The School District of
Palm Beach County, Florida

FY 2008
ACADEMIC
BUSINESS
PLAN

Arthur C. Johnson, Ph.D.
SUPERINTENDENT
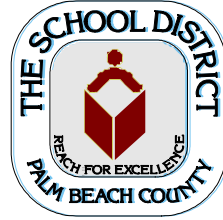
Ann Killets
CHIEF ACADEMIC OFFICER

Joseph Moore
CHIEF OPERATING OFFICER

August 2007 UPDATE

THE SCHOOL DISTRICT OF PALM BEACH COUNTY, FLORIDA

MISSION STATEMENT
The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

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QUALITY ASSURANCE
JANICE COVER, ED.D

AREA SUPERINTENDENTS
JANIS ANDREWS, ED.D.	MARISOL FERRER
ROD MONTGOMERY	CAROLE SHETLER

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ACKNOWLEDGMENTS

The important work of educating children and youth requires commitment, service, and partnership with numerous organizations. The School District of Palm Beach County is fortunate to have the support of so many community agencies, businesses, and other public and private groups. The additional funding, insight, and ongoing involvement provided by our partners assist us in providing meaningful staff development, effective leadership, and necessary supplemental services, materials, and equipment. In this regard, our partners' efforts are vital in helping us meet the academic, social, and emotional needs of our students. As such, we extend sincere thanks and appreciation to **all** of our partners and volunteers. A special thank you goes to the **Palm Beach County Education Commission** for helping to facilitate the development and maintenance of partnerships between the School District and the community.   Additionally, the following organizations merit special recognition and gratitude for their significant contributions that have enabled us to provide a quality public education for all of our students.

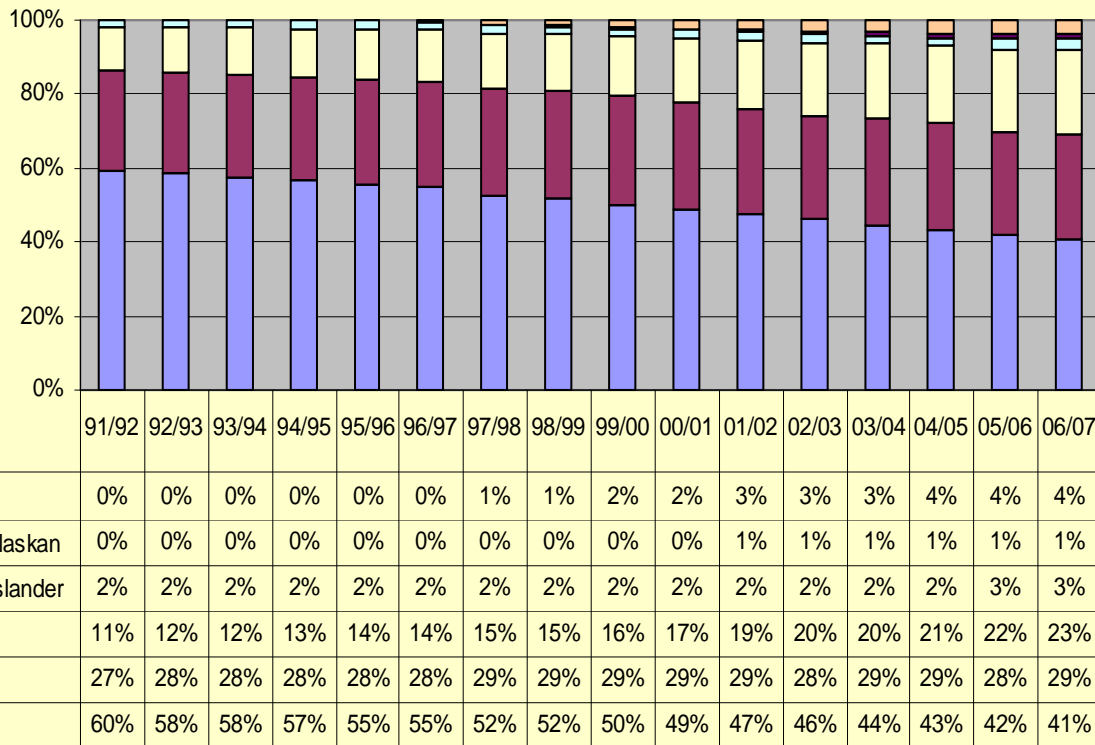|	
Aid to Victims of Domestic Abuse, Inc. (AVDA)	**Girls & Boys Town of South Florida**
American Lung Association	**Guardian Ad Litem**
American Red Cross	**Guatemalan-Maya Center**
ASPIRA	**Haitian Center for Family Services**
Beacon Center	**Hanley Hazelton**
Big Brothers/Big Sisters	**Healthy Solutions Resource Center, Inc.**
Boys & Girls Club of Palm Beach County, Inc.	**Hospice**
Camelot Community Care, Inc.	**Housing Partnership, Inc.**
Campus for Living Residential Programs	**Junior Achievement**
Catholic Charities	**Local Education Institutions (FAU, NOVA, PBA, PBCC)**
Center for Creative Education	**Mental Health Agency**
Center for Family Services	**Multilingual Psychotherapy Centers, Inc.**
Center for Group Counseling	**Mounts Botanical Garden**
Children's Case Management Organization (CCMO)	**Oakwood Center of the Palm Beaches**
Children's Home Society (STEPS – Outpatient)	**Palm Beach & Martin County Community Foundations and the Snow Foundation**
Children's Services Council	
Chrysalis Center	**Palm Beach County Commission/Department of Parks and Recreation**
Coalition for Black Student Achievement	
Columbia Hospital	**Palm Beach County Juvenile Association**
Communities in School	**Palm Beach County Health Department**
Community Intervention & Research Center	**Palm HealthCare**
Crossroads Club	**Parent Child Center, Inc.**
Drug Abuse Treatment Agency (DATA)	**Pew Public Education Fund**
Division of Youth Services Bureau	**Picower Foundation**
Economic Council of Palm Beach County	**Prime Time Palm Beach County**
Education Foundation of Palm Beach County	**Quantum Foundation**
Fairgrounds and the *Palm Beach Post*	**Ruth Rales**
Family Preservation Services, Inc.	**South Florida and Community Blood Banks**
Florida Atlantic University	**The Health Care District of Palm Beach County**
Florida Partnership and the College Board/State of Florida, Palm Beach Community College	**Urban League of Palm Beach County**
	Youth Enrichment Academy

The School District of Palm Beach County, Florida, is the eleventh largest in the nation and the fifth largest in the state of Florida with 185 schools, serving 166,116 students who speak 140 languages/dialects. Our FY2007 total budget is $3.6 billion serving 21,707 employees including 12,535 teachers. Over 35,597 community volunteers provide academic assistance to students through the Volunteers in Public Schools (VIPS) Program.

Additionally, approximately 533 business partners offer resources to support increased student achievement. As our school district grows more diverse, the task of providing effective learning experiences for every child in every classroom becomes increasingly more challenging. The School District of Palm Beach County recognizes this challenge and is determined to identify and eliminate obstacles that may exist within the structure of the schools and the school system.

District-Wide Demographics 1991/92 - 2006/07

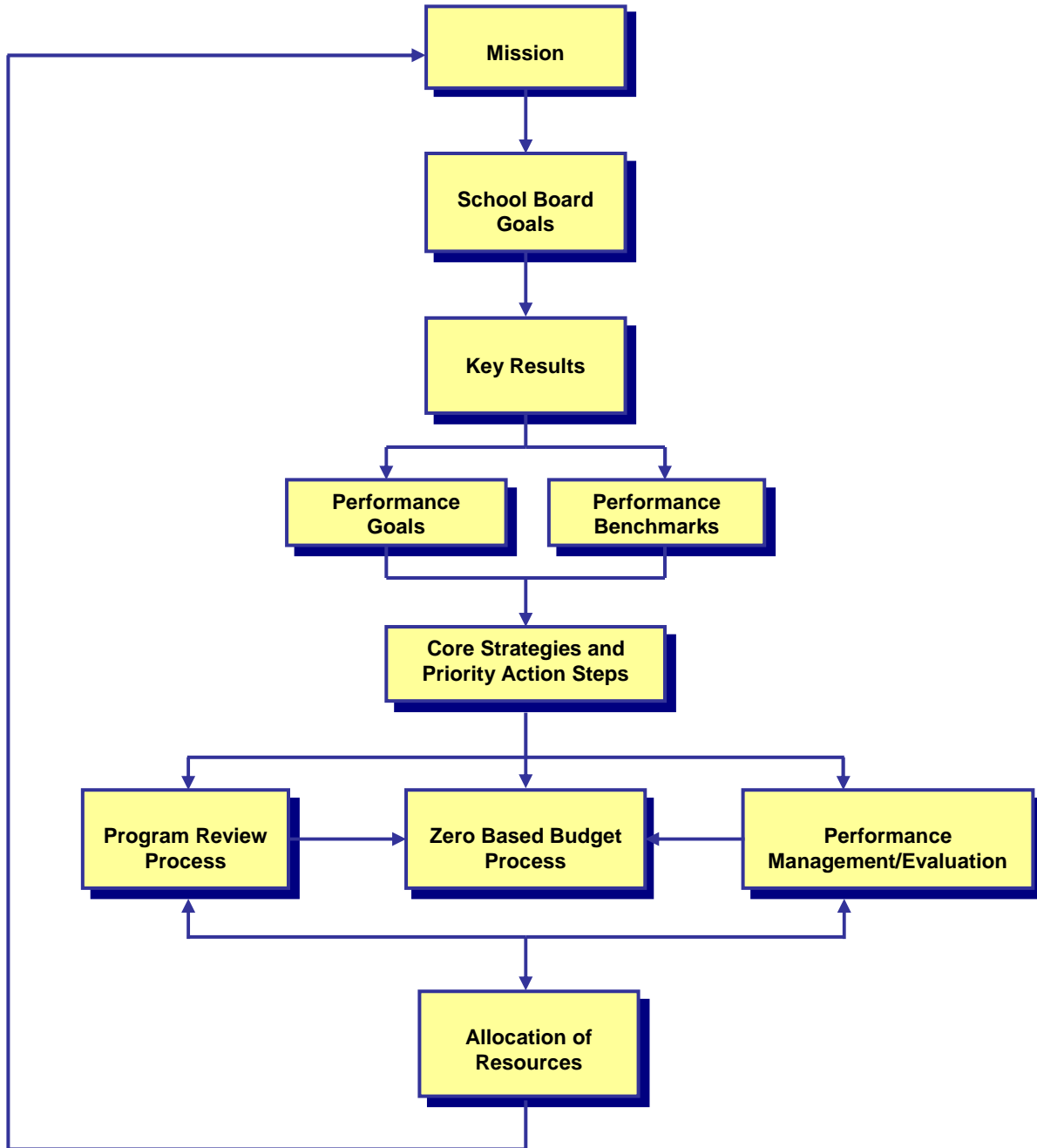|	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07
Multiracial	0%	0%	0%	0%	0%	0%	1%	1%	2%	2%	3%	3%	3%	4%	4%	4%
Amer. Indian/Alaskan	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%
Asian/Pacific Islander	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	3%	3%
Hispanic	11%	12%	12%	13%	14%	14%	15%	15%	16%	17%	19%	20%	20%	21%	22%	23%
Black	27%	28%	28%	28%	28%	28%	29%	29%	29%	29%	29%	28%	29%	29%	28%	29%
White	60%	58%	58%	57%	55%	55%	52%	52%	50%	49%	47%	46%	44%	43%	42%	41%

We believe that all children can learn and achieve high standards. We know that the future quality of life for our community is directly tied to the quality of education we guarantee for our children today. We cannot afford to let our students fail; and, more importantly, we cannot fail our students.

The *Academic Business Plan* is a comprehensive plan to ensure that all students receive the highest quality education. The plan establishes a *framework*

for accountability and continuous improvement for the District. The plan provides clear direction and focus to improve student achievement for all students regardless of race, ethnicity, gender, socio-economic status, or disability.

The plan contains the *School Board Mission* and *Goals* that set the vision for what we will achieve, and *Key Results* with *Performance Goals* that define how we will measure progress toward those goals.

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               │   Resources  │
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From the *Academic Business Plan,* all schools will construct their *School Improvement Plans* and all central and area office staff will develop priority action steps to implement those tasks necessary to achieve the Key Results. Ultimately, the success of this plan will be determined not by our individual efforts, but rather by our collective will.

We continue to be unwavering in our commitment to these goals.

SECTION I

- *Goals and Key Results*

- *Performance Goals and Progress Benchmarks for Key Results*

MISSION STATEMENT

The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment

STATE GOALS AND PRIORITIES

Florida DOE - Revised in 2002 (Goals) and 2003 (Priorities)

1. HIGHEST STUDENT ACHIEVEMENT
2. SEAMLESS ARTICULATION AND MAXIMUM ACCESS
3. SKILLED WORKFORCE AND ECONOMIC DEVELOPMENT
4. QUALITY EFFICIENT SERVICES

Florida's K-20 Education System Priorities (Florida Statues 2003 1000.03 (5)(a-f)) are:

1. **Learning and Completion at all levels,** including high school graduation rate and readiness for postsecondary education with remediation.
2. **Student Performance.** Students demonstrate that they meet the expected academic standards consistently at all levels of their education.
3. **Alignment of standards and resources.** Academic standards for every level of the K-20 education system are aligned, and education financial resources are aligned with student performance expectations at each level of the K-20 education system.
4. **Educational leadership.** The quality of educational leadership at all levels of K-20 education is improved.
5. **Workforce education.** Workforce education is appropriately aligned with the skills required by the new global economy.
6. **Parental, student, family, educational institution, and community involvement.** Parents, students, families, educational institutions, and communities are collaborative partners in education, and each plays an important role in the success of individual students. Therefore, the State of Florida cannot be the guarantor of each individual student's success. The goals of Florida's K-20 Education System are not guarantees that each individual student will succeed or that each individual school will perform at the level indicated in the goals.

SCHOOL DISTRICT GOALS

Adopted on May 5, 1999

1. **Increased literacy** - Increase literacy in reading, writing, and mathematics for all students, including students in Exceptional Student Education and English for Speakers of Other Languages, with an emphasis on grades K-3.
2. **Student performance** - Improve achievement at critically low-performing schools and among Quartile One students district-wide.
3. **School safety and environment -** Provide safe and nurturing school environments that are free of drugs, alcohol, firearms, and harassment, and where standards of appropriate and ethical behavior are upheld.
4. **Challenging curriculum -** Implement a challenging curriculum, including methods for individualized and group instruction that support the Board's goals.
5. **Staff development** - Provide continuous staff development to support the mission and goals.
6. **Financial responsibility** - Institutionalize and correct, as needed, financial and management practices that are sound and accountable.
7. **Parental involvement** - Increase involvement by parents, business, and other community interests through partnerships designed to achieve both management and academic improvement and accountability.
8. **Productive citizenship –** Provide experiences that prepare students for productive citizenship.

SCHOOL DISTRICT KEY RESULTS

Revised October 4, 2004

1. **K-Literacy** - All students of each racial/ethnic group will read independently on grade level by the end of second grade.
2. **Algebra I** - All students of each racial/ethnic group will successfully complete Algebra I prior to tenth grade.
3. **Proficiency in reading, writing, and math** - All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by FCAT and FCAT Writes.
4. **School Grade criteria** - All schools will meet or exceed a school grade of B as measured by the Florida Accountability System.
5. **Upper level math and science courses** - 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.
6. **SAT** - All schools will increase participation and performance of students of each racial/ethnic group taking the SAT, with a particular emphasis on underrepresented populations.
7. **Advanced programs** - All schools will increase enrollment and performance of each racial/ethnic group in gifted, honors, advanced placement, IB, and other advanced programs, with a particular emphasis on underrepresented populations.
8. **Dropout and graduation rates** - All schools will decrease dropout rates and increase graduation rates for students of each racial/ethnic group.
9. **Suspensions** - All schools will reduce suspensions and eliminate disproportionate suspension rates among student groups.
10. **Resources** - All district and system offices will align efforts and resources to accomplish Key Results.

The District measures its progress and effectiveness through the School Board adopted (July, 1999) Achievement for All Plan (see Appendix A) Key Results. The District reports on the performance of all students and on the performance of student groups by race/ethnicity, students receiving services from Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) programs and students who participate in the Free and Reduced Lunch Program.

Beginning in FY 1999, Key Results for which data was available were analyzed for statistical significance. Beginning in FY 2002, a Bonferoni Correction, which is a statistical adjustment for multiple comparisons, was used to raise the standard of proof needed to make inferences about significant change.

The following Summary Tables for the Evaluation of the Key Results detail the progress made in improving student performance and in reducing performance gaps between student groups for each Key Result indicator in the latest year for which data is available.[1]

Within the tables, cells shaded in

▸ **green** indicate statistically significant positive change from the preceding year.

▸ **yellow** indicate statistically insignificant change from the preceding year.

▸ **red** indicate statistically significant negative change from the preceding year.

> **ON THE KEY RESULTS CHARTS**
>
> ❖ **GREEN** INDICATES STATISTICALLY SIGNIFICANT POSITIVE CHANGE FROM THE PRECEDING YEAR.
>
> ❖ **YELLOW** INDICATES STATISTICALLY INSIGNIFICANT CHANGE FROM THE PRECEDING YEAR.
>
> ❖ **RED** INDICATES STATISTICALLY SIGNIFICANT NEGATIVE CHANGE FROM THE PRECEDING YEAR.

The Summary Tables are accompanied by a set of graphs, one for each Key Result indicator. The graphs track the progress of each student group over a five year period.

The District has been reporting disaggregated (by race/ethnic group) and aggregated Key Results across all grades, as appropriate, for the past six years to reduce the total number of reports. This practice facilitates communication to the public. Following the state reporting procedures, it is important to note that the ESE group excludes gifted, hospital/homebound, and speech-impaired students; and that the English language learner (ELL) group excludes students who have been in the program for two years or fewer when reporting test results.

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[1] 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).

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
FY2007 and FY2006 Gain Analysis : District
Grade: All Grades

Key Result	Subject	Indicator	Criterion	All	Asian	Black	Hisp.	Mult.	White	Haitian	FRL	ESE*	ELL*	# Cells Improv.
1	Reading	1. SRI	% >= 220	71.6	83.9	60.4	58.5	79.1	86.1	55.2	58.2	33.6	43.9	0
2	Algebra	2. ETS Exam	% >=40%ile	67.7	83.0	53.6	64.0	77.2	76.7	51.2	58.5	41.4	34.4	0
3 Progress at Same Grade Level	Reading	3a. FCAT SSS	% Level 1	21.7	9.9	36.6	27.8	12.7	10.1	40.7	32.1	53.6	47.8	4
	Reading	3b. FCAT SSS	% >= Level 3	57.8	75.8	37.8	50.0	69.3	73.1	35.7	43.9	23.9	30.4	4
	Reading	3c. FCAT SSS	% Level 4	20.5	29.9	10.0	16.0	26.7	28.7	9.3	12.5	4.7	5.8	0
	Reading	3d. FCAT SSS	% Level 5	7.7	16.8	1.8	4.3	9.9	12.6	1.3	2.4	0.6	0.5	3
	Mathematics	3e. FCAT SSS	% Level 1	15.5	4.0	28.7	18.6	9.6	6.4	32.9	24.3	42.2	31.8	7
	Mathematics	3f. FCAT SSS	% >= Level 3	65.4	87.5	44.2	59.4	73.2	80.6	40.7	50.9	30.8	40.2	7
	Mathematics	3g. FCAT SSS	% Level 4	23.8	33.8	12.4	20.5	26.2	32.2	10.9	15.6	7.6	10.2	5
	Mathematics	3h. FCAT SSS	% Level 5	11.0	29.5	2.6	6.5	14.0	17.6	2.0	4.0	1.5	1.6	3
	Science	3i. FCAT SSS	% Level 1	25.9	13.5	46.7	32.6	16.4	11.3	54.4	40.7	56.7	76.7	6
	Science	3j. FCAT SSS	% >= Level 3	44.1	62.5	19.9	33.9	53.6	62.2	15.3	25.7	16.0	4.8	7
	Science	3k. FCAT SSS	% Level 4	8.9	18.0	2.0	4.9	12.5	14.3	1.7	3.2	2.2	NR	6
	Science	3l. FCAT SSS	% Level 5	2.3	5.0	0.2	0.9	3.6	4.0	NR	0.5	NR	NR	2
	Writing	3m. FCAT SSS	% Score 1	0.9	NR	1.5	1.5	0.6	0.3	2.8	1.5	3.1	2.6	0
	Writing	3n. FCAT SSS	% >= Score 4	71.2	82.8	60.9	66.4	78.0	79.1	56.2	62.9	42.0	52.0	6
	Writing	3o. FCAT SSS	% Score 5	11.7	17.2	7.1	9.8	13.6	15.1	6.3	7.9	3.4	4.7	0
	Writing	3p. FCAT SSS	% Score 6	2.2	4.8	0.7	1.4	2.9	3.3	0.4	0.7	0.4	NR	0
3 Progress of Same Students	Reading	3q. FCAT SSS	Substantial Progress	35.9	41.3	34.4	37.1	34.7	36.1	38.0	35.9	39.2	46.0	0
	Mathematics	3r. FCAT SSS	Substantial Progress	33.9	36.9	34.2	34.8	33.4	33.1	37.5	34.9	35.3	45.5	0
		Number of Cells Improving		12	0	8	8	1	11	4	8	8	0	60

Statistically Positive	Not Statistically Significant	Statistically Negative	Participation Decline	NR NOT REPORTED (N<30 or not calculable)	No Data Available	Numbers under Groups Level and Improvement columns represent percents meeting criteria during current year.

* The ESE Group consists of All ESE Students. The ELL Group consists of ELL (A+) Students.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
FY2007 and FY2006 Gap Analysis : District
Grade: All Grades

Key Result	Subject	Indicator	Criterion	Black and White	Hispanic and White	Haitian and White	FRL and Not FRL	ESE* and Not ESE	ELL* and Not ELL	# Cells Improv.
1	Reading	1. SRI	% >= 220	-25.7	-27.5	-30.8	-28.2	-42.5	-34.7	0
2	Algebra	2. ETS Exam	% >=40%ile	-23.1	-12.7	-25.5	-14.6	-29.0	-35.5	1
3 Progress at Same Grade Level	Reading	3a. FCAT SSS	% Level 1	-26.6	-17.7	-30.6	-18.3	-36.4	-29.4	2
	Reading	3b. FCAT SSS	% >= Level 3	-35.4	-23.1	-37.5	-24.6	-38.8	-30.6	0
	Reading	3c. FCAT SSS	% Level 4	-18.7	-12.6	-19.3	-14.1	-18.0	-16.1	0
	Reading	3d. FCAT SSS	% Level 5	-10.8	-8.2	-11.2	-9.3	-8.0	-7.8	0
	Mathematics	3e. FCAT SSS	% Level 1	-22.3	-12.3	-26.5	-15.6	-30.5	-18.6	2
	Mathematics	3f. FCAT SSS	% >= Level 3	-36.3	-21.2	-39.8	-25.6	-39.5	-28.0	1
	Mathematics	3g. FCAT SSS	% Level 4	-19.8	-11.7	-21.3	-14.5	-18.5	-15.0	0
	Mathematics	3h. FCAT SSS	% Level 5	-15.0	-11.1	-15.6	-12.3	-10.8	-10.2	0
	Science	3i. FCAT SSS	% Level 1	-35.4	-21.3	-43.0	-24.8	-34.8	-54.1	2
	Science	3j. FCAT SSS	% >= Level 3	-42.3	-28.3	-46.9	-30.8	-31.7	-41.8	0
	Science	3k. FCAT SSS	% Level 4	-12.3	-9.3	-12.5	-9.5	-7.5	NR	0
	Science	3l. FCAT SSS	% Level 5	-3.8	-3.0	NR	-3.0	-2.2	NR	0
	Writing	3m. FCAT SSS	% Score 1	-1.2	-1.2	-2.5	-1.0	-2.5	-2.1	0
	Writing	3n. FCAT SSS	% >= Score 4	-18.2	-12.7	-23.0	-14.1	-33.2	-21.8	0
	Writing	3o. FCAT SSS	% Score 5	-7.9	-5.2	-8.7	-6.4	-9.3	-7.6	0
	Writing	3p. FCAT SSS	% Score 6	-2.6	-1.9	-2.9	-2.4	-2.0	NR	0
3 Progress of Same Students	Reading	3q. FCAT SSS	Substantial Progress	-1.7	1.0 G	2.0 G	-0.1 G	3.7 G	10.8 G	5
	Mathematics	3r. FCAT SSS	Substantial Progress	1.1 G	1.6 G	4.4 G	1.7 G	1.5 G	12.4 G	6
Number of Cells Improving				**2**	**2**	**3**	**6**	**4**	**2**	**19**

Statistically Positive	Not Statistically Significant	Statistically Negative	Participation Decline	NR NOT REPORTED (N<30 or not calculable)	G TRADITIONAL GAP DOES NOT EXIST	No Data Available	Gap was determined by subtracting results of the traditionally higher performing group from the traditionally lower performing group.

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.

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 FY2007 for each standard.

Standard	Number of Students Assessed					Percent of Students Proficient				
	FY2003	FY2004	FY2005[1]	FY2006	FY2007	FY2003	FY2004	FY2005	FY2006	FY2007
Reading	2,430	2,561	893	1716	1742	44%	55%	56%	62%	66%
Mathematics	2,405	2,501	796	1666	1667	40%	52%	51%	58%	65%
Writing	2,431	862	287	663	691	36%	48%	50%	54%	66%
Science	NR	NR	193	607	595	NR	NR	53%	58%	62%

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[1] Due to a change in eligibility requirements, fewer ESE students took alternative assessments in FY2005, taking the FCAT SSS instead.

FY2007 Key Result Findings

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 one year to the next and where it did not.

To determine overall progress from one year to the next, patterns are sought for each of the student groups across all evaluated indicators and for each evaluated indicator across all student groups.

The data needed to evaluate the Key Result indicators becomes available at different times during the year. The data for indicators of Key Results 1 through 3 becomes available for reporting in the summer of each year while the data for indicators of Key Result 5 through 9 becomes available for reporting in the winter of each year. For this report, the FY 2007 data is reported only for Key Results 1 through 3.

Key Results 1 – 3

Individual Group Performance

Across the 24 indicators measured, the District has shown significant improvement in 15 indicators, all of which were in Key Result 3 (proficiency in reading, mathematics, science, and writing on FCAT SSS and proficiency in reading, mathematics, and writing on the Florida Alternate Assessment Report).

Across Groups Measured for each Indicator

o Fifty percent or more of the groups evaluated have shown significant improvement in the following Key Result 3 Indicators:

- The percent of students in grades 3 through 10 scoring at Level 1 and Levels 3 and higher (proficient) on FCAT SSS Mathematics (Indicators 3e and 3f);

- The percent of students in grades 5, 8, and 11 at Level 1, Levels 3 and higher (proficient), and Level 4 on FCAT SSS Science (Indicators 3i, 3j, and 3k);

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

Performance Gaps between Groups

o Gaps generally do not exist between traditionally lower performing students and their higher performing counterparts in the percent of students making substantial progress from FY2006 to FY2007 on both FCAT SSS Reading and Mathematics (Indicators 3q and 3r).

o Fifty percent of the gaps have significantly widened in the percent of students scoring at Level 5 on FCAT SSS Reading (Indicator 3d) and at Levels 4 and 5 on FCAT SSS Science (Indicators 3k and 3l).

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
FY2006 and FY2005 Gain Analysis : District
Grade: All Grades

Key Result	Subject	Indicator	Criterion	All	Asian	Black	Hisp.	Mult.	White	Haitian	FRL	ESE*	ELL*	# Cells Improv.
1	Reading	1. SRI	% >= 220	72.0	87.4	59.1	62.3	81.5	84.2	53.6	60.0	28.3	45.5	0
2	Algebra	2. ETS Exam	% >=40%ile	66.8	84.1	52.3	62.2	76.0	75.6	43.1	56.8	39.6	31.5	0
3 Progress at Same Grade Level	Reading	3a. FCAT SSS	% Level 1	22.8	12.7	38.2	29.4	13.7	11.0	43.6	33.8	57.8	45.6	8
	Reading	3b. FCAT SSS	% >= Level 3	56.4	72.3	36.2	48.5	68.7	71.3	33.1	42.9	21.3	32.8	8
	Reading	3c. FCAT SSS	% Level 4	20.2	29.2	9.5	15.6	27.9	28.1	8.5	12.6	4.1	6.8	6
	Reading	3d. FCAT SSS	% Level 5	6.4	14.1	1.5	3.4	8.5	10.6	0.9	2.0	0.5	0.3	0
	Mathematics	3e. FCAT SSS	% Level 1	17.1	4.7	31.1	20.9	10.5	7.5	36.1	26.5	48.0	33.5	7
	Mathematics	3f. FCAT SSS	% >= Level 3	62.7	84.9	40.6	56.2	70.0	78.2	36.1	47.7	26.9	37.8	3
	Mathematics	3g. FCAT SSS	% Level 4	22.8	33.0	11.0	19.0	26.0	31.5	9.0	14.2	6.2	8.3	4
	Mathematics	3h. FCAT SSS	% Level 5	10.0	27.7	2.1	5.7	12.4	15.9	1.7	3.6	0.9	1.2	0
	Science	3i. FCAT SSS	% Level 1	30.3	15.2	54.5	37.9	19.1	13.6	58.9	46.8	61.1	70.0	2
	Science	3j. FCAT SSS	% >= Level 3	37.3	59.7	14.0	26.8	48.8	54.6	11.3	19.7	12.2	4.6	2
	Science	3k. FCAT SSS	% Level 4	6.4	14.5	1.3	3.5	7.4	10.4	0.9	2.3	1.2	NR	0
	Science	3l. FCAT SSS	% Level 5	1.4	4.2	0.1	0.6	2.5	2.3	NR	0.3	NR	NR	0
	Writing	3m. FCAT SSS	% Score 1	1.1	NR	1.7	1.9	0.4	0.4	3.3	1.7	3.9	2.1	0
	Writing	3n. FCAT SSS	% >= Score 4	68.2	80.5	56.4	62.4	72.7	77.1	50.3	58.5	38.4	50.4	7
	Writing	3o. FCAT SSS	% Score 5	12.0	19.2	7.1	10.0	15.1	15.2	6.4	8.1	3.6	7.2	10
	Writing	3p. FCAT SSS	% Score 6	1.8	4.6	0.6	0.9	2.3	2.8	0.5	0.5	0.2	NR	3
3 Progress of Same Students	Reading	3q. FCAT SSS	Substantial Progress	36.4	39.0	35.9	38.4	37.3	35.6	39.1	36.5	37.8	46.5	0
	Mathematics	3r. FCAT SSS	Substantial Progress	33.7	38.3	34.1	34.7	32.4	32.8	37.3	34.2	35.5	43.9	0
5	Mathematics	5a. Enrollment	% enrolled	29.8	59.5	16.1	21.3	38.3	38.9	13.8	17.2	2.4	5.3	5
	Science	5b. Enrollment	% enrolled	41.3	69.1	22.1	30.3	51.9	54.6	15.4	23.0	4.3	4.4	8
6	SAT	6a. Performance	V + M >= 1000	50.1	61.4	17.6	42.8	NR	60.9	13.8	23.9	12.9	NR	0
	SAT	6b. Participation	% taking SAT	59.6	78.7	42.3	48.3	NR	69.6	32.9	39.1	14.0	14.1	0
7	All Subjects	7a. Performance	% passing AP	50.4	55.5	23.6	52.8	49.1	52.9	32.4	35.6	30.1	51.9	0
	All Subjects	7b. Participation	% taking AP	35.4	71.4	14.1	28.9	33.0	45.4	8.6	13.2	NR	NR	2
8	Dropout	8a. Rate	% dropping out	2.2	0.7	3.0	3.5	1.7	1.3	3.0	3.1	3.9	3.5	0
	Graduation	8b. Cohort Rate	% graduating	71.4	82.5	55.5	62.2	76.4	83.7	43.1	63.7	53.2	17.6	1
9	Suspension	9a. ISS	% ISS	5.5	1.7	9.8	4.8	3.8	3.5	8.2	7.0	9.7	4.1	0
	Suspension	9b. OSS	% OSS	8.4	2.2	16.5	6.7	5.5	4.7	13.5	11.8	15.9	7.3	4
	Suspension	9c. Attendance	% 11 or more absences	22.7	12.6	20.7	26.9	23.9	22.1	11.9	26.7	31.9	21.1	5
		Number of Cells Improving		16	2	11	8	2	14	6	14	6	6	85

Statistically Positive	Not Statistically Significant	Statistically Negative	Participation Decline	NR NOT REPORTED (N<30 or not calculable)	No Data Available	Numbers under Groups Level and Improvement columns represent percents meeting criteria during current year.

* The ESE Group consists of All ESE Students. The ELL Group consists of ELL (A+) Students.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
FY2006 and FY2005 Gap Analysis : District
Grade: All Grades

Key Result	Subject	Indicator	Criterion	Gap Difference and Improvement						# Cells Improv.
				Black and White	Hispanic and White	Haitian and White	FRL and Not FRL	ESE* and Not ESE	ELL* and Not ELL	
1	Reading	1. SRI	% >= 220	-25.1	-21.9	-30.7	-26.1	-48.9	-32.7	0
2	Algebra	2. ETS Exam	% >=40%ile	-23.3	-13.3	-32.4	-15.8	-29.6	-37.8	0
3 Progress at Same Grade Level	Reading	3a. FCAT SSS	% Level 1	-27.2	-18.4	-32.6	-20.0	-40.1	-26.2	4
	Reading	3b. FCAT SSS	% >= Level 3	-35.2	-22.9	-38.2	-24.6	-40.2	-26.7	0
	Reading	3c. FCAT SSS	% Level 4	-18.5	-12.5	-19.6	-13.9	-18.4	-14.8	0
	Reading	3d. FCAT SSS	% Level 5	-9.1	-7.2	-9.7	-8.1	-6.8	-6.7	0
	Mathematics	3e. FCAT SSS	% Level 1	-23.5	-13.4	-28.5	-17.1	-35.3	-18.9	3
	Mathematics	3f. FCAT SSS	% >= Level 3	-37.5	-21.9	-42.0	-27.3	-41.1	-28.0	1
	Mathematics	3g. FCAT SSS	% Level 4	-20.5	-12.5	-22.5	-15.7	-19.0	-16.0	0
	Mathematics	3h. FCAT SSS	% Level 5	-13.8	-10.2	-14.2	-11.6	-10.4	-9.7	0
	Science	3i. FCAT SSS	% Level 1	-41.0	-24.3	-45.4	-28.4	-35.0	-43.3	0
	Science	3j. FCAT SSS	% >= Level 3	-40.6	-27.8	-43.2	-30.2	-28.6	-35.4	0
	Science	3k. FCAT SSS	% Level 4	-9.2	-6.9	-9.6	-7.1	-5.9	NR	0
	Science	3l. FCAT SSS	% Level 5	-2.2	-1.7	NR	-1.8	NR	NR	0
	Writing	3m. FCAT SSS	% Score 1	-1.2	-1.4	-2.8	-1.0	-3.2	-1.5	0
	Writing	3n. FCAT SSS	% >= Score 4	-20.7	-14.7	-26.8	-16.7	-33.9	-20.6	1
	Writing	3o. FCAT SSS	% Score 5	-8.1	-5.2	-8.8	-6.6	-9.5	-5.4	0
	Writing	3p. FCAT SSS	% Score 6	-2.1	-1.9	-2.3	-2.2	-1.8	NR	0
3 Progress of Same Students	Reading	3q. FCAT SSS	Substantial Progress	0.3 G	2.8 G	3.5 G	0.0 G	1.5 G	10.9 G	6
	Mathematics	3r. FCAT SSS	Substantial Progress	1.3 G	1.9 G	4.5 G	0.9 G	2.0 G	11.1 G	6
5	Mathematics	5a. Enrollment	% enrolled	-22.8	-17.6	-25.1	-18.2	-31.2	-26.2	0
	Science	5b. Enrollment	% enrolled	-32.6	-24.3	-39.2	-26.3	-42.0	-39.6	0
6	SAT	6a. Performance	V + M >= 1000	-43.2	-18.1	-47.1	-31.0	-38.2	NR	0
	SAT	6b. Participation	% taking SAT	-27.3	-21.3	-36.8	-24.6	-49.5	-48.3	0
7	All Subjects	7a. Performance	% passing AP	-29.3	-0.1 G	-20.4 G	-16.2	-19.9 G	1.7 G	4
	All Subjects	7b. Participation	% taking AP	-31.3	-16.4	-36.8	-16.9	NR	NR	0
8	Dropout	8a. Rate	% dropping out	-1.6	-2.2	-1.6	-1.3	-1.9	-1.4	0
	Graduation	8b. Cohort Rate	% graduating	-28.1	-21.5	-40.5	-10.0	-20.4	-57.7	1
9	Suspension	9a. ISS	% ISS	-6.3	-1.3	-4.7	-2.7	-4.8	1.7 G	1
	Suspension	9b. OSS	% OSS	-11.8	-2.0	-8.8	-6.2	-8.6	1.6 G	1
	Suspension	9c. Attendance	% 11 or more absences	1.4 G	-4.8	10.2 G	-7.4	-10.6	1.6 G	4
			Number of Cells Improving	5	4	6	8	3	6	32

Statistically Positive	Not Statistically Significant	Statistically Negative	Participation Decline	NR NOT REPORTED (N<30 or not calculable)	G TRADITIONAL GAP DOES NOT EXIST	No Data Available	Gap was determined by subtracting results of the traditionally higher performing group from the traditionally lower performing group.

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.

FY2006 Key Result Findings

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 one year to the next and where it did not.

To determine overall progress from one year to the next, patterns are sought for each of the student groups across all evaluated indicators and for each evaluated indicator across all student groups.

The data needed to evaluate the Key Result indicators becomes available at different times during the year. The data for indicators of Key Results 1 through 3 becomes available for reporting in the summer of each year while the data for indicators of Key Result 5 through 9 becomes available for reporting in the winter of each year. For this report, the FY 2006 data is reported for Key Results 1 through 3 and 5 through 9.

Key Results 1 – 3 and 5 – 9

Individual Group Performance

Across the 35 indicators measured, the District has shown significant improvement in 18 indicators in

o Key Result 3 (proficiency in reading, mathematics, science, and writing on FCAT SSS and proficiency in reading and mathematics on the Florida Alternate Assessment Report);

o Key Result 5 (Enrollment in upper level mathematics and science classes)

o Key Result 7 (participation in AP classes); and

o Key Result 9 (out-of-school suspensions and 11 or more absences).

Across Groups Measured for each Indicator

o 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 Level 1, Levels 3 and higher (proficient), and Level 4 on FCAT SSS Reading (Indicators 3a, 3b, and 3c);

- The percent of students in grades 3 through 10 scoring at Level 1 on FCAT SSS Mathematics (Indicator 3e);

- The percent of students in grades 4, 8, and 10 scoring 4 and higher (proficient) and 5 on FCAT SSS Writing (Indicators 3n and 3o);

- The percent of students enrolled in upper level science classes (Indicator 5b).

Performance Gaps between Groups

- Gaps do not exist between traditionally lower performing students and their higher performing counterparts in Key Result 3 (Indicators 3q and 3r: making substantial progress on both FCAT SSS Reading and Mathematics).

- Fifty percent or more of the traditional gaps do not exist in Key Results 7 (Indicator 7a: percent passing AP) and Key Result 9 (Indicator 9c: 11 or more absences);

- Fifty percent or more of the gaps have significantly narrowed in Key Result 3 (Indicators 3a and 3e: scoring Level 1 of FCAT Reading and Mathematics.

- Fifty percent or more of the gaps have significantly widened in Key Result 3 (Indicator 3p: scoring Level 6 on FCAT Writing) and Key Result 5 (Indicator 5b: enrollment in upper level science classes).

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 1: Reading SRI % >= 220
Grade: All Grades

FY2003 to FY2007 Historical Report: District
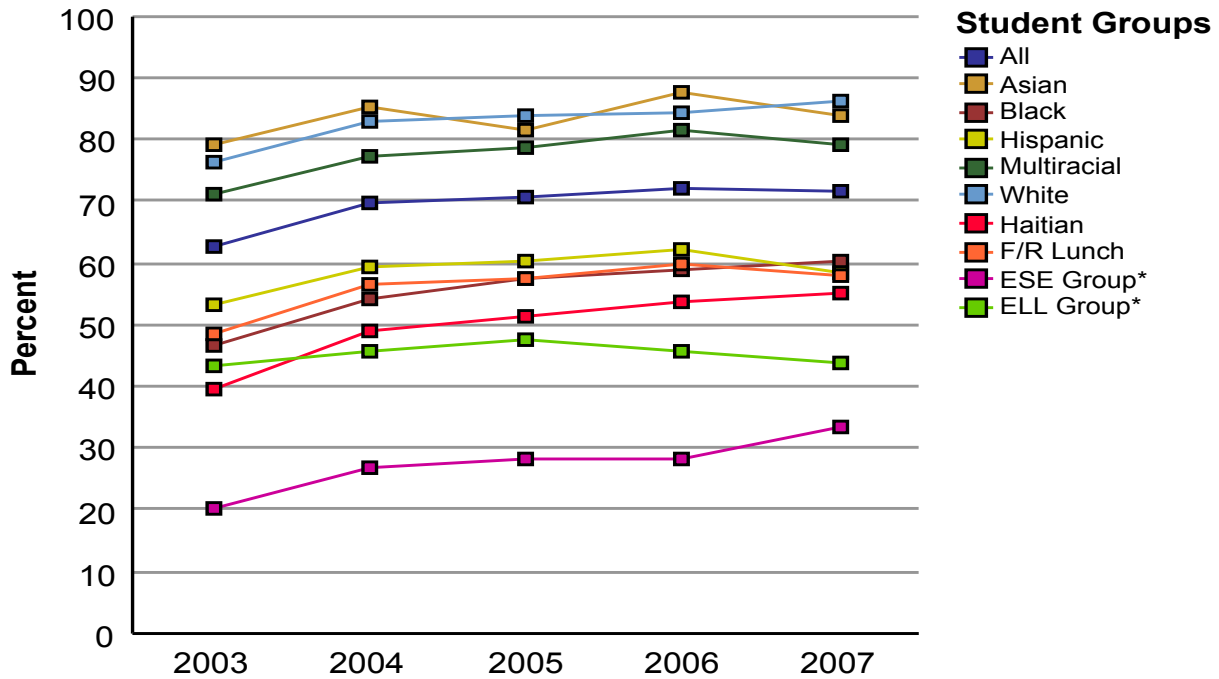
Percent	2003	2004	2005	2006	2007
All	62.8	69.6	70.8	72.0	71.6
Asian	79.3	85.1	81.4	87.4	83.9
Black	46.4	54.0	57.4	59.1	60.4
Hispanic	53.2	59.5	60.5	62.3	58.5
Multiracial	71.4	77.2	78.9	81.5	79.2
White	76.4	82.8	83.7	84.2	86.1
Haitian	39.4	49.1	51.5	53.6	55.2
F/R Lunch	48.7	56.6	57.5	60.0	58.2
ESE Group*	20.2	27.0	28.2	28.3	33.6
ELL Group*	43.4	45.8	47.5	45.5	43.9

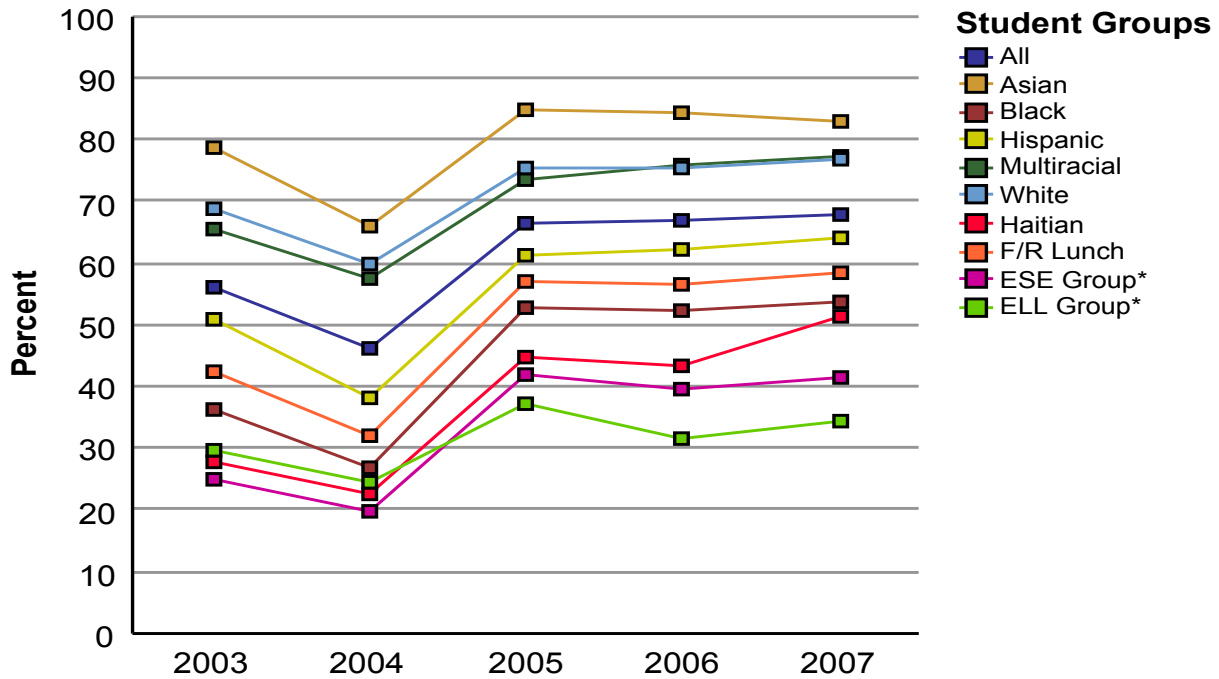| Number	2003	2004	2005	2006	2007
All	11,314	11,319	11,764	11,550	11,777
Asian	275	276	306	310	316
Black	3,112	2,954	3,131	3,115	3,102
Hispanic	2,476	2,611	2,825	2,799	3,096
Multiracial	566	556	579	680	609
White	4,807	4,844	4,836	4,563	4,587
Haitian	841	870	908	866	925
F/R Lunch	5,956	5,859	6,147	6,221	6,184
ESE Group*	1,205	1,162	1,200	1,213	1,253
ELL Group*	1,785	1,633	1,769	1,703	1,918

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students >= 220.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 2: Algebra ETS Exam % >=40%ile
Grade: All Grades

FY2003 to FY2007 Historical Report: District

Percent	2003	2004	2005	2006	2007
All	56.1	46.0	66.5	66.8	67.7
Asian	78.7	65.9	84.7	84.1	83.0
Black	36.2	26.7	52.7	52.3	53.6
Hispanic	50.7	38.2	61.4	62.2	64.0
Multiracial	65.3	57.4	73.7	76.0	77.2
White	68.7	59.9	75.3	75.6	76.7
Haitian	27.8	22.8	44.6	43.2	51.2
F/R Lunch	42.2	31.8	57.0	56.8	58.5
ESE Group*	25.1	19.9	42.1	39.6	41.4
ELL Group*	29.5	24.5	37.3	31.5	34.4

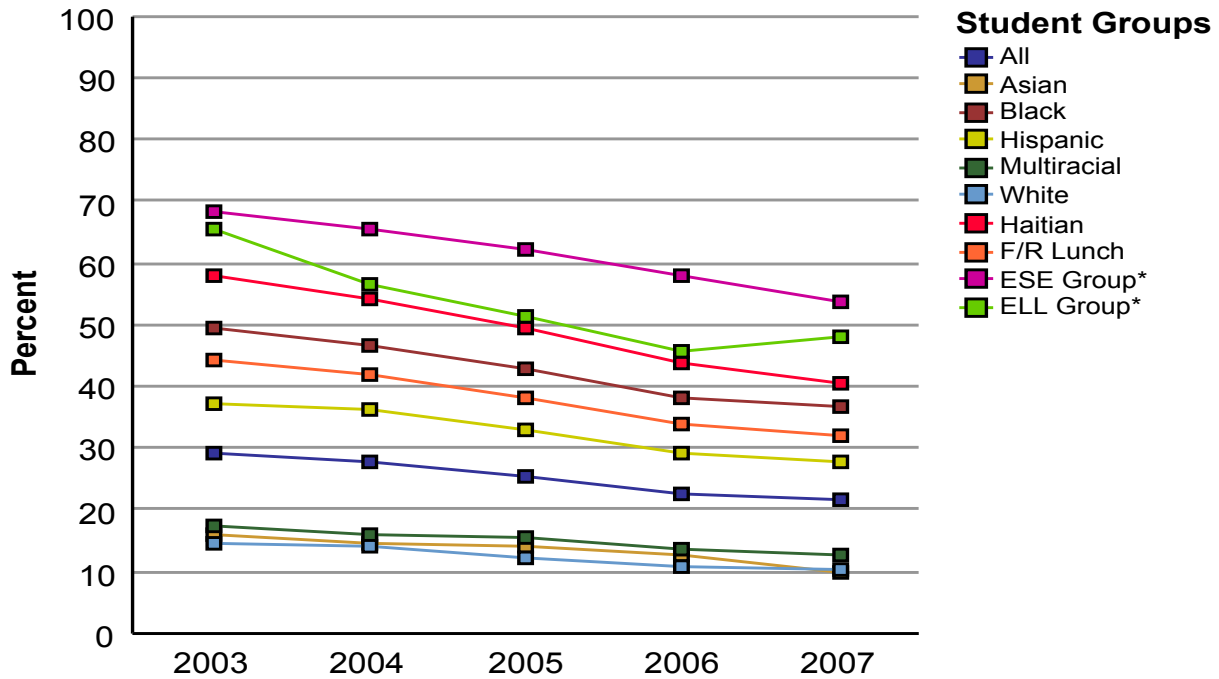| Number	2003	2004	2005	2006	2007
All	10,726	12,094	16,164	12,657	12,532
Asian	263	258	365	277	271
Black	3,151	3,451	4,309	3,281	3,474
Hispanic	1,932	2,505	3,366	2,747	2,698
Multiracial	196	298	491	408	505
White	5,144	5,524	7,558	5,873	5,517
Haitian	935	982	1,255	941	1,011
F/R Lunch	3,124	3,764	5,783	4,584	4,694
ESE Group*	838	1,007	1,265	1,042	1,190
ELL Group*	383	465	549	400	366

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students >=40%ile.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Reading FCAT SSS % Level 1
Grade: All Grades

FY2003 to FY2007 Historical Report: District

Percent	2003	2004	2005	2006	2007
All	29.3	27.9	25.4	22.8	21.7
Asian	16.1	14.6	13.9	12.7	9.9
Black	49.6	46.5	42.8	38.2	36.6
Hispanic	37.4	36.1	32.9	29.4	27.8
Multiracial	17.6	15.8	15.4	13.7	12.7
White	14.7	14.2	12.4	11.0	10.1
Haitian	58.1	54.4	49.5	43.6	40.7
F/R Lunch	44.5	41.8	38.0	33.8	32.0
ESE Group*	68.4	65.6	62.3	57.8	53.6
ELL Group*	65.4	56.6	51.1	45.6	47.8

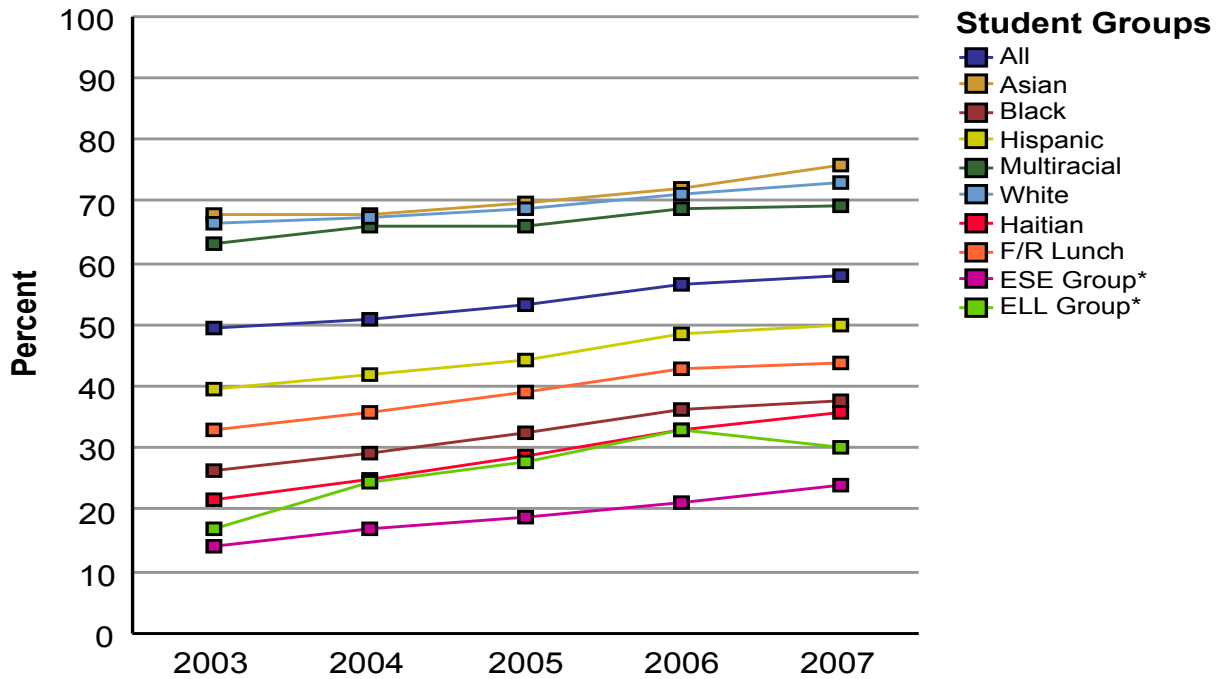| Number	2003	2004	2005	2006	2007
All	98,470	100,818	101,553	100,217	98,108
Asian	2,232	2,381	2,527	2,592	2,602
Black	28,181	28,373	28,001	27,484	27,055
Hispanic	19,061	20,796	21,852	22,326	22,621
Multiracial	2,743	3,348	3,759	4,112	4,411
White	45,679	45,321	44,820	43,048	40,806
Haitian	7,150	7,605	7,600	7,565	7,659
F/R Lunch	41,268	43,798	44,779	44,938	42,467
ESE Group*	11,474	11,970	12,792	12,550	12,123
ELL Group*	4,764	6,082	6,135	6,346	5,532

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students Level 1.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Reading FCAT SSS % >= Level 3
Grade: All Grades

FY2003 to FY2007 Historical Report: District

Percent	2003	2004	2005	2006	2007
All	49.5	51.1	53.4	56.4	57.8
Asian	67.8	68.1	69.5	72.3	75.8
Black	26.4	29.2	32.4	36.2	37.8
Hispanic	39.7	41.7	44.4	48.5	50.0
Multiracial	62.9	65.7	66.2	68.7	69.3
White	66.2	67.2	69.0	71.3	73.2
Haitian	21.7	24.7	28.7	33.1	35.7
F/R Lunch	33.0	35.7	39.1	42.9	43.9
ESE Group*	14.3	16.8	18.8	21.2	23.9
ELL Group*	17.0	24.3	27.7	32.8	30.4

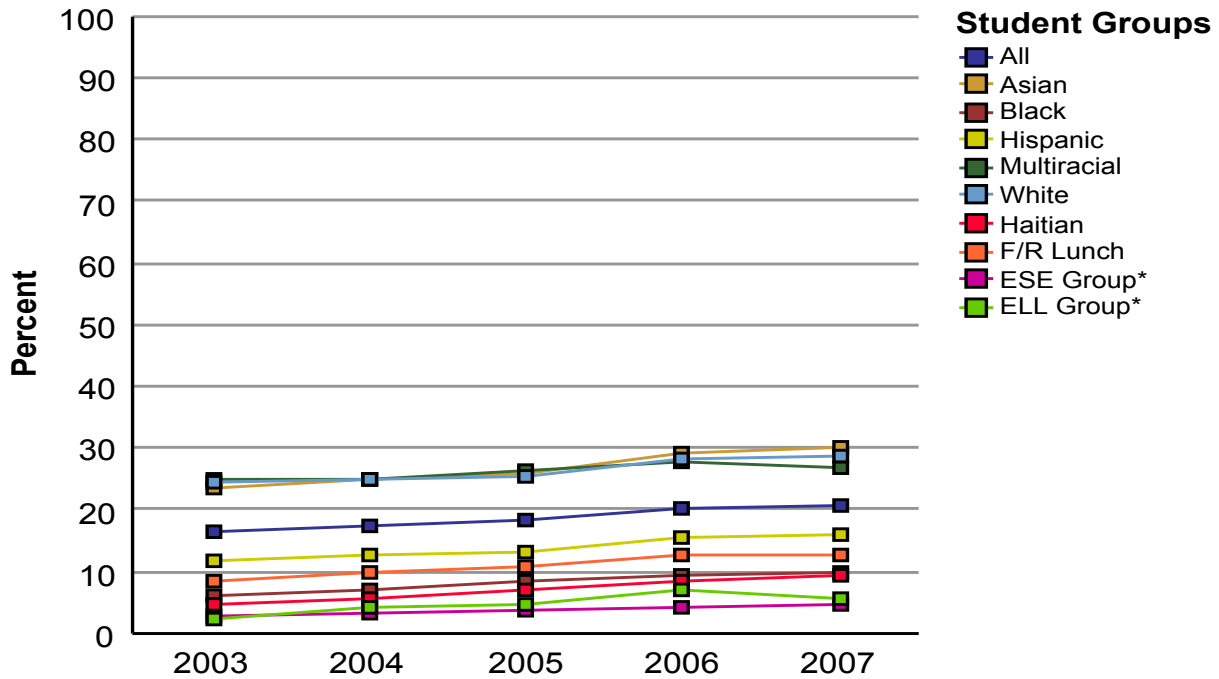| Number	2003	2004	2005	2006	2007
All	98,470	100,818	101,553	100,217	98,108
Asian	2,232	2,381	2,527	2,592	2,602
Black	28,181	28,373	28,001	27,484	27,055
Hispanic	19,061	20,796	21,852	22,326	22,621
Multiracial	2,743	3,348	3,759	4,112	4,411
White	45,679	45,321	44,820	43,048	40,806
Haitian	7,150	7,605	7,600	7,565	7,659
F/R Lunch	41,268	43,798	44,779	44,938	42,467
ESE Group*	11,474	11,970	12,792	12,550	12,123
ELL Group*	4,764	6,082	6,135	6,346	5,532

* **The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.**
Number indicates the number of students >= Level 3.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Reading FCAT SSS % Level 4
Grade: All Grades

FY2003 to FY2007 Historical Report: District

Percent	2003	2004	2005	2006	2007
All	16.6	17.3	18.2	20.2	20.5
Asian	23.7	24.7	25.9	29.2	29.9
Black	6.0	7.1	8.2	9.6	10.0
Hispanic	11.5	12.5	13.2	15.6	16.0
Multiracial	25.0	24.8	26.4	27.9	26.7
White	24.4	25.0	25.6	28.1	28.7
Haitian	4.5	5.7	7.1	8.5	9.3
F/R Lunch	8.4	9.7	10.7	12.6	12.5
ESE Group*	2.8	3.4	3.8	4.1	4.7
ELL Group*	2.5	4.4	4.5	6.8	5.8

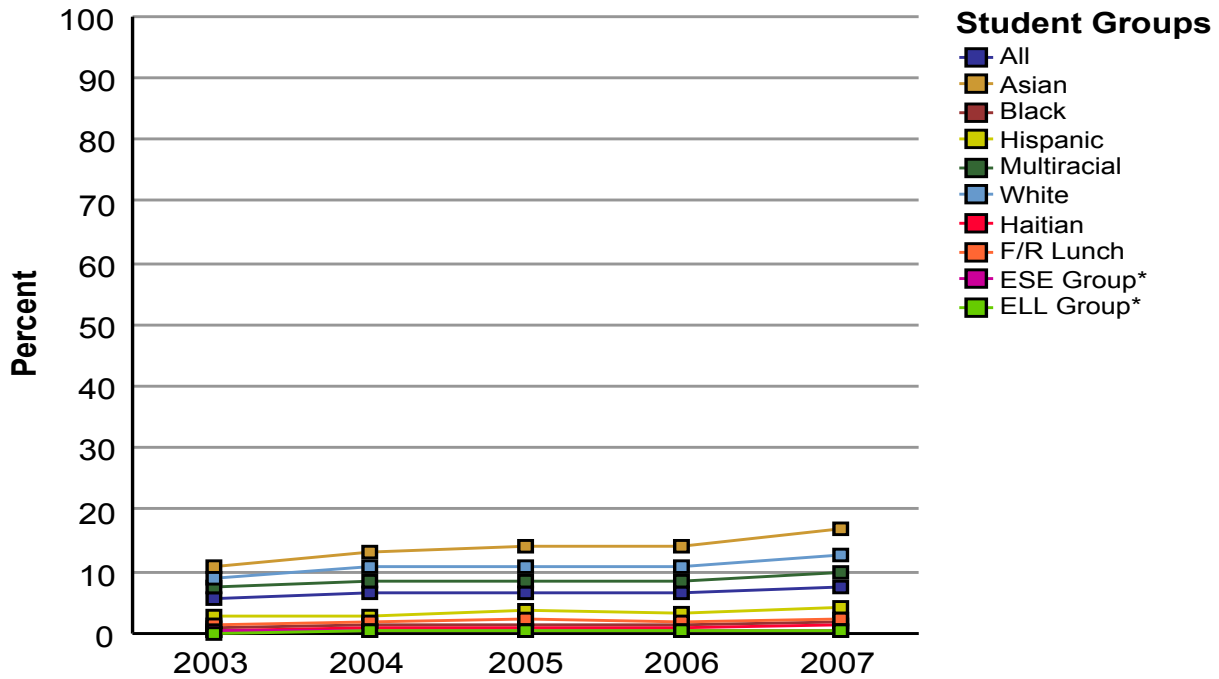| Number	2003	2004	2005	2006	2007
All	98,470	100,818	101,553	100,217	98,108
Asian	2,232	2,381	2,527	2,592	2,602
Black	28,181	28,373	28,001	27,484	27,055
Hispanic	19,061	20,796	21,852	22,326	22,621
Multiracial	2,743	3,348	3,759	4,112	4,411
White	45,679	45,321	44,820	43,048	40,806
Haitian	7,150	7,605	7,600	7,565	7,659
F/R Lunch	41,268	43,798	44,779	44,938	42,467
ESE Group*	11,474	11,970	12,792	12,550	12,123
ELL Group*	4,764	6,082	6,135	6,346	5,532

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students Level 4.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Reading FCAT SSS % Level 5
Grade: All Grades

FY2003 to FY2007 Historical Report: District

Percent	2003	2004	2005	2006	2007
All	5.5	6.4	6.5	6.4	7.7
Asian	11.0	13.2	14.0	14.1	16.8
Black	1.0	1.3	1.4	1.5	1.8
Hispanic	2.7	2.9	3.5	3.4	4.3
Multiracial	7.4	8.6	8.2	8.5	9.9
White	9.0	10.7	10.6	10.6	12.6
Haitian	0.5	0.8	0.9	0.9	1.3
F/R Lunch	1.2	1.7	2.1	2.0	2.4
ESE Group*	0.5	0.5	0.6	0.5	0.6
ELL Group*	0.1	0.3	0.2	0.4	0.5

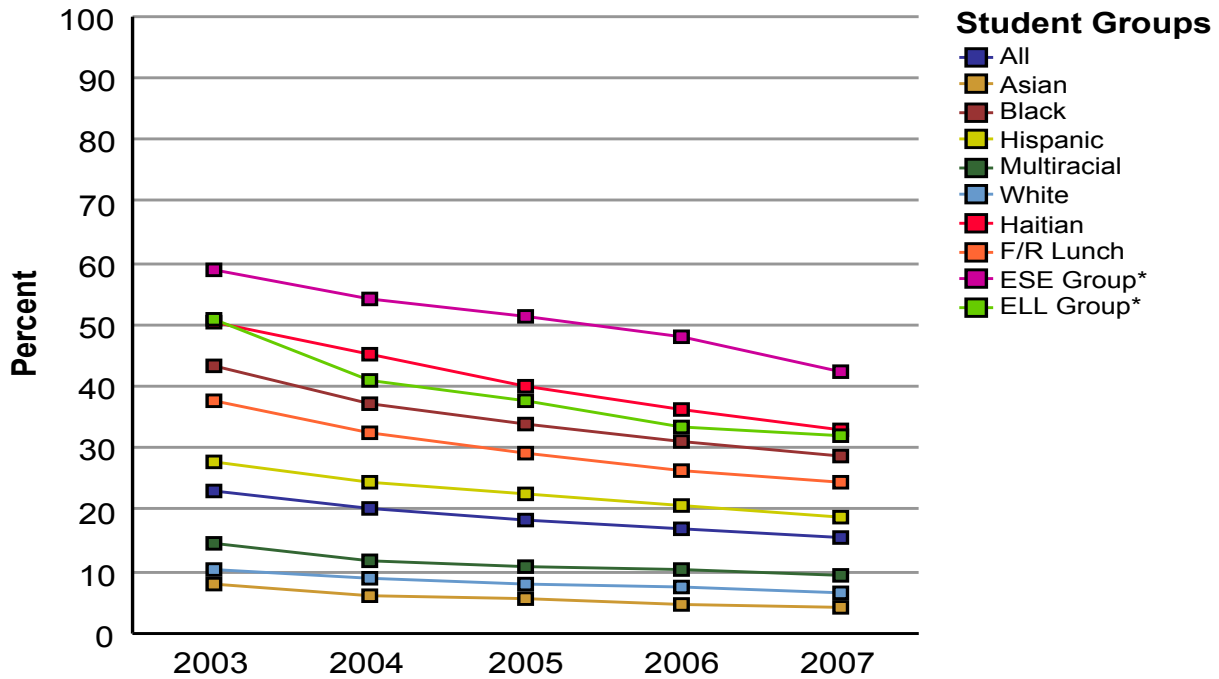| Number	2003	2004	2005	2006	2007
All	98,470	100,818	101,553	100,217	98,108
Asian	2,232	2,381	2,527	2,592	2,602
Black	28,181	28,373	28,001	27,484	27,055
Hispanic	19,061	20,796	21,852	22,326	22,621
Multiracial	2,743	3,348	3,759	4,112	4,411
White	45,679	45,321	44,820	43,048	40,806
Haitian	7,150	7,605	7,600	7,565	7,659
F/R Lunch	41,268	43,798	44,779	44,938	42,467
ESE Group*	11,474	11,970	12,792	12,550	12,123
ELL Group*	4,764	6,082	6,135	6,346	5,532

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students Level 5.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Mathematics FCAT SSS % Level 1
Grade: All Grades

FY2003 to FY2007 Historical Report: District

Percent	2003	2004	2005	2006	2007
All	23.3	20.2	18.5	17.1	15.5
Asian	8.1	6.3	5.6	4.7	4.0
Black	43.2	37.4	34.0	31.1	28.7
Hispanic	28.0	24.6	22.8	20.9	18.6
Multiracial	14.6	11.7	10.7	10.5	9.6
White	10.3	8.8	8.0	7.6	6.4
Haitian	50.6	45.4	40.2	36.1	32.9
F/R Lunch	37.7	32.6	29.2	26.5	24.3
ESE Group*	59.0	54.1	51.4	48.0	42.2
ELL Group*	50.9	41.0	37.5	33.5	31.8

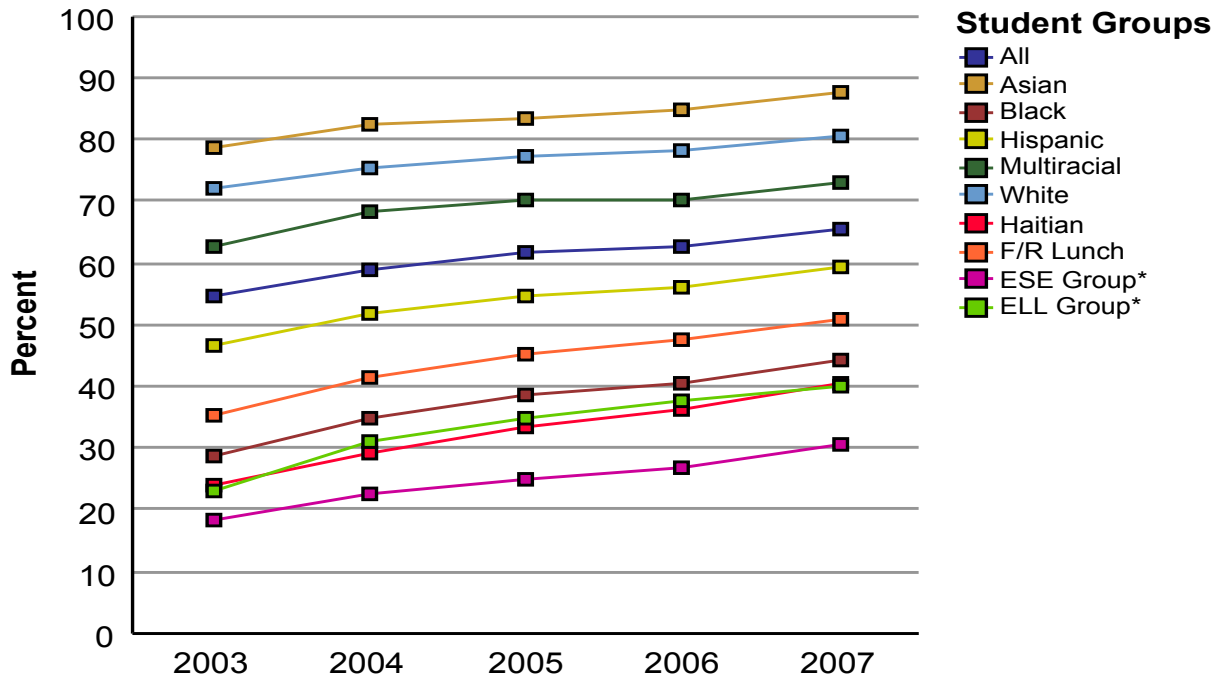| Number	2003	2004	2005	2006	2007
All	98,470	100,790	101,444	100,203	98,103
Asian	2,231	2,379	2,522	2,588	2,600
Black	28,223	28,321	27,940	27,493	27,075
Hispanic	19,071	20,820	21,824	22,328	22,605
Multiracial	2,742	3,349	3,752	4,110	4,415
White	45,637	45,304	44,792	43,016	40,792
Haitian	7,145	7,596	7,589	7,570	7,662
F/R Lunch	41,283	43,789	44,722	44,967	42,548
ESE Group*	11,511	12,008	12,770	12,598	12,211
ELL Group*	4,760	6,084	6,124	6,363	5,543

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students Level 1.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Mathematics FCAT SSS % >= Level 3
Grade: All Grades

FY2003 to FY2007 Historical Report: District

Percent	2003	2004	2005	2006	2007
All	54.6	58.9	61.5	62.7	65.4
Asian	78.8	82.5	83.5	84.8	87.5
Black	28.8	34.6	38.4	40.6	44.2
Hispanic	46.6	51.6	54.6	56.2	59.4
Multiracial	62.8	68.5	70.0	70.0	73.2
White	72.2	75.5	77.4	78.2	80.6
Haitian	24.2	29.1	33.2	36.1	40.7
F/R Lunch	35.3	41.3	45.1	47.7	50.9
ESE Group*	18.4	22.5	24.8	26.8	30.8
ELL Group*	23.1	31.3	34.8	37.8	40.2

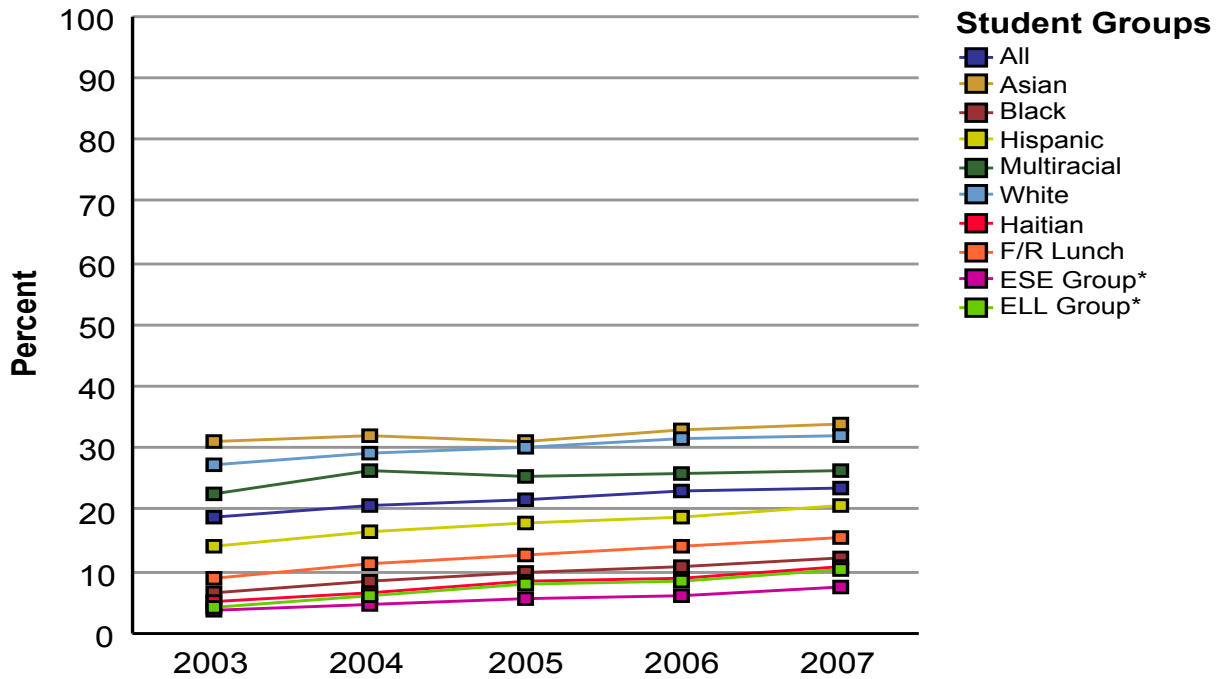| Number	2003	2004	2005	2006	2007
All	98,470	100,790	101,444	100,203	98,103
Asian	2,231	2,379	2,522	2,588	2,600
Black	28,223	28,321	27,940	27,493	27,075
Hispanic	19,071	20,820	21,824	22,328	22,605
Multiracial	2,742	3,349	3,752	4,110	4,415
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ESE Group*	11,511	12,008	12,770	12,598	12,211
ELL Group*	4,760	6,084	6,124	6,363	5,543

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students >= Level 3. Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Mathematics FCAT SSS % Level 4
Grade: All Grades

FY2003 to FY2007 Historical Report: District

Percent	2003	2004	2005	2006	2007
All	18.7	20.5	21.7	22.8	23.8
Asian	30.9	31.9	31.1	33.0	33.8
Black	6.6	8.3	10.0	11.0	12.4
Hispanic	14.0	16.3	17.8	19.0	20.5
Multiracial	22.6	26.2	25.4	26.0	26.2
White	27.3	29.1	30.2	31.5	32.2
Haitian	5.2	6.5	8.3	9.0	10.9
F/R Lunch	9.0	11.4	12.8	14.2	15.6
ESE Group*	3.9	4.7	5.6	6.2	7.6
ELL Group*	4.4	6.3	8.0	8.3	10.2

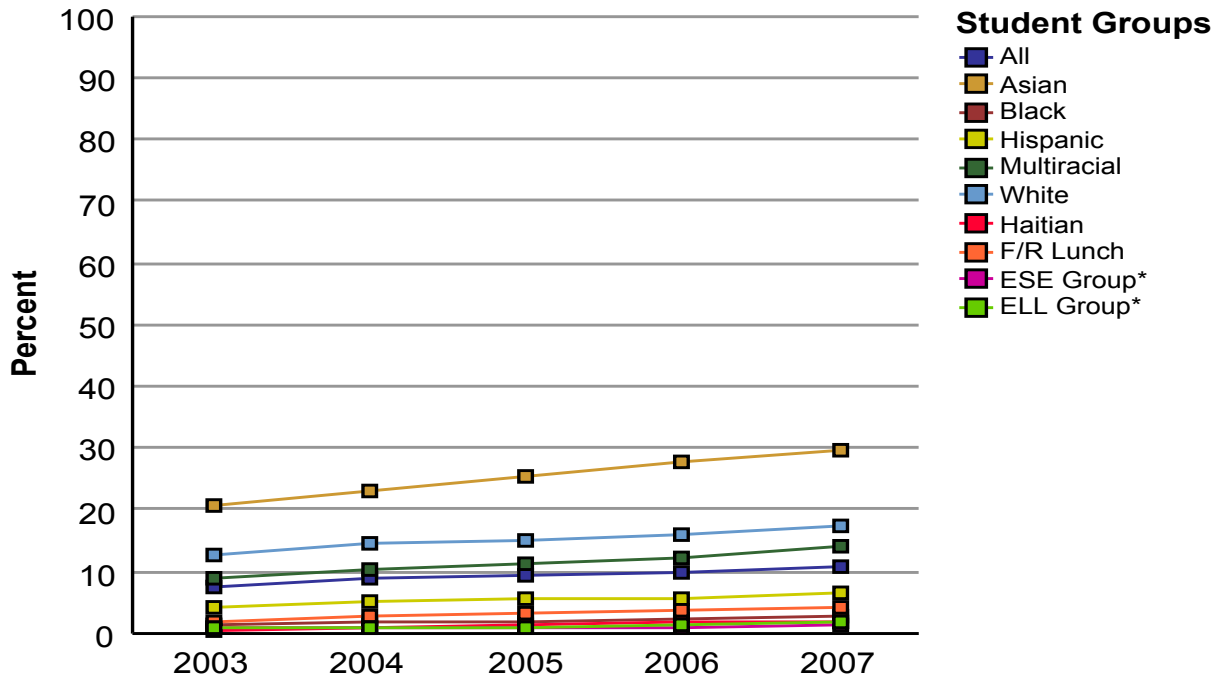| Number	2003	2004	2005	2006	2007
All	98,470	100,790	101,444	100,203	98,103
Asian	2,231	2,379	2,522	2,588	2,600
Black	28,223	28,321	27,940	27,493	27,075
Hispanic	19,071	20,820	21,824	22,328	22,605
Multiracial	2,742	3,349	3,752	4,110	4,415
White	45,637	45,304	44,792	43,016	40,792
Haitian	7,145	7,596	7,589	7,570	7,662
F/R Lunch	41,283	43,789	44,722	44,967	42,548
ESE Group*	11,511	12,008	12,770	12,598	12,211
ELL Group*	4,760	6,084	6,124	6,363	5,543

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students Level 4.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Mathematics FCAT SSS % Level 5
Grade: All Grades

FY2003 to FY2007 Historical Report: District

Percent	2003	2004	2005	2006	2007
All	7.6	9.0	9.5	10.0	11.0
Asian	20.5	23.2	25.5	27.7	29.5
Black	1.1	1.8	2.0	2.1	2.6
Hispanic	4.1	5.2	5.6	5.7	6.5
Multiracial	8.9	10.4	11.5	12.4	14.0
White	12.5	14.3	15.1	15.9	17.6
Haitian	0.6	1.1	1.4	1.7	2.0
F/R Lunch	1.9	2.7	3.2	3.6	4.0
ESE Group*	0.7	1.0	1.0	0.9	1.5
ELL Group*	0.7	0.8	0.9	1.2	1.6

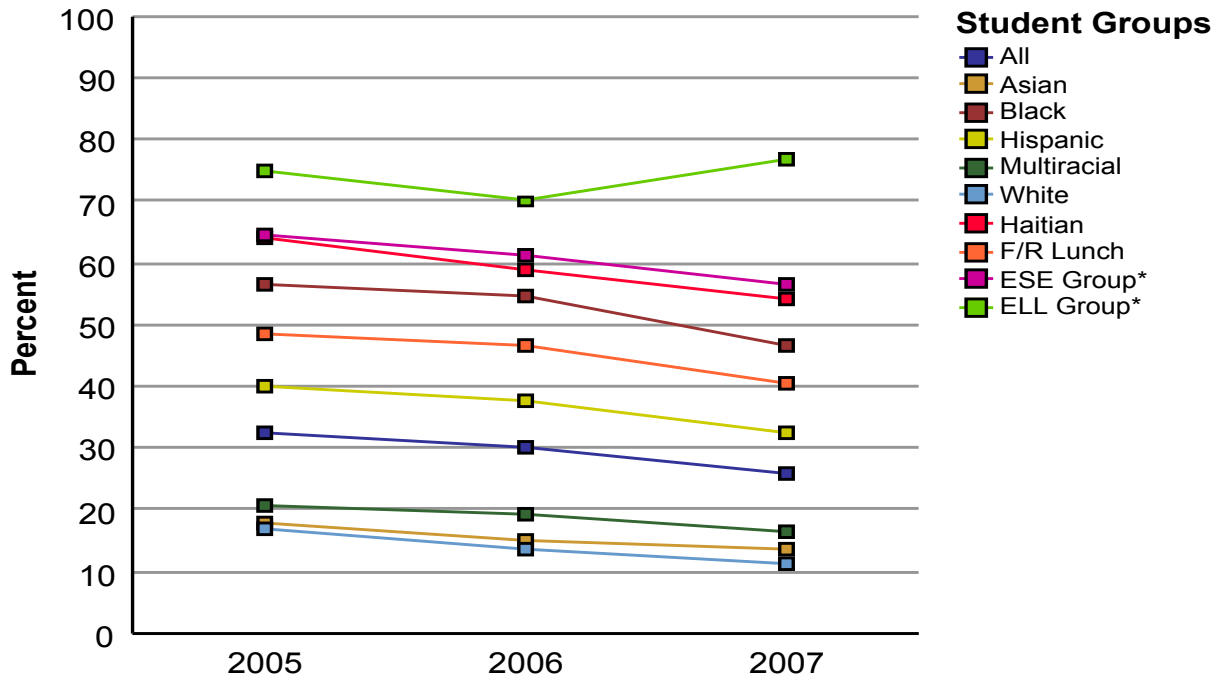| Number	2003	2004	2005	2006	2007
All	98,470	100,790	101,444	100,203	98,103
Asian	2,231	2,379	2,522	2,588	2,600
Black	28,223	28,321	27,940	27,493	27,075
Hispanic	19,071	20,820	21,824	22,328	22,605
Multiracial	2,742	3,349	3,752	4,110	4,415
White	45,637	45,304	44,792	43,016	40,792
Haitian	7,145	7,596	7,589	7,570	7,662
F/R Lunch	41,283	43,789	44,722	44,967	42,548
ESE Group*	11,511	12,008	12,770	12,598	12,211
ELL Group*	4,760	6,084	6,124	6,363	5,543

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students Level 5.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Science FCAT SSS % Level 1
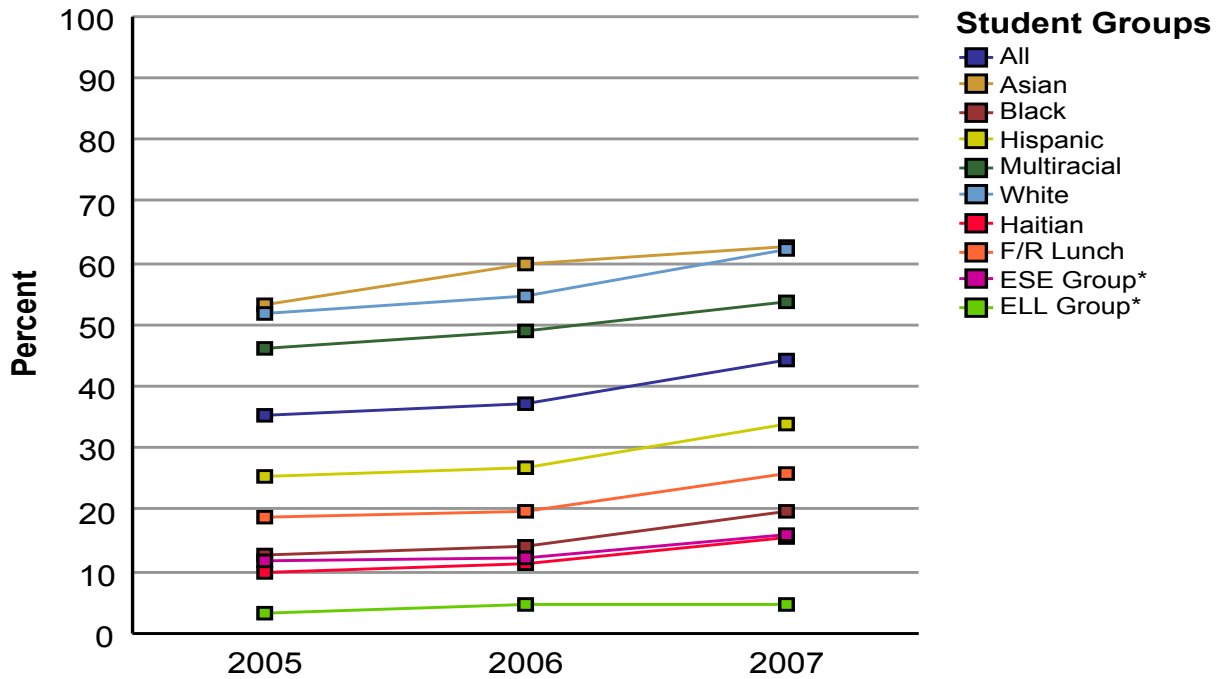**Grade:** All Grades

FY2003 to FY2007 Historical Report: District

Percent	2005	2006	2007
All	32.5	30.3	25.9
Asian	17.9	15.2	13.5
Black	56.7	54.6	46.7
Hispanic	39.9	37.9	32.6
Multiracial	20.6	19.1	16.4
White	16.8	13.6	11.3
Haitian	63.9	58.9	54.4
F/R Lunch	48.7	46.8	40.7
ESE Group*	64.7	61.1	56.7
ELL Group*	74.9	70.0	76.7

Number	2005	2006	2007
All	34,633	35,511	35,041
Asian	926	1,005	963
Black	9,351	9,722	9,330
Hispanic	7,065	7,652	7,934
Multiracial	1,126	1,320	1,404
White	16,008	15,630	15,228
Haitian	2,645	2,633	2,763
F/R Lunch	13,675	14,777	14,119
ESE Group*	3,739	4,230	4,020
ELL Group*	1,591	1,715	1,208

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students Level 1.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Science FCAT SSS % >= Level 3
Grade: All Grades

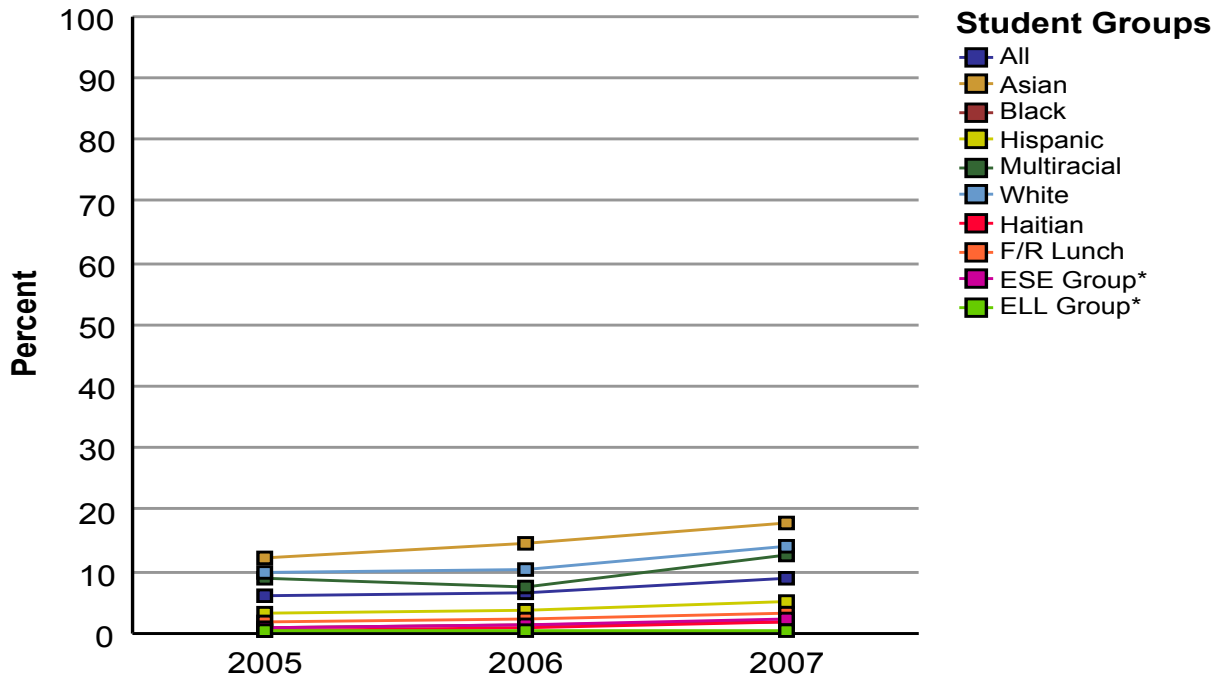## FY2003 to FY2007 Historical Report: District

Percent	2005	2006	2007
All	35.5	37.3	44.1
Asian	53.0	59.7	62.5
Black	12.7	14.0	19.9
Hispanic	25.2	26.8	33.9
Multiracial	46.2	48.8	53.6
White	51.6	54.6	62.2
Haitian	9.8	11.3	15.3
F/R Lunch	18.8	19.7	25.7
ESE Group*	11.6	12.2	16.0
ELL Group*	3.1	4.6	4.8

Number	2005	2006	2007
All	34,633	35,511	35,041
Asian	926	1,005	963
Black	9,351	9,722	9,330
Hispanic	7,065	7,652	7,934
Multiracial	1,126	1,320	1,404
White	16,008	15,630	15,228
Haitian	2,645	2,633	2,763
F/R Lunch	13,675	14,777	14,119
ESE Group*	3,739	4,230	4,020
ELL Group*	1,591	1,715	1,208

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students >= Level 3.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Science FCAT SSS % Level 4
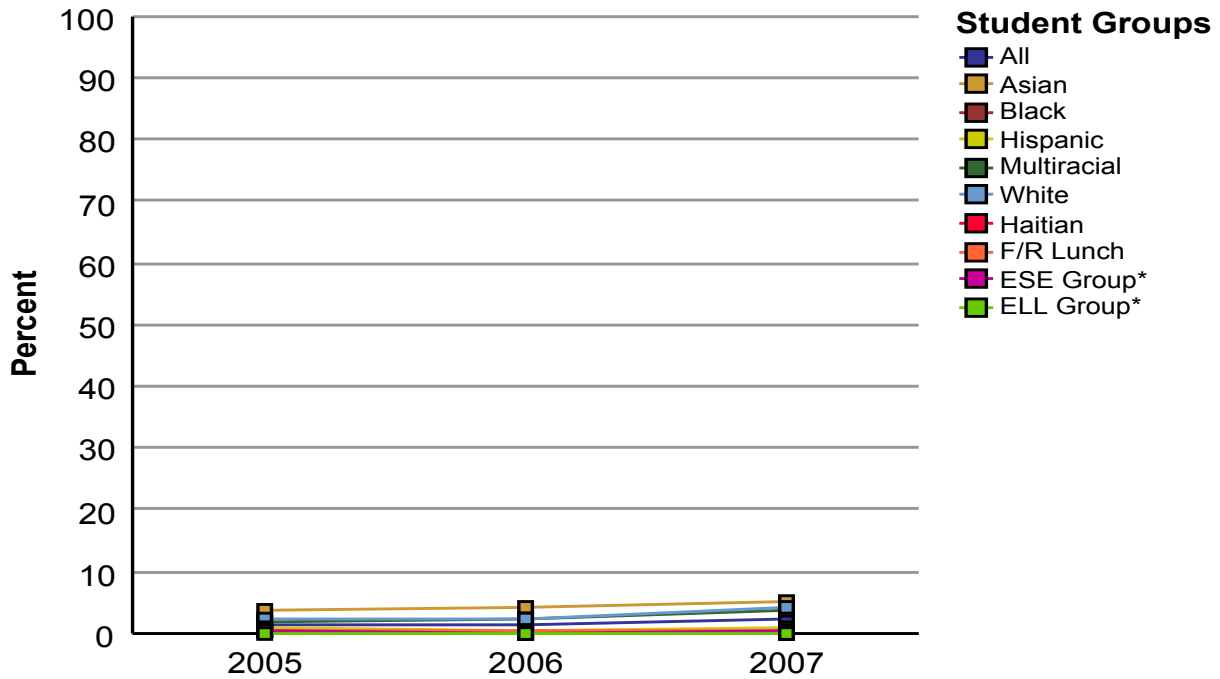**Grade:** All Grades

FY2003 to FY2007 Historical Report: District

Percent	2005	2006	2007
All	6.0	6.4	8.9
Asian	12.1	14.5	18.0
Black	1.1	1.2	2.0
Hispanic	3.0	3.5	4.9
Multiracial	8.9	7.4	12.5
White	9.7	10.4	14.3
Haitian	0.5	0.9	1.7
F/R Lunch	1.9	2.3	3.2
ESE Group*	1.0	1.2	2.2
ELL Group*	0.3	0.3	0.4

Number	2005	2006	2007
All	34,633	35,511	35,041
Asian	926	1,005	963
Black	9,351	9,722	9,330
Hispanic	7,065	7,652	7,934
Multiracial	1,126	1,320	1,404
White	16,008	15,630	15,228
Haitian	2,645	2,633	2,763
F/R Lunch	13,675	14,777	14,119
ESE Group*	3,739	4,230	4,020
ELL Group*	1,591	1,715	1,208

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students Level 4.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Science FCAT SSS % Level 5
**Grade:** All Grades

FY2003 to FY2007 Historical Report: District

Percent	2005	2006	2007
All	1.5	1.4	2.3
Asian	3.6	4.2	5.0
Black	0.2	0.1	0.2
Hispanic	0.7	0.6	0.9
Multiracial	1.9	2.5	3.6
White	2.5	2.3	4.0
Haitian	0.2	0.0	0.0
F/R Lunch	0.4	0.4	0.5
ESE Group*	0.2	0.1	0.4
ELL Group*	0.0	0.1	0.0

Number	2005	2006	2007
All	34,633	35,511	35,041
Asian	926	1,005	963
Black	9,351	9,722	9,330
Hispanic	7,065	7,652	7,934
Multiracial	1,126	1,320	1,404
White	16,008	15,630	15,228
Haitian	2,645	2,633	2,763
F/R Lunch	13,675	14,777	14,119
ESE Group*	3,739	4,230	4,020
ELL Group*	1,591	1,715	1,208

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students Level 5.   Blank cells indicate no data available.
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School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Writing FCAT SSS % Score 1
Grade: All Grades

FY2003 to FY2007 Historical Report: District
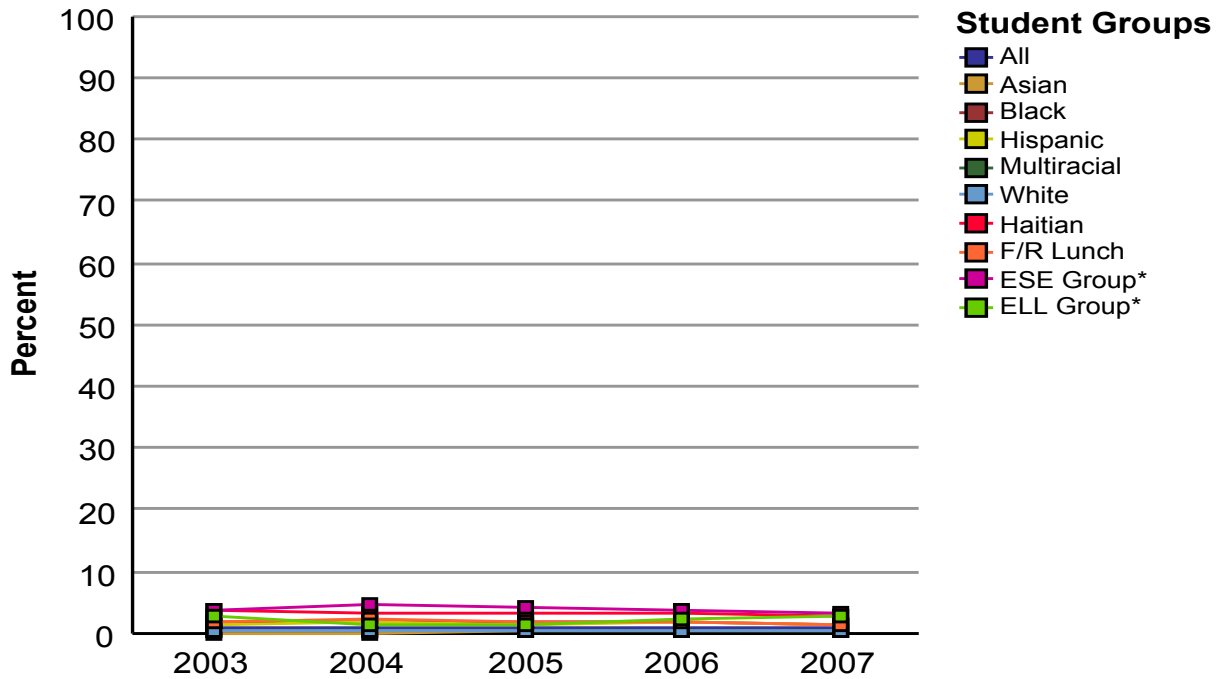
Percent	2003	2004	2005	2006	2007
All	1.0	1.0	1.0	1.1	0.9
Asian	0.0	0.1	0.3	0.5	0.4
Black	1.8	1.6	1.8	1.7	1.5
Hispanic	1.5	2.0	1.5	1.9	1.5
Multiracial	0.4	0.2	0.5	0.4	0.6
White	0.4	0.4	0.4	0.4	0.3
Haitian	3.6	3.5	3.2	3.3	2.8
F/R Lunch	1.9	2.2	1.7	1.7	1.5
ESE Group*	3.9	4.6	4.2	3.9	3.1
ELL Group*	2.7	1.5	1.5	2.1	2.6

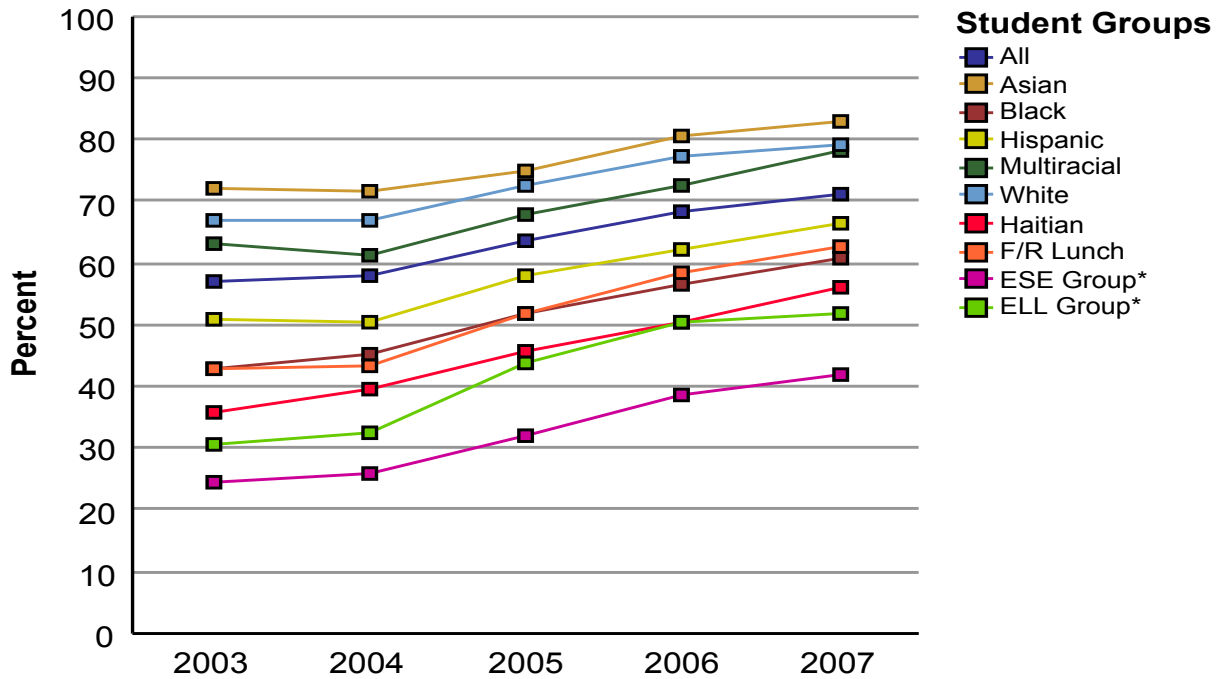| Number	2003	2004	2005	2006	2007
All	36,082	34,379	35,995	37,046	36,705
Asian	799	880	955	984	938
Black	10,308	9,011	9,713	9,920	10,060
Hispanic	6,899	6,813	7,468	8,104	8,316
Multiracial	942	1,041	1,290	1,361	1,560
White	16,766	16,371	16,342	16,423	15,562
Haitian	2,707	2,424	2,587	2,793	2,894
F/R Lunch	13,738	13,252	14,524	15,437	14,884
ESE Group*	4,019	3,337	4,316	4,528	4,310
ELL Group*	1,882	1,714	1,894	2,294	1,903

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students Score 1.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Writing FCAT SSS % >= Score 4
Grade: All Grades

FY2003 to FY2007 Historical Report: District

Percent	2003	2004	2005	2006	2007
All	56.8	57.8	63.6	68.2	71.2
Asian	72.1	71.5	74.7	80.5	82.8
Black	42.7	45.1	51.6	56.4	60.9
Hispanic	50.7	50.5	58.1	62.4	66.4
Multiracial	63.1	61.3	67.8	72.7	78.0
White	67.1	67.1	72.4	77.1	79.2
Haitian	35.6	39.5	45.8	50.3	56.2
F/R Lunch	42.9	43.5	51.8	58.5	62.9
ESE Group*	24.6	25.9	31.9	38.4	42.0
ELL Group*	30.8	32.5	43.6	50.4	52.0

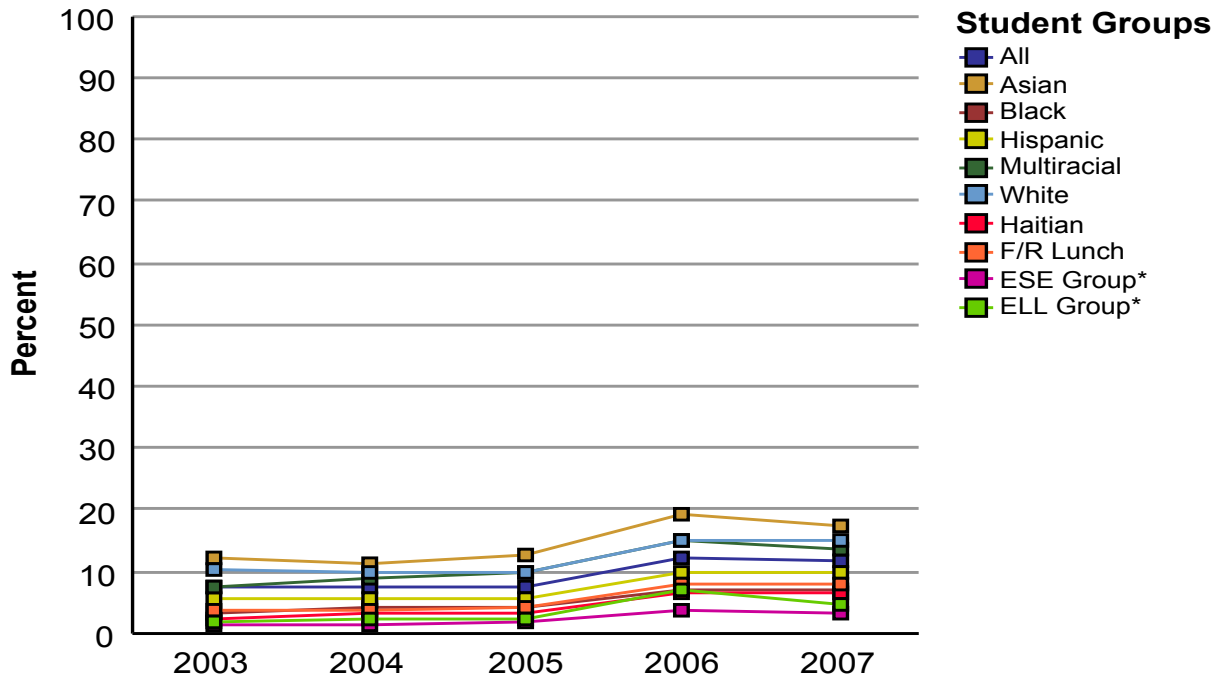| Number	2003	2004	2005	2006	2007
All	36,082	34,379	35,995	37,046	36,705
Asian	799	880	955	984	938
Black	10,308	9,011	9,713	9,920	10,060
Hispanic	6,899	6,813	7,468	8,104	8,316
Multiracial	942	1,041	1,290	1,361	1,560
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F/R Lunch	13,738	13,252	14,524	15,437	14,884
ESE Group*	4,019	3,337	4,316	4,528	4,310
ELL Group*	1,882	1,714	1,894	2,294	1,903

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students >= Score 4.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Writing FCAT SSS % Score 5
Grade: All Grades

FY2003 to FY2007 Historical Report: District

Percent	2003	2004	2005	2006	2007
All	7.4	7.6	7.6	12.0	11.7
Asian	12.3	11.5	12.5	19.2	17.2
Black	3.2	4.3	4.2	7.1	7.1
Hispanic	5.7	5.6	5.8	10.0	9.8
Multiracial	7.5	9.1	10.0	15.1	13.6
White	10.4	10.0	10.0	15.2	15.1
Haitian	2.1	3.2	3.1	6.4	6.3
F/R Lunch	3.8	3.8	4.0	8.1	7.9
ESE Group*	1.2	1.5	2.0	3.6	3.4
ELL Group*	1.8	2.4	2.4	7.2	4.7

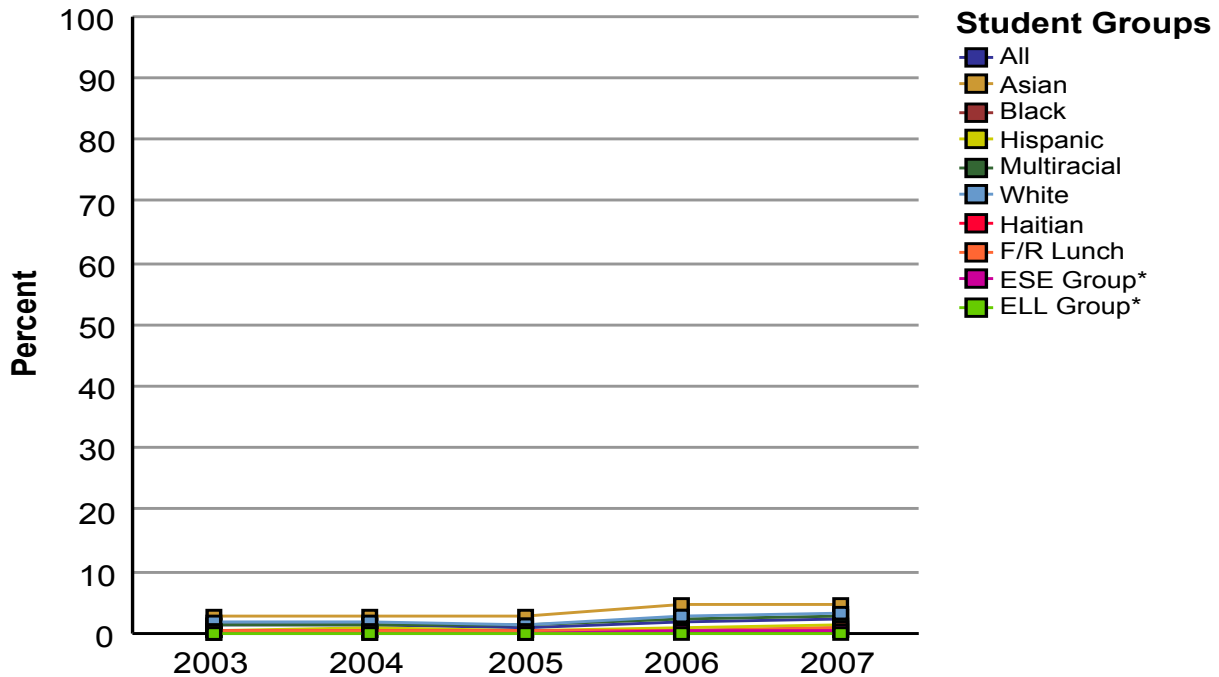| Number	2003	2004	2005	2006	2007
All	36,082	34,379	35,995	37,046	36,705
Asian	799	880	955	984	938
Black	10,308	9,011	9,713	9,920	10,060
Hispanic	6,899	6,813	7,468	8,104	8,316
Multiracial	942	1,041	1,290	1,361	1,560
White	16,766	16,371	16,342	16,423	15,562
Haitian	2,707	2,424	2,587	2,793	2,894
F/R Lunch	13,738	13,252	14,524	15,437	14,884
ESE Group*	4,019	3,337	4,316	4,528	4,310
ELL Group*	1,882	1,714	1,894	2,294	1,903

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students Score 5.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Writing FCAT SSS % Score 6
Grade: All Grades

FY2003 to FY2007 Historical Report: District

Percent	2003	2004	2005	2006	2007
All	1.2	1.2	1.0	1.8	2.2
Asian	2.6	2.7	2.6	4.6	4.8
Black	0.3	0.4	0.3	0.6	0.7
Hispanic	0.6	0.7	0.4	0.9	1.4
Multiracial	1.5	1.2	1.5	2.3	2.9
White	1.9	1.8	1.4	2.8	3.3
Haitian	0.4	0.2	0.2	0.5	0.4
F/R Lunch	0.2	0.4	0.2	0.5	0.8
ESE Group*	0.1	0.2	0.1	0.2	0.4
ELL Group*	0.0	0.1	0.0	0.1	0.1

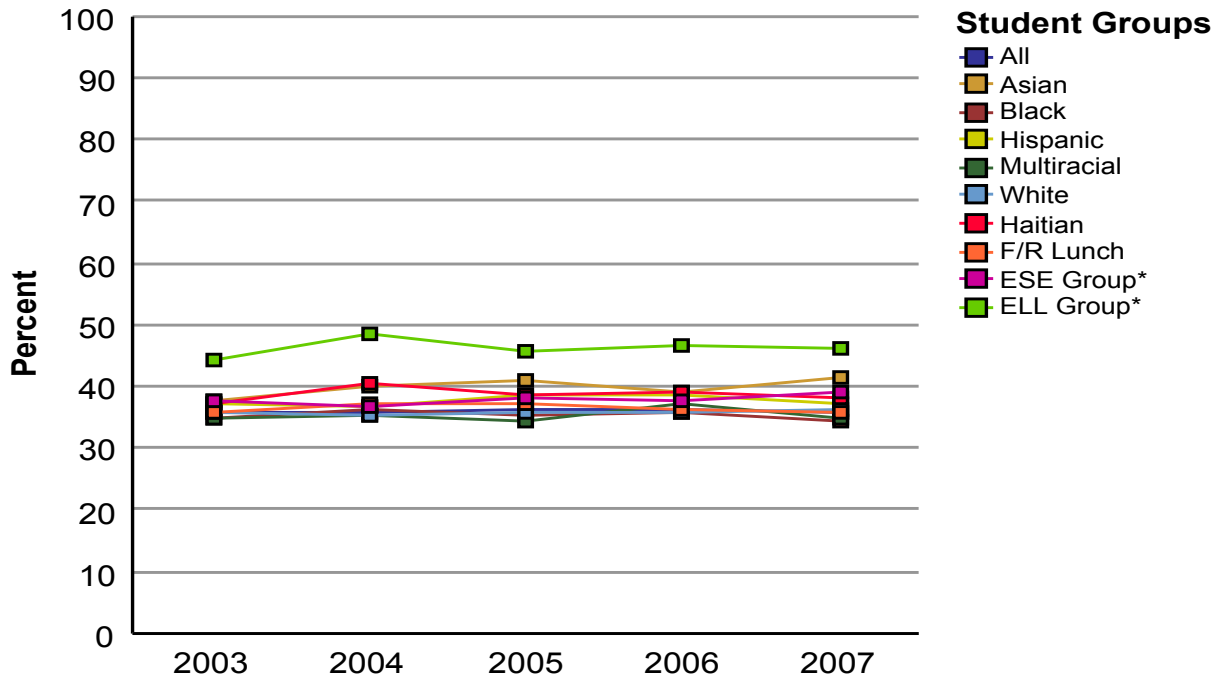| Number	2003	2004	2005	2006	2007
All	36,082	34,379	35,995	37,046	36,705
Asian	799	880	955	984	938
Black	10,308	9,011	9,713	9,920	10,060
Hispanic	6,899	6,813	7,468	8,104	8,316
Multiracial	942	1,041	1,290	1,361	1,560
White	16,766	16,371	16,342	16,423	15,562
Haitian	2,707	2,424	2,587	2,793	2,894
F/R Lunch	13,738	13,252	14,524	15,437	14,884
ESE Group*	4,019	3,337	4,316	4,528	4,310
ELL Group*	1,882	1,714	1,894	2,294	1,903

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students Score 6.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Reading FCAT SSS Substantial Progress
Grade: All Grades

FY2003 to FY2007 Historical Report: District

Percent	2003	2004	2005	2006	2007
All	35.7	36.0	36.2	36.4	35.9
Asian	37.8	40.2	40.8	39.0	41.3
Black	35.0	36.1	35.5	35.9	34.4
Hispanic	37.3	36.8	38.4	38.4	37.1
Multiracial	34.8	35.2	34.3	37.3	34.7
White	35.6	35.3	35.6	35.6	36.1
Haitian	37.0	40.4	38.7	39.1	38.0
F/R Lunch	35.9	37.0	37.0	36.5	35.8
ESE Group*	37.6	36.6	38.4	37.8	39.2
ELL Group*	44.2	48.7	45.6	46.6	46.0

Number	2003	2004	2005	2006	2007
All	72,266	72,388	74,120	74,865	73,640
Asian	1,657	1,750	1,823	1,954	1,939
Black	20,217	19,779	20,144	20,139	19,690
Hispanic	13,267	13,966	15,165	15,896	16,427
Multiracial	1,789	2,184	2,618	2,909	3,162
White	34,981	34,244	33,898	33,465	31,996
Haitian	4,776	4,995	5,322	5,507	5,533
F/R Lunch	27,227	28,614	30,947	32,020	30,671
ESE Group*	7,537	7,715	8,366	8,739	8,578
ELL Group*	2,852	3,511	3,686	3,897	3,230

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students Substantial Progress. Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 3: Mathematics FCAT SSS Substantial Progress
Grade: All Grades

FY2003 to FY2007 Historical Report: District
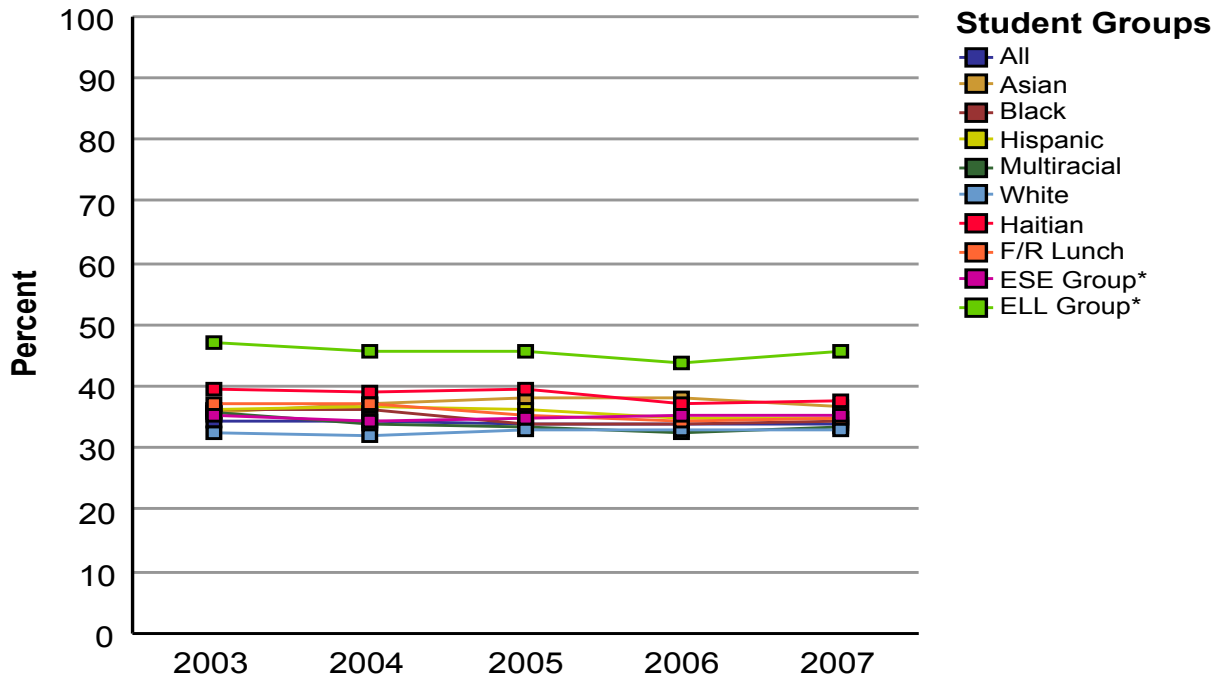
Percent	2003	2004	2005	2006	2007
All	34.4	34.3	33.9	33.7	33.9
Asian	35.9	37.3	38.2	38.3	36.9
Black	36.4	36.4	34.0	34.1	34.2
Hispanic	36.2	36.9	36.2	34.8	34.8
Multiracial	35.6	34.1	33.2	32.4	33.4
White	32.5	31.9	32.7	32.8	33.1
Haitian	39.8	38.9	39.5	37.3	37.6
F/R Lunch	37.0	37.2	35.2	34.2	34.9
ESE Group*	35.2	34.2	35.0	35.5	35.2
ELL Group*	47.2	45.5	45.5	43.9	45.5

Number	2003	2004	2005	2006	2007
All	71,498	72,306	73,990	74,539	73,302
Asian	1,628	1,731	1,803	1,913	1,911
Black	19,710	19,583	19,989	19,988	19,513
Hispanic	13,224	14,033	15,239	15,927	16,367
Multiracial	1,793	2,199	2,611	2,883	3,149
White	34,804	34,320	33,921	33,344	31,937
Haitian	4,664	4,922	5,258	5,431	5,468
F/R Lunch	27,047	28,518	30,863	31,918	30,543
ESE Group*	7,392	7,642	8,313	8,662	8,499
ELL Group*	2,868	3,504	3,666	3,889	3,198

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students Substantial Progress.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 5: Mathematics Enrollment % enrolled
Grade: All Grades

FY2002 to FY2006 Historical Report: District
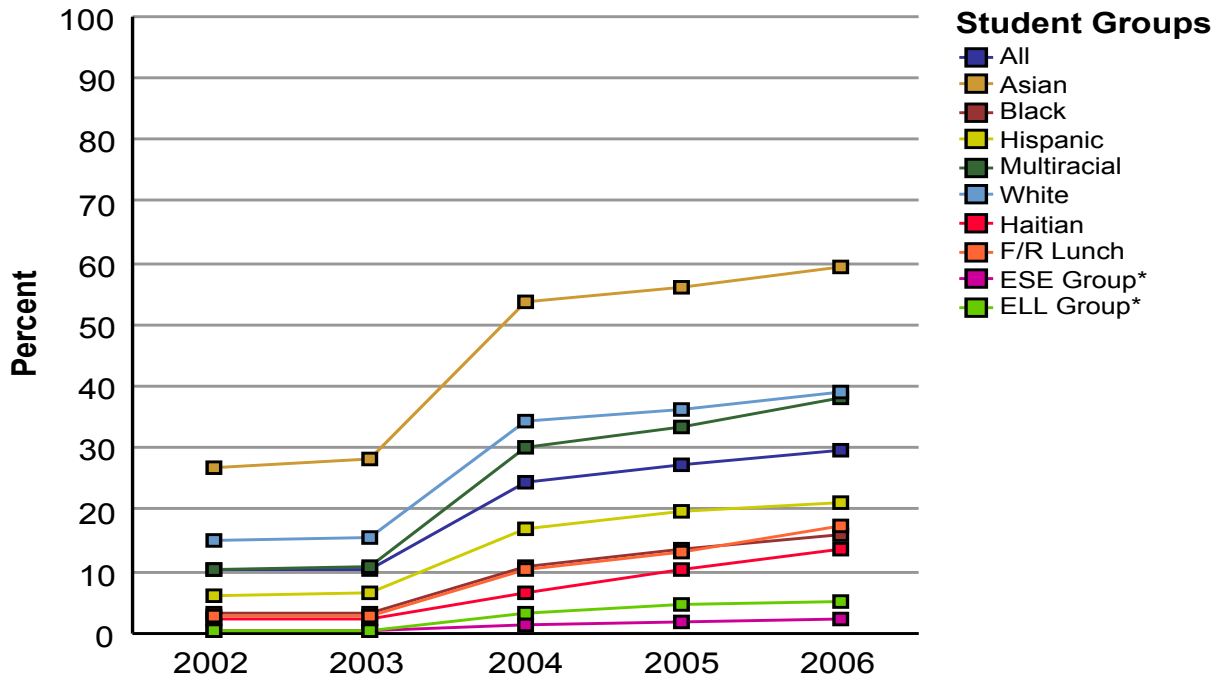
Percent	2002	2003	2004	2005	2006
All	10.3	10.4	24.6	27.2	29.8
Asian	26.6	28.5	53.9	56.0	59.5
Black	3.4	3.2	10.6	13.4	16.1
Hispanic	6.3	6.6	16.9	19.6	21.3
Multiracial	10.4	10.6	30.0	33.6	38.3
White	14.9	15.3	34.2	36.3	38.9
Haitian	2.2	2.2	6.6	10.3	13.8
F/R Lunch	2.7	2.8	10.5	13.3	17.2
ESE Group*	0.3	0.4	1.4	2.0	2.4
ELL Group*	0.3	0.3	3.2	4.8	5.3

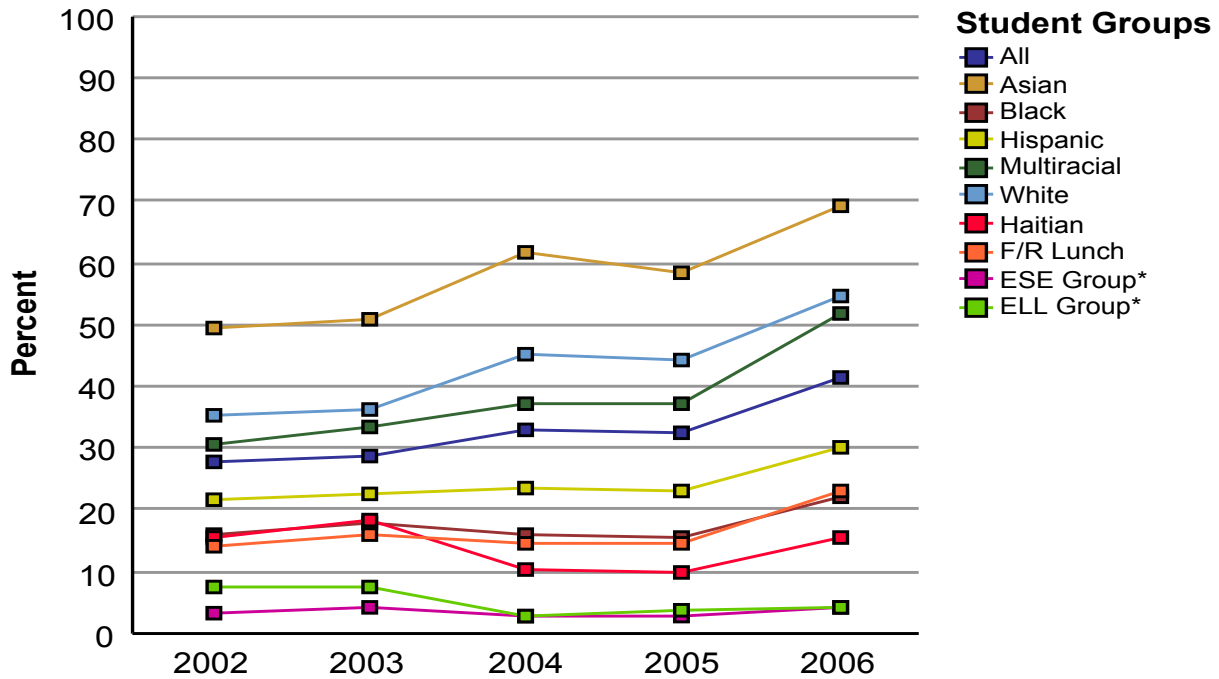| Number	2002	2003	2004	2005	2006
All	43,185	45,064	46,372	46,006	46,593
Asian	1,113	1,170	1,230	1,276	1,352
Black	12,852	13,356	13,476	12,808	12,747
Hispanic	7,146	7,807	8,458	8,710	9,034
Multiracial	549	715	906	1,051	1,216
White	21,376	21,845	22,125	21,981	22,048
Haitian	3,919	4,025	3,979	3,659	3,574
F/R Lunch	10,252	11,335	12,027	13,618	14,079
ESE Group*	4,994	5,320	5,628	5,625	5,630
ELL Group*	1,211	1,598	1,856	2,152	1,873

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students enrolled.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 5: Science Enrollment % enrolled
Grade: All Grades

FY2002 to FY2006 Historical Report: District

Percent	2002	2003	2004	2005	2006
All	27.6	28.7	33.0	32.4	41.3
Asian	49.4	51.1	61.6	58.4	69.1
Black	16.2	17.9	15.8	15.6	22.1
Hispanic	21.5	22.8	23.3	23.2	30.3
Multiracial	30.6	33.6	37.1	37.0	51.9
White	35.3	36.2	45.4	44.1	54.6
Haitian	15.7	18.1	10.2	9.7	15.4
F/R Lunch	14.0	16.0	14.4	14.5	23.0
ESE Group*	3.5	4.0	2.7	3.0	4.3
ELL Group*	7.4	7.5	2.9	3.8	4.4

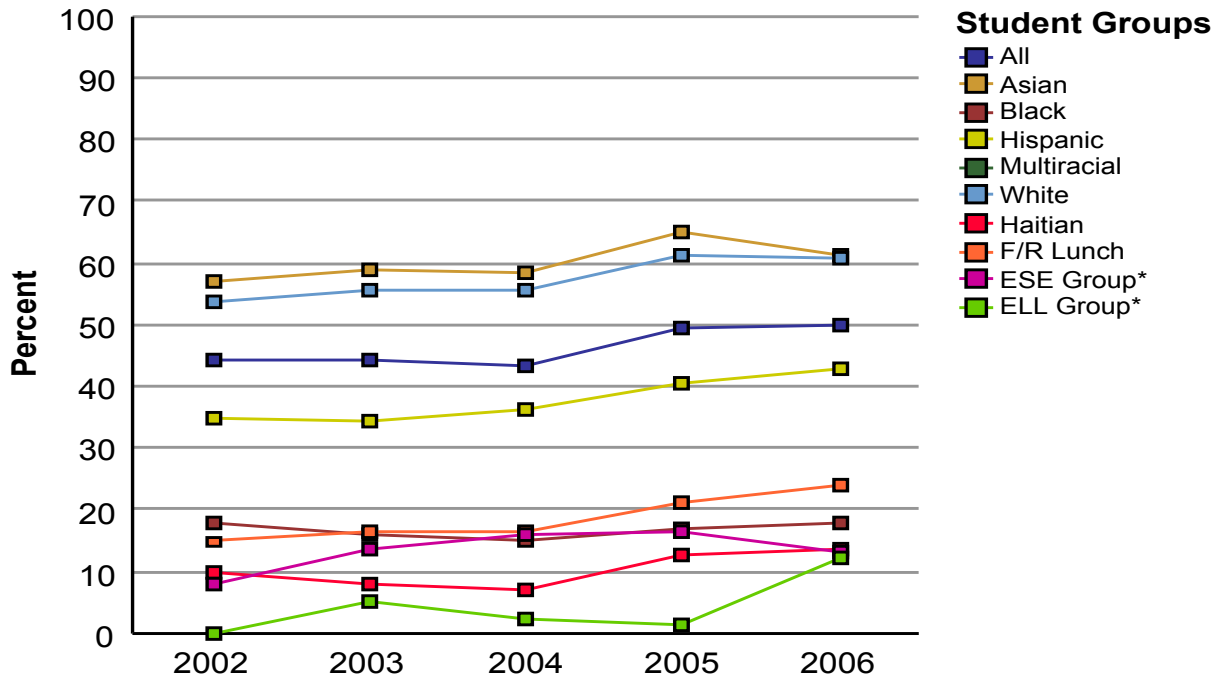| Number	2002	2003	2004	2005	2006
All	43,185	45,064	46,372	46,006	46,593
Asian	1,113	1,170	1,230	1,276	1,352
Black	12,852	13,356	13,476	12,808	12,747
Hispanic	7,146	7,807	8,458	8,710	9,034
Multiracial	549	715	906	1,051	1,216
White	21,376	21,845	22,125	21,981	22,048
Haitian	3,919	4,025	3,979	3,659	3,574
F/R Lunch	10,252	11,335	12,027	13,618	14,079
ESE Group*	4,994	5,320	5,628	5,625	5,630
ELL Group*	1,211	1,598	1,856	2,152	1,873

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students enrolled.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 6: SAT Performance V + M >= 1000
Grade: All Grades

FY2002 to FY2006 Historical Report: District

Percent	2002	2003	2004	2005	2006
All	44.1	44.5	43.5	49.4	50.2
Asian	57.0	58.9	58.4	65.2	61.4
Black	18.0	16.2	15.1	17.1	17.6
Hispanic	34.7	34.3	36.2	40.4	42.8
Multiracial					
White	53.5	55.7	55.6	61.4	60.9
Haitian	9.6	8.0	7.0	12.6	13.8
F/R Lunch	14.8	16.5	16.5	21.2	23.9
ESE Group*	7.8	13.8	16.0	16.3	13.0
ELL Group*	0.0	5.0	2.3	1.3	12.2

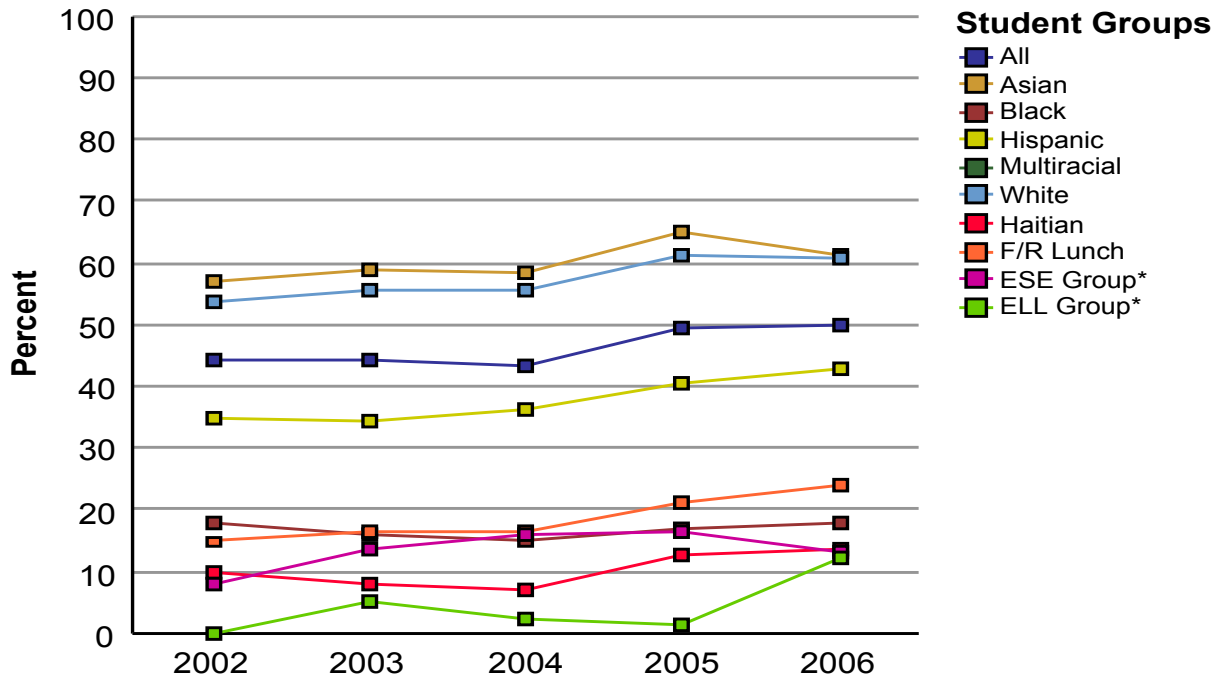| Number	2002	2003	2004	2005	2006
All	3,575	3,737	3,918	5,497	5,490
Asian	158	163	197	227	251
Black	674	718	814	1,026	958
Hispanic	479	554	538	805	806
Multiracial	9	18	13	9	8
White	2,110	2,133	2,145	3,164	3,224
Haitian	187	200	201	255	210
F/R Lunch	419	521	632	836	821
ESE Group*	64	94	100	129	139
ELL Group*	30	40	43	76	49

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students V + M >= 1000.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 6: SAT Participation % taking SAT
Grade: All Grades

FY2002 to FY2006 Historical Report: District

Percent	2002	2003	2004	2005	2006
All	44.1	44.5	43.5	49.4	50.2
Asian	57.0	58.9	58.4	65.2	61.4
Black	18.0	16.2	15.1	17.1	17.6
Hispanic	34.7	34.3	36.2	40.4	42.8
Multiracial					
White	53.5	55.7	55.6	61.4	60.9
Haitian	9.6	8.0	7.0	12.6	13.8
F/R Lunch	14.8	16.5	16.5	21.2	23.9
ESE Group*	7.8	13.8	16.0	16.3	13.0
ELL Group*	0.0	5.0	2.3	1.3	12.2

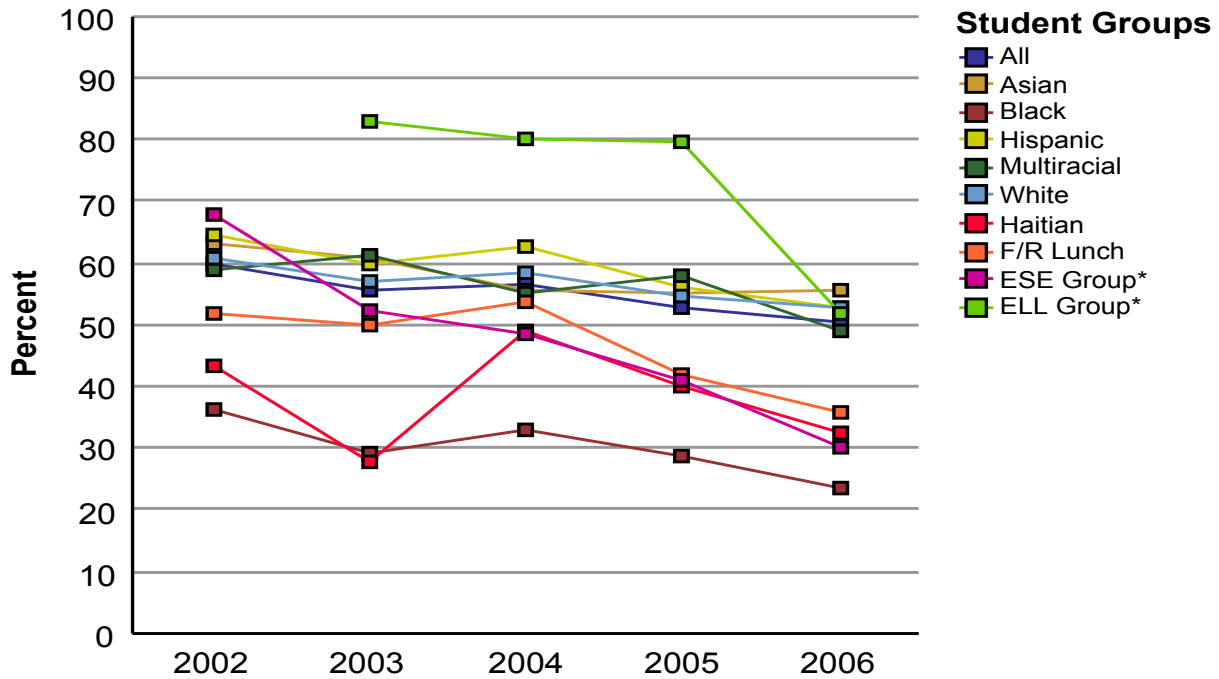| Number	2002	2003	2004	2005	2006
All	3,575	3,737	3,918	5,497	5,490
Asian	158	163	197	227	251
Black	674	718	814	1,026	958
Hispanic	479	554	538	805	806
Multiracial	9	18	13	9	8
White	2,110	2,133	2,145	3,164	3,224
Haitian	187	200	201	255	210
F/R Lunch	419	521	632	836	821
ESE Group*	64	94	100	129	139
ELL Group*	30	40	43	76	49

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students taking SAT.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 7: All Subjects Performance % passing AP
Grade: All Grades

**FY2002 to FY2006 Historical Report: District**

Percent	2002	2003	2004	2005	2006
All	59.6	55.4	56.6	52.8	50.4
Asian	63.3	61.0	55.7	55.2	55.5
Black	36.1	29.3	33.1	28.8	23.6
Hispanic	64.4	60.0	62.8	56.1	52.8
Multiracial	58.9	61.4	55.3	58.1	49.1
White	61.0	56.8	58.2	54.6	52.9
Haitian	43.4	27.9	49.2	40.0	32.4
F/R Lunch	52.0	49.9	53.9	41.8	35.6
ESE Group*	67.6	52.2	48.7	40.9	30.1
ELL Group*		83.0	80.0	79.7	51.9

Number	2002	2003	2004	2005	2006
All	4,281	4,852	5,097	6,156	7,300
Asian	360	420	369	486	643
Black	193	203	219	264	302
Hispanic	560	620	749	911	1,094
Multiracial	53	86	83	126	164
White	3,087	3,485	3,621	4,292	4,941
Haitian	33	34	63	52	72
F/R Lunch	171	240	335	355	460
ESE Group*	23	24	19	18	22
ELL Group*		39	60	47	27

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students passing AP. Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 7: All Subjects Participation % taking AP
Grade: All Grades

FY2002 to FY2006 Historical Report: District
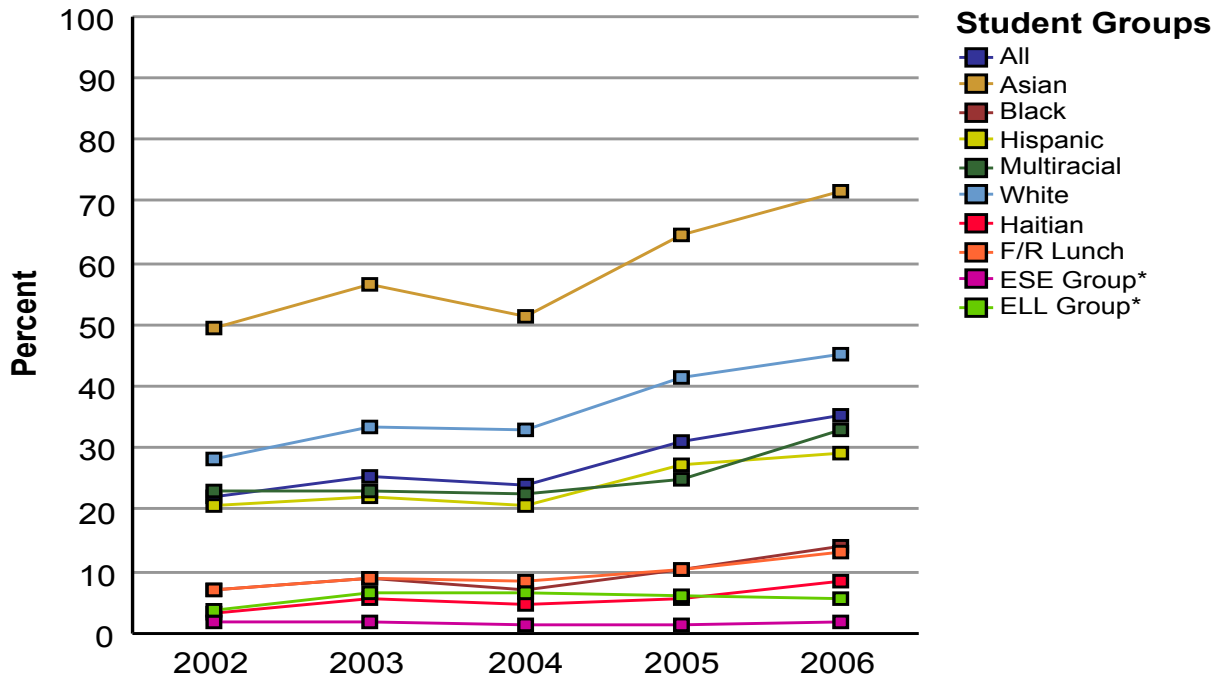
Percent	2002	2003	2004	2005	2006
All	22.1	25.5	23.9	31.1	35.4
Asian	49.3	56.5	51.1	64.8	71.4
Black	7.1	8.9	7.2	10.4	14.1
Hispanic	20.8	22.1	20.7	27.5	29.0
Multiracial	22.9	22.8	22.5	24.9	33.0
White	28.4	33.5	32.9	41.5	45.4
Haitian	3.3	5.5	4.7	5.5	8.6
F/R Lunch	7.0	9.0	8.6	10.4	13.2
ESE Group*	1.6	1.7	1.2	1.5	1.9
ELL Group*	3.8	6.8	6.8	6.0	5.4

Number	2002	2003	2004	2005	2006
All	7,181	8,764	8,997	11,649	14,497
Asian	569	689	663	881	1,158
Black	535	693	662	917	1,282
Hispanic	869	1,034	1,192	1,623	2,072
Multiracial	90	140	150	217	334
White	5,062	6,133	6,223	7,855	9,344
Haitian	76	122	128	130	222
F/R Lunch	329	481	622	850	1,293
ESE Group*	34	46	39	44	73
ELL Group*	25	47	75	59	52

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students taking AP.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 8: Dropout Rate % dropping out
Grade: All Grades

FY2002 to FY2006 Historical Report: District
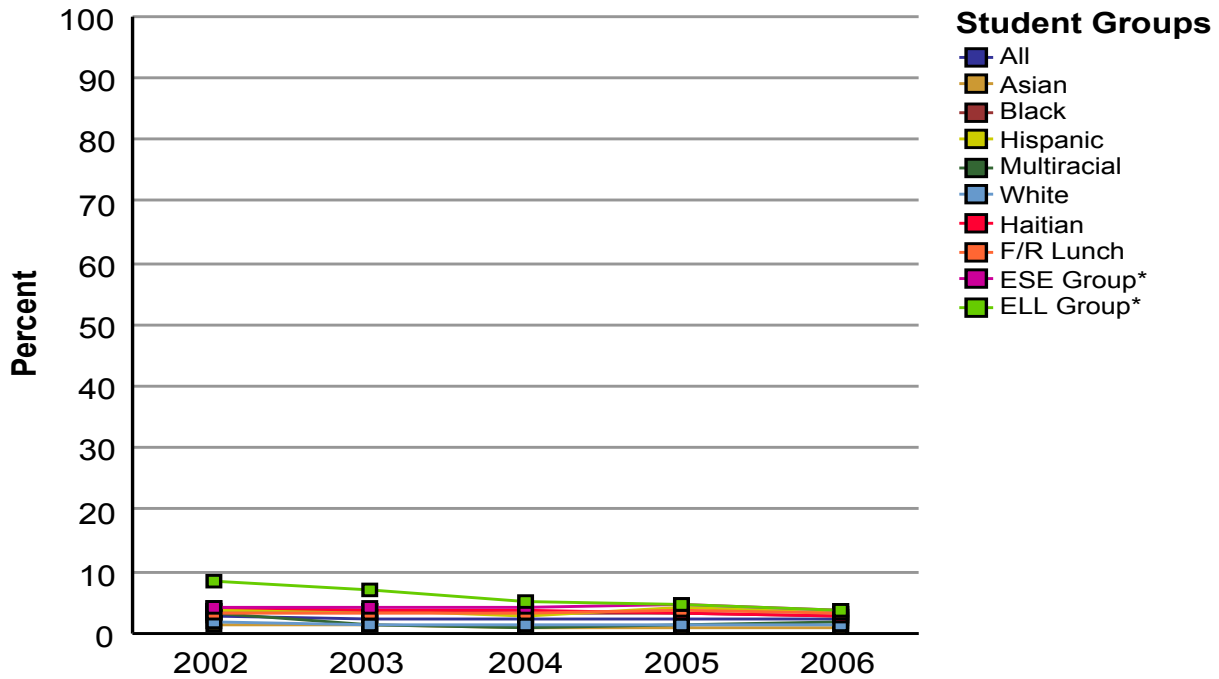
Percent	2002	2003	2004	2005	2006
All	2.8	2.5	2.2	2.5	2.2
Asian	1.3	1.2	1.0	0.9	0.7
Black	3.8	3.8	3.3	3.4	3.0
Hispanic	3.9	3.7	3.0	4.0	3.5
Multiracial	3.1	1.4	0.9	1.5	1.7
White	1.8	1.4	1.2	1.4	1.3
Haitian	4.3	3.8	3.6	3.4	3.0
F/R Lunch	3.1	3.5	3.1	3.8	3.1
ESE Group*	4.2	4.4	4.3	4.9	3.9
ELL Group*	8.6	7.0	5.2	4.6	3.5

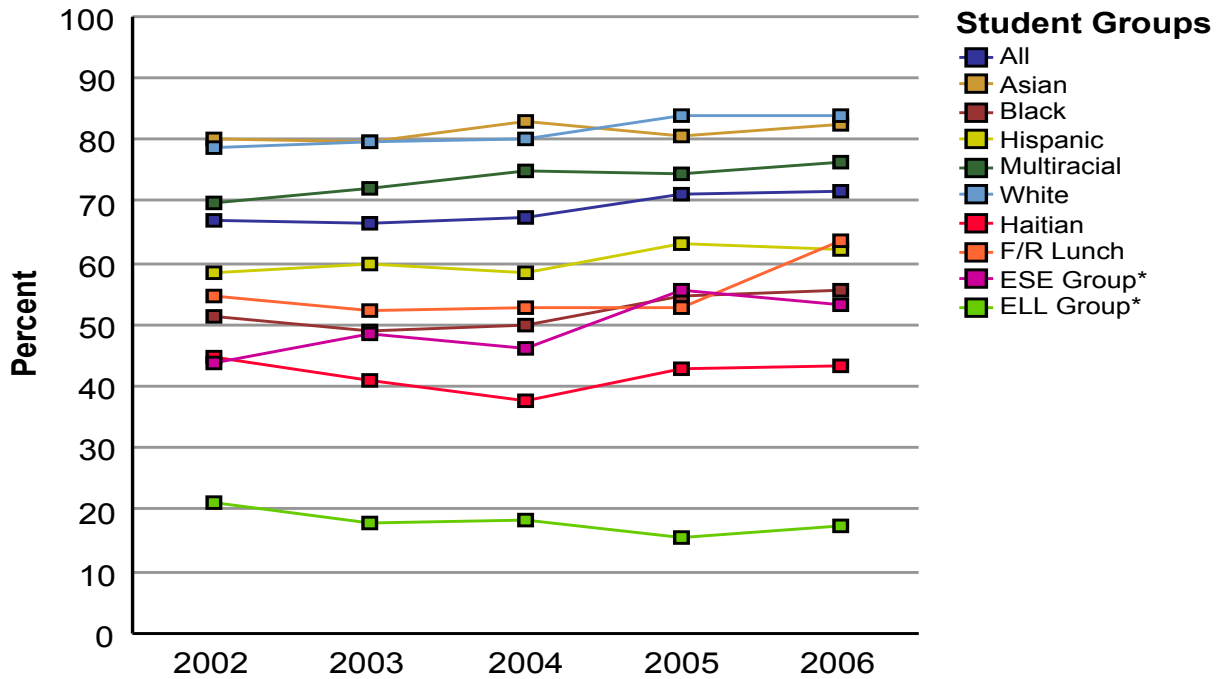| Number	2002	2003	2004	2005	2006
All	49,677	53,390	53,768	53,633	54,239
Asian	1,189	1,287	1,331	1,379	1,481
Black	14,862	15,873	15,883	15,375	15,175
Hispanic	8,584	9,412	10,135	10,521	10,996
Multiracial	650	1,070	1,034	1,229	1,437
White	24,212	25,531	25,171	24,903	24,928
Haitian	4,463	4,623	4,555	4,302	4,129
F/R Lunch	11,749	13,501	14,373	16,454	16,779
ESE Group*	6,141	6,764	6,832	6,795	6,758
ELL Group*	1,529	1,927	2,232	2,589	2,263

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students dropping out.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 8: Graduation Cohort Rate % graduating
Grade: All Grades

FY2002 to FY2006 Historical Report: District

Percent	2002	2003	2004	2005	2006
All	66.7	66.3	67.4	71.2	71.4
Asian	80.3	79.7	83.0	80.4	82.5
Black	51.1	49.1	50.0	54.5	55.5
Hispanic	58.4	59.6	58.5	62.9	62.2
Multiracial	69.6	72.0	74.7	74.6	76.4
White	78.7	79.5	80.2	84.1	83.6
Haitian	44.6	40.8	37.8	43.0	43.1
F/R Lunch	54.6	52.3	52.8	52.9	63.7
ESE Group*	43.6	48.5	46.4	55.4	53.2
ELL Group*	21.1	17.8	18.4	15.7	17.6

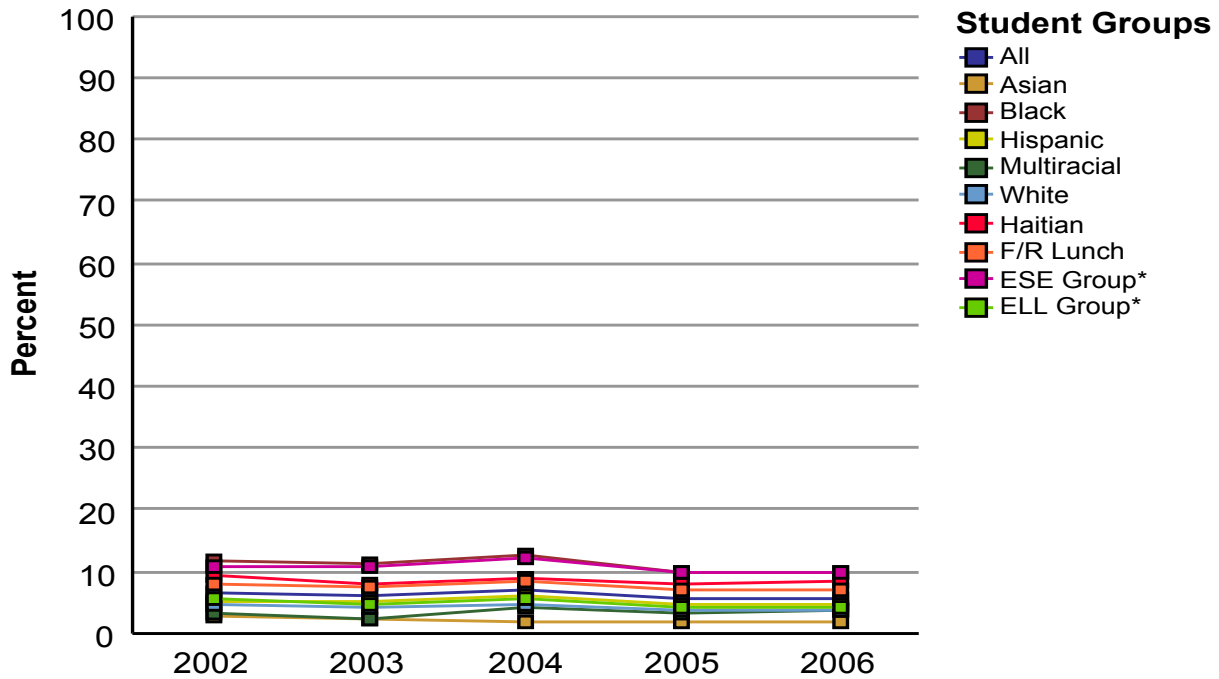| Number	2002	2003	2004	2005	2006
All	10,737	11,715	10,882	10,427	11,099
Asian	284	290	311	291	325
Black	3,345	3,721	3,224	3,048	3,147
Hispanic	1,739	2,014	1,929	1,928	2,076
Multiracial	102	157	186	173	250
White	5,232	5,491	5,200	4,949	5,249
Haitian	1,039	1,144	1,019	874	888
F/R Lunch	1,934	2,509	2,402	2,807	2,613
ESE Group*	1,164	1,454	1,223	1,208	1,249
ELL Group*	450	483	510	503	484

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students graduating.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 9: Suspension ISS % ISS
Grade: All Grades

FY2002 to FY2006 Historical Report: District

Percent	2002	2003	2004	2005	2006
All	6.7	6.2	7.2	5.5	5.6
Asian	2.7	2.2	2.0	2.0	1.7
Black	11.7	11.1	12.6	9.8	9.8
Hispanic	5.2	4.9	6.0	4.6	4.8
Multiracial	3.3	2.4	4.1	3.2	3.8
White	4.6	4.2	4.8	3.6	3.5
Haitian	9.2	7.9	9.0	7.8	8.2
F/R Lunch	7.8	7.7	8.6	7.1	7.0
ESE Group*	10.8	10.7	12.2	9.9	9.7
ELL Group*	5.4	4.8	5.7	4.4	4.1

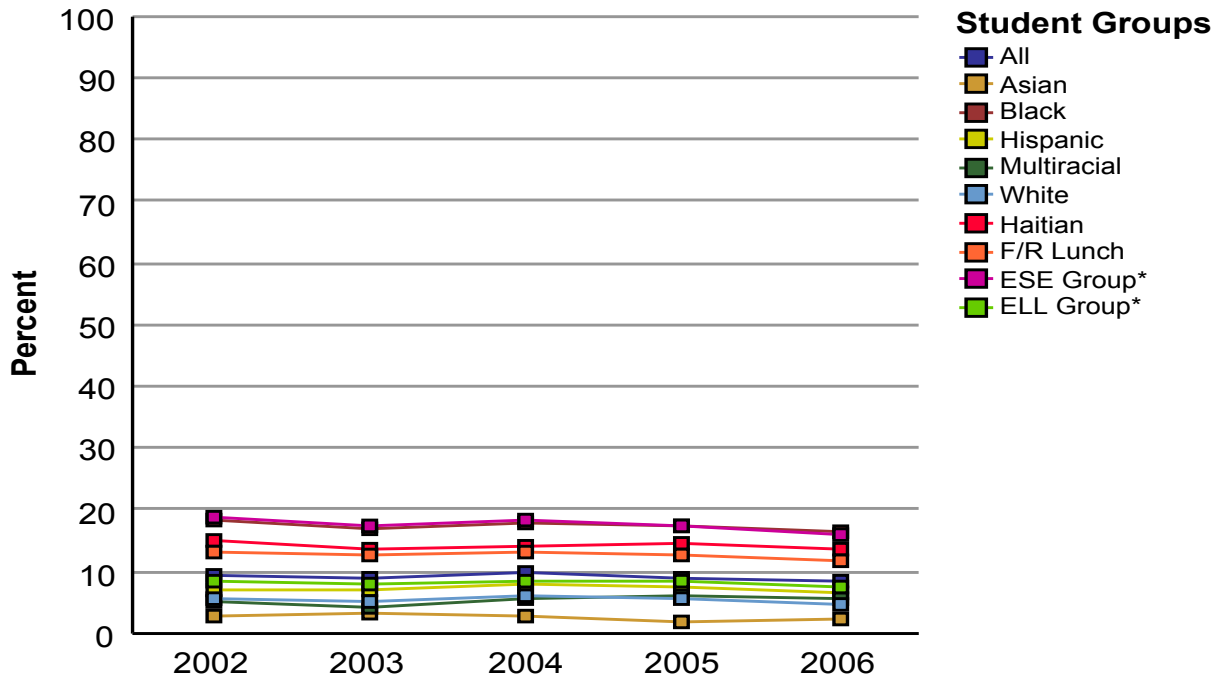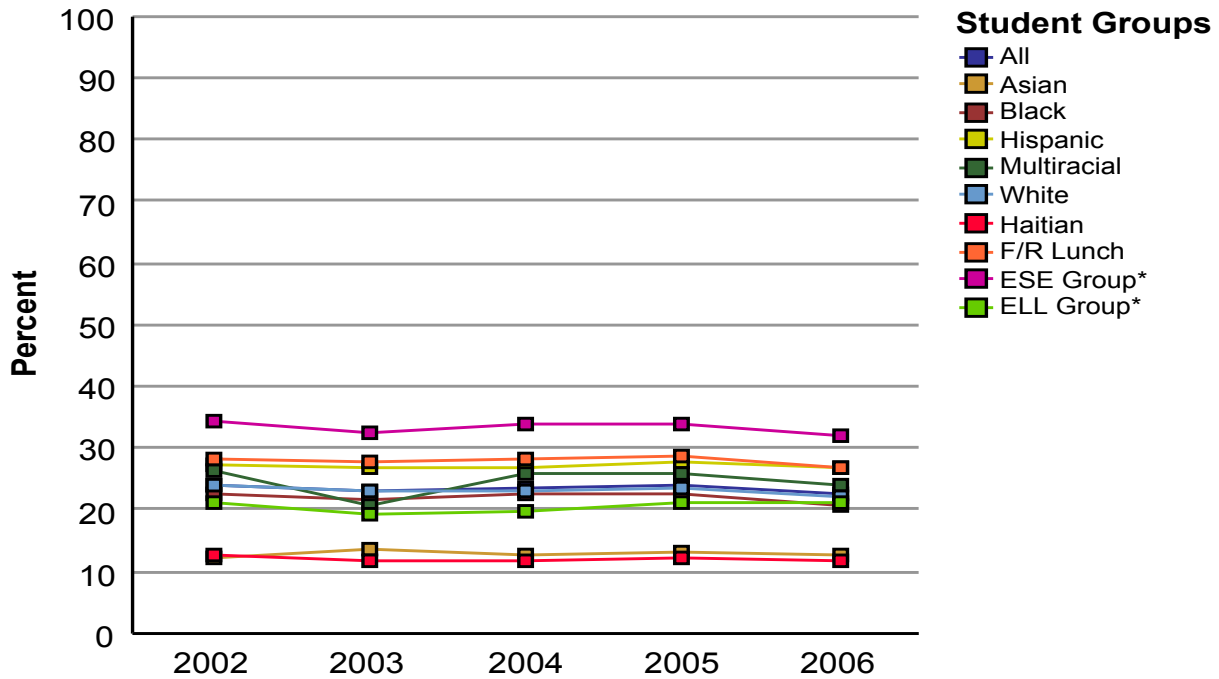| Number	2002	2003	2004	2005	2006
All	170,666	182,142	181,613	183,291	182,943
Asian	3,702	4,022	4,175	4,487	4,680
Black	49,918	52,104	51,829	51,465	51,176
Hispanic	33,077	36,371	38,671	40,564	41,721
Multiracial	4,622	6,895	6,408	7,135	7,700
White	78,476	81,769	79,522	78,577	76,665
Haitian	12,487	13,411	13,764	13,858	13,813
F/R Lunch	71,480	76,524	79,311	82,000	82,547
ESE Group*	22,109	24,270	23,970	24,580	23,882
ELL Group*	6,291	7,798	8,558	11,780	11,212

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students ISS.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 9: Suspension OSS % OSS
Grade: All Grades

FY2002 to FY2006 Historical Report: District

Percent	2002	2003	2004	2005	2006
All	9.6	8.9	9.6	9.1	8.4
Asian	2.8	3.2	2.8	2.0	2.2
Black	18.1	17.1	17.7	17.2	16.5
Hispanic	7.2	7.0	7.9	7.5	6.7
Multiracial	5.2	4.1	5.6	6.0	5.6
White	5.8	5.3	5.9	5.4	4.7
Haitian	15.2	13.5	14.2	14.3	13.5
F/R Lunch	13.3	12.6	13.1	12.8	11.8
ESE Group*	18.9	17.6	18.5	17.2	16.0
ELL Group*	8.6	7.8	8.5	8.5	7.3

Number	2002	2003	2004	2005	2006
All	170,666	182,142	181,613	183,291	182,943
Asian	3,702	4,022	4,175	4,487	4,680
Black	49,918	52,104	51,829	51,465	51,176
Hispanic	33,077	36,371	38,671	40,564	41,721
Multiracial	4,622	6,895	6,408	7,135	7,700
White	78,476	81,769	79,522	78,577	76,665
Haitian	12,487	13,411	13,764	13,858	13,813
F/R Lunch	71,480	76,524	79,311	82,000	82,547
ESE Group*	22,109	24,270	23,970	24,580	23,882
ELL Group*	6,291	7,798	8,558	11,780	11,212

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students OSS.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

School District of Palm Beach County
SUMMARY TABLE FOR THE EVALUATION OF THE KEY RESULTS
Key Result 9: Suspension Attendance % 11 or more absences
Grade: All Grades

FY2002 to FY2006 Historical Report: District

Percent	2002	2003	2004	2005	2006
All	24.0	23.2	23.6	24.0	22.7
Asian	12.4	13.8	12.9	13.1	12.6
Black	22.6	21.6	22.6	22.4	20.7
Hispanic	27.1	26.7	26.8	27.6	26.9
Multiracial	26.4	20.8	25.9	26.0	23.9
White	23.8	23.2	23.0	23.5	22.1
Haitian	12.6	11.6	11.9	12.3	11.9
F/R Lunch	28.4	27.9	28.3	28.7	26.7
ESE Group*	34.5	32.5	34.0	33.9	31.9
ELL Group*	21.3	19.3	19.6	21.0	21.1

Number	2002	2003	2004	2005	2006
All	170,666	182,142	181,613	183,099	182,943
Asian	3,702	4,022	4,175	4,484	4,680
Black	49,918	52,104	51,829	51,448	51,176
Hispanic	33,077	36,371	38,671	40,513	41,721
Multiracial	4,622	6,895	6,408	7,120	7,700
White	78,476	81,769	79,522	78,471	76,665
Haitian	12,487	13,411	13,764	13,856	13,813
F/R Lunch	71,480	76,524	79,311	81,943	82,547
ESE Group*	22,109	24,270	23,970	24,565	23,882
ELL Group*	6,291	7,798	8,558	11,771	11,212

* The ESE Group consists of ESE (A+) Students. The ELL Group consists of ELL (A+) Students.
Number indicates the number of students 11 or more absences.   Blank cells indicate no data available.
The goal is for 100% of each student group to meet the standard by FY2014.

The *No Child Left Behind Act of 2001(NCLB)* is a federal mandate that requires Adequate Yearly Progress, also known as AYP. AYP is a level of improvement that school districts and schools must achieve to ensure that all students in grades 3 through 10 are proficient in reading/language arts and mathematics by FY 2014. Progress in reading/language arts and mathematics must be shown for all student subgroups, including economically disadvantaged students, limited English proficiency students, students with disabilities, and students in major racial and ethnic groups.

NCLB also requires that every student be tested. As such, parents, teachers, and the greater community can know the academic achievement of every student and every group of students. This enables parents and teachers to work together to ensure that 'no child will be left behind' and to ensure not only school-wide and individual progress, but subgroup progress as well.

Florida School Grades

Florida has set the AYP gains every school must meet to reach 100 percent proficiency at the end of 12 years.

Therefore, AYP is Florida's measure of yearly progress toward achieving its academic standards. Essentially, AYP is the growth rate in the percentage of students who achieve Florida's definition of academic proficiency. As reported through NCLB, AYP is based on certain factors:

▸ the percentage of students meeting or exceeding state standards in language arts and math

▸ the testing participation rate – all schools, districts, and student groups must have at least 95 percent of their students take the designated state tests.

2006-2007 Adequate Yearly Progress (AYP) Report District Level Page 1

Did the District Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 85%		
Total Writing Proficiency Met:	YES	2006-2007 School Grade:		
Total Graduation Criterion Met:	YES			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	YES	YES
WHITE	YES	YES	YES	YES
BLACK	YES	YES	NO	YES
HISPANIC	YES	YES	YES	YES
ASIAN	YES	YES	YES	YES
AMERICAN INDIAN	YES	YES	YES	YES
ECONOMICALLY DISADVANTAGED	YES	YES	NO	NO
ENGLISH LANGUAGE LEARNERS	YES	YES	NO	YES
STUDENTS WITH DISABILITIES	YES	YES	NO	NO

NO CHILD LEFT BEHIND ADEQUATE YEARLY PROGRESS (AYP) REPORT

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2

| Number of students enrolled in the grades tested: | Read: 104496 Math: 104385 | 2006-2007 School Grade[1]: | | Did the District make Adequate Yearly Progress? | NO | |

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]).

This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]).

This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?	Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL[4]	98	Y	98	Y	58	Y	66	Y	92	94	Y	66	67	Y	46	43	NA	37	34	NA	57	NA	72	NA
WHITE	99	Y	99	Y	73	Y	81	Y			Y	80	81	N	31	28	NA	22	19	NA	67	NA	79	NA
BLACK	98	Y	98	Y	39	N	45	N	87	90	Y	48	49	Y	66	64	N	59	55	N	44	N	62	Y
HISPANIC	98	Y	98	Y	51	Y	60	Y	90	92	Y	59	58	N	54	51	NA	43	40	NA	53	NA	69	NA
ASIAN	99	Y	99	Y	76	Y	87	Y			Y	78	82	Y	29	25	NA	15	13	NA	71	NA	84	NA
AMERICAN INDIAN	99	Y	99	Y	59	Y	69	Y	93		Y	64	66	Y	41	42	NA	32	31	NA	57	NA	71	NA
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	44	N	51	N	88	91	Y	46	46	N	60	58	N	52	49	N	49	N	64	N
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	37	N	45	N	81	85	Y	38	41	Y	69	66	N	59	55	N	49	N	63	Y
STUDENTS WITH DISABILITIES	96	Y	96	Y	32	N	38	N	75	81	Y	35	33	N	72	69	N	66	62	N	43	N	57	N

KEY:
Economically Disadvantaged - Eligible for free or reduced price lunch
ELL - English Language Learners
SWD - Students with Disabilities

Y/N - Was the required target met? Yes or No
NA - is shown when the number of students in the group is less than 30[4] or the data are not applicable.

[1] Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.
[2] The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.
[3] The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.
[4] If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the schools' population or 100 students is required for each group within a school.

Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

Percent Tested and Proficiency Levels (Part a and c[2]): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.

Safe Harbor (Part b[2]): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. That group also must make progress in writing proficiency and graduation rate. No group is eligible for Safe Harbor if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.

Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient with in three years, should be 51% for reading and 56% for math. That group must also make progress in writing proficiency and graduation rate. No group is eligible for the Growth Model if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.

SECTION II

- *Focus Areas*

- *2008 Strategies and Activities*

1. → STUDENT ACHIEVEMENT

2. → POSITIVE AND SAFE LEARNING ENVIRONMENT

3. → FAMILY AND COMMUNITY INVOLVEMENT

4. → EFFECTIVE AND RIGOROUS INSTRUCTIONAL PROGRAM

5. → QUALITY FACULTY/WORK FORCE ALIGNED WITH NEED

6. → STAFF DEVELOPMENT AND TRAINING

7. → RESOURCE EQUITY

8. → INSTRUCTIONAL FACILITIES AND INFRASTRUCTURE

9. → ORGANIZATION CAPACITY AND PLAN MANAGEMENT

GRADUATION

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
#1	**# 2**	**# 3**	**# 4**	**# 5**	**# 6**	**# 7**			

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
FOUNDATION FOR ALL									

#1	#2	#3	#4	#5	#6	#7	Purpose	Strategy/Activity	Person(s) Responsible
X	X		X	X	X		Create a district and community-wide culture that graduation is everyone's business	▪ Coordinate with the business community to do a media campaign for proficiency toward graduation	**Alison Adler** Judith Klinek Ann Faraone **Nat Harrington**
X	X	X	X	X	X		Offer relevant and engaging curriculum to support staying in school through graduation and being prepared for post-graduate opportunities	▪ Implement magnet programs, career academies, and choice programs, as appropriate *(AFMA 3.5)* ▪ Implement state mandated African and African American Studies curriculum *(AFMA 6.14)* ▪ Increase the number of students prepared for Algebra I in Grade 8 ▪ Attract and retain talented teachers *(AFMA 3.6,6.1 6.2,6.3.6.4,6.5,6.6, 6.7,6.8, 6.9,6.10,6.11,6.12,6.13)* ▪ Provide on-going professional development to develop capacity among teachers in all schools ▪ Continue partnerships with FAU and PBCC for dual-enrollment opportunities ▪ Ensure all schools have appropriate software and support *(AFMA 4.1)*	**Constance Tuman-Rugg** **Brenda Magee** Mary Vreeland **Alison Adler** Rich Contartesi Judith Klinek **Darron Davis** **Debra Johnson**

Standard #1 - Vision and Purpose / Standard #2 - Governance and Leadership / Standard #3 -Teaching and Learning / Standard #4 - Documenting and Using Results/
Standard #5 - Resources and Support System / Standard #6 - Stakeholder Communications and Relationships / Standard #7 - Commitment to Continuous Improvement

GRADUATION

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
#1	#2	#3	#4	#5	#6	#7			
								▪ Expose students to programming that helps them explore future careers and their requirements *(AFMA 2.3,2.5)*	
X	**X**		**X**	**X**	**X**		Establish data driven decision-making systems	▪ Provide research and validate the research-based predictors used in the district's graduation leading indicators system ▪ Provide graduation dashboard on EDW ▪ Conduct a minimum of two program evaluations ▪ Provide students in grades 10 - 12 who have failed the FCAT the opportunity to receive immediate feedback on their strengths and weaknesses by taking the 10th grade diagnostic using Princeton Review *(AFMA 2.1,2.10)* ▪ Ensure that coding data on graduation submitted to the state is accurate	**Marc Baron** Bill Thompson Diane Conley Dean Stecker **Debra Johnson** Andy Binns
X		**X**	**X**	**X**	**X**	**X**	Provide comprehensive transition programs within smaller learning communities	▪ Increase the number of 9th grade academies by providing data to all principals on exemplary programs *(AFMA 3.5)* ▪ Utilize grants to fund programs	**Brenda Magee** Mary Vreeland **Alison Adler**

Standard #1 - Vision and Purpose / **Standard #2 -** Governance and Leadership / **Standard #3 -**Teaching and Learning / **Standard #4 -** Documenting and Using Results/
Standard #5 - Resources and Support System / **Standard #6 -** Stakeholder Communications and Relationships / **Standard #7 -** Commitment to Continuous Improvement

GRADUATION

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
#1	#2	#3	#4	#5	#6	#7			
X		X			X	X	Provide graduation tracking for all students through course selection processes	▪ Ensure that guidance counselors review credit history, grades, major areas of interest to ensure students are placed in proper classes *(AFMA 2.2)*	**Alison Adler** Judith Klinek
	X	X				X	Ensure School Based Teams are available to address student needs	▪ Bring to School Based Teams all students who are truant, failing or behaving poorly, or have social/emotional needs, in order to develop individualized learning plans for support *(AFMA 2.2)*	**Alison Adler** Judith Klinek Kim C. Williams **Brenda Magee** Russ Feldman **Janice Cover** AlexDeveroux
X	X	X	X	X	X	X	Increase ESE and ELL Students in mainstream programming, as appropriate, with support mechanisms	▪ Provide training for teachers *(AFMA 8.3)* ▪ Assure schools have access to adequate software to increase learning opportunities *(AFMA 4.1)* ▪ Share best practices with all schools ▪ Involve parents in shaping appropriate learning plans *(AFMA 8.3)*	**Brenda Magee** Russ Feldman Ana Meehan Alison Adler Rich Contartesi **Debra Johnson**
X		X	X			X	Prepare students for higher level coursework and post graduate opportunities	▪ Bring to School Based Teams all students who are truant, failing or behaving poorly, or have social/emotional needs, in order to develop individualized learning plans for support	**Alison Adler** Judith Klinek Kim C. Williams **Brenda Magee** Russ Feldman **Janice Cover** AlexDeveroux

Standard #1 - **Vision and Purpose / Standard #2 -** **Governance and Leadership / Standard #3 -Teaching and Learning / Standard #4 -** **Documenting and Using Results/ Standard #5 -** **Resources and Support System / Standard #6 -** **Stakeholder Communications and Relationships / Standard #7 -** **Commitment to Continuous Improvement**

GRADUATION

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
#1	# 2	# 3	# 4	# 5	# 6	# 7			
								▪ Provide students with information about scholarship opportunities and annually report scholarship awards	

GRADUATION

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
							INTERVENTION FOR SOME		
	X	X				X	Ensure School Based Teams are available to address student needs	▪ Bring to School Based Teams all students who are truant, failing or behaving poorly, or have social/emotional needs, in order to develop individualized learning plans for support	**Alison Adler** Judith Klinek Kim C. Williams **Brenda Magee** Russ Feldman **Janice Cover** AlexDeveroux
	X	X	X	X			Increase opportunities for students to make up credit in school	▪ Expand virtual learning opportunities for credit recovery ▪ Make students aware of Adult Education credit labs	**Constance Tuman-Rugg** **Brenda Magee** **Alison Adler** Rich Contartesi **Debra Johnson**
		X	X	X		X	Ensure students in level 1-2 are receiving appropriate remediation	▪ Utilize SES where applicable ▪ Provide school-based tutoring *(AFMA 2.4)* ▪ Place students in intensive classes *(AFMA 1.4,2.1)* ▪ Provide professional development in literacy to teachers *(AFMA 3.6,8.3)* ▪ Ensure students in homeless shelters and the foster care system receive the additional tutoring they are funded for	**Alison Adler** Judith Klinek Ann Faraone **Constance Tuman-Rugg**

Standard #1 - **Vision and Purpose / Standard #2 -** **Governance and Leadership / Standard #3 -**Teaching and Learning **/ Standard #4 -** Documenting and Using Results/
Standard #5 - **Resources and Support System / Standard #6 -** **Stakeholder Communications and Relationships / Standard #7 -** **Commitment to Continuous Improvement**

GRADUATION

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
X		X	X	X	X	X	Secure additional resources for at-risk students to remove barriers to their graduating	▪ Employ a Graduation Coach to work with at-risk students ▪ Provide FCAT/ACT/SAT remediation/preparation opportunities (if needed) *(AFMA 2.1,2.5,2.10)*	**Alison Adler** Judith Klinek

Standard #1 - **Vision and Purpose / Standard #2 -** **Governance and Leadership / Standard #3 -Teaching and Learning / Standard #4 -** **Documenting and Using Results/**
Standard #5 - **Resources and Support System / Standard #6 -** **Stakeholder Communications and Relationships / Standard #7 -** **Commitment to Continuous Improvement**

GRADUATION

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
INTENSIVE FOR FEW									
X		X	X	X	X	X	Secure additional resources for at-risk students to remove barriers to their graduating	▪ Ensure Graduation Coach (if available) is involved with student ▪ Mentor at-risk students ▪ Provide FCAT remediation opportunities *(AFMA 2.10)* ▪ Ensure no students leave 12th grade without a plan for their future	**Alison Adler** Judith Klinek
X	X	X	X	X	X	X	Develop alternative pathways for students who meet with barriers to traditional programs	▪ Implement Drop Back In Program ▪ Develop alternate time schedules for student attendance ▪ Enlist community support as mentors and for internships *(AFMA 7.1)* ▪ Ensure students are aware of 13th year and other opportunities to get a diploma ▪ Implement a credit recovery program for targeted students	**Janice Cover** Alexandra Deveroux **Alison Adler** Judith Klinek Rich Contartesi

Standard #1 - **Vision and Purpose / Standard #2 -** **Governance and Leadership / Standard #3 -**Teaching and Learning / **Standard #4 -** Documenting and Using Results/
Standard #5 - **Resources and Support System / Standard #6 -** **Stakeholder Communications and Relationships / Standard #7 -** Commitment to Continuous Improvement

LITERACY

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
FOUNDATION FOR ALL									
X		X	X			X	Support differentiated instruction through a balanced approach to reading and writing.	- Provide ongoing professional development for all K-12 teachers, including Charter schools - Provide specialized ongoing professional development for reading coaches/contacts enabling them to support school-based implementation - Provide professional development to restructuring and corrective action teams, area-based instructional specialist and district coaches to support and monitor implementation - Provide research-based core reading programs - Provide school readiness programs targeted at reducing the achievement gap - Implement the Florida Educational Equity Act	**Connie Tuman-Rugg** Liz Perlman Meezie Pierce M.J. Steele **Brenda Magee** Ana Meehan Russ Feldman **Janice Cover**
							Promote and support strategies, skills, and content knowledge that strengthen literacy in all content areas	- Provide professional development and follow-up that enables teachers to integrate learning and literacy skills and strategies in all content areas *(AFMA 8.3)* - Write standard-based curriculum that incorporates learning and literacy strategies and skills *(AFMA 1.1,3.3,3.4,8.1)* - Provide classes for reading endorsement	**Connie Tuman-Rugg** Liz Perlman **Brenda Magee** Ana Meehan Russ Feldman Mary Vreeland **Alison Adler**

Standard #1 - Vision and Purpose / Standard #2 - Governance and Leadership / Standard #3 -Teaching and Learning / Standard #4 - Documenting and Using Results/ Standard #5 - Resources and Support System / Standard #6 - Stakeholder Communications and Relationships / Standard #7 - Commitment to Continuous Improvement

LITERACY

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
								▪ Provide literacy enhancement in all after school settings *(AFMA 3.2,6.19)* ▪ ▪ Equip teachers with the strategies and tools needed to engage students in active and high-level learning in order to develop students' skills and knowledge so that all students can perform at rigorous academic levels *(AFMA 2.8)*	JoAnne Beckner
X		X	X			X	Align District Accreditation and School Improvement Plan components to selected key results	▪ Utilize SAC-CASI report to provide information about literacy instruction ▪ Monitor school improvement processes and plans for literacy targets	**Janice Cover** Denise Doyle
	X	X	X		X		Establish data driven decision making systems	▪ Enable schools to administer all common, mini-, and teacher-selected assessments and to access aligned resources through the district's formative system through the Princeton Review *(AFMA 1.3)* ▪ Provide research and validate the research-based predictors used in the district's literacy leading indicators system ▪ Provide literacy dashboard in EDW ▪ Conduct a minimum of two program evaluations	**Marc Baron** Bill Thompson Diane Conley Dean Stecker

Standard #1 - Vision and Purpose / Standard #2 - Governance and Leadership / Standard #3 -Teaching and Learning / Standard #4 - Documenting and Using Results/ Standard #5 - Resources and Support System / Standard #6 - Stakeholder Communications and Relationships / Standard #7 - Commitment to Continuous Improvement

LITERACY

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
X	X		X		X	X	Build capacity of administrators to become literacy leaders in order to support a balanced approach to reading and writing instruction.	▪ Provide literacy leaders (principals, assistant principals, district and area personnel) focused, mandatory professional development, including Charter schools ▪ Include various departments in the development and presentation of ongoing professional development ▪ Provide professional development in using EDW, The Princeton Review and other reports to analyze and monitor literacy data ▪ Develop content and utilize T.E.N. to deliver professional development ▪ Include other departments in ongoing professional development ▪ Communicate and collaborate regarding literacy initiatives throughout the year ▪ Implement an aggressive recruiting and retention plan *(AFMA 3.6,6.1, 6.2,6.3.6.4,6.5,6.6,6.7,6.8, 6.9,6.10 ,6.11,, 6.12,6.13,6.16)* ▪ Monitor fidelity of implementation and effectiveness (ROI)	**Connie Tuman-Rugg** Liz Perlman **Brenda Magee** Ana Meehan Russ Feldman **Marc Baron** Bill Thompson Diane Conley Dean Stecker **Alison Adler** Ann Faraone **Darron Davis Nat Harrington**
X		X	X			X	Establish a technology infrastructure	▪ Enable schools and the district to use literacy related software *(AFMA 4.1)*	**Debra Johnson Alison Adler** Rich Contartesi

Standard #1 - Vision and Purpose / **Standard #2 -** Governance and Leadership / **Standard #3 -**Teaching and Learning / **Standard #4 -** Documenting and Using Results/ **Standard #5 -** Resources and Support System / **Standard #6 -** Stakeholder Communications and Relationships / **Standard #7 -** Commitment to Continuous Improvement

LITERACY

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
INTERVENTION FOR SOME									
X		X	X	X		X	Provide professional development, instructional materials, support and services to meet the needs of students who are below proficiency in reading and writing.	▪ Assist schools in identifying, developing, and implementing interventions, as outlined in the district's K-12 Research-Based Comprehensive Reading Plan that includes assessments that identify specific needs and targeted interventions *(AFMA 2.1)* ▪ Provide research-based intervention reading programs for Intensive Reading courses and comprehensive and supplemental reading programs ▪ Implement an aggressive recruiting and retention plan to place highly qualified teachers at AAA schools *(AFMA 3.6,6.1,6.2,6.3.6.4,6.5,6.6,6.7,6.8, 6.9,6.10,6.11,6.12,6.13)* ▪ Provide ongoing professional development for all K-12 teachers that targets ELL, ESE and struggling readers ▪ Provide specialized ongoing professional development for reading coaches/contacts enabling them to support school-based implementation ▪ Provide intensive professional development to restructuring teams, area-based instructional specialists and district coaches to support and monitor implementation	**Connie Tuman-Rugg** Liz Perlman Meezie Pierce **Brenda Magee** Ana Meehan Russ Feldman Mary Vreeland **Janice Cover** Alex Deveroux **Alison Adler** Rich Contartesi Judith Klinek **Darron Davis** **Nat Harrington**

Standard #1 - Vision and Purpose / Standard #2 - Governance and Leadership / Standard #3 -Teaching and Learning / Standard #4 - Documenting and Using Results/ Standard #5 - Resources and Support System / Standard #6 - Stakeholder Communications and Relationships / Standard #7 - Commitment to Continuous Improvement

LITERACY

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
								▪ Conduct Learning Team Meetings to develop/employ and evaluate the effectiveness of classroom strategies to meet academic targets ▪ Develop ELL Academic Support Teams ▪ Implement Supplemental Academic Instruction Services *(AFMA 2.1)* ▪ Implement Progress Monitoring Plan ▪ Utilize Alternative Education and assisted technology *(AFMA 5.2)* ▪ Utilize guidance counselors to engage students in their literacy development ▪ Provide supplemental educational tutoring services to eligible students	
		X		X	X	X	Provide financial resources for district's literacy initiatives	▪ Provide Title I funds to support Reading Recovery Teacher Leaders for professional development at Title I schools. ▪ Provide Title II funds to make available curriculum staff and Learning Team Facilitators in order to provide research-based professional development for classroom teachers ▪ Provide funds to establish restructuring and corrective action teams	**Brenda Magee** Kay Scott

Standard #1 - Vision and Purpose / Standard #2 - Governance and Leadership / Standard #3 -Teaching and Learning / Standard #4 - Documenting and Using Results/ Standard #5 - Resources and Support System / Standard #6 - Stakeholder Communications and Relationships / Standard #7 - Commitment to Continuous Improvement

LITERACY

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
INTENSIVE FOR FEW									
X		X	X	X		X	Provide professional development, instructional materials, support, and services to meet the needs of students who are significantly below proficiency in reading and writing.	• Provide extended school year, Reading Recovery, Third Grade Summer Reading Academy, home language support and high-tech assisted technology • Provide comprehensive and supplemental reading programs and alternate core reading programs • Provide Alternative Education options (*AFMA 5.2*) • Provide specialized and intensive professional development for all stakeholders that focuses on long-term and individualized instruction (one on one) • Provide multiple, coordinated services	**Connie Tuman-Rugg** Liz Perlman Meezie Pierce **Brenda Magee** Ana Meehan Russ Feldman **Janice Cover** Alex Deveroux

Standard #1 - Vision and Purpose / Standard #2 - Governance and Leadership / Standard #3 -Teaching and Learning / Standard #4 - Documenting and Using Results/ Standard #5 - Resources and Support System / Standard #6 - Stakeholder Communications and Relationships / Standard #7 - Commitment to Continuous Improvement

SAFETY

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
FOUNDATION FOR ALL									
X	X	X		X	X	X	Create an awareness on the part of all school and community stakeholders that school safety includes meeting students' academic, behavioral, and social/emotional needs	▪ Develop a campaign to expand the broader view of safety ▪ Ensure that district staff, administrators, principals and other personnel understand safety is both physical and psychological in nature *(AFMA 5.4,6.17,6.18,6.20)*	**Alison Adler** **Jim Kelly** **Janice Cover** **Nat Harrington**
X	X	X		X	X		Maximize the psychological safety of our campuses to ensure that all stakeholders will teach and learn in environments free from threat, intimidation, and humiliation	▪ Create a common vision of the climate practices that prevail in safe and nurturing schools *(AFMA 5.4,6.17,6.18,6.20)* ▪ Strive to create environments that not only protect students and staff from harm, but also foster ethical standards of interaction that guide the conduct of all stakeholders *(AFMA 5.4,6.17,6.18,6.20)*	**Alison Adler** Judith Klinek **Janice Cover**
X		X		X	X	X	Create Single School Culture © for Behavior on each campus	▪ Provide professional development to school staff and practice to students on the knowledge, skills, and processes related to whole school and classroom behavior management *(AFMA 5.4,6.17,6.18,6.20)*	**Alison Adler** Dave Benson **Janice Cover** Alex Deveroux Juanita Edwards

Standard #1 - Vision and Purpose / Standard #2 - Governance and Leadership / Standard #3 -Teaching and Learning / Standard #4 - Documenting and Using Results/ Standard #5 - Resources and Support System / Standard #6 - Stakeholder Communications and Relationships / Standard #7 - Commitment to Continuous Improvement

SAFETY

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
	X	X	X	X	X	X	Create Single School Culture © for Climate on each campus	▪ Provide opportunities for students to become "connected" to the adults, other students, and activities on each campus ▪ Offer developmentally appropriate programs that teach and reinforce social and problem solving skills ▪ Establish and utilize School Based Teams to refer for services for those students at risk academically, behaviorally or socially/emotionally ▪ Conduct Drug-Free Workplace training ▪ Implement guidelines to assist administrators in resolving complaints/disciplinary issues ▪ Conduct Climate Survey to detect student's connectedness to their environment *(AFMA 4.2)*	**Alison Adler** Kim C. Williams **Darron Davis** Kenyetta Haywood

Standard #1 - Vision and Purpose / Standard #2 - Governance and Leadership / Standard #3 -Teaching and Learning / Standard #4 - Documenting and Using Results/ Standard #5 - Resources and Support System / Standard #6 - Stakeholder Communications and Relationships / Standard #7 - Commitment to Continuous Improvement

SAFETY

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
X	X			X	X		Create a "safety conscious" environment	• Develop annual Crisis Plans • Practice required drills • Maintain and utilize security hardware • Follow safety procedures and processes • Remind staff and students of the importance of vigilance in campus safety/security • Maintain School Bus safety	**Jim Kelly** **Alison Adler** **Joseph Sanches** Yevola Falona
X		X	X			X	Align School Improvement Plan components to selected key results	• Monitor school improvement processes and plans for school safety and learning environment targets *(AFMA 5.1)*	**Janice Cover** Denise Doyle
	X	X	X		X	X	Establish data driven decision making systems	• Provide research and validate the research-based predictors used in the district's safety leading indicators system • Provide safety dashboard on EDW • Conduct a minimum of two program evaluations	**Marc Baron** Bill Thompson Diane Conley Dean Stecker

Standard #1 - Vision and Purpose / Standard #2 - Governance and Leadership / Standard #3 -Teaching and Learning / Standard #4 - Documenting and Using Results/ Standard #5 - Resources and Support System / Standard #6 - Stakeholder Communications and Relationships / Standard #7 - Commitment to Continuous Improvement

SAFETY

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
INTERVENTION FOR SOME									
	X	X		X	X		Provide students with assistance that may be needed to respond to academic, behavioral, social/emotional and/or climate needs	▪ Utilize School Based Teams to recommend appropriate interventions through school or community/agency partnerships ▪ Engage families, communities/agencies in problem-solving approaches to identified areas of concern (e.g., bullying, underage drinking, violence) ▪ Implement behavior plans unique to students who are assigned to Alternative Education sites	**Alison Adler** Kim C. Williams **Jim Kelly** **Janice Cover** Alex Deveroux **Nat Harrington**
	X			X	X	X	Promote student advocacy and empowerment in the processes that lead to the creating of safe and nurturing schools	▪ Engage students in programs that develop their abilities to observe, intervene, and, if necessary, seek adult help in addressing unsafe, destructive, or potentially destructive behaviors/activities (e.g., a Speak Up, Save a Friend Campaign, Student Ambassadors, etc.)	**Alison Adler** Rick Lewis **Brenda Magee** Russ Feldman Ana Meehan
	X			X	X	X	Reduce the rate of participation of young people in non-productive behaviors	▪ Provide early-intervention, and intensive intervention for students who engage in non-productive behaviors such as drug/alcohol use, gang involvement, crime, or other destructive behaviors	**Janice Cover** Alex Deveroux **Alison Adler** Kim C. Williams **Brenda Magee** Russ Feldman Ana Meehan **Jim Kelly**

Standard #1 - Vision and Purpose / Standard #2 - Governance and Leadership / Standard #3 -Teaching and Learning / Standard #4 - Documenting and Using Results/ Standard #5 - Resources and Support System / Standard #6 - Stakeholder Communications and Relationships / Standard #7 - Commitment to Continuous Improvement

SAFETY

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
								▪ Provide alternative to suspension programs that allow students to both address their non-productive behaviors and maintain an academic focus ▪ Certify Safe Schools Case Managers and an Alternative Education Team in gang prevention	

Standard #1 - Vision and Purpose / Standard #2 - Governance and Leadership / Standard #3 -Teaching and Learning / Standard #4 - Documenting and Using Results/ Standard #5 - Resources and Support System / Standard #6 - Stakeholder Communications and Relationships / Standard #7 - Commitment to Continuous Improvement

SAFETY

Quality System Indicators: Standards							Purpose	Strategy/Activity	Person(s) Responsible
# 1	# 2	# 3	# 4	# 5	# 6	# 7			
							INTENSIVE FOR FEW		
	X			X	X	X	Provide smooth transition services for students returning to comprehensive school sites from alternative education sites	▪ Continue practice of committee work of meeting with sending/receiving schools ▪ Provide assigned Transition Specialist to each transitioning student ▪ Continue support for transitioning students for 6 months through ongoing meetings with family and receiving school	**Janice Cover** Alex Deveroux
	X		X	X	X	X	Ensure that dangerous situations on campuses are handled effectively	▪ Utilize Baker Act procedures, as necessary ▪ Utilize "code" system to help ensure student safety ▪ Direct Safe Schools Case Managers and School Police Officers to respond to emergencies ▪ Utilize community response teams, as needed	**Jim Kelly** **Alison Adler** **Nat Harrington**

Standard #1 - Vision and Purpose / Standard #2 - Governance and Leadership / Standard #3 -Teaching and Learning / Standard #4 - Documenting and Using Results/ Standard #5 - Resources and Support System / Standard #6 - Stakeholder Communications and Relationships / Standard #7 - Commitment to Continuous Improvement

MONITORING TOPICS

#	Topics	Status	Person(s) Responsible
1.2	Establish Early Childhood Education Programs, including adult and family literacy as well as parenting skills, for parents to assist them in preparing their children to be successful in kindergarten	In progress and monitored	Constance Tuman-Rugg
1.5	Reduce teacher-pupil ratio for reading instruction in grades k-12	Completed	Mike Burke
1.6	Develop District report card that identifies student progress toward grade level expectations	Completed	Marc Baron
2.9	Develop survey on college readiness for athletes	Preparing Report	Constance Tuman-Rugg
3.1	Draft amendment to agreement with Office of Civil Rights that focuses on district move toward student achievement instead of current policies and practices to racially balance schools	Current policy uses socio-economic status	Gerald Williams
4.3	Establish cultural affairs offices in schools	Under consideration	Brenda Magee
5.3	Increase hiring of Black police officers	In progress and monitored	Jim Kelly Darron Davis
6.15	All principals and Curriculum Assistant Principals must undergo the full day training in the African and African American Curriculum	In progress and monitored	Constance Tuman-Rugg
7.2	Conduct adult education classes in informal settings as well as day care centers and community centers in African-American Communities	Being developed	Brenda Magee
8.2	Establish an adhoc committee to develop clear policies and procedures as they relate to SACs	Completed	Janice Cover
8.4	List SAC meeting dates, times, and locations in the press including the African American and Hispanic media	In progress and monitored	Nat Harrington
8.5	Create comprehensive budget reports for parents in user friendly format that include funds raised at schools	Under consideration	Mike Burke

SECTION III

Budget and Resources

THE SCHOOL DISTRICT OF PALM BEACH COUNTY, FLORIDA
17 Year History of Florida Education Finance Program (FEFP) Revenue
FEFP Revenue per Unweighted FTE vs. Inflation Since 1990-91
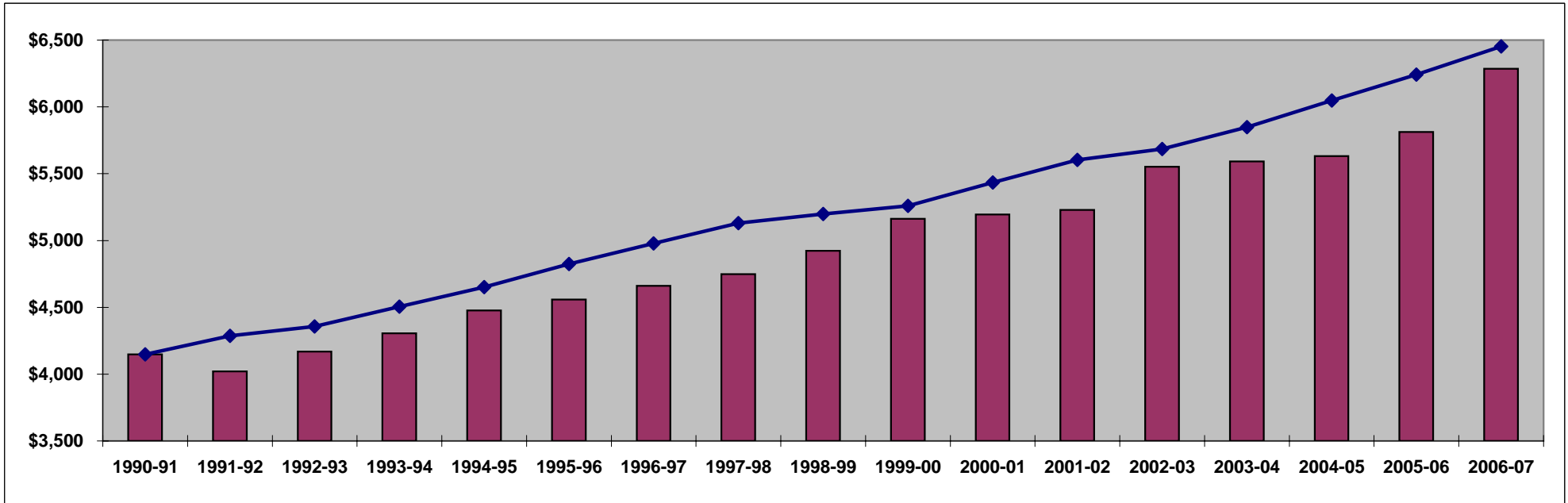
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Actual FEFP Revenue per Unwtd FTE:																	
Actual *	$4,147	$4,021	$4,169	$4,305	$4,476	$4,559	$4,660	$4,749	$4,923	$5,162	$5,195	$5,228	$5,551	$5,783	$6,026	$6,413	$7,114
Less: Amendment 9 - Class Size Reduction Unwtd FTE Funding														$191	$395	$601	$829
														$5,592	$5,631	$5,812	$6,285
Revenue needed to keep pace with inflation since 1990-91:																	
Inflation **	$4,147	$4,286	$4,357	$4,506	$4,652	$4,824	$4,979	$5,131	$5,199	$5,260	$5,435	$5,603	$5,684	$5,849	$6,047	$6,242	$6,452
Funding Gap	($265)	($188)	($201)	($176)	($265)	($319)	($382)	($276)	($98)	($240)	($375)	($133)	($257)	($416)	($430)	($167)	

* Reflects total potential FEFP funding (state & local) for K-12 students. Source is final FEFP calculations for each respective fiscal year.

** Inflation reflects the annual average increase in the Consumer Price Index for South Florida. Source is the U.S. Department of Labor.

THE SCHOOL DISTRICT OF PALM BEACH COUNTY, FLORIDA
18 Year History of Florida Education Finance Program (FEFP) Revenue
FEFP Revenue vs. Selected Expenses
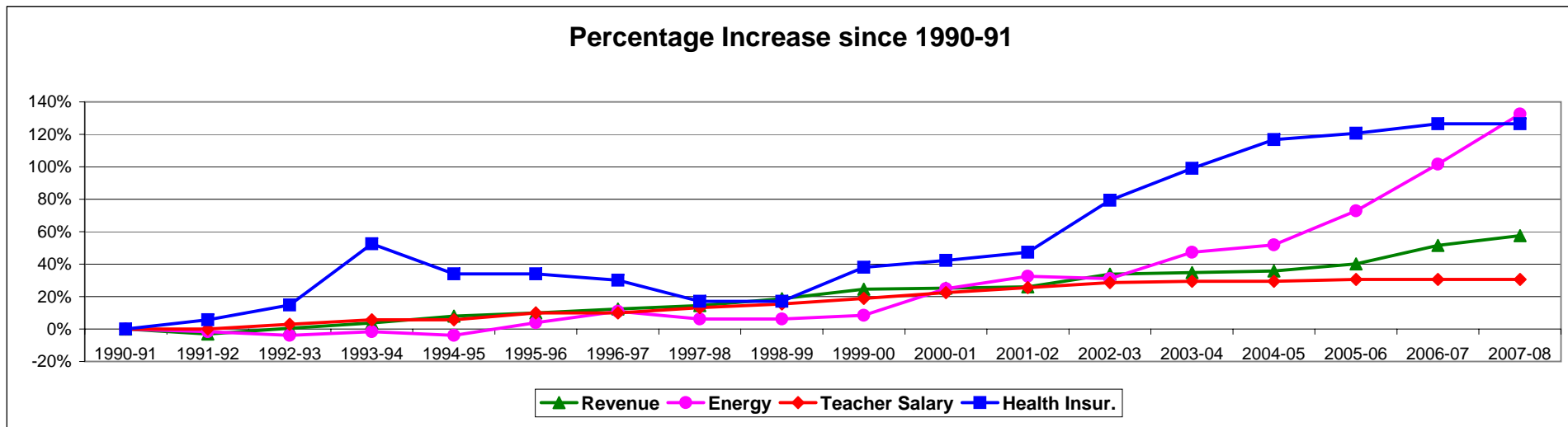
Percentage Increase since 1990-91

Legend: Revenue, Energy, Teacher Salary, Health Insur.

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual FEFP Revenue per Unwtd FTE:																		
Actual **(a)**	$4,147	$4,021	$4,169	$4,305	$4,476	$4,559	$4,660	$4,749	$4,923	$5,162	$5,195	$5,228	$5,551	$5,592	$5,631	$5,812	$6,285	$6,537
Selected Expenses:																		
Energy per Unwtd **(b)**	$129	$127	$124	$127	$124	$134	$143	$137	$137	$140	$161	$171	$169	$190	$196	$223	$260	$300
Teacher Salary **(c)**	$33,600	$33,600	$34,608	$35,500	$35,500	$36,920	$36,920	$38,028	$38,789	$39,953	$41,151	$42,180	$43,235	$43,468	$43,468	$43,898	$43,886	$43,886
Health Insurance **(d)**	$2,538	$2,684	$2,914	$3,872	$3,400	$3,400	$3,300	$2,973	$2,970	$3,505	$3,610	$3,740	$4,550	$5,050	$5,500	$5,600	$5,750	$5,750

(a) Reflects total potential FEFP funding (state & local) per K-12 unweighted FTE. Class Size Reduction funding is excluded from FY04 - FY08 for comparative purposes.
(b) Annual expenditure for electricity and fuel per K-12 unweighted FTE.
(c) Annual base teacher salary for a teacher on step 10 (PSC Step 10). CTA contract not settled as of 8/13/07.
(d) Average annual cost of employee Health and Life Insurance.

General Fund Budget and Special Revenue

The District's General Fund budget and Special Revenue-Other (grants) have been broken down by functional area. The function code indicates the action or purpose for which a person or item is used. This breakdown classifies the activities of the school district into broad areas consistent with the State's Financial and Program Cost Accounting and Reporting for Florida Schools ("Red Book"). Functional areas of the budget have been categorized into four major areas as follows:

Area	Description	SubFunction
Instruction	Instruction includes the activities dealing directly with the teaching of pupils or the interaction between teachers and pupils. Instruction is subdivided into Basic (K-12), Exceptional, Vocational-Technical, and Adult General.	✓ Basic K-12 ✓ Exceptional Education ✓ ESOL ✓ Vocational and Adult Programs ✓ Other Instruction
Instructional Support Services	Support Services include Pupil Personnel Services, Instructional Media, Instruction and Curriculum Development Services, and Instructional Staff Training Services to facilitate and enhance instruction.	✓ Guidance ✓ Instructional Media Services (Library) ✓ Instruction and Curriculum Development Services ✓ Instructional Staff Training Services ✓ Instruction Related Technology
General Support Services	Those activities regarding establishing policy, operating schools and the school district, and providing the essential facilities and services for the staff and pupils. This includes salaries and expenses for the Board, General Administration, School Administration, Facilities Acquisition and Construction, Fiscal Services, Food Services, Central Services, Pupil Transportation Services, Operation of Plant, and Maintenance of Plant.	✓ Board of Education ✓ Board Support (Legal/Audit) ✓ General Administration ✓ School Administration ✓ Fiscal Services ✓ Personnel Services ✓ Data Processing Services ✓ Pupil Transportation ✓ Operation of Plant ✓ Security ✓ Maintenance ✓ Admin. Technology
Community Services	Community Services consist of those activities that are not directly related to providing education for pupils in a school district. These include non-instructional services provided by the school district for the community. For example, before and after-school care programs are budgeted within this functional area.	✓ None

The following table provides a breakdown of the District's General Fund budget and Special Revenue-Other (grant) budget by function over a five-year period. FY 2004 through FY 2008 reflects the amended budget.

Budget by Functional Area
FY 2004 to FY 2008 ($ in millions)

Func.	Function Description	2003-2004			2004-2005			2005-2006			2006-2007			2007-2008			2007-08 % of Tot. GF Budget
		G.F.	S.R.	Total	G.F.	S.R.	Total	G.F.	S.R.	Total	G.F.	S.R.	Total	G.F.	S.R.	Total	Total %
	INSTRUCTION (Functions 5XXX):																
5101	Basic K-3	116.9	0.1	116.9	136.4	0.7	137.1	152.1	0.6	152.7	168.6	0.6	169.2	176.7	0.0	176.7	12.02%
5102	Basic 4-8	131.3	0.1	131.4	149.7	0.0	149.7	166.8	0.0	166.9	176.2	0.0	176.2	189.4	0.0	189.4	12.88%
5103	Basic 9-12	107.2	0.1	107.3	119.6	0.2	119.9	133.7	0.1	133.8	139.7	0.3	139.9	147.3	0.0	147.3	10.02%
5106	K-1 AIDES	0.4	0.0	0.4	0.3	0.0	0.3	0.2	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
5108	Jr. ROTC	1.5	0.0	1.5	1.8	0.0	1.8	1.8	0.0	1.8	1.8	0.0	1.8	1.8	0.0	1.8	0.12%
5110	7TH PERIOD PROG	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
5114	Fine Arts-Art	6.2	0.0	6.2	6.6	0.0	6.6	6.7	0.0	6.7	6.8	0.0	6.8	7.9	0.0	7.9	0.54%
5117	Fine Arts-Music	6.1	0.1	6.3	6.6	0.1	6.7	6.5	0.0	6.5	6.7	0.0	6.7	7.3	0.0	7.3	0.50%
5118	Fine Arts-PE	6.7	0.1	6.8	7.3	0.1	7.4	7.5	0.1	7.6	9.3	0.0	9.3	7.4	0.0	7.4	0.50%
5119	Textbooks	15.0	0.0	15.0	15.5	0.0	15.5	16.9	0.0	16.9	16.8	0.0	16.8	19.0	0.0	19.0	1.29%
5130	ESOL	45.2	0.5	45.6	52.8	0.3	53.2	54.0	0.1	54.1	52.8	1.1	53.9	50.3	0.4	50.7	3.42%
5150	General K-12 Classroom	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	125.1	31.2	156.3	120.8	24.4	145.2	8.21%
5160	Substitutes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.1	0.0	7.1	7.0	0.0	7.0	0.48%
5161	Substitute for ESE Para's	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.4	0.3	0.0	0.3	0.02%
5169	Substitute for L-T Tchr Vacan	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.2	0.0	0.0	0.0	0.00%
5170	Year Round Supplements	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.1	0.0	5.1	5.5	0.0	5.5	0.37%
5205	Speech/Language	10.5	0.0	10.5	11.4	0.0	11.4	11.7	0.0	11.7	11.7	0.0	11.7	12.8	0.0	12.8	0.87%
5206	Hearing Impaired	1.3	0.0	1.3	1.5	0.0	1.5	1.4	0.0	1.4	1.6	0.0	1.6	1.7	0.0	1.7	0.11%
5207	Vision	0.5	0.0	0.5	0.6	0.0	0.6	0.6	0.0	0.6	0.7	0.0	0.7	0.7	0.0	0.7	0.05%
5213	Gifted	15.6	0.0	15.6	15.8	0.0	15.8	16.4	0.0	16.4	16.9	0.0	16.9	6.6	0.0	6.6	0.45%
5220	Low Incidence	7.5	0.0	7.5	10.2	0.0	10.2	11.3	0.0	11.3	12.9	0.0	12.9	12.7	0.0	12.7	0.86%
5221	Varying Exceptionalities	67.6	0.4	67.9	59.2	0.5	59.7	61.0	0.4	61.4	64.6	0.2	64.9	65.7	0.0	65.8	4.47%
5222	Low Incidence/Speech	1.3	0.0	1.3	1.7	0.0	1.7	2.2	0.0	2.2	2.4	0.0	2.4	2.7	0.0	2.7	0.18%
5223	Emotionally Handicapped	0.0	0.0	0.0	7.8	0.0	7.8	7.5	0.0	7.5	7.4	0.0	7.4	7.7	0.0	7.7	0.52%
5224	Trainable Mentally Handicapped	0.0	0.0	0.0	5.3	0.0	5.3	5.4	0.0	5.4	6.0	0.0	6.0	6.7	0.0	6.7	0.45%
5225	Pre-K ESE	5.5	0.0	5.5	6.4	0.0	6.4	6.3	0.0	6.3	6.7	0.0	6.7	6.0	0.0	6.0	0.41%
5226	Pre-K ESE Speech	2.8	0.0	2.8	3.0	0.0	3.0	3.0	0.0	3.0	2.8	0.0	2.8	2.8	0.0	2.8	0.19%
5250	ESE-IDEA grant	0.2	18.4	18.6	0.2	20.7	20.9	0.2	25.6	25.8	0.3	18.5	18.8	0.2	20.4	20.6	0.02%
5310	Vocational 6-12	25.4	1.8	27.2	24.4	1.6	26.0	26.4	0.1	26.5	23.8	1.8	25.7	24.1	1.8	25.9	1.64%
5340	Continuing Workforce Education	1.3	0.0	1.3	0.3	0.0	0.3	0.2	0.0	0.2	0.1	0.0	0.1	0.0	0.0	0.0	0.00%
5350	Adult Vocational	0.1	0.7	0.8	0.4	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
5410	Adult Education	8.3	2.8	11.1	10.1	3.9	14.0	10.1	3.8	14.0	11.1	4.3	15.4	10.5	3.2	13.7	0.72%
5450	Adults With Disabilities	1.7	0.0	1.7	1.5	0.0	1.5	1.5	0.0	1.5	1.5	0.0	1.5	12.3	0.0	12.3	0.83%
5510	Pre-Kindergarten	0.0	8.2	8.2	0.0	11.2	11.2	0.0	4.5	4.5	1.1	14.1	15.2	0.6	0.1	0.7	0.04%
5511	Pre-K Admin	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	1.3	0.0	0.0	0.0	0.00%
5537	Community School-Fee Supported	1.7	0.0	1.7	1.5	0.0	1.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
5540	Non Public	0.0	0.5	0.5	0.0	0.6	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
5600	General K-12 Classroom Supp	105.6	26.7	132.4	92.5	26.4	118.8	115.3	26.3	141.6	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
5610	SUBSTITUTES	12.0	0.0	12.0	13.5	0.0	13.5	8.8	0.0	8.9	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
5690	District Reserves/Terminal Leave	5.0	0.0	5.0	5.2	0.0	5.2	4.2	0.0	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
5930	Community School-Fee Supp	0.0	0.0	0.0	0.0	0.0	0.0	1.2	0.0	1.2	1.5	0.0	1.5	1.0	0.0	1.0	0.07%
5940	Non-Public School Support	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.8	0.0	0.7	0.7	0.0	0.8	0.8	0.00%
5950	Athletics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
5970	Seasonal Supplements	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.3	0.0	5.3	5.7	0.0	5.7	0.39%
	Sub-total Instruction	719.3	60.4	779.7	778.1	66.5	844.6	850.8	62.5	913.3	889.6	74.1	963.7	915.3	51.1	966.4	62.24%

Budget by Functional Area
FY 2004 to FY 2008 ($ in millions)

Func.	Function Description	2003-2004			2004-2005			2005-2006			2006-2007			2007-2008			2007-08 % of Tot. GF Budget
		G.F.	S.R.	Total	G.F.	S.R.	Total	G.F.	S.R.	Total	G.F.	S.R.	Total	G.F.	S.R.	Total	Total %
INSTRUCTIONAL SUPPORT SERVICES (6XXX):																	
6112	Attendance and Social Work	3.6	0.1	3.7	3.6	0.1	3.6	4.0	0.1	4.1	4.2	0.4	4.6	4.4	0.4	4.8	0.30%
6122	Guidance Counselors	20.7	2.8	23.5	22.6	3.0	25.6	23.1	3.6	26.7	23.8	3.6	27.4	23.4	3.9	27.3	1.59%
6123	ESOL Guidance Counselors	3.2	0.0	3.3	3.3	0.0	3.3	3.9	0.0	3.9	4.6	0.0	4.6	4.1	0.0	4.1	0.28%
6132	Health Services	1.4	2.6	4.0	1.7	3.1	4.8	2.0	3.4	5.4	3.8	2.9	6.7	2.9	3.4	6.2	0.19%
6142	Psychological Services	5.5	1.0	6.5	5.7	1.2	6.9	6.0	1.1	7.1	6.3	1.4	7.7	6.5	1.1	7.6	0.44%
6152	Parental Involvement	0.1	2.5	2.6	0.1	2.2	2.2	0.1	3.0	3.1	0.1	2.3	2.4	0.0	2.8	2.8	0.00%
6192	Other Pupil Personnel Services	1.0	6.4	7.3	0.7	4.6	5.4	0.7	5.0	5.7	0.7	6.5	7.2	0.6	5.8	6.4	0.04%
6202	Instructional Media Services	16.9	0.1	17.0	17.6	0.1	17.7	17.9	0.1	18.1	18.8	0.4	19.3	19.1	0.1	19.2	1.30%
6302	Curriculum Development	13.3	7.9	21.3	8.9	7.3	16.2	10.5	10.9	21.3	10.7	8.5	19.2	11.3	6.5	17.8	0.77%
6303	ESE Contacts	9.7	7.7	17.4	9.5	10.2	19.7	8.3	12.7	21.0	9.2	9.7	18.9	9.3	10.2	19.5	0.63%
6304	ESOL Contacts	11.0	2.4	13.4	7.9	2.4	10.2	8.2	2.6	10.8	9.2	3.3	12.6	8.9	2.6	11.4	0.60%
6305	Alternative Ed Contact/Support	1.8	0.0	1.8	2.0	0.0	2.0	2.1	0.0	2.1	2.3	0.0	2.3	2.2	0.0	2.2	0.15%
6306	Technology Support	3.8	0.0	3.8	4.3	0.0	4.3	0.0	0.0	0.0							0.00%
6312	Crisis Intervention	0.4	3.0	3.3	0.1	3.4	3.5	0.1	3.6	3.6	0.5	2.7	3.3	0.9	2.7	3.5	0.06%
6402	Instructional Staff Training	9.3	18.3	27.5	15.3	22.2	37.5	14.7	27.0	41.6	15.5	27.5	43.0	16.1	16.7	32.8	1.10%
6501	Instruction Related Technology	0.0	0.0	0.0	0.0	0.0	0.0	4.8	0.4	5.2	5.4	0.3	5.8	5.0	0.0	5.1	0.34%
	Sub-total Instructional Support	101.7	54.7	156.4	103.3	59.8	163.1	106.3	73.4	179.7	115.2	69.7	184.9	114.7	56.1	170.8	7.80%
GENERAL SUPPORT (Functions 7XXX-8XXX)																	
7101	Board Members	0.4	0.0	0.4	0.4	0.0	0.4	0.4	0.0	0.4	0.4	0.0	0.4	0.4	0.0	0.4	0.03%
7115	Board Support	4.5	0.0	4.5	4.5	0.0	4.5	4.7	0.0	4.7	5.2	0.0	5.2	6.5	0.0	6.5	0.44%
7210	General Administration	7.3	3.7	11.0	7.5	3.4	10.9	7.3	3.9	11.1	7.4	2.6	10.0	9.4	2.3	11.7	0.64%
7310	School Administration	80.2	1.6	81.8	84.2	1.3	85.5	96.1	0.9	97.0	99.3	0.3	99.6	100.8	0.1	100.9	6.85%
7410	Facility Acq & Construction_BC	0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
7450	Bldg Remodel/Repair/Maint	0.6	0.8	1.3	0.6	0.5	1.0	0.6	0.2	0.7	0.6	0.0	0.7	0.5	0.0	0.5	0.04%
7510	Fiscal Services	4.8	0.3	5.1	4.5	0.2	4.7	4.5	0.1	4.6	5.0	0.1	5.1	5.9	0.0	5.9	0.40%
7712	Plan/Res/Devel/Evaluation	1.9	0.0	1.9	2.2	0.1	2.4	2.7	0.1	2.8	2.3	0.2	2.5	2.4	0.0	2.4	0.16%
7722	Public Information	0.9	0.0	0.9	1.0	0.0	1.0	1.0	0.0	1.0	1.0	0.0	1.0	0.8	0.0	0.8	0.05%
7731	Personnel Services	4.7	2.5	7.2	4.6	2.6	7.2	4.8	2.2	7.0	5.8	0.3	6.1	6.4	0.3	6.7	0.44%
7732	Non-Instr Staff Training	0.1	0.5	0.7	0.2	0.4	0.6	0.2	0.4	0.6	0.1	0.2	0.2	0.0	0.0	0.1	0.00%
7750	Data Processing Services	5.7	0.0	5.7	6.3	0.0	6.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
7762	Internal Services	5.4	0.0	5.4	5.5	0.0	5.5	5.4	0.0	5.4	5.2	0.0	5.2	5.4	0.0	5.4	0.36%
7792	Other Central Services	0.9	0.0	0.9	0.5	0.0	0.5	(0.1)	0.0	(0.1)	(0.1)	0.0	(0.1)	(0.0)	0.0	(0.0)	0.00%
7801	Transportation Administration	0.5	0.0	0.5	0.5	0.0	0.5	0.5	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
7802	Student Transportation	35.9	1.5	37.4	39.5	3.1	42.6	38.8	4.9	43.7	43.9	1.4	45.3	41.7	1.8	43.5	2.84%
7803	Field/Activity Trips	0.4	0.3	0.6	0.3	0.3	0.6	0.3	0.2	0.5	0.3	0.3	0.6	0.3	0.1	0.4	0.02%
7902	Operation Of Plant	52.3	0.2	52.4	57.8	0.2	58.0	62.1	0.1	62.1	68.2	0.0	68.3	74.8	0.0	74.8	5.09%
7903	Utilities	38.7	0.0	38.7	39.5	0.0	39.5	43.4	0.0	43.4	50.2	0.0	50.2	56.0	0.0	56.0	3.81%
7922	Security	10.6	5.5	16.1	13.2	5.1	18.4	12.4	3.6	15.9	14.5	2.3	16.8	15.4	0.0	15.4	1.05%
8102	Maintenance	34.2	0.1	34.3	49.8	0.1	49.9	40.4	0.1	40.5	42.7	0.0	42.8	42.7	0.0	42.7	2.90%
8201	Administrative Technology Serv	0.0	0.0	0.0	0.0	0.0	0.0	5.6	0.0	5.6	5.7	0.0	5.7	5.8	0.0	5.8	0.39%
9210	Debt Services	0.5	0.0	0.5	0.8	0.0	0.8	1.1	0.0	1.1	1.7	0.0	1.7	2.2	0.0	2.2	0.15%
9710	Transfers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.00%
	Sub-total General Support	290.5	16.9	307.3	323.4	17.4	340.8	333.2	16.7	349.8	359.5	7.8	367.3	377.3	4.7	382.0	25.66%
9110	**COMMUNITY SERVICES**	23.2	8.8	32.0	24.9	7.7	32.7	22.6	5.4	28.0	30.8	3.4	34.2	23.8	0.8	24.6	1.62%
9901	Fund Balance	31.6	0.0	31.6	31.6	0.0	31.6	39.4	0.0	39.4	39.4	14.1	53.5	39.4	10.0	49.4	2.68%
	TOTAL BUDGET	1,166.3	140.8	1,307.1	1,261.4	151.4	1,412.8	1,352.2	158.0	1,510.2	1,434.4	169.2	1,603.6	1,470.5	122.6	1,593.1	100.00%

G.F. = General Fund   S.R. = Special Revenue

Local Board Initiatives
General Fund Budget

Education funding in the State of Florida has not kept pace with inflation over the past 17 years. Each year, increasing costs for energy and health and property insurance consume the majority of limited additional resources received by the District. This pattern is expected to continue into the foreseeable future.

The list below reflects programs within the General Fund budget which are beyond the base school allocations. Initiatives highlighted in **pink** reflect programs tied to State mandated efforts. The remaining initiatives highlighted in **peach** reflect local efforts set by the School Board.

If the District's Academic Business Plan is to include new or expanded programs, a redistribution of District resources will be necessary. Therefore, every plan to add or expand a program must be accompanied with an offsetting program reduction.

Program	Categorical	2003-04	2004-05	2005-06	2006-07	2007-08
3018	Dual Language*					7,008,281
3024	In-School Suspension	1,838,347	1,827,270	1,766,279	742,186	783,568
3025	SAI Tchrs/Tutorial	8,922,493	8,424,492	8,677,388	9,343,883	9,558,727
3026	SAI - Pass Tutorial Program	1,220,940	1,337,145	1,312,003	843,403	896,457
3030	Magnet	14,002,572	14,756,819	14,913,917	14,627,183	15,281,336
3062	K-12 Reading Initiative				5,473,002	5,410,919
3063	Middle Schl Reading	1,684,939	1,941,859	2,044,730	2,137,871	2,304,245
3064	K-2 Reading	8,693,291	5,180,026	4,776,968	118,766	473,319
3066	K-9 Algebra	6,361,663	6,653,787	5,185,440	609,907	615,969
3412	Mondo Literacy					420,000
3934	ER&D Pilot				3,993,000	3,993,000
0000	Summer School	1,525,477	4,582,555	4,536,497	5,079,075	4,082,090
	Sub-Total Categoricals	44,249,722	44,703,953	43,213,222	42,968,276	50,827,911

Other Initiatives budgeted within regular school budgets:

Func.	Program	2003-04	2004-05	2005-06	2006-07	2007-08
5108	Jr. ROTC Program	1,533,771	1,716,553	1,320,224	1,834,780	1,627,060
5114	Elem. Fine Arts	6,151,482	6,609,657	6,570,155	6,808,918	7,870,165
5117	Elem. Music	6,133,911	6,592,643	6,471,533	6,719,155	7,300,966
5118	Elem. Physical Education	6,723,317	7,316,290	7,538,120	9,309,096	7,355,599
n/a	Ext. Day at Glades Elem Schools (4)	605,862	744,650	774,436	781,852	789,268
	Sub-total	21,148,343	22,979,793	22,674,468	25,453,801	24,943,058
	Total Local Initiatives	65,398,065	67,683,746	65,887,690	68,422,077	75,770,969

*Dual language programs are now broken out by program to identify the cost. Previously, the program was included with the ESOL allocation.

APPENDIX A

ACHIEVEMENT MATTERS FOR ALL

ACHIEVEMENT MATTERS FOR ALL
CORE STRATEGIES

State Goal 1 - Readiness to Start School

Priority Action Step 1.1	Develop and disseminate to district and community prekindergarten programs, curriculum benchmarks in Reading and Mathematics that students must accomplish to be successful in kindergarten.
Priority Action Step 1.2	Establish Early Childhood Education Programs, including adult and family literacy as well as parenting skills, for parents to assist them in preparing their children for success in kindergarten.
Priority Action Step 1.3	Monitor student progress in Grades K-2 through pre and post assessments.
Priority Action Step 1.4	Expand academic improvement plans to include students not achieving benchmarks.
Priority Action Step 1.5	Reduce teacher-pupil ratio for reading instruction in grades K-2.
Priority Action Step 1.6	Develop District report card that identifies student progress toward grade level expectations.

State Goal 2 - Graduation Rate and Readiness for Post Secondary Education and Employment

Priority Action Step 2.1	Provide intervention programs in grades 9-12 for underachieving students to ensure all students graduate reading on grade level.
Priority Action Step 2.2	Provide support for students to obtain and maintain at least a 2.0 grade point average.
Priority Action Step 2.3	Administer the PSAT to all tenth graders.
Priority Action Step 2.4	Provide tutorial sessions as a part of athletic practices.
Priority Action Step 2.5	Offer SAT preparation opportunities for all students.
Priority Action Step 2.6	Develop a directory of scholarship contacts.
Priority Action Step 2.7	Update the scholarship data form to include disaggregated data by race/ethnicity and free and reduced lunch.
Priority Action Step 2.8	Develop a "model" course of studies to enable students to qualify for Florida Bright Futures scholarships and Gold Seal scholarships.
Priority Action Step 2.9	Develop survey on college readiness for athletes.
Priority Action Step 2.10	Provide intensive FCAT preparation for high school students.

State Goal 3 - Student Performance

Priority Action Step 3.1	Draft amendment to agreement with Office for Civil Rights that focuses on district move toward student achievement instead of current policies and practices to racially balance schools.
Priority Action Step 3.2	Expand after school tutorials to target (underachieving) students that support improving student performance on CTBS, FCAT, Florida Writes, and HSCT.
Priority Action Step 3.3	Develop/Disseminate grade level expectations in reading, writing, mathematics, science, and social studies for grades K-12.
Priority Action Step 3.4	Align instructional materials to curriculum expectations.

ACHIEVEMENT MATTERS FOR ALL
CORE STRATEGIES

State Goal 3 - Student Performance *continued*

Priority Action Step 3.5   Develop K-12 comprehensive programs in close-to-home schools with theme programs that include IB level standards and expectations throughout the curriculum.

Priority Action Step 3.6   Provide training on FCAT for teachers.

State Goal 4 - Learning Environment

Priority Action Step 4.1   Provide current adequate and equitable computer hardware and software, instructional materials, and supplies for the education of all children.

Priority Action Step 4.2   Request that the Florida Department of Education conduct school climate audits that include racial/ethnic intergroup relations.

Priority Action Step 4.3   Establish cultural affairs offices in schools.

State Goal 5 - School Safety and Environment

Priority Action Step 5.1   Conduct safety audits in collaboration with School Police and local police agencies.

Priority Action Step 5.2   Expand alternative education placements for students to continue their education.

Priority Action Step 5.3   Increase hiring of Black Police Officers.

Priority Action Step 5.4   Provide cultural sensitivity training annually for all School Police staff.

State Goal 6 - Teachers and Staff

Priority Action Step 6.1   Send recruitment specialists and community members, especially alumni, to the historically Black Colleges and Universities to recruit. Recruitment specialists must be given authority to offer contracts on the spot to perspective teachers. Reports regarding the success of each recruitment trip will be submitted within 2 weeks and follow up on a semester basis to include personal contact with each recruit to determine why they did or did not come to Palm Beach County.

Priority Action Step 6.2   Monitor Black teacher recruitment and retention every semester.

Priority Action Step 6.3   Partner with community groups to provide housing options for interns and new hires.

Priority Action Step 6.4   Identify Black college students from Palm Beach County that are majoring in education and actively recruit them to return home to teach, including but not limited to arranging internship and mentors.

Priority Action Step 6.5   Provide mentoring and post graduate support and follow up for new teachers similar to that provided to FAMU graduates by FAMU.

Priority Action Step 6.6   Create and present teacher survival workshops for a target audience of new Black teachers.

Priority Action Step 6.7   Provide Incentives, including pay, for experienced teachers to teach in classrooms at underachieving schools, similar to that in place for Glades area schools.

Priority Action Step 6.8   Provide incentives, including pay, for certified teachers for Emotionally Handicapped students.

Priority Action Step 6.9   Provide incentives, including pay, to all staff at schools that improve general academic performance for each group (Black, Hispanic, free and reduced lunch, ESE) by a predetermined amount.

ACHIEVEMENT MATTERS FOR ALL
CORE STRATEGIES

Priority Action Step 6.10 Actively recruit Black students for the Teachers Academy. Include information about specialties within teaching (some have a significant pay differential).

Priority Action Step 6.11 Actively recruit Black teachers, "eligible for certification" who can bring more enthusiasm, caring attitude, knowledge and expertise into the classroom.

Priority Action Step 6.12 Actively recruit Black teachers who are "qualified but not certified" for specialty areas, e.g., Artist in Residence and Second Chance Schools.

Priority Action Step 6.13 Provide programs for Black teachers eligible to become certified in special needs areas (not tuition reimbursement).

Priority Action Step 6.14 All teachers be retaught: How to teach all learning styles, the eight levels of thinking/intelligences, and taught how to apply it in the classroom, Urban education training, and the African and African-American Curriculum.

Priority Action Step 6.15 All Principals and Curriculum Assistant Principals must undergo the full day training in the African and African American Curriculum.

Priority Action Step 6.16 Develop career path options to encourage Black teachers to become "Master Teacher" and/or seek administrative positions.

Priority Action Step 6.17 All principals and curriculum assistant principals must undergo the full day cultural sensitivity training.

Priority Action Step 6.18 All instructional, guidance, and police staff must complete the full day training in the African and African American Curriculum.

Priority Action Step 6.19 Expand afterschool tutorials for (underachieving) students. These programs will include a skills portfolio and assessment of each child's deficiencies with targeted instruction as well as critical thinking through literature.

Priority Action Step 6.20 All instructional, guidance, and school police staff must complete full day cultural sensitivity training.

State Goal 7 - Adult Literacy

Priority Action Step 7.1 Identify, expand, and communicate adult and family literacy programs.

Priority Action Step 7.2 Conduct adult education classes in informal settings as well as day care centers and community centers in African-American Communities.

State Goal 8 - Parental Involvement

Priority Action Step 8.1 Convert the grade level expectations/curriculum benchmarks from the Sunshine State Standards checklist to easy to understand language to be completed by teachers and attached to each progress report and report card grades K-12.

Priority Action Step 8.2 Establish an adhoc committee to develop clear policies and procedures as they relate to SACs.

Priority Action Step 8.3 Provide professional development for teachers on encouraging and using parental involvement.

Priority Action Step 8.4 List SAC meeting dates, times and locations in the press including the African–American and Hispanic media.

Priority Action Step 8.5 Create comprehensive budget reports for parents in user-friendly format that include funds raised at schools.

A

APPENDIX B

ACRONYMS

ACRONYMS

AAA	Accelerated Academic Achievement
AIP	Academic Improvement Plan
AMFA	Achievement Matters for All
BEL	Building Essential Literacy
EDL	Educational Developmental Laboratories
EDW	Educational Data Warehouse
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
ESP	Educator Support Program
FAN	Family Action Network
FCAT	Florida Comprehensive Assessment Test
FDOE	Florida Department of Education
FEFP	Florida Education Finance Program
FRL	Free and Reduced Lunch
FTE	Full Time Equivalent
GED	General Education Development
GLEs	Grade Level Expectations
IB	International Baccalaureate
IDW	Interim Data Warehouse
IEP	Individual Education Plan
LEP	Limited English Proficient
NCLB	No Child Left Behind
NMSQT	National Merit Scholarship Qualifying Test
NRT	Norm-Referenced Test
OPPAGA	Office of Program Policy Analysis and Government Accountability
PNP	Preparing New Principals
PSAT	Preliminary SAT
RRR	Reading Running Records
SAC	School Advisory Council
SACR	School Advisory Council Report
SAI	Supplemental Academic Instruction
SiP	Standards in Practice
SPAR	School Public Accountability Report
SRI	Scholastic Reading Inventory
SSCA	Single School Culture for Academics
SSS	Sunshine State Standards
VIPS	Volunteer in Public Schools

The School District of Palm Beach County, Florida