

NEW START HIGH SCHOOL

GRADES: 9-12

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

READINESS TO START SCHOOL

GRADUATION RATE AND DROPOUT RATE

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE AND ANNUAL MEASURABLE OBJECTIVES (AMOS)

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
WHITE	86	132	57.7	55.3	58.7	59.2	41.6	42.4
BLACK OR AFRICAN AMERICAN	25	46	18.8	18.4	19.0	19.1	23.0	23.0
HISPANIC / LATINO	21	50	18.8	23.2	13.9	13.4	29.3	28.6
ASIAN		*	*	*	4.1	4.0	2.6	2.5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	*	*	*			0.2	0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE	*		*	*	0.3	0.4	0.4	0.4
TWO OR MORE RACES	*	*	2.9	*	3.8	3.7	3.1	3.0
DISABLED	24	60	22.2	21.5	12.3	12.6	12.9	13.2

ECONOMICALLY DISADVANTAGED	65	117	48.1	52.9	53.7	53.6	58.6	57.6
ELL	*	12	5.0	7.2	6.2	5.6	12.1	11.9
MIGRANT							0.5	0.5
FEMALE	136		36.0	42.3	48.5	48.5	48.7	48.7
MALE	242		64.0	57.7	51.5	51.5	51.4	51.4
TOTAL	378		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	2012-13	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ECHOS Ready	N/A	N/A	N/A	93	93	91	91	
ECHOS Not Ready	N/A	N/A	N/A	7	7	9	9	
Total ECHOS	N/A							
FAIR Ready	N/A	N/A	N/A	76	73	72	71	
FAIR Not Ready	N/A	N/A	N/A	24	27	28	29	
Total FAIR	N/A							

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10. Percentages are rounded to the nearest whole integer after individual categories are tabulated; therefore totals may not equal 100%.

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade. These results are used in the calculation of schools' Annual Measurable Objectives (AMOs). The AMO graduation rate target for all subgroups and all students is 85 percent or,

if below 85 percent, an annual improvement of at least 2 percent.

	School %		District %		State %	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
ALL STUDENTS	5.9	3.6	72.0	65.2	74.5	70.6
WHITE	7.0	4.8	77.3	71.2	79.4	76.2
BLACK OR AFRICAN AMERICAN	2.4	2.3	54.6	47.1	63.7	58.6
HISPANIC/LATINO	7.5	0.0	60.2	56.4	72.9	69.4
ASIAN	#	N/A	83.1	77.2	88.4	85.9
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	#	N/A	62.5	N/A
AMERICAN OR ALASKA NATIVE	#	#	61.3	54.2	69.7	69.7
TWO OR MORE RACES	#	0.0	70.1	61.3	78.6	75.1
DISABLED	7.5	0.0	42.1	35.5	47.7	44.4
ECONOMICALLY DISADVANTAGED	6.7	4.1	56.5	50.4	65.0	60.3
ELL	8.3	#	52.2	42.8	56.6	53.0
MIGRANT	N/A	N/A	N/A	N/A	64.8	60.6
AT-RISK (Low 25)*	3.8		45.2		50.1	
FEMALE	5.2	6.0	77.5	70.3	78.9	75.3
MALE	6.4	1.5	66.6	60.3	70.2	66.0

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

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

Five-year Graduation Rate

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

	School %		District %		State %	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
ALL STUDENTS	10.9	13.0	67.7	66.5	72.6	70.6
WHITE	12.1	14.2	73.3	71.7	77.8	75.4
BLACK OR AFRICAN AMERICAN	9.1	5.0	50.5	50.8	61.5	59.9
HISPANIC/LATINO	11.5	16.0	60.6	57.6	71.4	69.8

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ASIAN	N/A	#	79.0	80.5	87.7	87.2
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	#	N/A	60.0	N/A
AM.INDIAN OR ALASKA NATIVE	#	#	58.3	70.0	71.7	68.6
TWO OR MORE RACES	0.0	#	64.2	66.2	77.2	75.9
DISABLED	7.4	16.2	38.7	40.2	47.4	42.8
ECONOMICALLY DISADVANTAGED	9.2	9.0	53.7	52.2	62.9	61.2
ELL	#	20.0	48.0	55.6	56.4	57.3
MIGRANT	N/A	N/A	N/A	N/A	63.3	62.2
AT-RISK (Low 25)*	6.3	10.8	39.8	44.5	49.7	50.7

FEMALE

14.7	7.6	72.7	72.0	77.0	76.0	
MALE	7.6	16.5	62.9	61.6	68.4	65.5

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

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

High School Dropout Rate

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

Racial/Ethnic Group	School %		District %		State %	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
WHITE	23.4	29.5	0.9	1.3	1.4	1.4
BLACK OR AFRICAN AMERICAN	40.7	40.7	2.5	3.1	3.1	3.0
HISPANIC/LATINO	31.8	35.1	1.8	2.7	1.9	2.1
ASIAN	#	#	0.1	0.8	0.6	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	1.3	2.4	2.2	1.7
AM.INDIAN OR ALASKA NATIVE	#	#	1.6	1.6	2.4	1.5
TWO OR MORE RACES	29.4	65.0	1.5	2.2	1.3	1.3
FEMALE	32.2	29.2	1.1	1.4	1.6	1.6
MALE	26.0	38.8	1.5	2.2	2.2	2.3
TOTAL	28.5	34.7	1.3	1.8	1.9	1.9

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

STUDENT PERFORMANCE**Florida Comprehensive Assessment Test (FCAT) 2.0**

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

Florida End-of-Course (EOC) Assessments

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

Florida Alternate Assessment (FAA) for Students with Disabilities

The FAA is designed for students whose participation in the general statewide assessment (FCAT, FCAT 2.0 and EOC) is not appropriate, even with accommodations. The FAA measures student academic performance on the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect FCAT 2.0 data combined with FAA data for reading and writing. For mathematics and science, results include FCAT 2.0, FAA and EOC assessment results as applicable. Results show proficiency attainment for students who were in attendance during both semesters of the school year.

Writing Assessment

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

	Writing Assessment Results (FCAT 2.0 and FAA)					
	Percent of Students Scoring Satisfactory and Above					
	School %	District %		State %		
ALL STUDENTS	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
	N	N	61	81	59	82
WHITE	N	N	66	85	63	85
BLACK OR AFRICAN AMERICAN	N	N	44	67	50	75
HISPANIC / LATINO	N	N	58	79	57	81
ASIAN	N	N	74	88	75	90
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	0	N	0	N	0
AMERICAN INDIAN OR ALASKA NATIVE	N	N	65	79	56	80

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TWO OR MORE RACES*	N	N	62	82	62	84
DISABLED						
ECONOMICALLY DISADVANTAGED	N	N	32	53	34	56
ELL**	N	N	51	73	51	77
MIGRANT*	N	N	48	72	41	68
LOWEST 25%†	N	N	N	N	43	71
			32			

FEMALE*

MALE*

N	N	69	88	66	88
N	N	54	74	52	76

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

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

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

Reading, Mathematics and Science Assessments

On EOC assessments and the FCAT 2.0 reading, mathematics and science tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as proficient. The FAA is scored on nine performance levels, with FAA level 4 establishing the minimum level for proficiency.

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

Reading Assessment Results (FCAT 2.0 and FAA)						
Percent of Students Scoring Satisfactory and Above						
	School %		District %		State %	
2012-13	Annual	2012-13	Annual	2012-13	Annual	2012-13
Results	Objective	Tested	Results	Objective	Tested	Objective
ALL STUDENTS	10	25	85	57	63	98
						58
						64
						98
WHITE	N	N	88	66	72	98
BLACK OR AFRICAN	N	N	N	28	40	98
AMERICAN						39
						48
HISPANIC / LATINO	N	N	N	49	58	99
ASIAN	N	N	N	68	72	99
NATIVE HAWAIIAN OR OTHER	N	N	N	N	N	77
PACIFIC ISLANDER*	N	N	N	N	N	99
						N

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AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	51	59	98	56	63	98
TWO OR MORE RACES*	N	N	N	61	N	99	64	N	98
DISABLED	N	N	N	27	40	99	28	41	98
ECONOMICALLY DISADVANTAGED	N	N	83	43	N	97	47	N	97
ELL**	N	N	81	31	40	98	32	43	98
MIGRANT*	N	N	N	N	N	N	33	N	97
LOWEST 25%†	N	N	N	8	N	0	N	N	N
FEMALE*	N	N	72	61	N	99	62	N	98
MALE*	N	N	95	53	N	98	54	N	98

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

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

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

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

Mathematics Assessment Results (FCAT 2.0, EOCs and FAA)

Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested
ALL STUDENTS	N	33	5	55	58	97	59	63	98
WHITE	N	36	7	65	66	97	69	71	98
BLACK OR AFRICAN AMERICAN	N	N	0	25	36	96	41	48	97
HISPANIC / LATINO	N	N	0	47	53	96	57	60	98
ASIAN	N	N	N	74	74	98	83	83	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	51	52	93	59	62	97
TWO OR MORE RACES*	N	N	N	56	N	98	63	N	97
DISABLED	N	N	N	28	38	98	32	43	98

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ECONOMICALLY DISADVANTAGED	N	N	11	41	N	94	49	N	96
ELL**	N	N	4	36	42	96	40	48	97
MIGRANT*	N	N	N	N	N	N	45	N	96
LOWEST 25%†	N	N	16	N	N	0	N	N	N

FEMALE*

N	N	6	55	N	97	60	N	98
MALE*	N	5	55	N	96	59	N	97

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

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

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

Science Assessment Results (FCAT 2.0, EOCs and FAA)

Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested
ALL STUDENTS	N	N	9	56	N	96	57	N	97
WHITE	N	N	10	66	N	97	68	N	97
BLACK OR AFRICAN AMERICAN	N	N	8	26	N	95	37	N	96
HISPANIC / LATINO	N	N	9	46	N	96	52	N	97
ASIAN	N	N	N	65	N	99	77	N	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	54	N	94	57	N	97
TWO OR MORE RACES*	N	N	N	55	N	96	62	N	97
DISABLED	N	N	N	30	N	98	31	N	97
ECONOMICALLY DISADVANTAGED	N	N	10	41	N	93	45	N	95
ELL**	N	N	8	23	N	95	26	N	97
MIGRANT*	N	N	N	N	N	N	34	N	96
LOWEST 25%†	N	N		11	N	0	N	N	N

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FEMALE* N N 14 54 N 97 55 N 97
 MALE* N N 6 58 N 96 58 N 97

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

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

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

At this time, a state objective is not specified for science achievement.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FCAT 2.0 and FAA)

School	Reading		Math	
	2012-13	2011-12	2012-13	2011-12
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10	10	N	N	

District	Reading		Math	
	2012-13	2011-12	2012-13	2011-12
Grade 3	57	57	48	51
Grade 4	61	61	55	54
Grade 5	60	61	51	56
Grade 6	59	54	51	51
Grade 7	56	58	54	52
Grade 8	55	53	53	52
Grade 9	54	54	70	57
Grade 10	53	50	48	31

State Totals	Reading		Math	
	2012-13	2011-12	2012-13	2011-12

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Grade 3	58	57	59	59
Grade 4	61	63	62	61
Grade 5	61	62	56	58
Grade 6	59	58	53	54
Grade 7	58	59	57	57
Grade 8	57	56	59	59
Grade 9	54	53	73	63
Grade 10	54	51	52	34

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

FCAT 2.0 SCIENCE & BIOLOGY EOC'S

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

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.

*Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year

FCAT 2.0 READING

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
GRADE ALL															
ALL STUDENTS						65	32				18	26	25	20	11
WHITE						48	48				11	23	27	25	14

No Child Left Behind School Public Accountability Reports

BLACK OR AFRICAN AMERICAN	40	33	18	7	2	29	33	22	12	4
HISPANIC / LATINO	22	30	26	15	6	20	27	26	19	8
ASIAN	12	21	26	25	16	8	16	24	29	23
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER										
AMERICAN INDIAN OR ALASKA NATIVE	22	28	27	18	6	17	28	27	20	8
TWO OR MORE RACES*	16	23	28	23	10	13	24	28	24	12
DISABLED	52	27	13	6	2	48	29	14	7	2
ECO. DISADVANTAGED	27	31	24	13	5	24	30	25	16	5
ELL**	47	36	13	3		50	32	14	4	
MIGRANT*						34	34	21	9	2
FEMALE*	15	25	26	22	12	15	25	27	22	12
MALE*	21	27	24	19	9	20	26	25	19	9
Note: A blank cell indicates a subgroup too small to report or that no test results were reported. *Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. **Students enrolled in ESOL in the current year										

FCAT 2.0 MATH and ALGEBRA 1 EOC

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
GRADE ALL															
ALL STUDENTS	53					23	26	28	15	8	19	24	30	17	10
WHITE						15	24	31	19	11	12	21	32	21	14
BLACK OR AFRICAN AMERICAN						47	31	17	4	1	31	30	26	9	3
HISPANIC / LATINO						26	30	27	11	5	21	25	30	16	8
ASIAN						10	19	29	23	19	6	12	25	25	31
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE						24	29	31	10	6	17	25	32	16	9
TWO OR MORE RACES*						21	27	28	15	8	16	24	31	18	11
DISABLED						53	26	14	5	2	46	27	18	6	3
ECO. DISADVANTAGED						32	30	25	10	4	25	28	29	13	5
ELL**						43	32	20	5	1	41	30	20	7	2
MIGRANT*											28	29	28	10	4
FEMALE*						22	27	28	14	8	18	25	30	17	10
MALE*						24	26	27	15	8	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 AWO mathematics and reading proficiency calculations for 2011-12.

ELL	School	District	State
Reading		241	7,869
Math	*	247	7,873

* Cell sizes smaller than 10 are suppressed.

National Assessment of Educational Progress (NAEP)

Below are the 2011 NAEP state results for Grades 4 and 8 in reading and mathematics. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics and every four years in writing and science. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. The achievement levels are **Basic**, **Proficient**, and **Advanced**. Below Basic is also reported but not considered to be an achievement level.

The following chart compares the achievement levels between NAEP and the FCAT:

FCAT Achievement	NAEP Achievement
------------------	------------------

Levels	Standards
5	Advanced
4	Proficient
2-3	Basic
1	Below Basic

NAEP Participation Rates for Required Subgroups

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

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

NAEP Math - State Level Results

	% of Students	Average Scale Scores	% below Basic	% Basic	% Proficient	% Advanced	% Basic and above
GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida
ALL STUDENTS	N/A	N/A	240	240	16	18	47
					42	32	34
					5	6	84
							82
*							
WHITE	40	52	250	249	8	9	40
					39	43	43
BLACK	25	16	226	224	30	34	52
					49	17	16
HISPANIC	29	24	236	229	19	28	50
					48	28	22
DISABLED	15	12	223	218	36	45	46
					38	16	15
ECO. DISADVANTAGED	62	52	232	229	22	27	52
					49	24	22
ELL	9	11	219	219	42	42	45
					44	13	13
							N/A
							1
							58
							58

* Asian and Indian subgroups were too small to report.

NAEP Math - State Level Results

	% of Students		Average Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
GRADE 08														
ALL STUDENTS	N/A	N/A	278	283	32	28	40	38	22	26	6	8	68	72
*														
WHITE	45	54	287	293	21	17	42	40	29	33	8	10	79	83
BLACK	22	16	258	262	54	50	35	37	10	12	1	1	46	50
HISPANIC	27	23	274	269	35	40	43	44	19	19	3	3	65	60
DISABLED	13	11	250	249	66	65	25	26	8	7	1	2	34	35
ECO. DISADVANTAGED	55	48	267	269	43	41	41	40	14	17	2	2	57	59
ELL	5	6	246	244	67	72	28	23	5	5	N/A	1	33	28

* Asian and Indian subgroups were too small to report.

NAEP Reading - State Level Results

	% of Students		Average Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
GRADE 04														
ALL STUDENTS	N/A	N/A	225	220	29	34	36	34	27	25	8	7	71	66
*														
WHITE	40	52	235	230	17	23	35	35	36	32	12	10	83	77
BLACK	25	16	209	205	46	51	37	33	15	14	2	2	54	49
HISPANIC	29	23	220	205	33	50	37	32	24	16	6	2	67	50
DISABLED	14	11	201	186	56	68	29	21	12	9	3	2	44	32
ECO. DISADVANTAGED	62	52	216	207	38	48	38	34	20	16	4	2	62	52
ELL	8	11	195	188	65	70	28	23	7	6	N/A	1	35	30

* Asian and Indian subgroups were too small to report.

NAEP Reading - State Level Results

	% of Students		Average Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic and above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
GRADE 08														
ALL STUDENTS	N/A	N/A	262	264	27	25	43	43	28	29	2	3	73	75
*														

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WHITE	45	54	270	272	18	16	44	43	35	37	3	4	82	84
BLACK	22	16	248	248	43	42	43	44	13	13	1	1	57	58
HISPANIC	27	22	259	251	29	37	44	45	25	17	2	1	71	63
DISABLED	13	10	235	230	58	64	33	29	9	7	N/A	N/A	42	36
ECO. DISADVANTAGED	55	48	254	251	35	37	45	45	19	17	1	1	65	63
ELL	4	5	225	223	72	71	24	26	4	3	N/A	N/A	28	29

* Asian and Indian subgroups were too small to report.

* Asian and Indian subgroups were too small to report.

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2012-13.

Staff Type	Total Number for 2012-13	Number Newly Hired for 2012-13	School %	District %	State %
Instructional Staff	10	1	10.0	18.1	22.7
School-Based Administrators	3	0	0.0	15.4	24.1
Total	13	1	7.7	18.0	22.8

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

Degree Level	Number	2012-13 School %	2011-12 School %	2012-13 District %	2011-12 District %	2012-13 State %	2011-12 State %
Bachelor's Degree	9	90.0	90.0	65.2	66.2	65.5	65.2
Master's Degree	1	10.0	10.0	33.3	32.5	32.5	32.2
Specialist Degree				0.5	0.5	1.1	1.7
Doctorate				0.9	0.8	1.0	1.0
Total All Degrees	10	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside their field of specialization. Data on classes taught by teachers out of field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	100.0	97.4	93.9
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	2.6	6.1

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	All Schools	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*
Classes Not Taught by Highly Qualified Teachers							
June	0.0	1.1	8.2	0.5	7.1	10.8	3.3
July	0.0	1.2	6.3	0.5	8.5	13.4	3.2
October	0.0	4.9	6.2	3.5	6.0	6.7	4.6
February	0.0	2.8	4.2	2.1	5.6	6.2	4.4
Combined All Year	0.0	3.8	5.2	2.7	5.8	6.5	4.5

*High-poverty schools are schools ranking in the top 25 percent of schools based on the percentage of students eligible for free/reduced-price lunch. Low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low-poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOS FOR ESEA REPORTING**School Performance Grade**

Public schools in Florida are graded annually based on student performance on state assessments and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade A representing the highest performance rating and grade F representing a failed rating. A rating of I indicates that grading is incomplete. A grade of N indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including Department of Juvenile Justice (DJJ) facilities. High schools and combination schools that serve high school grade levels will receive a grade based 50 percent on state assessment-based measures and 50 percent on other measures, including

graduation rates, accelerated curricula and college readiness. Those grades will not be available until near the end of the calendar year. For those schools, a "P" (pending) appears in place of their grades.

2012-13 School Performance Grade*: 0

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

Progress of the Lowest Performing 25% of Students

Components of the school grade calculation include learning gains of the lowest performing students in reading and mathematics. The following table provides information on the points earned based on learning gains made by students in the lowest quartile in the current year.

School Results	
Mathematics Low25% Points Earned*	Reading Low25% Points Earned*
2012-13	2012-13
0	0

*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.fl.doe.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.

District Number	School Number	Focus Schools	
		School Name	
52	141	LARGO MIDDLE SCHOOL	
52	171	BAY POINT MIDDLE SCHOOL	
52	271	BEAR CREEK ELEMENTARY SCHOOL	
52	371	BELLEAIR ELEMENTARY SCHOOL	
52	481	CAMPBELL PARK ELEMENTARY SCHL	
52	1071	DUNEDIN ELEMENTARY SCHOOL	
52	1811	HIGH POINT ELEMENTARY SCHOOL	
52	3391	PINELLAS PARK ELEMENTARY SCHL	

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52	3411	PINELLAS PARK MIDDLE SCHOOL
52	3461	PONCE DE LEON ELEMENTARY SCHOOL
52	4611	TYRONE MIDDLE SCHOOL

Priority Schools

District Number	School Number	School Name
52	121	AZALEA MIDDLE SCHOOL
52	431	BOCA CIEGA HIGH SCHOOL
52	1031	DIXIE M. HOLLINS HIGH SCHOOL
52	1211	FAIRMOUNT PARK ELEMENTARY SCHL
52	1531	GIBBS HIGH SCHOOL
52	2021	LAKEWOOD ELEMENTARY SCHOOL
52	2031	LAKEWOOD HIGH SCHOOL
52	2281	MAXIMO ELEMENTARY SCHOOL
52	2371	MELROSE ELEMENTARY SCHOOL
52	4931	WOODLAWN ELEMENTARY SCHOOL
52	7211	IMAGINE CHARTER SCHOOL
52	7221	IMAGINE MIDDLE SCHOOL

Reward Schools

District Number	School Number	School Name
52	111	AZALEA ELEMENTARY SCHOOL
52	131	BARDMOOR ELEMENTARY SCHOOL
52	151	BAUDER ELEMENTARY SCHOOL
52	231	BAY VISTA FUNDAMENTAL ELEM.
52	431	BOCA CIEGA HIGH SCHOOL
52	441	BROOKER CREEK ELEMENTARY SCHL
52	531	JOSEPH L. CARWISE MIDDLE SCHOOL
52	681	PAUL B. STEPHENS ESE CENTER
52	731	CLEARWATER FUNDAMENTAL MIDDLE SCHOOL
52	751	COUNTRYSIDE HIGH SCHOOL
52	811	CROSS BAYOU ELEMENTARY SCHOOL
52	851	CURLEW CREEK ELEMENTARY SCHOOL
52	991	LEILA DAVIS ELEMENTARY SCHOOL
52	1281	FITZGERALD MIDDLE SCHOOL
52	1331	FOREST LAKES ELEMENTARY SCHOOL
52	1361	FUGUITT ELEMENTARY SCHOOL
52	1471	PERKINS ELEMENTARY SCHOOL
52	1481	GARRISON-JONES ELEMENTARY SCHL
52	1781	HIGHLAND LAKES ELEMENTARY SCHL
52	1821	DOUGLAS L. JAMERSON JR. ELEMENTARY

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52	1961	LAKEVIEW FUNDAMENTAL ELEM.
52	2021	LAKEWOOD ELEMENTARY SCHOOL
52	2081	LARGO HIGH SCHOOL
52	2261	MADEIRA BEACH FUNDAMENTAL K-8
52	2301	MCMULLEN-BOOTH ELEMENTARY SCHL
52	2581	NINA HARRIS ESE CENTER
52	2791	NORTHWEST ELEMENTARY SCHOOL
52	3021	ORANGE GROVE ELEMENTARY SCHOOL
52	3031	OSCEOLA FUNDAMENTAL HIGH
52	3071	OZONA ELEMENTARY SCHOOL
52	3131	CURTIS FUNDAMENTAL ELEMENTARY
52	3191	PALM HARBOR MIDDLE SCHOOL
52	3281	PASADENA FUNDAMENTAL ELEM.
52	3361	PINELLAS CENTRAL ELEM. SCHOOL
52	3421	PINELLAS PARK HIGH SCHOOL
52	3431	PLUMB ELEMENTARY SCHOOL
52	3511	RIDGECREST ELEMENTARY SCHOOL
52	3731	SAFETY HARBOR ELEMENTARY SCHOOL
52	3741	SAFETY HARBOR MIDDLE SCHOOL
52	3761	JAMES B. SANDERLIN PK-8
52	3781	ST. PETERSBURG HIGH SCHOOL
52	3871	SANDY LANE ELEMENTARY SCHOOL
52	3931	SEMINOLE MIDDLE SCHOOL
52	4021	SHORE ACRES ELEMENTARY SCHOOL
52	4121	SKYCREST ELEMENTARY SCHOOL
52	4331	STARKEY ELEMENTARY SCHOOL
52	4351	MARJORIE KINNAN RAWLINGS ELEM
52	4491	TARPON SPRINGS 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	4771	WESTGATE ELEMENTARY SCHOOL
52	6181	EAST LAKE HIGH SCHOOL
52	6261	CYPRESS WOODS ELEMENTARY SCHL
52	6271	SUTHERLAND ELEMENTARY SCHOOL
52	7131	ACADEMIE DA VINCI CHARTER SCHOOL
52	7151	ATHENIAN ACADEMY
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

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

AMOs for ESEA Reporting

Under reporting requirements of Florida's ESEA* flexibility waiver, Florida has included the following information in applicable sections of this annual report.

For the "all students" group and each subgroup described in ESEA section 1111(b)(2)(C)(v)(II)

- information on student achievement at each proficiency level;
- data comparing actual achievement levels to the state's annual measurable objectives (AMOs);
- the percentage of students not tested;
- performance on the other academic indicator for elementary and middle schools (writing); and
- graduation rates for high schools.

Florida also includes information on progress of the lowest performing 25% of students in mathematics and reading as part of its annual reporting of AMOs.

Additional detailed information on Florida's annual reporting of AMOs in compliance with the ESEA waiver is available at <http://schoolgrades.fl DOE.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.fl DOE.org/schools/schoolmap/flash/schoolmap_text.asp.

Select a New Report