

**Florida Department of Education  
2000-2001 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"> <li>• Meet Higher Performing Criteria in reading, writing <b>and</b> math for current year</li> <li>• Test at least 95% of eligible students<sup>1</sup></li> <li>• Maintain or improve reading scores of lowest performing students<sup>2</sup></li> <li>• Demonstrate substantial improvement in reading and no substantial decline in math or writing<sup>3</sup></li> <li>• Meet criteria for “other” data<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Meet Higher Performing Criteria in reading, writing <b>and</b> math for current year</li> <li>• Test at least 90% of eligible students<sup>1</sup></li> <li>• Maintain or improve reading scores of lowest performing students<sup>2</sup></li> <li>• Meet criteria for “other” data<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Meet Minimum Criteria in reading, writing <b>and</b> math for current year</li> <li>• Test at least 90% of eligible students<sup>1</sup></li> <li>• Meet criteria for “other” data<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Below Minimum Criteria in reading <b>or</b> writing <b>or</b> math for current year</li> <li>• Test at least 90% of eligible students<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Below Minimum Criteria in reading <b>and</b> writing <b>and</b> math for current year</li> <li><b>OR</b></li> <li>• Meet “D” performance criteria, but test less than 90% of eligible students<sup>1</sup> without reasonable explanation</li> </ul>
<p><b>PROCESS:</b> Schools are evaluated primarily on the basis of student 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.

<sup>1</sup> Eligible students also include speech impaired, gifted, hospital/homebound, and Limited English Proficient with more than two years in ESOL.

<sup>2</sup> The percent of students scoring in the lowest 25% in the state in reading (FCAT Level 1) must decrease or remain 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 remain within two percentage points. If there are fewer than 30 students in Levels 1 and 2, this requirement will not apply.

<sup>3</sup> 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 Level 3 and above and not more than two percentage points decrease from the previous year, then substantial improvement is waived. Substantial decline means five or more percentage points decrease in students scoring Level 3 and above in math or writing.

<sup>4</sup> “Other” data for 2000-2001 includes 1999-2000 high school dropout rate. High schools must have a dropout rate no higher than one standard deviation above the 1999-2000 state average or show improvement from the previous year.

Higher Performing Criteria for A and B				Minimum Criteria for C, D and F			
FCAT	Reading	Math	Writing	FCAT	Reading	Math	Writing
<b>Elementary</b>	50% score Level 3 & above	50% score Level 3 & above	67% score 3 & above	<b>Elementary</b>	60% score Level 2 & above	60% score Level 2 & above	50% score 3 & above
<b>Middle</b>	50% score Level 3 & above	50% score Level 3 & above	75% score 3 & above	<b>Middle</b>	60% score Level 2 & above	60% score Level 2 & above	67% score 3 & above
<b>High</b>	50% score Level 3 & above	50% score Level 3 & above	80% score 3 & above	<b>High</b>	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 level 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. However, some schools with grade level membership less than 30 that were graded in 1998-99 requested continued participation. New schools with only one year of data are not graded, though current achievement levels are shown.

<b>FCAT Achievement</b>	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. Both “+” and “-” symbols 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. The “-” symbol indicates estimated percent tested was below 90%.