



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

2006 LEA PROFILE

JOHN L. WINN, COMMISSIONER

DISTRICT:	CITRUS	PK-12 POPULATION:	15,835
ENROLLMENT GROUP:	7,000 to 20,000	PERCENT DISABLED:	17%
		PERCENT GIFTED:	5%

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*)

- NCLB Graduation Rate
- Standard diploma rates for students with disabilities receiving standard diplomas through meeting all graduation requirements, GED Exit Option, and FCAT waivers
- Dropout rates
- Postschool outcome data

Note: FCAT participation and performance data formerly included are published separately in the fall of each year.

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

- Students with disabilities ages 6-21 served in regular class, resource room, separate class, and other separate environments
- Children with disabilities ages 3-5 receiving services in settings with typically developing peers and in special education settings
- Students with disabilities suspended/expelled for more than 10 days in a school year

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
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Six of the indicators are included in Florida's Part B State Performance Plan and Annual Performance Reports: NCLB graduation rate, dropout rate, suspension/expulsion data, placement data ages 6-21, placement data ages 3-5, and postschool outcomes.

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).

DISTRICT IN CITRUS'S ENROLLMENT GROUP:

CHARLOTTE, CITRUS, COLUMBIA, FLAGLER, HENDRY, HIGHLANDS, INDIAN RIVER, JACKSON, MARTIN, MONROE, NASSAU, OKEECHOBEE, PUTNAM, SUMTER



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 postschool outcomes. This section of the profile provides data on indicators of school completion and postschool outcomes.

NO CHILD LEFT BEHIND (NCLB) GRADUATION RATE:

The number of first-time ninth graders from four years ago, plus incoming transfer students on the same schedule to graduate, minus students from this population who transferred out or left to enroll in a private school, home education, or adult education, divided into the number of standard diploma graduates from the same group. The resulting percentages are reported for the two-year period from **2002-03** through **2003-04** for students with disabilities and all students. The NCLB graduation rate data lag one year behind other graduation data presented in this profile. This lag time is necessary because many districts graduate students during summer school, and the deadline for NCLB/AYP calculations and public reporting can occur up until final submission of district data.

		Students with Disabilities		All Students	
		2002-03	2003-04	2002-03	2003-04
Enrollment Group	Citrus	34%	40%	70%	73%
	State	36%	44%	71%	74%
	State	34%	37%	66%	69%

STANDARD DIPLOMA RATES:

The following standard diploma rates are calculated based on the total number of students with disabilities who completed their education, rather than using the four-year cohort model described in the NCLB graduation rate. The data include students with disabilities meeting all graduation requirements, earning a standard diploma through the GED Exit Option, and earning a standard diploma through the FCAT waiver. To calculate the standard diploma rate for students meeting all graduation requirements (earning required credits, maintaining required GPA and passing FCAT), the number of students with disabilities meeting all graduation requirements (withdrawal code W06) are divided by the total number of students with disabilities who completed their education (withdrawal codes W06-W10, W27, WGD, WFW, WFT) as reported at the end of the school year (survey 5). For the 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) are divided by the total number of students with disabilities who completed their education. For the FCAT waiver rate, the number of students with disabilities graduating with a standard diploma through the FCAT waiver (withdrawal code WFW) are divided by the total number of students with disabilities who completed their education. The resulting percentages are reported for the three-year period from **2002-03** through **2004-05**.

	Standard Diploma through Meeting All Graduation Requirements			Standard Diploma through GED Exit Option			Standard Diploma through FCAT Waiver		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Citrus	51%	45%	42%	1%	2%	6%	0%	12%	17%
Enrollment Group	45%	47%	42%	2%	2%	3%	6%	11%	14%
State	45%	42%	41%	1%	1%	2%	9%	14%	15%

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 at the end of the school 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 **2002-03** through **2004-05**.

	Students with Disabilities			Gifted Students			All Students		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Citrus	8%	6%	9%	0%	<1%	2%	4%	3%	4%
Enrollment Group	5%	5%	6%	<1%	<1%	<1%	3%	3%	3%
State	4%	5%	5%	<1%	<1%	<1%	3%	3%	3%

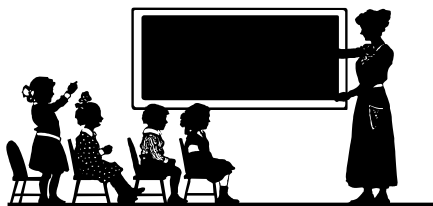
	EH/SED			SLD		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Citrus	12%	5%	9%	8%	8%	11%
Enrollment Group	7%	6%	7%	5%	5%	6%
State	7%	7%	7%	4%	5%	5%

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 **2003-04** school year. The table below displays percentage of students with disabilities and students identified as gifted exiting school in 2002-03 and 2003-04 who were found employed between October and December following their exit or in continuing education (enrolled for the fall or preliminary winter/spring semester following their exit). Finally, an unduplicated percentage of students who are found employed and/or continuing education is included. In this case, a student who is found both employed and in continuing education is counted only once.

	Students with Disabilities					
	Employed		Cont. Ed.		Employed and/or Cont. Ed.	
	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04
Citrus	44%	45%	12%	10%	51%	49%
Enrollment Group	45%	49%	17%	19%	52%	57%
State	44%	46%	20%	19%	53%	54%

		Gifted Students					
		Employed		Cont. Ed.		Employed and/or Cont. Ed.	
		2002-03	2003-04	2002-03	2003-04	2002-03	2003-04
Citrus Enrollment Group State	Citrus	40%	49%	71%	71%	81%	79%
	Enrollment Group	45%	48%	70%	73%	82%	82%
	State	37%	41%	72%	74%	80%	81%



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 environment.

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

The number of students with disabilities ages 6-21 in regular class, resource room, separate class, and other separate environment, 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. Other separate environment includes students served in public or private separate schools, residential placements or hospital/homebound placements. The resulting percentages are reported for the three years from **2003-04** through **2005-06**.

		Regular Class			Resource Room		
		2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Citrus Enrollment Group State	Citrus	41%	42%	40%	35%	39%	40%
	Enrollment Group	50%	49%	53%	26%	24%	24%
	State	50%	49%	55%	24%	21%	19%

		Separate Class			Other Separate Environment		
		2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Citrus Enrollment Group State	Citrus	16%	13%	13%	7%	7%	7%
	Enrollment Group	20%	22%	20%	4%	5%	3%
	State	22%	27%	22%	4%	3%	3%

EARLY CHILDHOOD EDUCATION SETTINGS, AGES 3-5:

The number of students with disabilities ages 3-5 receiving special education and related services in settings with typically developing peers or in special education settings, divided by the total number of students with disabilities ages 3-5 reported in December (survey 9). Students served with typically developing peers receive all or some of their education in educational programs designed primarily for children without disabilities or in their home. Students in early childhood special education settings receive all 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. For 2005-06, the data under early childhood special education setting does not include children with disabilities receiving itinerant services for three hours per week or less. The category of itinerant services was added to the database in the 2005-06 school year. The resulting percentages are reported for the three years from **2003-04** through **2005-06**.

	Settings with Typically Developing Peers			Early Childhood Special Education Setting		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Citrus	87%	90%	87%	13%	10%	12%
Enrollment Group	71%	75%	74%	25%	21%	19%
State	64%	63%	64%	31%	33%	29%

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 2003-04 through 2005-06.

	2003-04	2004-05	2005-06
Citrus	47%	48%	46%
Enrollment Group	59%	60%	57%
State	62%	68%	62%

DISCIPLINE RATES:

The number of students with disabilities and nondisabled students receiving out-of-school suspensions or expulsions that total more than 10 days, divided by total year enrollment as reported at the end of the school year (survey 5). The resulting percentages are reported for students with disabilities and nondisabled students for **2003-04 and 2004-05**.

	Suspended/Expelled For Greater than 10 Days			
	2003-04		2004-05	
	Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students
Citrus	2%	1%	2%	1%
Enrollment Group	3%	1%	2%	<1%
State	2%	1%	2%	1%



SECTION THREE: PREVALENCE

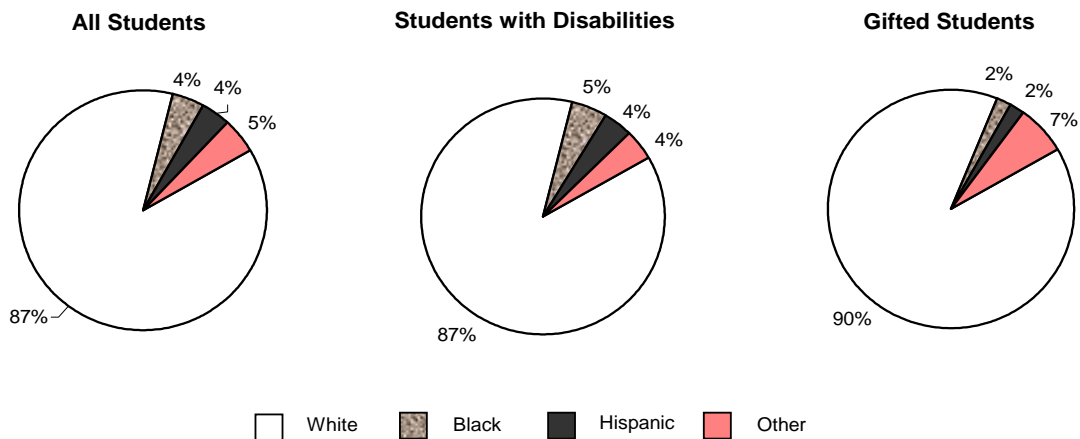
Prevalence refers to the proportion of the PK-12 population identified as exceptional at any given point in time. This section of the profile provides prevalence data by demographic characteristics.

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 2005** (survey 2). Statewide, there is a larger percentage of black students in the disabled population than in the total PK-12 population (27 percent vs. 23 percent) and a smaller percentage of black students in the gifted population (9 percent vs. 23 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	48%	49%	62%	87%	87%	90%
Black	23%	27%	9%	4%	5%	2%
Hispanic	23%	20%	20%	4%	4%	2%
Asian/Pacific Islander	2%	<1%	4%	1%	<1%	4%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%	<1%	<1%
Multiracial	3%	3%	3%	3%	3%	2%

District Membership by Race/Ethnicity



FREE/REDUCED LUNCH AND LEP:

The percentage of all students and all gifted students in the district and the state on free or reduced lunch. The percentage of all students and all gifted students in the state who are identified as limited English proficient (LEP). These percentages are based on data reported in **October 2005** (survey 2).

	State		District	
	All Students	Gifted Students	All Students	Gifted Students
Free/Reduced Lunch	45%	22%	42%	18%
LEP	12%	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 district and state as reported in **October 2005** (survey 2).

	All Students		SLD		EH/SED		EMH	
	State	District	State	District	State	District	State	District
White	48%	87%	50%	88%	46%	83%	32%	84%
Black	23%	4%	24%	5%	39%	7%	51%	8%
Hispanic	23%	4%	23%	4%	12%	3%	15%	6%
Asian/Pacific Islander	2%	1%	<1%	<1%	<1%	<1%	<1%	<1%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%	<1%	2%	<1%	0%
Multiracial	3%	3%	2%	2%	3%	4%	1%	1%

SELECTED DISABILITIES AS PERCENTAGE 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 state. Statewide, seven percent of the total population is identified as SLD and 45 percent of all students with disabilities are SLD. The data are presented for the district and state as reported in **October 2005** (survey 2).

	All Students		All Disabled	
	State	District	State	District
SLD	7%	8%	45%	46%
EH/SED	1%	1%	9%	8%
EMH	<1%	1%	7%	8%
SI	2%	3%	14%	18%



The New Department of
Education

John L. Winn, Commissioner