



**INLET GROVE COMMUNITY HIGH SCHOOL**

**GRADES: 9-12**

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

**OCTOBER MEMBERSHIP**

**READINESS TO START SCHOOL**

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**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	16	20	5.1	3.8	34.1	35.0	40.9	41.6
BLACK OR AFRICAN AMERICAN	341	206	77.0	78.5	28.9	28.9	22.9	23.0
HISPANIC/LATINO	49	47	13.5	12.8	30.6	29.7	30.0	29.3
ASIAN	*	*	*	*	2.9	2.9	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	*	*	*	*	0.1		0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE	*	*	*	*	0.7	0.7	0.3	0.4
TWO OR MORE RACES	*	*	1.8	2.0	2.7	2.7	3.2	3.1
DISABLED	24	30	7.6	7.5	14.7	14.5	12.9	12.9
ECONOMICALLY DISADVANTAGED	353	244	84.0	72.6	59.6	54.7	58.4	58.6
ELL	29	12	5.8	6.2	14.5	14.1	12.4	12.1
MIGRANT		*	*	*	1.1	1.0	0.6	0.5
FEMALE	423		59.6	54.9	48.7	48.7	48.7	48.7
MALE		287	40.4	45.1	51.3	51.3	51.4	51.4
TOTAL		710	100.0	100.0	100.0	100.0	100.0	100.0

Note: An asterisk (\*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

## READINESS TO START SCHOOL

The Florida Kindergarten Readiness Screener (FLKRS) is made up of a subset of the Early Childhood Observation System (ECHOS) an observational instrument that is used to monitor the skills, knowledge and behaviors a student demonstrates or needs to develop and the Florida Assessments for Instruction in Reading (FAIR).

Category	Number of Students and Where They Placed 2013-14	School %		District %		State %	
		2013-14	2012-13	2013-14	2012-13	2013-14	2012-13

<b>ECHOS Ready</b>	N/A	N/A	N/A	88	88	91	91
<b>ECHOS Not Ready</b>	N/A	N/A	N/A	12	12	9	9
<b>Total ECHOS</b>	N/A						
<b>FAIR Ready</b>	N/A	N/A	N/A	73	73	73	72
<b>FAIR Not Ready</b>	N/A	N/A	N/A	27	27	27	28
<b>Total FAIR</b>	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 %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS	86.3	92.1	76.3	77.0	75.6	74.5
WHITE	#	#	85.5	86.6	80.5	79.4
BLACK OR AFRICAN AMERICAN	85.3	92.3	63.8	64.8	64.6	63.7
HISPANIC/LATINO	93.8	93.8	75.0	72.2	74.9	72.9
ASIAN	#	#	86.2	91.6	88.4	88.4
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	#	#	#	88.2	62.5
AM.INDIAN OR ALASKA NATIVE	#	#	77.8	75.4	76.8	69.7
TWO OR MORE RACES	#	#	80.7	84.5	79.7	78.6
DISABLED	#	#	53.8	54.5	52.3	47.7
ECONOMICALLY DISADVANTAGED	87.2	90.9	65.0	65.8	67.0	65.0
ELL	#	#	48.8	47.9	57.5	56.6

MIGRANT	#	#	63.1	69.9	65.4	64.8
AT-RISK (Low 25)*	69.6	87.9	50.6	52.8	51.6	50.1
FEMALE	87.2	97.7	80.8	81.0	79.7	78.9
MALE	85.4	84.6	72.0	73.2	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.

	<b>School %</b>		<b>District %</b>		<b>State %</b>	
	<b>2012-13</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2011-12</b>
ALL STUDENTS	92.8	88.1	79.5	76.8	76.4	72.6
WHITE	#	#	88.3	86.8	80.9	77.8
BLACK OR AFRICAN AMERICAN	93.2	86.1	68.3	65.4	66.5	61.5
HISPANIC/LATINO	93.8	100.0	75.2	72.2	75.0	71.4
ASIAN	#	#	92.1	87.0	90.0	87.7
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	N/A	#	#	62.5	60.0
AM.INDIAN OR ALASKA NATIVE	#	#	76.8	75.9	71.6	71.7
TWO OR MORE RACES	#	#	86.1	80.5	80.5	77.2
DISABLED	#	90.0	57.9	55.9	50.6	47.4
ECONOMICALLY DISADVANTAGED	92.0	87.7	69.5	66.6	67.5	62.9
ELL	#	83.3	53.3	52.7	60.0	56.4
MIGRANT	#	N/A	71.8	65.1	66.7	63.3
AT-RISK (Low 25)*	87.9	76.1	57.8	55.6	53.2	49.7
FEMALE	97.7	88.6	83.6	80.3	80.5	77.0
MALE	86.2	87.3	75.5	73.4	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	7.1	5.6	1.9	1.6	1.5	1.4
BLACK OR AFRICAN AMERICAN	1.5	2.3	5.1	3.8	3.4	3.1
HISPANIC/LATINO	1.1	0.0	3.4	2.6	1.9	1.9
ASIAN	#	0.0	0.8	0.6	0.6	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	12.2	10.8	1.7	2.2
AM.INDIAN OR ALASKA NATIVE	#	#	2.8	3.4	2.4	2.4
TWO OR MORE RACES	7.1	4.5	3.0	1.6	1.7	1.3
FEMALE	1.4	2.1	2.5	1.9	1.7	1.6
MALE	2.1	2.3	4.1	3.0	2.4	2.2
TOTAL	1.7	2.2	3.3	2.5	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	#	#	#	#	65	59

BLACK OR AFRICAN AMERICAN	100	58	58	58	57	55
HISPANIC/LATINO	#	#	#	#	54	59
ASIAN	#	#	#	#	74	68
AMERICAN INDIAN OR ALASKA NATIVE	#	#	#	#	79	59
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#	#
OTHER	#	#	#	#	55	58
DISABLED	#	#	#	#	48	43
ECONOMICALLY DISADVANTAGED	69	39	39	57	55	52
ELL	#	#	#	#	48	50
MIGRANT	N/A	N/A	N/A	N/A	55	42
FEMALE	70	44	44	63	65	62
MALE	49	26	26	53	56	54
UNKNOWN	#	#	#	#	#	#
TOTAL	119	70	70	59	61	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	#	#	#	75	68
BLACK OR AFRICAN AMERICAN	58	30	52	53	54
HISPANIC/LATINO	#	#	#	62	62
ASIAN	#	#	#	87	81
AMERICAN INDIAN OR ALASKA NATIVE	#	#	#	71	61
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#

OTHER	#	#	#	60	64
DISABLED	#	#	#	49	47
ECONOMICALLY DISADVANTGED	39	18	46	55	56
ELL	#	#	#	53	62
MIGRANT	#	#	#	62	56
FEMALE	44	19	43	71	68
MALE	26	13	50	62	60
UNKNOWN	#	#	#	#	#
TOTAL	70	32	46	67	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	67	73	70	70	58	59
WHITE	N	N	77	79	62	63
BLACK OR AFRICAN AMERICAN	66	73	62	61	50	50
HISPANIC / LATINO	62	68	67	67	57	57
ASIAN	N	N	80	84	74	75
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	0	N	0	N	0
AMERICAN INDIAN OR ALASKA NATIVE	N	N	64	62	58	56
TWO OR MORE RACES*	N	N	75	75	61	62
DISABLED	60	44	49	47	35	34
ECONOMICALLY DISADVANTAGED	66	70	63	63	52	51
ELL**	N	57	52	48	43	41
MIGRANT*	N	N	53	57	44	43
LOWEST 25%†	1	43	10	43		
FEMALE*	73	77	76	77	65	66
MALE*	60	68	63	64	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	35	57	99	59	69	99	58	68	98
WHITE	76	85	100	77	82	99	70	77	98
BLACK OR AFRICAN AMERICAN	29	52	99	39	53	99	39	53	97
HISPANIC/LATINO	40	72	99	54	65	99	55	65	98
ASIAN	N	N	N	80	84	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	51	63	99	58	66	97
TWO OR MORE RACES*	N	N	N	69	N	99	64	N	98
DISABLED	24	50	100	31	48	99	29	47	99
ECONOMICALLY DISADVANTAGED	33	55	95	47	57	98	48	59	96

ELL**	13	34	99	29	46	99	34	49	98
MIGRANT*	N	N	N	29	N	99	34	N	96
LOWEST 25%â€	1	N	0	10	N	0		N	
FEMALE*	33	N	99	62	N	99	61	N	98
MALE*	37	N	99	56	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.

â€ There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Floridaâ€™s school grades system is based on individual student learning gains â€“ the percentage of students making gains. In Floridaâ€™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	71	52	100	63	69	99	61	66	98
WHITE	91	87	100	79	81	99	70	74	98
BLACK OR AFRICAN AMERICAN	65	47	100	45	54	98	43	53	97
HISPANIC/LATINO	89	61	100	59	66	99	58	64	98
ASIAN	N	N	N	87	88	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	59	66	99	61	66	97
TWO OR MORE RACES*	N	N	N	69	N	99	63	N	98
DISABLED	50	60	100	36	52	99	32	48	98

ECONOMICALLY DISADVANTAGED	70	48	100	53	60	98	51	59	96
ELL**	54	54	100	40	52	98	42	54	98
MIGRANT*	N	N	N	42	N	98	46	N	96
LOWEST 25%â€	27	N	0	24	N	0		N	
FEMALE*	71	N	100	64	N	99	61	N	98
MALE*	71	N	100	62	N	98	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.

â€ There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Floridaâ€™s school grades system is based on individual student learning gains â€“ the percentage of students making gains. In Floridaâ€™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	52		99	60		98	58		97
WHITE	75		100	77		99	69		98
BLACK OR AFRICAN AMERICAN	47		99	41		98	38		97
HISPANIC/LATINO	64		100	56		99	54		98
ASIAN	N		N	82		99	79		99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N		N	55		96	59		97
TWO OR MORE	N		N	68		99	63		97

RACES\*

DISABLED	41	100	35	99	32	98
ECONOMICALLY DISADVANTAGED	52	100	49	97	47	96
ELL**	36	99	24	98	26	97
MIGRANT*	N	N	35	99	36	97
LOWEST 25%â€	3	0	14	0		
FEMALE*	56	99	59	99	57	98
MALE*	47	100	62	98	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.

â€ There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Floridaâ€™s school grades system, which is calculated for reading and math, is based on individual student learning gains â€“ the percentage of students making gains. In Floridaâ€™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				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9	38	35	74	53
Grade 10	30	38	75	63

District	Reading		Math	
	2013-14	2012-13	2013-14	2012-13
Grade 3	56	55	57	60

Grade 4	62	62	68	65
Grade 5	63	62	60	58
Grade 6	63	60	58	55
Grade 7	57	60	62	61
Grade 8	59	60	61	64
Grade 9	56	56	77	75
Grade 10	55	58	60	53

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

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

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

	FCAT 2.0 SCIENCE & BIOLOGY 1 EOC														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
<b>ALL GRADES</b>															
ALL STUDENTS	15	34	44	4		16	25	29	14	16	17	26	30	13	14
WHITE						6	17	32	19	26	10	22	32	17	19
BLACK OR AFRICAN AMERICAN	17	37	42			27	34	26	8	5	29	34	25	7	5
HISPANIC/LATINO		30	53			19	28	29	13	12	20	28	29	12	10
ASIAN						6	14	24	19	37	7	15	27	19	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						21	27	31	11	10	15	28	32	14	11
TWO OR MORE RACES*						9	23	30	16	21	13	25	31	15	16
DISABLED		39				37	34	19	5	4	43	31	17	5	3
ECO. DISADVANTAGED	15	35	45	4		23	31	28	10	8	23	32	28	10	7
ELL**						44	34	16	4	2	41	34	18	4	3

MIGRANT*		32	36	21	8	4	30	36	23	7	4
FEMALE*	14	31	49				16	27	30	13	15
MALE*	17	37	37				17	24	29	14	17

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.

<i>ALL GRADES</i>	<b>FCAT 2.0 READING</b>														
	<b>School %</b>					<b>District %</b>					<b>State %</b>				
	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>
ALL STUDENTS	25	41	22	10	3	18	25	25	21	11	17	25	25	21	11
WHITE			42			6	17	27	31	19	10	20	27	27	16
BLACK OR AFRICAN AMERICAN	29	42	20	7		29	33	23	12	4	29	33	22	12	4
HISPANIC/LATINO	18	42	23	14		21	27	26	19	8	20	26	26	19	9
ASIAN						8	14	22	30	26	8	15	23	29	25
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						28	24	25	15	8	17	27	27	21	9
TWO OR MORE RACES*						10	21	25	27	16	13	24	27	24	13
DISABLED	41	35				43	31	16	7	3	47	29	15	7	2
ECO. DISADVANTAGED	26	42	22	8		24	30	25	15	6	23	30	25	16	6
ELL**	73					38	33	19	8	1	35	32	21	10	2
MIGRANT*						40	33	18	7	2	34	34	21	9	3
FEMALE*	22	45	22	8		15	24	25	23	12	15	25	26	22	12
MALE*	29	34	21	11		20	25	25	20	10	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.

<i>ALL GRADES</i>	<b>FCAT 2.0 MATH and ALGEBRA 1 EOC</b>														
	<b>School %</b>					<b>District %</b>					<b>State %</b>				
	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>
ALL STUDENTS	12	29	34	14	11	18	23	29	18	12	19	24	29	17	10
WHITE				43		8	16	30	25	21	12	21	31	22	14
BLACK OR AFRICAN AMERICAN	14	34	33	13	7	29	30	27	11	4	30	31	26	10	3
HISPANIC/LATINO			38	23		20	25	30	16	9	20	25	30	16	9
ASIAN						5	10	23	27	35	6	12	24	25	32

NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*						22	25	25	16	12	17	26	31	17	10
AMERICAN INDIAN OR ALASKA NATIVE															
TWO OR MORE RACES*						13	20	29	21	16	16	24	30	19	12
DISABLED	26	42				41	28	20	7	4	46	27	18	6	2
ECO. DISADVANTAGED	12	30	34	14	9	24	27	29	14	7	25	28	29	13	6
ELL**						33	29	25	10	4	31	29	25	11	4
MIGRANT*						31	29	27	9	4	27	30	28	11	4
FEMALE*	11	31	34	14	10	16	23	30	18	13	17	25	30	17	11
MALE*	14	27	33	14	11	19	23	28	17	12	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		1,498	13,057
Math		1,577	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:

<b>FCAT 2.0 Achievement Levels</b>	<b>NAEP Achievement Standards</b>
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**

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

**NAEP Math 2013 - State Level Results**

	<b>% of Students</b>		<b>Average Scale Scores</b>		<b>% Below Basic</b>		<b>% Basic</b>		<b>% Proficient</b>		<b>% Advanced</b>		<b>% Bas Above</b>
	<b>Florida</b>	<b>Nation</b>	<b>Florida</b>	<b>Nation</b>	<b>Florida</b>	<b>Nation</b>	<b>Florida</b>	<b>Nation</b>	<b>Florida</b>	<b>Nation</b>	<b>Florida</b>	<b>Nation</b>	<b>Florida</b>
04 STUDENTS	N/A	N/A	242	241	16	18	44	41	34	34	6	8	84
	40	51	251	250	8	9	39	37	44	43	10	10	92
	22	16	228	224	28	34	52	48	19	17	1	1	72
C	31	25	238	230	18	27	46	47	32	24	5	2	82
ED	15	13	226	218	33	45	45	38	20	16	2	2	67
ANTAGED	61	54	233	230	22	27	50	47	25	23	2	2	78
	10	11	218	219	40	41	49	45	11	13		1	60

and Indian subgroups were too small to report.

**NAEP Math 2013 - State Level Results**

	<b>% of Students</b>		<b>Average Scale Scores</b>		<b>% Below Basic</b>		<b>% Basic</b>		<b>% Proficient</b>		<b>% Advanced</b>		<b>% Bas Above</b>
	<b>Florida</b>	<b>Nation</b>	<b>Florida</b>	<b>Nation</b>	<b>Florida</b>	<b>Nation</b>	<b>Florida</b>	<b>Nation</b>	<b>Florida</b>	<b>Nation</b>	<b>Florida</b>	<b>Nation</b>	<b>Florida</b>
08 STUDENTS	N/A	N/A	281	284	30	27	40	39	24	26	7	8	70
	44	53	291	293	19	17	41	39	31	33	10	11	81
	21	15	264	263	49	49	37	38	12	12	2	2	51
C	29	23	274	271	35	38	41	41	20	18	4	3	65
ED	12	12	255	248	59	66	31	26	9	7	1	1	41
ANTAGED	56	50	271	270	39	39	41	41	17	17	3	3	61

5 5 243 245 72 69 23 25 4 4 1 1 28  
 and Indian subgroups were too small to report.

**NAEP Reading 2013 - State Level Results**

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Bas Above
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida
04													
IDENTS	N/A	N/A	227	221	25	33	36	33	30	26	9	8	75
	40	51	236	231	15	21	36	34	37	33	12	11	85
	22	15	212	205	43	50	37	32	17	15	3	2	57
C	31	25	225	207	27	48	37	33	29	17	7	3	73
ED	14	12	204	184	53	69	27	20	16	9	4	2	47
ANTAGED	60	54	218	207	34	47	39	34	23	17	4	3	66
	10	10	199	187	59	69	31	24	9	6	1	1	41

and Indian subgroups were too small to report.

**NAEP Reading 2013 - State Level Results**

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Bas Above
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida
08													
IDENTS	N/A	N/A	266	266	23	23	43	42	30	31	3	4	77
	44	53	274	275	16	15	42	41	38	39	5	5	84
	21	15	254	250	34	40	47	44	18	15	1	1	66
C	28	23	260	255	27	33	46	46	25	20	2	1	73
ED	12	11	243	231	50	62	37	30	13	8			50
ANTAGED	56	49	257	254	30	34	47	46	22	19	1	1	70
	4	5	226	225	70	70	27	26	3	3			30

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

	<b>High International Benchmark and Higher</b>	
	<b>Florida</b>	<b>Annual Objective</b>
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

	<b>High International Benchmark and Higher</b>	
	<b>Florida</b>	<b>Annual Objective</b>
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

	<b>Level 4+</b>	
	<b>Florida Target - 10th Ranked Country</b>	
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	41	13	31.7	21.2	20.4
School-Based Administrators	4	0	0.0	17.0	26.6
Total	45	13	28.9	21.0	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	25	75.8	100.0	74.4	75.6	66.0	65.5
Master's Degree	5	15.2		24.6	23.5	31.9	32.5
Specialist Degree				0.3	0.3	1.1	1.1
Doctorate	3	9.1		0.8	0.7	1.0	1.0
Total All Degrees	33	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.

	<b>School %</b>	<b>District %</b>	<b>State %</b>
Percentage of Classes with Teachers Teaching In-Field	81.3	90.0	93.8
Percentage of Classes with Teachers Teaching Out-of-Field	18.7	10.0	6.2

### **Classes Not Taught by Highly Qualified Teachers**

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

<b>Classes Not Taught by Highly Qualified Teachers</b>	<b>School % District %</b>			<b>State %</b>			
	<b>All Schools</b>	<b>High-Poverty Schools*</b>	<b>Low-Poverty Schools*</b>	<b>All Schools</b>	<b>High-Poverty Schools*</b>	<b>Low-Poverty Schools*</b>	
June	0.0	11.0	1.6	19.4	7.4	8.7	11.1
July	0.0	1.4	0.9	0.0	12.5	7.3	35.5
October	5.0	9.9	10.9	6.3	5.8	6.4	5.5
February	6.3	9.9	11.1	6.4	5.8	6.3	5.1
Combined All Year	5.5	9.9	10.9	6.6	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\*: P

\*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.

<b>School Results</b>	
<b>Mathematics Low 25%, Points Earned*</b>	<b>Reading Low 25%, Points Earned*</b>
<b>2013-14</b>	<b>2013-14</b>
59	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.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.

**Focus Schools, 2013-14**

<b>District Number</b>	<b>School Number</b>	<b>School Name</b>
50	121	HOWELL L. WATKINS MIDDLE SCHOOL
50	141	LAKE PARK ELEMENTARY SCHOOL
50	201	JOHN F. KENNEDY MIDDLE SCHOOL
50	271	NORTHMORE ELEMENTARY SCHOOL
50	671	HIGHLAND ELEMENTARY SCHOOL
50	831	FOREST PARK ELEMENTARY SCHOOL
50	911	PINE GROVE ELEMENTARY SCHOOL
50	1232	LAKE SHORE MIDDLE SCHOOL
50	1531	CLIFFORD O TAYLOR/KIRKLANE ELE
50	1831	K. E. CUNNINGHAM/CANAL POINT ELEMENTARY
50	2401	BELLE GLADE ELEMENTARY SCHOOL
50	2571	HERITAGE ELEMENTARY SCHOOL

**Priority Schools, 2013-14**

<b>District Number</b>	<b>School Number</b>	<b>School Name</b>
50	12	HOPE-CENTENNIAL ELEMENTARY SCHOOL
50	1641	GOLD COAST COMMUNITY SCHOOL
50	2371	PIONEER PARK ELEMENTARY SCHOOL

**Reward Schools, 2012-13**

<b>District Number</b>	<b>School Number</b>	<b>School Name</b>
50	31	WATERS EDGE ELEMENTARY SCHOOL
50	51	PINE JOG ELEMENTARY SCHOOL
50	61	EVERGLADES ELEMENTARY
50	81	JUPITER HIGH SCHOOL
50	101	ALLAMANDA ELEMENTARY SCHOOL
50	151	SUNCOAST COMMUNITY HIGH SCHOOL
50	191	WASHINGTON ELEM MAGNET SCHOOL
50	281	SUNSET PALMS ELEMENTARY SCHOOL
50	395	ALEXANDER W DREYFOOS JR SCHOOL
50	421	PALM BEACH PUBLIC SCHOOL
50	661	MARSH POINTE ELEMENTARY
50	681	NORTH GRADE ELEMENTARY SCHOOL
50	691	LAKE WORTH HIGH SCHOOL
50	741	BARTON ELEMENTARY SCHOOL
50	821	GALAXY ELEMENTARY SCHOOL
50	862	ATLANTIC HIGH SCHOOL
50	881	S. D. SPADY ELEMENTARY SCHOOL

50	931	J. C. MITCHELL ELEMENTARY SCHL
50	961	BOCA RATON COMMUNITY HIGH SCHOOL
50	1371	PALM BEACH GARDENS HIGH SCHOOL
50	1391	WYNNEBROOK ELEMENTARY SCHOOL
50	1411	GROVE PARK ELEMENTARY SCHOOL
50	1421	HAGEN ROAD ELEMENTARY SCHOOL
50	1441	MELALEUCA ELEMENTARY SCHOOL
50	1451	ADDISON MIZNER ELEMENTARY SCHOOL
50	1491	BOCA RATON COMMUNITY MIDDLE
50	1661	VERDE ELEMENTARY SCHOOL
50	1671	WELLINGTON ELEMENTARY SCHOOL
50	1681	SPANISH RIVER COMM. HIGH SCHL.
50	1701	WELLINGTON LANDINGS MIDDLE
50	1731	JUPITER MIDDLE SCHOOL
50	1741	DEL PRADO ELEMENTARY SCHOOL
50	1751	LOGGERS' RUN COMMUNITY MIDDLE SCHOOL
50	1761	H. L. JOHNSON ELEMENTARY SCHL
50	1781	WHISPERING PINES ELEMENTARY SCHOOL
50	1821	CHRISTA MCAULIFFE MIDDLE SCHL
50	1901	LOXAHATCHEE GROVES ELEMENTARY
50	1911	CALUSA ELEMENTARY SCHOOL
50	1931	LIGHTHOUSE ELEMENTARY SCHOOL
50	1941	CYPRESS TRAILS ELEMENTARY SCHOOL
50	1951	MORIKAMI PARK ELEMENTARY SCHL
50	1961	SANDPIPER SHORES ELEM. SCHOOL
50	1971	WATSON B. DUNCAN MIDDLE SCHOOL
50	1991	OMNI MIDDLE SCHOOL
50	2001	PARK VISTA COMMUNITY HIGH SCHOOL
50	2011	TIMBER TRACE ELEMENTARY SCHOOL
50	2031	LIMESTONE CREEK ELEM. SCHOOL
50	2071	CITRUS COVE ELEMENTARY SCHOOL
50	2091	JUPITER FARMS ELEMENTARY SCHL
50	2141	ACREAGE PINES ELEMENTARY SCHOOL
50	2161	PANTHER RUN ELEMENTARY SCHOOL
50	2181	OLYMPIC HEIGHTS COMMUNITY HIGH
50	2241	MANATEE ELEMENTARY SCHOOL
50	2361	BOYNTON BEACH COMMUNITY HIGH
50	2421	GOLDEN GROVE ELEMENTARY SCHOOL
50	2451	WESTERN PINES COMMUNITY MIDDLE
50	2461	EAGLES LANDING MIDDLE SCHOOL



50	2511	BAK MIDDLE SCHOOL OF THE ARTS
50	2541	BEACON COVE INTERMEDIATE SCHL
50	2551	FRONTIER ELEMENTARY SCHOOL
50	2561	BINKS FOREST ELEMENTARY SCHOOL
50	2581	CORAL REEF ELEMENTARY SCHOOL
50	2611	POLO PARK MIDDLE SCHOOL
50	2621	INDEPENDENCE MIDDLE SCHOOL
50	2631	PALM BEACH CENTRAL HIGH SCHOOL
50	2641	LAKESIDE ACADEMY
50	2671	FREEDOM SHORES ELEMENTARY SCHOOL
50	2691	SUNRISE PARK ELEMENTARY SCHOOL
50	2711	DON ESTRIDGE HIGH TECH MIDDLE
50	2721	DISCOVERY KEY ELEMENTARY SCHL
50	2731	CROSSPOINTE ELEMENTARY SCHOOL
50	2741	ROYAL PALM BEACH ELEMENTARY SCHOOL
50	2821	OSCEOLA CREEK MIDDLE SCHOOL
50	2861	PIERCE HAMMOCK ELEMENTARY
50	2911	WESTERN ACADEMY CHARTER SCHOOL
50	2941	PALM BEACH SCHOOL FOR AUTISM
50	3083	RENAISSANCE LEARNING ACADEMY
50	3341	EQUESTRIAN TRAILS ELEMENTARY
50	3347	LEADERSHIP ACADEMY WEST
50	3351	GRASSY WATERS ELEMENTARY
50	3371	EMERALD COVE MIDDLE SCHOOL
50	3396	G-STAR SCHOOL OF THE ARTS
50	3941	BEN GAMLA-PALM BEACH

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

## **AMOs for ESEA Reporting**

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

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

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

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

Additional detailed information on Florida's annual reporting of AMOs in compliance with the ESEA waiver is available at <http://schoolgrades.fldoe.org/default.asp>.

\*ESEA is an acronym for the Elementary and Secondary Education Act.

### **Notice of Availability of School Financial Report**

For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices and a directory of schools are also available at [http://www.fldoe.org/schools/schoolmap/flash/schoolmap\\_text.asp](http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp).

Select a New Report

Select a New School

Select a New District