

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

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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	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
WHITE	*	17	13.9	16.7	33.3	34.1	40.2	40.9
BLACK OR AFRICAN AMERICAN	50	33	44.4	31.0	28.6	28.9	22.7	22.9
HISPANIC/LATINO	40	34	39.6	46.4	31.5	30.6	30.7	30.0
ASIAN				*	2.9	2.9	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER					0.1	0.1	0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE	*		*	*	0.7	0.7	0.3	0.3
TWO OR MORE RACES	*	*	*	*	2.8	2.7	3.3	3.2
DISABLED	*	10	10.2	*	15.0	14.7	13.0	12.9
ECONOMICALLY DISADVANTAGED	85	70	82.9	86.9	56.7	59.6	58.4	58.4
ELL	12	10	11.8	*	15.5	14.5	12.4	12.4
MIGRANT					1.1	1.1	0.5	0.6
FEMALE	102		54.5	48.8	48.7	48.7	48.7	48.7
MALE		85	45.5	51.2	51.3	51.3	51.4	51.4
TOTAL	187		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.

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 %
2013-14	2012-13	2013-14

ALL STUDENTS

	77.9	76.3	76.1	75.6
WHITE	87.8	85.5	81.7	80.5
BLACK OR AFRICAN AMERICAN	64.8	63.8	64.7	64.6
HISPANIC/LATINO	76.7	75.0	75.0	74.9
ASIAN	89.2	86.2	89.2	88.4
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	72.2	#	75.6	88.2
AM.INDIAN OR ALASKA NATIVE	77.5	77.8	73.8	76.8
TWO OR MORE RACES	76.6	80.7	80.1	79.7
DISABLED	59.6	53.8	55.1	52.3
ECONOMICALLY DISADVANTAGED	67.6	65.0	67.7	67.0
ELL	45.7	48.8	55.8	57.5
MIGRANT	67.5	63.1	65.5	65.4
AT-RISK (Low 25)*	49.7	50.6	50.0	51.6
FEMALE	81.5	80.8	79.9	79.7
MALE	74.7	72.0	72.5	71.6

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 %	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
WHITE	N/A	N/A	2.8	1.9	1.3	1.5
BLACK OR AFRICAN AMERICAN	N/A	N/A	7.2	5.1	3.0	3.4
HISPANIC/LATINO	N/A	N/A	5.0	3.4	2.0	1.9
ASIAN	N/A	N/A	1.4	0.8	0.5	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	5.9	12.2	1.2	1.7
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	4.9	2.8	1.7	2.4
TWO OR MORE RACES	N/A	N/A	3.7	3.0	1.3	1.7
FEMALE	N/A	N/A	4.0	2.5	1.5	1.7
MALE	N/A	N/A	5.4	4.1	2.2	2.4
TOTAL	N/A	N/A	4.7	3.3	1.9	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 2010-11 (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 2010-2011	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	School	District	State
			%	%	%
WHITE					84 75
BLACK OR AFRICAN					

AMERICAN					79	76
HISPANIC/LATINO					72	75
ASIAN					90	88
AMERICAN INDIAN OR ALASKA NATIVE					79	77
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#		#	#	#	#
OTHER					85	77
DISABLED					67	58
ECONOMICALLY DISADVANTAGED					75	69
ELL					69	69
MIGRANT					72	58
FEMALE					84	80
MALE					77	71
UNKNOWN	#		#	#	#	#
TOTAL					80	76

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					76 70
BLACK OR AFRICAN AMERICAN					56 56
HISPANIC/LATINO					63 65
ASIAN					84 83
AMERICAN INDIAN OR ALASKA NATIVE					61 65
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#		#	#	# #
OTHER					65 65
DISABLED					51 49
ECONOMICALLY DISADVANTAGED					59 58
ELL					57 64
MIGRANT					64 57
FEMALE					72 70
MALE					64 62
UNKNOWN	#		#	#	# #
TOTAL					69 67

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 new 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 (2014-15). For ELA and mathematics assessments, the FSA replaced the Florida Comprehensive Assessment Test (FCAT) 2.0 and Algebra 1 and Geometry End-of-Course (EOC) assessments aligned to the Next Generation Sunshine State Standards (NGSSS). In science, Florida continues to administer the Statewide Science Assessment in grades 5 and 8 and the Biology 1 EOC assessment, aligned to the NGSSS (2013-14 and 2014-15).

Florida Alternate Assessment (FAA) for Students with Disabilities

The FAA is designed for students whose participation in the general statewide assessment (FSA and EOC) is not appropriate, even with accommodations. The FAA measures student academic performance on 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 (2014-15) or NGSSS assessment data, as applicable, combined with FAA data for ELA results (2014-15) and for reading and writing results (2013-14). Beginning in 2014-15, Florida's state assessment in ELA included sections for both reading comprehension and writing. As of 2014-15, writing is no longer a stand-alone subject for state assessments, having been combined with reading for the state's ELA measure. For mathematics and science, results include FSA or NGSSS, FAA and 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 EOC assessments and the FSA ELA and mathematics and NGSSS science tests, 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. The FAA is scored on nine performance levels, with FAA Level 4 establishing the minimum level for satisfactory attainment.

English Language Arts Assessment Results (FSA and FAA) Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	46	100	55	99	54	99
WHITE	54	100	73	99	65	99
BLACK OR AFRICAN AMERICAN	42	100	36	99	34	99
HISPANIC/LATINO	45	100	49	99	51	99
ASIAN	N	N	78	100	77	100
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	45	99	53	99
TWO OR MORE RACES	N	N	66	99	58	99
DISABLED	13	100	27	99	25	98
ECONOMICALLY DISADVANTAGED	45	100	42	99	43	99
ELL**	33	100	25	100	30	99
MIGRANT	N	N	26	99	30	99
LOWEST 25%						
FEMALE	45	100	60	99	59	99
MALE	47	100	51	99	49	99

An "N" indicates no test results were reported.

**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 FAA) Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested

ALL STUDENTS	40	100	56	98	54	98
WHITE	54	100	72	98	64	97
BLACK OR AFRICAN AMERICAN	34	100	38	97	35	97
HISPANIC/LATINO	39	100	52	98	51	98
ASIAN	N	N	82	98	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	51	98	54	97
TWO OR MORE RACES	N	N	63	97	58	98
DISABLED	33	100	32	97	29	96
ECONOMICALLY DISADVANTAGED	38	100	45	98	44	97
ELL**	29	100	35	99	38	98
MIGRANT	N	N	34	97	39	98
LOWEST 25%						
FEMALE	35	100	56	98	54	98
MALE	46	100	56	97	54	97

An "N" indicates no test results were reported.

**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 or NGSSS, EOCs and FAA)
Percent of Students Scoring Satisfactory and Above**

	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	35	100	61	98	57	98
WHITE	44	100	77	98	69	98
BLACK OR AFRICAN AMERICAN	33	100	42	97	37	97
HISPANIC/LATINO	32	100	57	98	53	98
ASIAN	N	N	84	99	80	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	54	99	58	97
TWO OR MORE RACES	N	N	73	97	61	98
DISABLED	25	100	34	97	30	96
ECONOMICALLY DISADVANTAGED	36	100	49	97	46	97
ELL	N	100	27	98	26	98
MIGRANT	N	N	35	97	36	97
LOWEST 25%						
FEMALE	22	100	61	98	56	98
MALE	51	100	62	98	58	97

An "N" indicates no test results were reported.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FSA, EOC, and FAA)

School	ELA 2014-15	Math 2014-15
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7	45	40
Grade 8	46	39

Grade 9
Grade 10

	District	ELA 2014-15	Math 2014-15
Grade 3		52	60
Grade 4		54	62
Grade 5		57	59
Grade 6		54	55
Grade 7		53	58
Grade 8		58	66
Grade 9		58	59
Grade 10		56	47

	State Totals	ELA 2014-15	Math 2014-15
Grade 3		54	60
Grade 4		55	61
Grade 5		53	56
Grade 6		52	53
Grade 7		53	57
Grade 8		57	61
Grade 9		54	55
Grade 10		53	44

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

Percentage of Students Scoring at Each FSA or NGSSS and EOC Achievement Level, 2014-15

SCIENCE & BIOLOGY 1 EOC

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	26	41	22			17	24	29	14	17	18	26	29	13	14
WHITE						6	17	31	19	27	10	22	32	17	19
BLACK OR AFRICAN AMERICAN		49	27			28	32	26	9	6	31	33	24	7	5
HISPANIC/LATINO	31	40				20	26	28	13	12	22	28	29	12	10
ASIAN						6	12	27	19	36	8	15	27	18	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*						26	34				17	27	31	14	12
AMERICAN INDIAN OR ALASKA NATIVE						24	29	24	10	13	17	28	32	12	12
TWO OR MORE RACES						10	18	32	17	23	14	25	31	14	16
DISABLED						41	30	19	6	5	45	30	17	4	4
ECO. DISADVANTAGED	26	41	21			24	29	28	10	9	25	31	28	10	7
ELL**						47	30	17	4	2	45	32	17	4	2
MIGRANT*						35	32	23	7	2	32	34	23	7	4
FEMALE	26	52				16	25	30	14	15	18	27	30	13	12
MALE	25	27	33			18	23	28	14	18	19	25	28	13	15

**Students enrolled in ESOL in the current year.

FSA English Language Arts

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	28	30	26	14		22	24	24	19	10	22	25	25	19	9
WHITE						9	18	27	29	17	14	22	27	25	13
BLACK OR AFRICAN AMERICAN	30	29	30			35	30	21	10	3	36	31	20	10	3
HISPANIC/LATINO	29	31	23	14		27	26	24	16	7	25	26	25	17	7
ASIAN						9	15	22	28	26	9	15	23	29	23
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*						21	30	27	18		20	26	27	20	8

AMERICAN INDIAN OR ALASKA NATIVE		41	23	18	14	5	24	26	26	18	7
TWO OR MORE RACES*		14	21	27	25	14	18	25	26	21	10
DISABLED	56	51	27	14	6	2	56	25	13	5	1
ECO. DISADVANTAGED	29 30 26 13	31	29	23	13	4	30	29	23	14	4
ELL**	44	50	28	16	5	1	45	29	18	7	1
MIGRANT*		47	29	16	7	1	40	32	19	8	2
FEMALE*	26 32 25 15	19	23	25	21	12	18	24	26	21	11
MALE*	31 26 27 13	26	25	23	17	8	26	26	24	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 EOC's														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	26	35	33	5		26	19	26	17	11	27	21	27	16	10
WHITE			48			13	15	29	24	19	18	18	30	20	13
BLACK OR AFRICAN AMERICAN	27	40	26			40	24	23	10	4	42	24	22	9	3
HISPANIC/LATINO	29	34	31			29	21	27	15	8	30	21	27	14	7
ASIAN						8	10	23	24	35	10	12	24	24	30
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*						28	20	24	20	8	23	20	27	18	11
AMERICAN INDIAN OR ALASKA NATIVE						32	21	25	12	10	26	22	29	15	9
TWO OR MORE RACES*						19	18	27	21	15	22	21	29	18	11
DISABLED						51	21	17	8	3	55	21	16	6	2
ECO. DISADVANTAGED	26	37	31			34	22	25	13	6	34	23	26	12	5
ELL**		48				45	23	20	9	3	42	23	22	10	4
MIGRANT						44	24	21	8	3	38	24	25	10	3
FEMALE	32	34	28			25	20	27	17	11	26	21	28	16	9
MALE	18	36	39			27	19	26	17	12	28	20	27	16	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 Comprehensive English Language Learning Assessment (CELLA) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FSA in 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 AMO mathematics and reading proficiency calculations for 2014-15.

ELL	School	District	State
Reading		1,870	21,959
Math		1,639	21,812
*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 compares the achievement levels between NAEP and the FSA:

FSA 2.0 Achievement Levels	NAEP Achievement Standards
5	<i>Advanced</i>
4	<i>Proficient</i>
2-3	<i>Basic</i>
1	<i>Below Basic</i>

NAEP Participation Rates for Required Subgroups

The chart below shows, for the sample of Florida schools selected to take the grade 04 and grade 08 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/asp/naep/>.

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	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
GRADE 04														
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

GRADE 08	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
	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

GRADE 04	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
	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

GRADE 08	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
	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) 2011

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Mathematics	47%	47%
Grade 8 Mathematics	31%	30%
Grade 4 Science	48%	44%
Grade 8 Science	42%	40%

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 2014-15.

Staff Type	Total Number for 2014-15	Number Newly Hired for 2014-15	School %	District %	State %
Instructional Staff	10	5	50.0	21.2	21.4
School-Based Administrators	1	0	0.0	15.4	25.9
Total	11	5	45.5	20.9	21.6

The Professional Qualifications of Teachers

Degree Level

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

Degree Level	Number	School %		District %		State %	
		2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
Bachelor's Degree	5	55.6	100.0	72.8	74.4	65.9	66.0
Master's Degree	4	44.4		26.0	24.6	32.0	31.9
Specialist Degree				0.3	0.3	1.1	1.1
Doctorate				0.9	0.8	1.0	1.0

Total All Degrees	9	100.0	100.0	100.0	100.0	100.0	100.0
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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	86.0	90.4	94.1
Percentage of Classes with Teachers Teaching Out-of-Field	14.0	9.6	5.9

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.

Classes Not Taught by Highly Qualified Teachers	School %		District %		State %		
	All Schools	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*	
TOTAL	3.3	4.9	5.1	4.5	5.5	5.4	6.7

*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.

2014-15 School Performance Grade: C

Progress of the Lowest Performing 25% of Students, 2014-15

Learning gains were not calculated in 2014-15. In order to calculate learning gains, the FDOE needs two years of assessment information. The FSA was new in 2014-15, so there was not two years of assessment data to calculate learning gains.

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. Focus schools are identified as schools for which the most recent grade is "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 are identified as schools for which the most recent grade is "F." Reward schools are 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, 2014-15

District Number	School Number	School Name
50	211	LINCOLN ELEMENTARY SCHOOL
50	341	ROOSEVELT ELEMENTARY SCHOOL
50	351	WESTWARD ELEMENTARY SCHOOL
50	651	PALM SPRINGS ELEMENTARY SCHOOL
50	771	STARLIGHT COVE ELEMENTARY SCHL
50	1251	GLADE VIEW ELEMENTARY SCHOOL
50	1401	WEST RIVIERA ELEMENTARY SCHOOL
50	1771	PAHOKEE MIDDLE-SENIOR HIGH
50	1831	K. E. CUNNINGHAM/CANAL POINT ELEMENTARY
50	1861	INDIAN PINES ELEMENTARY SCHOOL
50	1981	BEAR LAKES MIDDLE SCHOOL
50	2301	GLADES CENTRAL HIGH SCHOOL
50	2401	BELLE GLADE ELEMENTARY SCHOOL
50	2431	SOUTH GRADE ELEMENTARY SCHOOL
50	2491	DR. MARY MCLEOD BETHUNE ELEM.

Priority Schools, 2014-15

District Number	School Number	School Name
50	201	JOHN F. KENNEDY MIDDLE SCHOOL
50	271	NORTHMORE ELEMENTARY SCHOOL
50	642	DAYSTAR ACADEMY OF EXCEL CHART
50	1232	LAKE SHORE MIDDLE SCHOOL
50	2371	PIONEER PARK ELEMENTARY SCHOOL
50	3347	LEADERSHIP ACADEMY WEST
50	3394	MONTESSORI ACADEMYOF EARLY ENRICHMENT, INC

Reward Schools, 2014-15

District Number	School Number	School Name
50	31	WATERS EDGE ELEMENTARY SCHOOL
50	51	PINE JOG ELEMENTARY SCHOOL
50	61	EVERGLADES ELEMENTARY
50	81	JUPITER HIGH SCHOOL
50	101	ALLAMANDA ELEMENTARY SCHOOL
50	111	PALM BEACH GARDENS ELEMENTARY
50	151	SUNCOAST COMMUNITY HIGH SCHOOL
50	201	JOHN F. KENNEDY MIDDLE SCHOOL
50	281	SUNSET PALMS ELEMENTARY SCHOOL
50	395	ALEXANDER W DREYFOOS JR SCHOOL
50	421	PALM BEACH PUBLIC SCHOOL
50	572	SOUTH OLIVE ELEMENTARY SCHOOL
50	651	PALM SPRINGS ELEMENTARY SCHOOL
50	661	MARSH POINTE ELEMENTARY
50	664	ACADEMY FOR POSITIVE LEARNING
50	862	ATLANTIC HIGH SCHOOL
50	931	J. C. MITCHELL ELEMENTARY SCHL
50	961	BOCA RATON COMMUNITY HIGH SCHOOL
50	1391	WYNNEBROOK ELEMENTARY SCHOOL
50	1451	ADDISON MIZNER ELEMENTARY SCHOOL
50	1461	INLET GROVE COMMUNITY HIGH SCHOOL
50	1491	BOCA RATON COMMUNITY MIDDLE
50	1541	DWIGHT D. EISENHOWER ELEM.
50	1571	SOUTH TECH ACADEMY
50	1651	JERRY THOMAS ELEMENTARY SCHOOL
50	1661	VERDE ELEMENTARY SCHOOL
50	1671	WELLINGTON ELEMENTARY SCHOOL
50	1681	SPANISH RIVER COMM. HIGH SCHL.
50	1701	WELLINGTON LANDINGS MIDDLE
50	1731	JUPITER MIDDLE SCHOOL

50	1741	DEL PRADO ELEMENTARY SCHOOL
50	1751	LOGGERS' RUN COMMUNITY MIDDLE SCHOOL
50	1761	H. L. JOHNSON ELEMENTARY SCH00L
50	1771	PAHOKEE MIDDLE-SENIOR HIGH
50	1781	WHISPERING PINES ELEMENTARY SCHOOL
50	1821	CHRISTA MCAULIFFE MIDDLE SCHL
50	1861	INDIAN PINES ELEMENTARY SCHOOL
50	1891	BANYAN CREEK ELEMENTARY SCHOOL
50	1911	CALUSA ELEMENTARY SCHOOL
50	1921	WOODLANDS MIDDLE SCHOOL
50	1931	LIGHTHOUSE ELEMENTARY SCHOOL
50	1951	MORIKAMI PARK ELEMENTARY SCHOOL
50	1961	SANDPIPER SHORES ELEM. SCHOOL
50	1971	WATSON B. DUNCAN MIDDLE SCHOOL
50	1981	BEAR LAKES MIDDLE SCHOOL
50	1991	OMNI MIDDLE SCHOOL
50	2001	PARK VISTA COMMUNITY HIGH SCHOOL
50	2011	TIMBER TRACE ELEMENTARY SCHOOL
50	2031	LIMESTONE CREEK ELEM. SCHOOL
50	2051	NEW HORIZONS ELEMENTARY SCHOOL
50	2071	CITRUS COVE ELEMENTARY SCHOOL
50	2091	JUPITER FARMS ELEMENTARY SCHL
50	2121	CRYSTAL LAKES ELEMENTARY SCHL
50	2141	ACREAGE PINES ELEMENTARY SCHOOL
50	2161	PANTHER RUN ELEMENTARY SCHOOL
50	2181	OLYMPIC HEIGHTS COMMUNITY HIGH
50	2191	WELLINGTON HIGH SCHOOL
50	2201	WILLIAM T. DWYER HIGH SCHOOL
50	2241	MANATEE ELEMENTARY SCHOOL
50	2301	GLADES CENTRAL HIGH SCHOOL
50	2371	PIONEER PARK ELEMENTARY SCHOOL
50	2421	GOLDEN GROVE ELEMENTARY SCHOOL
50	2451	WESTERN PINES COMMUNITY MIDDLE
50	2461	EAGLES LANDING MIDDLE SCHOOL
50	2511	BAK MIDDLE SCHOOL OF THE ARTS
50	2541	BEACON COVE INTERMEDIATE SCHL
50	2551	FRONTIER ELEMENTARY SCHOOL
50	2561	BINKS FOREST ELEMENTARY SCHOOL
50	2581	CORAL REEF ELEMENTARY SCHOOL
50	2611	POLO PARK MIDDLE SCHOOL
50	2621	INDEPENDENCE MIDDLE SCHOOL
50	2631	PALM BEACH CENTRAL HIGH SCHOOL
50	2691	SUNRISE PARK ELEMENTARY SCHOOL
50	2711	DON ESTRIDGE HIGH TECH MIDDLE
50	2721	DISCOVERY KEY ELEMENTARY SCHL
50	2741	ROYAL PALM BEACH ELEMENTARY SCHOOL
50	2821	OSCEOLA CREEK MIDDLE SCHOOL
50	2861	PIERCE HAMMOCK ELEMENTARY
50	2911	WESTERN ACADEMY CHARTER SCHOOL
50	3251	WEST BOCA RATON HIGH SCHOOL
50	3341	EQUESTRIAN TRAILS ELEMENTARY
50	3361	ELBRIDGE GALE ELEMENTARY SCHOOL
50	3371	EMERALD COVE MIDDLE SCHOOL
50	3394	MONTESSORI ACADEMYOF EARLY ENRICHMENT, INC
50	3396	G-STAR SCHOOL OF THE ARTS
50	3413	SOMERSET ACADEMY BOCA EAST
50	3443	RIVIERA BEACH MARITIME ACADEMY
50	3861	SEMINOLE RIDGE COMMUNITY HIGH SCHOOL
50	3941	BEN GAMLA-PALM BEACH
50	3961	GARDENS SCHOOL OF TECHNOLOGY ARTS INC

50	4000	RENAISSANCE CHARTER SCHOOL AT PALMS WEST
50	4002	RENAISSANCE CHARTER SCHOOL AT SUMMIT
50	4012	SOMERSET ACADEMY CANYONS MIDDLE SCHOOL
50	4013	SOMERSET ACADEMY CANYONS HIGH SCHOOL
50	4020	FRANKLIN ACADEMY CHARTER SCHOOL B
50	4041	SOMERSET ACADEMY BOCA MIDDLE SCHOOL
50	4061	FRANKLIN ACADEMY CHARTER D
50	7004	PALM BEACH VIRTUAL FRANCHISE

For a statewide list of schools identified for ESEA flexibility, visit <http://www.fdoe.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.fdoe.org/schools/schoolmap/flash/schoolmap_text.asp.

Select a New Report

Select a New School

Select a New District