

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

The School Public Accountability Report contains several types of data (indicators) designed to inform parents and the general public about the progress of Florida's public schools. This report meets public reporting requirements and provides certain additional information of interest on the status of Florida's schools.

OCTOBER MEMBERSHIP**READINESS TO START SCHOOL****GRADUATION RATE AND DROPOUT RATE****STUDENT PERFORMANCE****NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)****SCHOOL SAFETY AND ENVIRONMENT****TEACHERS AND STAFF****FLORIDA SCHOOL PERFORMANCE GRADE AND ANNUAL MEASURABLE OBJECTIVES (AMOs)**

Note: Beginning with the 2010-11 school year, Florida implemented new data elements for collecting and reporting student demographic data in compliance with adjustments made by the U.S. Office of Management and Budget to Statistical Policy Directive No.

15. These revisions allow students to select more than one race and to report their ethnicities and races separately when reporting their demographic information. For ethnicity, students select whether they are of Hispanic or Latino origin, and for race, students select one or more of the following: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. These new categories are reflected in the SPARs.

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	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
WHITE	1		0.6		3.7	3.6	42.4	43.2
BLACK OR AFRICAN AMERICAN	65	96	91.0	92.1	76.6	77.0	23.0	22.9
HISPANIC / LATINO	5	8	7.3	7.9	18.5	18.1	28.6	27.9
ASIAN					0.2	0.3	2.5	2.5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER							0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE					0.1	0.1	0.4	0.4
TWO OR MORE RACES	1	1	1.1		1.0	0.8	3.0	3.0
DISABLED	12	22	19.2	20.5	11.5	11.9	13.2	13.7
ECONOMICALLY DISADVANTAGED	64	88	85.9	76.3	85.2	81.8	57.6	56.0
ELL	1	2	1.7	1.4	9.5	9.4	11.9	11.7
MIGRANT				0.4	1.8	2.2	0.5	0.5
FEMALE	72		40.7	43.5	50.1	49.8	48.7	48.8
MALE		105	59.3	56.5	49.9	50.2	51.4	51.3
TOTAL	177		100.0	100.0	100.0	100.0	100.0	100.0

READINESS TO START SCHOOL

ECHOS Ready	N/A	N/A	N/A	97	94	91	90
ECHOS Not Ready	N/A	N/A	N/A	3	6	9	10
Total ECHOS	N/A						
FAIR Ready	N/A	N/A	N/A	61	50	71	68
FAIR Not Ready	N/A	N/A	N/A	39	50	29	32
Total FAIR	N/A						

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10. Percentages are rounded to the nearest whole integer after individual categories are tabulated; therefore totals may not equal 100%.

GRADUATION RATE AND DROPOUT RATE

Florida high schools strive to ensure that students graduate and are prepared to enter the workforce and postsecondary education.

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated within four years of initial entry into ninth grade. Graduates include students who received a standard high school diploma. These results are used in the calculation of schools' Annual Measurable Objectives (AMOs).

	School %		District %		State %	
	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10
ALL STUDENTS	13.3	10.1	55.1	43.0	70.6	69.0
WHITE	N/A	N/A	54.5	33.3	76.2	74.1
BLACK OR AFRICAN AMERICAN	14.0	10.1	54.6	43.3	58.6	57.9
HISPANIC/LATINO	#	#	54.9	46.5	69.4	68.1
ASIAN	N/A	N/A	#	#	85.9	86.0
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A		N/A		N/A	
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	69.7	67.5
TWO OR MORE RACES	#	#	#	#	75.1	74.2
DISABLED	#	5.6	30.4	17.2	44.4	40.1
ECONOMICALLY DISADVANTAGED	8.6	10.7	54.3	44.4	60.3	59.2
ELL	N/A	#	31.3	33.3	53.0	54.8

MIGRANT	N/A	#	71.4	#	60.6	59.9
FEMALE	18.2	15.1	60.0	51.3	75.3	74.7
MALE	8.7	4.3	49.1	36.0	66.0	63.6

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

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 %	
	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10
WHITE	#	#	6.8	1.6	1.4	1.4
BLACK OR AFRICAN AMERICAN	11.0	5.1	2.5	1.5	3.0	2.9
HISPANIC/LATINO	13.6	8.3	2.9	2.2	2.1	2.5
ASIAN	N/A	N/A	#	#	0.6	0.8
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A		N/A		1.7	
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	1.5	2.2
TWO OR MORE RACES	#	#	0.0	0.0	1.3	1.4
FEMALE	14.6	6.1	2.5	1.0	1.6	1.7
MALE	8.3	4.6	3.0	2.2	2.3	2.3
TOTAL	11.1	5.3	2.7	1.6	1.9	2.0

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

STUDENT PERFORMANCE

Standardized Tests

Although test scores should not be used to draw absolute conclusions about student learning and performance, they provide measured results of student progress toward educational goals. The tests administered to Florida students are described below.

Florida Comprehensive Assessment Test (FCAT)

The FCAT measures student performance in writing, science, reading, and mathematics.

Alternate Assessments for Students with Disabilities

An alternate assessment for students with disabilities is a performance-based assessment designed to evaluate the progress of students with disabilities on the Sunshine State Standards for special diploma measures. Students who are functioning at a cognitive level such that they would not be expected to participate in the FCAT, who would not be expected to graduate from school with a standard diploma, and for whom the traditional state and district assessment program is not an appropriate measure of performance take the Florida Alternate Assessment (FAA). Alternate assessments for students with disabilities include writing/communication, reading, science, and math.

FCAT Next Generation Sunshine State Standards Tests

The FCAT Next Generation Sunshine State Standards (SSS) tests measure student performance on selected benchmarks. Students who take an alternate assessment and score "proficient" have their results counted with those of other students.

Note: Assessment results on the following tables reflect FCAT SSS data combined with alternate assessment data. Results show proficiency attainment for students who were in attendance during both semesters of the school year.

Writing Assessment

For this assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses. Scores range from 1.0 (lowest) to 6.0 (highest). Florida alternate assessment scores (FAA) have been merged with the FCAT 2.0 scores for reporting purposes.

Writing Assessment Results (FCAT 2.0 and FAA)

Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
ALL STUDENTS	28	89	77	96	82	96
WHITE	N	N	66	98	85	97
BLACK OR AFRICAN AMERICAN	25	88	77	96	75	94
HISPANIC / LATINO	N	N	78	97	81	95
ASIAN	N	N	N	N	90	97
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA	N	N	N	N	80	97

NATIVE							
TWO OR MORE RACES*	N	N	86	N	84	97	
DISABLED	N	N	59	85	56	85	
ECONOMICALLY DISADVANTAGED	27	88	76	96	77	95	
ELL	N	N	73	96	68	88	
MIGRANT*	N	N	81	N	71	92	
FEMALE*	31	N	80	96	88	98	
MALE*	26	N	74	96	76	95	

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

Reading, Mathematics, and Science Assessments

On the FCAT reading, mathematics, and science tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest).

Student Achievement Level Descriptions

Level 5: Students at this level demonstrate mastery of the most challenging content of the Next Generation Sunshine State Standards.

Level 4: Students at this level demonstrate an above satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.

Level 3: Students at this level demonstrate a satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.

Level 2: Students at this level demonstrate a below satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.

Level 1: Students at this level demonstrate an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards.

Results of Florida alternate assessment scores (FAA) have been merged with the FCAT 2.0 scores for reporting purposes.

Reading Assessment Results (FCAT2.0 and FAA)

Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested
ALL STUDENTS	2	15	9	37	41	3	57	61	2

WHITE	N	N	N	54	61	5	69	72	2
BLACK OR AFRICAN AMERICAN	3	13	8	35	40	3	38	42	2
HISPANIC / LATINO	N	N	N	41	43	1	53	57	2
ASIAN NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	76	77	1
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	N	N	N	55	59	2
TWO OR MORE RACES*	N	N	N	65	N	6	64	N	2
DISABLED	7	14	0	26	34	7	29	35	3
ECONOMICALLY DISADVANTAGED	3	14	9	36	40	2	46	50	2
ELL	N	N	N	33	30	1	33	38	2
MIGRANT*	N	N	N	46	N	0	32	N	2
FEMALE*	3	N	8	38	N	2	60	N	2
MALE*	2	N	9	37	N	3	55	N	2

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

Mathematics Assessment Results (FCAT 2.0 and FAA)

Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested
ALL STUDENTS	4	12	9	52	53	2	58	59	2
WHITE	N	N	N	67	70	1	68	68	2
BLACK OR AFRICAN AMERICAN	3	12	8	49	51	2	40	42	2
HISPANIC / LATINO	N	N	N	62	62	1	55	56	1

ASIAN NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	82	82	1
AMERICAN INDIAN OR ALASKA NATIVE TWO OR MORE RACES*	N	N	N	62	N	6	58	58	2
DISABLED	0	8	0	37	44	5	32	37	3
ECONOMICALLY DISADVANTAGED ELL MIGRANT*	1	12	9	52	53	1	48	50	2
	N	N	N	57	58	0	41	43	1
	N	N	N	61	N	0	41	N	2
FEMALE*	6	N	8	52	N	2	58	N	2
MALE*	2	N	9	52	N	2	58	N	2

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

Science Assessment Results (FCAT 2.0 and FAA)

Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested
ALL STUDENTS	5	N	13	34	N	2	50	N	1
WHITE	N	N	N	60	N	8	62	N	2
BLACK OR AFRICAN AMERICAN	6	N	15	30	N	1	29	N	2
HISPANIC / LATINO	N	N	N	43	N	1	45	N	1
ASIAN NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	71	N	1
AMERICAN	N	N	N	N	N	N	48	N	2

INDIAN OR ALASKA NATIVE TWO OR MORE RACES*	N	N	N	30	N	0	55	N	2
DISABLED	N	N	N	39	N	2	29	N	3
ECONOMICALLY DISADVANTAGED ELL	6	N	14	32	N	2	38	N	2
MIGRANT*	N	N	N	N	N	N	25	N	2
FEMALE*	N	N	N	27	N	1	47	N	1
MALE*	8	N	13	40	N	2	52	N	2

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

At this time, a state objective is not specified for science achievement.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FCAT 2.0 and FAA)

School	Reading		Math	
	2011-12	2010-11	2011-12	2010-11
Grade 3				
Grade 4	N	N	N	N
Grade 5	N	N	N	N
Grade 6	N	6	N	6
Grade 7	5	15	5	11
Grade 8		5		15
Grade 9	6	8	7	
Grade 10		9	N	18

District	Reading		Math	
	2011-12	2010-11	2011-12	2010-11
Grade 3	47	61	70	84
Grade 4	41	60	63	76
Grade 5	49	57	59	58
Grade 6	38	38	38	40
Grade 7	25	47	34	50
Grade 8	37	43	49	65

Grade 9	29	23	47	88
Grade 10	26	12	29	54

State Totals	Reading		Math	
	2011-12	2010-11	2011-12	2010-11
Grade 3	57	73	59	78
Grade 4	63	72	61	75
Grade 5	62	70	58	64
Grade 6	58	68	54	58
Grade 7	59	69	57	63
Grade 8	56	56	59	69
Grade 9	53	49	63	70
Grade 10	51	40	34	71

Percentage of Students Scoring at Each FCAT Achievement Level, 2011-12

	FCAT SCIENCE														
	School %					District %					State %				
GRADE 05	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						22	43	28	6		20	29	33	12	6
WHITE											11	25	39	17	8
BLACK OR AFRICAN AMERICAN						24	47	25	4		35	36	23	5	1
HISPANIC / LATINO						19	29	38	11		22	32	33	10	4
ASIAN											9	19	36	21	15
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE											19	33	33	11	4
TWO OR MORE RACES*											15	29	36	14	7
DISABLED						35	48				45	30	19	5	2
ECO. DISADVANTAGED						23	44	28	5		26	34	29	8	3
ELL						28	35	33			41	34	20	4	1
MIGRANT*											33	39	22	5	1
FEMALE*						27	42	27			20	31	33	11	4
MALE*						17	44	28	9		19	28	33	13	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.

FCAT SCIENCE			
School %	District %		State %

GRADE 08	L1 L2 L3 L4 L5	L1 L2 L3 L4 L5	L1 L2 L3 L4 L5
ALL STUDENTS	77	39 35 22 4	22 31 34 9 3
WHITE			12 28 41 13 5
BLACK OR AFRICAN AMERICAN	75	43 33 21	39 36 21 3 1
HISPANIC / LATINO		28 43 25	26 33 31 7 2
ASIAN			10 22 38 18 13
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			
AMERICAN INDIAN OR ALASKA NATIVE			19 35 35 9 2
TWO OR MORE RACES*			16 31 38 11 4
DISABLED		65	52 30 15 2 1
ECO. DISADVANTAGED	74	40 36 21	31 35 28 5 1
ELL			57 30 12 1
MIGRANT*			44 37 16 1
FEMALE*		49 34 15	23 34 33 8 3
MALE*	67	30 36 29 5	22 29 35 10 4

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.

GRADE ALL	FCAT READING														
	School %					District %					State %				
	L1 L2 L3 L4 L5	L1 L2 L3 L4 L5	L1 L2 L3 L4 L5	L1 L2 L3 L4 L5	L1 L2 L3 L4 L5										
ALL STUDENTS	76	20				28	36	22	11	3	17	26	26	20	11
WHITE						15	30	28	19		10	22	27	26	15
BLACK OR AFRICAN AMERICAN	78	18				29	37	21	11	3	29	34	22	11	4
HISPANIC / LATINO						28	32	24	13	3	20	28	26	18	8
ASIAN											9	17	24	27	23
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE											17	29	27	19	8
TWO OR MORE RACES*							29	34			12	24	28	23	13
DISABLED	94					65	24	7			46	29	15	7	3
ECO. DISADVANTAGED	80	17				29	36	22	11	3	24	31	25	15	5
ELL						36	31	22	10		38	31	19	9	2
MIGRANT*							37	32			34	36	20	9	2
FEMALE*	88					27	36	22	13	3	15	26	26	21	12
MALE*	69	26				29	36	22	10	4	19	27	25	19	10

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.

	FCAT 2.0 MATH and Algebra 1 EOC														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
GRADE ALL															
ALL STUDENTS	68	28				24	27	29	15	6	20	24	29	17	10
WHITE						17	19	30	23	10	13	21	31	21	14
BLACK OR AFRICAN AMERICAN	68	29				25	29	27	14	5	32	30	25	9	3
HISPANIC / LATINO						18	21	35	17	8	22	26	29	16	8
ASIAN											7	12	25	25	31
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE											20	25	30	16	9
TWO OR MORE RACES*											17	23	30	18	12
DISABLED	76					55	24	14	5		48	26	18	6	3
ECO. DISADVANTAGED	70	28				24	27	29	15	6	26	28	28	12	5
ELL						20	24	34	16	6	34	28	24	10	4
MIGRANT*							31	39			30	31	26	9	3
FEMALE*	75					22	28	28	16	6	19	25	30	17	10
MALE*	64	33				25	26	29	14	6	21	24	28	17	10

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.

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 FCAT 2.0 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 2011-12.

ELL	School	District	State
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Reading	0	*	10,603
Math	0	*	9,498
* Cell sizes smaller than 10 are suppressed.			

National Assessment of Educational Progress (NAEP)

For more than 30 years, The Nation's Report Card (NAEP) has served U.S. educators as an information resource, providing reliable assessment results of what our students know and can do in key subject areas. It is the only ongoing project that monitors national trends in student achievement at grades 4, 8, and 12 and state trends at grades 4 and 8. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics and every four years in writing and science. 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.

Below are the 2011 NAEP state results for Grades 4 and 8 in Reading and Mathematics.

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 performance standards set by the **National Assessment Governing Board** (NAGB), based on recommendations from panels of educators and members of the public. The standards 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. They provide a context for interpreting student performance on NAEP and offer a means of identifying percentages of students who have demonstrated certain proficiencies. The achievement levels set by the NAGB are **Basic**, **Proficient**, and **Advanced**. Below Basic is also reported but not considered to be an achievement level.

Advanced Superior performance.

Proficient Solid academic performance for each grade assessed. Students reaching this level have demonstrated competence over challenging subject matter,

ALL STUDENTS	N/A	N/A	240	240	16	18	47	42	32	34	5	6	84	82
*														
WHITE	40	52	250	249	8	9	40	39	43	43	9	9	92	91
BLACK	25	16	226	224	30	34	52	49	17	16	1	1	70	66
HISPANIC	29	24	236	229	19	28	50	48	28	22	3	2	81	72
DISABLED	15	12	223	218	36	45	46	38	16	15	2	2	64	55
ECO. DISADVANTAGED	62	52	232	229	22	27	52	49	24	22	2	2	78	73
ELL	9	11	219	219	42	42	45	44	13	13	N/A	1	58	58

* Asian and Indian subgroups were too small to report.

NAEP Math - 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 08														
ALL STUDENTS	N/A	N/A	278	283	32	28	40	38	22	26	6	8	68	72
*														
WHITE	45	54	287	293	21	17	42	40	29	33	8	10	79	83
BLACK	22	16	258	262	54	50	35	37	10	12	1	1	46	50
HISPANIC	27	23	274	269	35	40	43	44	19	19	3	3	65	60
DISABLED	13	11	250	249	66	65	25	26	8	7	1	2	34	35
ECO. DISADVANTAGED	55	48	267	269	43	41	41	40	14	17	2	2	57	59
ELL	5	6	246	244	67	72	28	23	5	5	N/A	1	33	28

* Asian and Indian subgroups were too small to report.

NAEP Reading - State Level Results

	% of Students		Average Scale		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
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GRADE 04	Scores										d above			
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	225	220	29	34	36	34	27	25	8	7	71	66
WHITE	40	52	235	230	17	23	35	35	36	32	12	10	83	77
BLACK	25	16	209	205	46	51	37	33	15	14	2	2	54	49
HISPANIC	29	23	220	205	33	50	37	32	24	16	6	2	67	50
DISABLED	14	11	201	186	56	68	29	21	12	9	3	2	44	32
ECO. DISADVANTAGED	62	52	216	207	38	48	38	34	20	16	4	2	62	52
ELL	8	11	195	188	65	70	28	23	7	6	N/A	1	35	30

* Asian and Indian subgroups were too small to report.

NAEP Reading - State Level Results

GRADE 08	% of Students		Average Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	262	264	27	25	43	43	28	29	2	3	73	75
WHITE	45	54	270	272	18	16	44	43	35	37	3	4	82	84
BLACK	22	16	248	248	43	42	43	44	13	13	1	1	57	58
HISPANIC	27	22	259	251	29	37	44	45	25	17	2	1	71	63
DISABLED	13	10	235	230	58	64	33	29	9	7	N/A	N/A	42	36
ECO. DISADVANTAGED	55	48	254	251	35	37	45	45	19	17	1	1	65	63
ELL	4	5	225	223	72	71	24	26	4	3	N/A	N/A	28	29

* Asian and Indian subgroups were too small to report.

SCHOOL SAFETY AND ENVIRONMENT

Schools and communities must provide an environment that is drug free and protects the health, safety, and civil rights of everyone in the school.

School Environmental Safety: Reported Incidents

The most recent full-year district-level data on reported incidents is available through the office of Safe Schools at <http://fldoe.org/safeschools/discipline.asp>.

The Elementary and Secondary Education Act (ESEA) provides for an Unsafe School Choice Option, which ensures that students who attend a school that has been identified as persistently dangerous are allowed the option of attending another school within the same district.

For the 2011-12 school year, no Florida public school was identified as persistently dangerous.*

*pending review of complete full-year data

TEACHERS AND STAFF

Schools, districts, and the state ensure that teachers and staff are professionally qualified. School boards must provide a learning environment conducive to teaching and learning.

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2011-12.

Staff Type	Total Number for 2011-12	Number Newly Hired for 2011-12	School %	District %	State %
Instructional Staff	16	4	25.0	26.1	17.9
School-Based Administrators	0	0	0.0	64.3	23.0
Total	16	4	25.0	28.3	18.1

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 %	
		2011-12	2010-11	2011-12	2010-11	2011-12	2010-11

Bachelor's Degree	6	60.0	83.3	71.2	69.3	64.4	65.2
Master's Degree	3	30.0	16.7	27.1	27.8	32.9	32.2
Specialist Degree				0.7	1.3	1.7	1.7
Doctorate	1	10.0		1.0	1.6	1.0	1.0
Total All Degrees	10	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no un-certified teachers, although some teachers may be temporarily assigned to areas outside 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	83.2	91.2	94.0
Percentage of Classes with Teachers Teaching Out-of-Field	16.8	8.8	6.0

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*
June	0.0	4.1	0.0	4.5	9.9	13.6	7.6

July	0.0	0.0	0.0	0.0	12.2	20.4	6.0
October	9.2	12.0	10.6	6.7	4.8	5.4	4.1
February	9.2	9.0	7.0	3.6	4.6	5.0	4.1
Combined All Year	9.2	10.3	8.7	4.7	4.9	5.4	4.2

*High-poverty schools are schools ranking in the top 25 percent 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. High schools and combination schools that serve high school grade levels will receive a grade based 50 percent on FCAT and 50 percent on new measures. Those grades will not be available until near the end of the calendar year. For those schools, a "P" appears in place of their grades.

2011-12 School Performance Grade*:

*Certain school grades may be subject to modification pending appeal.

Progress of the Lowest Performing 25% of Students

Components of the school grade calculation include learning gains of the lowest performing students in reading and mathematics. The following table provides information on the points earned based on learning gains made by students in the lowest quartile in the current year.

School Results	
Mathematics Low25%, Points Earned*	Reading Low25%, Points Earned*
2011-12	2011-12
N	N

*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 web page at <http://schoolgrades.fldoe.org>.

AMOs for ESEA Reporting

Under reporting requirements of Florida's ESEA* flexibility waiver, Florida has included the following information in applicable sections of this annual report.

For the "all students" group and each subgroup described in ESEA section 1111(b)(2)(C)(v)(II)

- information on student achievement at each proficiency level;
- data comparing actual achievement levels to the state's annual measurable objectives (AMOs);
- the percentage of students not tested;
- performance on the other academic indicator for elementary and middle schools (writing); and
- graduation rates for high schools.

Florida also includes information on progress of the lowest performing 25% of students in mathematics and reading as part of its annual reporting of AMOs.

In addition, as data become available, Florida will report the performance of its students on NAEP, TIMSS, PIRLS, and PISA compared to the highest-performing states and nations. This AMO is designed to keep Florida moving forward toward national and international competitiveness. Florida will compare its NAEP scores to the top five states and its TIMSS, PIRLS, and PISA scores to the ten top-performing nations.

Additional detailed information on Florida's annual reporting of AMOs in compliance with the ESEA waiver is available via the interactive School Accountability Reports template at <http://schoolgrades.fldoe.org/default.asp>.

*ESEA is an acronym for the Elementary and Secondary Education Act.

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.