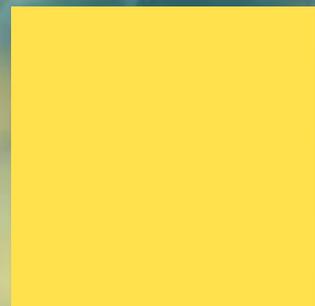
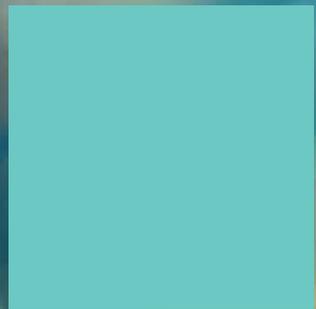


Student Achievement in Florida's Charter Schools:

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





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 2013-14 school year. The analysis examines the average performance of charter school students and traditional public school students using 2013-14 state assessment data from the FCAT 2.0 Reading, Mathematics 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 3.3 million test scores from the 2013-14 school year, and includes all state assessment test scores reported to the department.

The analysis and production of this report was a coordinated effort between the Office of Independent Education and Parental Choice and the Bureau of Accountability 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 Website at:

<http://www.fldoe.org/schools/school-choice/>.

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).



Student Achievement in Florida's Charter Schools: Key Findings

The data contained in this report, based on more than 3.3 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 2013-14 school year, the report makes 177 comparisons in three areas: proficiency, achievement gaps and learning gains. Each of these areas includes overall as well as sub-group comparisons across subject areas and grade levels.

The FCAT 2.0 and Algebra end-of-course exam 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. In 52 of the 63 comparisons students enrolled in charter schools demonstrated higher proficiency rates. In 11 of the 63 comparisons students enrolled in traditional public schools demonstrated higher proficiency rates.

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, mathematics 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 16 of the 18 comparisons while the achievement gap was lower for traditional public schools in two 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 86 of the 96 comparisons. The percentage of students making learning gains was higher in traditional public schools in five of the 96 comparisons. There was no difference in the percentage of students making learning gains in five of the 96 comparisons.



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FLORIDA'S
CHARTER
Schools

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 sector in Florida strives to improve student learning, increase parental choice, and foster innovative instructional and leadership approaches. Charter school enrollment has grown by more than 200 percent over the last decade. As shown below, charter schools served more than 230,000 students in the 2013-14 school year.

Race/Ethnicity/ Gender	Charter Schools	Percent Charter	Traditional Public Schools (TPS)	Percent TPS	Total Enrollment
Total White	79,548	34.56%	1,033,473	41.49%	1,113,021
Total Black	50,568	21.97%	572,487	22.99%	623,055
Total Asian	5,257	2.28%	65,200	2.62%	70,457
Total Hispanic	87,656	38.08%	727,592	29.21%	815,248
Total Pacific Is or Haw	265	0.12%	3,274	0.13%	3,539
Total Indian	871	0.38%	8,225	0.33%	9,096
Total Multiracial	6,024	2.62%	80,357	3.23%	86,381
Male	115,229	50.06%	1,282,339	51.49%	1,397,568
Female	114,960	49.94%	1,208,269	48.51%	1,323,229
Total Enrollment	230,189		2,490,608		2,720,797

Special Categories					
FRPL*	112,994	49.09%	1,477,635	59.33%	1,590,629
ELL**	20,682	8.98%	238,172	9.56%	258,854
SWD***	20,787	9.03%	329,734	13.24%	350,521
Gifted	8,721	3.79%	148,056	5.94%	156,777
Total ESE (SWD + Gifted)	29,508	12.82%	477,790	19.18%	507,298

* FRPL: Free and Reduced Priced Lunch

** ELL: English Language Learners

*** SWD: Students with Disabilities

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 or Exceptional Student Education (ESE) center that elects to receive a school improvement rating instead of a grade. To receive a school grade a public school (charter or traditional) must have at least 10 full-time students that have two years of FCAT performance data in reading and mathematics.

2013-14 Comparison of Graded vs. Ungraded Schools

	Charter	Traditional
Number of schools with membership in tested grades	584	3,129
Number of graded/rated schools	545	2,916
Number of ungraded/unrated schools	39	213
Percent of ungraded/unrated schools	7%	7%

2013-14 School Grades for Charter and Traditional Schools

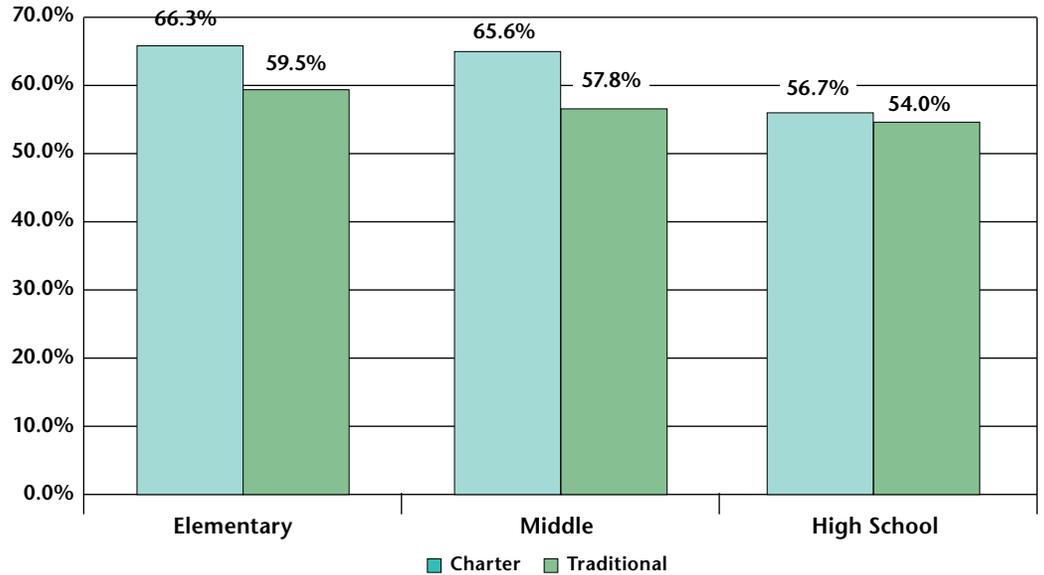
	Charter	% of Graded	Traditional	% of Graded	All	% of Graded
A	220	46%	950	34%	1,170	36 %
B	75	16%	537	19%	612	19 %
C	96	20%	793	29%	889	27 %
D	36	8%	334	12%	370	11 %
F	49	10%	143	5%	192	6 %
Total A-F	476	100%	2,757	100%	3,233	100 %

*Percentages may not equal 100% due to rounding.

FCAT Reading Traditional Public Schools and Charter Schools

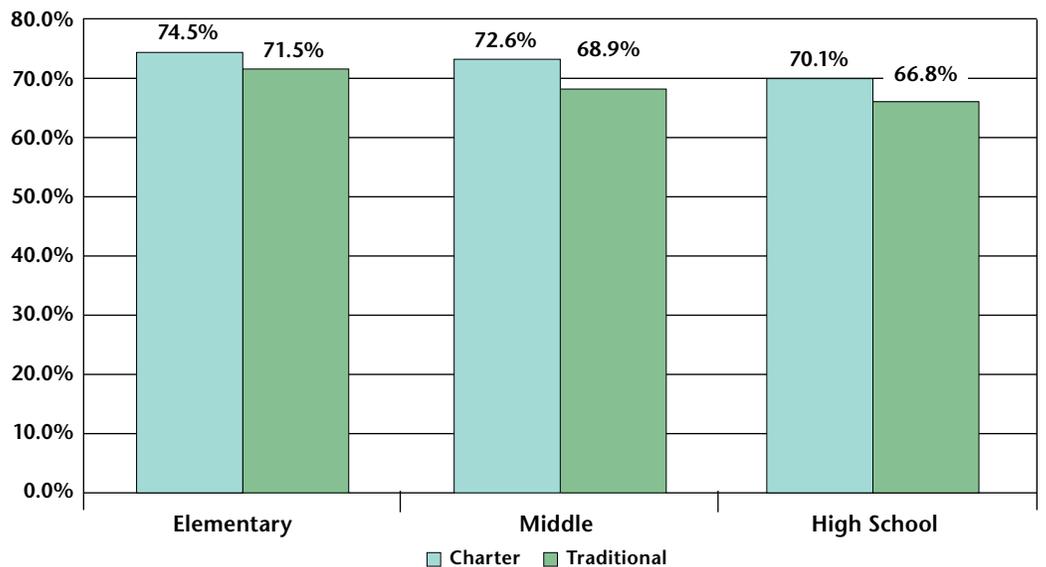
ALL STUDENTS COMPARISONS 2014

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



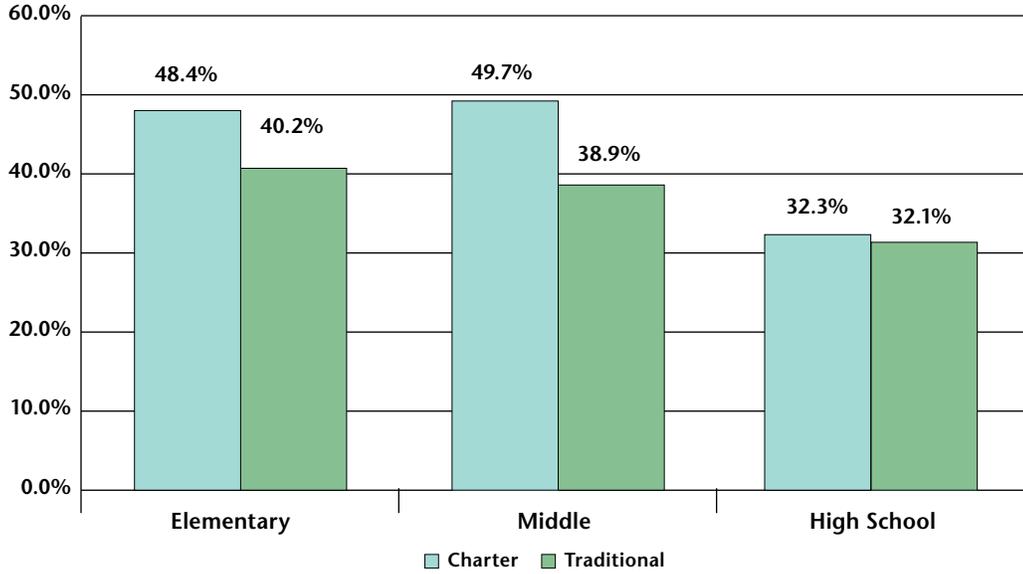
SUBGROUP COMPARISONS 2014

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

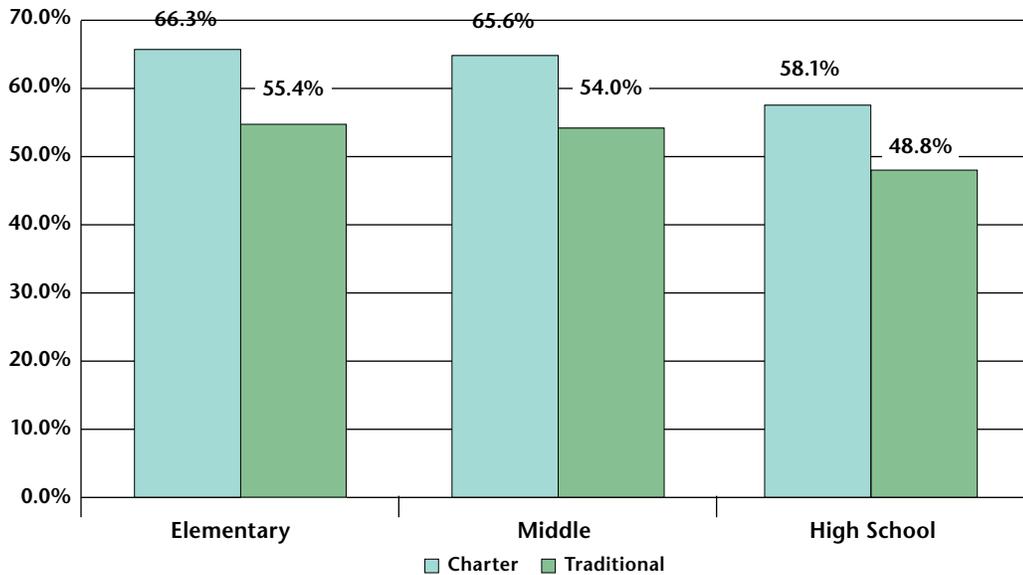


READING

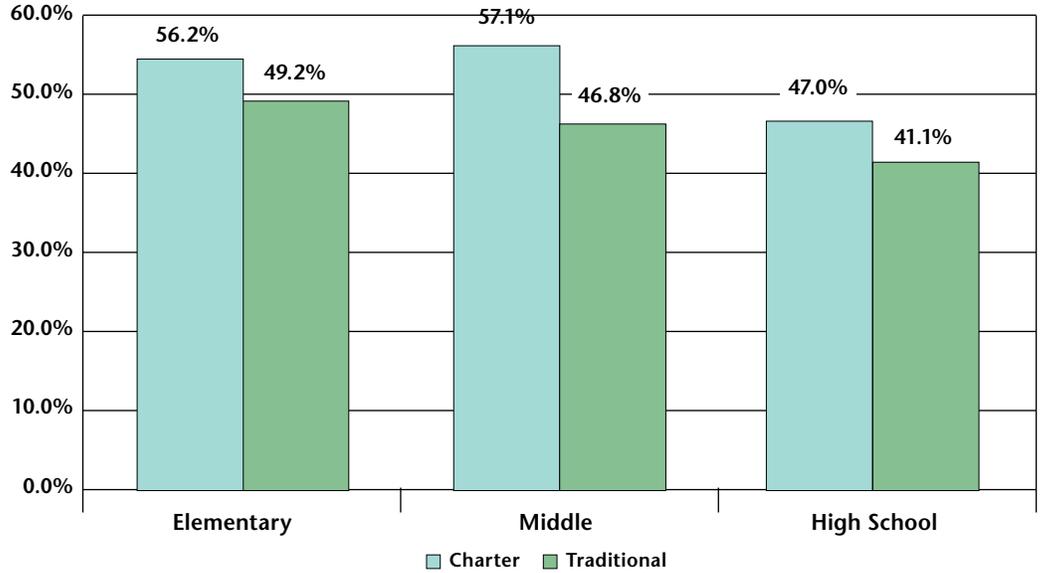
**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
African-American Students**



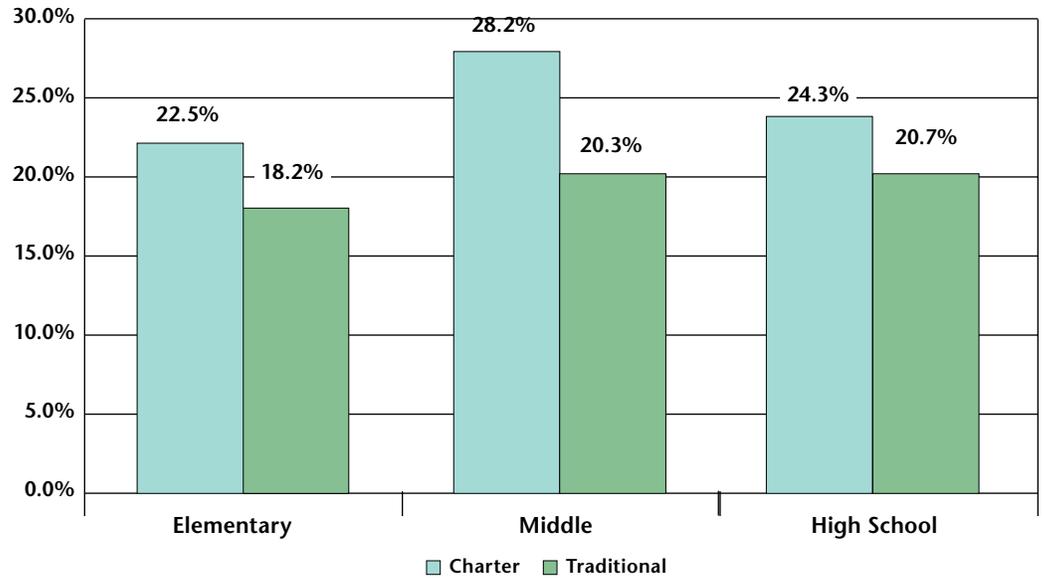
**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
Hispanic Students**



**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)**

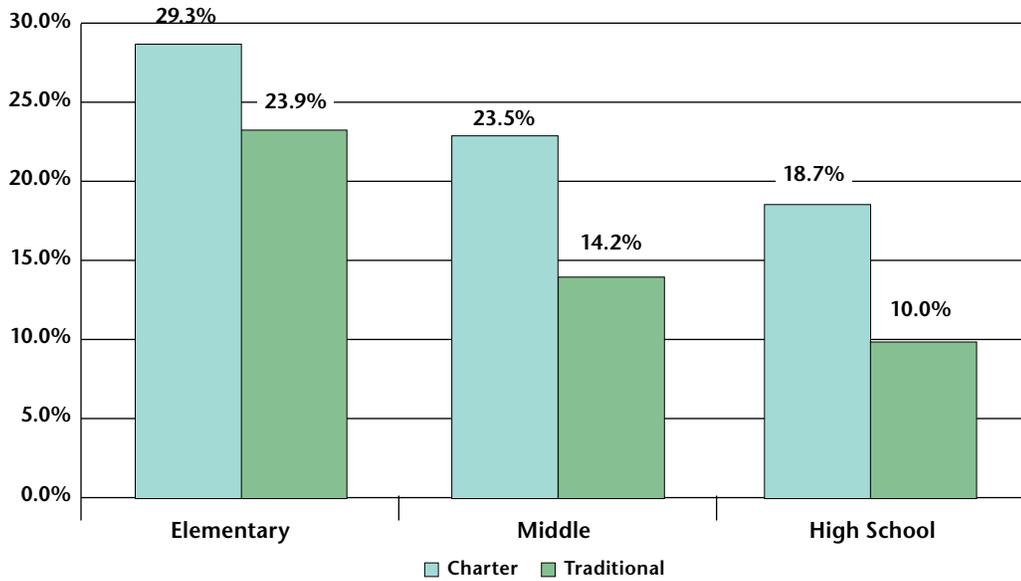


**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
Students with Disabilities**



READING

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

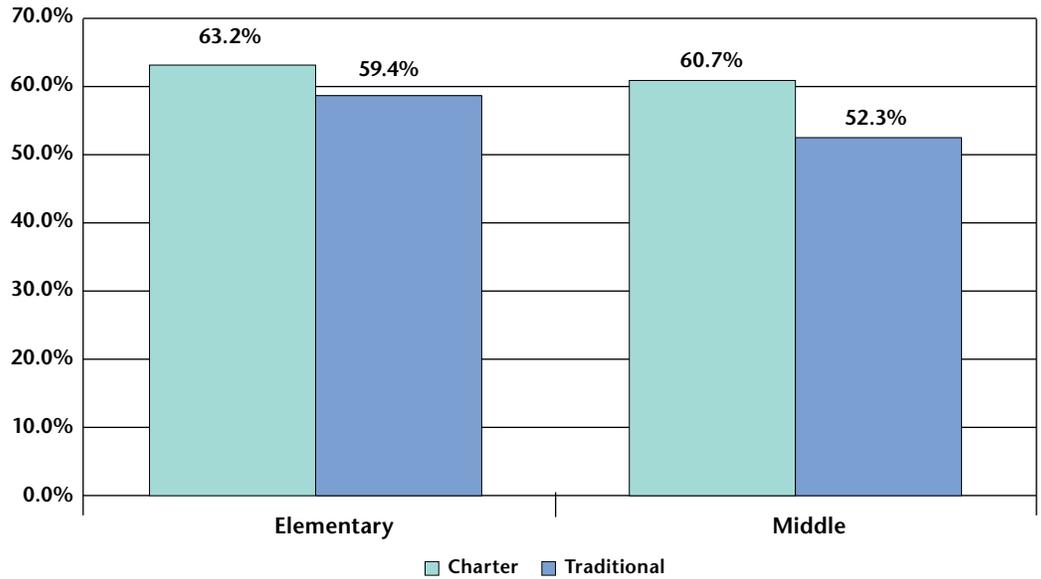


MATHEMATICS

FCAT Mathematics Traditional Public Schools and Charter Schools

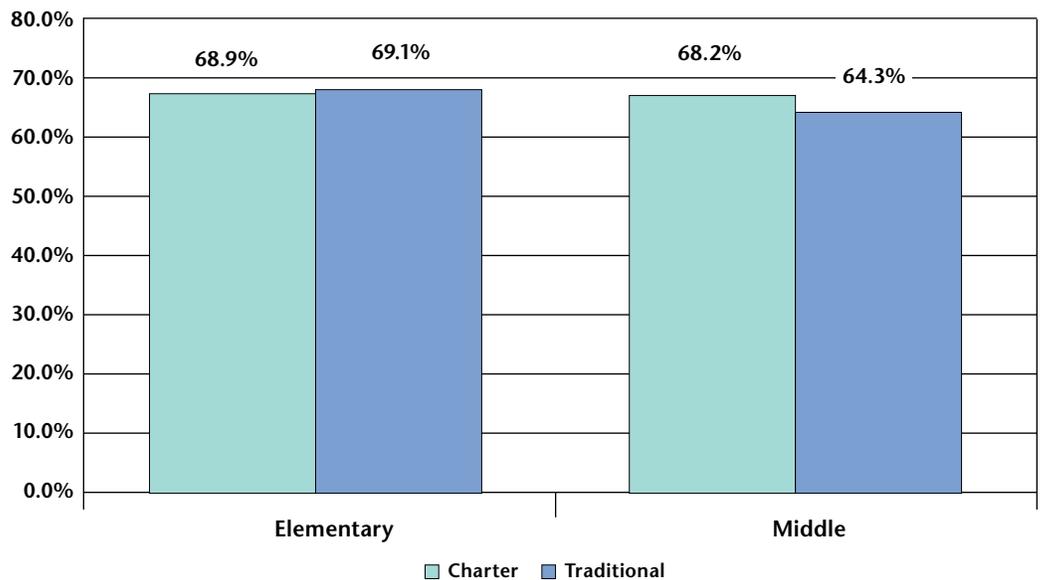
ALL STUDENTS COMPARISONS 2014

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



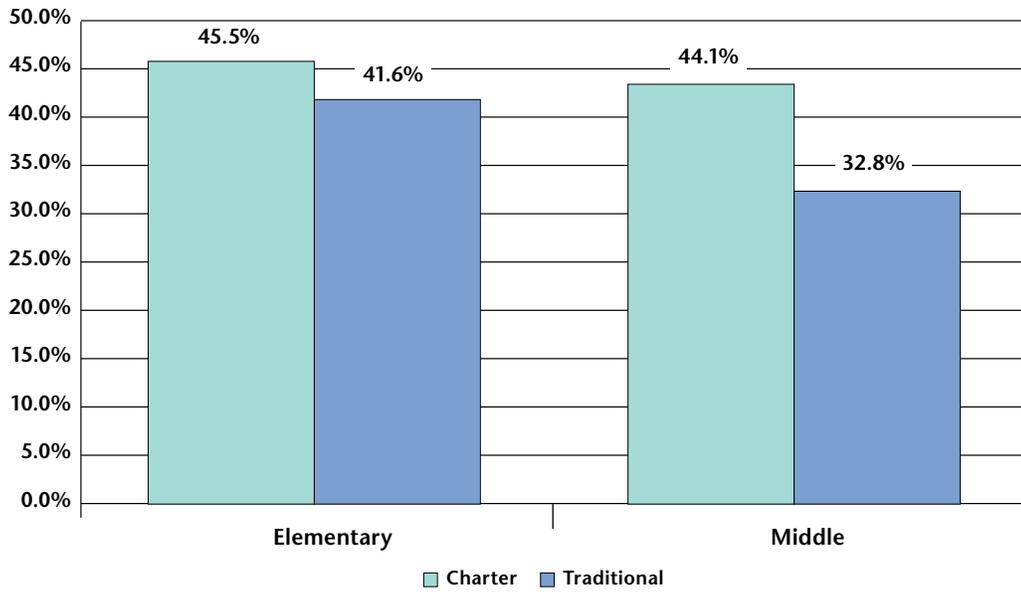
SUBGROUP COMPARISONS 2014

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

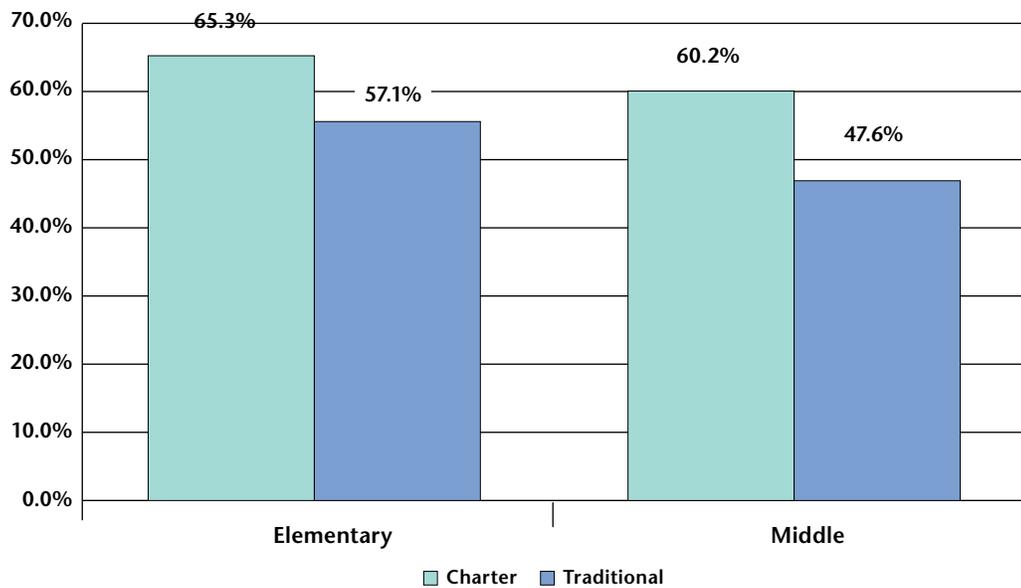


MATHEMATICS

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

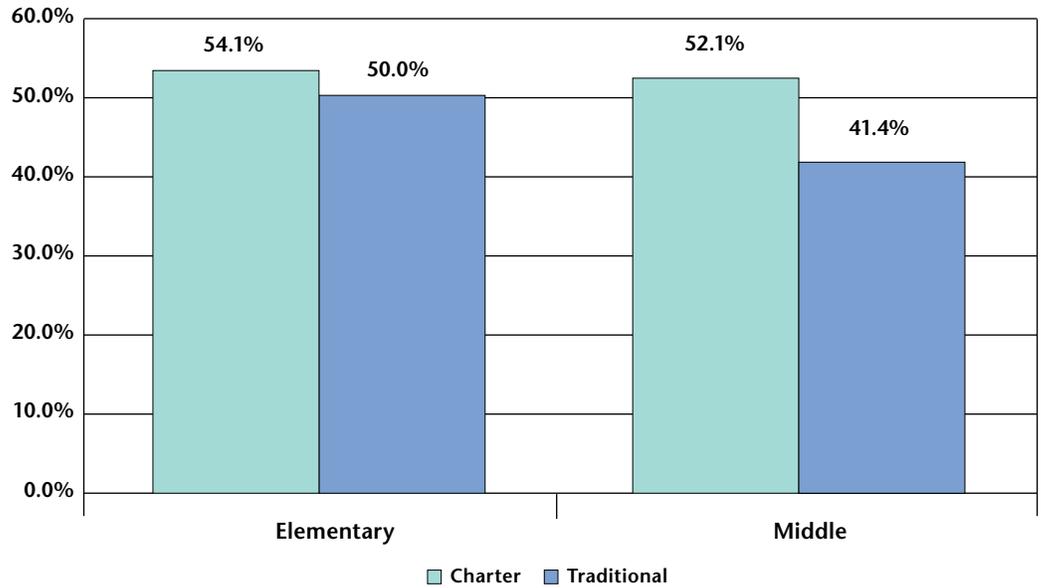


**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics
Charter Schools and Traditional Public Schools
Hispanic Students**

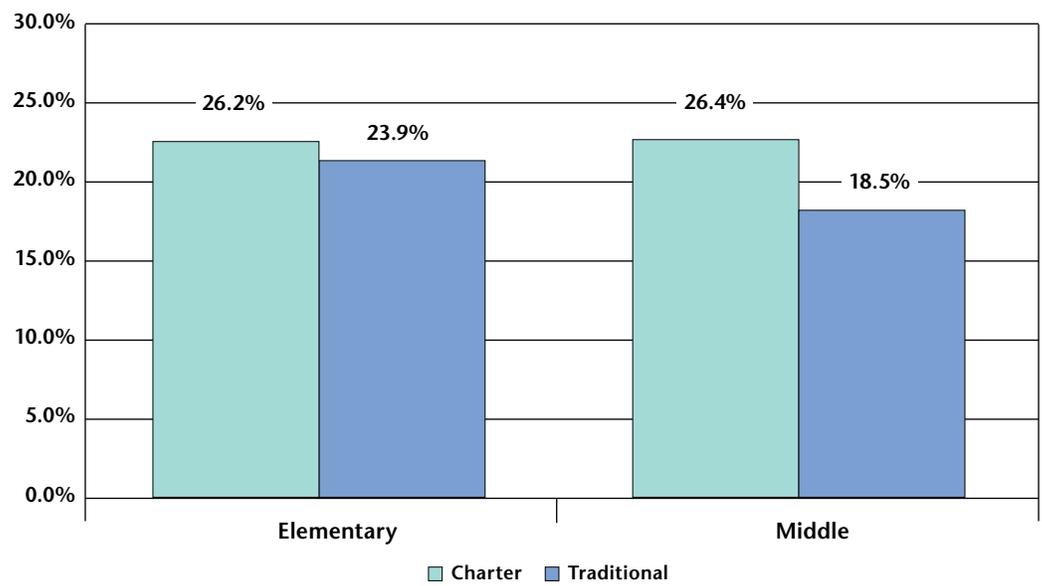


MATHEMATICS

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

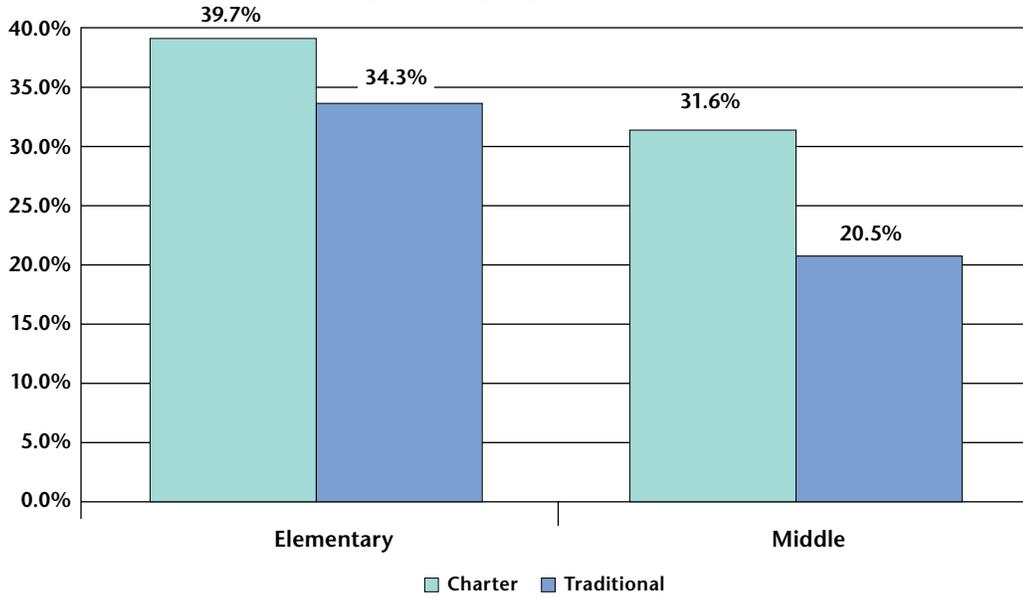


**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics
Charter Schools and Traditional Public Schools
Students with Disabilities**



MATHEMATICS

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

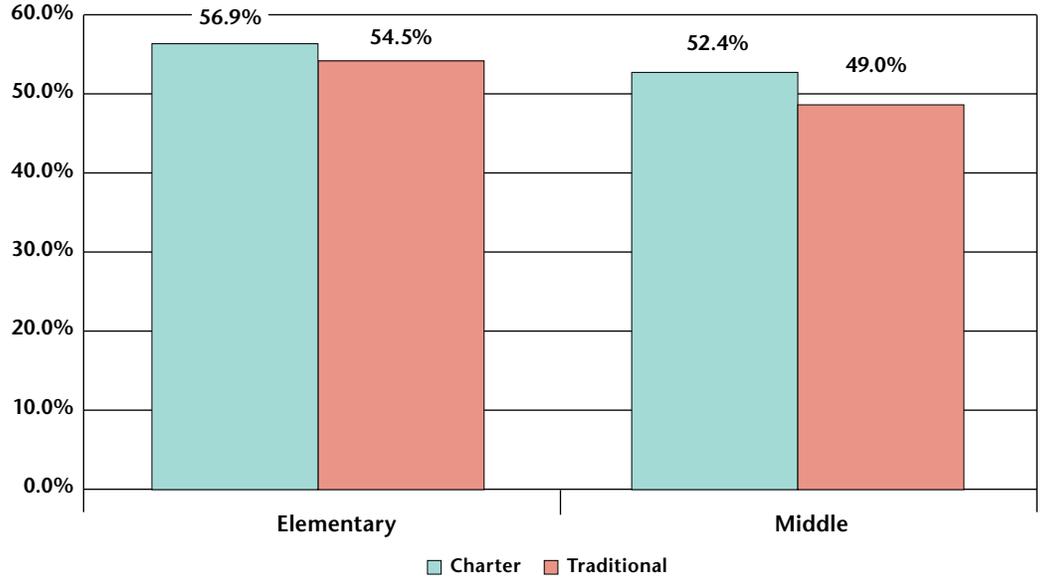


SCIENCE

FCAT Science Traditional Public Schools and Charter Schools

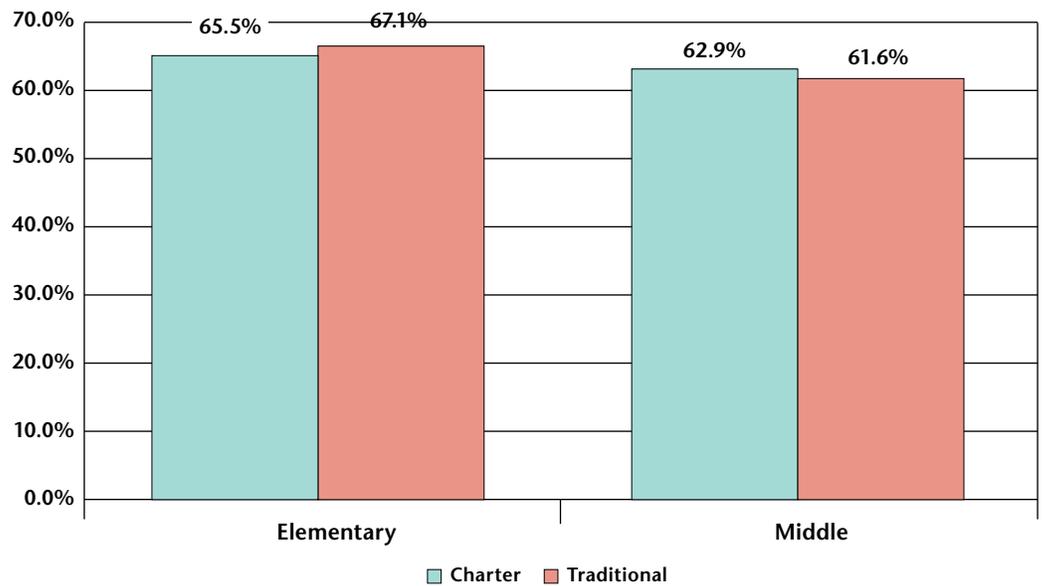
ALL STUDENTS COMPARISONS 2014

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



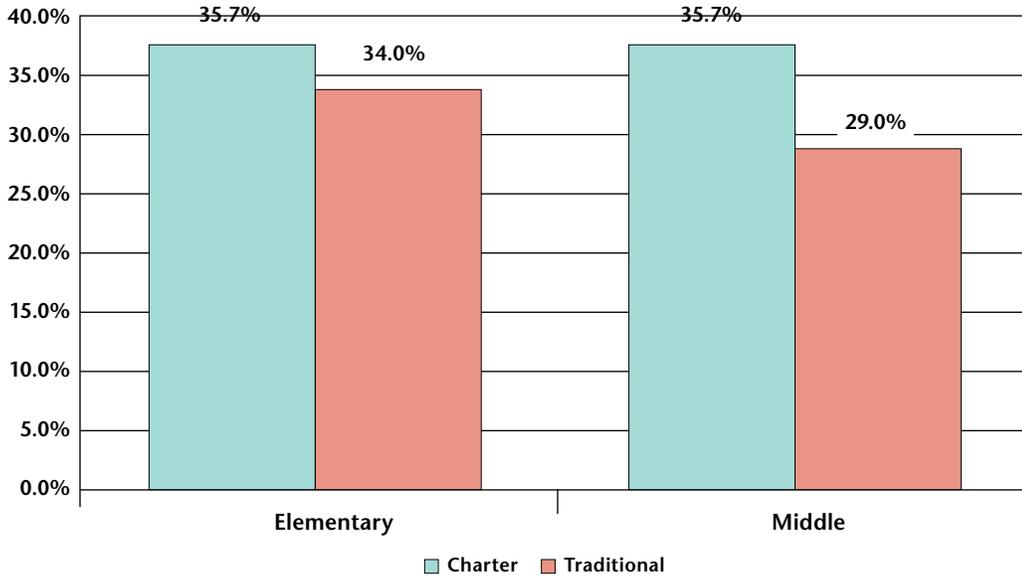
SUBGROUP COMPARISONS 2014

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

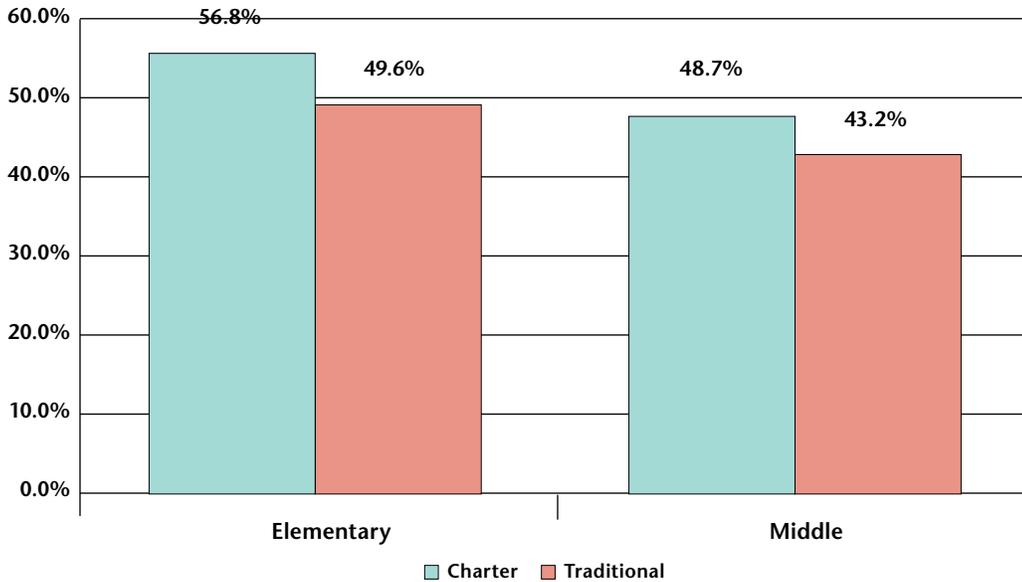


SCIENCE

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

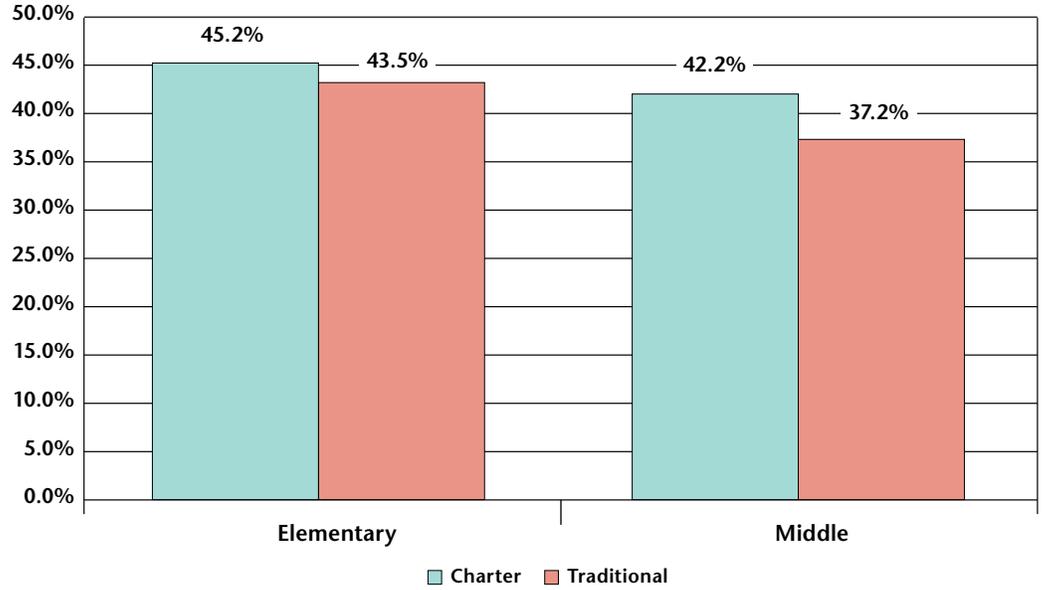


**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
Hispanic Students**

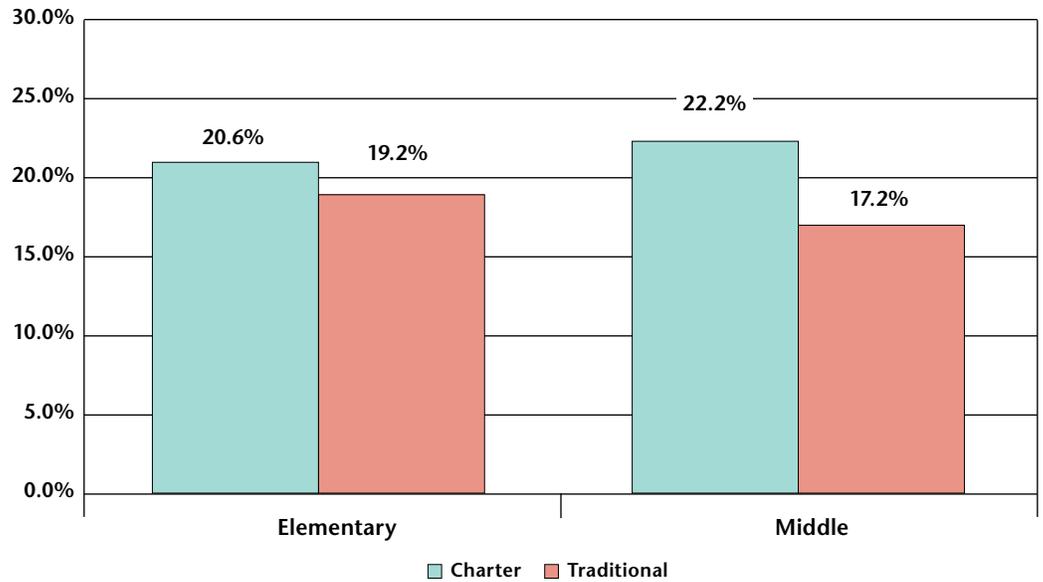


SCIENCE

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

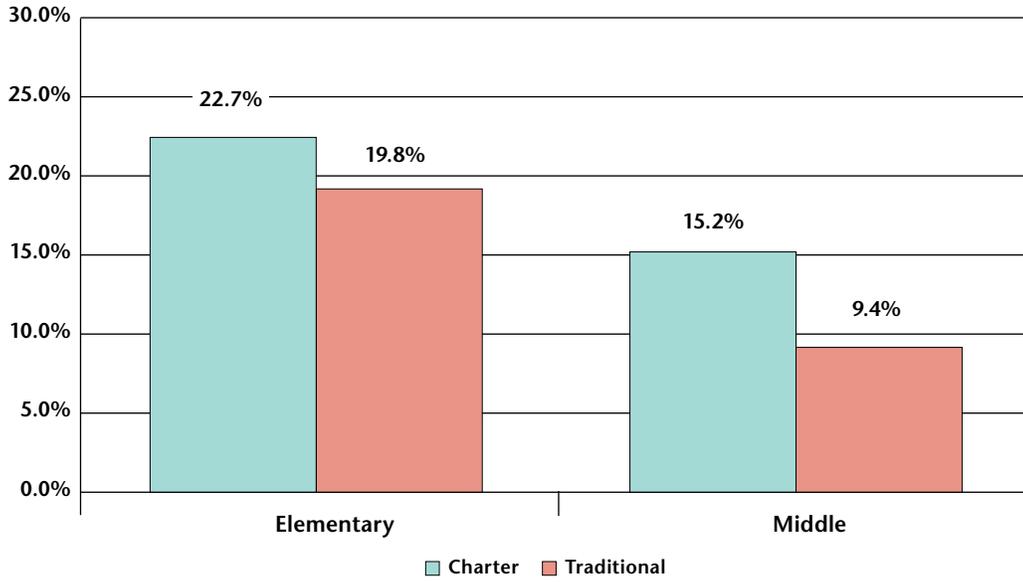


**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
Students with Disabilities**



SCIENCE

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



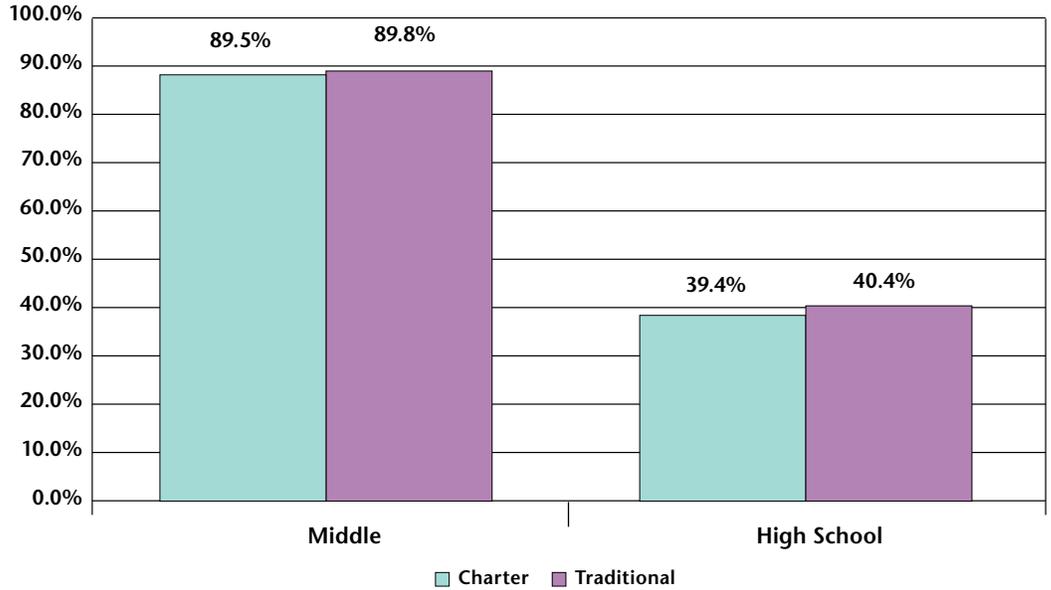
ALGEBRA

Algebra End-of-Course Exam Traditional Public Schools and Charter Schools

ALL STUDENTS COMPARISONS 2014

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

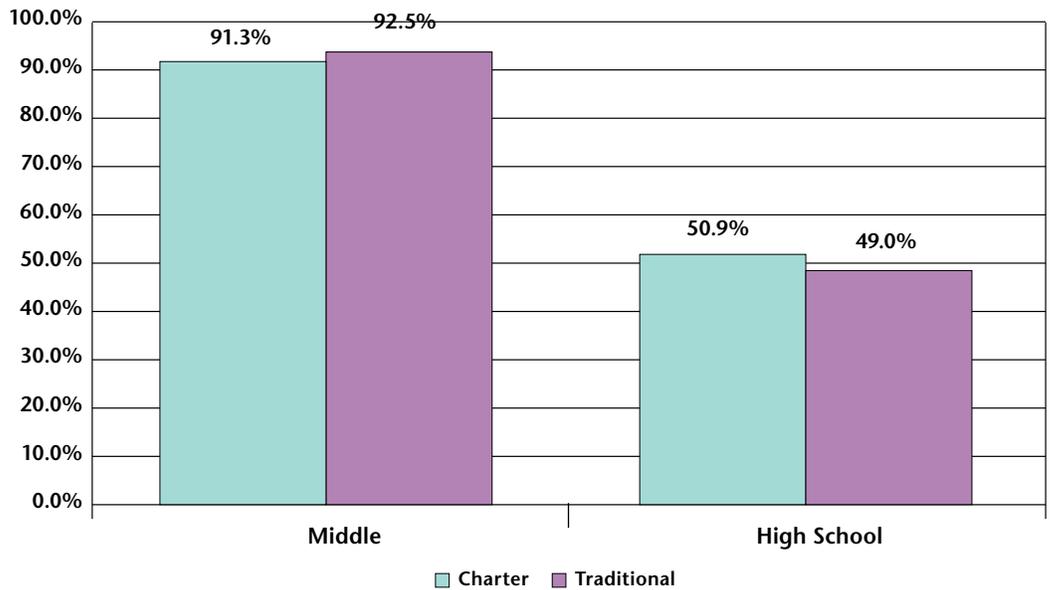
All Students



SUBGROUP COMPARISONS 2014

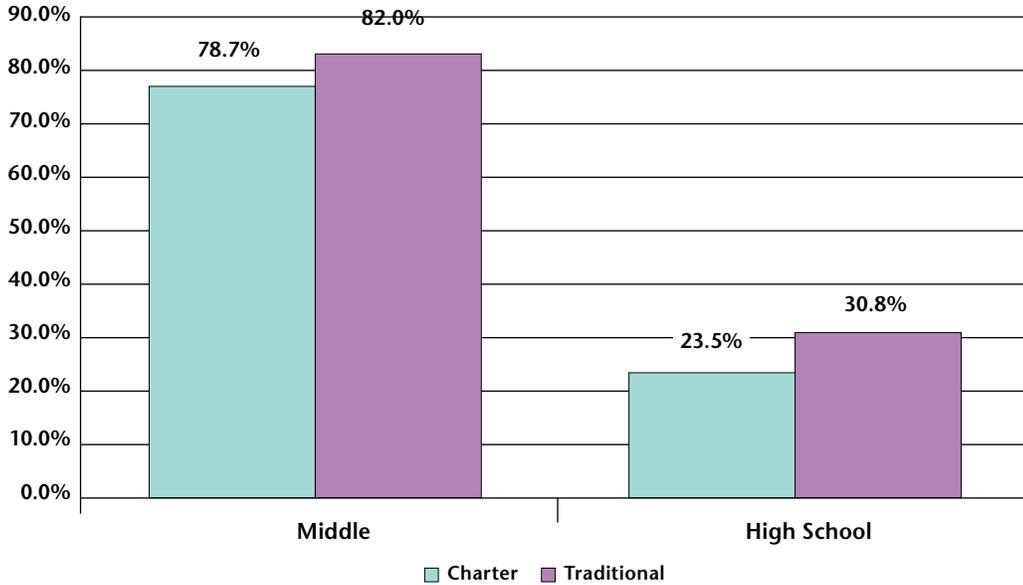
Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam
Charter Schools and Traditional Public Schools

White Students

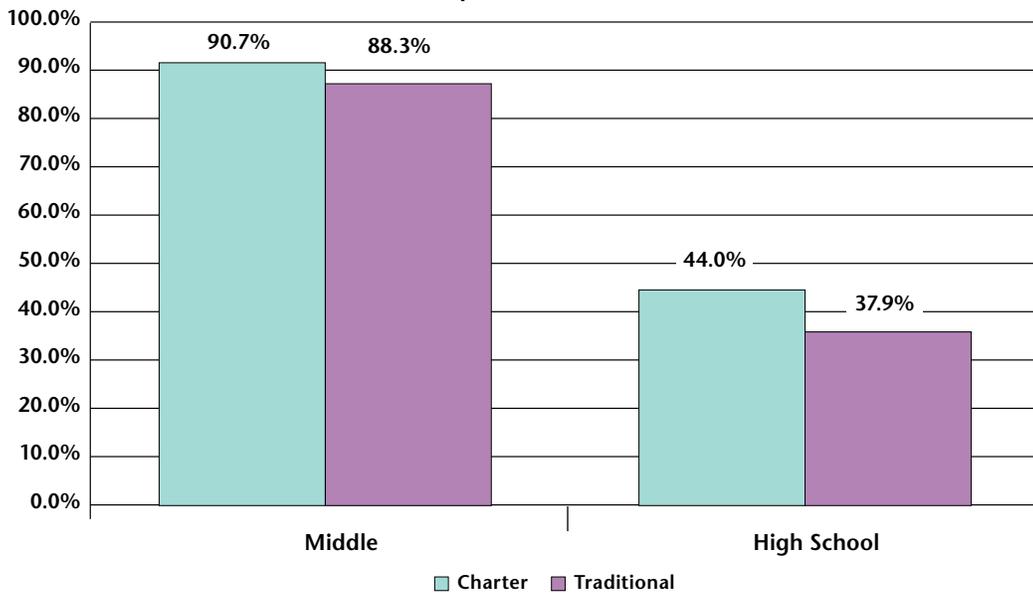


ALGEBRA

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

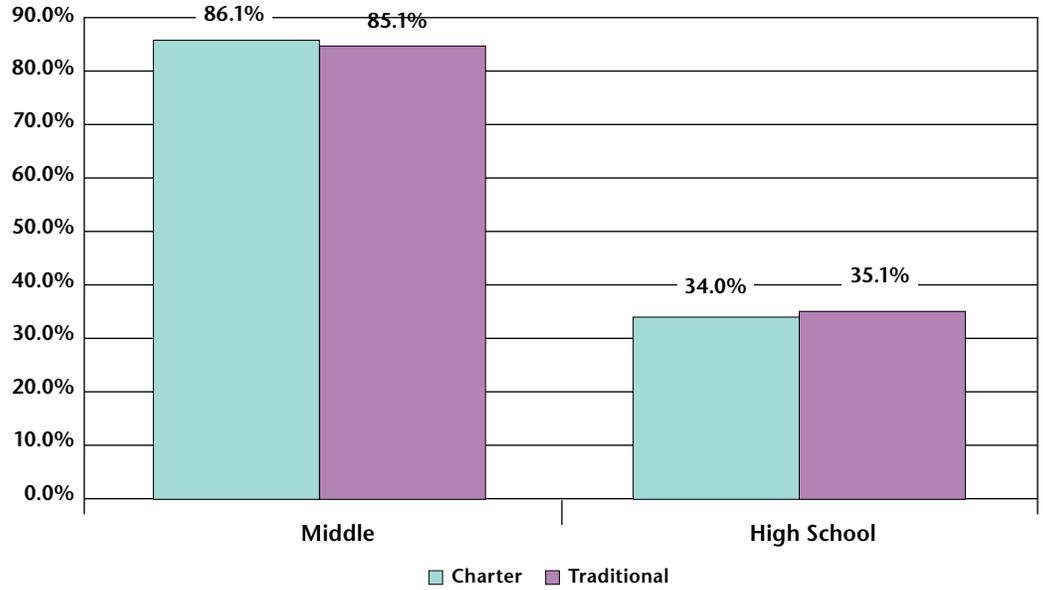


**Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam
Charter Schools and Traditional Public Schools
Hispanic Students**

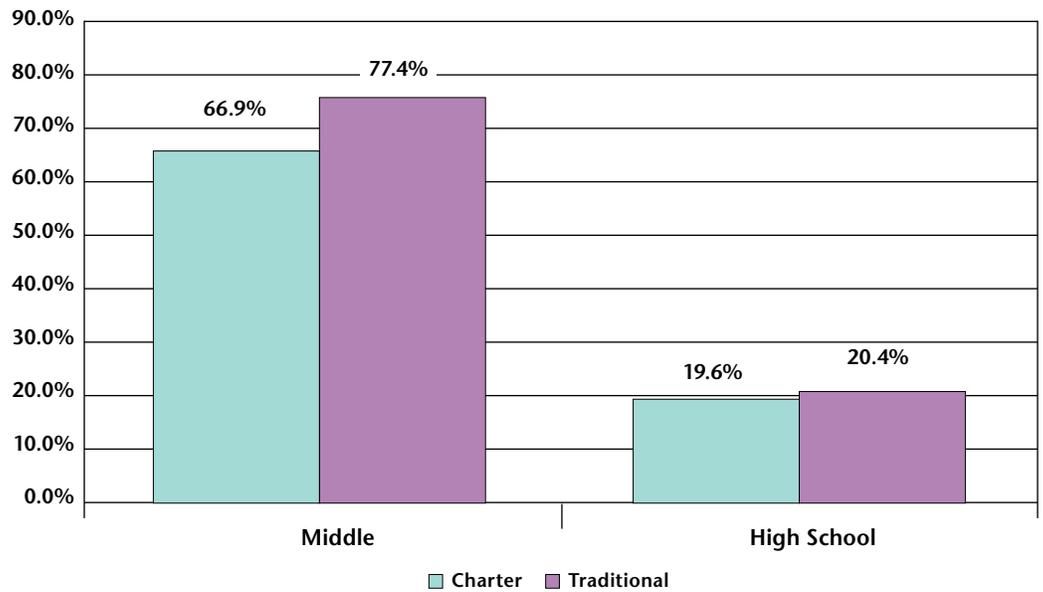


ALGEBRA

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

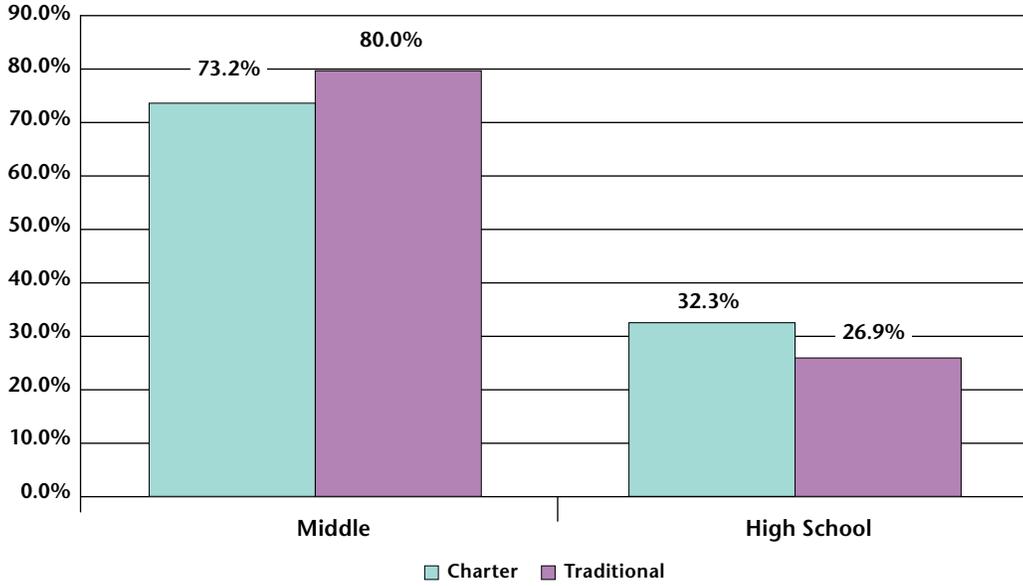


**Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam
Charter Schools and Traditional Public Schools
Students with Disabilities**



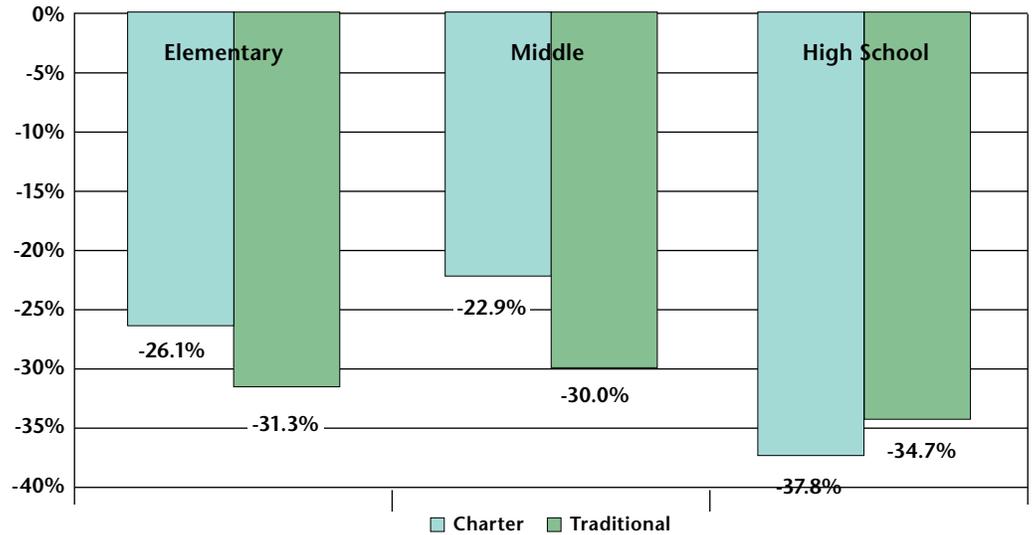
ALGEBRA

**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**

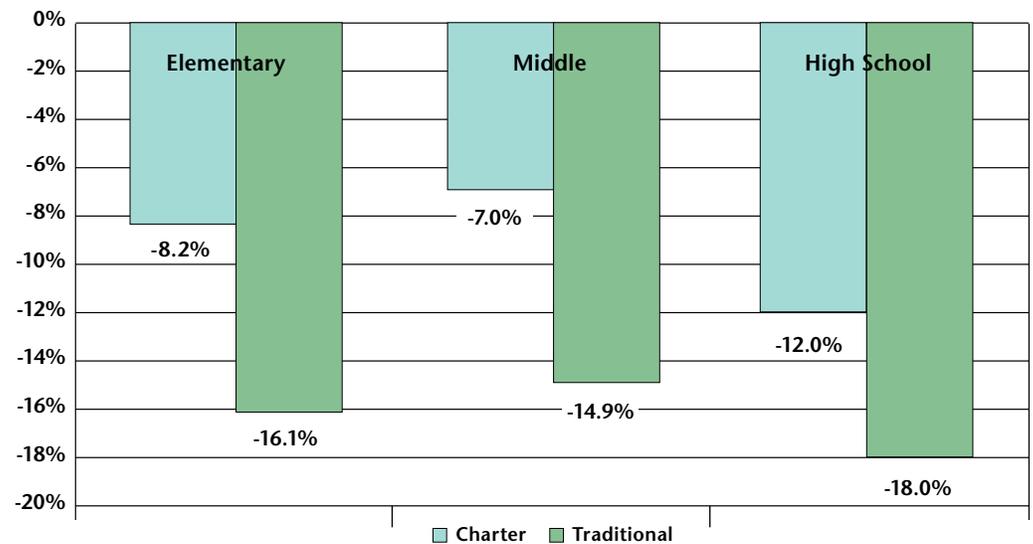


Achievement Gap Summary Data 2012-13 School Year

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

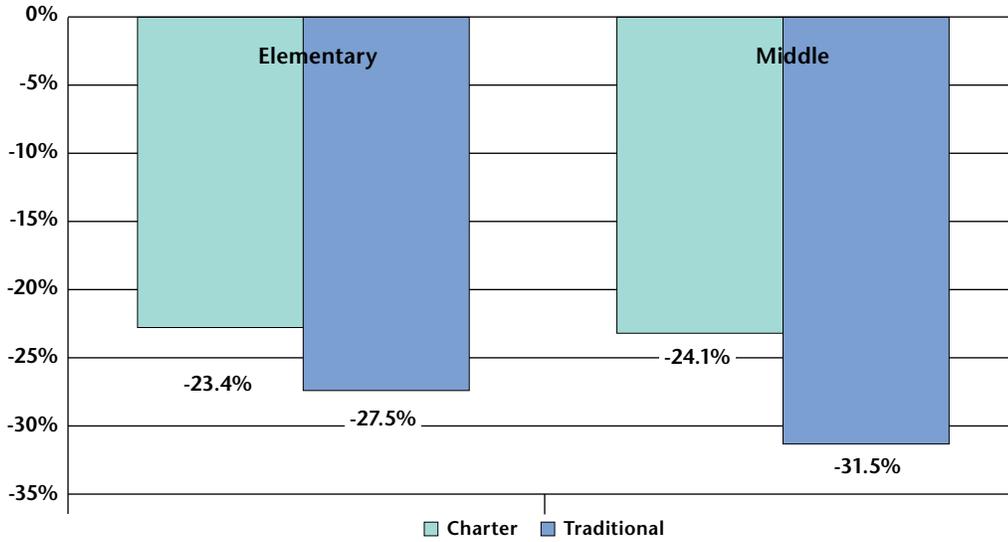


Achievement Gap in Reading
Charter Schools and Traditional Public Schools
Hispanic and White Students

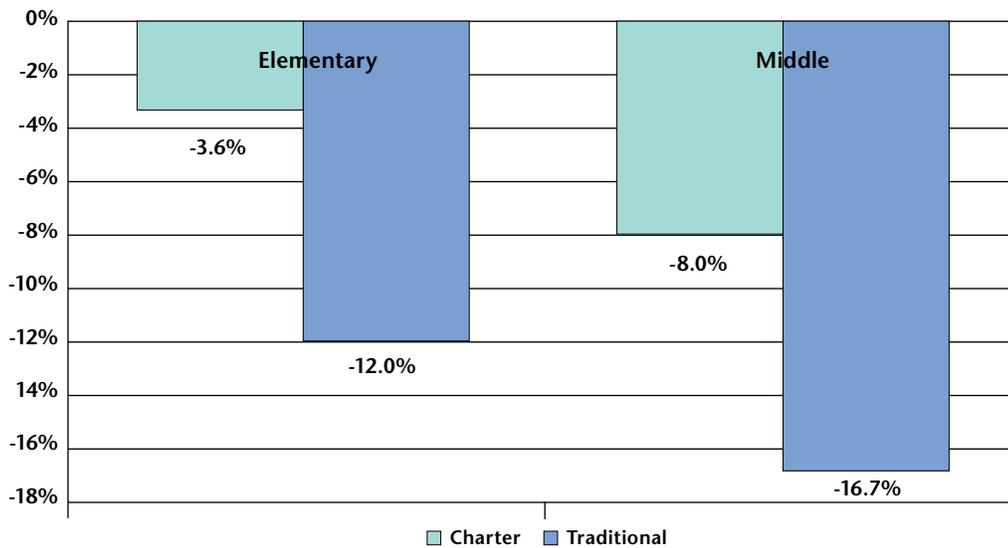


MATHEMATICS

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

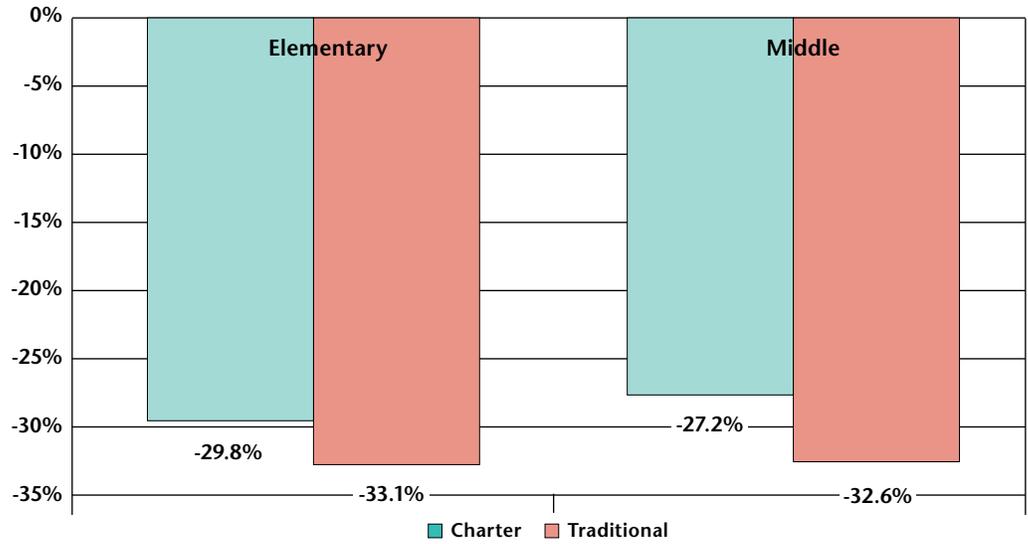


**Achievement Gap in Mathematics
Charter Schools and Traditional Public Schools
Hispanic and White Students**

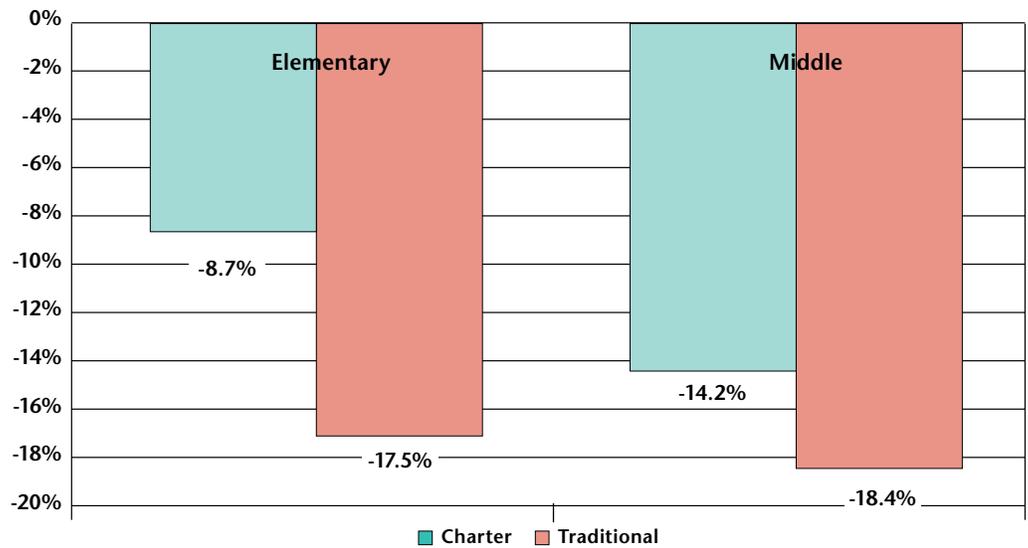


SCIENCE

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

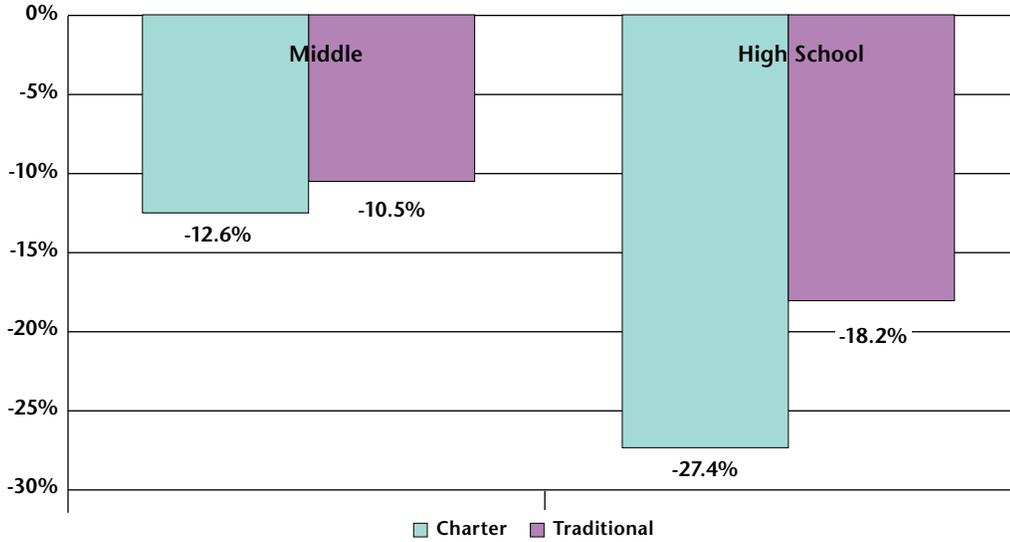


**Achievement Gap in Science
Charter Schools and Traditional Public Schools
Hispanic and White Students**

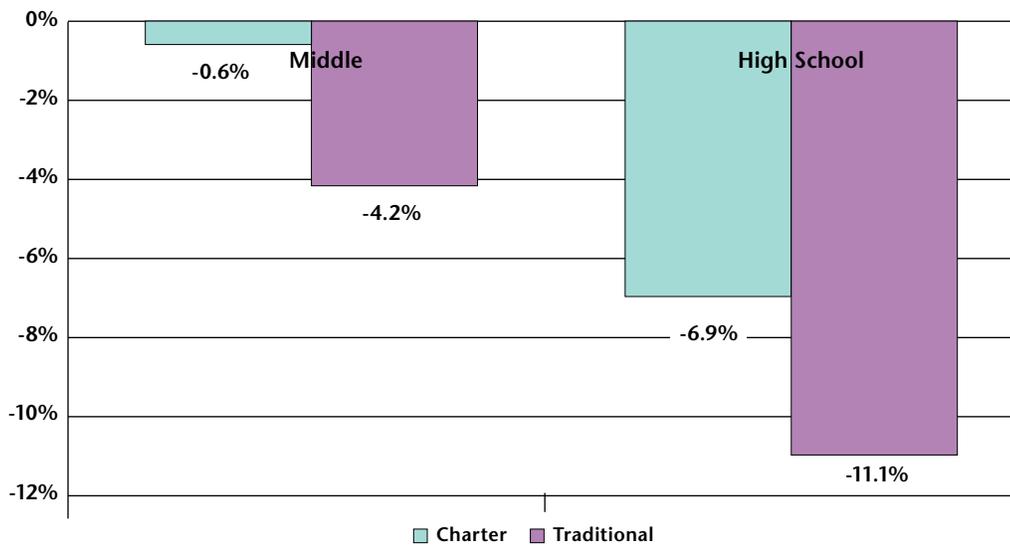


ALGEBRA

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

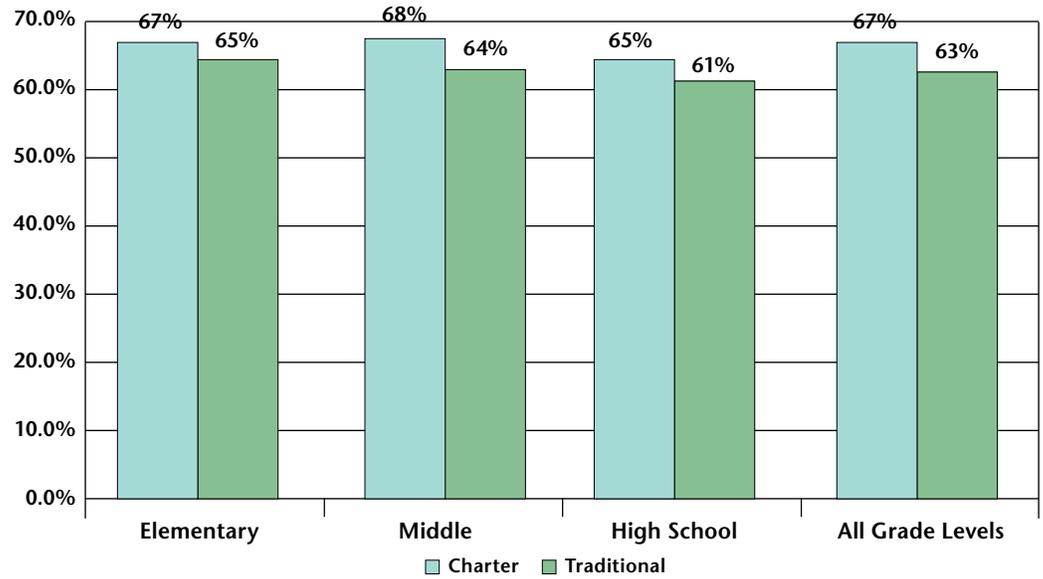


Achievement Gap in Algebra
Charter Schools and Traditional Public Schools
Hispanic and White Students

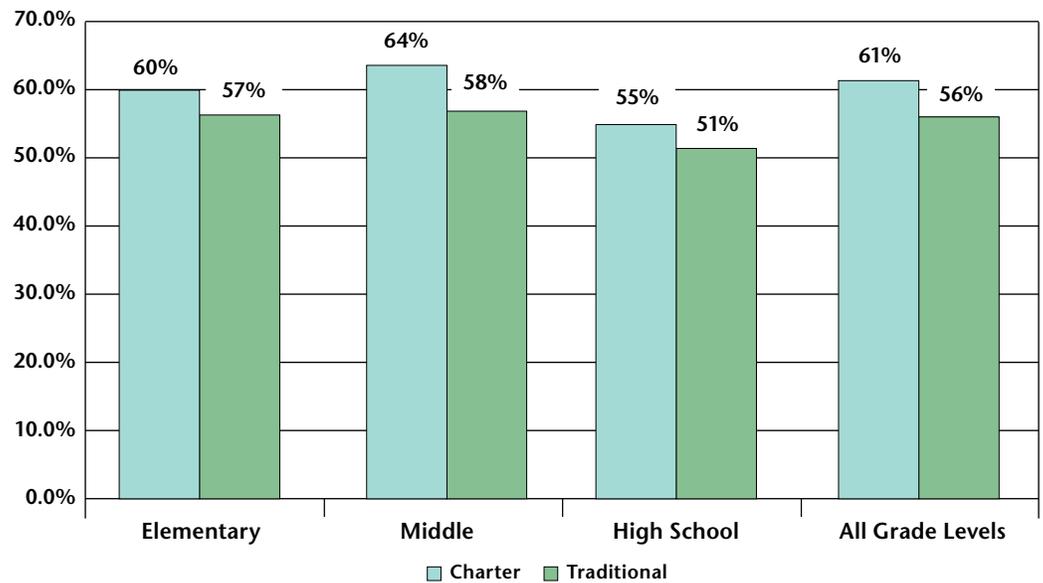


Learning Gains Comparison 2013-2014 School Year

Percent of Students Making Learning Gains in Reading
All Students

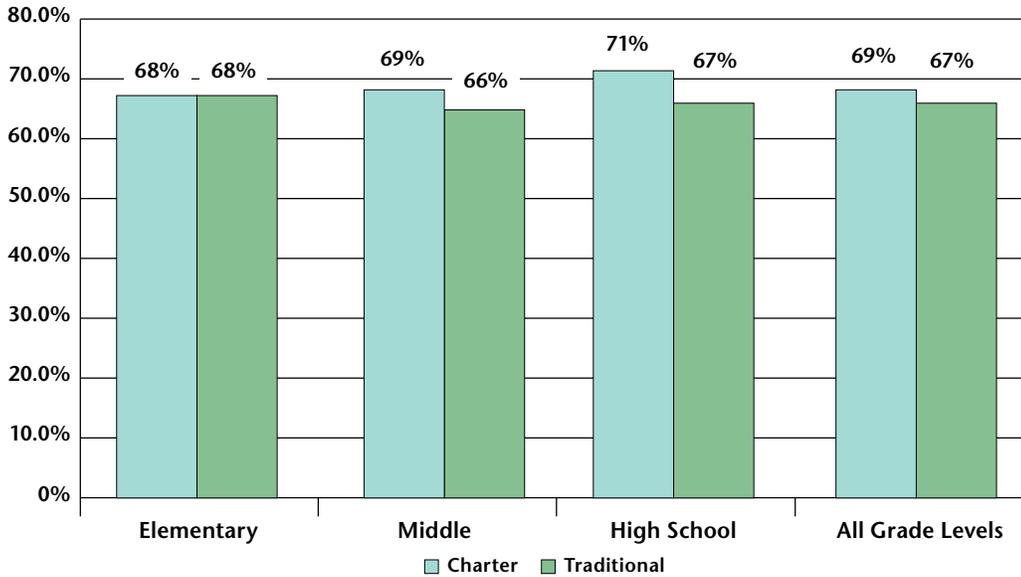


Percent of Students Making Learning Gains in Reading
African-American Students

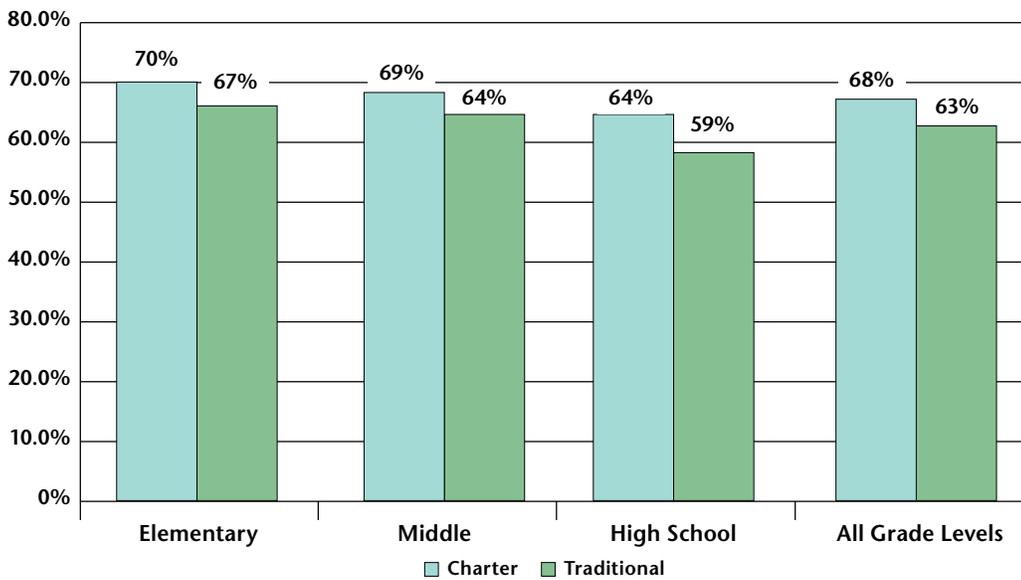


READING

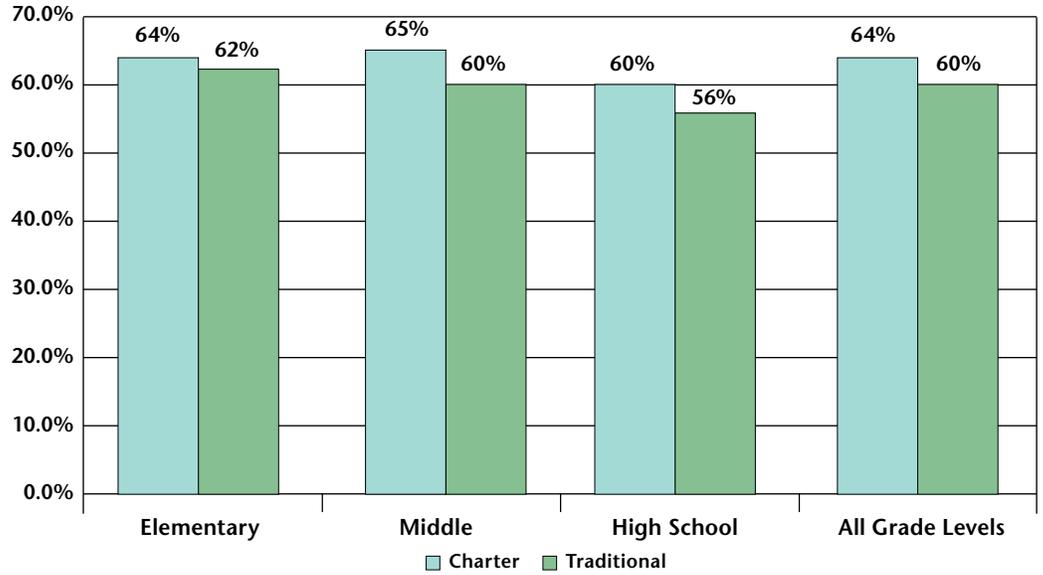
Percent of Students Making Learning Gains in Reading
White Students



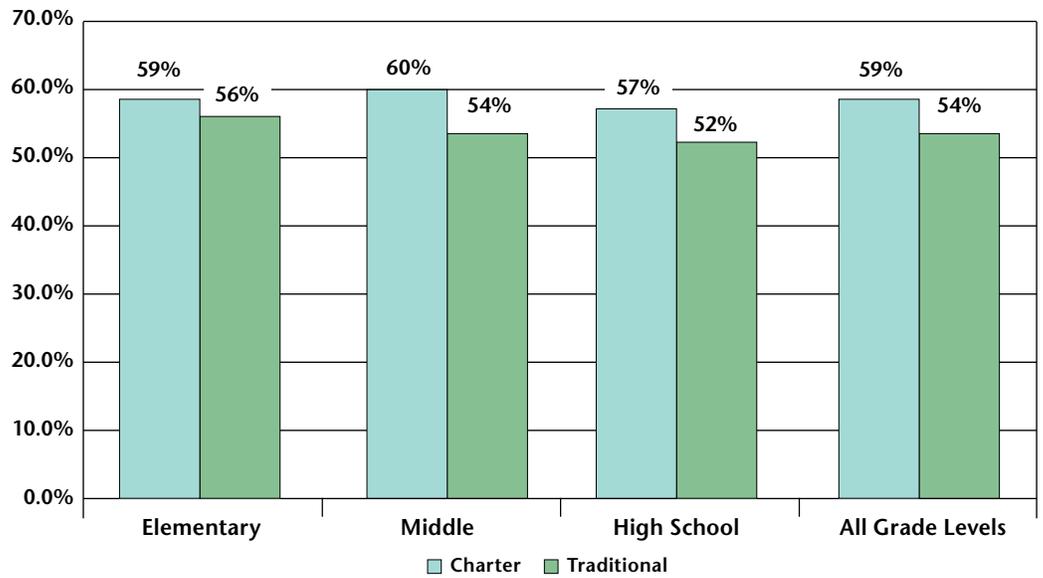
Percent of Students Making Learning Gains in Reading
Hispanic Students



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

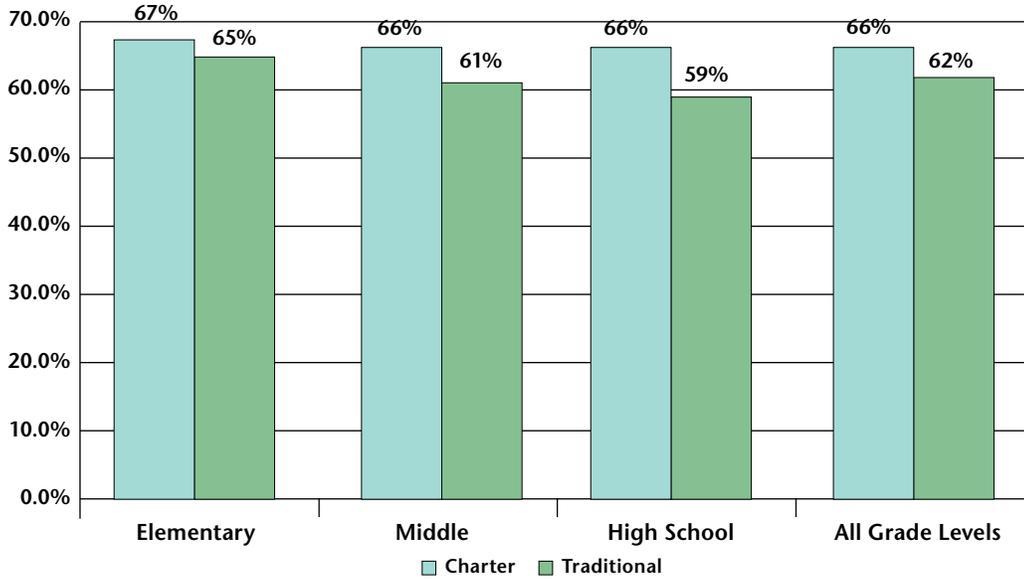


**Percent of Students Making Learning Gains in Reading
Students with Disabilities**

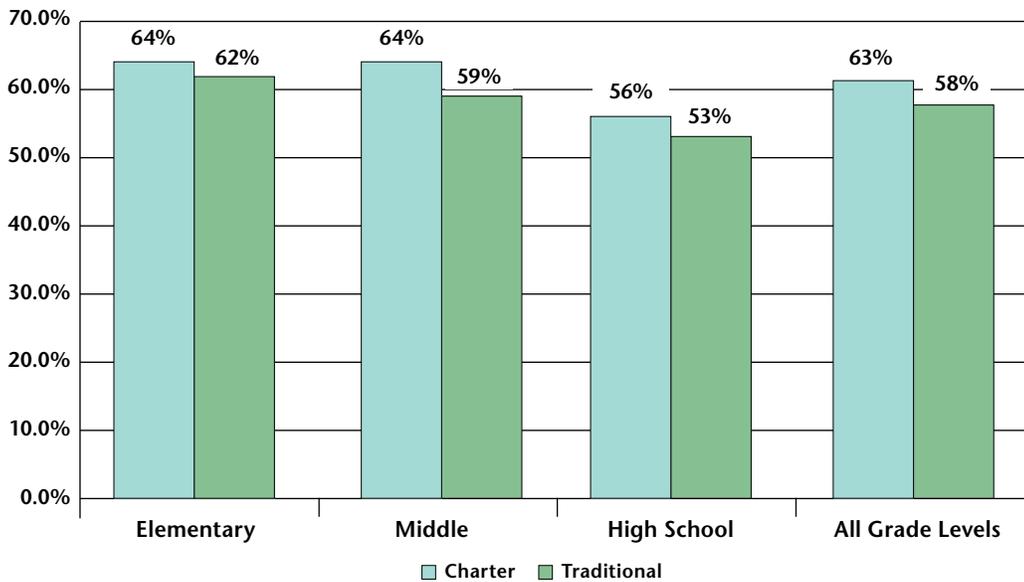


READING

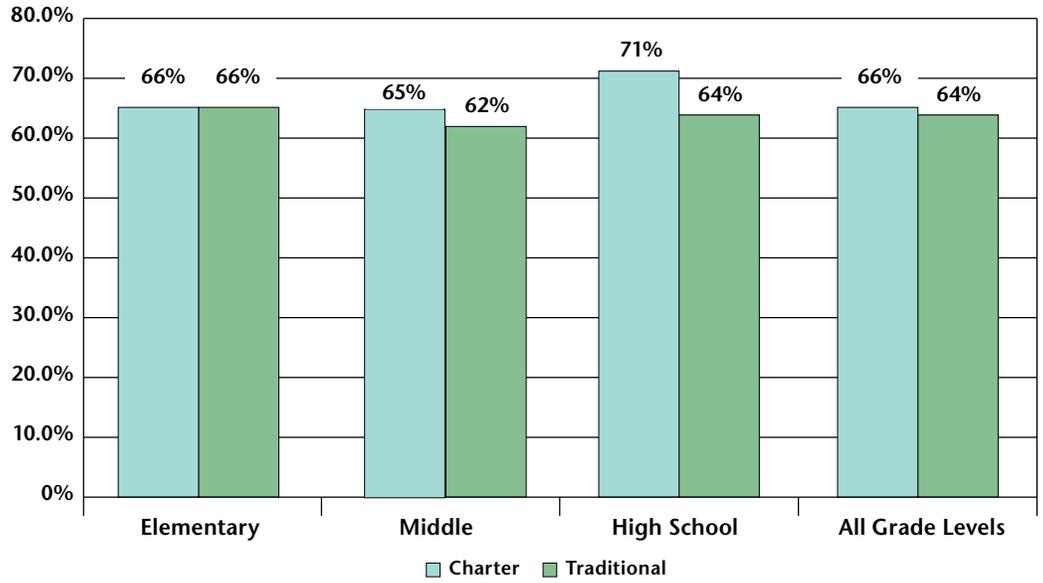
**Percent of Students in Lowest Quartile Making Learning Gains in Reading
All Students**



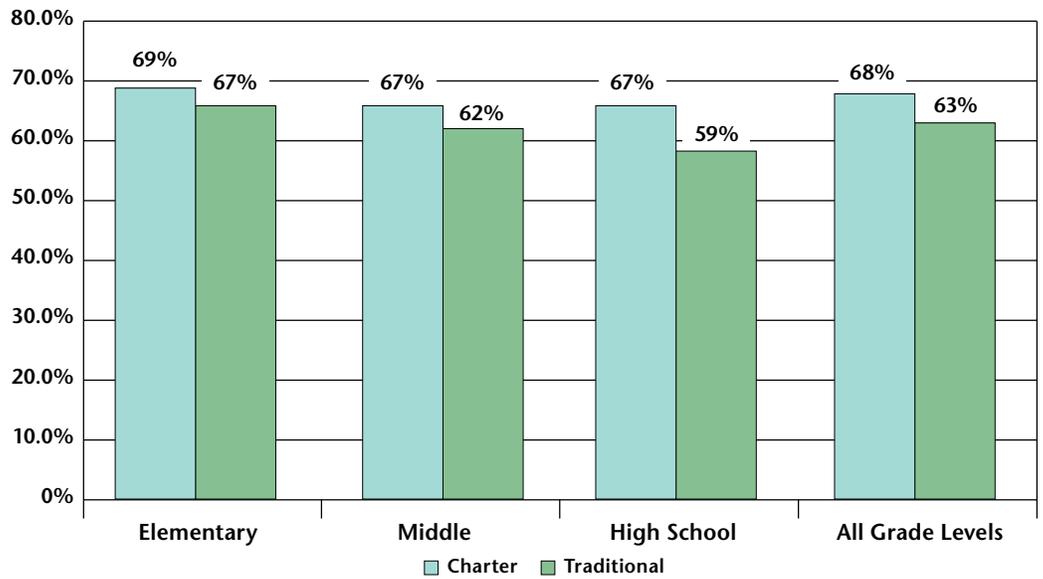
**Percent of Students in Lowest Quartile Making Learning Gains in Reading
African-American Students**



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

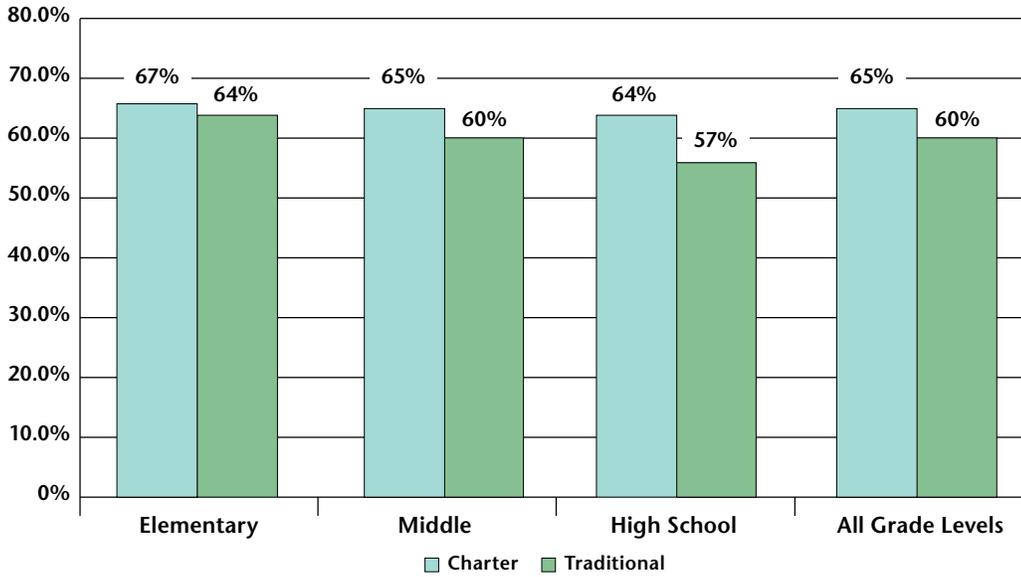


**Percent of Students in Lowest Quartile Making Learning Gains in Reading
Hispanic Students**

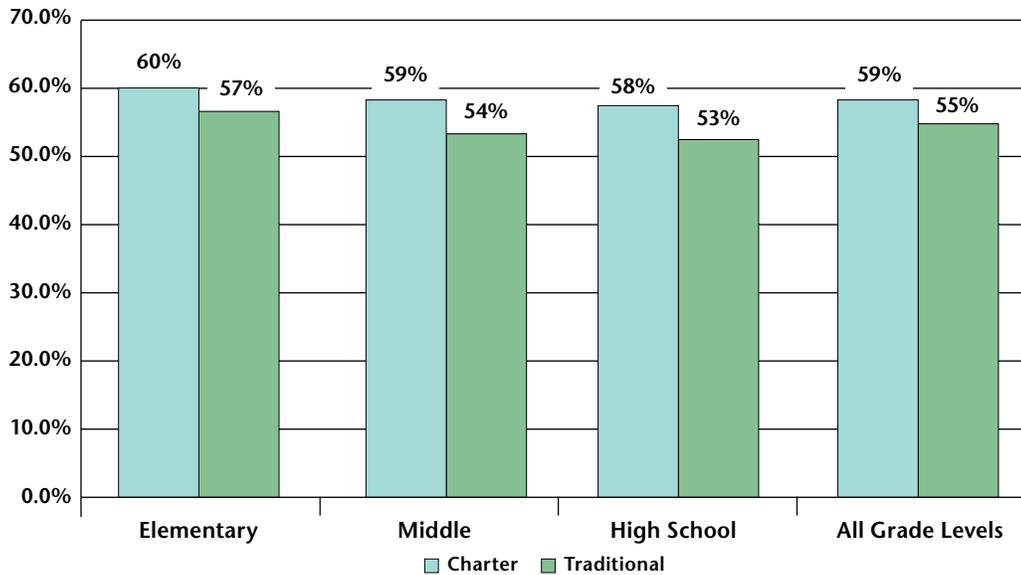


READING

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

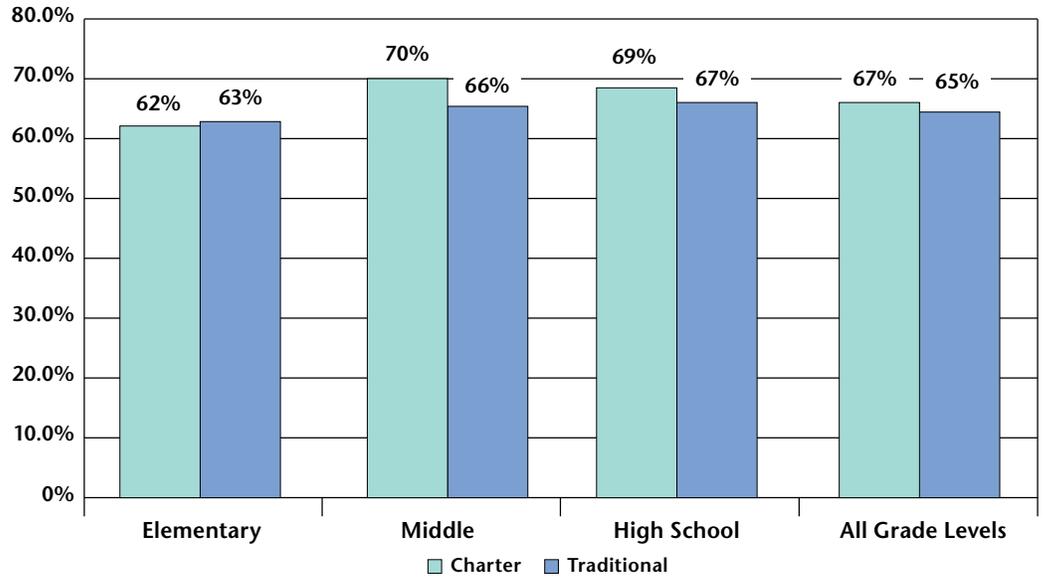


**Percent of Students in Lowest Quartile Making Learning Gains in Reading
Students with Disabilities**

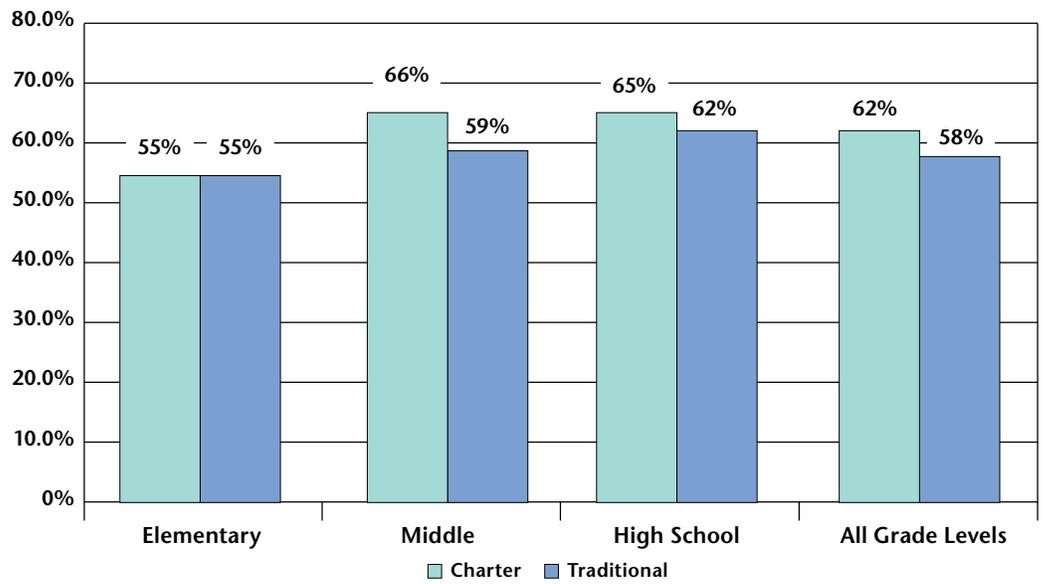


MATHEMATICS

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

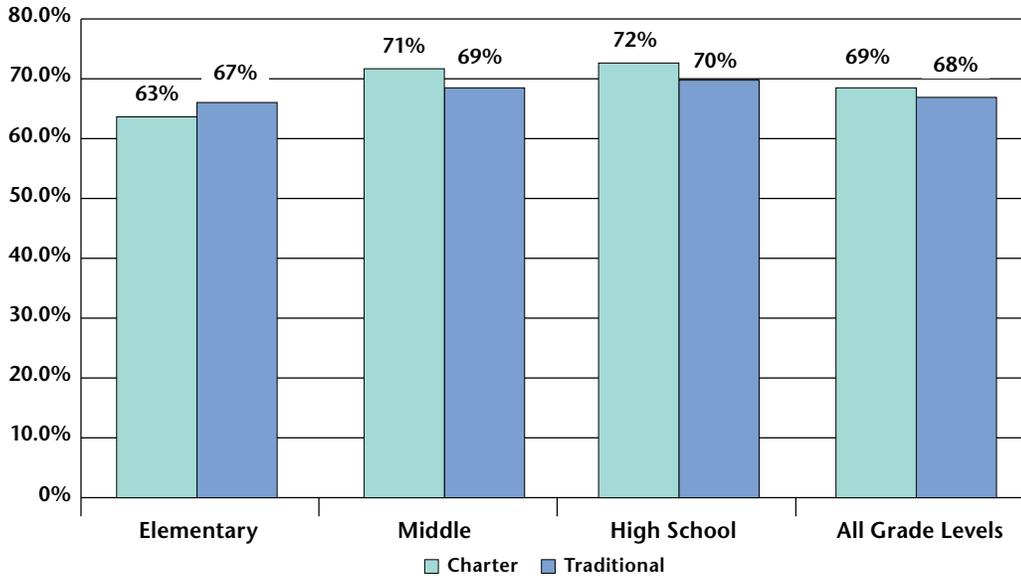


**Percent of Students Making Learning Gains in Mathematics
African-American Students**

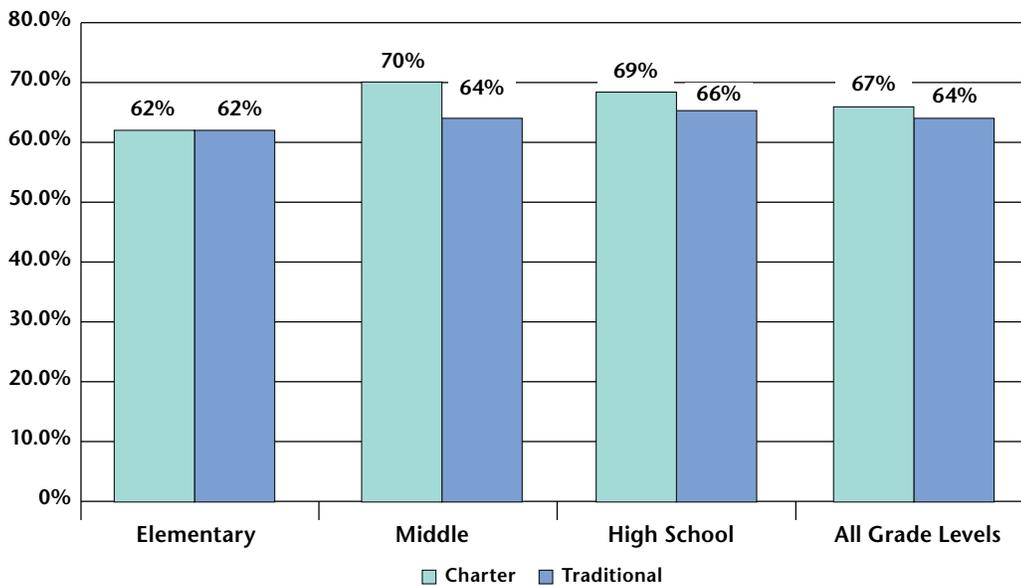


MATHEMATICS

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

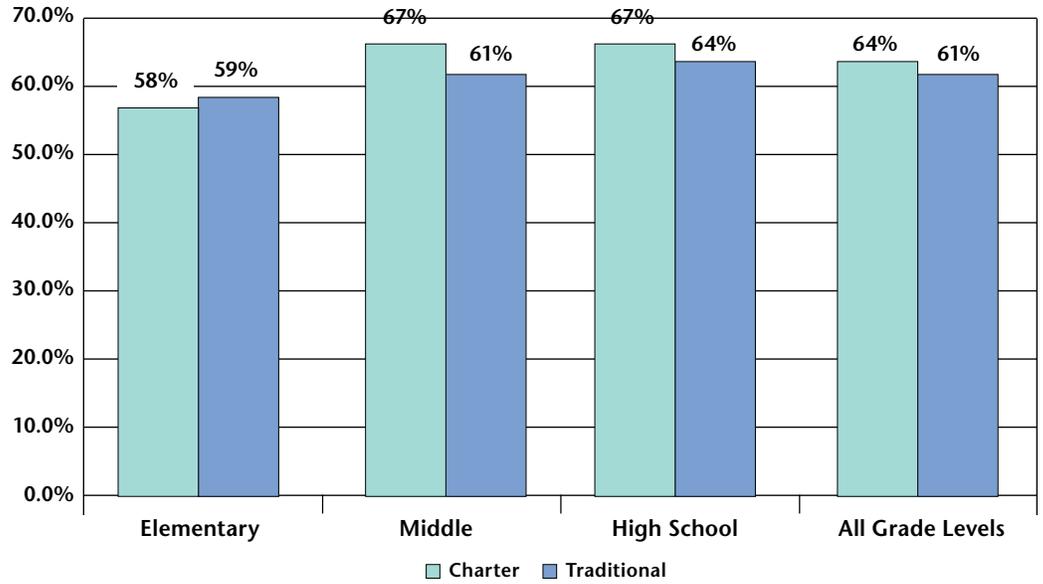


**Percent of Students Making Learning Gains in Mathematics
Hispanic Students**

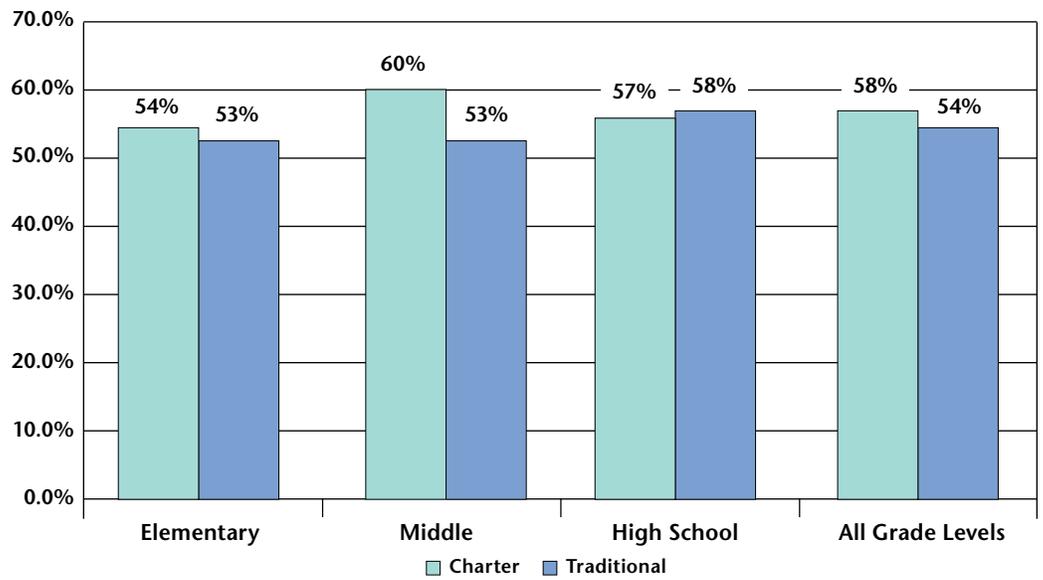


MATHEMATICS

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

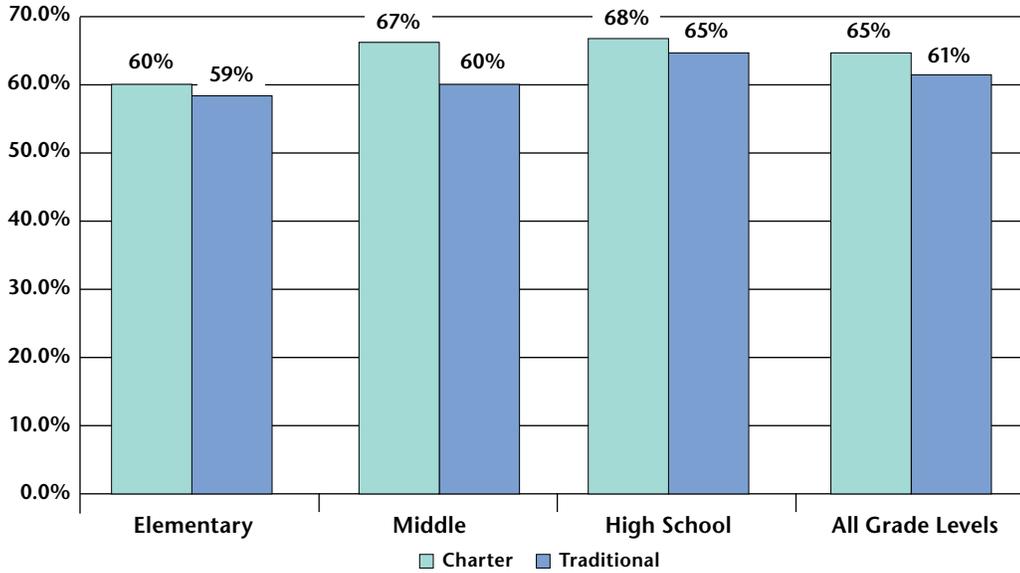


**Percent of Students Making Learning Gains in Mathematics
Students with Disabilities**

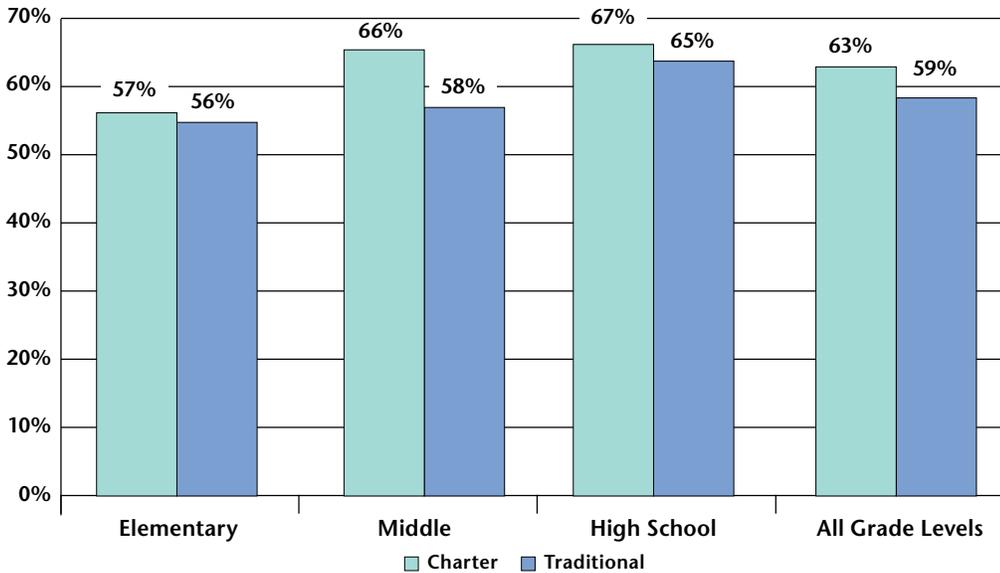


MATHEMATICS

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

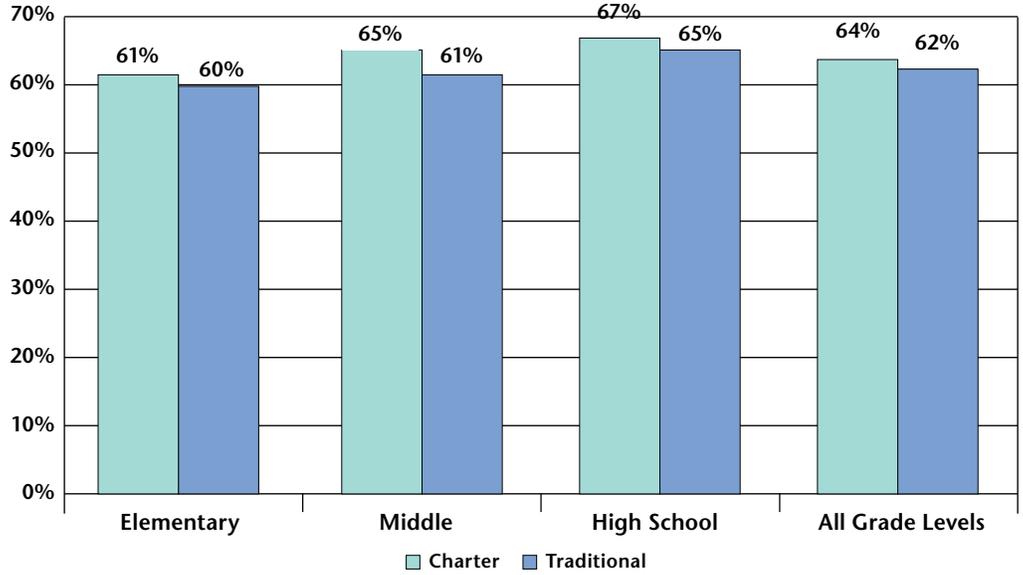


**Percent of Students In Lowest Quartile Making Learning Gains in Mathematics
African-American Students**

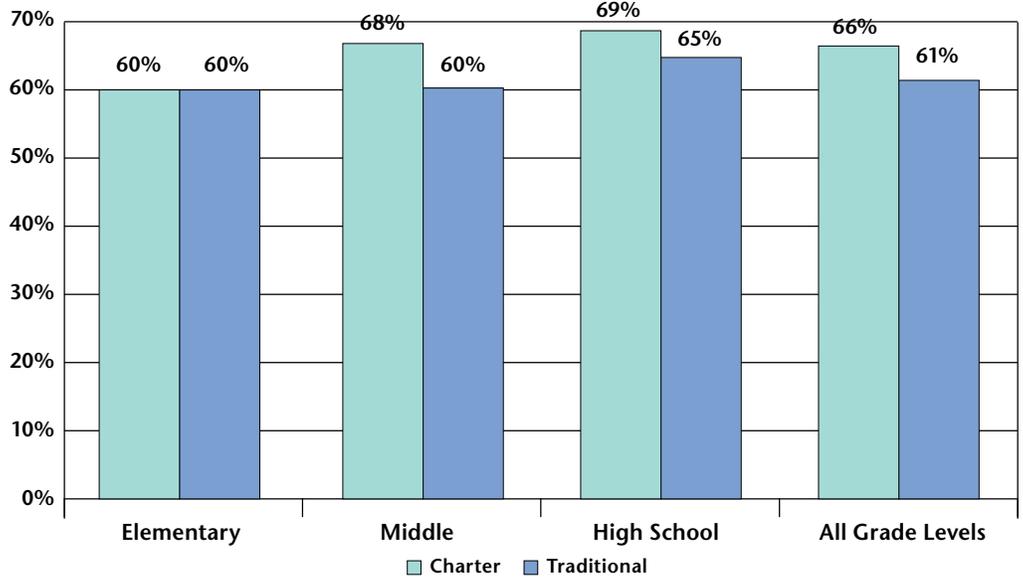


MATHEMATICS

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

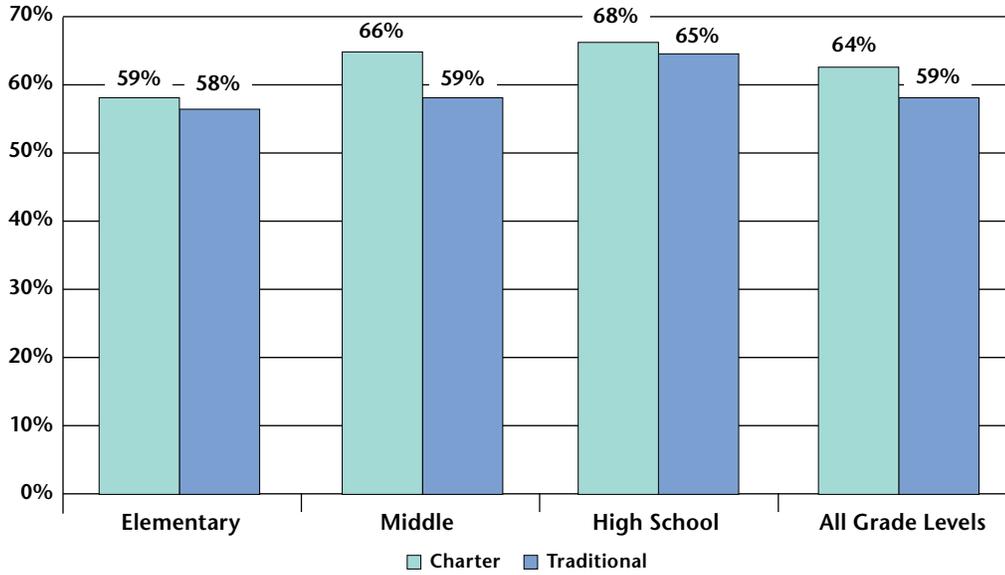


**Percent of Students In Lowest Quartile Making Learning Gains in Mathematics
Hispanic Students**

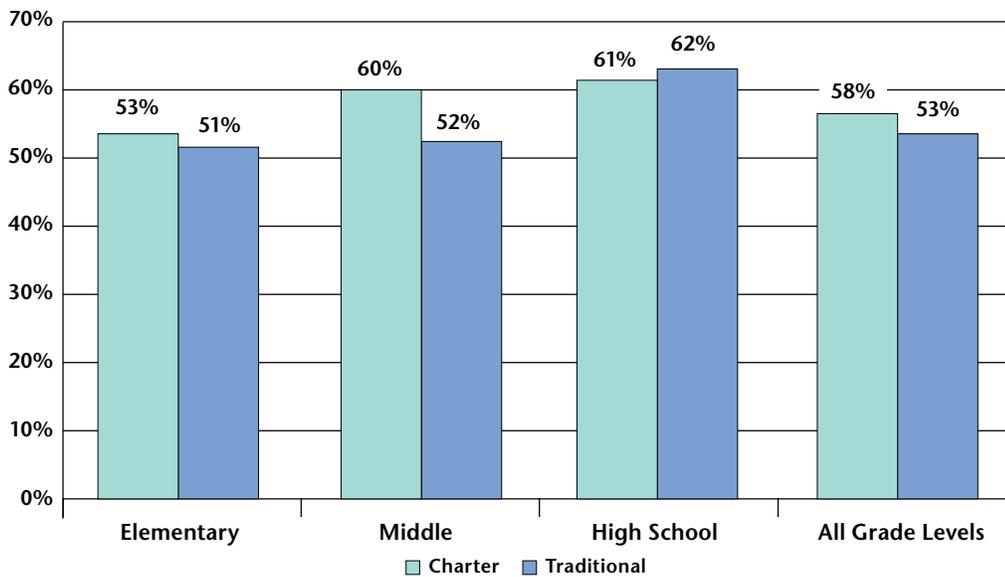


MATHEMATICS

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



**Percent of Students In Lowest Quartile Making Learning Gains in Mathematics
Students with Disabilities**



DATA

FCAT PROFICIENCY DATA 2013 2014		Charter	Traditional
Total # of Students with FCAT results	Reading	132,519	1,414,116
	Mathematics	106,926	1,015,085
	Science	33,195	348,536
	Algebra	22,134	289,221

Total % Proficient						
	Reading	%	Total Students	%	Total Students	
	Total % Proficient	Elem	66.3	52,420	59.5	531,735
Mid		65.6	58,413	57.8	521,315	
High		56.7	21,680	54.0	361,052	
Mathematics						
Elem		63.2	52,378	59.4	531,444	
Mid		60.7	54,542	52.3	483,629	
High		N/A	N/A	N/A	N/A	
Science						
Elem		56.9	16,584	54.5	173,384	
Mid		52.4	16,610	49.0	175,152	
High		N/A	N/A	N/A	N/A	
Algebra						
Elem	N/A	N/A	N/A	N/A		
Mid	89.5	7,508	89.8	74,918		
High	39.4	14,626	40.4	214,297		

Total % Proficient by Race					
White Students	Reading White				
	Elem	74.5	19,171	71.5	216,463
	Mid	72.6	21,019	68.9	218,221
	High	70.1	6,829	66.8	156,933
	Mathematics White				
	Elem	68.9	19,155	69.1	216,252
	Mid	68.2	20,128	64.3	202,496
	High	N/A	N/A	N/A	N/A
	Science - White				
	Elem	65.5	6,227	67.1	71,283
	Mid	62.9	6,323	61.6	74,420
	High	N/A	N/A	N/A	N/A
	Algebra White				
	Elem	N/A	N/A	N/A	N/A
	Mid	91.3	2,941	92.5	36,256
	High	50.9	3,791	49.0	77,090

DATA

African-American Students	Reading African Am.				
	Elem	48.4	10,216	40.2	119,738
	Mid	49.7	10,978	38.9	118,844
	High	32.3	4,591	32.1	79,833
	Mathematics - African Am.				
	Elem	45.5	10,209	41.6	119,649
	Mid	44.1	10,467	32.8	113,496
	High	N/A	N/A	N/A	N/A
	Science - African Am.				
	Elem	35.7	3,137	34.0	38,392
	Mid	35.7	3,124	29.0	39,755
	High	N/A	N/A	N/A	N/A
	Algebra - African Am.				
Elem	N/A	N/A	N/A	N/A	
Mid	78.7	1,022	82.0	11,514	
High	23.5	4,686	30.8	61,081	

Hispanic Students	Reading Hispanic				
	Elem	66.3	19,792	55.4	160,155
	Mid	65.6	23,119	54.0	150,972
	High	58.1	9,387	48.8	102,254
	Mathematics - Hispanic				
	Elem	65.3	19,779	57.1	160,157
	Mid	60.2	20,849	47.6	137,370
	High	N/A	N/A	N/A	N/A
	Science Hispanic				
	Elem	56.8	6,173	49.6	52,024
	Mid	48.7	6,281	43.2	50,063
	High	N/A	N/A	N/A	N/A
	Algebra Hispanic				
Elem	N/A	N/A	N/A	N/A	
Mid	90.7	2,996	88.3	20,711	
High	44.0	5,650	37.9	66,246	

		Charter		Traditional	
Total % Proficient by Free and Reduced Lunch	Reading				
	Elem	56.2	26,953	49.2	338,528
	Mid	57.1	31,140	46.8	322,306
	High	47.0	11,561	41.1	200,269
	Mathematics				
	Elem	54.1	26,927	50.0	338,331
	Mid	52.1	29,157	41.4	305,099
	High	N/A	N/A	N/A	N/A
	Science				
	Elem	45.2	8,335	43.5	108,119
	Mid	42.2	8,643	37.2	105,835
	High	N/A	N/A	N/A	N/A
	Algebra				
	Elem	N/A	N/A	N/A	N/A
	Mid	86.1	3,312	85.1	35,055
	High	34.0	8,896	35.1	141,729

		Charter		Traditional	
Total % Proficient by Students with Disabilities	Reading				
	Elem	22.5	3,126	18.2	58,892
	Mid	28.2	4,127	20.3	57,192
	High	24.3	1,858	20.7	37,225
	Mathematics				
	Elem	26.2	3,124	23.9	58,847
	Mid	26.4	4,071	18.5	56,660
	High	N/A	N/A	N/A	N/A
	Science				
	Elem	20.6	1,079	19.2	19,771
	Mid	22.2	1,243	17.2	19,255
	High	N/A	N/A	N/A	N/A
	Algebra				
	Elem	N/A	N/A	N/A	N/A
	Mid	66.9	136	77.4	1,918
	High	19.6	1,831	20.4	31,316

		Charter		Traditional	
Total % Proficient by ELL	Reading				
	Elem	29.3	4,159	23.9	55,249
	Mid	23.5	3,217	14.2	30,814
	High	18.7	1,067	10.0	17,732
	Mathematics				
	Elem	39.7	4,153	34.3	55,387
	Mid	31.6	3,138	20.5	30,497
	High	N/A	N/A	N/A	N/A
	Science				
	Elem	22.7	1,159	19.8	15,757
	Mid	15.2	758	9.4	9,156
	High	N/A	N/A	N/A	N/A
	Algebra				
	Elem	N/A	N/A	N/A	N/A
	Mid	73.2	123	80.0	927
	High	32.3	1,105	26.9	18,686

DATA

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	60	68	70	64	59
Grades 6, 7 and 8	68	64	69	69	65	60
Grades 9 and 10	65	55	71	64	60	57
All Grade levels	67	61	69	68	64	59
Traditional Schools						
Grades 4 and 5	65	57	68	67	62	56
Grades 6, 7 and 8	64	58	66	64	60	54
Grades 9 and 10	61	51	67	59	56	52
All Grade levels	63	56	67	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	64	66	69	67	60
Grades 6, 7 and 8	66	64	65	67	65	59
Grades 9 and 10	66	56	71	67	64	58
All Grade levels	66	63	66	68	65	59
Traditional Schools						
Grades 4 and 5	65	62	66	67	64	57
Grades 6, 7 and 8	61	59	62	62	60	54
Grades 9 and 10	59	53	64	59	57	53
All Grade levels	62	58	64	63	60	55

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

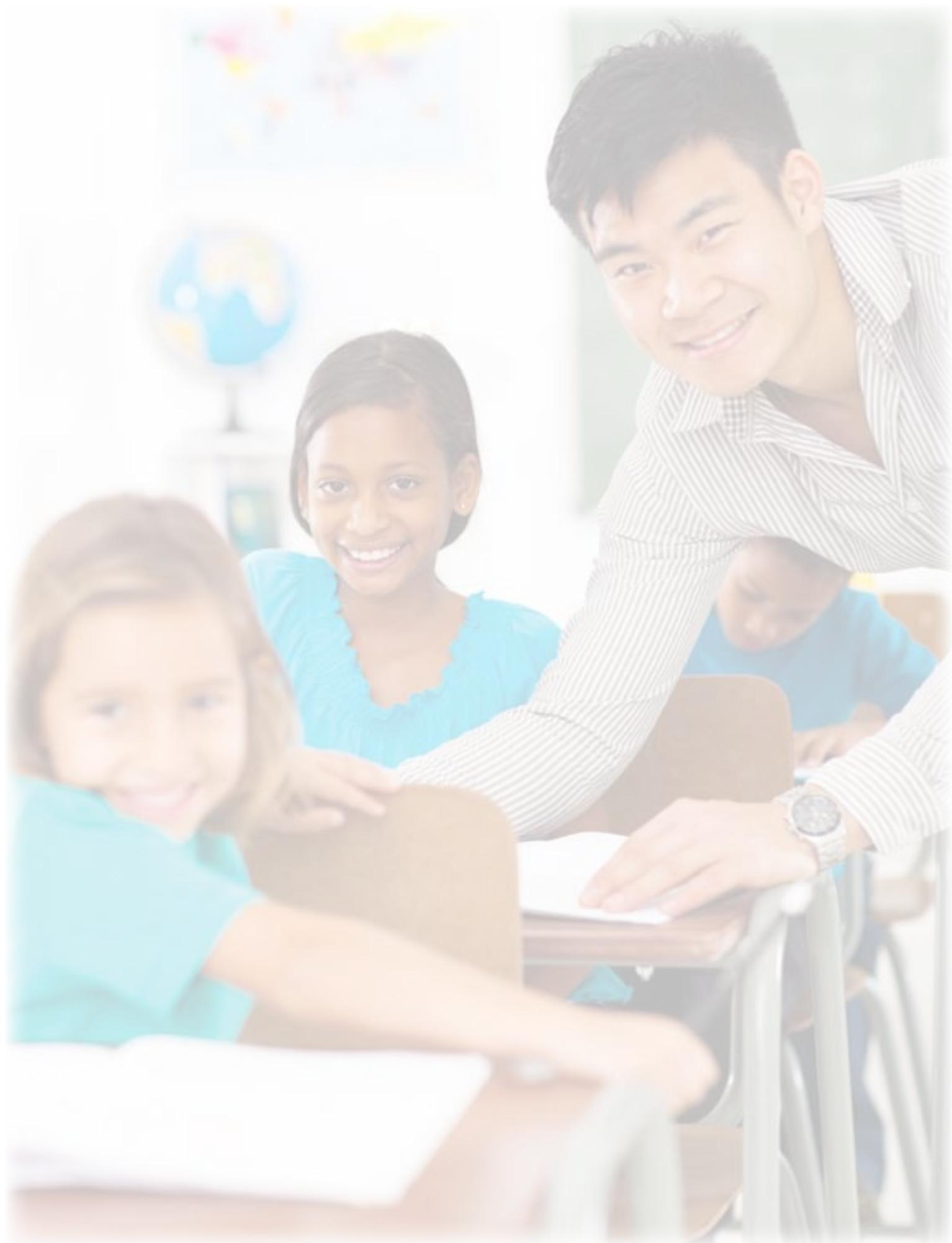
LEARNING GAINS DATA

Mathematics	All Students	African American	White	Hispanic	FRL	SWD
	% who made learning gains					
Charter Schools						
Grades 4 and 5	62	55	63	62	58	54
Grades 6, 7 and 8	70	66	71	70	67	60
Grades 9 and 10	69	65	72	69	67	57
All Grade levels	67	62	69	67	64	58
Traditional Schools						
Grades 4 and 5	63	55	67	62	59	53
Grades 6, 7 and 8	66	59	69	64	61	53
Grades 9 and 10	67	62	70	66	64	58
All Grade levels	65	58	68	64	61	54

LEARNING GAINS OF THE LOWEST QUARTILE

Mathematics	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	60	57	61	60	59	53
Grades 6, 7 and 8	67	66	65	68	66	60
Grades 9 and 10	68	67	67	69	68	61
All Grade levels	65	63	64	66	64	58
Traditional Schools						
Grades 4 and 5	59	56	60	60	58	51
Grades 6, 7 and 8	60	58	61	60	59	52
Grades 9 and 10	65	65	65	65	65	62
All Grade levels	61	59	62	61	59	53

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





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