

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

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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	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
WHITE	216	263	58.8	57.1	69.4	70.3	38.7	39.5
BLACK OR AFRICAN AMERICAN	30	39	8.5	9.2	8.8	8.9	22.3	22.5
HISPANIC/LATINO	99	96	24.0	24.9	15.0	14.2	32.4	31.5
ASIAN	*	*	1.6	1.4	1.5	1.5	2.7	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	*	*	*	*	0.2	0.2	0.2	0.2
AMERICAN INDIAN OR ALASKA NATIVE	*	*	*	*	0.3	0.3	0.3	0.3
TWO OR MORE RACES	25	26	6.3	6.8	4.8	4.6	3.4	3.4
DISABLED	65	131	24.1	22.5	19.3	18.7	13.4	13.1
ECONOMICALLY DISADVANTAGED***	195	209	49.6	77.9	30.6	64.5	17.1	58.8
ELL	35	25	7.4	5.8	3.2	2.9	13.4	13.0
MIGRANT							0.5	0.5
FEMALE	378		46.4	48.1	48.3	48.4	48.7	48.7
MALE		436	53.6	51.9	51.7	51.6	51.4	51.4
TOTAL	814		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.

*** NOTE: Economically disadvantaged calculations in this report do not reflect the USDA multiplier for eligible Community Eligibility Provision (CEP) schools. More information about the Community Eligibility Provision can be found at the United States Department of Agriculture website: <http://www.fns.usda.gov/school-meals/community-eligibility-provision>.
<http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state>.

A list of CEP eligible schools is located at
<http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state>.

School and district lunch reports with the CEP multiplier applied, if applicable, are located at
<http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml>

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 %	
	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
ALL STUDENTS			77.4	75.5	80.7	77.9
WHITE			78.4	76.5	85.1	82.8
BLACK OR AFRICAN AMERICAN			71.2	70.4	72.3	68.0
HISPANIC/LATINO			74.3	70.3	79.5	76.7
ASIAN			96.3	77.8	91.9	90.9
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			*	*	84.7	82.6
AM.INDIAN OR ALASKA NATIVE			*	*	76.5	75.7
TWO OR MORE RACES			75.4	80.5	82.7	81.5
DISABLED			65.6	53.9	61.6	56.8
ECONOMICALLY DISADVANTAGED			70.2	68.6	74.4	70.4
ELL			65.4	50.0	62.0	59.5
MIGRANT					73.4	67.0
AT-RISK (Low 25)*			61.0	49.5	62.7	52.3
FEMALE			82.2	80.8	84.5	81.7
MALE			72.9	70.8	77.0	74.1

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

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

High School Cohort Dropout Rate

Cohort Dropouts are students who have voluntarily removed themselves from the school system before graduation; students who have not met the relevant attendance requirements of the school district or who were expected to attend a school but did not enter as expected for unknown reasons; students who have withdrawn from school and have not transferred to another public or private school or enrolled in any career, adult, or alternative educational program; students who have withdrawn from school due to hardship, unless such withdrawal has been granted under the provisions of s. 329.091, F.S., court action, expulsion, medical reasons, or pregnancy; or students who are not eligible to attend school because of reaching the maximum age for an exceptional student program in accordance with the district's policy.

Racial/Ethnic Group	School %		District %		State %	
	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
WHITE	N/A	0.0	7.2	0.0	3.3	0.0
BLACK OR AFRICAN AMERICAN	N/A	0.0	7.5	0.0	5.2	0.0
HISPANIC/LATINO	N/A	0.0	5.9	0.0	4.3	0.0
ASIAN	N/A	0.0	12.5	0.0	0.9	0.0
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	0.0	#	0.0	2.2	0.0
AM.INDIAN OR ALASKA NATIVE	N/A	0.0	#	0.0	5.4	0.0
TWO OR MORE RACES	N/A	0.0	16.7	0.0	4.0	0.0
FEMALE	N/A	0.0	6.5	0.0	2.6	0.0
MALE	N/A	0.0	8.3	0.0	4.1	0.0
TOTAL	N/A	0.0	7.4	0.0	4.0	0.0

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					64	75
BLACK OR AFRICAN AMERICAN					69	74
HISPANIC/LATINO					74	76
ASIAN					75	88
AMERICAN INDIAN OR ALASKA NATIVE					#	77
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#	#
OTHER					65	75
DISABLED					45	57
ECONOMICALLY DISADVANTAGED					57	68
ELL					80	70
MIGRANT					#	60
FEMALE					68	79
MALE					63	71
UNKNOWN	#	#	#	#	#	#
TOTAL					66	75

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

STUDENT PERFORMANCE

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. The end-of-course assessment in Algebra 2 was administered for the last time in spring 2017. 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 also administers social studies EOC assessments in Civics and U.S. History.

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 program includes two assessment components to address students' needs, the FSAA—Performance Task and the FSAA—Datafolio. The FSAA—Performance Task was administered for the first time in 2015-16, and the FSAA—Datafolio was administered for the first time in 2016-17. 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. Florida also administers the FSAA in Civics and U.S. History.

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. On the FSAA—Performance Task assessments, students can attain one of four possible achievement levels, ranging from Level 1 (lowest) to Level 4 (highest). Standard setting for the FSAA—Datafolio will occur in fall/winter 2017-18.

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

School	ELA		Math	
	2016-17		2016-17	
Grade 3	63		73	
Grade 4	71		77	
Grade 5	57		62	
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
HS				

District	ELA		Math	
	2016-17		2016-17	
Grade 3	66		72	
Grade 4	60		70	
Grade 5	54		58	
Grade 6	52		52	
Grade 7	46		58	
Grade 8	53		65	
Grade 9	53		NA	
Grade 10	55		NA	
HS	NA		55	

State Totals	ELA		Math	
	2016-17		2016-17	
Grade 3	59		63	
Grade 4	57		65	
Grade 5	54		59	
Grade 6	54		53	
Grade 7	54		58	
Grade 8	56		63	
Grade 9	54		NA	
Grade 10	51		NA	
HS	NA		48	

FSA is only administered to Grades 3-8 for Math. HS results for Math include end-of-course assessment results in Algebra 1, Geometry and Algebra 2.

*The 2016-17 FSAA-Datafolio does not have results yet as the standards have not been set. FSAA-Datafolio may be included on percent tested.

Percentage of Students Scoring at Each Statewide Assessment Achievement Level, 2016-17

	SCIENCE & BIOLOGY 1 EOC														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	22	21	31	17	10	15	25	32	14	13	20	26	28	13	14
WHITE	18	20	33	17	11	13	24	34	15	15	11	22	31	16	20
BLACK OR AFRICAN AMERICAN	#	#	#	#	#	29	29	29	9	5	32	32	24	7	5
HISPANIC/LATINO	26	32	26	8	8	20	29	27	11	13	23	28	27	11	10
ASIAN	#	#	#	#	#	6	31	32	15	15	8	15	26	18	33

	#	#	#	#	#	#	#	#	#	#	18	25	28	15	14	
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*																
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	#	#	#	#	#	20	28	28	12	13	
TWO OR MORE RACES	33	#	40	20	7	19	23	32	16	11	15	25	29	14	16	
DISABLED	41	38	15	3	3	41	36	18	4	2	46	30	17	5	3	
ECO. DISADVANTAGED	28	27	28	12	6	20	28	32	10	9	26	30	26	10	8	
ELL**	#	#	#	#	#	35	37	21	4	4	46	31	16	4	3	
MIGRANT*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	35	33	23	6	4	
FEMALE	30	19	29	13	10	13	26	33	14	14	19	27	29	13	12	
MALE	16	23	32	19	10	18	24	32	14	13	21	25	27	13	15	

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*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.

FSA English Language Arts

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	11	26	27	26	9	21	26	25	19	8	24	24	23	19	9
WHITE	9	25	29	26	11	19	26	25	20	9	15	21	26	25	13
BLACK OR AFRICAN AMERICAN	11	42	25	19	3	33	28	24	12	2	37	29	20	11	3
HISPANIC/LATINO	16	29	26	25	4	24	27	25	18	6	28	25	23	17	7
ASIAN	#	#	#	#	#	17	18	27	27	11	11	15	22	28	25
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	#	#	#	#	#	18	18	18	36	9	21	24	25	21	10
AMERICAN INDIAN OR ALASKA NATIVE	#	#	#	#	#	22	25	28	19	6	29	26	22	16	7
TWO OR MORE RACES*	7	18	25	32	18	21	28	22	20	10	18	24	25	22	11
DISABLED	25	46	20	9	#	54	28	13	5	1	56	25	12	5	2
ECO. DISADVANTAGED	14	32	27	23	5	27	29	24	16	5	31	28	22	14	5
ELL**	17	57	13	9	4	43	29	19	8	1	50	26	16	7	2
MIGRANT*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	43	31	18	7	2
FEMALE*	9	26	27	27	11	16	27	26	22	10	21	24	24	21	11
MALE*	12	27	28	25	8	26	26	24	17	6	28	24	23	17	8

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*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.

FSA MATH and EOCs

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	13	19	24	25	19	22	20	30	18	11	26	19	26	17	11
WHITE	12	17	22	28	21	19	19	31	19	12	17	17	29	22	15
BLACK OR AFRICAN AMERICAN	9	26	37	11	17	37	22	25	11	5	41	22	23	10	4
HISPANIC/LATINO	18	26	23	22	12	26	21	28	16	8	29	20	26	16	9
ASIAN	#	#	#	#	#	8	13	28	24	26	9	10	22	24	35
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	#	#	#	#	#	14	21	21	21	21	23	18	27	20	13
AMERICAN INDIAN OR ALASKA NATIVE	#	#	#	#	#	19	19	35	10	16	30	20	26	15	10
TWO OR MORE RACES*	14	11	36	14	25	25	19	27	15	14	22	19	28	19	13
DISABLED	26	40	19	11	4	52	21	18	6	2	54	20	17	7	3
ECO. DISADVANTAGED	16	23	28	21	13	28	22	29	15	7	33	22	26	14	6
ELL**	42	21	25	13	#	36	21	25	11	6	42	21	21	11	5

MIGRANT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38	24	24	11	3
FEMALE	15	19	24	24	18	20	20	31	18	11	25	20	27	17	11
MALE	11	19	24	26	21	23	20	29	17	11	27	18	26	17	11

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.
 *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 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	*	43	27,826
Math	*	42	26,688
*Cell sizes smaller than 10 are suppressed.			

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. Florida participated as a benchmarking education system in 2015. The next TIMSS administration in 2019 will provide national-level results for the United States.

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. Florida participated as a benchmarking education system in 2011. Florida is included in the PIRLS 2016 national-level results for the United States.

Progress in International Reading Literacy Study (PIRLS) 2011

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

Progress in International Reading Literacy Study (PIRLS) 2016

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	53%	57%

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. Florida participated as a benchmarking education system in 2012. Florida is included in the PISA 2015 national-level results for the United States.

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%	36.8%
Reading Literacy	25.9%	36.7%

Program for International Student Assessment (PISA) 2015 Results - 15 year olds

	Level 4+	
	Florida Target - 10th Ranked Country	
Mathematics	20.65%	38.42%
Science Literacy	27.63%	34.61%
Reading Literacy	30.10%	35.67%

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 2016-17.

Staff Type	Total Number for 2016-17	Number Newly Hired for 2016-17	School %	District %	State %
Instructional Staff	61	10	16.4	14.7	19.5
School-Based Administrators	2	0	0.0	19.6	21.4
Total	63	10	15.9	14.9	19.6

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 %	
		2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
Bachelor's Degree	34	57.6	60.7	60.3	59.4	67.0	66.3
Master's Degree	25	42.4	39.3	37.1	38.3	30.9	31.6
Specialist Degree				1.1	0.9	1.0	1.0
Doctorate				1.4	1.3	1.1	1.0
Total All Degrees	59	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	95.5	92.9	91.7
Percentage of Classes with Teachers Teaching Out-of-Field	4.5	7.1	8.3

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*	
TOTAL	2.5	5.4	7.5	1.7	8.9	10.1	8.6

*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 rating of "I" indicates that grading is incomplete. 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.

2016-17 School Performance Grade: B

Progress of the Lowest Performing 25% of Students, 2016-17

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.

Mathematics Low 25%, Points Earned	School Results	
	English Language Arts Low 25%, Points Earned	
	2016-17	2016-17
57		49

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 schools in this district that were identified for support under ESSA, Comprehensive Support and Improvement (CS&I) or Targeted Support and Improvement (TS&I). Schools identified for CS&I are schools graded "F" in 2016-17 and schools graded "D" in 2016-17 that were also graded "D" or "F" in the prior year or schools that had a graduation rate of 67% or lower. Schools identified for TS&I are schools that were graded "D" in 2016-17 and not graded "D" or "F" in the prior year.

District Number	Targeted Support and Improvement, 2016-17	
	School Number	School Name
8	41	PEACE RIVER ELEMENTARY SCHOOL

Comprehensive Support and Improvement, 2016-17

District Number**School Number****School Name**

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

Notice of Availability of School Financial Report

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

[Select a New Report](#)[Select a New School](#)[Select a New District](#)