

The Villages Charter School, Inc.

REVIEW & REPORT OF STUDENT ACADEMIC ACHIEVEMENT

SCHOOL YEAR 2024-2025



Presented to The Villages Charter School Board of Directors

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The Villages Charter School, Inc.
Review and Report of Student Academic Achievement
School Year 2024-2025 (SY25)

A. PURPOSES

As required by the State of Florida, and mandated under the federal *Elementary and Secondary Education Act (ESEA)*, the major purpose of this report is to provide evidence of the academic achievement of students enrolled at The Villages Charter School, Inc. (VCS) during school year 2024-2025 (SY25). Toward that end, scores from the *Star Early Literacy*, *Star Literacy*, *Star Math*, the *Florida Assessment of Student Thinking (FAST)*, the *ACT*, the *SAT*, *Advanced Placement (AP)* and *End of Course (EOC)* examinations were used to evaluate academic performance of students.

An additional purpose of this report is to provide profiles of VCS student performance compared to students of the surrounding DISTRICT (Sumter County) and the within the STATE of Florida. This information serves to provide perspective within a larger context.

Finally, VCS seeks to examine the performance of individuals within smaller settings. This generates information cogent to discussions about adequate yearly progress.

B. QUESTIONS

1. On average, how did SY25 Grades K-12 perform on standardized tests: in English/Language Arts (ELA), Mathematics Writing and Science compared to different VCS cohorts (SY18, SY19¹, SY21², SY22, SY23 and SY24³)?
 2. On average, how do SY25 VCS scores, Grades 3-12, compare to scores of counterparts in Sumter District and the State of Florida: ELA, Mathematics, Science and Social Studies?
 3. On SY25 FAST tests what percent of VCS students, Grades 3-12, demonstrated proficiency “on grade level”; *and* what proportion of students met the target of L3 or better?
 4. How does the FAST and EOC performance, Grades 3-12, compare to performance within Sumter District and the State of Florida?
 5. Given the SY25 performance on standardized instruments, how many individuals are characterized as *average*, and *below* or *above average* for the purpose of instructional planning?
- AND
7. How does the Advanced Placement performance compare to performance within Florida and the United States?

¹The Florida Department of Education (FL DOE) set new standards for all FSA, FCAT 2.0 & EOC exams for the 2019 SY.

²The Florida Department of Education (FL DOE) cancelled all state assessments during SY19-20.

³The Florida Department of Education (FL DOE) establish new scoring scales and cut scores for the SY23-24.

C. METHODOLOGY

1. Data Sources

VCS had approximately 4,040 students enrolled in Grades K through 12 during the current school year (SY25); data from student tests form the basis of this evaluation.

2. Instruments

a. Norm-referenced tests. These instruments determine the performance of students relative to national samples that are demographically similar. Scaled scores, continuous across grades within subject are from:

- Star Early Literacy, Star Literacy & Mathematics in Grades K, 1 and 2.
- Advanced Placement (AP) data for students in Grades 9-12.

b. Criterion-referenced tests. The FAST tests are aligned with the Florida content standards “Benchmarks for Excellent Student Thinking” (BEST). Developmental scaled scores, continuous across grades within subject, rate performance according to *expectations at assigned Grade* using:

- FAST English Language Arts (ELA) in Grades 3-10 & Mathematics in Grades 3-8
- BEST End of Course (EOC) exams are used for Algebra I, Geometry, Biology I, Civics and US History
- Statewide Science Assessment in Grades 5 and 8

3. Procedures

a. Data Collection. Student academic achievement scores were collected under strict *standardized*³ conditions as part of the regular statewide assessment procedure.

b. Data Analysis. The following analyses were made, graphically represented and discussed:

- SY25 mean scores (compared to multi-year average, VCS, District & State as available)
- Group and individual scores rated ‘average’ (‘below’ and/or ‘above’)
- Report Status on State and/or Federal Goals (i.e. % mean performance @ or above achievement level on NRT *and* % mean performance @ or above Level 3 on FAST/EOC)
- Compute percent of mean change from SY24 to SY25: VCS, District and State
- Compute percent of passing scores compared to available national averages
- List Recommendations based on achievement of Target Goals and Gains

D. OVERVIEW OF FINDINGS: Star Levels (K-2) and FAST Achievement Levels (3-10)

VCS	ELA	ELA	ELA	ELA	ELA	ELA	ELA	ELA
GRADE	#	%	# Requiring	%	# Basic	%	# Requiring	%
2025	TESTED	L 1 & 2	Remediation	L 3 & 4	Instruction	L 5	Enrichment	% L3 +
K	271	32%	88	37%	100	31%	83	68%
1	285	34%	97	45%	128	22%	63	67%
2	312	28%	88	57%	178	28%	87	72%
3	321	28%	91	50%	162	21%	68	72%
4	343	26%	90	57%	197	16%	56	74%
5	347	28%	97	57%	198	15%	52	72%
6	380	21%	78	54%	204	26%	98	79%
7	314	23%	72	58%	182	19%	60	77%
8	314	25%	78	52%	163	24%	73	75%
9	283	20%	56	62%	176	18%	51	80%
10	289	20%	58	53%	151	28%	80	80%
TOTALS	3459	26%	893	53%	1839	22%	771	76%

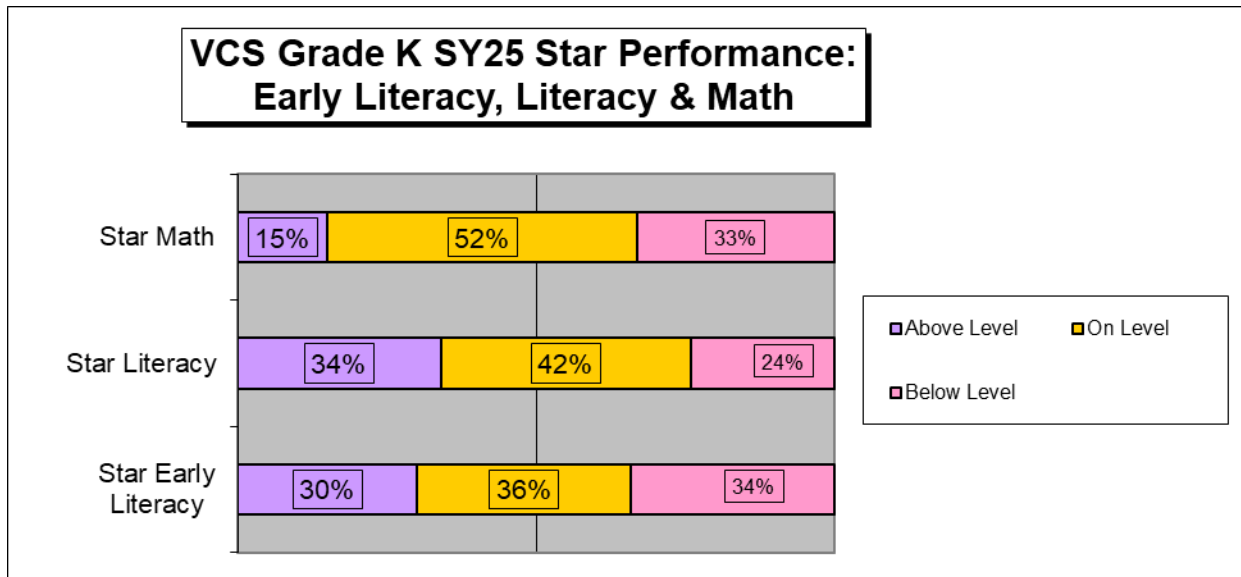
VCS	MATH	MATH	MATH	MATH	MATH	MATH	MATH	MATH
GRADE	#	%	# Requiring	%	# Basic	%	# Requiring	%
2025	TESTED	L 1 & 2	Remediation	L 3 & 4	Instruction	L 5	Enrichment	% L3 +
K	274	33%	90	52%	143	15%	41	67%
1	278	18%	50	50%	139	32%	89	82%
2	303	26%	79	51%	155	23%	70	74%
3	321	21%	68	58%	185	21%	68	79%
4	343	17%	58	66%	227	17%	58	83%
5	347	20%	70	57%	200	22%	77	80%
6	379	7%	27	54%	204	39%	148	93%
7	242	11%	26	47%	113	43%	103	89%
8	172	15%	25	52%	90	33%	57	85%
Alg. 1	280	14%	39	52%	146	34%	95	86%
Geometry	282	22%	62	56%	158	22%	62	77%
TOTALS	3221	18%	594	55%	1760	27%	868	82%

The table above displays an overview of English/Language Arts (ELA) and Math results for the 2024-25 school year (SY25). The percentage and number of students scoring in Levels 1 & 2 of both Star & FAST are labeled as ‘requiring remediation’, Level 3 of Star & Levels 3 & 4 of FAST are described as ‘basic instruction’ and Level 4 of Star or Level 5 of FAST as ‘requiring enrichment’.

E. FINDINGS: PRIMARY GRADE K

Q: On average, how did VCS Grade K perform on *Star Early Literacy*, *Star Literacy* and *Star Math*: in Reading and Mathematics?

Grade K: *Star* Early Literacy, *Star* Literacy & *Star* Mathematics



A: Students in Kindergarten are assessed in literacy using two methods based each individual student's reading ability. The Star Early Literacy scores represent that Kindergarten who are emergent readers and others are considered probable readers. A majority of SY25 Kindergarten students demonstrated academic proficiency by scoring either "On Level" or "Above Level": Star Early Literacy = 65% (N=151); Star Literacy = 76% (N=29); Mathematics = 56% (N=153). Smaller proportions performed in the "Below Level" range in Early Literacy = 35% (N=81); Literacy = 24% (N=9) but a larger group of students scored "Below Level" in Mathematics ≈ 33% (N=90).

Descriptive statistics: Early Literacy and Literacy Scale Scores indicates that, on average, this cohort is stronger in Reading than in Math.

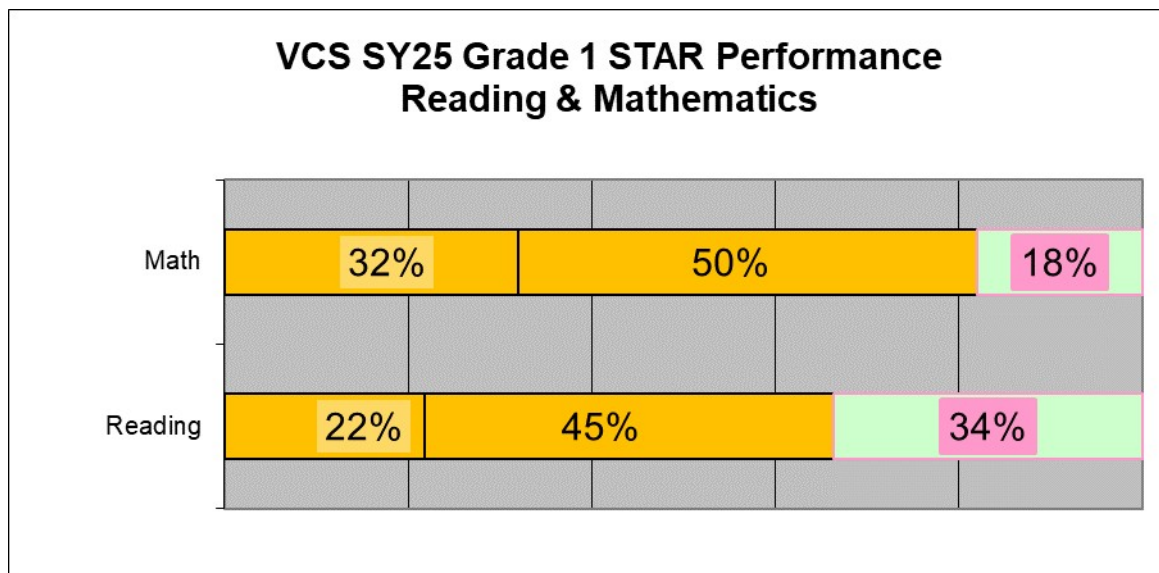
Grade K Scale Scores	Early Literacy Scale Score	Literacy Scale Score	Math Scale Score
SY25	146	151	127

**66% scores On or Above Level in Early Literacy;
76% scored On or Above Level in Literacy;
67% scored On or Above Level in Math**

FINDINGS: PRIMARY GRADE 1

Q: On average, how did VCS Grade 1 perform on *Star Literacy and Star MATH*: in Reading and Mathematics?

Grade 1: *Star* Reading & Mathematics



A: A majority of SY25 First Grade students demonstrated academic proficiency by scoring either “On Level” or “Above Level”: Reading = 67% (N=191); Mathematics = 82% (N=226). Smaller proportions performed in the “Below Level” range in Reading = 34% (N=97) and Mathematics ≈ 18% (N=50).

Descriptive statistics: Reading Scale Score indicates that, on average, this cohort is slightly stronger in Reading than in Math.

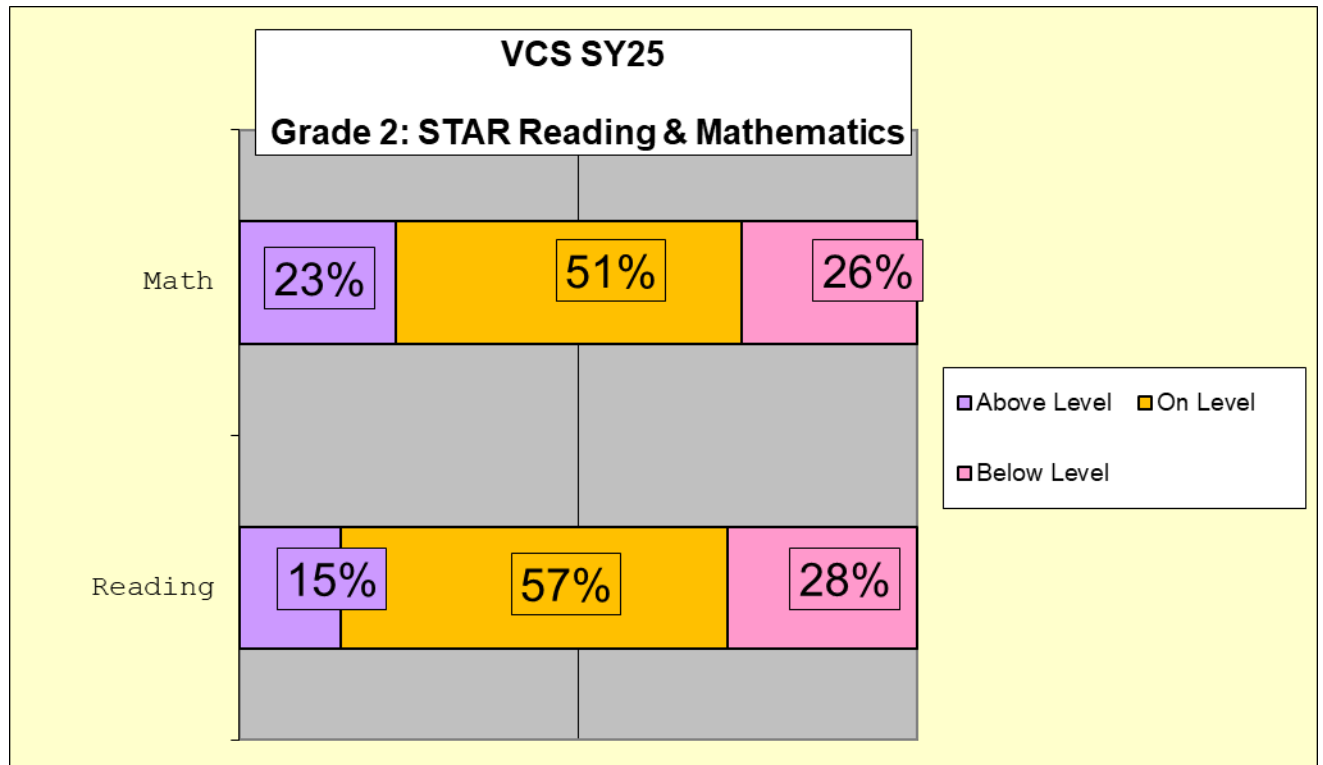
Grade 1 Reading Scale Score	Reading Scale Score	Math Scale Score
SY25	163	162

67% scored On or Above Level in Reading; 82% scored On or Above Level in Math

FINDINGS: INTERMEDIATE GRADE 2

Q: On average, how did VCS Grade 2 perform on *Star Literacy and Star MATH*: in Reading and Mathematics?

Grade 2: *Star* Reading & Mathematics



A: A majority of SY25 Second Grade students demonstrated academic proficiency by scoring either “On Level” or “Above Level”: Reading = 72% (N=225); Mathematics = 74% (N=224). Smaller proportions performed in the “Below Level” range in Reading = 28% (N=87) and Mathematics ≈ 26% (N=79).

Descriptive statistics: Unified Scale Score indicates that, on average, this cohort is stronger in Reading than in Math.

Grade 2 Scale Score	Reading Scale Score	Math Scale Score
SY25	190	184

72% scored On or Above Level in Reading; 74% scored On or Above Level in Math

FINDINGS: INTERMEDIATE GRADE 3

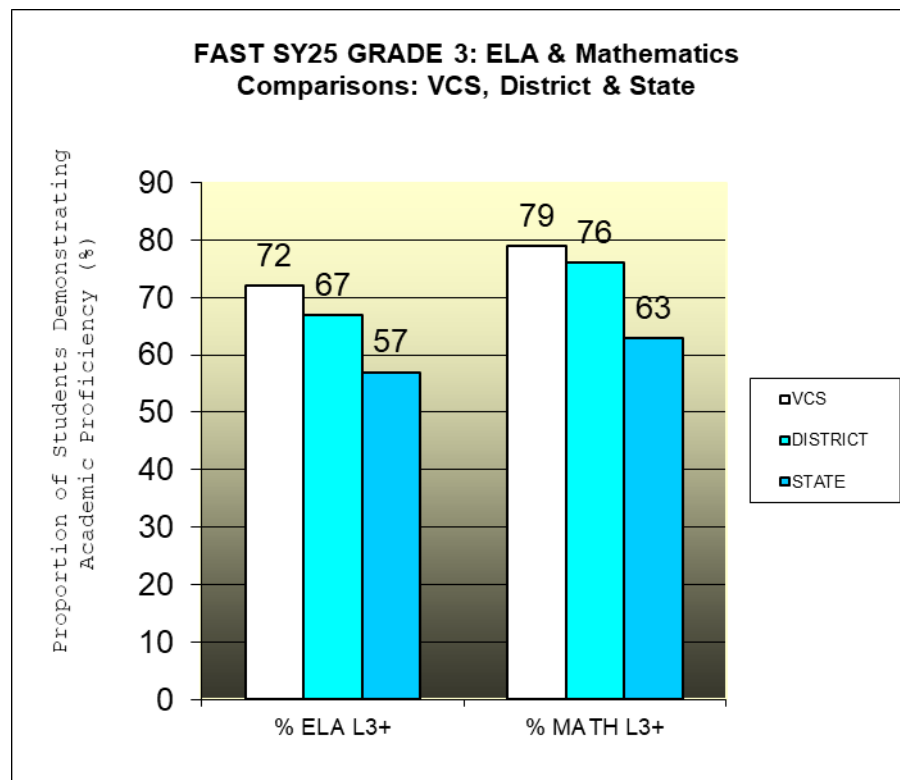
Q: On average how did VCS Grade 3 perform on *FAST* ELA and Math compared to different cohorts: VCS, District & State (SY25)?

Grade 3: *Florida Assessment of Student Thinking (FAST)* Benchmarks for Excellent Student Thinking

Grade 3	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	Grade 3	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5
VCS	210	7	21	28	22	21	VCS	212	4	17	21	37	21
DISTRICT	207	11	22	28	22	16	DISTRICT	209	6	17	24	34	18
STATE	202	22	21	23	21	14	STATE	203	16	21	22	27	14

SY25 FAST data indicate the need for some differentiated, remedial instruction in ELA (28%; N=90) and Math (21%; N=67) to meet FAST benchmarks. District and State figures indicate that a larger number of students fit this criterion: ELA [D=33%, S=43%] and Math [D=23%, S=37%].

Grade 3 data also indicate that VCS serves students in ELA (21%; N=67) and Mathematics (21%; N=67) whose instruction should be characterized by *extra* challenge. Core instruction should be aimed at L3 & L4 achievement groups (ELA = 50%; Math = 58%).



Summary: Grade 3 students demonstrated a strong effort on SY25 FAST. In ELA, 2023's standard of 71% increased to 72%; and in Mathematics, 2024's standard of 73% proficiency increased to 79%.

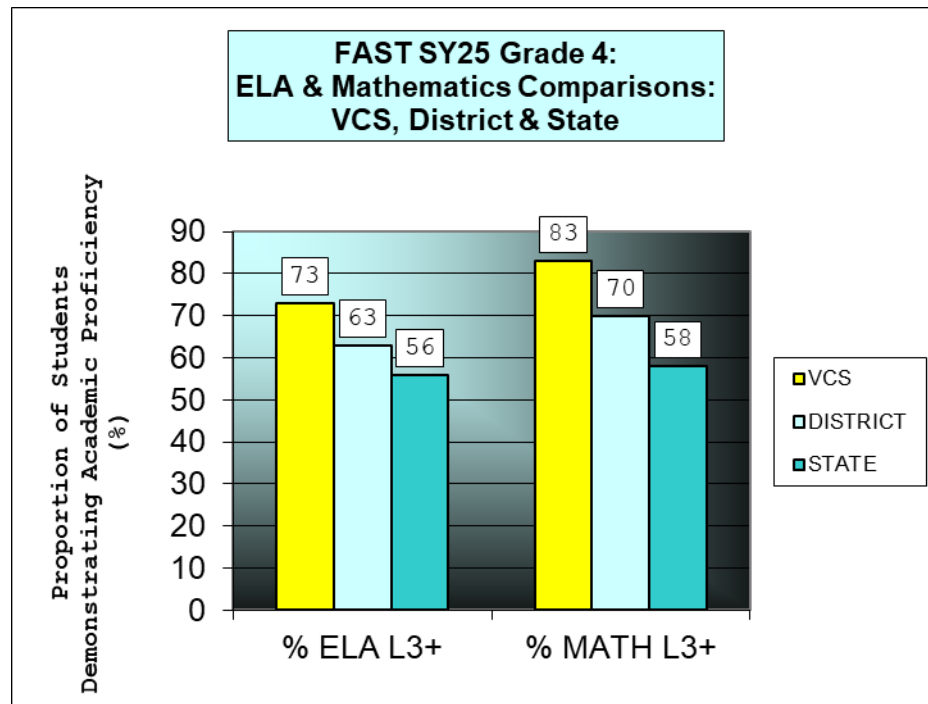
FINDINGS: INTERMEDIATE GRADE 4

Q: On average, how did VCS Grade 4 perform on *FAST* ELA and Math compared to different cohorts: VCS, District & State (SY24)?

Grade 4: *Florida Assessment of Student Thinking (FAST)* Benchmarks for Excellent Student Thinking SY25 FAST data indicate the need for some differentiated, remedial instruction in ELA (26%; n=89) and Math (17%; N=58) to meet FAST benchmarks. District and State figures indicate that approximately one-third of all students fit this criterion: ELA [D =37%, S=43%] and Math [D= 31%, S=38%].

Grade 4	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	Grade 4	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5
VCS	222	8	18	26	31	16	VCS	224	7	10	20	46	17
DISTRICT	217	15	22	23	26	14	DISTRICT	218	15	16	20	36	14
STATE	213	22	21	22	22	13	STATE	215	20	18	20	29	13

Grade 4 data also indicate that VCS serves students in ELA (16%; N=55) and Mathematics (17%; N=58) whose instruction should be characterized by *extra* challenge. Core instruction should be aimed at Levels 3 & 4 (ELA = 57%; Math = 66%).



Summary: Grade 4 students for SY25 maintained a strong level of performances of students scoring Level 3, with both ELA (72% to 73%) and Math (72% to 83%) showing increases.

FINDINGS: GRADE 5

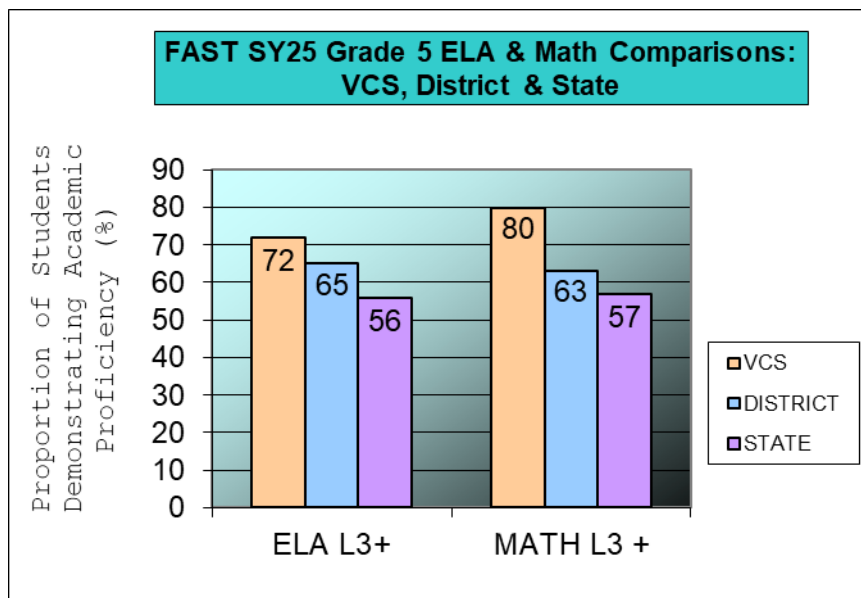
Q: On average, how did VCS Grade 5 perform on *FAST* ELA, Math, and Statewide Science Assessment compared to different cohorts: VCS, District & State (SY25)?

Grade 5: *Florida Assessment of Student Thinking (FAST)* Benchmarks for Excellent Student Thinking

Grade 5	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	Grade 5	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5
VCS	230	7	21	27	30	15	VCS	234	3	17	29	28	22
DISTRICT	226	11	24	26	27	12	DISTRICT	227	14	23	26	21	16
STATE	222	20	24	20	23	12	STATE	224	21	23	22	19	16

SY25 FAST data indicate the need for some differentiated, remedial instruction in ELA (28%; N=97) and Math (20%; N=69) to meet FAST benchmarks. District and State figures indicate that a slightly larger percentage of 5th Grade students fit this criterion in SY25: ELA [D=35%, S=44%] and Math [D= 37%, S=44%].

Grade 5 data also indicate that VCS serves students in ELA (15%; N=52) and Mathematics (22%; N=76) whose instruction should include *extra* challenging work. Core instruction should be aimed at Levels 3 & 4 (ELA = 57%; Math = 57%).



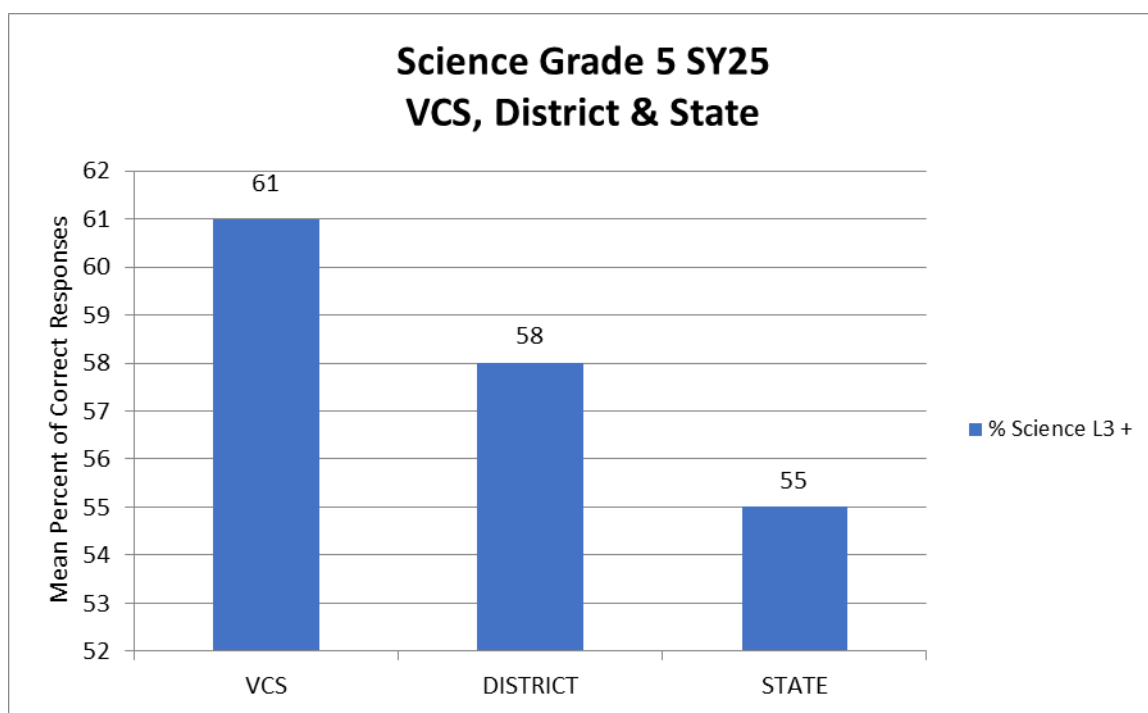
Summary: A majority of Grade 5 students demonstrated academic proficiency on SY25 FAST: ELA = 72%; Math = 80%. Grade 5 SY25 scored above both the District and State. These results were consistent with SY24 (ELA from 74% to 72% and Math from 87% to 80%).

GRADE 5: SY25 Science Results: VCS, District & State

Grade 5	Mean	% @L1	% @L2	% @L3	% @L4	% @L5	% @ 3+
VCS	206	11	28	33	14	14	61
DISTRICT	203	16	26	32	14	12	58
STATE	201	22	23	27	13	15	55

SY25 FAST data indicate the need for some differentiated, remedial instruction in 5th Grade Science (39%; N=135) to meet benchmarks. District and State figures indicate a similar percentage of 5th Grade students fit this criterion in SY26: [D =44%, S=45%].

Grade 5 data also indicate that VCS serves students in 5th Grade Science (14%; N=49) whose instruction should include *extra* challenging work. Core instruction should be aimed at Levels 3 & 4 (47%).



Results: Fifth Graders at VCS (N=347) earned a mean total score of 26 compared to scores of 203 and 201 for District and State counterparts. For SY25, 5th Grade Science scores decreased significantly from 2024 (71% to 61%).

FINDINGS: MIDDLE SCHOOL GRADE 6

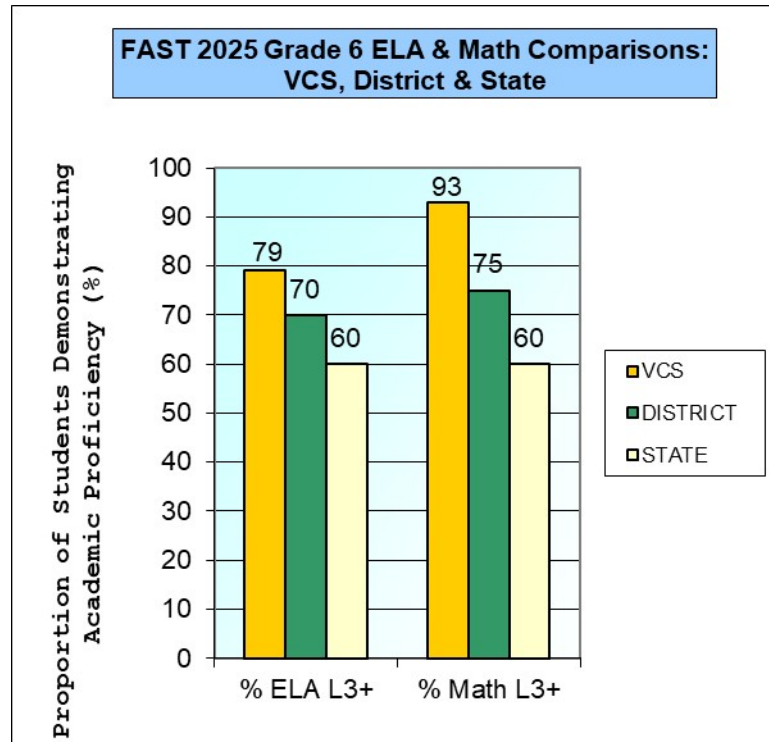
Q: On average, how did VCS Grade 6 perform on *FAST* ELA and Math compared to different cohorts: VCS, District & State (SY25)?

Grade 6: *Florida Assessment of Student Thinking (FAST)* Benchmarks for Excellent Student Thinking

Grade 6	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	Grade 6	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5
VCS	238	5	16	27	27	26	VCS	250	1	6	13	41	39
DISTRICT	233	9	20	27	25	18	DISTRICT	240	8	18	19	33	23
STATE	227	19	21	23	22	14	STATE	233	16	24	19	25	16

SY25 FAST data indicate the need for some differentiated, remedial instruction in ELA (21%; N=80) and Math (7%; N=27) to meet FAST benchmarks. According to district and statewide results data indicate a large group of 6th Grade students fit this criterion in SY25: ELA [D =29%, S=40%] and Math [D= 26%, S=40%].

Grade 6 data also indicate that VCS serves students in ELA (26%; N=99) and Mathematics (39%; N=148) whose instruction should include enrichment level work. Basic instruction is indicated for Levels 3 & 4 (ELA = 54%; Math = 54%).



Summary: A majority of Grade 6 students (N=380) demonstrated academic proficiency on SY25 FAST ELA = 79% (N=236) and Math = 93% (N=279). ELA increased (76% to 79%) and Math increased (90% to 93%).

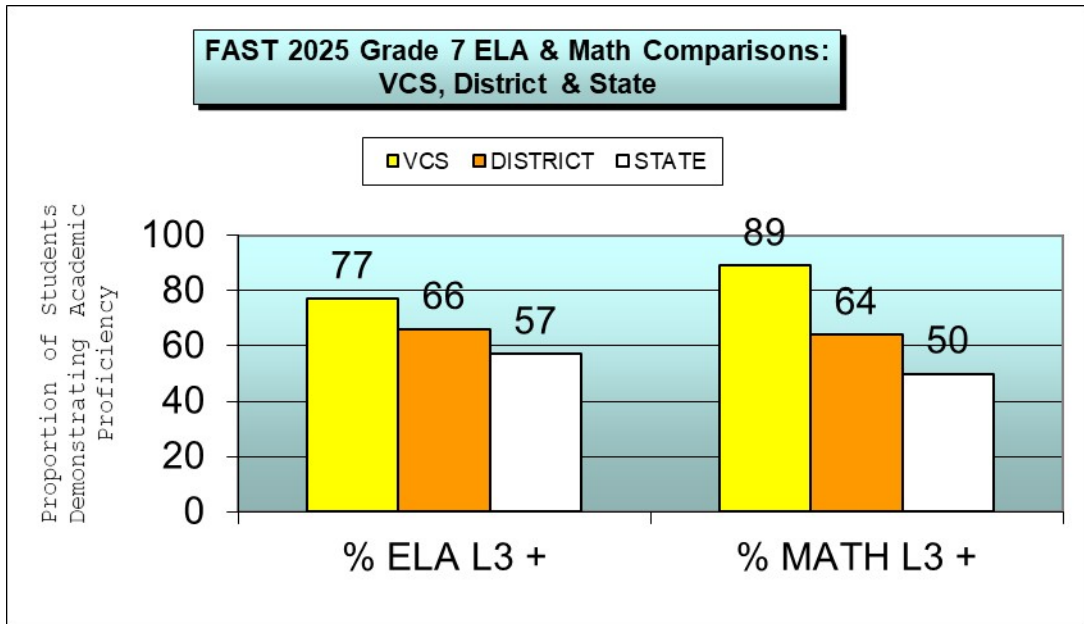
FINDINGS: MIDDLE SCHOOL GRADE 7

Q: On average, how did VCS Grade 7 perform on *FAST* ELA and Math compared to different cohorts: VCS, District & State (SY25)?

Grade 7: Florida Assessment of Student Thinking (FAST) Benchmarks for Excellent Student Thinking

Grade 7	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	Grade 7	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5
VCS	243	6	17	22	36	19	VCS	254	1	10	21	26	43
DISTRICT	237	12	22	21	29	16	DISTRICT	242	16	20	20	20	23
STATE	232	22	22	18	25	13	STATE	234	28	21	23	15	12

SY25 FAST data present evidence that some VCS 7th Graders continue to need remedial instruction in ELA (23%; N=72) and/or Math (11%; N=27). District and State data show that a larger portion of all 7th Grade students fit this criterion [ELA: D=34%, S=44% and Math: D=36%, S=49%]. L5 designates students with ‘above grade level’ proficiency in ELA (19%; N=60) and Mathematics (43%; N=104). While grade level instruction is aimed at the majority of students in Levels 3 & 4 (ELA = 48%; Math = 47%), *above level* instruction should be characterized by more challenging work on a regular basis.



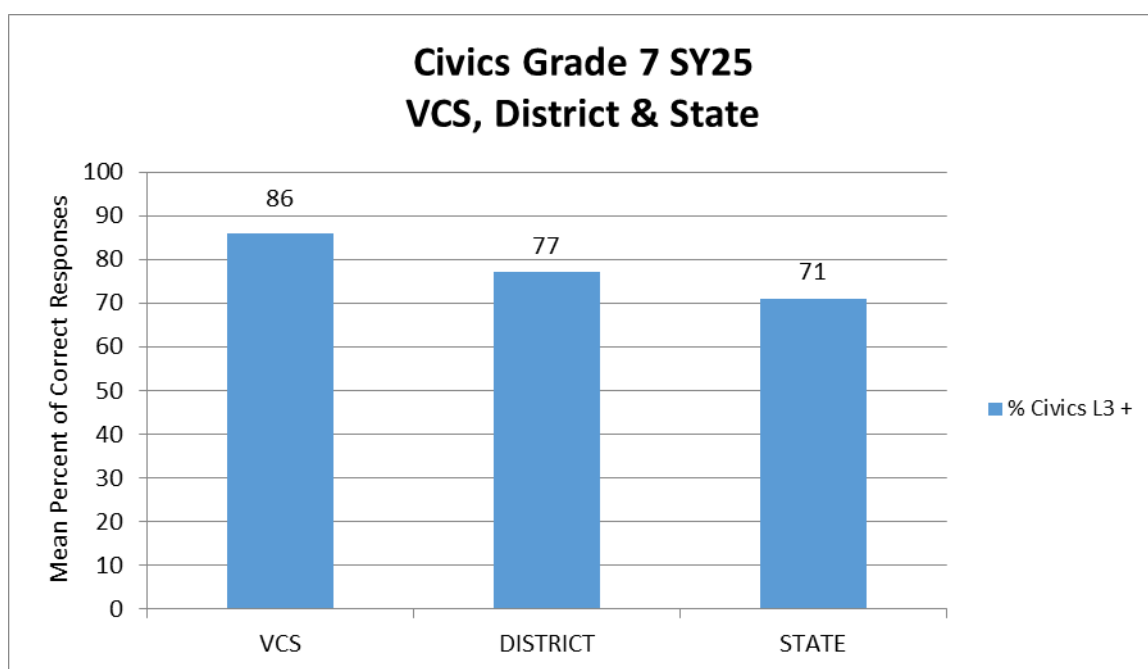
Summary: A majority of Grade 7 ELA students (N=314) and Math students (N=242) demonstrated academic proficiency on SY25 FAST ELA = 77% (N=242) and Math = 89% (N=215). This cohort (SY25) surpassed District and State scores and increased from SY24 in ELA (74% to 77%) and decreased from last year’s Grade 7 Math performance (94% to 89%). Note: 70 7th Grade students were enrolled in Algebra I during the SY25 and therefore took the Algebra I EOC (100% passed the EOC). Note: One 6th Grade student was enrolled in Algebra I during the SY25 and therefore took the Algebra I EOC (100% passed the EOC).

GRADE 7: SY25 Civics Results: VCS, District & State

Grade 7	Mean MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @ 3+
VCS	421	4	10	19	25	41	86
DISTRICT	413	10	14	22	24	31	77
STATE	409	14	15	24	20	27	71

SY25 FAST data indicate the need for some differentiated, remedial instruction in 7th Grade Civics (14%; N=45) to meet benchmarks. District and State figures indicate that a slightly larger percentage of 7th Grade students fit this criterion in SY25: [D =24%, S=29%].

Grade 7 Civics data also indicate that VCS serves students (41%; N=129) whose instruction should include *extra* challenging work. Core instruction should be aimed at Levels 3 & 4 (44%).



Results: Seventh Graders at VCS (N=319) earned a mean scale score of 421 compared to scores of 413 and 409 for District and State counterparts. For SY25, 7th Grade Civics scores increased slightly (85% in 2024 and 86% 2025).

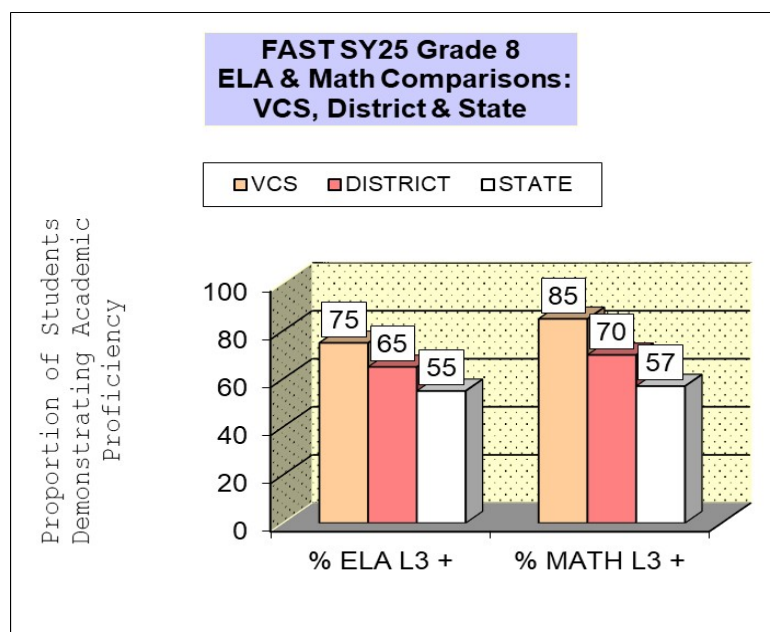
FINDINGS: MIDDLE SCHOOL GRADE 8

Q: On average, how did VCS Grade 8 perform on *FAST* ELA, Math, Writing and Statewide Science Assessment compared to different cohorts: VCS, District & State (SY25)?

Grade 8: *Florida Assessment of Student Thinking (FAST)* Benchmarks for Excellent Student Thinking

Grade 8	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	Grade 7	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5
VCS	249	7	18	28	24	24	VCS	257	0	15	21	31	33
DISTRICT	243	14	21	27	19	19	DISTRICT	250	10	19	22	24	24
STATE	237	22	23	23	17	15	STATE	245	19	25	19	16	21

SY25 FAST data present evidence that some VCS 8th Graders (N=314) continue to need remedial instruction in ELA (25%; N=79) and Math (15%; N=26). This is significantly better than District and State data which indicate that a larger portion of all 8th Grade students tested fit this criterion [ELA: D=35%, S=45% and Math: D=29%, S=44%]. Instruction should be aimed at the majority of VCS students in Levels 3 & 4 (ELA = 52%; Math = 52%). Students with ‘above grade level’ proficiency (L5) in ELA (24%; N=75) and Mathematics (33%; N=57) should be facilitated with more challenging assignments.



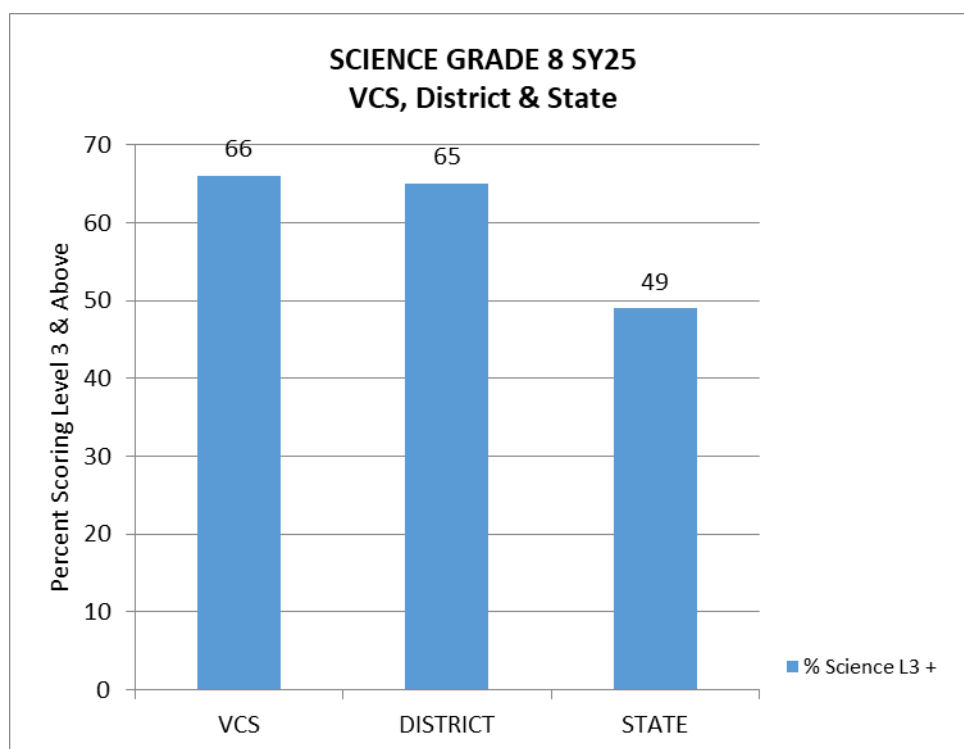
Summary: The majority of Grade 8 students demonstrated academic proficiency on FAST in ELA (75%, N=236); Math performance (85%, n=146). SY25 increased from SY24 Grade 8 performance in ELA (74% to 75%) and decreased in Math (90% to 85%) on the FAST, and surpassed District and State performances. Note: 79 8th Grade students were enrolled in Algebra I during the SY25 and therefore took the Algebra I EOC (97% passed the EOC). Another 63 8th Grade students were enrolled in Geometry during the SY25 and took the Geometry EOC (100% passed the EOC). One 7th Grade student was enrolled in Geometry during the SY 25 and therefore took the Geometry EOC (100% passed the EOC).

FINDINGS: GRADE 8: SY25 Science Results: VCS, District & State

GRADE 8	Mean Scale Score	% @L1	% @L2	% @L3	% @L4	% @L5	% @ 3+
VCS	210	7	27	22	21	23	66
DISTRICT	208	11	24	25	20	20	65
STATE	200	24	27	22	14	13	49

SY25 State Science data indicate the need for some differentiated, remedial instruction in 8th Grade Science (34%; N=107) to meet benchmarks. District and State figures indicate that a slightly larger percentage of 8th Grade students fit this criterion in SY25: [D =35%, S=51%].

Grade 8 data also indicate that VCS serves students in 8th Grade Science (23%; N=72) whose instruction should include *extra* challenging work. Core instruction should be aimed at Levels 3 & 4 (44%).



Results: Eighth Graders at VCS (N=314) earned a mean total score of 210 compared to scores of 208 and 200 for District and State counterparts. For SY25, 8th Grade Science scores remained the same.

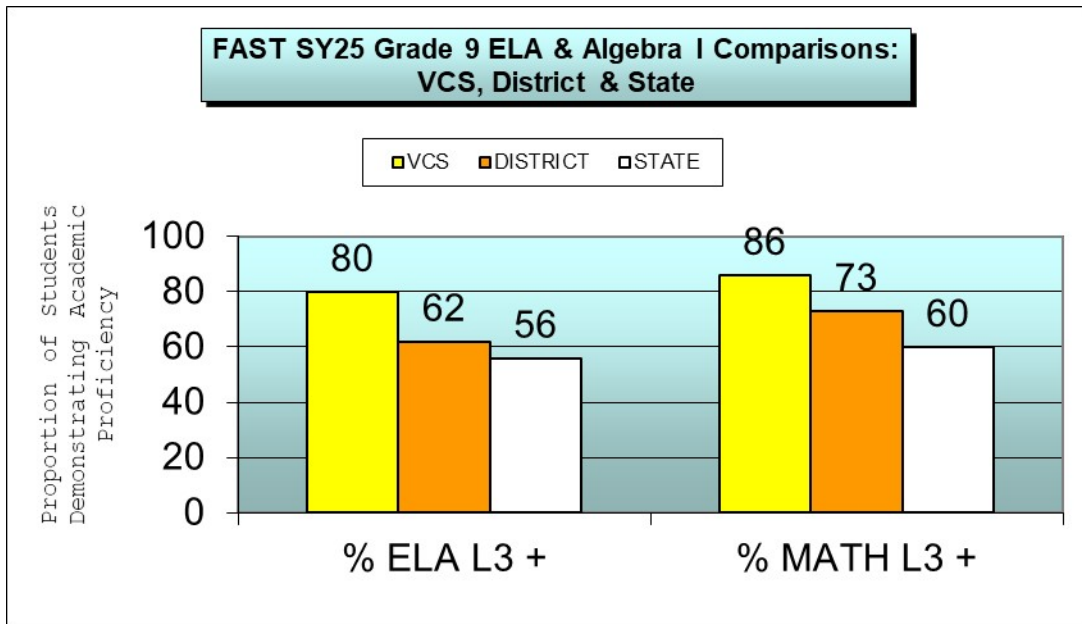
FINDINGS: HIGH SCHOOL GRADES 8, 9 & 10

Q: On average, how did VCS perform on *FAST* 9th Grade ELA and Algebra I EOC compared to different cohorts: VCS, District & State (SY25)?

Grades 8, 9 & 10: *Florida Assessment of Student Thinking (FAST)* Benchmarks for Excellent Student Thinking (BEST).

Grade 9	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	Algebra I	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5
VCS	253	4	16	34	28	18	VCS	423	3	11	24	28	34
DISTRICT	245	15	23	28	23	12	DISTRICT	413	8	20	29	25	19
STATE	241	21	24	22	20	13	STATE	404	19	22	25	21	13

SY25 FAST data present evidence that some VCS 9th Graders & Algebra I students continue to need remedial instruction in ELA (20%; N=57) and/or Algebra I (14%; N=39). District and State data show that a larger portion of all 9th Grade / Algebra I students fit this criterion [ELA: D=38%, S=45% and Algebra I: D= 28%, S=41%]. L5 designates students with ‘above grade level’ proficiency in ELA (18%; N=51) and Algebra I (34%; N=95). While grade level instruction is aimed at the majority of students in Levels 3 & 4 (ELA = 62%; Math = 52%), *above level* instruction should be characterized by more challenging work on a regular basis.



Summary: A majority of Grade 9 / Algebra I students (ELA N=283, Algebra I N=280) demonstrated academic proficiency on SY25 FAST ELA = 80% (N=226) and Algebra I Math = 86% (N=241). This cohort (SY25) surpassed District and State scores in ELA by wide margins and decreased slightly compared to the prior year in ELA (from 81% to 80%) and increased in Algebra I (from 77% to 86%).

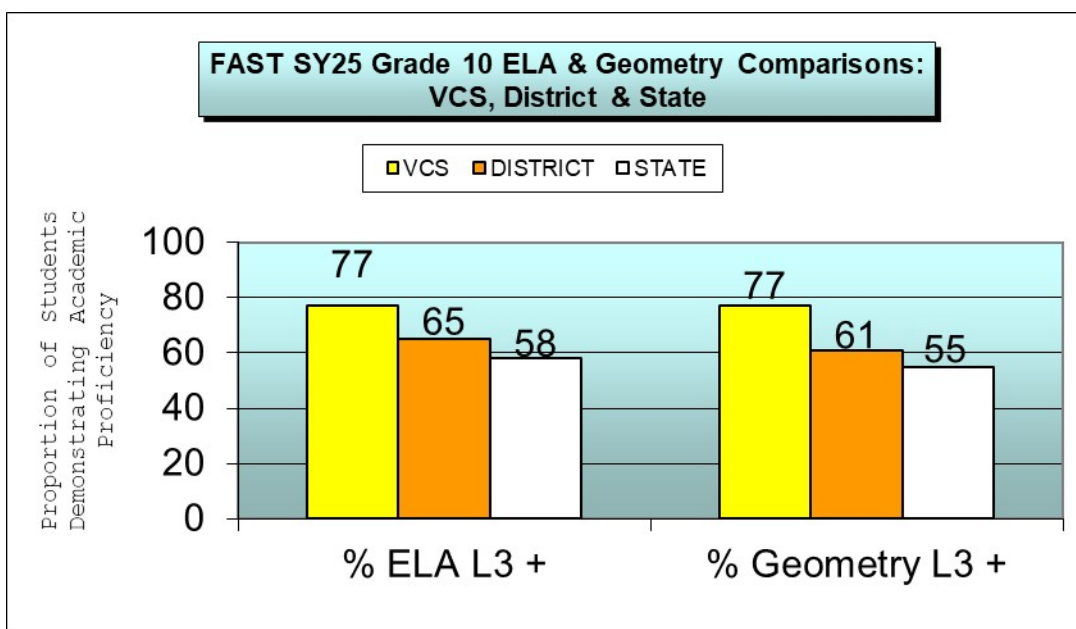
FINDINGS: HIGH SCHOOL GRADES 9, 10 & 11

Q: On average, and over time, how did VCS perform on *FAST* Grade 10 ELA, Math (Geometry) & Science (Biology) compared to different cohorts: VCS, District & State (SY25)?

Grades 9 & 10: *Florida Assessment of Student Thinking (FAST)* Benchmarks for Excellent Student Thinking (BEST)

Grade 10	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	Geometry	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5
VCS	258	5	18	22	32	24	VCS	416	6	16	43	13	22
DISTRICT	250	14	22	24	23	18	DISTRICT	407	16	24	38	9	14
STATE	248	20	22	20	20	17	STATE	404	22	23	28	11	16

SY25 FAST data present evidence that some VCS 10th Graders & Geometry students continue to need remedial instruction in ELA (23%; N=66) and/or Geometry (22%; N=62). District and State data show that a larger portion of all 10th Grade ELA / Geometry students fit this criterion [ELA: D=36%, S=42% and Geometry: D=40%, S=45%]. L5 designates students with ‘above grade level’ proficiency in ELA (24%; N=68) and Geometry (22%; N=62). While grade level instruction is aimed at the majority of students in Levels 3 & 4 (ELA = 54%) and (Geometry = 56%), *above level* instruction should be characterized by more challenging work on a regular basis.



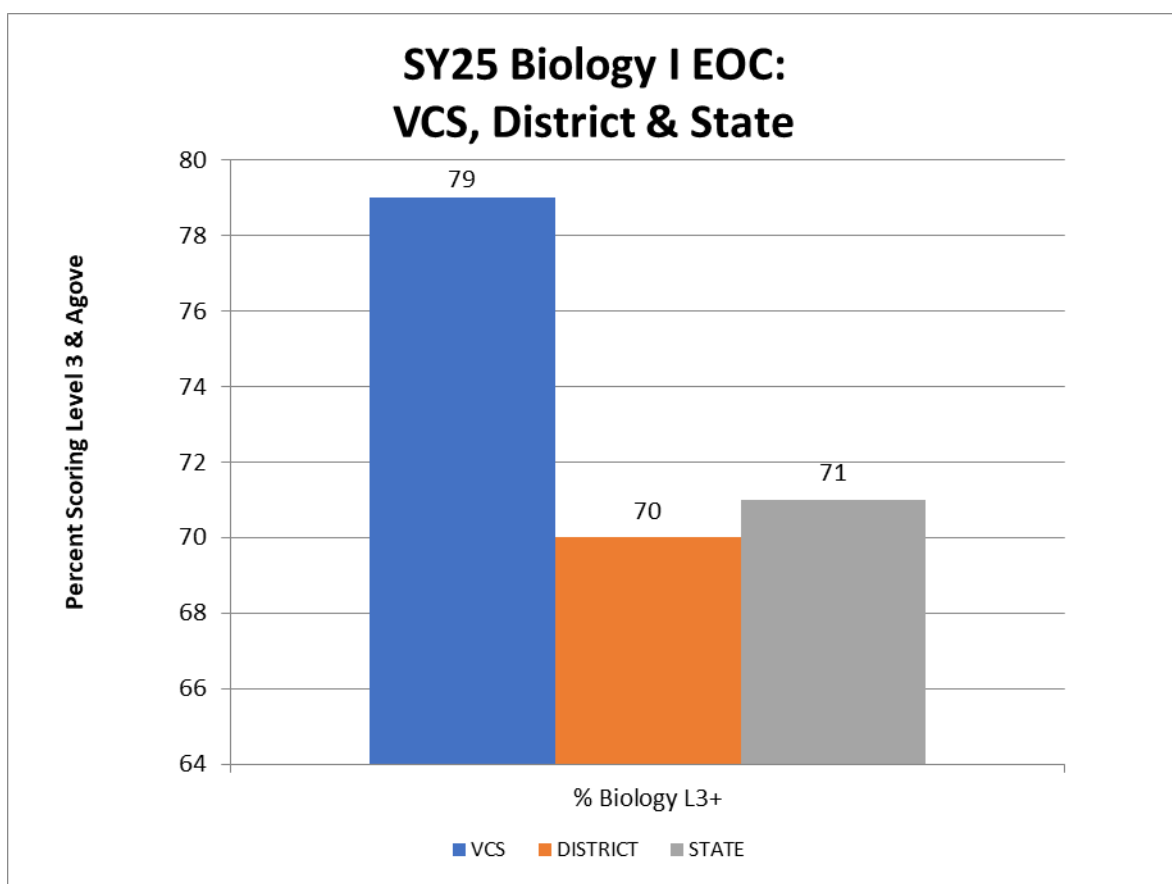
Summary: A majority of Grade 10 ELA (N=284) / Geometry students (N=282) demonstrated academic proficiency on SY25 FAST ELA = 77% (N=219) and Geometry = 77% (N=282). This cohort (SY25) surpassed District and State scores in ELA and increased from the prior year in ELA (from 77% to 77%) and increased in Geometry (from 73% to 77%).

FINDINGS: GRADES 9-10: SY25 Biology I EOC Results: VCS, District & State

SY25 Biology I EOC data present evidence that some VCS Biology students continue to need remedial instruction in Biology (21%; N=55). District and State data show that a large portion of all Biology students fit this criterion [Biology: D=29%, S=29%]. L5 designates students with ‘above grade level’ proficiency in Biology (26%; N=68). While grade level instruction is aimed at the majority of students in Levels 3 & 4 (Biology = 53%), *above level* instruction should be characterized by more challenging work on a regular basis.

Grades 9-10: Florida Standards Assessment (FSA) Florida State Standards

Biology I EOC	Science MSS	% @L1	% @L2	% @L3	% @L4	% @L5
VCS	414	6	15	35	18	26
DISTRICT	406	9	20	43	12	16
STATE	409	10	19	36	13	22



Results: Students taking Biology I EOC at VHS demonstrated an above average level of academic proficiency on SY25 Biology I EOC= 79%. This cohort (SY25) exceeded District and State scores in Biology. VHS increased slightly compared to the prior year in Biology (from 78% to 79%).

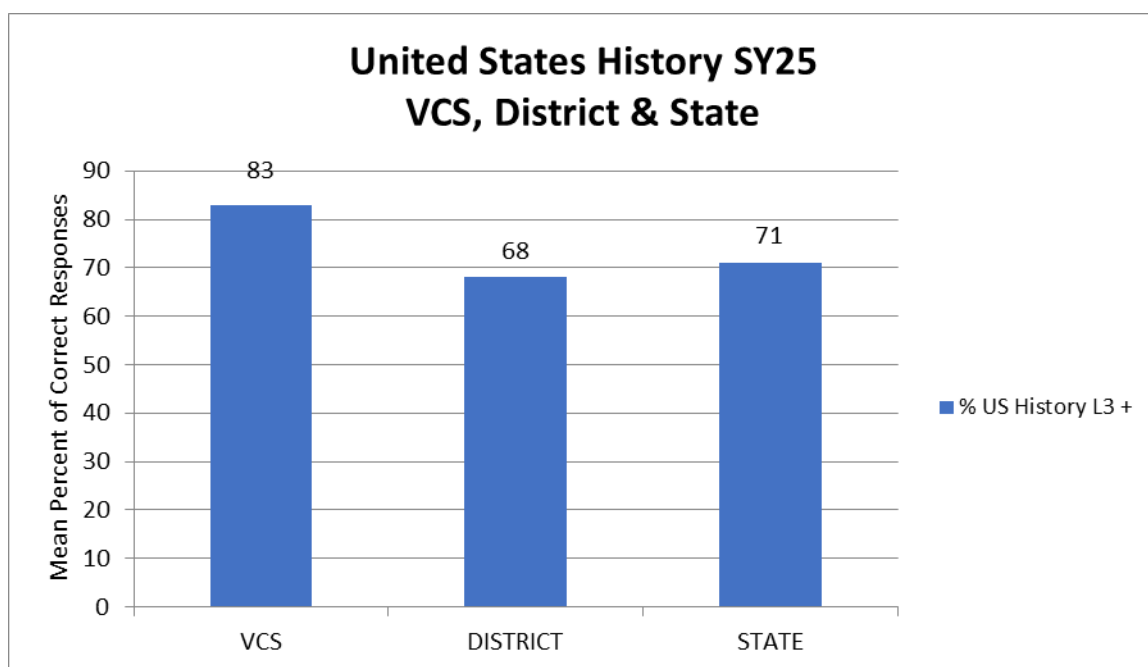
GRADE 11: SY25 United States History Results: VCS, District & State

Q: On average, and over time, how did VCS perform on the United States History End of Course (EOC) exam compared to different cohorts: VCS, District & State (SY25)?

US History	Mean DSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @ 3+
VCS	422	6	10	24	21	39	83
DISTRICT	409	15	17	27	19	22	68
STATE	413	14	14	23	19	30	71

SY25 FAST data indicate the need for some differentiated, remedial instruction in 11th Grade United States History (16%; N=42) to meet benchmarks. District and State figures indicate that a larger percentage of 11th Grade students fit this criterion in SY25: [D =32%, S=28%].

Grade 11 United States History data also indicate that VCS serves students (39%; N=83) whose instruction should include *extra* challenging work. Core instruction should be aimed at Levels 3 & 4 (60%).



Results: Eleventh Graders at VCS (N=263) earned a mean total score of 422 compared to scores of 409 for the District and 413 State counterparts. For SY25, 11th Grade United States History scores increased significantly (from 77% to 83%).

F. VCS REVIEW OF ACADEMIC PROGRESS: SUMMARY & RECOMMENDATIONS

VCS	ELA	ELA	ELA	ELA	ELA	ELA	ELA	ELA		
GRADE	#	%	# Requiring	%	# Basic	%	# Requiring	%		
2025	TESTED	L 1 & 2	Remediation	L 3 & 4	Instruction	L 5	Enrichment	% L3 +	Change	2024
K	271	32%	88	37%	100	31%	83	68%	0%	68%
1	285	34%	97	45%	128	22%	63	67%	-5%	72%
2	312	28%	88	57%	178	28%	87	72%	-1%	73%
3	321	28%	91	50%	162	21%	68	72%	1%	71%
4	343	26%	90	57%	197	16%	56	74%	2%	72%
5	347	28%	97	57%	198	15%	52	72%	-2%	74%
6	380	21%	78	54%	204	26%	98	79%	3%	76%
7	314	23%	72	58%	182	19%	60	77%	3%	74%
8	314	25%	78	52%	163	24%	73	75%	1%	74%
9	283	20%	56	62%	176	18%	51	80%	-1%	81%
10	289	20%	58	53%	151	28%	80	80%	3%	77%
TOTALS	3459	26%	893	53%	1839	22%	771	76%	1%	74%

Reading/English Language Arts (ELA)

The last two columns in the table above lists changes in the proportion of proficiency among students from SY24 to SY25⁴ based upon comparing the percentage of students scoring Level 3-5 on FAST and the percentage of students scoring Level 3-4 on Star. Keeping that in mind, these standardized test results confirm a solid maintenance of learning gains at The Villages Charter School, Inc.; these numbers tell us that, on average, positive progress was made in most Grades K through 10. This is a phenomenal accomplishment.

With the significant changes in assessments (Star, FAST, etc.) presents a challenge with sizable numbers in the remediation group (starting in Kindergarten (32%) are Levels 1 & 2 readers and continues through Grade 10 (20%).

It is obvious from the data that The Villages Charter School, Inc. is doing marvelous things with students across the grades. VCS provides a standard to which other schools should aspire. As the school grows and diversifies the strategies suggested are simple reminders to revisit all phases of implementation, so the successes that have been enjoyed will not be taken for granted.

⁴ Changes \pm 5% are considered “normal”; any changes outside that margin are possibly significant.

Mathematics

VCS	MATH	MATH	MATH	MATH	MATH	MATH	MATH	MATH		
GRADE	#	%	# Requiring	%	# Basic	%	# Requiring	%		
2025	TESTED	L 1 & 2	Remediation	L 3 & 4	Instruction	L 5	Enrichment	% L3 +	Change	2024
K	274	33%	90	52%	143	15%	41	67%	11%	56%
1	278	18%	50	50%	139	32%	89	82%	10%	72%
2	303	26%	79	51%	155	23%	70	74%	-1%	75%
3	321	21%	68	58%	185	21%	68	79%	6%	73%
4	343	17%	58	66%	227	17%	58	83%	11%	72%
5	347	20%	70	57%	200	22%	77	80%	-7%	87%
6	379	7%	27	54%	204	39%	148	93%	3%	90%
7	242	11%	26	47%	113	43%	103	89%	-5%	94%
8	172	15%	25	52%	90	33%	57	85%	-5%	90%
Alg. 1	280	14%	39	52%	146	34%	95	86%	10%	76%
Geometry	282	22%	62	56%	158	22%	62	77%	0%	77%
TOTALS	3221	18%	594	55%	1760	27%	868	82%	3%	78%

Mathematics

The last two columns in the table above lists changes in the proportion of proficiency among students from SY24 to SY25⁵ based upon comparing the percentage of students scoring Level 3-5 on FAST and the percentage of students scoring Level 3-4 on Star. Overall, VCS students have consistently achieved high marks in Math. Keeping that in mind, these standardized test results confirm a solid maintenance of learning gains at The Villages Charter School, Inc.; these numbers tell us that, on average, positive progress was made in most Grades K through 8, Algebra I and Geometry. This is a phenomenal accomplishment.

Recommendations & Summary

Outcomes on Mathematics testing series have been known to be far more stable than those in Reading/ELA. For one, it is easier to isolate specific skills. The strategies recommended below take into consideration that the FAST scores in Math are more likely to be “on target” when it comes to identifying strengths and needs among learners. Specifically, recommendations are intended to compliment and/or enhance the already strong academic programs at work.

⁵ Changes \pm 5% are considered “normal”; any changes outside that margin are possibly significant.

VCS REVIEW OF ACADEMIC PROGRESS: VHS DATA

Q: On average, and over time, how did The Villages High School perform regarding the number of graduates, college attendance and dropout & graduation rates (SY25)?

The table below is a review of The Villages High School (VHS) grades 9-12 results over time (SY06-SY25).

	Number	College	Dropout	Graduation	4-Year	2 Year	TOTAL
YEAR	OF GRADUATES	Attendance Rate	Rate	Rate	Colleges	College/Tech	
2006	66	62.1%	1.6%	98.4%	15.2%	47.0%	62.1%
2007	94	80.9%	3.3%	96.7%	34.0%	46.8%	80.9%
2008	82	87.7%	3.7%	96.3%	30.9%	56.8%	87.7%
2009	108	93.5%	0.0%	100.0%	25.2%	68.2%	93.5%
2010	80	93.7%	1.3%	98.8%	41.8%	51.9%	93.7%
2011	122	87.7%	0.8%	99.2%	45.9%	41.8%	87.7%
2012	125	91.9%	0.8%	99.2%	37.1%	54.8%	91.9%
2013	119	94.1%	0.0%	100.0%	35.6%	57.6%	94.1%
2014	144	88.1%	0.7%	99.3%	35.0%	53.1%	88.1%
2015	156	86.4%	0.6%	99.4%	31.2%	55.2%	86.4%
2016	167	90.3%	0.6%	99.4%	40.6%	49.7%	90.3%
2017	167	84.2%	0.6%	99.4%	43.0%	41.2%	84.2%
2018	206	86.8%	0.5%	99.5%	43.6%	43.1%	86.8%
2019	187	83.9%	0.5%	99.5%	39.8%	44.1%	83.9%
2020	229	86.4%	0.0%	100.0%	43.0%	43.4%	86.4%
2021	222	86.9%	0.0%	100.0%	39.8%	47.1%	86.9%
2022	215	87.9%	0.0%	100.0%	40.7%	47.2%	87.9%
2023	250	86.8%	0.0%	100.0%	40.2%	46.6%	86.8%
2024	246	87.8%	0.0%	100.0%	34.6%	53.3%	87.8%
2025	261	88.5%	0.0%	100.0%	42.9%	45.6%	88.5%
Averages	162	86.8%	0.7%	99.5%	37.0%	49.7%	86.8%

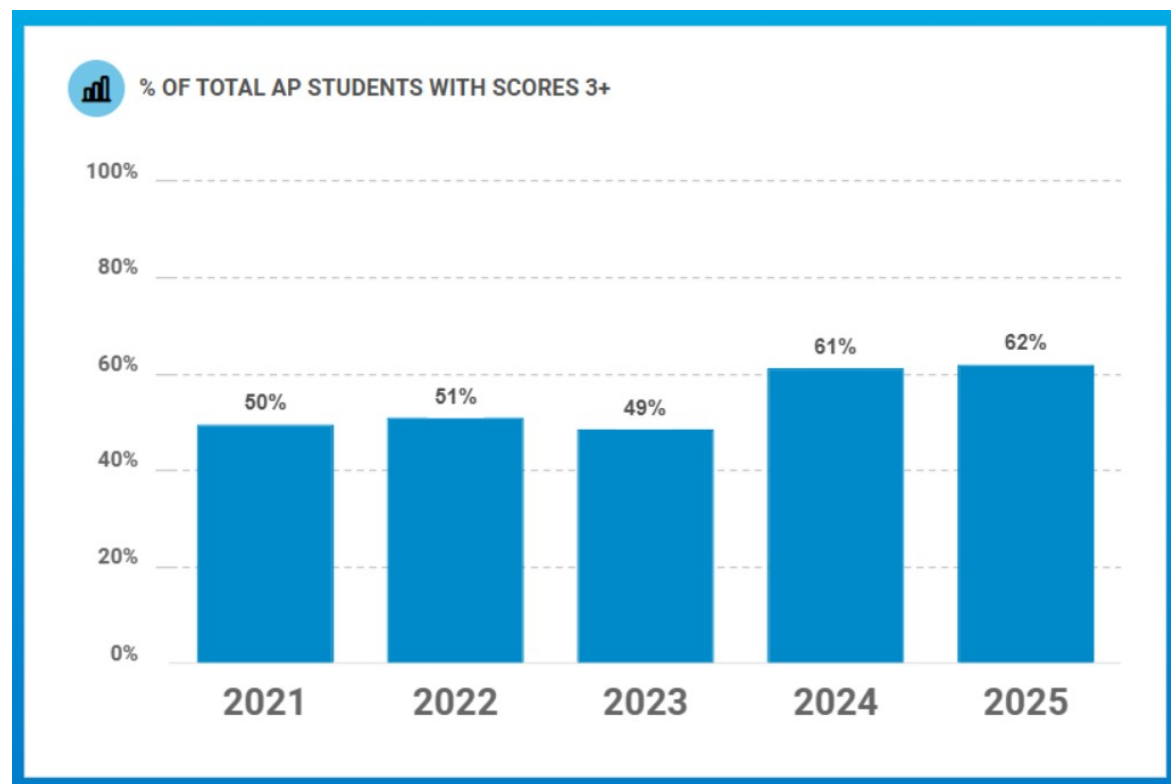
VHS has had 3,246 graduates since the first graduating class (SY06). The dropout rate of 0.7% reveals a program that focuses on ensuring the vast majority of students achieve a high school diploma. The overall 20-year graduation rate is 99.5%⁶. VHS graduates attend post-secondary education at a rate of 86.8%.

⁶ Dropout rate and Graduation Rate may not total 100% due to how each are calculated and rounding.

VHS Review of Advanced Placement (AP) Exams for SY2025

Q: On average, and over time, how did The Villages High School perform on Advanced Placement (AP) Exams (SY25)?

SCHOOL SUMMARY					
	2021	2022	2023	2024	2025
Total AP Students	357	388	428	426	492
Number of Exams	578	622	741	670	791
AP Students with Scores 3+	177	198	208	261	305
% of Total AP Students with Scores 3+	49.58	51.03	48.60	61.27	61.99



Over the past five years, VHS has seen a steady increase in the number of students taking Advanced Placement (AP) exams and in students earning passing scores (3+).

Science

SCIENCE	Mean Score	% Scoring Level
VCS 5	(140-260)	3 & Above
SY25	206	61%
SY24	210	71%
SY23	211	74%
SY22	209	67%
SY21	210	73%
SY19	215	79%
SY18	213	78%
SY17	213	76%
SY16	212	76%
SY15	212	75%
SY14	209	70%
SY13	212	75%

SCIENCE	Mean Score	2025 Average
GRADE 5	100-260	
VCS	206	61%
DISTRICT	203	58%
STATE	201	55%

SCIENCE	Mean Score	% Scoring Level
VCS 8	(140-260)	3 & Above
SY25	210	66%
SY24	209	66%
SY23	212	69%
SY22	214	73%
SY21	213	75%
SY19	216	79%
SY18	212	73%
SY17	213	71%
SY16	210	70%
SY15	212	68%
SY14	210	67%
SY13	211	66%

SCIENCE	Mean Score	2025 Average
GRADE 8	100-260	
VCS	210	66%
DISTRICT	208	65%
STATE	200	49%

BIOLOGY	Mean Score	% Scoring Level
VHS	(325-475)	3 & Above
SY25	414	79%
SY24	414	78%
SY23	411	73%
SY22	405	66%
SY21	409	76%
SY19	410	75%
SY18	416	83%
SY17	391	49%
SY16	414	76%
SY15	413	78%
SY14	417	88%
SY13	413	82%

BIOLOGY	Mean Score	2025 Average
	325-475	
VCS	414	79%
DISTRICT	406	70%
STATE	409	71%

Summary & Recommendations

The data show that *on average*, VCS students consistently performed well at all grade levels the *average* of sub-topic scores meet the current goal of grade levels “average proficiency”. VCS has continued to maintain the numbers of students reaching Achievement Level 3 or above.

Social Studies

FSA	Mean Score	% Scoring Level
Civics		3 & Above
SY25	421	86%
SY24	418	85%
SY23	417	85%
SY22	419	83%
SY21	419	87%
SY19	413	80%
SY18	415	83%
SY17	416	83%
SY16	412	81%
SY15	414	84%

FSA	Mean Score	2025 Average
Civics		
VCS	421	86%
DISTRICT	413	77%
STATE	409	71%

FSA	Mean Score	% Scoring Level
US History		3 & Above
SY25	422	83%
SY24	415	77%
SY23	416	80%
SY22	419	79%
SY21	413	70%
SY19	410	73%
SY18	416	77%
SY17	413	74%
SY16	419	87%
SY15	417	83%
SY14	416	85%

FSA	Mean Score	2025 Average
US History		
VCS	415	83%
DISTRICT	409	68%
STATE	413	71%

OVERALL SUMMARY

The Villages Charter School's academic performance on standardized measures is quite impressive. With few exceptions, in every grade K through 10, data indicate that a clear majority of students demonstrated an acceptable level of achievement during school year 2024.

The numbers also indicate a balance among Reading/English Language Arts (ELA) and Mathematics strengths over the years; however, there does appear to be a slight upward trend in ELA and a strong upward trend in Mathematics. The results in Science have been flat or downward but Social Studies proficiencies remain well above both the District and State results. Most VCS results are 5%-20% or more above District and State results.

In summary, it is recommended that The Villages Charter School maintain programming which is already working well. This should include provisions for student and parent input in educational planning, implementation and monitoring with an emphasis on immediate feedback.

G. APPENDIX OF VCS TABLES

FAST Reading/ELA & Math Test Results School Year 2025 (SY25) Comparisons: VCS, District & State, Grades 3 through 10

VCS Intermediate School															
2025							ELA	2025							Math
Grade 3	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+	Grade 3	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+
VCS	210	7	21	28	22	21	72	VCS	212	4	17	21	37	21	79
DISTRICT	207	11	22	28	22	16	67	DISTRICT	209	6	17	24	34	18	76
STATE	202	22	21	23	21	14	57	STATE	203	16	21	22	27	14	63
2025							ELA	2025							Math
Grade 4	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+	Grade 4	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+
VCS	222	8	18	26	31	16	73	VCS	224	7	10	20	46	17	83
DISTRICT	217	15	22	23	26	14	63	DISTRICT	218	15	16	20	36	14	70
STATE	213	22	21	22	22	13	56	STATE	215	20	18	20	29	13	58
2025							ELA	2025							Math
Grade 5	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+	Grade 5	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+
VCS	230	7	21	27	30	15	72	VCS	234	3	17	29	28	22	80
DISTRICT	226	11	24	26	27	12	65	DISTRICT	227	14	23	26	21	16	63
STATE	222	20	24	20	23	12	56	STATE	224	21	23	22	19	16	57
VCS Middle School															
2025							ELA	2025							Math
Grade 6	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+	Grade 6	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+
VCS	238	5	16	27	27	26	79	VCS	250	1	6	13	41	39	93
DISTRICT	233	9	20	27	25	18	70	DISTRICT	240	8	18	19	33	23	76
STATE	227	19	21	23	22	14	60	STATE	233	16	24	19	25	16	60
2025							ELA	2025							Math
Grade 7	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+	Grade 7	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+
VCS	243	6	17	22	36	19	77	VCS	254	1	10	21	26	43	89
DISTRICT	237	12	22	21	29	16	66	DISTRICT	242	16	20	20	20	23	64
STATE	232	22	22	18	25	13	57	STATE	234	28	21	23	15	12	50
2025							ELA	2025							Math
Grade 8	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+	Grade 8	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+
VCS	249	7	18	28	24	24	75	VCS	257	0	15	21	31	33	85
DISTRICT	243	14	21	27	19	19	65	DISTRICT	250	10	19	22	24	24	70
STATE	237	22	23	23	17	15	55	STATE	245	19	25	19	16	21	57


2024-2025 Comparisons, continued

VCS High School															
2025							ELA	2025							Math
Grade 9	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+	Algebra I	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+
VCS	253	4	16	34	28	18	80	VCS	423	3	11	24	28	34	86
DISTRICT	245	15	23	28	23	12	62	DISTRICT	413	8	20	29	25	19	73
STATE	241	21	24	22	20	13	56	STATE	404	19	22	25	21	13	60
2025							ELA	2025							RDG
Grade 10	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+	Geometry	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+
VCS	258	5	18	22	32	24	77	VCS	416	6	16	43	13	22	77
DISTRICT	250	14	22	24	23	18	65	DISTRICT	407	16	24	38	9	14	61
STATE	248	20	22	20	20	17	58	STATE	404	22	23	28	11	16	55

H. FLORIDA ANNUAL REPORT CARD



The Florida Department of Education has released the 2024-2025 school grades for schools.

 FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small>		2024-25 School Grades Combination Schools																
SY	School Name	Grade 3 English Language Arts Achievement	English Language Arts Achievement	English Language Arts Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2024-25	College and Career Acceleration 2024-25	Total Points Earned	Total Components Points	Percent of Total Possible	Percent Tested	Grade 2025	
25	VILLAGES CHARTER SCHOOL	72	77	65	60	85	75	72	68	85	59	100	89	907	12	76	100	A