

Florida Department of Education



**2012-13 School Grades for Elementary, Middle, and
Elementary/Middle Combination Schools**

Updated March 2014

GRADING FLORIDA PUBLIC SCHOOLS 2012-13

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 (FCAT) 2.0, 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, and 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. 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 Points 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 the status is investigated.)

Grade	Grading Criteria, Middle Schools* (900 Points 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 grades if grade 8 is included.

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

The 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 the FCAT 2.0 Writing exam (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 exams are given in grades 3 – 10 and FCAT 2.0 Mathematics exams are 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 the FCAT 2.0 assessments, demonstrate more than one year’s 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 EOCs, and for low-performing students from the prior year whose score increases by at least 33% more than the minimum amount of increase needed to qualify for gains on the FCAT 2.0 or the FAA.

Bonus Points for High School Retakes

High schools can earn 10 bonus points if at least 50% of their students retaking high school graduation assessments pass their retake exams in reading and math.

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.

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 percent of students scoring satisfactory or higher on the FCAT 2.0 in 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 the students 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 in 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 the students 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 in mathematics in the prior year. • Test at least 90% of eligible students.
<p>Declining</p>	<ul style="list-style-type: none"> • Students attending the alternative school are making less academic progress than when the students 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 in mathematics in the prior year. • Test at least 90% 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."

Grading Florida's High Schools in 2012-13

High school grades are released annually in December.

50% of Grade Based on Statewide Assessments and Learning Gains, 50% Based on Components Other than Statewide Assessments

As established in s. 1008.34, F.S., Florida's high schools are graded using the state-assessment-based performance and learning gains components described on page 3 (worth 800 points), plus several components other than statewide assessments that account for 50 percent of the high school grade (also worth 800 points). These additional grading components include the following measures:

- Graduation rate. This measure shows the percentage of students graduating with a standard diploma within four years of initial enrollment in grade 9 (100 points), plus the percentage of students graduating with a standard diploma within five years of initial enrollment in grade 9 (100 points); 200 points total.
- Graduation rate of at-risk students. This measure applies the same two graduation rate formulas as for the overall graduation rate measure, but values them at 50 points each instead of 100 points each. Students are identified as at-risk if they score no higher than level 2 on the grade 8 FCAT in both reading and math. [100 points possible]
- Accelerated curriculum participation for students in grades 9 – 12, based on exams taken for AP, IB, AICE, and industry certification, as well as dual enrollment course enrollments. This component measures the combined weighted student participation count divided by the membership count of students in grades 11-12 minus students with disabilities who tested on the FAA. Points earned are weighted at a factor of 1.5. [150 points possible]
- Accelerated curriculum performance. This measure is derived by dividing the weighted count of successful completions in accelerated curricula (AP, IB, AICE, industry certification, and dual enrollment) by the count of accelerated coursework participants. Points earned are weighted at a factor of 1.5. [150 points possible]
- Postsecondary readiness of students in reading and in math (calculated separately for each subject) as measured by the SAT, ACT, or the CPT (including P.E.R.T. scores). [100 points possible for Math; 100 points possible for Reading]
- Growth or decline in the data components of these measures from year to year. Schools that demonstrate an annual increase in their component points receive additional points based on the annual increase in points, up to 10 points for each 100-point component. Schools lose five points on a 100-point component if performance declines by 10 or more percentage points annually.
- Additionally, to receive an "A," high schools that would otherwise earn an "A" on points must meet a statewide target of 65% for the four-year graduation rate of at-risk students or show sufficient annual improvement in that rate to qualify for a grade of "A." Sufficient improvement = at least 1% if the rate is at least 55%, or at least 5% if the rate is less than 55%.
- High schools must also meet the same requirements as elementary/middle schools for percent tested, adequate progress of the lowest performing students, and reading performance.

Grade Scale for Regular High Schools (Based on a 1,600-Point Scale)

A = At least 1,050 points, B = 990 to 1,049 points, C = 870 to 989 points, D = 790 to 869 points, F = Fewer than 790 points.

Grade Scale for Combination (K-12, 6-12) High Schools (Based on a 1,700-Point Scale)

A = At least 1,115 points, B = 1,050 to 1,114 points, C = 925 to 1,049 points, D = 840 to 924 points, F = Fewer than 840 points.

Grading Combination Schools (Weighting Factors)

K-12 schools: State assessment-based components = 80% of grade. Other components = 20% of grade.

6-12 schools: State assessment-based components = 70% of grade. Other components = 30% of grade.

School Grade Distribution for Elementary, Middle, and Non-High-School Combination Schools: 2012-13 and 2011-12

	Elementary Schools					
	2011-12		2012-13		Change	
	Number	Percentage	Number	Percentage	Number	Percentage Point
A	862	48%	481	27%	-381	-21%
B	443	25%	503	28%	60	3%
C	328	18%	491	28%	163	10%
D	136	8%	247	14%	111	6%
F	22	1%	60	3%	38	2%
	Middle Schools					
	2011-12		2012-13		Change	
	Number	Percentage	Number	Percentage	Number	Percentage Point
A	255	44%	180	31%	-75	-13%
B	122	21%	124	21%	2	0%
C	127	22%	165	28%	38	6%
D	61	11%	85	15%	24	4%
F	15	3%	29	5%	14	2%
	Middle/Elementary Combination Schools					
	2011-12		2012-13		Change	
	Number	Percentage	Number	Percentage	Number	Percentage Point
A	112	54%	93	38%	-19	-16%
B	42	20%	45	18%	3	-2%
C	35	17%	67	27%	32	10%
D	15	7%	23	9%	8	2%
F	2	1%	17	7%	15	6%

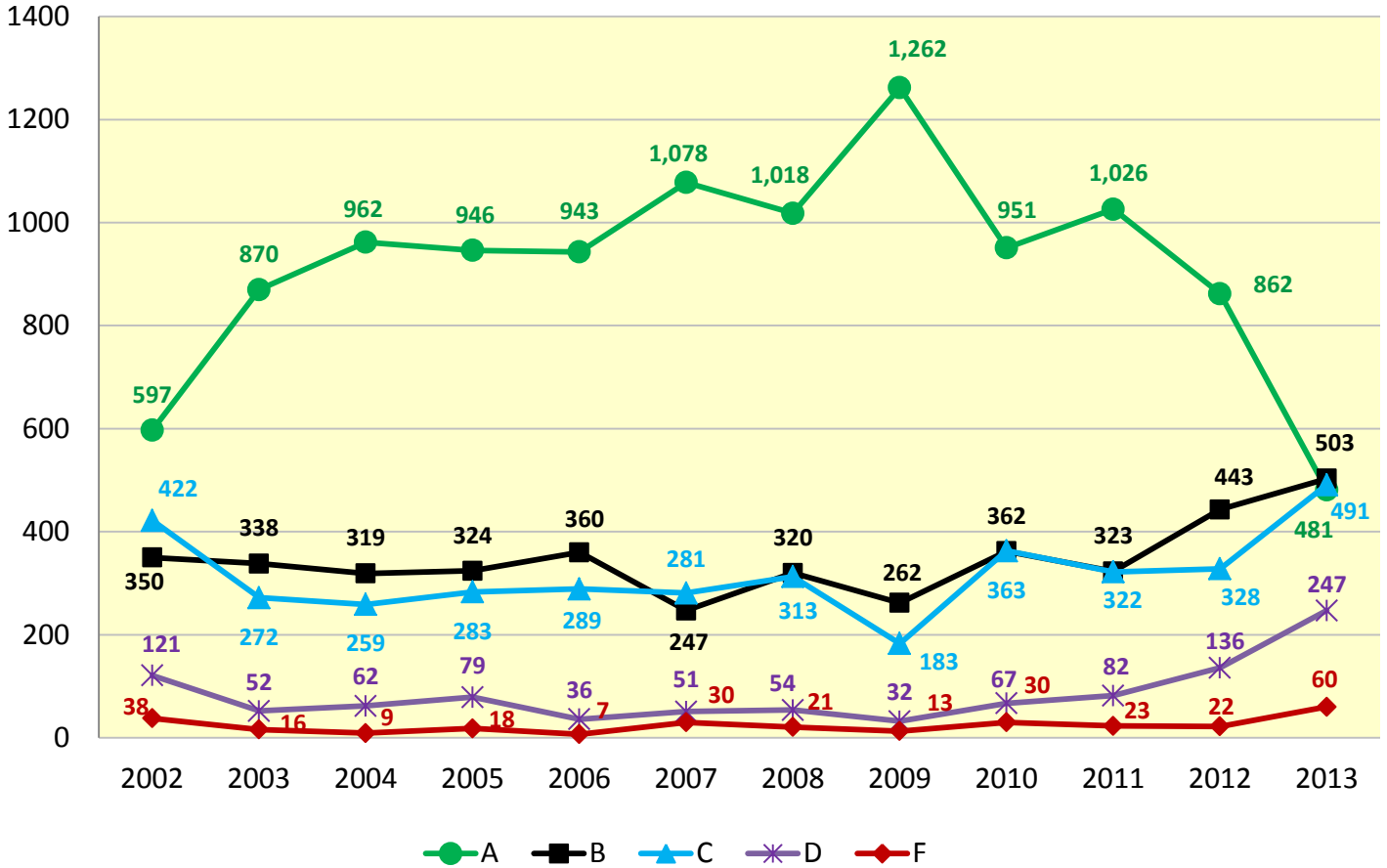
The number of "A" elementary schools decreased from 862 (48%) in 2012 to 481 (27%) in 2013. The number of "B" elementary schools increased from 443 (25%) in 2012 to 503 (28%) in 2013. The number of "C" elementary schools increased from 328 (18%) in 2012 to 491 (28%) in 2013. The number of "D" elementary schools increased from 136 (8%) in 2012 to 247 (14%) in 2013. The number of "F" elementary schools increased from 22 (1%) in 2012 to 60 (3%) in 2013.

The number of "A" middle schools decreased from 255 (44%) in 2012 to 180 (31%) in 2013. The number of "B" middle schools increased from 122 (21%) in 2012 to 124 (21%) in 2013. The number of "C" middle schools increased from 127 (22%) in 2012 to 165 (28%) in 2013. The number of "D" middle schools increased from 61 (11%) in 2012 to 85 (15%) in 2013. The number of "F" middle schools increased from 15 (3%) in 2012 to 29 (5%) in 2013.

The number of "A" combination schools decreased from 112 (54%) in 2012 to 93 (38%) in 2013. The number of "B" combination schools increased from 42 (20%) in 2012 to 45 (18%) in 2013. The number of "C" combination schools increased from 35 (17%) in 2012 to 67 (27%) in 2013. The number of "D" combination schools increased from 15 (7%) in 2012 to 23 (9%) in 2013. The number of "F" combination schools increased from 2 (1%) in 2012 to 17 (7%) in 2013.

Source: Florida Department of Education

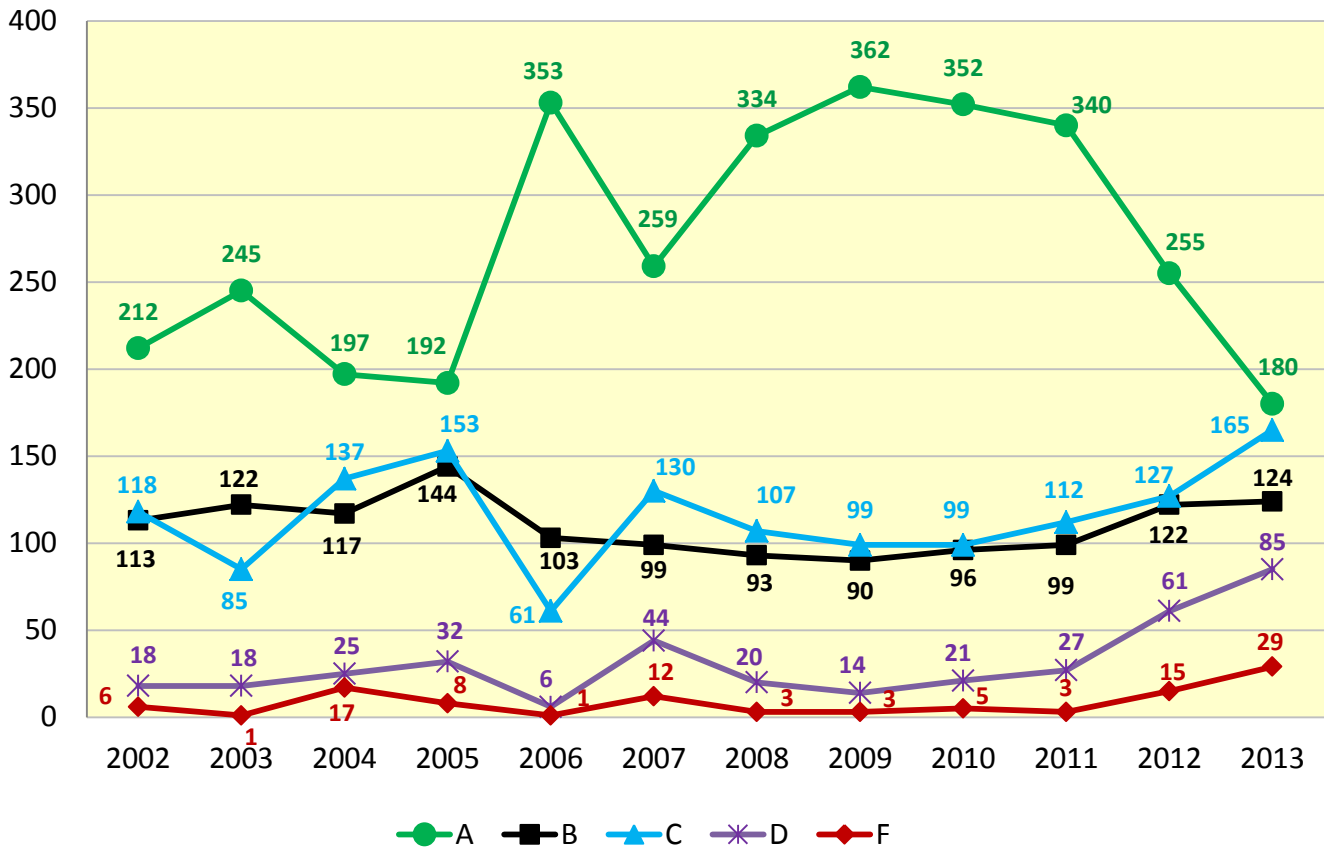
School Grades: Elementary Schools 2002 - 2013



From 2002 to 2013, the number of elementary schools earning "A" school grades has decreased by 116 schools, while the number of elementary schools that receive "F" school grades has increased by 22 schools. In 2013, the number of elementary schools earning "A" school grades has decreased to 481 from 597 in 2002, 870 in 2003, 962 in 2004, 946 in 2005, 943 in 2006, 1,078 in 2007, 1,018 in 2008, 1,262 in 2009, 951 in 2010, 1,026 in 2011, and 862 in 2012. The number of elementary schools earning "B" school grades has increased to 503 in 2013 from 350 in 2002, 338 in 2003, 319 in 2004, 324 in 2005, 360 in 2006, 247 in 2007, 320 in 2008, 262 in 2009, 362 in 2010, 323 in 2011, and 443 in 2012. The number of elementary schools earning "C" school grades has increased to 491 in 2013 from 422 in 2002, 272 in 2003, 259 in 2004, 283 in 2005, 289 in 2006, 281 in 2007, 313 in 2008, 183 in 2009, 363 in 2010, 322 in 2011, and 328 in 2012. The number of elementary schools earning "D" school grades has increased to 247 in 2013 from 121 in 2002, 52 in 2003, 62 in 2004, 79 in 2005, 36 in 2006, 51 in 2007, 54 in 2008, 32 in 2009, 67 in 2010, 82 in 2011, and 136 in 2012. The number of elementary schools earning "F" school grades has increased to 60 in 2013 from 38 in 2002, 16 in 2003, 9 in 2004, 18 in 2005, 7 in 2006, 30 in 2007, 21 in 2008, 13 in 2009, 30 in 2010, 23 in 2011, and 22 in 2012.

Source: Florida Department of Education

School Grades: Middle Schools 2002 - 2013

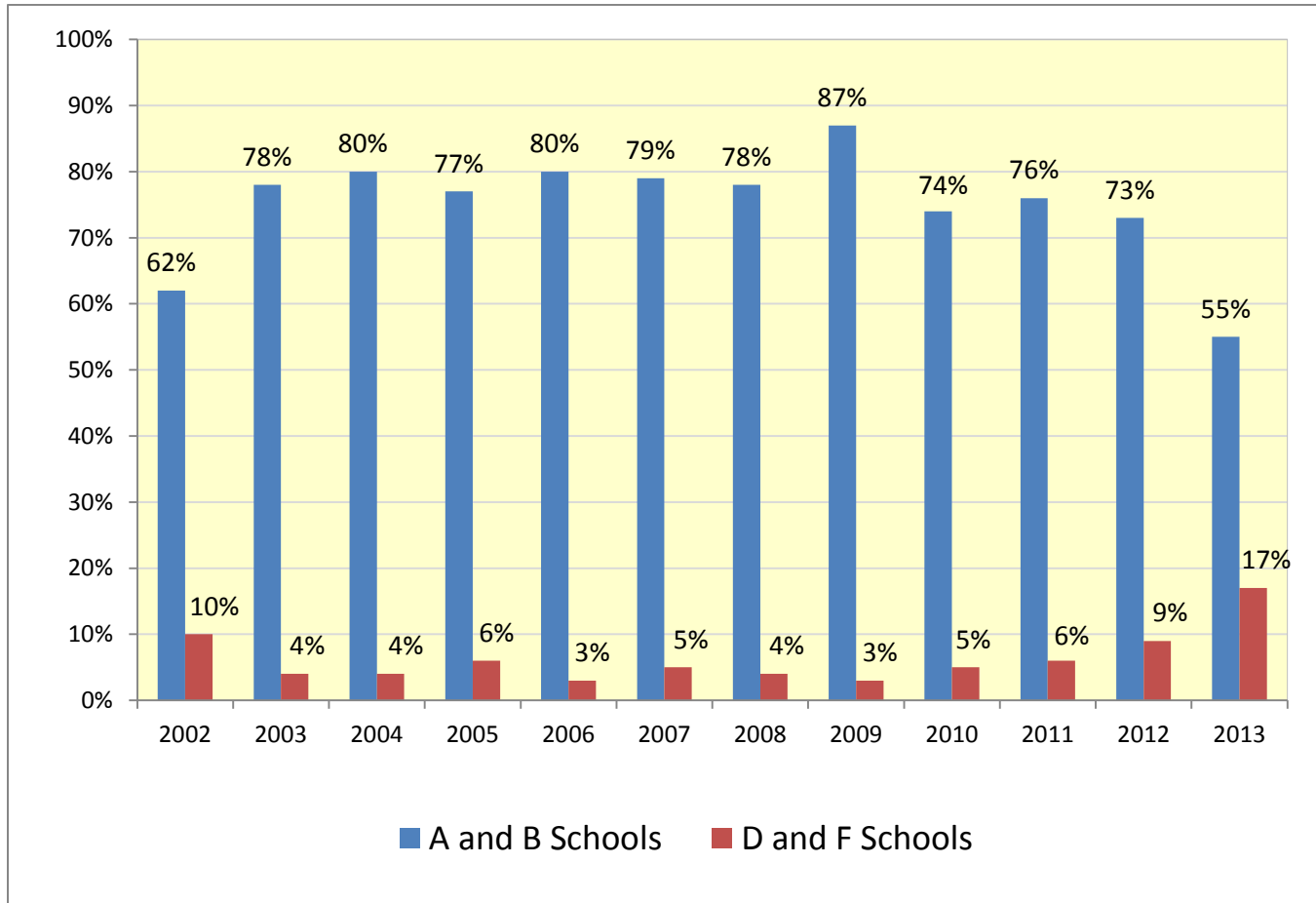


From 2002 to 2013, the number of middle schools earning "A" school grades has decreased by 32 schools, while the number of middle schools that receive "F" school grades has increased by 23 schools. Since 2002, the number of middle schools earning "A" school grades has decreased to 180 in 2013 from 212 in 2002, 245 in 2003, 197 in 2004, 192 in 2005, 353 in 2006, 259 in 2007, 334 in 2008, 362 in 2009, 352 in 2010, 340 in 2011, and 255 in 2012. The number of middle schools earning "B" school grades has increased to 124 in 2013 from 113 in 2002, 122 in 2003 and 117 in 2004, decreased from 144 in 2005, and increased from 103 in 2006, 99 in 2007, 93 in 2008, 90 in 2009, 96 in 2010, 99 in 2011, and 122 in 2012. The number of middle schools earning "C" school grades has increased to 165 in 2013 from 118 in 2002, 85 in 2003, 137 in 2004, 153 in 2005, 61 in 2006, 130 in 2007, 107 in 2008, 99 in 2009, 99 in 2010, 112 in 2011, and 127 in 2012. The number of middle schools earning "D" school grades has increased to 85 in 2013 from 18 in 2002, 18 in 2003, 25 in 2004, 32 in 2005, 6 in 2006, 44 in 2007, 20 in 2008, 14 in 2009, 21 in 2010, 27 in 2011, and 61 in 2012. The number of middle schools earning "F" school grades has increased to 29 in 2013 from 6 in 2002, 1 in 2003, 17 in 2004, 8 in 2005, 1 in 2006, 12 in 2007, 3 in 2008, 3 in 2009, 5 in 2010, 3 in 2011, and 15 in 2012.

Source: Florida Department of Education

School Grades: Elementary Schools 2002 – 2013

Percent of High-Performing and Low-Performing Elementary Schools

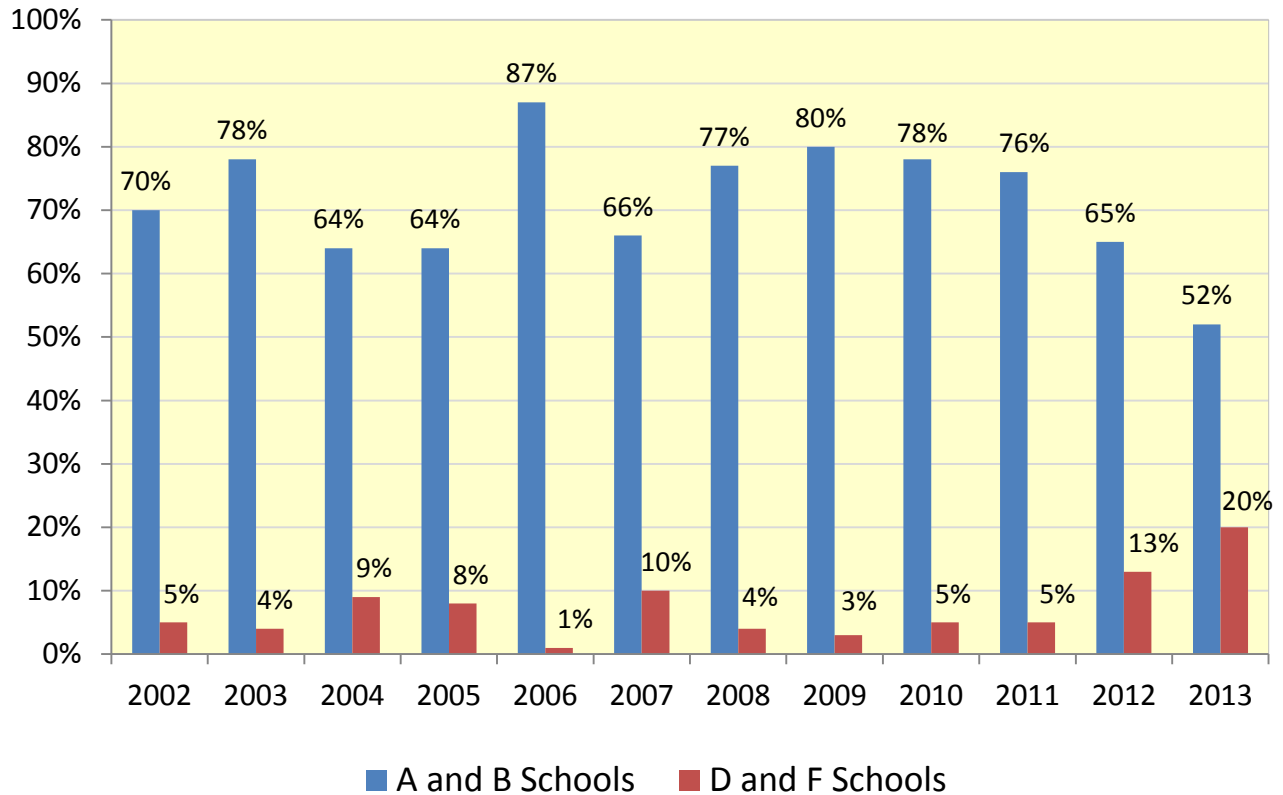


Since 2002, the percentage of high-performing elementary schools has decreased by 7%, while the percentage of low-performing elementary schools has increased by 7%. In 2013, 55% of elementary schools earned an “A” or a “B” school grade. This was a decrease from 62% in 2002, 78% in 2003, 80% in 2004, 77% in 2005, 80% in 2006, 79% in 2007, 78% in 2008, 87% in 2009, 74% in 2010, 76% in 2011, and 73% in 2012. In 2013, 17% of elementary schools earned a “D” or an “F” school grade. This is an increase from 10% in 2002, 4% in 2003, 4% in 2004, 6% in 2005, 3% in 2006, 5% in 2007, 4% in 2008, 3% in 2009, 5% in 2010, 6% in 2011, and 9% in 2012.

Source: Florida Department of Education

School Grades: Middle Schools 2002 - 2013

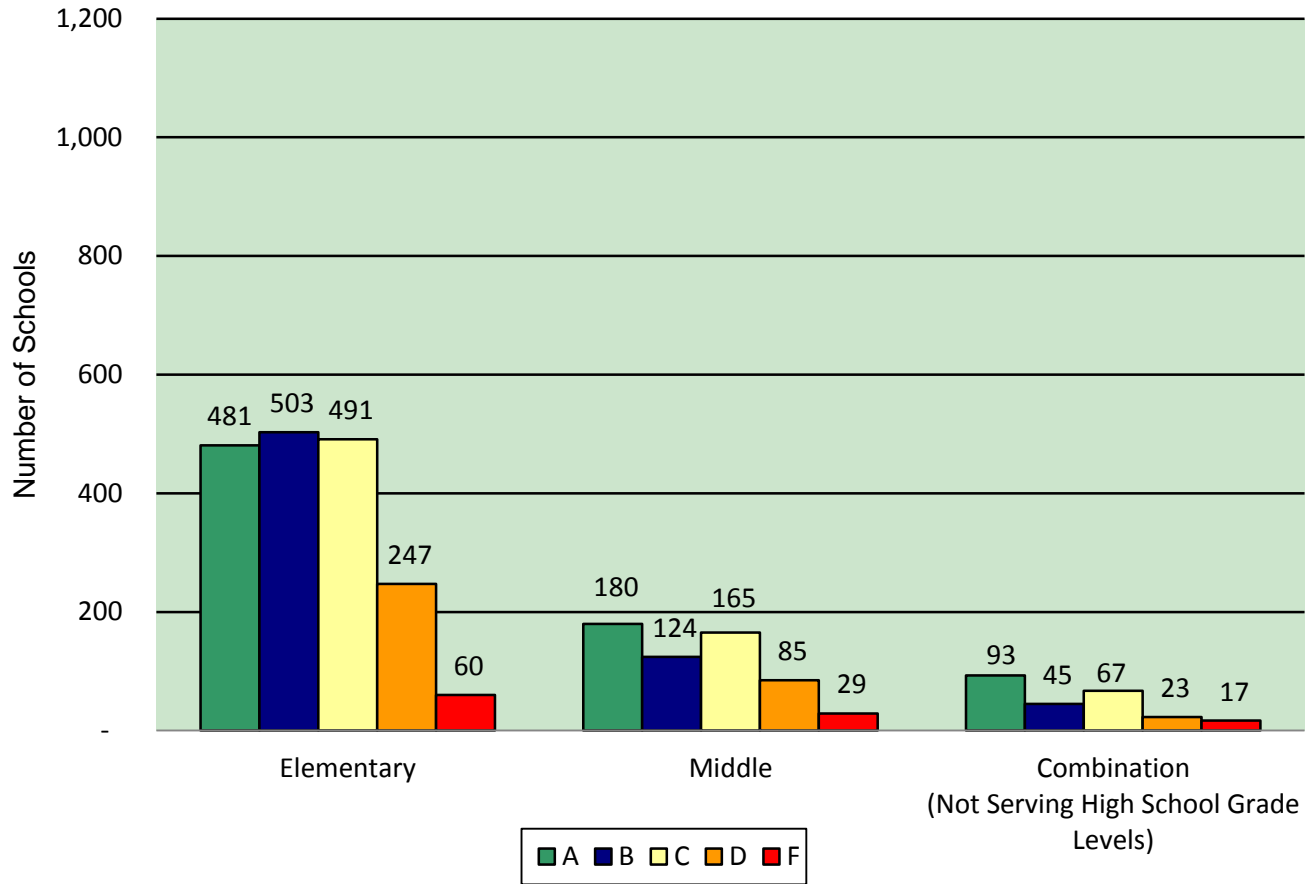
Percent of High-Performing and Low-Performing Middle Schools



Since 2002, the percentage of high-performing middle schools has decreased by 18%, while the percentage of low-performing middle schools has increased by 15%. In 2013, 52% of middle schools earned an "A" or a "B" school grade. This is a decrease from 70% in 2002, 78% in 2003, 64% in 2004, 64% in 2005, 87% in 2006, 66% in 2007, 77% in 2008, 80% in 2009, 78% in 2010, 76% in 2011, and 65% in 2012. In 2013, 20% of middle schools earned a "D" or an "F" school grade. This is an increase from 5% in 2002, 4% in 2003, 9% in 2004, 8% in 2005, 1% in 2006, 10% in 2007, 4% in 2008, 3% in 2009, 5% in 2010, 5% in 2011, and 13% in 2012.

Source: Florida Department of Education

School Grades by School Type in 2013



In 2013, there were 481 elementary schools, 180 middle schools, and 93 combination schools (not serving high school grade levels) that earned an "A" school letter grade; 503 elementary schools, 124 middle schools, and 45 combination schools (not serving high school grade levels) that earned a "B" school letter grade; 491 elementary schools, 165 middle schools, and 67 combination schools (not serving high school grade levels) that earned a "C" school letter grade; 247 elementary schools, 85 middle schools, and 23 combination schools (not serving high school grade levels) that earned a "D" school letter grade; and 60 elementary schools, 29 middle schools, and 17 combination schools (not serving high school grade levels) that earned an "F" school letter grade.

Source: Florida Department of Education

School Grades for 2013 Compared to 2012: Elementary Schools

		2013 School Grade				
		A	B	C	D	F
2012 School Grade	A	433	417	0	0	0
	B	34	64	338	0	0
	C	8	9	113	194	0
	D	1	6	34	44	48
	F	0	1	0	6	11

In 2013, 99 elementary schools increased at least one school grade from 2012, while 997 elementary schools received a lower grade than they received in 2012. In 2013, 433 elementary schools maintained an "A" school grade, 64 elementary schools maintained a "B" school grade, 113 elementary schools maintained a "C" school grade, 44 elementary schools maintained a "D" school grade, and 11 elementary schools maintained an "F" school grade. There were 417 elementary schools that dropped from an "A" to a "B", no elementary schools that dropped from an "A" to a "C", no elementary schools that dropped from an "A" to a "D", and no elementary schools that dropped from an "A" to an "F". There were 34 elementary schools that improved from a "B" to an "A", 338 elementary schools that dropped from a "B" to a "C", no elementary schools that dropped from a "B" to a "D", and no elementary schools that dropped from a "B" to an "F". There were 8 elementary schools that improved from a "C" to an "A", 9 elementary schools that improved from a "C" to a "B", 194 elementary schools that dropped from a "C" to a "D", and no elementary schools that dropped from a "C" to an "F". There was 1 elementary school that improved from a "D" to an "A", 6 elementary schools that improved from a "D" to a "B", 34 elementary schools that improved from a "D" to a "C", and 48 elementary schools that dropped from a "D" to an "F". There were no elementary schools that improved from an "F" to an "A"; there was 1 elementary school that improved from an "F" to a "B"; there were no elementary schools that improved from an "F" to a "C", and 6 elementary schools that improved from an "F" to a "D".

Source: Florida Department of Education

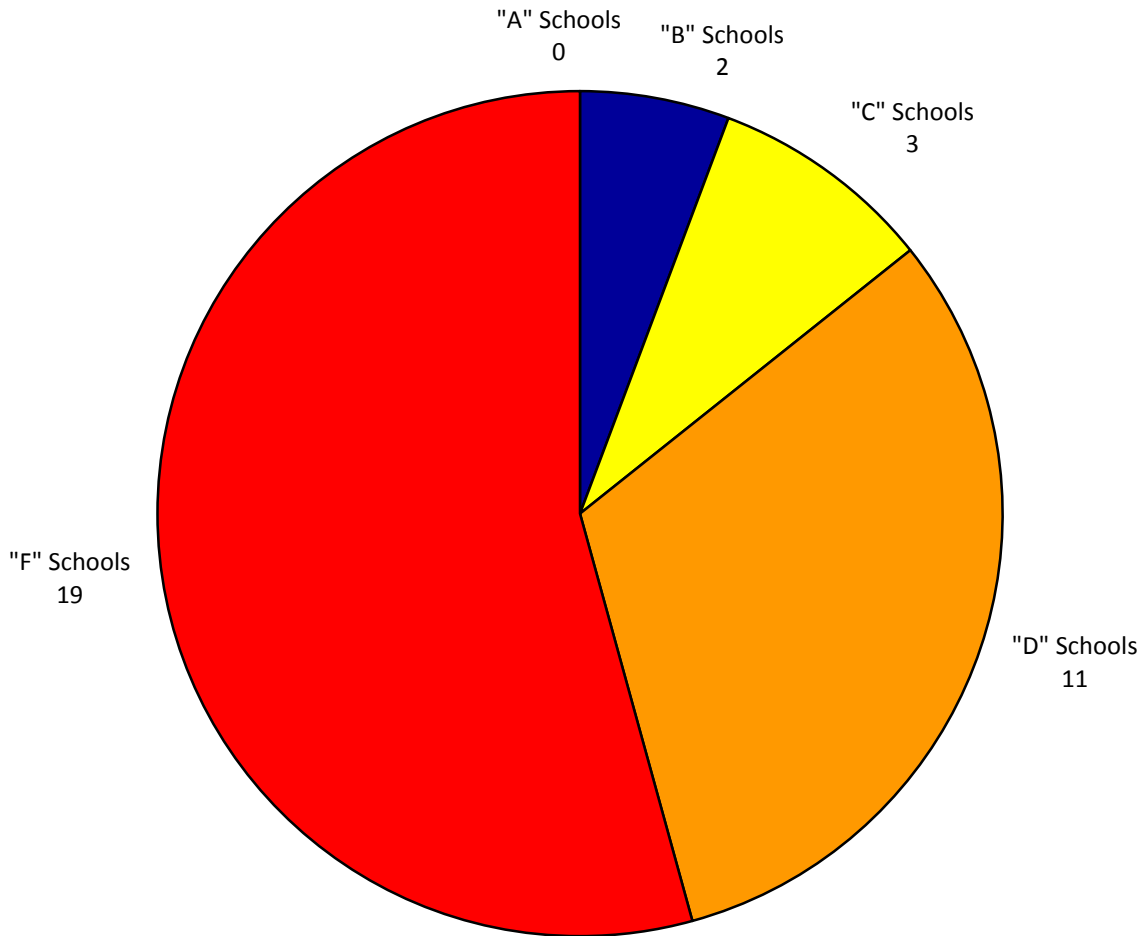
School Grades for 2013 Compared to 2012: Middle Schools

		2013 School Grade				
		A	B	C	D	F
2012 School Grade	A	159	94	0	0	0
	B	14	24	83	0	0
	C	2	3	65	54	0
	D	1	1	12	26	19
	F	0	0	3	4	7

In 2013, 40 middle schools increased at least one school grade from 2012, while 250 middle schools received a lower grade than they received in 2012. In 2013, 159 middle schools maintained an "A" school grade, 24 middle schools maintained a "B" school grade, 65 middle schools maintained a "C" school grade, 26 middle schools maintained a "D" school grade, and 7 middle schools maintained an "F" school grade. There were 94 middle schools that dropped from an "A" to a "B", no middle schools that dropped from an "A" to a "C", no middle schools that dropped from an "A" to a "D", and no middle schools that dropped from an "A" to an "F". There were 14 middle schools that improved from a "B" to a "A", 83 middle schools that dropped from a "B" to a "C", no middle schools that dropped from a "B" to a "D", and no middle schools that dropped from a "B" to an "F". There were 2 middle schools that improved from a "C" to an "A", 3 middle schools that improved from a "C" to a "B", 54 middle schools that dropped from a "C" to a "D", and no middle schools that dropped from a "C" to an "F". There was 1 middle school that improved from a "D" to an "A", and 1 middle school that improved from a "D" to a "B". There were 12 middle schools that improved from a "D" to a "C", and 19 middle schools that dropped from a "D" to an "F". There were no middle schools that improved from an "F" to an "A", no middle schools that improved from an "F" to a "B", 3 middle schools that improved from an "F" to a "C", and 4 middle schools that improved from an "F" to a "D".

Source: Florida Department of Education

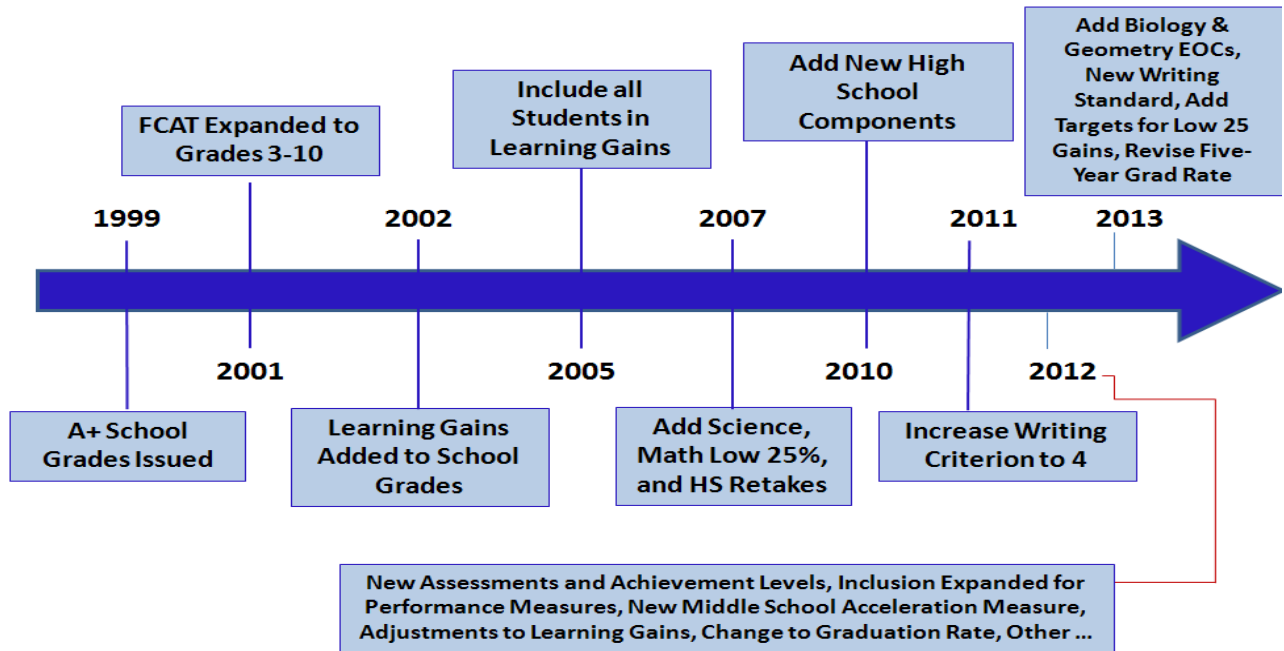
2013 Grades for 2012 “F” Schools – Elementary and Middle Schools



There were a total of 35 “F” elementary and middle schools in 2012 (including combination schools serving elementary and middle school grade levels) that received a school grade in 2013. Of these “F” schools in 2012, none improved to an “A”, 2 improved to a “B”, 3 improved to a “C”, 11 improved to a “D”, and 19 remained an “F”.

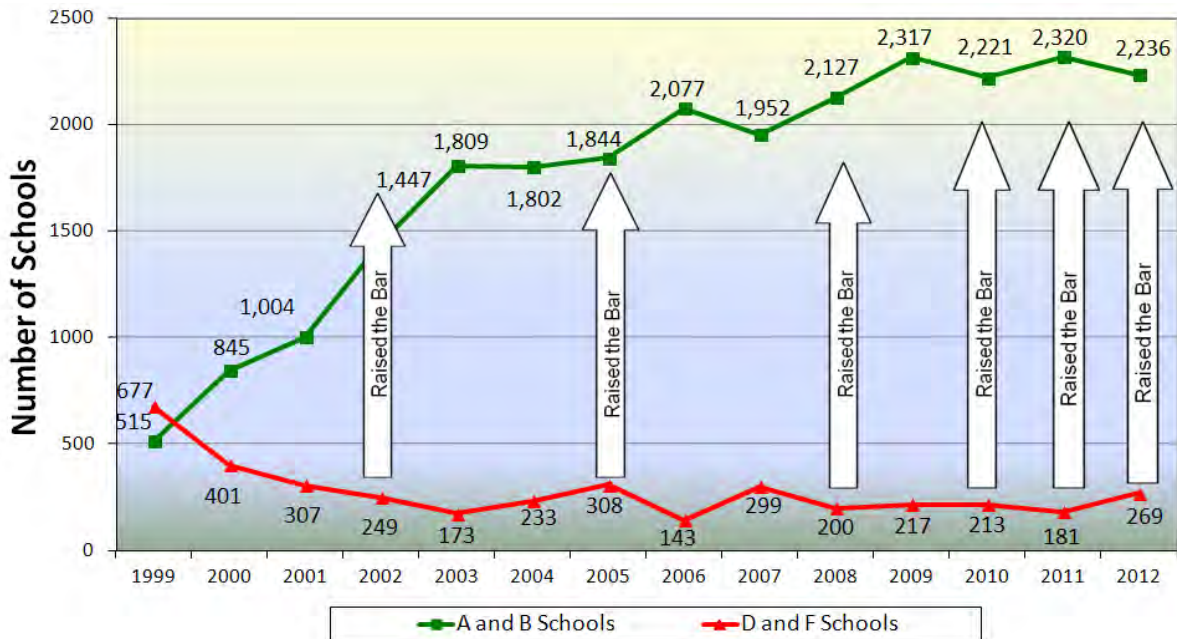
Source: Florida Department of Education

History of School Grades



School Grades were first issued in 1999 under the A+ Plan for Education. Since then, school grading evolved in 2001 to include the FCAT results of students in Grades 3-10. In 2002, student learning gains were added to school grades, and in 2005 all students were included in school grades (learning gains). In 2007, performance in FCAT Science, the learning gains of students scoring in the lowest 25 percent in mathematics, and the performance of those retaking the FCAT were added to school grades. In 2010, high school grades were revised to add graduation rates, accelerated participation and performance, and college readiness. In 2011, the FCAT Writing criterion was increased. In 2012, multiple changes included adding scores for students with disabilities and English language learners to the performance components, incorporating new assessments, adding acceleration for middle schools, and revising parts of the learning gains calculation. In 2013, the FCAT 2.0 Writing standard was raised to 3.5, assessments in Geometry and Biology 1 were added, learning gains targets for the lowest performing students were reinstated, a reading performance requirement was added, and the five-year graduation rate was revised.

The ratio of high-performing schools to low-performing schools has remained high while standards are raised.



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

District Name	A	B	C	D	F
ALACHUA	7	17	6	5	5
BAKER	0	1	0	1	0
BAY	9	4	11	5	1
BRADFORD	0	0	4	1	0
BREVARD	29	28	14	2	1
BROWARD	65	59	63	36	13
CALHOUN	1	1	1	0	0
CHARLOTTE	2	6	6	0	0
CITRUS	3	12	0	0	0
CLAY	10	15	7	0	0
COLLIER	14	10	8	8	2
COLUMBIA	2	3	5	0	2
DADE	125	68	103	48	13
DESOTO	0	0	0	4	0
DIXIE	0	1	2	0	0
DUVAL	33	33	38	26	11
ESCAMBIA	8	7	20	6	5
FLAGLER	3	4	2	0	0
FRANKLIN	1	0	0	0	0
GADSDEN	4	2	3	2	0
GILCHRIST	1	1	0	0	0
GLADES	1	2	1	0	0
GULF	0	1	1	0	0
HAMILTON	0	0	2	1	0
HARDEE	1	0	2	2	1
HENDRY	0	3	3	1	1
HERNANDO	3	3	10	1	1
HIGHLANDS	1	4	2	5	1
HILLSBOROUGH	62	51	57	41	5
HOLMES	1	1	1	0	0
INDIAN RIVER	3	9	7	1	0
JACKSON	1	5	0	0	0
JEFFERSON	0	0	0	1	0
LAFAYETTE	0	0	1	0	0
LAKE	2	17	13	5	0
LEE	29	15	25	7	3
LEON	10	8	14	4	1
LEVY	0	2	4	2	0
LIBERTY	1	0	1	0	0

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

District Name	A	B	C	D	F
MADISON	0	2	0	0	1
MANATEE	10	11	14	10	8
MARION	4	9	14	13	0
MARTIN	6	8	3	0	0
MONROE	8	3	0	1	0
NASSAU	3	4	1	0	0
OKALOOSA	14	12	3	0	0
OKEECHOBEE	0	1	5	2	0
ORANGE	54	47	46	19	4
OSCEOLA	8	15	16	2	0
PALM BEACH	61	38	36	13	5
PASCO	20	8	24	14	0
PINELLAS	29	27	23	14	10
POLK	13	24	36	23	6
PUTNAM	1	2	6	3	3
ST. JOHNS	15	4	6	2	0
ST. LUCIE	2	6	15	7	2
SANTA ROSA	12	3	4	1	0
SARASOTA	21	14	4	0	0
SEMINOLE	28	14	4	4	0
SUMTER	2	2	1	0	0
SUWANNEE	0	0	2	1	0
TAYLOR	0	0	1	1	1
UNION	1	1	0	0	0
VOLUSIA	13	21	19	10	0
WAKULLA	3	3	0	1	0
WALTON	4	2	4	0	0
WASHINGTON	0	2	2	0	0
Florida Virtual Full-Time (K-8)	0	0	1	0	0
FAU LAB SCH (PALM POINTE)	1	0	0	0	0
FSU LAB SCH (PEMBROKE PINES)	1	0	0	0	0
VIRTUAL INSTRUCTION PROVIDERS (VIPs)	1	0	0	1	0
STATE*	767	676	727	357	106

*These district and state counts also include high schools without graduating classes that have received a school grade for 2013. These schools are graded solely on the measures for performance and learning gains described on page 3.

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

District Name	A	B	C	D	F
ALACHUA	18%	43%	15%	13%	13%
BAKER	0%	50%	0%	50%	0%
BAY	30%	13%	37%	17%	3%
BRADFORD	0%	0%	80%	20%	0%
BREVARD	39%	38%	19%	3%	1%
BROWARD	28%	25%	27%	15%	6%
CALHOUN	33%	33%	33%	0%	0%
CHARLOTTE	14%	43%	43%	0%	0%
CITRUS	20%	80%	0%	0%	0%
CLAY	31%	47%	22%	0%	0%
COLLIER	33%	24%	19%	19%	5%
COLUMBIA	17%	25%	42%	0%	17%
DADE	35%	19%	29%	13%	4%
DESOTO	0%	0%	0%	100%	0%
DIXIE	0%	33%	67%	0%	0%
DUVAL	23%	23%	27%	18%	8%
ESCAMBIA	17%	15%	43%	13%	11%
FLAGLER	33%	44%	22%	0%	0%
FRANKLIN	100%	0%	0%	0%	0%
GADSDEN	36%	18%	27%	18%	0%
GILCHRIST	50%	50%	0%	0%	0%
GLADES	25%	50%	25%	0%	0%
GULF	0%	50%	50%	0%	0%
HAMILTON	0%	0%	67%	33%	0%
HARDEE	17%	0%	33%	33%	17%
HENDRY	0%	38%	38%	13%	13%
HERNANDO	17%	17%	56%	6%	6%
HIGHLANDS	8%	31%	15%	38%	8%
HILLSBOROUGH	29%	24%	26%	19%	2%
HOLMES	33%	33%	33%	0%	0%
INDIAN RIVER	15%	45%	35%	5%	0%
JACKSON	17%	83%	0%	0%	0%
JEFFERSON	0%	0%	0%	100%	0%
LAFAYETTE	0%	0%	100%	0%	0%
LAKE	5%	46%	35%	14%	0%
LEE	37%	19%	32%	9%	4%
LEON	27%	22%	38%	11%	3%
LEVY	0%	25%	50%	25%	0%
LIBERTY	50%	0%	50%	0%	0%
MADISON	0%	67%	0%	0%	33%

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

District Name	A	B	C	D	F
MANATEE	19%	21%	26%	19%	15%
MARION	10%	23%	35%	33%	0%
MARTIN	35%	47%	18%	0%	0%
MONROE	67%	25%	0%	8%	0%
NASSAU	38%	50%	13%	0%	0%
OKALOOSA	48%	41%	10%	0%	0%
OKEECHOBEE	0%	13%	63%	25%	0%
ORANGE	32%	28%	27%	11%	2%
OSCEOLA	20%	37%	39%	5%	0%
PALM BEACH	40%	25%	24%	8%	3%
PASCO	30%	12%	36%	21%	0%
PINELLAS	28%	26%	22%	14%	10%
POLK	13%	24%	35%	23%	6%
PUTNAM	7%	13%	40%	20%	20%
ST. JOHNS	56%	15%	22%	7%	0%
ST. LUCIE	6%	19%	47%	22%	6%
SANTA ROSA	60%	15%	20%	5%	0%
SARASOTA	54%	36%	10%	0%	0%
SEMINOLE	56%	28%	8%	8%	0%
SUMTER	40%	40%	20%	0%	0%
SUWANNEE	0%	0%	67%	33%	0%
TAYLOR	0%	0%	33%	33%	33%
UNION	50%	50%	0%	0%	0%
VOLUSIA	21%	33%	30%	16%	0%
WAKULLA	43%	43%	0%	14%	0%
WALTON	40%	20%	40%	0%	0%
WASHINGTON	0%	50%	50%	0%	0%
Florida Virtual Full-Time (K-8)	0%	0%	100%	0%	0%
FAU LAB SCH (PALM POINTE)	100%	0%	0%	0%	0%
FSU LAB SCH (PEMBROKE PINES)	100%	0%	0%	0%	0%
VIRTUAL INSTRUCTION PROVIDERS (VIPs)	50%	0%	0%	50%	0%
STATE	29%	26%	28%	14%	4%



Florida Department of Education