

## 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/	Number of Students Enrolled in October		School %		District %		State %	
WHITE	174	156	83.5	82.4	72.6	74.2	47.7	48.8
BLACK	19	11	7.6	9.3	13.9	13.6	23.4	23.6
HISPANIC	2	4	1.5	1.9	7.1	6.3	23.4	22.5
ASIAN	5	3	2.0	1.6	1.9	1.7	2.2	2.1
AM.INDIAN	2		.5	.8	.3	.3	.3	.3
MULTIRACIAL	10	9	4.8	3.8	4.3	3.8	3.0	2.7
DISABLED	13	23	9.1	9.9	17.2	16.9	14.9	15.1
ECONOMICALLY DISADVANTAGED	32	18	12.7	15.4	30.0	30.9	45.9	46.5
LEP		1	.3		2.3	2.0	11.5	11.4
MIGRANT							.9	1.0
FEMALE	212		53.7	52.7	48.5	48.5	48.6	48.5
MALE		183	46.3	47.3	51.5	51.5	51.4	51.5
TOTAL	395		100.0	100.0	100.0	100.0	100.0	100.0

2005-06 NCLB School Public Accountability Reports

Run Date: 07/21/2006

Page 1

05-6508

---

 READINESS TO START SCHOOL

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

Kindergarten screening for school readiness

Kindergarten students were screened during the first 45 calendar days of the beginning of school using

a developmental screening instrument: the Early Screening

Inventory--Kindergarten(ESI-K). Percentages

show the proportion of children scoring across the three results categories titled "Ready Now,"

"Getting Ready,"and "Not Ready Yet."

"Ready Now" means that the development and abilities of the student were within the range of what is

expected for children of this age level. "Getting Ready" indicates that the student did not attain

expected levels of readiness but scored close enough to readiness that his or her placement could have

been affected by external factors influencing performance on the day of screening. Some schools may have elected to re-administer the screening at a later date. "Not Ready Yet" means that age-appropriate development was not evidenced during the screening. The following table shows results of the early screening inventory for kindergarten students.

Category	Number of Students Evaluated and where They Placed 2005-06	School %		District %		State %	
		2005-06	2004-05	2005-06	2004-05	2005-06	2004-05
Ready Now	42	95	95	83	84	82	84
Getting Ready			5	12	12	13	12
Not Ready Yet	2	5		5	4	5	5
Total	44						

2005-06 NCLB School Public Accountability Reports  
Run Date: 07/21/2006  
Page 2  
05-6508

#### 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 %	
		2004-05	2003-04	2004-05	2003-04	2004-05	2003-04

ALL STUDENTS		89.1	89.7	69.0	68.7		
WHITE		92.0	92.1	78.3	77.6		
BLACK		73.5	74.5	52.9	53.2		
HISPANIC		81.7	87.1	62.1	61.4		
ASIAN		93.3	93.8	81.2	81.2		
AM. INDIAN		86.7	85.7	68.9	69.8		
MULTIRACIAL		87.1	91.5	75.1	74.9		
DISABLED		55.5	60.5	36.8	36.6		
ECONOMICALLY DISADVANTAGED		71.9	77.6	54.3	53.8		
LEP		58.9	72.5	47.2	46.8		
MIGRANT				43.9	46.3		
FEMALE		91.7	91.7	73.3	72.9		
MALE		86.5	87.8	64.7	64.5		

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

Sculptor.txt

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 % 2004-05	District % 2003-04	State % 2004-05	2003-04
ALL STUDENTS		90.6	69.7	
WHITE		93.1	78.3	
BLACK		78.1	55.6	
HISPANIC		83.4	62.8	
ASIAN		94.1	81.5	
AM. INDIAN		86.7	69.5	
MULTIRACIAL		86.0	74.0	

2005-06 NCLB School Public Accountability Reports  
Run Date: 07/21/2006  
Page 3  
05-6508

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 proportion of students from the total 9-12 enrollment who dropped out of school.

Racial/	Number of Students who Dropped Out of School	School %	District %	State %		
WHITE			1.0	.6	2.4	2.3
BLACK			2.4	.9	3.9	3.6
HISPANIC			.9	.6	3.6	3.7
ASIAN				.2	1.5	1.6
AM. INDIAN			1.4		2.9	2.9
MULTIRACIAL			1.4	1.2	2.0	2.2
FEMALE			.7	.4	2.7	2.6
MALE			1.7	.8	3.3	3.2
TOTAL			1.2	.6	3.0	2.9

2005-06 NCLB School Public Accountability Reports  
Run Date: 07/21/2006  
Page 4  
05-6508

College Placement Test Results  
2004 high school graduates who passed college entry-level placement tests (reading,  
Page 3

Sculptor.txt

writing, and mathematics)  
 Shown in the table are the reported numbers of 2004 (calendar year) graduates who enrolled in Florida public community colleges or universities between May 2004 and April 2005, 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/	Number of Graduates who Took College Placement	Number who Passed Reading Placement
WHITE*		
BLACK*		
HISPANIC*		
ASIAN*		
AM. INDIAN*		
UNKNOWN*		
FEMALE		78.0
MALE		79.9
UNKNOWN		
TOTAL		78.8

\* Additional information is available at <http://data.fl DOE.org/perfcpt>.  
 # A pound sign(#) indicates a number less than 10.

2005-06 NCLB School Public Accountability Reports  
 Run Date: 07/21/2006  
 Page 5  
 05-6508

Racial/	Number of Graduates who Took College Placement	Number who Passed Writing Placement
WHITE*		
BLACK*		
HISPANIC*		
ASIAN*		
AM. INDIAN*		
UNKNOWN*		
FEMALE		86.6
MALE		85.1
UNKNOWN		
TOTAL		85.9

Racial/	Graduates who Took College Placement Mathematics	Number who Passed Mathematics Placement

Sculptor.txt

WHITE*					
BLACK*					
HISPANIC*					
ASIAN*					
AM. INDIAN*					
UNKNOWN*					
FEMALE				70.9	67.3
MALE				76.1	72.2
UNKNOWN					
TOTAL				73.2	69.4

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

# A pound sign(#) indicates a number less than 10.

2005-06 NCLB School Public Accountability Reports

Run Date: 07/21/2006

Page 6

05-6508

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, and mathematics. The FCAT has two main parts: one part consisting of tests that measure skills prescribed by the Sunshine State Standards, and the other part consisting of norm-referenced tests that rank student performance on a percentile basis.

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 Limited English Proficient

Students who are Limited English Proficient (LEP) 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 LEP students are

Sculptor.txt

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.

2005-06 NCLB School Public Accountability Reports

Run Date: 07/21/2006

Page 7

05-6508

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 %	
ALL STUDENTS	94	90	93	93	90	90
WHITE	94	91	94	94	93	93
BLACK	100	75	90	88	87	86
HISPANIC	50	N	91	90	88	89
ASIAN	100	100	94	94	94	95
AM. INDIAN	N	N	96	94	91	92
MULTIRACIAL*	100	N	94	94	92	93
DISABLED	80	100	76	73	70	68
ECONOMICALLY DISADVANTAGED	100	85	88	87	86	86
LEP	N	N	80	78	78	78
MIGRANT*	N	N	100	60	81	80
FEMALE*	100	97	96	96	93	94
MALE*	88	83	91	90	87	87

\* 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

Sculptor.txt

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 students 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.

2005-06 NCLB School Public Accountability Reports

Run Date: 07/21/2006

Page 8

05-6508

Mathematics Assessment Results  
(FCAT Sunshine State Standards and Alternate

Assessments)

Assessments)	School %		Percent of Students Scoring 3 and Above District %				State
	2005-06 Results	State Objective	% Not Tested	2005-06 Results	State Objective	% Not Tested	2005-06 Results
ALL STUDENTS	68	50	0	74	50	1	61
WHITE	72	50	0	79	50	1	72
BLACK	19	50	0	48	50	2	41
HISPANIC	100	50	0	62	50	1	56
ASIAN	100	50	0	86	50	0	82
AM. INDIAN	100	50	0	78	50	1	66
MULTIRACIAL*	67	50	0	74	50	2	67
DISABLED	52	50	3	40	50	3	32
ECONOMICALLY	58	50	0	57	50	2	48

Sculptor.txt

50	2								
DISADVANTAGED									
LEP		N	50	N	42	50	2	43	
50	2								
MIGRANT*		N	50	N	11	50	10	42	
50	3								
FEMALE*		61	50	1	73	50	1	61	
50	2								
MALE*		76	50	0	74	50	2	62	
50	3								

\* 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)

%	School %		Percent of Students Scoring 3 and Above District %				State		
	State	% Not Objective	2005-06 Results	State Objective	% Not Tested	2005-06 Results		State Objective	% Not Tested
ALL STUDENTS	44	2	79	44	0	68	44	1	57
WHITE	44	2	82	44	0	72	44	1	67
BLACK	44	3	38	44	0	46	44	2	39
HISPANIC	44	2	100	44	0	56	44	1	51
ASIAN	44	1	100	44	0	72	44	1	71
AM. INDIAN	44	2	100	44	0	72	44	1	61
MULTIRACIAL*	44	2	92	44	0	73	44	2	67
DISABLED	44	4	63	44	3	38	44	3	30
ECONOMICALLY DISADVANTAGED	44	2	67	44	0	56	44	2	46
LEP	44	2	N	44	N	31	44	2	36
MIGRANT*	44	3	N	44	N	11	44	10	33
FEMALE*	44	2	81	44	1	71	44	1	60
MALE*	44	2	76	44	0	65	44	2	54

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

## 2005-06 NCLB School Public Accountability Reports

Run Date: 07/21/2006

Page 9

05-6508

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

School	Reading		Math	
	2005-06	2004-05	2005-06	2004-05
Grade 3	86	86	77	76
Grade 4	77	75	59	74
Grade 5	76	63	61	60
Grade 6	78	72	68	59
Grade 7	79	78	68	84
Grade 8	76	74	76	87
Grade 9				
Grade 10				
District	Reading		Math	
	2005-06	2004-05	2005-06	2004-05
Grade 3	81	78	80	78
Grade 4	76	82	78	73
Grade 5	78	77	66	66
Grade 6	78	75	71	70
Grade 7	74	68	68	69
Grade 8	60	58	73	73
Grade 9	55	52	76	75
Grade 10	42	42	79	76
State Totals	Reading		Math	
	2005-06	2004-05	2005-06	2004-05
Grade 3	75	68	72	69
Grade 4	66	72	68	64
Grade 5	68	66	57	58
Grade 6	65	56	53	48
Grade 7	61	53	55	53
Grade 8	47	44	60	59
Grade 9	41	37	59	59
Grade 10	32	32	65	63

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

## 2005-06 NCLB School Public Accountability Reports

Run Date: 07/21/2006

Page 10

05-6508

## II. FCAT Norm-Referenced Test (NRT)\*

The FCAT NRT measures student achievement on a test that was given to a national sample of students.

Percentile scores on a norm-referenced test show a student's performance in relation to the performance

of students in the national sample. For example, a score in the 60th percentile means the student has

scored higher than 60% of the students in the national sample.

Sculptor.txt

NRT Reading, Mathematics

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

NRT Results

Subject (Grade)	Number Tested* School	Median National School	Percentile Rank District	State
Reading (Gr. 3)	44	72	68	61
Mathematics (Gr. 3)	44	84	74	67
Reading (Gr. 4)	44	77	78	70
Mathematics (Gr. 4)	44	76	79	71
Reading (Gr. 5)	41	77	77	69
Mathematics (Gr. 5)	41	75	78	71
Reading (Gr. 6)	41	78	76	67
Mathematics (Gr. 6)	41	79	78	67
Reading (Gr. 7)	37	81	74	65
Mathematics (Gr. 7)	37	80	79	69
Reading (Gr. 8)	37	80	74	65
Mathematics (Gr. 8)	37	82	82	73
Reading (Gr. 9)			78	65
Mathematics (Gr. 9)			83	74
Reading (Gr. 10)			76	67
Mathematics (Gr. 10)			80	70

\*A pound sign(#) in a cell indicates suppressed data where fewer than 10 students were tested.

2005-06 NCLB School Public Accountability Reports

Run Date: 07/21/2006

Page 11

05-6508

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 is 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).

School Evaluation for "Unsafe School Choice Option" Requirements, Preliminary Evaluation

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 2005-06 school year, no Florida public school was identified as persistently dangerous.\*

\*pending review of complete full year data.

2005-06 NCLB School Public Accountability Reports

Run Date: 07/21/2006

Page 12

05-6508

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 2005-06.

Total Number Number Newly

Instructional Staff	26	4	15.4	16.5	21.3
School-Based Administrators	2	0	0.0	15.3	21.8
Total	28	4	14.3	16.5	21.4

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 %
		2005-06	2004-05	2005-06	2004-05	2005-06

Bachelor's Degree	25	96.2	88.0	67.5	67.0	65.7
Master's Degree	1	3.8	12.0	31.4	31.8	31.5
Specialist Degree				.5	.5	1.9
Doctorate				.7	.7	.9
Total All Degrees	26	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no non-certified teachers, 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	100.0	99.8	92.6
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	0.2	7.4

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 Poverty	Low
Poverty Schools*			All Schools	Schools*

Classes not Taught by Highly Qualified Teachers	0.0	2.3	10.4	12.0	7.7
---	-----	-----	------	------	-----

\* 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.

2005-06 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 [schoolgrades.fl DOE .org](http://schoolgrades.fl DOE .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.fl DOE .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 that fail to make AYP in consecutive

years as schools in need of improvement. 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 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)

---

2005-06 NCLB School Public Accountability Reports

Run Date: 07/21/2006

Page 15

05-6508

---

Additional required information is included in the accompanying Adequate Yearly

Sculptor.txt

Progress Report.

Additional statistics and information of interest may be found in the Florida School Indicators

Report on the department's website at [www.fl DOE.org](http://www.fl DOE.org) or at <http://data.fl DOE.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

[www.fl DOE.org/schoolmap/flash/district\\_list.asp](http://www.fl DOE.org/schoolmap/flash/district_list.asp). A directory of schools is also available at

[www.fl DOE.org/schoolmap/flash/schoolmap\\_text.asp](http://www.fl DOE.org/schoolmap/flash/schoolmap_text.asp).

---

2005-06 NCLB School Public Accountability Reports

Run Date: 07/21/2006

Page 16

05-6508