

Student Achievement in Florida's Charter Schools:

A Comparison of the Performance of Charter School Students with Traditional Public School Students



FLORIDA DEPARTMENT OF EDUCATION
Improving K-12 Educational Choice Options



About This Report

Section 1002.33(23), Florida Statutes, requires the Florida Department of Education to prepare an annual statewide analysis of student achievement in charter schools versus the achievement of comparable students in traditional public schools. This report of charter school student performance fulfills the statutory requirement for the 2011-12 school year. The analysis examines the average performance of charter school students and traditional public school students using 2011-12 state assessment data from the FCAT 2.0 Reading, Math, and Science, and the Algebra end-of-course exams. Only students who were enrolled in a charter school or a traditional public school for an entire school year are included in the analysis. Limiting the analysis to include only full-year students is consistent with the state's school accountability system for awarding school grades. The report compares charter and traditional public schools in terms of proficiency, learning gains, and achievement gap. The data included in this report is based on over 3.1 million test scores from the 2011-12 school year, and includes all state assessment test scores reported to the Department.

Previous versions of this report included historical data on FCAT proficiency. This year's report does not include the historical data due to the introduction of revised score scales and achievement standards for the 2011-12 FCAT 2.0. While the published FCAT Equivalent Scores reported in 2011 for FCAT 2.0 Reading and Mathematics cannot be compared to the 2012 FCAT 2.0 Reading and Mathematics scores because they use different score scales with different achievement standards, the retrofitted scores for 2011 can be compared to the scores reported in 2012. The retrofitted scores are at <http://fcat.fldoe.org/retrofitted.asp>. Historical data can be found in the 2010-11 Student Achievement Report at http://www.floridaschoolchoice.org/pdf/Charter_Student_Achievement_2011.pdf.

The analysis and production of this report was a coordinated effort between the Office of Independent Education and Parental Choice and the Bureau of Evaluation and Reporting in the Division of Accountability, Research, and Measurement. Additional information about charter schools and other school choice options is available on the Department's Web site at: www.floridaschoolchoice.org.

Section 1002.33(23), Florida Statutes (23) ANALYSIS OF CHARTER SCHOOL PERFORMANCE.--Upon receipt of the annual report required by paragraph (9)(l), the Department of Education shall provide to the State Board of Education, the Commissioner of Education, the Governor, the President of the Senate, and the Speaker of the House of Representatives an analysis and comparison of the overall performance of charter school students, to include all students whose scores are counted as part of the statewide assessment program, versus comparable public school students in the district as determined by the statewide assessment program currently administered in the school district, and other assessments administered pursuant to s. 1008.22(3).

Key Achievement Findings

The ultimate proof of success for any charter school is the achievement of its students. The 2011-12 student achievement data demonstrates that charter schools offer parents and policy makers a viable option for improving education in the state.

The data contained in this report, based on over 3 million test scores, is derived from student performance on the Florida Comprehensive Achievement Test (FCAT 2.0) and Algebra end-of-course exams. This report is designed to allow a comparative analysis of the academic achievement of students attending charter schools versus students attending traditional public schools. Using data from the 2011-12 school year the report makes 177 comparisons using three metrics: proficiency, achievement gaps, and learning gains. Each of these metrics is further broken down to offer a more nuanced view of student achievement.

The FCAT 2.0 proficiency percentages are used to measure both overall rates of proficiency by grade groupings, and comparisons of subgroup performance. This section of the report contains 63 separate comparisons of student achievement. Charter school students outperformed traditional public school students in 55 of the 63 comparisons, with one tie.

The achievement gap section of the report contains data that are used to analyze the gap between white students and African American students, and white students and Hispanic students, in reading, math, and science. This section of the report includes 18 separate comparisons of current achievement gaps. The achievement gap was lower for charter school students in 18 of the 18 comparisons.

The learning gains section of the report includes 96 comparisons. The report compares the percentage of students in charter schools making learning gains against the percentage of students in traditional public schools making learning gains, by subject, grade level, and subgroup. The percentage of students making learning gains was higher in charter schools in 83 of the 96 comparisons. The percentage of students making learning gains was higher in traditional public schools in 6 of the 96 comparisons. There was no difference in the percentage of students making learning gains in 7 of the 96 comparisons.

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FLORIDA'S
CHARTER
Schools



Student Achievement in Florida's Charter Schools: A Comparison with Achievement in Traditional Public Schools

Charter schools are independent public schools created on the basis of an agreement between a group of school organizers and a sponsoring body. Florida's charter schools have been growing by near record numbers since the first five charter schools were opened in 1996. During the 2011-12 school year, 518 operated throughout the state in 43 school districts and at two state universities. While each charter school is unique in its educational approach, charter schools are generally classified as independent schools, schools managed by educational management organizations, conversion public schools, or University charter lab schools. Each charter school has its own governing board that is responsible for setting policies and procedures. Charter schools have the autonomy and flexibility to provide expanded learning experiences to meet students' individual educational needs. In return, they are held accountable for achieving results. Although provided more freedom than traditional public schools, charter schools are held accountable on multiple levels. The charter contract delineates expectations of the governing board and the sponsor regarding the school's academic and financial performance. As part of their contract, charter schools are held accountable for academic and financial results, embodied in the following three guiding principles:

- Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system;
- Promote enhanced academic success and financial efficiency by aligning responsibility with accountability; and
- Provide parents with sufficient information on whether or not the child gains at least a year's worth of learning for every year spent in the charter school.

Students Served by Florida Charter Schools

Charter schools provide parents with additional choices for selecting the most effective educational programs for their children and offer creative solutions for improving student achievement in Florida. The charter school movement in Florida began as an avenue to improve student learning, increase parental choice, influence the traditional public school system, and foster innovative instructional practices. Charter school enrollment has grown steadily over the last decade. As shown below, charter schools served over 183,000 students in the 2011-12 school year, which translates to more than 7% of Florida's total public school population.

2011-12 Charter School and Traditional School Student Populations

	Charter	Traditional
Student Membership	183,926	2,589,662
Gender		
Male	49.78%	51.56%
Female	50.22%	48.44%
Race		
White	36.10%	43.23%
African American	22.99%	22.83%
Hispanic	35.81%	27.85%
English Language Program	10.68%	11.64%
Free and Reduced Lunch Eligible	46.87%	56.89%
Exceptional Student Education	9.22%	13.06%

Grading Charter Schools

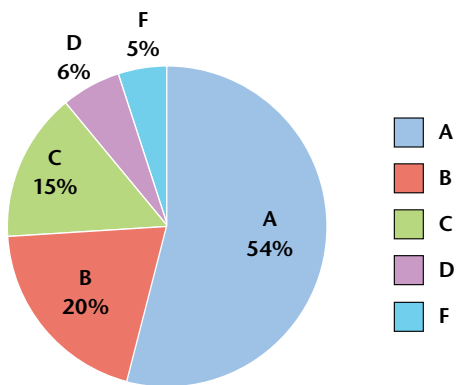
Like traditional public schools, charter schools are assigned a performance grade if they meet the eligibility criteria and are not an alternative school. To receive a school grade a public school (charter or traditional) must have at least 30 full-time students that have two years worth of FCAT performance data in both reading and mathematics.

2011-12 School Grades for Charter and Traditional Schools

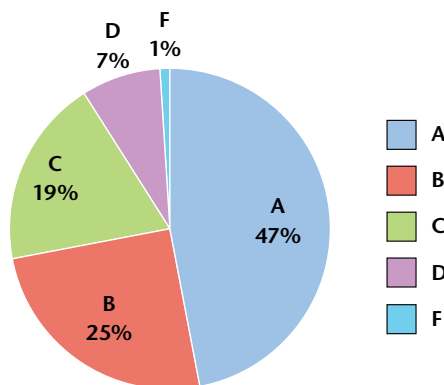
Grade	Charter		Traditional	
	Number	% Graded	Number	% Graded
A	193	54%	1,280	47%
B	72	20%	691	25%
C	53	15%	530	19%
D	23	6%	204	7%
F	18	5%	34	1%
Total A-F	359	100%	2,739	100%

*High school grades are preliminary. Percentages may not equal 100% due to rounding.

2012 Charter School Grades



2012 Traditional Public School Grades

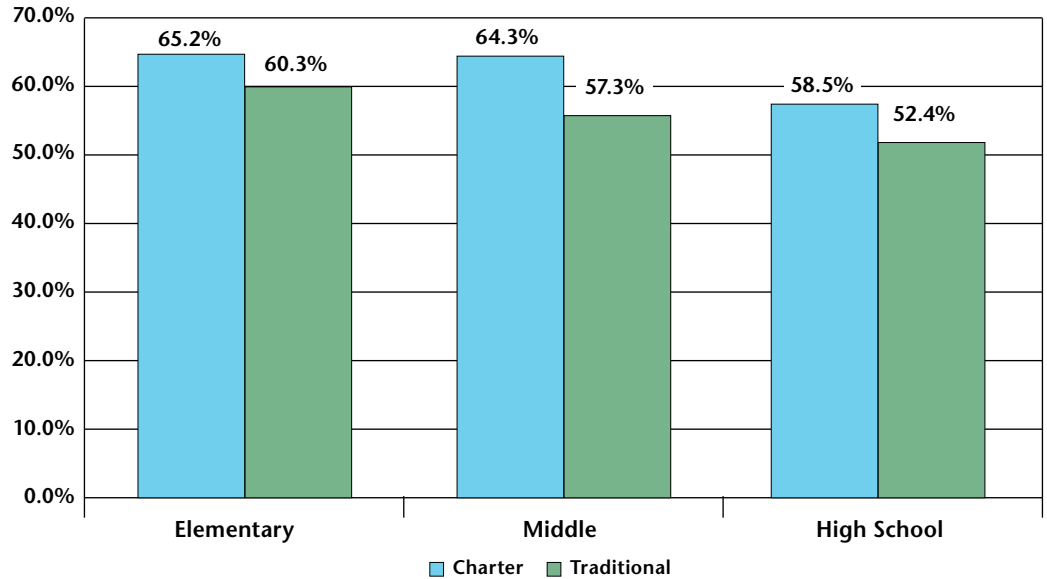


Reading

FCAT Reading Traditional Public Schools and Charter Schools

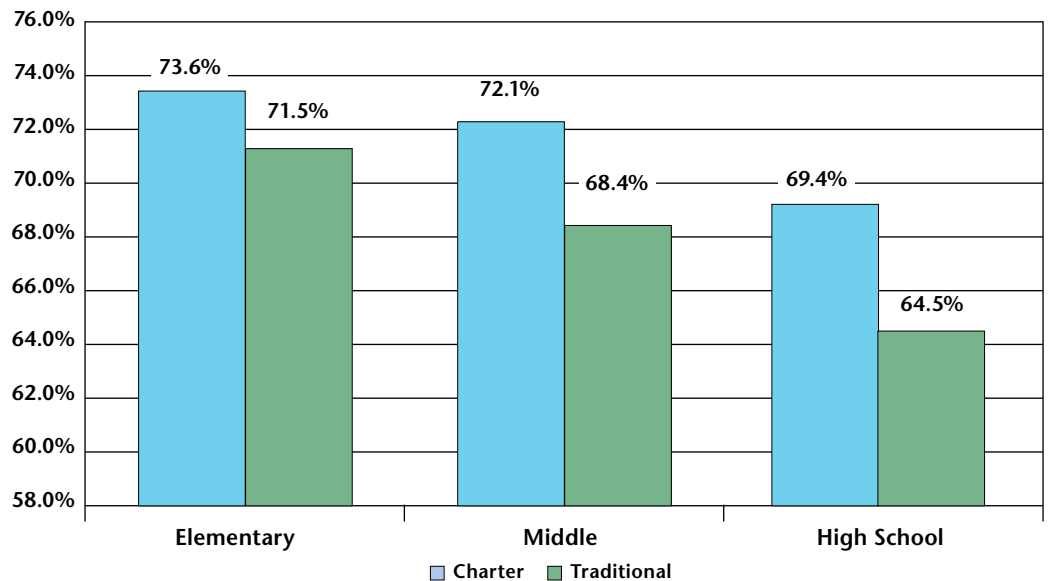
ALL-STUDENTS COMPARISONS 2012

Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
All Students

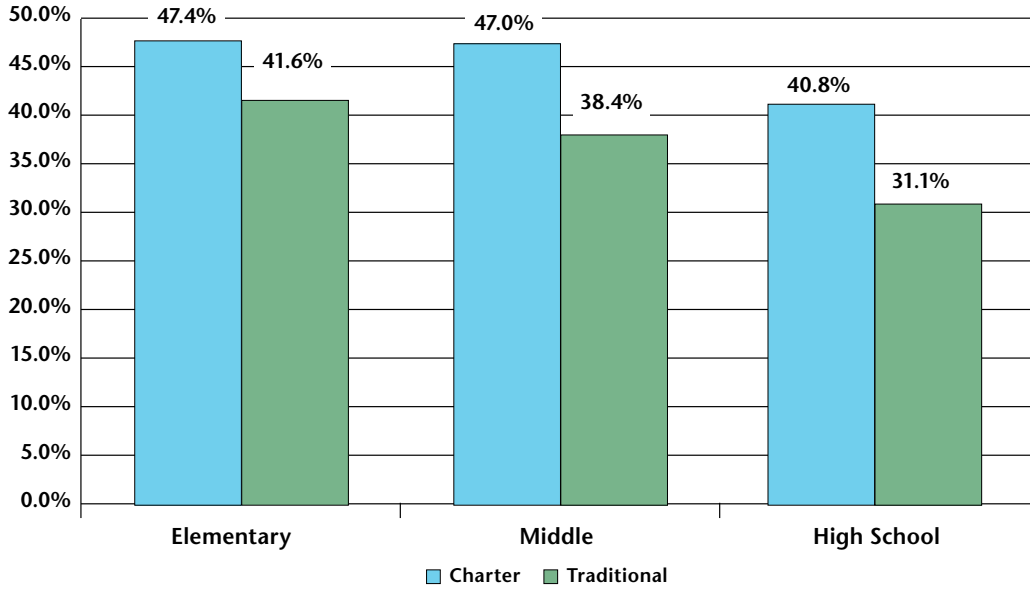


SUB-GROUP COMPARISONS 2012

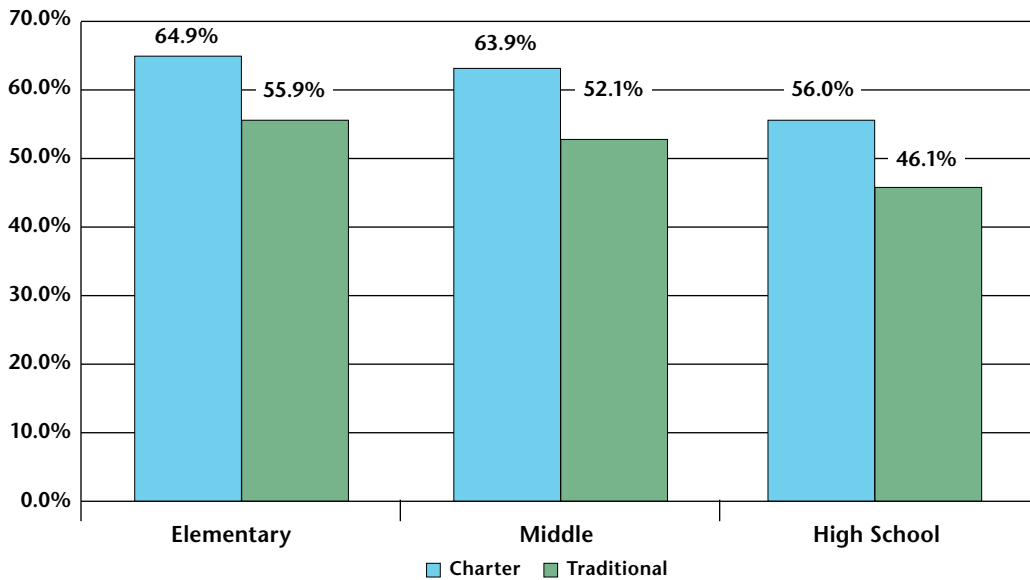
Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
White Students



**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
African-American Students**



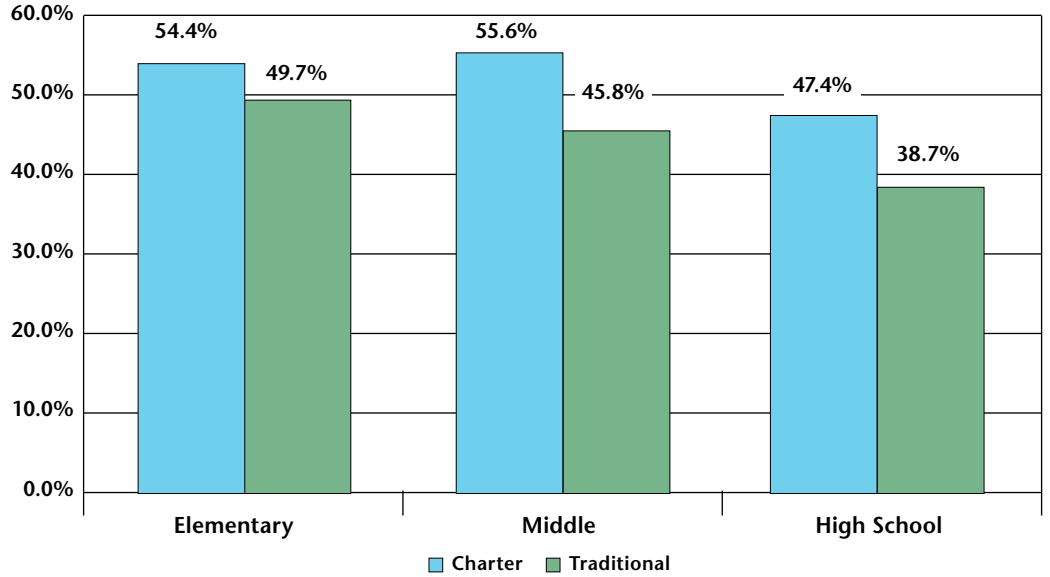
**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
Hispanic Students**



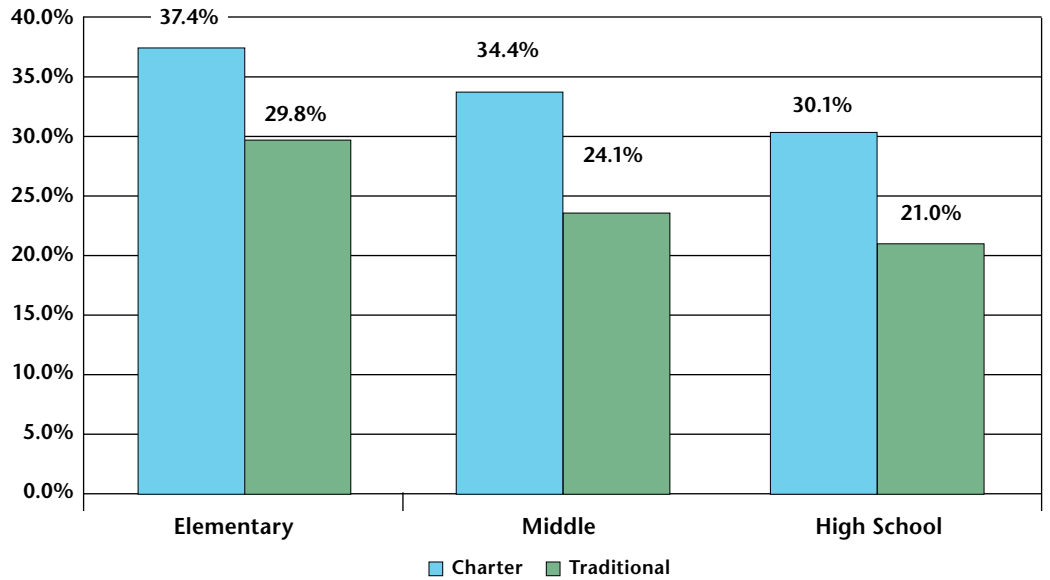
Reading

Reading

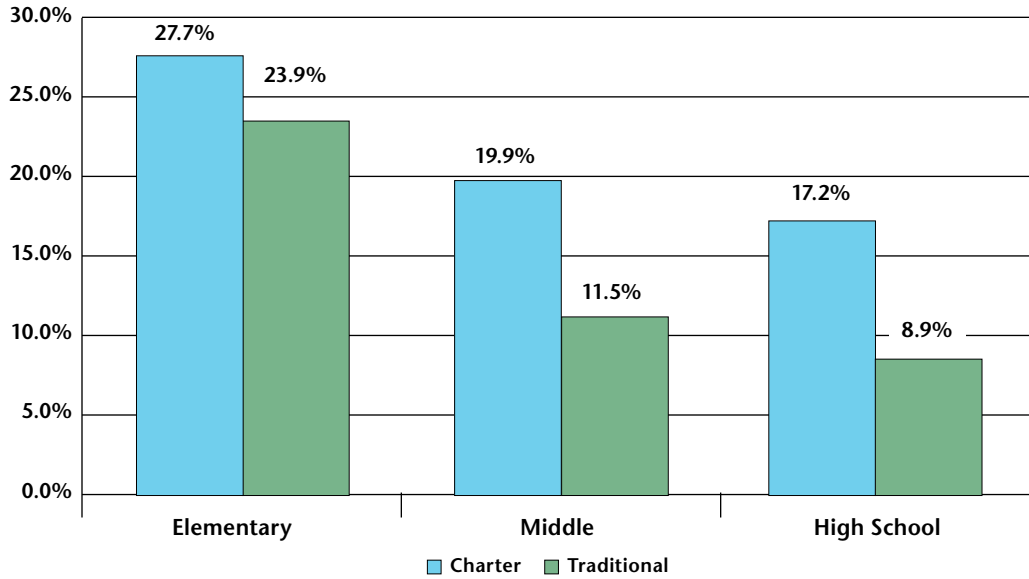
**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
Free and Reduced Lunch (FRL)**



**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
Exceptional Education Students**



**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
English Language Learner Students**



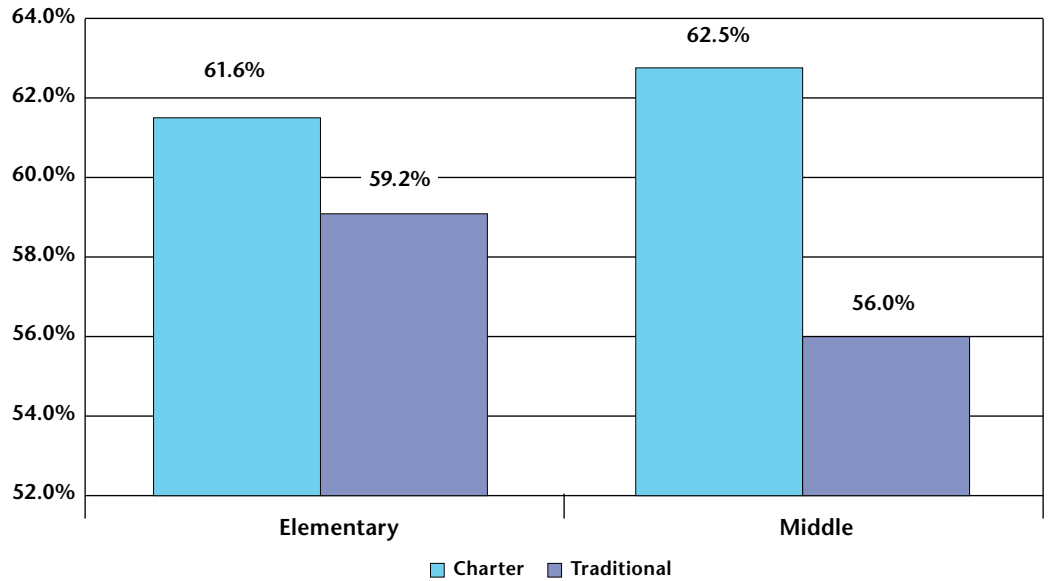
Reading

Math

FCAT Math Traditional Public Schools and Charter Schools

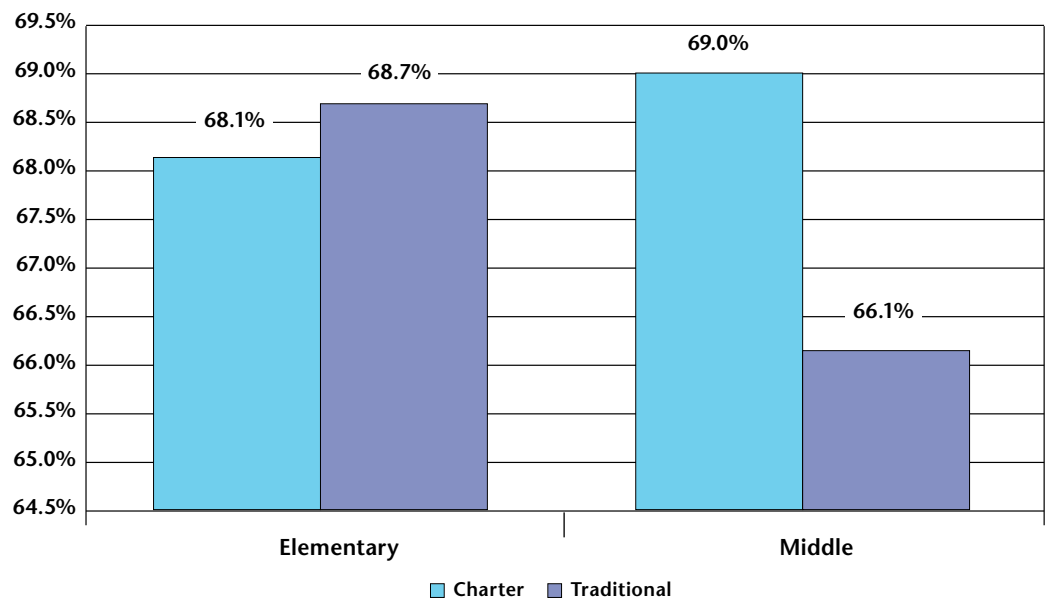
ALL STUDENTS COMPARISONS 2012

Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Math
Charter Schools and Traditional Public Schools
All Students

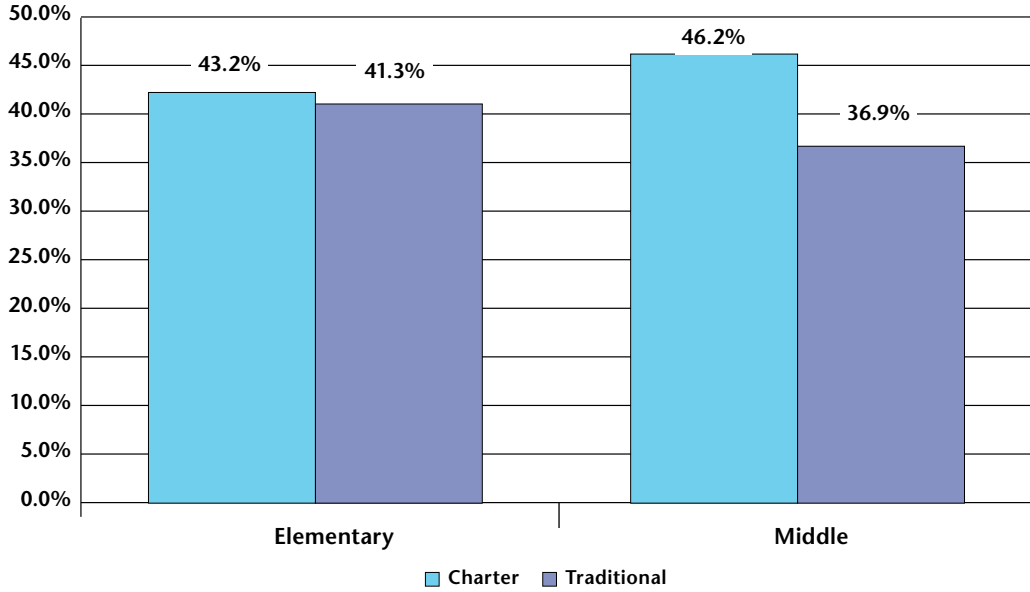


SUB-GROUP COMPARISONS 2012

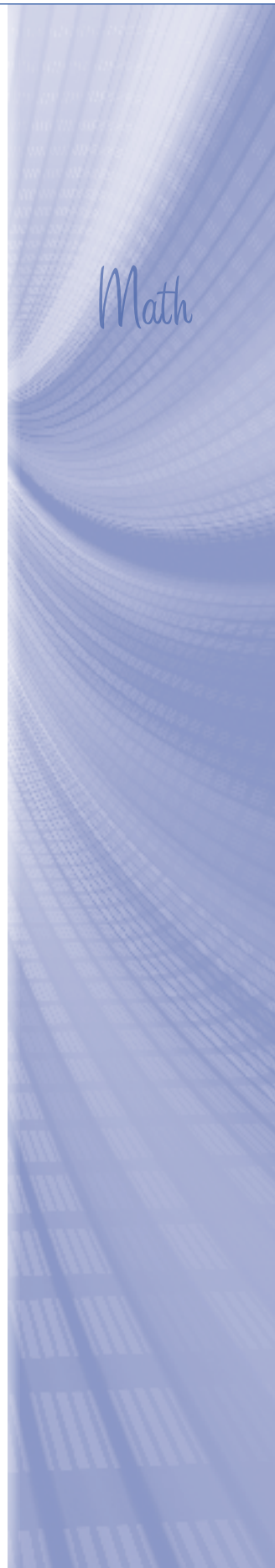
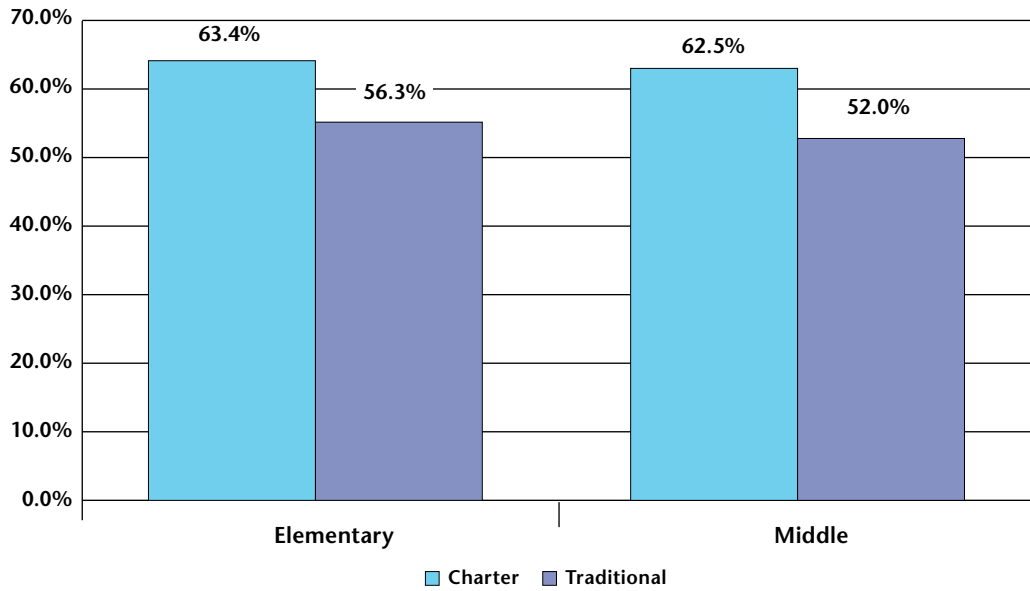
Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Math
Charter Schools and Traditional Public Schools
White Students



**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Math
Charter Schools and Traditional Public Schools
African-American Students**

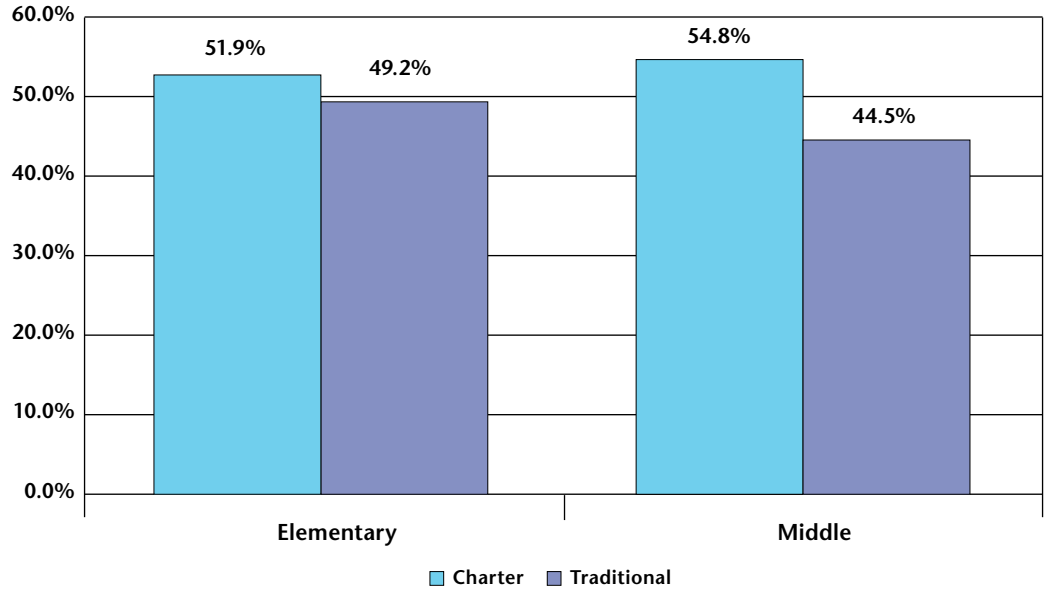


**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Math
Charter Schools and Traditional Public Schools
Hispanic Students**

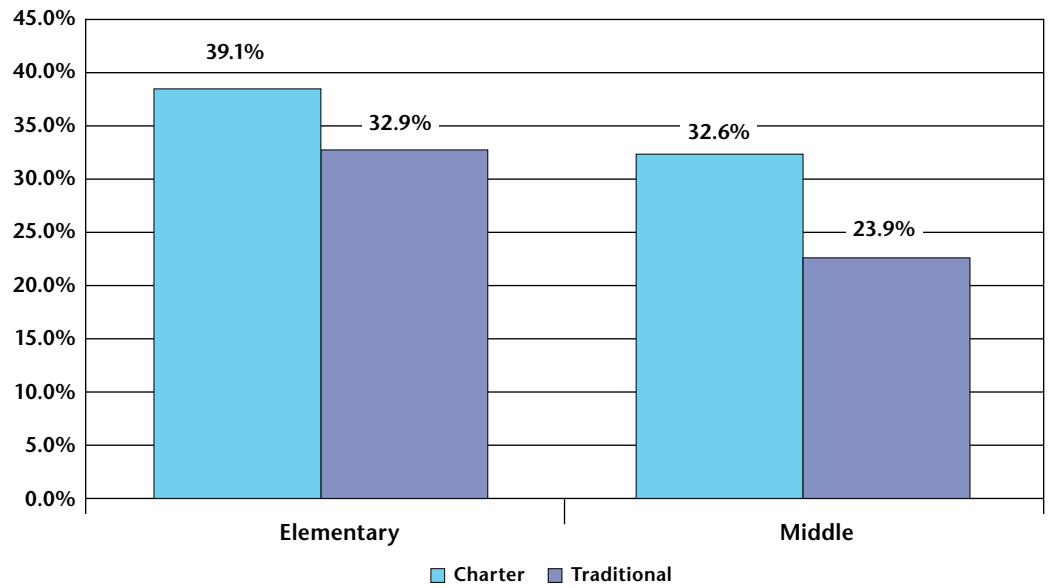


Math

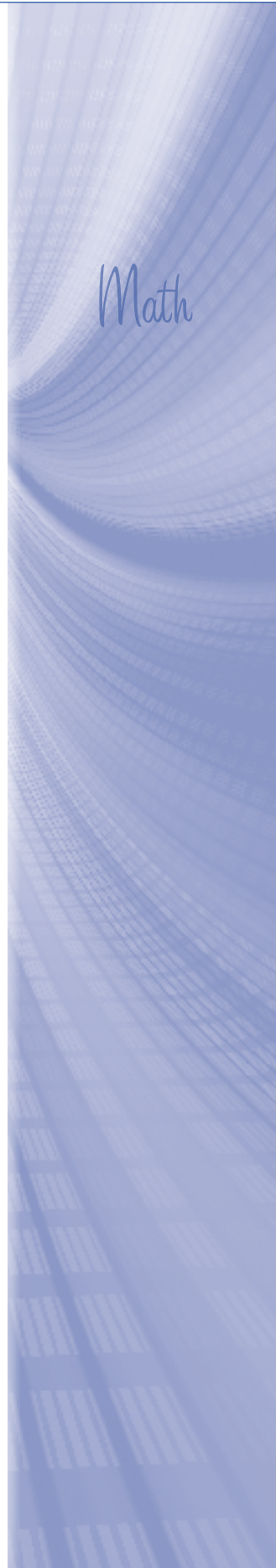
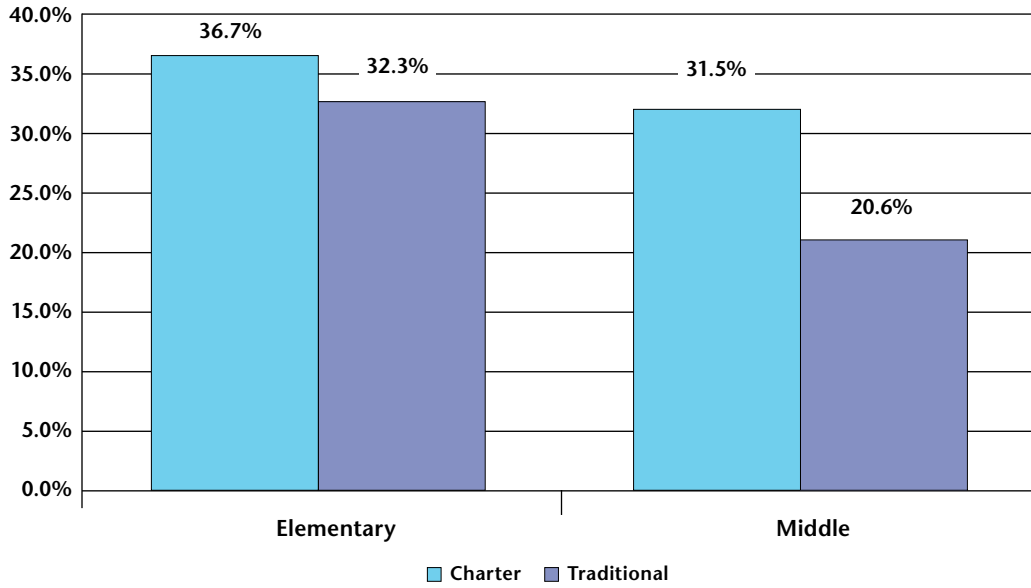
**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Math
Charter Schools and Traditional Public Schools
Free and Reduced Lunch (FRL)**



**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Math
Charter Schools and Traditional Public Schools
Exceptional Education Students**



**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Math
Charter Schools and Traditional Public Schools
English Language Learner Student**

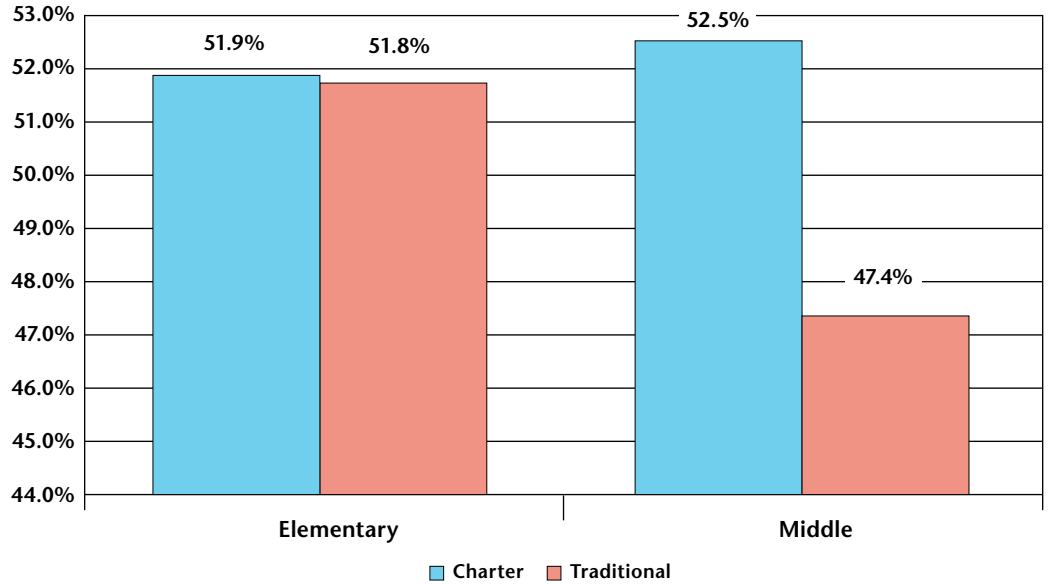


Science

FCAT Science Traditional Public Schools and Charter Schools

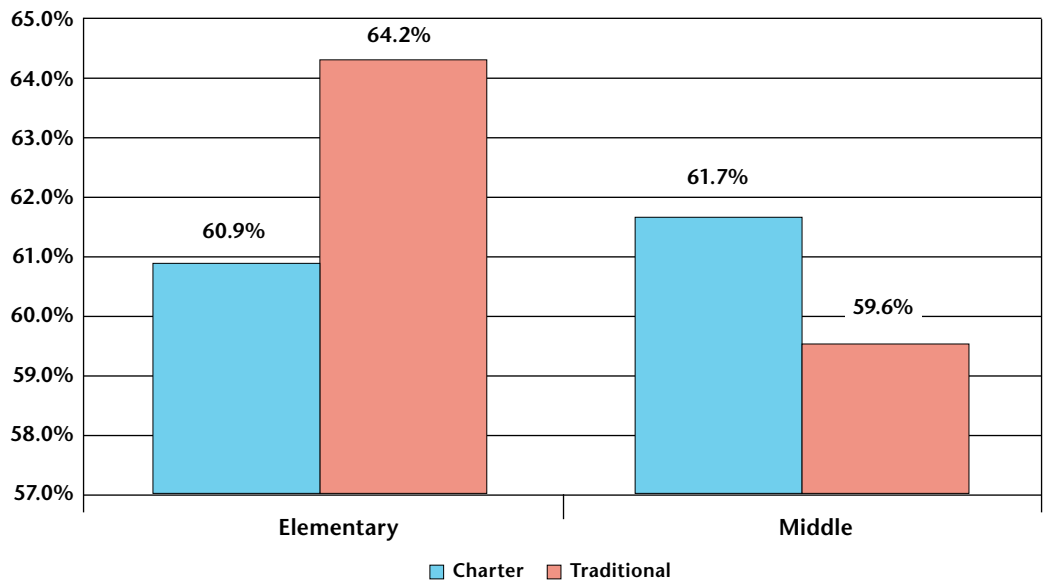
ALL STUDENTS COMPARISONS 2012

Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
All Students

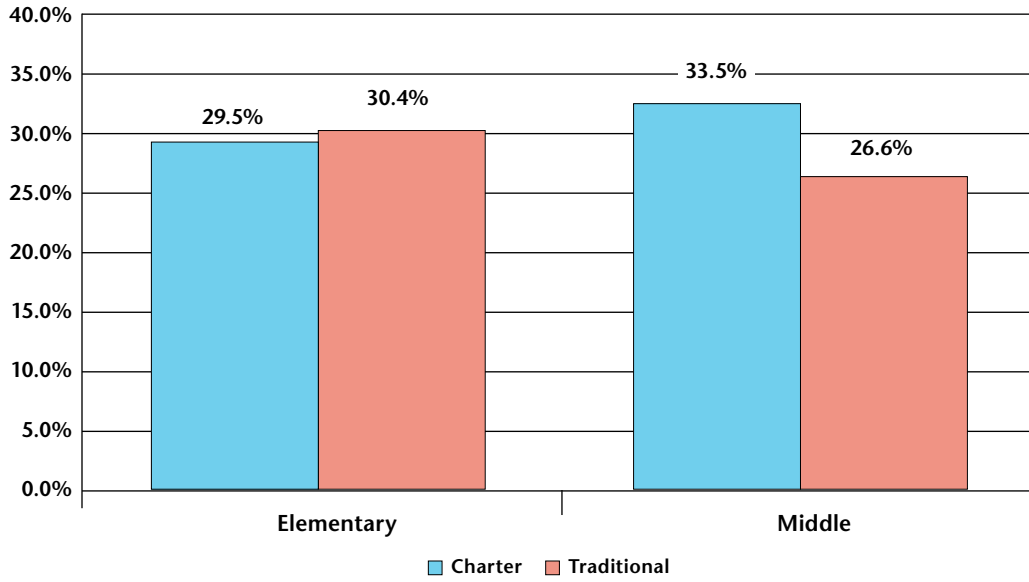


SUB - GROUP COMPARISONS 2012

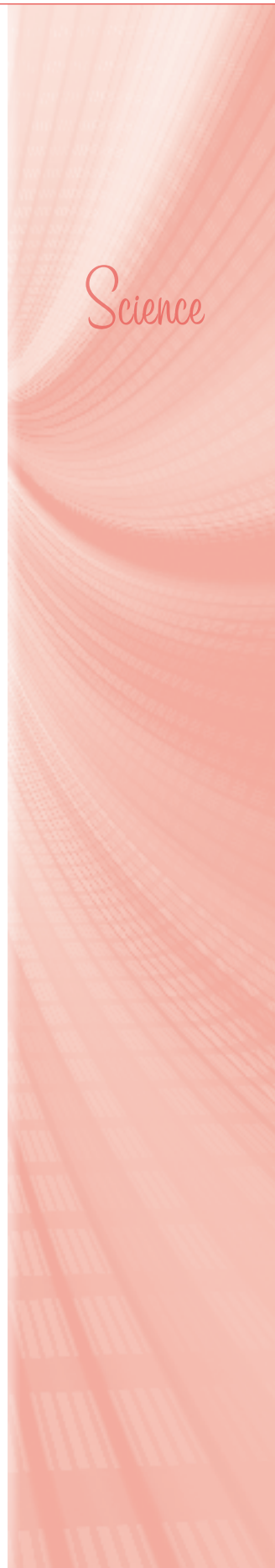
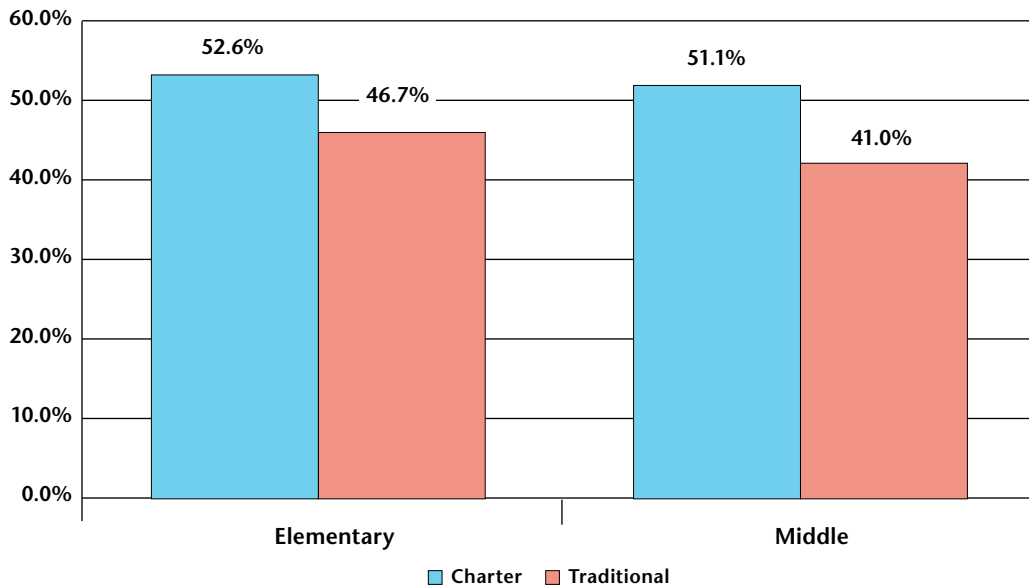
Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
White Students



**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
African-American Students**

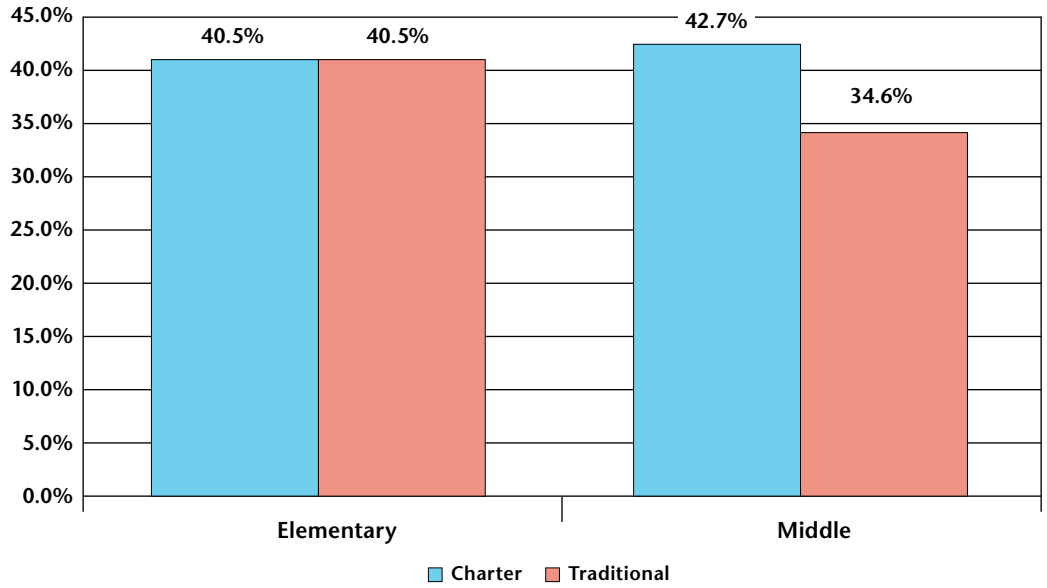


**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
Hispanic Students**

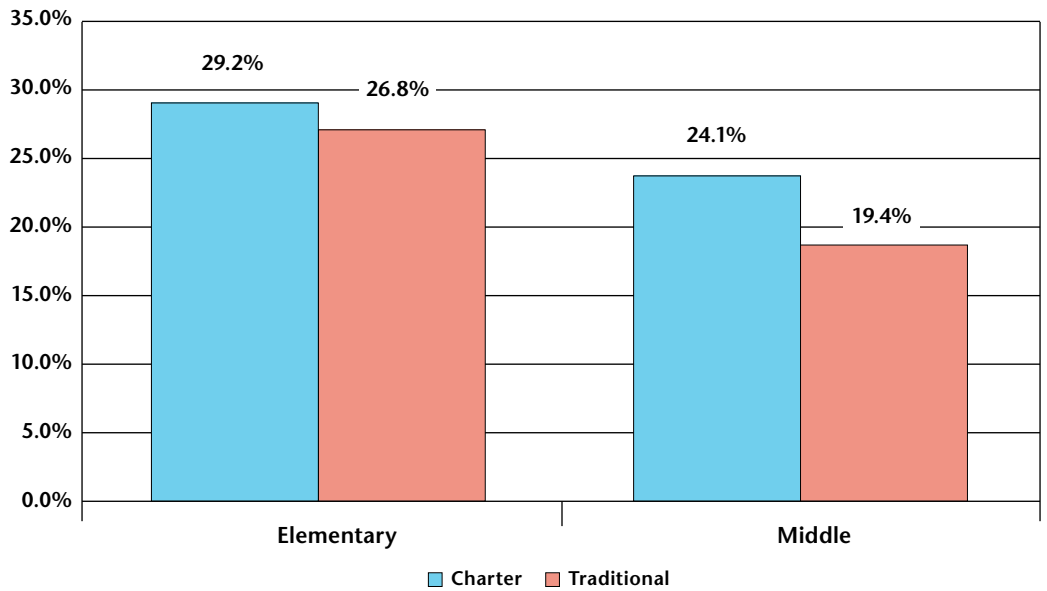


Science

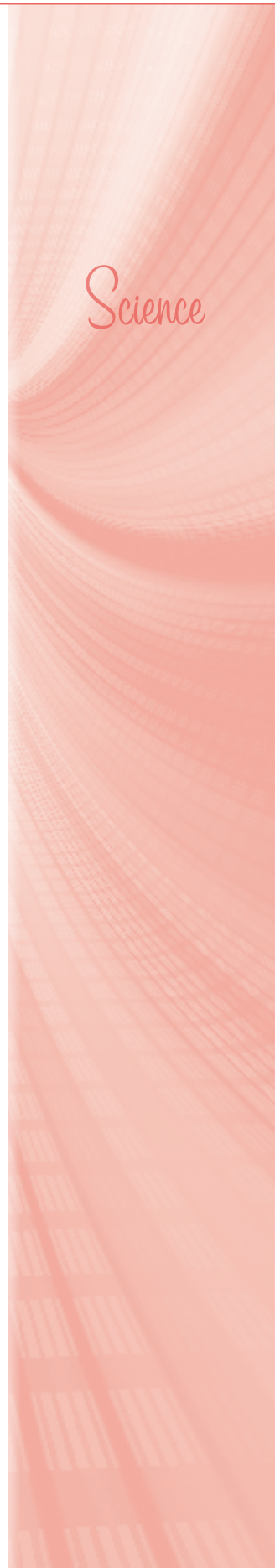
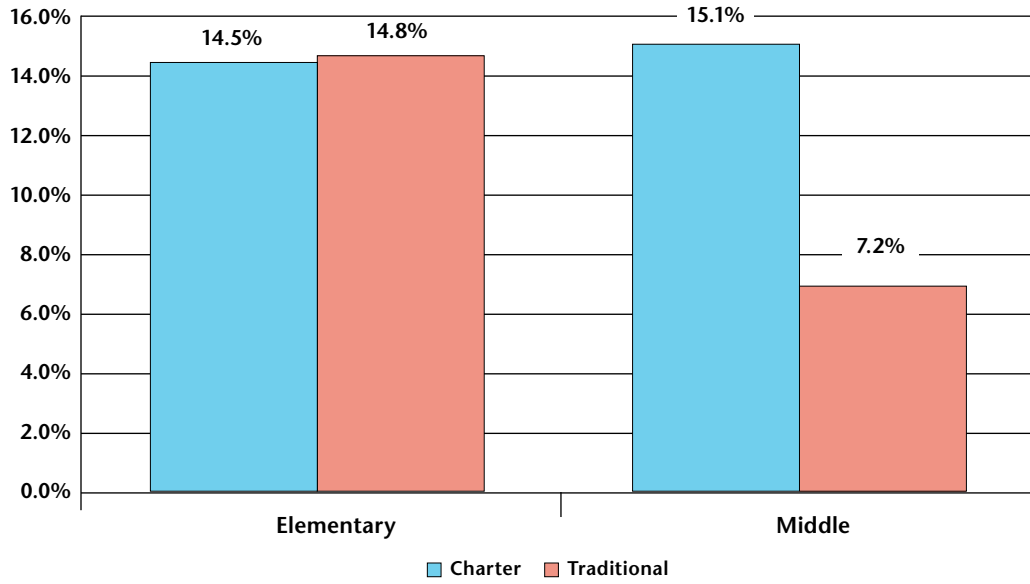
**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
FRL Students**



**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
Exceptional Education Students**



**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
English Language Learner Students**

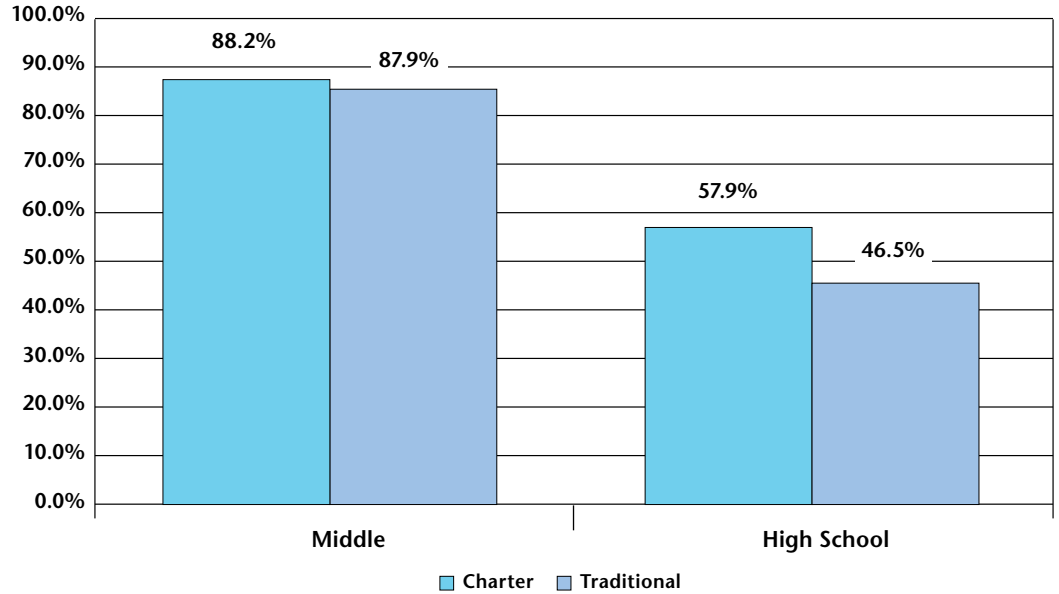


Algebra

Algebra End of Course Exam Traditional Public Schools and Charter Schools

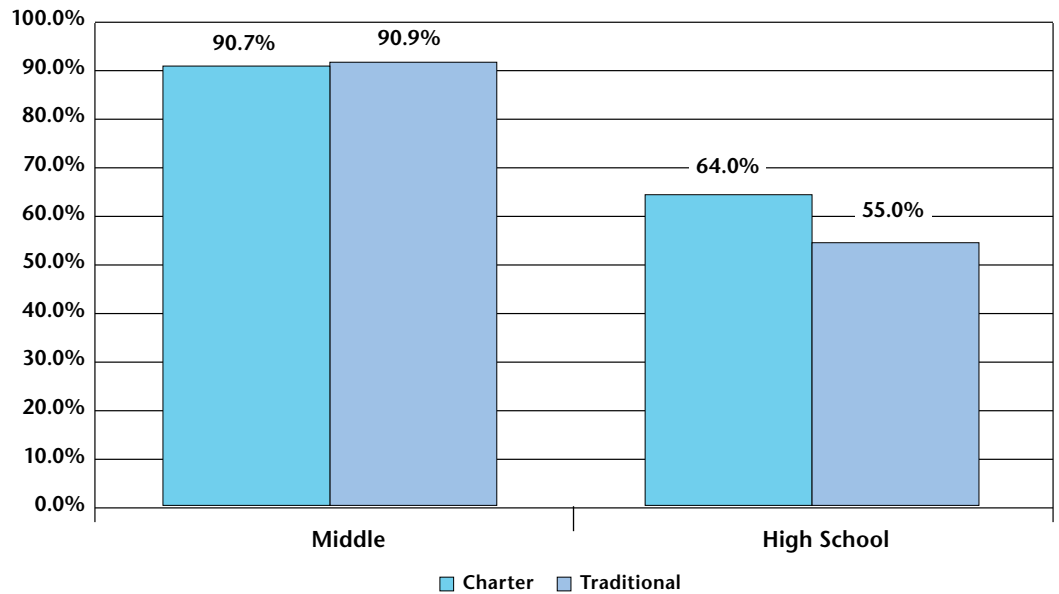
ALL STUDENTS COMPARISONS 2012

Percent of Students Scoring a Level 3 or Above on Algebra End of Course Exam
Charter Schools and Traditional Public Schools
All Students

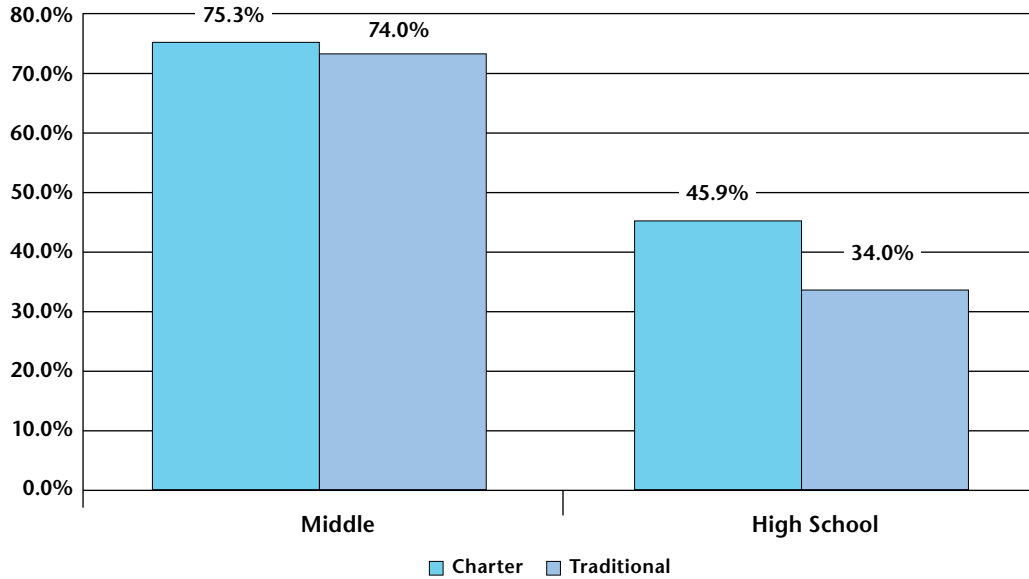


SUB - GROUP COMPARISONS 2012

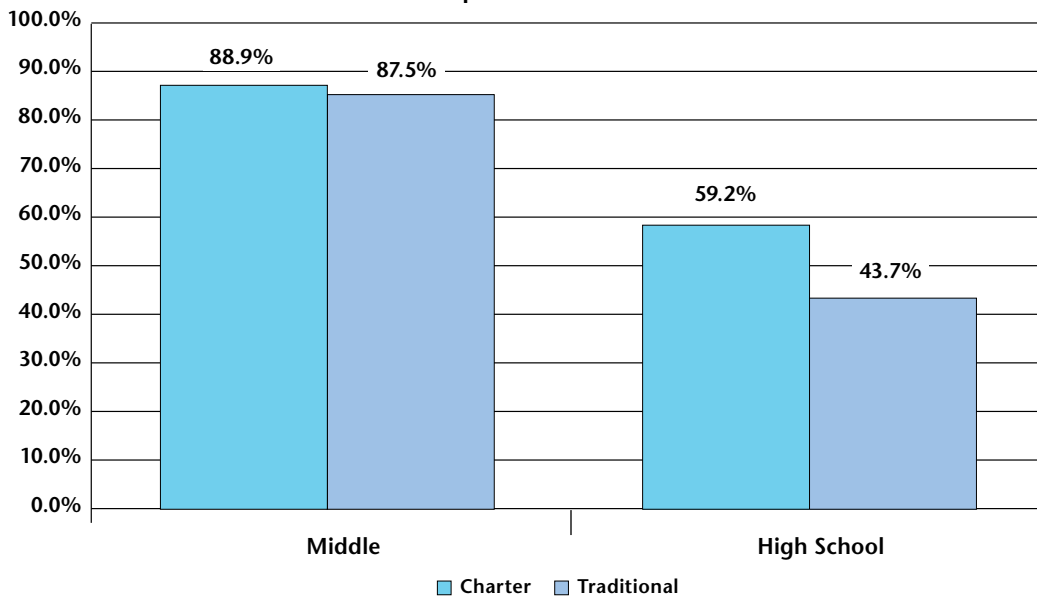
Percent of Students Scoring a Level 3 or Above on Algebra End of Course Exam
Charter Schools and Traditional Public Schools
White Students



**Percent of Students Scoring a Level 3 or Above on Algebra End of Course Exam
Charter Schools and Traditional Public Schools
African-American Students**



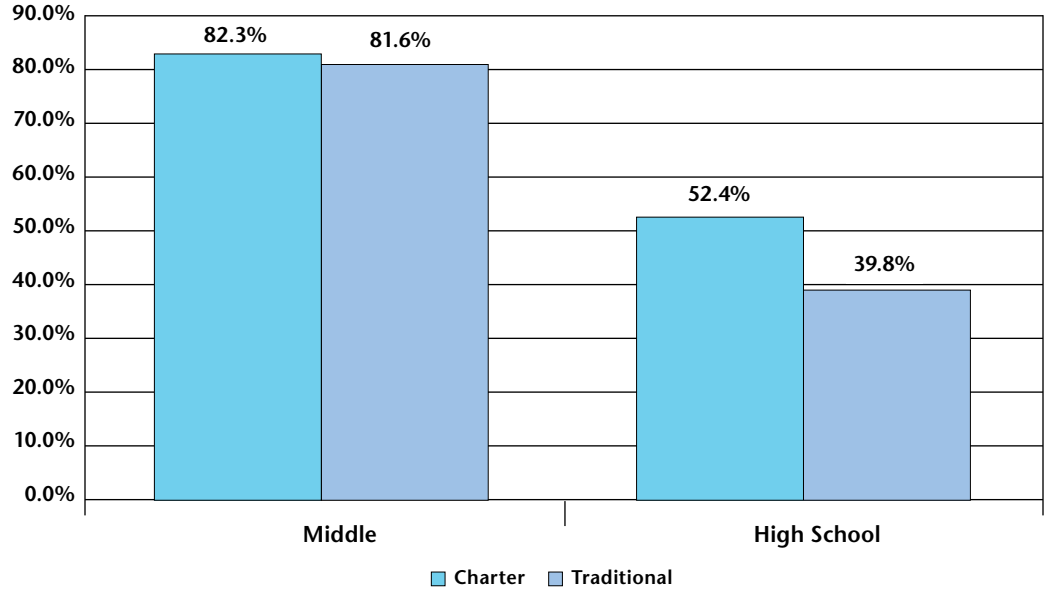
**Percent of Students Scoring a Level 3 or Above on Algebra End of Course Exam
Charter Schools and Traditional Public Schools
Hispanic Students**



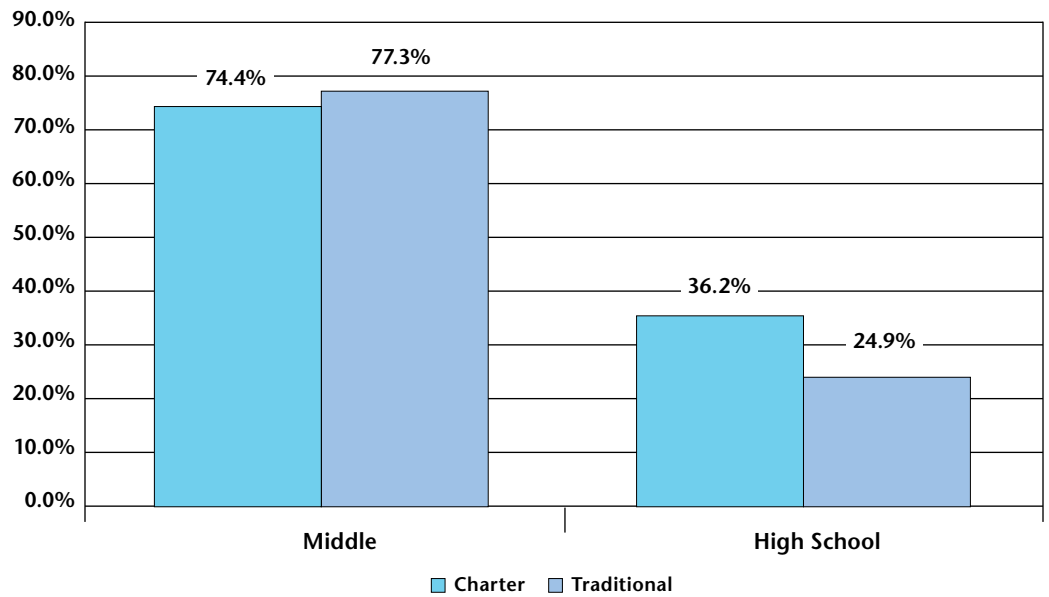
Algebra

Algebra

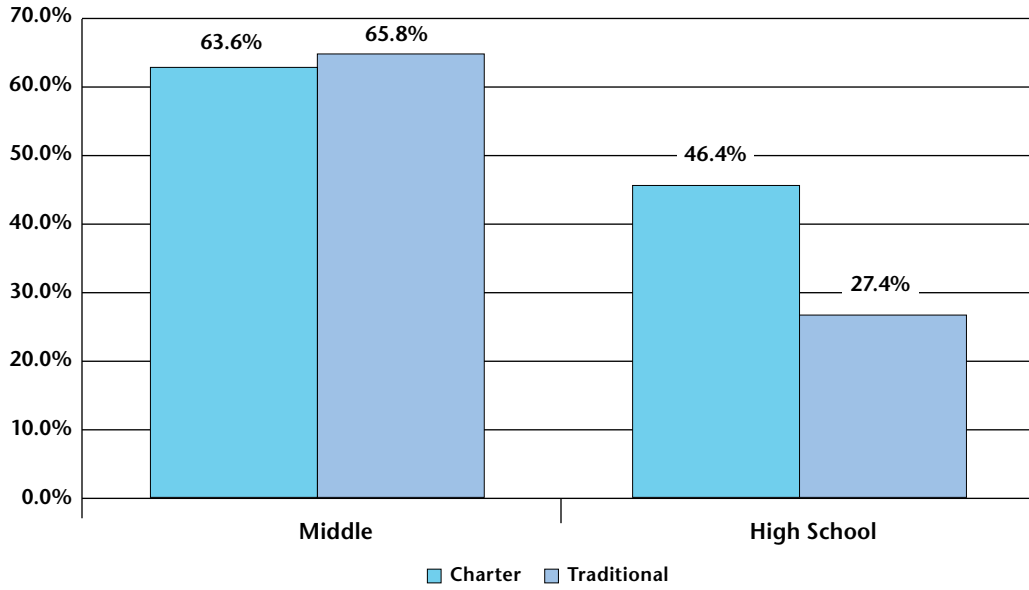
**Percent of Students Scoring a Level 3 or Above on Algebra End of Course Exam
Charter Schools and Traditional Public Schools
FRL Students**



**Percent of Students Scoring a Level 3 or Above on Algebra End of Course Exam
Charter Schools and Traditional Public Schools
Exceptional Student Education Students**



**Percent of Students Scoring a Level 3 or Above on Algebra End of Course Exam
Charter Schools and Traditional Public Schools
English Language Learner Students**

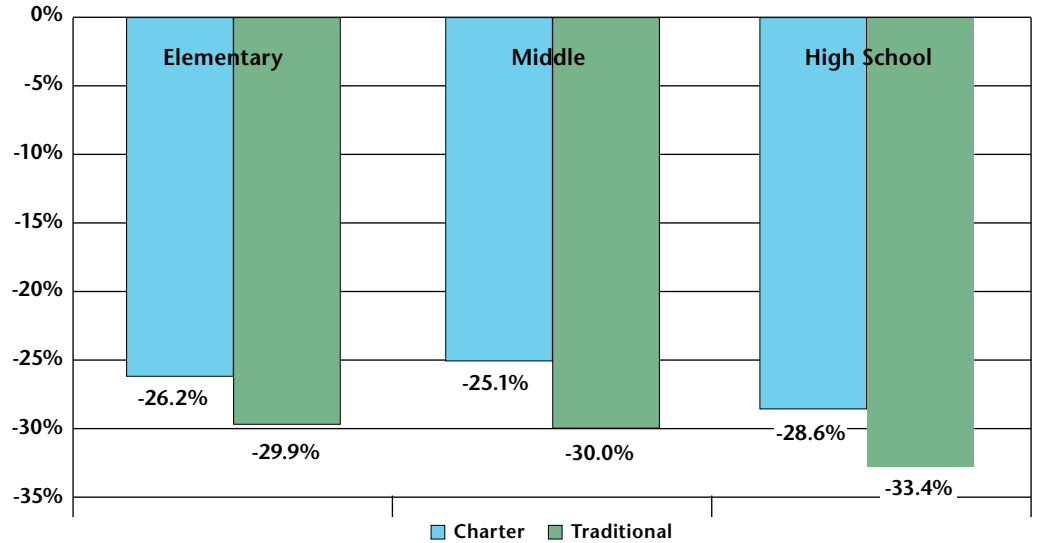


Algebra

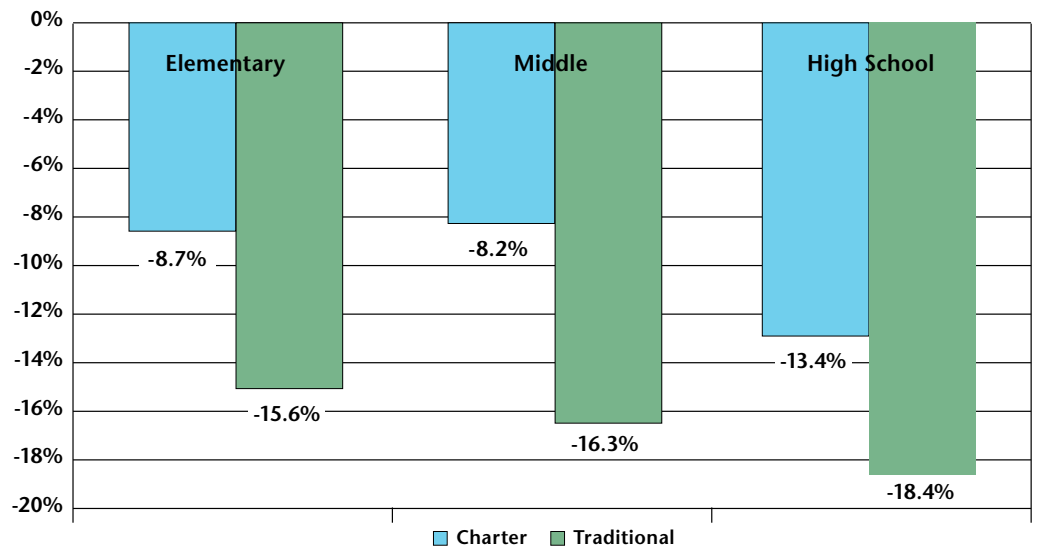
Reading

Achievement Gap Summary Data 2011-12 School Year

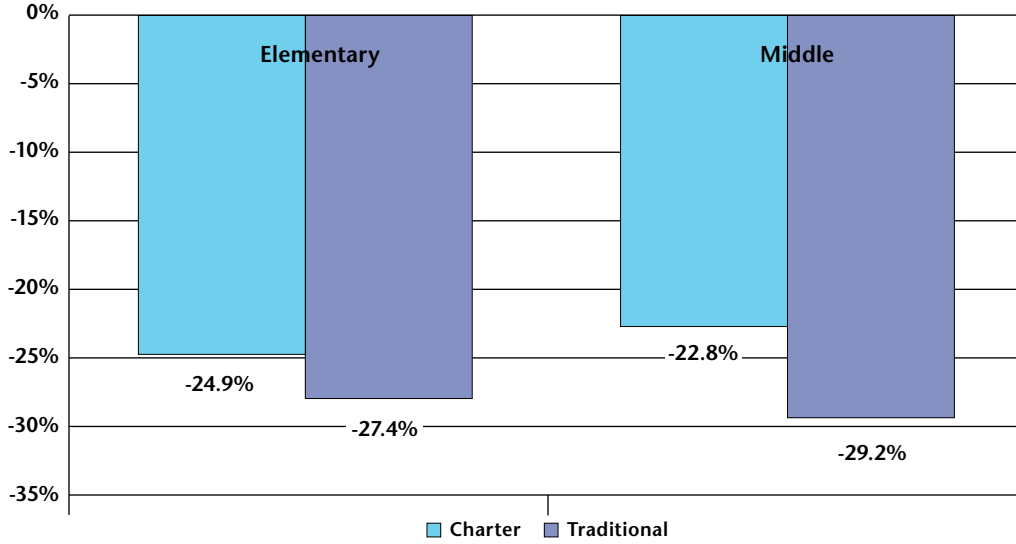
Achievement Gap in Reading
Charter Schools and Traditional Public Schools
African-American Students and White Students



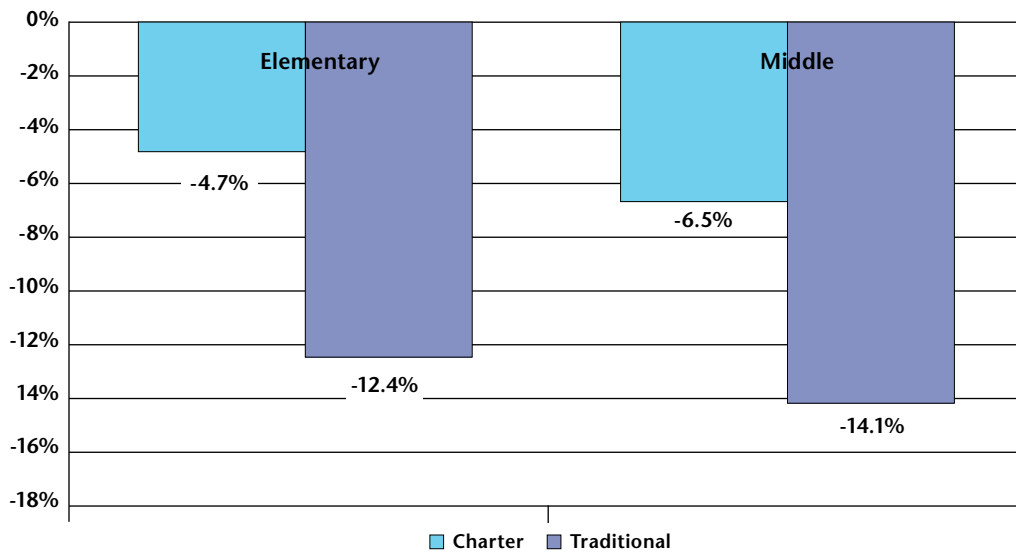
Achievement Gap in Reading
Charter Schools and Traditional Public Schools
Hispanic Students and White Students



Achievement Gap in Math
Charter Schools and Traditional Public Schools
African-American Students and White Students



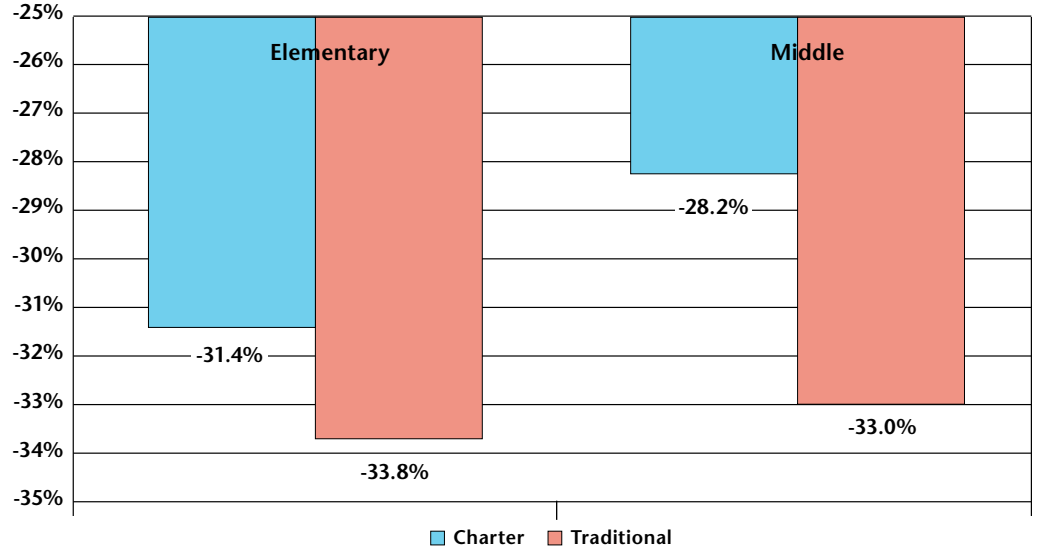
Achievement Gap in Math
Charter Schools and Traditional Public Schools
Hispanic Students and White Students



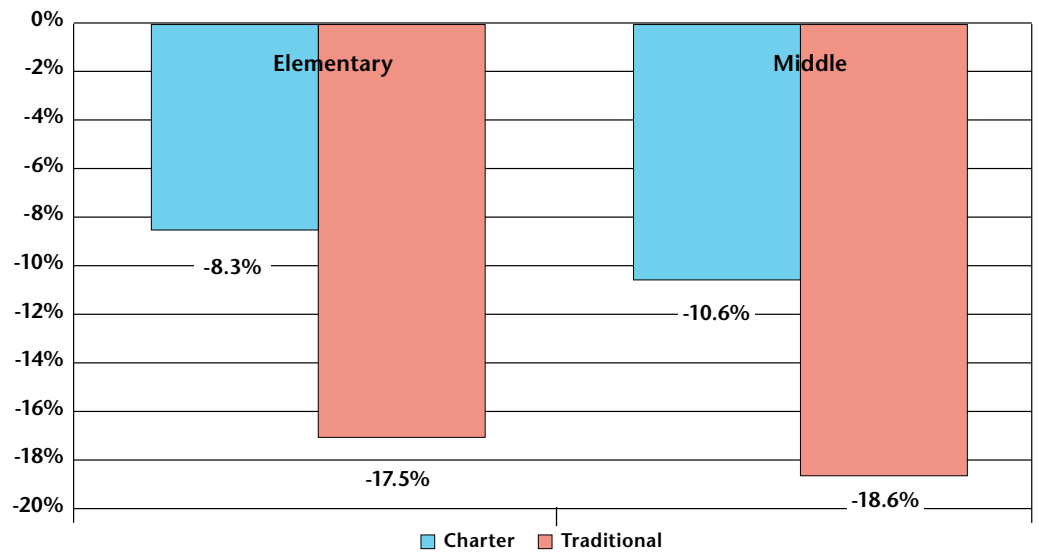
Math

Science

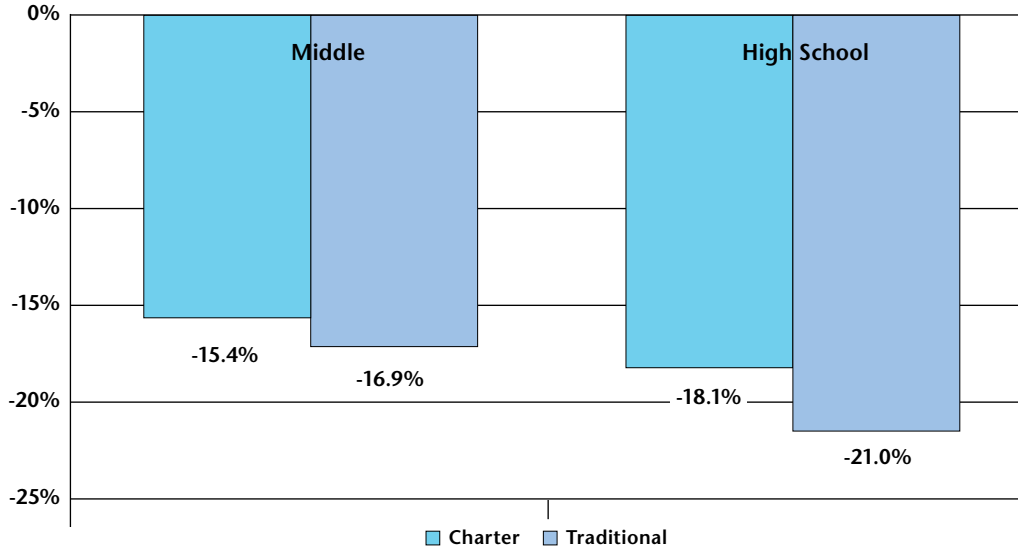
**Achievement Gap in Science
Charter Schools and Traditional Public Schools
African-American Students and White Students**



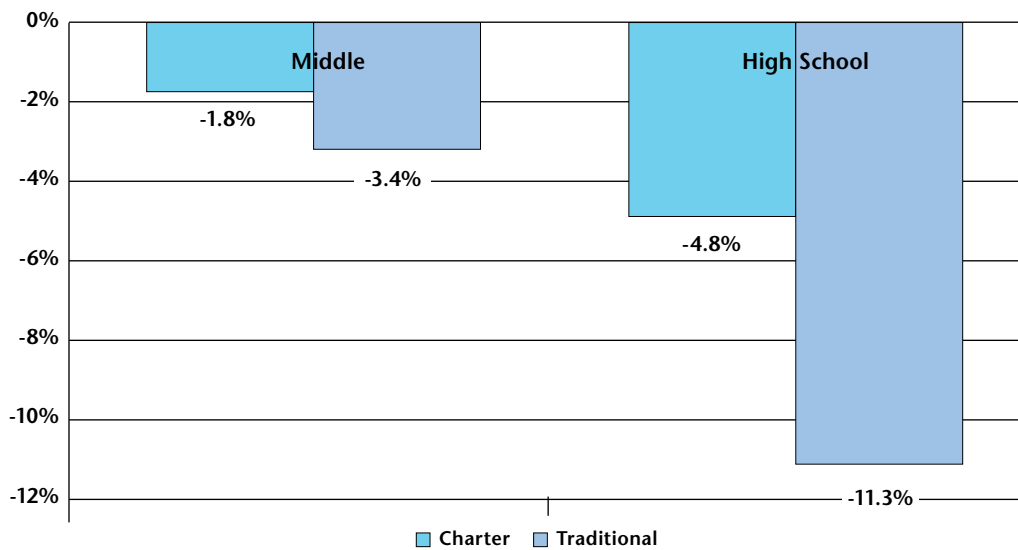
**Achievement Gap in Science
Charter Schools and Traditional Public Schools
Hispanic Students and White Students**



Achievement Gap in Algebra
Charter Schools and Traditional Public Schools
African-American Students and White Students



Achievement Gap in Algebra
Charter Schools and Traditional Public Schools
Hispanic Students and White Students

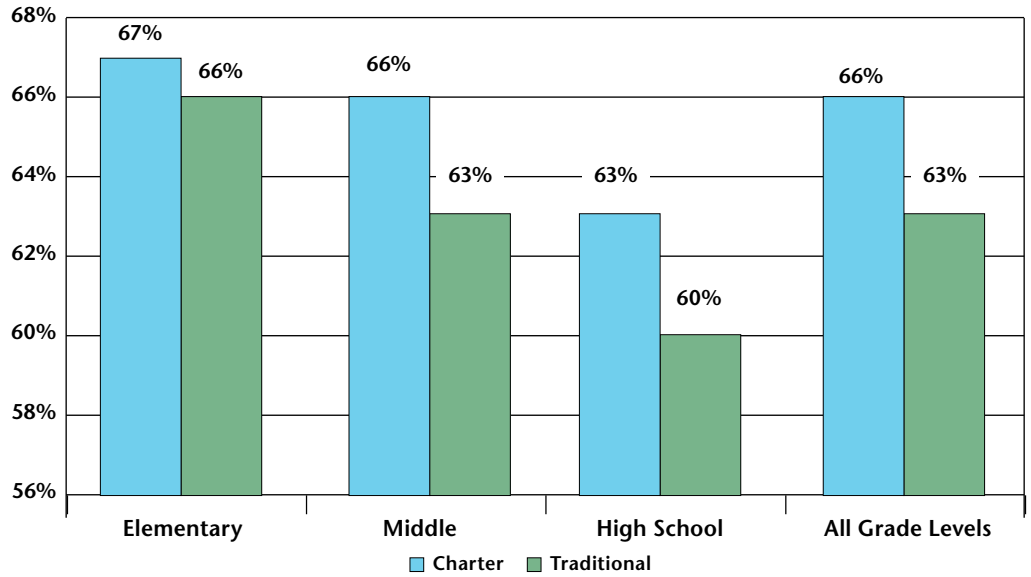


Algebra

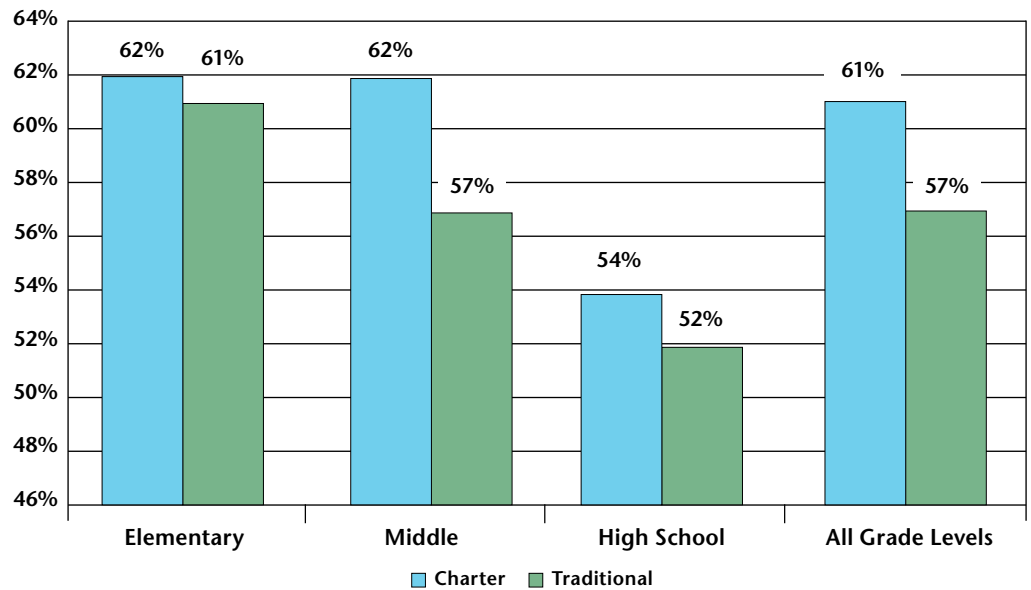
Reading

Learning Gains Comparison 2011-2012 School Year

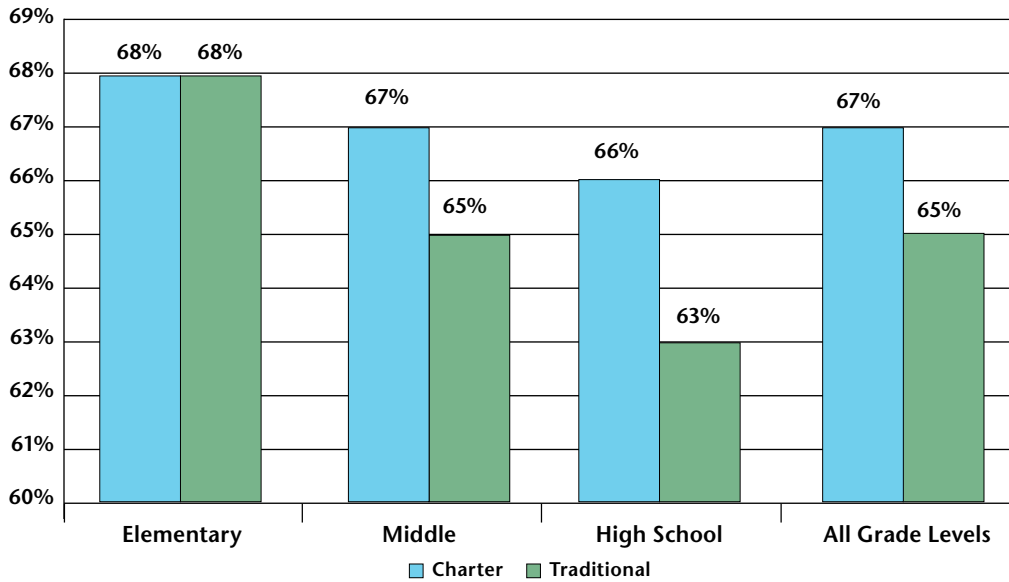
Percent of Students Making Learning Gains in Reading
All Students



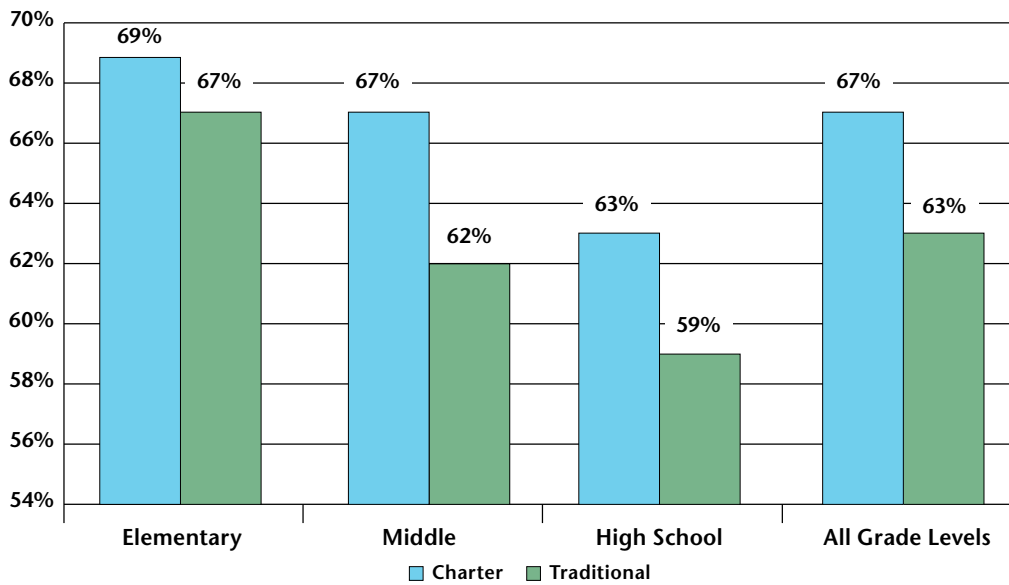
Percent of Students Making Learning Gains in Reading
African-American Students



**Percent of Students Making Learning Gains in Reading
White Students**



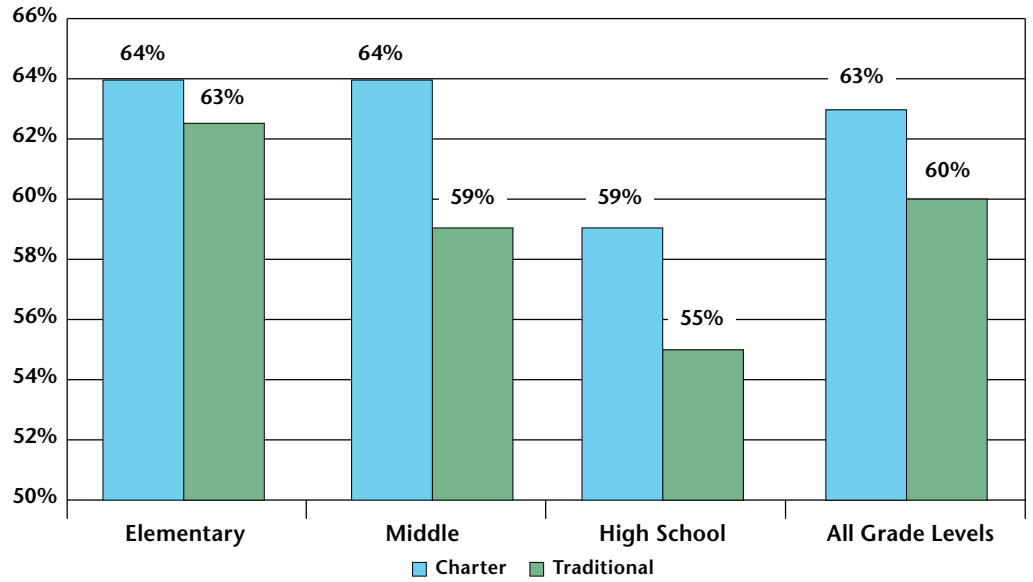
**Percent of Students Making Learning Gains in Reading
Hispanic Students**



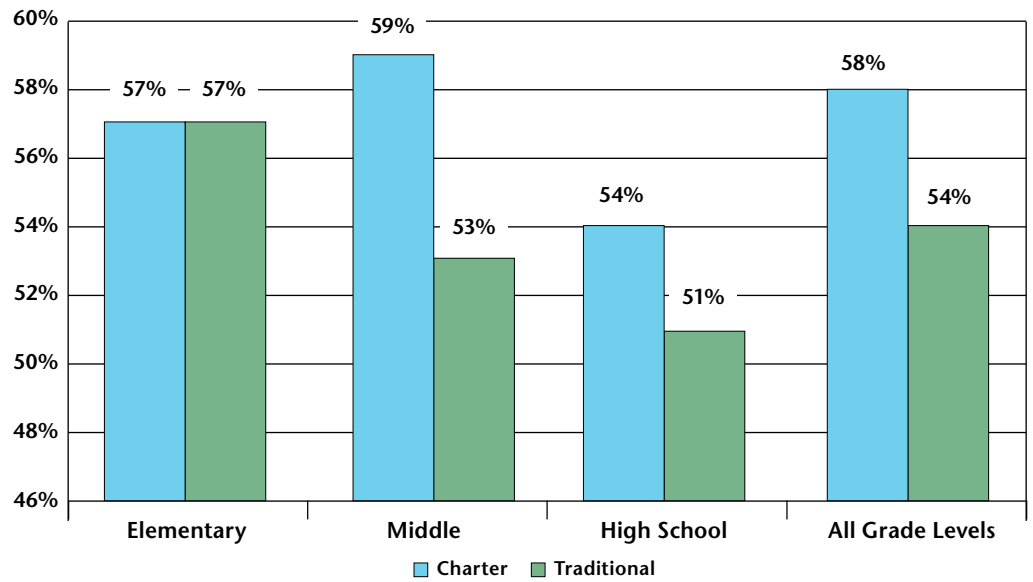
Reading

Reading

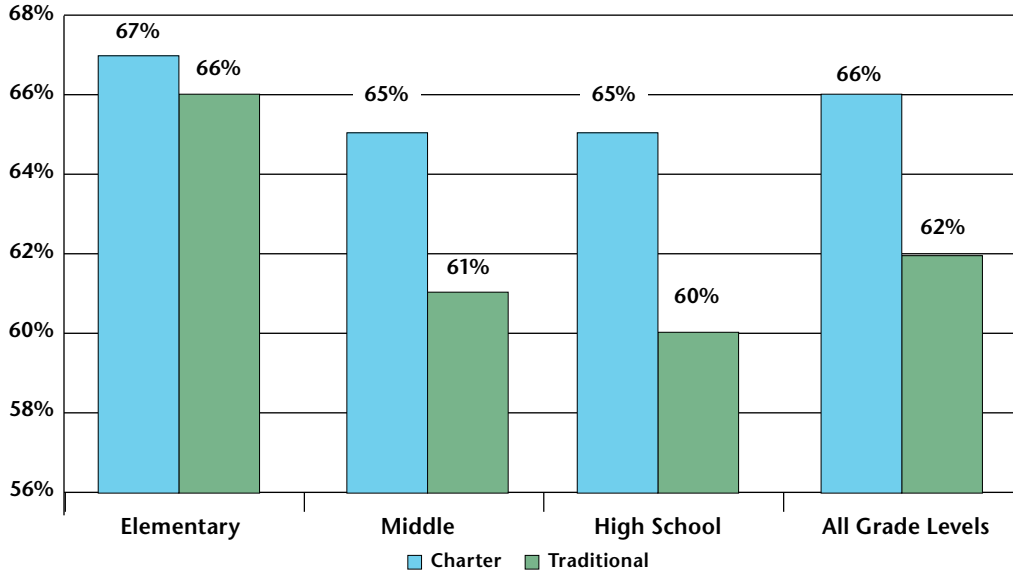
Percent of Students Making Learning Gains in Reading
FRL Students



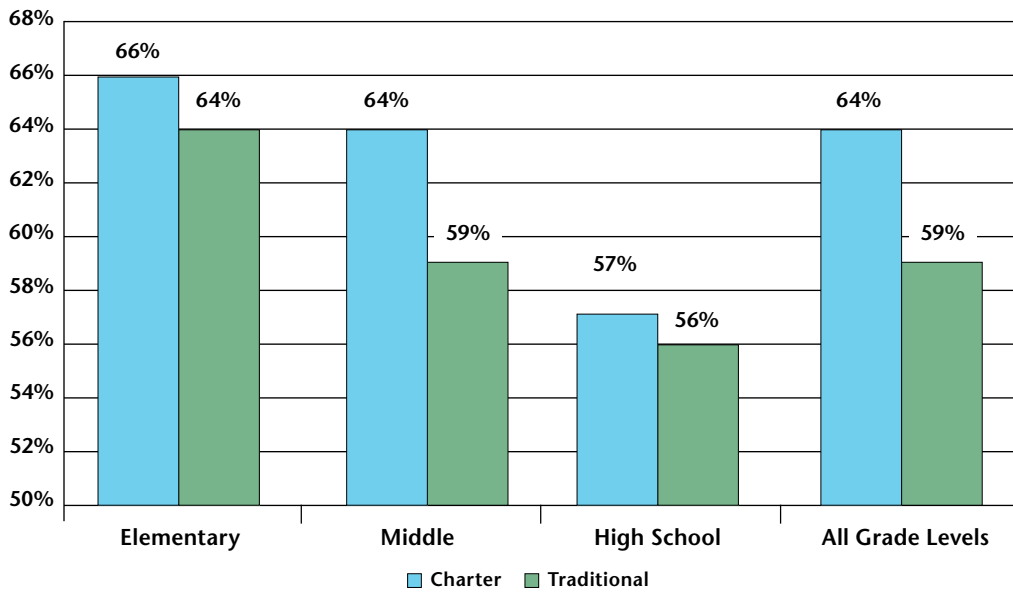
Percent of Students Making Learning Gains in Reading
Exceptional Education Students



**Percent of Students in Lowest Quartile Making Learning Gains in Reading
All Students**



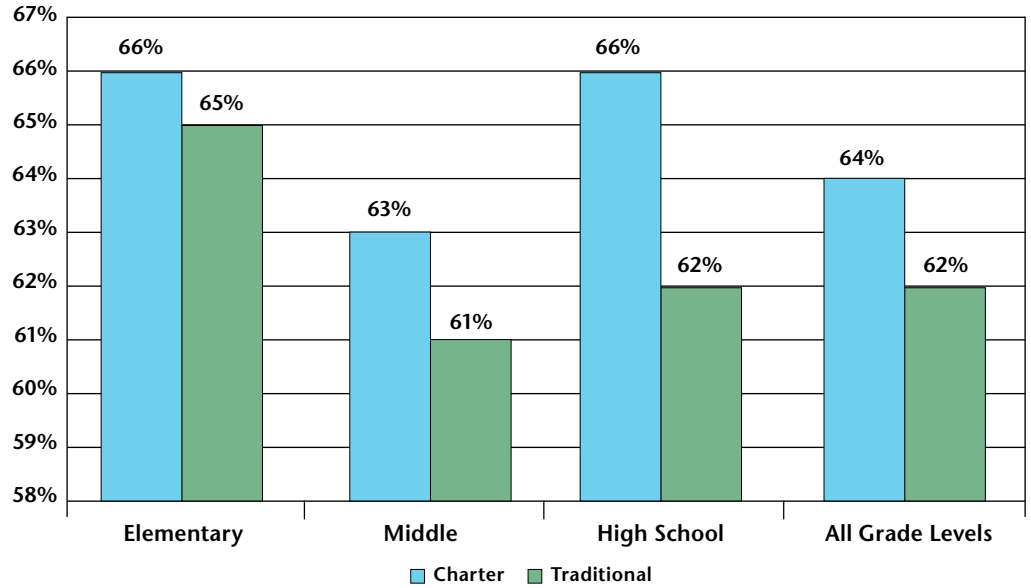
**Percent of Students in Lowest Quartile Making Learning Gains in Reading
African-American Students**



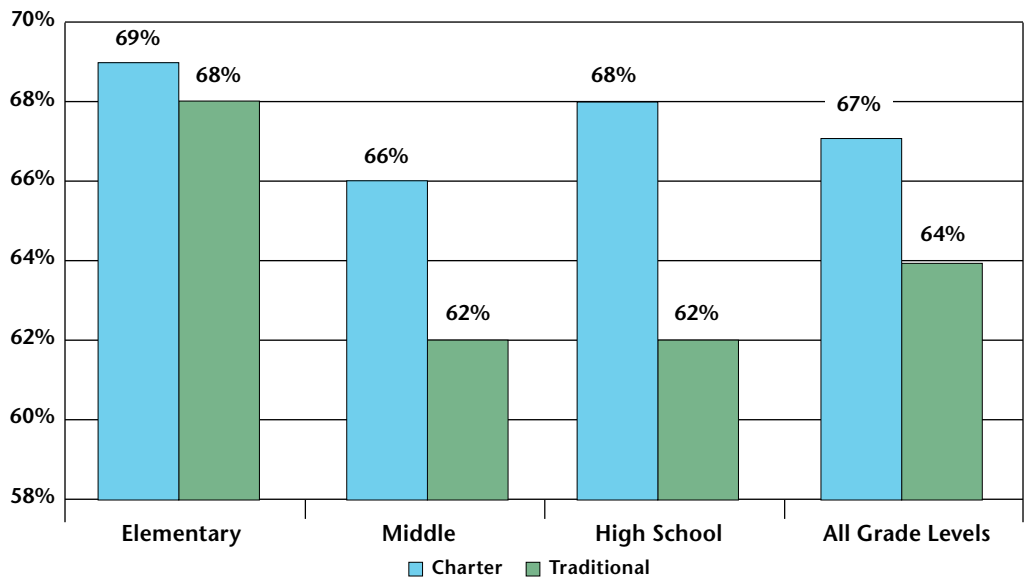
Reading

Reading

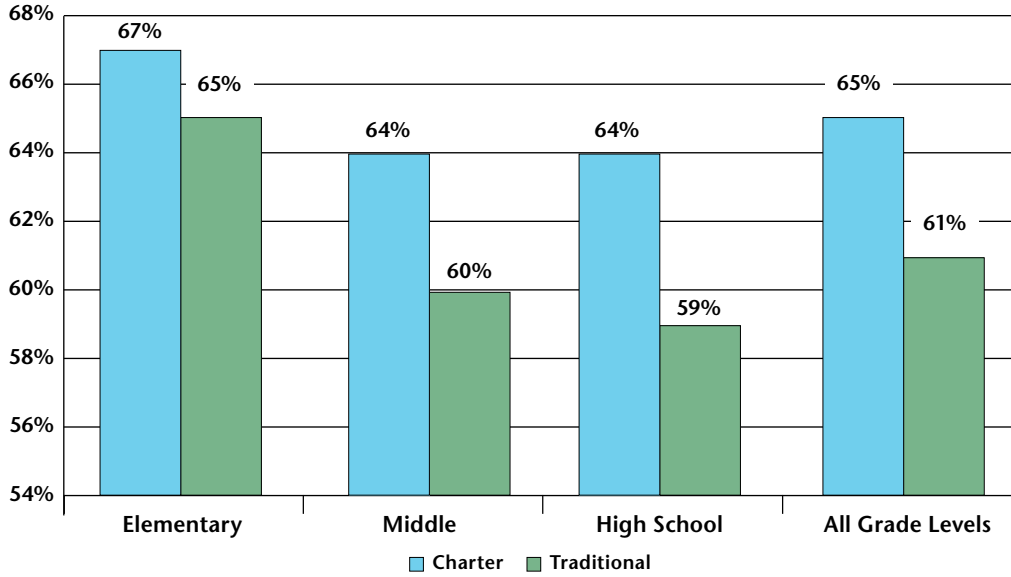
**Percent of Students in Lowest Quartile Making Learning Gains in Reading
White Students**



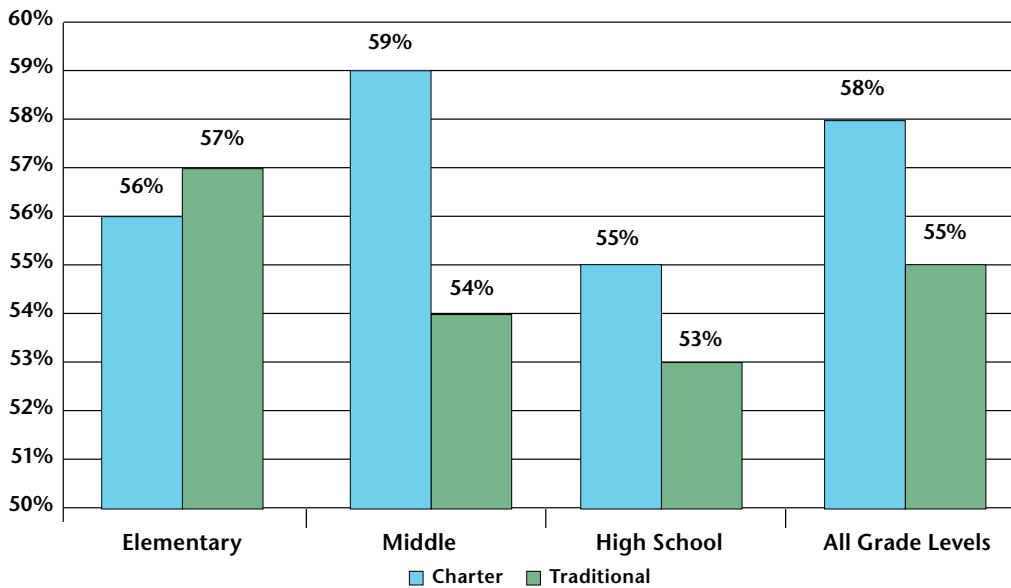
**Percent of Students in Lowest Quartile Making Learning Gains in Reading
Hispanic Students**



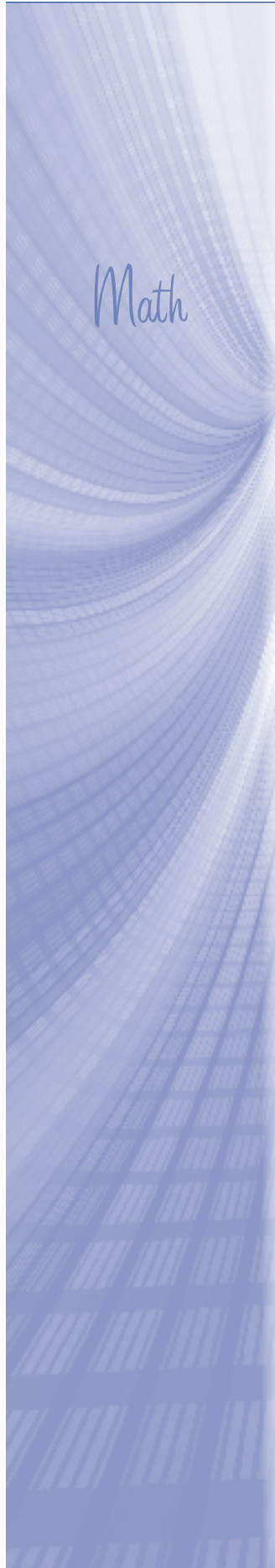
**Percent of Students in Lowest Quartile Making Learning Gains in Reading
FRL Students**



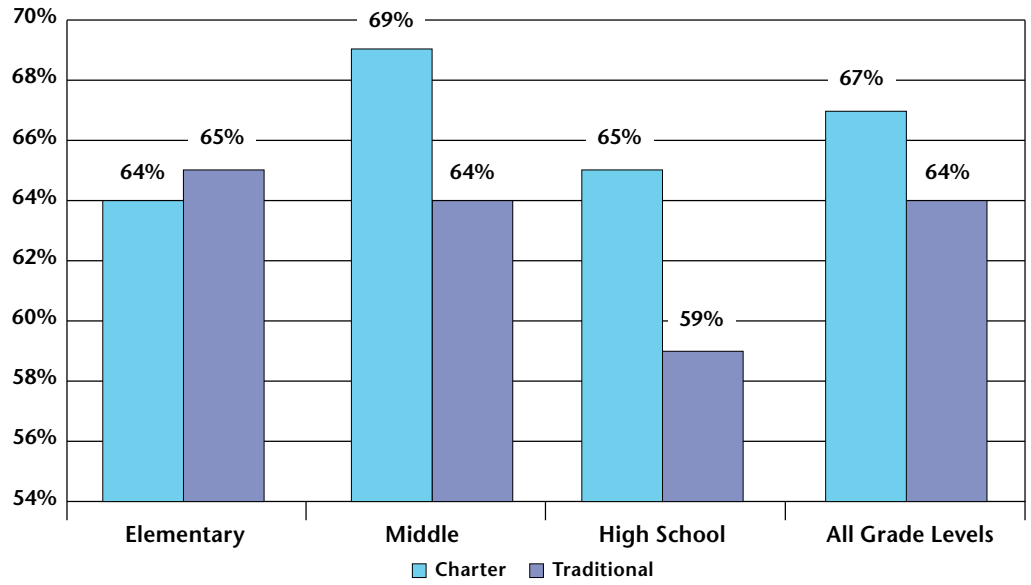
**Percent of Students in Lowest Quartile Making Learning Gains in Reading
Exceptional Education Students**



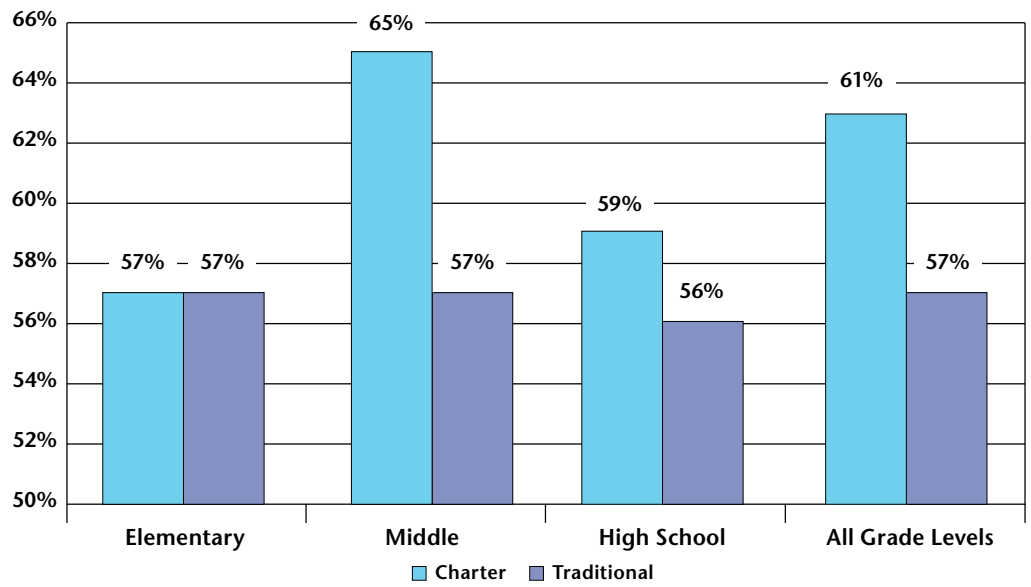
Reading



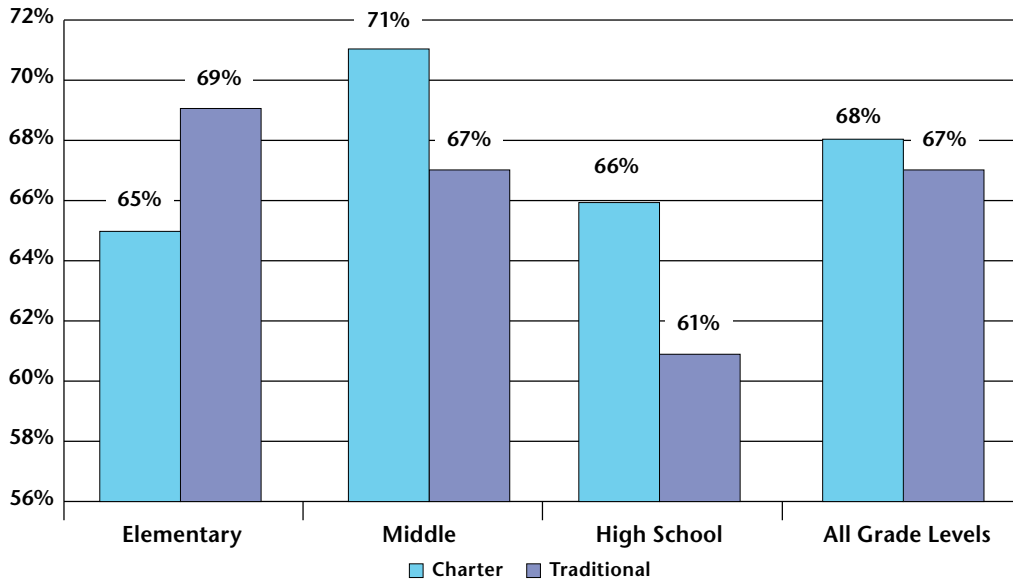
**Percent of Students Making Learning Gains in Math
All Students**



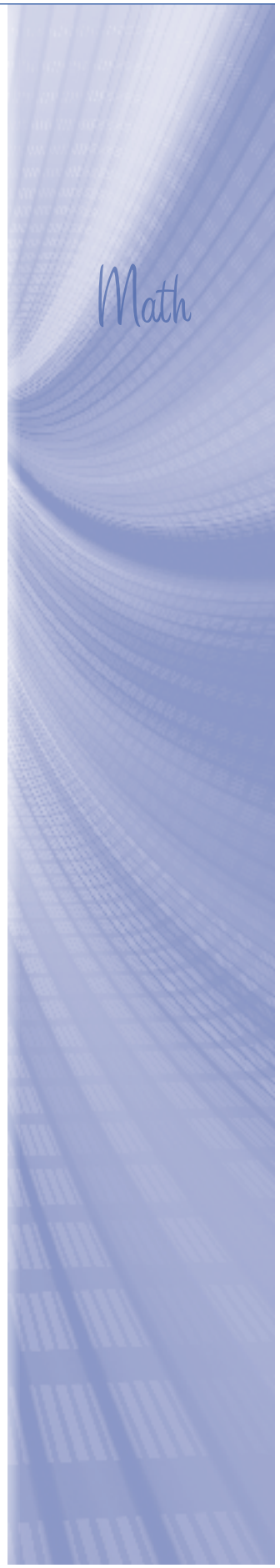
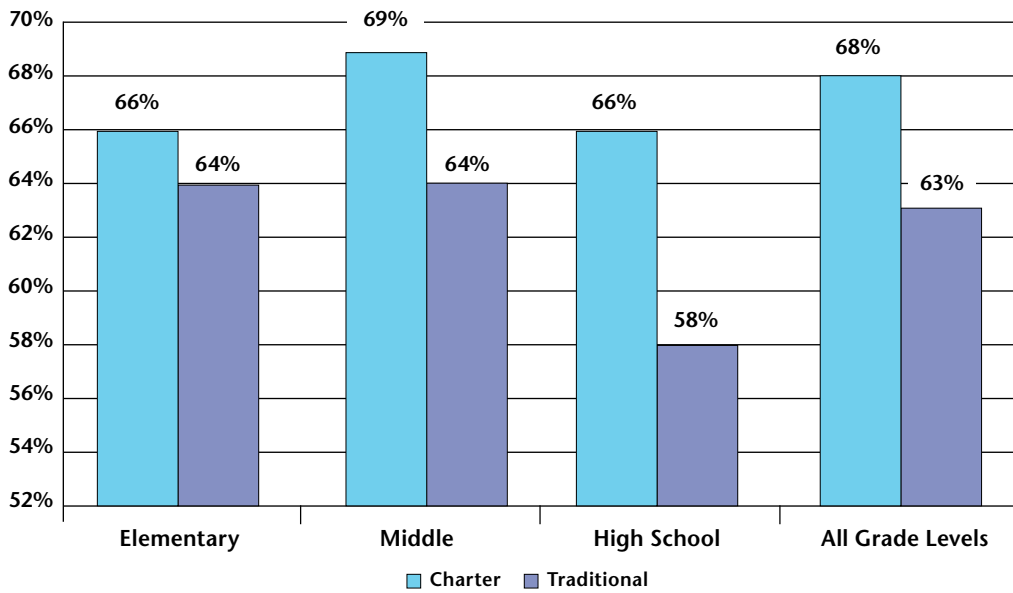
**Percent of Students Making Learning Gains in Math
African-American Students**

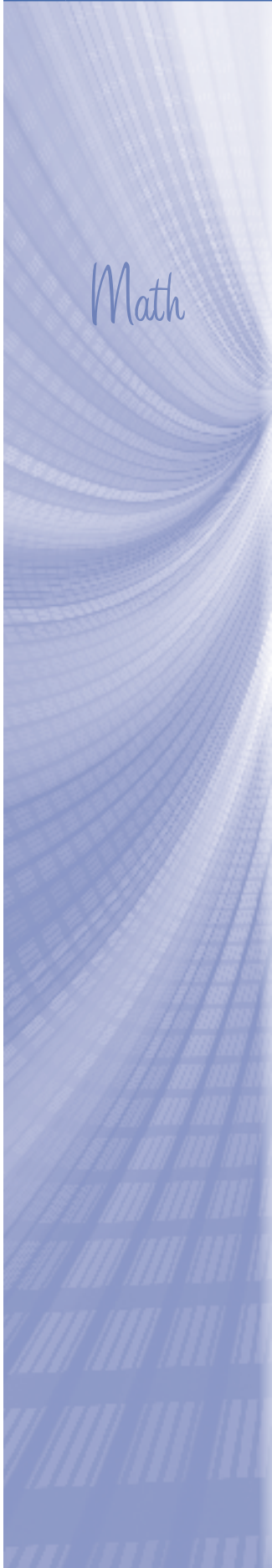


**Percent of Students Making Learning Gains in Math
White Students**

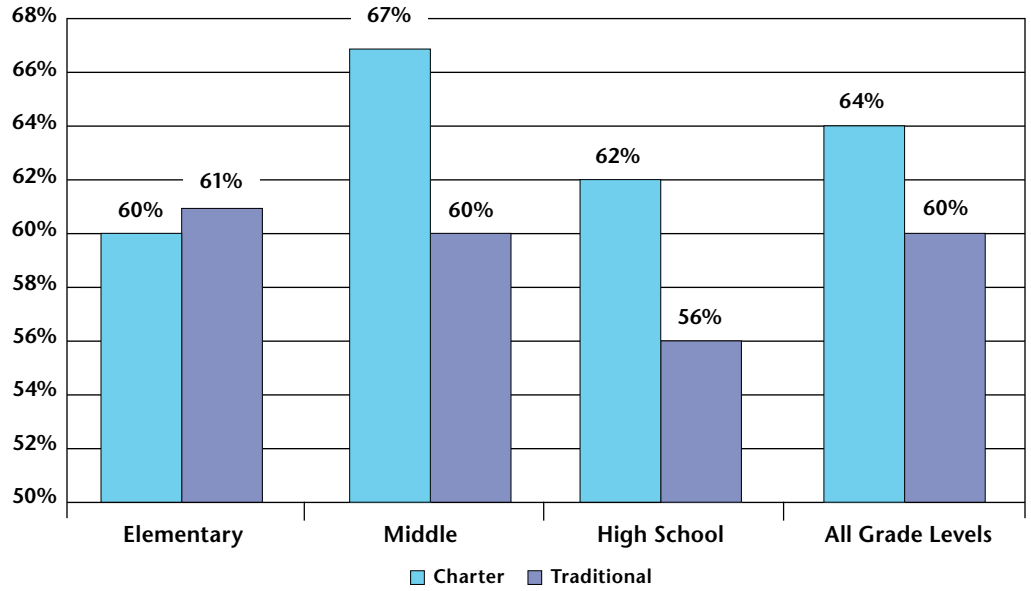


**Percent of Students Making Learning Gains in Math
Hispanic Students**

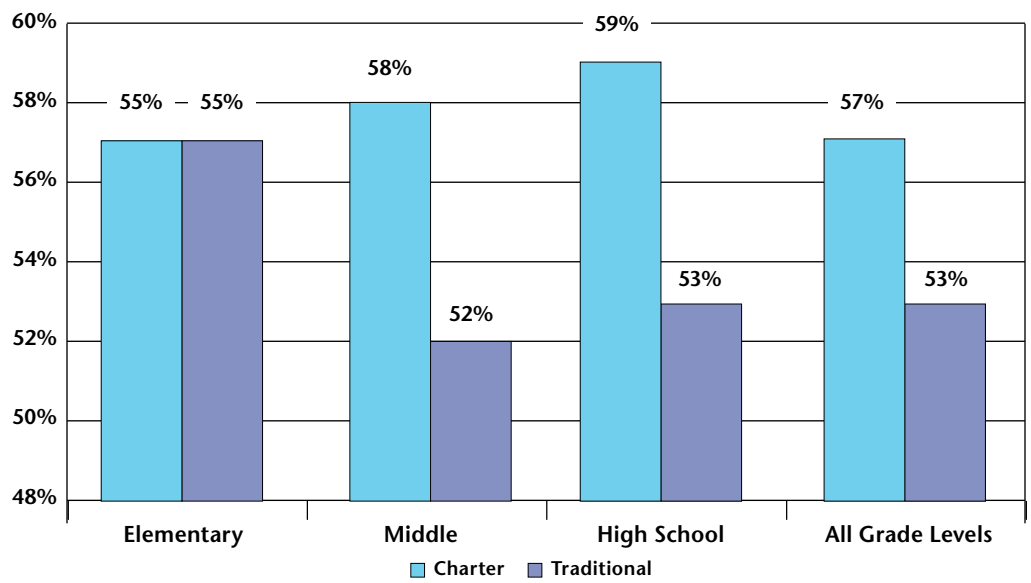




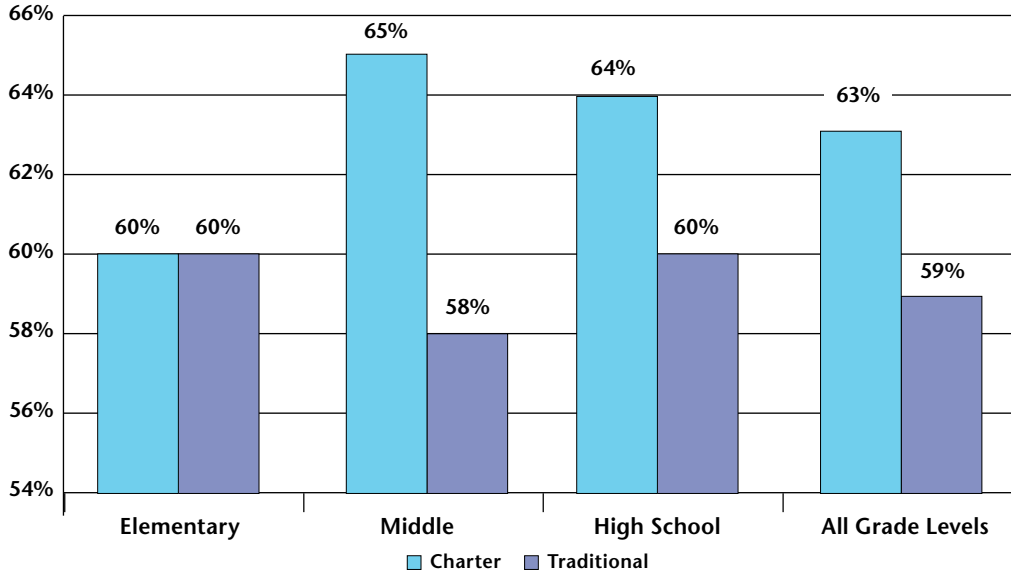
**Percent of Students Making Learning Gains in Math
FRL Students**



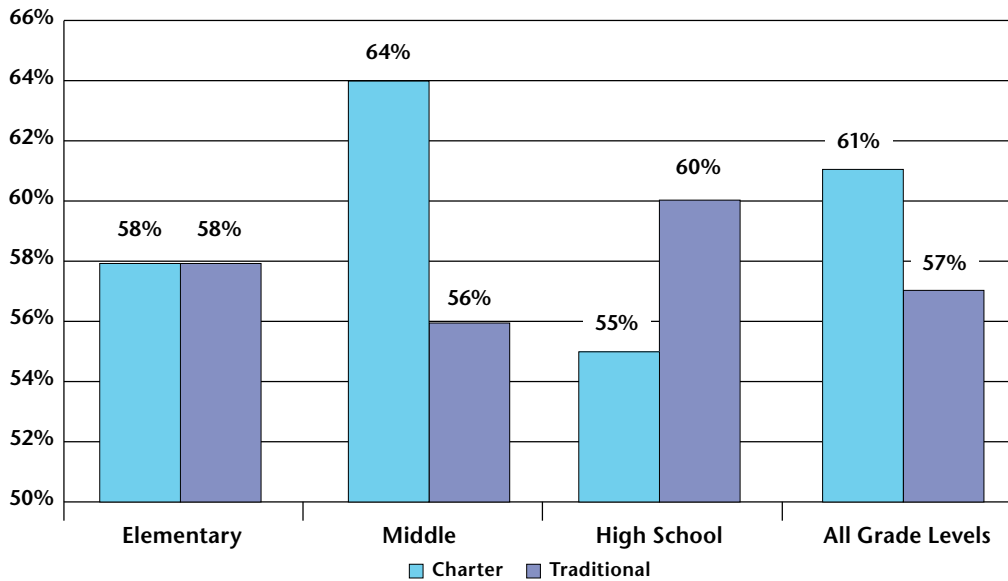
**Percent of Students Making Learning Gains in Math
Exceptional Education Students**



**Percent of Students In Lowest Quartile Making Learning Gains in Math
All Students**



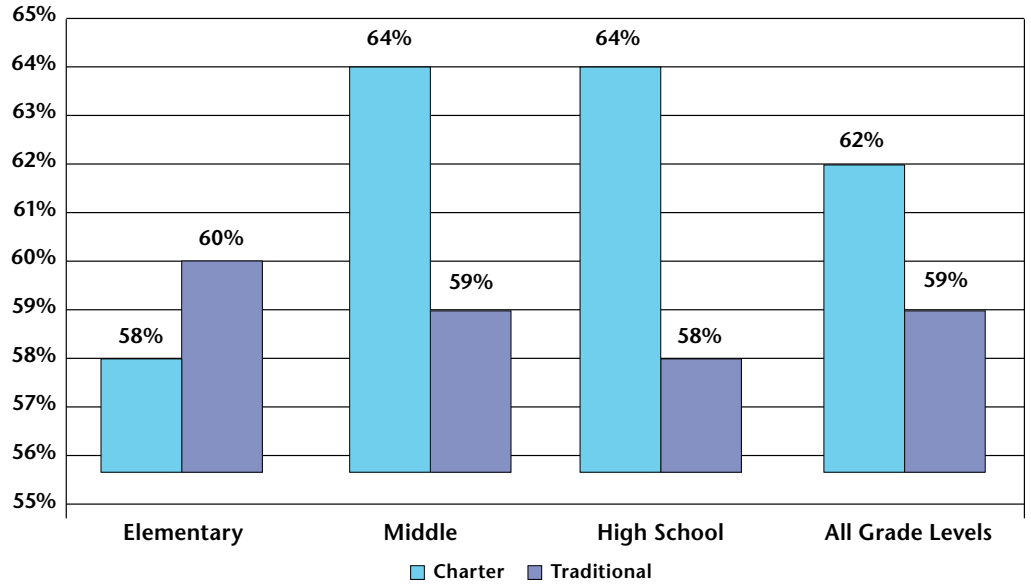
**Percent of Students In Lowest Quartile Making Learning Gains in Math
African-American Students**



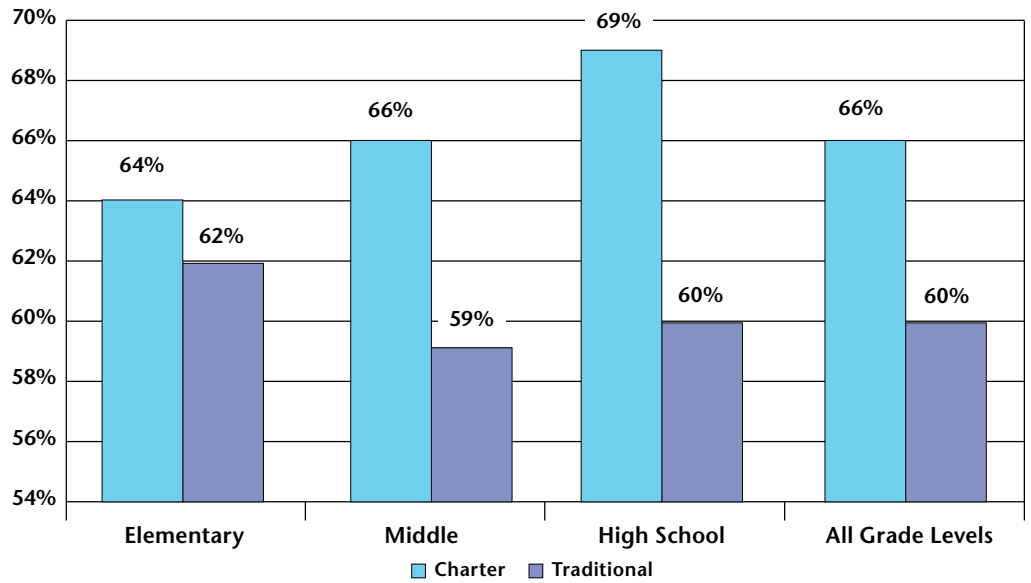
Math

Math

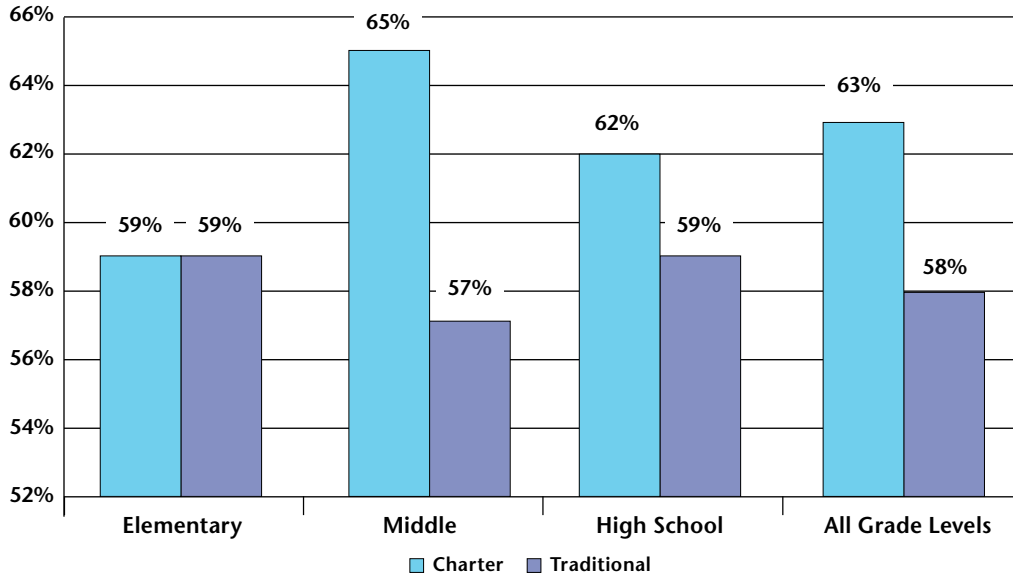
**Percent of Students In Lowest Quartile Making Learning Gains in Math
White Students**



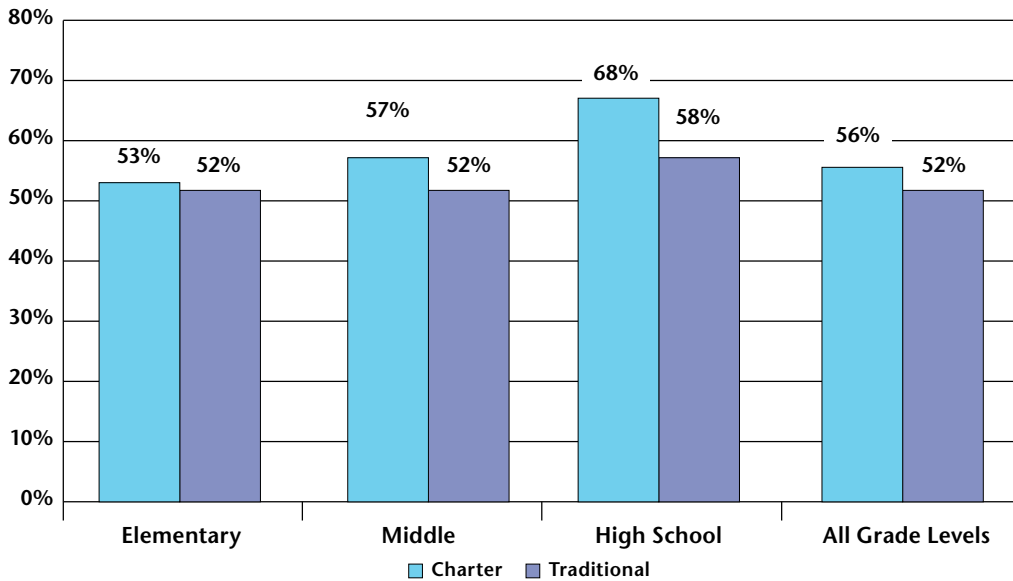
**Percent of Students In Lowest Quartile Making Learning Gains in Math
Hispanic Students**



**Percent of Students In Lowest Quartile Making Learning Gains in Math
FRL Students**



**Percent of Students In Lowest Quartile Making Learning Gains in Math
Exceptional Education Students**



Math

Data

FCAT PROFICIENCY DATA 2011-2012		Charter	Traditional
Total # of Students with FCAT results	Reading	97,977	1,379,153
	Math	83,542	1,037,732
	Science	25,460	344,722
	Algebra	9,579	181,391

Total % Proficient					
	Reading	%	Total Students	%	Total Students
	Total % Proficient	Elem	65.2	25,668	60.3
Mid		64.3	28,452	57.3	293,303
High		58.5	8,402	52.4	179,553
Math					
Elem		61.6	24,219	59.2	310,914
Mid		62.5	27,650	56.0	286,930
High		N/A	N/A	N/A	N/A
Science					
Elem		51.9	6,487	51.8	91,414
Mid		52.5	6,796	47.4	79,718
High		N/A	N/A	N/A	N/A
Algebra					
Elem	N/A	N/A	N/A	N/A	
Mid	88.2	3,744	87.9	49,717	
High	57.9	2,978	46.5	55,581	

Total % Proficient by Race					
White Students	Reading - White				
	Elem	73.6	12,000	71.5	168,919
	Mid	72.1	12,726	68.4	162,875
	High	69.4	3,671	64.5	106,649
	Math - White				
	Elem	68.1	11,078	68.7	162,398
	Mid	69.0	12,193	66.1	157,539
	High	N/A	N/A	N/A	N/A
	Science - White				
	Elem	60.9	3,230	64.2	51,739
	Mid	61.7	3,203	59.6	47,186
	High	N/A	N/A	N/A	N/A
	Algebra - White				
	Elem	N/A	N/A	N/A	N/A
	Mid	90.7	1,612	90.9	29,333
	High	64.0	1,114	55.0	28,370

Data

African-American Students	Reading - African Am.				
	Elem	47.4	3,817	41.6	49,154
	Mid	47.0	3,979	38.4	43,675
	High	40.8	1,115	31.1	22,930
	Math - African Am.				
	Elem	43.2	3,485	41.3	48,894
	Mid	46.2	3,909	36.9	41,996
	High	N/A	N/A	N/A	N/A
	Science - African Am.				
	Elem	29.5	742	30.4	11,931
	Mid	33.5	815	26.6	9,680
	High	N/A	N/A	N/A	N/A
	Algebra - African Am.				
Elem	N/A	N/A	N/A	N/A	
Mid	75.3	414	74.0	5,904	
High	45.9	559	34.0	10,359	

Hispanic Students	Reading - Hispanic				
	Elem	64.9	8,966	55.9	85,622
	Mid	63.9	10,838	52.1	74,878
	High	56.0	3,376	46.1	42,314
	Math - Hispanic				
	Elem	63.4	8,743	56.3	86,322
	Mid	62.5	10,598	52.0	74,758
	High	N/A	N/A	N/A	N/A
	Science - Hispanic				
	Elem	52.6	2,271	46.7	23,801
	Mid	51.1	2,546	41.0	19,326
	High	N/A	N/A	N/A	N/A
	Algebra - Hispanic				
Elem	N/A	N/A	N/A	N/A	
Mid	88.9	1,550	87.5	11,539	
High	59.2	1,239	43.7	15,194	

Data

		Charter		Traditional	
Total % Proficient by Free and Reduced Lunch	Reading				
	Elem	54.4	10,825	49.7	166,312
	Mid	55.6	12,486	45.8	141,163
	High	47.4	3,291	38.7	68,802
	Math				
	Elem	51.9	10,315	49.2	165,215
	Mid	54.8	12,308	44.5	137,441
	High	N/A	N/A	N/A	N/A
	Science				
	Elem	40.5	2,527	40.5	44,944
	Mid	42.7	2,712	34.6	33,987
	High	N/A	N/A	N/A	N/A
	Algebra				
	Elem	N/A	N/A	N/A	N/A
	Mid	82.3	1,400	81.6	18,685
	High	52.4	1,448	39.8	29,459

		Charter		Traditional	
Total % Proficient by ESE	Reading				
	Elem	37.4	1,230	29.8	19,963
	Mid	34.4	1,155	24.1	14,461
	High	30.1	295	21.0	7,443
	Math				
	Elem	39.1	1,287	32.9	22,115
	Mid	32.6	1,105	23.9	14,377
	High	N/A	N/A	N/A	N/A
	Science				
	Elem	29.2	312	26.8	6,014
	Mid	24.1	230	19.4	3,717
	High	N/A	N/A	N/A	N/A
	Algebra				
	Elem	N/A	N/A	N/A	N/A
	Mid	74.4	93	77.3	1,338
	High	36.2	179	24.9	4,208

		Charter		Traditional	
Total % Proficient by ELL	Reading				
	Elem	27.7	676	23.9	11,922
	Mid	19.9	336	11.5	2,993
	High	17.2	97	8.9	1,472
	Math				
	Elem	36.7	899	32.3	16,202
	Mid	31.5	534	20.6	5,364
	High	N/A	N/A	N/A	N/A
	Science				
	Elem	14.5	73	14.8	1,928
	Mid	15.1	64	7.2	584
	High	N/A	N/A	N/A	N/A
	Algebra				
	Elem	N/A	N/A	N/A	N/A
	Mid	63.6	14	65.8	290
	High	46.4	91	27.4	2,163

LEARNING GAINS DATA

READING	All Students % who made learning gains	African American % who made learning gains	White % who made learning gains	Hispanic % who made learning gains	FRL % who made learning gains	SWD % who made learning gains
Charter Schools						
Grades 4 and 5	67	62	68	69	64	57
Grades 6, 7 and 8	66	62	67	67	64	59
Grades 9 and 10	63	54	66	63	59	54
All Grade levels	66	61	67	67	63	58
Traditional Schools						
Grades 4 and 5	66	61	68	67	63	57
Grades 6, 7 and 8	63	57	65	62	59	53
Grades 9 and 10	60	52	63	59	55	51
All Grade levels	63	57	65	63	60	54

LEARNING GAINS OF THE LOWEST QUARTILE

READING	All Students % in the low 25% who made learning gains	African American % in the low 25% who made learning gains	White % in the low 25% who made learning gains	Hispanic % in the low 25% who made learning gains	FRL % in the low 25% who made learning gains	SWD % in the low 25% who made learning gains
Charter Schools						
Grades 4 and 5	67	66	66	69	67	56
Grades 6, 7 and 8	65	64	63	66	64	59
Grades 9 and 10	65	57	66	68	64	55
All Grade levels	66	64	64	67	65	58
Traditional Schools						
Grades 4 and 5	66	64	65	68	65	57
Grades 6, 7 and 8	61	59	61	62	60	54
Grades 9 and 10	60	56	62	62	59	53
All Grade levels	62	59	62	64	61	55

Note: Retained 3rd grade students eligible for gains therefore included with grades 4 and 5.

LEARNING GAINS DATA

MATH	All Students	African American	White	Hispanic	FRL	SWD
	% who made learning gains	% who made learning gains	% who made learning gains	% who made learning gains	% who made learning gains	% who made learning gains
Charter Schools						
Grades 4 and 5	67	62	68	69	64	57
Grades 6, 7 and 8	66	62	67	67	64	59
Grades 9 and 10	63	54	66	63	59	54
All Grade levels	66	61	67	67	63	58
Traditional Schools						
Grades 4 and 5	66	61	68	67	63	57
Grades 6, 7 and 8	63	57	65	62	59	53
Grades 9 and 10	60	52	63	59	55	51
All Grade levels	63	57	65	63	60	54

LEARNING GAINS OF THE LOWEST QUARTILE

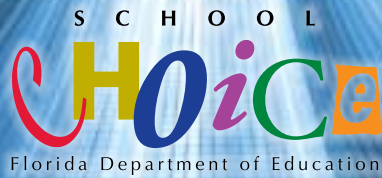
MATH	All Students	African American	White	Hispanic	FRL	SWD
	% in the low 25% who made learning gains	% in the low 25% who made learning gains	% in the low 25% who made learning gains	% in the low 25% who made learning gains	% in the low 25% who made learning gains	% in the low 25% who made learning gains
Charter Schools						
Grades 4 and 5	67	66	66	69	67	56
Grades 6, 7 and 8	65	64	63	66	64	59
Grades 9 and 10	65	57	66	68	64	55
All Grade levels	66	64	64	67	65	58
Traditional Schools						
Grades 4 and 5	66	64	65	68	65	57
Grades 6, 7 and 8	61	59	61	62	60	54
Grades 9 and 10	60	56	62	62	59	53
All Grade levels	62	59	62	64	61	55

Note: Retained 3rd grade students eligible for gains therefore included with grades 4 and 5.





Florida Department of Education
Dr. Tony Bennett, Commissioner
www.fldoe.org



FLORIDA'S
CHARTER
Schools

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Office of Independent Education and Parental Choice
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