



School Choice Transfers

NCLB-AYP & State A+ Plan

2003-04

The state required school choice was created for students that attend state defined under performing schools in order to improve their access to high quality education. Students in these underperforming schools may transfer to another school because their school has either failed to make adequate yearly progress under the No Child Left Behind Legislation or their school has received failing grades under the state of Florida's A+ plan.

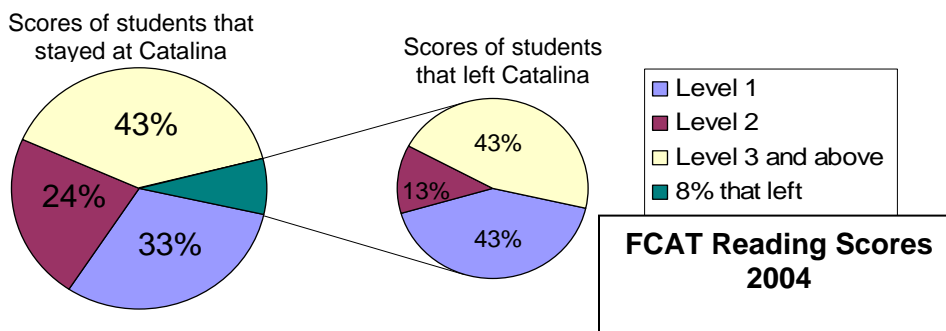
Using the state of Florida's Comprehensive Academic Assessment Test (FCAT) to evaluate a student's mastery of the Sunshine State Standards individual schools as well as their respective school district are measured by a standard known as Adequate Yearly Progress (AYP). AYP measures the performance and participation of subgroups that are contained within the school. The subgroups are based on race/ethnicity, socio-economic status, disability and English proficiency. The goal of AYP is to have all students proficient in reading and math by the school year 2013-14. Each state has created yearly goals for schools and their district's to meet in order to have 100% of their populations proficient in reading and math by 2013-14. A student that scores at level 3 or higher on FCAT Reading/Math is said to be proficient in that subject area. If a student's school does not make AYP for two or more consecutive years the parent can exercise their school choice option and enroll their child in another school.

The FCAT is also used to grade Florida schools. School grades are based upon student mastery of the Sunshine State Standards as well as improved performance from previous years. Schools receive a grade of A, B, C, D or F based upon the performance of their students. The A+ Plan for Education offers state-paid tuition scholarships to children in schools that receive failing grades to attend a school of choice. If a school receives a state grade of 'F' at least 2 times in a four year period students at that school are eligible to receive Opportunity Scholarships to attend another higher performing public school or attend a private school.

The number of students that exercise school choice is small and the numbers that exercise school choice and take the FCAT are even smaller, because FCAT is administered in grades 3 through 10. This report contains information about the subset of students who took the FCAT and exercised their option of school choice, either through AYP or Opportunity Scholarships, and left their assigned schools for another school for the 2003-04 school year. The schools included in this report are Catalina Elementary, Eccleston Elementary, Ivey Lane Elementary, Mollie Ray Elementary, Palmetto Elementary, Richmond Heights Elementary, Rock Lake Elementary, and Jones High.

Catalina Elementary School

At Catalina Elementary School 8% of their population (n=23) that were eligible to take the FCAT exercised their option under AYP to leave and attend Kaley Elementary (n = 17) or Lake Como Elementary (n=6). Of those students that left Catalina Elementary 43% (n=10) scored at Level 1, 13% (n=3) scored at Level 2 and 43% (n=10) scored at Levels 3 and above in FCAT-Reading 2004. In FCAT-Math 35% (n=8) scored at Level 1, 26% (n=6) at Level 2 and 39% (n=9) at Levels 3 and above.



FCAT 2004 Reading Scores of Students Who Left Catalina for non-AYP

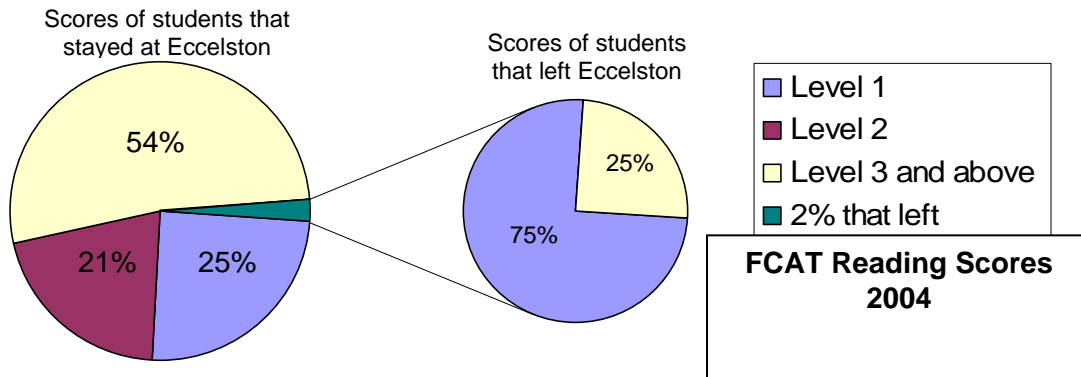
	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Kaley Elementary	8	47	2	12	7	41	17
Lake Como Elementary	2	33	1	17	3	50	6
Catalina Elementary	100	33	73	24	129	43	302

FCAT 2004 Math Scores of Students Who Left Catalina for non-AYP

	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Kaley Elementary	7	41	3	18	7	41	17
Lake Como Elementary	1	17	3	50	2	17	6
Catalina Elementary	108	36	103	34	91	30	302

Eccleston Elementary School

At Eccleston Elementary School 2% of their population (n=4) that were eligible to take the FCAT exercised their option under AYP to leave and attend Pine Hills Elementary (n = 4) or Thornebrooke (n=0). Of those students that left Eccleston Elementary 75% (n=3) scored at Level 1, 0% (n=0) scored at Level 2 and 25% (n=1) scored at Levels 3 and above in FCAT-Reading 2004. In FCAT-Math 50% (n=2) scored at Level 1, 25% (n=1) at Level 2 and 25% (n=1) at Levels 3 and above.



FCAT 2004 Reading Scores of Students Who Left Eccleston for non-AYP

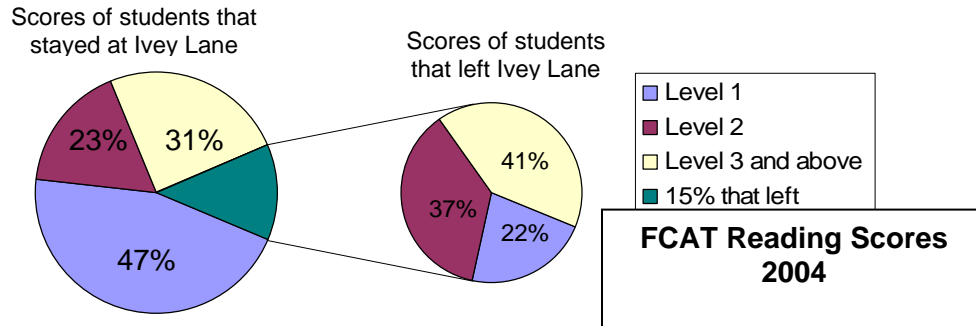
	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Pine Hills Elementary	3	75	0	0	1	25	4
Eccleston Elementary	46	25	38	21	98	54	182

FCAT 2004 Math Scores of Students Who Left Eccleston for non-AYP

	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Pine Hills Elementary	2	50	1	25	1	25	4
Eccleston Elementary	40	22	58	32	84	46	182

Ivey Lane Elementary School

At Ivey Lane Elementary School 15% of their population (n=27) that were eligible to take the FCAT exercised their option under AYP to leave and attend Eagle's Nest Elementary (n = 8) or Rolling Hills Elementary (n=19). Of those students that left Ivey Lane Elementary 22% (n=6) scored at Level 1, 37% (n=10) scored at Level 2 and 41% (n=11) scored at Levels 3 and above in FCAT-Reading 2004. In FCAT-Math 18% (n=5) scored at Level 1, 41% (n=11) at Level 2 and 41% (n=11) at Levels 3 and above.



FCAT 2004 Reading Scores of Students Who Left Ivey Lane for non-AYP

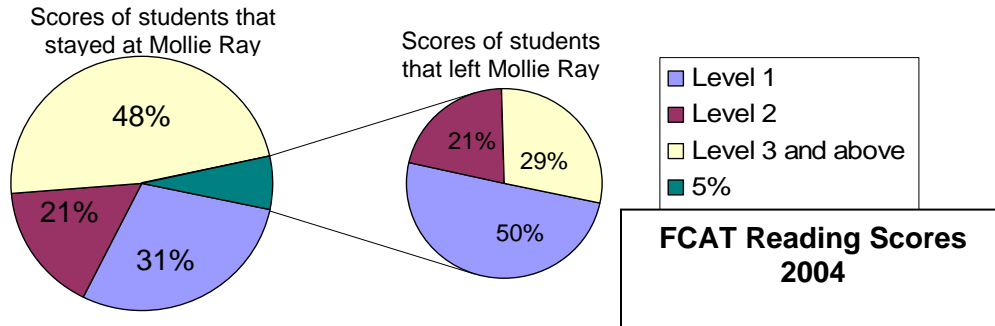
	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Eagle's Nest Elementary	2	25	2	25	4	50	8
Rolling Hills Elementary	4	21	8	42	7	37	19
Ivey Lane Elementary	82	47	40	23	54	31	176

FCAT 2004 Math Scores of Students Who Left Ivey Lane for non-AYP

	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Eagle's Nest Elementary	2	25	3	38	3	38	8
Rolling Hills Elementary	3	16	8	42	8	42	19
Ivey Lane Elementary	78	44	63	36	35	20	176

Mollie Ray Elementary School

At Mollie Ray Elementary School 5% of their population (n=14) that were eligible to take the FCAT exercised their option under AYP to leave and attend Lake Silver Elementary (n = 14) and Pinewood (n=0). Of those students that left Mollie Ray Elementary 50% (n=7) scored at Level 1, 21% (n=3) scored at Level 2 and 29% (n=4) scored at Levels 3 and above in FCAT-Reading 2004. In FCAT-Math 43% (n=6) scored at Level 1, 29% (n=4) at Level 2 and 29% (n=4) at Levels 3 and above.



FCAT 2004 Reading Scores of Students Who Left Mollie Ray for non-AYP

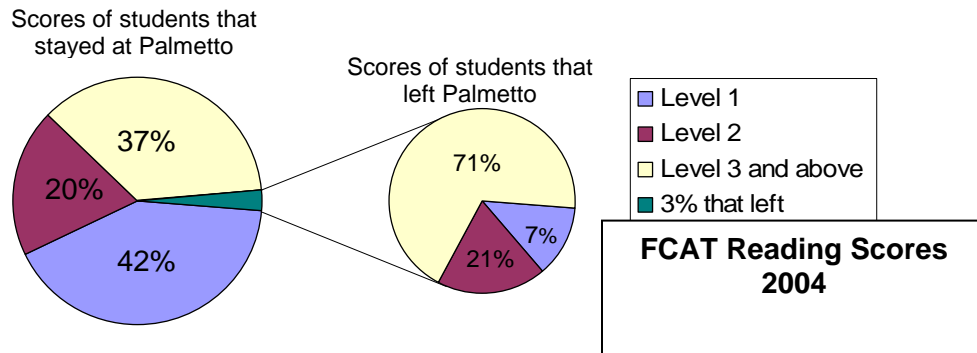
	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Lake Silver Elementary	7	50	3	21	4	29	14
Mollie Ray Elementary	83	31	56	21	127	48	266

FCAT 2004 Math Scores of Students Who Left Mollie Ray for non-AYP

	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Lake Silver Elementary	6	43	4	29	4	29	14
Mollie Ray Elementary	71	27	88	33	107	40	266

Palmetto Elementary School

At Palmetto Elementary School 3% of their population (n=14) that were eligible to take the FCAT exercised their option under AYP to leave and attend Tangelo Park Elementary (n=3), or Shingle Creek Elementary (n=11). Of those students that left Palmetto Elementary 7% (n=1) scored at Level 1, 21% (n=3) scored at Level 2 and 71% (n=10) scored at Levels 3 and above in FCAT-Reading 2004. In FCAT-Math 7% (n=1) scored at Level 1, 21% (n=3) at Level 2 and 71% (n=10) at Levels 3 and above.



FCAT 2004 Reading Scores of Students Who Left Palmetto for non-AYP

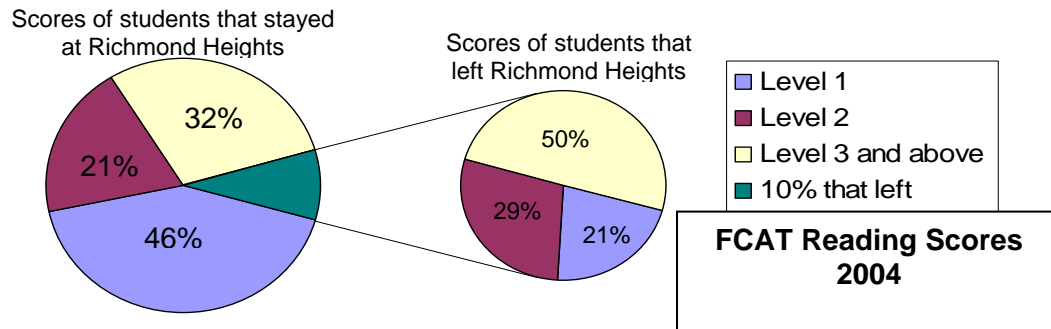
	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Tangelo Park Elementary	0	0	0	0	3	100	3
Shingle Creek Elementary	1	9	3	27	7	64	11
Palmetto Elementary	237	42	112	20	209	37	558

FCAT 2004 Math Scores of Students Who Left Palmetto for non-AYP

	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Tangelo Park Elementary	0	0	0	0	3	100	3
Shingle Creek Elementary	1	9	3	27	7	64	11
Palmetto Elementary	205	36	170	30	187	33	562

Richmond Heights Elementary School

At Richmond Heights Elementary School 10% of their population (n=14) that were eligible to take the FCAT exercised their option under AYP to leave and attend Pineloch Elementary (n = 4) or Pine Castle Elementary (n=10). Of those students that left Richmond Heights Elementary 21% (n=3) scored at Level 1, 29% (n=4) scored at Level 2 and 50% (n=7) scored at Levels 3 and above in FCAT-Reading 2004. In FCAT-Math 21% (n=3) scored at Level 1, 36% (n=5) at Level 2 and 36% (n=5) at Levels 3 and above.



FCAT 2004 Reading Scores of Students Who Left Richmond Heights for non-AYP

	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Pineloch Elementary	1	25	2	50	1	25	4
Pine Castle Elementary	2	20	2	20	6	60	10
Richmond Heights Elementary	66	46	30	21	46	32	142

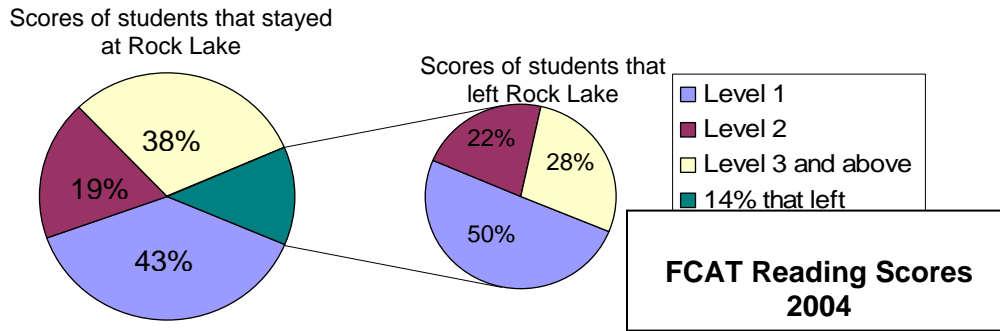
FCAT 2004 Math Scores of Students Who Left Richmond Heights for non-AYP

	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Pineloch Elementary	0	0	2	50	2	50	4
Pine Castle Elementary	3	33	3	33	3	33	9*
Richmond Heights Elementary	59	42	48	34	35	25	142

* One student did not take the math portion of the FCAT

Rock Lake Elementary School

At Rock Lake Elementary School 14% of their population (n=18) that were eligible to take the FCAT exercised their option under AYP to leave and attend Fern Creek Elementary (n = 12) or Washington Shores Elementary (n=6). Of those students that left Rock Lake Elementary 50% (n=9) scored at Level 1, 22% (n=4) scored at Level 2 and 28% (n=5) scored at Levels 3 and above in FCAT-Reading 2004. In FCAT-Math 44% (n=8) scored at Level 1, 39% (n=7) at Level 2 and 17% (n=3) at Levels 3 and above.



FCAT 2004 Reading Scores of Students Who Left Rock Lake for non-AYP

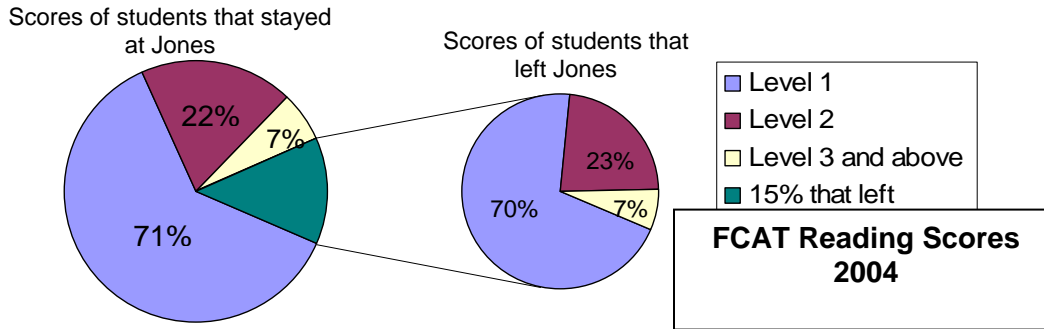
	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Fern Creek Elementary	6	50	2	17	4	33	12
Washington Shores Elementary	3	50	2	33	1	17	6
Rock Lake Elementary	57	43	25	19	51	38	133

FCAT 2004 Math Scores of Students Who Left Rock Lake for non-AYP

	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Fern Creek Elementary	6	50	5	42	1	8	12
Washington Shores Elementary	2	33	2	33	2	33	6
Rock Lake Elementary	43	32	47	35	47	35	133

Jones High School

At Jones High School 15% of their population (n=87) that were eligible to take the FCAT exercised their option under AYP to leave and attend Boone High (n = 57), Winter Park High (n=28), or Private School (n=2). Of those students that left Jones 70% (n=61) scored at Level 1, 23% (n=20) scored at Level 2 and 7% (n=6) scored at Levels 3 and above in FCAT-Reading 2004. In FCAT-Math 38% (n=33) scored at Level 1, 30% (n=26) at Level 2 and 25% (n=22) at Levels 3 and above.



FCAT 2004 Reading Scores of Students Who Left Jones for non-AYP

	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Boone High	38	67	13	23	6	11	57
Winter Park High	22	79	6	21	0	0	28
Private School	1	50	1	50	0	0	2
Jones High	400	71	124	22	39	7	563

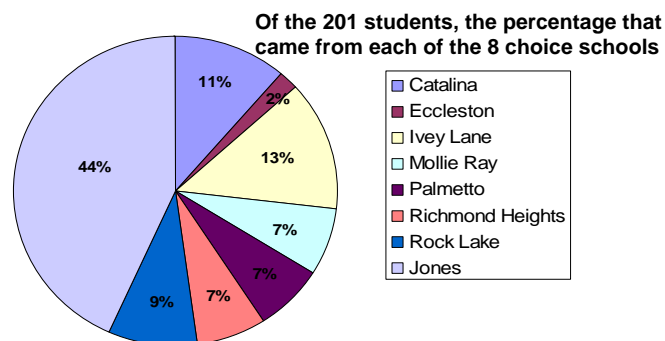
FCAT 2004 Math Scores of Students Who Left Jones for non-AYP

	Level 1		Level 2		Level 3+		Total Students
	Number	Percent	Number	Percent	Number	Percent	
Boone High	20	38	16	30	17	32	53
Winter Park High	10	40	10	40	5	20	25
Private School	3	100	0	0	0	0	3
Jones High	268	48	153	37	139	25	560

Conclusions

A relatively small percentage of students eligible to exercise their option for school choice actually do so. An even smaller number of those that exercise this option fall in the category to take the FCAT (grades 3 through 10). A total of 201 students from 8 schools (Catalina, Eccleston, Ivey Lane, Mollie Ray, Palmetto, Richmond Heights, Rock Lake, and Jones) fell into this category. This represented 9% of the total population eligible to take the FCAT at those schools. It is therefore, important to note that it is difficult to draw conclusions from such a small population of students. In addition, these conclusions are based upon a student's performance at the end of the academic year on a single assessment, the FCAT. It is also important to note that the student's previous performance on FCAT is not taken into consideration.

At two schools, Catalina Elementary and Jones High the reading performance of the students who left those schools was the same as those who stayed. At Catalina 43% of students that stayed reached levels 3 and higher on FCAT Reading and 43% of those that left reached levels 3 and higher on FCAT Reading. At Jones, 7% of those that stayed reached levels 3 and higher on FCAT Reading and 7% of those that left reached levels 3 and higher on FCAT Reading.



At 3 schools, Ivey Lane Elementary, Palmetto Elementary and Richmond Heights Elementary, students who left had higher percentages reaching levels 3 and higher on FCAT Reading. It is important to caution that these may have been the higher performing students who exercised their school choice option. At Ivey Lane 31% of students who stayed reached levels 3 and higher on FCAT Reading while, 41% of those who left reached level 3 and higher on FCAT Reading. At Palmetto 37% of students who stayed reached levels 3 and higher on FCAT Reading while, 71% of those who left reached level 3 and higher on FCAT Reading. At Richmond Heights 32% of students who stayed reached levels 3 and higher on FCAT Reading while, 50% of those who left reached level 3 and higher on FCAT Reading.

At 3 schools, Eccleston Elementary, Mollie Ray Elementary, and Rock Lake Elementary, students who left had lower percentages reaching levels 3 and higher on FCAT Reading. It is important to caution who these may have been the lower performing students who exercised their school choice option. At Eccleston 54% of students who stayed reached levels 3 and higher on FCAT Reading while, 25% of those who left reached level 3 and higher on FCAT Reading. At Mollie Ray 48% of students who stayed reached levels 3 and higher on FCAT Reading while, 29% of those who left reached level 3 and higher on FCAT Reading. At Rock Lake 38% of students who stayed reached levels 3 and higher on FCAT Reading while 28% of those who left reached level 3 and higher on FCAT Reading.

The results for FCAT Math were the same. Students who left Catalina and Jones had nearly the same percentages of students at levels 3 and higher on FCAT Math. Students who left Ivey Lane, Palmetto and Richmond Heights had higher percentages reaching levels 3 and higher on FCAT Math. Students who left Eccleston, Mollie Ray and Richmond Heights had lower percentages reaching levels 3 and higher on FCAT Math.

Overall, there was not a significant difference in the scores of students who stayed at their home school compared to those who chose to attend another school.

Summary Table

Students that left performed the same on FCAT.

Students that left performed better on FCAT.

Students that left performed worse on FCAT.

School (Number of students/Percent of school population that left)	FCAT Reading Levels 3 and higher				FCAT Math Levels 3 and higher			
	Students that left		Students that stayed		Students that left		Students that stayed	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Catalina Elementary (23, 8%)	10	43	129	43	9	39	91	36
Eccleston Elementary (4, 2%)	1	25	98	54	1	25	84	46
Ivey Lane Elementary (27, 15%)	11	41	54	31	11	41	35	20
Mollie Ray Elementary (14, 5%)	4	29	127	48	4	29	107	40
Palmetto Elementary (14, 3%)	10	71	209	37	10	71	187	33
Richmond Heights Elementary (14, 10%)	7	50	46	32	5	36	35	25
Rock Lake Elementary (18, 14%)	5	28	51	38	3	17	47	35
Jones High (87, 15%)	6	7	39	7	23	25	139	25
TOTAL*	54	37	753	36	66	35	725	33

**The percent scores for FCAT reading and math are averaged*

Next Steps

The effects of school choice on Mollie Ray Elementary will be monitored for two years. Student academic growth will be evaluated using the FCAT and comparisons made between those students staying at their assigned school and those who exercise their choice and leave to attend another school.