

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT**

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December 4, 2007

TO: School Board Members

FROM: Katherine Blasik, Ph.D., Associate Superintendent
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VIA: James F. Notter
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SUBJECT: **MAGNET PROGRAMS STATUS REPORT, 2007-08**

The following magnet programs status update provides findings from an examination of annual monitoring and evaluation data for Broward magnet programs for the 2007-08 school year. The data, which are specified in School Board Policy 5004, are for total enrollment, applications, new enrollment, withdrawals, and academic performance of Broward's magnet students.

Review of the data revealed that magnet programs enroll more than 40,000 students each year and represent roughly 15% of students Districtwide. The interest in magnet programs among students may be greater than these enrollment data suggest, however. Magnet applicant pool data indicate that enrolling in a magnet program was the outcome for approximately half of the roughly 10,000 students who applied to magnet programs each year over the last four years from 2004-05 to 2007-08. Thus, magnet enrollment would effectively double over time if all the students who were interested in magnet programs and applied were able to enroll. Magnet enrollment in the 2007-08 school year of 41,768 students was in keeping with the five-year trend for magnet programs, despite the slight decrease from the previous year of approximately 0.1% (or 1,028 students). Enrollment Districtwide in Broward County Public Schools (BCPS) declined by 1.4% ($n=3,721$) during the same period. The number of students who were newly-enrolled in magnet programs increased over the four-year period by 363 (or 7.1%) from 5,163 in 2004-05 to 5,526 in 2007-08. For Black, White, and Hispanic students (the three largest racial/ethnic groups who applied), respectively, the number of newly-enrolled students increased over the four-year period; the number denied for academic or talent reasons decreased; and there were also decreases in the number of students who were wait-listed and who were denied because their parents declined or failed to respond. Available openings were the principle obstacle to new enrollment in 2007-08 for all racial/ethnic groups in the magnet applicant pool, except Black students for whom academic performance was the biggest obstacle ($n=1,049$; 19.7%).

A total of 1,798 (4.3%) students withdrew from magnet programs in the 2006-07 school year, which was an increase of 325 students (or 22.1%) over the three-year period from 2004-05 to 2006-07. The number of students who withdrew increased for each racial/ethnic group, except Native American

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and White students. Black students were the largest racial/ethnic group who withdrew at each grade level for each of the three years. The three main reasons students gave for withdrawing when surveyed were that they *moved out of the area*, they withdrew for *other* reasons, and due to the *demands of the program*. The three major reasons students gave to explain the selection of their magnet program on the magnet student marketing survey were *quality of magnet program*, *interest in theme*, and *quality of magnet teacher/administrator*. There was little difference in the academic performance of magnet students as a whole and the District comparison group, despite the weight of particular magnet programs (e.g., Advanced Studies, Aviation, Environmental Science, International Studies, Liberal Arts/International Baccalaureate, Medical Studies, Montessori, and Technical), where magnet students consistently outperformed their District counterparts. For these programs, eligibility criteria that require magnet students to demonstrate minimum academic standards may be what accounts for the differences in performance between magnet and District non-magnet students.

A more detailed discussion of the trends in the data is provided in the report. This report may also be accessed via the Research Services Web site (http://www.broward.k12.fl.us/research_evaluation/newmain.htm). If you have questions or comments about this report, **please contact me at 754-321-2470 or Dr. Russell Clement, Director, Research Services at 754-321-2500.**

JFN/KAB/RWC:rmc

Attachment

cc: Executive Leadership Team
Area Directors
Selected Principals

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**Magnet Programs Status Report,
2007-08**



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December 2007

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The School Board of Broward County, Florida

**Magnet Programs Status Report,
2007-08**

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The School Board of Broward County, Florida

Magnet Programs Status Report, 2007-08

Executive Summary

This report provides a status update using data specified in School Board Policy 5004 for the annual monitoring and evaluation of magnet programs. The data that were examined include total enrollment, applications, new enrollment, withdrawals, and academic performance of Broward's magnet students. Magnet applicant pool data comprise students who were admitted, enrolled, or denied admittance into a magnet program for the 2007-08 program year. Magnet enrollment as of the 20th day of the 2007-08 school year is provided in the report. The report examines student academic performance during the 2006-07 school year (students' latest scores on the Florida Comprehensive Assessment Test). Many of the tables in this report provide current and previous years' data. Up to five years of data are provided for comparison purposes. Analyses of the selected data, for the current program year and years previous, enable magnet program characteristics and trends to be identified and discussed. District non-magnet students were also included in the report, for comparison purposes, for analyses of magnet enrollment, applicant, and student academic performance data. Magnet CHANGE programs are designed to serve in-boundary students. Student assignment at CHANGE schools is the result of School Board-approved boundaries, exclusively. The majority of the CHANGE programs utilize a total-school model for the delivery of magnet programs that gives every student the opportunity to benefit from exposure to the magnet program. OPTIONS programs provide a select number of available openings for out-of-boundary students, with remaining openings going to in-boundary students. At magnet OPTIONS programs that are total-school, in-boundary students are not required to apply. In-boundary total-school magnet OPTIONS students' participation in magnet programs may be significant. Elementary magnet students, because they are not required to meet minimum academic or other admission criteria when they apply to magnet programs, also should mirror their District non-magnet counterparts in terms of demographic characteristics and academic performance. This report provides a description of the types of magnet programs that are offered in Broward County Public Schools (BCPS), starting on page one. Appendix D provides the program type (CHANGE or OPTIONS), educational level, and school model (total-school or program-with-a-school) for each magnet program.

Broward allocated \$12,758,155 to magnet programs for the 2006-07 school year—\$11,459,100 for magnet OPTIONS programs and \$1,299,055 for magnet CHANGE programs. As a whole, magnet schools in 2006-07 expended nearly all of the dollars allocated for their magnet programs. Both OPTIONS and CHANGE schools expended 99% of funds. According to the District's Financial Reporting Department, for schools that failed to expend all magnet funds, remaining magnet funding reverted back to the District. On an individual school basis, expenditures of magnet OPTIONS funds ranged from 100% (at most schools) to 71% at McNicol Middle. For CHANGE programs, expenditures ranged from 100% (most schools) to 84% at Eagle Ridge Elementary. Funding for operation of the District's MPDO, not including staff, totaled \$177,869 in 2006-07—of which 179,703 was spent. Funds in excess of the dollars allocated came from the District's general fund, according to Financial Reporting. Transportation costs for 2006-07 for out-of-boundary magnet students to/from their magnet OPTIONS program totaled \$7,670,121. For magnet schools with a countywide transportation

zone, transportation costs (per pupil yearly average for out-of-boundary magnet OPTIONS students) ranged from a low of \$708 at Fort Lauderdale High to a high of \$2,318 at Virginia Shuman Young Elementary. Magnet schools with transportation zones, corresponding to specific geographic areas within the county, had transportation costs that ranged from a low of \$371 at Atlantic Technical High to a high of \$1,890 at Miramar High.

Review of magnet enrollment and applications data found that:

- Magnet programs enroll more than 40,000 students each year and represent approximately 15% of students Districtwide. Magnet enrollment in the 2007-08 school year of 41,768 students was in keeping with the five-year trend for magnet programs, despite the slight decrease from the previous year ($n=42,814$ in 2006-07) of approximately 1,000 students (or 0.1%). Enrollment Districtwide in BCPS declined by 1.4% ($n=3,721$) during the same period from 262,626 students in 2006-07 to 258,905 in 2007-08.
- Magnet programs were a preference for about 15% of students Districtwide in BCPS. However, that number would effectively double over time if all the students who were interested in magnet programs and applied were able to enroll. Enrolling in a magnet program was the outcome for approximately half of the roughly 10,000 students who applied to magnet programs each year over the four-year period from 2004-05 to 2007-08.
- High school students were the largest group of magnet applicants over the four-year period. High school students peaked in the 2007-08 applicant pool, while middle and elementary school students, respectively, decreased. For high school students, the number of applications increased by 417 (or 9.5%) over the four-year period; while for middle and elementary school students, respectively, the number of applications decreased by 50 and 699. Note that the majority of schools that opened a new magnet program since 2000 are high schools (9 of 15 schools).
- The number of magnet applications received from elementary students declined by close to 700 over the four-year period; despite the increase in elementary new enrollment during the same period.
- The number of students who enrolled in magnet programs after applying (e.g., new magnet enrollment) increased over the four-year period by 363 from 5,163 in 2004-05 to 5,526 in 2007-08. New enrollment in magnet programs in the 2007-08 school year was greatest for high school students ($n=2,647$; 55.2%). At the elementary level, more students who applied to magnet programs were newly-enrolled over the four-year period; fewer were wait-listed; and there was a better response from parents. At the middle school level, the number of students who were newly-enrolled stabilized. There was a decline in the number of middle school students who were denied for academic or talent reasons and who were wait-listed; while the number denied due to parents declining or not responding increased. At the high school level, the number of newly-enrolled students increased, as did the number of wait-listed students and students denied for other reasons.
- Magnet program enrollment in 2007-08 became less diverse than District non-magnet enrollment as a whole; however, diversity declined more rapidly over the four-year period for the District non-magnet students than for magnet students.
- Students who received free or reduced-price (FRL) fees comprised a larger proportion of magnet students relative to the non-magnet student population. The population of

District non-magnet ESE-classified (Exceptional Student Education) students was larger than the magnet population; however, the population of magnet students classified as Gifted was larger ($n=1,933$; 4.6%) than the population of District non-magnet students ($n=8,554$; 3.9%). The population of District non-magnet ELL-classified (English Language Learners) students in 2007-08 was larger than the magnet population. Female students were a greater proportion of the magnet population ($n=21,357$; 51.1%) than District non-magnet population ($n=104,448$; 48.1%).

Comparison of students' 2006-07 FCAT-SSS Reading and Mathematics test scores shows that:

- The proportion of students who reached Achievement Level 3 and above in reading and mathematics was greater in grades 9 and 10 for the magnet population as a whole than the District non-magnet population.
- For the following magnet programs, the proportion of students who reached Achievement Level 3 and above in both reading and mathematics was greater for the magnet population than the District non-magnet population in every grade level of the program: Aviation, International Studies, Medical Studies, Montessori, and Technical.
- The proportion of students who reached Achievement Level 3 and above in both reading and mathematics was greater in grades 6 through 10 for students in the Liberal Arts/International Baccalaureate Magnet Program and the Environmental Science Magnet Program, respectively, than for District non-magnet students.
- High school magnet students (e.g., magnet students in grade 9 and 10) outperformed their District non-magnet counterparts (District non-magnet students, grades 9 and 10) in both reading and mathematics in 9 of 19 magnet programs offered at the high school level (or 47.4% of the time). At the middle school level, magnet students outperformed District non-magnet students in 6 of 12 magnet programs offered (or 50.0% of the time).
- The District comparison group outperformed students in the Center for Instructional Technology Education (CITE); Communications; and Marine Science programs in both reading and mathematics for every grade level of the programs. Schools offering CITE, Communications, and Marine Science programs enroll a significant number of in-boundary students. Thus, magnet students in these programs should mirror District non-magnet counterparts in terms of their academic performance.

Comparison of students' 2006-07 FCAT-SSS Science test scores shows that:

- The proportion of students in the 11th grade who reached Achievement Level 3 and above was greater in science for the magnet population than the District non-magnet population.
- At the high school level (e.g., grade 11), magnet students outperformed their District non-magnet counterparts in 10 of 16 magnet programs (or 62.5% of the time). At the middle school level (e.g., grade 8), magnet students outperformed District non-magnet students 38.5% of the time (in 5 of 13 magnet programs). Elementary magnet students performed better than District non-magnet students in one of eight magnet programs (or 12.5% of the time).

Implementation of Broward's magnet schools/programs is monitored and supported by the District's Magnet/Program Development Department Office (MPDO). The following MPDO ongoing actions and next steps are responsive to the findings identified in this report.

- To assist magnet schools in utilizing their magnet budgets effectively, MPDO staffs annually review magnet program budget guidelines and school expenditures, and make recommendations to magnet schools, Area Offices, and the District's Budget Department.
- To promote the goal of ensuring equitable access to magnet programs for BCPS students at each educational level (elementary, middle, and high), as well as facilitating diversity in school enrollments, MPDO regularly monitors the number of magnet applications that the District receives and conducts marketing campaigns designed to make students and parents aware of the opportunities that are available in BCPS through magnet programs.
- To promote the magnet programs goal of enhancing students' chances for success in the classroom through unique and in-depth educational programming, MPDO has developed a plan for MPDO staffs to review the design of the magnet program at each magnet school and make suggestions to schools for how to improve the programs. The following magnet program components are part of MPDO staffs' reviews: student achievement data; goals of the magnet program and school; curriculum and theme-related student activities; technology integration; staff development training; community involvement; and marketing.
- MPDO, working with District stakeholders, should convene a planning process to examine ways of reducing transportation costs to/from magnet schools/programs for out-of-boundary magnet OPTIONS students. The planning process could examine (a) possible changes to existing transportation zones for some or all magnet schools/programs, and/or bus routes within transportation zones for some or all magnet schools/programs; and/or (b) the possibility of using alternative forms of transportation for out-of-boundary magnet students (e.g., vans instead of school buses, for example), given the District's existing automotive fleet.
- MPDO, working with District stakeholders, should convene a long-range planning process for magnet programs that would take into account factors that may influence the number of available openings in magnet programs in the future, including statewide legislative initiatives, such as the Florida Class Size Reduction Mandate and school enrollment projections in light of demographic trends.
- MPDO staff should examine marketing-related activities, in light of survey response items to identify the most effective strategies for recruiting magnet applicants and ensure that resources are in optimal alignment to support these strategies.

The School Board of Broward County, Florida

Magnet Programs Status Report 2007-08

Introduction

Magnet theme programs are the principle vehicle for promoting school choice in Broward County Public Schools (BCPS). Currently, there are 47 District schools that offer 63 different magnet programs, and each year more than 10,000 students apply. The variety of academically enriched theme-related magnet programs located throughout Broward County, together with effective marketing practices, indicates that BCPS is in a better position to accommodate students and parents who are interested in educational programming with a specialized emphasis. As described in School Board Policy 5004 for magnet programs, the School Board of Broward County (SBBC) uses magnet programs as a vehicle to meet the District goals of (1) providing quality educational opportunities for all students, regardless of background; (2) encouraging all parents to play an active role in their children's education and increasing the educational choices available to parents and students; and (3) providing settings for education that promote understanding and diversity, tolerance, and fair play (SBBC Policy 5004, p. 1, <http://www.broward.k12.fl.un/sbbcpolicies/docs/P5004.pdf>).

School Board Policy Related to Magnet Programs

School Board Policy 5004 describes the goals and salient design features of magnet programs. At the level of the individual student, magnet programs create opportunities for unique and in-depth educational experiences that may enhance students' chances for success in the classroom. At the school level, magnet programs are District models designed to promote educational excellence through the development of innovative instructional approaches that lead to systemic school reform. Magnet programs also are designed to facilitate increased diversity and stabilization of school enrollments. School Board Policy 5004 gives students the opportunity to apply to the magnet programs of their choice, whether or not the programs are located at schools within students' residentially assigned areas; and effective marketing practices make students and parents aware of the opportunities for choice in BCPS that are available through magnet programs. BCPS defines magnet programs as "those schools/programs with a specialized curriculum and those with an emphasis on instruction that includes a rigorously defined sequential course of study not offered at other schools" (SBBC Policy 5004, p. 1).

BCPS offers two different types of magnet programs: Opportunity to Increase Our New Students (OPTIONS) and Challenging Additions that Nurture Growth and Enrichment (CHANGE). OPTIONS programs are defined as "any magnet school/program meeting the following criteria: under-enrolled by 5% or more of permanent gross capacity for two consecutive years and/or projections indicate an enrollment decrease of 5% or more due to natural enrollment changes, demographic changes or Board-approved boundary changes and will continue to be 5% or more under capacity in subsequent years" (SBBC Policy 5004, p. 2). OPTIONS programs are expected to be innovative programs that do not replicate common educational practices elsewhere within the District, unless replication of the program in an additional geographic area is needed to provide equity and access. Schools with OPTIONS programs qualify for student transportation beyond school boundaries.

CHANGE programs are schools “with a trend of identified loss of students to private schools, charter schools, magnet schools, boundary schools, or new school openings that would benefit from a theme-based curriculum with attached effective marketing practices” (SBBC Policy 5004, p. 2). CHANGE programs may also be appropriate when it is determined that an established magnet school no longer needs additional students from beyond the board-approved boundaries to meet diversity and enrollment needs. In this circumstance, marketing for the magnet program is focused within the established school boundary. CHANGE students are not assigned through the magnet process; student assignment is the result of School Board-approved school boundaries. CHANGE schools do not qualify for student transportation beyond established boundaries.

Broward’s magnet programs are open to qualified students on a Districtwide basis. All Broward County students entering grades Kindergarten through 12 are eligible to apply. At the elementary level, academic or other admission criteria are not used to determine student eligibility. For magnet secondary schools/programs that use academic or other admission criteria to determine student eligibility, criteria are educationally-related to the specialized curriculum or instructional strategy being offered. The academic/talent entrance criteria that are used have been established as a means of promoting student success. Applicants who do not meet these eligibility criteria may utilize the provisions for a magnet review panel described in Rule 5e of SBBC Policy 5004. No application is required for magnet programs that are open to students who reside within the school boundaries of the schools that host such magnet programs (e.g., in-boundary students). Student assignment in magnet CHANGE programs is the result of School Board-approved boundaries, exclusively. Magnet OPTIONS programs provide a select number of available openings for students who reside outside the school boundaries of schools that host OPTIONS programs (e.g., out-of-boundary students).

The number of students who can be admitted into a magnet program is based on Florida Inventory of School Houses (FISH) limits and school enrollment projections, which are developed by the District’s School Boundaries Department; and projections of available openings in the respective magnet program, which are developed by the District’s Magnet/Program Development Department Office (MPDO).

The following is a comprehensive report that examines implementation of magnet programs, using data specified in School Board Policy 5004 for monitoring and evaluating magnet programs. The data include magnet student demographic, applicant, newly-enrolled, withdrawal, and academic performance information.

Methodological Notes

Students apply to magnet programs during the year prior to entering the program. Thus, students who applied to magnet programs in the 2006-07 school year for 2007-08 comprise of the 2007-08 magnet applicant pool. The applicant pool data examined are for students who were admitted, enrolled, or denied admittance into a magnet program during the 2007-08 school year. Enrollment status as of the 20th day of the 2007-08 school year was used to identify magnet program participants. The report examines student academic performance during the 2006-07 school year (students’ latest scores on the Florida Comprehensive Assessment Test). Many of the tables in the report provide current and previous years’ data for comparison purposes. Previous years’ data range from three to five years. Analyses of the selected data, for the current

program year and previous years, enable characteristics and trends in magnet programs to be identified and discussed. District non-magnet students were also included in the report for comparison purposes, for analyses of magnet enrollment, applicant, and student academic performance.

Cost Impact

Magnet schools receive funding according to the theme, type, and educational level of the magnet program being offered. Type and educational level refer to CHANGE or OPTIONS programs that are total-school or program-within-a-school at the elementary, middle, or high school level. Magnet funding, in addition to full-time equivalency (FTE), is based on the number of magnet students enrolled at the magnet school—e.g., un-weighted full-time equivalency (UFTE). The funding is for academic enhancement of the following educational categories: material and supplies; instructional material; academic competitions; field trips; staff (including partial or full support for a magnet coordinator, magnet teacher, substitutes, and clerical personnel); supplements; and Unique Program Requirements (UPR). Funding for the 2006-07 school year for Broward’s magnet OPTIONS and CHANGE programs, as reported by the District’s Financial Reporting Department, is displayed in Appendix A and B, respectively. For the 2006-07 school year, \$12,758,155 were allocated for magnet OPTIONS and CHANGE programs—\$11,459,100 for OPTIONS and \$1,299,055 for CHANGE. As a whole, magnet schools in 2006-07 expended nearly all of the dollars allocated for their magnet programs. Both OPTIONS and CHANGE schools expended 99% of funds. According to Financial Reporting, for schools that failed to expend all magnet funds, remaining magnet funding reverted back to the District. On an individual school basis, expenditures of magnet OPTIONS funds ranged from 100% (at most schools) to 71% at McNicol Middle. For CHANGE programs, expenditures ranged from 100% (most schools) to 84% at Eagle Ridge Elementary. Expenditures for the operation of the MPDO in 2006-07, not including staff, totaled \$179,703, exceeding the budgeted funds of \$177,869. Funds in excess of the dollars allocated came from the District’s general fund, according to Financial Reporting. The District provides transportation for out-of-boundary magnet students to/from their magnet OPTIONS program. Transportation costs for these magnet students, as reported by the District’s Pupil Transportation Services Department, are provided in Appendix C. For the 2006-07 school year, transportation costs for magnet out-of-boundary students totaled \$7,670,121. For magnet schools with a countywide transportation zone, transportation costs (per pupil yearly average for out-of-boundary magnet OPTIONS students) ranged from a low of \$708 at Fort Lauderdale High to a high of \$2,318 at Virginia Shuman Young Elementary. Magnet schools with transportation zones, corresponding to specific geographic areas within the county, had transportation costs that ranged from a low of \$371 at Atlantic Technical High to a high of \$1,890 at Miramar High.

Findings

Overall Enrollment, 2007-08

Figure 1 displays the yearly total number of magnet students enrolled in BCPS over the last five years, as well as the percentage of District enrollment that magnet students represent. As shown in Figure 1, magnet programs enroll more than 40,000 students each year, and this represents approximately 15% of students Districtwide. Magnet enrollment in the 2007-08 school year of 41,768 students was in keeping with the five year trend for magnet programs, despite the slight

decrease from the previous year of approximately 1,000 students (or 0.1%). Enrollment Districtwide in BCPS declined by 1.4% ($n=3,721$) during the same period from 262,626 students in 2006-07 to 258,905 in 2007-08. A list of magnet programs in BCPS and the year they were opened is available in Appendix D. Magnet enrollment disaggregated by school, magnet theme, and race/ethnicity appear in Appendix E. The District's 20th Day Enrollment Report is available on the School Boundaries Department's Web site (<http://www.broward.k12.fl.us/schoolboundaries/index.htm>).

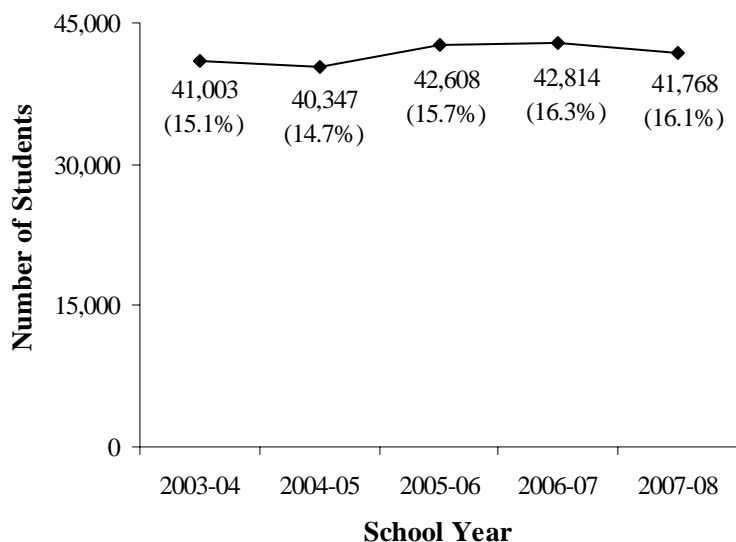


Figure 1. Enrollment in magnet programs from 2002-03 to 2006-07.

Enrollment by Race/Ethnicity

Table 1 provides enrollment data for the 2007-08 school year for magnet and District non-magnet students. The data are disaggregated by students' racial/ethnic status; whether students received free or reduced-price lunch fees (FRL); and how students were classified in terms of limited English proficiency (ELL); exceptional student education (ESE) status; and gender. District non-magnet data are provided for comparison purposes. Minority students were a larger proportion of the magnet population than the District comparison group, as Table 1 shows. Minority students accounted for 74.5% ($n=31,115$) of the magnet population, and they also accounted for 68.7% ($n=149,158$) of the District non-magnet population. As a percentage of the population, magnet students had fewer Asian, Hispanic, Multi-racial, and White students than the District comparison group. However, magnet participants had a substantially larger proportion of Black students than did the District comparison group (49.2% vs. 35.3%).

Enrollment by Free or Reduced-Price Lunch (FRL), Exceptional Student Education (ESE), Gifted, English Language Learners (ELL), and Gender

Students receiving FRL comprised a larger proportion of magnet students relative to the District overall. Students received FRL fees 56.3% ($n=23,524$) of the time for the magnet population and 41.5% ($n=90,127$) for the District. Students identified for ESE services comprised a larger proportion of the District ($n=29,158$; 13.4%) than the magnet population ($n=4,755$; 11.4%).

However, students classified as Gifted were more common among magnet students ($n=1,933$; 4.6%) than for the District overall ($n=8,554$; 3.9%). ELL-classified students in 2007-08 were larger for the District non-magnet population than for the magnet population by 1.6 percentage points. Female students were a greater proportion of the magnet population ($n=21,357$; 51.1%) than District non-magnet population ($n=104,448$; 48.1%).

Table 1
Magnet Enrollment by Race/Ethnicity, FRL, ESE, and ELL, 2007-08

Group	Magnet		Non-Magnet	
	<i>n</i>	%	<i>n</i>	%
Race/Ethnicity				
Asian	1,113	2.7	7,531	3.5
Black	20,546	49.2	76,619	35.3
Hispanic	8,332	19.9	58,462	26.9
Multi-racial	1,035	2.5	6,100	2.8
Native American	89	0.2	446	0.2
White	10,653	25.5	68,043	31.3
Total	41,768	100.0	217,201	100.0
Free or Reduced-Price Lunch				
FRL	23,524	56.3	90,127	41.5
Non-FRL	18,244	43.7	127,074	58.5
Total	41,768	100.0	217,201	100.0
Exceptional Student Education				
ESE	4,755	11.4	29,158	13.4
Non-ESE	35,080	84.0	179,489	82.6
Gifted	1,933	4.6	8,554	3.9
Total	41,768	100.0	217,201	100.0
English Language Learners				
ELL	3,359	8.0	20,770	9.6
Non-ELL	38,409	92.0	196,431	90.4
Total	41,768	100.0	217,201	100.0
Gender				
Female	21,357	51.1	104,448	48.1
Male	20,411	48.9	112,753	51.9
Total	41,768	100.0	217,201	100.0

Note. Information based on District 20th day count data as reported in TERMS.

New Student Applicants and Enrollments, 2007-08

New Applicants by Level and Race/Ethnicity

Magnet applicant pool data over the four-year period from 2004-05 to 2007-08 are displayed in Table 2. The data are disaggregated by education level, with the yearly total number of applicants provided. The total number of students who applied for entry to magnet programs in 2007-08 ($n=10,746$) increased from the previous two years ($n=9,872$ in 2005-06 and $n=10,014$ in 2006-07), but remained below the four-year high of 11,073 in 2004-05. The educational level of students who applied for the 2007-08 school year was as follows: 4,792 (43.2%) high school; 3,246 (30.2%) middle school; and 2,703 (25.2%) elementary school. The number of high school

students peaked in the 2007-08 applicant pool, while the number of middle and elementary school students, respectively, decreased. For high school students, the number of applications increased by 417 (or 9.5%) over the four-year period from 4,375 in 2004-05 school year to 4,792 in 2007-08; while the number of applications decreased by 50 for middle school students and 699 for elementary school students, respectively. Note that the majority of schools that opened a new magnet program since 2000 are high schools (9 of 15 schools).

Table 2
New Magnet Student Applicants by Level

Level	2004-05		2005-06		2006-07		2007-08	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary	3,402	30.7	2,602	26.4	2,530	25.3	2,703	25.2
Middle	3,296	29.8	3,073	31.1	3,154	31.5	3,246	30.2
High	4,375	39.5	4,197	42.5	4,330	43.2	4,792	44.6
Total	11,073	100.0	9,872	100.0	10,014	100.0	10,741	100.0

Note. The District had 10,746 students who applied for a magnet program for the 2007-08 school year. However, 5 students did not provide grade information on their magnet application nor was the information available through the District’s Total Educational Resource Management Systems (TERMS) database.

Table 3 provides magnet applicants’ racial/ethnic profile over the same four-year period. The three largest racial/ethnic groups that applied over the four-year period in order by size were Black, White, and Hispanic students. The number of Black students peaked in the 2007-08 applicant pool at 5,332 (49.8%); the number of White students stabilized (*n*=2,493; 23.3%); and the number of Hispanic students (*n*=1,913; 17.9%) grew closer in 2007-08 to the four-year high—which occurred in the 2004-05 school year with 1,960 (17.7%). The number of applications received from Asian; Multi-racial; and Native American students, respectively, in the 2007-08 applicant pool was 385 (3.6%); 572 (5.3%); and 16 (0.1%).

Table 3
New Magnet Student Applicants by Race/Ethnicity

Race/Ethnicity	2004-05		2005-06		2006-07		2007-08	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Asian	361	3.3	325	3.3	350	3.5	385	3.6
Black	5,486	49.5	4,809	48.7	4,980	49.7	5,332	49.8
Hispanic	1,960	17.7	1,807	18.3	1,820	18.2	1,913	17.9
Multi-racial	502	4.5	410	4.2	539	5.4	572	5.3
Native American	49	0.4	23	0.2	17	0.2	16	0.1
White	2,715	24.5	2,498	25.3	2,306	23.0	2,493	23.3
Total	11,073	100.0	9,872	100.0	10,012	100.0	10,711	100.0

Note. Thirty-five students reported no racial/ethnic status, nor were the data available through TERMS.

New Applicants and New Enrollment by Grade Level and Race/Ethnicity

Magnet applicant pool data for students who enrolled in a magnet program and for students who did not enroll, and the reasons why appear in Tables 4, 5, and 6. The data are for the four-year period from the 2004-05 school year to 2007-08. Table 4 displays the data disaggregated by school level; Tables 5 and 6 display the data by race/ethnicity. The race/ethnicity composition of the magnet applicant pool and District non-magnet students in the 2007-08 school year is graphically displayed in Figure 2. Figure 2 also displays the racial/ethnic composition of students who newly-enrolled in a magnet program during the 2007-08 school year. The number of new students who may enroll in a magnet program in any given year is determined by the number of available openings at the school that hosts the magnet program. Factors that may influence the number of available openings include (a) school enrollment projections in light of demographic trends; (b) limitations in enrollment under the Florida Inventory of School Houses (FISH) system; (c) possible school boundary changes; and (d) statewide legislative initiatives, such as the Florida Class Size Reduction Mandate. Upon application, students who apply to magnet programs may be classified as newly-enrolled; wait-listed; or denied. They may be denied for academic or talent reasons; because their parents declined acceptance or failed to respond to request for information from the MPDO, thus making the child’s application incomplete; or for other reasons, which include submitting a late application; an incomplete application; or for taking no action after having their application processed by the MPDO.

Table 4
New Applicants and New Enrollment by Level

Level	Magnet Apply	Enrolled		Denied Academic/Talent		Wait-Listed		Parent Declined/ No Response		Other	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary											
2004-05	3,402	987	29.0	0	0.0	1,529	44.9	661	19.4	223	6.6
2005-06	2,602	867	33.3	0	0.0	1,267	48.7	315	12.1	153	5.9
2006-07	2,530	1,059	41.9	0	0.0	1,015	40.1	217	8.6	239	9.4
2007-08	2,703	1,090	40.3	0	0.0	1,079	39.9	183	6.8	351	13.0
Middle											
2004-05	3,296	1,576	47.8	758	23.0	378	11.5	352	10.7	232	7.0
2005-06	3,073	1,737	56.5	589	19.2	279	9.1	326	10.6	142	4.6
2006-07	3,154	1,755	55.6	577	18.3	177	5.6	415	13.2	230	7.3
2007-08	3,246	1,789	55.1	548	16.9	283	8.7	396	12.2	230	7.1
High											
2004-05	4,375	2,600	59.4	1,020	23.3	94	2.1	452	10.3	209	4.8
2005-06	4,197	2,559	61.0	891	21.2	170	4.1	426	10.2	151	3.6
2006-07	4,330	2,483	57.3	1,051	24.3	215	5.0	281	6.5	300	6.9
2007-08	4,792	2,647	55.2	1,118	23.3	274	5.7	432	9.0	321	6.7

(Table 4 continues)

Table 4 (continued).
New Applicants and New Enrollment by Level

Level	Magnet Apply	Enrolled		Denied Academic/Talent		Wait-Listed		Parent Declined/ No Response		Other	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Total											
2004-05	11,073	5,163	46.6	1,780	16.1	2,001	18.1	1,465	13.2	664	6.0
2005-06	9,872	5,163	52.3	1,480	15.0	1,716	17.4	1,067	10.8	446	4.5
2006-07	10,014	5,297	52.9	1,628	16.3	1,407	14.1	913	9.1	769	7.7
2007-08	10,741	5,526	51.4	1,666	15.5	1,636	15.2	1,011	9.4	902	8.4

Magnet theme-based programming is the preference for about 15% of students Districtwide in BCPS (see Table 1). However, that number would effectively double over time if all the students who were interested in magnet programs and applied were able to enroll. As shown in Table 4, enrolling in a magnet program was the outcome for approximately half of the nearly 10,000 students who applied each year, between the 2004-05 and 2007-08 school years. Table 4 indicates that the number of students who enrolled increased over the four-year period by 363 (or 7.1%) from 5,163 in 2004-05 to 5,526 in 2007-08. New enrollment in magnet programs in the 2007-08 school year was greatest for high school students ($n=2,647$; 55.2%); high school students were also the largest and fastest growing applicant group over the four years. At the elementary level, more students who applied to magnet programs were newly-enrolled over the four-year period; fewer were wait-listed; and there was a better response from parents. At the middle school level, the number of students who were newly-enrolled stabilized during the four years. There was a decline in the number of middle school students who were denied for academic or talent reasons and who were wait-listed, while the number denied due to parents declining or not responding increased. At the high school level, the number of newly-enrolled students increased, as did the number of wait-listed students and students denied for other reasons.

Broward's magnet programs became slightly less diverse over the four-year period, as indicated in Table 5. The percentage of newly-enrolled magnet minority students increased slightly from 72.0% ($n=3,717$) in 2004-05 to 73.2% ($n=4,035$) in 2007-08—an increase of 1.2 percentage points. The number of minority students Districtwide in BCPS increased by 3.7 percentage points during the same period from 65.9% ($n=181,809$) in 2004-05 to 69.6% ($n=180,279$) in 2007-08. Black, White, and Hispanic students were the three largest racial/ethnic groups who applied to magnet programs during the four years. For each of these groups, the number of newly-enrolled magnet students increased. The four-year change for each of these groups was as follows: increase of 79 (3.2%) for Black students; increase of 128 (15.2%) for Hispanic students; and increase of 32 (2.2%) for White students. The number of students who were denied for academic or talent reasons decreased for Black; White; and Hispanic students, respectively, and there were also decreases in the number of students who were wait-listed and who were denied because their parents declined or failed to respond. In the magnet applicant pool as a whole, for all racial/ethnic groups except Black students, available openings were the principle obstacle to new enrollment in 2007-08. Academic performance was the biggest obstacle for Black students in 2007-08 ($n=1,049$; 19.7%).

Table 5
New Applicants and New Enrollment by Race/Ethnicity

Race/Ethnicity	Magnet	Enrolled		Denied		Wait-Listed		Parent Declined/ No Response		Other	
	Apply	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Asian											
2004-05	361	191	52.9	34	9.4	67	18.6	49	13.6	20	5.5
2005-06	325	180	55.4	28	8.6	53	16.3	53	16.3	11	3.4
2006-07	350	198	56.6	38	10.9	37	10.6	51	14.6	26	7.4
2007-08	385	224	58.2	28	7.3	57	14.8	50	13.0	26	6.8
Black											
2004-05	5,486	2,484	45.3	1,071	19.5	934	17.0	607	11.1	390	7.1
2005-06	4,809	2,429	50.5	870	18.1	865	18.0	383	8.0	262	5.4
2006-07	4,980	2,554	51.3	974	19.6	698	14.0	364	7.3	390	7.8
2007-08	5,332	2,563	48.1	1,049	19.7	806	15.1	392	7.4	522	9.8
Hispanic											
2004-05	1,960	843	43.0	297	15.2	364	18.6	329	16.8	127	6.5
2005-06	1,807	914	50.6	260	14.4	303	16.8	253	14.0	77	4.3
2006-07	1,820	972	53.4	279	15.3	230	12.6	188	10.3	151	8.3
2007-08	1,913	971	50.8	265	13.9	268	14.0	248	13.0	161	8.4
Multi-racial											
2004-05	502	178	35.5	71	14.1	133	26.5	89	17.7	31	6.2
2005-06	410	206	50.2	38	9.3	91	22.2	53	12.9	22	5.4
2006-07	539	264	49.0	75	13.9	96	17.8	49	9.1	55	10.2
2007-08	572	266	46.5	85	14.9	118	20.6	53	9.3	50	8.7
Native American											
2004-05	49	21	42.9	8	16.3	15	30.6	4	8.2	1	2.0
2005-06	23	15	65.2	3	13.0	2	8.7	2	8.7	1	4.3
2006-07	17	10	58.8	2	11.8	2	11.8	0	0.0	3	17.6
2007-08	16	11	68.8	1	6.3	2	12.5	1	6.3	1	6.3
White											
2004-05	2,715	1,446	53.3	299	11.0	488	18.0	387	14.3	95	3.5
2005-06	2,498	1,419	56.8	281	11.2	402	16.1	323	12.9	73	2.9
2006-07	2,306	1,299	56.3	259	11.2	343	14.9	261	11.3	144	6.2
2007-08	2,493	1,478	59.3	235	9.4	378	15.2	263	10.5	139	5.6
Total											
2004-05	11,073	5,163	46.6	1,780	16.1	2,001	18.1	1,465	13.2	664	6.0
2005-06	9,872	5,163	52.3	1,480	15.0	1,716	17.4	1,067	10.8	446	4.5
2006-07	10,012	5,297	52.9	1,627	16.3	1,406	14.0	913	9.1	769	7.7
2007-08	10,711	5,513	51.5	1,663	15.5	1,629	15.2	1,007	9.4	899	8.4

The data for magnet applicants who were denied for other reasons are disaggregated in Table 6. As Table 6 indicates, students denied for other reasons increased in number from 644 in 2004-05 to 899 in 2007-08 (235 students). Of the different racial/ethnic groups in the magnet applicant pool, Black; Hispanic; and White students were the three largest groups of students who were denied for other reasons over the four-year period. The number of students denied for other reasons increased by 132 (33.8%) for Black students; 34 (26.7%) for Hispanics students; and 44 (46.3%) for White students. The principle reason for the increase for all three groups was submitting a late application, which increased by 202 students for Black students; 40 for Hispanic students; and 29 for White students during the same period.

Table 6
“Other” Reasons Why Applicants Did Not Enroll in a Magnet Program by Race/Ethnicity

Race/Ethnicity	Other	Late Application		Incomplete Application		Processing	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Asian							
2004-05	20	3	15.0	17	85.0	0	0.0
2005-06	11	3	27.3	8	72.7	0	0.0
2006-07	26	12	46.2	12	46.2	2	7.7
2007-08	26	14	53.8	8	30.8	4	15.4
Black							
2004-05	390	94	23.9	286	72.6	10	3
2005-06	262	76	29.0	170	64.9	16	6.1
2006-07	390	194	49.7	166	42.6	30	7.7
2007-08	522	296	56.7	177	33.9	49	9.4
Hispanic							
2004-05	127	24	18.6	99	76.7	4	3.1
2005-06	77	12	15.6	56	72.7	9	11.7
2006-07	151	72	47.7	65	43.0	14	9.3
2007-08	161	64	39.8	81	50.3	16	9.9
Multi-racial							
2004-05	31	11	35.5	19	61.3	1	3.2
2005-06	22	4	18.2	14	63.6	4	18.2
2006-07	55	22	40.0	26	47.3	7	12.7
2007-08	50	28	56.0	17	34.0	5	10.0
Native American							
2004-05	1	0	0.0	1	100.0	0	0.0
2005-06	1	0	0.0	1	100.0	0	0.0
2006-07	3	0	0.0	2	66.7	1	33.3
2007-08	1	0	0.0	1	100.0	0	0.0

(Table 6 continues)

Table 6 (continued).

“Other” Reasons Why Applicants Did Not Enroll in a Magnet Program by Race/Ethnicity

White							
2004-05	95	19	19.6	71	73.2	5	5.2
2005-06	73	26	35.6	42	57.5	5	6.8
2006-07	144	62	43.1	70	48.6	12	8.3
2007-08	139	48	34.5	72	51.8	19	13.7
Total							
2004-05	664	151	22.5	493	73.4	20	3.0
2005-06	446	121	27.1	291	65.2	34	7.6
2006-07	769	362	47.1	341	44.3	66	8.6
2007-08	899	450	50.1	356	39.6	93	10.3

The magnet population in 2007-08 became less diverse than the District non-magnet population, as Figure 2 shows.

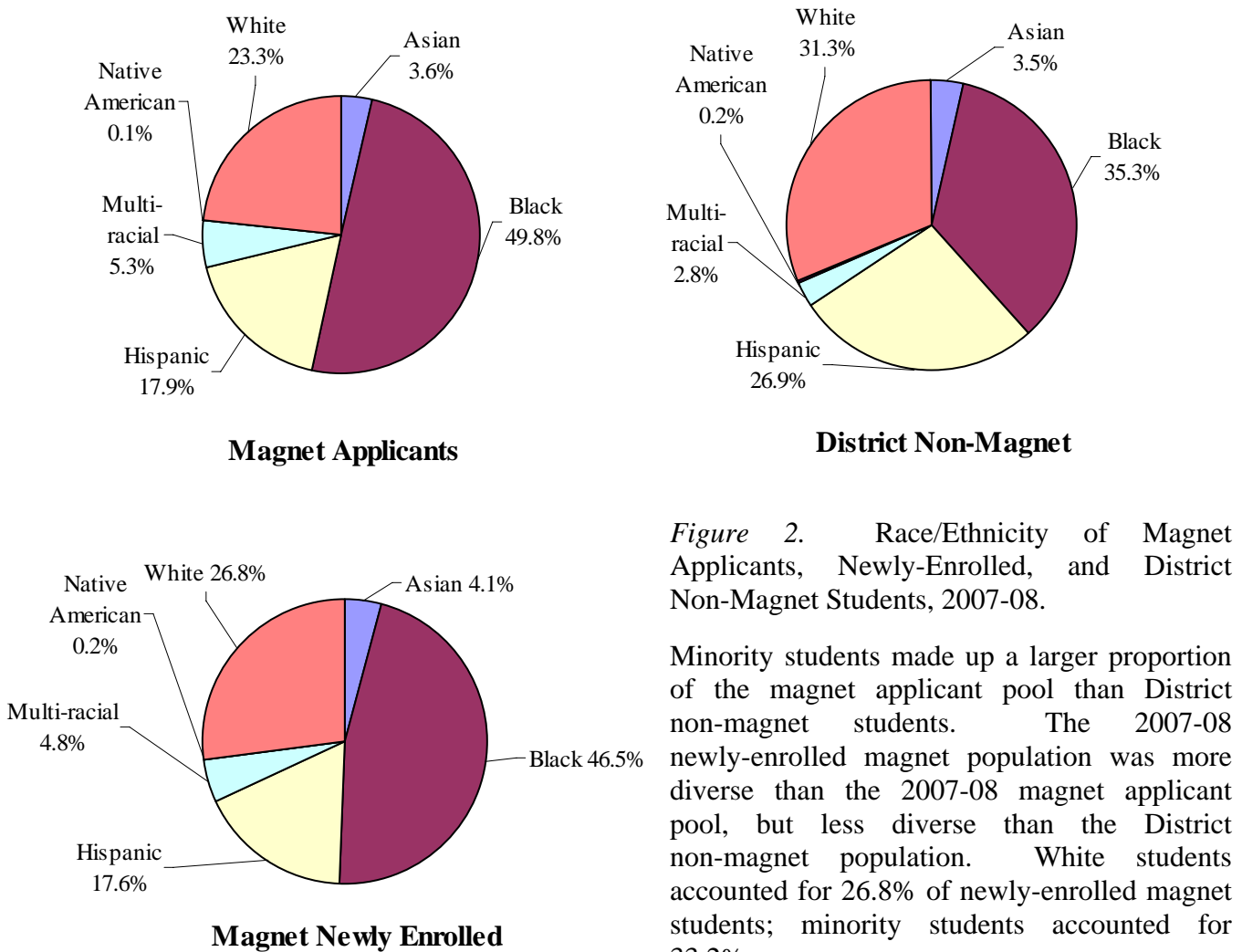


Figure 2. Race/Ethnicity of Magnet Applicants, Newly-Enrolled, and District Non-Magnet Students, 2007-08.

Minority students made up a larger proportion of the magnet applicant pool than District non-magnet students. The 2007-08 newly-enrolled magnet population was more diverse than the 2007-08 magnet applicant pool, but less diverse than the District non-magnet population. White students accounted for 26.8% of newly-enrolled magnet students; minority students accounted for 33.2%.

Newly-enrolled magnet students had 0.6% more Asian students than District non-magnet students; 11.2% more Black; 9.3 fewer Hispanic; 2.0% more Multi-racial; the same percentage of Native American; and 4.5% fewer White students.

Student Achievement, 2006-07

Achievement Level data from the 2006-07 Florida Comprehensive Assessment Test—Sunshine State Standards (FCAT-SSS) Reading, Mathematics, and Science subtests were used to compare the academic performance of the District’s magnet and non-magnet students. The FCAT-SSS identifies what Florida public school students should know and be able to do in each academic area. The FCAT-SSS Reading and Mathematics subtests are given to students in grades 3-10. The FCAT-SSS Science subtest was given for the first time in the 2006-07 school year. Students in grades 5, 8, and 11 took the FCAT-SSS Science subtest in 2006-07. The results of the analysis must be interpreted with caution, as the analysis does not examine the affect of participation in magnet programs over time. Also, the analysis does not take into consideration any of the variables that might account for differences in the academic achievement of magnet and District non-magnet students at any particular point in time, such as the eligibility criteria that require out-of-boundary middle and high school students who apply to demonstrate minimum academic or talent standards or student-level demographic variables that are known to be related to student achievement, such as race/ethnicity; gender; and FRL and ELL status.

FCAT-SSS Reading, Mathematics, and Science 2006-07

Appendix F provides magnet and non-magnet students’ Achievement Levels on the FCAT-SSS Reading; Mathematics; and Science subtests, disaggregated by group (magnet and non-magnet) and magnet theme. The shaded columns indicate that the percent of students who scored Achievement Level 3 and above was greater for the magnet population than the District comparison group. There are 19 magnet themes with a unique program code in TERMS, thus 19 magnet-themed programs appear in Appendix F.

Comparison of students’ 2006-07 FCAT-SSS Reading and Mathematics test scores shows that:

- The proportion of students who reached Achievement Level 3 and above in reading and mathematics was greater in grades 9 and 10 for the magnet population as a whole than the District non-magnet population.
- For the following magnet programs, the proportion of students who reached Achievement Level 3 and above in both reading and mathematics was greater for the magnet population than for the District non-magnet population in every grade level of the program: Aviation, International Studies, Medical Studies, Montessori, and Technical.
- The proportion of students who reached Achievement Level 3 and above in both reading and mathematics was greater in grades 6 through 10 for students in the Liberal Arts/International Baccalaureate magnet population and the Environmental Science Magnet Program, respectively, than the District.
- High school magnet students (e.g., magnet students in grades 9 and 10) outperformed their District non-magnet counterparts (District non-magnet students, grades 9 and 10) in both reading and mathematics in 9 of 19 magnet programs offered at the high school level (or 47.4% of the time). The magnet programs were Aviation, Technology/Emerging Computer Technology, Environmental Science,

Liberal Arts/International Baccalaureate, International Studies, Medical Science, Performing and Visual Arts, Science/Pre-Engineering, and Technical.

- At the middle school level, magnet students outperformed District non-magnet students in 6 of 12 magnet programs offered (or 50.0% of the time). The magnet programs were Environmental Science; Liberal Arts/International Baccalaureate; International Studies; Medical Science; Montessori; and Pre-Law and Public Affairs.

The District comparison group outperformed students in the Center for Instructional Technology Education (CITE); Communications; and Marine Science programs in both reading and mathematics for every grade level of the programs. The CITE Magnet Program is offered as an OPTIONS program at Attucks Middle; Attucks Middle is a total-school that enrolls a significant number of in-boundary students. Of the eight schools that offer the Communications program, seven are total-school magnet OPTIONS programs that have a significant number of in-boundary students participating in the program (four of these seven are elementary schools that use no admissions or other criteria to determine student eligibility for the magnet program). One Communications school offers a total-school CHANGE program that gives every student the opportunity to benefit from participation in the magnet program. A significant number of in-boundary students participate in the Marine Science program, as well. Marine Science is a magnet OPTIONS program offered through a total-school design at the elementary level (e.g., North Fork Elementary) where no admissions criteria are used. It is also offered at the middle school level (e.g., at New River Middle). At the high school level, Marine Science is offered at South Broward High through a design that is total-school for grades 9 and 10 and program-within-a-school for grades 11 and 12.

Comparison of students' 2006-07 FCAT-SSS Science test scores shows that:

- The proportion of students who reached Achievement Level 3 and above was greater in science in grade 11 for the magnet population than for the District non-magnet population.
- At the high school level (e.g., grade 11), magnet students outperformed their District non-magnet counterparts in 10 of 16 magnet programs (62.5% of the time).
- At the middle school level (e.g., grade 8), magnet students outperformed District non-magnet students in 5 of 13 magnet programs (38.5% of the time).
- Elementary magnet students performed better than District non-magnet students in one of eight magnet programs, or 12.5% of the time.

Student Withdrawal from Magnet Programs, 2006-07

Table 7 indicates that withdrawals from magnet programs totaled 1,798 (4.3%) students in the 2006-07 school year, an increase of 325 (or 22.1%) students over the three-year period from 2004-05 ($n=1,473$; 3.6%) to 2006-07. From the 2004-05 to 2006-07 school year, the number of students who withdrew declined by 72 (14.3%) and 37 (10.3%) at the elementary and middle school levels, respectively; and at the high school level, the number grew by 434 (71.1%). The growth of high school withdrawals coincided with a growth of high school magnet enrollment of 5,289 (54.5%) students over the three-year period. Black students were the largest racial/ethnic group who withdrew at each grade level for each year of the analysis, as Table 8 indicates. The number of students who withdrew grew for each racial/ethnic group over the three-year period, except Native American and White students. The number of Native American students who withdrew stabilized ($n=4$; 0.2%), while the number of White students declined by 18.

Table 7

Number and Percentage of Students Who Withdrew From a Magnet Program by School Level

Level/Year	Magnet Students		Withdrawals	
	<i>N</i>		<i>n</i>	%
Elementary				
2004-05	13,656		504	3.7
2005-06	12,357		498	3.8
2006-07	12,174		432	3.5
Middle				
2004-05	16,990		359	2.1
2005-06	16,336		285	1.7
2006-07	14,605		322	2.2
High				
2004-05	9,700		610	6.3
2005-06	13,274		948	7.1
2006-07	14,989		1,044	7.0
Total				
2004-05	40,346		1,473	3.6
2005-06	42,608		1,731	4.1
2006-07	41,768		1,798	4.3

Table 8

Demographic Characteristics of Students Who Withdrew From a Magnet Program by School Level

Level	Asian		Black		Hispanic		Multi-racial		Native American		White		Total <i>n</i>
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Elementary													
2004-05	2	0.4	376	74.6	49	9.7	16	3.2	0	0.0	61	12.1	504
2005-06	4	0.8	309	62.0	80	16.1	27	5.4	5	1.0	73	14.7	498
2006-07	4	0.9	279	64.6	64	14.8	17	3.9	2	0.5	66	15.3	432
Middle													
2004-05	8	2.2	126	35.1	95	26.5	10	2.8	1	0.3	119	33.1	359
2005-06	5	1.8	104	36.5	58	20.4	5	1.8	2	0.7	111	38.9	285
2006-07	5	1.6	132	41.0	78	24.2	11	3.4	0	0.0	96	29.8	322
High													
2004-05	14	2.3	236	38.7	121	19.8	13	2.1	2	0.3	224	36.7	610
2005-06	19	2.0	479	50.5	191	20.1	25	2.6	0	0.0	234	24.7	948
2006-07	16	1.5	532	51.0	251	24.0	19	1.8	2	0.2	224	21.5	1,044
Total													
2004-05	24	1.6	738	50.1	265	18.0	39	2.6	3	0.2	404	27.4	1,473
2005-06	28	1.6	892	51.5	329	19.0	57	3.3	7	0.4	418	24.1	1,731
2006-07	25	1.4	943	52.4	393	21.9	47	2.6	4	0.2	386	21.5	1,798

Reasons for Withdrawal from a Magnet Program, 2006-07

The reasons students withdrew from magnet programs are displayed in Table 9. For the population as a whole, the main reasons were that students *moved out of the area* ($n=721$; 40.1%), followed by *other* ($n=294$; 16.4%) and *demands of the program* ($n=190$; 10.8%). Reasons that high school students withdrew mirrored the population as a whole. For middle school students, *summer withdrawal* ($n=42$; 13.0%), followed by *academic achievement* ($n=32$; 9.9%), respectively, were the second their largest reasons. For elementary

students, *summer withdrawal* ($n=52$; 12.0%) and *transportation* ($n=41$; 9.5%), respectively, were second and third.

Table 9

Reasons for Withdrawal from a Magnet Program in 2006-07 by Level

Reason	Elementary		Middle		High		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Academic achievement	2	0.5	32	9.9	114	10.9	148	8.2
Demands of the program	28	6.5	21	6.5	141	13.5	190	10.6
Entrance into other magnet	8	1.9	7	2.2	24	2.3	39	2.2
Length of day	1	0.2	3	0.9	1	0.1	5	0.3
Moved out of area	241	55.8	136	42.2	344	33.0	721	40.1
Private school	15	3.5	18	5.6	15	1.4	48	2.7
Program not as expected	30	6.9	14	4.3	44	4.2	88	4.9
Summer withdrawal	52	12.0	42	13.0	76	7.3	170	9.5
Transportation	41	9.5	25	7.8	29	2.8	95	5.3
Other	14	3.2	24	7.5	256	24.5	294	16.4
Total	432	100.0	322	100.0	1,044	100.0	1,798	100.0

Magnet Programs Student Marketing Survey, 2007-08

Each year the Magnet/Program Development Department Office (MPDO) asks magnet schools to survey their entering magnet students to learn how they heard about and selected their magnet programs. Responses to the 2007-08 survey were received from a total of 3,273 students. The following is a list of survey questions with students' responses.

1. *Why did you select this magnet program?*

Table 10 displays reasons why magnet students chose their magnet program. As shown in Table 10, the three most frequent reasons students gave to explain selection of their magnet programs were *quality of magnet program* ($n=1,559$; 34.2%), followed by *interest in theme* ($n=1,351$; 29.7%) and *quality of teacher and/or administrator* ($n=783$; 17.2%).

Table 10

Responses to the Question: "Why did you select this magnet program?"

Source	Total Responses	
	<i>n</i>	%
Quality teacher and/or administrator	783	17.2
Quality of magnet program	1,559	34.2
Theme interest	1,351	29.7
Transportation provided	234	5.1
Referral	265	5.8
Personalized recruitment	82	1.8
Dissatisfaction with assigned school	281	6.2
Other	1	0.0
Total	4,556	100.0

Note. Multiple responses were permitted.

2. *How did you hear about magnet programs?*

How students heard about magnet programs is displayed in Table 11. The three most common responses describing how students heard about magnet programs were *school* ($n=1,309$; 27.2%),

followed by *friend* ($n=892$; 18.5%) and *teacher* ($n=579$; 12.0%). The fourth most frequent response is *brochure/post card* ($n=552$; 11.5%), which is an item that is directly related to marketing efforts.

Table 11

Responses to the Question: “How did you hear about magnet programs?”

Source	Total Responses	
	<i>n</i>	%
Brochure/Post Card	552	11.5
School Newsletter	300	6.2
Showcase	465	9.7
Friend	892	18.5
School	1,309	27.2
Open House	449	9.3
Teacher	579	12.0
Radio/TV Ad	2	0.0
Movie Ad	1	0.0
PTA	79	1.6
Guidance	169	3.5
Other	15	0.3
Total	4,812	100.0

Note. Multiple responses were permitted.

3. *Is this your first year as a magnet student?*

The great majority of students surveyed were first-year magnet students ($n=2,408$; 73.6), as Table 12 indicates.

Table 12

Responses to the Question: “Is this your first year as a magnet student?”

Source	Total Responses	
	<i>n</i>	%
Yes	2,408	73.6
No	833	25.5
N/A	32	1.0
Total	3,273	100.0

Ongoing Actions and Next Steps

Implementation of magnet schools/programs in BCPS is monitored and supported by the District’s Magnet/Program Development Department Office (MPDO). The following MPDO ongoing actions and next steps are responsive to the findings identified in this report.

1. For the 2006-07 school year, \$12,758,155 were allocated for magnet OPTIONS and CHANGE programs—\$11,459,100 for OPTIONS and \$1,299,055 for CHANGE. As a whole, magnet schools in 2006-07 expended nearly all of the dollars allocated for their magnet programs. Both OPTIONS and CHANGE schools expended 99% of funds. According to the District’s Financial Reporting Department, for schools that failed to expend all magnet funds, remaining magnet funding reverted back to the District. On an individual school basis, expenditures of magnet OPTIONS funds ranged from 100% (at most schools) to 71% at McNicol Middle. For CHANGE programs, expenditures ranged from 100% (most schools) to 84% at Eagle Ridge Elementary. To assist magnet schools in utilizing their

magnet budgets effectively, MPDO conducts an annual review of magnet program budget guidelines and school expenditures, and makes recommendations to magnet schools, the Area Offices, and the District's Budget Office.

2. The number of students who enrolled in magnet programs after applying (e.g., new magnet enrollment) increased over the four-year period by 363 from 5,163 in 2004-05 to 5,526 in 2007-08. High school students were the largest group of magnet applicants over the four-year period. The number of high school students peaked in the 2007-08 applicant pool, while for middle school students, the number decreased by 50 and for elementary school students, the number decreased by 699, respectively. The number of magnet applications received from elementary students declined by close to 700 over the four-year period, despite the increase in elementary new enrollment during the same period. Magnet program enrollment in 2007-08 became less diverse than District non-magnet enrollment as a whole; however, diversity declined more rapidly over the four-year period for the District than for magnet students. The percentage of magnet newly-enrolled minority students increased slightly from 72.0% ($n=3,717$) in 2004-05 to 73.2% ($n=4,035$) in 2007-08, an increase of 1.2 percentage points. The number of minority students Districtwide in BCPS increased by 3.7 percentage points during the same period from 65.9% ($n=181,809$) in 2004-05 to 69.6% ($n=180,279$) in 2007-08. To promote the goal of ensuring equitable access to magnet programs for BCPS students at each educational level (elementary, middle, and high), as well facilitating diversity in school enrollments, MPDO regularly monitors the number of magnet applications that the District receives and conducts marketing campaigns designed to make students and parents aware of the opportunities that are available in BCPS through magnet programs.
3. The proportion of students who reached Achievement Level 3 and above in reading and mathematics was greater in grades 9 and 10 for the magnet population as a whole than for the District non-magnet population. High school magnet students outperformed their District non-magnet counterparts in both reading and mathematics in 9 of 19 magnet programs offered at the high school level (47.4% of the time). At the middle school level, magnet students outperformed District non-magnet students in 6 of 12 magnet programs offered (50.0% of the time). The proportion of students in grade 11 who reached Achievement Level 3 and above in science was greater for the magnet population than for the District non-magnet population. At the high school level, magnet students outperformed their District non-magnet counterparts in 10 of 16 magnet programs (62.5% of the time). At the middle school level, magnet students outperformed District non-magnet students in 5 of 13 magnet programs (38.5% of the time). Elementary magnet students performed better than District non-magnet students in 1 of 8 magnet programs (12.5% of the time). To promote the magnet programs goal of enhancing students' chances for success in the classroom through unique and in-depth educational programming, MPDO has developed a plan for MPDO staffs to review the design of the magnet program at each magnet school and make suggestions to schools for how to improve the programs. The following magnet program components are part of MPDO staffs' reviews: student achievement data; goals of the magnet program and school; curriculum and theme-related student activities; technology integration; staff development training; community involvement; and marketing.

4. Transportation costs for magnet out-of-boundary students for the 2006-07 school year totaled \$7,670,121. For magnet schools/programs with countywide transportation zones, transportation costs (per pupil yearly average for out-of-boundary magnet OPTIONS students) ranged from a low of \$708 at Fort Lauderdale High to a high of \$2,318 at Virginia Shuman Young Elementary. Magnet schools/programs with transportation zones, corresponding to specific geographic areas within Broward County, had transportation costs that ranged from a low of \$371 at Atlantic Technical High to a high of \$1,890 at Miramar High. MPDO, working with District stakeholders, should convene a planning process to examine ways of reducing transportation costs to/from magnet schools/programs for out-of-boundary magnet OPTIONS students. The planning process could examine (a) possible changes to existing transportation zones for some or all magnet schools/programs, and/or bus routes within transportation zones for some or all magnet schools/programs; and/or (b) the possibility of using alternative forms of transportation for out-of-boundary magnet students (e.g., vans instead of school buses, for example), given the District's existing automotive fleet.
5. Enrolling in a magnet program was the outcome for approximately half of the roughly 10,000 students who applied to magnet programs each year over the last four years from 2004-05 to 2007-08. Thus, magnet enrollment Districtwide would effectively double over time if all the students who were interested in magnet programs and applied were able to enroll. Available openings were the principle obstacle to new enrollment in 2007-08 for all racial/ethnic groups in the magnet applicant pool, except Black students for whom academic performance was the biggest obstacle. MPDO, working with District stakeholders, should convene a long-range planning process for magnet programs that would take into account factors that may influence the number of available openings in magnet programs in the future, including statewide legislative initiatives, such as the Florida Class Size Reduction Mandate and school enrollment projections in light of demographic trends.
6. The frequency of responses to items on the 2007-08 Magnet Programs Student Marketing survey, describing how students heard about magnet programs, varied considerably. The three most common responses were *school* ($n=1,309$; 27.2%), followed by *friend* ($n=892$; 18.5%) and *teacher* ($n=579$; 12.0%). The fourth most frequent response was *brochure/post card* ($n=552$; 11.5%), which is an item directly related to marketing efforts. Two marketing-related responses (e.g., *Radio/TV Ad* and *Movie Ad*) together accounted for only 3 responses. Therefore, MPDO staff should examine marketing-related activities, in light of survey response items to identify the most effective strategies for recruiting magnet applicants and ensure that resources are in optimal alignment to support these strategies.

Appendix A
Dollars Allocated and Expended for Magnet Options Programs, 2006-07
(The information for this table was provided by the District's Financial Reporting Department)

School/Theme	Expended %	Allocation (based on FTE) \$	Expended \$
Elementary			
Bethune			
<i>Performing and Visual Arts*</i>	99	422,684	418,409
Broward Estates			
<i>Science, Mathematics & Technology*</i>	94	255,896	211,802
Charles Drew			
<i>Science, Mathematics & Technology*</i>	100	192,979	192,979
Colbert			
<i>Science & Technology*</i>	100	200,538	200,538
Deerfield Park			
<i>Performing and Visual Arts*</i>	100	347,570	347,570
North Andrews Garden			
<i>Performing and Visual Arts*</i>	100	424,698	424,698
North Fork			
<i>Marine Environmental Science*</i>	100	180,821	180,821
Riverland			
<i>Communication and Languages*</i>	100	243,722	243,722
Sanders Park			
<i>Languages & Communications*</i>	73	217,062	157,647
Virginia Shuman Young			
<i>Montessori*</i>	99	254,897	252,803
Walker			
<i>Performing and Visual Arts*</i>	78	424,103	330,056
Watkins			
<i>Languages & Communications*</i>	94	295,690	278,502
Wilton Manors			
<i>International Primary Years Academy*</i>	100	256,750	256,750
Middle			
Attucks			
<i>Communications/Broadcast Art CITE*</i>	90	238,653	215,064
Crystal Lake			
<i>International Affairs Science/Pre-Engineering*</i>	100	349,775	349,775
Deerfield Beach			
<i>Health and Wellness MYP/International Baccalaureate</i>	100	365,620	365,620
Driftwood			
<i>Health and Wellness</i>	100	316,631	316,631
Lauderdale Lakes			
<i>Liberal Arts</i>	100	131,406	131,406

(Appendix A continues)

Appendix A (continued)
Dollars Allocated and Expended for Magnet Options Programs, 2006-07
(The information for this table was provided by the District's Financial Reporting Department)

School/Theme	Expended %	Allocation (based on FTE) \$	Expended \$
Middle			
McNicol			
<i>International Affairs and Business Science/Pre-Engineering</i>	71	253,378	179,396
New River			
<i>Marine Science*</i>	95	155,351	147,004
Parkway			
<i>Performing and Visual Arts*</i>	100	335,091	335,091
Pompano Beach			
<i>Communication/Broadcast Arts*</i>	99	339,575	336,860
Sunrise			
<i>Montessori</i>	98	361,920	353,629
William Dandy			
<i>Pre-Law and Public Affairs Pre-Medical</i>	84	216,772	182,269
High			
Atlantic Technical			
<i>Technical*</i>	100	134,365	134,365
Blanche Ely			
<i>Medical Science Science/Pre-Engineering</i>	97	352,947	342,833
Boyd Anderson			
<i>Health and Wellness International Baccalaureate</i>	100	415,291	415,291
Deerfield Beach			
<i>Communications/Broadcast Arts International Baccalaureate Urban Teacher Academy</i>	84	616,058	519,613
Dillard			
<i>Emerging Computer Technology Performing and Visual Arts</i>	100	767,894	767,894
Fort Lauderdale			
<i>Advanced Studies Cambridge Pre-Law and Public Affairs</i>	83	282,320	235,385
Hallandale			
<i>Communications/Broadcast Arts International Affairs and Business Urban Teacher Academy</i>	100	495,489	495,489
McFatter Technical			
<i>Technical*</i>	100	166,345	166,345

(Appendix A continues)

Appendix A (continued)
Dollars Allocated and Expended for Magnet Options Programs, 2006-07
(The information for this table was provided by the District's Financial Reporting Department)

School/Theme	Expended %	Allocation (based on FTE) \$	Expended \$
	High		
Miramar			
<i>Aviation</i>	100	365,843	365,843
<i>International Baccalaureate</i>			
Northeast			
<i>Academies of Excellence*</i>	91	225,926	206,116
Pompano Beach			
<i>International Affairs with Information Technology</i>	100	191,740	191,740
South Broward			
<i>Marine Science</i>	100	232,141	232,141
South Plantation			
<i>Environmental Science</i>	100	154,836	154,836
Stranahan			
<i>Medical Science</i>	100	299,549	299,549
<i>Science/Pre-Engineering</i>			
	Totals		
Elementary	99	3,687,410	3,639,587
Middle	100	3,064,172	3,064,172
High	100	4,707,518	4,707,518
Total	99	11,459,100	11,411,277

*Total-School Magnet Program

Appendix B
Dollars Allocated and Expended for Magnet Change Programs, 2006-07
(The information for this table was provided by the District's Financial Reporting Department)

School/Theme	Expended %	Allocation (based on FTE) \$	Expended \$
Elementary			
Country Hills <i>Science & Technology*</i>	100	114,744	114,744
Eagle Ridge <i>Science & Technology*</i>	84	113,781	95,300
Markham <i>Computer Technology*</i>	100	105,280	105,280
Palmview <i>Environmental Science*</i>	91	108,298	98,586
Marshall, Thurgood <i>Languages & Communication*</i>	100	106,371	106,371
Middle			
Lyons Creek <i>Micro-Society*</i>	100	193,063	193,063
Perry <i>Liberal Arts</i>	91	130,529	118,421
Plantation <i>Advanced Communication Skills*</i>	98	151,215	148,886
Sawgrass Springs <i>Environmental Science*</i>	100	164,183	164,183
High			
Fort Lauderdale <i>Advanced Studies Institute</i>	87	111,591	97,053
Totals			
Elementary	100	548,474	548,474
Middle	100	638,990	638,990
High	87	111,591	97,053
Total	99	1,299,055	1,284,517

* Total-School Magnet Program

Appendix C

Transportation for Out-Of-Boundary Magnet Students for Magnet OPTIONS Programs, 2006-07
(The information for this table was provided by the District's Pupil Transportation Services Department)

Countywide	School Code	# of Mag. Buses	# of Students	Annual Transp. Cost (\$)	Annual Avg. Cost/ Student (\$)
Boyd Anderson High/Laud. Lakes Middle	174	14	233	249,406	1,070
Dandy, William Middle	107	19	374	277,068	741
Dillard High/Parkway Middle	037/070	32	734	556,609	758
Ft. Lauderdale High	095	19	465	329,195	708
New River Middle	088	18	220	305,092	1,387
South Broward High	017	16	190	268,987	1,416
Sunrise Middle	025	11	216	180,109	834
Young, Virginia Elem.	332	40	254	588,888	2,318
Countywide Average		169	2,686	2,755,353	1,026
Area/Zoned Schools					
Broward Estates Elem.	050	10	165	151,356	917
Stranahan High	021	25	539	408,516	758
N. Andrews Gardens. Elem.	052	7	88	107,553	1,222
Riverland Elem.	015	8	95	81,140	854
Walker Elem.	032	8	233	113,006	485
Northfork Elem	119	7	86	85,807	998
Drew, Charles Elem.	322	8	123	108,496	882
Ely High/Pompano High	036	35	1,031	614,648	596
Northeast High	124	15	360	245,124	681
Crystal Lakes Middle	187	25	363	384,475	1,059
Deerfield Bch High/Middle	171/091	32	631	526,455	834
Pompano Bch Middle	002	13	150	200,699	1,338
Sanders Park/Markham Elem.	089/167	10	133	116,653	877
Deerfield Park Elem.	039	7	77	88,216	1,146
Attucks Middle/Bethune Elem	03A/034	28	364	380,923	1,046
Hallandale High/McNicol Middle.	040/048	15	277	247,916	895
Driftwood Middle	086	7	140	98,953	707
Colbert Elem/Watkins Elem	023/051	10	126	152,537	1,211
Miramar High	175	16	125	236,298	1,890
South Plant. High	235	26	345	387,511	1,123
Atlantic Tech. Center	222	25	424	157,488	371
Wilton Manors	019	3	27	21,000	778
Area/Zoned Average		340	5,902	4,914,768	833
Total Average Cost		509	8,588	7,670,121	893

Note: The activity Magnet cost is \$578,017.55 — Not included in the above amount

Appendix D
Implementation of Magnet Programs

Year	School	Program	Initial Type	Current Type	Total-School Yes, No, or Transitioning to Total-School through MSAP (e.g., Transitioning)
1973	Dillard High	Performing and Visual Arts	OPTIONS	OPTIONS	No
1977	Blanche Ely High	Science/Pre-Engineering	OPTIONS	OPTIONS	No
	Deerfield Park Elementary	Performing and Visual Arts	OPTIONS	OPTIONS	Yes
	Walker Elementary	Performing and Visual Arts	OPTIONS	OPTIONS	Yes
1980	Hallandale High	International Affairs and Business	OPTIONS	OPTIONS	No
1987	Bethune, Mary M. Elementary	Performing and Visual Arts	OPTIONS	OPTIONS	Yes
	Parkway Middle	Performing and Visual Arts	OPTIONS	OPTIONS	Yes
1988	Boyd Anderson High	International Baccalaureate	OPTIONS	OPTIONS	No
1989	Dillard High	Emerging Computer Technology	OPTIONS	OPTIONS	No
	Crystal Lake Middle	Science/Pre-Engineering	OPTIONS	OPTIONS	Yes
		International Affairs and Business	OPTIONS	OPTIONS	
	McNicol Middle	Science/Pre-Engineering	OPTIONS	OPTIONS	No
		International Affairs and Business	OPTIONS	OPTIONS	
1990	North Andrews Gardens Elementary	Performing and Visual Arts	OPTIONS	OPTIONS	Yes
1991	Broward Estates Elementary	Science, Mathematics & Technology	OPTIONS	OPTIONS	Yes
	Colbert Elementary	Science, Mathematics & Technology	OPTIONS	OPTIONS	Yes
	Charles Drew Elementary	Science, Mathematics & Technology	OPTIONS	OPTIONS	Yes
	Blanche Ely High	Medical Sciences	OPTIONS	OPTIONS	No
1992	Sanders Park Elementary	Communications and Languages	OPTIONS	OPTIONS	Yes
	Young, Virginia S. Elementary	Montessori	OPTIONS	OPTIONS	Yes
	Deerfield Beach High	International Affairs (in 1997 became Communications/Broadcast Arts)	OPTIONS	OPTIONS	Transitioning
		Communications/Broadcast Arts	OPTIONS	OPTIONS	
	Hallandale High	Communications/Broadcast Arts	OPTIONS	OPTIONS	Transitioning
	Stranahan High	Science/Pre-Engineering	OPTIONS	OPTIONS	No
		Medical Sciences	OPTIONS	OPTIONS	
1993	Fort Lauderdale High	Pre-Law and Public Affairs	OPTIONS	OPTIONS	Transitioning
	William Dandy Middle	Pre-Law and Public Affairs	OPTIONS	OPTIONS	No
	William Dandy Middle	Pre-Medical	OPTIONS	OPTIONS	
	Pompano Beach Middle	Communications/Broadcast Arts	OPTIONS	OPTIONS	Yes
1995	Country Hills Elementary	Science & Technology	OPTIONS	CHANGE (in 2003)	Yes
	Eagle Ridge Elementary	Science & Technology	OPTIONS	CHANGE (in 2005)	Yes

Note. Transitioning refers to magnet programs available to in-boundary students who are not required to apply. (Appendix D continues)
*Total-school magnet OPTIONS program for out-of-boundary students only.

Appendix D (continued).
Implementation of Magnet Programs

Year	School	Program	Initial Type	Current Type	Total-School Yes, No, or Transitioning to Total-School through MSAP (e.g., Transitioning)
	Thurgood Marshall Elementary	Communications and Languages	OPTIONS	CHANGE (in 2003)	Yes
	Watkins Elementary	Communications and Languages	OPTIONS	OPTIONS	Yes
	South Broward High	Marine Science	OPTIONS	OPTIONS	No
1996	Attucks Middle	Communications/Broadcast Arts	OPTIONS	OPTIONS	Transitioning
	Driftwood Middle	Health and Wellness	OPTIONS	OPTIONS	Yes
	New River Middle	Marine Science	OPTIONS	OPTIONS	Yes
	Sawgrass Springs Middle	Environmental Science	OPTIONS	CHANGE (in 2003)	Yes
	Sunrise Middle	Montessori	OPTIONS	OPTIONS	No
	Northeast High	Architecture and Design	OPTIONS	OPTIONS	Yes
	Northeast High	Business and Entrepreneurship	OPTIONS	OPTIONS	
		The Latin School	OPTIONS	OPTIONS	
1997	Deerfield Beach High	International Baccalaureate	OPTIONS	OPTIONS	No
	North Fork Elementary	Marine Environmental Science	OPTIONS	OPTIONS	Yes
	Plantation Middle	Advanced Communication Skills	CHANGE	CHANGE	Yes
	Pompano Beach High*	International Affairs w/Information Technology	OPTIONS	OPTIONS	Yes
1998	McFatter Technical High*	Technical	OPTIONS	OPTIONS	Yes
	Deerfield Beach Middle	Liberal Arts	OPTIONS	OPTIONS	Yes
1999	Lauderdale Lakes Middle	Liberal Arts	OPTIONS	OPTIONS	No
	Palmview Elementary	Environmental Science	CHANGE	CHANGE	Yes
	Markham Elementary	Technology	CHANGE	CHANGE	Yes
2000	Miramar High	International Baccalaureate	OPTIONS	OPTIONS	No
		Aviation	OPTIONS	OPTIONS	
	Boyd Anderson High	Health and Wellness	OPTIONS	OPTIONS	No
	Atlantic Technical High*	Technical	OPTIONS	OPTIONS	Yes
	Deerfield Beach Middle	Health and Wellness	OPTIONS	OPTIONS	Yes
	Lyons Creek Middle	MicroSociety	OPTIONS	CHANGE (in 2005)	Yes
2001	Fort Lauderdale High	Advanced Studies Institute	CHANGE	CHANGE	No
	South Plantation High	Environmental Science	OPTIONS	OPTIONS	No
	Perry Middle	Liberal Arts	CHANGE	CHANGE	No
	Riverland Elementary	Communications and Languages	OPTIONS	OPTIONS	Yes
2002	Wilton Manors Elementary	International Primary Years Academy	OPTIONS	OPTIONS	Yes
2004	Attucks Middle School	Center for Instructional Technology	OPTIONS	OPTIONS	No
	Fort Lauderdale High	Cambridge Program	OPTIONS	OPTIONS	No
	Deerfield Beach High	Urban Teacher Academy	OPTIONS	OPTIONS	No
	Hallandale High	Urban Teacher Academy	OPTIONS	OPTIONS	No

Appendix E
 Enrollment in Magnet Programs from 2003-04 through 2007-08
 (Data acquired from District TERMS database)

	Asian	Black	Hispanic	Multi-racial	Native American	White	Total
Elementary Schools							
Bethune, Mary M.							
<i>Performing and Visual Arts*</i>							
2007-08	1	553	126	29	0	57	766
2006-07	1	561	109	24	0	58	753
2005-06	7	615	130	23	0	83	858
2004-05	6	685	145	19	1	99	955
2003-04	8	690	171	22	1	139	1,031
Broward Estates							
<i>Science, Mathematics & Technology*</i>							
2007-08	1	624	2	8	0	3	638
2006-07	2	672	4	10	1	4	693
2005-06	2	695	4	9	1	3	714
2004-05	2	725	8	6	1	3	745
2003-04	0	699	12	9	2	4	726
Colbert							
<i>Science, Mathematics & Technology*</i>							
2007-08	8	479	120	19	1	17	644
2006-07	8	487	115	20	4	30	664
2005-06	4	524	122	24	3	38	715
2004-05	6	544	141	33	6	50	780
2003-04	3	507	125	26	5	43	709
Country Hills							
<i>Science & Technology*</i>							
2007-08	60	155	149	16	5	576	961
2006-07	63	129	153	19	4	620	988
2005-06	66	130	147	30	5	657	1,035
2004-05	63	114	145	36	4	693	1,055
2003-04	80	100	176	44	3	886	1,289
Deerfield Park							
<i>Performing and Visual Arts*</i>							
2007-08	3	578	40	11	0	20	652
2006-07	3	571	45	12	0	24	655
2005-06	3	613	31	10	0	27	684
2004-05	1	645	50	11	0	42	749
2003-04	1	634	53	12	0	63	763
Drew, Charles							
<i>Science, Mathematics & Technology*</i>							
2007-08	5	446	120	9	0	15	595
2006-07	5	460	107	8	0	22	602
2005-06	4	445	76	7	0	28	560
2004-05	5	461	58	7	0	21	552
2003-04	5	469	37	6	0	25	542
Eagle Ridge							
<i>Science & Technology*</i>							
2007-08	77	89	151	34	6	554	911
2006-07	87	85	153	36	3	567	931
2005-06	79	99	136	37	2	608	961
2004-05	81	108	144	35	0	694	1,062
2003-04	70	154	160	32	1	704	1,121

(Appendix E continues)

Appendix E (continued)
 Enrollment in Magnet Programs from 2003-04 through 2007-08
 (Data acquired from District TERMS database)

	Asian	Black	Hispanic	Multi-racial	Native American	White	Total
Markham, Robert C.							
<i>Technology*</i>							
2007-08	1	351	170	2	0	6	530
2006-07	2	371	192	1	2	10	578
2005-06	1	384	208	1	2	18	614
2004-05	1	432	197	2	3	17	652
2003-04	2	465	193	1	2	19	682
Marshall, Thurgood							
<i>Languages & Communication*</i>							
2007-08	2	475	20	4	0	1	502
2006-07	2	520	20	5	0	5	552
2005-06	1	618	21	5	0	4	649
2004-05	2	578	19	5	0	2	606
2003-04	1	638	21	6	0	3	669
North Andrews Gardens							
<i>Performing and Visual Arts*</i>							
2007-08	7	143	334	30	2	317	833
2006-07	6	126	296	22	1	312	763
2005-06	10	117	276	24	0	311	738
2004-05	10	122	306	23	3	345	809
2003-04	9	138	319	32	5	362	865
North Fork							
<i>Marine Environmental Science*</i>							
2007-08	0	543	17	10	0	3	573
2006-07	1	543	17	18	0	5	584
2005-06	1	498	23	11	0	7	540
2004-05	2	522	25	18	0	12	579
2003-04	0	517	17	13	0	7	554
Palmview							
<i>Environmental Science*</i>							
2007-08	5	483	94	14	0	16	612
2006-07	8	545	96	8	0	14	671
2005-06	10	566	83	7	0	21	687
2004-05	8	514	83	6	0	24	635
2003-04	3	523	65	11	2	30	634
Riverland							
<i>Communication and Languages*</i>							
2007-08	4	307	224	10	0	31	576
2006-07	3	347	235	15	0	36	636
2005-06	4	346	232	18	0	32	632
2004-05	4	351	249	17	0	43	664
2003-04	3	395	222	19	1	51	691
Sanders Park							
<i>Communication & Languages*</i>							
2007-08	0	463	47	2	3	10	525
2006-07	0	489	29	4	0	7	529
2005-06	0	585	27	4	0	13	629
2004-05	1	626	25	6	0	6	664
2003-04	0	588	23	3	0	4	618

(Appendix E continues)

Appendix E (continued)
 Enrollment in Magnet Programs from 2003-04 through 2007-08
 (Data acquired from District TERMS database)

	Asian	Black	Hispanic	Multi-racial	Native American	White	Total
Walker							
<i>Performing and Visual Arts*</i>							
2007-08	0	743	5	7	0	2	757
2006-07	0	768	8	6	0	1	783
2005-06	0	797	6	12	0	1	816
2004-05	0	815	9	7	0	4	835
2003-04	0	921	14	8	1	5	949
Watkins							
<i>Languages & Communications*</i>							
2007-08	6	538	158	18	1	21	742
2006-07	9	534	168	12	0	28	751
2005-06	9	577	173	10	1	31	801
2004-05	8	649	176	12	2	42	889
2003-04	9	673	205	12	3	48	950
Wilton Manors							
<i>International Primary Years Academy*</i>							
2007-08	21	310	121	19	0	136	607
2006-07	25	317	117	16	0	126	601
2005-06	24	330	120	10	0	120	604
2004-05	23	345	113	15	0	131	627
Young, Virginia Shuman							
<i>Montessori*</i>							
2007-08	14	152	78	57	3	446	750
2006-07	14	157	74	48	2	448	743
2005-06	11	176	74	47	2	451	761
2004-05	11	193	89	47	3	454	797
2003-04	13	218	93	55	2	459	840
Middle Schools							
Attucks							
<i>Communication/Broadcast Arts</i>							
2007-08	19	379	174	25	1	136	734
2006-07	10	405	184	24	2	197	822
2005-06	8	322	168	22	3	188	711
2004-05	6	412	175	21	2	220	836
2003-04	8	350	130	5	2	182	677
<i>Center for Instructional Technology (CITE)</i>							
2007-08	2	28	16	4	0	31	81
2006-07	2	71	37	7	0	52	169
Crystal Lake							
<i>International Affairs</i>							
2007-08	3	52	91	3	0	59	208
2006-07	2	71	37	7	0	52	169
2005-06	8	61	96	5	0	68	238
2004-05	13	84	104	10	2	83	296
2003-04	13	95	121	10	2	81	322
<i>Science/Pre-Engineering*</i>							
2007-08	23	665	206	25	0	217	1,136
2006-07	23	760	228	14	1	260	1,286
2005-06	25	810	230	23	2	265	1,355
2004-05	20	849	214	25	1	305	1,414
2003-04	22	832	180	20	1	304	1,359

(Appendix E continues)

Appendix E (continued)
 Enrollment in Magnet Programs from 2003-04 through 2007-08
 (Data acquired from District TERMS database)

	Asian	Black	Hispanic	Multi-racial	Native American	White	Total
Dandy, William							
<i>Pre-Medical</i>							
2007-08	7	219	10	11	2	9	258
2006-07	11	248	16	12	2	11	300
2005-06	15	292	22	12	2	15	358
2004-05	12	271	29	9	2	13	336
<i>Pre-Law and Public Affairs</i>							
2007-08	1	174	19	3	0	7	204
2006-07	1	187	20	4	0	7	219
2005-06	2	206	23	5	0	14	250
2004-05	0	217	16	7	0	16	256
2003-04	0	178	12	3	1	4	198
Deerfield Beach							
<i>Health and Wellness</i>							
2007-08	11	635	185	25	1	169	1,026
2006-07	16	741	233	19	1	210	1,220
2005-06	15	820	233	23	0	212	1,303
2004-05	8	928	266	22	1	271	1,496
2003-04	9	886	237	20	1	301	1,454
<i>Middle Years Program/International Baccalaureate</i>							
2007-08	24	65	36	7	0	142	274
2006-07	22	48	29	6	0	113	218
2005-06	20	40	29	5	1	107	202
2004-05	18	29	19	3	2	97	168
2003-04	14	39	16	5	2	103	179
Driftwood							
<i>Health and Wellness*</i>							
2007-08	72	231	612	45	14	572	1,546
2006-07	66	281	586	42	8	589	1,572
2005-06	58	281	610	37	7	660	1,653
2004-05	67	300	637	35	11	736	1,786
2003-04	62	279	674	28	30	852	1,925
Lauderdale Lakes							
<i>Middle Years Program</i>							
2007-08	12	209	22	6	1	20	270
2006-07	8	154	16	7	2	18	205
2005-06	6	106	11	4	0	18	145
2004-05	8	99	11	3	0	10	131
2003-04	5	95	12	3	0	9	124
Lyons Creek							
<i>Micro-Society*</i>							
2007-08	71	275	483	94	3	1,074	2,000
2006-07	65	274	464	103	2	1,076	1,984
2005-06	62	306	524	81	2	1,195	2,170
2004-05	68	277	514	72	6	1,194	2,131
2003-04	71	273	471	51	4	1,193	2,063
McNicol							
<i>International Affairs and Business</i>							
2007-08	6	85	61	5	1	10	168
2006-07	5	105	82	2	1	16	211
2005-06	4	99	92	2	0	21	218
2004-05	0	95	106	4	0	31	236
2003-04	3	96	96	5	1	29	230

(Appendix E continues)

Appendix E (continued)
 Enrollment in Magnet Programs from 2003-04 through 2007-08
 (Data acquired from District TERMS database)

	Asian	Black	Hispanic	Multi-racial	Native American	White	Total
<i>Science/Pre-Engineering</i>							
2007-08	8	83	27	6	0	28	152
2006-07	7	120	38	11	3	31	210
2005-06	8	98	39	14	3	26	188
2004-05	6	91	47	11	3	34	192
New River							
<i>Marine Science*</i>							
2007-08	36	406	500	47	1	350	1,340
2006-07	28	468	532	51	0	399	1,478
2005-06	24	462	540	50	4	408	1,488
2004-05	20	504	527	35	3	447	1,536
2003-04	14	544	470	34	3	525	1,590
Parkway							
<i>Performing and Visual Arts*</i>							
2007-08	5	1,033	59	14	0	46	1,157
2006-07	6	1,178	81	21	1	51	1,338
2005-06	8	1,283	94	26	1	97	1,509
2004-05	8	1,424	93	22	0	120	1,667
2003-04	12	1,470	86	18	4	145	1,735
Perry, Henry D.							
<i>Liberal Arts</i>							
2007-08	15	219	55	10	2	9	310
2006-07	8	132	49	9	1	9	208
2005-06	4	77	38	5	0	6	130
2004-05	2	50	24	5	0	3	84
2003-04	9	119	45	7	1	11	192
Plantation							
<i>Center for Literary Arts*</i>							
2007-08	27	535	133	26	4	278	1,003
2006-07	23	541	148	26	4	365	1,107
2005-06	44	571	160	35	3	411	1,224
2004-05	40	651	179	32	2	439	1,343
2003-04	48	671	155	23	5	436	1,338
Pompano Beach							
<i>Communication/Broadcast Arts*</i>							
2007-08	15	449	179	24	0	294	961
2006-07	12	515	190	26	2	325	1,070
2005-06	14	518	199	29	2	322	1,084
2004-05	13	274	156	11	0	583	1,037
2003-04	7	618	191	19	0	386	1,221
Sawgrass Springs							
<i>Environmental Science*</i>							
2007-08	69	227	322	39	8	634	1,299
2006-07	71	216	323	39	7	730	1,386
2005-06	78	231	343	38	5	817	1,512
2004-05	69	234	314	35	6	916	1,574
2003-04	60	150	240	21	6	858	1,335
Sunrise							
<i>Montessori</i>							
2007-08	16	173	69	25	0	195	478
2006-07	11	159	57	16	0	205	448
2005-06	9	125	48	9	0	197	388
2004-05	10	98	38	6	0	183	335
2003-04	7	114	38	4	0	173	336

(Appendix E continues)

Appendix E (continued)
 Enrollment in Magnet Programs from 2003-04 through 2007-08
 (Data acquired from District TERMS database)

	Asian	Black	Hispanic	Multi-racial	Native American	White	Total
High Schools							
Anderson, Boyd							
<i>Health and Wellness</i>							
2007-08	1	212	9	3	0	3	228
2006-07	2	209	8	1	0	3	223
2005-06	3	240	5	5	0	3	256
2004-05	4	220	12	2	0	7	245
2003-04	2	202	15	3	1	7	230
<i>International Baccalaureate</i>							
2007-08	32	120	18	7	1	34	212
2006-07	39	106	28	5	1	46	225
2005-06	39	95	28	5	1	59	227
2004-05	43	94	23	8	0	73	241
2003-04	36	81	27	5	1	85	235
Atlantic Technical							
<i>Technical*</i>							
2007-08	26	208	137	10	0	209	590
2006-07	22	179	146	9	0	180	536
2005-06	19	179	156	8		193	555
2004-05	20	126	118	6	0	157	427
2003-04	10	80	84	3	2	122	301
Blanche Ely							
<i>Medical Science</i>							
2007-08	14	437	18	13	2	13	497
2006-07	16	448	23	13	2	16	518
2005-06	21	439	25	9	4	20	518
2004-05	18	425	35	11	4	25	518
<i>Science/Pre-Engineering</i>							
2007-08	4	93	7	4	1	10	119
2006-07	6	78	7	4	0	12	107
2005-06	9	84	7	4	0	10	114
2004-05	16	97	11	5	0	26	155
2003-04	19	99	15	5	0	29	167
Deerfield Beach							
<i>Communications/Broadcast Arts*</i>							
2007-08	20	1,078	371	24	1	424	1,918
2006-07	17	1,130	337	30	1	420	1,935
2005-06	10	773	218	21	1	324	1,347
2004-05	4	163	50	4	1	149	371
2003-04	4	131	45	4	1	163	348
<i>International Baccalaureate</i>							
2007-08	64	56	34	10	2	161	327
2006-07	64	48	34	7	1	149	303
2005-06	57	61	29	7	0	155	309
2004-05	56	60	34	6	0	163	319
2003-04	50	57	31	6	3	155	302
<i>Urban Teacher Academy</i>							
2007-08	0	44	11	4	0	21	80
2006-07	1	26	6	1	0	11	45

(Appendix E continues)

Appendix E (continued)
 Enrollment in Magnet Programs from 2003-04 through 2007-08
 (Data acquired from District TERMS database)

	Asian	Black	Hispanic	Multi-racial	Native American	White	Total
Dillard							
<i>Emerging Computer Technology</i>							
2007-08	5	238	27	1	0	34	305
2006-07	8	291	40	5	0	46	390
2005-06	10	278	41	4	0	44	377
2004-05	14	321	37	4	0	42	418
2003-04	13	319	28	3	0	42	405
<i>Performing and Visual Arts</i>							
2007-08	5	219	38	9	0	64	335
2006-07	5	281	46	8	0	66	406
2005-06	6	281	53	8	0	72	420
2004-05	4	270	38	6	0	70	388
2003-04	4	256	31	4	0	65	360
Fort Lauderdale							
<i>Advanced Studies Institute</i>							
2007-08	6	27	10	5	0	40	88
2006-07	9	22	9	2	0	58	100
2005-06	9	29	10	3	1	86	138
2004-05	5	21	11	1	2	76	116
2003-04	4	19	6	1	2	79	111
<i>Cambridge</i>							
2007-08	8	112	33	7	0	133	293
2006-07	6	92	27	5	0	85	215
2005-06	5	69	12	1	0	49	136
<i>Pre-Law and Public Affairs</i>							
2007-08	12	990	135	27	4	206	1,374
2006-07	14	906	122	22	4	255	1,323
2005-06	14	704	106	19	5	168	1,016
2004-05	12	330	48	9	2	104	505
2003-04	11	253	36	5	2	87	394
Hallandale							
<i>Communications/Broadcast Arts</i>							
2007-08	2	295	113	7	1	45	463
2006-07	1	295	145	7	2	35	485
2005-06	4	267	121	6	2	30	430
2004-05	3	109	42	4	2	20	180
2003-04	1	95	35	7	1	25	164
<i>International Affairs and Business</i>							
2007-08	6	596	293	14	4	66	979
2006-07	2	583	270	12	2	64	933
2005-06	1	404	211	4	2	53	675
2004-05	3	99	61	3	1	20	187
2003-04	4	83	61	2	0	26	176
<i>Urban Teacher Academy</i>							
2007-08	1	45	11	0	0	8	65
2006-07	1	33	9	1	1	11	56
McFatter Technical							
<i>Technical*</i>							
2007-08	18	85	198	12	1	237	551
2006-07	16	90	184	15	1	267	573
2005-06	24	77	177	15	0	286	579
2004-05	28	74	163	9	1	289	564
2003-04	28	73	142	7	3	327	580

(Appendix E continues)

Appendix E (continued)
 Enrollment in Magnet Programs from 2003-04 through 2007-08
 (Data acquired from District TERMS database)

	Asian	Black	Hispanic	Multi-racial	Native American	White	Total
Miramar							
<i>Aviation</i>							
2007-08	7	182	62	5	1	16	273
2006-07	3	86	39	4	1	19	152
2005-06	6	47	24	2	1	21	101
2004-05	5	29	13	2	1	18	68
2003-04	6	23	11	0	0	14	54
<i>International Baccalaureate</i>							
2007-08	44	127	61	13	2	25	272
2006-07	33	108	49	14	2	30	236
2005-06	38	110	59	12	2	39	260
2004-05	29	99	43	9	4	34	218
Northeast							
<i>Academies of Excellence*</i>							
2007-08	38	576	653	30	4	797	2,098
2006-07	43	545	583	23	3	848	2,045
2005-06	50	523	591	23	4	884	2,075
2004-05	58	527	595	24	3	946	2,153
2003-04	43	507	549	24	9	967	2,099
Pompano Beach							
<i>International Affairs with Information Technology*</i>							
2007-08	41	300	194	30	1	696	1,262
2006-07	32	312	170	19	1	665	1,199
2005-06	22	320	177	16	1	650	1,186
2004-05	13	274	156	11	0	583	1,037
2003-04	17	222	119	8	0	460	826
South Broward							
<i>Marine Science</i>							
2007-08	25	401	455	32	4	491	1,408
2006-07	25	354	433	37	5	543	1,397
2005-06	20	284	386	30	3	537	1,260
2004-05	6	46	66	7	1	191	317
2003-04	5	40	60	6	1	179	291
South Plantation							
<i>Environmental Science</i>							
2007-08	24	93	106	8	0	335	566
2006-07	16	92	111	7	2	321	549
2005-06	11	86	96	4	1	278	476
2004-05	13	62	77	6	1	241	400
2003-04	7	44	49	4	1	179	284
Stranahan							
<i>Medical Science</i>							
2007-08	38	361	72	11	1	51	534
2006-07	56	379	70	11	1	65	582
2005-06	64	399	82	11	0	70	626
2004-05	59	425	80	14	0	74	652
2003-04	56	413	88	12	5	71	645
<i>Science/Pre-Engineering</i>							
2007-08	15	77	31	6	0	23	152
2006-07	13	75	36	6	0	28	158
2005-06	18	90	36	5	1	29	179
2004-05	21	87	34	2	0	33	177
2003-04	14	86	35	2	3	42	182

*Total-School Magnet Program

Appendix F
FCAT-SSS Reading and Mathematics, 2006-07

Grade	Reading										Mathematics											
	<i>n</i> <i>tested</i>	Level 1		Level 2		Level 3		Level 4		Level 5		<i>n</i> <i>tested</i>	Level 1		Level 2		Level 3		Level 4		Level 5	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Non-Magnet																						
Grade 3	16,918	2,885	17.1	2,146	12.7	5,566	32.9	4,886	28.9	1,435	8.5	16,905	1,394	8.2	2,116	12.5	5,360	31.7	5,082	30.1	2,953	17.5
Grade 4	17,179	2,767	16.1	2,454	14.3	5,826	33.9	4,815	28.0	1,317	7.7	17,195	1,480	8.6	2,561	14.9	6,415	37.3	4,809	28.0	1,930	11.2
Grade 5	16,483	1,973	12.0	2,272	13.8	5,941	36.0	5,148	31.2	1,149	7.0	16,485	1,538	9.3	3,457	21.0	4,413	26.8	4,975	30.2	2,102	12.8
Grade 6	14,449	2,570	17.8	2,687	18.6	4,777	33.1	3,333	23.1	1,082	7.5	14,449	3,300	22.8	3,003	20.8	3,950	27.3	2,625	18.2	1,571	10.9
Grade 7	13,880	1,944	14.0	2,657	19.1	4,920	35.4	3,077	22.2	1,282	9.2	13,869	2,150	15.5	2,612	18.8	4,352	31.4	3,064	22.1	1,691	12.2
Grade 8	14,277	2,628	18.4	4,130	28.9	4,860	34.0	2,293	16.1	366	2.6	14,270	2,150	15.1	2,531	17.7	4,655	32.6	2,535	17.8	2,399	16.8
Grade 9	16,050	4,593	28.6	5,067	31.6	3,797	23.7	1,784	11.1	809	5.0	16,022	2,366	14.8	3,575	22.3	4,927	30.8	3,531	22.0	1,623	10.1
Grade 10	14,711	5,836	39.7	4,069	27.7	2,400	16.3	996	6.8	1,410	9.6	14,424	1,976	13.7	2,837	19.7	3,997	27.7	4,537	31.5	1,077	7.5
Magnet (all theme programs combined)																						
Grade 3	1,871	506	27.0	299	16.0	583	31.2	375	20.0	108	5.8	1,870	243	13.0	311	16.6	658	35.2	458	24.5	200	10.7
Grade 4	1,990	426	21.4	335	16.8	692	34.8	423	21.3	114	5.7	1,997	227	11.4	406	20.3	775	38.8	447	22.4	142	7.1
Grade 5	1,718	284	16.5	296	17.2	640	37.3	425	24.7	73	4.2	1,719	225	13.1	477	27.7	446	25.9	447	26.0	124	7.2
Grade 6	5,183	1,025	19.8	1,066	20.6	1,716	33.1	1,104	21.3	272	5.2	5,176	1,264	24.4	1,018	19.7	1,401	27.1	980	18.9	513	9.9
Grade 7	4,692	739	15.8	857	18.3	1,675	35.7	1,046	22.3	375	8.0	4,686	793	16.9	814	17.4	1,504	32.1	1,090	23.3	485	10.3
Grade 8	4,923	1,102	22.4	1,393	28.3	1,611	32.7	710	14.4	107	2.2	4,916	856	17.4	888	18.1	1,527	31.1	891	18.1	754	15.3
Grade 9	4,104	839	20.4	1,103	26.9	1,226	29.9	638	15.5	298	7.3	4,100	486	11.9	623	15.2	1,213	29.6	1,248	30.4	530	12.9
Grade 10	3,615	1,120	31.0	1,025	28.4	710	19.6	288	8.0	472	13.1	3,608	346	9.6	537	14.9	997	27.6	1,410	39.1	318	8.8
Academy of Excellence																						
Grade 9	535	134	25.0	198	37.0	131	24.5	52	9.7	20	3.7	538	69	12.8	102	19.0	200	37.2	130	24.2	37	6.9
Grade 10	419	144	34.4	121	28.9	82	19.6	23	5.5	49	11.7	453	37	8.2	83	18.3	138	30.5	172	38.0	23	5.1
Advanced Studies																						
Grade 9	100	4	4.0	16	16.0	40	40.0	29	29.0	11	11.0	99	2	2.0	4	4.0	21	21.2	42	42.4	30	30.3
Grade 10	76	9	11.8	22	28.9	20	26.3	8	10.5	17	22.4	76	0	0.0	5	6.6	20	26.3	41	53.9	10	13.2
Aviation																						
Grade 9	73	1	1.4	15	20.5	30	41.1	20	27.4	7	9.6	73	0	0.0	7	9.6	19	26.0	39	53.4	8	11.0
Grade 10	21	3	14.3	9	42.9	4	19.0	4	19.0	1	4.8	21	1	4.8	3	14.3	3	14.3	14	66.7	0	0.0

(Appendix F continues)

Appendix F (continued).
FCAT-SSS Reading and Mathematics, 2006-07

Grade	Reading										Mathematics											
	<i>n</i> <i>tested</i>	Level 1		Level 2		Level 3		Level 4		Level 5		<i>n</i> <i>tested</i>	Level 1		Level 2		Level 3		Level 4		Level 5	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
CITE																						
Grade 6	2	0	0.0	1	50.0	0	0.0	1	50.0	0	0.0	2	1	50.0	0	0.0	0	0.0	0	0.0	1	50.0
Grade 7	99	14	14.1	20	20.2	37	37.4	20	20.2	8	8.1	99	15	15.2	20	20.2	27	27.3	25	25.3	12	12.1
Grade 8	62	10	16.1	26	41.9	20	32.3	4	6.5	2	3.2	62	10	16.1	16	25.8	21	33.9	7	11.3	8	12.9
Communications																						
Grade 3	381	145	38.1	69	18.1	117	30.7	43	11.3	7	1.8	381	59	15.5	84	22.0	155	40.7	61	16.0	22	5.8
Grade 4	388	102	26.3	79	20.4	140	36.1	56	14.4	11	2.8	391	65	16.6	102	26.1	144	36.8	70	17.9	10	2.6
Grade 5	340	62	18.2	55	16.2	138	40.6	71	20.9	14	4.1	339	56	16.5	103	30.4	96	28.3	71	20.9	13	3.8
Grade 6	1,013	262	25.9	253	25.0	298	29.4	153	15.1	47	4.6	1,010	358	35.4	219	21.7	237	23.5	128	12.7	68	6.7
Grade 7	838	153	18.3	177	21.1	268	32.0	172	20.5	68	8.1	839	194	23.1	154	18.4	253	30.2	168	20.0	70	8.3
Grade 8	965	284	29.4	269	27.9	267	27.7	122	12.6	23	2.4	962	236	24.5	201	20.9	285	29.6	131	13.6	109	11.3
Grade 9	624	265	42.5	210	33.7	108	17.3	31	5.0	10	1.6	628	175	27.9	137	21.8	195	31.1	107	17.0	14	2.2
Grade 10	541	322	59.5	149	27.5	38	7.0	19	3.5	13	2.4	533	124	23.3	149	28.0	157	29.5	98	18.4	5	0.9
Technology/Emerging Computer Technology																						
Grade 3	103	43	41.7	29	28.2	21	20.4	8	7.8	2	1.9	103	20	19.4	23	22.3	43	41.7	12	11.7	5	4.9
Grade 4	70	20	28.6	21	30.0	18	25.7	11	15.7	0	0.0	70	7	10.0	15	21.4	37	52.9	10	14.3	1	1.4
Grade 5	57	19	33.3	15	26.3	17	29.8	5	8.8	1	1.8	58	9	15.5	23	39.7	17	29.3	7	12.1	2	3.4
Grade 9	79	5	6.3	23	29.1	30	38.0	18	22.8	3	3.8	79	0	0.0	10	12.7	25	31.6	28	35.4	16	20.3
Grade 10	88	11	12.5	35	39.8	22	25.0	10	11.4	10	11.4	88	0	0.0	10	11.4	21	23.9	43	48.9	14	15.9
Environmental Science																						
Grade 3	102	37	36.3	20	19.6	27	26.5	16	15.7	2	2.0	102	14	13.7	19	18.6	40	39.2	26	25.5	3	2.9
Grade 4	98	24	24.5	20	20.4	35	35.7	16	16.3	3	3.1	99	15	15.2	25	25.3	36	36.4	16	16.2	7	7.1
Grade 5	84	20	23.8	16	19.0	30	35.7	17	20.2	1	1.2	84	15	17.9	22	26.2	20	23.8	22	26.2	5	6.0
Grade 6	434	60	13.8	77	17.7	142	32.7	117	27.0	38	8.8	434	77	17.7	85	19.6	111	25.6	84	19.4	77	17.7
Grade 7	404	37	9.2	57	14.1	150	37.1	116	28.7	44	10.9	403	34	8.4	63	15.6	145	36.0	101	25.1	60	14.9
Grade 8	489	57	11.7	147	30.1	176	36.0	92	18.8	17	3.5	489	36	7.4	81	16.6	165	33.7	107	21.9	100	20.4
Grade 9	172	1	0.6	21	12.2	70	40.7	52	30.2	28	16.3	172	0	0.0	3	1.7	37	21.5	82	47.7	50	29.1
Grade 10	137	8	5.8	33	24.1	43	31.4	22	16.1	31	22.6	137	0	0.0	6	4.4	23	16.8	93	67.9	15	10.9

(Appendix F continues)

Appendix F (continued).
FCAT-SSS Reading and Mathematics, 2006-07

Grade	Reading											Mathematics										
	<i>n</i> <i>tested</i>	Level 1		Level 2		Level 3		Level 4		Level 5		<i>n</i> <i>tested</i>	Level 1		Level 2		Level 3		Level 4		Level 5	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Health and Wellness																						
Grade 6	951	230	24.2	230	24.2	304	32.0	161	16.9	26	2.7	950	247	26.0	225	23.7	283	29.8	142	14.9	53	5.6
Grade 7	804	164	20.4	156	19.4	312	38.8	131	16.3	41	5.1	801	163	20.3	187	23.3	282	35.2	118	14.7	51	6.4
Grade 8	884	238	26.9	279	31.6	280	31.7	76	8.6	11	1.2	883	195	22.1	185	21.0	303	34.3	127	14.4	73	8.3
Grade 9	31	3	9.7	14	45.2	11	35.5	3	9.7	0	0.0	31	2	6.5	3	9.7	15	48.4	10	32.3	1	3.2
Grade 10	66	21	31.8	28	42.4	12	18.2	5	7.6	0	0.0	65	1	1.5	7	10.8	28	43.1	28	43.1	1	1.5
Liberal Arts/International Baccalaureate																						
Grade 3	102	19	18.6	17	16.7	39	38.2	18	17.6	9	8.8	102	9	8.8	19	18.6	35	34.3	26	25.5	13	12.7
Grade 4	105	14	13.3	18	17.1	41	39.0	27	25.7	5	4.8	105	8	7.6	25	23.8	42	40.0	27	25.7	3	2.9
Grade 5	61	6	9.8	13	21.3	24	39.3	15	24.6	3	4.9	61	5	8.2	21	34.4	14	23.0	18	29.5	3	4.9
Grade 6	266	3	1.1	9	3.4	87	32.7	128	48.1	39	14.7	265	4	1.5	15	5.7	66	24.9	109	41.1	71	26.8
Grade 7	197	0	0.0	5	2.5	61	31.0	97	49.2	34	17.3	197	2	1.0	8	4.1	51	25.9	94	47.7	42	21.3
Grade 8	149	1	0.7	6	4.0	57	38.3	73	49.0	12	8.1	148	0	0.0	0	0.0	23	15.5	47	31.8	78	52.7
Grade 9	215	2	0.9	10	4.7	64	29.8	77	35.8	62	28.8	216	1	0.5	1	0.5	11	5.1	83	38.4	120	55.6
Grade 10	198	3	1.5	19	9.6	35	17.7	38	19.2	103	52.0	198	0	0.0	1	0.5	8	4.0	109	55.1	80	40.4
International Studies																						
Grade 6	143	6	4.2	25	17.5	67	46.9	42	29.4	3	2.1	143	11	7.7	31	21.7	54	37.8	33	23.1	14	9.8
Grade 7	123	6	4.9	18	14.6	53	43.1	35	28.5	11	8.9	123	0	0.0	13	10.6	49	39.8	44	35.8	17	13.8
Grade 8	128	4	3.1	24	18.8	64	50.0	33	25.8	3	2.3	128	4	3.1	9	7.0	48	37.5	33	25.8	34	26.6
Grade 9	568	110	19.4	143	25.2	169	29.8	105	18.5	41	7.2	563	62	11.0	90	16.0	164	29.1	169	30.0	78	13.9
Grade 10	574	156	27.2	158	27.5	134	23.3	49	8.5	77	13.4	566	58	10.2	72	12.7	152	26.9	241	42.6	43	7.6

(Appendix F continues)

Appendix F (continued).
FCAT-SSS Reading and Mathematics, 2006-07

Grade	Reading											Mathematics										
	<i>n</i> <i>tested</i>	Level 1		Level 2		Level 3		Level 4		Level 5		<i>n</i> <i>tested</i>	Level 1		Level 2		Level 3		Level 4		Level 5	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Marine Science																						
Grade 3	9	2	22.2	2	22.2	3	33.3	2	22.2	0	0.0	9	2	22.2	2	22.2	5	55.6	0	0.0	0	0.0
Grade 4	90	44	48.9	17	18.9	23	25.6	6	6.7	0	0.0	90	21	23.3	33	36.7	30	33.3	6	6.7	0	0.0
Grade 5	56	18	32.1	13	23.2	16	28.6	7	12.5	2	3.6	56	15	26.8	21	37.5	13	23.2	4	7.1	3	5.4
Grade 6	533	118	22.1	115	21.6	175	32.8	101	18.9	24	4.5	534	143	26.8	106	19.9	152	28.5	100	18.7	33	6.2
Grade 7	435	96	22.1	80	18.4	163	37.5	79	18.2	17	3.9	433	99	22.9	89	20.6	127	29.3	93	21.5	25	5.8
Grade 8	412	124	30.1	118	28.6	118	28.6	47	11.4	5	1.2	414	94	22.7	84	20.3	124	30.0	67	16.2	45	10.9
Grade 9	555	182	32.8	152	27.4	147	26.5	53	9.5	21	3.8	547	104	19.0	121	22.1	169	30.9	122	22.3	31	5.7
Grade 10	528	233	44.1	131	24.8	96	18.2	26	4.9	42	8.0	513	80	15.6	115	22.4	143	27.9	140	27.3	35	6.8
Medical Science																						
Grade 6	70	0	0.0	1	1.4	33	47.1	32	45.7	4	5.7	70	0	0.0	1	1.4	19	27.1	32	45.7	18	25.7
Grade 7	114	0	0.0	4	3.5	27	23.7	51	44.7	32	28.1	114	0	0.0	0	0.0	26	22.8	49	43.0	39	34.2
Grade 8	101	2	2.0	12	11.9	39	38.6	41	40.6	7	6.9	101	0	0.0	3	3.0	15	14.9	27	26.7	56	55.4
Grade 9	313	8	2.6	83	26.5	136	43.5	64	20.4	22	7.0	313	3	1.0	26	8.3	117	37.4	127	40.6	40	12.8
Grade 10	251	31	12.4	89	35.5	70	27.9	27	10.8	34	13.5	250	1	0.4	15	6.0	82	32.8	124	49.6	28	11.2
Micro-Society																						
Grade 6	616	85	13.8	116	18.8	230	37.3	150	24.4	35	5.7	616	135	21.9	108	17.5	175	28.4	139	22.6	59	9.6
Grade 7	607	93	15.3	121	19.9	235	38.7	118	19.4	40	6.6	605	111	18.3	101	16.7	202	33.4	139	23.0	52	8.6
Grade 8	656	104	15.9	206	31.4	244	37.2	93	14.2	9	1.4	654	62	9.5	117	17.9	229	35.0	139	21.3	107	16.4
Montessori																						
Grade 3	113	3	2.7	7	6.2	28	24.8	48	42.5	27	23.9	113	3	2.7	7	6.2	34	30.1	44	38.9	25	22.1
Grade 4	108	5	4.6	11	10.2	34	31.5	35	32.4	23	21.3	108	2	1.9	8	7.4	44	40.7	33	30.6	21	19.4
Grade 5	100	2	2.0	6	6.0	29	29.0	51	51.0	12	12.0	100	4	4.0	15	15.0	24	24.0	44	44.0	13	13.0
Grade 6	178	10	5.6	32	18.0	75	42.1	55	30.9	6	3.4	177	22	12.4	31	17.5	50	28.2	48	27.1	26	14.7
Grade 7	145	3	2.1	24	16.6	69	47.6	41	28.3	8	5.5	144	7	4.9	18	12.5	54	37.5	49	34.0	16	11.1
Grade 8	112	5	4.5	22	19.6	43	38.4	33	29.5	9	8.0	112	3	2.7	8	7.1	39	34.8	33	29.5	29	25.9

(Appendix F continues)

Appendix F (continued).
FCAT-SSS Reading and Mathematics, 2006-07

Grade	Reading											Mathematics										
	<i>n</i> <i>tested</i>	Level 1		Level 2		Level 3		Level 4		Level 5		<i>n</i> <i>tested</i>	Level 1		Level 2		Level 3		Level 4		Level 5	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Performing and Visual Arts																						
Grade 3	440	131	29.8	77	17.5	146	33.2	74	16.8	12	2.7	439	77	17.5	80	18.2	140	31.9	112	25.5	30	6.8
Grade 4	469	120	25.6	74	15.8	166	35.4	89	19.0	20	4.3	471	68	14.4	107	22.7	177	37.6	94	20.0	25	5.3
Grade 5	398	74	18.6	84	21.1	146	36.7	84	21.1	10	2.5	399	55	13.8	118	29.6	96	24.1	104	26.1	26	6.5
Grade 6	439	127	28.9	117	26.7	132	30.1	52	11.8	11	2.5	439	134	30.5	110	25.1	116	26.4	57	13.0	22	5.0
Grade 7	404	87	21.5	88	21.8	150	37.1	60	14.9	19	4.7	404	77	19.1	80	19.8	136	33.7	78	19.3	33	8.2
Grade 8	410	114	27.8	140	34.1	123	30.0	30	7.3	3	0.7	411	88	21.4	91	22.1	133	32.4	64	15.6	35	8.5
Grade 9	62	2	3.2	15	24.2	27	43.5	11	17.7	7	11.3	63	3	4.8	5	7.9	23	36.5	27	42.9	5	7.9
Grade 10	102	21	20.6	39	38.2	22	21.6	9	8.8	11	10.8	98	2	2.0	16	16.3	29	29.6	45	45.9	6	6.1
Pre-Law and Public Affairs																						
Grade 6	59	0	0.0	4	6.8	25	42.4	26	44.1	4	6.8	59	0	0.0	2	3.4	11	18.6	34	57.6	12	20.3
Grade 7	71	1	1.4	2	2.8	20	28.2	35	49.3	13	18.3	71	0	0.0	1	1.4	11	15.5	36	50.7	23	32.4
Grade 8	71	3	4.2	15	21.1	32	45.1	18	25.4	3	4.2	71	0	0.0	2	2.8	16	22.5	25	35.2	28	39.4
Grade 9	367	109	29.7	124	33.8	82	22.3	38	10.4	14	3.8	368	61	16.6	92	25.0	99	26.9	97	26.4	19	5.2
Grade 10	252	113	44.8	76	30.2	35	13.9	12	4.8	16	6.3	249	37	14.9	44	17.7	91	36.5	70	28.1	7	2.8
Science/Pre-Engineering																						
Grade 3	620	126	20.3	78	12.6	201	32.4	166	26.8	49	7.9	620	59	9.5	77	12.4	206	33.2	176	28.4	102	16.5
Grade 4	662	97	14.7	95	14.4	235	35.5	183	27.6	52	7.9	663	41	6.2	91	13.7	265	40.0	191	28.8	75	11.3
Grade 5	622	83	13.3	94	15.1	240	38.6	175	28.1	30	4.8	622	66	10.6	154	24.8	166	26.7	177	28.5	59	9.5
Grade 6	479	124	25.9	86	18.0	148	30.9	86	18.0	35	7.3	477	132	27.7	85	17.8	127	26.6	74	15.5	59	12.4
Grade 7	451	85	18.8	105	23.3	130	28.8	91	20.2	40	8.9	453	91	20.1	80	17.7	141	31.1	96	21.2	45	9.9
Grade 8	484	156	32.2	129	26.7	148	30.6	48	9.9	3	0.6	481	128	26.6	91	18.9	126	26.2	84	17.5	52	10.8
Grade 9	87	3	3.4	14	16.1	39	44.8	19	21.8	12	13.8	87	0	0.0	4	4.6	22	25.3	41	47.1	20	23.0
Grade 10	54	4	7.4	16	29.6	17	31.5	8	14.8	9	16.7	54	0	0.0	0	0.0	16	29.6	23	42.6	15	27.8
Technical																						
Grade 9	295	5	1.7	56	19.0	135	45.8	61	20.7	38	12.9	295	2	0.7	13	4.4	88	29.8	132	44.7	60	20.3
Grade 10	281	29	10.3	93	33.1	74	26.3	27	9.6	58	20.6	280	1	0.4	6	2.1	73	26.1	164	58.6	36	12.9
Urban Teacher Academy																						
Grade 9	28	5	17.9	9	32.1	7	25.0	5	17.9	2	7.1	28	2	7.1	5	17.9	8	28.6	12	42.9	1	3.6
Grade 10	27	12	44.4	7	25.9	6	22.2	1	3.7	1	3.7	27	4	14.8	5	18.5	13	48.1	5	18.5	0	0.0

(Appendix F continues)

Appendix F (continued).
FCAT-SSS Science, 2006-07

Grade	Science										
	<i>n</i> <i>tested</i>	Level 1		Level 2		Level 3		Level 4		Level 5	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Non-Magnet											
Grade 5	16,394	3,651	22.3	5,425	33.1	5,555	33.9	1,432	8.7	331	2.0
Grade 8	14,115	4,222	29.9	4,540	32.2	4,109	29.1	1,017	7.2	227	1.6
Grade 11	12,673	3,877	30.6	4,473	35.3	3,663	28.9	588	4.6	72	0.6
Magnet (all theme programs combined)											
Grade 5	1,707	496	29.1	647	37.9	451	26.4	88	5.2	25	1.5
Grade 8	4,870	1,716	35.2	1,460	30.0	1,347	27.7	288	5.9	59	1.2
Grade 11	2,836	617	21.8	1,037	36.6	995	35.1	166	5.9	21	0.7
Academies of Excellence											
Grade 11	376	90	23.9	139	37.0	129	34.3	17	4.5	1	0.3
Advanced Studies											
Grade 11	80	4	5.0	36	45.0	30	37.5	9	11.3	1	1.3
Aviation											
Grade 11	20	1	5.0	7	35.0	10	50.0	2	10.0	0	0.0
CITE											
Grade 8	62	22	35.5	20	32.3	18	29.0	2	3.2	0	0.0
Communications											
Grade 5	336	107	31.8	136	40.5	79	23.5	12	3.6	2	0.6
Grade 8	956	391	40.9	286	29.9	219	22.9	45	4.7	15	1.6
Grade 11	417	201	48.2	160	38.4	54	12.9	2	0.5	0	0.0
Technology/Emerging Computer Technology											
Grade 5	57	29	50.9	21	36.8	7	12.3	0	0.0	0	0.0
Grade 11	100	14	14.0	43	43.0	39	39.0	4	4.0	0	0.0
Environmental Science											
Grade 5	83	32	38.6	30	36.1	18	21.7	3	3.6	0	0.0
Grade 8	484	112	23.1	147	30.4	164	33.9	48	9.9	13	2.7
Grade 11	123	0	0.0	27	22.0	77	62.6	16	13.0	3	2.4
Health and Wellness											
Grade 8	867	362	41.8	275	31.7	192	22.1	29	3.3	9	1.0
Grade 11	39	10	25.6	28	71.8	1	2.6	0	0.0	0	0.0
Liberal Arts/International Baccalaureate											
Grade 5	61	15	24.6	24	39.3	16	26.2	4	6.6	2	3.3
Grade 8	149	0	0.0	26	17.4	91	61.1	29	19.5	3	2.0
Grade 11	163	2	1.2	21	12.9	100	61.3	33	20.2	7	4.3
International Studies											
Grade 8	128	16	12.5	47	36.7	56	43.8	9	7.0	0	0.0
Grade 11	473	104	22.0	189	40.0	154	32.6	25	5.3	1	0.2
Marine Science											
Grade 5	55	23	41.8	20	36.4	9	16.4	2	3.6	1	1.8
Grade 8	406	174	42.9	105	25.9	99	24.4	24	5.9	4	1.0
Grade 11	63	2	3.2	24	38.1	34	54.0	2	3.2	1	1.6

(Appendix F continues)

Appendix F (continued).
FCAT-SSS Reading and Mathematics, 2006-07

Grade	Science										
	<i>n</i> <i>tested</i>	Level 1		Level 2		Level 3		Level 4		Level 5	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Medical Science											
Grade 8	128	16	12.5	47	36.7	56	43.8	9	7.0	0	0.0
Grade 11	473	104	22.0	189	40.0	154	32.6	25	5.3	1	0.2
Micro-Society											
Grade 8	648	200	30.9	211	32.6	198	30.6	37	5.7	2	0.3
Montessori											
Grade 5	99	3	3.0	31	31.3	44	44.4	15	15.2	6	6.1
Grade 8	112	15	13.4	34	30.4	49	43.8	10	8.9	4	3.6
Performing and Visual Arts											
Grade 5	397	156	39.3	142	35.8	76	19.1	17	4.3	6	1.5
Grade 8	409	182	44.5	139	34.0	81	19.8	7	1.7	0	0.0
Grade 11	91	29	31.9	33	36.3	26	28.6	3	3.3	0	0.0
Pre-Law and Public Affairs											
Grade 8	71	6	8.5	27	38.0	30	42.3	8	11.3	0	0.0
Grade 11	282	108	38.3	113	40.1	57	20.2	4	1.4	0	0.0
Science/Pre-Engineering											
Grade 5	619	131	21.2	243	39.3	202	32.6	35	5.7	8	1.3
Grade 8	477	227	47.6	116	24.3	99	20.8	29	6.1	6	1.3
Grade 11	53	0	0.0	9	17.0	35	66.0	8	15.1	1	1.9
Technical											
Grade 11	267	24	9.0	75	28.1	137	51.3	29	10.9	2	0.7
Urban Teacher Academy											
Grade 11	29	12	41.4	13	44.8	4	13.8	0	0.0	0	0.0