

School Grade Change from 1999 to 2006 by School Minority Rate Category

School Grade 1999 to 2006	School Percent of Minority Students			
	Greater Than 77%	49%-77%	29%-48%	Less Than 29%
<b>Maintained</b>	<b>13%</b>	<b>19%</b>	<b>22%</b>	<b>30%</b>
Maintained A or B	1%	5%	10%	19%
Maintained C	6%	13%	10%	10%
Maintained D or F	6%	1%	1%	0%
<b>Improved</b>	<b>85%</b>	<b>77%</b>	<b>74%</b>	<b>68%</b>
Improved One Letter Grade	32%	35%	31%	37%
Improved At Least Two Letter Grades	52%	42%	44%	31%
<b>Declined</b>	<b>2%</b>	<b>4%</b>	<b>4%</b>	<b>3%</b>
Declined One Letter Grade	2%	4%	4%	3%
Declined At Least Two Letter Grades	0%	0%	0%	0%
Number of Schools	574	567	581	559

Notes

Minority rate categories are quartiles based on 2006 data

Analysis includes only schools that received an A, B, C, D, or F in both 1999 and 2006.

School Grades and minority rates by school can be found at <http://schoolgrades.fldoe.org/default.asp>

## **Closing the Achievement Gap**

### African-Americans

In reading, the percentage of proficient African American students increased from 26 percent in 2001 to 39 percent in 2006. Over the same stretch of time, the percentage of white students reading at or above grade level increased from 59 percent to 67 percent. That results in a shrinking of the achievement gap between White and African American students (the gap was 33 percentage points in 2001 (59 vs. 26); it is now 28 percentage points in 2006 (67 vs. 39)). In math, the percentage of proficient African American students increased from 26 percent in 2001 to 41 percent in 2006. Over the same stretch of time, the percentage of white students demonstrating mathematics skills at or above grade level increased from 63 percent to 72 percent. That results in a shrinking of the achievement gap between White and African American students (the gap was 37 percentage points in 2001 (63 vs. 26); it is now 31 percentage points in 2006 (72 vs. 41)).

### Hispanics

In reading, the percentage of proficient Hispanic students increased from 35 percent in 2001 to 50 percent in 2006. Over the same stretch of time, the percentage of white students reading at or above grade level increased from 59 percent to 67 percent. That results in a shrinking of the achievement gap between White and Hispanic students (the gap was 24 percentage points in 2001 (59 vs. 35); it is now 17 percentage points in 2006 (67 vs. 50)). In math, the percentage of proficient Hispanic students increased from 41 percent in 2001 to 56 percent in 2006. Over the same stretch of time, the percentage of white students demonstrating mathematics skills at or above grade level increased from 63 percent to 72 percent. That results in a shrinking of the achievement gap between White and Hispanic students (the gap was 22 percentage points in 2001 (63 vs. 41); it is now 16 percentage points in 2006 (72 vs. 56)).

Source: [http://www.fldoe.org/news/2006/2006\\_06\\_21.asp](http://www.fldoe.org/news/2006/2006_06_21.asp)

### 1999 to 2006

From 1999 to 2006, the achievement gap in reading between White and African American students shrunk in reading (the gap was 34 percentage points in 1999 (53% vs. 19%); it is now 28 percentage points in 2006 (67% vs. 39%)). In math, the gap shrunk as well (the gap was 37 percentage points in 1999 (54% vs. 17%); it is now 31 percentage points in 2006 (72% vs. 41%)).

From 1999 to 2006, the achievement gap in reading between White and Hispanic students shrunk in reading (the gap was 22 percentage points in 1999 (53% vs. 31%); it is now 17 percentage points in 2006 (67% vs. 50%)). In math, the gap shrunk as well (the gap was 24 percentage points in 1999 (54% vs. 30%); it is now 16 percentage points in 2006 (72% vs. 56%)).

Source: Florida Department of Education, K-20 Education Data Warehouse