

Floresta Elementary

Media Center Collection Development Plan 2026-27

Signature Page

Floresta Elementary
FY26 Collection Development Policy

Date Drafted: August 31,2026
Date Approved by Administration: September 18, 2026

Media Specialist Name: Geraldine Martinez-Wills

Media Specialist Signature: _____

Principal Name: John Keelor
Principal Signature: _____

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Executive Summary

District Strategic Plan 2026

St. Lucie County School District is located on the east coast of Florida and includes the municipalities of the Cities of Fort Pierce and Port St. Lucie as well as St. Lucie Village, and Lakewood Park. The district has approximately 49,500 students enrolled in 41 schools.

Vision: St. Lucie Public Schools, in partnership with parents and community, will become premier centers of knowledge that are organized around students and the work provided to them. Our name will be synonymous with the continuous improvement of student achievement and the success of each individual. Our promise is to move from good to great focusing on our core business, the creation of challenging, engaging and satisfying work for each child, every day. This is the St. Lucie Way!

Mission: The mission of the St. Lucie Public Schools is to ensure all students graduate from safe and caring schools, equipped with the knowledge, skills, and desire to succeed.

School Board Policy

- School Board Doc po2520
- **School Library Media Centers and Reading Lists**

  Effective July 1, 2022, each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a Media Specialist who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated or otherwise made available to students.

  Procedure

  The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

  Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under F.S. 847.012.

  The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of State standards and aligned curriculum, and the academic needs of students and faculty.

  Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to State standards, out-of-date content, or status following a parent's or community member's objection.

  The procedure for developing library media center and reading list collections will be posted on the website for each school in the District.

Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The Principal shall arrange for a convenient time to provide such access.

Each elementary school must publish on its website, in a searchable format, a list of all materials maintained and accessible in the school library media center or a classroom library which can be checked out or used by a student or required as part of a school or grade-level reading list. The format must:

A. identify the type of material maintained in the library media center by category, such as books, ebooks, periodicals, and videos;
B. list, at a minimum, the following information:
    1. the title and author for books and ebooks;
    2. the name or title for periodicals and videos; and,
    3. the title for any other material maintained in the media center.
C. Books and ebooks must be searchable by, at a minimum, author and title. All other materials must be searchable by, at a minimum, title.

School Collection Development Plan

Floresta Elementary School serves 704 students enrolled in grades K-5. The student population's ethnicity is made of **34.8%** Hispanic and **65.9%** of Non-Hispanic students.

Additionally, we serve a diverse population made up of 24.7% of White, 31.53% Black,.0.42 % Native, 2.56% Asian, 0% Pacific, 5.9% Multicultural students.

The administration includes Principal John Keelor and Assistant Principal Angela Patton. Floresta Elementary is proud to offer many special programs which provide students with opportunities. These include but are not limited to: The Everglades Champions Program, AMP (4th and 5th Grade), Too Good For Drugs(5th grade only), WIN for Math, Writing and Science, Girls on the Run, Music Club, Everglades Club.

At Floresta Elementary, caring and dedicated professionals facilitate learning by engaging all students in challenging work. As a collaborative unit, educators connect learning to real life experiences that maximize each child's potential. Families and community members join Floresta in a partnership that fosters success in a nurturing and safe environment.

Media Center Mission Statement

Welcome to Floresta Elementary Library

The mission of the Floresta library media program is to ensure that students and staff are effective users of the library, any library. Our mission includes reaching out to the community and parents availing our services. And most important, we would like to assist in the creation of new global citizens able to make independent choices while determining the accuracy and reliability of information.

Library Program

Floresta's Media Center is part of the Resource wheel. We are on a rotating schedule. Students check out books appropriate for their grade level, during Media resource**.** Our Media Center has a searchable library collection that can be accessed through Destiny Discover. Students and parents can search by title, author, or topic for materials in the media center, classroom libraries. We provide resources that meet a broad range of interests and curriculum needs. We empower students to become effective readers, critical thinkers, problem solvers and lifelong learners. Our Media Center supports, WIN, Too Good for Drugs, Morning Announcements, PBIS, The Everglades Champions Program, 4H

Embryology program, XELLO, Technology, Family Engagement, Literacy Committee, School Advisory Council, PTO, as well as afterschool tutoring programs.

The Media Specialist is responsible for vetting and purchasing library books, weeding library books, inventory of library books, check in and check out books, inventory of laptops, handling laptop repairs, lending laptop loaners, vetting classroom libraries, morning duty, morning show, WIN, Too Good for Drugs, PBIS Events,

Library Program

A thorough analysis of the current media center collection at Floresta Elementary indicates that the average age of the collection is 1999 and the number of books per student is 14.7 per Student. *An Introduction to Collection Development for School Librarians* by Mona Kerby, states that media centers that includes a ratio of 10-12 items available per student is appropriate for a school library collection. Currently, Floresta Elementary does meet the recommended standards for the number of books per student.

The analysis of the collection also revealed the following areas of strengths and concerns:

- The **strengths** in the collection are the books per student ratio.

- The **weakness** in the collection is the average is older than it should be.

There is a need for more SEL titles, Diversity titles.

School Assessment Analysis

The school assessment analysis provides an overview of the school's assessment data for the previous two school years.

Proficiency Data		
Assessment	**2024-25**	**2025-26**
Star Early Literacy/Reading Proficiency Grade K	<<2024-25 SELRP>> 46%	<<2025-26 SELRP>> 52%
Star Early Literacy/Reading Proficiency Grade 1	<<2024-25 SELRP>> 54%	59%
Star Early Literacy/Reading Proficiency Grade 2	<<2024-25 SELRP>> 48%	<<2025-26 SELRP>> 47%
FAST ELA Grade 3	54%	62%
FAST ELA Grade 4	59 %	49%
FAST ELA Grade 5	41 %	61%
NGSSS Sci 5 EOC	39 %	52 %

Comparison between 2024-25 and 2025-26 Testing Data		
(adapted from (adapted from https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2026.stml)		

Comparison between 2024-25 and 2025-26 Testing Data

(adapted from https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2026.stml)

Collection Analysis

The collection is developed for and influenced by students, their interests, academic needs and alignment to the curriculum. The data below is a snapshot of the collection based on a Titlewise Analysis from July 2026. Purchasing or weeding after that time is not reflected in this data.

9704
Items in the Collection

14.7
Items per Student

Fiction
28%
Fiction Titles in the Collection

<<Nonfiction
37%
Nonfiction Titles in the Collection

Library media resources are curated to include both recently published works and classics that both rightfully impact the average age of the collection.

1999
Average Age of the Collection

72>>%
Aged Titles

3%
Newer than 5 Years

Library media resources should be representative of the school.

<<Diverse Titles
30%
Representative Titles Average Age

<<Diverse Titles
1999
Representative Titles in Collection

Life Skills library media resources can contribute to character development.

SLL Titles
35%
Life Skills Titles in Collection Average Age

<<SLL Titles
2000
Life Skills Titles

Library media resources are distributed across the ***Lexile reading level ranges*** noted below.

93	223	749	2268	1636	489	6
BR-199 Lexile Items	200-349 Lexile Items	350-499 Lexile Items	500-674 Lexile Items	675-909 Lexile Items	910-1299 Lexile Items	1300+ Lexile Items

Collection Analysis by Category

The information collected in this section provides a detailed look at the current library collection by classification and genre. The information was gathered from Follett Destiny, the library management system, and Titlewave, the vendor's ordering and analysis tool.

Section	# of Titles	Average Age
Computer Science, Information & General Works	45	2008
Philosophy & Psychology	59	2011
Religion	8	2002
Social Sciences	418	2010
Language	240	2009
Science	1008	2008
Technology	422	2009
Arts & Recreation	611	2011
Literature	159	2002
History & Geography	565	2005
Biography	273	2003
Easy	2525	1992
General Fiction	2071	1994
Graphic Novels	<<Graphic Novel (Items)>>	<<Graphic Novel (Avg. Age)>>

Notes

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Representation Analysis

Enrollment & Demographic Data					
704 2026-27 Student Enrollment as of August 10, 2026	Subgroups		Federal Ethnicity		
	<<ELL>>% 18.7	**<<ESE>>%** 16.9	**<<Hispanic>>%** 34.8	**<<Non-Hisp>>%** 65.19	
Federal Race Category					
<<White>>% 24.7	**<<Black>>%** 31.53	**<<Native>>%** 0.42	**<<Asian>>%** 2.56	**<<Pacific>>%** Pacific	**<<Multi>>%** 5.9

To deepen focus on strategic collection development, specific sections of the collection were analyzed in detail to determine whether the media center collection reflects and represents various points of view and experiences. The goal is to provide a balanced collection that can be both a mirror, to reflect a reader's experience, and a window, so readers can experience different viewpoints.

Results

Based on the available school data of Floresta Elementary in comparison to Collection Analysis results, it was found that:

Student Representation	% of Students	Total # of Titles	Total % of Titles	Avg. Age of Titles
Hispanic	34.8%	140	52%	2009
Black	31.53%	339	152%	2000
Native	0.42%	127	4,295%	1995
Asian	2.56%	135	750%	2005

Strategic Focus

This page lists the priorities for selection and weeding for each school year and includes the action, updates, and outcomes. **This is subject to change due to funding and time constraints.**

School Year	Strategic Focus
2026-2027	**Selection Priorities** ● Continue working towards purchasing current non-fiction and fiction for Hispanic/Black students ● Continue working towards purchasing current non-fiction books for all students
	Weeding Priorities ● Continue to weed the Non-Fiction/Fiction section
2027-2028	**Selection Priorities** ● Priority 1 ● Priority 2 ● Priority 3

	Weeding Priorities • Priority 1 • Priority 2 • Priority 3

Budget and Purchasing Plan

This page outlines the current budget available and specifically lists the priorities for this school year (2026-2027).

Annual Budget 2026-2027

State Funds	
Source	***Amount***
State (P2500)	$0.00
Internal Accounts	
Source	***Amount***
Book Fair Profits	1451.48
Scholastic Bucks	1037.94
Library Fines-lost books	4,746.40
Grants or Donations	$0.00
TOTAL	7235.82

Purchasing Plan 2026-2027

Approximate Purchasing Plan	
Purpose	***Amount***
Media Supplies (Account #)	
Library Book (Account #)	
Furniture-Fix/Equip (Account #)	
Media Subscriptions- (Periodicals, newspapers) (Account #) (Scholastic Storyworks Magazines)	1054.80
TOTAL	

Year-to-Year Collection Change

The information below represents the year-to-year change within the library media center collection from the 2025-26 to 2026-27 school year. The 2025-26 data is based on a collection analysis from July 2025, while the 2026-27 is based on a collection analysis from July 2026.

Data Reflection

July2025

- Titles: 10,160

Data Reflection

- July 2026
- Titles: 9,704

2025-26 Purchased and Weeded Materials	
Materials Added to the Collection	Materials Weeded from the Collection 457

Category	2025-26	2026-27
 Items in the Collection	10,160	9,704
 Items per Student	15.4	14.7
 Average Age of Collection	1999	1999

	**Representative Titles in the Collection**	30%	30%

Appendix A

School Board Doc po2520

Book	Policy Manual
Section	2000 Program
Title	SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS
Code	po2520
Status	Active
Legal	F.S. 119.071 F.S. 212.183 F.S. 1001.215 F.S. 1002.22 F.S. 1003.485 F.S. 1006.28 F.S. 1006.28 through 1006.42 F.S. 1006.40 F.S. 1008.22 F.S. 1008.25(5) (a) F.S. 1008.25 (5) (c) F.S. 1014.05 F.A.C. 6A-6.03028 F.A.C. 6A-7.0713 34 C.F.R. Part 300
Adopted	March 12, 2024
Last Revised	January 13, 2026

2520 - **SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS**

The School Board adopts courses of study pursuant to State law and Policy 2220. When adopting courses of study, State law also requires the Board to adopt and provide adequate instructional materials to students enrolled in the

District.

"Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard-backed or soft-backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serves as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature.

Furthermore, Federal law requires the Board to provide accessible instructional materials as specified in a student's Individualized Education Program (IEP). Such accessible instructional materials may be of a type or in a format as specified in the definition of adequate instructional materials in this policy.

"Library media center" means any collection of books, ebooks, periodicals, or videos maintained and accessible on the site of a school, including in classrooms.

As required by State law, instructional materials adopted and used in the District shall be consistent with the goals and objectives in the District's adopted course of study and with the course descriptions established by State Board rule. The Board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school or classroom library, or included on a reading list.

Each principal shall provide that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed pursuant to adopted Board policies. Each principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school and the procedures for contesting the adoption and use of instructional materials. Principals are also responsible for overseeing compliance with District procedures for selecting school library media center materials at the school to which they are assigned and notifying parents of the process for objecting to the use of specific materials.

The Superintendent shall develop administrative procedures that set forth a process to involve staff in the review and evaluation of instructional materials. The staff involved in this process shall recommend to the Superintendent for submission to the Board for adoption the instructional materials that address the goals and objectives for adopted courses of study and the course descriptions established by State Board rule. The instructional materials shall be from the State-adopted instructional materials list if there has been a State adoption or from publishers and other resources if there has not been a State adoption. A meeting of a committee for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the Board must be noticed and open to the public in accordance with F.S. 286.011. A committee convened for such purposes must include parents of students who will have access to such materials.

The Superintendent's procedures shall also prescribe the process for the acquisition, management, use, accountability, and reporting requirements of all instructional materials.

Certification by Superintendent

On or before July 1 each year, the Superintendent will certify to the Commissioner of Education the estimated allocation of state funds for instructional materials for the ensuing fiscal year.

By August 1 each year, the Superintendent will certify to the Commissioner of Education that the Board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided, that the materials are being implemented as designed, and that core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of F.S. 1001.215.

Adoption of Instructional Materials

Prior to submitting a recommendation to the Board regarding the recommended instructional materials, those materials will be accessible for review online for at least twenty (20) calendar days prior to the open, publicly noticed meeting at which a public hearing will be held so that the Board can receive comment, if any, about the instructional material under consideration for adoption. The Superintendent shall establish reasonable safeguards against the unauthorized use, reproduction, and distribution of the instructional material under consideration.

Following the public hearing, the Board may act upon the Superintendent's recommendation to adopt the instructional materials. The Board will select, approve, and adopt all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

At an open, publicly noticed meeting following the meeting at which the instructional material is adopted, the Board shall consider a recommendation to approve an annual instructional materials plan that identifies any instructional materials to be purchased pursuant to the instructional materials review process described herein.

The Superintendent shall maintain a list of all adopted instructional materials.

Publication on Website of List of Instructional Materials and Process to Limit Student Access

The Board will publish on its website, in a searchable format, a list of all instructional materials, including those used to provide required instruction under Florida law.

Parent Permission

Parents and guardians play a major role in guiding their child’s reading and library use. Each family has the right to determine which library resources are acceptable for their children. Students are able to select books at their discretion; however, some levels of books may require parent permission before a student may check them out. Parents will be notified at the beginning of each school year to complete the library access form for each child. This form will inform the media specialist of the parent/guardian’s preferred level of book access for their child. Parents/Guardians may submit titles and authors of books to the media specialist at the school they are enrolled in that their child may not check out of the media center.

School Library Media Centers and Reading Lists

Effective July 1, 2022, each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a Media Specialist who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated or otherwise made available to students.

Procedure

The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under F.S. 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of State standards and aligned curriculum, and the academic needs of students and faculty.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to State standards, out-of-date content, or status following a parent's or community member's objection.

The procedure for developing library media center and reading list collections will be posted on the website for each school in the District.

Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The Principal shall arrange for a convenient time to provide such access.

Each elementary school must publish on its website, in a searchable format, a list of all materials maintained and accessible in the school library media center or a classroom library which can be checked out or used by a student or required as part of a school or grade-level reading list. The format must:

A. identify the type of material maintained in the library media center by category, such as books, ebooks, periodicals, and videos;

B. list, at a minimum, the following information:

    1. the title and author for books and ebooks;

    2. the name or title for periodicals and videos; and,

    3. the title for any other material maintained in the media center.

C. Books and ebooks must be searchable by, at a minimum, author and title. All other materials must be searchable

by, at a minimum, title.

Purchase of Instructional Materials

Following adoption by the Board, requisitions shall be issued to purchase current instructional materials from the State-adopted instructional materials list so that each student in kindergarten through grade 12 will have a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Any materials purchased shall be free of pornography and material prohibited under F.S. 847.12, suited to student needs and their ability to comprehend the material presented, and appropriate for the grade level and age group for which the materials are used or made available. The Board will purchase all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

Requisitions shall also be issued to purchase instructional materials that will be the major tool of instruction for subjects in the State Course Code Directory for which the Board has adopted courses of study, but for which there are no materials on the State-adopted instructional materials list.

The Superintendent shall approve these purchases.

The District shall maintain on its website a current list of instructional materials, by grade level, purchased by the District.

Replacement and Purchase of Instructional Materials by Students/Parents

Students may be held responsible for the cost of replacing any instructional materials lost, destroyed, or unnecessarily damaged. Failure to provide payment for the damage or loss may result in the suspension of the student from participation in extra-curricular activities, the suspension of student parking privileges, and the exclusion of the student from participation in school activities such as prom and graduation ceremonies or the debt may be satisfied by the student performing community service activities at the school site as determined by the school principal.

A student or their parent(s) may purchase a copy of the designated course instructional materials, regardless of format, for the District's purchase price, including shipping.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in activities where the product becomes the property of the student.

New Worlds Reading Initiative

The New Worlds Reading Initiative, created by the Florida Department of Education, provides high-quality, free books directly to K-prekindergarten through grade 5 students who are not yet reading on grade level, who score below a level 3 on the most recent Statewide, standardized English Language Arts Assessment (ELA), or who have a substantial reading deficiency identified under F.S. 1008.25, or who have a substantial deficiency in early literacy skills based upon the results of the coordinated screening and progress monitoring under F.S. 1008.25.

The School District must notify parents of eligible students upon enrollment and at the beginning of each school year options for specific book topics or genres in order to maximize student interest in reading. The District must

participate in the initiative by partnering with local nonprofit organizations and raising awareness by using marketing materials provided by the program administrator. A student's eligibility for the initiative continues until promotion to grade 6 or until the parent opts out of the initiative.

The District shall also establish a data sharing agreement with the initiative's administrator to allow for a streamlined student verification and enrollment process.

Revised 4/8/25
Revised 1/13/26

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Appendix B

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of “age” reaffirmed January 23, 1996.

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights.

Examples of Proficiency Data Tables- HIGH SCHOOL TEMPLATE

Proficiency Data		
Assessment	**2024-25**	**2025-26**
FAST ELA Grade 9	<<FAST ELA Gr9>> %	<<FAST ELA Gr9 >> %
FAST ELA Grade 10	<<FAST ELA Gr10>> %	<<FAST ELA Gr10 >> %
U.S. History EOC	<<24-25 US History >> %	<<25-26 US History >> %

Comparison between 2024-25 and 2025-26 Testing Data

(adapted from https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2026.stml)

MIDDLE SCHOOL TEMPLATE

Proficiency Data		
Assessment	**2024-25**	**2025-26**
FAST ELA Grade 6	<<FAST LAGr6>> %	<<FAST ELAGr6 >> %
FAST ELA Grade 7	<<FAST LAGr7>> %	<<FAST ELAGr7 >> %
FAST ELA Grade 8	<<FAST LAGr8>> %	<<FAST ELAGr8 >> %
Civics EOC	<<24-25 Civics EOC>> %	<<25-26 Civics EOC>> %
NGSSS Sci 8 EOC	<<24-25 Science Gr8>> %	<<25-26 Science Gr8>> %

Comparison between 2024-25 and 2025-26 Testing Data

(adapted from https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2026.stml)

ELEMENTARY SCHOOL

Proficiency Data		
Assessment	**2024-25**	**2025-26**
Star Early Literacy/Reading Proficiency Grade K	<<2024-25 SELRP>> %	<<2025-26 SELRP>> %
Star Early Literacy/Reading Proficiency Grade 1	<<2024-25 SELRP>> %	<<2025-26 SELRP>> %
Star Early Literacy/Reading Proficiency Grade 2	<<2024-25 SELRP>> %	<<2025-26 SELRP>> %
FAST ELA Grade 3	<<FAST ELA Gr 3>>%	<<FAST ELA Gr 3>>%
FAST ELA Grade 4	<<FAST ELA Gr 4>> %	<<FAST ELA Gr 4>>%
FAST ELA Grade 5	<<2024-25 FAST ELA Gr 5>> %	<<2025-26 FAST ELA Gr 5>> %
NGSSS Sci 5 EOC	<<2024-25 Science Gr 5>> %	<<2025-26 Science Gr 5>> %

Comparison between 2024-25 and 2025-26 Testing Data

(adapted from (adapted from https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2026.stml)

K-8 SCHOOL

Proficiency Data		
Assessment	**2024-25**	**2025-26**
Star Early Literacy/Reading Proficiency Grade K	<<2024-25 SELRP>>%	<<2025-26 SELRP>>%
Star Early Literacy/Reading Proficiency Grade 1	<<2024-25 SELRP>>%	<<2025-26 SELRP>>%
Star Early Literacy/Reading Proficiency Grade 2	<<2024-25 SELRP>>%	<<2025-26 SELRP>>%
FAST ELA Proficiency Grade 3	<<FAST ELA Gr 3>>%	<<FAST ELA G r3>>%
FAST ELA Proficiency Grade 4	<<FAST ELA Gr 4>>%	<<FAST ELA Gr 4>> %
FAST ELA Proficiency Grade 5	<<FAST ELA Gr 5>>%	<<FAST ELA Gr 5>> %
***FAST ELA Proficiency* Grade 6**	<<FAST ELA Gr 6>>%	<<FAST ELA Gr 6>> %
***FAST ELA Proficiency* Grade 7**	<<FAST ELA Gr 7>>%	<<FAST ELA Gr 7>> %
***FAST ELA Proficiency* Grade 8**	<<FAST ELA Gr 8>>%	<<FAST ELA Gr 8>> %
Civics EOC	<<24-25 Civics>>%	<<25-26 Civics>> %

NGSSS Sci 5 EOC	<<24-25 Science Gr 5>>%	<<25-26 Science Gr 5>>%
NGSSS Sci 8 EOC	<<24-25 Science Gr 8>>%	<<25-26 Science Gr 8>>%

Comparison between 2024-25 and 2025-26 Testing Data

(adapted from https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2026.stml)