

The Villages Charter School, Inc.

REVIEW & REPORT OF STUDENT ACADEMIC ACHIEVEMENT

SCHOOL YEAR 2025-2026



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 2025-2026 (SY26)

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 2025-2026 (SY26). 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) within the STATE of Florida. This information serves to provide perspective within a larger context.

B. QUESTIONS

1. On average, how did SY26 Grades K-12 perform on standardized tests: in English/Language Arts (ELA), Mathematics Writing and Science compared to different VCS cohorts (SY18, SY19¹, SY21², SY24³ and SY25)?
 2. On average, how do SY26 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 SY26 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 SY26 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 4,287 students enrolled in Grades K through 12 during the current school year (SY26); 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:

- SY26 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 SY25 to SY26: 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	%
2026	TESTED	L 1 & 2	Remediation	L 3 & 4	Instruction	L 5	Enrichment	% L3 +
K	322	25%	80	58%	156	27%	86	75%
1	285	27%	79	51%	143	22%	63	72%
2	308	27%	83	57%	175	16%	50	73%
3	343	24%	82	61%	209	15%	52	77%
4	337	30%	100	54%	180	17%	57	70%
5	355	25%	90	56%	198	19%	67	75%
6	406	21%	87	56%	228	22%	91	79%
7	390	20%	79	57%	219	24%	92	80%
8	350	25%	86	51%	178	25%	86	75%
9	326	19%	62	57%	187	24%	77	81%
10	282	25%	72	54%	152	21%	58	74%
TOTALS	3704	24%	900	55%	2025	21%	779	76%

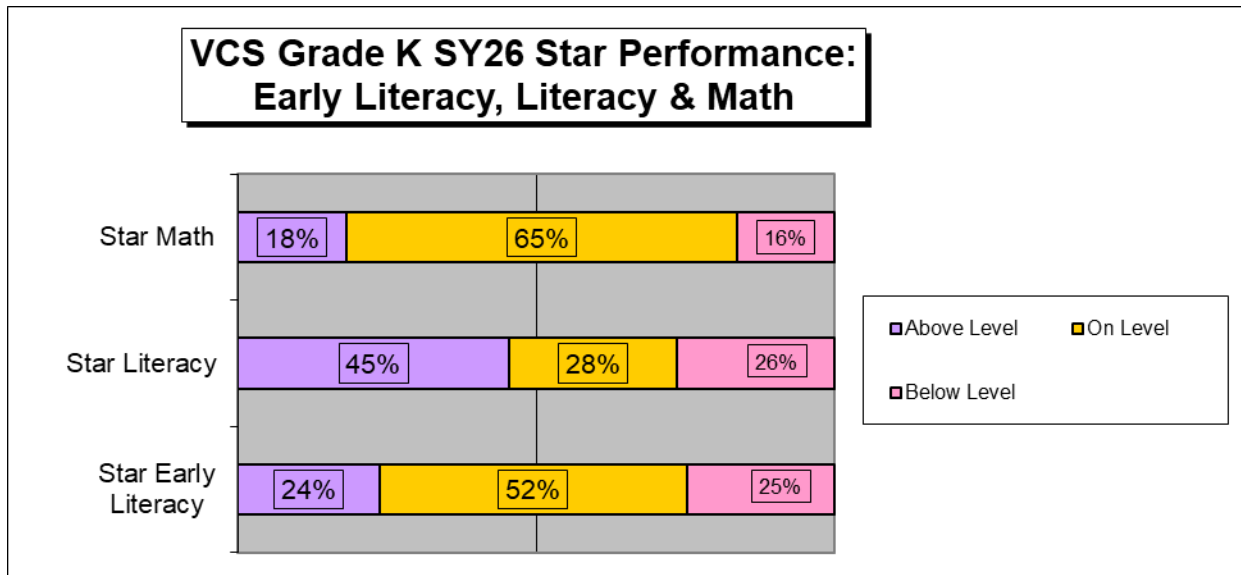
VCS	MATH	MATH	MATH	MATH	MATH	MATH	MATH	MATH
GRADE	#	%	# Requiring	%	# Basic	%	# Requiring	%
2026	TESTED	L 1 & 2	Remediation	L 3 & 4	Instruction	L 5	Enrichment	% L3 +
K	322	16%	52	65%	211	18%	59	84%
1	285	21%	60	41%	119	37%	106	79%
2	308	21%	66	54%	168	24%	74	79%
3	343	17%	59	58%	199	25%	85	83%
4	337	22%	75	57%	193	20%	69	78%
5	355	16%	57	56%	200	28%	98	84%
6	404	14%	55	53%	215	33%	134	86%
7	312	6%	18	49%	153	45%	141	94%
8	139	12%	17	60%	84	27%	38	88%
Alg. 1	397	15%	60	56%	222	29%	115	85%
Geometry	297	22%	66	49%	146	29%	86	79%
TOTALS	3500	17%	585	55%	1910	29%	1005	84%

The table above displays an overview of English/Language Arts (ELA) and Math results for the 2025-26 school year (SY26). 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 on 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 SY26 Kindergarten students demonstrated academic proficiency by scoring either "On Level" or "Above Level": Star Early Literacy = 75% (N=211); Star Literacy = 74% (N=31); Mathematics = 84% (N=270). Smaller proportions performed in the "Below Level" range in Early Literacy = 25% (N=69); Literacy = 26% (N=11) and Mathematics = 16% (N=52).

Descriptive statistics: Early Literacy and Literacy Scale Scores indicates that, on average, this cohort is stronger in Reading than in Math, but Math overall proficiency increased significantly from SY25 (67%) to SY26 (84%).

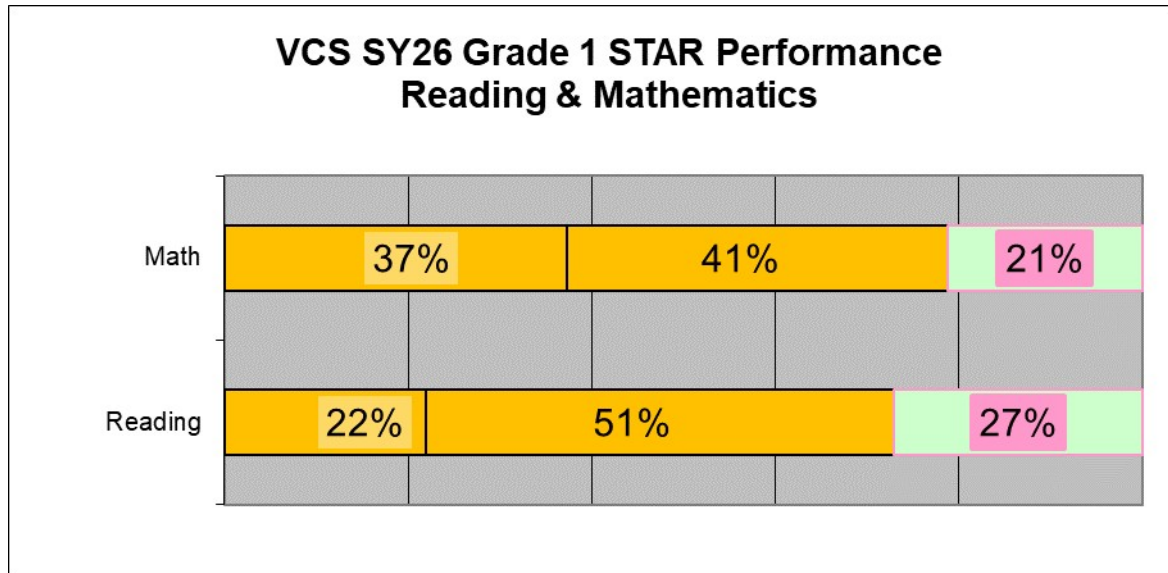
Grade K Scale Scores	Early Literacy Scale Score	Literacy Scale Score	Math Scale Score
SY26	148	154	135

**75% scores On or Above Level in Early Literacy;
74% scored On or Above Level in Literacy;
84% 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 SY26 First Grade students demonstrated academic proficiency by scoring either “On Level” or “Above Level”: Reading = 72% (N=206); Mathematics = 79% (N=225). Smaller proportions performed in the “Below Level” range in Reading = 27% (N=79) and Mathematics = 21% (N=60).

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

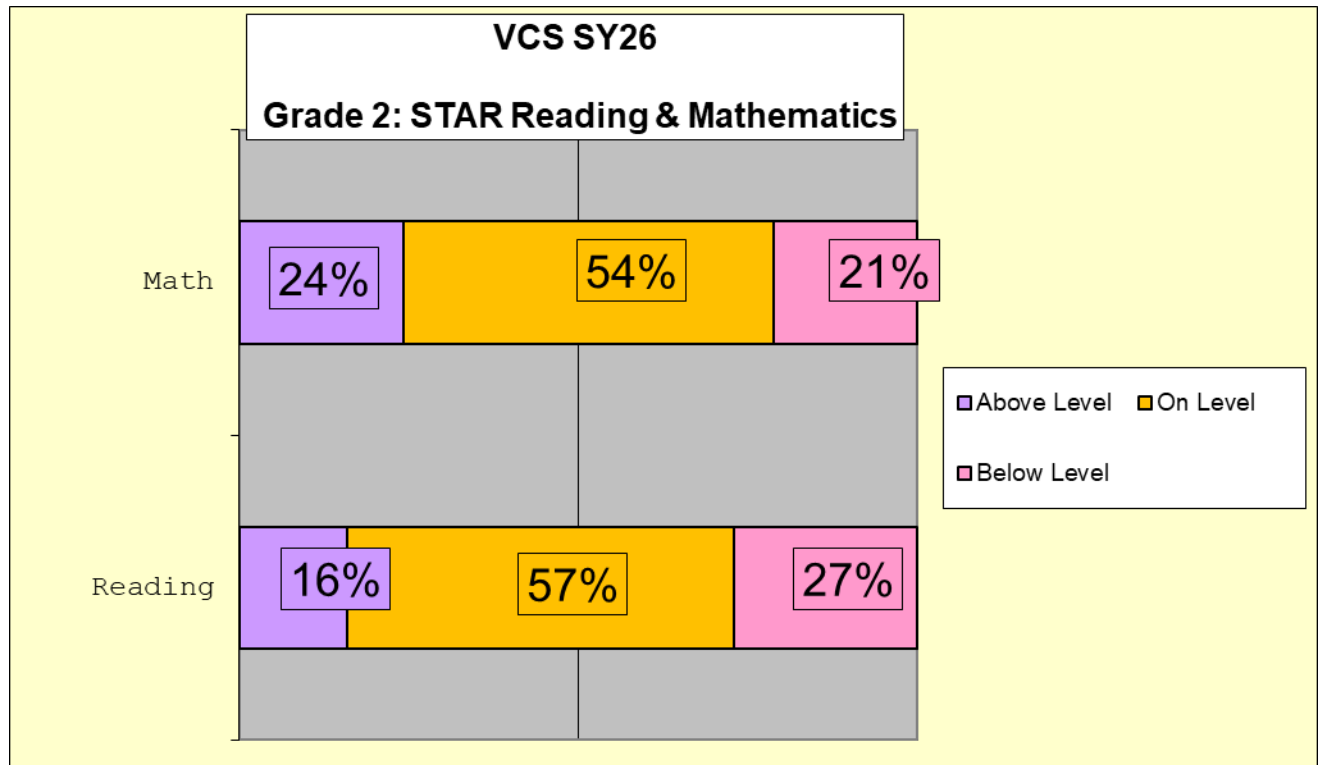
Grade 1 Reading Scale Score	Reading Scale Score	Math Scale Score
SY26	166	164

72% scored On or Above Level in Reading; 79% 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 SY26 Second Grade students demonstrated academic proficiency by scoring either “On Level” or “Above Level”: Reading = 73% (N=225); Mathematics = 79% (N=242). Smaller proportions performed in the “Below Level” range in Reading = 27% (N=83) and Mathematics ≈ 21% (N=66).

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
SY26	191	186

73% scored On or Above Level in Reading; 79% scored On or Above Level in Math

FINDINGS: INTERMEDIATE GRADE 3

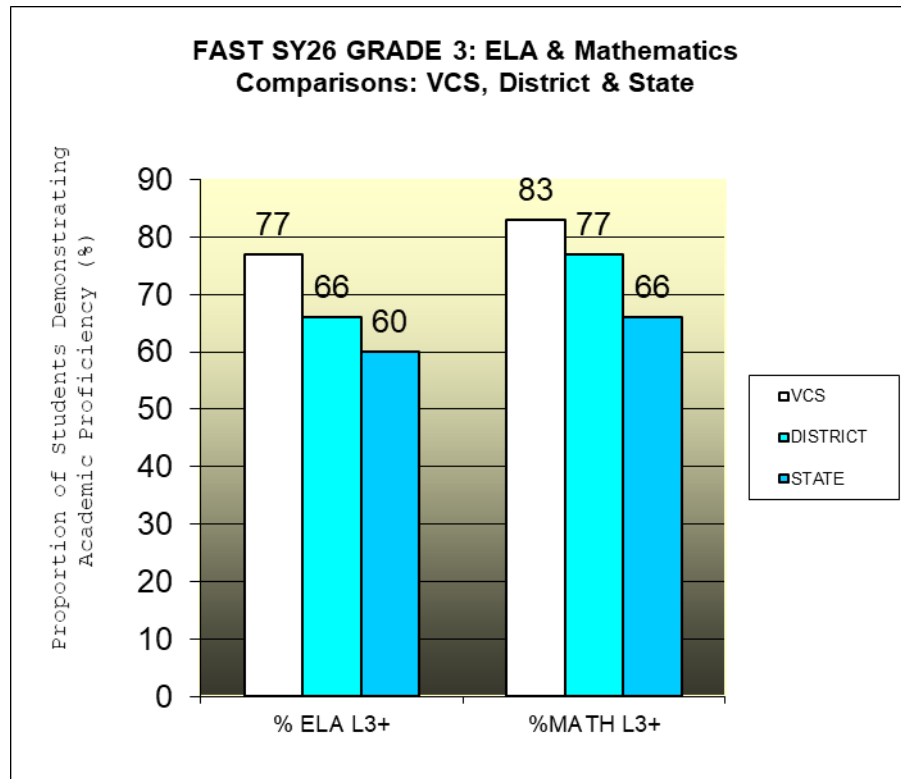
Q: On average how did VCS Grade 3 perform on *FAST* ELA and Math compared to different cohorts: VCS, District & State (SY26)?

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	211	4	20	29	32	15	VCS	213	3	14	17	41	25
DISTRICT	206	13	21	26	26	14	DISTRICT	209	9	14	19	38	20
STATE	204	19	20	23	22	16	STATE	204	14	19	22	29	16

SY26 FAST data indicate the need for some differentiated, remedial instruction in ELA (24%; N=82) and Math (17%; N=59) to meet FAST benchmarks. District and State figures indicate that a larger number of students fit this criterion: ELA [D=34%, S=39%] and Math [D=23%, S=33%].

Grade 3 data also indicate that VCS serves students in ELA (15%; N=52) and Mathematics (25%; N=85) whose instruction should be characterized by enrichment level work. Core instruction should be aimed at L3 & L4 achievement groups (ELA = 61%; Math = 58%).



Summary: Grade 3 students demonstrated a strong effort on SY26 FAST. In ELA, 2025's standard of 72% increased to 77%; and in Mathematics, 2025's standard of 79% proficiency increased to 83%.

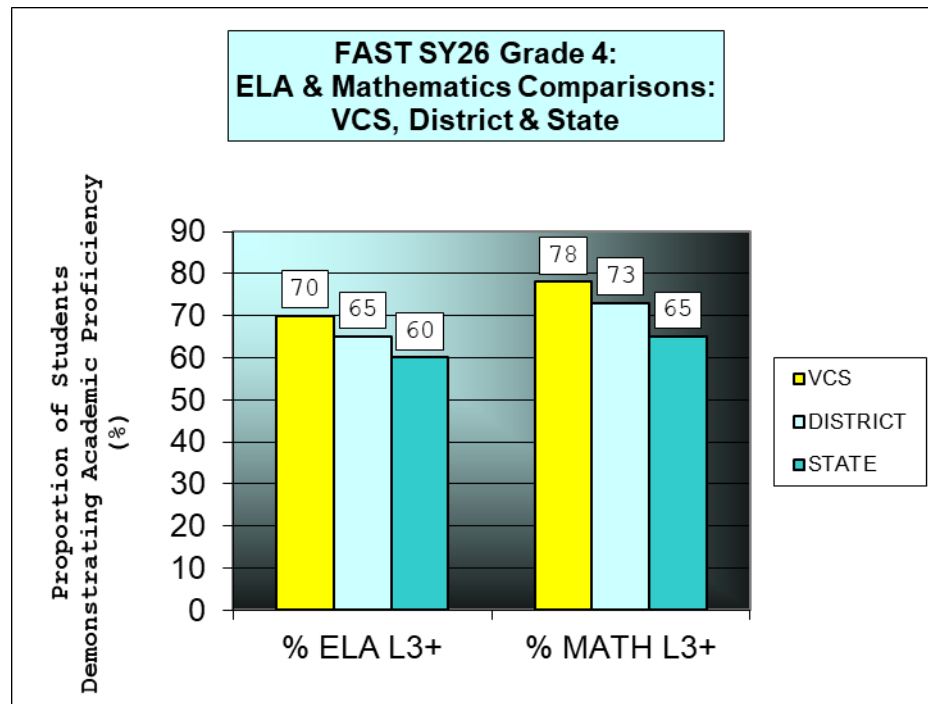
FINDINGS: INTERMEDIATE GRADE 4

Q: On average, how did VCS Grade 4 perform on *FAST* ELA and Math compared to different cohorts: VCS, District & State (SY26)?

Grade 4: *Florida Assessment of Student Thinking (FAST)* Benchmarks for Excellent Student Thinking SY26 FAST data indicate the need for some differentiated, remedial instruction in ELA (30%; n=100) and Math (22%; N=75) to meet FAST benchmarks. District and State figures indicate that approximately one-third of all students fit this criterion: ELA [D =35%, S=40%] and Math [D= 27%, S=35%].

Grade 4	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	Grade 4	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5
VCS	221	11	19	24	30	17	VCS	224	7	15	22	35	20
DISTRICT	218	13	22	24	27	14	DISTRICT	221	10	17	23	34	17
STATE	215	19	21	22	23	14	STATE	217	18	17	20	31	14

Grade 4 data also indicate that VCS serves students in ELA (17%; N=57) and Mathematics (20%; N=69) whose instruction should be characterized by enrichment level work. Core instruction should be aimed at Levels 3 & 4 (ELA = 54%; Math = 57%).



Summary: Grade 4 students for SY26 maintained a strong level of performances of students scoring Level 3, but both ELA (73% to 70%) and Math (83% to 78%) had decreases.

FINDINGS: GRADE 5

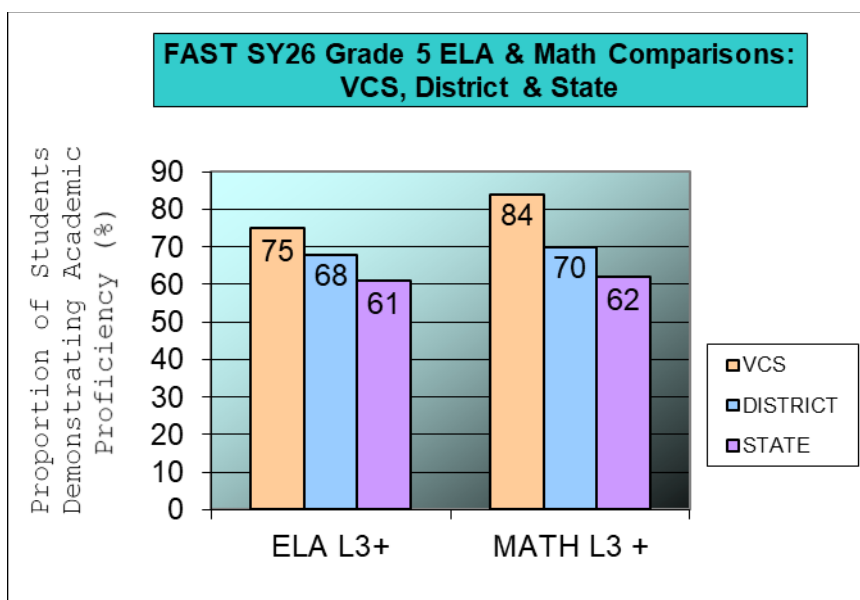
Q: On average, how did VCS Grade 5 perform on *FAST* ELA, Math, and Statewide Science Assessment compared to different cohorts: VCS, District & State (SY26)?

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	232	6	19	26	30	19	VCS	236	3	13	25	31	28
DISTRICT	228	10	22	25	28	15	DISTRICT	230	10	20	27	23	20
STATE	225	16	23	22	25	14	STATE	226	17	21	23	21	18

SY26 FAST data indicate the need for some differentiated, remedial instruction in ELA (25%; N=90) and Math (16%; N=57) 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=32%, S=39%] and Math [D= 30%, S=38%].

Grade 5 data also indicate that VCS serves students in ELA (19%; N=67) and Mathematics (28%; N=98) whose instruction should include enrichment level work. Core instruction should be aimed at Levels 3 & 4 (ELA = 56%; Math = 56%).



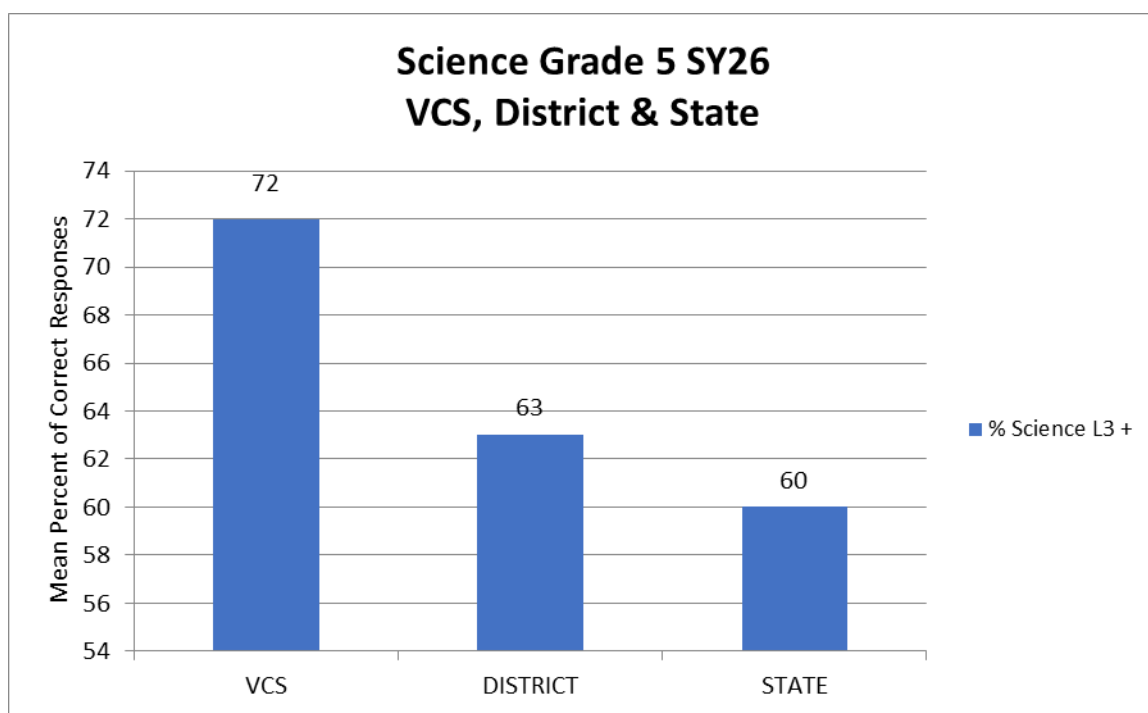
Summary: A majority of Grade 5 students demonstrated academic proficiency on SY26 FAST: ELA = 75%; Math = 84%. Grade 5 SY26 scored above both the District and State. These results were consistent with SY25 (ELA from 74% to 75% and Math from 80% to 84%).

GRADE 5: SY26 Science Results: VCS, District & State

Grade 5	Mean	% @L1	% @L2	% @L3	% @L4	% @L5	% @ 3+
VCS	210	7	21	33	17	22	72
DISTRICT	205	13	24	32	15	16	63
STATE	204	19	22	27	15	18	60

SY26 FAST data indicate the need for some differentiated, remedial instruction in 5th Grade Science (28%; N=100) to meet benchmarks. District and State figures indicate a higher percentage of 5th Grade students fit this criterion in SY26: [D =37%, S=41%].

Grade 5 data also indicate that VCS serves students in 5th Grade Science (22%; N=77) whose instruction should include enrichment level work. Core instruction should be aimed at Levels 3 & 4 (50%).



Results: Fifth Graders at VCS (N=355) earned a mean total score of 210 compared to scores of 205 and 204 for District and State counterparts. For SY26, 5th Grade Science scores increased significantly from 2025 (61% to 72%).

FINDINGS: MIDDLE SCHOOL GRADE 6

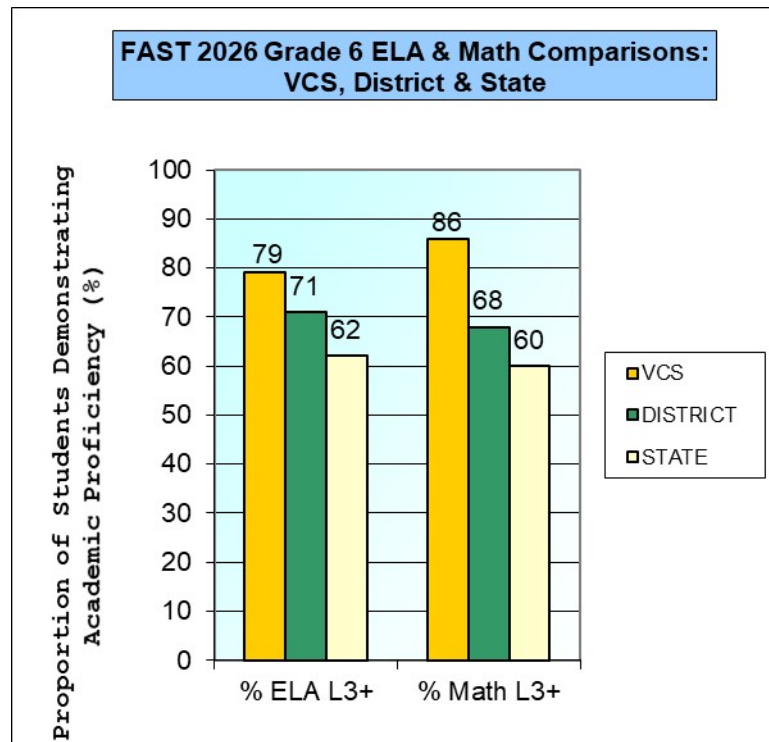
Q: On average, how did VCS Grade 6 perform on *FAST* ELA and Math compared to different cohorts: VCS, District & State (SY26)?

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	237	3	18	25	31	22	VCS	247	2	12	19	34	33
DISTRICT	233	9	19	26	28	17	DISTRICT	237	9	23	22	26	20
STATE	228	17	20	23	23	16	STATE	233	16	24	19	25	16

SY26 FAST data indicate the need for some differentiated, remedial instruction in ELA (21%; N=80) and Math (14%; N=55) to meet FAST benchmarks. According to district and statewide results data indicate a large group of 6th Grade students fit this criterion in SY26: ELA [D =28%, S=37%] and Math [D= 32%, S=40%].

Grade 6 data also indicate that VCS serves students in ELA (22%; N=91) and Mathematics (33%; N=134) whose instruction should include enrichment level work. Basic instruction is indicated for Levels 3 & 4 (ELA = 56%; Math = 53%).



Summary: A majority of Grade 6 students (N=406) demonstrated academic proficiency on SY26 FAST ELA = 79% (N=319) and Math = 86% (N=349). ELA remained steady (79% to 79%) and Math decreased (93% to 86%).

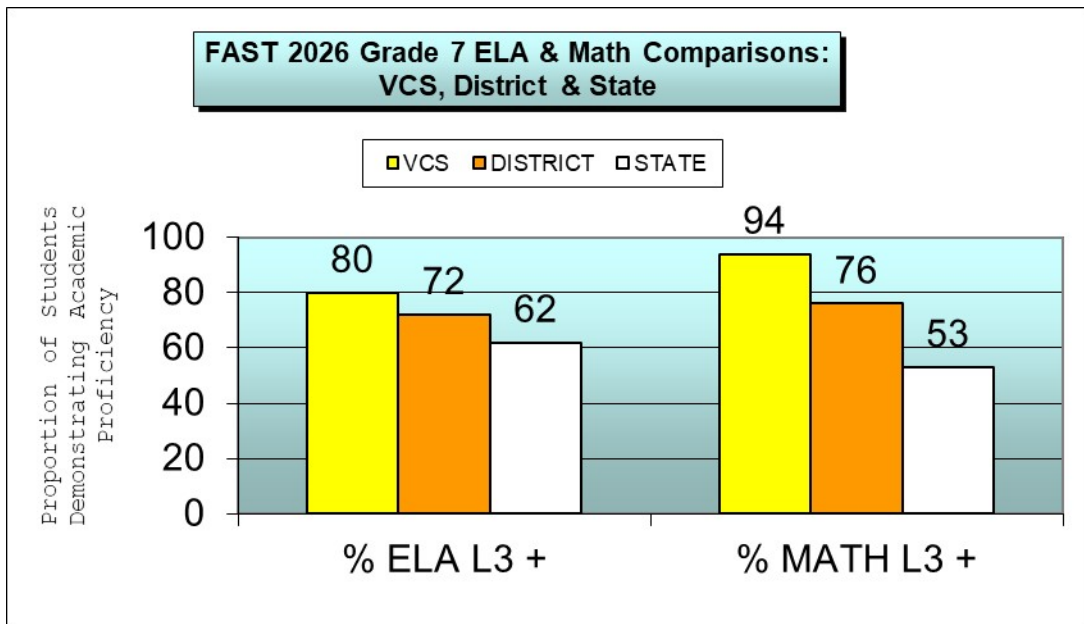
FINDINGS: MIDDLE SCHOOL GRADE 7

Q: On average, how did VCS Grade 7 perform on *FAST* ELA and Math compared to different cohorts: VCS, District & State (SY26)?

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	245	3	17	21	36	24	VCS	256	1	5	16	33	45
DISTRICT	240	9	19	21	32	19	DISTRICT	246	9	15	20	29	27
STATE	235	17	21	19	27	16	STATE	235	25	22	24	16	13

SY26 FAST data present evidence that some VCS 7th Graders continue to need remedial instruction in ELA (20%; N=79) and/or Math (6%; N=18). District and State data show that a larger portion of all 7th Grade students fit this criterion [ELA: D=26%, S=38% and Math: D=24%, S=47%]. L5 designates students with ‘above grade level’ proficiency in ELA (24%; N=92) and Mathematics (45%; N=141). While grade level instruction is aimed at the majority of students in Levels 3 & 4 (ELA = 57%; Math = 47%) *above level* instruction should be characterized by enrichment level work on a regular basis.



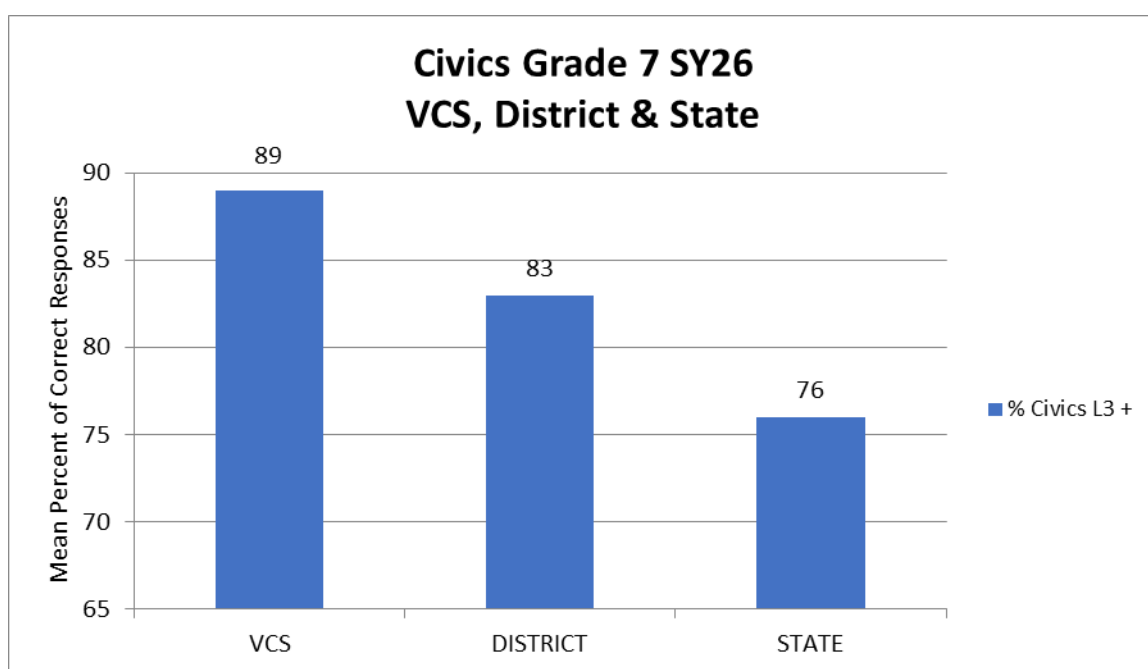
Summary: A majority of Grade 7 ELA students (N=390) and Math students (N=312) demonstrated academic proficiency on SY26 FAST ELA = 80% (N=311) and Math = 94% (N=294). This cohort (SY26) surpassed District and State scores and increased from SY25 in ELA (77% to 80%) and maintained last year’s Grade 7 Math performance (94% to 94%). Note: 80 7th Grade students were enrolled in Algebra I during the SY26 and therefore took the Algebra I EOC (100% passed the EOC). Two 7th Grade students were enrolled in Geometry during the SY26 and therefore took the Geometry EOC (100% passed the EOC).

GRADE 7: SY26 Civics Results: VCS, District & State

Grade 7	Mean MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @ 3+
VCS	421	3	8	26	24	39	89
DISTRICT	415	7	10	27	23	32	83
STATE	412	11	13	25	21	30	76

SY26 FAST data indicate the need for some differentiated, remedial instruction in 7th Grade Civics (11%; N=44) to meet benchmarks. District and State figures indicate that a slightly larger percentage of 7th Grade students fit this criterion in SY26: [D =17%, S=24%].

Grade 7 Civics data also indicate that VCS serves students (39%; N=159) whose instruction should include enrichment level work. Core instruction should be aimed at Levels 3 & 4 (50%).



Results: Seventh Graders at VCS (N=412) earned a mean scale score of 421 compared to scores of 415 and 412 for District and State counterparts. For SY26, 7th Grade Civics scores increased (86% in 2025 and 89% 2026).

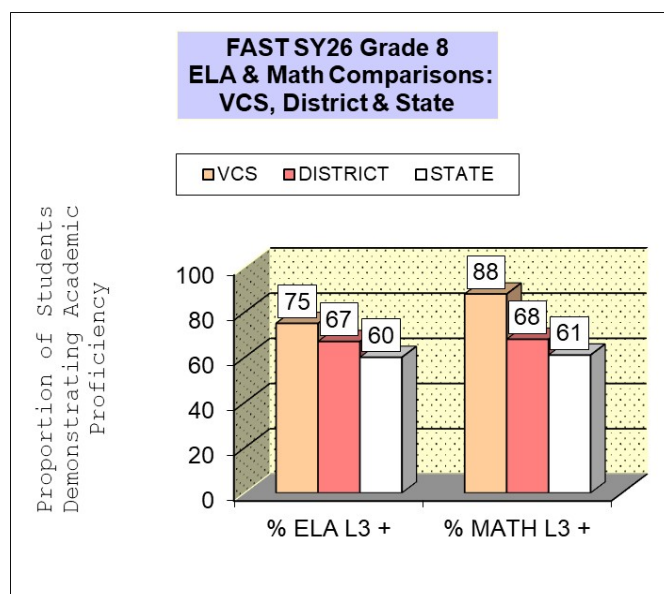
FINDINGS: MIDDLE SCHOOL GRADE 8

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 (SY26)?

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	4	21	27	24	25	VCS	256	1	11	29	31	27
DISTRICT	245	9	24	27	20	20	DISTRICT	248	10	21	25	23	21
STATE	240	18	22	25	18	17	STATE	247	15	24	20	18	24

SY26 FAST data present evidence that some VCS 8th Graders (N=350) continue to need remedial instruction in ELA (25%; N=86) and Math (12%; N=17). 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=33%, S=40% and Math: D=31%, S=39%]. Instruction should be aimed at the majority of VCS students in Levels 3 & 4 (ELA = 51%; Math = 60%). Students with ‘above grade level’ proficiency (L5) in ELA (25%; N=75) and Mathematics (27%; N=38) should be facilitated with enrichment level work.



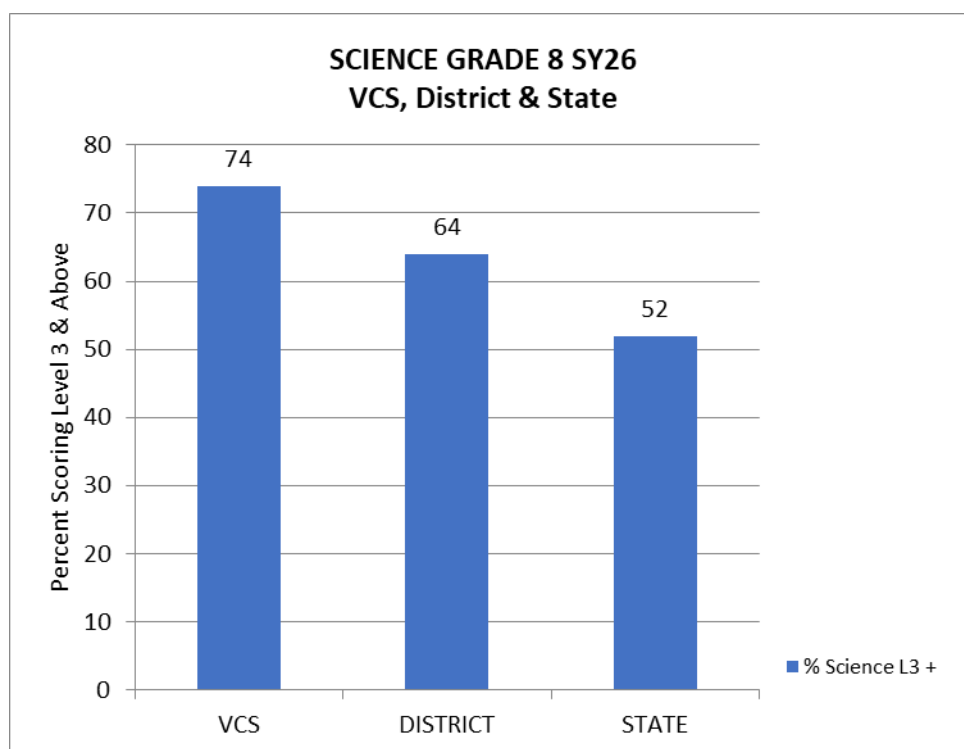
Summary: The majority of Grade 8 students demonstrated academic proficiency on FAST in ELA (75%, N=264); Math performance (88%, N=122). SY26 increased from SY25 Grade 8 performance in ELA (74% to 75%) and in Math (85% to 88%) on the FAST, and surpassed District and State performances. Note: 139 8th Grade students were enrolled in Algebra I during the SY26 and therefore took the Algebra I EOC (97% passed the EOC). Another 74 8th Grade students were enrolled in Geometry during the SY26 and took the Geometry EOC (100% passed the EOC).

FINDINGS: GRADE 8: SY26 Science Results: VCS, District & State

GRADE 8	Mean Scale Score	% @L1	% @L2	% @L3	% @L4	% @L5	% @ 3+
VCS	213	6	20	24	22	28	74
DISTRICT	209	12	23	23	18	23	64
STATE	202	21	26	23	15	15	52

SY26 State Science data indicate the need for some differentiated, remedial instruction in 8th Grade Science (26%; N=91) to meet benchmarks. District and State figures indicate that a slightly larger percentage of 8th Grade students fit this criterion in SY26: [D =35%, S=47%].

Grade 8 data also indicate that VCS serves students in 8th Grade Science (28%; N=90) whose instruction should include enrichment level work. Core instruction should be aimed at Levels 3 & 4 (46%).



Results: Eighth Graders at VCS (N=350) earned a mean total score of 213 compared to scores of 209 and 202 for District and State counterparts. For SY26, 8th Grade Science scores increased from 66% to 74%.

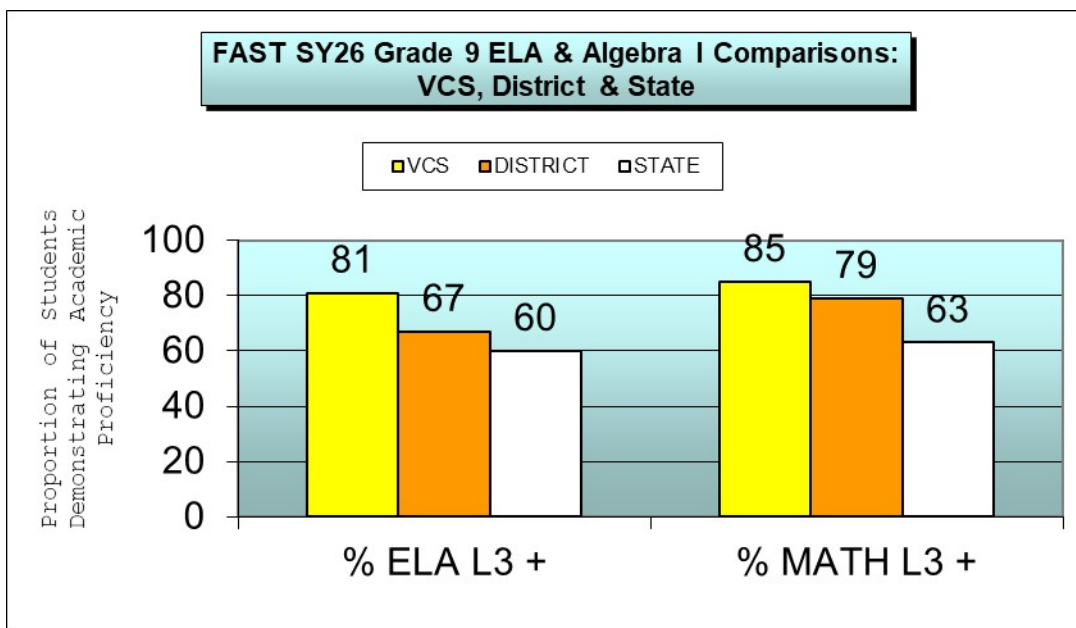
FINDINGS: HIGH SCHOOL GRADES 8, 9 & 10

Q: On average, how did VCS perform on *FAST* 9th Grade ELA and Algebra I EOC compared to different cohorts: VCS, District & State (SY26)?

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	255	2	17	24	33	24	VCS	421	3	12	27	29	29
DISTRICT	248	12	22	24	25	18	DISTRICT	415	6	15	32	28	19
STATE	244	18	22	23	22	15	STATE	406	16	21	26	22	15

SY26 FAST data present evidence that some VCS 9th Graders & Algebra I students continue to need remedial instruction in ELA (19%; N=62) and/or Algebra I (15%; N=60). District and State data show that a larger portion of all 9th Grade / Algebra I students fit this criterion [ELA: D =34%, S=40% and Algebra I: D= 21%, S=37%]. L5 designates students with ‘above grade level’ proficiency in ELA (24%; N=77) and Algebra I (29%; N=115). While grade level instruction is aimed at the majority of students in Levels 3 & 4 (ELA = 57%; Math = 56%), *above level* instruction should be characterized by enrichment level work on a regular basis.



Summary: A majority of Grade 9 / Algebra I students (ELA N=326, Algebra I N=397) demonstrated academic proficiency on SY26 FAST ELA = 81% (N=264) and Algebra I Math = 85% (N=337). This cohort (SY26) surpassed District and State scores in ELA by wide margins and increased slightly compared to the prior year in ELA (from 80% to 81%) and decreased slightly in Algebra I (from 86% to 85%).

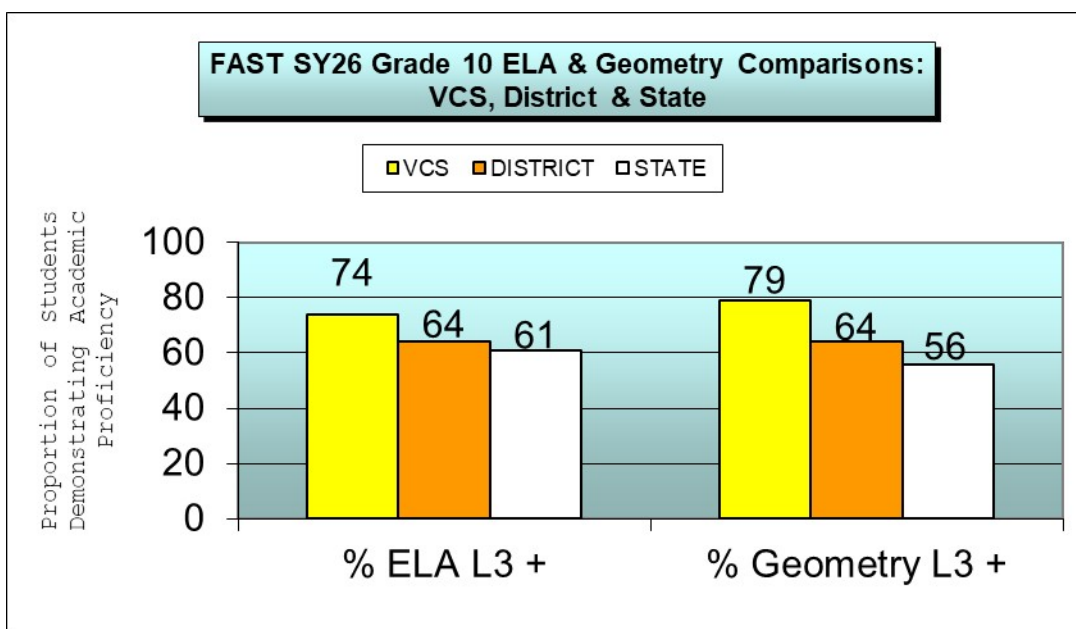
FINDINGS: HIGH SCHOOL GRADES 9, 10 & 11

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 (SY26)?

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	256	7	18	28	26	21	VCS	420	4	18	33	16	29
DISTRICT	251	14	23	24	23	17	DISTRICT	410	12	23	36	11	17
STATE	249	17	22	22	23	16	STATE	405	22	22	28	11	17

SY26 FAST data present evidence that some VCS 10th Graders & Geometry students continue to need remedial instruction in ELA (25%; N=72) and/or Geometry (22%; N=64). District and State data show that a larger portion of all 10th Grade ELA / Geometry students fit this criterion [ELA: D=37%, S=39% and Geometry: D=35%, S=44%]. L5 designates students with ‘above grade level’ proficiency in ELA (21%; N=58) and Geometry (29%; N=87). While grade level instruction is aimed at the majority of students in Levels 3 & 4 (ELA = 54%) and (Geometry = 49%), *above level* instruction should be characterized by enrichment level work on a regular basis.



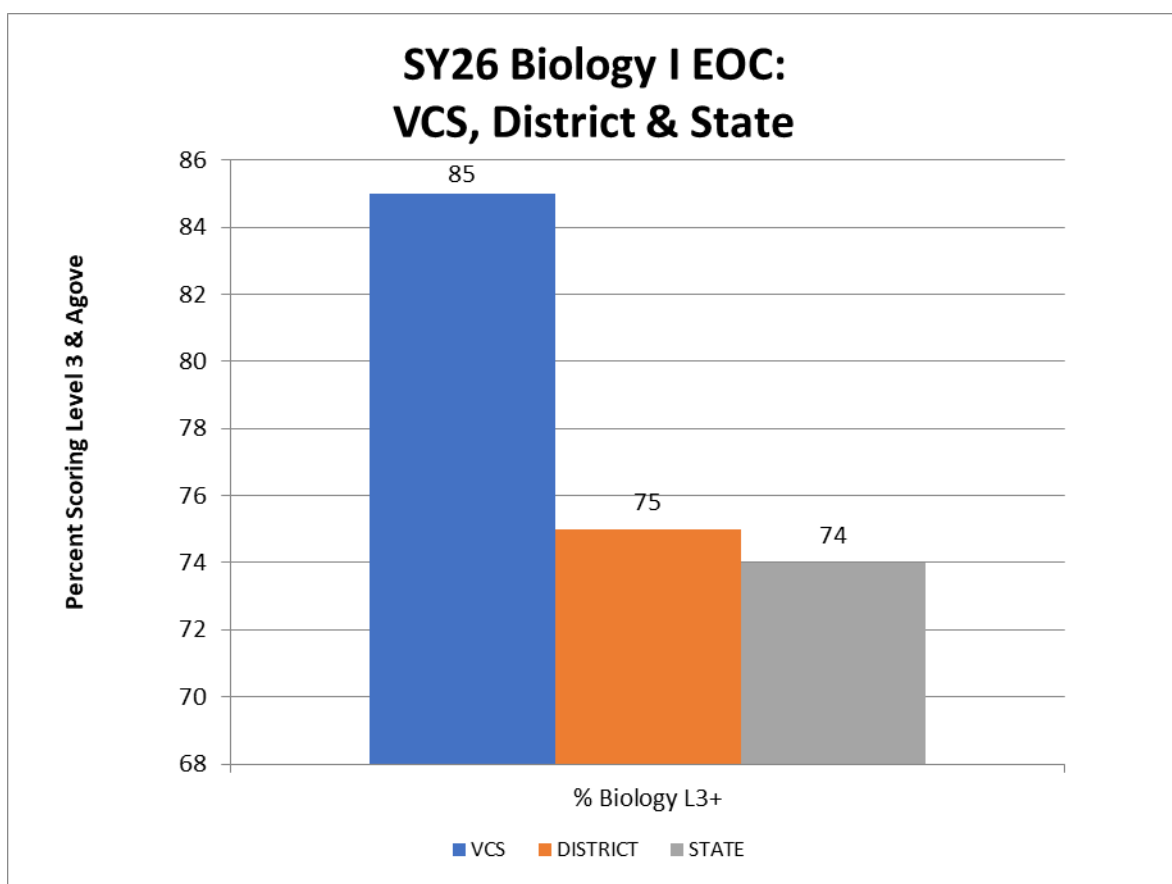
Summary: A majority of Grade 10 ELA (N=282) / Geometry students (N=298) demonstrated academic proficiency on SY26 FAST ELA = 74% (N=210) and Geometry = 79% (N=282). This cohort (SY26) surpassed District and State scores in ELA and decreased from the prior year in ELA (from 80% to 74%) and increased in Geometry (from 77% to 79%).

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

SY26 Biology I EOC data present evidence that some VCS Biology students continue to need remedial instruction in Biology (15%; N=46). District and State data show that a large portion of all Biology students fit this criterion [Biology: D=25%, S=25%]. L5 designates students with ‘above grade level’ proficiency in Biology (32%; N=98). While grade level instruction is aimed at the majority of students in Levels 3 & 4 (Biology = 54%), *above level* instruction should be characterized by enrichment level 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	418	4	11	37	17	32
DISTRICT	410	8	17	39	15	22
STATE	411	8	17	35	14	25



Results: Students taking Biology I EOC at VHS demonstrated an above average level of academic proficiency on SY26 Biology I EOC= 85%. This cohort (SY26) exceeded District and State scores in Biology. VHS increased significantly compared to the prior year in Biology (from 79% to 85%).

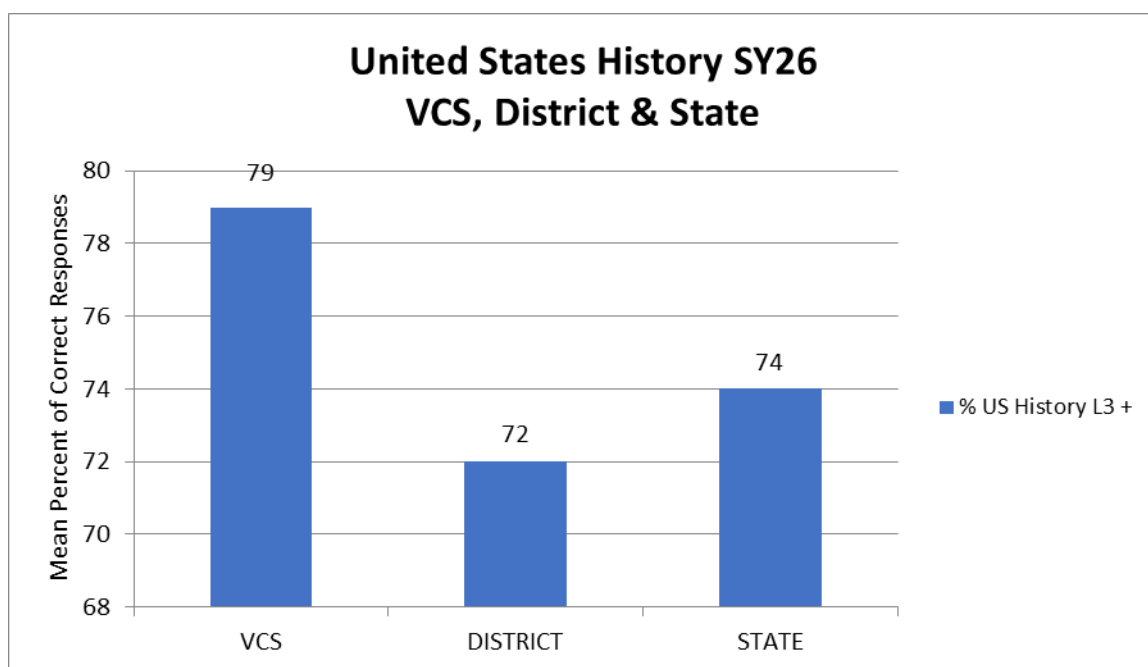
GRADE 11: SY25 United States History Results: VCS, District & State

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 (SY26)?

US History	Mean DSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @ 3+
VCS	419	9	12	23	22	33	79
DISTRICT	413	11	18	25	23	24	72
STATE	413	13	13	24	21	28	74

SY26 FAST data indicate the need for some differentiated, remedial instruction in 11th Grade United States History (21%; N=58) to meet benchmarks. District and State figures indicate that a larger percentage of 11th Grade students fit this criterion in SY25: [D =29%, S=26%].

Grade 11 United States History data also indicate that VCS serves students (33%; N=94) whose instruction should include enrichment level work. Core instruction should be aimed at Levels 3 & 4 (45%).



Results: Eleventh Graders at VCS (N=281) earned a mean total score of 419 compared to scores of 413 for the District and 413 State counterparts. For SY26, 11th Grade United States History scores decreased slightly (from 83% to 79%).

F. VCS REVIEW OF ACADEMIC PROGRESS: SUMMARY & RECOMMENDATIONS

VCS	ELA	ELA	ELA	ELA	ELA	ELA	ELA	ELA		
GRADE	#	%	# Requiring	%	# Basic	%	# Requiring	%		
2026	TESTED	L 1 & 2	Remediation	L 3 & 4	Instruction	L 5	Enrichment	% L3 +	Change	2025
K	322	25%	80	58%	156	27%	86	75%	8%	67%
1	285	27%	79	51%	143	22%	63	72%	5%	67%
2	308	27%	83	57%	175	16%	50	73%	1%	72%
3	343	24%	82	51%	209	15%	52	77%	5%	72%
4	337	30%	100	54%	180	17%	57	70%	-3%	73%
5	355	25%	90	56%	198	19%	67	75%	3%	72%
6	406	21%	87	56%	228	22%	91	79%	0%	79%
7	390	20%	79	57%	219	24%	92	80%	3%	77%
8	350	25%	86	51%	178	25%	86	75%	0%	75%
9	326	19%	62	57%	187	24%	77	81%	1%	80%
10	282	25%	72	54%	152	21%	58	74%	-6%	80%
TOTALS	3704	24%	900	55%	2025	21%	779	76%	1%	76%

Reading/English Language Arts (ELA)

The last two columns in the table above lists changes in the proportion of proficiency among students from SY25 to SY26⁴ 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 (25%) are Levels 1 & 2 readers and continues through Grade 10 (25%).

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	%		
2026	TESTED	L 1 & 2	Remediation	L 3 & 4	Instruction	L 5	Enrichment	% L3 +	Change	2025
K	322	16%	52	65%	211	18%	59	84%	17%	67%
1	285	21%	60	41%	119	37%	106	79%	-3%	82%
2	308	21%	66	54%	168	24%	74	79%	2%	77%
3	343	17%	59	58%	199	25%	85	83%	4%	79%
4	337	22%	75	57%	193	20%	69	78%	-5%	83%
5	355	16%	57	56%	200	28%	98	84%	4%	80%
6	404	14%	55	53%	215	33%	134	86%	-7%	93%
7	312	6%	18	49%	153	45%	141	94%	5%	89%
8	139	12%	17	60%	84	27%	38	88%	3%	85%
Alg. 1	397	15%	60	56%	222	29%	115	85%	-1%	86%
Geometry	298	22%	66	49%	146	29%	86	79%	2%	77%
TOTALS	3500	17%	585	55%	1910	29%	1005	84%	0%	84%

Mathematics

The last two columns in the table above lists changes in the proportion of proficiency among students from SY25 to SY26⁵ 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. 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

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. Recommendations are intended to compliment and/or enhance the already strong academic programs at work. It is recommended that The Villages Charter School continue to progress monitor all students utilizing state assessments where applicable (specifically Grades K-8 along with Algebra I and Geometry) with the progressing monitoring (PM1, PM2 & PM3) state assessments. Data from PM1 and PM2 should be used by classroom teachers, Response to Intervention (RtI) and Interventionists staff to pinpoint areas in needs of support for each student. For students currently not meeting their math benchmarks, it is recommended to deploy proven research-based strategies to close the achievement gap. By integrating consistent small group instruction and intentional differentiation, educators can effectively address individual learning needs and foster mathematical proficiency.

⁵ Changes ± 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 (SY26)?

The table below is a review of The Villages High School (VHS) grades 9-12 results over time (SY06-SY26).

	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%
2026	266	81.5%	0.0%	100.0%	39.4%	49.6%	81.5%
Averages	167	86.3%	0.7%	99.5%	36.7%	49.6%	86.3%

VHS has had 3,512 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 21-year graduation rate is 99.5%⁶. VHS graduates attend post-secondary education at a rate of 86.3%.

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 SY2026

Q: On average, and over time, how did The Villages High School perform on Advanced Placement (AP) Exams (SY26)?

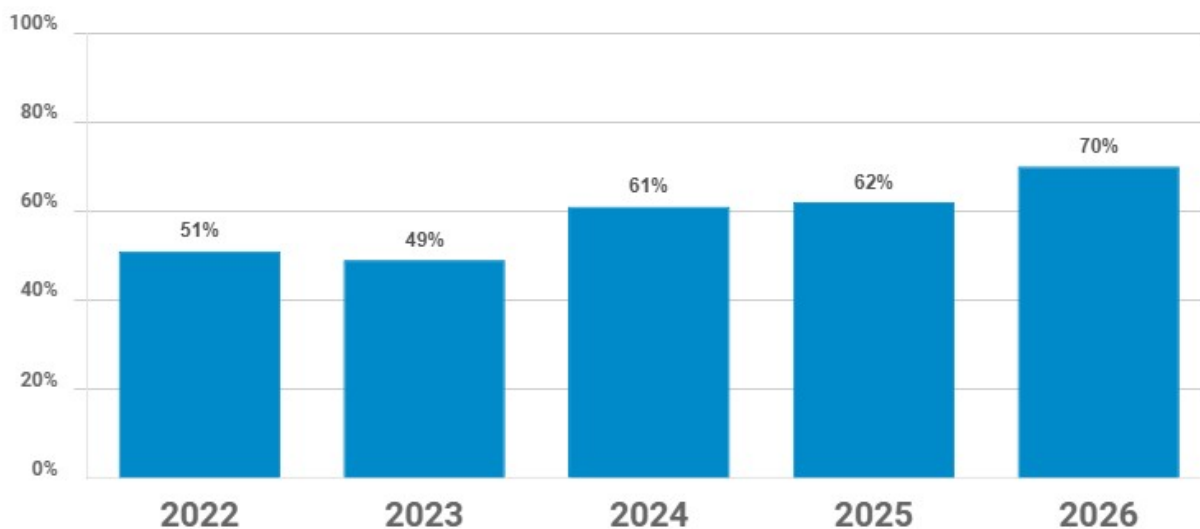


SCHOOL SUMMARY

	2022	2023	2024	2025	2026
Total AP Students	388	428	426	494	472
Number of Exams	622	741	670	794	829
AP Students with Scores 3+	198	208	261	305	329
% of Total AP Students with Scores 3+	51.03	48.60	61.27	61.74	69.70



% OF TOTAL AP STUDENTS WITH SCORES 3+



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
SY26	210	72%
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%

SCIENCE	Mean Score	2026 Average
GRADE 5	100-260	
VCS	210	72%
DISTRICT	205	63%
STATE	204	60%

SCIENCE	Mean Score	% Scoring Level
VCS 8	(140-260)	3 & Above
SY26	213	74%
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%

SCIENCE	Mean Score	2026 Average
GRADE 8	100-260	
VCS	213	74%
DISTRICT	209	64%
STATE	202	52%

BIOLOGY	Mean Score	% Scoring Level
VHS	(325-475)	3 & Above
SY26	418	85%
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%

BIOLOGY	Mean Score	2026 Average
	325-475	
VCS	418	85%
DISTRICT	410	75%
STATE	411	74%

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	89%
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	% Scoring Level
US History		3 & Above
SY25	419	79%
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	2026 Average
Civics		
VCS	421	89%
DISTRICT	415	83%
STATE	412	76%

FSA	Mean Score	2026 Average
US History		
VCS	419	79%
DISTRICT	413	72%
STATE	413	74%

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 2026.

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 took a sharp positive upward turn in SY26 and Social Studies results remain an area of strength. 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.

APPENDIX OF VCS TABLES

FAST Reading/ELA & Math Test Results School Year 2026 (SY26) Comparisons: VCS, District & State, Grades 3 through 10

VCS Intermediate School															
2026							ELA	2026							Math
Grade 3	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+	Grade 3	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+
VCS	211	4	20	29	32	15	77	VCS	213	3	14	17	41	25	83
DISTRICT	206	13	21	26	26	14	66	DISTRICT	209	9	14	19	38	20	77
STATE	204	19	20	23	22	16	60	STATE	204	14	19	22	29	16	66
2026							ELA	2026							Math
Grade 4	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+	Grade 4	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+
VCS	221	11	19	24	30	17	70	VCS	224	7	15	22	35	20	78
DISTRICT	218	13	22	24	27	14	65	DISTRICT	221	10	17	23	34	17	73
STATE	215	19	21	22	23	14	60	STATE	217	18	17	20	31	14	65
2026							ELA	2026							Math
Grade 5	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+	Grade 5	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+
VCS	232	6	19	26	30	19	75	VCS	236	3	13	25	31	28	84
DISTRICT	228	10	22	25	28	15	68	DISTRICT	230	10	20	27	23	20	70
STATE	225	16	23	22	25	14	61	STATE	226	17	21	23	21	18	62
VCS Middle School															
2026							ELA	2026							Math
Grade 6	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+	Grade 6	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+
VCS	237	3	18	25	31	22	79	VCS	247	2	12	19	34	33	86
DISTRICT	233	9	19	26	28	17	71	DISTRICT	237	9	23	22	26	20	68
STATE	228	17	20	23	23	16	62	STATE	233	16	24	19	25	16	60
2026							ELA	2026							Math
Grade 7	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+	Grade 7	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+
VCS	245	3	17	21	36	24	80	VCS	256	1	5	16	33	45	94
DISTRICT	240	9	19	21	32	19	66	DISTRICT	246	9	15	20	29	27	76
STATE	235	17	21	19	27	16	62	STATE	235	25	22	24	16	13	53
2026							ELA	2026							Math
Grade 8	ELA MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+	Grade 8	Math MSS	% @L1	% @L2	% @L3	% @L4	% @L5	% @L3+
VCS	249	4	21	27	24	25	75	VCS	256	1	11	29	31	27	88
DISTRICT	245	9	24	27	20	20	67	DISTRICT	248	10	21	25	23	21	68
STATE	240	18	22	25	18	17	60	STATE	247	15	24	20	18	24	61

2025-2026 Comparisons, continued

VCS High School															
2026							ELA	2026							Math
Grade 9	ELA	%	%	%	%	%	%	Algebra I	Math	%	%	%	%	%	%
	MSS	@L1	@L2	@L3	@L4	@L5	@L3+		MSS	@L1	@L2	@L3	@L4	@L5	@L3+
VCS	255	2	17	24	33	24	81	VCS	421	3	12	27	29	29	84
DISTRICT	248	12	22	24	25	18	67	DISTRICT	415	6	15	32	28	19	79
STATE	244	18	22	23	22	15	60	STATE	406	16	21	26	22	15	63
2026							ELA	2026							RDG
Grade 10	ELA	%	%	%	%	%	%	Geometry	Math	%	%	%	%	%	%
	MSS	@L1	@L2	@L3	@L4	@L5	@L3+		MSS	@L1	@L2	@L3	@L4	@L5	@L3+
VCS	256	7	18	28	26	21	74	VCS	420	4	18	33	16	29	79
DISTRICT	251	14	23	24	23	17	64	DISTRICT	410	12	23	36	11	17	64
STATE	249	17	22	22	23	16	61	STATE	405	22	22	28	11	17	56

H. FLORIDA ANNUAL REPORT CARD



The Florida Department of Education has released the 2025-2026 school grades for schools.



FLORIDA DEPARTMENT OF

EDUCATION

fldoe.org

2025-26 School Grades

note: The grading scale for elementary schools is as follows: A=62% or points or greater; B=54% to 61% of points; C=41% to 53% of points; D=32% to 40% of points; and F=31% of points or less. The grading scale for middle schools is as follows: A=64% of points or greater; B=57% to 63% of points; C=44% to 56% of points; D=34% to 43% of points; and F=33% of points or less. The grading scale for high and combination schools is as follows: A=65% of points or greater; B=60% to 64% of points; C=45% to 59% of points; D=35% to 44% of points; and F=34% of points or less.

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination

District Number District Name	School Number Virtual Provider Number School Name	Grade 3 English Language Arts Achievement	Grade 3 English Language Arts Learning Gains	Grade 3 English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2024-25	College and Career Acceleration	Total Points Earned	Total Components	Percent of Total Possible	Grade Tested	Grade 2025	Grade 2024		
60 SUMTER	2001 VILLAGES CHARTER SCHOOL	77	77	67	61	85	70	66	77	86	76	100	87	929	12	77	100	A	A	A