

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	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10
WHITE	3	5	2.3	1.4	3.6	3.4	43.2	44.4
BLACK OR AFRICAN AMERICAN	157	120	78.9	80.3	77.0	77.7	22.9	23.0
HISPANIC / LATINO	28	34	17.7	17.7	18.1	17.4	27.9	26.2
ASIAN	1	1	0.6		0.3	0.3	2.5	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER							0.1	
AMERICAN INDIAN OR ALASKA NATIVE					0.1		0.4	0.3
TWO OR MORE RACES	2		0.6	0.6	0.8	1.2	3.0	3.4
DISABLED	13	15	8.0	8.2	11.9	12.1	13.7	14.1
ECONOMICALLY DISADVANTAGED	171	147	90.6	90.7	81.8	86.0	56.0	53.5
ELL	20	25	12.8	14.4	9.4	9.2	11.7	11.6
MIGRANT	6	9	4.3	5.6	2.2	3.0	0.5	0.5
FEMALE	191		54.4	53.0	49.8	49.4	48.8	48.7
MALE		160	45.6	47.0	50.2	50.6	51.3	51.3
TOTAL	351		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:

- o **Demonstrating**

  - The student is consistently demonstrating acquisition of this skill or behavior.

- o **Emerging/Progressing**

  - The student is in an early stage of growth but appears to be showing growth toward the skill or behavior.

- o **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 percent 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-.84 on the broad screen then he or she has a 16 percent to 84 percent chance of scoring at the 40th percentile on the SAT-10 or SESAT in the spring.

- If a student scores .15 or lower on the broad screen then he or she has a 15 percent or lower chance of scoring at the 40th percentile on the SAT-10 or SESAT in the spring.

	Number of Students and Where They	School %	District %	State %

Category	Placed 2010-11	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10
ECHOS Ready	43	75	33	94	81	90	89
ECHOS Not Ready	14	25	67	6	19	10	11
Total ECHOS	57	100	100	100	100	100	100
FAIR Ready	26	46	40	50	45	68	65
FAIR Not Ready	31	54	60	50	55	32	35
Total FAIR	57	100	100	100	100	100	100

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10. 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 %	
	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09
ALL STUDENTS			60.2	62.6	78.2	76.2
WHITE			54.5	31.6	85.2	83.8
BLACK			61.2	65.5	66.6	63.3
HISPANIC			57.5	53.8	74.6	71.6
ASIAN			100.0		89.6	88.1
AM.INDIAN					77.9	77.4
MULTIRACIAL			20.0	100.0	83.5	82.3
DISABLED			27.0	33.3	48.7	47.2

ECONOMICALLY DISADVANTAGED			57.6	62.1	68.4	65.1
ELL			40.0	46.7	59.5	56.8
MIGRANT			42.9	40.0	64.4	59.9
FEMALE			65.3	69.3	82.0	80.0
MALE			55.2	55.2	74.5	72.3

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 %	
	2009-10	**2008-09**	**2009-10**	**2008-09**	**2009-10**	**2008-09**
ALL STUDENTS			58.1	60.3	79.0	76.3
WHITE			63.6	31.6	85.4	83.1
BLACK			58.8	62.8	68.4	64.9
HISPANIC			52.5	53.8	75.3	72.1
ASIAN			100.0		89.8	87.9
AM.INDIAN					76.8	76.8
MULTIRACIAL			40.0	100.0	83.7	81.3

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 who dropped out of school from the total enrollment in grades 9 through 12.

	School %		District %		State %	
Racial/Ethnic Group	**2009-10**	**2008-09**	**2009-10**	**2008-09**	**2009-10**	**2008-09**
WHITE	N/A	N/A	1.6	1.4	1.4	1.6

BLACK	N/A	N/A	1.5	4.5	2.9	3.4
HISPANIC	N/A	N/A	2.2	2.9	2.5	2.5
ASIAN	N/A	N/A	#	0.0	0.8	0.8
AM.INDIAN	N/A	N/A	N/A	0.0	2.2	2.3
MULTIRACIAL	N/A	N/A	0.0	0.0	1.4	1.6
FEMALE	N/A	N/A	1.0	3.9	1.7	2.0
MALE	N/A	N/A	2.2	4.4	2.3	2.5
TOTAL	N/A	N/A	1.6	4.2	2.0	2.3

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

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, who 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 SSS. 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 SSS 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 %	
	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10
ALL STUDENTS	100	95	96	91	96	95
WHITE	N	N	98	97	97	96
BLACK OR AFRICAN AMERICAN	100	94	96	91	94	93
HISPANIC / LATINO	N	N	97	88	95	94
ASIAN	N	N	N	N	97	97
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N		N		N	
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	N	97	94
TWO OR MORE RACES*	N	N	N	N	97	96
DISABLED	N	N	85	73	85	81
ECONOMICALLY DISADVANTAGED	100	95	96	90	95	93
ELL	N	N	96	75	88	86
MIGRANT*	N	N	N	N	92	89
FEMALE*	N	N	96	94	98	97
MALE*	N	N	96	87	95	93
* 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 %		
	2010-11 Results	State Objective	% Not Tested	2010-11 Results	State Objective	% Not Tested	2010-11 Results	State Objective	% Not Tested
ALL STUDENTS	55	79	0	45	79	4	62	79	2
WHITE	N	79	N	68	79	3	73	79	2
BLACK OR AFRICAN AMERICAN	56	79	0	43	79	4	44	79	2
HISPANIC / LATINO	N	79	N	48	79	2	59	79	2
ASIAN	N	79	N	N	79	N	78	79	1
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	79	N	N	79	N	N	79	N
AMERICAN INDIAN OR ALASKA NATIVE	N	79	N	N	79	N	61	79	2
TWO OR MORE RACES*	N	79	N	N	79	N	69	79	2

	School %			District %			State %		
DISABLED	N	79	N	33	79	6	35	79	3
ECONOMICALLY DISADVANTAGED	54	79	0	45	79	2	53	79	2
ELL	N	79	N	37	79	1	42	79	2
MIGRANT*	N	79	N	N	79	4	39	79	3
FEMALE*	50	79	0	47	79	3	65	79	2
MALE*	61	79	0	44	79	4	60	79	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 %		
	2010-11 Results	State Objective	% Not Tested	2010-11 Results	State Objective	% Not Tested	2010-11 Results	State Objective	% Not Tested
ALL STUDENTS	71	80	0	63	80	3	68	80	2
WHITE	N	80	N	75	80	2	78	80	2
BLACK OR AFRICAN AMERICAN	70	80	0	60	80	3	51	80	2
HISPANIC / LATINO	N	80	N	69	80	1	66	80	2
ASIAN	N	80	N	N	80	N	88	80	1
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	80	N	N	80	N	N	80	0
AMERICAN INDIAN OR ALASKA NATIVE	N	80	N	N	80	N	68	80	2
TWO OR MORE RACES*	N	80	N	N	80	N	73	80	2
DISABLED	N	80	N	47	80	6	41	80	3
ECONOMICALLY DISADVANTAGED	71	80	0	62	80	2	59	80	2
ELL	N	80	N	67	80	1	53	80	2
MIGRANT*	N	80	N	N	80	5	55	80	3

	School %			District %			State %		
FEMALE*	65	80	0	62	80	3	68	80	2
MALE*	78	80	0	63	80	3	68	80	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 %		
	2010-11 Results	State Objective	% Not Tested	2010-11 Results	State Objective	% Not Tested	2010-11 Results	State Objective	% Not Tested
ALL STUDENTS	21	N/A	0	29	N/A	5	47	N/A	4
WHITE	N	N/A	N	59	N/A	2	59	N/A	4
BLACK OR AFRICAN AMERICAN	N	N/A	N	25	N/A	6	26	N/A	5
HISPANIC / LATINO	N	N/A	N	37	N/A	2	41	N/A	3
ASIAN	N	N/A	N	N	N/A	N	65	N/A	2
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N/A	N	N	N/A	N	N	N/A	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N/A	N	N	N/A	N	45	N/A	4
TWO OR MORE RACES*	N	N/A	N	N	N/A	N	54	N/A	3
DISABLED	N	N/A	N	28	N/A	9	26	N/A	7
ECONOMICALLY DISADVANTAGED	20	N/A	0	29	N/A	3	35	N/A	4
ELL	N	N/A	N	24	N/A	3	20	N/A	4
MIGRANT*	N	N/A	N	N	N/A	N	23	N/A	5
FEMALE*	N	N/A	N	27	N/A	5	44	N/A	3
MALE*	N	N/A	N	30	N/A	5	50	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)

School	Reading		Math	
	2010-11	2009-10	2010-11	2009-10
Grade 3	59	57	86	79
Grade 4	59	62	78	72
Grade 5	44	33	41	37
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				

District	Reading		Math	
	2010-11	2009-10	2010-11	2009-10
Grade 3	61	59	84	72
Grade 4	60	55	76	63
Grade 5	57	48	58	49
Grade 6	38	46	40	48
Grade 7	47	51	50	51
Grade 8	43	37	65	51
Grade 9	23	18	88	49
Grade 10	12	14	54	55

State Totals	Reading		Math	
	2010-11	2009-10	2010-11	2009-10
Grade 3	73	73	78	79
Grade 4	72	72	75	75
Grade 5	70	70	64	64
Grade 6	68	68	58	58
Grade 7	69	69	63	62
Grade 8	56	56	69	69
Grade 9	49	49	70	68

Grade 10	40	40	71	73

Percentage of Students Scoring at Each FCAT Achievement Level, 2010-11

	FCAT SCIENCE														
	School %					District %					State %				
GRADE 05	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	46	34				25	36	28	7	4	19	30	33	13	5
WHITE											11	25	39	17	8
BLACK OR AFRICAN AMERICAN	44	37				27	38	27	6		34	36	24	5	1
HISPANIC / LATINO						21	31	31			22	32	32	10	4
ASIAN											10	20	36	20	15
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE											19	31	36	12	3
TWO OR MORE RACES*											15	28	37	14	7
DISABLED						44	30	23			42	32	20	5	2
ECO. DISADVANTAGED	45	35				25	36	28	7	3	26	34	29	8	2
ELL						31	34	31			39	35	21	4	1
MIGRANT*											35	39	22	3	1
FEMALE*						23	38	27	8		20	32	33	11	4
MALE*						27	33	30	6		19	28	33	14	7

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.
*Indicates subgroups not included as separate sub-populations in the AYP calculation.

	FCAT SCIENCE														
	School %					District %					State %				
GRADE 08	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						33	42	21	4		23	32	33	9	3
WHITE											12	28	41	13	5
BLACK OR AFRICAN AMERICAN						36	41	19			40	36	20	3	1
HISPANIC / LATINO						26	43	26			26	33	31	7	2
ASIAN											11	24	38	18	9
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE											19	36	37	7	2
TWO OR MORE RACES*											16	31	38	11	4
DISABLED						71					52	29	15	2	1

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ECO. DISADVANTAGED						33	42	21	3		32	36	27	5	1
ELL							63				57	30	12	1	
MIGRANT*											41	38	19	2	
FEMALE*						36	40	20			23	34	33	8	3
MALE*						29	44	22			22	29	34	10	4

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.
*Indicates subgroups not included as separate sub-populations in the AYP calculation.

	FCAT SCIENCE														
	School %					District %					State %				
GRADE 11	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						50	37	13			28	32	32	7	1
WHITE											18	30	40	10	2
BLACK OR AFRICAN AMERICAN						52	37	11			47	33	18	2	
HISPANIC / LATINO						43	36				32	34	28	5	1
ASIAN											16	26	41	14	3
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE											31	33	28	7	
TWO OR MORE RACES*											22	30	38	9	1
DISABLED						92					61	24	13	2	
ECO. DISADVANTAGED						51	36	12			39	34	24	3	
ELL											66	25	8	1	
MIGRANT*											51	33	15		
FEMALE*						51	37	12			29	35	30	5	1
MALE*						48	37	14			27	28	34	9	2

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.
*Indicates subgroups not included as separate sub-populations in the AYP calculation

	FCAT READING														
	School %					District %					State %				
GRADE ALL	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	27	19	36	16		30	26	28	13	2	18	20	30	22	9
WHITE						13	22	33	28		11	17	31	28	13
BLACK	26	19	37	16		31	27	27	12	2	31	26	28	12	3
HISPANIC / LATINO						29	24	32	13	3	21	21	31	20	7
ASIAN											10	13	27	30	19

	School % L1	L2	L3	L4	L5	District % L1	L2	L3	L4	L5	State % L1	L2	L3	L4	L5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE											18	21	33	21	6
TWO OR MORE RACES*											13	18	32	26	11
DISABLED						63	18	13	6		47	22	20	8	2
ECO. DISADVANTAGED	27	20	35	15		30	26	28	13	2	25	23	31	17	4
ELL						38	25	26	11		40	21	26	11	2
MIGRANT*						33		35			36	26	27	9	1
FEMALE*	31	20	34	14		29	26	29	15	2	16	20	31	23	10
MALE*	23	18	39	18		31	27	28	12	3	20	20	30	21	8

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.
*Indicates subgroups not included as separate sub-populations in the AYP calculation

	FCAT MATH														
	School %					District %					State %				
GRADE ALL	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	8	21	31	32	8	16	22	32	21	9	14	18	32	25	11
WHITE						11	15	25	37	12	8	14	32	31	15
BLACK OR AFRICAN AMERICAN		23	33	29		18	23	32	19	8	24	25	32	15	3
HISPANIC / LATINO						11	20	32	28	9	15	20	33	24	9
ASIAN											5	8	23	33	31
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE											13	19	33	25	9
TWO OR MORE RACES*											11	17	33	27	13
DISABLED						41	24	22	11		39	24	24	11	3
ECO. DISADVANTAGED	9	20	31	32	8	16	23	32	21	8	19	23	33	20	5
ELL						14	21	35	23	8	26	24	29	16	5
MIGRANT*								45	30		21	25	33	16	4
FEMALE*		27	28	31		15	24	31	22	9	13	19	33	25	10
MALE*			34	32		17	21	33	21	8	15	18	31	25	11

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

ELL	School	District	State
Reading	*	43	35148
* Cell sizes smaller than 10 are suppressed.			

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. NAEP was not administered in the 2010-11 school year.

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.

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   Denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Below Basic   Scores that fall below the cut score for *Basic.*

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

FCAT Achievement Levels	NAEP Achievement Standards
5	*Advanced*
4	*Proficient*
2-3	*Basic*
1	*Below Basic*

NAEP Participation Rates for Required Subgroups

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 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

NAEP MATH - State Level Results														
	% of Students		Average Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
GRADE 04	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														
	% of Students		Average Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
GRADE 08	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**	
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
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**	
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	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 district-level data on reported incidents is available through the office of Safe Schools at http://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 2010-11 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 2010-11.

Staff Type	Total Number for 2010-11	Number Newly Hired for 2010-11	School %	District %	State %
Instructional Staff	23	4	17.4	32.4	18.9
School-Based Administrators	2	2	100.0	79.3	23.2
Total	25	6	24.0	35.1	19.1

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

Degree Level	Number	School % 2010-11	School % 2009-10	District % 2010-11	District % 2009-10	State % 2010-11	State % 2009-10
Bachelor's Degree	10	83.3	91.7	69.3	71.9	65.2	65.3
Master's Degree	2	16.7	8.3	27.8	26.1	32.2	32.1
Specialist Degree				1.3	0.7	1.7	1.6
Doctorate				1.6	1.3	1.0	1.0
Total All Degrees	12	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	95.5	95.4
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	4.5	4.6

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*
June	0.0	0.0	0.0	0.0	9.6	12.4	6.5
July	0.0	0.0	0.0	0.0	11.0	14.1	4.6
October	3.8	7.6	6.1	7.0	5.0	5.6	4.5
February	0.0	5.5	3.0	3.7	4.7	5.0	4.1
Combined All Year	1.9	6.4	4.5	3.9	5.0	5.5	4.3

*High poverty schools are schools ranking in the top 25 percent 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 percent on FCAT and 50 percent on new measures. Those grades will not be available until November 2011. For those schools, a "P" appears in place of their grades.

2010-11 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.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 various data reports on the department's website at
http://www.fldoe.org/eias/eiaspubs/default.asp

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 2010-11 school year, requirements for school improvements apply to Title I schools that did not make AYP in 2009-10 and 2010-11.* Students attending these schools are eligible for public school choice options for the 2010-11 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.

<u>Safe Harbor:</u> 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).

<u>Growth Model:</u> 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, 2010-11 (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 2010-11 school year. Data used to calculate AYP for 2010-11 includes FCAT data for 2010-11 and 2009-10, graduation rate data for 2009-10 and 2008-09, and the school performance grade assigned in 2011.

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, 2010-11

District Number	School Number	School Name
20	41	GEORGE W. MUNROE ELEM. SCHOOL
20	51	WEST GADSDEN HIGH SCHOOL
20	61	HAVANA MIDDLE SCHOOL
20	71	EAST GADSDEN HIGH SCHOOL
20	91	HAVANA ELEMENTARY SCHOOL
20	141	GREENSBORO ELEMENTARY SCHOOL
20	151	CHATTAHOOCHEE ELEMENTARY SCHL
20	171	GRETNA ELEMENTARY SCHOOL
20	191	ST. JOHNS ELEMENTARY SCHOOL
20	211	JAMES A. SHANKS MIDDLE SCHOOL
20	231	CARTER PARRAMORE ACADEMY
20	9104	CROSSROAD ACADEMY
20	9106	GADSDEN CENTRAL ACADEMY

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
13	12	92.3

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 2010-11 in the schools shown below are eligible for public school choice and/or supplemental services in 2011-12.

District Number	School Number	School Name	Number of Years Listed
20	41	GEORGE W. MUNROE ELEM. SCHOOL	8
20	51	WEST GADSDEN HIGH SCHOOL	8
20	61	HAVANA MIDDLE SCHOOL	8
20	71	EAST GADSDEN HIGH SCHOOL	7
20	91	HAVANA ELEMENTARY SCHOOL	8

20	141	GREENSBORO ELEMENTARY SCHOOL	7
20	151	CHATTAHOOCHEE ELEMENTARY SCHL	7
20	171	GRETNA ELEMENTARY SCHOOL	6
20	191	ST. JOHNS ELEMENTARY SCHOOL	1
20	201	STEWART STREET ELEMENTARY SCHL	7
20	211	JAMES A. SHANKS MIDDLE SCHOOL	9
20	231	CARTER PARRAMORE ACADEMY	8

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 and a directory of schools are also available at http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp.