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GRADES: ADULT

READINESS TO START SCHOOL

1Kindergarten screening for school readiness

Kindergarten students were screened during the first 30 calendar days of the beginning of school using the Florida Kindergarten

Readiness Screener (FLKRS). The FLKRS is made up of a subset of the Early Childhood Observation System (ECHOS)- an observational instrument that is used to monitor the skills, knowledge, and behaviors a student demonstrates or needs to develop-

and the Florida Assessments for Instruction In Reading (FAIR).

The benchmarks used in scoring for the ECHOS include the following:

* Demonstrating

Ⓢ The student is consistently demonstrating acquisition of this skill or behavior.

* Emerging/Progressing

Ⓢ The student is at an early stage of growth but appears to be showing growth towards the skill or

behavior.

* Not Yet Demonstrating

Ⓢ The student is not exhibiting any learning in the benchmark.

The benchmarks used in scoring on FAIR are as follows:

* If a student scores .85 on the broad screen then he/she has an 85% chance of scoring at the 40th percentile on the SAT-10 or SESAT in the spring. The 40th percentile is considered to be on grade level.

* If a student scores between .16-.85 on the broad screen then he/she has a 16 to 85% chance of scoring at the 40th percentile on the SAT-10 or SESAT in the spring.

* If a student scores .15 or less on the broad screen then he/she has an 15% or less chance of scoring at the 40th percentile on the SAT-10 or SESAT in the spring.

Students

Evaluated and

Where They

Placed

School %

District %

State %

Category

2009-10

2009-10

2008-09

2009-10

2008-09

2009-10

2008-09

ECHOS Ready				88	82		89	88
ECHOS Not Ready				12	18		11	12
Total ECHOS				100	100		100	100

FAIR Ready				58			65	
FAIR Not Ready				42			35	
Total FAIR				100			100	

DIBELS ISF Ready**					61			68
DIBELS ISF Not Ready**					39			32
Total DIBELS ISF**					100			100

**DIBELS was not administered in 2009-10.

3 NOTE: Percentages are rounded to the nearest whole integer after individual categories are tabulated.

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GRADUATION RATE AND PREPARATION FOR POSTSECONDARY EDUCATION

Florida high schools strive to ensure that students graduate and are prepared to enter the workforce and postsecondary education.

Graduation Rate (with special diploma recipients counted as non-graduates)

The graduation rate shows the percentage of students who graduated within four years of initial entry into ninth grade. Graduates include students who received a standard high school diploma or a State of Florida diploma earned through a GED Exit Option program. These results are used in the calculation of schools' Adequate Yearly Progress (AYP).

	School %		District %		State %	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
ALL STUDENTS			72.7	72.4	76.2	72.8
WHITE			71.9	75.2	83.8	81.4
BLACK			78.6	50.0	63.3	58.7
HISPANIC			100.0	33.3	71.6	67.1
ASIAN					88.1	83.8
AM. INDIAN					77.4	76.9
MULTIRACIAL				100.0	82.3	78.2
DISABLED			42.9	44.8	47.2	43.0
ECONOMICALLY DISADVANTAGED			69.9	59.5	65.1	61.1
ELL					56.8	52.2
MIGRANT			100.0		59.9	52.9
FEMALE			81.3	80.9	80.0	76.8
MALE			64.0	64.9	72.3	68.7

Graduation Rate (with GED-based diploma recipients counted as non-graduates)

This is a modified version of the graduation rate that counts the following diploma recipients as graduates: students who received a standard diploma; students with disabilities who completed the requirements of their individualized education plan (IEP) and received a special diploma. Students who were awarded a GED-based diploma are counted as non-graduates. These results are not used for the AYP calculation.

	School %		District %		State %	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
ALL STUDENTS			74.0	76.6	76.0	73.0
WHITE			73.3	78.3	83.1	80.8
BLACK			78.6	66.7	64.9	60.8

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HISPANIC		100.0	33.3		72.1 67.6
ASIAN					87.9 83.8
AM. INDIAN					76.8 76.1
MULTIRACIAL			100.0		81.3 77.3

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High school dropout rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the the proportion of students from the total 9-12 enrollment who dropped out of school.

	School %	District %	State %			
Racial/ Ethnic Group	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
WHITE			5.2	4.4		1.6 1.9
BLACK			3.6	3.3		3.4 3.6
HISPANIC						2.5 3.1
ASIAN						.8 1.0
AM.INDIAN			100.0			2.3 2.1
MULTIRACIAL						1.6 1.8
FEMALE			4.3	3.2		2.0 2.3
MALE			6.0	5.2		2.5 2.9
TOTAL			5.1	4.3		2.3 2.6

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STUDENT PERFORMANCE

Florida's students are expected to compete at the highest levels nationally and internationally and become prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

Standardized Tests

Although test scores should not be used to draw absolute conclusions about student learning and

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performance, they provide measured results of student progress toward educational goals. The tests administered to Florida students are described below.

Florida Comprehensive Assessment Test (FCAT)

The FCAT measures student performance in writing, science, reading, and mathematics.

Alternate Assessments for Students with Disabilities

An alternate assessment for students with disabilities is a performance-based assessment designed to evaluate the progress of students with disabilities on the Sunshine State Standards for Special Diploma measures. Students who are functioning at a cognitive level such that they would not be expected to participate in the FCAT, would not be expected to graduate from school with a standard diploma, and for whom the traditional state and district assessment program is not an appropriate measure of performance, take alternate assessments. Alternate assessments for students with disabilities include reading, and math.

Alternate Assessments for Students who are English Language Learners

Students who are English Language Learners (ELL) and who have been in an English for Speakers of Other Languages (ESOL) program for less than one year may be individually exempted from the FCAT. In these limited circumstances, locally developed alternate assessments are used to evaluate the academic performance of the student. Alternate assessments for ELL students include writing, reading, and math.

I. FCAT Sunshine State Standards Tests

The FCAT Sunshine State Standards (SSS) tests measure student performance on selected benchmarks defined by the Sunshine State Standards. Students who take an alternate assessment have their results reported in categorical classifications that include the designation of "Proficient" so that their performance is counted with those of other students.

Note: Assessment results on the following tables reflect FCAT Sunshine State Standards data combined with alternate assessment data. Results show proficiency attainment for students who were in attendance during both semesters of the school year.

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Writing Assessment

For this assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses. Scores range from 1.0 (lowest) to 6.0 (highest). Alternate assessments have been merged with the FCAT scores for reporting purposes.

Writing Assessment Results

(FCAT Sunshine State Standards and Alternate Assessments)

Percent of Students Scoring 3 and Above

School %	District %	State %			
2009-10	2008-09	2009-10	2008-09	2009-10	2008-09

ALL STUDENTS	N	N	92	90	95	94
WHITE	N	N	93	90	96	95
BLACK	N	N	88	83	93	92
HISPANIC	N	N	N	N	94	93

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ASIAN	N	N	N	N	97	96
AM. INDIAN	N	N	N	N	94	94
MULTIRACIAL*	N	N	N	N	96	96
DISABLED	N	N	82	74	81	80
ECONOMICALLY DISADVANTAGED	N	N	90	88	93	92
ELL	N	N	N	N	86	86
MIGRANT*	N	N	N	N	89	89
FEMALE*	N	N	98	95	97	96
MALE*	N	N	87	86	93	91

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: An "N" indicates that no test results were reported.

Reading and Mathematics Assessments

On the FCAT SSS reading and mathematics tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest).

Student Achievement Level Descriptions

Level 5: Performance at this level indicates that the student has success with the most challenging content of the Sunshine State Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

Level 4: Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the test questions correctly but may only have some success with questions that reflect the most challenging content.

Level 3: Performance at this level indicates that the student has partial success with the challenging content of the Sunshine State Standards, but performance is inconsistent. A Level 3 student answers many of the test questions correctly but is generally less successful with questions that are most challenging.

Level 2: Performance at this level indicates that the student has limited success with the challenging content of the Sunshine State Standards.

Level 1: Performance at this level indicates that the student has little success with the challenging content of the Sunshine State Standards.

Results of alternate assessments have been merged with the FCAT scores for reporting purposes.

Reading Assessment Results
(FCAT Sunshine State Standards and Alternate Assessments)
Percent of Students Scoring 3 and Above

	School %			District %			State %		
	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	N	72	N	60	72	1	62	72	1
WHITE	N	72	N	63	72	1	72	72	1
BLACK	N	72	N	34	72	1	44	72	2

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HISPANIC	N	72	N	N	72	N	59	72	1
ASIAN	N	72	N	N	72	N	78	72	1
AM. INDIAN	N	72	N	N	72	N	64	72	2
MULTIRACIAL*	N	72	N	N	72	N	68	72	1
DISABLED	N	72	N	33	72	1	36	72	3
ECONOMICALLY DISADVANTAGED	N	72	N	56	72	1	53	72	2
ELL	N	72	N	N	72	N	44	72	1
MIGRANT*	N	72	N	N	72	N	41	72	2
FEMALE*	N	72	N	66	72	1	65	72	1
MALE*	N	72	N	55	72	0	60	72	2

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Mathematics Assessment Results
(FCAT Sunshine State Standards and Alternate Assessments)
Percent of Students Scoring 3 and Above

	School %			District %			State %		
	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	N	74	N	67	74	1	68	74	2
WHITE	N	74	N	70	74	1	78	74	1
BLACK	N	74	N	41	74	1	50	74	2
HISPANIC	N	74	N	N	74	N	66	74	1
ASIAN	N	74	N	N	74	N	87	74	1
AM. INDIAN	N	74	N	N	74	N	70	74	2
MULTIRACIAL*	N	74	N	N	74	N	71	74	1
DISABLED	N	74	N	42	74	3	41	74	3
ECONOMICALLY DISADVANTAGED	N	74	N	63	74	1	59	74	2
ELL	N	74	N	N	74	N	52	74	2
MIGRANT*	N	74	N	N	74	N	54	74	2
FEMALE*	N	74	N	69	74	1	68	74	1
MALE*	N	74	N	66	74	1	69	74	2

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: An "N" indicates that no test results were reported.

Science Assessment Results
(FCAT Sunshine State Standards and Alternate Assessments)
Percent of Students Scoring 3 and Above

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	School %			District %			State %		
	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	N	N/A	N	44	N/A	4	44	N/A	3
WHITE	N	N/A	N	47	N/A	3	58	N/A	3
BLACK	N	N/A	N	11	N/A	5	24	N/A	5
HISPANIC	N	N/A	N	N	N/A	N	37	N/A	3
ASIAN	N	N/A	N	N	N/A	N	62	N/A	2
AM. INDIAN	N	N/A	N	N	N/A	N	46	N/A	4
MULTIRACIAL*	N	N/A	N	N	N/A	N	50	N/A	3
DISABLED	N	N/A	N	32	N/A	10	25		6
ECONOMICALLY DISADVANTAGED	N	N/A	N	40	N/A	4	32	N/A	4
ELL	N	N/A	N	N	N/A	N	18	N/A	3
MIGRANT*	N	N/A	N	N	N/A	N	21	N/A	3
FEMALE*	N	N/A	N	43	N/A	4	41	N/A	3
MALE*	N	N/A	N	45	N/A	3	48	N/A	4

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Assessment Results by Grade: Percent Scoring at Level 3 or Above
 (FCAT Sunshine State Standards and Alternate Assessments)

School	Reading		Math	
	2009-10	2008-09	2009-10	2008-09
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				

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District	Reading		Math	
	2009-10	2008-09	2009-10	2008-09
Grade 3	78	70	83	83
Grade 4	64	74	80	79
Grade 5	63	69	62	63
Grade 6	62	61	57	44
Grade 7	66	66	52	55
Grade 8	53	57	70	67
Grade 9	46	53	58	67
Grade 10	37	31	71	59

State Totals	Reading		Math	
	2009-10	2008-09	2009-10	2008-09
Grade 3	73	72	79	78
Grade 4	72	75	75	76
Grade 5	70	72	64	63
Grade 6	68	67	58	56
Grade 7	69	68	62	61
Grade 8	56	55	69	67
Grade 9	49	48	68	69
Grade 10	40	37	73	69

Note: An "N" indicates that no test results were reported.

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Comprehensive English Language Learning Assessment (CELLA) as well as the FCAT in mathematics but may be exempt for up to one administration of the FCAT in reading. The following chart shows the number of recently arrived ELL students who were not tested on the FCAT in reading but were included in the AYP reading participation rate based on available CELLA scores. As a federally approved flexibility, test scores for recently arrived ELLs are not included in the reading and math proficiency calculations for AYP.

* Cell sizes smaller than 10 are compressed.

ELL	School	District	State
Reading	*	*	1,398

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

For more than 30 years, The Nation's Report Card (NAEP) has served U.S. educators as an information resource, providing reliable assessment results of what our students know and can do in key subject areas. It is the only ongoing project that monitors national trends in student achievement at grades 4, 8, and 12 and state trends at grades 4 and 8. Main NAEP, conducted at the state- and national-level, occurs every two years in reading and mathematics and every four years in writing and science. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

Below are Florida's NAEP 2009 results for reading and mathematics for grades 4 and 8.

1. Scale Scores

A scale score is derived from averaging of scores of student responses to NAEP assessment items on a 0-500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are performance standards set by the National Assessment Governing Board (NAGB), based on recommendations from panels of educators and members of the public. The standards are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. They provide a context for interpreting student performance on NAEP and offer a means of identifying percentages of students who have demonstrated certain proficiencies. The achievement levels set by NAGB are basic, proficient, and advanced. Below Basic is also reported but not considered to be an

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achievement level.

Advanced Superior performance.
 Proficient Solid academic performance for each grade assessed. Students reaching this level have demonstrated competence over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
 Basic Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
 Below Basic is for those students whose scores fall below the cut score for Basic.
 The following chart compares the achievement levels between NAEP and the FCAT:

FCAT - Achievement Levels	1	2-3	4	5
NAEP - Achievement Standards	Below Basic	Basic	Proficient	Advanced

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NAEP Participation Rates for Required Subgroups.

NAEP	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	US	Florida	US	Florida	US	Florida	US
SWD	90	84	87	78	83	71	82	72
ELL	95	94	91	92	71	84	58	83

Additional information is provided at the NAEP website at <http://www.nces.ed.gov/nationsreportcard/> or at FLDOE - <http://ww.fldoe.org/asp/naep/>.

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NAEP MATH - STATE LEVEL RESULTS													
	% of Students		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		%
GRADE 04 Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida
ALL STUDENTS 81	N/A	N/A	242	239	14	19	46	43	35	32	5	6	86
*													
WHITE 90	46	54	250	248	7	10	40	40	44	42	9	8	93
BLACK 63	22	16	228	222	27	37	53	48	19	14	1	1	73
HISPANIC 70	25	22	238	227	16	30	51	49	31	20	2	1	84

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DISADVANTAGED	55	48	235	228	20	29	51	49	27	21	2	1	80
71													
DISABLED	15	12	230	220	28	41	46	40	24	17	2	2	72
59													
ELL	8	10	226	218	31	43	50	45	18	11	1	1	69
57													

NAEP MATH - STATE LEVEL RESULTS

	Avg Scale		% below Basic		% Basic		% Proficient		% Advanced		%		
Basic and above	% of Students	Scores	% below Basic	% Basic	% Proficient	% Advanced							
GRADE 08 Nation	Florida Nation	Nation	Florida Nation	Nation	Florida Nation	Nation	Florida Nation	Nation	Florida Nation	Nation	Florida Nation		
ALL STUDENTS	N/A	N/A	279	282	30	29	41	38	23	26	6	7	70
71													
*													

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WHITE	46	56	289	292	20	18	41	39	30	33	9	10	80
82													
BLACK	22	16	264	260	47	51	40	37	12	11	1	1	53
49													
HISPANIC	26	21	274	266	34	44	44	39	19	15	3	2	66
56													
DISADVANTAGED	48	43	269	266	41	43	41	40	16	15	2	2	59
57													
DISABLED	13	10	252	249	61	64	31	27	7	8	1	1	39
36													
ELL	5	6	241	243	70	72	26	23	3	4	1	1	30
28													

NAEP READING - STATE LEVEL RESULTS

	Avg Scale	%
Basic and		

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above		% of Students		Scores		% below Basic		% Basic		% Proficient		% Advanced	
-----		-----		-----		-----		-----		-----		-----	
GRADE 04		Florida Nation		Florida Nation		Florida Nation		Florida Nation		Florida Nation		Florida Nation	
Nation													
ALL STUDENTS		N/A N/A		226 220		27 34		37 34		28 25		8 7	
66												73	
*													
WHITE		47 54		233 229		19 23		36 36		34 31		11 10	
77												81	
BLACK		22 16		211 204		44 53		38 32		16 13		2 2	
47												56	
HISPANIC		24 21		223 204		29 52		40 32		25 14		6 2	
48												71	
DISADVANTAGED		54 47		217 206		36 49		39 34		22 15		3 2	
51												64	
DISABLED		15 10		204 189		55 66		28 22		13 10		4 2	
34												45	
ELL		6 9		205 188		48 71		39 23		12 6		1	
29												52	

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NAEP READING - STATE LEVEL RESULTS														
			Avg Scale										%	
Basic and above	% of Students		Scores		% below Basic	% Basic	% Proficient	% Advanced						
GRADE 08 Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS 74	N/A	N/A	264	262	24	26	44	44	30	28	2	2	76	
*														
WHITE 83	46	57	272	271	18	17	42	44	36	36	4	3	82	
BLACK 56	22	16	250	245	38	44	47	43	15	13			62	
HISPANIC 59	25	20	260	248	27	41	46	43	26	15	1	1	73	
DISADVANTAGED 60	47	43	255	249	33	40	46	44	20	15	1	1	67	

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DISABLED	13	10	239	229	55	63	34	29	10	8	1	45
37												
ELL	3	5	233	219	59	75	34	22	7	3		41
25												

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FCAT Results for Reading
 Percentage of Students Scoring at Each FCAT Achievement Level, 2009-10

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
GRADE N\A															
ALL STUDENTS						019	022	030	020	008	019	020	031	022	009
WHITE						018	020	031	022	009	011	017	032	028	013
BLACK						030	037	025	N	N	031	025	028	013	003
HISPANIC						N	N	N	N	N	021	021	031	020	007
ASIAN						N	N	N	N	N	011	013	027	030	019
AM.INDIAN						N	N	N	N	N	018	019	032	022	008
MULTIRACIAL*						N	N	N	N	N	014	018	033	026	010
DISABLED						051	020	017	010	N	046	021	021	009	002
ECO. DISADV.						023	023	030	019	006	025	023	031	017	004
ELL						N	N	N	N	N	039	021	027	012	002
MIGRANT*						N	N	N	N	N	035	025	027	011	002
FEMALE*						014	021	031	024	010	016	020	031	023	010
MALE						024	022	030	017	007	021	020	030	021	008

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

FCAT Results for Math
 Percentage of Students Scoring at Each FCAT Achievement Level, 2009-10

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
GRADE N\A															
ALL STUDENTS						013	021	034	023	009	014	019	032	025	011

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MULTIRACIAL*																019	032	036	010	003
DISABLED																056	027	015	002	001
ECO. DISADV.																025	027	029	018	
ELL																				
MIGRANT*																				
FEMALE*																				
MALE																016	030	038		

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

FCAT Results for Science														
Percentage of Students Scoring at Each FCAT Achievement Level, 2009-10														
School %					District %					State %				
L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5

GRADE 11																				
ALL STUDENTS																048	026	023		
WHITE																044	028	026		
BLACK																087				
HISPANIC																				
ASIAN																				
AM.INDIAN																				
MULTIRACIAL*																				
DISABLED																056				
ECO. DISADV.																056	027	016		
ELL																				
MIGRANT*																				
FEMALE*																043	031	022		
MALE																053	022	023		

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

SCHOOL SAFETY AND ENVIRONMENT

Schools and communities must provide an environment that is drug free and protects the health, safety, and civil rights of everyone in the school.

School Environmental Safety: Reported Incidents*

The most recent full-year school-level data on reported incidents are available at the Florida School Indicators Report website at <http://data.fldoe.org/fsir>. (See "Incidents of Crime and Violence.") District-level reports are available at www.firn.edu/doe/besss/sesir.htm.

The No Child Left Behind Act provides for an Unsafe School Choice Option, which ensures that students who attend a school that has been identified as persistently dangerous are allowed the option of attending another school within the same district.

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For the 2009-10 school year, no Florida public school was identified as persistently dangerous.*
 *pending review of complete full-year data

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TEACHERS AND STAFF

Schools, districts, and the state ensure that teachers and staff are professionally qualified.
 School boards must provide a learning environment conducive to teaching and learning.

New staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2009-10.

Staff Type	Total Number for 2009-10	Number Newly Hired for 2009-10	School %	District %	State %
Instructional Staff	0	0	0.0	10.3	14.6
School-Based Administrators	0	0	0.0	12.5	20.6
Total	0	0	0.0	10.5	14.8

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

Degree Level	Number	School %		District %		State %	
		2009-10	2008-09	2009-10	2008-09	2009-10	2008-09
Bachelor's Degree				69.7	70.5	65.3	65.3
Master's Degree				30.3	29.5	32.1	31.9
Specialist Degree						1.6	1.7
Doctorate						1.0	1.0
Total All Degrees				100.0	100.0	100.0	100.0

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Percentage of Teachers Teaching with Emergency or Provisional Credentials

All Florida teachers are certified, although some teachers may be temporarily assigned to areas outside their field of specialization. Data on classes taught by teachers out of field is provided in the following table.

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In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography.

School % District % State %

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	0.0	94.9	95.2
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	5.1	4.8

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography.

Classes not taught by Highly Qualified Teachers

	School %	District %			State %	
		All Schools	High Poverty Schools*	Low Poverty Schools*	All Schools	High Poverty Schools*

3 OCTOBER	0.0	3.2	0.0	0.0	5.1	5.2	5.0
3 FEBRUARY	0.0	5.1	0.0	0.0	4.6	4.6	4.3
3 COMBINED ALL YEAR	0.0	4.2	0.0	0.0	4.8	4.9	4.7

* High poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch eligibility. That is, low poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND ADEQUATE YEARLY PROGRESS (AYP)

School Performance Grade

Public schools in Florida are graded annually based on student performance on the FCAT and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade A representing the highest performance rating and grade F representing a failed rating. A rating of "I" indicates that grading is incomplete. A grade of N indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including exceptional student education (ESE) centers and Department of Juvenile Justice (DJJ) facilities.

High schools and combination schools that serve high school grade levels will receive a grade based 50% on new measures. Those grades will not be available until November 2010. Therefore, for those schools, a "P" appears under their school grade.

2009-10 School Performance Grade*:

* Certain school grades may be subject to modification pending appeal.

For more information on school grades and grading procedures, contact your principal's office or your local school board, or visit the web page at <http://schoolgrades.fl DOE.org>.

NCLB Adequate Yearly Progress (AYP) Report

Federal NCLB legislation requires schools to report Adequate Yearly Progress based on annual objectives for students in reading, mathematics, and writing, as well as the high school graduation rate. A separate report that presents and explains AYP results for your school, your school district, and the state is distributed in conjunction with this document and is also available from the office of your school's principal and/or your local school board. The AYP report also includes information on schools identified for school improvement. Detailed information on school, district, and state AYP is available at <http://schoolgrades.fl DOE.org/default.asp>.

REPORTING REQUIREMENTS OF FEDERAL NCLB LEGISLATION

A. Notice of School Improvement Status and Options

School districts are responsible for identifying Title I schools as schools in need of improvement when they fail to make AYP in consecutive years. School districts must notify parents when their child's school has been identified for school improvement, for corrective action, or for restructuring. The school district must also include an explanation of the parents' option to transfer their child to another public school, with transportation provided when required, or to obtain supplemental educational services. Sec.1116(b)(6).

School improvement status is indicated by the school performance grade included herein and AYP status.

B. State's Obligation To Assist Schools and Districts in Reporting

The Department of Education shall ensure that each school district collects appropriate data and includes in each school's annual report the information included in the state annual report card as well as the number of schools identified for school improvement and how long the schools have been so identified. Sec. 1111(h)(2)(B).

C. Notice of Local Education Agency (LEA) Improvement Status

Parents of students attending a school in a district identified for improvement are entitled to know why the school district was identified for improvement. The state is responsible for providing an explanation to parents in an easily understood format. The explanation must

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include information on how parents can assist in the improvement efforts. Sec. 1116(c) (6)

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Additional required information is included in the accompanying Adequate Yearly Progress Report. Additional statistics and information of interest may be found in the Florida School Indicators Report on the department's website at www.fldoe.org or at <http://data.fldoe.org/fsir>.
 Notice of Availability of School Financial Report
 For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices is available at http://www.fldoe.org/schools/schoolmap/flash/district_list.asp. A directory of schools is also available at http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp.

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SCHOOL PUBLIC ACCOUNTABILITY REPORT

The School Public Accountability Report contains several types of data(indicators)designed to inform parents and the general public about the progress of Florida's public schools. This report meets the federal and public reporting requirements and certain additional information of interest on the status of Florida's schools.

STUDENT DEMOGRAPHICS

October Membership

The following table provides information on the composition of the student population at the school, district, and state levels.

Racial/ Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09

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WHITE	244	258	91.6	93.8	86.4	88.4	44.4	45.3
BLACK	1	2	.5	.4	8.2	8.0	23.0	23.0
HISPANIC	6	6	2.2	1.9	1.8	1.5	26.2	25.0
ASIAN					.1		2.6	2.5
AM. INDIAN	1	2	.5	.2	.2		.3	.3
MULTIRACIAL	13	15	5.1	3.8	3.2	2.0	3.4	3.9
DISABLED	66	109	31.9	29.7	26.2	23.5	14.1	14.3
ECONOMICALLY DISADVANTAGED	214	234	81.8	79.5	72.4	69.6	53.5	49.6
ELL							11.6	11.8
MIGRANT					.2		.5	.5
FEMALE	265		48.4	48.5	48.7	48.8	48.7	48.7
MALE		283	51.6	51.5	51.3	51.2	51.3	51.3
TOTAL	548		100.0	100.0	100.0	100.0	100.0	100.0