

07-0021 BLOUNTSTOWN HIGH SCHOOL

GRADES: 6-12

**NCLB 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 public reporting requirements of the federal No Child Left Behind (NCLB) Act and includes 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		School %		District %		State %	
	Female	Male	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
WHITE	159	154	72.3	73.4	79.5	80.9	45.3	45.9
BLACK	50	48	22.6	21.5	14.2	13.2	23.0	23.1
HISPANIC	5	6	2.5	1.8	3.0	2.4	25.0	24.7
ASIAN	1	3	.9	.9	.4	.4	2.5	2.4
AM.INDIAN	1		.2	.2	.6	.4	.3	.3
MULTIRACIAL	1	5	1.4	2.1	2.3	2.7	3.9	3.6
DISABLED	28	60	20.3	22.2	23.6	22.7	14.3	14.4
ECONOMICALLY DISADVANTAGED	87	95	42.0	38.8	55.1	50.6	49.6	45.9
ELL			.7	.4	11.8	11.9		
MIGRANT		1	.2	.5	.4	.3	.5	.5
FEMALE	217		50.1	51.0	50.1	49.6	48.7	48.7
MALE		216	49.9	49.0	49.9	50.4	51.3	51.3

TOTAL		433		100.0	100.0		100.0	100.0		100.0	100.0
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**READINESS TO START SCHOOL**

Florida requires that communities collaborate to prepare children and families for children's success in school.

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 two probes of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)- Letter Naming Fluency (LNF) and Initial Sound Fluency (ISF).

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

- \* Consistently Demonstrating
  - Â® The student is consistently demonstrating acquisition of this skill or behavior.
- \* Emerging/Progressing
  - Â® The student is at an early stage of growth but appears to be showing growth towards the skill or behavior.
- \* Not Yet Demonstrating
  - Â® The student is not exhibiting any learning in the benchmark.

The benchmarks used in scoring for the DIBELS are as follows:

- \* Above Average
    - Â® At or above the 60th percentile
  - \* Low Risk
    - Â® At grade level
  - \* Moderate Risk
    - Â® Moderately below grade level and in need of additional intervention
  - \* High Risk
    - Â® Seriously below grade level and in need of substantial intervention
- Number of  
Students  
Evaluated and

Category	Where They were placed			School %	District %	State %
	2008-09	2008-09	2007-08	2008-09	2007-08	2008-09

ECHOS Ready*				90	91	88	88
ECHOS Not Ready				10	9	12	12
Total ECHOS				100	100	100	100

DIBELS LNF Ready**				63	47	77	72
DIBELS LNF Not Ready				37	53	23	28
Total DIBELS LNF				100	100	100	100

DIBELS ISF Ready**				77	68	68	65
DIBELS ISF Not Ready				23	32	32	35
Total DIBELS ISF				100	100	100	100

\*To be considered "ready" on this measure, the student must score Consistently Demonstrating or Emerging/Progressing.

\*\*To be considered "ready" on either of these two measures, the student must score Above Average or Low Risk.

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 %
2007-08	2006-07	2007-08
2006-07	2007-08	2006-07

ALL STUDENTS	83.2	75.3	89.3	79.0	72.8	69.8
WHITE	80.3	78.9	88.3	81.0	81.4	78.9
BLACK	93.3	61.5	93.8	61.5	58.7	54.6
HISPANIC	100.0		100.0	100.0	67.1	63.6
ASIAN	100.0		100.0		83.8	82.4
AM. INDIAN					76.9	72.3
MULTIRACIAL	100.0		100.0		78.2	73.8
DISABLED	55.6	28.6	63.0	42.9	43.0	38.0
ECONOMICALLY	65.7	60.6	76.0	62.5	61.1	56.0
DISADVANTAGED						
ELL					52.2	48.2
MIGRANT					52.9	48.2
FEMALE	86.5	80.9	91.7	80.6	76.8	73.9
MALE	78.6	71.1	86.8	77.3	68.7	65.8

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 %
2007-08	2006-07	2007-08
2006-07	2007-08	2006-07

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ALL STUDENTS	86.3	76.3	92.1	80.4	73.1	70.3
WHITE	84.2	80.3	91.7	82.6	80.8	78.6
BLACK	93.3	61.5	93.8	61.5	60.8	56.9
HISPANIC	100.0		100.0	100.0	67.6	64.3
ASIAN	100.0		100.0		83.8	82.2
AM. INDIAN					76.1	71.8
MULTIRACIAL	100.0		100.0		77.3	72.3

## 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.

	Number of Students Who Dropped Out of School	School %	District %	State %				
Racial/ Ethnic Group	Female	Male	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07

WHITE	1	5	1.8	4.0	1.5	3.6	1.9	2.4
BLACK	1	1	2.0	1.3	2.0	1.3	3.6	4.7
HISPANIC							3.1	3.9
ASIAN							1.0	1.7
AM.INDIAN							2.1	2.6
MULTIRACIAL							1.8	2.3
FEMALE	2		.9	2.7	.9	3.2	2.3	2.9
MALE		6	2.7	4.0	2.0	3.2	2.9	3.7
TOTAL	8		1.8	3.3	1.5	3.2	2.6	3.3

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**College Placement Test Results**

2007 high school graduates who passed college entry-level placement tests (reading, writing, and mathematics)

Shown in the table are the reported numbers of 2007 (calendar year) graduates who enrolled in Florida public community colleges or universities between May 2007 and April 2008, who entered a degree program, and who took college preparatory placement tests. Also shown are the number and percentage of students who passed these placement tests and who are considered ready for college courses in each academic area. Students who did not attend a Florida public community college or state university, such as those who attended out-of-state or private colleges and universities, are not included.

Racial/ Ethnic Group	Number of Graduates Who Took College Placement Reading Tests	Number Who Passed Reading Placement Tests	School %	District %	State %
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WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM.INDIAN*					
UNKNOWN*					
FEMALE	29	24	82.8	82.9	78.6
MALE	10				78.9
UNKNOWN					
TOTAL	39				78.7

\* Additional information is available at <http://data.fldoe.org/perfcpt>.

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Racial/ Ethnic Group	Number of Graduates Who Took College Placement Writing Tests	Number Who Passed Writing Tests	School %	District %	State %
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WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM.INDIAN*					
UNKNOWN*					
FEMALE	29	25	86.2	85.4	83.3
MALE	10			80.7	
UNKNOWN					
TOTAL	39			82.2	

Racial/ Ethnic Group	Graduates who Took College Placement Mathematics Tests	Number Who Passed Mathematics Placement Tests	School %	District %	State %
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WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM.INDIAN*					
UNKNOWN*					
FEMALE	27	21	77.8		68.7
MALE	10			73.6	

UNKNOWN					
TOTAL		37			70.8

\* Additional information is available at <http://data.fldoe.org/perfcpt>.

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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 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, reading, mathematics, and science.

### 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. Alternate assessments are used with students whose demonstrated cognitive functioning ability prevents them from achieving the Sunshine State Standards and who require extensive direct instruction in the areas of domestic, community living, leisure, and vocational activities. Alternate assessments for students with disabilities are given for writing/communication, 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 are given for 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 %			
2008-09	2007-08	2008-09	2007-08	2008-09	2007-08

ALL STUDENTS		85	91		91	89		94	92
WHITE		86	90		90	89		95	94
BLACK		79	N		88	89		92	90
HISPANIC		N	N		N	N		93	91
ASIAN		N	N		N	N		96	95
AM. INDIAN		N	N		N	N		94	93
MULTIRACIAL*		N	N		N	N		96	94
DISABLED		N	N		81	75		80	76
ECONOMICALLY		76	92		89	87		92	89
DISADVANTAGED									
ELL		N	N		N	N		86	81
MIGRANT*		N	N		N	N		89	85
FEMALE*		90	100		93	93		96	95

MALE\* | 77 83 | 88 85 | 91 89

\* 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.

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#### Mathematics Assessment Results (FCAT Sunshine State Standards and Alternate Assessments)

##### Percent of Students Scoring 3 and Above

School %	District %		State %					
2008-09	State	% Not	2008-09	State	% Not	2008-09	State	% Not
Results	Objective	Tested	Results	Objective	Tested	Results	Objective	Tested

ALL STUDENTS | 72 | 68 | 1 | 73 | 68 | 1 | 67 | 68 | 2

WHITE | 77 | 68 | 2 | 74 | 68 | 1 | 77 | 68 | 1

BLACK | 56 | 68 | 0 | 60 | 68 | 1 | 49 | 68 | 2

HISPANIC		N		68		N		N		68		N		64		68		1
ASIAN		N		68		N		N		68		N		86		68		1
AM. INDIAN		N		68		N		N		68		N		72		68		2
MULTIRACIAL*		N		68		N		N		68		3		71		68		1
DISABLED		46		68		2		48		68		1		39		68		3
ECONOMICALLY		63		68		2		66		68		1		57		68		2
DISADVANTAGED																		
ELL		N		68		N		N		68		N		51		68		2
MIGRANT*		N		68		N		N		68		N		53		68		2
FEMALE*		66		68		1		71		68		0		67		68		1
MALE*		79		68		2		75		68		1		68		68		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.

Reading Assessment Results  
(FCAT Sunshine State Standards and Alternate Assessments)

Percent of Students Scoring 3 and Above

School %	District %		State %					
2008-09	State	% Not	2008-09	State	% Not	2008-09	State	% Not
Results	Objective	Tested	Results	Objective	Tested	Results	Objective	Tested

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ALL STUDENTS		43		65		2		69		65		1		62		65		2
WHITE		48		65		2		72		65		1		72		65		1
BLACK		22		65		2		46		65		1		44		65		2
HISPANIC		N		65		N		N		65		N		57		65		1
ASIAN		N		65		N		N		65		N		77		65		1
AM. INDIAN		N		65		N		N		65		N		66		65		2
MULTIRACIAL*		N		65		N		N		65		3		70		65		1
DISABLED		33		65		2		48		65		1		36		65		3
ECONOMICALLY		34		65		2		63		65		1		52		65		2
DISADVANTAGED																		
ELL		N		65		N		N		65		N		42		65		1
MIGRANT*		N		65		N		N		65		N		40		65		2
FEMALE*		42		65		2		70		65		1		64		65		1
MALE*		43		65		2		67		65		1		59		65		2

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

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Science Assessment Results  
(FCAT Sunshine State Standards and Alternate Assessments)

Percent of Students Scoring 3 and Above

	School %			District %			State %		
	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested
ALL STUDENTS	38	N/A	0	45	N/A	0	43	N/A	4
WHITE	42	N/A	0	48	N/A	0	55	N/A	3
BLACK	N	N/A	N	15	N/A	0	22	N/A	5
HISPANIC	N	N/A	N	N	N/A	N	35	N/A	3
ASIAN	N	N/A	N	N	N/A	N	61	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	48	N/A	3
DISABLED	N	N/A	N	25	N/A	0	23		6
ECONOMICALLY DISADVANTAGED	31	N/A	0	38	N/A	0	29	N/A	4
ELL	N	N/A	N	N	N/A	N	17	N/A	3
MIGRANT*	N	N/A	N	N	N/A	N	19	N/A	3
FEMALE*	33	N/A	0	39	N/A	0	40	N/A	3
MALE*	41	N/A	0	50	N/A	0	45	N/A	4

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

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

	Reading		Math	
School	2008-09	2007-08	2008-09	2007-08

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Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9	50	49	73	69
Grade 10	35	44	71	71

	Reading		Math	
District	2008-09	2007-08	2008-09	2007-08

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Grade 3	81	83	89	87
Grade 4	82	74	83	81
Grade 5	76	73	60	66
Grade 6	83	76	67	66
Grade 7	78	72	69	72
Grade 8	64	59	68	79
Grade 9	52	51	72	69
Grade 10	33	39	70	70

	Reading		Math	
State Totals	2008-09	2007-08	2008-09	2007-08

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Grade 3	72	73	78	77
Grade 4	75	70	76	71

Grade 5		72		68		63		62
Grade 6		67		64		56		53
Grade 7		68		65		61		61
Grade 8		55		54		67		67
Grade 9		48		47		69		66
Grade 10		37		38		69		68

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

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#### NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP testing is implemented by the National Center for Education Statistics (NCES). Main NAEP is conducted every two years in reading and mathematics and produces state- and national-level results. A representative sample of the student population is selected to participate, student participation is voluntary, and parents must be advised that students may decline to participate.

Below are the 2007 NAEP state results for Reading and Mathematics for Grades 4 and 8. NAEP is designed to produce valid, comparable data on the academic achievement of large groups of students. It is prohibited by law from providing results for individual children or schools.

##### 1. Scale Scores:

A scale score is derived from student responses to NAEP assessment items that 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 Descriptions:

Achievement levels are performance standards set by the National Assessment Governing Board (NAGB) that provide a context for interpreting student performance on NAEP, based on recommendations from panels of educators and members of the public. The levels Basic, Proficient, and Advanced measure what students should know and be able to do at each grade assessed. Achievement level percentages reflect the percentage of students within the total population, or in a particular student group, that meet or exceed expectations of what students should know and be able to do. Specifically, it is the weighted percentage of students with NAEP composite scores that are equal to, or exceed, the achievement-level cut scores specified by the National Assessment Governing Board (NAGB).

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

NAEP Participation Rates for Required Subgroups.

NAEP	MATH Grade 04	MATH Grade 08	READING Grade 04	READING Grade 08
DISABLED	87	83	75	81
ELL	80	79	60	47

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

NAEP	MATH - STATE LEVEL RESULTS													
	Avg Scale	% of Students	Scores	% below Basic	% Basic	% Proficient	% Advanced	above						
GRADE 04	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation						
ALL STUDENTS	N/A	N/A	242	239	14	19	46	42	34	34	6	5	86	81

*																
WHITE	48	55	250	248	6	9	40	40	46	43	8	8	94	91		
BLACK	21	17	225	222	29	27	56	48	14	14	1	1	71	63		
HISPANIC	25	21	238	227	17	31	50	47	30	21	3	1	83	69		
DISADVANTAGED	48	46	233	227	21	30	54	48	23	21	2	1	79	70		
DISABLED	13	11	223	220	37	40	45	41	17	17	1	2	63	60		
ELL	7	10	223	217	36	44	48	43	12	13	1	2	64	56		

\* Asian and Indian subgroup categories were too small to report.

NAEP	MATH - STATE LEVEL RESULTS														
	Avg Scale	% of Students	Scores	% below Basic	% Basic	% Proficient	% Advanced	above							
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida
ALL STUDENTS	N/A	N/A	277	280	32	30	41	39	22	24	5	7	68	70	
*															
WHITE	48	58	289	290	20	19	43	40	29	32	8	9	80	81	
BLACK	23	17	259	259	52	53	37	26	10	10	1	1	48	47	
HISPANIC	24	19	270	264	39	46	40	39	18	13	3	2	61	54	
DISADVANTAGED	44	41	265	265	45	45	39	40	15	13	1	2	55	55	

DISABLED	12	9	246	246	66	67	26	25	7	7	1	1	34	33
ELL	5	6	243	245	72	70	22	24	5	5	1	1	28	30

\* Asian and Indian subgroup categories were too small to report.

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NAEP READING - STATE LEVEL RESULTS														
	Avg Scale		% below Basic		% Basic		% Proficient		% Advanced		above			
	% of Students	Scores	% below Basic	% Basic	% Proficient	% Advanced								
GRADE 04	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation
ALL STUDENTS	N/A	N/A	224	220	30	34	36	34	26	25	8	7	70	66
*														
WHITE	47	56	232	230	19	23	37	35	33	32	11	10	81	77
BLACK	21	17	208	203	48	54	36	32	14	12	2	2	52	46
HISPANIC	25	23	218	204	36	51	36	32	22	14	6	3	64	49
DISADVANTAGED	49	45	213	205	41	50	37	33	19	15	3	2	59	50
DISABLED	13	10	195	190	62	64	26	23	11	11	1	2	38	36
ELL	5	9	197	188	62	70	26	23	11	6	1	1	38	30

\* Asian and Indian subgroup categories were too small to report.

NAEP READING - STATE LEVEL RESULTS													
	Avg Scale		% below Basic		% Basic		% Proficient		% Advanced		above		
	% of Students	Scores											
GRADE 08	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation	Florida Nation
ALL STUDENTS	N/A	N/A	260	261	29	27	43	44	26	27	2	2	71   73
*													
WHITE	49	58	268	270	20	17	44	45	33	35	3	3	80   83
BLACK	23	17	244	244	45	46	42	42	12	10		1	55   54
HISPANIC	23	18	256	246	33	43	44	43	22	13	1	1	67   57
DISADVANTAGED			42	40	249	247	39	42	44	43	16	14	1   1   61   58
DISABLED	12	9	228	226	64	66	29	27	7	7			36   34
ELL	3	6	232	222	60	71	33	22	6	4	1		40   29

\* Asian and Indian subgroup categories were too small to report.

## 07 0021 BLOUNTSTOWN HIGH SCHOOL

GRADES: 6-12

## FCAT Results for Reading

Percentage of Students Scoring at Each FCAT Achievement Level, 2008-09

GRADE N\A	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	028	031	021	012	007	014	018	035	025	008	018	020	031	022	008
WHITE	022	030	025	014	009	011	018	036	026	009	011	017	032	028	011
BLACK	048	034	012	004	002	031	025	030	013	001	030	026	029	012	002
HISPANIC	020	040	000	040	000	014	018	021	032	014	023	022	031	019	005
ASIAN	000	000	000	000	100	000	000	050	025	025	010	014	029	030	016
AM.INDIAN	N	N	N	N	N	014	000	043	029	014	015	020	034	024	007
MULTIRACIAL*	033	033	033	000	000	018	011	029	039	004	013	018	034	026	009
DISABLED	067	019	015	000	000	032	023	030	013	002	045	022	022	009	002
ECO. DISADV.	039	032	019	008	002	017	021	037	021	004	025	024	032	016	003
ELL	N	N	N	N	N	025	025	050	000	000	050	021	022	006	001
MIGRANT*	000	100	000	000	000	020	020	020	040	000	036	026	028	009	001
FEMALE*	029	030	025	011	005	012	019	038	025	008	016	020	032	023	008
MALE	028	033	018	013	009	016	018	032	025	008	021	021	031	021	007

\* 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, 2008-09

GRADE N\A	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	011	017	035	028	010	011	017	036	026	011	014	019	032	025	011
WHITE	008	014	035	029	014	009	017	036	026	012	008	015	032	030	015
BLACK	022	022	033	024	000	019	022	037	020	003	025	026	031	014	003
HISPANIC	000	040	060	000	000	011	007	046	025	011	017	021	032	022	008
ASIAN	000	000	000	100	000	000	000	000	075	025	005	009	024	032	029
AM.INDIAN	N	N	N	N	N	014	029	043	000	014	011	018	033	027	011
MULTIRACIAL*	000	033	033	033	000	014	011	039	025	011	011	018	033	027	012
DISABLED	050	021	025	004	000	032	024	025	014	005	039	024	024	011	003
ECO. DISADV.	016	021	039	019	005	014	020	037	022	006	021	023	033	018	005
ELL	N	N	N	N	N	050	000	050	000	000	036	025	025	011	002
MIGRANT*	000	000	100	000	000	020	000	040	040	000	024	025	032	016	003
FEMALE*	013	022	033	026	006	010	019	036	026	009	014	020	033	024	010

MALE |009 012 036 029 014| |011 015 036 025 013| |015 018 031 025 012|

\* 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, 2008-09

	School %					District %					State %					
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	
GRADE 05																
ALL STUDENTS						018 032 040 009 001						021 032 034 010 002				
WHITE						016 030 042 010 001						012 029 041 015 004				
BLACK						043 050 007 000 000						037 038 022 003 000				
HISPANIC						000 033 067 000 000						027 035 030 007 001				
ASIAN						N N N N N						012 024 038 018 007				
AM.INDIAN						000 000 100 000 000						016 037 032 013 003				
MULTIRACIAL*						050 050 000 000 000						016 034 036 011 003				
DISABLED						028 040 030 002 000						043 032 020 004 001				
ECO. DISADV.						022 032 039 006 001						030 037 027 005 001				
ELL						000 100 000 000 000						055 032 012 001 000				
MIGRANT*						N N N N N						042 037 019 002 000				
FEMALE*						017 036 043 003 000						021 034 033 009 002				
MALE						019 026 036 016 003						021 031 034 011 003				

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

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FCAT Results for Science

Percentage of Students Scoring at Each FCAT Achievement Level, 2008-09

	School %					District %					State %					
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	
GRADE 08																
ALL STUDENTS						024 034 035 007 001						027 032 032 008 002				
WHITE						020 035 036 008 001						015 029 041 011 003				
BLACK						056 022 022 000 000						047 034 017 002 000				
HISPANIC						050 050 000 000 000						033 034 028 005 001				
ASIAN						000 000 100 000 000						013 024 041 016 006				
AM.INDIAN						N N N N N						021 033 036 008 002				



### 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](http://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.

For the 2008-09 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 2008-09.

	Total Number	Number Newly			
Staff Type	for 2008-09	Hired for 2008-09	School %	District %	State %

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Instructional Staff	33	4	12.1	9.4	14.8
School-Based Administrators	2	1	50.0	22.2	17.6
Total	35	5	14.3	10.1	14.9

### 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 %	
		2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
Bachelor's Degree	23	76.7	67.7	73.9	74.4	65.3	66.0
Master's Degree	6	20.0	29.0	25.5	24.4	31.9	30.9
Specialist Degree				.6	1.7	2.1	
Doctorate	1	3.3	3.2	.6	.6	1.0	1.0
Total All Degrees	30	100.0	100.0	100.0	100.0	100.0	100.0

#### 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 %

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Percentage of Classes with Teachers Teaching In-Field	85.6	92.3	93.5
Percentage of Classes with Teachers Teaching Out-of-Field	14.4	7.7	6.5

### 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.

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

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Classes not Taught by Highly Qualified Teachers	19.6	9.5	0.0	0.0	6.1	6.4	5.8
---	------	-----	-----	-----	-----	-----	-----

\* 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.

2008-09 School Performance Grade\*: D

\* 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.fldoe.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.fldoe.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 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](http://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](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](http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp).