

5/31/00

NUMBER	LOAN FUNDS DRAWN	PAYMENT DUE DATE	TOTAL PAYMENT
257	\$ 83,974.50	6/01/00	\$ 465.64

YES
 NO
 ENT FROM REMOVING TOOL WITH

BILLING SUMMARY

INTEREST DUE \$	0.00	PREPAID INTEREST \$	0.00
INTEREST DUE \$	465.64	TOTAL AMOUNT DUE \$	465.64
FEES DUE \$	0.00		

STATE
 W.P.
 FL.

[REDACTED]
 HIALEAH FL 33012

FIDELITY FEDERAL BANK & TRUST
 P.O. BOX 989
 WEST PALM BEACH, FL 33402-0989

DETACH HERE AND RETURN THIS PORTION WITH YOUR PAYMENT

FORM 1061

SCHOOL QUOTE

PROPERTY:

[REDACTED]
 LOXAHATCHEE FL 33470

[REDACTED] [REDACTED]

INTEREST BILLED THROUGH 5/31/00
 PAYMENT DUE DATE 6/01/00
 MATURITY DATE 8/01/00
 BEGINNING OF MONTH RATE 8.125%

PREVIOUS INTEREST \$ 0.00
 CURRENT INTEREST \$ 465.64
 LATE CHARGES DUE \$ 0.00
 PREPAID INTEREST \$ 0.00
 TOTAL AMOUNT DUE \$ 465.64

A LATE CHARGE OF \$ 23.28 WILL BE ASSESSED IF THE TOTAL AMOUNT DUE IS NOT PAID ON OR BEFORE 6/21/00.

BY PAYING ON TIME YOU WILL AVOID LATE CHARGES AND WILL PROTECT YOUR CREDIT RATING. FOR BILLING INQUIRIES PLEASE CALL (561)803-9755.

FIDELITY FEDERAL BANK & TRUST
 561-203-9900

FOR QUESTIONS REGARDING YOUR STATEMENT PLEASE TELEPHONE

DURING NORMAL BUSINESS HOURS, OR VISIT OUR NEAREST OFFICE.

PT P
30° X
B # 4

BEARING TO
OVER PORCH
SCREENED PORCH

76.3
4

MAJESTIC

Homes and Realty

June 23, 2000

To Whom It May Concern:

Please be advised that we are building a home for the family of [REDACTED] located at [REDACTED] West Palm Beach, FL 33412. Their home will be completed before August, 2000.

If there are questions, please do not hesitate to let me know.

[REDACTED]

HOMES BUILT BY JPG ENT. CBCO 31861

[REDACTED] • Royal Palm Beach, FL 33411 • [REDACTED]

[REDACTED]

[REDACTED]

7th GRADE TIGERS
WESTERN PINES COMMUNITY MIDDLE SCHOOL
"The Pride of the Acreage"
 2000-2001

[REDACTED]

STUDENT# _____ LAST NAME _____ FIRST NAME _____ MI _____
 _____ W.P.B. FL. 33412
 ADDRESS _____ CITY _____

Seventh graders will take Language Arts, Math, Comprehensive Science, Geography, and Critical Thinking. If you take one of the courses shown with an asterisk, you will not have Critical Thinking.

GENERAL ELECTIVES (Year Long Courses) You may select two of these courses. You may not select any semester courses shown below if you select two year long courses. However, you may choose one year long course and two semester courses. Some courses shown below require a signature.

- 1302000 BAND 1 _____ Teacher
- 1303010 CHORUS 2 _____ Teacher
- 1302010 BAND 2 _____ Teacher
- 1700000 OFFICE AIDE _____ Assistant Principal
- 1302020 BAND 3 * _____ Teacher
- 1302100 ADVANCED HANDBELLS * _____ Teacher

GENERAL ELECTIVES (Semester Courses) If you do not select any year long courses, select 4 options below. However, please note that each year long course selected is equivalent to two of your semester choices. If you select one year long course, you will still need to select two semester courses.

- 1501020 P. E.
- 8600110 ORIENTATION TO TECHNOLOGY
- 0100000 ART 2
- 0800010 HEALTH 2
- 8500130 LIFE CHOICES (Home Ec.)
- 0708000 BEGINNING SPANISH
- 2305000 CAREER EXPLORATIONS
- 04000003 DRAMA

COMPLETED

A student may be placed in an Intensive Math and/or Intensive Reading Class based on scores of normed district tests.

Elective courses are subject to administrative change based on availability. Students are expected to remain in elective choices for the full term. Unless this form is signed and returned, we will select the student's electives.



All 7th graders must have physical and immunizations on a "Florida Form" which has been complete within the past year. All students must be in compliance with medical forms.

FY 2000 - 7TH Grade
THIS SIDE FOR SCHOOL USE ONLY

6TH Grade teachers should initial appropriate class placement.

LANGUAGE ARTS

- 1001040 Regular
- 1001050 Advanced
- 7810010K VE
- 7855010G ALP/ACAD.
- 7863010T CoTeach

MATHEMATICS

- 1205040 Regular
- 1205050 Advanced
- 12003408 Alg. I Honors
- 7812010J EH
- 7812010K VE
- 7863010T Co-Teach

SCIENCE

- 2002070 Regular
- 7820010J EH
- 7820010K VE
- 7863010T CoTeach

SOCIAL STUDIES

- 2103040 Regular
- 7821010J EH
- 7821010K VE
- 7863010T CoTeach

ESE SUPPORT CLASSES

- 7863090K Learning Strategies
- 7863000J Social Personal
- 7855010G ALP/FUNC

ALTERNATIVE EDUCATION

TMH/PMH

- 7812010E Math
- 7810010E Language Arts
- 7855030E Academic Skills
- 7880010E Explor. Voc.
- 7815010E Adaptive P.E.

VE (Self-Contained)

- 7810010E Language Arts
- 7812010E Math
- 7820010E Science
- 7821010E Social Studies
- 7880010E Exploratory Vocational

GIFTED PROGRAM (E. P. required)

- 1000010 INTENSIVE READING
- 1204000 INTENSIVE MATH

ESOL

- 1002010 M/J LA 2 THRU ESOL
 - 1002150 M/J ESOL L/S/R/W 2
-

Parents will be required to sign all necessary paperwork for any special program.

A student may be placed in an Intensive Math and/or Intensive Reading Class based on scores of normed district tests.

THE SCHOOL DISTRICT OF PALM BEACH COUNTY - NEW/RETURNING STUDENTS REGISTRATION

REGISTRATION - PREVIOUS INTERVIEW - REGISTRATION

(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)
 [Redacted] YES NO

(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.

(35) MOTHER HAS CUSTODY? YES NO

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

(38) LEGAL GUARDIAN (IF ANY) *N/A* DOES LEGAL GUARDIAN HAVE CUSTODY? YES NO

OCCUPATION: *unemployed at time*
 PLACE OF EMPLOYMENT: *State Attorneys office (18 yrs.)*
305 547 0235 Miami FL.

EMERGENCY HEALTH AND SAFETY INFORMATION

(40) AUTHORIZED FOR EMERGENCY PICKUP
 YES NO

(41) AUTHORIZED FOR EMERGENCY PICKUP
 YES NO

(42) AUTHORIZED FOR EMERGENCY PICKUP
 YES NO

(43) AUTHORIZED FOR EMERGENCY PICKUP
 YES NO

(44) AUTHORIZED FOR EMERGENCY PICKUP
 YES NO

(45) NAME: [Redacted] ADDRESS: [Redacted] PHONE: [Redacted] RELATIONSHIP: [Redacted]

(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? *unknown at this time* YES NO

(47) FAMILY DOCTOR: [Redacted] (48) PHONE NUMBER: [Redacted] (49) HOSPITAL PREFERENCE: [Redacted]

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

YOUR CHILDREN IN OTHER PALM BEACH COUNTY SCHOOLS:

(51) NAME OF CHILD	SCHOOL ATTENDING	STUDENT NO. (OPTIONAL)	GRADE	BIRTH DATE
<i>None.</i>				
(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. *6-23-00*
 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

(64) PARENT/GUARDIAN LANGUAGE (65) GRADE LEVEL (66) CALENDAR (67) TEACHER NO.

(68) REASSIGNMENT CODE (69) TRANSPORTATION (70) VERIFICATION OF BIRTH (71) BRS (72) DOCUMENTATION CHECKLIST (CHECK AND DATE WHEN RECEIVED)

A-ADM E-EGE YES NO DATE _____ IMMUNIZATIONS DATE _____ VERIFICATION OF BIRTH RECORDS

B-ESOL M-MAG 0 1 2 3 4 5 6 1 3 4 5 6 7 8 9 T A B Z DATE _____ SOCIAL SECURITY NO. (OPTIONAL) DATE _____ PHYSICAL EXAMS

(73) DATA ENTRY COMPLETED BY: _____ DATE: _____

23607906

THE SCHOOL DISTRICT OF
PALM BEACH COUNTY

STUDENT NUMBER: ~~XXXXXXXXXX~~

RETURNING STUDENTS
REGISTRATION
COMPLETED

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.

(2) ALSO KNOWN AS

(4) MAILING ADDRESS

Same # 0680
Same

West Palm Beach FL 33412

CITY STATE ZIP CODE CITY STATE ZIP CODE

(5) STUDENT'S SOCIAL SECURITY NO. (OPTIONAL)

(6) HOME PHONE NO.

(7) SEX

(8) RACE

FEMALE
 MALE

I AMERICAN INDIAN OR ALASKAN NATIVE
 B BLACK NON-HISPANIC

A ASIAN OR PACIFIC ISLANDER
 H HISPANIC

W WHITE NON-HISPANIC
 M MULTIRACIAL

unk

(9) DATE

(10) PLACE OF BIRTH

Miami FL

U.S.A.

(11) RESIDENT STATUS

(12) ENTRY DATE INTO USA

0. FOREIGN EXCHANGE STUDENT
 1. OUT-OF-COUNTY RESIDENT
 2. OUT-OF-STATE RESIDENT
 3. IN-COUNTY RESIDENT 7.18.00

(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
 D. PRE-K DISABILITIES
 E. PRE-K EARLY INTERVENTION
 H. HEADSTART
 M. MIGRANT PRE-K
 N. NON-SUBSIDIZED CHILD CARE
 D. OTHER Preschool - Miami
 S. SUBSIDIZED CHILD CARE

(15) IS THE STUDENT A SINGLE PARENT?

YES NO

(16) CURRENT GRADE LEVEL

into - 7th grade

TRANSFER INFORMATION:

(17) NAME OF SCHOOL TRANSFERRING FROM Lake Stevens Middle
(18) CITY OR LOCATION Miami Florida
(19) DATE OF LAST ATTENDANCE 1999-2000

(20) GRADE LEVEL 6th
(21) LAST PUBLIC SCHOOL ATTENDED IN PALM BEACH COUNTY N/A
(22) DATE ATTENDED New Student

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 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 NO

NEW STUDENTS TO PALM BEACH COUNTY: 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
1. IS A LANGUAGE OTHER THAN ENGLISH USED IN THE HOME? YES NO
2. DOES THE STUDENT HAVE A FIRST LANGUAGE OTHER THAN ENGLISH? YES NO
3. DOES THE STUDENT MOST FREQUENTLY SPEAK A LANGUAGE OTHER THAN ENGLISH? YES NO

STUDENT DISCLOSURES FOR 1st ENTRY IN THE SCHOOL DISTRICT OF PALM BEACH COUNTY HAS THE STUDENT EVER:
1. BEEN EXPELLED FROM SCHOOL? YES NO
2. HAD AN ARREST RESULTING IN A CHARGE? YES NO
3. HAD ANY JUVENILE JUSTICE ACTIONS? YES NO



9-12 Academic Improvement Plan (AIP)

SCH: 2331 ROYAL PALM BEACH COM 23607906
 DOB: [REDACTED] ABS: 2 GR: 10
 FNRT: READ: 18 MATH: 43
 FCAT: READ: 276 MATH: 285
 WAP: AIP: R-FZ W-ZZ M-FZ S-ZZ
 PRIM: LEP: 504:

Marking Period Monitoring Dates:

First / / Second / /
 Third / / Fourth / /

	<input type="checkbox"/> READING	<input type="checkbox"/> WRITING	<input checked="" type="checkbox"/> MATHEMATICS	<input type="checkbox"/> SCIENCE
DIAGNOSTIC ASSESSMENTS	<input checked="" type="checkbox"/> Textbook Assessments <input type="checkbox"/> EDL <input checked="" 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 type="checkbox"/> Textbook Assessments <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)
FOCUS OF REMEDIATION	<input type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Letter Recognition <input type="checkbox"/> Phonics: Sound / Symbol Correspondence Decoding/Encoding <input checked="" type="checkbox"/> Meaning <input checked="" type="checkbox"/> Structure <input checked="" type="checkbox"/> Visual (Phonics) Fluency <input type="checkbox"/> High Frequency Words <input type="checkbox"/> Rate Meaning <input type="checkbox"/> Vocabulary <input type="checkbox"/> Text Comprehension	Types of Writing <input type="checkbox"/> Word/Sentence writing <input type="checkbox"/> Paragraph Writing <input type="checkbox"/> Composition Writing Awareness /Application of FCAT Writing Rubric <input type="checkbox"/> Focus <input type="checkbox"/> Support <input type="checkbox"/> Organization <input type="checkbox"/> Conventions Compositions <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 checked="" type="checkbox"/> Data Analysis and Probability <input checked="" 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 type="checkbox"/> Processes of Life <input type="checkbox"/> How Living Things Interact with their Environment <input type="checkbox"/> The Nature of Science concepts <input type="checkbox"/> Reading in Content Area Specific Concepts _____ _____
DESIRED LEVELS OF PERFORMANCE	Level 1 → 2	[REDACTED]	Level 2 or above	
CONTENT AREA INTERVENTION STRATEGIES			Test taking strategies	
INSTRUCTIONAL DELIVERY INTERVENTION STRATEGIES	Tutoring <input type="checkbox"/> During School Day <input checked="" type="checkbox"/> After/Before School / Saturday Instructional Alternatives <input checked="" 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) Assignment Alternative <input checked="" type="checkbox"/> Time <input checked="" type="checkbox"/> Quantity <input type="checkbox"/> Product Requirements <input type="checkbox"/> Child Study Referrals <input checked="" type="checkbox"/> Instructional Reading	Tutoring <input type="checkbox"/> During School Day <input type="checkbox"/> After/Before School / Saturday Instructional Alternatives <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) Assignment Alternative <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	Tutoring <input checked="" type="checkbox"/> During School Day <input type="checkbox"/> After/Before School / Saturday Instructional Alternatives <input type="checkbox"/> Temporary Skill Groups <input checked="" type="checkbox"/> Cooperative Learning Groups <input type="checkbox"/> Technology <input type="checkbox"/> Other (see attached) Assignment Alternative <input checked="" type="checkbox"/> Time <input type="checkbox"/> Quantity <input type="checkbox"/> Product Requirements <input type="checkbox"/> Child Study Referrals <input checked="" type="checkbox"/> Instructional Mathematics	Tutoring <input type="checkbox"/> During School Day <input type="checkbox"/> After/Before School / Saturday Instructional Alternatives <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) Assignment Alternative <input type="checkbox"/> Time <input type="checkbox"/> Quantity <input 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)

Number of Days Absent _____

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

Monitor Attendance / Tardies Check Homework
 Read with Child Every Night Reinforce Skills
 Attend Parent Conferences Sign Daily/Weekly Notes
 Attend Parent Curriculum/ Information Meetings

DATE _____
 DATE 10-7-03
 DATE _____
 SIGNATURE OF TEACHER _____
 DATE _____

3/4/04

THE SCHOOL DISTRICT OF PALM BEACH COUNTY
3336 FOREST HILL BOULEVARD
WEST PALM BEACH, FL 33406-5869

Parent/Guardian of

Date: 11/01/2000
School: WESTERN PINES MIDDLE
Phone: 792-2500

WEST PALM BEACH, FL 33412

RE:

GRADE: 07

Dear Parent/Guardian:

I regret to inform you that on 11/01/2000 your son/daughter was notified that a suspension was being considered based on the following incident(s):

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 11/01/2000 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 1 days effective 11/02/2000 through 11/02/2000.

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.

[REDACTED]

SCHOOL	STUDENT	GRD	RACE	SUSPENSION DATE	DAYS	ESE	504	LEP
2451	[REDACTED]	07	W	11/02/2000	001	N	N	N

PBSD 0262 (REV. 8/00)

EFTA01709982

AS14-31-C4P1 STUDENT RECORD / SUBJECTS 06/16/00 09.29.55
 STUDENT ID [REDACTED] SCHOOL 6351 GRADE 06 HR GON PRO ST P SCHL CD
 NAME [REDACTED] SEX F ETH W O-PHASE ADD SCHL CD
 BIRTHDATE [REDACTED]
 LAST SUB UPDT 04/17/00 RECORD UPDT 04/17/00 LAST GRD UPDT 03/23/00

REPORTING CYCLE 991 GRADING PERIOD
 CYCLE TOTAL ABSENCES 004 CYCLE TOTAL TARDIES 000

GRADE 06 HR GON

TEAM NUMBER

SCHL	SEQ/SEC	CRS NUM	VOC PGM	TRM TITLE	SP	EP	ROOM	TEACHER	1234	MFF
6351	A15	04 100801001		A M/J RD 1	01		40B	[REDACTED]	BBC	F
6351	Z61	09 000000001		A ADVISEMEN	02		217	[REDACTED]		
6351	D60	03 210301001		A M/J WORLD	03		256	[REDACTED]	CCC	C
6351	B60	02 120501001		A M/J MATH1	04		210	[REDACTED]	CCC	C
6351	A60	02 100101001		A M/J LA 1	05		255	[REDACTED]	BBB	F
6351	P60	04 150110001		1 M/J COM 1	06		56B	[REDACTED]	CB	C C
6351	P61	04 150100003		2 M/J PHY F	06		56B	[REDACTED]	A	
6351	C60	03 200204001		A M/J COMP	07		222	[REDACTED]	CBB	F

** KEY DESIRED GRADING PER

SI12-82-C4P1 COUNTYWIDE TEST SCORES 06/16/00 09.30.41
 STUDENT ID [REDACTED] FLA STU ID [REDACTED] STATUS A
 LEGAL NAME LAST [REDACTED] FIRST [REDACTED] MIDDLE [REDACTED] ETHNIC W APP
 CURRENT SCHOOL 6351 GRADE 06 ENTRY DATE 08/30/99 BIRTHDATE [REDACTED]

TEST YEAR (GRADE)	99 (05)	98 (04)	97 (03)	96 (02)	95 (01)
TEST OPTION	STA9 % CD*				
READ COMP	2 09	2 10	3 12	4 26	4 39
MATH COMP	2 09	3 22	1 01	1 02	2 09
MATH APP / MATH	2 10	3 12	2 06	2 07	1 03
LANG MECH / ENGLISH	4 23	4 33			
WORD STUDY			2 07	2 10	
WORD READ / READ VOC			3 12	2 06	
CONC NBR			3 15	2 09	
SCIENCE	4 34		3 13		
SOC SCI	4 27		3 12		

*CD : ABSENT/IRREGULAR CODE



THE SCHOOL DISTRICT OF PALM BEACH COUNTY

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.

1. STUDENT NAME: [REDACTED]		2. STUDENT NUMBER: [REDACTED]		3. DATE: 11-1-00		4. TIME: Record Actual Military Time. EX: 9:00 A.M. = 0900, 2:00 P.M. = 1400	
5. SCHOOL: Western		6. GRADE: 7		7. ESE/504 <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO		8. NATURE OF PROBLEM: A. Harassment in hallway with another student. Speciated by teacher	
9. LOCATION (CODE) <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 checked="" type="checkbox"/> HA - Hallway <input type="checkbox"/> GY - Gymnasium <input type="checkbox"/> IS - In School Suspension Room <input checked="" 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		10. REPORTED BY: [REDACTED]		11. IDENTIFICATION NUMBER: [REDACTED]		13. ACTION BY TEACHER BEFORE REFERRAL: <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	
12. INCIDENT DESCRIPTION(S) (CODE) If more than one code, circle the primary incident. <input type="checkbox"/> AB - Absence Unexplained /Truancy <input type="checkbox"/> FO - Forgery <input type="checkbox"/> AD - Assertive Discipline Violation <input checked="" 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		REPORTED BY (CODE): NOTE: Use number below for those persons without staff ID numbers 975 - Classroom Aide 976 - Bus Driver 977 - Clerical 978 - Crossing Guard 979 - Custodian 980 - Food Service Staff 981 - Law Enforcement Office 982 - Parent/Guardian 983 - Student 984 - Substitute Teacher 985 - School Volunteer 999 - Other		14. ACTION BY ADMINISTRATION (CODE) <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* <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 type="checkbox"/> IS - In School Suspension* <input type="checkbox"/> SL - Silent Lunch <input type="checkbox"/> LP - Loss Of Privileges <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 <small>* These action codes require a two digit entry for number of days (01-99)</small>			
15. DURATION (CODE) Codes post automatically to A17 Attendance Detail AS* AY DE IS* OS* 1		DATE: 11-1-00		INCIDENT NUMBER: 10419377			
PARENT'S SIGNATURE:		DATE:					



FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2001

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

Student Name [REDACTED]
 Student Number [REDACTED]
 School Name and Number
2451 - WESTERN PINES MIDDLE
 District Name and Number
50 - PALM BEACH

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

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

SUBJECT SCORES

	Scale Score	National Percentile Rank	Stanine
Reading Comprehension	625	13	3
Mathematics Problem Solving	616	9	2

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

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

If you took the test again, your National Percentile Rank might be slightly higher or lower than stated here. However, your National Percentile Rank would probably fall within a certain range. For Reading Comprehension, your National Percentile Rank should be between 07 and 18. For Mathematics Problem Solving, your National Percentile Rank should be between 04 and 17.

CONTENT SCORES

	Number of Points Possible	Number of Points Earned	Number of Questions Attempted
Reading Comprehension	54	21	54
Initial Understanding	10	4	10
Interpretation	24	8	24
Critical Analysis	10	5	10
Strategies	10	4	10
Mathematics Problem Solving	50	12	50
Measurement	5	1	5
Estimation	6	2	6
Problem Solving	5	1	5
Number Relationships	6	0	6
Number Systems	4	0	4
Patterns & Functions	3	1	3
Algebra	4	1	4
Statistics	5	1	5
Probability	3	0	3
Geometry	9	5	9

Each question was worth 1 point.



FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2001

**SUNSHINE STATE STANDARDS
Student Report
Grade 07**

Student Name [REDACTED]
 Student Number [REDACTED]
 School Name and Number
2451 - WESTERN PINES MIDDLE
 District Name and Number
50 - PALM BEACH

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

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

Student Achievement Level Descriptions

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

Your scores are shown below.

SUBJECT SCORES

	Student Achievement Level	Scale Score	State Comparison: Thirds		
			Lowest	Middle	Highest
Reading	TBD	221	✓		
Mathematics	TBD	257	✓		

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

If you took the test again, your scores might be slightly higher or lower than the scores on this report. However, your scores would probably fall within a certain range. For reading, your scale score should be between 202 and 240. For mathematics, your scale score should be between 237 and 277.

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

CONTENT SCORES

	Number of Points Possible	Number of Points Earned	State Comparison: Thirds		
			Lowest	Middle	Highest
Reading					
Words/Phrases	8	4	✓		
Main Idea/Purpose	17	6	✓		
Comparisons	15	3	✓		
Reference/Research	5	1	✓		
Mathematics					
Number Sense	9	2	✓		
Measurement	9	2	✓		
Geometry	8	4		✓	
Algebraic Thinking	9	2	✓		
Data Analysis	9	4		✓	

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

**TBD: To Be Determined

Run Date: 04/26/2001

0348217

15GR19



FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2002

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

Student Name
 Student Number
 School Name and Number
 2451 - WESTERN PINES MIDDLE
 District Name and Number
 50 - PALM BEACH

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

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

SUBJECT SCORES

	Scale Score	National Percentile Rank	Stanine
Reading Comprehension	660	26	4
Mathematics Problem Solving	632	14	3

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 16 and 34. For Mathematics Problem Solving, your National Percentile Rank should be between 07 and 23.

CONTENT SCORES

	Number of Points Possible	Number of Points Earned	Number of Questions Attempted
Reading Comprehension	54	29	54
Initial Understanding	8	5	8
Interpretation	27	17	27
Critical Analysis	7	4	7
Strategies	12	3	12
Mathematics Problem Solving	52	14	52
Measurement	5	1	5
Estimation	5	1	5
Problem Solving	6	0	6
Number Relationships	6	1	6
Number Systems	4	0	4
Patterns & Functions	3	1	3
Algebra	6	3	6
Statistics	4	1	4
Probability	4	1	4
Geometry	9	5	9

Each question was worth 1 point.

FCAT Reports

The FCAT Reading and Mathematics test results are provided in two separate reports, one for the "Sunshine State Standards" (SSS) tests and one for the "Norm-Referenced Test" (NRT) tests. At grades 4, 8, and 10, a third report contains the FCAT Writing results.

The FCAT "Sunshine State Standards" report presents test scores from Florida's test of academic standards. Success on this test can be best understood by using the achievement levels where a 3 or higher is preferred. This report contains Subject Scores and Content Scores. Subject scores provide an overall summary of achievement, and content scores give the number of points earned in specific skill areas.

The "Norm-Referenced Test" report presents 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.

Achievement Levels The achievement level is one of the subject scores on the FCAT "Sunshine State Standards" test. These levels describe the success a student has achieved on the Florida Sunshine State Standards tested on FCAT. Level 5 is the highest and Level 1 is the lowest.

- 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.
- Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A level 4 student answers most of the test questions correctly, but may have only some success with questions that reflect the most challenging content.
- Performance at this level indicates that the student has partial success with the challenging content of the Sunshine State Standards, but performance is inconsistent. A level 3 student answers many of the test questions correctly, but is generally less successful with questions that are the most challenging.
- Performance at this level indicates that the student has limited success with the challenging content of the Sunshine State Standards.
- Performance at this level indicates that the student has little success with the challenging content of the Sunshine State Standards.

Year-to-Year Growth The FCAT "Sunshine State Standards" tests in Reading and Mathematics are given in grades 3-10. Therefore, achievement across two years can be compared for grades 4-10. These comparisons are made based on changes in the student's achievement level from one year to the next.

Certificates Scores on the "Sunshine State Standards" part of FCAT are used to award students with certificates of accomplishment. For Reading and Mathematics, students who score in Achievement Level 5 receive certificates. For Writing, certificates are given to all students with scores of 5.5 and 6 and to fourth graders with scores of 5, 5.5 and 6. Certificates are not awarded based on the Norm-Referenced Test scores.

Informes del FCAT (Spanish)

Los resultados de los exámenes de lectura y matemáticas del FCAT se proporcionan en dos informes por separado, uno para los exámenes según las normas estatales "Sunshine State Standards" (SSS, por sus siglas en inglés) y uno para los exámenes ceñidos a normas de aplicación nacional (NRT, por sus siglas en inglés). Un tercer informe contiene los resultados del examen de redacción del FCAT de los grados 4^{to}, 8^{vo}, 10^{mo}.

El informe según las normas estatales "Sunshine State Standards" del FCAT presenta las calificaciones del examen de las normas académicas de Florida. El éxito de este examen puede entenderse mejor utilizando los niveles de rendimiento en los que se prefiere una calificación de 3 o superior. Este informe contiene dos tipos de calificaciones (calificaciones por materia y calificaciones por contenido). Las calificaciones por materia proporcionan un resumen general del rendimiento y las calificaciones por contenido proveen el número de puntos ganados en áreas de habilidades específicas.

El informe del examen ceñido a normas de aplicación nacional (Norm-Referenced Test) presenta los resultados de Lectura y Matemáticas en una versión de Florida del SAT9 publicado por (Harcourt Educational Measurement). Los resultados obtenidos por los estudiantes se comparan con el grupo modelo o "norma", en el que la clasificación percentil de 50 es el promedio.

Niveles de rendimiento: El nivel de rendimiento es uno de los temas evaluados en el examen *Sunshine State Standards* del FCAT. Estos niveles describen el éxito que un estudiante ha logrado en las normas estatales *Sunshine State Standards* que se prueban en el FCAT. El nivel 5 es el más alto y el nivel 1 es el más bajo.

- El rendimiento a este nivel indica que el estudiante tiene éxito con el contenido más difícil del examen *Sunshine State Standards*. Un estudiante del nivel 5 responde la mayoría de las preguntas del examen correctamente incluyendo las preguntas más difíciles.
- El rendimiento a este nivel indica que el estudiante tiene éxito con el contenido difícil del examen *Sunshine State Standards*. Un estudiante del nivel 4 responde la mayoría de las preguntas correctamente, pero es posible que sólo tenga algún éxito en preguntas que reflejan el contenido más difícil.
- El rendimiento a este nivel indica que el estudiante tiene éxito parcial con el contenido difícil del examen *Sunshine State Standards* pero el rendimiento no es uniforme. Un estudiante de nivel 3 responde muchas de las preguntas del examen correctamente pero por lo general tiene menos éxito con las preguntas que son más difíciles.
- El rendimiento a este nivel indica que el estudiante tiene éxito limitado en el examen *Sunshine State Standards*.
- El rendimiento a este nivel indica que el estudiante tiene poco éxito con el contenido difícil del examen *Sunshine State Standards*.

Evolución de un año al otro: Los exámenes *Sunshine State Standards* del FCAT en lectura y matemáticas se administran desde 3^{er} a 10^{mo} grados. Por lo tanto, el logro en dos años puede compararse con los grados desde 4^{to} hasta 10^{mo}. Estas comparaciones se hacen basadas en los cambios en el nivel de rendimiento del estudiante de un año a otro.

Certificados: Las calificaciones de la parte *Sunshine State Standards* del FCAT se utilizan para otorgar certificados de logros a los estudiantes. Para lectura y matemáticas, los estudiantes que logran un nivel de rendimiento 5 reciben certificados. Para redacción, los certificados se otorgan a todos los estudiantes que han obtenido 5.5 y 6 puntos y a los estudiantes de cuarto grado que han obtenido 5, 5.5 y 6. Los certificados no se otorgan basados en los resultados de los exámenes ceñidos a normas de aplicación nacional.

Rapò FCAT (Haitian Creole)

Yo bay de (2) rapò pou rezilta egzamen lekti ak matematik FCAT la, youn se pou egzamen "Sunshine State Standards" (SSS) yo, epi lòt la se pou egzamen ki baze sou "modèl egzamen ofisyèl FCAT itilize pou fè evalyasyon" (NRT) yo. Nan klas 4^{yèm}, 8^{yèm} ak 10^{yèm}, yo bay yon twazyèm rapò ki gen rezilta egzamen redaksyon FCAT la.

Rapò "Sunshine State Standards" pou FCAT la prezante nòt elèv yo fè nan egzamen Florida bay sou prensip akademik yo. Pou w ka konprann ki kantite siksè yon elèv pote nan egzamen sa a, ou ka itilize tablo nivo siksè elèv la. Nan tablo sa a, yo prefere lòt yon elèv fè yon nòt 3 oswa yon nòt ki pi wo. Rapò a gen nòt pou sijè ak nòt pou kontni ladann. Nòt pou sijè a bay yon rezime jeneral sou tout sa elèv la reyalize nan egzamen an, epi nòt pou kontni an bay kantite pwèn elèv la fè nan yon matyè byen detèmine.

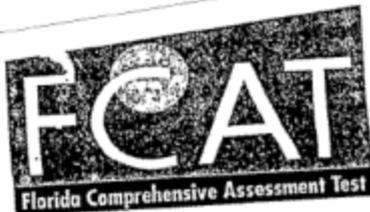
Rapò sou egzamen ki baze sou "modèl egzamen ofisyèl FCAT itilize pou fè evalyasyon" yo prezante nòt pou lekti ak matematik nan vèsyon SAT9 Florida bay la. Se Harcourt Educational Measurement ki te pibliye vèsyon sa a. Yo konpare nòt elèv yo ak yon gwoup nòt yo konsidere kòm "modèl pou egzamen ofisyèl" la nan nivo nasyonal, kote suivan klasman pa pousantaj la, nòt mwayèn nan se 50.

Nivo siksè elèv yo - Nivo siksè elèv yo se nòt pou youn nan matyè ki genyen nan egzamen sou "Sunshine State Standards" pou FCAT la. Nivo sa yo dekri siksè yon elèv reyalize lè elèv la pran egzamen "Sunshine State Standards" pou FCAT la. Pi gwo nivo a se Nivo 5, pi piti nivo a se Nivo 1.

- Pèfòmans nan nivo sa a demontre elèv la te gen siksè nan matyè ki te gen pi plis difikilte ladan yo nan egzamen "Sunshine State Standards" la. Yon elèv ki nan 5^{yèm} nivo reponn pi lòt kesyon egzamen yo kòrèkteman, elèv la menm reponn kesyon ki gen pi plis difikilte ladan yo.
- Pèfòmans nan nivo sa a demontre elèv la te gen siksè nan matyè ki gen difikilte ladan yo nan egzamen "Sunshine State Standards" la. Yon elèv ki nan 4^{yèm} nivo reponn kesyon egzamen yo kòrèkteman, men li gen kèk siksè sèlman nan kesyon ki parèt gen pi plis difikilte ladan yo.
- Pèfòmans nan nivo sa a demontre elèv la gen enpe siksè nan matyè ki gen difikilte ladan yo nan egzamen "Sunshine State Standards" la, men pèfòmans lan pa rete estab. Yon elèv 3^{yèm} nivo reponn anpil nan kesyon egzamen yo kòrèkteman, men anjeneral li gen mwens siksè ak kesyon ki parèt gen pi plis difikilte ladan yo.
- Pèfòmans nan nivo sa a demontre elèv la gen siksè elèv la limite nan matyè ki gen difikilte ladan yo nan egzamen "Sunshine State Standards" la.
- Pèfòmans nan nivo sa a demontre elèv la gen yon ti siksè tou piti nan matyè ki gen difikilte ladan yo nan egzamen "Sunshine State Standards".

Pwogrè de ane an ane - Yo bay egzamen lekti ak matematik "Sunshine State Standards" pou FCAT la depi nan klas 3^{yèm} jiska klas 10^{yèm}. Konsa, ou ka konpare sa elèv yo reyalize pandan dezan (2 an) depi nan klas 4^{yèm} jiska klas 10^{yèm}. Yo baze konparezon yo sou nivo siksè elèv la de ane an ane.

Sètifika - Daprè nòt elèv yo fè nan "Sunshine State Standards" pou FCAT la, yo ka bay yo sètifika pou sa yo akonpli. Pou lekti ak Matematik, elèv ki fè gwo nòt ki klase pèfòmans yo nan 5^{yèm} nivo, resevwa sètifika. Pou redaksyon, tout elèv ki fè nòt 5.5 ak 6 ak tout elèv klas 4^{yèm} ki fè nòt 5, 5.5, ak 6 resevwa yon sètifika. Yo bay sètifika yo swivan nòt elèv yo fè nan egzamen ki baze sou "modèl egzamen ofisyèl FCAT itilize pou fè evalyasyon" yo.



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

Student Name [REDACTED]
 Student Number [REDACTED]
 School Name and Number
 2451 - WESTERN PINES MIDDLE
 District Name and Number
 50 - PALM BEACH

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

2002 compared to 2001

2002 Achievement Levels and Scale Scores

Grade 08
 Achievement Levels
 Scale Score Ranges

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

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

	Scale Score	Achievement Level
Reading	241	1
Mathematics	251	1

Your test scores show how you performed on the day you took the test. If you had taken this test numerous times, most of your scale scores would likely have fallen between two scores. Your FCAT Reading scores might have been between 223 and 259. Your FCAT Mathematics scores might have been between 234 and 268. The range reflects the amount of statistical variability in the scale score.

2002 Content Scores

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

	Number of Points Possible	Number of Points Earned
Reading		
Words/Phrases	8	4
Main Idea/Purpose	22	9
Comparisons	10	4
Reference/Research	10	5
Mathematics		
Number Sense	12	3
Measurement	12	2
Geometry	12	1
Algebraic Thinking	12	3
Data Analysis	12	3

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

2001 Achievement Levels and Scale Scores***

Grade 07
 Achievement Levels
 Scale Score Ranges

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

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

	Scale Score	Achievement Level
Reading	221	1
Mathematics	257	1

2001 to 2002 Learning Gains***

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

Reading Learning Gains:
 Your FCAT Reading achievement level score is the same as last year's. Your test score is low and needs improving. Talk to your teacher about ways to improve your achievement.

Mathematics Learning Gains:
 Your FCAT Mathematics achievement level score is the same as last year's. Your test score is low and needs improving. Talk to your teacher about ways to improve your achievement.

*** 2001 scores and '01



FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2

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

Student Number

School Name and Number
2451 - WESTERN PINES MIDDLE
District Name and Number
50 - PALM BEACH

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

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

SUBJECT SCORES

	Scale Score	National Percentile Rank	Stanine
Reading Comprehension	660	26	4
Mathematics Problem Solving	632	14	3

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 18 and 34. For Mathematics Problem Solving, your National Percentile Rank should be between 07 and 23.

CONTENT SCORES

	Number of Points Possible	Number of Points Earned	Number of Questions Attempted
Reading Comprehension	54	29	54
Initial Understanding	8	5	8
Interpretation	27	17	27
Critical Analysis	7	4	7
Strategies	12	3	12
Mathematics Problem Solving	52	14	52
Measurement	5	1	5
Estimation	5	1	5
Problem Solving	6	0	6
Number Relationships	6	1	6
Number Systems	4	0	4
Patterns & Functions	3	1	3
Algebra	6	3	6
Statistics	4	1	4
Probability	4	1	4
Geometry	9	5	9

Each question was worth 1 point.

INGR58

FCAT Reports

The FCAT Reading and Mathematics test results are provided in two separate reports, one for the "Sunshine State Standards" (SSS) tests and one for the "Norm-Referenced Test" (NRT) tests. At grades 4, 8, and 10, a third report contains the FCAT Writing results.

The FCAT "Sunshine State Standards" report presents test scores from Florida's test of academic standards. Success on this test can be best understood by using the achievement levels where a 3 or higher is preferred. This report contains Subject Scores and Content Scores. Subject scores provide an overall summary of achievement, and content scores give the number of points earned in specific skill areas.

The "Norm-Referenced Test" report presents 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.

Achievement Levels The achievement level is one of the subject scores on the FCAT "Sunshine State Standards" test. These levels describe the success a student has achieved on the Florida Sunshine State Standards tested on FCAT. Level 5 is the highest and Level 1 is the lowest.

- 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.
- 4 Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A level 4 student answers most of the test questions correctly, but may have only some success with questions that reflect the most challenging content.
- 3 Performance at this level indicates that the student has partial success with the challenging content of the Sunshine State Standards, but performance is inconsistent. A level 3 student answers many of the test questions correctly, but is generally less successful with questions that are the most challenging.
- 2 Performance at this level indicates that the student has limited success with the challenging content of the Sunshine State Standards.
- 1 Performance at this level indicates that the student has little success with the challenging content of the Sunshine State Standards.

Year-to-Year Growth The FCAT "Sunshine State Standards" tests in Reading and Mathematics are given in grades 3-10. Therefore, achievement across two years can be compared for grades 4-10. These comparisons are made based on changes in the student's achievement level from one year to the next.

Certificates Scores on the "Sunshine State Standards" part of FCAT are used to award students with certificates of accomplishment. For Reading and Mathematics, students who score in Achievement Level 5 receive certificates. For Writing, certificates are given to all students with scores of 5.5 and 6 and to fourth graders with scores of 5, 5.5 and 6. Certificates are not awarded based on the Norm-Referenced Test scores.

Informes del FCAT (Spanish)

Los resultados de los exámenes de lectura y matemáticas del FCAT se proporcionan en dos informes por separado, uno para los exámenes según las normas estatales "Sunshine State Standards" (SSS, por sus siglas en inglés) y uno para los exámenes ceñidos a normas de aplicación nacional (NRT, por sus siglas en inglés). Un tercer informe contiene los resultados del examen de redacción del FCAT de los grados 4^{to}, 8^{vo}, 10^{mo}.

El informe según las normas estatales "Sunshine State Standards" del FCAT presenta las calificaciones del examen de las normas académicas de Florida. El éxito de este examen puede entenderse mejor utilizando los niveles de rendimiento en los que se prefiere una calificación de 3 o superior. Este informe contiene dos tipos de calificaciones (calificaciones por materia y calificaciones por contenido). Las calificaciones por materia proporcionan un resumen general del rendimiento y las calificaciones por contenido proveen el número de puntos ganados en áreas de habilidades específicas.

El informe del examen ceñido a normas de aplicación nacional (Norm-Referenced Test) presenta los resultados de Lectura y Matemáticas en una versión de Florida del SAT9 publicado por (Harcourt Educational Measurement). Los resultados obtenidos por los estudiantes se comparan con el grupo modelo o "norma", en el que la clasificación percentil de 50 es el promedio.

Niveles de rendimiento: El nivel de rendimiento es uno de los temas evaluados en el examen *Sunshine State Standards* del FCAT. Estos niveles describen el éxito que un estudiante ha logrado en las normas estatales *Sunshine State Standards* que se prueban en el FCAT. El nivel 5 es el más alto y el nivel 1 es el más bajo.

- 5 El rendimiento a este nivel indica que el estudiante tiene éxito con el contenido más difícil del examen *Sunshine State Standards*. Un estudiante del nivel 5 responde la mayoría de las preguntas del examen correctamente incluyendo las preguntas más difíciles.
- 4 El rendimiento a este nivel indica que el estudiante tiene éxito con el contenido difícil del examen *Sunshine State Standards*. Un estudiante del nivel 4 responde la mayoría de las preguntas correctamente, pero es posible que sólo tenga algún éxito en preguntas que reflejan el contenido más difícil.
- 3 El rendimiento a este nivel indica que el estudiante tiene éxito parcial con el contenido difícil del examen *Sunshine State Standards* pero el rendimiento no es uniforme. Un estudiante de 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 El rendimiento a este nivel indica que el estudiante tiene éxito limitado en el examen *Sunshine State Standards*.
- 1 El rendimiento a este nivel indica que el estudiante tiene poco éxito con el contenido difícil del examen *Sunshine State Standards*.

Evolución de un año al otro: Los exámenes *Sunshine State Standards* del FCAT en lectura y matemáticas se administran desde 3^{er} a 10^{mo} grados. Por lo tanto, el logro en dos años puede compararse con los grados desde 4^{to} hasta 10^{mo}. Estas comparaciones se hacen basadas en los cambios en el nivel de rendimiento del estudiante de un año a otro.

Certificados: Las calificaciones de la parte *Sunshine State Standards* del FCAT se utilizan para otorgar certificados de logros a los estudiantes. Para lectura y matemáticas, los estudiantes que logran un nivel de rendimiento 5 reciben certificados. Para redacción, los certificados se otorgan a todos los estudiantes que han obtenido 5.5 y 6 puntos y a los estudiantes de cuarto grado que han obtenido 5, 5.5 y 6. Los certificados no se otorgan basados en los resultados de los exámenes ceñidos a normas de aplicación nacional.

Rapò FCAT (Haitian Creole)

Yo bay de (2) rapò apa pou rezilta egzamen lekti ak matematik FCAT la, youn se pou egzamen "Sunshine State Standards" (SSS) yo, epi lòt la se pou egzamen ki baze sou "modèl egzamen ofisyèl FCAT itilize pou fè evalyasyon" (NRT) yo. Nan klas 4^{yèm}, 8^{yèm} ak 10^{yèm}, yo bay yon twazyèm rapò ki gen rezilta egzamen redaksyon FCAT la.

Rapò "Sunshine State Standards" pou FCAT la prezante nòt elèv yo fè nan egzamen Florida bay sou prensip akademik yo. Pou w ka konprann ki kantite siksè yon elèv pote nan egzamen sa a, ou ka itilize tablo nivo siksè elèv la. Nan tablo sa a, yo prefere fè yon elèv fè yon nòt 3 oswa yon nòt ki pi wo. Rapò a gen nòt pou sijè ak nòt pou kontni ladann. Nòt pou sijè a bay yon rezime jeneral sou tout sa elèv la reyalize nan egzamen an, epi nòt pou kontni an bay kantite pwen elèv la fè nan yon matyè byen detèmine.

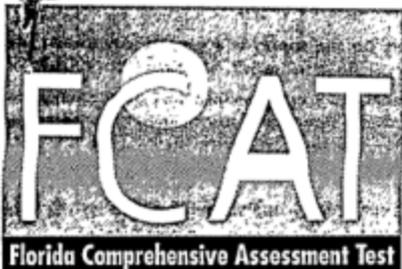
Rapò sou egzamen ki baze sou "modèl egzamen ofisyèl FCAT itilize pou fè evalyasyon" yo prezante nòt pou lekti ak matematik nan vèsyon SAT9 Florida bay la. Se Harcourt Educational Measurement ki te pibliye vèsyon sa a. Yo konpare nòt elèv yo ak yon gwoup nòt yo konsidere kòm "modèl pou egzamen ofisyèl" la nan nivo nasyonal, kote suivan klasman pa pousantaj la, nòt mwayèn nan se 50.

Nivo siksè elèv yo - Nivo siksè elèv yo se nòt pou youn nan matyè ki genyen nan egzamen sou "Sunshine State Standards" pou FCAT la. Nivo sa yo deklè siksè yon elèv reyalize lè elèv la pran egzamen "Sunshine State Standards" pou FCAT la. Pi gwo nivo a se Nivo 5, pi piti nivo a se Nivo 1.

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

Pwogrè de ane an ane - Yo bay egzamen lekti ak matematik "Sunshine State Standards" pou FCAT la depi nan klas 3^{yèm} jiska klas 10^{yèm}. Konsa, ou ka konpare sa elèv yo reyalize pandan dezan (2 an) depi nan klas 4^{yèm} jiska klas 10^{yèm}. Yo baze konparezon yo sou nivo siksè elèv la de ane an ane.

Sètifika - Daprè nòt elèv yo fè nan "Sunshine State Standards" pou FCAT la, yo bay yo sètifika pou sa yo akonpli. Pou lekti ak Matematik, elèv ki fè gwo nòt ki klase pèfòmasyon yo nan 5^{yèm} nivo, resevwa sètifika. Pou redaksyon, tout elèv ki fè nòt 5.5 ak 6 ak tout elèv klas 4^{yèm} ki fè nòt 5, 5.5, ak 6 resevwa yon sètifika. Yo bay sètifika yo swivan nòt elèv yo fè nan egzamen ki baze sou "modèl egzamen ofisyèl FCAT itilize pou fè evalyasyon" yo.



FCAT WRITING
STUDENT REPORT
2002
Grade 8
WRITING TO CONVINCe

Student Name: [REDACTED]
Student I.D. No.: [REDACTED]
School: WESTERN PINES MIDDLE
District: PALM BEACH

SCORE: 3.0

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

RUN DATE: 04/11/02

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 Scores²

- 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.



FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2002
READING SUNSHINE STATE STANDARDS PERFORMANCE TASKS

Student Report
Grade 8

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

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

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

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

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

FCAT 2002
READING PERFORMANCE TASKS
POINTS EARNED

Student Name [REDACTED]
ID Number [REDACTED]
School Number 2451
School Name WESTERN PINES MIDDLE
District Number 50
District Name PALM BEACH

Points earned for answer shown below: 0
Total number of points you earned: 1

for extreme heat, drink
as much water as you
can. find shelter. keep clothes
on, prevents sunburn. extreme
cold, keep dry, wrinkle
your face, toes and fingers.
Do not wear tight clothes.
wear layers of loose dry clothes.



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

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

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

There were six performance tasks on this year's test. The highest number of points possible on all six tasks was 16 points. The total number of points you earned is also shown in the box to the right.

This task required you to respond to the following:

FCAT 2002 MATHEMATICS PERFORMANCE TASKS POINTS EARNED	
Student Name	[REDACTED]
ID Number	[REDACTED]
School Number	2451
School Name	WESTERN PINES MIDDLE
District Number	50
District Name	PALM BEACH
Points earned for answer shown below:	0
Total number of points you earned:	3

Elisa makes silk-screen designs for shirts and sells the shirts at clothing and craft shops. She spends \$10.00 on materials for one shirt and sells the printed shirt for \$12.50. Her goal is to make a profit of \$300.00 in the first month she sells shirts.

Part A Write an equation you can use to find the number of shirts (n) Elisa must sell to reach her goal.

$$1 = 10.00 + 12.50x$$

Equation

Part B Solve the equation you wrote in Part A to find the number of shirts Elisa must sell. Show your work below.

Number of shirts

about 10



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

Date 4-15-93
Race W Sex F

Student's Full Name _____ Phone _____ Age 4
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)			
6. Ears			
7. Auditory Acuity (R & L)			
8. Nose / Throat			
9. Mouth, Teeth and Gums			
10. Chest / Lungs			
11. Heart			
12. Abdomen			
13. Genitals and Anus			
14. Musculo-Skeletal			
15. Neurological			
16. Alertness			
17. Emotional / Mental/ Behavior Prob.)			
18. Handicap, physical/ other (Specify)			
19. Activity Restrictions (Specify)			
20. Abuse, substance/ physical / emotional			
21. Nutrition			
22. Other			

B. HEALTH HISTORY (Serious illnesses Injuries explain) _____

(attach narrative if additional space needed)

C. LABORATORY (as indicated)

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

NAME: _____
TITLE: _____
ADDRESS: _____
(Please print) _____
Date 4-14-93

HRS-H
(Stock)

STATE OF FLORIDA

OFFICE of VITAL STATISTICS
CERTIFICATION OF BIRTH

NAME:

[REDACTED]

DATE OF BIRTH:

[REDACTED]

SEX: FEMALE

PLACE OF BIRTH:

DADE COUNTY, FLORIDA

CERTIFICATE NUMBER:

[REDACTED]

DATE FILED:

8/03/88

DATE ISSUED:

10/18/91

MOTHER'S MAIDEN NAME:

[REDACTED]

FATHER'S NAME:

This is to certify that this is a true abstract of the official record filed with this office.

By

[REDACTED]

OLIVER H. BORDE, M.P.H.
State Registrar



WARNING:

ANY REPRODUCTION OF THIS DOCUMENT IS PROHIBITED BY LAW DO NOT ACCEPT UNLESS ON SECURITY PAPER WITH COLORED BACKGROUND AND GOLD EMBOSSED GREAT SEAL OF THE STATE OF FLORIDA. ALTERATION OR ERASURE VOID THIS CERTIFICATION.

DEPARTMENT OF HEALTH, STATE OF FLORIDA
NON-REPLICATIVE SECURITY PAPER

[REDACTED]

SI14-33-C4P1

HEALTH INFORMATION

06/16/00 09.30.49

STUDENT ID [REDACTED] FLA STU ID 592196154X STATUS A SEX F ETHNIC W
 LEGAL NAME: LAST [REDACTED] FIRST [REDACTED] MIDDLE [REDACTED] APP
 CURRENT SCHOOL 6351 GRADE 06 HR SECT GDN DATE ENTERED 08 / 30 / 99
 BIRTHDATE [REDACTED]
 MEDICAL REASON EFFECTIVE DATE / /
 IMMUNIZATION: 2 EFFECTIVE DATE / / EXPIRATION DATE 08 / 19 / 00
 TB TEST RESULT S HEALTH EXAMINATION Y



SCREENING FOR HEARING PROBLEMS: - | MEDICAL ALERT - PH: (---) --- - ---
 SCREENING FOR VISION PROBLEMS - | CONTACT -----

38 33903 ✓



FLORIDA CERTIFICATION OF IMMUNIZATION

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

[Redacted] / [Redacted] / [Redacted] **DOB**
 [Redacted] **FIRST** [Redacted] **MI** [Redacted] **MO/DAYR**

[Redacted] **Child's SS# (optional)** [Redacted] **STATE IMMUNIZATION ID#¹**

Directions:

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

VACCINE	DOE CODE	Dose 1	Dose 2	Dose 3	Dose 4	Dose 5
DTaP/DTP ²	A	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
DT ³	B	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Td ⁴	C	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Polio ⁵	D	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
HIB ⁶	E	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
MMR (Combined) ⁷	F	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
(Separate) ⁸	G, H, I	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
<input checked="" type="checkbox"/> Hepatitis B ⁹	J	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

- The state immunization ID# is an identifier supplied by the state immunization registry (optional).
- 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.
- DT (pediatric) is acceptable if Pertussis vaccine is medically contraindicated. (Complete Part C for Pertussis contraindication.)
- Td (Adult) Vaccine is recommended for children 7 years of age or older.
- 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.
- Hib is required for child care and preschool entry and attendance only.
- 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.
- Includes single measles vaccine (G), single mumps vaccine (H) or single rubella vaccine (I).
- 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.



DEPARTMENT OF HEALTH AND
REHABILITATION SERVICES

FLORIDA CERTIFICATE OF IMMUNIZATION (HRS 680 — PART A)

(Florida Statutes 232.032)

DATE OF BIRTH

CHILD'S NAME

MO DA YR

PARENT OR GUARDIAN

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

DTP — 5 DOSES REQUIRED

IF THE FOURTH PRIMARY DOSE OF DTaP (PEDIATRIC) VACCINE IS ACCEPTABLE IF PERTUSSIS VACCINE IS MEDICALLY CONTRAINDICATED (COMPLETE PART C FOR PERTUSSIS CONTRAINDICATION.) Td (ADULT) VACCINE (A SERIES OF 3 DOSES) IS ACCEPTABLE AND RECOMMENDED FOR CHILDREN 7 YEARS OF AGE OR OLDER.

POLIO (TOPV) — 4 DOSES REQUIRED

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

MEASLES, MUMPS, AND RUBELLA — 1 DOSE REQUIRED

MMR COMBINED — 1 DOSE AT 12 MONTHS OF AGE OR OLDER AND IN 1998 OR LATER (RECOMMENDED AT 15 MONTHS)

MEASLES SINGLE — 1 DOSE AT 12 MONTHS OF AGE OR OLDER AND IN 1998 OR LATER (RECOMMENDED AT 15 MONTHS)

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

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

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

I HAVE REVIEWED THE RECORDS AVAILABLE AND TO THE BEST OF MY KNOWLEDGE THIS CHILD IS CURRENTLY IMMUNIZED AGAINST DIPHTHERIA, TETANUS, PERTUSSIS, POLIO, MEASLES, MUMPS, AND RUBELLA AS REQUIRED.

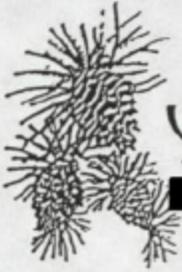
DATE

MO	DA	YR

MO	DA	YR

MO	DA	YR

4-18-93
DATE



WESTERN PINES COMMUNITY MIDDLE SCHOOL

WEST PALM BEACH, FL 33411

PRINCIPAL

REQUEST FOR TRANSFER OF STUDENT RECORDS

DATE: June 23 2000

STUDENT'S FULL NAME: [REDACTED] GRADE 6th

DATE OF LAST ATTENDANCE: June 2000

STUDENT ID. #: [REDACTED]

DATE OF BIRTH: [REDACTED]

NAME AND ADDRESS OF FORMER SCHOOL:

Lake Stevens Middle [REDACTED]
Miami, FL 33015

PHONE NUMBER OF FORMER SCHOOL: 408

[REDACTED]

PARENT HOME PHONE NUMBER

THE ABOVE MENTIONED STUDENT HAS ENROLLED IN OUR SCHOOL. PLEASE SEND COPIES OF THE FOLLOWING:

TRANSCRIPTS/RECORDS, GRADING SCALE, GRADES AT TIME OF WITHDRAWAL, DATE OF ENROLLMENT, DATE OF WITHDRAWAL, HEALTH RECORDS/IMMUNIZATIONS WITH DATES, AND PSYCHOLOGICAL/ESE RECORDS.

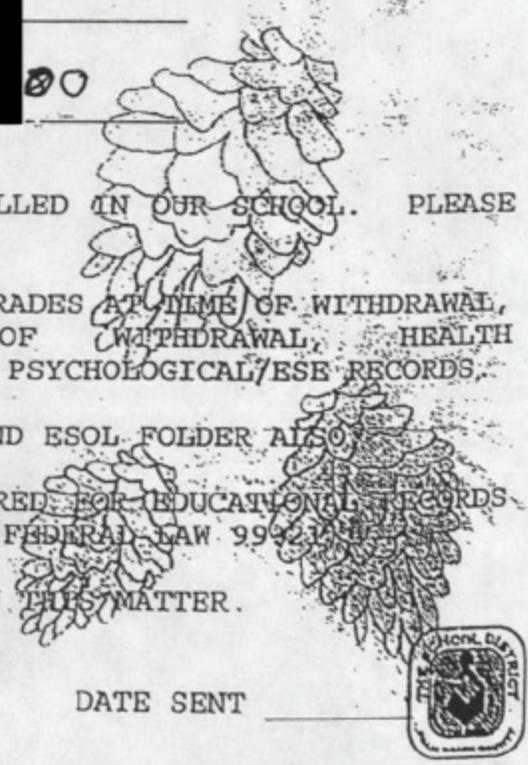
* FOR FLORIDA SCHOOLS ONLY: PLEASE SEND ESOL FOLDER ALSO.

* NOTE: NO PARENT SIGNATURE IS REQUIRED FOR EDUCATIONAL RECORDS SENT TO ANOTHER EDUCATIONAL AGENCY. (FEDERAL LAW 99-214)

THANK YOU FOR YOUR PROMPT ATTENTION IN THIS MATTER.

GUIDANCE DEPARTMENT
WESTERN PINES COMMUNITY MIDDLE SCHOOL

DATE SENT _____





Student Reading & Mathematics Report Fall 2005-Retake

This report shows your results from the retake of the Grade 10 Florida Comprehensive Assessment Test(s). Passing both the Grade 10 Reading and Mathematics tests is a requirement for a standard Florida high school diploma.

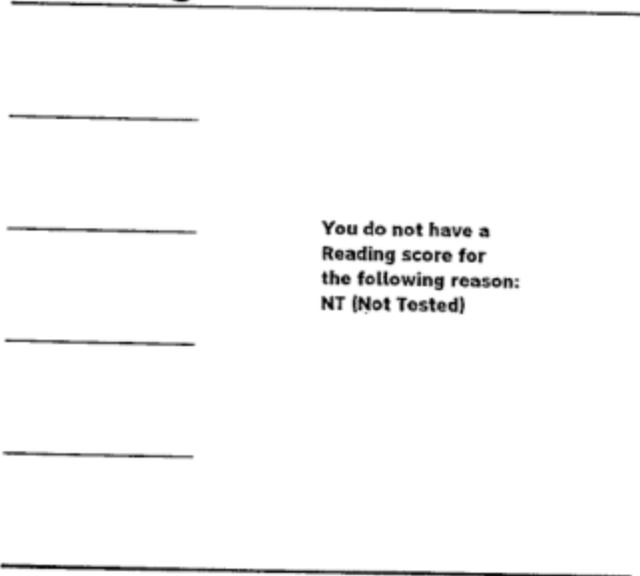
The FCAT measures your performance on selected benchmarks in Reading and Mathematics as defined by the *Sunshine State Standards*. Scores on this test are one indication of your achievement on the challenging content that Florida students are expected to know.



ID [Redacted]
School **2331-ROYAL PALM BEACH HIGH**
District **50-PALM BEACH**
Grade **12**

Your Scores and Performance Levels

Reading



If you took the test but did not receive a score, be sure to contact your school about locating your Reading FCAT score.

Mathematics

Level 5

2193-2709

Level 4

2050-2192

Level 3

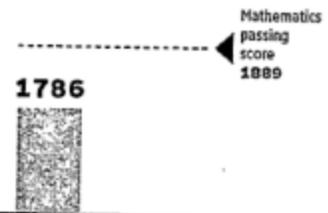
1947-2049

Level 2

1832-1946

Level 1

1068-1831



You did not pass the FCAT Mathematics Retake test.

Your FCAT score is **1786** which is in achievement **Level 1** for Mathematics.

This score shows your achievement on the day you were tested. If you were to take the same test again, it is likely that your Mathematics score would be between 1737 and 1835.



Student Report

Fall 2005-Retake

Page 2

School **2331—ROYAL PALM BEACH HIGH**
 District **50—PALM BEACH**
 Grade **12**

Your Reading Content Scores

You do not have a score in this assessment for the following reason: NT (Not Tested)

Content areas	Points you earned	Points possible
Words/Phrases	—	—
Main Idea/Purpose	—	—
Comparisons	—	—
Reference/Research	—	—

The chart to the left gives more specific information about your performance on the content areas tested by the FCAT. For each content area, students should be able to do the following:

Words and Phrases in Context Selects and uses strategies to understand words and text; makes and confirms inferences from a reading text; interprets data presentations (e.g. maps, diagrams, graphs, and statistical illustrations).

Main Idea, Plot, and Purpose Determines stated or implied main idea; identifies relevant details; identifies methods of development; determines author's purpose and point of view; identifies devices of persuasion and methods of appeal; identifies and analyzes complex elements of plot (e.g. setting, tone, major events, and conflicts and resolutions).

Comparisons and Cause/Effect Recognizes the use of comparison and contrast; recognizes cause-and-effect relationships.

Reference and Research Locates, gathers, analyzes, and evaluates information for a variety of purposes; selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized; analyzes the validity and reliability of primary source information and uses the information appropriately; synthesizes information from multiple sources to draw conclusions.

Your Mathematics Content Scores

You have not passed the Mathematics section of the FCAT

Content areas	Points you earned	Points possible
Number Sense	2	9
Measurement	1	10
Geometry	5	15
Algebraic Thinking	5	12
Data Analysis and Probability	3	10

The chart to the left gives more specific information about your performance on the content areas tested by the FCAT. For each content area, students should be able to do the following:

Number Sense, Concepts, and Operations Identifies operations (+, -, ×, ÷) and the effects of operations; determines estimates; knows how numbers are represented and used.

Measurement Recognizes measurements and units of measurement; compares, contrasts, and converts measurements.

Geometry and Spatial Sense Describes, draws, identifies, and analyzes two- and three-dimensional shapes; visualizes and illustrates changes in shapes; uses coordinate geometry.

Algebraic Thinking Describes, analyzes, and generalizes patterns, relations, and functions; writes and uses expressions, equations, inequalities, graphs, and formulas.

Data Analysis and Probability Analyzes, organizes, and interprets data; identifies patterns and makes predictions, inferences, and valid conclusions; uses probability and statistics.

If you need to retake the FCAT

Talk to your guidance counselor. Many school districts have specialized programs to help students in earning passing scores on the FCAT, including before and after school programs, summer school, tutoring, intensive reading or mathematics classes, and computer-assisted instruction.

Sign up for an intensive reading or mathematics class to sharpen your skills with extra instruction to strengthen your weak areas. These classes count as electives to help you meet your minimum credit requirement for graduation.

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Student Reading & Mathematics Report Fall 2005-Retake

This report shows your results from the retake of the Grade 10 Florida Comprehensive Assessment Test(s). Passing both the Grade 10 Reading and Mathematics tests is a requirement for a standard Florida high school diploma.

The FCAT 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 on the challenging content that Florida students are expected to know.

ID [Redacted]
School **2331-ROYAL PALM BEACH HIGH**
District **50-PALM BEACH**
Grade **12**

Your Scores and Performance Levels

Reading

Level 5

2311-3008

Level 4

2219-2310

Level 3

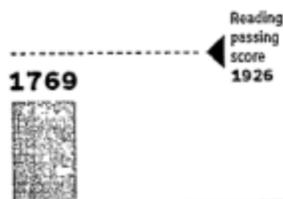
2068-2218

Level 2

1852-2067

Level 1

844-1851



You did not pass the FCAT Reading Retake test.

Your FCAT score is **1769** which is in achievement **Level 1** for Reading.

This score shows your achievement on the day you were tested. If you were to take the same test again, it is likely that your Reading score would be between 1693 and 1845.

Mathematics

You do not have a Mathematics score for the following reason:
NT (Not Tested)

If you took the test but did not receive a score, be sure to contact your school about locating your Mathematics FCAT score.

Date: 11/02/05

Your Reading Content Scores

You have not passed the Reading section of the FCAT

Content areas	Points you earned	Points possible
Words/Phrases	5	7
Main Idea/Purpose	15	22
Comparisons	5	15
Reference/Research	3	8

Your Mathematics Content Scores

You do not have a score in this assessment for the following reason: NT (Not Tested)

Content areas	Points you earned	Points possible
Number Sense	—	—
Measurement	—	—
Geometry	—	—
Algebraic Thinking	—	—
Data Analysis and Probability	—	—

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The chart to the left gives more specific information about your performance on the content areas tested by the FCAT. For each content area, students should be able to do the following:

Words and Phrases in Context Selects and uses strategies to understand words and text; makes and confirms inferences from a reading text; interprets data presentations (e.g. maps, diagrams, graphs, and statistical illustrations).

Main Idea, Plot, and Purpose Determines stated or implied main idea; identifies relevant details; identifies methods of development; determines author's purpose and point of view; identifies devices of persuasion and methods of appeal; identifies and analyzes complex elements of plot (e.g. setting, tone, major events, and conflicts and resolutions).

Comparisons and Cause/Effect Recognizes the use of comparison and contrast; recognizes cause-and-effect relationships.

Reference and Research Locates, gathers, analyzes, and evaluates information for a variety of purposes; selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized; analyzes the validity and reliability of primary source information and uses the information appropriately; synthesizes information from multiple sources to draw conclusions.

The chart to the left gives more specific information about your performance on the content areas tested by the FCAT. For each content area, students should be able to do the following:

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Measurement Recognizes measurements and units of measurement; compares, contrasts, and converts measurements.

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THE SCHOOL DISTRICT OF PALM BEACH COUNTY
Grade / Course Change Documentation

B B B

STUDENT NUMBER [REDACTED]	SCHOOL NUMBER 2331
------------------------------	-----------------------

GENERAL INFORMATION

STUDENT NAME (last) [REDACTED]	(first) [REDACTED]	(MI) [REDACTED]	GRADE LEVEL 12	SCH YEAR COURSE TAKEN 05-06
COURSE/SECTION NUMBER 8800410-a,b,c		COURSE NAME Marketing coop-ojt		

CHANGE DOCUMENTATION

GRADING PERIOD	GRADE	EXAM	CONDUCT
2	From F	From _____	From _____
	To B	To _____	To _____
	From _____	From _____	From _____
	To _____	To _____	To _____

Change course code From _____ To _____

- Reason for change:
- Recalculated Grade Average
 - Student Completed Work
 - Other (explain below)

I did not catch grade error for the second 9 weeks.

APPROVAL SIGNATURES (two of three required)

	1/20/06 DATE
	1/20/06 DATE
SIGNATURE OF AREA ADMINISTRATOR	DATE

DATA PROCESSOR CONFIRMATION

	1-20-06 DATE
--	-----------------



Your Reading Content Scores

You have not passed the Reading section of the FCAT

Content areas	Points you earned	Points possible
Words / Phrases	4	7
Main Idea / Purpose	12	18
Comparisons	12	18
Reference / Research	5	8

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Words and Phrases in Context: Selects and uses strategies to understand words and text; makes and confirms inferences from a reading text; interprets data presentations (e.g. maps, diagrams, graphs, and statistical illustrations).

Main Idea, Plot, and Purpose: Determines stated or implied main idea; identifies relevant details; identifies methods of development; determines author's purpose and point of view; identifies devices of persuasion and methods of appeal; identifies and analyzes complex elements of plot (e.g. setting, tone, major events, and conflicts and resolutions).

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Your Mathematics Content Scores

You have not passed the Mathematics section of the FCAT

Content areas	Points you earned	Points possible
Number Sense	2	10
Measurement	1	10
Geometry	4	14
Algebraic Thinking	2	14
Data Analysis and Probability	1	10

The chart to the left gives more specific information about your performance on the content areas tested by the FCAT. For each content area, students should be able to do the following:

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Spring 2006
 Florida Comprehensive Assessment Test®
 Sunshine State Standards Reading and Mathematics Retake
 Student and Parent Report
Grade 12

This report shows your results from the retake of the Grade 10 Florida Comprehensive Assessment Test(s). Passing both the Grade 10 Reading and Mathematics tests is a requirement for a standard Florida high school diploma.

The FCAT 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 on the challenging content that Florida students are expected to know.



ID
 School **2331-ROYAL PLM B H**
 District **50-PALM BEACH**

Your Scores and Performance Levels

Reading

Level 5

2311-3008

Level 4

2219-2310

Level 3

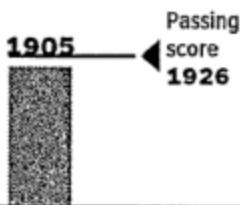
2068-2218

Level 2

1852-2067

Level 1

844-1851



You did not pass the FCAT Reading Retake test.

Your FCAT Score is **1905** which is in achievement **Level 2** for Reading.

The FCAT score shows your achievement on the day you were tested. If you were to take this same test again, it is likely that your 2006 FCAT Reading Score would be between 1824 and 1986.

Mathematics

Level 5

2193-2709

Level 4

2050-2192

Level 3

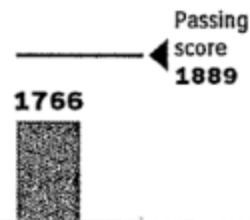
1947-2049

Level 2

1832-1946

Level 1

1068-1831



You did not pass the FCAT Mathematics Retake test.

Your FCAT Score is **1766** which is in achievement **Level 1** for Mathematics.

The FCAT score shows your achievement on the day you were tested. If you were to take this same test again, it is likely that your 2006 FCAT Mathematics Score would be between 1709 and 1823.



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	653	18	3
Mathematics Problem Solving	681	43	5

The Scale Score expresses your performance on the test and allows for comparisons from year to year. Reading Comprehension Scale Scores range from 519 to 830. Mathematics Scale Scores range from 553 to 858.

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 13 and 23. For Mathematics, your National Percentile Rank should be between 31 and 56.

CONTENT SCORES

	Number of Questions on Test	Number of Correct Responses	Number of Questions Attempted
Reading Comprehension	51	22	51
Initial Understanding	10	7	10
Interpretation	22	7	22
Critical Analysis	9	5	9
Strategies	10	3	10
Mathematics Problem Solving	48	20	48
Problem Solving	6	1	6
Algebra	6	3	6
Statistics	5	4	5
Probability	6	3	6
Functions	5	1	5
Geometry-Synthetic	6	1	6
Geometry-Algebraic	5	3	5
Trigonometry	3	3	3
Discrete Math	3	1	3
Precalculus	3	0	3



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

NAME: [REDACTED]
ID: [REDACTED]
SCHOOL: 2331-ROYAL PALM BEACH HIGH
DISTRICT: 50-PALM BEACH

SCORE: 3.5

How Papers Are Scored

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

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

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

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

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

Dear Student:

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

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

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

DESCRIPTION OF THE TOPIC:

You were asked to choose a job and explain why you would not like to have this job.

Data Run Date: 04/07/04

50-2331

Description of Grade 4 Writing Scores

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

Description of Grade 8 Writing Scores

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

Description of Grade 10 Writing Scores

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



Spring 2004

Florida Comprehensive Assessment Test (FCAT)

NORM-REFERENCED TEST

Grade 10 Student Report

NAME: [REDACTED]

ID: [REDACTED]

SCHOOL: 2331 - ROYAL PALM BEACH HIGH

DISTRICT: 50 - PALM BEACH

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

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

SUBJECT SCORES

	Scale Score	National Percentile Rank	Stanine
Reading Comprehension	662	19	3
Mathematics	696	53	5

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

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

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

For Reading Comprehension, your National Percentile Rank should be between 12 and 26.

For Mathematics, your National Percentile Rank should be between 36 and 65.

CONTENT SCORES

	Number of Questions on Test	Number of Questions Attempted	Number of Correct Responses
Reading Comprehension	51	51	25
Initial Understanding	8	8	3
Interpretation	22	22	13
Critical Analysis	9	9	4
Strategies	12	12	5
Mathematics	48	48	21
Problem Solving	6	6	1
Algebra	6	6	3
Statistics	6	6	3
Probability	5	5	4
Functions	5	5	2
Geometry-Synthetic	7	7	3
Geometry-Algebraic	4	4	1
Trigonometry	3	3	0
Discrete Math	3	3	2
Pre calculus	3	3	2

Data Run Date: 04/16/2004

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

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

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

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

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

- Daring Hardworking Imaginative

FCAT 2004
 READING PERFORMANCE TASKS

Student Name [REDACTED]
 Student Number [REDACTED]
 School Name ROYAL PALM BEACH HIGH
 School Number 2331
 District Name PALM BEACH
 District Number 50

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

I think Jim Reid was hard-working. He had to clean all the balls and find 2,500 of them. He would unload all the balls and count them. He would also have to rinse and marinate them in this whitener sauce that he made. He does for golf balls.

This report provides your results on the FCAT 2004 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.

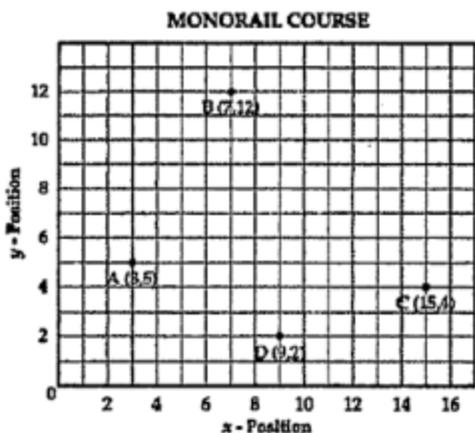
FCAT 2004
MATHEMATICS PERFORMANCE TASKS

Student Name [REDACTED]
 Student Number [REDACTED]
 School Name **ROYAL PALM BEACH HIGH**
 School Number **2331**
 District Name **PALM BEACH**
 District Number **50**

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

The course of the monorail at an amusement park must be changed to make room for a new parking lot. Engineers have decided that only the main supporting column located at point C on the grid below should be relocated. They have also decided that the rebuilt course should be in the shape of a parallelogram.

Part A Plot the new location of the supporting column and write its coordinates. Label the new location C'.



Part B Use the definition or properties of a parallelogram to verify that the new monorail course is a parallelogram. You must use the slopes of the sides, the lengths of the sides, or both, to help verify your answer.



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

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

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

FCAT 2004
SCIENCE PERFORMANCE TASKS

Student Name [REDACTED]
 Student Number [REDACTED]
 School Name **ROYAL PALM BEACH HIGH**
 School Number **2331**
 District Name **PALM BEACH**
 District Number **50**

	This Performance Task Response	All Science Performance Task Responses
Points Possible	2	10
Points Earned	0	2

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



Major Tectonic Plates of the World

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

when plates collide it causes events like canyons, oceans, and states to move around and split apart.



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

NAME: [REDACTED]
 ID: [REDACTED]
 SCHOOL: 2331-ROYAL PALM BEACH HIGH
 DISTRICT: 50-PALM BEACH

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

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

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

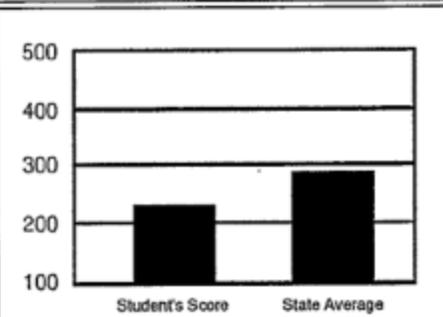
Se ha demostrado que, para el éxito en el competitivo mercado laboral del siglo XXI, es crucial poseer un alto nivel de conocimientos de ciencias. Trabajando con educadores de Florida, el estado ha desarrollado un examen para medir los logros de un estudiante en materia de ciencias de acuerdo a las normas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

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

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

Your 2004 FCAT Science Score

Score *	Compared to Other Students		
	Low	Middle	High
233	✓		



*This score shows your achievement on the day you were tested. If you were to take this test again, it is likely that your 2004 FCAT Science score would be between 213 and 253.

Your 2004 Science Content Scores

Content Areas	Points Earned	Points Possible	Percent	Compared to Other Students		
				Low	Middle	High
Physical and Chemical	3	14	21 %	✓		
Earth and Space	1	11	9 %	✓		
Life and Environmental	5	15	33 %	✓		
Scientific Thinking	6	11	55 %	✓		

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



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

Student Name: [REDACTED]
 Student Number: [REDACTED]
 School Number and Name:
2331-ROYAL PALM BEACH HIGH
 District Number and Name:
50-PALM BEACH

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

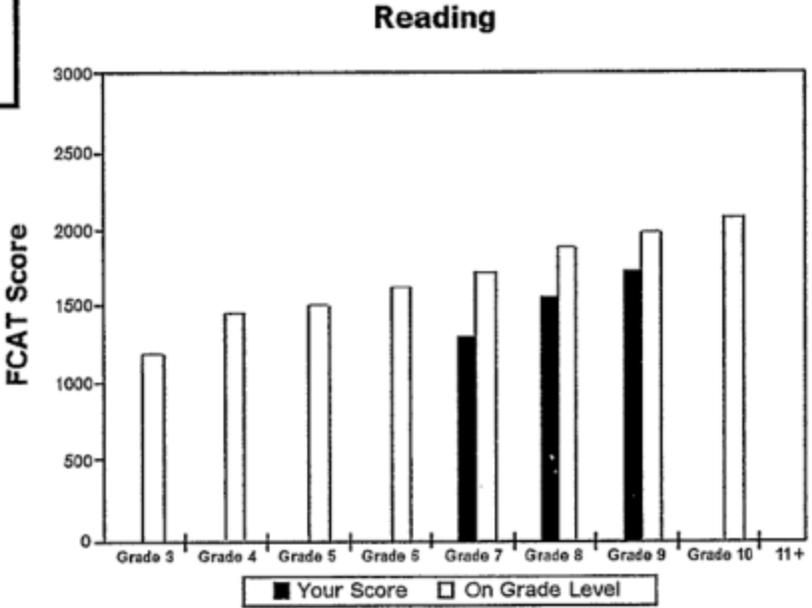
Working with teachers, the State has developed a measurement system that allows you to track a student's academic achievement from year to year and determine if a year's worth of learning has occurred in a year's time. This system also allows you to compare a student's score to a score that represents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

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

Your Reading score is below grade level and needs improvement. Talk to your teacher about ways to improve.

2003 Reading Content Scores		
Content Areas	Points Possible	Points Earned
Words/Phrases	7	6
Main Idea/Purpose	18	9
Comparisons	10	4
Reference/Research	10	6

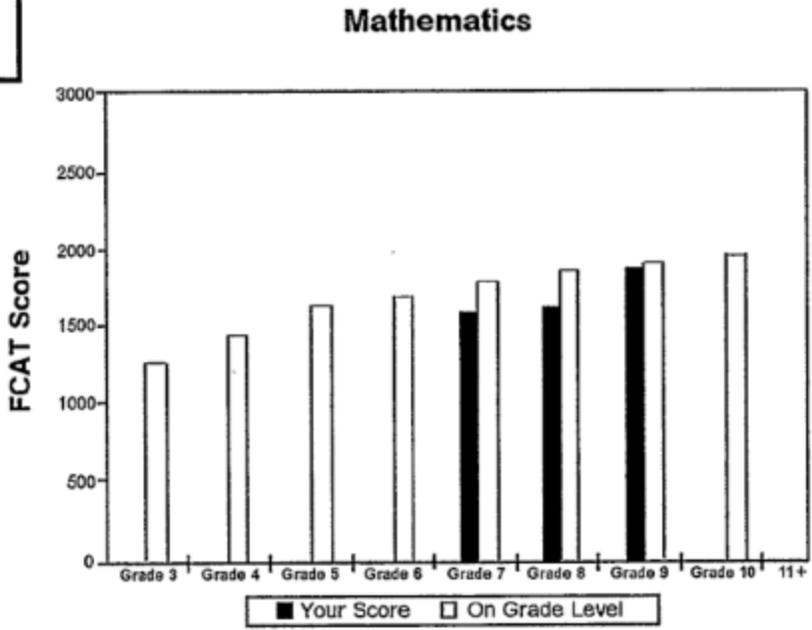
Year	2001	2002	2003
Grade Tested	7	8	9
Achievement Level	1	1	1
FCAT Score *	1305	1557	1727



Your Mathematics score is below grade level and needs improvement. Talk to your teacher about ways to improve.

2003 Mathematics Content Scores		
Content Areas	Points Possible	Points Earned
Number Sense	8	1
Measurement	7	2
Geometry	11	6
Algebraic Thinking	10	3
Data Analysis	8	3

Year	2001	2002	2003
Grade Tested	7	8	9
Achievement Level	1	1	2
FCAT Score *	1591	1621	1866



* 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 1646 and 1808. Your 2003 FCAT Mathematics scores probably would have been between 1818 and 1914.

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

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 the 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 cores. 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.

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.

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.

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.

This student has limited success with the challenging content of the Sunshine State Standards.

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.

**Florida Comprehensive Assessment Test (FCAT)
SSS Reading and SSS Mathematics Retake Tests
Grade 11 Student Report**

NAME: [REDACTED]

ID: [REDACTED]

SCHOOL: 2331-ROYAL PALM BEACH HIGH

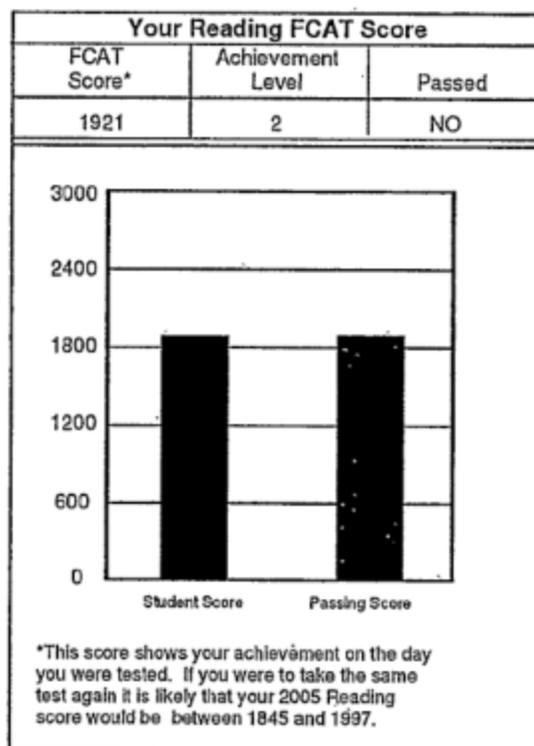
DISTRICT: 50-PALM BEACH

Florida Comprehensive Assessment Test

This report shows your results from the Grade 10 FCAT Retake test(s). Passing both the Grade 10 Reading and Mathematics Tests is a requirement for a standard Florida high school diploma. Students must earn an FCAT Score of 1926 or better in Reading and 1889 or better in Mathematics to meet the graduation requirement.

The FCAT 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.

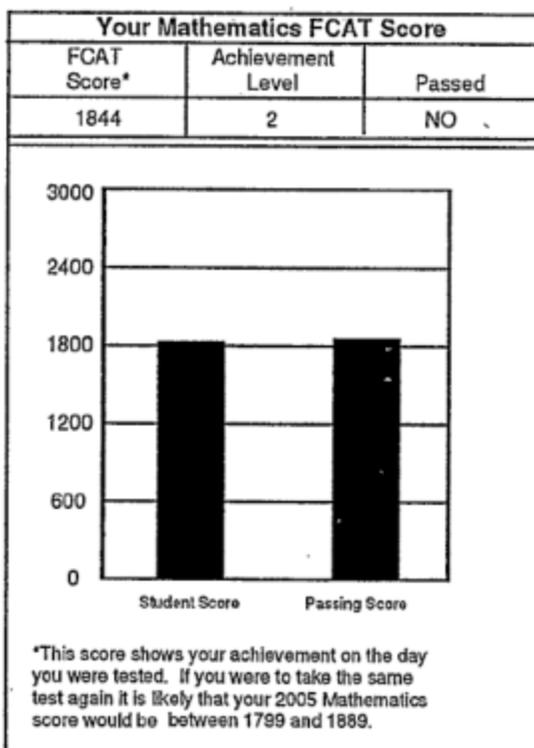
Your Reading Results		
You did not pass the Grade 10 FCAT Reading test. Talk to your teacher or guidance counselor to find out about ways to improve and when you may retake the test.		
Your Reading Content		
Content Areas	Points Earned	Points Possible
Words/Phrases	7	13
Main Idea/Purpose	11	20
Comparisons	10	12
Reference/Research	5	9



Reading Content - Content scores give more specific information about the skills on the FCAT. Grade level expectations for students include:

- **Words and Phrases** -uses skills to determine word meaning, including word parts and relationships between words.
- **Main Idea/Purpose** -determines a stated or implied essential message, details, author's purpose, or plot.
- **Comparisons** -knows similar and different, cause and effect, and contrast.
- **Reference/Research** -uses information from a variety of sources to reach conclusions.

Your Mathematics Results		
You did not pass the Grade 10 FCAT Mathematics test. Talk to your teacher or guidance counselor to find out about ways to improve and when you may retake the test.		
Your Mathematics Content		
Content Areas	Points Earned	Points Possible
Number Sense	5	11
Measurement	2	10
Geometry	1	13
Algebraic Thinking	3	14
Data Analysis	4	10



Mathematics Content - Content scores give more specific information about the skills on the FCAT. Grade level expectations for students include:

- **Number Sense** -uses number concepts and computation skills.
- **Measurement** -solves problems involving measurements, e.g., time, length, area.
- **Geometry** -analyzes and combines shapes to solve problems.
- **Algebraic Thinking** -analyzes patterns and uses equations and inequalities.
- **Data Analysis and Probability** -uses data analysis tools to display information, make predictions and make inferences.

NT=Not Tested NR=Not Reported



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
LEARNING IMPROVEMENT PLAN (AIP)

Student Name _____ MID GR: 08 _____ nber _____
 School Name _____ FCAT - READ: 221 MATH: 257 _____
 Student's Previous _____ WAP: _____ AIP: R-R W-ZZ M-R _____
 _____), or had a previous AIP (AIP): _____
 PRIMARY EXCP: _____ LEP: _____

Diagnostic Assessments Check (✓) all that apply.	Reading	Writing	Mathematics
	Classroom/Schoolwide Assessments		
Class Performance	✓		
Student Portfolio		✓	
Teacher Assessments	✓		
Text Placement/Tests	✓		
Systemwide Assessments			
Norm Referenced Test (NRT)	✓		
State Assessment(s)	✓		
Other Standardized Assessments			
Diagnostic Software			
Other (See attached.)			

Instructional Intervention Strategies Check (✓) all that apply.	Reading	Writing	Mathematics
	Tutoring		
During School Day			✓
Afterschool/Saturday Program			
Enrollment in Intensive Course			
Classroom Organization			
Small Group Instruction	✓		
Cooperative Learning Groups	✓		✓
Guided Reading/Writing Groups			
Alternative Reading Program			
Technology/Computer-Assisted Instruction			
Other:			
Instructional Alternatives			
Variety of Teaching Techniques	✓		✓
Varied Pacing	✓		✓
Assignment Alternatives - Adaptations in:			
Time			
Quantity			
Product Requirements			✓
ESE Referral			
Other (See attached.)			

After completing diagnostic assessments, check (✓) all that apply.

READING - Focus for remediation:

- Reading Cues:
 Graphophonics Structure Context
- Reading Strategies
 Sampling/Searching Predicting
 Cross-Checking Confirming
- Reading Behaviors:
 Rate Self-correcting Self-monitoring
- Comprehension Strategies:
 Fiction
 Nonfiction
 Specify Strategy _____
- Reading Skills:
 Vocabulary
 Word Recognition
 Word Patterns
 Specific Skill _____
 Specific Skill _____
 Specific Skill _____

WRITING - Focus for remediation:

- Sentence Writing
 Paragraph Writing
 Composition Writing
- Types of Writing:
 Expository
 Persuasive
- Awareness/Application of FCAT Writing Rubric
 Focus
 Organization
 Support
 Conventions of Writing (Grammar/Mechanics)

Other: _____

MATHEMATICS - Focus for remediation:

- Number Sense, Concepts, and Operations
 Specific Concept(s) _____
- Measurement
 Specific Concept(s) _____
- Geometry and Spatial Sense
 Specific Concept(s) _____
- Algebraic Thinking
 Specific Concept(s) Equations
- Data Analysis and Probability
 Specific Concept(s) _____

Parent/Guardian Contact - Commitment/Contribution

_____ Date 10/29/01
 _____ Date 10/15/01
 _____ Date _____

Student Performance Review Date(s) <u>Spring 2002</u>	Reading	Writing	Mathematics
	Outcome (Indicate Yes or No as appropriate.)		
Successfully Remediated	Y	-	N
Requires New AIP Next School Year	N	-	Y
Retention			
Special Services/Placement			
Other (See attached.)			

Your Scores

Verbal 26	Math 24	Writing Skills 25
---------------------	-------------------	-----------------------------

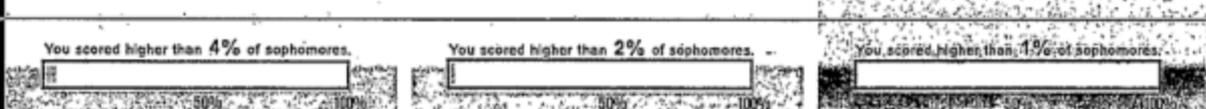
Scores within these ranges can be considered similar to yours.

Ranges: Verbal (20-80), Math (20-80), Writing Skills (20-80)



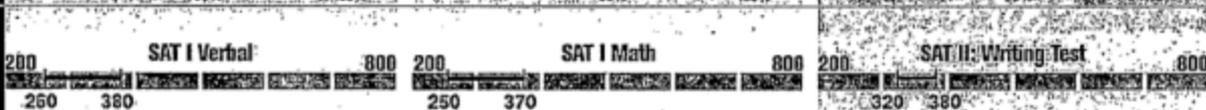
National Merit Scholarship Corporation (NMSC) Programs

Percentiles



Selection Index
75*

What SAT Ranges Can You Expect?



Percentile 1
compares your performance with college-bound juniors

The Selection Index is the sum of your verbal, math, and writing skills scores. NMSC uses the Selection Index as an initial screen of over 1.3 million students who enter its scholarship programs (see reverse). *The asterisk (*) next to your Selection Index means you do not meet entry requirements for NMSC's 2005 programs. See your responses to entry items below and further information on the reverse side.

Entry Requirements
Below is information you provided on your answer sheet.

Full-time high school student: YES

Year to complete high school and enroll full time in college: 2006 +

Years to be spent in grades 9-12: 4

U.S. citizenship: YES

NOTE: Students who will be leaving high school and entering college in 2006 or later must take the PSAT/NMSQT again in their third year (junior year) of grades 9 through 12 to enter NMSC programs.

Review Your Answers

Ask for your test book back so you can see the questions.

- Key**
- ✓ Correct
 - Omitted
 - u Unscorable
 - e Easy
 - m Medium
 - h Hard
 - Alg Algebra
 - Arth Arithmetic
 - Geo Geometry

Section	Question	Correct Answer	Your Answer	Difficulty	Content	
SECTION 1	Sentence Completions 1	D C e				
	Sentence Completions 2	A ✓ e				
	Sentence Completions 3	B A m				
	Sentence Completions 4	D A h				
	Sentence Completions 5	A D h				
	Analogy 6	E D e				
	Analogy 7	C A e				
	Analogy 8	A ✓ e				
	Analogy 9	C A e				
	Analogy 10	C ✓ h				
	Analogy 11	A ✓ h				
	Critical Reading 12	C D e				
	Critical Reading 13	A E m				
	Critical Reading 14	E D h				
	Critical Reading 15	B C m				
	Critical Reading 16	D B h				
	Critical Reading 17	C B h				
	Critical Reading 18	B C e				
	Critical Reading 19	C D m				
	Critical Reading 20	D A m				
	Critical Reading 21	A B m				
	Critical Reading 22	C E m				
	Critical Reading 23	C ✓ m				
	Critical Reading 24	B ✓ e				
	Critical Reading 25	D C m				
SECTION 3	Sentence Completions 26	A ✓ e				
	Sentence Completions 27	F B e				
	Sentence Completions 28	C D e				
	Sentence Completions 29	A B m				
	Sentence Completions 30	C B m				
	Sentence Completions 31	A ✓ h				
	Sentence Completions 32	B C h				
	Sentence Completions 33	D C h				
	Analogy 34	C A e				
	Analogy 35	A ✓ e				
SECTION 4	Quantitative Comparisons 33	23 or 24	o	e	Alg	
	Quantitative Comparisons 34	7		6	m Arth	
	Quantitative Comparisons 35	126		18	m Geo	
	Quantitative Comparisons 36	2250		360	m Alg	
	Quantitative Comparisons 37	9/2 or 4.5		15	h Geo	
	Quantitative Comparisons 38	27		1	h Alg	
	Quantitative Comparisons 39	15		o	h Alg	
	Quantitative Comparisons 40	.222 or 2/9		1.39	h Geo	
	Student-Produced Responses					
	Student-Produced Responses					

Section	Question	Correct Answer	Your Answer	Difficulty	Content
SECTION 2	Standard Multiple-Choice 1	E A e Alg			
	Standard Multiple-Choice 2	A E e Arth			
	Standard Multiple-Choice 3	B ✓ e Geo			
	Standard Multiple-Choice 4	B C e Arth			
	Standard Multiple-Choice 5	D B e Alg			
	Standard Multiple-Choice 6	C B e Alg			
	Standard Multiple-Choice 7	B D e Alg			
	Standard Multiple-Choice 8	D B e Arth			
	Standard Multiple-Choice 9	E C e Arth			
	Standard Multiple-Choice 10	A B m Geo			
	Standard Multiple-Choice 11	B A m Arth			
	Standard Multiple-Choice 12	E C m Alg			
	Standard Multiple-Choice 13	C ✓ m Arth			
	Standard Multiple-Choice 14	D B m Alg			
	Standard Multiple-Choice 15	D B h Geo			
	Standard Multiple-Choice 16	C A h Alg			
	Standard Multiple-Choice 17	A B h Arth			
	Standard Multiple-Choice 18	D B h Alg			
	Standard Multiple-Choice 19	B C h Alg			
	Standard Multiple-Choice 20	A D h Geo			
	Standard Multiple-Choice 21	C ✓ e Arth			
	Standard Multiple-Choice 22	D B e Geo			
	Standard Multiple-Choice 23	A C e Alg			
	Standard Multiple-Choice 24	B A m Alg			
	Standard Multiple-Choice 25	B ✓ e Arth			
Standard Multiple-Choice 26	A C m Arth				
Standard Multiple-Choice 27	B A m Arth				
Standard Multiple-Choice 28	D B m Alg				
Standard Multiple-Choice 29	D B m Arth				
Standard Multiple-Choice 30	A B h Geo				
Standard Multiple-Choice 31	C ✓ h Alg				
Standard Multiple-Choice 32	A ✓ h Geo				

Section	Question	Correct Answer	Your Answer	Difficulty	Content
SECTION 5	Identifying Sentence Errors 1	D A e			
	Identifying Sentence Errors 2	B E m			
	Identifying Sentence Errors 3	D E m			
	Identifying Sentence Errors 4	D A m			
	Identifying Sentence Errors 5	C E m			
	Identifying Sentence Errors 6	B E m			
	Identifying Sentence Errors 7	B D m			
	Identifying Sentence Errors 8	B E m			
	Identifying Sentence Errors 9	A E h			
	Identifying Sentence Errors 10	E B m			
	Identifying Sentence Errors 11	A C h			
	Identifying Sentence Errors 12	C E m			
	Identifying Sentence Errors 13	E ✓ m			
	Identifying Sentence Errors 14	D E h			
	Identifying Sentence Errors 15	D C h			
	Identifying Sentence Errors 16	B E h			
	Identifying Sentence Errors 17	B A h			
	Identifying Sentence Errors 18	E B m			
	Identifying Sentence Errors 19	B D h			
	Identifying Sentence Errors 20	E D h			
	Identifying Sentence Errors 21	E ✓ h			
	Identifying Sentence Errors 22	E D m			
	Identifying Sentence Errors 23	B D e			
	Identifying Sentence Errors 24	D ✓ e			
	Identifying Sentence Errors 25	A B e			
	Identifying Sentence Errors 26	D B e			
	Identifying Sentence Errors 27	C D m			
	Identifying Sentence Errors 28	D B m			
	Identifying Sentence Errors 29	A ✓ m			
	Identifying Sentence Errors 30	D B m			
	Identifying Sentence Errors 31	E C m			
	Identifying Sentence Errors 32	A B m			
	Identifying Sentence Errors 33	E D m			
	Identifying Sentence Errors 34	B C e			
	Identifying Sentence Errors 35	C A m			
	Identifying Sentence Errors 36	E B m			
	Identifying Sentence Errors 37	A C e			
	Identifying Sentence Errors 38	D B m			
	Identifying Sentence Errors 39	E C m			

Section	Question	Correct Answer(s)	Your Answer	Difficulty	Content	
SECTION 4	33	23 or 24	o	e	Alg	
	34	7		6	m Arth	
	35	126		18	m Geo	
	36	2250		360	m Alg	
	37	9/2 or 4.5		15	h Geo	
	38	27		1	h Alg	
	39	15		o	h Alg	
	40	.222 or 2/9		1.39	h Geo	
	Student-Produced Responses					
	Student-Produced Responses					

You answered correctly 4 of 39 writing skills questions and earned 4 points:

- 2 of 6 easy questions
- 2 of 23 medium questions
- 0 of 7 hard questions

You omitted 0 question(s).

You answered incorrectly 35 question(s) and lost 9 point(s).

- Scoring**
- Correct answer = PLUS 1 POINT.
 - Omitted answers = NO POINTS.
 - Wrong answers to questions with 4 choices = MINUS 1/3 POINT.
 - Wrong answers to questions with 5 choices = MINUS 1/4 POINT.
 - Wrong answers to math questions 33-40 = NO LOST POINTS.

You answered correctly 12 of 52 verbal questions and earned 12 points.

- 6 of 16 easy questions
- 3 of 22 medium questions
- 3 of 14 hard questions

You omitted 0 question(s).

You answered incorrectly 40 question(s) and lost 10 point(s).

You answered correctly 6 of 40 math questions and earned 6 points.

- 3 of 14 easy questions
- 1 of 13 medium questions
- 2 of 13 hard questions

You omitted 2 question(s).

You answered incorrectly 32 question(s) and lost 7 point(s).

Improve Your Skills

The skills listed are based on the test and present those that you have the best chance to improve with extra work. Follow the suggestions to improve in each area.

- Distinguishing conflicting viewpoints**
How to Improve: When reading, practice summarizing main ideas and noting sentences that mark transition points. Learn to understand methods of persuasion and argumentation. Expand your reading to include argumentative writing, such as political commentary, philosophy, and criticism.
See questions 25, 42, 43.
- Recognizing connections between ideas in a sentence**
How to Improve: Learn how connecting words (such as relative pronouns and conjunctions) establish the relationship between different parts of a sentence.
See questions 4, 27, 33.
- Understanding the exact relationship between words**
How to Improve: In an analogy question, state the relationship between the first two terms in a sentence and then evaluate all the answer choices. If more than one matches your relationship sentence, formulate the relationship more precisely.
See questions 6, 34.

Your pattern of correct and incorrect responses does not provide clear evidence about your specific math strengths and weaknesses. Still, your score report can provide valuable insights that may help you improve. We recommend that you look at the questions you got wrong to see if you made careless errors or if you need to review certain skill areas. Math teachers have identified the following areas as a good place to begin improving math problem-solving skills.

- Using basic concepts and operations in arithmetic problem solving**
How to Improve: Practice solving problems involving fractions, decimals, ratio, percent, exponents, square roots, place value.
- Applying rules in algebra and geometry**
How to Improve: Review algebra rules (such as exponents, solving equations and inequalities) and geometry rules (such as measures of angles associated with parallel lines). Become familiar with geometric formulas at the beginning of math sections of the test, and practice problems that use them.

Your pattern of correct and incorrect responses does not provide clear evidence about your specific strengths and weaknesses in writing skills. Still, your score report can provide valuable insights that may help you improve. We recommend that you look at the questions you got wrong to see if you made careless errors or if you need to review certain skill areas. English teachers have identified the following areas as a good place to begin improving writing skills.

- Following conventions in writing**
How to Improve: Review the chapters in a grammar book that cover grammatical conventions, such as word choice, use of noun and prepositional phrases, and sentence construction. Work with your teacher to become more familiar with the conventions of standard written English.
- Recognizing improper pronoun use**
How to Improve: Learn to understand the distinction between informal, spoken pronoun usage and standard written pronoun usage. Review the way you use pronouns in your own writing. Ask your teacher to help you identify and correct pronoun errors in your own writing.

Your Educational Plans

Grade Average C+

College Major Nursing

Information above is self-reported.

Description: Majors in nursing learn how to care for those who are ill; how to rehabilitate, counsel, and educate patients; and how to work as part of a health care team in many settings. They study humanities, natural sciences, and nursing theory in order to serve individuals, families, groups, and communities.

Associated Skills: Systematic, comprehensive, and clear thinking; clear writing and speaking; independent decision making.

Recommended High School Courses: English 4, precollege mathematics 3, biology 1, chemistry 1, physics 5, social studies 5, anthropology, psychology, sociology, history 5, foreign language 2, and computer science 5.

Other Majors to Consider: Dental hygiene, Gerontology, Nutritional sciences, Occupational therapy, Pharmacy, Physical therapy, Social work, and Speech pathology/audiology.

Careers: The nursing profession is the most rapidly growing occupation for college graduates. The shortage of nursing students is expected to continue into the future. Men and women educated as professional nurses are and will be in demand in a variety of jobs and settings, among them public and community health agencies, physicians' offices, clinics, hospitals, schools, factories, prisons, wellness centers, the Red Cross, home and foreign missions, youth camps, professional organizations, mental health agencies, the armed forces, rehabilitation centers, in-home care, insurance companies, and private practice.



October 2004

**Florida Comprehensive Assessment Test (FCAT)
SSS Reading and SSS Mathematics Retake Tests
Grade 11 Student Report**

NAME: [REDACTED]
ID: [REDACTED]
SCHOOL: 2331-ROYAL PALM BEACH HIGH
DISTRICT: 50-PALM BEACH

This report shows your results from the Grade 10 FCAT Retake test(s). Passing both the Grade 10 Reading and Mathematics Tests is a requirement for a standard Florida high school diploma. Students must earn an FCAT Score of 1926 or better in Reading and 1889 or better in Mathematics to meet the graduation requirement.

The FCAT 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.

Your Reading Results

You did not pass the Grade 10 FCAT Reading test. Talk to your teacher or guidance counselor to find out about ways to improve and when you may retake the test.

Your Reading Content

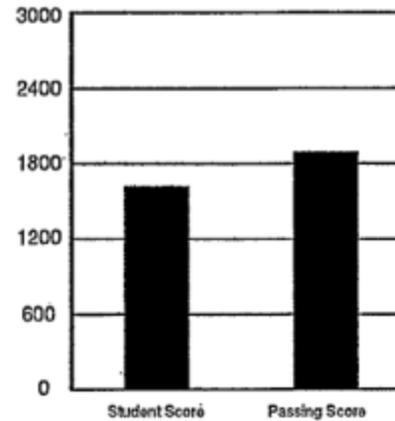
Content Areas	Points Earned	Points Possible
Words/Phrases	2	13
Main Idea/Purpose	5	18
Comparisons	10	14
Reference/Research	7	9

Reading Content - Content scores give more specific information about the skills on the FCAT. Grade level expectations for students include:

- **Words and Phrases** -uses skills to determine word meaning, including word parts and relationships between words.
- **Main Idea/Purpose** -determines a stated or implied essential message, details, author's purpose, or plot.
- **Comparisons** - knows similar and different, cause and effect, and contrast.
- **Reference/Research** -uses information from a variety of sources to reach conclusions.

Your Reading FCAT Score

FCAT Score*	Achievement Level	Passed
1656	1	NO



*This score shows your achievement on the day you were tested. If you were to take the same test again it is likely that your 2005 Reading score would be between 1569 and 1743.

Your Mathematics Results

You did not pass the Grade 10 FCAT Mathematics test. Talk to your teacher or guidance counselor to find out about ways to improve and when you may retake the test.

Your Mathematics Content

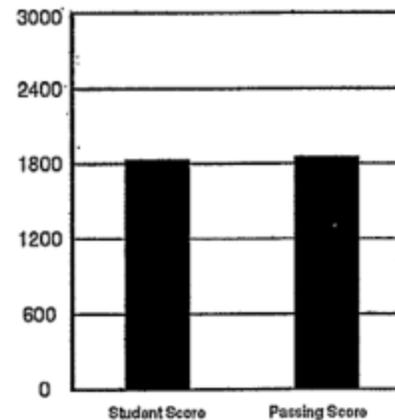
Content Areas	Points Earned	Points Possible
Number Sense	3	10
Measurement	2	10
Geometry	3	14
Algebraic Thinking	5	14
Data Analysis	3	10

Mathematics Content - Content scores give more specific information about the skills on the FCAT. Grade level expectations for students include:

- **Number Sense** -uses number concepts and computation skills.
- **Measurement** - solves problems involving measurements, e.g., time, length, area.
- **Geometry** - analyzes and combines shapes to solve problems.
- **Algebraic Thinking** - analyzes patterns and uses equations and inequalities.
- **Data Analysis and Probability** -uses data analysis tools to display information, make predictions and make inferences.

Your Mathematics FCAT Score

FCAT Score*	Achievement Level	Passed
1803	1	NO



*This score shows your achievement on the day you were tested. If you were to take the same test again it is likely that your 2005 Mathematics score would be between 1750 and 1856.

NT=Not Tested NR=Not Reported



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

Directions:

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

VACCINE

DTaP/DTP²

DT³

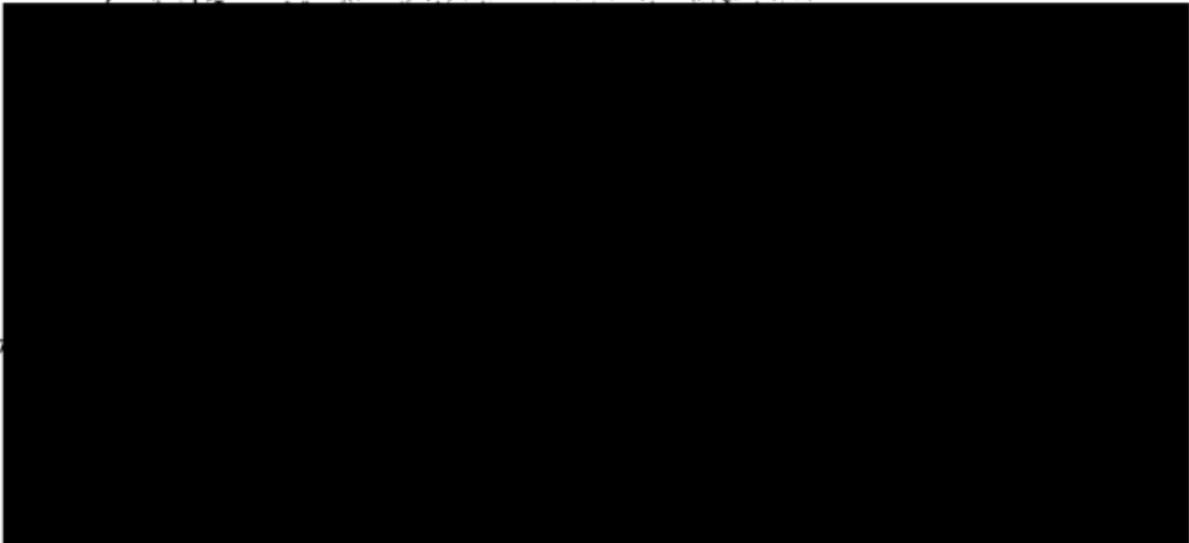
Td⁴

Polio⁵

HIB⁶

MMR (Combined)⁷
(Separate)⁸

Hepatitis B⁹



- The state immunization ID# is an identifier supplied by the state immunization registry (optional).
- 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.
- DT (pediatric) is acceptable if Pertussis vaccine is medically contraindicated. (Complete Part C for Pertussis contraindication.)
- Td (Adult) Vaccine is recommended for children 7 years of age or older.
- 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.
- Hib is required for child care and preschool entry and attendance only.
- 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.
- Includes single measles vaccine (G), single mumps vaccine (H) or single rubella vaccine (I).
- 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.

Handwritten initials: CH

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 booster, hepatitis B vaccine series and second dose of measles vaccine as documented on the reverse side of this form (bo

Physician or Clinic Name:
(Print or stamp)

Physician
Authorized Signature

Address:

1270 SOUTHERN BLVD, STE 202
LOXAHATCHEE, FL 33470

Date:

Temporary Medical Exemption

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

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

Physician or Clinic Name:
(Print or Stamp)

Expiration Date:

(15 days after next immunization appointment)

Address:

Physician or
Authorized Signature:

Date:

Permanent Medical Exemption

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

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

Physician or Clinic Name:
(Print or stamp)

Physician Signature:

Address:

Date:



FLORIDA CERTIFICATION OF IMMUNIZATION

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

[Redacted area]

FIRST	MI	DOB MO/DAY/YR
Child's SS# (optional)		STATE IMMUNIZATION ID# ¹

Directions:

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

- 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 booster, hepatitis B vaccine series, and second dose of measles vaccine as documented on the reverse side of this form (boxed areas).

Physician or Clinic Name:
(Print or stamp)

Physician or
Authorized Signature:

Address:

Date:

Temporary Medical Exemption

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

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

Physician or Clinic Name:
(Print or stamp)

Expiration Date:

(15 days after next immunization appointment)

Address:

Physician or
Authorized Signature:

Date:

Permanent Medical Exemption

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

I certify that the physical condition of the child as indicated in Part C above is medically contraindicated.

Physician or Clinic Name:
(Print or stamp)

Physician Signature:

Address:

Date:

6.16.00



STATE OF FLORIDA
DEPARTMENT OF HEALTH & REHABILITATIVE SERVICES
HEALTH EXAMINATIONS

Student's Full Name: [Redacted] Phone: [Redacted] Age: 12 Date: 4/16/00
Address: [Redacted] Birthdate: [Redacted] Race: W Sex: F
Name of Parent or Guardian: Marilyn A. Ray School: Western Pines Middle

A. HEALTH EXAMINATION

Height: 5'2 Weight: 128 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)			
6. Ears			
7. Auditory Acuity (R & L)			
8. Nose / Throat			
9. Mouth, Teeth and Gums			
10. Chest / Lungs			
11. Heart			
12. Abdomen			
13. Genitals and Anus			
14. Musculo-Skeletal			
15. Neurological			
16. Alertness			
17. Emotional / Mental/ Behavior Prob.)			
18. Handicap, physical/ other (Specify)			
19. Activity Restrictions (Specify)			
20. Abuse, substance/ physical / emotional			
21. Nutrition			
22. Other			

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

(attach narrative if additional space needed)

C. LABORATORY (as indicated)

Hemoglobin/Hematocrit _____ Stool (O & P) _____ Tuberculin test: _____
Lead _____ Sick Cell _____ date _____
results _____

NAME: Dr. Steven Fields [Redacted]
TITLE: [Redacted]
ADDRESS: [Redacted]
(Please Print) [Redacted] Date: 4/16/00

STUDENT NAME:

Legal

SEX

F

RACIAL/ETHNIC GROUP

White, Not Hispanic

Black, Not Hispanic

Hispanic

American Indian/Native Alaskan

Asian/Pacific Islander

STUDENT NUMBER

PHONE NUMBER: (optional)

BIRTHDATE:

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

BIRTHPLACE:

Miami, FL.

CURRENT SCHOOL: (use pencil in this space, until final.)

Name

Street

City

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

P	G	OA

Date First Entered This District

Withdrawal Date

Withdrawal Date

Withdrawal Date

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

School:	Grade:	School:	Grade:	School:	Grade:	School:	Grade:	School:	Grade:		
School Year: 19- -19		School Year: 19- -19		School Year: 19- -19		School Year: 19- -19		School Year: 19- -19			
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			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			BEHAVIOR CODE AVERAGE			BEHAVIOR CODE AVERAGE			BEHAVIOR CODE AVERAGE		
Indicate: Promote (P) Retain (R) Summer School (SS)			Indicate: Promote (P) Retain (R) Summer School (SS)			Indicate: Promote (P) Retain (R) Summer School (SS)			Indicate: Promote (P) Retain (R) Summer School (SS)		
School:	Grade:	School:	Grade:	School:	Grade:	School:	Grade:	School:	Grade:		
School Year: 19- -19		School Year: 19- -19		School Year: 19- -19		School Year: 19- -19		School Year: 19- -19			
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			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			BEHAVIOR CODE AVERAGE			BEHAVIOR CODE AVERAGE			BEHAVIOR CODE AVERAGE		
Indicate: Promote (P) Retain (R) Summer School (SS)			Indicate: Promote (P) Retain (R) Summer School (SS)			Indicate: Promote (P) Retain (R) Summer School (SS)			Indicate: Promote (P) Retain (R) Summer School (SS)		

PBSD0932

WN 01-9340

EFTA01710031

TEST RECORD INFORMATION

SCH: 2451 WESTERN PINES MID GR: 08
FNRT - READ: 13 MATH: 9
FCAT - READ: 221 MATH: 257
HSCT - COMM: MATH:
WAP: AIP: R-R W-ZZ M-R
PRIMARY EXCP: LEP:

FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT)
OCTOBER 2004 SUNSHINE STATE STANDARDS

STUDENT: [REDACTED] GRADE: 11
DISTRICT: 50 PALM BEACH SID: [REDACTED]
SCHOOL: 2331 ROYAL PALM BEACH HIG DOB: [REDACTED]

READING SS: 250 FAILED MATH SS: 279 FAILED
READING DSS: 1656 MATH DSS: 1803

FCAT RETAKE SSS READING/SSS MATHEMATICS • SPRING 2006

Name: [REDACTED]
Date of Birth: [REDACTED] Grade: 12
ID: [REDACTED]
District: 50-PALM BEACH
School: 2331-ROYAL PLM B H

SUBJECT		SS	DSS
Reading	Failed	296	1905
Mathematics	Failed	270	1766



CUMULATIVE SCHOOL HEALTH RECORD
(This form is not intended for physician's use)

Special Health
Problems - See
Narrative _____

Name [Redacted] Race W Sex F School _____

Address [Redacted] Father's Name [Redacted]

WEST PALM BCH, FL. 33412 Mother's Name [Redacted]

Date of Birth [Redacted] 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												
Hearing												
Height, Weight & Graphing												
Nutrition												
Dental Health												
Mental Health												
Communicable Disease												
Records Review												
Physical Assessment												
Other												
Other												

Screening and Assessment Grades 4-8	4			5			6			7			8		
	Screening Date	Referral	Outcome												
Vision															
Hearing															
Height, Weight & Graphing															
Nutrition															
Dental Health															
Mental Health															
Communicable Disease															
Records Review															
Physical Assessment															
Scoliosis															
Other															
Other															

DH 3041, 9/96 (Replaces HRS-H Form 3041 which may be used)