
School Public Accountability Report

SOUTH ELEMENTARY SCHOOL

2016-2017

South Elementary K-5

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

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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	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
WHITE	130	138	55.9	57.8	46.5	47.1	38.7	39.5
BLACK OR AFRICAN AMERICAN	24	22	9.6	7.4	8.1	8.0	22.3	22.5
HISPANIC/LATINO	73	71	30.1	30.4	40.1	39.9	32.4	31.5
ASIAN	*	*	*	*	0.7	0.9	2.7	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER					0.1	0.1	0.2	0.2

AMERICAN INDIAN OR ALASKA NATIVE	*	*	*	*	1.1	1.0	0.3	0.3
TWO OR MORE RACES	*	10	3.3	3.0	3.4	3.1	3.4	3.4
DISABLED	29	67	20.0	20.7	20.0	20.0	13.4	13.1
ECONOMICALLY DISADVANTAGED***	187	191	78.9	74.1	82.5	79.3	58.1	58.8
ELL	36	36	15.0	14.6	18.2	17.8	13.4	13.0
MIGRANT	13	14	5.6	6.1	7.5	7.8	0.5	0.5
FEMALE	235		49.1	48.7	48.3	47.7	48.7	48.7
MALE		244	50.9	51.3	51.7	52.3	51.4	51.4
TOTAL	479		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 %	
	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
ALL STUDENTS			70.6	65.9	80.7	77.9
WHITE			69.4	69.7	85.1	82.8
BLACK OR AFRICAN AMERICAN			82.1	40.5	72.3	68.0
HISPANIC/LATINO			74.4	68.8	79.5	76.7
ASIAN			*	*	91.9	90.9
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER					84.7	82.6
AM.INDIAN OR ALASKA NATIVE			40.0	33.3	76.5	75.7
TWO OR MORE RACES			50.0	45.5	82.7	81.5
DISABLED			52.9	41.9	61.6	56.8
ECONOMICALLY DISADVANTAGED			69.9	58.6	74.4	70.4
ELL			45.5	44.4	62.0	59.5
MIGRANT			78.6	64.4	73.4	67.0
AT-RISK (Low 25)*			54.7	42.3	62.7	52.3
FEMALE			75.4	78.4	84.5	81.7

MALE			66.8	55.6	77.0	74.1
Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.						
* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.						

High School Cohort Dropout Rate

Cohort Dropouts are students who have voluntarily removed themselves from the school system before graduation; students who have not met the relevant attendance requirements of the school district or who were expected to attend a school but did not enter as expected for unknown reasons; students who have withdrawn from school and have not transferred to another public or private school or enrolled in any career, adult, or alternative educational program; students who have withdrawn from school due to hardship, unless such withdrawal has been granted under the provisions of s. 329.091, F.S., court action, expulsion, medical reasons, or pregnancy; or students who are not eligible to attend school because of reaching the maximum age for an exceptional student program in accordance with the district's policy.

Racial/Ethnic Group	School %		District %		State %	
	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
WHITE	N/A	0.0	11.0	0.0	3.3	0.0
BLACK OR AFRICAN AMERICAN	N/A	0.0	16.7	0.0	5.2	0.0
HISPANIC/LATINO	N/A	0.0	8.2	0.0	4.3	0.0
ASIAN	N/A	0.0	#	0.0	0.9	0.0
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	0.0	N/A	0.0	2.2	0.0
AM.INDIAN OR ALASKA NATIVE	N/A	0.0	15.4	0.0	5.4	0.0
TWO OR MORE RACES	N/A	0.0	#	0.0	4.0	0.0
FEMALE	N/A	0.0	9.5	0.0	2.6	0.0
MALE	N/A	0.0	11.6	0.0	4.1	0.0
TOTAL	N/A	0.0	10.5	0.0	4.0	0.0

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				71	75
BLACK OR AFRICAN AMERICAN				57	74
HISPANIC/LATINO				69	76
ASIAN				#	88
AMERICAN INDIAN OR ALASKA NATIVE				#	77
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER				0	75
DISABLED				47	57
ECONOMICALLY DISADVANTAGED				57	68
ELL				#	70

MIGRANT				53	60
FEMALE				77	79
MALE				62	71
UNKNOWN	#	#	#	#	#
TOTAL				70	75
Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.					

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. The end-of-course assessment in Algebra 2 was administered for the last time in spring 2017. 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 also administers social studies EOC assessments in Civics and U.S. History.

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 program includes two assessment components to address students' needs, the FSAA—Performance Task and the FSAA—Datafolio. The FSAA—Performance Task was administered for the first time in 2015-16, and the FSAA—Datafolio was administered for the first time in 2016-17. 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. Florida also administers the FSAA in Civics and U.S. History.

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. On the FSAA—Performance Task assessments, students can attain one of four possible achievement levels, ranging from Level 1 (lowest) to Level 4 (highest).

Standard setting for the FSAA—Datafolio will occur in fall/winter 2017-18.

Assessment Results by Grade: Percent Scoring Satisfactory or Above

(FSA and EOCs) *

	ELA	Math
School	2016-17	2016-17
Grade 3	49	57
Grade 4	67	75
Grade 5	58	75
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
HS		

	ELA	Math
District	2016-17	2016-17

Grade 3	50	69
Grade 4	44	56
Grade 5	42	54
Grade 6	37	46
Grade 7	37	43
Grade 8	46	55
Grade 9	41	NA
Grade 10	34	NA
HS	NA	34

	ELA	Math
State Totals	2016-17	2016-17
Grade 3	59	63
Grade 4	57	65
Grade 5	54	59
Grade 6	54	53
Grade 7	54	58
Grade 8	56	63
Grade 9	54	NA
Grade 10	51	NA
HS	NA	48

FSA is only administered to Grades 3-8 for Math. HS results for Math include end-of-course assessment results in Algebra 1, Geometry and Algebra 2.

*The 2016-17 FSAA-Datafolio does not have results yet as the standards have not been set. FSAA-Datafolio may be included on percent tested.

Percentage of Students Scoring at Each Statewide Assessment Achievement Level, 2016-17

	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	5	30	40	14	11	24	33	27	8	7	20	26	28	13	14
WHITE	8	30	33	15	15	19	30	29	11	11	11	22	31	16	20
BLACK OR AFRICAN AMERICAN	#	#	#	#	#	41	34	20	3	2	32	32	24	7	5
HISPANIC/LATINO	#	18	65	12	6	25	36	28	6	5	23	28	27	11	10
ASIAN	N/A	N/A	N/A	N/A	N/A	#	#	#	#	#	8	15	26	18	33
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N/A	N/A	N/A	N/A	N/A	#	#	#	#	#	18	25	28	15	14
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	38	38	19	5	#	20	28	28	12	13
TWO OR MORE RACES	#	#	#	#	#	27	37	20	4	12	15	25	29	14	16
DISABLED	21	29	43	7	#	46	33	17	3	1	46	30	17	5	3
ECO. DISADVANTAGED	7	35	39	13	7	27	35	26	7	5	26	30	26	10	8
ELL**	#	#	#	#	#	43	39	16	2	1	46	31	16	4	3
MIGRANT*	#	#	#	#	#	28	31	31	5	5	35	33	23	6	4
FEMALE	3	38	45	10	3	23	35	27	8	7	19	27	29	13	12
MALE	6	24	35	18	18	25	31	27	9	8	21	25	27	13	15

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	15	29	29	20	7		32	30	20	13	4		24	24	23	19	9
WHITE	13	23	31	23	10		26	29	22	16	7		15	21	26	25	13
BLACK OR AFRICAN AMERICAN	9	65	9	17	#		50	31	11	8	1		37	29	20	11	3
HISPANIC/LATINO	20	30	31	14	4		34	32	21	11	2		28	25	23	17	7
ASIAN	#	#	#	#	#		6	29	15	38	12		11	15	22	28	25
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N/A	N/A	N/A	N/A	N/A		#	#	#	#	#		21	24	25	21	10
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A		49	40	9	2	#		29	26	22	16	7
TWO OR MORE RACES*	#	#	#	#	#		36	26	22	12	4		18	24	25	22	11
DISABLED	36	32	21	11	#		63	23	10	4	#		56	25	12	5	2
ECO. DISADVANTAGED	18	34	27	16	5		35	32	20	11	3		31	28	22	14	5
ELL**	27	36	21	15	#		37	36	19	7	1		50	26	16	7	2
MIGRANT*	17	58	17	8	#		35	31	21	11	2		43	31	18	7	2
FEMALE*	11	32	29	19	9		27	31	21	15	6		21	24	24	21	11
MALE*	20	25	29	21	5		36	30	19	11	3		28	24	23	17	8

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 %				
ALL GRADES	L1	L2	L3	L4	L5		L1	L2	L3	L4	L5		L1	L2	L3	L4	L5
ALL STUDENTS	17	16	27	29	11		32	22	26	14	6		26	19	26	17	11
WHITE	15	17	28	27	13		28	21	28	16	7		17	17	29	22	15
BLACK OR AFRICAN AMERICAN	30	17	22	30	#		53	23	15	9	1		41	22	23	10	4
HISPANIC/LATINO	18	15	28	29	10		32	23	27	13	5		29	20	26	16	9
ASIAN	#	#	#	#	#		6	6	23	29	35		9	10	22	24	35
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N/A	N/A	N/A	N/A	N/A		#	#	#	#	#		23	18	27	20	13
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A		48	35	15	2	#		30	20	26	15	10
TWO OR MORE RACES*	#	#	#	#	#		36	22	23	15	3		22	19	28	19	13
DISABLED	39	24	17	17	4		56	20	15	8	1		54	20	17	7	3
ECO. DISADVANTAGED	20	19	25	26	10		34	23	25	13	5		33	22	26	14	6
ELL**	23	17	37	14	9		30	25	27	13	5		42	21	21	11	5
MIGRANT	7	14	43	29	7		33	22	26	13	6		38	24	24	11	3
FEMALE	14	18	31	25	14		31	23	27	13	6		25	20	27	17	11
MALE	20	14	24	33	8		34	21	25	15	6		27	18	26	17	11
<p>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.</p>																	
<p>**Students enrolled in ESOL in the current year.</p>																	

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		27	27,826
Math		24	26,688
*Cell sizes smaller than 10 are suppressed.			

National Assessment of Educational Progress (NAEP)

Below are the 2017 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.

GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	246	239	12	21	41	39	38	32	9	8	88	79
*														
WHITE	39	47	255	248	5	12	33	37	48	40	14	11	95	88
BLACK	22	15	233	223	23	37	50	44	24	17	3	2	77	63
HISPANIC	33	27	242	229	14	30	45	44	35	23	5	3	86	70
ASIAN	3	6	267	258	4	10	24	26	43	40	30	24	96	90
DISABLED	16	13	230	214	29	52	45	32	22	13	4	2	71	48
ECO. DISADVANTAGED	60	54	239	228	16	31	47	44	32	22	4	3	84	69
ELL	8	12	223	217	34	47	50	39	15	13	1	2	66	53
*American Indian/Alaska Native subgroup was too small to report.														

NAEP Math 2017 - State Level Results														
	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	279	282	34	31	37	36	22	24	7	10	66	69
*														
WHITE	40	50	291	292	21	20	39	37	29	30	11	13	79	80
BLACK	21	15	262	260	52	54	36	34	11	11	1	2	48	46
HISPANIC	32	25	273	268	39	43	37	37	19	16	5	3	61	57

ASIAN	3	6	303	310	13	14	31	25	37	31	19	30	87	86
DISABLED	13	13	257	246	61	70	28	22	9	6	3	2	39	30
ECO. DISADVANTAGED	57	49	269	267	44	45	38	37	16	15	3	3	56	55
ELL	6	6	247	245	70	72	26	23	3	5	2	1	30	28
*American Indian/Alaska Native subgroup was too small to report.														

NAEP Reading 2017 - 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	228	221	25	33	34	31	30	27	11	9	75	67
*														
WHITE	40	47	239	231	15	22	32	32	37	34	17	12	85	78
BLACK	22	15	212	205	43	50	34	31	20	16	3	3	57	50
HISPANIC	33	27	225	208	28	46	36	32	29	18	8	4	72	54
ASIAN	2	6	249	238	9	18	23	25	40	35	27	21	91	82
DISABLED	16	13	206	186	52	68	29	20	15	10	4	2	48	32
ECO. DISADVANTAGED	61	54	219	208	34	46	37	32	25	18	5	3	66	54
ELL	8	12	192	189	69	68	25	23	6	8		1	31	32
*American Indian/Alaska Native subgroup was too small to report.														

NAEP Reading 2017 - State Level Results														
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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	267	265	23	25	42	41	32	31	3	4	77	75
*														
WHITE	40	50	274	274	15	17	41	40	39	39	5	5	85	83
BLACK	21	15	254	248	35	41	44	42	19	16	1	1	65	59
HISPANIC	33	25	262	255	26	34	43	44	29	21	2	1	74	66
ASIAN	3	6	289	281	10	15	23	31	52	43	15	11	90	85
DISABLED	14	13	244	231	47	62	38	29	14	8	1	1	53	38
ECO. DISADVANTAGED	56	49	257	253	31	36	45	43	23	20	1	1	69	64
ELL	7	6	228	226	64	68	32	27	5	5			36	32
*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. Florida participated as a benchmarking education system in 2015. The next TIMSS administration in 2019 will provide national-level results for the United States.

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. Florida participated as a benchmarking education system in 2011. Florida is included in the PIRLS 2016 national-level results for the United States.

Progress in International Reading Literacy Study (PIRLS) 2011

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

Progress in International Reading Literacy Study (PIRLS) 2016

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	53%	57%

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.

Florida participated as a benchmarking education system in 2012. Florida is included in the PISA 2015 national-level results for the United States.

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%

Program for International Student Assessment (PISA) 2015 Results - 15 year olds

	Level 4+	
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	Florida	Target - 10th Ranked Country
Mathematics	20.65%	38.42%
Science Literacy	27.63%	34.61%
Reading Literacy	30.10%	35.67%

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 2016-17.

Staff Type	Total Number for 2016-17	Number Newly Hired for 2016-17	School %	District %	State %
Instructional Staff	33	9	27.3	23.8	19.5
School-Based Administrators	2	0	0.0	36.4	21.4
Total	35	9	25.7	24.4	19.6

The Professional Qualifications of Teachers

Degree Level

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

		School %		District %		State %	
Degree Level	Number	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
Bachelor's Degree	27	87.1	87.5	79.5	80.4	67.0	66.3
Master's Degree	4	12.9	12.5	19.2	18.5	30.9	31.6
Specialist Degree				0.8	0.5	1.0	1.0

Doctorate				0.5	0.5	1.1	1.0
Total All Degrees	31	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	87.9	84.8	91.7
Percentage of Classes with Teachers Teaching Out-of-Field	12.1	15.2	8.3

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	14.1	12.4	17.0	99.9	8.9	10.1	8.6

*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. 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.

2016-17 School Performance Grade: C

Progress of the Lowest Performing 25% of Students, 2016-17

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
2016-17	2016-17
69	68

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

Identified Schools for ESEA Flexibility

The table below indicates schools in this district that were identified for support under ESSA, Comprehensive Support and Improvement (CS&I) or Targeted Support and Improvement (TS&I). Schools identified for CS&I are schools graded "F" in 2016-17 and schools graded "D" in 2016-17 that were also graded "D" or "F" in the prior year or schools that had a graduation rate of 67% or lower. Schools identified for TS&I are schools that were graded "D" in 2016-17 and not graded "D" or "F" in the prior year.

Targeted Support and Improvement, 2016-17		
District Number	School Number	School Name

Comprehensive Support and Improvement, 2016-17

District Number	School Number	School Name
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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.

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