

PANTHER RUN ELEMENTARY SCHOOL

GRADES: PREK-5

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 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	72	97	24.7	27.0	26.6	27.0	43.2	44.4
BLACK OR AFRICAN AMERICAN	50	61	16.2	16.6	38.5	38.2	22.9	23.0
HISPANIC / LATINO	173	171	50.2	49.2	28.4	28.3	27.9	26.2
ASIAN	18	13	4.5	5.1	3.5	3.5	2.5	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER							0.1	
AMERICAN INDIAN OR ALASKA NATIVE				0.1	0.4	0.3	0.4	0.3
TWO OR MORE RACES	11	19	4.4	1.9	2.7	2.7	3.0	3.4
DISABLED	39	98	20.0	20.1	12.2	12.2	13.7	14.1
ECONOMICALLY DISADVANTAGED	89	92	26.4	25.3	54.5	52.8	56.0	53.5
ELL	44	59	15.0	15.4	13.6	13.3	11.7	11.6
MIGRANT					0.1	0.1	0.5	0.5

			97.1	97.1	97.0	97.0	
FEMALE	324	47.3	43.1	48.5	48.4	48.8	48.7
MALE	361	52.7	56.9	51.5	51.6	51.3	51.3
TOTAL	685	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.

Category	Number of Students and Where They Placed 2010-11	School %		District %		State %	
		2010-11	2009-10	2010-11	2009-10	2010-11	2009-10
ECHOS Ready	65	89	88	88	88	90	89
ECHOS Not Ready	8	11	12	12	12	10	11
Total ECHOS	73	100	100	100	100	100	100
FAIR Ready	66	90	75	71	69	68	65
FAIR Not Ready	7	10	25	29	31	32	35
Total FAIR	73	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			76.6	73.1	78.2	76.2
WHITE			84.3	81.8	85.2	83.8
BLACK			67.4	63.0	66.6	63.3
HISPANIC			79.7	75.9	74.6	71.6
ASIAN			90.6	88.4	89.6	88.1
AM.INDIAN			56.7	80.8	77.9	77.4
MULTIRACIAL			83.4	79.1	83.5	82.3
DISABLED			45.2	43.6	48.7	47.2
ECONOMICALLY DISADVANTAGED			69.0	63.4	68.4	65.1
ELL			64.2	61.4	59.5	56.8
MIGRANT			51.6	50.0	64.4	59.9
FEMALE			80.8	78.5	82.0	80.0
MALE			72.5	67.8	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			77.7	73.9	79.0	76.3
WHITE			85.2	82.5	85.4	83.1
BLACK			68.8	64.1	68.4	64.9
HISPANIC			80.7	76.3	75.3	72.1
ASIAN			91.2	88.5	89.8	87.9
AM.INDIAN			63.3	80.8	76.8	76.8
MULTIRACIAL			83.7	80.2	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.

Racial/Ethnic Group	School %		District %		State %	
	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09
WHITE	N/A	N/A	1.0	1.3	1.4	1.6
BLACK	N/A	N/A	2.5	2.9	2.9	3.4
HISPANIC	N/A	N/A	0.9	1.6	2.5	2.5
ASIAN	N/A	N/A	0.5	0.6	0.8	0.8
AM.INDIAN	N/A	N/A	1.5	3.0	2.2	2.3
MULTIRACIAL	N/A	N/A	0.9	2.2	1.4	1.6
FEMALE	N/A	N/A	1.4	1.8	1.7	2.0
MALE	N/A	N/A	1.7	2.3	2.3	2.5
TOTAL	N/A	N/A	1.6	2.1	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	97	96	97	96	96	95
WHITE	97	90	98	98	97	96
BLACK OR AFRICAN AMERICAN	N	N	95	95	94	93
HISPANIC / LATINO	96	97	97	96	95	94
ASIAN	N	N	98	99	97	97
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N		N		N	
AMERICAN INDIAN OR ALASKA NATIVE	N	N	97	98	97	94
TWO OR MORE RACES*	N	N	98	98	97	96
DISABLED	N	87	88	86	85	81
ECONOMICALLY DISADVANTAGED	95	N	96	95	95	93
ELL	N	N	90	88	88	86
MIGRANT*	N	N	N	97	92	89
FEMALE*	99	96	98	98	98	97
MALE*	95	95	96	95	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	85	79	0	63	79	1	62	79	2
WHITE	90	79	0	76	79	1	73	79	2
BLACK OR AFRICAN AMERICAN	77	79	0	49	79	1	44	79	2
HISPANIC / LATINO	83	79	0	66	79	1	59	79	2
ASIAN	N	79	N	80	79	0	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	63	79	2	61	79	2
TWO OR MORE RACES*	N	79	N	73	79	1	69	79	2

DISABLED	60	79	0	39	79	2	35	79	3
ECONOMICALLY DISADVANTAGED	74	79	0	53	79	1	53	79	2
ELL	N	79	0	44	79	1	42	79	2
MIGRANT*	N	79	N	N	79	2	39	79	3
FEMALE*	86	79	0	66	79	1	65	79	2
MALE*	84	79	0	60	79	1	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	81	80	0	72	80	1	68	80	2
WHITE	83	80	0	84	80	1	78	80	2
BLACK OR AFRICAN AMERICAN	69	80	0	58	80	1	51	80	2
HISPANIC / LATINO	81	80	0	76	80	1	66	80	2
ASIAN	N	80	N	89	80	0	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	73	80	1	68	80	2
TWO OR MORE RACES*	N	80	N	80	80	1	73	80	2
DISABLED	65	80	0	47	80	2	41	80	3
ECONOMICALLY DISADVANTAGED	65	80	0	63	80	1	59	80	2
ELL	N	80	0	59	80	1	53	80	2
MIGRANT*	N	80	N	N	80	3	55	80	3
FEMALE*	81	80	0	73	80	1	68	80	2
MALE*	81	80	0	71	80	1	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	61	N/A	0	45	N/A	4	47	N/A	4
WHITE	73	N/A	N/A	62	N/A	3	59	N/A	4
BLACK OR AFRICAN AMERICAN	N	N/A	N	28	N/A	5	26	N/A	5
HISPANIC / LATINO	57	N/A	0	47	N/A	3	41	N/A	3
ASIAN	N	N/A	N	66	N/A	1	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	N	N/A	N	44	N/A	6	45	N/A	4

ALASKA NATIVE TWO OR MORE RACES*	N	N/A	N	54	N/A	4	54	N/A	3
DISABLED	41	N/A	0	27	N/A	6	26	N/A	7
ECONOMICALLY DISADVANTAGED	30	N/A	0	33	N/A	4	35	N/A	4
ELL	N	N/A	N	21	N/A	3	20	N/A	4
MIGRANT*	N	N/A	N	N	N/A	N	23	N/A	5
FEMALE*	59	N/A	0	42	N/A	3	44	N/A	3
MALE*	63	N/A	0	47	N/A	4	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	85	86	77	86
Grade 4	89	84	89	86
Grade 5	80	70	76	71
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				

District	Reading		Math	
	2010-11	2009-10	2010-11	2009-10
Grade 3	72	73	80	81
Grade 4	73	73	78	77
Grade 5	71	71	69	69
Grade 6	70	70	64	65
Grade 7	71	69	67	66
Grade 8	59	61	73	72
Grade 9	50	50	64	73
Grade 10	39	40	72	74

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	15	25	36	16	8	20	30	32	12	5	19	30	33	13	5	
WHITE			46			9	23	40	19	9	11	25	39	17	8	
BLACK OR AFRICAN AMERICAN						32	35	25	6	2	34	36	24	5	1	
HISPANIC / LATINO			30	34	16	18	30	34	12	5	22	32	32	10	4	
ASIAN						9	20	34	22	15	10	20	36	20	15	
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER																
AMERICAN INDIAN OR ALASKA NATIVE						20	27	41			19	31	36	12	3	
TWO OR MORE RACES*						13	27	36	17	6	15	28	37	14	7	
DISABLED			35			41	30	19	6	3	42	32	20	5	2	
ECO. DISADVANTAGED			28	42		28	34	28	7	2	26	34	29	8	2	
ELL						39	34	21	5	2	39	35	21	4	1	
MIGRANT*											35	39	22	3	1	
FEMALE*			18	25	34	20	31	33	11	4	20	32	33	11	4	
MALE*			12	25	38	16	21	28	32	13	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.

GRADE 08	FCAT SCIENCE														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						24	31	32	9	3	23	32	33	9	3
WHITE						11	27	41	15	5	12	28	41	13	5
BLACK OR AFRICAN AMERICAN						38	35	22	4	1	40	36	20	3	1
HISPANIC / LATINO						21	32	35	9	3	26	33	31	7	2
ASIAN						12	23	38	19	9	11	24	38	18	9
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE						17	30	43			19	36	37	7	2
TWO OR MORE RACES*						17	28	39	12	5	16	31	38	11	4
DISABLED						53	28	15	3	1	52	29	15	2	1
ECO. DISADVANTAGED						34	35	26	5	1	32	36	27	5	1
ELL						54	27	17	1		57	30	12	1	
MIGRANT*											41	38	19	2	
FEMALE*						24	33	32	8	3	23	34	33	8	3
MALE*						25	30	32	10	4	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.

GRADE 11	FCAT SCIENCE														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						31	32	30	6	1	28	32	32	7	1
WHITE						18	28	41	11	2	18	30	40	10	2
BLACK OR AFRICAN AMERICAN						43	35	19	2		47	33	18	2	
HISPANIC / LATINO						29	33	31	6	1	32	34	28	5	1

ASIAN	16	24	44	12	3	16	26	41	14	3
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER										
AMERICAN INDIAN OR ALASKA NATIVE	25	46	23			31	33	28	7	
TWO OR MORE RACES*	26	30	37	5		22	30	38	9	1
DISABLED	61	23	14	2		61	24	13	2	
ECO. DISADVANTAGED	39	34	23	3		39	34	24	3	
ELL	63	27	9			66	25	8	1	
MIGRANT*						51	33	15		
FEMALE*	30	36	28	5	1	29	35	30	5	1
MALE*	31	28	32	8	1	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 %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
GRADE ALL															
ALL STUDENTS	7	9	34	34	17	18	20	31	22	9	18	20	30	22	9
WHITE			33	35	24	9	15	30	30	15	11	17	31	28	13
BLACK			39	30		27	25	30	15	4	31	26	28	12	3
HISPANIC / LATINO	7	10	33	35	15	15	20	32	24	9	21	21	31	20	7
ASIAN						9	13	26	31	20	10	13	27	30	19
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE						15	23	31	22	9	18	21	33	21	6
TWO OR MORE RACES*						11	16	32	29	12	13	18	32	26	11
DISABLED	24	14	32	18		42	22	22	11	3	47	22	20	8	2
ECO. DISADVANTAGED	12	16	34	33		24	24	31	17	4	25	23	31	17	4
ELL		24	39			37	22	27	12	2	40	21	26	11	2
MIGRANT*						39	27	23			36	26	27	9	1
FEMALE*	7	8	32	34	19	15	20	31	24	10	16	20	31	23	10
MALE*	7	9	35	35	14	20	21	30	21	8	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 %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
GRADE ALL															
ALL STUDENTS	6	13	31	32	18	12	17	30	27	14	14	18	32	25	11
WHITE			14	23	36	25	6	10	28	34	22	8	14	32	31
BLACK OR AFRICAN AMERICAN	14	17	39	20		20	23	32	19	5	24	25	32	15	3
HISPANIC / LATINO	7	11	33	33	15	10	15	31	29	14	15	20	33	24	9
ASIAN						4	8	21	33	35	5	8	23	33	31
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE						11	16	29	31	12	13	19	33	25	9
TWO OR MORE RACES*						8	13	31	31	17	11	17	33	27	13
DISABLED	15	18	38	22		33	22	25	15	5	39	24	24	11	3

ECO. DISADVANTAGED	16	20	34	22	8	17	21	33	22	7	19	23	33	20	5
ELL	33	30				23	21	30	19	7	26	24	29	16	5
MIGRANT*						26	26	26	18		21	25	33	16	4
FEMALE*	7	12	34	27	19	11	17	31	27	13	13	19	33	25	10
MALE*	6	13	29	35	18	13	16	29	27	14	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	19	4199	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	<i>Advanced</i>
4	<i>Proficient</i>
2-3	<i>Basic</i>
1	<i>Below Basic</i>

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
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	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
GRADE 04														
ALL STUDENTS	N/A	N/A	242	239	14	19	46	43	35	32	5	6	86	81
*														
WHITE	46	54	250	248	7	10	40	40	44	42	9	8	93	90
BLACK	22	16	228	222	27	37	53	48	19	14	1	1	73	63
HISPANIC	25	22	238	227	16	30	51	49	31	20	2	1	84	70
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	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
GRADE 08														
ALL STUDENTS	N/A	N/A	279	282	30	29	41	38	23	26	6	7	70	71
*														
WHITE	46	56	289	292	20	18	41	39	30	33	9	10	80	82

BLACK	22	16	264	260	47	51	40	37	12	11	1	1	53	49
HISPANIC	26	21	274	266	34	44	44	39	19	15	3	2	66	56
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
GRADE 04														
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
GRADE 08														
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	48	3	6.3	15.1	18.9
School-Based Administrators	1	0	0.0	23.1	23.2
Total	49	3	6.1	15.5	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 %		District %		State %	
		2010-11	2009-10	2010-11	2009-10	2010-11	2009-10
Bachelor's Degree	22	48.9	54.3	58.8	59.6	65.2	65.3
Master's Degree	23	51.1	45.7	38.2	37.5	32.2	32.1
Specialist Degree				1.7	1.6	1.7	1.6
Doctorate				1.3	1.3	1.0	1.0
Total All Degrees	45	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	98.1	95.4
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	1.9	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	16.0	13.2	10.6	9.6	12.4	6.5
July	0.0	28.9	29.3	12.5	11.0	14.1	4.6
October	0.0	4.9	5.1	6.3	5.0	5.6	4.5
February	0.0	4.3	4.6	5.3	4.7	5.0	4.1
Combined All Year	0.0	4.8	5.3	5.8	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*: 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>.

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.fl DOE.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.

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, 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
6	11	DEERFIELD BEACH ELEMENTARY SCHOOL
6	21	POMPANO BEACH MIDDLE SCHOOL
6	31	OAKLAND PARK ELEMENTARY SCHOOL
6	41	NORTH SIDE ELEMENTARY SCHOOL
6	101	DANIA ELEMENTARY SCHOOL
6	111	HOLLYWOOD HILLS ELEM. SCHOOL
6	121	HOLLYWOOD CENTRAL ELEM. SCHOOL
6	131	HALLANDALE ELEMENTARY SCHOOL
6	151	RIVERLAND ELEMENTARY SCHOOL
6	161	WEST HOLLYWOOD ELEMENTARY SCHOOL
6	171	SOUTH BROWARD HIGH SCHOOL
6	185	POMPANO BEACH H. S.
6	191	WILTON MANORS ELEMENTARY SCHOOL
6	201	BENNETT ELEMENTARY SCHOOL
6	211	STRANAHAN HIGH SCHOOL
6	221	CROISSANT PARK ELEMENTARY SCHOOL
6	231	COLBERT ELEMENTARY SCHOOL
6	241	MCARTHUR HIGH SCHOOL
6	251	SUNRISE MIDDLE SCHOOL
6	321	WALKER ELEMENTARY (MAGNET)
6	331	COLLINS ELEMENTARY SCHOOL
6	341	BETHUNE MARY M ELEMENTARY SCHOOL
6	343	ATTUCKS MIDDLE SCHOOL
6	361	BLANCHE ELY HIGH SCHOOL
6	371	DILLARD HIGH SCHOOL
6	391	DEERFIELD PARK ELEMENTARY SCHL
6	403	HALLANDALE HIGH SCHOOL
6	405	LANIER-JAMES EDUCATION CENTER
6	422	SUNSET SCHOOL
6	431	LAUDERDALE MANORS ELEMENTARY
6	452	WHIDDON RODGERS ED. CENTER
6	461	OAKRIDGE ELEMENTARY SCHOOL
6	471	OLSEN MIDDLE SCHOOL
6	481	MCNICOL MIDDLE SCHOOL
6	501	BROWARD ESTATES ELEMENTARY SCHOOL

6	511	WATKINS ELEMENTARY SCHOOL
6	531	NORTH ANDREWS GARDENS ELEM.
6	551	MIRAMAR ELEMENTARY SCHOOL
6	561	PLANTATION MIDDLE SCHOOL
6	571	NORCREST ELEMENTARY SCHOOL
6	571	TEDDER ELEMENTARY SCHOOL
6	581	MARGATE MIDDLE SCHOOL
6	592	HALLANDALE ADULT/COMMUNITY CTR
6	601	SEAGULL SCHOOL
6	611	SUNLAND PARK ELEMENTARY SCHOOL
6	631	WESTWOOD HEIGHTS ELEMENTARY
6	641	BAYVIEW ELEMENTARY SCHOOL
6	653	PINE RIDGE ALTERNATIVE CENTER
6	691	STIRLING ELEMENTARY SCHOOL
6	701	PARKWAY MIDDLE SCHOOL
6	711	ORANGE BROOK ELEMENTARY SCHOOL
6	721	DRIFTWOOD ELEMENTARY SCHOOL
6	731	TROPICAL ELEMENTARY SCHOOL
6	751	POMPANO BEACH ELEMENTARY SCHL
6	761	MEADOWBROOK ELEMENTARY SCHOOL
6	811	BROADVIEW ELEMENTARY SCHOOL
6	831	LAKE FOREST ELEMENTARY SCHOOL
6	841	MCNAB ELEMENTARY SCHOOL
6	861	DRIFTWOOD MIDDLE SCHOOL
6	871	BRIGHT HORIZONS
6	881	NEW RIVER MIDDLE SCHOOL
6	891	SANDERS PARK ELEMENTARY SCHOOL
6	901	CRESTHAVEN ELEMENTARY SCHOOL
6	911	DEERFIELD BEACH MIDDLE SCHOOL
6	921	STEPHEN FOSTER ELEMENTARY SCHL
6	931	PETERS ELEMENTARY SCHOOL
6	941	PLANTATION ELEMENTARY SCHOOL
6	951	FORT LAUDERDALE HIGH SCHOOL
6	971	BOULEVARD HEIGHTS ELEMENTARY
6	1011	HENRY D. PERRY MIDDLE SCHOOL
6	1021	THE QUEST CENTER
6	1071	WILLIAM DANDY MIDDLE SCHOOL
6	1091	LLOYD ESTATES ELEMENTARY SCHL
6	1131	PALMVIEW ELEMENTARY SCHOOL
6	1151	CORAL SPRINGS HIGH SCHOOL
6	1161	MARGATE ELEMENTARY SCHOOL
6	1171	SUNSHINE ELEMENTARY SCHOOL
6	1191	NORTH FORK ELEMENTARY SCHOOL
6	1211	COOPER CITY ELEMENTARY SCHOOL
6	1221	PEMBROKE PINES ELEMENTARY SCHL
6	1241	NORTHEAST HIGH SCHOOL
6	1251	PLANTATION PARK ELEMENTARY
6	1271	NOVA DWIGHT D. EISENHOWER ELEM
6	1281	NOVA HIGH SCHOOL
6	1282	NOVA BLANCHE FORMAN ELEMENTARY
6	1291	WILLIAM T. MCFATTER TECH. CTR
6	1311	NOVA MIDDLE SCHOOL
6	1321	SHERIDAN PARK ELEMENTARY SCHL
6	1381	LAUDERHILL PAUL TURNER ELEM.
6	1391	LAUDERHILL MIDDLE SCHOOL

6	1451	COCONUT CREEK ELEMENTARY SCHL
6	1461	PLANTATION HIGH SCHOOL
6	1621	CASTLE HILL ELEMENTARY SCHOOL
6	1631	VILLAGE ELEMENTARY SCHOOL
6	1641	ANNABEL C. PERRY ELEMENTARY
6	1661	FAIRWAY ELEMENTARY SCHOOL
6	1671	HOLLYWOOD HILLS HIGH SCHOOL
6	1681	C. ROBERT MARKHAM ELEMENTARY
6	1701	COCONUT CREEK HIGH SCHOOL
6	1711	LAUDERDALE LAKES MIDDLE SCHOOL
6	1741	DEERFIELD BEACH HIGH SCHOOL
6	1751	BOYD H. ANDERSON HIGH SCHOOL
6	1752	MIRAMAR HIGH SCHOOL
6	1761	WHISPERING PINES SCHOOL
6	1781	HOLLYWOOD PARK ELEMENTARY SCHOOL
6	1791	CYPRESS ELEMENTARY SCHOOL
6	1811	APOLLO MIDDLE SCHOOL
6	1831	SHERIDAN HILLS ELEMENTARY SCHL
6	1841	ORIOLE ELEMENTARY SCHOOL
6	1851	MIRROR LAKE ELEMENTARY SCHOOL
6	1871	ROYAL PALM ELEMENTARY SCHOOL
6	1881	CRYSTAL LAKE COMMUNITY MIDDLE
6	1891	PINES MIDDLE SCHOOL
6	1901	SEMINOLE MIDDLE SCHOOL
6	1931	PIPER HIGH SCHOOL
6	1951	COOPER CITY HIGH SCHOOL
6	1971	PARK RIDGE ELEMENTARY SCHOOL
6	2001	JAMES S. HUNT ELEMENTARY SCHOOL
6	2011	BANYAN ELEMENTARY SCHOOL
6	2021	CORAL COVE ELEMENTARY SCHOOL
6	2052	GLADES MIDDLE SCHOOL
6	2071	WESTPINE MIDDLE SCHOOL
6	2121	PASADENA LAKES ELEMENTARY SCHL
6	2123	JAMES S. RICKARDS MIDDLE SCHOOL
6	2221	CYPRESS RUN ALTERNATIVE/ESE
6	2231	ATLANTIC TECHNICAL CENTER
6	2351	NORTH LAUDERDALE ELEMENTARY
6	2511	SOUTH PLANTATION HIGH SCHOOL
6	2531	ATLANTIC WEST ELEMENTARY SCHL
6	2541	HORIZON ELEMENTARY SCHOOL
6	2551	FLAMINGO ELEMENTARY SCHOOL
6	2561	CORAL SPRINGS ELEMENTARY SCHL
6	2571	CORAL SPRINGS MIDDLE SCHOOL
6	2611	PIONEER MIDDLE SCHOOL
6	2621	BAIR MIDDLE SCHOOL
6	2631	TAMARAC ELEMENTARY SCHOOL
6	2661	FOREST HILLS ELEMENTARY SCHOOL
6	2671	PEMBROKE LAKES ELEMENTARY SCHL
6	2681	NOB HILL ELEMENTARY SCHOOL
6	2691	WESTCHESTER ELEMENTARY SCHOOL
6	2711	MORROW ELEMENTARY SCHOOL
6	2721	RAMBLEWOOD MIDDLE SCHOOL
6	2741	RAMBLEWOOD ELEMENTARY SCHOOL
6	2751	MAPLEWOOD ELEMENTARY SCHOOL
6	2801	J. P. TARAVELLA HIGH SCHOOL
6		DAVIE ELEMENTARY SCHOOL

6	2811	PINEWOOD ELEMENTARY SCHOOL
6	2831	WESTERN HIGH SCHOOL
6	2851	GRIFFIN ELEMENTARY SCHOOL
6	2861	PINES LAKES ELEMENTARY SCHOOL
6	2881	WELLEBY ELEMENTARY SCHOOL
6	2891	RIVERGLADES ELEMENTARY SCHOOL
6	2971	SILVER LAKES MIDDLE SCHOOL
6	2981	COUNTRY ISLES ELEMENTARY SCHL
6	3001	WALTER C. YOUNG MIDDLE SCHOOL
6	3011	MARJORY STONEMAN DOUGLAS HS
6	3031	RIVERSIDE ELEMENTARY SCHOOL
6	3041	CORAL PARK ELEMENTARY SCHOOL
6	3051	FOREST GLEN MIDDLE SCHOOL
6	3061	SANDPIPER ELEMENTARY SCHOOL
6	3091	WINSTON PARK ELEMENTARY SCHOOL
6	3101	LYONS CREEK MIDDLE SCHOOL
6	3111	COUNTRY HILLS ELEMENTARY SCHL
6	3121	QUIET WATERS ELEMENTARY SCHOOL
6	3131	HAWKES BLUFF ELEMENTARY SCHOOL
6	3151	TEQUESTA TRACE MIDDLE SCHOOL
6	3171	PARK SPRINGS ELEMENTARY SCHOOL
6	3181	INDIAN TRACE ELEMENTARY SCHOOL
6	3191	EMBASSY CREEK ELEMENTARY SCHOOL
6	3221	CHARLES DREW ELEMENTARY SCHOOL
6	3222	CROSS CREEK SCHOOL
6	3291	THURGOOD MARSHALL ELEM. SCHOOL
6	3311	PALM COVE ELEMENTARY SCHOOL
6	3331	SILVER TRAIL MIDDLE SCHOOL
6	3371	SILVER LAKES ELEMENTARY SCHOOL
6	3391	CHARLES W FLANAGAN HIGH SCHOOL
6	3401	SAWGRASS ELEMENTARY SCHOOL
6	3431	SAWGRASS SPRINGS MIDDLE SCHOOL
6	3441	EAGLE RIDGE ELEMENTARY SCHOOL
6	3461	EAGLE POINT ELEMENTARY SCHOOL
6	3471	INDIAN RIDGE MIDDLE SCHOOL
6	3481	TRADEWINDS ELEMENTARY SCHOOL
6	3491	SILVER PALMS ELEMENTARY SCHOOL
6	3531	FOX TRAIL ELEMENTARY SCHOOL
6	3541	MONARCH HIGH SCHOOL
6	3571	PANTHER RUN ELEMENTARY SCHOOL
6	3581	SILVER SHORES ELEMENTARY SCHL
6	3591	LAKESIDE ELEMENTARY SCHOOL
6	3622	FALCON COVE MIDDLE SCHOOL
6	3623	CYPRESS BAY HIGH SCHOOL
6	3631	PARKSIDE ELEMENTARY SCHOOL
6	3651	DAVE THOMAS EDUCATION CENTER
6	3661	SUNSET LAKES ELEMENTARY SCHOOL
6	3701	ROCK ISLAND ELEMENTARY SCHOOL
6	3731	EVERGLADES HIGH SCHOOL
6	3741	COCONUT PALM ELEMENTARY SCHOOL
6	3751	DOLPHIN BAY ELEMENTARY SCHOOL
6	3761	PARK LAKES ELEMENTARY SCHOOL
6	3771	CHALLENGER ELEMENTARY SCHOOL
6	3781	PARK TRAILS ELEMENTARY SCHOOL

6	3821	LIBERTY ELEMENTARY SCHOOL
6	3861	CORAL GLADES HIGH SCHOOL
6	3871	WESTGLADES MIDDLE SCHOOL
6	3911	NEW RENAISSANCE MIDDLE SCHOOL
6	3931	GULFSTREAM MIDDLE SCHOOL
6	3962	DISCOVERY ELEMENTARY SCHOOL
6	3971	WEST BROWARD HIGH SCHOOL
6	4702	ARTHUR ROBERT ASHE, JUNIOR MIDDLE SCHOOL
6	4772	MILLENNIUM MIDDLE SCHOOL
6	5001	BEN GAMLA CHARTER SCHOOL NORTH CAMPUS
6	5002	SOMERSET ACADEMY VILLAGE CHARTER MIDDLE
6	5003	SOMERSET PREP ACADEMY AT N LAUDERDALE
6	5004	SOMERSET VILLAGE ACADEMY
6	5024	IMAGINE MIDDLE SCHOOL AT BROWARD
6	5026	CHARTER SCHOOL OF EXCELLENCE DAVIE 2
6	5030	SOMERSET PINES ACADEMY
6	5031	CHARTER SCHOOL OF EXCELLENCE
6	5071	SMART SCHOOL CHARTER MIDDLE
6	5081	CITY/PEMBROKE PINES CHARTER MIDDLE SCHOOL
6	5091	CITY OF CORAL SPRINGS CHARTER
6	5121	CITY/PEMBROKE PINES CHARTER HS
6	5131	CHARTER SCHOOL INSTIT TRAINING CENTER ANNEX
6	5141	SOMERSET ACADEMY
6	5151	SOMERSET ACADEMY MIDDLE SCHOOL
6	5161	NORTH BROWARD ACADEMY OF EXCEL
6	5171	IMAGINE CHARTER/N LAUDERDALE
6	5181	PARKWAY ACADEMY
6	5201	CHARTER SCHOOL OF EXCELLENCE TAMARAC 1
6	5221	SOMERSET ACADEMY CHARTER HIGH
6	5231	EAGLE ACADEMY CHARTER SCHOOL
6	5261	IMAGINE AT N LAUDERDALE MIDDLE SCHOOL
6	5281	CHARTER SCHOOL OF EXCELLENCE AT RIVERLAND
6	5291	CHARTER SCHOOL OF EXCELLENCE TAMARAC 2
6	5315	BROWARD COMMUNITY CHARTER SCHOOL
6	5325	HOLLYWOOD ACAD OF ARTS & SCIEN
6	5331	DOLPHIN PARK HIGH
6	5335	TOUCHDOWNS4LIFE
6	5341	NORTH UNIVERSITY HIGH
6	5351	LAUDERHILL HIGH
6	5355	EAGLES NEST ELEMENTARY CHARTER SCHOOL
6	5356	EAGLES NEST MIDDLE CHARTER SCHOOL
6	5362	HOLLYWOOD ACADEMY OF ARTS AND SCIENCE MIDDLE
6	5365	LIFE SKILLS BROWARD COUNTY
6	5371	NORTH BROWARD ACADEMY OF EXCELLENCE MIDDLE
6	5375	PARAGON ELEMENTARY CHARTER SCHOOL
6	5381	PARAGON ACADEMY OF TECHNOLOGY
6	5386	BROWARD COMMUNITY CHARTER MIDDLE SCHOOL
6	5389	RISE ACADEMY II
6	5391	SOMERSET ACADEMY EAST PREPARATORY
6	5392	BEN GAMLA CHARTER SCHOOL SOUTH BROWARD
6	5395	POMPANO CHARTER MIDDLE SCHOOL
6	5396	SOMERSET ARTS CONSERVATORY
6	5397	CHARTER SCHOOLS OF EXCELLENCE RIVERLAND
6	5400	SUNSHINE ELEMENTARY CHARTER SCHOOL
6	5403	BROWARD COMMUNITY CHARTER WEST
6	5410	BEN GAMLA CHARTER SCHOOL

6	5412	DISCOVERY MIDDLE CHARTER SCHOOL
6	5414	FLORIDA INTERCULTURAL ACADEMY MIDDLE
6	5415	IMAGINE CHARTER SCHOOL OF BROWARD
6	5416	INTERNATIONAL SCHOOL OF BROWARD
6	5418	HENRY MCNEAL TURNER LEARNING ACADEMY
6	5420	RISE ACADEMY SCHOOL OF SCIENCE AND TECHNOLOGY
6	5441	SOMERSET PREPARATORY CHARTER MIDDLE SCHOOL
6	6091	PACE CENTER FOR GIRLS, INC.
6	6501	OFF CAMPUS LEARNING
6	7004	BROWARD VIRTUAL FRANCHISE

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
178	146	82.0

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
6	11	DEERFIELD BEACH ELEMENTARY SCHOOL	6
6	21	POMPANO BEACH MIDDLE SCHOOL	8
6	31	OAKLAND PARK ELEMENTARY SCHOOL	4
6	41	NORTH SIDE ELEMENTARY SCHOOL	6
6	101	DANIA ELEMENTARY SCHOOL	5
6	121	HOLLYWOOD CENTRAL ELEM. SCHOOL	1
6	151	RIVERLAND ELEMENTARY SCHOOL	1
6	161	WEST HOLLYWOOD ELEMENTARY SCHOOL	3
6	171	SOUTH BROWARD HIGH SCHOOL	1
6	191	WILTON MANORS ELEMENTARY SCHOOL	3
6	211	STRANAHAN HIGH SCHOOL	1
6	221	CROISSANT PARK ELEMENTARY SCHOOL	6
6	231	COLBERT ELEMENTARY SCHOOL	3
6	241	MCARTHUR HIGH SCHOOL	1
6	251	SUNRISE MIDDLE SCHOOL	8
6	271	DILLARD ELEMENTARY SCHOOL	5
6	321	WALKER ELEMENTARY (MAGNET)	4
6	331	COLLINS ELEMENTARY SCHOOL	4
6	341	BETHUNE MARY M ELEMENTARY SCHOOL	7
6	343	ATTUCKS MIDDLE SCHOOL	8
6	361	BLANCHE ELY HIGH SCHOOL	1
6	371	DILLARD HIGH SCHOOL	1
6	391	DEERFIELD PARK ELEMENTARY SCHL	6
6	403	HALLANDALE HIGH SCHOOL	1
6	431	LAUDERDALE MANORS ELEMENTARY	7
6	461	OAKRIDGE ELEMENTARY SCHOOL	7
6	471	OLSEN MIDDLE SCHOOL	8
6	481	MCNICOL MIDDLE SCHOOL	8
6	501	BROWARD ESTATES ELEMENTARY SCHOOL	1
6	511	WATKINS ELEMENTARY SCHOOL	1
6	521	NORTH ANDREWS GARDENS ELEM.	2
6	531	MIRAMAR ELEMENTARY SCHOOL	1

6	551	PLANTATION MIDDLE SCHOOL	2
6	561	NORCREST ELEMENTARY SCHOOL	1
6	571	TEDDER ELEMENTARY SCHOOL	4
6	581	MARGATE MIDDLE SCHOOL	8
6	611	SUNLAND PARK ELEMENTARY SCHOOL	8
6	621	LARKDALE ELEMENTARY SCHOOL	7
6	631	WESTWOOD HEIGHTS ELEMENTARY	7
6	691	STIRLING ELEMENTARY SCHOOL	2
6	701	PARKWAY MIDDLE SCHOOL	7
6	711	ORANGE BROOK ELEMENTARY SCHOOL	3
6	721	DRIFTWOOD ELEMENTARY SCHOOL	1
6	751	POMPANO BEACH ELEMENTARY SCHL	8
6	761	MEADOWBROOK ELEMENTARY SCHOOL	7
6	811	BROADVIEW ELEMENTARY SCHOOL	1
6	831	LAKE FOREST ELEMENTARY SCHOOL	2
6	861	DRIFTWOOD MIDDLE SCHOOL	8
6	881	NEW RIVER MIDDLE SCHOOL	8
6	891	SANDERS PARK ELEMENTARY SCHOOL	7
6	901	CRESTHAVEN ELEMENTARY SCHOOL	2
6	911	DEERFIELD BEACH MIDDLE SCHOOL	8
6	921	STEPHEN FOSTER ELEMENTARY SCHL	6
6	931	PETERS ELEMENTARY SCHOOL	2
6	941	PLANTATION ELEMENTARY SCHOOL	6
6	951	FORT LAUDERDALE HIGH SCHOOL	1
6	971	BOULEVARD HEIGHTS ELEMENTARY	1
6	1011	HENRY D. PERRY MIDDLE SCHOOL	8
6	1071	WILLIAM DANDY MIDDLE SCHOOL	2
6	1091	LLOYD ESTATES ELEMENTARY SCHL	7
6	1131	PALMVIEW ELEMENTARY SCHOOL	1
6	1151	CORAL SPRINGS HIGH SCHOOL	1
6	1161	MARGATE ELEMENTARY SCHOOL	1
6	1171	SUNSHINE ELEMENTARY SCHOOL	5
6	1191	NORTH FORK ELEMENTARY SCHOOL	8
6	1221	PEMBROKE PINES ELEMENTARY SCHL	1
6	1241	NORTHEAST HIGH SCHOOL	1
6	1271	NOVA DWIGHT D. EISENHOWER ELEM	1
6	1311	NOVA MIDDLE SCHOOL	1
6	1321	SHERIDAN PARK ELEMENTARY SCHL	3
6	1381	LAUDERHILL PAUL TURNER ELEM.	7
6	1391	LAUDERHILL MIDDLE SCHOOL	8
6	1451	PLANTATION HIGH SCHOOL	1
6	1461	CASTLE HILL ELEMENTARY SCHOOL	6
6	1611	MARTIN LUTHER KING ELEMENTARY	6
6	1621	VILLAGE ELEMENTARY SCHOOL	2
6	1641	FAIRWAY ELEMENTARY SCHOOL	3
6	1661	HOLLYWOOD HILLS HIGH SCHOOL	1
6	1671	C. ROBERT MARKHAM ELEMENTARY	6
6	1681	COCONUT CREEK HIGH SCHOOL	1
6	1701	LAUDERDALE LAKES MIDDLE SCHOOL	8
6	1711	DEERFIELD BEACH HIGH SCHOOL	1
6	1741	BOYD H. ANDERSON HIGH SCHOOL	1
6	1751	MIRAMAR HIGH SCHOOL	1
6	1761	HOLLYWOOD PARK ELEMENTARY SCHOOL	4
6	1781	CYPRESS ELEMENTARY SCHOOL	6
6	1791	APOLLO MIDDLE SCHOOL	8

6	1811	SHERIDAN HILLS ELEMENTARY SCHL	2
6	1831	ORIOLE ELEMENTARY SCHOOL	7
6	1841	MIRROR LAKE ELEMENTARY SCHOOL	7
6	1851	ROYAL PALM ELEMENTARY SCHOOL	7
6	1871	CRYSTAL LAKE COMMUNITY MIDDLE	8
6	1881	PINES MIDDLE SCHOOL	1
6	1891	SEMINOLE MIDDLE SCHOOL	1
6	1901	PIPER HIGH SCHOOL	1
6	1951	PARK RIDGE ELEMENTARY SCHOOL	5
6	1971	JAMES S. HUNT ELEMENTARY SCHOOL	1
6	2052	WESTPINE MIDDLE SCHOOL	1
6	2071	PASADENA LAKES ELEMENTARY SCHL	1
6	2121	JAMES S. RICKARDS MIDDLE SCHOOL	8
6	2231	NORTH LAUDERDALE ELEMENTARY	8
6	2351	SOUTH PLANTATION HIGH SCHOOL	1
6	2511	ATLANTIC WEST ELEMENTARY SCHL	2
6	2531	HORIZON ELEMENTARY SCHOOL	1
6	2551	CORAL SPRINGS ELEMENTARY SCHL	2
6	2611	BAIR MIDDLE SCHOOL	6
6	2621	TAMARAC ELEMENTARY SCHOOL	1
6	2631	FOREST HILLS ELEMENTARY SCHOOL	2
6	2671	NOB HILL ELEMENTARY SCHOOL	1
6	2691	MORROW ELEMENTARY SCHOOL	7
6	2721	RAMBLEWOOD ELEMENTARY SCHOOL	1
6	2801	DAVIE ELEMENTARY SCHOOL	7
6	2811	PINEWOOD ELEMENTARY SCHOOL	2
6	2861	PINES LAKES ELEMENTARY SCHOOL	1
6	2871	SEA CASTLE ELEMENTARY SCHOOL	2
6	2881	WELLEBY ELEMENTARY SCHOOL	1
6	2971	SILVER LAKES MIDDLE SCHOOL	8
6	3051	FOREST GLEN MIDDLE SCHOOL	1
6	3061	SANDPIPER ELEMENTARY SCHOOL	1
6	3101	LYONS CREEK MIDDLE SCHOOL	1
6	3121	QUIET WATERS ELEMENTARY SCHOOL	1
6	3221	CHARLES DREW ELEMENTARY SCHOOL	7
6	3291	THURGOOD MARSHALL ELEM. SCHOOL	7
6	3311	PALM COVE ELEMENTARY SCHOOL	1
6	3631	PARKSIDE ELEMENTARY SCHOOL	1
6	3701	ROCK ISLAND ELEMENTARY SCHOOL	1
6	3761	PARK LAKES ELEMENTARY SCHOOL	6
6	3821	LIBERTY ELEMENTARY SCHOOL	3
6	3911	NEW RENAISSANCE MIDDLE SCHOOL	2
6	3931	GULFSTREAM MIDDLE SCHOOL	5
6	4702	ARTHUR ROBERT ASHE, JUNIOR MIDDLE SCHOOL	7
6	4772	MILLENNIUM MIDDLE SCHOOL	2
6	5071	SMART SCHOOL CHARTER MIDDLE	6
6	5171	IMAGINE CHARTER/N LAUDERDALE	7
6	5201	CHARTER SCHOOL OF EXCELLENCE TAMARAC 1	1
6	5231	EAGLE ACADEMY CHARTER SCHOOL	4
6	5261	IMAGINE AT N LAUDERDALE MIDDLE SCHOOL	5
6	5315	BROWARD COMMUNITY CHARTER SCHOOL	2
6	5355	EAGLES NEST ELEMENTARY CHARTER SCHOOL	5
6	5356	EAGLES NEST MIDDLE CHARTER SCHOOL	4
6	5375	PARAGON ELEMENTARY CHARTER SCHOOL	4
6	5381	PARAGON ACADEMY OF TECHNOLOGY	4

6	5389	RISE ACADEMY II	1
6	5395	POMPANO CHARTER MIDDLE SCHOOL	4
6	5400	SUNSHINE ELEMENTARY CHARTER SCHOOL	3
6	5420	RISE ACADEMY SCHOOL OF SCIENCE AND TECHNOLOGY	2

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.

Select a New School