

**BARDMOOR ELEMENTARY SCHOOL**

**GRADES: PREK-5**

**SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT**

**OCTOBER MEMBERSHIP**

**READINESS TO START SCHOOL**

**GRADUATION RATE AND DROPOUT RATE**

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**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	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
	WHITE	166	197	64.5	66.7	58.1	58.7	40.9
BLACK OR AFRICAN AMERICAN	23	21	7.8	6.6	18.8	19.0	22.9	23.0
HISPANIC/LATINO	48	51	17.6	17.5	14.5	13.9	30.0	29.3
ASIAN	12	16	5.0	4.4	4.2	4.1	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER				*	0.2		0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE					0.3	0.3	0.3	0.4
TWO OR MORE RACES	17	12	5.2	4.4	3.9	3.8	3.2	3.1
DISABLED	23	58	14.4	14.2	12.4	12.3	12.9	12.9
ECONOMICALLY DISADVANTAGED	121	128	44.2	69.8	42.6	53.7	58.4	58.6
ELL	22	36	10.3	10.7	6.6	6.2	12.4	12.1
MIGRANT							0.6	0.5
FEMALE	266		47.2	45.1	48.5	48.5	48.7	48.7
MALE		297	52.8	54.9	51.5	51.5	51.4	51.4
TOTAL	563		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).

Category	Number of Students and Where They Placed 2013-14	School %		District %		State %	
		2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
		ECHOS Ready	85	90	90	93	93
ECHOS Not Ready	9	10	10	7	7	9	9

Total ECHOS	94						
FAIR Ready	78	81	81	76	76	73	72
FAIR Not Ready	18	19	19	24	24	27	28
Total FAIR	96						

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 %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS			71.9	72.0	75.6	74.5
WHITE			76.7	77.3	80.5	79.4
BLACK OR AFRICAN AMERICAN			56.4	54.6	64.6	63.7
HISPANIC/LATINO			62.6	60.2	74.9	72.9
ASIAN			86.3	83.1	88.4	88.4
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			N/A	#	88.2	62.5
AM.INDIAN OR ALASKA NATIVE			75.0	61.3	76.8	69.7
TWO OR MORE RACES			71.7	70.1	79.7	78.6
DISABLED			40.0	42.1	52.3	47.7
ECONOMICALLY DISADVANTAGED			57.6	56.5	67.0	65.0
ELL			48.1	52.2	57.5	56.6
MIGRANT			N/A	N/A	65.4	64.8
AT-RISK (Low 25)*			44.7	45.2	51.6	50.1
FEMALE			78.2	77.5	79.7	78.9
MALE			65.8	66.6	71.6	70.2

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 %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS			74.2	67.7	76.4	72.6
WHITE			79.2	73.3	80.9	77.8
BLACK OR AFRICAN AMERICAN			57.9	50.5	66.5	61.5
HISPANIC/LATINO			64.5	60.6	75.0	71.4
ASIAN			84.4	79.0	90.0	87.7
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			#	#	62.5	60.0
AM.INDIAN OR ALASKA NATIVE			61.3	58.3	71.6	71.7
TWO OR MORE RACES			71.8	64.2	80.5	77.2
DISABLED			45.5	38.7	50.6	47.4
ECONOMICALLY DISADVANTAGED			59.4	53.7	67.5	62.9
ELL			57.9	48.0	60.0	56.4
MIGRANT			N/A	N/A	66.7	63.3

AT-RISK (Low 25)*	49.7	39.8	53.2	49.7
FEMALE	79.5	72.7	80.5	77.0
MALE	69.2	62.9	72.4	68.4

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 %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
WHITE	N/A	N/A	1.9	0.9	1.5	1.4
BLACK OR AFRICAN AMERICAN	N/A	N/A	5.0	2.5	3.4	3.1
HISPANIC/LATINO	N/A	N/A	2.7	1.8	1.9	1.9
ASIAN	N/A	N/A	1.4	0.1	0.6	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	1.6	1.3	1.7	2.2
AM. INDIAN OR ALASKA NATIVE	N/A	N/A	2.4	1.6	2.4	2.4
TWO OR MORE RACES	N/A	N/A	2.4	1.5	1.7	1.3
FEMALE	N/A	N/A	2.1	1.1	1.7	1.6
MALE	N/A	N/A	3.0	1.5	2.4	2.2
TOTAL	N/A	N/A	2.6	1.3	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 2009-10 (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 2009-2010	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	Number of Graduates Enrolled in IHE* in Florida within 16 Months of Earning a Regular High School Diploma	School	District	State
				%	%	%
WHITE					60	59
BLACK OR AFRICAN AMERICAN					51	55
HISPANIC/LATINO					55	59
ASIAN					68	68
AMERICAN INDIAN OR ALASKA NATIVE					67	59
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#		#	#	#
OTHER					63	58
DISABLED					40	43
ECONOMICALLY DISADVANTAGED					51	52
ELL					53	50
MIGRANT					#	42
FEMALE					63	62
MALE					55	54
UNKNOWN	#	#		#	#	#
TOTAL					59	58

**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				69	68
BLACK OR AFRICAN AMERICAN				40	54
HISPANIC/LATINO				59	62
ASIAN				78	81
AMERICAN INDIAN OR ALASKA NATIVE				64	61
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER				72	64
DISABLED				38	47
ECONOMICALLY DISADVANTGED				54	56
ELL				67	62
MIGRANT				#	56
FEMALE				68	68
MALE				61	60
UNKNOWN	#	#	#	#	#
TOTAL				65	64

\*IHE in any state.

**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 2012-13 and 2013-14 accountability results in mathematics include Algebra 1 and Geometry EOC Assessment scores. Florida's 2012-13 and 2013-14 accountability results in science include Biology 1 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 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%.

	Writing Assessment Results (FCAT 2.0 and FAA)					
	Percent of Students Scoring Satisfactory and Above					
	School %		District %		State %	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
ALL STUDENTS	32	59	56	61	58	59

WHITE	35	52	61	66	62	63
BLACK OR AFRICAN AMERICAN	N	N	40	44	50	50
HISPANIC / LATINO	15	N	51	58	57	57
ASIAN	N	N	69	74	74	75
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	0	N	0	N	0
AMERICAN INDIAN OR ALASKA NATIVE	N	N	56	65	58	56
TWO OR MORE RACES*	N	N	58	62	61	62
DISABLED	36	N	30	32	35	34
ECONOMICALLY DISADVANTAGED	26	52	46	51	52	51
ELL**	27	N	42	48	43	41
MIGRANT*	N	N	N	N	44	43
LOWEST 25%†	3	47	8	32		
FEMALE*	43	59	64	69	65	66
MALE*	22	60	49	54	52	52

\*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 %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	49	65	99	57	67	98	58	68	98
WHITE	53	68	98	67	75	98	70	77	98
BLACK OR AFRICAN AMERICAN	47	54	100	28	46	97	39	53	97
HISPANIC/LATINO	36	51	100	48	62	98	55	65	98
ASIAN	60	N	100	68	75	99	78	81	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	48	63	95	56	66	97
TWO OR MORE RACES*	N	N	N	60	N	98	64	N	98
DISABLED	21	54	100	28	46	99	29	47	99
ECONOMICALLY DISADVANTAGED	38	60	94	42	57	96	48	59	96
ELL**	35	50	99	27	46	97	34	49	98
MIGRANT*	N	N	N	N	N	N	34	N	96
LOWEST 25%†	3	N	0	8	N	0		N	
FEMALE*	56	N	100	60	N	98	61	N	98
MALE*	43	N	98	54	N	98	56	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 %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	38	57	100	55	63	98	61	66	98
WHITE	39	58	99	65	69	98	70	74	98
BLACK OR AFRICAN AMERICAN	29	39	100	26	42	96	43	53	97
HISPANIC/LATINO	31	59	100	47	57	98	58	64	98
ASIAN	70	N	100	75	77	99	85	85	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	52	57	94	61	66	97
TWO OR MORE RACES*	N	N	N	56	N	98	63	N	98
DISABLED	7	44	100	28	45	99	32	48	98
ECONOMICALLY DISADVANTAGED	29	51	97	41	53	95	51	59	96
ELL**	35	56	99	34	48	97	42	54	98
MIGRANT*	N	N	N	N	N	N	46	N	96
LOWEST 25%†	10	N	0	16	N	0		N	
FEMALE*	41	N	100	55	N	98	61	N	98
MALE*	36	N	99	55	N	97	60	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.

**Science Assessment Results (FCAT 2.0, EOCs and FAA)-  
 Percent of Students Scoring Satisfactory and Above**

	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	50		100	58		97	58		97
WHITE	52		100	68		97	69		98
BLACK OR AFRICAN AMERICAN	N		N	28		96	38		97
HISPANIC/LATINO	30		100	48		98	54		98
ASIAN	N		N	70		99	79		99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N		N	59		99	59		97
TWO OR MORE RACES*	N		N	60		97	63		97
DISABLED	N		N	31		98	32		98
ECONOMICALLY DISADVANTAGED	39		N	43		94	47		96
ELL**	N		100	24		96	26		97

MIGRANT*	N	N	N	N	36	97
LOWEST 25%†	17	0	12	0		
FEMALE*	56	100	56	97	57	98
MALE*	45	100	60	97	59	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	
	2013-14	2012-13	2013-14	2012-13
Grade 3	40	53	25	42
Grade 4	58	42	51	38
Grade 5	49	64	39	45
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				

District	Reading		Math	
	2013-14	2012-13	2013-14	2012-13
Grade 3	55	57	50	48
Grade 4	60	61	60	55
Grade 5	60	60	52	51
Grade 6	60	59	49	51
Grade 7	56	56	55	54
Grade 8	56	55	53	53
Grade 9	53	54	71	70
Grade 10	54	53	45	48

State Totals	Reading		Math	
	2013-14	2012-13	2013-14	2012-13
Grade 3	58	58	59	59
Grade 4	62	61	65	62
Grade 5	62	61	58	56
Grade 6	61	59	55	53
Grade 7	58	58	59	57
Grade 8	58	57	58	59
Grade 9	54	54	75	73
Grade 10	55	54	53	52

FCAT 2.0 is only administered to Grades 3-8 for Math.

**Percentage of Students Scoring at Each FCAT 2.0 and EOC Achievement Level, 2013-14**

	FCAT 2.0 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	21	31	25			17	26	30	13	13	17	26	30	13	14			
WHITE				33	33				10	23	34	16	17	10	22	32	17	19
BLACK OR AFRICAN AMERICAN									38	36	19	5	2	29	34	25	7	5
HISPANIC/LATINO									22	31	28	10	9	20	28	29	12	10
ASIAN									9	22	28	18	22	7	15	27	19	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*																		
AMERICAN INDIAN OR ALASKA NATIVE									15	27	43			15	28	32	14	11

TWO OR MORE RACES*		15	25	31	15	13	13	25	31	15	16
DISABLED		45	31	17	4	3	43	31	17	5	3
ECO. DISADVANTAGED	34	26	32	27	9	6	23	32	28	10	7
ELL**		42	35	16	4	2	41	34	18	4	3
MIGRANT*							30	36	23	7	4
FEMALE*	31	17	28	30	13	12	17	28	30	13	12
MALE*	35	17	24	30	14	15	18	25	29	14	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 %				
<i>ALL GRADES</i>	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	22	29	23	18	8	19	25	25	21	11	17	25	25	21	11
WHITE	19	28	25	18	10	12	22	27	25	14	10	20	27	27	16
BLACK OR AFRICAN AMERICAN						40	33	17	7	2	29	33	22	12	4
HISPANIC/LATINO	37	29				23	30	24	16	7	20	26	26	19	9
ASIAN						10	22	26	24	18	8	15	23	29	25
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						19	36	22	20		17	27	27	21	9
TWO OR MORE RACES*						17	24	26	22	11	13	24	27	24	13
DISABLED	60					53	26	13	6	2	47	29	15	7	2
ECO. DISADVANTAGED	25	36	23	12		28	31	23	14	5	23	30	25	16	6
ELL**						38	36	18	7	1	35	32	21	10	2
MIGRANT*											34	34	21	9	3
FEMALE*	15	29	23	25		16	25	25	22	12	15	25	26	22	12
MALE*	28	29	22	12	9	22	26	24	19	9	20	25	25	20	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.

	FCAT 2.0 MATH and ALGEBRA 1 EOC														
	School %					District %					State %				
<i>ALL GRADES</i>	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	33	30	24	9	5	23	26	27	15	9	19	24	29	17	10
WHITE	29	33	24	8		15	24	31	19	11	12	21	31	22	14
BLACK OR AFRICAN AMERICAN						46	31	17	5	1	30	31	26	10	3
HISPANIC/LATINO	49					27	30	27	12	5	20	25	30	16	9
ASIAN						10	19	28	23	20	6	12	24	25	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						21	36	26	12		17	26	31	17	10
TWO OR MORE RACES*						20	28	29	14	9	16	24	30	19	12
DISABLED	70					53	27	14	5	2	46	27	18	6	2
ECO. DISADVANTAGED	41	31	20			33	30	24	9	4	25	28	29	13	6
ELL**	50					36	31	23	7	3	31	29	25	11	4
MIGRANT*											27	30	28	11	4
FEMALE*	31	29	23	10		22	27	28	15	9	17	25	30	17	11
MALE*	34	31	24	8		24	25	27	15	9	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 2013-14.

ELL	School	District	State
Reading	*	246	13,057
Math	*	266	13,478
*Cell sizes smaller than 10 are suppressed.			

### National Assessment of Educational Progress (NAEP)

Below are the 2013 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 FCAT 2.0:

FCAT 2.0 Achievement Levels	NAEP Achievement Standards
5	<i>Advanced</i>
4	<i>Proficient</i>
2-3	<i>Basic</i>
1	<i>Below Basic</i>

### NAEP Participation Rates for Required Subgroups.

The chart below shows, for the sample of Florida schools selected to take the grade 04 and grade 08 math and reading assessments, the percentage of Students with Disabilities (SWDs) and English language learners (ELLs) in the tested grades who were tested on each assessment. The goal established by the National Assessment Governing Board (NAGB) is 85% inclusion.

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

#### NAEP 2013 - Inclusion Rates

	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	90	90	90	89	85	83	89	84
ELL	93	96	87	93	89	92	86	90

#### NAEP Math 2013 - 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	242	241	16	18	44	41	34	34	6	8	84	82
*														
WHITE	40	51	251	250	8	9	39	37	44	43	10	10	92	91

BLACK	22	16	228	224	28	34	52	48	19	17	1	1	72	66
HISPANIC	31	25	238	230	18	27	46	47	32	24	5	2	82	73
DISABLED	15	13	226	218	33	45	45	38	20	16	2	2	67	55
ECO. DISADVANTAGED	61	54	233	230	22	27	50	47	25	23	2	2	78	73
ELL	10	11	218	219	40	41	49	45	11	13		1	60	59

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

**NAEP Math 2013 - 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	281	284	30	27	40	39	24	26	7	8	70	73
*														
WHITE	44	53	291	293	19	17	41	39	31	33	10	11	81	83
BLACK	21	15	264	263	49	49	37	38	12	12	2	2	51	51
HISPANIC	29	23	274	271	35	38	41	41	20	18	4	3	65	62
DISABLED	12	12	255	248	59	66	31	26	9	7	1	1	41	34
ECO. DISADVANTAGED	56	50	271	270	39	39	41	41	17	17	3	3	81	61
ELL	5	5	243	245	72	69	23	25	4	4	1	1	28	31

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

**NAEP Reading 2013 - State Level Results**

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
<b>GRADE 04</b>														
ALL STUDENTS	N/A	N/A	227	221	25	33	36	33	30	26	9	8	75	67
*														
WHITE	40	51	236	231	15	21	36	34	37	33	12	11	85	79
BLACK	22	15	212	205	43	50	37	32	17	15	3	2	57	50
HISPANIC	31	25	225	207	27	48	37	33	29	17	7	3	73	52
DISABLED	14	12	204	184	53	69	27	20	16	9	4	2	47	31
ECO. DISADVANTAGED	60	54	218	207	34	47	39	34	23	17	4	3	66	53
ELL	10	10	199	187	59	69	31	24	9	6	1	1	41	31

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

**NAEP Reading 2013 - 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	266	266	23	23	43	42	30	31	3	4	77	77
*														
WHITE	44	53	274	275	16	15	42	41	38	39	5	5	84	85
BLACK	21	15	254	250	34	40	47	44	18	15	1	1	66	60
HISPANIC	28	23	260	255	27	33	46	46	25	20	2	1	73	67
DISABLED	12	11	243	231	50	62	37	30	13	8			50	38
ECO. DISADVANTAGED	56	49	257	254	30	34	47	46	22	19	1	1	70	66
ELL	4	5	226	225	70	70	27	26	3	3			30	30

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

**INTERNATIONAL SURVEYS**

TIMSS is an international comparative study of student performance in mathematics and science at the fourth and eighth grade levels. 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. Florida's objective is to meet the performance of the 10th ranked country.

**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%

PIRLS is an international comparative study 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.

**PIRLS 2011**

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

PISA 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.

**PISA 2012 Results - 15 year olds**

	Level 4+	
	Florida	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 2013-14.

Staff Type	Total Number for 2013-14	Number Newly Hired for 2013-14	School %	District %	State %
Instructional Staff	46	5	10.9	17.4	20.4
School-Based Administrators	2	0	0.0	21.7	26.6
Total	48	5	10.4	17.6	20.6

**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 %	
		2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
Bachelor's Degree	37	84.1	81.0	64.7	65.2	66.0	65.5
Master's Degree	7	15.9	19.0	33.7	33.3	31.9	32.5
Specialist Degree				0.7	0.5	1.1	1.1
Doctorate				0.9	0.9	1.0	1.0
Total All Degrees	44	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	100.0	97.0	93.8
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	3.0	6.2

**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*	All Schools	High-Poverty Schools*	Low-Poverty Schools*
June	0.0	3.7	0.0	6.5	7.4	8.7	11.1		
July	0.0	0.0	0.0	0.0	12.5	7.3	35.5		
October	4.0	2.3	0.8	2.4	5.8	6.4	5.5		
February	3.1	2.8	1.3	2.8	5.8	6.3	5.1		
Combined All Year	3.5	2.5	0.8	2.7	5.9	6.3	5.7		

\*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. High schools 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.

2013-14 School Performance Grade\*: C

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

**Progress of the Lowest Performing 25% of Students, 2013-14**

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 Low 25%, Points Earned**	Reading Low 25%, Points Earned*
2013-14	2013-14
46	68

\*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, 2013-14**

District Number	School Number	School Name
52	141	LARGO MIDDLE SCHOOL
52	271	BEAR CREEK ELEMENTARY SCHOOL
52	1691	GULFPORT MONTESSOURI ELEM.SCHL
52	1811	HIGH POINT ELEMENTARY SCHOOL
52	2021	LAKEWOOD ELEMENTARY SCHOOL
52	2141	LEALMAN AVENUE ELEMENTARY SCHOOL
52	2431	MILDRED HELMS ELEM. SCHOOL
52	2691	NORTH SHORE ELEMENTARY SCHOOL
52	3411	PINELLAS PARK MIDDLE SCHOOL
52	3461	PONCE DE LEON ELEMENTARY SCHOOL
52	3871	SANDY LANE ELEMENTARY SCHOOL
52	4061	JOHN HOPKINS MIDDLE SCHOOL
52	4591	NEW HEIGHTS ELEMENTARY SCHOOL
52	4611	TYRONE MIDDLE SCHOOL

**Priority Schools, 2013-14**

District Number	School Number	School Name
52	121	AZALEA MIDDLE SCHOOL
52	371	BELLEAIR ELEMENTARY SCHOOL
52	481	CAMPBELL PARK ELEMENTARY SCHL
52	1071	DUNEDIN ELEMENTARY SCHOOL
52	1211	FAIRMOUNT PARK ELEMENTARY SCHL
52	2281	MAXIMO ELEMENTARY SCHOOL
52	2371	MELROSE ELEMENTARY SCHOOL
52	3391	PINELLAS PARK ELEMENTARY SCHL

**Reward Schools, 2012-13**

District Number	School Number	School Name
52	151	BAUDER ELEMENTARY SCHOOL
52	171	BAY POINT MIDDLE SCHOOL
52	231	BAY VISTA FUNDAMENTAL ELEM.
52	431	BOCA CIEGA HIGH SCHOOL
52	531	JOSEPH L. CARWISE MIDDLE SCHOOL
52	711	CLEARWATER HIGH SCHOOL
52	731	CLEARWATER FUNDAMENTAL MIDDLE SCHOOL
52	851	CURLEW CREEK ELEMENTARY SCHOOL
52	981	HAMILTON DISSTON SCHOOL
52	1031	DIXIE M. HOLLINS HIGH SCHOOL
52	1081	DUNEDIN HIGH SCHOOL
52	1471	PERKINS ELEMENTARY SCHOOL
52	1531	GIBBS HIGH SCHOOL
52	1781	HIGHLAND LAKES ELEMENTARY SCHL
52	1801	CALVIN A. HUNSINGER SCHOOL
52	1821	DOUGLAS L. JAMERSON JR. ELEMENTARY
52	1961	LAKEVIEW FUNDAMENTAL ELEM.
52	2031	LAKEWOOD HIGH SCHOOL
52	2261	MADEIRA BEACH FUNDAMENTAL-K-6
52	2641	NORTHEAST HIGH SCHOOL
52	2861	OAK GROVE MIDDLE SCHOOL
52	2921	OAKHURST ELEMENTARY SCHOOL
52	3031	OSCEOLA FUNDAMENTAL HIGH
52	3071	OZONA ELEMENTARY SCHOOL
52	3131	CURTIS FUNDAMENTAL ELEMENTARY
52	3281	PASADENA FUNDAMENTAL ELEM.
52	3341	CLEARWATER INTERMEDIATE
52	3431	PLUMB ELEMENTARY SCHOOL
52	3781	ST. PETERSBURG HIGH SCHOOL
52	4021	SHORE ACRES ELEMENTARY SCHOOL
52	4331	STARKEY ELEMENTARY SCHOOL
52	4521	TARPON SPRINGS HIGH SCHOOL
52	4581	TARPON SPRINGS MIDDLE SCHOOL
52	4631	THURGOOD MARSHALL FUNDAMENTAL
52	4661	TARPON SPRINGS FUNDAMENTAL ELE
52	4681	PALM HARBOR UNIVERSITY HIGH

52	4931	WOODLAWN ELEMENTARY SCHOOL
52	6181	EAST LAKE HIGH SCHOOL
52	6261	CYPRESS WOODS ELEMENTARY SCHL
52	6271	SUTHERLAND ELEMENTARY SCHOOL
52	6281	LAKE ST. GEORGE ELEM. SCHOOL
52	7171	PINELLAS PREPARATORY ACADEMY
52	7181	PLATO ACADEMY CHARTER SCHOOL
52	7191	ST. PETERSBURG COLLEGIATE HIGH
52	7281	PLATO ACADEMY NORTH K-8 CHARTER SCHOOL
52	7381	PLATO ACADEMY SOUTH K-8 CHARTER SCHOOL
52	7481	PLATO SEMINOLE
52	7581	PLATO ACADEMY CHARTER SCHOOL TARPON SPRINGS

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), this report includes:

- 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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