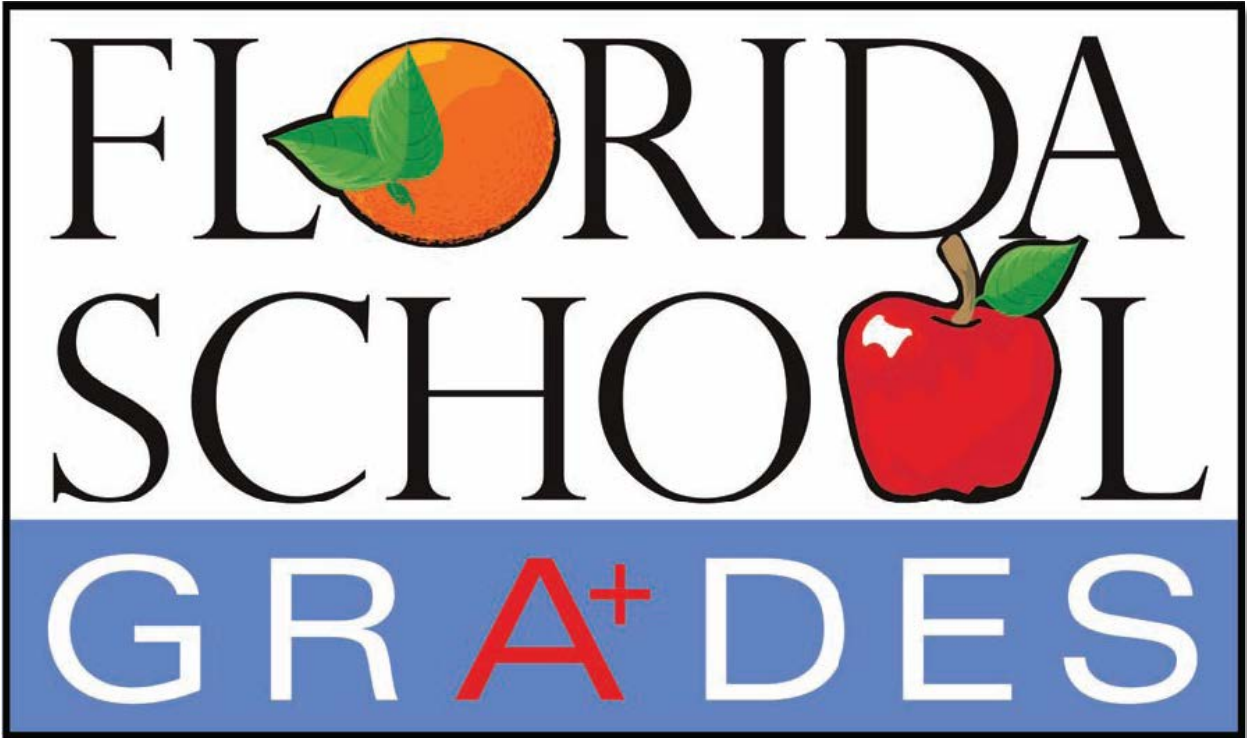




Pam Stewart, Commissioner



**2013-14 School Grades
for Elementary, Middle and Elementary/Middle
Combination Schools**

Updated
August 2015

GRADING FLORIDA PUBLIC SCHOOLS 2013-14

Elementary schools, middle schools and combination schools serving elementary and middle school grade levels are assigned a school grade based primarily upon student achievement data from the Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0), Florida End-of-Course (EOC) Assessments and the Florida Alternate Assessment (FAA), which is administered to cognitively disabled students for whom the FCAT 2.0 is not an appropriate assessment. School grades communicate to the public how well a school is performing relative to state standards. The assessment-based components of all school grades are calculated based on student achievement in reading, math, writing and science, annual learning gains for each student, as well as the progress of the lowest quartile of students. School grades for middle schools include an additional component measuring middle school students’ participation and performance on high-school-level EOC assessments and industry certifications. High school grades involve additional components on graduation rates, acceleration and college readiness, which are calculated near the end of the calendar year, with results presented in a separate report (not included in this document).

School grades utilize a point system. Schools are awarded points for students who score *satisfactory or higher and/or* make annual learning gains.

Grade	Grading Criteria, Elementary Schools (800-Point Basis)
A	<ul style="list-style-type: none"> • 525 points or more • 95% tested or more
B	<ul style="list-style-type: none"> • 495 to 524 points • 90% tested or more
C	<ul style="list-style-type: none"> • 435 to 494 points • 90% tested or more
D	<ul style="list-style-type: none"> • 395 to 434 points • 90% tested or more
F	<ul style="list-style-type: none"> • Fewer than 395 points • 90% tested or more
I	<ul style="list-style-type: none"> • Less than 90% tested (Schools initially receive a grade of “incomplete” while their status is investigated.)

Grade	Grading Criteria, Middle Schools* (900-Point Basis)
A	<ul style="list-style-type: none"> • 590 points or more • 95% tested or more
B	<ul style="list-style-type: none"> • 560 to 589 points • 90% tested or more
C	<ul style="list-style-type: none"> • 490 to 559 points • 90% tested or more
D	<ul style="list-style-type: none"> • 445 to 489 points • 90% tested or more
F	<ul style="list-style-type: none"> • Fewer than 445 points • 90% tested or more
I	<ul style="list-style-type: none"> • Less than 90% tested (Schools initially receive a grade of “incomplete” while the status is investigated.)

* Includes combination schools serving elementary and middle school grade levels if grade 8 is included.

Points for Performance: Scoring Satisfactory or Higher on the FCAT 2.0, Florida End-of-Course (EOC) Assessments and the Florida Alternate Assessment (FAA)

FCAT 2.0 Reading, Mathematics, Writing and Science assessments, as well as state EOC assessments, measure student achievement of the Next Generation Sunshine State Standards. The FAA measures student achievement of the Next Generation Sunshine State Standards Access Points. For performance measures in reading, math, writing and science, schools earn one point for each percent of students who score satisfactory or higher on state assessments in the subject area.

- For reading, math and science, satisfactory performance means scoring at
 - Achievement Levels 3, 4 or 5 on the FCAT 2.0 and EOC assessments, or
 - Performance Level 4 or higher on the FAA.
- For writing, satisfactory performance means scoring at
 - 3.5 or above on FCAT 2.0 Writing (measured on a scale from 1.0 to 6.0), or
 - Performance Level 4 or higher on the FAA.
- If a school does not have writing or science scores, the district average for all students in the subject will be used.

Points for Making Annual Learning Gains

Because FCAT 2.0 Reading is given in grades 3 – 10 and FCAT 2.0 Mathematics is given in grades 3 –8, it is possible to monitor how much students learn from one year to the next. For students taking EOC assessments in math (Algebra 1, Geometry), gains can also be determined by comparing current- and prior-year scores on state math assessments.

- Schools earn one point for each percent of students who make learning gains in reading and one point for each percent of students who make learning gains in math.* Students can demonstrate learning gains in several ways:
 - (1) Improve their Achievement Level from the prior year to the current year;
 - (2) Maintain a satisfactory Achievement Level without decreasing (i.e., staying at Level 3 or higher on the FCAT 2.0 or EOC assessment; or staying at Level 4 or higher on the FAA);
 - (3) For students remaining at Level 1 or 2 on FCAT 2.0 Reading or Mathematics, demonstrate more than one year of growth on the FCAT 2.0 vertical scale or, for EOC assessments, show an increased common scale score; or
 - (4) For students remaining at Level 1, 2 or 3 on the FAA, attain at least a 5-point increase in the total score.
- * Extra weighting is applied in the learning gains measure for students who move from a lower level up to Level 4 or Level 5 on the FCAT 2.0 and/or EOC assessments, and for low-performing students from the prior year make greater than expected gains.

Points for Middle School Acceleration

Middle schools can earn up to 100 points for their students' participation and performance on high-school-level EOC assessments and industry certifications.

Which students are included in school grade calculations?

All full-year-enrolled students with current-year test scores are included in the performance measures for reading, math, science and writing, except for English language learners (ELLs) who have less than one year of instruction in U.S. schools. All students with current and prior-year test scores are included in the overall learning gains measures. Students are assigned to the lowest performing 25% in reading and math if their prior-year scores on the FCAT 2.0 (including Algebra 1 for math) are below satisfactory and result in a bottom quartile ranking. Middle school acceleration includes 8th graders who scored at level 3 or higher on prior-year FCAT 2.0 Mathematics, plus other students completing courses with EOC exams and students completing industry certification programs.

What happens if the lowest performing students in the school do not make “adequate progress” in reading and math?

If a school, otherwise graded “C” or “B”, does not demonstrate adequate progress in either the current or prior year, the final grade will be reduced by one letter grade. If a school, otherwise graded “A,” does not demonstrate adequate progress in the current year, the final grade will be reduced by one letter grade.

What happens if schools do not meet the reading performance requirement?

If a school does not have at least 25% of students scoring satisfactory or higher on FCAT 2.0 Reading, the school's letter grade will be adjusted one grade lower if the grade has not already been adjusted lower for not meeting other requirements.

School Improvement Ratings for Alternative Schools and ESE Centers

Alternative schools that provide dropout prevention and academic intervention services have the option of receiving a school grade or a school improvement rating (Section 1008.34, Florida Statutes). Exceptional student education (ESE) centers also have the option of receiving a school grade or a school improvement rating. If an alternative school or ESE center chooses to receive a school improvement rating, the test scores of the students at the alternative school/ESE center are included in the calculation of the school improvement rating and are also included in the school grade calculation of the students' home school. However, scores for ESE center students who score at Levels 1-3 on the FAA are not credited back to home schools if the students have always been enrolled in an ESE center while in the district.

Improvement Rating Designations

<p>Improving</p>	<ul style="list-style-type: none"> • Students attending the alternative school are making more academic progress than when they were served in their home schools. • Percent of students making learning gains in both reading and mathematics in the current year must be <u>at least five (5) percentage points</u> higher than the percent of the same students making learning gains in reading and mathematics in the prior year. • Test at least 90% of eligible students.
<p>Maintaining</p>	<ul style="list-style-type: none"> • Students attending the alternative school are making progress equivalent to the progress made when they were served in their home schools. • Percent of students making learning gains in both reading and mathematics in the current year must be <u>less than five (5) percentage points above or below</u> the percent of the same students making learning gains in reading and mathematics in the prior year. • Test at least 80% of eligible students.
<p>Declining</p>	<ul style="list-style-type: none"> • Students attending the alternative school are making less academic progress than when they were served in their home schools. • Percent of students making learning gains in either reading or mathematics in the current year must be <u>at least five (5) percentage points lower</u> than the percent of the same students making learning gains in reading and mathematics in the prior year. • Test at least 80% of eligible students.

Since ratings are dependent on progress in both reading and mathematics, a school's rating can be no higher than the status of the learning gains comparison for its lowest performing subject. For example, if a school is assigned a "maintaining" status for reading but a "declining" status for mathematics, the school's overall rating would be "declining."

New for 2013-14: The minimum percent-tested requirement for a school to be eligible for an improvement rating is now 80%. However, schools that qualify for a rating but do not test at least 90% of eligible students can receive a rating no higher than "maintaining." High school retake exams are also included in the learning gains calculations for school improvement ratings (not applicable to learning gains calculations for school grades).

Accountability System Transition for 2014-15

In 2014, the Florida Legislature amended Section 1008.34, Florida Statutes, to revise Florida’s school accountability system beginning with the 2014-15 school year. The revised accountability system will streamline the school grading process to enhance transparency and refocus the system on student success measures while maintaining focus on students who need the most support. The revised school grading system will also accommodate the adoption of new assessments and new achievement-level standards in fall 2015 prior to the calculation of the preliminary 2014-15 school grades. The 2014-15 school grades will be used for baseline informational purposes. Advisory groups and stakeholders will provide input on the development of the details of the revised system that will be codified in State Board of Education Rule. Key features of the new school grading system provided in statute include the following.

Core Measures of Student Success (All School Types)—each measure is worth 100 points:

- Percentage of students passing the English language arts statewide assessment
- Percentage of students passing the mathematics statewide assessment
- Percentage of students passing the science statewide assessment
- Percentage of students who make learning gains in English language arts
- Percentage of students who make learning gains in mathematics
- Percentage of students in the lowest 25% in English language arts who make learning gains
- Percentage of students in the lowest 25% in mathematics who make learning gains

Additional Measures for Middle Schools—each measure is worth 100 points:

- Percentage of students passing the social studies statewide assessment
- Percentage of students passing high-school-level statewide EOC assessments or attaining national industry certifications identified in the Industry Certification Funding List

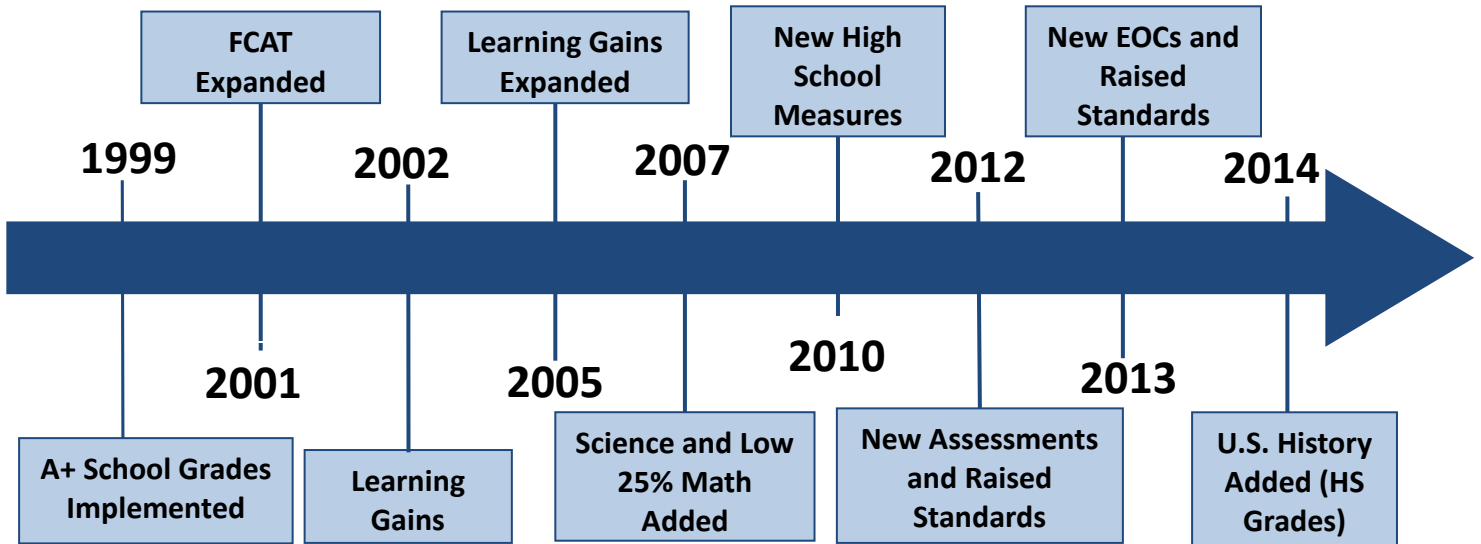
Additional Measures for High Schools—each measure is worth 100 points:

- Percentage of students passing the social studies statewide assessment
- Four-year high school graduation rate
- Percentage of students eligible to earn college and career credit through Advanced Placement examinations, dual enrollment courses, Advanced International Certificate of Education examinations, or national industry certifications identified in the Industry Certification Funding List

Statutory Requirements for the New School Grading System:

- School grades will be based on the percentage of available points earned rather than on the total count of points.
- The percent-tested requirement will be reset at 95%.
- School grades may not be lowered based on additional targets or requirements – grades will be based solely on the percentage of points earned.
- School grade components will not include bonus points or extra weighting(s).
- The learning gains calculation will require that students scoring below grade level in the prior year make progress toward grade-level performance, and students scoring at grade level in the prior year make progress toward above-grade-level performance.
- 2014-15 school grades will be for informational purposes only. There will be no consequences or penalties associated with receiving a lower grade in 2014-15. School improvement requirements will not be assigned based on 2014-15 school grade outcomes.
- However, the Florida School Recognition Program will continue to use school grades in 2014-15 as a basis for recognizing schools for awards as provided in the General Appropriations Act.

Increased School Grading Standards



Year	Accountability System Standards Have Increased Over Time
1999	Florida implements the A Plus (A-F) school grading system.
2001	FCAT is expanded from testing at three separate grade levels in reading and math to testing grades 3 through 10 in reading and math.
2002	Expansion of the FCAT allows for introduction of annual learning gains measures in school grades.
2005	Students with disabilities who test on the FCAT are included in gains measures.
2007	Measures for science performance and learning gains for the lowest performing students in math are added to school grades.
2010	High school grades implement additional measures for graduation rates, accelerated curricula and college readiness.
2012	Florida measures raised standards in reading and math through FCAT 2.0 and a new Algebra 1 End-of-Course (EOC) Assessment. School grades include students with disabilities and second year English language learners in achievement measures.
2013	EOC assessments in Biology 1 and Geometry are added to school grades. The FCAT 2.0 Writing standard is raised. FCAT 2.0 Science standards are applied.
2014	The U.S. History EOC Assessment is added to high school grades. School grading criteria are expanded to include smaller schools in the accountability process.

School Grade Distribution for Elementary, Middle and Non-High-School Combination Schools: 2014 and 2013 Grades

All Schools*

Grade	2013		2014		Change	
	Number	Percentage	Number	Percentage	Number	Percentage Point
A	767	29%	977	36%	210	7%
B	676	26%	435	16%	-241	-10%
C	727	28%	760	28%	33	0%
D	357	14%	352	13%	-5	-1%
F	106	4%	179	7%	73	3%
Total	2,633		2,703			

* In addition to counts provided in the table above, the results include grades for high schools (type 03) that do not have at least 10 students in graduating cohorts. These schools have received grades for 2014 as follows: 9 A's, 5 B's, 4 C's, zero D's, and 4 F's.

Elementary Schools

Grade	2013		2014		Change	
	Number	Percentage	Number	Percentage	Number	Percentage Point
A	481	27%	631	35%	150	8%
B	503	28%	297	16%	-206	-12%
C	491	28%	516	28%	25	0%
D	247	14%	253	14%	6	0%
F	60	3%	123	7%	63	4%

Middle Schools

Grade	2013		2014		Change	
	Number	Percentage	Number	Percentage	Number	Percentage Point
A	180	31%	225	38%	45	7%
B	124	21%	90	15%	-34	-6%
C	165	28%	171	29%	6	1%
D	85	15%	73	12%	-12	-3%
F	29	5%	31	5%	2	0%

Middle/Elementary Combination Schools

Grade	2013		2014		Change	
	Number	Percentage	Number	Percentage	Number	Percentage Point
A	93	38%	112	41%	19	3%
B	45	18%	43	16%	-2	-2%
C	67	27%	69	25%	2	-2%
D	23	9%	26	10%	3	1%
F	17	7%	21	8%	4	1%

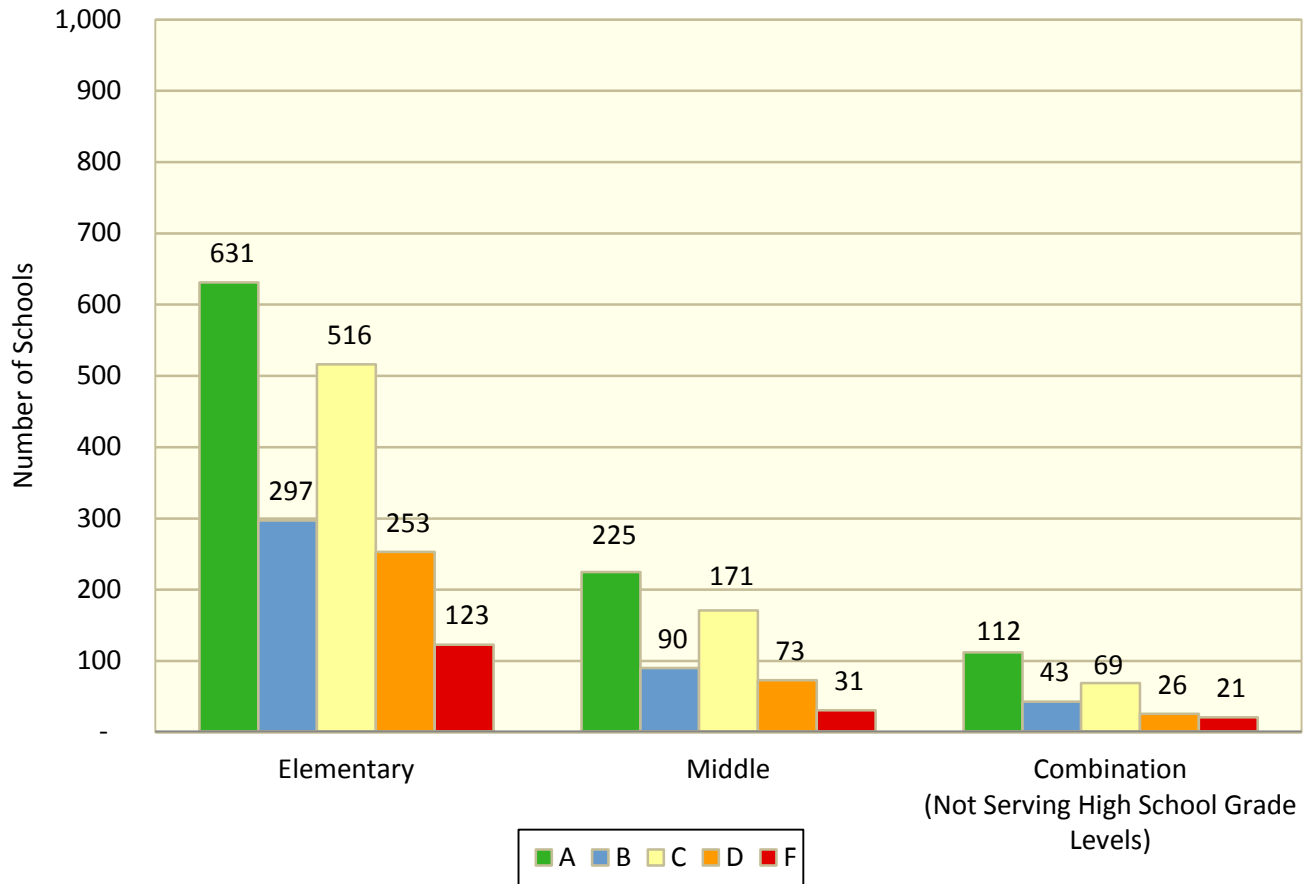
**Average Total Points Earned for Elementary, Middle and Non-High-School Combination Schools:
2014 and 2013 Grades**

Average Total Points Earned by Letter Grade

	800-Point Scale				900-Point Scale			
	Scale	2013	2014	Change	Scale	2013	2014	Change
All Grades		483	493	10		562	577	15
A	525 or more	579	584	5	590 or more	649	658	9
B	495 to 524	489	505	16	560 to 589	563	574	11
C	435 to 494	446	460	14	490 to 559	518	526	8
D	395 to 434	395	401	6	445 to 489	463	466	3
F	Fewer than 395	342	350	8	Fewer than 445	421	425	4

Overall, elementary, middle, and non-high-school combination schools earned more school grade points in 2013-14 than in 2012-13. On average, schools being graded on the 800- and 900-point scales earned 10 and 15 more school grades points, respectively, this year than last year. Because of the one-letter-grade-drop protection, the average points earned by “B” elementary schools in 2013 was below the threshold required to receive that grade.

School Grades by School Type in 2014



In 2014, there were 631 elementary schools, 225 middle schools and 112 combination schools (not serving high school grade levels) that earned an "A" school letter grade; 297 elementary schools, 90 middle schools and 43 combination schools (not serving high school grade levels) that earned a "B" school letter grade; 516 elementary schools, 171 middle schools and 69 combination schools (not serving high school grade levels) that earned a "C" school letter grade; 253 elementary schools, 73 middle schools and 26 combination schools (not serving high school grade levels) that earned a "D" school letter grade; and 123 elementary schools, 31 middle schools and 21 combination schools (not serving high school grade levels) that earned an "F" school letter grade.

Source: Florida Department of Education

Elementary School Grades: 2014 Compared to 2013

		2014 School Grade				
		A	B	C	D	F
2013 School Grade	A	386	94	0	0	0
	B	177	109	214	0	0
	C	36	68	202	175	0
	D	11	16	82	60	74
	F	1	3	10	13	27

The chart above compares the grades schools earned in 2013 with the grades they earned in 2014. Schools in the cells shaded green (below the diagonal boldfaced row) increased their school grade in 2014. Schools in the cells shaded red (above the diagonal boldfaced row) had a reduction in their school grade. Schools in the cells shaded yellow (diagonal boldfaced row) had no change in their school grade.

- 417 elementary schools (24%) increased their grade in 2014
- 557 elementary schools (32%) decreased their grade in 2014
- 784 elementary schools (45%) had no change in their grade in 2014

Source: Florida Department of Education

Middle School Grades: 2014 Compared to 2013:

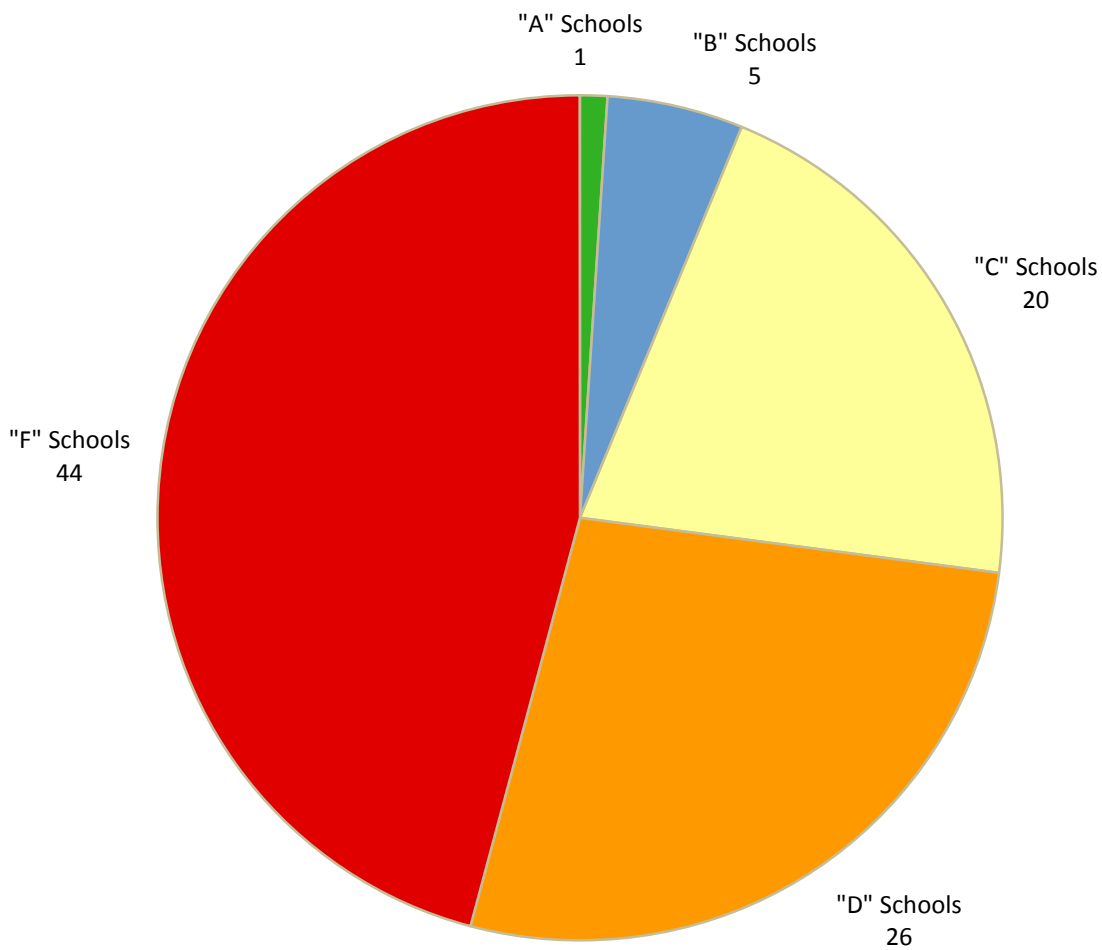
		2014 School Grade				
		A	B	C	D	F
2013 School Grade	A	160	19	0	0	0
	B	47	38	35	0	0
	C	12	26	91	31	0
	D	0	2	34	31	18
	F	0	0	7	10	11

The chart above compares the grades schools earned in 2013 with the grades they earned in 2014. Schools in the cells shaded green (below the diagonal boldfaced row) increased their school grade in 2014. Schools in the cells shaded red (above the diagonal boldfaced row) had a reduction in their school grade. Schools in the cells shaded yellow (diagonal boldfaced row) had no change in their school grade.

- 138 middle schools (24%) increased their grade in 2014
- 103 middle schools (18%) decreased their grade in 2014
- 330 middle schools (58%) had no change in their grade in 2014

Source: Florida Department of Education

2014 Grades for 2013 “F” Schools: Elementary, Middle Schools and Non-High-School Combination Schools

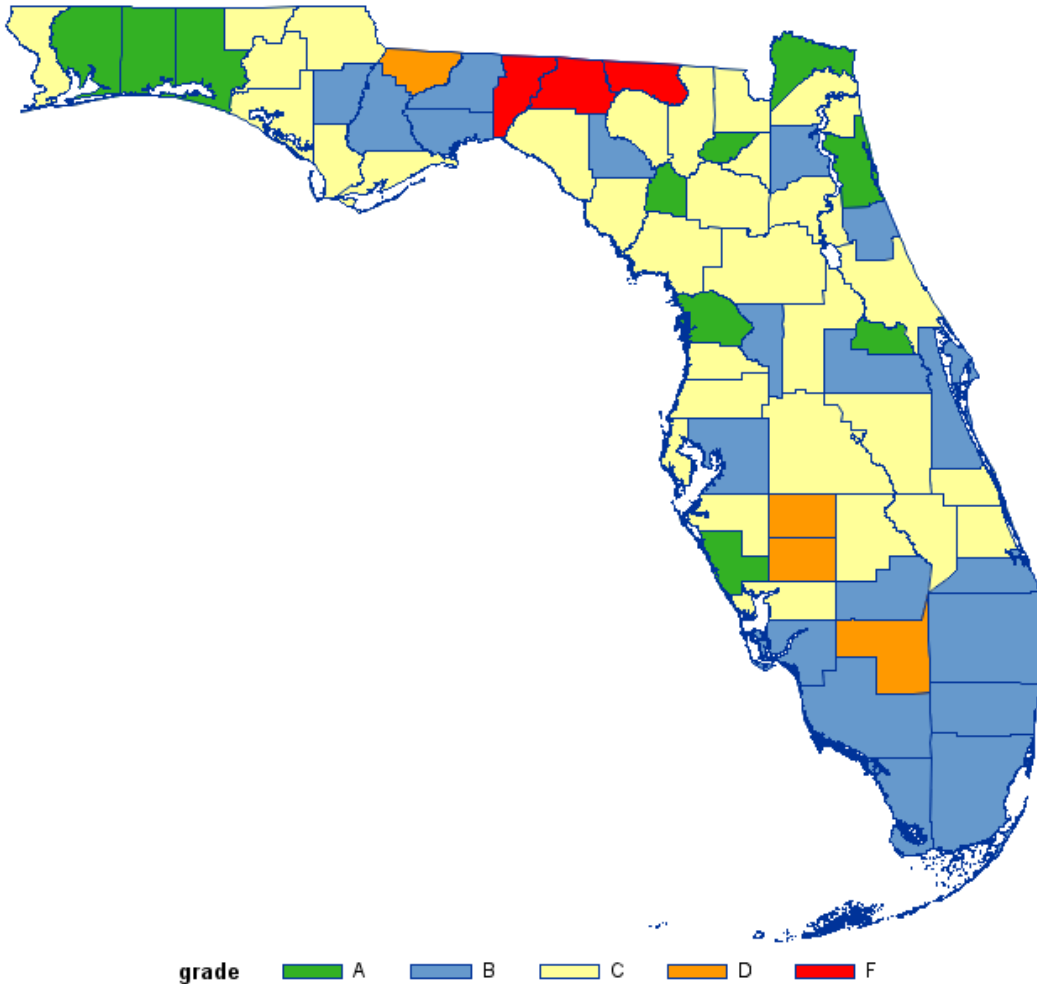


There were 96 “F” elementary, middle schools and non-high-school combination schools in 2013 that received a school grade in 2014. Of these “F” schools in 2013, one (1) improved to an “A”, five (5) improved to a “B”, 20 improved to a “C”, 26 improved to a “D” and 44 remained an “F”.

Source: Florida Department of Education

District Grades for 2014

Florida grades school districts using the assessment-based measures for achievement in reading, math, writing and science; learning gains for reading and math; and learning gains for the lowest 25% of students in reading and math. The geographic distribution of Florida’s preliminary district grades for 2014 is shown in the color-coded map below.



Detailed information on district grades is available at <http://schoolgrades.fdoe.org> (see the link “District Grades”).

School Grades by District: Elementary, Middle and Combination Schools That are Not Graded as High Schools

District Name	School Grades within the District (Counts)				
	A	B	C	D	F
ALACHUA	13	7	9	5	6
BAKER	1	1	0	1	0
BAY	9	3	5	10	4
BRADFORD	2	0	2	2	0
BREVARD	39	11	19	3	4
BROWARD	83	41	73	23	24
CALHOUN	3	0	0	0	0
CHARLOTTE	2	1	9	2	0
CITRUS	7	6	2	0	0
CLAY	18	4	9	1	0
COLLIER	16	5	12	5	4
COLUMBIA	5	2	3	2	1
DADE	160	57	92	41	23
DESOTO	0	0	0	1	3
DIXIE	1	0	2	0	0
DUVAL	32	16	47	30	22
ESCAMBIA	9	8	13	9	5
FLAGLER	7	1	2	0	0
FRANKLIN	1	0	0	0	0
GADSDEN	5	1	1	3	1
GILCHRIST	0	2	0	0	0
GLADES	3	1	0	0	0
GULF	0	0	2	0	0
HAMILTON	0	0	2	0	1
HARDEE	1	1	2	2	0
HENDRY	0	2	4	1	1
HERNANDO	3	1	11	5	0
HIGHLANDS	0	5	6	2	0
HILLSBOROUGH	99	26	62	23	7
HOLMES	1	0	0	1	0
INDIAN RIVER	6	3	9	3	0
JACKSON	1	1	4	0	0
JEFFERSON	0	0	0	0	1
LAFAYETTE	0	1	0	0	0
LAKE	5	8	16	5	5
LEE	30	20	14	8	5
LEON	13	6	12	6	0
LEVY	0	1	3	3	0
LIBERTY	0	2	0	0	0
MADISON	1	1	1	1	1
MANATEE	15	7	19	6	5

School Grades by District: Elementary, Middle and Combination Schools That are Not Graded as High Schools

District Name	School Grades within the District (Counts)				
	A	B	C	D	F
MARION	4	3	15	16	4
MARTIN	7	2	7	1	0
MONROE	7	2	2	0	0
NASSAU	7	1	0	0	0
OKALOOSA	20	3	6	0	0
OKEECHOBEE	0	1	5	1	0
ORANGE	76	30	45	17	8
OSCEOLA	11	7	22	2	1
PALM BEACH	72	30	40	15	8
PASCO	12	12	18	19	5
PINELLAS	31	16	32	13	14
POLK	16	13	27	41	8
PUTNAM	2	1	7	4	2
ST. JOHNS	17	5	5	1	0
ST. LUCIE	5	7	14	3	4
SANTA ROSA	13	4	1	2	0
SARASOTA	23	6	11	0	0
SEMINOLE	31	13	3	4	1
SUMTER	3	1	0	1	0
SUWANNEE	0	1	1	2	0
TAYLOR	1	0	2	0	0
UNION	2	0	0	0	0
VOLUSIA	15	18	23	5	1
WAKULLA	2	2	2	1	0
WALTON	4	4	2	0	0
WASHINGTON	2	0	2	0	0
FLORIDA VIRTUAL FULL-TIME (K-8)	0	1	0	0	0
FAU LAB SCHOOL (PALM POINTE)	1	0	0	0	0
FSU LAB SCHOOL (PEMBROKE PINES)	1	0	0	0	0
VIRTUAL INSTRUCTION PROVIDERS (VIPs)	1	0	1	0	0
STATE*	977	435	760	352	179

*These district and state counts also include high schools without graduating classes that have received a school grade for 2014. These schools are graded solely on the measures for performance and learning gains described on page 3.

School Grades by District: Elementary, Middle and Combination Schools That are Not Graded as High Schools

District Name	School Grades within the District (Percentages)				
	A	B	C	D	F
ALACHUA	33%	18%	23%	13%	15%
BAKER	33%	33%	0%	33%	0%
BAY	29%	10%	16%	32%	13%
BRADFORD	33%	0%	33%	33%	0%
BREVARD	51%	14%	25%	4%	5%
BROWARD	34%	17%	30%	9%	10%
CALHOUN	100%	0%	0%	0%	0%
CHARLOTTE	14%	7%	64%	14%	0%
CITRUS	47%	40%	13%	0%	0%
CLAY	56%	13%	28%	3%	0%
COLLIER	38%	12%	29%	12%	10%
COLUMBIA	38%	15%	23%	15%	8%
DADE	43%	15%	25%	11%	6%
DESOTO	0%	0%	0%	25%	75%
DIXIE	33%	0%	67%	0%	0%
DUVAL	22%	11%	32%	20%	15%
ESCAMBIA	20%	18%	30%	20%	11%
FLAGLER	70%	10%	20%	0%	0%
FRANKLIN	100%	0%	0%	0%	0%
GADSDEN	45%	9%	9%	27%	9%
GILCHRIST	0%	100%	0%	0%	0%
GLADES	75%	25%	0%	0%	0%
GULF	0%	0%	100%	0%	0%
HAMILTON	0%	0%	67%	0%	33%
HARDEE	17%	17%	33%	33%	0%
HENDRY	0%	25%	50%	13%	13%
HERNANDO	15%	5%	55%	25%	0%
HIGHLANDS	0%	38%	46%	15%	0%
HILLSBOROUGH	45%	12%	29%	11%	3%
HOLMES	50%	0%	0%	50%	0%
INDIAN RIVER	29%	14%	43%	14%	0%
JACKSON	17%	17%	67%	0%	0%
JEFFERSON	0%	0%	0%	0%	100%
LAFAYETTE	0%	100%	0%	0%	0%
LAKE	13%	21%	41%	13%	13%
LEE	39%	26%	18%	10%	6%
LEON	35%	16%	32%	16%	0%
LEVY	0%	14%	43%	43%	0%
LIBERTY	0%	100%	0%	0%	0%
MADISON	20%	20%	20%	20%	20%

School Grades by District: Elementary, Middle and Combination Schools That are Not Graded as High Schools

District Name	School Grades within the District (Percentages)				
	A	B	C	D	F
MANATEE	29%	13%	37%	12%	10%
MARION	10%	7%	36%	38%	10%
MARTIN	41%	12%	41%	6%	0%
MONROE	64%	18%	18%	0%	0%
NASSAU	88%	13%	0%	0%	0%
OKALOOSA	69%	10%	21%	0%	0%
OKEECHOBEE	0%	14%	71%	14%	0%
ORANGE	43%	17%	26%	10%	5%
OSCEOLA	26%	16%	51%	5%	2%
PALM BEACH	44%	18%	24%	9%	5%
PASCO	18%	18%	27%	29%	8%
PINELLAS	29%	15%	30%	12%	13%
POLK	15%	12%	26%	39%	8%
PUTNAM	13%	6%	44%	25%	13%
ST. JOHNS	61%	18%	18%	4%	0%
ST. LUCIE	15%	21%	42%	9%	12%
SANTA ROSA	65%	20%	5%	10%	0%
SARASOTA	58%	15%	28%	0%	0%
SEMINOLE	60%	25%	6%	8%	2%
SUMTER	60%	20%	0%	20%	0%
SUWANNEE	0%	25%	25%	50%	0%
TAYLOR	33%	0%	67%	0%	0%
UNION	100%	0%	0%	0%	0%
VOLUSIA	24%	29%	37%	8%	2%
WAKULLA	29%	29%	29%	14%	0%
WALTON	40%	40%	20%	0%	0%
WASHINGTON	50%	0%	50%	0%	0%
FLORIDA VIRTUAL FULL-TIME (K-8)	0%	100%	0%	0%	0%
FAU LAB SCHOOL (PALM POINTE)	100%	0%	0%	0%	0%
FSU LAB SCHOOL (PEMBROKE PINES)	100%	0%	0%	0%	0%
VIRTUAL INSTRUCTION PROVIDERS (VIPs)	50%	0%	50%	0%	0%
STATE*	36%	16%	28%	13%	7%

*These district and state figures also include high schools without graduating classes that have received a school grade for 2014. These schools are graded solely on the measures for performance and learning gains described on page 3.

