

School Public Accountability Report

SEMINOLE ELEMENTARY SCHOOL

2015-2016



The Office of K-12

Accountability & Assessment

Achieving Excellence Through Data

FEMALE	312		47.7	48.6	47.7	48.1	48.7	48.7
MALE		342	52.3	51.4	52.3	51.9	51.4	51.4
TOTAL	654		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.								
**Report will be updated with the Migrant Count at a later date.								

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 %	
	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
ALL STUDENTS			61.2	61.2	76.1	76.1
WHITE			69.7	59.9	82.8	81.7
BLACK OR AFRICAN AMERICAN			40.5	55.6	68.0	64.7
HISPANIC/LATINO			68.8	61.7	76.7	75.0
ASIAN			#	#	90.9	89.2
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			#	N/A	82.6	75.6
AM.INDIAN OR ALASKA NATIVE			33.3	61.5	75.7	73.8
TWO OR MORE RACES			45.5	#	81.5	80.1
DISABLED			43.0	43.0	55.1	55.1
ECONOMICALLY DISADVANTAGED			57.1	57.1	67.7	67.7
ELL			#	#	55.8	55.8
MIGRANT			70.0	70.0	65.5	65.5
AT-RISK (Low 25)*			35.1	35.1	50.0	50.0
FEMALE			73.2	73.2	79.9	79.9
MALE			52.0	52.0	72.5	72.5
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 %	
	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
WHITE	N/A	N/A	2.7	3.1	1.3	1.3
BLACK OR AFRICAN AMERICAN	N/A	N/A	1.8	2.8	2.7	3.0
HISPANIC/LATINO	N/A	N/A	3.7	0.6	1.8	2.0
ASIAN	N/A	N/A	0.0	0.0	0.5	0.5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	0.8	#	0.0	1.2
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	3.8	4.8	2.0	1.7
TWO OR MORE RACES	N/A	N/A	1.8	0.0	1.4	1.3
FEMALE	N/A	N/A	3.1	1.3	1.4	1.5
MALE	N/A	N/A	2.7	3.1	2.1	2.2
TOTAL	N/A	N/A	2.9	2.3	1.8	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 2011-12 (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 2011-2012	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	School %	District %	State %
WHITE				71	75
BLACK OR AFRICAN AMERICAN				57	74
HISPANIC/LATINO				69	76
ASIAN				#	88
AMERICAN INDIAN OR ALASKA NATIVE				#	77
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#		#	#	#
OTHER				0	75
DISABLED				47	57
ECONOMICALLY DISADVANTAGED				57	68

ELL				#	70
MIGRANT				53	60
FEMALE				77	79
MALE				62	71
UNKNOWN		#	#	#	#
TOTAL				70	75

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				50	69
BLACK OR AFRICAN AMERICAN				N/A	55
HISPANIC/LATINO				43	64
ASIAN				N/A	84
AMERICAN INDIAN OR ALASKA NATIVE				N/A	68
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER				N/A	64
DISABLED				50	48
ECONOMICALLY DISADVANTGED				31	57
ELL				#	64
MIGRANT				N/A	61
FEMALE				49	69
MALE				45	62
UNKNOWN	#	#	#	#	#
TOTAL				48	66

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 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. In science, Florida administers the Statewide Science Assessment in grades 5 and 8 and the Biology 1 End-of-Course (EOC) assessment, aligned to the Next Generation Sunshine State Standards (NGSSS).

Florida Standards Alternate Assessment (FSAA) for Students with Disabilities

The FSAA is designed for students whose participation in the general statewide assessment (FSA, Statewide Science Assessment and EOCs) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Florida Standards Access Points (FS-AP) in language arts (reading, writing), mathematics and science. In these subject areas, it is administered in grades 3-10 in ELA, grades 3-8 in Mathematics, Algebra 1, Geometry, grades 5 and 8 in Science and Biology 1. The FSAA was administered for the first time in 2015-16. It replaces the Florida Alternate Assessment (FAA), which measured 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 or NGSSS assessments. For mathematics and science, results include 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 the FSA, 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. Standard setting for the Florida Standards Alternate Assessment will occur in Spring 2017 when the number of achievement levels will be set.

English Language Arts Assessment Results (FSA and FSAA)*						
Percent of Students Scoring Satisfactory and Above						
	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	37	99	39	99	53	99
WHITE	50	98	45	98	64	99
BLACK OR AFRICAN AMERICAN	N	N	26	98	34	99
HISPANIC/LATINO	30	100	35	99	51	99
ASIAN	N	N	89	100	78	100
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	18	98	51	99
TWO OR MORE RACES	27	100	36	99	58	99
DISABLED	16	99	16	98	19	98
ECONOMICALLY DISADVANTAGED	34	99	35	99	42	99

ELL**	26	100	28	100	29	99
MIGRANT	30	100	34	99	30	99
LOWEST 25%						
FEMALE	42	99	44	99	58	99
MALE	32	99	35	98	49	99

An "N" indicates no test results were reported.

*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.

**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 FSAA)*						
Percent of Students Scoring Satisfactory and Above						
	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	49	99	45	97	54	98
WHITE	50	97	50	97	65	98
BLACK OR AFRICAN AMERICAN	N	N	31	97	35	97
HISPANIC/LATINO	50	100	43	98	51	98
ASIAN	N	N	89	97	81	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	14	93	54	97
TWO OR MORE RACES	27	100	40	97	58	98
DISABLED	21	99	20	97	25	96
ECONOMICALLY DISADVANTAGED	47	99	43	97	44	98
ELL**	56	100	49	99	38	98
MIGRANT	60	100	43	98	39	98
LOWEST 25%						
FEMALE	43	99	46	98	55	98
MALE	55	98	45	97	54	97

An "N" indicates no test results were reported.

*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.

**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, EOC and FSAA) *						
Percent of Students Scoring Satisfactory and Above						
	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested

	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	22	99	43	97	56	98
WHITE	33	98	52	97	68	98
BLACK OR AFRICAN AMERICAN	N	N	21	94	36	97
HISPANIC/LATINO	17	100	37	97	52	98
ASIAN	N	N	82	92	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	9	92	54	97
TWO OR MORE RACES	N	N	41	100	61	98
DISABLED	13	100	17	97	24	95
ECONOMICALLY DISADVANTAGED	17	99	39	97	45	97
ELL	0	100	17	97	24	98
MIGRANT	8	100	29	98	35	97
LOWEST 25%						
FEMALE	16	98	44	97	56	98
MALE	32	100	42	97	57	97

An "N" indicates no test results were reported.

*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FSA and EOCs) *

School	ELA	Math
	2015-16	2015-16
Grade 3	40	59
Grade 4	42	59
Grade 5	27	27
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
HS		

District	ELA	Math
	2015-16	2015-16

Grade 3	44	62
Grade 4	47	58
Grade 5	33	44
Grade 6	38	45
Grade 7	34	48
Grade 8	45	63
Grade 9	37	NA
Grade 10	35	NA
HS	NA	25

State Totals	ELA	Math
	2015-16	2015-16
Grade 3	56	62
Grade 4	53	60
Grade 5	53	57
Grade 6	53	52
Grade 7	50	57
Grade 8	58	62
Grade 9	53	NA
Grade 10	50	NA
HS	NA	42

FSA is only administered to Grades 3-8 for Math.

*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.

Percentage of Students Scoring at Each Statewide Assessment Achievement Level, 2015-16

	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	40	37	18			31	33	22	8	7	22	28	25	13	12
WHITE	30	38	25			25	30	25	11	10	12	24	29	17	17
BLACK OR AFRICAN AMERICAN						47	41				36	34	20	7	4
HISPANIC/LATINO	42	40				34	36	21	5	4	26	30	25	11	8
ASIAN											9	18	25	19	28
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*											23	29	26	11	10
AMERICAN INDIAN OR ALASKA NATIVE											21	32	23	13	10
TWO OR MORE RACES											17	27	28	14	14
DISABLED	55					58	28	11			52	28	13	4	3
ECO. DISADVANTAGED	42	40	16			33	34	22	6	5	29	32	23	9	6
ELL**	50	50				45	39	13			50	31	14	4	2

MIGRANT*						41	38	14			40	34	17	5	4
FEMALE	39	44				31	34	21	8	6	21	30	26	13	10
MALE	41	27	24			30	31	23	8	8	23	26	25	13	13

**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	33	31	23	11		32	30	20	14	4	24	24	24	19	9
WHITE	26	25	29	16		27	28	22	17	6	15	21	26	24	12
BLACK OR AFRICAN AMERICAN						51	27	14	7		37	29	20	11	3
HISPANIC/LATINO	35	35	20	9		33	34	20	11	3	27	25	24	17	7
ASIAN									42		10	15	23	29	24
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*											21	25	26	20	9
AMERICAN INDIAN OR ALASKA NATIVE						51	31				27	25	23	18	7
TWO OR MORE RACES*						37	27	18	14		19	24	25	21	10
DISABLED	63	19				63	22	11	4		57	24	12	5	2
ECO. DISADVANTAGED	35	31	22	9		35	32	19	11	3	31	28	23	14	5
ELL**	40	35	19			38	36	19	8		48	27	17	7	2
MIGRANT*	42	25	19			36	32	18	10		42	30	18	8	2
FEMALE*	30	30	26	11		26	31	22	15	6	20	24	25	21	11
MALE*	37	31	20	11		37	29	19	12	3	28	24	23	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 EOCs														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	36	16	22	18	7	28	23	25	18	7	24	21	26	19	10
WHITE	30	19	17	25	8	23	22	25	22	9	16	18	28	24	14
BLACK OR AFRICAN AMERICAN						43	25	22	9		39	25	22	11	3
HISPANIC/LATINO	37	15	26	14	7	30	23	26	15	6	27	22	26	17	8
ASIAN											8	11	23	28	31
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*											21	20	26	21	12
AMERICAN INDIAN OR ALASKA NATIVE											23	22	26	18	9
TWO OR MORE RACES*						38	18	18	21		20	21	27	20	11
DISABLED	59	19				53	23	14	7	2	54	21	15	7	3

ECO. DISADVANTAGED	38	17	22	17	6	30	24	25	16	6	31	24	25	14	6
ELL**	37	11	29	16		30	22	27	15	5	40	23	22	11	4
MIGRANT	37		26	21		33	22	25	14	6	35	26	24	11	4
FEMALE	38	21	19	16	6	28	23	25	17	7	23	22	26	19	10
MALE	34	12	26	21	8	28	22	25	19	7	26	20	25	19	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 Assessing Comprehension and Communication in English state-to-state for English Language Learners 2.0 (ACCESS for ELL 2.0) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FSA ELA (writing and 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 mathematics and reading proficiency calculations for accountability purposes.

ELL	School	District	State
Reading	*	23	24,596
Math	*	23	24,137
*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 provides an approximate comparison of NAEP & FSA achievement levels:

FSA 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 4 and grade 8 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/accountability/assessments/national-international-assessments/>.

	NAEP 2015 - Inclusion Rates							
	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	91	89	89	90	93	87	86	87
ELL	91	95	86	93	90	93	73	90

	NAEP Math 2015 - State Level Results													
	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
GRADE 04														
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

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) 2015

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Mathematics	49%	47%
Grade 8 Mathematics	28%	38%
Grade 4 Science	51%	50%
Grade 8 Science	35%	43%

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 2015-16.

Staff Type	Total Number for 2015-16	Number Newly Hired for 2015-16	School %	District %	State %
Instructional Staff	42	8	19.0	19.3	18.7
School-Based Administrators	2	0	0.0	13.0	22.0
Total	44	8	18.2	19.0	18.9

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 %	
		2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
Bachelor's Degree	32	84.2	76.2	80.4	80.4	66.3	65.9
Master's Degree	6	15.8	23.8	18.5	18.2	31.6	32.0
Specialist Degree				0.5	0.5	1.0	1.1
Doctorate				0.5	0.8	1.0	1.0
Total All Degrees	38	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	97.0	93.6	92.3
Percentage of Classes with Teachers Teaching Out-of-Field			

	3.0	6.4	7.7
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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	2.4	6.6	2.9	0.0	7.8	10.1	8.2

*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.

2015-16 School Performance Grade: D

Progress of the Lowest Performing 25% of Students, 2015-16

Components of the school grade calculation include learning gains of the lowest performing students in English language arts and mathematics, including the comprehensive and EOC assessments. The following table provides information on the points earned based on learning gains in the current year made by students in the lowest quartile.

School Results	
Mathematics Low 25%, Points Earned*	English Language Arts Low 25%, Points Earned*
2015-16	2015-16
16	51

*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. Florida's list of Priority and Focus schools for ESEA Flexibility was frozen as of the 2013-14 list based on the transition requirements to the ESSA requirements. Focus schools were identified as schools for which the grade in 2013-14 was a "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 were identified as schools for which the 2013-14 grade was "F." Reward schools were 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, 2015-16		
District Number	School Number	School Name
47	112	SOUTH ELEMENTARY SCHOOL

Priority Schools, 2015-16		
District Number	School Number	School Name

Reward Schools, 2015-16		
District Number	School Number	School Name
47	31	CENTRAL ELEMENTARY SCHOOL
47	112	SOUTH ELEMENTARY SCHOOL
47	171	EVERGLADES ELEMENTARY SCHOOL
47	201	OSCEOLA MIDDLE 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