



**FLORIDA DEPARTMENT OF EDUCATION  
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES**

## 2005 LEA PROFILE

JOHN WINN, COMMISSIONER

---

DISTRICT: **CLAY**  
ENROLLMENT GROUP: **20,000 TO 40,000**

PK-12 POPULATION: **32,391**  
PERCENT DISABLED: **19%**  
PERCENT GIFTED: **3%**

### INTRODUCTION

The LEA profile is intended to provide districts with a tool for use in planning for systemic improvement. The profile contains a series of data indicators that describe measures of educational benefit, educational environment, and prevalence for exceptional students. The data are presented for the district, their enrollment group (districts of comparable size), and the state. Where appropriate and available, comparative data for general education students are included.

Data presented as indicators of educational benefit (*Section One*)

- Standard diploma rates for students with disabilities receiving standard diplomas through meeting all graduation requirements, GED Exit Option, and FCAT waivers
- Dropout rates
- Post-school outcome data
- Third grade promotion and retention, including good cause promotions

*Note: FCAT participation and performance data formerly included in the LEA profile will be published separately in Fall 2005.*

Data presented as indicators of educational environment (*Section Two*)

- Regular class, resource room, and separate class placement, ages 6-21
- Early childhood setting or home, part-time early childhood/part-time early childhood special education setting and early childhood special education setting, ages 3-5
- Discipline rates

Data presented as indicators of prevalence (*Section Three*)

- Student membership by race/ethnicity
  - Gifted membership by free/reduced lunch and limited English proficiency (LEP) status
  - Student membership in selected disabilities by race/ethnicity
  - Selected disabilities as a percentage of all disabilities and as a percentage of total PK-12 population
-

---

**LEA PROFILE 2005**

Three of the indicators included in the profile, graduation rate, dropout rate, and regular class placement, are also used in the selection of districts for focused monitoring. Indicators describing the prevalence and separate class placement of students identified as educable mentally handicapped (EMH) are included to correspond with provisions of the Bureau's partnership agreement with the Office for Civil Rights.

**DATA SOURCES**

The data contained in this profile were obtained from data submitted electronically by districts through the Department of Education Information Database in surveys 2, 9, 3, and 5 and through the Florida Education and Training Placement Information Program (FETPIP).

**DISTRICTS IN CLAY'S ENROLLMENT GROUP:**

ALACHUA, BAY, CLAY, HERNANDO, LAKE, LEON, OKALOOSA, SANTA ROSA, ST. JOHNS, ST. LUCIE



## SECTION ONE: EDUCATIONAL BENEFIT

Educational benefit refers to the extent to which children benefit from their educational experience. Progression through and completion of school are dimensions of educational benefits as are post-school outcomes and indicators of consumer satisfaction. This section of the profile provides data on indicators of student progression, school completion, and post-school outcomes.

### STANDARD DIPLOMA STUDENTS MEETING ALL GRADUATION REQUIREMENTS:

The number of students with disabilities graduating with a standard diploma (withdrawal code W06) by earning required credits, maintaining required GPA and passing FCAT divided by the total number of students with disabilities who completed their education (withdrawal codes W06-W10, W27, WGD, WFW, WFT) as reported in end of year (survey 5). The resulting percentages are reported for the three-year period from **2001-02** through **2003-04**.

	2001-02	2002-03	2003-04
Clay	61%	62%	59%
Enrollment Group	55%	58%	52%
State	48%	45%	42%

### STANDARD DIPLOMA THROUGH GED EXIT OPTION:

The number of students with disabilities in a GED Exit Option Model who passed the GED Tests and the FCAT or HSCT and were awarded a standard high school diploma (withdrawal code W10) divided by the total number of students with disabilities who completed their education (withdrawal codes W06-W10, W27, WGD, WFW, WFT) as reported in end of year (survey 5). The resulting percentages are reported for the three-year period from **2001-02** through **2003-04**.

	2001-02	2002-03	2003-04
Clay	1%	<1%	2%
Enrollment Group	<1%	<1%	1%
State	1%	1%	1%

### STANDARD DIPLOMA THROUGH FCAT WAIVER:

The number of students with disabilities graduating with a standard diploma through the FCAT waiver (withdrawal code WFW) divided by the total number of students with disabilities who completed their education (withdrawal codes W06-W10, W27, WGD, WFW, WFT) as reported in end of year (survey 5). The resulting percentages are reported for **2002-03** and **2003-04**.

	2002-03	2003-04
Clay	7%	8%
Enrollment Group	5%	8%
State	9%	14%

**DROPOUT RATE:**

The number of students grades 9-12 for whom a dropout withdrawal reason (DNE, W05, W11, W13-W23) was reported, divided by the total enrollment of grade 9-12 students and students who did not enter school as expected (DNEs) as reported in end of year (survey 5). The resulting percentages are reported for students with disabilities, gifted students, all students, students identified as EH/SED, and students identified as SLD for the years **2001-02** through **2003-04**.

	Students with Disabilities			Gifted Students			All Students		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Clay	4%	4%	4%	0%	0%	1%	2%	2%	2%
Enrollment Group	4%	4%	4%	<1%	<1%	<1%	3%	3%	3%
State	5%	4%	5%	<1%	<1%	<1%	3%	3%	3%

	EH/SED			SLD		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Clay	7%	6%	9%	3%	3%	3%
Enrollment Group	6%	7%	6%	4%	4%	4%
State	7%	7%	7%	5%	4%	5%

**POSTSCHOOL OUTCOME DATA:**

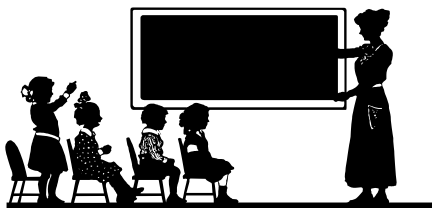
The Florida Education and Training Placement Information Program (FETPIP) is an interagency data collection system that obtains follow-up data on former students. The most recent FETPIP data available reports on students who exited Florida public schools during the **2002-03** school year. The table below displays percent of students with disabilities and students identified as gifted exiting school in 2002-03 who were found employed between October and December 2003 or in continuing education (enrolled for the fall or preliminary winter/spring semester) in 2003.

	Students with Disabilities		Gifted Students	
	Employed	Cont. Ed.	Employed	Cont. Ed.
Clay	60%	26%	27%	73%
Enrollment Group	51%	24%	40%	73%
State	44%	20%	37%	72%

**THIRD GRADE PROMOTION AND RETENTION RATE:**

The number of third grade students promoted, promoted with cause, and retained divided by the total year enrollment as reported in end of year (survey 5). The percent of students promoted with cause is a subset of total promoted. Total enrollment is the count of all students who attended school at any time during the school year. The results are reported for third grade students with disabilities and all third grade students for **2003-04**.

	2003-04					
	Students with Disabilities			All Students		
	Promoted	Promoted with Cause	Retained	Promoted	Promoted with Cause	Retained
Clay	87%	14%	13%	93%	5%	7%
Enrollment Group	86%	21%	14%	92%	8%	8%
State	82%	30%	18%	89%	11%	11%



## SECTION TWO: EDUCATIONAL ENVIRONMENT

Educational environment refers to the extent to which students with disabilities receive special education and related services in natural environments, classes or schools with their nondisabled peers. This section of the profile provides data on indicators of educational environments.

### REGULAR CLASS, RESOURCE ROOM AND SEPARATE CLASS PLACEMENT, AGES 6-21:

The number of students with disabilities ages 6-21 in regular class, resource room, and separate class placement divided by the total number of students with disabilities ages 6-21 reported in December (survey 9). Regular class includes students who spend 80 percent or more of their school week with nondisabled peers. Resource room includes students spending between 40 and 80 percent of their school week with nondisabled peers. Separate class includes students spending less than 40 percent of their week with nondisabled peers. The resulting percentages are reported for the three years from **2002-03** through **2004-05**.

	Regular Class			Resource Room			Separate Class		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Clay	54%	55%	58%	32%	31%	29%	13%	13%	12%
Enrollment Group	55%	56%	58%	23%	22%	21%	18%	18%	16%
State	48%	50%	55%	26%	24%	21%	22%	22%	20%

### EARLY CHILDHOOD EDUCATION SETTINGS, AGES 3-5:

The number of students with disabilities ages 3-5 who are served in early childhood settings, part-time early childhood and part-time early childhood special education settings, and early childhood special education settings divided by the total number of students with disabilities ages 3-5 reported in December (survey 9). Students in early childhood settings receive all (100%) of their special education and related services in educational programs designed primarily for children without disabilities or in their home. Students in part-time early childhood and part-time early childhood special education settings receive special education and related services in multiple settings. Students in early childhood special education settings receive all (100%) of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. The resulting percentages are reported for the three years from **2002-03** through **2004-05**.

	Early Childhood Setting or Home			Part-Time Early Childhood/ Part-Time Early Childhood Special Education Setting			Early Childhood Special Education Setting		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Clay	2%	4%	4%	38%	32%	28%	60%	60%	61%
Enrollment Group	9%	8%	6%	64%	60%	59%	25%	29%	32%
State	7%	7%	7%	57%	57%	56%	31%	31%	33%

**SEPARATE CLASS PLACEMENT OF EMH STUDENTS, AGES 6-21:**

The number of students ages 6-21 identified as educable mentally handicapped who spend less than 40 percent of their day with nondisabled peers divided by the total number of EMH students reported in December (survey 9). The resulting percentages are reported for three years from **2002-03** through **2004-05**.

	2002-03	2003-04	2004-05
Clay	57%	61%	62%
Enrollment Group	62%	64%	62%
State	61%	62%	57%

**DISCIPLINE RATES:**

The number of students who served in-school or out-of-school suspensions, were expelled, or moved to alternative placement at any time during the school year divided by the total year enrollment as reported in end of year (survey 5). The resulting percentages are reported for students with disabilities and nondisabled students for **2003-04**.

		2003-04							
		In-School Suspensions		Out-of-School Suspensions		Expulsions		Alternative Placement*	
		Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students
Clay Enrollment Group State	Clay	17%	15%	10%	6%	0%	<1%	0%	0%
	Enrollment Group	10%	7%	14%	7%	<1%	<1%	<1%	<1%
	State	14%	9%	15%	7%	<1%	<1%	<1%	<1%

\* Student went through expulsion process but was offered alternative placement.



### SECTION THREE: PREVALENCE

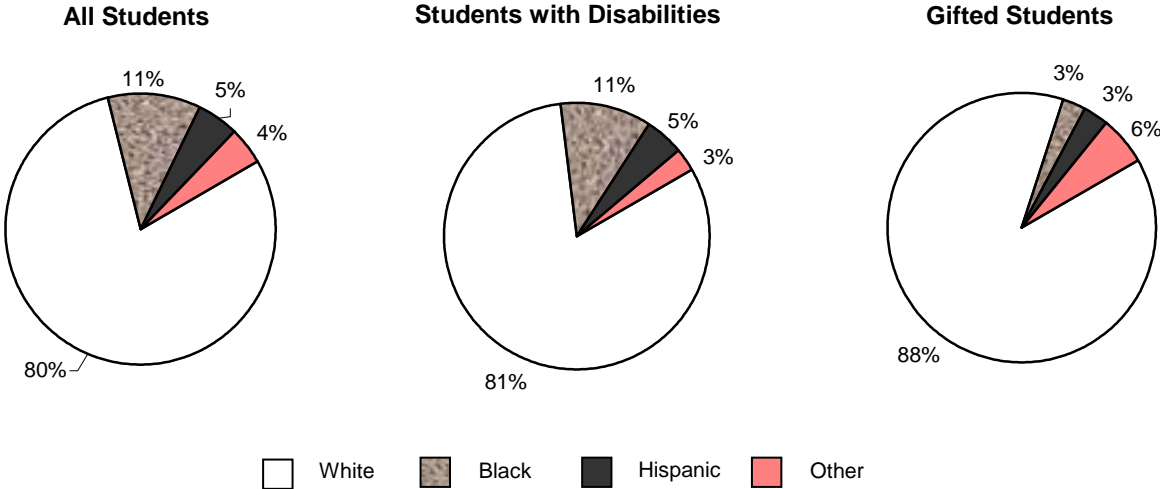
Prevalence refers to the proportion of the PK-12 population identified as exceptional at any given point in time. This section of the profile provides prevalence data by demographic characteristics.

**STUDENT MEMBERSHIP BY RACIAL/ETHNIC CATEGORY:**

The three columns on the left show the statewide racial/ethnic distribution for all PK-12 students, all students with disabilities, and all gifted students as reported in **October 2004** (survey 2). Statewide, there is a larger percentage of black students in the disabled population than in the total PK-12 population (28 percent vs. 24 percent) and a smaller percentage of black students in the gifted population (10 percent vs. 24 percent). Similar data for the district are reported in the three right-hand columns and displayed in the graphs.

	State			District		
	All Students	Students with Disabilities	Gifted Students	All Students	Students with Disabilities	Gifted Students
White	49%	50%	63%	80%	81%	88%
Black	24%	28%	10%	11%	11%	3%
Hispanic	23%	19%	20%	5%	5%	3%
Asian/Pacific Islander	2%	<1%	4%	2%	1%	4%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%	<1%	<1%
Multiracial	3%	2%	3%	2%	2%	2%

District Membership by Race/Ethnicity



**FREE/REDUCED LUNCH AND LEP:**

The percent of all students and all gifted students in the district and the state on free/reduced lunch. The percent of all students and all gifted students in the district and in the state who are identified as limited English proficient (LEP). These percentages are based on data reported in **October 2004** (survey 2).

	State		District	
	All Students	Gifted Students	All Students	Gifted Students
Free/Reduced Lunch	46%	22%	24%	9%
LEP	11%	3%	1%	<1%

**SELECTED DISABILITIES BY RACIAL/ETHNIC CATEGORY:**

Racial/ethnic data for all students as well as students with a primary disability of specific learning disabled (SLD), emotionally handicapped or severely emotionally disturbed (EH/SED), and educable mentally handicapped (EMH) are presented below. The data are presented for the state and the district as reported in **October 2004** (survey 2).

	All Students		SLD		EH/SED		EMH	
	State	District	State	District	State	District	State	District
White	49%	80%	51%	85%	47%	77%	32%	69%
Black	24%	11%	24%	10%	39%	18%	51%	23%
Hispanic	23%	5%	22%	4%	12%	3%	14%	4%
Asian/Pacific Islander	2%	2%	<1%	<1%	<1%	<1%	<1%	1%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%	<1%	0%	<1%	0%
Multiracial	3%	2%	2%	1%	2%	2%	1%	2%

**SELECTED DISABILITIES AS PERCENT OF DISABLED AND PK-12 POPULATIONS:**

The percentage of the total disabled population and the total population identified as SLD, EH/SED, EMH, and speech impaired (SI) for the district and the state. Statewide, seven percent of the total population is identified as SLD and 46 percent of all students with disabilities are SLD. The data are presented for the district and state as reported in **October 2004** (survey 2).

	All Students		All Disabled	
	State	District	State	District
SLD	7%	8%	46%	42%
EH/SED	1%	3%	9%	14%
EMH	1%	<1%	7%	4%
SI	2%	4%	14%	21%



**John Winn, Commissioner**