

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	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
WHITE	487	442	56.5	61.5	42.4	43.5	39.5	40.2
BLACK OR AFRICAN AMERICAN	153	165	19.3	17.0	20.9	20.9	22.5	22.7
HISPANIC/LATINO	155	184	20.6	18.1	31.7	30.5	31.5	30.7
ASIAN	*	*	*	*	1.6	1.6	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER		*	*	*	0.1	0.1	0.2	0.1
AMERICAN INDIAN OR ALASKA NATIVE	*	*	*	0.7	0.4	0.5	0.3	0.3
TWO OR MORE RACES	23	19	2.6	2.4	2.9	3.0	3.4	3.3
DISABLED	58	99	9.5	9.1	11.6	11.3	13.1	13.0
ECONOMICALLY DISADVANTAGED***	465	474	57.1	53.6	57.4	58.3	58.8	58.4
ELL	50	49	6.0	5.4	13.8	13.5	13.0	12.4
MIGRANT	*	*	*	*	0.7	0.8	0.5	0.5
FEMALE	823		50.0	50.1	48.9	49.0	48.7	48.7
MALE		822	50.0	49.9	51.1	51.0	51.4	51.4
TOTAL	1645		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.

*** NOTE: Economically disadvantaged calculations in this report do not reflect the USDA multiplier for eligible Community Eligibility Provision (CEP) schools. More information about the Community Eligibility Provision can be found at the United States Department of Agriculture website: <http://www.fns.usda.gov/school-meals/community-eligibility-provision>.
<http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state>.

A list of CEP eligible schools is located at
<http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state>.

School and district lunch reports with the CEP multiplier applied, if applicable, are located at
<http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.shtml>

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	75.6	75.8	69.4	69.0	77.9	76.1
WHITE	80.6	80.2	72.4	73.5	82.8	81.7
BLACK OR AFRICAN AMERICAN	65.5	68.9	61.4	60.2	68.0	64.7
HISPANIC/LATINO	70.0	67.6	68.0	65.7	76.7	75.0
ASIAN	#	#	88.6	90.9	90.9	89.2
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	82.6	75.6
AM.INDIAN OR ALASKA NATIVE	#	N/A	68.5	63.4	75.7	73.8
TWO OR MORE RACES	72.7	75.0	76.1	76.7	81.5	80.1
DISABLED	45.2	60.6	42.3	42.1	56.8	55.1
ECONOMICALLY DISADVANTAGED	64.2	66.8	60.7	60.0	70.4	67.7
ELL	57.1	38.5	54.3	49.7	59.5	55.8
MIGRANT	N/A	#	64.8	66.7	67.0	65.5
AT-RISK (Low 25)*	47.3	60.4	42.5	43.7	52.3	50.0
FEMALE	79.3	78.9	74.2	73.2	81.7	79.9
MALE	72.3	72.7	64.6	64.8	74.1	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	1.9	2.6	3.6	3.3	1.3	1.3
BLACK OR AFRICAN AMERICAN	1.1	3.4	3.5	4.0	2.7	3.0
HISPANIC/LATINO	0.3	5.5	2.9	3.4	1.8	2.0
ASIAN	#	#	0.4	1.0	0.5	0.5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	5.0	5.4	1.6	1.2
AM.INDIAN OR ALASKA NATIVE	0.0	0.0	2.4	2.4	2.0	1.7
TWO OR MORE RACES	0.0	2.3	3.6	2.3	1.4	1.3
FEMALE	0.5	2.8	2.7	2.8	1.4	1.5
MALE	2.3	3.7	3.9	3.9	2.1	2.2
TOTAL	1.4	3.2	3.3	3.4	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	144	94	65	63	75
BLACK OR AFRICAN AMERICAN	45	32	71	71	74
HISPANIC/LATINO	27	16	59	59	76
ASIAN	#	#	#	83	88
AMERICAN INDIAN OR ALASKA NATIVE	0	0	0	#	77
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER	#	#	#	66	75
DISABLED	#	#	#	44	57
ECONOMICALLY DISADVANTAGED	99	63	64	60	68
ELL	10	6	60	55	70
MIGRANT	0	0	0	35	60
FEMALE	114	80	70	69	79
MALE	108	64	59	59	71
UNKNOWN	#	#	#	#	#
TOTAL	222	144	65	65	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	69	40	58	55	69
BLACK OR AFRICAN AMERICAN	21	11	52	47	55
HISPANIC/LATINO	10	6	60	48	64
ASIAN	0	0	N/A	83	84
AMERICAN INDIAN OR ALASKA NATIVE	0	0	N/A	N/A	68
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER	N/A	N/A	N/A	60	64
DISABLED	N/A	N/A	N/A	37	48
ECONOMICALLY DISADVANTAGED	42	22	52	45	57
ELL	N/A	N/A	N/A	#	64
MIGRANT	#	#	#	N/A	61

FEMALE	56	34	61	56	69	
MALE	45	23	51	48	62	
UNKNOWN	#	#	#	#	#	
TOTAL	101	57	56	53	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 Sunshine 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 Assessment 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, Algebra 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	34	98	46	99	53	99
WHITE	39	98	56	99	64	99
BLACK OR AFRICAN AMERICAN	25	99	30	99	34	99
HISPANIC/LATINO	30	98	41	99	51	99
ASIAN	N	N	76	100	78	100
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	41	99	51	99
TWO OR MORE RACES	38	100	50	98	58	99
DISABLED	4	97	10	97	19	98
ECONOMICALLY DISADVANTAGED	28	98	37	99	42	99
ELL**	13	100	25	99	29	99
MIGRANT	N	N	29	99	30	99
LOWEST 25%						

FEMALE	34	99	50	99	58	99
MALE	33	98	42	99	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	24	96	44	98	54	98
WHITE	26	95	53	98	65	98
BLACK OR AFRICAN AMERICAN	16	97	28	97	35	97
HISPANIC/LATINO	27	96	39	98	51	98
ASIAN	N	N	73	99	81	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	36	97	54	97
TWO OR MORE RACES	23	97	46	98	58	98
DISABLED	9	90	15	96	25	96
ECONOMICALLY DISADVANTAGED	21	96	36	97	44	98
ELL **	14	97	31	98	38	98
MIGRANT	N	N	38	97	39	98
LOWEST 25%						
FEMALE	23	96	44	98	55	98
MALE	26	96	44	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	39	96	47	98	56	98
WHITE	46	94	59	97	68	98
BLACK OR AFRICAN AMERICAN	27	99	27	97	36	97
HISPANIC/LATINO	32	99	41	98	52	98
ASIAN	N	N	74	99	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	44	94	54	97
TWO OR MORE RACES	38	93	51	97	61	98
DISABLED	18	90	14	95	24	95
ECONOMICALLY DISADVANTAGED	35	95	37	97	45	97
ELL	6	100	19	98	24	98
MIGRANT	N	N	29	97	35	97
LOWEST 25%						

FEMALE	32	96	46	98	56	98
MALE	46	96	47	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	Math
	2015-16	2015-16
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9	39	NA
Grade 10	27	NA
HS	NA	24

District	ELA	Math
	2015-16	2015-16
Grade 3	52	61
Grade 4	47	52
Grade 5	46	48
Grade 6	45	41
Grade 7	43	47
Grade 8	51	49
Grade 9	45	NA
Grade 10	39	NA
HS	NA	28

State Totals	ELA	Math
	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 Assessment Achievement Level, 2015-16

	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	36	29	5	4	25	30	27	10	8	19	27	29	12	13
WHITE	24	31	32	6	7	16	26	31	14	12	11	22	32	16	19
BLACK OR AFRICAN AMERICAN	34	39	25	1	#	38	35	19	5	2	31	34	24	7	4

HISPANIC/LATINO	29	40	25	4	2	29	33	25	7	6	22	29	28	11	10
ASIAN	N/A	N/A	N/A	N/A	N/A	10	19	27	19	25	7	16	27	18	31
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	#	#	#	#	#	14	45	31	5	5	20	30	28	12	11
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	21	42	24	6	6	20	28	29	12	11
TWO OR MORE RACES	7	50	29	7	7	19	31	28	12	10	15	25	31	14	16
DISABLED	49	35	16	#	#	59	27	10	2	2	46	31	16	4	3
ECO. DISADVANTAGED	29	36	29	3	2	31	34	24	7	5	25	31	27	9	7
ELL**	52	43	4	#	#	48	34	13	3	1	46	32	16	4	2
MIGRANT*	#	#	#	#	#	37	37	19	4	2	34	34	21	5	5
FEMALE	25	43	28	1	2	23	33	28	9	7	18	28	30	12	12
MALE	27	29	30	8	6	26	28	25	11	9	20	25	28	13	14

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*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 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	40	30	19	8	3	29	27	23	15	6	25	25	24	19	9
WHITE	35	31	20	10	3	21	24	25	20	8	16	22	26	24	12
BLACK OR AFRICAN AMERICAN	55	23	15	5	2	41	30	19	8	2	38	29	20	10	3
HISPANIC/LATINO	39	35	19	5	2	32	29	22	12	4	28	25	23	17	7
ASIAN	#	#	#	#	#	12	16	24	27	21	11	15	22	28	23
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	#	#	#	#	#	28	33	22	12	5	28	25	23	17	7
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	29	26	24	17	4	22	25	25	19	8
TWO OR MORE RACES*	40	27	17	10	7	24	27	24	17	8	19	25	25	21	10
DISABLED	77	19	4	#	#	70	20	7	2	1	58	24	12	5	1
ECO. DISADVANTAGED	44	31	17	6	1	35	30	21	11	3	32	28	22	13	4
ELL**	70	17	11	1	#	47	30	17	5	1	49	26	16	7	2
MIGRANT*	#	#	#	#	#	40	34	19	6	2	43	30	18	8	2
FEMALE*	39	32	18	9	3	25	28	24	17	7	20	24	25	20	10
MALE*	41	29	20	7	3	33	27	22	14	5	29	25	23	17	7

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*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 %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	56	21	19	4	1	36	22	24	12	6	28	20	26	16	10
WHITE	53	21	21	4	1	28	20	28	16	9	18	18	29	21	14
BLACK OR AFRICAN AMERICAN	68	16	13	2	#	50	23	18	7	2	43	23	22	9	3
HISPANIC/LATINO	52	22	20	5	1	40	23	23	10	4	31	21	26	15	8
ASIAN	#	#	#	#	#	14	14	25	20	26	10	11	23	24	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	#	#	#	#	#	38	26	23	10	3	29	20	27	15	9
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	40	19	23	16	1	24	19	27	18	11
TWO OR MORE RACES*	58	21	18	3	#	31	23	25	14	7	23	20	28	18	12
DISABLED	71	20	9	#	#	71	15	10	3	1	57	19	15	6	3
ECO. DISADVANTAGED	60	20	17	2	#	42	23	22	10	3	35	22	25	12	5
ELL**	72	14	14	#	1	49	23	19	7	2	44	21	21	10	4

MIGRANT	#	#	#	#	#		39	24	23	10	4		39	24	23	10	4
FEMALE	57	20	19	4	#		35	23	25	12	6		27	20	27	16	10
MALE	54	21	20	4	1		37	20	24	12	6		29	19	25	16	11

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.
 *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.

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	*	681	24,596
Math	10	693	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 comparison of NAEP & FSA achievement levels:

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

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	
<i>GRADE 08</i>	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	90	25	27.8	21.4	18.7
School-Based Administrators	4	1	25.0	28.2	22.0
Total	94	26	27.7	21.7	18.9

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 %	
		2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
Bachelor's Degree	50	66.7	69.6	71.2	71.0	66.3	65.9
Master's Degree	24	32.0	30.4	27.5	27.7	31.6	32.0
Specialist Degree				0.7	0.6	1.0	1.1
Doctorate	1	1.3		0.7	0.7	1.0	1.0
Total All Degrees	75	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	89.3	88.2	92.3
Percentage of Classes with Teachers Teaching Out-of-Field	10.7	11.8	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.

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	8.8	10.6	14.5	8.8	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
32	34

*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
53	51	SOUTHWEST MIDDLE SCHOOL
53	101	CRYSTAL LAKE ELEMENTARY SCHOOL
53	151	PHILIP O'BRIEN ELEMENTARY SCHOOL
53	201	NORTH LAKELAND ELEMENTARY SCHOOL OF CHOICE
53	361	EASTSIDE ELEMENTARY SCHOOL
53	491	DENISON MIDDLE SCHOOL
53	601	FRED G. GARNER ELEMENTARY SCHL
53	611	INWOOD ELEMENTARY SCHOOL
53	621	LAKE SHIPP ELEMENTARY SCHOOL
53	631	JOHN SNIVELY ELEMENTARY

53	681	WAHNETA ELEMENTARY SCHOOL
53	802	LEWIS ANNA WOODBURY ELEMENTARY SCHOOL
53	821	JERE L. STAMBAUGH MIDDLE
53	851	AUBURNDALE CENTRAL ELEMENTARY
53	861	WALTER CALDWELL ELEM. SCHOOL
53	881	POLK CITY ELEMENTARY SCHOOL
53	931	BARTOW MIDDLE SCHOOL
53	1051	TENOROC HIGH SCHOOL
53	1141	PURCELL ELEMENTARY SCHOOL
53	1191	KATHLEEN MIDDLE SCHOOL
53	1231	GRIFFIN ELEMENTARY SCHOOL
53	1251	WINSTON ACADEMY OF ENGINEERING
53	1271	SLEEPY HILL ELEMENTARY SCHOOL
53	1341	MCLAUGHLIN MIDDLE SCHOOL AND FINE ARTS ACAD
53	1362	HORIZONS ELEMENTARY SCHOOL
53	1401	JANIE HOWARD WILSON SCHOOL
53	1521	OSCAR J. POPE ELEMENTARY SCHOOL
53	1611	LAUREL ELEMENTARY SCHOOL
53	1701	EAGLE LAKE ELEMENTARY SCHOOL
53	1702	PALMETTO ELEMENTARY SCHOOL
53	1751	JAMES E. STEPHENS ELEM. SCHOOL
53	1761	LAKE GIBSON MIDDLE SCHOOL
53	1831	LAKE MARION CREEK MIDDLE SCHOOL
53	1841	R. CLEM CHURCHWELL ELEMENTARY
53	1851	DR. NE ROBERTS ELEMENTARY SCHOOL
53	1981	DUNDEE RIDGE MIDDLE ACADEMY

Priority Schools, 2015-16		
District Number	School Number	School Name
53	91	COMBEE ELEMENTARY SCHOOL
53	321	SHELLEY S. BOONE MIDDLE SCHOOL
53	571	WESTWOOD MIDDLE SCHOOL
53	1241	JESSE KEEN ELEMENTARY SCHOOL
53	1501	CRYSTAL LAKE MIDDLE SCHOOL
53	1662	LAKE ALFRED-ADDAIR MIDDLE SCHOOL
53	1781	DUNDEE ELEMENTARY ACADEMY

Reward Schools, 2015-16		
District Number	School Number	School Name
53	43	LAWTON CHILES MIDDLE ACADEMY
53	91	COMBEE ELEMENTARY SCHOOL
53	101	CRYSTAL LAKE ELEMENTARY SCHOOL
53	251	LINCOLN AVENUE ACADEMY
53	361	EASTSIDE ELEMENTARY SCHOOL
53	401	DAVENPORT SCHOOL OF THE ARTS
53	531	FRANK E. BRIGHAM ACADEMY
53	621	LAKE SHIPP ELEMENTARY SCHOOL
53	802	LEWIS ANNA WOODBURY ELEMENTARY SCHOOL
53	932	COMPASS MIDDLE CHARTER SCHOOL
53	933	CHAIN OF LAKES ELEMENTARY SCHOOL
53	941	BARTOW ELEMENTARY ACADEMY
53	961	FLORAL AVENUE ELEMENTARY SCHOOL
53	971	UNION ACADEMY
53	1141	PURCELL ELEMENTARY SCHOOL
53	1191	KATHLEEN MIDDLE SCHOOL
53	1221	KATHLEEN ELEMENTARY SCHOOL
53	1241	JESSE KEEN ELEMENTARY SCHOOL
53	1271	SLEEPY HILL ELEMENTARY SCHOOL

53	1281	HIGHLANDS GROVE ELEMENTARY SCHOOL
53	1351	POLK AVENUE ELEMENTARY SCHOOL
53	1371	SPOOK HILL ELEMENTARY SCHOOL
53	1381	ROOSEVELT ACADEMY
53	1601	BOK ACADEMY
53	1662	LAKE ALFRED-ADDAIR MIDDLE SCHOOL
53	1671	MCKEEL ACADEMY OF TECHNOLOGY
53	1682	MCKEEL ELEMENTARY ACADEMY
53	1692	SOUTH MCKEEL ACADEMY
53	1781	DUNDEE ELEMENTARY ACADEMY
53	1811	CLARENCE BOSWELL ELEM. SCHOOL
53	1831	LAKE MARION CREEK MIDDLE SCHOOL
53	1841	R. CLEM CHURCHWELL ELEMENTARY
53	1861	ROSABELLE W. BLAKE ACADEMY
53	1951	BERKLEY ELEMENTARY SCHOOL
53	1981	DUNDEE RIDGE MIDDLE ACADEMY
53	8002	POLK PRE-COLLEGIATE ACADEMY
53	8005	MAGNOLIA MONTESSORI ACADEMY
53	8131	POLK STATE COLLEGE COLLEGIATE HIGH SCHOOL
53	8133	CHAIN OF LAKES COLLEGIATE HIGH
53	8140	LAKELAND MONTESSORI MIDDLE SCHOOL
53	8142	BERKLEY ACCELERATED 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