

## 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 October		School %		District %		State %	
	Female	Male	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
WHITE	218	169	34.5	41.0	40.2	40.9	45.3	45.9
BLACK	319	164	43.0	38.2	44.1	44.2	23.0	23.1
HISPANIC	43	20	5.6	5.2	7.0	6.7	25.0	24.7
ASIAN	57	61	10.5	9.6	4.1	3.9	2.5	2.4
AM. INDIAN		1	.1	.1	.2	.2	.3	.3
MULTIRACIAL	37	33	6.2	5.9	4.4	4.2	3.9	3.6
DISABLED	9	16	2.2	1.9	14.0	14.3	14.3	14.4
ECONOMICALLY DISADVANTAGED	171	87	23.0	18.3	45.7	39.0	49.6	45.9
ELL	7	5	1.1	1.1	4.0	4.1	11.8	11.9
MIGRANT							.5	.5
FEMALE	674		60.1	56.3	49.3	49.5	48.7	48.7
MALE		448	39.9	43.7	50.7	50.5	51.3	51.3
TOTAL	1,122		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
  - <sup>a</sup> The student is consistently demonstrating acquisition of this skill or behavior.
- \* Emerging/Progressing
  - <sup>a</sup> The student is at an early stage of growth but appears to be showing growth towards the skill or behavior.
- \* Not Yet Demonstrating
  - <sup>a</sup> The student is not exhibiting any learning in the benchmark.

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

- \* Above Average
  - <sup>a</sup> At or above the 60th percentile
- \* Low Risk
  - <sup>a</sup> At grade level
- \* Moderate Risk
  - <sup>a</sup> Moderately below grade level and in need of additional intervention
- \* High Risk
  - <sup>a</sup> Seriously below grade level and in need of substantial intervention

Category	Number of Students Evaluated and Where They were placed		School %		District %		State %	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
ECHOS Ready*			86	84	88	88		
ECHOS Not Ready			14	16	12	12		
Total ECHOS			100	100	100	100		
DIBELS LNF Ready**			79	78	77	72		
DIBELS LNF Not Ready			21	22	23	28		
Total DIBELS LNF			100	100	100	100		
DIBELS ISF Ready**			66	65	68	65		
DIBELS ISF Not Ready			34	35	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.

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 %	
	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
ALL STUDENTS			62.9	61.3	72.8	69.8
WHITE			72.4	69.6	81.4	78.9
BLACK			52.8	52.0	58.7	54.6
HISPANIC			56.5	56.8	67.1	63.6
ASIAN			76.1	73.5	83.8	82.4
AM. INDIAN			66.7	47.1	76.9	72.3
MULTIRACIAL			68.9	62.8	78.2	73.8
DISABLED			23.6	24.3	43.0	38.0
ECONOMICALLY DISADVANTAGED			47.3	45.3	61.1	56.0
ELL			50.1	43.0	52.2	48.2
MIGRANT					52.9	48.2
FEMALE			67.7	66.4	76.8	73.9
MALE			57.9	56.3	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
ALL STUDENTS			61.3	59.8	73.1	70.3
WHITE			68.8	67.1	80.8	78.6
BLACK			53.0	51.5	60.8	56.9
HISPANIC			55.9	55.2	67.6	64.3
ASIAN			75.0	71.1	83.8	82.2
AM. INDIAN			66.7	41.2	76.1	71.8
MULTIRACIAL			63.5	64.5	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.

Racial/ Ethnic Group	Number of Students Who Dropped Out of School		School %		District %		State %	
	Female	Male	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
WHITE					3.3	4.9	1.9	2.4
BLACK					3.4	5.4	3.6	4.7
HISPANIC					4.0	6.3	3.1	3.9
ASIAN					1.5	3.5	1.0	1.7
AM. INDIAN					1.3	6.8	2.1	2.6
MULTIRACIAL					2.4	4.4	1.8	2.3
FEMALE					3.0	4.6	2.3	2.9
MALE					3.7	5.8	2.9	3.7
TOTAL					3.3	5.2	2.6	3.3

## 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 %
WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM. INDIAN*					
UNKNOWN*					
FEMALE				75.7	78.6
MALE				77.8	78.9
UNKNOWN					
TOTAL				76.6	78.7

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

Racial/ Ethnic Group	Number of Graduates Who Took College Placement Writing Tests	Number Who Passed Writing Placement Tests	School %	District %	State %
WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM. INDIAN*					
UNKNOWN*					
FEMALE				81.5	83.3
MALE				82.5	80.7
UNKNOWN					
TOTAL				81.9	82.2

Racial/ Ethnic Group	Graduates who Took College Placement Mathematics Tests	Number Who Passed Mathematics Placement Tests	School %	District %	State %
WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM. INDIAN*					
UNKNOWN*					
FEMALE				65.2	68.7
MALE				72.7	73.6
UNKNOWN					
TOTAL				68.4	70.8

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

## 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.

## 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	99	99	93	91	94	92
WHITE	99	99	95	93	95	94
BLACK	99	99	92	90	92	90
HISPANIC	N	N	90	89	93	91
ASIAN	100	100	94	94	96	95
AM. INDIAN	N	N	94	95	94	93
MULTIRACIAL*	N	N	95	93	96	94
DISABLED	N	N	76	73	80	76
ECONOMICALLY DISADVANTAGED	100	100	91	88	92	89
ELL	N	N	81	79	86	81
MIGRANT*	N	N	N	N	89	85
FEMALE*	100	100	96	94	96	95
MALE*	99	99	91	88	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 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested
ALL STUDENTS	90	68	0	63	68	3	67	68	2
WHITE	97	68	1	77	68	2	77	68	1
BLACK	82	68	1	48	68	3	49	68	2
HISPANIC	N	68	0	63	68	3	64	68	1
ASIAN	98	68	0	84	68	2	86	68	1
AM. INDIAN	N	68	N	70	68	3	72	68	2
MULTIRACIAL*	N	68	0	71	68	1	71	68	1
DISABLED	N	68	N	36	68	5	39	68	3
ECONOMICALLY DISADVANTAGED	81	68	1	51	68	3	57	68	2
ELL	N	68	N	46	68	3	51	68	2
MIGRANT*	N	68	N	N	68	N	53	68	2
FEMALE*	89	68	1	63	68	2	67	68	1
MALE*	92	68	0	64	68	3	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 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested
ALL STUDENTS	85	65	0	58	65	3	62	65	2
WHITE	93	65	1	72	65	2	72	65	1
BLACK	75	65	1	43	65	3	44	65	2
HISPANIC	N	65	0	58	65	3	57	65	1
ASIAN	90	65	0	73	65	2	77	65	1
AM. INDIAN	N	65	N	74	65	2	66	65	2
MULTIRACIAL*	N	65	0	69	65	1	70	65	1
DISABLED	N	65	N	34	65	5	36	65	3
ECONOMICALLY DISADVANTAGED	74	65	1	48	65	3	52	65	2
ELL	N	65	N	33	65	3	42	65	1
MIGRANT*	N	65	N	N	65	N	40	65	2
FEMALE*	83	65	1	61	65	2	64	65	1
MALE*	87	65	0	56	65	3	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	81	N/A	1	41	N/A	4	43	N/A	4
WHITE	93	N/A	0	59	N/A	4	55	N/A	3
BLACK	61	N/A	2	23	N/A	5	22	N/A	5
HISPANIC	N	N/A	N	38	N/A	4	35	N/A	3
ASIAN	86	N/A	0	58	N/A	3	61	N/A	2
AM. INDIAN	N	N/A	N	55	N/A	6	46	N/A	4
MULTIRACIAL*	N	N/A	N	53	N/A	2	48	N/A	3
DISABLED	N	N/A	N	22	N/A	7	23		6
ECONOMICALLY DISADVANTAGED	63	N/A	0	27	N/A	5	29	N/A	4
ELL	N	N/A	N	17	N/A	5	17	N/A	3
MIGRANT*	N	N/A	N	N	N/A	N	19	N/A	3
FEMALE*	76	N/A	0	39	N/A	4	40	N/A	3
MALE*	87	N/A	1	44	N/A	5	45	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	
	2008-09	2007-08	2008-09	2007-08
Grade 3				
Grade 4				
Grade 5				
Grade 6	89	90	81	84
Grade 7	87	94	91	95
Grade 8	87	80	97	93
Grade 9	61		87	
Grade 10				

District	Reading		Math	
	2008-09	2007-08	2008-09	2007-08
Grade 3	68	70	74	71
Grade 4	73	68	73	64
Grade 5	69	68	60	56
Grade 6	61	61	47	46
Grade 7	64	63	57	55
Grade 8	53	48	66	64
Grade 9	39	42	62	60
Grade 10	33	33	64	65

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

## 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://www.fldoe.org/asp/naep/>.

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NAEP		MATH - STATE LEVEL RESULTS												
	% of Students		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
GRADE 04	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												
	% of Students		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
GRADE 08	Florida Nation		Florida Nation		Florida Nation		Florida Nation		Florida Nation		Florida Nation		Florida Nation	
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														
	% of Students		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
GRADE 04	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														
	% of Students		Avg Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
GRADE 08	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.

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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	003	013	033	036	016	021	021	031	020	007	018	020	031	022	008
WHITE	001	006	024	048	021	011	017	032	029	011	011	017	032	028	011
BLACK	005	020	043	024	009	030	027	030	011	002	030	026	029	012	002
HISPANIC	002	010	038	039	011	025	020	031	019	005	023	022	031	019	005
ASIAN	002	009	024	040	026	013	016	030	028	014	010	014	029	030	016
AM. INDIAN	000	000	100	000	000	010	015	032	025	018	015	020	034	024	007
MULTIRACIAL*	002	008	025	046	020	013	018	033	027	009	013	018	034	026	009
DISABLED	009	013	039	026	013	048	020	021	009	002	045	022	022	009	002
ECO. DISADV.	006	020	037	026	011	029	024	031	013	002	025	024	032	016	003
ELL	029	014	029	014	014	060	021	015	003	001	050	021	022	006	001
MIGRANT*	N	N	N	N	N	014	071	000	014	000	036	026	028	009	001
FEMALE*	004	013	033	036	015	018	021	032	021	007	016	020	032	023	008
MALE	001	012	034	036	018	023	022	030	019	006	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	003	007	031	033	026	017	020	031	023	009	014	019	032	025	011
WHITE	001	002	020	039	039	009	014	031	031	014	008	015	032	030	015
BLACK	006	012	044	027	011	025	027	031	014	003	025	026	031	014	003
HISPANIC	000	003	031	034	031	019	020	032	021	008	017	021	032	022	008
ASIAN	000	003	022	035	040	008	010	026	032	024	005	009	024	032	029
AM. INDIAN	000	000	100	000	000	011	018	025	030	016	011	018	033	027	011
MULTIRACIAL*	000	007	013	046	034	012	017	032	028	011	011	018	033	027	012
DISABLED	009	009	039	017	026	044	021	021	011	003	039	024	024	011	003
ECO. DISADV.	004	015	039	029	014	025	025	031	016	003	021	023	033	018	005
ELL	014	000	057	014	014	044	024	022	008	002	036	025	025	011	002
MIGRANT*	N	N	N	N	N	014	043	029	014	000	024	025	032	016	003
FEMALE*	003	009	032	032	024	016	021	032	022	008	014	020	033	024	010
MALE	003	005	029	035	029	018	019	030	023	009	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

GRADE 05	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						024	034	032	008	002	021	032	034	010	002
WHITE						011	029	044	013	003	012	029	041	015	004
BLACK						038	038	021	003	000	037	038	022	003	000
HISPANIC						025	038	031	006	001	027	035	030	007	001
ASIAN						017	025	039	016	003	012	024	038	018	007
AM. INDIAN						006	044	031	013	006	016	037	032	013	003
MULTIRACIAL*						015	035	038	010	002	016	034	036	011	003
DISABLED						044	032	020	004	000	043	032	020	004	001

ECO. DISADV.			035 037 024 004 000		030 037 027 005 001
ELL			062 027 010 000 000		055 032 012 001 000
MIGRANT*			N N N N N		042 037 019 002 000
FEMALE*			023 035 033 008 001		021 034 033 009 002
MALE			025 033 032 009 002		021 031 034 011 003

\* 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 08															
ALL STUDENTS	003	016	047	025	009	028	032	031	007	002	027	032	032	008	002
WHITE	000	007	048	034	010	015	028	041	013	003	015	029	041	011	003
BLACK	008	031	048	008	005	042	037	019	002	000	047	034	017	002	000
HISPANIC	000	013	038	042	008	032	031	030	006	001	033	034	028	005	001
ASIAN	000	014	033	039	014	016	025	039	015	006	013	024	041	016	006
AM. INDIAN	000	000	100	000	000	029	014	050	007	000	021	033	036	008	002
MULTIRACIAL*	000	005	059	023	014	018	028	042	008	003	020	032	037	009	002
DISABLED	000	050	000	050	000	062	023	013	002	000	057	027	014	002	000
ECO. DISADV.	005	032	045	014	005	040	035	022	002	001	039	034	023	003	001
ELL	000	050	050	000	000	068	022	008	001	000	069	024	007	000	000
MIGRANT*	N	N	N	N	N	000	100	000	000	000	050	033	016	001	000
FEMALE*	004	020	049	020	008	028	034	030	006	001	027	034	031	006	002
MALE	001	012	044	033	010	028	030	031	009	002	027	029	033	009	002

\* 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 11															
ALL STUDENTS						025	035	032	007	001	031	032	030	006	001
WHITE						012	030	044	012	002	019	032	039	009	001
BLACK						038	041	019	002	000	052	032	015	001	000
HISPANIC						030	034	030	005	001	039	033	025	004	000
ASIAN						019	026	037	016	002	018	028	039	013	002
AM. INDIAN						014	029	043	014	000	028	031	034	007	001
MULTIRACIAL*						011	035	045	009	001	023	033	034	008	001
DISABLED						064	023	011	002	000	065	023	011	001	000
ECO. DISADV.						040	037	020	002	000	045	033	020	002	000
ELL						068	022	009	001	000	079	017	004	000	000
MIGRANT*						100	000	000	000	000	056	031	012	002	000
FEMALE*						027	037	030	005	001	033	035	028	004	001
MALE						022	033	034	009	002	029	029	033	008	001

\* 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.fl DOE.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

## 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.

Staff Type	Total Number for 2008-09	Number Newly Hired for 2008-09	School %	District %	State %
Instructional Staff	62	13	21.0	16.5	14.8
School-Based Administrators	4	1	25.0	20.9	17.6
Total	66	14	21.2	16.7	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	45	75.0	74.1	71.5	71.6	65.3	66.0
Master's Degree	13	21.7	25.9	26.7	26.9	31.9	30.9
Specialist Degree				.6	.6	1.7	2.1
Doctorate	2	3.3		1.1	1.0	1.0	1.0
Total All Degrees	60	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.

## 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 %
Percentage of Classes with Teachers Teaching In-Field	82.9	77.4	93.5
Percentage of Classes with Teachers Teaching Out-of-Field	17.1	22.6	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 %			
		All Schools	High Poverty Schools*	Low Poverty Schools*	All Schools	High Poverty Schools*	Low Poverty Schools*
Classes not Taught by Highly Qualified Teachers	8.4	12.8	11.5	12.5	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.

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**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\*: A

\* 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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16-1451 DARNELL COOKMAN MIDDLE/HIGH SCH

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).