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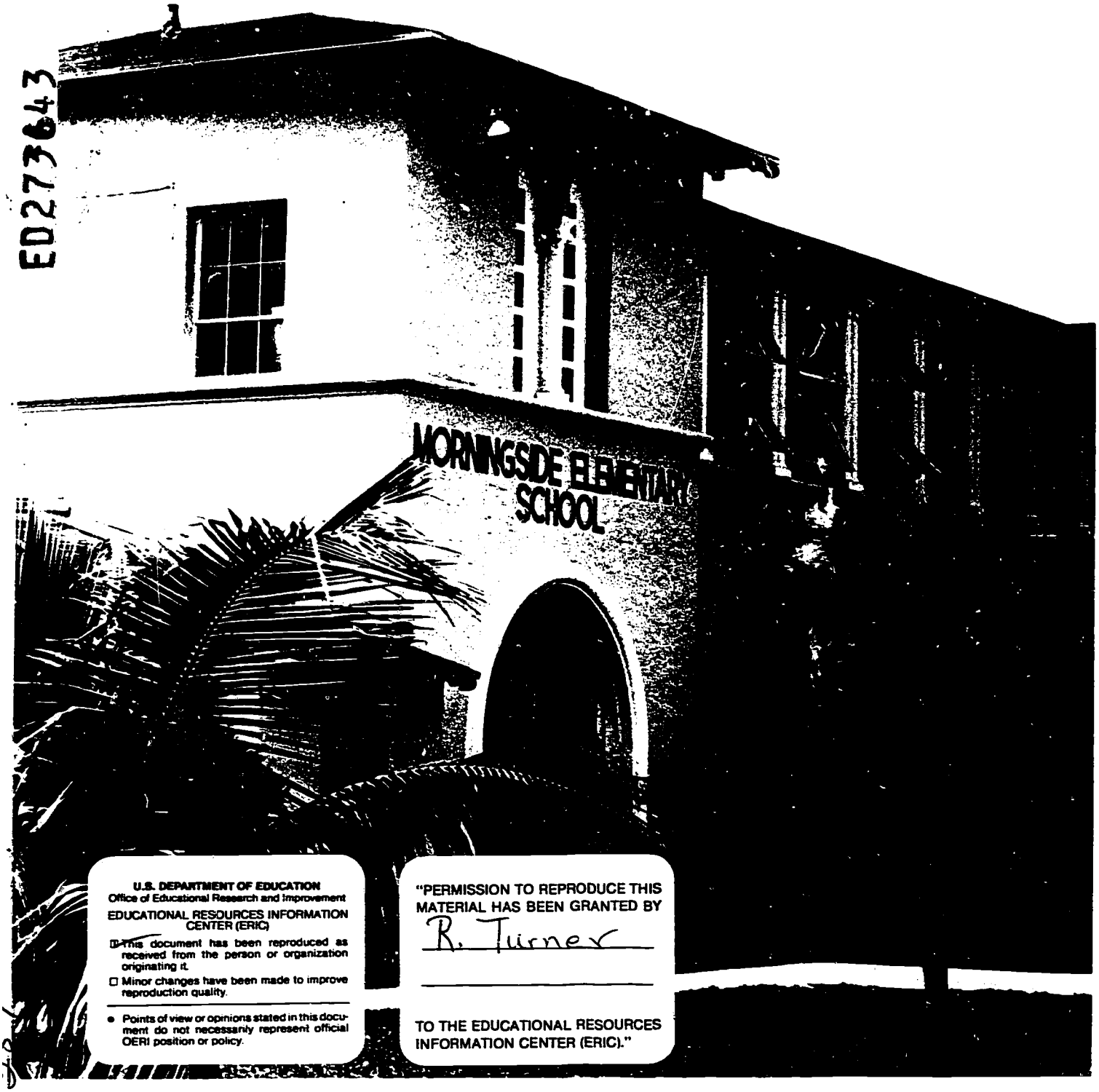
| IDENTIFIERS | *Dade County Public Schools FL |

ABSTRACT

This document combines and consolidates the following statistical reports published separately prior to 1983-84: (1) "The Status of Education" (formerly the Superintendent's Annual Statistical Report); (2) "Selected Statistical Information--Individual Dade County Public Schools"; (3) "Ethnic Characteristics of Students and Staff"; and (4) "Comparative Staffing and Salary Statistics for Dade and Other Large School Systems." This report presents in summary fashion, statistical information on the status of public education in Dade County in terms of organization, educational programs and services, achievement, and other outcomes of schooling. Also included are multi-year statistics on student population, staff, finances, and a summary of the results of program evaluations conducted during calendar year 1984. Comparative studies between Dade County and the 20 largest school districts in the United States with regard to staffing levels, salaries and expenditure per pupil are included. This document is a districtwide overview intended to serve as a companion document to the "District and School Profiles, 1984-85." In addition, this report contains information on the indicators of educational and other achievements that will serve as baseline data for planning purposes in the development of the District Comprehensive Plan. (JAZ)

# Statistical Abstract 1984-85








## DADE COUNTY PUBLIC SCHOOLS
Miami, Florida

OFFICE OF EDUCATIONAL ACCOUNTABILITY

THE SCHOOL BOARD OF DADE COUNTY, FLORIDA

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# STATISTICAL ABSTRACT

1984-85

Dade County Public Schools
Office of Educational Accountability
1450 Northeast Second Avenue
Miami, Florida 33132
June 1985

TABLE OF CONTENTS

INTRODUCTION..... 1

ORGANIZATION OF THE SCHOOL SYSTEM AND GENERAL INFORMATION

Dade County School Superintendents - Growth Indicators..... 3

Dade County Public School District Map..... 4

Listing of Dade County Public Schools (keyed to Map)..... 5

Schools by Administrative Area with Work Location Number, Grade Organization, and First Month Membership: October 1984..... 6

Number of PK-12 School Centers by Area and Type: 1984-85..... 8

Distribution of PK-12 School Centers by Grade Organization: 1984-85.... 8

Number of PK-12 School Centers Which Includes Grades as Designated: 1984-85..... 8

Schools Paired or Grouped for Desegregation: 1984-85..... 9

Average Class Size, Elementary & Secondary Schools: 1982-83 to 1984-85.. 10

EDUCATIONAL PROGRAMS AND SERVICES

Students Served in Chapter I and Compensatory Education Programs..... 11

Schools Participating in Chapter I Programs: 1984-85..... 12

Elementary Schools Participating In After-School Care Programs: 1984-85. 13

Students Served in Exceptional Student Programs: 1984-85..... 14

Exceptional Student Centers: 1984-85..... 15

Enrollment in Bilingual Programs: 1979-80 to 1983-84..... 16

Attendance and Social Work Services: Selected Comparative Data..... 17

Library Media Services, Statistics for School Media Centers..... 18

Adult/Vocational Schools: 1984-85..... 19

Community Schools: 1984-85..... 20

STUDENTS

Student Membership: 1973-74 to 1984-85..... 21

First Month Student Membership by Grade Level: 1973-74 to 1984-85..... 21

Summary Distribution of Students by Ethnicity, Gender, and Grade Level: 1984-85..... 22

Ethnic Composition of Student Population: Ten-Year Trend..... 23

Ethnic Composition of K-12 Student Population by School: 1984-85..... 24

Total Number of School-Age Children in Public and Non-Public Schools: 1974 - 1984..... 28

Membership of Public and Non-Public Schools in Dade by Grade Groups: 1974 - 1984..... 29

Adult Program Enrollment by Type of Course: 1979-80 to 1983-84..... 30

OUTCOMES OF SCHOOLING

Number of High School Graduates: 1976-77 to 1983-84..... 31

Number of High School Graduates by Ethnicity and Gender: 1983-84..... 32

Seventh Edition Stanford Achievement Tests: Spring 1982, 1983 & 1984... 34

Stanford Test Scores by Grade and Gender in Mean Percentiles: Spring 1984..... 35

Statewide Student Assessment Test, Part I: Basic Skills..... 36

SSAT, Part I - Grade 10: Spring 1982, 1983, 1984, and 1985..... 37

SSAT, Part II - Grade 10: Spring 1982, 1983, 1984, and 1985..... 38

Comparison of Percentage of Dade and State Students on Mastery of the State Student Assessment Tests by Ethnic Categories..... 39

Scholastic Aptitude Test (SAT): Number of Students in Upper Score Ranges 40

Scholastic Aptitude Test (SAT) Scores: Seven-Year Summary..... 41

American College Testing Examination (ACT): Number of Students in Upper Score Ranges..... 42

College Board Achievement Test, Number of Students in Upper Score Ranges 43

Enrollment in Advanced Level Courses..... 45

Enrollment in Advanced Courses by Subject Area, Ethnicity, and Gender... 46

Advanced Placement Examination Results..... 50

Advanced Placement Examination Results: Five-Year Comparison..... 51

Advanced Placement Examination Results by School..... 52

Academic Grants and Scholarships: 1984 High School Seniors..... 53

Number of Students Not Promoted by Ethnic Categories..... 54

Students Not Promoted as a Percentage of Student Membership Within Ethnic Categories..... 54

Administrative Action Dealing with Disruptive Students: 1972-73 to 1983-84..... 55

Summary of Disciplinary Actions by Ethnicity..... 56

Dropout Data by Ethnicity and Gender: 1983-84..... 57

Adults Receiving High School Diplomas by Adult Center: 1981 to 1983-84.. 59

PERSONNEL

Full-Time Staff by EEOC Categories: 1980-81 to 1984-85..... 61

Systemwide Distribution on Full-Time/Part-Time Employees by Type of Job, Sex, and Ethnic Classification: 1984..... 62

Distribution of Full-Time Employees at Non-School Administrative Locations by Type of Job, Sex, and Ethnic Classification: 1984..... 64

Comparison of Full-Time Staff by Ethnic Classification and Job Type..... 66

Comparison of Full-Time Staff by Sex and Various Job Classifications: 1981-82 to 1984-85... ..... 67

Average Annual Salary Paid to Selected Personnel Grouped by EEOC Categories..... 68

Teacher's Base Salary, Minimum and Maximum: 1980-81 to 1984-85..... 69

Number of Instructional Personnel on A0 10-Month Salary Schedule: 1984-85..... 70

Number of Instructional Personnel on Credential Payment 10-Month Salary Schedule: 1984-85..... 71

FINANCE

Revenues and Appropriations, All Funds..... 73

Taxable Property, Millage, and Revenue: 1980-81 to 1984-85..... 74

Full-Time Equivalent Students by Program: 1984-85..... 75

Program Cost Per Full-Time Equivalent Student: 1983-84 & 1984-85..... 76

Cost Per Full-Time Equivalent Student by School: 1983-84..... 77

COMPARATIVE STATISTICS - DADE AND LARGEST U.S. DISTRICTS

Ratio of Central Administrative Staff to Pupils and Teachers: 1984-85.. 81

Ratio of School Principals to Pupils and Teachers: 1984-85..... 82

Ratio of Assistant Principals to Pupils and Teachers: 1984-85..... 83

Ratio of Classroom Teachers to Pupils: 1984-85..... 84

Ratio of Deans/Counselors to Pupils: 1984-85..... 85

Administrative Salaries: 1984-85..... 86

School Principals' Salaries: 1984-85..... 89

Assistant Principals' Salaries: 1984-85..... 91

Classroom Teachers' Salaries: 1984-85..... 93

Projected Current Expenditures per Pupil: 1984-85..... 94

SUMMARY OF SELECTED PROGRAM EVALUATIONS CONDUCTED BY THE OFFICE OF EDUCATIONAL ACCOUNTABILITY

Evaluation of the 1982-83 ECIA, Chapter II Teaching/Outreach Parent Involvement/Skill Development Project: February, 1984..... 95

Evaluation of the Management Assessment Center: March, 1984..... 97

Evaluation of the 1982-83 ECIA, Chapter II Elementary Career Awareness Project: May, 1984..... 100

Evaluation of the 1982-83 ECIA, Chapter II School Alternative Vocational Education Project: August, 1983..... 102

Evaluation of the 1983-84 Academic Excellence Program: September, 1984... 104

Evaluation of the 1983-84 ECIA, Chapter II Teaching/Outreach/Parent Involvement/ Skill Development Project: September, 1984..... 107

Evaluation of the 1983-84 Beginning Teacher Program: September, 1984..... 110

Evaluation of the 1983-84 ECIA, Chapter II Program Development for the Artistically Talented Project: October, 1984..... 114

Evaluation of the 1983-84 ECIA, Chapter II Motivate and Stimulate for Excellence Project: October, 1984..... 117

Evaluation of the DCPS Secondary Guidance Program: October, 1984..... 119

Evaluation of the College Assistance Program: October, 1984..... 123

Evaluation of the 1983-84 ECIA, Chapter II Computer Education Project: October, 1984..... 126

Evaluation of the 1983-84 ECIA, Chapter II LEGAL Project: October, 1984... 127

Evaluation of the 1983-84 ECIA, Chapter II Articulation for Career Education Project: November, 1984..... 129

Evaluation of the Occupational Specialist and Placement Specialist Program: November, 1984..... 130

Evaluative Summary of the Dade County Public Schools Elementary Gifted Program: November, 1984..... 134

Evaluation of the 1983-84 ECIA, Chapter II Center for Urban/Minority Education Project: November, 1984..... 136

# INTRODUCTION

This document combines and consolidates several statistical reports published separately prior to 1983-84. The reports that this document replaced are: (1) The Status of Education (formerly the Superintendent's Annual Statistical Report), (2) Selected Statistical Information - Individual Dade County Public Schools, (3) Ethnic Characteristics of Students and Staff, and (4) Comparative Staffing and Salary Statistics for Dade and Other Large School Systems.

The purpose of this report is to present, in summary fashion, statistical information on the status of public education in Dade County in terms of organization, educational programs and services, achievement, and other outcomes of schooling. Also included are multi-year statistics on student population, staff, finances, and a summary of the results of program evaluations conducted during calendar year 1984. The report also provides a means of comparison between Dade and the twenty largest school districts in the United States with regard to staffing levels, salaries, and expenditures per pupil.

This report is intended to serve as a companion document to the District and School Profiles, 1984-85, published in January 1985. While the District and School Profiles provides statistical information describing some of the more important characteristics of individual schools in the Dade County Public School system, this document provides a districtwide overview.

The Accountability Act of 1976 specifies that each school district is required to make a public report on the status of education within the district, with certain data elements designated by law. This document is intended to meet this statutory requirement. In addition, this report contains information on the indicators of educational and other achievements that will serve as baseline data for planning purposes in the development of the District Comprehensive Plan.

Questions or comments regarding this report should be directed to Dr. Norbert Aguiar, Coordinator, Department of Management Analysis; telephone number 376-1506.

# ORGANIZATION OF THE SHOOL SYSTEM

# AND

# GENERAL INFORMATION

DADE COUNTY SCHOOL SUPERINTENDENTS - GROWTH INDICATORS

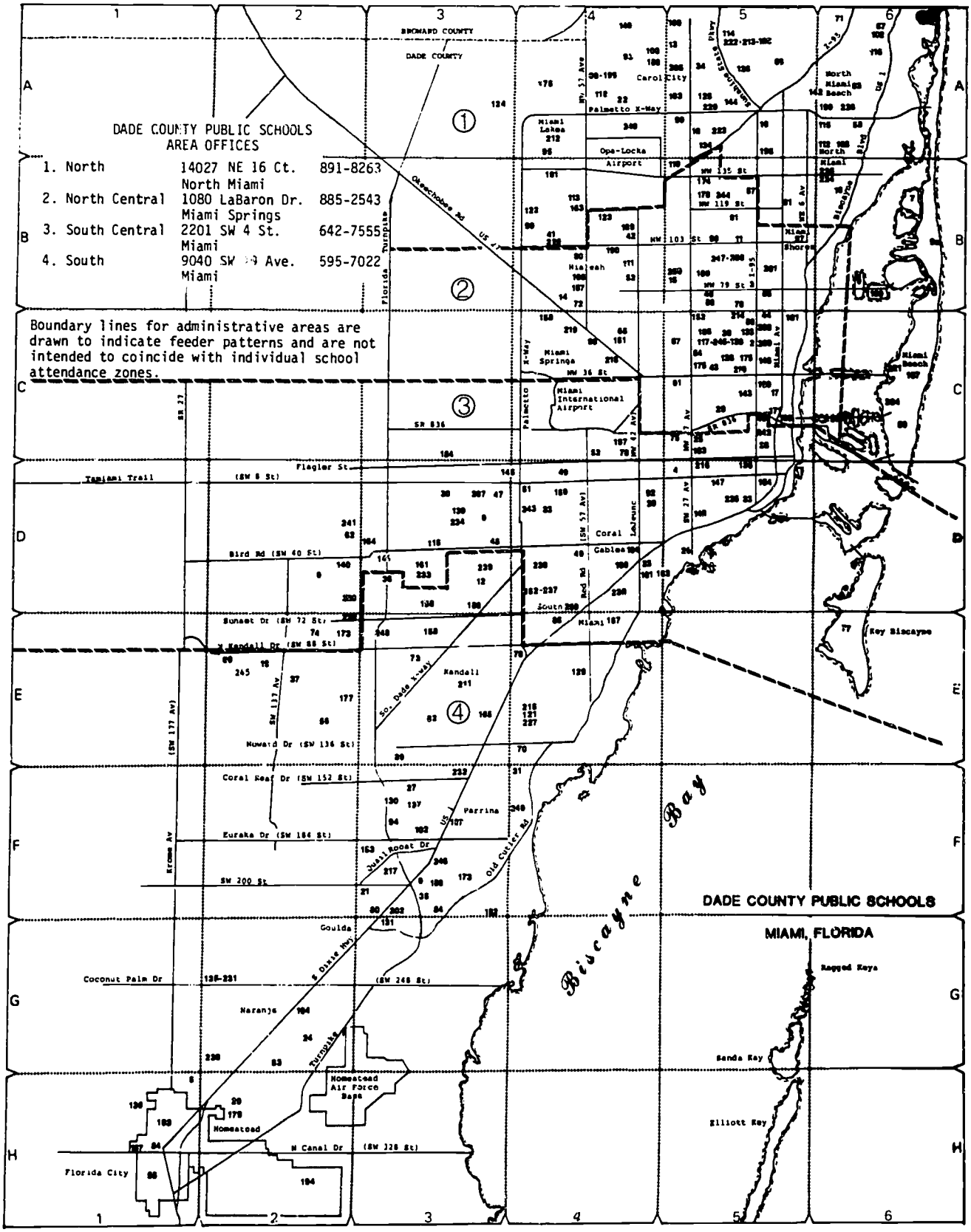
| Year | Superintendents | | School Centers | Student Membership* | Classroom Teachers | Teachers' Average Salaries |
|---|---|---|---|---|---|---|
| 1869-70 | W. H. Benest | | A state school system was established in Florida | | | |
| 1871-72 | Octavius Almar | | In 1869 but no schools were maintained in Dade | | | |
| 1885-86 | C. H. Lum | | County until 1886. The first school, built in | | | |
| 1887-88 | A. E. Heyser | | Lake Worth, had one room, one teacher paid about | | | |
| 1889-90 | E. Gale | | $175, and 10 pupils. | | | |
| 1890-91 | J. Clemlnson | | | | | |
| 1892-93 | E. R. Bradley | Jan 1893 - Apr 1895 | 11 | 130 | 11 | $ 222 |
| 1895-96 | E. C. White | Jun 1895 - May 1896 | | 310 | 18 | 269 |
| 1896 | W. L. Widmeyer (acting Supt., May - Dec 1896); year railroad arrived in Miami | | | | | |
| 1899-1900 | Z. T. Merritt | Jan 1897 - Jan 1905 | | 576 | 35 | 292 |
| 1905-08 | R. E. Hall | Jan 1905 - Jan 1921 | | 1,759 | 94 | 364 |
| 1911-12 | | | | 2,041 | 103 | 383 |
| 1920-21 | C. M. Fisher | Jan 1921 - Jan 1937 | 26 | 6,738 | 277 | 905 |
| 1923-24 | | | 37 | 10,641 | 407 | 1,119 |
| 1930-31 | | | 57 | 24,108 | 842 | 1,267 |
| 1935-36 | | | | 30,172 | 1,102 | 1,252 |
| 1940-41 | J. T. Wilson | Jan 1937 - Jan 1953 | 70 | 38,485 | 1,367 | 1,363 |
| 1950-51 | | | 83 | 64,964 | 2,462 | 3,492 |
| 1955-56 | W. R. Thomas | Jan 1953 - Jan 1957 | 125 | 109,779 | 4,242 | 4,325 |
| 1960-61 | Joe Hall | Jan 1957 - Jan 1968 | 184 | 163,657 | 6,343 | 5,536 |
| 1965-66 | | | 208 | 202,124 | 8,100 | 7,483 |
| 1967-68 | E. L. Whigham | Jan 1968 - Dec 1976 | 213 | 217,947 | 8,867 | 8,300 |
| 1973-74 | | | 239 | 244,568 | 10,552 | 11,886 |
| 1976-77 | L. M. Britton | Dec 1976 - Jun 1977 | 250 | 240,248 | 11,710 | 13,356 |
| 1977-78 | J. L. Jones | Jun 1977 - Feb 1980 | 253 | 235,123 | 11,121 | 15,679 |
| 1978-79 | | | 249 | 228,592 | 11,066 | 16,042 |
| 1979-80 | L. M. Britton | acting Superintendent | 246 | 226,155 | 11,024 | 17,508 |
| 1980-81 | | Feb. 1980 - May 1980; appointed May 1980 | 248 | 232,951 | 11,602 | 18,885 |
| 1981-82 | | | 249 | 224,580 | 11,704 | 20,316 |
| 1982-83 | | | 251 | 222,058 | 11,856 | 22,621 |
| 1983-84 | | | 250 | 223,854 | 12,350 | 23,834 |
| 1984-85 | | | 252** | 228,062 | 12,334 | 25,392 |

*First month membership except for years prior to 1930 for which ADA (average daily attendance) figures are reported. After 1973-74, totals include students enrolled in off-campus programs for alternative and exceptional education.

**Includes special education centers (Cooper and Merrick).

Source: Historical records, Office of Educational Accountability.

# SCHOOL DISTRICT MAP



# DADE COUNTY PUBLIC SCHOOLS

## MIAMI, FLORIDA

### ...NTARY

| | | |
|---|---|---|
| Air Base | 12829 S.W. 272 At. (Homstead.) | G-2 |
| Allapattah | 4700 N.W. 12 Ave. | C-5 |
| Arcola Lake | 1037 N.W. 81 St. | B-5 |
| Auburndale | 3255 S.W. 6 St | D-5 |
| Avocado | 16969 S.W. 294 St.(Homstead.) | H-1 |
| Banyan | 3060 S.W. 85 Ave. | D-3 |
| Bay Harbor | 1165 94 St.(Bay Harb. Isl. M.B.) | B-6 |
| Bel-Aire | 10205 S.W. 194 St. | F-3 |
| Biscayne | 800 77 St. (M. Beach) | B-6 |
| Bent Tree | 4861 S.W. 140 Avenue | E-4 |
| Biscayne Gardens | 560 N.W. 151 St. | A-5 |
| Blanton | 10327 N.W. 11 Ave. | B-5 |
| Blue Lakes | 9250 S.W. 52 Terr. | D-3 |
| Brentwood | 3101 N.W. 191 St. ( ...ke) | A-5 |
| Bright | 2530 W. 10 Ave. (Hialeah) | B-4 |
| Broadmoor | 3401 N.W. 83 St. | B-5 |
| Bryan | 1200 N.E. 125 St.(N. Miami) | B-6 |
| Buena Vista | 3001 N.W. 2 Ave. | C-5 |
| Bunche Park | 16001 Bunche Dr. (Opa Locka) | A-5 |
| Calusa | 9580 Calusa Club Drive West | E-2 |
| Campbell Drive | 30700 S.W. 157 Ave. | H-2 |
| Caribbean | 11990 S.W. 200 St. | F-3 |
| Carol City | 4375 N.W. 173 Dr. (Opa Locka) | A-4 |
| Carver | 238 Grand Ave. (Coconut Grove) | D-4 |
| Chapman | 27190 S.W. 140 Ave. | G-2 |
| Citrus Grove | 2121 N.W. 5 St. | C-5 |
| Coconut Grove | 3351 Matilda St. | D-5 |
| Colonial Drive | 10755 S.W. 160 St. | F-3 |
| Comstock | 2420 N.W. 18 Ave. | C-5 |
| Coral Gables | 105 Minorca Ave. (C. Gables) | D-4 |
| Coral Park | 1225 S.W. 97 Ave. | D-3 |
| Coral Reef | 7955 S.W. 152 St. | F-4 |
| Coral Terrace | 6801 S.W. 24 St. | D-4 |
| Coral Way | 1950 S.W. 13 Ave. | D-5 |
| Crestview | 2201 N.W. 187 St. (Opa Locka) | A-5 |
| Cutler Ridge | 20210 Coral Sea Road | F-3 |
| Cypress | 5400 S.W. 112 Court | D-3 |
| Devon Aire | 10501 S.W. 122 Ave. | E-2 |
| Douglas | 314 N.W. 12 St. | C-5 |
| Drew | 1775 N.W. 60 St. | C-5 |
| Dunbar | 505 N.W. 20 St. | C-5 |
| DuPuis | 1150 W. 59 Pl. (Hialeah) | B-4 |
| Earhart | 5987 E. 7 Ave. (Hialeah) | B-4 |
| Arlington Height | 4750 N.W. 22 Ave. | C-5 |
| Edison Park | 500 N.W. 67 St. | C-5 |
| Emerson | 8001 S.W. 36 St. | D-3 |
| Evans | 1895 N.W. 75 St. | B-5 |
| Everglades | 8375 S.W. 16 St. | D-3 |
| Fairchild | 5757 S.W. 45 St. | D-4 |
| Fairlawn | 444 S.W. 60 Ave. | D-4 |
| Feinberg | 1420 Washington Ave. (M. Beach) | C-6 |
| Flagami | 920 S.W. 76 Ave. | D-4 |
| Flagler | 5222 N.W. First St. | C-4 |
| Flamingo | 701 E. 33 St. (Hialeah) | B-4 |
| Floral Heights | 5120 N.W. 24 Ave. | C-5 |
| Florida City | 364 N.W. 6th Ave. (Fla. City) | H-1 |
| Floyd, Gloria | 12650 S.W. 109 Ave. | E-2 |
| Franklin | 13100 N.W. 12 Ave. | B-5 |
| Gifford | 16140 N.E. 18 Ave. (N. Miami B.) | A-6 |
| Golden Glades | 16520 N.W. 28 Ave. (Opa Locka) | A-5 |
| Gulfstream(Closed 1983-84) | 21300 S.W. 122 Ave. (Goulds) | F-3 |
| Hadtigny | 11905 N. Miami Ave. | B-5 |
| Everglades | 3060 S.W. 127 Ave. | D-2 |
| Reynolds Park | 1536 N.E. 179 St. (N. Miami B.) | A-6 |
| Hialeah | 550 E. 8 St. (Hialeah) | C-4 |
| Hibiscus | 18701 N.W. 1 Ave. (N. Miami B.) | A-5 |
| Highland Oaks | 20500 N.E. 24 Ave. (N. Miami B.) | A-6 |
| Holmes | 1175 N.W. 67 St. | C-5 |
| Hoover | 9050 Hammock Blvd. | E-2 |
| Howard Drive | 7750 S.W. 136 St. | E-4 |
| Hubert | 20770 N.E. 14 Ave. (N. Miami B.) | A-6 |
| Hanson | 735 W. 23 St. (Hialeah) | B-4 |
| Indale | 10693 S.W. 93 St. | E-3 |
| Indale Lakes | 8000 S.W. 142 Ave. | E-2 |
| Kensington Park | 711 N.W. 30 Ave. | C-5 |
| Kenwood | 9300 S.W. 79 Ave. | E-4 |
| Key Biscayne | 150 W. McIntire St. (Key Bisc.) | E-6 |
| King | 7124 N.W. 12 Ave. | B-5 |
| Kinloch Park | 4275 N.W. First St. | C-4 |
| Lake Stevens | 5101 N.W. 183 St. (Opa Locka) | A-4 |
| Lakeview | 1290 N.W. 115 St. | B-5 |
| Larkwood | 10343 S.W. 124 St. | E-3 |
| Leisure City | 14950 S.W. 288 St. (Homstead.) | G-2 |
| Liberty | 505 S.W. 8 St. (Homstead.) | H-1 |
| Liberty City | 1855 N.W. 71 St. | B-5 |
| Little River | 514 N.W. 77 St. | B-5 |
| Lorah Park | 6141 N.W. 31 Ave. | C-5 |
| Ludlam | 6639 S.W. 74 St. (S. Miami) | E-4 |
| Martin | 14250 Boggs Dr. (Richmond Heights) | E-3 |
| Meadowlane | 4280 W. 8 Ave. (Hialeah) | B-4 |
| Melrose | 3050 N.W. 35 St. | C-5 |
| Merrick | 39 Zamora Ave. (Coral Gables) | D-4 |
| Miami Gardens | 4444 N.W. 195 St. | A-4 |
| Miami Heights | 17661 S.W. 117 St. | F-3 |
| Miami Lakes | 14250 N.W. 67 Ave. | A-4 |
| Miami Park | 2225 N.W. 103 St. | B-5 |
| Miami Shores | 10351 N.E. 5 Ave. | B-5 |
| Miami Springs | 51 Pare St. (M. Springs) | C-4 |
| Milam | 6020 W. 16 Ave.(Hialeah) | B-4 |
| Miramar | 109 N.E. 19 St. | C-5 |
| Morningside | 6620 N.E. 5 Ave. | C-5 |
| Motta | 18050 Homestead Ave. (Perrine) | F-3 |
| Myrtle Grove | 3125 N.W. 176 St. (Opa Locka) | A-5 |
| Naranja | 13990 S.W. 264 St. (Naranja) | G-2 |
| Natural Bridge | 1650 N.E. 141 St. (N. Miami) | A-6 |
| Norland | 19340 N.W. 8 Court | A-5 |
| North Beach | 4100 Prairie Ave. (M. Beach) | C-6 |
| North Carol City | 19010 N.W. 37 Ave. (Opa Locka) | A-4 |
| North County | 3250 N.W. 207 St. (Opa Locka) | A-5 |
| North Glade | 5000 N.W. 177 St. (Opa Locka) | A-4 |
| North Hialeah | 4251 E. 5 Ave. (Hialeah) | B-4 |
| North Miami | 665 N.E. 145 St. (N. Miami) | A-5,6 |
| North Twin Lakes | 625 W. 74 Pl. (Hialeah) | B-4 |
| Norwood | 19810 N.W. 14 Court | A-5 |
| Oak Grove | 15540 N.E. 8 Ave. (N. Miami B.) | A-6 |
| Ojus | 14600 Dixie Hwy. (Ojus) | A-6 |
| Orchid | 5536 N.W. 21 Ave. | C-5 |
| Olympia Heights | 9797 S.W. 40 St. | D-3 |
| Opa-Locka | 690 Ahmad St. (Opa Locka) | B-5 |
| Orchard Villa | 5720 N.W. 13 Ave. | C-5 |
| Palmetto | 12401 S.W. 74 Ave. | E-4 |
| Palm Lakes | 7450 W. 16 Ave. (Hialeah) | B-4 |
| Palm Springs | 6304 E. First Ave. (Hialeah) | B-4 |
| Palm Springs N. | 17615 N.W. 82 Ave. (Hialeah) | A-3 |
| Parkview | 17631 N.W. 20 Ave. (Opa-Locka) | A-5 |
| Parkway | 1320 N.W. 148 St. | A-5 |
| Perrine | 8851 S.W. 168 St. | F-3 |
| Pharr | 2000 N.W. 46 St. | C-5 |
| Pinecrest | 10250 S.W. 57 Ave. | E-4 |
| Pine Lake | 16700 S.W. 109 Ave. | F-3 |
| Pine Ville | 21799 S.W. 117 Ct. (Goulds) | F-3 |
| Poinciana Park | 6745 N.W. 23 Ave. | C-5 |
| Thena Crowder | 757 N.W. 66 St. | C-5 |
| Rainbow Park | 16355 N.W. 19 Ave. (Opa-Locka) | A-5 |
| Redland | 24701 S.W. 162 Ave. (Homstead.) | G-2 |
| Redondo | 18480 S.W. 304 St. (Homstead.) | H-1 |
| Richmond | 16929 S.W. 104 Ave. | F-3 |
| Riverside | 221 S.W. 12 Ave. | D-5 |
| Rockway | 2790 S.W. 93 Court | D-3 |
| Royal Green | 13047 S.W. 47 St. | D-2 |
| Royal Palm | 4200 S.W. 112 Court | D-3 |
| Sabal Palm | 17101 N.E. 7 Ave. (N. Miami B.) | A-5,6 |
| Santa Clara | 1051 N.W. 29 Terr. | C-5 |
| Scott Lake | 1160 N.W. 175 St. | A-5 |
| Seminole | 121 S.W. 78 Place | D-3 |
| Shadowlawn | 149 N.W. 49 St. | C-5 |
| Shenandoah | 1023 S.W. 21 Ave. | D-5 |
| Silver Bluff | 2609 S.W. 25 Ave. | D-5 |
| Skyway | 4555 N.W. 206 Terr. (Opa-Locka) | A-4 |
| Snapper Creek | 10151 S.W. 64 St. | D-3 |
| South Hialeah | 265 E. 5 St. (Hialeah) | C-4 |
| South Miami | 6800 S.W. 60 St. (S. Miami) | D-4 |
| S. Miami Heights | 12231 S.W. 190 Terr. | F-3 |
| Southside | 45 S.W. 13 St. | D-5 |
| Springview | 1122 Blue Bird Ave. (M. Springs) | C-4 |
| Stirrup | 330 N.W. 97 Ave. | C-3 |
| Sunset | 5120 S.W. 72 St. (S. Miami) | E-4 |
| Sunset Park | 10235 S.W. 84 St. | E-3 |
| Sylvania Heights | 5901 S.W. 16 St. | D-4 |
| Treasure Island | 7540 E. Treasure Dr. (M. Beach) | D-6 |
| Tropical | 4545 S.W. 104 Ave. | D-3 |
| Tucker | 3500 Douglas Road | D-5 |
| Twin Lakes | 6735 W. 5 Pl. (Hialeah) | B-4 |
| Village Green | 12265 S.W. 34 St. | D-3 |
| Vineland | 8455 S.W. 119 St. | E-3 |
| Walters | 650 W. 33 St. (Hialeah) | B-4 |
| West Homestead | 1550 S.W. 6 St. (Hialeah) | H-1 |
| West Laboratory | 5300 Carillo (C. Gables) | D-4 |
| West Little River | 7950 N.W. 84 St. | B-5 |
| Westview | 2301 N.W. 127 St. (N. Miami) | B-5 |
| Wheatley | 1801 N.W. First Pl. | C-5 |
| Whispering Pines | 18929 S.W. 89 Rd. | F-3 |
| Winston Park | 7900 S.W. 132 Ave. | E-2 |
| Young | 14120 N.W. 24 Ave. (Opa-Locka) | B-5 |

### SECONDARY

| | | |
|---|---|---|
| 175. Allapattah Jr. | 1331 N.W. 46 St. | C-5 |
| 176. American Sr. | 18350 N.W. 67 St. | A-4 |
| 177. Arvida Jr. | 10900 S.W. 127 Ave. | E-2 |
| 178. Brownsville Jr. | 4899 N.W. 24 Ave. | C-5 |
| 179. Campbell Drive Jr. | 31110 S.W. 157 Avenue (Homstead.) | H-2 |
| 180. Carol City Jr. | 3737 N.W. 188 St. (Opa-Locka) | A-4 |
| 181. Carver Jr. | 4901 Lincoln Dr. (Coconut Grove) | D-4 |
| 182. Centennial Jr. | 8601 S.W. 212 St. | F-3 |
| 183. Citrus Grove Jr. | 2153 N.W. 3 St. | C-5 |
| 184. Coral Gables Sr. | 450 Bird Rd. (Coral Gables) | D-4 |
| 185. Cutler Ridge Jr. | 19400 S.W. 97 Ave. | F-3 |
| 186. Drew Jr. | 1601 N.W. 60 St. | C-5 |
| 187. Filer Jr. | 531 W. 29 St. (Hialeah) | B-4 |
| 188. Glades Jr. | 9451 S.W. 64 St. | D-3 |
| 189. Hialeah Jr. | 6027 E. 7 Ave. (Hialeah) | B-4 |
| 190. Hialeah Sr. | 251 E. 47 St. (Hialeah) | B-4 |
| 191. Hialeah-M. Lakes Sr. | 7977 W. 12 Ave. (M. Lakes) | B-4 |
| 192. Highland Oaks Jr. | 2375 N.E. 203 St. | A-6 |
| 193. Homestead Jr. | 650 N.W. 2 Ave. (Homstead.) | H-1 |
| 194. Homestead Sr. | 16701 S.W. 344 St. (Homstead.) | H-2 |
| 195. Jefferson Jr. | 525 N.W. 147 St. | A-5 |
| 196. Kennedy Jr. | 1075 N.E. 167 St. (N. Miami B.) | A-6 |
| 197. Kinloch Park Jr. | 4340 N.W. 3 St. | C-4 |
| 198. Lake Stevens Jr. | 18484 N.W. 48 Pl. | A-4 |
| 199. Lee Jr. | 3100 N.W. 5 Ave. | C-5 |
| 200. Madison Jr. | 3400 N.W. 87 St. | B-5 |
| 201. Mann Jr. | 8950 N.W. 2 Ave. | B-5 |
| 202. Mays Jr. | 11700 Hainlin Mill Dr. (Goulds) | F-3 |
| 203. McMillan Jr. | 13100 S.W. 59 St. | D-2 |
| 204. Miami Beach Sr. | 2231 Prairie Ave. (M. Beach) | C-6 |
| 205. Miami Carol City Sr. | 3422 N.W. 187 St. (Opa Locka) | A-5 |
| 206. Miami Central Sr. | 1781 N.W. 95 St. | B-5 |
| 207. Miami Coral Park Sr. | 3865 S.W. 16 St. | D-3 |
| 208. M. Edison Middle | 6100 N.W. 2 Ave | C-5 |
| 209. M. Edison Sr. | 6161 N.W. 5 Court | C-5 |
| 210. M. Jackson Sr. | 1751 N.W. 36 St. | C-5 |
| 211. M. Killian Sr. | 10655 S.W. 97 Ave. | E-3 |
| 212. M. Lakes Jr. | 6425 M. Lakeway Dr. (M. Lakes) | A-4 |
| 213. M. Norland Sr. | 1050 N.W. 195 St. | A-5 |
| 214. M. Northwestern Sr. | 7007 N.W. 12 Ave. | C-5 |
| 215. Miami Palmetto Sr. | 7460 S.W. 118 St. | E-4 |
| 216. Miami Sr. | 2450 S.W. First St. | D-5 |
| 217. M. Southridge Sr. | 19255 S.W. 114 Ave. | F-3 |
| 218. M. Springs Jr. | 150 S. Royal Poinciana (M. Springs) | C-4 |
| 219. Miami Springs Sr. | 751 Dove Ave. (M. Springs) | C-4 |
| 220. M. Sunset Sr. | 13125 S.W. 72 St. | E-2 |
| 221. Nautilus Jr. | 4301 N. Michigan Ave. (M. Beach) | C-6 |
| 222. Norland Jr. | 1235 N.W. 192 Terr. | A-5 |
| 223. N. Dade Jr. | 1840 N.W. 157 St. (Opa-Locka) | A-5 |
| 224. N. Miami Jr. | 13105 N.E. 7 Ave. (N. Miami) | B-6 |
| 225. N. Miami Sr. | 800 N.E. 137 St. (N. Miami) | B-6 |
| 226. N.Miami Beach Sr. | 1247 N.E. 167 St. (N. Miami B.) | A-6 |
| 227. Palmetto Jr. | 7351 S.W. 128 St. | E-4 |
| 228. Palm Springs Jr. | 1025 W. 56 Pl. (Hialeah) | B-4 |
| 229. Parkway Jr. | 2349 N.W. 175 St. (Opa-Locka) | A-4 |
| 230. Ponce de Leon Jr. | 5801 Augusta St. (Coral Gables) | D-4 |
| 231. Redland Jr. | 16001 S.W. 248 St. (Homstead.) | G-2 |
| 232. Richmond Heights Jr. | 15015 S.W. 103 Ave. | F-3 |
| 233. Riviera Jr. | 10301 S.W. 48 St. | D-3 |
| 234. Rockway Jr. | 9383 S.W. 29 Terr. | D-3 |
| 235. Shenandoah Jr. | 1950 S.W. 19 St. | D-5 |
| 236. S. Dade Sr. | 28401 S.W. 167 Ave. (Homstead.) | G-2 |
| 237. S. Miami Jr. | 6750 S.W. 60 St. | D-4 |
| 238. S. Miami Sr. | 6856 S.W. 53 St. | D-4 |
| 239. Southwest Miami Sr. | 8855 S.W. 50 Terr. | D-3 |
| 240. Southwood Jr. | 16301 S.W. 80 Ave. | F-4 |
| 241. Thomas Jr. | 13001 S.W. 26 St. | D-2 |
| 242. Washington Jr. | 1200 N.W. 6 Ave. | C-5 |
| 243. West Miami Jr. | 7525 S.W. 24 St. | B-5 |
| 244. Westview Jr. | 1901 N.W. 127 St. | B-5 |
| 245. Hammocks Jr. (Opened 1984-85) | 9889 Hammocks Blvd. | E-2 |

### OPPORTUNITY SCHOOLS

| | | |
|---|---|---|
| 246. COPE Center North | 1749 N.W. 54 St. | C-5 |
| 247. COPE Center South | 18861 S. Dixie Hwy. (Perrine) | F-3 |
| 248. M. MacArthur Sr. N. | 9601 N.W. 19 Avenue | B-5 |
| 249. M. MacArthur Sr. S. | 11035 S.W. 84 St. | E-3 |
| 250. Mann Oppor. School | 16101 N.W. 44 Ct. | A-4 |
| 251. Youth Oppor. South | 6135 S.W. 66 St. (S. Miami) | D-4 |

SCHOOLS BY ADMINISTRATIVE AREA
WITH WORK LOCATION NUMBER, GRADE ORGANIZATION,
AND FIRST MONTH MEMBERSHIP

NORTH AREA

| LOCATION NUMBER | SCHOOL NAME | GRADE SPAN | MEMBERSHIP OCT., 1984 |
|---|---|---|---|
| **ELEMENTARY** | | | |
| 241 | BAY HARBOR EL. | K-6 | 496 |
| 321 | BISCAYNE EL. | K-6 | 555 |
| 361 | BISCAYNE GARDENS EL. | PK-6 | 746 |
| 461 | BRENTWOOD EL. | K-6 | 800 |
| 561 | BRYAN, WILLIAM J. EL. | K-6 | 754 |
| 641 | BUNCHE PARK EL. | K-6 | 488 |
| 681 | CAROL CITY EL. | K-6 | 879 |
| 761 | FIENBERG, L. D. EL. | K-6 | 1386 |
| 1161 | CRESTVIEW EL. | K-6 | 509 |
| 1481 | DUPUIS EL. | K-6 | 646 |
| 2081 | FULFORD EL. | K-6 | 480 |
| 2161 | GOLDEN GLADES EL. | K-6 | 463 |
| 2241 | GRATIGNY EL. | K-6 | 707 |
| 2281 | GREYNOLDS PARK EL. | K-6 | 525 |
| 2401 | HIBISCUS EL. | PK-6 | 517 |
| 2441 | HIGHLAND OAKS EL. | K-6 | 711 |
| 2581 | IVES, MADIE EL. | K-6 | 387 |
| 2801 | LAKE STEVENS EL. | K-6 | 638 |
| 3241 | MIAMI GARDENS EL. | K-6 | 527 |
| 3281 | MIAMI LAKES EL. | K-6 | 612 |
| 3421 | MILAM, M. A. EL. | K-6 | 1141 |
| 3581 | MYRTLE GROVE EL. | K-6 | 845 |
| 3661 | NATURAL BRIDGE EL. | K-6 | 429 |
| 3701 | NORLAND EL. | K-6 | 580 |
| 3741 | NORTH BEACH EL. | K-6 | 750 |
| 3781 | NO. CAROL CITY EL. | K-6 | 657 |
| 3821 | NORTH COUNTY EL. | K-6 | 578 |
| 3861 | NORTH GLADE EL. | K-6 | 586 |
| 3941 | NORTH MIAMI EL. | K-6 | 766 |
| 3981 | NORTH TWIN LAKES EL. | K-6 | 720 |
| 4001 | NORWOOD EL. | PK-6 | 374 |
| 4021 | OAK GROVE EL. | K-6 | 670 |
| 4061 | OJUS EL. | K-6 | 279 |
| 4121 | OPA LOCKA EL. | K-6 | 1050 |
| 4241 | PALM LAKE EL. | K-6 | 762 |
| 4281 | PALM SPRINGS NORTH EL. | K-6 | 917 |
| 4301 | PARKVIEW EL. | K-6 | 510 |
| 4341 | PARKWAY EL. | K-6 | 480 |
| 4541 | RAINBOW PARK EL. | K-6 | 667 |
| 4801 | SABAL PALM EL. | PK-6 | 593 |
| 4881 | SCOTT LAKE EL. | K-6 | 493 |
| 5081 | SKYWAY EL. | K-6 | 706 |
| 5481 | TREASURE ISLAND EL. | K-6 | 518 |
| 5601 | TWIN LAKES EL. | K-6 | 774 |
| **JUNIOR HIGH** | | | |
| 6051 | CAROL CITY JR. | 7-8 | 1006 |
| 6241 | HIGHLAND OAKS JR. | 7-9 | 1232 |
| 6281 | JEFFERSON, T. J. JR. | 7-9 | 1342 |
| 6301 | KENNEDY, J. F. JR. | 7-9 | 1211 |
| 6351 | LAKE STEVENS JR. | 7-8 | 993 |
| 6501 | MIAMI LAKES JR. | 7-9 | 1802 |
| 6541 | NAUTILUS JR. | 7-8 | 1286 |
| 6571 | NORLAND JR. | 7-9 | 1248 |
| 6591 | NORTH DADE JR. | 7-9 | 794 |
| 6631 | NORTH MIAMI JR. | 7-9 | 1501 |
| 6681 | PALM SPRINGS JR. | 6-9 | 2190 |
| 6721 | PARKWAY JR. | 7-9 | 1059 |
| **SENIOR HIGH** | | | |
| 7011 | AMERICAN SR. | 9-12 | 2347 |
| 7131 | HIALEAH-MIAMI LAKES SR. | 10-12 | 2274 |
| 7201 | MIAMI BEACH SR. | 9-12 | 2234 |
| 7231 | MIAMI CAROL CITY SR. | 9-12 | 1909 |
| 7381 | MIAMI NORLAND SR. | 10-12 | 1756 |
| 7541 | NORTH MIAMI BEACH SR. | 10-12 | 2487 |
| 7591 | NORTH MIAMI SR. | 10-12 | 2149 |
| **ALTERNATIVE SCHOOL** | | | |
| 8101 | JAN MANN OPP NORTH | 6-8 | 179 |

TOTAL, NORTH AREA 59,250

NORTH CENTRAL AREA

| LOCATION NUMBER | SCHOOL NAME | GRADE SPAN | MEMBERSHIP OCT., 1984 |
|---|---|---|---|
| **ELEMENTARY** | | | |
| 81 | ALLAPATTAH EL. | K,3-6 | 845 |
| 101 | ARCOLA LAKE EL. | PK-6 | 930 |
| 401 | BLANTON, VAN E. | K-5 | 827 |
| 481 | BRIGHT, JAMES H. EL. | 1-6 | 816 |
| 521 | BROADMOOR EL. | K-3 | 727 |
| 601 | BUENA VISTA EL. | K-3 | 663 |
| 881 | COMSTOCK EL. | K-3 | 1015 |
| 1401 | DREW, C. R. EL. | K-6 | 578 |
| 1521 | EARHART, AMELIA EL. | K-6 | 483 |
| 1561 | EARLINGTON HTS. EL. | K-3 | 499 |
| 1601 | EDISON PARK EL. | K-4 | 900 |
| 1681 | EVANS, LILLIE C. EL. | K-6 | 496 |
| 1921 | FLAMINGO | K-6 | 772 |
| 1961 | FLORAL HTS. EL. | K-6 | 461 |
| 2041 | FRANKLIN, BENJAMIN EL. | K-6 | 808 |
| 2361 | HIALEAH EL. | K-6 | 739 |
| 2501 | HOLMES EL. | K-6 | 612 |
| 2531 | CROWDER EL. | K-3 | 306 |
| 2621 | JOHNSON, J.W. EL. | K | 69 |
| 2761 | KING, MARTIN LUTHER EL. | K-3 | 384 |
| 2821 | LAKEVIEW EL. | K-6 | 665 |
| 2981 | LIBERTY CITY EL. | K-6 | 592 |
| 3021 | LITTLE RIVER EL. | K-5 | 1015 |
| 3041 | LORAH PARK EL. | K-6 | 674 |
| 3141 | MEADOWLANE EL. | K-5 | 1053 |
| 3181 | MELROSE EL. | K,4-6 | 491 |
| 3301 | MIAMI PARK EL. | K-6 | 911 |
| 3341 | MIAMI SHORES EL. | K-6 | 1211 |
| 3381 | MIAMI SPRINGS EL. | K-6 | 586 |
| 3461 | MIRAMAR EL. | 4-6 | 414 |
| 3501 | MORNINGSIDE EL. | K-6 | 920 |
| 3901 | NORTH HIALEAH EL. | K-6 | 636 |
| 4071 | OLINDA EL. | K-6 | 537 |
| 4171 | ORCHARD VILLA EL. | K-6 | 825 |
| 4261 | PALM SPRINGS EL. | K-6 | 1000 |
| 4401 | PHARR, KELSEY EL. | K,4-6 | 668 |
| 4501 | POINCIANA PARK EL. | K-6 | 992 |
| 4841 | SANTA CLARA EL. | K-2 | 539 |
| 4961 | SHADOWLAWN EL. | K-4 | 846 |
| 5201 | SOUTH HIALEAH EL. | K-6 | 1043 |
| 5361 | SPRINGVIEW EL. | K-6 | 463 |
| 5711 | WALTERS, MAE EL. | K-6 | 834 |
| 5861 | WEST LITTLE RIVER EL. | K,4-6 | 690 |
| 5901 | WESTVIEW EL. | K-6 | 653 |
| 5931 | WHEATLEY, P. EL. | K-6 | 686 |
| 5971 | YOUNG, NATHAN EL. | K-6 | 487 |
| **JUNIOR HIGH** | | | |
| 6011 | ALLAPATTAH JR. | 7-9 | 655 |
| 6031 | BROWNSVILLE JR. | 7-9 | 751 |
| 6141 | DREW MIDDLE SCHOOL | 7 | 842 |
| 6171 | FILER, HENRY H. JR. | 7-9 | 1373 |
| 6231 | HIALEAH JR. | 7-9 | 1183 |
| 6371 | LEE, ROBERT E. JR. | 7-9 | 623 |
| 6391 | MADISON JR. | 7-9 | 908 |
| 6411 | MANN, HORACE JR. | 6-9 | 1142 |
| 6481 | MIA EDISON MID SCHOOL | 5-8 | 1596 |
| 6521 | MIAMI SPRINGS JR. | 7-9 | 1642 |
| 6981 | WESTVIEW JR. | 7-9 | 1250 |
| **SENIOR HIGH** | | | |
| 7111 | HIALEAH SR. | 10-12 | 2589 |
| 7251 | MIAMI CENTRAL SR. | 10-12 | 1859 |
| 7301 | MIAMI EDISON SR. | 9-12 | 1942 |
| 7341 | MIAMI JACKSON SR. | 10-12 | 2229 |
| 7411 | MIAMI NORTHWESTERN SR. | 9-12 | 2182 |
| 7511 | MIAMI SPRINGS SR. | 10-12 | 1684 |
| **ALTERNATIVE SCHOOL** | | | |
| 7254 | MIA. D. MAC ARTHUR NO. | 9-12 | 283 |
| 8121 | C.O.P.E. CENTER - N. | 7-12 | 108 |

TOTAL, NORTH CENTRAL AREA 57,381

NOTE: Total does not include students enrolled in off-campus alternative and exceptional student education programs.

SOURCE: Fall Student Survey, October 1984, Office of Educational Accountability.

SCHOOLS BY ADMINISTRATIVE AREA
WITH WORK LOCATION NUMBER, GRADE ORGANIZATION,
AND FIRST MONTH MEMBERSHIP

SOUTH CENTRAL AREA

| LOCATION NUMBER | SCHOOL NAME | GRADE SPAN | MEMBERSHIP OCT., 1984 |
|---|---|---|---|
| **ELEMENTARY** | | | |
| 121 | AUBURNDALE EL. | PK-6 | 780 |
| 201 | BANYAN EL. | K-6 | 557 |
| 271 | BENT TREE EL. | K-6 | 1086 |
| 721 | CARVER, G. W. EL. | K-2 | 277 |
| 801 | CITRUS GROVE EL. | K-5 | 1045 |
| 841 | COCONUT GROVE EL. | K-6 | 331 |
| 961 | CORAL GABLES EL. | K,3-6 | 517 |
| 1001 | CORAL PARK EL. | K-6 | 756 |
| 1081 | CORAL TERRACE EL. | K-6 | 634 |
| 1121 | CORAL WAY EL. | K-6 | 1026 |
| 1361 | DOUGLAS EL. | K-3 | 701 |
| 1441 | DUNBAR EL. | K-6 | 1007 |
| 1641 | EMERSON EL. | K-6 | 546 |
| 1721 | EVERGLADES EL. | K-6 | 847 |
| 1761 | FAIRCHILD, D. EL. | K-6 | 1125 |
| 1801 | FAIRLAWN EL. | K-6 | 639 |
| 1841 | FLAGAMI EL. | K-6 | 819 |
| 1881 | FLAGER, H. M. EL. | K-6 | 797 |
| 2261 | GREENGLADE EL. | K-6 | 1019 |
| 2651 | KENDALE LAKES EL. | K-6 | 961 |
| 2661 | KENSINGTON PARK EL. | PK-6 | 899 |
| 2741 | KEY BISCAYNE EL. | K-6 | 428 |
| 2781 | KINLOCH PARK EL. | K-5 | 786 |
| 3061 | LUDLAM EL. | K-6 | 313 |
| 3221 | MERRICK EL. | K,5-6 | 47 |
| 4091 | OLYMPIA HTS. EL. | K-6 | 569 |
| 4681 | RIVERSIDE EL. | K,4-6 | 748 |
| 4721 | ROCKWAY EL. | K-6 | 867 |
| 4741 | ROYAL GREEN EL. | K-6 | 922 |
| 4761 | ROYAL PALM EL. | K-6 | 774 |
| 4921 | SEMINOLE EL. | K-6 | 936 |
| 5001 | SHENANDOAH EL. | K-6 | 879 |
| 5041 | SILVER BLUFF EL. | K-6 | 592 |
| 5241 | SOUTH MIAMI EL. | K-6 | 273 |
| 5321 | SOUTHSIDE EL. | K-6 | 481 |
| 5381 | E. W. F. STIRRUP EL. | K-6 | 1166 |
| 5401 | SUNSET EL. | K,3-6 | 299 |
| 5441 | SYLVANIA HTS. EL. | K-6 | 561 |
| 5521 | TROPICAL EL. | PK-6 | 500 |
| 5561 | TUCKER, F. S. EL. | K-6 | 523 |
| 5641 | VILLAGE GREEN EL. | K-6 | 573 |
| 5831 | WEST, HENRY S. LAB. EL. | K-6 | 392 |
| 5961 | WINSTON PARK EL. | K-6 | 879 |
| **JUNIOR HIGH** | | | |
| 6071 | CARVER, G. W. JR. | 7 | 432 |
| 6091 | CITRUS GROVE JR. | 7-9 | 1307 |
| 6331 | KINLOCH PARK JR. | 6-9 | 1342 |
| 6441 | H. D. MCMILLAN JR. | 7-9 | 1262 |
| 6741 | PONCE DE LEON JR. | 8-9 | 971 |
| 6801 | RIVIERA JR. | 7-9 | 1326 |
| 6821 | ROCKWAY JR. | 7-9 | 1431 |
| 6841 | SHENANDOAH JR. | 7-9 | 1187 |
| 6881 | SOUTH MIAMI JR. | 7-9 | 943 |
| 6901 | W. R. THOMAS JR. | 7-9 | 1609 |
| 6911 | WASHINGTON, B. T. JR. | 7-9 | 708 |
| 6961 | WEST MIAMI JR. | 7-9 | 1259 |
| **SENIOR HIGH** | | | |
| 7071 | CORAL GABLES SR. | 10-12 | 2220 |
| 7271 | MIAMI CORAL PARK SR. | 10-12 | 2373 |
| 7461 | MIAMI SR. | 10-12 | 2411 |
| 7531 | MIAMI SUNSET SR. | 10-12 | 2526 |
| 7721 | SOUTH MIAMI SR. | 10-12 | 1833 |
| **ALTERNATIVE SCHOOL** | | | |
| 2861 | YOUTH OPPORT. SCH. S. | K,6-8 | 155 |

TOTAL, SOUTH CENTRAL AREA 54,596

SOUTH AREA

| LOCATION NUMBER | SCHOOL NAME | GRADE SPAN | MEMBERSHIP OCT., 1984 |
|---|---|---|---|
| **ELEMENTARY** | | | |
| 41 | AIR BASE EL. | K-6 | 1121 |
| 161 | AVOCADO EL. | K-5 | 496 |
| 261 | BEL-AIRE EL. | K-4 | 523 |
| 441 | BLUE LAKES EL. | K-6 | 469 |
| 651 | CAMPBELL DRIVE EL. | K-5 | 981 |
| 661 | CARIBBEAN EL. | K-6 | 862 |
| 671 | CALUSA EL. | K-6 | 780 |
| 771 | CHAPMAN EL. | K-5 | 828 |
| 861 | COLONIAL DRIVE EL. | K-6 | 629 |
| 921 | COOPER, M.K. EL. | PK-12 | 73 |
| 1041 | CORAL REEF EL. | K-5 | 829 |
| 1241 | CUTLER RIDGE EL. | K-6 | 742 |
| 1281 | CYPRESS EL. | K-6 | 714 |
| 1331 | DEVONAIRE EL. | K-6 | 859 |
| 2001 | FLORIDA CITY EL. | K-5 | 582 |
| 2021 | GLORIA FLOYD EL. | PK-6 | 739 |
| 2321 | GULFSTREAM EL. | PK-6 | 786 |
| 2521 | HOOVER EL. | K-6 | 734 |
| 2541 | HOWARD DRIVE EL. | K-5 | 373 |
| 2641 | KENDALE EL. | K-6 | 569 |
| 2701 | KENWOOD EL. | K-6 | 508 |
| 2881 | LEEWOOD EL. | K-5 | 646 |
| 2901 | LEISURE CITY EL. | K-5 | 781 |
| 2941 | LEWIS, A. L. EL. | K-5 | 615 |
| 3101 | MARTIN, F. C. EL. | K,6 | 505 |
| 3261 | MIAMI HTS. EL. | K-6 | 540 |
| 3541 | MOTON, R. R. EL. | K,5-6 | 459 |
| 3621 | NARANJA EL. | K-5 | 560 |
| 4221 | PALMETTO EL. | K-5 | 389 |
| 4381 | PERRINE EL. | K-4 | 616 |
| 4421 | PINECREST EL. | K-6 | 597 |
| 4441 | PINE LAKE EL. | K-3 | 721 |
| 4461 | PINE VILLA EL. | K-6 | 770 |
| 4581 | REDLAND EL. | K-5 | 710 |
| 4611 | REDONDO EL. | K-5 | 523 |
| 4651 | RICHMOND EL. | 4-6 | 578 |
| 5121 | SNAPPER CREEK EL. | K-6 | 515 |
| 5281 | SOUTH MIAMI HTS. EL. | K-6 | 866 |
| 5421 | SUNSET PARK EL. | K-6 | 835 |
| 5671 | VINELAND EL. | K-5 | 560 |
| 5791 | WEST HOMESTEAD EL. | PK-5 | 708 |
| 5951 | WHISPERING PINES EL. | K-6 | 709 |
| **JUNIOR HIGH** | | | |
| 6021 | ARVIDA JR. | 7-9 | 1525 |
| 6061 | CAMPBELL DRIVE JR. | 6-8 | 1163 |
| 6081 | CENTENNIAL JR. | 7-9 | 936 |
| 6111 | CUTLER RIDGE JR. | 7-9 | 917 |
| 6211 | GLADES JR. | 7-9 | 1299 |
| 6221 | HAMMOCKS JR. | 7-9 | 1335 |
| 6251 | HOMESTEAD JR. | 6-8 | 1166 |
| 6431 | MAYS JR. | 7-9 | 812 |
| 6701 | PALMETTO JR. | 7-9 | 1361 |
| 6761 | REDLAND JR. | 6-8 | 1246 |
| 6781 | RICHMOND HTS. JR. | 7-9 | 1193 |
| 6861 | SOUTHWOOD JR. | 7-9 | 1482 |
| **SENIOR HIGH** | | | |
| 7151 | HOMESTEAD SR. | 9-12 | 1995 |
| 7361 | MIAMI KILLIAN SR. | 10-12 | 2908 |
| 7431 | MIAMI PALMETTO SR. | 10-12 | 2336 |
| 7701 | SOUTH DADE SR. | 9-12 | 1780 |
| 7731 | MIAMI SOUTHRIDGE SR. | 10-12 | 2399 |
| 7741 | SOUTHWEST MIAMI SR. | 10-12 | 2265 |
| **ALTERNATIVE SCHOOL** | | | |
| 7631 | MIA. D. MAC ARTHUR SO. | 9-12 | 201 |
| 8131 | C.O.P.E. CENTER - S. | 7-12 | 79 |

TOTAL, SOUTH AREA 55,931

TOTAL-DISTRICTWIDE 227,158*

*Does not include 904 students enrolled in off-campus programs for alternative and exceptional student education.

SOURCE: Fall Student Survey, October 1984, Office of Educational Accountability.

NUMBER OF PK-12 SCHOOL CENTERS BY AREA AND TYPE*
1984-85

| Total | Area | Elementary | Jr. High | Sr. High | Alternative |
|---|---|---|---|---|---|
| 63 | North | 44 | 12 | 7 | - |
| 66 | North Central | 46 | 11 | 6 | 3 |
| 61 | South Central | 43 | 12 | 5 | 1 |
| 62 | South | 42 | 12 | 6 | 2 |
| 252 | GRAND TOTAL | 175 | 47 | 24 | 6 |

DISTRIBUTION OF PK-12 SCHOOL CENTERS BY GRADE ORGANIZATION*
1984-85

| Grade Organization | Number of Schools | Grade Organization | Number of Schools |
|---|---|---|---|
| PK-5 | 1 | 1-6 | 1 |
| PK-6 | 10 | 4-6 | 2 |
| PK-12 | 1 | 5-8 | 1 |
| K | 1 | 6-8 | 4 |
| K-2 | 2 | 6-9 | 3 |
| K-3 | 8 | 7 | 2 |
| K-4 | 4 | 7-8 | 3 |
| K-5 | 19 | 7-9 | 34 |
| K-6 | 116 | 7-12 | 2 |
| K, 3-6 | 3 | 8-9 | 1 |
| K, 4-6 | 4 | 9-12 | 9 |
| K, 5-6 | 2 | 10-12 | 17 |
| K, 6 | 1 | | |
| K, 6-8 | 1 | | |
| | | TOTAL | 252 |

NUMBER OF PK-12 SCHOOL CENTERS WHICH INCLUDE GRADES AS DESIGNATED

| | |
|---|---|
| Kindergarten | 173 |
| Elementary (Including Kindergarten) | 184 |
| Junior High Grades | 60 |
| Senior High Grades | 28 |

Source: Annual records, Office of Educational Accountability.

*Includes special centers (Cooper Exceptional Education Center and Merrick Exceptional Education Center).

SCHOOLS PAIRED OR GROUPED FOR DESEGREGATION
1984-85

| SCHOOLS | CONDITION | YEAR[a] |
|---|---|---|
| NORTH CENTRAL AREA | | |
| Broadmoor Elementary (K-3)<br>West Little River Elementary (K,4-6) | Paired | 1970-71 |
| Comstock Elementary (K-3)<br>Pharr Elementary (K,4-6) | Paired | 1970-71 |
| Santa Clara Elementary (K-2)<br>Allapattah Elementary (K,3-6) | Paired | 1970-71 |
| Earlington Heights Elementary (K-3)<br>Melrose Elementary (K,4-6) | Paired | 1979-80 |
| SOUTH CENTRAL AREA | | |
| Douglas Elementary (K-3)<br>Riverside Elementary (K,4-6) | Paired | 1970-71 |
| Carver Elem (K-2)<br>Coral Gables Elementary (K,3-6)<br>Sunset Elementary (K,3-6) | Grouped | 1971-72 |
| Carver Junior High (7)<br>Ponce de Leon Junior High (8-9) | Paired | 1970-71 |
| SOUTH AREA | | |
| Bel-Aire Elementary (K-4)<br>Perrine Elementary (K-4)<br>Moton Elementary (K,5-6) | Grouped | 1970-71 |
| Coral Reef Elementary (K-5)<br>Howard Drive Elementary (K-5)<br>Leewood Elementary (K-5)<br>Palmetto Elementary (K-5)<br>Vineland Elementary (K-5)<br>Martin Elementary (K,6) | Grouped | 1971-72 |
| Lewis Elementary (K-5)<br>Redondo Elementary (K-5)<br>West Homestead Elementary (K-5)<br>Avocado Elementary (K-5)<br>Campbell Drive Middle (6)*<br>Homestead Junior (6)* | Grouped | 1972-73 |
| Pine Lake Elementary (K-3)<br>Richmond Elementary (4-6) | Paired | 1978-79[b] |

a Original pairing or grouping was by court order in 1970-71; subsequent pairing was by Board Action.

b Pa[illegible] by Board action as directed by court order.

* Boar[illegible]action 1980-81 and 1981-82.

Source: [illegible]nual records, Department of Equal Educational Opportunity.

AVERAGE CLASS SIZE
ELEMENTARY AND SECONDARY SCHOOLS

Elementary Schools

| Grades | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|
| K | 24.1 | 23.8 | 25.0 |
| 1 | 24.1 | 21.2 | 21.7 |
| 2 | 24.2 | 21.4 | 22.8 |
| 3 | 24.5 | 22.2 | 22.6 |
| 4 | 30.1 | 25.8 | 26.2 |
| 5 | 31.0 | 26.4 | 26.7 |
| 6 | 31.7 | 25.8 | 27.4 |

Junior and Senior High School

| Subject Area | 1982-83 | | 1983-84 | | 1984-85 | |
|---|---|---|---|---|---|---|
| | Junior | Senior | Junior | Senior | Junior | Senior |
| Social Studies | 29.1 | 28.3 | 28.3 | 29.8 | 30.1 | 28.7 |
| Science | 30.5 | 26.8 | 28.4 | 30.2 | 30.3 | 29.3 |
| Mathematics | 27.0 | 27.2 | 27.9 | 26.3 | 27.6 | 28.6 |
| Language Arts | 23.5 | 23.1 | 22.6 | 23.4 | 23.7 | 23.6 |
| Physical Education | 45.8 | 37.9 | 38.3 | 47.3 | 44.9 | 38.9 |
| Art | 28.7 | 25.8 | 24.4 | 28.1 | 29.3 | 26.0 |
| Foreign Language | 26.1 | 26.0 | 26.2 | 27.2 | 27.6 | 27.4 |
| Music | 31.9 | 30.2 | 29.3 | 32.0 | 31.9 | 29.1 |

Source: Elementary: Course Code Surveys, (As of October), Office of Educational Accountability.

Secondary: Master Seat Inventory File, (As of October), Department of Management Information Systems.

# EDUCATIONAL PROGRAMS AND SERVICES

# STUDENTS SERVED IN CHAPTER I AND COMPENSATORY EDUCATION PROGRAMS 1984-85

The tables below provide data on the services provided under the Education Consolidation and Improvement Act (ECIA), Chapter I and the State Compensatory Education programs. Chapter I of ECIA is a federally funded program intended to provide intensive basic skills instruction to low-achieving pupils in low-income communities. The State Compensatory Education program is a state funded program which provides supplementing basic skills instruction to low-achieving students directed toward mastery of state minimum performance standards and district performance objectives. State Compensatory Education program is not restricted to low-income pupils.

The data for elementary schools indicate the actual number of students served in the two programs. The data for junior, senior, and alternative centers reflect the number of students served in the reading and/or math programs (one child could be counted twice if that child is served in both the reading and math programs). In elementary schools, an eligible child is automatically served in both the reading and math programs.

## ECIA CHAPTER I PROGRAM

| | |
|---|---|
| Elementary Schools | 16,885 |
| Junior High Schools | 9,723 |
| Senior High Schools | 4,380 |
| Alternative Centers | 987 |

## STATE COMPENSATORY EDUCATION PROGRAM

| | |
|---|---|
| Elementary Schools | 6,400 |
| Junior High Schools | 2,851 |
| Senior High Schools | 5,252 |
| Alternative Centers | 92 |

Source: Annual records, Bureau of Governmental Relations.

SCHOOLS PARTICIPATING IN CHAPTER I PROGRAMS
1984-85

## NORTH AREA

Elementary Level
- Biscayne
- Brentwood
- Bunche Park
- Carol City
- Crestview
- DuPuis, J.G.
- Fienberg
- Fulford
- Golden Glades
- Lake Stevens
- Miami Gardens
- Milam, M.A.
- Myrtle Grove
- Natural Bridge
- North Carol City
- North County
- North Glade
- North Twin Lakes
- Opa-Locka
- Palm Lakes
- Parkview
- Parkway
- Rainbow Park
- Scott Lake
- Skyway
- Twin Lakes

Junior High Level
- Carol City
- Jefferson, Thomas
- Lake Stevens
- Nautilus
- North Dade
- Parkway

Senior High Level
- American
- Miami Beach
- Miami Carol City
- Miami Norland

## NORTH CENTRAL AREA

Elementary Level
- Allapattah
- Arcola Lake
- Blanton, Van E.
- Bright, James H.
- Broadmoor
- Buena Vista
- Comstock
- Crowder, Thena
- Drew, Charles R.
- Earhart, Amelia
- Earlington Heights
- Edison Park
- Evans, L.C.
- Flamingo
- Floral Heights
- Franklin, Benjamin
- Hialeah
- Holmes
- King, Martin L.
- Lakeview
- Liberty City
- Little River
- Lorah Park
- Meadowlane
- Melrose
- Miami Park
- Miramar
- Morningside
- North Hialeah
- Olinda
- Orchard Villa
- Palm Springs
- Pharr, Kelsey L.
- Poinciana Park
- Santa Clara
- Shadowlawn
- South Hialeah
- Walters, Mae
- West Little River
- Westview
- Wheatley, Phyllis
- Young, Nathan

Junior High Level
- Allapattah
- Brownsville
- Drew, Charles R.
- Filer, Henry H.
- Hialeah
- Lee, Robert E.
- Madison
- Mann, Horace
- Miami Edison Middle
- Miami Springs
- Westview

Senior High Level
- Miami Central
- Miami Edison
- Miami Jackson
- Miami Northwestern
- Miami Springs

Alternative Schools
- Miami MacArthur Sr. North
- Jan Mann Opportunity North
- C.O.P.E. Center North

## SOUTH CENTRAL AREA

Elementary Level
- Auburndale
- Carver, G.W.
- Citrus Grove
- Coconut Grove
- Coral Way
- Douglas
- Dunbar
- Fairlawn
- Kensington Park
- Kinloch Park
- Ludlam
- Olympia Heights
- Riverside
- Seminole
- Shenandoah
- Silver Bluff
- South Miami
- Southside
- Sylvania Heights
- Tucker, F.S.

Junior High Level
- Carver, G.W.
- Citrus Grove
- Kinloch Park
- Riviera
- Shenandoah
- South Miami
- Thomas, W.R.
- Washington, B.T.

Senior High Level
- Miami Senior
- South Miami

Alternative School
- J.R.E. Lee Youth Opportunity Center

## SOUTH AREA

Elementary Level
- Air Base
- Bel-Aire
- Campbell Drive
- Caribbean
- Chapman, Wm. A.
- Florida City
- Leisure City
- Lewis, A.L.
- Miami Heights
- Moton, R.R.
- Naranja
- Perrine
- Pine Villa
- Redondo
- Richmond
- South Miami Heights
- West Homestead

Junior High Level
- Campbell Drive
- Homestead
- Mays

Senior High Level
- Homestead
- Miami Southridge
- South Dade

Alternative Schools
- Miami MacArthur Sr. South
- C.O.P.E. Center South

ELEMENTARY SCHOOLS PARTICIPATING IN AFTER-SCHOOL CARE PROGRAM
1984-85

After-school care program is offered by the following elementary schools to meet the community's need for safe and supervised care for its elementary school children after school hours. The program is intended to provide this care on a cost basis.

| NORTH AREA | NORTH CENTRAL AREA | SOUTH CENTRAL AREA | SOUTH AREA |
|---|---|---|---|
| Bay Harbor | Arcola Lake | Auburndale | Air Base |
| Biscayne | Blanton, Van E. | Banyan | Avocado |
| Biscayne Gardens | Broadmoor | Bent Tree | Blue Lakes |
| Brentwood | Drew, C.R. | Carver, G.W. | Calusa |
| Bryan, W.J. | Evans, L.C. | Citrus Grove | Caribbean |
| Bunche Park | Flamingo | Coconut Grove | Chapman |
| Carol City | Franklin | Coral Park | Colonial Drive |
| Crestview | Holmes | Coral Way | Coral Reef |
| Dupuis, J.G. | King, M.L. | Douglas | Cutler Ridge |
| Fienberg, Leroy D. | Lakeview | Dunbar | Cypress |
| Golden Glades | Liberty City | Emerson | Devon Aire |
| Gratigny | Little River | Everglades | Floyd, Gloria |
| Greynolds Park | Lorah Park | Fairchild, David | Gulfstream |
| Hibiscus | Meadowlane | Fairlawn | Hoover, Oliver |
| Highland Oaks | Miami Park | Flagami | Howard Drive |
| Ives, Madie | Miami Shores | Flager, H.M. | Kenwood |
| Lake Stevens | Miami Springs | Greenglade | Leewood |
| Miami Gardens | Morningside | Kendale Lakes | Leisure City |
| Milam, M.A. | Olinda | Kensington Park | Palmetto |
| Myrtle Grove | Orchard Villa | Key Biscayne | Perrine |
| Natural Bridge | Palm Springs | Kinloch Park | Redland |
| Norland | Poinciana Park | Ludlam | Redondo |
| North County | Thena Crowder | Olympia Heights | Richmond |
| North Glades | Shadowlawn | Rockway | Snapper Creek |
| North Miami | South Hialeah | Royal Green | S. Miami Heights |
| Norwood | Springview | Royal Palm | Sunset Park |
| Oak Grove | Westview | Seminole | Vineland |
| Ojus | Wheatley, Phyllis | Silver Bluff | Whispering Pines |
| Opa-Locka | Young, Nathan | South Miami | |
| Palm Lakes | | Stirrup, E.W.F. | |
| Palm Springs North | | Sylvania Heights | |
| Parkview | | Village Green | |
| Parkway | | West Laboratory | |
| Rainbow Park | | Winston Park | |
| Sabal Palm | | | |
| Scott Lake | | | |
| Skyway | | | |
| Twin Lakes | | | |

Source: Annual records, Office of Vocational Adult and Community Education.

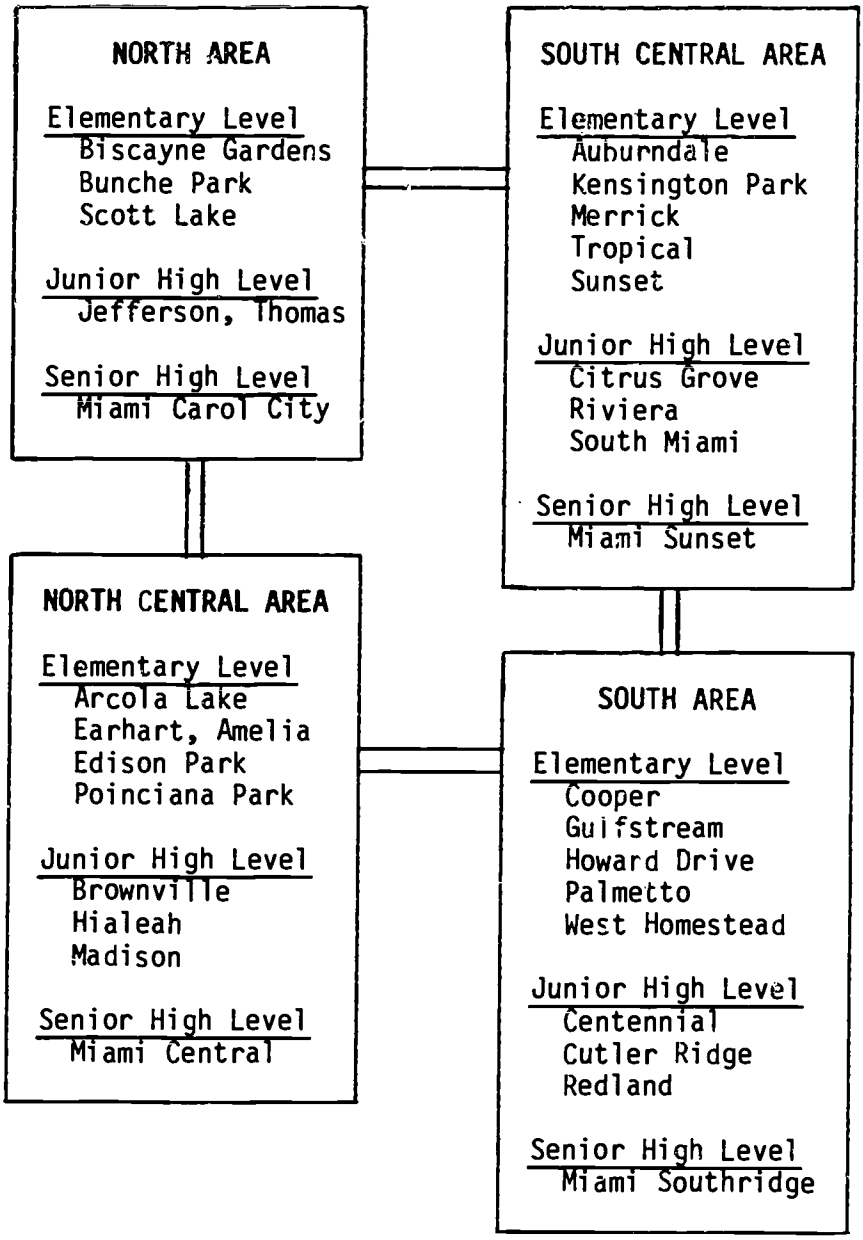
STUDENTS SERVED IN EXCEPTIONAL STUDENT PROGRAMS
1984-85

| PROGRAM | WHITE | BLACK | HISPANIC | ASIAN | AM. INDIAN | TOTAL COUNT | TOTAL MALE | TOTAL FEMALE |
|---|---|---|---|---|---|---|---|---|
| ABLE MENTALLY HANDICAPPED | 244 | 912 | 530 | 8 | | 1,694 | 1,004 | 690 |
| NABLE MENTALLY HANDICAPPED | 161 | 251 | 315 | 10 | | 737 | 448 | 289 |
| ICALLY HANDICAPPED | 96 | 117 | 124 | | | 337 | 189 | 148 |
| ICAL/OCCUPATIONAL THERAPY | 13 | 11 | 12 | | | 36 | 22 | 14 |
| CH/HEARING THERAPY | 1,365 | 1,270 | 998 | 37 | 2 | 3,672 | 2,387 | 1,285 |
| | 40 | 90 | 112 | 3 | | 245 | 139 | 106 |
| LLY HANDICAPPED PT | 18 | 9 | 14 | | | 41 | 27 | 14 |
| LLY HANDICAPPED | 18 | 40 | 25 | 2 | | 85 | 56 | 29 |
| ONALLY HANDICAPPED PT | 131 | 96 | 82 | 2 | | 311 | 247 | 64 |
| ONALLY HANDICAPPED | 231 | 278 | 197 | 1 | | 707 | 611 | 96 |
| FIC LEARNING DISABILITY PT | 1,548 | 1,709 | 1,969 | 29 | 3 | 5,258 | 3,776 | 1,482 |
| FIC LEARNING DISABILITY | 996 | 1,988 | 1,939 | 10 | 1 | 4,934 | 3,714 | 1,220 |
| D | 2,435 | 426 | 433 | 81 | | 3,375 | 1,840 | 1,535 |
| TAL/HOMEBOUND | 87 | 55 | 85 | 2 | | 229 | 120 | 109 |
| UNDLY HANDICAPPED | 332 | 261 | 218 | 5 | | 816 | 566 | 250 |
| | 7,715 | 7,513 | 7,053 | 190 | 6 | 22,477 | 15,146 | 7,331 |

e: Fall Student Survey, October 1984, Office of Educational Accountability.

EXCEPTIONAL STUDENT CENTERS
1984-85

Exceptional Student Education Centers are schools housing in excess of nine exceptional student classes. The center schools offer the related service programs of Speech/Language Therapy, Occupational and Physical Therapy, as well as educational programming based on each student's Individualized Educational Plan (IEP).




Source: Annual records, Division of Student Services.

ENROLLMENT IN
BILINGUAL PROGRAMS
1979-80 to 1983-84

| Program | 1979-80 | 1980-81 | 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|---|---|
| ESOL* | | | | | |
| Elementary | 11,284 | 19,351 | 19,084 | 18,170 | 17,928 |
| Secondary | 2,162 | 6,888 | 7,272 | 6,690 | 4,323 |
| Spanish-S (K-12) | 40,807 | 44,404 | 45,834 | 49,881 | 49,758 |
| Elementary Spanish SL | 26,260 | 26,662 | 22,143 | 38,138 | 37,120 |
| Secondary Spanish FL | 8,821 | 8,898 | 8,322 | 8,042 | 9,041 |
| BCC** (Elementary) | 12,611 | 16,918 | 19,073 | 19,044 | 18,000*** |

*English for speakers of other Languages.

**BCC - Bilingual Curriculum Content. Includes some students who are not limited English proficient attending bilingual schools.

***Estimated.

Source: Bilingual Education Department, DCPS.

ATTENDANCE AND SOCIAL WORK SERVICES
SELECTED COMPARATIVE DATA

| | 1979-80 | 1980-81 | 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|---|---|
| Number of referrals | | | | | |
| New | 50,303 | 47,687 | 46,874 | 46,812 | 47,874 |
| Old | 26,226 | 23,781 | 19,063 | 21,241 | 21,730 |
| Number of Parent contacts, visiting teacher contacts (home and field) | 55,654 | 51,605 | 48,080 | 48,484 | 50,112 |
| School personnel contacts (total school conferences) | 84,728 | 75,168 | 66,548 | 64,795 | 72,192 |
| Number of referrals to community resources | 2,514 | 2,705 | 2,110 | 1,914 | 2,092 |
| Number of comprehensive social case histories referred (psychological referrals) | 10,585 | 9,113 | 9,130 | 7,492 | 7,125 |
| Number of cases referred to court (Florida Division of Youth Services--Court Activity) | 1,238 | 1,309 | 1,495 | 1,495 | 1,038 |
| Number of cases referred to Protective Services (Florida Division of Family Services) | 24 | 21 | 27 | 36 | 38 |
| Average number of referrals per visiting teacher | 1,142 | 1,083* | 1,014 | 1,047 | 953 |
| Visiting Teacher/Pupil Ratio | 1:3,382 | 1:3,544* | 1:3,482 | 1:3,445 | 1:3,064 |
| Visiting Teachers | 67 | 66* | 65 | 65 | 73 |

*Data published in The Status of Education: 1979-80, 1980-81 has been adjusted.

Source: Annual records, Attendance Department.

## LIBRARY MEDIA SERVICES
## STATISTICS FOR SCHOOL MEDIA CENTERS

July 1, 1983 through June 30, 1984

| | ELEMENTARY | JUNIOR HIGH | SENIOR HIGH | SPECIAL CENTERS | DISTRICT TOTALS |
|---|---|---|---|---|---|
| **LLECTIONS** | | | | | |
| Total Library Books in Media Centers | 1,469,118 | 670,104 | 665,347 | 45,323 | 2,849,892 |
| Average Library Books Per School | 8,347 | 14,567 | 27,723 | 5,036 | |
| Average Library Books Per Pupil | 12 | 12 | 15 | | |
| Total Library Books Acquired | 83,110 | 51,297 | 27,293 | 5,436 | 161,136 |
| Average Library Books Acquired Per School | 472 | 1,115 | 887 | 604 | |
| Average Library Books Acquired Per Pupil | 0.69 | 0.91 | 0.48 | | |
| Library Books Discarded | 59,632 | 45,846 | 22,815 | 2,297 | 130,590 |
| Books Checked Out, Lost, Paid For | 4,693 | 1,926 | 2,013 | 121 | 8,753 |
| Books Checked Out, Lost, Not Paid For | 12,203 | 3,419 | 4,327 | 838 | 20,787 |
| Books Missing, Not Accounted For | 11,562 | 10,068 | 8,067 | 302 | 29,999 |
| Total Periodical and Newspaper Subscriptions | 6,879 | 3,328 | 3,404 | 511 | 14,122 |
| Average Periodical Subscriptions Per School | 39 | 71 | 149 | 57 | |
| Total Audiovisual Materials | 338,269 | 172,041 | 127,195 | 14,361 | 651,866 |
| Average Audiovisual Materials Per School | 1,922 | 3,740 | 5,300 | 1,596 | |
| Total Audiovisual Equipment | 31,934 | 10,619 | 18,342 | 2,107 | 63,002 |
| Average Audiovisual Equipment Per School | 181 | 231 | 764 | 234 | |
| **RCULATION** | | | | | |
| Total Print Materials Checked Out | 3,432,722 | 455,300 | 466,025 | 44,454 | 4,398,501 |
| Average Print Materials Checked Out Per School | 19,504 | 9,898 | 19,418 | 4,939 | |
| Average Print Materials Checked Out Per Pupil | 29 | 8 | 11 | | |
| Total Nonprint Materials Checked Out | 649,165 | 209,762 | 209,908 | 78,845 | 1,147,680 |
| Average Nonprint Materials Checked Out Per School | 3,688 | 4,560 | 8,746 | 8,761 | |
| **DIA CENTER ATTENDANCE** | | | | | |
| Total Media Center Attendance | 4,362,479 | 1,299,107 | 1,771,329 | 200,876 | 7,634,091 |
| Average Media Center Attendance Per School | 24,787 | 28,248 | 73,805 | 22,320 | |
| Average Media Center Attendance Per Pupil | 37 | 23 | 40 | | |
| **RARY MEDIA EXPENDITURES** | | | | | |
| Total Library Media Expenditures | $ 743,668 | $ 435,919 | $ 476,851 | $ 89,626 | $ 1,746,064 |
| Average Library Media Expenditures Per School | $ 4,225 | $ 9,477 | $ 19,869 | $ 9,958 | |
| Average Library Media Expenditures Per Pupil | $ 7.11 | $ 8.00 | $ 9.98 | | |
| Average Cost Per New Library Book | $ 7.21 | $ 7.76 | $ 10.67 | | |

urce: Annual School Media Center Statistics and Library Reports, Division of Educational Media Programs.

# ADULT/VOCATIONAL SCHOOLS
1984-85

The Dade County Public Schools' adult education program serves the adult population through a variety of programs organized to give adults the opportunity for personal improvement and enrichment to enable them to participate more effectively in a changing society. Programs offered at adult education centers include: elementary classes for adults, high school courses, adult occupational preparation courses and various vocational programs. At present, 17 of Dade's 24 high schools operate adult education programs.

## SENIOR HIGH ADULT EDUCATION CENTERS BY AREA

### NORTH AREA

American Adult Education Ctr.
Hialeah-Miami Lakes Adult Education Center
Miami Carol City Adult Education Center
North Miami Adult Education Center

### SOUTH CENTRAL AREA

Coral Gables Adult Education Center
Miami Coral Park Adult Education Center
Miami Senior Adult Education Center
Miami Sunset Adult Education Center

### NORTH CENTRAL AREA

Hialeah Adult Education Ctr.
Miami Central Adult Education Center*
Miami Jackson Adult Ed. Ctr.
Miami Northwestern Adult Education Center
Miami Springs Adult Ed. Ctr.

### SOUTH AREA

Miami Palmetto Adult Education Center
South Dade Adult Education Center
Miami Southridge Adult Education Center
Southwest Miami Adult Education Center

### OTHER ADULT/VOCATIONAL CENTERS

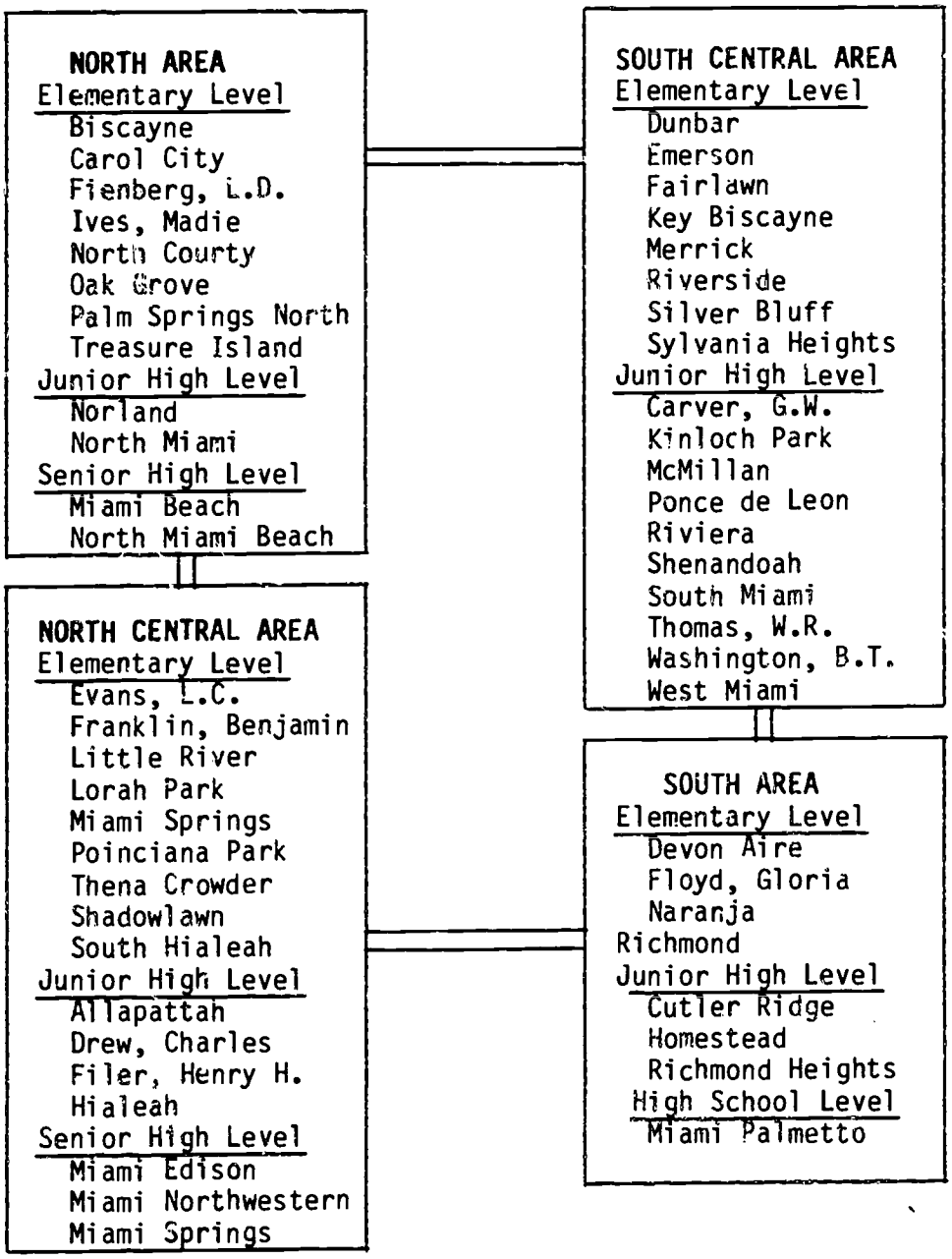
George T. Baker Aviation School
Lindsey Hopkins Technical Ed. Ctr.
Miami Skill Center
Miami Dorsey Skill Center
South Dade Skill Center
Miami Agricultural School
English Center
Miami-Lakes Voc. Technical Ed. Ctr.
Robert Morgan Voc. Tech. Institute
Ida Fisher Adult Education Center

*Operates as a satelite program of Miami Northwestern.

Source: Annual records, Office of Vocationa , Adult, and Community Education.

COMMUNITY SCHOOLS
1984-85

Community schools provide the community with educational, cultural, and recreational services beyond those offered through the regular elementary and secondary school program. This process provides a means by which resources of the school system and the community are mobilized to provide a total learning climate. Activities provided range from children's afternoon enrichment programs to classes offered for adults and senior citizens. Community schools are distinguished from adult schools in that: 1) community schools offer programs mainly of a cultural and recreational nature, and no high school credit is awarded, and 2) community schools are funded primarily by tuition fees, grants, and donations.

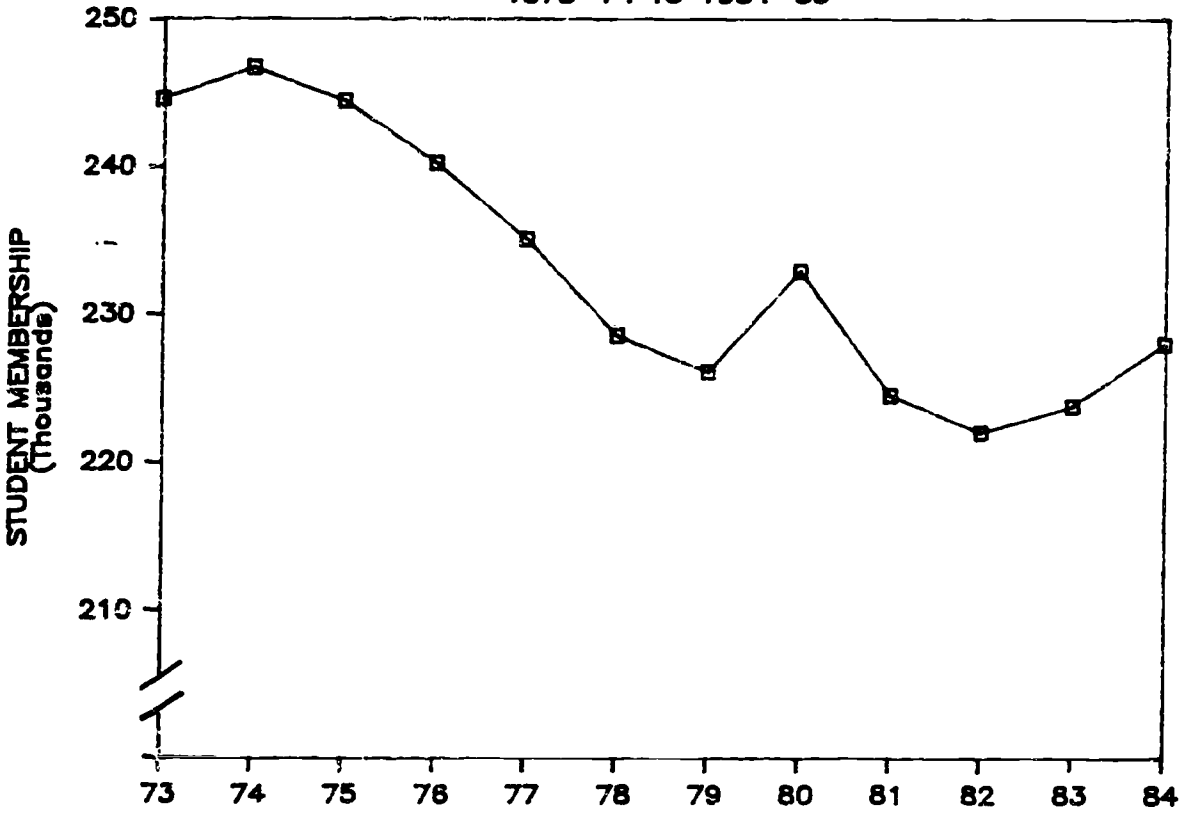



Source: Annual records, Office of Vocational, Adult, and Community Education.

# STUDENTS

# STUDENT MEMBERSHIP

## 1973–74 TO 1984–85




FIRST MONTH STUDENT MEMBERSHIP BY GRADE LEVEL
1973-74 to 1984-85

| Year | First Month | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | Pre-Kdg. | Kdg. | Elem. (1-6) | Junior (7-9) | Senior (10-12) | Off-Campus Programs For Alternative and Exceptional Ed. K-12 | |
| 1973-74 | | 12,202 | 115,768 | 61,981 | 54,617 | NA | 244,568 |
| 1974-75 | | 13,675 | 112,934 | 63,400 | 55,806 | 924 | 246,739 |
| 1975-76 | | 14,364 | 109,379 | 64,732 | 55,746 | 218 | 244,439 |
| 1976-77 | | 14,548 | 105,212 | 64,793 | 55,441 | 254 | 240,248 |
| 1977-78 | | 13,485 | 103,526 | 62,430 | 55,375 | 307 | 235,123 |
| 1978-79 | | 12,738 | 102,773 | 59,676 | 52,919 | 486 | 228,592 |
| 1979-80 | | 12,775 | 103,833 | 57,672 | 51,459 | 416 | 226,155 |
| 1980-81 | 268 | 13,201 | 109,760 | 58,065 | 51,139 | 518 | 232,951 |
| 1981-82 | 224 | 13,108 | 105,980 | 56,051 | 48,571 | 646 | 224,580 |
| 1982-83 | 237 | 12,858 | 104,402 | 56,237 | 47,579 | 745 | 222,058 |
| 1983-84 | 228 | 12,823 | 105,009 | 57,116 | 47,875 | 803 | 223,854 |
| 1984-85 | 264 | 14,227 | 106,117 | 58,926 | 47,624 | 904 | 228,062 |

Source: Current Year Fall Student Survey, October 1984, Office of Educational Accountability.
Prior years - Historical records, Office of Educational Accountability.

SUMMARY DISTRIBUTION OF STUDENTS BY ETHNICITY, GENDER, AND GRADE LEVEL

(FIRST MONTH MEMBERSHIP)

1984-85

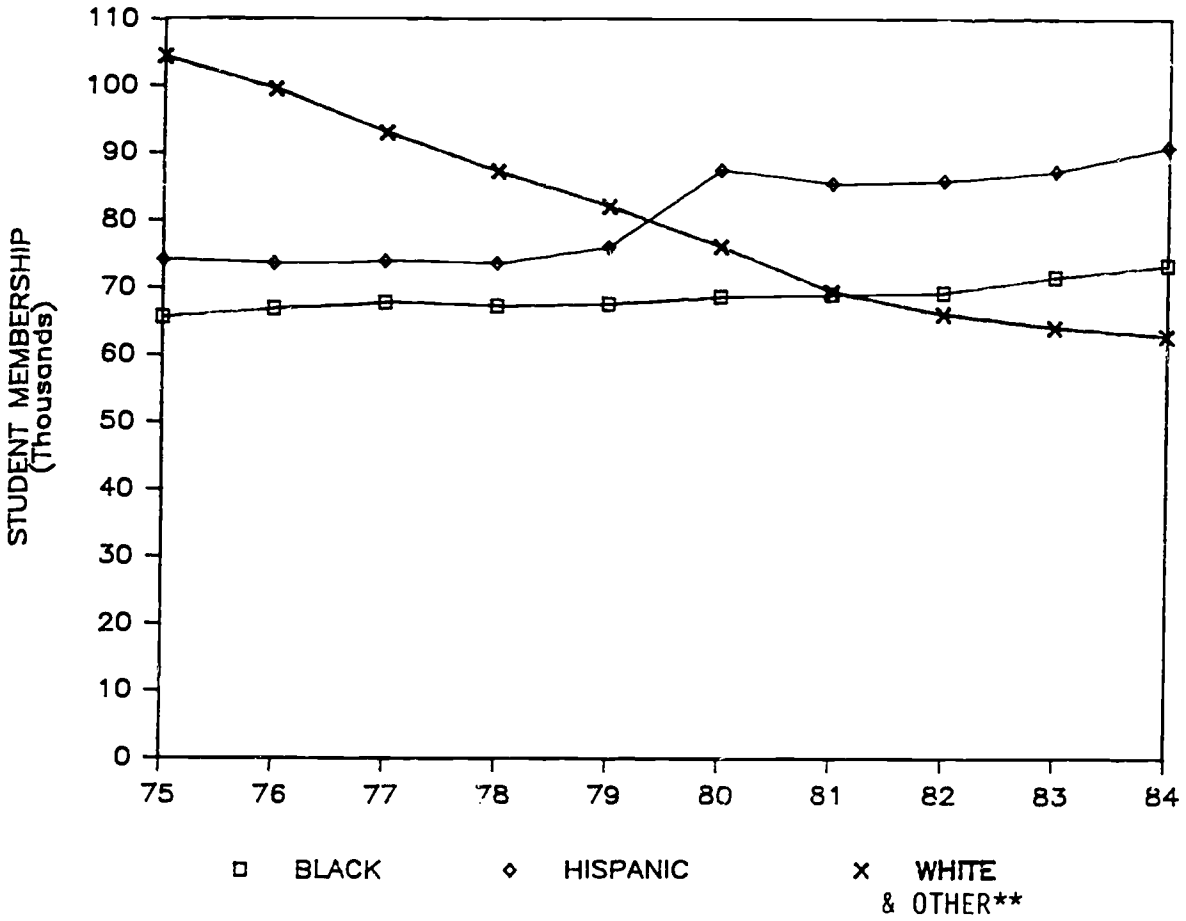
| | WHITE NON-HISPANIC | % | BLACK NON-HISPANIC | % | HISPANIC | % | ASIAN/ PACIFIC ISLANDER | % | AMERICAN INDIAN ALASKAN NATIVE | % | TOTAL MEMBERSHIP | % | TOTAL MALE | % | TOTAL FEMALE | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GARTEN | 90 | 34.0 | 85 | 32.1 | 85 | 32.1 | 4 | 1.51 | 0 | 0 | 264 | 100 | 162 | 61.3 | 102 | 38.6 |
| TEN | 3532 | 24.7 | 5066 | 35.5 | 5519 | 38.7 | 125 | 0.87 | 10 | 0.07 | 14252 | 100 | 7505 | 52.6 | 6747 | 47.3 |
| | 3931 | 23.2 | 6195 | 36.6 | 6596 | 39.0 | 167 | 0.98 | 11 | 0.06 | 16900 | 100 | 9015 | 53.3 | 7885 | 46.6 |
| | 4137 | 24.1 | 5842 | 34.1 | 7009 | 40.9 | 133 | 0.77 | 8 | 0.04 | 17129 | 100 | 8807 | 51.4 | 8322 | 48.5 |
| | 4237 | 23.9 | 5779 | 32.6 | 7487 | 42.3 | 188 | 1.06 | 4 | 0.02 | 17695 | 100 | 9370 | 52.9 | 8325 | 47.0 |
| | 4314 | 24.1 | 5756 | 32.2 | 7551 | 42.3 | 196 | 1.09 | 14 | 0.07 | 17831 | 100 | 9276 | 52.0 | 8555 | 47.9 |
| | 4486 | 24.4 | 6034 | 32.8 | 7657 | 41.6 | 197 | 1.07 | 4 | 0.02 | 18378 | 100 | 9619 | 52.3 | 8759 | 47.6 |
| | 4492 | 24.5 | 6055 | 33.0 | 7536 | 41.1 | 237 | 1.29 | 5 | 0.02 | 18325 | 100 | 9538 | 52.0 | 8787 | 47.9 |
| L | 29219 | 24.1 | 40812 | 33.7 | 49440 | 40.9 | 1247 | 1.03 | 56 | 0.04 | 120774 | 100 | 63292 | 52.4 | 57482 | 47.5 |
| | 5106 | 24.6 | 7144 | 34.5 | 8243 | 39.8 | 191 | 0.92 | 7 | 0.03 | 20691 | 100 | 11048 | 53.3 | 9643 | 46.6 |
| | 5400 | 28.1 | 6032 | 31.4 | 7558 | 39.3 | 210 | 1.09 | 4 | 0.02 | 19204 | 100 | 9831 | 51.1 | 9373 | 48.8 |
| | 5678 | 29.2 | 6002 | 30.9 | 7514 | 38.7 | 215 | 1.10 | 7 | 0.03 | 19416 | 100 | 9981 | 51.4 | 9435 | 48.5 |
| | 16184 | 27.2 | 19178 | 32.3 | 23315 | 39.3 | 616 | 1.03 | 18 | 0.03 | 59311 | 100 | 30860 | 52.0 | 28451 | 47.9 |
| | 5703 | 30.1 | 5568 | 29.4 | 7405 | 39.1 | 214 | 1.13 | 7 | 0.03 | 18897 | 100 | 9646 | 51.0 | 9251 | 48.9 |
| | 5152 | 31.5 | 4737 | 29.0 | 6239 | 38.2 | 186 | 1.14 | 3 | 0.01 | 16311 | 100 | 8188 | 50.1 | 8123 | 49.8 |
| | 4302 | 33.6 | 3519 | 27.5 | 4787 | 37.4 | 157 | 1.22 | 4 | 0.03 | 12769 | 100 | 6113 | 47.8 | 6656 | 52.1 |
| AL | 15157 | 31.5 | 13824 | 28.8 | 18425 | 38.4 | 557 | 1.16 | 14 | 0.02 | 47977 | 100 | 23947 | 49.9 | 24030 | 50.0 |
| AL | 60360 | 26.5 | 73814 | 32.3 | 91180 | 39.9 | 2420 | 1.06 | 88 | 0.03 | 228062 | 100 | 118099 | 51.7 | 109963 | 48.2 |

rcentages may not total 100 due to rounding.

ll Student Survey, October 1984, Office of Educational Accountability.

ETHNIC COMPOSITION OF STUDENT POPULATION *

TEN-YEAR TREND




| | BLACK NON-HISPANIC | HISPANIC | WHITE & OTHER** |
|---|---|---|---|
| 1975-76 | 65,707 | 74,128 | 104,386 |
| 1976-77 | 66,912 | 73,575 | 99,507 |
| 1977-78 | 67,831 | 73,968 | 93,017 |
| 1978-79 | 67,281 | 73,600 | 87,225 |
| 1979-80 | 67,644 | 76,054 | 82,041 |
| 1980-81 | 68,808 | 87,548 | 76,077 |
| 1981-82 | 69,072 | 85,505 | 69,357 |
| 1982-83 | 69,340 | 85,960 | 66,013 |
| 1983-84 | 71,656 | 87,396 | 63,999 |
| 1984-85 | 73,461 | 90,938 | 62,759 |

*Does not include students enrolled in off-campus programs for alternative and exceptional student education.

**Includes Asians and American Indians.

Source: Current year - Fall Student Survey, October 1984, Office of Educational Accountability.
Prior year - Historical records, Office of Educational Accountability.

ETHNIC COMPOSITION OF K-12 STUDENT POPULATION BY SCHOOL

1984-85

NORTH AREA

| SCHOOL NAME | WHITE NON-HISP. | % | BLACK NON-HISP. | % | HISPANIC | % | ASIAN | % | AMERICAN INDIAN | % | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| BAY HARBOR EL. | 295 | 59 | 15 | 3 | 181 | 36 | 5 | 1.01 | 0 | 0.00 | 496 |
| BISCAYNE EL. | 215 | 39 | 24 | 4 | 314 | 57 | 2 | 0.36 | 0 | 0.00 | 555 |
| BISCAYNE GARDENS EL. | 402 | 54 | 162 | 22 | 174 | 23 | 8 | 1.07 | 0 | 0.00 | 746 |
| BRENTWOOD EL. | 52 | 7 | 666 | 83 | 77 | 10 | 5 | 0.63 | 0 | 0.00 | 800 |
| BRYAN, WILLIAM J. EL. | 451 | 60 | 61 | 8 | 207 | 27 | 35 | 4.64 | 0 | 0.00 | 754 |
| BUNCHE PARK EL. | 18 | 4 | 442 | 91 | 27 | 6 | 1 | 0.20 | 0 | 0.00 | 488 |
| CAROL CITY EL. | 51 | 6 | 710 | 81 | 117 | 13 | 1 | 0.11 | 0 | 0.00 | 879 |
| FIENBERG, L. D. EL. | 168 | 12 | 175 | 13 | 1042 | 75 | 1 | 0.07 | 0 | 0.00 | 1386 |
| CRESTVIEW EL. | 14 | 3 | 481 | 94 | 8 | 2 | 6 | 1.18 | 0 | 0.00 | 509 |
| DUPUIS EL. | 108 | 17 | 16 | 2 | 519 | 80 | 3 | 0.46 | 0 | 0.00 | 646 |
| FULFORD EL. | 138 | 29 | 200 | 42 | 128 | 27 | 14 | 2.92 | 0 | 0.00 | 480 |
| GOLDEN GLADES EL. | 15 | 3 | 435 | 94 | 11 | 2 | 2 | 0.43 | 0 | 0.00 | 463 |
| GRATIGNY EL. | 358 | 51 | 157 | 22 | 175 | 25 | 16 | 2.26 | 1 | 0.14 | 707 |
| GREYNOLDS PARK EL. | 375 | 71 | 35 | 7 | 94 | 18 | 19 | 3.62 | 2 | 0.38 | 525 |
| HIBISCUS EL. | 258 | 50 | 168 | 32 | 83 | 16 | 8 | 1.55 | 0 | 0.00 | 517 |
| HIGHLAND OAKS EL. | 625 | 88 | 50 | 7 | 31 | 4 | 5 | 0.70 | 0 | 0.00 | 711 |
| IVES, MADIE EL. | 298 | 77 | 27 | 7 | 57 | 15 | 5 | 1.29 | 0 | 0.00 | 387 |
| LAKE STEVENS EL. | 84 | 13 | 206 | 32 | 345 | 54 | 3 | 0.47 | 0 | 0.00 | 638 |
| MIAMI GARDENS EL. | 29 | 6 | 216 | 41 | 279 | 53 | 3 | 0.57 | 0 | 0.00 | 527 |
| MIAMI LAKES EL. | 331 | 54 | 108 | 18 | 165 | 27 | 8 | 1.31 | 0 | 0.00 | 612 |
| MILAM, M. A. EL. | 104 | 9 | 21 | 2 | 1002 | 88 | 14 | 1.23 | 0 | 0.00 | 1141 |
| MYRTLE GROVE EL. | 10 | 1 | 753 | 89 | 78 | 9 | 3 | 0.36 | 1 | 0.12 | 845 |
| NATURAL BRIDGE EL. | 201 | 47 | 135 | 31 | 82 | 19 | 11 | 2.56 | 0 | 0.00 | 429 |
| NORLAND EL. | 207 | 36 | 282 | 49 | 64 | 11 | 25 | 4.31 | 2 | 0.34 | 580 |
| NORTH BEACH EL. | 358 | 48 | 69 | 9 | 321 | 43 | 2 | 0.27 | 0 | 0.00 | 750 |
| NO. CAROL CITY EL. | 16 | 2 | 575 | 88 | 65 | 10 | 1 | 0.15 | 0 | 0.00 | 657 |
| NORTH COUNTY EL. | 1 | 0 | 565 | 98 | 12 | 2 | 0 | 0.00 | 0 | 0.00 | 578 |
| NORTH GLADE EL. | 82 | 14 | 281 | 48 | 221 | 38 | 2 | 0.34 | 0 | 0.00 | 586 |
| NORTH MIAMI EL. | 405 | 53 | 154 | 20 | 193 | 25 | 14 | 1.83 | 0 | 0.00 | 766 |
| NORTH TWIN LAKES EL. | 210 | 29 | 42 | 6 | 464 | 64 | 4 | 0.56 | 0 | 0.00 | 720 |
| NORWOOD EL. | 111 | 30 | 227 | 61 | 28 | 7 | 8 | 2.14 | 0 | 0.00 | 374 |
| OAK GROVE EL. | 336 | 50 | 136 | 20 | 173 | 26 | 25 | 3.73 | 0 | 0.00 | 670 |
| OJUS EL. | 240 | 86 | 6 | 2 | 30 | 11 | 3 | 1.08 | 0 | 0.00 | 279 |
| OPA LOCKA EL. | 69 | 7 | 672 | 64 | 299 | 28 | 10 | 0.95 | 0 | 0.00 | 1050 |
| PALM LAKE EL. | 156 | 20 | 16 | 2 | 585 | 77 | 5 | 0.66 | 0 | 0.00 | 762 |
| PALM SPRINGS NORTH EL. | 596 | 65 | 34 | 4 | 277 | 30 | 10 | 1.09 | 0 | 0.00 | 917 |
| PARKVIEW EL. | 16 | 3 | 475 | 93 | 19 | 4 | 0 | 0.00 | 0 | 0.00 | 510 |
| PARKWAY EL. | 115 | 24 | 311 | 65 | 51 | 11 | 3 | 0.63 | 0 | 0.00 | 480 |
| RAINBOW PARK EL. | 18 | 3 | 598 | 90 | 51 | 8 | 0 | 0.00 | 0 | 0.00 | 667 |
| SABAL PALM EL. | 396 | 67 | 110 | 19 | 77 | 13 | 10 | 1.69 | 0 | 0.00 | 593 |
| SCOTT LAKE EL. | 26 | 5 | 452 | 92 | 15 | 3 | 0 | 0.00 | 0 | 0.00 | 493 |
| SKYWAY EL. | 59 | 8 | 278 | 39 | 366 | 52 | 1 | 0.14 | 2 | 0.28 | 706 |
| TREASURE ISLAND EL. | 196 | 38 | 62 | 12 | 248 | 48 | 12 | 2.32 | 0 | 0.00 | 518 |
| TWIN LAKES EL. | 120 | 16 | 12 | 2 | 635 | 82 | 7 | 0.90 | 0 | 0.00 | 774 |
| CAROL CITY JR. | 63 | 6 | 676 | 67 | 259 | 26 | 8 | 0.80 | 0 | 0.00 | 1006 |
| HIGHLAND OAKS JR. | 1013 | 82 | 83 | 7 | 127 | 10 | 8 | 0.65 | 1 | 0.08 | 1232 |
| JEFFERSON, T. J. JR. | 448 | 41 | 456 | 41 | 184 | 17 | 13 | 1.18 | 0 | 0.00 | 1101 |
| KENNEDY, J. F. JR. | 563 | 46 | 438 | 36 | 176 | 15 | 33 | 2.73 | 1 | 0.08 | 1211 |
| LAKE STEVENS JR. | 77 | 8 | 676 | 68 | 239 | 24 | 1 | 0.10 | 0 | 0.00 | 993 |
| MIAMI LAKES JR. | 649 | 36 | 356 | 20 | 778 | 43 | 19 | 1.05 | 0 | 0.00 | 1802 |
| NAUTILUS JR. | 371 | 29 | 279 | 22 | 624 | 49 | 12 | 0.93 | 0 | 0.00 | 1286 |
| NORLAND JR. | 440 | 35 | 666 | 53 | 118 | 9 | 23 | 1.84 | 1 | 0.08 | 1248 |
| NORTH DADE JR. | 28 | 4 | 717 | 90 | 47 | 6 | 2 | 0.25 | 0 | 0.00 | 794 |
| NORTH MIAMI JR. | 662 | 44 | 500 | 33 | 295 | 20 | 43 | 2.86 | 1 | 0.07 | 1501 |
| PALM SPRINGS JR. | 237 | 11 | 17 | 1 | 1934 | 88 | 2 | 0.09 | 0 | 0.00 | 2190 |
| PARKWAY JR. | 36 | 3 | 950 | 90 | 69 | 7 | 3 | 0.28 | 1 | 0.09 | 1059 |
| AMERICAN SR. | 533 | 23 | 1046 | 45 | 752 | 32 | 14 | 0.60 | 2 | 0.09 | 2347 |
| HIALEAH-MIAMI LAKES SR. | 598 | 26 | 490 | 22 | 1172 | 52 | 14 | 0.62 | 0 | 0.00 | 2274 |
| MIAMI BEACH SR. | 889 | 40 | 394 | 18 | 934 | 42 | 16 | 0.72 | 1 | 0.04 | 2234 |
| MIAMI CAROL CITY SR. | 113 | 6 | 1436 | 75 | 354 | 19 | 6 | 0.31 | 0 | 0.00 | 1909 |
| MIAMI NORLAND SR. | 450 | 26 | 1180 | 67 | 107 | 6 | 18 | 1.03 | 1 | 0.06 | 1756 |
| NORTH MIAMI BEACH SR. | 1676 | 67 | 471 | 19 | 290 | 12 | 49 | 1.97 | 1 | 0.04 | 2487 |
| NORTH MIAMI SR. | 1002 | 47 | 701 | 33 | 406 | 19 | 40 | 1.86 | 0 | 0.00 | 2149 |
| TOTAL NORTH AREA | 18181 | 31 | 22152 | 37 | 18255 | 31 | 644 | 1.09 | 18 | 0.03 | 59250 |

ETHNIC COMPOSITION OF K-12 STUDENT POPULATION BY SCHOOL

1984-85

NORTH CENTRAL AREA

| SCHOOL NAME | WHITE NON-HISP. | % | BLACK NON-HISP. | % | HISPANIC | % | ASIAN | % | AMERICAN INDIAN | % | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ALLAPATTAH EL. | 11 | 1 | 664 | 79 | 170 | 20 | 0 | 0.00 | 0 | 0.0 | 845 |
| ARCOLA LAKE EL. | 48 | 5 | 811 | 87 | 67 | 7 | 2 | 0.22 | 2 | 0.22 | 930 |
| BLANTON, VAN E. | 36 | 4 | 614 | 74 | 175 | 21 | 1 | 0.12 | 1 | 0.12 | 827 |
| BRIGHT, JAMES H. EL. | 22 | 3 | 91 | 11 | 700 | 86 | 3 | 0.37 | 0 | 0.00 | 816 |
| BROADMOOR EL. | 39 | 5 | 529 | 73 | 156 | 21 | 3 | 0.41 | 0 | 0.00 | 727 |
| BUENA VISTA EL. | 7 | 1 | 259 | 39 | 397 | 60 | 0 | 0.00 | 0 | 0.00 | 663 |
| COMSTOCK EL. | 18 | 2 | 294 | 29 | 702 | 69 | 0 | 0.00 | 1 | 0.10 | 1015 |
| DREW, C. R. EL. | 1 | 0 | 575 | 99 | 2 | 0 | 0 | 0.00 | 0 | 0.00 | 578 |
| EARHART, AMELIA EL. | 90 | 19 | 36 | 7 | 346 | 72 | 11 | 2.28 | 0 | 0.00 | 483 |
| EARLINGTON HTS. EL. | 9 | 2 | 429 | 86 | 61 | 12 | 0 | 0.00 | 0 | 0.00 | 499 |
| EDISON PARK EL. | 15 | 2 | 806 | 90 | 79 | 9 | 0 | 0.00 | 0 | 0.00 | 900 |
| EVANS, LILLIE C. EL. | 0 | 0 | 496 | 100 | 0 | 0 | 0 | 0.00 | 0 | 0.00 | 496 |
| FLAMINGO | 51 | 7 | 7 | 1 | 706 | 91 | 8 | 1.04 | 0 | 0.00 | 772 |
| FLORAL HTS. EL. | 0 | 0 | 459 | 100 | 2 | 0 | 0 | 0.00 | 0 | 0.00 | 461 |
| FRANKLIN, BENJAMIN EL. | 145 | 18 | 414 | 51 | 234 | 29 | 15 | 1.86 | 0 | 0.00 | 808 |
| HIALEAH EL. | 43 | 6 | 107 | 14 | 587 | 79 | 2 | 0.27 | 0 | 0.00 | 739 |
| HOLMES EL. | 1 | 0 | 607 | 99 | 4 | 1 | 0 | 0.00 | 0 | 0.00 | 612 |
| CROWDER EL. | 2 | 1 | 302 | 99 | 2 | 1 | 0 | 0.00 | 0 | 0.00 | 306 |
| JOHNSON, J.W. EL. | 1 | 1 | 12 | 17 | 56 | 81 | 0 | 0.00 | 0 | 0.00 | 69 |
| KING, MARTIN LUTHER EL. | 1 | 0 | 383 | 100 | 0 | 0 | 0 | 0.00 | 0 | 0.00 | 384 |
| LAKEVIEW EL. | 92 | 14 | 363 | 55 | 207 | 31 | 2 | 0.30 | 1 | 0.15 | 665 |
| LIBERTY CITY EL. | 1 | 0 | 591 | 100 | 0 | 0 | 0 | 0.00 | 0 | 0.00 | 592 |
| LITTLE RIVER EL. | 16 | 2 | 924 | 91 | 74 | 7 | 1 | 0.10 | 0 | 0.00 | 1015 |
| LORAH PARK EL. | 20 | 3 | 555 | 82 | 98 | 15 | 1 | 0.15 | 0 | 0.00 | 674 |
| MEADOWLANE EL. | 59 | 6 | 8 | 1 | 975 | 93 | 11 | 1.04 | 0 | 0.00 | 1053 |
| MELROSE EL. | 31 | 6 | 284 | 58 | 176 | 36 | 0 | 0.00 | 0 | 0.00 | 491 |
| MIAMI PARK EL. | 59 | 6 | 601 | 66 | 251 | 28 | 0 | 0.00 | 0 | 0.00 | 911 |
| MIAMI SHORES EL. | 392 | 32 | 599 | 49 | 206 | 17 | 14 | 1.16 | 0 | 0.00 | 1211 |
| MIAMI SPRINGS EL. | 337 | 58 | 59 | 10 | 183 | 31 | 5 | 0.85 | 2 | 0.34 | 586 |
| MIRAMAR, EL. | 7 | 2 | 142 | 34 | 265 | 64 | 0 | 0.00 | 0 | 0.00 | 414 |
| MORNINGSIDE EL. | 33 | 4 | 679 | 74 | 194 | 21 | 14 | 1.52 | 0 | 0.00 | 920 |
| NORTH HIALEAH EL. | 58 | 9 | 4 | 1 | 574 | 90 | 0 | 0.00 | 0 | 0.00 | 636 |
| OLINDA EL. | 0 | 0 | 537 | 100 | 0 | 0 | 0 | 0.00 | 0 | 0.00 | 537 |
| ORCHARD VILLA EL. | 1 | 0 | 811 | 98 | 13 | 2 | 0 | 0.00 | 0 | 0.00 | 825 |
| PALM SPRINGS EL. | 176 | 18 | 11 | 1 | 800 | 80 | 13 | 1.30 | 0 | 0.00 | 1000 |
| PHARR, KELSEY EL. | 3 | 0 | 340 | 51 | 325 | 49 | 0 | 0.00 | 0 | 0.00 | 668 |
| POINCIANA PARK EL. | 10 | 1 | 948 | 96 | 34 | 3 | 0 | 0.00 | 0 | 0.00 | 992 |
| SANTA CLARA EL. | 2 | 0 | 367 | 68 | 170 | 32 | 0 | 0.00 | 0 | 0.00 | 539 |
| SHADOWLAWN EL. | 5 | 1 | 780 | 92 | 61 | 7 | 0 | 0.00 | 0 | 0.00 | 846 |
| SOUTH HIALEAH EL. | 48 | 5 | 87 | 8 | 906 | 87 | 2 | 0.19 | 0 | 0.00 | 1043 |
| SPRINGVIEW EL. | 193 | 42 | 5 | 1 | 261 | 56 | 4 | 0.86 | 0 | 0.00 | 463 |
| WALTERS, MAE EL. | 50 | 6 | 5 | 1 | 777 | 93 | 2 | 0.24 | 0 | 0.00 | 834 |
| WEST LITTLE RIVER EL. | 25 | 4 | 565 | 82 | 96 | 14 | 3 | 0.43 | 1 | 0.14 | 690 |
| WESTVIEW EL. | 42 | 6 | 550 | 84 | 60 | 9 | 1 | 0.15 | 0 | 0.00 | 653 |
| WHEATLEY, P. EL. | 14 | 2 | 510 | 74 | 160 | 23 | 2 | 0.29 | 0 | 0.00 | 686 |
| YOUNG, NATHAN EL. | 9 | 2 | 454 | 93 | 22 | 5 | 0 | 0.00 | 2 | 0.41 | 487 |
| ALLAPATTAH JR. | 6 | 1 | 479 | 73 | 170 | 26 | 0 | 0.00 | 0 | 0.00 | 655 |
| BROWNSVILLE JR. | 25 | 3 | 632 | 84 | 94 | 13 | 0 | 0.00 | 0 | 0.00 | 751 |
| DREW MIDDLE SCHOOL | 0 | 0 | 838 | 100 | 4 | 0 | 0 | 0.00 | 0 | 0.00 | 842 |
| FILER, HENRY H. JR. | 74 | 5 | 159 | 12 | 1136 | 83 | 4 | 0.29 | 0 | 0.00 | 1373 |
| HIALEAH JR. | 148 | 13 | 216 | 18 | 804 | 68 | 15 | 1.27 | 0 | 0.00 | 1183 |
| LEE, ROBERT E. JR. | 14 | 2 | 284 | 46 | 325 | 52 | 0 | 0.00 | 0 | 0.00 | 623 |
| MADISON JR. | 50 | 6 | 699 | 77 | 157 | 17 | 2 | 0.22 | 0 | 0.00 | 908 |
| MANN, HORACE JR. | 73 | 6 | 916 | 80 | 150 | 13 | 3 | 0.26 | 0 | 0.00 | 1142 |
| MIA EDISON MID SCHOOL | 22 | 1 | 1442 | 90 | 131 | 8 | 1 | 0.06 | 0 | 0.00 | 1596 |
| MIAMI SPRINGS JR. | 325 | 20 | 358 | 22 | 951 | 58 | 8 | 0.49 | 0 | 0.00 | 1642 |
| WESTVIEW JR. | 103 | 8 | 894 | 72 | 243 | 19 | 9 | 0.72 | 1 | 0.08 | 1250 |
| HIALEAH SR. | 303 | 12 | 223 | 9 | 2051 | 79 | 12 | 0.46 | 0 | 0.00 | 2589 |
| MIAMI CENTRAL SR. | 91 | 5 | 1499 | 81 | 254 | 14 | 15 | 0.81 | 0 | 0.00 | 1859 |
| MIA. D. MAC ARTHUR NO. | 4 | 1 | 277 | 98 | 1 | 0 | 1 | 0.35 | 0 | 0.00 | 283 |
| MIAMI EDISON SR. | 53 | 3 | 1675 | 86 | 211 | 11 | 3 | 0.15 | 0 | 0.00 | 1942 |
| MIAMI JACKSON SR. | 37 | 2 | 1139 | 51 | 1052 | 47 | 1 | 0.04 | 0 | 0.00 | 2229 |
| MIAMI NORTHWESTERN SR. | 2 | 0 | 2172 | 100 | 8 | 0 | 0 | 0.00 | 0 | 0.00 | 2182 |
| MIAMI SPRINGS SR. | 303 | 18 | 324 | 19 | 1049 | 62 | 7 | 0.42 | 1 | 0.06 | 1684 |
| JAN MANN OPP NORTH | 6 | 3 | 154 | 86 | 19 | 11 | 0 | 0.00 | 0 | 0.00 | 179 |
| C.O.P.E. CENTER - S. | 0 | 0 | 104 | 96 | 4 | 4 | 0 | 0.00 | 0 | 0.00 | 108 |
| TOTAL NORTH CENTRAL AREA | 3862 | 7 | 33158 | 58 | 20148 | 35 | 201 | 0.35 | 12 | 0.02 | 57381 |

ETHNIC CC SITION OF K-12 STUDENT POPULATION BY SCHOOL

1984-85

SOUTH CENTRAL AREA

| SCHOOL NAME | WHITE NON-HISP. | % | BLACK NON-HISP. | % | HISPANIC | % | ASIAN | % | AMERICAN INDIAN | % | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| AUBURNDALE EL. | 41 | 5 | 14 | 2 | 717 | 92 | 8 | 1.03 | 0 | 0.00 | 780 |
| BANYAN EL. | 110 | 20 | 2 | 0 | 438 | 79 | 7 | 1.26 | 0 | 0.00 | 557 |
| BENT TREE EL. | 469 | 43 | 28 | 3 | 557 | 51 | 25 | 2.30 | 7 | 0.64 | 1086 |
| CARVER, G. W. EL. | 91 | 33 | 124 | 45 | 57 | 21 | 5 | 1.81 | 0 | 0.00 | 277 |
| CITRUS GROVE EL. | 30 | 3 | 6 | 1 | 1008 | 96 | 1 | 0.10 | 0 | 0.00 | 1045 |
| COCONUT GROVE EL. | 127 | 38 | 164 | 50 | 37 | 11 | 3 | 0.91 | 0 | 0.00 | 331 |
| CORAL GABLES EL. | 202 | 39 | 42 | 8 | 262 | 51 | 10 | 1.93 | 1 | 0.19 | 517 |
| CORAL PARK EL. | 112 | 15 | 3 | 0 | 629 | 83 | 12 | 1.59 | 0 | 0.00 | 756 |
| CORAL TERRACE EL. | 62 | 10 | 5 | 1 | 566 | 89 | 1 | 0.16 | 0 | 0.00 | 634 |
| CORAL WAY EL. | 91 | 9 | 5 | 0 | 916 | 89 | 14 | 1.36 | 0 | 0.00 | 1026 |
| DOUGLAS EL. | 12 | 2 | 320 | 46 | 367 | 52 | 2 | 0.29 | 0 | 0.00 | 701 |
| DUNBAR EL. | 8 | 1 | 811 | 81 | 188 | 19 | 0 | 0.00 | 0 | 0.00 | 1007 |
| EMERSON EL. | 102 | 19 | 7 | 1 | 432 | 79 | 5 | 0.92 | 0 | 0.00 | 546 |
| EVERGLADES EL. | 101 | 12 | 8 | 1 | 728 | 86 | 10 | 1.18 | 0 | 0.00 | 847 |
| FAIRCHILD, D. EL. | 275 | 50 | 68 | 12 | 203 | 37 | 3 | 0.55 | 0 | 0.00 | 549 |
| FAIRLAWN EL. | 39 | 6 | 0 | 0 | 600 | 94 | 0 | 0.00 | 0 | 0.00 | 639 |
| FLAGAMI EL. | 92 | 11 | 7 | 1 | 709 | 87 | 4 | 0.49 | 7 | 0.85 | 819 |
| FLAGER, H. M. EL. | 33 | 4 | 5 | 1 | 751 | 94 | 8 | 1.00 | 0 | 0.00 | 797 |
| GREENGLADE EL. | 248 | 24 | 12 | 1 | 753 | 74 | 6 | 0.59 | 0 | 0.00 | 1019 |
| KENDALE LAKES EL. | 685 | 71 | 36 | 4 | 227 | 24 | 13 | 1.35 | 0 | 0.00 | 961 |
| KENSINGTON PARK EL. | 112 | 12 | 17 | 2 | 766 | 85 | 4 | 0.44 | 0 | 0.00 | 899 |
| KEY BISCAYNE EL. | 177 | 41 | 2 | 0 | 243 | 57 | 6 | 1.40 | 0 | 0.00 | 428 |
| KINLOCH PARK EL. | 25 | 3 | 10 | 1 | 747 | 95 | 4 | 0.51 | 0 | 0.00 | 786 |
| YOUTH OPPORT. SCH. S. | 16 | 10 | 118 | 76 | 21 | 14 | 0 | 0.00 | 0 | 0.00 | 155 |
| LUDLAM EL. | 64 | 20 | 189 | 60 | 55 | 18 | 5 | 1.60 | 0 | 0.00 | 313 |
| MERRICK EL. | 11 | 23 | 11 | 23 | 25 | 53 | 0 | 0.00 | 0 | 0.00 | 47 |
| OLYMPIA HTS. EL. | 73 | 13 | 4 | 1 | 484 | 85 | 8 | 1.41 | 0 | 0.00 | 569 |
| RIVERSIDE EL. | 13 | 2 | 208 | 28 | 525 | 70 | 2 | 0.27 | 0 | 0.00 | 748 |
| ROCKWAY EL. | 89 | 10 | 8 | 1 | 762 | 88 | 8 | 0.92 | 0 | 0.00 | 867 |
| ROYAL GREEN EL. | 385 | 42 | 8 | 1 | 515 | 56 | 13 | 1.41 | 1 | 0.11 | 922 |
| ROYAL PALM EL. | 124 | 16 | 7 | 1 | 633 | 82 | 10 | 1.29 | 0 | 0.00 | 774 |
| SEMINOLE EL. | 63 | 7 | 8 | 1 | 862 | 92 | 3 | 0.32 | 0 | 0.00 | 936 |
| SHENANDOAH EL. | 16 | 2 | 7 | 1 | 846 | 96 | 10 | 1.14 | 0 | 0.00 | 879 |
| SILVER BLUFF EL. | 62 | 10 | 10 | 2 | 517 | 87 | 3 | 0.51 | 0 | 0.00 | 592 |
| SOUTH MIAMI EL. | 69 | 25 | 139 | 51 | 60 | 22 | 5 | 1.83 | 0 | 0.00 | 273 |
| SOUTHSIDE EL. | 26 | 5 | 26 | 5 | 427 | 89 | 0 | 0.00 | 2 | 0.42 | 481 |
| E. W. F. STIRRUP EL. | 100 | 9 | 13 | 1 | 1049 | 90 | 4 | 0.34 | 0 | 0.00 | 1166 |
| SUNSET EL. | 180 | 60 | 61 | 20 | 47 | 16 | 11 | 3.68 | 0 | 0.00 | 299 |
| SYLVANIA HTS EL. | 99 | 18 | 5 | 1 | 456 | 81 | 1 | 0.18 | 0 | 0.00 | 561 |
| TROPICAL EL. | 144 | 29 | 10 | 2 | 344 | 69 | 2 | 0.40 | 0 | 0.00 | 500 |
| TUCKER, F. S. EL. | 23 | 4 | 336 | 64 | 162 | 31 | 2 | 0.38 | 0 | 0.00 | 523 |
| VILLAGE GREEN EL. | 122 | 21 | 7 | 1 | 438 | 76 | 6 | 1.05 | 0 | 0.00 | 573 |
| WEST, HENRY S. LAB. EL. | 234 | 60 | 110 | 28 | 44 | 11 | 4 | 1.02 | 0 | 0.00 | 392 |
| WINSTON PARK EL. | 399 | 45 | 36 | 4 | 416 | 47 | 28 | 3.19 | 0 | 0.00 | 879 |
| CARVER, G. W. JR. | 121 | 28 | 126 | 29 | 180 | 42 | 5 | 1.16 | 0 | 0.00 | 432 |
| CITRUS GROVE JR. | 68 | 5 | 137 | 10 | 1102 | 84 | 0 | 0.00 | 0 | 0.00 | 1307 |
| KINLOCH PARK JR. | 52 | 4 | 11 | 1 | 1276 | 95 | 3 | 0.22 | 0 | 0.00 | 1342 |
| H. D. MCMILLAN JR. | 510 | 40 | 43 | 3 | 680 | 54 | 29 | 2.30 | 0 | 0.00 | 1262 |
| PONCE DE LEON JR. | 394 | 41 | 162 | 17 | 407 | 42 | 8 | 0.82 | 0 | 0.00 | 971 |
| RIVIERA JR. | 372 | 28 | 13 | 1 | 919 | 69 | 22 | 1.66 | 0 | 0.00 | 1326 |
| ROCKWAY JR. | 183 | 13 | 6 | 0 | 1231 | 86 | 11 | 0.77 | 0 | 0.00 | 1431 |
| SHENANDOAH JR. | 59 | 5 | 7 | 1 | 1110 | 94 | 11 | 0.93 | 0 | 0.00 | 1187 |
| SOUTH MIAMI JR. | 310 | 33 | 241 | 26 | 380 | 40 | 11 | 1.17 | 1 | 0.11 | 943 |
| W. R. THOMAS JR. | 308 | 19 | 12 | 1 | 1276 | 79 | 8 | 0.50 | 5 | 0.31 | 1609 |
| WASHINGTON, B. T. JR. | 19 | 3 | 241 | 34 | 447 | 63 | 1 | 0.14 | 0 | 0.00 | 708 |
| WEST MIAMI JR. | 140 | 11 | 16 | 1 | 1095 | 87 | 8 | 0.64 | 0 | 0.00 | 1259 |
| CORAL GABLES SR. | 772 | 35 | 275 | 12 | 1148 | 52 | 25 | 1.13 | 0 | 0.00 | 2220 |
| MIAMI CORAL PARK SR. | 323 | 14 | 13 | 1 | 2022 | 85 | 10 | 0.42 | 5 | 0.21 | 2373 |
| MIAMI SR. | 87 | 4 | 190 | 8 | 2122 | 88 | 12 | 0.50 | 0 | 0.00 | 2411 |
| MIAMI SUNSET SR. | 1255 | 50 | 90 | 4 | 1106 | 44 | 74 | 2.93 | 1 | 0.04 | 2526 |
| SOUTH MIAMI SR. | 330 | 18 | 213 | 12 | 1280 | 70 | 10 | 0.55 | 0 | 0.00 | 1833 |
| TOTAL SOUTH CENTRAL AREA | 10859 | 20 | 4813 | 9 | 38370 | 70 | 524 | 0.96 | 30 | 0.05 | 54596 |

ETHNIC COMPOSITION OF K-12 STUDENT POPULATION B OL

1984-85

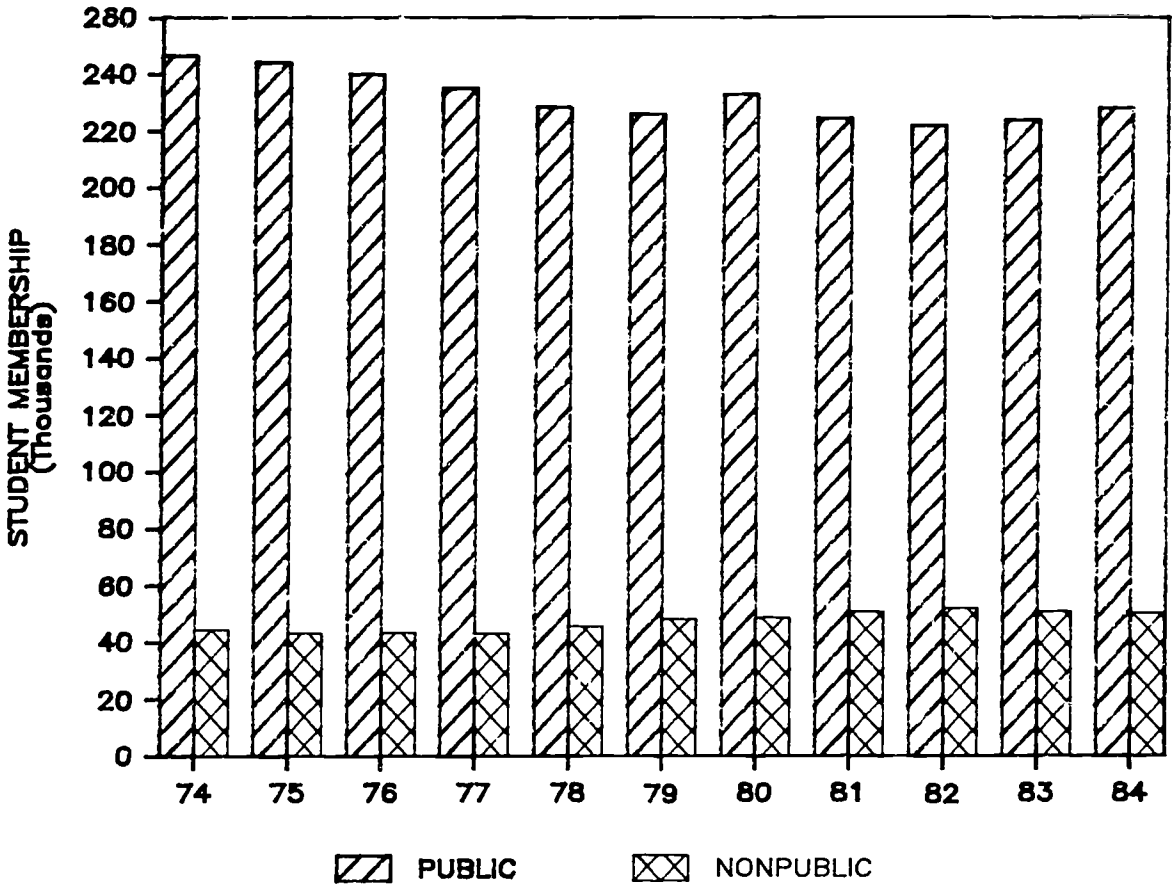
SOUTH AREA

| SCHOOL NAME | WHITE NON-HISP. | % | BLACK NON-HISP. | % | HISPANIC | % | ASIAN | % | AMERICAN INDIAN | % | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| AIR BASE EL. | 621 | 55 | 322 | 29 | 94 | 8 | 80 | 7.14 | 4 | 0.4 | 1121 |
| AVOCADO EL. | 384 | 61 | 90 | 14 | 151 | 24 | 4 | 0.64 | 0 | 0.00 | 629 |
| BEL-AIRE EL. | 132 | 25 | 283 | 54 | 104 | 20 | 4 | 0.76 | 0 | 0.00 | 523 |
| BLUE LAKES EL. | 181 | 39 | 7 | 1 | 273 | 58 | 8 | 1.71 | 0 | 0.00 | 469 |
| CAMPBELL DRIVE EL. | 299 | 30 | 89 | 9 | 579 | 59 | 12 | 1.22 | 2 | 0.20 | 981 |
| CARIBBEAN EL. | 127 | 15 | 451 | 52 | 273 | 32 | 8 | 0.93 | 3 | 0.35 | 862 |
| CALUSA EL. | 528 | 68 | 31 | 4 | 201 | 26 | 20 | 2.56 | 0 | 0.00 | 780 |
| CHAPMAN EL. | 240 | 29 | 148 | 18 | 438 | 53 | 2 | 0.24 | 0 | 0.00 | 828 |
| COLONIAL DRIVE EL. | 234 | 37 | 284 | 45 | 81 | 13 | 30 | 4.77 | 0 | 0.00 | 629 |
| COOPER, N.K. EL. | 45 | 62 | 16 | 22 | 11 | 15 | 1 | 1.37 | 0 | 0.00 | 73 |
| CORAL REEF EL. | 487 | 59 | 234 | 28 | 90 | 11 | 17 | 2.05 | 1 | 0.12 | 829 |
| CUTLER RIDGE EL. | 363 | 49 | 274 | 37 | 97 | 13 | 8 | 1.08 | 0 | 0.00 | 742 |
| CYPRESS EL. | 472 | 66 | 3 | 0 | 225 | 32 | 14 | 1.96 | 0 | 0.00 | 714 |
| DEVONAIRE EL. | 562 | 65 | 31 | 4 | 231 | 27 | 35 | 4.07 | 0 | 0.00 | 859 |
| FLORIDA CITY EL. | 134 | 23 | 125 | 21 | 320 | 55 | 1 | 0.17 | 2 | 0.34 | 582 |
| GLORIA FLOYD EL. | 451 | 61 | 183 | 25 | 77 | 10 | 28 | 3.79 | 0 | 0.00 | 739 |
| GULFSTREAM EL. | 454 | 58 | 162 | 21 | 157 | 20 | 13 | 1.65 | 0 | 0.00 | 786 |
| HOOVER EL. | 441 | 60 | 19 | 3 | 259 | 35 | 15 | 2.04 | 0 | 0.00 | 734 |
| HOWARD DRIVE EL. | 230 | 62 | 96 | 26 | 44 | 12 | 3 | 0.80 | 0 | 0.00 | 373 |
| KENDALE EL. | 285 | 50 | 21 | 4 | 250 | 44 | 13 | 2.28 | 0 | 0.00 | 569 |
| KENWOOD EL. | 295 | 58 | 27 | 5 | 165 | 32 | 21 | 4.13 | 0 | 0.00 | 508 |
| LEEWOOD EL. | 447 | 69 | 123 | 19 | 63 | 10 | 13 | 2.01 | 0 | 0.00 | 646 |
| LEISURE CITY EL. | 245 | 31 | 158 | 20 | 371 | 48 | 2 | 0.26 | 5 | 0.64 | 781 |
| LEWIS, A. L. EL. | 4 | 1 | 586 | 95 | 24 | 4 | 1 | 0.16 | 0 | 0.00 | 615 |
| MARTIN, F. C. EL. | 267 | 53 | 188 | 37 | 38 | 8 | 12 | 2.38 | 0 | 0.00 | 505 |
| MIAMI HTS. EL. | 190 | 35 | 143 | 26 | 202 | 37 | 5 | 0.93 | 0 | 0.00 | 540 |
| MOTON, R. R. EL. | 159 | 35 | 242 | 53 | 56 | 12 | 2 | 0.44 | 0 | 0.00 | 459 |
| NARANJA EL. | 127 | 23 | 238 | 43 | 180 | 32 | 15 | 2.68 | 0 | 0.00 | 560 |
| PALMETTO EL. | 245 | 63 | 101 | 26 | 33 | 8 | 10 | 2.57 | 0 | 0.00 | 389 |
| PERRINE EL. | 289 | 47 | 264 | 43 | 58 | 9 | 5 | 0.81 | 0 | 0.00 | 616 |
| PINECREST EL. | 456 | 76 | 29 | 5 | 101 | 17 | 11 | 1.84 | 0 | 0.00 | 597 |
| PINE LAKE EL. | 238 | 33 | 398 | 55 | 75 | 10 | 10 | 1.39 | 0 | 0.00 | 721 |
| PINE VILLA EL. | 9 | 1 | 754 | 98 | 7 | 1 | 0 | 0.00 | 0 | 0.00 | 770 |
| REDLAND EL. | 511 | 72 | 35 | 5 | 158 | 22 | 6 | 0.85 | 0 | 0.00 | 710 |
| REDONDO EL. | 270 | 52 | 141 | 27 | 111 | 21 | 1 | 0.19 | 0 | 0.00 | 523 |
| RICHMOND EL. | 202 | 35 | 310 | 54 | 59 | 10 | 7 | 1.21 | 0 | 0.00 | 578 |
| SNAPPER CREEK EL. | 202 | 39 | 9 | 2 | 292 | 57 | 12 | 2.33 | 0 | 0.00 | 515 |
| SOUTH MIAMI HTS. EL. | 234 | 27 | 199 | 23 | 430 | 50 | 3 | 0.35 | 0 | 0.00 | 866 |
| SUNSET PARK EL. | 464 | 56 | 67 | 8 | 277 | 33 | 27 | 3.23 | 0 | 0.00 | 835 |
| VINELAND EL. | 340 | 61 | 121 | 22 | 84 | 15 | 14 | 2.50 | 1 | 0.18 | 560 |
| WEST HOMESTEAD EL. | 164 | 23 | 258 | 36 | 285 | 40 | 1 | 0.14 | 0 | 0.00 | 708 |
| WHISPERING PINES EL. | 552 | 78 | 72 | 10 | 68 | 10 | 17 | 2.40 | 0 | 0.00 | 709 |
| ARVIDA JR. | 951 | 62 | 241 | 16 | 278 | 18 | 55 | 3.61 | 0 | 0.00 | 1525 |
| CAMPBELL DRIVE JR. | 325 | 28 | 362 | 31 | 465 | 40 | 10 | 0.86 | 1 | 0.09 | 1163 |
| CENTENNIAL JR. | 537 | 57 | 259 | 28 | 122 | 13 | 18 | 1.92 | 0 | 0.00 | 936 |
| CUTLER RIDGE JR. | 425 | 46 | 271 | 30 | 199 | 22 | 22 | 2.40 | 0 | 0.00 | 917 |
| GLADES JR. | 732 | 56 | 29 | 2 | 514 | 40 | 24 | 1.85 | 0 | 0.00 | 1299 |
| HAMMOCKS JR. | 840 | 63 | 57 | 4 | 397 | 30 | 41 | 3.07 | 0 | 0.00 | 1335 |
| HOMESTEAD JR. | 458 | 39 | 317 | 27 | 375 | 32 | 14 | 1.20 | 2 | 0.17 | 1166 |
| MAYS JR. | 116 | 14 | 456 | 56 | 233 | 29 | 7 | 0.86 | 0 | 0.00 | 812 |
| PALMETTO JR. | 956 | 70 | 234 | 17 | 144 | 11 | 27 | 1.98 | 0 | 0.00 | 1361 |
| REDLAND JR. | 744 | 60 | 220 | 18 | 255 | 20 | 27 | 2.17 | 0 | 0.00 | 1246 |
| RICHMOND HTS. JR. | 340 | 28 | 585 | 49 | 255 | 21 | 12 | 1.01 | 1 | 0.08 | 1193 |
| SOUTHWOOD JR. | 1018 | 69 | 291 | 20 | 153 | 10 | 20 | 1.35 | 0 | 0.00 | 1482 |
| HOMESTEAD SR. | 840 | 42 | 500 | 25 | 614 | 31 | 41 | 2.06 | 0 | 0.00 | 1995 |
| MIAMI KILLIAN SR. | 1792 | 62 | 620 | 21 | 419 | 14 | 75 | 2.58 | 2 | 0.07 | 2908 |
| MIAMI PALMETTO SR. | 1774 | 76 | 285 | 12 | 240 | 10 | 37 | 1.58 | 0 | 0.00 | 2336 |
| MIA. D. MAC ARTHUR SO. | 20 | 10 | 149 | 74 | 32 | 16 | 0 | 0.00 | 0 | 0.00 | 201 |
| SOUTH DADE SR. | 1113 | 63 | 315 | 18 | 336 | 19 | 14 | 0.79 | 2 | 0.11 | 1780 |
| MIAMI SOUTHRIDGE SR. | 1028 | 43 | 729 | 30 | 596 | 25 | 46 | 1.92 | 0 | 0.00 | 2399 |
| SOUTHWEST MIAMI SR. | 765 | 34 | 13 | 1 | 1441 | 64 | 46 | 2.03 | 0 | 0.00 | 2265 |
| C.O.P.E. CENTER - S. | 1 | 1 | 73 | 92 | 5 | 6 | 0 | 0.00 | 0 | 0.00 | 79 |
| TOTAL SOUTH AREA | 27355 | 49 | 13338 | 24 | 14165 | 25 | 1047 | 1.87 | 26 | 0.05 | 55931 |
| TOTAL DISTRICTWIDE | 60257 | 26.5 | 73461 | 32.3 | 90938 | 40.0 | 2416 | 1.1 | 86 | .01 | 227158* |

*Does not include 904 students enrolled in off-campus programs for alternative and exceptional education.

Source: Fall Student Survey, October 1984, Office of Educational Accountability.

TOTAL NUMBER OF SCHOOL AGE CHILDREN IN PUBLIC
AND NON-PUBLIC SCHOOLS
(FALL MEMBERSHIP)
1974 to 1984




| Year | Public School | | Non-public School | | Total | |
|---|---|---|---|---|---|---|
| | Number* | % | Number | % | Number | % |
| 1974 | 246,739 | 84.7 | 44,498 | 15.3 | 291,237 | 100 |
| 1975 | 244,439 | 85.0 | 43,218 | 15.0 | 287,657 | 100 |
| 1976 | 240,248 | 84.7 | 43,541 | 15.3 | 283,789 | 100 |
| 1977 | 235,123 | 84.5 | 43,062 | 15.5 | 278,185 | 100 |
| 1978 | 228,592 | 83.3 | 45,780 | 16.7 | 274,372 | 100 |
| 1979 | 226,155 | 82.4 | 48,218 | 17.6 | 274,373 | 100 |
| 1980 | 232,951 | 82.7 | 48,785 | 17.3 | 281,736 | 100 |
| 1981 | 224,580 | 81.6 | 50,780 | 18.4 | 275,360 | 100 |
| 1982 | 222,058 | 81.0 | 52,053 | 19.0 | 274,111 | 100 |
| 1983 | 223,854 | 81.5 | 50,776 | 18.5 | 274,630 | 100 |
| 1984 | 228,062 | 81.9 | 50,255 | 18.1 | 278,317 | 100 |

* Totals include pre-kindergarten and Alternative and Exceptional Student education programs.

Source: Public school membership - Office of Educational Accountability
Non-public school membership - Attendance Services

MEMBERSHIP OF PUBLIC AND NON-PUBLIC SCHOOLS
IN DADE BY GRADE GROUPS
(FALL MEMBERSHIP)
1974-84

| | K | | 1-6 | | 7-9 | | 10-12 | | K-12 * | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| 1974 | | | | | | | | | | |
| Public Schools | 13,675 | 5.6 | 112,934 | 45.9 | 63,400 | 25.8 | 55,806 | 22.7 | 245,815 | 100 |
| Non-Public School | 4,616 | 10.4 | 21,984 | 49.4 | 11,603 | 26.1 | 6,295 | 14.1 | 44,498 | 100 |
| 1975 | | | | | | | | | | |
| Public Schools | 14,364 | 5.9 | 109,379 | 44.8 | 64,732 | 26.5 | 55,746 | 22.8 | 244,221 | 100 |
| Non-Public Schools | 3,564 | 8.2 | 20,947 | 48.5 | 11,844 | 27.4 | 6,863 | 15.9 | 43,218 | 100 |
| 1976 | | | | | | | | | | |
| Public Schools | 14,548 | 6.1 | 105,212 | 43.8 | 64,793 | 27.0 | 55,441 | 23.1 | 239,994 | 100 |
| Non-Public Schools | 4,239 | 9.7 | 20,428 | 46.9 | 11,478 | 26.4 | 7,396 | 17.0 | 43,541 | 100 |
| 1977 | | | | | | | | | | |
| Public Schools | 13,485 | 5.7 | 103,526 | 44.1 | 62,430 | 26.6 | 55,375 | 23.6 | 234,816 | 100 |
| Non-Public Schools | 4,219 | 9.8 | 19,902 | 46.2 | 11,595 | 26.9 | 7,346 | 17.1 | 43,062 | 100 |
| 1978 | | | | | | | | | | |
| Public Schools | 12,738 | 5.6 | 102,773 | 45.1 | 59,676 | 26.2 | 52,919 | 23.2 | 228,106 | 100 |
| Non-Public Schools | 4,827 | 10.5 | 21,041 | 46.0 | 11,746 | 25.7 | 8,166 | 17.8 | 45,780 | 100 |
| 1979 | | | | | | | | | | |
| Public Schools | 12,775 | 5.7 | 103,833 | 46.0 | 57,672 | 25.5 | 51,459 | 22.8 | 225,739 | 100 |
| Non-Public Schools | 4,914 | 10.2 | 22,556 | 46.8 | 11,569 | 24.0 | 9,179 | 19.0 | 48,218 | 100 |
| 1980 | | | | | | | | | | |
| Public Schools | 13,201 | 5.7 | 109,760 | 47.3 | 58,065 | 25.0 | 51,139 | 22.0 | 232,165 | 100 |
| Non-Public Schools | 5,047 | 10.3 | 23,267 | 47.7 | 11,411 | 23.4 | 9,060 | 18.6 | 48,785 | 100 |
| 1981 | | | | | | | | | | |
| Public Schools | 13,108 | 5.9 | 105,980 | 47.4 | 56,051 | 25.1 | 48,571 | 21.7 | 223,710 | 100 |
| Non-Public Schools | 5,947 | 11.7 | 24,067 | 47.4 | 11,572 | 22.8 | 9,194 | 18.1 | 50,780 | 100 |
| 1982 | | | | | | | | | | |
| Public Schools | 12,858 | 5.8 | 104,402 | 47.2 | 56,237 | 25.4 | 47,579 | 21.5 | 221,076 | 100 |
| Non-Public Schools | 7,039 | 13.5 | 23,981 | 46.1 | 11,995 | 23.0 | 9,038 | 17.4 | 52,053 | 100 |
| 1983 | | | | | | | | | | |
| Public Schools | 12,823 | 5.8 | 105,009 | 47.1 | 57,116 | 25.6 | 47,875 | 21.5 | 222,823 | 100 |
| Non-Public Schools | 7,323 | 14.4 | 23,385 | 46.0 | 11,354 | 22.4 | 8,714 | 17.2 | 50,776 | 100 |
| 1984 | | | | | | | | | | |
| Public Schools | 14,227 | 6.3 | 106,117 | 46.8 | 58,926 | 25.9 | 47,624 | 21.0 | 226,894 | 100 |
| Non-Public Schools | 8,111 | 16.1 | 22,118 | 44.0 | 11,194 | 22.3 | 8,832 | 17.6 | 50,255 | 100 |

* Totals do not include pre-kindergarten and students enrolled in off-campus alternative and exceptional student education programs.

Sources: Public school membership - Office of Educational Accountability
Non-public school membership - Attendance Services.

ADULT PROGRAM ENROLLMENT BY TYPE OF COURSE*

| Program | 1979-80 | 1980-81 | 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|---|---|
| Agriculture | 93 | 120 | 409 | 401 | 483 |
| Apprenticeship Training | 2,902 | 2,887 | 3,061 | 3,103 | 2,775 |
| Distributive Education | 8,560 | 6,885 | 7,030 | 6,136 | 6,765 |
| Diversified Education | - | - | - | 53 | 338 |
| General Adult Education | 226,292 | 277,117 | 281,489 | 264,824 | 275,276 |
| Health Occupations | 2,233 | 2,418 | 2,990 | 2,619 | 3,521 |
| Home Economics | 15,533 | 15,844 | 17,184 | 17,447 | 20,334 |
| Office Occupations | 22,831 | 22,024 | 23,316 | 23,350 | 24,972 |
| Public Service | - | - | - | 130 | 31 |
| Trade and Industrial | 21,257 | 22,405 | 24,242 | 22,019 | 22,232 |
| Community Inst. Services | 7,808 | 23,297 | 18,590 | 16,258 | 13,583 |
| Tuition/Self-Supporting | 13,850 | 7,743 | 2,184 | 1,313 | 898 |
| TOTAL | 321,359 | 380,740 | 380,495 | 357,653 | 371,208 |

*Data reported in the above table represent the sum of the enrollment in the various programs over each of the trimesters. For example, if an individual enrolls in one course for each of the trimesters in a year, that individual would be recorded as three.

Source: Office of Vocational, Adult, and Community Education.

# OUTCOMES OF SCHOOLING

NUMBER OF HIGH SCHOOL GRADUATES
1976-77 to 1983-84

| School Year | Number of Graduates | Percent of Twelfth Grade Membership* |
|---|---|---|
| 1976-77 | 14,185 | 95.0 |
| 1977-78 | 14,370 | 93.6 |
| 1978-79 | 12,965 | 96.6 |
| 1979-80 | 13,103 | 94.6 |
| 1980-81 | 12,626 | 95.7 |
| 1981-82 | 12,119 | 94.5** |
| 1982-83 | 12,428 | 96.3 |
| 1983-84 | 13,036 | 97.1 |

Note: Graduates include regular and Exceptional Students diplomas but exclude Certificates of Completion.

* First Month Membership.

** Percentage of membership prior to 1981-82 was computed including only 12th grade students in regular on campus classes.

Source: Current year - Fall Student Survey, October 1984, Office of Educational Accountability.
Prior years - Historical records, Office of Educational Accountability.

NUMBER OF HIGH SCHOOL GRADUATES BY ETHNICITY AND GENDER
1983 - 84

| Diploma | White Non-Hispanic Male | White Non-Hispanic Female | Black Non-Hispanic Male | Black Non-Hispanic Female | Hispanic Male | Hispanic Female | Asian/American Indian Male | Asian/American Indian Female | Total Male | Total Female | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Area** | | | | | | | | | | | |
| Sr. | | | | | | | | | | | |
| ard Diploma | 49 | 51 | 79 | 123 | 51 | 63 | 2 | 1 | 181 | 238 | 419 |
| * | - | - | 4 | 1 | 2 | 1 | - | - | 6 | 2 | 8 |
| Miami Lakes Sr. | | | | | | | | | | | |
| ard Diploma | 102 | 97 | 47 | 67 | 136 | 201 | - | - | 285 | 365 | 650 |
| * | - | - | 1 | 2 | 2 | 1 | - | - | 3 | 3 | 6 |
| ach Sr. | | | | | | | | | | | |
| ard Diploma | 82 | 100 | 32 | 52 | 57 | 49 | 2 | 2 | 173 | 203 | 376 |
| * | - | - | - | - | - | - | - | - | 0 | 0 | 0 |
| rol City Sr. | | | | | | | | | | | |
| ard Diploma | 12 | 8 | 141 | 166 | 37 | 29 | 2 | 1 | 192 | 204 | 396 |
| * | - | - | - | 1 | 1 | - | - | - | 1 | 1 | 2 |
| rland Sr. | | | | | | | | | | | |
| ard Diploma | 80 | 57 | 132 | 149 | 14 | 13 | 4 | 1 | 230 | 220 | 450 |
| * | - | - | 2 | - | - | - | - | - | 2 | 0 | 2 |
| mi Beach Sr. | | | | | | | | | | | |
| ard Diploma | 220 | 219 | 50 | 52 | 39 | 51 | 7 | 5 | 316 | 327 | 643 |
| * | - | - | - | - | - | - | - | - | 0 | 0 | 0 |
| mi Sr. | | | | | | | | | | | |
| ard Diploma | 136 | 137 | 60 | 68 | 51 | 32 | 3 | 7 | 250 | 244 | 494 |
| * | 3 | 1 | 2 | 1 | - | - | - | - | 5 | 2 | 7 |
| **Central Area** | | | | | | | | | | | |
| r. | | | | | | | | | | | |
| rd Diploma | 59 | 38 | 12 | 12 | 273 | 321 | 1 | 1 | 345 | 372 | 717 |
| * | - | - | - | - | 3 | 1 | - | - | 3 | 1 | 4 |
| tral Sr. | | | | | | | | | | | |
| rd Diploma | 11 | 13 | 151 | 188 | 23 | 21 | 4 | 1 | 189 | 223 | 412 |
| * | - | - | - | - | - | - | - | - | 0 | 0 | 0 |
| son Sr. | | | | | | | | | | | |
| rd Diploma | 8 | 6 | 156 | 179 | 12 | 27 | 4 | 1 | 180 | 213 | 393 |
| * | - | - | 7 | 5 | 1 | 2 | - | - | 8 | 7 | 15 |
| kson Sr. | | | | | | | | | | | |
| rd Diploma | 2 | 1 | 103 | 160 | 96 | 101 | - | 1 | 201 | 263 | 464 |
| * | - | - | - | - | - | - | - | - | 0 | 0 | 0 |
| thwestern Sr. | | | | | | | | | | | |
| rd Diploma | - | 1 | 188 | 211 | 1 | - | - | - | 189 | 212 | 401 |
| * | - | - | 1 | - | - | - | - | - | 1 | - | 1 |
| ings Sr. | | | | | | | | | | | |
| rd Diploma | 57 | 68 | 40 | 39 | 166 | 141 | 2 | 1 | 265 | 249 | 514 |
| * | 2 | 1 | 4 | 1 | 6 | 3 | - | - | 12 | 5 | 17 |

Certificates of Completion (those who did not pass the State Assessment Part II test), Exceptional Student diploma, and Exceptional ertificate.

NUMBER OF HIGH SCHOOL GRADUATES BY ETHNICITY AND GENDER
1983 - 84

| ool<br>e of Diploma | White Non-Hispanic<br>Male | <br>Female | Black Non-Hispanic<br>Male | <br>Female | Hispanic<br>Male | <br>Female | Asian/American Indian<br>Male | <br>Female | Total<br>Male | Total<br>Female | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| outh Central Area | | | | | | | | | | | |
| al Gables Sr. | | | | | | | | | | | |
| Standard Diploma | 117 | 135 | 31 | 31 | 139 | 187 | 3 | 3 | 290 | 356 | 646 |
| Other* | 1 | 1 | 2 | 1 | - | 2 | - | 1 | 3 | 5 | 8 |
| ai Coral Park Sr. | | | | | | | | | | | |
| Standard Diploma | 47 | 53 | 1 | 2 | 273 | 334 | 3 | - | 324 | 389 | 713 |
| Other* | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 |
| ai Sr. | | | | | | | | | | | |
| Standard Diploma | 8 | 14 | 20 | 30 | 250 | 270 | 4 | 1 | 282 | 315 | 597 |
| Other* | - | - | 2 | - | 2 | 2 | 1 | - | 5 | 2 | 7 |
| i Sunset Sr. | | | | | | | | | | | |
| tandard Diploma | 210 | 225 | 14 | 6 | 157 | 161 | 17 | 10 | 398 | 402 | 800 |
| ther* | - | - | - | - | - | - | - | - | 0 | 0 | 0 |
| h Miami Sr. | | | | | | | | | | | |
| tandard Diploma | 52 | 74 | 30 | 32 | 181 | 233 | 2 | 2 | 265 | 341 | 606 |
| ther* | 1 | 2 | 4 | 2 | 2 | 6 | - | - | 7 | 10 | 17 |
| outh Area | | | | | | | | | | | |
| stead Sr. | | | | | | | | | | | |
| tandard Diploma | 63 | 72 | 28 | 40 | 56 | 55 | 4 | 5 | 151 | 172 | 323 |
| ther* | 3 | 3 | 5 | - | 1 | 2 | - | - | 9 | 5 | 14 |
| i Killian Sr. | | | | | | | | | | | |
| tandard Diploma | 256 | 261 | 75 | 94 | 47 | 42 | 6 | 7 | 384 | 404 | 788 |
| ther* | - | - | 1 | - | - | - | - | - | 1 | - | 1 |
| l Palmetto Sr. | | | | | | | | | | | |
| tandard Diploma | 248 | 294 | 38 | 32 | 24 | 32 | 6 | 3 | 316 | 361 | 677 |
| ther* | 1 | - | 3 | 1 | - | - | - | - | 4 | 1 | 5 |
| n Dade Sr. | | | | | | | | | | | |
| tandard Diploma | 105 | 91 | 26 | 24 | 19 | 27 | 1 | 3 | 151 | 145 | 296 |
| ther* | - | 3 | - | 1 | - | 1 | - | - | - | 5 | 5 |
| Southridge Sr. | | | | | | | | | | | |
| tandard Diploma | 143 | 138 | 89 | 93 | 67 | 72 | 5 | 1 | 304 | 304 | 608 |
| her* | - | 2 | 1 | 1 | 1 | 1 | - | - | 2 | 4 | 6 |
| west Miami Sr. | | | | | | | | | | | |
| andard Diploma | 87 | 101 | 1 | 1 | 152 | 168 | 3 | 3 | 243 | 273 | 516 |
| her* | - | - | - | - | - | - | - | - | 0 | 0 | 0 |
| ictwide Total** | | | | | | | | | | | |
| andard Diploma | 2156 | 2265 | 1583 | 1882 | 2333 | 2646 | 86 | 60 | 6158 | 6853 | 13011 |
| her* | 12 | 14 | 43 | 18 | 22 | 22 | 1 | 1 | 78 | 55 | 133 |

luding Certificates of Completion (those who did not pass the State Assessment Part II test), Exceptional Student diploma, and Exceptional dent certificate.

al does not represent the sum of the graduates in the above schools. Districtwide total includes graduates from alternative schools Arthur North and South and C.O.P.E. Centers), Occupational Training center, and off-campus alternative and exceptional student education ograms (including homebound).

SEVENTH EDITION STANFORD ACHIEVEMENT TEST RESULTS
MEDIAN PERCENTILES
SPRING 1982, 1983, and 1984

nty Public school students in grades K-11 are tested with the Stanford Achievement Test in late April or early May each year. The table below provides the median percentile scores for rict in the various subtests for three years. The median percentile is the score point which separates the distribution of scores into a top and a bottom half. The national median le is 50. The median percentile scores shown below may be compared to the national norm (or average) of the 50th percentile.

| | K* | | | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | | 6 | | | 7 | | | 8 | | | 9 | | | 10 | | | 11 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| EST | 82 | 83 | 84 | 82 | 83 | 84 | 82 | 83 | 84 | 82 | 83 | 84 | 82 | 83 | 84 | 82 | 83 | 84 | 82 | 83 | 84 | 82 | 83 | 84 | 82 | 83 | 84 | 82 | 83 | 84 | 82 | 83 | 84 | 82 | 83 | 84 |
| Comprehension | | | | 41 | 44 | 46 | 40 | 40 | 43 | 43 | 40 | 43 | 35 | 34 | 36 | 39 | 37 | 40 | 43 | 41 | 40 | 38 | 38 | 35 | 44 | 49 | 44 | 52 | 54 | 54 | 42 | 42 | 43 | -- | 45 | 45 |
| ics Computation | 53 | 39 | 39 | 40 | 39 | 44 | 55 | 55 | 60 | 51 | 48 | 51 | 50 | 51 | 51 | 54 | 54 | 55 | 60 | 60 | 60 | 45 | 45 | 44 | 53 | 56 | 56 | 62 | 62 | 65 | 51 | 52 | 54 | -- | 54 | 56 |
| ics Concepts | | | | 35 | 40 | 40 | 50 | 51 | 51 | 49 | 49 | 54 | 50 | 52 | 55 | 45 | 48 | 50 | 51 | 48 | 51 | 46 | 46 | 46 | 49 | 51 | 51 | 55 | 55 | 58 | | | | -- | | |
| ics Applications | | | | | | | 40 | 42 | 42 | 53 | 50 | 53 | 51 | 48 | 51 | 49 | 47 | 50 | 52 | 52 | 52 | 41 | 41 | 44 | 41 | 44 | 41 | 44 | 46 | 49 | | | | -- | | |
| g Comprehension | 32 | 32 | 37 | 36 | 36 | 36 | 41 | 44 | 41 | 41 | 38 | 41 | 42 | 38 | 42 | 40 | 37 | 37 | 42 | 40 | 40 | 40 | 40 | 39 | 44 | 44 | 40 | 45 | 45 | 45 | | | | -- | | |
| | | | | | | | | | | 48 | 48 | 48 | 42 | 45 | 45 | 46 | 46 | 46 | 48 | 48 | 48 | 41 | 43 | 41 | 39 | 42 | 42 | 44 | 45 | 46 | 41 | 38 | 41 | -- | 44 | 44 |
| y Skills** | | | | | | % | | | 32 | | | 38 | | | 38 | | | 36 | | | 39 | | | | | | | | | | | | | | | |
| d Letters | 45 | 49 | 49 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ding | 49 | 55 | 51 | 45 | 45 | 46 | 40 | 40 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ent | 32 | 34 | 40 | 42 | 42 | 43 | 40 | 40 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 43 | 40 | | 42 | 40 | | 40 | 40 | | 45 | 42 | | 37 | 41 | | 34 | 39 | | 35 | 38 | | 38 | 35 | | | 35 | |
| ience | | | | | | | | | | 45 | 41 | | 41 | 41 | | 40 | 37 | | 48 | 45 | | 42 | 39 | | 37 | 37 | | 42 | 42 | | 37 | 35 | | | 39 | |

arten Test Level was changed between 1982 and 1983
dministration 1984

Office of Educational Accountability

STANFORD TEST SCORES BY GRADE AND GENDER IN MEAN PERCENTILES

Spring 1984

The table below provides the Stanford mean (arithmetic average) of the percentile scores for Reading and Math, presented by grade and gender. (The table on page 34 provides median percentile scores.)

The percentile differences between males and females represent less that one raw score (one additional correct answer) on the subtests. The various math subtests contain 36-45 questions; the reading subtests contain 40-60 questions.

| GRADE | READING MALE | READING FEMALE | READING TOTAL | READING NUMBER* | MATHEMATICS APPLICATIONS MALE | MATHEMATICS APPLICATIONS FEMALE | MATHEMATICS APPLICATIONS TOTAL | MATHEMATICS APPLICATIONS NUMBER* | MATHEMATICS COMPUTATION MALE | MATHEMATICS COMPUTATION FEMALE | MATHEMATICS COMPUTATION TOTAL | MATHEMATICS COMPUTATION NUMBER* | MATHEMATICS CONCEPTS MALE | MATHEMATICS CONCEPTS FEMALE | MATHEMATICS CONCEPTS TOTAL | MATHEMATICS CONCEPTS NUMBER* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 39.2 | 39.5 | 39.4 | 9,952 | | | | | 42.7 | 45.5 | 44.0 | 10,096 | | | | |
| 1 | 45.1 | 51.6 | 48.3 | 13,225 | | | | | 45.7 | 46.9 | 46.3 | 13,221 | 43.2 | 43.7 | 43.5 | 13,245 |
| 2 | 42.3 | 47.6 | 44.9 | 14,943 | 45.7 | 44.6 | 45.1 | 14,883 | 54.6 | 57.1 | 55.8 | 14,941 | 52.6 | 50.5 | 51.6 | 14,929 |
| 3 | 43.5 | 48.5 | 46.0 | 15,100 | 52.3 | 52.1 | 52.2 | 15,055 | 49.3 | 52.9 | 51.1 | 15,108 | 54.7 | 52.8 | 53.8 | 15,064 |
| 4 | 40.0 | 42.2 | 41.1 | 15,471 | 51.2 | 49.7 | 50.5 | 15,430 | 48.7 | 52.9 | 50.7 | 15,496 | 54.2 | 52.1 | 53.2 | 15,466 |
| 5 | 40.7 | 44.9 | 42.8 | 15,660 | 50.7 | 49.8 | 50.3 | 15,584 | 51.7 | 57.0 | 54.3 | 15,609 | 51.5 | 49.3 | 50.4 | 15,610 |
| 6 | 40.7 | 45.2 | 42.9 | 15,868 | 52.1 | 50.5 | 51.3 | 15,794 | 55.2 | 60.4 | 57.8 | 15,864 | 52.7 | 50.0 | 51.4 | 15,806 |
| 7 | 38.6 | 41.1 | 39.8 | 16,823 | 47.6 | 45.5 | 46.5 | 16,723 | 45.0 | 48.9 | 47.0 | 16,784 | 49.2 | 48.9 | 49.1 | 16,777 |
| 8 | 45.2 | 48.7 | 47.0 | 15,743 | 46.6 | 43.9 | 45.2 | 15,666 | 51.6 | 55.5 | 53.6 | 15,714 | 51.8 | 50.5 | 51.2 | 15,707 |
| 9 | 52.2 | 54.7 | 53.5 | 14,915 | 51.2 | 46.5 | 48.8 | 14,768 | 57.8 | 60.5 | 59.2 | 14,902 | 56.1 | 53.6 | 54.8 | 14,836 |
| 10 | 44.7 | 46.7 | 45.7 | 14,953 | | | | | 55.0 | 53.2 | 54.1 | 14,960 | | | | |
| 11 | 45.8 | 47.3 | 46.6 | 12,165 | | | | | 57.6 | 54.8 | 56.1 | 12,168 | | | | |
| ALL GRADES | 43.1 | 46.6 | 44.8 | | 49.6 | 47.8 | 48.7 | | 51.3 | 54.1 | 52.7 | | 51.8 | 50.2 | 51.1 | |

NOTE: At all grade levels other than kindergarten, the Reading Comprehension subtest scores are reported. At kindergarten, Listening to Words and Stories is the Stanford subtest used to represent reading achievement.

Kindergarten has only one math subtest and it is listed under Mathematics Computation. At grade one there are two Stanford math subtests, namely Mathematics Computation and Applications and Mathematics Concepts. On the chart for grade one, the Mathematics Computation and Applications subtest scores are listed under Mathematics Computation. At grades ten and eleven the math subtest includes a combination of math skills, i.e., mathematics concepts, computation, and applications. On the chart for grades ten and eleven, these Math subtest scores are also listed under Mathematics Computation.

* Total number of students tested: the number of males and females is approximately equal at each grade level.

SOURCE: Office of Educational Accountability: Testing Department

STATEWIDE STUDENT ASSESSMENT TEST
PART I, BASIC SKILLS

In the table below are shown the "average percent mastery" scores for the Statewide Student Assessment Test for 1981 through 1984 (October). Average percent mastery is the numeric average, across the number of standards tested, of the percent of students achieving each standard. Averaged across all skill areas and grades, Dade's average percentage mastery for October 1984 is 90, an increase of 2 points from last year. The State average computed in the same manner is 92, an increase of 1 point from the prior year.

Districtwide and State Average Percent Mastery
October Basic Skills Test 1981-84

| Skill Area | | Grade 3 | | Grade 5 | | Grade 8 | | Average by Skill Area across Grades | |
|---|---|---|---|---|---|---|---|---|---|
| | | Dade | State | Dade | State | Dade | State | Dade | State |
| Reading | 1984 | 90 | 93 | 91 | 93 | 87 | 90 | 89 | 92 |
| | 1983 | 89 | 92 | 86 | 89 | 83 | 88 | 86 | 90 |
| | 1982 | 88 | 91 | 87 | 90 | 84 | 88 | 86 | 90 |
| | 1981 | 88 | 89 | 86 | 87 | 83 | 85 | 86 | 87 |
| Writing | 1984 | 95 | 97 | 89 | 91 | 91 | 94 | 92 | 94 |
| | 1983 | 94 | 96 | 90 | 92 | 91 | 93 | 92 | 94 |
| | 1982 | 93 | 95 | 87 | 90 | 89 | 92 | 90 | 92 |
| | 1981 | 90 | 92 | 86 | 87 | 88 | 88 | 88 | 89 |
| Mathematics | 1984 | 92 | 93 | 88 | 88 | 86 | 88 | 89 | 90 |
| | 1983 | 91 | 92 | 87 | 87 | 85 | 87 | 88 | 89 |
| | 1982 | 89 | 90 | 85 | 86 | 84 | 85 | 86 | 87 |
| | 1981 | 90 | 90 | 85 | 85 | 82 | 82 | 86 | 86 |
| | | | | | | | | Over-all Average | |
| Average by Grade across Skill Areas | 1984 | 92 | 94 | 89 | 91 | 88 | 91 | 90 | 92 |
| | 1983 | 91 | 93 | 88 | 89 | 86 | 89 | 88 | 91 |
| | 1982 | 90 | 92 | 86 | 89 | 86 | 88 | 87 | 90 |
| | 1981 | 89 | 90 | 86 | 86 | 84 | 85 | 86 | 87 |

Source: Listings of Achievement, Florida Department of Education.

STATEWIDE STUDENT ASSESSMENT TEST, PART I - GRADE 10
AVERAGE PERCENT MASTERY
SPRING 1982, 1983, 1984 and 1985

The table below presents results of Statewide Student Assessment Test, Part I for grade 10 in terms of Average Percent Mastery. A four-year comparison is provided for each senior high school, as well as the district and state average. Beginning in 1984, the Florida Department of Education designated a school as "deficient" if the composite score fell below 80. In earlier years, a score of 70 percent or lower was used to designate deficient schools. In both 1984 and 1985, five senior high schools were designated as deficient in at least one skill area.

| SCHOOLS | READING | | | | WRITING | | | | MATHEMATICS | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 82 | 83 | 84 | 85 | 82 | 83 | 84 | 85 | 82 | 83 | 84 | 85 |
| *American | 81 | 81 | 85 | 86 | 79 | 80 | 85 | 88 | 73 | 78 | 80 | 78 |
| Coral Gables | 88 | 82 | 88 | 92 | 84 | 83 | 89 | 92 | 82 | 83 | 87 | 89 |
| Hialeah | 79 | 77 | 88 | 84 | 75 | 76 | 88 | 86 | 78 | 80 | 87 | 86 |
| Hialeah-Miami Lakes | 86 | 82 | 86 | 86 | 80 | 82 | 88 | 88 | 77 | 84 | 83 | 87 |
| Homestead | 85 | 85 | 88 | 89 | 79 | 84 | 89 | 92 | 75 | 79 | 86 | 86 |
| Miami Beach | 82 | 82 | 85 | 85 | 80 | 82 | 84 | 87 | 77 | 83 | 84 | 84 |
| Miami Carol City | 74 | 73 | 77 | 81 | 70 | 76 | 82 | 85 | 63 | 73 | 84 | 86 |
| *Miami Central | 74 | 78 | 72 | 79 | 71 | 79 | 73 | 82 | 71 | 76 | 78 | 86 |
| Miami Coral Park | 89 | 86 | 91 | 92 | 84 | 85 | 92 | 91 | 83 | 87 | 88 | 90 |
| *Miami Edison | 69 | 73 | 73 | 75 | 74 | 72 | 73 | 78 | 73 | 77 | 86 | 82 |
| *Miami Jackson | 73 | 76 | 78 | 72 | 75 | 80 | 82 | 80 | 69 | 77 | 82 | 76 |
| Miami Killian | 92 | 93 | 94 | 96 | 88 | 89 | 93 | 96 | 87 | 89 | 89 | 91 |
| Miami Norland | 87 | 86 | 86 | 88 | 82 | 85 | 86 | 88 | 77 | 82 | 83 | 86 |
| *Miami Northwestern | 69 | 70 | 72 | 72 | 71 | 75 | 80 | 82 | 64 | 74 | 84 | 84 |
| Miami Palmetto | 93 | 91 | 94 | 94 | 88 | 90 | 95 | 95 | 88 | 90 | 92 | 90 |
| Miami Senior | 80 | 76 | 90 | 88 | 78 | 77 | 88 | 86 | 81 | 86 | 91 | 88 |
| Miami Southridge | 87 | 86 | 88 | 91 | 82 | 85 | 89 | 91 | 77 | 83 | 85 | 88 |
| Miami Springs | 80 | 76 | 83 | 87 | 76 | 77 | 82 | 85 | 79 | 81 | 87 | 86 |
| Miami Sunset | 90 | 90 | 95 | 95 | 85 | 90 | 94 | 95 | 83 | 87 | 88 | 89 |
| North Miami | 83 | 78 | 85 | 87 | 79 | 78 | 84 | 89 | 76 | 79 | 80 | 83 |
| North Miami Beach | 92 | 90 | 91 | 93 | 84 | 87 | 91 | 94 | 85 | 87 | 90 | 92 |
| South Dade | 85 | 84 | 84 | 88 | 79 | 82 | 87 | 88 | 76 | 80 | 80 | 83 |
| South Miami | 91 | 83 | 90 | 87 | 87 | 84 | 89 | 86 | 84 | 85 | 85 | 90 |
| Southwest Miami | 92 | 90 | 92 | 95 | 87 | 88 | 91 | 94 | 83 | 88 | 87 | 92 |
| DISTRICT | 84 | 83 | 86 | 88 | 80 | 82 | 87 | 89 | 78 | 83 | 85 | 87 |
| STATE | 89 | 88 | 90 | ** | 84 | 86 | 91 | ** | 81 | 85 | 87 | ** |

*These schools have been designated as deficient for the school year 1984-85 in one or more of the skill areas, based on the State's 80 percent criterion.

**Statewide results were not available as of the date of preparation of this analysis.

SOURCE: Listings of Achievement, Florida Department of Education

STATEWIDE STUDENT ASSESSMENT TEST, PART II - GRADE 10
COMPARISON--PERCENT OF STUDENTS PASSING
SPRING 1982, 1983, 1984 and 1985

The table below shows the percent of students passing the Statewide Student Assessment Test, Part II in each senior high school. A four-year comparison is also provided. Part I tests the basic skills, focusing on reading, writing, and mathematics. Part II deals with the application of basic skills. For example, the student may be asked to compute the cost, including Florida sales tax, of specific items listed in a newspaper ad. If a student fails to master the basic skills standards of the test, the school may use local procedures to remediate and then certify mastery at a later date. Mastery of Part II standards can be demonstrated only by taking and passing the State Assessment Part II test. Passage is required for receipt of a regular high school diploma.

| SCHOOLS | COMMUNICATION SKILLS | | | | MATHEMATICS SKILLS | | | |
|---|---|---|---|---|---|---|---|---|
| | 1982 | 1983 | 1984 | 1985 | 1982 | 1983 | 1984 | 1985 |
| American | 92 | 90 | 79 | 80 | 60 | 60 | 70 | 69 |
| Coral Gables | 96 | 91 | 87 | 86 | 81 | 71 | 85 | 84 |
| Hialeah | 93 | 88 | 86 | 74 | 72 | 64 | 79 | 74 |
| Hialeah-Miami Lakes | 95 | 89 | 87 | 82 | 69 | 70 | 77 | 80 |
| Homestead | 95 | 94 | 89 | 85 | 74 | 70 | 77 | 73 |
| Miami Beach | 92 | 91 | 83 | 77 | 71 | 72 | 80 | 73 |
| Miami Carol City | 84 | 78 | 76 | 73 | 39 | 47 | 67 | 65 |
| Miami Central | 84 | 86 | 71 | 64 | 52 | 46 | 60 | 66 |
| Miami Coral Park | 97 | 97 | 91 | 85 | 83 | 84 | 84 | 82 |
| Miami Edison | 81 | 83 | 74 | 69 | 49 | 53 | 70 | 67 |
| Miami Jackson | 86 | 77 | 73 | 63 | 52 | 50 | 69 | 58 |
| Miami Killian | 98 | 98 | 94 | 92 | 85 | 80 | 89 | 87 |
| Miami Norland | 94 | 92 | 85 | 80 | 67 | 69 | 76 | 77 |
| Miami Northwestern | 83 | 82 | 71 | 58 | 39 | 48 | 63 | 59 |
| Miami Palmetto | 96 | 96 | 94 | 90 | 84 | 84 | 91 | 86 |
| Miami Senior | 93 | 88 | 77 | 74 | 76 | 66 | 79 | 77 |
| Miami Southridge | 95 | 94 | 89 | 88 | 74 | 69 | 85 | 87 |
| Miami Springs | 90 | 87 | 80 | 75 | 71 | 67 | 76 | 72 |
| Miami Sunset | 96 | 96 | 94 | 92 | 82 | 85 | 90 | 86 |
| North Miami | 92 | 87 | 81 | 80 | 70 | 65 | 76 | 76 |
| North Miami Beach | 97 | 95 | 91 | 90 | 83 | 77 | 89 | 90 |
| South Dade | 94 | 91 | 87 | 79 | 70 | 72 | 77 | 73 |
| South Miami | 94 | 92 | 87 | 79 | 76 | 76 | 81 | 80 |
| Southwest Miami | 97 | 96 | 91 | 90 | 82 | 79 | 84 | 87 |
| DISTRICT | 93 | 90 | 85 | 80 | 71 | 68 | 79 | 77 |
| STATE | 95 | 95 | 91 | 88 | 78 | 78 | 87 | 84 |

NUMBER TESTED IN DADE - 1982 15,305
1983 15,037
1984 14,582
1985 14,471

Source: Listings of Achievement, Florida Department of Education

COMPARISON OF PERCENTAGE OF DADE AND STATE STUDENTS ON MASTERY OF
THE STATE STUDENT ASSESSMENT TESTS BY ETHNIC CATEGORIES

| 1977 (Initial Year of Testing) | | | | | 1981 (Base Year for State Indicators) | | | | | 1982 | | | | | 1983*** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| White | Black | Hisp | Other | Total | White | Black | Hisp | Other | Total | White | Black | Hisp | Other | Total | White | Black | Hisp | Other | Total |
| 87 | 71 | 79 | 84 | 83 | 91 | 83 | 87 | 89 | 89 | 93 | 86 | 87 | 90 | 90 | 95 | 89 | 90 | 93 | 93 |
| 89 | 71 | 81 | 85 | 81 | 92 | 85 | 88 | 89 | 88 | 93 | 86 | 88 | 88 | 88 | 95 | 88 | 90 | 93 | 91 |
| 82 | 62 | 76 | 79 | 77 | 88 | 77 | 83 | 85 | 85 | 89 | 79 | 83 | 88 | 86 | 91 | 82 | 87 | 90 | 89 |
| 86 | 62 | 79 | 73 | 76 | 89 | 79 | 85 | 84 | 84 | 90 | 80 | 83 | 87 | 84 | 93 | 83 | 87 | 88 | 87 |
| 79 | 51 | 71 | 67 | 72 | 86 | 72 | 82 | 80 | 83 | 89 | 77 | 82 | 87 | 86 | 91 | 82 | 84 | 88 | 89 |
| 81 | 50 | 73 | 62 | 70 | 90 | 73 | 84 | 79 | 83 | 91 | 76 | 83 | 84 | 83 | 93 | 79 | 85 | 84 | 86 |
| - SSAT-I* | | | | | | | | | | | | | | | | | | | |
| 83 | 54 | 76 | 69 | 76 | 89 | 73 | 83 | 80 | 86 | 88 | 71 | 79 | 79 | 83 | 90 | 77 | 81 | 83 | 87 |
| 84 | 54 | 77 | 68 | 74 | 91 | 73 | 84 | 78 | 84 | 89 | 68 | 80 | 81 | 80 | 91 | 74 | 81 | 83 | 82 |
| - SSAT-II** (Communications) | | | | | | | | | | | | | | | | | | | |
| 97 | 74 | 93 | 81 | 92 | 98 | 88 | 94 | 88 | 95 | 97 | 87 | 92 | 89 | 94 | 97 | 89 | 91 | 88 | 95 |
| 97 | 75 | 93 | 69 | 89 | 97 | 85 | 94 | 80 | 92 | 97 | 83 | 93 | 89 | 92 | 98 | 82 | 90 | 86 | 90 |
| - SSAT-II** (Mathematics) | | | | | | | | | | | | | | | | | | | |
| 76 | 23 | 61 | 55 | 64 | 87 | 51 | 76 | 69 | 78 | 85 | 49 | 73 | 71 | 76 | 86 | 53 | 71 | 75 | 78 |
| 79 | 23 | 62 | 49 | 58 | 88 | 47 | 78 | 60 | 73 | 86 | 44 | 74 | 78 | 69 | 86 | 45 | 71 | 69 | 68 |

1977 and 1981 are based upon October assessment of students in Grade 11.

1977 is based upon October assessment of students in Grade 11.

g with the October 1983 assessment, all exceptionalities have been excluded from the data included in this report except for Speech and Language , Hospitalized/Homebound and Gifted students. Prior to the October 1983 all calculations included regular as well as exceptional students par- ng in the regular assessments, with the exception of the Educable Mentally Handicapped Students.

COMPARATIVE ANALYSIS OF ATTAINMENT OF MINIMUM PERFORMANCE STANDARDS BY SCHOOL - SCHOOL DISTRICT - REGION. 77-1981-1982, and 1977-1982-1983 editions, Florida Department of Education.

s table give derived composite scores which are the average percentages of students achieving each basic skills minimum performance standard idual grade levels assessed.

scores on the SSAT II are the actual percentages of students passing communications and mathematics.

## SCHOLASTIC APTITUDE TEST (SAT)
## NUMBER OF STUDENTS IN THE UPPER SCORE RANGES

The table below provides districtwide data on the number of students scoring in the upper score ranges of the Scholastic Aptitude Test. The Scholastic Aptitude Test is administered nationwide by the Admissions Testing Program of the College Entrance Examination Board as a college admissions test. Scores are reported separately for verbal and mathematics portions of the test.

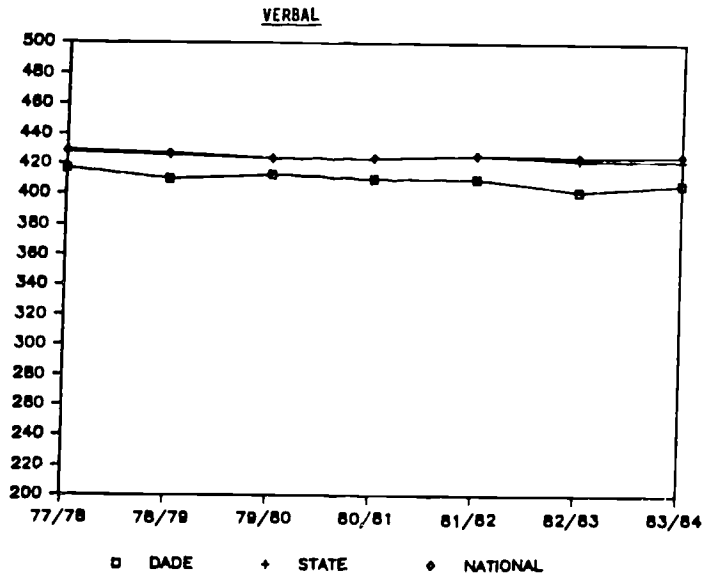
| Score Ranges | Number of Students 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|
| VERBAL SECTION | | | |
| 700+ | 30 | 26 | 30 |
| 650+ | 101 | 102 | 106 |
| 600+ | 269 | 253 | 260 |
| 550+ | 536 | 517 | 569 |
| MATHEMATICS SECTION | | | |
| 700+ | 81 | 128 | 127 |
| 650+ | 249 | 276 | 329 |
| 600+ | 520 | 543 | 659 |
| 550+ | 1,026 | 947 | 1,139 |
| Number of Students Tested | 4,788 | 4,718 | 4,806 |

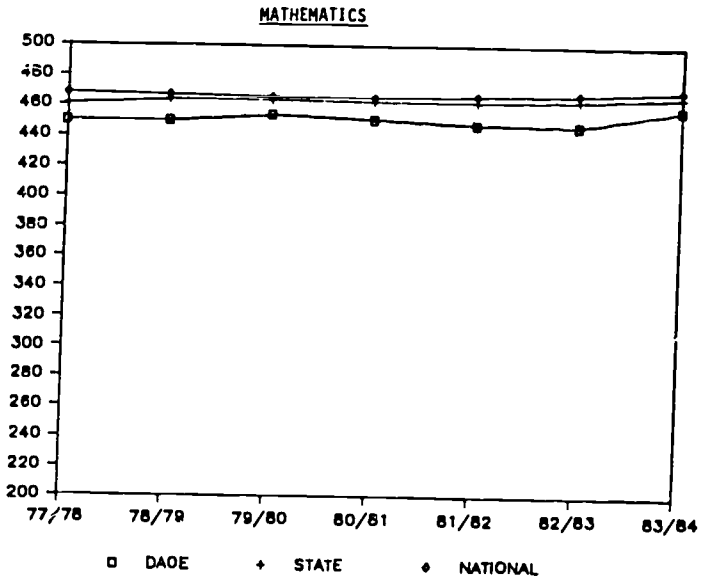
SOURCE: College Board ATP Summary Reports, College Entrance Examination Board.

SCHOLASTIC APTITUDE TEST (SAT) SCORES

SEVEN-YEAR SUMMARY

| | VERBAL | | | | | | | MATHEMATICS | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 77/78 | 78/79 | 79/80 | 80/81 | 81/82 | 82/83 | 83/84 | 77/78 | 78/79 | 79/80 | 80/81 | 81/82 | 82/83 | 83/84 |
| DADE | 417 | 410 | 413 | 410 | 410 | 402 | 407 | 450 | 450 | 454 | 451 | 448 | 447 | 458 |
| STATE | 428 | 426 | 424 | 424 | 426 | 423 | 423 | 461 | 464 | 464 | 463 | 463 | 464 | 467 |
| NATIONAL | 429 | 427 | 424 | 424 | 426 | 425 | 426 | 468 | 467 | 466 | 466 | 467 | 468 | 471 |




Source: College Board ATP Summary Reports, College Entrance Examination Board.

## AMERICAN COLLEGE TESTING EXAMINATION (ACT)
## NUMBER OF STUDENTS IN UPPER SCORE RANGES

The table below provides districtwide data on the number of students scorin in the upper score ranges of the American College Testing Program Examination This examination (ACT) is administered nationwide by the American Colleg Testing Program as a college entrance examination, with scores reported fo English, Mathematics, Social Studies, Natural Science, and a composite o these four. As is true with the SAT, the percentage of seniors taking the AC varies widely from state to state. Most states emphasize one or the other o these two tests, so that an "SAT state" tends to have few students taking th ACT. Florida is one of the few states which has a significant number takin both tests.

| Score Ranges | Number of Students 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|
| ENGLISH | | | |
| 32+ | 2 | 7 | 12 |
| 30+ | 15 | 27 | 27 |
| 28+ | 32 | 70 | 64 |
| 26+ | 72 | 149 | 153 |
| MATHEMATICS | | | |
| 32+ | 24 | 66 | 63 |
| 30+ | 53 | 95 | 98 |
| 28+ | 96 | 168 | 187 |
| 26+ | 167 | 294 | 336 |
| SOCIAL STUDIES | | | |
| 32+ | 18 | 33 | 40 |
| 30+ | 67 | 101 | 104 |
| 28+ | 110 | 190 | 179 |
| 26+ | 184 | 285 | 311 |
| NATURAL SCIENCE | | | |
| 32+ | 24 | 70 | 65 |
| 30+ | 81 | 162 | 161 |
| 28+ | 143 | 256 | 273 |
| 26+ | 217 | 404 | 412 |
| COMPOSITE | | | |
| 32+ | 5 | 17 | 9 |
| 30+ | 24 | 57 | 48 |
| 28+ | 67 | 126 | 133 |
| 26+ | 137 | 225 | 263 |
| Number of Students Tested | 1,019 | 1,512 | 2,806 |

SOURCE: High School Profile Reports, American College Testing Program.

## COLLEGE BOARD ACHIEVEMENT TESTS
## NUMBER OF STUDENTS IN THE UPPER SCORE RANGES

The table below provides districtwide data on the number of students scoring in the upper score ranges of the College Board Achievement Tests. The Admissions Testing Program of the College Entrance Examination Board administers achievement tests in a number of areas including the following: English Composition, Literature, Mathematics I, Mathematics II, American History, European History, Biology, Chemistry, Physics, Spanish, French, German, and Latin. These tests are required for admissions to certain colleges and universities, mainly select private colleges. These colleges usually require the submission of test scores in three subject areas, one of which is English Composition.

| Score Ranges | Number of Students 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|
| ENGLISH COMPOSITION | | | |
| 700+ | 26 | 25 | 29 |
| 650+ | 70 | 57 | 79 |
| 600+ | 150 | 127 | 150 |
| 550+ | 229 | 216 | 228 |
| CS I | | | |
| | 29 | 36 | 26 |
| | 64 | 83 | 57 |
| | 121 | 139 | 107 |
| | 172 | 193 | 184 |
| AMERICAN HISTORY | | | |
| 700+ | 15 | 16 | 14 |
| 650+ | 32 | 29 | 28 |
| 600+ | 53 | 43 | 60 |
| 550+ | 75 | 64 | 80 |
| BIOLOGY | | | |
| 700+ | 7 | 12 | 11 |
| 650+ | 14 | 22 | 19 |
| 600+ | 23 | 36 | 28 |
| 550+ | 31 | 37 | 39 |
| PHYSICS | | | |
| 700+ | 13 | 13 | 12 |
| 650+ | 20 | 19 | 23 |
| 600+ | 24 | 24 | 33 |
| 550+ | 34 | 30 | 42 |
| FRENCH | | | |
| 700+ | 4 | 4 | 2 |
| 650+ | 7 | 4 | 3 |
| 600+ | 10 | 8 | 5 |
| 550+ | 14 | 10 | 8 |

COLLEGE BOARD ACHIEVEMENT TESTS
(Continued)

| Score Ranges | Number of Students 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|
| LATIN | | | |
| 700+ | 0 | 0 | * |
| 650+ | 0 | 0 | * |
| 600+ | 0 | 0 | * |
| 550+ | 1 | 0 | * |
| LITERATURE | | | |
| 700+ | 2 | 5 | 5 |
| 650+ | 10 | 11 | 11 |
| 600+ | 22 | 22 | 20 |
| 550+ | 36 | 38 | 34 |
| MATHEMATICS II | | | |
| 700+ | 40 | 53 | 65 |
| 650+ | 68 | 75 | 99 |
| 600+ | 87 | 91 | 121 |
| 550+ | 96 | 100 | 134 |
| EUROPEAN HISTORY | | | |
| 700+ | 0 | 1 | 0 |
| 650+ | 0 | 1 | 1 |
| 600+ | 0 | 4 | 6 |
| 550+ | 0 | 5 | 6 |
| CHEMISTRY | | | |
| 700+ | 6 | 12 | 24 |
| 650+ | 12 | 26 | 33 |
| 600+ | 22 | 34 | 45 |
| 550+ | 31 | 49 | 52 |
| SPANISH | | | |
| 700+ | 25 | 35 | 28 |
| 650+ | 38 | 51 | 40 |
| 600+ | 47 | 61 | 48 |
| 550+ | 58 | 79 | 58 |
| GERMAN | | | |
| 700+ | 0 | 1 | * |
| 650+ | 0 | 3 | * |
| 600+ | 1 | 3 | * |
| 550+ | 1 | 3 | * |
| COMPOSITE | | | |
| 700+ | 22 | 31 | 33 |
| 650+ | 76 | 95 | 89 |
| 600+ | 178 | 175 | 186 |
| 550+ | 274 | 281 | 292 |

*No scores included in 1983-84 report to District.

SOURCE: College Board ATP Summary Reports

# ENROLLMENT IN ADVANCED LEVEL COURSES

The tables on the following four pages provide data on the number of students enrolled in advanced level courses in secondary schools as of February 20, 1985. The first three columns show the course identification number, the placement code (the letter H indicates that the course is designated as Honors and the letters AP, that the course is Advanced Placement), and course title. The remaining columns show the number of students enrolled in each of the advanced courses and the students' ethnicity and gender. Sub-totals are provided to indicate total enrollment in each of the major subject areas, viz., Social Studies, Science, Mathematics and Computer Science, Language Arts, Foreign Language, and Miscellaneous category. At the conclusion of the table, a grand total of districtwide enrollment in all advanced level courses is provided. Also included at the conclusion of the table is a computation that shows the enrollment in advanced level courses as percent of total student periods (excluding optional seventh period). Total student periods were computed by multiplying total student membership in grades 9 to 12 in each of the ethnic/gender categories by six. The percentage was computed by dividing enrollment in advanced courses by total student periods in each of the ethnic/gender categories. This analysis shows that the participation in the advanced level courses by students in the various ethnic/gender categories was as follows:

| | |
|---|---|
| Black | 3.5% |
| White | 11.2 |
| Hispanic | 4.8 |
| American Indian | .8 |
| Asian | 20.2 |
| | |
| Total Male | 5.9 |
| Total Female | 7.3 |
| | |
| Districtwide Total | 6.6 |

ENROLLMENT IN ADVANCED COURSES, BY SUBJECT AREA, ETHNICITY, AND GENDER

(AS OF FEBRUARY 20, 1985)

| | | | BLACK | | WHITE | | HISPANIC | | INDIAN | | ASIAN | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE | PLAC | COURSE TITLE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | TOTAL |
| SOCIAL STUDIES | | | | | | | | | | | | | | | |
| 40001 | H | INDEPENDENT STUDY: SOCIAL STUDIES | 1 | 2 | 9 | 16 | 2 | 1 | | | | | 12 | 19 | 31 |
| 40003 | H | INDEPENDENT STUDY: SOCIAL STUDIES | | 6 | | 8 | 8 | 20 | | | 1 | | 9 | 34 | 43 |
| 40005 | H | HONORS STUDENT LEADERSHIP DEVELOPMENT, SOCIAL STUDIES | | | 1 | 1 | | 3 | | | 1 | | 2 | 4 | 6 |
| 41503 | H | ADVANCED WORLD HISTORY | 121 | 189 | 381 | 454 | 176 | 214 | | | 29 | 24 | 707 | 881 | 1588 |
| 41703 | H | HONORS AMERICAN HISTORY | 64 | 170 | 191 | 248 | 53 | 59 | | | 7 | 7 | 315 | 484 | 799 |
| 41801 | H | PROBLEMS IN AMERICAN DEMOCRACY | | | 1 | 3 | 7 | 21 | | | | 1 | 8 | 25 | 33 |
| 42202 | AP | ADVANCED PLACEMENT AMERICAN HISTORY 2 | | | | | 1 | | | | | | 1 | | 1 |
| 42203 | AP | ADVANCED PLACEMENT AMERICAN HISTORY | 38 | 55 | 205 | 210 | 113 | 116 | | | 20 | 17 | 379 | 398 | 777 |
| 42904 | H | HONORS SOCIAL STUDIES SEMINAR | 9 | 16 | 72 | 67 | 9 | 9 | | | | 1 | 90 | 93 | 183 |
| 43101 | H | ADVANCED AMERICAN HISTORY | 7 | 20 | 9 | 39 | 57 | 44 | | | 2 | 1 | 75 | 104 | 179 |
| 44605 | H | POLITICAL & ECONOMIC STUDIES HONORS (SR. HIGH) | | 1 | 20 | 12 | 2 | 3 | | | | | 22 | 16 | 38 |
| 44702 | H | ADVANCED AMERICAN GOVERNMENT (SHSTR) | 4 | 3 | 25 | 16 | 6 | 3 | | | 1 | 2 | 36 | 24 | 60 |
| 44902 | H | HONORS AMERICAN GOVERNMENT/ECONOMICS | 110 | 153 | 324 | 330 | 129 | 173 | | | 8 | 22 | 571 | 678 | 1249 |
| 47305 | H | ECONOMICS | 63 | 61 | | 1 | 5 | 3 | | | | | 68 | 65 | 133 |
| 47407 | H | HONORS INTERNATIONAL STUDIES | 2 | 1 | 24 | 15 | 7 | 7 | | | | | 33 | 23 | 56 |
| 48501 | AP | ADVANCED PLACEMENT EUROPEAN HISTORY | 6 | 15 | 138 | 86 | 33 | 53 | | | 3 | 12 | 180 | 166 | 346 |
| 48601 | H | ADVANCED ECONOMICS (SHSTR) | 17 | 35 | 35 | 44 | 51 | 72 | | | 5 | 12 | 108 | 163 | 271 |
| TOTAL SOCIAL STUDIES | | | 442 | 727 | 1438 | 1550 | 659 | 801 | 0 | 0 | 77 | 99 | 2616 | 3177 | 5793 |
| SCIENCE | | | | | | | | | | | | | | | |
| 131403 | H | BIOLOGY A (HONORS) | | | | 1 | 7 | 9 | | | 2 | | 9 | 10 | 19 |
| 131404 | H | BIOLOGY B (HONORS) | 1 | | | 1 | | | | | | | 1 | 1 | 2 |
| 131409 | H | HONORS BIOLOGY I | 147 | 316 | 665 | 759 | 267 | 329 | | | 39 | 37 | 1118 | 1441 | 2559 |
| 131607 | H | HONORS CHEMISTRY I | 75 | 140 | 467 | 488 | 257 | 380 | | | 25 | 26 | 824 | 874 | 1698 |
| 131707 | H | HONORS CHEMISTRY II | 2 | 3 | | 5 | 3 | 3 | | | | | 5 | 11 | 16 |
| 131805 | H | HONORS PHYSICS I | 35 | 38 | 186 | 88 | 150 | 84 | | | 27 | 21 | 400 | 231 | 631 |
| 132105 | AP | ADVANCED PLACEMENT BIOLOGY | 18 | 24 | 117 | 137 | 35 | 54 | | | 11 | 17 | 181 | 232 | 413 |
| 132504 | AP | ADVANCED PLACEMENT CHEMISTRY B | 1 | | | | | | | | | | 1 | | 1 |
| 132505 | AP | ADVANCED PLACEMENT CHEMISTRY | 9 | 15 | 84 | 48 | 53 | 43 | | | 14 | 12 | 160 | 118 | 278 |
| 132905 | AP | ADVANCED PLACEMENT PHYSICS | 5 | 4 | 63 | 12 | 17 | 16 | | | 5 | 3 | 90 | 35 | 125 |
| 134303 | H | EARTH SCIENCE A (HONORS) | | 3 | 1 | | 16 | 12 | | | 1 | | 18 | 15 | 33 |
| 136705 | H | HONORS MARINE BIOLOGY | 17 | 16 | 5 | | 1 | | | | | 1 | 23 | 17 | 40 |
| 136903 | H | MARINE STUDIES A (HONORS) | | | 1 | | | | | | | | 1 | | 1 |
| 136904 | H | MARINE STUDIES B (HONORS) | | | | 1 | | | | | | | | 1 | 1 |
| 136907 | H | HONORS MARINE STUDIES | 12 | 15 | 83 | 132 | 52 | 52 | | | 1 | | 148 | 199 | 347 |
| 137104 | H | ANATOMY AND PHYSIOLOGY B (HONORS) | | | | | 1 | 1 | | | | | 1 | 1 | 2 |
| 137106 | H | HONORS ANATOMY AND PHYSIOLOGY | 44 | 123 | 97 | 177 | 46 | 88 | | | 4 | 10 | 191 | 398 | 581 |
| 138708 | H | HONORS SCIENCE INVESTIGATIONS | 12 | 5 | 1 | | 6 | 1 | | | | 1 | 19 | 7 | 26 |
| 138709 | H | HONORS LABORATORY ORIENTATION & INSTRUMENTATION | 3 | 5 | | | | | | | | | 3 | 5 | 8 |
| 138710 | H | HONORS COMMUNITY LABORATORY RESEARCH | 5 | 4 | 55 | 24 | 28 | 7 | | | 9 | 10 | 89 | 45 | 134 |
| 138711 | H | HONORS, JUNIOR HIGH SCIENCE INVESTIGATIONS | 12 | 2 | 5 | | 3 | | | | 1 | 1 | 21 | 3 | 24 |
| TOTAL SCIENCE | | | 398 | 713 | 1832 | 1785 | 934 | 991 | 0 | 0 | 139 | 139 | 3303 | 3628 | 6931 |

67

ENROLLMENT IN ADVANCED COURSES, BY SUBJECT AREA, ETHNICITY, AND GENDER

(AS OF FEBRUARY 20, 1985)

| COURSE | PLAC | COURSE TITLE | BLACK | | WHITE | | HISPANIC | | INDIAN | | ASIAN | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | TOTAL |
| MATHEMATICS AND COMPUTER SCIENCE | | | | | | | | | | | | | | | |
| 150131 | H | COMPUTER APPLICATIONS IN SCIENCE AND MATHEMATICS | 1 | | 11 | 1 | 3 | | | | 1 | | 16 | 1 | 17 |
| 150148 | H | ADVANCED COMPUTER SCIENCE (PASCAL) | 1 | 2 | 1 | | | 3 | | | | | 2 | 5 | 7 |
| 150166 | H | ADVANCED PROGRAMMING LANGUAGES | 2 | | 25 | 4 | 5 | 1 | | | | 2 | 32 | 7 | 39 |
| 150241 | AP | ADVANCED PLACEMENT COMPUTER SCIENCE | 16 | 2 | 65 | 8 | 36 | 4 | | | 4 | 5 | 121 | 19 | 140 |
| 220201 | H | ABSTRACT ALGEBRA DUAL ENROLLMENT | | | 3 | 2 | | | | | 1 | | 4 | 2 | 6 |
| 220203 | H | LINEAR ALGEBRA DUAL ENROLLMENT | | | 4 | | 2 | | | | 1 | 1 | 7 | 1 | 8 |
| 220207 | H | HONORS DIFFERENTIAL EQUATIONS DUAL ENROLLMENT | | | 6 | | 3 | 3 | | | 2 | | 11 | 3 | 14 |
| 221690 | H | HONORS ALGEBRA 2 | 53 | 102 | 251 | 191 | 154 | 180 | | | 22 | 24 | 480 | 497 | 977 |
| 221890 | H | HONORS GEOMETRY | 29 | 49 | 417 | 436 | 195 | 195 | | | 31 | 34 | 672 | 714 | 1386 |
| 221892 | H | HONORS GEOMETRY B | 1 | | 1 | | 1 | | | | | | 3 | | 3 |
| 228690 | H | HONORS MATH ANALYSIS | 50 | 69 | 250 | 212 | 113 | 97 | | | 28 | 24 | 441 | 402 | 843 |
| 228692 | H | MATH ANALYSIS B (HONORS) | | | 1 | | | | | | | | 1 | | 1 |
| 229380 | H | HONORS MATH V | 2 | 6 | 49 | 58 | 16 | 10 | | | 3 | 5 | 70 | 79 | 149 |
| 229690 | AP | ADVANCED PLACEMENT CALCULUS (BC) | 1 | 1 | 63 | 32 | 14 | 8 | | | 8 | 5 | 86 | 46 | 132 |
| 229780 | H | HONORS CALCULUS | 4 | 3 | 19 | 9 | 6 | 4 | | | 3 | 1 | 32 | 17 | 49 |
| 229890 | AP | ADVANCED PLACEMENT CALCULUS (AB) | 26 | 29 | 132 | 81 | 63 | 39 | | | 9 | 15 | 230 | 164 | 394 |
| TOTAL MATH AND COMPUTER SCIENCE | | | 186 | 263 | 1298 | 1034 | 611 | 544 | 0 | 0 | 113 | 116 | 2208 | 1957 | 4165 |
| LANGUAGE ARTS | | | | | | | | | | | | | | | |
| 511311 | H | ENGLISH 9, HONORS | 114 | 229 | 465 | 648 | 217 | 297 | | | 24 | 38 | 820 | 1204 | 2024 |
| 511403 | H | ENGLISH 2, REQUIRED HONORS | | | | 1 | | 1 | | | | | | 2 | 2 |
| 511418 | H | ENGLISH, HONORS | | | | 1 | | | | | | | | 1 | 1 |
| 511424 | H | ENGLISH 10, HONORS | 110 | 218 | 410 | 525 | 164 | 261 | | | 17 | 22 | 701 | 1026 | 1727 |
| 511682 | H | ENGLISH 4, REQUIRED HONORS | | | | 1 | 1 | 1 | | | | | 1 | 2 | 3 |
| 512501 | AP | ADVANCED PLACEMENT ENGLISH | | | | 1 | | | | | | | | 1 | 1 |
| 512510 | AP | ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION | 9 | 25 | 68 | 100 | 34 | 48 | | | 3 | 3 | 114 | 176 | 290 |
| 512701 | AP | ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION | 26 | 47 | 121 | 157 | 38 | 108 | | | 4 | 14 | 189 | 326 | 515 |
| 514685 | H | HONORS STUDENT LEADERSHIP DEVELOPMENT, LANGUAGE ARTS | | | 1 | 1 | | 1 | | | 1 | | 2 | 2 | 4 |
| 515402 | H | ENGLISH 11, HONORS | 69 | 193 | 261 | 343 | 145 | 182 | | | 23 | 14 | 498 | 732 | 1230 |
| 515802 | H | ENGLISH 12, HONORS | 42 | 100 | 213 | 297 | 83 | 118 | | 1 | 5 | 13 | 343 | 529 | 872 |
| 519081 | H | VARSITY DEBATE | | | | 1 | | | | | | | | 1 | 1 |
| 519981 | H | HONORS VARSITY DEBATE | 6 | 7 | 59 | 46 | 10 | 10 | | | 1 | 1 | 76 | 64 | 140 |
| TOTAL LANGUAGE ARTS | | | 376 | 819 | 1598 | 2122 | 692 | 1627 | 0 | 1 | 78 | 97 | 2744 | 4866 | 6810 |

ENROLLMENT IN ADVANCED COURSES, BY SUBJECT AREA, ETHNICITY, AND GENDER

(AS OF FEBRUARY 20, 1985)

| | | | BLACK | | WHITE | | HISPANIC | | INDIAN | | ASIAN | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COURSE | PLAC | COURSE TITLE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | TOTAL |
| FOREIGN LANGUAGE | | | | | | | | | | | | | | | |
| 750425 | H | HONORS SPANISH, II | 12 | 41 | 69 | 70 | 3 | 6 | | | 2 | 3 | 86 | 120 | 206 |
| 750525 | H | HONORS SPANISH, III | 7 | 44 | 97 | 151 | 12 | 16 | | | 3 | 12 | 119 | 223 | 342 |
| 750622 | H | SPANISH IV-B HONORS HISPANIC LITERATURE PART II | | | | 1 | | 2 | | | | | | 3 | 3 |
| 750625 | H | HONORS SPANISH, IV | 10 | 34 | 52 | 96 | 13 | 27 | | | 5 | 5 | 80 | 162 | 242 |
| 750725 | H | HONORS SPANISH, V | | 2 | 16 | 27 | 2 | 3 | | | 1 | 1 | 25 | 33 | 58 |
| 750825 | H | HONORS SPANISH, VI | | | 7 | 6 | | 2 | | | | 1 | 7 | 9 | 16 |
| 750945 | H | HONORS SPANISH-S, IV: INTRODUCTORY SURVEY OF LITERATURE | | | 2 | 4 | 73 | 180 | | | | 1 | 75 | 185 | 260 |
| 750981 | H | SPANISH-S: GREAT WRITERS OF SPAIN | | | | | 4 | 6 | | | | | 4 | 6 | 10 |
| 751525 | H | HONORS LATIN: CICERO AND OVID | | | 1 | 1 | | 2 | | | | | 1 | 3 | 4 |
| 752425 | H | HONORS FRENCH II | 3 | 12 | 5 | 18 | 18 | 71 | | | 1 | 3 | 27 | 104 | 131 |
| 752525 | H | HONORS FRENCH III | 8 | 13 | 15 | 26 | 23 | 98 | | | 2 | 1 | 48 | 138 | 186 |
| 752621 | H | FRENCH IV-A HONORS | | | | 1 | | | | | | | | 1 | 1 |
| 752622 | H | FRENCH IV-B HONORS | | 1 | | | | | | | | | | 1 | 1 |
| 752625 | H | HONORS FRENCH IV | 3 | 1 | 5 | 26 | 18 | 50 | | | | 1 | 26 | 78 | 104 |
| 752725 | H | HONORS FRENCH V | 1 | 2 | 2 | 6 | 3 | 10 | | | | | 6 | 18 | 24 |
| 753425 | H | HONORS GERMAN II | 2 | 1 | 7 | 3 | 2 | 3 | | | | | 11 | 7 | 18 |
| 753525 | H | HONORS GERMAN III | 4 | 2 | 4 | 6 | 2 | 1 | | | | | 10 | 9 | 19 |
| 753625 | H | HONORS GERMAN IV | | | 4 | 3 | | 1 | | | | | 4 | 4 | 8 |
| 753725 | H | HONORS GERMAN V | | | 2 | | | | | | | | 2 | | 2 |
| 756425 | H | HONORS ITALIAN, II | | | | | | 7 | | | | | | 7 | 7 |
| 757525 | H | HONORS HEBREW, III | | | 6 | 10 | 1 | 1 | | | | | 7 | 11 | 18 |
| 757625 | H | HONORS HEBREW, IV | | | 3 | 7 | | 2 | | | | | 3 | 9 | 12 |
| 757725 | H | HONORS HEBREW, V | | | 1 | 2 | | | | | | | 1 | 2 | 3 |
| 757825 | H | HONORS FRENCH VI | | | | | | 1 | | | | | | 1 | 1 |
| 758011 | H | INDEPENDENT STUDY HONORS FOREIGN LANGUAGES | | | | 4 | | | | | | | | 4 | 4 |
| 758025 | H | HONORS INDEPENDENT STUDY FOREIGN LANGUAGE | | | 7 | 14 | 2 | 10 | | | | | 9 | 24 | 33 |
| 759035 | AP | ADVANCED PLACEMENT FRENCH LANGUAGE | 6 | 12 | 8 | 19 | 7 | 16 | | | | | 21 | 47 | 68 |
| 759135 | AP | ADVANCED PLACEMENT FRENCH LITERATURE | | | 1 | | | 1 | | | | | 1 | 1 | 2 |
| 759235 | AP | ADVANCED PLACEMENT GERMAN | | | 6 | 1 | | 1 | | | | | 6 | 2 | 8 |
| 759535 | AP | ADVANCED PLACEMENT LATIN: HORACE AND CATULLUS | | | 10 | 7 | 1 | | | | 2 | | 13 | 7 | 20 |
| 759635 | AP | ADVANCED PLACEMENT SPANISH: LANGUAGE | 5 | 7 | 22 | 49 | 43 | 72 | | | 3 | 9 | 73 | 137 | 210 |
| 759690 | AP | ADVANCED PLACEMENT: SPANISH-S LANGUAGE | | | 2 | 3 | 27 | 71 | | | | | 29 | 74 | 103 |
| 759735 | AP | ADVANCED PLACEMENT SPANISH: LITERATURE | | | 2 | 4 | 18 | 14 | | | | | 20 | 18 | 38 |
| 759795 | AP | ADVANCED PLACEMENT: SPANISH-S LITERATURE | | | | | 20 | 78 | | | | | 20 | 78 | 98 |
| TOTAL FOREIGN LANGUAGE | | | 61 | 172 | 356 | 565 | 298 | 752 | 0 | 0 | 19 | 37 | 734 | 1526 | 2260 |

ENROLLMENT IN ADVANCED COURSES, BY SUBJECT AREA, ETHNICITY, AND GENDER

(AS OF FEBRUARY 20, 1985)

| COURSE | PLAC | COURSE TITLE | BLACK | | WHITE | | HISPANIC | | INDIAN | | ASIAN | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | TOTAL |
| MISCELLANEOUS | | | | | | | | | | | | | | | |
| 174802 | AP | ADVANCED PLACEMENT MUSIC: THEORY | | | | | 1 | | | | | | 1 | | 1 |
| 556865 | H | HONORS ATHLETIC TRAINING | | | 7 | 14 | 4 | 3 | | | | | 11 | 17 | 28 |
| 659601 | H | ST LDRSHP DEVELOPMENT LANGUAGE ARTS, HONORS (GIFTED) (SMSTR) | | 2 | 2 | 8 | | 1 | | | | 1 | 2 | 12 | 14 |
| 659602 | H | ST LDRSHP DEVELOPMENT SOCIAL STUDIES, HONORS (GIFTED) (SMSTR) | | 2 | 2 | 9 | 1 | 1 | | | | 1 | 3 | 13 | 16 |
| 659616 | H | SENIOR HIGH COLLOQUIUM: CONCEPTS IN PHILOSOPHY | 1 | 1 | 7 | 2 | | | | | | | 8 | 3 | 11 |
| 659622 | H | SENIOR HIGH COLLOQUIUM: CONCEPTS IN PHILOSOPHY | 3 | 3 | 106 | 70 | 9 | 8 | | | 2 | 1 | 120 | 82 | 202 |
| 659625 | H | HONORS RESOURCE PROGRAM FOR GIFTED | 4 | 11 | 73 | 60 | 11 | 9 | | | 4 | 4 | 92 | 84 | 176 |
| 679802 | AP | ADVANCED PLACEMENT STUDIO ART-GENERAL PORTFOLIO | | | | | 1 | | | | | | 1 | | 1 |
| 679806 | AP | ADVANCED PLACEMENT STUDIO ART-GENERAL PORTFOLIO | 11 | 6 | 15 | 19 | 16 | 20 | | | 3 | 2 | 45 | 47 | 92 |
| 679807 | AP | ADVANCED PLACEMENT STUDIO ART-DRAWING PORTFOLIO | | | 1 | 2 | 4 | | | | | | 5 | 2 | 7 |
| 764809 | H | BOOKKEEPING, ADVANCED HONORS | | | | | 1 | 3 | | | 1 | | 2 | 3 | 5 |
| 978113 | H | HONORS COMPUTER ELECTRONICS | | | 13 | 2 | 11 | 2 | | | 2 | | 26 | 4 | 30 |
| TOTAL MISCELLANEOUS | | | 19 | 25 | 226 | 186 | 59 | 47 | 0 | 0 | 12 | 9 | 316 | 267 | 583 |
| GRAND TOTAL | | (ENROLLMENT) | 1482 | 2719 | 6748 | 7242 | 3253 | 4162 | 0 | 1 | 438 | 457 | [illegible] | 14621 | 26572 |
| AS PERCENT OF TOTAL STUDENT PERIODS* | | | 3.5% | | 11.2% | | 4.8% | | .8% | | 20.2% | | [illegible] | 7.3% | 6.6% |

*Total student periods computed by multiplying total student membership in grades 9-12 in each of the ethnic/gender categories by six (the effect of the optional seventh period has not been considered). The percentage has been computed by dividing enrollment in advanced courses by total student periods.

Source: TSIS Course File, Department of Management Information Systems.

# ADVANCED PLACEMENT EXAMINATION RESULTS

The tables on the following two pages provide a summary of the Advanced Placement (AP) examination results. The data are based upon information and grade reports provided by the College Board and the Education Testing Service which administer and evaluate these examinations.

Scores on the Advanced Placement program examinations range from a high of 5 to a low of 1 and are interpreted as follows:

5 = Extremely Qualified
4 = Well Qualified
3 = Qualified
2 = Possibly Qualified
1 = No Recommendation

Scores of 5, 4, and 3 are generally judged successful and are usually the criteria used by colleges and universities to grant college credit and/or advanced standing. It should be noted that some colleges grant credit for a score of 2. The amount of credit granted is determined by the individual policy of the over 2,000 colleges/universities that participate in the A.P. program.

The table on page 51 provides a five-year comparison of districtwide data by subject area. The data indicate that there has been a steady increase since 1980 in the total number of students taking the AP examination as well as those scoring in the 3 to 5 range.

The table on page 52 provides data for 1984 by subject area for each senior high school. The table indicates that Coral Gables Senior had the largest number of students taking the AP examination (it is to be noted that this was the largest number of examinations taken at any individual school in Florida).

The average number of examinations per school for the 6,273 participating schools in the United States was 38.2. The average number of examinations for the 24 Dade County schools was 125.7. Fourteen of the 24 Dade County schools ranked at the top 90th percentile nationally for number of examinations taken per school.

In terms of success rate, a total of three Dade County schools had a higher percentage of students scoring 3-5 on the AP examinations than the national average of 70%. Thirteen schools had a higher percentage scoring 3-5 than the Florida average of 57.5%.

ADVANCED PLACEMENT EXAMINATION RESULTS
FIVE-YEAR COMPARISON OF DISTRICTWIDE DATA

| SUBJECT/YEAR | TOTAL EXAMINATIONS COMPLETED | NUMBER SCORING IN 3-5 RANGE | PERCENT SCORING IN 3-5 RANGE |
|---|---|---|---|
| American History: | | | |
| 1980 | 257 | 151 | 58.8 % |
| 1981 | 192 | 131 | 68.2 |
| 1982 | 232 | 149 | 64.2 |
| 1983 | 631 | 327 | 51.8 |
| 1984 | 611 | 288 | 47.1 |
| Art (History/Studio): | | | |
| 1980 | 1 | 1 | 100.0 |
| 1981 | 1 | 1 | 100.0 |
| 1982 | - | - | - |
| 1983 | 5 | 2 | 40.0 |
| 1984 | 11 | 10 | 90.9 |
| Biology: | | | |
| 1980 | 49 | 40 | 81.6 |
| 1981 | 95 | 62 | 65.3 |
| 1982 | 87 | 56 | 64.4 |
| 1983 | 188 | 117 | 62.2 |
| 1984 | 233 | 126 | 54.1 |
| Calculus (AB/BC): | | | |
| 1980 | 133 | 93 | 69.9 |
| 1981 | 143 | 120 | 83.9 |
| 1982 | 185 | 144 | 77.8 |
| 1983 | 286 | 204 | 71.3 |
| 1984 | 474 | 309 | 65.2 |
| Chemistry: | | | |
| 1980 | 77 | 33 | 42.8 |
| 1981 | 66 | 34 | 51.5 |
| 1982 | 70 | 36 | 51.4 |
| 1983 | 119 | 62 | 52.1 |
| 1984 | 199 | 75 | 37.7 |
| Computer Science: | | | |
| 1980 | - | - | - |
| 1981 | - | - | - |
| 1982 | - | - | - |
| 1983 | - | - | - |
| 1984 | 73 | 42 | 57.5 |
| English (Lang./Lit.): | | | |
| 1980 | 202 | 156 | 77.2 |
| 1981 | 223 | 178 | 79.8 |
| 1982 | 212 | 164 | 77.4 |
| 1983 | 358 | 224 | 62.6 |
| 1984 | 568 | 362 | 63.7 |
| European History: | | | |
| 1980 | 51 | 44 | 86.3 |
| 1981 | 62 | 56 | 90.3 |
| 1982 | 64 | 54 | 84.4 |
| 1983 | 148 | 92 | 62.2 |
| 1984 | 209 | 123 | 58.9 |
| All Foreign Language: | | | |
| 1980 | 75 | 61 | 81.3 |
| 1981 | 91 | 80 | 87.9 |
| 1982 | 146 | 120 | 82.2 |
| 1983 | 254 | 210 | 82.7 |
| 1984 | 481 | 376 | 78.2 |
| Music (Theory/List./Lit.): | | | |
| 1980 | 2 | 1 | 50.0 |
| 1981 | 2 | - | - |
| 1982 | - | - | - |
| 1983 | 2 | 2 | 100.0 |
| 1984 | 6 | 1 | 16.7 |
| Physics (B/C): | | | |
| 1980 | 17 | 10 | 58.8 |
| 1981 | 2 | 2 | 100.0 |
| 1982 | 16 | 6 | 37.5 |
| 1983 | 46 | 24 | 52.2 |
| 1984 | 139 | 68 | 48.9 |
| Total (All Subjects): | | | |
| 1980 | 864 | 590 | 68.3 |
| 1981 | 877 | 664 | 75.7 |
| 1982 | 1012 | 729 | 72.0 |
| 1983 | 2037 | 1264 | 62.1 |
| 1984 | 3004 | 1780 | 59.3 |

Source: The College Board and Education Testing Service data compiled by Department of Advanced Academic Education, Bureau of Education.

ADVANCED PLACEMENT EXAMINATION RESULTS, BY SCHOOL
NUMBER OF EXAMS WITH SCORES OF 3 - 5
(TOTAL EXAMS TAKEN IN PARENTHESIS)
1984

| | AMERICAN HISTORY | ART | BIOLOGY | CALCULUS | CHEMISTRY | COMPUTER SCIENCE | ENGLISH | EUROPEAN HISTORY | FOREIGN LANGUAGE | MUSIC | PHYSICS | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Schools | | | | | | | | | | | | |
| | 1 (36) | | 2 (12) | 5 (17) | 0 (16) | 2 (14) | 3 (11) | | 13 (13) | | | 26 (119) |
| s | 23 (44) | 3 (3) | 22 (50) | 24 (25) | 8 (20) | 2 (2) | 65 (74) | 26 (47) | 36 (58) | | 12 (15) | 221 (338) |
| | 6 (17) | | | 8 (12) | 4 (13) | | 9 (17) | | 45 (46) | | | 72 (105) |
| ml Lakes | 24 (42) | | 6 (14) | 16 (17) | | 1 (7) | 17 (29) | 19 (21) | 27 (27) | | 6 (18) | 116 (175) |
| | 7 (8) | | | 3 (4) | | | 8 (14) | | | | | 18 (26) |
| | 28 (36) | | 8 (16) | 14 (15) | 6 (11) | 1 (1) | 20 (26) | 10 (13) | 26 (29) | | | 113 (147) |
| City | 0 (19) | | | 0 (7) | | | 3 (7) | | | | | 3 (33) |
| a) | 2 (5) | | 0 (2) | 3 (5) | 1 (1) | | 0 (1) | 0 (4) | | | 3 (12) | 9 (30) |
| Park | 10 (53) | | 9 (14) | 9 (15) | | | 28 (49) | 8 (14) | 52 (55) | | | 116 (200) |
| n | | | 0 (1) | 0 (1) | 0 (3) | | 4 (5) | 1 (10) | | | 0 (2) | 5 (22) |
| on | 2 (8) | | 0 (1) | 1 (8) | 0 (2) | | 1 (2) | 0 (2) | 14 (18) | | 0 (1) | 18 (42) |
| an | 19 (47) | | 25 (26) | 26 (38) | 11 (13) | | 17 (17) | 10 (16) | 15 (24) | 1 (6) | 8 (12) | 132 (199) |
| nd | 6 (11) | 1 (1) | 0 (3) | 14 (21) | 0 (12) | | 6 (17) | | | | 3 (5) | 30 (70) |
| western | 1 (10) | | 0 (6) | | | | 1 (23) | 1 (1) | | | | 3 (40) |
| tto | 35 (48) | 6 (6) | 12 (20) | 23 (43) | 14 (29) | | 20 (22) | 29 (38) | 41 (71) | | | 180 (277) |
| r | 10 (30) | | | 7 (13) | | | 25 (61) | | 12 (12) | | 2 (16) | 56 (132) |
| gs | 6 (8) | | | 5 (10) | | | 7 (9) | | 43 (55) | | | 61 (82) |
| ridge | 11 (14) | 0 (1) | 4 (4) | 13 (25) | | | 15 (41) | | | | | 43 (85) |
| t | 39 (74) | | 6 (7) | 35 (48) | 2 (25) | 1 (1) | 19 (19) | | 11 (12) | | 10 (13) | 123 (197) |
| | 20 (33) | | 6 (9) | 8 (8) | 11 (29) | 1 (1) | 13 (24) | 7 (13) | | | 7 (8) | 73 (125) |
| Beach | 18 (23) | | 14 (17) | 70 (92) | 27 (31) | 27 (35) | 29 (30) | | 13 (15) | | 13 (19) | 211 (262) |
| | 4 (11) | | | 3 (8) | 0 (5) | | 13 (19) | | | | | 20 (43) |
| | 7 (15) | | 7 (21) | 20 (31) | 0 (6) | | 19 (27) | | 35 (44) | | | 88 (144) |
| lami | 9 (19) | | 4 (11) | 22 (30) | 2 (9) | 7 (12) | 20 (26) | 11 (29) | 0 (11) | | 4 (19) | 79 (166) |

e College Board and Education Testing Service data, compiled by Department of Advanced Academic Education, Bureau of Education.

ACADEMIC GRANTS AND SCHOLARSHIPS
1984 HIGH SCHOOL SENIORS

The table below provides data, by school, on the number and percent of high school seniors awarded academic grants or scholarships for study with a first year value of at least $1,000. The data includes only academic scholarships that were accepted (not just offered) by a twelfth grade student with a first year value of at least $1,000 (total value of cash or the equivalent). Scholarships that have a set quota for a state or region (such as the military academies) are not included nor are athletic scholarships or scholarships based only on financial need or the place of parents' or guardians' employment.

| Senior High School | Number of Students who accepted a Scholarship or Grant Award of $1,000 or more | Total Award Amount | Percent of Graduating Class |
|---|---|---|---|
| American Senior High | 50 | $175,000 | 11.8 |
| Coral Gables Senior | 31 | 104,459 | 4.9 |
| Hialeah High School | 64 | 86,200 | 8.3 |
| Hialeah Miami Lakes | 22 | 91,302 | 3.6 |
| Homestead Senior | 31 | 63,350 | 8.6 |
| Miami Beach Senior | 68 | 90,725 | 18.2 |
| Carol City Senior | 21 | 21,000 | 5.1 |
| Miami Central Senior | 12 | 40,000 | 3.3 |
| Douglas MacArthur North | 0 | 0 | .0 |
| Miami Coral Park Senior | 31 | 245,842 | 4.3 |
| Miami Edison Senior High | 8 | 11,000 | 2.3 |
| Miami Jackson Senior | 22 | 22,000 | 10.0 |
| Miami Killian Senior | 48 | 228,100 | 5.9 |
| Miami Norland Senior High | 15 | 67,285 | 3.2 |
| Miami Northwestern Senior | 40 | 620,000 | 10.4 |
| Miami Palmetto Senior | 67 | 285,155 | 8.7 |
| Miami Senior High | 36 | 115,121 | 5.6 |
| Miami Springs Senior | 11 | 33,295 | 2.0 |
| Miami Sunset Senior High | 17 | 58,320 | 2.1 |
| North Miami Beach Senior | 44 | 117,360 | 6.2 |
| North Miami Senior High | 62 | 188,828 | 12.5 |
| Douglas MacArthur South | 0 | 0 | 0 |
| South Dade High School | 43 | 106,190 | 13.7 |
| South Miami Senior High | 17 | 66,725 | 2.6 |
| Miami Southridge Senior | 12 | 61,600 | 1.8 |
| Southwest Miami Senior | 11 | 75,310 | 1.7 |
| TOTALS | 783 | $2,975,167 | 5.9 |

SOURCE: Office of Educational Accountability (data collected to monitor a State-adopted indicator of excellence)

NUMBER OF STUDENTS NOT PROMOTED, BY ETHNIC CATEGORIES

| | White Non-Hispanic | | Black Non-Hispanic | | Hispanic | | Asian/ Pacific Islander | | American Indian/ Alaskan Native | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1982-83 | 1983-84 | 1982-83 | 1983-84 | 1982-83 | 1983-84 | 1982-83 | 1983-84 | 1982-83 | 1983-84 | 1982-83 | 1983-84 |
| garten | 19 | 25 | 37 | 30 | 30 | 32 | 1 | 1 | | | 87 | 88 |
| rten | 127 | 79 | 304 | 288 | 426 | 373 | 6 | 2 | | | 863 | 742 |
| | [illegible] | 190 | 636 | 588 | 797 | 611 | 4 | 10 | 1 | | 1,630 | 1399 |
| | 121 | 117 | 366 | 432 | 514 | 431 | 2 | 5 | [illegible] | | 1,004 | 985 |
| | 129 | 127 | 359 | 304 | 485 | 456 | 5 | 6 | 1 | | 979 | 893 |
| | 108 | 85 | 348 | 277 | 380 | 352 | 3 | 1 | 1 | | 840 | 715 |
| | 131 | 80 | 283 | 250 | 360 | 318 | 7 | 1 | | | 781 | 649 |
| | 95 | 96 | 190 | 173 | 299 | 223 | | 3 | | 2 | 584 | 497 |
| | 370 | 285 | 1,001 | 875 | 867 | 677 | [illegible] | 3 | 2 | 1 | 2,247 | 1841 |
| | 214 | 179 | 467 | 310 | 417 | 335 | 2 | | | | 1,100 | 824 |
| | 263 | 240 | 435 | 535 | 297 | 313 | 8 | 8 | | | 1,003 | 1096 |
| | 344 | 373 | 957 | 752 | 674 | 586 | 6 | 9 | | 1 | 1,981 | 1721 |
| | 247 | 345 | 546 | 423 | 455 | 491 | 5 | 13 | 1 | 1 | 1,254 | 1273 |
| | 151 | 105 | 150 | 98 | 176 | 114 | 5 | 2 | | | 482 | 319 |
| | 2,511 | 2,326 | 6,079 | 5,335 | 6,177 | 5,312 | 61 | 64 | 7 | 5 | 14,835 | 13,042 |

ENTS NOT PROMOTED AS A PERCENTAGE OF STUDENT MEMBERSHIP WITHIN ETHNIC CATEGORIES

| | White Non-Hispanic | Black Non-Hispanic | Hispanic | Asian/ Pacific Islander | American Indian/ Alaskan Native | Total |
|---|---|---|---|---|---|---|
| 980-81 | 4.6 | 11.2 | 8.8 | 3.6 | 12.9 | 8.1 |
| 981-82 | 5.0 | 11.6 | 9.4 | 4.1 | 8.2 | 8.7 |
| 982-83 | 3.9 | 8.7 | 7.2 | 2.8 | 7.4 | 6.7 |
| 983-84 | 3.8 | 7.2 | 5.8 | 2.6 | 5.7 | 5.7 |

Fall Student Survey, Office of Educational Accountability.

ADMINISTRATIVE ACTION DEALING WITH DISRUPTIVE STUDENTS

| ar | Principals' Suspensions | Additional 10-Day Suspensions | Expul-sions | PLACEMENT IN OPPORTUNITY SCHOOL PROGRAM | | SCSI* Placement | Corporal Punishment |
|---|---|---|---|---|---|---|---|
| | | | | Voluntary | Administrative | | |
| -73 | 8,066 | 517 | 135 | --- | --- | 6,747 | --- |
| -74 | 4,733 | 154 | 23 | 138 | 45 | 19,130 | --- |
| -75 | 4,105 | 2 | 0 | 670 | 79 | 24,000 | --- |
| -76 | 4,387 | 5 | 0 | 375 | 91 | 25,066 | --- |
| -77 | 7,343 | 0** | 3 | 730 | 207 | 22,568 | 10,566*** |
| -78 | 8,135 | 0 | 4 | 746 | 153 | 26,495 | 10,732 |
| -79 | 8,337 | 0 | 10 | 721 | 723 | 31,342 | 12,552 |
| -80 | 7,863 | 0 | 1 | 569 | 488 | 31,410 | 13,171 |
| 81 | 10,293 | 0 | 38 | 295 | 767 | 28,935 | 16,750 |
| 82 | 11,373 | 0 | 77 | 288 | 586 | 31,099 | 13,920 |
| 83 | 11,483 | 0 | 68 | 318 | 573 | 28,211 | 9,260 |
| 84 | 13,906 | 0 | 45 | 354 | 638 | 30,082 | 3,123 |

n-School Center for Special Instruction.
o longer permitted by State Statute.
irst year districtwide statistics compiled.

Annual records, Department of Alternative Education Placement.

SUMMARY OF DISCIPLINARY ACTIONS, BY ETHNICITY

| | WHITE | | BLACK | | HISPANIC | | TOTAL** | |
|---|---|---|---|---|---|---|---|---|
| | 82/83 | 83/84 | 82/83 | 83/84 | 82/83 | 83/84 | 82/83 | 83/84 |
| INCIPAL'S SUSPENSION | | | | | | | | |
| mber of Instances | 2,188 | 2,593 | 5,565 | 6,909 | 3,414 | 4,380 | 11,197 | 13,906 |
| stances per 1000 students | 35 | 44 | 82 | 100 | 40 | 50 | 51 | 64 |
| PULSIONS | | | | | | | | |
| mber of Instances | 14 | 8 | 34 | 33 | 13 | 4 | 61 | 45 |
| stances per 1000 students | .23 | .13 | .50 | .48 | .15 | .05 | .28 | .21 |
| SI* PLACEMENT | | | | | | | | |
| mber of Instances | 8,176 | 7,834 | 10,472 | 12,242 | 9,513 | 9,913 | 28,211 | 30,082 |
| stances per 1000 students | 132 | 132 | 153 | 176 | 111 | 113 | 129 | 137 |
| RPORAL PUNISHMENT | | | | | | | | |
| mber of Instances | 1,575 | 526 | 4,909 | 1,719 | 2,419 | 874 | 8,914 | 3,123 |
| stances per 1000 students | 25 | 9 | 72 | 25 | 28 | 10 | 41 | 14 |

In-School Center for Special Instruction.
Total includes disciplinary actions involving students in the "Other" ethnic category (Asian/American Indian).



urce: Annual records, Department of Alternative Education Placement.

DROPOUT DATA BY ETHNICITY AND GENDER
1983-84

| School Name | Total Enrollment Oct. 1983 | NUMBER OF DROPOUTS * White Non-Hispanic | Black Non-Hispanic | Hispanic | Asian | American Indian | Total Male | Total Female | Total Dropouts | Dropout Rate % |
|---|---|---|---|---|---|---|---|---|---|---|
| **North Area** | | | | | | | | | | |
| **Junior High** | | | | | | | | | | |
| Carol City | 953 | 1 | 7 | 6 | - | - | 8 | 6 | 14 | 1.5 |
| Highland Oaks | 1,241 | 48 | 4 | 11 | - | - | 31 | 32 | 63 | 5.1 |
| Jefferson, Thomas | 1,048 | 29 | 16 | 6 | - | - | 24 | 27 | 51 | 4.9 |
| Kennedy, J. F. | 1,183 | 29 | 12 | 10 | 1 | - | 30 | 22 | 52 | 4.4 |
| Lake Stevens | 1,049 | 4 | 17 | 3 | - | - | 15 | 9 | 24 | 2.3 |
| Miami Lakes | 1,657 | 13 | 2 | 26 | 1 | - | 17 | 25 | 42 | 2.5 |
| Nautilus | 1,227 | 36 | 18 | 51 | - | - | 58 | 47 | 105 | 8.6 |
| Norland | 1,281 | 9 | 11 | 2 | - | 1 | 16 | 7 | 23 | 1.8 |
| North Dade | 795 | 6 | 22 | 4 | - | - | 12 | 20 | 32 | 4.0 |
| North Miami | 1,427 | 45 | 13 | 12 | - | - | 30 | 40 | 70 | 4.9 |
| Palm Springs | 2,059 | 14 | 3 | 67 | - | - | 48 | 36 | 84 | 4.1 |
| Parkway | 988 | 5 | 37 | 3 | 1 | - | 19 | 27 | 46 | 4.7 |
| **Senior High** | | | | | | | | | | |
| American | 2,080 | 33 | 55 | 45 | - | - | 65 | 68 | 133 | 6.4 |
| Hialeah-Miami Lakes | 2,283 | 21 | 18 | 49 | - | - | 41 | 47 | 88 | 3.9 |
| Miami Beach | 2,110 | 74 | 44 | 84 | 2 | - | 111 | 93 | 204 | 9.7 |
| Miami Carol City | 1,947 | 14 | 91 | 27 | - | - | 71 | 61 | 132 | 6.8 |
| Miami Norland | 1,716 | 17 | 35 | 4 | - | - | 30 | 26 | 56 | 3.3 |
| North Miami Beach | 2,367 | 108 | 45 | 21 | 2 | - | 98 | 78 | 176 | 7.4 |
| North Miami | 2,041 | 122 | 85 | 38 | 3 | - | 135 | 113 | 248 | 12.2 |
| **North Central Area** | | | | | | | | | | |
| **Junior High** | | | | | | | | | | |
| Allapattah | 1,179 | 1 | 45 | 24 | - | - | 36 | 34 | 70 | 5.9 |
| Brownsville | 735 | 1 | 19 | 13 | - | - | 16 | 17 | 33 | 4.5 |
| Drew, Charles R. | 422 | - | 11 | - | - | - | 6 | 5 | 11 | 2.6 |
| Filer, Henry H. | 1,361 | 5 | 8 | 48 | - | - | 35 | 26 | 61 | 4.5 |
| Hialeah | 1,201 | 3 | 6 | 10 | - | - | 10 | 9 | 19 | 1.6 |
| Lee, Robert E. | 926 | 4 | 27 | 38 | - | - | 41 | 28 | 69 | 7.5 |
| Madison | 950 | 5 | 42 | 16 | 1 | - | 32 | 32 | 64 | 6.7 |
| Mann, Horace | 1,301 | 29 | 50 | 19 | - | - | 53 | 45 | 98 | 7.5 |
| Miami Edison Middle | 1,559 | 8 | 72 | 24 | - | - | 61 | 43 | 104 | 6.7 |
| Miami Springs | 1,599 | 22 | 22 | 44 | - | - | 46 | 42 | 88 | 5.5 |
| Westview | 1,212 | 20 | 34 | 27 | - | - | 41 | 42 | 83 | 6.8 |
| **Senior High** | | | | | | | | | | |
| Hialeah | 2,564 | 15 | 27 | 130 | 1 | - | 92 | 84 | 173 | 6.7 |
| Miami Central | 1,769 | 23 | 165 | 43 | 1 | - | 119 | 113 | 232 | 13.1 |
| Miami Edison | 1,935 | 11 | 184 | 42 | - | - | 128 | 109 | 237 | 12.2 |
| Miami Jackson | 1,874 | 6 | 266 | 229 | - | - | 282 | 219 | 501 | 26.7 |
| Miami Northwestern | 2,124 | 1 | 259 | 2 | - | - | 148 | 114 | 262 | 12.3 |
| Miami Springs | 1,748 | 16 | 26 | 84 | 1 | - | 76 | 53 | 129 | 7.4 |
| **South Central Area** | | | | | | | | | | |
| **Junior High** | | | | | | | | | | |
| Carver, G.W. | 492 | 19 | 4 | 17 | 1 | - | 16 | 25 | 41 | 8.3 |
| Citrus Grove | 1,418 | 4 | 3 | 32 | - | - | 23 | 16 | 39 | 2.8 |
| Kinloch Park | 1,305 | 6 | 1 | 61 | - | - | 25 | 43 | 68 | 5.2 |
| McMillan, H.D. | 2,018 | 48 | 4 | 58 | 2 | - | 57 | 55 | 112 | 5.6 |
| Ponce De Leon | 946 | 10 | 2 | 25 | - | - | 14 | 23 | 37 | 3.9 |
| Riviera | 1,223 | 9 | 1 | 41 | - | - | 25 | 26 | 51 | 3.1 |
| Rockway | 1,145 | 11 | - | 87 | - | - | 48 | 50 | 98 | 8.6 |
| Shenandoah | 1,204 | 5 | 1 | 59 | - | - | 35 | 30 | 65 | 5.4 |
| South Miami | 956 | 28 | 4 | 38 | 1 | - | 33 | 38 | 71 | 7.4 |
| Thomas W.R. | 1,434 | 9 | 1 | 42 | - | 2 | 31 | 23 | 54 | 3.8 |
| Washington, B.T. | 654 | 5 | 17 | 62 | - | - | 43 | 41 | 84 | 12.8 |
| West Miami | 1,139 | 8 | - | 55 | - | - | 37 | 26 | 63 | 5.5 |
| **Senior High** | | | | | | | | | | |
| Coral Gables | 2,320 | 64 | 40 | 150 | - | - | 137 | 117 | 254 | 10.9 |
| Miami Coral Park | 2,382 | 46 | 1 | 174 | - | 1 | 131 | 91 | 222 | 9.3 |
| Miami Senior | 2,074 | 6 | 22 | 119 | - | - | 79 | 68 | 147 | 7.1 |
| Miami Sunset | 2,444 | 140 | 6 | 108 | 3 | - | 141 | 116 | 257 | 10.5 |
| South Miami | 2,046 | 29 | 14 | 110 | - | - | 101 | 52 | 153 | 7.5 |

*See next page for definition of dropout.

DROPOUT DATA BY ETHNICITY AND GENDER
1983-84

| School Name | Total Enrollment Oct. 1983 | NUMBER OF DROPOUTS * White Non-Hispanic | Black Non-Hispanic | Hispanic | Asian | American Indian | Total Male | Total Female | Total Dropouts | Dropout Rate % |
|---|---|---|---|---|---|---|---|---|---|---|
| South Area | | | | | | | | | | |
| Junior High | | | | | | | | | | |
| Arvida | 1,872 | 31 | 6 | 19 | - | - | 28 | 28 | 56 | 3.0 |
| Campbell Drive | 1,123 | 30 | 11 | 24 | 1 | - | 31 | 35 | 66 | 5.9 |
| Centennial | 955 | 11 | 4 | 7 | - | - | 15 | 7 | 22 | 2.3 |
| Cutler Ridge | 977 | 9 | 5 | 10 | - | - | 14 | 10 | 24 | 2.5 |
| Glades | 1,291 | 22 | 1 | 23 | - | - | 21 | 25 | 46 | 3.6 |
| Homestead | 1,134 | 18 | 10 | 11 | 1 | - | 11 | 29 | 40 | 3.5 |
| Mays | 826 | 10 | 26 | 11 | - | - | 28 | 19 | 47 | 5.7 |
| Palmetto | 1,387 | 9 | - | 3 | - | - | 4 | 8 | 12 | .9 |
| Redland | 1,183 | 26 | 7 | 19 | 1 | - | 28 | 25 | 53 | 4.5 |
| Richmond Heights | 1,211 | 6 | 5 | 5 | - | - | 10 | 6 | 16 | 1.3 |
| Southwood | 1,343 | 45 | 11 | 10 | - | - | 40 | 26 | 66 | 5.0 |
| Senior High | | | | | | | | | | |
| Homestead | 2,062 | 87 | 39 | 32 | 2 | - | 73 | 87 | 160 | 7.8 |
| Miami Killian | 2,819 | 75 | 28 | 28 | - | - | 75 | 56 | 131 | 4.6 |
| Miami Palmetto | 2,326 | 89 | 32 | 11 | 1 | - | 73 | 60 | 133 | 5.7 |
| South Dade | 1,739 | 74 | 42 | 44 | - | - | 86 | 74 | 160 | 9.2 |
| Miami Southridge | 2,373 | 91 | 67 | 47 | - | - | 124 | 81 | 205 | 8.6 |
| Southwest Miami | 2,266 | 76 | 1 | 179 | 2 | 1 | 156 | 103 | 259 | 11.4 |

Source: Fall Student Survey, Office of Educational Accountability.

*Based on state definition (Florida Statutes 228.041) of dropout, which is as follows:

A dropout is a student who, during a particular school year, is enrolled in school and leaves such school for any reason except death before graduation or completion of a program of studies and without transferring to another public or private school or other educational institution.

ADULTS RECEIVING HIGH SCHOOL DIPLOMAS
BY ADULT CENTER

| Adult Centers | 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|
| Lindsey Hopkins Technical Education Center | 72 | 24 | 32 |
| American Adult | 49 | 92 | 28 |
| English Center | 9 | 9 | 3 |
| Coral Gables Adult | 46 | 51 | 24 |
| Hialeah Adult | 88 | 76 | 63 |
| Hialeah-Miami Lakes Adult | 61 | 65 | 25 |
| Dorsey Skill | 17 | 20 | 25 |
| Fisher/Fienberg | 9 | 2 | 3 |
| Miami Carol City Adult | 81 | 68 | 37 |
| Miami Central Adult | 21 | 24 | - |
| Miami Coral Park Adult | 86 | 65 | 65 |
| Miami Jackson Adult | 7 | 24 | 41 |
| Miami Northwestern Adult | 11 | 16 | 26 |
| Miami Palmetto Adult | 22 | 17 | 25 |
| Miami Senior Adult | 199 | 181 | 162 |
| Miami Springs Adult | 115 | 58 | 37 |
| Miami Sunset Adult | - | - | 7 |
| North Miami Adult | 196 | 126 | 110 |
| South Dade Adult | 80 | 56 | 88 |
| Miami Southridge Adult | 76 | 2[illegible] | 57 |
| Southwest Miami Adult | 123 | 145 | 122 |
| TOTALS | 1,368 | 1,143 | 980 |

Source: Annual records, Office of Vocational, Adult, and Community Education.

# PERSONNEL

FULL-TIME STAFF BY EEOC CATEGORIES*
1980-81 to 1984-85

| EEOC Category | | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|
| Administrative Staff | | | | | | |
| 01-08 | Officials, Managers, Consultants, Coordinators, Supervisors of Instruction | 182 | 197 | 210 | 225 | 243 |
| 13 | Principals | 253 | 254 | 255 | 275** | 277** |
| 18 | Assistant Principals | 415 | 409 | 428 | 418 | 411 |
| 20 | Community School Coordinators | 52 | 52 | 47 | 45 | 45 |
| | Sub-Total | 902 | 912 | 940 | 963 | 976 |
| Instructional Staff | | | | | | |
| 27 | Elementary Teachers | 5,234 | 5,338 | 5,721 | 5,903 | 5,970 |
| 31 | Secondary Teachers | 4,505 | 4,265 | 4,287 | 4,579 | 4,461 |
| 32 | Exceptional Child Teachers | 1,179 | 1,138 | 1,204 | 1,268 | 1,311 |
| 33 | Other Teachers | 684 | 963 | 644 | 600 | 592 |
| 39-41 | Guidance/Psychological | 595 | 586 | 552 | 569 | 582 |
| 42 | Librarians | 291 | 289 | 289 | 287 | 282 |
| 43 | Other Prof. Staff, Instructional | 164 | 178 | 192 | 212 | 227 |
| | Sub-Total | 12,652 | 12,757 | 12,889 | 13,418 | 13,425 |
| Other Staff | | | | | | |
| 44 | Other Prof. Staff, Non-Instructional | 203 | 213 | 211 | 247 | 275 |
| 49 | Teacher Aides | 1,109 | 937 | 908 | 936 | 926 |
| 50 | Technicians | 88 | 93 | 107 | 112 | 122 |
| 51 | Clerical/Secretarial Staff | 1,701 | 1,776 | 1,832 | 1,852 | 1,888 |
| 52 | Service Workers | 2,082 | 2,177 | 2,161 | 2,150 | 1,818 |
| 53 | Skilled Workers | 532 | 560 | 631 | 691 | 693 |
| 54 | Laborers, Unskilled | 45 | 45 | 37 | 43 | 42 |
| | Sub-Total | 5,760 | 5,801 | 5,887 | 6,031 | 5,764 |
| | TOTAL FULL-TIME STAFF | 19,314 | 19,470 | 19,716 | 20,412 | 20,165 |

*EEOC - Equal Employment Opportunity Commission, Department of Health, Education and Welfare.

**Includes Senior High Adult Education Center Principals, who in prior years were included in the Assistant Principals category.

Source: Public School Staff Survey (EEO-5), Florida Department of Education.

NOTE: The code numbers preceding staff categories are those used in the Public Schools Staff Survey (EEO-5).

SYSTEMWIDE DISTRIBUTION OF FULL-TIME AND PART-TIME STAFF
BY TYPE OF JOB, SEX, AND ETHNICITY
AS OF OCTOBER 1, 1984

| Type of Job | Total | Male | | | | | Female | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | White Non-Hispanic | Black Non-Hispanic | Hispanic | Asian/ Pacific Islander | Am. Ind./ Alaskan Native | White Non-Hispanic | Black Non-Hispanic | Hispanic | Asian/ Pacific Islander | Am. Ind./ Alaskan Native |
| Full-Time Staff | | | | | | | | | | | |
| 1. Superintendent of Schools | 1 | 1 | | | | | | | | | |
| 2. Deputy, Assistant, Associate, Area Superintendent-Instructional | 10 | 4 | 2 | 1 | | | 1 | | 2 | | |
| 3. Director, Supervisor, Coordinator-Instructional | 98 | 38 | 10 | 6 | | | 24 | 15 | 5 | | |
| 4. Official, Administrator, Manager-Instructional (Total, lines 1-3) | 109 | 43 | 12 | 7 | | | 25 | 15 | 7 | | |
| 5. Deputy, Assistant, Associate, Area Superintendent-Noninstr. | 8 | 5 | | | | | 1 | 1 | | | |
| 6. Director, Supervisor, Coordinator-Noninstructional | 82 | 46 | 6 | 8 | | | 15 | 3 | 4 | | |
| 7. Official, Administrator, Manager-Noninstructional (Total, lines 5-6) | 90 | 51 | 7 | 8 | | | 16 | 4 | 4 | | |
| 8. Consultants, Supervisors of Instruction | 44 | 17 | 4 | 2 | 1 | | 14 | 4 | 2 | | |
| 9. Principal, Elementary | 171 | 58 | 19 | 3 | | | 48 | 29 | 12 | 1 | 1 |
| 10. Principal, Middle/Junior | 47 | 21 | 13 | 4 | | | 3 | 3 | 3 | | |
| 11. Principal, Senior High | 26 | 13 | 8 | 1 | | | 3 | 1 | | | |
| 12. Principal, Other Type School | 33 | 20 | 8 | 1 | | | 2 | 2 | | | |
| 13. Principals, (Total, lines 9-12) | 277 | 112 | 48 | 9 | | | 56 | 35 | 15 | 1 | 1 |
| 14. Assistant Principal, Elementary | 173 | 34 | 11 | 4 | | | 47 | 43 | 34 | | |
| 15. Assistant Principal, Middle/Jr. | 122 | 54 | 18 | 9 | | | 19 | 17 | 5 | | |
| 16. Assistant Principal, Sr. High | 74 | 29 | 18 | 3 | | | 13 | 7 | 3 | | 1 |
| 17. Assistant Principal, Other/Type School | 42 | 20 | 9 | 6 | | | 3 | 1 | 3 | | |
| 18. Assistant Principals, (Total, lines 14-17) | 411 | 137 | 56 | 22 | | | 82 | 68 | 45 | | 1 |
| 19. Deans, Curriculum Coordinators, Registrars | | | | | | | | | | | |
| 20. Community School Coordinators | 45 | 18 | 17 | 5 | | | 2 | 1 | 2 | | |
| 21. PreKindergarten Teachers | | | | | | | | | | | |
| 22. Kindergarten Teachers | 564 | 5 | 4 | 1 | | | 259 | 177 | 116 | 1 | 1 |
| 23. Elementary Classroom Teachers, 1-3 | 2258 | 43 | 29 | 13 | | | 1016 | 720 | 431 | 4 | 2 |
| 24. Elementary Classroom Teachers, 4-6 | 1885 | 217 | 134 | 22 | | 2 | 753 | 572 | 184 | | |
| 25. Primary Education Specialists | | | | | | | | | | | |
| 26. Other Elementary Teachers | 1263 | 211 | 118 | 47 | 1 | | 344 | 84 | 456 | 1 | 1 |
| 27. Elementary Teachers (Total, lines 21-26) | 5970 | 476 | 285 | 83 | 1 | 2 | 2372 | 1553 | 1188 | 6 | 4 |
| 28. Secondary Classroom Teachers, 7-8 | 1977 | 495 | 212 | 55 | 2 | 1 | 614 | 399 | 197 | 2 | 3 |
| 29. Secondary Classroom Teachers, 9-12 | 2462 | 939 | 212 | 92 | | 2 | 802 | 277 | 132 | 2 | 4 |
| 30. Other Secondary Teachers | 22 | 12 | | | | | 4 | 6 | | | |
| 31. Secondary Classroom Teachers (Total, lines 28-30) | 4461 | 1446 | 424 | 147 | 2 | 3 | 1420 | 682 | 329 | 4 | 7 |
| 32. Exceptional Student Education Teachers | 1311 | 138 | 32 | 19 | | | 751 | 238 | 132 | | 1 |
| 33. Other Teachers | 592 | 175 | 44 | 41 | | | 204 | 76 | 50 | | |
| 34. Guidance Counselors, Elemen. | 122 | 19 | 8 | 3 | | | 51 | 24 | 17 | | |
| 35. Guidance Counselors, Middle/Jr. High | | | | | | | | | | | |
| 36. Guidance Counselors, Sr. High | 241 | 64 | 25 | 6 | 1 | | 78 | 50 | 17 | | |
| 37. Guidance Counselors, Other Type School | 1 | 1 | | | | | | | | | |
| 38. Occupational Placement Specialists | 58 | 6 | 7 | 2 | | | 14 | 27 | | | |
| 39. Guidance (Total, lines 34-38) | 422 | 90 | 40 | 11 | 1 | | 143 | 101 | 36 | | |
| 40. Visiting Teacher/Social Worker | 75 | 15 | 17 | 7 | | | 17 | 10 | 9 | | |
| 41. School Psychologist | 85 | 30 | | 7 | | | 22 | 6 | 20 | | |
| 42. Librarian/Audiovisual | 282 | 23 | 4 | 1 | | | 163 | 75 | 16 | 1 | |
| 43. Other Professional Staff-Nonadministrative/Instr. | 227 | 46 | 19 | 6 | | | 93 | 39 | 24 | | |
| 44. Other Professional Staff-Nonadministrative/Noninstr. | 275 | 127 | 21 | 21 | 1 | | 75 | 14 | 9 | 5 | 2 |
| 45. Classroom Aides/K-3 | 5 | | 1 | | | | 2 | | 2 | | |
| 46. Classroom Aides/4-12 | 898 | 11 | 51 | 14 | | | 175 | 463 | 183 | 1 | |
| 47. Exceptional Student Education Aides | 2 | | | | | | 2 | | | | |
| 48. Other Aides | 21 | 3 | 2 | 2 | | | 3 | 7 | 4 | | |
| 49. Aides (Total, lines 45-48) | 926 | 14 | 54 | 16 | | | 182 | 470 | 189 | 1 | |
| 50. Technicians | 122 | 44 | 8 | 26 | | | 25 | 9 | 10 | | |

SYSTEMWIDE DISTRIBUTION OF FULL-TIME AND PART-TIME STAFF
BY TYPE OF JOB, SEX, AND ETHNICITY
AS OF OCTOBER 1, 1984
(continued)

| Type of Job | Total | Male | | | | | Female | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | White Non-Hispanic | Black Non-Hispanic | Hispanic | Asian/ Pacific Islander | Am. Ind./ Alaskan Native | White Non-Hispanic | Black Non-Hispanic | Hispanic | Asian/ Pacific Islander | Am. Ind./ Alaskan Native |
| 51. Clerical/Secretarial | 1888 | 29 | 23 | 20 | 1 | | 896 | 522 | 391 | 7 | 3 |
| 52. Service Workers | 1818 | 138 | 715 | 616 | 3 | 1 | 37 | 265 | 43 | | |
| 53. Skilled Crafts | 693 | 401 | 134 | 150 | | 1 | 3 | 2 | 2 | | |
| 54. Laborers, Unskilled | 42 | 10 | 28 | 4 | | | | | | | |
| 55. Total Full-Time Staff | 20165 | 3576 | 1992 | 1228 | 10 | 7 | 6600 | 4189 | 2523 | 21 | 19 |
| Part-Time Staff | | | | | | | | | | | |
| 56. Professional Instructional | 530 | 792 | 602 | 336 | 3 | 1 | 2329 | 2115 | 1338 | 7 | 7 |
| 57. All Other | 940 | 41 | 86 | 40 | | | 220 | 309 | 244 | | |
| 58. Total (Lines 56-57) | 8470 | 833 | 688 | 376 | 3 | 1 | 2549 | 2424 | 1582 | 7 | 7 |

Source: Public School Staff Survey (EEO-5), Florida Department of Education.

88

DISTRIBUTION OF FULL-TIME EMPLOYEES AT NON-SCHOOL ADMINISTRATIVE LOCATIONS BY
TYPE OF JOB, SEX AND ETHNIC CLASSIFICATION
AS OF OCTOBER 1, 1984

| | Type of Job | Total | Male | | | | | Female | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | White Non-Hispanic | Black Non-Hispanic | Hispanic | Asian/ Pacific Islander | Am. Ind./ Alaskan Native | White Non-Hispanic | Black Non-Hispanic | Hispanic | Asian/ Pacific Islander | Am. Ind./ Alaskan Native |
| | Full-Time Staff | | | | | | | | | | | |
| 1. | Superintendent of Schools | 1 | 1 | | | | | | | | | |
| 2. | Deputy, Assistant, Associate, Area Superintendent-Instructional | 9 | 4 | 1 | 1 | | | 1 | | 2 | | |
| 3. | Director, Supervisor, Coordinator-Instructional | 90 | 32 | 10 | 6 | | | 23 | 14 | 5 | | |
| 4. | Official, Administrator, Manager-Instructional (Total, lines 1-3) | 100 | 37 | 11 | 7 | | | 24 | 14 | 7 | | |
| 5. | Deputy, Assistant, Associate, Area Superintendent-Noninstr. | 8 | 5 | 1 | | | | 1 | 1 | | | |
| 6. | Director, Supervisor, Coordinator, Noninstructional | 82 | 46 | 6 | 8 | | | 15 | 3 | 4 | | |
| 7. | Official, Administrator, Manager-Noninstructional (Total, lines 5-6) | 90 | 51 | [illegible] | 8 | | | 16 | 4 | 4 | | |
| 8. | Consultants, Supervisor of Instruction | 34 | 13 | 3 | 1 | 1 | | 12 | 2 | 2 | | |
| 9. | Principal, Elementary | | | | | | | | | | | |
| 10. | Principal, Middle/Junior | | | | | | | | | | | |
| 11. | Principal, Senior High | | | | | | | | | | | |
| 12. | Principal, Other Type School | 1 | 1 | | | | | | | | | |
| 13. | Principals, (Total, lines 9-12) | 1 | 1 | | | | | | | | | |
| 14. | Assistant Principal, Elementary | | | | | | | | | | | |
| 15. | Assistant Principal, Middle/Jr. | | | | | | | | | | | |
| 16. | Assistant Principal, Sr. High | | | | | | | | | | | |
| 17. | Assistant Principal, Other Type School | 4 | | | 1 | | | 2 | | 1 | | |
| 18. | Assistant Principals, (Total, lines 14-17) | 4 | | | 1 | | | 2 | | 1 | | |
| 19. | Deans, Curriculum Coordinators, Registrars | | | | | | | | | | | |
| 20. | Community School Coordinators | | | | | | | | | | | |
| 21. | PreKindergarten Teachers | | | | | | | | | | | |
| 22. | Kindergarten Teachers | 4 | | | | | | 3 | 1 | | | |
| 23. | Elementary Classroom Teachers, 1-3 | 10 | | | 1 | | | 4 | 4 | 1 | | |
| 24. | Elementary Classroom Teachers, 4-6 | 4 | | | | | | 3 | | 1 | | |
| 25. | Primary Education Specialists | | | | | | | | | | | |
| 26. | Other Elementary Teachers | 24 | 7 | 4 | | | | 7 | 3 | 3 | | |
| 27. | Elementary Teachers (Total, lines 21-26) | 42 | 7 | 5 | | | | 17 | 8 | 5 | | |
| 28. | Secondary Classroom Teachers, 7-8 | 6 | 2 | 2 | | | | | 2 | | | |
| 29. | Secondary Classroom Teachers, 9-12 | 13 | 5 | 1 | | | | 4 | 3 | | | |
| 30. | Other Secondary Teachers | | | | | | | | | | | |
| 31. | Secondary Classroom Teachers (Total, lines 28-30) | 19 | 7 | 3 | | | | 4 | 5 | | | |
| 32. | Exceptional Student Education Teachers | 69 | 15 | 2 | 3 | | | 38 | 5 | 5 | | |
| 33. | Other Teachers | 5 | 2 | 1 | 1 | | | 1 | | | | |
| 34. | Guidance Counselors, Elemen. | 3 | | | | | | 1 | 2 | | | |
| 35. | Guidance Counselors, Middle/Jr. High | | | | | | | | | | | |
| 36. | Guidance Counselors, Sr. High | 6 | 1 | 1 | 1 | | | 1 | 2 | | | |
| 37. | Guidance Counselors, Other Type School | | | | | | | | | | | |
| 38. | Occupational Placement Specialists | 1 | | 1 | | | | | | | | |
| 39. | Guidance (Total, lines 34-38) | 10 | 1 | 2 | 1 | | | 2 | 4 | | | |
| 40. | Visiting Teacher/Social Worker | 69 | 14 | 14 | 7 | | | 17 | 8 | 9 | | |
| 41 | School Psychologist | 74 | 24 | | 6 | | | 20 | 6 | 18 | | |
| 42. | Librarian/Audiovisual | | | | | | | | | | | |
| 43. | Other Professional Staff-Nonadministrative/Instr. | 193 | 33 | 14 | 6 | | | 84 | 34 | 22 | | |
| 44. | Other Professional Staff-Nonadministrative/Noninstr. | 256 | 116 | 17 | 21 | 1 | | 72 | 14 | 8 | 5 | 2 |
| 45. | Classroom Aides/K-3 | | | | | | | | | | | |
| 46. | Classroom Aides/4-12 | 44 | | 4 | 1 | | | 7 | 19 | 12 | 1 | |
| 47. | Exceptional Student Education Aides | | | | | | | | | | | |
| 48. | Other Aides | | | | | | | | | | | |
| 49. | Aides (Total, lines 45-48) | 84 | | 4 | 1 | | | 7 | 19 | 12 | 1 | |
| 50. | Technicians | 101 | 31 | 6 | 2 | | | 23 | 9 | 9 | | |

DISTRIBUTION OF FULL-TIME EMPLOYEES AT NON-SCHOOL ADMINISTRATIVE LOCATIONS BY
TYPE OF JOB, SEX AND ETHNIC CLASSIFICATION
AS OF OCTOBER 1, 1984
(continued)

| Type of Job | Total | Male | | | | | Female | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | White Non-Hispanic | Black Non-Hispanic | Hispanic | Asian/ Pacific Islander | Am. Ind./ Alaskan Native | White Non-Hispanic | Black Non-Hispanic | Hispanic | Asian/ Pacific Islander | Am. Ind./ Alaskan Native |
| 51. Clerical/Secretarial | 656 | 20 | 11 | 15 | 1 | | 280 | 194 | 133 | | 2 |
| 52. Service Workers | 199 | 53 | 47 | 65 | | | 10 | 24 | | | |
| 53. Skilled Crafts | 693 | 401 | 134 | 150 | | 1 | 3 | 2 | 2 | | |
| 54. Laborers, Unskilled | 38 | 9 | 25 | 4 | | | | | | | |
| 55. Total Full-Time Staff | 2697 | 835 | 306 | 320 | 3 | 1 | 632 | 352 | 238 | 6 | 4 |
| **Part-Time Staff** | | | | | | | | | | | |
| 56. Professional Instructional | 933 | 67 | 117 | 31 | 1 | | 169 | 516 | 32 | | |
| 57. Support | 210 | 6 | 31 | 9 | | | 36 | 98 | 30 | | |
| 58. Total (Lines 56-57) | 1143 | 73 | 148 | 40 | 1 | | 205 | 614 | 62 | | |

Source: Public School Staff Survey (EEO-5), Florida Department of Education.

COMPARISON OF FULL-TIME STAFF BY ETHNIC CLASSIFICATION
AND JOB TYPE
1982-83 to 198[illegible]-85

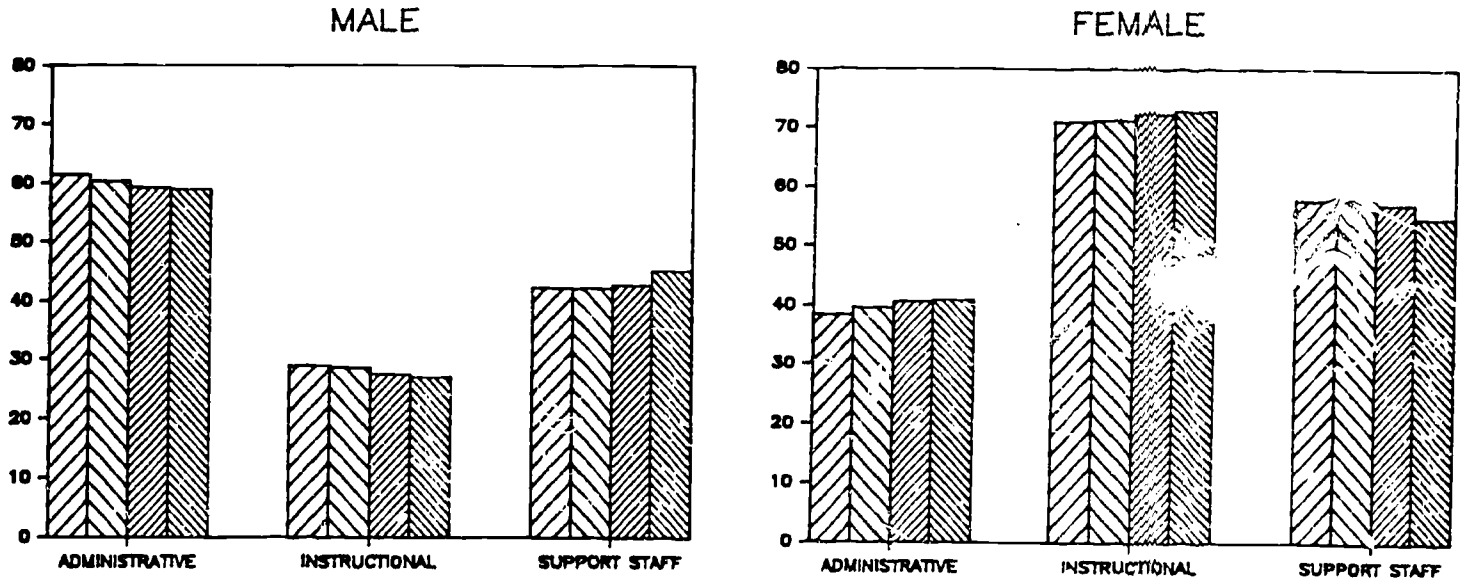
| Job Category | White Non-Hispanic | | | Black Non-Hispanic | | | Hispanic | | | Asian & American Indian | | | Full-Time Staff Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 82-83 | 83-84 | 84-85 | 82-83 | 83-84 | 84-85 | 82-83 | 83-84 | 84-85 | 82-83 | 83-84 | 84-85 | 82-83 | 83-84 | 84-85 |
| Administrative Staff (EEO [illegible]-20) | 554<br>58.9% | 571<br>59.3% | 573<br>[illegible]% | 261<br>27.8% | 270<br>28.0% | 271<br>27.8% | 120<br>12.8% | 118<br>12.3% | 128<br>13.1% | 5<br>.5% | 4<br>.4% | 4<br>.4% | 940 | [illegible] | 976 |
| Instructional Staff (EEO 21-43) | 7,389<br>57.3% | 7,669<br>57.2% | [illegible]<br>[illegible]% | 3,492<br>27.1% | 3,629<br>27.0% | 3,645<br>27.2% | 1,973<br>15.3% | 2,085<br>15.5% | 2,126<br>15.8% | 35<br>.3% | 35<br>.3% | 32<br>.2% | 12,889 | 13,[illegible] | 13,425 |
| Support Staff (EEO 44-54) | 2,031<br>34.5% | 2,[illegible]<br>33.[illegible]% | [illegible]<br>34.3% | 2,402<br>40.8% | 2,506<br>39.8% | 2,265<br>39.3% | 1,431<br>24.3% | 1,499<br>24.9% | 1,497<br>26.0% | 23<br>.4% | 20<br>.3% | 21<br>.4% | 5,887 | 6,031 | 5,764 |
| TOTAL FULL-TIME STAFF | 9,974<br>50.6% | 10,246<br>50.2% | 10,176<br>50.4% | 6,155<br>31.2% | 6,405<br>31.4% | 6,181<br>30.7% | 3,524<br>17.9% | 3,702<br>18.1% | 3,751<br>18.6% | 63<br>.3% | 59<br>.3% | 57<br>.3% | 19,716 | 20,412 | 20,165 |

NOTES: Percentages may not total 100 due to rounding.

The numbers given with each category correspond with those used in the EEO-5 Staff Survey.

Source: Public Schools Staff Survey (EEO-5), Florida Department of Education.

COMPARISON OF [illegible] STAFF BY SEX
AND VARIOUS [illegible] ASSIFICATIONS
1981-82 [illegible] 1984-85




| Job Category | Male | | | | Female | | | |
|---|---|---|---|---|---|---|---|---|
| | 81-82 | 82-83 | 83-84 | 84-85 | 81-82 | 82-83 | 83-84 | 84-85 |
| Administrative (EEO 01-20) | 561<br>61.5% | 567<br>60.3% | 571<br>59.3% | 576<br>59.0% | 351<br>38.5% | 373<br>39.7% | 392<br>40.7% | 400<br>41.0% |
| Instructional (EEO 21-43) | 3,681<br>28.9% | 3,689<br>28.6% | 3,685<br>27.5% | 3,631<br>27.0% | 9,076<br>71.1% | 9,200<br>71.4% | 9,730<br>72.5% | 9,794<br>73.0% |
| Support Staff (EEO 44-54) | 2,453<br>42.3% | 2,497<br>42.2% | 2,581<br>42.8% | 2,606<br>45.2% | 3,348<br>57.7% | 3,400<br>57.8% | 3,450<br>57.2% | 3,158<br>54.8% |
| TOTAL FULL-TIME STAFF | 6,695<br>34.4% | 6,743<br>34.2% | 6,837<br>33.5% | 6,813<br>33.8% | 12,775<br>65.6% | 12,973<br>65.8% | 13,575<br>66.5% | 13,352<br>66.2% |

NOTE: The numbers given with each category correspond with those used in the EEO-5 Staff Survey.

Current Source: Public Schools Staff Survey (EEO-5), Florida Department of Education.

AVERAGE ANNUAL SALARY PAID TO SELECTED PERSONNEL
GROUPED BY EEOC CATEGORIES*

| | Average Salary | | |
|---|---|---|---|
| | 1982-83 | 1983-84 | 1984-85 |
| **Administrators** | | | |
| Superintendent of Schools | $80,557 | $85,868 | $93,595 |
| Assistant, Associate, or Deputy Supt. | 53,432 | 58,539 | 63,978 |
| Directors, Instructional | 46,118 | 49,431 | 53,803 |
| Directors, Non Instructional | 45,321 | 48,375 | 52,214 |
| Principals | 41,676 | 44,513 | 48,182 |
| Supervisors, Instructional | 37,702 | 41,414 | 44,390 |
| Supervisors, Non Instructional | 32,591 | 35,791 | 36,484 |
| Coordinators | 36,642 | 38,865 | 41,057 |
| Assistant Principals | 31,812 | 34,621 | 37,189 |
| **Classroom Teaching Staff**** | | | |
| Teachers | 22,621 | 23,834 | 25,392 |
| **School Level Professional Support Staff **** | | | |
| Psychologists | 31,286 | 32,489 | 33,955 |
| Media Specialists | 25,086 | 26,654 | 27,933 |
| Counselors | 26,978 | 28,916 | 29,814 |
| Occupational Specialists | 25,865 | 26,621 | 28,696 |
| Visiting Teachers | 26,094 | 27,535 | 29,165 |
| **Non-School Level Professional Support Staff** | | | |
| Accountants | 31,618 | 31,919 | 35,517 |
| Analysts | 32,382 | 34,380 | 37,779 |
| Auditors | 26,567 | 28,017 | 29,906 |
| Buyers | 24,635 | 29,014 | 31,828 |
| Specialists | 24,886 | 25,662 | 28,052 |
| Programmers | 25,090 | 27,210 | 29,156 |
| Investigators | 20,976 | 23,620 | 25,076 |
| Educational Specialists | 28,808 | 29,891 | 32,096 |
| **Non-Professional Support Staff** | | | |
| AV Technicians | 15,008 | 16,225 | 17,563 |
| Custodians | 11,018 | 11,601 | 12,437 |
| Laborers | 12,236 | 14,221 | 15,250 |
| Mechanics/Technicians | 16,944 | 18,128 | 19,497 |
| Trades, Journeymen | 23,747 | 24,530 | 26,622 |
| Teacher Aides | 9,755 | 10,496 | 11,146 |
| Secretaries and Clerks | 12,376 | 13,331 | 14,295 |

*Equal Employment Opportunity Commission.
**Annual salary is computed on a 10-month basis for school-level employees, except psychologists who are on a 12-month basis.

Source: 1982-83 and 1983-84, Division of Budget.
1984-85 - Average Salary Printout (4-15-85), Department of Management Information Systems.

TEACHER'S BASE SALARY
Minimum and Maximum*
1980-81 to 1984-85 (10 Months)

| | 1980-81 | | 1981-82 | | 1982-83 | | 1983-84 | | 1984-85 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Minimum | Maximum | Minimum | Maximum | Minimum | Maximum | Minimum | Maximum | Minimum | Maximum |
| Bachelor's Degree | $11,515 | $19,628 | $12,229 | $21,395 | $14,299 | $23,395 | $15,083 | $24,799 | $16,000 | $26,411 |
| Master's Degree | 12,262 | 20,386 | 15,229 | 24,395 | 17,229 | 26,395 | 18,083 | 27,799 | 19,000 | 29,411 |
| Master's Degree + 36 Hours | 12,974 | 20,967 | 16,829 | 25,995 | 18,829 | 27,995 | 19,683 | 29,399 | 20,600 | 31,011 |
| Doctor's Degree | 13,830 | 21,367 | 18,429 | 27,595 | 20,429 | 29,595 | 21,283 | 30,399 | 22,200 | 32,611 |

*Excludes Supplements and PIP.

Source: Salary handbooks, Bureau of Personnel Management.

NUMBER OF INSTRUCTIONAL PERSONNEL ON AO SALARY SCHEDULE
AS OF JANUARY 30, 1985
TEN-MONTH SALARY SCHEDULE

The table below provides data on the number of instructional staff at each pay step on the AO salary schedule for 10-month employees. Only employees on the active payroll as of January 30, 1985 are included. Generally, the AO salary schedule is applicable to instructional staff with a Bachelor's degree but certain staff with advanced degrees outside their teaching field are also placed on this schedule. Also included in the table below are a small number of eleven and twelve-month staff who earn a salary proportionately higher than indicated in the schedule.

RANK III (BACHELOR'S DEGREE)

| Step | Column 1 | Number of Personnel | Column 2 | Number of Personnel |
|---|---|---|---|---|
| 1 | $16,000 | 187 | | |
| 2 | 16,165 | 390 | | |
| 3 | 16,344 | 269 | | |
| 4 | 16,524 | 164 | $18,248 | 169 |
| 5 | 16,705 | 111 | 18,591 | 247 |
| 6 | 16,884 | 58 | 18,933 | 199 |
| 7 | 17,062 | 60 | 19,275 | 175 |
| 8 | 17,241 | 43 | 19,618 | 85 |
| 9 | 17,419 | 37 | 19,959 | 70 |
| 10 | 17,601 | 28 | 20,301 | 60 |
| 11 | 17,779 | 30 | 20,642 | 62 |
| 12 | 17,959 | 27 | 20,986 | 54 |
| 13 | 18,139 | 153 | 21,875 | 305 |

| Step | Column 3 | Number of Personnel |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | $22,552 | 56 |
| 9 | 23,142 | 104 |
| 10 | 23,732 | 156 |
| 11 | 24,326 | 239 |
| 12 | 24,918 | 240 |
| 13 | 26,411 | 2694 |

TOTAL NUMBER OF INSTRUCTIONAL STAFF ON AO SALARY SCHEDULE: 6472

NOTE: Column I - Annual Contract
Column II - Continuing Contract
Column III - Continuing Contract and seven Florida years, two in Dade County.

Source: Salary Matrix for Bargaining Unit 1, Bureau of Personnel Management and Department of Management Information Systems.

NUMBER OF INSTRUCTIONAL PERSONNEL ON CO (CREDENTIAL PAYMENT)
SALARY SCHEDULE AS OF JANUARY 30, 1985
TEN-MONTH SALARY SCHEDULE

The tables below provide data on the number of instructional staff at each pay step on the CO (credential payment) salary schedule for 10-month employees. Included in the table are a small number of eleven and twelve-month employees who earn a salary proportionately higher than indicated in the schedule. Only employees on the active payroll as of January 30, 1985 are included. The CO salary schedule provides for credential payment for those meeting eligibility requirements as follows: 1) $3000 above each of the steps for Rank III for those with a Master's degree (Rank II), 2) $1600 above each of the steps for Rank II for those with a Specialist degree (Rank IA or IB), and 3) $1600 above each of the steps for Rank IA or IB for those with a Doctorate degree (Rank I). In order to be eligible for credential payment, the degree has to be in the field of the staff member's assignment (or they should have a total of 15 graduate semester hours in the subject area).

RANK II (MASTER'S DEGREE)

| Step | Column 1 | Number of Personnel | Column 2 | Number of Personnel | Column 3 | Number of Personnel |
|---|---|---|---|---|---|---|
| 1 | $19,000 | 27 | | | | |
| 2 | 19,165 | 57 | | | | |
| 3 | 19,344 | 61 | | | | |
| 4 | 19,524 | 33 | $21,248 | 61 | | |
| 5 | 19,705 | 41 | 21,591 | 94 | | |
| 6 | 19,884 | 33 | 21,933 | 127 | | |
| 7 | 20,062 | 31 | 22,275 | 111 | | |
| 8 | 20,241 | 27 | 22,618 | 63 | $25,552 | 61 |
| 9 | 20,419 | 22 | 22,959 | 52 | 26,142 | 107 |
| 10 | 20,601 | 13 | 23,301 | 31 | 26,732 | 195 |
| 11 | 20,779 | 10 | 23,642 | 38 | 27,326 | 247 |
| 12 | 20,959 | 18 | 23,986 | 30 | 27,918 | 277 |
| 13 | 21,139 | 82 | 24,875 | 198 | 29,411 | 3532 |

RANK 1A AND 1B*

| Step | Column 1 | Number of Personnel | Column 2 | Number of Personnel | Column 3 | Number of Personnel |
|---|---|---|---|---|---|---|
| 1 | $20,600 | 2 | | | | |
| 2 | 20,765 | 4 | | | | |
| 3 | 20,944 | 6 | | | | |
| 4 | 21,124 | 9 | $22,848 | 1 | | |
| 5 | 21,305 | 7 | 23,191 | 4 | | |
| 6 | 21,484 | 12 | 23,533 | 5 | | |
| 7 | 21,662 | 9 | 23,875 | 8 | | |
| 8 | 21,841 | 12 | 24,218 | 9 | $27,152 | 4 |
| 9 | 22,019 | 11 | 24,559 | 1 | 27,742 | 6 |
| 10 | 22,201 | 13 | 24,901 | 7 | 28,332 | 17 |
| 11 | 22,379 | 16 | 25,242 | 1 | 28,926 | 30 |
| 12 | 22,559 | 23 | 25,586 | 4 | 29,518 | 45 |
| 13 | 22,739 | 56 | 26,475 | 21 | 31,011 | 721 |

RANK I (DOCTORAL DEGREE)

| Step | Column 1 | Number of Personnel | Column 2 | Number of Personnel | Column 3 | Number of Personnel |
|---|---|---|---|---|---|---|
| 1 | $22,200 | 2 | | | | |
| 2 | 22,365 | 2 | | | | |
| 3 | 22,544 | 0 | | | | |
| 4 | 22,724 | 2 | $24,448 | 0 | | |
| 5 | 22,905 | 4 | 24,791 | 1 | | |
| 6 | 23,084 | 1 | 25,133 | 3 | | |
| 7 | 23,262 | 2 | 25,475 | 0 | | |
| 8 | 23,441 | 0 | 25,818 | 0 | $28,752 | 1 |
| 9 | 23,619 | 2 | 26,159 | 2 | 29,342 | 1 |
| 10 | 23,801 | 2 | 26,501 | 2 | 29,932 | 1 |
| 11 | 23,979 | 1 | 26,842 | 0 | 30,526 | 3 |
| 12 | 24,159 | 1 | 27,186 | 0 | 31,118 | 7 |
| 13 | 24,339 | 8 | 28,075 | 9 | 32,611 | 119 |

NUMBER OF INSTRUCTIONAL PERSONNEL ON CREDENTIAL PAYMENT SALARY SCHEDULE: 6919

*Rank 1A is based upon Specialist Degree awarded after receiving the Master's Degree. Rank 1B pay is for 36 semester hours of graduate credit after receiving the Master's Degree and Rank II certificate.

Source: Salary Matrix for Bargaining Unit 1, Bureau of Personnel Management and Department of Management Information Systems.

# FINANCE

## REVENUES AND APPROPRIATIONS, ALL FUNDS
(In Millions of Dollars)

| | | 1982-83 Actual | 1983-84 Actual | 1984-85 Budget |
|---|---|---|---|---|
| **REVENUES** | | | | |
| Federal & Federal through State | Mil. | $ 65.6 (8.7%) | $ 83.4 (9.6%) | $ 36.1 (4.1%) |
| State | | 373.7 (49.8%) | 426.1 (49.0%) | 462.0 (52.5%) |
| Local | | 310.7 (41.4%) | 359.7 (41.3%) | 382.7 (43.4%) |
| Remittances/Sale of Assets | | .3 | 1.1 (.1%) | --- |
| Total Revenue | | 750.3 (100%) | 870.3 (100%) | 881.0 (100%) |
| Balances | | 135.2 | 127.0 | 174.4 |
| TOTAL REVENUES AND BALANCES | | $885.5 | $997.3 | $1,055.4 |
| **APPROPRIATIONS** | | | | |
| General Fund | | | | |
| Instruction | Mil. | $378.3 | $405.3 | $ 495.2 |
| Instructional Support | | 43.2 | 47.5 | 55.3 |
| General Administration | | 8.2 | 8.5 | 10.6 |
| School Administration | | 48.4 | 53.9 | 59.3 |
| Facilities Acquisition and Construction | | 1.0 | .6 | .5 |
| Fiscal Services | | 10.3 | 9.4 | 10.4 |
| Central Services | | 51.4 | 48.1 | 26.0 |
| Pupil Transportation | | 11.3 | 13.4 | 15.9 |
| Operation of Plant | | 51.3 | 57.5 | 60.6 |
| Maintenance of Plant | | 11.5 | 1.8 | 6.5 |
| Community Services | | 5.3 | 5.8 | 6.0 |
| Remittances | | .3 | -- | -- |
| | | 620.5 | 651.8 | $ 746.3 |
| Special Revenue Fund | | | | |
| Instruction & Support Services | | 29.0 | 43.4 | 3.6 |
| Food Services | | 41.5 | 44.7 | 48.8 |
| | | 70.5 | 88.1 | 52.4 |
| Debt Service Fund | | | | |
| Redemption of Principal | | 4.3 | 4.5 | 4.7 |
| Interest, Dues, & Fees | | 4.7 | 4.5 | 4.3 |
| | | 9.0 | 9.0 | 9.0 |
| Capital Projects Fund | | | | |
| Land, Buildings, & Equipment | | 33.1 | 29.1 | 104.7 |
| Remodeling | | 25.4 | 44.9 | 97.9 |
| | | 58.5 | 74.0 | 202.6 |
| TOTAL APPROPRIATIONS | | $758.5 | $822.9 | $1,010.3 |
| Ending Balances/Reserves | | | | |
| General Fund | | 21.4 | 48.8 | 27.0 |
| Special Revenue Funds | | 5.5 | 3.6 | .8 |
| Debt Service Fund | | 17.5 | 18.9 | 16.7 |
| Capital Project Fund | | 82.6 | 103.0 | .6 |
| | | 127.0 | 174.4 | 45.1 |
| TOTAL APPROPRIATIONS & BALANCES | Mil. | $885.5 | $997.3 | $1,055.4 |

Sources: 1982-83 and 1983-84 - Annual Financial Reports.
1984-85 - District Summary Budget, as submitted to the Florida Department of Education.

TAXABLE PROPERTY, MILLAGE & REVENUE 1980-81 TO 1984-85

| YEAR | ASSESSED VALUE TAXABLE PROPERTY | OPERATING MILLAGE* | REVENUE |
|---|---|---|---|
| 1980-81 | $32,018,543,263 | 6.222 | $189,258,407 |
| 1981-82 | 39,976,523,958 | 6.022 | 288,701,697 |
| 1982-83 | 42,935,841,354 | 5.383 | 219,567,452 |
| 1983-84 | 45,112,909,831 | 5.500 | 235,714,953 |
| 1984-85 | 46,619,559,155 | 5.477 | 242,568,559 |

* In addition to the operating millage shown, capital improvement millage was levied as follows:

| YEAR | CAPITAL MILLAGE | REVENUE |
|---|---|---|
| 1980-81 | 2.000 | $60,835,232 |
| 1981-82 | 1.117 | 42,421,090 |
| 1982-83 | 1.117 | 45,561,368 |
| 1983-84 | 1.704 | 73,028,778 |
| 1984-85 | 1.884 | 83,439,687 |

Source: Annual Budgets, Division of Budget.

# FULL-TIME EQUIVALENT STUDENTS BY PROGRAM UNWEIGHTED (FTEUW) AND WEIGHTED (FTEW) * 1984-85

| No. | Program | Actual July | Actual October | Actual February | June | FTEuw Total | WTS. | FTEw TOTAL |
|---|---|---|---|---|---|---|---|---|
| 201 | EMR | 120.55 | 676.33 | 685.93 | | 1,482.81 | 2.172 | 3,220.66 |
| 202 | TMR | 85.92 | 358.27 | 352.26 | | 796.45 | 2.887 | 2,299.35 |
| 203 | PH | 30.50 | 142.39 | 146.43 | | 319.32 | 3.718 | 1,187.23 |
| 204 | P & OT PT | 5.53 | 25.95 | 30.27 | | 61.75 | 7.698 | 475.35 |
| 205 | S & H PT | 24.22 | 162.86 | 155.59 | | 342.67 | 6.379 | 2,185.89 |
| 206 | OEAF | 24.26 | 108.90 | 118.33 | | 251.49 | 3.888 | 977.79 |
| 207 | Vision PT | .38 | 4.98 | 5.30 | | 10.66 | 12.452 | 132.74 |
| 208 | Vision | 11.03 | 38.71 | 40.45 | | 90.19 | 4.587 | 413.70 |
| 209 | EO PT | 7.13 | 66.07 | 73.82 | | 147.02 | 4.473 | 657.62 |
| 210 | EO | 55.37 | 333.55 | 362.66 | | 751.58 | 3.100 | 2,329.90 |
| 211 | SLO PT | 116.38 | 1,019.10 | 1,017.23 | | 2,152.71 | 3.950 | 8,503.20 |
| 212 | SLO | 302.93 | 1,650.34 | 1,710.14 | | 3,663.41 | 2.286 | 8,374.56 |
| 213 | GIFTED PT | 54.03 | 603.00 | 635.06 | | 1,292.09 | 2.242 | 2,896.87 |
| 214 | H/H PT | 7.93 | 37.84 | 47.06 | | 92.83 | 11.610 | 1,077.76 |
| 215 | P & MH | 104.33 | 388.20 | 383.91 | | 876.44 | 5.330 | 4,671.43 |
| | Sub-Total Exceptional Child | 950.49 | 5,616.49 | 5,764.44 | | 12,331.42 | - | 39,404.05 |
| 301 | Agriculture | 5.04 | 53.08 | 48.85 | | 106.97 | 1.860 | 198.96 |
| 302 | Office | 186.89 | 1,819.54 | 1,712.62 | | 3,719.05 | 1.321 | 4,912.87 |
| 303 | Distributive | 15.38 | 137.40 | 133.19 | | 285.97 | 1.351 | 386.35 |
| 304 | Diversified | 281.79 | 1,050.83 | 957.39 | | 2,290.01 | 1.382 | 3,164.79 |
| 305 | Health | 10.74 | 129.86 | 127.95 | | 268.55 | 1.833 | 492.25 |
| 306 | Public Service | .14 | 7.10 | 7.60 | | 14.84 | 1.865 | 27.68 |
| 307 | Home Economics | 90.96 | 693.44 | 707.20 | | 1,491.60 | 1.516 | 2,261.27 |
| 308 | Tec Tr & Ind | 154.75 | 1,700.64 | 1,626.00 | | 3,481.39 | 1.906 | 6,635.53 |
| 309 | Exploratory | 363.52 | 2,155.51 | 2,095.08 | | 4,614.11 | 1.360 | 6,275.19 |
| | Sub-Total K-12 & Voc. J.F. | 1,109.21 | 7,747.40 | 7,415.88 | | 16,272.49 | - | 24,354.89 |
| 101 | K-3 Basic | 4,474.40 | 30,442.20 | 31,001.61 | | 65,918.21 | 1.237 | 81,343.07 |
| 102 | 4-8 Basic | 5,701.19 | 40,852.63 | 40,987.23 | | 87,541.05 | 1.000 | 87,541.05 |
| 103 | 9-12 Basic | 3,017.52 | 25,919.48 | 25,106.68 | | 54,043.68 | 1.180 | 63,771.54 |
| 115 | Alternative Education | 609.01 | 3,542.35 | 3,596.90 | | 7,748.26 | 1.676 | 12,986.08 |
| 116 | K-3 Mainstream | .03 | .93 | 1.64 | | 2.60 | 2.468 | 6.42 |
| 117 | 4-8 Mainstream | - | 1.21 | 1.25 | | 2.46 | 2.000 | 4.92 |
| 118 | 9-12 Mainstream | .78 | 3.13 | 3.57 | | 7.48 | 2.360 | 17.65 |
| 119 | Alternative Educ. Mainstream | - | - | - | | - | 3.352 | - |
| | Sub-Total Basic | 13,802.93 | 100,761.93 | 100,698.88 | - | 215,263.74 | - | 245,670.73 |
| | Total K-12 | 15,862.63 | 114,125.82 | 113,879.20 | - | 243,867.65 | - | 309,429.67 |
| 331 | Agriculture | 22.23 | 40.96 | 43.59 | 32.24 | 138.96 | 1.735 | 241.10 |
| 332 | Office | 171.84 | 512.86 | 498.40 | 263.16 | 1,446.26 | 1.346 | 1,946.67 |
| 333 | Distributive | 35.59 | 137.35 | 123.59 | 85.00 | 381.53 | 1.400 | 534.14 |
| 334 | Diversified | 14.25 | 13.60 | 17.60 | 12.85 | 58.30 | 1.222 | 71.24 |
| 335 | Health | 81.95 | 223.83 | 195.60 | 44.06 | 545.44 | 1.840 | 1,003.61 |
| 336 | Public Service | - | .40 | 1.47 | .24 | 2.11 | 1.530 | 3.23 |
| 337 | Home Economics | 65.87 | 256.06 | 145.41 | 246.04 | 713.38 | 1.531 | 1,092.18 |
| 338 | Tec Tr & Ind | 425.83 | 1,230.27 | 1,142.36 | 659.47 | 3,457.93 | 1.595 | 5,515.40 |
| | Sub-Total Adult Voc. J. P. | 817.56 | 2,415.27 | 2,168.02 | 1,343.06 | 6,743.91 | - | 10,407.57 |
| 361 | Agriculture | 1.15 | 8.90 | 8.66 | 5.16 | 23.87 | 1.583 | 37.79 |
| 362 | Office | 12.43 | 66.15 | 74.82 | 32.88 | 186.28 | 1.180 | 219.81 |
| 363 | Distributive | 3.83 | 25.72 | 13.32 | 30.44 | 73.31 | 1.152 | 84.45 |
| 364 | Health | 4.33 | 9.21 | 12.32 | 101.23 | 127.09 | 1.248 | 158.61 |
| 365 | Public Service | - | - | 2.66 | - | 2.66 | 1.192 | 3.17 |
| 366 | Home Economics | 74.96 | 195.81 | 241.09 | 119.20 | 631.06 | 1.045 | 659.46 |
| 367 | Tec Tr & Ind | 39.55 | 122.36 | 130.51 | 76.49 | 368.91 | 1.390 | 512.78 |
| | Sub-Total Adult Voc. Supp. | 136.25 | 428.15 | 483.38 | 365.40 | 1,413.18 | - | 1,676.07 |
| 401 | Adult Basic & High School | 1,752.51 | 5,556.02 | 5,497.04 | 2,801.59 | 15,607.16 | .946 | 14,764.37 |
| | Total Adult | 2,706.32 | 8,399.44 | 8,148.44 | 4,510.05 | 23,764.25 | - | 26,948.01 |
| | GRAND TOTAL | 18,568.95 | 122,525.26 | 122,027.64 | 4,510.05 | 267,631.90 | - | 336,277.68 |

*FTEUW denotes Full-Time Equivalent Student without regard to the program weights. In general, one Full-Time Equivalent Student is computed by 25 pupil/teacher contact hours per week, whether full-time or aggregate part-time. FTEW is arrived at by multiplying FTEUW by program weights assigned by the state funding formula (higher cost programs are assigned a greater weight).

Source: Division of Budget.

PROGRAM COST PER FULL-TIME EQUIVALENT STUDENT
(OPERATING BUDGET)

| PROGRAM | 1983-84 COST PER FTE UW* (ACTUAL) | 1984-85 COST PER FTE UW* (BUDGETED) |
|---|---|---|
| K-3 Basic | $ 2,382 | $ 2,718 |
| 4-8 Basic | 2,023 | 2,309 |
| 9-12 Basic | 2,340 | 2,671 |
| Educational Alternative | 3,274 | 3,737 |
| All Basic Programs | 2,255 | 2,574 |
| Educable Mentally Retarded | 4,553 | 5,311 |
| Trainable Mentally Retarded | 5,913 | 6,749 |
| Physically Handicapped | 7,358 | 8,398 |
| Physical and Occupational Therapy | 11,988 | 13,683 |
| Speach/Hearing Therapy (PT) | 18,231 | 20,810 |
| Deaf | 8,097 | 9,242 |
| Visually Handicapped (PT) | 25,642 | 29,269 |
| Visually Handicapped | 9,015 | 10,290 |
| Emotionally Disturbed (PT) | 9,732 | 11,108 |
| Emotionally Disturbed | 6,614 | 7,549 |
| Specific Learning Disability (PT) | 7,622 | 8,700 |
| Specific Learning Disability | 4,635 | 5,290 |
| Gifted | 3,722 | 4,248 |
| Hospital and Homebound (PT) | 21,868 | 24,961 |
| Profoundly Handicapped | 9,528 | 10,875 |
| All Exceptional Student Programs | 6,500 | 7,419 |
| 7-12 Vocational/Job Preparatory | 2,692 | 3,072 |
| All K-12 | 2,493 | 2,845 |
| Adult Education | 1,912 | 2,182 |
| All Programs | $ 2,434 | $ 2,778 |

*FTE UW denotes Full-Time Equivalent Student without regard to the program weights. In general, one Full-Time Equivalent Student is computed by 25 pupil/teacher contact hours per week, whether full-time or aggregate part-time.

Source: 1983-84 - Computed by Office of Educational Accountability based on data in the Annual Financial Report.
1984-85 - Computed by Division of Budget based on data in the Adopted Budget.

COST PER FULL-TIME EQUIVALENT STUDENT 1983-84

NORTH AREA

| SCHOOL NUMBER | SCHOOL NAME | BASIC STUDENT | EXCEPTIONAL STUDENT | VOCATIONAL STUDENT |
|---|---|---|---|---|
| 0241 | BAY HARBOR EL. | $ 1959.69 | 4777.65 | |
| 0321 | BISCAYNE EL. | $ 2470.00 | 6336.91 | |
| 0361 | BISCAYNE GARDENS EL. | $ 2053.97 | 7435.37 | |
| 0461 | BRENTWOOD EL. | $ 2153.83 | 6644.25 | |
| 0561 | BRYAN, WILLIAM J. EL. | $ 1966.42 | 5906.08 | |
| 0641 | BUNCHE PARK EL. | $ 2058.46 | 6010.03 | |
| 0681 | CAROL CITY EL. | $ 2018.39 | 6247.11 | |
| 0761 | FIENBERG, L. D. EL. | $ 2384.45 | 5664.99 | |
| 1161 | CRESTVIEW EL. | $ 2198.78 | 7467.02 | |
| 1481 | DUPUIS EL. | $ 2277.80 | 5533.80 | |
| 2081 | FULFORD EL. | $ 2217.43 | 5878.75 | |
| 2161 | GOLDEN GLADES EL. | $ 2572.48 | 6643.29 | |
| 2241 | GRATIGNY EL. | $ 2003.39 | 7255.51 | |
| 2281 | GREYNOLDS PARK EL. | $ 2077.35 | 6032.71 | |
| 2401 | HIBISCUS EL. | $ 1967.80 | 9747.51 | |
| 2441 | HIGHLAND OAKS EL. | $ 2204.93 | 3671.80 | |
| 2581 | IVES, MADIE EL. | $ 2194.81 | 8497.58 | |
| 2801 | LAKE STEVENS EL. | $ 2249.33 | 6483.06 | |
| 3241 | MIAMI GARDENS EL. | $ 2200.82 | 5115.76 | |
| 3281 | MIAMI LAKES EL. | $ 1947.52 | 3540.44 | |
| 3421 | MILAM, M. A. EL. | $ 1915.57 | 6712.91 | |
| 3581 | MYRTLE GROVE EL. | $ 2054.70 | 5513.94 | |
| 3661 | NATURAL BRIDGE EL. | $ 2343.47 | 5809.96 | |
| 3701 | NORLAND EL. | $ 2158.51 | 9022.56 | |
| 3741 | NORTH BEACH EL. | $ 2074.30 | 3925.23 | |
| 3781 | NO. CAROL CITY EL. | $ 1992.39 | 5422.38 | |
| 3821 | NORTH COUNTY EL. | $ 2153.13 | 4557.22 | |
| 3861 | NORTH GLADE EL. | $ 2397.18 | 7520.37 | |
| 3941 | NORTH MIAMI EL. | $ 1812.80 | 5602.10 | |
| 3981 | NORTH TWIN LAKES EL. | $ 2212.10 | 5423.45 | |
| 4001 | NORWOOD EL. | $ 2207.95 | 8426.61 | |
| 4021 | OAK GROVE EL. | $ 2043.94 | 5915.70 | |
| 4061 | OJUS EL. | $ 2486.42 | 5629.21 | |
| 4121 | OPA LOCKA EL. | $ 1812.31 | 6217.29 | |
| 4241 | PALM LAKES EL. | $ 2031.17 | 5643.88 | |
| 4281 | PALM SPRINGS NORTH EL | $ 1945.72 | 9208.86 | |
| 4301 | PARKVIEW EL. | $ 2094.06 | 6022.58 | |
| 4341 | PARKWAY EL. | $ 2143.63 | 6565.10 | |
| 4541 | RAINBOW PARK EL. | $ 2159.82 | 5925.48 | |
| 4801 | SABAL PALM EL. | $ 2159.51 | 3960.74 | |
| 4881 | SCOTT LAKE EL. | $ 2193.74 | 8499.12 | |
| 5081 | SKYWAY EL. | $ 2281.69 | 6005.21 | |
| 5481 | TREASURE ISLAND EL. | $ 2209.41 | 5974.53 | |
| 5601 | TWIN LAKES EL. | $ 2144.18 | 6115.86 | |
| 6051 | CAROL CITY JR. | $ 1938.79 | 5651.98 | 1979.93 |
| 6241 | HIGHLAND OAKS JR. | $ 1917.84 | 5181.58 | 2070.27 |
| 6281 | JEFFERSON, T. J. JR. | $ 1877.26 | 7211.87 | 2233.93 |
| 6301 | KENNEDY, J. F. JR. | $ 1858.83 | 5141.78 | 2394.77 |
| 6351 | LAKE STEVENS JR. | $ 2040.37 | 4885.12 | 2126.74 |
| 6501 | MIAMI LAKES JR. | $ 1796.03 | 4326.77 | 2466.01 |
| 6541 | NAUTILUS JR. | $ 1903.95 | 7552.03 | 2159.73 |
| 6571 | NORLAND JR. | $ 1831.86 | 6124.31 | 2275.40 |
| 6591 | NORTH DADE JR. | $ 2003.35 | 6216.19 | 2067.57 |
| 6631 | NORTH MIAMI JR. | $ 1752.21 | 4245.11 | 1918.23 |
| 6681 | PALM SPRINGS JR. | $ 1726.76 | 5972.77 | 2194.35 |
| 6721 | PARKWAY JR. | $ 1953.59 | 6391.96 | 2553.73 |
| 7011 | AMERICAN SR. | $ 2288.55 | 6192.76 | 2144.26 |
| 7131 | HIALEAH-MIAMI LAKES | $ 2524.78 | 5726.99 | 2188.34 |
| 7201 | MIAMI BEACH SR. | $ 2174.47 | 6353.05 | 2025.24 |
| 7231 | MIAMI CAROL CITY SR. | $ 2265.13 | 7091.23 | 2609.05 |
| 7381 | MIAMI NORLAND SR. | $ 2365.47 | 5470.85 | 2392.91 |
| 7541 | NORTH MIAMI BEACH SR. | $ 2204.04 | 7027.38 | 2210.20 |
| 7591 | NORTH MIAMI SR. | $ 2349.01 | 5652.01 | 2639.01 |

COST PER FULL-TIME EQUIVALENT STUDENT 1983-84

NORTH CENTRAL AREA

| SCHOOL NUMBER | SCHOOL NAME | BASIC STUDENT | EXCEPTIONAL STUDENT | VOCATIONAL STUDENT |
|---|---|---|---|---|
| 0081 | ALLAPATTAH EL. | $ 2110.41 | 3197.78 | |
| 0101 | ARCOLA LAKE EL. | $ 2315.72 | 6592.61 | |
| 0401 | BLANTON, VAN E. EL. | $ 2057.92 | 7237.58 | |
| 0481 | BRIGHT, JAMES H. EL. | $ 2129.03 | 5504.24 | |
| 0521 | BROADMOOR EL. | $ 2218.61 | 11468.12 | |
| 0601 | BUENA VISTA EL. | $ 2562.31 | * | |
| 0881 | COMSTOCK EL. | $ 2301.04 | 6282.47 | |
| 1401 | DREW, C. R. EL. | $ 2298.95 | 7119.19 | |
| 1521 | EARHART, AMELIA EL. | $ 2169.42 | 5654.74 | |
| 1561 | EARLINGTON HTS. EL. | $ 2659.78 | 7632.04 | |
| 1601 | EDISON PARK EL. | $ 2185.04 | 4150.20 | |
| 1681 | EVANS, LILLIE C. EL. | $ 2660.41 | 12480.30 | |
| 1921 | FLAMINGO EL. | $ 2048.00 | 3380.93 | |
| 1961 | FLORAL HTS. EL. | $ 2522.55 | 8624.85 | |
| 2041 | FRANKLIN, BENJAMIN EL | $ 2138.50 | 6168.92 | |
| 2361 | HIALEAH EL. | $ 2344.64 | 7262.46 | |
| 2501 | HOLMES EL. | $ 2389.43 | 13988.17 | |
| 2531 | CROWDER EL. | $ 2805.94 | * | |
| 2621 | JOHNSON, J. W. EL. | $ 3013.28 | | |
| 2761 | KING,MARTIN LUTHER EL | $ 2533.34 | * | |
| 2821 | LAKEVIEW EL. | $ 2123.32 | 11352.18 | |
| 2981 | LIBERTY CITY EL. | $ 2273.63 | 4832.75 | |
| 3021 | LITTLE RIVER EL. | $ 2138.86 | * | |
| 3041 | LORAH PARK EL. | $ 2190.30 | 6627.71 | |
| 3141 | MEADOWLANE EL. | $ 2255.34 | 7021.87 | |
| 3181 | MELROSE EL. | $ 2421.70 | 3657.73 | |
| 3301 | MIAMI PARK EL. | $ 1996.59 | 5784.44 | |
| 3341 | MIAMI SHORES EL. | $ 1887.45 | 6398.75 | |
| 3381 | MIAMI SPRINGS EL. | $ 1888.02 | 7594.26 | |
| 3461 | MIRAMAR, EL. | $ 2520.30 | 4060.58 | |
| 3501 | MORNINGSIDE EL. | $ 1957.78 | 12123.25 | |
| 3901 | NORTH HIALEAH EL. | $ 1943.85 | 5504.58 | |
| 4071 | OLINDA EL. | $ 2414.44 | 5378.06 | |
| 4171 | ORCHARD VILLA EL. | $ 2245.83 | 7878.29 | |
| 4261 | PALM SPRINGS EL. | $ 2092.54 | 6949.15 | |
| 4401 | PHARR, KELSEY EL. | $ 2396.41 | 6256.92 | |
| 4501 | POINCIANA PARK EL. | $ 2245.37 | 4940.48 | |
| 4841 | SANTA CLARA EL. | $ 2328.95 | 11003.57 | |
| 4961 | SHADOWLAWN EL. | $ 2220.97 | 5874.98 | |
| 5201 | SOUTH HIALEAH EL. | $ 1915.19 | 5603.36 | |
| 5361 | SPRINGVIEW EL. | $ 2246.28 | 12558.60 | |
| 5711 | WALTERS, MAE EL. | $ 2115.32 | 6536.57 | |
| 5861 | WEST LITTLE RIVER EL. | $ 1902.76 | 10638.93 | |
| 5901 | WESTVIEW EL. | $ 2020.39 | 8348.07 | |
| 5931 | WHEATLEY, P. EL. | $ 2346.04 | 4974.49 | |
| 5971 | YOUNG, NATHAN EL. | $ 2399.10 | 5490.99 | |
| 6011 | ALLAPATTAH JR. | $ 2092.80 | 4803.70 | 2419.63 |
| 6031 | BROWNSVILLE JR. | $ 2810.38 | 5074.47 | 2427.80 |
| 6141 | DREW MIDDLE SCHOOL | $ 3276.36 | 11397.01 | 4755.61 |
| 6171 | FILER, HENRY H. JR. | $ 1931.93 | 5417.76 | 1890.86 |
| 6231 | HIALEAH JR. | $ 2063.97 | 7290.01 | 1952.80 |
| 6371 | LEE, ROBERT E. JR. | $ 1988.65 | 5606.03 | 2452.24 |
| 6391 | MADISON JR. | $ 1929.76 | 6450.65 | 2212.51 |
| 6411 | MANN, HORACE JR. | $ 1862.00 | 5876.61 | 1769.53 |
| 6481 | MIA EDISON MID SCHOOL | $ 1956.80 | 5029.65 | 2340.26 |
| 6521 | MIAMI SPRINGS JR. | $ 1866.36 | 5268.36 | 1749.29 |
| 6981 | WESTVIEW JR. | $ 1803.24 | 4633.80 | 2130.06 |
| 7111 | HIALEAH SR. | $ 2280.67 | 5713.46 | 2071.02 |
| 7251 | MIAMI CENTRAL SR. | $ 2578.21 | 7759.25 | 2902.38 |
| 7254 | MIA. D. MAC ARTHUR NO | $ 5482.04 | 8258.77 | 6444.00 |
| 7301 | MIAMI EDISON SR. | $ 2448.46 | 6922.98 | 2355.53 |
| 7341 | MIAMI JACKSON SR. | $ 2550.61 | 5432.22 | 2910.87 |
| 7411 | MIAMI NORTHWESTERN SR | $ 2426.84 | 4876.95 | 2467.29 |
| 7511 | MIAMI SPRINGS SR. | $ 2622.61 | 7542.51 | 2479.42 |
| 8101 | JAN MANN OPP NORTH | $ 6619.38 | 5881.53 | 6344.59 |
| 8121 | C.O.P.E. CENTER - NO | $ 4855.85 | 13433.98 | 4678.35 |

*Exceptional student education cost per pupil has not been computed for these schools because less than one Full-Time Equivalent student (FTE) was reported in this program.

COST PER FULL-TIME EQUIVALENT STUDENT 1983-84

SOUTH CENTRAL AREA

| SCHOOL NUMBER | SCHOOL NAME | BASIC STUDENT | EXCEPTIONAL STUDENT | VOCATIONAL STUDENT |
|---|---|---|---|---|
| 0121 | AUBURNDALE EL. | $ 2457.24 | 5453.83 | |
| 0201 | BANYAN EL. | $ 2151.25 | 5838.05 | |
| 0271 | BENT TREE EL. | $ 1780.22 | 7531.60 | |
| 0721 | CARVER, G. W. EL. | $ 3014.38 | * | |
| 0801 | CITRUS GROVE EL. | $ 2333.55 | 6985.76 | |
| 0841 | COCONUT GROVE EL. | $ 3180.90 | 6646.46 | |
| 0961 | CORAL GABLES EL. | $ 2173.76 | 7867.51 | |
| 1001 | CORAL PARK EL. | $ 2108.77 | 6569.63 | |
| 1081 | CORAL TERRACE EL. | $ 1986.42 | 6596.60 | |
| 1121 | CORAL WAY EL. | $ 2183.85 | 5781.78 | |
| 1361 | DOUGLAS EL. | $ 2285.81 | * | |
| 1441 | DUNBAR EL. | $ 2085.95 | 5863.46 | |
| 1641 | EMERSON EL. | $ 2055.01 | 5784.35 | |
| 1721 | EVERGLADES EL. | $ 2039.66 | 6276.27 | |
| 1761 | FAIRCHILD, D. EL. | $ 2348.03 | 9397.53 | |
| 1801 | FAIRLAWN EL. | $ 2360.62 | 6811.82 | |
| 1841 | FLAGAMI EL. | $ 1934.67 | 5706.80 | |
| 1881 | FLAGLER, H. M. EL. | $ 1836.84 | 7569.38 | |
| 2261 | GREENGLADE ELEM | $ 1904.37 | 7036.02 | |
| 2651 | KENDALE LAKES EL. | $ 1952.32 | 4604.33 | |
| 2661 | KENSINGTON PARK EL. | $ 2220.70 | 6160.35 | |
| 2741 | KEY BISCAYNE EL. | $ 2226.35 | 9465.10 | |
| 2781 | KINLOCH PARK EL. | $ 2166.74 | 4907.79 | |
| 2861 | YOUTH OPPORT. SCH. SO. | $ 5715.80 | 6866.04 | 7095.69 |
| 3061 | LUDLAM EL. | $ 2863.93 | 8406.09 | |
| 3221 | MERRICK EL. | $ 2127.02 | 9975.74 | |
| 4091 | OLYMPIA HTS. EL. | $ 2324.84 | 6793.42 | |
| 4681 | RIVERSIDE EL. | $ 2585.38 | 7310.76 | |
| 4721 | ROCKWAY EL. | $ 1891.58 | 7656.35 | |
| 4741 | ROYAL GREEN EL. | $ 2014.06 | 6561.52 | |
| 4761 | ROYAL PALM EL. | $ 1981.61 | 8073.49 | |
| 4921 | SEMINOLE EL. | $ 2251.05 | 5750.18 | |
| 5001 | SHENANDOAH EL. | $ 2162.35 | 6388.12 | |
| 5041 | SILVER BLUFF EL. | $ 2272.60 | 5893.18 | |
| 5241 | SOUTH MIAMI EL. | $ 2680.43 | 8682.54 | |
| 5321 | SOUTHSIDE EL. | $ 2650.32 | 7809.90 | |
| 5381 | E.W.F.STIRRUP EL. | $ 1827.08 | 6090.82 | |
| 5401 | SUNSET EL. | $ 2487.14 | 4440.31 | |
| 5441 | SYLVANIA HTS. EL. | $ 2200.18 | 4984.84 | |
| 5521 | TROPICAL EL. | $ 2156.83 | 5610.22 | |
| 5561 | TUCKER, F. S. EL. | $ 2125.86 | 6092.78 | |
| 5641 | VILLAGE GREEN EL. | $ 2022.97 | 7211.90 | |
| 5831 | WEST,HENRY S. LAB. EL. | $ 2268.75 | 10769.29 | |
| 5961 | WINSTON PARK EL. | $ 1826.00 | 5322.93 | |
| 6071 | CARVER, G. W. JR. | $ 2548.88 | 7029.09 | 2146.88 |
| 6091 | CITRUS GROVE JR. | $ 1905.18 | 6609.40 | 2382.37 |
| 6331 | KINLOCH PARK JR. | $ 1969.99 | 6380.55 | 2026.38 |
| 6441 | H. D. MCMILLAN JR. | $ 1663.45 | 5026.50 | 2053.96 |
| 6741 | PONCE DE LEON JR. | $ 1981.67 | 5382.86 | 2502.98 |
| 6801 | RIVIERA JR. | $ 1814.55 | 6110.78 | 2161.57 |
| 6821 | ROCKWAY JR. | $ 1981.38 | 6456.12 | 1758.24 |
| 6841 | SHENANDOAH JR. | $ 1874.18 | 5248.04 | 1986.11 |
| 6881 | SOUTH MIAMI JR. | $ 2129.32 | 8371.65 | 2263.26 |
| 6901 | W. R. THOMAS JR. | $ 1880.75 | 5808.03 | 2187.48 |
| 6911 | WASHINGTON, B. T. JR. | $ 2178.97 | 4469.78 | 2201.78 |
| 6961 | WEST MIAMI JR. | $ 1881.98 | 5249.01 | 2377.30 |
| 7071 | CORAL GABLES SR. | $ 2309.07 | 4836.23 | 2240.26 |
| 7271 | MIAMI CORAL PARK SR. | $ 2188.20 | 5435.23 | 1974.37 |
| 7461 | MIAMI SR. | $ 2382 04 | 7218.48 | 2365.15 |
| 7531 | MIAMI SUNSET SR. | $ 2206.30 | 6118.40 | 2021.31 |
| 7721 | SOUTH MIAMI SR. | $ 2419.27 | 5449.99 | 2261.30 |

*Exceptional student education cost per pupil has not been computed for these schools because less than one Full-Time Equivalent student (FTE) was reported in this program.

COST PER FULL-TIME EQUIVALENT STUDENT 1983-84

SOUTH AREA

| SCHOOL NUMBER | SCHOOL NAME | BASIC STUDENT | EXCEPTIONAL STUDENT | VOCATIONAL STUDENT |
|---|---|---|---|---|
| 0041 | AIR BASE EL. | $ 2177.61 | 7638.61 | |
| 0161 | AVOCADO EL. | $ 2095.82 | 4693.03 | |
| 0261 | BEL-AIRE EL. | $ 2380.12 | 6045.53 | |
| 0441 | BLUE LAKES EL. | $ 2478.38 | 4673.63 | |
| 0651 | CAMPBELL DRIVE EL. | $ 2101.32 | 5191.77 | |
| 0661 | CARIBBEAN EL. | $ 2235.75 | 5133.30 | |
| 0671 | CALUSA EL. | $ 1817.14 | 10453.14 | |
| 0771 | CHAPMAN EL. | $ 2357.89 | 5064.01 | |
| 0861 | COLONIAL DRIVE EL. | $ 2021.74 | 5713.37 | |
| 0921 | COOPER, N. K. EL. | | | |
| 1041 | CORAL REEF EL. | $ 2076.23 | 12701.97 | |
| 1241 | CUTLER RIDGE EL. | $ 2076.69 | 4404.48 | |
| 1281 | CYPRESS EL. | $ 1942.84 | 5780.53 | |
| 1331 | DEVONAIRE EL. | $ 1856.71 | 8889.37 | |
| 2001 | FLORIDA CITY EL. | $ 2592.31 | 6395.47 | |
| 2021 | GLORIA FLOYD EL. | $ 2068.20 | 7811.85 | |
| 2321 | GULFSTREAM EL. | $ 2020.33 | 5422.45 | |
| 2521 | HOOVER EL. | $ 1839.40 | 7756.23 | |
| 2541 | HOWARD DRIVE EL. | $ 2549.23 | 5670.29 | |
| 2641 | KENDALE EL. | $ 2177.60 | 8888.68 | |
| 2701 | KENWOOD EL. | $ 2433.00 | 29967.92 | |
| 2881 | LEEWOOD EL. | $ 2043.89 | 4099.42 | |
| 2901 | LEISURE CITY EL. | $ 2196.01 | 6278.99 | |
| 2941 | LEWIS, A. L. EL. | $ 2585.46 | 5069.53 | |
| 3101 | MARTIN, F. C. EL. | $ 2104.37 | 7092.55 | |
| 3261 | MIAMI HTS. EL. | $ 2451.10 | 6703.06 | |
| 3541 | MOTON, R. R. EL. | $ 2845.94 | 8744.36 | |
| 3621 | NARANJA EL. | $ 2235.60 | 7909.83 | |
| 4221 | PALMETTO EL. | $ 2184.19 | 6894.61 | |
| 4381 | PERRINE EL. | $ 2518.74 | 8480.43 | |
| 4421 | PINECREST EL. | $ 1989.17 | 14707.65 | |
| 4441 | PINE LAKE EL. | $ 2163.67 | 11446.07 | |
| 4461 | PINE VILLA EL. | $ 2251.83 | 5178.39 | |
| 4581 | REDLAND EL. | $ 1849.00 | 5235.25 | |
| 4611 | REDONDO EL. | $ 2148.98 | 7850.30 | |
| 4651 | RICHMOND EL. | $ 2196.09 | 4632.64 | |
| 5121 | SNAPPER CREEK EL. | $ 2253.58 | 5228.86 | |
| 5281 | SOUTH MIAMI HTS. EL. | $ 2058.01 | 7101.59 | |
| 5421 | SUNSET PARK EL. | $ 1965.20 | 6627.19 | |
| 5671 | VINELAND EL. | $ 2177.06 | 5426.05 | |
| 5791 | WEST HOMESTEAD EL. | $ 2555.74 | 6536.09 | |
| 5951 | WHISPERING PINES EL. | $ 1970.61 | 6351.75 | |
| 6021 | ARVIDA JR. | $ 1774.46 | 4153.37 | 2126.92 |
| 6061 | CAMPBELL DRIVE JR. | $ 1983.69 | 5376.79 | 2100.24 |
| 6081 | CENTENNIAL JR. | $ 1863.59 | 6825.30 | 2201.47 |
| 6111 | CUTLER RIDGE JR. | $ 1870.44 | 7514.45 | 1943.21 |
| 6211 | GLADES JR. | $ 1897.01 | 6586.00 | 1993.54 |
| 6221 | HAMMOCKS JR. | | | |
| 6251 | HOMESTEAD JR. | $ 1986.41 | 5648.19 | 2230.33 |
| 6431 | MAYS JR. | $ 2237.64 | 6295.29 | 2347.60 |
| 6701 | PALMETTO JR. | $ 1992.53 | 7272.80 | 2558.11 |
| 6761 | REDLAND JR. | $ 1924.54 | 6670.40 | 2104.73 |
| 6781 | RICHMOND HTS. JR. | $ 1909.92 | 4563.89 | 2199.06 |
| 6861 | SOUTHWOOD JR. | $ 2009.84 | 5265.34 | 2616.79 |
| 7151 | HOMESTEAD SR. | $ 2363.10 | 5052.26 | 2000.50 |
| 7361 | MIAMI KILLIAN SR. | $ 2296.95 | 5043.57 | 2343.48 |
| 7431 | MIAMI PALMETTO SR. | $ 2178.46 | 5696.87 | 2073.75 |
| 7631 | MIA. D. MAC ARTHUR SO | $ 5492.84 | 6156.62 | 6711.79 |
| 7701 | SOUTH DADE SR. | $ 2306.03 | 4065.07 | 2816.18 |
| 7731 | MIAMI SOUTHRIDGE SR. | $ 2362.31 | 6128.33 | 2160.91 |
| 7741 | SOUTHWEST MIAMI SR. | $ 2249.13 | 5712.03 | 2432.50 |
| 8131 | C.O.P.E. CENTER - SO | $ 4812.16 | | 7561.17 |
| | DISTRICTWIDE AVERAGE | $ 2416.38 | 6856.08 | 2710.43 |

Source: Computed from Program Cost Report, Division of Accounting and Office of Support Operations.

# COMPARATIVE STATISTICS -

# DADE AND LARGEST U.S. DISTRICTS

RATIO OF CENTRAL ADMINISTRATIVE STAFF TO PUPILS AND TEACHERS
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

| DISTRICT | MEMBERSHIP FALL 1984 | NUMBER OF TEACHERS | NUMBER OF ADMINISTRATORS* | ADMINISTRATORS TO PUPILS | | ADMINISTRATORS TO TEACHERS | |
|---|---|---|---|---|---|---|---|
| | | | | RATIO | RANK | RATIO | RANK |
| NEW YORK, N.Y. | 925072 | 42280 | 1295 | 1: 714.3 | 17 | 1: 32.64 | 14 |
| LOS ANGELES, CA. | 543302 | 24176 | 1249 | 1: 434.9 | 8 | 1: 19.35 | 7 |
| CHICAGO, ILL. | 431130 | ND | 509 | 1: 847.0 | 19 | ND | -- |
| DADE COUNTY, FL. | 228062 | 12334 | 518 | 1: 440.2 | 10 | 1: 23.81 | 11 |
| PHILADELPHIA, PA. | 197477 | 8440 | 871 | 1: 226.7 | 1 | 1: 9.690 | 1 |
| HOUSTON, TX. | 187367 | 9295 | 312 | 1: 600.5 | 12 | 1: 29.79 | 12 |
| DETROIT, MICH. | 175775 | 6468 | 366 | 1: 480.2 | 11 | 1: 17.67 | 5 |
| HAWAII, STATE OF | 163527 | 8190 | 238 | 1: 687.0 | 15 | 1: 34.41 | 16 |
| DALLAS, TX. | 128145 | 7071 | 438 | 1: 292.5 | 3 | 1: 16.14 | 4 |
| BROWARD COUNTY, FL. | 125511 | 6607 | 315 | 1: 398.4 | 6 | 1: 20.97 | 9 |
| FAIRFAX COUNTY, VA. | 122705 | 6675 | 302 | 1: 406.3 | 7 | 1: 22.10 | 10 |
| HILLSBOROUGH COUNTY, FL | 113218 | 5462 | 175 | 1: 646.9 | 13 | 1: 31.21 | 13 |
| MEMPHIS, TENN. | 108085 | 5474 | 371 | 1: 291.3 | 2 | 1: 14.75 | 3 |
| PRINCE GEORGE'S CO., MD | 105830 | 5273 | 160 | 1: 661.4 | 14 | 1: 32.95 | 15 |
| SAN DIEGO, CA. | 100353 | 4956 | 124 | 1: 809.2 | 18 | 1: 39.96 | 18 |
| DUVAL COUNTY, FL. | 98849 | 3999 | 225 | 1: 439.3 | 9 | 1: 17.77 | 6 |
| MONTGOMERY COUNTY, MD. | 91365 | 5358 | 265 | 1: 344.7 | 4 | 1: 20.21 | 8 |
| CLARK COUNTY, NEV. | 89735 | 3558 | 70 | 1: 1281. | 20 | 1: 50.82 | 19 |
| JEFFERSON COUNTY, KY. | 88143 | 3341 | 240 | 1: 367.2 | 5 | 1: 13.92 | 2 |
| PINELLAS COUNTY, FL. | 86816 | 4910 | 125 | 1: 694.5 | 16 | 1: 39.28 | 17 |
| MEDIAN | | | | 1: 460.2 | | 1: 22.10 | |

Note: Rank 1 denotes district with smallest number of pupils or teachers per administrator.

*Based on the definition of Educational Research Service, Inc., "Administrative" staff includes the following: Superintendent, Associate/Assistant/Area Superintendents, Directors, Supervisors, Coordinators, and all other central office non-administrative/non-instructional professional staff (for Dade County, includes EEOC lines 1 through 8, plus line 44 - see page 62).

Source: Educational Research Service, Inc.

RATIO OF PRINCIPALS TO PUPILS AND TEACHERS
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

| DISTRICT | MEMBERSHIP FALL 1984 | NUMBER OF TEACHERS | NUMBER OF PRINCIPALS | PRINCIPALS TO PUPILS RATIO | PRINCIPALS TO PUPILS RANK | PRINCIPALS TO TEACHERS RATIO | PRINCIPALS TO TEACHERS RANK |
|---|---|---|---|---|---|---|---|
| NEW YORK, N.Y. | 925072 | 42280 | 915 | 1: 1011.01 | 19 | 1: 46.21 | 18 |
| LOS ANGELES, CA. | 543302 | 24176 | 540 | 1: 1006.11 | 18 | 1: 44.77 | 16 |
| CHICAGO, ILL. | 431130 | ND | ND | ND | -- | ND | -- |
| DADE COUNTY, FL. | 228062 | 12334 | 244 | 1: 934.68 | 17 | 1: 50.55 | 19 |
| PHILADELPHIA, PA. | 197477 | 8440 | 279 | 1: 707.80 | 7 | 1: 30.25 | 4 |
| HOUSTON, TX. | 187367 | 9295 | 222 | 1: 844.00 | 14 | 1: 41.87 | 15 |
| DETROIT, MICH. | 175775 | 6468 | 206 | 1: 853.28 | 15 | 1: 31.40 | 6 |
| HAWAII, STATE OF | 163527 | 8190 | 234 | 1: 698.93 | 6 | 1: 35.00 | 8 |
| DALLAS, TX. | 128145 | 7071 | 175 | 1: 732.26 | 9 | 1: 40.41 | 12 |
| BROWARD COUNTY, FL. | 125511 | 6607 | 160 | 1: 784.44 | 11 | 1: 41.29 | 13 |
| FAIRFAX COUNTY, VA. | 122705 | 6675 | 173 | 1: 709.28 | 8 | 1: 38.58 | 11 |
| HILLSBOROUGH COUNTY, FL | 113218 | 5462 | 132 | 1: 857.71 | 16 | 1: 41.38 | 14 |
| MEMPHIS, TENN. | 108085 | 5474 | 147 | 1: 735.27 | 10 | 1: 37.24 | 10 |
| PRINCE GEORGE'S CO., MD | 105830 | 5273 | 177 | 1: 597.91 | 1 | 1: 29.79 | 3 |
| SAN DIEGO, CA. | 100353 | 4956 | 163 | 1: 615.66 | 2 | 1: 30.40 | 5 |
| DUVAL COUNTY, FL. | 98849 | 3999 | 142 | 1: 696.12 | 5 | 1: 28.16 | 2 |
| MONTGOMERY COUNTY, MD. | 91365 | 5358 | 144 | 1: 634.48 | 3 | 1: 37.21 | 9 |
| CLARK COUNTY, NEV. | 89735 | 3558 | 107 | 1: 838.64 | 13 | 1: 33.25 | 7 |
| JEFFERSON COUNTY, KY. | 88143 | 3341 | 129 | 1: 683.28 | 4 | 1: 25.90 | 1 |
| PINELLAS COUNTY, FL. | 86816 | 4910 | 107 | 1: 811.36 | 12 | 1: 45.89 | 17 |
| MEDIAN | | | | 1: 735.27 | | 1: 37.24 | |

*Rank 1 denotes district with the smallest number of pupils or teachers per principal.
Source: Educational Research Service, Inc.

RATIO OF ASSISTANT PRINCIPALS TO PUPILS AND TEACHERS
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

| DISTRICT | MEMBERSHIP FALL 1984 | NUMBER OF TEACHERS | NUMBER OF ASSISTANT PRINCIPALS | ASSISTANT PRINCIPALS TO PUPILS | | ASSISTANT PRINCIPALS TO TEACHERS | |
|---|---|---|---|---|---|---|---|
| | | | | RATIO | RANK | RATIO | RANK |
| NEW YORK, N.Y. | 925072 | 42280 | 1876 | 1: 493.11 | 1 | 1: 22.54 | 1 |
| LOS ANGELES, CA. | 543302 | 24176 | 392 | 1: 1385.97 | 15 | 1: 61.67 | 16 |
| CHICAGO, ILL. | 431130 | ND | ND | ND | -- | ND | -- |
| DADE COUNTY, FL. | 228062 | 12334 | 369 | 1: 618.05 | 3 | 1: 33.43 | 4 |
| PHILADELPHIA, PA. | 197477 | 8440 | 198 | 1: 997.36 | 11 | 1: 42.63 | 7 |
| HOUSTON, TX. | 187367 | 9295 | 152 | 1: 1232.68 | 14 | 1: 61.15 | 15 |
| DETROIT, MICH. | 175775 | 6468 | 249 | 1: 705.92 | 4 | 1: 25.98 | 2 |
| HAWAII, STATE OF | 163527 | 8190 | 114 | 1: 1434.45 | 17 | 1: 71.84 | 17 |
| DALLAS, TX. | 128145 | 7071 | 162 | 1: 791.02 | 6 | 1: 43.65 | 8 |
| BROWARD COUNTY, FL. | 125511 | 6607 | 208 | 1: 603.42 | 2 | 1: 31.76 | 3 |
| FAIRFAX COUNTY, VA. | 122705 | 6675 | 141 | 1: 870.25 | 9 | 1: 47.34 | 11 |
| HILLSBOROUGH COUNTY, FL | 113218 | 5462 | 132 | 1: 857.71 | 8 | 1: 41.38 | 6 |
| MEMPHIS, TENN. | 108085 | 5474 | 100 | 1: 1080.85 | 13 | 1: 54.74 | 13 |
| PRINCE GEORGE'S CO., MD | 105830 | 5273 | 73 | 1: 1449.73 | 18 | 1: 72.23 | 18 |
| SAN DIEGO, CA. | 100353 | 4956 | 109 | 1: 920.67 | 10 | 1: 45.47 | 10 |
| DUVAL COUNTY, FL. | 98849 | 3999 | 43 | 1: 2298.81 | 19 | 1: 93.00 | 19 |
| MONTGOMERY COUNTY, MD. | 91365 | 5358 | 108 | 1: 845.97 | 7 | 1: 49.61 | 12 |
| CLARK COUNTY, NEV. | 89735 | 3558 | 63 | 1: 1424.37 | 16 | 1: 56.48 | 14 |
| JEFFERSON COUNTY, KY. | 88143 | 3341 | 84 | 1: 1049.32 | 12 | 1: 39.77 | 5 |
| PINELLAS COUNTY, FL. | 86816 | 4910 | 112 | 1: 775.14 | 5 | 1: 43.84 | 9 |
| MEDIAN | | | | 1: 920.67 | | 1: 45.47 | |

*Rank 1 denotes district with the smallest number of pupils or teachers per assistant principal.

Source: Educational Research Service, Inc.

RATIO OF CLASSROOM TEACHERS TO PUPILS
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

| DISTRICT | MEMBERSHIP FALL 1984 | NUMBER OF TEACHERS | TEACHERS TO PUPILS RATIO | TEACHERS TO PUPILS RANK* |
|---|---|---|---|---|
| NEW YORK, N.Y. | 925072 | 42280 | 1: 21.88 | 13 |
| LOS ANGELES, CA. | 543302 | 24176 | 1: 22.47 | 14 |
| CHICAGO, ILL. | 431130 | ND | ND | -- |
| DADE COUNTY, FL. | 228062 | 12334 | 1: 18.49 | 5 |
| PHILADELPHIA, PA. | 197477 | 8440 | 1: 23.40 | 15 |
| HOUSTON, TX. | 187367 | 9295 | 1: 20.16 | 10 |
| DETROIT, MICH. | 175775 | 6468 | 1: 27.18 | 19 |
| HAWAII, STATE OF | 163527 | 8190 | 1: 19.97 | 8 |
| DALLAS, TX. | 128145 | 7071 | 1: 18.12 | 3 |
| BROWARD COUNTY, FL. | 125511 | 6607 | 1: 19.00 | 6 |
| FAIRFAX COUNTY, VA. | 122705 | 6675 | 1: 18.38 | 4 |
| HILLSBOROUGH COUNTY, FL | 113218 | 5462 | 1: 20.73 | 12 |
| MEMPHIS, TENN. | 108085 | 5474 | 1: 19.75 | 7 |
| PRINCE GEORGE'S CO., MD | 105830 | 5273 | 1: 20.07 | 9 |
| SAN DIEGO, CA. | 100353 | 4956 | 1: 20.25 | 11 |
| DUVAL COUNTY, FL. | 98849 | 3999 | 1: 24.72 | 16 |
| MONTGOMERY COUNTY, MD. | 91365 | 5358 | 1: 17.05 | 1 |
| CLARK COUNTY, NEV. | 89735 | 3558 | 1: 25.22 | 17 |
| JEFFERSON COUNTY, KY. | 88143 | 3341 | 1: 26.38 | 18 |
| PINELLAS COUNTY, FL. | 86816 | 4910 | 1: 17.68 | 2 |
| MEDIAN | | | 1: 20.16 | |

*Rank 1 denotes district with the smallest number of pupils per teacher.
Source: Educational Research Service, Inc.

RATIO OF DEANS/COUNSELORS TO PUPILS
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

| DISTRICT | MEMBERSHIP FALL 1984 | NUMBER OF DEANS AND COUNSELORS | DEANS AND COUNSELORS TO PUPILS RATIO | RANK* |
|---|---|---|---|---|
| NEW YORK, N.Y. | 925072 | 1526 | 1: 606.21 | 17 |
| LOS ANGELES, CA. | 543302 | 673 | 1: 807.28 | 19 |
| CHICAGO, ILL. | 431130 | ND | ND | -- |
| DADE COUNTY, FL. | 228062 | 422 | 1: 540.43 | 12 |
| PHILADELPHIA, PA. | 197477 | 649 | 1: 304.28 | 1 |
| HOUSTON, TX. | 187367 | 345 | 1: 543.09 | 13 |
| DETROIT, MICH. | 175775 | 419 | 1: 419.51 | 8 |
| HAWAII, STATE OF | 163527 | 415 | 1: 394.04 | 4 |
| DALLAS, TX. | 128145 | 198 | 1: 647.20 | 18 |
| BROWARD COUNTY, FL. | 125511 | 306 | 1: 410.17 | 6 |
| FAIRFAX COUNTY, VA. | 122705 | 261 | 1: 470.13 | 10 |
| HILLSBOROUGH COUNTY, FL | 113218 | 259 | 1: 437.14 | 9 |
| MEMPHIS, TENN. | 108085 | 179 | 1: 603.83 | 16 |
| PRINCE GEORGE'S CO., MD | 105830 | 186 | 1: 568.98 | 14 |
| SAN DIEGO, CA. | 100353 | 187 | 1: 536.65 | 11 |
| DUVAL COUNTY, FL. | 98849 | 322 | 1: 306.98 | 2 |
| MONTGOMERY COUNTY, MD. | 91365 | 220 | 1: 415.30 | 7 |
| CLARK COUNTY, NEV. | 89735 | 152 | 1: 590.36 | 15 |
| JEFFERSON COUNTY, KY. | 88143 | 227 | 1: 388.30 | 3 |
| PINELLAS COUNTY, FL. | 86816 | 219 | 1: 396.42 | 5 |
| MEDIAN | | | 1: 470.13 | |

*Rank 1 denotes district with the smallest number of pupils per dean/counselor.

Source: Educational Research Service, Inc.

ADMINISTRATIVE SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

| DISTRICT | MEMBERSHIP FALL 1984 | SUPT. | DEPTY/ ASSOCIATE SUPT. | ASSISTANT SUPT. | SUBJECT AREA SUPERVISOR |
|---|---|---|---|---|---|
| NEW YORK, N.Y. * | 925,072 | | | | |
| AVERAGE | | | 71421 | 60481 | 39167 |
| LOW | | | 71000 | 48061 | 33398 |
| HIGH | | 95000 | 82000 | 71000 | 41689 |
| DAYS ON DUTY | | 212 | 212 | 212 | 212 |
| LOS ANGELES, CA. | 543,302 | | | | |
| AVERAGE | | | 78525 | 68463 | 43083 |
| LOW | | | 68575 | 58227 | 38692 |
| HIGH | | 113731 | 100942 | 72449 | 47163 |
| DAYS ON DUTY | | 223 | 223 | 223 | 210 |
| CHICAGO, ILL. | 431,130 | | | | |
| AVERAGE | | | 62406 | 57101 | 39115 |
| LOW | | | 61274 | 49418 | 35115 |
| HIGH | | 120000 | 66934 | 58689 | 39499 |
| DAYS ON DUTY | | 224 | 224 | 224 | 224 |
| DADE COUNTY, FL. | 228,062 | | | | |
| AVERAGE | | | 68595 | 62434 | 47194 |
| LOW | | | 67126 | 61617 | 29755 |
| HIGH | | 93595 | 70063 | 64313 | 61617 |
| DAYS ON DUTY | | 230 | 230 | 230 | 230 |
| PHILADELPHIA, PA. | 197,477 | | | | |
| AVERAGE | | | 50067 | 49424 | 34817 |
| LOW | | | 47499 | 49424 | 29013 |
| HIGH | | 85000 | 55120 | 49424 | 39563 |
| DAYS ON DUTY | | 226 | 226 | 226 | 226 |
| HOUSTON, TX. | 187,367 | | | | |
| AVERAGE | | | 57198 | 48560 | 33054 |
| LOW | | | 45683 | 37812 | 24644 |
| HIGH | | 97900 | 77796 | 56064 | 38157 |
| DAYS ON DUTY | | 228 | 228 | 228 | 228 |
| DETROIT, MICH. | 175,775 | | | | |
| AVERAGE | | | 54013 | 50907 | 37263 |
| LOW | | | 52411 | 41442 | 30660 |
| HIGH | | 67176 | 58627 | 52411 | 45615 |
| DAYS ON DUTY | | ND | ND | ND | ND |
| HAWAII, STATE OF | 163,527 | | | | |
| AVERAGE | | | 42955 | 44550 | 36772 |
| LOW | | | 38389 | 44550 | 24288 |
| HIGH | | 50490 | 47520 | 44550 | 45683 |
| DAYS ON DUTY | | ND | ND | ND | ND |

*Data are for school year 1983-84.

Source: Educational Research Service, Inc.

ADMINISTRATIVE SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

| DISTRICT | MEMBERSHIP FALL 1984 | SUPT. | DEPTY/ ASSOCIATE SUPT. | ASSISTANT SUPT. | SUBJECT AREA SUPERVISOR |
|---|---|---|---|---|---|
| DALLAS, TX. | 128,145 | | | | |
| AVERAGE | | | 67754 | 60027 | 42646 |
| LOW | | | 62478 | 49467 | 34838 |
| HIGH | | 100045 | 73612 | 67569 | 45833 |
| DAYS ON DUTY | | 226 | 226 | 226 | 226 |
| BROWARD COUNTY, FL. | 125,511 | | | | |
| AVERAGE | | | 50729 | 58390 | 35857 |
| LOW | | | 46105 | 58390 | 32803 |
| HIGH | | 93000 | 54413 | 58390 | 40913 |
| DAYS ON DUTY | | 229 | 229 | 229 | 229 |
| FAIRFAX COUNTY, VA. | 122,705 | | | | |
| AVERAGE | | | 62930 | 60791 | 45007 |
| LOW | | | 56200 | 60791 | 45007 |
| HIGH | | 79450 | 73175 | 60791 | 45007 |
| DAYS ON DUTY | | 237 | 237 | 237 | 237 |
| HILLSBOROUGH COUNTY, FL. | 113,218 | | | | |
| AVERAGE | | | | 51330 | 36566 |
| LOW | | | | 51084 | 33592 |
| HIGH | | 74687 | | 52561 | 38043 |
| DAYS ON DUTY | | 231 | | 231 | 231 |
| MEMPHIS, TENN. | 108,085 | | | | |
| AVERAGE | | | 49010 | 45178 | 29555 |
| LOW | | | 44200 | 41002 | 24856 |
| HIGH | | 68536 | 57512 | 47814 | 34554 |
| DAYS ON DUTY | | 226 | 226 | 226 | 226 |
| PRINCE GEORGE'S CO., MD. | 105,830 | | | | |
| AVERAGE | | | | 57568 | 41756 |
| LOW | | | | 54665 | 34284 |
| HIGH | | 76000 | | 62344 | 44589 |
| DAYS ON DUTY | | 220 | | 220 | 220 |
| SAN DIEGO, CA. * | 100,353 | | | | |
| AVERAGE | | | | 62526 | 49493 |
| LOW | | | | 60972 | 49493 |
| HIGH | | 75285 | | 64080 | 49493 |
| DAYS ON DUTY | | 228 | | 228 | 228 |
| DUVAL COUNTY, FL. | 98,849 | | | | |
| AVERAGE | | | | 54308 | 33540 |
| LOW | | | | 48062 | 27169 |
| HIGH | | 85778 | | 56576 | 40523 |
| DAYS ON DUTY | | 230 | | 230 | 230 |

*Data are for school year 1983-84.

Source: Educational Research Service, Inc.

ADMINISTRATIVE SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

| DISTRICT | MEMBERSHIP FALL 1984 | SUPT. | DEPTY/ ASSOCIATE SUPT. | ASSISTANT SUPT. | SUBJECT AREA SUPERVISOR |
|---|---|---|---|---|---|
| MONTGOMERY COUNTY, MD. | 91,365 | | | | |
| AVERAGE | | | 66009 | | 47881 |
| LOW | | | 62280 | | 34908 |
| HIGH | | 80000 | 75508 | | 51492 |
| DAYS ON DUTY | | 260 | 260 | | 260 |
| CLARK COUNTY, NEV. | 89,735 | | | | |
| AVERAGE | | | 56199 | | |
| LOW | | | 47772 | | |
| HIGH | | 73000 | 60984 | | |
| DAYS ON DUTY | | 224 | 224 | | |
| JEFFERSON COUNTY, KY. | 88,143 | | | | |
| AVERAGE | | | 58407 | 55127 | 33176 |
| LOW | | | 56851 | 54490 | 26808 |
| HIGH | | 76024 | 60631 | 56221 | 37960 |
| DAYS ON DUTY | | 231 | 231 | 231 | 231 |
| PINELLAS COUNTY, FL. | 86,816 | | | | |
| AVERAGE | | | 50964 | 48375 | 38278 |
| LOW | | | 47952 | 42192 | 31956 |
| HIGH | | 70950 | 59000 | 51168 | 42744 |
| DAYS ON DUTY | | 260 | 260 | 260 | 260 |

Source: Educational Research Service, Inc.

SCHOOL PRINCIPALS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

| DISTRICT | SCHEDULED MINIMUM | SCHEDULED MAXIMUM | AVERAGE SALARY PAID | DAYS ON DUTY | AVERAGE SALARY PER DAY |
|---|---|---|---|---|---|
| NEW YORK, N.Y. * | | | | | |
| ELEMENTARY | 43043 | 44938 | 46392 | 192 | 241.63 |
| JUNIOR | 46286 | 48183 | 49689 | 192 | 258.80 |
| SENIOR | 48808 | 52452 | 53348 | 192 | 277.85 |
| LOS ANGELES, CA. | | | | | |
| ELEMENTARY | 35537 | 56671 | 47388 | 197 | 240.55 |
| JUNIOR | 39681 | 59939 | 52211 | 197 | 265.03 |
| SENIOR | 40848 | 59939 | 53098 | 197 | 269.53 |
| CHICAGO, ILL. | | | | | |
| ELEMENTARY | 36498 | 51442 | 43289 | 213 | 203.23 |
| JUNIOR | | | | | |
| SENIOR | 36498 | 51442 | 43289 | 213 | 203.23 |
| DADE COUNTY, FL. | | | | | |
| ELEMENTARY | 35314 | 51918 | 47484 | 230 | 206.45 |
| JUNIOR | 36859 | 54189 | 49425 | 230 | 214.89 |
| SENIOR | 38471 | 56560 | 51367 | 230 | 223.33 |
| PHILADELPHIA, PA. | | | | | |
| ELEMENTARY | 34069 | 46175 | ND | 190 | |
| JUNIOR | 38816 | 47433 | 44443 | 190 | 233.91 |
| SENIOR | 38816 | 57224 | 45495 | 190 | 239.45 |
| HOUSTON, TX. | | | | | |
| ELEMENTARY | 26991 | 46886 | 40545 | 218 | 185.99 |
| JUNIOR | 29969 | 46886 | 42163 | 218 | 193.41 |
| SENIOR | 35760 | 52800 | 47891 | 228 | 210.05 |
| DETROIT, MICH. | | | | | |
| ELEMENTARY | 33438 | 41635 | 38567 | ND | |
| JUNIOR | 33438 | 41635 | 40058 | ND | |
| SENIOR | 36659 | 44696 | 40499 | ND | |
| HAWAII, STATE OF | | | | | |
| ELEMENTARY | | | | | |
| JUNIOR | | | | | |
| SENIOR | ND | 46260 | 35589 | 184 | 193.42 |
| DALLAS, TX. | | | | | |
| ELEMENTARY | 35894 | 48675 | 42249 | 217 | 194.70 |
| JUNIOR | 39981 | 54093 | 47611 | 217 | 219.41 |
| SENIOR | 44423 | 60103 | 51404 | 217 | 236.88 |
| BROWARD COUNTY, FL. | | | | | |
| ELEMENTARY | 33782 | 40107 | 37988 | 210 | 180.90 |
| JUNIOR | 36944 | 43270 | 39814 | 210 | 189.59 |
| SENIOR | 40107 | 46433 | 43486 | 210 | 207.08 |

*Data for New York are for school year 1983-84. Also, the Average Salary Paid includes longevity payments which are not reflected in the Scheduled Maximum.

Source: Educational Research Service, Inc.

SCHOOL PRINCIPALS'SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

| DISTRICT | SCHEDULED MINIMUM | SCHEDULED MAXIMUM | AVERAGE SALARY PAID | DAYS ON DUTY | AVERAGE SALARY PER DAY |
|---|---|---|---|---|---|
| FAIRFAX COUNTY, VA. | | | | | |
| ELEMENTARY | 27110 | 47694 | 42541 | 219 | 194.25 |
| JUNIOR | 32381 | 49392 | 48281 | 237 | 203.72 |
| SENIOR | 34640 | 52799 | 52132 | 237 | 219.97 |
| HILLSBOROUGH COUNTY, FL. | | | | | |
| ELEMENTARY | 33592 | 42452 | 36279 | 231 | 157.05 |
| JUNIOR | 34174 | 43139 | 37002 | 231 | 160.18 |
| SENIOR | 37648 | 47403 | 40705 | 231 | 176.21 |
| MEMPHIS, TENN. | | | | | |
| ELEMENTARY | 28824 | 41184 | 34111 | 206 | 165.59 |
| JUNIOR | 30984 | 44280 | 35882 | 206 | 174.18 |
| SENIOR | 35906 | 51298 | 43053 | 226 | 190.50 |
| PRINCE GEORGE'S CO., MD. | | | | | |
| ELEMENTARY | 28789 | 45692 | 41377 | 220 | 188.08 |
| JUNIOR | 28789 | 46794 | 43392 | 220 | 197.24 |
| SENIOR | 28789 | 47897 | 40512 | 220 | 184.15 |
| SAN DIEGO, CA. * | | | | | |
| ELEMENTARY | 30240 | 41640 | 40338 | 189 | 213.43 |
| JUNIOR | 31770 | 42790 | 42246 | 189 | 223.52 |
| SENIOR | 41064 | 53868 | 52800 | 228 | 231.58 |
| DUVAL COUNTY, FL. | | | | | |
| ELEMENTARY | 33000 | 40500 | 36605 | 232 | 157.78 |
| JUNIOR | 37000 | 43500 | 40144 | 232 | 173.03 |
| SENIOR | 40000 | 46500 | 43041 | 232 | 185.52 |
| MONTGOMERY COUNTY, MD. | | | | | |
| ELEMENTARY | 37592 | 51492 | 49997 | 260 | 192.30 |
| JUNIOR | 40277 | 54230 | 52265 | 260 | 201.02 |
| SENIOR | 42962 | 58617 | 56707 | 260 | 218.10 |
| CLARK COUNTY, NEV. | | | | | |
| ELEMENTARY | 31130 | 43344 | 40818 | 205 | 199.11 |
| JUNIOR | 32681 | 41701 | 42581 | 205 | 207.71 |
| SENIOR | 31130 | 47772 | 46280 | 224 | 206.61 |
| JEFFERSON COUNTY, KY. | | | | | |
| ELEMENTARY | ND | 39734 | 38323 | 206 | 186.03 |
| JUNIOR | | 41626 | 40674 | 216 | 188.31 |
| SENIOR | | 51116 | 50109 | 231 | 216.92 |
| PINELLAS COUNTY, FL. | | | | | |
| ELEMENTARY | 28149 | 50688 | 36609 | 212 | 172.68 |
| JUNIOR | 28149 | 50688 | 37968 | 212 | 179.09 |
| SENIOR | 37188 | 55752 | 45216 | 223 | 202.76 |

*Data are for school year 1983-84.

Source: Educational Research Service, Inc.

ASSISTANT PRINCIPAL'S SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

| DISTRICT | SCHEDULED MINIMUM | SCHEDULED MAXIMUM | AVERAGE SALARY PAID | DAYS ON DUTY | AVERAGE SALARY PER DAY |
|---|---|---|---|---|---|
| NEW YORK, N.Y. * | | | | | |
| ELEMENTARY | 37407 | 38574 | 39970 | 192 | 208.18 |
| JUNIOR | 37407 | 38574 | 39972 | 192 | 208.19 |
| SENIOR | 37407 | 38574 | 39550 | 192 | 205.99 |
| LOS ANGELES, CA. | | | | | |
| ELEMENTARY | 31824 | 49428 | 44252 | 229 | 193.24 |
| JUNIOR | 34575 | 52150 | 44328 | 197 | 225.02 |
| SENIOR | 34575 | 52150 | 44536 | 197 | 226.07 |
| CHICAGO, ILL. | | | | | |
| ELEMENTARY | 22183 | 32461 | ND | 184 | |
| JUNIOR | | | | | |
| SENIOR | 22183 | 32461 | ND | 184 | |
| DADE COUNTY, FL. | | | | | |
| ELEMENTARY | 27817 | 40895 | 35950 | 206 | 174.51 |
| JUNIOR | 29034 | 42684 | 37329 | 206 | 181.21 |
| SENIOR | 30304 | 44552 | 38992 | 206 | 189.28 |
| PHILADELPHIA, PA. | | | | | |
| ELEMENTARY | ND | 37017 | 32003 | 190 | 168.44 |
| JUNIOR | | | | | |
| SENIOR | 36113 | 48167 | 38796 | 190 | 204.19 |
| HOUSTON, TX. | | | | | |
| ELEMENTARY | | | | | |
| JUNIOR | 23804 | 36750 | 34508 | 193 | 178.80 |
| SENIOR | 25589 | 38220 | 35278 | 196 | 179.99 |
| DETROIT, MICH. | | | | | |
| ELEMENTARY | 26951 | 35575 | 32930 | ND | |
| JUNIOR | 26951 | 35575 | 34065 | ND | |
| SENIOR | 30635 | 39010 | 35901 | ND | |
| HAWAII, STATE OF | | | | | |
| ELEMENTARY | | | | | |
| JUNIOR | | | | | |
| SENIOR | 19276 | 38787 | 32669 | 184 | 177.55 |
| DALLAS, TX. | | | | | |
| ELEMENTARY | 30893 | 39414 | 35332 | 207 | 170.69 |
| JUNIOR | 30893 | 40204 | 36907 | 207 | 178.29 |
| SENIOR | 30893 | 41796 | 38056 | 207 | 183.85 |
| BROWARD COUNTY, FL. | | | | | |
| ELEMENTARY | 27456 | 33782 | 29354 | 210 | 139.78 |
| JUNIOR | 27456 | 33782 | 31437 | 210 | 149.70 |
| SENIOR | 30619 | 36944 | 33743 | 210 | 160.68 |

*Data for New York are for school year 1983-84. Also, the Average Salary Paid includes longevity payments which are not reflected in the Scheduled Maximum.

Source: Educational Research Service, Inc.

ASSISTANT PRINCIPALS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

| DISTRICT | SCHEDULED MINIMUM | SCHEDULED MAXIMUM | AVERAGE SALARY PAID | DAYS ON DUTY | AVERAGE SALARY PER DAY |
|---|---|---|---|---|---|
| FAIRFAX COUNTY, VA. | | | | | |
| ELEMENTARY | 25921 | 39836 | 35430 | 219 | 161.78 |
| JUNIOR | 27746 | 40791 | 40747 | 219 | 186.06 |
| SENIOR | 30927 | 49392 | 45529 | 260 | 175.11 |
| HILLSBOROUGH COUNTY, FL. | | | | | |
| ELEMENTARY | | | | | |
| JUNIOR | 27953 | 38729 | 32406 | 231 | 140.29 |
| SENIOR | 30215 | 41745 | 33836 | 211 | 160.36 |
| MEMPHIS, TENN. | | | | | |
| ELEMENTARY | 20736 | 28032 | 26014 | 206 | 126.28 |
| JUNIOR | | | | | |
| SENIOR | 22944 | 31056 | 28408 | 206 | 137.90 |
| PRINCE GEORGE'S CO., MD. | | | | | |
| ELEMENTARY | | | | | |
| JUNIOR | 25481 | 43487 | ND | 220 | |
| SENIOR | 25481 | 43487 | 39521 | 220 | 179.64 |
| SAN DIEGO, CA. * | | | | | |
| ELEMENTARY | 26070 | 35970 | 31691 | 189 | 167.68 |
| JUNIOR | 26070 | 37860 | 35338 | 189 | 186.97 |
| SENIOR | 26070 | 39750 | 38802 | 189 | 205.30 |
| DUVAL COUNTY, FL. | | | | | |
| ELEMENTARY | | | | | |
| JUNIOR | 17722 | 31890 | 28134 | 190 | 148.07 |
| SENIOR | 18208 | 32986 | 28278 | 190 | 148.83 |
| MONTGOMERY COUNTY, MD. | | | | | |
| ELEMENTARY | 32223 | 44370 | 42873 | 260 | 164.90 |
| JUNIOR | 32223 | 44370 | 44132 | 260 | 169.74 |
| SENIOR | 34908 | 47112 | 45590 | 260 | 175.35 |
| CLARK COUNTY, NEV. | | | | | |
| ELEMENTARY | 26928 | 41701 | 38592 | 205 | 188.25 |
| JUNIOR | 29645 | 37873 | 38558 | 205 | 188.09 |
| SENIOR | 29645 | 37873 | 37891 | 205 | 184.83 |
| JEFFERSON COUNTY, KY. | | | | | |
| ELEMENTARY | | | | | |
| JUNIOR | ND | 37689 | 36425 | 211 | 172.63 |
| SENIOR | ND | 39184 | 38193 | 211 | 181.01 |
| PINELLAS COUNTY, FL. | | | | | |
| ELEMENTARY | 25599 | 38346 | 36609 | 200 | 183.05 |
| JUNIOR | 24380 | 40172 | 37968 | 190 | 199.83 |
| SENIOR | 25590 | 45996 | 45216 | 190 | 237.98 |

*Data are for school year 1983-84.

Source: Educational Research Service, Inc.

CLASSROOM TEACHERS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

| DISTRICT | SCHEDULED MINIMUM | SCHEDULED MAXIMUM | AVERAGE SALARY PAID | DAYS ON DUTY | AVERAGE SALARY PER DAY |
|---|---|---|---|---|---|
| NEW YORK, N.Y. * | $14,527.00 | $30,706.00 | $28,941.00 | 187 | $154.76 |
| LOS ANGELES, CA. | $14,280.00 | $36,133.00 | $36,133.00 | 182 | $198.53 |
| CHICAGO, ILL. | ND | ND | ND | 184 | ND |
| DADE COUNTY, FL. | $16,000.00 | $32,611.00 | $25,392.00 | 196 | $129.55 |
| PHILADELPHIA, PA. | $12,333.00 | $37,017.00 | $29,055.00 | 190 | $152.92 |
| HOUSTON, TX. | $17,880.00 | $31,760.00 | $22,768.00 | 184 | $123.74 |
| DETROIT, MICH. | $15,929.00 | $31,740.00 | $26,780.00 | ND | ND |
| HAWAII, STATE OF | $15,036.00 | $33,936.00 | $25,049.00 | 177 | $141.52 |
| DALLAS, TX. | $19,000.00 | $31,000.00 | $25,460.00 | 185 | $137.62 |
| BROWARD COUNTY, FL. | $16,125.00 | $26,637.00 | $20,716.00 | 190 | $109.03 |
| FAIRFAX COUNTY, VA. | $17,025.00 | $43,898.00 | $27,646.00 | 205 | $134.86 |
| HILLSBOROUGH COUNTY, FL. | $15,000.00 | $26,455.00 | $20,214.00 | 190 | $106.39 |
| MEMPHIS, TENN. | $15,290.00 | $29,300.00 | $20,629.00 | 180 | $114.61 |
| PRINCE GEORGE'S CO., MD. | $14,708.00 | $34,228.00 | $27,345.00 | 190 | $143.92 |
| SAN DIEGO, CA. * | $16,590.00 | $31,018.00 | $26,328.00 | 181 | $145.46 |
| DUVAL COUNTY, FL. | $14,500.00 | $28,982.00 | $20,520.00 | 190 | $108.00 |
| MONTGOMERY COUNTY, MD. | $15,561.00 | $33,487.00 | $29,883.00 | 191 | $156.46 |
| CLARK COUNTY, NEV. | $14,585.00 | $29,671.00 | $23,842.00 | 182 | $131.00 |
| JEFFERSON COUNTY, KY. | $13,485.00 | $27,684.00 | $22,731.00 | 181 | $125.59 |
| PINELLAS COUNTY, FL. | $15,000.00 | $27,350.00 | $20,499.00 | 190 | $107.89 |

*Data for New York and San Diego are for school year 1983-84.

Source: Educational Research Service, Inc.

PROJECTED CURRENT EXPENDITURES PER PUPIL
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

| DISTRICT | MEMBERSHIP FALL 1984 | COST PER PUPIL * | RANK | PERCENT OF DADE'S COST |
|---|---|---|---|---|
| NEW YORK, N.Y. | 925072 | $3,925.00 | 4 | 115.65 |
| LOS ANGELES, CA. | 543302 | $3,174.00 | 11 | 93.52 |
| CHICAGO, ILL. | 431130 | $3,247.00 | 10 | 95.67 |
| DADE COUNTY, FL. | 228062 | $3,394.00 | 8 | 100.00 |
| PHILADELPHIA, PA. | 197477 | $4,316.00 | 2 | 127.17 |
| HOUSTON, TX. | 187367 | $2,846.00 | 15 | 83.85 |
| DETROIT, MICH. | 175775 | $3,487.00 | 6 | 102.74 |
| HAWAII, STATE OF | 163527 | $2,321.00 | 19 | 68.39 |
| DALLAS, TX. | 128145 | $3,260.00 | 9 | 96.05 |
| BROWARD COUNTY, FL. | 125511 | $3,455.00 | 7 | 101.80 |
| FAIRFAX COUNTY, VA. | 122705 | $4,041.00 | 3 | 119.06 |
| HILLSBOROUGH COUNTY, FL. | 113218 | $2,897.00 | 14 | 85.36 |
| MEMPHIS, TENN. | 108085 | $2,204.00 | 20 | 64.94 |
| PRINCE GEORGE'S CO., MD. | 105830 | $3,092.00 | 12 | 91.10 |
| SAN DIEGO, CA. | 100353 | $3,628.00 | 5 | 106.89 |
| DUVAL COUNTY, FL. | 98849 | $2,653.00 | 16 | 78.17 |
| MONTGOMERY COUNTY, MD. | 91365 | $4,363.00 | 1 | 128.55 |
| CLARK COUNTY, NEV. | 89735 | $2,490.00 | 18 | 73.36 |
| JEFFERSON COUNTY, KY. | 88143 | $2,619.00 | 17 | 77.17 |
| PINELLAS COUNTY, FL. | 86816 | $3,059.00 | 13 | 90.13 |
| MEDIAN | | $3,210.50 | | |

Note: Rank 1 denotes district with highest projected cost per pupil.

*Cost per pupil has been computed by Educational Research Service, Inc. by dividing the total district's projected operating expenditures (per adopted annual budget) by K-12 student membership as of fall 1984. This cost is therefore somewhat inflated since it includes expenditures for adult programs and summer school. For Dade County, the true projected cost per full-time equivalent pupil is $2,778.

Source: Educational Research Service, Inc.

# SUMMARY OF SELECTED PROGRAM EVALUATIONS

This section contains summaries of selected program evaluations conducted by the Office of Educational Accountability during calendar year 1984. These summaries are included in this document in compliance with the provisions of the Educational Accountability Act of 1976 (Florida Statutes 229.575) which requires that school districts annually report on the status of education including the results of program evaluations.

EVALUATION OF THE 1982-83 ECIA, CHAPTER II
TEACHING/OUTREACH/PARENT INVOLVEMENT/
SKILL DEVELOPMENT PROJECT
February, 1984

The TOPS program funded by the Education Consolidation and Improvement Act (ECIA), Chapter 2, in the amount of $198,000 (for 1982-83) was established in 1979 in response to the multiple needs of elementary-aged Emotionally Handicapped (EH) students, their teachers and their families. It employs a full-services approach offering Teacher training, Outreach by community mental health agencies, Parent support and training, and Skill development through a diagnostic/prescriptive teaching model.

The 1982-83 TOPS program provided direct services via a demonstration site in the South Area and a replication site in the South Central Area (which was established in January, 1983). The two TOPS classes at the demonstration site (Howard Drive Elementary) served 14-15 students, all of whom exhibited severe emotional and/or behavioral difficulties. Both public and private schols referred students to this site. TOPS personnel gave highest intake priority to children who had displayed few, if any, signs of improvement despite previous placement in EH classes.

The replication site, located at Ludlam Elementary School, also had two TOPS classrooms and the TOPS students at this locale experienced the same full services model employed by TOPS in its demonstration site classes. Furthermore, the TOPS Training Team (composed of a psychologist, diagnostician, and demonstration teacher) provided on-going support to the "new" TOPS teachers at Ludlam and worked cooperatively with staff from a community mental health agency (Children's Psychiatric Center - CPC) in replicating a mental health component of the TOPS model.

In addition to providing support to the 1982-83 replication site (Ludlum Elementary), TOPS staff also continued substantial support to a replication site which had been established in 1981-82 (Vineland Elementary), and provided training to other DCPS teachers of EH students.

The "full services" TOPS model contained the following six components:

1. A highly structured academic program employing intensive diagnostic/-prescriptive evaluation from which the TOPS staff developed individualized instructional objectives for each TOPS student,

2. A classroom behavior management system,

3. A bus behavior management system,

4. Progress reviews and maintenance of anecdotal behavioral records for every TOPS student,

5. The development and implementation of parent training/support groups and,

6. Individual and group counseling/therapy to selected students and their families via contractual arrangements with community mental health agencies.

The evaluation addressed the extent to which essential project features had been implemented and the extent to which the project appeared to impact student behavior and academic achievement. Additionally, the evaluation assessed the extent to which project staff provided assistance to replication site staff as well as training to other DCPS teachers of EH students. Data collection activities included examination and/or statistical analyses of program records, observation of program activities, and interviews with program and community mental health agency personnel.

Results of this evaluation indicated that all essential elements of the TOPS instructional/behavior management system as well as the parent training/support groups and the individual and group therapy components were implemented at both the demonstration and replication sites. Analysis also showed that TOPS students, taken as a group, evidenced statistically significant improvement in two of the five measured aspects of their classroom functioning and behavior as assessed by the Quay-Peterson Behavior Problem Checklist. Similarly, students evidenced statistically significant gains in academic achievement as indicated by total scores and two out of five subtest scores on the Peabody Individual Achievement Test and achieved individual educational objectives at a rate four percentage points greater than expected. Finally TOPS personnel provided substantial support and assistance to the TOPS staff working at the Ludlum replication site and to other DCPS EH teachers, as well as to the 1981-82 replication site (Vineland), although the increase in numbers of children placed in Vinelands's TOPS classes as well as the class compositions made it difficult to continue the replication of the program as originally initiated.

As a result of these findings, the following recommendations are made:

1. Financial support should continue to be provided to this project.

2. Appropriate measures should be taken to insure that the project maintains all of its critical features at previously established replication sites including: a) control of the type of students who enter the project, b) adherence to appropriate student-teacher ratios, and c) maintenance of the full complement of support staff at all sites: (e.g. psychologists and diagnosticians).

EVALUATION OF THE MANAGEMENT ASSESSMENT CENTER
March, 1984

An assessment center is an assessment method that employs multiple techniques to evaluate behavior. The techniques can include written tests or interviews, but are most often limited to job simulation exercises. The subject's behavior is evaluated by a group of assessors, who pool their observations to form a final judgement. While industry has utilized the assessment center method for personnel selection since the 1950's, true assessment centers are relatively new in public education. For this reason, the Management Assessment Center (MAC) of the Dade County Public Schools is a unique project.

The MAC was developed in 1982 by Assessment Designs, Inc., a management consulting firm, under a contract with the state. The funds for the contract were provided under the provisions of the Management Training Act of 1981. The district, however, underwrites the annual operating budget of the MAC, which excluding assessor time is currently $75,985.

The basic content of the MAC process is based on the results of a job analysis of the district's school-level administrators conducted by Assessment Designs. The job analysis identified the following nine skills as necessary for successful job performance: (1) leadership, (2) organizing and planning, (3) perception, (4) decision making, (5) decisiveness, (6) interpersonal, (7) adaptability, (8) oral communication, and (9) written communication. The three exercises designed to assess the nine skills are: (1) an in-basket, (2) a parent conference simulation, and (3) a teacher observation simulation.

The primary function of the MAC is screening qualified candidates for the job of school-level administrator. Before a candidate can interview for a vacant position of principal or assistant principal, he/she must demonstrate through the MAC exercises the ability to successfully perform the job. Successful performance at the MAC means obtaining an average rating of four or more on a seven point scale for each of the nine skills. The skill ratings are provided by administrators (pay grade 36 or higher), who are specially trained to function as MAC assessors. The ratings are the composite judgement of three assessors, who evaluate the candidate during the day-long assessment process. (For more detailed information on the MAC process, see pages 4-5.)

The principal focus of the on-going evaluation of the MAC project is the validation of the procedure. Validation involves accumulating sufficient data on the procedure's process, consistency, and outcome to warrant confidence in decisions based on it. The validation of the MAC procedure is mandated by both legal and fiscal considerations. In reference to the legal consideration, personnel selection procedures have repeatedly been challenged in the federal courts on the grounds of "adverse impact." Adverse impact is a situation where a personnel selection procedure works to the disadvantage of a legally protected race, sex or ethnic group. While assessment centers have been legally challenged less often than some other personnel selection methods (e.g., paper and pencil tests), many assessment centers do exhibit adverse impact according to the literature. The MAC is no exception. Although limited in degree, the MAC exhibits adverse impact in the categories of race and ethnicity. And under this circumstance, the federal government's Uniform Guidelines on Employee Selection Procedures requires that the validity of the center be documented.

In reference to the fiscal consideration, it should be acknowledged that assessment centers in general are more expensive than other personnel selection methods. In the interest of cost efficiency, the district must determine if the resources allocated to the MAC are a worthwhile investment in the improvement of the selection of school-level administrators. The initial step in making this determination is the validation of the MAC. (For more detailed information on the validation issues of the MAC, see pages 6-8.)

The evaluation of the MAC project will take at least two years to complete, and it will produce two reports - a preliminary report and a final report. This document is the preliminary report and it focuses primarily on the MAC process. The MAC assessors, who are in a unique position to observe the process, were interviewed and surveyed after the completion of the first operational year of the MAC in 1981-82. Their responses at that time provided the basis for several conclusions, including: (a) the selection procedure of the MAC assessors has resulted in a disproportionately low number of Black assessors; (b) exposure to the MAC process tends to "sell" the assessors on this personnel selection method; (c) the assessor training procedure should be reviewed for possible improvements; (d) approximately 10% of the 81 original assessors are perceived to be of "questionable competence" due, for the most part, to "lack of motivation;" (e) there is an insufficient number of MAC exercises, given the perceived high rate of content leakage and the short test life of the exercises; and (f) the majority of the MAC assessors favor the continuation of the MAC. In brief, during its first year of operation, the MAC was still in the process of development. This understandably resulted in some start-up problems. The MAC staff, however, has been very responsive and most of these problems have already been addressed. Consequently, the assessors in general are very supportive of both the MAC staff and the MAC process.

Of greater importance than the MAC process, however, is the intended outcome of the process, which is the selection of better school-level administrators. The degree to which the MAC achieves this objective is a measure of its validity as a personnel selection method. Unfortunately, the validity of the MAC cannot be accurately calculated at this time, since the MAC incumbents had been on the job less than a year (some as few as three months) when their job performance was rated. For this reason, the evaluation to date has focused on the consistency of the process, which is a measure of reliability. Reliability, in turn, is a prerequisite to validity, i.e., if a process is not reliable then it cannot be valid. While the evaluation has noted some areas of concern, no clear reliability problem was identified. However, the inter-rater reliability, which is the most crucial reliability measure of an assessment center, could not be computed, because the existing MAC procedure does not generate the necessary data. Therefore, it is strongly recommended that the MAC staff incorporate the means for generating an inter-rater reliability index. Such an index would be valuable in objectively monitoring several areas of concern, including the effect of assessor training, the performance of individual assessors, and the assessment process in general.

An inter-rater reliability index would also provide information useful in scrutinizing the MAC candidate success rate, which the evaluation found to be comparably high. Assessment centers described in the literature generally report a success rate of approximately 50%. (This figure encompasses assessment centers in a variety of settings. The average success rate for assessment centers solely in the public education setting could differ, but there is currently insufficient data in the literature to make this determination.) The success rate

for the MAC in the first year was 68.6%, and in the second year it rose to 72.7%. Of greater significance is the 73.4% success rate for reassessed candidates (i.e., candidates who were not successful in the first year); this figure represents a subsequent success rate of 87.3% for all candidates involved in the first year's assessment. It would appear then that almost every first year candidate was eventually successful. This is cause for concern because if the MAC after two assessment cycles is only eliminating 13 of 100 candidates from consideration, the subsequent validity as well as the cost efficiency of the MAC are likely to be very limited. This situation warrants the immediate attention of the MAC staff. (For the complete, detailed list of the conclusions, see pages 26-31.)

At the end of the second year of the evaluation, the final report will focus on the center's validity and on issues arising during the intervening time period. The final report in conjunction with this preliminary report will thus comprise the complete evaluation report of the MAC. It should then be clearly understood that this preliminary report is not an entity, and its review will not supplant a review of the final report.

EVALUATION OF THE 1982-83 ECIA, CHAPTER II
ELEMENTARY CAREER AWARENESS PROJECT
May, 1984

In 1982-83 there were eighteen elementary schools in the system with elementary career awareness programs. The Department of Career Education requested Chapter II funds to support career awareness instruction in seven of these schools. A total of $198,297 was granted, to be used for salaries and fringes for seven teachers, and for supplies and materials.

For comparative purposes, the schools which did not receive Chapter II support were included in the evaluation. Two major differences in the two groups were apparent at the outset: 1) all except one of the 7 Chapter II schools employed certified teachers as career lab instructors, whereas all except one of the 11 non-Chapter II schools employed assistants or aides in that capacity; 2) the Chapter II schools were better equipped than were the non-Chapter II schools in terms of the number of career work stations available for use. These differences reflect the advantages of a relatively long history of special funding for career education programs in the Chapter II schools, six of which had previously received ESAA funds.

Pre and posttest data on student performance were gathered from 5 Chapter II and 6 non-Chapter II schools, using a published, standardized test, the Fadale Career Awareness Inventory. A comparison between the Chapter II and the non-Chapter II schools revealed that the two groups did not differ on adjusted mean posttest scores. The groups did differ, however, in the consistency of performance. Whereas all of the Chapter II schools reflected gains in student performance beyond the .01 level of confidence, only half (3 of 6) of the non-Chapter II schools showed performance at this level. Two of the remaining three non-Chapter II schools failed to show gains at the minimum .05 level. On the basis of consistency of performance it was concluded that Chapter II funding did make a difference.

It was expected that this difference (in consistency) between the two groups would be explained by the presence of certified teachers and better equipped laboratories in the Chapter II schools. However, such was not the case. Although presence of teachers and quality of lab equipment were the most evident observable differences between the two groups, these differences did not, by themselves, contribute to an explanation of differences in test performance.

Using data collected in a survey of career lab instructors, and a statistical technique called regression analysis, four variables were identified that accounted for differences in test performance among the 11 schools. These were:

1. Goal Agreement (GA); a measure of the extent to which an individual instructor - whether certified teacher or not - was in agreement with a composite teacher ranking of selected career awareness goals. This variable was positively related to scores on the Fadale. The implication of this finding is that, although the presence of a certified teacher in the classroom is not critical, an orientation toward the goals of career education, congruent with that of certified teachers, is important.

2. Career Station Preference (CSP); a measure of the degree to which the instructor agreed with a composite teacher ranking of the relative desirability of the individual career work stations. This variable was negatively related to scores on the Fadale. That is, conformity to what teachers as a group tend to prefer in the way of work stations tended to reduce effectiveness in teaching career awareness. The most reasonable interpretation of this is not that teachers as a group make poor choices concerning work stations, but rather that there is considerable diversity in the needs of student populations, and that the effective instructor gives precedence to this fact.

3. Stations Completed (SC); the number of career work stations, on the average, that a student in a given school completed in an academic year. This variable was positively related to scores on the Fadale. The greater the number of stations completed, on the average, the higher the Fadale scores tended to be.

4. Additional Career Experiences(AE); the amount of class time spent on activities such as films, interviews, field trips, and research studies. This variable was negatively correlated with student test performance. This would seem to indicate that such activities as films, field trips, and the like do not contribute to career awareness learning. However, this variable was defined in terms of the amount of time that instructors reported as set aside for these activities. It is possible, therefore, that AE indicates more about how effectively this time is used than about the effect of such experiences on student test performance.

All four of the variables described above were found to be correlated with the number of years of experience teachers had in the career labs. The AE variable was found to be negatively correlated with experience. The newer instructors tend to make the most use of "additional career activities." The other three variables are positively correlated with experience.

The implication is that, with increasing experience, the instructors in the non-Chapter II schools can be expected to perform more like the teachers in the Chapter II schools, with accompanying increases in uniformity of student performance. However, an informed inservice program would provide a more efficient means of accomplishing this goal, and could avoid the undesirable increase in CSP (which while increasing with experience tends to depress student performance).

Based on the analysis, the following recommendations are made:

1. The elementary career awareness project should be refunded for another year.
2. The number of work stations completed per student should be increased where feasible.
3. Time spent on additional career experiences should be monitored to ensure that it is effectively utilized.
4. Requests for support related to the provision of inservice programs for career awareness personnel (such as the request for an educational specialist in the present proposal) should be granted funds.

EVALUATION OF THE 1982-83, ECIA, CHAPTER II
SCHOOL ALTERNATIVE VOCATIONAL EDUCATION PROJECT
August, 1983

The School Alternative Vocational Education (SAVE) project is funded under ECIA, Chapter II in the amount of $38,889 (FY 1982-83). SAVE operates in one junior high school (Rockway) and is directed at "unsuccessful, but not disruptive students who have sufficient cognitive ability to complete the school program". The project provides a "school within a school" setting for seventeen of these students at the ninth grade level (i.e., except for physical education and homeroom, the participants take all classes together). The project attempts to stimulate a level of motivation sufficient to produce positive behavior while increasing the students' degree of basic skills attainment. The project also stresses professional/career exploratory opportunities which include weekly guidance sessions with an occupational specialist, specific vocational training in selected subjects, and on-site visits and interviews with individuals who are presently employed in various occupational settings, Features of the program designed to effect positive changes on behavior and outlook include contracting with students and their parents to establish expectations regarding the level of achievement required for various grades, parental involvement via meetings or other interactions, small class size, use of positive reinforcements, and instruction through the development of academic "projects".

This evaluation addressed the following questions:

1. To what extent are project features described in the proposal implemented as described and as scheduled; and to what extent are they seen as unique as compared to features of previously experienced educational programs?

2. What are the perceived "costs and benefits" of the various project features?

3. To what extent do the characteristics of students currently in the SAVE project match those described in the program proposal?

4. To what extent does the SAVE project impact student achievement in the basic skills, attitudes toward school and studying, and other critical student behavior?

5. To what extent do students' parents believe project SAVE influenced their sons'/daughters' feelings about school, their careers, their families and themselves?

Data for this evaluation were obtained by examination of project documents and student records, interview/observation of project participants, pre and post-administration of the Survey of Study Habits and Attitudes, and surveys of parents and students.

Results of this study indicate that all but two of the project features were implemented as specified; the exceptions involving a more favorable student/teacher ratio and a modification of the counseling component to achieve a more flexible "when needed" approach to scheduling. The project was actually initiated in November of 1982, instead of September, as originally specified. The vast majority of comments made by students and the project teacher in reaction to the "costs and benefits" of the various project features were extremely positive; the few "costs" mentioned concerned infrequently occurring cases of negative affect generated by student participation in group counseling, the amount of energy that had to be expended by the teacher in utilizing student projects as an instructional approach and the need for project students to take vocational instruction from other Rockway teachers, not all of whom possessed the flexible approach to instruction used in the SAVE classroom. Students viewed SAVE as unique, compared to other, previously experienced, educational programming.

Students enrolled in the project met the criteria which had been specified in the program proposal.

The project had a positive effect on Stanford Reading Comprehension and Mathematics Computation scores and student attitudes toward school and studying. However, no appreciable impact on student attendance was noted.

Finally, students' parents saw the project as having a positive impact on their sons'/daughters' feelings about school, their careers, their families, and their self-esteem.

As a result of these findings, it is recommended that:

1. continuation of the SAVE project be supported;
2. non-project staff with whom project students come in contact (principally vocational education teachers) receive an orientation to (a) the unique needs of this population of students and (b) appropriate instructional/class management techniques.

Should consideration be given to expanding this project to other junior high schools, extreme care should be taken in hiring teachers to work with students of this nature. Such teachers should possess characteristics which are believed to have been vital to the success of this project (i.e., an extremely flexible approach to instruction, a high degree of tolerance for idiosyncratic behavior, an ability to successfully cope with large amounts of stress, and an abundance of skills in individual and group dynamics). Failing to hire teachers with these attributes, would likely limit the effectiveness of future projects of this nature.

EVALUATION OF THE 1983-84
ACADEMIC EXCELLENCE PROGRAM
September, 1984

The 1983-84 Academic Excellence Program (AEP) was a new district program designed to provide an enrichment curriculum for above average students in grades K - 6 and to assist them in maximizing their intellectual potential. Program services were provided at 24 schools for a total outlay of $650,000.

This program was previously piloted by the Gloria Floyd Community School in 1982-83 and received a very favorable evaluation from students, teachers, and parents alike.

While the goals and objectives for delivery of AEP services differed slightly at each school, instructional activities generally focused on the development of critical thinking, higher level cognitive processes, creative problem solving, and research methodology skills, as well as overall intellectual enrichment. Program delivery included a variety of models (e.g., full time, after school, pull-out).

The evaluation of this program focused on the process of program development and initial implementation. Data collection activities involved an examination of student participant rosters, on site observations of program activities by OEA staff and personnel from the Department of Advanced Academic Programs, surveying parents, students, administrators, and teachers via questionnaire and conducting interviews with program personnel. These evaluation activities addressed the following questions:

1. What were the demographic and academic characteristics of AEP students?

2. To what extent were the eligibility criteria set forth by individual schools (a) adhered to and (b) seen as "reasonable" in terms of selecting students able to cope with and profit from the enhanced academic programming intrinsic to the AEP?

3. To what extent have important aspects of program design, operation, and impact been satisfactorily communicated to all relevant parties (students, program school administrators, program teachers, regular classroom teachers and parents)?

4. To what extent did program teachers feel that AEP goals and associated instructional strategies were sufficiently well defined (or otherwise attainable) to enable them to design and implement a viable educational program?

5. What were the characteristics of the AEP as it was actually implemented in terms of the content which furnished a medium for instruction, and the kind and level of objectives which were pursued? How reasonable is it to assume that instructional activities actually undertaken have led to accomplishment of the objectives adopted for the program?

6. What were the general attitudes of all involved parties toward the AEP in terms of the possible costs and benefits?

7. To what extent were the AEP objectives adopted by individual program schools congruent with the general intent of Academic Excellence programming?

The results of this evaluation indicate that most program activities occurred as specified in the program proposals. Information obtained from the participant rosters indicate that approximately 1,400 (K-6) students participated in the program. The program was delivered at 24 school sites with 28 teachers providing instructional activities. Examinations of 1982-83 Stanford scores revealed that the majority of AEP students scored at appropriately high stanine levels to have been enrolled in the program. Additionally, all of Dade's major ethnic groups were substantially represented in the program. Adequate facilities were provided at most program sites and instructional materials that were available were reported as appropriate for the attainment of the objectives by most of the program teachers. The teachers providing instruction at the four schools with after-school delivery models expressed concern that the compensation received for the extra period was not equitable. Rather than receiving a calculated percentage of their daily rate, they were compensated with "tutor" pay, which is considerably less than if calculated via the above mentioned formula.

The majority of participating students gave "high marks" to most features of the program; indicating that they had positive feelings about the work they did in their AEP classes and the effects of their participation.

Parents of participating students were very supportive of the program's design and procedures, felt that the program had positive effects on their children and felt that the integration between the AEP and regular education program was adequate. Parents did, however, provide relatively low ratings regarding the adequacy of their orientation to the program and their understanding of the criteria used for the selection of their children.

Program and regular teachers primarily agreed that having the AEP at the home school was desirable, and that the AEP should be scheduled during regular school hours. Positive responses were also given regarding the enthusiasm of school administrators toward the program, the positive effects of the program on the students and their own understanding of the goals and objectives of the program. Finally a majority of program teachers felt that they had not received sufficient inservice. While no inservice was provided for AEP teachers this year, a general meeting with Advanced Academic Program staff was held on one occasion. The vast majority of teachers felt that meetings of this type were beneficial and indicated a desire for additional opportunities to meet as a group.

School Administrators gave favorable marks to parental support for the program and, specifically, their desire to have the AEP continued next year. They did not feel, however, that program curriculum commonalaties should exist among all the AEP schools, or that eligibility criteria should be made more stringent. Administrators also felt that the program should not be limited to grades 4, 5, & 6, and that eligibility criteria should not be established at the District level. Finally, administrators were in favor of more inservice for program teachers and believed that parents were adequately informed as to their children's progress in the AEP.

In conclusion, the overall operation and effectiveness of the AEP were perceived in a favorable light.

As a result of these findings, the following recommendations are made:

1. Information regarding children's progress in the program should be more frequently provided to parents.

2. Teachers who teach the after-school programs should receive equitable compensation for the extra time required.

3. AEP instructional staff should be provided with additional inservice training. A survey of their needs might be made prior to the actual provision of such training.

4. Goals and objectives should be established for the program at the district level that are specifi enough to enable the definition of suitable instruments to assess the impact of the program, yet sufficiently flexible to allow individual schools some latitude in accomodating differences in student population characteristics and instructional capabilities. The latter qualification addresses the evident reluctance of many respondents to support the notion that program curriculum commonalities should exist across all program schools.

5. An effort should be made to more adequately orient parents to the program and more clearly explain the admissions criteria.

6. If at all possible, the AEP should be scheduled during regular school hours at all program sites.

EVALUATION OF THE 1983-84
ECIA, CHAPTER II
TEACHING/OUTREACH/PARENT INVOLVEMENT/
SKILL DEVELOPMENT PROJECT
September, 1984

The 1983-84 TOPS program funded by the Education Consolidation and Improvement Act (ECIA), Chapter 2, in the amount of $238,385 was established in 1979 in response to the multiple needs of elementary-aged Severely Emotionally Disturbed (SED) students, their teachers and their families. It employed a full-services approach offering Teacher training, Outreach by community mental health agencies, Parent training and support, and Skills development through a diagnostic/prescriptive teaching model.

The full-services TOPS model contained the following six components:

1. A highly structured academic program employing intensive diagnostic/prescriptive evaluation from which TOPS personnel developed individualized instructional objectives and accompanying lesson plans for each TOPS student,

2. A classroom behavior management system,

3. A bus behavior management system,

4. Progress reviews and the maintenance of anecdotal behavioral records for every TOPS student,

5. The development and implementation of parent training/support groups; and

6. Individual and group counseling/therapy to selected students and their families via contractual arrangements with community mental health agencies.

The 1983-84 TOPS program provided direct services via one demonstration site in the South Area, and one replication site in the South Central Area (which was established in January, 1983). The two TOPS classes located in the South Area (at Howard Drive Elementary) served a total of 14-15 students, all of whom exhibited severe emotional and/or behavioral difficulties. Both public and private schools referred students to this site. TOPS personnel gave highest intake priority to children who had displayed few, if any, signs of improvement despite previous placements in EH or Learning Disabled (LD) classes.

The South Central Area site, situated at Ludlam Elementary School, also had two TOPS classrooms and the TOPS students at this locale experienced the same full-services model employed by TOPS at its Howard Drive site. It should be noted however, that part of the TOPS Training Team (i.e. the psychologist and the diagnostician) provided on-going support throughout the school year to the two TOPS teachers at Ludlam and worked cooperatively with staff from a community mental health agency (Children's Psychiatric Center - CPC) in replicating the mental health component of the TOPS model. Consequently, although the Ludlam site experienced all TOPS components, it did not enjoy the full complement of TOPS staff.

In addition to providing support to the South Central demonstration site, TOPS Training Team staff also supplied substantial assistance to EH teachers at Silver Bluff, Shenandoah, Chapman, and Howard Drive Elementary Schools.

The evaluation addressed the extent to which essential project features were implemented and the extent to which the project appeared to impact student behavior and academic achievement. Additionally, the evaluation assessed the extent to which project staff provided assistance to demonstration and replication site personnel and training to other DCPS teachers of EH students. Data collection activities included examination and/or statistical analyses of program records, observation of program activities, and interviews with program and community mental health agency personnel.

Results of this evaluation indicated that all essential elements of the TOPS instructional/behavior management system, the parent training/support groups, and the individual and group therapy components were implemented at both sites. Although all essential elements of the program had been implemented, certain needs in the areas of facilities (involving the addition of partitions) as well as staffing (involving additional diagnostician and psychologist resources) were noted which, if addressed, would more fully optimize service delivery. Analysis also showed that TOPS students, taken as a group, evidenced statistically significant improvement on four of the five measured aspects of their classroom functioning and behavior as assessed by the Quay-Peterson Behavior Problem Checklist. Similarly, students evidenced statistically significant gains on three out of five subtest scores of the Peabody Individual Achievement Test (PIAT) and achieved individual educational objectives at a rate six and one-half percentage points greater than expected. Finally TOPS personnel provided substantial support and assistance to the TOPS staff working at the Ludlam demonstration site and to other DCPS EH teachers, as well as to EH teachers at Silver Bluff, Shenandoah, Chapman, and Howard Drive Elementary Schools.

As a result of these findings, the following recommendations are made:

1. The project should continue to receive financial support.

2. The facilities at Ludlam should be moved or otherwise upgraded to ensure a more conducive learning and therapeutic atmosphere. More specifically, the office area and therapy rooms should be "partitioned off" from both classrooms, thus providing the students with an academic environment free from distractions (e.g. the constantly ringing phone, the staff continually speaking on the phone with parents, children discussing their problems and concerns during therapy sessions, etc.). Furthermore, adding these partitions will help ensure the confidentiality of student comments made during therapy sessions.

3. The training team diagnostician should be released from responsibility for also providing diagnostic assistance to TOPS staff at Ludlum. Other diagnostic resources should be added to the Ludlum TOPS staff, to insure that sufficient staff resources are available for the proper testing of students and the developing of appropriate diagnostic/prescriptive individualized educational plans. This would release the training team diagnostician from filling two positions and hopefully prevent "burn-out".

4. The TOPS training team psychologist should be released from responsibility for also providing psychological service to the TOPS students at Ludlum. Other psychological resources should be added to those already existing at Ludlum. This would "free-up" the TOPS training team psychologist to return full time to her role as a training psychologist, eliminating the need for her to fill one and one-half positions.

# EVALUATION OF THE 1983-84 BEGINNING TEACHER PROGRAM
September, 1984

The 1983-84 school year marked the second year of the Beginning Teacher Program implementation within the Dade County Public Schools. One of the requirements for regular teacher certification in the State of Florida, is completion of the Beginning Teacher Program (BTP) which certifies that a beginning teacher has successfully demonstrated each of twenty-three generic teaching competencies. These competencies may be classified within the general categories of communications skills, basic general knowledge, technical skills, administrative skills, and interpersonal skills. The program facilitates the beginning teachers' attainment of these competencies by providing supervised support for a full school year. Details of the program's operational requirements and the nature of the program services appear in State Board rule 6A-6.75. In summary, this rule specifies that support is provided for a full school year by a support team which consists, minimally, of a building-level administrator, peer teacher, and one other professional educator.

A total of 911 individuals participated in the program as beginning teachers during 1983-84. Of that number, 86 were enrolled in the program midyear during 1982-83. All 86 of these teachers successfully completed the program during the 1983-84 school year. Another 550 teachers entered the program during August - October 1983, 367 of which met the criteria for program completion* by the end of the school year.** During February 1984, another 273 teachers were enrolled in the program. These teachers were not eligible to complete the program by June 1984.

The purpose of the 1983-84 BTP evaluation was to determine the extent to which mandated and appropriate procedures were implemented and to determine the extent to which the teaching performance of beginning teachers on major assessment categories had improved during the school year. Numerous evaluation activities were conducted for the purpose of obtaining relevant data on project activities and outcomes. These activities included the following: (1) interviews with a random sample of beginning teachers and their assigned support team members; (2) surveys of each program participant for the purpose of assessing perceptions of beginning teacher performance; (3) time/activity surveys to each program participant to obtain estimates of the time spent in BTP-related activities; and (4) reviews of relevant program documents.

Data obtained from evaluation activities form the basis for the following findings regarding the Beginning Teacher Program:

1. In the 1982-83 evaluation of the Beginning Teacher Program, numerous problem areas related to the program's implementation were reported. Considerable progress was made by project staff toward the implementation of each of the 1982-83 evaluation recommendations to improve the program. It was concluded that many of the improvements in the operations of the 1983-84 program are the result of the commitment of program staff to improvements and the effective utilization of the evaluation in program management.

*(180 student days)

**The remaining 183 teachers have not as yet met the 180 student days requirement and have been carried over into 1984-85

2. At the majority of sites in which interviews were conducted, the major components of the program were implemented appropriately and as mandated. Specifically, training procedures were implemented for the purpose of providing an overview of program purposes and procedures. Most participants indicated that information relevant to the effective implementation of the program was communicated in the training activities. In cases where additional information was needed, sufficient direction was usually given by BTP project personnel.

   In the majority of cases, beginning teachers were assigned support teams. The support process generally involved each of the support team members. Most of the support team members reported giving at least a moderate degree of assistance to the beginning teacher(s) in areas related to each of the assessment categories. Beginning teachers, in turn, generally agreed that they had received at least a moderate degree of assistance in each assessment category and that the support team members fulfilled their major BTP roles and responsibilities. In the majority of cases, regular assessments of teaching performance were conducted, professional development plans were formulated and updated, and relevant BTP documents were on file.

3. Significant numbers of participants had a more positive perception of beginning teacher performance at the end of the school year than during the initial months of the school year. Significantly fewer of the beginning teachers and support team members rated the performance of beginning teachers as "weak." This was accompanied by significant increases in the number of participants who viewed the performance of beginning teachers as "strong." These findings were consistent across all of the participant subgroups and across each of the TADS categories. Since the TADS categories are correlated with the generic competencies, improvements in these categories are indicative of improvements on the generic competencies.

4. A variety of prescriptions was used to remediate the teaching skills of beginning teachers who received unsatisfactory performance ratings. Overall, data indicate that these prescriptions were effective in remediating deficiencies. Among the teachers who entered the program between August and October, there was a substantial reduction in the number of participants who were given unsatisfactory performance appraisals between the first and second semesters of the school year. Of the teachers who received unsatisfactory ratings during the first semester, 32% were unsatisfactory during the second semester.

   Of the building-level administrators who were interviewed and who had assigned prescriptions, most indicated that the prescriptions were effective. This was supported by most of the interviewed beginning teachers who had been assigned prescriptions because of an unsatisfactory summative assessment. Survey data also indicate considerable improvements in the perceptions of beginning teachers about their performance among those who reported that they had been assigned a remediation activity.

5. Some problems and areas of concern were reported by a significant number of participants that were interviewed. These concern areas related to program preparation and training, paperwork requirements, the identification of beginning teachers, and the utility of the program for experienced teachers.

   Although many of the interviewed participants indicated that they were informed of and understood the major program requirements, a substantial number continued to experience some uneasiness. Many indicated that the training component of the program would be improved significantly if the training videotapes were replaced or supplemented with workshops in which specific questions could be addressed and immediate feedback could be given. Many also suggested further direction and, if possible, prototypes of documents such as the professional development plans.

   Concerns regarding paperwork emerged primarily as a result of the professional development plan and the completion of some forms used in the evaluation of the program. This concern was expressed most often by administrators of schools having several beginning teachers.

   A small number of beginning teachers who were interviewed had a considerable amount of full-time teaching experience. Most of these teachers and their administrators felt that the program was of little benefit to such teachers. This, however, is contradicted by the survey data. Data from the surveys indicate that the majority of teachers who had more than three years of full-time teaching experience prior to August 1983 perceived that the program had a positive impact upon their professional development.

## RECOMMENDATIONS

Evaluation data indicate that the major components of the Beginning Teacher Program were appropriately implemented during 1983-84, and the program was perceived to have a significant and positive impact upon the majority of beginning teachers. Although some areas of concern were identified by participants, the frequency and severity of these concerns do not appear to adversely affect the operation or the outcomes of the program. A continuation of current efforts to improve the process component of the program is suggested.

The findings of the study form the basis for the following recommendations:

1. Improve the program training component by incorporating district, area, or school-level workshops for beginning teachers and peer teachers, contingent upon the availability of funds.

2. Continue the communication network between Staffing Control and the BTP office in an effort to identify and eliminate barriers to speedy identification of beginning teachers.

3. Continue the periodic monitoring of support teams to ensure that teams are functioning properly. This should continue to include a review of portfolios and verification of the existence and appropriateness of written professional development plans.

4. Continue the procedures that have been implemented to inform and update participants about the Beginning Teacher Program during the school year.

5. Conduct a study of the cost/effectiveness of the Beginning Teacher Program for experienced teachers with a study of the impact that the beginning teacher definition has upon the District. Findings of this study should form the basis for appropriate recommendations to the Department of Education.

EVALUATION OF THE 1983-84 ECIA,
CHAPTER II PROGRAM DEVELOPMENT FOR THE
ARTISTICALLY TALENTED PROJECT
October, 1984

The Program Development for Artistically Talented Project (ATP) was funded by the Education Consolidation and Improvement Act (ECIA), Chapter II, in the amount of $58,212. This project was designed to provide technical support to a locally-funded program for artistically talented students via development of a curriculum/program guide[1] and special funding for additional contracted teachers and a clerical support staff.

The local program, funded in the amount of $185,992, provided direct instructional services. The program served identified artistically talented elementary students in grades three through six. Of the original 180 students projected for the project (60 in Art, 60 in Dance, and 60 in Music), the project actually served 121 students (58 in Art, 38 in Dance, and 25 in Music). Students from the South and South Central areas were eligible to apply for this program of special talent instruction. The program students, identified through a process including nomination by their home school, teacher recommendations, and audition by a screening team received special instruction for 90 minutes per day, four days a week, in the area of their talent. Program students were enrolled full time at either Perrine or Moton Elementary Schools (3rd and 4th grade students were assigned to Perrine, 5th and 6th grade students attended Moton). The goal of the Talented Project was to extend experiences and learning in artistic areas beyond what was normally provided in the regular program Seven teachers (3 music, 3 art, and 1 dance) were involved along with the project coordinator, subject area supervisors, and school administrators.

The evaluation of this project was designed to assess the Chapter II-funded support project as well as limited aspects of the locally-funded (instructional) program. The results of this evaluation indicate that most (Chapter II) project activities occurred as specified in the program proposal. The program/curriculum guide, including all planned elements, was completed as scheduled, the clerical/support personnel were employed and satisfactorily utilized, and contracted guest artists were employed appropriately and favorably evaluated. Adequate facilities were provided at both project sites and instructional materials were, for the most part, regarded as appropriate for the attainment of the objectives by project teachers.

The majority of participating students gave "high marks" to most features of the project; indicating that they had positive feelings about the ATP, the things they learned in their ATP classes, and the effects of participation on their artistic expertise.

Parents of participating students were very supportive of the project's design and effects, felt that the project had a positive impact on their child's talent area, and that it should be continued next year. The vast majority of parents of 4th grade students attending Perrine anticipated sending their children to Moton next year to continue in the program.

Regular teachers indicated that the ATP students seemed to enjoy the program and "fit in well" with the rest of the class. Additionally, they felt that the (school) administrators appeared to be supportive of the program. Relatively low ratings were given to the adequacy of regular/ATP teacher communication, however.

[1]Copies of the Curriculum/Program Guide are available from the South Area Office (contact Marcia Pennington, South Area Art Specialist).

Program teachers indicated that they were, for the most part, satisfied with the progress made by most students, the adequacy of supplies, materials, and facilities, and the entry level of most of the students selected for participation. However, relatively low ratings were given to the level of support received from "regular program" teachers, and only one-third of the program teachers indicated that they would like to remain in the program next year. In terms of specific areas requiring attention, the dance teacher indicated that provisions should be made to split the dance students into at least two ability levels, such that instruction of each of these groups could occur separately. The music teachers also indicated that the quality of the stringed instruments was a problem. Finally, all program teachers indicated that the frequent addition of new students into the program created problems with instructional continuity, and suggested that (at most) twice-yearly opportunities for program entry be provided.

Interviews with ATP school administrators indicated that although scheduling had been difficult the ATP was overwhelmingly supported by parents and staff members alike. Transportation was mentioned as a major problem. Students were on the bus for long periods of time and frequently were not picked up at the pre-established locations. The administrators also felt that the cooperation between the regular teachers and ATP teachers had not been optimal and that more referrals were needed to the program, specifically in the areas of music and dance. Administrators of both schools also indicated that the term "artistically talented" had generated some unfavorably-perceived connotations on the part of parents of "regular program" students, and that another term (both suggested "Fine Arts") might be used to describe the program. Finally, administrators felt that full-time (rather than part-time) clerical assistance should be provided to the Program.

As a result of these findings, the following recommendations are made:

1. Art, Music, and Physical Education teachers in potential feeder schools should be encouraged to identify more students for the program.

2. The name of the program should be changed from "Artistically Talented" to some other, less affectively-laden name such as "Fine Arts."

3. Transportation for program students should be improved. A special shuttle bus used exclusively to transport "Fine Arts" students would be beneficial.

4. To the extent feasible, students in each of the three artistic areas should be separated into groups of different ability to enable more sharply focused instruction.

5. Full-time (rather than hourly) clerical personnel should be assigned to each of the program schools.

6. Regular teachers should be encouraged to more fully support the program.

7. Pre- and post-assessment by an interdisciplinary team, to measure program impact should be made an integral part of the program.

8. Better quality stringed instruments should be provided for music students.

9. Students should be placed into the program at scheduled intervals rather than continually phased in throughout the year.

10. The practice of employing the contracted services of guest artists to enhance the program should be continued.

# EVALUATION OF THE 1983-84 ECIA, CHAPTER II MOTIVATE AND STIMULATE FOR EXCELLENCE PROJECT
October, 1984

The 1983-84 Motivate and Stimulate for Excellence (MASE) Project was funded in the amount of $245,802 under the Education Consolidation and Improvement Act (ECIA), Chapter II. The project was designed to provide academically above-average students with enrichment activities to enhance their development of critical thinking and problem solving skills. Students were selected primarily on the basis of scores on the Cooperative Pre-School Inventory or appropriate versions of the Stanford Achievement Test, depending on their grade levels.

Project services were provided at ten elementary schools including nine schools that had MASE programs during the 1982-83 school year and one that did not have previous experience with this type of project (Lorah Park). The MASE project was to provide direct instructional services through full-time teachers in nine project schools and a half-time teacher in one project school.

The evaluation of this project addressed both the extent to which project activities occurred as specified in the program proposal (process) and the extent to which specific project objectives were attained (product). Data collection activities included examination of records, observation of project activities, surveying via questionnaire, and conducting interviews with program personnel. These evaluation activities addressed the following questions:

1. To what extent do project participants meet the criteria established for admission into the project?

2. How adequate are the project facilities and the quantity/quality of materials available for instruction?

3. To what extent do participating students evidence gains in the higher level cognitive thinking skills specified in the program proposal?

4. What are the general attitudes of students and parents toward this project?

The results of this evaluation indicate that most project activities occurred as specified in the program proposal. An exception to this generalization occurred with respect to a smaller-than-specified number of students served at some of the (smaller) project schools. The materials, supplies, and facilities to provide MASE instruction were judged adequate by the majority of project teachers.

Most project students reported positive feelings about the MASE program, the work they did in the MASE class, and the effects of their participation. Parents or participating students provided only moderately high ratings for the adequacy of orientation to the project and the adequacy with which they were informed of their child's progress in the project. Parents were supportive of the project's design and procedures and the vast majority indicated a desire for their children to continue to participate. The majority of parents also felt that the project had positive effects on their children and that integration between the MASE project and the regular education program

was good. In communicating with project teachers throughout the year, no comments regarding gross project inadequacies were noted. These teachers did, however, express a desire for continued opportunities to interact with one another for the purpose of sharing information regarding instructional resources and approaches. Five meetings were provided this year for the teachers to interact and share ideas.

The Developing Cognitive Abilities Test (DCAT) and Ross Test of Higher Cognitive Processes were used to determine the extent to which participating students evidenced gains in higher level cognitive thinking skills (analysis, synthesis and evaluation). Overall test data indicated that substantial increases in higher level cognitive skills were evidenced across all grade levels for participating students.

As a result of these generally favorable findings, the following recommendations are made:

1. Project schools with relatively small student enrollments from which to select participants should be permitted to serve fewer students than project schools with greater numbers of students.

2. An effort should be made to more adequately orient parents to the project, to more clearly explain the admission criteria and to keep parents more adequately informed of their child's progress in the program.

3. Program instructional staff should be provided with continued inservice training related to the operation of the project and instructional activities. A survey of their needs should be made prior to the actual provision of inservice training.

EVALUATION OF THE DCPS
SECONDARY GUIDANCE PROGRAM
October, 1984

This study reports an investigation of the Secondary Guidance Program within the Dade County Public Schools. The Secondary Guidance Program is the planned and systematic delivery of counseling, placement, consultation, information, testing, and community services. The purpose of the program is to provide the information and skills that students in grades seven through twelve need to make "self-directed, realistic, and responsible decisions affecting their lives."

Three components of the Secondary Guidance Program were studied: program activities; program management; and program impact. Numerous surveys were used to collect data relevant to each of these aspects of the program. In addition, a job analysis of guidance personnel was conducted. A summary of findings from the job analysis and from the data provided by administrators, counselors, teachers, students and parents is given below.

A. A set of evaluative criteria developed by counseling professionals was used in the study of the program's activities and management. Findings were compared with the criteria to identify critical weaknesses associated with the program in these areas. The greatest number of concern areas were identified in the area of program management. It was hypothesized that these weaknesses were most critical since problems in this area impact the capability of the program to deliver effective services.

B. A significant percentage of the counselors and administrators felt that factors related to program management negatively impacted the effectiveness of the program. These factors were inadequate facilities, insufficient clerical assistance, and inadequate allocation of counselors or lack of time.

   Additional data regarding program resources support the counselor and administrator data. According to guidance chairpersons, most schools lacked an information library and lacked an adequately spaced area for group counseling. A large number of counselors also indicated that offices lacked sufficient space and privacy to facilitate effective counseling.

C. The average number of students assigned to each junior high counselor was 458 students. In senior high schools a mean of 504 students was assigned to each full-time counselor. A review of guidance literature revealed an acceptable student load of 250 - 300 students per full-time counselor. At each level, the ideal counselor-student ratio of 250 students per counselor was exceeded considerably.

In most schools, there was no clerical staff -full-time or part-time- assigned exclusively to the guidance department.

C. Some features of the secondary guidance program were rated favorably by counselors and administrators and were felt to impact the program in a positive manner. These factors were (1) support from faculty, (2) support from administration, (3) support/cooperation of students, and (4) competency of guidance personnel.

D. Computer technology was not used extensively to enhance and expand the capability of the guidance program. Neither computer-managed counseling nor computer-assisted counseling were implemented in the majority of schools. Most schools did not have the equipment or the necessary software to implement such activities.

Even computer facilities necessary for adequate implementation of the current program were lacking. The computer terminal is often needed and used by guidance personnel to access student information that is used in the counseling process. According to information provided by guidance chairpersons, less than 40% of the schools had a computer terminal in the guidance area.

E. The job analysis revealed that most of the primary and secondary activities of secondary counselors facilitate the accomplishment of guidance goals and objectives. However, some activities were identified which are inappropriate and which tend to diminish the effectiveness of the counselors. These tasks may be considered clerical or administrative. Inappropriate primary and secondary tasks included:

1. Registering students.
2. Filing letters, reports, and other documents.
3 Reading computer printouts; detecting and correcting discrepancies between school computer and records; and verifying the accuracy of data.
4. Monitoring student behavior in the cafeteria, hallways, parking lot and/or other places.

F. A critical element in guidance program planning and development is the assessment of student needs. To a great extent, the relevancy of the program depends upon the utilization of student needs data in program planning. The majority of counselors and administrators indicated that surveying student needs is not implemented. Among the respondents who indicated that the activity was conducted, most felt that it was not adequate.

G. Outcome areas were identified in which a moderate or high percentage of clients had a need. Adequate services were provided in most areas of client needs. Need areas of students which were not adequately addressed were due primarily to inadequate implementation of the following services:

(1) group counseling; (2) assessment of students' vocational aptitudes and interests; (3) establishment and maintenance of guidance materials resource center for staff and students; and (4) provision of activities and counseling to help students develop decision-making skills. Only one need area for teachers was not addressed sufficiently. This was a result of the unsatisfactory status of service in assisting teachers to apply and evaluate counseling techniques.

H. The status of guidance services differed considerably between junior high and senior high programs. For most of the activities (87%) in junior high sites, most counselors felt that they were implemented adequately or that the service was not provided because of a lack of need. Based upon the responses of counselors, the services of the junior high programs were balanced since the status of most activities representing the major service and developmental categories were satisfactory.

The status of 56% of the surveyed activities were given satisfactory ratings by senior high counselors. The services of the senior high programs were less balanced than those of the junior high programs because many services which related to personal-social and career development were rated unsatisfactory. In the service categories, the senior high programs were weakest in guidance and information giving, career information and planning, and placement and follow-up.

I. When the impact of counselors upon guidance consumers was studied, the results were very positive. In each of the surveyed need areas, counselors were viewed as helpful by a moderate or high percentage of students and teachers. In spite of the discrepancies between junior and senior high schools with regard to the adequacy of services, these discrepancies were not manifested in the impact data. In most cases, differences between the percentages of students helped by a counselor within junior and senior high sites were very small.

The level of counselor help for teachers was very high. In most outcome areas, more than 70% of the teachers who had a need were helped by a counselor.

J. Substantial differences were observed in the extent of counselor helpfulness with respect to clients who requested assistance and those who did not seek assistance from the counselor. In each outcome area, the counselor had a high level of impact upon those clients who requested help, and a low level of impact upon those clients who did not request help. This finding is significant, particularly in rendering services to students, since most of the students with an identified need did not request help from the counselor.

## RECOMMENDATIONS

The perspective accepted in this report is that the potential impact and effectiveness of the secondary guidance program cannot be attained until the capability to render a balanced and comprehensive delivery of services is realized. Consequently, recommendations focus upon program management. Recommendations for improvements based upon the findings of the study follow:

A. Provide additional guidance personnel and clerical staff to relieve the time counselors devote to clerical tasks, thereby allowing more time for providing counseling services to students.

B. Provide adequate facilities for group counseling.

C. Provide an unshared office with adequate space and privacy for each secondary counselor.

D. Conduct a study of the feasibility of computer-assisted counseling or computer-managed counseling to enhance and expand counseling services.

E. Provide adequate space and materials for the establishment and maintenance of a guidance resource library at each secondary site. Students who do not usually ask the counselor for assistance could benefit to a great extent from this type of service.

F. Review the current job activities of counseling staff and eliminate non-counseling duties.

G. Include as a component of program planning and development, the formulation of annual school-level plans for guidance programs based upon objective needs assessment data.

EVALUATION OF THE
COLLEGE ASSISTANCE PROGRAM
October, 1984

The College Assistance Program (CAP), a component of the College Admissions Services Office, was established in 1977 to encourage and assist the efforts of high school seniors to pursue post-secondary education. CAP advisors were assigned to provide assistance to students seeking 1) financial aid, 2) information about colleges and entrance examinations, and 3) help filling out applications. A second phase of the program was to establish a scholarship fund, administered by CAP, Inc., for needy students whose post-secondary education financial aid packages were insufficient.

In the 1977-1978 school year, CAP was initiated on a limited basis. Currently, there are 35 part-time CAP advisors in the 24 senior high schools in Dade County, allotted in proportion to the size of the senior class.

The evaluation of CAP was designed to examine the extent to which the program was 1) meeting its goals and 2) providing a worthwhile service. The evaluation was conducted by means of 1) survey instruments distributed to administrators and guidance personnel in the senior high schools, 2) interviews with administrators, guidance personnel, and students, 3) data collected for The Placement and Follow-up Reports by the Office of Student Support Programs, and 4) data supplied by the College Admissions Services Office. In some cases potential influencing factors were not well controlled, so caution must be taken in inferring that the changes found were a result of CAP.

This investigation sought to answer the following evaluation questions.

1. What are administrators' and guidance personnel's perceptions regarding the contribution and effectiveness of CAP activities in the guidance program?

2. What are the perceptions of school personnel regarding needed program changes?

3. How has CAP impacted on:
   A. the level of student knowledge regarding college admissions, scholarships/financial aid, and admissions testing?
   B. the number of students receiving scholarships/financial aid?
   C. the number of students attaining post-secondary education?
   D. the availability of individual assistance in college planning?

4. Are CAP, Inc. scholarships being distributed to needy students?

5. Has there been improvement in the fund-raising capability of CAP, Inc.?

## Results

A. The overall perceptions of administrators and guidance personnel about CAP were very positive. Most rated the program as very effective and efficient, a successful program. Data from students who graduated from 1976 through 1980[1] showed a slight increase in the percentage stating they received adequate information regarding college admissions before CAP began, with a larger increase occurring after CAP's inception. The

[1]Data from The Placement and Follow-up Reports were not available for years subsequent to 1980.

years prior to CAP did not reveal any increase in information about financial aid, but there was a definite improvement in this area after CAP began. The interview data on the seniors of 1984 indicated that an even larger percentage than in 1980 felt they received sufficient information in general. An increase was also seen regarding financial aid. Despite these gains, 25% of those interviewed, including juniors, responded that they had not received enough information about financial aid. Academically higher level seniors reported receiving the most information from CAP and were the group most satisfied with its services. Very few juniors reported that they had received the information they believed they needed. There appeared to be an increase in the number of students receiving scholarships and financial aid beginning with the first year of CAP and continuing over the subsequent year. Since 19/6, the first year for which data were available, there has been a trend towards increasing percentages of students attaining post-secondary education. This growth seemed to be slightly more pronounced after CAP began. More noticeable was the increased percentages of full-time students, which began the year CAP was implemented.

B. There was a widely perceived need by administrators and guidance personnel to have CAP advisors available in most schools on a full-time, five days a week basis. In conjunction with this was the frequently mentioned remark that advisors should spend more time with students in the tenth and eleventh grades, and even begin some preliminary work at the junior high level in the form of assemblies. It was stressed that none of this should be at the expense of spending less time with the twelfth grade students. Another frequent suggestion was to have advisors engage in more outreach and publicity activities because many students who could benefit from the program's services were not sufficiently aware of CAP and/or were reluctant to seek out its services on their own initiative. Other recommendations for change included increasing advisors' salaries and providing offices with more space and privacy. Students echoed the needs outlined by the administrators and guidance personnel. They particularly emphasized a desire to increase the accessibility of the advisors through having them available five days a week and through outreach activities.

C. CAP, Inc. has increased the amount of funds it had available for scholarships since the early years of the program, although there was no increase for 1984. This money has been distributed to needy students according to records from the program. Interviews with CAP advisors reflect some inconsistency in the manner in which they recommend students for consideration for these awards, with some advisors excluding students applying to two-year colleges.

## RECOMMENDATIONS

1. Increase funding to CAP to provide full-time, five days a week coverage in those schools that need extended service time.

2. Initiate a review of the classification of the CAP advisor position.

3. Increase the outreach and publicity activities of the CAP advisors to encourage wider student knowledge and use of CAP.

4. Encourage CAP advisors to begin more intensive work with students earlier in the eleventh grade.

5. Encourage CAP advisors to conduct assemblies for junior high students to increase their awareness of post-secondary education possibilities and facilitate better course planning.

6. Clarify the eligibility requirements for the CAP, Inc. scholarships with the advisors to insure an equitable distribution of funds.

7. Review current training procedures to ascertain whether they adequately inform new advisors.

8. Provide adequate office space and privacy for all CAP advisors.

EVALUATION OF THE 1983-84 ECIA, CHAPTER II
COMPUTER EDUCATION PROJECT
October, 1984

For the second year, the Department of Basic Skills sought Chapter II funds in 1983 to aid in supporting Dade County's computer education program, which had in three years' time acquired 680 computer systems spread throughout 150 schools. As stated in the original proposal, the funds were requested for the purposes of: a) the maintenance and enhancement of the existing microcomputer program; b) the continued development of a software consortium; and c) support services for CAI and CMI software.

A sum of $619,152 was requested; $248,358 was granted. One of the objectives (c, above) was dropped due to insufficient funds. The funding was increased at midyear by an amount of $96,046, some $80,000 of which was earmarked for schools which had Chapter 1 programs.

The project was evaluated by 1) reinterpreting the objectives of the project in the context of the funds granted, and 2) inspecting the pattern of expenditures. The evaluation found that all objectives, as redefined, were met. The following recommendation is made.

1. The ECIA Chapter II Computer Education Project should be refunded for another year.

A point related to Chapter II funding policies is noted in the discussion, dealing with the use of temporary funding sources in situations where the resource need is permanent.

EVALUATION OF THE 1983-84 ECIA,
CHAPTER II LEGAL PROJECT
October, 1984

The 1983-84 LEGAL (Law Education Goals and Learnings) Project has operated in the Dade County Public Schools (DCPS) since 1976 and was funded by the Education Consolidation and Improvement Act (ECIA) in the amount of $110,565. It is an authorized course of study emphasizing criminal and civil law areas and is presently offered as an elective for students in grades seven through twelve. During the 1983-84 school year, LEGAL Jr., LEGAL Sr., and LEGAL "infusion" courses were taught in over three-fourths of Dade County's junior and senior high schools, involving approximately 40,000 students.

In addition to its functioning as an authorized course of study, LEGAL also facilitates three sub-components: the Law-Related Field Studies Program (funded by Close Up Partners through Florida Close-Up, Inc.); the Attorneys and the Schools Program (sponsored by LEGAL in conjunction with the Young Lawyers Section of the Dade County Bar Association); and the Mock-Trial Competition Program (sponsored by LEGAL, the Young Lawyers Section of the Dade County Bar Association, and the University of Miami Law School).

These three sub-components provide the following services. The Law-Related Field Studies Program enables students from LEGAL classes to visit such law-related field study sites as courts, police departments, and the juvenile justice center. During the 1983-84 school year, over 875 students participated in this program. The Attorneys and the Schools Program helps LEGAL and other social studies classes present in-class mock trials and supplies attorneys to serve as in-class resource persons assisting pupils in their understanding of various aspects of criminal and consumer law. The county-wide Mock Trial Competition allows students participating in the intra-school mock trial competition the opportunity to compete against other schools in a county-wide mock-trial competion.

The evaluation addressed the following questions:

1. Has the LEGAL Project experienced an increase in student and school participation?

2. Have the LEGAL staff provided appropriate instructional support services to LEGAL teachers and students?

3. Have LEGAL personnel undertaken efforts to increase the number of school administrators who are aware of the project?

4. Has LEGAL made available appropriate in-service training to all LEGAL teachers?

5. Has the LEGAL Project maintained and/or enhanced the support it receives from local, state, and national organizations?

Data for this evaluation were obtained from information that was routinely collected as part of the LEGAL Project as well as gathered strictly for this appraisal. "Instruments" employed to collect this data included project activity logs, DCPS records, interviews with project staff, and questionnaires developed by the Office of Educational Accountability (OEA) in conjunction with LEGAL personnel.

Results of this evaluation indicated that the LEGAL Project greatly increased the number of students and schools participating in the program; provided appropriate instructional support services to LEGAL teachers and students; and expended considerable effort to increase the number of school administrators who were aware of the project. Additionally, the project made available appropriate in-service training to all LEGAL teachers; demonstrated that local, state, and national organizations maintained and/or enhanced their support for the LEGAL Project; and received positive evaluations of program products and activities from LEGAL teachers, resource personnel, and student participants.

As a result of these findings, the following recommendations are made:

1. The LEGAL Project should continue to be supported.

2. The LEGAL Project should consider conducting workshops and/or inservice training sessions covering the following topics: conducting mock trials, conducting law-related field experiences, utilizing community resources, and infusing LEGAL into other social studies courses.

3. The LEGAL Project staff should continue its efforts to increase administrators' and social studies department chairpersons' awareness of project activities by making presentations at junior and senior high area principals meeting and at social studies department chairpersons meetings.

4. Given the success of LEGAL at the Junior and Senior high school levels, it is recommended that consideration be given to expanding the support for law related educational activities at the elementary level. These activities are currently provided only minimal funding through a Florida Department of Education mini-grant.

EVALUATION OF THE 1983-84 ECIA, CHAPTER II
ARTICULATION FOR CAREER EDUCATION PROJECT
November, 1984

Articulation for Career Education, or ACE, is a project designed by the Department of Career Education to continue and expand the Articulated School-Based Management Plan (ASBMP), a program begun in 1981. A total sum of $57,966 in Chapter II funds was granted for the first year of this proposed 24 month project.

An evaluation of the ACE project was undertaken to verify that the schools currently included in ASBMP were monitored, and to observe and document the process of induction of new schools into the program. Personnel from the Department of Career Education were interviewed and their records examined. The following recommendations are made.

1. It is recommended that the Department of Career Education indicate a minimum acceptable level of supervision or monitoring for the regular ASBMP program (where regular is understood to refer to the schools already fully integrated into the program), in terms of some measurable criterion, such as visitations or visitation hours.

2. Should the Department of Career Education determine that the designated minimum level of supervision of the regular program cannot be maintained with the present level of resources, while the remaining schools are being inducted into ASBMP, it is recommended that any requests for additional funding to increase temporary monitoring capabilities be favorably regarded.

# EVALUATION OF THE OCCUPATIONAL SPECIALIST AND PLACEMENT SPECIALIST PROGRAM

November, 1984

The Dade County Public Schools' (DCPS) Student Services Program is composed of many services which have as an overall goal the development of students' ability to understand and accept themselves, to have satisfactory interpersonal relationships, and to make rational and realistic decisions about their education and career. One component of the Student Services Program is occupational and placement specialist services. This component, which is mandated in the Student Services Act, focuses upon the development of students' ability to make rational and realistic career decisions.

The major goal of the occupational and placement specialist (O/PS) program is to provide assistance, information and experiences to all secondary students which will enable them to examine and intelligently select a career area appropriate to their ability and interests. This should assist them in being appropriately placed in the career area of their choice, whether it be oriented toward immediate employment, further education, or a combination of the two.

To increase the availability and quality of occupational and placement specialist services, the Legislature (F.S. 233.0681) provided additional resources in the form of counselling personnel, referred to as occupational specialists. These positions would provide career education in place of guidance counselors. The primary responsibility of the specialists would be to handle specialized assignments related to the goal of career education and its identified objectives.

Although many functions of the specialist's job are similar in junior high school and senior high school settings, there are some specialized tasks that specialists in both levels do not share. The specialist in the junior high setting focuses his/her attention on career information dissemination and reducing the number of dropouts while the senior high school specialist is involved with actual job placements and followup. To distinguish between the two, specialists in the junior high schools are referred to as occupational specialists (OSs) while those in the senior high schools are called placement specialists (PSs).

The evaluation of the Occupational and Placement Specialist (O/PS) Program sought to define the activities of the specialist, determine whether activities were appropriate to the job description, and assess the satisfaction of the program by specialists themselves, teachers, students and businesses with whom the specialist has contact.

Three types of data were gathered for analysis. A series of seven questionnaires were developed and distributed to specialists, teachers, students and business contacts as appropriate. A separate job analysis questionnaire was also sent to specialists in an attempt to define what they saw as their major job duties. Finally, a review of program documents--the Fall No-Show Search report and four quarterly activity reports--yielded information on selected student profiles and the type and frequency of contacts with students and the community.

All groups polled (specialists, teachers, students and business contacts) were asked their opinion of satisfaction with and/or effectiveness of the specialist. Overall satisfaction was evident with each group. Specialists overwhelmingly saw themselves as effective (PS-95.2%, OS-100%). Teachers reflected this opinion in a number of questions in their surveys. Positive comments to open-ended questions were four times as frequent as negative comments.

About one-half of all teachers who responded to the survey said that they had referred students to the specialist. When asked if they had observed an impact of specialist services on the student, the majority who had an opinion said that the specialist did benefit students. Similarly, student respondents said that the specialist was the most likely person they would seek for career counseling. A total of 33 positive comments by student respondents were noted on an item which requested comments, with one negative statement noted. Finally, 90% of the business contacts said that they were satisfied with specialists' services. Because all groups of respondents agreed that the specialist is effective or that they are satisfied with the specialist's services, it can be concluded that, in general, the specialist is effective.

A number of data sources were used to gauge and assess specialist activities. A review of program documents indicated that specialists' activities are appropriate (when compared with their job responsibilities). On the average, PSs assisted in 125 job placements for students. The 1983-84 Fall No-Show Reports indicated that PSs assisted one-third of all actual no-shows and OSs assisted 69% of all actual no-shows. Various group activities (e.g. field trips and class presentations) appeared to be a frequent method used to reach large groups of students.

One-third of all teacher respondents said they had had the specialist present in their class at least once during 1983-84 school year. In addition, almost half of all student respondents said they had contact with the specialist during the same period. Students were also asked about the type and frequency of contacts with the specialist. While the data yielded somewhat lower percentages than had been anticipated/desired, this may be due to the fact that the distribution of student respondents was concentrated in grades 7 and 10, so that most respondents based their answers on less than a full year's exposure to the specialist in that school. Overall, specialist activities were found to be appropriate and adequate.

Most specialists were of the opinion that they generally received support from their school administrators, their school guidance department and the central administrative offices. The one notable exception to this trend was seen in the responses by PSs to the question of whether the guidance department provided technical support. Here, the most frequent responses by PSs to whether technical support was provided by the guidance department were only "a little" or to "some" degree. When asked to name up to three things that inhibited their effectiveness, lack of clerical assistance was mentioned in seven cases and lack of administrative and/or faculty support in eight cases. Given the numbers of schools involved (24 senior highs and 46 junior highs), the concerns noted above cannot be considered excessive. Rather, efforts to address the perceived lack of support should be considered.

Specialists felt that they maintain high visibility and awareness of their program. However, both teacher and student data consistently indicated a need and desire for more contact with the specialist and more information on the specialist's services. This is indicated by the data when students were asked to give the name of their school's specialist. Less than one-half of the senior high school students (47.3%) did so correctly. Of the junior high school students, 70.8% were able to answer correctly. Teacher and student data indicate that the specialists' perceptions of awareness and visibility may be somewhat overestimated. It is recommended that specialists consider ways to rectify this situation.

Three primary problems were noted by the specialists with regard to their working conditions. Ten OSs indicated that their part-time status hindered their effectiveness. (For the 1983-84 school year, 15 OSs were on parttime status 50 hours every two weeks - due to budget limitations.) Twelve specialists (2 PSs and 10 OSs) indicated a need for either private work space or space for groups. Junior high specialists in particular noted this. Another problem mentioned by specialists concerned the use of telephones and telephone messages. As much of the specialist's job deals with community/business contacts, inaccessibility to phones and poor mechanisms for messages can inhibit the specialist's effectiveness.

Systematic and direct study of dropouts and potential dropouts presents many problems and requires resources (in staff time) far beyond those allocated to this evaluation project. However, preliminary study yielded the following: Analysis of the Fall No-Show reports indicates that less than one-third of senior high no-shows request/want PS assistance. Data from activity reports indicate that only 12.3% of early school leavers return to school. The identification process of potential dropouts in the junior high school level follows no standardized pattern resulting in high variability in the criteria used across all junior high schools. Statistics reported by specialists indicate that the most frequent grades for dropouts are 10th grade (36%) and eleventh grade (24.6%). Given these findings, the emphasis on dropout prevention is indicated. Since most dropout activity occurs in the senior high school level, prevention activities should continue to be emphasized in the junior high school level and possibly earlier than that.

Based upon these findings, the following recommendations are made:

1. Emphasize visibility and awareness of the specialist at the school level. Teachers and students in both secondary levels requested this.

2. Ensure adequate working space, both for individual and small group work, for all specialists. The greatest area of need appears to be on the junior high school level.

3. Consider expanding all positions of occupational/placement specialists to full-time. Part-time specialists, in particular, noted a lack of time to carry out job duties.

4. Consider indepth evaluation of dropouts and potential dropouts to determine the specialist's role and impact.

5. Develop specific criteria for use in identifying potential dropouts.

6. Provide adequate clerical assistance for the OS and PS.

7. Study the feasibility of separate phone lines and telephone answering machines for specialists in order to facilitate community and business contacts for placement and followup services, arranging for speakers and planning field trips.

EVALUATIVE SUMMARY OF THE
DADE COUNTY PUBLIC SCHOOLS
ELEMENTARY GIFTED PROGRAM
November, 1984

The Dade County Public Schools (DCPS) Elementary Gifted Program serves approximately 2,000 elementary-level students via 13 school-center programs and 12 recently implemented home-school-based programs. The school-center program involves transportation from the home school to the center for two days per week, whereas the home-school-based model provides for gifted instruction in the student's home school.

This evaluative summary involved the assessment of certain aspects of the Program from the perspective of parents and gifted program teachers. Surveys were sent to parents of all gifted students and visitations were made to all 25 of the program sites. The intent of the evaluation was to describe the planning, objectives and instructional activities which characterized the Program as well as parental preferences for those and other program features. Additionally, the number of students who had exited the Program during the 1983-84 school year (as well as reasons for this exiting) was documented.

Problematic areas noted by parents included the amount of time taken to identify and place children in the Program, their understanding of the standards used in grading, their knowledge of parent or other groups with special interest in gifted education; and regular-program vs. gifted-program interaction. Parents were, on balance, supportive of the criteria which were being used in the identification of students for the Program, the availability of "gifted teachers" for conferences, and the impact of the Program on their children in terms of behavior at home and the extent to which the Program had proven "stimulating" and "motivating." Parents were most supportive of creativity, problem solving, and communication skills as program objectives and were most supportive of content areas which included the qualitative pursuits and hard sciences (as opposed to the social sciences for example) as well as the notion of a full-time school for the gifted. Some differences between the responses provided by home-school-based, as opposed to gifted center programs were noted. Visitations to program sites revealed that virtually all instructors described objectives that fit within the framework of gifted programming and virtually all instructional approaches mentioned were relevant. Lesson plans appeared to be in good order at all but four of the 25 sites. Plans which were examined contained all important factors (with the exception of methods to evaluate student performance) in the majority of cases. Procedures to contact parents as well as regular program teachers appeared to be in place; however, as was also noted in responses to the parent questionnaire, communication with the regular program teachers and schools appeared to be problematic.

Finally, only approximately 7% of the Elementary Gifted pupil population had exited the Program sometime during the 1983-84 school year; the most frequently noted reason being that the students' families had moved.

In view of the findings of this preliminary evaluation, the following recommendations are made:

1. The process of student identification/placement should be reviewed toward the end of shortening the period of time from the initial consideration of a child for entry into the Gifted Program to the time of his/her eventual placement (or other decision).

2. All parents should be given the opportunity to participate in an orientation prior to, or coinciding with, the child's entrance into the program.

3. Information regarding the existence of parent groups with special interest in gifted education should be more widely disseminated.

4. Information descriptive of the standards which are used to assign grades in the gifted program should be more widely disseminated to parents of program students. The relative lack of criteria for the evaluation of objective accomplishment (noted in the on-site visitations and examination of lesson plans) may be a sign that objective assessment methods, which should underly the assignment of grades, are lacking.

5. Procedures to enhance the communication with and cooperation received from regular program teachers (especially in the context of the gifted center program) should be explored and implemented on a trial basis to determine their utility. A certain amount of antagonism or lack of interest may be inherent in the nature of the interaction between these groups of professional educators, however.

6. To the extent possible, consideration should be given to increasing the exposure (time) allocated to gifted instruction, somewhat increasing the number of opportunities for the gifted to experience "off-campus" activities and reducing the size of the average class.

7. DCPS should explore the possibility of seeking an exception to the currently in-force statutes which prohibit the temporary reassignment of gifted students to the regular program if their performance in those classes begins to deteriorate.

EVALUATION OF THE 1983-84
ECIA, CHAPTER II
CENTER FOR URBAN/MINORITY EDUCATION PROJECT
November, 1984

The 1983-84 Center for Urban/Minority Education (CUME) Project was funded under ECIA, Chapter II, in the amount of $100,998. It was designed to address the unique needs of teachers, administrators and parents involved with schools serving primarily low-income/minority students. CUME's initial 1983-84 proposal stipulated that the project would focus on "efficient and effective use of human and material resources to be used in a collaborative structure of joint problem solving to promote a positive school climate in inner city schools," and requested approximately $250,000 to accomplish these tasks. Following the substantial reduction in funding (from that originally requested), the Project Director amended CUME's original proposal by deleting some of its 1983-84 goals. As a result of these deletions, CUME's focus remained unchanged, but several of the structures CUME proposed to achieve its goals were dropped. More specifically, CUME eliminated the establishment of a Project Advisory Council and a parent-community network. Additionally, the collaboration with the North Central Area's administrative staff, the Intergroup Relations Team and the Dade-Monroe Teacher Education Center in the proposed New Teacher Immersion Program designed to impact and address teacher attrition in the inner city schools did not materialize.

In short, for a number of reasons, the 1983-84 CUME Project did not concern itself with two (out of its initial four) areas of concern to the extent originally intended: namely fragmentation and high teacher attrition. Rather, the project focused its efforts primarily on professional preparation for inner-city teachers and, to a lesser extent, on the development of school-based organizational structures.

In summary, the 1983-84 CUME Project remained in compliance with its amended proposal throughout the school year. More specifically, a review of the CUME Educational Specialists' activity logs indicated that both spent between 75 and 95 percent of their time involved with activities designed to address problems defined during CUME's 1982-83 operation. Furthermore, analysis of responses to questionnaires showed that the workshops facilitated by the project staff were well performed and appropriate, given the nature of the problems. Finally, an examination of replies to a questionnaire distributed near the end of the 1983-84 school year suggested that approaches to problems offered during the various workshops were actually applied and perceived as effective by a large majority of the inservice participants.

In spite of these positive findings, however, it appears that the CUME Project, as reduced in funding and consequently scope, was unable to strongly impact inner-city school problems. In short, the relatively restricted efforts CUME employed to deal with inner-city school problems appeared to be substantially diluted due to the pervasive extent of difficulties encapsulated in most of the inner-city schools.

As a result of these findings the following recommendation is made:

CUME should be eliminated unless the project is sufficiently well supported to address other problems characteristic of inner-city schools, namely fragmentation and high teacher attrition. The efforts which CUME offered to develop inner-city school projects during the 1983-84 school year were certainly appropriate and relevant. The impact of these efforts within the participating schools, however, was probably minimal, compared to the vast range of problems which the inner-city schools are experiencing. An alternative to more fully supporting the project would include targeting only two or three of Dade's inner-city schools and addressing most, if not all, of the major problems in these schools during the 1984-85 school year.

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of The Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of The Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the education amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal) and Florida State Law, Chapter 77-422, which also stipulates categorical preferences for employment.

# END

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