

**Florida Department of Education  
1998-1999 School Accountability Report Guide  
June 1999**

**PURPOSE OF REPORT**

The School Accountability Report groups schools with similar performance characteristics. It identifies critically low schools, stimulates academic improvement and summarizes information about school achievement, learning environment and student characteristics. The unit of reporting is each elementary, middle and high school within the district. Schools that have students in more than one category may have multiple reports. School performance is shown relative to state averages for all elementary, middle or high schools. State averages for 1999 and 1998 are shown above each column of data in the report. Averages for the most recent data are enclosed in brackets [ ] in the text of this guide.

**Grades**

<b>C</b>	Current year reading, writing and math data are at or above minimum criteria.
<b>D</b>	Current year reading or writing or math data are below minimum criteria.
<b>F</b>	Current year reading, writing and math data are below minimum criteria.
<b>B</b>	Current year reading, writing and math data are at or above higher performing criteria <u>AND</u> no subgroup <sup>1</sup> data are below minimum criteria <u>AND</u> at least 90% of standard curriculum <sup>2</sup> students were tested.
<b>A</b>	Meet grade "B" criteria <u>AND</u> the percent of students absent more than 20 days, percent suspended and dropout rate (high schools) are <i>below</i> state averages <u>AND</u> there is substantial improvement <sup>3</sup> in reading <u>AND</u> there is no substantial decline <sup>4</sup> in writing and math <u>AND</u> at least 95% of standard curriculum students were tested.

**NOTE: No school with less than 90% of standard curriculum students tested may be graded higher than "C." For any school with 80% or less of standard curriculum students tested, the school's grade will be incomplete (I) until this issue is resolved.**

<sup>1</sup> Under current rule subgroups include economically disadvantaged, Black, White, Hispanic, Asian and American Indian students.

<sup>2</sup> Standard curriculum students also include Language Impaired, Speech Impaired, Gifted, Hospital Homebound and LEP students who have been in an ESOL program more than two years.

<sup>3</sup> Substantial improvement in reading means more than two percentage points increase in students scoring in FCAT levels 3 and above. If the school has 75% or more students scoring at or above FCAT achievement level 3 AND not more than two percentage points decrease from the previous year then substantial improvement is waived.

<sup>4</sup> Substantial decline means five or more percentage points decline in the percent of students scoring FCAT achievement level 3 and above in Math OR five or more percentage points decline in the percent of students scoring 3 and above *Florida Writes!*

Minimum Criteria for School Performance - Grades C, D, and F				Higher Performing Criteria for School Performance - Grades B and A			
	FCAT Reading	FCAT Math	Florida Writes!		FCAT Reading	FCAT Math	Florida Writes!
Elementary	60% score level 2 & above	60% score level 2 & above	50% score 3 & above	Elementary	50% score level 3 & above	50% score level 3 & above	67% score 3 & above
Middle	60% score level 2 & above	60% score level 2 & above	67% score 3 & above	Middle	50% score level 3 & above	50% score level 3 & above	75% score 3 & above
High	60% score level 2 & above	60% score level 2 & above	75% score 3 & above	High	50% score level 3 & above	50% score level 3 & above	80% score 3 & above

Scores that fall below minimum performance criteria are designated with a trailing “-.” Data that do not meet higher performing criteria are followed by “~.”

Scores that meet higher performing criteria are designated with a trailing “+.” When subgroup performance falls below minimum performance criteria, the year is followed by “\*.”

Substantial decline means five or more percentage points decline in the percent of students scoring FCAT achievement level 3 and above in Math OR five or more percentage points decline in the percent of students scoring 3 and above *Florida Writes!*

<b>Year</b>	This report contains separate entries for the 1998-99 and 1997-98 school years. Changes in achievement, process or school characteristics can be seen by comparing data from the two years.
<b><u>Student Achievement</u></b>	Data are calculated for standard curriculum students in regular elementary, middle and high schools. Figures may vary slightly from total population data.
<b>% Level 2 &amp; Above FCAT Reading/Math</b>	This is the percent of students scoring in FCAT student achievement levels 2 and above.
<b>% Level 3 &amp; Above FCAT Reading/Math</b>	This is the percent of students scoring in FCAT student achievement levels 3 and above.
<b>% 3 and Above on Writing</b>	This is the percent of students scoring 3 or higher on <i>Florida Writes!</i>
<b>Estimated Percent Tested</b>	This is the estimated percent of students tested in Reading, Math and Writing for elementary, middle and high schools. These estimates are based on enrollment data in Survey 3. Exempted ESE and LEP students are not included in the estimates.

State Averages 1999	Reading		Math		Writing	Estimated % Tested
	Percent Scoring Level 2 & Above	Percent Scoring Level 3 & Above	Percent Scoring Level 2 & Above	Percent Scoring Level 3 & Above	Percent Scoring 3 & Above	
Elementary	70%	52%	72%	39%~	73%	98%
Middle	78%	49%~	73%	50%	88%	96%
High	72%	33%~	78%	51%	88%	88%~

<b><u>School Indicators</u></b>	The most recent data available are from the 1998 school year, as follows:
Out-of-School Suspension Rate	This is the percent of students who received out-of-school suspensions. For 1998, state averages were [2.2%] for elementary, [15.4%] for middle and [13.4%] for high schools.
% Absences >20 days	Percent of students who were absent more than 20 days. State averages for 1998 were [8.7%] for elementary, [14.9%] for middle and [18.3%] for high schools.
Dropout Rate	For high schools, this is the percent of students 16 years or older who were reported as dropouts at the end of the school year. The state average was [3.7%] for 1998.
Promotion Rate	For elementary and middle schools, this is the percent of students who were promoted at the end of the school year. The average promotion rate was [97.8%] for elementary and [94.9%] for middle schools in 1998.
% on Free or Reduced Lunch	Percent of students eligible for Free or Reduced Priced Lunch. State averages for 1998 were [56%] for elementary, [47%] for middle and [27%] for high schools. (NOTE: These data come from the Title I School Eligibility Survey.)
Mobility Rate	Percent of students who transferred into or out of the school during the school year. The state averages for 1998 were [32%] for elementary, [28%] for middle and [27%] for high schools.