

**CEDAR GROVE ELEMENTARY SCHOOL**

**GRADES: PREK-5**

**NCLB SCHOOL DISTRICT AND STATE PUBLIC ACCOUNTABILITY REPORT  
OCTOBER MEMBERSHIP  
Student Demographics**

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	126	158	56.2	53.3	74.0	74.2	45.3	45.9
BLACK	75	80	30.7	31.9	15.0	15.4	23.0	23.1
HISPANIC	12	4	3.2	4.0	3.9	3.8	25.0	24.7
ASIAN	8	10	3.6	3.3	2.1	2.0	2.5	2.4
AM.INDIAN	1	1	0.4	0.7	0.5	0.4	0.3	0.3
MULTIRACIAL	13	17	5.9	6.8	4.5	4.2	3.9	3.6
DISABLED	42	107	29.5	28.8	16.6	17.4	14.3	14.4
ECONOMICALLY DISADVANTAGED	213	220	85.7	83.0	47.6	45.2	49.6	45.9
ELL	2	1	0.6	1.6	1.7	1.7	11.8	11.9
MIGRANT	1	4	1.0	0.5	0.3	0.1	0.5	0.5
FEMALE	235		46.5	46.7	49.3	48.8	48.7	48.7
MALE		270	53.5	53.3	50.7	51.2	51.3	51.3
TOTAL	505		100.0	100.0	100.0	100.0	100.0	100.0

**READINESS TO START SCHOOL**

**Kindergarten 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).

Category	Number of Students & Where They Were Placed	School %		District %		State %	
	2008-09	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
ECHOS Ready*	53	82	82	88	88	88	88
ECHOS Not Ready	12	18	18	12	12	12	88
DIBELS LNF Ready**	48	76	66	75	70	77	72
DIBELS LNF Not Ready	15	24	34	25	30	23	72
DIBELS ISF Ready**	43	69	60	69	67	68	65
DIBELS ISF Not Ready	19	31	40	31	33	32	65

\*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.

**STUDENT PERFORMANCE**

**Standardized Tests**

**Florida Comprehensive Assessment Test (FCAT)**

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

**Alternate Assessments for Students with Disabilities**

Alternate assessments are used with students who would not be expected to participate in the FCAT. 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 a year or less may be individually exempted from the FCAT. Alternate assessments for ELL students are given for writing, reading, and math.

### 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 and score "proficient" have their results counted with those of other students.

#### Writing Assessment

	Writing Assessment Results (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	82	62	90	89	94	92
WHITE	79	N	92	91	95	94
BLACK	N	N	85	85	92	90
HISPANIC	N	N	90	86	93	91
ASIAN	N	N	88	88	96	95
AM.INDIAN	N	N	N	N	94	93
MULTIRACIAL*	N	N	91	90	96	94
DISABLED	N	N	76	74	80	76
ECONOMICALLY DISADVANTAGED	79	59	87	85	92	89
ELL	N	N	77	73	86	81
MIGRANT*	N	N	N	N	89	85
FEMALE*	N	N	94	93	96	95
MALE*	78	N	88	86	91	89

#### Reading, Mathematics and Science Assessments

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

	Reading Assessment Results (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	68	65	1	69	65	1	62	65	2
WHITE	72	65	2	73	65	1	72	65	1
BLACK	63	65	0	45	65	1	44	65	2
HISPANIC	N	65	N	60	65	0	57	65	1
ASIAN	N	65	N	78	65	0	77	65	1
AM.INDIAN	N	65	N	N	65	0	66	65	2
MULTIRACIAL*	N	65	N	75	65	1	70	65	1
DISABLED	43	65	0	43	65	2	36	65	3
ECONOMICALLY DISADVANTAGED	65	65	2	60	65	1	52	65	2
ELL	N	65	N	41	65	0	42	65	1
MIGRANT*	N	65	N	N	65	0	40	65	2
FEMALE*	73	65	1	70	65	1	64	65	1
MALE*	64	65	2	67	65	1	59	65	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.

Mathematics Assessment Results (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	71	68	1	71	68	1	67	68	2
WHITE	77	68	2	76	68	1	77	68	1
BLACK	59	68	0	47	68	1	49	68	2
HISPANIC	N	68	N	64	68	0	64	68	1
ASIAN	N	68	N	86	68	1	86	68	1
AM.INDIAN	N	68	N	N	68	0	72	68	2
MULTIRACIAL*	N	68	N	73	68	1	71	68	1
DISABLED	58	68	0	43	68	2	39	68	3
ECONOMICALLY DISADVANTAGED	66	68	2	59	68	1	57	68	2
ELL	N	68	N	49	68	0	51	68	2
MIGRANT*	N	68	N	N	68	0	53	68	2
FEMALE*	65	68	1	70	68	1	67	68	1
MALE*	74	68	2	72	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.

Science Assessment Results (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	44	N/A	0	47	N/A	3	43	N/A	4
WHITE	53	N/A	N/A	53	N/A	3	55	N/A	3
BLACK	N	N/A	N	21	N/A	3	22	N/A	5
HISPANIC	N	N/A	N	43	N/A	1	35	N/A	3
ASIAN	N	N/A	N	57	N/A	1	61	N/A	2
AM.INDIAN	N	N/A	N	N	N/A	N	46	N/A	4
MULTIRACIAL*	N	N/A	N	40	N/A	3	48	N/A	3
DISABLED	N	N/A	N	27	N/A	4	23	N/A	6
ECONOMICALLY DISADVANTAGED	38	N/A	0	35	N/A	3	29	N/A	4
ELL	N	N/A	N	19	N/A	0	17	N/A	3
MIGRANT*	N	N/A	N	N	N/A	N	19	N/A	3
FEMALE*	N	N/A	N	43	N/A	3	40	N/A	3
MALE*	42	N/A	0	52	N/A	3	45	N/A	4

\* 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.

**At this time, a state objective is not specified for science achievement.**

**Assessment Results by Grade: Percent Scoring at Level 3 or Above**

SCHOOL TOTALS	Reading		Math		
	School	2008-09	2007-08	2008-09	2007-08
Grade 3		67	68	73	83
Grade 4		66	53	78	51
Grade 5		71	76	58	59

DISTRICT TOTALS		Reading		Math	
District	2008-09	2007-08	2008-09	2007-08	
Grade 3	79	81	80	82	
Grade 4	78	75	78	74	
Grade 5	78	76	67	67	

STATE TOTALS		Reading		Math	
State Totals	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	

### 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	47	6	12.8	11.8	14.8
School-Based Administrators	1	0	0.0	14.4	17.6
Total	48	6	12.5	11.9	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	27	62.8	63.8	66.4	66.9	65.3	66.0
Master's Degree	16	37.2	34.0	31.1	30.7	31.9	30.9
Specialist Degree			2.1	1.7	1.6	1.7	2.1
Doctorate				0.8	0.8	1.0	1.0
Total All Degrees	43	100.0	100.0	100.0	100.0	100.0	100.0

### In-Field and Out-of-Field Teachers

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	100.0	96.9	93.5
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	3.1	6.5

### FLORIDA SCHOOL PERFORMANCE GRADE AND ADEQUATE YEARLY PROGRESS (AYP)

#### School Performance Grade

2008-09 School Performance Grade\*: A

#### 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. 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. 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 provide 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).

Additional statistics and information of interest may be found in the Florida School Indicators Report on the department's website at <http://www.fldoe.org/> or at <http://data.fldoe.org/fsir>

## Measuring Adequate Yearly Progress (AYP) to Meet Requirements of No Child Left Behind (NCLB)

The No Child Left Behind Act requires states to evaluate the performance of all students in all schools in order to determine whether each school and district has made Adequate Yearly Progress (AYP). School districts are responsible for identifying Title I schools as in need of improvement when they fail to make AYP in consecutive years. For the 2008-09 school year, requirements for school improvements apply to Title I schools that did not make AYP in 2007-08 and 2008-09.\* Students attending these schools are eligible for public school choice options for the 2008-09 school year. Title I schools that fail to make AYP for more than two consecutive years are required to provide additional services to students and to implement defined strategies for improving school performance.

\* AYP results are evaluated separately for mathematics and reading in determining whether proficiency targets were missed in consecutive years and in targeting areas for improvement. Each school's AYP determination is based on measures of the performance of the overall student population as well as that of students in defined subgroups: racial/ethnic groups (Am. Indian, Asian, black, Hispanic and white); students eligible for free/reduced-price lunch; English Language Learners (ELL); and students with disabilities.

### AYP Criteria for Florida's Public Schools

- **Participation in Testing:** Schools must have tested at least 95 percent of students in each subgroup.
- **Writing Proficiency:** Schools in which less than 90 percent of students are proficient in writing must show an increase in the percentage of proficient students over the previous year. Students demonstrate writing proficiency by scoring 3 or higher (on a scale of 1 to 6) on the FCAT Writing examination.
- **School Performance Grade:** The school performance grade must be other than a D or an F.
- **Reading Proficiency and Math Proficiency:** Schools must attain proficiency targets in reading and mathematics for each subgroup in which at least 30 students are enrolled. For 2008-09, AYP proficiency targets for all subgroups are as follows: 62 percent of students proficient in mathematics; 58 percent proficient in reading.
- **Safe Harbor Provision:** Schools not meeting reading and math proficiency targets for subgroups may still make AYP through a Safe Harbor provision if the following conditions were met:
  - 1) At least 95 percent of students were tested.
  - 2) The percentage of non-proficient students in the subgroup(s) decreased by at least 10 percent from the prior year.
  - 3) The percentage of the subgroup's students who tested proficient in writing increased.
  - 4) The graduation rate of students in the subgroup(s) increased (high schools).

The latest information on AYP can be accessed online at <http://schoolgrades.fldoe.org/default.asp>

The table below shows the AYP status of the school, district, and state for the 2008-09 school year.

School AYP Status	District AYP Status	State AYP Status
N	N	N
Key: N = "did not make AYP" Y = "Made AYP" T = "School Too Small" I = "Incomplete"		
*Certain schools fall below federal minimum enrollment requirements for evaluation of AYP criteria.		

### Schools That Did Not Make AYP in the District, 2008-09

District Number	School Number	School Name
3	61	BAY HIGH SCHOOL
3	71	MERRITT BROWN MIDDLE SCHOOL
3	81	HUTCHISON BEACH ELEMENTARY SCHOOL
3	91	CEDAR GROVE ELEMENTARY SCHOOL
3	101	CALLAWAY ELEMENTARY SCHOOL
3	131	LUCILLE MOORE ELEMENTARY SCHL
3	141	EVERITT MIDDLE SCHOOL
3	151	HILAND PARK ELEMENTARY SCHOOL
3	161	JINKS MIDDLE SCHOOL
3	181	MILLVILLE ELEMENTARY SCHOOL
3	191	OAKLAND TERRACE SCHL FOR VIS
3	211	PARKER ELEMENTARY SCHOOL
3	221	SOUTHPORT ELEMENTARY SCHOOL

3	231	SPRINGFIELD ELEMENTARY SCHOOL
3	241	ST. ANDREW SCHOOL
3	251	WALLER ELEMENTARY SCHOOL
3	261	WEST BAY ELEMENTARY SCHOOL
3	271	A. D. HARRIS HIGH SCHOOL
3	281	MARGARET K. LEWIS EXCEP SCHOOL
3	291	OSCAR PATTERSON ELEM MAGNET
3	301	ROSENWALD MIDDLE SCHOOL
3	341	RUTHERFORD HIGH SCHOOL
3	471	NORTHSIDE ELEMENTARY SCHOOL
3	491	A. CRAWFORD MOSLEY HIGH SCHOOL
3	511	TOMMY SMITH ELEMENTARY SCHOOL
3	531	NEW HORIZONS LEARNING CENTER
3	541	DEANE BOZEMAN SCHOOL
3	551	J.R. ARNOLD HIGH SCHOOL
3	561	HANEY TECHNICAL HIGH SCHOOL
3	571	BREAKFAST POINT SCHOOL
3	604	PANAMA CITY MARINE INSTITUTE
3	761	EMERALD BAY ACADEMY
3	771	NEWPOINT BAY CHARTER HIGH SCHOOL

**Title I Schools That Did Not Make AYP for At Least Two of the Past Three Years and Were Identified for Improvement**

Students enrolled during 2008-09 in the schools shown below are eligible for public school choice and/or supplemental services in 2008-09.

• District Number	School Number	School Name	Number of Years Listed
3	91	CEDAR GROVE ELEMENTARY SCHOOL	6
3	131	LUCILLE MOORE ELEMENTARY SCHL	5
3	181	MILLVILLE ELEMENTARY SCHOOL	6
3	191	OAKLAND TERRACE SCHL FOR VIS	6
3	231	SPRINGFIELD ELEMENTARY SCHOOL	5
3	251	WALLER ELEMENTARY SCHOOL	1
3	291	OSCAR PATTERSON ELEM MAGNET	5