

KETTERLINUS ELEMENTARY SCHOOL

GRADES: PREK-5

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

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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	200	200	83.0	80.8	79.5	80.1	40.9	41.6
BLACK OR AFRICAN AMERICAN	*	24	6.8	9.7	7.4	7.5	22.9	23.0
HISPANIC/LATINO	13	14	5.6	5.4	7.3	6.9	30.0	29.3
ASIAN	*	*	*	*	3.3	3.1	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER					0.2		0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE		*	*	*	0.2	0.2	0.3	0.4
TWO OR MORE RACES	*	*	3.7	3.2	2.2	2.0	3.2	3.1
DISABLED	21	48	14.3	15.6	13.8	13.5	12.9	12.9
ECONOMICALLY DISADVANTAGED	107	102	43.4	46.8	22.9	22.5	55.7	58.6
ELL	*		*	*	1.0	1.0	12.4	12.1
MIGRANT					0.1		0.6	0.5
FEMALE	233		48.3	49.5	48.5	48.6	48.7	48.7
MALE		249	51.7	50.5	51.5	51.4	51.4	51.4
TOTAL	482		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 Where They Placed	School %	District %	State %
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Category	2013-14	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
ECHOS Ready	54	90	90	96	96	91	91
ECHOS Not Ready	6	10	10	4	4	9	9
Total ECHOS	60						
FAIR Ready	59	81	81	85	85	73	72
FAIR Not Ready	14	19	19	15	15	27	28
Total FAIR	73						

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	#		86.7	86.0	75.6	74.5
WHITE	#		87.6	88.5	80.5	79.4
BLACK OR AFRICAN AMERICAN	N/A		69.5	58.7	64.6	63.7
HISPANIC/LATINO	N/A		91.0	80.8	74.9	72.9
ASIAN	N/A		95.4	100.0	88.4	88.4
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A		N/A	N/A	88.2	62.5
AM.INDIAN OR ALASKA NATIVE	N/A		#	#	76.8	69.7
TWO OR MORE RACES	N/A		#	85.7	79.7	78.6
DISABLED	N/A		64.4	57.0	52.3	47.7
ECONOMICALLY DISADVANTAGED	N/A		64.7	64.2	67.0	65.0
ELL	N/A		78.6	76.5	57.5	56.6
MIGRANT	N/A		N/A	N/A	65.4	64.8
AT-RISK (Low 25)*	N/A		56.5	56.6	51.6	50.1
FEMALE	N/A		90.1	89.8	79.7	78.9
MALE	#		83.5	82.6	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			86.4	86.8	76.4	72.6
WHITE			89.0	88.9	80.9	77.8
BLACK OR AFRICAN AMERICAN			58.7	65.9	66.5	61.5
HISPANIC/LATINO						

	80.8	85.5	75.0	71.4
ASIAN	100.0	94.0	90.0	87.7
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	62.5	60.0
AM.INDIAN OR ALASKA NATIVE	#	#	71.6	71.7
TWO OR MORE RACES	85.7	72.4	80.5	77.2
DISABLED	57.4	63.4	50.6	47.4
ECONOMICALLY DISADVANTAGED	64.2	66.0	67.5	62.9
ELL	76.5	78.6	60.0	56.4
MIGRANT	N/A	#	66.7	63.3
AT-RISK (Low 25)*	57.6	58.8	53.2	49.7
FEMALE	90.1	89.6	80.5	77.0
MALE	83.2	84.1	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	1.0	0.7	1.5	1.4
BLACK OR AFRICAN AMERICAN	N/A	N/A	2.1	1.9	3.4	3.1
HISPANIC/LATINO	N/A	N/A	0.8	1.3	1.9	1.9
ASIAN	N/A	N/A	0.0	0.0	0.6	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	0.0	0.0	1.7	2.2
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	0.0	0.0	2.4	2.4
TWO OR MORE RACES	N/A	N/A	3.3	0.0	1.7	1.3
FEMALE	N/A	N/A	0.8	0.5	1.7	1.6
MALE	N/A	N/A	1.3	1.1	2.4	2.2
TOTAL	N/A	N/A	1.1	0.8	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					59	59
BLACK OR AFRICAN AMERICAN					47	55
HISPANIC/LATINO					51	59
ASIAN					67	68

AMERICAN INDIAN OR ALASKA NATIVE					#	59
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#	#
OTHER					68	58
DISABLED					47	43
ECONOMICALLY DISADVANTAGED					43	52
ELL					57	50
MIGRANT					#	42
FEMALE					61	62
MALE					55	54
UNKNOWN	#	#	#	#	#	#
TOTAL					58	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				72	68
BLACK OR AFRICAN AMERICAN				53	54
HISPANIC/LATINO				68	62
ASIAN				86	81
AMERICAN INDIAN OR ALASKA NATIVE				N/A	61
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER				59	64
DISABLED				55	47
ECONOMICALLY DISADVANTAGED				49	56
ELL				#	62
MIGRANT				#	56
FEMALE				75	68
MALE				66	60
UNKNOWN	#	#	#	#	#
TOTAL				71	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	81	73	64	65	58	59
WHITE	83	76	65	67	62	63
BLACK OR AFRICAN AMERICAN	N	N	44	45	50	50
HISPANIC / LATINO	N	N	63	60	57	57
ASIAN	N	N	73	79	74	75
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	0	N	0	N	0
AMERICAN INDIAN OR ALASKA NATIVE	N	N	50	80	58	56
TWO OR MORE RACES*	N	N	65	63	61	62
DISABLED	62	43	35	32	35	34
ECONOMICALLY DISADVANTAGED	74	60	46	44	52	51
ELL**	N	N	48	45	43	41
MIGRANT*	N	N	N	N	44	43
LOWEST 25%†	29	56	30	36		
FEMALE*	97	83	70	72	65	66
MALE*	70	63	57	58	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	74	78	100	77	80	99	58	68	98
WHITE	76	82	99	79	82	99	70	77	98
BLACK OR AFRICAN AMERICAN	50	50	100	48	55	99	39	53	97
HISPANIC/LATINO	71	79	100	73	76	99	55	65	98
ASIAN	N	N	N	88	89	100	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	69	74	100	58	66	97
TWO OR MORE RACES*	82	N	100	76	N	99	64	N	98
DISABLED	44	58	N	37	51	99	29	47	99
ECONOMICALLY DISADVANTAGED	65	67	100	55	63	98	48	59	96
ELL**	N	N	99	49	52	98	34	49	98
MIGRANT*	N	N	N	N	N	100	34	N	96
LOWEST 25%†	29	N	0	30	N	0		N	
FEMALE*	79	N	99	80	N	99	61	N	98
MALE*	71	N	100	74	N	99	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	68	73	100	79	78	99	61	66	98
WHITE	74	77	99	81	81	99	70	74	98
BLACK OR AFRICAN AMERICAN	29	58	100	51	54	98	43	53	97
HISPANIC/LATINO	57	65	100	75	75	99	58	64	98
ASIAN	N	N	N	94	91	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	67	79	100	61	66	97
TWO OR MORE RACES*	55	N	100	75	N	99	63	N	98
DISABLED	36	57	N	43	53	99	32	48	98

ECONOMICALLY DISADVANTAGED	58	65	100	57	60	97	51	59	96
ELL**	N	N	99	68	60	98	42	54	98
MIGRANT*	N	N	N	N	N	90	46	N	96
LOWEST 25%†	29	N	0	46	N	0		N	
FEMALE*	69	N	99	80	N	99	61	N	98
MALE*	68	N	100	79	N	99	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	64		100	79		99	58		97
WHITE	68		100	82		99	69		98
BLACK OR AFRICAN AMERICAN	N		N	51		99	38		97
HISPANIC/LATINO	N		N	76		99	54		98
ASIAN	N		N	89		100	79		99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N		N	62		100	59		97
TWO OR MORE RACES*	N		N	81		98	63		97
DISABLED	27		N	43		100	32		98
ECONOMICALLY DISADVANTAGED	57		100	59		97	47		96
ELL**	N		100	67		98	26		97
MIGRANT*	N		N	N		N	36		97
LOWEST 25%†	24		0	42		0			
FEMALE*	70		100	79		99	57		98
MALE*	59		100	80		99	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	66	73	64	61
Grade 4	84	69	74	72
Grade 5	72	77	66	57
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				

District	Reading		Math	
	2013-14	2012-13	2013-14	2012-13
Grade 3	76	76	74	72
Grade 4	80	77	81	76
Grade 5	79	77	75	72
Grade 6	79	76	73	72
Grade 7	77	75	79	76
Grade 8	77	73	78	77
Grade 9	73	73	89	91
Grade 10	75	74	80	77

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

ALL GRADES	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 STUDENTS	30	25	18	20	6	15	28	19	32	17	26	30	13	14	
WHITE	31	25	21	20	5	14	28	20	33	10	22	32	17	19	
BLACK OR AFRICAN AMERICAN					21	31	27	10	12	29	34	25	7	5	
HISPANIC/LATINO					6	19	29	18	28	20	28	29	12	10	
ASIAN					9	20	21	48		7	15	27	19	32	
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE										15	28	32	14	11	
TWO OR MORE RACES*					7	16	31	13	33	13	25	31	15	16	
DISABLED					27	32	25	9	7	43	31	17	5	3	
ECO. DISADVANTAGED					15	27	30	14	13	23	32	28	10	7	
ELL**						24	53			41	34	18	4	3	
MIGRANT*										30	36	23	7	4	
FEMALE*	31	28			5	17	29	19	30	17	28	30	13	12	
MALE*	29				7	14	26	19	33	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 %
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ALL GRADES	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	7	22	24	30	18	8	16	25	30	22	17	25	25	21	11
WHITE	6	22	22	31	19	6	15	25	31	23	10	20	27	27	16
BLACK OR AFRICAN AMERICAN						24	30	24	16	6	29	33	22	12	4
HISPANIC/LATINO						10	19	27	26	18	20	26	26	19	9
ASIAN						3	9	20	30	38	8	15	23	29	25
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE											17	27	27	21	9
TWO OR MORE RACES*						8	18	24	31	19	13	24	27	24	13
DISABLED	22	42				33	32	19	11	5	47	29	15	7	2
ECO. DISADVANTAGED			30	25	23	12	18	28	26	20	8	23	30	25	16
ELL**						18	34	28	17		35	32	21	10	2
MIGRANT*											34	34	21	9	3
FEMALE*		22	22	36	17	5	15	25	30	24	15	25	26	22	12
MALE*	10	23	25	24	18	10	17	25	29	20	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

ALL GRADES	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	10	24	28	26	12	8	15	29	26	22	19	24	29	17	10
WHITE	9	21	29	27	13	6	14	30	27	23	12	21	31	22	14
BLACK OR AFRICAN AMERICAN						25	28	30	11	6	30	31	26	10	3
HISPANIC/LATINO						11	17	30	25	17	20	25	30	16	9
ASIAN						5	19	28	47		6	12	24	25	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						33		33			17	26	31	17	10
TWO OR MORE RACES*						11	17	27	28	17	16	24	30	19	12
DISABLED	34	36				31	28	26	11	4	46	27	18	6	2
ECO. DISADVANTAGED	13	32	32	17		19	27	31	16	7	25	28	29	13	6
ELL**						11	24	36	15	14	31	29	25	11	4
MIGRANT*											27	30	28	11	4
FEMALE*		27	32	22	11	7	15	30	26	22	17	25	30	17	11
MALE*	13	22	24	29	13	9	15	29	26	21	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		20	13,057

Math		22	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.fldoe.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
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
GRADE 04														
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
GRADE 08														
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	61	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
GRADE 04														
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
GRADE 08														
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 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 2013-14.

Staff Type	Total Number for 2013-14	Number Newly Hired for 2013-14	School %	District %	State %
Instructional Staff	36	11	30.6	20.1	20.4
School-Based Administrators	2	0	0.0	34.4	26.6
Total	38	11	28.9	20.7	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	30	88.2	82.1	63.4	60.8	66.0	65.5
Master's Degree	3	8.8	14.3	35.3	38.0	31.9	32.5
Specialist Degree	1	2.9	3.6	0.6	0.4	1.1	1.1
Doctorate				0.7	0.9	1.0	1.0
Total All Degrees	34	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	98.9	93.8
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	1.1	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*	
June	0.0	0.0	0.0	0.0	7.4	8.7	11.1
July	0.0	0.0	0.0	0.0	12.5	7.3	35.5
October	0.0	0.0	0.0	0.0	5.8	6.4	5.5
February	0.0	0.0	0.0	0.0	5.8	6.3	5.1
Combined All Year	0.0	0.0	0.0	0.0	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*: A

*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
66	74

*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
55	21	CROOKSHANK ELEMENTARY SCHOOL
Priority Schools, 2013-14		
District Number	School Number	School Name
Reward Schools, 2012-13		
District Number	School Number	School Name
55	33	ST. JOHNS TECHNICAL HIGH SCHOOL
55	91	KETTERLINUS ELEMENTARY SCHOOL
55	161	R. B. HUNT ELEMENTARY SCHOOL
55	241	JULINGTON CREEK ELEM. SCHOOL
55	251	ALLEN D NEASE SENIOR HIGH SCHOOL
55	261	W. DOUGLAS HARTLEY ELEMENTARY
55	311	ALICE B. LANDRUM MIDDLE SCHOOL
55	321	SWITZERLAND POINT MIDDLE SCHOOL
55	351	PONTE VEDRA PALM VALLEY- RAWLINGS ELEM SCHOOL
55	381	CUNNINGHAM CREEK ELEM. SCHOOL
55	391	OCEAN PALMS ELEMENTARY SCHOOL
55	411	BARTRAM TRAIL HIGH SCHOOL
55	441	DURBIN CREEK ELEMENTARY SCHOOL
55	451	TIMBERLIN CREEK ELEMENTARY SCHOOL
55	472	LIBERTY PINES ACADEMY
55	481	PACETTI BAY MIDDLE SCHOOL
55	491	FRUIT COVE MIDDLE SCHOOL
55	492	PONTE VEDRA HIGH SCHOOL
55	493	CREEKSIDE HIGH SCHOOL
55	501	HICKORY CREEK 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), 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.

Select a New Report

Select a New School

Select a New District