

**GRADES: PREK-5**

**\*No Child Left Behind School Public Accountability Reports**

**R. CLEM CHURCHWELL ELEMENTARY**

**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	147	135	48.4	49.7	45.1	46.1	41.6	42.4
BLACK OR AFRICAN AMERICAN	51	60	19.0	18.3	21.2	21.1	23.0	23.0
HISPANIC / LATINO	67	88	26.6	25.1	28.3	27.3	29.3	28.6
ASIAN	*	*	1.7	2.0	1.6	1.6	2.6	2.5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER						0.1	0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE	*	*	*	*	0.6	0.6	0.4	0.4
TWO OR MORE RACES	*	10	3.3	4.0	3.1	3.1	3.1	3.0

DISABLED	15	34	8.4	10.9	11.0	11.0	12.9	13.2
ECONOMICALLY DISADVANTAGED	185	193	64.8	70.4	66.6	68.3	58.6	57.6
ELL	38	51	15.3	14.9	12.6	12.3	12.1	11.9
MIGRANT			0.9	0.8	0.5	0.5		
FEMALE	283		48.5	46.9	48.6	48.6	48.7	48.7
MALE		300	51.5	53.1	51.4	51.4	51.4	51.4
TOTAL	583		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			School %			District %			State %		
	2012-13	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	
ECHOS Ready	96	97	95	91	90	91	91	91	91	91	91	
ECHOS Not Ready	3	3	5	9	10	9	9	9	9	9	9	
Total ECHOS	99											
FAIR Ready	36	72	72	68	66	72	71	71	71	71	71	
FAIR Not Ready	14	28	28	32	34	28	29	29	29	29	29	
Total FAIR	50											

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	67.6	66.4	74.5	70.6		
WHITE	71.6	70.2	79.4	76.2		
BLACK OR AFRICAN AMERICAN	62.0	59.6	63.7	58.6		
HISPANIC/LATINO	61.5	60.9	72.9	69.4		
ASIAN	89.9	83.6	88.4	85.9		
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	N/A	62.5	N/A		
AM.INDIAN OR ALASKA NATIVE	50.0	66.7	69.7	69.7		
TWO OR MORE RACES	66.2	77.9	78.6	75.1		
DISABLED	36.4	37.8	47.7	44.4		
ECONOMICALLY DISADVANTAGED	58.5	52.9	65.0	60.3		
ELL	45.0	40.8	56.6	53.0		
MIGRANT	70.8	63.9	64.8	60.6		
AT-RISK (Low 25)*	43.3		50.1			
FEMALE	74.6	71.5	78.9	75.3		
MALE	61.0	61.6	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	68.6	65.2	72.6	70.6
WHITE	71.5	69.1	77.8	75.4
BLACK OR AFRICAN AMERICAN	63.0	57.3	61.5	59.9
HISPANIC/LATINO	64.0	61.3	71.4	69.8
ASIAN	87.1	89.2	87.7	87.2
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	60.0	N/A
AM.INDIAN OR ALASKA NATIVE	66.7	40.0	71.7	68.6
TWO OR MORE RACES	80.3	69.3	77.2	75.9
DISABLED	40.4	36.6	47.4	42.8
ECONOMICALLY DISADVANTAGED	56.0	55.7	62.9	61.2
ELL	44.8	46.0	56.4	57.3
MIGRANT	63.9	54.3	63.3	62.2
AT-RISK (Low 25)*	46.9	48.4	49.7	50.7
FEMALE	73.5	71.0	77.0	76.0
MALE	63.9	59.8	68.4	65.5

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

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

### High School Dropout Rate

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

Racial/Ethnic Group	School %		District %		State %	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
WHITE	N/A	N/A	5.2	4.0	1.4	1.4
BLACK OR AFRICAN AMERICAN	N/A	N/A	6.4	4.9	3.1	3.0
HISPANIC/LATINO	N/A	N/A	4.8	4.4	1.9	2.1
ASIAN	N/A	N/A	1.8	1.4	0.6	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	3.3	3.0	2.2	1.7
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	6.0	3.0	2.4	1.5

TWO OR MORE RACES	N/A	N/A	4.2	2.9	1.3	1.3
FEMALE	N/A	N/A	4.2	3.5	1.6	1.6
MALE	N/A	N/A	6.4	4.8	2.2	2.3
TOTAL	N/A	N/A	5.3	4.2	1.9	1.9

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

**STUDENT PERFORMANCE**

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

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

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

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

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

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

**Accountability Assessment Results by Subject**

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

**Writing Assessment**

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

**Writing Assessment Results  
(FCAT 2.0 and FAA)**

	Percent of Students Scoring Satisfactory and Above					
	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS	38	72	52	79	59	82
WHITE	42	73	56	81	63	85
BLACK OR AFRICAN AMERICAN	N	69	44	73	50	75
HISPANIC / LATINO	27	73	48	78	57	81
ASIAN	N	N	70	87	75	90
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	0	N	0	N	0
AMERICAN INDIAN OR ALASKA NATIVE TWO OR MORE RACES*	N	N	45	78	56	80
DISABLED	N	N	57	82	62	84
ECONOMICALLY DISADVANTAGED	33	74	46	75	51	77
ELL**	29	91	37	70	41	68
MIGRANT*	N	N	38	70	43	71
LOWEST 25%†	7		23			
FEMALE*	48	80	59	86	66	88
MALE*	29	63	45	72	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					Percent of Students Scoring Satisfactory and Above					
	School %		District %			School %		District %			
2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested
ALL STUDENTS	59	63	100	50	58	98	58	64	58	64	98
WHITE	69	66	99	60	66	98	69	74	69	74	98
BLACK OR AFRICAN AMERICAN	50	52	100	34	43	97	39	48	39	48	98
HISPANIC / LATINO	49	63	100	44	52	98	54	61	54	61	98
ASIAN	N	67	N	74	74	99	77	79	77	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	48	55	97	56	63	56	63	98
TWO OR MORE RACES*	N	N	N	57	N	98	64	N	64	N	98
DISABLED	30	40	100	19	34	98	28	41	28	41	98
ECONOMICALLY DISADVANTAGED	54	N	100	42	N	96	47	N	47	N	97
ELL**	38	43	99	28	37	97	32	43	32	43	98
MIGRANT*	N	N	N	29	N	97	33	N	33	N	97
LOWEST 25%†	10	N	0	6	N	0	N	N	N	N	N
FEMALE*	60	N	100	54	N	98	62	N	62	N	98
MALE*	58	N	99	47	N	98	54	N	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)

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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	54	53	99	50	56	97	59	63	98
WHITE	64	57	99	58	63	97	69	71	98
BLACK OR AFRICAN AMERICAN	39	46	100	34	43	96	41	48	97
HISPANIC / LATINO	45	43	99	46	53	97	57	60	98
ASIAN	N	58	N	80	80	100	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	49	56	96	59	62	97
TWO OR MORE RACES*	N	N	N	54	N	97	63	N	97
DISABLED	37	39	100	23	36	97	32	43	98
ECONOMICALLY DISADVANTAGED	48	N	100	42	N	94	49	N	96
ELL**	40	38	99	35	43	97	40	48	97
MIGRANT*	N	N	N	39	N	96	45	N	96
LOWEST 25%†	18	N	0	15	N	0	N	N	N
FEMALE*	49	N	100	50	N	97	60	N	98
MALE*	58	N	98	50	N	97	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



	2012-13		School %		District %		State %		
	Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	% Tested	2012-13 Results	Annual Objective	
ALL STUDENTS	55	N	100	46	N	97	57	N	97
WHITE	52	N	100	56	N	97	68	N	97
BLACK OR AFRICAN AMERICAN	31	N	100	28	N	96	37	N	96
HISPANIC / LATINO	74	N	100	41	N	97	52	N	97
ASIAN	N	N	N	72	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	45	N	97	57	N	97
TWO OR MORE RACES*	N	N	N	52	N	97	62	N	97
DISABLED	N	N	100	22	N	98	31	N	97
ECONOMICALLY DISADVANTAGED	56	N	N	37	N	94	45	N	95
ELL**	N	N	100	24	N	96	26	N	97
MIGRANT*	N	N	N	27	N	96	34	N	96
LOWEST 25%†	10	N	0	6	N	0	N	N	N
FEMALE*	57	N	100	44	N	97	55	N	97
MALE*	53	N	100	49	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)**

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School	Reading		Math	
	2012-13	2011-12	2012-13	2011-12
Grade 3	56	55	51	66
Grade 4	59	55	69	51
Grade 5	61	54	42	35
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				

District	Reading		Math	
	2012-13	2011-12	2012-13	2011-12
Grade 3	51	49	55	54
Grade 4	54	56	57	55
Grade 5	56	56	49	51
Grade 6	53	47	44	43
Grade 7	50	51	45	46
Grade 8	50	48	48	46
Grade 9	44	43	59	53
Grade 10	43	40	39	30

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

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

GRADE ALL	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

ALL STUDENTS	20 27 28 13 11	24 31 27 10 8	18 27 29 13 13
WHITE	29 27	17 28 31 13 11	10 22 32 16 19
BLACK OR AFRICAN AMERICAN		39 35 19 4 2	31 34 24 7 5
HISPANIC / LATINO	37	28 33 26 8 6	21 29 29 11 10
ASIAN		9 20 26 16 27	8 16 26 18 31
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			
AMERICAN INDIAN OR ALASKA NATIVE		20 35 31 8	16 27 32 13 11
TWO OR MORE RACES*		17 32 28 12 11	13 26 31 14 16
DISABLED		60 27 10 2 1	44 30 17 5 4
ECO. DISADVANTAGED	20 27 31	30 34 24 8 4	25 31 27 9 7
ELL**		50 35 11 2 1	52 32 13 2 1
MIGRANT*		39 37 19	33 35 23 5 4
FEMALE*	24 22 28	25 33 27 9 6	18 28 30 12 12
MALE*	33 28	24 29 27 11 9	18 25 29 13 15

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

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

\*\*Students enrolled in ESOL in the current year

	FCAT 2.0 READING															
	School %					District %					State %					
GRADE ALL	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	
ALL STUDENTS	16	27	30	19	8	23	28	25	17	7	17	25	26	21	11	
WHITE	22	33	29	9	16	25	27	22	10	10	21	27	26	15		
BLACK OR AFRICAN AMERICAN	23	32	30	33	34	20	10	3	29	33	22	12	4			
HISPANIC / LATINO	24	29	28	26	30	24	14	5	20	27	26	19	8			
ASIAN						10	17	23	26	23	8	16	24	29	23	
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER																
AMERICAN INDIAN OR ALASKA NATIVE						23	31	25	14	7	17	28	27	20	8	
TWO OR MORE RACES*						18	26	27	21	9	13	24	28	24	12	
DISABLED						45	65	23	8	3	1	48	29	14	7	2
ECO. DISADVANTAGED						19	29	28	18	6	28	31	23	13	4	
ELL**						42	34	48	34	14	4	50	32	14	4	
MIGRANT*						38	34	19	7	1	34	34	21	9	2	

FEMALE\* 12 31 28 21 9 19 28 26 19 8 15 25 27 22 12  
 MALE\* 21 22 32 17 26 28 23 16 6 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
<b>GRADE ALL</b>	21	27	27	15	9	24	28	29	14	6	19	24	30	17	10
ALL STUDENTS	11	25	27	22	16	18	25	31	17	8	12	21	32	21	14
WHITE	34	34				35	32	24	7	2	31	30	26	9	3
BLACK OR AFRICAN AMERICAN	31	25	31			27	29	28	12	5	21	25	30	16	8
HISPANIC / LATINO						7	15	28	24	26	6	12	25	25	31
ASIAN															
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER															
AMERICAN INDIAN OR ALASKA NATIVE						23	29	28	12	8	17	25	32	16	9
TWO OR MORE RACES*						20	28	28	16	7	16	24	31	18	11
DISABLED	55					60	24	12	3	1	46	27	18	6	3
ECO. DISADVANTAGED	25	29	27	13	6	29	30	27	10	4	25	28	29	13	5
ELL**	45		26			43	31	20	5	1	41	30	20	7	2
MIGRANT*						33	31	26	8	2	28	29	28	10	4
FEMALE*	18	35	26	11	9	23	28	30	14	6	18	25	30	17	10
MALE*	24	19	27	20	10	25	27	28	13	7	20	24	29	17	10

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

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

\*\*Students enrolled in ESOL in the current year

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S less than one year are required to be tested on the Comprehensive English Language Learning Assessment (CELLA) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FCAT 2.0 in reading. These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the AMO mathematics and reading proficiency calculations for 2011-12.

ELL	School	District	State
Reading	*	237	7,869
Math	*	242	7,873
* Cell sizes smaller than 10 are suppressed.			

### National Assessment of Educational Progress (NAEP)

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

#### 1. Scale Scores

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

#### 2. Achievement Level

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

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

FCAT Achievement Levels	NAEP Achievement Standards
5	Advanced
4	Proficient
2-3	Basic

1	Below Basic
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**NAEP Participation Rates for Required Subgroups**

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

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

**NAEP Math - State Level Results**

GRADE 04	% 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
ALL STUDENTS	N/A	N/A	240	240	16	18	47	42	32	34	5	6	84	82
WHITE	40	52	250	249	8	9	40	39	43	43	9	9	92	91
BLACK	25	16	226	224	30	34	52	49	17	16	1	1	70	66
HISPANIC	29	24	236	229	19	28	50	48	28	22	3	2	81	72
DISABLED	15	12	223	218	36	45	46	38	16	15	2	2	64	55
ECO. DISADVANTAGED	62	52	232	229	22	27	52	49	24	22	2	2	78	73
ELL	9	11	219	219	42	42	45	44	13	13	N/A	1	58	58

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

**NAEP Math - State Level Results**

GRADE 08	% 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
ALL STUDENTS	N/A	N/A	278	283	32	28	40	38	22	26	6	8	68	72

\*

	45	54	287	293	21	17	42	40	29	33	8	10	79	83
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	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
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	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	262	264	27	25	43	43	28	29	2	3	73	75
*														
WHITE	45	54	270	272	18	16	44	43	35	37	3	4	82	84
BLACK	22	16	248	248	43	42	43	44	13	13	1	1	57	58
HISPANIC	27	22	259	251	29	37	44	45	25	17	2	1	71	63

DISABLED	13	10	235	230	58	64	33	29	9	7	N/A	N/A	42	36
ECO. DISADVANTAGED	55	48	254	251	35	37	45	45	19	17	1	1	65	63
ELL	4	5	225	223	72	71	24	26	4	3	N/A	N/A	28	29

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

**TEACHERS AND STAFF**

**New Staff**

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

Staff Type	Total Number		Number Newly Hired		School %	District %	State %
	for 2012-13		for 2012-13				
Instructional Staff	39		4		10.3	23.9	22.7
School-Based Administrators	2		0		0.0	22.9	24.1
<b>Total</b>	<b>41</b>		<b>4</b>		<b>9.8</b>	<b>23.8</b>	<b>22.8</b>

**The Professional Qualifications of Teachers**

**Degree Level**

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

Degree Level	Number	School %		District %		State %	
		2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
Bachelor's Degree	31	83.8	90.2	71.7	74.8	65.5	65.2
Master's Degree	6	16.2	9.8	27.0	23.9	32.5	32.2
Specialist Degree				0.7	0.7	1.1	1.7
Doctorate				0.6	0.6	1.0	1.0
<b>Total All Degrees</b>	<b>37</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**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	84.1	90.4	93.9
Percentage of Classes with Teachers Teaching Out-of-Field	15.9	9.6	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 %	District %	State %
Classes Not Taught by Highly Qualified Teachers			
June	0.0	8.7	0.0
July	0.0	2.7	0.0
October	2.7	9.1	3.9
February	1.7	5.1	2.7
Combined All Year	2.2	7.1	3.3

\*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\*: C

\*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
68	61

\*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.

District Number	School Number	Focus Schools	School Name
53	491		DENISON MIDDLE SCHOOL
53	571		WESTWOOD MIDDLE SCHOOL
53	601		FRED G. GARNER ELEMENTARY SCHL
53	611		INWOOD ELEMENTARY SCHOOL
53	681		WAHNETA ELEMENTARY SCHOOL
53	851		AUBURNDALE CENTRAL ELEMENTARY

53	931	BARTOW MIDDLE SCHOOL
53	1041	ALTURAS ELEMENTARY SCHOOL
53	1051	TENOROC HIGH SCHOOL
53	1151	KINGSFORD ELEMENTARY SCHOOL
53	1181	KATHLEEN SENIOR HIGH SCHOOL
53	1191	KATHLEEN MIDDLE SCHOOL
53	1231	GRIFFIN ELEMENTARY SCHOOL
53	1341	MCLAUGHLIN MIDDLE SCHOOL
53	1761	LAKE GIBSON MIDDLE SCHOOL
53	1781	DUNDEE ELEMENTARY SCHOOL
53	1971	SLEEPY HILL MIDDLE SCHOOL

Priority Schools

District Number	School Number	School Name
53	321	SHELLEY S. BOONE MIDDLE SCHOOL
53	1521	OSCAR J. POPE ELEMENTARY SCHOOL
53	1662	LAKE ALFRED-ADDAIR MIDDLE SCHOOL

Reward Schools

District Number	School Number	School Name
53	43	LAWTON CHILES MIDDLE ACADEMY
53	92	DORIS A. SANDERS LEARNING CTR
53	131	DIXIELAND ELEMENTARY SCHOOL
53	181	MEDULLA ELEMENTARY SCHOOL
53	251	LINCOLN AVENUE ACADEMY
53	261	ROCHELLE SCHOOL OF THE ARTS
53	311	DANIEL JENKINS ACADEMY TECH
53	331	ALTA VISTA ELEMENTARY SCHOOL
53	341	SANDHILL ELEMENTARY SCHOOL
53	361	EASTSIDE ELEMENTARY SCHOOL
53	391	BETHUNE ACADEMY
53	401	DAVENPORT SCHOOL OF THE ARTS
53	441	RIDGEVIEW GLOBAL STUDIES ACAD.
53	531	FRANK E. BRIGHAM ACADEMY
53	631	JOHN SNIVELY ELEMENTARY
53	711	JEWETT MIDDLE ACADEMY MAGNET
53	712	JEWETT SCHOOL OF THE ARTS
53	861	WALTER CALDWELL ELEM. SCHOOL

53	933	CHAIN OF LAKES ELEMENTARY SCHOOL
53	937	RIDGE COMMUNITY HIGH SCHOOL
53	941	BARTOW ELEMENTARY ACADEMY
53	971	UNION ACADEMY
53	1221	KATHLEEN ELEMENTARY SCHOOL
53	1281	HIGHLANDS GROVE ELEMENTARY SCHOOL
53	1362	HORIZONS ELEMENTARY SCHOOL
53	1421	DALE R FAIR BABSON PARK ELEM.
53	1451	EDGAR L. PADGETT ELEMENTARY
53	1601	BOK ACADEMY
53	1611	LAUREL ELEMENTARY SCHOOL
53	1681	SCOTT LAKE ELEMENTARY SCHOOL
53	1682	MCKEEL ELEMENTARY ACADEMY
53	1692	SOUTH MCKEEL ACADEMY
53	1701	EAGLE LAKE ELEMENTARY SCHOOL
53	1841	R. CLEM CHURCHWELL ELEMENTARY
53	1881	WENDELL WATSON ELEMENTARY SCHOOL
53	1891	VALLEYVIEW ELEMENTARY SCHOOL
53	1901	SOCRUM ELEMENTARY SCHOOL
53	1931	GEORGE W. JENKINS SENIOR HIGH
53	1961	DISCOVERY ACADEMY OF LAKE ALFRED
53	1991	LAKE REGION HIGH SCHOOL
53	8121	HARTRIDGE ACADEMY
53	8140	LAKELAND MONTESSORI MIDDLE SCHOOL
53	8142	BERKLEY ACCELERATED MIDDLE SCHOOL

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

#### AMOs for ESEA Reporting

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

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

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

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