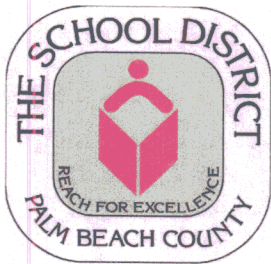


**Summary Results of the Superintendent's  
Performance Objectives**

**FY2005 Report 2**

**Submitted by Arthur C. Johnson, Ph.D.**



**Palm Beach County Schools:  
Rated "A" by the Florida Department of Education  
in 2005**

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# Summary Results of the Superintendent's Performance Objectives FY2005 Report

April 10, 2006

## Executive Summary

The School Board established a process for a Summary Evaluation of the Superintendent's Performance Objectives as represented by the District's Key Results (see Appendix A) in FY2002. The Key Results were developed to define how progress toward accomplishing the District's goals is to be measured. The major purpose of this report is to provide the School Board with a broad overview of how the District performed on the Key Results 1 through 3 and 5 through 9 from FY2004 to FY2005.

## Summary of Findings

Overview of Changes in District Performance from FY2004 to FY2005:

- All 392 cells for FY2005 Key Results 1 through 3 and 5 through 9 have been evaluated for this report. Of those 392 cells, 112 cells, or 29 percent of evaluated cells, have shown significant improvement. Nineteen cells, or 5 percent, have shown significant decline.
- Significant improvement within the District has occurred largely in only one Key Result, Key Result 3<sup>1</sup>. Of those 112 cells that have shown significant improvement in FY2005, 73 cells, or 65 percent, were in Key Result 3. This has been the trend each year since the first Performance Objective Report in FY2002.
- While some progress has been made in closing existing gaps between traditionally lower performing students and their higher performing counterparts in Key Result 3 (the percent of students scoring Level 2 and higher on FCAT Mathematics and the percent of students making learning gains on FCAT Reading), little to no progress has been made in closing existing gaps, where they exist, in the remaining Key Results. In fact,
- In Key Result 7 (enrollment in advanced placement courses), the gaps between traditionally lower performing students and their higher performing counterparts have largely widened, even though enrollment of Black and Hispanic students has increased significantly.

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<sup>1</sup> All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by FCAT and Florida Writes.

## Summary Performance Tables

# FY2005 SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS

KEY RESULT	INDICATOR/STANDARD	GROUPS															
		Groups Improving?								Gap Closing?							
		A L L	B	H	W	H A	F R L	E S E	L E P	B & W	H & W	HA & W	FRL & FRL	ESE & ESE	LEP & LEP	# of Cells Improv- ing	
1	Reading Grade 2	1.2	3.4	1.1	0.9	2.5	1.0	1.1	1.7	2.5	0.1	1.5	-0.7	0.0	0.5	0	
2	Algebra Grade 9	5.5	9.0	7.2	1.9	5.6	8.4	9.3	-5.5	7.0	5.2	3.7	3.2	4.2	-11.2	6	
3 Progress at Same Grade Level	3a. FCAT SSS	2.5	3.6	3.1	1.8	4.8	3.8	3.3	5.5	1.9	1.4	3.1	2.0	0.6	3.3	10	
	3b. FCAT SSS	2.3	3.2	2.7	1.8	4.0	3.4	2.0	3.4	1.5	1.0	2.2	1.6	-0.7	1.3	8	
	3c. SRI	3.6	4.6	4.0	2.5	6.8	4.0	4.3	3.1	2.1	1.5	4.3	0.7	0.8	-0.1	1	
	3d. FCAT SSS	0.6	-2.7	-0.9	2.7	-1.1	0.9	-0.5	-0.6	-5.5	-3.6	-3.8	-1.1	-1.9	-0.6	0	
	3e. FCAT SSS	0.4	-0.3	0.1	1.0	1.7	2.1	-0.2	-1.2	-1.3	-0.9	0.7	0.9	-1.2	-1.3	0	
3 Progress of Same Students	3f. FCAT SSS	1.8	3.4	1.9	0.8	5.3	3.4	2.7	3.5	2.6	1.1	4.4	2.7	0.8	2.0	11	
	3g. FCAT SSS	2.6	3.8	3.0	1.9	4.1	3.8	2.3	3.5	1.9	1.1	2.2	1.8	-0.6	1.1	10	
	3h. FCAT SSS	2.7	6.0	2.3	1.1	10.1	6.7	-1.3	9.1	4.9	1.2	8.9	4.5	-5.0	7.4	5	
	3i. FCAT SSS	3.8	6.6	2.9	2.9	4.8	5.7	-3.4	-1.0	3.7	0.1	2.0	1.2	-8.6	-4.2	4	
	3j. FCAT SSS	5.8	6.5	7.6	5.3	6.3	8.3	6.0	11.1	1.2	2.3	1.0	3.6	-0.6	5.7	9	
3 Progress of Same Students	3k. FCAT SSS	1.6	3.0	3.8	0.1	2.9	2.6	6.8	3.0	3.0	3.7	2.9	1.6	5.8	1.6 <sup>G</sup>	9	
	3l. SRI	0.7	0.2	0.0	0.9	1.1	-0.1	1.9	-2.4	-0.7	-0.9	0.2	-1.3	1.3	-3.2	0	
	3m. FCAT SSS	-5.8	-10.5	-5.4	-3.8	-13.5	-7.7	3.5	-14.0	-6.7	-1.7	-9.7	-2.7	9.9 <sup>G</sup>	-8.3 <sup>G</sup>	2	
	3n. FCAT SSS	-1.5	-1.4	-1.7	-1.5	-1.2	-2.0	1.5	-1.5	0.1	-0.2	0.3	-1.2	3.3	0.1	1	
	3o. FCAT SSS	0.5	7.2	-0.2	-1.8	7.1	5.5	7.7	5.9	9.0	1.6	8.9	6.0	7.7	5.8 <sup>G</sup>	3	
<b># of Cells Improving: KRs 1-3</b>		9	10	7	6	6	9	8	5	7	1	1	4	3	3	79	

SIGNIFICANTLY POSITIVE
NO CHANGE
SIGNIFICANTLY NEGATIVE
PARTICIPATION DECLINE

**nr** NOT REPORTED (N<30 or not calculable) **G** TRADITIONAL GAP DOES NOT EXIST

# FY2005 SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS

KEY RESULT	INDICATOR/STANDARD	GROUPS																																																																																																																																																																																																																		
		Groups Improving?								Gap Closing?																																																																																																																																																																																																										
		A	B	H	W	H	A	F	R	L	E	S	E	L	E	P	B	&	W	H	&	W	H	A	&	W	F	R	L	&	Not	F	R	L	E	S	E	&	Not	E	S	E	L	E	P	&	Not	L	E	P	# of Cells Improving																																																																																																																																																																	
5	Mathematics	2.7	2.8	2.7	2.1	3.7	2.7	0.6	1.8	0.7	0.6	1.6	-0.9	-2.4	-0.6	6	Science	-0.5	-0.2	-0.1	-1.2	-0.4	0.1	0.3	0.4	1.0	1.1	0.8	-0.4	0.9	1.4	0	SAT	-0.2	0.0	0.2	-0.4	4.6	2.8	0.8	nr	0.4	0.4	4.9	3.7	1.6	nr	0	6	6a. Performance	2.2	2.6	4.9	2.0	5.9	0.6	0.6	7.0	0.5	2.9	3.9	-3.3	-2.2	5.4	0	6b. Participation	-3.8	-4.3	-6.7	-3.5	-9.2	-12	-7.8	-0.3	-0.7 <sup>G</sup>	-3.2 <sup>G</sup>	-5.7 <sup>G</sup>	-8.2 <sup>G</sup>	-3.1 <sup>G</sup>	3.4	5	All Subjects	7.2	3.2	6.8	8.6	0.8	1.9	0.3	-0.8	-5.4	-1.8	-7.8	-3.3	-3.9	-8.4	4	8	Dropout	-0.4	-0.1	-1.0	-0.2	0.2	-0.7	-0.6	-1.2	-0.2	0.8	-0.5	0.6	0.2	0.8	0	Graduation	3.8	4.4	4.4	3.9	5.2	0.1	9.0	-3.4	0.6	0.5	1.4	-6.3	5.9	-7.3	3	Suspension	1.7	2.8	1.4	1.2	1.3	1.5	2.3	0.3	-1.5	-0.2	-0.0	0.3	-0.7	1.6 <sup>G</sup>	9	9	9a. OSS**	0.5	0.5	0.4	0.5	-0.2	0.3	1.3	-0.8	0.0	0.1	0.7	0.5	-0.9	1.4 <sup>G</sup>	3	9b. OSS**	-0.3	0.3	-0.8	-0.5	-0.4	-0.4	0.1	-0.8	-0.7 <sup>G</sup>	0.3	-0.1 <sup>G</sup>	0.2	-0.4	0.5 <sup>G</sup>	3	9c. Attendance**	5	3	3	5	2	2	2	0	3	1	2	1	1	3	33	Total # of Cells Improving		14	13	10	11	8	11	10	5	10	11	11	10	10	6	112
	SAT	-0.2	0.0	0.2	-0.4	4.6	2.8	0.8	nr	0.4	0.4	4.9	3.7	1.6	nr	0		6	6a. Performance	2.2	2.6	4.9	2.0	5.9	0.6	0.6	7.0	0.5	2.9	3.9	-3.3	-2.2	5.4	0	6b. Participation	-3.8	-4.3	-6.7	-3.5	-9.2	-12	-7.8	-0.3	-0.7 <sup>G</sup>	-3.2 <sup>G</sup>	-5.7 <sup>G</sup>	-8.2 <sup>G</sup>	-3.1 <sup>G</sup>		3.4	5	All Subjects	7.2	3.2	6.8	8.6	0.8	1.9	0.3	-0.8	-5.4	-1.8	-7.8	-3.3	-3.9		-8.4	4	8	Dropout	-0.4	-0.1	-1.0	-0.2	0.2	-0.7	-0.6	-1.2	-0.2	0.8	-0.5	0.6	0.2	0.8	0	Graduation	3.8	4.4	4.4	3.9	5.2	0.1	9.0	-3.4	0.6	0.5	1.4		-6.3	5.9	-7.3	3	Suspension	1.7	2.8	1.4	1.2	1.3	1.5	2.3	0.3	-1.5	-0.2	-0.0		0.3	-0.7	1.6 <sup>G</sup>	9	9	9a. OSS**	0.5	0.5	0.4	0.5	-0.2	0.3	1.3	-0.8	0.0	0.1	0.7	0.5	-0.9	1.4 <sup>G</sup>	3	9b. OSS**	-0.3	0.3	-0.8	-0.5	-0.4	-0.4	0.1	-0.8	-0.7 <sup>G</sup>		0.3	-0.1 <sup>G</sup>	0.2	-0.4	0.5 <sup>G</sup>	3	9c. Attendance**	5	3	3	5	2	2	2	0	3		1	2	1	1	3	33	Total # of Cells Improving		14	13	10	11	8	11	10	5	10	11	11	10	10	6	112																									
6	6a. Performance	2.2	2.6	4.9	2.0	5.9	0.6	0.6	7.0	0.5	2.9	3.9	-3.3	-2.2	5.4	0	6b. Participation		-3.8	-4.3	-6.7	-3.5	-9.2	-12	-7.8	-0.3	-0.7 <sup>G</sup>	-3.2 <sup>G</sup>	-5.7 <sup>G</sup>	-8.2 <sup>G</sup>	-3.1 <sup>G</sup>	3.4	5	All Subjects		7.2	3.2	6.8	8.6	0.8	1.9	0.3	-0.8	-5.4	-1.8	-7.8	-3.3	-3.9	-8.4	4	8	Dropout	-0.4	-0.1	-1.0	-0.2	0.2	-0.7	-0.6	-1.2	-0.2	0.8	-0.5	0.6	0.2	0.8	0	Graduation		3.8	4.4	4.4	3.9	5.2	0.1	9.0	-3.4	0.6	0.5	1.4	-6.3	5.9	-7.3	3	Suspension		1.7	2.8	1.4	1.2	1.3	1.5	2.3	0.3	-1.5	-0.2	-0.0	0.3	-0.7	1.6 <sup>G</sup>	9	9	9a. OSS**	0.5	0.5	0.4	0.5	-0.2	0.3	1.3	-0.8	0.0	0.1	0.7	0.5	-0.9	1.4 <sup>G</sup>	3	9b. OSS**		-0.3	0.3	-0.8	-0.5	-0.4	-0.4	0.1	-0.8	-0.7 <sup>G</sup>	0.3	-0.1 <sup>G</sup>	0.2	-0.4	0.5 <sup>G</sup>	3	9c. Attendance**		5	3	3	5	2	2	2	0	3		1	2	1	1	3	33	Total # of Cells Improving		14	13	10	11	8	11	10	5	10	11	11	10	10	6	112																																										
	All Subjects	7.2	3.2	6.8	8.6	0.8	1.9	0.3	-0.8	-5.4	-1.8	-7.8	-3.3	-3.9	-8.4	4		8	Dropout	-0.4	-0.1	-1.0	-0.2	0.2	-0.7	-0.6	-1.2	-0.2	0.8	-0.5	0.6	0.2	0.8	0	Graduation	3.8	4.4	4.4	3.9	5.2	0.1	9.0	-3.4	0.6	0.5	1.4	-6.3	5.9	-7.3	3		Suspension	1.7	2.8	1.4	1.2	1.3	1.5	2.3	0.3	-1.5	-0.2	-0.0	0.3	-0.7	1.6 <sup>G</sup>	9		9	9a. OSS**	0.5	0.5	0.4	0.5	-0.2	0.3	1.3	-0.8	0.0	0.1	0.7	0.5	-0.9	1.4 <sup>G</sup>	3	9b. OSS**	-0.3	0.3	-0.8	-0.5	-0.4	-0.4	0.1	-0.8	-0.7 <sup>G</sup>	0.3	-0.1 <sup>G</sup>	0.2	-0.4	0.5 <sup>G</sup>	3		9c. Attendance**	5	3	3	5	2	2	2	0	3	1	2	1	1	3	33			Total # of Cells Improving		14	13	10	11	8	11	10	5	10	11	11	10	10	6	112																																																																											
8	Dropout	-0.4	-0.1	-1.0	-0.2	0.2	-0.7	-0.6	-1.2	-0.2	0.8	-0.5	0.6	0.2	0.8	0	Graduation		3.8	4.4	4.4	3.9	5.2	0.1	9.0	-3.4	0.6	0.5	1.4	-6.3	5.9	-7.3	3	Suspension		1.7	2.8	1.4	1.2	1.3	1.5	2.3	0.3	-1.5	-0.2	-0.0	0.3	-0.7	1.6 <sup>G</sup>	9	9	9a. OSS**	0.5	0.5	0.4	0.5	-0.2	0.3	1.3	-0.8	0.0	0.1	0.7	0.5	-0.9	1.4 <sup>G</sup>	3	9b. OSS**		-0.3	0.3	-0.8	-0.5	-0.4	-0.4	0.1	-0.8	-0.7 <sup>G</sup>	0.3	-0.1 <sup>G</sup>	0.2	-0.4	0.5 <sup>G</sup>	3	9c. Attendance**		5	3	3	5	2	2	2	0	3	1	2	1	1	3	33		Total # of Cells Improving		14	13	10	11	8	11	10	5	10	11	11	10	10	6	112																																																																																													
	Suspension	1.7	2.8	1.4	1.2	1.3	1.5	2.3	0.3	-1.5	-0.2	-0.0	0.3	-0.7	1.6 <sup>G</sup>	9		9	9a. OSS**	0.5	0.5	0.4	0.5	-0.2	0.3	1.3	-0.8	0.0	0.1	0.7	0.5	-0.9	1.4 <sup>G</sup>	3	9b. OSS**	-0.3	0.3	-0.8	-0.5	-0.4	-0.4	0.1	-0.8	-0.7 <sup>G</sup>	0.3	-0.1 <sup>G</sup>	0.2	-0.4	0.5 <sup>G</sup>	3		9c. Attendance**	5	3	3	5	2	2	2	0	3	1	2	1	1	3	33			Total # of Cells Improving		14	13	10	11	8	11	10	5	10	11	11	10	10	6	112																																																																																																																														
9	9a. OSS**	0.5	0.5	0.4	0.5	-0.2	0.3	1.3	-0.8	0.0	0.1	0.7	0.5	-0.9	1.4 <sup>G</sup>	3	9b. OSS**		-0.3	0.3	-0.8	-0.5	-0.4	-0.4	0.1	-0.8	-0.7 <sup>G</sup>	0.3	-0.1 <sup>G</sup>	0.2	-0.4	0.5 <sup>G</sup>	3	9c. Attendance**		5	3	3	5	2	2	2	0	3	1	2	1	1	3	33		Total # of Cells Improving		14	13	10	11	8	11	10	5	10	11	11	10	10	6	112																																																																																																																																																
	9c. Attendance**	5	3	3	5	2	2	2	0	3	1	2	1	1	3	33			Total # of Cells Improving		14	13	10	11	8	11	10	5	10	11	11	10	10	6	112																																																																																																																																																																																	
	Total # of Cells Improving		14	13	10	11	8	11	10	5	10	11	11	10	10	6	112																																																																																																																																																																																																			

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**nr** NOT REPORTED (N<30 or not calculable)      **G** TRADITIONAL GAP DOES NOT EXIST

\*\* Gap was determined by subtracting results of the traditionally higher performing group from the traditionally lower performing group.

# FY2004 SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS

KEY RESULT	INDICATOR/STANDARD	GROUPS															
		Groups Improving?								Gap Closing?							
		A L L	B	H	W	H A	F R L	E S E	L E P	B & W	H & W	HA & W	FRL & FRL	ESE & ESE	LEP & LEP	# of Cells Improv- ing	
1	Reading Grade 2	6.7	7.6	6.2	6.4	9.7	7.8	6.8	2.4	1.2	-0.1	3.4	2.8	0.3	-4.6	6	
2	Algebra Grade 9	1.0	2.5	-0.8	1.4	7.1	2.2	4.0	7.8	1.1	-2.2	5.7	1.0	3.0	7.5	0	
3 Progress at Same Grade Level	3a. FCAT SSS	1.4	3.1	1.3	0.6	3.7	2.6	2.8	8.9	2.6	0.7	3.2	1.6	1.5	7.3	9	
	3b. FCAT SSS	1.5	2.7	2.0	1.0	3.0	2.8	2.5	7.4	1.7	1.0	2.0	1.4	1.0	5.6	8	
	3c. SRI	2.9	3.6	2.6	2.1	2.9	3.5	2.6	1.4	1.5	0.5	0.9	1.2	-0.4	-1.4	7	
	3d. FCAT SSS	0.0	3.9	-2.8	-4.3	5.4	1.1	-6.0	4.9	8.2	1.5	9.7	1.7	-5.9	5.2	2	
	3e. FCAT SSS	0.7	2.5	-1.7	-1.8	2.2	0.0	-1.8	0.5	4.2	0.0	4.0	-0.7	-2.3	-0.2	0	
	3f. FCAT SSS	3.0	5.8	3.3	1.4	5.1	5.0	4.9	9.9	4.4	1.9	3.7	3.0	2.1	6.7	13	
	3g. FCAT SSS	4.3	5.8	5.0	3.2	4.9	6.0	4.0	8.2	2.6	1.8	1.7	2.2	-0.3	3.5	11	
	3h. FCAT SSS	6.4	11.6	4.7	2.2	12.5	8.2	5.1	14.9	9.4	2.5	10.3	2.8	-0.8	8.5	8	
	3i. FCAT SSS	8.1	8.8	6.7	4.4	8.0	7.7	6.2	9.9	4.4	2.3	3.6	0.2	-1.2	1.4	6	
	3j. FCAT SSS	1.0	2.3	-0.2	0.0	3.8	0.6	1.3	1.7	2.4	-0.2	3.9	-0.8	0.9	0.4	0	
3 Progress of Same Students	3k. FCAT SSS	-2.4	-3.1	-3.5	-1.9	-1.0	-2.3	-6.0	0.3	-1.2	-1.6	1.0	0.2	-4.0	2.8 <sup>G</sup>	1	
	3l. SRI	2.3	3.3	3.0	1.4	5.2	3.7	3.1	3.4	1.9	1.6	3.9	2.5	1.0	1.3	8	
	3m. FCAT SSS	-4.9	-3.1	-6.8	-8.0	4.7	-4.5	-14.3	9.9	4.8	1.1	12.7 <sup>G</sup>	1.8	-8.8	15.7 <sup>G</sup>	2	
	3n. FCAT SSS	1.2	1.0	1.8	0.8	1.1	1.7	-0.9	1.6	0.2	1.0	0.3	0.9	-2.2	0.4	2	
	3o. FCAT SSS	2.3	0.2	-0.8	1.0	3.4	-0.5	0.6	5.2	-0.8	-1.7	2.4	-2.6	-0.8	3.1 <sup>G</sup>	1	
	<b># of Cells Improving: KRS 1-3</b>		10	8	7	6	9	10	7	5	5	1	5	4	0	7	84

SIGNIFICANTLY POSITIVE
NO CHANGE
SIGNIFICANTLY NEGATIVE
PARTICIPATION DECLINE

**n/r** NOT REPORTED (N<30 or not calculable)      **G** TRADITIONAL GAP DOES NOT EXIST



# FY2004 SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS

KEY RESULT	INDICATOR/STANDARD	GROUPS															
		Groups Improving?								Gap Closing?							
		A L L	B	H	W	H A	F R L	E S E	L E P	B & W	H & W	H A & W	F R L & F R L	E S E & E S E	LEP & Not LEP	# of Cells Improv- ing	
5	Mathematics	14.1	7.3	10.3	18.9	4.4	7.7	1.0	2.2	-11.6	-8.6	-14.5	-8.8	-15.0	-12.9	8	
	Science	4.2	-2.1	0.6	9.2	-8.0	-1.7	-1.3	-11.6	-11.3	-8.6	-17.2	-8.1	-6.4	-17.1	2	
6	SAT	-1.0	-1.0	1.9	-0.1	-1.0	-0.1	2.2	nr	-1.0	2.0	-1.0	0.0	3.1	nr	0	
	6a. Performance	1.3	4.7	-2.1	-0.4	2.1	4.4	0.1	-1.2	5.0	-1.8	2.4	4.5	-0.9	-2.6	0	
7	7a. Performance	1.3	3.8	2.9	1.4	21.3	4.0	-3.5	-3.0	2.4	1.5 <sup>G</sup>	20.0 <sup>G</sup>	0.7 <sup>G</sup>	-6.7 <sup>G</sup>	-4.2 <sup>G</sup>	5	
	7b. Participation	-1.6	-1.7	-1.4	-0.6	-0.8	-0.4	-0.5	0.0	-1.1	-0.7	-0.2	1.1	0.9	1.7	0	
8	8a. Rate*	0.3	0.5	0.7	0.2	0.2	0.4	0.1	0.6	-0.3	-0.5	0.0	0.0	0.3	-0.3	0	
	8b. Cohort Rate	1.1	0.9	-1.1	0.7	-3.0	0.5	-2.1	-0.4	0.2	-1.8	-3.8	-0.8	-3.3	-1.8	0	
9	9a. ISS**	-1.0	-1.4	-1.1	-0.6	-1.1	-0.9	-1.5	-0.4	0.8	0.4	0.5	0.0	0.6	-0.6 <sup>G</sup>	1	
	9b. OSS**	-0.7	-0.7	-0.8	-0.6	-0.7	-0.5	-0.9	-0.5	0.1	0.3	0.1	-0.1	0.3	-0.2 <sup>G</sup>	1	
	9c. Attendance**	-0.5	-1.0	-0.1	0.2	-0.3	-0.4	-1.5	-0.6	1.1 <sup>G</sup>	0.3	0.4 <sup>G</sup>	0.1	1.2	0.1 <sup>G</sup>	3	
# of Cells Improving: KRs 5-9		2	1	1	2	1	1	1	1	1	1	2	1	1	4	20	
Total # of Cells Improving		12	9	8	8	10	11	8	6	6	2	7	5	1	11	104	

SIGNIFICANTLY POSITIVE
NO CHANGE
SIGNIFICANTLY NEGATIVE
PARTICIPATION DECLINE

nr NOT REPORTED (N<30 or not calculable) <sup>G</sup> TRADITIONAL GAP DOES NOT EXIST  
 \*\* Gap was determined by subtracting results of the traditionally higher performing group from the traditionally lower performing group.

# FY2003 SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS

KEY RESULT	INDICATOR/STANDARD	GROUPS													
		Groups Improving?							Gap Closing?						
		A	B	H	W	H	F	E	L	B	H	F	E	L	# of Cells Improving
1	Reading Grade 2	4.2	6.7	6.6	1.7	4.1	5.7	1.0	10.0	5.0	4.9	2.1	-4.2	6.3	5
	Algebra Grade 9	9.5	11.4	10.9	6.5	5.6	9.8	5.3	13.1	4.9	4.5	0.0	-3.9	3.4	5
2	3a. FCAT SSS	2.7	4.7	3.2	2.0	2.8	3.9	3.6	2.9	2.7	1.2	1.3	0.9	0.2	7
	3b. FCAT SSS	2.5	3.0	2.7	2.7	2.8	2.9	1.6	2.8	0.3	0.0	-0.1	-1.0	0.3	6
	4. FCAT NRT	0.7	1.3	1.2	0.5	1.2	1.6	0.7	2.3	0.9	0.8	0.7	0.0	1.7	1
	5. SRI	1.1	2.2	1.3	1.7	2.5	1.8	1.1	1.8	0.5	-0.3	-0.2	-0.2	0.3	3
3	6a. FCAT SSS	3.4	5.8	4.1	2.1	5.6	4.9	4.4	6.5	3.7	2.0	1.7	1.0	3.2	11
	6b. FCAT SSS	3.4	4.9	4.4	3.0	4.2	4.6	2.0	6.0	1.9	1.4	0.8	-1.8	2.6	9
	7. FCAT NRT	1.3	2.4	2.5	0.5	1.1	2.6	2.2	5.1	1.8	1.9	1.5	1.1	3.8	5
3	9. FCAT SSS	2.3	3.7	3.4	2.2	1.7	5.3	4.9	6.0	1.5	1.2	4.4	2.7	3.4	6
	10. FCAT SSS	2.4	3.7	1.1	2.7	1.2	2.2	4.4	3.5	1.0	-1.5	-0.7	2.0	1.0	5
	11. FCAT NRT	-1.8	-2.8	-1.8	-1.4	-3.7	-1.8	-2.2	1.6	-1.3 <sup>G</sup>	-0.4 <sup>G</sup>	0.1 <sup>G</sup>	-0.4 <sup>G</sup>	3.6 <sup>G</sup>	5
	12. SRI	0.5	1.5	1.8	0.1	0.6	1.6	2.3	3.0	1.4	1.7	1.3	1.8	2.5	1
3	13. FCAT SSS	2.9	5.9	3.0	1.6	6.7	3.4	2.1	6.8	4.4	1.4	0.6	-1.0	4.0	8
	14. FCAT NRT	-1.7	-1.3	-0.5	-2.4	-0.9	-0.7	-2.7	2.6	1.1	1.9 <sup>G</sup>	1.7 <sup>G</sup>	-1.1	4.7 <sup>G</sup>	5
		10	11	8	8	4	13	5	6	6	3	4	2	2	82
		<b># of Cells Improving: KR 1-3</b>													

SIGNIFICANTLY POSITIVE
NO CHANGE
SIGNIFICANTLY NEGATIVE
PARTICIPATION DECLINE

<sup>G</sup> TRADITIONAL GAP DOES NOT EXIST  
<sup>NR</sup> NOT REPORTED (N<30 or not calculable)

# FY2003 SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS

KEY RESULT	INDICATOR/STANDARD	GROUPS															# of Cells Improving							
		Groups Improving?					Gap Closing?																	
		A	B	H	W	H A	F	R	L	E	S	E	P	L	E	P		B & W	H & W	FRL & Not FRL	ESE & Not ESE	FRL & Not FRL	ESE & Not ESE	L E P
5	Mathematics	0.2	-0.2	0.3	0.4	0.0	0.1	0.1	0.3	-0.5	-0.1	-0.3	-0.1	0.1	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0
	Science	1.2	1.7	1.2	0.9	2.4	2.0	0.5	1.1	0.8	0.3	0.8	-0.8	0.5	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	2
6	19. Performance	0.4	-1.8	-0.4	2.2	-1.6	1.7	6.0	nr	-4.0	-2.5	0.6	5.4	6.0	nr	nr	nr	nr	nr	nr	nr	nr	nr	0
	20. Participation	-1.5	-1.7	0.4	-1.3	-1.9	0.8	1.7	2.4	-0.4	1.7	2.4	3.0	1.7	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	0
7	21. Performance	-4.3	-6.8	-4.5	-4.2	-15.6	-2.1	-15.5	nr	-2.6 <sup>G</sup>	-0.3 <sup>G</sup>	3.2 <sup>G</sup>	-10.4 <sup>G</sup>	-15.5	nr	nr	nr	nr	nr	nr	nr	nr	nr	4
	22. Participation	3.4	1.8	1.3	5.1	2.2	2.1	0.1	3.0	-3.3	-3.9	-0.5	-2.4	0.1	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2	
8	23. Rate*	0.2	0.0	0.2	0.4	0.5	-0.3	-0.3	0.7	0.4	0.2	0.8	0.6	-0.3	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0	
	24. Cohort Rate	-0.4	-2.0	1.2	0.7	-3.7	-2.3	4.8	-3.2	-2.7	0.5	-3.1	5.5	4.8	-3.2	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	
9	25. ISS*	0.5	0.6	0.3	0.4	1.3	0.1	0.2	0.3	-0.1	0.1	0.7	0.4	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	4	
	26. OSS*	0.7	1.1	0.2	0.5	1.7	0.8	1.3	0.5	-0.6	0.3	-0.2	-0.7	1.3	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	6	
	27. Attendance*	0.8	1.0	0.4	0.7	1.0	0.4	2.0	1.2	-0.4 <sup>G</sup>	0.2	0.7	-1.4	2.0	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	5	
		# of Cells Improving: KR 5-9		5	2	0	3	2	2	2	1	0	2	1	0	2	1	1	1	1	1	1	23	
		Total # of Cells Improving		15	13	8	11	6	15	6	6	6	8	6	6	8	4	5	3	3	3	3	105	

SIGNIFICANTLY POSITIVE
NO CHANGE
SIGNIFICANTLY NEGATIVE
PARTICIPATION DECLINE

nr NOT REPORTED (N<30 or not calculable) <sup>G</sup> TRADITIONAL GAP DOES NOT EXIST  
 \* Gap was determined by subtracting results of the traditionally higher performing group from the traditionally lower performing group.

# FY2002 ACADEMIC PERFORMANCE SUMMARY REPORT

KEY RESULT	INDICATOR/STANDARD	GROUPS														# of Cells Improving
		Groups Improving?							Gap Closing?							
		A	B	H	W	H	F	E	L	B	H	F	E	L	E	
1	Reading Grade 2	1.0	1.5	-0.4	1.9	2.1	1.7	3.0	-2.5	-0.4	-2.3	1.4	1.8	-3.6	0	
	Algebra Grade 9	-3.8	*	*	*	*	*	*	*	*	*	*	*	*	0	
2	3a. FCAT SSS	1.6	3.4	2.5	1.1	5.2	3.1	2.6	2.4	2.3	1.4	2.1	1.0	0.9	9	
	3b. FCAT SSS	1.7	2.7	2.6	1.7	3.2	2.7	1.2	1.7	0.9	0.9	1.2	-0.7	0.0	6	
	4. FCAT NRT	1.0	2.4	0.7	0.9	1.9	2.1	2.4	0.3	1.6	-0.2	1.5	1.6	-0.8	4	
	5. SRI	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
3 Progress at Same Grade Level	6a. FCAT SSS	1.5	3.4	1.3	1.3	2.4	3.0	3.1	1.9	2.1	0.1	2.0	1.7	0.5	7	
	6b. FCAT SSS	1.5	1.8	2.2	2.0	1.3	2.3	2.2	0.1	-0.2	0.2	0.7	0.7	-1.3	6	
	7. FCAT NRT	1.9	4.0	1.5	1.4	3.3	3.1	3.2	1.3	2.5	0.1	1.6	1.5	-0.8	6	
	9. FCAT SSS	2.8	5.9	2.9	1.1	5.4	4.2	3.9	3.5	4.8	1.8	2.0	1.5	0.9	6	
3 Progress of Same Students	10. FCAT SSS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	11. FCAT NRT	-2.7	-2.2	-2.8	-2.9	-2.6	-2.9	-4.6	-3.8	0.7 <sup>G</sup>	0.1 <sup>G</sup>	-0.3 <sup>G</sup>	-2.1 <sup>G</sup>	-1.2 <sup>G</sup>	5	
	12. SRI	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	13. FCAT SSS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Mathematics Grades 4-10	14. FCAT NRT	1.1	-1.1	0.3	2.2	-0.5	-0.2	0.6	2.7	-3.3 <sup>G</sup>	-1.9 <sup>G</sup>	-2.1 <sup>G</sup>	-0.5 <sup>G</sup>	1.6 <sup>G</sup>	7	
	# of Cells Improving: KRrs 1-3	8	7	4	6	3	7	5	0	6	2	4	2	2	56	

SIGNIFICANTLY POSITIVE
NO CHANGE or nr
SIGNIFICANTLY NEGATIVE
PARTICIPATION DECLINE

nr NOT REPORTED (N<30 or not calculable) \* NOT AVAILABLE IN FY2002 <sup>G</sup> TRADITIONAL GAP DOES NOT EXIST

# FY2002 ACADEMIC PERFORMANCE SUMMARY REPORT

KEY RESULT	INDICATOR/STANDARD	GROUPS														# of Cells Improving																					
		Groups Improving?							Gap Closing?																												
		A	B	H	W	H	A	F	R	L	E	S	E	L	P		B	&	W	H	&	W	FRL & Not FRL	ESE & Not ESE	LEP & Not LEP												
5	Mathematics	0.4	0.3	-0.3	0.8	0.2	0.1	0.0	nr	-0.4	-1.1	-0.4	nr	0	0.4	0.3	-0.3	0.8	0.2	0.1	0.0	nr	-0.4	-1.1	-0.4	nr	0	% enrolled									
	Science	1.4	1.4	0.9	1.6	2.8	0.4	-0.1	0.5	-0.2	-0.7	-1.4	-1.8	1	1.4	1.4	0.9	1.6	2.8	0.4	-0.1	0.5	-0.2	-0.7	-1.4	-1.8	1	% enrolled									
6	SAT	0.0	4.8	-3.1	-2.1	5.6	-1.1	nr	nr	6.9	-1.0	-1.7	nr	0	0.0	4.8	-3.1	-2.1	5.6	-1.1	nr	nr	6.9	-1.0	-1.7	nr	0	Mean V + M									
		-0.7	-0.7	-2.5	1.0	0.6	0.7	-2.7	-2.9	-1.7	-3.6	0.6	-3.0	-2.4	0	-0.7	-0.7	-2.5	1.0	0.6	0.7	-2.7	-2.9	-1.7	-3.6	0.6	-3.0	-2.4	0	% taking SAT							
7	All Subjects	-1.7	2.9	-0.7	-2.2	7.6	2.7	nr	nr	5.1	1.5 <sup>G</sup>	nr	nr	2	-1.7	2.9	-0.7	-2.2	7.6	2.7	nr	nr	5.1	1.5 <sup>G</sup>	nr	nr	2	% passing AP									
		2.8	0.7	2.0	4.3	0.0	0.0	0.8	-1.7	-3.7	-2.3	-1.9	-4.7	2	2.8	0.7	2.0	4.3	0.0	0.0	0.8	-1.7	-3.7	-2.3	-1.9	-4.7	2	% taking AP									
8	Dropout	0.0	-0.1	-0.3	0.2	-1.8	-1.5	1.2	-3.1	0.2	0.4	1.9 <sup>G</sup>	-1.3	1	0.0	-0.1	-0.3	0.2	-1.8	-1.5	1.2	-3.1	0.2	0.4	1.9 <sup>G</sup>	-1.3	1	% dropping out									
		1.7	1.7	0.8	2.9	2.2	-4.9	3.0	-3.4	-1.2	-2.1	-8.4	1.7	0	1.7	1.7	0.8	2.9	2.2	-4.9	3.0	-3.4	-1.2	-2.1	-8.4	1.7	0	% graduating									
9	Suspension	-1.4	-2.6	-1.1	-0.9	-1.2	-1.9	-1.6	0.1	1.7	0.1	0.8	0.2	1	-1.4	-2.6	-1.1	-0.9	-1.2	-1.9	-1.6	0.1	1.7	0.1	0.8	0.2	1	% ISS									
		0.1	-0.1	0.3	0.2	-0.1	-0.2	1.0	1.4	0.4	-0.1	0.8	-0.9	1	0.1	-0.1	0.3	0.2	-0.1	-0.2	1.0	1.4	0.4	-0.1	0.8	-0.9	1	% OSS									
		-0.7	0.2	-0.9	-1.3	0.5	-0.2	0.1	1.1	-3.3 <sup>G</sup>	-0.4	-0.9	-1.9 <sup>G</sup>	2	-0.7	0.2	-0.9	-1.3	0.5	-0.2	0.1	1.1	-3.3 <sup>G</sup>	-0.4	-0.9	-1.9 <sup>G</sup>	2	% 11 or more absences									
10	Resources	To Be Determined by School Board																																			
		# of Cells Improving: KR5-9	2	0	0	1	0	0	0	0	0	0	0	0	1	1	2	0	3	10			Total # of Cells Improving	10	7	4	7	3	7	5	0	7	3	6	2	5	66

SIGNIFICANTLY POSITIVE  
NO CHANGE or nr  
SIGNIFICANTLY NEGATIVE  
PARTICIPATION DECLINE

nr NOT REPORTED (N<30 or not calculable) \* NOT AVAILABLE IN FY2002 <sup>G</sup> TRADITIONAL GAP DOES NOT EXIST

# Summary Results of the Superintendent's Performance Objectives

April 10, 2006

## Introduction

The School Board established a process for a Summary Evaluation of the Superintendent's Performance Objectives as represented by the District's Key Results (see Appendix A) in FY2002. The Key Results were developed to define how progress toward accomplishing the District's goals is to be measured. The major purpose of this report is to provide the School Board with a broad overview of how the District performed on the Key Results 1 through 3 and 5 through 9 from FY2004 to FY2005.

## Understanding the Summary Table for the Evaluation of the Key Results

### I. Key Result

The first two columns of the Summary Table for the Evaluation of the Key Results identify eight Key Results<sup>1</sup> and provides for each Key Result the subject area and grade levels evaluated.

### II. Indicator/Standard

These columns contain the number assigned to each indicator for each Key Result, followed by the measure and the established student standard.

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<sup>1</sup> The School Board excluded Key Result 4 from the Summary Evaluation of the Superintendent's Performance Objectives.

### III. Groups Identified for Evaluation

The first set of columns in this section addresses the question of whether or not the identified student groups are improving from FY2004 to FY2005. The eight student groups are defined below:

<u>Student Groups</u>	<u>Definition</u>
All Students	All curriculum groups
Black	Includes Haitian students
Haitian	Students for whom the parent language is Haitian Creole.
Hispanic	
White	
Free and Reduced Lunch	
Exceptional Student Education (ESE)	Excludes ESE students in the gifted, speech, and hospital/home bound programs, following Florida Department of Education (FDOE) criteria, when measuring test related and non-test related Key Results.
Limited English Proficient (LEP)	Excludes students in the ESOL program two years or less, following FDOE criteria, when measuring test related Key Results (1, 2, 3, 6, 7). However, includes all students in the ESOL program when measuring non-test related Key Results (5, 8, 9).

Disaggregated reports do not match state, national, or other local reports for the following reasons:

- In order to ensure their accuracy, reports on disaggregated groups do not include
  - Records with incorrect student identification numbers, since specific demographic information cannot be obtained for those students;
  - Duplicate records of students.
- TERMS demographic data, rather than State data, is used to define disaggregated groups. This allows us to define Haitian students, a group not normally defined by the State.

The next set of columns in this section addresses the questions of whether or not a gap between the following six student groups existed in FY2005 or closed significantly from FY2004 to FY2005.

<u>Student Group 1</u>		<u>Student Group 2</u>
Black	compared to	White
Hispanic	compared to	White
Haitian	compared to	White
Free/Reduced Lunch	compared to	Non Free/Reduced Lunch
ESE	compared to	Non ESE
LEP	compared to	Non LEP

## IV. Reporting Periods

The data needed to evaluate the Key Results indicators becomes available at different times during the year. The data for indicators of Key Results 1 through 3 becomes available for reporting by the end of July of each year while the data for indicators of Key Results 5 through 9 becomes available at later dates (e.g., graduation and drop out data arrive in November). Rather than produce multiple reports over the school year, we provide summary evaluation reports of the Superintendent's performance objectives twice each academic year. Results of the evaluation of indicators for Key Results 1 through 3 are reported in the summer, and the results of the evaluation of indicators for Key Results 5 through 9 are reported in the winter.

## V. Understanding the Greens, Yellows, and Reds

The summary evaluation report of the Superintendent's performance objectives contains a total of 28 indicators across eight Key Results. Each indicator is analyzed for 14 comparisons, eight to determine the progress of student groups and six to determine where performance gaps existed between groups and, if existing, whether they are closing. There are a total of 392 comparisons. The summer report analyzes the 238 cells of Key Results 1 through 3; the winter report adds the analysis of the 154 cells in Key Results 5 through 9.

For each of the Key Results, the Test of Independent Proportions is used to determine whether significant change at the 0.05 level occurred between FY2004 and FY2005.

Within the summary evaluation reports of the Superintendent's performance objectives, there are a very large number of comparisons. As a result, it is a very high probability that we would identify at least one comparison as significant, when it is not. In order to reduce the probability of this event, we use the Bonferroni correction. This is a statistical adjustment that effectively raises the standard of proof needed to determine significance.

When analysis of a Key Result evaluated change in student performance only (Key Results 1 – 3), test results measuring progress at the same grade level are not reported if the student participation rate has declined significantly from FY2004 to FY2005.

The Summary Table for the Evaluation of the Key Results details the progress from FY2004 to FY2005 made in improving student performance and closing the gap for each Key Result indicator and student group in FY2005. The numbers reported were obtained by subtracting the percent of students meeting the standard in FY2004 from the percent of students meeting the standard in FY2005. Each cell represents one comparison.

- Cells shaded in green indicate statistically significant positive change from the preceding year or that no gap existed between traditionally lower performing and higher performing groups.
- Cells shaded in red indicate statistically significant negative change from the preceding year.
- Cells shaded in yellow indicate no significant change or change that is not reported (nr) because the number of students in the group is less than 30 or because the significance is not calculable.
- Cells shaded in gray indicate a decline in participation rate from the previous year.



## VI. FY2005 Findings

All 392 cells for FY2005 Key Results 1 through 3 and 5 through 9 have been evaluated for this report. Of those 392 cells, 112 cells, or 29 percent of evaluated cells, have shown significant improvement. Nineteen cells, or 5 percent, have shown significant decline.

Significant improvement within the District has occurred largely in only one Key Result, Key Result 3. Of those 112 cells that have shown significant improvement in FY2005, 73 cells, or 65 percent, were in Key Result 3. This has been the trend each year since the first Performance Objective Report in FY2002.

To determine overall progress from FY2004 to FY2005, patterns were sought for each of the student groups and gap closure between groups across all evaluated indicators, and for each evaluated indicator across all student groups and gap closure groups.

### Key Results 1 – 3

#### Individual Group Performance

Across 17 Indicators Measured,

- The District has shown significant improvement in nine indicators,
  - One in Key Result 2, proficiency on ETS Algebra 1 Exam (Indicator 2) and
  - Eight in Key Result 3, proficiency in reading, mathematics, and writing as well as learning gains in reading on FCAT (Indicators 3a, 3b, 3f, 3g, 3h, 3i, 3j, and 3k).
  - Black students and students in the free or reduced lunch program made significant improvement in these same nine indicators.
- The District has shown significant decline in two indicators, both of which are in Key Result 3, making gains in mathematics and in 10<sup>th</sup> grade reading on FCAT (Indicators 3m and 3n).
- The District has shown significant decline in participation rate in one indicator in Key Result 3, participation rate on SRI (Indicator 3c).

Across Groups Measured for each Indicator,

- Fifty percent or more of the groups evaluated have shown significant improvement in the following Indicators:
  - The percent of students proficient in Algebra 1 (Indicator 2),
  - The percent of students in grades 4 through 10 making learning gains on FCAT SSS Reading (Indicator 3k).
- One hundred percent of groups evaluated have shown significant improvement in the following indicators:
  - The percent of students in grades 3 through 10 scoring at Levels 2 and higher and 3 and higher (proficient) on FCAT SSS Reading and Mathematics (Indicators 3a, 3b, 3f, and 3g),

- The percent of students in grades 4, 8, and 10 scoring 4 and higher (proficient) on FCAT SSS Writing (Indicator 3j).

### **Performance Gaps between Groups**

- While some progress has been made in closing existing gaps between traditionally lower performing students and their higher performing counterparts in Key Result 3, the percent of students scoring Level 2 and higher on FCAT Mathematics and the percent of students making learning gains on FCAT Reading (Indicators 3f and 3k), little to no progress has been made in closing existing gaps in Key Results 1 and 2.

### **Key Results 5 – 9**

#### **Individual Group Performance**

Across 11 Indicators Measured,

- The District has shown significant improvement in five indicators,
  - One in Key Result 5, enrollment in upper level mathematics courses (Indicator 5a),
  - One in Key Result 7, enrollment in an AP course (Indicator 7b),
  - One in Key Result 8, percent of students graduating (Indicator 8b), and
  - Two in Key Result 9, percent of both in-school and out-of-school suspensions (Indicators 9a and 9b).
- The District has shown significant decline in two indicators,
  - One in Key Result 7, performance on AP exams (Indicator 7a) and
  - One in Key Result 8, percent of students dropping out (Indicator 8a).

Across Groups Measured for each Indicator,

- Fifty percent or more of the groups evaluated have shown significant improvement in the following Indicators:
  - The percent of students enrolled in an upper level mathematics course (Indicator 5a),
  - The percent of students receiving an in-school suspension (Indicator 9a).

### **Performance Gaps between Groups**

- The existing gaps between traditionally lower performing students and their higher performing counterparts have largely widened in Key Result 7, the percent of students enrolled in an AP course (Indicator 7b), even though enrollment of Black and Hispanic students has increased significantly.
- Gaps generally do not exist between traditionally lower performing students and their higher performing counterparts in Key Result 7, the percent of students passing AP (Indicator 7a).

## Summary of FY2005 Analysis across all Key Results

Key Result		Indicator	Percent of Students Groups Showing Significant Growth
1	Reading Grade 2	1. SRI	None
2	Algebra Grade 9	2. ETS Exam	50% or more of groups
3 Progress of Same Grade Level	FCAT Reading Grades 3-10	3a. FCAT SSS	100%
		3b. FCAT SSS	100%
	SRI Grades 3-10	3c. SRI end of year assessment	Significant participation rate decline
	FCAT Reading Grade 10	3d. FCAT SSS	None
		3e. FCAT SSS	None
	FCAT Math Grades 3-10	3f. FCAT SSS	100%
		3g. FCAT SSS	100%
	FCAT Math Grade 10	3h. FCAT SSS	Fewer than 50% of groups
3i. FCAT SSS		Fewer than 50% of groups	
FCAT Writing Grades 4, 8, 10	3j. FCATSSS	100%	
3 Progress of Same Students	FCAT Reading Grades 4-10	3k. FCATSSS	50% or more of groups
	SRI Grades 3-10	3l. SRI	None
	FCAT Reading Grade 10	3m. FCATSSS	None (significant decline)
	FCAT Math Grades 4-10	3n. FCATSSS	None (significant decline)
	FCAT Math Grade 10	3o. FCATSSS	Fewer than 50% of groups
5	Math & Science	5a. Upper Level Math Classes	50% or more of groups
		5b. Upper Level Science Classes	None
6	SAT	6a. Performance	None
		6b. Participation	None
7	All Subjects	7a. Performance	None (significant decline)
		7b. Participation	Fewer than 50% of groups
8	Dropout	8a. Rate	None (significant decline)
	Graduation	8b. Cohort Rate	Fewer than 50% of groups
9	Suspension	9a. In School Suspension	50% or more of groups
		9b. Out of school suspension	Fewer than 50% of groups
		9c. Attendance	None

Indicators of positive note  
 Indicators of negative note

## Alternative Assessment

In FY2003, the Florida Department of Education began reporting ESE student performance on alternative assessments in grades 3 through 10. Student performance was rated Levels 0 to 4. The following table lists the number of students assessed and the percent of students scoring proficient (Levels 3 and 4) in FY2003 through FY2005 for each standard.

Standard	Number of Students Assessed			Percent of Students Proficient		
	FY2003	FY2004	FY2005 <sup>2</sup>	FY2003	FY2004	FY2005
Reading	2,430	2,561	893	44%	55%	56%
Mathematics	2,405	2,501	796	40%	52%	51%
Writing	2,431	862	287	36%	48%	50%
Science	NR	NR	193	NR	NR	53%
Problem Solving	2,392	852	NR	39%	51%	NR
Communication Standard 1	2,464	NR	NR	59%	NR	NR

## Standards Table for the Summary Evaluation of the Superintendent's Performance Objectives

### I. Key Results and their Indicators

As can be seen in the Standards Table for Summative Evaluation of the Key Results, each of the eight Key Results evaluated (e.g. 1 through 3 and 5 through 9) has one or more quantifiable indicator. For example, Key Result 1, which focuses on reading at grade 2, uses the Scholastic Reading Inventory (SRI) as its only indicator; while Key Result 7, which focuses on the Advanced Placement program (AP), has two indicators: student performance and student participation. There are a total of 28 indicators.

### II. Source of Student Standards

To establish student performance standards for each indicator, we looked first to District standards. When District standards did not exist, we looked to State standards. When not available at that level, we turned to national standards. For example, the source for the standard for the SRI is the School District of Palm Beach County's (SDPBC) Pupil Progression Plan; while for the AP, the source for the standard on student performance is the national standard used by the College Board.

The selected student standard is listed in the next column. Again, using the SRI as the example, a Lexile score of 220 is the student standard; while for the AP, a score of 3 or greater is the student standard.

### III. Measures, Comparisons, and the Analysis Tool

A percentage is the measure used for all indicators. The percentage is determined from a numerator and a denominator. The Test of Independent Proportions, a statistical analysis tool, is then used to compare percentages for FY2005 and FY2004.

### Understanding the Numerators and Denominators

<sup>2</sup> Due to a change in eligibility requirements, fewer ESE students took alternative assessments in FY2005, taking the FCAT SSS instead.

The denominator and the numerator are determined by what is being measured. For example, the Indicator for Key Result 1 measures how many students in grade 2 who were assessed at the end of the year on the Scholastic Reading Inventory (SRI) achieved a Lexile score of 220 or higher (e.g. reading on grade level or higher).

- The numerator for ALL students for this indicator is the number of students in grade 2 who achieved a Lexile score of 220 or higher on the SRI.
- The denominator for ALL students for this indicator is the number of students in grade 2 who were assessed with the SRI.

Numerators and denominators of disaggregated groups (e.g. Black, Hispanic, White, Haitian, students in the free or reduced lunch program, students in exceptional student education, and students in the ESOL program) are determined in the same manner as for ALL students. For example, the numerators and denominators for the disaggregated groups in the Key Result 1 Indicator are defined as follows:

- The numerator is the number of **Black** students in grade 2 who received a Lexile score of 220 or higher on the SRI.
- The denominator is the number of **Black** students in grade 2 who were assessed with the SRI.
- The numerator is the number of **Hispanic** students in grade 2 who received a Lexile score of 220 or higher on the SRI.
- The denominator is the number of **Hispanic** students in grade 2 who were assessed with the SRI.
- The numerator is the number of **White** students in grade 2 who received a Lexile score of 220 or higher on the SRI.
- The denominator is the number of **White** students in grade 2 who were assessed with the SRI.
- The numerator is the number of **Haitian** students in grade 2 who received a Lexile score of 220 or higher on the SRI.
- The denominator is the number of **Haitian** students in grade 2 who were assessed with the SRI.
- The numerator is the number of **students in the free or reduced lunch program** in grade 2 who received a Lexile score of 220 or higher on the SRI.
- The denominator is the number of **students in the free or reduced lunch program** in grade 2 who were assessed with the SRI.
- The numerator is the number of **ESE** students in grade 2 who received a Lexile score of 220 or higher on the SRI.
- The denominator is the number of **ESE** students in grade 2 who were assessed with the SRI.
- The numerator is the number of **LEP** students in grade 2 who received a Lexile score of 220 or higher on the SRI.
- The denominator is the number of **LEP** students in grade 2 who were assessed with the SRI.

See Appendix B for descriptions of all Key Results indicators.

# Standards Table for Summary Evaluation of the Superintendent's Performance Objectives

Key Result	Indicator	Source of Student Standard	Student Standard	Measure	Compared to	Statistical Analysis Tool
1	Reading Grade 2	SDPBC: School Board	Pupil Progression: $\geq$ Lexile 220	% meeting or exceeding standard	prior year	TIP
	Algebra Grade 9	SDPBC: DREA	$\geq 40\%$ ile	% meeting or exceeding standard	prior year	TIP
2	FCAT Reading Grades 3-10	State: FDOE	$\geq$ Level 2	% meeting or exceeding standard	prior year	TIP
	SRI Grades 3-10	State: FDOE	$\geq$ Level 3	% meeting or exceeding standard	prior year	TIP
3 Progress of Same Grade Level	FCAT Reading Grade 10	SDPBC: DREA	Grade 3: $\geq$ Lexile 456; Grade 4: $\geq$ Lexile 643; Grade 5: $\geq$ Lexile 779; Grade 6: $\geq$ Lexile 836; Grade 7: $\geq$ Lexile 912; Grade 8: $\geq$ Lexile 1074; Grade 9: $\geq$ Lexile 1264; Grade 10: $\geq$ Lexile 1302	% meeting or exceeding standard	prior year	TIP
	FCAT Reading Grade 10	State: FDOE	$\geq$ Level 2	% meeting or exceeding standard	prior year	TIP
	FCAT Math Grades 3-10	State: FDOE	$\geq$ Level 3	% meeting or exceeding standard	prior year	TIP
	FCAT Math Grade 10	State: FDOE	$\geq$ Level 3	% meeting or exceeding standard	prior year	TIP
	FCAT Writing Grades 4, 8, 10	State: FDOE	$\geq$ Level 3	% meeting or exceeding standard	prior year	TIP
	FCAT Reading Grades 4-10	State: FDOE	making FDOE Learning Gains	% meeting or exceeding standard	prior year	TIP
	SRI	SDPBC: DREA	making a year's growth or more	% $\geq$ previous learning gains	prior year	TIP
	FCAT Reading Grade 10	State: FDOE	making FDOE Learning Gains	% meeting or exceeding standard	prior year	TIP
	FCAT Math Grades 4-10	State: FDOE	Making FDOE Learning Gains	% meeting or exceeding standard	prior year	TIP
	FCAT Math Grade 10	State: FDOE	making FDOE Learning Gains	% meeting or exceeding standard	prior year	TIP
5	Math & Science	SDPBC: DREA	enrolled in one or more upper level math courses	% enrolled in upper level math courses	prior year	TIP
	SAT	SDPBC: DREA	enrolled in one or more upper level science courses	% enrolled in upper level science courses	prior year	TIP
6	All Subjects	SDPBC: DREA	1000	% > national average for 1998	prior year	TIP
	Dropout	State: FDOE	taking exam	% taking exam	prior year	TIP
7	Dropout	Nation: College Board	passing ( $\geq 3$ )	% passing ( $\geq 3$ )	prior year	TIP
	Graduation	SDPBC: DREA	enrolled in AP classes	% enrolled in AP classes	prior year	TIP
8	Suspension	State: FDOE	Students in grades 9-12 for whom a dropout withdrawal reason was reported divided by the year's total enrollment for grades 9-12.	% dropping out	prior year	TIP
	Suspension	State: FDOE	graduating within four years of entering ninth grade for the first time.	% graduating	prior year	TIP
9	Suspension	State: FDOE	suspended in school	% suspended	prior year	TIP
	Suspension	State: FDOE	suspended out of school	% suspended	prior year	TIP
	9c. Attendance	State: FDOE	absent 11 or more days	% absent 11 or more days	prior year	TIP

<sup>3</sup> The standard was increased to Level 4 in FY2003 to reflect the higher standard set by the Florida Department of Education.

# Appendix A

## KEY RESULTS

Key Result 1: All students of each racial/ethnic group will read independently on grade level by the end of second grade.

Key Result 2: All students of each racial/ethnic group will successfully complete algebra I prior to tenth grade.

Key Result 3: All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

Key Result 4: All schools will meet or exceed Level 4 criteria as measured by FCAT and Florida Writes.

Key Result 5: All schools will increase enrollment and performance of each racial/ethnic group in upper level mathematics and science courses, with a particular emphasis on underrepresented populations.

Key Result 6: All schools will increase participation and performance of students of each racial/ethnic group taking the SAT, with particular emphasis on underrepresented populations.

Key Result 7: All schools will increase enrollment and performance of students of each racial/ethnic group in gifted, honors, advanced placement, IB, and other advanced programs with a particular emphasis on underrepresented populations.

Key Result 8: All schools will decrease dropout rates and increase graduation rates for students of each racial/ethnic group.

Key Result 9: All schools will reduce suspensions and eliminate disproportionate suspension rates among student groups.

Key Result 10: All district and system offices will align efforts and resources to accomplish key results.

All students enrolled in Exceptional Student Education (ESE) programs are expected to make progress toward accomplishing the key results, as appropriate to their instructional program. Students with disabilities enrolled in ESE must be given access to the School District of Palm Beach County's general curriculum and appropriate assessments as prescribed by their Individual Education Plan (IEP)

## Appendix B

### *Specific definitions for each Key Result Indicator*

**Key Result 1:** All students of each racial/ethnic group will read independently on grade level by the end of second grade.

**Indicator:** 1. Percent of students scoring Lexile 220 or higher on the Scholastic Reading Inventory

**Grades Assessed:** K \_ 1 \_ 2 x 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 \_ 10 \_ 11 \_ 12 \_

#### **Determining Progress within Key Result:**

- *Numerator:* The number of students in grade 2 reading at Lexile 220 or higher on the Scholastic Reading Inventory at the end of the school year
- *Denominator:* The number of grade 2 students tested

#### **Determining Participation Rate**

- *Numerator:* The number of grade 2 students tested
  - *Denominator:* The number of grade 2 students enrolled at the time of testing
- 

**Key Result 2:** All students of each racial/ethnic group will successfully complete Algebra 1 prior to tenth grade.

**Indicator:** 2. Percent of students scoring at the 40<sup>th</sup> percentile on the ETS Algebra Exam

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 x 9 x 10 \_ 11 \_ 12 \_

#### **Determining Progress within Key Result**

- *Numerator:* The number of students in grade 8 and 9 scoring at the 40<sup>th</sup> percentile or higher<sup>4</sup> on the ETS Algebra Exam at the end of the school year
- *Denominator:* The number of grade 8 and 9 students tested

#### **Determining Participation Rate**

- *Numerator:* The number of grade 8 and 9 students tested
  - *Denominator:* The number of grade 8 and 9 students enrolled at the time of testing
- 

<sup>4</sup> To make ETS reporting values consistent, results for all years have been anchored to the baseline year of FY2002. As a result, FY2003 values have changed somewhat.



**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3a. Percent of students scoring Level 2 or higher on FCAT SSS Reading

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 x 4 x 5 x 6 x 7 x 8 x 9 x 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades 3 through 10 performing at Level 2 or higher on FCAT SSS Reading.
- *Denominator:* The number of grade 3 through 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 3 through 10 students tested
  - *Denominator:* The number of grade 3 through 10 students enrolled at the time of testing
- 

**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3b. Percent of students scoring Level 3 or higher on FCAT SSS Reading

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 x 4 x 5 x 6 x 7 x 8 x 9 x 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades 3 through 10 performing at Level 3 or higher on FCAT SSS Reading
- *Denominator:* All grade 3 through 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 3 through 10 students tested
  - *Denominator:* The number of grade 3 through 10 students enrolled at the time of testing
- 

**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3c. Percent of students scoring FCAT SSS Reading equivalent Level 3 or higher on the Scholastic Reading Inventory

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 x 4 x 5 x 6 x 7 x 8 x 9 x 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades 3 through 10 performing at the equivalent of FCAT SSS Reading Level 3 or higher on the Scholastic Reading Inventory
- *Denominator:* The number of grade 3 through 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 3 through 10 students tested
  - *Denominator:* The number of grade 3 through 10 students enrolled at the time of testing
-

**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3d. Percent of students scoring Level 2 or higher on FCAT SSS Reading

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 \_ 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grade 10 performing at Level 2 or higher on FCAT SSS Reading
- *Denominator:* The number of grade 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 10 students tested
  - *Denominator:* The number of grade 10 students enrolled at the time of testing
- 

**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3e. Percent of students scoring Level 3 or higher on FCAT SSS Reading

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 \_ 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grade 10 performing at Level 3 or higher on FCAT SSS Reading
- *Denominator:* The number of grade 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 10 students tested
  - *Denominator:* The number of grade 10 students enrolled at the time of testing
- 

**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3f. Percent of students scoring Level 2 or higher on FCAT SSS Mathematics

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 x 4 x 5 x 6 x 7 x 8 x 9 x 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades 3 through 10 performing at FCAT SSS Mathematics equivalent Level 2 and higher on FCAT SSS Mathematics
- *Denominator:* The number of grade 3 through 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 3 through 10 students tested
  - *Denominator:* The number of grade 3 through 10 students enrolled at the time of testing
-

**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3g. Percent of students scoring Level 3 or higher on FCAT SSS Mathematics

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 x 4 x 5 x 6 x 7 x 8 x 9 x 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades 3 through 10 performing at FCAT SSS Mathematics equivalent Level 3 and higher on FCAT SSS Mathematics
- *Denominator:* The number of grade 3 through 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 3 through 10 students tested
  - *Denominator:* The number of grade 3 through 10 students enrolled at the time of testing
- 

**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3h. Percent of students scoring Level 2 or higher on FCAT SSS Mathematics

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 \_ 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grade 10 performing at Level 2 or higher on FCAT SSS Mathematics
- *Denominator:* The number of grade 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 10 students tested
  - *Denominator:* The number of grade 10 students enrolled at the time of testing
- 

**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3i. Percent of students scoring Level 3 or higher on FCAT SSS Mathematics

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 \_ 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grade 10 performing at Level 3 or higher on FCAT SSS Mathematics
- *Denominator:* The number of grade 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 10 students tested
  - *Denominator:* The number of grade 10 students enrolled at time of testing
-

**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3j. Percent of students scoring 4 or higher on FCAT Writing

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 x 5 \_ 6 \_ 7 \_ 8 x 9 \_ 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades 4, 8, and 10 scoring 4 or higher on FCAT Writing
- *Denominator:* The number of grades 4, 8, and 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 4, 8, and 10 students tested
  - *Denominator:* The number of grade 4, 8, and 10 students enrolled at the time of testing
- 

**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3k. Percent of students making learning gains on FCAT SSS Reading

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 x 5 x 6 x 7 x 8 x 9 x 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades 4 through 10 making learning gains on FCAT SSS Reading
- *Denominator:* The number of grade 4 through 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 4 through 10 students tested
  - *Denominator:* The number of grade 4 through 10 students enrolled at the time of testing
- 

**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3l. Percent of students making a year's growth or more on Scholastic Reading Inventory

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 x 4 x 5 x 6 x 7 x 8 x 9 x 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades 3 through 10 making a year's growth or more on the Scholastic Reading Inventory
- *Denominator:* The number of grade 3 through 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 3 through 10 students tested
  - *Denominator:* The number of grade 3 through 10 students enrolled at the time of testing
-

**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3m. Percent of students making learning gains on FCAT SSS Reading

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 \_ 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grade 10 making learning gains on FCAT SSS Reading
- *Denominator:* The number of grade 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 10 students tested
  - *Denominator:* The number of grade 10 students enrolled at the time of testing
- 

**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3n. Percent of students making learning gains on FCAT SSS Mathematics

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 x 5 x 6 x 7 x 8 x 9 x 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades 4 through 10 making learning gains on FCAT SSS Mathematics
- *Denominator:* The number of grade 4 through 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 4 through 10 students tested
  - *Denominator:* The number of grade 4 through 10 students enrolled at the time of testing
- 

**Key Result 3:** All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FCAT and Florida Writes.

**Indicator:** 3o. Percent of students making learning gains on FCAT SSS Mathematics

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 \_ 10 x 11 \_ 12 \_

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grade 10 making learning gains on FCAT SSS Mathematics
- *Denominator:* The number of grade 10 students tested

**Determining Participation Rate**

- *Numerator:* The number of grade 10 students tested
  - *Denominator:* The number of grade 10 students enrolled at the time of testing
-

**Key Result 5:** All schools will increase enrollment and performance of each racial/ethnic group in upper level mathematics and science courses, with a particular emphasis on underrepresented populations.

**Indicator:** 5a. Percent of students enrolled in upper level mathematics courses<sup>5</sup>

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 x 10 x 11 x 12 x

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades 9 through 12 enrolled in one or more upper level mathematics course
  - *Denominator:* The number of grade 9 through 12 students enrolled
- 

**Key Result 5:** All schools will increase enrollment and performance of each racial/ethnic group in upper level mathematics and science courses, with a particular emphasis on underrepresented populations.

**Indicator:** 5b. Percent of students enrolled in upper level science courses<sup>5</sup>

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 x 10 x 11 x 12 x

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades 9 through 12 enrolled in one or more upper level science course
  - *Denominator:* The number of grade 9 through 12 students enrolled
- 

**Key Result 6:** All schools will increase participation and performance of students of each racial/ethnic group taking the SAT, with particular emphasis on underrepresented populations.

**Indicator:** 6a. Percent of students scoring 1000 on combined verbal and mathematics sections of the SAT

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 \_ 10 \_ 11 \_ 12 x

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grade 12 scoring 1000 or higher on combined verbal and mathematics sections of the SAT
  - *Denominator:* The number of grade 12 students tested
- 

**Key Result 6:** All schools will increase participation and performance of students of each racial/ethnic group taking the SAT, with particular emphasis on underrepresented populations.

**Indicator:** 6b. Percent of students taking the SAT

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 \_ 10 \_ 11 \_ 12 x

**Determining Progress within Key Result:**

- *Numerator:* The number of grade 12 students taking the SAT
  - *Denominator:* The number of grade 12 students enrolled at the time of testing
- 

<sup>5</sup> The number of upper level mathematics and science courses was expanded in FY2004. See Appendix C for current course listings.

**Key Result 7:** All schools will increase enrollment and performance of students of each racial/ethnic group in gifted, honors, advanced placement, IB, and other advanced programs with a particular emphasis on underrepresented populations.

**Indicator:** 7a. Percent of advanced placement tests with a score of 3 or higher

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 \_ 10 \_ 11 x 12 x

**Determining Progress within Key Result:**

- *Numerator:* The number of advanced placement tests with a score of 3 or higher
  - *Denominator:* The number of advanced placement tests taken
- 

**Key Result 7:** All schools will increase enrollment and performance of students of each racial/ethnic group in gifted, honors, advanced placement, IB, and other advanced programs with a particular emphasis on underrepresented populations.

**Indicator:** 7b. Percent of students taking advanced placement classes

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 \_ 10 \_ 11 x 12 x

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades 11 and 12 taking at least one advanced placement class
  - *Denominator:* The number of grade 11 and 12 students enrolled
- 

**Key Result 8:** All schools will decrease dropout rates and increase graduation rates for students of each racial/ethnic group.

**Indicator:** 8a. Percent of students dropping out<sup>6</sup>

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 x 10 x 11 x 12 x

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades 9 through 12 dropping out
  - *Denominator:* The number of students enrolled in grades 9 through 12
- 

**Key Result 8:** All schools will decrease dropout rates and increase graduation rates for students of each racial/ethnic group.

**Indicator:** 8b. Percent of students graduating<sup>6</sup>

**Grades Assessed:** K \_ 1 \_ 2 \_ 3 \_ 4 \_ 5 \_ 6 \_ 7 \_ 8 \_ 9 \_ 10 \_ 11 \_ 12 x

**Determining Progress within Key Result:**

- *Numerator:* The number of students graduating in the cohort scheduled to graduate
  - *Denominator:* The number of students in the cohort scheduled to graduate
- 

<sup>6</sup> as determined by the Florida Department of Education

**Key Result 9:** All schools will reduce suspensions and eliminate disproportionate suspension rates among student groups.

**Indicator:** 9a. Percent of students receiving in-school suspensions

**Grades Assessed:** K  1  2  3  4  5  6  7  8  9  10  11  12

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades K through 12 receiving at least one in-school suspension
  - *Denominator:* The number of grade K through 12 students enrolled
- 

**Key Result 9:** All schools will reduce suspensions and eliminate disproportionate suspension rates among student groups.

**Indicator:** 9b. Percent of students receiving out-of-school suspensions

**Grades Assessed:** K  1  2  3  4  5  6  7  8  9  10  11  12

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades K through 12 receiving at least one out-of-school suspension
  - *Denominator:* The number of grade K through 12 students enrolled
- 

**Key Result 9:** All schools will reduce suspensions and eliminate disproportionate suspension rates among student groups.

**Indicator:** 9c. Percent of students absent 11 or more days

**Grades Assessed:** K  1  2  3  4  5  6  7  8  9  10  11  12

**Determining Progress within Key Result:**

- *Numerator:* The number of students in grades K through 12 absent 11 or more days
  - *Denominator:* The number of grade K through 12 students enrolled
-



## Appendix C

### *FY2005 Upper Level Mathematics and Science Courses*

#### Math Courses

COURSE	TITLE	COURSE	TITLE
1200320	ALGEBRA I HONORS	MAS2103	MATRIX THEORY
1200340	ALGEBRA II HONORS	MAS3113	MATRIX THEORY
1200350	LINEAR ALGEBRA	MAS3203	INTO TO NUM THEORY
1200360	ABSTRACT ALGEBRA	MAS4105	LINEAR ALG
1201300	MATH ANALYSIS	MHF3404	HIST OF MATH
1201310	ANALYSIS OF FUNCTION	STA2014	STATISTICS
1202300	CALCULUS	STA2023	INTRO TO STAT.
1202310	ADV PL CALCULUS AB	STA2300	STAT IN PRACTICE
1202320	ADV PL CALCULUS BC	STA3023	INTRO TO STAT
1202330	MULTIVARIATE CALCULUS	STA4032	PROB/STAT ENGINEERS
1202340	PRE-CALCULUS	STA4321	MATH STAT
1202800	CALCULUS-IB	STA4442	PROBABILITY/STATIST
1204300	DIFF EQUATIONS	STA5618	LINEAR PROG/GAME TH
1206320	GEOMETRY HONORS		
1206330	ANLY GEOMETRY	1220411	MA SPECIAL TOPICS
1206800	ANLY GEOMETRY-IB	122091A	DISCRETE MATH
1209800	MATH STUDIES-IB	129830A	ADV TOPICS IN MATH
1210300	PROB AND STAT W/APP		
1210310	USING PROB & STATS		
1210320	ADV PL STATISTICS		
1211300	TRIGONOMETRY		
1211800	TRIGONOMETRY-IB		
MAC1114	TRIGONOMETRY		
MAC1140	PRECALCULUS		
MAC1142	PRECALC MATH		
MAC1144	TRIG/ANAL GE		
MAC1147	PRE-CALC.		
MAC2233	SURVEY OF CALCULUS		
MAC2241	LIFE SCIENCE CALC		
MAC2311	CALC/ANAL GE		
MAC2312	CALC/ANAL GE II		
MAC2313	CALC/ANAL GE III		
MAC3233	METH OF CALC		
MAC3312	CALC/GEOM		
MAC3313	CAL/ANL GEO		
MAD2104	DISCRETE MATH		
MAD3104	DISCRETE MATH		
MAP2302	DIFF EQUATNS		
MAP3302	DIFFEREN EQUATIONS		
MAP4103	MATH MODELING I		

## Science Courses

COURSE	TITLE	COURSE	TITLE
2000320	BIOLOGY I HONORS	CHM2046	GEN CHEM III
2000330	BIOLOGY II	CHM2210	ORGANIC CHEM I LAB
2000340	ADV PL BIOLOGY	CHM2211	ORGANIC CHEM II LAB
2000360	ANAT PHYSIO HON	CHM3210	ORGANIC CHEMISTRY I
2000440	GENETICS HONORS	CHM3211	ORGANIC CHEMISTRY II
2000800	BIOLOGY I-PRE IB	CHM4641	GEN CHEM HON
2000810	BIOLOGY II-IB	MCB1000	MICRO BIO
2000820	BIOLOGY III-IB	MCB2010	MICRO BIO.
2001320	EARTH/SPACE HONORS	PCB2061	EXPER IN GENETICS
2001380	ADV PL ENV SCIENCE	PCB3513	GENETICS
2002510	MARINE SCI I HONORS	PCB3515	GENETICS
2002530	MARINE SCI II HONORS	PHY2023	GEN PHYSICS I
2003320	PHYS SCI HONORS	PHY2048	GEN PHY W/ CALC
2003360	CHEMISTRY II	PHY2049	GEN PHYSICS CALC II
2003370	ADV PL CHEMISTRY	PHY2053	GEN PHYS
2003390	PHYSICS I HON	PHY2054	GEN PHYS II
2003410	PHYSICS II	PHY3041	GENERAL PHYSICS II
2003420	ADV PL PHYSICS B	PHY3051	COL PHYSICS
2003430	ADV PL PHYSICS C	ZOO1010	GENERAL ZOOLOGY
2003350	CHEMISTRY I HONORS	ZOO2710	COMPAR VERT ANATOMY
2003800	CHEMISTRY I-PRE IB		
2003810	CHEMISTRY II-IB		
2003820	CHEMISTRY III-IB		
2003850	PHYSICS III-IB		
202091A	AST S/G HONORS		
APB1170	MICROBIOLOGY		
APB2190	ANATOMY & PHYSICS		
APB2191	ANAT. PHYSIOLOGY II		
AST1002	ASTRONOMY		
BCH3033	BIOCHEMISTRY I		
BOT1010	GENERAL BOTANY I		
BOT1011	BOTANY II		
BSC1011	GENERAL BIOLOGY II		
BSC1085	ANAT & PHYSIOLOGY I		
BSC1086	ANAT & PHYSIOLOGY II		
BSC2086	ANAT & PHYSIOLOGY		
CHM1040	GENERAL CHEMISTRY I		
CHM1041	GENERAL CHEMISTRY II		
CHM1046	GENERAL CHEMISTRY II		
CHM2045	GEN CHEM I		

## Appendix D

### *Glossary*

**AP:** Advanced Placement exam

**DREA:** Department of Research, Evaluation, and Accountability

**Dropout Rate:** The number of students in grades 9-12 for whom a dropout withdrawal reason was reported divided by the total enrollment for grades 9-12.

**ESE:** Exceptional Student Education students as defined by the Florida Department of Education rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound)

**FCAT SSS:** Florida Comprehensive Achievement Test: Sunshine State Standards

**FD OE:** Florida Department of Education

**FRL Lunch:** students receiving free or reduced Federal lunch

**Graduation Rate:** The percentage of students who graduated within four years of entering ninth grade for the first time.

**ISS:** In-school-suspension

**LEP:** Limited English proficient students enrolled in the ESOL program for more than two years

**OSS:** Out-of-school suspension

**SAT:** a college admission and placement test produced by the College Board

**SRI:** Scholastic Reading Inventory, a computer-administered norm-referenced reading assessment

**TIP:** Test of Independent Proportions

## **Appendix E**

### **Key Results Analysis of Change Tables FY2004 to FY2005**

**DISTRICT REPORT**

**Subject: Reading L220+ School: ALL Grade Level: 02**

Group	FY2005					FY2004					ANALYSIS				
	Enroll Count	Number Tested	P Rate	Number L220+	Pct L220+	Enroll Count	Number Tested	P Rate	Number L220+	Pct L220+	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?	
All Students	12562	11764	93.6%	8326	70.8%	12175	11319	93.0%	7875	69.6%	0.7%	NO	1.2%	NO	
Asian	329	306	93.0%	249	81.4%	287	276	96.2%	235	85.1%	(3.2%)	NO	(3.8%)	NO	
Black	3396	3131	92.2%	1797	57.4%	3272	2954	90.3%	1595	54.0%	1.9%	NO	3.4%	NO	
Hispanic	2982	2825	94.7%	1710	60.5%	2800	2611	93.3%	1553	59.5%	1.5%	NO	1.1%	NO	
Indian/Alaskan	87	87	100%	65	74.7%	85	78	91.8%	54	69.2%	.	nr	5.5%	NO	
Multiracial	617	579	93.8%	457	78.9%	593	556	93.8%	429	77.2%	0.1%	NO	1.8%	NO	
White	5151	4836	93.9%	4048	83.7%	5138	4844	94.3%	4009	82.8%	(0.4%)	NO	0.9%	NO	
Haitian	992	908	91.5%	468	51.5%	926	870	94.0%	427	49.1%	(2.4%)	NO	2.5%	NO	
F/R Lunch	6588	6147	93.3%	3537	57.5%	6356	5859	92.2%	3314	56.6%	1.1%	NO	1.0%	NO	
No F/R Lunch	5974	5617	94.0%	4789	85.3%	5819	5460	93.8%	4561	83.5%	0.2%	NO	1.7%	NO	
ESE/T	1397	1200	85.9%	338	28.2%	1407	1162	82.6%	314	27.0%	3.3%	NO	1.1%	NO	
Non-ESE/T	11165	10564	94.6%	7988	75.6%	10768	10157	94.3%	7561	74.4%	0.3%	NO	1.2%	NO	
ESOL L+	1859	1769	95.2%	840	47.5%	1714	1633	95.3%	748	45.8%	(0.1%)	NO	1.7%	NO	
ESOL Non-LY	10259	9596	93.5%	7364	76.7%	9962	9251	92.9%	6988	75.5%	0.7%	NO	1.2%	NO	
Male	6486	6045	93.2%	4070	67.3%	6166	5731	92.9%	3770	65.8%	0.3%	NO	1.5%	NO	
Female	6076	5719	94.1%	4256	74.4%	6009	5588	93.0%	4105	73.5%	1.1%	NO	1.0%	NO	

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant at .05? YES = Difference is significant. NO = difference is not significant. NOp = not reported because of significantly reduced P rate from year 1 to year 2.

School District of Palm Beach County  
 Pgm P05A012: Scholastic Reading Inventory  
 Analysis of Change in Performance Gap at Lexile 220 and Above: FY2005 and FY2004  
 Key Results Report - Indicator 1

DISTRICT REPORT

Subject: Reading L220+ School: ALL Grade Level: 02

Group Definitions	FY2005				FY2004				ANALYSIS OF GAP AND P RATE				
	Group 1		Group 2		Group 1		Group 2		FY2005 L220+ Gap	FY2004 L220+ Gap	FY05-FY04 L220+ Gap Change	FY05-FY04 L220+ Gap Sig?	P Rate Sig Diff?
Group 1	Pct L220+	P Rate	Pct L220+	P Rate	Pct L220+	P Rate	Pct L220+	P Rate					
White	83.7%	93.9%	57.4%	92.2%	82.8%	94.3%	54.0%	90.3%	26.3%	28.8%	2.5%	NO	NONE
Non-ESE/T	75.6%	94.6%	28.2%	85.9%	74.4%	94.3%	27.0%	82.6%	47.4%	47.4%	( 0.0%)	NO	NONE
ESOL Non-LY	76.7%	93.5%	47.5%	95.2%	75.5%	92.9%	45.8%	95.3%	29.3%	29.7%	0.5%	NO	NONE
No F/R Lunch	85.3%	94.0%	57.5%	93.3%	83.5%	93.8%	56.6%	92.2%	27.7%	27.0%	( 0.7%)	NO	NONE
White	83.7%	93.9%	51.5%	91.5%	82.8%	94.3%	49.1%	94.0%	32.2%	33.7%	1.5%	NO	NONE
White	83.7%	93.9%	60.5%	94.7%	82.8%	94.3%	59.5%	93.3%	23.2%	23.3%	0.1%	NO	NONE

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant at .05? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is NO = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. NOg = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

Pgm P05A021: ETS Algebra Exam  
 Analysis of Gains at 40th Percentile and Above: FY2004 to FY2005  
 Key Results Report - Indicator 2

DISTRICT REPORT

Subject: Algebra 40%+ School: ALL Grade Level: ALL

Group	FY2005						FY2004						ANALYSIS			
	Enroll Count	Number Tested	P Rate	Number 40%+	Pct 40%+	Enroll Count	Number Tested	P Rate	Number 40%+	Pct 40%+	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?		
All Students	28973	16164	55.8%	10752	66.5%	28976	12094	41.7%	7377	61.0%	14.1%	YES+	5.5%	YES+		
Asian	676	365	54.0%	309	84.7%	649	258	39.8%	209	81.0%	14.2%	YES+	3.6%	NO		
Black	8464	4309	50.9%	2269	52.7%	8625	3451	40.0%	1508	43.7%	10.9%	YES+	9.0%	YES+		
Hispanic	5973	3366	56.4%	2066	61.4%	5829	2505	43.0%	1358	54.2%	13.4%	YES+	7.2%	YES+		
Indian/Alaskan	131	74	56.5%	52	70.3%	130	56	43.1%	36	64.3%	13.4%	NO	6.0%	NO		
White	12936	7558	58.4%	5694	75.3%	13072	5524	42.3%	4054	73.4%	16.2%	YES+	1.9%	NO		
Haitian	2272	1255	55.2%	560	44.6%	2240	982	43.8%	383	39.0%	11.4%	YES+	5.6%	NO		
F/R Lunch	11295	5783	51.2%	3296	57.0%	10329	3764	36.4%	1828	48.6%	14.8%	YES+	8.4%	YES+		
No F/R Lunch	17678	10380	58.7%	7456	71.8%	18647	8328	44.7%	5548	66.6%	14.1%	YES+	5.2%	YES+		
ESE/T	4172	1265	30.3%	533	42.1%	4031	1007	25.0%	331	32.9%	5.3%	YES+	9.3%	YES+		
Non-ESE/T	24801	14898	60.1%	10219	68.6%	24945	11085	44.4%	7045	63.6%	15.6%	YES+	5.0%	YES+		
ESOL L+	1015	549	54.1%	205	37.3%	981	465	47.4%	199	42.8%	6.7%	NO	(5.5%)	NO		
ESOL Non-LY	26979	15069	55.9%	10333	68.6%	26917	11109	41.3%	6982	62.8%	14.6%	YES+	5.7%	YES+		
Male	15129	8064	53.3%	5244	65.0%	15048	6050	40.2%	3593	59.4%	13.1%	YES+	5.6%	YES+		
Female	13844	8099	58.5%	5508	68.0%	13928	6042	43.4%	3783	62.6%	15.1%	YES+	5.4%	YES+		

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = Difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced p rate from year 1 to year 2. Enroll Count for Grade Level: ALL at district and area level = 8th and 9th grade enrollment. NO = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2.

Analysis of Change in Performance Gap at 40th Percentile and Above: FY2005 and FY2004  
Key Results Report - Indicator 2

DISTRICT REPORT

Subject: Algebra 40%+ School: ALL Grade Level: ALL

Group Definitions	FY2005						FY2004										
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2						
	Pct 40%+	P Rate	Pct 40%+	P Rate	Pct 40%+	P Rate	Pct 40%+	P Rate	Pct 40%+	P Rate	Pct 40%+	P Rate					
Group 1	Group 2	Black	75.3%	58.4%	52.7%	50.9%	73.4%	42.3%	43.7%	40.0%	22.7%	29.7%	FY2004 40%+ Gap	FY2005 40%+ Gap	FY05-FY04 40%+ Gap Change	FY05-FY04 40%+ Gap Sig?	P Rate Sig Diff?
White	Non-ESE/T	ESOL L+	68.6%	60.1%	42.1%	30.3%	63.6%	44.4%	32.9%	25.0%	26.5%	30.7%	7.0%	YES+	7.0%	NO	BOTH
ESOL Non-LY	No F/R Lunch	White	68.6%	55.9%	37.3%	54.1%	62.8%	41.3%	42.8%	47.4%	31.2%	20.1%	( 11.2%)	NO	( 11.2%)	NO	GROUP 1
White	White	Hispanic	75.3%	58.4%	44.6%	55.2%	73.4%	42.3%	39.0%	43.8%	30.7%	34.4%	3.7%	NO	3.7%	NO	BOTH
White	White		75.3%	58.4%	61.4%	56.4%	73.4%	42.3%	54.2%	43.0%	14.0%	19.2%	5.2%	NO	5.2%	NO	BOTH

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = Difference is significant. NO = difference is not significant. Nop = not reported. Sig Diff? = Is because of significantly reduced P rate from year 1 to year 2. Enroll Count for Grade Level: ALL at district and area level = 8th and 9th grade enrollment. NO = difference is not significant. Nop = not reported because of significantly reduced P Rate from year 1 to year 2. NOG = In the most recent year, the traditional gap between the two groups did not exist or was not significant.



DISTRICT REPORT

Subject: Reading L2+ School: ALL Grade Level: ALL

Group	FY2005					FY2004					ANALYSIS				
	Enroll Count	Number Tested	P Rate	Number L2+	Pct L2+	Enroll Count	Number Tested	P Rate	Number L2+	Pct L2+	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?	
All Students	104162	101553	97.5%	75708	74.6%	104827	100818	96.2%	72649	72.1%	1.3%	YES+	2.5%	YES+	
Asian	2557	2527	98.8%	2175	86.1%	2416	2381	98.6%	2033	85.4%	0.3%	NO	0.7%	NO	
Black	29168	28001	96.0%	16003	57.2%	30008	28373	94.6%	15181	53.5%	1.4%	YES+	3.6%	YES+	
Hispanic	22383	21852	97.6%	14654	67.1%	21633	20796	96.1%	13295	63.9%	1.5%	YES+	3.1%	YES+	
Indian/Alaskan	551	539	97.8%	420	77.9%	535	520	97.2%	392	75.4%	0.6%	NO	2.5%	NO	
Multiracial	3819	3759	98.4%	3182	84.7%	3429	3348	97.6%	2819	84.2%	0.8%	NO	0.5%	NO	
White	45684	44820	98.1%	39251	87.6%	46806	45321	96.8%	38894	85.8%	1.3%	YES+	1.8%	YES+	
Haitian	7810	7600	97.3%	3836	50.5%	7825	7605	97.2%	3471	45.6%	0.1%	NO	4.8%	YES+	
F/R Lunch	46374	44779	96.6%	27749	62.0%	45999	43798	95.2%	25483	58.2%	1.3%	YES+	3.8%	YES+	
No F/R Lunch	57788	56719	98.2%	47936	84.5%	58828	56941	96.8%	47131	82.8%	1.4%	YES+	1.7%	YES+	
ESE/T	14628	12792	87.4%	4817	37.7%	15261	11970	78.4%	4113	34.4%	9.0%	YES+	3.3%	YES+	
Non-ESE/T	89534	88706	99.1%	70868	79.9%	89566	88769	99.1%	68501	77.2%	(0.0%)	NO	2.7%	YES+	
ESOL L+	6197	6135	99.0%	2999	48.9%	6167	6082	98.6%	2641	43.4%	0.4%	NO	5.5%	YES+	
ESOL Non-LY	94662	92174	97.4%	72094	78.2%	95016	91217	96.0%	69368	76.0%	1.4%	YES+	2.2%	YES+	
Male	53387	51716	96.9%	37240	72.0%	53962	51286	95.0%	35560	69.3%	1.8%	YES+	2.7%	YES+	
Female	50775	49782	98.0%	38445	77.2%	50865	49453	97.2%	37054	74.9%	0.8%	YES+	2.3%	YES+	

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant at .05? YES = Difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced p rate from year 1 to year 2.

School District of Palm Beach County  
Pgm P05A03A2: FCAT Sunshine State Standards Test  
Analysis of Change in Reading Performance Gap at Level 2 and Above: FY2005 and FY2004  
Key Results Report - Indicator 3a&d

DISTRICT REPORT

Subject: Reading L2+ School: ALL Grade Level: ALL

Group Definitions	FY2005				FY2004				ANALYSIS OF GAP AND P RATE					
	Group 1		Group 2		Group 1		Group 2		FY2005	FY2004	FY05-FY04	FY05-FY04	P Rate	P Rate
Group 1	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	L2+ Gap	L2+ Gap	L2+ Gap Change	L2+ Gap Sig?	Sig Diff?	Sig Diff?
White	87.6%	98.1%	57.2%	96.0%	85.8%	96.8%	53.5%	94.6%	30.4%	32.3%	1.9%	YES+	BOTH	BOTH
Non-ESE/T	79.9%	99.1%	37.7%	87.4%	77.2%	99.1%	34.4%	78.4%	42.2%	42.8%	0.6%	NO	GROUP 2	GROUP 2
ESOL Non-LY	78.2%	97.4%	48.9%	99.0%	76.0%	96.0%	43.4%	98.6%	29.3%	32.6%	3.3%	NO	GROUP 1	GROUP 1
No F/R Lunch	84.5%	98.2%	62.0%	96.6%	82.8%	96.8%	58.2%	95.2%	22.5%	24.6%	2.0%	YES+	BOTH	BOTH
White	87.6%	98.1%	50.5%	97.3%	85.8%	96.8%	45.6%	97.2%	37.1%	40.2%	3.1%	NO	GROUP 1	GROUP 1
White	87.6%	98.1%	67.1%	97.6%	85.8%	96.8%	63.9%	96.1%	20.5%	21.9%	1.4%	NO	BOTH	BOTH

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant at .05? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is NO = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. NOg = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

DISTRICT REPORT

Subject: Reading L3+ School: ALL Grade Level: ALL

Group	FY2005					FY2004					ANALYSIS			
	Enroll Count	Number Tested	P Rate	Number L3+	Pct L3+	Enroll Count	Number Tested	P Rate	Number L3+	Pct L3+	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?
All Students	104162	101553	97.5%	54228	53.4%	104827	100818	96.2%	51494	51.1%	1.3%	YES+	2.3%	YES+
Asian	2557	2527	98.8%	1757	69.5%	2416	2381	98.6%	1621	68.1%	0.3%	NO	1.4%	NO
Black	29168	28001	96.0%	9066	32.4%	30008	28373	94.6%	8271	29.2%	1.4%	YES+	3.2%	YES+
Hispanic	22383	21852	97.6%	9706	44.4%	21633	20796	96.1%	8671	41.7%	1.5%	YES+	2.7%	YES+
Indian/Alaskan	551	539	97.8%	296	54.9%	535	520	97.2%	265	51.0%	0.6%	NO	4.0%	NO
Multiracial	3819	3759	98.4%	2487	66.2%	3429	3348	97.6%	2201	65.7%	0.8%	NO	0.4%	NO
White	45684	44820	98.1%	30902	68.9%	46806	45321	96.8%	30452	67.2%	1.3%	YES+	1.8%	YES+
Haitian	7810	7600	97.3%	2181	28.7%	7825	7605	97.2%	1881	24.7%	0.1%	NO	4.0%	YES+
F/R Lunch	46374	44779	96.6%	17510	39.1%	45999	43798	95.2%	15640	35.7%	1.3%	YES+	3.4%	YES+
No F/R Lunch	57788	56719	98.2%	36704	64.7%	58828	56941	96.8%	35841	62.9%	1.4%	YES+	1.8%	YES+
ESE/T	14628	12792	87.4%	2398	18.7%	15261	11970	78.4%	2006	16.8%	9.0%	YES+	2.0%	YES+
Non-ESE/T	89534	88706	99.1%	51816	58.4%	89566	88769	99.1%	49475	55.7%	(0.0%)	NO	2.7%	YES+
ESOL L+	6197	6135	99.0%	1702	27.7%	6167	6082	98.6%	1480	24.3%	0.4%	NO	3.4%	YES+
ESOL Non-LY	94662	92174	97.4%	52206	56.6%	95016	91217	96.0%	49697	54.5%	1.4%	YES+	2.2%	YES+
Male	53387	51716	96.9%	26678	51.6%	53962	51286	95.0%	25257	49.2%	1.8%	YES+	2.3%	YES+
Female	50775	49782	98.0%	27536	55.3%	50865	49453	97.2%	26224	53.0%	0.8%	YES+	2.3%	YES+

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant at .05? YES = Difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P rate from year 1 to year 2.

School District of Palm Beach County  
 Pgm P05A03A2: FCAT Sunshine State Standards Test  
 Analysis of Change in Reading Performance Gap at Level 3 and Above: FY2005 and FY2004  
 Key Results Report - Indicator 3b&c

DISTRICT REPORT

Subject: Reading L3+ School: ALL Grade Level: ALL

Group Definitions	FY2005						FY2004						
	Group 1			Group 2			Group 1			Group 2			
	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	
Group 1	68.9%	98.1%	32.4%	96.0%	67.2%	96.8%	29.2%	94.6%	36.6%	38.0%	1.5%	NO	BOTH
White	58.4%	99.1%	18.7%	87.4%	55.7%	99.1%	16.8%	78.4%	39.7%	39.0%	( 0.7%)	NO	GROUP 2
Non-ESE/T	56.6%	97.4%	27.7%	99.0%	54.5%	96.0%	24.3%	98.6%	28.9%	30.1%	1.3%	NO	GROUP 1
ESOL Non-LY	64.7%	98.2%	39.1%	96.6%	62.9%	96.8%	35.7%	95.2%	25.6%	27.2%	1.6%	NO	BOTH
No F/R Lunch	68.9%	98.1%	28.7%	97.3%	67.2%	96.8%	24.7%	97.2%	40.2%	42.5%	2.2%	NO	GROUP 1
F/R Lunch	68.9%	98.1%	44.4%	97.6%	67.2%	96.8%	41.7%	96.1%	24.5%	25.5%	1.0%	NO	BOTH
Hispanic													

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant at .05? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is NO = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. NOG = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

DISTRICT REPORT

Subject: Reading L3+ School: ALL Grade Level: ALL

Group	FY2005					FY2004					ANALYSIS				
	Enroll Count	Number Tested	P Rate	Number L3+	Pct L3+	Enroll Count	Number Tested	P Rate	Number L3+	Pct L3+	P Rate Diff	Pct L3+ Diff	Sig Diff?	Sig Diff?	Pct Diff
All Students	103824	86093	82.9%	48150	55.9%	104815	92765	88.5%	48568	52.4%	(5.6%)	YES-	YES-	3.6%	NOP
Asian	2565	2200	85.8%	1533	69.7%	2426	2259	93.1%	1515	67.1%	(7.3%)	YES-	YES-	2.6%	NOP
Black	29074	23264	80.0%	8894	38.2%	30055	25827	85.9%	8698	33.7%	(5.9%)	YES-	YES-	4.6%	NOP
Hispanic	22351	17649	79.0%	8095	45.9%	21656	18920	87.4%	7922	41.9%	(8.4%)	YES-	YES-	4.0%	NOP
Indian/Alaskan	543	460	84.7%	280	60.9%	543	475	87.5%	268	56.4%	(2.8%)	NO	NO	4.4%	NO
White	45472	39249	86.3%	27130	69.1%	46679	42115	90.2%	28065	66.6%	(3.9%)	YES-	YES-	2.5%	NOP
Haitian	7832	6172	78.8%	2057	33.3%	7886	7038	89.2%	1869	26.6%	(10.4%)	YES-	YES-	6.8%	NOP
F/R Lunch	46555	37204	79.9%	15739	42.3%	45637	39958	87.6%	15303	38.3%	(7.6%)	YES-	YES-	4.0%	NOP
No F/R Lunch	57269	48888	85.4%	32411	66.3%	59178	52807	89.2%	33265	63.0%	(3.9%)	YES-	YES-	3.3%	NOP
ESE/T	14539	10443	71.8%	2292	21.9%	15114	11139	73.7%	1963	17.6%	(1.9%)	NO	NO	4.3%	YES+
Non-ESE/T	89285	75649	84.7%	45858	60.6%	89701	81626	91.0%	46605	57.1%	(6.3%)	YES-	YES-	3.5%	NOP
ESOL L+	4944	4148	83.9%	897	21.6%	5162	4725	91.5%	873	18.5%	(7.6%)	YES-	YES-	3.1%	NOP
ESOL Non-LY	95649	79614	83.2%	47061	59.1%	96075	85067	88.5%	47497	55.8%	(5.3%)	YES-	YES-	3.3%	NOP
Male	53203	43768	82.3%	23686	54.1%	53922	47117	87.4%	23649	50.2%	(5.1%)	YES-	YES-	3.9%	NOP
Female	50621	42325	83.6%	24464	57.8%	50893	45648	89.7%	24919	54.6%	(6.1%)	YES-	YES-	3.2%	NOP

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. sig Diff? = Is the difference statistically significant at .05? YES = Difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P rate from year 1 to year 2.

Pgm P05A052: Scholastic Reading Inventory

Analysis of Change in Performance Gap at Equivalent of FCAT Level 3 and Above: FY2005 and FY2004  
Key Results Report - Indicator 3c

DISTRICT REPORT

Subject: Reading L3+ School: ALL Grade Level: ALL

Group Definitions	FY2005						FY2004						ANALYSIS OF GAP AND P RATE									
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2		FY2005 L3+ Gap		FY2004 L3+ Gap		FY05-FY04 L3+ Gap Change		FY05-FY04 L3+ Gap Sig?		P Rate Sig Diff?	
	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	FY2005 L3+ Gap	FY2004 L3+ Gap	FY05-FY04 L3+ Gap Change	FY05-FY04 L3+ Gap Sig?	FY2005 L3+ Gap	FY2004 L3+ Gap	FY05-FY04 L3+ Gap Change	FY05-FY04 L3+ Gap Sig?	P Rate	Sig Diff?
White	69.1%	86.3%	38.2%	80.0%	66.6%	90.2%	33.7%	85.9%	33.0%	30.9%	85.9%	30.9%	33.0%	2.1%	NOP	33.0%	30.9%	2.1%	NOP	BOTH		
Non-ESE/T	60.6%	84.7%	21.9%	71.8%	57.1%	91.0%	17.6%	73.7%	39.5%	38.7%	73.7%	38.7%	39.5%	0.8%	NOP	39.5%	38.7%	0.8%	NOP	GROUP 1		
ESOL Non-LY	59.1%	83.2%	21.6%	83.9%	55.8%	88.5%	18.5%	91.5%	37.4%	37.5%	91.5%	37.5%	37.4%	( 0.1%)	NOP	37.4%	37.5%	( 0.1%)	NOP	BOTH		
No F/R Lunch	66.3%	85.4%	42.3%	79.9%	63.0%	89.2%	38.3%	87.6%	24.7%	24.0%	87.6%	24.0%	24.7%	0.7%	NOP	24.7%	24.0%	0.7%	NOP	BOTH		
White	69.1%	86.3%	33.3%	78.8%	66.6%	90.2%	26.6%	89.2%	40.1%	35.8%	89.2%	35.8%	40.1%	4.3%	NOP	40.1%	35.8%	4.3%	NOP	BOTH		
White	69.1%	86.3%	45.9%	79.0%	66.6%	90.2%	41.9%	87.4%	24.8%	23.3%	87.4%	23.3%	24.8%	1.5%	NOP	24.8%	23.3%	1.5%	NOP	BOTH		

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant at .05? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is NO = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. NOg = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

School District of Palm Beach County  
 Pgm P05A03A1: FCAT Sunshine State Standards Test  
 Analysis of Reading Gains at Level 2 and Above: FY2004 to FY2005  
 Key Results Report - Indicator 3a&d

DISTRICT REPORT

Subject: Reading L2+ School: ALL Grade Level: 10

Group	FY2005					FY2004					ANALYSIS				
	Enroll Count	Number Tested	P Rate	Number L2+	Pct L2+	Enroll Count	Number Tested	P Rate	Number L2+	Pct L2+	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?	
All Students	10708	10440	97.5%	6898	66.1%	10671	10283	96.4%	6732	65.5%	1.1%	YES+	0.6%	NO	
Asian	328	326	99.4%	254	77.9%	304	304	100%	237	78.0%	.	nr	(0.0%)	NO	
Black	2694	2582	95.8%	1005	38.9%	2783	2665	95.8%	1110	41.7%	0.1%	NO	(2.7%)	NO	
Hispanic	2009	1960	97.6%	1070	54.6%	1882	1782	94.7%	988	55.4%	2.9%	YES+	(0.9%)	NO	
Indian/Alaskan	40	40	100%	27	67.5%	51	47	92.2%	35	74.5%	.	nr	(7.0%)	NO	
Multiracial	267	259	97.0%	198	76.4%	224	216	96.4%	164	75.9%	0.6%	NO	0.5%	NO	
White	5370	5263	98.0%	4342	82.5%	5427	5259	96.9%	4195	79.8%	1.1%	NO	2.7%	NO	
Haitian	701	681	97.1%	191	28.0%	783	828	106%	241	29.1%	.	nr	(1.1%)	NO	
F/R Lunch	2850	2720	95.4%	1123	41.3%	2547	2334	91.6%	942	40.4%	3.8%	YES+	0.9%	NO	
No F/R Lunch	7858	7710	98.1%	5773	74.9%	8124	7939	97.7%	5787	72.9%	0.4%	NO	2.0%	NO	
ESE/T	1138	916	80.5%	241	26.3%	1148	739	64.4%	198	26.8%	16.1%	YES+	(0.5%)	NO	
Non-ESE/T	9570	9514	99.4%	6655	69.9%	9523	9534	100%	6531	68.5%	.	nr	1.4%	NO	
ESOL L+	352	351	99.7%	59	16.8%	388	419	108%	73	17.4%	.	nr	(0.6%)	NO	
ESOL Non-LY	9994	9722	97.3%	6799	69.9%	9868	9455	95.8%	6613	69.9%	1.5%	YES+	(0.0%)	NO	
Male	5241	5077	96.9%	3346	65.9%	5256	4998	95.1%	3202	64.1%	1.8%	YES+	1.8%	NO	
Female	5467	5353	97.9%	3550	66.3%	5415	5275	97.4%	3527	66.9%	0.5%	NO	(0.5%)	NO	

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = IS the difference statistically significant at .05? YES = Difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P rate from year 1 to year 2.

DISTRICT REPORT

Subject: Reading L2+ School: ALL Grade Level: 10

Group Definitions	FY2005						FY2004						ANALYSIS OF GAP AND P RATE											
	Group 1			Group 2			Group 1			Group 2			FY2005			FY2004			FY05-FY04			FY05-FY04		
	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	FY2005 L2+ Gap	FY2004 L2+ Gap	FY05-FY04 L2+ Gap Change	FY05-FY04 L2+ Gap Change	FY05-FY04 L2+ Gap Change	FY05-FY04 L2+ Gap Change	P Rate Sig Diff?	P Rate Sig Diff?	P Rate Sig Diff?	P Rate Sig Diff?		
White	82.5%	98.0%	38.9%	95.8%	79.8%	96.9%	41.7%	95.8%	43.6%	38.1%	( 5.5%)	NO	NONE											
Non-ESE/T	69.9%	99.4%	26.3%	80.5%	68.5%	100.1%	26.8%	64.4%	43.6%	41.7%	( 1.9%)	NO	GROUP 2											
ESOL Non-LY	69.9%	97.3%	16.8%	99.7%	69.9%	95.8%	17.4%	108.0%	53.1%	52.5%	( 0.6%)	NO	GROUP 1											
No F/R Lunch	74.9%	98.1%	41.3%	95.4%	72.9%	97.7%	40.4%	91.6%	33.6%	32.5%	( 1.1%)	NO	GROUP 2											
White	82.5%	98.0%	28.0%	97.1%	79.8%	96.9%	29.1%	105.7%	54.5%	50.7%	( 3.8%)	NO	NONE											
White	82.5%	98.0%	54.6%	97.6%	79.8%	96.9%	55.4%	94.7%	27.9%	24.3%	( 3.6%)	NO	GROUP 2											

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant at .05? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. NOG = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.



School District of Palm Beach County  
 Pgm P05A03A1: FCAT Sunshine State Standards Test  
 Analysis of Reading Gains at Level 3 and Above: FY2004 to FY2005  
 Key Results Report - Indicator 3b&e

DISTRICT REPORT

Subject: Reading L3+ School: ALL Grade Level: 10

Group	FY2005					FY2004					ANALYSIS				
	Enroll Count	Number Tested	P Rate	Number L3+	Pct L3+	Enroll Count	Number Tested	P Rate	Number L3+	Pct L3+	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?	
All Students	10708	10440	97.5%	3789	36.3%	10671	10283	96.4%	3687	35.9%	1.1%	YES+	0.4%	NO	
Asian	328	326	99.4%	157	48.2%	304	304	100%	141	46.4%	.	nr	1.8%	NO	
Black	2694	2582	95.8%	339	13.1%	2783	2665	95.8%	359	13.5%	0.1%	NO	(0.3%)	NO	
Hispanic	2009	1960	97.6%	479	24.4%	1882	1782	94.7%	433	24.3%	2.9%	YES+	0.1%	NO	
Indian/Alaskan	40	40	100%	10	25.0%	51	47	92.2%	16	34.0%	.	nr	(9.0%)	NO	
Multiracial	267	259	97.0%	100	38.6%	224	216	96.4%	90	41.7%	0.6%	NO	(3.1%)	NO	
White	5370	5263	98.0%	2703	51.4%	5427	5259	96.9%	2648	50.4%	1.1%	NO	1.0%	NO	
Haitian	701	681	97.1%	64	9.4%	783	828	106%	64	7.7%	.	nr	1.7%	NO	
F/R Lunch	2850	2720	95.4%	419	15.4%	2547	2334	91.6%	311	13.3%	3.8%	YES+	2.1%	NO	
No F/R Lunch	7858	7710	98.1%	3369	43.7%	8124	7939	97.7%	3376	42.5%	0.4%	NO	1.2%	NO	
ESE/T	1138	916	80.5%	69	7.5%	1148	739	64.4%	57	7.7%	16.1%	YES+	(0.2%)	NO	
Non-ESE/T	9570	9514	99.4%	3719	39.1%	9523	9534	100%	3630	38.1%	.	nr	1.0%	NO	
ESOL L+	352	351	99.7%	11	3.1%	388	419	108%	18	4.3%	.	nr	(1.2%)	NO	
ESOL Non-LY	9994	9722	97.3%	3773	38.8%	9868	9455	95.8%	3661	38.7%	1.5%	YES+	0.1%	NO	
Male	5241	5077	96.9%	1912	37.7%	5256	4998	95.1%	1771	35.4%	1.8%	YES+	2.2%	NO	
Female	5467	5353	97.9%	1876	35.0%	5415	5275	97.4%	1916	36.3%	0.5%	NO	(1.3%)	NO	

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant at .05? YES = Difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P rate from year 1 to year 2.

School District of Palm Beach County  
 Pgm P05A03A2: FCAT Sunshine State Standards Test  
 Analysis of Change in Reading Performance Gap at Level 3 and Above: FY2005 and FY2004  
 Key Results Report - Indicator 3b&e

DISTRICT REPORT

Subject: Reading L3+ School: ALL Grade Level: 10

Group Definitions	FY2004													
	FY2005					FY2004								
	Group 1		Group 2		Group 1		Group 2		Group 2		ANALYSIS OF GAP AND P RATE			
Group 1	Group 2	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	FY2005 L3+ Gap	FY2004 L3+ Gap	FY05-FY04 L3+ Gap Change	FY05-FY04 L3+ Gap Sig?	P Rate Sig Diff?
White	51.4%	98.0%	13.1%	95.8%	50.4%	96.9%	13.5%	95.8%	38.2%	36.9%	( 1.3%)	NO	NONE	
Non-ESE/T	39.1%	99.4%	7.5%	80.5%	38.1%	100.1%	7.7%	64.4%	31.6%	30.4%	( 1.2%)	NO	GROUP 2	
ESOL Non-LY	38.8%	97.3%	3.1%	99.7%	38.7%	95.8%	4.3%	108.0%	35.7%	34.4%	( 1.3%)	NO	GROUP 1	
No F/R Lunch	43.7%	98.1%	15.4%	95.4%	42.5%	97.7%	13.3%	91.6%	28.3%	29.2%	0.9%	NO	GROUP 2	
White	51.4%	98.0%	9.4%	97.1%	50.4%	96.9%	7.7%	105.7%	42.0%	42.6%	0.7%	NO	NONE	
White	51.4%	98.0%	24.4%	97.6%	50.4%	96.9%	24.3%	94.7%	26.9%	26.1%	( 0.9%)	NO	GROUP 2	

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant at .05? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is NO = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. NOg = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

DISTRICT REPORT

Subject: Mathematics L2+ School: ALL Grade Level: ALL

Group	FY2005					FY2004					ANALYSIS				
	Enroll Count	Number Tested	P Rate	Number L2+	Pct L2+	Enroll Count	Number Tested	P Rate	Number L2+	Pct L2+	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?	
All Students	104162	101444	97.4%	82718	81.5%	104827	100790	96.1%	80396	79.8%	1.2%	YES+	1.8%	YES+	
Asian	2557	2522	98.6%	2380	94.4%	2416	2379	98.5%	2229	93.7%	0.2%	NO	0.7%	NO	
Black	29168	27940	95.8%	18434	66.0%	30008	28321	94.4%	17733	62.6%	1.4%	YES+	3.4%	YES+	
Hispanic	22383	21824	97.5%	16860	77.3%	21633	20820	96.2%	15694	75.4%	1.3%	YES+	1.9%	YES+	
Indian/Alaskan	551	539	97.8%	454	84.2%	535	516	96.4%	421	81.6%	1.4%	NO	2.6%	NO	
Multiracial	3819	3752	98.2%	3351	89.3%	3429	3349	97.7%	2957	88.3%	0.6%	NO	1.0%	NO	
White	45684	44792	98.0%	41203	92.0%	46806	45304	96.8%	41306	91.2%	1.3%	YES+	0.8%	YES+	
Haitian	7810	7589	97.2%	4539	59.8%	7825	7596	97.1%	4144	54.6%	0.1%	NO	5.3%	YES+	
F/R Lunch	46374	44722	96.4%	31660	70.8%	45999	43789	95.2%	29493	67.4%	1.2%	YES+	3.4%	YES+	
No F/R Lunch	57788	56647	98.0%	51022	90.1%	58828	56900	96.7%	50847	89.4%	1.3%	YES+	0.7%	YES+	
ESE/T	14628	12770	87.3%	6213	48.7%	15261	12008	78.7%	5514	45.9%	8.6%	YES+	2.7%	YES+	
Non-ESE/T	89534	88599	99.0%	76469	86.3%	89566	88681	99.0%	74826	84.4%	(0.1%)	NO	1.9%	YES+	
ESOL L+	6197	6124	98.8%	3829	62.5%	6167	6084	98.7%	3591	59.0%	0.2%	NO	3.5%	YES+	
ESOL Non-LY	94662	92086	97.3%	77648	84.3%	95016	91174	96.0%	75523	82.8%	1.3%	YES+	1.5%	YES+	
Male	53387	51646	96.7%	41575	80.5%	53962	51257	95.0%	40443	78.9%	1.8%	YES+	1.6%	YES+	
Female	50775	49723	97.9%	41107	82.7%	50865	49432	97.2%	39897	80.7%	0.7%	YES+	2.0%	YES+	

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant at .05? YES = Difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P rate from year 1 to year 2.

DISTRICT REPORT

Subject: Mathematics L2+ School: ALL Grade Level: ALL

Group Definitions	FY2005						FY2004						ANALYSIS OF GAP AND P RATE				
	Group 1			Group 2			Group 1			Group 2			FY2005	FY2004	FY05-FY04	FY05-FY04	P Rate
	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	L2+ Gap	L2+ Gap	L2+ Gap Change	L2+ Gap	Sig Diff?
White	92.0%	98.0%	66.0%	95.8%	91.2%	96.8%	62.6%	94.4%	26.0%	28.6%	2.6%	YES+	BOTH				
Non-ESE/T	86.3%	99.0%	48.7%	87.3%	84.4%	99.0%	45.9%	78.7%	37.7%	38.5%	0.8%	NO	GROUP 2				
ESOL Non-LY	84.3%	97.3%	62.5%	98.8%	82.8%	96.0%	59.0%	98.7%	21.8%	23.8%	2.0%	NO	GROUP 1				
No F/R Lunch	90.1%	98.0%	70.8%	96.4%	89.4%	96.7%	67.4%	95.2%	19.3%	22.0%	2.7%	YES+	BOTH				
White	92.0%	98.0%	59.8%	97.2%	91.2%	96.8%	54.6%	97.1%	32.2%	36.6%	4.4%	YES+	GROUP 1				
White	92.0%	98.0%	77.3%	97.5%	91.2%	96.8%	75.4%	96.2%	14.7%	15.8%	1.1%	NO	BOTH				

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant at .05? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is NO = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. NOg = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

DISTRICT REPORT

Subject: Mathematics L3+ School: ALL Grade Level: ALL

Group	FY2005					FY2004					ANALYSIS			
	Enroll Count	Number Tested	P Rate	Number L3+	Pct L3+	Enroll Count	Number Tested	P Rate	Number L3+	Pct L3+	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?
All Students	104162	101444	97.4%	62386	61.5%	104827	100790	96.1%	59354	58.9%	1.2%	YES+	2.6%	YES+
Asian	2557	2522	98.6%	2105	83.5%	2416	2379	98.5%	1963	82.5%	0.2%	NO	1.0%	NO
Black	29168	27940	95.8%	10731	38.4%	30008	28321	94.4%	9813	34.6%	1.4%	YES+	3.8%	YES+
Hispanic	22383	21824	97.5%	11925	54.6%	21633	20820	96.2%	10748	51.6%	1.3%	YES+	3.0%	YES+
Indian/Alaskan	551	539	97.8%	328	60.9%	535	516	96.4%	317	61.4%	1.4%	NO	(0.6%)	NO
Multiracial	3819	3752	98.2%	2627	70.0%	3429	3349	97.7%	2293	68.5%	0.6%	NO	1.5%	NO
White	45684	44792	98.0%	34645	77.3%	46806	45304	96.8%	34188	75.5%	1.3%	YES+	1.9%	YES+
Haitian	7810	7589	97.2%	2520	33.2%	7825	7596	97.1%	2210	29.1%	0.1%	NO	4.1%	YES+
F/R Lunch	46374	44722	96.4%	20160	45.1%	45999	43789	95.2%	18081	41.3%	1.2%	YES+	3.8%	YES+
No F/R Lunch	57788	56647	98.0%	42201	74.5%	58828	56900	96.7%	41241	72.5%	1.3%	YES+	2.0%	YES+
ESE/T	14628	12770	87.3%	3167	24.8%	15261	12008	78.7%	2698	22.5%	8.6%	YES+	2.3%	YES+
Non-ESE/T	89534	88599	99.0%	59194	66.8%	89566	88681	99.0%	56624	63.9%	(0.1%)	NO	3.0%	YES+
ESOL L+	6197	6124	98.8%	2130	34.8%	6167	6084	98.7%	1903	31.3%	0.2%	NO	3.5%	YES+
ESOL Non-LY	94662	92086	97.3%	59565	64.7%	95016	91174	96.0%	56763	62.3%	1.3%	YES+	2.4%	YES+
Male	53387	51646	96.7%	31976	61.9%	53962	51257	95.0%	30635	59.8%	1.8%	YES+	2.1%	YES+
Female	50775	49723	97.9%	30385	61.1%	50865	49432	97.2%	28687	58.0%	0.7%	YES+	3.1%	YES+

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant at .05? YES = Difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P rate from year 1 to year 2.

Analysis of Change in Mathematics Performance Gap at Level 3 and Above: FY2005 and FY2004  
Key Results Report - Indicator 3g&i

## DISTRICT REPORT

Subject: Mathematics L3+ School: ALL Grade Level: ALL

Group Definitions	FY2005						FY2004						P Rate Sig Diff?					
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2							
	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate						
Group 1																		
Group 2																		
White	77.3%	98.0%	38.4%	95.8%	75.5%	96.8%	34.6%	94.4%	38.9%	40.8%	1.9%	YES+	BOTH					
Non-ESE/T	66.8%	99.0%	24.8%	87.3%	63.9%	99.0%	22.5%	78.7%	42.0%	41.4%	( 0.6%)	NO	GROUP 2					
ESOL Non-LY	64.7%	97.3%	34.8%	98.8%	62.3%	96.0%	31.3%	98.7%	29.9%	31.0%	1.1%	NO	GROUP 1					
No F/R Lunch	74.5%	98.0%	45.1%	96.4%	72.5%	96.7%	41.3%	95.2%	29.4%	31.2%	1.8%	YES+	BOTH					
White	77.3%	98.0%	33.2%	97.2%	75.5%	96.8%	29.1%	97.1%	44.1%	46.4%	2.2%	NO	GROUP 1					
White	77.3%	98.0%	54.6%	97.5%	75.5%	96.8%	51.6%	96.2%	22.7%	23.8%	1.1%	NO	BOTH					

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the state rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant at .05? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is NO = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. NOg = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

DISTRICT REPORT

Subject: Mathematics L2+ School: ALL Grade Level: 10

Group	FY2005						FY2004						ANALYSIS		
	Enroll Count	Number Tested	P Rate	Number L2+	Pct L2+	Enroll Count	Number Tested	P Rate	Number L2+	Pct L2+	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?	
All Students	10708	10375	96.9%	9270	89.3%	10671	10238	95.9%	8871	86.6%	0.9%	NO	2.7%	YES+	
Asian	328	323	98.5%	315	97.5%	304	300	98.7%	288	96.0%	.	nr	1.5%	NO	
Black	2694	2543	94.4%	1926	75.7%	2783	2628	94.4%	1832	69.7%	(0.0%)	NO	6.0%	YES+	
Hispanic	2009	1937	96.4%	1672	86.3%	1882	1779	94.5%	1495	84.0%	1.9%	NO	2.3%	NO	
Indian/Alaskan	40	39	97.5%	35	89.7%	51	45	88.2%	40	88.9%	.	nr	.	nr	
Multiracial	267	258	96.6%	243	94.2%	224	215	96.0%	198	92.1%	0.6%	NO	2.1%	NO	
White	5370	5254	97.8%	5071	96.5%	5427	5244	96.6%	5003	95.4%	1.2%	YES+	1.1%	NO	
Haitian	701	674	96.1%	456	67.7%	783	816	104%	470	57.6%	.	nr	10.1%	YES+	
F/R Lunch	2850	2682	94.1%	2108	78.6%	2547	2313	90.8%	1664	71.9%	3.3%	YES+	6.7%	YES+	
No F/R Lunch	7858	7672	97.6%	7154	93.2%	8124	7898	97.2%	7192	91.1%	0.4%	NO	2.2%	YES+	
ESE/T	1138	901	79.2%	489	54.3%	1148	730	63.6%	406	55.6%	15.6%	YES+	(1.3%)	NO	
Non-ESE/T	9570	9453	98.8%	8773	92.8%	9523	9481	99.6%	8450	89.1%	(0.8%)	YES-	3.7%	NOp	
ESOL L+	352	345	98.0%	233	67.5%	388	416	107%	243	58.4%	.	nr	9.1%	NO	
ESOL Non-LY	9994	9681	96.9%	8845	91.4%	9868	9416	95.4%	8437	89.6%	1.4%	YES+	1.8%	YES+	
Male	5241	5030	96.0%	4485	89.2%	5256	4949	94.2%	4333	87.6%	1.8%	YES+	1.6%	NO	
Female	5467	5324	97.4%	4777	89.7%	5415	5262	97.2%	4523	86.0%	0.2%	NO	3.8%	YES+	

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant at .05? YES = Difference is significant. NO = difference is not significant. NOp = not reported because of significantly reduced P rate from year 1 to year 2.

DISTRICT REPORT

Subject: Mathematics L2+ School: ALL Grade Level: 10

Group Definitions	FY2005						FY2004						ANALYSIS OF GAP AND P RATE				
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2		FY2005	FY2004	FY05-FY04	FY05-FY04	P Rate
	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	L2+ Gap	L2+ Gap	L2+ Gap Change	L2+ Gap Sig?	P Rate Sig Diff?
White	96.5%	97.8%	75.7%	94.4%	95.4%	96.6%	69.7%	94.4%	96.6%	69.7%	94.4%	20.8%	25.7%	4.9%	YES+	GROUP 1	
Non-ESE/T	92.8%	98.8%	54.3%	79.2%	89.1%	99.6%	55.6%	63.6%	99.6%	55.6%	63.6%	38.5%	33.5%	( 5.0%)	NOP	BOTH	
ESOL Non-LY	91.4%	96.9%	67.5%	98.0%	89.6%	95.4%	58.4%	107.2%	95.4%	58.4%	107.2%	23.8%	31.2%	7.4%	NO	GROUP 1	
No F/R Lunch	93.2%	97.6%	78.6%	94.1%	91.1%	97.2%	71.9%	90.8%	97.2%	71.9%	90.8%	14.7%	19.1%	4.5%	NO	GROUP 2	
White	96.5%	97.8%	67.7%	96.1%	95.4%	96.6%	57.6%	104.2%	96.6%	57.6%	104.2%	28.9%	37.8%	8.9%	NO	GROUP 1	
White	96.5%	97.8%	86.3%	96.4%	95.4%	96.6%	84.0%	94.5%	96.6%	84.0%	94.5%	10.2%	11.4%	1.2%	NO	GROUP 1	

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant at .05? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is NO = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. NOg = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.



DISTRICT REPORT

Subject: Mathematics L3+ School: ALL Grade Level: 10

Group	FY2005				FY2004				ANALYSIS						
	Enroll Count	Number Tested	P Rate	Number L3+	Pct L3+	Enroll Count	Number Tested	P Rate	Number L3+	Pct L3+	P Rate Diff	Pct L3+ Diff	Sig Diff?	Sig Diff?	
All Students	10708	10375	96.9%	7440	71.7%	10671	10238	95.9%	6953	67.9%	0.9%	0.9%	NO	3.8%	YES+
Asian	328	323	98.5%	284	87.9%	304	300	98.7%	263	87.7%	.	.	nr	0.3%	NO
Black	2694	2543	94.4%	1160	45.6%	2783	2628	94.4%	1025	39.0%	(0.0%)	(0.0%)	NO	6.6%	YES+
Hispanic	2009	1937	96.4%	1247	64.4%	1882	1779	94.5%	1093	61.4%	1.9%	1.9%	NO	2.9%	NO
Indian/Alaskan	40	39	97.5%	23	59.0%	51	45	88.2%	36	80.0%	.	.	nr	(21.0%)	NO
Multiracial	267	258	96.6%	199	77.1%	224	215	96.0%	163	75.8%	0.6%	0.6%	NO	1.3%	NO
White	5370	5254	97.8%	4522	86.1%	5427	5244	96.6%	4363	83.2%	1.2%	1.2%	YES+	2.9%	YES+
Haitian	701	674	96.1%	239	35.5%	783	816	104%	250	30.6%	.	.	nr	4.8%	NO
F/R Lunch	2850	2682	94.1%	1361	50.7%	2547	2313	90.8%	1042	45.0%	3.3%	3.3%	YES+	5.7%	YES+
No F/R Lunch	7858	7672	97.6%	6074	79.2%	8124	7898	97.2%	5901	74.7%	0.4%	0.4%	NO	4.5%	YES+
ESE/T	1138	901	79.2%	248	27.5%	1148	730	63.6%	226	31.0%	15.6%	15.6%	YES+	(3.4%)	NO
Non-ESE/T	9570	9453	98.8%	7187	76.0%	9523	9481	99.6%	6717	70.8%	(0.8%)	(0.8%)	YES-	5.2%	NOp
ESOL L+	352	345	98.0%	111	32.2%	388	416	107%	138	33.2%	.	.	nr	(1.0%)	NO
ESOL Non-LY	9994	9681	96.9%	7223	74.6%	9868	9416	95.4%	6723	71.4%	1.4%	1.4%	YES+	3.2%	YES+
Male	5241	5030	96.0%	3713	73.8%	5256	4949	94.2%	3529	71.3%	1.8%	1.8%	YES+	2.5%	NO
Female	5467	5324	97.4%	3722	69.9%	5415	5262	97.2%	3414	64.9%	0.2%	0.2%	NO	5.0%	YES+

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant at .05? YES = Difference is significant. NO = difference is not significant. NOp = not reported because of significantly reduced P rate from year 1 to year 2.

DISTRICT REPORT

Subject: Mathematics L3+ School: ALL Grade Level: 10

Group Definitions	FY2005						FY2004								
	Group 1			Group 2			Group 1			Group 2					
	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate			
Group 1	Group 2	Black	86.1%	97.8%	45.6%	94.4%	83.2%	96.6%	39.0%	94.4%	40.5%	44.2%	3.7%	NO	GROUP 1
Non-ESE/T	ESE/T		76.0%	98.8%	27.5%	79.2%	70.8%	99.6%	31.0%	63.6%	48.5%	39.9%	( 8.6%)	NOP	BOTH
ESOL Non-LY	ESOL L+		74.6%	96.9%	32.2%	98.0%	71.4%	95.4%	33.2%	107.2%	42.4%	38.2%	( 4.2%)	NO	GROUP 1
No F/R Lunch	F/R Lunch		79.2%	97.6%	50.7%	94.1%	74.7%	97.2%	45.0%	90.8%	28.4%	29.7%	1.2%	NO	GROUP 2
White	Haitian		86.1%	97.8%	35.5%	96.1%	83.2%	96.6%	30.6%	104.2%	50.6%	52.6%	2.0%	NO	GROUP 1
White	Hispanic		86.1%	97.8%	64.4%	96.4%	83.2%	96.6%	61.4%	94.5%	21.7%	21.8%	0.1%	NO	GROUP 1

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the state rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant at .05? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is NO = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. Nog = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

School District of Palm Beach County  
 Pgm P05A091L4: FCAT Sunshine State Standards Test  
 Analysis of Writing Gains at Level 4 and Above: FY2004 to FY2005  
 Key Results Report - Indicator 3j

DISTRICT REPORT

Subject: Writing L4+ School: ALL Grade Level: ALL

Group	FY2005					FY2004					ANALYSIS				
	Enroll Count	Number Tested	P Rate	Number L4+	Pct L4+	Enroll Count	Number Tested	P Rate	Number L4+	Pct L4+	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?	
All Students	37105	35995	97.0%	22841	63.6%	35899	34379	95.8%	19888	57.8%	1.2%	YES+	5.8%	YES+	
Asian	977	955	97.7%	712	74.7%	901	880	97.7%	629	71.5%	0.1%	NO	3.2%	NO	
Black	10165	9713	95.6%	5000	51.6%	9624	9011	93.6%	4063	45.1%	1.9%	YES+	6.5%	YES+	
Hispanic	7695	7468	97.1%	4319	58.1%	7171	6813	95.0%	3440	50.5%	2.0%	YES+	7.6%	YES+	
Indian/Alaskan	189	184	97.4%	116	63.0%	174	163	93.7%	94	57.7%	3.7%	NO	5.4%	NO	
White	16763	16342	97.5%	11810	72.4%	16965	16371	96.5%	10979	67.1%	1.0%	YES+	5.3%	YES+	
Haitian	2672	2587	96.8%	1182	45.8%	2524	2424	96.0%	957	39.5%	0.8%	NO	6.3%	YES+	
F/R Lunch	15154	14524	95.8%	7494	51.8%	14096	13252	94.0%	5761	43.5%	1.8%	YES+	8.3%	YES+	
No F/R Lunch	21951	21428	97.6%	15336	71.7%	21803	21027	96.4%	14082	67.0%	1.2%	YES+	4.7%	YES+	
ESE/T	4988	4316	86.5%	1369	31.9%	4461	3337	74.8%	864	25.9%	11.7%	YES+	6.0%	YES+	
Non-ESE/T	32117	31636	98.5%	21461	68.0%	31438	30942	98.4%	18979	61.3%	0.1%	NO	6.6%	YES+	
ESOL L+	1926	1894	98.3%	826	43.6%	1756	1714	97.6%	557	32.5%	0.7%	NO	11.1%	YES+	
ESOL Non-LY	33970	32920	96.9%	21797	66.4%	32827	31443	95.8%	19162	60.9%	1.1%	YES+	5.4%	YES+	
Male	18824	18146	96.4%	10132	56.1%	18199	17172	94.4%	8818	51.4%	2.0%	YES+	4.7%	YES+	
Female	18281	17806	97.4%	12698	71.4%	17700	17107	96.6%	11025	64.4%	0.8%	YES+	6.9%	YES+	

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the state rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = Difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P rate from year 1 to year 2.

**Analysis of Change in Performance Gap at Level 4 and Above (L4+): FY2005 and FY2004  
Key Results Report - Indicator 3j**

**DISTRICT REPORT**

**Subject: Writing L4+ School: ALL Grade Level: ALL**

Group Definitions	FY2005						FY2004						ANALYSIS OF GAP AND P RATE				
	Group 1			Group 2			Group 1			Group 2			FY2005	FY2004	FY05-FY04	FY05-FY04	P Rate
	Pct L4+	P Rate	Pct L4+	P Rate	Pct L4+	P Rate	Pct L4+	P Rate	Pct L4+	P Rate	L4+ Gap	L4+ Gap	L4+ Gap Change	L4+ Gap Sig?	L4+ Gap Sig?	Sig Diff?	
White	72.4%	97.5%	51.6%	95.6%	67.1%	96.5%	45.1%	93.6%	20.7%	22.0%	1.2%	NO	BOTH				
Non-ESE/T	68.0%	98.5%	31.9%	86.5%	61.3%	98.4%	25.9%	74.8%	36.0%	35.4%	( 0.6%)	NO	GROUP 2				
ESOL Non-LY	66.4%	96.9%	43.6%	98.3%	60.9%	95.8%	32.5%	97.6%	22.7%	28.4%	5.7%	NO	GROUP 1				
No F/R Lunch	71.7%	97.6%	51.8%	95.8%	67.0%	96.4%	43.5%	94.0%	19.9%	23.5%	3.6%	YES+	BOTH				
White	72.4%	97.5%	45.8%	96.8%	67.1%	96.5%	39.5%	96.0%	26.6%	27.6%	1.0%	NO	GROUP 1				
White	72.4%	97.5%	58.1%	97.1%	67.1%	96.5%	50.5%	95.0%	14.3%	16.6%	2.3%	NO	BOTH				

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant for none, one, or both of the groups? YES = difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. NOg = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

School District of Palm Beach County  
 Pgm P05A101: FCAT Sunshine State Standards Test  
 Analysis of Reading Gains of Same Students  
 with Growth Greater than One Year: FY2004 to FY2005  
 Key Results Report - Indicator 3k&m  
 DISTRICT REPORT

Subject: Reading >1 Year School: ALL Grade Level: ALL

Group	FY2005					FY2004					ANALYSIS				
	Enroll Count	Number Tested	P Rate	Number >1 Year	Pct >1 Year	Enroll Count	Number Tested	P Rate	Number >1 Year	Pct >1 Year	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?	
All Students	91109	76400	83.9%	46584	61.0%	91243	73653	80.7%	43751	59.4%	3.1%	YES+	1.6%	YES+	
Asian	2233	1860	83.3%	1272	68.4%	2094	1756	83.9%	1181	67.3%	(0.6%)	NO	1.1%	NO	
Black	25584	20961	81.9%	11471	54.7%	25979	20404	78.5%	10547	51.7%	3.4%	YES+	3.0%	YES+	
Hispanic	19311	15677	81.2%	9626	61.4%	18638	14270	76.6%	8225	57.6%	4.6%	YES+	3.8%	YES+	
Indian/Alaskan	467	371	79.4%	219	59.0%	454	345	76.0%	211	61.2%	3.5%	NO	(2.1%)	NO	
White	40307	34769	86.3%	22264	64.0%	41300	34649	83.9%	22166	64.0%	2.4%	YES+	0.1%	NO	
Haitian	6743	5595	83.0%	3194	57.1%	6738	5204	77.2%	2818	54.2%	5.7%	YES+	2.9%	NO	
F/R Lunch	39409	32223	81.8%	18857	58.5%	38520	29543	76.7%	16518	55.9%	5.1%	YES+	2.6%	YES+	
No F/R Lunch	51700	44095	85.3%	27688	62.8%	52723	44091	83.6%	27229	61.8%	1.7%	YES+	1.0%	NO	
ESE/T	12633	9125	72.2%	5007	54.9%	12955	8363	64.6%	4022	48.1%	7.7%	YES+	6.8%	YES+	
Non-ESE/T	78476	67193	85.6%	41538	61.8%	78288	65271	83.4%	39725	60.9%	2.2%	YES+	1.0%	NO	
ESOL L+	4265	3908	91.6%	2386	61.1%	4244	3731	87.9%	2165	58.0%	3.7%	YES+	3.0%	NO	
ESOL Non-LY	83966	71400	85.0%	43464	60.9%	83838	69208	82.5%	41160	59.5%	2.5%	YES+	1.4%	YES+	
Male	46710	38535	82.5%	23453	60.9%	46862	37084	79.1%	21579	58.2%	3.4%	YES+	2.7%	YES+	
Female	44399	37783	85.1%	23092	61.1%	44381	36550	82.4%	22168	60.7%	2.7%	YES+	0.5%	NO	

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = Difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P rate from year 1 to year 2.

Analysis of Change in Reading Performance Gap of Same Students  
 with Growth Greater than One Year: FY2005 and FY2004

Key Results Report - Indicator 3k&m  
 DISTRICT REPORT

Subject: Reading >1 Year School: ALL Grade Level: ALL

Group Definitions	FY2005				FY2004				ANALYSIS OF GAP AND P RATE				
	Group 1	Group 2	Group 1	Group 2	Group 1	Group 2	Group 1	Group 2	FY2005 Gap	FY2004 Gap	FY05-FY04 Gap Change	FY05-FY04 Gap Sig?	P Rate Sig Diff?
White	64.0%	86.3%	54.7%	81.9%	64.0%	83.9%	51.7%	78.5%	9.3%	12.3%	3.0%	YES+	BOTH
Non-ESE/T	61.8%	85.6%	54.9%	72.2%	60.9%	83.4%	48.1%	64.6%	6.9%	12.8%	5.8%	YES+	BOTH
ESOL Non-LY	60.9%	85.0%	61.1%	91.6%	59.5%	82.5%	58.0%	87.9%	( 0.2%)	1.4%	1.6%	NOg	BOTH
No F/R Lunch	62.8%	85.3%	58.5%	81.8%	61.8%	83.6%	55.9%	76.7%	4.3%	5.8%	1.6%	NO	BOTH
White	64.0%	86.3%	57.1%	83.0%	64.0%	83.9%	54.2%	77.2%	6.9%	9.8%	2.9%	NO	BOTH
White	64.0%	86.3%	61.4%	81.2%	64.0%	83.9%	57.6%	76.6%	2.6%	6.3%	3.7%	YES+	BOTH

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. NOg = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

School District of Palm Beach County  
 Pgm P05A121:Scholastic Reading Inventory  
 Analysis of Reading Gains of Same Students  
 with Growth Equal to or Greater than One Year: FY2004 to FY2005  
 Key Results Report - Indicator 3I  
 DISTRICT REPORT

Subject: Reading =>1 Year School: ALL Grade Level: ALL

Group	FY2005				FY2004				ANALYSIS					
	Enroll Count	Number Tested	P Rate	Number =>1 Year	Pct =>1 Year	Enroll Count	Number Tested	P Rate	Number =>1 Year	Pct =>1 Year	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?
All Students	103825	75683	72.9%	37425	49.4%	104815	79312	75.7%	38641	48.7%	(2.8%)	YES-	0.7%	NO
Asian	2565	1977	77.1%	1095	55.4%	2426	1962	80.9%	1057	53.9%	(3.8%)	NO	1.5%	NO
Black	29075	19930	68.5%	8447	42.4%	30055	22243	74.0%	9377	42.2%	(5.5%)	YES-	0.2%	NO
Hispanic	22351	14906	66.7%	6852	46.0%	21656	15863	73.2%	7285	45.9%	(6.6%)	YES-	0.0%	NO
Indian/Alaskan	543	405	74.6%	198	48.9%	543	395	72.7%	203	51.4%	1.8%	NO	(2.5%)	NO
White	45472	35545	78.2%	19300	54.3%	46679	36120	77.4%	19280	53.4%	0.8%	NO	0.9%	NO
Haitian	7832	5269	67.3%	2174	41.3%	7886	6042	76.6%	2424	40.1%	(9.3%)	YES-	1.1%	NO
F/R Lunch	46555	31677	68.0%	13796	43.6%	45637	34263	75.1%	14973	43.7%	(7.0%)	YES-	(0.1%)	NO
No F/R Lunch	57270	44006	76.8%	23629	53.7%	59178	45049	76.1%	23668	52.5%	0.7%	NO	1.2%	NO
ESE/T	14539	8656	59.5%	3196	36.9%	15114	9105	60.2%	3190	35.0%	(0.7%)	NO	1.9%	NO
Non-ESE/T	89286	67027	75.1%	34229	51.1%	89701	70207	78.3%	35451	50.5%	(3.2%)	YES-	0.6%	NO
ESOL L+	4944	3682	74.5%	1328	36.1%	5162	4204	81.4%	1616	38.4%	(7.0%)	YES-	(2.4%)	NO
ESOL Non-LY	95650	70541	73.7%	35616	50.5%	96075	73350	76.3%	36429	49.7%	(2.6%)	YES-	0.8%	NO
Male	53203	38272	71.9%	18902	49.4%	53922	40007	74.2%	19286	48.2%	(2.3%)	YES-	1.2%	NO
Female	50622	37411	73.9%	18523	49.5%	50893	39305	77.2%	19355	49.2%	(3.3%)	YES-	0.3%	NO

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant at .05? YES = Difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P rate from year 1 to year 2.

**Analysis of Change in Performance Gap Reading Gains of Same Students  
with Growth Equal to or Greater than One Year: FY2004 to FY2005  
Key Results Report - Indicator 3I  
DISTRICT REPORT**

**Subject: Reading =>1 Year School: ALL Grade Level: ALL**

Group Definitions	FY2005				FY2004				ANALYSIS OF GAP AND P RATE				
	Group 1		Group 2		Group 1		Group 2		FY2005	FY2004	FY05-FY04	FY05-FY04	P Rate
	Pct =>1 Year	P Rate	Pct =>1 Year	P Rate	Pct =>1 Year	P Rate	Pct =>1 Year	P Rate	=>1 Year Gap	=>1 Year Gap	=>1 Year Gap Change	=>1 Year Gap Sig?	Sig Diff?
White	54.3%	78.2%	42.4%	68.5%	53.4%	77.4%	42.2%	74.0%	11.9%	11.2%	( 0.7%)	NO	GROUP 2
Non-ESE/T	51.1%	75.1%	36.9%	59.5%	50.5%	78.3%	35.0%	60.2%	14.1%	15.5%	1.3%	NO	GROUP 1
ESOL Non-LY	50.5%	73.7%	36.1%	74.5%	49.7%	76.3%	38.4%	81.4%	14.4%	11.2%	( 3.2%)	NO	BOTH
No F/R Lunch	53.7%	76.8%	43.6%	68.0%	52.5%	76.1%	43.7%	75.1%	10.1%	8.8%	( 1.3%)	NO	GROUP 2
White	54.3%	78.2%	41.3%	67.3%	53.4%	77.4%	40.1%	76.6%	13.0%	13.3%	0.2%	NO	GROUP 2
White	54.3%	78.2%	46.0%	66.7%	53.4%	77.4%	45.9%	73.2%	8.3%	7.5%	( 0.9%)	NO	GROUP 2

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant at .05? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is NO = difference is not significant. Nop = not reported because of significantly reduced P Rate from year 1 to year 2. NOg = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.



School District of Palm Beach County  
 Pgm P05A101: FCAT Sunshine State Standards Test  
 Analysis of Reading Gains of Same Students  
 with Growth Greater than One Year: FY2004 to FY2005  
 Key Results Report - Indicator 3k&m  
 DISTRICT REPORT

Subject: Reading >1 Year School: ALL Grade Level: 10

Group	FY2005					FY2004					ANALYSIS				
	Enroll Count	Number Tested	P Rate	Number >1 Year	Pct >1 Year	Enroll Count	Number Tested	P Rate	Number >1 Year	Pct >1 Year	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?	
All Students	10708	8808	82.3%	4725	53.6%	10671	8546	80.1%	5081	59.5%	2.2%	YES+	( 5.8%)	YES-	
Asian	328	276	84.1%	171	62.0%	304	259	85.2%	170	65.6%	( 1.1%)	NO	( 3.7%)	NO	
Black	2694	2056	76.3%	887	43.1%	2783	2084	74.9%	1117	53.6%	1.4%	NO	(10.5%)	YES-	
Hispanic	2009	1540	76.7%	788	51.2%	1882	1385	73.6%	784	56.6%	3.1%	NO	( 5.4%)	NO	
Indian/Alaskan	40	33	82.5%	13	39.4%	51	34	66.7%	20	58.8%	15.8%	NO	(19.4%)	NO	
White	5370	4690	87.3%	2755	58.7%	5427	4614	85.0%	2885	62.5%	2.3%	NO	( 3.8%)	NO	
Haitian	701	542	77.3%	247	45.6%	783	582	74.3%	344	59.1%	3.0%	NO	(13.5%)	YES-	
F/R Lunch	2850	2116	74.2%	1001	47.3%	2547	1743	68.4%	958	55.0%	5.8%	YES+	( 7.7%)	YES-	
No F/R Lunch	7858	6683	85.0%	3720	55.7%	8124	6796	83.7%	4122	60.7%	1.4%	NO	( 5.0%)	YES-	
ESE/T	1138	594	52.2%	276	46.5%	1148	549	47.8%	236	43.0%	4.4%	NO	3.5%	NO	
Non-ESE/T	9570	8205	85.7%	4445	54.2%	9523	7990	83.9%	4844	60.6%	1.8%	NO	( 6.5%)	YES-	
ESOL L+	352	317	90.1%	164	51.7%	388	347	89.4%	228	65.7%	0.6%	NO	(14.0%)	NO	
ESOL Non-LY	9994	8372	83.8%	4473	53.4%	9868	8082	81.9%	4777	59.1%	1.9%	NO	( 5.7%)	YES-	
Male	5241	4203	80.2%	2486	59.1%	5256	4051	77.1%	2394	59.1%	3.1%	YES+	0.1%	NO	
Female	5467	4596	84.1%	2235	48.6%	5415	4488	82.9%	2686	59.8%	1.2%	NO	(11.2%)	YES-	

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = Difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P rate from year 1 to year 2.

School District of Palm Beach County  
 Pgm P05A102: FCAT Sunshine State Standards Test  
 Analysis of Change in Reading Performance Gap of Same Students  
 with Growth Greater than One Year: FY2005 and FY2004  
 Key Results Report - Indicator 3k&m  
 DISTRICT REPORT

Subject: Reading >1 Year School: ALL Grade Level: 10

Group Definitions	FY2005						FY2004							
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2			
	Pct >1 Year	P Rate	Pct >1 Year	P Rate	Pct >1 Year	P Rate	Pct >1 Year	P Rate	Pct >1 Year	P Rate	Pct >1 Year	P Rate		
White	58.7%	87.3%	43.1%	76.3%	62.5%	85.0%	53.6%	74.9%	15.6%	8.9%	8.9%	( 6.7%)	NO	NONE
Non-ESE/T	54.2%	85.7%	46.5%	52.2%	60.6%	83.9%	43.0%	47.8%	7.7%	17.6%	17.6%	9.9%	NOg	NONE
ESOL Non-LY	53.4%	83.8%	51.7%	90.1%	59.1%	81.9%	65.7%	89.4%	1.7%	( 6.6%)	( 6.6%)	( 8.3%)	NOg	NONE
No F/R Lunch	55.7%	85.0%	47.3%	74.2%	60.7%	83.7%	55.0%	68.4%	8.4%	5.7%	5.7%	( 2.7%)	NO	GROUP 2
White	58.7%	87.3%	45.6%	77.3%	62.5%	85.0%	59.1%	74.3%	13.2%	3.4%	3.4%	( 9.7%)	NO	NONE
White	58.7%	87.3%	51.2%	76.7%	62.5%	85.0%	56.6%	73.6%	7.6%	5.9%	5.9%	( 1.7%)	NO	NONE

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is significant. NO = difference is not significant. Nop = not reported because of significantly reduced P Rate from year 1 to year 2. NOg = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

Pgm P05A101: FCAT Sunshine State Standards Test  
 Analysis of Mathematics Gains of Same Students  
 with Growth Greater than One Year: FY2004 to FY2005  
 Key Results Report - Indicator 3n&  
 DISTRICT REPORT

Subject: Mathematics >1 Year School: ALL Grade Level: ALL

Group	FY2005					FY2004					ANALYSIS				
	Enroll Count	Number Tested	P Rate	Number >1 Year	Pct >1 Year	Enroll Count	Number Tested	P Rate	Number >1 Year	Pct >1 Year	P Rate Diff	Sig Diff?	Sig Diff?	Pct Diff	Sig Diff?
All Students	91109	76306	83.8%	54532	71.5%	91243	73662	80.7%	53750	73.0%	3.0%	YES+	YES+	( 1.5%)	YES-
Asian	2233	1862	83.4%	1518	81.5%	2094	1755	83.8%	1430	81.5%	( 0.4%)	NO	NO	0.0%	NO
Black	25584	20905	81.7%	13629	65.2%	25979	20403	78.5%	13583	66.6%	3.2%	YES+	YES+	( 1.4%)	NO
Hispanic	19311	15664	81.1%	11132	71.1%	18638	14290	76.7%	10399	72.8%	4.4%	YES+	YES+	( 1.7%)	NO
Indian/Alaskan	467	371	79.4%	273	73.6%	454	344	75.8%	249	72.4%	3.7%	NO	NO	1.2%	NO
White	40307	34739	86.2%	25985	74.8%	41300	34636	83.9%	26420	76.3%	2.3%	YES+	YES+	( 1.5%)	YES-
Haitian	6743	5595	83.0%	3740	66.8%	6738	5214	77.4%	3546	68.0%	5.6%	YES+	YES+	( 1.2%)	NO
F/R Lunch	39409	32152	81.6%	21449	66.7%	38520	29578	76.8%	20330	68.7%	4.8%	YES+	YES+	( 2.0%)	YES-
No F/R Lunch	51700	44073	85.2%	33042	75.0%	52723	44064	83.6%	33408	75.8%	1.7%	YES+	YES+	( 0.8%)	NO
ESE/T	12633	9127	72.2%	5585	61.2%	12955	8386	64.7%	5005	59.7%	7.5%	YES+	YES+	1.5%	NO
Non-ESE/T	78476	67098	85.5%	48906	72.9%	78288	65256	83.4%	48733	74.7%	2.1%	YES+	YES+	( 1.8%)	YES-
ESOL L+	4265	3898	91.4%	2667	68.4%	4244	3721	87.7%	2601	69.9%	3.7%	YES+	YES+	( 1.5%)	NO
ESOL Non-LY	83966	71307	84.9%	51033	71.6%	83838	69203	82.5%	50618	73.1%	2.4%	YES+	YES+	( 1.6%)	YES-
Male	46710	38514	82.5%	27482	71.4%	46862	37090	79.1%	26887	72.5%	3.3%	YES+	YES+	( 1.1%)	NO
Female	44399	37711	84.9%	27009	71.6%	44381	36552	82.4%	26851	73.5%	2.6%	YES+	YES+	( 1.8%)	YES-

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = Difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P rate from year 1 to year 2.

Pgm P05A102: FCAT Sunshine State Standards Test  
 Analysis of Change in Mathematics Performance Gap of Same Students  
 with Growth Greater than One Year: FY2005 and FY2004

Key Results Report - Indicator 3n&o  
 DISTRICT REPORT

Subject: Mathematics >1 Year School: ALL Grade Level: ALL

Group Definitions	FY2005						FY2004									
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2					
Group 1	Group 2	Pct >1 Year	P Rate	Pct >1 Year	P Rate	Pct >1 Year	P Rate	Pct >1 Year	P Rate	Pct >1 Year	P Rate	FY2005 Gap	FY2004 Gap	FY05-FY04 Gap Change	FY05-FY04 Gap Sig?	P Rate Sig Diff?
White	Black	74.8%	86.2%	65.2%	81.7%	76.3%	83.9%	66.6%	78.5%	9.6%	9.7%	0.1%	NO	BOTH		
Non-ESE/T	ESE/T	72.9%	85.5%	61.2%	72.2%	74.7%	83.4%	59.7%	64.7%	11.7%	15.0%	3.3%	YES+	BOTH		
ESOL Non-LY	ESOL L+	71.6%	84.9%	68.4%	91.4%	73.1%	82.5%	69.9%	87.7%	3.1%	3.2%	0.1%	NO	BOTH		
No F/R Lunch	F/R Lunch	75.0%	85.2%	66.7%	81.6%	75.8%	83.6%	68.7%	76.8%	8.3%	7.1%	( 1.2%)	NO	BOTH		
White	Haitian	74.8%	86.2%	66.8%	83.0%	76.3%	83.9%	68.0%	77.4%	8.0%	8.3%	0.3%	NO	BOTH		
White	Hispanic	74.8%	86.2%	71.1%	81.1%	76.3%	83.9%	72.8%	76.7%	3.7%	3.5%	( 0.2%)	NO	BOTH		

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. NOG = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

**Pgm P05A101: FCAT Sunshine State Standards Test  
 Analysis of Mathematics Gains of Same Students  
 with Growth Greater than One Year: FY2004 to FY2005  
 Key Results Report - Indicator 3n&  
 DISTRICT REPORT**

**Subject: Mathematics >1 Year School: ALL Grade Level: 10**

Group	FY2005					FY2004					ANALYSIS				
	Enroll Count	Number Tested	P Rate	Number >1 Year	Pct >1 Year	Enroll Count	Number Tested	P Rate	Number >1 Year	Pct >1 Year	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?	
All Students	10708	8804	82.2%	6933	78.7%	10671	8541	80.0%	6683	78.2%	2.2%	YES+	0.5%	NO	
Asian	328	278	84.8%	225	80.9%	304	258	84.9%	225	87.2%	(0.1%)	NO	(6.3%)	NO	
Black	2694	2044	75.9%	1481	72.5%	2783	2085	74.9%	1361	65.3%	1.0%	NO	7.2%	YES+	
Hispanic	2009	1540	76.7%	1188	77.1%	1882	1381	73.4%	1068	77.3%	3.3%	NO	(0.2%)	NO	
Indian/Alaskan	40	32	80.0%	24	75.0%	51	34	66.7%	30	88.2%	13.3%	NO	.	nr	
White	5370	4696	87.4%	3843	81.8%	5427	4610	84.9%	3856	83.6%	2.5%	NO	(1.8%)	NO	
Haitian	701	542	77.3%	402	74.2%	783	589	75.2%	395	67.1%	2.1%	NO	7.1%	NO	
F/R Lunch	2850	2109	74.0%	1565	74.2%	2547	1747	68.6%	1201	68.7%	5.4%	YES+	5.5%	NO	
No F/R Lunch	7858	6688	85.1%	5363	80.2%	8124	6786	83.5%	5477	80.7%	1.6%	NO	(0.5%)	NO	
ESE/T	1138	589	51.8%	408	69.3%	1148	546	47.6%	336	61.5%	4.2%	NO	7.7%	NO	
Non-ESE/T	9570	8208	85.8%	6520	79.4%	9523	7987	83.9%	6342	79.4%	1.9%	NO	0.0%	NO	
ESOL L+	352	318	90.3%	245	77.0%	388	346	89.2%	246	71.1%	1.2%	NO	5.9%	NO	
ESOL Non-LY	9994	8366	83.7%	6583	78.7%	9868	8075	81.8%	6344	78.6%	1.9%	NO	0.1%	NO	
Male	5241	4195	80.0%	3351	79.9%	5256	4043	76.9%	3304	81.7%	3.1%	YES+	(1.8%)	NO	
Female	5467	4602	84.2%	3577	77.7%	5415	4490	82.9%	3374	75.1%	1.3%	NO	2.6%	NO	

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = Difference is significant. NO = difference is not significant. NOP = not reported because of significantly reduced P rate from year 1 to year 2.

**Pgm P05A102: FCAT Sunshine State Standards Test**  
**Analysis of Change in Mathematics Performance Gap of Same Students**  
**with Growth Greater than One Year: FY2005 and FY2004**  
**Key Results Report - Indicator 3n&o**  
**DISTRICT REPORT**

**Subject: Mathematics >1 Year School: ALL Grade Level: 10**

Group Definitions	FY2005						FY2004						
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2		
	Pct >1 Year	P Rate	Pct >1 Year	P Rate	Pct >1 Year	P Rate	Pct >1 Year	P Rate	Pct >1 Year	P Rate	Pct >1 Year	P Rate	
White	81.8%	87.4%	72.5%	75.9%	83.6%	84.9%	65.3%	74.9%	9.4%	18.4%	9.0%	YES+	NONE
Non-ESE/T	79.4%	85.8%	69.3%	51.8%	79.4%	83.9%	61.5%	47.6%	10.2%	17.9%	7.7%	NO	NONE
ESOL Non-LY	78.7%	83.7%	77.0%	90.3%	78.6%	81.8%	71.1%	89.2%	1.6%	7.5%	5.8%	NOg	NONE
No F/R Lunch	80.2%	85.1%	74.2%	74.0%	80.7%	83.5%	68.7%	68.6%	6.0%	12.0%	6.0%	NO	GROUP 2
White	81.8%	87.4%	74.2%	77.3%	83.6%	84.9%	67.1%	75.2%	7.7%	16.6%	8.9%	NO	NONE
White	81.8%	87.4%	77.1%	76.7%	83.6%	84.9%	77.3%	73.4%	4.7%	6.3%	1.6%	NO	NONE

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is significant. NO = difference is not significant. Nop = not reported because of significantly reduced P Rate from year 1 to year 2. NOg = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

## Pgm P05A18A1: Mathematics

**Analysis of Gains in Percent of Students Having Taken Upper Level Mathematics Courses: FY2004 to FY2005**  
**Key Results Report - Indicator 5a**

**DISTRICT REPORT**

**Subject: Mathematics Taking School: ALL Grade Level: ALL**

Group	FY2005			FY2004			ANALYSIS	
	Number Enrolled	Number Taking	Pct Taking	Number Enrolled	Number Taking	Pct Taking	Pct Diff	Sig Diff?
All Students	46006	12529	27.2%	46372	11399	24.6%	2.7%	YES+
Asian	1276	715	56.0%	1230	663	53.9%	2.1%	NO
Black	12808	1719	13.4%	13476	1426	10.6%	2.8%	YES+
Hispanic	8710	1711	19.6%	8458	1430	16.9%	2.7%	YES+
Indian/Alaskan	180	52	28.9%	177	40	22.6%	6.3%	NO
White	21981	7979	36.3%	22125	7568	34.2%	2.1%	YES+
Haitian	3659	377	10.3%	3979	263	6.6%	3.7%	YES+
F/R Lunch	13618	1806	13.3%	12027	1265	10.5%	2.7%	YES+
No F/R Lunch	32388	10723	33.1%	34345	10134	29.5%	3.6%	YES+
ESE/T	5625	111	2.0%	5628	78	1.4%	0.6%	NO
Non-ESE/T	40381	12418	30.8%	40744	11321	27.8%	3.0%	YES+
ESOL LY	2900	148	5.1%	3504	117	3.3%	1.8%	NO
ESOL Non-LY	43106	12381	28.7%	42868	11282	26.3%	2.4%	YES+
Male	23123	5790	25.0%	23302	5318	22.8%	2.2%	YES+
Female	22883	6739	29.4%	23070	6081	26.4%	3.1%	YES+

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL LY = all students enrolled in the ESOL program. ESOL Non-LY = students not currently in ESOL. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = difference is significant. NO = difference is not significant.

Analysis of Change in Gap of Students Having Taken Upper Level Mathematics Courses: FY2005 and FY2004  
Key Results Report - Indicator 5a

DISTRICT REPORT

Subject: Mathematics Taking School: ALL Grade Level: ALL

Group Definitions		FY2005						FY2004							
		Group 1		Group 2		Group 1		Group 2		Group 1		Group 2			
Group 1	Group 2	Number Enrolled	Pct Taking	Number Enrolled	Pct Taking	Number Enrolled	Pct Taking	Number Enrolled	Pct Taking	Number Enrolled	Pct Taking	FY2005 Taking Gap	FY2004 Taking Gap	FY05-FY04 Gap Change	FY05-FY04 Gap Sig?
White	Black	21981	36.3%	12808	13.4%	22125	34.2%	13476	10.6%	22125	34.2%	22.9%	23.6%	0.7%	NO
Non-ESE/T	ESE/T	40381	30.8%	5625	2.0%	40744	27.8%	5628	1.4%	40744	27.8%	28.8%	26.4%	( 2.4%)	YES-
ESOL Non-LY	ESOL LY	43106	28.7%	2900	5.1%	42868	26.3%	3504	3.3%	42868	26.3%	23.6%	23.0%	( 0.6%)	NO
No F/R Lunch	F/R Lunch	32388	33.1%	13618	13.3%	34345	29.5%	12027	10.5%	34345	29.5%	19.8%	19.0%	( 0.9%)	NO
White	Haitian	21981	36.3%	3659	10.3%	22125	34.2%	3979	6.6%	22125	34.2%	26.0%	27.6%	1.6%	NO
White	Hispanic	21981	36.3%	8710	19.6%	22125	34.2%	8458	16.9%	22125	34.2%	16.7%	17.3%	0.6%	NO

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL LY = all students enrolled in the ESOL program. ESOL Non-LY = students not currently in ESOL. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant? YES = difference is significant. NO = difference is not significant. NOg = in the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.



## Pgm P05A18B1: Science

Analysis of Gains in Percent of Students Having Taken Upper Level Science Courses: FY2004 to FY2005  
Key Results Report - Indicator 5b

## DISTRICT REPORT

Subject: Science Taking School: ALL Grade Level: ALL

Group	FY2005			FY2004			ANALYSIS	
	Number Enrolled	Number Taking	Pct Taking	Number Enrolled	Number Taking	Pct Taking	Pct Diff	Sig Diff?
All Students	46006	14912	32.4%	46372	15278	32.9%	(0.5%)	NO
Asian	1276	745	58.4%	1230	758	61.6%	(3.2%)	NO
Black	12808	1995	15.6%	13476	2126	15.8%	(0.2%)	NO
Hispanic	8710	2021	23.2%	8458	1971	23.3%	(0.1%)	NO
Indian/Alaskan	180	60	33.3%	177	52	29.4%	4.0%	NO
White	21981	9702	44.1%	22125	10035	45.4%	(1.2%)	NO
Haitian	3659	356	9.7%	3979	405	10.2%	(0.4%)	NO
F/R Lunch	13618	1973	14.5%	12027	1727	14.4%	0.1%	NO
No F/R Lunch	32388	12939	39.9%	34345	13551	39.5%	0.5%	NO
ESE/T	5625	168	3.0%	5628	152	2.7%	0.3%	NO
Non-ESE/T	40381	14744	36.5%	40744	15126	37.1%	(0.6%)	NO
ESOL LY	2900	117	4.0%	3504	127	3.6%	0.4%	NO
ESOL Non-LY	43106	14795	34.3%	42868	15151	35.3%	(1.0%)	NO
Male	23123	6641	28.7%	23302	6737	28.9%	(0.2%)	NO
Female	22883	8271	36.1%	23070	8541	37.0%	(0.9%)	NO

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL LY = all students enrolled in the ESOL program. ESOL Non-LY = students not currently in ESOL. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = difference is significant. NO = difference is not significant.

## Pgm P05A18B1: Science

Analysis of Change in Gap of Students Having Taken Upper Level Science Courses: FY2005 and FY2004  
 Key Results Report - Indicator 5b

## DISTRICT REPORT

Subject: Science Taking School: ALL Grade Level: ALL

Group Definitions	FY2005				FY2004				ANALYSIS OF GAP AND P RATE				
	Group 1		Group 2		Group 1		Group 2		FY2005	FY2004	FY05-FY04	FY05-FY04	
Group 1	Group 2	Number Enrolled	Pct Taking	Number Enrolled	Pct Taking	Number Enrolled	Pct Taking	Number Enrolled	Pct Taking	Taking Gap	Taking Gap	Gap Change	Gap Sig?
White	Black	21981	44.1%	12808	15.6%	22125	45.4%	13476	15.8%	28.6%	29.6%	1.0%	NO
Non-ESE/T	ESE/T	40381	36.5%	5625	3.0%	40744	37.1%	5628	2.7%	33.5%	34.4%	0.9%	NO
ESOL Non-LY	ESOL LY	43106	34.3%	2900	4.0%	42868	35.3%	3504	3.6%	30.3%	31.7%	1.4%	NO
No F/R Lunch	F/R Lunch	32388	39.9%	13618	14.5%	34345	39.5%	12027	14.4%	25.5%	25.1%	( 0.4%)	NO
White	Haitian	21981	44.1%	3659	9.7%	22125	45.4%	3979	10.2%	34.4%	35.2%	0.8%	NO
White	Hispanic	21981	44.1%	8710	23.2%	22125	45.4%	8458	23.3%	20.9%	22.1%	1.1%	NO

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL LY = all students enrolled in the ESOL program. ESOL Non-LY = students not currently in ESOL. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant? YES = difference is significant. NO = difference is not significant. NOg = in the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

## Pgm P05A191: SAT

Analysis of SAT Performance and Participation Rate: FY2004 to FY2005  
 Key Results Report - Indicators 6a 6b

## DISTRICT REPORT

Subject: Mathematics + Verbal School: ALL Grade Level: 12

Group	FY2005					FY2004					ANALYSIS				
	Enroll Count	Number Tested	P Rate	Number 1000+	Pct 1000+	Enroll Count	Number Tested	P Rate	Number 1000+	Pct 1000+	P Rate Diff	Sig Diff?	Pct Diff	Sig Diff?	
All Students	7383	3882	52.6%	1680	43.3%	7773	3918	50.4%	1703	43.5%	2.2%	NO	(0.2%)	NO	
Asian	231	171	74.0%	106	62.0%	258	197	76.4%	115	58.4%	(2.3%)	NO	3.6%	NO	
Black	2036	819	40.2%	124	15.1%	2161	814	37.7%	123	15.1%	2.6%	NO	0.0%	NO	
Hispanic	1416	626	44.2%	228	36.4%	1369	538	39.3%	195	36.2%	4.9%	NO	0.2%	NO	
Indian/Alaskan	24	15	.	.	.	31	19	61.3%	.	.	.	nr	.	nr	
White	3442	2062	59.9%	1139	55.2%	3707	2145	57.9%	1193	55.6%	2.0%	NO	(0.4%)	NO	
Haitian	651	217	33.3%	25	11.5%	734	201	27.4%	14	7.0%	5.9%	NO	4.6%	NO	
F/R Lunch	1889	686	36.3%	132	19.2%	1770	632	35.7%	104	16.5%	0.6%	NO	2.8%	NO	
No F/R Lunch	5494	3122	56.8%	1519	48.7%	6003	3178	52.9%	1576	49.6%	3.9%	YES+	(0.9%)	NO	
ESE/T	878	101	11.5%	17	16.8%	919	100	10.9%	16	16.0%	0.6%	NO	0.8%	NO	
Non-ESE/T	6505	3707	57.0%	1634	44.1%	6854	3710	54.1%	1664	44.9%	2.9%	NO	(0.8%)	NO	
ESOL L+	355	70	19.7%	1	1.4%	338	43	12.7%	1	2.3%	7.0%	NO	.	nr	
ESOL Non-LY	6828	3760	55.1%	1676	44.6%	7124	3812	53.5%	1698	44.5%	1.6%	NO	0.0%	NO	
Male	3455	1666	48.2%	776	46.6%	3630	1700	46.8%	768	45.2%	1.4%	NO	1.4%	NO	
Female	3928	2216	56.4%	904	40.8%	4143	2218	53.5%	935	42.2%	2.9%	NO	(1.4%)	NO	

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = Difference is significant. NO = difference is not significant.

Analysis of SAT Gap Change in Performance and Participation Rate: FY2005 and FY2004  
Key Results Report - Indicators 6a 6b

DISTRICT REPORT

Subject: Mathematics + Verbal School: ALL Grade Level: 12

Group Definitions	FY2005						FY2004					
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2	
	Pct 1000+	P Rate	Pct 1000+	P Rate	Pct 1000+	P Rate	Pct 1000+	P Rate	Pct 1000+	P Rate	Pct 1000+	P Rate
White	55.2%	59.9%	15.1%	40.2%	55.6%	57.9%	15.1%	37.7%	0.4%	NO	0.5%	NO
Non-ESE/T	44.1%	57.0%	16.8%	11.5%	44.9%	54.1%	16.0%	10.9%	1.6%	NO	( 2.2%)	NO
ESOL Non-LY	44.6%	55.1%	1.4%	19.7%	44.5%	53.5%	2.3%	12.7%		nr	5.4%	NO
No F/R Lunch	48.7%	56.8%	19.2%	36.3%	49.6%	52.9%	16.5%	35.7%	3.7%	NO	( 3.3%)	NO
White	55.2%	59.9%	11.5%	33.3%	55.6%	57.9%	7.0%	27.4%	4.9%	NO	3.9%	NO
White	55.2%	59.9%	36.4%	44.2%	55.6%	57.9%	36.2%	39.3%	0.6%	NO	2.9%	NO

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant at .05? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is NO = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. NOg = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

## Pgm P05A211: Advanced Placement and Participation Program

## Analysis of Advanced Placement Performance and Participation Rate: FY2004 to FY2005

## Key Results Report - Indicators 7a 7b

## DISTRICT REPORT

Subject: All Subjects School: ALL Grade Level: ALL

Group	FY2005					FY2004					ANALYSIS					
	Enroll Count	Number Taking AP	P Rate	Number Tests Taken	Number Tests Passed	Pct Tests Passed	Enroll Count	Number Taking AP	P Rate	Number Tests Taken	Number Tests Passed	Pct Tests Passed	P Rate Diff	Sig Diff?	Tests Passed Diff	Sig Diff?
All Students	19929	6201	31.1%	11649	6156	52.8%	20351	4867	23.9%	8997	5097	56.7%	7.2%	YES+	(3.8%)	YES-
Asian	590	382	64.7%	881	486	55.2%	579	296	51.1%	663	369	55.7%	13.6%	YES+	(0.5%)	NO
Black	5554	578	10.4%	917	264	28.8%	5874	425	7.2%	662	219	33.1%	3.2%	YES+	(4.3%)	NO
Hispanic	3570	982	27.5%	1623	911	56.1%	3566	739	20.7%	1192	749	62.8%	6.8%	YES+	(6.7%)	NO
Indian/Alaskan	70	17	24.3%	30	14	46.7%	67	11	16.4%	25	.	.	7.9%	NO	.	nr
White	9759	4053	41.5%	7855	4292	54.6%	9923	3266	32.9%	6223	3621	58.2%	8.6%	YES+	(3.5%)	YES-
Haitian	1707	94	5.5%	130	52	40.0%	1896	89	4.7%	128	63	49.2%	0.8%	NO	(9.2%)	NO
F/R Lunch	5243	547	10.4%	850	355	41.8%	4665	400	8.6%	622	335	53.9%	1.9%	NO	(12.1%)	YES-
No F/R Lunch	14686	4112	28.0%	8560	4599	53.7%	15686	3577	22.8%	6951	4007	57.6%	5.2%	YES+	(3.9%)	YES-
ESE/T	2155	32	1.5%	44	18	40.9%	2252	27	1.2%	39	19	48.7%	0.3%	NO	(7.8%)	NO
Non-ESE/T	17774	4627	26.0%	9366	4936	52.7%	18099	3950	21.8%	7534	4323	57.4%	4.2%	YES+	(4.7%)	YES-
ESOL L+	901	54	6.0%	59	47	79.7%	991	67	6.8%	75	60	80.0%	(0.8%)	NO	(0.3%)	NO
ESOL Non-LY	18522	6098	32.9%	11536	6063	52.6%	18754	4744	25.3%	8865	4987	56.3%	7.6%	YES+	(3.7%)	YES-
Male	9756	2615	26.8%	5083	2904	57.1%	9977	2061	20.7%	3997	2380	59.5%	6.1%	YES+	(2.4%)	NO
Female	10173	3586	35.3%	6566	3252	49.5%	10374	2806	27.0%	5000	2717	54.3%	8.2%	YES+	(4.8%)	YES-

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the state rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Sig Diff? = Is the difference statistically significant at .05? YES = Difference is significant. NO = difference is not significant. Participation rate was calculated by dividing the total number of test takers in grades 9-12 by the total enrollment in grades 11-12.

## Pgm P05A212: Advanced Placement and Program

Analysis of Advanced Placement Gap Change in Performance and Participation Rate: FY2005 and FY2004  
Key Results Report - Indicators 7a 7b

## DISTRICT REPORT

Subject: All Subjects School: ALL Grade Level: ALL

Group Definitions	FY2005						FY2004						
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2		
	Pct Tests Passed	P Rate	Pct Tests Passed	P Rate	Pct Tests Passed	P Rate	Pct Tests Passed	P Rate	Pct Tests Passed	P Rate	Pct Tests Passed	P Rate	
Group 1	White	54.6%	41.5%	28.8%	10.4%	58.2%	32.9%	33.1%	7.2%	( 0.7%)	NOg	( 5.4%)	YES-
	Non-ESE/T	52.7%	26.0%	40.9%	1.5%	57.4%	21.8%	48.7%	1.2%	( 3.1%)	NOg	( 3.9%)	YES-
	ESOL Non-LY	52.6%	32.9%	79.7%	6.0%	56.3%	25.3%	80.0%	6.8%	3.4%	NO	( 8.4%)	YES-
	No F/R Lunch	53.7%	28.0%	41.8%	10.4%	57.6%	22.8%	53.9%	8.6%	( 8.2%)	NOg	( 3.3%)	YES-
	White	54.6%	41.5%	40.0%	5.5%	58.2%	32.9%	49.2%	4.7%	( 5.7%)	NOg	( 7.8%)	YES-
	White	54.6%	41.5%	56.1%	27.5%	58.2%	32.9%	62.8%	20.7%	( 3.2%)	NOg	( 1.8%)	NO

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the state rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL L+ = students enrolled in the ESOL program for more than two years. ESOL Non-LY = students not currently in ESOL. P Rate = participation rate. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant at .05? P Rate Sig Diff? = Is the change in participation rate between year 1 and year 2 statistically significant at .05 for none, one, or both of the groups? YES = difference is not significant. NOP = not reported because of significantly reduced P Rate from year 1 to year 2. NOg = In the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

## Pgm P05A231: Dropout Rate

## Analysis of Decrease in Percent of Students Dropping Out: FY2004 to FY2005

## Key Results Report - Indicator 8a

## DISTRICT REPORT

Subject: Dropout Rate School: ALL Grade Level: ALL

Group	FY2005			FY2004			ANALYSIS	
	Number Enrolled	Number Dropout	Pct Dropout	Number Enrolled	Number Dropout	Pct Dropout	Pct Diff	Sig Diff?
All Students	53633	1348	2.5%	53768	1163	2.2%	(0.4%)	YES-
Asian	1379	12	0.9%	1331	13	1.0%	0.1%	NO
Black	15375	526	3.4%	15883	530	3.3%	(0.1%)	NO
Hispanic	10521	423	4.0%	10135	305	3.0%	(1.0%)	YES-
Indian/Alaskan	226	10	4.4%	214	4	1.9%	.	nr
White	24903	359	1.4%	25171	302	1.2%	(0.2%)	NO
Haitian	4302	145	3.4%	4555	164	3.6%	0.2%	NO
F/R Lunch	16454	628	3.8%	14373	446	3.1%	(0.7%)	NO
No F/R Lunch	37178	720	1.9%	39395	717	1.8%	(0.1%)	NO
ESE/T	6795	332	4.9%	6832	296	4.3%	(0.6%)	NO
Non-ESE/T	46837	1016	2.2%	46936	867	1.8%	(0.3%)	NO
ESOL LY	3797	227	6.0%	4337	209	4.8%	(1.2%)	NO
ESOL Non-LY	49836	1121	2.2%	49431	954	1.9%	(0.3%)	NO
Male	27438	720	2.6%	27466	657	2.4%	(0.2%)	NO
Female	26195	628	2.4%	26302	506	1.9%	(0.5%)	NO

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL LY = all students enrolled in the ESOL program. ESOL Non-LY = students not currently in ESOL. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = difference is significant. NO = difference is not significant.

## Pgm P05A232: Dropout Rate

Analysis of Change in the Gap in Percent of Students Dropping Out: FY2005 and FY2004  
Key Results Report - Indicator 8a

## DISTRICT REPORT

Subject: Dropout Rate Dropout School: ALL Grade Level: ALL

Group Definitions	FY2005				FY2004				ANALYSIS OF GAP AND P RATE				
	Group 1		Group 2		Group 1		Group 2		FY2005	FY2004	FY05-FY04	FY05-FY04	
Group 1	Group 2	Number Enrolled	Pct Dropout	Number Enrolled	Pct Dropout	Number Enrolled	Pct Dropout	Number Enrolled	Pct Dropout	Dropout Gap	Dropout Gap	Gap Change	Gap Sig?
White	Black	24903	1.4%	15375	3.4%	25171	1.2%	15883	3.3%	2.0%	2.1%	( 0.2%)	NO
Non-ESE/T	ESE/T	46837	2.2%	6795	4.9%	46936	1.8%	6832	4.3%	2.7%	2.5%	0.2%	NO
ESOL Non-LY	ESOL LY	49836	2.2%	3797	6.0%	49431	1.9%	4337	4.8%	3.7%	2.9%	0.8%	NO
No F/R Lunch	F/R Lunch	37178	1.9%	16454	3.8%	39395	1.8%	14373	3.1%	1.9%	1.3%	0.6%	NO
White	Haitian	24903	1.4%	4302	3.4%	25171	1.2%	4555	3.6%	1.9%	2.4%	( 0.5%)	NO
White	Hispanic	24903	1.4%	10521	4.0%	25171	1.2%	10135	3.0%	2.6%	1.8%	0.8%	NO

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL LY = all students enrolled in the ESOL program. ESOL Non-LY = students not currently in ESOL. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant? YES = difference is significant. NO = difference is not significant. NOg = in the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.



Pgm P05A241: Graduation Rate  
 Analysis of Gains in Percent of Students Graduating: FY2004 to FY2005  
 Key Results Report - Indicator 8b

DISTRICT REPORT

Subject: Graduation Rate School: ALL Grade Level: ALL

Group	FY2005			FY2004			ANALYSIS	
	Number Enrolled	Number	Pct	Number Enrolled	Number	Pct	Pct Diff	Sig Diff?
All Students	10427	7422	71.2%	10882	7334	67.4%	3.8%	YES+
Asian	291	234	80.4%	311	258	83.0%	(2.5%)	NO
Black	3048	1660	54.5%	3224	1613	50.0%	4.4%	NO
Hispanic	1928	1213	62.9%	1929	1129	58.5%	4.4%	NO
Indian/Alaskan	38	26	68.4%	32	25	78.1%	(9.7%)	NO
White	4949	4160	84.1%	5200	4170	80.2%	3.9%	YES+
Haitian	874	376	43.0%	1019	385	37.8%	5.2%	NO
F/R Lunch	2807	1485	52.9%	2402	1269	52.8%	0.1%	NO
No F/R Lunch	7587	5913	77.9%	8441	6041	71.6%	6.4%	YES+
ESE/T	1208	669	55.4%	1223	567	46.4%	9.0%	YES+
Non-ESE/T	9186	6729	73.3%	9620	6743	70.1%	3.2%	YES+
ESOL LY	766	124	16.2%	889	174	19.6%	(3.4%)	NO
ESOL Non-LY	9661	7298	75.5%	9993	7160	71.7%	3.9%	YES+
Male	5165	3477	67.3%	5316	3369	63.4%	3.9%	YES+
Female	5262	3945	75.0%	5566	3965	71.2%	3.7%	YES+

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL LY = all students enrolled in the ESOL program. ESOL Non-LY = students not currently in ESOL. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = difference is significant. NO = difference is not significant.

Analysis of Change in Gap of Percent of Students Graduating: FY2005 and FY2004  
Key Results Report - Indicator 8b

DISTRICT REPORT

Subject: Graduation Rate School: ALL Grade Level: ALL

Group Definitions	FY2005						FY2004						ANALYSIS OF GAP AND P RATE			
	Group 1			Group 2			Group 1			Group 2			FY2005	FY2004	FY05-FY04	FY05-FY04
	Number Enrolled	Pct Graduate	Number Enrolled	Pct Graduate	Number Enrolled	Pct Graduate	Number Enrolled	Pct Graduate	Number Enrolled	Pct Graduate	Number Enrolled	Pct Graduate	Graduate Gap	Graduate Gap	Gap Change	Gap Sig?
White	4949	84.1%	3048	54.5%	5200	80.2%	3224	50.0%	29.6%	30.2%	0.6%	NO				
Non-ESE/T	9186	73.3%	1208	55.4%	9620	70.1%	1223	46.4%	17.9%	23.7%	5.9%	NO				
ESOL Non-LY	9661	75.5%	766	16.2%	9993	71.7%	889	19.6%	59.4%	52.1%	( 7.3%)	NO				
No F/R Lunch	7587	77.9%	2807	52.9%	8441	71.6%	2402	52.8%	25.0%	18.7%	( 6.3%)	YES-				
White	4949	84.1%	874	43.0%	5200	80.2%	1019	37.8%	41.0%	42.4%	1.4%	NO				
White	4949	84.1%	1928	62.9%	5200	80.2%	1929	58.5%	21.1%	21.7%	0.5%	NO				

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL LY = all students enrolled in the ESOL program. ESOL Non-LY = students not currently in ESOL. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant? YES = difference is significant. NO = difference is not significant. NOg = in the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

Analysis of Decrease in Percent of Students Receiving an In-School Suspension: FY2004 to FY2005  
Key Results Report - Indicator 9a

DISTRICT REPORT

Subject: In-School Suspension Rate School: ALL Grade Level: ALL

Group	FY2005			FY2004			ANALYSIS		
	Number Enrolled	Number ISS	Pct ISS	Number Enrolled	Number ISS	Pct ISS	Pct Diff	Sig Diff?	
All Students	183099	10117	5.5%	181613	13066	7.2%	1.7%	YES+	
Asian	4484	90	2.0%	4175	84	2.0%	0.0%	NO	
Black	51448	5038	9.8%	51829	6505	12.6%	2.8%	YES+	
Hispanic	40513	1874	4.6%	38671	2321	6.0%	1.4%	YES+	
Native American	1063	48	4.5%	1008	44	4.4%	(0.2%)	NO	
White	78471	2842	3.6%	79522	3850	4.8%	1.2%	YES+	
Haitian	13856	1076	7.8%	13764	1241	9.0%	1.3%	NO	
F/R Lunch	81943	5792	7.1%	79311	6799	8.6%	1.5%	YES+	
No F/R Lunch	101149	4325	4.3%	102296	6267	6.1%	1.9%	YES+	
ESE/T	24565	2426	9.9%	23970	2915	12.2%	2.3%	YES+	
Non-ESE/T	158527	7691	4.9%	157637	10151	6.4%	1.6%	YES+	
ESOL LY	17780	654	3.7%	19745	781	4.0%	0.3%	NO	
ESOL Non-LY	165319	9463	5.7%	161868	12285	7.6%	1.9%	YES+	
Male	94723	6593	7.0%	93792	8469	9.0%	2.1%	YES+	
Female	88376	3524	4.0%	87821	4597	5.2%	1.2%	YES+	

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL LY = all students enrolled in the ESOL program. ESOL Non-LY = students not currently in ESOL. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = difference is significant. NO = difference is not significant.

Analysis of Change in Gap in Percent of Students Receiving an In-School Suspension: FY2005 and FY2004  
Key Results Report - Indicator 9a

DISTRICT REPORT

Subject: In-School Suspension Rate ISS School: ALL Grade Level: ALL

Group Definitions	FY2005						FY2004						ANALYSIS OF GAP AND P RATE			
	Group 1			Group 2			Group 1			Group 2			FY2005	FY2004	FY05-FY04	FY05-FY04
	Number Enrolled	Pct ISS	Number Enrolled	Pct ISS	Number Enrolled	Pct ISS	Number Enrolled	Pct ISS	Number Enrolled	Pct ISS	Number Enrolled	Pct ISS	ISS Gap	ISS Gap	Gap Change	Gap Sig?
White	78471	3.6%	51448	9.8%	79522	4.8%	51829	12.6%	6.2%	7.7%	( 1.5%)	YES+				
Non-ESE/T	158527	4.9%	24565	9.9%	157637	6.4%	23970	12.2%	5.0%	5.7%	( 0.7%)	NO				
ESOL Non-LY	165319	5.7%	17780	3.7%	161868	7.6%	19745	4.0%	( 2.0%)	( 3.6%)	1.6%	NOg				
No F/R Lunch	101149	4.3%	81943	7.1%	102296	6.1%	79311	8.6%	2.8%	2.4%	0.3%	NO				
White	78471	3.6%	13856	7.8%	79522	4.8%	13764	9.0%	4.1%	4.2%	( 0.0%)	NO				
White	78471	3.6%	40513	4.6%	79522	4.8%	38671	6.0%	1.0%	1.2%	( 0.2%)	NO				

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL LY = all students enrolled in the ESOL program. ESOL Non-LY = students not currently in ESOL. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant? YES = difference is significant. NO = difference is not significant. NOg = in the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

Analysis of Decrease in Percent of Students Receiving an Out-of-School Suspension: FY2004 to FY2005  
Key Results Report - Indicator 9b

## DISTRICT REPORT

Subject: Out-of-School Suspension Rate School: ALL Grade Level: ALL

Group	FY2005			FY2004			ANALYSIS	
	Number Enrolled	Number OSS	Pct OSS	Number Enrolled	Number OSS	Pct OSS	Pct Diff	Sig Diff?
All Students	183099	16726	9.1%	181613	17490	9.6%	0.5%	YES+
Asian	4484	89	2.0%	4175	119	2.9%	0.9%	NO
Black	51448	8853	17.2%	51829	9188	17.7%	0.5%	NO
Hispanic	40513	3048	7.5%	38671	3053	7.9%	0.4%	NO
Indian/Alaskan	1063	67	6.3%	1008	62	6.2%	(0.2%)	NO
White	78471	4238	5.4%	79522	4709	5.9%	0.5%	YES+
Haitian	13856	1987	14.3%	13764	1953	14.2%	(0.2%)	NO
F/R Lunch	81943	10461	12.8%	79311	10359	13.1%	0.3%	NO
No F/R Lunch	101149	6265	6.2%	102296	7131	7.0%	0.8%	YES+
ESE/T	24565	4233	17.2%	23970	4436	18.5%	1.3%	NO
Non-ESE/T	158527	12493	7.9%	157637	13054	8.3%	0.4%	YES+
ESOL LY	17780	1218	6.9%	19745	1202	6.1%	(0.8%)	NO
ESOL Non-LY	165319	15508	9.4%	161868	16288	10.1%	0.7%	YES+
Male	94723	11344	12.0%	93792	12068	12.9%	0.9%	YES+
Female	88376	5382	6.1%	87821	5422	6.2%	0.1%	NO

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL LY = all students enrolled in the ESOL program. ESOL Non-LY = students not currently in ESOL. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = difference is significant. NO = difference is not significant.

Analysis of Change in the Gap in Percent of Students Receiving an Out-of-School Suspension: FY2005 and FY2004  
Key Results Report - Indicator 9b

DISTRICT REPORT

Subject: Out-of-School Suspension Rate OSS School: ALL Grade Level: ALL

Group Definitions	FY2005						FY2004					
	Group 1			Group 2			Group 1			Group 2		
	Number Enrolled	Pct OSS	Number Enrolled	Pct OSS	Number Enrolled	Pct OSS	Number Enrolled	Pct OSS	Number Enrolled	Pct OSS	Number Enrolled	Pct OSS
White	78471	5.4%	51448	17.2%	79522	5.9%	51829	17.7%	11.8%	11.8%	0.0%	NO
Non-ESE/T	158527	7.9%	24565	17.2%	157637	8.3%	23970	18.5%	10.2%	9.4%	( 0.9%)	NO
ESOL Non-LY	165319	9.4%	17780	6.9%	161868	10.1%	19745	6.1%	( 4.0%)	( 2.5%)	1.4%	NOg
No F/R Lunch	101149	6.2%	81943	12.8%	102296	7.0%	79311	13.1%	6.1%	6.6%	0.5%	NO
White	78471	5.4%	13856	14.3%	79522	5.9%	13764	14.2%	8.3%	8.9%	0.7%	NO
White	78471	5.4%	40513	7.5%	79522	5.9%	38671	7.9%	2.0%	2.1%	0.1%	NO

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL LY = all students enrolled in the ESOL program. ESOL Non-LY = students not currently in ESOL. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant? YES = difference is significant. NO = difference is not significant. NOg = in the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.

## Pgm P05A271: Attendance

## Analysis of Gains in Students Absent 11 or more Days: FY2004 to FY2005

## Key Results Report - Indicator 9c

## DISTRICT REPORT

Subject: Attendance School: ALL Grade Level: ALL

Group	FY2005			FY2004			ANALYSIS	
	Number Enrolled	Number 11+	Pct 11+	Number Enrolled	Number 11+	Pct 11+	Pct Diff	Sig Diff?
All Students	183099	43868	24.0%	181613	42901	23.6%	(0.3%)	NO
Asian	4484	589	13.1%	4175	537	12.9%	(0.3%)	NO
Black	51448	11505	22.4%	51829	11724	22.6%	0.3%	NO
Hispanic	40513	11166	27.6%	38671	10363	26.8%	(0.8%)	NO
Indian/Alaskan	1063	298	28.0%	1008	294	29.2%	1.1%	NO
White	78471	18459	23.5%	79522	18322	23.0%	(0.5%)	NO
Haitian	13856	1699	12.3%	13764	1636	11.9%	(0.4%)	NO
F/R Lunch	81943	23500	28.7%	79311	22453	28.3%	(0.4%)	NO
No F/R Lunch	101149	20368	20.1%	102296	20448	20.0%	(0.1%)	NO
ESE/T	24565	8335	33.9%	23970	8150	34.0%	0.1%	NO
Non-ESE/T	158527	35533	22.4%	157637	34751	22.0%	(0.4%)	NO
ESOL LY	17780	3716	20.9%	19745	3977	20.1%	(0.8%)	NO
ESOL Non-LY	165319	40152	24.3%	161868	38924	24.0%	(0.2%)	NO
Male	94723	23146	24.4%	93792	22664	24.2%	(0.3%)	NO
Female	88376	20722	23.4%	87821	20237	23.0%	(0.4%)	NO

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL LY = all students enrolled in the ESOL program. ESOL Non-LY = students not currently in ESOL. nr = not reported. Sig Diff? = Is the difference statistically significant? YES = difference is significant. NO = difference is not significant.

Pgm P05A272: Attendance

Analysis of Change in the Gap of Students Adsent 11 or more Days: FY2005 and FY2004

Key Results Report - Indicator 9c

DISTRICT REPORT

Subject: Attendance 11+ School: ALL Grade Level: ALL

Group Definitions	FY2005						FY2004									
	Group 1			Group 2			Group 1			Group 2						
	Number Enrolled	Pct 11+	Number Enrolled	Pct 11+	Number Enrolled	Pct 11+	Number Enrolled	Pct 11+	Number Enrolled	Pct 11+	Number Enrolled	Pct 11+				
Group 1	Group 2	Black	78471	23.5%	51448	22.4%	79522	23.0%	51829	22.6%	( 1.2%)	( 0.4%)	FY2005 11+ Gap	FY2004 11+ Gap	FY05-FY04 Gap Change	FY05-FY04 Gap Sig?
White	Non-ESE/T	ESE/T	158527	22.4%	24565	33.9%	157637	22.0%	23970	34.0%	11.5%	12.0%	( 0.4%)	NO	( 0.7%)	NO
ESOL Non-LY	ESOL LY	ESOL LY	165319	24.3%	17780	20.9%	161868	24.0%	19745	20.1%	( 3.4%)	( 3.9%)	0.5%	NO	0.5%	NO
No F/R Lunch	F/R Lunch	F/R Lunch	101149	20.1%	81943	28.7%	102296	20.0%	79311	28.3%	8.5%	8.3%	0.2%	NO	0.2%	NO
White	Haitian	Haitian	78471	23.5%	13856	12.3%	79522	23.0%	13764	11.9%	( 11.3%)	( 11.2%)	( 0.1%)	NOg	( 0.1%)	NOg
White	Hispanic	Hispanic	78471	23.5%	40513	27.6%	79522	23.0%	38671	26.8%	4.0%	3.8%	0.3%	NO	0.3%	NO

F/R Lunch = students receiving free or reduced Federal lunch. ESE/T = ESE students as defined by the State rule for testing (all exceptionalities other than Gifted, Speech Impaired, or Hospital/Homebound). ESOL LY = all students enrolled in the ESOL program. ESOL Non-LY = students not currently in ESOL. nr = not reported. Gap Sig? = Is the difference in the gap from year 1 to year 2 statistically significant? YES = difference is significant. NO = difference is not significant. NOg = in the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.