

## SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

### 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	195	185	57.8	59.5	77.9	78.7	39.5	40.2
BLACK OR AFRICAN AMERICAN	84	88	26.2	25.5	7.2	7.3	22.5	22.7
HISPANIC/LATINO	25	33	8.8	8.2	8.1	7.8	31.5	30.7
ASIAN	*	*	1.5	*	3.9	3.5	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	*	*	*	*	0.2	0.2	0.2	0.1
AMERICAN INDIAN OR ALASKA NATIVE					0.1	0.1	0.3	0.3
TWO OR MORE RACES	17	16	5.0	4.9	2.6	2.3	3.4	3.3
DISABLED	41	72	17.2	17.3	14.7	14.1	13.1	13.0
ECONOMICALLY DISADVANTAGED	223	230	68.9	71.8	68.9	23.9	58.8	58.4
ELL MIGRANT**	*	*	1.8	1.7	1.2	1.1	13.0	12.4
FEMALE	328		49.9	47.8	48.5	48.7	48.7	48.7
MALE		329	50.1	52.2	51.5	51.3	51.4	51.4
TOTAL	657		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			87.8	87.8	76.1	76.1

WHITE			90.9	89.0	82.8	81.7
BLACK OR AFRICAN AMERICAN			82.7	71.7	68.0	64.7
HISPANIC/LATINO			91.2	90.6	76.7	75.0
ASIAN			95.0	94.2	90.9	89.2
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			#	#	82.6	75.6
AM.INDIAN OR ALASKA NATIVE			#	#	75.7	73.8
TWO OR MORE RACES			93.3	83.9	81.5	80.1
DISABLED			63.0	63.0	55.1	55.1
ECONOMICALLY DISADVANTAGED			73.7	73.7	67.7	67.7
ELL			92.9	92.9	55.8	55.8
MIGRANT			N/A	N/A	65.5	65.5
AT-RISK (Low 25)*			60.5	60.5	50.0	50.0
FEMALE			91.4	91.4	79.9	79.9
MALE			84.5	84.5	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	N/A	N/A	0.7	0.7	1.3	1.3
BLACK OR AFRICAN AMERICAN	N/A	N/A	0.9	1.3	2.7	3.0
HISPANIC/LATINO	N/A	N/A	0.7	0.1	1.8	2.0
ASIAN	N/A	N/A	0.3	0.0	0.5	0.5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	0.0	0.0	0.0	1.2
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	4.8	0.0	2.0	1.7
TWO OR MORE RACES	N/A	N/A	0.6	1.3	1.4	1.3
FEMALE	N/A	N/A	0.5	0.5	1.4	1.5
MALE	N/A	N/A	0.9	0.8	2.1	2.2
TOTAL	N/A	N/A	0.7	0.7	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				79	75
BLACK OR AFRICAN AMERICAN				74	74
HISPANIC/LATINO				67	76
ASIAN				88	88
AMERICAN INDIAN OR ALASKA NATIVE				#	77
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER				78	75
DISABLED				53	57
ECONOMICALLY DISADVANTAGED				57	68
ELL				69	70
MIGRANT				0	60
FEMALE				83	79
MALE				73	71
UNKNOWN	#	#	#	#	#
TOTAL				78	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				76	69
BLACK OR AFRICAN AMERICAN				62	55
HISPANIC/LATINO				66	64
ASIAN				83	84
AMERICAN INDIAN OR ALASKA NATIVE				N/A	68
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER				80	64
DISABLED				67	48
ECONOMICALLY DISADVANTAGED				N/A	57
ELL				#	64
MIGRANT				N/A	61

FEMALE					78	69
MALE					72	62
UNKNOWN		#		#	#	#
TOTAL					75	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	57	100	74	100	53	99
WHITE	63	99	76	100	64	99
BLACK OR AFRICAN AMERICAN	30	100	43	99	34	99
HISPANIC/LATINO	71	100	72	99	51	99
ASIAN	N	N	90	100	78	100
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	67	100	51	99
TWO OR MORE RACES	77	100	70	100	58	99
DISABLED	23	100	32	98	19	98
ECONOMICALLY DISADVANTAGED	50	99	51	99	42	99
ELL**	N	N	46	99	29	99
MIGRANT	N	N	0	100	30	99
LOWEST 25%						
FEMALE	61	100	78	100	58	99
MALE	54	99	70	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.

<b>Mathematics Assessment Results (FSA, EOCs and FSAA)*</b>						
<b>Percent of Students Scoring Satisfactory and Above</b>						
	<b>School %</b>		<b>District %</b>		<b>State %</b>	
	<b>2015-16 Results</b>	<b>% Tested</b>	<b>2015-16 Results</b>	<b>% Tested</b>	<b>2015-16 Results</b>	<b>% Tested</b>
ALL STUDENTS	55	100	77	99	54	98
WHITE	65	99	79	98	65	98
BLACK OR AFRICAN AMERICAN	20	100	45	99	35	97
HISPANIC/LATINO	63	100	74	99	51	98
ASIAN	N	N	93	99	81	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	75	100	54	97
TWO OR MORE RACES	62	100	74	99	58	98
DISABLED	29	100	41	97	25	96
ECONOMICALLY DISADVANTAGED	47	99	56	98	44	98
ELL**	N	N	63	98	38	98
MIGRANT	N	N	30	100	39	98
LOWEST 25%						
FEMALE	55	100	77	99	55	98
MALE	56	99	76	99	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.

<b>Science Assessment Results (Statewide Science Assessment, EOC and FSAA) *</b>						
<b>Percent of Students Scoring Satisfactory and Above</b>						
	<b>School %</b>		<b>District %</b>		<b>State %</b>	
	<b>2015-16 Results</b>	<b>% Tested</b>	<b>2015-16 Results</b>	<b>% Tested</b>	<b>2015-16 Results</b>	<b>% Tested</b>
ALL STUDENTS	49	97	80	99	56	98
WHITE	62	96	82	99	68	98
BLACK OR AFRICAN AMERICAN	27	96	48	98	36	97
HISPANIC/LATINO	N	N	76	98	52	98
ASIAN	N	N	95	99	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	N	54	97
TWO OR MORE RACES	N	N	76	99	61	98
DISABLED	26	95	40	96	24	95
ECONOMICALLY DISADVANTAGED	39	97	58	98	45	97
ELL	N	N	42	95	24	98
MIGRANT	N	N	N	N	35	97
LOWEST 25%						
FEMALE	38	100	80	99	56	98
MALE	59	94	80	98	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) \***

<b>School</b>	<b>ELA</b>	<b>Math</b>
	<b>2015-16</b>	<b>2015-16</b>
Grade 3	69	58
Grade 4	55	58
Grade 5	49	50
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
HS		

	<b>ELA</b>	<b>Math</b>
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District	2015-16	2015-16
Grade 3	77	79
Grade 4	74	80
Grade 5	72	77
Grade 6	74	74
Grade 7	71	82
Grade 8	78	85
Grade 9	73	NA
Grade 10	71	NA
HS	NA	69

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
<b>ALL GRADES</b>															
ALL STUDENTS	22	30	30			8	18	27	19	29	22	28	25	13	12
WHITE		28	36			6	17	28	20	30	12	24	29	17	17
BLACK OR AFRICAN AMERICAN						28	31	21	12	8	36	34	20	7	4
HISPANIC/LATINO						11	20	27	18	24	26	30	25	11	8
ASIAN							5	19	21	53	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						9	22	28	19	23	17	27	28	14	14
DISABLED	48					32	35	20	7	6	52	28	13	4	3
ECO. DISADVANTAGED	26	35	26			18	30	27	12	12	29	32	23	9	6
ELL**						28	34	25			50	31	14	4	2
MIGRANT*											40	34	17	5	4
FEMALE	29	34				7	19	29	19	27	21	30	26	13	10
MALE		26	36			8	17	25	20	31	23	26	25	13	13

\*\*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
<b>ALL GRADES</b>															
ALL STUDENTS	19	25	31	19	6	10	17	26	29	18	24	24	24	19	9
WHITE	12	27	31	24	6	8	17	26	30	19	15	21	26	24	12
BLACK OR AFRICAN AMERICAN	46	25	25			31	27	19	18	5	37	29	20	11	3
HISPANIC/LATINO			46			11	20	27	28	15	27	25	24	17	7
ASIAN						4	7	20	32	37	10	15	23	29	24
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*								33	24		21	25	26	20	9
AMERICAN INDIAN OR ALASKA NATIVE							32		32		27	25	23	18	7
TWO OR MORE RACES*						10	21	26	23	20	19	24	25	21	10
DISABLED	46	32				39	30	18	10	3	57	24	12	5	2
ECO. DISADVANTAGED	23	27	26	18		23	27	25	19	7	31	28	23	14	5
ELL**						30	29	24	11	5	48	27	17	7	2
MIGRANT*											42	30	18	8	2
FEMALE*	14	26	34	19		7	16	25	30	22	20	24	25	21	11
MALE*	24	24	29	19		12	18	26	28	15	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 %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
<b>ALL GRADES</b>															
ALL STUDENTS	22	25	27	16	10	9	14	26	29	22	24	21	26	19	10
WHITE	14	24	30	21	10	7	13	26	31	22	16	18	28	24	14
BLACK OR AFRICAN AMERICAN	49	30				30	26	25	14	5	39	25	22	11	3
HISPANIC/LATINO						11	15	27	29	19	27	22	26	17	8
ASIAN							5	16	28	50	8	11	23	28	31
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*									32		21	20	26	21	12
AMERICAN INDIAN OR ALASKA NATIVE											23	22	26	18	9
TWO OR MORE RACES*						11	14	28	25	21	20	21	27	20	11
DISABLED	47	25	22			33	26	24	12	5	54	21	15	7	3
ECO. DISADVANTAGED	27	27	26	11	9	21	23	28	19	9	31	24	25	14	6
ELL**						15	21	33	19	11	40	23	22	11	4
MIGRANT											35	26	24	11	4
FEMALE	22	24	26	19	9	8	14	27	29	22	23	22	26	19	10
MALE	21	26	28	13	11	10	14	25	30	22	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	*	48	24,596
Math	*	49	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>



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	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
<b>GRADE 04</b>	Flori da	Nati on	Flori da	Nati on	Flori da	Nati on	Flori da	Nati on	Flori da	Nati on	Flori da	Nati on	Flori da	Nati on
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	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
<b>GRADE 08</b>	Flori da	Nati on	Flori da	Nati on	Flori da	Nati on	Flori da	Nati on	Flori da	Nati on	Flori da	Nati on	Flori da	Nati on
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. DISADVANTA GED	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	50	7	14.0	17.7	18.7
School-Based Administrators	3	1	33.3	21.0	22.0
Total	53	8	15.1	17.8	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	35	77.8	71.4	66.3	65.6	66.3	65.9
Master's Degree	10	22.2	28.6	32.0	32.6	31.6	32.0
Specialist Degree				0.9	1.1	1.0	1.1
Doctorate				0.7	0.6	1.0	1.0
Total All Degrees	45	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	98.7	98.5	92.3
Percentage of Classes with Teachers Teaching Out-of-Field	1.3	1.5	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	0.0	0.0	1.8	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

\*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
55	11	ACADEMY FOR BUSINESS AND LEADERSHIP EDUCATION

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

Reward Schools, 2015-16		
District Number	School Number	School Name
55	11	ACADEMY FOR BUSINESS AND LEADERSHIP EDUCATION
55	33	ST. JOHNS TECHNICAL HIGH SCHOOL
55	161	R. B. HUNT ELEMENTARY SCHOOL
55	241	JULINGTON CREEK ELEM. SCHOOL
55	251	ALLEN D NEASE SENIOR HIGH SCHOOL
55	261	W. DOUGLAS HARTLEY ELEMENTARY
55	311	ALICE B. LANDRUM MIDDLE SCHOOL
55	321	SWITZERLAND POINT MIDDLE SCHOOL
55	341	MILL CREEK ELEMENTARY SCHOOL
55	351	PONTE VEDRA PALM VALLEY- RAWLINGS ELEM SCHOOL
55	381	CUNNINGHAM CREEK ELEM. SCHOOL
55	391	OCEAN PALMS ELEMENTARY SCHOOL
55	411	BARTRAM TRAIL HIGH SCHOOL
55	441	DURBIN CREEK ELEMENTARY SCHOOL
55	451	TIMBERLIN CREEK ELEMENTARY SCHOOL
55	471	PATRIOT OAKS ACADEMY
55	472	LIBERTY PINES ACADEMY
55	481	PACETTI BAY MIDDLE SCHOOL
55	482	WARDS CREEK ELEMENTARY SCHOOL

55	491	FRUIT COVE MIDDLE SCHOOL
55	492	PONTE VEDRA HIGH SCHOOL
55	493	CREEKSIDE HIGH SCHOOL
55	501	HICKORY CREEK ELEMENTARY SCHOOL
55	502	VALLEY RIDGE ACADEMY
55	511	PALENCIA ELEMENTARY SCHOOL
55	7004	ST. JOHNS VIRTUAL FRANCHISE

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](http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp).