



TEST RECORD INFORMATION

NAME	[REDACTED]	N	SCORE TYPE	READ COMP	MATH C&A	TOTL LANG	LANG MECH	LANG EXPR										
GRADE	03	TEST DATE	4/13/97															
AGE	9-6	PUPIL NO	[REDACTED]	NATL PR Q4	99 Q4	92 Q4												
OTHER INFORMATION	CTBS/4 LEVEL 13 FORM A																	
NAME	[REDACTED]	N	SCORE TYPE	TOTL READ	READ COMP	READ VOCA	TOTL MATH	MATH C&A	MATH COMP	SCI- ENCE	SOC STUD							
GRADE	04	TEST DATE	4/20/98															
AGE	10-6	PUPIL NO	[REDACTED]	NATL PR Q4	99 Q4			97 Q4										
OTHER INFORMATION	CTBS/4 LEVEL 14 FORM A																	
NAME	[REDACTED]	N	SCORE TYPE	READ COMP	MATH C&A	TOTL LANG	LANG MECH	LANG EXPR										
GRADE	05	TEST DATE	4/13/99															
AGE	11-6	PUPIL NO	[REDACTED]	NATL PR Q4	83 Q4	87 Q4												
OTHER INFORMATION	CTBS/4 LEVEL 15 FORM B																	

STATE OF FLORIDA
DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES
CUMULATIVE SCHOOL HEALTH RECORD
 (This form is not intended for physician's use)

Special Health Problems - See Narrative_____

Name [Redacted] Race W Sex F School [Redacted]
 Address [Redacted] Father's Name [Redacted]
 Mother's Name [Redacted]
 Date of Birth [Redacted] Place of Birth [Redacted] Birth Recorded: Yes No

Immunization Certification: Yes No

Special Immunization Programs _____

A NARRATIVE NOTE IS REQUIRED FOR REFERRAL AND OUTCOME ENTRIES

Screening and Assessment Grades K-3	K			1			2			3		
	Screening Date	Referral	Outcome	Screening Date	Referral	Outcome	Screening Date	Referral	Outcome	Screening Date	Referral	Outcome
Vision	12-1-93		P	3-2-95		P						
Hearing	12-1-93		P			P						
Height, Weight - 46 1/4 & Graphing 4-45 1/2	9/93			12-94 Ht 49 Wt 54			HT-4 3/2 WT- 27			H-54 W-61		
Nutrition												
Dental Health												
Mental Health												
Communicable Disease												
Records Review												
Physical Assessment												
Other												
Other												

Screening and Assessment Grades 4-8	4			5			6			7			8		
	Screening Date	Referral	Outcome	Screening Date	Referral	Outcome	Screening Date	Referral	Outcome	Screening Date	Referral	Outcome	Screening Date	Referral	Outcome
Vision	1/6/98		P	9/29/98		P									
Hearing						P									
Height, Weight & Graphing	H-4 1/8 W-47 1/2			9/99	HT WT	4'10" 86									
Nutrition															
Dental Health															
Mental Health															
Communicable Disease															
Records Review															
Physical Assessment															
Scoliosis															
Other															
Other															

PICTURE CARD

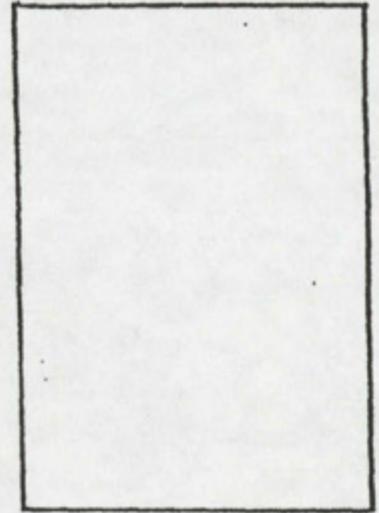
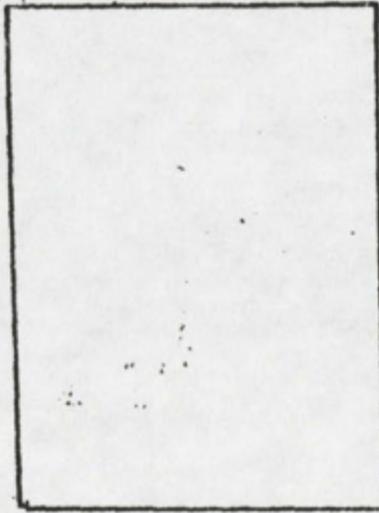
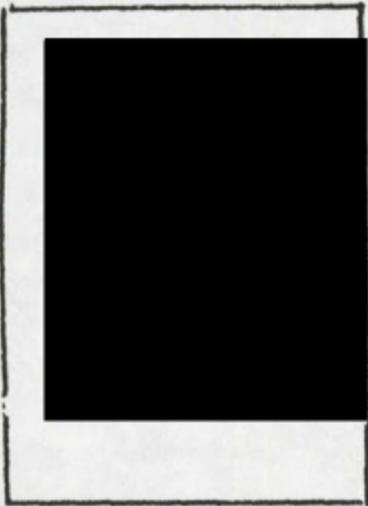
NAME



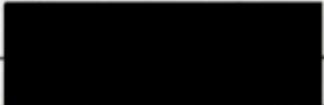
Last

First

Middle



School



Year

Grade

5

School

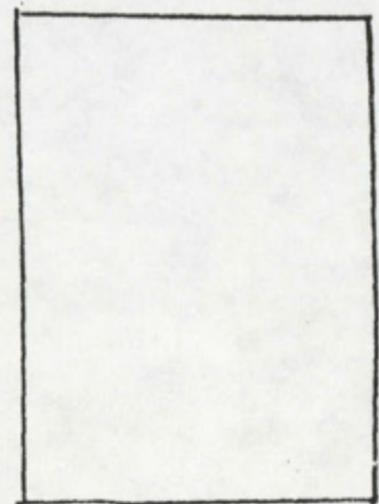
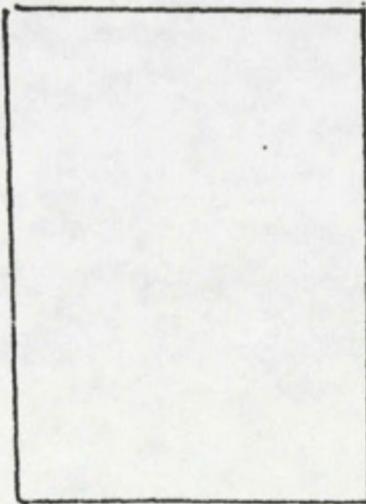
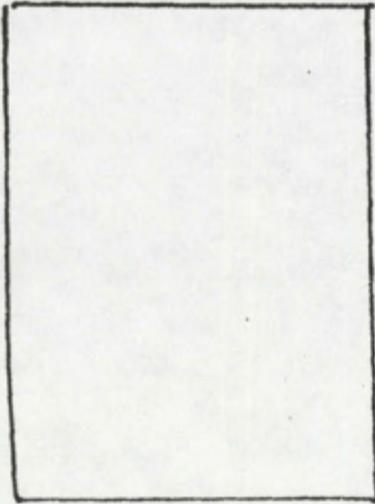
Year

Grade

School

Year

Grade



School

Year

Grade

School

Year

Grade

School

Year

Grade



Spring 2003
Florida Comprehensive Assessment Test (FCAT)
SUNSHINE STATE STANDARDS
Grade 09 Student Report

Student Name: [REDACTED]
 Student Number: [REDACTED]
 School Number and Name: [REDACTED]
 District Number and Name:
50-PALM BEACH

The Florida Department of Education believes that every student has the ability to learn and succeed. The purpose of the FCAT is to ensure that Florida's public schools are providing the best education possible, and preparing students to succeed in the competitive 21st Century job market.

Working with teachers, the State has developed a measurement system that allows you to track a student's academic achievement from year to year and determine if a year's worth of learning has occurred in a year's time. This system also allows you to compare a student's score to a score that represents "grade level" achievement. If a student's score is above the "grade level" score, then they are performing at a level above their current grade. If it is below, they are in need of improvement. Using the "Content Scores," you are able to identify any specific academic skills needing improvement.

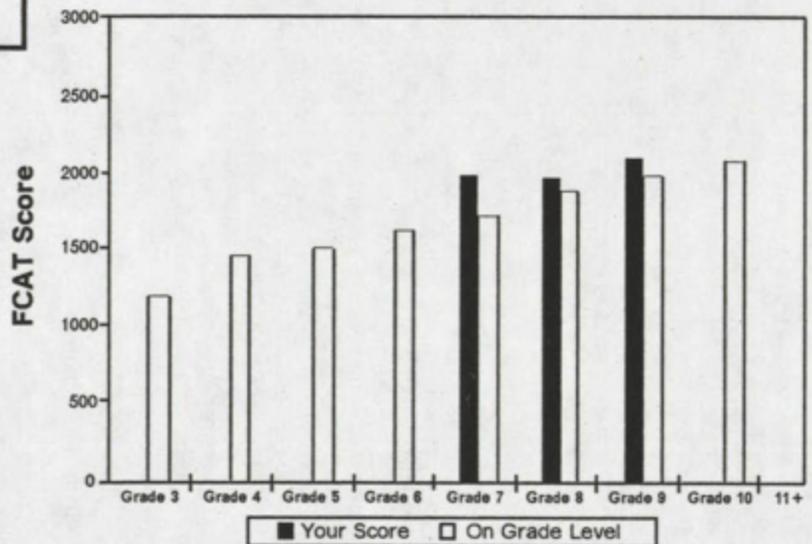
Below you will find your 2003 FCAT Reading and Mathematics scores, as well as your scores from previous years. The chart on the right side of the page shows your score compared to the score that represents "grade level" achievement.

Your Reading score is on grade level. You have answered many of the questions on FCAT correctly.

2003 Reading Content Scores		
Content Areas	Points Possible	Points Earned
Words/Phrases	7	7
Main Idea/Purpose	18	15
Comparisons	10	7
Reference/Research	10	9

Year	2001	2002	2003
Grade Tested	7	8	9
Achievement Level	4	3	3
FCAT Score *	1970	1957	2085

Reading

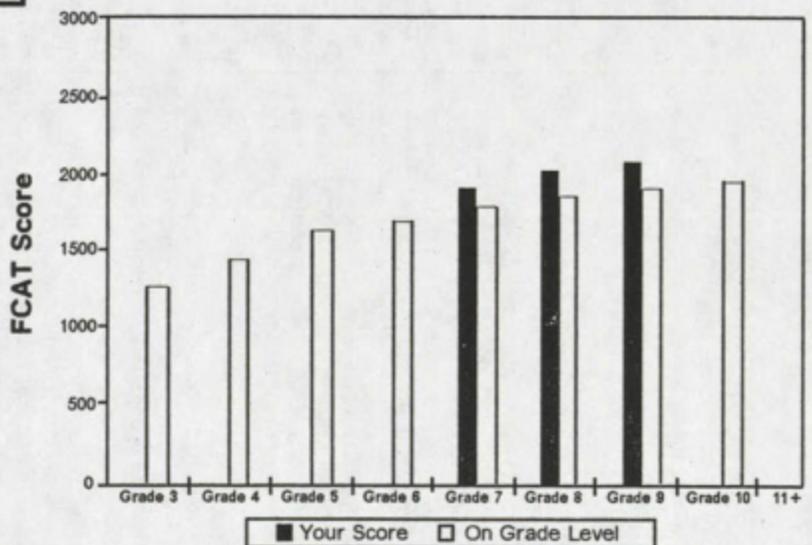


Your Mathematics score is above grade level. You have answered most of the questions on FCAT correctly.

2003 Mathematics Content Scores		
Content Areas	Points Possible	Points Earned
Number Sense	8	6
Measurement	7	4
Geometry	11	10
Algebraic Thinking	10	6
Data Analysis	8	5

Year	2001	2002	2003
Grade Tested	7	8	9
Achievement Level	3	4	4
FCAT Score *	1902	2012	2070

Mathematics



* These scores show your achievement on the day you were tested. If you had taken this test numerous times, it is likely that all of your scores would have been within a certain range. Your 2003 FCAT Reading scores probably would have been between 1993 and 2177. Your 2003 FCAT Mathematics scores probably would have been between 2036 and 2104.

NT = Not Tested NR = Not Reported NA = Data Not Available

Data Run Date: 05/09/2003

0162122

FCAT Reports

Separate reports are produced for the Sunshine State Standards tests in FCAT Reading and Mathematics, Science, and Writing. A separate report is also printed for the norm-referenced tests in Reading and Mathematics.

FCAT Norm-Referenced Test (NRT) Report The FCAT NRT report shows reading and mathematics scores on a Florida version of the SAT9 (published by Harcourt Educational Measurement). Student scores are compared to a national "norm" group, where a percentile rank score of 50 is average.

Sunshine State Standards (SSS) Reports The FCAT SSS Reading, Mathematics, and Science reports show test scores from Florida's tests of academic standards. These reports contain subject scores and content scores. Subject scores describe the overall achievement, and content scores give the number of points earned in specific skill areas. Success on the Reading and Mathematics tests can be best understood by using the achievement levels where a 3 or higher is on or above grade level.

Achievement Levels Five categories of achievement describe the success students have with the content tested on the FCAT Reading and Mathematics. Level 5 is the highest and Level 1 is the lowest. Since science achievement levels have not been determined, science scores are ranked as to whether they fall in the lowest, middle, or highest third of statewide student performance.

- 5 This student has success with the most challenging content of the Sunshine State Standards. A student scoring in Level 5 answers most of the test questions correctly, including the most challenging questions.
- 4 This student has success with the challenging content of the Sunshine State Standards. A student scoring in Level 4 answers most of the test questions correctly, but may have only some success with questions that reflect the most challenging content.
- 3 This student has partial success with the challenging content of the Sunshine State Standards, but performance is inconsistent. A student scoring in Level 3 answers many of the test questions correctly, but is generally less successful with questions that are the most challenging.
- 2 This student has limited success with the challenging content of the Sunshine State Standards.
- 1 This student has little success with the challenging content of the Sunshine State Standards.

FCAT Certificates Students who earn Level 5 scores or whose science scale scores are greater than 400 receive Certificates of Achievement. For writing, certificates are given to all students with scores of 5.5 or 6 and to fourth graders with scores of 5, 5.5, and 6. Certificates are not awarded based on the FCAT Norm-Referenced Test scores.

Informes FCAT (Spanish)

Se preparan informes separados para los exámenes del FCAT de lectura y matemáticas, ciencias y redacción según las normas estatales *Sunshine State Standards*. También se imprime otro informe por separado para los exámenes de lectura y matemáticas de acuerdo a las normas de aplicación nacional.

Informe sobre el FCAT ceñido a normas de aplicación nacional (NRT) El informe del FCAT NRT presenta los resultados de lectura y matemáticas en una versión del estado de Florida del SAT9 (publicada por Harcourt Educational Measurement). Los resultados obtenidos por los estudiantes se comparan con el grupo modelo o "norma", en el que la clasificación es de un 50% del promedio.

Informes según las normas estatales *Sunshine State Standards* (SSS) Los informes según las normas estatales SSS del FCAT presentan las calificaciones de los exámenes de lectura, matemáticas y ciencias de las normas académicas de Florida. Estos informes contienen calificaciones por materias y calificaciones por contenido. Las calificaciones por materia proporcionan un resumen general del rendimiento y las calificaciones por contenido que proveen el número de puntos obtenidos en áreas de habilidades específicas. El éxito de los exámenes de lectura y matemáticas puede entenderse mejor utilizando los niveles de rendimiento en los que una calificación de 3 o superior está al nivel del grado o por encima.

Niveles de rendimiento El éxito que un estudiante ha logrado en el contenido examinado en el FCAT de lectura y matemáticas se describe por medio de cinco categorías. El nivel 5 es el más alto y el nivel 1 es el más bajo. Como los niveles de rendimiento en ciencias no se han determinado, las calificaciones de ciencias se clasifican con respecto a si entran dentro del tercio inferior, medio o superior del rendimiento estudiantil a nivel estatal.

- 5 Este estudiante tiene éxito con el contenido más difícil de las normas *Sunshine State Standards*. Un estudiante del Nivel 5 responde a la mayoría de las preguntas del examen correctamente, incluyendo las preguntas más difíciles.
- 4 Este estudiante tiene éxito con el contenido difícil de las normas *Sunshine State Standards*. Un estudiante del Nivel 4 responde a la mayoría de las preguntas correctamente, pero es posible que sólo tenga cierto éxito con las preguntas que reflejan el contenido más difícil.
- 3 Este estudiante tiene un éxito parcial con el contenido difícil de las normas *Sunshine State Standards*, pero su rendimiento es inconsistente. Un estudiante del Nivel 3 responde muchas de las preguntas del examen correctamente, pero por lo general tiene menos éxito con las preguntas que son más difíciles.
- 2 Este estudiante tiene éxito limitado con el contenido difícil de las normas *Sunshine State Standards*.
- 1 Este estudiante tiene poco éxito con el contenido difícil de las normas *Sunshine State Standards*.

Certificados del FCAT Los estudiantes que se clasifican en el Nivel 5 o cuyos resultados de ciencias sean superiores a 400, reciben Certificados de rendimiento. En redacción, los certificados se otorgan a todos los estudiantes que han obtenido calificaciones de 5.5 y 6, y a los estudiantes de cuarto grado que han obtenido 5, 5.5 y 6. Los certificados no se otorgan basados en los resultados del FCAT ceñido a normas de aplicación nacional.

Rapò FCAT (Haitian Creole)

Yo prepare rapò apa pou egzamen lekti ak matematik, syans ak redaksyon FCAT bay swivan prensip *Sunshine State Standards* yo. Yo ekri yon rapò apa tou pou lekti ak matematik pou "modèl egzamen ofisyèl FCAT itilize pou fè evalyasyon" an.

Rapò egzamen ofisyèl FCAT itilize pou fè evalyasyon (NRT) Rapò FCAT NRT a montre nòt lekti ak matematik nan vèsyon Florida genyen pou SAT9 la (Se Harcourt Educational Measurement ki pibilye li.) Yo konpare nòt elèv la ak yon gwoup nòt yo konsidere kòm "modèl pou egzamen ofisyèl" la, kote swivan klasman pa pousantaj la, nòt mwayèn nan se 50.

Rapò *Sunshine State Standards* (SSS) Rapò FCAT SSS pou lekti, matematik ak syans lan montre nòt elèv yo fè nan egzamen Florida bay sou prensip akademik yo. Rapò sa yo gen nòt pou matyè ak nòt pou kontni ladan yo. Nòt pou matyè yo dekri tout sa elèv la reyalize anjeneral epi nòt pou kontni yo bay kantite pwen elèv la fè nan yon matyè byen detèmine. Ou ka konprann kisa elèv la reyalize nan egzamen lekti ak matematik la pi byen si w itilize yon nivo siksè kote 3 oswa plis se yon nòt ki nan nivo klas la oswa yon nòt ki pi wo pase nivo klas la.

Nivo siksè elèv yo Gen senk kategori siksè ki dekri nivo siksè elèv yo pote nan kontni yo teste nan egzamen lekti ak matematik FCAT la. Pi gwo nivo a se nivo 5 epi pi piti nivo a se nivo 1. Piske yo poko detèminen nivo siksè nan egzamen syans lan, yo klase nòt pou syans lan swivan si li tonbe pi ba, nan mitan oswa pi wo yon tyè pèfòmans elèv toupatou nan eta a.

- 5 Elèv sa a gen siksè nan matyè ki te gen pi plis difikilte ladan yo nan egzamen *Sunshine State Standards* la. Yon elèv ki nan 5yèm Nivo reponn pifò kesyon egzamen yo kòrèkteman, elèv la menm reponn kesyon ki gen pi plis difikilte ladan yo.
- 4 Elèv sa a gen siksè nan matyè ki te gen difikilte ladan yo nan egzamen *Sunshine State Standards* la. Yon elèv ki nan 4yèm Nivo reponn pifò kesyon egzamen yo kòrèkteman, men li ka gen kèk siksè sèlman nan kesyon ki sanble yo gen pi plis difikilte ladan yo.
- 3 Elèv sa a gen enpe siksè nan matyè ki gen difikilte ladan yo nan egzamen *Sunshine State Standards* la, men pèfòmans lan pa rete estab. Yon elèv ki nan 3yèm Nivo reponn anpil nan kesyon egzamen yo kòrèkteman, men anjeneral li gen mwens siksè ak kesyon ki sanble yo gen pi plis difikilte ladan yo.
- 2 Elèv sa a gen siksè limite nan matyè ki gen difikilte ladan yo nan egzamen *Sunshine State Standards* la.
- 1 Elèv sa a gen yon ti siksè tou piti nan matyè ki gen difikilte ladan yo nan egzamen *Sunshine State Standards* la.

Sètifika FCAT Elèv ki fè nòt 5yèm Nivo oswa elèv ki fè gwo nòt ki pi plis pase 400 nan syans ap resevwa Sètifika pou Siksè. Yo bay tout elèv ki fè nòt 5.5 oswa 6 ak elèv klas katriyèm ki fè nòt 5, 5.5, ak 6 yon sètifika pou redaksyon. Yo pa bay sètifika swivan nòt elèv fè nan egzamen ki baze sou "modèl egzamen ofisyèl FCAT itilize pou fè evalyasyon" (NRT) an.



Spring 2004
Florida Comprehensive Assessment Test (FCAT)
SSS Science Student and Parent Report
Grade 10

NAME: [REDACTED]
 ID: [REDACTED]
 SCHOOL: [REDACTED]
 DISTRICT: 50-PALM BEACH

The Florida Department of Education believes that every student has the ability to learn and succeed. The purpose of the FCAT is to ensure that Florida's public schools are providing the best education possible and preparing students to succeed for the future.

A high level of science knowledge has been identified as critical for success in the competitive 21st century job market. Working with Florida educators, the state has developed a test to measure a student's achievement of the important science skills in the *Sunshine State Standards*. This report provides your student's 2004 Science Score which allows you to compare your student's performance to the performance of other students in the state. In addition, the content scores help you to identify academic skills that may need improvement.

El Florida Department of Education (Departamento de Educación del estado de Florida) cree que todos los estudiantes tienen la capacidad de aprender y tener éxito. El propósito del FCAT es asegurar que las escuelas públicas de Florida proporcionen la mejor educación posible y preparen a los estudiantes para tener éxito en el futuro.

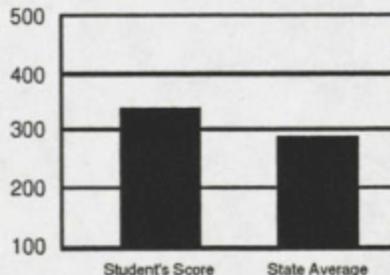
Se ha demostrado que, para el éxito en el competitivo mercado laboral del siglo XXI, es crucial poseer un alto nivel de conocimientos de ciencias. Trabajando con educadores de Florida, el estado ha desarrollado un examen para medir los logros de un estudiante en materia de ciencias de acuerdo a las normas *Sunshine State Standards*. Este informe proporciona a su estudiante la calificación de ciencias de 2004, lo que le permite comparar el rendimiento de su estudiante con la de otros estudiantes en el estado. Adicionalmente, las calificaciones de contenido le ayudan a identificar las habilidades académicas en las que puede ser necesario mejorar.

Depatman Edikasyon nan Florida kwé chak timoun gen kapasite pou aprann epi gen siksè. Objektif FCAT la se pou yo ka sèten lekòl piblik nan Florida ap bay pi bon edikasyon ki posib la epi yap prepare elèv yo pou yo ka gen siksè nan lavni.

Yo idantifye yon nivo konesans ki elve nan syans se yon bagay ki esansyèl pou yon moun ka gen siksè nan konpetisyon ki genyen nan mache travay la nan 21yèm syèk la. Eta Florida a travay ansanm ak pwofesè yo pou yo devlope yon egzamen ki pèmèt yo mezire rannman yon elèv nan egzamen syans ki enpòtan nan *Sunshine State Standards* la. Rapò sa a bay Nòt elèv fè nan Syans pou Ane 2004 la epi sa pèmèt ou konpare pèfòmans elèv ou yo ak pèfòmans lòt elèv nan Eta a. Anplis, nòt yo ki nan rapò a ede ou idantifye nan ki matyè akademik elèv la bezwen fè amelyorasyon.

Your 2004 FCAT Science Score

Score *	Compared to Other Students		
	Low	Middle	High
341			✓



*This score shows your achievement on the day you were tested. If you were to take this test again, it is likely that your 2004 FCAT Science score would be between 326 and 356.

Your 2004 Science Content Scores						
Content Areas	Points Earned	Points Possible	Percent	Compared to Other Students		
				Low	Middle	High
Physical and Chemical	7	14	50 %		✓	
Earth and Space	8	11	73 %			✓
Life and Environmental	10	15	67 %			✓
Scientific Thinking	9	11	82 %			✓

Science Content	Contenido de ciencias	Kisa ki gen nan egzamen syans lan
<ul style="list-style-type: none"> ■ Physical and Chemical Science- explains matter, motion, force, and energy including their properties and interactions; also identifies atoms, elements, compounds, and mixtures. ■ Earth and Space Science- explains Earth's changes over time including geologic patterns, the rock cycle, minerals and weather systems; also describes the solar system and universe. ■ Life and Environmental Science- identifies and explains plants, animals, and the environment, including life processes, conservation of resources, and the interdependence of organisms and systems. ■ Scientific Thinking- applies scientific processes to problem solving, recognizes patterns and systems, and understands the impact of technology on society. 	<ul style="list-style-type: none"> ■ Ciencias físicas y químicas -explican la materia, el movimiento, la fuerza y la energía, incluyendo sus propiedades e interacciones; también identifican los átomos, elementos, compuestos y mezclas. ■ Ciencias de la Tierra y el espacio -explican los cambios de la Tierra a través del tiempo, incluyendo los patrones geológicos, el ciclo de las rocas, minerales y sistemas meteorológicos; también describen el sistema solar y el universo. ■ Ciencias de la vida y el medio ambiente identifican y explican las plantas, animales y el medio ambiente, incluyendo los procesos vitales, la conservación de recursos y la interdependencia de organismos y sistemas. ■ Pensamiento científico- aplica procesos científicos a la resolución de problemas, reconoce patrones y sistemas, y comprende el impacto de la tecnología en la sociedad. 	<ul style="list-style-type: none"> ■ Syans fizik ak chimik- esplike matyè, mouvman, fòs, ak enèji, sa vle di pwopriyete yo ak fason youn reyaji ak lòt; epi tou idantifye atòm, eleman, konpoze chimik ak melanj. ■ Syans latè ak espas- esplike chanjman ki fèt sou Latè ane apre ane, sa vle di aktivite jewolojik, faz wòch, sistèm mineral ak sistèm lameteyo a, epi li dekri sistèm solè a ak inivè a. ■ Syans biyolojik ak anvionman- idantifye epi esplike plant, bèt, ak anvionman an, sa vle di pwosesis biyolojik, konsèvasyon resous yo, ak entèdepandans òganis ak sistèm yo. ■ Rezonman syantifik- itilize pwosede syantifik pou rezoud pwoblèm, rekonèt regilarite ak sistèm, epi konprann enpak teknoloji sou lasosyete.



Spring 2004
Florida Comprehensive Assessment Test (FCAT)
SUNSHINE STATE STANDARDS
Science Performance Task Student Report
Grade 10

This report provides your results on the FCAT 2004 Science performance tasks. Each performance task on FCAT requires you to respond with either a short response or a longer, more detailed response. Short-response tasks are scored on a 2-point rubric and extended-response tasks are scored on a 4-point rubric.

One of the short-response tasks is shown below with a copy of your answer. The number of points you earned for your answer is shown in the box to the right.

FCAT 2004
SCIENCE PERFORMANCE TASKS

Student Name [REDACTED]
Student Number [REDACTED]
School Name [REDACTED]
School Number [REDACTED]
District Name **PALM BEACH**
District Number **50**

	This Performance Task Response	All Science Performance Task Responses
Points Possible	2	10
Points Earned	1	5

The surface of Earth is covered with giant plates that move and interact with each other.



Major Tectonic Plates of the World

Describe a geologic event and a geologic formation that can occur when plates collide.





Spring 2004
Florida Comprehensive Assessment Test (FCAT)
Writing
Grade 10 Student Report
Writing to Convince

NAME: [REDACTED]
ID: [REDACTED]
SCHOOL: [REDACTED]
DISTRICT: 50-PALM BEACH

SCORE: 5.0

How Papers Are Scored

The student responses are scored by trained readers using the holistic method to evaluate a piece of writing for its overall quality. The readers consider four elements: focus, organization, support, and conventions. In this type of scoring, readers make a judgment about the entire response and do not focus on any one aspect of the writing.

Focus refers to how clearly the paper presents and maintains a clear main idea, theme, or unifying point. Papers representing the higher end of the point scale demonstrate a consistent awareness of the topic and do not contain extraneous information.

Organization refers to the structure or plan of development (beginning, middle, and end) and whether the points are logically related to one another. Organization also refers to (1) the use of transitional devices to relate the supporting ideas to the main idea, theme, or unifying point and (2) the evidence of a connection between sentences. Papers representing the higher end of the point scale use transitions to signal the plan or text structure and end with summary or concluding statements.

Support refers to the quality of the details used to explain, clarify, or define. The quality of the support depends on word choice, specificity, depth, and thoroughness. Papers representing the higher end of the point scale provide examples and illustrations in which the relationship between the supporting ideas and the topic is clear.

Conventions refers to punctuation, capitalization, spelling, and variation in sentence structure used in the paper. The conventions are basic writing skills included in Florida's Sunshine State Standards. Papers representing the higher end of the point scale follow, with few exceptions, the conventions of punctuation, capitalization, and spelling and use a variety of sentence structures to present ideas.

Dear Student:

The paper you wrote in February as part of the FCAT has been read independently by two people trained to score this test. Each reader judged the paper against standards set by Florida educators and gave it an overall score. Your score is the average of the two readers' scores.

This writing score will help you, your parents or guardians, and your teachers understand how well you performed on this statewide writing test. A description of how papers are scored is printed on the left side of this report. A description of each possible score is printed on the back of this report.

Remember, you were given 45 minutes to read the assigned topic, plan what to write, and then write your response. The conditions under which you write papers in class or at home may not be the same as those for this test; therefore, the writing may not be the same. You and your teachers should consider the score on this test along with all of your other writing when planning activities to continue developing your writing skills.

DESCRIPTION OF THE TOPIC:
You were asked to persuade community leaders whether to set a weekend curfew.

Data Run Date: 04/07/04

50-2331

Description of Grade 4 Writing Scores

- 6.0:** The writing focuses on the topic, is logically organized, and includes ample development of supporting ideas or examples. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.
- 5.5:** The writing was given a 5 by one reader and a 6 by the other reader.
- 5.0:** The writing focuses on the topic with adequate development of supporting ideas or examples. It has an organizational pattern, though lapses may occur. Word choice is adequate. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.
- 4.5:** The writing was given a 4 by one reader and a 5 by the other reader.
- 4.0:** The writing generally focuses on the topic, though it may contain extraneous information. An organizational pattern is evident, but lapses may occur. Some supporting ideas contain specifics and details, but others are not developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Punctuation, capitalization, and spelling are usually correct.
- 3.5:** The writing was given a 3 by one reader and a 4 by the other reader.
- 3.0:** The writing generally focuses on the topic, though it may contain extraneous information. An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Punctuation and capitalization are sometimes incorrect, but most commonly used words are spelled correctly.
- 2.5:** The writing was given a 2 by one reader and a 3 by the other reader.
- 2.0:** The writing may be slightly related to the topic or offer little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice may be limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in punctuation, capitalization, and spelling.
- 1.5:** The writing was given a 1 by one reader and a 2 by the other reader.
- 1.0:** The writing may only minimally address the topic because there is little or no development of supporting ideas or examples. No organizational pattern is evident. Ideas are often provided through lists, and word choice is limited or immature. Unrelated information may be included. Frequent errors in punctuation, capitalization, and spelling may impede communication.
- U:** The writing is unrelated to the assigned topic or cannot be read.

Description of Grade 8 Writing Scores

- 6.0:** The writing focuses on the topic, is logically organized, and includes substantial development of supporting ideas or examples. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure. There are few, if any, usage, punctuation, or spelling errors.
- 5.5:** The writing was given a 5 by one reader and a 6 by the other reader.
- 5.0:** The writing focuses on the topic with ample development of supporting ideas or examples. It has an organizational pattern, though lapses may occur. It demonstrates a mature command of language. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.
- 4.5:** The writing was given a 4 by one reader and a 5 by the other reader.
- 4.0:** The writing generally focuses on the topic, though it may contain extraneous information. An organizational pattern is evident, but lapses may occur. Some supporting ideas contain specifics and details, but others are not developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Punctuation, capitalization, and spelling are usually correct.
- 3.5:** The writing was given a 3 by one reader and a 4 by the other reader.
- 3.0:** The writing generally focuses on the topic, though it may contain extraneous information. An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Punctuation and capitalization are sometimes incorrect, but most commonly used words are spelled correctly.
- 2.5:** The writing was given a 2 by one reader and a 3 by the other reader.
- 2.0:** The writing may be slightly related to the topic or offer little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice may be limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in punctuation, capitalization, and spelling.
- 1.5:** The writing was given a 1 by one reader and a 2 by the other reader.
- 1.0:** The writing may only minimally address the topic because there is little or no development of supporting ideas or examples. No organizational pattern is evident. Ideas are often provided through lists, and word choice is limited or immature. Unrelated information may be included. Frequent errors in punctuation, capitalization, and spelling may impede communication.
- U:** The writing is unrelated to the assigned topic or cannot be read.

Description of Grade 10 Writing Scores

- 6.0:** The writing focuses on the topic, is logically organized, and includes substantial development of supporting ideas or examples. It demonstrates a mature command of language with freshness of expression. Sentences vary in structure. There are few, if any, usage, punctuation, or spelling errors.
- 5.5:** The writing was given a 5 by one reader and a 6 by the other reader.
- 5.0:** The writing focuses on the topic, is logically organized, and includes ample development of supporting ideas or examples. It demonstrates a mature command of language. Sentences vary in structure. Usage, punctuation, and spelling are generally correct.
- 4.5:** The writing was given a 4 by one reader and a 5 by the other reader.
- 4.0:** The writing focuses on the topic, though it may contain loosely related information. An organizational pattern is apparent. Some of the supporting ideas contain specifics and details, but others do not. Word choice is adequate. Sentences vary in structure. Usage, punctuation, and spelling are generally correct.
- 3.5:** The writing was given a 3 by one reader and a 4 by the other reader.
- 3.0:** The writing generally focuses on the topic, though it may contain loosely related information. An organizational pattern is demonstrated. Development of the supporting ideas may be uneven. Word choice is adequate. There is some variation in sentence structure. Usage, punctuation, and spelling are generally correct.
- 2.5:** The writing was given a 2 by one reader and a 3 by the other reader.
- 2.0:** The writing addresses the topic, though it may lose focus by including extraneous information. An organizational pattern is demonstrated. Development of the supporting ideas may be nonspecific. Word choice may be limited. Frequent errors may occur in sentence construction, usage, punctuation, and spelling.
- 1.5:** The writing was given a 1 by one reader and a 2 by the other reader.
- 1.0:** The writing addresses the topic, though it may lose focus by including extraneous and loosely related ideas. The organizational pattern is weak. Ideas are often presented through lists and limited or inappropriate word choice. Frequent errors may occur in sentence construction, usage, punctuation, and spelling.
- U:** The writing is unrelated to the assigned topic or cannot be read.



THE SCHOOL DISTRICT OF PALM BEACH COUNTY (SDPBC)
New and Returning Student Registration

(1) STUDENT NUMBER [REDACTED]	(2) SAC CODE [REDACTED]
----------------------------------	----------------------------

NEW STUDENTS: Complete all non-shaded areas on both sides of the form.
 RETURNING STUDENTS: Review both sides. If the pre-printed information is incorrect, correct the information by carefully and lightly crossing out the incorrect information and writing the correct information above it.

DIST: 2451 TCHR: [REDACTED] : 061 STDT [REDACTED] CRS: 2100010 SEC: 01 BLDG: 01 RM: 172 08/16/01

(3) STUDENT'S LEGAL NAME (last, first, middle) [REDACTED]		(4) ALSO KNOWN AS	
(5) LOCAL ADDRESS (house no. & street name) [REDACTED]		(apt. no.)	(city) LOXAHATCHEE FL 33470 (state) (zip code)
(6) MAILING ADDRESS (house no. & street name) [REDACTED]		(apt. no.)	(city) (state) (zip code)
(7) SOCIAL SECURITY NO. (optional) [REDACTED]	(8) HOME TELEPHONE NO. [REDACTED]	(9) SEX F	(10) RACE/ETHNIC ORIGIN W <input type="checkbox"/> I-American Indian/Alaskan Native <input type="checkbox"/> B-Black, Non-Hispanic <input type="checkbox"/> H-Hispanic <input type="checkbox"/> A-Asian/Pacific Islander <input type="checkbox"/> W-White, Non-Hispanic <input type="checkbox"/> M-Multiracial
(11) DATE OF BIRTH (MM/DD/YYYY) [REDACTED]	(12) PLACE OF BIRTH (city, state, country) [REDACTED] IL US ILLINOIS	(13) RESIDENT STATUS 3 <input type="checkbox"/> 0. Foreign Exchange Student <input type="checkbox"/> 1. Out-of-county Resident <input type="checkbox"/> 2. Out-of-state Resident <input type="checkbox"/> 3. In-county Resident	
(15) FEDERAL IMPACT SURVEY YES NO <input type="checkbox"/> <input type="checkbox"/> A. The student resides on federal property. <input type="checkbox"/> <input type="checkbox"/> B. The student resides in low rent housing. <input type="checkbox"/> <input type="checkbox"/> C. The parent is employed on federal property located in P.B. County. <input type="checkbox"/> <input type="checkbox"/> D. The parent is employed on low rent housing located in P.B. County. <input type="checkbox"/> <input type="checkbox"/> E. The parent is in the uniformed services of the United States. <input type="checkbox"/> <input type="checkbox"/> If E. is YES, is the parent on active duty? Check service below: <input type="checkbox"/> Air Force <input type="checkbox"/> Army <input type="checkbox"/> Coast Guard <input type="checkbox"/> Marines <input type="checkbox"/> National Guard <input type="checkbox"/> Navy		(14) USA ENTRY DATE (MM/DD/YYYY) [REDACTED]	
		(16) PRESCHOOL ENROLLMENT INFORMATION Place an X by each program attended. Also, indicate with an asterisk (*) the program your child was in the longest. <input type="checkbox"/> N. Non-subsidized Child Care <input type="checkbox"/> M. Migrant Pre-K <input type="checkbox"/> D. Pre-K Disabilities <input type="checkbox"/> H. Headstart <input type="checkbox"/> I. Pre-K Early Intervention <input type="checkbox"/> C. Chapter 1 <input type="checkbox"/> S. Subsidized Child Care <input type="checkbox"/> O. Other	
		(17) IS THE STUDENT A SINGLE PARENT? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	(18) CURRENT GRADE LEVEL 08

TRANSFER INFORMATION		
(19) NAME OF SCHOOL TRANSFERRING FROM	(20) CITY OR LOCATION	(21) LAST ATTENDANCE DATE
(22) LAST GRADE LEVEL	(23) LAST PUBLIC SCHOOL ATTENDED IN PALM BEACH COUNTY	(24) DATE ATTENDED IN PBC

HEALTH SCREENING INFORMATION		FREE OR REDUCED PRICE LUNCH
(25) Students will receive non-invasive health screenings pursuant to Florida Statute 381.0056(7)(d). Non-invasive screenings may include vision, hearing, scoliosis, height, and weight. These tests may be given individually or in groups. Parents or guardians, however, have the right to request an exemption in writing. If you DO NOT want your child to receive the screenings, write the words "Do not screen" here: DO NOT SCREEN (This exemption will cover all types of screenings)		(27) Have you filled out an application for free and reduced lunch? <input type="checkbox"/> YES <input type="checkbox"/> NO (Application is provided with this form)
(26) I give permission for my child to participate in the sodium fluoride program to prevent tooth decay. <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO (permission is valid through 6th grade)		

NEW STUDENTS TO PALM BEACH COUNTY	
(28) HOME LANGUAGE SURVEY YES NO <input type="checkbox"/> <input type="checkbox"/> 1. Is a language other than English used in the home? If YES, what language? _____ <input type="checkbox"/> <input type="checkbox"/> 2. Does the student have a first language other than English? If YES, what language? _____ <input type="checkbox"/> <input type="checkbox"/> 3. Does the student most frequently speak a language other than English? If YES, what language? _____ (29) 4. What language is spoken in the home by the parent or guardian? _____ (30) 5. What language is the student's first language? _____	
(31) What is the date of entry into an ESOL program? _____	(32) STUDENT LIVES WITH: (check one) <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Both Parents <input type="checkbox"/> Other _____
(33) DISCLOSURES FOR ENTRY INTO PBC SCHOOL DISTRICT YES NO <input type="checkbox"/> <input type="checkbox"/> 1. Has the student ever been expelled from school? <input type="checkbox"/> <input type="checkbox"/> 2. Has the student ever had an arrest resulting in a charge? <input type="checkbox"/> <input type="checkbox"/> 3. Has the student ever had any juvenile justice actions?	(34) CUSTODY STATUS OF STUDENT (check one) <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Shared Custody <input type="checkbox"/> Other _____
(35) Is there a court order barring either parent from removing or contacting the student during the school day? <input type="checkbox"/> YES <input type="checkbox"/> NO If YES, provide the school with a copy of the court order.	

THE SCHOOL DISTRICT OF PALM BEACH COUNTY - NEW AND RETURNING STUDENT REGISTRATION

(36) FATHER OR LEGAL GUARDIAN (first, middle initial, last) [REDACTED] PU: Y			(37) MOTHER OR LEGAL GUARDIAN (first, middle initial, last) [REDACTED] PU: Y		
ADDRESS (street number, street name, apartment number)			ADDRESS (street number, street name, apartment number)		
CITY		STATE	CITY		STATE
OCCUPATION			OCCUPATION		
PLACE OF EMPLOYMENT			PLACE OF EMPLOYMENT		
HOME TELEPHONE	BUSINESS TELEPHONE	CELL/PAGER NUMBER	HOME TELEPHONE	BUSINESS TELEPHONE	CELL/PAGER NUMBER
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
EMAIL ADDRESS (optional)			EMAIL ADDRESS (optional)		

EMERGENCY HEALTH AND SAFETY INFORMATION					
Person(s) other than parent authorized to pick up student			(38) PASSWORD (limit 10 characters)		
(39) NAME (first, middle initial, last) [REDACTED] OR [REDACTED]			(41) NAME (first, middle initial, last) [REDACTED]		
ADDRESS (street number, street name, apartment number)			ADDRESS (street number, street name, apartment number)		
CITY		STATE	CITY		STATE
TELEPHONE	RELATIONSHIP	(40) AUTHORIZED FOR EMERGENCY PICKUP <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Y	TELEPHONE	RELATIONSHIP	(42) AUTHORIZED FOR EMERGENCY PICKUP <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Y
[REDACTED]			[REDACTED]	OTHER	
(43) If school personnel are unable to contact you in case of illness or accident, may we have your permission to call your doctor or emergency services (911) for transport to the hospital? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO				(44) MEDICAL INFORMATION (list student's illnesses, behavior, health issues, allergies, medications, or other physical limitations)	
(45) FAMILY PHYSICIAN	(46) PHYSICIAN PHONE	(48) Does your child currently have health insurance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
		If YES, indicate: <input type="checkbox"/> Medicaid <input type="checkbox"/> Private <input type="checkbox"/> Healthy Kids/Kid Care <input type="checkbox"/> Interested in receiving information			
(47) HOSPITAL PREFERENCE					

PARENT'S/GUARDIAN'S OTHER CHILDREN IN PALM BEACH COUNTY SCHOOLS				
(49) NAME OF CHILD (first, middle, last)	SCHOOL ATTENDING	STUDENT NO. (optional)	GRADE	DATE OF BIRTH
(50) NAME OF CHILD (first, middle, last)	SCHOOL ATTENDING	STUDENT NO. (optional)	GRADE	DATE OF BIRTH
(51) NAME OF CHILD (first, middle, last)	SCHOOL ATTENDING	STUDENT NO. (optional)	GRADE	DATE OF BIRTH
(52) NAME OF CHILD (first, middle, last)	SCHOOL ATTENDING	STUDENT NO. (optional)	GRADE	DATE OF BIRTH

<p>PARENT/GUARDIAN SIGNATURE</p> <p>I verify that the information given is true and accurate to the best of my knowledge.</p> <p>[REDACTED SIGNATURE] <u>8/25/01</u> SIGNATURE OF PARENT/GUARDIAN DATE</p>	FOR OFFICE USE ONLY						
	(53) SCH. NO. 2451	(54) STUDENT NO. [REDACTED]	(55) COB US	(56) ENTRY CD. E01	(57) ENTRY DATE 08/14/01	(58) GR LV 08	(59) CAL. 01
	(60) TEACHER NO.	(61) REASSIGN CODE	(62) TRANSPORTATION <input type="checkbox"/> PBC Bus # _____ <input type="checkbox"/> Palm Tran <input type="checkbox"/> Parent/Student Trans. <input type="checkbox"/> Walk <input type="checkbox"/> Bike			(63) BIRTH VERF. 1 2 3 4 5 6 7 8 9 T	(64) HRS A B Z
	(65) DOCUMENTATION CHECKLIST (check and date when received)						
<input type="checkbox"/> Immunizations (date) _____ <input type="checkbox"/> Birth Records Verif. (date) _____ <input type="checkbox"/> Soc. Sec. No. (date) _____ <input type="checkbox"/> Physical Exams (date) _____							
(66) DATA ENTRY COMPLETED BY					DATE		

7th grade

To: [REDACTED]

During the week of April 16-21 [REDACTED] will be staying with my neighbor because I will be out of town. My neighbor is:

[REDACTED]

We can also be reached on my husband's cell phone [REDACTED]

Thank you
[REDACTED]



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
1998-1999 END-OF-YEAR REPORT for GRADES 1-5

 Student

School _____
 Grade 5

 Principal

This school year, your child:

- did not have an Academic Improvement Plan (AIP)
 had an individual Academic Improvement Plan (AIP) for:
 reading writing mathematics

This AIP identified remediation strategies used to assist your child this year. Your child may need another AIP next school year.

As a result of your child's performance this school year, your child is being recommended for:

- Promotion to the next grade level
 Retention in the same grade level
 Administrative Placement to the next grade level
 Summer School (for Limited English Proficient students)
 Extended School Year (for Exceptional Student Education students)
 2.5 Summer Reading Program (for retained second grade students)
 5.5 Transition Program (for fifth grade students with Administrative Placement to grade 6)
 Other (Specify): _____

In a continuing effort to keep you informed, this report is being provided to notify you of your child's progress toward meeting the school district's levels of performance in reading, writing, and mathematics. Your child's end-of-year performance level in reading, writing, and mathematics is identified below:

READING	WRITING (COMPOSITION)	MATHEMATICS
<input type="checkbox"/> Above grade level	<input type="checkbox"/> Above grade level	<input type="checkbox"/> Above grade level
<input checked="" type="checkbox"/> At grade level	<input checked="" type="checkbox"/> At grade level	<input checked="" type="checkbox"/> At grade level
<input type="checkbox"/> Below grade level*	<input type="checkbox"/> Below grade level*	<input type="checkbox"/> Below grade level*
<input type="checkbox"/> Substantially below grade level**	<input type="checkbox"/> Substantially below grade level**	<input type="checkbox"/> Substantially below grade level**

* If **below grade level** has been indicated for reading, writing, and/or mathematics, you may be asked to participate in the development of a plan to improve your child's academic performance. This plan will be developed at the beginning of the 1999-2000 school year.

** If **substantially below grade level** has been indicated for reading, writing, and/or mathematics, you will be asked to participate in the development of a plan to improve your child's academic performance. This plan will be developed at the beginning of the 1999-2000 school year.

 Teacher Signature

6/8/99
 Date



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
ELEMENTARY REPORT CARD

Grade 5

Year 19 98 -19 99

Student [REDACTED]

School [REDACTED]

Teacher [REDACTED]

Principal [REDACTED]

MARKING CODES - ACADEMIC SUBJECTS
GRADES 1 and 2

E - Excellent S - Satisfactory
V - Very Satisfactory N - Needs Improvement

GRADES 3-5

A - Outstanding (94% - 100%)
B - Above Average (85% - 93%)
C - Average (77% - 84%)
D - Below Average (70% - 76%)
F - Failing (0% - 69%)
I - Incomplete

SOCIAL DEVELOPMENT/CLASSROOM STUDY HABITS
Please work on the area(s) that have a check (✓).

	Marking Period			
	1st	2nd	3rd	4th
Overall effort				
Works cooperatively				
Works independently				
Completes classwork on time		✓		
Completes homework on time		✓		✓
Follows classroom rules and routines				
Uses time wisely				
Follows directions				
Accepts responsibility for own actions				
Comes to class prepared with materials		✓		

ACADEMIC SUBJECTS

	Marking Period			
	1st	2nd	3rd	4th
Mathematics <i>(Indicate level with a check)</i>	A	B	B	B
<i>On or above grade level</i>	✓	✓	✓	✓
<i>Below grade level</i>				
Reading <i>(Indicate level with a check)</i>	B-	B	A	B
<i>On or above grade level</i>	✓	✓	✓	✓
<i>Below grade level</i>				
Composition	3	3	3.5	3.5
Language	B+	B	A	A
Spelling	B	B	B	A
Handwriting/Penmanship	B	B-	B	B
Social Studies	B	C	A	A
Science/Health	B	B	C	B

ALTERNATE ASSESSMENTS

Indicate those used with a check (✓).

	Marking Period			
	1st	2nd	3rd	4th
Skills Checklist(s)				
Portfolio	✓	✓	✓	✓
Audio Cassette Recording				
Video Recording				
Computer Program	✓	✓	✓	✓
Standardized Test(s)	✓	✓	✓	✓
Observations/Written Comments	✓	✓	✓	✓
Other				

* Grades not given this nine weeks

MARKING CODES - FINE ARTS

- 3 - Outstanding effort and participation
- 2 - Satisfactory effort and participation
- 1 - Inadequate effort and participation; parent conference requested

FINE ARTS REPORT

	Marking Period			
	1st	2nd	3rd	4th
Art	3	3	3	3
Music	3	3?	3	3
Physical Education	3	3	3	3

PARENT/GUARDIAN/TEACHER CONFERENCE

	Marking Period			
	1st	2nd	3rd	4th
Conference conducted <i>[Indicate date(s)]</i>			1/22	

ATTENDANCE

Regular attendance and punctuality are essential for quality education.

	Marking Period			
	1st	2nd	3rd	4th
Days Present	39	40	40	38
Days Absent	4	6	7	7
Days Tardy	1	1	0	0
Information Included	✓	✓		✓

PLACEMENT *

Grade 6 Special Session _____

* If Special Session program is indicated, grade placement will be determined by the home school.



**THE SCHOOL DISTRICT OF PALM BEACH COUNTY
ELEMENTARY REPORT CARD**

Grade 4th

Year 1997 -1998

Student _____

School _____

Teacher _____

Principal _____

MARKING CODES - ACADEMIC SUBJECTS GRADES 1 and 2	
E - Excellent	S - Satisfactory
V - Very Satisfactory	N - Needs Improvement
GRADES 3-5	
A - Outstanding (94% - 100%)	
B - Above Average (85% - 93%)	
C - Average (75% - 84%)	
D - Below Average (65% - 74%)	
F - Failing (0% - 64%)	
I - Incomplete	

SOCIAL DEVELOPMENT/CLASSROOM STUDY HABITS
Please work on the area(s) that have a check (✓).

	Marking Period			
	1st	2nd	3rd	4th
Overall effort				
Works cooperatively				
Works independently			✓	✓
Completes classwork on time		✓	✓	✓
Completes homework on time		✓	✓	✓
Follows classroom rules and routines				
Uses time wisely			✓	✓
Follows directions				
Accepts responsibility for own actions				
Comes to class prepared with materials				

ACADEMIC SUBJECTS

	Marking Period			
	1st	2nd	3rd	4th
Mathematics (Indicate level with a check)	B	B	C	B
On or above grade level	✓	✓	✓	✓
Below grade level				
Reading (Indicate level with a check)	A	B	B	A
On or above grade level	✓	✓	✓	✓
Below grade level				
Composition	4	4	4	3
Language	B	A	A	B
Spelling	A	A	A	A
Handwriting/Penmanship	C	B	B	C
Social Studies	B	A	B	B
Science/Health	A	A	B	A

ALTERNATE ASSESSMENTS

	Marking Period			
	1st	2nd	3rd	4th
Skills Checklist(s)				
Portfolio				
Audio Cassette Recording				
Video Recording				
Computer Program				
Standardized Test(s)				
Observations/Written Comments				
Other				

* Grades not given this nine weeks

MARKING CODES - FINE ARTS

- 3 - Outstanding effort and participation
- 2 - Satisfactory effort and participation
- 1 - Inadequate effort and participation; parent conference requested

FINE ARTS REPORT

	Marking Period			
	1st	2nd	3rd	4th
Art	3	3	3	3
Music	3	3	3	3
Physical Education	3	3	3	3

PARENT/GUARDIAN/TEACHER CONFERENCE

	Marking Period			
	1st	2nd	3rd	4th
Conference conducted [Indicate date(s)]		1/13		

ATTENDANCE

	Marking Period			
	1st	2nd	3rd	4th
Regular attendance and punctuality are essential for quality education.				
Days Present	44	39	43	36
Days Absent	5	5	5	3
Days Tardy	1	2	2	1
Information Included		✓		✓

PLACEMENT *

Grade 5th Special Session _____
 * If Special Session program is indicated, grade placement will be determined by the home school.



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
ELEMENTARY REPORT CARD

Grade 3

Year 1996 -1997

Student [REDACTED]

School [REDACTED]

Teacher [REDACTED]

Principal [REDACTED]

MARKING CODES - ACADEMIC SUBJECTS
GRADES 1 and 2

E - Excellent S - Satisfactory
V - Very Satisfactory N - Needs Improvement

GRADES 3-5

A - Outstanding (94% - 100%)
B - Above Average (85% - 93%)
C - Average (75% - 84%)
D - Below Average (65% - 74%)
F - Failing (0% - 64%)
I - Incomplete

SOCIAL DEVELOPMENT/CLASSROOM STUDY HABITS
Please work on the area(s) that have a check (✓).

	Marking Period			
	1st	2nd	3rd	4th
Overall effort				
Works cooperatively				
Works independently				
Completes classwork on time			✓	
Completes homework on time				
Follows classroom rules and routines				
Uses time wisely				
Follows directions				
Accepts responsibility for own actions				
Comes to class prepared with materials				

ACADEMIC SUBJECTS

	Marking Period			
	1st	2nd	3rd	4th
Mathematics <i>(Indicate level with a check)</i>	A	A	A	A
<i>On or above grade level</i>	✓	✓	✓	✓
<i>Below grade level</i>				
Reading <i>(Indicate level with a check)</i>	A	A	A	A
<i>On or above grade level</i>	✓	✓	✓	✓
<i>Below grade level</i>				
Composition	3	4	5	5
Language	A	A	A	A
Spelling	A	A	A	A
Handwriting/Penmanship	B	A	B	B
Social Studies	A	A	B	A
Science/Health	A	*	A	A

* Grades not given this nine weeks

ALTERNATE ASSESSMENTS

Indicate those used with a check (✓).

	Marking Period			
	1st	2nd	3rd	4th
Skills Checklist(s)				
Portfolio	✓	✓	✓	✓
Audio Cassette Recording				
Video Recording				
Computer Program				
Standardized Test(s)				
Observations/Written Comments	✓	✓	✓	✓
Other	✓	✓	✓	✓

MARKING CODES - FINE ARTS

- 3 - Outstanding effort and participation
- 2 - Satisfactory effort and participation
- 1 - Inadequate effort and participation; parent conference requested

FINE ARTS REPORT

	Marking Period			
	1st	2nd	3rd	4th
Art	3	3	3	3
Music	3	3	3	3
Physical Education	3	3	3	3

PARENT/GUARDIAN/TEACHER CONFERENCE

	Marking Period			
	1st	2nd	3rd	4th
Conference conducted <i>[Indicate date(s)]</i>				

ATTENDANCE

Regular attendance and punctuality are essential for quality education.

	Marking Period			
	1st	2nd	3rd	4th
Days Present	40	42	38	39
Days Absent	4	3	8	6
Days Tardy	2	4	1	0
Information Included	✓	✓	✓	✓

PLACEMENT *

Grade 4 Special Session _____

* If Special Session program is indicated, grade placement will be determined by the home school.



SCHOOL BOARD OF PALM BEACH COUNTY Notice of Student with Special Characteristics

PLEASE PLACE THIS NOTICE IN THE STUDENT'S CUMULATIVE RECORD



[Redacted]

FULL NAME OF STUDENT

[Redacted]

BIRTH DATE

Please check in pencil each of the information items below which are accurate for this student. When changes occur please update by adding or erasing check marks as appropriate. Please sign and date each time the information on this page is changed.

- Psychological evaluation has been completed.
- Student is being processed for placement in an exceptional student program.
- Student has been staffed for an exceptional student program but has not been officially placed.
- Student has been placed in a full-time exceptional student program.
List: _____
- Student has been placed in a part-time exceptional student program.
List: _____
- Student has been referred for attendance problems.
- Dispensing of medication during the school day has been authorized.
- Evidence regarding high risk medical condition is in folder.
- Student has been referred to the Community Mental Health Center.
- Student has been referred to community agencies for service.
- Migrant Student
- Other _____

This page has been updated

BY: [Redacted]

DATE: 4/19/95

BY: _____

DATE: _____



FLORIDA CERTIFICATION OF IMMUNIZATION

Legal Authority: FLORIDA STATUTES 232.032, s. 10D-3.088, F.A.C. and s. 10M-12, F.A.C.

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
LAST NAME	FIRST	MI	DOB MO/DA/YR
PARENT OR GUARDIAN	Child's SS# (optional)	STATE IMMUNIZATION ID# ¹	

Directions:

- Enter all appropriate doses and dates below.
- Sign and date appropriate certificate (A-1, A-2, B, or C) on reverse side of form.
- If the child is presenting for the 7th grade requirement only and has previously filed a Certificate of Immunization (680A or 680A-1) with their current Florida school, fill in boxed areas below and complete Part A-2 on the reverse side of this form.
- For additional information: See Immunization Guidelines for School and Child Care Facilities for information and instructions on form completion and immunization requirements. Guidelines are updated annually and are available from the local county health department.

VACCINE	DOE	Dose 1	Dose 2	Dose 3	Dose 4	Dose 5
---------	-----	--------	--------	--------	--------	--------

DTaP/DTP²

DT³

Td⁴

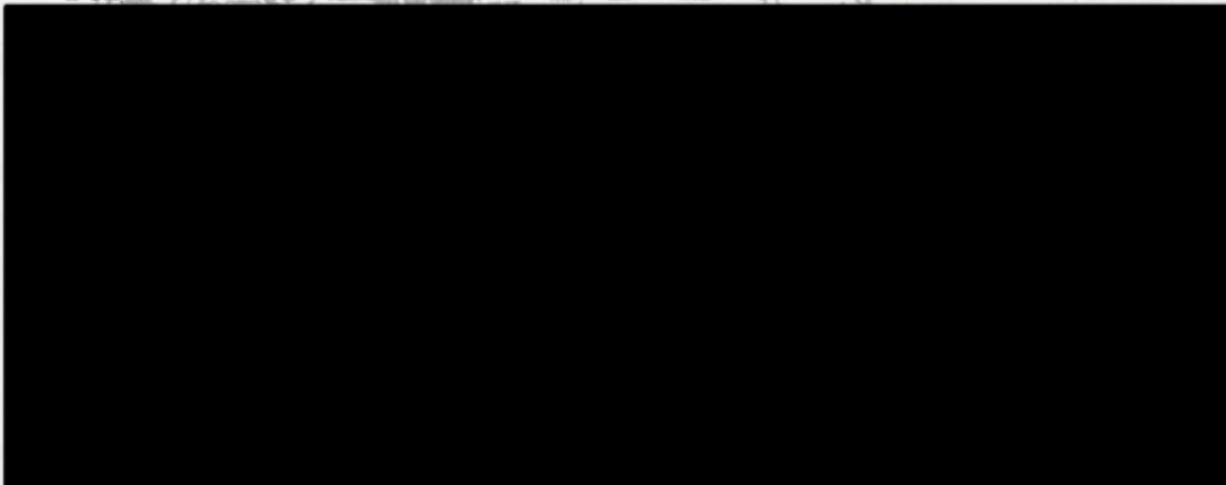
Polio⁵

HIB⁶

MMR (Combined)⁷

(Separate)⁸

Hepatitis B⁹



- 1 The state immunization ID# is an identifier supplied by the state immunization registry (optional).
- 2 DTP 5 doses required. If the fourth primary dose is administered on or after the fourth birthday a fifth dose is not required. DTaP is an acceptable alternative for one or more doses of DTP.
- 3 DT (pediatric) is acceptable if Pertussis vaccine is medically contraindicated. (Complete Part C for Pertussis contraindication.)
- 4 Td (Adult) Vaccine is recommended for children 7 years of age or older.
- 5 Polio 4 doses required. If the third dose is administered on or after the fourth birthday, a fourth dose is not required. IPV is an acceptable alternative for one or more doses of OPV. Polio vaccine is not required for children 18 years of age or older.
- 6 Hib is required for child care and preschool entry and attendance only.
- 7 1st dose valid if given on or after 1st birthday. Second dose (measles) valid if given at least 1 month after 1st dose.
A second dose of measles (preferably MMR) is required for students in grades K-4 in the 1997-98 school year, and 7th grade entry and attendance effective with the 1997/98 school year. In each subsequent year thereafter, the next highest grades are included.
- 8 Includes single measles vaccine (G), single mumps vaccine (H) or single rubella vaccine (I).
- 9 Hepatitis B vaccine series is required for seventh grade entry and attendance effective with the 1997-98 school year and kindergarten entry and attendance effective with the 1998-99 school year. In each subsequent year thereafter, the next highest grades are included.



LAST NAME

FIRST

MI

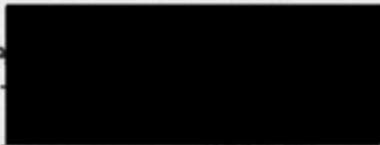
DOB (MO/DA/YR)

Certificate of Immunization for K-12 Excluding 7th Grade Requirements

PART A-1 (Immunizations are complete for school entry and attendance grades kindergarten through 12 with the exception of the 7th grade requirement.) DOE Code 1

I have reviewed the records available, and to the best of my knowledge, the above named child has been adequately immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella and hepatitis B (for kindergarten effective with the 1998/99 school year) for school attendance as documented on the reverse side of this form.

Physician or Clinic Name:
(Print or stamp)



Physician or
Authorized Signature:



Address:

LOXAHATONNEE, FL 33470

Date:

8/15/02

Certificate of Immunization Supplement for 7th Grade Requirement

PART A-2 (Immunizations are complete for students who enter or attend the 7th grade after the beginning of the 1997/98 school year. Each subsequent year thereafter, the next highest grade will be included in the requirement.) DOE Code 8

I have reviewed the records available, and to the best of my knowledge, the above named child has received the following immunizations required for entry and attendance in 7th grade effective with the 1997/98 school year: tetanus-diphtheria booster, hepatitis B vaccine series, and second dose of measles vaccine as documented on the reverse side of this form (boxed areas).

Physician or Clinic Name:
(Print or stamp)

Physician or
Authorized Signature:

Address:

Date:

Temporary Medical Exemption

PART B (For preschool children, children in day care and school children who are incomplete for immunizations in Part A-1 or A-2.) **Invalid without expiration date.** DOE Code 2

I certify that the above named child has received the immunizations documented on the reverse side of this form and has commenced a schedule to complete the required immunizations. Additional immunizations are not medically indicated at this time.

Physician or Clinic Name:
(Print or stamp)

Expiration Date:
(15 days after next immunization appointment)

Address:

Physician or
Authorized Signature:

Date:

Permanent Medical Exemption

PART C For medically contraindicated immunizations, list each vaccine and state valid clinical reasoning or evidence for exemption: DOE Code 3

I certify that the physical condition of this child is such that immunization(s) as indicated in Part C above is medically contraindicated.

Physician or Clinic Name:
(Print or stamp)

Physician Signature:

Address:

Date:



FLORIDA CERTIFICATION OF IMMUNIZATION
 Legal Authority: sections 232.032, 402.305, 402.313, Florida Statutes;
 rules 64D-3.011, 65C-22.006, 65C-20.011, Florida Administrative Code

[REDACTED] LAST NAME	[REDACTED] FIRST NAME	[REDACTED] MI	[REDACTED] DOB MO/DA/YR
PARENT OR GUARDIAN	CHILD'S SS# (optional)	STATE IMMUNIZATION ID# ¹	

Directions:-

- Enter all appropriate doses and dates below.
- Sign and date appropriate certificate (A-1, A-2, B, or C) on reverse side of form.
- If the child is presenting for the 7th grade requirement only and has previously filed a Certificate of Immunization (DH 680, Part A-1) with their current Florida school, fill in boxed areas below and complete Part A-2 on the reverse side of this form.
- For additional information: See Immunization Guidelines for School and Child Care Facilities for information and instructions on form completion and immunization requirements. Guidelines are available from the local county health department.

VACCINE

DTaP/DTP²

DT³

Td⁴

Polio⁵

Hib⁶

MMR (Combined)⁷

(Separate)⁸

Hepatitis B⁹

Varicella¹⁰

Varicella Disease



- 1 The state immunization ID# is an identifier supplied by the state immunization registry (optional).
- 2 DTP/DTaP 5 doses required. If the 4th primary dose is administered on or after the 4th birthday a 5th dose is not required.
- 3 DT (pediatric) is acceptable if pertussis vaccine is medically contraindicated. (Complete Part C for pertussis contraindication.)
- 4 Td (Adult) vaccine is recommended for children 7 years of age or older.
- 5 Polio 4 doses required. If the 3rd dose in an all OPV or all IPV series is administered on or after the 4th birthday, a 4th dose is not required. Polio vaccine is not required for children 18 years of age or older.
- 6 Hib is required for child care, family day care and preschool entry and attendance only.
- 7 First dose valid if given on or after 1st birthday. Second dose (measles) valid if given at least 1 month after 1st dose. A 2nd dose of measles (preferably MMR) is required for students in grades K-6 and 7th grade entry and attendance effective with the 1997/1998 school year. In each subsequent year thereafter, the next highest grades are included.
- 8 Includes single measles vaccine (G), single mumps vaccine (H) or single rubella vaccine (I).
- 9 Hepatitis B vaccine series is required for 7th grade entry and attendance effective with the 1997/1998 school year and kindergarten entry and attendance effective with the 1998/1999 school year. In each subsequent year thereafter, the next highest grades are included. Hepatitis B vaccine series is required for preschool entry and attendance effective with the 2001/2002 school year.
- 10 Varicella vaccine is required for entry and attendance in preschool and kindergarten effective with the 2001/2002 school year. In each subsequent year thereafter, the next highest grades are included. Susceptible children 13 years of age or older should receive 2 doses, given at least 4 weeks apart. Varicella vaccine is not required if child has documentation of history of varicella disease.



LAST NAME

FIRST

MI

DOB (MO/DA/YR)

Certificate of Immunization for K-12 Excluding 7th Grade Requirements

PART A-1 (Immunizations are complete for school entry and attendance grades kindergarten through 12 with the exception of the 7th grade requirement.) DOE Code 1

I have reviewed the records available, and to the best of my knowledge, the above named child has been adequately immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella and hepatitis B (for kindergarten effective with the 1998/99 school year) and varicella, varicella vaccines not indicated if history of disease either physician documented or parental recall (for kindergarten effective with the 2001/2002 school year) for school attendance as documented on the reverse side of this form.

Physician or Clinic Name:
(Print or stamp)

Physician or
Authorized Signature:

Address:

Date:

Certificate of Immunization Supplement for 7th Grade Requirement

Part A-2 (Immunizations are complete for students who enter or attend the 7th grade after the beginning of the 1997/98 school year. Each subsequent year thereafter, the next highest grade will be included in the requirement.) DOE Code 8

I have reviewed the records available, and to the best of my knowledge, the above named child has received the following immunizations required for entry and attendance in 7th grade effective with the 1997/98 school year: tetanus-diphtheria booster, hepatitis B vaccine series, and second dose of measles vaccine as documented on the reverse side of this form (boxed areas).

Physician or Clinic Name:
(Print or stamp)

Physician or
Authorized Signature:

Address:

LOXAHATCHEE, FL 33470

Date:

5-25-01

Temporary Medical Exemption

PART B (For children in child care, family day care, preschool and grades kindergarten through 12 who are incomplete for immunizations in Part A-1 or A-2.) **Invalid without expiration date.** DOE Code 2

I certify that the above named child has received the immunizations documented on the reverse side of this form and has commenced a schedule to complete the required immunizations. Additional immunizations are not medically indicated at this time.

Physician or Clinic Name:
(Print or Stamp)

Expiration Date:
(15 days after next immunization
appointment)

Address:

Physician or
Authorized Signature:

Date:

Permanent Medical Exemption

PART C For medically contraindicated immunizations, list each vaccine and state valid clinical reasoning or evidence for exemption:
DOE Code 3

I certify that the physical condition of this child is such that immunization(s) as indicated in Part C above is medically contraindicated.

Physician or Clinic Name:
(Print or stamp)

Physician Signature:

Address:

Date:

LAST NAME

FIRST

MI

DOB (MO/DA/YR)

Certificate of Immunization for K-12 Excluding 7th Grade Requirements

PART A-1 (Immunizations are complete for school entry and attendance grades kindergarten through 12 with the exception of the 7th grade requirement.) DOE Code 1

I have reviewed the records available, and to the best of my knowledge, the above named child has been adequately immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella and hepatitis B (for kindergarten effective with the 1998/99 school year) for school attendance as documented on the reverse side of this form.

Physician or Clinic Name:
(Print or stamp) _____

Physician or
Authorized Signature: _____

Address: _____

Date: 7/11/01

Certificate of Immunization Supplement for 7th Grade Requirement

PART A-2 (Immunizations are complete for students who enter or attend the 7th grade after the beginning of the 1997/98 school year. Each subsequent year thereafter, the next highest grade will be included in the requirement.) DOE Code 8

I have reviewed the records available, and to the best of my knowledge, the above named child has received the following immunizations required for entry and attendance in 7th grade effective with the 1997/98 school year: tetanus-diphtheria booster, hepatitis B vaccine series, and second dose of measles vaccine as documented on the reverse side of this form (boxed areas).

Physician or Clinic Name:
(Print or stamp) _____

Physician or
Authorized Signature: _____

Address: _____

Date: _____

Temporary Medical Exemption

PART B (For preschool children, children in day care and school children who are incomplete for immunizations in Part A-1 or A-2.) Invalid without expiration date. DOE Code 2

I certify that the above named child has received the immunizations documented on the reverse side of this form and has commenced a schedule to complete the required immunizations. Additional immunizations are not medically indicated at this time.

Physician or Clinic Name:
(Print or stamp) _____

Expiration Date:
(15 days after next immunization appointment) _____

Address: _____

Physician or
Authorized Signature: _____

Date: _____

Permanent Medical Exemption

PART C For medically contraindicated immunizations, list each vaccine and state valid clinical reasoning or evidence for exemption: DOE Code 3

I certify that the physical condition of this child is such that immunization(s) as indicated in Part C above is medically contraindicated.

Physician or Clinic Name:
(Print or stamp) _____

Physician Signature: _____

Address: _____

Date: _____

SCHOOL BOARD OF PALM BEACH COUNTY, FLORIDA
SCHOOL ATHLETIC HEALTH EXAMINATION FORM

STUDENT'S NAME [REDACTED] SCHOOL _____

IN THE EVENT OF AN EMERGENCY WHEN A PARENT OR GUARDIAN CANNOT BE REACHED, CONTACT THE PERSON BELOW:

NAME _____ PHONE _____

ADDRESS _____ CITY _____

STUDENT'S PERSONAL PHYSICIAN _____ PHONE _____

HOSPITALIZATION OR MEDICAL INSURANCE COMPANY AND POLICY NUMBER: _____

PHYSICAL EXAMINATION:

Pulse Rate 61
 Blood Pressure 110 / 60
 Height 62
 Weight 108

VISION:
 Right Eye 20 / 30
 Left Eye 20 / 20 (-1)

Normal	Abnormal
1 <input checked="" type="checkbox"/> without glasses	3 <input type="checkbox"/> without glasses
2 <input type="checkbox"/> with glasses	4 <input type="checkbox"/> with glasses

NOTE: Minimum weight at which this student may wrestle is 110 pounds. Skin calipers must be used to determine minimum weight.

	1.	2.	3.	COMMENTS	EXAMINER
	NORMAL	ABNORMAL	NOT EXAMINED		
1. Eyes	✓				
2. Ears, Nose, Throat	✓				
3. Neck (soft tissue)	✓				
4. Mouth and Teeth	✓				
5. Cardiovascular	✓				
6. Chest and Lungs	✓				
7. Abdomen	✓				
8. Genitalia-Hernia	✓				
9. Skin and Lymphatics	✓				
10. Neck	✓				
11. Spine	✓				
12. Shoulders	✓				
13. Arms and Hands	✓				
14. Hips	✓				
15. Thighs	✓				
16. Knees	✓				
17. Ankles	✓				
18. Feet	✓				
19. Neurological	✓				
20. Tuberculin Test: Type _____ Date _____ Results _____ <i>(Required for grades 6, 9, and any student new to the Florida School System)</i>				21. Urinalysis (dipstick) (optional) <u>WNL</u>	22. Hematocrit/Hemoglobin GM (optional) _____ % <u>48</u>

Based on this history and physical examination, the following abnormalities were found and need treatment:

1. _____
2. _____
3. _____

SIGNATURE [REDACTED] DATE 7/11/21

PHYSICIAN'S ADDRESS _____ TELEPHONE NO. _____

RECOMMENDATIONS: (Attach additional information if necessary)

- There were no history or physical findings on this examination which would prohibit this student from participating in competitive athletics.
- This student should have the following health problems evaluated or treated prior to participation in competitive athletics: _____
- This student has health problems which need to be accommodated to enable the child to participate in competitive athletics: _____
- This student has health problems which would prohibit him or her from participating in competitive athletics.

SCHOOL ATHLETIC HEALTH EXAMINATION FORM—(PRE-PARTICIPATION)

THIS FORM MUST BE FILLED OUT COMPLETELY BEFORE STUDENT IS ALLOWED TO PRACTICE AND/OR COMPETE

STUDENT'S NAME _____ DATE OF BIRTH _____

SCHOOL _____ GRADE _____

PARENT'S/GUARDIAN'S NAME _____ HOME PHONE _____

HOME ADDRESS _____ BUS. PHONE: (Father) _____

_____ BUS. PHONE: (Mother) _____

SCHOOL ATTENDED LAST YEAR _____ CITY/STATE _____

HEALTH HISTORY

PRE-PARTICIPATION EVALUATION AND HISTORY: (To be completed by student and/or parents)
 HAVE YOU EVER HAD (Check yes or no in appropriate box for each of the following questions).

	YES	NO	
1.	<input type="checkbox"/>	<input type="checkbox"/>	Any chronic or recurrent illnesses?
2.	<input type="checkbox"/>	<input type="checkbox"/>	Any illness lasting more than a week?
3.	<input type="checkbox"/>	<input type="checkbox"/>	Any hospitalizations?
4.	<input type="checkbox"/>	<input type="checkbox"/>	Any surgery other than tonsillectomy?
5.	<input type="checkbox"/>	<input type="checkbox"/>	Any injuries requiring treatment by a physician?
6.	<input type="checkbox"/>	<input type="checkbox"/>	Any problem with blood pressure or heart?
7.	<input type="checkbox"/>	<input type="checkbox"/>	Any dizziness, fainting, convulsions or frequent headaches?
8.	<input type="checkbox"/>	<input type="checkbox"/>	Any knee injury?
9.	<input type="checkbox"/>	<input type="checkbox"/>	Any knee surgery?
10.	<input type="checkbox"/>	<input type="checkbox"/>	Any ankle injury?
11.	<input type="checkbox"/>	<input type="checkbox"/>	Any neck injury?
12.	<input type="checkbox"/>	<input type="checkbox"/>	Any other joint sprains or dislocations (shoulder, wrist)?
13.	<input type="checkbox"/>	<input type="checkbox"/>	Any broken bones (fractures)?
14.	<input type="checkbox"/>	<input type="checkbox"/>	Any heat exhaustion or heat stroke?
15.	<input type="checkbox"/>	<input type="checkbox"/>	Are you presently taking any medication?
16.	<input type="checkbox"/>	<input type="checkbox"/>	Have you ever been knocked out or had a concussion?
17.	<input type="checkbox"/>	<input type="checkbox"/>	Do you wear eyeglasses or contact lenses?
18.	<input type="checkbox"/>	<input type="checkbox"/>	Do you wear any dental appliances such as braces, bridge or plates?
19.	<input type="checkbox"/>	<input type="checkbox"/>	Are you allergic to ANY medications (aspirin, penicillin, etc.)?
20.	<input type="checkbox"/>	<input type="checkbox"/>	Do you have to stop while running around ¼ mile track twice?
21.	<input type="checkbox"/>	<input type="checkbox"/>	Have any members of your family had heart problems or heart attack under the age of 50?
22.	<input type="checkbox"/>	<input type="checkbox"/>	Has anyone in your close family ever had diabetes (high sugar in blood)?
23.	<input type="checkbox"/>	<input type="checkbox"/>	Has anyone in your family under age 50 died suddenly?
24.	<input type="checkbox"/>	<input type="checkbox"/>	Do you have any organ missing other than tonsils (appendix, eye, kidney)?

DATE OF LAST KNOWN TETANUS _____
 (Must be within past five years)

Please use this space if you need to explain any of the above answers or to provide any additional information:

This application to compete in interscholastic athletics for the above school is entirely voluntary on my part and is made with the understanding that I have not violated any of the eligibility rules and regulations of the Florida High School Activities Association.

DATE

SIGNATURE OF STUDENT

PARENT'S OR GUARDIAN'S PERMISSION:

Parent or Guardian to Read and Sign — I certify the above information is true and I consider him/her physically capable of participating in athletics. I hereby give my consent for the above named student (1) to represent his/her school in athletic activities, except those exceptions cited by the examining physician provide that such athletic activities are approved by the State Association: (2) to accompany school team of which he/she is a member on any of its local or out of town trips. I authorize the school to obtain, through a physician of its own choice, any emergency medical care that may become reasonably necessary for the student in the course of such athletic activities or such travel. I also agree not to hold the school or anyone acting in its behalf or the Florida High School Activities Association responsible for any injury occurring to the above named student in the course of such travel. I also grant permission to the Palm Beach County School System to release any and all athletic injury information relating to the above named student to a Sports Medicine Program Injury Registry.

SIGNATURE OF PARENT/GUARDIAN _____ DATE _____



STATE OF FLORIDA
DEPARTMENT OF HEALTH & REHABILITATIVE SERVICES
STUDENT HEALTH EXAMINATIONS

Student's Full Name: [Redacted] Phone: [Redacted] Age: [Redacted] Date: 07.11.00
Address: [Redacted] Birthdate: [Redacted] Race: C Sex: [Redacted]
Name of Parent or Guardian: _____ School: _____

A. HEALTH EXAMINATION

Height 62 Weight 108 Blood Pressure 110/60

(✓) Normal=N; Abnormal=A	N	A	COMMENT: Abnormal Findings, by number
1. Appearance	✓		
2. Skin/Nose	✓		
3. Head/Scalp	✓		
4. Eyes	✓		(R) 20/30 (L) 20/20-1 BOTH 20/20
5. Visual Acuity (R & L)	✓		
6. Ears	✓		
7. Auditory Acuity (R & L)	✓		
8. Nose / Throat	✓		
9. Mouth, Teeth and Gums	✓		
10. Chest / Lungs	✓		
11. Heart	✓		
12. Abdomen	✓		
13. Genitals and Anus	✓		
14. Musculo-Skeletal	✓		
15. Neurological	✓		
16. Alertness	✓		
17. Emotional / Mental / Behavior Prob.)			
18. Handicap, physical / other (Specify)			
19. Activity Restrictions (Specify)			
20. Abuse, substance / physical / emotional			
21. Nutrition	✓		
22. Other			

B. HEALTH HISTORY (Serious Illnesses Injuries: explain) LHA - WNL

(attach narrative if additional space needed)

C. LABORATORY (as indicated)

Hemoglobin/Hematocrit X Stool (O & P) X Tuberculin test: type X
Lead X Sickle Cell X date X
results X

Name: [Redacted]
Title: [Redacted]
Address: [Redacted]
Phone: [Redacted]
Authorized Signature: [Redacted] Date: 7/11/00



STATE OF FLORIDA
DEPARTMENT OF HEALTH & REHABILITATIVE SERVICES
STUDENT HEALTH EXAMINATIONS

Date 5-21-93

Student's Full Name [REDACTED] Phone _____ Age _____ Race _____ Sex _____
Address _____ Birthdate _____
Name of Parent or Guardian _____ School _____

A. HEALTH EXAMINATION Height 44" Weight 43" Blood Pressure 90/60

(✓) Normal=N; Abnormal=A	N	A	COMMENT: Abnormal Findings, by number
1. Appearance			
2. Skin/Nose			
3. Head/Scalp			
4. Eyes			
5. Visual Acuity (R & L)			
6. Ears			
7. Auditory Acuity (R & L)			
8. Nose / Throat			
9. Mouth, Teeth and Gums			
10. Chest / Lungs			
11. Heart			
12. Abdomen			
13. Genitals and Anus			
14. Musculo-Skeletal			
15. Neurological			
16. Alertness			
17. Emotional / Mental/ Behavior Prob.)			
18. Handicap, physical/ other (Specify)			
19. Activity Restrictions (Specify)			
20. Abuse, substance/ physical / emotional			
21. Nutrition			
22. Other			

B. HEALTH HISTORY (Serious Illnesses Injuries: explain) _____

(attach narrative if additional space needed)

C. LABORATORY (as indicated)
Hemoglobin/Hematocrit 14.1 Stool (O & P) _____
Lead _____ Sickle Cell _____ Tuberculin test: type TB TINE
date 5-21-93
results neg

NAME: _____
TITLE: _____
ADDRESS: WEST PALM BEACH, FL 33407

(Please Print) _____
Authorized Signature _____ Date _____



FLORIDA CERTIFICATE OF IMMUNIZATION (HRS 680 - PART A)

(Florida Statutes 232.032)

FOR CHILDREN WHO HAVE COMPLETED ALL REQUIRED IMMUNIZATIONS FOR SCHOOL ATTENDANCE

DATE OF BIRTH

MO	DA	YR
----	----	----

CHILD'S NAME

PARENT OR GUARDIAN

DOCTOR: PART A OF THIS FORM IS USED ONLY IF THE CHILD HAS RECEIVED ALL REQUIRED IMMUNIZATIONS LISTED BELOW. IF NOT, SEE REVERSE SIDE.

DTP - 5 DOSES REQUIRED

IF THE FOURTH PRIMARY DOSE OF DTP IS ADMINISTERED ON OR AFTER THE FOURTH BIRTHDAY, A FIFTH DOSE IS NOT REQUIRED.
 DT (PEDIATRIC) VACCINE IS ACCEPTABLE IF PERTUSSIS VACCINE IS MEDICALLY CONTRAINDICATED. (COMPLETE PART C FOR PERTUSSIS CONTRAINDICATION.)
 Td (ADULT) VACCINE (A SERIES OF 3 DOSES) IS ACCEPTABLE AND RECOMMENDED FOR CHILDREN 7 YEARS OF AGE OR OLDER.

POLIO (TOPV) - 4 DOSES REQUIRED

IF THE THIRD PRIMARY DOSE OF TOPV IS ADMINISTERED ON OR AFTER THE FOURTH BIRTHDAY, A FOURTH DOSE IS NOT REQUIRED.
 POLIO VACCINE IS OMITTED FROM THE REQUIRED IMMUNIZATIONS OF CHILDREN 18 YEARS OF AGE OR OLDER.

MEASLES, MUMPS, AND RUBELLA - 1 DOSE REQUIRED

MMR COMBINED - 1 DOSE AT 12 MONTHS OF AGE OR OLDER AND IN 1968 OR LATER (RECOMMENDED AT 15 MONTHS)

-OR-

MEASLES SINGLE - 1 DOSE AT 12 MONTHS OF AGE OR OLDER AND IN 1968 OR LATER (RECOMMENDED AT 15 MONTHS)

MUMPS SINGLE - 1 DOSE AT 12 MONTHS OF AGE OR OLDER

RUBELLA SINGLE - 1 DOSE AT 12 MONTHS OF AGE OR OLDER

MO	DA	YR
----	----	----

MO	DA	YR
----	----	----

MO	DA	YR
----	----	----

ALL APPROPRIATE DOSES AND DATES INCLUDING BIRTHDATE MUST BE ENTERED, AND THE CERTIFICATE SIGNED BELOW BY A PHYSICIAN OR AUTHORIZED PERSON AND DATED IN ORDER FOR THE CHILD TO ATTEND SCHOOL.

I HAVE REVIEWED THE RECORD OF MY KNOWLEDGE THE ABOVE NAMED CHILD HAS BEEN ADEQUATELY IMMUNIZED AGAINST DIPHTHERIA, TETANUS, PERTUSSIS AND RUBELLA AS REQUIRED BY FLORIDA LAW FOR SCHOOL ATTENDANCE.

WEST PALM BEACH, FL 33407

PHYSICIAN OR CLINIC NAME (PLEASE PRINT)

PHYSICIAN OR AUTHORIZED SIGNATURE

DATE

DATE OF BIRTH

MO	DA	YR
----	----	----

CHILD'S NAME _____

PARENT OR GUARDIAN _____

DOCTOR: IF THE CHILD HAS NOT RECEIVED THE REQUIRED DOSES LISTED IN PART A, PLEASE COMPLETE PART B OR PART C, AS APPROPRIATE, AND SIGN AND DATE.

TEMPORARY MEDICAL EXEMPTION (HRS 680 – PART B)

FOR PRESCHOOL CHILDREN AND FOR SCHOOL CHILDREN WITHOUT ALL IMMUNIZATIONS REQUIRED IN PART A

I CERTIFY THAT THE ABOVE NAMED CHILD HAS RECEIVED THE IMMUNIZATIONS LISTED BELOW AND HAS COMMENCED A SCHEDULE TO COMPLETE THE REQUIRED IMMUNIZATIONS. ADDITIONAL IMMUNIZATIONS ARE NOT MEDICALLY INDICATED AT THIS TIME.

TYPE VACCINE	DATE (MO/DA/YR)				
DTP					
DT					
Td					
POLIO					
Hib					
MMR					
RUBEOLA (MEASLES)					
MUMPS					
RUBELLA					

EXPIRATION DATE (MO/DA/YR) _____

(SHOULD BE 15 DAYS AFTER NEXT APPOINTMENT)

PHYSICIAN OR AUTHORIZED SIGNATURE_____
DATE**PERMANENT MEDICAL EXEMPTION (HRS 680 – PART C)**

I CERTIFY THAT THE PHYSICAL CONDITION OF THIS CHILD IS SUCH THAT IMMUNIZATION(S) IS MEDICALLY CONTRAINDICATED. LIST VACCINE(S) AND STATE VALID CLINICAL REASONING OR EVIDENCE FOR EXEMPTION FOR EACH VACCINE. _____

PHYSICIAN'S SIGNATURE_____
DATE

MATCHING IDC

REGISTRATION DISTRICT NO 10.0
REGISTERED NUMBER [REDACTED]

STATE OF ILLINOIS

CHILD'S BIRTH NUMBER

CERTIFICATE OF LIVE BIRTH

112-

1. CHILD - NAME FIRST MIDDLE LAST DATE OF BIRTH (MONTH, DAY, YEAR)

2. HOUR SEX HOSPITAL - NAME (IF NOT IN HOSPITAL, GIVE STREET AND NUMBER)

2b. 7:10 P.M. 3. Female 4a. Mercy

4b. Urbana 4c. Champaign

5a. MOTHER - MAIDEN NAME FIRST MIDDLE LAST 5b. AGE (AT TIME OF THIS BIRTH) 24 5c. STATE OF BIRTH (IF NOT IN U.S.A. NAME COUNTRY) Michigan

6a. RESIDENCE STREET AND NUMBER 6b. CITY, TOWN, TWP. OR ROAD DISTRICT NO. 6c. INSIDE CITY (YES/NO) yes 6d. COUNTY Champaign 6e. STATE Illinois 6f. ZIP 61866

7. MOTHER'S COMPLETE MAILING ADDRESS STREET AND NUMBER OR R.F.D. CITY OR TOWN STATE ZIP

8a. FATHER - NAME FIRST MIDDLE LAST 8b. AGE (AT TIME OF THIS BIRTH) 23 8c. STATE OF BIRTH (IF NOT IN U.S.A. NAME COUNTRY) California

9a. SIGNATURE 9b. RELATION TO CHILD Mother

10a. SIGNATURE 10b. DATE SIGNED (MONTH, DAY, YEAR) 10c. ILLINOIS LICENSE NO. 75310 10d. NAME AND TITLE OF ATTENDANT AT BIRTH IF OTHER THAN CERTIFIER (TYPE OR PRINT)

10e. CERTIFIER - NAME AND TITLE (TYPE OR PRINT) 10f. MAILING ADDRESS (STREET OR R.F.D. NO., CITY OR TOWN, STATE, ZIP) Champaign, Illinois 61820

11a. LOCAL REGISTRAR'S SIGNATURE 11b. DATE RECEIVED BY LOCAL REGISTRAR (MONTH, DAY, YEAR) October 23, 1981

VR 100 (1978) ILLINOIS DEPARTMENT OF PUBLIC HEALTH - OFFICE OF VITAL RECORDS (BASED ON 1978 U.S. STANDARD CERTIFICATE)

I, DENNIS R. BING, duly elected, qualified and acting County Clerk of Champaign County, Illinois, and keeper of the records thereof, do hereby certify that the foregoing is a true and correct copy of the original record of BIRTH OF [REDACTED]

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my seal this 17th day of November, A.D. 1987

[REDACTED] County Clerk
[REDACTED] Deputy County Clerk

THIS DOCUMENT IS NOT VALID UNLESS CERTIFICATION IS COMPLETE



Customer Copy

Fold On Perforation Before Tearing

Please notify FPL of any changes in the customer name or rate class/type of usage (Example: Residential VS. Non-Residential).

Date Of This Statement	New Charges Past Due After	Total Amount Now Due
C JUL 30 93	AUG 20 93	26067

Customer Name	Service Address	Account Number	Meter No.
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Rate Schedule/Class Of Service	Service Used		# Of Days	Meter Readings		Kilowatt Hours Used	Amount
	From	To		Previous	Current		
RS-1 RESIDENTIAL	JUN 30	JUL 30	30	07624	10592	2968	23097**

GROSS RCPTS TAX INCR 237
 FRANCHISE CHARGE 881
 UTILITY TAX 1852

*Prison
Max water
Heat*

*100.00
1495
8/16/93*

LATE PAYMENT CHARGE OF 1.5% WILL APPLY IF NOT PAID BY AUG 20
HELP HOLD DOWN SUMMER COOLING COSTS. CALL 1-800-DIAL-FPL AND ASK FOR A FREE, SUMMER ENERGY DIET KIT.

Total Amount Now Due ▶ 26067

Energy Usage Information			**Electric Service Amount Includes The Following Charges:			
KWH Used This Month	Days	KWH Per Day	Customer Charge	Non-Fuel Energy Charges	Fuel Charge	Demand Charge
This Year 2968	30	99	565	4582 1ST 750	2262	
Last Year 11506			Dollars Per Month	5582 OVER 750	Cents Per KWH	Dollars Per KW

1510 0205420490 4503 PALM BCH GARDENS 697-8000

FPL Office Location

If you have any questions or require assistance, call or visit any FPL business office. Call for other FPL customer service locations. See reverse side for additional information

FPL Phone No.

For Hearing/Speech Impaired Call (TTY/TDD) 1-800-432-6554.

FCAT 1999

Individual Profile Report

ID Number

Grade 5



Achievement Level Total Score Ranges

	Mathematics
Level 5:	395-500
Level 4:	355-384
Level 3:	326-354
Level 2:	288-325
Level 1:	100-287

School Number: 2141
ACREAGE PINES ELEMENTARY
District Number: 50
PALM BEACH

Run Date: 5/ 3/99

Achievement Levels

The Florida Comprehensive Assessment Test (FCAT) measures student performance on selected benchmarks in reading and mathematics as defined by the *Sunshine State Standards*. The Standards articulate challenging content that Florida students are expected to know and be able to do.

A student achieves one of five possible levels based on the student's Total Score. The Total Score that a student could achieve on each subject area ranges from 100 to 500.

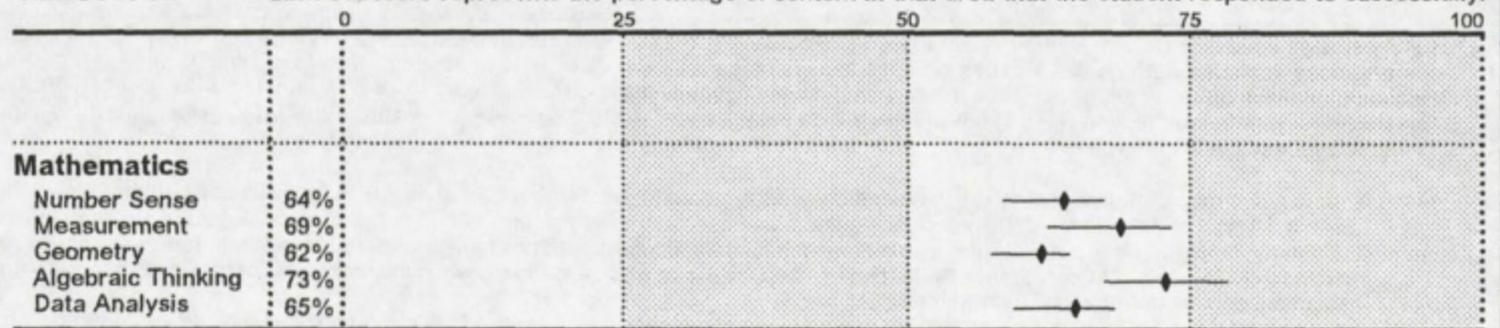
- LEVEL 5: Performance at this level indicates that the student has success with the most challenging content of the *Sunshine State Standards*. A Level 5 student answers most of the test questions correctly, including the most challenging questions.
- LEVEL 4: Performance at this level indicates that the student has success with the challenging content of the *Sunshine State Standards*. A Level 4 student answers most of the questions correctly but may have only 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 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*.

	Achievement Level	Total Score
Mathematics	3	336

The Total Mathematics Score of 336 indicates that [redacted] scored in the highest third of grade 5 students who took FCAT Mathematics in 1999.

Subscores

Each Subscore represents the percentage of content in that area that the student responded to successfully.



If you were to take FCAT again, your total score and subscores might be slightly lower or higher than reported above. However, your scores should fall within an expected range of scores. For FCAT Mathematics, you would be expected to score not lower than 326 and not higher than 346. For the subscores, you would be expected to perform in the range represented by the lines extending from the diamonds.

Mathematics Content Tested

FCAT Mathematics is an assessment of the *Sunshine State Standards* in mathematics. FCAT Mathematics assesses content from the following areas:

Number Sense, Concepts, and Operations

- identifying operations (+, -, x, ÷) and effects of operations
- determining estimates
- knowing how numbers are represented and used

Measurement

- recognizing measurements and units of measurement
- comparing, contrasting, and converting measurements

Geometry and Spatial Sense

- describing, drawing, identifying, and analyzing two- and three-dimensional shapes
- visualizing and illustrating changes in shapes
- using coordinate geometry

Algebraic Thinking

- describing, analyzing, and generalizing patterns, relations, and functions
- writing and using expressions, equations, inequalities, graphs, and formulas

Data Analysis and Probability

- analyzing, organizing, and interpreting data
- identifying patterns and making predictions, inferences, and valid conclusions
- using probability and statistics

Área de contenido del examen de Matemáticas

El examen de Matemáticas FCAT es el examen que evalúa las normas educativas de Matemáticas del estado de la Florida (*Sunshine State Standards*). Este examen evalúa las habilidades siguientes:

Comprensión numérica, conceptos y operaciones

- identificación de operaciones (+, -, x, ÷) y efectos de operaciones
- estimación de resultados
- uso y representación de números

Medidas

- reconocimiento de medidas y de unidades de medidas
- comparación y conversión de medidas

Geometría y noción espacial

- descripción, dibujo, identificación y análisis de figuras de dos y tres dimensiones
- visualización e ilustración de cambios en figuras
- uso de geometría coordinada

Razonamiento algebraico

- descripción, análisis y generalización de patrones, relaciones y funciones
- escritura y uso de expresiones, ecuaciones, desigualdades, gráficas y fórmulas

Análisis de datos y probabilidad

- análisis, organización e interpretación de datos
- identificación de patrones y elaboración de predicciones, inferencias y conclusiones válidas
- uso de probabilidad y estadística

La Prueba de Evaluación Comprensiva del Estado de la Florida (FCAT) mide el rendimiento del estudiante según criterios específicos en áreas de lectura y matemáticas, los cuales están especificados en las Normas Educativas del Estado de la Florida (*Sunshine State Standards*). Dichas normas establecen el nivel de conocimientos que los estudiantes del estado de la Florida deben tener y saber aplicar.

El estudiante puede alcanzar uno de los cinco niveles de rendimiento posibles, en base a la calificación total. El estudiante puede alcanzar una calificación entre 100 y 500 en cada área de estudio.

Nivel 5: Este nivel de rendimiento indica que el estudiante ha alcanzado con facilidad el nivel de conocimientos establecido en las Normas Educativas del Estado de la Florida. Un estudiante del Nivel 5 responde a la mayoría de las preguntas correctamente, incluyendo las más complicadas.

Nivel 4: Este nivel de rendimiento indica que el estudiante ha alcanzado satisfactoriamente el nivel de conocimientos establecido en las Normas Educativas del Estado de la Florida. Un estudiante del Nivel 4 responde a la mayoría de las preguntas correctamente, pero responde acertadamente solamente a algunas de las preguntas más complicadas.

Nivel 3: Este nivel de rendimiento indica que el estudiante ha alcanzado de una manera parcialmente satisfactoria el nivel de conocimientos establecido en las Normas Educativas del Estado de la Florida y presenta un rendimiento variable. Un estudiante del Nivel 3 responde a muchas de las preguntas correctamente, pero en general, tiene bastante dificultad con las preguntas más complicadas.

Nivel 2: Este nivel de rendimiento indica que el estudiante, de una manera limitada, ha podido alcanzar el nivel de conocimientos establecidos en las Normas Educativas del Estado de la Florida.

Nivel 1: Este nivel de rendimiento indica que el estudiante ha tenido poco éxito en alcanzar el nivel de conocimientos establecido en las Normas Educativas del Estado de la Florida.

REPORT #1

CTBS/4 STUDENT REPORT

TEACHER: [REDACTED]

FOR: [REDACTED]

[REDACTED]

[REDACTED]

SCHOOL: [REDACTED]

GRADE: 04

DATE OF TESTING:

4/20/98

TEST: CTBS/4 LEVEL 14 FORM A

STUDENT NUMBER: [REDACTED]

TESTS	PERCENTILE RANKS	LOWEST	SCORE RANGES AVERAGE		HIGHEST
			LOW	HIGH	
TOTAL READING					
READING COMPREHENSION	99				==■
READING VOCABULARY					
TOTAL MATHEMATICS					
MATH CONCEPTS & APPLICATION	97				■==
MATH COMPUTATION					
SCIENCE					
SOCIAL STUDIES					
	RANGES OF PERCENTILE RANKS	1-25 PERCENTILE	26-50 PERCENTILE	51-75 PERCENTILE	76-99 PERCENTILE

Dear Parent/Guardian:

This spring, [REDACTED] was given the Comprehensive Tests of Basic Skills/Fourth Edition (CTBS/4). This report explains [REDACTED] test results.

When compared with students across the nation, [REDACTED] scored in the highest range on all tests taken.

Additional information about these tests can be found on the back of this page. If you would like more information about [REDACTED] test scores, please contact our school.

Sincerely,
Principal

SCHOOL COPY



FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2000

**NORM-REFERENCED TEST
Student Report
Grade 06**

Student Name [REDACTED]
 Student Number [REDACTED]
 School Name and Number [REDACTED]
 District Name and Number
50 - PALM BEACH

This report shows your results from the FCAT National Norm-Referenced Test.

The FCAT Norm-Referenced Test measures your achievement on a test that was given to a national sample of students. Your norm-referenced scores in Reading Comprehension and in Mathematics Problem Solving describe your performance in relation to the performance of students throughout the nation. Your scores are shown below.

SUBJECT SCORES

	Scale Score	National Percentile Rank	Stanine
Reading Comprehension	726	95	8
Mathematics Problem Solving	697	87	7

The Scale Score expresses your performance and allows comparisons from year to year. Reading Comprehension Scale Scores range from 491 to 810. Mathematics Problem Solving Scale Scores range from 497 to 814.

The National Percentile Rank and Stanine indicate your relative standing in comparison to the national reference group. National Percentile Ranks range from 1 to 99. Stanines range from 1 to 9.

If you took the test again, your National Percentile Rank might be slightly higher or lower than stated here. However, your National Percentile Rank would probably fall within a certain range. For Reading Comprehension, your National Percentile Rank should be between 90 and 98. For Mathematics Problem Solving, your National Percentile Rank should be between 81 and 93.

CONTENT SCORES

	Number of Points Possible	Number of Points Earned	Number of Questions Attempted
Reading Comprehension	54	49	54
Initial Understanding	12	12	12
Interpretation	24	22	24
Critical Analysis	9	9	9
Strategies	9	6	9
Mathematics Problem Solving	48	38	48
Measurement	6	6	6
Estimation	4	2	4
Problem Solving	5	3	5
Number Relationships	6	5	6
Number Systems	5	4	5
Patterns & Functions	3	3	3
Algebra	3	3	3
Statistics	6	4	6
Probability	3	3	3
Geometry	7	5	7

The content tested is described on the back of this report. Each question was worth 1 point.

Grades 5, 6, 7, and 8

The FCAT NRT Reading Comprehension Test assesses the following objectives:

- *Initial Understanding* - Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.
- *Interpretation* - Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.
- *Critical Analysis* - Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections.
- *Strategies* - Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.

The above objectives are measured within the following contexts:

- *Recreational* - material typically read for enjoyment.
- *Textual* - material typically found in grade-appropriate textbooks and other sources of information.
- *Functional* - material typically encountered in everyday life situations.

The FCAT NRT Mathematics Problem Solving Test assesses the following objectives:

- *Measurement* - Demonstrate an understanding of the principles of measurement.
- *Estimation* - Determine the reasonableness of results and apply estimation in problem solving.
- *Problem Solving Strategies* - Demonstrate an understanding of the process of solving conventional and non-routine problems.
- *Number and Number Relationships* - Represent and use numbers in equivalent forms in real-world and mathematical problems, and demonstrate number sense for whole numbers, fractions, decimals, and integers.
- *Number Systems and Number Theory* - Demonstrate an understanding of relationships among arithmetic operations and apply concepts of number theory such as primes, factors, and multiples in real-world and mathematical problems.
- *Patterns and Functions* - Identify numerical and geometric patterns and functions and use them to solve problems.
- *Algebra* - Demonstrate the ability to evaluate expressions and solve linear equations.
- *Statistics* - Demonstrate an understanding of the relationships in data sets.
- *Probability* - Demonstrate an understanding of the laws governing chance.
- *Geometry* - Demonstrate an understanding of geometric principles.

Grados 5, 6, 7, y 8

La Prueba de Comprensión de Lectura FCAT NRT evalúa los siguientes objetivos:

- *Entendimiento* - Demostrar su habilidad para comprender explícitamente el contenido y la relación entre sí dentro de una variedad de selecciones de lectura.
- *Interpretación* - Demostrar su capacidad interpretativa dentro de una variedad de selecciones de lectura, basándose en información explícita e implícita en dichas selecciones.
- *Análisis crítico* - Demostrar la habilidad para sintetizar y evaluar información explícita e implícita en una variedad de selecciones de lectura.
- *Estrategias* - Demostrar habilidad para reconocer y aplicar el contenido del texto y estrategias utilizadas en una variedad de selecciones de lectura.

Los objetivos anteriores se evalúan en los contextos siguientes:

- *Recreativo* - material utilizado para entretenimiento.
- *Textual* - material utilizado en libros de texto del grado apropiado y en otros medios informativo.
- *Funcional* - material utilizado en la vida diaria.

La Prueba para Resolver Problemas de Matemáticas FCAT NRT evalúa los siguientes objetivos:

- *Medidas* - Demostrar sus conocimientos de los principios de medir.
- *Estimación* - Determinar cuán razonables son los resultados y aplicar la estimación en la solución de problemas.
- *Estrategias para resolver problemas* - Demostrar comprensión del proceso de resolver problemas convencionales y fuera de lo común.
- *Números y relaciones entre números* - Representar y usar números en formas equivalentes en problemas de matemática y de la vida diaria, y demostrar sentido para las fracciones, los decimales y los números enteros, positivos y negativos.
- *Sistemas y teoría de los números* - Demostrar conocimiento numérico de las relaciones entre las operaciones de aritmética y aplicar conceptos de la teoría de los números tales como números primos, factores y múltiplos en problemas de matemática y de la vida diaria.
- *Pautas y funciones* - Identificar funciones y pautas numéricas y usarlas para resolver problemas.
- *Algebra* - Demostrar la capacidad para evaluar expresiones algebraicas y resolver ecuaciones lineales.
- *Estadística* - Demostrar conocimiento en procesamiento de data.
- *Probabilidad* - Demostrar conocimiento de las leyes que gobiernan el azar.
- *Geometría* - Demostrar conocimiento de los principios de geometría.

FCAT 1998

Individual Profile Report

██████████

ID Number ██████████

Grade 4



School Number: 2141
ACREAGE PINES ELEMENTARY
District Number: 50
PALM BEACH

Run Date: 4/30/98



Total Score

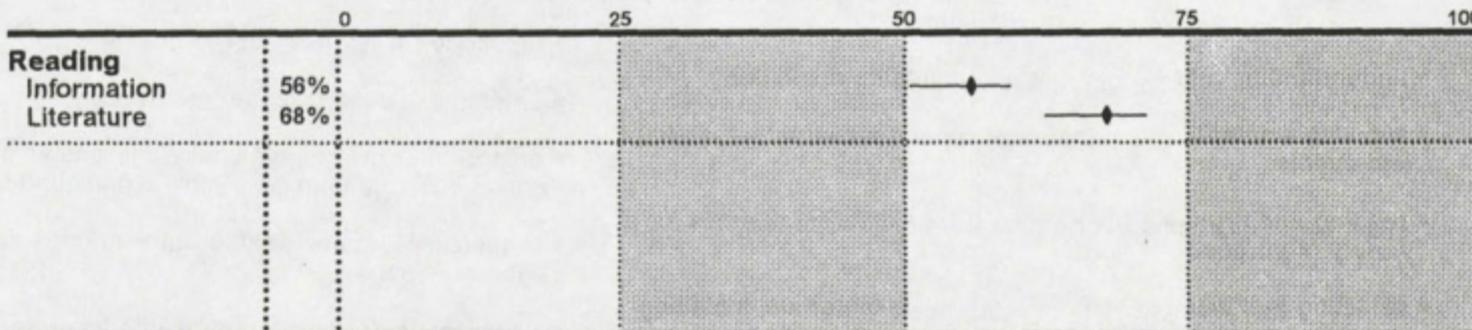
	Total Score
Reading	317

The Total Score indicates the student's level of achievement on FCAT Reading. The Total Score that a student could achieve ranges from 100 to 500.

The Total Reading Score of 317 indicates that ██████████ scored in the middle third of grade 4 students who took FCAT Reading in 1998.

Subscores

The Subscores indicate the student's level of achievement on separate content areas of FCAT Reading. Each Subscore represents the percentage of content in that area that the student responded to successfully.



The Information content area contains reading passages such as magazine and newspaper articles about science, history or other topics.

The Literature content area contains reading passages such as fictional stories, poems and folk tales.

Message to Parents:

The Florida Comprehensive Assessment Test (FCAT) is a new achievement test for Florida students. FCAT measures the *Sunshine State Standards* for reading and mathematics. Adopted in 1996, the *Sunshine State Standards* are challenging expectations for Florida students. They apply to all students whether they plan to enter the world of work or go on to further education after high school. The *Standards* signify what students should know and be able to do as they progress through school. The *Sunshine State Standards* are the foundation for a strong accountability system for Florida's schools.

FCAT was administered for the first time in Florida schools in January 1998. The 1998 test scores will set the baseline for future achievement of the *Sunshine State Standards* in reading and mathematics. FCAT scores are an overall indicator of achievement of these challenging new standards. FCAT results will not be used in making decisions concerning the promotion of students in 1998 but will be one consideration in promoting students in future years.

Reading Content Tested / Grade 4

FCAT Reading is an assessment of the *Sunshine State Standards* in reading. FCAT Reading assesses content from the following areas:

- determining the meaning of words, phrases, and sentences in the context of a passage
- determining stated or implied main ideas or essential messages
- identifying the author's purpose
- recognizing the difference between facts and opinions
- recognizing the use of comparison and contrast
- recognizing cause and effect relationships
- understanding plot development and conflict resolution
- knowing similarities and differences among characters, settings, and events
- reading and organizing information from different sources for a variety of purposes
- selecting and using a variety of reference materials, including maps, charts, and photographs, to gather information for research projects

Área de contenido del examen de Lectura / Grado 4

El examen de Lectura FCAT es el examen que evalúa las normas educativas de Lectura del estado de la Florida (*Sunshine State Standards*). Este examen evalúa las habilidades siguientes:

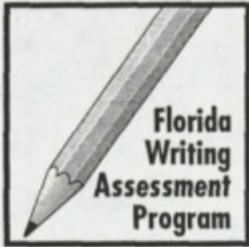
- determinar el significado de palabras, frases y oraciones dentro de un contexto
- determinar las ideas principales, indicadas o implícitas, o el mensaje más importante de un texto
- identificar el propósito del autor
- reconocer la diferencia entre hechos y opiniones
- reconocer el uso de la comparación y el contraste
- reconocer la relación entre causa y efecto
- entender el desarrollo de una trama y su desenlace
- comprender las semejanzas y diferencias entre personajes, el lugar donde ocurre una acción y los acontecimientos
- organizar los datos de diferentes fuentes de información para diferentes usos
- seleccionar y usar diferentes fuentes de referencia, como mapas, tablas y fotografías, para obtener información que se usará en proyectos de investigaciones

Mensaje a los padres de familia:

La Prueba de Evaluación Comprensiva de la Florida: Florida Comprehensive Assessment Test (FCAT) es un examen nuevo diseñado para los estudiantes del estado de la Florida. El examen FCAT mide las normas educativas (*Sunshine State Standards*) de matemáticas y de lectura. Dichas normas, que fueron adoptadas en 1996, tienen expectativas altas de los estudiantes del estado y se aplican a todos los estudiantes ya sea que vayan a trabajar o que sigan con estudios universitarios después de la escuela secundaria. Las normas educativas representan lo que los estudiantes deben saber y pueden hacer en su avance académico. Las normas educativas establecen la base para un sistema que define una mayor responsabilidad para las escuelas de la Florida.

El examen FCAT fue administrado por primera vez en enero de 1998 en las escuelas del estado de la Florida. Los resultados del examen de 1998 determinarán la base para el futuro logro de las normas educativas del estado de la Florida en las áreas de lectura y matemáticas. Los resultados del FCAT son un reflejo general de estas nuevas normas educativas y sus altas expectativas. Los resultados del FCAT no se usarán en 1998 para decidir en qué grado se colocará el estudiante pero sí será uno de los factores que se considerarán en el futuro.





1998 Florida Writing Assessment
STUDENT REPORT
Grade 4

Student Name: [REDACTED]
Student I.D. No.: [REDACTED]
School: [REDACTED]
District: PALM BEACH COUNTY

TYPE OF WRITING TESTED: WRITING TO EXPLAIN

SCORE: 3.0

Description of Writing Scores

- 6.0:** The writing focuses on the topic, is logically organized, and includes ample development of supporting ideas or examples. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.
- 5.5:** The writing was given a 5 by one reader and a 6 by the other reader.
- 5.0:** The writing focuses on the topic with adequate development of supporting ideas or examples. It has an organizational pattern, though lapses may occur. Word choice is adequate. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.
- 4.5:** The writing was given a 4 by one reader and a 5 by the other reader.
- 4.0:** The writing focuses on the topic, though it may contain extraneous information. An organizational pattern is evident, but lapses may occur. Some supporting ideas contain specifics and details, but others are not developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Punctuation, capitalization, and spelling are usually correct.
- 3.5:** The writing was given a 3 by one reader and a 4 by the other reader.
- 3.0:** The writing generally focuses on the topic, though it may contain extraneous information. An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Punctuation and capitalization are sometimes incorrect, but most commonly used words are spelled correctly.
- 2.5:** The writing was given a 2 by one reader and a 3 by the other reader.
- 2.0:** The writing may be slightly related to the topic or offer little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice may be limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in punctuation, capitalization, and spelling.
- 1.5:** The writing was given a 1 by one reader and a 2 by the other reader.
- 1.0:** The writing may only minimally address the topic because there is little or no development of supporting ideas or examples. No organizational pattern is evident. Ideas are provided through lists, and word choice is limited or immature. Unrelated information may be included. Frequent errors in punctuation, capitalization, and spelling may impede communication.
- U:** The writing is unrelated to the assigned topic or cannot be read, or there is no response.

Your Student's Score

Dear Parents or Guardians:

The paper your student wrote in January as part of the Florida Writing Assessment Program has been read independently by two people trained to score this test. Each reader judged the paper against a set of standards and gave it an overall score. Your student's final score is the average of the two readers' scores.

This writing score will help you, your student, and the teacher understand how well your student performed on this statewide writing test. A description of each possible score is printed on the left side of this report.

Students were given 45 minutes to read the assigned topic, plan what to write, and then write their responses. The conditions under which your student writes papers in class or at home may not be the same as those for this test; therefore, the writing may not be the same. You and the teacher should consider the score on this test along with all of your student's other writing when planning activities to continue developing your student's writing skills.

DESCRIPTION OF THE TOPIC:

Students were asked to explain why one place is their favorite.

RUN DATE: 04/25/98

50-2141-000000410

**EVALUACION DE SECRITURA DE LA FLORIDA
PRIMAVERA DE 1998
REPORTE ESTUDIANTIL**

INFORMES DE LOS ESTUDIANTES DE 4° GRADO

Descripción de las Notas de Redacción

6.0: La redacción se concentra en el tema, está lógicamente organizada e incluye un amplio desarrollo de las ideas o ejemplos fundamentales. Demuestra un dominio maduro del idioma, incluyendo precisión en la elección de términos. Las oraciones varían en su estructura. La puntuación, uso de mayúsculas y ortografía son generalmente correctas.

5.5: La redacción recibió un 5 por parte de un lector y un 6 por parte del otro lector.

5.0: La redacción se concentra en el tema y tiene un desarrollo adecuado de las ideas o ejemplos fundamentales. Tiene una estructura organizada, aunque haya algunos lapsos. La elección de términos es adecuada. Las oraciones varían en su estructura. La puntuación, uso de mayúsculas y ortografía son generalmente correctas.

4.5: La redacción recibió un 4 por parte de un lector y un 5 por parte del otro lector.

4.0: La redacción se concentra en el tema, aunque puede contener información ajena al mismo. Es evidente una estructura organizada, aunque puede haber algunos lapsos. Algunas ideas fundamentales contienen datos específicos y detalles, pero otras no están desarrolladas. La elección de términos es adecuada. Las oraciones varían algo en su estructura, aunque la mayoría son simples. La puntuación, uso de mayúsculas y ortografía son generalmente correctas.

3.5: La redacción recibió un 3 por parte de un lector y un 4 por parte del otro lector.

3.0: La redacción se concentra generalmente en el tema, aunque contiene información ajena al mismo. Se intentó una estructura organizada, aunque puede haber algunos lapsos. Algunas de las ideas o ejemplos fundamentales pueden no estar desarrollados. La elección de términos es adecuada. Las oraciones varían algo en su estructura, aunque la mayoría son simples. La puntuación y la ortografía son a veces incorrectas pero las palabras más comunmente usadas están escritas correctamente.

2.5: La redacción recibió un 2 por parte de un lector y un 3 por parte del otro lector.

2.0: La redacción está apenas relacionada con el tema u ofrece poca información relevante, así como pocas ideas o ejemplos fundamentales. Hay poca evidencia de una estructura organizada. La elección de términos puede ser limitada o inmadura. Las oraciones se limitan a construcciones simples. Pueden encontrarse errores frecuentes de puntuación, uso de mayúsculas y ortografía.

1.5: La redacción recibió un 1 por parte de un lector y un 1 por parte del otro lector.

1.0: La redacción considera mínimamente el tema porque no hay o hay muy poco desarrollo de las ideas o ejemplos fundamentales. No hay evidencia de una estructura organizada. Las ideas aparecen enumeradas en listas y la elección de términos es limitada o inmadura. Puede aparecer información no relacionada con el tema. Los errores frecuentes de puntuación, uso de mayúsculas y ortografía pueden impedir una comunicación efectiva.

U: La redacción no tiene relación con el tema asignado, no puede leerse o no obtuvo respuesta.

Estimados padres o tutores:

La prueba escrita por su niño(a) en enero como parte del Programa de Evaluación de Redacción de Florida, fue leída independientemente por dos personas capacitadas para evaluarla. Cada lector juzgó la prueba en relación a un conjunto de normas y la calificó con una nota general. La nota final de su niño(a) es el promedio de las notas otorgadas por los dos lectores.

Esta nota de redacción le ayudará a usted, a su niño(a) y a los maestros a comprender cómo se desempeñó su niño(a) en esta prueba de redacción realizada en todo el estado. Una descripción de cada una de las notas posibles aparece en el lado izquierdo del informe.

Los estudiantes dispusieron de 45 minutos para leer el tema asignado, planificar lo que iban a escribir y escribir sus respuestas. Las condiciones bajo las cuales los estudiantes redactan otras pruebas en clase o en el hogar pueden ser diferentes a las empleadas en esta prueba; por lo tanto, la redacción puede ser diferente. Ustedes y los maestros deben considerar la nota de esta prueba junto con todas las otras redacciones del estudiante, al planear actividades para continuar desarrollando las habilidades de redacción del estudiante.

6/8/98 12:38pm

LEVEL & COURSE PERFORMANCE

End of Year Report

Course	Total Time	Total Corr/Att Exercises	Total Percent Correct	Enroll Level	IPM Level	Current Level	Gain
4302				(Enroll Date - 8/26/97)	Class 406		
FAB	0:29			N/A	N/A	N/A	N/A
WRI	0:29			N/A	N/A	N/A	N/A
MCS	2:24	98/254	39	3.49	2.51	2.53	0.02
RW	1:41	203/366	55	3.50	3.06	3.09	0.03
MI	38:59			N/A	N/A	N/A	N/A
RA		0/0	0	N/A	N/A	N/A	N/A
DE	0:20	**/21	71	--	--	--	--
RI	0:14	16/45	36	--	--	--	--

Class(es) :
 Student(s) : 3109
 Course(s) : MCS,IR,RW

Course	Total Time	Total Corr/Att Exercises	Total Percent Correct	Enroll Level	IPM Level	Current Level	Gain
3109				Enroll Date - 8/22/96			
MCS	11:50	914/1023	89	2.79	2.80	3.69	0.89
RW	7:05	703/836	84	4.53	5.09	5.34	0.25

GRAND TOTAL RECORDS = 1

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Teaching
questions
for
tomorrow's
answers



March 1, 1994

Dear Parent,

The State of Florida has asked that we obtain the following information on all students in kindergarten:

Has your kindergarten child had pre-kindergarten experience?

Yes No

If yes, please answer the following:

The program my child attended was

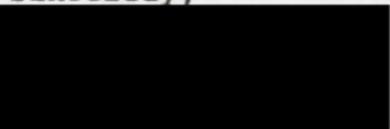
- Public School
- ^{Public} Private Pre-school ()
- Home-based Day Care
- Other _____
Please state other.

 _____
Student's Name

 _____
Teacher's Name

 _____
Parent's Signature

Please return this form to your child's classroom teacher by Friday, March 4th.

Sincerely,

Data Processor

June 4, 1998

Dear Fifth Grade Teacher,

My name is [REDACTED]
my favorite subjects are: Reading
and science. I hope you are as
wonderfull as my Fourth grade
teacher [REDACTED]. I'm
really anxious to meet you.

Sincerely

[REDACTED]

Teaching
questions
for
tomorrow's
answers



Philip Sorensen
Principal

March 1, 1994

Dear Parent,

The State of Florida has asked that we obtain the following information on all students in kindergarten:

Has your kindergarten child had pre-kindergarten experience?

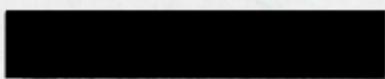
Yes No

If yes, please answer the following:

The program my child attended was

- Public School
 ^{Public} Private Pre-school ()
 Home-based Day Care
 Other _____
Please state other.


Student's Name


Teacher's Name


Parent's Signature

Please return this form to your child's classroom teacher by Friday, March 4th.

Sincerely,



Data Processor

June 4, 1998
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Sincerely
[REDACTED]

June 4, 1998

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My favorite subjects are reading
and science. I hope you are as
wonderfull as my Fifth grade
teacher [REDACTED]. I'm
really anxious to meet you.

Sincerely

[REDACTED]

READING

MAY 28, 1998

DIRECTIONS. This article is about Walt Disney. Read the article. Then answer questions 16–26.

WALT DISNEY (1901–1966)

by Jean Marzollo

S/B

Notes

Walt Disney was born in Chicago, but his family moved to a farm in Missouri when he was young. As a child, he enjoyed drawing. When he was 16, Walt went back to Chicago to study art. At the age of 19, he started making cartoon ads to be shown in movie theaters. He didn't earn much money, but he liked the work.

When he was 22, Walt Disney moved to Los Angeles, California. He was fascinated by cartoons. Cartoons are made by drawing many pictures and showing them one after another, so quickly that the pictures are animated, or seem to move.

Disney drew cartoons in his garage. He liked to make characters do funny things. When he was 27, he created Mickey Mouse. In the next ten years, Walt Disney invented Donald Duck, Goofy, Pluto, and other cartoon characters that are still famous today. Many people went to movie theaters to see his short cartoons. At last, Walt Disney was successful.

But Disney didn't want to make only short cartoons. He wanted to make a full length animated film. He settled down to work and made the first long cartoon movie ever: *Snow White and the Seven Dwarfs*. He hired talented people to help him make the thousands of drawings needed for the movie. It was a hit. Walt Disney then made more long cartoons: *Pinocchio*, *Fantasia*, *Dumbo*, *Bambi*, *Cinderella*, *Alice in Wonderland*, *Peter Pan*, *Lady and the Tramp*, *101 Dalmatians*, and *The Jungle Book*.

Notes

So many movies! So much success! Yet Walt Disney had even more ideas. He created *Mary Poppins*, a movie with cartoons and people. His company today employs many people and continues to make imaginative movies like *Beauty and the Beast* and *The Little Mermaid*.

Walt Disney had another brainstorm. He wanted to make enormous amusement parks where people could enjoy themselves. When this idea came true, he named the parks after himself: Disneyland and Walt Disney World.

DIRECTIONS. Choose the best answer to each question and fill in the bubble beside the answer you choose. Or, write your answer on the lines.

16. What happened first?

- (a) Walt Disney drew cartoons in his garage.
- (b) Walt Disney made *Snow White and the Seven Dwarfs*.
- (c) Walt Disney's family moved to a farm in Missouri.
- (d) Walt Disney created *Mary Poppins*.

17. Just after Walt Disney became successful at last, he wanted to:

- (a) create Mickey Mouse.
- (b) open an amusement park.
- (c) make full-length animated films.
- (d) print his cartoons in the newspaper.

18. Describe how *Snow White and the Seven Dwarfs* is different from the cartoons Walt Disney had made before.

Snow White was a full length animated film, and his cartoons before that were short cartoons.

19. Write a summary of the important ideas in this article.

As a child Walt was fascinated with drawing. As he grew up he became more successful.

20. Which sentence best describes the author's view of Walt Disney?

- (a) He was creative.
- (b) He was unhappy.
- (c) His work was not understood.
- (d) He wanted to keep things from changing.

21. Which word from the article is a compound word?

- (a) thousands
- (b) company
- (c) cartoons
- (d) brainstorm

22. Read the first paragraph of this article again. Then write a paraphrase of the paragraph.

3 Walt moved to Missouri when he was young. From then on he drew cartoons

DIRECTIONS. Choose the meaning of the underlined word in each sentence below.

23. Cartoons are made by drawing many pictures and showing them one after another, so quickly that the pictures are animated, or seem to move.

- (a) Lively
- (b) Colorful
- (c) Carefully drawn
- (d) Comical

24. He wanted to make enormous amusement parks where people enjoyed themselves.

- (a) After the amusing
- (b) Before amusing
- (c) A means of amusing
- (d) Not amusing

25. His company today employs many people and continues to make imaginative movies like *Beauty and the Beast* and *The Little Mermaid*.

- (a) Talks to
- (b) Gives jobs to
- (c) Draws
- (d) Interests

26. The movie *Snow White and the Seven Dwarfs* was a hit.

- (a) A slap
- (b) To ask
- (c) A success
- (d) To strike a ball

DIRECTIONS. Choose the word that has the same meaning as the underlined word in each sentence below.

27. She bent the twig into a circular shape.

- (a) Cracked
- (b) Ruined
- (c) Shortened
- (d) Curved

28. Gerald hoisted the flag.

- (a) Opened
- (b) Twirled
- (c) Lifted
- (d) Folded

DIRECTIONS. Choose the word that means the OPPOSITE of the underlined word in each sentence below.

29. Sharon thought that riding a bike without a helmet was dangerous.

- (a) Hard
- (b) Silly
- (c) Safe
- (d) Rough

30. Abdul entered the store.

- (a) Opened
- (b) Exited
- (c) Passed
- (d) Closed

Final Test

-15

85 / B

Fill in the circle of the correct answer.

Choose the answer. [2.3, 2.5]

1. $96 + 302 + 77$

302
+ 96
+ 77

475

- (A) 203
- (B) 475
- (C) 1339
- (D) 2030

2. $971 - 643$

971
- 643

328

- (A) 428
- (B) 334
- (C) 332
- (D) 328

3. $\$7.42 + \$0.93 + \$8.15$

\$7.42
+ 0.93
+ 8.15

\$16.50

- (A) \$15.57
- (B) \$16.50
- (C) \$17.45
- (D) \$24.87

4. $\$21.94 - 8.56$

21.94
- 8.56

13.38

- (A) \$13.70
- (B) \$13.42
- (C) \$12.58
- (D) \$12.42

5. $5124 + 2239 + 817 + 66$

5124
+ 2239
+ 817
+ 66

8246

- (A) 8246
- (B) 7363
- (C) 7234
- (D) 3246

6. $\$80.30 - 7.07$

80.30
- 7.07

73.23

- (A) \$73.23
- (B) \$73.37
- (C) \$87.23
- (D) \$87.37

Choose the product. [6.3, 12.3]

7. 2×3401

3401
x 2

6802

- (A) 5803
- (B) 6622
- (C) 6802
- (D) 6822

8. 5×6743

6743
x 5

33715

- (A) 30,748
- (B) 30,793
- (C) 33,708
- (D) 33,715

9. 71879×9

71879
x 9

646911

- (A) 16,848
- (B) 16,911
- (C) 18,799
- (D) 18,979

10. 233588×4

233588
x 4

934352

- (A) 20,684
- (B) 20,692
- (C) 22,532
- (D) 22,752

11. 38×407

407
x 38

3256
+ 12200

15466

- (A) 15,466
- (B) 15,246
- (C) 13,855
- (D) 12,056

12. 44×916

916
x 44

3664
+ 36640

40304

- (A) 36,064
- (B) 39,104
- (C) 40,304
- (D) 41,604

13. 210×84

210
x 84

- (A) 17,632
- (B) 17,640
- (C) 17,850
- (D) 18,630

14. 608×79

608
x 79

- (A) 47,032
- (B) 47,532
- (C) 47,932
- (D) 48,032

Final Test

Divide. [7.2, 7.3, 13.2]

<p>15. $\\$49.45 \div 5$</p> <p>(A) \$9.09 (B) \$9.89 (C) \$9.90 (D) \$9.91</p>	<p>16. $1463 \div 2$</p> <p>(A) 730 (B) 730 R1 (C) 731 (D) 731 R1</p>	<p>17. $\\$59.78 \div 7$</p> <p>(A) \$8.11 (B) \$8.31 (C) \$8.54 (D) \$8.58</p>	<p>18. $2820 \div 8$</p> <p>(A) 352 R4 (B) 352 R2 (C) 350 R4 (D) 350 R2</p>
<p>19. $5 \overline{)400}$</p> <p>(A) 8 (B) 50 (C) 80 (D) 200</p>	<p>20. $6 \overline{)1814}$</p> <p>(A) 302 R2 (B) 302 (C) 300 R2 (D) 300</p>	<p>21. $4 \overline{)3624}$</p> <p>(A) 604 (B) 904 (C) 906 (D) 9060</p>	<p>22. $9 \overline{)7006}$</p> <p>(A) 776 R2 (B) 776 R4 (C) 778 R2 (D) 778 R4</p>
<p>23. $418 \div 11$</p> <p>(A) 36 R3 (B) 37 (C) 37 R1 (D) 38</p>	<p>24. $96 \div 19$</p> <p>(A) 5 (B) 5 R1 (C) 6 R3 (D) 6 R5</p>	<p>25. $615 \div 35$</p> <p>(A) 16 R30 (B) 17 R10 (C) 17 R20 (D) 18 R5</p>	<p>26. $741 \div 57$</p> <p>(A) 12 R56 (B) 13 (C) 13 R29 (D) 14</p>

Complete each number sentence. [8.2]

<p>27. $\frac{2}{5} = \frac{\square}{15}$</p> <p>(A) 4 (B) 5 (C) 6 (D) 10</p>	<p>28. $\frac{1}{3} = \frac{\square}{12}$</p> <p>(A) 6 (B) 4 (C) 3 (D) 2</p>	<p>29. $\frac{2}{4} = \frac{\square}{8}$</p> <p>(A) 4 (B) 8 (C) 12 (D) 16</p>	<p>30. $\frac{2}{2} = \frac{\square}{6}$</p> <p>(A) 1 (B) 2 (C) 4 (D) 6</p>
---	--	--	---

Choose the answer. Use objects or draw a picture to check your answer. [8.4]

<p>31. $\frac{1}{4}$ of 36</p> <p>(A) 4 (B) 6 (C) 9 (D) 12</p>	<p>32. $\frac{2}{3}$ of 18</p> <p>(A) 12 (B) 9 (C) 6 (D) 3</p>	<p>33. $\frac{1}{10}$ of 20</p> <p>(A) 2 (B) 4 (C) 5 (D) 10</p>	<p>34. $\frac{5}{5}$ of 15</p> <p>(A) 3 (B) 5 (C) 10 (D) 15</p>
--	---	--	---

Final Test

(1) Choose >, <, or =. Use fraction bars when it helps. [8.3]

~~38.~~ $\frac{4}{6} \bigcirc \frac{1}{3}$

(A) >
 (B) <
 (C) =

~~38.~~ $\frac{2}{5} \bigcirc \frac{4}{10}$

(A) >
 (B) <
 (C) =

Choose the fractions that are ordered from least to greatest. [8.3]

~~38.~~ (A) $\frac{7}{8}, \frac{1}{4}, \frac{3}{8}, \frac{1}{2}$
 (B) $\frac{5}{10}, \frac{1}{5}, \frac{2}{5}, \frac{3}{10}$
 (C) $\frac{1}{2}, \frac{1}{3}, \frac{2}{3}, \frac{3}{6}$
 (D) $\frac{1}{9}, \frac{1}{6}, \frac{4}{9}, \frac{5}{6}$

~~38.~~ (A) $\frac{3}{8}, \frac{1}{4}, \frac{1}{2}, \frac{7}{8}$
 (B) $\frac{1}{6}, \frac{1}{3}, \frac{7}{12}, \frac{4}{6}$
 (C) $\frac{5}{9}, \frac{1}{6}, \frac{1}{9}, \frac{3}{6}$
 (D) $\frac{5}{8}, \frac{1}{2}, \frac{3}{4}, \frac{1}{8}$

Choose the answer. [9.1, 9.4]

39. $\frac{3}{8} + \frac{2}{8}$

(A) $\frac{1}{8}$
 (B) $\frac{4}{8}$
 (C) $\frac{5}{8}$
 (D) $\frac{6}{8}$

40. $\frac{1}{5} + \frac{2}{5}$

(A) $\frac{3}{5}$
 (B) $\frac{2}{5}$
 (C) $\frac{3}{10}$
 (D) $\frac{1}{5}$

41. $\frac{11}{12} - \frac{4}{12}$

(A) $\frac{7}{12}$
 (B) $\frac{5}{12}$
 (C) $\frac{3}{12}$
 (D) $\frac{1}{12}$

42. $\frac{6}{10} - \frac{5}{10}$

(A) $\frac{9}{10}$
 (B) $\frac{1}{2}$
 (C) $\frac{2}{5}$
 (D) $\frac{1}{10}$

43. $5\frac{1}{10} + 4\frac{8}{10}$

(A) $1\frac{7}{10}$
 (B) $1\frac{9}{10}$
 (C) $9\frac{7}{10}$
 (D) $9\frac{9}{10}$

44. $2\frac{3}{6} + 6\frac{2}{6}$

(A) $4\frac{1}{6}$
 (B) $8\frac{5}{6}$
 (C) 12
 (D) $12\frac{5}{6}$

45. $9\frac{7}{8} - 2\frac{5}{8}$

(A) $7\frac{1}{8}$
 (B) $7\frac{2}{8}$
 (C) $7\frac{5}{8}$
 (D) $12\frac{2}{8}$

46. $5\frac{2}{4} - 3\frac{1}{4}$

(A) $8\frac{1}{2}$
 (B) $8\frac{1}{4}$
 (C) $2\frac{1}{4}$
 (D) $2\frac{1}{8}$

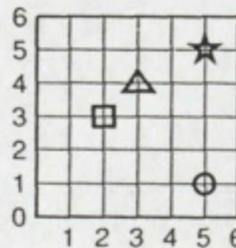
Use the grid at the right to answer questions 47 and 48. [5.3]

47. Which figure is at point (2, 3)?

- (A) circle
- (B) star
 (C) square
- (D) triangle

48. Which figure is at point (5, 5)?

- (A) circle
- (B) triangle
- (C) square
 (D) star

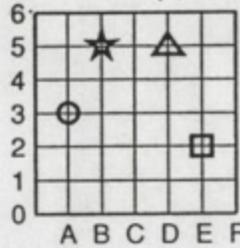


Final Test

Choose the name of the figure at each of the following points. [5.3]

49. D5

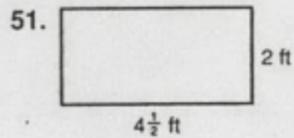
- triangle
- star
- circle
- square



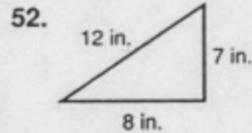
50. A3

- circle
- star
- square
- triangle

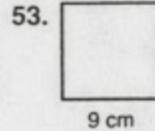
Choose the perimeter. [10.1]



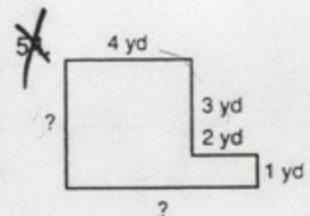
- (A) $9\frac{1}{2}$ ft
- (B) 13 ft
- (C) $13\frac{1}{2}$ ft
- (D) 14 ft



- (A) 19 in.
- (B) 20 in.
- (C) 27 in.
- (D) 56 in.



- (A) $18\frac{1}{2}$ cm
- (B) $27\frac{3}{4}$ cm
- (C) 36 cm
- (D) 37 cm

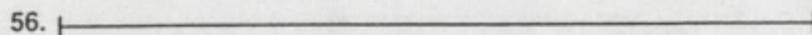


- (A) 22 yd
- (B) 20 yd
- (C) 17 yd
- (D) 10 yd

Choose the length of each to the nearest centimeter or millimeter. [10.2]



- (A) 9 centimeters
- (B) 8 centimeters
- (C) 7 centimeters
- (D) 6 centimeters



- (A) 95 millimeters
- (B) 100 millimeters
- (C) 105 millimeters
- (D) 110 millimeters

Final Test

Choose the better estimate. [10.3]

57. height of a person

- (A) 6 ft
- (B) 6 yd

58. capacity of a sink

- (A) 20 L
- (B) 20 mL

59. you could wear shorts outdoors

- (A) 26°F
- (B) 26°C

60. you would need a scarf outdoors

- (A) 30°F
- (B) 30°C

Choose the elapsed time. [10.6]

61.

- (A) 1 h 15 min
- (B) 1 h 25 min
- (C) 2 h 15 min
- (D) 2 h 25 min

62.

- (A) 3 h 5 min
- (B) 3 h 25 min
- (C) 4 h 10 min
- (D) 4 h 25 min

63.

- (A) 8 h
- (B) 6 h 45 min
- (C) 5 h 30 min
- (D) 5 h 15 min

~~64.~~

- (A) 36 min
- (B) 53 min
- (C) 56 min
- (D) 59 min

Choose the value of the underlined digit. [11.2]

65. 37.48

- (A) 4 hundredths
- (B) 4 tenths
- (C) 4 ones
- (D) 4 hundreds

66. 11.07

- (A) 7 hundredths
- (B) 7 tenths
- (C) 7 ones
- (D) 7 hundreds

67. 261.53

- (A) 1 hundredth
- (B) 1 tenth
- (C) 1 one
- (D) 1 hundred

68. 905.86

- (A) 8 hundredths
- (B) 8 tenths
- (C) 8 ones
- (D) 8 hundreds

Final Test

Choose the answer. [11.4, 11.5]

69.
$$\begin{array}{r} 41 \\ + 28.5 \\ \hline \end{array}$$

- (A) 12.5
- (B) 27.5
- (C) 41.5
- (D) 69.5

70. $36.01 - 9.3$

- (A) 45.31
- (B) 45.07
- (C) 26.98
- (D) 26.71

71. $67.58 + 29.4$

- (A) 38.18
- (B) 38.54
- (C) 96.62
- (D) 96.98

72.
$$\begin{array}{r} 88.9 \\ - 31.06 \\ \hline \end{array}$$

- (A) 119.96
- (B) 119.15
- (C) 57.84
- (D) 5.78

73.
$$\begin{array}{r} 52.4 \\ 25.66 \\ + 6.7 \\ \hline \end{array}$$

- (A) 84.76
- (B) 83.66
- (C) 78.76
- (D) 73.76

~~74.~~
$$\begin{array}{r} 23.11 \\ 4.8 \\ + 90.72 \\ \hline \end{array}$$

- (A) 117.53
- (B) 118.63
- (C) 119.62
- (D) 127.63

75. $0.3 - 0.2$

- (A) 1.0
- (B) 0.6
- (C) 0.5
- (D) 0.1

76. $17.2 - 15$

- (A) 2.0
- (B) 2.2
- (C) 15.7
- (D) 32.2

Find the average of each set of numbers. [13.3]

77. \$16, \$24, \$7, \$15, \$13

- (A) \$13
- (B) \$14
- (C) \$15
- (D) \$16

78. \$74, \$52, \$31, \$71

- (A) \$228
- (B) \$75
- (C) \$57
- (D) \$47

79. 134, 99, 64, 105, 65, 53, 87, 98, 114

- (A) 81
- (B) 89
- (C) 90
- (D) 91

80. 700, 612, 1000, 647, 422, 580, 659

- (A) 660
- (B) 666
- (C) 760
- (D) 776

Final Test

Solve each problem.

82. A trolley travels 1005 feet in 1 minute.
How far will the trolley travel in 4 minutes?

- (A) 2010 ft
- (B) 2050 ft
- (C) 4002 ft
- (D) 4020 ft

83. Chad is selling raffle tickets for the school Special Olympics. The raffle tickets cost \$5 per book. On Friday, Chad sells 45 books. On Saturday, he sells 110 books. How much money does Chad raise for the two days?

- (A) \$775
- (B) \$780
- (C) \$825
- (D) \$875

83. Pam plans to ride her bicycle 1 mile over the weekend. She rides $\frac{2}{4}$ mile Saturday morning and $\frac{1}{4}$ mile Saturday afternoon. How far does Pam ride on Saturday?

- (A) $\frac{1}{4}$ mile
- (B) $\frac{2}{4}$ mile
- (C) $\frac{3}{4}$ mile
- (D) $\frac{4}{4}$ mile

84. Mickey collects stamps from foreign countries. One half of the stamps are from Canada, and $\frac{1}{8}$ of the stamps are from France. What part of the stamps are from Canada or France?

- (A) $\frac{1}{8}$
- (B) $\frac{1}{2}$
- (C) $\frac{5}{8}$
- (D) $\frac{3}{4}$

85. Rachel has saved \$93.67 to buy a tape recorder. The recorder costs \$120.98 on sale. How much more money does Rachel need to buy the tape recorder?

- (A) \$25.31
- (B) \$27.31
- (C) \$137.61
- (D) \$214.65

86. Mr. Townes spends \$15.49 for a set of earphones and \$3.65 for a blank cassette. How much money does Mr. Townes spend altogether?

- (A) \$11.84
- (B) \$19.14
- (C) \$46.14
- (D) \$51.99

87. The planetarium is open 195 days out of the year. On each of those days, a special film is shown that lasts for 60 minutes. How many minutes are films shown over the year?

- (A) 1350 minutes
- (B) 8100 minutes
- (C) 11,400 minutes
- (D) 11,700 minutes

88. City planners ordered 425 bags of chipped bark to help beautify parts of the city. Each bag has 15 pounds of chipped bark. How many pounds of bark did the city planners order?

- (A) 6375 pounds
- (B) 6355 pounds
- (C) 6275 pounds
- (D) 440 pounds

$$\frac{1}{3} \quad \frac{2}{5} \times \frac{3}{8} \quad \frac{1}{3} \times \frac{4}{12}$$

④

$$\begin{array}{r} 608 \\ \times 79 \\ \hline + 5472 \\ 42560 \\ \hline 48,032 \end{array}$$

⑤

$$\begin{array}{r} 9.89 \\ 5 \overline{) 49.45} \\ \underline{-45} \\ 04.4 \\ \underline{-4} \\ 45 \\ \underline{-45} \\ 0 \end{array}$$

⑥

$$\begin{array}{r} 731R1 \\ 2 \overline{) 463} \\ \underline{-14} \\ 06 \\ \underline{-6} \\ 03 \\ \underline{-2} \\ 1 \end{array}$$

②②

$$\begin{array}{r} 778 R4 \\ 9 \overline{) 7806} \\ \underline{-63} \\ 150 \\ \underline{-135} \\ 156 \\ \underline{-144} \\ 12 \\ \underline{-12} \\ 0 \end{array}$$

②③

$$\begin{array}{r} 38 \\ 11 \overline{) 418} \\ \underline{-33} \\ 88 \\ \underline{-88} \\ 0 \end{array}$$

②④

$$\begin{array}{r} 26.71 \\ 2 \overline{) 53.42} \\ \underline{-46} \\ 74 \\ \underline{-73} \\ 12 \end{array}$$

②④

$$\begin{array}{r} 5 R1 \\ 19 \overline{) 96} \\ \underline{-95} \\ 1 \end{array}$$

②⑦

$$\frac{2}{5} \times 3 \frac{4}{15}$$

$$\frac{2}{5} \rightarrow \frac{2}{15}$$

②⑤

$$\begin{array}{r} 67.58 \\ + 29.4 \\ \hline 96.98 \end{array}$$

⑦⑦

$$\begin{array}{r} 88.10 \\ 31.06 \\ \hline 57.04 \end{array}$$

⑦③

$$\begin{array}{r} 52.4 \\ + 35.66 \\ 6.7 \\ \hline 84.76 \end{array}$$

⑦④

$$\begin{array}{r} 23.11 \\ + 4.8 \\ 90.72 \\ \hline 118.62 \end{array}$$

$$\begin{array}{r} \$14.5 \\ \$24.5 \\ \hline \$39 \\ \hline \$15 \\ \hline 3 \\ \hline \$128 \end{array}$$

$$\begin{array}{r} \$76 \\ \$24 \\ \$15 \\ 13 \\ \hline \$7 \end{array}$$

~~$$\begin{array}{r} 1 \\ 4 \overline{) 75} \\ \underline{-32} \\ 43 \end{array}$$~~

$$\begin{array}{r} 32 \\ 4 \overline{) 128} \\ \underline{-128} \\ 0 \end{array}$$

2
~~116~~
~~24~~
~~15~~
~~13~~
~~7~~
~~73~~

18 R3
~~475~~
~~4~~
~~35~~
~~32~~
~~3~~

~~74~~
~~922~~
~~82~~
~~71~~
~~229~~

57 R1
~~4829~~
~~00~~
~~29~~
~~01~~

54
 134
 99
 44
 105
 68
 53
 87
 98
 114
 819

(79)

91
 $\sqrt{819}$
~~81~~
~~09~~
~~9~~
 0

~~80~~
~~2700~~
~~3612~~
~~1000~~
~~647~~
~~422~~
~~580~~
~~659~~
~~4620~~

640
~~74,600~~
~~42~~
~~42~~
~~42~~
~~00~~
~~0~~

22 40
 3700
 612
 1000
 647
 + 422
 380
 659
 4620

640
 $\sqrt{4620}$
~~42~~
~~42~~
~~42~~
 00

~~80~~ 22
~~700~~
~~3612~~
~~1000~~
~~647~~ 640 R4
~~422~~ 14520
~~580~~ 42
~~659~~ 2822
~~4520~~ 28
~~4~~
 = 0
 4

~~1005~~
~~1005~~
~~1005~~
~~1005~~
~~1005~~
~~1020~~

51
~~451005~~
~~8~~
~~20~~
~~20~~

March 19, 1998

At recess you do fun things. Pretending is fun. Pretend you are a tennis shoe.

Before you begin writing, think about what your tennis shoe experiences each day at recess.

Now tell about your recess experience as a tennis shoe.

One day I (Nichole, Tennis shoe) was on my owners feet. "Ouch!" I yelled but none could hear me. The class was playing Jump Rope again, and it was my owners turn to jump. If you've ever been a shoe, you know how much that hurts. Finally I could not take it any more. I turned on my jet pack, and started flying. "Huh? What's going on?" my owner asked. "Where are you going?" "Who am I going to jump against now?" That was Amanda, my owners friend. by the way my owners name is [redacted]. Finally we landed on Mars [redacted]. I asked "Who said that?" [redacted] asked.

2/C

"Your tennis shoe," I replied. "We have to have a talk. If you're going to jump rope, at least wear different shoes," I said. "Okay," she answered. "and another thing mmpnolade," my teeth had fallen out. "What?" she asked. "Never mind." and with that we flew back to earth.



March 19
1998

ouch! jumping - knees the shot, flying is fun,
running - knees - shot - inquisit - flying - get pac

Sometimes we do things that we were told not to do and then find ourselves in trouble with no one around to help. Then we have to figure out how to solve the problem on our own.

2/c Read this story about Tamaqua and the bear. In the story, an Indian boy named Tamaqua finds himself with a very big problem - a big bear that is threatening his life. Tamaqua is trapped, and there seems to be no way that he can get away. The story stops just as the bear seems about to catch Tamaqua. However, Tamaqua manages to escape. After reading the story, write an ending that tells how Tamaqua escapes from the bear.

Suddenly, he had an idea. He would climb to the top of a tree, and when the bear got very close, he would start climbing down slowly. The bear would follow. He would go to where the hunters shot. There, the bear would be shot and Tamaqua could go back to the village and tell his father of his adventure.

Dear fourth grade teacher,

My name is [REDACTED]

I have light brown hair, brown eyes and I am nine years old. I love soccer, I like to read sometimes. I like bright colors on clothes, and especially I like soccer shirts. My favorite colors are blue and black. I am also nine years old. My favorite subject is math. My favorite kind of multiplying is called the window frame. My favorite way to divide is two digit dividing. I think fourth grade will be hard and harder than third grade. I think fourth grade will be sometimes fun and sometimes not fun.

Sincerely,

[REDACTED]

turned around he was not.

↳ Thunder is just the sound lightning makes, only the light moves quicker. Let's try something he said. "look out the window."

↳ Every time lightning strikes, start counting until you hear thunder.

The higher the number, the further away the storm^{is}.

From then on she was not scared because she did what her grand father said and she knew almost exactly when the thunder was coming.

March 26, 1998

Everyone has a place that is special to them. This place may be anywhere you would like it to be.

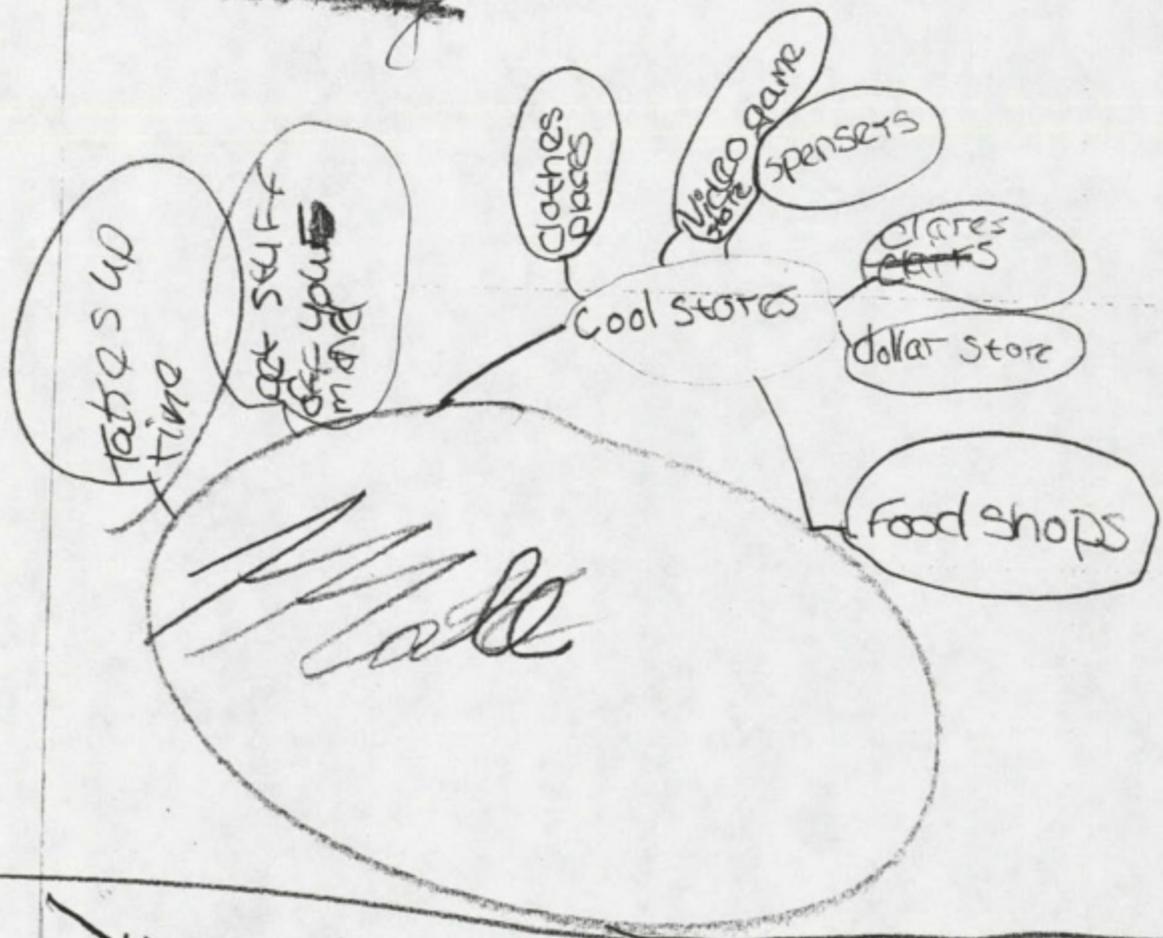
Before you begin writing, think about your special place.

Now explain why this place is so special to you.

5
A

My special place is the mall. It is my special place, because it takes a long time in some stores, and gives you a chance to get stuck of your mind. Also = LOVE the stores! Like Clars, and Spencers, and The dollar store, and shops where you can get delicious food, places where you can get totally awesome clothes, and way cool shoes, like at Payless. The mall is so fun. That's why the mall is my special place.

4 March 2019



~~My special place is the mall. It is my special place, because it takes up a lot of time, so you can get things off your mind. Also, I absolutely LOVE the store~~

Student Attitude Assessment

1. Color the circle that shows how you feel.

Agree Disagree

I like math.



I use math almost every day.



Math is hard.



Math is important to me.



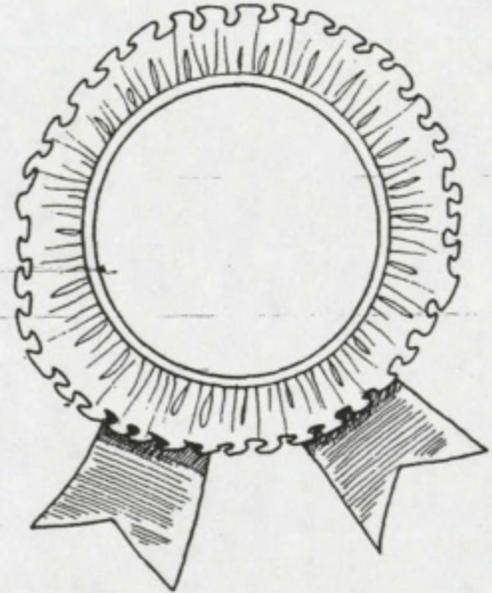
Math scares me.



Math can be fun.



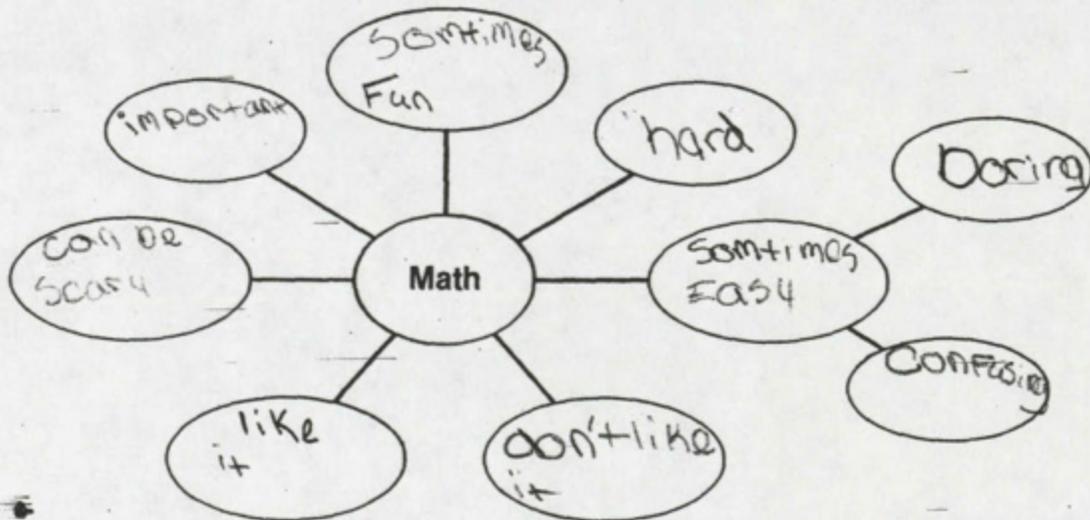
2. Make a math award for yourself. Write what you do well in math.



3. Circle your favorite subject. Put an X on the one you like least.

Reading ~~Math~~ Science

4. Make a word map to show how you feel about math. Write a feeling in each circle. Make more circles if you need to.



5. Circle your favorite subject. Put an X on the one you like least.

~~Math~~ Art Social Studies



Spring 2004

Florida Comprehensive Assessment Test (FCAT)
 NORM-REFERENCED TEST
 Grade 10 Student Report

NAME: [REDACTED]
 ID: [REDACTED]
 SCHOOL: [REDACTED]
 DISTRICT: 50 - PALM BEACH

This report shows your results from the FCAT National Norm-Referenced Test.

The FCAT Norm-Referenced Test measures your achievement on a test that was given to a national sample of students. Your norm-referenced scores in Reading Comprehension and in Mathematics Problem Solving describe your performance in relation to the performance of students throughout the nation. Your scores are shown below.

SUBJECT SCORES

	Scale Score	National Percentile Rank	Stanine
Reading Comprehension	799	99	9
Mathematics	726	81	7

The Scale Score describes your performance on the test and allows for comparisons from year to year. Reading Comprehension Scale Scores range from 527 to 817. Mathematics Scale Scores range from 568 to 863.

The National Percentile Rank (NPR) and Stanine indicate your relative standing in comparison to the national reference group. National Percentile Ranks range from 1 to 99. The NPR score indicates the percent of students in the national sample who scored equal to or below your score. Stanines range from 1 to 9 where 1 is low and 9 is high. Stanines in the range of 4-6 are considered average scores.

If you were to take the test again, your National Percentile Rank might be slightly higher or lower. However, your National Percentile Rank would probably fall within a certain range.

For Reading Comprehension, your National Percentile Rank should be between 94 and 99.
 For Mathematics, your National Percentile Rank should be between 73 and 87.

CONTENT SCORES

	Number of Questions on Test	Number of Questions Attempted	Number of Correct Responses
Reading Comprehension	51	51	50
Initial Understanding	8	8	8
Interpretation	22	22	22
Critical Analysis	9	9	8
Strategies	12	12	12
Mathematics	48	48	31
Problem Solving	6	6	0
Algebra	6	6	6
Statistics	6	6	5
Probability	5	5	5
Functions	5	5	4
Geometry-Synthetic	7	7	6
Geometry-Algebraic	4	4	3
Trigonometry	3	3	0
Discrete Math	3	3	2
Pre calculus	3	3	0

Data Run Date: 04/16/2004

0140442



Spring 2004
 Florida Comprehensive Assessment Test (FCAT)
 SUNSHINE STATE STANDARDS
 Reading Performance Task Student Report
 Grade 10

This report provides your results on the FCAT 2004 Reading performance tasks. Each performance task on FCAT requires you to respond with either a short response or a longer, more detailed response. Short-response tasks are scored on a 2-point rubric and extended-response tasks are scored on a 4-point rubric.

One of the short-response tasks is shown below with a copy of your answer. The number of points you earned for your answer is shown in the box to the right.

This task required you to read an article about a young man who creates a successful business by salvaging lost golf balls.

Task: Select one of the following personality traits and show how it helped Jim Reid build a successful career. Use details and information from the article to support your response.

Daring Hardworking Imaginative

FCAT 2004
 READING PERFORMANCE TASKS

Student Name [REDACTED]
 Student Number [REDACTED]
 School Name [REDACTED]
 School Number [REDACTED]
 District Name PALM BEACH
 District Number 50

	This Performance Task Response	All Reading Performance Task Responses
Points Possible	2	10
Points Earned	2	5

Jim Reid is a very daring fellow. HE TOOK UP SCUBA diving in search of gold, but found golfballs. It takes a lot to hold your breath in order to drag golfballs out of the water. Being in the water there could be eels and other creatures, but if nothing else, then Jim's own imagination. Based on a simple curiosity lunch, Jim Reid found a whole new career.

4 January 21, 1998



Read the article "Turtle Alert" and then answer Numbers 1 through 8 in your Answer Book.

TURTLE ALERT

The sun is just coming up in Florida. Most kids are still in bed, but not 15-year-old Chris Miller.

For the last seven years, Chris has been a member of a local sea turtle patrol. Twice a day, during the May to October turtle nesting season, he patrols a stretch of beach near his home.

"I follow the tracks back to the sea turtles' nests," Chris says. "Then I check the nests to make sure they're protected."

And there's lots to protect the turtles from. Like the high tide, for instance. "High tides can bury the nests and drown the turtles," Chris explains. "So I dig out the eggs and rebury them in a safer place."



Baby turtles sense the direction in which they must travel to reach the sea from the nest. Natural light on the ocean water shows them the way. When many buildings and houses are built in an area, the streetlights or house lights can confuse the baby turtles.

Now turn to page 15 in your Answer Book.

Sample 4



price. "I know who will take care of you, little bird," the man whispers.

When he arrives home, he carries the cliff swallow in its rattan cage to the room where his daughter lies sleeping. Rather than wake her, he places the caged bird on her bedside table. As he leaves the room the little bird coos, "Oh, please let me fly under the rice moon tonight!" But the man does not understand the swallow's language.

When the girl wakes suddenly in the middle of the night, the first thing she sees through her fever is a small cliff swallow blinking at her from behind the bars of a rattan cage. She knows too well how terrible it is to be kept inside.

"I know what you need, little bird," she murmurs. But the swallow no longer believes what people say.

Slowly, the sickly girl rises from her bed and carries the cage to the open window. Unlatching the rattan door, the girl asks, "Will you fly for me, too, little bird?" And her language is one that the swallow understands.

For a moment, the bird studies the open cage door uncertainly. Then it steps to the ledge, carefully spreads its small wings, and flies away.

Although the cliff swallow now can fly anywhere it chooses, it always passes by the little girl's bedroom window each night. And each night, for a little while, both the bird and the girl are free under the rice moon.



Now turn to page 19 in your Answer Book.



TURTLE ALERT

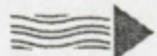
Now answer Numbers 1 through 8. Base your answers on the article "Turtle Alert."

- 1 Think about what Chris does. Then read this sentence from the article.

Twice a day, during the May to October turtle nesting season, he patrols a stretch of beach near his home.

What does *patrols* mean?

- A cleans up
 - B runs on
 - C watches over
 - D writes about
- 2 Why did the author write the article "Turtle Alert"?
- F to tell about the lives of sea turtles
 - G to persuade people to join turtle patrols
 - H to persuade people to keep their dogs on leashes
 - I to tell about one person's work to save sea turtles



9/12

America's 100th Birthday celebration
Liberty's head was shown at the
World's Fair in Paris during this time
After all of Liberty was in
America, Frédéric's crew put
Liberty together on the harbor
millions came to see. To this
very day the Statue is very
famous.

S/A



January 28, 1998

Florida Writes

I can't believe I just won \$100.00!

First, I think I'm going to go to Toys R Us, to buy some cool things. I use to have a lot of cool things but my sister lost them. So cool things need replacements.

Second, I'm going to the mall to buy clothes and shoes. I have almost none.

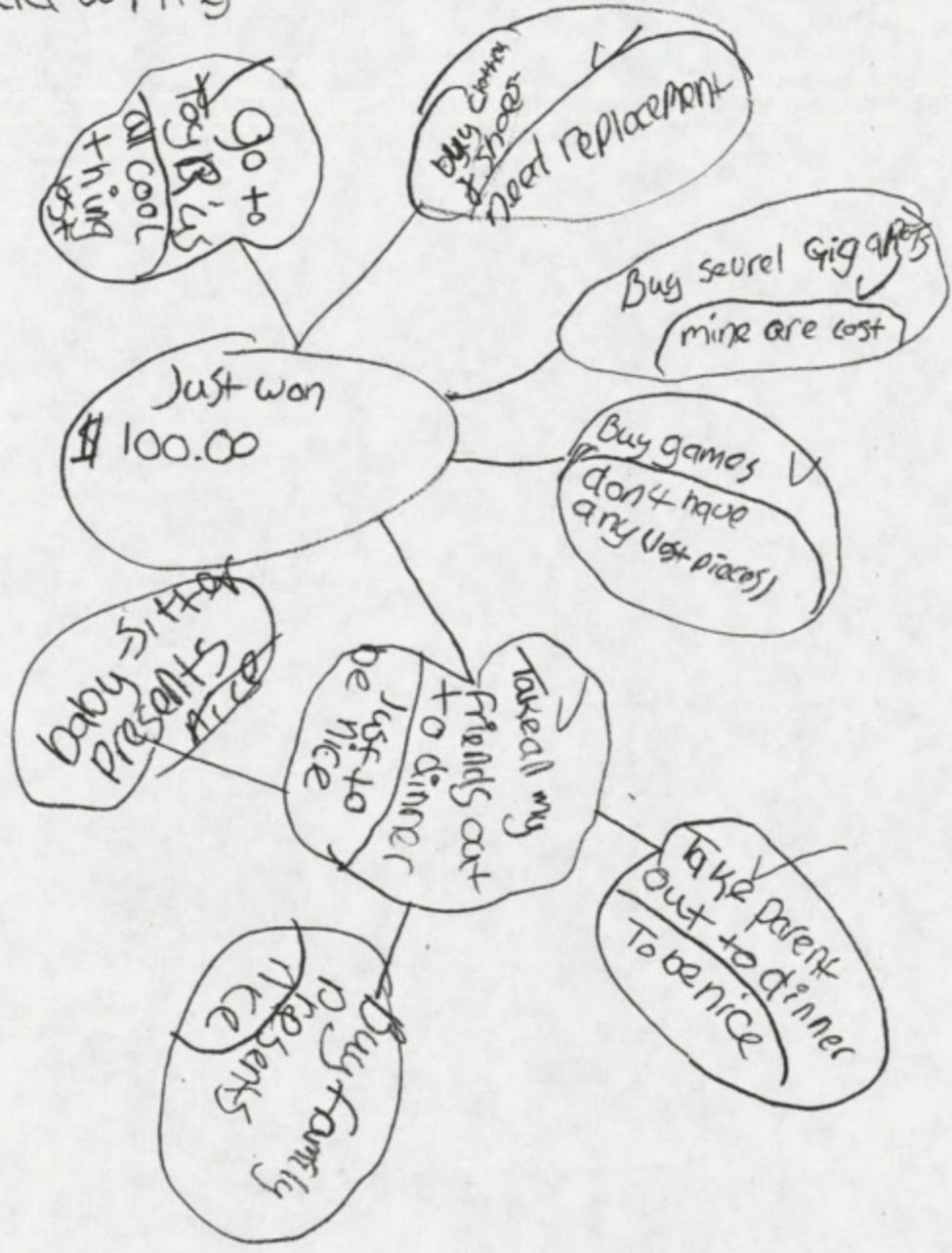
Next, I'm going to buy several GigaPets. I left mine in Circuit City. Then I'm going to buy some games. I either lost pieces to my old games, or they broke.

Next I think I'm going to take all my friends out to dinner, and maybe a really cool movie, just to be nice.

Afterward, I would take my family out to dinner and there choice of a

also to be nice movie. Then I'm going to get my baby-sitter to take me to the store so I can ~~buy~~ buy my family presents. Then, I would have my parent take me to the store to buy presents for both my baby-sitters, because I'd want to give some thing back to

Florida Writes



3/5
C

Wow! I just won \$100.00. What am I going to do with all that money? First I'll buy lots of new clothes for me and my family. Then I'll buy a house for me to live in. Then I'll buy 5 cats and 5 dogs and 5 rabbits and 5 fish and 5 birds. Then I'll buy a lot of food 5 packages of twinkies, 5 packages of hot dogs and 10 packages of hamburger and a donator 15, packs of hamburger. I will buy the biggest toy factory in the world and I will take as many toys as I can. I will buy 3 boats.

January 20, 1998

What Do I Know About the Statue of Liberty?

What? The Statue of Liberty is a statue of a woman named Liberty representing America's Freedom.

Where? The Statue now stands on Bedloe's Island in New York harbor.

Who? A young French sculptor named Frédéric Auguste.

When? In 1871 Frédéric Auguste decided to build Liberty.

How? Frédéric Auguste and lots of help put the statue together by assigning groups. One on the head, one on the left arm, one on the right arm. then it was sent to America in pieces and was fully put together there.

Why? Frédéric Auguste wanted to build Liberty as a present to America in remembrance of the old friendship between America & France

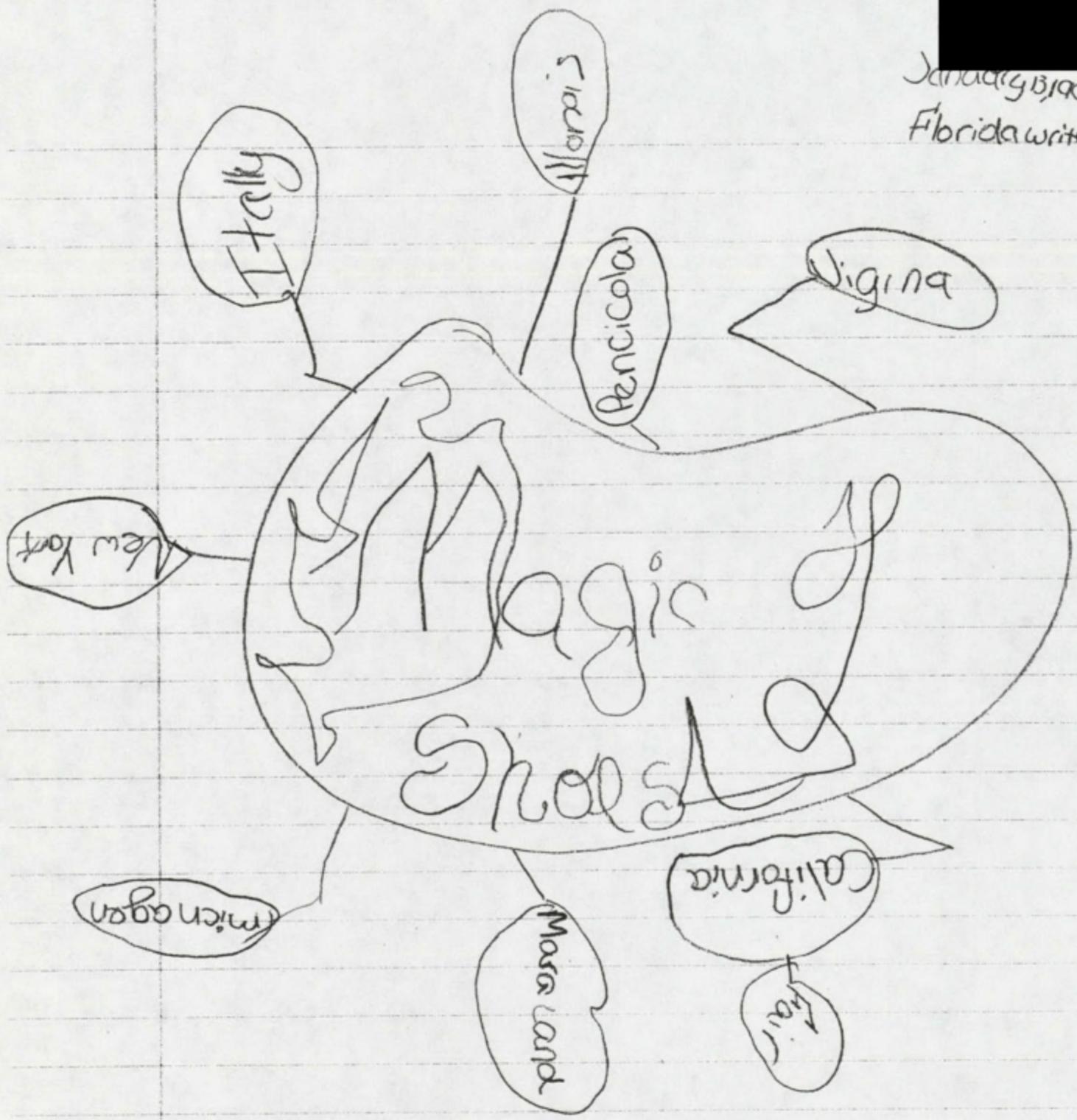
5A

S/A

January 13, 1998
Florida Writes

One day me and my best friend, [REDACTED] [REDACTED] were playing in my back yard. We went inside for a drink. When we came back out, there was two identical pairs of neat white, high-heeled sandals. "Cool!" I said. "Neat!" She replied. "Come on lets try them on." I exclaimed. When we got there we took our own shoes off, and put the sandals on. It felt like a shock of electricity went through my body. Probably just never, I thought. "Perfect fit!" She said. "Mine too," I replied. Later when we were swinging, I said, "I wish I could go to California." "Why?" asked [REDACTED]. "Because my dad's there, and I really miss him," I replied. Suddenly, we lifted into the air. "Aauggghh!" screamed Alicia. "W-w-What's h-happening?" I stammered. We started floating down the road. "I wonder where we are going," we both said - we forced nervous giggles. About an hour later we passed a sign that said: California, 15 miles. "These must be magic shoes. You wished to go to California, and here we

January 13, 1998
Florida writes



OCTOBER 14, 1997

WRITE

10

SCIENCE

"CHILDREN, DO YOU SEE THESE PLANTS? YOU MUST STAY AWAY FROM THEM. THEY WILL LURE YOU TO THEM, AND TRAP YOU. THEN THEY WILL EAT YOU!" SAID THE MOTHER INSECT.
"OH, NO!" GASPED THE YOUNG INSECTS.
"YOU ARE KIDDING!" "NO AS A MATTER OF FACT I'M TELLING THE TRUTH." SAID THE MOTHER INSECT. WHILE THE MOTHER INSECT WAS TALKING, ITSY THE SMALL INSECT WONDERED OFF. SUDDENLY, THE MOTHER INSECT THOUGHT OF SOMETHING.
"LET'S GO ON A FIELD TRIP!"
"YEA! YEA, YEA!" CRIED THE BABY INSECT.
"FIRST WE MUST TAKE A HEAD COUNT!"
"BITSEY, TWITSY!" "HERE, HERE!" "ENSY ITSY!" "HERE!" CRIED ENSY. "HERE ONE HERE! OH NO, WHERE ITSY?"
"LOOK MOTHER! THERE'S ITSY!" CRIED BITSEY. "OH NO! ITSY! COME HERE!" THE MOTHER INSECT FLEW AS FAST AS SHE COULD.

Plants to Watch Out For!

Name of Plant	How the Plant Looks or Feels	How the Plant Attracts and Traps Insects
BUTTERWORT	YELLOW, FUZZY CRISTHES, MELTED BUTTER ON FUZZ.	SMELLS LIKE CHEESE; ATTRACTS PROTEIN EATING INSECTS STICK TO LEAVES
VENUS FLY TRAP	MOUTH WITH TEETH; SPINY Hairs, SENSITIVE BRISTLES	SWEET NECTAR COUNTS TO TRAP THEN SNAPS SHUT.
DITCHER Plant	GREEN & PURPLE LOOKS LIKE A FLOWER, BRISTLY HAIRS, ON THE LEAVES	SWEET SMELL LIQUID THAT ATTRACTS INSECTS GETS STUCK
Cobra Plant	TONGUE LOOKS LIKE A SNAKE CLEAR WINDOWS!	TONGUE DRIPS NECTAR WIND MAKE INSECTS THINK IT CAN GET OUT

Harcourt Brace School Publishers • Unit Integrated Performance Assessment

Harcourt Brace School Publishers • Unit Integrated Performance Assessment

What do the plants do to insects after they trap them? Bacteria
and molds digest the insects;
the digested bugs are then absorbed
3A INTO THE PLANTS LEAVES FOR NUTRITION

October 2, 1997

#10

I would like to ride
a unicycle because it looks
really fun. Also it's something
new. My dad could teach
me, because he's been riding
unicycles for a long
time. I like riding bikes
of all kinds. It would
be a little easy ^{for me} ~~to~~ to
learn, because I can
already ride and turn my
bikes ^{with no hands.} Those are some

OCTOBER 2, 1997



#10

Some things

LOOKS EASY

MY DAD COULD TEACH ME ✓

Riding a unicycle

can get turn
no hands

looks like
a unicycle



FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2001

**NORM-REFERENCED TEST
Student Report
Grade 07**

Student Name
 Student Number
 School Name and Number
 District Name and Number
50 - PALM BEACH

This report shows your results from the FCAT National Norm-Referenced Test.

The FCAT Norm-Referenced Test measures your achievement on a test that was given to a national sample of students. Your norm-referenced scores in Reading Comprehension and in Mathematics Problem Solving describe your performance in relation to the performance of students throughout the nation. Your scores are shown below.

SUBJECT SCORES

	Scale Score	National Percentile Rank	Stanine
Reading Comprehension	735	94	8
Mathematics Problem Solving	716	92	8

The Scale Score expresses your performance and allows comparisons from year to year. Reading Comprehension Scale Scores range from 490 to 819. Mathematics Problem Solving Scale Scores range from 517 to 830.

The National Percentile Rank and Stanine indicate your relative standing in comparison to the national reference group. National Percentile Ranks range from 1 to 99. Stanines range from 1 to 9.

If you took the test again, your National Percentile Rank might be slightly higher or lower than stated here. However, your National Percentile Rank would probably fall within a certain range. For Reading Comprehension, your National Percentile Rank should be between 87 and 97. For Mathematics Problem Solving, your National Percentile Rank should be between 84 and 96.

CONTENT SCORES

	Number of Points Possible	Number of Points Earned	Number of Questions Attempted
Reading Comprehension	54	49	54
Initial Understanding	10	9	10
Interpretation	24	22	24
Critical Analysis	10	10	10
Strategies	10	8	10
Mathematics Problem Solving	50	40	50
Measurement	5	2	5
Estimation	6	5	6
Problem Solving	5	5	5
Number Relationships	6	4	6
Number Systems	4	3	4
Patterns & Functions	3	3	3
Algebra	4	4	4
Statistics	5	4	5
Probability	3	2	3
Geometry	9	8	9

Each question was worth 1 point.



FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2001

**SUNSHINE STATE STANDARDS
Student Report
Grade 07**

Student Name
 Student Number
 School Name and Number
 District Name and Number
50 - PALM BEACH

This report shows your results from the FCAT Sunshine State Standards Test.

The FCAT Sunshine State Standards Test measures your performance on selected benchmarks in reading and mathematics as defined by the *Sunshine State Standards*. Scores on this test are one indication of your achievement of the challenging content that Florida students are expected to know. Achievement levels for this portion of FCAT have not yet been determined.

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 questions correctly but may have only 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 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*.

Your scores are shown below.

SUBJECT SCORES

	Student Achievement Level	Scale Score	State Comparison: Thirds		
			Lowest	Middle	Highest
Reading	TBD	348			✓
Mathematics	TBD	334			✓

Sunshine State Standards Reading and Mathematics Scale Scores range from 100 to 500.

If you took the test again, your scores might be slightly higher or lower than the scores on this report. However, your scores would probably fall within a certain range. For reading, your scale score should be between 330 and 366. For mathematics, your scale score should be between 321 and 347.

The check marks (✓) show if you scored in the lowest, middle, or highest third of grade 07 Florida students who took this test.

CONTENT SCORES

	Number of Points Possible	Number of Points Earned	State Comparison: Thirds		
			Lowest	Middle	Highest
Reading					
Words/Phrases	8	8			✓
Main Idea/Purpose	17	14			✓
Comparisons	15	13			✓
Reference/Research	5	5			✓
Mathematics					
Number Sense	9	3		✓	
Measurement	9	5		✓	
Geometry	8	6			✓
Algebraic Thinking	9	6			✓
Data Analysis	9	7			✓

The Content chart shows the number of points possible and the number of points earned for each category. Each question was worth 1 point.

**TBD: To Be Determined

Run Date: 04/26/2001

0347932

FSGR39



FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2002

**NORM-REFERENCED TEST
Student Report
GRADE 08**

Student Name [REDACTED]
 Student Number [REDACTED]
 School Name and Number [REDACTED]
 District Name and Number
 50 - PALM BEACH

This report shows your results from the FCAT National Norm-Referenced Test.

The FCAT Norm-Referenced Test measures your achievement on a test that was given to a national sample of students. Your norm-referenced scores in Reading Comprehension and in Mathematics Problem Solving describe your performance in relation to the performance of students throughout the nation. Your scores are shown below.

SUBJECT SCORES

	Scale Score	National Percentile Rank	Stanine
Reading Comprehension	732	88	7
Mathematics Problem Solving	729	93	8

The Scale Score expresses your performance and allows comparisons from year to year. Reading Comprehension Scale Scores range from 510 to 820. Mathematics Problem Solving Scale Scores range from 527 to 836.

The National Percentile Rank and Stanine indicate your relative standing in comparison to the national reference group. National Percentile Ranks range from 1 to 99. Stanines range from 1 to 9.

If you took the test again, your National Percentile Rank might be slightly higher or lower than stated here. However, your National Percentile Rank would probably fall within a certain range. For Reading Comprehension, your National Percentile Rank should be between 77 and 94. For Mathematics Problem Solving, your National Percentile Rank should be between 87 and 96.

CONTENT SCORES

	Number of Points Possible	Number of Points Earned	Number of Questions Attempted
Reading Comprehension	54	48	54
Initial Understanding	8	8	8
Interpretation	27	25	27
Critical Analysis	7	5	7
Strategies	12	10	12
Mathematics Problem Solving	52	43	52
Measurement	5	5	5
Estimation	5	4	5
Problem Solving	6	4	6
Number Relationships	6	4	6
Number Systems	4	4	4
Patterns & Functions	3	2	3
Algebra	6	6	6
Statistics	4	3	4
Probability	4	3	4
Geometry	9	8	9

Each question was worth 1 point.

INGR5B



**Spring 2002 Florida Comprehensive Assessment Test (FCAT)
Sunshine State Standards - Grade 08 Student Report**

Student Name [REDACTED]
 Student Number [REDACTED]
 School Name and Number [REDACTED]
 District Name and Number
 50 - PALM BEACH

The FCAT is a test developed in Florida to measure student achievement of the Sunshine State Standards (SSS) for reading, mathematics and writing. The test is one measure of how much students have learned and how prepared they are for more challenging work. The standards tested on FCAT were developed by groups of teachers and identify the knowledge and skills students should achieve as they move from grade to grade. The A+ Plan for Education established an annual assessment of student learning in grades three through ten as well as regular reports to parents. This report provides parents with independent information about the achievement and learning gains of their students.

2002 compared to 2001

2002 Achievement Levels and Scale Scores

Grade 08
 Achievement Levels
 Scale Score Ranges

	Reading	Mathematics
Level 5:	394-500	371-500
Level 4:	350-393	347-370
Level 3:	310-349	310-346
Level 2:	271-309	280-309
Level 1:	100-270	100-279

Your FCAT score is reported in several ways. The Scale Score is a score between 100 and 500. The Achievement Level score is one of five success levels described on the back of this report.

	Scale Score	Achievement Level
Reading	325	3
Mathematics	350	4

Your test scores show how you performed on the day you took the test. If you had taken this test numerous times, most of your scales scores would likely have fallen between two scores. Your FCAT Reading scores might have been between 309 and 341. Your FCAT Mathematics scores might have been between 341 and 359. The range reflects the amount of statistical variability in the scale score.

2002 Content Scores

Content scores show your performance on more specific areas of the Reading and Mathematics tests

The table shows the number of points possible and the number you earned for each category. Questions on this test were worth from 1 to 4 points.

	Number of Points Possible	Number of Points Earned
Reading		
Words/Phrases	8	8
Main Idea/Purpose	22	18
Comparisons	10	5
Reference/Research	10	8
Mathematics		
Number Sense	12	9
Measurement	12	9
Geometry	12	6
Algebraic Thinking	12	10
Data Analysis	12	7

2001 Achievement Levels and Scale Scores***

Grade 07
 Achievement Levels
 Scale Score Ranges

	Reading	Mathematics
Level 5:	389-500	379-500
Level 4:	344-388	344-378
Level 3:	300-343	306-343
Level 2:	267-299	275-305
Level 1:	100-266	100-274

This section of the report shows the scale scores and achievement level scores you earned last year. The table on the left shows the scale score ranges for the test you took last year.

	Scale Score	Achievement Level
Reading	348	4
Mathematics	334	3

2001 to 2002 Learning Gains***

The Learning Gains section of this report shows an estimate of your progress from 2001 to 2002. Your learning gains are based on a comparison of your Achievement Level scores from year to year.

Reading Learning Gains:

Your FCAT Reading achievement level score is lower this year than last year, but your overall achievement is satisfactory.

Mathematics Learning Gains:

Your FCAT Mathematics achievement level score improved over last year's score, and you have made good progress.

*** 2001 scores and learning gains are reported if matching records were found on the computer file.

ISGR33



FCAT WRITING
STUDENT REPORT
2002
Grade 8
WRITING TO CONVINCe

Student Name: [REDACTED] N.
Student I.D. No.: [REDACTED]
School: [REDACTED]
District: PALM BEACH

SCORE: 4.5

How Papers Are Scored

The student responses are scored by trained readers using the holistic method to evaluate a piece of writing for its overall quality. The readers consider four elements: focus, organization, support, and conventions. In this type of scoring, readers make a judgment about the entire response and do not focus on any one aspect of the writing.

Focus refers to how clearly the paper presents and maintains a clear main idea, theme, or unifying point. Papers representing the higher end of the point scale demonstrate a consistent awareness of the topic and do not contain extraneous information.

Organization refers to the structure or plan of development (beginning, middle, and end) and whether the points are logically related to one another. Organization also refers to (1) the use of transitional devices to relate the supporting ideas to the main idea, theme, or unifying point and (2) the evidence of a connection between sentences. Papers representing the higher end of the point scale use transitions to signal the plan or text structure and end with summary or concluding statements.

Support refers to the quality of the details used to explain, clarify, or define. The quality of the support depends on word choice, specificity, depth, and thoroughness. Papers representing the higher end of the point scale provide examples and illustrations in which the relationship between the supporting ideas and the topic is clear.

Conventions refers to punctuation, capitalization, spelling, and variation in sentence structure used in the paper. The conventions are basic writing skills included in Florida's Sunshine State Standards. Papers representing the higher end of the point scale follow, with few exceptions, the conventions of punctuation, capitalization, and spelling and use a variety of sentence structures to present ideas.

Dear Student:

The paper you wrote in February as part of the FCAT has been read independently by two people trained to score this test. Each reader judged the paper against a set of standards and gave it an overall score. Your score is the average of the two readers' scores.

This writing score will help you, your parents or guardians, and your teachers understand how well you performed on this statewide writing test. A description of how papers are scored is printed on the left side of this report. A description of each possible score is printed on the back of this report.

Remember, you were given 45 minutes to read the assigned topic, plan what to write, and then write your response. The conditions under which you write papers in class or at home may not be the same as those for this test; therefore, the writing may not be the same. You and your teachers should consider the score on this test along with all of your other writing when planning activities to continue developing your writing skills.

DESCRIPTION OF THE TOPIC:

You were asked to convince the reader to accept your opinion on teenagers having jobs or chores.

RUN DATE: 04/11/02

50-2451



FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2002
READING SUNSHINE STATE STANDARDS PERFORMANCE TASKS
Student Report
Grade 8

This report provides your results on the FCAT 2002 Reading performance tasks. Each performance task on FCAT requires you to respond with either a short response or a longer, more detailed response. The short-response tasks are worth up to two points and the extended-response tasks are worth up to four points.

One of the short-response tasks is shown below with a copy of your answer. The number of points you earned for your answer is shown in the box to the right.

There were four performance tasks on this year's test. The highest number of points possible on all four tasks was 10 points. The total number of points you earned is also shown in the box to the right.

This task required you to read an informational passage about survival skills that can be used under several adverse conditions.

How are the survival skills needed for extreme heat and extreme cold similar? Use details and information from the article to support your answer.

FCAT 2002 READING PERFORMANCE TASKS POINTS EARNED	
Student Name	[REDACTED]
ID Number	[REDACTED]
School Number	2451
School Name	[REDACTED]
District Number	50
District Name	PALM BEACH
Points earned for answer shown below:	0
Total number of points you earned:	5

Survival skills for extreme heat and extreme cold are similar. Both cause conditions that can be fatal. Extreme heat causes heat stroke while extreme cold causes hypothermia.



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
Graduation Intent

Students and parents/legal guardians must return the completed *Graduation Intent* to the student's school Guidance Department. If the signed *Graduation Intent* is not returned to the school by September 2, 2003, the student shall be considered to have selected the general requirements for the four-year graduation option, Option A.

Students choosing Option B or Option C who do not meet their graduation requirements at the end of three years, will then be required to meet the 24 credit option, Option A, and would attend high school a fourth year.

If you have questions, contact your school Guidance Department.

Student Name _____
LAST FIRST M.I.

Student ID Number _____

School _____

Current Grade 11

I have reviewed the requirements of the three standard diploma graduation options listed below, in accordance with Florida Statute § 1003.429. I realize my choice of programs may affect the post-secondary options available to me.

I am aware of credit opportunities that may enhance my education, such as dual enrollment, advanced placement, early admission to college, International Baccalaureate, magnet programs, career academies and Tech Prep programs.

I am aware that advanced course work in high school is the best predictor of success after high school. I realize that meeting the minimum admissions requirements for the Florida State University System does not guarantee acceptance by a university, in or out of the state system.

I plan to graduate by meeting the requirements of:

- OPTION A** - Four-year, 24 credit General Graduation Program
- OPTION B** - Three-year, 18 credit Standard College Preparatory Program
- OPTION C** - Three-year, 18 credit Standard Career Preparatory Program

I am aware that I should review my graduation option choice with my school counselor on a regular basis.

SIGNATURE OF STUDENT

SIGNATURE OF PARENT/LEGAL GUARDIAN

10-20-04
DATE

10/20/04
DATE

Media Specialist: _____ Assistant Principal: _____

Occupational Spc: _____ Counselor/Std Serv: _____

Data Processor/Date: _____ - ___/___/___ Student: [REDACTED]

Form# PBSO 0756 (Rev. 9/90) Parent: [REDACTED]

D.O.B. [REDACTED]

SECONDARY STUDENT WITHDRAWAL FORM

School Year 05/06

This is NOT an official transcript. Please send request to school center for an official transcript.



Race
WHITE

20648804 [Redacted]

Grade Sex Birthdate Withdrawal Date Code Reason
12 FEMALE [Redacted] [Redacted] GED

EACH TEACHER: Mark grades to present date. Record number of unexcused absences in upper left half of absence box; record total absences in lower right half of absence box. Collect book(s) and note return. Do all work in ink.

Prds	Course	Sec	Bldg-rm	Title	1st Abs		2nd Abs		Ex 3rd Abs		4th Abs		Book Rt'd
					Gr	Ex/Un	Gr	Ex/Un	Gr	Gr	Gr	Ex/U	
01	8301620	001	04-108	WORK EXP 2	11/								(Y)N
				Signature of [Redacted]									
02	1001400	015	03-209	ENG IV	11/								B Y/N NA
				Signature of [Redacted]									
03	1206330	201	04-223	ANLY GEOMETRY	11/								will pay (Y)N
				Signature of [Redacted]									
04	2106450	004	02-221	AMER POLITICAL SY	8/								F NA
				Signature of [Redacted]									
05	8301650C	001	0C-0JT	WORK EXP-OJT	9/								(Y)N
				Signature of [Redacted]									
06	8301650B	001	0C-0JT	WORK EXP-OJT	9/								(Y)N
				Signature of [Redacted]									
07	8301650A	001	0C-0JT	WORK EXP-OJT	8/								(Y)N
				Signature of [Redacted]									

Title of books not returned	Book#	Condition	Price	Other Outstanding Obligations