

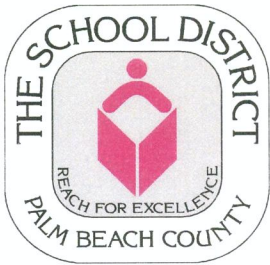
**Summary Results of the Superintendent's  
Performance Objectives**

**FY2006 Report**

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







**Palm Beach County Schools:  
Rated "A" by the Florida Department of Education  
in 2005 and 2006**



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# Summary Results of the Superintendent's Performance Objectives FY2006 Report

March 12, 2007

## 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 FY2005 to FY2006.

## Summary of Findings

Overview of Changes in District Performance from FY2005 to FY2006:

- All 392 cells for FY2006 Key Results 1 through 3 and 5 through 9 have been evaluated for this report. Of those 392 cells, 87 cells, or 22 percent of evaluated cells, have shown significant improvement. Nineteen cells, or 5 percent, have shown significant decline.
- The District has shown significant improvement in eleven indicators, the majority of which were in Key Result 3 (proficiency in reading, mathematics, and writing as well as learning gains in reading on FCAT).
- The District has shown significant decline in seven indicators, the majority of which were also in Key Result 3 and involved grade 10 students only (proficiency in reading and in mathematics and making gains in reading and mathematics on FCAT).
- 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 Reading and Mathematics), little to no progress has been made in closing existing gaps, where they exist, in the remaining Key Results.



## **Summary Performance Tables**





# FY2006 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	F	R	L	E	S	E	L	E
1	Reading Grade 2	1.3	1.7	1.8	0.5	2.0	2.5	0.1	-2.0	1.2	1.3	1.5	1.6	-1.4	-3.5	0	1.3	1.7	1.8	0.5	2.0	2.5	0.1	-2.0	1.2	1.3	1.5	1.6	-1.4	-3.5	0			
	Algebra Grade 9	0.3	-0.4	0.9	0.2	-1.5	-0.2	-2.5	-5.8	-0.6	0.6	-1.7	-0.9	-3.2	-6.6	0	0.3	-0.4	0.9	0.2	-1.5	-0.2	-2.5	-5.8	-0.6	0.6	-1.7	-0.9	-3.2	-6.6	0			
2	3a. FCAT SSS	2.7	4.7	3.6	1.4	5.9	4.3	4.5	5.5	3.3	2.2	4.5	2.6	2.1	3.1	12	2.7	4.7	3.6	1.4	5.9	4.3	4.5	5.5	3.3	2.2	4.5	2.6	2.1	3.1	12			
	3b. FCAT SSS	3.0	3.8	4.0	2.4	4.4	3.8	2.5	5.0	1.4	1.7	2.0	1.0	-0.6	2.2	8	3.0	3.8	4.0	2.4	4.4	3.8	2.5	5.0	1.4	1.7	2.0	1.0	-0.6	2.2	8			
	3c. SRI	4.9	7.4	4.9	4.4	7.2	6.8	3.1	4.3	3.0	0.5	2.8	1.1	-2.6	-0.9	0	4.9	7.4	4.9	4.4	7.2	6.8	3.1	4.3	3.0	0.5	2.8	1.1	-2.6	-0.9	0			
	3d. FCAT SSS	-3.6	-2.1	-1.2	-3.7	-2.5	0.3	-5.6	-5.7	1.6	2.5	1.1	3.7	-2.6	-2.3	0	-3.6	-2.1	-1.2	-3.7	-2.5	0.3	-5.6	-5.7	1.6	2.5	1.1	3.7	-2.6	-2.3	0			
	3e. FCAT SSS	-1.6	-0.9	1.0	-2.0	-2.9	1.4	-0.8	-1.3	1.1	3.0	-0.9	2.6	0.4	0.1	0	-1.6	-0.9	1.0	-2.0	-2.9	1.4	-0.8	-1.3	1.1	3.0	-0.9	2.6	0.4	0.1	0			
	3f. FCAT SSS	1.4	2.9	1.8	0.5	4.1	2.7	3.4	4.0	2.5	1.4	3.6	2.1	2.3	2.9	10	1.4	2.9	1.8	0.5	4.1	2.7	3.4	4.0	2.5	1.4	3.6	2.1	2.3	2.9	10			
3	3g. FCAT SSS	1.2	2.2	1.6	0.8	2.9	2.6	2.1	3.0	1.4	0.8	2.1	2.1	0.9	1.9	5	1.2	2.2	1.6	0.8	2.9	2.6	2.1	3.0	1.4	0.8	2.1	2.1	0.9	1.9	5			
	3h. FCAT SSS	-3.3	-3.5	-3.9	-2.4	-5.8	-1.6	-4.4	-12.4	-1.0	-1.5	-3.4	1.7	-1.6	-9.7	0	-3.3	-3.5	-3.9	-2.4	-5.8	-1.6	-4.4	-12.4	-1.0	-1.5	-3.4	1.7	-1.6	-9.7	0			
	3i. FCAT SSS	-3.5	-1.6	-3.4	-3.0	-2.1	0.9	-3.4	-6.8	1.4	-0.3	1.0	4.6	-0.4	-3.6	0	-3.5	-1.6	-3.4	-3.0	-2.1	0.9	-3.4	-6.8	1.4	-0.3	1.0	4.6	-0.4	-3.6	0			
	3j. FCAT SSS	4.5	4.7	4.2	4.7	4.5	6.7	6.5	6.8	0.0	-0.5	-0.2	3.2	2.1	2.1	7	4.5	4.7	4.2	4.7	4.5	6.7	6.5	6.8	0.0	-0.5	-0.2	3.2	2.1	2.1	7			
3	3k. FCAT SSS	1.2	0.9	0.9	1.4	1.2	0.3	-0.6	0.4	-0.5	-0.5	-0.2	-1.8	-2.1	-0.9	3	1.2	0.9	0.9	1.4	1.2	0.3	-0.6	0.4	-0.5	-0.5	-0.2	-1.8	-2.1	-0.9	3			
	3l. SRI	0.5	-0.1	-0.1	1.5	0.6	0.2	-1.5	0.5	-1.6	-1.6	-1.0	-1.9	-2.5	-0.1	0	0.5	-0.1	-0.1	1.5	0.6	0.2	-1.5	0.5	-1.6	-1.6	-1.0	-1.9	-2.5	-0.1	0			
	3m. FCAT SSS	-3.9	-2.9	-4.8	-3.6	-2.8	-4.6	-15.9	0.0	0.7	-1.2	0.8	-1.8	-13.5	3.9	1	-3.9	-2.9	-4.8	-3.6	-2.8	-4.6	-15.9	0.0	0.7	-1.2	0.8	-1.8	-13.5	3.9	1			
	3n. FCAT SSS	-0.2	-0.5	-0.9	0.5	-1.4	-0.4	-0.5	-1.7	-1.0	-1.4	-1.9	-0.6	-0.4	-1.6	0	-0.2	-0.5	-0.9	0.5	-1.4	-0.4	-0.5	-1.7	-1.0	-1.4	-1.9	-0.6	-0.4	-1.6	0			
	3o. FCAT SSS	-2.9	-4.0	-2.0	-2.1	-7.6	-3.2	-5.7	-6.1	-1.9	0.1	-5.5	-1.0	-3.5	-3.6	1	-2.9	-4.0	-2.0	-2.1	-7.6	-3.2	-5.7	-6.1	-1.9	0.1	-5.5	-1.0	-3.5	-3.6	1			
	# of Cells Improving: KR's 1-3	6	4	4	4	4	4	5	4	4	2	1	4	0	3	47	6	4	4	4	4	5	4	4	2	1	4	0	3	47				

SIGNIFICANTLY POSITIVE
NO CHANGE
SIGNIFICANTLY NEGATIVE
PARTICIPATION DECLINE

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





# FY2006 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 & Not LEP	# of Cells Improv- ing
5	Mathematics	2.6	2.7	1.7	2.6	3.5	3.9	0.4	0.6	0.1	-1.0	0.8	1.7	-2.5	-2.1	5
	Science	8.9	6.5	7.1	10.0	5.7	8.5	1.3	0.6	-4.0	-3.3	-4.8	-0.8	-8.5	-8.7	7
6	6a. Performance	0.8	0.6	2.4	-0.5	1.3	2.7	-3.3	nr	1.1	3.0	1.8	2.6	-4.1	nr	0
	6b. Participation	-3.2	-4.0	-3.1	-2.7	-4.4	-2.3	-0.3	-7.0	-1.4	-0.4	-1.7	1.3	3.1	-4.0	0
7	7a. Performance	-2.5	-5.2	-3.3	-1.8	-7.6	-6.2	-11.0	-28.0	-3.5 <sup>G</sup>	-1.6 <sup>G</sup>	-5.8 <sup>G</sup>	-4.2 <sup>G</sup>	-8.1 <sup>G</sup>	-25.4 <sup>G</sup>	6
	7b. Participation	4.3	3.7	1.4	3.9	3.1	2.8	0.5	-0.6	-0.2	-2.4	-0.7	0.7	-1.8	-5.0	4
8	8a. Rate*	0.3	0.5	0.5	0.1	0.4	0.7	1.0	1.1	-0.3	-0.4	-0.3	-0.5	-0.8	-1.5	0
	8b. Cohort Rate	0.2	1.1	-0.7	-0.4	0.1	11.0	-2.1	1.9	1.5	-0.3	0.5	15.0	-2.5	1.9	2
9	9a. ISS**	0.0	0.0	-0.2	0.1	-0.5	0.0	0.2	0.5	0.1	0.3	0.6	-0.1	-0.2	-0.6 <sup>G</sup>	1
	9b. OSS**	0.7	0.7	0.8	0.7	0.9	0.9	1.3	1.2	0.0	-0.1	-0.2	-0.4	-0.7	-1.0 <sup>G</sup>	6
	9c. Attendance**	1.3	1.6	0.7	1.4	0.3	2.0	2.0	-1.1	-0.2 <sup>G</sup>	0.7	1.1 <sup>G</sup>	-1.2	-0.9	2.7 <sup>G</sup>	9
<b># of Cells Improving: KRs 5-9</b>		5	4	2	5	2	6	3	0	2	1	2	3	1	4	40
<b>Total # of Cells Improving</b>		11	8	6	9	6	11	7	4	4	2	4	7	1	7	87

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.  
 \*\*\* Calculation revised in FY2006.





# 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	F	R	L	E	S	E	L	E	P	# of Cells Improving		
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	2.5	0.1	1.5	-0.7	0.0	0.5	0	2.5	0.1	1.5	-0.7	0.0	0.5	0	2.5	0.1	1.5	-0.7	0.0	0.5	0	0
	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	7.0	5.2	3.7	3.2	4.2	-11.2	6	7.0	5.2	3.7	3.2	4.2	-11.2	6	7.0	5.2	3.7	3.2	4.2	-11.2	6	6
2	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	1.9	1.4	3.1	2.0	0.6	3.3	10	1.9	1.4	3.1	2.0	0.6	3.3	10	1.9	1.4	3.1	2.0	0.6	3.3	10	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	1.5	1.0	2.2	1.6	-0.7	1.3	8	1.5	1.0	2.2	1.6	-0.7	1.3	8	1.5	1.0	2.2	1.6	-0.7	1.3	8	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	2.1	1.5	4.3	0.7	0.8	-0.1	1	2.1	1.5	4.3	0.7	0.8	-0.1	1	2.1	1.5	4.3	0.7	0.8	-0.1	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	-5.5	-3.6	-3.8	-1.1	-1.9	-0.6	0	-5.5	-3.6	-3.8	-1.1	-1.9	-0.6	0	-5.5	-3.6	-3.8	-1.1	-1.9	-0.6	0	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	-1.3	-0.9	0.7	0.9	-1.2	-1.3	0	-1.3	-0.9	0.7	0.9	-1.2	-1.3	0	-1.3	-0.9	0.7	0.9	-1.2	-1.3	0	0
3 Progress at Same Grade Level	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	2.6	1.1	4.4	2.7	0.8	2.0	11	2.6	1.1	4.4	2.7	0.8	2.0	11	2.6	1.1	4.4	2.7	0.8	2.0	11	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	1.9	1.1	2.2	1.8	-0.6	1.1	10	1.9	1.1	2.2	1.8	-0.6	1.1	10	1.9	1.1	2.2	1.8	-0.6	1.1	10	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	4.9	1.2	8.9	4.5	-5.0	7.4	5	4.9	1.2	8.9	4.5	-5.0	7.4	5	4.9	1.2	8.9	4.5	-5.0	7.4	5	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	3.7	0.1	2.0	1.2	-8.6	-4.2	4	3.7	0.1	2.0	1.2	-8.6	-4.2	4	3.7	0.1	2.0	1.2	-8.6	-4.2	4	4
3 Progress of Same Students	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	1.2	2.3	1.0	3.6	-0.6	5.7	9	1.2	2.3	1.0	3.6	-0.6	5.7	9	1.2	2.3	1.0	3.6	-0.6	5.7	9	9
	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	3.0	3.7	2.9	1.6	5.8	1.6 <sup>G</sup>	9	3.0	3.7	2.9	1.6	5.8	1.6 <sup>G</sup>	9	3.0	3.7	2.9	1.6	5.8	1.6 <sup>G</sup>	9	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	-0.7	-0.9	0.2	-1.3	1.3	-3.2	0	-0.7	-0.9	0.2	-1.3	1.3	-3.2	0	-0.7	-0.9	0.2	-1.3	1.3	-3.2	0	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	-6.7	-1.7	-9.7	-2.7	9.9 <sup>G</sup>	-8.3 <sup>G</sup>	2	-6.7	-1.7	-9.7	-2.7	9.9 <sup>G</sup>	-8.3 <sup>G</sup>	2	-6.7	-1.7	-9.7	-2.7	9.9 <sup>G</sup>	-8.3 <sup>G</sup>	2	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	0.1	-0.2	0.3	-1.2	3.3	0.1	1	0.1	-0.2	0.3	-1.2	3.3	0.1	1	0.1	-0.2	0.3	-1.2	3.3	0.1	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	9.0	1.6	8.9	6.0	7.7	5.8 <sup>G</sup>	3	9.0	1.6	8.9	6.0	7.7	5.8 <sup>G</sup>	3	9.0	1.6	8.9	6.0	7.7	5.8 <sup>G</sup>	3	3
<b># of Cells Improving: KR's 1-3</b>		9	10	7	6	6	9	8	5	7	1	1	4	3	3	79	7	1	1	4	3	3	79	7	1	1	4	3	3	79	7	1	1	4	3	3	79	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 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 & Not LEP	# of Cells Improv- ing
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
6	6a. Performance	-0.2	0.0	0.2	-0.4	4.6	2.8	0.8	nr	0.4	0.6	4.9	3.7	1.6	nr	0
	6b. Participation	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
7	7a. Performance	-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
	7b. Participation	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	8a. Rate*	-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
	8b. Cohort Rate	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
9	9a. ISS**	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
	9b. 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
	9c. Attendance**	-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
<b># of Cells Improving: KRs 5-9</b>		5	3	3	5	2	2	2	0	3	1	2	1	1	3	33
<b>Total # of Cells Improving</b>		14	13	10	11	8	11	10	5	10	2	3	5	4	6	112

SIGNIFICANTLY POSITIVE
NO CHANGE
SIGNIFICANTLY NEGATIVE
PARTICIPATION DECLINE

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\*\* 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	L E P & L E P	# 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
	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
2	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
3 Progress at Same Grade Level	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
3 Progress of Same Students	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
	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
Mathematics Grades 4-10	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
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PARTICIPATION DECLINE

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# 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 & N o t E S E	L E P & N o t L E P	# 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	6a. Performance	-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
	6b. Participation	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
	<b># of Cells Improving: KRS 5-9</b>	2	1	1	2	1	1	1	1	1	1	2	1	1	4	20
	<b>Total # of Cells Improving</b>	12	9	8	8	10	11	8	6	6	2	7	5	1	11	104

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# FY2003 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	FRL & Not FRL	ESE & Not ESE	LEP & Not LEP	# of Cells Improv- ing
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
2	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
3 Progress at Same Grade Level	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
	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
3 Progress of Same Students	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
	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
Mathematics Grades 4-10	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
	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: KRrs 1-3</b>													

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# FY2003 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	F R L & F R L	E S E & E S E	L E P & L E P	# of Cells Improv- ing	
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	
	18a. Enrollment	% enrolled														
6	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	0.0	2	
	18b. Enrollment	% enrolled														
6	SAT	0.4	-1.8	-0.4	2.2	-1.6	1.7	6.0	nr	-4.0	-2.5	0.6	5.4	nr	0	
	19. Performance	Mean V + M														
7	20. Participation	% taking SAT	-1.5	-1.7	0.4	-1.3	0.8	1.7	2.4	-0.4	1.7	2.4	3.0	4.2	0	
	21. Performance	% passing AP	-4.3	-6.8	-4.5	-4.2	-15.6	-2.1	-15.5	-2.6 <sup>G</sup>	-0.3 <sup>G</sup>	3.2 <sup>G</sup>	-10.4 <sup>G</sup>	nr	4	
7	All Subjects	22. Participation	3.4	1.8	1.3	5.1	2.2	2.1	0.1	-3.3	-3.9	-0.5	-2.4	-0.4	2	
	22. Participation	% taking AP														
8	Dropout	23. Rate*	0.2	0.0	0.2	0.4	0.5	-0.3	0.7	0.4	0.2	0.8	0.6	-0.6	0	
	23. Rate*	% dropping out														
8	Graduation	24. Cohort Rate	-0.4	-2.0	1.2	0.7	-3.7	-2.3	4.8	-2.7	0.5	-3.1	5.5	-2.9	0	
	24. Cohort Rate	% graduating														
9	Suspension	25. ISS*	0.5	0.6	0.3	0.4	1.3	0.1	0.2	-0.1	0.1	0.7	0.4	0.3 <sup>G</sup>	4	
	25. ISS*	% ISS														
9	Suspension	26. OSS*	0.7	1.1	0.2	0.5	1.7	0.8	1.3	-0.6	0.3	-0.2	-0.7	0.1 <sup>G</sup>	6	
	26. OSS*	% OSS														
9	Suspension	27. Attendance*	0.8	1.0	0.4	0.7	1.0	0.4	2.0	-0.4 <sup>G</sup>	0.2	0.7	-1.4	-0.5 <sup>G</sup>	5	
	27. Attendance*	% 11 or more absences														
		# of Cells Improving: KRrs 5-9	5	2	0	3	2	2	1	0	2	1	1	3	23	
		Total # of Cells Improving	15	13	8	11	6	15	6	6	8	4	5	3	105	

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 \* 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														Gap Closing?					# of Cells Improving
		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	F R L & F R L	E S E & E S E	L E P & L E P	# of Cells Improving						
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						
2	Algebra Grade 9	-8.8	*	*	*	*	*	*	*	*	*	*	*	*	0						
3 Progress at Same Grade Level	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*						
	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						
3 Progress of Same Students	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						
	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*							
14. FCAT NRT	1.1	-1.1	0.3	2.2	-0.5	-0.2	0.6	2.7	-3.3 <sup>G</sup>	-1.8 <sup>G</sup>	-2.1 <sup>G</sup>	-0.5 <sup>G</sup>	1.6 <sup>G</sup>	7							
<b># of Cells Improving: KR's 1-3</b>		8	7	4	6	3	7	5	0	6	2	4	2	2	56						

SIGNIFICANTLY POSITIVE
NO CHANGE or nr
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# FY2002 ACADEMIC PERFORMANCE SUMMARY REPORT

KEY RESULT	INDICATOR/STANDARD	GROUPS																# of Cells Improving		
		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	F R L & F R L	E S E & E S E	L E P & L E P	# of Cells Improving					
5	Mathematics	0.4	0.3	-0.3	0.8	0.2	0.1	0.0	nr	-0.4	-1.1	-0.4	-0.4	nr	0					
	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	-0.7	1					
6	SAT	0.0	4.8	-3.1	-2.1	5.6	-1.1	nr	nr	6.9	-1.0	-1.7	nr	nr	0					
	19. Performance	-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					
7	20. Participation	-1.7	2.9	-0.7	-2.2	7.6	2.7	nr	nr	5.1	1.5 <sup>G</sup>	5.1 <sup>G</sup>	nr	nr	2					
	21. Performance	2.8	0.7	2.0	4.3	0.0	0.0	0.8	-1.7	-3.7	-2.3	-2.9	-1.9	-4.7	2					
8	22. Participation	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	3.2	1					
	23. Rate	1.7	1.7	0.8	2.9	2.2	-4.9	3.0	-3.4	-1.2	-2.1	-8.4	1.7	-5.2	0					
9	24. Cohort Rate	-1.4	-2.6	-1.1	-0.9	-1.2	-1.9	-1.6	0.1	1.7	0.1	0.8	0.2	-1.6 <sup>G</sup>	1					
	25. 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	-1.2 <sup>G</sup>	1					
10	26. OSS	-0.7	0.2	-0.9	-1.3	0.5	-0.2	0.1	1.1	-3.3 <sup>G</sup>	-0.4	-0.8	-0.9	-1.9 <sup>G</sup>	2					
	27. Attendance	To Be Determined by School Board																		
		# of Cells Improving: KRrs 5-9		2	0	0	1	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	0	2	5	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





# Summative Evaluation of the Key Results

March 12, 2007

## 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 FY2005 to FY2006.

## 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 FY2005 to FY2006. 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 FY2006 or closed significantly from FY2005 to FY2006.

<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 will 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 FY2005 and FY2006.

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 that indicate significant progress at the same grade level from FY2005 to FY2006 are not reported if the student participation rate has declined significantly from the former year to the latter. However, should test results indicate a significant decline at the same grade level from FY2005 to FY2006, results will be reported even if the student participation rate has declined significantly from the former year to the latter.

The Summary Table for the Evaluation of the Key Results details the progress from FY2005 to FY2006 made in improving student performance and closing the gap for each Key Result indicator and student group in FY2006. The numbers reported were obtained by subtracting the percent of students meeting the standard in FY2005 from the percent of students meeting the standard in FY2006. 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 statistically significant positive change from the preceding year but a concurrent decline in participation rate.

## VI. FY2006 Findings

All 392 cells for FY2006 Key Results 1 through 3 and 5 through 9 have been evaluated for this report. Of those 392 cells, 87 cells, or 22 percent of evaluated cells, have shown significant improvement. Nineteen cells, or 5 percent, have shown significant decline.

As this report provides information about student performance in the District, it is instructive to review the patterns of greens, yellows, and reds to determine where the District made progress from FY2005 to FY2006 and where it did not.

To determine overall progress from FY2005 to FY2006, 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 six indicators, all of which were in Key Result 3 (proficiency in reading, mathematics, and writing as well as learning gains in reading on FCAT).
- The District has shown significant decline in five indicators, all of which were also in Key Result 3 and involved grade 10 students only (proficiency in reading and in mathematics and making gains in reading and mathematics on FCAT).
- The District has shown significant decline in participation rate in one indicator in Key Result 3 (participation rate on SRI).

Across Groups Measured for each Indicator,

- 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 (Indicators 3a, and 3b).
- Fifty percent or more of the 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 Mathematics (Indicators 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 Reading and Mathematics (Indicators 3a and 3f), 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,
  - Two in Key Result 5, enrollment in upper level mathematics and science courses (Indicators 5a and 5b),
  - One in Key Result 7, enrollment in an AP course<sup>2</sup> (Indicator 7b), and
  - Two in Key Result 9, percents of out-of-school suspensions and 11 or more absences (Indicators 9b and 9c).
- The District has shown significant decline in two indicators,
  - One in Key Result 6, participation on SAT (Indicator 6b), and
  - One in Key Result 7, performance on AP exams<sup>2</sup> (Indicator 7a).

Across Groups Measured for each Indicator,

- Fifty percent or more of the groups evaluated have shown significant improvement in the following Indicators:
  - The percents of students enrolled in an upper level mathematics and science course (Indicators 5a and 5b),
  - The percent of students enrolled in a AP class (Indicator 7b),
  - The percents of students receiving an out-school suspension and having 11 or more absences (Indicators 9b and 9c).

## Performance Gaps between Groups

- The existing gaps between traditionally lower performing students and their higher performing counterparts have largely widened in Key Result 5, the percent of students enrolled in an upper level science course (Indicator 5b), even though enrollment of most student groups has increased significantly.
- Gaps do not exist between all six traditionally lower performing students and their higher performing counterparts in Key Result 7, the percent of students passing AP (Indicator 7a) and between Black, Hispanic, and LEP students and their counterparts in Key Result 9, the percent of students with 11 or more absences (Indicator 9c).

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<sup>2</sup> Note that the significant increase in enrollment in AP courses was accompanied by a significant decline in performance on AP exams .

## Summary of FY2006 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	None
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 (Significant Decline)
		3e. FCAT SSS	None
	FCAT Math Grades 3-10	3f. FCAT SSS	50% or more of groups
		3g. FCAT SSS	50% or more of groups
	FCAT Math Grade 10	3h. FCAT SSS	None (Significant Decline)
3i. FCAT SSS		None (Significant Decline)	
FCAT Writing Grades 4, 8, 10	3j. FCAT SSS	50% or more of groups	
3 Progress of Same Students	FCAT Reading Grades 4-10	3k. FCAT SSS	Fewer than 50% of groups
	SRI Grades 3-10	3l. SRI	None
	FCAT Reading Grade 10	3m. FCAT SSS	None (significant decline)
	FCAT Math Grades 4-10	3n. FCAT SSS	None
	FCAT Math Grade 10	3o. FCAT SSS	None (significant decline)
5	Math & Science	5a. Upper Level Math Classes	50% or more of groups
		5b. Upper Level Science Classes	50% or more of groups
6	SAT	6a. Performance	To be evaluated in winter 2007
		6b. Participation	None (significant decline)
7	All Subjects	7a. Performance	None (significant decline)
		7b. Participation	50% or more of groups
8	Dropout	8a. Rate	None
	Graduation	8b. Cohort Rate	Fewer than 50% of groups
9	Suspension	9a. In School Suspension	None
		9b. Out of school suspension	50% or more of groups
		9c. Attendance	50% or more of groups

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 FY2006 for each standard.

Standard	Number of Students Assessed				Percent of Students Proficient			
	FY2003	FY2004	FY2005	FY2006	FY2003	FY2004	FY2005	FY2006
Reading	2,430	2,561	893	1716	44%	55%	56%	62%
Mathematics	2,405	2,501	796	1666	40%	52%	51%	58%
Writing	2,431	862	287	663	36%	48%	50%	54%
Science	NR	NR	193	607	NR	NR	53%	58%

■ green    □ yellow

Across the four Indicators measured, the District has shown significant improvement on alternative assessments in reading and in mathematics.

## 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 FY2006 and FY2005.

#### Understanding the Numerators and Denominators

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	3a. FCAT SSS	$\geq$ Level 2	% meeting or exceeding standard	prior year	TIP	
		3b. FCAT SSS	$\geq$ Level 3	% meeting or exceeding standard	prior year	TIP	
3 Progress of Same Grade Level	SRI Grades 3-10	3c. SRI end of year assessment	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	
		3d. FCAT SSS	$\geq$ Level 2	% meeting or exceeding standard	prior year	TIP	
		3e. FCAT SSS	$\geq$ Level 3	% meeting or exceeding standard	prior year	TIP	
		3f. FCAT SSS	$\geq$ Level 2	% meeting or exceeding standard	prior year	TIP	
		3g. FCAT SSS	$\geq$ Level 3	% meeting or exceeding standard	prior year	TIP	
		3h. FCAT SSS	$\geq$ Level 2	% meeting or exceeding standard	prior year	TIP	
		3i. FCAT SSS	$\geq$ Level 3	% meeting or exceeding standard	prior year	TIP	
		3j. FCAT SSS	$\geq 4^3$	% meeting or exceeding standard	prior year	TIP	
		3k. FCAT SSS	State: FDOE	making FDOE Learning Gains	% meeting or exceeding standard	prior year	TIP
		3l. SRI	SDPBC: DREA	making a year's growth or more	% $\geq$ previous learning gains	prior year	TIP
3 Progress of Same Students	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	
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	6a. Performance	1000	% $>$ national average for 1998	prior year	TIP	
		6b. Participation	taking exam	% taking exam	prior year	TIP	
7	Dropout	7a. Performance	passing ( $\geq 3$ )	% passing ( $\geq 3$ )	prior year	TIP	
		7b. Participation	enrolled in AP classes	% enrolled in AP classes	prior year	TIP	
8	Graduation Suspension	8a. Rate	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	
		8b. Cohort Rate	graduating within four years of entering ninth grade for the first time.	% graduating	prior year	TIP	
9	Suspension	9a. In School Suspension	suspended in school	% suspended	prior year	TIP	
		9b. Out of school suspension	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

### *FY2006 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	122061A	LINEAR ALG
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	2003430 ADV PL PHYSICS C
2003810 CHEMISTRY II-IB	2002410 INTEG SC I HON
2003820 CHEMISTRY III-IB	2002430 INTEG SC II HON
2003850 PHYSICS III-IB	2002450 INTEG SC III HON
202091A AST S/G HONORS	2003430 AP PHYS C: ELE & MAG
APB1170 MICROBIOLOGY	2002460 INTEG SC IV
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

**FDOE:** 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 FY2005 to FY2006**



School District of Palm Beach County  
 Pgm P06A011: Scholastic Reading Inventory  
 Analysis of Reading Gains at Lexile 220 and Above: FY2005 to FY2006  
 Key Results Report - Indicator 1

DISTRICT REPORT

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

Group	FY2006					FY2005					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	12255	11550	94.2%	8319	72.0%	12562	11764	93.6%	8326	70.8%	0.6%	NO	1.3%	NO	
Asian	317	310	97.8%	271	87.4%	329	306	93.0%	249	81.4%	4.8%	NO	6.0%	NO	
Black	3400	3115	91.6%	1841	59.1%	3396	3131	92.2%	1797	57.4%	(0.6%)	NO	1.7%	NO	
Hispanic	2983	2799	93.8%	1745	62.3%	2982	2825	94.7%	1710	60.5%	(0.9%)	NO	1.8%	NO	
Indian/Alaskan	88	83	94.3%	64	77.1%	87	87	100%	65	74.7%	.	nr	2.4%	NO	
Multiracial	723	680	94.1%	554	81.5%	617	579	93.8%	457	78.9%	0.2%	NO	2.5%	NO	
White	4744	4563	96.2%	3844	84.2%	5151	4836	93.9%	4048	83.7%	2.3%	YES+	0.5%	NO	
Haitian	977	866	88.6%	464	53.6%	992	908	91.5%	468	51.5%	(2.9%)	NO	2.0%	NO	
F/R Lunch	6725	6221	92.5%	3732	60.0%	6588	6147	93.3%	3537	57.5%	(0.8%)	NO	2.5%	NO	
No F/R Lunch	5530	5329	96.4%	4587	86.1%	5974	5617	94.0%	4789	85.3%	2.3%	YES+	0.8%	NO	
ESE/T	1405	1213	86.3%	343	28.3%	1397	1200	85.9%	338	28.2%	0.4%	NO	0.1%	NO	
Non-ESE/T	10850	10337	95.3%	7976	77.2%	11165	10564	94.6%	7988	75.6%	0.7%	NO	1.5%	NO	
ESOL L+	1843	1703	92.4%	775	45.5%	1859	1769	95.2%	840	47.5%	(2.8%)	NO	(2.0%)	NO	
ESOL Non-LY	10035	9517	94.8%	7444	78.2%	10259	9596	93.5%	7364	76.7%	1.3%	YES+	1.5%	NO	
Male	6316	5891	93.3%	3965	67.3%	6486	6045	93.2%	4070	67.3%	0.1%	NO	(0.0%)	NO	
Female	5939	5659	95.3%	4354	76.9%	6076	5719	94.1%	4256	74.4%	1.2%	NO	2.5%	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.



School District of Palm Beach County  
 Pgm P06A012: Scholastic Reading Inventory  
 Analysis of Change in Performance Gap at Lexile 220 and Above: FY2006 and FY2005  
 Key Results Report - Indicator 1

DISTRICT REPORT

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

Group Definitions	FY2006						FY2005						
	Group 1			Group 2			Group 1			Group 2			
	Pct L220+	P Rate	Pct L220+	P Rate	Pct L220+	P Rate	Pct L220+	P Rate	Pct L220+	P Rate	Pct L220+	P Rate	
White	84.2%	96.2%	59.1%	91.6%	83.7%	93.9%	57.4%	92.2%	25.1%	26.3%	1.2%	NO	GROUP 1
Non-ESE/T	77.2%	95.3%	28.3%	86.3%	75.6%	94.6%	28.2%	85.9%	48.9%	47.4%	( 1.4%)	NO	NONE
ESOL Non-LY	78.2%	94.8%	45.5%	92.4%	76.7%	93.5%	47.5%	95.2%	32.7%	29.3%	( 3.5%)	NO	GROUP 1
No F/R Lunch	86.1%	96.4%	60.0%	92.5%	85.3%	94.0%	57.5%	93.3%	26.1%	27.7%	1.6%	NO	GROUP 1
White	84.2%	96.2%	53.6%	88.6%	83.7%	93.9%	51.5%	91.5%	30.7%	32.2%	1.5%	NO	GROUP 1
White	84.2%	96.2%	62.3%	93.8%	83.7%	93.9%	60.5%	94.7%	21.9%	23.2%	1.3%	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 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 P06A021: ETS Algebra Exam

## Analysis of Gains at 40th Percentile and Above: FY2005 to FY2006

## Key Results Report - Indicator 2

## DISTRICT REPORT

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

Group	FY2006					FY2005					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	26813	12657	47.2%	8456	66.8%	28973	16164	55.8%	10752	66.5%	( 8.6%)	YES-	0.3%	NOp	
Asian	641	277	43.2%	233	84.1%	676	365	54.0%	309	84.7%	(10.8%)	YES-	( 0.5%)	NOp	
Black	7662	3281	42.8%	1715	52.3%	8464	4309	50.9%	2269	52.7%	( 8.1%)	YES-	( 0.4%)	NOp	
Hispanic	5729	2747	47.9%	1710	62.2%	5973	3366	56.4%	2066	61.4%	( 8.4%)	YES-	0.9%	NOp	
Indian/Alaskan	129	71	55.0%	49	69.0%	131	74	56.5%	52	70.3%	( 1.4%)	NO	( 1.3%)	NO	
White	11808	5873	49.7%	4439	75.6%	12936	7558	58.4%	5694	75.3%	( 8.7%)	YES-	0.2%	NOp	
Haitian	1979	941	47.5%	406	43.1%	2272	1255	55.2%	560	44.6%	( 7.7%)	YES-	( 1.5%)	NOp	
F/R Lunch	10462	4584	43.8%	2602	56.8%	11295	5783	51.2%	3296	57.0%	( 7.4%)	YES-	( 0.2%)	NOp	
No F/R Lunch	16351	8073	49.4%	5854	72.5%	17678	10380	58.7%	7456	71.8%	( 9.3%)	YES-	0.7%	NOp	
ESE/T	3781	1042	27.6%	413	39.6%	4172	1265	30.3%	533	42.1%	( 2.8%)	NO	( 2.5%)	NO	
Non-ESE/T	23032	11615	50.4%	8043	69.2%	24801	14898	60.1%	10219	68.6%	( 9.6%)	YES-	0.7%	NOp	
ESOL L+	835	400	47.9%	126	31.5%	1015	549	54.1%	205	37.3%	( 6.2%)	NO	( 5.8%)	NO	
ESOL Non-LY	25174	11817	46.9%	8189	69.3%	26979	15069	55.9%	10333	68.6%	( 8.9%)	YES-	0.7%	NOp	
Male	13740	6383	46.5%	4178	65.5%	15129	8064	53.3%	5244	65.0%	( 6.8%)	YES-	0.4%	NOp	
Female	13073	6274	48.0%	4278	68.2%	13844	8099	58.5%	5508	68.0%	(10.5%)	YES-	0.2%	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? 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.



Pgm P05A022: ETS Algebra Exam

Analysis of Change in Performance Gap at 40th Percentile and Above: FY2006 and FY2005

Key Results Report - Indicator 2

DISTRICT REPORT

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

Group Definitions	FY2006						FY2005										
	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	75.6%	49.7%	52.3%	42.8%	75.3%	58.4%	52.7%	50.9%	23.3%	22.7%	FY2006 40%+ Gap	FY2005 40%+ Gap	FY06-FY05 40%+ Gap Change	FY06-FY05 40%+ Gap Sig?	P Rate Sig Diff?
White	Non-ESE/T	ESE/T	69.2%	50.4%	39.6%	27.6%	68.6%	60.1%	42.1%	30.3%	29.6%	26.5%	( 0.6%)	Nop	( 3.2%)	Nop	BOTH
ESOL Non-LY	ESOL L+	ESOL L+	69.3%	46.9%	31.5%	47.9%	68.6%	55.9%	37.3%	54.1%	37.8%	31.2%	( 6.6%)	Nop	( 6.6%)	Nop	GROUP 1
No F/R Lunch	F/R Lunch	F/R Lunch	72.5%	49.4%	56.8%	43.8%	71.8%	58.7%	57.0%	51.2%	15.8%	14.8%	( 0.9%)	Nop	( 0.9%)	Nop	BOTH
White	Haitian	Haitian	75.6%	49.7%	43.1%	47.5%	75.3%	58.4%	44.6%	55.2%	32.4%	30.7%	( 1.7%)	Nop	( 1.7%)	Nop	BOTH
White	Hispanic	Hispanic	75.6%	49.7%	62.2%	47.9%	75.3%	58.4%	61.4%	56.4%	13.3%	14.0%	0.6%	Nop	0.6%	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. 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.



School District of Palm Beach County  
 Pgm P06A03A1: FCAT Sunshine State Standards Test  
 Analysis of Reading Gains at Level 2 and Above: FY2005 to FY2006  
 Key Results Report - Indicator 3a&d

## DISTRICT REPORT

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

Group	FY2006					FY2005					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	102756	100217	97.5%	77375	77.2%	104162	101553	97.5%	75708	74.6%	0.0%	NO	2.7%	YES+	
Asian	2628	2592	98.6%	2263	87.3%	2557	2527	98.8%	2175	86.1%	(0.2%)	NO	1.2%	NO	
Black	28687	27484	95.8%	16994	61.8%	29168	28001	96.0%	16003	57.2%	(0.2%)	NO	4.7%	YES+	
Hispanic	22882	22326	97.6%	15770	70.6%	22383	21852	97.6%	14654	67.1%	(0.1%)	NO	3.6%	YES+	
Indian/Alaskan	550	542	98.5%	441	81.4%	551	539	97.8%	420	77.9%	0.7%	NO	3.4%	NO	
Multiracial	4181	4112	98.3%	3548	86.3%	3819	3759	98.4%	3182	84.7%	(0.1%)	NO	1.6%	NO	
White	43828	43048	98.2%	38307	89.0%	45684	44820	98.1%	39251	87.6%	0.1%	NO	1.4%	YES+	
Haitian	7801	7565	97.0%	4263	56.4%	7810	7600	97.3%	3836	50.5%	(0.3%)	NO	5.9%	YES+	
F/R Lunch	46531	44938	96.6%	29768	66.2%	46374	44779	96.6%	27749	62.0%	0.0%	NO	4.3%	YES+	
No F/R Lunch	56225	55166	98.1%	47555	86.2%	57788	56719	98.2%	47936	84.5%	(0.0%)	NO	1.7%	YES+	
ESE/T	14429	12550	87.0%	5291	42.2%	14628	12792	87.4%	4817	37.7%	(0.5%)	NO	4.5%	YES+	
Non-ESE/T	88327	87554	99.1%	72032	82.3%	89534	88706	99.1%	70868	79.9%	0.0%	NO	2.4%	YES+	
ESOL L+	6424	6346	98.8%	3453	54.4%	6197	6135	99.0%	2999	48.9%	(0.2%)	NO	5.5%	YES+	
ESOL Non-LY	93320	90954	97.5%	73309	80.6%	94662	92174	97.4%	72094	78.2%	0.1%	NO	2.4%	YES+	
Male	52656	50986	96.8%	37773	74.1%	53387	51716	96.9%	37240	72.0%	(0.0%)	NO	2.1%	YES+	
Female	50100	49118	98.0%	39550	80.5%	50775	49782	98.0%	38445	77.2%	(0.0%)	NO	3.3%	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.



DISTRICT REPORT

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

Group Definitions	FY2006						FY2005						ANALYSIS OF GAP AND P RATE				
	Group 1			Group 2			Group 1			Group 2			FY2006 L2+ Gap	FY2005 L2+ Gap	FY06-FY05 L2+ Gap Change	FY06-FY05 L2+ Gap Sig?	P Rate Sig Diff?
	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate							
White	89.0%	98.2%	61.8%	95.8%	87.6%	98.1%	98.1%	57.2%	96.0%	27.2%	30.4%	3.3%	YES+	NONE			
Non-ESE/T	82.3%	99.1%	42.2%	87.0%	79.9%	99.1%	99.1%	37.7%	87.4%	40.1%	42.2%	2.1%	NO	NONE			
ESOL Non-LY	80.6%	97.5%	54.4%	98.8%	78.2%	97.4%	98.8%	48.9%	99.0%	26.2%	29.3%	3.1%	NO	NONE			
No F/R Lunch	86.2%	98.1%	66.2%	96.6%	84.5%	98.2%	96.6%	62.0%	96.6%	20.0%	22.5%	2.6%	YES+	NONE			
White	89.0%	98.2%	56.4%	97.0%	87.6%	98.1%	98.1%	50.5%	97.3%	32.6%	37.1%	4.5%	YES+	NONE			
White	89.0%	98.2%	70.6%	97.6%	87.6%	98.1%	97.6%	67.1%	97.6%	18.4%	20.5%	2.2%	YES+	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 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.



DISTRICT REPORT

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

Group	FY2006						FY2005						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	102756	100217	97.5%	56530	56.4%	104162	101553	97.5%	54228	53.4%	0.0%	NO	3.0%	YES+		
Asian	2628	2592	98.6%	1874	72.3%	2557	2527	98.8%	1757	69.5%	(0.2%)	NO	2.8%	NO		
Black	28687	27484	95.8%	9938	36.2%	29168	28001	96.0%	9066	32.4%	(0.2%)	NO	3.8%	YES+		
Hispanic	22882	22326	97.6%	10820	48.5%	22383	21852	97.6%	9706	44.4%	(0.1%)	NO	4.0%	YES+		
Indian/Alaskan	550	542	98.5%	336	62.0%	551	539	97.8%	296	54.9%	0.7%	NO	7.1%	NO		
Multiracial	4181	4112	98.3%	2825	68.7%	3819	3759	98.4%	2487	66.2%	(0.1%)	NO	2.5%	NO		
White	43828	43048	98.2%	30702	71.3%	45684	44820	98.1%	30902	68.9%	0.1%	NO	2.4%	YES+		
Haitian	7801	7565	97.0%	2503	33.1%	7810	7600	97.3%	2181	28.7%	(0.3%)	NO	4.4%	YES+		
F/R Lunch	46531	44938	96.6%	19269	42.9%	46374	44779	96.6%	17510	39.1%	0.0%	NO	3.8%	YES+		
No F/R Lunch	56225	55166	98.1%	37226	67.5%	57788	56719	98.2%	36704	64.7%	(0.0%)	NO	2.8%	YES+		
ESE/T	14429	12550	87.0%	2667	21.3%	14628	12792	87.4%	2398	18.7%	(0.5%)	NO	2.5%	YES+		
Non-ESE/T	88327	87554	99.1%	53828	61.5%	89534	88706	99.1%	51816	58.4%	0.0%	NO	3.1%	YES+		
ESOL L+	6424	6346	98.8%	2081	32.8%	6197	6135	99.0%	1702	27.7%	(0.2%)	NO	5.0%	YES+		
ESOL Non-LY	93320	90954	97.5%	54123	59.5%	94662	92174	97.4%	52206	56.6%	0.1%	NO	2.9%	YES+		
Male	52656	50986	96.8%	27065	53.1%	53387	51716	96.9%	26678	51.6%	(0.0%)	NO	1.5%	YES+		
Female	50100	49118	98.0%	29430	59.9%	50775	49782	98.0%	27536	55.3%	(0.0%)	NO	4.6%	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: Reading L3+ School: ALL Grade Level: ALL

Group Definitions	FY2006						FY2005								
	Group 1			Group 2			Group 1			Group 2					
	Pct L3+	P Rate	P Rate	Pct L3+	P Rate	P Rate	Pct L3+	P Rate	P Rate	Pct L3+	P Rate	P Rate			
Group 1	Group 2	Black	71.3%	98.2%	36.2%	95.8%	68.9%	98.1%	32.4%	96.0%	35.2%	36.6%	1.4%	NO	NONE
White	ESE/T	61.5%	99.1%	21.3%	87.0%	58.4%	99.1%	18.7%	87.4%	40.2%	39.7%	( 0.6%)	NO	NONE	
ESOL Non-LY	ESOL L+	59.5%	97.5%	32.8%	98.8%	56.6%	97.4%	27.7%	99.0%	26.7%	28.9%	2.2%	NO	NONE	
No F/R Lunch	F/R Lunch	67.5%	98.1%	42.9%	96.6%	64.7%	98.2%	39.1%	96.6%	24.6%	25.6%	1.0%	NO	NONE	
White	Haitian	71.3%	98.2%	33.1%	97.0%	68.9%	98.1%	28.7%	97.3%	38.2%	40.2%	2.0%	NO	NONE	
White	Hispanic	71.3%	98.2%	48.5%	97.6%	68.9%	98.1%	44.4%	97.6%	22.9%	24.5%	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 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 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 P06A051: Scholastic Reading Inventory

Analysis of Reading Gains at Equivalent of FCAT Level 3 and Above: FY2005 to FY2006

Key Results Report - Indicator 3c

DISTRICT REPORT

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

Group	FY2006						FY2005						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	102310	52514	51.3%	31917	60.8%	103824	86093	82.9%	48150	55.9%	(31.6%)	YES-	4.9%	NOp		
Asian	2620	1382	52.7%	1040	75.3%	2565	2200	85.8%	1533	69.7%	(33.0%)	YES-	5.6%	NOp		
Black	28677	13577	47.3%	6193	45.6%	29074	23264	80.0%	8894	38.2%	(32.7%)	YES-	7.4%	NOp		
Hispanic	22824	12686	55.6%	6441	50.8%	22351	17649	79.0%	8095	45.9%	(23.4%)	YES-	4.9%	NOp		
Indian/Alaskan	540	327	60.6%	218	66.7%	543	460	84.7%	280	60.9%	(24.2%)	YES-	5.8%	NOp		
White	43482	22128	50.9%	16271	73.5%	45472	39249	86.3%	27130	69.1%	(35.4%)	YES-	4.4%	NOp		
Haitian	7828	3666	46.8%	1485	40.5%	7832	6172	78.8%	2057	33.3%	(32.0%)	YES-	7.2%	NOp		
F/R Lunch	46310	25666	55.4%	12597	49.1%	46555	37204	79.9%	15739	42.3%	(24.5%)	YES-	6.8%	NOp		
No F/R Lunch	56000	26848	47.9%	19320	72.0%	57269	48888	85.4%	32411	66.3%	(37.4%)	YES-	5.7%	NOp		
ESE/T	14208	7051	49.6%	1768	25.1%	14539	10443	71.8%	2292	21.9%	(22.2%)	YES-	3.1%	NOp		
Non-ESE/T	88102	45463	51.6%	30149	66.3%	89285	75649	84.7%	45858	60.6%	(33.1%)	YES-	5.7%	NOp		
ESOL L+	4357	2849	65.4%	738	25.9%	4944	4148	83.9%	897	21.6%	(18.5%)	YES-	4.3%	NOp		
ESOL Non-LY	95042	48245	50.8%	31010	64.3%	95649	79614	83.2%	47061	59.1%	(32.5%)	YES-	5.2%	NOp		
Male	52482	26807	51.1%	15767	58.8%	53203	43768	82.3%	23686	54.1%	(31.2%)	YES-	4.7%	NOp		
Female	49828	25707	51.6%	16150	62.8%	50621	42325	83.6%	24464	57.8%	(32.0%)	YES-	5.0%	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.



School District of Palm Beach County  
 Pgm P06A052: Scholastic Reading Inventory  
 Analysis of Change in Performance Gap at Equivalent of FCAT Level 3 and Above: FY2006 and FY2005  
 Key Results Report - Indicator 3c

DISTRICT REPORT

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

Group Definitions	FY2006						FY2005							
	Group 1		Group 2		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	FY2006 L3+ Gap	FY2005 L3+ Gap	FY06-FY05 L3+ Gap Change	FY06-FY05 L3+ Gap Sig?	P Rate Sig Diff?
White	Black	73.5%	50.9%	45.6%	47.3%	69.1%	86.3%	38.2%	80.0%	27.9%	30.9%	3.0%	NOp	BOTH
Non-ESE/T	ESE/T	66.3%	51.6%	25.1%	49.6%	60.6%	84.7%	21.9%	71.8%	41.2%	38.7%	( 2.6%)	NOp	BOTH
ESOL Non-LY	ESOL L+	64.3%	50.8%	25.9%	65.4%	59.1%	83.2%	21.6%	83.9%	38.4%	37.5%	( 0.9%)	NOp	BOTH
No F/R Lunch	F/R Lunch	72.0%	47.9%	49.1%	55.4%	66.3%	85.4%	42.3%	79.9%	22.9%	24.0%	1.1%	NOp	BOTH
White	Haitian	73.5%	50.9%	40.5%	46.8%	69.1%	86.3%	33.3%	78.8%	33.0%	35.8%	2.8%	NOp	BOTH
White	Hispanic	73.5%	50.9%	50.8%	55.6%	69.1%	86.3%	45.9%	79.0%	22.8%	23.3%	0.5%	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 the most recent year, the traditional gap between the two groups did not exist or was statistically insignificant.



## DISTRICT REPORT

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

Group	FY2006						FY2005						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	12513	12079	96.5%	7543	62.4%	10708	10440	97.5%	6898	66.1%	(1.0%)	YES-	(3.6%)	NOp		
Asian	361	351	97.2%	266	75.8%	328	326	99.4%	254	77.9%	.	nr	(2.1%)	NO		
Black	3403	3169	93.1%	1168	36.9%	2694	2582	95.8%	1005	38.9%	(2.7%)	YES-	(2.1%)	NOp		
Hispanic	2456	2377	96.8%	1269	53.4%	2009	1960	97.6%	1070	54.6%	(0.8%)	NO	(1.2%)	NO		
Indiani/Alaskan	49	48	98.0%	31	64.6%	40	40	100%	27	67.5%	.	nr	(2.9%)	NO		
Multiracial	348	341	98.0%	258	75.7%	267	259	97.0%	198	76.4%	1.0%	NO	(0.8%)	NO		
White	5896	5764	97.8%	4544	78.8%	5370	5263	98.0%	4342	82.5%	(0.2%)	NO	(3.7%)	YES-		
Haitian	947	905	95.6%	231	25.5%	701	681	97.1%	191	28.0%	(1.6%)	NO	(2.5%)	NO		
F/R Lunch	3839	3610	94.0%	1503	41.6%	2850	2720	95.4%	1123	41.3%	(1.4%)	NO	0.3%	NO		
No F/R Lunch	8674	8440	97.3%	6033	71.5%	7858	7710	98.1%	5773	74.9%	(0.8%)	NO	(3.4%)	YES-		
ESE/T	1457	1167	80.1%	242	20.7%	1138	916	80.5%	241	26.3%	(0.4%)	NO	(5.6%)	NO		
Non-ESE/T	11056	10883	98.4%	7294	67.0%	9570	9514	99.4%	6655	69.9%	(1.0%)	YES-	(2.9%)	NOp		
ESOL L+	500	495	99.0%	55	11.1%	352	351	99.7%	59	16.8%	.	nr	(5.7%)	NO		
ESOL Non-LY	11607	11196	96.5%	7453	66.6%	9994	9722	97.3%	6799	69.9%	(0.8%)	NO	(3.4%)	YES-		
Male	6365	6092	95.7%	3607	59.2%	5241	5077	96.9%	3346	65.9%	(1.2%)	NO	(6.7%)	YES-		
Female	6148	5958	96.9%	3929	65.9%	5467	5353	97.9%	3550	66.3%	(1.0%)	NO	(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 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 P06A03A1: FCAT Sunshine State Standards Test  
 Analysis of Reading Gains at Level 3 and Above: FY2005 to FY2006  
 Key Results Report - Indicator 3b&c

DISTRICT REPORT

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

Group	FY2006					FY2005					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	12513	12079	96.5%	4195	34.7%	10708	10440	97.5%	3789	36.3%	(1.0%)	YES-	(1.6%)	NOp
Asian	361	351	97.2%	180	51.3%	328	326	99.4%	157	48.2%	.	nr	3.1%	NO
Black	3403	3169	93.1%	387	12.2%	2694	2582	95.8%	339	13.1%	(2.7%)	YES-	(0.9%)	NOp
Hispanic	2456	2377	96.8%	604	25.4%	2009	1960	97.6%	479	24.4%	(0.8%)	NO	1.0%	NO
Indian/Alaskan	49	48	98.0%	16	33.3%	40	40	100%	10	25.0%	.	nr	8.3%	NO
Multiracial	348	341	98.0%	159	46.6%	267	259	97.0%	100	38.6%	1.0%	NO	8.0%	NO
White	5896	5764	97.8%	2846	49.4%	5370	5263	98.0%	2703	51.4%	(0.2%)	NO	(2.0%)	NO
Haitian	947	905	95.6%	59	6.5%	701	681	97.1%	64	9.4%	(1.6%)	NO	(2.9%)	NO
F/R Lunch	3839	3610	94.0%	605	16.8%	2850	2720	95.4%	419	15.4%	(1.4%)	NO	1.4%	NO
No F/R Lunch	8674	8440	97.3%	3587	42.5%	7858	7710	98.1%	3369	43.7%	(0.8%)	NO	(1.2%)	NO
ESE/T	1457	1167	80.1%	78	6.7%	1138	916	80.5%	69	7.5%	(0.4%)	NO	(0.8%)	NO
Non-ESE/T	11056	10883	98.4%	4114	37.8%	9570	9514	99.4%	3719	39.1%	(1.0%)	YES-	(1.3%)	NOp
ESOL L+	500	495	99.0%	9	1.8%	352	351	99.7%	11	3.1%	.	nr	(1.3%)	NO
ESOL Non-LY	11607	11196	96.5%	4181	37.3%	9994	9722	97.3%	3773	38.8%	(0.8%)	NO	(1.5%)	NO
Male	6365	6092	95.7%	1977	32.5%	5241	5077	96.9%	1912	37.7%	(1.2%)	NO	(5.2%)	YES-
Female	6148	5958	96.9%	2215	37.2%	5467	5353	97.9%	1876	35.0%	(1.0%)	NO	2.1%	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 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 P06A03A2: FCAT Sunshine State Standards Test

Analysis of Change in Reading Performance Gap at Level 3 and Above: FY2006 and FY2005

Key Results Report - Indicator 3b&c

DISTRICT REPORT

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

Group Definitions	FY2006						FY2005						
	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	49.4%	97.8%	12.2%	93.1%	51.4%	98.0%	13.1%	95.8%	37.2%	38.2%	1.1%	NO	GROUP 2
White	49.4%	97.8%	12.2%	93.1%	51.4%	98.0%	13.1%	95.8%	37.2%	38.2%	1.1%	NO	GROUP 2
Non-ESE/T	37.8%	98.4%	6.7%	80.1%	39.1%	99.4%	7.5%	80.5%	31.1%	31.6%	0.4%	NOp	GROUP 1
ESOL Non-LY	37.3%	96.5%	1.8%	99.0%	38.8%	97.3%	3.1%	99.7%	35.5%	35.7%	0.1%	NO	NONE
No F/R Lunch	42.5%	97.3%	16.8%	94.0%	43.7%	98.1%	15.4%	95.4%	25.7%	28.3%	2.6%	NO	NONE
White	49.4%	97.8%	6.5%	95.6%	51.4%	98.0%	9.4%	97.1%	42.9%	42.0%	( 0.9%)	NO	NONE
White	49.4%	97.8%	25.4%	96.8%	51.4%	98.0%	24.4%	97.6%	24.0%	26.9%	3.0%	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 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	FY2006					FY2005					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	102756	100203	97.5%	83075	82.9%	104162	101444	97.4%	82718	81.5%	0.1%	NO	1.4%	YES+	
Asian	2628	2588	98.5%	2467	95.3%	2557	2522	98.6%	2380	94.4%	(0.2%)	NO	1.0%	NO	
Black	28687	27493	95.8%	18949	68.9%	29168	27940	95.8%	18434	66.0%	0.0%	NO	2.9%	YES+	
Hispanic	22882	22328	97.6%	17662	79.1%	22383	21824	97.5%	16860	77.3%	0.1%	NO	1.8%	YES+	
Indian/Alaskan	550	543	98.7%	472	86.9%	551	539	97.8%	454	84.2%	0.9%	NO	2.7%	NO	
Multiracial	4181	4110	98.3%	3679	89.5%	3819	3752	98.2%	3351	89.3%	0.1%	NO	0.2%	NO	
White	43828	43016	98.1%	39770	92.5%	45684	44792	98.0%	41203	92.0%	0.1%	NO	0.5%	NO	
Haitian	7801	7570	97.0%	4839	63.9%	7810	7589	97.2%	4539	59.8%	(0.1%)	NO	4.1%	YES+	
F/R Lunch	46531	44967	96.6%	33047	73.5%	46374	44722	96.4%	31660	70.8%	0.2%	NO	2.7%	YES+	
No F/R Lunch	56225	55111	98.0%	49952	90.6%	57788	56647	98.0%	51022	90.1%	(0.0%)	NO	0.6%	NO	
ESE/T	14429	12598	87.3%	6557	52.0%	14628	12770	87.3%	6213	48.7%	0.0%	NO	3.4%	YES+	
Non-ESE/T	88327	87480	99.0%	76442	87.4%	89534	88599	99.0%	76469	86.3%	0.1%	NO	1.1%	YES+	
ESOL L+	6424	6363	99.1%	4231	66.5%	6197	6124	98.8%	3829	62.5%	0.2%	NO	4.0%	YES+	
ESOL Non-LY	93320	90920	97.4%	77616	85.4%	94662	92086	97.3%	77648	84.3%	0.1%	NO	1.0%	YES+	
Male	52656	50970	96.8%	41867	82.1%	53387	51646	96.7%	41575	80.5%	0.1%	NO	1.6%	YES+	
Female	50100	49108	98.0%	41132	83.8%	50775	49723	97.9%	41107	82.7%	0.1%	NO	1.1%	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.



DISTRICT REPORT

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

Group Definitions	FY2006				FY2005				ANALYSIS OF GAP AND P RATE				
	Group 1		Group 2		Group 1		Group 2		FY2006 L2+ Gap	FY2005 L2+ Gap	FY06-FY05 L2+ Gap Change	FY06-FY05 L2+ Gap Sig?	P Rate Sig Diff?
	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate					
Group 1													
White	92.5%	98.1%	68.9%	95.8%	92.0%	98.0%	66.0%	95.8%	23.5%	26.0%	2.5%	YES+	NONE
Non-ESE/T	87.4%	99.0%	52.0%	87.3%	86.3%	99.0%	48.7%	87.3%	35.3%	37.7%	2.3%	NO	NONE
ESOL Non-LY	85.4%	97.4%	66.5%	99.1%	84.3%	97.3%	62.5%	98.8%	18.9%	21.8%	2.9%	NO	NONE
No F/R Lunch	90.6%	98.0%	73.5%	96.6%	90.1%	98.0%	70.8%	96.4%	17.1%	19.3%	2.1%	YES+	NONE
White	92.5%	98.1%	63.9%	97.0%	92.0%	98.0%	59.8%	97.2%	28.5%	32.2%	3.6%	YES+	NONE
White	92.5%	98.1%	79.1%	97.6%	92.0%	98.0%	77.3%	97.5%	13.4%	14.7%	1.4%	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 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 P06A03A1: FCAT Sunshine State Standards Test  
 Analysis of Mathematics Gains at Level 3 and Above: FY2005 to FY2006  
 Key Results Report - Indicator 3g&i

DISTRICT REPORT

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

Group	FY2006						FY2005						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	102756	100203	97.5%	62842	62.7%	104162	101444	97.4%	62386	61.5%	0.1%	NO	1.2%	YES+				
Asian	2628	2588	98.5%	2196	84.9%	2557	2522	98.6%	2105	83.5%	(0.2%)	NO	1.4%	NO				
Black	28687	27493	95.8%	11171	40.6%	29168	27940	95.8%	10731	38.4%	0.0%	NO	2.2%	YES+				
Hispanic	22882	22328	97.6%	12557	56.2%	22383	21824	97.5%	11925	54.6%	0.1%	NO	1.6%	NO				
Indian/Alaskan	550	543	98.7%	366	67.4%	551	539	97.8%	328	60.9%	0.9%	NO	6.5%	NO				
Multiracial	4181	4110	98.3%	2879	70.0%	3819	3752	98.2%	2627	70.0%	0.1%	NO	0.0%	NO				
White	43828	43016	98.1%	33628	78.2%	45684	44792	98.0%	34645	77.3%	0.1%	NO	0.8%	NO				
Haitian	7801	7570	97.0%	2736	36.1%	7810	7589	97.2%	2520	33.2%	(0.1%)	NO	2.9%	YES+				
F/R Lunch	46531	44967	96.6%	21444	47.7%	46374	44722	96.4%	20160	45.1%	0.2%	NO	2.6%	YES+				
No F/R Lunch	56225	55111	98.0%	41353	75.0%	57788	56647	98.0%	42201	74.5%	(0.0%)	NO	0.5%	NO				
ESE/T	14429	12598	87.3%	3383	26.9%	14628	12770	87.3%	3167	24.8%	0.0%	NO	2.1%	NO				
Non-ESE/T	88327	87480	99.0%	59414	67.9%	89534	88599	99.0%	59194	66.8%	0.1%	NO	1.1%	YES+				
ESOL L+	6424	6363	99.1%	2403	37.8%	6197	6124	98.8%	2130	34.8%	0.2%	NO	3.0%	NO				
ESOL Non-LY	93320	90920	97.4%	59762	65.7%	94662	92086	97.3%	59565	64.7%	0.1%	NO	1.0%	YES+				
Male	52656	50970	96.8%	32172	63.1%	53387	51646	96.7%	31976	61.9%	0.1%	NO	1.2%	YES+				
Female	50100	49108	98.0%	30625	62.4%	50775	49723	97.9%	30385	61.1%	0.1%	NO	1.3%	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 P06A03A1: FCAT Sunshine State Standards Test  
 Analysis of Mathematics Gains at Level 2 and Above: FY2005 to FY2006  
 Key Results Report - Indicator 3f&h

## DISTRICT REPORT

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

Group	FY2006					FY2005					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	12513	12028	96.1%	10355	86.1%	10708	10375	96.9%	9270	89.3%	(0.8%)	NO	(3.3%)	YES-
Asian	361	351	97.2%	342	97.4%	328	323	98.5%	315	97.5%	(1.2%)	NO	(0.1%)	NO
Black	3403	3144	92.4%	2272	72.3%	2694	2543	94.4%	1926	75.7%	(2.0%)	NO	(3.5%)	NO
Hispanic	2456	2363	96.2%	1947	82.4%	2009	1937	96.4%	1672	86.3%	(0.2%)	NO	(3.9%)	NO
Indian/Alaskan	49	49	100%	44	89.8%	40	39	97.5%	35	89.7%	.	nr	.	nr
Multiracial	348	340	97.7%	321	94.4%	267	258	96.6%	243	94.2%	1.1%	NO	0.2%	NO
White	5896	5746	97.5%	5406	94.1%	5370	5254	97.8%	5071	96.5%	(0.4%)	NO	(2.4%)	YES-
Haitian	947	901	95.1%	557	61.8%	701	674	96.1%	456	67.7%	(1.0%)	NO	(5.8%)	NO
F/R Lunch	3839	3581	93.3%	2759	77.0%	2850	2682	94.1%	2108	78.6%	(0.8%)	NO	(1.6%)	NO
No F/R Lunch	8674	8412	97.0%	7573	90.0%	7858	7672	97.6%	7154	93.2%	(0.7%)	NO	(3.2%)	YES-
ESE/T	1457	1153	79.1%	575	49.9%	1138	901	79.2%	489	54.3%	(0.0%)	NO	(4.4%)	NO
Non-ESE/T	11056	10840	98.0%	9757	90.0%	9570	9453	98.8%	8773	92.8%	(0.7%)	YES-	(2.8%)	NOp
ESOL L+	500	493	98.6%	272	55.2%	352	345	98.0%	233	67.5%	0.6%	NO	(12.4%)	NO
ESOL Non-LY	11607	11151	96.1%	9887	88.7%	9994	9681	96.9%	8845	91.4%	(0.8%)	NO	(2.7%)	YES-
Male	6365	6052	95.1%	5135	84.8%	5241	5030	96.0%	4485	89.2%	(0.9%)	NO	(4.3%)	YES-
Female	6148	5941	96.6%	5197	87.5%	5467	5324	97.4%	4777	89.7%	(0.8%)	NO	(2.2%)	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 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 P06A03A2: FCAT Sunshine State Standards Test

Analysis of Change in Mathematics Performance Gap at Level 2 and Above: FY2006 and FY2005  
Key Results Report - Indicator 3f&h

DISTRICT REPORT

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

Group Definitions	FY2006						FY2005						
	Group 1			Group 2			Group 1			Group 2			
	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	Pct L2+	P Rate	
White	94.1%	97.5%	72.3%	92.4%	96.5%	97.8%	75.7%	94.4%	21.8%	20.8%	( 1.0%)	NO	NONE
Non-ESE/T	90.0%	98.0%	49.9%	79.1%	92.8%	98.8%	54.3%	79.2%	40.1%	38.5%	( 1.6%)	NOP	GROUP 1
ESOL Non-LY	88.7%	96.1%	55.2%	98.6%	91.4%	96.9%	67.5%	98.0%	33.5%	23.8%	( 9.7%)	NO	NONE
No F/R Lunch	90.0%	97.0%	77.0%	93.3%	93.2%	97.6%	78.6%	94.1%	13.0%	14.7%	1.7%	NO	NONE
White	94.1%	97.5%	61.8%	95.1%	96.5%	97.8%	67.7%	96.1%	32.3%	28.9%	( 3.4%)	NO	NONE
White	94.1%	97.5%	82.4%	96.2%	96.5%	97.8%	86.3%	96.4%	11.7%	10.2%	( 1.5%)	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.



School District of Palm Beach County  
 Pgm P06A03A1: FCAT Sunshine State Standards Test  
 Analysis of Mathematics Gains at Level 3 and Above: FY2005 to FY2006  
 Key Results Report - Indicator 3g&i

## DISTRICT REPORT

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

Group	FY2006						FY2005						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	12513	12028	96.1%	8205	68.2%	10708	10375	96.9%	7440	71.7%	(0.8%)	NO	(3.5%)	YES-	
Asian	361	351	97.2%	300	85.5%	328	323	98.5%	284	87.9%	(1.2%)	NO	(2.5%)	NO	
Black	3403	3144	92.4%	1384	44.0%	2694	2543	94.4%	1160	45.6%	(2.0%)	NO	(1.6%)	NO	
Hispanic	2456	2363	96.2%	1442	61.0%	2009	1937	96.4%	1247	64.4%	(0.2%)	NO	(3.4%)	NO	
Indian/Alaskan	49	49	100%	34	69.4%	40	39	97.5%	23	59.0%	.	nr	10.4%	NO	
Multiracial	348	340	97.7%	262	77.1%	267	258	96.6%	199	77.1%	1.1%	NO	(0.1%)	NO	
White	5896	5746	97.5%	4771	83.0%	5370	5254	97.8%	4522	86.1%	(0.4%)	NO	(3.0%)	YES-	
Haitian	947	901	95.1%	301	33.4%	701	674	96.1%	239	35.5%	(1.0%)	NO	(2.1%)	NO	
F/R Lunch	3839	3581	93.3%	1849	51.6%	2850	2682	94.1%	1361	50.7%	(0.8%)	NO	0.9%	NO	
No F/R Lunch	8674	8412	97.0%	6344	75.4%	7858	7672	97.6%	6074	79.2%	(0.7%)	NO	(3.8%)	YES-	
ESE/T	1457	1153	79.1%	278	24.1%	1138	901	79.2%	248	27.5%	(0.0%)	NO	(3.4%)	NO	
Non-ESE/T	11056	10840	98.0%	7915	73.0%	9570	9453	98.8%	7187	76.0%	(0.7%)	YES-	(3.0%)	NOp	
ESOL L+	500	493	98.6%	125	25.4%	352	345	98.0%	111	32.2%	0.6%	NO	(6.8%)	NO	
ESOL Non-LY	11607	11151	96.1%	7966	71.4%	9994	9681	96.9%	7223	74.6%	(0.8%)	NO	(3.2%)	YES-	
Male	6365	6052	95.1%	4080	67.4%	5241	5030	96.0%	3713	73.8%	(0.9%)	NO	(6.4%)	YES-	
Female	6148	5941	96.6%	4113	69.2%	5467	5324	97.4%	3722	69.9%	(0.8%)	NO	(0.7%)	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 P06A03A2: FCAT Sunshine State Standards Test  
 Analysis of Change in Mathematics Performance Gap at Level 3 and Above: FY2006 and FY2005  
 Key Results Report - Indicator 3g&i

DISTRICT REPORT

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

Group Definitions	FY2006						FY2005						
	Group 1			Group 2			Group 1			Group 2			
	Pct L3+	P Rate	Pct L3+	P Rate	P Rate	Pct L3+	P Rate	Pct L3+	P Rate	Pct L3+	P Rate		
White	83.0%	97.5%	44.0%	92.4%	86.1%	97.8%	45.6%	94.4%	39.0%	40.5%	1.4%	NO	NONE
Non-ESE/T	73.0%	98.0%	24.1%	79.1%	76.0%	98.8%	27.5%	79.2%	48.9%	48.5%	( 0.4%)	NOp	GROUP 1
ESOL Non-LY	71.4%	96.1%	25.4%	98.6%	74.6%	96.9%	32.2%	98.0%	46.1%	42.4%	( 3.6%)	NO	NONE
No F/R Lunch	75.4%	97.0%	51.6%	93.3%	79.2%	97.6%	50.7%	94.1%	23.8%	28.4%	4.6%	NO	NONE
White	83.0%	97.5%	33.4%	95.1%	86.1%	97.8%	35.5%	96.1%	49.6%	50.6%	1.0%	NO	NONE
White	83.0%	97.5%	61.0%	96.2%	86.1%	97.8%	64.4%	96.4%	22.0%	21.7%	( 0.3%)	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.



School District of Palm Beach County  
 Pgm P06A091L4: FCAT Sunshine State Standards Test  
 Analysis of Writing Gains at Level 4 and Above: FY2005 to FY2006  
 Key Results Report - Indicator 3j

DISTRICT REPORT

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

Group	FY2006					FY2005					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	38332	37046	96.6%	25247	68.2%	37105	35995	97.0%	22841	63.6%	(0.4%)	NO	4.5%	YES+	
Asian	1004	984	98.0%	792	80.5%	977	955	97.7%	712	74.7%	0.3%	NO	5.8%	NO	
Black	10510	9920	94.4%	5593	56.4%	10165	9713	95.6%	5000	51.6%	(1.2%)	YES-	4.7%	NOp	
Hispanic	8381	8104	96.7%	5053	62.4%	7695	7468	97.1%	4319	58.1%	(0.4%)	NO	4.2%	YES+	
Indian/Alaskan	187	183	97.9%	127	69.4%	189	184	97.4%	116	63.0%	.	nr	6.4%	NO	
White	16854	16423	97.4%	12661	77.1%	16763	16342	97.5%	11810	72.4%	(0.0%)	NO	4.7%	YES+	
Haitian	2900	2793	96.3%	1405	50.3%	2672	2587	96.8%	1182	45.8%	(0.5%)	NO	4.5%	NO	
F/R Lunch	16189	15437	95.4%	9027	58.5%	15154	14524	95.8%	7494	51.8%	(0.5%)	NO	6.7%	YES+	
No F/R Lunch	22143	21538	97.3%	16188	75.2%	21951	21428	97.6%	15336	71.7%	(0.3%)	NO	3.5%	YES+	
ESE/T	5300	4528	85.4%	1740	38.4%	4988	4316	86.5%	1369	31.9%	(1.1%)	NO	6.5%	YES+	
Non-ESE/T	33032	32447	98.2%	23475	72.3%	32117	31636	98.5%	21461	68.0%	(0.3%)	NO	4.4%	YES+	
ESOL L+	2344	2294	97.9%	1156	50.4%	1926	1894	98.3%	826	43.6%	(0.5%)	NO	6.8%	YES+	
ESOL Non-LY	34847	33646	96.6%	23886	71.0%	33970	32920	96.9%	21797	66.4%	(0.4%)	NO	4.6%	YES+	
Male	19471	18662	95.8%	11439	61.3%	18824	18146	96.4%	10132	56.1%	(0.6%)	NO	5.2%	YES+	
Female	18861	18313	97.1%	13776	75.2%	18281	17806	97.4%	12698	71.4%	(0.3%)	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? 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 P06A092L4: FCAT Writing

Analysis of Change in Performance Gap at Level 4 and Above (L4+): FY2006 and FY2005

Key Results Report - Indicator 3j

DISTRICT REPORT

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

Group Definitions	FY2006						FY2005										
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2						
	Pct L4+	P Rate	Pct L4+	P Rate	Pct L4+	P Rate	Pct L4+	P Rate	Pct L4+	P Rate	Pct L4+	P Rate					
Group 1	Group 2	Black	77.1%	97.4%	56.4%	94.4%	72.4%	97.5%	51.6%	95.6%	20.7%	20.7%	FY2006 L4+ Gap	FY2005 L4+ Gap	FY06-FY05 L4+ Gap Change	FY06-FY05 L4+ Gap Sig?	P Rate Sig Diff?
White	Non-ESE/T	ESE/T	72.3%	98.2%	38.4%	85.4%	68.0%	98.5%	31.9%	86.5%	33.9%	36.0%	2.1%	2.1%	0.0%	NO	GROUP 2
ESOL Non-LY	ESOL L+	ESOL L+	71.0%	96.6%	50.4%	97.9%	66.4%	96.9%	43.6%	98.3%	20.6%	22.7%	2.1%	2.1%	NO	NO	NONE
No F/R Lunch	F/R Lunch	F/R Lunch	75.2%	97.3%	58.5%	95.4%	71.7%	97.6%	51.8%	95.8%	16.7%	19.9%	3.2%	3.2%	YES+	YES+	NONE
White	Haitian	Haitian	77.1%	97.4%	50.3%	96.3%	72.4%	97.5%	45.8%	96.8%	26.8%	26.6%	( 0.2%)	( 0.2%)	NO	NO	NONE
White	Hispanic	Hispanic	77.1%	97.4%	62.4%	96.7%	72.4%	97.5%	58.1%	97.1%	14.7%	14.3%	( 0.5%)	( 0.5%)	NO	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 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: FY2005 to FY2006  
 Key Results Report - Indicator 3k&m  
 DISTRICT REPORT

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

Group	FY2006						FY2005						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	89804	77346	86.1%	48115	62.2%	91109	76400	83.9%	46584	61.0%	2.3%	YES+	1.2%	YES+				
Asian	2299	1975	85.9%	1373	69.5%	2233	1860	83.3%	1272	68.4%	2.6%	NO	1.1%	NO				
Black	25064	21180	84.5%	11781	55.6%	25584	20961	81.9%	11471	54.7%	2.6%	YES+	0.9%	NO				
Hispanic	19760	16593	84.0%	10346	62.4%	19311	15677	81.2%	9626	61.4%	2.8%	YES+	0.9%	NO				
Indian/Alaskan	468	406	86.8%	245	60.3%	467	371	79.4%	219	59.0%	7.3%	NO	1.3%	NO				
White	38694	34083	88.1%	22313	65.5%	40307	34769	86.3%	22264	64.0%	1.8%	YES+	1.4%	YES+				
Haitian	6748	5820	86.2%	3392	58.3%	6743	5595	83.0%	3194	57.1%	3.3%	YES+	1.2%	NO				
F/R Lunch	39529	33645	85.1%	19786	58.8%	39409	32223	81.8%	18857	58.5%	3.3%	YES+	0.3%	NO				
No F/R Lunch	50275	43578	86.7%	28271	64.9%	51700	44095	85.3%	27688	62.8%	1.4%	YES+	2.1%	YES+				
ESE/T	12477	9610	77.0%	5220	54.3%	12633	9125	72.2%	5007	54.9%	4.8%	YES+	(0.6%)	NO				
Non-ESE/T	77327	67613	87.4%	42837	63.4%	78476	67193	85.6%	41538	61.8%	1.8%	YES+	1.5%	YES+				
ESOL L+	4478	4172	93.2%	2564	61.5%	4265	3908	91.6%	2386	61.1%	1.5%	NO	0.4%	NO				
ESOL Non-LY	82706	72085	87.2%	44845	62.2%	83966	71400	85.0%	43464	60.9%	2.1%	YES+	1.3%	YES+				
Male	45944	39049	85.0%	23225	59.5%	46710	38535	82.5%	23453	60.9%	2.5%	YES+	(1.4%)	YES-				
Female	43860	38174	87.0%	24832	65.0%	44399	37783	85.1%	23092	61.1%	1.9%	YES+	3.9%	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.



School District of Palm Beach County  
 Pgm P06A102: FCAT Sunshine State Standards Test  
 Analysis of Change in Reading Performance Gap of Same Students  
 with Growth Greater than One Year: FY2006 and FY2005  
 Key Results Report - Indicator 3k&m  
 DISTRICT REPORT

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

Group Definitions	FY2006						FY2005						ANALYSIS OF GAP AND P RATE				
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2		FY2006 Gap	FY2005 Gap	FY06-FY05 Gap Change	FY06-FY05 Gap Sig?	P Rate Sig Diff?
	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	65.5%	88.1%	55.6%	84.5%	64.0%	86.3%	54.7%	81.9%	9.8%	9.3%	( 0.5%)	NO	BOTH				
Non-ESE/T	63.4%	87.4%	54.3%	77.0%	61.8%	85.6%	54.9%	72.2%	9.0%	6.9%	( 2.1%)	NO	BOTH				
ESOL Non-LY	62.2%	87.2%	61.5%	93.2%	60.9%	85.0%	61.1%	91.6%	0.8%	( 0.2%)	( 0.9%)	NOg	GROUP 1				
No F/R Lunch	64.9%	86.7%	58.8%	85.1%	62.8%	85.3%	58.5%	81.8%	6.1%	4.3%	( 1.8%)	NO	BOTH				
White	65.5%	88.1%	58.3%	86.2%	64.0%	86.3%	57.1%	83.0%	7.2%	6.9%	( 0.2%)	NO	BOTH				
White	65.5%	88.1%	62.4%	84.0%	64.0%	86.3%	61.4%	81.2%	3.1%	2.6%	( 0.5%)	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.



School District of Palm Beach County  
 Pgm P06A121:Scholastic Reading Inventory  
 Analysis of Reading Gains of Same Students  
 with Growth Equal to or Greater than One Year: FY2005 to FY2006  
 Key Results Report - Indicator 31  
 DISTRICT REPORT

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

Group	FY2006					FY2005					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	102310	48574	47.5%	24250	49.9%	103825	75683	72.9%	37425	49.4%	(25.4%)	YES-	0.5%	NO	
Asian	2620	1290	49.2%	723	56.0%	2565	1977	77.1%	1095	55.4%	(27.8%)	YES-	0.7%	NO	
Black	28677	12466	43.5%	5276	42.3%	29075	19930	68.5%	8447	42.4%	(25.1%)	YES-	(0.1%)	NO	
Hispanic	22824	11482	50.3%	5267	45.9%	22351	14906	66.7%	6852	46.0%	(16.4%)	YES-	(0.1%)	NO	
Indian/Alaskan	540	296	54.8%	151	51.0%	543	405	74.6%	198	48.9%	(19.8%)	YES-	2.1%	NO	
White	43482	20794	47.8%	11612	55.8%	45472	35545	78.2%	19300	54.3%	(30.3%)	YES-	1.5%	NO	
Haitian	7828	3383	43.2%	1415	41.8%	7832	5269	67.3%	2174	41.3%	(24.1%)	YES-	0.6%	NO	
F/R Lunch	46310	23593	50.9%	10323	43.8%	46555	31677	68.0%	13796	43.6%	(17.1%)	YES-	0.2%	NO	
No F/R Lunch	56000	24981	44.6%	13927	55.8%	57270	44006	76.8%	23629	53.7%	(32.2%)	YES-	2.1%	YES+	
ESE/T	14208	6392	45.0%	2265	35.4%	14539	8656	59.5%	3196	36.9%	(14.5%)	YES-	(1.5%)	NO	
Non-ESE/T	88102	42182	47.9%	21985	52.1%	89286	67027	75.1%	34229	51.1%	(27.2%)	YES-	1.1%	NO	
ESOL L+	4357	2659	61.0%	971	36.5%	4944	3682	74.5%	1328	36.1%	(13.4%)	YES-	0.5%	NO	
ESOL Non-LY	95042	44923	47.3%	22910	51.0%	95650	70541	73.7%	35616	50.5%	(26.5%)	YES-	0.5%	NO	
Male	52482	24629	46.9%	12282	49.9%	53203	38272	71.9%	18902	49.4%	(25.0%)	YES-	0.5%	NO	
Female	49828	23945	48.1%	11968	50.0%	50622	37411	73.9%	18523	49.5%	(25.8%)	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 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: FY2005 to FY2006  
Key Results Report - Indicator 3I  
DISTRICT REPORT

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

Group Definitions	FY2006						FY2005						
	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	FY2006 =>1 Year Gap	FY2005 =>1 Year Gap	FY06-FY05 =>1 Year Gap Change	FY06-FY05 =>1 Year Gap Sig?	P Rate Sig Diff?
White	55.8%	47.8%	42.3%	43.5%	54.3%	78.2%	42.4%	68.5%	13.5%	11.9%	( 1.6%)	NO	BOTH
Non-ESE/T	52.1%	47.9%	35.4%	45.0%	51.1%	75.1%	36.9%	59.5%	16.7%	14.1%	( 2.5%)	NO	BOTH
ESOL Non-LY	51.0%	47.3%	36.5%	61.0%	50.5%	73.7%	36.1%	74.5%	14.5%	14.4%	( 0.1%)	NO	BOTH
No F/R Lunch	55.8%	44.6%	43.8%	50.9%	53.7%	76.8%	43.6%	68.0%	12.0%	10.1%	( 1.9%)	NO	BOTH
White	55.8%	47.8%	41.8%	43.2%	54.3%	78.2%	41.3%	67.3%	14.0%	13.0%	( 1.0%)	NO	BOTH
White	55.8%	47.8%	45.9%	50.3%	54.3%	78.2%	46.0%	66.7%	10.0%	8.3%	( 1.6%)	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.



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: FY2005 to FY2006  
 Key Results Report - Indicator 3k&m  
 DISTRICT REPORT

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

Group	FY2006					FY2005					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	12513	10570	84.5%	5259	49.8%	10708	8808	82.3%	4725	53.6%	2.2%	YES+	(3.9%)	YES-	
Asian	361	300	83.1%	177	59.0%	328	276	84.1%	171	62.0%	(1.0%)	NO	(3.0%)	NO	
Black	3403	2743	80.6%	1104	40.2%	2694	2056	76.3%	887	43.1%	4.3%	YES+	(2.9%)	NO	
Hispanic	2456	1986	80.9%	921	46.4%	2009	1540	76.7%	788	51.2%	4.2%	NO	(4.8%)	NO	
Indian/Alaskan	49	42	85.7%	20	47.6%	40	33	82.5%	13	39.4%	3.2%	NO	8.2%	NO	
White	5896	5185	87.9%	2861	55.2%	5370	4690	87.3%	2755	58.7%	0.6%	NO	(3.6%)	NO	
Haitian	947	792	83.6%	339	42.8%	701	542	77.3%	247	45.6%	6.3%	NO	(2.8%)	NO	
F/R Lunch	3839	3089	80.5%	1318	42.7%	2850	2116	74.2%	1001	47.3%	6.2%	YES+	(4.6%)	NO	
No F/R Lunch	8674	7448	85.9%	3934	52.8%	7858	6683	85.0%	3720	55.7%	0.8%	NO	(2.8%)	NO	
ESE/T	1457	966	66.3%	295	30.5%	1138	594	52.2%	276	46.5%	14.1%	YES+	(15.9%)	YES-	
Non-ESE/T	11056	9571	86.6%	4957	51.8%	9570	8205	85.7%	4445	54.2%	0.8%	NO	(2.4%)	NO	
ESOL L+	500	450	90.0%	233	51.8%	352	317	90.1%	164	51.7%	(0.1%)	NO	0.0%	NO	
ESOL Non-LY	11607	9914	85.4%	4911	49.5%	9994	8372	83.8%	4473	53.4%	1.6%	NO	(3.9%)	YES-	
Male	6365	5286	83.0%	2408	45.6%	5241	4203	80.2%	2486	59.1%	2.9%	YES+	(13.6%)	YES-	
Female	6148	5251	85.4%	2844	54.2%	5467	4596	84.1%	2235	48.6%	1.3%	NO	5.5%	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 P06A102: FCAT Sunshine State Standards Test  
 Analysis of Change in Reading Performance Gap of Same Students  
 with Growth Greater than One Year: FY2006 and FY2005  
 Key Results Report - Indicator 3k&m  
 DISTRICT REPORT

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

Group Definitions	FY2006						FY2005						
	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	55.2%	87.9%	40.2%	80.6%	58.7%	87.3%	43.1%	76.3%	14.9%	15.6%	0.7%	NO	GROUP 2
Non-ESE/T	51.8%	86.6%	30.5%	66.3%	54.2%	85.7%	46.5%	52.2%	21.3%	7.7%	( 13.5%)	YES-	GROUP 2
ESOL Non-LY	49.5%	85.4%	51.8%	90.0%	53.4%	83.8%	51.7%	90.1%	( 2.2%)	1.7%	3.9%	NOg	NONE
No F/R Lunch	52.8%	85.9%	42.7%	80.5%	55.7%	85.0%	47.3%	74.2%	10.2%	8.4%	( 1.8%)	NO	GROUP 2
White	55.2%	87.9%	42.8%	83.6%	58.7%	87.3%	45.6%	77.3%	12.4%	13.2%	0.8%	NO	NONE
White	55.2%	87.9%	46.4%	80.9%	58.7%	87.3%	51.2%	76.7%	8.8%	7.6%	( 1.2%)	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.



School District of Palm Beach County  
 Pgm P05A101: FCAT Sunshine State Standards Test  
 Analysis of Mathematics Gains of Same Students  
 with Growth Greater than One Year: FY2005 to FY2006  
 Key Results Report - Indicator 3n&o  
 DISTRICT REPORT

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

Group	FY2006						FY2005						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	89804	77355	86.1%	55115	71.2%	91109	76306	83.8%	54532	71.5%	2.4%	YES+	(0.2%)	NO				
Asian	2299	1974	85.9%	1619	82.0%	2233	1862	83.4%	1518	81.5%	2.5%	NO	0.5%	NO				
Black	25064	21197	84.6%	13703	64.6%	25584	20905	81.7%	13629	65.2%	2.9%	YES+	(0.5%)	NO				
Hispanic	19760	16590	84.0%	11634	70.1%	19311	15664	81.1%	11132	71.1%	2.8%	YES+	(0.9%)	NO				
Indian/Alaskan	468	407	87.0%	301	74.0%	467	371	79.4%	273	73.6%	7.5%	NO	0.4%	NO				
White	38694	34069	88.0%	25650	75.3%	40307	34739	86.2%	25985	74.8%	1.9%	YES+	0.5%	NO				
Haitian	6748	5824	86.3%	3809	65.4%	6743	5595	83.0%	3740	66.8%	3.3%	YES+	(1.4%)	NO				
F/R Lunch	39529	33664	85.2%	22312	66.3%	39409	32152	81.6%	21449	66.7%	3.6%	YES+	(0.4%)	NO				
No F/R Lunch	50275	43560	86.6%	32728	75.1%	51700	44073	85.2%	33042	75.0%	1.4%	YES+	0.2%	NO				
ESE/T	12477	9636	77.2%	5846	60.7%	12633	9127	72.2%	5585	61.2%	5.0%	YES+	(0.5%)	NO				
Non-ESE/T	77327	67588	87.4%	49194	72.8%	78476	67098	85.5%	48906	72.9%	1.9%	YES+	(0.1%)	NO				
ESOL L+	4478	4184	93.4%	2790	66.7%	4265	3898	91.4%	2667	68.4%	2.0%	NO	(1.7%)	NO				
ESOL Non-LY	82706	72072	87.1%	51500	71.5%	83966	71307	84.9%	51033	71.6%	2.2%	YES+	(0.1%)	NO				
Male	45944	39049	85.0%	27782	71.1%	46710	38514	82.5%	27482	71.4%	2.5%	YES+	(0.2%)	NO				
Female	43860	38175	87.0%	27258	71.4%	44399	37711	84.9%	27009	71.6%	2.1%	YES+	(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 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.



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

Group Definitions	FY2006			FY2005			ANALYSIS OF GAP AND P RATE				
	Group 1	Group 2	Group 1	Group 2	Group 1	Group 2	FY2006 Gap	FY2005 Gap	FY06-FY05 Gap Change	FY06-FY05 Gap Sig?	P Rate Sig Diff?
White	Pct >1 Year 75.3%	Pct >1 Year 88.0%	Pct >1 Year 74.8%	Pct >1 Year 86.2%	Pct >1 Year 65.2%	Pct >1 Year 81.7%	10.6%	9.6%	( 1.0%)	NO	BOTH
Non-ESE/T	72.8%	87.4%	60.7%	77.2%	61.2%	72.2%	12.1%	11.7%	( 0.4%)	NO	BOTH
ESOL Non-LY	71.5%	87.1%	66.7%	93.4%	68.4%	91.4%	4.8%	3.1%	( 1.6%)	NO	GROUP 1
No F/R Lunch	75.1%	86.6%	66.3%	85.2%	66.7%	81.6%	8.9%	8.3%	( 0.6%)	NO	BOTH
White	75.3%	88.0%	65.4%	86.3%	66.8%	83.0%	9.9%	8.0%	( 1.9%)	NO	BOTH
White	75.3%	88.0%	70.1%	84.0%	71.1%	81.1%	5.2%	3.7%	( 1.4%)	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.



School District of Palm Beach County  
 Pgm P05A101: FCAT Sunshine State Standards Test  
 Analysis of Mathematics Gains of Same Students  
 with Growth Greater than One Year: FY2005 to FY2006  
 Key Results Report - Indicator 3n&o  
 DISTRICT REPORT

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

Group	FY2006						FY2005						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	12513	10531	84.2%	7989	75.9%	10708	8804	82.2%	6933	78.7%	1.9%	YES+	(2.9%)	YES-		
Asian	361	302	83.7%	251	83.1%	328	278	84.8%	225	80.9%	(1.1%)	NO	2.2%	NO		
Black	3403	2723	80.0%	1863	68.4%	2694	2044	75.9%	1481	72.5%	4.1%	YES+	(4.0%)	NO		
Hispanic	2456	1974	80.4%	1483	75.1%	2009	1540	76.7%	1188	77.1%	3.7%	NO	(2.0%)	NO		
Indian/Alaskan	49	43	87.8%	33	76.7%	40	32	80.0%	24	75.0%	7.8%	NO	1.7%	NO		
White	5896	5172	87.7%	4123	79.7%	5370	4696	87.4%	3843	81.8%	0.3%	NO	(2.1%)	NO		
Haitian	947	789	83.3%	525	66.5%	701	542	77.3%	402	74.2%	6.0%	NO	(7.6%)	NO		
F/R Lunch	3839	3070	80.0%	2181	71.0%	2850	2109	74.0%	1565	74.2%	6.0%	YES+	(3.2%)	NO		
No F/R Lunch	8674	7426	85.6%	5793	78.0%	7858	6688	85.1%	5363	80.2%	0.5%	NO	(2.2%)	NO		
ESE/T	1457	949	65.1%	603	63.5%	1138	589	51.8%	408	69.3%	13.4%	YES+	(5.7%)	NO		
Non-ESE/T	11056	9547	86.4%	7371	77.2%	9570	8208	85.8%	6520	79.4%	0.6%	NO	(2.2%)	NO		
ESOL L+	500	451	90.2%	320	71.0%	352	318	90.3%	245	77.0%	(0.1%)	NO	(6.1%)	NO		
ESOL Non-LY	11607	9877	85.1%	7527	76.2%	9994	8366	83.7%	6583	78.7%	1.4%	NO	(2.5%)	YES-		
Male	6365	5264	82.7%	3957	75.2%	5241	4195	80.0%	3351	79.9%	2.7%	NO	(4.7%)	YES-		
Female	6148	5232	85.1%	4017	76.8%	5467	4602	84.2%	3577	77.7%	0.9%	NO	(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 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 P06A102: FCAT Sunshine State Standards Test  
 Analysis of Change in Mathematics Performance Gap of Same Students  
 with Growth Greater than One Year: FY2006 and FY2005  
 Key Results Report - Indicator 3n&o  
 DISTRICT REPORT

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

Group Definitions	FY2006						FY2005						ANALYSIS OF GAP AND P RATE				
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2		FY2006	FY2005	FY06-FY05	FY06-FY05	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	Pct >1 Year	P Rate	FY2006 Gap	FY2005 Gap	FY06-FY05 Gap Change	FY06-FY05 Gap Sig?	P Rate Sig Diff?
White	79.7%	87.7%	68.4%	80.0%	81.8%	87.4%	72.5%	75.9%	11.3%	9.4%	( 1.9%)	NO	GROUP 2				
Non-ESE/T	77.2%	86.4%	63.5%	65.1%	79.4%	85.8%	69.3%	51.8%	13.7%	10.2%	( 3.5%)	NO	GROUP 2				
ESOL Non-LY	76.2%	85.1%	71.0%	90.2%	78.7%	83.7%	77.0%	90.3%	5.3%	1.6%	( 3.6%)	NOg	NONE				
No F/R Lunch	78.0%	85.6%	71.0%	80.0%	80.2%	85.1%	74.2%	74.0%	7.0%	6.0%	( 1.0%)	NO	GROUP 2				
White	79.7%	87.7%	66.5%	83.3%	81.8%	87.4%	74.2%	77.3%	13.2%	7.7%	( 5.5%)	NO	NONE				
White	79.7%	87.7%	75.1%	80.4%	81.8%	87.4%	77.1%	76.7%	4.6%	4.7%	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? 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.

Analysis of Gains in Percent of Students Having Taken Upper Level Mathematics Courses: FY2005 to FY2006  
 Key Results Report - Indicator 5a

DISTRICT REPORT

Subject: Mathematics Taking School: ALL Grade Level: ALL

Group	FY2006			FY2005			ANALYSIS	
	Number Enrolled	Number Taking	Pct Taking	Number Enrolled	Number Taking	Pct Taking	Pct Diff	Sig Diff?
All Students	46593	13898	29.8%	46006	12529	27.2%	2.6%	YES+
Asian	1352	804	59.5%	1276	715	56.0%	3.4%	NO
Black	12747	2056	16.1%	12808	1719	13.4%	2.7%	YES+
Hispanic	9034	1927	21.3%	8710	1711	19.6%	1.7%	NO
Indian/Alaskan	196	59	30.1%	180	52	28.9%	1.2%	NO
Multiracial	1216	466	38.3%	1051	353	33.6%	4.7%	NO
White	22048	8586	38.9%	21981	7979	36.3%	2.6%	YES+
Haitian	3574	493	13.8%	3659	377	10.3%	3.5%	YES+
F/R Lunch	14079	2416	17.2%	13618	1806	13.3%	3.9%	YES+
No F/R Lunch	32514	11482	35.3%	32388	10723	33.1%	2.2%	YES+
ESE/T	5630	133	2.4%	5625	111	2.0%	0.4%	NO
Non-ESE/T	40963	13765	33.6%	40381	12418	30.8%	2.9%	YES+
ESOL L+	1873	100	5.3%	2152	103	4.8%	0.6%	NO
ESOL Non-LY	43406	13710	31.6%	43106	12381	28.7%	2.9%	YES+
Male	23459	6453	27.5%	23123	5790	25.0%	2.5%	YES+
Female	23134	7445	32.2%	22883	6739	29.4%	2.7%	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 Students Having Taken Upper Level Mathematics Courses: FY2006 and FY2005  
Key Results Report - Indicator 5a

DISTRICT REPORT

Subject: Mathematics Taking School: ALL Grade Level: ALL

		FY2006						FY2005											
Group Definitions		Group 1			Group 2			Group 1			Group 2			ANALYSIS OF GAP AND P RATE					
Group 1	Group 2	Number Enrolled	Pct Taking	Number Enrolled	Pct Taking	Number Enrolled	Pct Taking	Number Enrolled	Pct Taking	Number Enrolled	Pct Taking	FY2006 Taking Gap	FY2005 Taking Gap	FY06-FY05 Gap Change	FY06-FY05 Gap Sig?				
White	Black	22048	38.9%	12747	16.1%	21981	36.3%	12808	13.4%	22.8%	22.9%	0.1%	NO						
Non-ESE/T	ESE/T	40963	33.6%	5630	2.4%	40381	30.8%	5625	2.0%	31.2%	28.8%	( 2.5%)	YES-						
ESOL Non-LY	ESOL LY	43406	31.6%	3187	5.9%	43106	28.7%	2900	5.1%	25.7%	23.6%	( 2.1%)	NO						
No F/R Lunch	F/R Lunch	32514	35.3%	14079	17.2%	32388	33.1%	13618	13.3%	18.2%	19.8%	1.7%	NO						
White	Haitian	22048	38.9%	3574	13.8%	21981	36.3%	3659	10.3%	25.1%	26.0%	0.8%	NO						
White	Hispanic	22048	38.9%	9034	21.3%	21981	36.3%	8710	19.6%	17.6%	16.7%	( 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 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 P06A18B1: Science

Analysis of Gains in Percent of Students Having Taken Upper Level Science Courses: FY2005 to FY2006  
Key Results Report - Indicator 5b

## DISTRICT REPORT

Subject: Science Taking School: ALL Grade Level: ALL

Group	FY2006			FY2005			ANALYSIS	
	Number Enrolled	Number Taking	Pct Taking	Number Enrolled	Number Taking	Pct Taking	Pct Diff	Sig Diff?
All Students	46593	19236	41.3%	46006	14912	32.4%	8.9%	YES+
Asian	1352	934	69.1%	1276	745	58.4%	10.7%	YES+
Black	12747	2813	22.1%	12808	1995	15.6%	6.5%	YES+
Hispanic	9034	2741	30.3%	8710	2021	23.2%	7.1%	YES+
Indian/Alaskan	196	74	37.8%	180	60	33.3%	4.4%	NO
Multiracial	1216	631	51.9%	1051	389	37.0%	14.9%	YES+
White	22048	12043	54.6%	21981	9702	44.1%	10.5%	YES+
Haitian	3574	551	15.4%	3659	356	9.7%	5.7%	YES+
F/R Lunch	14079	3233	23.0%	13618	1973	14.5%	8.5%	YES+
No F/R Lunch	32514	16003	49.2%	32388	12939	39.9%	9.3%	YES+
ESE/T	5630	244	4.3%	5625	168	3.0%	1.3%	YES+
Non-ESE/T	40963	18992	46.4%	40381	14744	36.5%	9.9%	YES+
ESOL L+	1873	82	4.4%	2152	81	3.8%	0.6%	NO
ESOL Non-LY	43406	19079	44.0%	43106	14795	34.3%	9.6%	YES+
Male	23459	8624	36.8%	23123	6641	28.7%	8.0%	YES+
Female	23134	10612	45.9%	22883	8271	36.1%	9.7%	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.



Pgm P06A18B1: Science

Analysis of Change in Gap of Students Having Taken Upper Level Science Courses: FY2006 and FY2005  
Key Results Report - Indicator 5b

DISTRICT REPORT

Subject: Science Taking School: ALL Grade Level: ALL

Group Definitions	FY2006						FY2005						
	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	FY2006 Taking Gap	FY2005 Taking Gap	FY06-FY05 Gap Charge
White	22048	54.6%	12747	22.1%	21981	44.1%	12808	15.6%	32.6%	28.6%	( 4.0%)	YES-	
Non-ESE/T	40963	46.4%	5630	4.3%	40381	36.5%	5625	3.0%	42.0%	33.5%	( 8.5%)	YES-	
ESOL Non-LY	43406	44.0%	3187	4.9%	43106	34.3%	2900	4.0%	39.0%	30.3%	( 8.7%)	YES-	
No F/R Lunch	32514	49.2%	14079	23.0%	32388	39.9%	13618	14.5%	26.3%	25.5%	( 0.8%)	NO	
White	22048	54.6%	3574	15.4%	21981	44.1%	3659	9.7%	39.2%	34.4%	( 4.8%)	YES-	
White	22048	54.6%	9034	30.3%	21981	44.1%	8710	23.2%	24.3%	20.9%	( 3.3%)	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 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 SAT Performance and Participation Rate: FY2005 to FY2006  
Key Results Report - Indicators 6a 6b

DISTRICT REPORT

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

Group	FY2006					FY2005					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	9208	5490	59.6%	2753	50.1%	8755	5497	62.8%	2715	49.4%	(-3.2%)	YES-	0.8%	NO	
Asian	319	251	78.7%	154	61.4%	279	227	81.4%	148	65.2%	(-2.7%)	NO	(-3.8%)	NO	
Black	2265	958	42.3%	169	17.6%	2215	1026	46.3%	175	17.1%	(-4.0%)	NO	0.6%	NO	
Hispanic	1668	806	48.3%	345	42.8%	1567	805	51.4%	325	40.4%	(-3.1%)	NO	2.4%	NO	
Indian/Alaskan	37	26	70.3%	.	.	31	25	80.6%	.	.	(-10.4%)	NO	.	nr	
Multiracial	93	8	8.6%	.	.	65	9	13.8%	.	.	(-5.2%)	NO	.	nr	
White	4631	3224	69.6%	1963	60.9%	4378	3164	72.3%	1943	61.4%	(-2.7%)	NO	(-0.5%)	NO	
Haitian	639	210	32.9%	29	13.8%	685	255	37.2%	32	12.5%	(-4.4%)	NO	1.3%	NO	
F/R Lunch	2100	821	39.1%	196	23.9%	2018	836	41.4%	177	21.2%	(-2.3%)	NO	2.7%	NO	
No F/R Lunch	7108	4530	63.7%	2486	54.9%	6737	4541	67.4%	2486	54.7%	(-3.7%)	YES-	0.1%	NO	
ESE/T	996	139	14.0%	18	12.9%	904	129	14.3%	21	16.3%	(-0.3%)	NO	(-3.3%)	NO	
Non-ESE/T	8212	5212	63.5%	2664	51.1%	7851	5248	66.8%	2642	50.3%	(-3.4%)	YES-	0.8%	NO	
ESOL L+	347	49	14.1%	6	12.2%	359	76	21.2%	1	1.3%	(-7.0%)	NO	.	nr	
ESOL Non-LY	8660	5402	62.4%	2743	50.8%	8194	5364	65.5%	2711	50.5%	(-3.1%)	YES-	0.2%	NO	
Male	4405	2483	56.4%	1338	53.9%	4123	2454	59.5%	1313	53.5%	(-3.2%)	NO	0.4%	NO	
Female	4803	3007	62.6%	1415	47.1%	4632	3043	65.7%	1402	46.1%	(-3.1%)	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? YES = Difference is significant. NO = difference is not significant.



Analysis of SAT Gap Change in Performance and Participation Rate: FY2006 and FY2005  
Key Results Report - Indicators 6a 6b

DISTRICT REPORT

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

Group Definitions	FY2006						FY2005					
	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	60.9%	69.6%	17.6%	42.3%	61.4%	72.3%	17.1%	46.3%	1.1%	( 1.4%)	NO	NO
Non-ESE/T	51.1%	63.5%	12.9%	14.0%	50.3%	66.8%	16.3%	14.3%	( 4.1%)	NO	3.1%	NO
ESOL Non-LY	50.8%	62.4%	12.2%	14.1%	50.5%	65.5%	1.3%	21.2%	.	nr	( 4.0%)	NO
No F/R Lunch	54.9%	63.7%	23.9%	39.1%	54.7%	67.4%	21.2%	41.4%	2.6%	NO	1.3%	NO
White	60.9%	69.6%	13.8%	32.9%	61.4%	72.3%	12.5%	37.2%	1.8%	NO	( 1.7%)	NO
White	60.9%	69.6%	42.8%	48.3%	61.4%	72.3%	40.4%	51.4%	3.0%	NO	( 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 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 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.



Analysis of Advanced Placement Performance and Participation Rate: FY2005 to FY2006  
Key Results Report - Indicators 7a 7b

## DISTRICT REPORT

Subject: All Subjects School: ALL Grade Level: ALL

Group	FY2006						FY2005						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	20677	7317	35.4%	14497	7300	50.4%	19929	6201	31.1%	11649	6156	52.8%	4.3%	YES+	(2.5%)	YES-
Asian	672	480	71.4%	1158	643	55.5%	590	382	64.7%	881	486	55.2%	6.7%	NO	0.4%	NO
Black	5510	777	14.1%	1282	302	23.6%	5554	578	10.4%	917	264	28.8%	3.7%	YES+	(5.2%)	NO
Hispanic	3831	1109	28.9%	2072	1094	52.8%	3570	982	27.5%	1623	911	56.1%	1.4%	NO	(3.3%)	NO
Indian/Alaskan	79	24	30.4%	60	33	55.0%	70	17	24.3%	30	14	46.7%	6.1%	NO	8.3%	NO
Multiracial	470	155	33.0%	334	164	49.1%	386	96	24.9%	217	126	58.1%	8.1%	NO	(9.0%)	NO
White	10115	4591	45.4%	9344	4941	52.9%	9759	4053	41.5%	7855	4292	54.6%	3.9%	YES+	(1.8%)	NO
Haitian	1612	139	8.6%	222	72	32.4%	1707	94	5.5%	130	52	40.0%	3.1%	NO	(7.6%)	NO
F/R Lunch	5649	747	13.2%	1293	460	35.6%	5243	547	10.4%	850	355	41.8%	2.8%	YES+	(6.2%)	NO
No F/R Lunch	15028	4521	30.1%	10115	5234	51.7%	14686	4112	28.0%	8560	4599	53.7%	2.1%	YES+	(2.0%)	NO
ESE/T	2216	43	1.9%	73	22	30.1%	2155	32	1.5%	44	18	40.9%	0.5%	NO	(10.8%)	NO
Non-ESE/T	18461	5225	28.3%	11335	5672	50.0%	17774	4627	26.0%	9366	4936	52.7%	2.3%	YES+	(2.7%)	YES-
ESOL L+	832	45	5.4%	52	27	51.9%	901	54	6.0%	59	47	79.7%	(0.6%)	NO	(27.7%)	NO
ESOL Non-LY	19347	7232	37.4%	14401	7232	50.2%	18522	6098	32.9%	11536	6063	52.6%	4.5%	YES+	(2.3%)	NO
Male	10156	3111	30.6%	6491	3581	55.2%	9756	2615	26.8%	5083	2904	57.1%	3.8%	YES+	(2.0%)	NO
Female	10521	4206	40.0%	8006	3719	46.5%	10173	3586	35.3%	6566	3252	49.5%	4.7%	YES+	(3.1%)	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 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.



Analysis of Advanced Placement Gap Change in Performance and Participation Rate: FY2006 and FY2005  
Key Results Report - Indicators 7a 7b

DISTRICT REPORT

Subject: All Subjects School: ALL Grade Level: ALL

Group Definitions	FY2006				FY2005				ANALYSIS OF GAP AND P RATE			
	Group 1		Group 2		Group 1		Group 2		Tests Passed Gap Change	Tests Passed Sig Diff?	P Rate Gap Change	P Rate Sig Diff?
	Pct Tests Passed	P Rate	Pct Tests Passed	P Rate	Pct Tests Passed	P Rate	Pct Tests Passed	P Rate				
Group 1												
White	52.9%	45.4%	23.6%	14.1%	54.6%	41.5%	28.8%	10.4%	( 3.5%)	NOg	( 0.2%)	NO
Non-ESE/T	50.0%	28.3%	30.1%	1.9%	52.7%	26.0%	40.9%	1.5%	( 8.1%)	NOg	( 1.8%)	NO
ESOL Non-LY	50.2%	37.4%	51.9%	5.4%	52.6%	32.9%	79.7%	6.0%	(25.4%)	NOg	( 5.0%)	YES-
No F/R Lunch	51.7%	30.1%	35.6%	13.2%	53.7%	28.0%	41.8%	10.4%	( 4.2%)	NOg	0.7%	NO
White	52.9%	45.4%	32.4%	8.6%	54.6%	41.5%	40.0%	5.5%	( 5.8%)	NOg	( 0.7%)	NO
White	52.9%	45.4%	52.8%	28.9%	54.6%	41.5%	56.1%	27.5%	( 1.6%)	NOg	( 2.4%)	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. 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 P06A231: Dropout Rate

Analysis of Decrease in Percent of Students Dropping Out: FY2005 to FY2006

Key Results Report - Indicator 8a

DISTRICT REPORT

Subject: Dropout Rate School: ALL Grade Level: ALL

Group	FY2006			FY2005			ANALYSIS	
	Number Enrolled	Number Dropout	Pct Dropout	Number Enrolled	Number Dropout	Pct Dropout	Pct Diff	Sig Diff?
All Students	54239	1201	2.2%	53633	1348	2.5%	0.3%	NO
Asian	1481	10	0.7%	1379	12	0.9%	0.2%	NO
Black	15175	449	3.0%	15375	526	3.4%	0.5%	NO
Hispanic	10996	383	3.5%	10521	423	4.0%	0.5%	NO
Indian/Alaskan	222	4	1.8%	226	10	4.4%	.	nr
Multiracial	1437	24	1.7%	1229	18	1.5%	(0.2%)	NO
White	24928	331	1.3%	24903	359	1.4%	0.1%	NO
Haitian	4129	122	3.0%	4302	145	3.4%	0.4%	NO
F/R Lunch	16779	526	3.1%	16454	628	3.8%	0.7%	NO
No F/R Lunch	37419	674	1.8%	37178	720	1.9%	0.1%	NO
ESE/T	6758	261	3.9%	6795	332	4.9%	1.0%	NO
Non-ESE/T	47440	939	2.0%	46837	1016	2.2%	0.2%	NO
ESOL L+	2263	79	3.5%	2589	118	4.6%	1.1%	NO
ESOL Non-LY	50157	1028	2.0%	49836	1121	2.2%	0.2%	NO
Male	27784	663	2.4%	27438	720	2.6%	0.2%	NO
Female	26455	538	2.0%	26195	628	2.4%	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.



Analysis of Change in the Gap in Percent of Students Dropping Out: FY2006 and FY2005  
Key Results Report - Indicator 8a

DISTRICT REPORT

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

Group Definitions	FY2006						FY2005													
	Group 1			Group 2			Group 1			Group 2										
	Number Enrolled	Pct Dropout	Number Enrolled	Pct Dropout	Number Enrolled	Pct Dropout	Number Enrolled	Pct Dropout	Number Enrolled	Pct Dropout	Number Enrolled	Pct Dropout								
White	24928	1.3%	15175	3.0%	24903	1.4%	15375	3.4%	24903	1.6%	15375	3.4%	FY2006 Dropout Gap	1.6%	FY2005 Dropout Gap	2.0%	FY06-FY05 Gap Change	( 0.3%)	FY06-FY05 Gap Sig?	NO
Non-ESE/T	47440	2.0%	6758	3.9%	46837	2.2%	6795	4.9%	46837	1.9%	6795	4.9%	FY2006 Dropout Gap	1.9%	FY2005 Dropout Gap	2.7%	FY06-FY05 Gap Change	( 0.8%)	FY06-FY05 Gap Sig?	NO
ESOL Non-LY	50157	2.0%	4082	4.2%	49836	2.2%	3797	6.0%	49836	2.2%	3797	6.0%	FY2006 Dropout Gap	2.2%	FY2005 Dropout Gap	3.7%	FY06-FY05 Gap Change	( 1.5%)	FY06-FY05 Gap Sig?	NO
No F/R Lunch	37419	1.8%	16779	3.1%	37178	1.9%	16454	3.8%	37178	1.3%	16454	3.8%	FY2006 Dropout Gap	1.3%	FY2005 Dropout Gap	1.9%	FY06-FY05 Gap Change	( 0.5%)	FY06-FY05 Gap Sig?	NO
White	24928	1.3%	4129	3.0%	24903	1.4%	4302	3.4%	24903	1.6%	4302	3.4%	FY2006 Dropout Gap	1.6%	FY2005 Dropout Gap	1.9%	FY06-FY05 Gap Change	( 0.3%)	FY06-FY05 Gap Sig?	NO
White	24928	1.3%	10996	3.5%	24903	1.4%	10521	4.0%	24903	2.2%	10521	4.0%	FY2006 Dropout Gap	2.2%	FY2005 Dropout Gap	2.6%	FY06-FY05 Gap Change	( 0.4%)	FY06-FY05 Gap Sig?	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 Gains in Percent of Students Graduating: FY2005 to FY2006  
Key Results Report - Indicator 8b

## DISTRICT REPORT

Subject: Graduation Rate School: ALL Grade Level: ALL

Group	FY2006			FY2005			ANALYSIS	
	Number Enrolled	Number	Pct	Number Enrolled	Number	Pct	Pct Diff	Sig Diff?
All Students	11099	7924	71.4%	10427	7422	71.2%	0.2%	NO
Asian	325	268	82.5%	291	234	80.4%	2.0%	NO
Black	3147	1748	55.5%	3048	1660	54.5%	1.1%	NO
Hispanic	2076	1291	62.2%	1928	1213	62.9%	(0.7%)	NO
Indian/Alaskan	52	35	67.3%	38	26	68.4%	(1.1%)	NO
Multiracial	250	191	76.4%	173	129	74.6%	1.8%	NO
White	5249	4391	83.7%	4949	4160	84.1%	(0.4%)	NO
Haitian	888	383	43.1%	874	376	43.0%	0.1%	NO
F/R Lunch	2613	1665	63.7%	2807	1485	52.9%	10.8%	YES+
No F/R Lunch	8415	6203	73.7%	7587	5913	77.9%	(4.2%)	YES-
ESE/T	1249	665	53.2%	1208	669	55.4%	(2.1%)	NO
Non-ESE/T	9779	7203	73.7%	9186	6729	73.3%	0.4%	NO
ESOL L+	484	85	17.6%	503	79	15.7%	1.9%	NO
ESOL Non-LY	10348	7790	75.3%	9661	7298	75.5%	(0.3%)	NO
Male	5565	3781	67.9%	5165	3477	67.3%	0.6%	NO
Female	5534	4143	74.9%	5262	3945	75.0%	(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 Gap of Percent of Students Graduating: FY2006 and FY2005  
Key Results Report - Indicator 8b

DISTRICT REPORT

Subject: Graduation Rate School: ALL Grade Level: ALL

Group Definitions	FY2006						FY2005					
	Group 1			Group 2			Group 1			Group 2		
	Number Enrolled	Pct Graduate	Number Enrolled	Pct Graduate	Number Enrolled	Pct Graduate	Number Enrolled	Pct Graduate	Number Enrolled	Pct Graduate	Number Enrolled	Pct Graduate
White	5249	83.7%	3147	55.5%	4949	84.1%	3048	54.5%	28.1%	29.6%	1.5%	NO
Non-ESE/T	9779	73.7%	1249	53.2%	9186	73.3%	1208	55.4%	20.4%	17.9%	( 2.5%)	NO
ESOL Non-LY	10348	75.3%	751	17.8%	9661	75.5%	766	16.2%	57.4%	59.4%	1.9%	NO
No F/R Lunch	8415	73.7%	2613	63.7%	7587	77.9%	2807	52.9%	10.0%	25.0%	15.0%	YES+
White	5249	83.7%	888	43.1%	4949	84.1%	874	43.0%	40.5%	41.0%	0.5%	NO
White	5249	83.7%	2076	62.2%	4949	84.1%	1928	62.9%	21.5%	21.1%	( 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.

Analysis of Decrease in Percent of Students Receiving an In-School Suspension: FY2005 to FY2006  
 Key Results Report - Indicator 9a

DISTRICT REPORT

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

Group	FY2006			FY2005			ANALYSIS	
	Number Enrolled	Number ISS	Pct ISS	Number Enrolled	Number ISS	Pct ISS	Pct Diff	Sig Diff?
All Students	182943	10145	5.5%	183099	10117	5.5%	(0.0%)	NO
Asian	4680	79	1.7%	4484	90	2.0%	0.3%	NO
Black	51176	5021	9.8%	51448	5038	9.8%	(0.0%)	NO
Hispanic	41721	2004	4.8%	40513	1874	4.6%	(0.2%)	NO
Native American	1001	51	5.1%	1063	48	4.5%	(0.6%)	NO
White	76665	2696	3.5%	78471	2842	3.6%	0.1%	NO
Haitian	13813	1136	8.2%	13856	1076	7.8%	(0.5%)	NO
F/R Lunch	82547	5802	7.0%	81943	5792	7.1%	0.0%	NO
No F/R Lunch	100243	4343	4.3%	101149	4325	4.3%	(0.1%)	NO
ESE/T	23882	2318	9.7%	24565	2426	9.9%	0.2%	NO
Non-ESE/T	158908	7827	4.9%	158527	7691	4.9%	(0.1%)	NO
ESOL LY	21646	697	3.2%	17780	654	3.7%	0.5%	NO
ESOL Non-LY	161297	9448	5.9%	165319	9463	5.7%	(0.1%)	NO
Male	94755	6612	7.0%	94723	6593	7.0%	(0.0%)	NO
Female	88188	3533	4.0%	88376	3524	4.0%	(0.0%)	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 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.



School District of Palm Beach County  
 Pgm P06A252: In-School Suspension  
 Analysis of Change in Gap in Percent of Students Receiving an In-School Suspension: FY2006 and FY2005  
 Key Results Report - Indicator 9a

DISTRICT REPORT

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

Group Definitions	FY2006						FY2005					
	Group 1			Group 2			Group 1			Group 2		
	Number Enrolled	Pct ISS	Number Enrolled	Pct ISS	Number Enrolled	Pct ISS	Number Enrolled	Pct ISS	Number Enrolled	Pct ISS	Number Enrolled	Pct ISS
White	76665	3.5%	51176	9.8%	78471	3.6%	51448	9.8%	6.3%	6.2%	0.1%	NO
Non-ESE/T	158908	4.9%	23882	9.7%	158527	4.9%	24565	9.9%	4.8%	5.0%	( 0.2%)	NO
ESOL Non-LY	161297	5.9%	21646	3.2%	165319	5.7%	17780	3.7%	( 2.6%)	( 2.0%)	( 0.6%)	NOg
No F/R Lunch	100243	4.3%	82547	7.0%	101149	4.3%	81943	7.1%	2.7%	2.8%	( 0.1%)	NO
White	76665	3.5%	13813	8.2%	78471	3.6%	13856	7.8%	4.7%	4.1%	0.6%	NO
White	76665	3.5%	41721	4.8%	78471	3.6%	40513	4.6%	1.3%	1.0%	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.

School District of Palm Beach County  
 Pgm P06A261: Out-of-School Suspension  
 Analysis of Decrease in Percent of Students Receiving an Out-of-School Suspension: FY2005 to FY2006  
 Key Results Report - Indicator 9b

DISTRICT REPORT

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

Group	FY2006			FY2005			ANALYSIS	
	Number Enrolled	Number OSS	Pct OSS	Number Enrolled	Number OSS	Pct OSS	Pct Diff	Sig Diff?
All Students	182943	15417	8.4%	183099	16726	9.1%	0.7%	YES+
Asian	4680	101	2.2%	4484	89	2.0%	(0.2%)	NO
Black	51176	8428	16.5%	51448	8853	17.2%	0.7%	NO
Hispanic	41721	2793	6.7%	40513	3048	7.5%	0.8%	YES+
Indian/Alaskan	1001	66	6.6%	1063	67	6.3%	(0.3%)	NO
Multiracial	7700	427	5.5%	7120	431	6.1%	0.5%	NO
White	76665	3602	4.7%	78471	4238	5.4%	0.7%	YES+
Haitian	13813	1863	13.5%	13856	1987	14.3%	0.9%	NO
F/R Lunch	82547	9767	11.8%	81943	10461	12.8%	0.9%	YES+
No F/R Lunch	100243	5650	5.6%	101149	6265	6.2%	0.6%	YES+
ESE/T	23882	3808	15.9%	24565	4233	17.2%	1.3%	YES+
Non-ESE/T	158908	11609	7.3%	158527	12493	7.9%	0.6%	YES+
ESOL L+	11212	816	7.3%	11771	999	8.5%	1.2%	NO
ESOL Non-LY	161297	14267	8.8%	165319	15508	9.4%	0.5%	YES+
Male	94755	10624	11.2%	94723	11344	12.0%	0.8%	YES+
Female	88188	4793	5.4%	88376	5382	6.1%	0.7%	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.



DISTRICT REPORT

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

Group Definitions	FY2006						FY2005						
	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	76665	4.7%	51176	16.5%	78471	5.4%	51448	17.2%	11.8%	11.8%	11.8%	( 0.0%)	NO
Non-ESE/T	158908	7.3%	23882	15.9%	158527	7.9%	24565	17.2%	8.6%	9.4%	9.4%	( 0.7%)	NO
ESOL Non-LY	161297	8.8%	21646	5.3%	165319	9.4%	17780	6.9%	( 3.5%)	( 2.5%)	( 1.0%)	( 1.0%)	NOg
No F/R Lunch	100243	5.6%	82547	11.8%	101149	6.2%	81943	12.8%	6.2%	6.6%	6.6%	( 0.4%)	NO
White	76665	4.7%	13813	13.5%	78471	5.4%	13856	14.3%	8.8%	8.9%	8.9%	( 0.2%)	NO
White	76665	4.7%	41721	6.7%	78471	5.4%	40513	7.5%	2.0%	2.1%	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 P06A271: Attendance

Analysis of Gains in Students Absent 11 or more Days: FY2005 to FY2006  
Key Results Report - Indicator 9c

DISTRICT REPORT

Subject: Attendance School: ALL Grade Level: ALL

Group	FY2006			FY2005			ANALYSIS	
	Number Enrolled	Number 11+	Pct 11+	Number Enrolled	Number 11+	Pct 11+	Pct Diff	Sig Diff?
All Students	182943	41460	22.7%	183099	43868	24.0%	1.3%	YES+
Asian	4680	592	12.6%	4484	589	13.1%	0.5%	NO
Black	51176	10607	20.7%	51448	11505	22.4%	1.6%	YES+
Hispanic	41721	11209	26.9%	40513	11166	27.6%	0.7%	NO
Indian/Alaskan	1001	263	26.3%	1063	298	28.0%	1.8%	NO
White	76665	16948	22.1%	78471	18459	23.5%	1.4%	YES+
Haitian	13813	1648	11.9%	13856	1699	12.3%	0.3%	NO
F/R Lunch	82547	22057	26.7%	81943	23500	28.7%	2.0%	YES+
No F/R Lunch	100243	19402	19.4%	101149	20368	20.1%	0.8%	YES+
ESE/T	23882	7625	31.9%	24565	8335	33.9%	2.0%	YES+
Non-ESE/T	158908	33834	21.3%	158527	35533	22.4%	1.1%	YES+
ESOL LY	21646	4770	22.0%	17780	3716	20.9%	( 1.1%)	NO
ESOL Non-LY	161297	36690	22.7%	165319	40152	24.3%	1.5%	YES+
Male	94755	21916	23.1%	94723	23146	24.4%	1.3%	YES+
Female	88188	19544	22.2%	88376	20722	23.4%	1.3%	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 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 of Students Adsent 11 or more Days: FY2006 and FY2005  
Key Results Report - Indicator 9c

DISTRICT REPORT

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

Group Definitions	FY2006						FY2005							
	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+	FY2006 11+ Gap	FY2005 11+ Gap	FY06-FY05 Gap Change	FY06-FY05 Gap Sig?
White	76665	22.1%	51176	20.7%	78471	23.5%	51448	22.4%	78471	23.5%	( 1.4%)	( 1.2%)	( 0.2%)	NOg
Non-ESE/T	158908	21.3%	23882	31.9%	158527	22.4%	24565	33.9%	158527	22.4%	10.6%	11.5%	( 0.9%)	NO
ESOL Non-LY	161297	22.7%	21646	22.0%	165319	24.3%	17780	20.9%	165319	24.3%	( 0.7%)	( 3.4%)	2.7%	NOg
No F/R Lunch	100243	19.4%	82547	26.7%	101149	20.1%	81943	28.7%	101149	20.1%	7.4%	8.5%	( 1.2%)	YES+
White	76665	22.1%	13813	11.9%	78471	23.5%	13856	12.3%	78471	23.5%	(10.2%)	( 11.3%)	1.1%	NOg
White	76665	22.1%	41721	26.9%	78471	23.5%	40513	27.6%	78471	23.5%	4.8%	4.0%	0.7%	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.