

CARTER PARRAMORE ACADEMY**GRADES: 4-12****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				*	3.3	3.3	40.2
BLACK OR AFRICAN AMERICAN	59	109	88.9	86.9	75.2	75.9	22.7	22.9
HISPANIC/LATINO	10	10	10.6	10.9	19.1	18.6	30.7	30.0
ASIAN				*	0.1	0.1	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER					0.1	0.1	0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE					1.1	0.9	0.3	0.3
TWO OR MORE RACES	*		*	*	1.3	1.1	3.3	3.2
DISABLED	*	17	13.2	18.9	11.8	11.5	13.0	12.9
ECONOMICALLY DISADVANTAGED	53	87	74.1	61.7	69.7	56.0	58.4	58.4
ELL	*	*	*	*	8.6	7.6	12.4	12.4
MIGRANT	*	*	*	*	2.1	2.5	0.6	0.6
FEMALE	70		37.0	43.4	49.0	49.6	48.7	48.7
MALE		119	63.0	56.6	51.0	50.4	51.4	51.4
TOTAL	189		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.

	School %		District %		State %	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
ALL STUDENTS	15.8	27.3	56.0	58.3	76.1	75.6
WHITE	N/A	#	40.0	#	81.7	80.5

BLACK OR AFRICAN AMERICAN	17.6	25.0	57.4	60.9	64.7	64.6
HISPANIC/LATINO	#	#	48.9	35.1	75.0	74.9
ASIAN	N/A	N/A	N/A	#	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	N/A	N/A	N/A	N/A	73.8	76.8
TWO OR MORE RACES	N/A	N/A	#	#	80.1	79.7
DISABLED	#	#	26.2	40.0	55.1	52.3
ECONOMICALLY DISADVANTAGED	13.3	21.4	56.8	56.1	67.7	67.0
ELL	N/A	#	23.1	30.8	55.8	57.5
MIGRANT	#	N/A	#	#	65.5	65.4
AT-RISK (Low 25)*	11.1	29.4	39.0	49.2	50.0	51.6
FEMALE	11.8	36.4	59.5	63.3	79.9	79.7
MALE	19.0	22.7	52.7	53.5	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	#	#	5.5	5.0	1.3	1.5
BLACK OR AFRICAN AMERICAN	3.5	4.5	4.7	2.5	3.0	3.4
HISPANIC/LATINO	#	14.3	6.3	4.5	2.0	1.9
ASIAN	#	N/A	#	#	0.5	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	#	#	1.2	1.7
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	#	N/A	1.7	2.4
TWO OR MORE RACES	#	#	0.0	7.1	1.3	1.7
FEMALE	6.6	4.7	4.4	2.4	1.5	1.7
MALE	1.5	7.8	5.4	3.4	2.2	2.4
TOTAL	4.0	6.5	4.9	2.9	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	#	#	#	#	75
BLACK OR AFRICAN AMERICAN	#	#	#	#	75 76
HISPANIC/LATINO	N/A	N/A	N/A	N/A	61 75
ASIAN	#	#	#	#	88
AMERICAN INDIAN OR ALASKA NATIVE	#	#	#	#	77
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#

OTHER	#	#	#	#	77
DISABLED	#	#	#	57	58
ECONOMICALLY DISADVANTAGED	#	#	#	71	69
ELL	#	#	#	#	69
MIGRANT	#	#	#	80	58
FEMALE	#	#	#	78	80
MALE	#	#	#	61	71
UNKNOWN	#	#	#	#	#
TOTAL	#	#	#	71	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	#	#	#	#	70
BLACK OR AFRICAN AMERICAN	#	#	#	#	60 56
HISPANIC/LATINO	#	#	#	40	65
ASIAN	#	#	#	#	83
AMERICAN INDIAN OR ALASKA NATIVE	#	#	#	#	65
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER	#	#	#	#	65
DISABLED	N/A	N/A	N/A	#	49
ECONOMICALLY DISADVANTAGED	N/A	N/A	N/A	62	58
ELL	#	#	#	#	64
MIGRANT	#	#	#	#	57
FEMALE	#	#	#	62	70
MALE	#	#	#	49	62
UNKNOWN	#	#	#	#	#
TOTAL	#	#	#	57	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	0	88	33	98	54	99
WHITE	N	N	44	94	65	99
BLACK OR AFRICAN AMERICAN	0	87	32	98	34	99
HISPANIC/LATINO	N	100	36	98	51	99
ASIAN	N	N	N	N	77	100
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	N	53	99
TWO OR MORE RACES	N	N	34	100	58	99
DISABLED	N	93	23	96	25	98
ECONOMICALLY DISADVANTAGED	0	90	30	98	43	99
ELL**	N	N	25	98	30	99
MIGRANT	N	N	23	97	30	99
LOWEST 25%						
FEMALE	0	86	35	98	59	99
MALE	0	89	31	97	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	1	61	41	94	54	98
WHITE	N	N	51	89	64	97
BLACK OR AFRICAN AMERICAN	2	61	40	93	35	97
HISPANIC/LATINO	0	67	43	96	51	98
ASIAN	N	N	N	N	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	42	98	58	98
DISABLED	N	59	33	91	29	96
ECONOMICALLY DISADVANTAGED	0	64	40	94	44	97
ELL**	N	N	43	96	38	98
MIGRANT	N	N	37	89	39	98
LOWEST 25%						

FEMALE	0	63	40	95	54	98
MALE	2	60	41	92	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	5	70	30	93	57	98
WHITE	N	N	71	89	69	98
BLACK OR AFRICAN AMERICAN	6	69	26	92	37	97
HISPANIC/LATINO	N	N	38	96	53	98
ASIAN	N	N	N	N	80	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	N	58	97
TWO OR MORE RACES	N	N	67	100	61	98
DISABLED	N	N	34	89	30	96
ECONOMICALLY DISADVANTAGED	3	72	28	93	46	97
ELL	N	N	10	90	26	98
MIGRANT	N	N	N	N	36	97
LOWEST 25%						
FEMALE	0	67	28	94	56	98
MALE	7	71	33	91	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	888	888
Grade 5	888	888
Grade 6		
Grade 7	888	888
Grade 8		
Grade 9	888	888
Grade 10		
District	ELA	Math
	2014-15	2014-15
Grade 3	41	59
Grade 4	38	55
Grade 5	34	52
Grade 6	27	41
Grade 7	33	37
Grade 8	39	45
Grade 9	22	16
Grade 10	19	9
State Totals	ELA	Math
	2014-15	2014-15
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

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	74					33	38	23	5	1	18	26	29	13	14
WHITE							46				10	22	32	17	19
BLACK OR AFRICAN AMERICAN	71					35	40	20	3		31	33	24	7	5
HISPANIC/LATINO						28	34	29	8		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											14	25	31	14	16
DISABLED						53	30	12			45	30	17	4	4
ECO. DISADVANTAGED	78					34	39	22	4		25	31	28	10	7
ELL**						59	32				45	32	17	4	2
MIGRANT*											32	34	23	7	4
FEMALE	67					33	40	21	5		18	27	30	13	12
MALE	77					33	36	25	4		19	25	28	13	15

**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	83	16				35	34	20	9	2	22	25	25	19	9
WHITE						25	34	22	15		14	22	27	25	13
BLACK OR AFRICAN AMERICAN	81	18				36	34	20	9	1	36	31	20	10	3
HISPANIC/LATINO						32	34	23	9		25	26	25	17	7
ASIAN											9	15	23	29	23
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*											20	26	27	20	8
AMERICAN INDIAN OR ALASKA NATIVE											24	26	26	18	7
TWO OR MORE RACES*							38				18	25	26	21	10
DISABLED						68	23	6	3		56	25	13	5	1
ECO. DISADVANTAGED	84					36	34	20	8	1	30	29	23	14	4
ELL**						42	35	17	6		45	29	18	7	1
MIGRANT*							58				40	32	19	8	2
FEMALE*	59	38				32	34	21	11	2	18	24	26	21	11
MALE*	98					38	33	20	8	1	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 %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	86					37	23	24	11	4	27	21	27	16	10
WHITE						30	22	30	13		18	18	30	20	13

BLACK OR AFRICAN AMERICAN	84	38	23	24	11	4	42	24	22	9	3
HISPANIC/LATINO		34	25	24	14	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							26	22	29	15	9
TWO OR MORE RACES*		35					22	21	29	18	11
DISABLED		58	20	15	6		55	21	16	6	2
ECO. DISADVANTAGED	88	37	24	24	11	4	34	23	26	12	5
ELL**		34	26	22	14	4	42	23	22	10	4
MIGRANT			48				38	24	25	10	3
FEMALE	85	37	24	24	11	5	26	21	28	16	9
MALE	87	38	23	25	12	3	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		22	21,959
Math		24	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	Basic
1	Below Basic

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
ELL	91	95	86	93	90	93	73	90

NAEP Math 2015 - State Level Results

GRADE 04	% 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	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

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	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

GRADE 04	% 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	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
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	
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	263	264	25	25	43	39	28	30	2	3	75	75
*														
WHITE	41	51	272	273	17	16	39	38	36	38	4	4	83	84
BLACK	23	15	251	247	37	42	47	42	14	14	1	1	63	58
HISPANIC	31	25	260	253	28	35	45	44	25	19	1	1	72	65
DISABLED	13	12	239	229	54	64	38	28	8	8			50	38
ECO. DISADVANTAGED	62	52	257	253	31	36	46	43	21	19	1	1	69	64
ELL	5	6	226	223	70	72	28	25	2	3			30	28

*Asian and Indian subgroups were too small to report.

International Surveys

Trends in International Mathematics and Science Study (TIMSS) is an international comparative study of student performance in mathematics and science at the fourth- and eighth grade levels which is conducted every four years. It collects data on achievement, experiences, and attitudes of fourth and eighth-grade students in the United States and students in the equivalent grades in other participating countries, as well as information on classroom and school contexts. This study is administered every four years. Florida's objective is to meet the performance of the 10th ranked country.

Trends in International Mathematics and Science Study (TIMSS) 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	15	10	66.7	47.5	21.4
School-Based Administrators	1	1	100.0	120.0	25.9
Total	16	11	68.8	52.1	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	8	80.0	85.7	73.1	75.6	65.9	66.0
Master's Degree	2	20.0	14.3	25.1	23.4	32.0	31.9
Specialist Degree				0.0		1.1	1.1
Doctorate				1.8	1.0	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 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	96.8	98.3	94.1
Percentage of Classes with Teachers Teaching Out-of-Field	3.2	1.7	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	4.4	2.2	0.0	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: 0

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
20	41	GEORGE W. MUNROE ELEM. SCHOOL
20	71	EAST GADSDEN HIGH SCHOOL
20	191	ST. JOHNS ELEMENTARY SCHOOL
20	211	JAMES A. SHANKS MIDDLE SCHOOL

Priority Schools, 2014-15

District Number	School Number	School Name
20	51	WEST GADSDEN HIGH SCHOOL
20	91	HAVANA ELEMENTARY SCHOOL

Reward Schools, 2014-15

District Number	School Number	School Name
20	51	WEST GADSDEN HIGH SCHOOL
20	91	HAVANA ELEMENTARY SCHOOL
20	101	GADSDEN ELEMENTARY MAGNET SCHOOL
20	191	ST. JOHNS 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.

Select a New Report

Select a New School

Select a New District