

2006-07 KINDERGARTEN PROFILE - JEFFERSON

Introduction

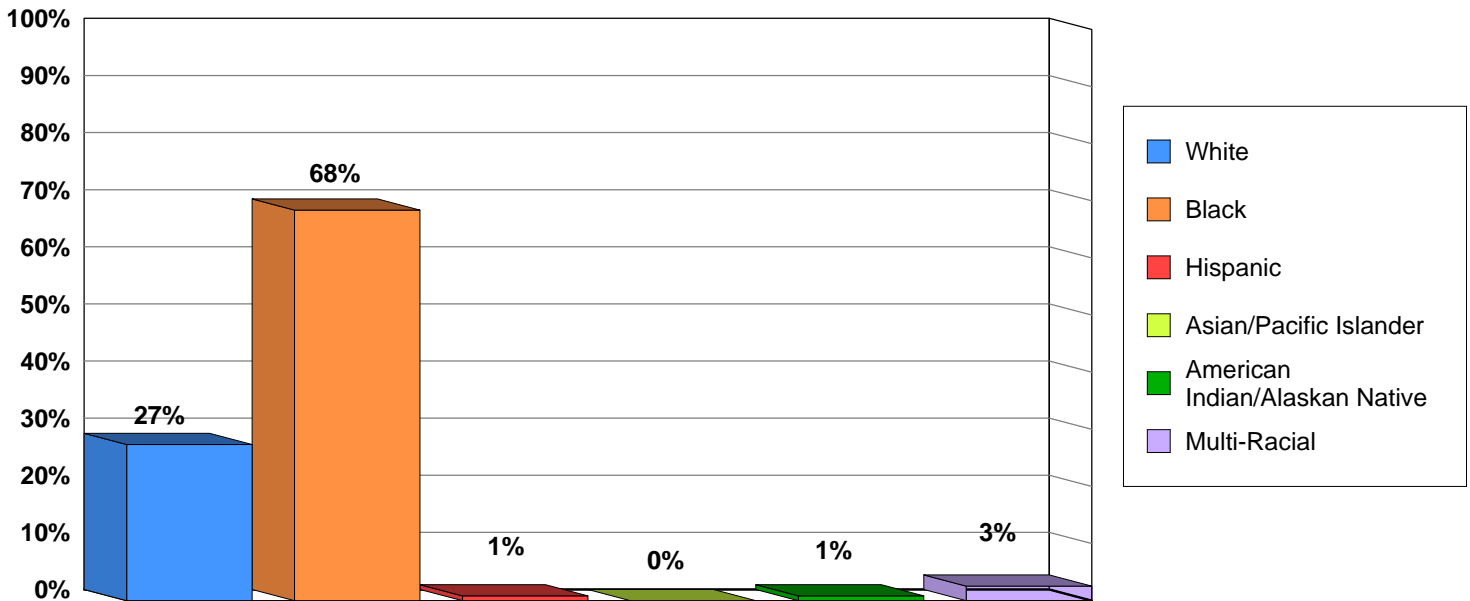
The mission of the Florida Department of Education (DOE)/Office of Early Learning is to "increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents and communities." (Section 1008.31, Florida Statutes) This publication is designed to provide assistance to school and district personnel to improve student achievement and to facilitate the transition of children from the Voluntary Prekindergarten (VPK) Education Program to kindergarten.

Unless otherwise noted, the source of the data used in this publication is from the DOE K20 Education Data Warehouse.

Student Membership

Figure 1 displays the racial/ethnic diversity of kindergarten students that were in attendance in Florida's public schools in the Fall of 2006.

Figure 1: Fall 2006 Membership in Public Schools



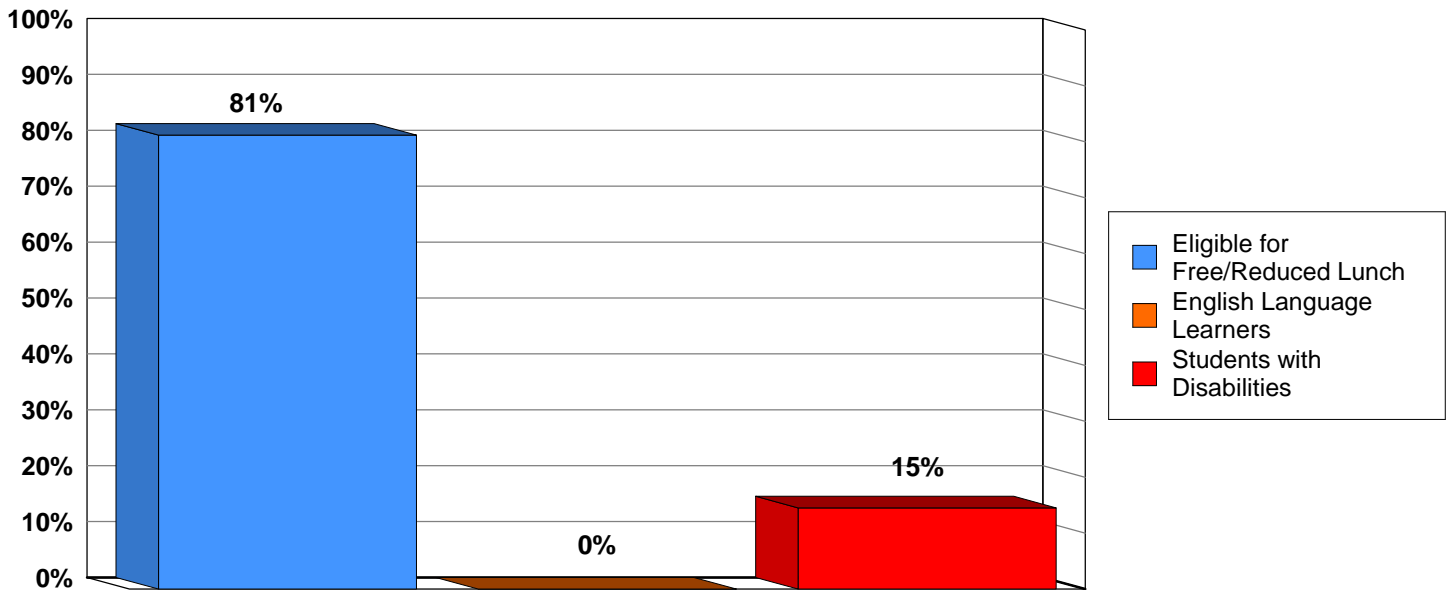
| Racial/Ethnic Category | Number of Students |
|--------------------------------|--------------------|
| White | 32 |
| Black | 80 |
| Hispanic | * |
| Asian/Pacific Islander | 0 |
| American Indian/Alaskan Native | * |
| Multi-Racial | * |
| Total | 117 |

* Indicates Cell Size > 0 and < 10

Program-Related Data

Figure 2 reflects the percentage of kindergarten students who receive services or participate in programs offered by a school district. A student's eligibility for free or reduced-price lunch is a useful indicator of socio-economic status. Students who have been identified as English Language Learners (ELLs) with sufficient difficulty speaking, reading, writing or understanding the English language are eligible for enrollment in classes for assistance. Students with disabilities who have been identified as such require special instruction or related services in order to benefit from educational programs.

Figure 2: Fall 2006 Program-Related Data

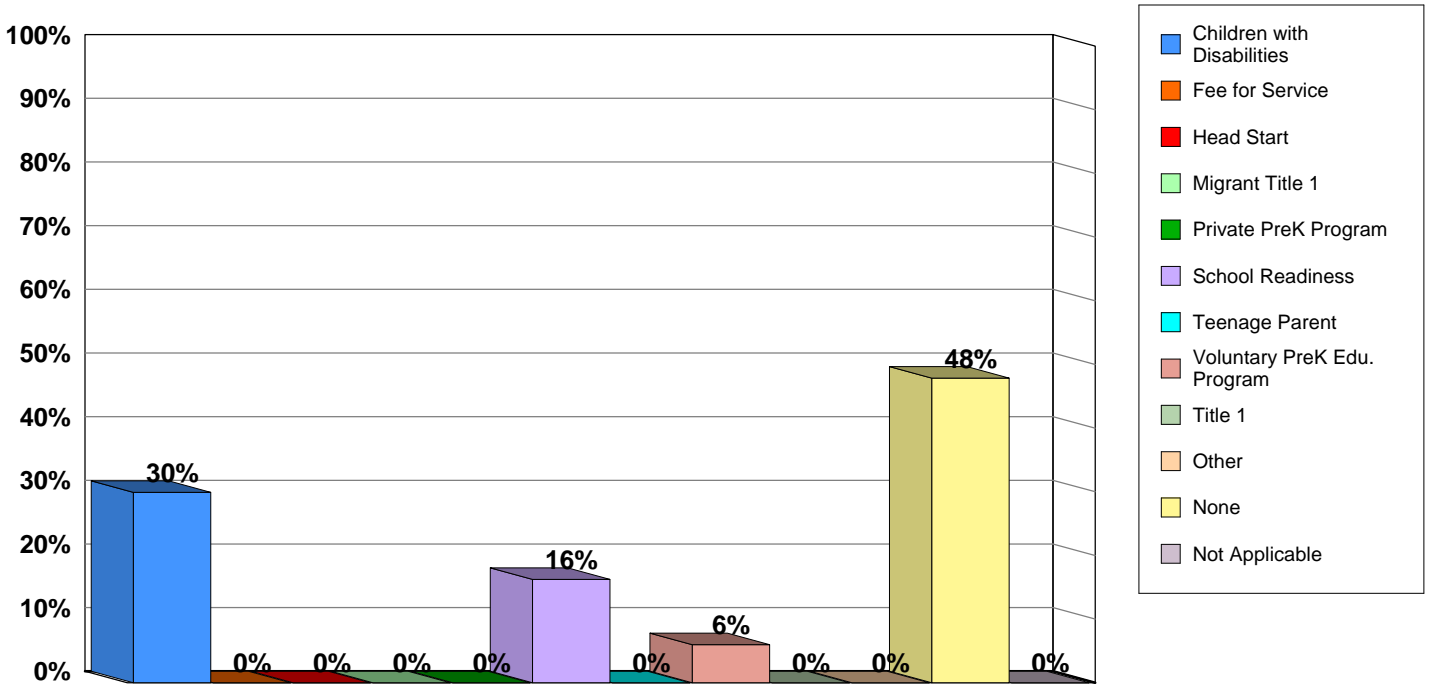


| Programs/Services | Number of Students |
|---|--------------------|
| Eligible for Free/Reduced Lunch | 95 |
| English Language Learners | 0 |
| Students with Disabilities | 17 |
| Total Number of Students Enrolled in KG | 117 |

Program Participation Prior to Kindergarten

Figure 3 identifies the percentage of all students enrolled in kindergarten that participated in a preschool or child care program prior to kindergarten. These data are self-reported to the school district by parents.

Figure 3: Fall 2006 Program Participation Prior to Kindergarten



Note: Percentages may not equal the sum of counts in sub-categories because of rounding.

| Program | Number of Students |
|----------------------------|--------------------|
| Children with Disabilities | 35 |
| Fee for Service | 0 |
| Head Start | 0 |
| Migrant Title 1 | 0 |
| Private Prek Program | 0 |
| School Readiness | 19 |
| Teenage Parent | 0 |
| Voluntary PreK Edu. Prog. | * |
| Title 1 | 0 |
| Other | 0 |
| None | 56 |
| Not Applicable** | 0 |
| Total | 117 |

** Indicates code assigned to students for whom program participation has not been determined.

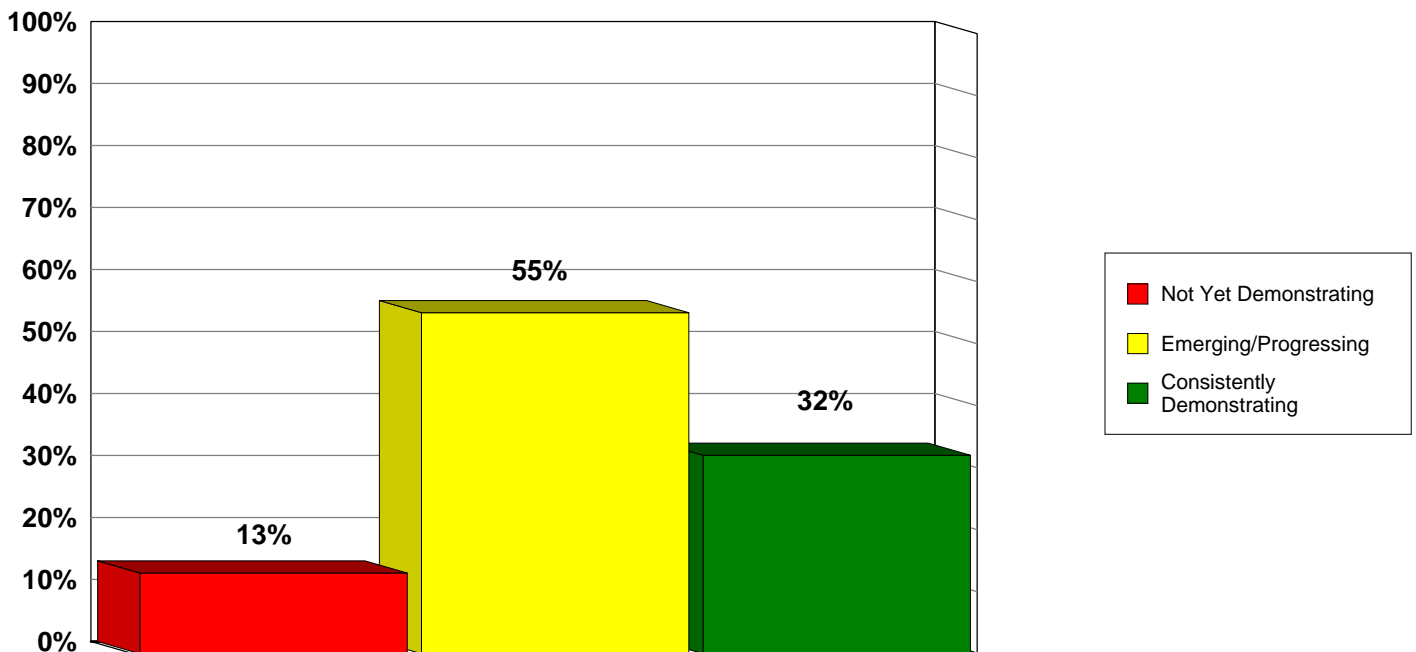
Statewide Kindergarten Readiness Screening

Section 1002.69, Florida Statutes, required each school district to administer a statewide screening for school readiness, known as the Florida Kindergarten Readiness Screener (FLKRS), to each kindergarten student in the school district. The screening instruments which are administered within the first 30 days of the school year are the Early Childhood Observation System (ECHOS) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The DIBELS includes two measures: Letter Naming Fluency and Initial Sound Fluency.

The results of this screening for students entering kindergarten in the Fall of 2006 are presented in Figures 4, 5, and 6.

ECHOS scores are calculated using teacher observations of 19 items / activities performed by students in seven developmental areas. Interpretation of scores varies according to the age range of each student.

Figure 4: 2006-07 Early Childhood Observation System (ECHOS)



The DIBELS Letter Naming Fluency probe measures a child's proficiency in naming letters. Students are presented with a page of upper and lower case letters arranged in a random order and are asked to name as many letters as they can in one minute. The DIBELS Initial Sound Fluency assesses a child's ability to recognize and produce the beginning sound(s) in and for an orally presented word. The amount of time taken to identify and produce each correct sound is calculated by the examiner and then converted into the number of correct sounds per minute. The table below presents the Levels of Risk associated with the number of correctly named letters and correctly identified and produced sounds.

| Letter Naming Fluency | | Initial Sound Fluency | |
|-----------------------|-------------------|-----------------------|------------------|
| Levels of Risk | Number of Letters | Levels of Risk | Number of Sounds |
| Above Average | 17+ | Above Average | 12+ |
| Low Risk | 8 - 16 | Low Risk | 8 - 11 |
| Moderate Risk | 2 - 7 | Moderate Risk | 4 - 7 |
| High Risk | 0 - 1 | High Risk | 0 - 3 |

Figure 5: 2006-07 DIBELS Letter Naming Fluency Results

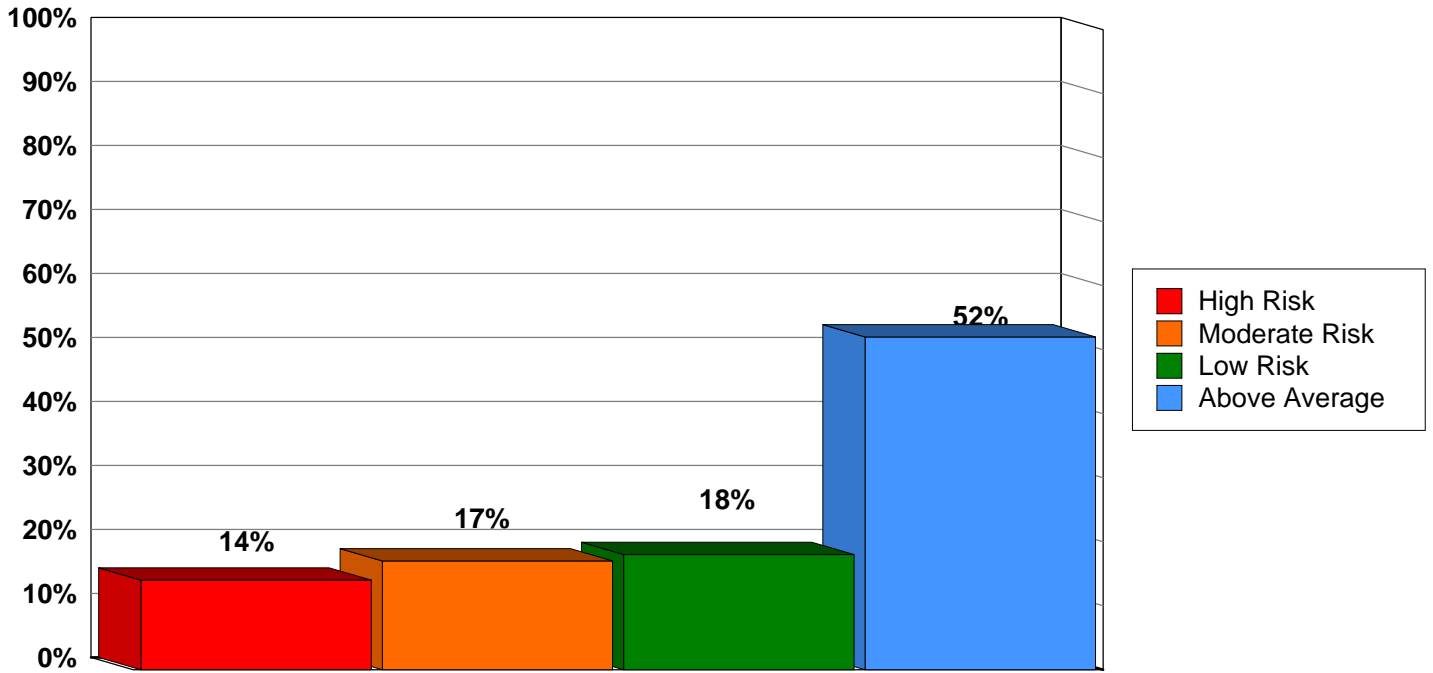
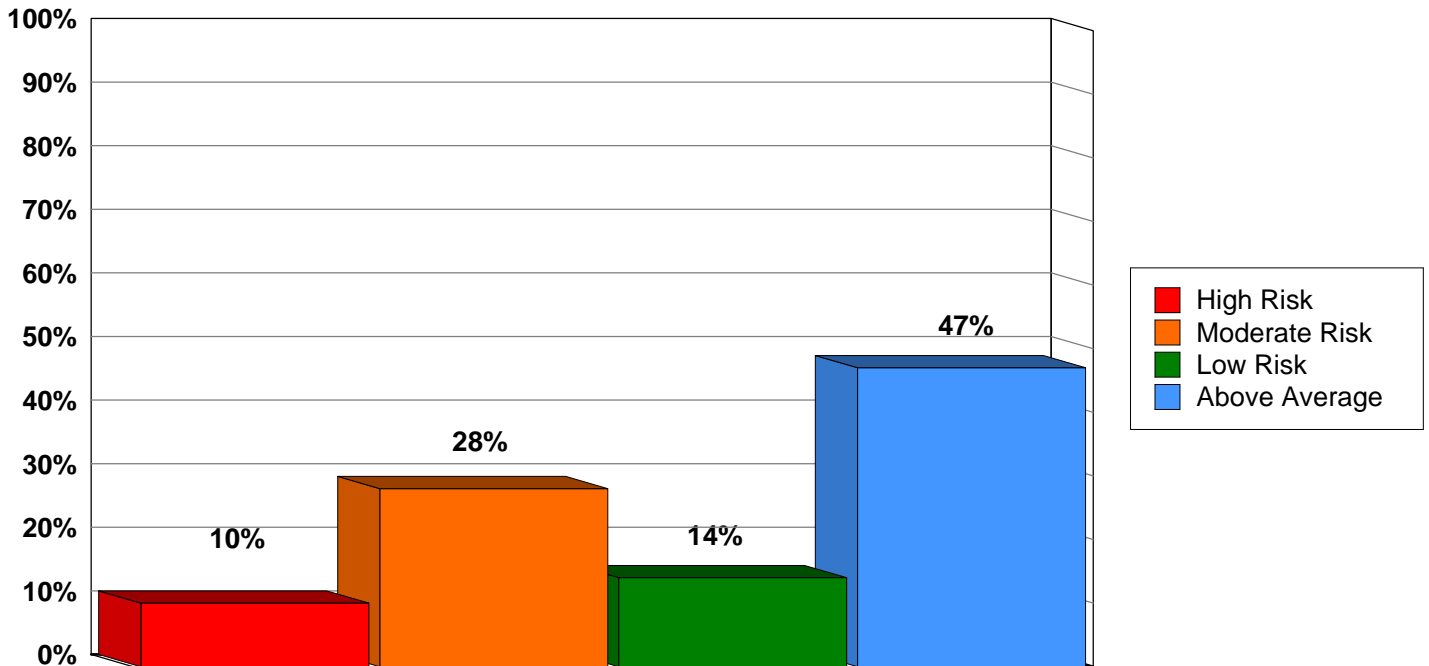


Figure 6: 2006-07 DIBELS Initial Sound Fluency Results



School Characteristics

The figure below gives an overview of the types of schools with kindergarten students. Combination schools may include grades PreK-8, K-8, PreK-12, or K-12 as determined by the local school district. "Other" types may include Exceptional Student Education centers, junior or high schools, adult schools, or students who receive home education.

The *Reading First* grant assists Florida school districts and schools to implement proven methods of scientifically based reading instruction in classrooms in order to prevent reading difficulties in grades K-3. A total of 586 *Reading First* schools statewide participate in on-going professional development, receive reading coach services for on-site professional development, and *Reading First* schools monitor their students through the Progress Monitoring and Reporting Network (PMRN), a specifically designed software system, to help teachers provide better instruction according to their needs.

Figure 7: Characteristics of Schools with Kindergarten Students

| School Description | School Count | Percent of All Schools with KG Students | Fall Student Count | Percent Enrolled |
|--------------------|--------------|---|--------------------|------------------|
| Combination | 0 | 0% | 0 | 0% |
| Charter | 0 | 0% | 0 | 0% |
| Elementary | 1 | 100% | 117 | 100% |
| Other | 0 | 0% | 0 | 0% |

| School Description | School Count | Percent of All Schools with KG Students | Fall Student Count | Percent Enrolled |
|----------------------|--------------|---|--------------------|------------------|
| Reading First School | 1 | 100% | 117 | 100% |

Source: Florida Center for Reading Research, 2005-06 School Year

2005-06 End of Year Data

Information regarding student attendance, disciplinary actions, and grade promotion status is reported by districts to DOE at the end of each school year. The following information reflects data reported at the end of the 2005-06 school year.

Attendance

Student records that are maintained by school districts must show the presence or absence of each student enrolled for each school day of the year. Students in kindergarten are counted as present if they are in attendance at any time during the regular school day.

Chronic student absenteeism is indicated by 21 or more absences for a student during the regular (180-day) school year and is often associated with poor academic achievement and increased risk of dropping out of school. The percentage of days enrolled that kindergarten students were counted as present and absent, as well as the percentage of students who were identified as chronically absent, is reflected in the figure below:

Figure 8: 2005-06 Average Daily Attendance

| School Description | Percent of All Schools with KG Students | Percent Enrolled |
|--------------------|---|------------------|
| | 94% | 6% |
| | | 7% |

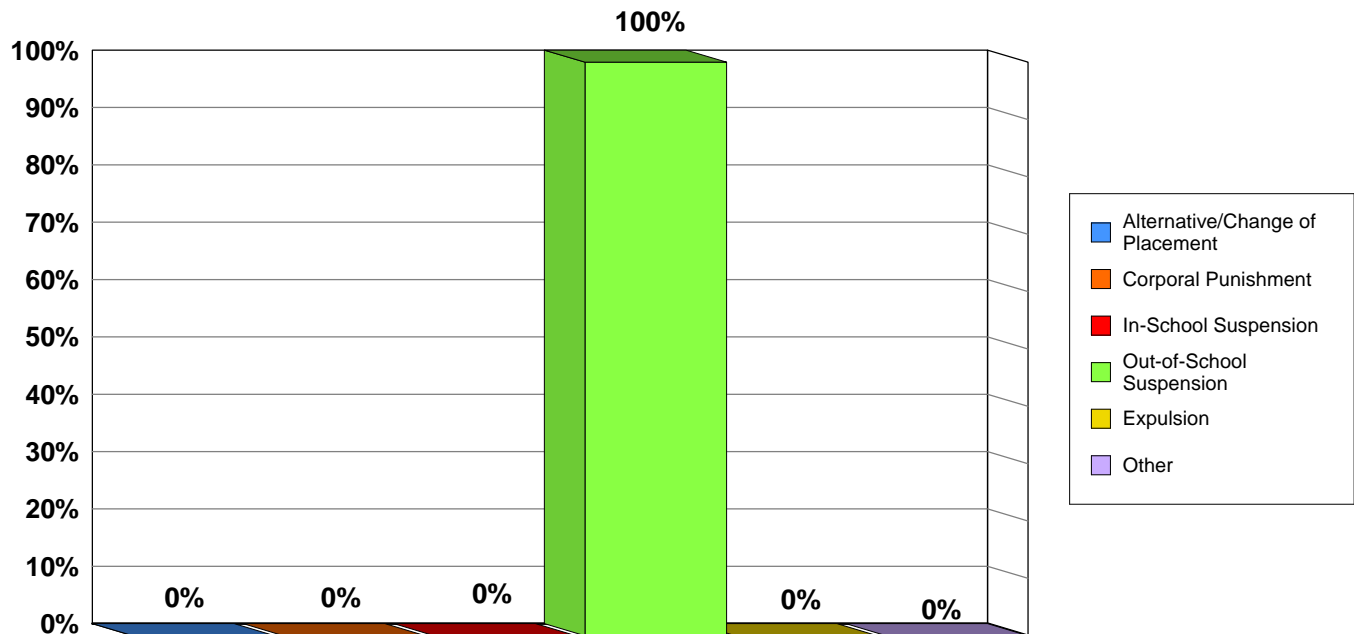
Discipline

Statewide, the number of kindergarten students who received disciplinary/referral actions during the 2005-06 school year was 6,489 or only 3% of all kindergarten students. The total number of disciplinary/referral actions was 11,498. The types of disciplinary/referral actions which may be reported include:

- * Out-of-School Suspension
- * In-School Suspension
- * Corporal Punishment
- * Expulsion
- * Alternative Placement
- * Change of Placement
- * Other (e.g. "Saturday School", tobacco cessation program, drug prevention program, counseling, anger management, or community service)

The percentage of disciplinary/referral actions and the number of actions compared to the number of students receiving disciplinary/referral actions is presented in Figure 9.

Figure 9: 2005-06 Disciplinary/Referral Actions



| Disciplinary/Referral Action | Number of Actions | Number of Students |
|---------------------------------|-------------------|--------------------|
| Alternative/Change of Placement | 0 | 0 |
| Corporal Punishment | 0 | 0 |
| In-School Suspension | 0 | 0 |
| Out-of-School Suspension | * | * |
| Expulsion | 0 | 0 |
| Other | 0 | 0 |
| Total: | 7 | 5 |

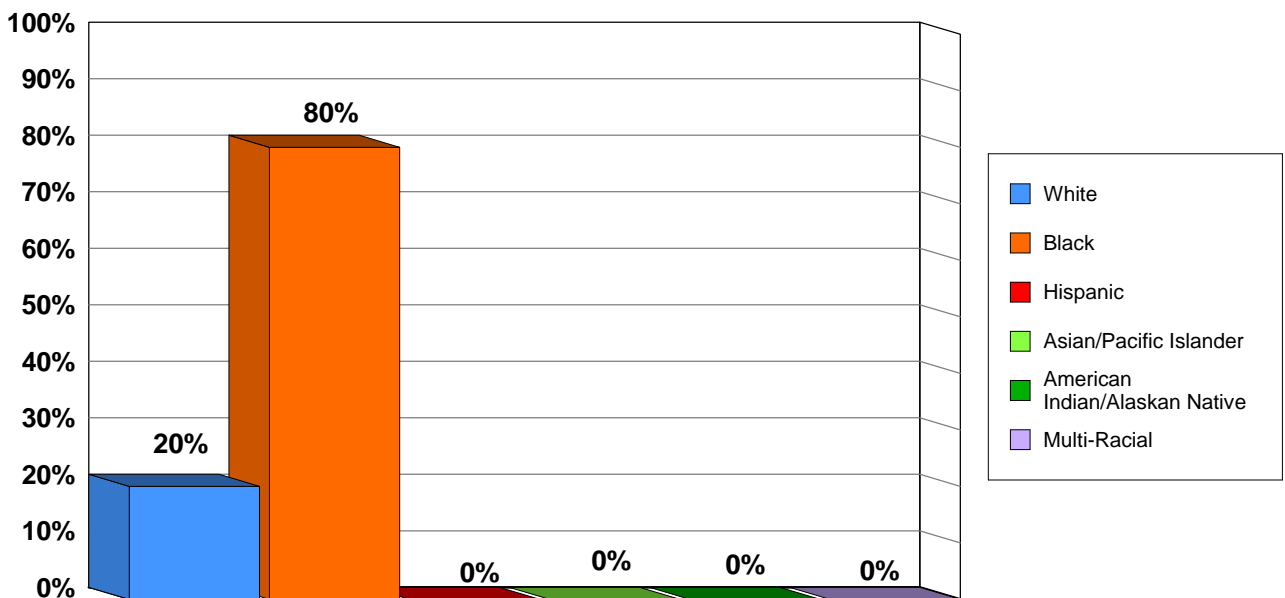
* Indicates Cell Size > 0 and < 10

Non-Promotions

The figure below represents, by racial/ethnic status, the percentage of kindergarten students who were not promoted to first grade at the end of the 2005-06 school year. Statewide, the number of kindergarten students not promoted to first grade was 14,295 or 7% of all kindergarten students.

Student promotion/retention decisions are made at the school-level consistent with the district's Pupil Progression Plan and the requirements of Section 1008.25, Florida Statutes. Students who do not meet specific levels of performance, as determined by the district school board, must be provided with additional diagnostic assessments to determine the nature of their difficulty and areas of academic need. Additionally, an academic intervention plan (AIP) must also be developed for these students. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency.

Figure 10: 2005-06 Students Not Promoted to First Grade



| Racial/Ethnic Category | Number of Students Not Promoted |
|--------------------------------|---------------------------------|
| White | * |
| Black | 12 |
| Hispanic | 0 |
| Asian / Pacific Islander | 0 |
| American Indian/Alaskan Native | 0 |
| Multi-Racial | 0 |
| Total: | 15 |

* Indicates Cell Size > 0 and < 10

Additional Resources

Additional resources for more in-depth data analysis can be found by accessing the following links:

DOE Bureau of Education Information and Accountability:

<http://www.fldoe.org/eias/>

DOE Office of Early Learning

<http://www.fldoe.org/earlyLearning/>

DOE K12 Student Progression

<http://www.flbsi.org/schoolimprove/studentprogression/index.htm>

DOE Office of Assessment and School Performance

<http://www.fldoe.org/asp/>