

EFTA01709788



**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 \_\_\_\_\_ Race \_\_\_\_\_ Sex F. School \_\_\_\_\_  
 Address \_\_\_\_\_ Father's Name \_\_\_\_\_  
Koyahatchee, Fl. \_\_\_\_\_ Mother's Name \_\_\_\_\_  
 Date of Birth 1/11/93 Place of Birth \_\_\_\_\_ 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									
Vision	5-27-93		P									
Hearing	"		P									
Height, Weight & Graphing												
Nutrition										1/96		
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												
Vision	1/2/97		P	1/5/98		P									
Hearing	#		P												
Height, Weight & Graphing				H. W.											
Nutrition															
Dental Health															
Mental Health															
Communicable Disease															
Records Review															
Physical Assessment															
Coliosis															
Other															
Other															

FLORIDA

# BRIGHT FUTURES 2004

SCHOLARSHIP PROGRAM

**3.0**  
Make the Grade!  
Earn the Score!

## Verification of Receipt

*(NOTE: This is not the application for the scholarship.)*

I verify that I have received and read the initial eligibility requirements of the Florida Bright Futures Scholarship Program for the year 2004.

Name (please print)

Signature

Date

*Please return to your high school guidance counselor*

THE SCHOOL DISTRICT OF [REDACTED]  
1997-1998 END-OF-YEAR REPORT CARD INSERT FOR GRADES 1-5

[REDACTED] Elementary School

School

5

Grade

Student

Dear Parent(s)/Guardian(s),

In a continuing effort to keep you informed, this report card insert is being provided to notify you of your child's progress toward meeting the school district's desired 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**

- At or above grade level  
 Below grade level\*

**WRITING (COMPOSITION)**

- At or above grade level  
 Below grade level\*

**MATHEMATICS**

- At or above grade level  
 Below grade level\*

\*If *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 1998-1999 school year.

Sincerely,

[REDACTED] 1674 (NEW 5/15/98)

White/Cumulative Folder

Yellow/Report Card

FLORIDA PERMANENT RECORD CARD  
 CATEGORY A - Education Records  
 GRADES K-5

SEX: **F** RACIAL/ETHNIC GROUP:  White, Not Hispanic  
 Black, Not Hispanic  Hispanic  American Indian/Native Alaskan  Asian/Pacific Islander

ADDRESS: (use pencil in this space, until final) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

NAME OF PARENT(S) OR LEGAL GUARDIAN OR OTHER RESPONSIBLE ADULT AT HOME: \_\_\_\_\_  
 \_\_\_\_\_

Date First Entered This District: **8-92**

Withdrawal Date: \_\_\_\_\_

Verified by Birth Certificate:  Yes  
 If Not, What Type Verification? \_\_\_\_\_

STUDENT NUMBER: \_\_\_\_\_  
 PHONE NUMBER: (optional) \_\_\_\_\_

P  G  OA

BIRTHPLACE: \_\_\_\_\_  
 CURRENT ADDRESS: (use pencil in this space, until final.)  
 Name: **Flem**  
 Street: \_\_\_\_\_  
 City: **LOY**

School	Grade	School	Grade	School	Grade	School	Grade	School	Grade		
_____	<b>K</b>	_____	<b>1</b>	_____	<b>2</b>	_____	<b>3rd</b>	_____	<b>4</b>		
School Year: 19- <b>92</b> -19 <b>93</b>		School Year: 19 <b>93</b> -19 <b>94</b>		School Year: 19 <b>94</b> -19 <b>95</b>		School Year: 19 <b>95</b> -19 <b>96</b>		School Year: 19 <b>96</b> -19 <b>97</b>			
Days Present: <b>166</b>	Days Absent: <b>4</b>	Days Present: <b>172</b>	Days Absent: <b>8</b>	Days Present: <b>173</b>	Days Absent: <b>7</b>	Days Present: <b>169</b>	Days Absent: <b>11</b>	Days Present: <b>177</b>	Days Absent: <b>3</b>		
Subject	Teacher	Mark	Subject	Teacher	Mark	Subject	Teacher	Mark	Subject	Teacher	Mark
MATHEMATICS			MATHEMATICS			MATHEMATICS			MATHEMATICS		
READING			READING			READING			READING		
LANGUAGE			LANGUAGE			LANGUAGE			LANGUAGE		
SPELLING			SPELLING			SPELLING			SPELLING		
HANDWRITING			HANDWRITING			HANDWRITING			HANDWRITING		
SOCIAL STUDIES			SOCIAL STUDIES			SOCIAL STUDIES			SOCIAL STUDIES		
SCIENCE and HEALTH			SCIENCE and HEALTH			SCIENCE and HEALTH			SCIENCE and HEALTH		
BEHAVIOR CODE AVERAGE		<b>3</b>	BEHAVIOR CODE AVERAGE		<b>3</b>	BEHAVIOR CODE AVERAGE		<b>3</b>	BEHAVIOR CODE AVERAGE		<b>3</b>
Indicate: Promote (P) Retain (R) Summer School (SS)		<b>P</b>	Indicate: Promote (P) Retain (R) Summer School (SS)		<b>P</b>	Indicate: Promote (P) Retain (R) Summer School (SS)		<b>P</b>	Indicate: Promote (P) Retain (R) Summer School (SS)		<b>P</b>
_____	<b>05</b>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
School Year: 19- <b>97</b> -19 <b>98</b>		School Year: 19 _____ -19 _____		School Year: 19 _____ -19 _____		School Year: 19 _____ -19 _____		School Year: 19 _____ -19 _____			
Days Present: <b>171</b>	Days Absent: <b>9</b>	Days Present: _____	Days Absent: _____	Days Present: _____	Days Absent: _____	Days Present: _____	Days Absent: _____	Days Present: _____	Days Absent: _____		
Subject	Teacher	Mark	Subject	Teacher	Mark	Subject	Teacher	Mark	Subject	Teacher	Mark
MATHEMATICS		<b>C</b>	MATHEMATICS			MATHEMATICS			MATHEMATICS		
READING		<b>B</b>	READING			READING			READING		
LANGUAGE		<b>C</b>	LANGUAGE			LANGUAGE			LANGUAGE		
SPELLING		<b>C</b>	SPELLING			SPELLING			SPELLING		
HANDWRITING		<b>B</b>	HANDWRITING			HANDWRITING			HANDWRITING		
SOCIAL STUDIES		<b>B</b>	SOCIAL STUDIES			SOCIAL STUDIES			SOCIAL STUDIES		
SCIENCE and HEALTH		<b>B</b>	SCIENCE and HEALTH			SCIENCE and HEALTH			SCIENCE and HEALTH		
BEHAVIOR CODE AVERAGE		<b>2</b>	BEHAVIOR CODE AVERAGE			BEHAVIOR CODE AVERAGE			BEHAVIOR CODE AVERAGE		
Indicate: Promote (P) Retain (R) Summer School (SS)		<b>P</b>	Indicate: Promote (P) Retain (R) Summer School (SS)			Indicate: Promote (P) Retain (R) Summer School (SS)			Indicate: Promote (P) Retain (R) Summer School (SS)		



# FLORIDA CERTIFICATION OF IMMUNIZATION

Legal Authority: FLORIDA STATUTES 232.032, s. 64D-3.011, F.A.C and s. 65C-22.006, F.A.C.

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

### 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

**DTaP/DTP<sup>2</sup>**

**DT<sup>3</sup>**

**Td<sup>4</sup>**

**Polio<sup>5</sup>**

**HIB<sup>6</sup>**

**MMR (Combined)<sup>7</sup>**

(Separate)<sup>8</sup>

**Hepatitis B<sup>9</sup>**



- 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:** \_\_\_\_\_  
\_\_\_\_\_

**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, hepatitis B, mumps, rubella, polio, 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:** \_\_\_\_\_

(31) STUDENT LIVES WITH (CHECK ONE)  
 BOTH PARENTS     MOTHER     FATHER     SHARED CUSTODY     OTHER

(32) TRANSPORTED BY: Student will be transported to/from school by (name if other than parent)  
 Bus

(33) IS THERE A COURT ORDER BARRING EITHER PARENT FROM REMOVING OR CONTACTING THE STUDENT DURING THE SCHOOL DAY?  YES  NO  
 IF YES, PLEASE PROVIDE THE SCHOOL WITH A COPY OF THE COURT ORDER.

(34) FATHER/GUARDIAN: DOES FATHER HAVE CUSTODY?  YES  NO  
 [REDACTED] [REDACTED] YES

(35) MOTHER/GUARDIAN: DOES MOTHER HAVE CUSTODY?  YES  NO  
 [REDACTED] [REDACTED] YES

FIRST NAME MIDDLE LAST HOME ADDRESS CITY STATE ZIP CODE OCCUPATION PLACE OF EMPLOYMENT HOME PHONE BUSINESS PHONE

(36) HIGHEST LEVEL OF EDUCATION COMPLETED (OPTIONAL)  
 A  ELEMENTARY SCHOOL (GRADES K-8)    B  SOME HIGH SCHOOL (GRADES 9-12)    C  HIGH SCHOOL (GRADUATE)  
 D  SOME POST-SECONDARY (TECHNICAL/COLLEGE)    E  TECHNICAL/COLLEGE GRADUATE or ABOVE

(37) HIGHEST LEVEL OF EDUCATION COMPLETED (OPTIONAL)  
 A  ELEMENTARY SCHOOL (GRADES K-8)    B  SOME HIGH SCHOOL (GRADES 9-12)    C  HIGH SCHOOL (GRADUATE)  
 D  SOME POST-SECONDARY (TECHNICAL/COLLEGE)    E  TECHNICAL/COLLEGE GRADUATE or ABOVE

(38) LEGAL GUARDIAN (IF ANY) DOES LEGAL GUARDIAN HAVE CUSTODY?  YES  NO

FIRST NAME MIDDLE LAST HOME ADDRESS CITY STATE ZIP CODE OCCUPATION PLACE OF EMPLOYMENT BUSINESS PHONE

EMERGENCY HEALTH AND SAFETY INFORMATION

PART I: PERSON(S) OTHER THAN PARENT AUTHORIZED TO PICK UP STUDENT (39) PASSWORD: (LIMIT 10 CHARACTERS) (40) AUTHORIZED FOR EMERGENCY PICKUP

(41) NAME	ADDRESS	PHONE	RELATIONSHIP	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
[REDACTED]	[REDACTED] Lox.	[REDACTED]	Grandmother	
[REDACTED]	[REDACTED] Lox	[REDACTED]	Aunt	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
[REDACTED]	[REDACTED]	[REDACTED]	Friend	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<input type="checkbox"/> YES <input type="checkbox"/> NO
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<input type="checkbox"/> YES <input type="checkbox"/> NO

(45) NAME ADDRESS PHONE RELATIONSHIP  YES  NO

(46) PART II: 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?  YES  NO

(47) FAMILY DOCTOR (48) PHONE NUMBER (49) HOSPITAL PREFERENCE

[REDACTED] [REDACTED] [REDACTED]

(50) LIST YOUR CHILD'S ILLNESSES, ALLERGIES OR OTHER PHYSICAL LIMITATIONS:

[REDACTED]

YOUR CHILDREN IN OTHER SCHOOLS:

(51) NAME OF CHILD	SCHOOL ATTENDING	STUDENT NO. (OPTIONAL)	GRADE	BIRTH DATE
[REDACTED]	[REDACTED]	[REDACTED]	7th	[REDACTED]
(52) NAME OF CHILD	SCHOOL ATTENDING	STUDENT NO. (OPTIONAL)	GRADE	BIRTH DATE
(53) NAME OF CHILD	SCHOOL ATTENDING	STUDENT NO. (OPTIONAL)	GRADE	BIRTH DATE
(54) NAME OF CHILD	SCHOOL ATTENDING	STUDENT NO. (OPTIONAL)	GRADE	BIRTH DATE
(55) NAME OF CHILD	SCHOOL ATTENDING	STUDENT NO. (OPTIONAL)	GRADE	BIRTH DATE

(56) I VERIFY THAT THE INFORMATION GIVEN IS TRUE AND ACCURATE TO THE BEST OF MY KNOWLEDGE. [REDACTED] 8-24-98 DATE

FOR OFFICE USE ONLY:

(57) SCHOOL NO.	(58) STUDENT NUMBER	(59) STUDENT LANGUAGE	(60) COB	(61) ENTRY CODE	(62) ENTRY DATE	(63) SAC CODE
[REDACTED]	[REDACTED]	EN		E01	08/19/98	068C
		(64) PARENT/GUARDIAN LANGUAGE		(65) GRADE LEVEL	(66) CALENDAR	(67) TEACHER NO.
		EN	US	06	01	
(68) REASSIGNMENT CODE	(69) TRANSPORTATION	(70) VERIFICATION OF BIRTH	(71) HRS	(72) DOCUMENTATION CHECKLIST (CHECK AND DATE WHEN RECEIVED)		
<input type="checkbox"/> A=ADM <input type="checkbox"/> E=ESE	<input type="checkbox"/> YES <input type="checkbox"/> NO	1 Z		IMMUNIZATIONS	DATE	VERIFICATION OF BIRTH RECORDS
<input type="checkbox"/> B=ESOL <input type="checkbox"/> M=MAG	0 1 2 3 4 5 6	1 3 4 5 6 7 8 9 T A B Z		SOCIAL SECURITY NO. (OPTIONAL)	DATE	PHYSICAL EXAMS
(73) DATA ENTRY COMPLETED BY:						DATE:

THE SCHOOL DISTRICT OF

STUDENT NUMBER:

# NEW/RETURNING STUDENTS REGISTRATION

## VERIFICATION FOR NEW/RETURNING STUDENTS: TO THE PARENTS OR GUARDIANS:

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

DISTRIBUTION: GRADE: 06

STDT

RUN DATE: 8/12/98

(1) STUDENT'S LEGAL NAME LAST FIRST MIDDLE		(2) ALSO KNOWN AS
---	--	-------------------

(3) LOCAL ADDRESS HOUSE NO. STREET NAME APT. NO. LOXAHATCHEE FL		(4) MAILING ADDRESS HOUSE NO. STREET NAME APT. NO.	
CITY STATE ZIP CODE		CITY STATE ZIP CODE	

(5) STUDENT'S SOCIAL SECURITY NO. (OPTIONAL)	(6) HOME PHONE NO.	(7) SEX <input type="checkbox"/> FEMALE <input type="checkbox"/> MALE	(8) RACE <input type="checkbox"/> I AMERICAN INDIAN OR ALASKAN NATIVE <input type="checkbox"/> B BLACK NON-HISPANIC <input type="checkbox"/> A ASIAN OR PACIFIC ISLANDER <input type="checkbox"/> H HISPANIC <input type="checkbox"/> W WHITE NON-HISPANIC <input type="checkbox"/> M MULTIRACIAL
--	--------------------	---	---

(9) DATE OF BIRTH MONTH YEAR	(10) PLACE OF BIRTH US STATE
---------------------------------	---------------------------------

(11) RESIDENT STATUS <input type="checkbox"/> 0. FOREIGN EXCHANGE STUDENT <input type="checkbox"/> 1. OUT-OF-COUNTY RESIDENT <input checked="" type="checkbox"/> 2. OUT-OF-STATE RESIDENT <input type="checkbox"/> 3. IN-COUNTY RESIDENT	(12) ENTRY DATE INTO USA
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(13) FEDERAL IMPACT AID SURVEY

YES  NO A. THE STUDENT RESIDES ON FEDERAL PROPERTY.

YES  NO B. THE STUDENT RESIDES IN LOW RENT HOUSING.

YES  NO C. THE PARENT IS EMPLOYED ON FEDERAL PROPERTY LOCATED IN PALM BEACH COUNTY.

YES  NO D. THE PARENT IS EMPLOYED ON LOW RENT HOUSING LOCATED IN PALM BEACH COUNTY.

YES  NO E. THE PARENT IS IN THE UNIFORMED SERVICES OF THE UNITED STATES.

IF YES, IS THE PARENT ON ACTIVE DUTY?  YES  NO

AIR FORCE  ARMY  COAST GUARD  MARINES  NATIONAL GUARD  NAVY

(14) HAS THIS CHILD BEEN ENROLLED IN ANY PRESCHOOL? (PLEASE PLACE A CHECKMARK (✓) BY EACH PROGRAM ATTENDED. ALSO, INDICATE WITH AN ASTERISK (\*) THE PROGRAM YOUR CHILD WAS IN THE LONGEST.)

C. CHAPTER 1  H. HEADSTART  D. OTHER

D. PRE-K DISABILITIES  M. MIGRANT PRE-K  S. SUBSIDIZED CHILD CARE

E. PRE-K EARLY INTERVENTION  N. NON-SUBSIDIZED CHILD CARE

(15) IS THE STUDENT A SINGLE PARENT? NO <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	(16) CURRENT GRADE LEVEL 06
--	--------------------------------

### TRANSFER INFORMATION:

(17) NAME OF SCHOOL TRANSFERRING FROM	(18) CITY OR LOCATION	(19) DATE OF LAST ATTENDANCE June of 1998
(20) GRADE LEVEL 5th	(21) LAST PUBLIC SCHOOL ATTENDED	(22) DATE ATTENDED

### FREE OR REDUCED PRICE LUNCH AND HEALTH INFORMATION:

(23) HAVE YOU FILLED OUT AN APPLICATION FOR FREE OR REDUCED LUNCH? (APPLICATION IS PROVIDED WITH THIS REGISTRATION FORM)  YES  NO

(24) HEALTH SCREENINGS:  
I GIVE PERMISSION FOR MY CHILD TO BE GIVEN HEALTH SCREENINGS. THESE TESTS MAY BE GIVEN INDIVIDUALLY OR IN GROUPS. YES  YES  NO

(25) SODIUM FLUORIDE:  
I GIVE PERMISSION FOR MY CHILD TO PARTICIPATE IN THE SODIUM FLUORIDE PROGRAM TO PREVENT DENTAL DECAY. PERMISSION IS VALID THROUGH GRADE SIX. YES  YES  NO

### NEW STUDENTS TO HOME LANGUAGE SURVEY

(26) WHAT LANGUAGE IS SPOKEN IN THE HOME BY THE PARENT or GUARDIAN: English	(27) WHAT LANGUAGE IS SPOKEN IN THE HOME BY THE STUDENT? English	(28) DATE OF ENTRY INTO THE ESOL PROGRAM
--	---	--

(29) LANGUAGE SURVEY	(30) DISCLOSURES for first entry into this SCHOOL DISTRICT
1. IS A LANGUAGE OTHER THAN ENGLISH USED IN THE HOME? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	HAS THE STUDENT EVER:
2. DOES THE STUDENT HAVE A FIRST LANGUAGE OTHER THAN ENGLISH? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	1. BEEN EXPELLED FROM SCHOOL? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
3. DOES THE STUDENT MOST FREQUENTLY SPEAK A LANGUAGE OTHER THAN ENGLISH? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	2. HAD AN ARREST RESULTING IN A CHARGE? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
	3. HAD ANY JUVENILE JUSTICE ACTIONS? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

(31) STUDENT LIVES WITH (CHECK ONE)  
 BOTH PARENTS     MOTHER     FATHER     SHARED CUSTODY     OTHER

(32) TRANSPORTED BY: Student will be transported to/from school by (name if other than parent)

(33) IS THERE A COURT ORDER BARRING EITHER PARENT FROM REMOVING OR CONTACTING THE STUDENT DURING THE SCHOOL DAY?  YES  NO  
**IF YES, PLEASE PROVIDE THE SCHOOL WITH A COPY OF THE COURT ORDER.**

(34) FATHER/GUARDIAN: [REDACTED] DOES FATHER HAVE CUSTODY?  YES  NO  
**YES**

(35) MOTHER/GUARDIAN: [REDACTED] DOES MOTHER HAVE CUSTODY?  YES  NO  
**YES**

FIRST NAME \_\_\_\_\_ MIDDLE \_\_\_\_\_ LAST \_\_\_\_\_  
 HOME ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

FIRST NAME \_\_\_\_\_ MIDDLE \_\_\_\_\_ LAST \_\_\_\_\_  
 HOME ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

OCCUPATION \_\_\_\_\_  
 PLACE OF EMPLOYMENT [REDACTED]

OCCUPATION Asst. Manager  
 PLACE OF EMPLOYMENT Dunkin Donuts

HOME PHONE \_\_\_\_\_ BUSINESS PHONE \_\_\_\_\_  
 (36) HIGHEST LEVEL OF EDUCATION COMPLETED (OPTIONAL)  
 A  ELEMENTARY SCHOOL (GRADES K-8)    B  SOME HIGH SCHOOL (GRADES 9-12)    C  HIGH SCHOOL (GRADUATE)  
 D  SOME POST-SECONDARY (TECHNICAL/COLLEGE)    E  TECHNICAL/COLLEGE (GRADUATE or ABOVE)

HOME PHONE \_\_\_\_\_ BUSINESS PHONE \_\_\_\_\_  
 (37) HIGHEST LEVEL OF EDUCATION COMPLETED (OPTIONAL)  
 A  ELEMENTARY SCHOOL (GRADES K-8)    B  SOME HIGH SCHOOL (GRADES 9-12)    C  HIGH SCHOOL (GRADUATE)  
 D  SOME POST-SECONDARY (TECHNICAL/COLLEGE)    E  TECHNICAL/COLLEGE (GRADUATE or ABOVE)

(38) LEGAL GUARDIAN (IF ANY) DOES LEGAL GUARDIAN HAVE CUSTODY?  YES  NO  
 FIRST NAME \_\_\_\_\_ MIDDLE \_\_\_\_\_ LAST \_\_\_\_\_  
 HOME ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_  
 OCCUPATION \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_  
 PLACE OF EMPLOYMENT \_\_\_\_\_ BUSINESS PHONE \_\_\_\_\_

**EMERGENCY HEALTH AND SAFETY INFORMATION**

PART I: PERSON(S) OTHER THAN PARENT AUTHORIZED TO PICK UP STUDENT			(39) PASSWORD: (LIMIT 10 CHARACTERS)	(40) AUTHORIZED FOR EMERGENCY PICKUP
(41) NAME	ADDRESS	PHONE	RELATIONSHIP	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
[REDACTED]	[REDACTED] Road	[REDACTED]	Grand mom	
[REDACTED]	[REDACTED] Road	[REDACTED]	Aunt	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
[REDACTED]	[REDACTED]	[REDACTED]	Friend	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
(44) NAME	ADDRESS	PHONE	RELATIONSHIP	<input type="checkbox"/> YES <input type="checkbox"/> NO
(45) NAME	ADDRESS	PHONE	RELATIONSHIP	<input type="checkbox"/> YES <input type="checkbox"/> NO

(46) PART II: 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?  YES  NO

(47) FAMILY DOCTOR [REDACTED] (48) PHONE NUMBER [REDACTED] (49) HOSPITAL PREFERENCE \_\_\_\_\_

(50) LIST YOUR CHILD'S ILLNESSES, ALLERGIES OR OTHER PHYSICAL LIMITATIONS:  
none

**YOUR CHILDREN IN OTHER SCHOOLS:**

(51) NAME OF CHILD	SCHOOL ATTENDING	STUDENT NO. (OPTIONAL)	GRADE	BIRTH DATE
[REDACTED]	[REDACTED]	[REDACTED]	8th	[REDACTED]
(52) NAME OF CHILD	SCHOOL ATTENDING	STUDENT NO. (OPTIONAL)	GRADE	BIRTH DATE
(53) NAME OF CHILD	SCHOOL ATTENDING	STUDENT NO. (OPTIONAL)	GRADE	BIRTH DATE
(54) NAME OF CHILD	SCHOOL ATTENDING	STUDENT NO. (OPTIONAL)	GRADE	BIRTH DATE
(55) NAME OF CHILD	SCHOOL ATTENDING	STUDENT NO. (OPTIONAL)	GRADE	BIRTH DATE

(56) I VERIFY THAT THE INFORMATION GIVEN IS TRUE AND ACCURATE TO THE BEST OF MY KNOWLEDGE. [REDACTED] 8-16-99 DATE

**FOR OFFICE USE ONLY:**

(57) SCHOOL NO.	(58) STUDENT NUMBER	(59) STUDENT LANGUAGE	(60) COB	(61) ENTRY CODE	(62) ENTRY DATE	(63) SAC CODE
[REDACTED]	[REDACTED]	EN		EO1	08/16/99	068C
		(64) PARENT/GUARDIAN LANGUAGE		(65) GRADE LEVEL	(66) CALENDAR	(67) TEACHER NO.
		EN	US	07	01	

(68) REASSIGNMENT CODE:  A-ADM  E-EDE  B-ISOL  M-MAG  
 (69) TRANSPORTATION:  YES  NO  
 (70) VERIFICATION OF BIRTH: 0 1 2 3 4 5 6 1 3 4 5 6 7 8 9 T A B Z  
 (71) HRS: 1 Z  
 (72) DOCUMENTATION CHECKLIST (CHECK AND DATE WHEN RECEIVED)  
 IMMUNIZATIONS:  DATE \_\_\_\_\_  
 SOCIAL SECURITY NO. (OPTIONAL):  DATE \_\_\_\_\_  
 VERIFICATION OF BIRTH RECORDS:  DATE \_\_\_\_\_  
 PHYSICAL EXAMS:  DATE \_\_\_\_\_

(73) DATA ENTRY COMPLETED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

THE SCHOOL DISTRICT OF

# NEW/RETURNING STUDENTS REGISTRATION

STUDENT NUMBER:

## VERIFICATION FOR NEW/RETURNING STUDENTS: TO THE PARENTS OR GUARDIANS:

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

DISTR: [REDACTED] TCHR: [REDACTED] TNBR: [REDACTED]  
RUN DATE: 08/09/99  
CRS: 1700100 SEC: 02 BLDG: 01 RM: 150

(1) STUDENT'S LEGAL NAME LAST: [REDACTED] FIRST: [REDACTED] MIDDLE: [REDACTED]	(2) ALSO KNOWN AS
---	-------------------

(3) LOCAL ADDRESS HOUSE NO.: [REDACTED] STREET NAME: [REDACTED] APT. NO.: [REDACTED] CITY: LOXAHATCHEE FL STATE: [REDACTED] ZIP CODE: [REDACTED]	(4) MAILING ADDRESS HOUSE NO.: [REDACTED] STREET NAME: [REDACTED] APT. NO.: [REDACTED] CITY: [REDACTED] STATE: [REDACTED] ZIP CODE: [REDACTED]
--	--

(5) STUDENT'S SOCIAL SECURITY NO. (OPTIONAL)	(6) HOME PHONE NO.	(7) SEX <input type="checkbox"/> F FEMALE <input type="checkbox"/> M MALE	(8) RACE <input type="checkbox"/> I AMERICAN INDIAN OR ALASKAN NATIVE <input type="checkbox"/> B BLACK NON-HISPANIC <input type="checkbox"/> A ASIAN OR PACIFIC ISLANDER <input type="checkbox"/> H HISPANIC <input type="checkbox"/> W WHITE NON-HISPANIC <input type="checkbox"/> M MULTIRACIAL
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(9) DATE OF BIRTH MONTH: [REDACTED] YEAR: [REDACTED]	(10) PLACE OF BIRTH CITY: [REDACTED] STATE: [REDACTED] US STATE: [REDACTED]
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(11) RESIDENT STATUS <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	(12) ENTRY DATE INTO USA
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(13) FEDERAL IMPACT AID SURVEY

YES  NO A. THE STUDENT RESIDES ON FEDERAL PROPERTY.

YES  NO B. THE STUDENT RESIDES IN LOW RENT HOUSING.

YES  NO C. THE PARENT IS EMPLOYED ON FEDERAL PROPERTY LOCATED IN PALM BEACH COUNTY.

YES  NO D. THE PARENT IS EMPLOYED ON LOW RENT HOUSING LOCATED IN PALM BEACH COUNTY.

YES  NO E. THE PARENT IS IN THE UNIFORMED SERVICES OF THE UNITED STATES.

IF YES, IS THE PARENT ON ACTIVE DUTY?  YES  NO

AIR FORCE  ARMY  COAST GUARD  MARINES  NATIONAL GUARD  NAVY

(14) HAS THIS CHILD BEEN ENROLLED IN ANY PRESCHOOL? (PLEASE PLACE A CHECKMARK (✓) BY EACH PROGRAM ATTENDED. ALSO, INDICATE WITH AN ASTERISK (\*) THE PROGRAM YOUR CHILD WAS IN THE LONGEST.)

C. CHAPTER 1  H. HEADSTART  O. OTHER

D. PRE-K DISABILITIES  M. MIGRANT PRE-K  S. SUBSIDIZED CHILD CARE

E. PRE-K EARLY INTERVENTION  N. NON-SUBSIDIZED CHILD CARE

(15) IS THE STUDENT A SINGLE PARENT? NO <input type="checkbox"/> YES <input type="checkbox"/> NO	(16) CURRENT GRADE LEVEL 07
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### TRANSFER INFORMATION:

(17) NAME OF SCHOOL TRANSFERRING FROM	(18) CITY OR LOCATION	(19) DATE OF LAST ATTENDANCE
(20) GRADE LEVEL	(21) LAST PUBLIC SCHOOL ATTENDED IN PALM BEACH COUNTY	(22) DATE ATTENDED

### FREE OR REDUCED PRICE LUNCH AND HEALTH INFORMATION:

(23) HAVE YOU FILLED OUT AN APPLICATION FOR FREE OR REDUCED LUNCH? (APPLICATION IS PROVIDED WITH THIS REGISTRATION FORM)  YES  NO

(24) HEALTH SCREENINGS:  
I GIVE PERMISSION FOR MY CHILD TO BE GIVEN HEALTH SCREENINGS. THESE TESTS MAY BE GIVEN INDIVIDUALLY OR IN GROUPS.  
YES  YES  NO

(25) SODIUM FLUORIDE:  
I GIVE PERMISSION FOR MY CHILD TO PARTICIPATE IN THE SODIUM FLUORIDE PROGRAM TO PREVENT DENTAL DECAY. PERMISSION IS VALID THROUGH GRADE SIX.  
YES  YES  NO

### NEW STUDENTS TO [REDACTED] HOME LANGUAGE SURVEY

(26) WHAT LANGUAGE IS SPOKEN IN THE HOME BY THE PARENT or GUARDIAN:	(27) WHAT LANGUAGE IS SPOKEN IN THE HOME BY THE STUDENT?	(28) DATE OF ENTRY INTO THE ESOL PROGRAM
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(29) LANGUAGE SURVEY 1. IS A LANGUAGE OTHER THAN ENGLISH USED IN THE HOME? <input type="checkbox"/> YES <input type="checkbox"/> NO 2. DOES THE STUDENT HAVE A FIRST LANGUAGE OTHER THAN ENGLISH? <input type="checkbox"/> YES <input type="checkbox"/> NO 3. DOES THE STUDENT MOST FREQUENTLY SPEAK A LANGUAGE OTHER THAN ENGLISH? <input type="checkbox"/> YES <input type="checkbox"/> NO	(30) DISCLOSURES for first entry into this SCHOOL DISTRICT HAS THE STUDENT EVER: 1. BEEN EXPELLED FROM SCHOOL? <input type="checkbox"/> YES <input type="checkbox"/> NO 2. HAD AN ARREST RESULTING IN A CHARGE? <input type="checkbox"/> YES <input type="checkbox"/> NO 3. HAD ANY JUVENILE JUSTICE ACTIONS? <input type="checkbox"/> YES <input type="checkbox"/> NO
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9-12 Academic Improvement Plan (AIP)

SY: 04

SCH: [redacted] COM GR: 11  
 DOB: [redacted] ABS: 5 RET: 1  
 FNRT: [redacted] READ: MATH:  
 FCAT: READ: 360 MATH: 314  
 WAP: 5.0 AIP: R-ZZ W-ZZ M-ZF S-FF  
 PRIM: LEP: 504:

	<input type="checkbox"/> READING	<input type="checkbox"/> WRITING	<input checked="" type="checkbox"/> MATHEMATICS	<input checked="" type="checkbox"/> SCIENCE
DIAGNOSTIC ASSESSMENTS	<input type="checkbox"/> Textbook Assessments <input type="checkbox"/> EDL <input type="checkbox"/> FCAT Diagnostic / Practice Tests <input type="checkbox"/> Diagnostic Software <input type="checkbox"/> Other (see attached)	<input type="checkbox"/> Palm Beach Writes <input type="checkbox"/> Portfolio <input type="checkbox"/> Performance Assessments <input type="checkbox"/> FCAT Diagnostic/Practice Tests <input type="checkbox"/> Diagnostic Software <input type="checkbox"/> Other (see attached)	<input checked="" type="checkbox"/> Textbook Assessments <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Performance Assessments <input checked="" type="checkbox"/> FCAT Diagnostic/Practice Tests <input type="checkbox"/> Diagnostic Software <input type="checkbox"/> Other (see attached)	<input checked="" type="checkbox"/> Textbook Assessments <input type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Performance Assessments <input checked="" type="checkbox"/> FCAT Diagnostic/Practice Tests <input type="checkbox"/> Diagnostic Software <input type="checkbox"/> Other (see attached)
FOCUS OF REMEDIATION	<b>Phonemic Awareness</b> <input type="checkbox"/> Rhyming <input type="checkbox"/> Syllabication <input type="checkbox"/> Segmenting/Blending <b>Phonics</b> <input type="checkbox"/> Sound/Symbol Correspondence <input type="checkbox"/> Decoding/Encoding <b>Fluency</b> <input type="checkbox"/> High Frequency Words <input type="checkbox"/> Rate <b>Vocabulary</b> <input type="checkbox"/> Structural Analysis <input type="checkbox"/> Word Meaning <b>Text Comprehension</b> <input type="checkbox"/> Questioning <input type="checkbox"/> Summarizing	<b>Types of Writing</b> <input type="checkbox"/> Word/Sentence writing <input type="checkbox"/> Paragraph Writing <input type="checkbox"/> Composition Writing <b>Awareness /Application of FCAT Writing Rubric</b> <input type="checkbox"/> Focus <input type="checkbox"/> Support <input type="checkbox"/> Organization <input type="checkbox"/> Conventions <b>Compositions</b> <input type="checkbox"/> Narrative <input type="checkbox"/> Expository <input type="checkbox"/> Persuasive	<input checked="" type="checkbox"/> Number Sense, Concepts and Operations <input checked="" type="checkbox"/> Measurement <input checked="" type="checkbox"/> Geometry <input checked="" type="checkbox"/> Algebraic Thinking <input type="checkbox"/> Data Analysis and Probability <input type="checkbox"/> Reading in Content Area Specific Concepts _____ _____ _____ _____	<input type="checkbox"/> The Nature of Matter <input type="checkbox"/> Energy <input type="checkbox"/> Force and Motion <input type="checkbox"/> Processes that Shape the Earth <input type="checkbox"/> Earth and Space <input checked="" type="checkbox"/> Processes of Life <input checked="" type="checkbox"/> How Living Things Interact with their Environment <input checked="" type="checkbox"/> The Nature of Science concepts <input checked="" type="checkbox"/> Reading in Content Area Specific Concepts _____ _____ _____
DESIRED LEVELS OF PERFORMANCE			to the next level up.	
CONTENT AREA INTERVENTION STRATEGIES			Tutoring	
INSTRUCTIONAL DELIVERY INTERVENTION STRATEGIES	<b>Tutoring</b> <input type="checkbox"/> During School Day <input type="checkbox"/> After/Before School / Saturday <b>Instructional Alternatives</b> <input type="checkbox"/> Temporary Skill Groups <input type="checkbox"/> Cooperative Learning Groups <input type="checkbox"/> Guided Reading/Writing Groups <input type="checkbox"/> Technology <input type="checkbox"/> Other (see attached) <b>Assignment Alternative</b> <input type="checkbox"/> Time <input type="checkbox"/> Quantity <input type="checkbox"/> Product Requirements <input type="checkbox"/> Child Study Referrals <input type="checkbox"/> Instructional Reading	<b>Tutoring</b> <input type="checkbox"/> During School Day <input type="checkbox"/> After/Before School / Saturday <b>Instructional Alternatives</b> <input type="checkbox"/> Temporary Skill Groups <input type="checkbox"/> Cooperative Learning Groups <input type="checkbox"/> Guided Reading/Writing Groups <input type="checkbox"/> Technology <input type="checkbox"/> Other (see attached) <b>Assignment Alternative</b> <input type="checkbox"/> Time <input type="checkbox"/> Quantity <input type="checkbox"/> Product Requirements <input type="checkbox"/> Child Study Referrals <input type="checkbox"/> Instructional Language Arts	<b>Tutoring</b> <input type="checkbox"/> During School Day <input checked="" type="checkbox"/> After/Before School / Saturday <b>Instructional Alternatives</b> <input type="checkbox"/> Temporary Skill Groups <input checked="" type="checkbox"/> Cooperative Learning Groups <input type="checkbox"/> Technology <input type="checkbox"/> Other (see attached) <b>Assignment Alternative</b> <input checked="" type="checkbox"/> Time <input type="checkbox"/> Quantity <input type="checkbox"/> Product Requirements <input type="checkbox"/> Child Study Referrals <input type="checkbox"/> Instructional Mathematics	<b>Tutoring</b> <input type="checkbox"/> During School Day <input type="checkbox"/> After/Before School / Saturday <b>Instructional Alternatives</b> <input type="checkbox"/> Temporary Skill Groups <input checked="" type="checkbox"/> Cooperative Learning Groups <input checked="" type="checkbox"/> Guided Reading/Writing Groups <input type="checkbox"/> Technology <input type="checkbox"/> Other (see attached) <b>Assignment Alternative</b> <input checked="" type="checkbox"/> Time <input checked="" type="checkbox"/> Quantity <input checked="" type="checkbox"/> Product Requirements <input type="checkbox"/> Child Study Referrals <input type="checkbox"/> Instructional Reading
Student progress will be monitored throughout the school year, and student progress will be reflected on the report card.				
END-OF-YEAR REVIEW	<input type="checkbox"/> Successfully Remediated <input type="checkbox"/> Requires New AIP Next School Year <input type="checkbox"/> Special Services / Placement <input type="checkbox"/> Other (see attached)	<input type="checkbox"/> Successfully Remediated <input type="checkbox"/> Requires New AIP Next School Year <input type="checkbox"/> Special Services / Placement <input type="checkbox"/> Other (see attached)	<input type="checkbox"/> Successfully Remediated <input type="checkbox"/> Requires New AIP Next School Year <input type="checkbox"/> Special Services / Placement <input type="checkbox"/> Other (see attached)	<input type="checkbox"/> Successfully Remediated <input type="checkbox"/> Requires New AIP Next School Year <input type="checkbox"/> Special Services / Placement <input type="checkbox"/> Other (see attached)

Deficiencies due to non-attendance (refer to Attendance Specialist)

**Parent/Guardian Commitment/Contribution**  
 Check all that apply.

Monitor Attendance / Tardies  Check Homework  
 Encourage Reading at Home  Reinforce Skills  
 Attend Parent Conferences  Sign Daily/Weekly Notes  
 Attend Parent Curriculum/ Information Meetings

SIGNATURE OF PARENT / GUARDIAN \_\_\_\_\_ DATE \_\_\_\_\_

DATE 3-3-04

DATE 3/5/04

DATE \_\_\_\_\_

THE SCHOOL BOARD OF [REDACTED] FLORIDA  
**KINDERGARTEN REPORT CARD**

Year 19 92 - 93

Student: [REDACTED]

Teacher: [REDACTED]

School: [REDACTED]

Principal: [REDACTED]

The areas listed on the checklist as well as music, art and physical education are included in the kindergarten curriculum. The checklist is composed of skills that are essential for students to master if they are to be successful in the primary grades. All activities provided in kindergarten lead toward the attainment of these skills. The teacher determines the appropriate time for the student to begin formal instruction in each skill. Beginning with the second marking period, the checklist is used to report student progress.

**NONACADEMIC BEHAVIOR**  
**GRADES K-5**

This grade reflects the student's overall conduct in all school activities.

4 = Very Good  
 3 = Good  
 2 = Fair      Parent conference requested.  
 1 = Poor      Parent conference requested.

Marking Period

1st	2nd	3rd	4th
2	3	3	3

Nonacademic Behavior

**ATTENDANCE**

Regular attendance and punctuality are essential for quality education.

Marking Period

	1st	2nd	3rd	4th
Days Present	39	47	42	46
Days Absent	1	3	0	0
Days Tardy	0	0	0	0
<b>INFORMATION INCLUDED</b>		✓		
<b>TEACHER REQUESTS CONFERENCE</b>				

**\*PLACEMENT**

Grade 1 Summer School Program \_\_\_\_\_

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

**KINDERGARTEN CHECKLIST**  
**MARKING CODES**

- formal instruction has not yet begun
- student receiving formal instruction to meet specific needs and experiencing difficulty with skill
- student receiving formal instruction and making satisfactory progress
- student consistently performs skill accurately and efficiently

*The asterisks (\*) indicate critical skills.*

CENTRAL PROCESSING	LANGUAGE
<p><b>BODY IMAGE</b></p> <p>Imitates Body Movements 1.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Identifies Body Parts 1.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Assembles Body Parts 1.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>GROSS MOTOR</b></p> <p>Creeps 2.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Runs 2.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Jumps 2.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Hops 2.4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Balances 2.5 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Gallops 2.6 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Bounces/Catches Ball 2.7 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>HAPTIC</b></p> <p>Moves Through Obstacle Course 3.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Follows Commands Using Body 3.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Identifies Objects by Touch 3.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Sorts/Matches Objects by Touch 3.4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>FINE MOTOR/EYE HAND</b></p> <p>Strings Beads 4.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Assembles Puzzle 4.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Copies Shapes 4.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Matches/Pastes Shapes 4.4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Cuts Circle 4.5 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Colors Objects 4.6 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Sequences Fingers 4.7 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>VISUAL DISCRIMINATION</b></p> <p>Sorts by Color 5.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Sorts by Shape 5.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Sorts by Size 5.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Matches Pictures 5.4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Identifies Likenesses/Differences of Numbers 5.5 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Identifies Objects by Relationships 5.6 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Identifies Likenesses/Differences of Letters 5.7 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Identifies Size Relationships 5.8 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>VISUAL MEMORY</b></p> <p>*Recalls Colors 6.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Sequences Shapes 6.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Sequences Numbers 6.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Sequences Letters 6.4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>AUDITORY DISCRIMINATION</b></p> <p>Names Sounds 7.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Identifies Likenesses/Differences of Words 7.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Identifies Rhyming Words 7.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Identifies Likenesses/Differences of Sounds 7.4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>AUDITORY MEMORY</b></p> <p>Repeats Sound Pattern 8.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Repeats Sentence 8.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Sequences Numerals 8.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Follows Directions 8.4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Sequences Letters 8.5 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p>	<p><b>LISTENING</b></p> <p>Recalls Information 9.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Predicts Outcome 9.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Retells Story 9.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>SPEAKING</b></p> <p>*States Full Name 10.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Describes Common Objects 10.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Uses Complete Sentences with Proper Speech Patterns 10.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>PREREADING</b></p> <p>Interprets Pictures 11.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Recognizes Labels 11.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Recognizes Own Name 11.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Illustrates Story 11.4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Recognizes Letters 11.5 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>PREWRITING</b></p> <p>*Demonstrates Mastery of Fine Motor Skills 12.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Reproduces First Name 12.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p>
<b>ENVIRONMENTAL AWARENESS</b>	
<p style="text-align: right;">2nd 3rd 4th</p> <p>Observes Accurately 13.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Makes Comparisons 13.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Predicts Outcomes 13.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Phrases Significant Questions 13.4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p>	
<b>MATHEMATICS</b>	
<p style="text-align: right;">2nd 3rd 4th</p> <p><b>NUMERATION</b></p> <p>*Matches One-to-One 14.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Names Numerals 0-10 14.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Matches Sets and Numerals to 10 14.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Identifies Ordinal Position 14.4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>FRACTIONS</b></p> <p>*Identifies One-Half 15.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>GEOMETRY</b></p> <p>*Identifies Shapes 16.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>MEASUREMENT</b></p> <p>Compares Objects 17.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Orders Objects 17.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>*Identifies Use of Measurement Tools 17.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Measures Objects 17.4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>SPECIAL TOPICS</b></p> <p>Identifies Coins 18.1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>States Values of Coins 18.2 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Joins/Separates Sets 18.3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p>	

ST. NO.:: [REDACTED]  
GRADE: 04 [REDACTED]  
BIRTHDATE: [REDACTED]  
LOXAHATCHEE, FL [REDACTED]  
HOME: [REDACTED]  
WORK: [REDACTED]

SCHL: [REDACTED]  
TCHR #: [REDACTED]  
SAC: 068C

R: \_\_\_\_\_  
DOL #: \_\_\_\_\_  
TCHR #: \_\_\_\_\_

A06. HEALTH INFORMATION

VISION: P F DATE 1/27/97 HEARING: P F DATE 1/27/97 SCOLIO: P F DATE

NOTES:

Health Codes \_\_\_\_\_

					
Shoulder Hip Arm Hang	Chest Cage Hump	Shoulder Spine Scapula	Rib & Lumbar Hump	Round/ Sway Back	Spine Hump

**CONSECUTIVE SCHOOLS ATTENDED**

Address	Date Enrolled	Date Withdrawn	Signature Sending School*
[Redacted]	8-92		
[Redacted] <i>Lozshatchee</i> [Redacted]	8/95		

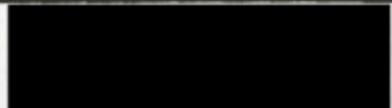
**TRANSCRIPTS SENT**

/Address	Date Sent	Signature Sending School*

principal or designee of the sending school will sign to indicate the records are in compliance with stated requirements at the time they are

**SECTION 3**

**CHECKLIST OF CUMULATIVE DATA**



Contents of the Cumulative Folder should be arranged in the following order.

Initial	Date*	
[Redacted]	9-92	1. Florida Permanent Record Card - Category A K-8
		2. Florida Permanent Record Card - Category A 9-12
		3. Special Characteristics Card
		4. Notice of Psychological Evaluation stapled to back of Special Characteristics Card
		5. Registration Forms - most recent on top
[Redacted]	9-92	6. Cumulative Health Record - Immunizations, Birth Certificate and Physical Examination stapled inside
	9-92	7. Other legal information, such as court order, affidavits and correspondence from community agencies
[Redacted]	5-93	8. Standardized Test Data Card
		9. State Student Assessment Test Record
		10. Special Education Information (Staffing, Psychological, placements, etc.)
		11. Suspension letters/discipline record
		12. Teacher/Counselor comments (behavioral observation, anecdotal records)
		13. ESOL Student Reporting Form and ESOL Student Record
		14. Student Progression/Summer School Information
[Redacted]	6-93	<b>ELEMENTARY</b>
		15. Kindergarten Checklist <span style="float: right;">Purge after 6th grade</span>
		16. PREP (SIR) folder <span style="float: right;">Purge after 6th grade</span>
		17. Communications Skills Record <span style="float: right;">Purge after 8th grade</span>
		18. Mathematics Record <span style="float: right;">Purge after 8th grade</span>
		19. Chapter I <span style="float: right;">Purge after 8th grade</span>
		<b>SECONDARY</b>
		20. Honors and Activities
		21. Work Experience
		22. Driver Education Certificate

\*The individual responsible for the introduction of each item will place initials and date by that item in ink.

RPRT: TS4652  
YEAR: 01-02

SUMMER SCHOOL STUDENT GRADE REPORT  
PUBLIC SCHOOLS  
FLORIDA

DATE: 07/24/02  
TERM: 5

STUDENT: [REDACTED]

GRADE: 09

SUMMER SCHOOL CENTER:  
HOME SCHOOL CENTER:

[REDACTED]

PB-ID: [REDACTED]  
FL-ID: [REDACTED]

\*\*\*\*\*

----COURSE TITLE----	--COURSE ID--	----	TEACHER----	ABSENCES	GRADE	CREDIT
ALGEBRA I	1200310	512	314 [REDACTED]	<u>0</u>	<u>D</u>	<u>5</u>

*Exam was a D.*

*Good luck next year. Study your math!*

\*\*\*\*\*  
A=SUPERIOR WORK      C=AVERAGE      F=FAILURE      I=INCOMPLETE  
B=ABOVE AVERAGE      D=BELOW AVERAGE      W=WITHDRAWN

TOP COPY: STUDENT COPY      MIDDLE COPY: SUMMER SCHOOL      LAST COPY: HOME SCHOOL



[REDACTED]

---

From: [REDACTED]  
Sent: Wednesday, February 09, 2005 2:15 PM  
To: [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]  
Subject: IMPERATIVE YOU COME TO GUIDANCE  
Importance: High

**YOU NEED TO COME TO  
GUIDANCE NO LATER  
THAN 2/10 WITH THE  
GRADE AND IF BOOKS  
WERE ISSUED FOR [REDACTED]  
[REDACTED]**

1

[REDACTED]  
[REDACTED] FL [REDACTED]  
[REDACTED]

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

Race  
WHITE

Grade Sex Birthdate Withdrawal Date Code Reason  
11 FEMALE [REDACTED] 2/8/05 WAS Non-attendance

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	1st Abs	2nd Abs	Ex	3rd Abs	4th Abs	Book	Bldg-rm	Title	Signature of	Absence		Rt'd
												Gr	Ex/Un	
01	2001340	001	18/2	13/		15/	/			ENV SCI	[REDACTED]			
									04-214		[REDACTED]			
02	1001400	004	10/2	10/	N	17/	/			ENG IV	[REDACTED]			
									01-222		[REDACTED]			
03	2102380	203				20/	/			AMERICAN ECON EXP	[REDACTED]			
									02-103		[REDACTED]			
04	8301620	003	28/2	28/		16/	/			WORK EXP	[REDACTED]			
									04-108		[REDACTED]			
05	1001370	015	18/2	18/		8/	/			ENG III	[REDACTED]			
									03-217		[REDACTED]			
06	8301650B	001	13/			8/	/			WORK EXP-OJT	[REDACTED]			
									OC-OJT		[REDACTED]			
07	8301650A	001				20/	/			WORK EXP-OJT	[REDACTED]			
									OC-OJT		[REDACTED]			

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

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

Media Specialist: \_\_\_\_\_ Assistant Principal: \_\_\_\_\_

Occupational Spc: \_\_\_\_\_ Counselor/Stdt Serv: \_\_\_\_\_

Data Processor/Date: \_\_\_\_\_ - \_\_\_/\_\_\_/\_\_\_ Parent: \_\_\_\_\_

Form# PBSO 0756 (Rev. 9/90)

turned in Book 78 Int. Math ?

1

[REDACTED]  
[REDACTED] FL [REDACTED]  
[REDACTED]

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

Race  
WHITE

Grade Sex Birthdate Withdrawal Date Code Reason  
11 FEMALE [REDACTED] 2/8/05 W05 Non-attendance

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 Gr	2nd Abs Gr	Ex/Un	3rd Abs Gr	4th Abs Gr	Book #	Ret'd
01	2001340	001	04-214	ENV SCI	18/2	13/		15/	F	1	Y/N
				Signature of [REDACTED]							
02	1001400	004	01-222	ENG IV	F 10/2	F 10/	N	17/	F	1	Y/N
				Signature of [REDACTED]							
03	2102380	203	02-103	AMERICAN ECON EXP				20/	F	1	Y/N
				Signature of [REDACTED]							
04	8301620	003	04-108	WORK EXP	F			16/	F	1	Y/N
				Signature of [REDACTED]							
05	1001370	015	03-217	ENG III				18/	F	1	Y/N
				Signature of [REDACTED]							
06	8301650B	001	OC-OJT	WORK EXP-OJT	C 13/			B/	F	1	Y/N
				Signature of [REDACTED]							
07	8301650A	001	OC-OJT	WORK EXP-OJT	C 1			20/	F	1	Y/N
				Signature of [REDACTED]							

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


Media Specialist: \_\_\_\_\_ Assistant Principal: [REDACTED]

Occupational Spc: \_\_\_\_\_ Counselor/Stdt Serv: \_\_\_\_\_

Data Processor/Date: \_\_\_\_\_ - \_\_\_/\_\_\_/\_\_\_ Parent: \_\_\_\_\_

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

PANEL: \_\_\_\_\_

A17. ABSENCE DETAIL

YEAR: 05

Tuesday February 8, 2005 8:52 am

STDT: [REDACTED] [REDACTED] [REDACTED] [REDACTED]

SCHL: [REDACTED] GR: 11 ST: A  
CAL: 01 VIEW: \_

START: 011005

PERIODS

A	DATE	DLY	12345678901234	SCHL	CAL	FY
-	011005	-	AAAAAA	[REDACTED]	01	05
-	011105	A	AAAAAAA	[REDACTED]	01	05
-	011205	A	AAAAAAA	[REDACTED]	01	05
-	011305	A	AAAAAAA	[REDACTED]	01	05
-	011405	A	AAAAAAA	[REDACTED]	01	05
-	011805	A	AAAAAAA	[REDACTED]	01	05
-	011905	-	AA A	[REDACTED]	01	05
-	012005	-	AAAA AA	[REDACTED]	01	05
-	012105	-	AAAA AA	[REDACTED]	01	05
-	012405	A	AAAAAAA	[REDACTED]	01	05
-	012505	A	AAAAAAA	[REDACTED]	01	05
-	012605	A	AAAAAAA	[REDACTED]	01	05
-	012705	A	AAAAAAA	[REDACTED]	01	05
-	012805	A	AAAAAAA	[REDACTED]	01	05
-	013105	-	AA AAAA	[REDACTED]	01	05

PF1=HELP 3=EXIT 5=REFRESH 6=KEYBOARD 7=BKWD 8=FWD 12=ESCAPE  
PAGE FULL...CONTINUE.

TERML: DQ36



[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Wednesday, February 09, 2005 7:43 AM  
**To:** [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** W/D [REDACTED] [REDACTED] W/D 2/8/05 due to non-attendance

Please come down to Guidance and sign off on this Withdrawal  
Thanks

[REDACTED]

2/9/2005

EFTA01709811



Spring 2003  
FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT)  
MATHEMATICS SUNSHINE STATE STANDARDS PERFORMANCE TASKS  
Student Report  
Grade 10

This report provides your results on the FCAT 2003 Mathematics 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 2003  
MATHEMATICS PERFORMANCE TASKS

Student Name  
Student Number  
School Name  
School Number  
District Name  
District Number



	This Performance Task Response	All Mathematics Performance Task Responses
Points Possible	2	16
Points Earned	0	4

The students in the senior class at Paradise Island High School have decided to raise money by selling graphing calculators and geometry tool kits. They have set aside \$3,000 to purchase the items they need to sell. They will spend \$75 for each calculator, and \$20 for each tool kit. From past experience, they know that twice as many students will buy the calculators as will buy the tool kits.

The inequality and equation below can be used to determine the number of each item the senior class should have available to sell, where  $c$  is the number of calculators and  $t$  is the number of tool kits.

$$75c + 20t \leq 3,000$$

$$c = 2t$$

How many tool kits should the senior class purchase? Show your work.

*Number of tool kits*

PT10M



**Spring 2003**  
**FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT)**  
**READING SUNSHINE STATE STANDARDS PERFORMANCE TASKS**  
**Student Report**  
**Grade 10**

This report provides your results on the FCAT 2003 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 a passage about an American zoologist's attempts to rehabilitate two young gorillas in Africa.

Describe how Coco and Pucker change as a result of their experience with Dian Fossey. Use details and information from the story to explain your answer.

FCAT 2003  
 READING PERFORMANCE TASKS

Student Name [REDACTED]  
 Student Number [REDACTED]  
 School Name [REDACTED]  
 School Number [REDACTED]  
 District Name [REDACTED]  
 District Number [REDACTED]

	This Performance Task Response	All Reading Performance Task Responses
Points Possible	2	12
Points Earned	1	5

Coco and Pucker become healthier and they learn to trust humans.



Official Final Grade Report \* 2/26/2004

Student:	[REDACTED]	Student Number:	[REDACTED]
Course:	Biology I	Grade Level:	11
Course Code:	2000310	Date of Birth:	[REDACTED]
Instructor:	[REDACTED]	School:	[REDACTED]
Student Address:	[REDACTED] FL [REDACTED]	District:	[REDACTED]
Honors Credit:	No	Semester:	Spgr04
Final Grade:	W/N		
Credit Earned:	0.0		
FLVS Code:	71-0600		

\* This is to report your Final Grade for the above course. Your grade is being mailed to your district to be included on your official transcripts.

## 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 clasifiquen 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 pibibliye 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 pwèn 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 katyèm 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 2003**  
**Florida Comprehensive Assessment Test (FCAT)**  
**SUNSHINE STATE STANDARDS**  
**Grade 10 Student Report**

Student Number: [REDACTED]  
 School Number and Name: [REDACTED]  
 District Number and Name: [REDACTED]

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.

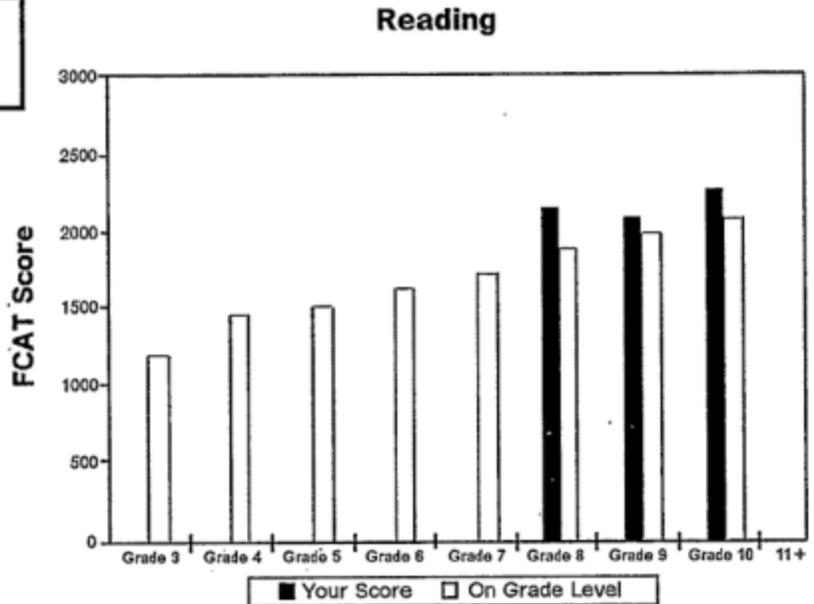
Working with teachers, the State has developed a measurement system that allows you to track a student's academic achievement from year to year and determine if a year's worth of learning has occurred in a year's time. This system also allows you to compare a student's score to a score that represents "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.

**Congratulations!** You have passed the Reading test and your score is above grade level. You have answered most of the questions on FCAT correctly.

2003 Reading Content Scores		
Content Areas	Points Possible	Points Earned
Words/Phrases	9	9
Main Idea/Purpose	14	13
Comparisons	13	10
Reference/Research	16	9

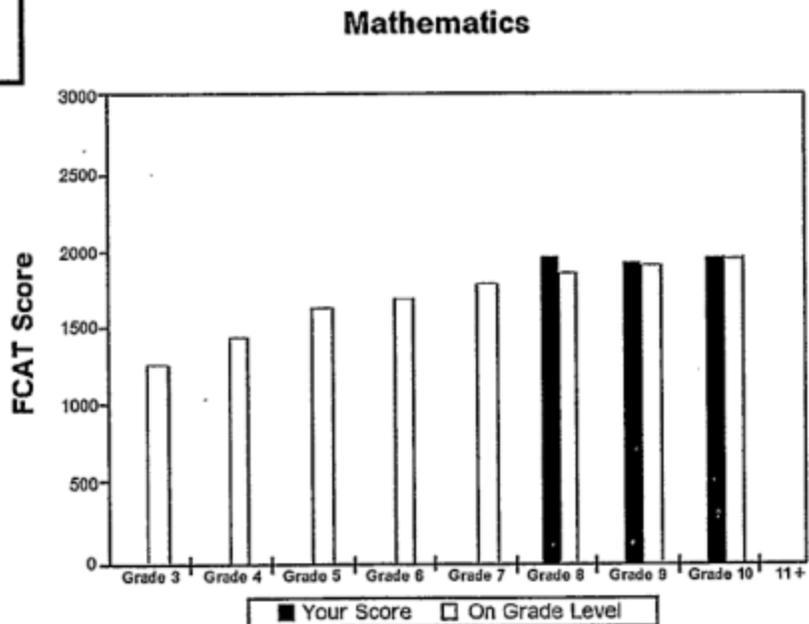
Year	2001	2002	2003
Grade Tested	8	9	10
Achievement Level	4	3	4
FCAT Score *	2133	2075	2251



**Congratulations!** You have passed the Mathematics test; however, your achievement needs improving. Talk to your teacher or guidance counselor about classes you should take to better prepare you for college or a career.

2003 Mathematics Content Scores		
Content Areas	Points Possible	Points Earned
Number Sense	11	7
Measurement	10	1
Geometry	14	6
Algebraic Thinking	14	5
Data Analysis	11	3

Year	2001	2002	2003
Grade Tested	8	9	10
Achievement Level	3	3	2
FCAT Score *	1949	1914	1946



\* 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 2159 and 2343. Your 2003 FCAT Mathematics scores probably would have been between 1909 and 1983.

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

Data Run Date: 05/09/2003

0164952

DATE 9/7

file

THE SCHOOL DISTRICT OF [REDACTED]

DIRECTIONS: Write in the appropriate code number or letter in the corresponding boxes.

Student Discipline Referral

[REDACTED]		GRADE	ESE / 504	DATE	TIME
[REDACTED]		9	<input type="checkbox"/> Yes <input type="checkbox"/> No	9/7/01	11:15 AM
LOCATION	[REDACTED]	SCHOOL	BUS CODE		
BK - Bookstore BS - Bus Stop BU - School Bus/Transportation <b>CA - Cafeteria</b> CL - Clinic CS - Regular Classroom GR - School Grounds GY - Gymnasium HA - Hallway IS - Alternative to Suspension Room LA - Laboratory LI - Library/Media Center OF - Office OG - Off School Grounds OT - Other PG - Playground/Track PK - Parking Lot RE - Restroom RT - Returning Home TO - Field Trip/Activity TR - Off Campus - To School	STAFF ID NUMBER 002 REPORTED BY (CODE) (Use number below for those persons without a staff ID.) 975 - Paraprofessional 976 - Bus Driver 977 - Clerical 978 - Crossing Guard 979 - Custodian 980 - Food Service Staff 981 - Law Enforcement Officer 982 - Parent/Guardian 983 - Student 984 - Substitute Teacher 985 - School Volunteer 999 - Other	INTERVENTIONS BY TEACHER BEFORE REFERRAL <input type="checkbox"/> Conference with student <input type="checkbox"/> Referral to CORE team <input type="checkbox"/> Telephone call to parent <input type="checkbox"/> Conference with counselor <input type="checkbox"/> Letter to parent <input type="checkbox"/> De-escalation techniques <input type="checkbox"/> Parent Conference <input type="checkbox"/> Problem solving techniques <input type="checkbox"/> Mediation <input type="checkbox"/> Teacher detention <input type="checkbox"/> Other _____			
NATURE OF PROBLEM (Be Specific) said she [REDACTED] Student was being called names from another student at the other table. [REDACTED] and her friend [REDACTED] went over to confront [REDACTED]. They exchanged words and then [REDACTED] pushed and then [REDACTED] pushed back and both begin throwing hits/punches.					

ADMINISTRATIVE USE ONLY BELOW THIS LINE

DISTRICT NUMBER	WHEN EVENT OCCURRED (circle one)	WHERE EVENT OCCURRED (circle one)	INVOLVEMENT TYPE (circle one)	RELATED ISSUES (circle all that apply)
DISTRICT [REDACTED] If not District provide District number	<b>1 - DURING SCHOOL HOURS</b> 2 - Outside school hours, school sponsored activity 3 - Outside school hours, non-school sponsored activity 4 - Unrelated event or unknown	<b>1 - SCHOOL GROUNDS / ON CAMPUS</b> 2 - School sponsored activity / off campus 3 - School sponsored transportation (includes bus stops)	<b>S - STUDENT</b> N - Non-student B - Both student and non-student U - Unknown	G - Gang related W - Weapon related A - Alcohol related H - Hate related D - Drug related
SCHOOL NO. [REDACTED] HOME SCHOOL [REDACTED] If not Home School, provide School Number.				

WHAT KIND OF WEAPON USED (if appropriate) K - Knife H - Handgun F - Firearm/Explosive device R - Rifle/Shotgun O - Other Weapon U - Unknown	INCIDENT CODES (see code sheets) 17 29 10 18 ACTION CODE 50 (see code sheets) 25 83 01 09	ADMINISTRATOR'S NAME [REDACTED]	ADMINISTRATION ID [REDACTED]	EVENT NUMBER 1	DATE 9/7/01
DURATION How many days 5 Begin Date 9/10/01 Turn Date 9/17/01	COMMENTS Spoke to parents of the student. Explained both sides of the story. Student will be suspended for 5 days. School nurse checked student out and filed out medical report.		SIGNATURE OF PARENT _____ DATE _____ TRESPASSING NOTICE: I, the student, am aware that I may not be on school grounds and may not attend any school functions or school activities on or off school grounds of any Palm Beach County School District facility during the dates of my suspension. SIGNATURE OF STUDENT _____ DATE _____		

ORIGINAL - Administration COPY - Parent COPY - Originator COPY - Guidance Counselor / ESE Contact

THE SCHOOL DISTRICT OF [REDACTED]

[REDACTED] FL [REDACTED]

Parent/Guardian of [REDACTED]

Date: 09/12/2001

School: [REDACTED]

Phone: [REDACTED]

RE: [REDACTED]

GRADE: 09

Dear Parent/Guardian:

I regret to inform you that on 09/07/2001 your son/daughter was notified that a suspension was being considered based on the following incident(s):

CLASS/SCHL RULES VIO    BULLYING/HARASSMENT    CONFRONTATION  
PHY AGGRESSION        FIGHTING

Section 232.26(1)(b), Florida Statutes, provides that a school principal may suspend a student from school.

In accordance with Section 232.26(1)(b), F.S., a meeting was held in my office on 09/07/2001 at which your son/daughter had the opportunity to explain why the suspension should not be imposed.

On the basis of the evidence available, I am hereby suspending [REDACTED] from school attendance for a period of 3 days effective 09/10/2001 through 09/12/2001.

In accordance with Section 228.041(25)(a), F.S., your son/daughter is remanded to your custody with specific homework assignments to complete during the suspension. Please contact my office to obtain these assignments.

Please be advised that Section 984.13(1)(b), F.S., allows a law enforcement officer to take your son/daughter into custody when the student is suspended and is not in the presence of the parent/guardian.

Your son/daughter will be in violation of this suspension if he/she is on any public school premises and all other school-sponsored activities without prior permission from the principal or designee.

It is most important that you contact the principal/designee prior to your son/daughter returning to school.

Sincerely,

[REDACTED]  
Principal/Designee [REDACTED]

SCHOOL	STUDENT	GRD	RACE	SUSPENSION DATE	DAYS	ESE	504	LEP
[REDACTED]	[REDACTED]	09	W	09/10/2001	003	N	N	N

[REDACTED] 0262 (REV. 8/00)



**FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2001**

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

Student Name [REDACTED]  
 Student Number [REDACTED]  
 School Name and Number [REDACTED]  
 District Name and Number [REDACTED]

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	776	98	9
Mathematics Problem Solving	707	81	7

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 95 and 99. For Mathematics Problem Solving, your National Percentile Rank should be between 73 and 89.

**CONTENT SCORES**

	Number of Points Possible	Number of Points Earned	Number of Questions Attempted
<b>Reading Comprehension</b>	<b>54</b>	<b>52</b>	<b>54</b>
Initial Understanding	8	7	8
Interpretation	27	26	27
Critical Analysis	7	7	7
Strategies	12	12	12
<b>Mathematics Problem Solving</b>	<b>52</b>	<b>38</b>	<b>52</b>
Measurement	5	3	5
Estimation	5	4	5
Problem Solving	6	4	6
Number Relationships	6	5	6
Number Systems	4	3	4
Patterns & Functions	3	2	3
Algebra	6	5	6
Statistics	4	3	4
Probability	4	3	4
Geometry	9	6	9

Each question was worth 1 point.



**FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2001**

**SUNSHINE STATE STANDARDS  
Student Report  
Grade 08**

Student Name  
Student Number  
School Name and Number  
District Name and Number

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. On the FCAT, you can attain one of five possible achievement levels. The table below shows the scale score ranges for each Student Achievement Level.

**Student Achievement Level Descriptions**

**FCAT Student 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

- 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	4	362			✓
Mathematics	3	334		✓	

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 338 and 386. For mathematics, your scale score should be between 324 and 344.

The check marks (✓) show if you scored in the lowest, middle, or highest third of grade 08 Florida students who took this test.

**CONTENT SCORES**

	Number of Points Possible	Number of Points Earned	State Comparison: Thirds		
			Lowest	Middle	Highest
<b>Reading</b>					
Words/Phrases	5	4		✓	
Main Idea/Purpose	19	17			✓
Comparisons	9	9			✓
Reference/Research	8	7			✓
<b>Mathematics</b>					
Number Sense	10	6		✓	
Measurement	10	6		✓	
Geometry	6	3		✓	
Algebraic Thinking	10	7		✓	
Data Analysis	8	7			✓

The Content chart shows the number of points possible and the number of points earned for each category. Each question on this portion of the test was worth one point. The results on your performance items will be reported separately.



**FCAT WRITING  
STUDENT REPORT**  
2001  
Grade 8  
**WRITING TO EXPLAIN**

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

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 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 explain why  
one thing is special to you.

RUN DATE: 04/16/01

50-2451

### 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 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.

### 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. 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 ample 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.

### 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 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 [REDACTED]

Student Discipline Referral

DIRECTIONS: Check appropriate code(s) from each group. Refer to the *Discipline Referral Codes* sheet for definitions. Attach the appropriate translation for parents of LEP students.

<b>1. STUDENT NAME:</b> [REDACTED]		<b>2. STUDENT NUMBER:</b> [REDACTED]		<b>3. DATE:</b> 10-12-00		<b>4. TIME: Record Actual Military Time.</b> EX: 9:00 A.M. = 0900, 2:00 P.M. = 1400	
<b>5. SCHOOL:</b> [REDACTED]		<b>6. GRADE:</b> 8		<b>7. ESE/504</b> <input type="checkbox"/> YES <input type="checkbox"/> NO		<b>8. NATURE OF PROBLEM:</b> [REDACTED] e-mailed an obscene note to a number of [REDACTED] students. The note was copied & then distributed on campus causing a major disruption.	
<b>9. LOCATION (CODE)</b> <input type="checkbox"/> BK - Bookstore <input type="checkbox"/> BU - School Bus/Transportation <input type="checkbox"/> CA - Cafeteria <input type="checkbox"/> CL - Clinic <input type="checkbox"/> CS - Regular Classroom <input type="checkbox"/> GR - School Grounds <input type="checkbox"/> HA - Hallway <input type="checkbox"/> GY - Gymnasium <input type="checkbox"/> IS - In School Suspension Room <input type="checkbox"/> PK - Parking Lot <input type="checkbox"/> LA - Laboratory <input type="checkbox"/> LI - Library/Media Center <input type="checkbox"/> OF - Office <input type="checkbox"/> OG - Off School Grounds <input type="checkbox"/> PG - Playground/Track <input type="checkbox"/> RE - Restroom <input type="checkbox"/> TO - To School <input type="checkbox"/> RT - Returning Home <input type="checkbox"/> TR - Field Trip/School Activity Off Campus		<b>10. REPORTED BY:</b> [REDACTED]		<b>11. IDENTIFICATION NUMBER:</b> [REDACTED]		<b>13. ACTION BY TEACHER BEFORE REFERRAL:</b> <input type="checkbox"/> Conference With Pupil <input type="checkbox"/> Parent Conference <input type="checkbox"/> Conference With Counselor <input type="checkbox"/> Telephone Call To Parents <input type="checkbox"/> Letter To Parents <input type="checkbox"/> Detention <input type="checkbox"/> Other _____	
<b>12. INCIDENT DESCRIPTION(S) (CODE) if more than one code, circle the primary incident.</b> <input type="checkbox"/> AB - Absence Unexplained /Truancy <input type="checkbox"/> FO - Forgery <input type="checkbox"/> AD - Assertive Discipline Violation <input type="checkbox"/> FT - Fighting <input type="checkbox"/> AL - Alcohol - Possession/Use/Distribution <input type="checkbox"/> MH - Malicious Harassment/Hate Crime <input type="checkbox"/> AN - Arson <input type="checkbox"/> RL - Rules Violation/School <input type="checkbox"/> AR - Articles Disruptive to School <input type="checkbox"/> RO - Robbery (Using Force) <input type="checkbox"/> AV - Assault/Verbal/Threat <input type="checkbox"/> SB - Sexual Battery <input type="checkbox"/> BA - Battery <input type="checkbox"/> SH - Sexual Harassment <input type="checkbox"/> CO - Copying/Cheating <input type="checkbox"/> SM - Smoking/Tobacco <input type="checkbox"/> DB - Disobedience/Insubordination/Defiance <input type="checkbox"/> SO - Sexual Offense <input type="checkbox"/> DI - Disruptive Behavior (not criminal) <input type="checkbox"/> ST - Stealing/Theft <input type="checkbox"/> DL - Disrespectful Language/Profanity <input type="checkbox"/> TH - Tardiness, Habitual <input type="checkbox"/> DM - Abuse of School Property <input type="checkbox"/> TR - Trespassing <input type="checkbox"/> DO - Disorderly Conduct <input type="checkbox"/> UD - Unserved Detention <input type="checkbox"/> DR - Drugs/Controlled Substance <input type="checkbox"/> VN - Vandalism <input type="checkbox"/> DS - Dress Improper <input type="checkbox"/> WF - Weapon/Firearm <input type="checkbox"/> EG - Gang Related <input type="checkbox"/> WK - Weapon/Knife <input type="checkbox"/> EH - Hate-Crime Related <input type="checkbox"/> WO - Weapon/Other <input type="checkbox"/> FF - False Fire Alarm or False 911 Call <input type="checkbox"/> WU - Weapon/Unknown <input type="checkbox"/> FI - Fireworks		<b>14. ACTION BY ADMINISTRATION (CODE)</b> <input type="checkbox"/> AS - Alternative School Placement* <input type="checkbox"/> MA - Mediation By An Adult <input type="checkbox"/> AY - Days Held In Abeyance* <input checked="" type="checkbox"/> OS - Out Of School Suspension* 1 <input type="checkbox"/> BU - Bus Privilege Suspended <input type="checkbox"/> PA - Parent Attends Class With Student <input type="checkbox"/> CC - Counseling <input type="checkbox"/> PC - Parent/Student Contract <input checked="" type="checkbox"/> CP - Conference With Parents <input type="checkbox"/> PE - Parent Effectiveness Training <input checked="" type="checkbox"/> CS - Conference With Student <input type="checkbox"/> PP - Phoned Parent(s) <input type="checkbox"/> DA - Drug/Alcohol/Tobacco Alternative <input type="checkbox"/> PR - Progress Report <input type="checkbox"/> DE - Detention* <input type="checkbox"/> RF - Referred To Juvenile Authority <input type="checkbox"/> EW - Extra Work Assignment <input type="checkbox"/> SC - Schedule Change(s) <input type="checkbox"/> EX - Expulsion <input type="checkbox"/> SD - Saturday Detention <input checked="" type="checkbox"/> IS - In School Suspension* <input type="checkbox"/> SL - Silent Lunch <input type="checkbox"/> LP - Loss Of Privileges NO DANCE <input type="checkbox"/> SS - School Service Work <input type="checkbox"/> LS - Law Enforcement Notified (School Police) <input type="checkbox"/> ST - Staffing/CST/CORE <input type="checkbox"/> LT - Law Enforcement Notified (Other Than School Police) <input type="checkbox"/> TO - Time Out <input type="checkbox"/> MP - Mediation By A Peer <input type="checkbox"/> WR - Warning/Reprimand <input type="checkbox"/> OT - Other * These action codes require a two digit entry for number of days (01-99)					
<b>15. DURATION (CODE) Codes post automatically to A17 Attendance Detail</b> AS* _____ AY _____ DE _____ IS* _____ OS* 1		<b>ADMINISTRATOR'S SIGNATURE:</b> [REDACTED]		<b>DATE:</b> 10-12-00			
<b>ADMINISTRATOR'S IDENTIFICATION CODE:</b> [REDACTED]		<b>INCIDENT NUMBER:</b> [REDACTED]		<b>COMMENTS:</b> [REDACTED]			
<b>PARENT'S SIGNATURE:</b> [REDACTED]		<b>DATE:</b> [REDACTED]		[REDACTED]			



End of Year Report

204 (continued)  
=====

Crs.	Tot Time	Total Cor/At Exer	Total Per Corr	Enr Lvl	IPM Lvl	Curr Lvl	Tot Sess	Gain
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(Enroll Date - 9/8/94)

MCS	30:52	2243/2774	81	1.49	1.77	2.95	144	1.18
IR	14:32	1308/1474	89	1.49	1.79	2.99	75	1.20
RW	7:02	844/1138	74	2.80	3.83	4.17	39	0.34

Assignments not turned in

Spelling sentences week of Nov. 7, Nov. 14,  
Nov. 21

Math - p. 427 top and bottom ; p. 141

Fla. history - pg. 41

States and Regions - pg. 142

2 book reports due in November

School

Florida  
Telephone Fax

Principal

Assistant Principal

MID-TERM Report of Unsatisfactory Progress

To The Parent/Guardian of \_\_\_\_\_ Grade 4

This report is to advise you that your child is making unsatisfactory progress in:

- Mathematics
- Reading
- Language
- Composition (Writing Process)
- Spelling
- Social Studies
- Science/Health
- Behavior

In order to improve, your child needs to:

- attend school regularly
- bring the necessary supplies and materials to class
- complete classroom assignments on time
- complete homework assignments on time *see back*
- work independently
- Work cooperatively
- follows classroom rules and routines
- other \_\_\_\_\_

We need to work together. Please discuss this report with your child.

Teacher \_\_\_\_\_

12-3-96  
Date

Please sign and return this form to your child's teacher.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Parent's phone number

I wish to request a conference with the teacher. Yes \_\_\_\_\_ No \_\_\_\_\_

CC: CUMULATIVE FOLDER



[Redacted]

[Redacted] Florida [Redacted]

Telephone [Redacted] Fax [Redacted]

[Redacted]

Principal

[Redacted]

Assistant Principal

MID-TERM Report of Unsatisfactory Progress

To The Parent/Guardian of [Redacted] Grade 4

This report is to advise you that your child is making unsatisfactory progress in:

- Mathematics
- Reading
- Language
- Composition (Writing Process)
- Spelling
- Social Studies
- Science/Health
- Behavior

In order to improve, your child needs to:

- attend school regularly
- bring the necessary supplies and materials to class
- complete classroom assignments on time
- complete homework assignments on time *see back*
- work independently
- Work cooperatively
- follows classroom rules and routines
- other \_\_\_\_\_

We need to work together. Please discuss this report with your child.

[Redacted]  
Teacher

12-3-96  
Date

Please sign and return this form to your child's teacher.

[Redacted]  
Student's Signature

\_\_\_\_\_  
Date

[Redacted]  
Parent's Signature

\_\_\_\_\_  
Parent's phone number

I wish to request a conference with the teacher. Yes \_\_\_\_\_ No \_\_\_\_\_

CC: CUMULATIVE FOLDER

*I sent a note with [Redacted]. Please be sure to ask her for it. She finished every-thing except the spelling, because she needs the words, and the words are nouns. What are they to be about?*

Assignments not turned in

Spelling sentences week of ~~Nov. 7~~, Nov. 14,

~~Nov. 21~~

Math - p. ~~127~~ top and bottom; p. ~~141~~

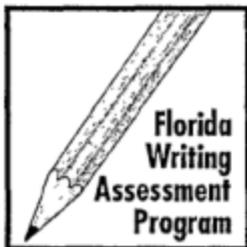
Fla. history - pg. ~~44~~

States and Regions - pg. ~~42~~

2 book reports due in November







1997 Florida Writing Assessment  
**STUDENT REPORT**  
Grade 4

Student Name: [REDACTED] G.  
Student I.D. No.: [REDACTED]  
School: [REDACTED]  
District: [REDACTED]

TYPE OF WRITING TESTED: **WRITING TO TELL A STORY**

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 write a story about what happened when they traveled on a wagon pulled by horses.

RUN DATE: 04/19/97

50-2141-00000401

**EVALUACION DE SECRITURA DE LA FLORIDA  
PRIMAVERA DE 1997  
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.

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

Course	Total Time	Total Corr/Att Exercises	Total Percent Correct	Enroll Level	IPM Level	Current Level	Gain
				Enroll Date - 9/18/96			
MCS	4:08	321/462	69	3.41	3.44	3.50	0.06
RW	4:47	699/782	89	3.88	5.40	5.59	0.19

GRAND TOTAL RECORDS = 1

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6/9/98 2:03pm

LEVEL & COURSE PERFORMANCE

End of Year Report

Course	Total Time	Total Corr/Att Exercises	Total Percent Correct	Enroll Level	IPM Level	Current Level	Gain
			(Enroll Date - 8/21/97)	Class 504			
MCS	2:20	114/152	75	3.49	3.73	3.76	0.03
RW	3:44	384/480	80	5.59	6.14	6.22	0.08
RA		0/0	0	N/A	N/A	N/A	N/A
RI	0:30	9/13	69	--	--	--	--
SPS	0:40	42/56	75	4.00	4.00	4.00	0.00
PFB				N/A	N/A	N/A	N/A
MI	0:00			--	--	--	--

# FCAT 1998

## Individual Profile Report

ID Number [REDACTED]

Grade 5



School Number: [REDACTED]

District Number: [REDACTED]

Run Date: 4/30/98

**CTB  
McGraw-Hill**

### Total Score

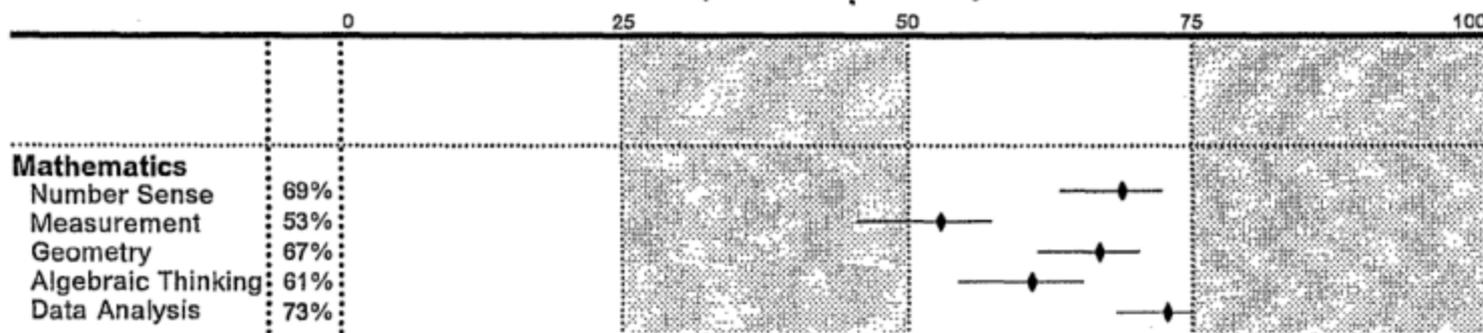
The Total Score indicates the student's level of achievement on FCAT Mathematics. The Total Score that a student could achieve ranges from 100 to 500.

	Total Score
Mathematics	330

The Total Mathematics Score of 330 indicates that [REDACTED] scored in the highest third of grade 5 students who took FCAT Mathematics in 1998.

### Subscores

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



The *Sunshine State Standards* content tested by FCAT Mathematics is described on the back of this report.

### 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.

## 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, relationships, and functions
- using expressions, equations, inequalities, graphs, and formulas

### Data Analyzing 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:

### Compresión 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
- 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

---

### 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.





**FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2000**

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

Student Name  
 Student Number  
 School Name and Number  
 District Name and Number

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	681	68	6

**CONTENT SCORES**

	Number of Points Possible	Number of Points Earned	Number of Questions Attempted
Reading Comprehension	54	49	54
Initial Understanding	10	10	10
Interpretation	24	22	24
Critical Analysis	10	9	10
Strategies	10	8	10
Mathematics Problem Solving	50	32	50
Measurement	5	3	5
Estimation	6	5	6
Problem Solving	5	2	5
Number Relationships	6	5	6
Number Systems	4	2	4
Patterns & Functions	3	3	3
Algebra	4	4	4
Statistics	5	4	5
Probability	3	2	3
Geometry	9	2	9

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 513 to 829.

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 57 and 77.

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.



Community Health Center

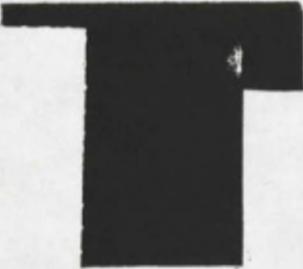


This Certifies that [redacted] was born to [redacted] at 1:42 P.m. on Thursday the [redacted] day

In Witness Whereof I caused this Certificate to be signed by me, authorized officer and duly sworn to allured [redacted]

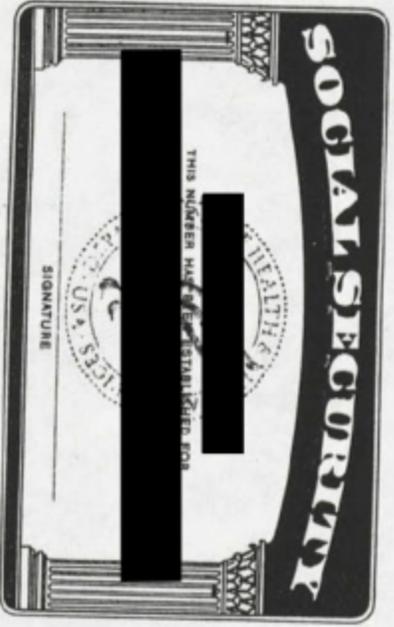


HOLLISTER MANUFACTURED BIRTH CERTIFICATE



YOUR SOCIAL SECURITY CARD

Detach the card below and sign it in ink immediately. Do not laminate your card. Carry it in your purse or wallet.



rd your number elsewhere for ew application and submit ra" also have to submit ecurity office immediately to d with the same number. ke sure your employer copies 1 correctly. Keeping purposes. Such use is Social Security number by wren the organization and the get information from your number must tell you whether ig the number, and tell you work in this country, your Social S. immigration officials will be year or more. sign up for Medicare.



[REDACTED]

# Community Health Center

[REDACTED]



*This Certifies that* [REDACTED]  
*was born to* [REDACTED] *in this Hospital*  
*at* 1:42 P.m. *on* Thursday *the* [REDACTED] *day of* [REDACTED] [REDACTED]

*In Witness Whereof the said Hospital has  
caused this Certificate to be signed by its duly  
authorized officer and its Official Seal to be*  
[REDACTED]

Administrator

Attending Physician



# STUDENT HEALTH EXAMINATIONS

Date 7-15-98  
Race white Sex Female

Student's Full Name \_\_\_\_\_ Phone \_\_\_\_\_ Age \_\_\_\_\_  
Address \_\_\_\_\_ Birthdate \_\_\_\_\_  
Name of Parent or Guardian \_\_\_\_\_ School \_\_\_\_\_

**A. HEALTH EXAMINATION** Height \_\_\_\_\_ Weight \_\_\_\_\_ Blood Pressure \_\_\_\_\_

(✓) 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)	→		R 20/20 L 20/20
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.)		none	
18. Handicap, physical/ other (Specify)		none	
19. Activity Restrictions (Specify)		none	
20. Abuse, substance/ physical / emotional		none	
21. Nutrition	✓		
22. Other	✓		

**B. HEALTH HISTORY** (Serious Illnesses Injuries: explain) \_\_\_\_\_

(attach narrative if additional space needed)

**C. LABORATORY** (as indicated)  
Hemoglobin/Hematocrit 12.3 Stool (O & P) \_\_\_\_\_ Tuberculin test: \_\_\_\_\_  
Sickle Cell \_\_\_\_\_  
type TWO  
date 7/15/98  
results Neg

NAME \_\_\_\_\_  
TITLE \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
(Please Print) \_\_\_\_\_  
Date 7/18/98

DH 3040, 10/96 (Replaces HRS-H Form 3040 which may be used)  
(Stock Number: 5744-000-3040-2)

THE SCHOOL DISTRICT OF [REDACTED]  
ELEMENTARY REPORT CARD

Grade 4

Year 1996 - 1997

Student [REDACTED]  
Teacher [REDACTED]

School [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 (Indicate level with a check)	B	B	C	B
On or above grade level	✓	✓	✓	✓
Below grade level				
Reading (Indicate level with a check)	B	B	A	A
On or above grade level	✓	✓	✓	✓
Below grade level				
Composition	B	B	C	B
Language	B	B	B	B
Spelling	A	B	B	A
Handwriting/Penmanship	C	B	C	B
Social Studies	B	A	B	A
Science/Health	B	A	B	B

**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)]				

**ATTENDANCE**

Regular attendance and punctuality are essential for quality education.

	Marking Period			
	1st	2nd	3rd	4th
Days Present	44	44	45	41
Days Absent	0	1	1	4
Days Tardy	1	0	3	0
Information Included				✓

**PLACEMENT \***

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

THE SCHOOL DISTRICT OF [REDACTED]  
ELEMENTARY REPORT CARD

Grade 05

Year 1997-1998

Student [REDACTED]  
Teacher [REDACTED]

School [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
<b>Mathematics</b> (Indicate level with a check)	C	C	C	C
On or above grade level	✓	✓	✓	✓
Below grade level				
<b>Reading</b> (Indicate level with a check)	B	B	A	B
On or above grade level	✓	✓	✓	✓
Below grade level				
<b>Composition</b>	3	3	3	3
<b>Language</b>	C	C	B	B
<b>Spelling</b>	B	C	C	C
<b>Handwriting/Penmanship</b>	B	B	B	B
<b>Social Studies</b>	B	B	B	C
<b>Science/Health</b>	B	B	B	B

\* 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 [Indicate date(s)]	9/23			

**ATTENDANCE**

Regular attendance and punctuality are essential for quality education.

	Marking Period			
	1st	2nd	3rd	4th
Days Present	48	41	45	37
Days Absent	1	3	3	2
Days Tardy	0	1	0	1
Information Included	✓	✓	✓	✓

**PLACEMENT \***

Grade 06                      Special Session \_\_\_\_\_

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

# STUDENT PROFILE SHEET

PINK=GIRL BLUE=BOY

READING	Instr. Level		Scores	
	Sem.	Yr.End		
Reading Running Record				
This year's CTBS %ile			86	
Last year's CTBS %ile			90	
This year's FCAT (Gr.4)				

	F W
TEACHER: _____	
DATE: <u>6-3-98</u>	

Semester Grades	1st	2nd	3rd	4th
Report Card Grades	B	B	A	B
Grade Level Assessments	Pre: _____		Post: _____	

**Reading Performance Level**

 At or above grade level  
 At risk of falling below grade level  
 Below Grade Level (1-2 years below)  
 Substantially below grade level (more than 2 years)

**Reading Dev. Level**

 Emergent (Early)  
 Emergent (Developing)  
 Early (Early)  
 Early (Developing)  
 Fluent (Early)  
 Fluent (Developing)

WRITING		
Grade 1: Checklist Characteristics (# demonstrated)	Rubric Scores	
	Expository	Narrative
APCES Prompts	Avg 3	Avg 3
Palm Beach Writes		
Florida Writes (Gr. 4)		

**Writing Performance Level**

 At or above grade level  
 At risk of falling below grade level  
 Below Grade Level  
 Substantially below grade level

**Writing Dev. Level**

 Emergent (Initial)  
 Emergent (Developing)  
 Early (Initial)  
 Early (Developing)  
 Fluent (Early)  
 Fluent (Developing)

MATH				
Year-End Cumulative Test (% correct)	Grades/Scores			
	Pre-Test or year end score		Post-Test	
	1st	2nd	3rd	4th
Report Card Grades	C	C	C	C
CTBS %ile	Last Year: <u>64</u>		This Year: <u>68</u>	
This yr. FCAT Score(Gr.5)	<u>330</u>			

**Math Performance Level**

 At or above grade level  
 At risk of falling below grade level  
 Below Grade Level I (up to 1 year)  
 Substantially below grade level (more than 1 year)

OTHER	YES	NO
Circle one →		
Previously Retained?	Y	(N)
Previously Administratively Placed?	Y	(N)
Recommend for Next Year:		
Promote.....	(Y)	N
Place.....	Y	(N)
Retain.....	Y	(N)
- Parent Agrees?.....	Y	(N)
ESE Placements:		
SLD.....	Y	(N)
VE.....	Y	(N)
Sp/L.....	Y	(N)
PI.....	Y	(N)
EH.....	Y	(N)
Other.....	Y	(N)
CST Status:.....	NO	Ref'd
LEP Student?.....	Y	(N)
504 Plan?.....	Y	(N)
Medication?.....	Y	(N)
Medical High Risk? Specify:.....	Y	(N)
Excessive Absences?.....	Y	(N)
Excessive Tardies?.....	Y	(N)
Recommended for this year's Tutorial?.....	Y	(N)
Attended Tutorial?.....	Y	(N)
Behavior 1= Appropriate 4=Very Inappropriate	1	(2) 3 4
Social/Emotional Development/Maturity 1=Very Mature 4=Very Young	1	(2) 3 4

**GRADE LEVEL PERFORMANCE CRITERIA LISTED ON REVERSE SIDE**

## GRADE LEVEL PERFORMANCE CRITERIA

	READING	WRITING	MATHEMATICS
<b>GRADE 1</b>	<ul style="list-style-type: none"> <li>● Running Reading Record (Level D, F, or Readiness)</li> <li>● Functioning at K level</li> <li>● Post Grade Level Assessment Score of 2.0 or lower or 77% or less</li> <li>● Report Card Grades of "N", "D", "F"</li> </ul>	<ul style="list-style-type: none"> <li>● Fewer than three (3) Writing Characteristics Demonstrated (K-3 Assessment System)</li> <li>● Rubric Score of 2.0 or lower</li> <li>● Report Card Grades of 2.0 or lower</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook End-of-Year Test Score of 77% or lower</li> <li>● Report Card Grades of "N", "D", of "F"</li> </ul>
<b>GRADE 2</b>	<ul style="list-style-type: none"> <li>● Running Reading Record (Level 2, J, or H)</li> <li>● Performing one year or more below grade level</li> <li>● Post Grade Level Assessment Score of 2.0 or lower or 77% or less</li> <li>● Report Card Grades of "N", "D", "F"</li> <li>● This year's TN score at or below 25%ile</li> </ul>	<ul style="list-style-type: none"> <li>● APCES/PBW Rubric Scores of 2.0 or lower</li> <li>● Report Card Grades of 2.0 or lower</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook End-of-Year Test Score of 77% or lower</li> <li>● Report Card Grades of "N", "D", of "F"</li> <li>● TN Score at or below 25%ile* (*starting in FY99)</li> </ul>
<b>GRADE 3</b>	<ul style="list-style-type: none"> <li>● Performing 1 to 2 years below grade level</li> <li>● Running Reading Record (Level 5 or lower)</li> <li>● Post Grade Level Assessment Score of 2.0 or lower or 77% or lower</li> <li>● CTBS/TN Score at or below 25%ile</li> <li>● Report Card Grades of "N", "D", or "F"</li> </ul>	<ul style="list-style-type: none"> <li>● APCES/PBW Rubric Scores of 2.0 or lower</li> <li>● Report Card Grades of 2.0 or lower</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook End-of-Year Test Score of 77% or lower</li> <li>● Report Card Grades of "N", "D", of "F"</li> <li>● CTBS/TN Score at or below 25%ile</li> </ul>
<b>GRADE 4</b>	<ul style="list-style-type: none"> <li>● Performing 1 to 2 years below grade level</li> <li>● Post Grade Level Assessment Score of 2.0/77% or lower</li> <li>● Report Card Grades of "N", "D", or "F"</li> <li>● FCAT Score of 200 or lower</li> </ul>	<ul style="list-style-type: none"> <li>● APCES/PBW Rubric Scores of 2.0 or lower</li> <li>● Report Card Grades of 2.0 or lower</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook End-of-Year Test Score of 77% or lower</li> <li>● Report Card Grades of "N", "D", of "F"</li> <li>● CTBS/TN Score at or below 25%ile</li> </ul>
<b>GRADE 5</b>	<ul style="list-style-type: none"> <li>● Performing 1 to 2 years below grade level</li> <li>● Post Grade Level Assessment Score of 2.0/77% or lower</li> <li>● Report Card Grades of "N", "D", or "F"</li> <li>● FCAT Score of 200 or lower</li> <li>● CTBS/TN Score of 25%ile or lower</li> </ul>	<ul style="list-style-type: none"> <li>● APCES/PBW Rubric Scores of 2.0 or lower</li> <li>● Report Card Grades of 2.0 or lower</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook End-of-Year Test Score of 77% or lower</li> <li>● Report Card Grades of "N", "D", of "F"</li> <li>● CTBS/TN Score at or below 25%ile</li> <li>● FCAT Score of 200 or lower</li> </ul>

THE SCHOOL DISTRICT OF [REDACTED]  
**Grade / Course Change Documentation**

STUDENT NUMBER [REDACTED]

**GENERAL INFORMATION**

STUDENT NAME [REDACTED] (first) [REDACTED] (M)	GRADE LEVEL 11	SCH YEAR COURSE TAKEN 04
COURSE/SECTION NUMBER 0500300	COURSE NAME Executive Internship	

**CHANGE DOCUMENTATION**

GRADING PERIOD	GRADE	EXAM	CONDUCT
1	From _____ To <u>A</u>	From _____ To _____	From _____ To _____
	From _____ To _____	From _____ To _____	From _____ To _____

Change course code From \_\_\_\_\_ To \_\_\_\_\_

Reason for change:

- Recalculated Grade Average
- Student Completed Work
- Other (explain below)

*Over site by Instructor.*

**APPROVAL SIGNATURES (two of three required)**

[REDACTED SIGNATURE] \_\_\_\_\_  
 SIGNATURE OF TEACHER  
 [REDACTED] \_\_\_\_\_  
 DATE 6/20/04

[REDACTED SIGNATURE] \_\_\_\_\_  
 SIGNATURE OF AREA ADMINISTRATOR  
 [REDACTED] \_\_\_\_\_  
 DATE 1/28/04

**DATA PROCESSOR CONFIRMATION**

[REDACTED SIGNATURE] \_\_\_\_\_  
 SIGNATURE OF DATA PROCESSOR  
 [REDACTED] \_\_\_\_\_  
 DATE 1/28/04



**Spring 2003**  
**Florida Comprehensive Assessment Test (FCAT)**  
**Sunshine State Standards**  
**Grade 10 Student Report**

Student Name [REDACTED]  
 Student Number [REDACTED]  
 School Name and Number [REDACTED]  
 District Name and Number [REDACTED]

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.

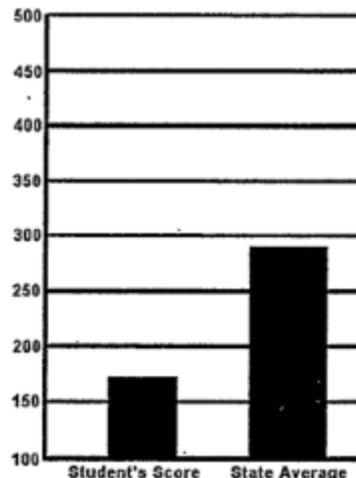
Working with teachers, the State has developed a measurement system that includes reading, writing, mathematics, and science. This report allows you to compare a student's score to other students in the state. Using the "Content Scores," you are able to identify any specific academic skills needing improvement.

Below you will find your 2003 FCAT Science scores. The chart on the right side of the page shows your score compared to the average score this year.

### Science Score

Score*	State Comparison		
	Lowest	Middle	Highest
173	✓		

The Score is a number between 100 and 500.



### Science Content Scores

Content Areas	Points Possible	Points Earned	State Comparison		
			Lowest	Middle	Highest
Physical and Chemical	12	1	✓		
Earth and Space	13	3	✓		
Life and Environmental	13	4	✓		
Scientific Thinking	13	2	✓		

\* 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 SSS Science scores probably would have been between 138 and 208.

## 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 clasifiquen 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 reyalye anjeneral epi nòt pou kontni yo bay kantite pwèn elèv la fè nan yon matyè byen detèmine. Ou ka konprann kisa elèv la reyalye 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.



Official Final Grade Report \*

5/25/2004

Student: [REDACTED]  
Course: Geometry  
Course Code: 1206310  
Instructor: [REDACTED] FL  
Student Address: [REDACTED] 33470  
Honors Credit: No  
Final Grade: C  
Numeric Grade: 70  
Credit Earned: 1.0  
FLVS Code: 71-0600

Student Number: [REDACTED]  
Grade Level: 11  
Date of Birth: [REDACTED]  
School: [REDACTED]  
District: [REDACTED]  
Semester: Sprg04

\* This is to report your Final Grade for the above course. Your grade is being mailed to your district to be included on your official transcripts.

Student Home

FLVS Online Home | Logout



**Student Center**

[Contact](#)

[Home](#)

[Edit Profile](#)

[Course Registration](#)

[Course Login](#)

[View Transcripts](#)

[Fee Management](#)

**Student Course Information**

**Subject:**  
Mathematics

**Course:**  
Geometry

**Semester:**  
Sprg04

**Section #:**  
42

**Teacher:**

**Status:**  
Complete

**Final Grade:**  
C

**Honors:**  
No

**Credit:**  
1

**Pace:**  
Traditional

**Enrolled Date:**  
12/17/2003

**Active Date:**  
1/11/2004

**Grace Period End Date:**  
2/8/2004

**Final Grade Sent Date:**  
5/25/2004

**Withdraw Date:**  
N/A

**Student Material Information**

**Materials Returned**  
Geometry

**Date Returned**  
5/25/2004



## Application For Student Reassignment

- School Transportation is **NOT PROVIDED** by the [REDACTED]
- Student may be returned to the school in his/her assigned attendance area if he/she becomes a discipline and/or attendance problem, a child's parent or guardian is unable or unwilling to work cooperatively with the policies and procedures of the reassigned school, or if the reasons for reassignment are no longer valid. 1977
- Reassignment approval does not guarantee eligibility for athletic teams or other extracurricular activities. Contact your principal for information about eligibility.
- Student Reassignments will be reviewed annually.
- This form is not valid unless signed by parent or legal guardian.

NAME OF STUDENT [REDACTED] Middle		GRADE 10 <sup>th</sup>		RACE white	SEX F	EXCEPTIONAL ST/504 PLACEMENT <input type="checkbox"/> Yes <input type="checkbox"/> No	
STUDENT'S ADDRESS [REDACTED]		NAME OF PARENT OR LEGAL GUARDIAN [REDACTED]		ADDRESS OF PARENT OR LEGAL GUARDIAN Street/Apt. City State Zip Code [REDACTED] Fla [REDACTED]			
HOME TELEPHONE [REDACTED]	EMERGENCY TELEPHONE [REDACTED]	FATHER'S BUSINESS TELEPHONE [REDACTED]		MOTHER'S BUSINESS TELEPHONE [REDACTED]			

Do you currently have a reassignment?  Yes  No

JUL 17 AM 9:12

**Reason for Reassignment:**

- |  |   |
|--|---|
| <input type="checkbox"/> Racial Balance        | <input type="checkbox"/> Moving into Attendance Zone <i>(Please enclose valid proof)</i>              |
| <input type="checkbox"/> High School Senior    | <input type="checkbox"/> Supervision Hardship -Grades K-5 <i>(Please complete additional forms)</i>   |
| <input type="checkbox"/> To Finish School Year | <input type="checkbox"/> Health Reasons <i>(Health forms completed by physician must be attached)</i> |
|  | <input type="checkbox"/> Into County High School Schedule Compatibility <i>(Current year only)</i>    |

**State specific reasons why reassignment is being requested to school listed above:**

I am interested in attending the computer technology academy and receiving the vocational gold seal scholarship.

**NOTICE:** All reassignment requests are measured against concurrency standards which were adopted by the School Board. Schools with enrollment above 110% of capacity can not be considered as a receiving school. If your reassignment request is rejected for this reason, do you wish to have the Department of Student Services select an available site?  Yes  No

[REDACTED SIGNATURE]

6-3-03  
DATE

- Applicant APPROVED  
 DISAPPROVED

[REDACTED SIGNATURE]

7/17/03  
DATE

APPROVAL SIGNATURE - SIGNED FOR THE SCHOOL DISTRICT OF PALM BEACH COUNTY