

Measuring Adequate Yearly Progress (AYP) To Meet Requirements of "No Child Left Behind"(NCLB) The No Child Left Behind Act requires states to evaluate the performance of all students in all schools in order to determine whether each school and district has made adequate yearly progress (AYP). Specific criteria for AYP evaluation are described below. All schools that do not make AYP are identified. School districts are responsible for identifying Title I schools that fail to make AYP in consecutive years as schools in need of improvement. For the 2009-10 school year, requirements for school improvement apply to Title I schools that did not make AYP in 2007-08 and 2008-09.\* Students attending these schools are eligible for public school choice options for the 2009-10 school year. Title I schools that fail to make AYP for more than two consecutive years are required to provide additional services to students and to implement defined strategies for improving school performance. \* AYP results are evaluated separately for mathematics and reading in determining whether proficiency targets were missed in consecutive years and in targeting areas for improvement. Each school's AYP determination is based on measures of the performance of the overall student population as well as that of students in defined subgroups: racial/ethnic groups (Am. Indian, Asian, black, Hispanic, and white); students eligible for free/reduced-price lunch; English Language Learners (ELL) students; and students with disabilities. AYP Criteria for Florida's Public Schools

- . Participation in Testing

Schools must have tested at least 95 percent of students in each subgroup where 30 or more students are enrolled.

- . Writing Proficiency

Schools in which less than 90 percent of students are proficient in writing must show an increase in the percentage of proficient students over the previous year. Students demonstrate writing proficiency by scoring 3 or higher (on a scale score of 1 to 6) on the FCAT writing examination, or, for ELL students and students with disabilities, by attaining a proficient score on an alternate assessment.

- . Graduation Rate

High schools with a graduation rate less than 85% must show improvement in the rate over the previous year.

- . School Performance Grade

The school performance grade must be other than a D or F.

- . Reading Proficiency and Math Proficiency

Schools must attain proficiency targets in reading and mathematics for each subgroup in which at least 30 students are enrolled. Students attain proficiency in reading and mathematics by scoring at Level 3 or higher (on a range from 1 to 5) on FCAT Reading and FCAT Mathematics, or, for ELL students and students with disabilities, by scoring at proficient levels on alternate assessments for reading and math. For 2008-09, AYP proficiency targets for all subgroups are as follows: 68 percent of students proficient in mathematics; 61 percent proficient in reading.

. Safe Harbor Provision

Schools not meeting reading and math proficiency targets for subgroups may still make AYP through a Safe Harbor provision if the following conditions were met for subgroups missing the targets:

- 1) At least 95% of students were tested.
  - 2) The percentage of non-proficient students in the subgroups(s) decreased by at least 10 percent from the prior year.
  - 3) The percentage of the subgroup's students who tested proficient in writing increased.
  - 4) The graduation rate of students in the subgroups(s) increased (high schools).
- The latest information on AYP can be accessed online at [schoolgrades.fdoe.org/default.asp](http://schoolgrades.fdoe.org/default.asp).  
 AYP Status, 2008-09 (Indicates status prior to the end of the appeals period.)  
 The table below shows the AYP status of the school, district, and state for the 2008-09 school year.  
 Data used to calculate AYP for 2008-09 includes FCAT data for 2008-09 and 2007-08, graduation rate data for 2007-08 and 2006-07, and the school performance grade assigned in 2010.
- | School AYP Status | District AYP Status | State AYP Status |
|-------------------|---------------------|------------------|
|-------------------|---------------------|------------------|

Key: N = "Did not make AYP." Y = "Made AYP." T = "School Too Small." I = "Incomplete." N  
 The following table shows the schools in your district that did not make AYP.  
 Schools That Did Not Make AYP in the District, 2008-09

District Number	School Number	School Name
-----------------	---------------	-------------

15	21	DIXIE COUNTY HIGH SCHOOL
15	41	OLD TOWN ELEMENTARY SCHOOL
15	101	JAMES M. ANDERSON ELEMENTARY SCHOOL
15	111	RUTH RAINS MIDDLE SCHOOL

\*Certain schools fall below federal minimum enrollment requirements for evaluation of AYP criteria.  
 The table below shows the number and percentage of Title I schools in your district that were identified for improvement in the coming year.

Number of Title I Schools in the District	Number of Title I Schools Identified for Improvement	Percent of Title I Schools Identified for Improvement
2	2	100.0

NCLB2

DIXIE COUNTY HIGH SCHOOL

ADEQUATE YEARLY PROGRESS REPORT

Title I Schools That Did Not Make AYP for at Least Two of the Past Three Years and were Identified for Improvement

Students enrolled during 2008-09 in the schools shown below are eligible for public school choice and/or supplemental services in 2009-10.

District Number	School Number	School Name	Years Listed
-----------------	---------------	-------------	--------------

5	15	OLD TOWN ELEMENTARY SCHOOL	41
5	15	JAMES M. ANDERSON ELEMENTARY SCHOOL	101

2008-09 ADEQUATE YEARLY PROGRESS REPORT  
 PAGE 3  
 15-0021

RUN DATE: 08/16/2009

DIXIE COUNTY ADULT CENTER

ADEQUATE YEARLY PROGRESS REPORT

Measuring Adequate Yearly Progress (AYP) To Meet Requirements of "No Child Left Behind" (NCLB)  
 The No Child Left Behind Act requires states to evaluate the performance of all students in all schools in order to determine whether each school and district has made adequate yearly progress (AYP). Specific criteria for AYP evaluation are described below. All schools that do not make AYP are identified. School districts are responsible for identifying Title I schools that fail to make AYP in consecutive years as schools in need of improvement. For the 2009-10 school year, requirements for school improvement apply to Title I schools that did not make AYP in 2007-08 and 2008-09.\* Students

NCLB2

attending these schools are eligible for public school choice options for the 2009-10 school year. Title I schools that fail to make AYP for more than two consecutive years are required to provide additional services to students and to implement defined strategies for improving school performance. \* AYP results are evaluated separately for mathematics and reading in determining whether proficiency targets were missed in consecutive years and in targeting areas for improvement. Each school's AYP determination is based on measures of the performance of the overall student population as well as that of students in defined subgroups: racial/ethnic groups (Am. Indian, Asian, black, Hispanic, and white); students eligible for free/reduced-price lunch; English Language Learners (ELL) students; and students with disabilities. AYP Criteria for Florida's Public Schools

- . Participation in Testing

Schools must have tested at least 95 percent of students in each subgroup where 30 or more students are enrolled.

- . Writing Proficiency

Schools in which less than 90 percent of students are proficient in writing must show an increase in the percentage of proficient students over the previous year. Students demonstrate writing proficiency by scoring 3 or higher (on a scale score of 1 to 6) on the FCAT writing examination, or, for ELL students and students with disabilities, by attaining a proficient score on an alternate assessment.

- . Graduation Rate

High schools with a graduation rate less than 85% must show improvement in the rate over the previous year.

- . School Performance Grade

The school performance grade must be other than a D or F.

- . Reading Proficiency and Math Proficiency

Schools must attain proficiency targets in reading and mathematics for each subgroup in which at least 30 students are enrolled. Students attain proficiency in reading and mathematics by scoring at Level 3 or higher (on a range from 1 to 5) on FCAT Reading and FCAT Mathematics, or, for ELL students and students with disabilities, by scoring at proficient levels on alternate assessments for reading and math. For 2008-09, AYP proficiency targets for all subgroups are as follows: 68 percent of students proficient in mathematics; 61 percent proficient in reading.

- . Safe Harbor Provision

Schools not meeting reading and math proficiency targets for subgroups may still make AYP through a Safe Harbor provision if the following conditions were met for subgroups missing the targets:



NCLB2

District Number      School Number      School Name      Years  
 Number of Listed

15	41	OLD TOWN ELEMENTARY SCHOOL	
5	101	JAMES M. ANDERSON ELEMENTARY SCHOOL	
5			

2008-09 ADEQUATE YEARLY PROGRESS REPORT  
 PAGE 3  
 15-0022

RUN DATE: 08/16/2009

OLD TOWN ELEMENTARY SCHOOL      ADEQUATE YEARLY PROGRESS REPORT

Measuring Adequate Yearly Progress (AYP) To Meet Requirements of "No Child Left Behind"(NCLB)  
 The No Child Left Behind Act requires states to evaluate the performance of all students in all schools in order to determine whether each school and district has made adequate yearly progress (AYP). Specific criteria for AYP evaluation are described below. All schools that do not make AYP are identified. School districts are responsible for identifying Title I schools that fail to make AYP in consecutive years as schools in need of improvement. For the 2009-10 school year, requirements for school improvement apply to Title I schools that did not make AYP in 2007-08 and 2008-09.\* Students attending these schools are eligible for public school choice options for the 2009-10 school year. Title I schools that fail to make AYP for more than two consecutive years are required to provide additional services to students and to implement defined strategies for improving school performance. \* AYP results are evaluated separately for mathematics and reading in determining whether proficiency targets were missed in consecutive years and in targeting areas for improvement. Each school's AYP determination is based on measures of the overall student population as well as that of students in defined subgroups: racial/ethnic groups (Am. Indian, Asian, black, Hispanic, and white); students eligible for free/reduced-price lunch; English Language Learners (ELL) students; and students with disabilities.

AYP Criteria for Florida's Public Schools  
 . Participation in Testing

- . Schools must have tested at least 95 percent of students in each subgroup where 30 or more students are enrolled.  
 . Writing Proficiency
- . Schools in which less than 90 percent of students are proficient in writing must show an increase in the percentage of proficient students over the previous year. Students demonstrate writing proficiency by scoring 3 or higher (on a scale score of 1 to 6) on the FCAT writing examination, or, for ELL students and students with disabilities, by attaining a proficient score on an alternate assessment.  
 . Graduation Rate
- . High schools with a graduation rate less than 85% must show improvement in the rate over the previous year.  
 . School Performance Grade
- . The school performance grade must be other than a D or F.  
 . Reading Proficiency and Math Proficiency

Schools must attain proficiency targets in reading and mathematics for each subgroup in which at least 30 students are enrolled. Students attain proficiency in reading and mathematics by scoring at Level 3 or higher (on a range from 1 to 5) on FCAT Reading and FCAT Mathematics, or, for ELL students and students with disabilities, by scoring at proficient levels on alternate assessments for reading and math. For 2008-09, AYP proficiency targets for all subgroups are as follows: 68 percent of students proficient in mathematics; 61 percent proficient in reading.

2008-09 ADEQUATE YEARLY PROGRESS REPORT  
 PAGE 1  
 15-0041

RUN DATE: 08/16/2009

OLD TOWN ELEMENTARY SCHOOL

ADEQUATE YEARLY PROGRESS REPORT

. Safe Harbor Provision

Schools not meeting reading and math proficiency targets for subgroups may still make AYP through a Safe Harbor provision if the following conditions were met for subgroups missing the targets:

- 1) At least 95% of students were tested.
- 2) The percentage of non-proficient students in the subgroups(s) decreased by at least 10 percent from the prior year.
- 3) The percentage of the subgroup's students who tested proficient in writing increased.
- 4) The graduation rate of students in the subgroups(s) increased (high schools).

The latest information on AYP can be accessed online at [schoolgrades.fl DOE.org/default.asp](http://schoolgrades.fl DOE.org/default.asp).  
 AYP Status, 2008-09 (Indicates status prior to the end of the appeals period.)  
 The table below shows the AYP status of the school, district, and state for the 2008-09 school year.  
 Data used to calculate AYP for 2008-09 includes FCAT data for 2008-09 and 2007-08, graduation rate

data for 2007-08 and 2006-07, and the school performance grade assigned in 2010.  
 School AYP Status District AYP Status State AYP Status

NCLB2

Key: N = "Did not make AYP." Y = "Made AYP." T = "School Too Small." I = "Incomplete." N  
 The following table shows the schools in your district that did not make AYP.  
 Schools That Did Not Make AYP in the District, 2008-09  
 District Number School Number School Name

15	21	DIXIE COUNTY HIGH SCHOOL	
15	41	OLD TOWN ELEMENTARY SCHOOL	
15	101	JAMES M. ANDERSON ELEMENTARY SCHOOL	
15	111	RUTH RAINS MIDDLE SCHOOL	

\*Certain schools fall below federal minimum enrollment requirements for evaluation of AYP criteria.  
 Percentage of Your District's Title I Schools Identified for Improvement.  
 The table below shows the number and percentage of Title I schools in your district that were identified for improvement in the coming year.

Number of Title I Schools in the District	Number of Title I Schools Identified for Improvement	Percent of Title I Schools Identified for Improvement
2	2	100.0

2008-09 ADEQUATE YEARLY PROGRESS REPORT RUN DATE: 08/16/2009  
 PAGE 2  
 15-0041  
 OLD TOWN ELEMENTARY SCHOOL ADEQUATE YEARLY PROGRESS REPORT

Title I Schools That Did Not Make AYP for at Least Two of the Past Three Years and were Identified for Improvement

Students enrolled during 2008-09 in the schools shown below are eligible for public school choice and/or supplemental services in 2009-10.  
 District Number School Number School Name Years Listed

5	15	41	OLD TOWN ELEMENTARY SCHOOL
---	----	----	----------------------------

Measuring Adequate Yearly Progress (AYP) To Meet Requirements of "No Child Left Behind"(NCLB)  
 The No Child Left Behind Act requires states to evaluate the performance of all students in all schools in order to determine whether each school and district has made adequate yearly progress (AYP). Specific criteria for AYP evaluation are described below. All schools that do not make AYP are identified. School districts are responsible for identifying Title I schools that fail to make AYP in consecutive years as schools in need of improvement. For the 2009-10 school year, requirements for school improvement apply to Title I schools that did not make AYP in 2007-08 and 2008-09.\* Students attending these schools are eligible for public school choice options for the 2009-10 school year. Title I schools that fail to make AYP for more than two consecutive years are required to provide additional services to students and to implement defined strategies for improving school performance. \* AYP results are evaluated separately for mathematics and reading in determining whether proficiency targets were missed in consecutive years and in targeting areas for improvement. Each school's AYP determination is based on measures of the performance of the overall student population as well as that of students in defined subgroups: racial/ethnic groups (Am. Indian, Asian, black, Hispanic, and white); students eligible for free/reduced-price lunch; English Language Learners (ELL) students; and students with disabilities. AYP Criteria for Florida's Public Schools  
 . Participation in Testing

Schools must have tested at least 95 percent of students in each subgroup where 30 or more students are enrolled.  
 . Writing Proficiency

Schools in which less than 90 percent of students are proficient in writing must show an increase in the percentage of proficient students over the previous year. Students demonstrate writing

NCLB2

proficiency by scoring 3 or higher (on a scale score of 1 to 6) on the FCAT writing examination, or, for ELL students and students with disabilities, by attaining a proficient score on an alternate assessment.

- Graduation Rate

High schools with a graduation rate less than 85% must show improvement in the rate over the previous year.

- School Performance Grade

The school performance grade must be other than a D or F.

- Reading Proficiency and Math Proficiency

Schools must attain proficiency targets in reading and mathematics for each subgroup in which at least 30 students are enrolled. Students attain proficiency in reading and mathematics by scoring at Level 3 or higher (on a range from 1 to 5) on FCAT Reading and FCAT Mathematics, or, for ELL students and students with disabilities, by scoring at proficient levels on alternate assessments for reading and math. For 2008-09, AYP proficiency targets for all subgroups are as follows: 68 percent of students proficient in mathematics; 61 percent proficient in reading.

2008-09 ADEQUATE YEARLY PROGRESS REPORT

PAGE 1  
15-0101

JAMES M. ANDERSON ELEMENTARY SCHOOL

- Safe Harbor Provision

RUN DATE: 08/16/2009

ADEQUATE YEARLY PROGRESS REPORT

Schools not meeting reading and math proficiency targets for subgroups may still make AYP through a Safe Harbor provision if the following conditions were met for subgroups missing the targets:

- 1) At least 95% of students were tested.
- 2) The percentage of non-proficient students in the subgroups(s) decreased by at least 10 percent from the prior year.
- 3) The percentage of the subgroup's students who tested proficient in writing increased.
- 4) The graduation rate of students in the subgroups(s) increased (high schools).

The latest information on AYP can be accessed online at schoolgrades.fl DOE.org/default.asp.

AYP Status, 2008-09 (Indicates status prior to the end of the appeals period.)  
The table below shows the AYP status of the school, district, and state for the 2008-09 school year.  
Data used to calculate AYP for 2008-09 includes FCAT data for 2008-09 and 2007-08, graduation rate data for 2007-08 and 2006-07, and the school performance grade assigned in 2010.

School AYP Status District AYP Status State AYP Status

N	Y	T	I
Did not make AYP.	Made AYP.	School Too Small.	Incomplete.

The following table shows the schools in your district that did not make AYP.  
Schools That Did Not Make AYP in the District, 2008-09

District Number	School Number	School Name

15	21	DIXIE COUNTY HIGH SCHOOL	Percent of Title I Schools Identified for Improvement
15	41	OLD TOWN ELEMENTARY SCHOOL	Identified for Improvement
15	101	JAMES M. ANDERSON ELEMENTARY SCHOOL	
15	111	RUTH RAINS MIDDLE SCHOOL	

\*Certain schools fall below federal minimum enrollment requirements for evaluation of AYP criteria. Percentage of Your District's Title I Schools Identified for Improvement.  
 The table below shows the number and percentage of Title I schools in your district that were identified for improvement in the coming year.

Number of Title I Schools Identified for Improvement	Percent of Title I Schools Identified for Improvement
2	100.0

2008-09 ADEQUATE YEARLY PROGRESS REPORT RUN DATE: 08/16/2009  
 PAGE 2  
 15-0101  
 JAMES M. ANDERSON ELEMENTARY SCHOOL ADEQUATE YEARLY PROGRESS REPORT

Title I Schools That Did Not Make AYP for at Least Two of the Past Three Years and were Identified for Improvement

Students enrolled during 2008-09 in the schools shown below are eligible for public school choice and/or supplemental services in 2009-10.

District Number	School Number	School Name	Years Listed
-----------------	---------------	-------------	--------------

15	41	OLD TOWN ELEMENTARY SCHOOL	
5	101	JAMES M. ANDERSON ELEMENTARY SCHOOL	
5			

Measuring Adequate Yearly Progress (AYP) To Meet Requirements of "No Child Left Behind"(NCLB)  
 The No Child Left Behind Act requires states to evaluate the performance of all students in all schools in order to determine whether each school and district has made adequate yearly progress (AYP). Specific criteria for AYP evaluation are described below. All schools that do not make AYP are identified. School districts are responsible for identifying Title I schools that fail to make AYP in consecutive years as schools in need of improvement. For the 2009-10 school year, requirements for school improvement apply to Title I schools that did not make AYP in 2007-08 and 2008-09.\* Students attending these schools are eligible for public school choice options for the 2009-10 school year. Title I schools that fail to make AYP for more than two consecutive years are required to provide additional services to students and to implement defined strategies for improving school performance. \* AYP results are evaluated separately for mathematics and reading in determining whether proficiency targets were missed in consecutive years and in targeting areas for improvement. Each school's AYP determination is based on measures of the performance of the overall student population as well as that of students in defined subgroups: racial/ethnic groups (Am. Indian, Asian, black, Hispanic, and white); students eligible for free/reduced-price lunch; English Language Learners (ELL) students; and students with disabilities.

AYP Criteria for Florida's Public Schools

. Participation in Testing

Schools must have tested at least 95 percent of students in each subgroup where 30 or more students are enrolled.

. Writing Proficiency

Schools in which less than 90 percent of students are proficient in writing must show an increase in the percentage of proficient students over the previous year. Students demonstrate writing proficiency by scoring 3 or higher (on a scale score of 1 to 6) on the FCAT writing examination, or, for ELL students and students with disabilities, by attaining a proficient score on an alternate assessment.

. Graduation Rate

High schools with a graduation rate less than 85% must show improvement in the rate over the previous year.

. School Performance Grade

NCLB2  
 The school performance grade must be other than a D or F.  
 . Reading Proficiency and Math Proficiency

Schools must attain proficiency targets in reading and mathematics for each subgroup in which at least 30 students are enrolled. Students attain proficiency in reading and mathematics by scoring at Level 3 or higher (on a range from 1 to 5) on FCAT Reading and FCAT Mathematics, or, for ELL students and students with disabilities, by scoring at proficient levels on alternate assessments for reading and math. For 2008-09, AYP proficiency targets for all subgroups are as follows: 68 percent of students proficient in mathematics; 61 percent proficient in reading.

2008-09 ADEQUATE YEARLY PROGRESS REPORT  
 PAGE 1  
 15-0111

RUN DATE: 08/16/2009

RUTH RAINS MIDDLE SCHOOL

ADEQUATE YEARLY PROGRESS REPORT

. Safe Harbor Provision

Schools not meeting reading and math proficiency targets for subgroups may still make AYP through a Safe Harbor provision if the following conditions were met for subgroups missing the targets:

- 1) At least 95% of students were tested.
  - 2) The percentage of non-proficient students in the subgroups(s) decreased by at least 10 percent from the prior year.
  - 3) The percentage of the subgroup's students who tested proficient in writing increased.
  - 4) The graduation rate of students in the subgroups(s) increased (high schools).
- The latest information on AYP can be accessed online at [schoolgrades.fldoe.org/default.asp](http://schoolgrades.fldoe.org/default.asp).  
 AYP Status, 2008-09 (Indicates status prior to the end of the appeals period.)  
 The table below shows the AYP status of the school, district, and state for the 2008-09 school year.  
 Data used to calculate AYP for 2008-09 includes FCAT data for 2008-09 and 2007-08, graduation rate data for 2007-08 and 2006-07, and the school performance grade assigned in 2010.

District Number	School Number	School Name	State AYP Status
15	21	DIXIE COUNTY HIGH SCHOOL	N
15	41	OLD TOWN ELEMENTARY SCHOOL	N
15	101	JAMES M. ANDERSON ELEMENTARY SCHOOL	N
15	111	RUTH RAINS MIDDLE SCHOOL	N

Key: N = "Did not make AYP." Y = "Made AYP." T = "School Too Small." I = "Incomplete."  
 The following table shows the schools in your district that did not make AYP.  
 Schools That Did Not Make AYP in the District, 2008-09

\*Certain schools fall below federal minimum enrollment requirements for evaluation of AYP criteria.  
 Percentage of Your District's Title I Schools Identified for Improvement.  
 The table below shows the number and percentage of Title I schools in your district that were

NCLB2

identified for improvement in the coming year.			
Number of Title I Schools Identified for Improvement	2	2	100.0
Number of Title I Schools Identified for Improvement			
Percent of Title I Schools Identified for Improvement			

2008-09 ADEQUATE YEARLY PROGRESS REPORT  
 PAGE 2  
 15-0111  
 RUTH RAINS MIDDLE SCHOOL  
 RUN DATE: 08/16/2009  
 ADEQUATE YEARLY PROGRESS REPORT

Title I Schools That Did Not Make AYP for at Least Two of the Past Three Years and were Identified for Improvement

Students enrolled during 2008-09 in the schools shown below are eligible for public school choice and/or supplemental services in 2009-10.

District Number	School Number	School Name	Years Listed
-----------------	---------------	-------------	--------------

15	41	OLD TOWN ELEMENTARY SCHOOL	
5	101	JAMES M. ANDERSON ELEMENTARY SCHOOL	
5			

ADEQUATE YEARLY PROGRESS REPORT

Measuring Adequate Yearly Progress (AYP) To Meet Requirements of "No Child Left Behind" (NCLB)  
The No Child Left Behind Act requires states to evaluate the performance of all students in all schools in order to determine whether each school and district has made adequate yearly progress (AYP). Specific criteria for AYP evaluation are described below. All schools that do not make AYP are identified. School districts are responsible for identifying Title I schools that fail to make AYP in consecutive years as schools in need of improvement. For the 2009-10 school year, requirements for school improvement apply to Title I schools that did not make AYP in 2007-08 and 2008-09.\* Students attending these schools are eligible for public school choice options for the 2009-10 school year. Title I schools that fail to make AYP for more than two consecutive years are required to provide additional services to students and to implement defined strategies for improving school performance. \* AYP results are evaluated separately for mathematics and reading in determining whether proficiency targets were missed in consecutive years and in targeting areas for improvement. Each school's AYP determination is based on measures of the performance of the overall student population as well as that of students in defined subgroups: racial/ethnic groups (Am. Indian, Asian, black, Hispanic, and white); students eligible for free/reduced-price lunch; English Language Learners (ELL) students; and students with disabilities. AYP Criteria for Florida's Public Schools

- . Participation in Testing

Schools must have tested at least 95 percent of students in each subgroup where 30 or more students are enrolled.

- . Writing Proficiency

Schools in which less than 90 percent of students are proficient in writing must show an increase in the percentage of proficient students over the previous year. Students demonstrate writing proficiency by scoring 3 or higher (on a scale score of 1 to 6) on the FCAT writing examination, or, for ELL students and students with disabilities, by attaining a proficient score on an alternate assessment.

- . Graduation Rate

High schools with a graduation rate less than 85% must show improvement in the rate over the previous year.

- . School Performance Grade

The school performance grade must be other than a D or F.

- . Reading Proficiency and Math Proficiency

Schools must attain proficiency targets in reading and mathematics for each subgroup in which at least 30 students are enrolled. Students attain proficiency in reading and mathematics by scoring at Level 3 or higher (on a range from 1 to 5) on FCAT Reading and FCAT Mathematics, or, for ELL students and students with disabilities, by scoring at proficient levels on alternate assessments for reading and math. For 2008-09, AYP proficiency targets for all subgroups are as follows: 68 percent of students proficient in mathematics; 61 percent proficient in reading.



NCLB2

2008-09 ADEQUATE YEARLY PROGRESS REPORT  
PAGE 2  
15-9001  
DIXIE COUNTY SUPT'S OFFICE

RUN DATE: 08/16/2009

ADEQUATE YEARLY PROGRESS REPORT

Title I Schools That Did Not Make AYP for at Least Two of the Past Three Years and were Identified for Improvement

Students enrolled during 2008-09 in the schools shown below are eligible for public school choice and/or supplemental services in 2009-10.

District Number	School Number	School Name	Years Listed
-----------------	---------------	-------------	--------------

5	15	41	OLD TOWN ELEMENTARY SCHOOL
5	15	101	JAMES M. ANDERSON ELEMENTARY SCHOOL

2008-09 ADEQUATE YEARLY PROGRESS REPORT  
PAGE 3  
15-9001

RUN DATE: 08/16/2009