SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
WHITE	444	470	52.1	53.9	47.1	48.2	39.5	40.2
BLACK OR AFRICAN AMERICAN	59	64	7.0	6.8	8.0	8.0	22.5	22.7
HISPANIC/LATINO	308	314	35.4	33.6	39.9	39.0	31.5	30.7
ASIAN	*	*	0.9	0.6	0.9	0.8	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	*	*	*		0.1		0.2	0.1
AMERICAN INDIAN OR ALASKA NATIVE	14	30	2.5	2.5	1.0	1.0	0.3	0.3
TWO OR MORE RACES	18	16	1.9	2.6	3.1	3.0	3.4	3.3
DISABLED	116	231	19.8	19.9	20.0	20.0	13.1	13.0
ECONOMICALLY DISADVANTAGED	608	596	68.6	63.2	68.6	76.9	58.8	58.4
ELL	28	25	3.0	2.3	17.8	16.7	13.0	12.4
MIGRANT**								

FEMALE	852		48.5	47.3	47.7	48.1	48.7	48.7
MALE		903	51.5	52.7	52.3	51.9	51.4	51.4
TOTAL	1755		100.0	100.0	100.0	100.0	100.0	100.0
Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.								
**Report will be updated with the Migrant Count at a later date.								

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade.

	School %		District %		State %	
	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
ALL STUDENTS	67.6	67.6	61.2	61.2	76.1	76.1
WHITE	74.2	67.0	69.7	59.9	82.8	81.7
BLACK OR AFRICAN AMERICAN	53.6	73.7	40.5	55.6	68.0	64.7
HISPANIC/LATINO	71.8	65.4	68.8	61.7	76.7	75.0
ASIAN	#	#	#	#	90.9	89.2
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	N/A	#	N/A	82.6	75.6
AM.INDIAN OR ALASKA NATIVE	#	66.7	33.3	61.5	75.7	73.8
TWO OR MORE RACES	#	#	45.5	#	81.5	80.1
DISABLED	50.0	50.0	43.0	43.0	55.1	55.1
ECONOMICALLY DISADVANTAGED	63.8	63.8	57.1	57.1	67.7	67.7
ELL	#	#	#	#	55.8	55.8
MIGRANT	75.0	75.0	70.0	70.0	65.5	65.5
AT-RISK (Low 25)*	44.7	44.7	35.1	35.1	50.0	50.0
FEMALE	76.8	76.8	73.2	73.2	79.9	79.9
MALE	59.8	59.8	52.0	52.0	72.5	72.5
Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.						
* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.						

High School Dropout Rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the proportion of students who dropped out of school from the total enrollment in grades 9 through 12.

Racial/Ethnic Group	School %		District %		State %	
	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
WHITE	2.3	3.7	2.7	3.1	1.3	1.3
BLACK OR AFRICAN AMERICAN	2.3	6.3	1.8	2.8	2.7	3.0
HISPANIC/LATINO	3.3	0.2	3.7	0.6	1.8	2.0
ASIAN	0.0	0.0	0.0	0.0	0.5	0.5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	0.8	#	0.8	#	0.0	1.2
AM.INDIAN OR ALASKA NATIVE	3.9	2.6	3.8	4.8	2.0	1.7
TWO OR MORE RACES	2.0	0.0	1.8	0.0	1.4	1.3
FEMALE	2.8	1.6	3.1	1.3	1.4	1.5
MALE	2.5	3.4	2.7	3.1	2.1	2.2
TOTAL	2.7	2.5	2.9	2.3	1.8	1.9
Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.						

POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2011-12 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

College Going

Racial/Ethnic Group	Number of Standard Diplomas Earned in 2011-2012	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	School %	District %	State %
WHITE	183	131	72	71	75
BLACK OR AFRICAN AMERICAN	14	8	57	57	74
HISPANIC/LATINO	68	47	69	69	76
ASIAN	#	#	#	#	88
AMERICAN INDIAN OR ALASKA NATIVE	#	#	#	#	77
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER	0	0	0	0	75
DISABLED	33	16	48	47	57
ECONOMICALLY DISADVANTAGED	112	64	57	57	68

ELL	#	#	#	#	70
MIGRANT	17	9	53	53	60
FEMALE	143	110	77	77	79
MALE	124	78	63	62	71
UNKNOWN	#	#	#	#	#
TOTAL	267	188	70	70	75

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

College Credit-Accumulation

Racial/Ethnic Group	Number of Graduates Enrolled in IHE* in Florida within 16 Months of Earning a Regular High School Diploma	Number of Those Who Completed at Least One Year's Worth of College Credit within Two Years of Enrollment in an IHE*	School %	District %	State %
WHITE	101	50	50	50	69
BLACK OR AFRICAN AMERICAN	N/A	N/A	N/A	N/A	55
HISPANIC/LATINO	37	16	43	43	64
ASIAN	N/A	N/A	N/A	N/A	84
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	68
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER	0	0	N/A	N/A	64
DISABLED	10	5	50	50	48
ECONOMICALLY DISADVANTGED	49	15	31	31	57
ELL	N/A	N/A	N/A	#	64
MIGRANT	N/A	N/A	N/A	N/A	61
FEMALE	92	45	49	49	69
MALE	55	25	45	45	62
UNKNOWN	#	#	#	#	#
TOTAL	147	70	48	48	66

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

*Enrollment in an IHE includes students enrolled in any institution of higher education that participates in the National Student Clearinghouse.

STUDENT PERFORMANCE

Florida Statewide, Standardized Assessments

The Florida Standards Assessments (FSA) measure students' mastery of the Florida Standards and are administered to students in grades 3-10 in English language arts (ELA) and grades 3-8 in mathematics as well as in Algebra 1, Geometry, and Algebra 2. In science, Florida administers the Statewide Science Assessment in grades 5 and 8 and the Biology 1 End-of-Course (EOC) assessment, aligned to the Next Generation Sunshince State Standards (NGSSS).

Florida Standards Alternate Assessment (FSAA) for Students with Disabilities

The FSAA is designed for students whose participation in the general statewide assessment (FSA, Statewide Science Assement and EOCs) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Florida Standards Access Points (FS-AP) in language arts (reading, writing), mathematics and science. In these subject areas, it is administered in grades 3-10 in ELA, grades 3-8 in Mathematics, Algerbra 1, Geometry, grades 5 and 8 in Science and Biology 1. The FSAA was administered for the first time in 2015-16. It replaces the Florida Alternate Assessment (FAA), which measured the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect scores on FSA or NGSSS assessments. For mathematics and science, results include EOC assessment results, as applicable. Results show satisfactory attainment for students who were in attendance during both semesters of the school year.

English Language Arts, Mathematics and Science Assessments

On the FSA, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as satisfactory. Standard setting for the Florida Standards Alternate Assessment will occur in Spring 2017 when the number of achievement levels will be set.

English Language Arts Assessment Results (FSA and FSAA)*						
Percent of Students Scoring Satisfactory and Above						
	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	36	97	39	99	53	99
WHITE	42	97	45	98	64	99
BLACK OR AFRICAN AMERICAN	27	98	26	98	34	99
HISPANIC/LATINO	30	98	35	99	51	99
ASIAN	N	N	89	100	78	100
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	23	100	18	98	51	99
TWO OR MORE RACES	0	93	36	99	58	99
DISABLED	12	95	16	98	19	98
ECONOMICALLY DISADVANTAGED	32	97	35	99	42	99

ELL**	3	100	28	100	29	99
MIGRANT	27	99	34	99	30	99
LOWEST 25%						
FEMALE	42	98	44	99	58	99
MALE	30	97	35	98	49	99
An "N" indicates no test results were reported.						
*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.						
**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.						

Mathematics Assessment Results (FSA, EOCs and FSAA)*						
Percent of Students Scoring Satisfactory and Above						
	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	25	97	45	97	54	98
WHITE	27	96	50	97	65	98
BLACK OR AFRICAN AMERICAN	19	98	31	97	35	97
HISPANIC/LATINO	24	98	43	98	51	98
ASIAN	N	91	89	97	81	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	16	93	14	93	54	97
TWO OR MORE RACES	11	95	40	97	58	98
DISABLED	6	96	20	97	25	96
ECONOMICALLY DISADVANTAGED	24	97	43	97	44	98
ELL**	15	98	49	99	38	98
MIGRANT	25	99	43	98	39	98
LOWEST 25%						
FEMALE	28	97	46	98	55	98
MALE	22	97	45	97	54	97
An "N" indicates no test results were reported.						
*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.						
**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.						

Science Assessment Results (Statewide Science Assessment, EOC and FSAA) *			
Percent of Students Scoring Satisfactory and Above			

	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	55	96	43	97	56	98
WHITE	64	96	52	97	68	98
BLACK OR AFRICAN AMERICAN	37	97	21	94	36	97
HISPANIC/LATINO	50	96	37	97	52	98
ASIAN	N	N	82	92	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	9	92	54	97
TWO OR MORE RACES	N	N	41	100	61	98
DISABLED	27	95	17	97	24	95
ECONOMICALLY DISADVANTAGED	54	96	39	97	45	97
ELL	19	100	17	97	24	98
MIGRANT	44	100	29	98	35	97
LOWEST 25%						
FEMALE	63	96	44	97	56	98
MALE	46	96	42	97	57	97
An "N" indicates no test results were reported.						
*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.						

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FSA and EOCs) *

School	ELA 2015-16	Math 2015-16
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9	36	NA
Grade 10	35	NA
HS	NA	25

District	ELA 2015-16	Math 2015-16

Grade 3	44	62
Grade 4	47	58
Grade 5	33	44
Grade 6	38	45
Grade 7	34	48
Grade 8	45	63
Grade 9	37	NA
Grade 10	35	NA
HS	NA	25

	ELA	Math
State Totals	**2015-16**	**2015-16**
Grade 3	56	62
Grade 4	53	60
Grade 5	53	57
Grade 6	53	52
Grade 7	50	57
Grade 8	58	62
Grade 9	53	NA
Grade 10	50	NA
HS	NA	42

FSA is only administered to Grades 3-8 for Math.

*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.

Percentage of Students Scoring at Each Statewide Assesment Achievement Level, 2015-16

	SCIENCE & BIOLOGY 1 EOC														
	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS						31	33	22	8	7	22	28	25	13	12
WHITE						25	30	25	11	10	12	24	29	17	17
BLACK OR AFRICAN AMERICAN						47	41				36	34	20	7	4
HISPANIC/LATINO						34	36	21	5	4	26	30	25	11	8
ASIAN											9	18	25	19	28
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*											23	29	26	11	10
AMERICAN INDIAN OR ALASKA NATIVE											21	32	23	13	10
TWO OR MORE RACES											17	27	28	14	14
DISABLED						58	28	11			52	28	13	4	3
ECO. DISADVANTAGED						33	34	22	6	5	29	32	23	9	6
ELL**						45	39	13			50	31	14	4	2

MIGRANT*						41	38	14				40	34	17	5	4
FEMALE						31	34	21	8	6		21	30	26	13	10
MALE						30	31	23	8	8		23	26	25	13	13
**Students enrolled in ESOL in the current year.																

	FSA English Language Arts														
	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	36	29	16	14	5	32	30	20	14	4	24	24	24	19	9
WHITE	32	27	19	17	5	27	28	22	17	6	15	21	26	24	12
BLACK OR AFRICAN AMERICAN	49	22				51	27	14	7		37	29	20	11	3
HISPANIC/LATINO	38	33	14	12	3	33	34	20	11	3	27	25	24	17	7
ASIAN									42		10	15	23	29	24
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*											21	25	26	20	9
AMERICAN INDIAN OR ALASKA NATIVE	55					51	31				27	25	23	18	7
TWO OR MORE RACES*						37	27	18	14		19	24	25	21	10
DISABLED	72	18	8			63	22	11	4		57	24	12	5	2
ECO. DISADVANTAGED	38	30	16	13	3	35	32	19	11	3	31	28	23	14	5
ELL**	72	26				38	36	19	8		48	27	17	7	2
MIGRANT*	41	33	16			36	32	18	10		42	30	18	8	2
FEMALE*	27	31	17	17	7	26	31	22	15	6	20	24	25	21	11
MALE*	44	27	15	11	3	37	29	19	12	3	28	24	23	17	7
Note: A blank cell indicates a subgroup too small to report or that no test results were reported. *Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.															
**Students enrolled in ESOL in the current year.															

	FSA MATH and EOCs														
	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS						28	23	25	18	7	24	21	26	19	10
WHITE						23	22	25	22	9	16	18	28	24	14
BLACK OR AFRICAN AMERICAN						43	25	22	9		39	25	22	11	3
HISPANIC/LATINO						30	23	26	15	6	27	22	26	17	8
ASIAN											8	11	23	28	31
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*											21	20	26	21	12
AMERICAN INDIAN OR ALASKA NATIVE											23	22	26	18	9
TWO OR MORE RACES*						38	18	18	21		20	21	27	20	11
DISABLED						53	23	14	7	2	54	21	15	7	3

ECO. DISADVANTAGED							30	24	25	16	6		31	24	25	14	6
ELL**							30	22	27	15	5		40	23	22	11	4
MIGRANT							33	22	25	14	6		35	26	24	11	4
FEMALE							28	23	25	17	7		23	22	26	19	10
MALE							28	22	25	19	7		26	20	25	19	10
Note: A blank cell indicates a subgroup too small to report or that no test results were reported.																	
**Students enrolled in ESOL in the current year.																	

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Assessing Comprehension and Communication in English state-to-state for English Language Learners 2.0 (ACCESS for ELL 2.0) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FSA ELA (writing and reading). These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the mathematics and reading proficiency calculations for accountability purposes.

ELL	School	District	State
Reading	*	23	24,596
Math	*	23	24,137
*Cell sizes smaller than 10 are suppressed.			

National Assessment of Educational Progress (NAEP)

Below are the 2015 NAEP state results for grades 4 and 8 in reading and mathematics. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics, every four years in science, and periodically in writing. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. The achievement levels are **Basic, Proficient, and Advanced**. Below Basic is also reported but not considered to be an achievement level.

The following chart provides an approximate camparison of NAEP & FSA achievement levels:

FSA Achievement Levels	NAEP Achievement Standards
5	*Advanced*
4	*Proficient*
2-3	*Basic*
1	*Below Basic*

NAEP Participation Rates for Required Subgroups

The chart below shows, for the sample of Florida schools selected to take the grade 4 and grade 8 math and reading assessments, the percentage of Students with Disabilities (SWDs) and English language learners (ELLs) in the tested grades who were tested on each assessment. The goal established by the National Assessment Governing Board (NAGB) is 85% inclusion.

Additional information is provided on the NAEP website at http://www.nces.ed.gov/nationsreportcard/ or on the FLDOE website at http://www.fldoe.org/accountability/assessments/national-international-assessments/.

	NAEP 2015 - Inclusion Rates							
	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	91	89	89	90	93	87	86	87
ELL	91	95	86	93	90	93	73	90

	NAEP Math 2015 - State Level Results													
	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	243	240	15	19	36	35	35	32	7	7	85	81
*														
WHITE	43	49	251	248	7	10	28	29	43	41	11	10	93	90
BLACK	21	15	228	224	29	35	49	45	20	18	1	1	71	65
HISPANIC	29	26	240	230	16	27	41	44	33	23	5	3	84	73
DISABLED	16	13	228	217	30	46	44	36	20	14	3	2	70	54
ECO. DISADVANTAGED	61	55	235	229	20	28	46	46	28	22	3	2	80	72

ELL	9	11	220	218	38	43	48	41	12	14	1	1	62	57
*Asian and Indian subgroups were too small to report.														

	NAEP Math 2015 - State Level Results													
	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**
ALL STUDENTS	N/A	N/A	275	281	36	30	33	30	21	24	5	8	64	70
*														
WHITE	41	51	285	291	25	19	27	29	28	33	8	10	75	81
BLACK	23	15	258	260	55	53	33	34	10	11	1	1	45	47
HISPANIC	31	25	272	269	39	40	35	38	18	16	4	3	61	60
DISABLED	13	12	249	246	68	68	25	23	5	7	1	1	32	32
ECO. DISADVANTAGED	63	52	266	268	45	42	37	38	14	16	2	2	56	58
ELL	6	6	240	246	77	69	19	25	4	4	1		23	31
*Asian and Indian subgroups were too small to report.														

	NAEP Reading 2015 - State Level Results													
	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**
ALL STUDENTS	N/A	N/A	227	221	25	32	44	35	31	27	8	8	75	68
*														
WHITE	43	49	235	232	16	21	24	22	38	35	11	11	84	79
BLACK	21	15	213	206	42	49	36	31	18	16	2	2	58	51
HISPANIC	29	26	224	208	29	46	30	30	27	18	7	3	71	54
DISABLED	17	13	205	186	52	67	30	19	14	10	2	2	48	33
ECO. DISADVANTAGED	61	55	220	209	32	44	35	32	25	18	4	3	68	56
ELL	19	11	201	189	59	68	31	23	8	7	1	1	41	32
*Asian and Indian subgroups were too small to report.														

	NAEP Reading 2015 - State Level Results													
	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**

ALL STUDENTS	N/A	N/A	263	264	25	25	43	39	28	30	2	3	75	75
*														
WHITE	41	51	272	273	17	16	39	38	36	38	4	4	83	84
BLACK	23	15	251	247	37	42	47	42	14	14	1	1	63	58
HISPANIC	31	25	260	253	28	35	45	44	25	19	1	1	72	65
DISABLED	13	12	239	229	54	64	38	28	8	8			50	38
ECO. DISADVANTAGED	62	52	257	253	31	36	46	43	21	19	1	1	69	64
ELL	5	6	226	223	70	72	28	25	2	3			30	28
*Asian and Indian subgroups were too small to report.														

International Surveys

Trends in International Mathematics and Science Study (TIMSS) is an international comparative study of student performance in mathematics and science at the fourth- and eighth grade levels which is conducted every four years. It collects data on achievement, experiences, and attitudes of fourth and eighth-grade students in the United States and students in the equivalent grades in other participating countries, as well as information on classroom and school contexts. This study is administered every four years. Florida's objective is to meet the performance of the 10th ranked country.

Trends in International Mathematics and Science Study (TIMSS) 2015

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Mathematics	49%	47%
Grade 8 Mathematics	28%	38%
Grade 4 Science	51%	50%
Grade 8 Science	35%	43%

Progress in International Reading Literacy Study (PIRLS) is an international comparative study conducted every five years of the reading literacy of young students. It collects data on the reading achievement, experiences, and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries, as well as information on students' classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country.

Progress in International Reading Literacy Study (PIRLS) 2011

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	61%	54%

Program for International Student Assessment (PISA) conducted every three years is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. It assesses students' applied knowledge and skills to problems within a real-life context as they near the end of compulsory schooling. PISA makes the assumption that as students transition to adult life, they need not only to comprehend what they read or to retain particular mathematical formulas or scientific concepts, but also to know how to apply their knowledge and skills in the many different situations they will encounter in their everyday lives. Florida's objective is to meet the performance of the 10th ranked country.

Program for International Student Assessment (PISA) 2012 Results - 15 year olds

	Level 4+	
	Florida	Target - 10th Ranked Country

Mathematics	18.7%	43.1%
Science Literacy	22.1%	36.8%
Reading Literacy	25.9%	36.7%

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2015-16.

Staff Type	Total Number for 2015-16	Number Newly Hired for 2015-16	School %	District %	State %
Instructional Staff	100	13	13.0	19.3	18.7
School-Based Administrators	4	1	25.0	13.0	22.0
Total	104	14	13.5	19.0	18.9

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

		School %		District %		State %	
Degree Level	Number	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
Bachelor's Degree	60	72.3	74.7	80.4	80.4	66.3	65.9
Master's Degree	22	26.5	22.9	18.5	18.2	31.6	32.0
Specialist Degree				0.5	0.5	1.0	1.1
Doctorate	1	1.2	2.4	0.5	0.8	1.0	1.0
Total All Degrees	83	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside of their field of specialization. Data on classes taught by teachers out-of-field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	97.5	93.6	92.3
Percentage of Classes with Teachers Teaching Out-of-Field			

	2.5	6.4	7.7

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %			State %		
Classes Not Taught by Highly Qualified Teachers		**All Schools**	**High-Poverty Schools***	**Low-Poverty Schools***	**All Schools**	**High-Poverty Schools***	**Low-Poverty Schools***
TOTAL	2.8	6.6	2.9	0.0	7.8	10.1	8.2

*High-poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low-poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

School Performance Grade

Public schools in Florida are graded annually based on student performance on state assessments and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade "A" representing the highest performance rating and grade "F" representing a failed rating. A rating of "I" indicates that grading is incomplete. A grade of "N" indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including Department of Juvenile Justice (DJJ) facilities.

2015-16 School Performance Grade: C

Progress of the Lowest Performing 25% of Students, 2015-16

Components of the school grade calculation include learning gains of the lowest performing students in English language arts and mathematics, including the comprehensive and EOC assessments. The following table provides information on the points earned based on learning gains in the current year made by students in the lowest quartile.

School Results	
Mathematics Low 25%, Points Earned*	**English Language Arts Low 25%, Points Earned***
2015-16	**2015-16**
41	31

*Points are based on the weighted percentage of students making learning gains. Students who move from a lower level to level 4 are weighted at a factor of 1.1 in the numerator. Students who move from a lower level to level 5 are weighted at a factor of 1.2 in the numerator. Prior-year low performers who increased their scores by at least 33% beyond the minimum increase to qualify for gains are also weighted at a factor of 1.1 in the numerator.

For more information on school grades and grading procedures, contact your principal's office or your local school board or visit the School Grades web page at http://schoolgrades.fldoe.org.

Identified Schools for ESEA Flexibility

The table below indicates how schools in this district were identified for ESEA flexibility. Florida's list of Priority and Focus schools for ESEA Flexibility was frozen as of the 2013-14 list based on the transition requirements to the ESSA requirements. Focus schools were identified as schools for which the grade in 2013-14 was a "D" as well as Title 1 schools graded "C" or higher for which the federal four-year graduation rate was lower than 60%. Priority schools were identified as schools for which the 2013-14 grade was "F." Reward schools were schools that were graded "A"; improved a letter grade; were rated "Improving" in the school improvement rating system or improved a rating; or maintained a grade after having improved by two or more letter grades in the prior year.

Focus Schools, 2015-16		
District Number	**School Number**	**School Name**
47	112	SOUTH ELEMENTARY SCHOOL

Priority Schools, 2015-16		
District Number	**School Number**	**School Name**

Reward Schools, 2015-16		
District Number	**School Number**	**School Name**
47	31	CENTRAL ELEMENTARY SCHOOL
47	112	SOUTH ELEMENTARY SCHOOL
47	171	EVERGLADES ELEMENTARY SCHOOL
47	201	OSCEOLA MIDDLE SCHOOL

For a statewide list of schools identified for ESEA flexibility, visit http://www.fldoe.org/esea.

Notice of Availability of School Financial Report

For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices and a directory of schools are also available at http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp.

Select a New Report | Select a New School | Select a New District