

Mathematics Low 25%, Points Earned*
2015-16
 34

English Language Arts Low 25%, Points Earned*
2015-16
 38

*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.fdoe.org>.

Identified Schools for ESEA Flexibility

The table below indicates how schools in this district were identified for ESEA flexibility. Florida's list of Priority and Focus schools for ESEA Flexibility was frozen as of the 2013-14 list based on the transition requirements to the ESSA requirements. Focus schools were identified as schools for which the grade in 2013-14 was a "D" as well as Title 1 schools graded "C" or higher for which the federal four-year graduation rate was lower than 60%. Priority schools were identified as schools for which the 2013-14 grade was "F." Reward schools were schools that were graded "A"; improved a letter grade; were rated "improving" in the school improvement rating system or improved a rating; or maintained a grade after having improved by two or more letter grades in the prior year.

Focus Schools, 2015-16		
District Number	School Number	School Name
53	51	SOUTHWEST MIDDLE SCHOOL
53	101	CRYSTAL LAKE ELEMENTARY SCHOOL
53	151	PHILIP O'BRIEN ELEMENTARY SCHOOL
53	201	NORTH LAKELAND ELEMENTARY SCHOOL OF CHOICE
53	381	EASTSIDE ELEMENTARY SCHOOL
53	491	DENISON MIDDLE SCHOOL
53	601	FRED G. GARNER ELEMENTARY SCHL
53	611	INWOOD ELEMENTARY SCHOOL
53	621	LAKE SHIPP ELEMENTARY SCHOOL
53	631	JOHN SNIVELY ELEMENTARY
53	681	WAHNETA ELEMENTARY SCHOOL
53	802	LEWIS ANNA WOODBURY ELEMENTARY SCHOOL
53	821	JERE L. STAMBAUGH MIDDLE
53	851	AUBURNDALE CENTRAL ELEMENTARY
53	861	WALTER CALDWELL ELEM. SCHOOL
53	881	POLK CITY ELEMENTARY SCHOOL
53	931	BARTOW MIDDLE SCHOOL
53	1051	TENOROC HIGH SCHOOL
53	1141	PURCELL ELEMENTARY SCHOOL
53	1191	KATHLEEN MIDDLE SCHOOL
53	1231	GRIFFIN ELEMENTARY SCHOOL
53	1251	WINSTON ACADEMY OF ENGINEERING
53	1271	SLEEPY HILL ELEMENTARY SCHOOL
53	1341	MCLAUGHLIN MIDDLE SCHOOL AND FINE ARTS ACAD
53	1362	HORIZONS ELEMENTARY SCHOOL
53	1401	JANIE HOWARD WILSON SCHOOL
53	1521	OSCAR J. POPE ELEMENTARY SCHOOL
53	1611	LAUREL ELEMENTARY SCHOOL
53	1701	EAGLE LAKE ELEMENTARY SCHOOL
53	1702	PALMETTO ELEMENTARY SCHOOL
53	1751	JAMES E. STEPHENS ELEM. SCHOOL
53	1761	LAKE GIBSON MIDDLE SCHOOL
53	1831	LAKE MARION CREEK MIDDLE SCHOOL
53	1841	R. CLEM CHURCHWELL ELEMENTARY
53	1851	DR. NE ROBERTS ELEMENTARY SCHOOL
53	1881	DUNDEE RIDGE MIDDLE ACADEMY

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

Degree Level	Number	School %		District %		State %	
		2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
Bachelor's Degree	29	74.4	78.0	71.2	71.0	66.3	65.9
Master's Degree	10	25.6	22.0	27.5	27.7	31.6	32.0
Specialist Degree				0.7	0.6	1.0	1.1
Doctorate				0.7	0.7	1.0	1.0
Total All Degrees	39	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

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

In-Field and Out-of-Field Teachers

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

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	91.4	88.2	92.3
Percentage of Classes with Teachers Teaching Out-of-Field	8.6	11.8	7.7

Classes Not Taught by Highly Qualified Teachers

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

Classes Not Taught by Highly Qualified Teachers	School %			District %			State %		
	All Schools	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*
TOTAL	6.0	10.6	14.5	8.8	7.8	10.1	8.2		

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

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

School Performance Grade

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

2015-16 School Performance Grade: C

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

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

School Results

*Asian and Indian subgroups were too small to report.

International Surveys

Trends in International Mathematics and Science Study (TIMSS) is an international comparative study of student performance in mathematics and science at the fourth- and eighth grade levels which is conducted every four years. It collects data on achievement, experiences, and attitudes of fourth and eighth-grade students in the United States and students in the equivalent grades in other participating countries, as well as information on classroom and school contexts. This study is administered every four years. Florida's objective is to meet the performance of the 10th ranked country.

Trends in International Mathematics and Science Study (TIMSS) 2015

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

Progress in International Reading Literacy Study (PIRLS) is an international comparative study conducted every five years of the reading literacy of young students. It collects data on the reading achievement, experiences, and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries, as well as information on students' classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country.

Progress in International Reading Literacy Study (PIRLS) 2011

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	61%	54%

Program for International Student Assessment (PISA) conducted every three years is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. It assesses students' applied knowledge and skills to problems within a real-life context as they near the end of compulsory schooling. PISA makes the assumption that as students transition to adult life, they need not only to comprehend what they read or to retain particular mathematical formulas or scientific concepts, but also to know how to apply their knowledge and skills in the many different situations they will encounter in their everyday lives. Florida's objective is to meet the performance of the 10th ranked country.

Program for International Student Assessment (PISA) 2012 Results - 15 year olds

	Level 4+	
	Florida Target	10th Ranked Country
Mathematics	18.7%	43.1%
Science Literacy	22.1%	38.8%
Reading Literacy	25.9%	36.7%

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2015-16.

Staff Type	Total Number for 2015-16	Number Newly Hired for 2015-16	School %	District %	State %
Instructional Staff	46	8	17.4	21.4	18.7
School-Based Administrators	2	0	0.0	28.2	22.0
Total	48	8	16.7	21.7	18.9

The Professional Qualifications of Teachers

Degree Level

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

NAEP Math 2016 - State Level Results												
Asian and Indian subgroups were too small to report.												
			% of Students	Average Scale Scores	% Below Basic	% Basic	% Proficient	% Advanced	% Basic and Above			
DISABLED	16	13	228	217	30	46	44	36	20	20	14	3
ECO. DISADVANTAGED	61	65	235	229	20	28	48	46	28	22	22	3
ELL	9	11	220	218	38	43	48	41	12	14	1	1
ALL STUDENTS	N/A	N/A	275	281	36	30	33	30	21	24	5	8
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation

NAEP Math 2016 - State Level Results												
Asian and Indian subgroups were too small to report.												
			% of Students	Average Scale Scores	% Below Basic	% Basic	% Proficient	% Advanced	% Basic and Above			
WHITE	41	51	285	291	25	19	27	29	28	33	8	10
BLACK	23	15	258	260	55	53	33	34	10	11	1	1
HISPANIC	31	25	272	269	39	40	35	38	18	16	4	3
DISABLED	13	12	249	246	68	68	25	23	5	7	1	1
ECO. DISADVANTAGED	63	52	266	268	45	42	37	38	14	14	2	2
ELL	6	6	240	246	77	69	19	25	4	4	1	1
ALL STUDENTS	N/A	N/A	275	281	36	30	33	30	21	24	5	8
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation

NAEP Reading 2015 - State Level Results												
Asian and Indian subgroups were too small to report.												
			% of Students	Average Scale Scores	% Below Basic	% Basic	% Proficient	% Advanced	% Basic and Above			
WHITE	43	49	235	232	16	21	24	22	38	35	11	11
BLACK	21	15	213	206	42	49	36	31	18	18	2	2
HISPANIC	29	26	224	208	29	46	30	30	27	18	7	3
DISABLED	17	13	205	186	62	67	30	19	14	10	2	2
ECO. DISADVANTAGED	61	55	220	209	32	44	35	32	25	18	4	3
ELL	19	11	201	189	59	68	31	23	8	7	1	1
ALL STUDENTS	N/A	N/A	227	221	25	32	44	35	31	27	8	8
GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation

NAEP Reading 2015 - State Level Results												
Asian and Indian subgroups were too small to report.												
			% of Students	Average Scale Scores	% Below Basic	% Basic	% Proficient	% Advanced	% Basic and Above			
WHITE	41	51	272	273	17	16	39	38	38	38	4	4
BLACK	23	15	251	247	37	42	47	42	14	14	1	1
HISPANIC	31	25	280	253	28	35	45	44	25	19	1	1
DISABLED	13	12	239	229	64	64	38	28	8	8	1	1
ECO. DISADVANTAGED	62	52	257	253	31	36	46	43	21	19	1	1
ELL	6	6	226	223	70	72	28	25	2	3	30	28
ALL STUDENTS	N/A	N/A	263	264	25	25	43	39	28	30	2	3
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation

NAEP Reading 2015 - State Level Results												
Asian and Indian subgroups were too small to report.												
			% of Students	Average Scale Scores	% Below Basic	% Basic	% Proficient	% Advanced	% Basic and Above			
WHITE	41	51	272	273	17	16	39	38	38	38	4	4
BLACK	23	15	251	247	37	42	47	42	14	14	1	1
HISPANIC	31	25	280	253	28	35	45	44	25	19	1	1
DISABLED	13	12	239	229	64	64	38	28	8	8	1	1
ECO. DISADVANTAGED	62	52	257	253	31	36	46	43	21	19	1	1
ELL	6	6	226	223	70	72	28	25	2	3	30	28
ALL STUDENTS	N/A	N/A	263	264	25	25	43	39	28	30	2	3
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation

Grade	White	Black or African American	Hispanic/Latino	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native	Two or More Races	Disabled	Eco. Disadvantaged	ELL	Migrant	Female	Male
L1	14	30	26	23	21	24	26	21	9	15	21	28	34
L2	36	40	15	9	2	37	29	20	11	3	27	26	24
L3	23	30	34	4	27	25	24	17	7	4	27	25	17
L4	21	24	26	21	9	27	25	23	12	5	27	25	17
L5	15	21	26	24	12	21	20	28	21	12	21	20	28
L6	19	24	26	18	9	23	22	26	14	9	23	22	24
L7	27	33	23	12	5	27	25	23	18	7	27	25	17
L8	23	27	25	17	8	23	27	25	17	8	23	27	25
L9	51	42	70	20	7	2	1	57	24	12	5	2	32
L10	28	36	22	14	3	34	29	22	11	3	31	28	23
L11	46	30	17	6	1	48	27	17	7	2	42	30	16
L12	18	29	29	17	8	24	27	25	17	7	20	24	25
L13	28	34	21	14	5	32	26	22	14	5	28	24	23

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
 ESCA compliance.
 **Students enrolled in ESOL in the current year.

Grade	White	Black or African American	Hispanic/Latino	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native	Two or More Races	Disabled	Eco. Disadvantaged	ELL	Migrant	Female	Male
L1	17	19	31	20	12	22	20	27	20	10	16	18	28
L2	23	24	26	18	9	31	23	25	15	7	24	21	26
L3	33	31	19	15	4	43	26	20	9	2	39	25	22
L4	23	20	31	17	8	34	25	24	13	4	27	22	26
L5	10	14	24	26	27	8	11	23	28	31	10	14	24
L6	31	20	26	21	9	29	29	24	14	23	22	26	18
L7	26	24	26	17	8	26	24	25	17	8	20	21	27
L8	64	67	17	11	4	1	54	21	15	7	3	54	21
L9	28	25	23	17	7	37	25	23	12	4	31	24	25
L10	44	25	21	8	2	44	25	21	8	2	40	23	22
L11	34	28	23	11	3	34	28	23	11	3	35	26	24
L12	16	25	27	22	10	29	24	25	15	6	23	22	26
L13	30	23	25	14	9	32	22	24	15	7	26	20	25

Recently Arrived English Language Learners (ELLs)
 Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Assessing Comprehension and Communication in English state-to-state for English Language Learners 2.0 (ACCESS for ELL 2.0) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FSA ELA (writing and reading). These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the mathematics and reading proficiency calculations for accountability purposes.

ELL	School	District	State
Reading	.	681	24,586
Math	.	693	24,137

*Cell sizes smaller than 10 are suppressed.

Grade 8
Grade 9
Grade 10
HS

District

ELA
2015-16

Math
2015-16

Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
HS

State Totals

ELA
2015-16

Math
2015-16

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

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

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

SCIENCE & BIOLOGY 1 EOC			
ALL GRADES	ALL STUDENTS	WHITE	BLACK OR AFRICAN AMERICAN
L1 L2 L3 L4 L5	L1 L2 L3 L4 L5	L1 L2 L3 L4 L5	L1 L2 L3 L4 L5
School %	District %	State %	State %
69	37 31	43 33 17 5 2	36 34 20 7 4
		32 33 22 8 5	26 30 25 11 8
		11 20 26 20 23	9 18 25 19 28
		23 29 26 11 10	23 29 26 11 10
		21 32 23 13 10	21 32 23 13 10
		17 27 28 14 14	17 27 28 14 14
71	66 23 8 2 2	52 28 13 4 3	52 28 13 4 3
	34 33 21 8 5	29 32 23 9 6	29 32 23 9 6
45 16 29	50 33 13 3 1	50 31 14 4 2	40 34 17 5 4
	36 38 19	40 34 17 5 4	40 34 17 5 4
23 30 34	27 33 25 10 7	21 30 26 13 10	21 30 26 13 10
	28 28 23 12 9	23 26 25 13 13	23 26 25 13 13
49 22 22			

**Students enrolled in ESOL in the current year.

FSA English Language Arts			
ALL GRADES	ALL STUDENTS	MALE	FEMALE
L1 L2 L3 L4 L5	L1 L2 L3 L4 L5	L1 L2 L3 L4 L5	L1 L2 L3 L4 L5
School %	District %	State %	State %
23 32 24 15 5	28 27 23 16 6	24 24 24 19 9	24 24 24 19 9

WHITE	65	99	53	98	65	98
BLACK OR AFRICAN AMERICAN	36	99	28	97	35	97
HISPANIC/LATINO	60	100	39	98	51	98
ASIAN	N	N	73	99	81	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	36	97	54	97
TWO OR MORE RACES	50	100	46	98	58	98
DISABLED	22	96	15	96	25	96
ECONOMICALLY DISADVANTAGED	47	100	36	97	44	98
ELL**	56	100	31	98	38	98
MIGRANT	N	N	38	97	39	98
LOWEST 25%						
FEMALE	60	99	44	98	55	98
MALE	47	99	44	97	54	97

An "N" indicates no test results were reported.

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

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

Science Assessment Results (Statewide Science Assessment, EOC and FSAA) *
Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	38	100	47	98	56	98
WHITE	53	100	59	97	68	98
BLACK OR AFRICAN AMERICAN	12	100	27	97	38	97
HISPANIC/LATINO	47	100	41	98	52	98
ASIAN	N	N	74	99	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	44	94	54	97
TWO OR MORE RACES	N	N	51	97	61	98
DISABLED	0	100	14	95	24	95
ECONOMICALLY DISADVANTAGED	38	100	37	97	45	97
ELL	N	N	19	98	24	98
MIGRANT	N	N	29	97	35	97
LOWEST 25%						
FEMALE	47	100	46	98	56	98
MALE	28	100	47	97	57	97

An "N" indicates no test results were reported.

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

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

School	ELA 2015-16	Math 2015-16
Grade 3	48	61
Grade 4	48	56
Grade 5	35	43
Grade 6		
Grade 7		

Florida Statewide, Standardized Assessments

The Florida Standards Assessments (FSA) measure students' mastery of the Florida Standards and are administered to students in grades 3-10 in English language arts (ELA) and grades 3-8 in mathematics as well as in Algebra 1, Geometry, and Algebra 2. In science, Florida administers the Statewide Science Assessment in grades 5 and 8 and the Biology 1 End-of-Course (EOC) assessment, aligned to the Next Generation Sunshine State Standards (NGSSS).

Florida Standards Alternate Assessment (FSAA) for Students with Disabilities

The FSAA is designed for students whose participation in the general statewide assessment (FSA, Statewide Science Assessment and EOCs) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Florida Standards Access Points (FS-AP) in language arts (reading, writing), mathematics and science. In these subject areas, it is administered in grades 3-10 in ELA, grades 3-8 in Mathematics, Algebra 1, Geometry, grades 5 and 8 in Science and Biology 1. The FSAA was administered for the first time in 2015-16. It replaces the Florida Alternate Assessment (FAA), which measured the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect scores on FSA or NGSSS assessments. For mathematics and science, results include EOC assessment results, as applicable. Results show satisfactory attainment for students who were in attendance during both semesters of the school year.

English Language Arts, Mathematics and Science Assessments

On the FSA, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as satisfactory. Standard setting for the Florida Standards Alternate Assessment will occur in Spring 2017 when the number of achievement levels will be set.

**English Language Arts Assessment Results (FSA and FSAA)*
Percent of Students Scoring Satisfactory and Above**

	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	44	100	46	99	53	99
WHITE	56	99	56	99	64	99
BLACK OR AFRICAN AMERICAN	24	100	30	99	34	99
HISPANIC/LATINO	46	100	41	99	51	99
ASIAN	N	N	76	100	78	100
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	41	99	51	99
TWO OR MORE RACES	58	100	50	98	58	99
DISABLED	7	98	10	97	19	96
ECONOMICALLY DISADVANTAGED	37	100	37	99	42	99
ELL**	38	100	25	99	29	99
MIGRANT	N	N	29	99	30	99
LOWEST 25%						
FEMALE	52	100	50	99	56	99
MALE	37	99	42	99	49	99

An "N" indicates no test results were reported.

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

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

**Mathematics Assessment Results (FSA, EOCs and FSAA)*
Percent of Students Scoring Satisfactory and Above**

	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	53	99	44	98	54	98

College Credit-Accumulation

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

Race/Ethnic Group	Number of Graduates Enrolled in IHE in Florida within 16 Months	Number of Those Who Completed at Least One Year's Worth of College	% of Total	Number of Graduates Enrolled in IHE in Florida within 16 Months	Number of Those Who Completed at Least One Year's Worth of College	% of Total
BLACK OR AFRICAN	71	74	74	71	74	74
AMERICAN	59	76	76	59	76	76
HISPANIC/LATINO	83	88	88	83	88	88
ASIAN	66	75	75	66	75	75
OTHER	44	57	57	44	57	57
DISABLED	60	68	68	60	68	68
ECONOMICALLY DISADVANTAGED	55	70	70	55	70	70
ELL	35	60	60	35	60	60
MIGRANT	69	79	79	69	79	79
FEMALE	59	71	71	59	71	71
MALE	65	75	75	65	75	75
TOTAL	65	75	75	65	75	75

Enrollment in an IHE includes students enrolled in any institution of higher education that participates in the National Student Clearinghouse.

STUDENT PERFORMANCE

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

Race/Ethnic Group	Number of Graduates Enrolled in IHE in Florida within 16 Months	Number of Those Who Completed at Least One Year's Worth of College	% of Total	Number of Graduates Enrolled in IHE in Florida within 16 Months	Number of Those Who Completed at Least One Year's Worth of College	% of Total
WHITE	55	69	69	55	69	69
BLACK OR AFRICAN	47	55	55	47	55	55
AMERICAN	49	64	64	49	64	64
HISPANIC/LATINO	83	84	84	83	84	84
ASIAN	60	64	64	60	64	64
OTHER	37	48	48	37	48	48
DISABLED	45	57	57	45	57	57
ECONOMICALLY DISADVANTAGED	64	64	64	64	64	64
ELL	N/A	61	61	N/A	61	61
MIGRANT	56	69	69	56	69	69
FEMALE	48	62	62	48	62	62
MALE	53	66	66	53	66	66
TOTAL	53	66	66	53	66	66

ALL STUDENTS	69.0	69.0	76.1	76.1
WHITE	72.4	73.5	82.8	81.7
BLACK OR AFRICAN AMERICAN	61.4	60.2	68.0	64.7
HISPANIC/LATINO	68.0	65.7	76.7	75.0
ASIAN	88.6	90.9	90.9	89.2
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	82.6	75.6
AM.INDIAN OR ALASKA NATIVE	68.5	63.4	75.7	73.8
TWO OR MORE RACES	76.1	76.7	81.5	80.1
DISABLED	42.1	42.1	55.1	55.1
ECONOMICALLY DISADVANTAGED	60.0	60.0	67.7	67.7
ELL	49.7	49.7	55.8	55.8
MIGRANT	66.7	66.7	65.5	65.5
AT-RISK (Low 25)*	43.7	43.7	50.0	50.0
FEMALE	73.2	73.2	79.9	79.9
MALE	64.8	64.8	72.5	72.5

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

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

High School Dropout Rate

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

Racial/Ethnic Group	School %		District %		State %	
	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
WHITE	N/A	N/A	3.6	3.3	1.3	1.3
BLACK OR AFRICAN AMERICAN	N/A	N/A	3.5	4.0	2.7	3.0
HISPANIC/LATINO	N/A	N/A	2.9	3.4	1.8	2.0
ASIAN	N/A	N/A	0.4	1.0	0.5	0.5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	0.0	5.4	0.0	1.2
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	2.4	2.4	2.0	1.7
TWO OR MORE RACES	N/A	N/A	3.6	2.3	1.4	1.3
FEMALE	N/A	N/A	2.7	2.8	1.4	1.5
MALE	N/A	N/A	3.9	3.9	2.1	2.2
TOTAL	N/A	N/A	3.3	3.4	1.8	1.9

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

POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2011-12 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

College Going

Racial/Ethnic Group	Number of Standard Diplomas Earned in 2011-2012	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	School %	District %	State %
WHITE				63	75

PHILIP O'BRIEN ELEMENTARY SCHOOL

GRADES: PREK-5

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

GRADUATION RATE AND DROPOUT RATE

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STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE

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	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
WHITE	98	122	37.3	40.3	42.4	43.5	39.5	40.2
BLACK OR AFRICAN AMERICAN	78	108	31.2	30.7	20.9	20.9	22.5	22.7
HISPANIC/LATINO	69	77	24.7	22.5	31.7	30.5	31.5	30.7
ASIAN	*	*	*	*	1.6	1.6	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	*	*	*	*	0.1	0.1	0.2	0.1
AMERICAN INDIAN OR ALASKA NATIVE	*	*	*	*	0.4	0.5	0.3	0.3
TWO OR MORE RACES	14	15	4.9	5.3	2.9	3.0	3.4	3.3
DISABLED	20	49	11.7	12.0	11.6	11.3	13.1	13.0
ECONOMICALLY DISADVANTAGED	183	242	72.0	64.7	72.0	58.3	58.8	58.4
ELL	29	28	9.7	9.6	13.8	13.5	13.0	12.4
MIGRANT**								
FEMALE	265		44.9	45.6	48.9	49.0	48.7	48.7
MALE		325	55.1	54.4	51.1	51.0	51.4	51.4
TOTAL	590		100.0	100.0	100.0	100.0	100.0	100.0

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

**Report will be updated with the Migrant Count at a later date.

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

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

School %		District %		State %	
2014-15	2013-14	2014-15	2013-14	2014-15	2013-14