



Dr. Margaret A. Smith
Superintendent of Schools

School Board of Volusia County

Ms. Judy Conte, Chairman
Mrs. Diane Smith, Vice Chairman
Dr. Al Williams
Ms. Candace Lankford
Mr. Stan Schmidt

Dear Parents, Guardians and Community Members,

I am pleased to present to you the **2007-2008 No Child Left Behind School Public Accountability Report (NCLB SPAR)**. This report is an important part of Florida's system of educational reform and accountability, which is one of the more stringent systems in the nation. The information in this report represents a summary of data related to your child's school and was developed in partnership with the Florida Department of Education and the United States Department of Education.

This report is a requirement of the *No Child Left Behind Act of 2001 (NCLB)* which was signed into law by President Bush on January 8, 2002. NCLB utilizes Adequate Yearly Progress (AYP) to measure how well public schools across the nation are performing. In Florida, AYP status is determined based on the performance and participation in the Florida Comprehensive Assessment Test (FCAT) by various student subgroups (race/ethnicity, socio-economic status, disability and English proficiency). To achieve AYP a school must score at least 95% in each area graded, which can be as many as 45 areas. If only one of the 45 areas does not meet the criteria, the school does not achieve AYP. As required by federal law, Title I schools that do not meet AYP two years in a row must offer their students opportunities for transfer to other schools within the district.

The School District of Volusia County supports rigorous accountability for all schools and high standards for all students. We are dedicated to our belief that all students will learn, achieve, and meet the goal of closing the achievement gap. However, our district is actively supporting amendments to the NCLB criteria for grading schools and has adopted a federal legislative platform to address the following areas: 1) replacing the conjunctive (all or nothing) system which fails to distinguish between high and low performing schools; 2) adding a learning gains component to provide an appropriate measure of student progress; 3) ensuring that only those students not making "AYP Proficiency", as measured by NCLB, be eligible to utilize school choice for schools not making AYP; 4) increasing the level of funding for school districts, given the accountability requirements of NCLB, to ensure a quality education for all of our children and 5) allowing a state-by-state provision for waivers to highly qualified teachers delivering dropout prevention education to small learning groups that would facilitate the graduation rate. We will continue to work with our state and federal legislators to ensure a more fair and equitable accountability system.

Please take a few minutes to review this report, and if you have questions, please talk to your child's principal. I am confident that with the continued commitment and involvement of all stakeholders – parents, teachers, administrators, and support staff – we will achieve our goals and provide a quality educational experience for all our children. Together we are learning, achieving and succeeding!

Sincerely,

A handwritten signature in cursive script that reads "Margaret A. Smith".

Margaret A. Smith, D.Ed.
Superintendent of Schools

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

NCLB 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 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	1268	1189	71.3	72.4	63.9	64.9	45.9	46.8
BLACK	257	210	13.5	13.9	14.5	14.8	23.1	23.1
HISPANIC	195	201	11.5	10.4	15.6	14.7	24.7	24.2
ASIAN	24	28	1.5	1.6	1.5	1.5	2.4	2.3
AM.INDIAN	1	2	0.1	0.2	0.2	0.2	0.3	0.3
MULTIRACIAL	37	36	2.1	1.6	4.2	3.9	3.6	3.3
DISABLED	212	375	17.0	17.6	17.0	17.5	14.4	14.7
ECONOMICALLY DISADVANTAGED	495	415	26.4	25.9	42.5	42.0	45.9	45.4
ELL	43	47	2.6	2.4	6.0	5.5	11.9	11.8
MIGRANT	9	10	0.6	1.4	0.7	1.2	0.5	0.7
FEMALE	1782		51.7	50.2	48.6	48.5	48.7	48.6
MALE		1666	48.3	49.8	51.4	51.5	51.3	51.4
TOTAL	3448		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 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 in 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 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.

READINESS TO START SCHOOL, continued...

Category	Number of Students and Where They Were Placed 2007-08	School %		District %		State %	
		2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
ECHOS Ready*	0	0	0	85	0	88	0
ECHOS Not Ready	0	0	0	15	0	12	0
DIBELS LNF Ready**	0	0	0	72	0	72	0
DIBELS LNF Not Ready	0	0	0	28	0	28	0
DIBELS ISF Ready**	0	0	0	64	0	65	0
DIBELS ISF Not Ready	0	0	0	36	0	35	0

*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.

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	76.1	73.1	76.7	76.7	69.8	68.3
WHITE	83.7	79.3	83.2	82.4	78.9	77.6
BLACK	44.8	52.2	54.2	55.5	54.6	52.8
HISPANIC	56.4	47.1	66.2	67.5	63.6	61.2
ASIAN	100.0	90.0	88.1	81.4	82.4	82.5
AM.INDIAN	100.0		100.0	70.6	72.3	73.1
MULTIRACIAL	85.7	50.0	70.0	83.7	73.8	73.9
DISABLED	36.8	29.7	43.5	44.1	38.0	37.4
ECONOMICALLY DISADVANTAGED	52.8	40.0	57.4	55.6	56.0	53.6
ELL	45.5	26.7	48.9	41.5	48.2	46.3
MIGRANT	41.7	15.4	40.0	25.9	48.2	42.9
FEMALE	78.4	77.8	80.4	81.8	73.9	72.5
MALE	74.6	68.5	73.1	71.7	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, 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 %	
	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
ALL STUDENTS	82.7	80.5	80.9	80.2	70.3	68.9
WHITE	88.6	85.0	86.3	84.9	78.6	77.4
BLACK	61.9	66.7	63.4	64.0	56.9	55.3
HISPANIC	59.0	56.9	71.1	71.0	64.3	62.0
ASIAN	100.0	90.0	89.3	81.4	82.2	82.3
AM.INDIAN	100.0		100.0	70.6	71.8	73.1
MULTIRACIAL	85.7	100.0	72.0	90.7	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 Dropouts During the School Year		School %		District %		State %	
	Female	Male	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
WHITE	13	22	1.3	1.6	1.0	1.2	2.4	2.6
BLACK	5	7	2.2	2.7	1.5	1.8	4.7	4.7
HISPANIC	10	11	5.4	4.6	2.5	2.1	3.9	4.3
ASIAN					0.6	0.3	1.7	1.5
AM.INDIAN					1.7	4.0	2.6	3.1
MULTIRACIAL	1	1	3.5	2.8	1.2	2.0	2.3	2.6
FEMALE	29		1.6	2.0	1.0	1.2	2.9	3.1
MALE		41	2.2	2.1	1.5	1.7	3.7	3.8
TOTAL	70		1.9	2.0	1.3	1.4	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 tables 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*					
OTHER*					
FEMALE	151	127	84.1	81.4	77.2
MALE	98	81	82.6	81.7	77.8
UNKNOWN					
TOTAL	249	208	83.5	81.5	77.5

College Placement Test Results, continued...

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*					
OTHER*					
FEMALE	151	139	92.0	89.5	84.8
MALE	98	83	84.6	86.2	82.5
UNKNOWN					
TOTAL	249	222	89.2	88.1	83.9

Racial/Ethnic Group	Number of Graduates Who Took College Placement Math Tests	Number Who Passed Math Placement Tests	School%	District %	State %
WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM.INDIAN*					
OTHER*					
FEMALE	151	101	66.8	65.9	67.6
MALE	98	70	71.4	70.9	73.0
UNKNOWN					
TOTAL	249	171	68.7	68.1	70.0

* Additional information is available at <http://www.fldoe.org/articulation/percft>.

A pound sign(#) indicates a number less than 10.

STUDENT PERFORMANCE

Florida's students are expected to compete at the highest levels nationally and internationally and become prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

Standardized Tests

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

Florida Comprehensive Assessment Test (FCAT)

The FCAT measures student performance in writing, reading, and mathematics. The FCAT has two main parts: one part consisting of tests that measure skills prescribed by the Sunshine State Standards and the other part consisting of norm-referenced tests that rank student performance on a percentile basis.

Alternate Assessments for Students with Disabilities

An alternate assessment for students with disabilities is a performance-based assessment designed to evaluate the progress of students with disabilities on the Sunshine State Standards for special diploma measures. Alternate assessments are used with students who are functioning at a cognitive level such that they would not be expected to participate in 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. 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 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.

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 (Sunshine State Standards and Alternate Assessments)					
	Percent of Students Scoring 3 and Above					
	School %		District %		State %	
	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
ALL STUDENTS	90	88	91	91	92	93
WHITE	91	89	92	92	94	94
BLACK	83	87	87	86	90	90
HISPANIC	85	78	89	86	91	91
ASIAN	N	100	95	95	95	96
AM.INDIAN	N	100	76	93	93	94
MULTIRACIAL*	N	100	91	93	94	94
DISABLED	61	57	71	70	76	75
ECONOMICALLY DISADVANTAGED	84	81	88	87	89	89
ELL	N	45	83	80	81	83
MIGRANT*	N	69	86	84	85	84
FEMALE*	93	91	94	94	95	95
MALE*	87	84	87	87	89	90

*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.

Reading and Mathematics Assessments, continued...

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

	Mathematics Assessment Results (Sunshine State Standards and Alternate Assessments)								
	Percent of Students Scoring 3 and Above								
	School %			District %			State %		
	2007-08 Results	State Objective	% Not Tested	2007-08 Results	State Objective	% Not Tested	2007-08 Results	State Objective	% Not Tested
ALL STUDENTS	73	62	4	64	62	2	66	62	3
WHITE	79	62	2	71	62	2	76	62	3
BLACK	48	62	4	42	62	3	47	62	3
HISPANIC	58	62	9	53	62	2	61	62	2
ASIAN	N	62	N	83	62	2	85	62	2
AM.INDIAN	N	62	N	N	62	5	71	62	3
MULTIRACIAL*	N	62	4	66	62	2	70	62	3
DISABLED	30	62	7	32	62	4	38	62	4
ECONOMICALLY DISADVANTAGED	57	62	7	53	62	3	54	62	2
ELL	N	62	2	42	62	2	47	62	2
MIGRANT*	N	62	N	46	62	3	49	62	3
FEMALE*	74	62	3	64	62	2	66	62	2
MALE*	72	62	4	65	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 and Mathematics Assessments, continued...

	Reading Assessment Results (Sunshine State Standards and Alternate Assessments)								
	Percent of Students Scoring 3 and Above								
	School %			District %			State %		
	2007-08 Results	State Objective	% Not Tested	2007-08 Results	State Objective	% Not Tested	2007-08 Results	State Objective	% Not Tested
ALL STUDENTS	50	58	4	61	58	2	60	58	3
WHITE	56	58	3	67	58	2	71	58	3
BLACK	24	58	4	40	58	3	42	58	3
HISPANIC	36	58	8	49	58	2	53	58	2
ASIAN	N	58	N	73	58	2	75	58	2
AM.INDIAN	N	58	N	N	58	5	64	58	3
MULTIRACIAL*	N	58	4	67	58	2	68	58	3
DISABLED	16	58	7	30	58	4	34	58	4
ECONOMICALLY DISADVANTAGED	33	58	7	51	58	3	48	58	2
ELL	N	58	4	38	58	2	37	58	2
MIGRANT*	N	58	N	42	58	3	36	58	3
FEMALE*	53	58	3	63	58	2	62	58	2
MALE*	48	58	4	59	58	3	58	58	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.

Assessment Results by Grade: Percent Scoring at Level 3 or Above

(FCAT Sunshine State Standards and Alternate Assessments)

School	Reading		Math	
	2007-08	2006-07	2007-08	2006-07
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9	53	50	69	67
Grade 10	48	39	77	66

District	Reading		Math	
	2007-08	2006-07	2007-08	2006-07
Grade 3	75	72	78	75
Grade 4	73	70	72	69
Grade 5	69	74	63	58
Grade 6	62	64	47	48
Grade 7	66	63	58	55
Grade 8	55	49	66	60
Grade 9	46	42	63	58
Grade 10	39	33	69	62

State Totals	Reading		Math	
	2007-08	2006-07	2007-08	2006-07
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

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

GRADE 05	SCIENCE														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						20	34	36	9	2	23	33	32	9	3
WHITE						13	31	43	11	2	13	30	40	13	4
BLACK						41	37	19	2	0	41	37	19	2	0
HISPANIC						28	43	25	4	0	27	36	29	6	1
ASIAN						12	27	42	17	2	13	26	38	17	6
AM. INDIAN						13	38	38	13	0	19	34	35	10	2
MULTIRACIAL*						15	39	36	6	3	18	35	35	9	3
DISABLED						45	31	21	2	0	45	32	19	3	1
ECO. DISADVANTAGED						27	39	29	4	1	32	37	26	4	1
ELL						50	36	13	1	0	54	33	12	1	0
MIGRANT*						N	N	N	N	N	37	41	19	2	1
FEMALE*						21	36	35	7	1	24	35	31	8	2
MALE*						19	32	38	10	2	22	32	33	10	3

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

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

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

GRADE 08	SCIENCE														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						25	33	32	7	2	27	33	31	7	2
WHITE						17	34	37	9	2	16	31	39	11	3
BLACK						50	34	15	2	0	46	35	17	2	0
HISPANIC						38	34	25	3	1	33	35	27	5	1
ASIAN						14	19	45	19	3	12	27	41	14	6
AM. INDIAN						54	23	15	8	0	20	35	35	7	3
MULTIRACIAL*						21	33	38	8	1	21	34	35	8	2
DISABLED						58	29	10	2	0	59	26	13	2	0
ECO. DISADVANTAGED						35	36	24	4	0	38	34	24	3	1
ELL						76	19	4	1	0	70	24	6	0	0
MIGRANT*						N	N	N	N	N	50	34	15	1	0
FEMALE*						25	36	31	6	1	27	36	30	6	2
MALE*						24	31	34	8	2	26	30	33	9	2

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

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

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

GRADE 11	SCIENCE														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	27	34	32	6	0	26	36	32	6	1	29	33	31	6	1
WHITE	17	38	36	8	1	18	36	37	7	1	17	32	40	9	1
BLACK	64	24	12	0	0	52	34	13	1	0	49	35	15	1	0
HISPANIC	49	24	27	0	0	42	36	21	1	0	36	35	25	4	0
ASIAN	17	0	67	17	0	20	30	39	11	0	17	28	42	11	2
AM. INDIAN	0	0	0	100	0	25	50	0	25	0	18	37	35	9	1
MULTIRACIAL*	18	27	55	0	0	30	40	27	3	0	21	34	37	7	1
DISABLED	66	23	9	1	0	55	30	14	1	0	62	24	12	1	0
ECO. DISADVANTAGED	45	30	21	4	0	40	37	21	3	0	42	34	22	2	0
ELL	0	100	0	0	0	81	17	2	0	0	75	20	5	0	0
MIGRANT*	N	N	N	N	N	N	N	N	N	N	49	33	15	2	0
FEMALE*	25	38	33	5	0	26	41	28	4	0	29	38	29	4	0
MALE*	29	30	32	8	1	26	30	35	8	1	28	29	34	8	1

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

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

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

GRADE ALL	READING														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	24	27	24	12	13	19	21	33	21	7	20	20	31	21	7
WHITE	18	27	26	14	15	14	19	34	24	9	12	17	33	27	11
BLACK	48	30	12	5	5	33	27	28	10	2	33	26	28	11	2
HISPANIC	35	32	23	7	5	26	25	31	15	3	24	22	31	18	5
ASIAN	4	4	38	29	25	13	14	35	25	12	10	14	30	29	16
AM. INDIAN	50	0	50	0	0	28	14	32	18	8	16	20	34	23	8
MULTIRACIAL*	11	22	38	18	11	14	19	37	22	8	14	18	34	26	9
DISABLED	65	25	7	2	1	50	23	20	6	1	49	21	21	8	2
ECO. DISADVANTAGED	36	30	21	6	7	25	23	32	16	4	28	23	30	15	3
ELL	65	25	5	5	0	43	24	26	7	1	52	21	21	6	1
MIGRANT*	N	N	N	N	N	100	0	0	0	0	38	25	27	9	1
FEMALE*	21	28	26	13	12	16	21	33	22	8	18	20	32	22	8
MALE*	27	27	22	12	12	21	21	32	20	6	22	20	31	20	7

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

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

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

GRADE ALL	MATH														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	11	17	34	30	8	16	20	33	23	8	15	19	32	24	10
WHITE	8	14	34	35	9	11	18	34	27	9	9	15	32	30	14
BLACK	27	27	33	11	3	31	28	29	10	2	27	27	30	13	3
HISPANIC	15	28	36	17	4	22	25	32	17	5	17	21	33	21	7
ASIAN	4	4	17	63	13	7	11	31	34	17	5	10	25	33	27
AM. INDIAN	0	33	33	0	33	22	21	26	23	9	12	18	33	26	11
MULTIRACIAL*	7	11	41	32	9	13	22	35	22	8	11	19	33	26	11
DISABLED	51	25	19	4	1	46	26	21	7	1	41	24	23	10	3
ECO. DISADVANTAGED	18	23	34	22	3	23	24	33	17	4	22	24	32	17	5
ELL	26	32	37	5	0	34	27	28	9	2	36	26	25	10	2
MIGRANT*	N	N	N	N	N	100	0	0	0	0	22	25	34	16	3
FEMALE*	10	18	37	29	7	14	22	34	23	7	14	20	33	24	9
MALE*	13	16	31	31	9	16	19	32	24	9	16	18	31	24	11

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

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

II. FCAT Norm-Referenced Test (NRT)

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

NRT Reading, Mathematics

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

NRT Results

Subject (Grade)	Number Tested* School	Median National Percentile Rank		
		School	District	State
Reading (Gr. 3)			62	60
Mathematics (Gr. 3)			65	63
Reading (Gr. 4)			70	69
Mathematics (Gr. 4)			74	71
Reading (Gr. 5)			74	73
Mathematics (Gr. 5)			78	77
Reading (Gr. 6)			64	65
Mathematics (Gr. 6)			69	71
Reading (Gr. 7)			71	70
Mathematics (Gr. 7)			71	72
Reading (Gr. 8)			68	68
Mathematics (Gr. 8)			71	74
Reading (Gr. 9)	834	69	65	67
Mathematics (Gr. 9)	828	74	71	73
Reading (Gr. 10)	689	77	72	71
Mathematics (Gr. 10)	689	68	63	63

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 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	223	38	17.0	14.1	19.6
School-Based Administrators	8	3	37.5	20.2	20.1
Total	231	41	17.7	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 %	
		2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
Bachelor's Degree	116	56.6	59.3	63.1	64.1	66.0	66.1
Master's Degree	82	40.0	37.6	34.6	33.7	30.9	31.1
Specialist Degree	3	1.5	1.0	1.2	1.3	2.1	1.9
Doctorate	4	2.0	2.1	1.0	0.9	1.0	0.9
Total All Degrees	205	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no non-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	95.8	91.2	91.2
Percentage of Classes with Teachers Teaching Out-of-Field	4.2	8.8	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	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*
Classes Not Taught by Highly Qualified Teachers	2.3	5.1	5.8	6.8	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 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.

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.fl DOE.org>.

NCLB Adequate Yearly Progress (AYP) Report

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

REPORTING REQUIREMENTS OF FEDERAL NCLB LEGISLATION***A. Notice of School Improvement Status and Options***

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

School improvement status is indicated by the school performance grade and AYP status included 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 included 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 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 <http://www.fldoe.org> or at <http://data.fldoe.org/fsir>.

Measuring Adequate Yearly Progress (AYP) to Meet Requirements of No Child Left Behind (NCLB)

The No Child Left Behind 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 2008-09 school year, requirements for school improvements apply to Title I schools that did not make AYP in 2006-07 and 2007-08.* Students attending these schools are eligible for public school choice options for the 2008-09 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.

Each school's AYP determination is based on measures of the performance of the overall student population as well as that of students in defined subgroups: racial/ethnic groups (Am. Indian, Asian, black, Hispanic and white); students eligible for free/reduced-price lunch; English Language Learners (ELL); and students with disabilities.

AYP Criteria for Florida's Public Schools

- Participation in Testing
Schools must have tested at least 95 percent of students in each subgroup where 30 or more students are enrolled.
- Writing Proficiency
Schools in which less than 90 percent of students are proficient in writing must show an increase in the percentage of proficient students over the previous year. Students demonstrate writing proficiency by scoring 3 or higher (on a scale of 1 to 6) on the FCAT Writing examination, or, for ELL students and students with disabilities, by attaining a proficient score on an alternate assessment.
- Graduation Rate
High Schools with a graduation rate of less than 85 percent must show improvement in the rate over the previous year.
- School Performance Grade
The school performance grade must be other than a D or an F.
- Reading Proficiency and Math Proficiency
Schools must attain proficiency targets in reading and mathematics for each subgroup in which at least 30 students are enrolled. Students attain proficiency in reading and mathematics by scoring at Level 3 or higher (on a range from 1 to 5) on FCAT Reading and FCAT Mathematics, or, for ELL students and students with disabilities, by scoring at proficient levels on alternate assessments for reading and math. For 2007-08, AYP proficiency targets for all subgroups are as follows: 62 percent of students proficient in mathematics; 58 percent proficient in reading.
- 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 percent of students were tested.
 - 2) The percentage of non-proficient students in the subgroup(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 subgroup(s) increased (high schools).

The latest information on AYP can be accessed online at <http://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	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.		

AYP Criteria for Florida's Public Schools, continued...

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
64	344	BONNER ELEMENTARY SCHOOL
64	431	BOSTON AVENUE SCHOOL
64	621	BLUE LAKE ELEMENTARY SCHOOL
64	745	CAMPBELL MIDDLE SCHOOL
64	761	PATHWAYS ELEMENTARY SCHOOL
64	821	PINE TRAIL ELEMENTARY SCHOOL
64	835	HOLLY HILL MIDDLE SCHOOL
64	949	CHISHOLM ELEMENTARY SCHOOL
64	1114	ORMOND BEACH ELEMENTARY SCHOOL
64	1453	DELAND HIGH SCHOOL
64	1531	DELAND MIDDLE SCHOOL
64	1631	LOUISE S. MCINNIS ELEM. SCHOOL
64	1702	DELTONA MIDDLE SCHOOL
64	1811	DELTONA LAKES ELEMENTARY SCHL
64	1931	ENTERPRISE ELEMENTARY SCHOOL
64	2021	OSTEEN ELEMENTARY SCHOOL
64	2451	PALM TERRACE ELEMENTARY SCHOOL
64	2721	HOLLY HILL ELEMENTARY SCHOOL
64	2734	WALTER A. HURST ELEM. SCHOOL
64	3251	WESTSIDE ELEMENTARY SCHOOL
64	3431	SILVER SANDS MIDDLE SCHOOL
64	3436	MAINLAND HIGH SCHOOL
64	3631	GEORGE W. MARKS ELEM. SCHOOL
64	3651	INDIAN RIVER ELEM. SCHOOL
64	3839	NEW SMYRNA BEACH HIGH SCHOOL
64	3931	NEW SMYRNA BEACH MIDDLE SCHOOL
64	4037	W. F. BURNS OAK HILL ELEM.
64	4131	ORANGE CITY ELEMENTARY SCHOOL
64	4235	ORMOND BEACH MIDDLE SCHOOL
64	4334	ORTONA ELEMENTARY SCHOOL
64	4531	SPRUCE CREEK ELEMENTARY SCHOOL
64	4621	SUGAR MILL ELEMENTARY SCHOOL
64	4634	OSCEOLA ELEMENTARY SCHOOL

64	4831	PIERSON ELEMENTARY SCHOOL
64	4934	PORT ORANGE ELEMENTARY SCHOOL
64	4941	ATLANTIC HIGH SCHOOL
64	4951	SWEETWATER ELEMENTARY SCHOOL
64	5037	READ-PATTILLO ELEMENTARY SCHL
64	5637	SAMSULA ELEMENTARY SCHOOL
64	5836	SEABREEZE HIGH SCHOOL
64	6144	TURIE T. SMALL ELEMENTARY SCHL
64	6234	SOUTH DAYTONA ELEMENTARY SCHL
64	6343	SOUTHWESTERN MIDDLE SCHOOL
64	6441	EDITH I. STARKE ELEM. SCHOOL
64	6633	T. DEWITT TAYLOR MIDDLE-HIGH
64	6751	DISCOVERY ELEMENTARY SCHOOL
64	6761	DELTONA HIGH SCHOOL
64	6791	GALAXY MIDDLE SCHOOL
64	6841	SUNRISE ELEMENTARY SCHOOL
64	6871	VOLUSIA PINES ELEMENTARY SCHOOL
64	6881	PINE RIDGE HIGH SCHOOL
64	6891	THE READING EDGE ACADEMY
64	7751	FOREST LAKE ELEMENTARY SCHOOL
64	7771	HERITAGE MIDDLE SCHOOL
64	7791	CREEKSIDE MIDDLE SCHOOL
64	7831	DAVID C HINSON SR MIDDLE SCHOOL
64	7841	THE CHILES ACADEMY
64	7861	COMMUNITY LEARNING CENTER WEST
64	7871	SPIRIT ELEMENTARY SCHOOL
64	7881	MANATEE COVE ELEMENTARY SCHOOL
64	7891	RICHARD MILBURN ACADEMY
64	7941	COMMUNITY LEARNING CENTER EAST
64	9001	VOLUSIA COUNTY SUPT'S OFFICE
64	9808	P.A.C.E. CENTER FOR GIRLS

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
41	31	75.6

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
64	344	BONNER ELEMENTARY SCHOOL	5
64	621	BLUE LAKE ELEMENTARY SCHOOL	5
64	949	CHISHOLM ELEMENTARY SCHOOL	4
64	1491	WOODWARD AVENUE ELEM. SCHOOL	3
64	1631	LOUISE S. MCINNIS ELEM. SCHOOL	3
64	1811	DELTONA LAKES ELEMENTARY SCHL	4
64	1931	ENTERPRISE ELEMENTARY SCHOOL	5
64	2021	OSTEEN ELEMENTARY SCHOOL	4
64	2451	PALM TERRACE ELEMENTARY SCHOOL	4
64	2721	HOLLY HILL ELEMENTARY SCHOOL	5
64	2734	WALTER A. HURST ELEM. SCHOOL	5
64	3234	R. J. LONGSTREET ELEM. SCHOOL	4
64	3251	WESTSIDE ELEMENTARY SCHOOL	5
64	3631	GEORGE W. MARKS ELEM. SCHOOL	2
64	3651	INDIAN RIVER ELEM. SCHOOL	2
64	4037	W. F. BURNS OAK HILL ELEM.	2
64	4131	ORANGE CITY ELEMENTARY SCHOOL	3
64	4621	SUGAR MILL ELEMENTARY SCHOOL	2
64	4634	OSCEOLA ELEMENTARY SCHOOL	2
64	4831	PIERSON ELEMENTARY SCHOOL	5
64	6144	TURIE T. SMALL ELEMENTARY SCHL	1
64	6234	SOUTH DAYTONA ELEMENTARY SCHL	5
64	6441	EDITH I. STARKE ELEM. SCHOOL	4
64	6751	DISCOVERY ELEMENTARY SCHOOL	1
64	6841	SUNRISE ELEMENTARY SCHOOL	4
64	6851	FRIENDSHIP ELEMENTARY SCHOOL	4
64	6871	VOLUSIA PINES ELEMENTARY SCHOOL	5
64	7751	FOREST LAKE ELEMENTARY SCHOOL	1
64	7841	THE CHILES ACADEMY	2
64	7871	SPIRIT ELEMENTARY SCHOOL	1
64	7881	MANATEE COVE ELEMENTARY SCHOOL	1

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. A directory of schools is also available at http://www.fldoe.org/schoolmap/flash/schoolmap_text.asp.