

**Florida Department of Education
1999-2000 School Accountability Report Guide Sheet**

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>
<ul style="list-style-type: none"> • Meet Higher Performing Criteria in reading, writing and math for current year • Test at least 95% of eligible students¹ • Demonstrate substantial improvement² in reading • Maintain or improve reading scores of lowest performing students³ • Exhibit no substantial decline⁴ in math or writing • Meet criteria for “other” data⁵ 	<ul style="list-style-type: none"> • Meet Higher Performing Criteria in reading, writing and math for current year • Test at least 90% of eligible students¹ • Maintain or improve reading scores of lowest performing students³. • Meet criteria for “other” data⁵ 	<ul style="list-style-type: none"> • Meet Minimum Criteria in reading, writing and math for current year • Test at least 90% of eligible students¹ • Meet criteria for “other” data⁵ 	<ul style="list-style-type: none"> • Below Minimum Criteria in reading or writing or math for current year • Test at least 90% of eligible students¹ • Meet criteria for “other” data⁵ 	<ul style="list-style-type: none"> • Below Minimum Criteria in reading and writing and math for current year; OR • Meet “D” performance criteria, but test less than 90% of eligible students¹ without reasonable explanation.
<p>PROCESS: Schools are evaluated primarily on the basis of performance data. However, the initial grade may be reduced by one level if the percent of eligible students tested is below 90% after all extenuating circumstances have been considered.</p>				

NOTE: School participation rates and test results are based only on eligible students enrolled in both the October and February FTE surveys at the same school.

¹ Eligible students also include speech impaired, gifted, hospital/homebound, and Limited English Proficient students who have been in an ESOL program more than two years.

² Substantial improvement in reading means more than two percentage points increase in students scoring FCAT Level 3 and above. If a school has 75% or more scoring FCAT Level 3 and above and not more than two percentage points decrease from the previous year, then substantial improvement is waived.

³ The percent of students who score in the lowest 25% in the state in reading (Level 1) must decrease or be maintained within two percentage points from the previous year. If a school has fewer than 30 students in Level 1, then the cumulative number of students scoring in Level 1 and Level 2 in reading must decrease or be maintained within two percentage points. If there are fewer than 30 students in Levels 1 & 2, this requirement will not apply.

⁴ Decline means five or more percentage points decrease in students scoring FCAT Level 3 and above in math or writing.

⁵ “Other” data for 1999-2000 include percent of students absent more than 20 days, percent suspended out of school and high school dropout rate. If all indicators exceed the state average by more than one standard deviation or have not improved from the previous year, a school’s final grade may ultimately be reduced one level unless there are extenuating circumstances involved. This provision applies to schools initially graded “C” and above.

Higher Performing Criteria for A and B				Minimum Criteria for C, D and F			
FCAT	Reading	Math	Writing	FCAT	Reading	Math	Writing
Elementary	50% score Level 3 & above	50% score Level 3 & above	67% score 3 & above	Elementary	60% score Level 2 & above	60% score Level 2 & above	50% score 3 & above
Middle	50% score Level 3 & above	50% score Level 3 & above	75% score 3 & above	Middle	60% score Level 2 & above	60% score Level 2 & above	67% score 3 & above
High	50% score Level 3 & above	50% score Level 3 & above	80% score 3 & above	High	60% score Level 2 & above	60% score Level 2 & above	75% score 3 & above

PURPOSE OF REPORT

- The School Accountability Report is designed to identify high and low performing schools, stimulate academic improvement and summarize information about school achievement. The unit of reporting is regular elementary, middle and high schools within each district. Schools that have students in more than one category may have multiple reports. School performance is shown relative to state totals for all eligible students in regular elementary, middle or high schools.
- In accordance with Rule 6A-1.09981, FAC, grades are assigned to schools that have at least 30 eligible students in membership where statewide FCAT assessments are given. Some schools with grade level membership less than 30 that were graded in 1998-99 requested continued participation in the school grading system. Schools that have only one year of data are not graded, though current achievement levels are shown.

FCAT Achievement	Data are calculated for eligible students in regular elementary, middle and high schools. Figures may vary slightly from total population data.
% in Lowest Reading Level(s)	Percent scoring in FCAT Level 1, if there are at least 30 students. If not, lowest reading levels include FCAT Levels 1 and 2, if there are at least 30 students.
% Level 2 & Above FCAT Reading/Math	Percent of students scoring in FCAT achievement levels 2 and above. Scores below minimum performance criteria are designated with a minus ("-") symbol.
% Level 3 & Above FCAT Reading/Math	Percent of students scoring in FCAT achievement levels 3 and above. Scores that meet higher performing criteria are designated with a plus ("+") symbol.
% 3 and Above in Writing	Percent of students scoring 3 or higher on FCAT Writing. "+" and "-" symbols also apply.
Estimated Percent Tested	Estimated percent of eligible students tested in Reading, Math and Writing for elementary, middle and high schools. These estimates are based on students enrolled in October and February. "-" symbol indicates estimated percent tested was below 90%.
School Indicators	The percent of students who received out-of-school suspensions, the percent who were absent more than 20 days, and dropout rate are not included in this report for the following reasons. When all special circumstances were considered, no school failed to meet all criteria. Recent legislative changes remove suspension and attendance from school grades in 2000-2001 and beyond. These data have been previously provided in the School Indicators Report.