

reasonably small number of observations. In addition to presenting the one-year gain scores for 2011-12, the Appendix Table presents the average gain scores over three years, from 2009-10 through 2011-12.

The rationale behind including the three-year moving average of gain scores is that while an average gain score in a single year is one potential indicator of school quality, it is an extremely noisy measure of a school's contribution to student test scores, and the likelihood that noise is dominating the measured gain scores increases the smaller the number of student gains that are being considered. As an example of how average gain scores in a single year can be misleading, consider a school whose students performed idiosyncratically well in 2010-11. That school is likely to experience a negative average gain score in 2011-12 because it is doubtful that the school will have an idiosyncratically positive performance two years in a row. (The same is true, of course, in reverse for schools with students who performed unusually poorly in 2010-11, and for whom we expect a "bounce back.") This phenomenon is called "regression to the mean," and it is very prevalent in situations such as this.⁶

There are no sure-fire solutions to the faulty inference caused by regression to the mean, but one way to minimize the effects of the phenomenon is to average gain scores across several years. Doing so both adds extra observations -- reducing the potential for a small number of student gain scores to drive the average -- as well as balances out idiosyncratically positive and idiosyncratically negative scores over time. A multi-year moving average, therefore, provides a more accurate measure of a school's contribution to student test scores than a single gain score measure in cases where relatively small

⁶ Regression to the mean is less of a concern in the case of public schools because public schools tend to have many more measured gain scores than do the private schools participating in the FTC Scholarship Program.

number of gains scores are evaluated. The benefit of presenting both the one-year average gain score and the three-year average of gain scores becomes apparent when one observes that there are occasionally schools with very strong gain scores in 2011-12 that do not reflect the longer-term sustained gain scores of students in the school, as well as schools with very weak gain scores in 2011-12 that are unrepresentative of the longer-term averages. Therefore, one-year average gain scores should be treated extremely cautiously.

Because the three-year moving average is the more reliable measure of a school's average gain scores, the schools are rank-ordered from highest average combined gain in reading and mathematics to lowest average combined gain using the three-year measure. It is important to note that schools near one another in the ranking cannot be statistically differentiated from one another. Rather, we identify the schools with average gain scores that are statistically distinguishable from zero (at the 95 percent level of confidence in a two-tailed test), either positively or negatively, by highlighting the cell where the average gain score is reported. Put differently, if a school is reporting having statistically positive estimated gains, that means that one can be at least 95 percent confident that the school's students achieved more than a year's gain in a year's time. (For schools with statistically negative estimated gains, this suggests that one can be at least 95 percent confident that the school's students achieved less than a year's gain in a year's time.) Beside every school's average combined gain score is its average math gain score and its average reading gain score. Recall that an average gain score of zero does not imply that students are not gaining; rather, an average gain score of zero means that students are maintaining

their position relative to the national average, or, in other words, achieving a year's gain in a year's time.

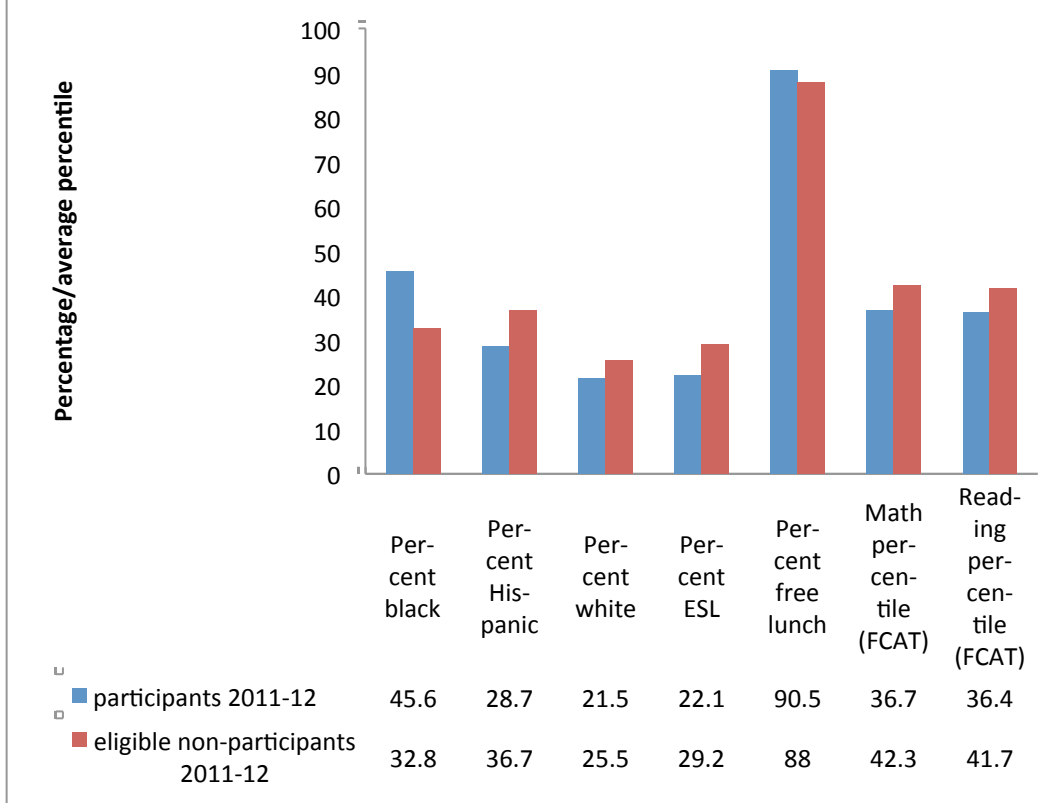
V. Attributes of New Program Participants in 2011-12

Previous reports detailed the fact that families self-select into the FTC Scholarship Program.⁷ These reports demonstrated that participants in the scholarship program are more disadvantaged than presumably eligible non-participants⁸ and that they tend to be among the most struggling students in their public schools before they move to the private sector. This section continues this same analysis for new program participants in 2011-12.

⁷ A technical description of selection into the FTC Scholarship Program is provided in David Figlio, Cassandra Hart, and Molly Metzger, "Who Uses a Means-Tested Scholarship, and What Do They Choose?" published in the *Economics of Education Review* in 2009. A brief summary of the key points of that paper is provided in this report.

⁸ We identify students receiving subsidized school meals as presumably eligible because we cannot measure income for public school students in the more precise and audited manner in which program participant family income is measured.

Comparison of new FTC program participants to "income eligible" non-participants, 2011-12



The most natural way to make comparisons is to consider a set of students who all spent the prior year in Florida public schools and who received subsidized school meals, making them plausibly eligible to participate in the program. This report employs the most recent data available at the time of writing -- students who spent the 2010-11 academic year in the Florida public schools, so one can compare the students who entered the FTC Scholarship Program in 2011-12 versus potentially comparable students who did not enter the program in that year but remained free or reduced-price lunch eligible in 2011-12, according to Department of Education records. We exclude students with disabilities who could participate in the McKay Scholarship Program. The chart above

presents some basic facts about FTC Scholarship Program participants relative to other potentially income-eligible students. In order to compare similar populations across bars, we restrict analysis to students who had taken either a reading or math test in public school in 2010-11; prior research suggests that this is very similar to the overall population of potential program participants who spent the prior year in a public school. We also limit the analysis to students who would be in grade 10 or below in 2011-12, so that this reflects the set of students for whom a test score is possible. By these standards, there were 3,462 new students in the FTC Scholarship program from this sample and 634,403 students from this sample who remained in the public schools and continued on subsidized school lunches in 2010-11.

One observes that FTC Scholarship Program participants differ from non-participants on all of the characteristics easily observed in the administrative record. Scholarship participants are more likely than non-participants to be black, and less likely to be Hispanic or white, and participants are less likely than are non-participants to speak English as a second language. Scholarship participants are more economically disadvantaged than are non-participants on average. While all children in both the participant and non-participant groups were self-reported to be eligible for subsidized lunch at some point in the 2010-11 school year, participants were more likely to qualify for free lunch as of the last survey taken in 2010-11, while non-participants were more likely to qualify only for reduced-price lunch, indicating that scholarship participants were relatively disadvantaged, even conditional on reported income eligibility. Finally, and perhaps most importantly, scholarship participants have significantly poorer test performance in the year prior to starting the scholarship program than do non-

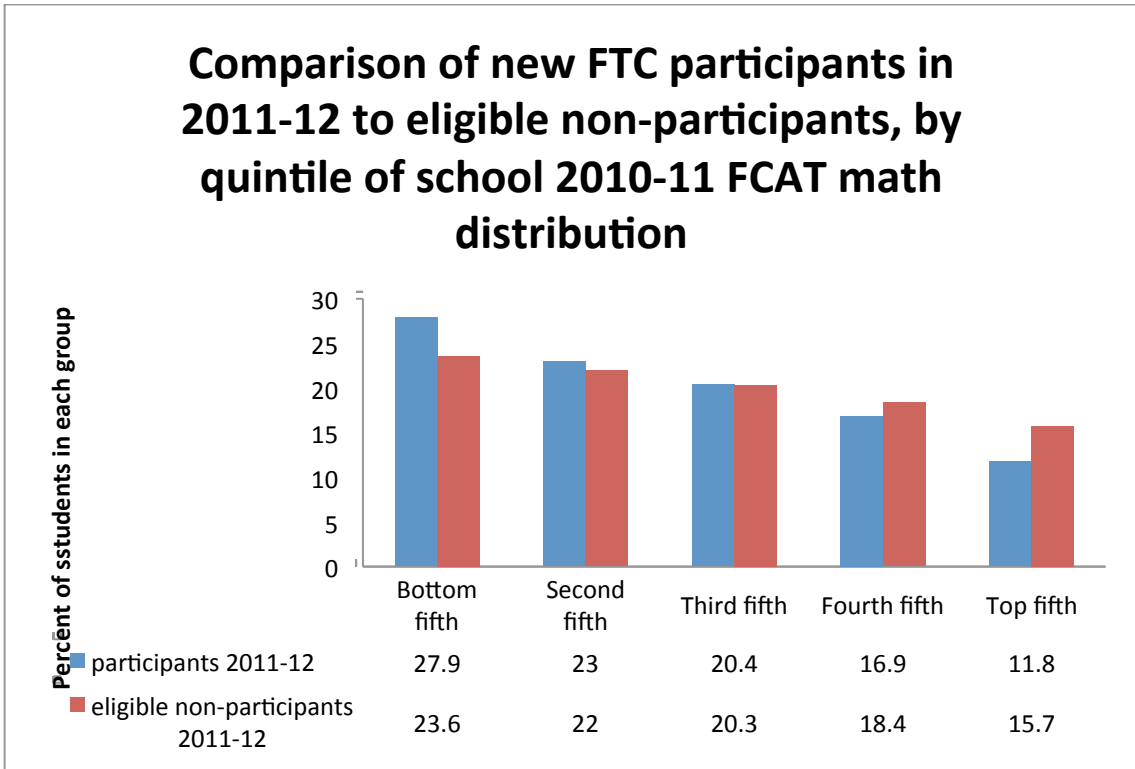
participants. On both the FCAT mathematics and FCAT reading tests, 2011-12 non-participants out-performed 2011-12 scholarship participants in the 2010-11 school year, when both groups were still attending public schools. All of these differences are large in magnitude and are statistically significant, and indicate that scholarship participants tend to be considerably more disadvantaged and lower-performing upon entering the program than their non-participating counterparts. These differences are very similar to those observed in years past and reported in prior program reports.⁹

The mean differences in 2010-11 performance between public school students who would ultimately participate in the FTC Scholarship Program in 2011-12 and those who are plausibly income-eligible but who remained in Florida public schools in 2011-12 are compelling, but there are numerous remaining selection questions. For instance, these results are consistent both with the idea that relatively high-performing students from low-performing schools are the ones selecting into the scholarship program, as well as with the idea that relatively low-performing students, regardless of school, are the ones selecting into the program. It is clear that these two possibilities have very different implications for the interpretation of differential selection into the program.

Consistent with all but one prior year, in 2011-12 FTC Scholarship Program participants came disproportionately from lower-performing schools, according to Florida Department of Education school grades in 2011, as compared to eligible students who did not participate in the program. Amongst the students new to the program in 2011-12, 43.2 percent came from schools graded "A" by the Florida Department of Education in 2011, as compared with 48.8 percent of those public school students eligible

⁹ In the first several reports, I reported norm-referenced test national percentiles rather than FCAT percentiles, but norm-referenced tests are no longer available for public school students in the state of Florida. The results are qualitatively extremely similar regardless of the test used for this exercise.

for free or reduced-priced lunches who did not participate. At the other extreme, 9.3 percent of new participants came from schools graded "D" or "F" by the Florida Department of Education in 2011, versus 6.2 percent of eligible non-participants.



Also consistent with prior years is the fact that regardless of the performance level of the public school that FTC Scholarship Program participants came from, these students tended to be lower-performing before they entered the program. As can be seen in the above table, 27.9 percent of students who would select into the program were in the bottom fifth of their prior public school's mathematics FCAT test score distribution, while only 23.6 percent of non-participating free- or reduced-price lunch students were in the bottom fifth of the distribution in the prior public school. This gap of 4.3 percentage points is somewhat smaller than the differences reported in the past several reports than the 6.7 percentage point difference in last year's report, but is still substantial and

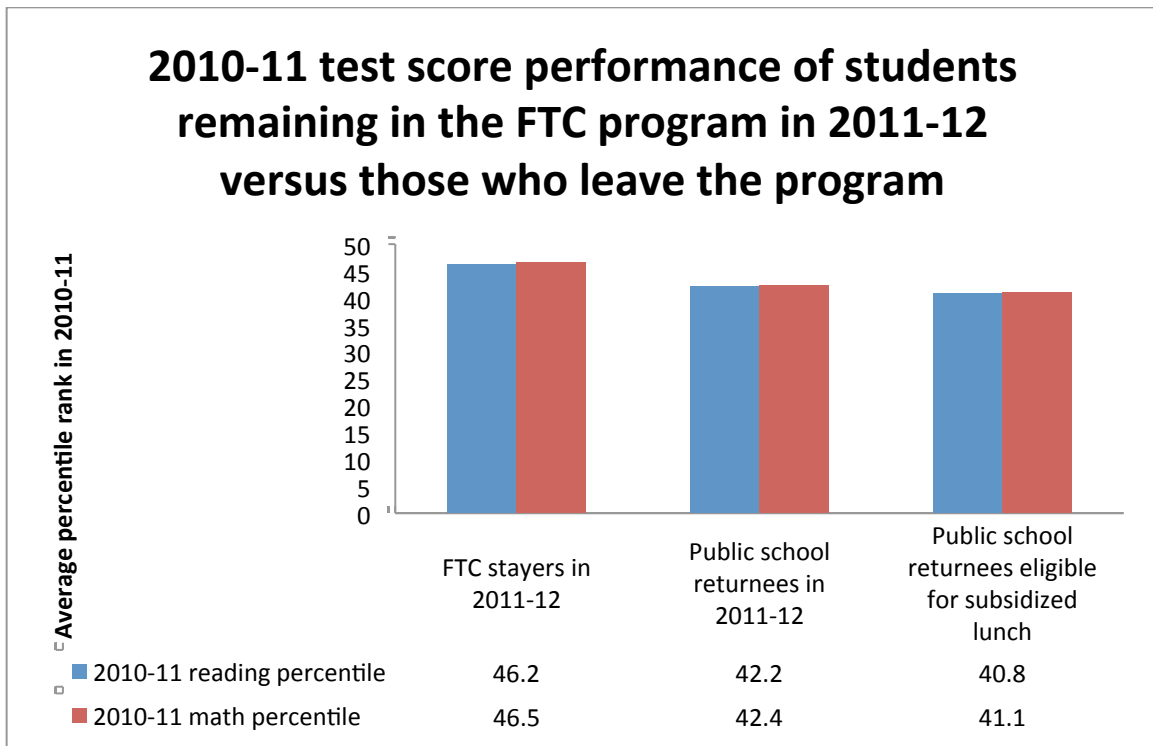
educationally meaningful. (Similar differences are present in terms of reading scores, where the same gap is 5.5 percentage points.) At the top of the test score distribution, only 11.8 percent of students who would select into the program were in the top fifth of their prior public school's mathematics test score distribution, as compared with 15.7 percent of free- or reduced-price lunch students in the top fifth of the distribution in the prior public school; the 3.9 percentage point gap is in line with the previously-reported gaps. Clearly, public school students who ultimately became program participants are more likely to be the relatively lower-performing students in their schools, a fact that has not changed over time.

VI. Performance of Program Participants Who Return to Florida Public Schools

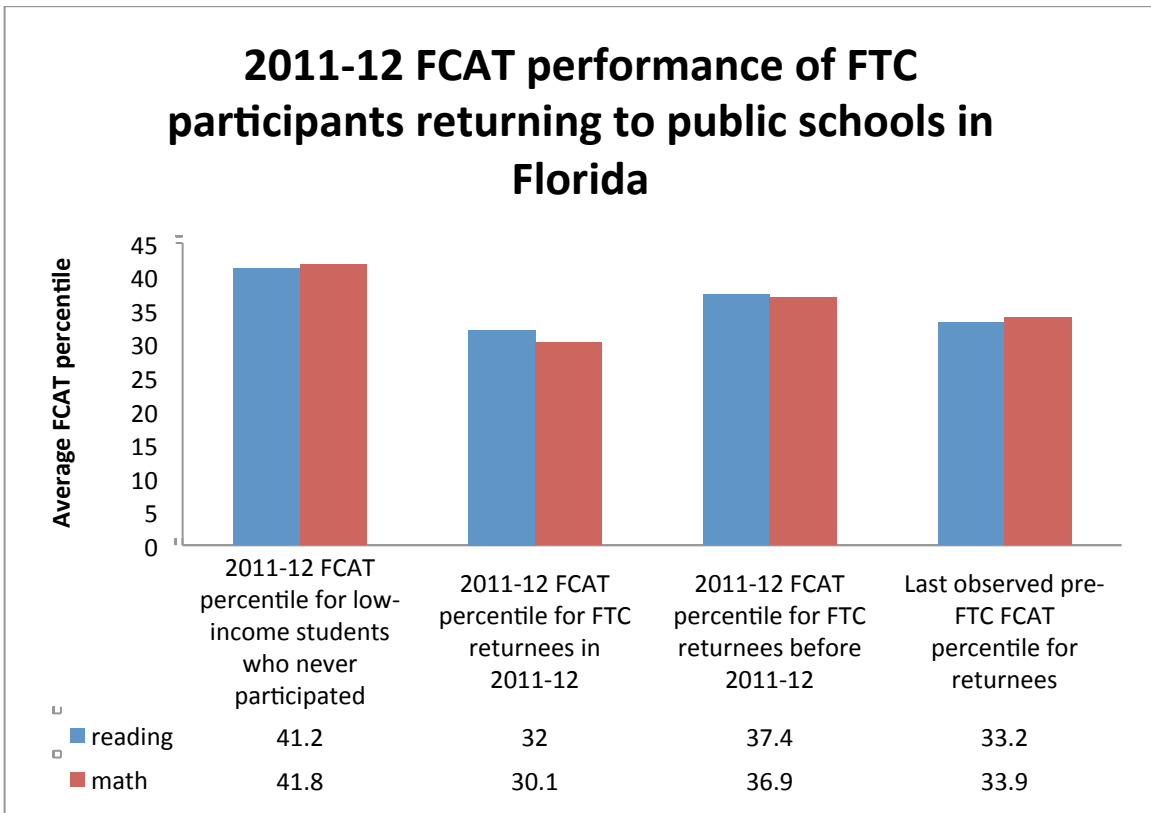
It is also possible to compare FTC students who return to public schools after some time in the program to those who remain in the FTC program, and to compare program returnees to other Florida public school students who never left the public sector. While these comparisons should not – for several reasons -- be interpreted as the effects of participation in the FTC program, they still contribute to painting a more comprehensive and systematic picture of the performance of the students who participate in the FTC program.

We begin by comparing the 2010-11 national norm-referenced test performance for students who returned to the public school system in Florida in 2011-12 versus those who remained in private schools under the FTC program. The first thing that is apparent is that, just like the fact that the students who struggle the most in the public sector are more likely to leave their public schools to attend a private school under the FTC

program, we also observe that the students who are struggling the most in their private schools are more likely to leave their private schools to return to the public sector. As seen in the graph below, the typical FTC program student who remained in the program in 2011-12 scored at the 46.2nd national percentile in reading (46.5th in math) in 2010-11, but the typical student who left the program scored in the 42.2nd percentile in reading and 42.4th in math. Moreover, this is an understatement of the difference between these two groups, since all students who remained in the FTC program were still income-eligible to participate while some students who left the program did so because their families were on an upward income trajectory, making this comparison less apples-to-apples than is possible. If we limit the public school returnees to those participating in the National School Lunch Program in 2011-12, and therefore closer to the same income range as those who continue in the FTC program, the average returnee was in the 40.8th national percentile in reading and 41.1st national percentile in math.



How do the FTC program returnees perform once they return to the public schools? Given that the program returnees tend to be those who are performing worse than average amongst program participants, and given that poorly-performing students were those who were especially likely to participate in the program in the first place, one would expect to see program participants who return to the public schools perform worse on the FCAT than do low-income students who never participated in the program.¹⁰



As can be seen from the chart above, and as expected, given the prior performance levels of FTC program participants in general and those who return to Florida public schools in particular, FTC program participants who return to the public sector perform worse on the FCAT than did other subsidized-meals recipients who never participated in the program. The gap is particularly pronounced for students returning to

¹⁰ An additional reason for this difference could occur if Florida public schools teach a curriculum more closely aligned to the content areas assessed on the FCAT than do private schools in Florida.

the public schools in 2011-12, who performed at the 32nd Florida percentile in reading and 30.1st percentile in math in 2011-12, as compared with never-leavers who performed at the 41.2nd percentile in reading and 41.8th percentile in math.

The difference in FCAT performance between FTC program returnees and low-income students who never left the public schools could be explained by several different possibilities. One possibility, of course, is that participation in the FTC program damaged the returning students. Another possibility is that the returning students would have performed more poorly than the typical low-income student in Florida public schools regardless of their program participation. A third possibility is that the differences can be explained by curricular differences between the public schools, whose curriculum is more closely aligned with the FCAT assessment, and the private schools that had previously educated these students. While it is impossible to know the degree to which this third explanation is valid, the first two explanations can be investigated.

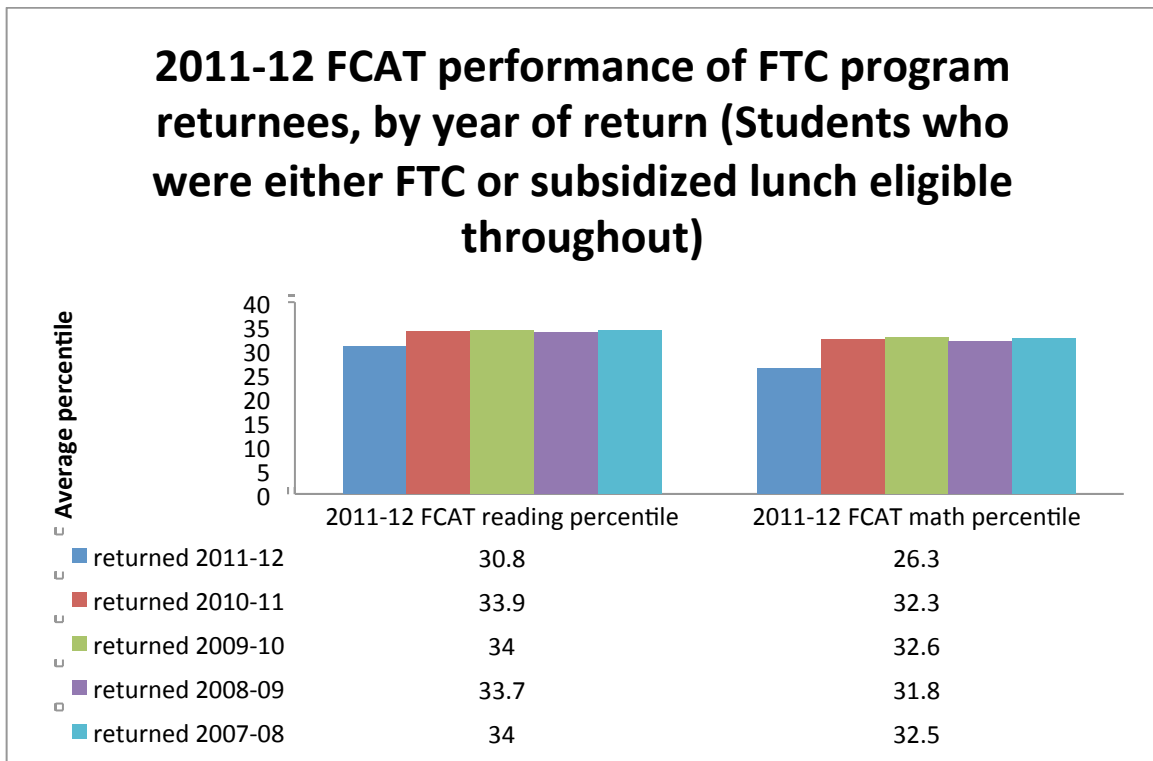
Given what we know about the performance of students who select into the FTC program and what we know about the performance of FTC program participants who return to the public schools, there is strong reason to believe that the explanation that the program returnees would have been expected to perform more poorly than the typical low-income public school student is the most valid explanation. If we compare returning students to their *own* prior performance on the FCAT *before they left Florida public schools to attend private schools under the FTC program*, we observe that these same students historically averaged in the 33.2nd Florida percentile in reading and the 33.9th percentile in math. The first-year returnees perform modestly lower than these levels, but

it is well-documented in the scholarly literature that students experience a temporary downward blip in performance in the year they switch schools, especially for reasons other than natural grade progression. Indeed, an analysis of low-income public school students in Florida suggests that when students change *public schools* at times other than natural year progressions, these students lose an average of approximately two percentile points in the year they changed schools. These pieces of evidence strongly point to an explanation that the poor apparent FCAT performance of FTC program returnees is actually a result of the fact that the returning students are generally particularly struggling students.

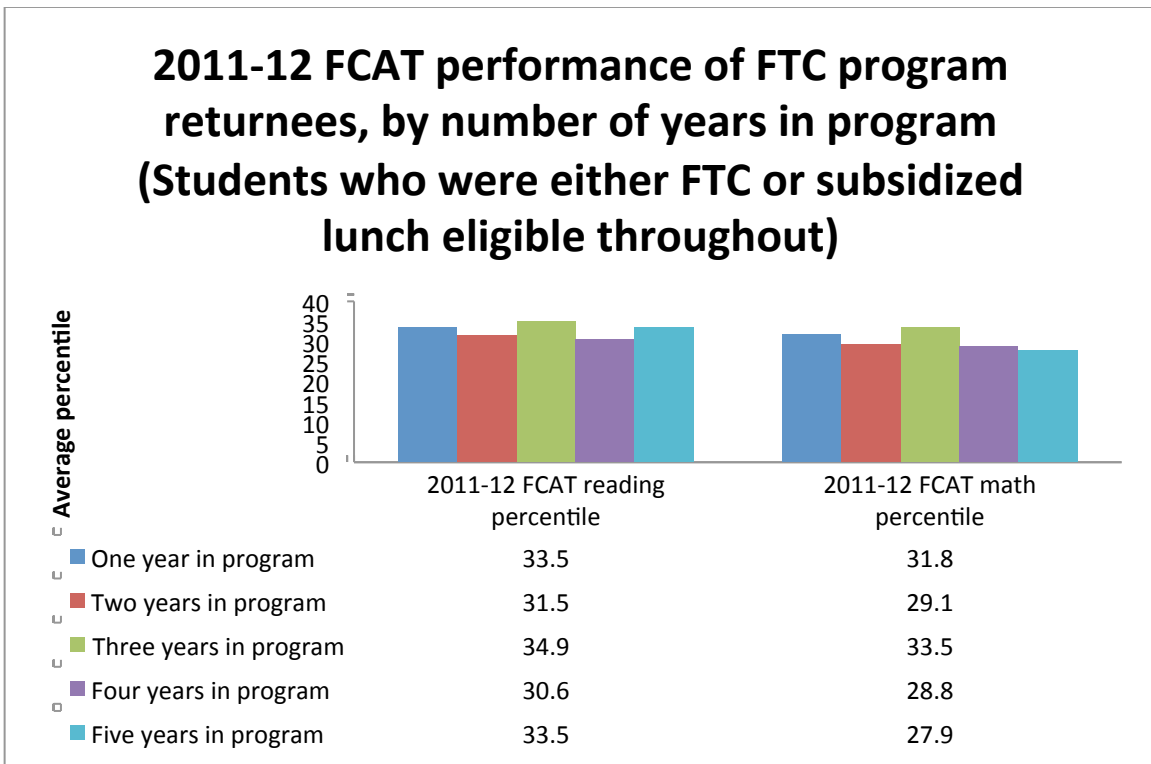
The notion that a first-year-in-a-new-school dip is partially at work here is supported by the fact that when we look at the FCAT performance level of former FTC program students who returned to the public schools *before* 2011-12, we observe that the average Florida FCAT percentile of these students in 2011-12 was the 37.4th percentile in reading and 36.9th percentile in math – a bit higher than their FCAT performance levels prior to their leaving the public schools to enroll in the private sector via the FTC program. In other words, FTC participants who return to the public sector performed, after their first year back in the public schools, in the same ballpark but perhaps slightly better on the FCAT than they had before they left the Florida public schools. The most careful reading of this evidence indicates that participation in the FTC program appears to have neither advantaged nor disadvantaged the program participants who ultimately return to the public sector.

As a further indication of the veracity of this statement, one can compare the FCAT performance in 2011-12 of FTC program returnees by their year of return to the

public sector. If program participants were either particularly disadvantaged (or particularly advantaged) by their time in the private schools, one would expect to see a pattern of improvement (or degradation) in performance in the years following their return to the public sector. In the chart below, we compare the 2011-12 FCAT performance of FTC program returnees based on their year of return. (To help to ensure comparability of the findings, we limit the analysis to students who were low-income – either participating in the FTC program or receiving free or reduced-price lunch -- in all years from 2006-07 through 2011-12.) Again, we observe that 2011-12 returnees perform worse than all others – most likely due to the school-change effect – but all other cohorts of returnees perform at nearly identical levels in 2011-12. This provides further evidence that the choice to participate in the FTC program likely had little effect on returning students’ FCAT performance upon their return to the public sector.



As a final check, we compare these same students – those who were either in the FTC program or subsidized lunch eligible in every year from 2005-06 through 2011-12 – based on the number of years the student participated in the program. As can be seen in the chart below, there is no apparent pattern between “exposure” to the FTC program and subsequent FCAT performance. Taken together with the previous results, the weight of the evidence is consistent with a finding that FTC program participation neither substantially advantaged nor disadvantaged the participating students who returned to Florida public schools after participating in the program. That said, one should not read this as a definitive causal statement, but rather as solely forensic evidence.



VII. Conclusion

This report presents empirical evidence on the compliance and performance of private schools that participate in the Florida Tax Credit Scholarship Program. The report analyzes data from 2010-11, and compares these data to prior years of test score

collection and public school data from the Education Data Warehouse of the Florida Department of Education. There is strong evidence of high degrees of compliance with testing requirements for program participants.

Simple comparisons of the distribution of test score gains between FTC Scholarship Program participants and plausibly-eligible non-participants indicate that the test score gains in both populations are comparable in magnitude between program participants and eligible non-participants. But we must recognize that these populations are not equivalent. Program participants enter the program with lower academic performance and with substantially lower household incomes, which makes comparison more problematic. In addition, these are not causal estimates of differences, and the true effect of program participation may be more positive or more negative than the simple means comparisons. There is strong and compelling evidence that relatively low-performing students from relatively low-performing schools tend to be the students to participate in the FTC Scholarship Program, and causal analysis of these differences would need to take this differential selection into account. It is, therefore, wisest to interpret the similar test score gain performance between program participants and eligible non-participants as suggestive, but not definitive, evidence of similar performance across the sectors.

Finally, there exists compelling causal evidence indicating that the FTC Scholarship Program has led to modest and statistically significant improvements in public school performance across the state. Therefore, a cautious read of the weight of the available evidence suggests that the FTC Scholarship Program has boosted student performance in public schools statewide, that the program draws disproportionately low-

income, poorly-performing students from the public schools into the private schools, and that the students who moved perform as well or better once they move to the private schools.

Appendix Table: Average gain scores in 2011-12 and three-year moving average of gain scores from 2009-10 to 2011-12 for schools with 30 or more gain scores in 2011-12, ranked by average three-year combined gain score.

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2011-12			AVERAGE GAIN SCORE FROM 2009-10 TO 2011-12		
		2011-12 SCHOOL YEAR	BETWEEN 2009-10 AND 2011-12	READING+ MATH COMBINED	MATH	READING	READING+ MATH COMBINED	MATH	READING
PENTAB ACADEMY	MIAMI	32	63	7.9	9.5	3.9	6.7	9.5	3.9
NUR UL-ISLAM ACADEMY	COOPER CITY	76	182	4.2	6.3	4.1	5.2	6.3	4.1
PATHWAYS SCHOOL	ORLANDO	50	111	1.3	3.1	6.8	4.9	3.1	6.8
WORSHIPERS' HOUSE OF PRAYER ACAD (TN)	MIAMI	52	116	4.9	1.3	8.3	3.9	1.3	8.4
BRUSH ARBOR CHRISTIAN SCHOOL	ORLANDO	35	74	1.9	3.9	2.4	3.1	3.9	2.4
SOUTHLAND CHRISTIAN SCHOOL	KISSIMMEE	37	88	3.8	3.0	2.7	2.9	3.0	2.7
MUSLIM ACADEMY OF GREATER ORLANDO	ORLANDO	34	96	2.1	2.6	3.0	2.8	2.6	3.0
ACADEMY PREP CENTER OF ST. PETERSBURG	ST. PETERSBURG	42	78	5.4	3.6	1.6	2.6	3.6	1.6
CHRIST-MAR PRIVATE SCHOOL	HIALEAH	35	69	13.3	4.5	0.1	2.3	4.5	0.1
NORTH KISSIMMEE CHRISTIAN SCHOOL	KISSIMMEE	30	85	-0.1	2.1	2.2	2.2	2.1	2.2
ABUNDANT LIFE CHRISTIAN ACADEMY	MARGATE	41	99	1.7	2.9	1.3	2.0	2.9	1.3
LINCOLN-MARTI COMM AGENCY 10	MIAMI	134	263	3.1	4.3	2.1	1.9	2.6	1.1

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2011-12			AVERAGE GAIN SCORE FROM 2009-10 TO 2011-12		
		2011-12 SCHOOL YEAR	BETWEEN 2009-10 AND 2011-12	READING+ MATH COMBINED	MATH	READING	READING+ MATH COMBINED	MATH	READING
ST. MICHAEL THE ARCHANGEL (IT)	MIAMI	32	89	2.2	-0.9	5.2	1.8	0.3	3.3
LIGHTHOUSE CHRISTIAN ACADEMY	DELAND	38	97	2.8	1.7	3.8	1.8	1.2	2.4
UNIVERSAL ACADEMY OF FLORIDA	TAMPA	61	151	2.5	1.4	3.5	1.6	1.1	2.1
ESCAMBIA CHRISTIAN SCHOOL	PENSACOLA	30	95	2.7	6.3	-0.9	1.4	0.7	2.2
GREATER MIAMI ACADEMY (IT)	MIAMI	65	104	2.2	5.5	-1.0	1.3	3.1	-0.5
WEST HERNANDO CHRISTIAN SCHOOL	SPRING HILL	31	60	-2.1	0.6	-4.8	1.0	1.1	0.9
THE POTTER'S HOUSE CHRISTIAN ACADEMY	JACKSONVILLE	58	215	2.4	4.3	0.3	1.0	-1.0	2.9
BRITO MIAMI PRIVATE SCHOOL	MIAMI	36	96	-3.3	-3.0	-3.6	0.9	2.6	-0.6
PLEASANT HILL ACADEMY	KISSIMMEE	66	176	-0.1	-1.8	1.8	0.9	-0.4	2.1
ST HELEN CATHOLIC SCHOOL	FT. LAUDERDALE	50	99	-0.7	-2.8	1.3	0.5	0.2	0.8
HERITAGE CHRISTIAN SCHOOL	KISSIMMEE	111	255	1.9	2.3	1.5	0.4	1.9	-1.0
TALLAVANNA CHRISTIAN SCHOOL	HAVANA	34	88	-0.6	-4.9	3.7	0.3	-1.2	1.9
FIRST COAST CHR SCH	JACKSONVILLE	54	113	1.1	1.4	0.8	0.3	-0.8	1.5

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2011-12			AVERAGE GAIN SCORE FROM 2009-10 TO 2011-12		
		2011-12 SCHOOL YEAR	BETWEEN 2009-10 AND 2011-12	READING+ MATH COMBINED	MATH	READING	READING+ MATH COMBINED	MATH	READING
AZALEA PARK BAPTIST SCHOOL	ORLANDO	30	79	1.6	1.6	1.5	0.3	0.2	0.4
VICTORY CHRISTIAN ACADEMY	LAKELAND	32	73	-2.5	-5.8	0.8	0.2	-0.1	0.5
ST BARTHOLOMEW SCHOOL (IT)	ORLANDO	34	91	0.8	6.4	-4.7	0.2	-0.2	0.2
ACADEMY PREP OF TAMPA	TAMPA	59	151	2.1	4.4	-0.2	0.0	1.0	-1.0
CITY OF LIFE CHRISTIAN ACADEMY	KISSIMMEE	35	95	-0.2	-3.9	3.5	-0.2	-1.5	1.1
TRINITY CHRISTIAN AC	DELTONA	59	135	0.3	2.2	-1.7	-0.3	1.0	-1.5
ELFERS CHRISTIAN SCH	NEW PORT RICHEY	56	165	1.1	0.5	1.7	-0.3	-0.6	0.0
CORNERSTONE CHRISTIAN SCH (TN)	JACKSONVILLE	53	146	-1.4	-6.0	3.2	-0.4	-2.0	1.2
HIGHLANDS CHRISTIAN ACADEMY	POMPANO BEACH	42	82	1.1	-0.9	3.2	-0.4	-1.9	0.3
JOSHUA CHRISTIAN ACADEMY	JACKSONVILLE	47	118	0.6	-2.1	2.9	-0.5	-0.5	0.8
TEMPLE CHRISTIAN ACADEMY (BA)	JACKSONVILLE	32	70	-1.7	-1.8	-1.7	-0.6	-2.2	-0.6
LA PROGRESIVA PRESBYTERIAN SCH	MIAMI	54	187	-2.9	-3.4	1.7	-0.6	-1.3	-0.8
AMERICAN YOUTH ACADEMY (ER)	TAMPA	34	76	-2.0	0.4	3.2	-0.7	-0.1	0.2

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2011-12			AVERAGE GAIN SCORE FROM 2009-10 TO 2011-12		
		2011-12 SCHOOL YEAR	BETWEEN 2009-10 AND 2011-12	READING+ MATH COMBINED	MATH	READING	READING+ MATH COMBINED	MATH	READING
SALAH TAWFIK SCHOOL	SUNRISE	32	81	-6.0	-10.0	-2.1	-0.7	-0.8	-0.6
NORTH FLORIDA CHRISTIAN SCHOOL	TALLAHASSEE	36	103	1.3	2.0	0.6	-0.8	-1.2	-0.4
EDISON PRIVATE SCH	HIALEAH	66	158	0.1	2.2	-2.0	-0.8	0.1	-1.8
EASTLAND CHRISTIAN	ORLANDO	41	118	-2.5	-1.9	-3.2	-0.9	-0.3	-1.4
SOUTH ORLANDO CHRISTIAN ACADEMY	ORLANDO	52	149	2.3	5.1	-0.5	-0.9	-0.5	-1.0
FAITH CHRISTIAN ACAD	ORLANDO	69	182	0.1	-0.2	0.9	-0.9	-1.4	-0.1
ST MARY'S CATHEDRAL (IT)	MIAMI	96	216	-2.2	-4.3	-0.0	-1.1	-2.7	0.7
EAGLE'S VIEW ACAD	JACKSONVILLE	32	73	-1.4	-2.7	-0.3	-1.3	-1.0	-1.5
LIFE ASSEMBLY OF GOD	KISSIMMEE	63	163	-0.0	-2.6	2.4	-1.4	-3.1	0.4
TRINITY CHRISTIAN ACADEMY	JACKSONVILLE	70	191	0.5	-1.0	2.1	-1.4	-2.2	-0.7
OASIS CHRISTIAN ACADEMY (TN)	WINTER HAVEN	30	62	-4.6	-8.1	-1.0	-1.5	-3.3	0.2
HERITAGE PREPARATORY SCHOOL	ORLANDO	45	149	0.8	-0.1	1.1	-1.6	-0.1	-3.2
SACRED HEART (IT)	JACKSONVILLE	34	77	-2.0	-7.6	3.6	-1.6	-4.3	1.0
HOLY ROSARY CATHOLIC SCHOOL (IT)	JACKSONVILLE	35	107	-0.8	-0.8	-1.3	-1.7	-1.9	-1.7
ST JAMES CATHOLIC SCHOOL (IT)	MIAMI	82	211	-0.2	-2.1	1.7	-1.8	-4.4	0.8
ESPRIT DE CORPS CTR FOR LEARNING (TN)	JACKSONVILLE	47	122	-7.4	-12.4	-2.6	-1.9	-3.8	-0.2

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2011-12			AVERAGE GAIN SCORE FROM 2009-10 TO 2011-12		
		2011-12 SCHOOL YEAR	BETWEEN 2009-10 AND 2011-12	READING+ MATH COMBINED	MATH	READING	READING+ MATH COMBINED	MATH	READING
MIAMI UNION ACADEMY (IT/AC)	NORTH MIAMI	88	241	-2.1	-4.4	0.1	-2.0	-3.8	0.0
CALVARY CHR AC (TN)	ORMOND BC	41	97	-4.2	-7.4	-0.9	-2.0	-3.6	-0.4
BETESDA CHR SC (TN)	OPA-LOCKA	46	112	-7.0	-10.3	-3.6	-2.0	-3.9	-0.1
LINCOLN-MARTI COMM AGENCY 17	HIALEAH	75	204	4.4	5.0	3.1	-2.2	-1.9	-2.8
ST ANDREW CATH (IT)	ORLANDO	43	113	-3.1	-7.3	1.1	-2.2	-4.3	-0.0
PENIEL BAPTIST ACAD	PALATKA	33	75	-4.7	-5.2	-4.2	-2.2	-2.3	-2.1
FOREST LAKE EDUCATION CTR (IT)	LONGWOOD	49	133	-4.1	-5.9	-3.4	-2.3	-3.8	-1.2
SL JONES CHRISTIAN AC	PENSACOLA	36	106	-3.0	-7.1	1.1	-2.5	-4.4	-0.5
BLESSED TRINITY (IT)	OCALA	33	57	-3.7	-9.4	2.0	-2.6	-6.3	1.2
HOLY FAMILY CATH (IT)	N. MIAMI	61	180	0.2	-4.5	4.9	-2.6	-5.9	-0.0
ST JOHN THE APOSTLE (IT)	HIALEAH	63	145	-6.9	-11.7	-2.0	-2.6	-5.2	0.0
DOWNEY CHRISTIAN SC	ORLANDO	33	75	-3.1	-6.9	0.6	-2.8	-3.5	-2.1
NORTHWEST CHR S (TN)	MIAMI	43	107	-2.9	-7.8	1.9	-2.9	-6.0	0.3
KINGSWAY CHRISTIAN	ORLANDO	102	224	-1.5	-0.6	-2.1	-3.0	-2.4	-3.6
SUNFLOWERS ACAD (IT)	MIAMI	97	216	-7.4	-16.6	1.4	-3.1	-6.7	0.3
LINCOLN-MARTI COMM AGENCY 01-931	MIAMI	52	200	-4.9	-6.8	-3.0	-3.1	-2.6	-3.6
WARNER CHR SC (TN)	S. DAYTONA	55	136	-8.2	-11.9	-4.5	-3.3	-5.4	-1.2
LEADERS PREP SCHOOL	ORLANDO	35	95	-2.0	-2.7	-1.3	-3.4	-3.0	-3.7
ST PIUS V CATH SC (IT)	JACKSONVILLE	30	74	-7.3	-5.8	-9.2	-3.6	-5.5	-2.6
COLONIAL CHRISTIAN S	HOMESTEAD	32	63	-9.5	-13.3	-5.6	-3.6	-7.1	-0.2

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2011-12			AVERAGE GAIN SCORE FROM 2009-10 TO 2011-12		
		2011-12 SCHOOL YEAR	BETWEEN 2009-10 AND 2011-12	READING+ MATH COMBINED	MATH	READING	READING+ MATH COMBINED	MATH	READING
CHAMPAGNAT CATHOLIC SCHOOL	HIALEAH	75	170	-2.9	-3.1	-3.2	-3.7	-3.3	-4.4
OUR LADY OF LOURDES CATHOLIC SCHOOL (IT)	DAYTONA BEACH	32	91	-8.4	-12.4	-4.3	-4.1	-5.0	-2.9
CEDAR CREEK CHRISTIAN SCHOOL	JACKSONVILLE	43	125	-9.9	-9.4	-10.5	-4.1	-4.8	-3.5
LANDOW YESHIVA (IT)	MIAMI	70	172	-4.4	-6.4	-2.3	-4.2	-5.7	-2.7
MELODY CHRISTIAN	LIVE OAK	41	118	-5.3	-7.0	-3.6	-4.2	-4.0	-4.4
THUMBELINA DBA MASTERS PREP	HIALEAH	59	111	-3.6	-2.8	-4.5	-5.0	-5.5	-4.6
RJ HENDLEY CHRISTIAN COMMUNITY SCHOOL	RIVIERA BEACH	33	62	-3.7	-3.5	-3.9	-5.3	-4.2	-6.5
OCALA CHRISTIAN AC	OCALA	58	111	-9.5	-13.2	-6.2	-5.5	-7.7	-3.4
AGAPE CHRISTIAN AC	ORLANDO	62	181	-3.2	0.4	-7.4	-5.5	-3.6	-7.7
ARCHBISHOP CURLEY/NOTRE DAME (AC/PS)	MIAMI	49	97	-10.0	-8.6	-11.4	-7.6	-8.2	-6.9
MONSIGNOR EDWARD PACE HS (PS)	MIAMI GARDENS	50	135	-14.7	-15.2	-14.1	-8.3	-8.6	-7.9
JOSE MARTI SCHOOL CAMPUS 3	MIAMI	33	69	-19.0	-21.6	-17.2	-10.7	-10.3	-11.4

Notes: Cells report average gain scores. Cells (in the three-year moving average columns) that are bolded and highlighted are statistically distinct from the national average at the 95 percent level of confidence. All schools administered the Stanford Achievement Test except as marked beside school name: AC=ACT; BA=Basic Achievement Skills Inventory; ER=Educational Records Bureau test; IT=Iowa Test of Basic Skills; PS=PSAT; TN=TerraNova.