

# School Public Accountability Report

## OKEECHOBEE HIGH SCHOOL

2015-2016



The Office of K-12

*Accountability & Assessment*

Achieving Excellence Through Data

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

GRADUATION RATE AND DROPOUT RATE

POSTSECONDARY FOLLOW-UP DATA

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE

OCTOBER MEMBERSHIP

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

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
WHITE	454	489	53.9	54.5	48.2	49.7	40.2	40.9
BLACK OR AFRICAN AMERICAN	61	58	6.8	6.0	8.0	7.7	22.7	22.9
HISPANIC/LATINO	266	323	33.6	34.3	39.0	38.0	30.7	30.0
ASIAN	*	*	0.6	0.9	0.8	0.7	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER							0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE	15	29	2.5	2.3	1.0	1.2	0.3	0.3
TWO OR MORE RACES	26	19	2.6	2.1	3.0	2.7	3.3	3.2
DISABLED	105	243	19.9	19.8	20.0	20.3	13.0	12.9
ECONOMICALLY DISADVANTAGED	530	576	63.2	59.6	76.9	74.8	58.4	58.4
ELL	22	18	2.3	2.4	16.7	16.4	12.4	12.4
MIGRANT	72	90	9.3	8.6	10.2	9.6	0.6	0.6
FEMALE	828		47.3	48.1	48.1	47.6	48.7	48.7
MALE		923	52.7	51.9	51.9	52.4	51.4	51.4
TOTAL	1751		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.

ALL STUDENTS	School %		District %		State %	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
	67.6	72.2	61.2	63.0	76.1	75.6

WHITE	67.0	72.3	59.9	65.1	81.7	80.5
BLACK OR AFRICAN AMERICAN	73.7	69.0	55.6	47.6	64.7	64.6
HISPANIC/LATINO	65.4	72.2	61.7	64.0	75.0	74.9
ASIAN	#	#	#	#	89.2	88.4
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	N/A	N/A	75.6	88.2
AM.INDIAN OR ALASKA NATIVE	66.7	60.0	61.5	50.0	73.8	76.8
TWO OR MORE RACES	#	#	#	72.7	80.1	79.7
DISABLED	50.0	50.6	43.0	41.0	55.1	52.3
ECONOMICALLY DISADVANTAGED	63.8	67.5	57.1	58.1	67.7	67.0
ELL	#	38.5	#	33.3	55.8	57.5
MIGRANT	75.0	84.6	70.0	78.6	65.5	65.4
AT-RISK (Low 25)*	44.7	52.7	35.1	41.0	50.0	51.6
FEMALE	76.8	79.7	73.2	75.5	79.9	79.7
MALE	59.8	64.8	52.0	52.5	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	3.7	4.8	3.1	5.9	1.3	1.5
BLACK OR AFRICAN AMERICAN	6.3	3.4	2.8	4.1	3.0	3.4
HISPANIC/LATINO	0.2	3.1	0.6	4.8	2.0	1.9
ASIAN	0.0	0.0	0.0	0.0	0.5	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	N/A	#	N/A	1.2	1.7
AM.INDIAN OR ALASKA NATIVE	2.6	10.3	4.8	8.9	1.7	2.4
TWO OR MORE RACES	0.0	8.3	0.0	6.1	1.3	1.7
FEMALE	1.6	3.2	1.3	4.2	1.5	1.7
MALE	3.4	5.4	3.1	6.4	2.2	2.4
TOTAL	2.5	4.3	2.3	5.4	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	203	147	72	72	75
BLACK OR AFRICAN AMERICAN	24	19	79	79	76
HISPANIC/LATINO	79	50	63	63	75
ASIAN	#	#	#	#	88
AMERICAN INDIAN OR	#	#	#	#	77

ALASKA NATIVE					
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER	#	#	#	#	77
DISABLED	31	14	45	45	58
ECONOMICALLY DISADVANTAGED	116	73	63	63	69
ELL	#	#	#	#	69
MIGRANT	34	23	68	68	58
FEMALE	166	130	78	78	80
MALE	152	93	61	61	71
UNKNOWN	#	#	#	#	#
TOTAL	318	223	70	70	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	114	71	62	62	70
BLACK OR AFRICAN AMERICAN	14	6	43	43	56
HISPANIC/LATINO	39	25	64	64	65
ASIAN	#	#	#	#	83
AMERICAN INDIAN OR ALASKA NATIVE	#	#	#	#	65
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER	#	#	#	#	65
DISABLED	#	#	#	#	49
ECONOMICALLY DISADVANTAGED	61	37	61	61	58
ELL	#	#	#	#	64
MIGRANT	17	10	59	59	57
FEMALE	108	67	62	62	70
MALE	66	38	58	57	62
UNKNOWN	#	#	#	#	#
TOTAL	174	105	60	60	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	37	97	40	98	54	99
WHITE	42	97	47	98	65	99
BLACK OR AFRICAN AMERICAN	32	100	28	99	34	99
HISPANIC/LATINO	31	97	34	99	51	99
ASIAN	N	N	81	100	77	100
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	42	100	32	100	53	99
TWO OR MORE RACES	20	90	34	97	58	99
DISABLED	15	96	19	98	25	98
ECONOMICALLY DISADVANTAGED	31	97	35	98	43	99
ELL**	13	100	27	99	30	99
MIGRANT	26	96	29	98	30	99
LOWEST 25%						
FEMALE	42	98	44	99	59	99
MALE	33	97	36	98	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	29	96	44	97	54	98
WHITE	33	97	49	97	64	97
BLACK OR AFRICAN AMERICAN	23	92	27	95	35	97
HISPANIC/LATINO	25	97	41	98	51	98
ASIAN	N	N	69	97	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	22	94	24	93	54	97
TWO OR MORE RACES	21	96	36	97	58	98

DISABLED	12	96	22	97	29	96
ECONOMICALLY DISADVANTAGED	25	95	41	97	44	97
ELL**	16	93	44	99	38	98
MIGRANT	17	96	39	98	39	98
LOWEST 25%						

FEMALE	30	96	44	98	54	98
MALE	29	97	44	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	59	94	43	96	57	98
WHITE	63	94	51	96	69	98
BLACK OR AFRICAN AMERICAN	48	96	23	97	37	97
HISPANIC/LATINO	56	94	36	97	53	98
ASIAN	N	N	64	100	80	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	54	93	44	89	58	97
TWO OR MORE RACES	57	81	38	93	61	98
DISABLED	34	91	23	94	30	96
ECONOMICALLY DISADVANTAGED	57	92	38	96	46	97
ELL	N	91	22	99	26	98
MIGRANT	52	91	35	97	36	97
LOWEST 25%						
FEMALE	56	92	40	96	56	98
MALE	63	95	45	96	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	Math
	2014-15	2014-15
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9	34	34
Grade 10	42	35
District	ELA	Math
	2014-15	2014-15
Grade 3	45	60
Grade 4	43	57
Grade 5	37	39
Grade 6	41	42
Grade 7	36	47
Grade 8	45	50

Grade 9	34	34
Grade 10	42	35
	<b>ELA</b>	<b>Math</b>
<b>State Totals</b>	<b>2014-15</b>	<b>2014-15</b>
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

	<b>SCIENCE &amp; BIOLOGY 1 EOC</b>														
	<b>School %</b>					<b>District %</b>					<b>State %</b>				
	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>
<b>ALL GRADES</b>															
ALL STUDENTS	14	27	42	10	7	29	30	27	8	5	18	26	29	13	14
WHITE	12	26	43	12	8	22	28	32	12	7	10	22	32	17	19
BLACK OR AFRICAN AMERICAN						50	31	12			31	33	24	7	5
HISPANIC/LATINO	15	30	42	7		34	32	25	6	4	22	28	29	12	10
ASIAN											8	15	27	18	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*											17	27	31	14	12
AMERICAN INDIAN OR ALASKA NATIVE											17	28	32	12	12
TWO OR MORE RACES						32	29	29			14	25	31	14	16
DISABLED	37	33	29			54	29	15			45	30	17	4	4
ECO. DISADVANTAGED	16	27	41	10	6	33	31	26	6	3	25	31	28	10	7
ELL**						45	33	18			45	32	17	4	2
MIGRANT*				47		37	30	26			32	34	23	7	4
FEMALE	13	32	38	10	7	29	32	26	8	5	18	27	30	13	12
MALE	15	23	45	10	7	30	28	28	8	6	19	25	28	13	15

\*\*Students enrolled in ESOL in the current year.

	<b>FSA English Language Arts</b>														
	<b>School %</b>					<b>District %</b>					<b>State %</b>				
	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>
<b>ALL GRADES</b>															
ALL STUDENTS	31	32	20	13	4	31	30	23	12	4	22	25	25	19	9
WHITE	29	29	20	17	5	26	28	25	15	6	14	22	27	25	13
BLACK OR AFRICAN AMERICAN	42	25	22			49	28	17	5		36	31	20	10	3
HISPANIC/LATINO	34	36	20	8		34	33	22	9	2	25	26	25	17	7
ASIAN									41		9	15	23	29	23
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*											20	26	27	20	8
AMERICAN INDIAN OR ALASKA NATIVE						41	33				24	26	26	18	7
TWO OR MORE RACES*				61		33	32	23			18	25	26	21	10
DISABLED	67	20	11			63	22	11	3		56	25	13	5	1
ECO. DISADVANTAGED	37	33	17	11		36	31	22	9	2	30	29	23	14	4
ELL**	68					40	33	21	5		45	29	18	7	1
MIGRANT*	34	39	20			36	36	20	6		40	32	19	8	2
FEMALE*	25	34	20	16	5	26	31	24	14	6	18	24	26	21	11
MALE*	37	30	20	10	3	37	29	22	10	3	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 %				
<b>ALL GRADES</b>	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	48	22	23	4	2	34	24	26	12	4	27	21	27	16	10
WHITE	42	24	26	5	3	29	23	29	14	6	18	18	30	20	13
BLACK OR AFRICAN AMERICAN	65	12	19			55	22	16	7		42	24	22	9	3
HISPANIC/LATINO	52	23	20	3		35	26	25	12	3	30	21	27	14	7
ASIAN											10	12	24	24	30
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*											23	20	27	18	11
AMERICAN INDIAN OR ALASKA NATIVE	59					56	27				26	22	29	15	9
TWO OR MORE RACES*	58					39	22	20	12		22	21	29	18	11
DISABLED	76	14	9			59	24	14	3		55	21	16	6	2
ECO. DISADVANTAGED	51	23	22	3	1	36	25	25	11	3	34	23	26	12	5
ELL**	78					32	28	26	12	3	42	23	22	10	4
MIGRANT	48	31	18			36	28	27	8		38	24	25	10	3
FEMALE	45	24	24	4	2	32	25	27	12	5	26	21	28	16	9
MALE	51	21	22	4	2	35	23	24	13	4	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		20	21,959
Math		22	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
<b>GRADE 04</b>														
ALL STUDENTS	N/A	N/A	243	240	15	19	36	35	35	32	7	7	85	81
*														
WHITE	43	49	251	248	7	10	28	29	43	41	11	10	93	90
BLACK	21	15	228	224	29	35	49	45	20	18	1	1	71	65
HISPANIC	29	26	240	230	16	27	41	44	33	23	5	3	84	73
DISABLED	16	13	228	217	30	46	44	36	20	14	3	2	70	54
ECO. DISADVANTAGED	61	55	235	229	20	28	46	46	28	22	3	2	80	72
ELL	9	11	220	218	38	43	48	41	12	14	1	1	62	57

\*Asian and Indian subgroups were too small to report.

#### NAEP Math 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
<b>GRADE 08</b>														
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.	63	52	266	268	45	42	37	38	14	16	2	2	56	58

DISADVANTAGED

ELL	6	6	240	246	77	69	19	25	4	4	1		23	31
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\*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>														
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>														
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	94	29	30.9	24.5	21.4
School-Based Administrators	5	2	40.0	30.4	25.9
Total	99	31	31.3	24.8	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	62	74.7	74.6	80.4	81.6	65.9	66.0
Master's Degree	19	22.9	20.6	18.2	16.8	32.0	31.9
Specialist Degree			1.6	0.5	0.8	1.1	1.1
Doctorate	2	2.4	3.2	0.8	0.8	1.0	1.0
Total All Degrees	83	100.0	100.0	100.0	100.0	100.0	100.0

## Percentage of Teachers Teaching with Emergency or Provisional Credentials

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

### In-Field and Out-of-Field Teachers

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

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	98.7	93.5	94.1
Percentage of Classes with Teachers Teaching Out-of-Field	1.3	6.5	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	1.1	6.5	9.0	0.0	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
47	112	SOUTH ELEMENTARY SCHOOL
Priority Schools, 2014-15		
District Number	School Number	School Name
Reward Schools, 2014-15		
District Number	School Number	School Name
47	161	NORTH ELEMENTARY 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](http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp).