



**Evaluation of the Family Empowerment  
Scholarship for  
Educational Options Program  
Participation, Compliance and Test Scores in 2022-23**

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**June 2024**

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## EXECUTIVE SUMMARY

This report details the 2022-23 academic year evaluation for the Family Empowerment Scholarship (FES) Program, as required by the 2023 Florida Statutes, s. 1002.394 (9)(c). The Learning Systems Institute (LSI) is the organization responsible for conducting the third evaluation of the FES program. This report provides a summary of key findings, details about test score collection and 2022-23 test score results of program participants.

This report does not compare the 2022-2023 performance of FES students with that of public school students. Due to the difference in the tests that each group takes, such a comparison may not be valid.

LSI was designated as the independent research organization and was directed to conduct the annual evaluation of the Family Empowerment Scholarship Program. This report presents data collected by LSI for students participating in the 2022-23 academic year. The main findings include:

### Participating private school compliance with protocol:

- Compliance with program testing requirements was high in 2022-23. Participating private schools reported test scores for 93.8 percent of program participants in grades 3-10. This was slightly higher than the last year's score reporting (90.0 percent). Compared to the last year, the percentage of students with missing or unusable tests was slightly lower in 2022-23 at 4.1 percent. This rate was 6.0 percent last year.

### Differential program participation rates for different groups of students and families:

- Newly participating FES students in 2022-23 were more likely to be White and less likely to be Hispanic and be Black than non-participant eligible students. Also, they were less likely to be English-language learners than were non-participants. The share of new FES students who were free-lunch eligible was somewhat higher than the share of free-lunch eligible, non-participant students. Academically, these students showed slightly higher achievement in math and English Language Arts (ELA) before entering the FES program compared to eligible non-participants. Lastly, compared to eligible non-participant students, new FES students tended to come from higher-performing public schools.
- Former FES students who returned to the public schools had poorer test performance in both reading and math during their last year in the FES Program, compared to FES students who remained in the FES Program. Specifically, FES students who returned to the public schools had a 41.8<sup>th</sup> normal curve equivalent

score in reading and a 35.0<sup>th</sup> normal curve equivalent score in math, while FES students who remained in the program scored at the 49.7<sup>th</sup> normal curve equivalent in reading and the 45.6<sup>th</sup> normal curve equivalent in math.

- Former FES students who returned to the public schools also achieved slightly lower performance in ELA during their first year back in the public schools, compared to low-income public-school students who never participated in the FES Program. Former FES students who returned to the public schools performed at the 40.4<sup>th</sup> Florida percentile in ELA and at the 40.8<sup>th</sup> Florida percentile in math, while other subsidized meal-eligible public school students who never participated in the FES Program performed at the 43.8<sup>th</sup> Florida percentile in ELA and at the 45.4<sup>th</sup> Florida percentile in Math.

Test scores of program participants, 2022-23:

- FES students scored at the 49.7<sup>th</sup> normal curve equivalent in reading and the 46.3<sup>rd</sup> normal curve equivalent in math.
- In terms of gains in math and reading from 2021-22 to 2022-23, the typical FES student tended to maintain his or her relative position in comparison with all students nationally both in math and reading. It is important to note that the FES students are being compared to all students nationally and not just students from low-income families.

## **1. BACKGROUND**

This report details the 2022-23 academic year evaluation results of the Family Empowerment Scholarship for Educational Options (FES) program, as required by the 2023 Florida Statutes, s. 1002.394 (9)(c). This report is the third to evaluate the Family Empowerment Scholarship for Educational Options (FES) program. This evaluation was conducted by the Florida State University Learning Systems Institute. This report provides a summary of key findings, details about test score collection and 2022-23 test score results of program participants.

This report does not compare the performance of FES students to public school students. Due to the difference in the tests that each group takes, such a comparison may not be valid. While FES students take a nationally norm-referenced test, public school students take the Florida Standards Assessments (FSA) Test in the 2021-22 school year and transitioned to the Florida Assessment of Student Thinking (FAST) in the 2022-23 school year. The FAST will continue to be used by the public school students in the future. Because there is no correspondence between the Florida Statewide Assessments and the nationally norm-referenced tests that FES students take, the independent research organization tasked with this evaluation, the Learning Systems Institute (LSI), holds that it is not valid to make these comparisons.

Pursuant to the 2023 Florida Statutes, s. 1002.395(9)(f) that require an independent evaluation of the Family Empowerment Scholarship Program, the Learning Systems Institute has been tasked with conducting an annual evaluation of the FES program for the academic year 2022-23. This report provides the results of the 2022-23 academic year evaluation of the Family Empowerment Scholarship for

Educational Options Program.

## **2. TEST SCORE COLLECTION IN 2022-23**

### **Data collection protocol**

As mandated by the 2023 Florida Statutes, s. 1002.394(9)(c)(1), participating private schools administered a nationally norm-referenced test approved by the Florida Department of Education. The state designates an approved list of tests from which to choose: Comprehensive Testing Program (CTP); Curriculum Associates – i-Ready Assessments; Educational Development Series (EDSERIES), Forms J and K; Iowa Assessments-Core Battery, Forms E, F, and G; Iowa Tests of Basic Skills (ITBS)-Core Battery, Forms A, B, and C; Iowa Tests of Basic Skills (ITBS)-Complete Battery, Form C; Iowa Tests of Educational Development (ITED), Form C; Kaufman Test of Educational Achievement Third Edition, Comprehensive Form (KTEA-III); NWEA Measures of Academic Progress (MAP); Pivot INSPECT Summative Assessment; PSAT/NMSQT; PreACT Secure; Classic Learning Test 10 (CLT10); Thrive Academics Performance Series (Developed by Scantron Corp); Stanford Achievement Test, Tenth Edition (Stanford 10); STAR Enterprise Reading and Math; TerraNova, Third Edition; TerraNova NEXT; Edmentum Exact Path; Wide Range Achievement Test, Fourth Edition (WRAT4) and Fifth Edition (WRAT5); and Scholastic Assessment Test. Alternatively, participating students may be administered the Florida Assessment of Student Thinking (FAST) in accordance with 1002.394(9)(c)(2). Though the statewide assessment changed from the Florida Standards Assessments (FSA) to FAST in the 2022-23 school year, the 2021-22 FSA and 2022-2023 FAST were used in this report. Data collection took place during the year 2022-23, in which private



schools sent students' test scores to the Learning Systems Institute. The 1,777 private schools that had participating FES students in grades 3 through 10 during the 2022-23 school year were contacted by the Learning Systems Institute from Spring 2023 through Fall 2023 to encourage compliance with score reporting. Schools were provided a roster of participating FES students in grades 3 to 10, which was obtained in early Spring (January) 2023 from the Scholarship Funding Organizations. From the private schools with participating FES students, 47,036 students were enrolled in grades 3 to 10, the grades mandated for testing per the 2023 Florida Statutes, s. 1002.394 (9)(c)(1). If schools had any missing or invalid student scores, they were instructed to provide an explanation backed by evidence, most commonly in the form of a notarized letter, for each missing or invalid student score.

### **Participating private school compliance with protocol**

#### Score reporting in 2022-23

Most schools were in compliance with test score reporting requirements for the academic year 2022-23. Regarding test score submission, most schools sent photocopied test score sheets that had been scored by the testing company. In a small number of cases where tests had been hand-scored, schools were instructed to send detailed test administration and scoring procedures. Throughout the Spring, Summer and Fall of 2023, the Learning Systems Institute followed up with schools that had sent invalid test score results, including missing or incomplete test scores.

Test score sheets were sent to LSI via a secure, online score portal. As test score data was received, eight data entry staff members recorded students' test scores and test information in the secure score portal. The scores were then reconciled

with the original scores to ensure the highest accuracy. Test scores are deleted following one year after this double-entry and reconciliation procedure to ensure student privacy as mandated by s. 1002.22(2)(d) of the Florida Statutes.

There were 1,777 FES participating schools with students in the relevant grades in 2022-23. The vast majority of the FES participating schools provided evidence of test administration consistent with the specifications of the program. Eighty-seven participating schools, serving 642 testing-eligible students, closed or did not report scores for any participating students. There were 47,036 students in relevant grades participating in the FES Program in 2022-23. Valid, legible test scores were received for 44,112 FES students, which represents 93.8 percent of all expected test scores received.

**Table 1: Distribution of score reporting percentages: 2022-23**

	Percentage
Legible, valid scores received	93.8
Not enrolled at time of testing	1.3
Ineligible for testing	0.1
School closed/suspended	0.0
Student sick/absent	0.7
Missing/unusable test score	4.1
Note: Percentages may not add up to 100 due to rounding.	

**Table 2: Percent and number of students with legible, valid scores: 2022-23**

Number of students	Number of students with legible, valid scores	Percent of students with legible, valid scores
47,036	44,112	93.8

### Comparison of students with legible, valid test scores to scholarship population

Although the rate of successful score reporting was high in 2022-23 at 93.8 percent, there were 6.2 percent of students whose expected scores were not received. Thus, it was important to examine whether the students whose test scores were successfully reported are comparable to the population enrolled in 2022-23.

For this analysis, we used demographic data provided by the Scholarship Funding Organizations, which included race and gender. We found differences between students whose test scores were successfully reported and those whose scores were not successfully reported in terms of their gender and race. Students whose scores were successfully reported were more likely to be White (39.8 percent) and female (51.7 percent), compared to students with no test scores (28.5 percent White and 47.6 percent female). We cannot make any claims about whether students with missing test scores would have had higher or lower gain scores than those with test scores available.

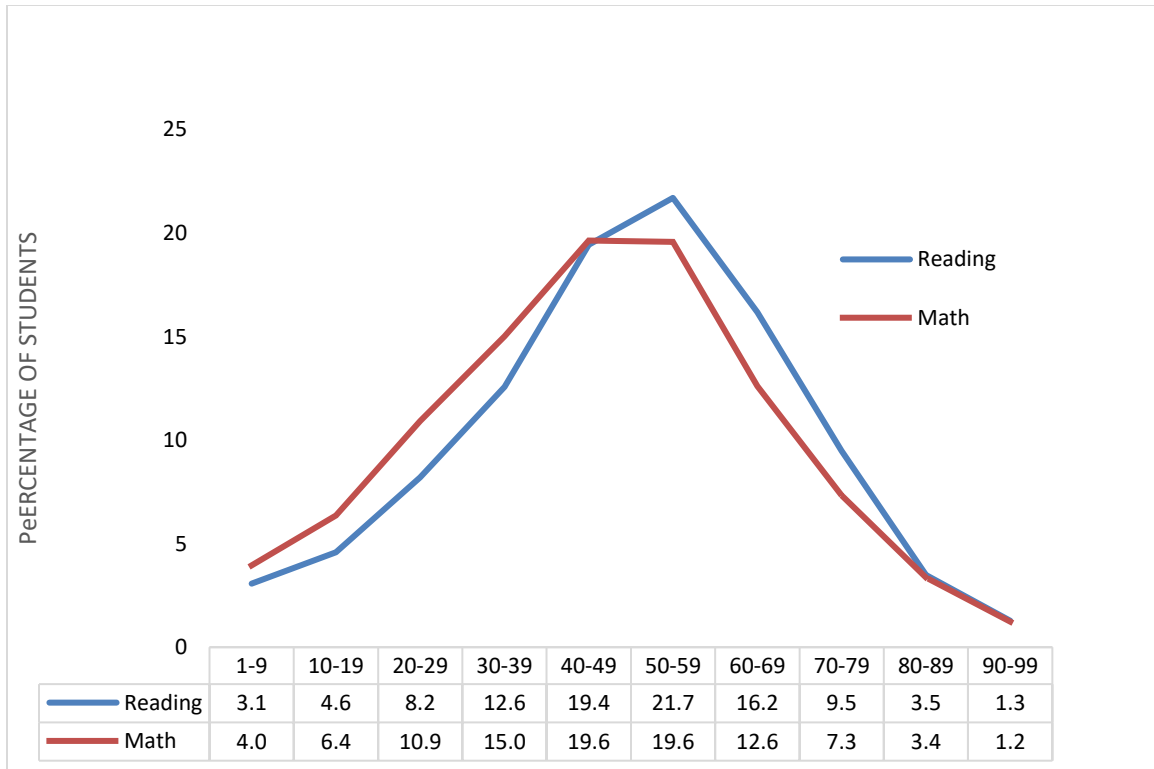
### **3. TEST SCORES OF FES STUDENTS IN 2022-23**

We report test scores in the form of the normal curve equivalent (NCE) scores. The NCE is a normalized standard score with a mean of 50 and a standard deviation of 21.06. The scale corresponds to national percentile ranks (NPR) at 1, 50, and 99. As reported in the previous section, schools administered different nationally norm-referenced tests approved by the Florida Department of Education. Reporting test scores as normal curve equivalent scores ensure reasonable comparability across schools and program participants. Moreover, normal curve equivalent scores convey

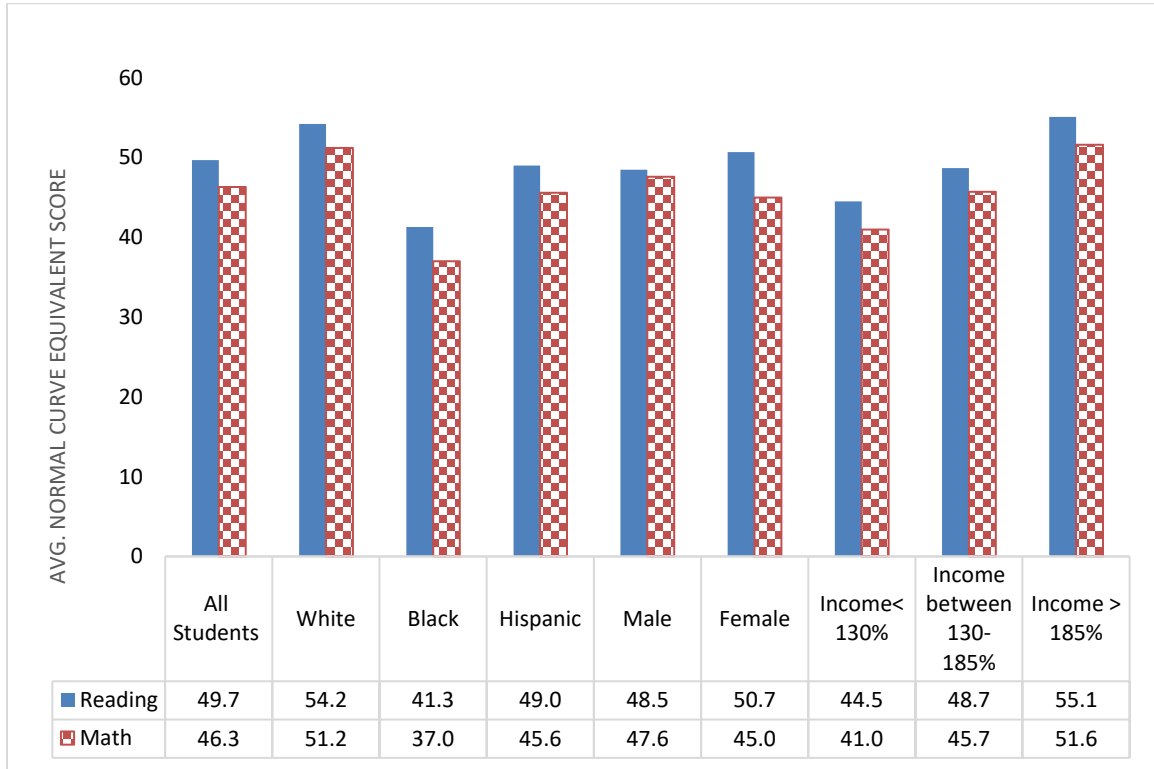
information about students' rankings compared with normal standards.

Figure 1 presents the basic distribution of reading and math scores of FES students participating in the program in 2022-23. Most of the students were in the middle of the test score distributions. The average normal curve equivalent score for FES students was 49.7 in reading and 46.3 in math in 2022-23. In terms of corresponding national percentile rankings, the typical student in the FES Program scored at the 50<sup>th</sup> national percentile in reading and the 45<sup>th</sup> national percentile in math.

**Figure 1: Distribution of normal curve equivalent scores of FES students, 2022-23**



**Figure 2: Average test scores in 2022-23 by attributes of program participants**



We examined the breakdown of test scores of 2022-23 program participants by race, gender, and percent of poverty. Poverty is expressed in terms of likely eligibility for the federal free or reduced lunch program based upon the federal poverty guidelines. Students from families who have incomes below 130 percent of the federal poverty line are eligible for free school meals, while those from families with incomes between 130 and 185 percent of the poverty line are eligible for reduced-price meals.

As seen in Figure 2, White participants had higher mean scores than Black participants or participants of other races. Males tended to perform slightly better than females in math, while females tended to perform better than males did in reading. Lastly, students from relatively higher-income families tended to score

better than those from relatively lower-income families.

#### **4. GAIN SCORES FROM 2021-22 TO 2022-23**

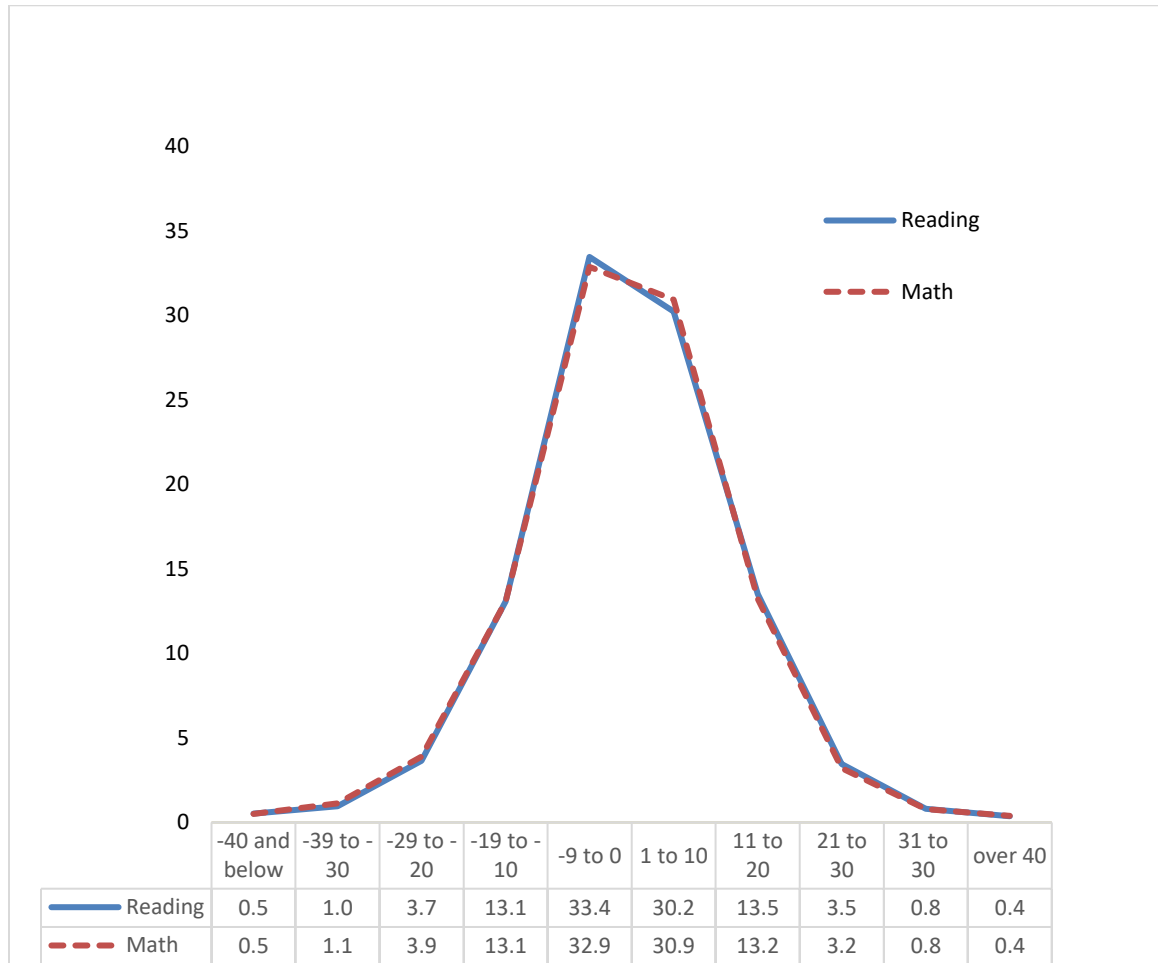
##### **Test score gains for FES students**

Test score gains for FES students are calculated as required by the 2023 Florida Statutes, s. 1002.395(9)(f). Gain scores can be interpreted as changes in normal curve equivalent scores for program participants from 2021-22 to 2022-23 since test scores in both years are measured in terms of normal curve equivalent scores. We should note that this analysis is vulnerable to ceiling effects (where students whose scores were high in 2021-22 cannot gain much more) and floor effects (where students whose scores were low in 2021-22 cannot lose much more ground). Ceiling and floor effects were of less concern for students whose initial score falls in the middle portions of the initial test score distributions, which was the case for the majority of students participating in the FES Scholarship Program.

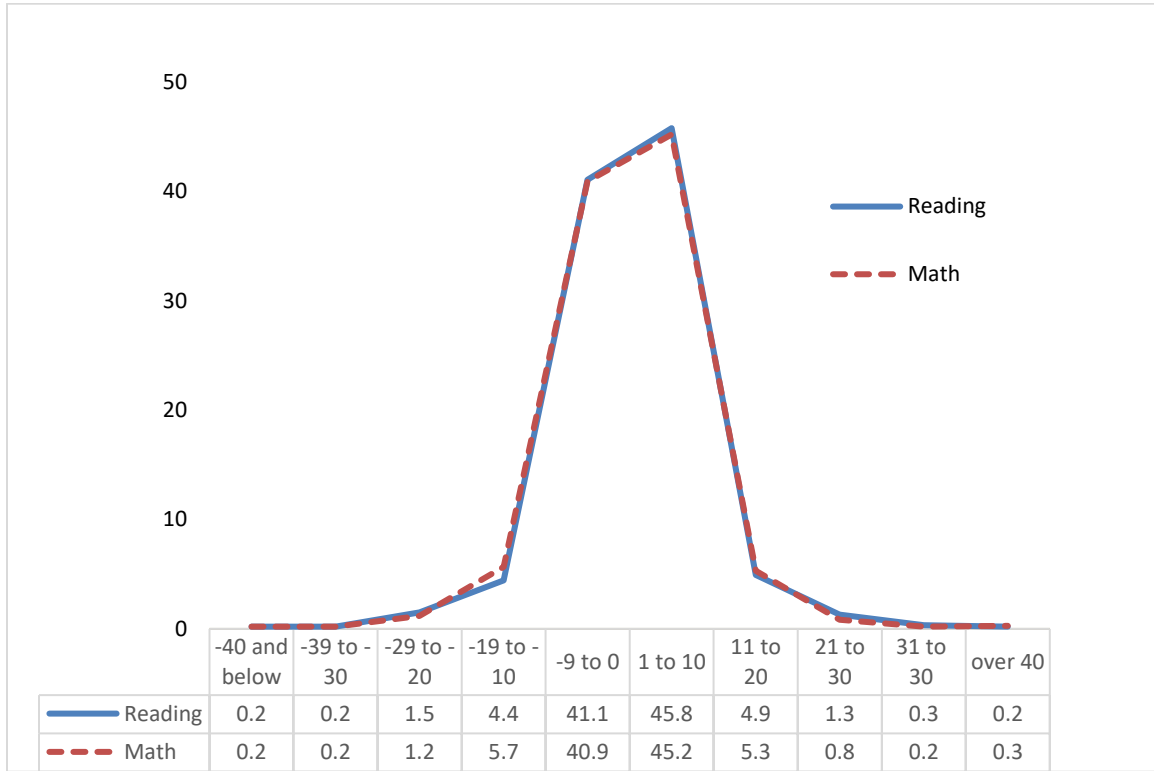
Gain scores were calculated for 21,629 FES students with legible reading scores and 21,633 FES students with legible math scores in both 2021-22 and 2022-23. Figure 3 presents the basic distribution of reading and math gain scores of FES students participating in the program in 2022-23. While most of the students were in the middle of the gain score distributions, considerable variation in the individual student gain scores was observed. The mean gain score for FES students was -0.1 normal curve equivalent in reading and -0.2 normal curve equivalent in math. This means that the typical FES student tended to approximately maintain his or her relative position in comparison with others nationwide. It is important to note that these national comparisons pertain to all students nationally, and not just students

from low-income families. However, we cannot make any claims about whether the gain scores of FES students would have been higher or lower if they were compared against only students from low-income families nationally.

**Figure 3: Distribution of test score gains for FES students, 2021-22 to 2022-23**



**Figure 4: Distribution of school average gains for FES students, 2021-22 to 2022-23**



**School-level differences in average gain scores, 2021-22 to 2022-23**

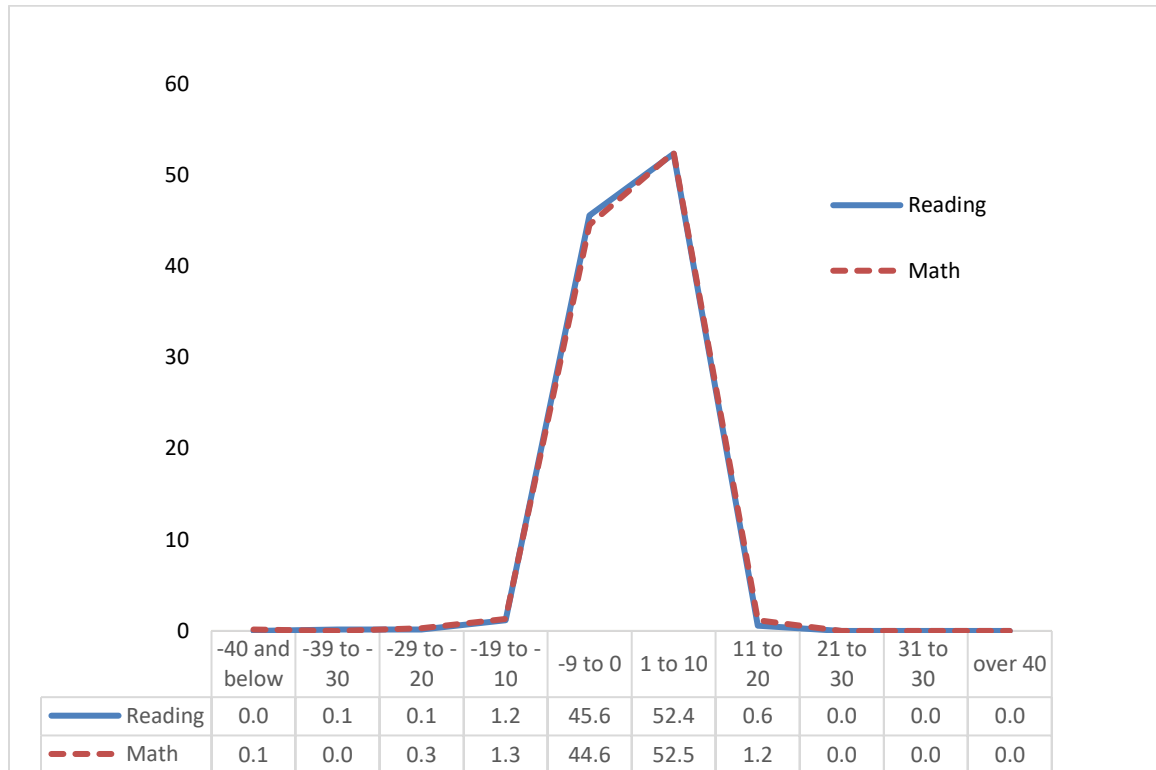
We calculated average gain scores from 2021-22 to 2022-23 at the school level as well. Individual level variation in the gain scores examined in the preceding section was composed of both individual and school level differences. By using gain scores aggregated to the school level, we examined the variation in gain scores across schools.

Figure 4 presents the basic distribution of school average reading and math gain scores for FES students participating in the program in 2022-223. The average gain scores were concentrated in the middle of the distribution. Of the average gain scores, 86.9 percent of the schools had an average gain score in reading between -10



to 10 points. In math, gain scores were also concentrated in the middle of the distribution with 86.1 % between -10 to 10 points.

**Figure 5: Distribution of school average gains for FES students, 2021-22 to 2022-23, schools with 10+ gain scores**



It is important to note that observed between-school variation in Figure 4 doesn't reflect "true" school-level differences since random fluctuations or "noise" in individual test scores is still manifested as part of the school-level average gain scores. The degree to which school-average gains reflect "true" school effects increases as the number of students in the school increases. For example, when we looked at the same distribution only including schools with 10 or more FES students, the distribution of school-average gains became more compressed. As can be seen in Figure 5, 98.0 percent of school average gains in reading and 97.1 percent of school average gains in math were between -10 to 10 points. In Figure 4, these numbers were 86.9 percent

and 86.1 percent, correspondingly. These findings suggest that there was a non-trivial contribution of random fluctuations to the between-school variability observed in Figure 4.

### **Individual school average gain scores, 2021-22 to 2022-23**

We calculated average gain scores for schools with 30 or more participating students as required by the relevant Florida statutes. It is important to note that average gain scores are not a definitive measure of a school's performance. They only serve as one among many other indicators of a school's performance.

The average gain score for a school in a single year can be an extremely noisy measure of a school's contribution to student test scores. As discussed in the previous section, this measure is less reliable for schools where a small number of students contribute to the average school gain score. As the number of students gets smaller in a given school, the likelihood of random fluctuations dominating the average gain score increases. Examining average gain scores only for schools with 30 or more participating students increases the likelihood of getting a more precise measure of average gain scores of individual schools.

Average gain scores for the 211 schools that submitted valid test scores for 30 or more students between 2021-22, and 2022-23 are reported in the Appendix. Gain scores are reported for reading, math, and combined reading and math (by averaging schools' average reading and math scores). When interpreting gain scores, one should keep in mind that an average gain score of zero means that, on average, students in that school are maintaining their position relative to the national distribution.

## **5. ATTRIBUTES OF NEW PROGRAM PARTICIPANTS IN 2022-23**

We examined attributes of new FES students in 2022-23 in order to see whether they were systematically different from eligible non-participant students before participating in the FES Program in 2022-23.

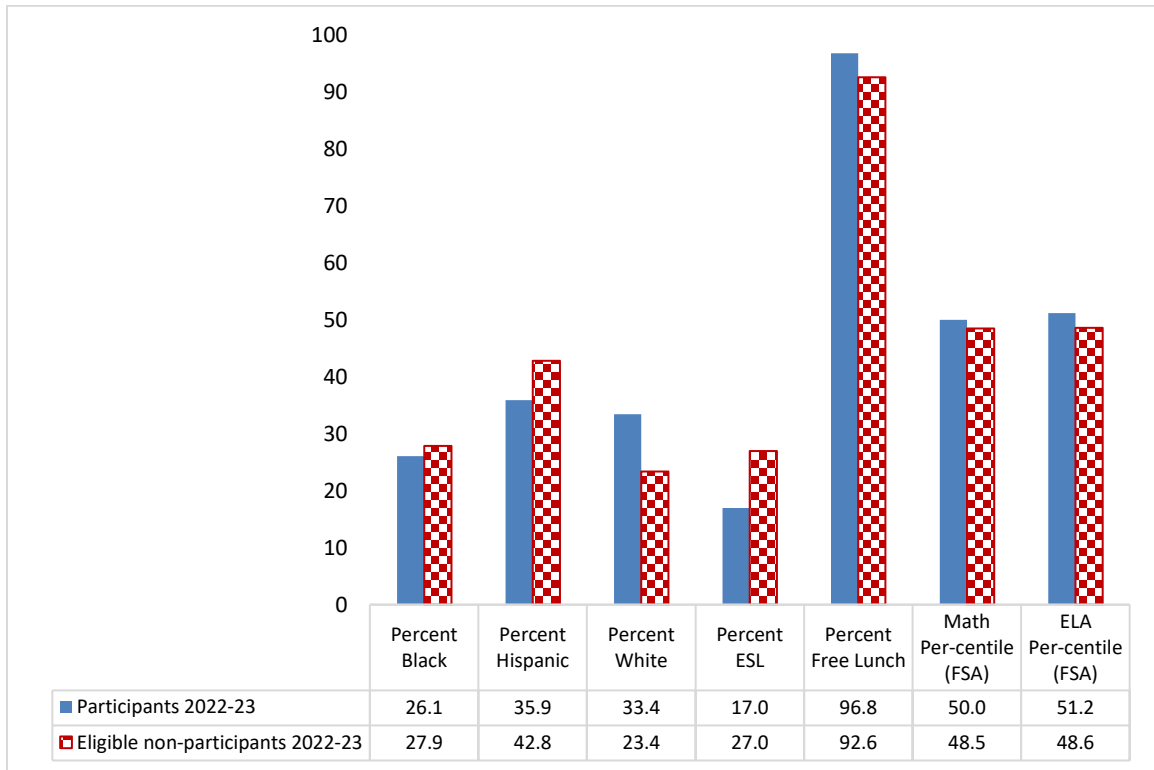
In order to make plausible comparisons among students who spent the 2021-22 academic year in Florida public schools, we compared students who entered the FES Scholarship Program in 2022-23 to subsidized school meal eligible students who did not enter the program in that year but stayed free or reduced-price lunch eligible in 2022-23. We excluded students with disabilities who could participate in the McKay Scholarship Program. We limited the analysis to students who had taken either a reading or math test in public school in 2021-22. We also restricted analysis to students who would be in grade 10 or below in 2022-23. With these criteria, we compared 3,950 new students in the FES Scholarship Program in 2022-23 to 752,779 students who remained in the public schools and continued on subsidized school lunches in 2022-23. We used FDOE records for these comparisons.

### **Comparison of characteristics of new FES students and non-participant students**

In the 2022-23 academic year, newly enrolled students in the FES program were more likely to be White and less likely to be Hispanic or Black compared to eligible students who did not participate, as illustrated in Figure 6. These new participants were also slightly less likely to be English Language Learners (ELL) than their non-participating counterparts. Regarding socio-economic status, both new and non-participating FES students were eligible for subsidized lunch; however, a higher

proportion of new FES students qualified for free lunch (96.8%) compared to eligible non-participants (92.6%). Academically, students newly enrolled in the FES program demonstrated slightly higher achievement in math and English Language Arts (ELA) prior to joining the program than those who were eligible but did not enroll.

**Figure 6: Comparison of prior year characteristics of new FES students to “income eligible” non-participants, 2022-23**

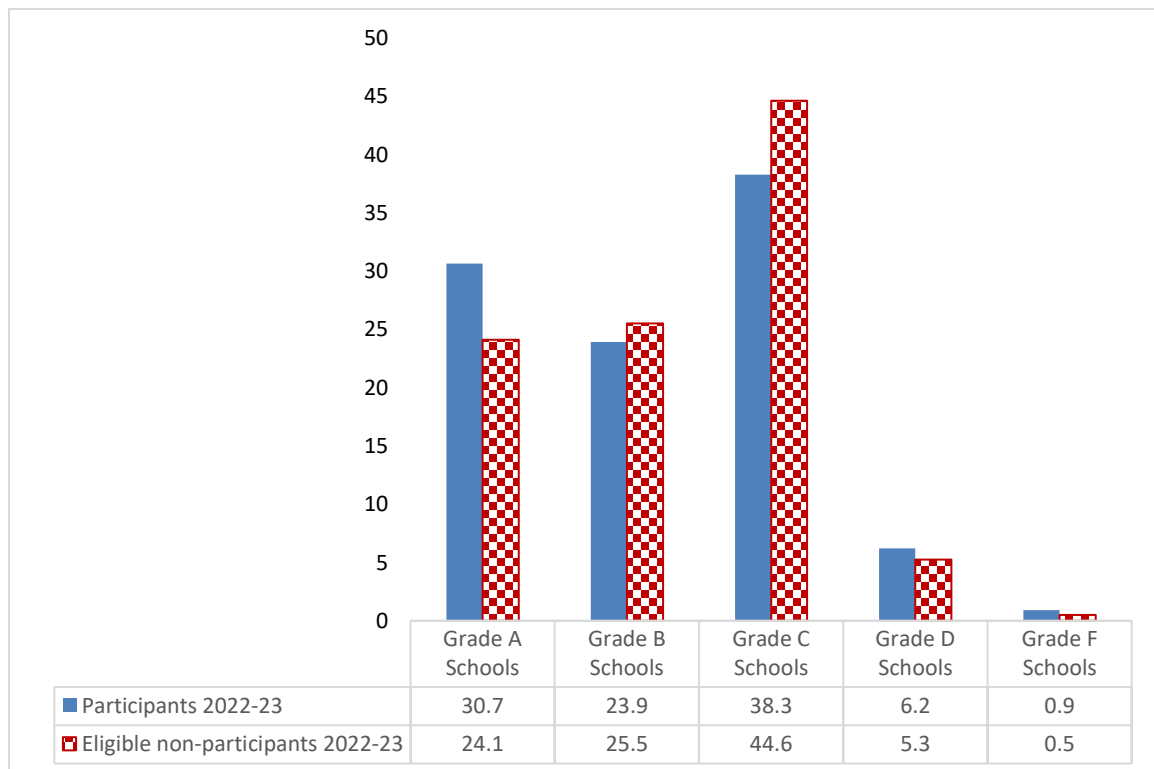


**Comparison of new FES students and non-participant students in terms of performance of their schools in 2021-22**

In Florida, each public school is assigned a school grade (A-F) based on student performance. We compared new FES students and eligible non-participant students in terms of the performance of the schools that they attended in the 2021-22 school year. We use the school grades from the 2021-22 school year. We observed that the percentage of new FES students who came from high performing public schools is

higher than the percentage of eligible non-participant students. On a scale of A-F, with A being the highest performing schools, 30.7 percent of new FES students were in schools graded "A," before attending a school in the FES Program, while 24.1 percent of eligible non-participant students were in schools graded "A" in the 2021-22 school year. At the other end of the spectrum, 7.1 percent of new FES students were in schools graded "D" or "F", as compared with 5.8 percent of eligible non-participant students who were in schools graded "D" or "F" (see Figure 7).

**Figure 7: Comparison of the share of new FES participants by the performance of their previously attended public school to eligible non-participants**

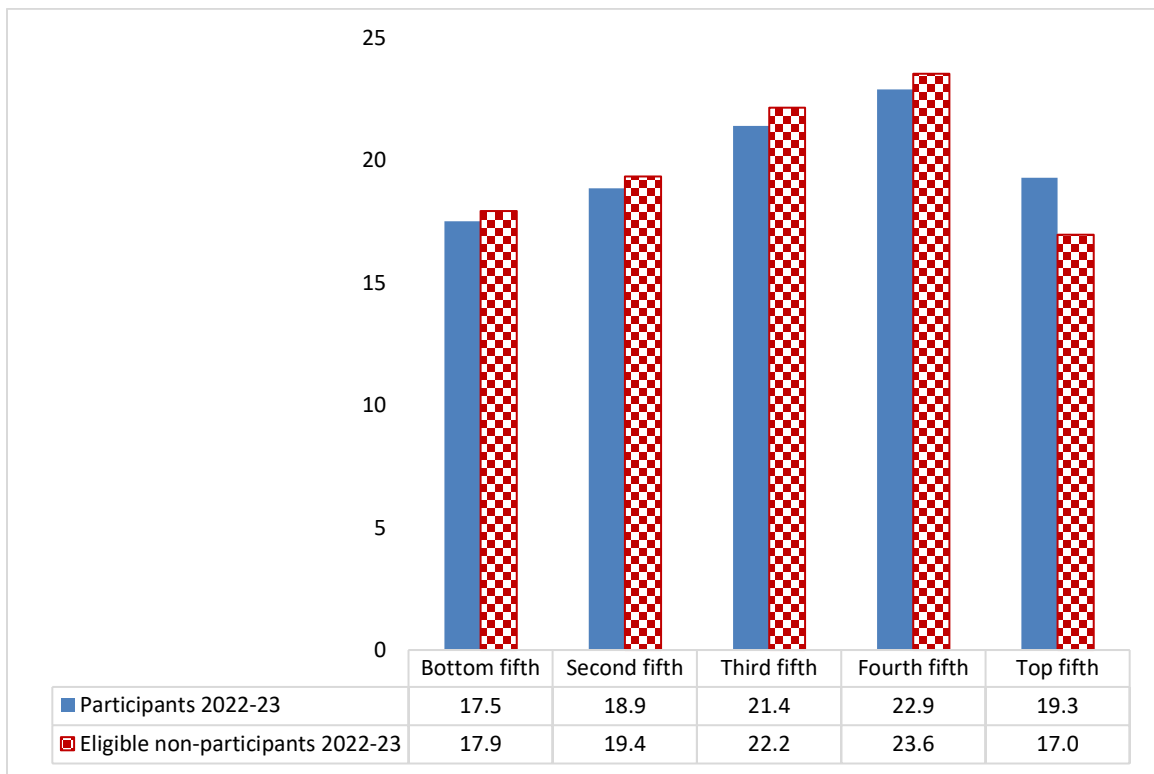


**Comparison of new FES students and non-participant students within their schools in terms of performance in 2021-22**

We also examined new FES students' performance relative to eligible non-participant students in their own schools before entering the FES Program. The

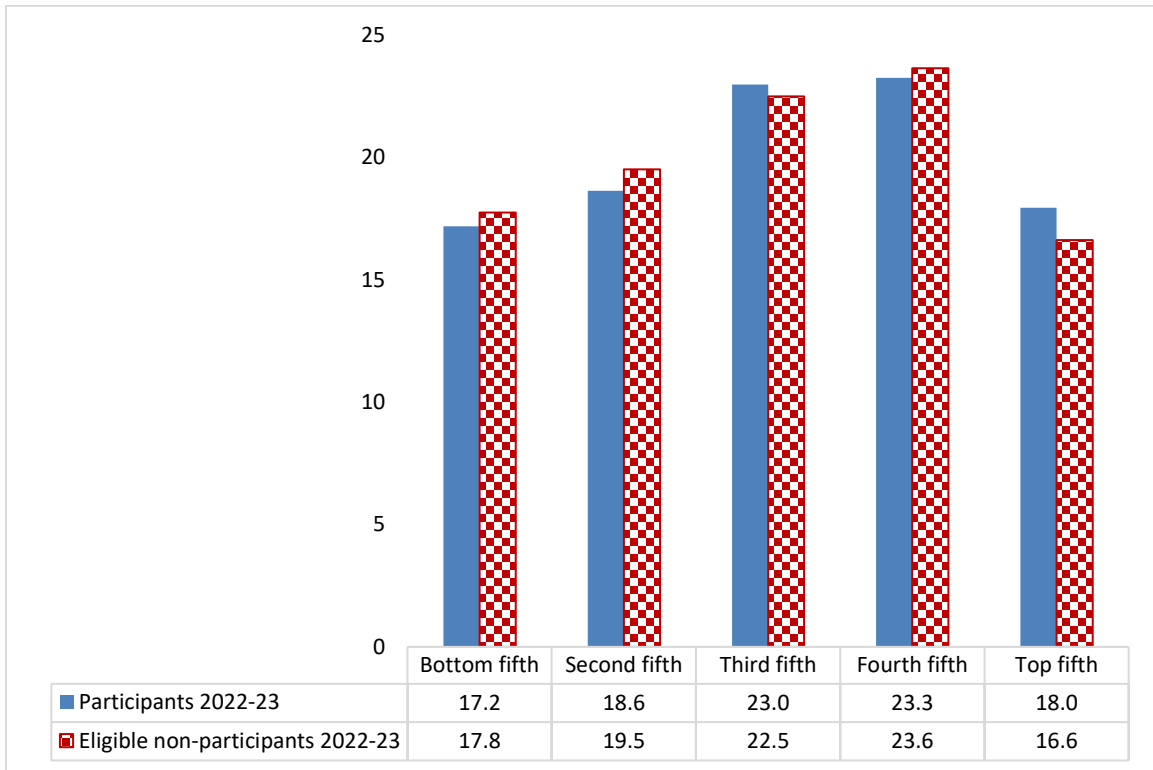
percentage of new FES students in the bottom fifth of their prior public school's ELA FSA test score distribution was lower (17.5 percent) than non-participating students (17.9 percent) (see Figure 8). At the top fifth of the distribution, the percentage of new FES students was higher (19.3 percent) compared to non-participating students (17.0 percent).

**Figure 8: Comparison by quintile of new FES students in 2022-23 to eligible non-participant students on school ELA FSA score distribution**



For the math FSA test score distribution, 17.2 percent of new FES students were in the bottom fifth of their prior public school's math distribution, while 17.8 percent of non-participating eligible students were in the bottom fifth of the distribution. At the top of the math test score distribution, 18.0 percent of new FES students were in the top fifth of the distribution, as compared with 16.6 percent of eligible non-participating students in the top fifth of the distribution (see Figure 9).

**Figure 9: Comparison by quintile of new FES students in 2022-23 to eligible non-participant students on school Math FSA score distribution**



Findings regarding the attributes of new program participants suggest that new FES students in 2022-23—compared to subsidized lunch eligible, non-participant students—were relatively higher-performing prior to entering the FES Program. Moreover, they were more likely to come from high performing public schools and more likely to be high performing students in their prior public schools before attending the program.

## **6. PERFORMANCE OF PROGRAM PARTICIPANTS WHO RETURN TO FLORIDA PUBLIC SCHOOLS**

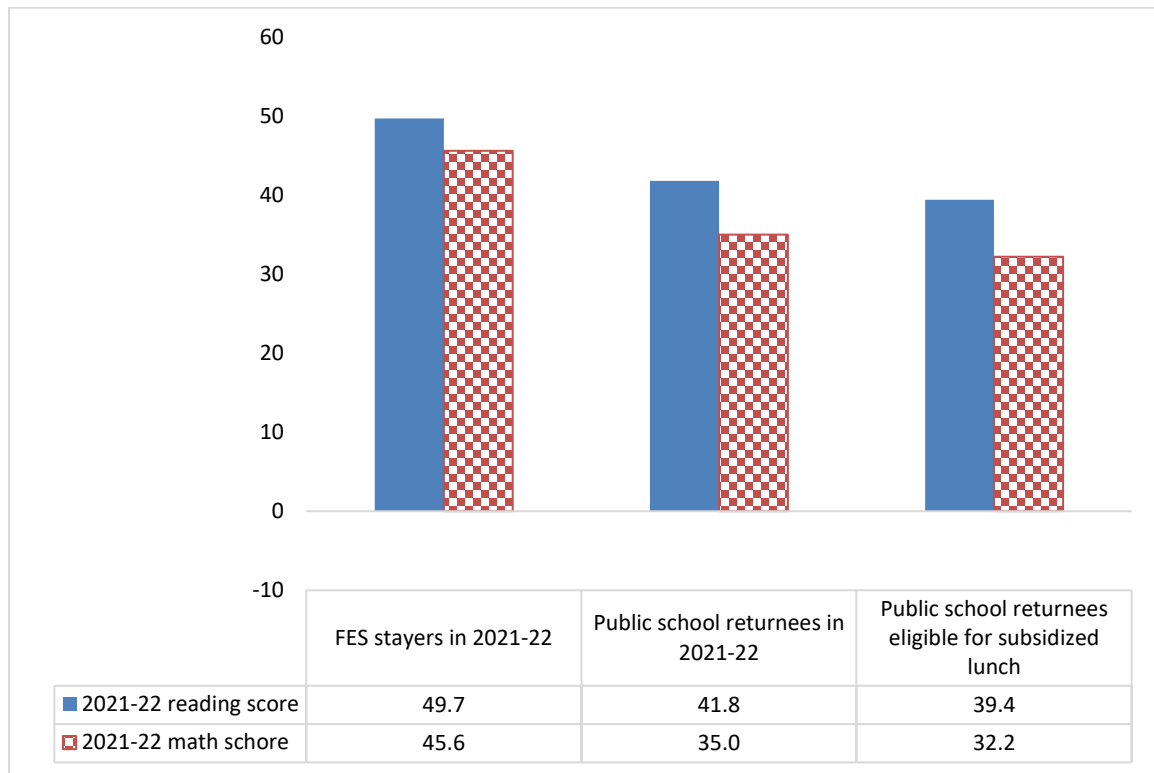
In this section, we compared FES students who returned to public schools in 2022-23 after participating in the FES Program to those who remained in the FES Program in 2022-23. We also compared program returnees to Florida public school students who never left the public schools. It is important to note that one cannot make any causal claims about the effects of participation in the FES Program based on these comparisons, as there are likely factors beyond FES participation that may influence students' performance. These comparisons only provide additional insights about the performance of the students who participate in the FES Program.

### **Comparison of 21-22 performance of public-school returnees and FES stayers in 2022-23**

We first compared FES students who returned to the public school system in Florida in 2022-23 to those who remained in private schools under the FES Program in terms of their national norm-referenced test performance in 2021-22. The typical student who left the program scored at the 41.8<sup>th</sup> normal curve equivalent in reading and 35.0<sup>th</sup> normal curve equivalent in math in 2021-22, while the typical FES student who remained in the program in 2021-22 scored at the 49.7<sup>th</sup> normal curve equivalent in reading and the 45.6<sup>th</sup> normal curve equivalent in math (See Figure 10).



**Figure 10: 2021-22 test score performance of students remaining in the FES Program in 2022-23 versus those who left the program**



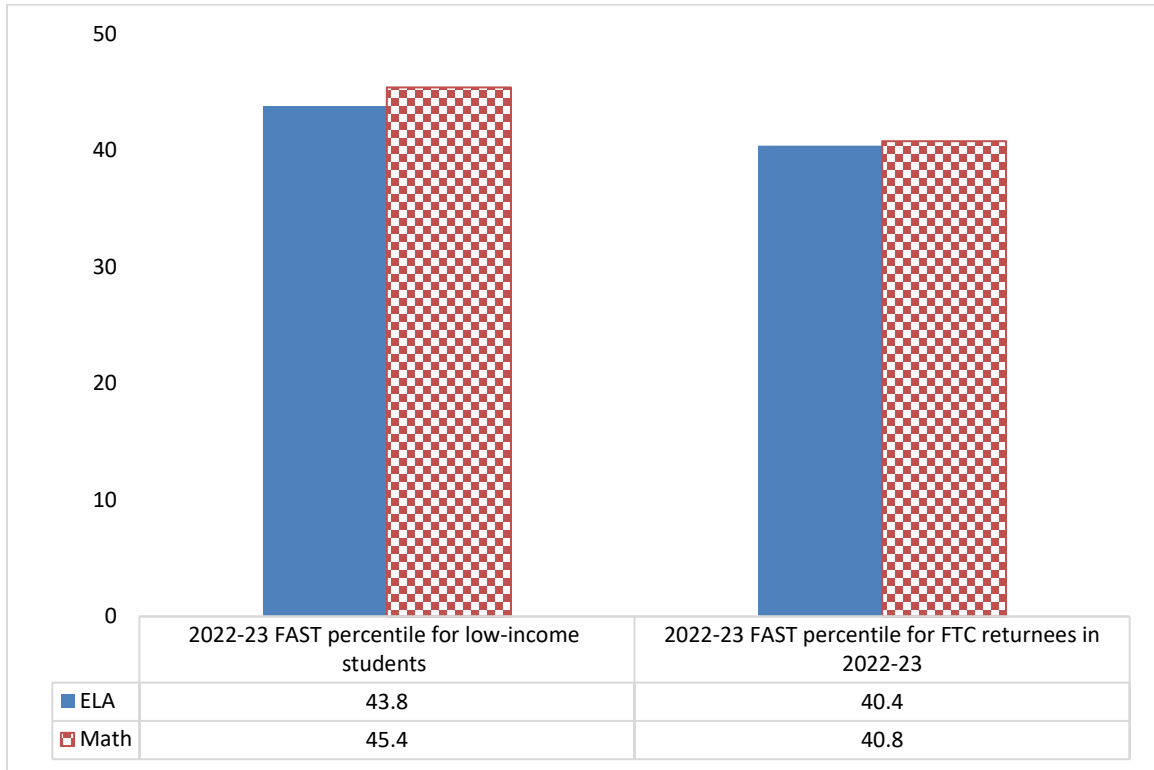
This finding may underestimate the difference between these two groups, since all students who remained in the FES Program were still income-eligible to participate while some students who left the program may not have met eligibility criteria anymore in 2021-22. In order to have more comparable groups in terms of income range, we limited the public school returnees to those participating in the National School Lunch Program in 2022-23. We found that the average returnee who is free/reduced lunch eligible in 2022-23 scored at the 39.4<sup>th</sup> normal curve equivalent in reading and scored at the 32.2<sup>nd</sup> normal curve equivalent in math in 2021-22, which was lower than the average performance of all returnees.

These findings suggest that higher-performing public school students are more likely to leave public schools to attend a private school under the FES Program. Additionally, FES students who struggle in private schools are somewhat more likely to return to the public schools.

**Comparison of 2022-23 FAST performance of public-school returnees and low-income public school students**

Next, we compared the performance of FES students who returned to the public schools to the performance of subsidized meal-eligible public-school students who never participated in the FES Program. As can be seen in Figure 11, FES Program participants who return to the public schools have a slightly lower performance in ELA (40.4<sup>th</sup> percentile) and math (40.8<sup>th</sup> percentile) compared to other subsidized meal recipients who never participated in the FES Program (43.8<sup>th</sup> percentile for EAL and 45.4<sup>th</sup> for math).

**Figure 11: 2022-23 FAST performance of FTC returning to low-income public school students in Florida**



As we mentioned before, based on these comparisons we cannot make any claims about the effects of participation in the FES Program since evidence suggests that FES students who returned to the public schools in 2022-23 and public school students who never participated in the FES Program represent two different populations of students. Findings indicated that highly performing public school students are more likely to participate in the program in the first place. Moreover, FES students who return to public schools tend to be those who are performing worse than the average FES student. Based on these observations, we cannot associate performance of FES returnees with possible negative effects of the FES Program on participating students.

## **7. CONCLUSION**

This report shares findings on the compliance and performance of private schools that participated in the Family Empowerment Scholarship for Educational Options (FES) program in 2022-23. Compliance with program testing requirements was high in 2021-22. Private schools reported test scores for 93.8 percent of program participants in grades 3-10.

FES students scored at the 49.97<sup>th</sup> normal curve equivalent in reading and the 46.3<sup>rd</sup> normal curve equivalent in math in 2022-23. In terms of gains in math and reading from 2021-22 to 2022-23, the typical FES student tended to maintain their relative position in comparison with all students nationally both in math and reading. It is important to note that these comparisons pertain to all students nationally, and not just students from low-income families. However, we cannot make any causal claims about whether gain scores of FES students would have been higher or lower if they were compared against only students from low-income families nationally.

Higher-performing public school students eligible for the FES Program were more likely to attend a private school under the FES Program and FES students who struggle in these schools were more likely to return to the public schools. FES students who returned to the public schools in Florida had substantially lower test scores than other subsidized meal-eligible public-school students who never participated in the FES Program. However, based on the available evidence, poor performance of FES returnees cannot be attributed to any possible negative effects of the FES Program on participating students, given selection of students out of the FES Program.

## APPENDIX

*Appendix Table: Average gain scores in 2022-23 for schools with 30 or more students with gain scores in 2022-23.*

Notes: Cells report average gain scores.

**These school-level gain scores are not intended to be a comprehensive analysis of school performance.**

As noted in the main body of this report, average gain scores are not a definitive measure of a school's performance. They only serve as one among many other indicators of a school's performance. The average gain score for a school in a single year can be an extremely noisy measure of a school's contribution to student test scores. This measure is less reliable for schools where a small number of students contribute to the average school gain score. As the number of students gets smaller in a given school, the likelihood of random fluctuations dominating the average gain score increases. When interpreting gain scores, one should keep in mind that an average gain score of zero means that, on average, students in that school are maintaining their position in the national distribution. It doesn't mean that students in that school are not gaining.

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2022-23	
		MATH	READING	MATH	READING
ABUNDANT LIFE CHRISTIAN ACADEMY	MARGATE	68	68	-1.16	1.84
ACADEMY PREP CENTER OF LAKE LAND	LAKE LAND	42	42	4.00	0.81
ACADEMY PREP CENTER OF ST. PETERSBURG	ST. PETERSBURG	64	64	1.78	1.60
ACADEMY PREP CENTER OF TAMPA INC.	TAMPA	33	33	-2.06	-1.44
ADMIRAL FARRAGUT ACADEMY	SAINT PETERSBURG	31	33	7.29	-0.38
ALETHEIA CHRISTIAN ACADEMY	PENSACOLA	41	41	-2.18	-0.97
ALL SAINTS CATHOLIC SCHOOL	SUNRISE	30	30	4.27	1.35
AMERICAN YOUTH ACADEMY INC.	TAMPA	118	118	0.36	0.99
ANNUNCIATION CATHOLIC SCHOOL	MIDDLEBURG	38	38	3.28	1.33
APOPKA CHRISTIAN ACADEMY- WEST CAMPUS	APOPKA	58	58	1.08	3.47
ARCHBISHOP EDWARD A. MCCARTHY HIGH SCHOOL	SOUTHWEST RANCHES	78	78	-3.67	-0.43
ATLANTIC CHRISTIAN ACADEMY OF THE PALM BEAC	WEST PALM BEACH	101	100	-0.41	3.00
BEACHES CHAPEL SCHOOL	NEPTUNE BEACH	34	34	0.12	0.42
BEREAN CHRISTIAN SCHOOL	WEST PALM BEACH	45	46	-0.62	3.00
BETH JACOB HIGH SCHOOL INC.	NORTH MIAMI BEACH	63	63	-6.09	-2.36
BISHOP JOHN J. SNYDER HIGH SCHOOL	JACKSONVILLE	35	35	-7.04	-10.97
BISHOP KENNY HIGH SCHOOL	JACKSONVILLE	83	83	-7.29	-5.89
BISHOP MOORE CATHOLIC HIGH SCHOOL	ORLANDO	73	72	-6.99	-7.43
BLESSED TRINITY	OCALA	44	44	0.41	-4.82
BOCA RATON CHRISTIAN SCHOOL	BOCA RATON	57	57	-2.88	-6.77
BRADENTON CHRISTIAN SCHOOL	BRADENTON	57	57	0.45	0.68
CALVARY CHAPEL ACADEMY	WEST MELBOURNE	75	78	-0.97	-1.75
CALVARY CHRISTIAN ACADEMY	PORT ST LUCIE	47	47	1.37	-0.46
CALVARY CHRISTIAN ACADEMY	ORMOND BEACH	71	71	2.87	2.14

*Appendix continued*

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2022-23	
		MATH	READING	MATH	READING
CALVARY CHRISTIAN ACADEMY	FT LAUDERDALE	98	97	-3.99	-6.08
CALVARY CHRISTIAN ACADEMY HOLLYWOOD	HOLLYWOOD	40	40	1.99	1.75
CALVARY CHRISTIAN HIGH SCHOOL	CLEARWATER	33	33	-0.74	-0.35
CALVARY CITY CHRISTIAN ACADEMY PRESCHOOL	ORLANDO	35	35	1.87	1.53
CARDINAL GIBBONS HIGH SCHOOL	FORT LAUDERDALE	41	41	-2.16	-3.69
CEDAR CREEK CHRISTIAN SCHOOL	JACKSONVILLE	41	41	2.10	2.52
CENTRAL BAPTIST CHRISTIAN SCHOOL	BRANDON	50	50	1.82	1.48
CENTRAL FLORIDA CHRISTIAN ACADEMY	ORLANDO	49	49	-0.04	-0.51
CENTRAL POINTE CHRISTIAN ACADEMY	KISSIMMEE	41	41	-4.32	0.49
CENTRAL POINTE CHRISTIAN ACADEMY POINCIANA	KISSIMMEE	48	48	0.17	-1.56
CHAMINADE-MADONNA COLLEGE PREPARATORY	HOLLYWOOD	37	37	-1.09	-2.62
CHRIST THE KING CATHOLIC	JACKSONVILLE	43	43	2.55	3.50
CHRISTOPHER COLUMBUS HIGH SCHOOL	MIAMI	66	66	6.07	3.11
CITY OF LIFE CHRISTIAN ACADEMY	KISSIMMEE	57	58	2.19	4.47
CLEWISTON CHRISTIAN SCHOOL	CLEWISTON	33	32	-8.17	-3.85
COMMUNITY CHRISTIAN SCHOOL	BRADENTON	33	33	0.85	3.06
COMMUNITY CHRISTIAN SCHOOL	TALLAHASSEE	51	51	-1.01	-3.59
COUNTRYSIDE CHRISTIAN SCHOOL	GAINESVILLE	30	30	1.07	-2.20
DAYTONA BEACH CHRISTIAN ACADEMY	DAYTONA BEACH	39	39	-5.28	1.24
DIVINE SAVIOR LUTHERAN ACADEMY	DORAL	56	56	-1.19	-0.16
DIXON SCHOOL OF ARTS AND SCIENCES	PENSACOLA	33	33	0.47	2.10
EAGLE'S VIEW ACADEMY	JACKSONVILLE	37	37	0.65	0.96
EAST HILL CHRISTIAN SCHOOL	PENSACOLA	52	52	-0.97	-2.22
EDISON PRIVATE SCHOOL	HIALEAH	37	37	-0.48	-0.51
ELITE PREPARATORY ACADEMY	ORLANDO	37	37	2.74	5.16
FAITH CHRISTIAN ACADEMY	ORLANDO	65	65	-1.79	-1.53
FAMILY CHRISTIAN CENTER SCHOOL - CLERMONT	CLERMONT	41	37	-3.46	-5.17
FIRST ACADEMY-LEESBURG	LEESBURG	47	47	2.28	-0.21
FIRST ASSEMBLY CHRISTIAN SCHOOL DAYCARE	OCALA	61	61	1.03	2.10
FIRST BAPTIST ACADEMY	HOLLYWOOD FL	32	32	-1.96	0.85
FIRST BAPTIST ACADEMY	NAPLES	54	54	-3.53	-0.22
FIRST BAPTIST CHRISTIAN ACADEMY	BUNNELL	39	39	3.04	-0.13
FIRST CHRISTIAN ACADEMY	HIGH SPRINGS	48	48	4.04	3.66
FLORIDA CHRISTIAN SCHOOL	MIAMI	70	71	-1.55	6.62
FLORIDA COLLEGE	TAMPA	54	54	1.53	-2.57
FOREST LAKE EDUCATION CENTER	LONGWOOD	67	67	2.17	-2.67
FOUNDATION ACADEMY	JACKSONVILLE	31	30	6.62	2.37
FOUNDATION CHRISTIAN ACADEMY	VALRICO	58	58	1.82	-0.35
GLADES DAY SCHOOL	BELLE GLADE	44	44	0.56	0.65
GRACE CHRISTIAN SCHOOL	VALRICO	69	68	-0.95	1.09
GREATER OASIS CHRISTIAN ACADEMY	ORLANDO	31	31	5.04	-1.20
HAMPDEN DUBOSE ACADEMY	ZELLWOOD	40	40	-0.05	0.34
HARVEST COMMUNITY SCHOOL	JACKSONVILLE	32	34	3.11	5.24

*Appendix continued*

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2022-23	
		MATH	READING	MATH	READING
HEARTLAND CHRISTIAN SCHOOL	SEBRING	49	49	-4.55	-5.33
HEBREW ACADEMY COMMUNITY SCHOOL	MARGATE	57	57	-4.09	-5.15
HERITAGE CHRISTIAN SCHOOL	KISSIMMEE	74	73	-0.60	0.63
HERITAGE PREPARATORY SCHOOL	ORLANDO	38	38	-0.25	0.97
HERNANDO CHRISTIAN ACADEMY	BROOKSVILLE	38	38	2.66	-0.06
HIFZ ACADEMY	TAMPA	68	68	3.52	1.99
HIGHLANDS CHRISTIAN ACADEMY	POMPANO BEACH	54	54	3.19	1.39
HILLSBOROUGH BAPTIST SCHOOL	SEFFNER	31	31	0.65	-2.96
HOLY REDEEMER CATHOLIC SCHOOL	KISSIMMEE	58	58	-0.20	-2.65
HOPE CHRISTIAN ACADEMY	STARKE	33	31	-6.28	-1.81
HOREB CHRISTIAN SCHOOL	HIALEAH	46	46	-5.89	1.99
IBN SEENA ACADEMY	ORLANDO	40	40	1.38	-0.17
ICON PREPARATORY SCHOOL	TAMPA	79	79	2.15	-2.00
INDIAN ROCKS CHRISTIAN SCHOOL	LARGO	51	51	-0.28	1.07
INDIVIDUAL EDUCATION PLAN ACADEMY POINC. NO	KISSIMMEE	41	41	-0.19	-8.22
INDIVIDUAL EDUCATION PLAN ACADEMY POINCIANA	KISSIMMEE	42	43	-0.60	5.14
JEWISH SCHOOL OF MIAMI	HOLLYWOOD	41	40	-4.65	-2.00
JUPITER CHRISTIAN SCHOOL	JUPITER	42	42	2.48	-2.36
KATZ HILLEL DAY SCHOOL OF BOCA RATON	BOCA RATON	48	47	1.13	-1.21
KATZ YESHIVA HIGH SCHOOL OF S. FLA	BOCA RATON	36	36	-1.59	1.33
KESWICK CHRISTIAN SCHOOL	SAINT PETERSBURG	39	39	2.31	3.05
KLURMAN/LUBAVITCH	MIAMI BEACH	41	41	-15.34	-6.52
L.E.A.D. ACADEMY CLASSICAL SCHOOL INC.	PACE	58	58	-3.66	-4.89
LA PROGRESIVA PRESBYTERIAN SCHOOL INC.	MIAMI	46	46	-4.87	0.00
LAKE WORTH CHRISTIAN SCHOOL SOCIETY INC.	BOYNTON BEACH	53	53	-1.29	0.07
LAKELAND CHRISTIAN SCHOOL	LAKELAND	47	47	-4.06	-2.06
LIBERTY CHRISTIAN PREPARATORY SCHOOL	TAVARES	44	44	-2.31	1.15
LIFE ASSEMBLY OF GOD LIFE ACADEMY	KISSIMMEE	36	36	-1.89	-1.57
LUBAVITCH EDUCATIONAL CENTER INC.	MIAMI	171	171	-13.92	-9.86
MAIMONIDES SHALOM/BRAUSER ACADEMY	FT. LAUDERDALE	50	50	1.66	-2.64
MIAMI CHRISTIAN	MIAMI	32	29	-2.87	4.30
MIAMI UNION ACADEMY	NORTH MIAMI	30	30	2.37	4.02
MONSIGNOR EDWARD PACE HIGH SCHOOL	MIAMI GARDENS	54	54	-8.99	-4.50
MORNINGSIDE ACADEMY	PORT ST. LUCIE	53	53	-0.23	-0.58
MOTHER TERESA OF CALCUTTA CATHOLIC SCHOOL	LUTZ	33	33	-3.43	1.24
NATIVITY CATHOLIC SCHOOL	BRANDON	43	43	-0.39	-2.81
NATIVITY SCHOOL	HOLLYWOOD	60	60	0.66	0.19
NEW GENERATION CHRISTIAN MINISTRIES	LAKE CITY	43	43	2.26	3.86
NEW JERUSALEM CHRISTIAN ACADEMY	SEFFNER	30	30	3.32	-1.28
NORTH FLORIDA CHRISTIAN SCHOOL	TALLAHASSEE	37	37	-11.35	-3.57
NORTH TAMPA CHRISTIAN ACADEMY	WESLEY CHAPEL	33	33	-0.73	-3.89
NORTHSIDE CHRISTIAN ACADEMY	STARKE	32	32	0.17	-1.19
NORTHSIDE CHRISTIAN SCHOOL	ST PETERSBURG	34	34	0.72	-4.13

*Appendix continued*

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2022-23	
		MATH	READING	MATH	READING
NUR UL-ISLAM ACADEMY	COOPER CITY	49	49	4.17	0.54
OCALA CHRISTIAN ACADEMY	OCALA	88	88	4.34	-1.25
OLD PLANK CHRISTIAN ACADEMY	JACKSONVILLE	46	46	1.15	-4.22
ONE SCHOOL OF THE ARTS	LONGWOOD	52	52	-3.21	-0.82
ORLANDO CHRISTIAN PREP	ORLANDO	69	68	-2.70	0.11
OUR LADY OF LOURDES PARISH SCHOOL	MIAMI	64	64	2.71	2.35
OUR LADY OF THE HOLY ROSARY-ST RICHARD CATH	MIAMI	37	37	4.80	0.79
OUR LADY OF THE LAKES CATHOLIC SCHOOL	MIAMI LAKES	52	52	3.77	-1.12
OUR LADY QUEEN OF MARTYRS	FORT LAUDERDALE	31	31	4.06	-3.84
PARK AVENUE CHRISTIAN ACADEMY	TITUSVILLE	31	31	0.46	-3.26
PARKWAY CHRISTIAN ACADEMY	LAKELAND	35	35	1.33	1.05
PARSONS CHRISTIAN ACADEMY	JACKSONVILLE	47	47	0.83	-1.67
PENSACOLA CATHOLIC HIGH SCHOOL	PENSACOLA	43	43	-8.96	-5.68
PINE CASTLE CHRISTIAN ACADEMY	ORLANDO	40	40	0.54	0.30
POINT OF GRACE CHRISTIAN	PERRY	30	30	1.39	-3.50
POPE JOHN PAUL II HIGH SCHOOL	BOCA RATON	30	30	-7.15	-3.19
POTTER'S HOUSE ACADEMY	ORLANDO	32	32	-7.46	-4.90
PURPOSE ACADEMY	POMPANO BEACH	30	36	0.60	-1.66
QUEEN OF ALL SAINTS ACADEMY	BROOKSVILLE	34	35	-9.22	-2.92
RABBI ALEXANDER S. GROSS HEBREW ACADEMY	MIAMI BEACH	33	33	1.32	0.90
REAL LIFE CHRISTIAN ACADEMY	CLERMONT	52	52	-7.26	-6.69
REBORN CHRISTIAN ACADEMY	KISSIMMEE	36	36	2.58	0.10
REDEEMER CHRISTIAN SCHOOL	OCALA	39	39	2.26	0.58
REDEEMER LUTHERAN ELEM/MIDDLE SCHOOL	PENSACOLA	30	30	0.48	1.97
REDLAND CHRISTIAN ACADEMY INC.	HOMESTEAD	34	34	0.36	1.68
RESURRECTION CATHOLIC SCHOOL	LAKELAND	40	40	3.39	2.66
RHODORA J. DONAHUE ACADEMY	AVE MARIA	43	43	-0.76	-0.08
ROBERT F MUNROE DAY SCHOOL	HAVANA	64	62	1.91	-5.80
ROCKY BAYOU CHRISTIAN SCHOOL NFCEA	NICEVILLE	78	78	0.67	-1.92
SACRED HEART	JACKSONVILLE	39	39	4.35	0.65
SACRED HEART CATHEDRAL SCHOOL	PENSACOLA	32	32	-1.54	-1.60
SAINT AGATHA SCHOOL	MIAMI	34	34	2.90	3.08
SAINT ANASTASIA CATHOLIC SCHOOL	FORT PIERCE	52	52	-0.86	1.08
SAINT ANDREW CATHOLIC SCHOOL	ORLANDO	43	43	2.51	3.78
SAINT BONAVENTURE CATHOLIC SCHOOL	DAVIE	43	43	3.38	-0.59
SAINT BRENDAN ELEMENTARY SCHOOL	MIAMI	55	55	3.00	-0.28
SAINT BRENDAN HIGH SCHOOL	MIAMI	59	59	-1.34	-1.70
SAINT CHARLES BORROMEO PARISH SCHOOL	ORLANDO	39	39	-0.23	-1.27
SAINT COLEMAN SCHOOL	POMPANO BEACH	36	36	-2.57	0.85
SAINT FRANCIS XAVIER	FORT MYERS	36	36	-3.81	1.01
SAINT JAMES CATHOLIC SCHOOL	MIAMI	37	37	1.93	-0.22
SAINT JOHN LUTHERAN SCHOOL	OCALA	35	35	-5.81	0.46
SAINT JOHN THE EVANGELIST	PENSACOLA	40	40	-2.17	-1.27
SAINT JOHN VIANNEY SCHOOL	ORLANDO	37	37	-0.64	4.86



*Appendix continued*

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2022-23	
		MATH	READING	MATH	READING
SAINT JOSEPH CATHOLIC SCHOOL	WINTER HAVEN	52	52	3.15	-1.37
SAINT JOSEPH PARISH SCHOOL	TAMPA	32	32	-3.35	2.87
SAINT JOSEPH SCHOOL	JACKSONVILLE	53	53	3.38	0.21
SAINT JUDE CATHEDRAL SCHOOL	SAINT PETERSBURG	33	33	0.72	4.55
SAINT JUDE CATHOLIC SCHOOL	BOCA RATON	30	30	-3.45	-0.92
SAINT JULIANA CATHOLIC SCHOOL	WEST PALM BEACH	38	38	-0.98	-0.28
SAINT KEVIN CATHOLIC SCHOOL	MIAMI	39	39	1.98	0.61
SAINT LUKE CATHOLIC	PALM SPRINGS	48	48	-3.05	-0.97
SAINT MARY SCHOOL	FORT WALTON BEACH	55	55	2.27	0.75
SAINT MARYS CATHEDRAL	MIAMI	49	49	4.05	5.98
SAINT MICHAEL THE ARCHANGEL	MIAMI	39	39	3.71	0.28
SAINT PATRICK INTERPARISH SCHOOL	GAINESVILLE	38	38	-1.66	0.56
SAINT PAUL CATHOLIC	PENSACOLA	31	31	3.33	2.44
SAINT PAUL LUTHERAN SCHOOL	LAKELAND	38	38	-4.71	-3.48
SANTA ROSA CHRISTIAN SCHOOL	MILTON	62	62	-0.17	1.75
SARASOTA CHRISTIAN SCHOOL	SARASOTA	34	34	5.80	5.35
SCHECK HILLEL COMMUNITY SCHOOL INC.	NORTH MIAMI BEACH	41	41	0.23	-0.20
SEFFNER CHRISTIAN ACADEMY	SEFFNER	52	52	2.80	0.51
SEVEN RIVERS CHRISTIAN SCHOOL	LECANTO	46	46	-6.68	-4.59
SHALOM CHRISTIAN ACADEMY	DAVENPORT	30	30	-0.29	3.96
SHERIDAN HILLS CHRISTIAN SCHOOL	HOLLYWOOD	53	53	-1.54	0.13
SKYCREST CHRISTIAN SCHOOL	CLEARWATER	48	49	-0.49	-1.97
SONSHINE CHRISTIAN ACADEMY	FT MYERS	72	72	-0.78	0.12
SOUTHLAND CHRISTIAN SCHOOL	KISSIMMEE	56	56	0.04	1.22
SOUTHWEST FLORIDA CHRISTIAN ACADEMY	FORT MYERS	58	59	2.06	-2.20
ST. ANDREW CATHOLIC SCHOOL	CAPE CORAL	39	39	-4.58	-1.75
ST. CHARLES SCHOOL	PORT CHARLOTTE	34	34	0.81	3.41
ST. MARY MAGDALEN CATHOLIC SCHOOL	ALTAMONTE SPRINGS	46	46	-1.28	-1.92
ST. THOMAS AQUINAS SCHOOL	SAINT CLOUD	32	32	2.53	0.10
SUNLIGHT CHRISTIAN ACADEMY	PORT ST. LUCIE	31	31	0.67	-1.36
SYNERGY SCHOOL OF TOMORROW	FORT PIERCE	33	33	0.83	1.12
TAMPA CATHOLIC HIGH SCHOOL INC.	TAMPA	37	37	0.37	1.85
THE CLASSICAL ACADEMY OF SARASOTA	SARASOTA	58	58	-2.95	-1.72
THE CONRAD ACADEMY	ORLANDO	45	45	-0.33	3.05
THE COVENANT SCHOOL OF JACKSONVILLE INC	JACKSONVILLE	38	38	-0.13	-2.97
THE FIRST ACADEMY	ORLANDO	35	33	-4.89	-0.30
THE GENEVA SCHOOL UPPER	CASSELBERRY	33	33	-2.89	-0.34
THE MASTER'S ACADEMY	OVIEDO	31	31	-2.75	-2.54
THE POTTER'S HOUSE CHRISTIAN ACADEMY ELEM	JACKSONVILLE	31	31	4.01	1.66
THE ROCK SCHOOL	GAINESVILLE	71	71	1.17	-0.45
THE VINE CHRISTIAN ACADEMY	KISSIMMEE	52	52	-0.11	1.53
TORAH ACADEMY OF BOCA RATON	BOCA RATON	73	73	-3.06	-2.93

*Appendix continued*

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2022-23	
		MATH	READING	MATH	READING
TORAS EMES ACADEMY OF MIAMI	NORTH MIAMI BEACH	79	79	0.02	2.37
TRINITY CATHOLIC SCHOOL	TALLAHASSEE	43	43	0.61	4.55
TRINITY CHRISTIAN ACADEMY	LAKE WORTH	52	51	-5.31	0.96
TRINITY CHRISTIAN ACADEMY	DELTONA	82	82	2.44	-0.32
TRINITY CHRISTIAN ACADEMY	JACKSONVILLE	150	150	0.19	0.92
TURNING POINT CHRISTIAN ACADEMY	SAINT AUGUSTINE	31	31	-1.10	1.10
UNIVERSAL ACADEMY OF FLORIDA	TAMPA	111	111	1.91	-0.65
UNIVERSITY CHRISTIAN SCHOOL	JACKSONVILLE	61	61	0.80	-1.60
VENICE CHRISTIAN SCHOOL	VENICE	46	46	-2.05	-2.58
VICTORY CHRISTIAN ACADEMY	LAKELAND	70	70	2.63	0.96
WEST FLORIDA BAPTIST ACADEMY	MILTON	56	56	-0.30	1.09
WEST GATE CHRISTIAN SCHOOL	TAMPA	40	40	-1.36	-2.41
WESTMINSTER ACADEMY	FORT LAUDERDALE	38	38	-1.07	-1.34
WESTWOOD CHRISTIAN SCHOOL	MIAMI	43	41	-1.95	-1.86
YESHIVA ELEMENTARY	MIAMI BEACH	32	32	-1.90	0.52