

**NO CHILD LEFT BEHIND (NCLB)
SCHOOL PUBLIC ACCOUNTABILITY REPORT
CARR ELEMENTARY/MIDDLE SCHOOL
FOR
2007-2008**



Florida's System of School Improvement and Education Accountability Priorities

- A. Learning and Completion at All Levels
- B. Student Performance
- C. Alignment of Standards
- D. Educational Leadership
- E. Workforce Education
- F. Parental, Student, Family, Educational Institution, and Community Involvement

August 20, 2007

This report is based on data transmitted by Calhoun County Public Schools to the Florida Department of Education. This report was cooperatively prepared by Calhoun County Public Schools and the Florida Department of Education.

Dear Parents/Guardians:

In accordance with state law and district procedures, each public school in Calhoun County develops and implements a School Improvement Plan (SIP). The SIP is cooperatively developed by the principal, parent, teachers, students, and community representatives. This important effort to help all students perform at their very best is called **Florida's System for School Improvement and Education Accountability**, which all school districts in Florida are striving to achieve.

In order to continue to make wise decisions about school programs and services, parents, citizens, and educators need the best information available. Therefore, this School Report has been prepared for your consideration. The information in this report should help you assess the performance of your school, to contribute to its future direction, to share responsibility for improving your school's student achievement results.

Some of the key data elements in this report include information for your school and for all schools in Calhoun County (district) with the same grade level. Although these comparisons are often interesting and revealing, the most important use of the data is to help you assess how well your child's school is improving from year to year.

The Superintendent, School Board members, my staff and I consider the participation of all parents extremely important as we continue our efforts to achieve the state's six education priorities. I look forward to your continued involvement in the educational process.

Sincerely,

Darryl Taylor, Jr.
Principal

**CARR ELEMENTARY/MIDDLE SCHOOL
NCLB SCHOOL PUBLIC ACCOUNTABILITY REPORT**

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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) educational funding program 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	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
WHITE	149	141	95.7	97.0	81.4	82.1	46.8	47.7
BLACK					13.3	13.1	23.1	23.4
HISPANIC	5	1	2.0	1.0	2.0	1.8	24.2	23.4
ASIAN					.5	.7	2.3	2.2
AM. INDIAN					.3	.3	.3	.3
MULTIRACIAL	2	5	2.3	2.0	2.4	2.0	3.3	3.0
DISABLED	22	39	20.1	21.3	21.9	22.4	14.7	14.9
ECONOMICALLY DISADVANTAGED	63	68	43.2	47.3	51.2	51.8	45.4	45.9
ELL					.5	.7	11.8	11.5
MIGRANT	1		.3		.4	.7	.7	.9
FEMALE	156		51.5	50.7	50.4	49.2	48.6	48.6
MALE		147	48.5	49.3	49.6	50.8	51.4	51.4
TOTAL	303		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 at an early stage of growth but appears to be showing growth towards the skill or behavior.
- * Not Yet Demonstrating
The student is not exhibiting any learning in the benchmark.

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

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

Category	Number of Students Evaluated and Where They Placed 2006-2007	School %		District %		State %	
		2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
ECHOS Ready*	17	68		86		86	
ECHOS Not Ready	8	32		14		14	
Total ECHOS	25	100		100		100	
DIBELS LNF Ready**	17	68		53		70	
DIBELS LNF Not Ready	8	32		47		30	
Total DIBELS LNF	25	100		100		100	
DIBELS ISF Ready**	12	48		61		63	
DIBELS ISF Not Ready	13	52		39		37	
Total DIBELS ISF	25	100		100		100	

*To be considered “ready” on this measure, the student must score Consistently Demonstrating or Emerging/Progressing.
 **To be considered “ready” on either of these two measures, the student must score Above Average or Low Risk.

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GRADUATION RATE AND READINESS FOR POSTSECONDARY EDUCATION

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

Graduation rate

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 %	
	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05
ALL STUDENTS			81.8	89.9	68.3	69.0
WHITE			87.1	92.6	77.6	78.3
BLACK			54.2	61.5	52.8	52.9
HISPANIC			100.0	100.0	61.2	62.1
ASIAN			100.0	100.0	82.5	81.2
AM. INDIAN					73.1	68.9
MULTIRACIAL				100.0	73.9	75.1
DISABLED			36.4	57.1	37.4	36.8
ECONOMICALLY DISADVANTAGED			59.6	74.3	53.6	54.3
ELL			100.0		46.3	47.2
MIGRANT			100.0		42.9	43.9
FEMALE			79.7	95.5	72.5	73.3
MALE			83.8	84.5	64.2	64.7

Graduation Rate (with GED-based Diploma Recipients Counted as Non-Graduates)

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

	School %		District %		State %	
	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05
ALL STUDENTS			87.4	93.5	68.9	69.7
WHITE			91.4	95.0	77.4	78.3
BLACK			66.7	76.9	55.3	55.6
HISPANIC			100.0	100.0	62.0	62.8
ASIAN			100.0	100.0	82.3	81.5
AM. INDIAN					73.1	69.5
MULTIRACIAL				100.0	73.0	74.0

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.

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Racial/ Ethnic Group	Number of Students Who Dropped Out of School		School %		District %		State %	
	FEMALE	MALE	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05
WHITE					2.7	1.5	2.6	2.4
BLACK					6.0	1.3	4.7	3.9
HISPANIC							4.3	3.6
ASIAN							1.5	1.5
AM. INDIAN							3.1	2.9
MULTIRACIAL							2.6	2.0
FEMALE					2.0	2.3	3.1	2.7
MALE					4.0	.6	3.8	3.3
TOTAL					3.0	1.4	3.5	3.0

College Place Test Results

2005 high school graduates who passed college entry-level placement tests (reading, writing, and mathematics).

Shown in the tables are the reported numbers of 2005 (calendar year) graduates who enrolled in Florida public community colleges or universities between May 2005 and April 2006, who entered a degree program, and who took college preparatory placement tests. Also shown are the number and percentage of students who passed these placement tests and who are considered ready for college courses in each academic area. Students who did not attend a Florida public community college or state university, such as those who attended out-of-state or private colleges and universities, are not included.

Racial/Ethnic Group	Number of Graduates Who Took College Placement Reading Tests	Number Who Passed Reading Placement Tests	School %	District %	State %
WHITE					
BLACK					
HISPANIC					
ASIAN					
AM. INDIAN					
UNKNOWN					
FEMALE				85.0	73.4
MALE				61.9	74.9
UNKNOWN					
TOTAL				77.0	74.1

Additional information is available at <http://info.doe.state.fl.us/perfcpt>.

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Racial/Ethnic Group	Number of Graduates Who Took College Placement Writing Tests	Number Who Passed Writing Placement Tests	School %	District %	State %
WHITE					
BLACK					
HISPANIC					
ASIAN					
AM. INDIAN					
UNKNOWN					
FEMALE				90.0	83.7
MALE				85.7	81.7
UNKNOWN					
TOTAL				88.5	82.9

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					
UNKNOWN					
FEMALE				52.5	64.6
MALE				52.3	69.9
UNKNOWN					
TOTAL				52.5	67.0

Additional information is available at <http://info.doe.state.fl.us/perfcpt>.

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 whose demonstrated cognitive functioning ability prevents them from achieving the Sunshine State Standards and who require extensive direct instruction in the areas of domestic, community living, leisure, and vocational activities. Alternate assessments for students with disabilities are given for writing/communication, reading, and math.

Alternate Assessments for Students who are English Language Learners

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

I. FCAT Sunshine State Standards Tests

The FCAT Sunshine State Standards (SSS) tests measure student performance on selected benchmarks defined by the Sunshine State Standards. Students who take an alternate assessment have their results reported in categorical classifications that include the designation of "Proficient," so that their performance is counted with those of other students.

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

Writing Assessment

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

**Writing Assessment Results (Sunshine State Standards and Alternate Assessments)
Percent of Students Scoring 3 and Above**

	School %		District %		State %	
	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
ALL STUDENTS	97	93	88	91	93	90
WHITE	99	93	88	91	94	93
BLACK	N	N	88	86	90	87
HISPANIC	100	100	100	90	91	88
ASIAN	N	N	0	100	96	94
AM. INDIAN	N	N	100	N	94	91
MULTIRACIAL	67	100	80	100	94	92
DISABLED	100	93	65	79	75	70
ECONOMICALLY DISADVANTAGED	94	90	81	87	89	86
LEP	N	N	100	N	83	78
MIGRANT	N	N	100	100	84	81
FEMALE	100	94	93	95	95	93
MALE	95	92	83	86	90	87

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

Reading and Mathematics Assessments

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

Student Achievement Level Descriptions

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

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

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

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

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

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

Mathematics Assessment Results (Sunshine State Standards and Alternate Assessments)									
Percent of Students Scoring at Level 3 and Above									
	School %			District %			State %		
	2006-07 Results	State Objectives	% Not Tested	2006-07 Results	State Objectives	% Not Tested	2006-07 Results	State Objectives	% Not Tested
ALL STUDENTS	76	56	0	71	56	1	63	56	3
WHITE	75	56	0	74	56	1	74	56	3
BLACK	N	56	N	50	56	1	43	56	3
HISPANIC	100	56	0	79	56	0	57	56	2
ASIAN	N	56	N	100	56	11	83	56	2
AM. INDIAN	N	56	N	75	56	0	68	56	3
MULTIRACIAL	83	56	0	55	56	0	68	56	3
DISABLED	54	56	0	43	56	3	33	56	6
ECONOMICALLY DISADVANTAGED	69	56	0	63	56	2	50	56	3
ELL	100	56	0	50	56	0	44	56	2
MIGRANT	N	56	N	43	56	0	44	56	2
FEMALE	76	56	0	72	56	1	62	56	2
MALE	77	56	0	69	56	2	63	56	3

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

Reading Assessment Results (Sunshine State Standards and Alternate Assessments)									
Percent of Students Scoring at Level 3 and Above									
	School %			District %			State %		
	2006-07 Results	State Objectives	% Not Tested	2006-07 Results	State Objectives	% Not Tested	2006-07 Results	State Objectives	% Not Tested
ALL STUDENTS	73	51	0	62	51	1	57	51	3
WHITE	74	51	0	66	51	1	68	51	3
BLACK	N	51	N	37	51	2	39	51	3
HISPANIC	60	51	0	53	51	5	51	51	2
ASIAN	N	51	N	100	51	11	72	51	2
AM. INDIAN	N	51	N	75	51	0	62	51	3
MULTIRACIAL	67	51	0	52	51	0	67	51	3
DISABLED	51	51	0	38	51	3	31	51	5
ECONOMICALLY DISADVANTAGED	69	51	0	54	51	2	46	51	3
ELL	100	51	0	50	51	33	35	51	2
MIGRANT	N	51	N	43	51	0	34	51	2
FEMALE	73	51	0	62	51	1	60	51	2
MALE	73	51	0	61	51	2	55	51	3

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

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

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SCHOOL	Reading		Math	
	2006-07	2005-06	2006-07	2005-06
Grade 3	85	83	85	97
Grade 4	92	76	81	92
Grade 5	76	81	52	59
Grade 6	78	61	75	64
Grade 7	58	69	69	56
Grade 8	54	50	87	78
Grade 9				
Grade 10				

DISTRICT	Reading		Math	
	2006-07	2005-06	2006-07	2005-06
Grade 3	78	83	85	87
Grade 4	79	78	82	84
Grade 5	81	65	67	62
Grade 6	67	73	54	65
Grade 7	63	68	70	55
Grade 8	52	52	72	69
Grade 9	42	47	67	66
Grade 10	31	31	67	70

STATE TOTALS	Reading		Math	
	2006-07	2005-06	2006-07	2005-06
Grade 3	69	75	74	72
Grade 4	69	66	69	68
Grade 5	72	68	59	57
Grade 6	62	65	51	53
Grade 7	63	61	60	55
Grade 8	49	47	63	60
Grade 9	42	41	61	59
Grade 10	34	32	65	65

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	Median national percentile rank		
		School	District	State
Reading (gr. 3)	26	79	70	62
Mathematics (gr. 3)	26	82	80	69
Reading (gr. 4)	38	76	68	63
Mathematics (gr. 4)	38	85	79	77
Reading (gr. 5)	25	81	79	74
Mathematics (gr. 5)	25	76	79	75
Reading (gr. 6)	36	80	70	66
Mathematics (gr. 6)	36	80	70	66
Reading (gr. 7)	26	73	69	66
Mathematics (gr. 7)	26	80	79	73
Reading (gr. 8)	40	77	68	67
Mathematics (gr. 8)	40	82	75	74
Reading (gr. 9)			74	71
Mathematics (gr. 9)			77	74
Reading (gr. 10)			60	60
Mathematics (gr. 10)			67	67

**CARR ELEMENTARY/MIDDLE SCHOOL
SCHOOL SAFETY AND ENVIRONMENT**

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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 information displayed in the table should be used to assess school safety needs and to develop plans for improvement.

The most recent full –year school-level data on reported incidents is available at the Florida School Indicators Report website at <http://info.doe.state.fl.us/fsir>. (See “Incidents of Crime and Violence.”)
District-level reports are available at www.firn.edu/doe/besss/sesir.htm.

Number of Incidents Reported

INCIDENTS OF CRIME AND VIOLENCE	SCHOOL TOTAL 2005-06	DISTRICT TOTAL 2005-06	STATE TOTAL 2005-06
Violent Acts Against Persons	0	8	10921
Alcohol, Tobacco, and Other Drugs	12	39	13485
Property	0	7	8836
Fighting and Harassment	0	19	52887
Weapons Possession	0	3	3647
Other Nonviolent Incidents and Disorderly Conduct	0	3	11699
TOTAL	12	79	101475

School Evaluation for “Unsafe School Choice Option” Requirements

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 2006-07 school year, no Florida public school was identified as persistently dangerous.*

*(*pending review of complete full year data.)*

**CARR ELEMENTARY/MIDDLE SCHOOL
TEACHERS AND STAFF**

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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 2006-07.

Staff Type	Total Number for 2006-07	Number Newly Hired for 2006-07	School %	District %	State %
INSTRUCTIONAL STAFF	25	6	24.0	16.8	21.3
SCHOOL-BASED ADMINISTRATORS	1	0	0.0	0.0	22.8
TOTAL	26	6	23.1	16.4	21.3

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 %	
		2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
BACHELOR'S DEGREE	15	65.2	63.2	73.7	69.4	66.1	65.7
MASTER'S DEGREE	8	34.8	36.8	25.1	28.2	31.1	31.5
SPECIALIST DEGREE				.6	1.8	1.9	1.9
DOCTORATE				.6	.6	.9	.9
TOTAL ALL DEGREES	23	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

All Florida teachers are certified, although some teachers may be temporarily assigned to areas outside their field of specialization. Data on classes taught by teachers out of field is provided in the following table.

In-Field and Out-of-Field Teachers

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

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	School %	District %	State %
PERCENTAGE OF CLASSES WITH TEACHERS TEACHING IN-FIELD	94.0	84.7	91.2
PERCENTAGE OF CLASSES WITH TEACHERS TEACHING OUT-OF-FIELD	6.0	15.3	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 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	6.2	19.2			10.2	11.4	9.6

- * 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 eligibility. That is, low poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.
- * Blanks indicate district did not have any schools that fell in that category.

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.

2006-07 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 schoolgrades.fldoe.org.

NCLB Adequate Yearly Progress (AYP) Report

Federal NCLB legislation requires schools to report Adequate Yearly Progress based on annual objectives for students in reading, mathematics, and writing, as well as the high school graduation rate. A separate report that presents and explains AYP results for your school, your school district, and the state is distributed in

conjunction with this document and is also available from the office of your school's principal and/or your local school board. The AYP report also includes information on schools identified for school improvement. Detailed information on school, district, and state AYP is available at <http://schoolgrades.fldoe.org/default.asp>.

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

School districts are responsible for identifying Title I schools that fail to make AYP in consecutive years as schools in need of improvement. 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 explanation of the parents' option to transfer their child to another public school, with transportation provided when required, or to obtain supplemental educational services. Sec. 1116(b)(6)

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

B. State's Obligation to Assist schools and Districts in Reporting

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

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

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

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

Additional statistics and information of interest may be found in the Florida School Indicators Report on the Department's website at www.fldoe.org or at <http://info.doe.state.fl.us/fsir>.

Notice of Availability of School Financial Report

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

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 evaluation are described below. All schools that do not make AYP are identified. School districts are responsible for identifying Title I schools that fail to make AYP in consecutive years as schools in need of improvement. For the 2007-08 school year, requirements for school improvement apply to Title I schools that did not make AYP in 2005-06 and 2006-07.* Students attending these schools are eligible for public school choice options for the 2007-08 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); student eligible for free/reduced-price lunch; English Language Learners (ELL) students; 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 score of 1 to 6) on the FCAT Writing examination, or for ELL students and student with disabilities, by attaining a proficient score on an alternate assessment.

Graduation Rate

High schools with a graduation rate less than 85% must show improvement in the rate over the previous year.

School Performance Grade

The school performance grade must be other than a D or 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 2006-07, AYP proficiency targets for all subgroups are as follows: 56 percent of students proficient in mathematics; 51 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% of students were tested.
- 2) The percentage of non-proficient student 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 schoolgrades.fldoe.org/default.asp.

AYP Status, 2006-07 (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 2006-07 school year. Data used to calculate AYP for 2006-07 includes FCAT data for 2006-07 and 2005-06, graduation rate data for 2005-06 and 2004-05, and the school performance grade assigned in 2007.

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

Key: N = “Did not make AYP” Y = “Make AYP” T = “School Too Small” I = Incomplete”

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

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

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

Number of Title I Schools in the District	Number of Title I Schools Identified for Improvement	Percent of Title I Schools Identified for Improvement
4	3	75.0

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

Schools That Did Not Make AYP in the District, 2006-07

District Number	School Number	School Name
7	0021	Blountstown High School
7	0051	Blountstown Middle School
7	0101	Altha Public School
7	0131	Blountstown Elementary School

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 2006-07 in the schools shown below are eligible for public school choice and/or supplemental services in 2007-08.

District Number	School Number	School Name	Number of Years Listed
07	0131	Blountstown Elem. School	1

SEE ATTACHED AYP AND SCHOOL GRADE REPORTS

CALHOUN COUNTY SCHOOL BOARD

Danny Hassig Tim Smith
Kelly King Grant Williams
Willie Brown, Chairperson

MARY SUE NEVES
Superintendent