



School Report Card

2017-2018



Vero Beach High School

1707 16th Street, Vero Beach, FL 32960

Principal: Shawn O'Keefe

The School District of Indian River County has established a multi-metric School Report Card for each school. The purpose of the School Report Card is to give a broader picture of how our schools are performing on a variety of indicators, beyond just the School Grade provided by the Florida Department of Education. The data used to determine the status of each indicator is presented on the following pages. Some indicators may have additional data presented that is not used to calculate the indicator status, but is included for informational purposes.

Note: Definitions for each indicator can be found in the Appendix. Technical data definitions and frequently asked questions can be found on the School Report Card homepage.

| School Report Card Indicators | | | |
|-------------------------------|-----------|-----------|--------------------|
| | 2015-2016 | 2016-2017 | 2017-2018 |
| School Grade | C | C | B |
| Parent Satisfaction Grade | B | B | B |
| Gains | Below | Meeting | Data Not Available |
| Student Attendance | Below | Below | Below |
| Student Discipline | Below | Below | Below |
| Gateway Performance | Meeting | Meeting | Below |
| Teacher Attendance | Meeting | Meeting | Meeting |



School Profile

Mission: Vero Beach High School's rich tradition of excellence in academic, career/technical, extra-curricular, and arts programs provides the foundation for a safe and nurturing environment that addresses students' diverse talents, interests, and abilities as we further prepare them to adapt to the challenges of ever-changing local, global, and virtual/digital communities.

Vision: "It is the responsibility of Vero Beach High School to work together to achieve success for all students." This vision statement is commonly referred to using the short catch phrase, "VBHS...Together We Achieve Success".

School Demographics for 2017 - 2018

| | | |
|------------------------------|-------|------------|
| Economically Disadvantaged | 44.2% | |
| Title I Status | No | |
| Student Demographics | Count | Percentage |
| 2017 - 2018 Total Enrollment | 2,975 | 100% |
| American Indian | 16 | 0.5% |
| Asian | 59 | 2.0% |
| Black | 578 | 19.4% |
| Hispanic | 557 | 18.7% |
| Pacific Islander | ** | ** |
| White | 1,659 | 55.8% |
| Two or More Races | 105 | 3.5% |
| ** Number is less than 10 | | |

Source: <https://edstats.fldoe.org> May 30, 2018



School Grade

School Grade Component Scores

| School Year | 2015-16 | 2016-17 | 2017-18 |
|---|-----------------|-----------------|-----------------|
| School Grade | C | C | B |
| English Language Arts Achievement | 51% | 50% | 51% |
| English Language Arts Gains | 42% | 46% | 49% |
| English Language Arts Lowest 25% Gains | 27% | 34% | 39% |
| Mathematics Achievement | 40% | 42% | 45% |
| Mathematics Gains | 39% | 42% | 47% |
| Mathematics Lowest 25% Gains | 36% | 32% | 36% |
| Science Achievement | 64% | 62% | 61% |
| Social Studies Achievement | 71% | 73% | 75% |
| College and Career Acceleration Performance | 60% | 62% | 68% |
| Graduation Rate | 82% | 89% | 91% |
| Total Points Earned | 51% or 512 pts. | 53% or 532 pts. | 56% or 562 pts. |

**2017-2018
School Grade
Point Scale**

- A = 62 percent of total applicable points or higher
- B = 54 to 61 percent of total applicable points
- C = 41 to 53 percent of total applicable points
- D = 32 to 40 percent of total applicable points
- F = 31 percent of total applicable points or less



Percent Proficient in Reading by Subgroups:

| | 2015-16 | 2016-17 | 2017-18 |
|---|---------|---------|---------|
| All Students | 51 | 50 | N/A |
| American Indian | *** | *** | N/A |
| Asian / Pacific Islander | 61 | 59 | N/A |
| Black / African American | 24 | 24 | N/A |
| Hispanic | 40 | 41 | N/A |
| White | 65 | 63 | N/A |
| English Language Learners | 8 | 7 | N/A |
| Students with Disabilities | 10 | 7 | N/A |
| Economically Disadvantaged | 35 | 34 | N/A |
| *** Cell size is too small to report | | | |

Percent Proficient in Math by Subgroups:

| | 2015-16 | 2016-17 | 2017-18 |
|---|---------|---------|---------|
| All Students | 40 | 42 | N/A |
| American Indian | *** | *** | N/A |
| Asian / Pacific Islander | 59 | 46 | N/A |
| Black / African American | 18 | 17 | N/A |
| Hispanic | 30 | 37 | N/A |
| White | 50 | 53 | N/A |
| English Language Learners | 13 | 21 | N/A |
| Students with Disabilities | 6 | 6 | N/A |
| Economically Disadvantaged | 28 | 28 | N/A |
| *** Cell size is too small to report | | | |



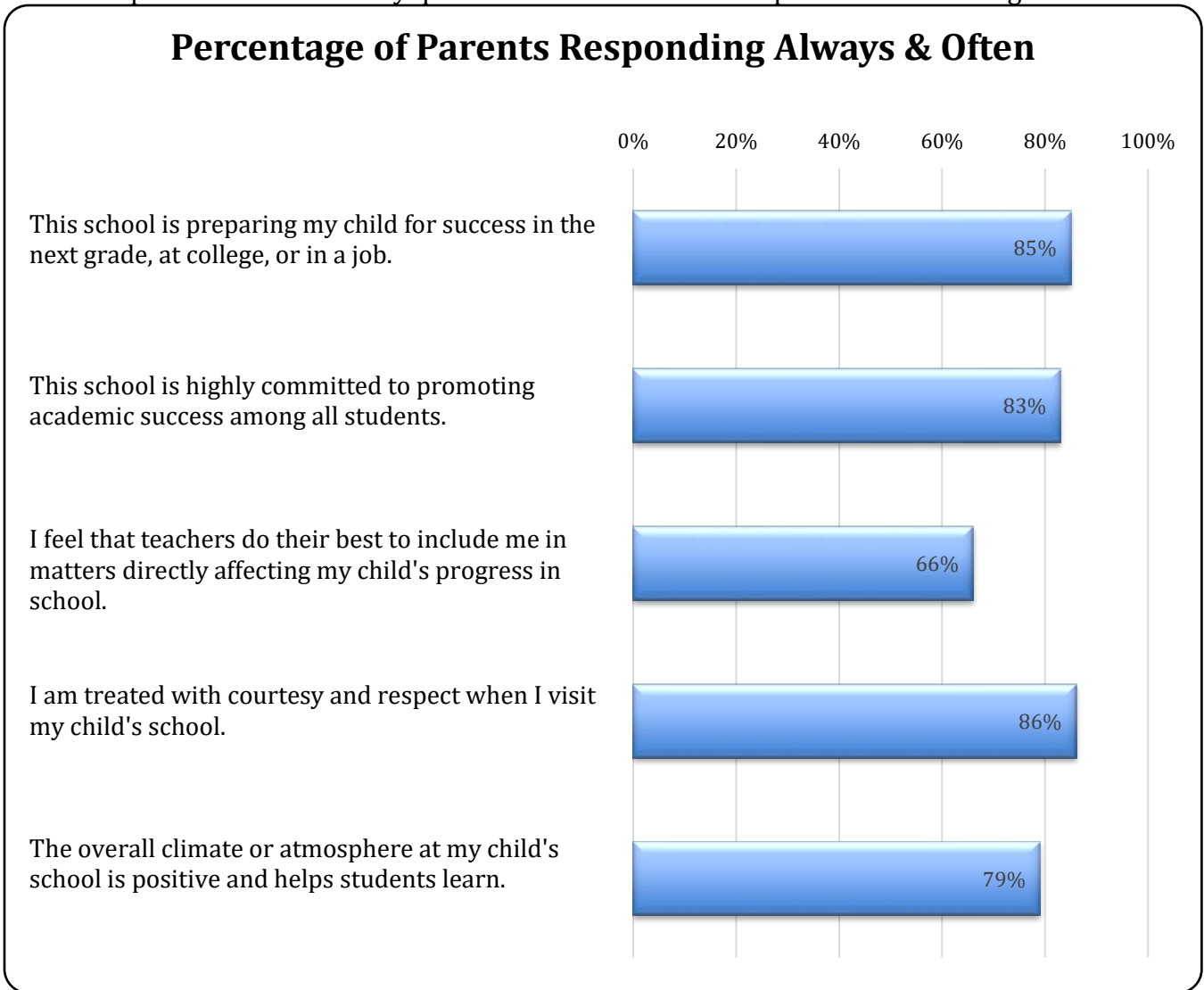
Parent Satisfaction

| | 2015-2016 | 2016-2017 | 2017-2108 |
|---------------------------|-----------|-----------|-----------|
| Parent Satisfaction Grade | B | B | B |

Parent response was 20%. A minimum Parent response of 20% is required to calculate the Parent Satisfaction Grade.

The parent satisfaction grade is based on parent responses to the question: "What grade would you give your child's school?"

Parent responses to other survey questions not included in the parent satisfaction grade:





Student Performance Gains

| Indicator | 2015-2016 | 2016-2017 | 2107-2018 |
|---|-----------|-----------|--------------------|
| Combined gains on Value Added Model (VAM) and SAT10 | Below | Meeting | Data Not Available |

The Value Added Model (VAM) measures the expected growth of each individual student in 4th through 10th grades and compares their growth to similar students in the state of Florida.

| State's Combined VAM (Non-Algebra) English Language Arts and Math | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---------------------------|---------------------|--------------------|
| | Below (Needs Improvement) | Meeting (Effective) | Data Not Available |

| State's Combined VAM Algebra | 2015-2016 | 2016-2017 | 2017-2018 |
|------------------------------|---------------------|---------------------------|--------------------|
| | Meeting (Effective) | Below (Needs Improvement) | Data Not Available |

| VAM Scale | |
|-------------------|--------------|
| State Rating | Status Level |
| Highly Effective | Exceeding |
| Effective | Meeting |
| Needs Improvement | Below |
| Unsatisfactory | Below |

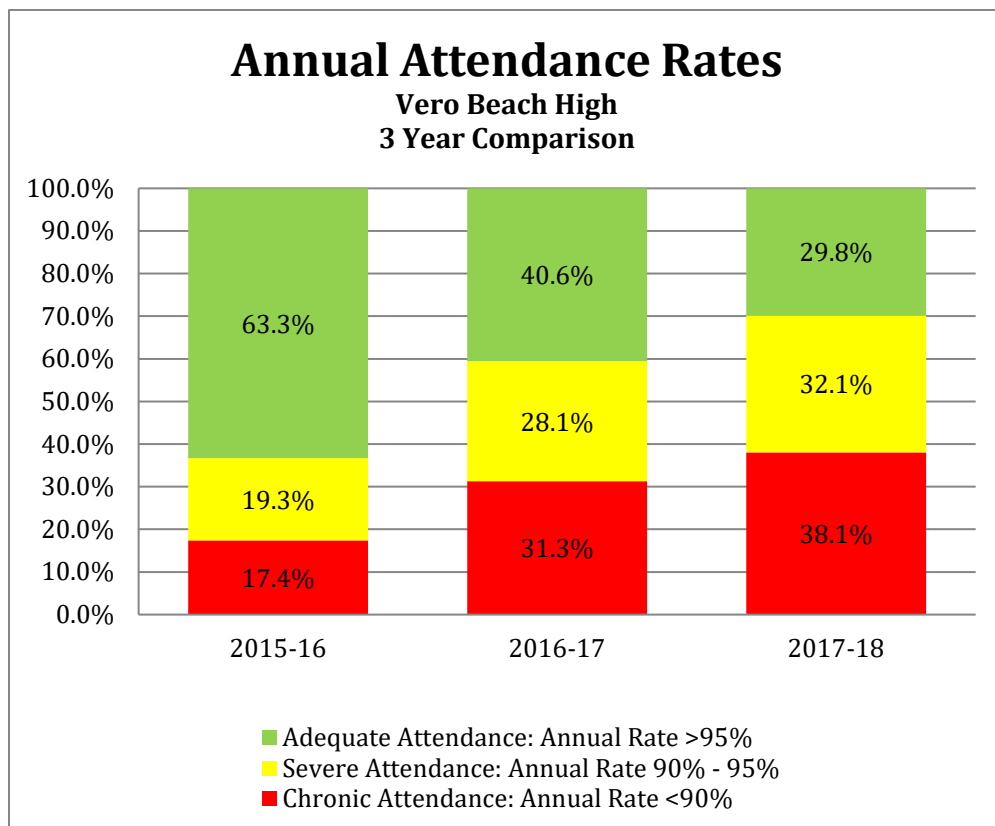


Student Attendance

| Indicator | 2015-2016 | 2016-2017 | 2017-2018 |
|--------------------------|------------------|------------------|------------------|
| Average Daily Attendance | Below (89.3%) | Below (89.3%) | Below (88.4%) |

| Average Daily Attendance Scale | | |
|--------------------------------|-------|--------------|
| Min | Max | Status Level |
| 97% | 100% | Exceeding |
| 93% | 96.9% | Meeting |
| 0% | 92.9% | Below |

Average Daily Attendance is calculated by taking the total count of student days present divided by the total count of student days enrolled over the course of the school year. All students who were enrolled at least one day are included.



The 3 Year Comparison chart is calculated by classifying each student according to their individual attendance rate. Only those students enrolled at the end of the year at the school are included.



Student Discipline

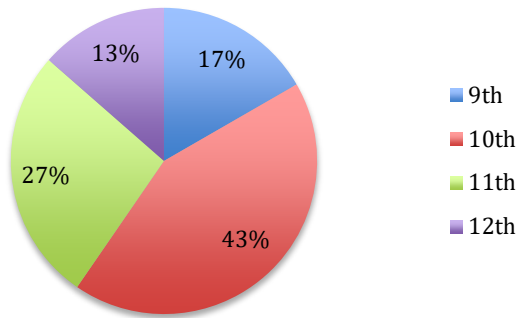
| Indicator | 2015-2016 | 2016-2017 | 2017-2018 * |
|---|--------------------------|--------------------------|--------------------------|
| Percentage of Students with one or more Out-of-School suspensions | Below (15.2%) | Below (16.5%) | Below (10.4%) |

*In 2017-2018, this indicator was changed to reflect only Out-of-School suspensions. The data for 2015-16 and 2016-17 were changed to reflect this decision.

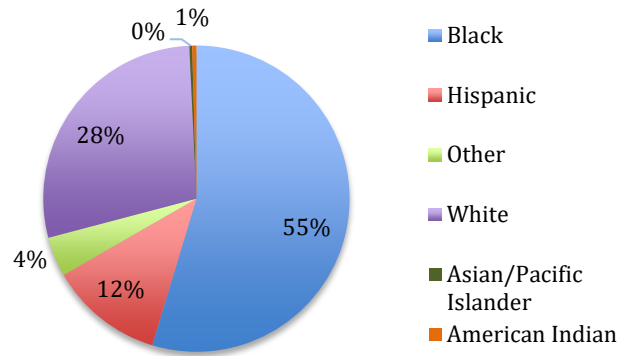
| Student Discipline Scale | | |
|--------------------------|------|--------------|
| Min | Max | Status Level |
| 0% | 3% | Exceeding |
| 3.01% | 7% | Meeting |
| 7.01% | 100% | Below |

Other discipline data not used in the overall Indicator calculation:

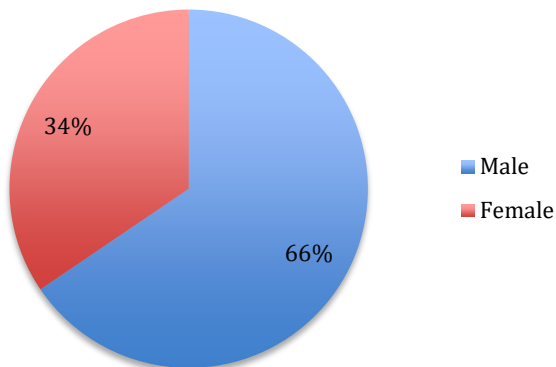
Office Discipline Referrals by Grade



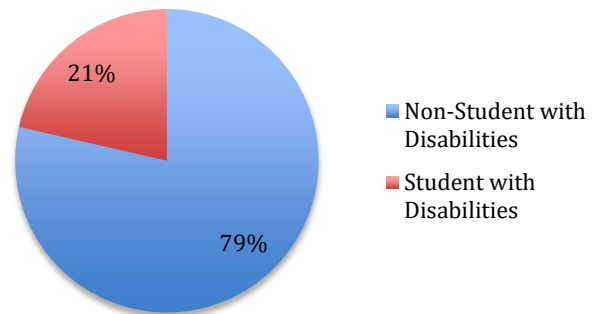
Office Discipline Referrals by Ethnicity



Office Discipline Referrals by Gender



Office Discipline Referrals by ESE Status





Gateway ELA Performance

| Indicator | 2015-2016 | 2016-2017 | 2017-2018 |
|--|--------------------|---------------------|---------------------|
| Percent Proficient 10 th Grade | State Average= 50% | State Average = 50% | State Average = 53% |
| | Meeting (51%) | Meeting (50%) | Below (50%) |

| English Language Arts Proficiency Scale | |
|---|--------------|
| ELA Proficiency | Status Level |
| More than 2% above the state average for that grade level | Exceeding |
| ±2% of the state average for that grade level | Meeting |
| More than 2% below the state average for that grade level | Below |

Teacher Attendance

| Indicator | 2015-2016** | 2016-2017 | 2017-2018 |
|-------------------------|---------------------|---------------------|---------------------|
| Teacher Attendance Rate | Meeting (95.24%) | Meeting (94.40%) | Meeting (95.08%) |

** In 2015-2016 the Teacher Attendance Scale below was adjusted to align with the Student Attendance Scale. The minimum percentage for Exceeding was adjusted from 98.5% to 97% and the max percentage for Meeting was adjusted from 97% to 93%.

| Teacher Attendance Scale | | |
|--------------------------|-------|--------------|
| Min | Max | Status Level |
| 97% | 100% | Exceeding |
| 93.0% | 96.9% | Meeting |
| 0% | 92.9% | Below |



Appendix

Indicator Definitions for School Report Cards

School Grade: The actual School Grade assigned by the Florida Department of Education.

Parent Satisfaction Grade: Based on parent responses to the school parent survey question: "What grade would you give your child's school?"

Gains:

2015-2016: In this year, the Gains indicators were comprised from the following two data sources: For grades 4th through 12th, gains are determined from the Value Added Model score provided by the Florida Department of Education. For grades Kindergarten through 3rd, gains are determined from the student performance on the nationally normed SAT10 assessment.

2016-2017 and 2017-2018: For these years the Gains indicators were comprised from the following data sources: For grades 4th through 12th, gains are determined from the Value Added Model score provided by the Florida Department of Education. For grades Kindergarten through 3rd, gains are determined from the student performance on the i-Ready Assessment.

Student Attendance: The average daily student attendance rate.

Student Discipline: The percentage of students who were assigned at least one day of out of school suspension.

Gateway Performance: The gateway indicator reflects how well students are performing on the 5th, 8th, and 10th grade statewide, standardized English Language Arts Assessment compared to the state average.

Teacher Attendance: The average attendance rate of teachers, not including absences due to military leaves, jury duty, Family Medical Leave, temporary duties, and/or worker's compensation.