

**GADSDEN ELEMENTARY MAGNET SCHOOL****GRADES: PREK-6****SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT****OCTOBER MEMBERSHIP****READINESS TO START SCHOOL****GRADUATION RATE AND DROPOUT RATE****STUDENT PERFORMANCE****NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)****TEACHERS AND STAFF****FLORIDA SCHOOL PERFORMANCE GRADE AND ANNUAL MEASURABLE OBJECTIVES (AMOs)****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	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
WHITE	*	*	6.3	7.0	3.4	3.7	41.6	42.4
BLACK OR AFRICAN AMERICAN	95	60	81.6	77.8	77.0	76.6	23.0	23.0
HISPANIC / LATINO	*	*	6.8	7.6	18.3	18.5	29.3	28.6
ASIAN	*	*	*	*	0.1	0.2	2.6	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	1.0	3.1	3.0
DISABLED		*	*	*	12.0	11.5	12.9	13.2
ECONOMICALLY DISADVANTAGED	72	40	58.9	70.8	83.9	85.2	58.6	57.6
ELL		*	*	*	9.2	9.5	12.1	11.9
MIGRANT					1.8	1.8	0.5	0.5
FEMALE	113		59.5	60.0	50.0	50.1	48.7	48.7
MALE		77	40.5	40.0	50.0	49.9	51.4	51.4
TOTAL	190		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.

**READINESS TO START SCHOOL**

The Florida Kindergarten Readiness Screener (FLKRS) is made up of a subset of the Early Childhood Observation System (ECHOS) - an observational instrument that is used to monitor the skills, knowledge and behaviors a student demonstrates or needs to develop- and the Florida Assessments for Instruction In Reading (FAIR).

Number of Students and	School %	District %	State %
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Category	Where They Placed	2012-13		2011-12		2012-13		2011-12	
	2012-13	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ECHOS Ready	17	100	#	93	97	91	91		
ECHOS Not Ready	0	0	#	7	3	9	9		
Total ECHOS	17								
FAIR Ready	77777	N/A	94	60	61	72	71		
FAIR Not Ready	77777	N/A	6	40	39	28	29		
Total FAIR	77777								

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

### 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. These results are used in the calculation of schools' Annual Measurable Objectives (AMOs). The AMO graduation rate target for all subgroups and all students is 85 percent or, if below 85 percent, an annual improvement of at least 2 percent.

	School %		District %		State %	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
ALL STUDENTS			61.4	55.1	74.5	70.6
WHITE			25.0	54.5	79.4	76.2
BLACK OR AFRICAN AMERICAN			61.9	54.6	63.7	58.6
HISPANIC/LATINO			73.3	54.9	72.9	69.4
ASIAN			N/A	#	88.4	85.9
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			N/A	N/A	62.5	N/A
AM.INDIAN OR ALASKA NATIVE			N/A	N/A	69.7	69.7
TWO OR MORE RACES			#	#	78.6	75.1
DISABLED			23.9	30.4	47.7	44.4
ECONOMICALLY DISADVANTAGED			64.1	54.3	65.0	60.3
ELL			#	31.3	56.6	53.0
MIGRANT			#	71.4	64.8	60.6
AT-RISK (Low 25)*			49.0		50.1	
FEMALE			70.6	60.0	78.9	75.3
MALE			52.2	49.1	70.2	66.0

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%.

### Five-year Graduation Rate

The five-year graduation rate shows the percentage of students who graduated with a standard high school diploma within five years of initial entry into ninth grade.

	School %		District %		State %	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
ALL STUDENTS			58.0	45.8	72.6	70.6
WHITE			54.5	33.3	77.8	75.4

BLACK OR AFRICAN AMERICAN	57.5	45.6	61.5	59.9
HISPANIC/LATINO	58.8	53.5	71.4	69.8
ASIAN	#	#	87.7	87.2
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	60.0	N/A
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	71.7	68.6
TWO OR MORE RACES	#	#	77.2	75.9
DISABLED	34.8	20.2	47.4	42.8
ECONOMICALLY DISADVANTAGED	57.6	48.9	62.9	61.2
ELL	31.3	40.0	56.4	57.3
MIGRANT	71.4	#	63.3	62.2
AT-RISK (Low 25)*	44.5	40.9	49.7	50.7
FEMALE	61.9	53.9	77.0	76.0
MALE	53.2	38.9	68.4	65.5

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

\* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

## High School Dropout Rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the proportion of students who dropped out of school from the total enrollment in grades 9 through 12.

Racial/Ethnic Group	School %		District %		State %	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
WHITE	N/A	N/A	13.8	6.8	1.4	1.4
BLACK OR AFRICAN AMERICAN	N/A	N/A	3.1	2.5	3.1	3.0
HISPANIC/LATINO	N/A	N/A	3.8	2.9	1.9	2.1
ASIAN	N/A	N/A	#	#	0.6	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	#	N/A	2.2	1.7
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	2.4	1.5
TWO OR MORE RACES	N/A	N/A	10.0	0.0	1.3	1.3
FEMALE	N/A	N/A	3.1	2.5	1.6	1.6
MALE	N/A	N/A	4.3	3.0	2.2	2.3
TOTAL	N/A	N/A	3.7	2.7	1.9	1.9

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

## STUDENT PERFORMANCE

### Florida Comprehensive Assessment Test (FCAT) 2.0

The FCAT 2.0 measures student performance in writing, science, reading and mathematics and is aligned to Florida's Next Generation Sunshine State Standards.

### Florida End-of-Course (EOC) Assessments

In addition to FCAT 2.0 and FAA scores in each subject area, Florida's 2011-12 accountability results in mathematics include Algebra 1 EOC scores. Florida's 2012-13 accountability results in mathematics include both Algebra 1 and Geometry EOC assessment results. Florida's 2012-13 accountability results in science include Biology EOC assessment results. The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOC assessments are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific courses, as outlined in their course descriptions.

### Florida Alternate Assessment (FAA) for Students with Disabilities

The FAA is designed for students whose participation in the general statewide assessment (FCAT, FCAT 2.0 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 FCAT 2.0 data combined with FAA data for reading and writing. For mathematics and science, results include FCAT 2.0, FAA and EOC assessment results as applicable. Results show proficiency attainment for students who were in attendance during both semesters of the school year.

### Writing Assessment

For this measure, FCAT 2.0 Writing scores range from 1.0 (lowest) to 6.0 (highest). FAA scores have been merged with the FCAT 2.0 scores for reporting purposes. The AMO writing target for all subgroups and all students is 90 percent scoring satisfactory or above or an annual improvement of at least 1 percent.

	Writing Assessment Results (FCAT 2.0 and FAA)					
	Percent of Students Scoring Satisfactory and Above					
	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS	89	100	47	77	59	82
WHITE	N	N	32	66	63	85
BLACK OR AFRICAN AMERICAN	88	100	47	77	50	75
HISPANIC / LATINO	N	N	47	78	57	81
ASIAN	N	N	N	N	75	90
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	0	N	0	N	0
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	N	56	80
TWO OR MORE RACES*	N	N	62	86	62	84
DISABLED	N	N	32	59	34	56
ECONOMICALLY DISADVANTAGED	82	100	46	76	51	77
ELL**	N	N	46	73	41	68
MIGRANT*	N	N	N	81	43	71
LOWEST 25%†	N		24			
FEMALE*	93	100	53	80	66	88
MALE*	N	N	40	74	52	76

\* 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.

\*\*Includes students currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

† Outcomes are based on writing results for students identified in the Low 25% for reading. The Low 25% target in Florida's school grades system, which is calculated for reading and math, is based on individual student learning gains – the percentage of students making gains. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

### Reading, Mathematics and Science Assessments

On EOC assessments and the FCAT 2.0 reading, mathematics and 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 proficient. The FAA is scored on nine performance levels, with FAA level 4 establishing the minimum level for proficiency.

FAA scores have been merged with the FCAT 2.0 scores for reporting purposes. For more information on Annual Measurable Objectives (AMOs), refer to the "Florida School Performance Grade and AMOs for ESEA Reporting" section below.

Reading Assessment Results (FCAT 2.0 and FAA)								
Percent of Students Scoring Satisfactory and Above								
School %			District %			State %		
2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested

ALL STUDENTS	91	87	99	40	47	97	58	64	98
WHITE	N	N	N	58	64	96	69	74	98
BLACK OR AFRICAN AMERICAN	89	86	99	38	45	97	39	48	98
HISPANIC / LATINO	N	N	N	44	48	99	54	61	98
ASIAN	N	N	N	N	75	N	77	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	N	N	N	56	63	98
TWO OR MORE RACES*	N	N	N	55	N	95	64	N	98
DISABLED	N	N	N	24	40	99	28	41	98
ECONOMICALLY DISADVANTAGED	89	N	N	39	N	93	47	N	97
ELL**	N	N	100	33	37	99	32	43	98
MIGRANT*	N	N	N	43	N	100	33	N	97
LOWEST 25%†	N	N	0	7	N	0	N	N	N
FEMALE*	90	N	98	43	N	98	62	N	98
MALE*	93	N	100	37	N	97	54	N	98

\* 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.

\*\*Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

Note: An 'N' indicates that no test results were reported.

#### Mathematics Assessment Results (FCAT 2.0, EOCs and FAA)

##### Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested
ALL STUDENTS	100	99	99	50	58	97	59	63	98
WHITE	N	N	N	60	73	95	69	71	98
BLACK OR AFRICAN AMERICAN	100	98	99	47	55	96	41	48	97
HISPANIC / LATINO	N	N	N	58	65	97	57	60	98
ASIAN	N	N	N	N	83	N	83	83	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	N	N	N	59	62	97
TWO OR MORE RACES*	N	N	N	61	N	98	63	N	97
DISABLED	N	N	N	36	49	97	32	43	98
ECONOMICALLY DISADVANTAGED	100	N	N	50	N	93	49	N	96
ELL**	N	N	100	53	62	97	40	48	97
MIGRANT*	N	N	N	61	N	100	45	N	96
LOWEST 25%†	N	N	0	19	N	0	N	N	N
FEMALE*	100	N	98	50	N	97	60	N	98

MALE\* 100 N 100 49 N 96 59 N 97

\* 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.

\*\*Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

Note: An 'N' indicates that no test results were reported.

### Science Assessment Results (FCAT 2.0, EOCs and FAA)

#### Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested
ALL STUDENTS	95	N	100	38	N	97	57	N	97
WHITE	N	N	N	58	N	100	68	N	97
BLACK OR AFRICAN AMERICAN	95	N	100	36	N	96	37	N	96
HISPANIC / LATINO	N	N	N	41	N	97	52	N	97
ASIAN	N	N	N	N	N	N	77	N	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	N	N	N	57	N	97
TWO OR MORE RACES*	N	N	N	N	N	N	62	N	97
DISABLED	N	N	N	33	N	99	31	N	97
ECONOMICALLY DISADVANTAGED	92	N	N	37	N	92	45	N	95
ELL**	N	N	100	24	N	97	26	N	97
MIGRANT*	N	N	N	31	N	100	34	N	96
LOWEST 25%†	N	N	0	8	N	0	N	N	N
FEMALE*	93	N	100	35	N	97	55	N	97
MALE*	N	N	N	41	N	96	58	N	97

\* 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.

\*\*Includes English language learners currently enrolled in ESOL programs.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system, which is calculated for reading and math, is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

**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	
	2012-13	2011-12	2012-13	2011-12
Grade 3	83	78	100	83
Grade 4	89	80	100	100
Grade 5	90	100	100	95
Grade 6	94	95	100	100
Grade 7	100		100	

Grade 8  
Grade 9  
Grade 10

District	Reading		Math	
	2012-13	2011-12	2012-13	2011-12
Grade 3	42	47	72	70
Grade 4	54	41	75	63
Grade 5	50	49	52	59
Grade 6	39	38	41	38
Grade 7	40	25	34	34
Grade 8	28	37	37	49
Grade 9	28	29	51	47
Grade 10	32	26	24	29

State Totals	Reading		Math	
	2012-13	2011-12	2012-13	2011-12
Grade 3	58	57	59	59
Grade 4	61	63	62	61
Grade 5	61	62	56	58
Grade 6	59	58	53	54
Grade 7	58	59	57	57
Grade 8	57	56	59	59
Grade 9	54	53	73	63
Grade 10	54	51	52	34

### Percentage of Students Scoring at Each FCAT Achievement Level, 2012-13

	FCAT 2.0 SCIENCE & BIOLOGY EOC'S														
	School %					District %					State %				
GRADE ALL	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS			57			30	35	24	7	4	18	27	29	13	13
WHITE											10	22	32	16	19
BLACK OR AFRICAN AMERICAN			58			32	35	23	6	3	31	34	24	7	5
HISPANIC / LATINO						25	36	28	8		21	29	29	11	10
ASIAN											8	16	26	18	31
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE											16	27	32	13	11
TWO OR MORE RACES*											13	26	31	14	16
DISABLED						70	20				44	30	17	5	4
ECO. DISADVANTAGED			77			31	35	24	7	3	25	31	27	9	7
ELL**						35	49				52	32	13	2	1
MIGRANT*						59					33	35	23	5	4
FEMALE*			73			31	36	23	7	3	18	28	30	12	12
MALE*						29	34	25	8	4	18	25	29	13	15

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

	FCAT 2.0 READING														
	School %					District %					State %				
GRADE ALL	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS			28	38	25	26	35	24	12	3	17	25	26	21	11
WHITE						16	31	19	26		10	21	27	26	15
BLACK OR AFRICAN AMERICAN			30	38	21	28	36	23	11	3	29	33	22	12	4

HISPANIC / LATINO						25	32	28	12	3		20	27	26	19	8
ASIAN												8	16	24	29	23
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER																
AMERICAN INDIAN OR ALASKA NATIVE												17	28	27	20	8
TWO OR MORE RACES*												13	24	28	24	12
DISABLED						68	23	6	3			48	29	14	7	2
ECO. DISADVANTAGED	37	33	19			26	36	24	11	3		24	30	25	16	5
ELL**						42	36	17				50	32	14	4	
MIGRANT*						30	33	30				34	34	21	9	2
FEMALE*	27	34	29			23	36	26	12	4		15	25	27	22	12
MALE*		45				31	34	21	12	3		20	26	25	19	9

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

FCAT 2.0 MATH and ALGEBRA 1 EOC																	
GRADE ALL	School %					District %					State %						
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5		
ALL STUDENTS			24	35	41	24	29	28	13	6	19	24	30	17	10		
WHITE						18	29	29	14	10	12	21	32	21	14		
BLACK OR AFRICAN AMERICAN			27	35	38	25	30	27	12	5	31	30	26	9	3		
HISPANIC / LATINO						19	26	31	16	8	21	25	30	16	8		
ASIAN											6	12	25	25	31		
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER																	
AMERICAN INDIAN OR ALASKA NATIVE											17	25	32	16	9		
TWO OR MORE RACES*								26	28		16	24	31	18	11		
DISABLED						53	23	18	5		46	27	18	6	3		
ECO. DISADVANTAGED			28	31	41	23	29	29	13	6	25	28	29	13	5		
ELL**						27	26	30	12		41	30	20	7	2		
MIGRANT*							28	35			28	29	28	10	4		
FEMALE*			25	39	36	22	30	28	14	6	18	25	30	17	10		
MALE*					52	25	28	28	12	6	20	24	29	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.

\*\*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 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
Reading		0	7,869
Math		0	7,873
* Cell sizes smaller than 10 are suppressed.			



## National Assessment of Educational Progress (NAEP)

Below are the 2011 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 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.

### 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 FCAT:

FCAT 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

Additional information is provided at the NAEP website at <http://www.nces.ed.gov/nationsreportcard/> or at the FLDOE website at <http://www.fl DOE.org/asp/naep/>.

NAEP	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	91	84	88	80	89	77	87	76
ELL	96	96	95	93	92	89	83	86

#### 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
<b>GRADE 04</b>														
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
<b>GRADE 08</b>														
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 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	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

	% 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	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.

## 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 2012-13.

Staff Type	Total Number for 2012-13	Number Newly Hired for 2012-13	School %	District %	State %
Instructional Staff	13	5	38.5	30.9	22.7
School-Based Administrators	0	0	0.0	24.1	24.1
Total	13	5	38.5	30.5	22.8

## 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 %	
		2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
Bachelor's Degree	6	60.0	80.0	75.0	69.3	65.5	65.2
Master's Degree	4	40.0	20.0	22.9	27.8	32.5	32.2
Specialist Degree				0.7	1.3	1.1	1.7
Doctorate				1.4	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 uncertified 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	100.0	92.1	93.9
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	7.9	6.1

### 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	0.0	0.0	0.0	7.1	10.8	3.3
July	0.0	30.0	28.8	100.0	8.5	13.4	3.2
October	0.0	8.4	4.0	100.0	6.0	6.7	4.6
February	0.0	8.7	4.7	100.0	5.6	6.2	4.4
Combined All Year	0.0	8.8	4.7	100.0	5.8	6.5	4.5

\*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 state assessment-based measures and 50 percent on other measures, including graduation rates, accelerated curricula and college readiness. Those grades will not be available until near the end of the calendar year. For those schools, a "P" (pending) appears in place of their grades.

2012-13 School Performance Grade\*: A

\*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*
2012-13	2012-13
83	81

\*Points are based on the weighted percentage of students making learning gains. Students who move from a lower level to level 4 are weighted at a factor of 1.1 in the numerator. Students who move from a lower level to level 5 are weighted at a factor of 1.2 in the numerator. Prior-year low performers who increased their scores by at least 33% beyond the minimum increase to qualify for gains are also weighted at a factor of 1.1 in the numerator.

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

### Identified Schools for ESEA Flexibility

The table below indicates how schools in this district were identified for ESEA flexibility. 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
District Number	School Number	School Name
Priority Schools		
District Number	School Number	School Name
20	41	GEORGE W. MUNROE ELEM. SCHOOL
20	51	WEST GADSDEN HIGH SCHOOL
20	71	EAST GADSDEN HIGH SCHOOL
20	151	CHATTAHOOCHEE ELEMENTARY SCHL
Reward Schools		
District Number	School Number	School Name
20	41	GEORGE W. MUNROE ELEM. SCHOOL
20	61	HAVANA MIDDLE SCHOOL
20	71	EAST GADSDEN HIGH SCHOOL
20	101	GADSDEN ELEMENTARY MAGNET SCHOOL
20	171	GRETNA ELEMENTARY SCHOOL

For a statewide list of schools identified for ESEA flexibility, visit <http://www.fldoe.org/esea>.

## 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.

Additional detailed information on Florida's annual reporting of AMOs in compliance with the ESEA waiver is available 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](http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp).

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