



State Board of Education

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Pam Stewart
Commissioner of Education

April 21, 2016

Dr. Mark Rendell, Superintendent
School District of Indian River County
1990 25th Street
Vero Beach, FL 32960

Dear Superintendent Rendell:

Commissioner Pam Stewart has reviewed your appeal letter regarding the "T" assigned to St. Peter's Academy (31-5002) for the 2014-15 preliminary informational baseline school grades. The appeal requests that the department remove students from the school's calculation who withdrew prior to testing.

After reviewing the supporting documentation and the informational baseline school grades data for the school, the commissioner has determined that the school grades data accurately represent the progress of the school without removing the students from the school grades data. Commissioner Stewart has directed the department to release the school grade. Consequently, a 2014-15 informational baseline school grade of "A" has been assigned to the school.

The school's grade will be included in updated reports published online at <http://schoolgrades.fldoe.org>.

We appreciate your engagement in this issue. If you have additional concerns or questions, please contact Tracy Halley, senior educational program director, Bureau of Accountability Reporting, at 850-245-0411 or tracy.halley@fldoe.org.

Sincerely,

Juan Copa

JC/db

cc: School District Accountability Coordinator

Juan Copa
Deputy Commissioner
Accountability, Research, and Measurement

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	*	*	*	*	57.2	57.9	40.9	41.6
BLACK OR AFRICAN AMERICAN	38	39	59.2	60.0	16.5	16.4	22.9	23.0
HISPANIC/LATINO	21	27	36.9	35.4	21.3	20.8	30.0	29.3
ASIAN					1.4	1.4	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER					0.1		0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE				*	0.3	0.4	0.3	0.4
TWO OR MORE RACES		*	*	*	3.3	3.1	3.2	3.1
DISABLED	*	*	10.8	10.0	13.1	12.7	12.9	12.9
ECONOMICALLY DISADVANTAGED	48	48	73.8	98.5	56.6	56.6	55.7	58.6
ELL	18	21	30.0	27.7	8.3	8.5	12.4	12.1
MIGRANT					0.3	0.2	0.6	0.5
FEMALE	61		46.9	46.2	48.7	48.6	48.7	48.7
MALE		69	53.1	53.8	51.3	51.4	51.4	51.4
TOTAL	130		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 (FKRS) 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).

	Number of Students and	School %	District %	State %
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Category	Where They Placed		2012-13	2013-14		2012-13	2013-14	
	2013-14	2013-14		2013-14	2013-14			
ECHOS Ready	99999	N/A	100	92	92	91	91	
ECHOS Not Ready	99999	N/A	0	8	8	9	9	
Total ECHOS	40							
FAIR Ready	99999	N/A	100	78	78	73	72	
FAIR Not Ready	99999	N/A	0	22	22	27	28	
Total FAIR	40							

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			80.1	80.9	75.6	74.5
WHITE			84.4	83.7	80.5	79.4
BLACK OR AFRICAN AMERICAN			66.7	65.9	64.6	63.7
HISPANIC/LATINO			77.1	77.3	74.9	72.9
ASIAN			78.3	100.0	88.4	88.4
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			N/A	N/A	88.2	62.5
AM.INDIAN OR ALASKA NATIVE			#	#	76.8	69.7
TWO OR MORE RACES			76.0	95.8	79.7	78.6
DISABLED			62.6	56.6	52.3	47.7
ECONOMICALLY DISADVANTAGED			72.9	72.7	67.0	65.0
ELL			38.5	72.4	57.5	56.6
MIGRANT			#	N/A	65.4	64.8
AT-RISK (Low 25)*			55.7	56.3	51.6	50.1
FEMALE			84.4	83.7	79.7	78.9
MALE			75.8	77.9	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.

	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS			82.8	75.2	76.4	72.6
WHITE			85.4	78.3	80.9	77.8

BLACK OR AFRICAN AMERICAN	67.6	60.5	66.5	61.5
HISPANIC/LATINO	81.3	76.6	75.0	71.4
ASIAN	100.0	80.0	90.0	87.7
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	62.5	60.0
AM.INDIAN OR ALASKA NATIVE	#	#	71.6	71.7
TWO OR MORE RACES	95.8	83.3	80.5	77.2
DISABLED	63.1	55.8	50.6	47.4
ECONOMICALLY DISADVANTAGED	74.5	70.2	67.5	62.9
ELL	75.9	43.2	60.0	56.4
MIGRANT	N/A	#	66.7	63.3
AT-RISK (Low 25)*	60.1	47.6	53.2	49.7
FEMALE	85.2	82.6	80.5	77.0
MALE	80.3	68.4	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	N/A	N/A	0.5	0.2	1.5	1.4
BLACK OR AFRICAN AMERICAN	N/A	N/A	0.9	1.1	3.4	3.1
HISPANIC/LATINO	N/A	N/A	0.6	0.3	1.9	1.9
ASIAN	N/A	N/A	0.0	0.0	0.6	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	#	#	1.7	2.2
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	0.0	0.0	2.4	2.4
TWO OR MORE RACES	N/A	N/A	0.7	0.8	1.7	1.3
FEMALE	N/A	N/A	0.5	0.4	1.7	1.6
MALE	N/A	N/A	0.6	0.4	2.4	2.2
TOTAL	N/A	N/A	0.6	0.4	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					60	59
BLACK OR AFRICAN AMERICAN					53	55

HISPANIC/LATINO						55	59
ASIAN						76	68
AMERICAN INDIAN OR ALASKA NATIVE						#	59
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#	#	#
OTHER						54	58
DISABLED						53	43
ECONOMICALLY DISADVANTAGED						51	52
ELL						32	50
MIGRANT						#	42
FEMALE						61	62
MALE						55	54
UNKNOWN	#	#	#	#	#	#	#
TOTAL						58	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					67 68
BLACK OR AFRICAN AMERICAN					37 54
HISPANIC/LATINO					56 62
ASIAN					56 81
AMERICAN INDIAN OR ALASKA NATIVE					# 61
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	# #
OTHER					64 64
DISABLED					43 47
ECONOMICALLY DISADVANTAGED					46 56
ELL					42 62
MIGRANT					# 56
FEMALE					60 68
MALE					62 60
UNKNOWN	#	#	#	#	# #
TOTAL					61 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	72	N	55	55	58	59
WHITE	N	N	60	60	62	63
BLACK OR AFRICAN AMERICAN	69	N	46	41	50	50
HISPANIC / LATINO	N	N	48	52	57	57
ASIAN	N	N	60	61	74	75
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	0	N	0	N	0
AMERICAN INDIAN OR ALASKA NATIVE	N	N	50	41	58	56
TWO OR MORE RACES*	N	N	54	49	61	62
DISABLED	N	N	30	28	35	34
ECONOMICALLY DISADVANTAGED	77	N	47	45	52	51
ELL**	N	N	48	48	43	41
MIGRANT*	N	N	N	N	44	43
LOWEST 25%†	N	N	10	25		
FEMALE*	N	N	63	64	65	66
MALE*	N	N	47	46	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	56	66	100	59	69	98	58	68	98
WHITE	N	N	N	70	77	98	70	77	98
BLACK OR AFRICAN AMERICAN	58	62	100	34	53	98	39	53	97
HISPANIC/LATINO	54	77	100	48	60	99	55	65	98
ASIAN	N	N	N	64	66	99	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	55	62	98	58	66	97
TWO OR MORE RACES*	N	N	N	53	N	97	64	N	98
DISABLED	N	N	N	24	45	99	29	47	99
ECONOMICALLY DISADVANTAGED	53	66	N	47	60	96	48	59	96
ELL**	N	59	100	25	47	98	34	49	98
MIGRANT*	N	N	N	26	N	96	34	N	96
LOWEST 25%†	N	N	0	10	N	0	N	N	
FEMALE*	53	N	100	62	N	99	61	N	98
MALE*	59	N	100	56	N	98	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.

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

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

Mathematics Assessment Results (FCAT 2.0, EOCs and FAA)									
Percent of Students Scoring Satisfactory and Above									
	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	73	78	100	54	64	97	61	66	98
WHITE	N	N	N	64	71	97	70	74	98
BLACK OR AFRICAN AMERICAN	65	76	100	28	47	97	43	53	97
HISPANIC/LATINO	85	89	100	47	58	97	58	64	98
ASIAN	N	N	N	71	76	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	49	56	98	61	66	97
TWO OR MORE RACES*	N	N	N	51	N	95	63	N	98
DISABLED	N	N	N	25	44	99	32	48	98
ECONOMICALLY DISADVANTAGED	73	78	N	42	57	95	51	59	96
ELL**	N	75	100	32	50	97	42	54	98
MIGRANT*	N	N	N	32	N	91	46	N	96
LOWEST 25%†	N	N	0	16	N	0		N	
FEMALE*	63	N	100	55	N	98	61	N	98
MALE*	82	N	100	54	N	97	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.

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

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

Science Assessment Results (FCAT 2.0, EOCs and FAA)									
Percent of Students Scoring Satisfactory and Above									
	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	N		N	56		97	58		97
WHITE	N		N	67		97	69		98
BLACK OR AFRICAN AMERICAN	N		N	27		95	38		97
HISPANIC/LATINO	N		N	44		98	54		98
ASIAN	N		N	65		98	79		99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N		N	59		100	59		97
TWO OR MORE RACES*	N		N	53		95	63		97
DISABLED	N		N	26		100	32		98
ECONOMICALLY DISADVANTAGED	N		N	42		94	47		96
ELL**	N		N	17		96	26		97
MIGRANT*	N		N	10		100	36		97
LOWEST 25%†	N		0	10		0			
FEMALE*	N		N	53		97	57		98
MALE*	N		N	58		96	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.

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

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

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

School	Reading		Math	
	2013-14	2012-13	2013-14	2012-13
Grade 3	36	50	45	45
Grade 4	61	N	78	N
Grade 5	N	90	N	90
Grade 6	N		N	
Grade 7				
Grade 8				
Grade 9				
Grade 10				

District	Reading		Math	
	2013-14	2012-13	2013-14	2012-13
Grade 3	57	58	49	50
Grade 4	60	62	54	56
Grade 5	64	60	53	52
Grade 6	58	59	46	49
Grade 7	55	60	52	55
Grade 8	59	56	54	52
Grade 9	58	58	69	69
Grade 10	61	60	42	33

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
ALL GRADES															
ALL STUDENTS						18	28	30	12	12	17	26	30	13	14
WHITE						10	24	33	16	16	10	22	32	17	19
BLACK OR AFRICAN AMERICAN						37	38	17	5	2	29	34	25	7	5
HISPANIC/LATINO						23	34	28	9	5	20	28	29	12	10
ASIAN						21	36				7	15	27	19	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE											15	28	32	14	11
TWO OR MORE RACES*						20	28	32		12	13	25	31	15	16
DISABLED						50	32	13		3	43	31	17	5	3
ECO. DISADVANTAGED						26	34	27	8	5	23	32	28	10	7
ELL**						48	36	14			41	34	18	4	3
MIGRANT*											30	36	23	7	4
FEMALE*						17	31	30	12	10	17	28	30	13	12

MALE* 18 25 30 13 13 18 25 29 14 15

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

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

	FCAT 2.0 READING														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	37	37				16	26	26	22	11	17	25	25	21	11
WHITE						9	21	27	27	15	10	20	27	27	16
BLACK OR AFRICAN AMERICAN						33	35	20	10	2	29	33	22	12	4
HISPANIC/LATINO						22	30	25	17	6	20	26	26	19	9
ASIAN						15	22	23	22	19	8	15	23	29	25
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						26	38				17	27	27	21	9
TWO OR MORE RACES*						15	32	25	19	9	13	24	27	24	13
DISABLED						50	30	12	5	2	47	29	15	7	2
ECO. DISADVANTAGED		40				22	31	25	16	6	23	30	25	16	6
ELL**						37	39	17	7		35	32	21	10	2
MIGRANT*						40					34	34	21	9	3
FEMALE*						14	25	26	23	12	15	25	26	22	12
MALE*						18	26	25	21	9	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.

	FCAT 2.0 MATH and ALGEBRA 1 EOC														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	34	24				23	28	28	14	7	19	24	29	17	10
WHITE						16	25	32	17	10	12	21	31	22	14
BLACK OR AFRICAN AMERICAN						43	33	18	5	2	30	31	26	10	3
HISPANIC/LATINO						26	32	26	12	5	20	25	30	16	9
ASIAN						13	19	27	25	15	6	12	24	25	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						35	37				17	26	31	17	10
TWO OR MORE RACES*						22	31	28	11	7	16	24	30	19	12
DISABLED						54	28	14	3	1	46	27	18	6	2
ECO. DISADVANTAGED		40				29	32	25	10	3	25	28	29	13	6
ELL**						37	32	22	8		31	29	25	11	4
MIGRANT*											27	30	28	11	4
FEMALE*						21	29	29	13	7	17	25	30	17	11
MALE*						24	27	27	14	7	20	24	29	17	10

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

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

R Newly 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