

Florida Department of Education



For High Schools

Final 2012-13 Results

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GRADING FLORIDA'S PUBLIC HIGH SCHOOLS 2012-13

High schools are assigned a grade based 50% upon student achievement and learning gains data from state assessments, and 50% upon several components outside state assessments. School grades communicate to the public how well a school is (1) performing relative to state standards, (2) encouraging its students to participate and succeed in accelerated course offerings, (3) graduating its students, and (4) preparing its students for postsecondary education. High school grades are calculated based on annual learning gains of each student toward achievement of the Next Generation Sunshine State Standards, the progress of the lowest quartile of students, the meeting of performance standards, the graduation rate of all students and those identified as academically at risk, the participation and performance of students in accelerated coursework, and the postsecondary readiness of students. The charts below and on the following page show the components included in the high school grade calculations, the maximum points value for each component (in parentheses), and what schools must achieve to receive each grade. For more information on the components used in high school grades, see the guide sheet at <http://schoolgrades.fldoe.org/pdf/1213/Guidesheet2013ShoolGrades.pdf>.

Assessment Components = 50% of Grade				"Other" Components = 50% of Grade		
Reading	Math	Writing	Science	Acceleration	Graduation Rate	College Readiness
Performance				Participation (150 points)	Overall (200 points) 4-Year Federal Rate (100) 5-Year Rate (100)	Reading (100 points)
FCAT 2.0, FAA (100 points)	Alg. 1, Geom., FAA (100 points)	FCAT, FAA (100 points)	Biology, FAA (100 points)			
Learning Gains All Students				Performance (150 points)	At-Risk (100 points) 4-Year Federal Rate (50) 5-Year Rate (50)	Math (100 points)
FCAT 2.0, FAA (100 points)	Alg. 1, Geom., FAA (100 points)					
Low 25% Learning Gains						
FCAT 2.0 (100 points)	Alg. 1, Geom. (100 points)			(300 points)	(300 points)	(200 points)
(300 points)	(300 points)	(100 points)	(100 points)	(300 points)	(300 points)	(200 points)

Combination high schools also include a middle-school acceleration component (worth 100 points maximum) which measures middle school students' participation in and performance on high-school level end-of-course (EOC) assessments and industry certifications. The K-12 and 6-12 combination schools are graded on a 1700-point scale.

Abbreviations:

FCAT = Florida Comprehensive Assessment Test

FAA = Florida Alternate Assessment (for students with significant cognitive disabilities)

EOC = end-of-course (assessment)

School Grades for High Schools (Grades 9-12)

Based on a 1,600-Point Scale

A	<ul style="list-style-type: none"> • 1,050 points or more • Meet adequate progress in graduating at-risk students • Meet learning gains targets for the lowest performing students • Meet reading performance requirement • Test at least 95% of eligible students
B	<ul style="list-style-type: none"> • 990 to 1,049 points • Meet learning gains targets for the lowest performing students • Meet reading performance requirement • Test at least 90% of eligible students
C	<ul style="list-style-type: none"> • 870 to 989 points • Meet learning gains targets for the lowest performing students • Meet reading performance requirement • Test at least 90% of eligible students
D	<ul style="list-style-type: none"> • 790 to 869 points • Test at least 90% of eligible students
F	<ul style="list-style-type: none"> • Fewer than 790 points

School Grades for Combination High Schools (Grades K-12, 6-12)

Based on a 1,700-point Scale

Additional requirements are the same as for high schools as shown in the table above, but the grading points scale is as follows:

A = 1,115 points or more

B = 1,050 to 1,114 points

C = 925 to 1,049 points

D = 840 to 924 points

F = fewer than 840 points

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) and EOC assessments measure student achievement of the Next Generation Sunshine State Standards. The FAA, which is administered to students with significant cognitive disabilities, measures student achievement of the Next Generation Sunshine State Standards Access Points.

- Schools earn one point for each percent of students who score satisfactory or higher in reading, math, writing, and science, calculated separately for each subject area. Satisfactory scores are described as follows:
 - achievement levels 3, 4, or 5 on the FCAT 2.0 or EOC statewide assessments
 - performance level 4 or higher on the FAA
 - a score of 3.5 or higher on FCAT 2.0 Writing
- 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

Since the FCAT 2.0 and the FAA are administered in consecutive grades in reading and math (for example, grades 3-10 for reading), it is possible to monitor how much students learn from one year to the next. Gains can also be calculated for students taking EOC math assessments if they have eligible current and prior-year scores.

- 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 or higher achievement level without decreasing (i.e., staying at level 3 or higher on the FCAT 2.0 or statewide standardized EOCs; or staying at level 4 or higher on the FAA);
 - (3) For students remaining at level 1 or 2 on the FCAT 2.0 or EOC 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 on the FCAT 2.0 or EOC assessment up to level 4 or level 5, 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 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 FCAT 2.0 scores are no higher than level 2 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?

Schools must earn at least 50 points for gains in reading and math for the lowest performing students, or the school must show sufficient annual improvement in points earned (at least 1% annual increase for schools earning 40 or more points; at least 5% annual increase for schools earning less than 40 points). This requirement applies to schools earning enough points for a “C” or higher. Schools that do not meet the learning gains targets for the lowest-performing schools will have their grade lowered 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.

Grading Florida's High Schools in 2012-13

50% of Grade Based on Statewide Assessments & 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 other than statewide assessments 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 possible]
- 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. Participants in grades 9 and 10 are also included. 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.

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.

Results

- From 2011 to 2013, the number of "A" high and combination high schools evaluated for high school grades increased from 148 (31%) in 2011 to 248 (49%) in 2013 while the number of "B" high/combination schools declined from 223 (47%) to 149 (30%).
- While the number of "A" and "B" high/combination schools is comparable (slightly higher) in 2013 vs. 2012, the outcomes for 2013 are also notable because learning gains targets for the lowest 25% of students were applied in 2013 after having been waived in 2012.
 - If learning gains targets for the low 25% had not been applied in 2013, there would have been five additional "A" high/combination schools based on results.
- The number of high and combination high schools earning C's increased from 72 schools (15%) in 2011 to 85 schools (17%) in 2013. The number of high and combination high schools earning D's decreased from 25 schools (5%) in 2011 to 14 schools (3%) in 2013, excluding ESE centers. The number of high/combination schools earning F's increased from 6 schools (1%) in 2011 to 8 schools (2%) in 2013, excluding ESE centers.

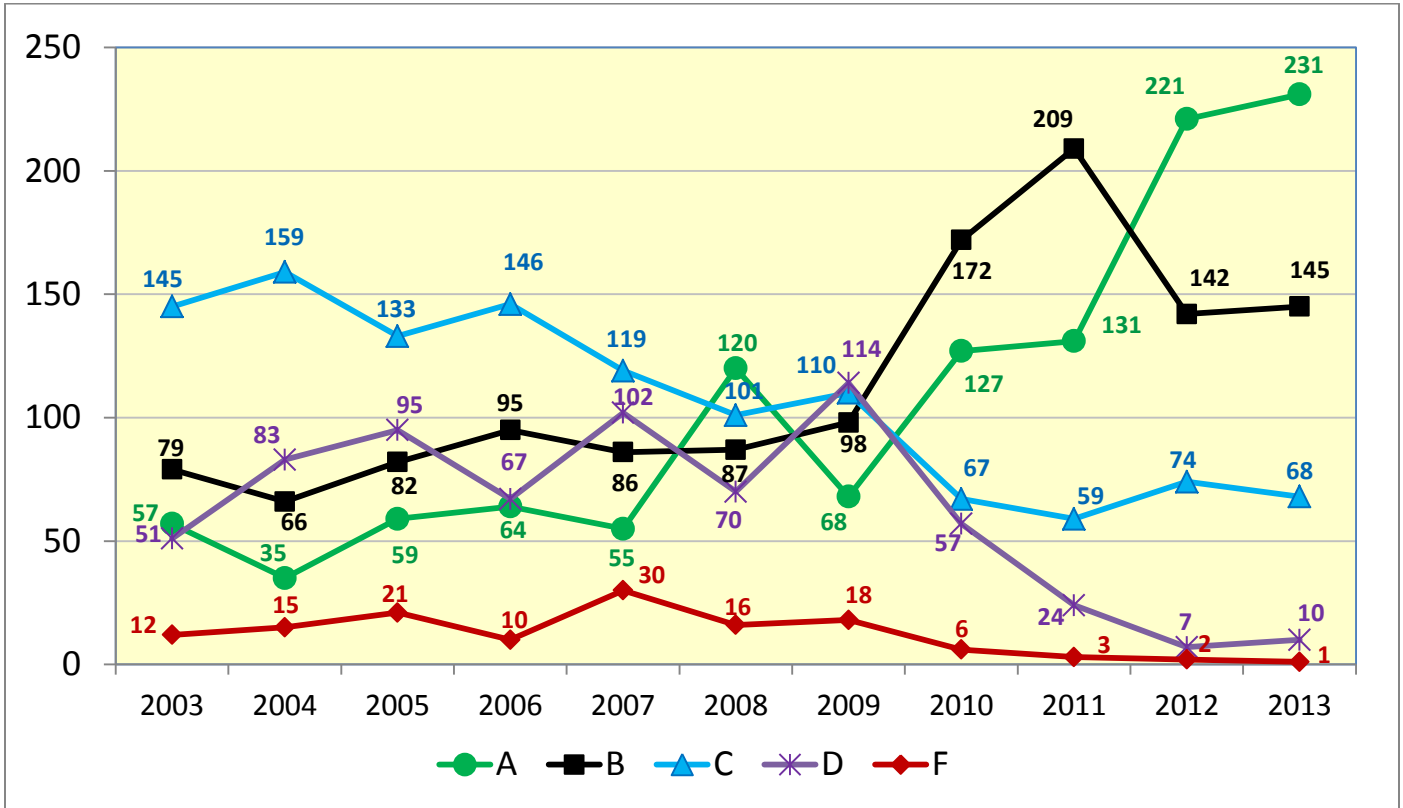
School Grade	Regular High Schools and Combination Schools (Excluding ESE Center Schools)							
	2013 Grades		2012 Grades		2011 Grades		Change	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage Point Change
A	248	49%	231	47%	148	31%	100	18%
B	149	30%	155	32%	223	47%	-74	-17%
C	85	17%	89	18%	72	15%	13	2%
D	14	3%	14	3%	25	5%	-11	-2%
F	8	2%	3	1%	6	1%	2	1%
Total	504		492		474			

Note: Results are for physical schools and do not include VIPs. Combination schools include only combination schools serving high school grade levels. ESE centers that received school grades are not included here but are shown in the table below.

- ESE center schools have a choice -- they can receive a school improvement rating based on the learning gains of their students or they can receive a school grade based on the performance and learning gains of their students. The majority of ESE Center schools chose to receive a school improvement rating.
- Of the 15 ESE centers electing to receive a school grade, three ESE center schools received a school grade in 2013. One received a grade of "D" and two received a grade of "F".

ESE Center Selection	Exceptional Student Education Center Schools	
	2013	2012
Schools that Chose a School Improvement Rating	91	72
Schools that Chose a School Grade		
A	0	0
B	0	0
C	0	0
D	1	1
F	2	10
Fewer than 10 students with needed assessment data	12	16
Total	106	99

School Grades – High Schools* 2003 – 2013

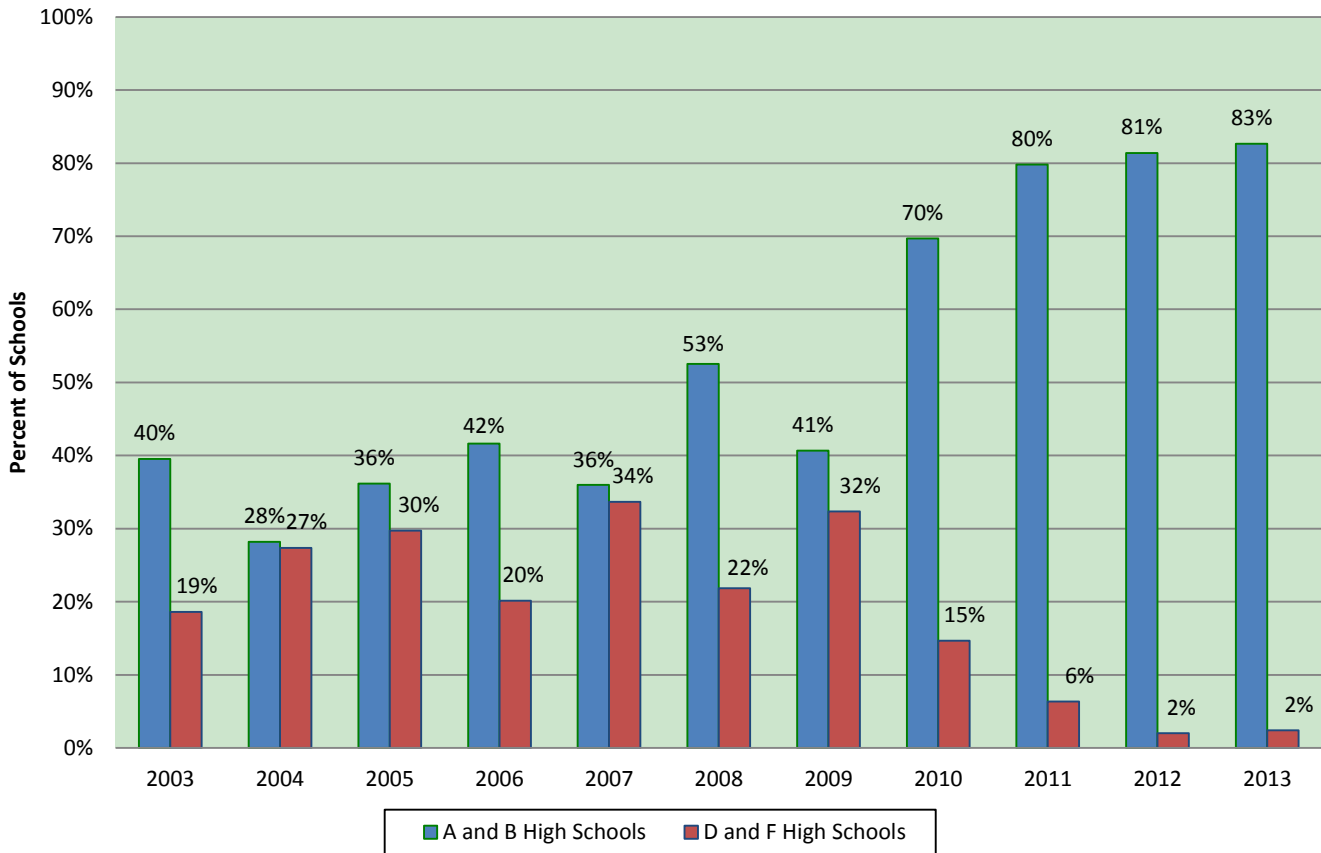


* Data are for all regular high schools (accountability type 03) serving grades 9-12, and do not include combination schools.

Since 2003, the number of high schools earning "A" school grades has increased to 231 in 2013 from 57 in 2003, 35 in 2004, 59 in 2005, 64 in 2006, 55 in 2007, 120 in 2008, 68 in 2009, 127 in 2010, 131 in 2011, and 221 in 2012. The number of high schools earning "B" school grades has increased to 145 in 2013 from 79 in 2003, 66 in 2004, 82 in 2005, 95 in 2006, 86 in 2007, 87 in 2008, and 98 in 2009; decreased from 172 in 2010 and 209 in 2011; and increased from 142 in 2012. The number of high schools earning "C" school grades has decreased to 68 in 2013 from 145 in 2003, 159 in 2004, 133 in 2005, 146 in 2006, 119 in 2007, 101 in 2008, and 110 in 2009; increased from 67 in 2010 and 59 in 2011, and decreased from 74 in 2012. The number of high schools earning "D" school grades has decreased to 10 in 2013 from 51 in 2003, 83 in 2004, 95 in 2005, 67 in 2006, 102 in 2007, 70 in 2008, 114 in 2009, 57 in 2010, and 24 in 2011; and increased from 7 in 2012. The number of high schools earning "F" school grades has decreased to 1 in 2013 from 12 in 2003, 15 in 2004, 21 in 2005, 10 in 2006, 30 in 2007, 16 in 2008, 18 in 2009, 6 in 2010, 3 in 2011, and 2 in 2012.

Source: Florida Department of Education

School Grades – High Schools* 2003 –2013



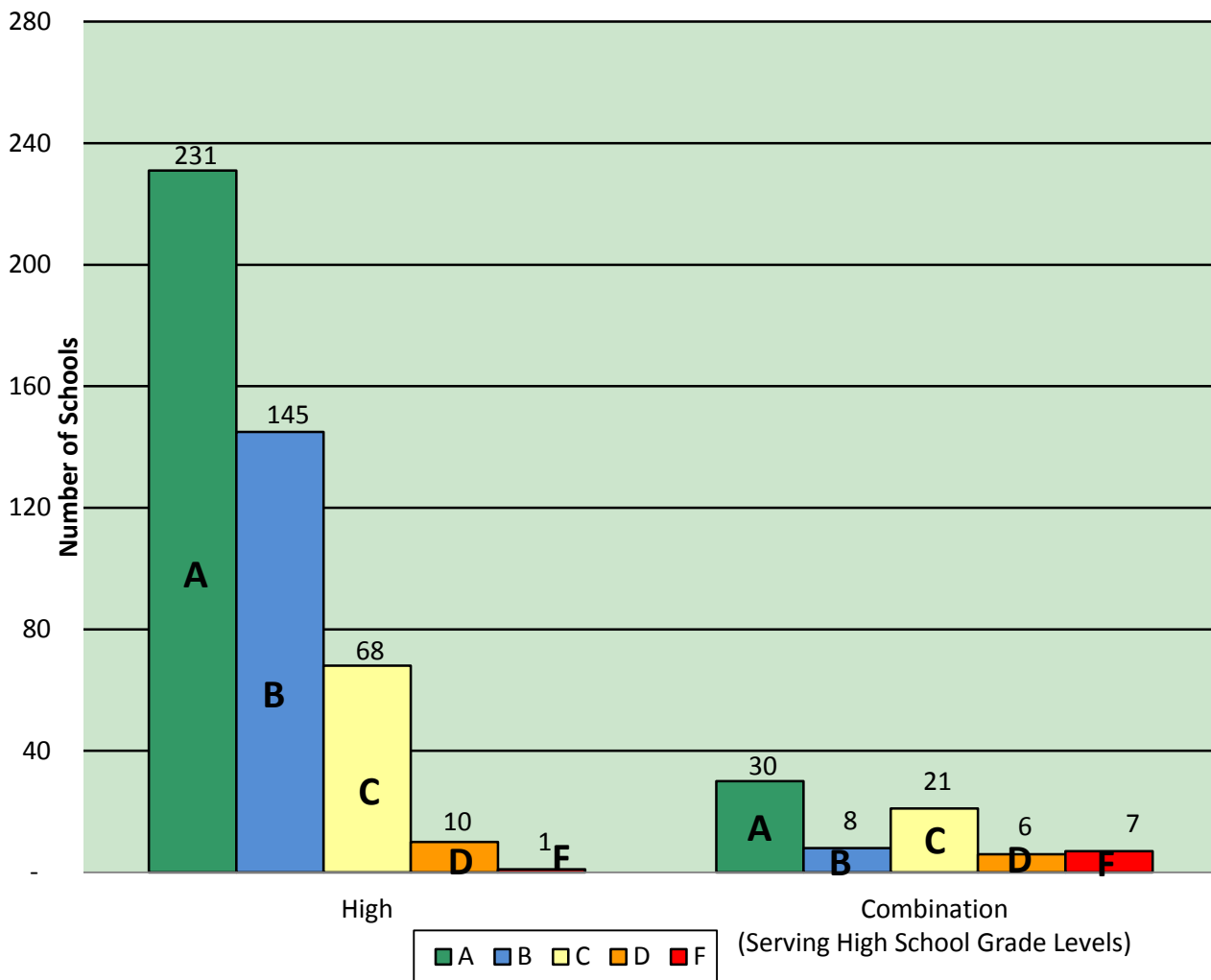
* Data are for regular high schools (accountability type 03) and do not include combination schools.

In 2013, 83% of high schools earned an “A” or a “B” school grade. This was an increase from 40% in 2003, 28% in 2004, 36% in 2005, 42% in 2006, 36% in 2007, 53% in 2008, 41% in 2009, 70% in 2010, 80% in 2011, and 81% in 2012. In 2013, 2% of high schools earned a "D" or an "F" school grade. This is a decrease from 19% in 2003, 27% in 2004, 30% in 2005, 20% in 2006, 34% in 2007, 22% in 2008, 32% in 2009, 15% in 2010, and 6% in 2011, and is the same as 2% in 2012.

Source: Florida Department of Education

School Grades by School Type for High Schools* and Combination High Schools (Excluding ESE Centers) 2013

* Data for high schools include grades for all type 03 schools, including schools that received a grade based solely on the 800-point scale. Data for combination schools include only those type 04 schools serving high school grades.



In 2013, there were 231 high schools and 30 combination schools (serving high school grade levels) that earned an "A" school letter grade; 145 high schools and 8 combination schools (serving high school grade levels) that earned a "B" school letter grade; 68 high schools and 21 combination schools (serving high school grade levels) that earned a "C" school letter grade; 10 high schools and 6 combination schools (serving high school grade levels) that earned a "D" school letter grade; and 1 high school and 7 combination schools (serving high school grade levels) that earned an "F" school letter grade.

Source: Florida Department of Education

High School* Grades for 2013 Compared to 2012:

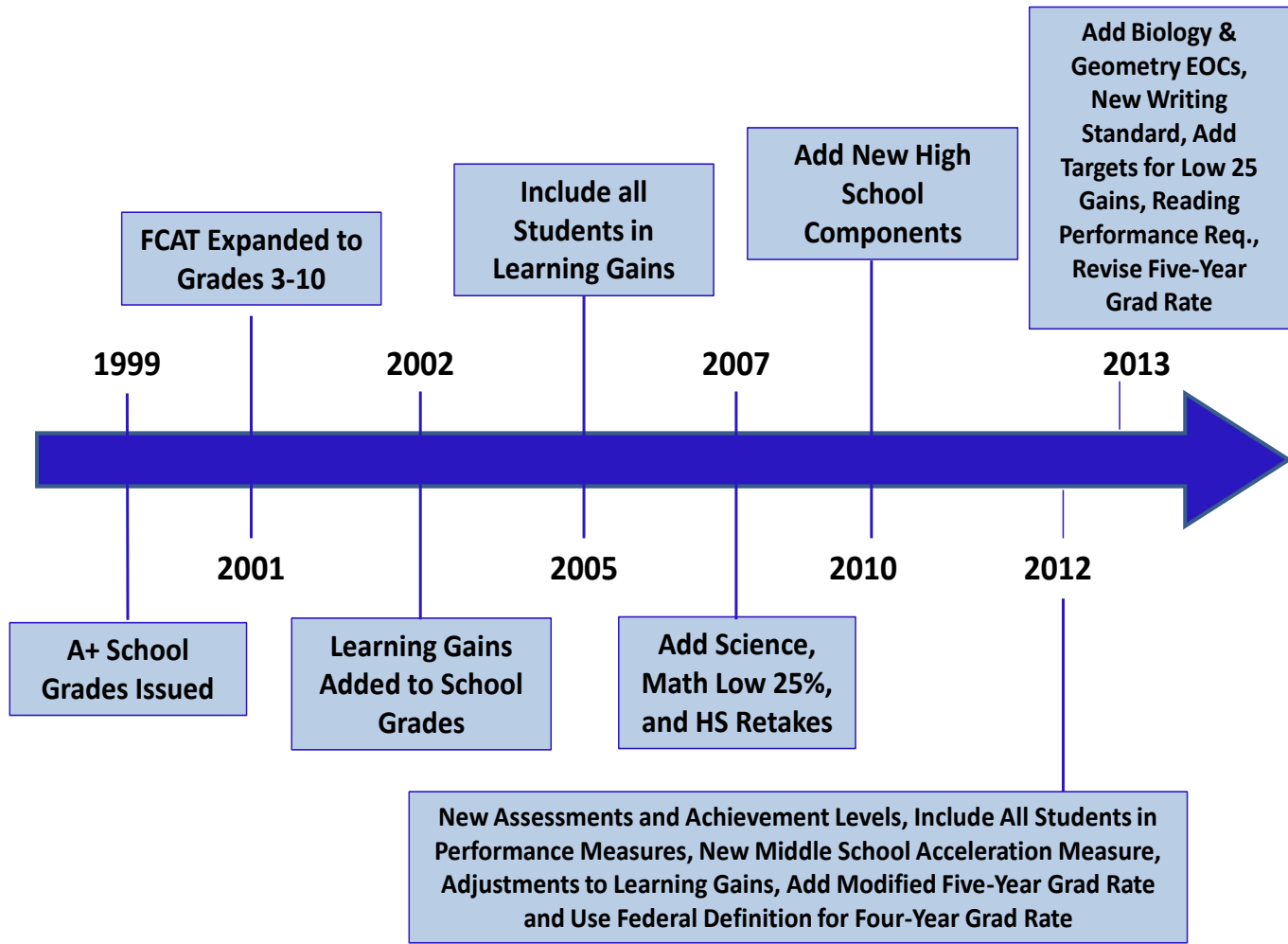
		2013 School Grade				
		A	B	C	D	F
2012 School Grade	A	162	56	0	0	0
	B	57	59	26	0	0
	C	7	26	34	7	0
	D	0	2	4	1	0
	F	0	1	0	1	0

* Data are for regular high schools (accountability type 03) serving grades 9-12 and do not include combination schools or schools that were not graded in 2012.

In 2013, 162 high schools maintained an "A" school grade, 59 high schools maintained a "B" school grade, 34 high schools maintained a "C" school grade, 1 high school maintained a "D" school grade, and 0 (zero) high schools maintained an "F" school grade. There were 56 high schools that dropped from an "A" to a "B", 0 (zero) high schools that dropped from an "A" to a "C", 0 (zero) high schools that dropped from an "A" to a "D", and 0 (zero) high schools that dropped from an "A" to an "F". There were 57 high schools that improved from a "B" to a "A", 26 high schools that dropped from a "B" to a "C", 0 (zero) high schools that dropped from a "B" to a "D", and 0 (zero) high schools that dropped from a "B" to an "F". There were 7 high schools that improved from a "C" to an "A", 26 high schools that improved from a "C" to a "B", 7 high schools that dropped from a "C" to a "D", and 0 (zero) high schools that dropped from a "C" to an "F". There were 0 (zero) high schools that improved from a "D" to an "A." There were 2 high schools that improved from a "D" to a "B", 4 high schools that improved from a "D" to a "C", and 0 (zero) high schools that dropped from a "D" to an "F". There were no (zero) high schools that improved from an "F" to an "A", 1 high school that improved from an "F" to a "B", 0 (zero) high schools that improved from an "F" to a "C", and 1 high school that improved from an "F" to a "D".

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 students with disabilities (SWDs) and English language learners (ELLs) were added to the learning gains calculations. 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, new components including graduation rate, student performance and participation in accelerated coursework, and college readiness were added to school grades for high schools. In 2012, numerous changes were adopted for school grading to assist in the transition to a more rigorous accountability system. Changes for 2012 included new assessments and achievement levels, inclusion of SWDs and ELLs in performance measures, a new middle-school acceleration measure, adjustments to learning gains weighting for students moving to higher achievement levels or demonstrating greater than expected gains, changes to the graduation rate for high schools, and other adjustments to support increased student achievement. In 2013, additional new assessments were included in calculations for high schools (Biology and Geometry EOC assessments), the FCAT writing standard was restored to 3.5 from 3.0, and the five-year graduation rate was revised to count only standard diploma recipients as graduates. In addition, learning gains targets for the low 25% were restored.

Source: Florida Department of Education

High and Combination School Grades by District*

District Name	A	B	C	D	F
ALACHUA	3	3	0	0	1
BAKER	0	1	0	0	0
BAY	2	2	2	0	0
BRADFORD	0	0	1	0	0
BREVARD	14	2	0	0	0
BROWARD	26	9	3	0	0
CALHOUN	0	1	1	0	0
CHARLOTTE	4	0	0	0	0
CITRUS	2	2	0	0	0
CLAY	4	3	0	0	0
COLLIER	7	1	0	1	0
COLUMBIA	0	0	2	0	0
DADE	38	15	4	3	0
DESOTO	0	0	1	0	0
DIXIE	1	0	0	0	0
DUVAL	11	5	6	1	0
ESCAMBIA	1	4	2	0	0
FLAGLER	2	0	0	0	0
FRANKLIN	0	0	0	1	0
GADSDEN	0	0	1	0	1
GILCHRIST	2	0	0	0	0
GLADES	0	0	1	0	0
GULF	1	0	1	0	0
HAMILTON	0	0	0	0	1
HARDEE	0	0	1	0	0
HENDRY	0	0	2	0	0
HERNANDO	0	3	2	0	0
HIGHLANDS	0	1	2	0	0
HILLSBOROUGH	15	9	5	1	0
HOLMES	0	1	3	0	0
INDIAN RIVER	2	1	0	0	0
JACKSON	2	2	1	0	0
JEFFERSON	0	0	0	0	1
LAFAYETTE	0	1	0	0	0
LAKE	1	4	3	0	0
LEE	9	6	0	1	0
LEON	2	2	2	0	0

District Name	A	B	C	D	F
LEVY	3	1	0	0	0
LIBERTY	0	1	0	0	0
MADISON	0	1	0	0	0
MANATEE	4	3	0	0	0
MARION	3	3	1	1	0
MARTIN	4	0	0	0	0
MONROE	0	2	1	0	0
NASSAU	2	2	0	0	0
OKALOOSA	5	1	0	1	0
OKEECHOBEE	0	0	1	0	0
ORANGE	10	9	2	0	0
OSCEOLA	7	3	0	0	1
PALM BEACH	13	6	8	2	2
PASCO	6	2	6	0	0
PINELLAS	10	7	1	0	0
POLK	3	3	10	0	0
PUTNAM	0	0	2	1	0
ST. JOHNS	4	2	0	0	0
ST. LUCIE	2	2	1	1	1
SANTA ROSA	3	2	1	0	0
SARASOTA	3	5	0	0	0
SEMINOLE	7	2	0	0	0
SUMTER	1	1	1	0	0
SUWANNEE	0	0	2	0	0
TAYLOR	0	1	0	0	0
UNION	0	1	0	0	0
VOLUSIA	1	8	1	0	0
WAKULLA	1	0	0	0	0
WALTON	3	1	0	0	0
WASHINGTON	1	1	0	0	0
FL VIRTUAL	0	1	0	0	0
FAU LAB SCH	1	0	0	0	0
FSU LAB SCH	1	0	0	0	0
FAMU LAB SCH	0	0	1	0	0
UF LAB SCH	1	0	0	0	0
STATE	248	149	85	14	8

*Results include combination schools serving high school grade levels but do not include ESE centers.

High and Combination School Grades by District by Percent*

District Name	A	B	C	D	F
ALACHUA	43%	43%	0%	0%	14%
BAKER	0%	100%	0%	0%	0%
BAY	33%	33%	33%	0%	0%
BRADFORD	0%	0%	100%	0%	0%
BREVARD	88%	13%	0%	0%	0%
BROWARD	68%	24%	8%	0%	0%
CALHOUN	0%	50%	50%	0%	0%
CHARLOTTE	100%	0%	0%	0%	0%
CITRUS	50%	50%	0%	0%	0%
CLAY	57%	43%	0%	0%	0%
COLLIER	78%	11%	0%	11%	0%
COLUMBIA	0%	0%	100%	0%	0%
DADE	63%	25%	7%	5%	0%
DESOTO	0%	0%	100%	0%	0%
DIXIE	100%	0%	0%	0%	0%
DUVAL	48%	22%	26%	4%	0%
ESCAMBIA	14%	57%	29%	0%	0%
FLAGLER	100%	0%	0%	0%	0%
FRANKLIN	0%	0%	0%	100%	0%
GADSDEN	0%	0%	50%	0%	50%
GILCHRIST	100%	0%	0%	0%	0%
GLADES	0%	0%	100%	0%	0%
GULF	50%	0%	50%	0%	0%
HAMILTON	0%	0%	0%	0%	100%
HARDEE	0%	0%	100%	0%	0%
HENDRY	0%	0%	100%	0%	0%
HERNANDO	0%	60%	40%	0%	0%
HIGHLANDS	0%	33%	67%	0%	0%
HILLSBOROUGH	50%	30%	17%	3%	0%
HOLMES	0%	25%	75%	0%	0%
INDIAN RIVER	67%	33%	0%	0%	0%
JACKSON	40%	40%	20%	0%	0%
JEFFERSON	0%	0%	0%	0%	100%
LAFAYETTE	0%	100%	0%	0%	0%
LAKE	13%	50%	38%	0%	0%
LEE	56%	38%	0%	6%	0%
LEON	33%	33%	33%	0%	0%
LEVY	75%	25%	0%	0%	0%

High and Combination School Grades by District by Percent*

District Name	A	B	C	D	F
LIBERTY	0%	100%	0%	0%	0%
MADISON	0%	100%	0%	0%	0%
MANATEE	57%	43%	0%	0%	0%
MARION	38%	38%	13%	13%	0%
MARTIN	100%	0%	0%	0%	0%
MONROE	0%	67%	33%	0%	0%
NASSAU	50%	50%	0%	0%	0%
OKALOOSA	71%	14%	0%	14%	0%
OKEECHOBEE	0%	0%	100%	0%	0%
ORANGE	48%	43%	10%	0%	0%
OSCEOLA	64%	27%	0%	0%	9%
PALM BEACH	42%	19%	26%	6%	6%
PASCO	43%	14%	43%	0%	0%
PINELLAS	56%	39%	6%	0%	0%
POLK	19%	19%	63%	0%	0%
PUTNAM	0%	0%	67%	33%	0%
ST. JOHNS	67%	33%	0%	0%	0%
ST. LUCIE	29%	29%	14%	14%	14%
SANTA ROSA	50%	33%	17%	0%	0%
SARASOTA	38%	63%	0%	0%	0%
SEMINOLE	78%	22%	0%	0%	0%
SUMTER	33%	33%	33%	0%	0%
SUWANNEE	0%	0%	100%	0%	0%
TAYLOR	0%	100%	0%	0%	0%
UNION	0%	100%	0%	0%	0%
VOLUSIA	10%	80%	10%	0%	0%
WAKULLA	100%	0%	0%	0%	0%
WALTON	75%	25%	0%	0%	0%
WASHINGTON	50%	50%	0%	0%	0%
FL VIRTUAL	0%	100%	0%	0%	0%
FAU LAB SCH	100%	0%	0%	0%	0%
FSU LAB SCH	100%	0%	0%	0%	0%
FAMU LAB SCH	0%	0%	100%	0%	0%
UF LAB SCH	100%	0%	0%	0%	0%
STATE	49%	30%	17%	3%	2%

*Results include combination schools serving high school grade levels but do not include ESE centers.



Florida Department of Education