



Evaluation Matters

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Steven M. Urdegar, Ph.D., Director

Charter and Traditional Schools: *An Analysis of Student Entry and Movement, 2020-21 to 2021-22*

1. What is the purpose of this report?

Charter schools have continued to draw an increasingly larger share of the students in Miami-Dade County Public Schools (M-DCPS), such that as of October 2021, 23.6% (n=77,662) of the District's students attended a charter school (Urdegar, 2021). This growth can be accounted for by examining changes to the proportion of the students enrolled at the charter and traditional schools in M-DCPS resulting from the withdrawal of students leaving the District, the entry of students new to the District, and/or student movement into and between the schools. The primary purpose of this report is to examine the entries into and transfers between charter and traditional schools from October 2020 to October 2021. It should be noted that this movement may have been impacted by school closures, distance learning, and other influences due to the Covid-19 public health emergency.

2. Which populations were targeted in this report?

The sample for the study consisted of three groups: (a) students in M-DCPS who attended the traditional or the charter schools during both 2020-21 and 2021-22, (b) students in M-DCPS who attended the traditional or the charter schools during 2020-21 and did not attend during 2021-22, and (c) students new to M-DCPS in 2021-22. Only students in grades PK-12 who were active and enrolled in the District during the Fall Student Survey (October) of a given school year were included in this study. Students in October 2020 may have attended via distance learning or in-person modalities in the school of record.

3. How were the data for this report collected and analyzed?

Data were obtained from the student database files and student assessment records. Patterns of student transitions into the charter schools between October 2020 and October 2021 were examined by selected demographic and achievement categories and presented via descriptive statistics. A projected estimate of potential enrollment at traditional schools was obtained based on the assumption that current charter school students would have attended their residence schools based on established school attendance boundaries, had they not opted to enroll in a charter school.

4. What are the sources of change in charter and traditional school enrollment, from 2020-21 to 2021-22?

Enrollment patterns were defined in terms of **withdrawals** (i.e., students active in October 2020 who were no longer active in October 2021) and three movement categories: (a) **continuing students** who remained within the same governance structure (i.e., charter or traditional) from one year (October 2020) to the

next (October 2021), (b) **transfer students** who moved from one governance structure to the other from one year to the next, and (c) **new entries** (October 2021). Special centers (e.g., Department of Juvenile Justice, Residential Centers, etc.) and virtual locations (e.g., Home Education, Opportunity Scholarships, Teenage Parent Program, etc.) are excluded from enrollment counts; and because they occur prior to October, Figure 1 does not include or delineate any 2020 New Entries. Figure 1 depicts the enrollment at the charter and the traditional schools comprising each group of students as of October 2021.

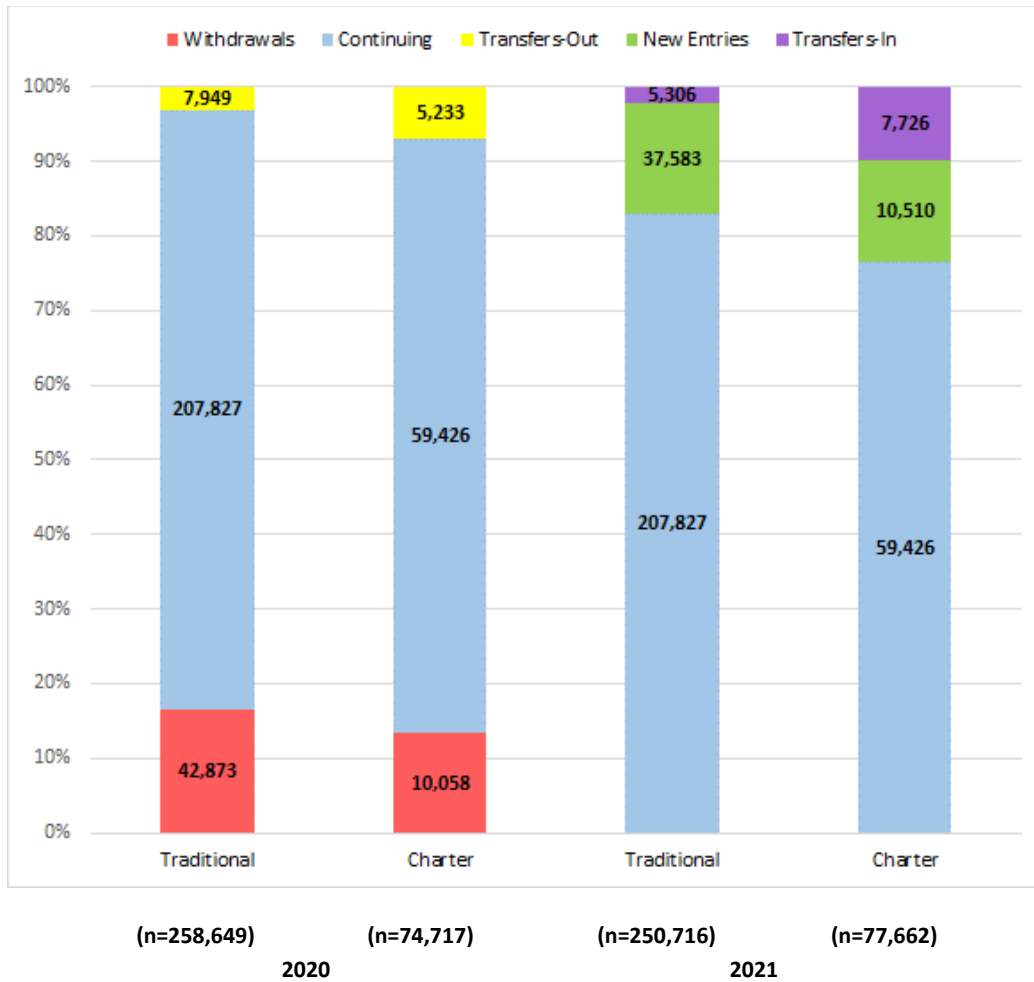


Figure 1. Sources of enrollment change (2020 to 2021).

- At the charter schools, withdrawals in 2020 tended to be offset by new entries in 2021, but were augmented by transfers-in from the traditional schools for an overall gain in enrollment of about 3,000 students.
 - The percentage of charter schools' students who were new entries in 2021 (13.5%, n=10,510) was similar to the percentage of charter schools' students who withdrew in 2020 (13.5%, n=10,058).
- At the traditional schools, entries during 2021 were fewer than withdrawals during 2020, contributing to a drop in enrollment from 2020 to 2021 of nearly 8,000 students.
 - The percentage of the traditional schools' students who were new entries in 2021 (15.0%, n=37,583) was less than the percentage of traditional school students who withdrew in 2020 (16.6%, n=42,873).

- Of the students who were enrolled in the District from October 2020 to October 2021, the percentage who remained in the traditional schools (96.3%, n=207,827) rather than transfer to a charter school was greater than the percentage of students who remained enrolled in the charter schools rather than transfer to a traditional school (91.9%, n=59,426).
- Transfers between governance structures accounted for the remainder of the enrollment change.
 - Of the 5,233 students who transferred out of the charter schools, 98.9% (n=5,178) transferred into the traditional schools, accounting for 97.6% of the 5,306 transfers into the traditional schools. The remaining transfers came from special/virtual centers.
 - The transfers between charter and traditional schools represented about 7.0% of the sending charter school enrollment, but 1.0% of the receiving traditional school enrollment.
 - Of 7,949 students who transferred out of the traditional schools, 96.7% (n=7,688) transferred into the charter schools, accounting for 99.5% of the 7,726 transfers out of the traditional schools. The remaining transfers came from special/virtual centers.
 - The transfers between the traditional and charter schools represented about 3.1% of sending traditional school enrollment, but 10.2% of the receiving charter school enrollment.

5. How do the withdrawals from and entries to the traditional and charter schools break down by type?

Figure 2 breaks down separately the identified withdrawals (after October 2020 FTE) and new entries (on/before October 2021 FTE) from/to M-DCPS into five categories, based on the codes presently defined by the Student Information System. Withdrawals are classified as: (a) to **Public** (schools outside the District), (b) to **Private** (schools outside the District including students with Florida Empowerment Scholarships (FES)), (c) **Completions** (e.g., diploma, GED, Certificate of Completion), (d) **Early Terminations** (e.g., whereabouts unknown, expulsions, runaways, etc.), and (e) **Other** (e.g., adult school, death, medical, home education, Opportunity Scholarships, etc.). Entries are classified as being from: (a) **Public** schools, (b) **Private** schools including **FES**, (c) **Foreign** countries, (d) **Home Education**, and (e) **PreK/K** (first-time entry into M-DCPS, not including students in any of the other previous entry categories).

Withdrawals

- Of the students with identified reasons for withdrawal, 31.5% from the traditional schools (n=12,909) and 28.5% from the charter schools (n=2,690) withdrew to attend a **public** school outside the District.
- 46.6% of the students from the traditional schools (n=19,147) and 38.7% from the charter schools (n=3,647) **completed** their studies by earning diplomas or certificates of completion.
- 11.2% of the students from both the traditional schools (n=4,799) and the charter schools (n=1,111) withdrew to attend a **private** school.
- At the traditional schools, 8.3% of students (n=3,387) **terminated** their education **early**, while at the charter schools, 17.1% (n=1,608) of students **terminated** their education **early**.
- A small number of students enrolled in home education are included in the “Other” category of withdrawals.

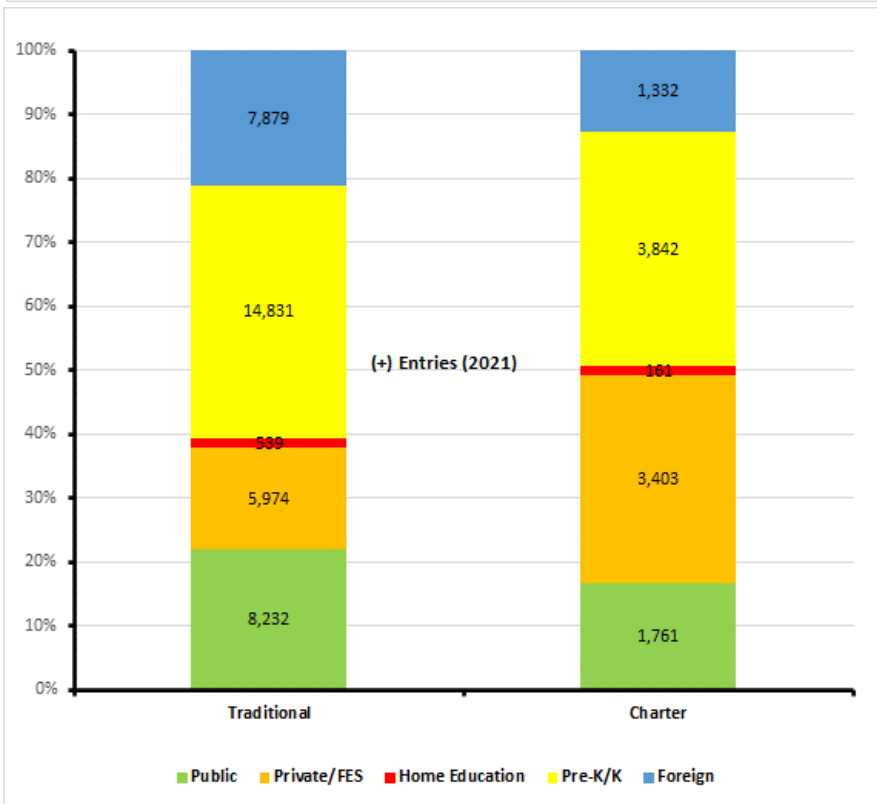
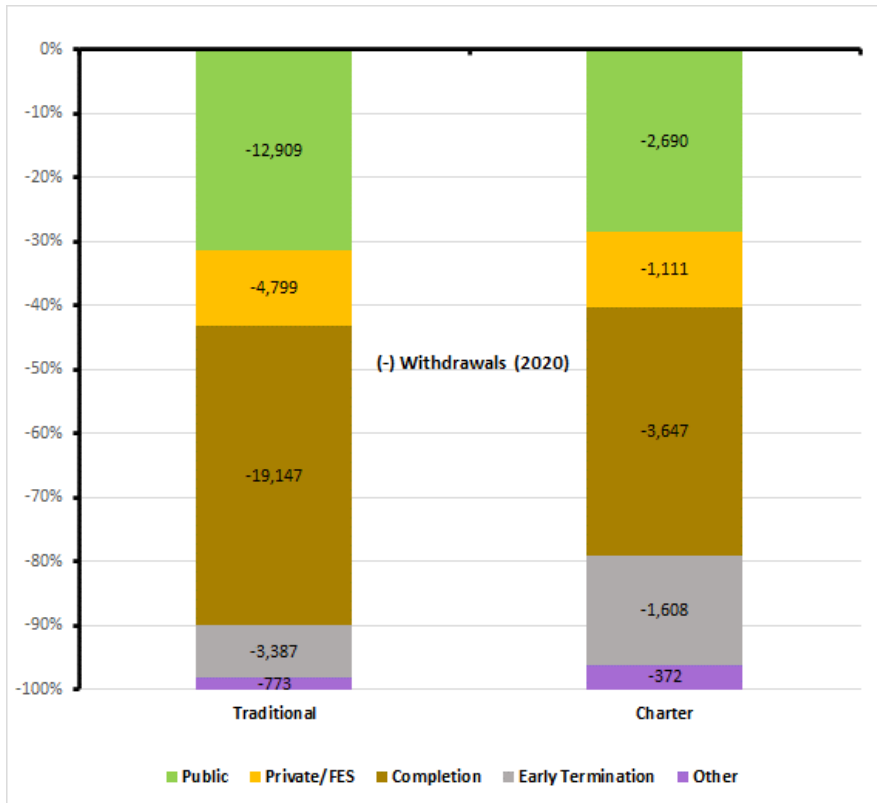


Figure 2. Withdrawal codes (after October 2020 FTE) and Entry codes (on/before October 2021 FTE) from and to the District, classified by type.

Entries

- The largest portion of new entries to each governance structure was students in **PreK/K** who entered school for the first time. These students comprised a smaller percentage of the entries to the charter schools (36.6%, n=3,842) than entries to the traditional schools (39.5%, n=14,831).
- Students entering from **private** schools comprised a greater share of the entries to the charter schools (32.3%, n=3,403) than to the traditional schools (15.9%, n=5,974), while students from **public** schools outside the District/State comprised a lesser share of the entries to the charter schools (16.8%, n=1,761) than to the traditional schools (21.9%, n=8,232).
- **Foreign** students comprised a lesser share of the entries to the charter schools (12.7%, n=1,332) than to the traditional schools (21.0%, n=7,879).
- A small number of entries from **home education** are included in both the traditional and charter schools.

6. How have entries and withdrawals changed across years impacted by the Covid-19 public health emergency?

The proportion of students who attend charter schools has increased throughout the years, continuing a trend that appears to have accelerated since the onset of the Covid-19 public health emergency. The traditional schools have lost nearly 27,000 since the 2019-20 school year, while the charter schools have gained approximately 5,000 students (Urdegar, 2021a).

Figure 3 presents line graphs of the number of students who withdrew from (October 2018, 2019, and 2020 FTE, respectively) and entered into (October 2019, 2020, and 2021 FTE, respectively) the charter and traditional schools by each of the previously delineated entry and withdrawal categories. Withdrawals are represented by negative values as they reduce the membership of their respective governance structure. As such, downward trend lines represent more students leaving the District. Entries are represented as positive values as they increase the membership of their respective governance structure. As such, upward trend lines represent more students entering the District.

- **Withdrawals** (shown as negative)
 - **Early terminations** nearly tripled from 2019 to 2020 (1,265 to 3,387) at the traditional schools, but nearly quadrupled (376 to 1,608) at the charter schools.
 - Withdrawals to **public schools** outside the District increased from 2019 to 2020 by 19.9% (10,768 to 12,909) at the traditional schools, and by 49.8% (1,796 to 2,690) at the charter schools.
 - Withdrawals to **private schools** increased from 2019 to 2020 by 33.3% (3,599 to 4,799) at the traditional schools, and by 40.8% (789 to 1,111) at the charter schools.
 - Withdrawals to **other** programs, including home education, remained small and relatively stable from 2018 to 2020.

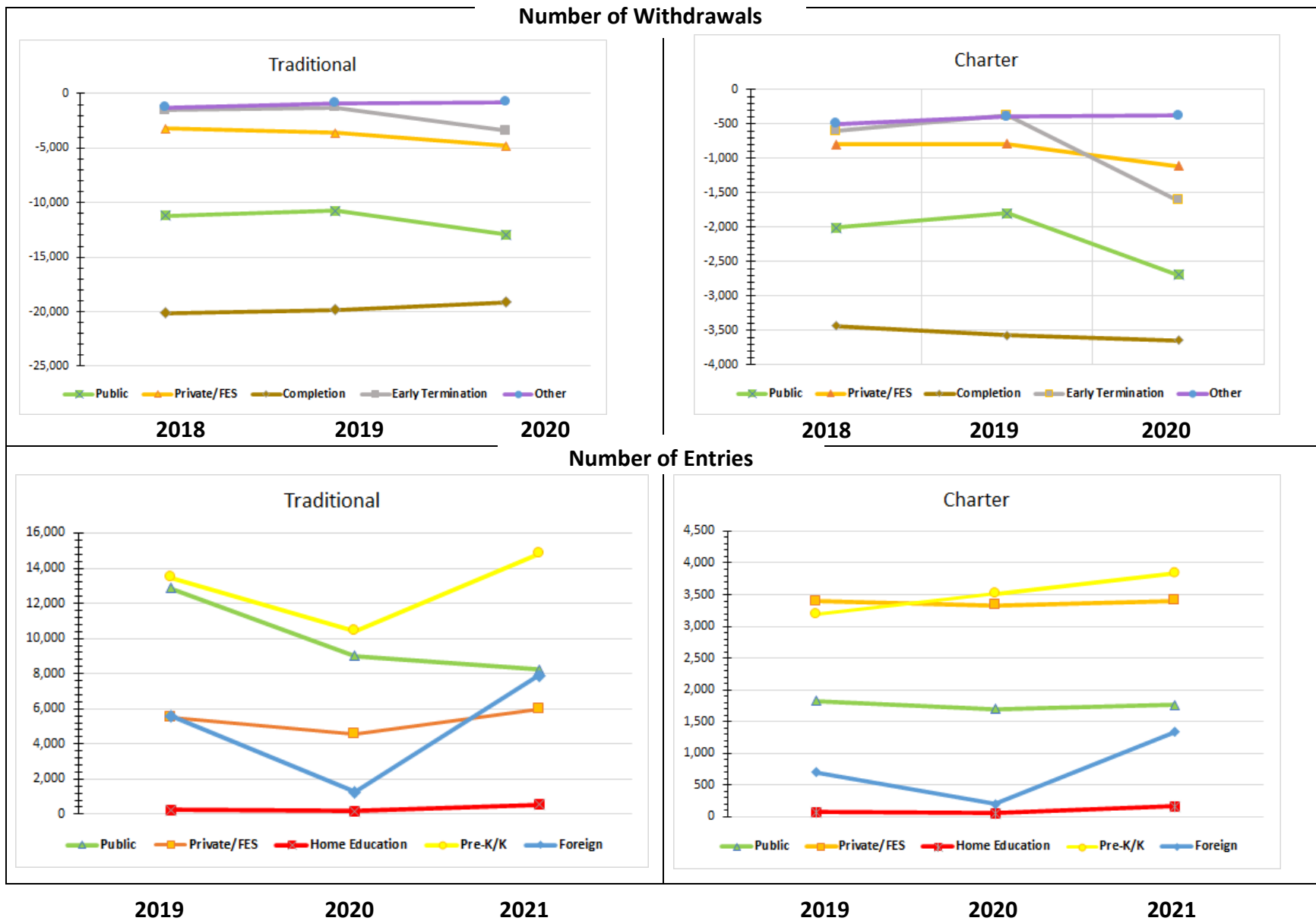


Figure 3. Withdrawal codes (after October 2018, 2019, 2020 FTE) and entry codes (on/before October 2019, 2020, 2021 FTE) from and to the District, classified by type. Source: Student Database as described in Urdegar(2019, 2020)

- **Entries** (shown as positive)
 - New student entries into **PreK/K**, having dipped from 2019 to 2020 showed as an increase from 2020 to 2021 of 42.2% (10,427 to 14,831) at traditional schools. Charter schools, having not experienced a comparable dip, increased by only 9.3% (3,515 to 3,842) from 2020 to 2021.
 - **Foreign student** entries, having also dipped from 2019 to 2020, increased sharply in 2021 from 1,264 to 7,879 at the traditional school which ranged from 2019 to 2021, and from 200 to 1,332 at the charter schools.
 - **Private** entries remained relatively stable from 2019 to 2021, ranging from 5,537 in 2019 to 5,974 in 2021 at the traditional school, and from 3,397 in 2019 to 3,403 in 2021 at the charter schools.
 - Entries from **public** schools outside the District into the traditional schools have decreased each year, from 2019 to 2020 by 30.2% (12,876 to 8,992), and from 2020 to 2021 by 8.5% (8,992 to 8,232). Entries from public schools outside the District into the charter schools have remained relatively stable, with a decrease from 2019 to 2020 by 6.1% (1,876 to 1,761) followed by an increase from 2020 to 2021 by 3.6% (1,699 to 1,761).
 - Entries to the District from **home education** remained relatively small and stable from 2019 to 2021.

In sum, sharp decreases in the number of new entries from PreK/K (first time in M-DCPS, not including students in any of the other delineated entry categories) and from public schools were experienced during the three years impacted by the pandemic at both the traditional and charter schools. The reduction was much more pronounced at the traditional schools than at the charter schools. Increases in the number of students participating in the FES program (which provides the option for K-12 students to attend a participating private school) may have contributed to this effect, but is not represented in Figure 3 because these students never entered or withdrew from an M-DCPS traditional or charter school.

The following three questions examine the two main sources of population changes to the District's traditional and charter schools from October 2020 to October 2021: (a) new entries to and (b) transfers between the traditional and charter schools. Students continuing within the same governance structure (i.e., traditional or charter) and withdrawals (completion, termination, and relocation) are not considered. **The total number of new entries into the traditional and charter schools from all the sub-categories delineated in Figure 2 is identical to the number shown in Figure 1.**

7. How do the new entries and transfers break down by grade level (2021-22)?

Although the students in Grades 2 through 11 represent similar percentages of the total enrollment of each governance structure, the entries and transfers tend to cluster at specific grades resulting in different patterns within each governance structure. Figure 4 reflects each of those two sources of movement among the charter and the traditional schools, disaggregated by grade level.

- Students in kindergarten represent a more than twofold greater percentage of the new entries to the charter schools (53.3%, n=5,603) than the traditional schools (26.6%, n=10,011) and a fourteenfold

greater percentage of the transfers to the charter schools (5.6%, n=430) than the traditional schools (0.4%, n=20).

- More sixth graders (n=1,981) transferred to the charter schools from the traditional schools than at any other grade, representing 25.8% of the traditional to charter school transfers.
- High school students represent a greater share of the new entries to the traditional schools (14.9%, n=5,613) than the charter schools (12.0%, n=1,266).
- More ninth graders (32.2%, n=1,666) transfer to the traditional schools from the charter schools than at any other grade.

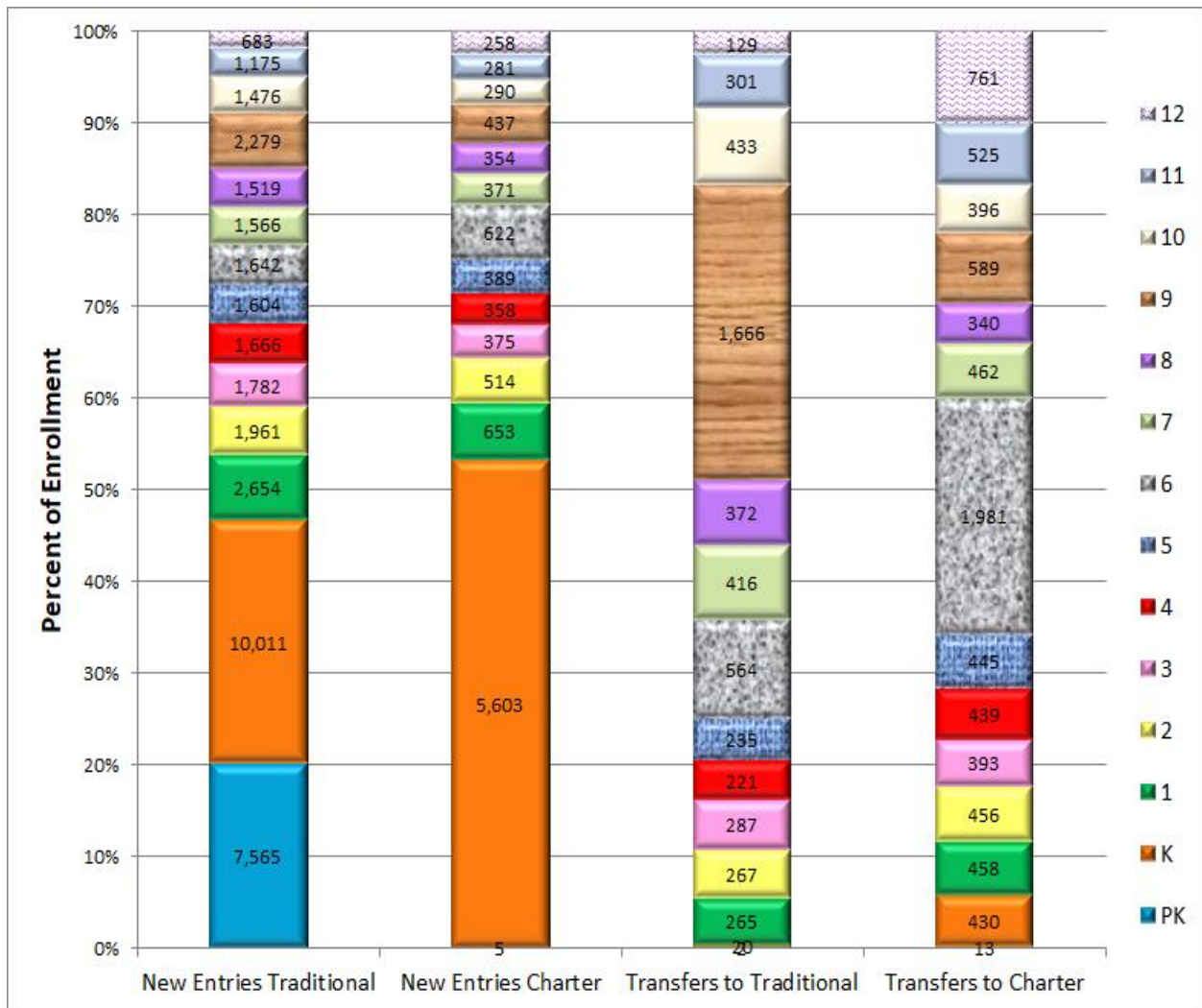


Figure 4. New entries and transfers, by grade level (2021-22).

8. How do the new entries and transfers break down by demographic subgroup?

Figures 5 - 8 illustrate the new entries and transfers among the charter and the traditional schools disaggregated by selected demographic subgroups.

- **Race/Ethnic classification.**

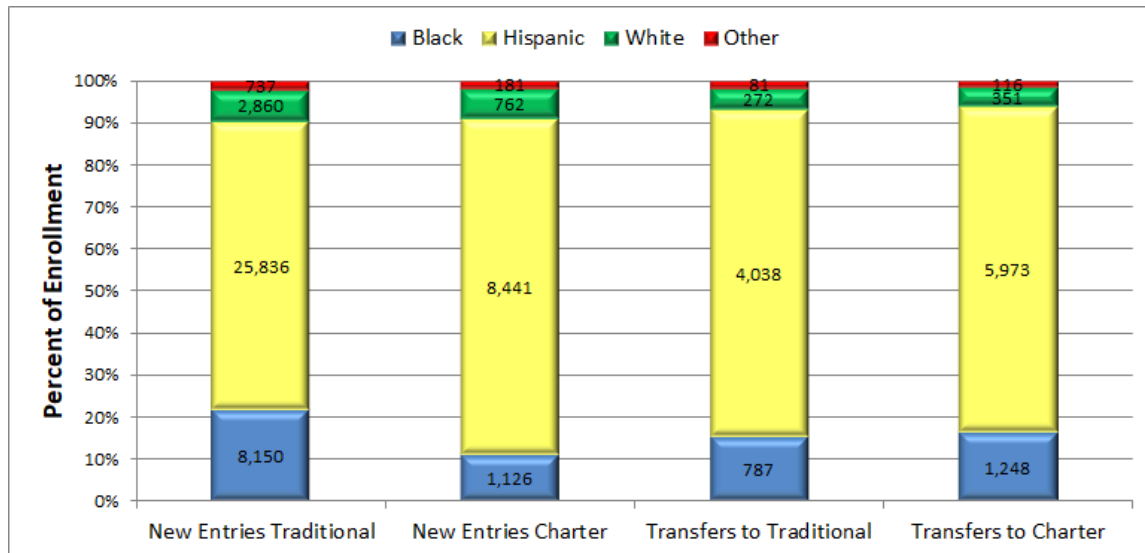


Figure 5. New entries and transfers by Race/Ethnic classification.

- Hispanic students are over-represented in new entries into the charter schools, 80.3% (n=8,441), compared to the traditional schools, 68.7% (n=25,836).
- Black students are under-represented in new entries into the charter schools, 10.7% (n=1,126), compared to the traditional schools, 21.7% (n=8,150).

- **Free/Reduced Lunch classification**

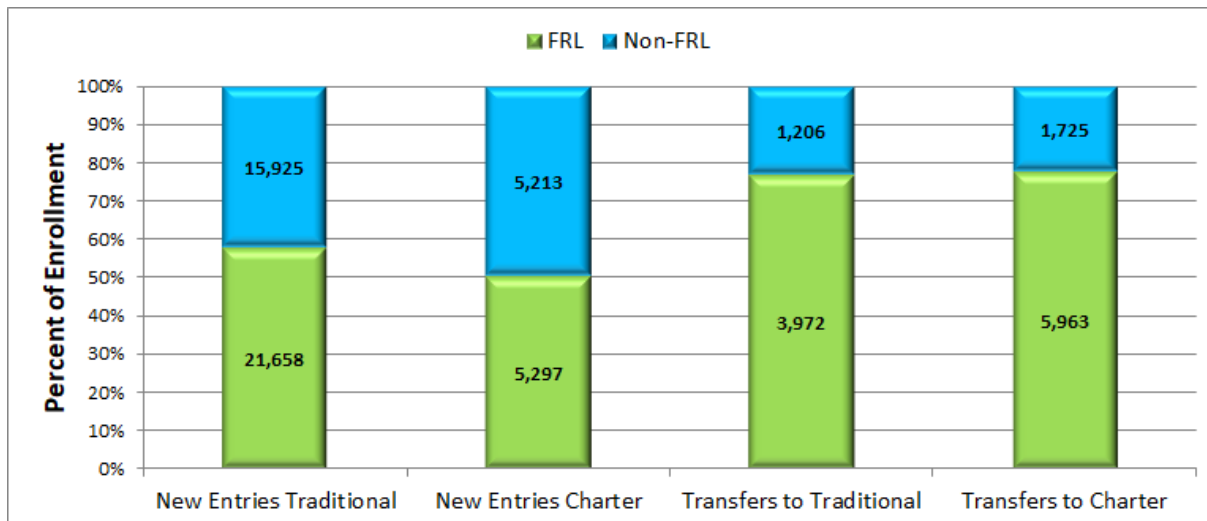


Figure 6. New entries and transfers by Free/Reduced price lunch classification.

- A somewhat higher percentage of students who are eligible for Free/Reduced Price Lunch (FRL) are represented in new entries into the traditional schools at 57.6% (n=21,658) compared to the charter schools at 50.4% (n=5,297).
- Students who are eligible for Free/Reduced Price Lunch (FRL) are similarly represented in transfers into the charter schools at 77.5% (n=5,963) compared to the traditional schools at 76.7% (n=5,963).

- **English Language Learner classification**

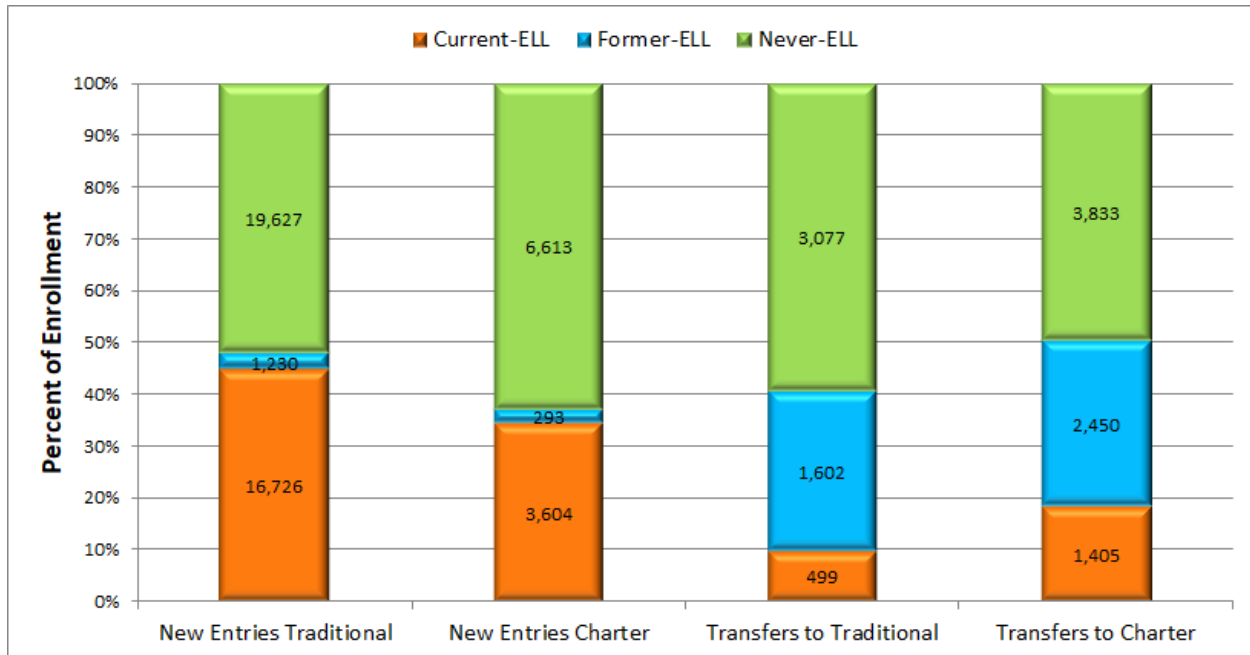


Figure 7. New entries and transfers by English Language Learner (ELL) classification.

- Students classified as Current English Language Learners (Current-ELL) are over-represented in new entries to the traditional schools at 44.5% (n=16,726) compared to the charter schools at 34.3% (n=3,604).
- Students classified as Current-ELL are, however, under-represented in transfers to the traditional schools, 9.6% (n=499) compared to the charter schools at 27.1% (n=1,405).

- **Special Education status**

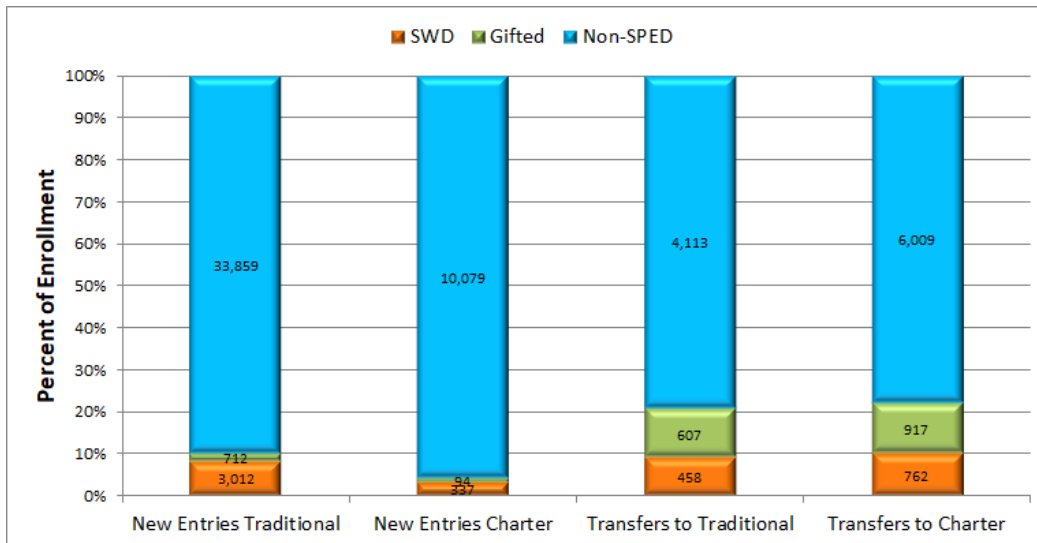


Figure 8. New entries and transfers by Special Education (SPED) status.

- Students with Disabilities are over-represented in new entries into the traditional schools at 8.0% (n=3,012) compared to the charter schools at 3.2% (n=337).
- Similar percentages of gifted students transfer to the traditional schools (11.7%, n=607) compared to the charter schools, (11.9%, n=917).

9. How do the new entries and transfers break down by the achievement levels on the 2021 Florida Standards Assessment (FSA/End of Course Assessments EOC)?

Figures 9 and 10 reflect the new entries and transfers among the traditional and charter schools disaggregated by FSA achievement level.

- **FSA English/Language Arts**

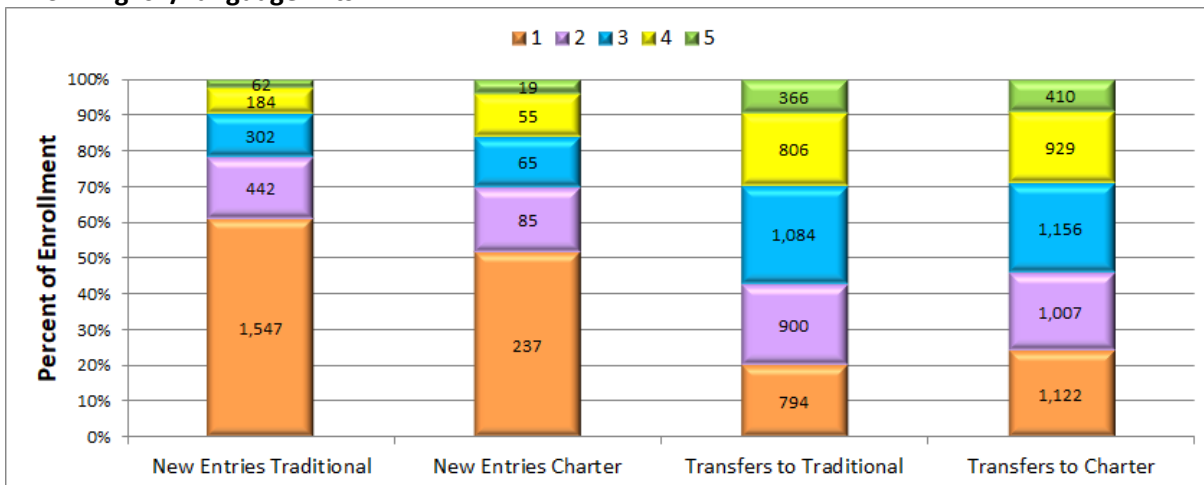


Figure 9. Entries and transfers by 2021 FSA/ELA achievement level.

- The percentage of new entries by students who scored at level 1 in ELA was higher (70.0%, n=1,547) at the traditional schools than at the charter schools (52.4%, n=237).
- A slightly higher percentage of students who scored at level 1 in ELA transferred to the charter schools, 24.3% (n=1,122), compared to the traditional schools, 20.1% (n=794).

• **Mathematics**

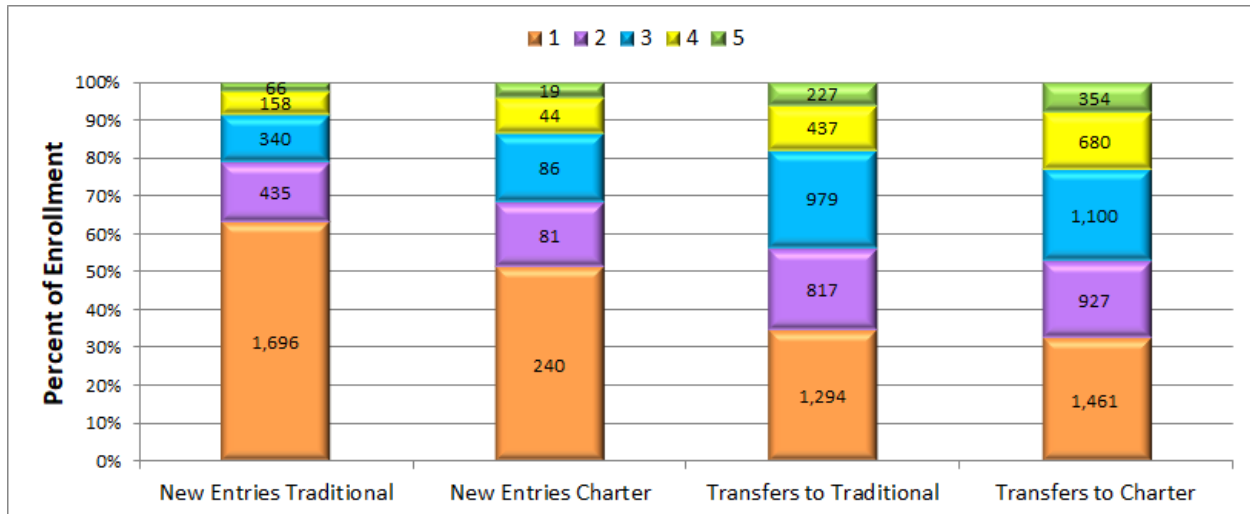


Figure 10. Entries and transfers by 2021 FSA Mathematics and Algebra 1 EOC and Geometry EOC achievement level.

- The percentage of new entries by students who scored at level 1 in mathematics was higher (62.9%, n=1,696) at the traditional schools than at the charter schools (51.1%, n=240).
- Similar percentages of students who scored at level 1 in mathematics transferred to the traditional schools, 34.4% (n=1,294) compared to the charter schools, 32.3% (n=1,461).

10. How does enrollment at the traditional and charter schools differ by neighborhood?

Figure 11 disaggregates the October 2021 student enrollment by the in-county zip codes containing 50 or more students. The topmost bar provides numbers for the District. Figure 12 is a map, which provides the geographic boundaries of these zip codes.

- The percentages of students who attend charter schools tend to cluster in neighborhoods and vary considerably across the county.
- The percentage of students who attend charter schools in Doral (33122), Medley (33178), Miami Springs (33166), and East Kendall (33194) is more than twice the District average of 23.7%.
- The percentage of students who attend charter schools in Aventura (33180), Edgewater (33132), Homestead (33030 and 33032-33034), Little Havana (33128), and West-Central Miami-Dade (33182) is around 1.5 times the District average.

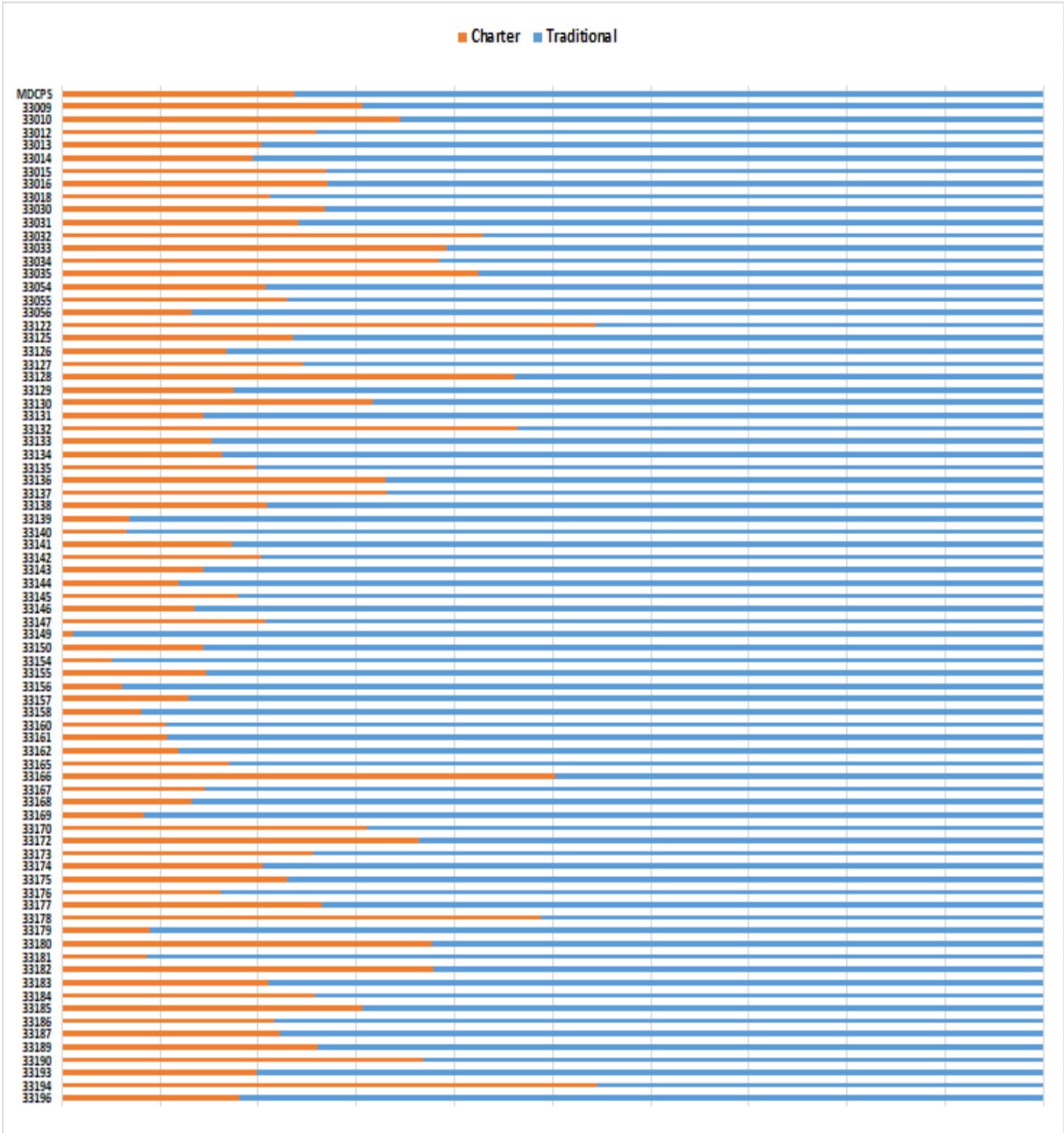


Figure 11. Enrollment at the Charter and Traditional schools by zip code, October 2021.

ZIP CODE BOUNDARY

MIAMI-DADE COUNTY, FLORIDA

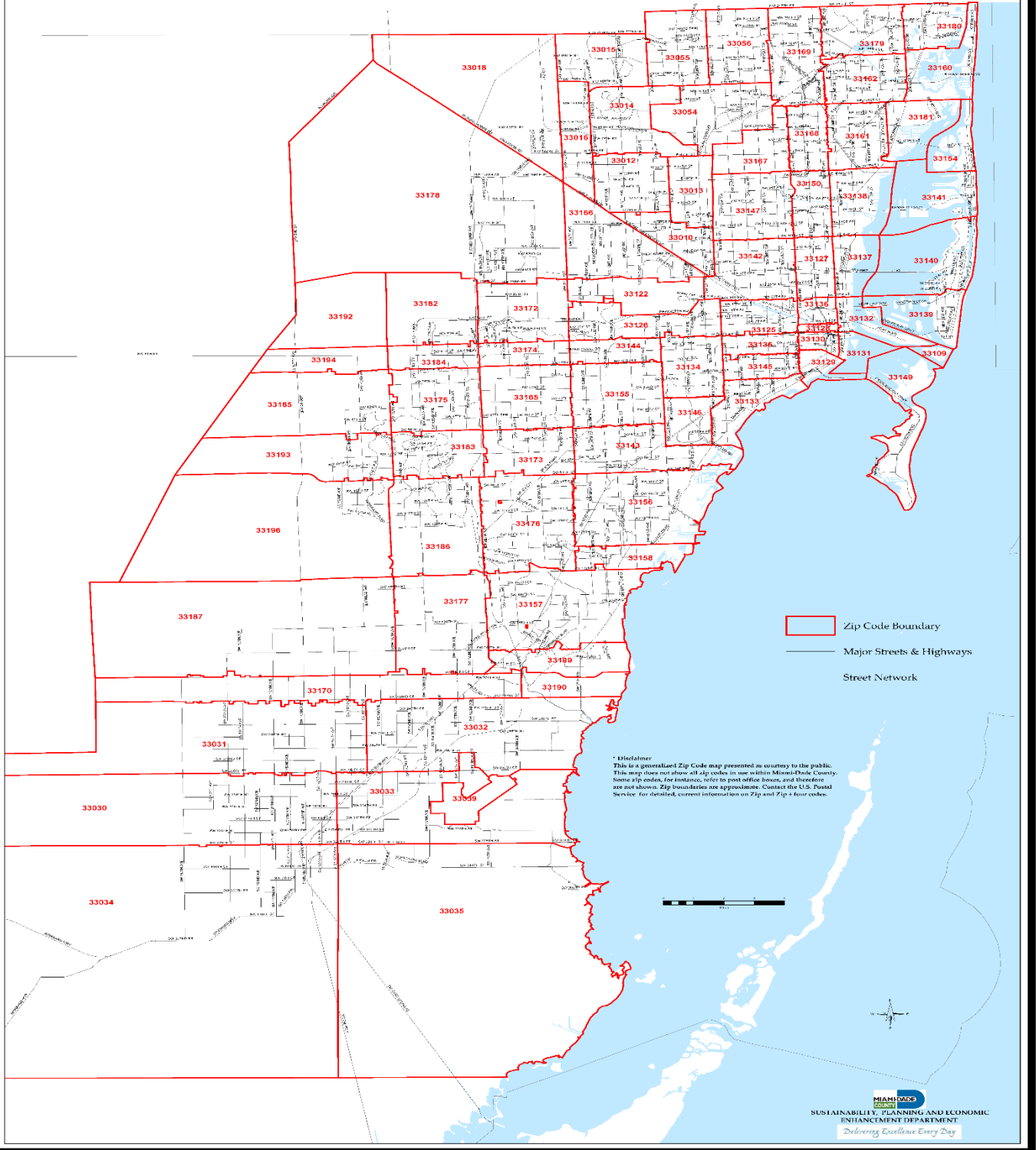


Figure 12. Map of Miami-Dade County subdivided into zip codes.

11. To what extent did students transfer among the traditional and charter schools, from the 2020-21 to the 2021-22 school years?

For each governance structure, Table 1 lists the total student membership followed by the number and percent of students within each governance structure who transfer within and between the structures during each month of the 2020-21 school year and the summer of 2021. For example, in September, 630 of the 224,867 students enrolled in the traditional schools (0.28%), transferred to the charter schools and 1,443 (0.64%) transferred to other traditional schools. The percentages are depicted graphically in Figure 13.

Table 1. Monthly Transfers Among the Charter and Traditional Schools in M-DCPS (2020-21)

Month	Traditional Schools					Charter Schools				
	Student Membership	Traditional to Charter		Traditional to Traditional		Student Membership	Charter to Traditional		Charter to Charter	
		n	%	n	%		n	%	n	%
August	213,536	0	0.00	2	0.00	66,132	131	0.20	105	0.16
September	224,867	630	0.28	1,443	0.64	67,431	170	0.25	179	0.27
October	234,719	366	0.16	1,957	0.83	68,904	182	0.26	92	0.13
November	234,134	223	0.10	735	0.31	68,839	82	0.12	62	0.09
December	233,762	205	0.09	461	0.20	68,854	58	0.08	53	0.08
January	233,134	377	0.16	1,029	0.44	68,848	148	0.21	106	0.15
February	232,921	223	0.10	774	0.33	68,832	87	0.13	55	0.08
March	232,784	169	0.07	511	0.22	68,666	55	0.08	20	0.03
April	232,601	139	0.06	333	0.14	68,496	36	0.05	10	0.01
May	232,589	62	0.03	126	0.05	68,509	12	0.02	5	0.01
June	232,395	11	0.00	11	0.00	68,417	7	0.01	0	0.00
Total	255,347	2,405	0.94	7,382	2.89	73,284	968	1.32	687	0.94
Summer	230,298	676	0.29	20,482	8.89	68,339	2,032	2.97	559	0.82

Note. Transfers are defined for this tabulation as entries into different schools within the indicated time period. Entries into the same school are excluded. Students whose withdrawal codes identify them as having exited the M-DCPS system (graduates; dropouts; and withdrawals to home education, private school, and other school districts) are excluded from the summer membership.

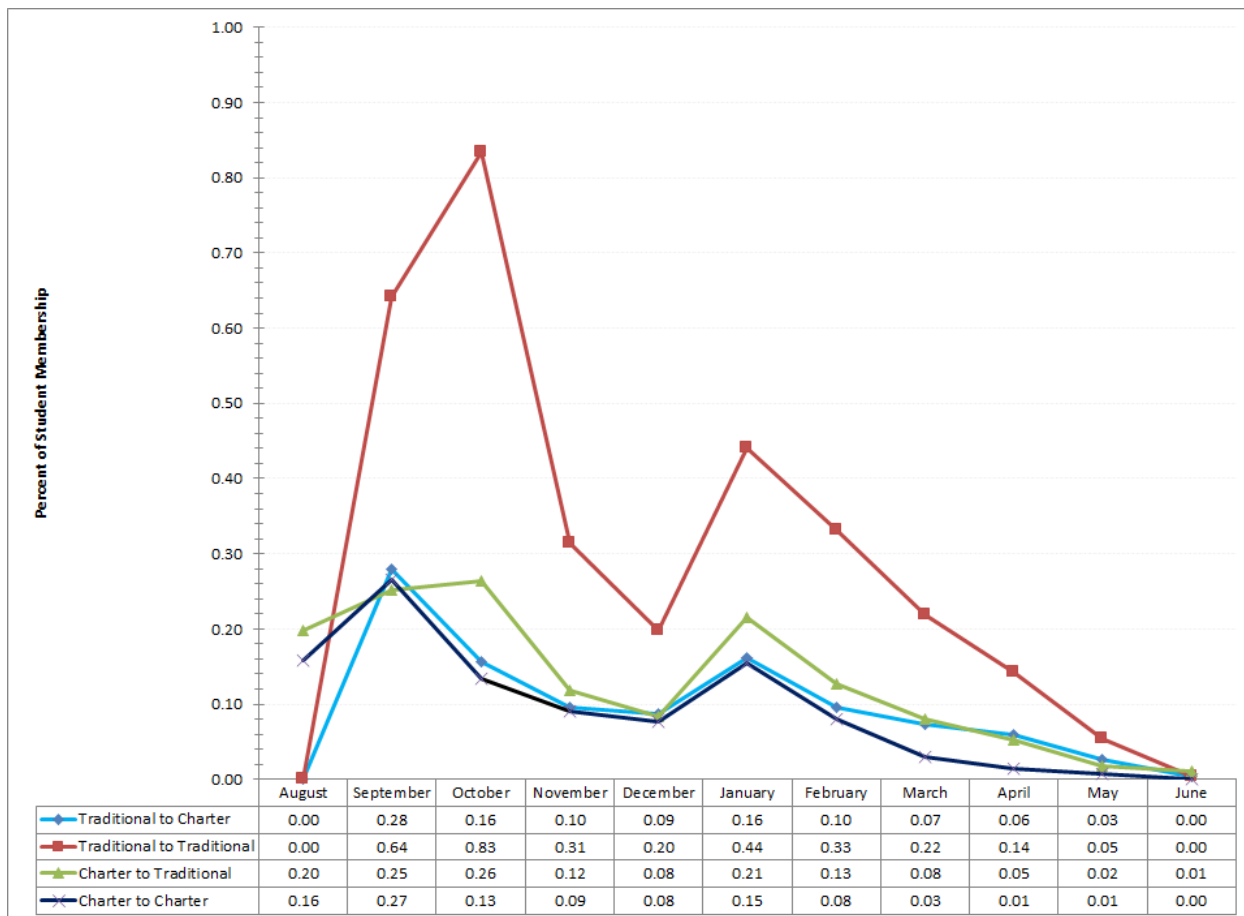


Figure 13. Monthly transfers among charter and traditional schools, 2020-21

- As Table 1 shows, transfers between governance structures mostly occur during the summer.
- Transfers during the regular school year spike in September and January, corresponding to the start of a new semester, regardless of type.
- Transfers within the traditional schools spiked in October.
- Transfers among charter schools typically represent the lowest percentage of student membership, while transfers among the traditional schools represent the highest percentage of student membership of the four movement categories.

12. What percentage of enrollment is lost from traditional schools to charter schools on a cumulative basis?

Estimates of the **cumulative** student enrollment **lost** to the charter schools assume that students would have attended the residence school to which they were assigned, based on established school attendance boundaries, if they had not attended a charter school. Appendix Table A provides a table that lists the number and percent of students attending each traditional school, those in the attendance zone who attended any charter school, and the total of the two, during October of the 2020-21 and 2021-22 school years. School-wide magnet schools and schools without a resident population are excluded. Schools with the highest enrollment loss to charter schools (25th percentile, 2021-22) relative to the total within their

grade organization are highlighted. Summary results by school within grade configuration (elementary, K-8, middle, and senior high) are also provided in the table.

- As of October 2021-22, traditional middle schools lost the highest cumulative percentage of students (35.6%) to the charter schools, followed by K-8 centers (24.3%), elementary schools (22.6%), and senior high schools (22.1%).
- Cumulative enrollment loss increased relative to the previous year (October 2020) at the elementary schools from 15.8% to 22.6%, at the K-8 centers from 15.1% to 24.3%, at the middle schools from 30.4% to 35.6%, and at the senior high schools from 18.7% to 22.1%.
- Knowledge of a traditional school's grade organization and demographic characteristics allows one to predict 52.3% of the variance in the percentage enrollment lost to the charter schools.
 - More loss is predicted for schools classified as middle schools.
 - Student characteristics have a variable effect on population change.
 - More loss is predicted for schools with higher percentages of students who are Hispanic and overage for grade.
 - Less loss is predicted for schools with higher percentages of students who are Current/Former English Language Learners and gifted.

13. What are the primary conclusions of this report?

Nearly one in four students in M-DCPS currently attends a charter school, a proportion that has steadily increased since charter schools were first introduced. The exchange of students between the traditional and charter schools, when added to the new entries that go directly to charter schools, has increased the percentage of disadvantaged students, decreased the academic achievement, and decreased enrollment at the District's traditional schools. The largest portion of new entries to each governance structure was students in prekindergarten and kindergarten who entered school for the first time, which comprised a smaller percentage of the entries to the charter schools than entries to the traditional schools. Students entering from private schools/FES comprised a greater share of the entries to the charter schools than to the traditional schools, while students from public schools outside the District and foreign students comprised a smaller share of the entries to the charter schools than to the traditional schools. Sharp decreases in the number of new entries from PreK/K (first time in M-DCPS, not including students in any of the other delineated entry categories) and from public schools were experienced during the three years impacted by the Covid-19 pandemic at both the traditional and charter schools, a reduction that was much more pronounced at the traditional schools than at the charter schools. The loss of students to charter schools has tended to cluster in specific neighborhoods and is most pronounced in middle schools. Transfers during the regular school year spike in September/October and January regardless of type.

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Appendix Table A. Actual Enrollment at Traditional Schools and Projected Enrollment Lost to Charter Schools, 2020-21 to 2021-22

Level	Location	School	2020-21				Total	2021-22				Total
			Traditional		Charter			Traditional		Charter		
			n	%	n	%		n	%	n	%	
1	4071	AGENORIA PASCHAL/OLINDA ELE	312	89.9	35	10.1	347	318	85.9	52	14.1	370
1	1521	AMELIA EARHART ELEMENTARY	383	93.6	26	6.4	409	371	94.2	23	5.8	394
1	0341	ARCH CREEK ELEMENTARY SCH	454	96.0	19	4.0	473	444	92.7	35	7.3	479
1	0101	ARCOLA LAKE ELEMENTARY	540	91.5	50	8.5	590	514	87.6	73	12.4	587
1	0121	AUBURNDALE ELEMENTARY	677	88.7	86	11.3	763	637	84.0	121	16.0	758
1	0161	AVOCADO ELEMENTARY	563	73.6	202	26.4	765	519	65.4	275	34.6	794
1	0201	BANYAN ELEMENTARY	289	88.9	36	11.1	325	300	84.5	55	15.5	355
1	3781	BARBARA J HAWKINS ELEM	266	93.0	20	7.0	286	250	88.7	32	11.3	282
1	0261	BEL-AIRE ELEMENTARY	251	76.5	77	23.5	328	274	65.6	144	34.4	418
1	5021	BEN SHEPPARD ELEMENTARY	805	88.8	102	11.2	907	799	86.3	127	13.7	926
1	0271	BENT TREE ELEMENTARY	399	78.1	112	21.9	511	365	66.7	182	33.3	547
1	0321	BISCAYNE ELEMENTARY	626	84.6	114	15.4	740	597	82.1	130	17.9	727
1	0361	BISCAYNE GARDENS ELEMENTARY	406	90.6	42	9.4	448	379	88.6	49	11.4	428
1	0461	BRENTWOOD ELEMENTARY	461	88.3	61	11.7	522	457	83.2	92	16.8	549
1	0521	BROADMOOR ELEMENTARY	429	90.9	43	9.1	472	435	87.0	65	13.0	500
1	0641	BUNCHE PARK ELEMENTARY	305	88.2	41	11.8	346	273	85.6	46	14.4	319
1	0671	CALUSA ELEMENTARY	799	89.8	91	10.2	890	764	84.4	141	15.6	905
1	0681	CAROL CITY ELEMENTARY	330	81.9	73	18.1	403	312	71.7	123	28.3	435
1	5991	CHARLES DAVID WYCHE JR	547	85.5	93	14.5	640	481	82.1	105	17.9	586
1	2331	CHARLES R HADLEY ELEMENTARY	640	85.2	111	14.8	751	615	75.5	200	24.5	815
1	1691	CHRISTINA M EVE ELEMENTARY	623	85.3	107	14.7	730	572	83.5	113	16.5	685
1	0801	CITRUS GROVE ELEMENTARY	837	78.7	227	21.3	1,064	840	73.2	307	26.8	1,147
1	0831	CLAUDE PEPPER ELEMENTARY	457	76.0	144	24.0	601	421	68.2	196	31.8	617
1	0841	COCONUT GROVE ELEMENTARY	523	93.9	34	6.1	557	524	89.9	59	10.1	583
1	0861	COLONIAL DRIVE ELEMENTARY	272	90.1	30	9.9	302	266	78.7	72	21.3	338
1	0881	COMSTOCK ELEMENTARY	489	79.5	126	20.5	615	536	75.9	170	24.1	706
1	1001	CORAL PARK ELEMENTARY	962	92.3	80	7.7	1,042	894	88.3	118	11.7	1,012

(table continues)

Appendix Table A, continued

Level	Location	School	2020-21				Total	2021-22				Total
			Traditional		Charter			Traditional		Charter		
			n	%	n	%		n	%	n	%	
1	1041	CORAL REEF ELEMENTARY	784	93.0	59	7.0	843	740	86.9	112	13.1	852
1	1081	CORAL TERRACE ELEMENTARY	443	90.2	48	9.8	491	415	81.5	94	18.5	509
1	1161	CRESTVIEW ELEMENTARY	293	90.4	31	9.6	324	280	88.1	38	11.9	318
1	1241	CUTLER RIDGE ELEMENTARY	416	88.9	52	11.1	468	406	77.2	120	22.8	526
1	1811	DANTE B FASCELL ELEMENTARY	373	81.1	87	18.9	460	344	73.3	125	26.7	469
1	1761	DAVID FAIRCHILD ELEMENTARY	530	92.7	42	7.3	572	475	86.8	72	13.2	547
1	5061	DR CARLOS J FINLAY ELEM	543	90.7	56	9.3	599	537	84.7	97	15.3	634
1	5981	DR EDWARD L WHIGHAM EL	660	68.8	300	31.3	960	604	49.1	625	50.9	1,229
1	4511	DR GILBERT L PORTER ELEM	615	77.0	184	23.0	799	581	67.1	285	32.9	866
1	0211	DR MANUEL C BARREIRO ELEM	618	79.4	160	20.6	778	594	74.8	200	25.2	794
1	4121	DR ROBERT B INGRAM ELEM	314	73.7	112	26.3	426	285	66.4	144	33.6	429
1	5081	DR. FREDERICA S. WILSON/SKY	184	81.8	41	18.2	225	201	78.8	54	21.2	255
1	2981	DR. MARTIN LUTHER KING PLC	312	80.8	74	19.2	386	280	75.7	90	24.3	370
1	5381	E W F STIRRUP ELEMENTARY	748	74.4	258	25.6	1,006	630	57.9	459	42.1	1,089
1	1561	EARLINGTON HEIGHTS ELEM	338	71.6	134	28.4	472	297	65.4	157	34.6	454
1	1641	EMERSON ELEMENTARY	314	85.6	53	14.4	367	259	78.5	71	21.5	330
1	2351	ENEIDA MASSAS HARTNER ELEM	379	74.9	127	25.1	506	369	68.1	173	31.9	542
1	1801	FAIRLAWN ELEMENTARY	573	93.3	41	6.7	614	510	90.1	56	9.9	566
1	1841	FLAGAMI ELEMENTARY	329	91.6	30	8.4	359	319	86.7	49	13.3	368
1	1921	FLAMINGO ELEMENTARY	486	92.9	37	7.1	523	424	88.0	58	12.0	482
1	2001	FLORIDA CITY ELEMENTARY	622	63.4	359	36.6	981	600	56.6	460	43.4	1,060
1	5561	FRANCES S TUCKER EL	279	71.9	109	28.1	388	266	55.5	213	44.5	479
1	1361	FREDERICK DOUGLASS ELEM	219	64.2	122	35.8	341	208	51.4	197	48.6	405
1	2081	FULFORD ELEMENTARY	442	94.4	26	5.6	468	496	91.2	48	8.8	544
1	4801	G K EDELMAN/SABAL PALM ELEM	542	96.4	20	3.6	562	537	94.4	32	5.6	569
1	0721	GEORGE W CARVER ELEMENTARY	537	95.0	28	5.0	565	567	88.7	72	11.3	639
1	2021	GLORIA FLOYD ELEMENTARY	368	64.0	207	36.0	575	322	48.7	339	51.3	661
1	2161	GOLDEN GLADES ELEMENTARY	172	85.6	29	14.4	201	165	80.9	39	19.1	204

(table continues)

Appendix Table A, continued

Level	Location	School	2020-21				Total	2021-22				Total
			Traditional		Charter			Traditional		Charter		
			n	%	n	%		n	%	n	%	
1	0311	GOULDS ELEMENTARY SCHOOL	285	46.8	324	53.2	609	313	37.3	527	62.7	840
1	2241	GRATIGNY ELEMENTARY	408	92.3	34	7.7	442	403	83.8	78	16.2	481
1	2261	GREENGLADE ELEMENTARY	375	67.4	181	32.6	556	317	51.4	300	48.6	617
1	2281	GREYNOLDS PARK ELEMENTARY	638	97.0	20	3.0	658	573	96.1	23	3.9	596
1	2321	GULFSTREAM ELEMENTARY	589	92.5	48	7.5	637	550	87.9	76	12.1	626
1	4491	HENRY E S REEVES ELEMENTARY	889	90.5	93	9.5	982	959	88.2	128	11.8	1,087
1	1881	HENRY M FLAGLER ELEMENTARY	636	90.9	64	9.1	700	639	87.1	95	12.9	734
1	2361	HIALEAH ELEMENTARY	583	88.5	76	11.5	659	598	80.2	148	19.8	746
1	2111	HIALEAH GARDENS ELEMENTARY	922	94.7	52	5.3	974	894	92.5	72	7.5	966
1	2401	HIBISCUS ELEMENTARY	435	96.9	14	3.1	449	424	94.0	27	6.0	451
1	2501	HOLMES ELEMENTARY	324	81.6	73	18.4	397	300	70.6	125	29.4	425
1	2541	HOWARD DRIVE ELEMENTARY	383	96.5	14	3.5	397	348	92.8	27	7.2	375
1	2151	JACK D GORDON ELEM COMM	809	86.3	128	13.7	937	789	79.2	207	20.8	996
1	0481	JAMES H BRIGHT ELEMENTARY	444	89.5	52	10.5	496	387	75.7	124	24.3	511
1	3021	JESSE J MCCRARY JR ELEM	415	85.9	68	14.1	483	413	83.8	80	16.2	493
1	2341	JOE HALL ELEMENTARY	396	65.9	205	34.1	601	369	52.1	339	47.9	708
1	2181	JOELLA GOOD ELEMENTARY	925	87.5	132	12.5	1,057	897	84.5	165	15.5	1,062
1	1481	JOHN G DUPUIS ELEMENTARY	443	79.8	112	20.2	555	432	78.0	122	22.0	554
1	4401	KELSEY L PHARR ELEMENTARY	337	85.5	57	14.5	394	299	74.9	100	25.1	399
1	2641	KENDALE ELEMENTARY	411	89.5	48	10.5	459	365	68.6	167	31.4	532
1	2651	KENDALE LAKES ELEMENTARY	658	83.4	131	16.6	789	675	78.9	181	21.1	856
1	2661	KENSINGTON PARK ELEMENTARY	939	93.2	69	6.8	1,008	892	86.3	142	13.7	1,034
1	2781	KINLOCH PARK ELEMENTARY	490	90.2	53	9.8	543	489	87.3	71	12.7	560
1	2801	LAKE STEVENS ELEMENTARY	267	79.7	68	20.3	335	243	73.0	90	27.0	333
1	2821	LAKEVIEW ELEMENTARY	376	94.9	20	5.1	396	390	94.0	25	6.0	415
1	2941	LAURA C SAUNDERS ELEM	521	64.2	291	35.8	812	545	61.7	339	38.3	884
1	0081	LENORA BRAYNON SMITH EL	388	83.6	76	16.4	464	355	75.2	117	24.8	472
1	3041	LORAH PARK ELEMENTARY	233	80.1	58	19.9	291	253	72.7	95	27.3	348

(table continues)

Appendix Table A, continued

Level	Location	School	2020-21				Total	2021-22				Total
			Traditional		Charter			Traditional		Charter		
			n	%	n	%		n	%	n	%	
1	3061	LUDLAM ELEMENTARY	257	81.1	60	18.9	317	247	66.2	126	33.8	373
1	5711	MAE M WALTERS ELEMENTARY	521	90.6	54	9.4	575	541	87.5	77	12.5	618
1	1371	MARJORY STONEMAN DOUGLAS	710	78.7	192	21.3	902	663	71.0	271	29.0	934
1	0111	MAYA ANGELOU ELEMENTARY	653	86.5	102	13.5	755	705	84.4	130	15.6	835
1	3141	MEADOWLANE ELEMENTARY	653	84.0	124	16.0	777	622	77.5	181	22.5	803
1	3181	MELROSE ELEMENTARY	503	87.2	74	12.8	577	510	81.1	119	18.9	629
1	3241	MIAMI GARDENS ELEMENTARY	217	87.5	31	12.5	248	222	84.7	40	15.3	262
1	3261	MIAMI HEIGHTS ELEMENTARY	615	59.5	419	40.5	1,034	526	44.0	669	56.0	1,195
1	3341	MIAMI SHORES ELEMENTARY	620	93.8	41	6.2	661	594	86.7	91	13.3	685
1	3381	MIAMI SPRINGS ELEMENTARY	351	73.7	125	26.3	476	338	100.0	0	0.0	338
1	5971	NATHAN B YOUNG ELEMENTARY	297	90.3	32	9.7	329	338	86.4	53	13.6	391
1	3661	NATURAL BRIDGE ELEMENTARY	467	95.3	23	4.7	490	458	93.9	30	6.1	488
1	3701	NORLAND ELEMENTARY	642	93.0	48	7.0	690	587	85.9	96	14.1	683
1	0125	NORMA BUTLER BOSSARD EL	979	84.5	179	15.5	1,158	950	78.1	266	21.9	1,216
1	3741	NORTH BEACH ELEMENTARY	963	98.4	16	1.6	979	955	96.6	34	3.4	989
1	3861	NORTH GLADE ELEMENTARY	178	65.2	95	34.8	273	168	58.9	117	41.1	285
1	3901	NORTH HIALEAH ELEMENTARY	451	89.0	56	11.0	507	398	84.5	73	15.5	471
1	3941	NORTH MIAMI ELEMENTARY	509	97.1	15	2.9	524	469	95.3	23	4.7	492
1	3981	NORTH TWIN LAKES ELEMENTARY	433	90.4	46	9.6	479	440	90.2	48	9.8	488
1	4001	NORWOOD ELEMENTARY	448	96.6	16	3.4	464	422	97.0	13	3.0	435
1	4021	OAK GROVE ELEMENTARY	511	93.1	38	6.9	549	501	93.6	34	6.4	535
1	4061	OJUS ELEMENTARY	875	92.1	75	7.9	950	786	85.6	132	14.4	918
1	2521	OLIVER HOOVER ELEMENTARY	595	77.6	172	22.4	767	605	70.4	254	29.6	859
1	4091	OLYMPIA HEIGHTS ELEMENTARY	350	81.0	82	19.0	432	320	76.9	96	23.1	416
1	4171	ORCHARD VILLA ELEMENTARY	289	80.3	71	19.7	360	292	78.5	80	21.5	372
1	4241	PALM LAKES ELEMENTARY	531	85.1	93	14.9	624	510	78.0	144	22.0	654
1	4261	PALM SPRINGS ELEMENTARY	475	88.1	64	11.9	539	465	84.2	87	15.8	552
1	4281	PALM SPRINGS NORTH ELEM	969	81.4	222	18.6	1,191	943	80.1	234	19.9	1,177

(table continues)

Appendix Table A, continued

Level	Location	School	2020-21				2021-22				Total	
			Traditional		Charter		Traditional		Charter			
			n	%	n	%	n	%	n	%		
1	4221	PALMETTO ELEMENTARY	592	98.8	7	1.2	599	593	97.4	16	2.6	609
1	4301	PARKVIEW ELEMENTARY	225	87.2	33	12.8	258	197	78.8	53	21.2	250
1	4341	PARKWAY ELEMENTARY	250	90.6	26	9.4	276	230	85.5	39	14.5	269
1	4381	PERRINE ELEMENTARY	581	92.1	50	7.9	631	565	86.5	88	13.5	653
1	5931	PHILLIS WHEATLEY ELEMENTARY	203	47.4	225	52.6	428	202	36.3	355	63.7	557
1	3431	PHYLLIS R MILLER ELEM	581	96.7	20	3.3	601	516	95.4	25	4.6	541
1	4441	PINE LAKE ELEMENTARY	371	77.1	110	22.9	481	349	69.5	153	30.5	502
1	4461	PINE VILLA ELEMENTARY	323	73.6	116	26.4	439	280	58.9	195	41.1	475
1	4421	PINECREST ELEMENTARY	971	99.3	7	0.7	978	981	97.7	23	2.3	1,004
1	4501	POINCIANA PARK ELEMENTARY	237	85.9	39	14.1	276	178	76.7	54	23.3	232
1	4541	RAINBOW PARK ELEMENTARY	217	82.5	46	17.5	263	215	80.8	51	19.2	266
1	4581	REDLAND ELEMENTARY	827	76.4	255	23.6	1,082	793	65.6	415	34.4	1,208
1	4611	REDONDO ELEMENTARY	523	71.4	209	28.6	732	487	67.3	237	32.7	724
1	4681	RIVERSIDE ELEMENTARY	948	58.5	672	41.5	1,620	1,003	54.5	837	45.5	1,840
1	3541	ROBERT RUSSA MOTON ELEM	265	96.4	10	3.6	275	203	92.3	17	7.7	220
1	4721	ROCKWAY ELEMENTARY	352	84.6	64	15.4	416	311	80.6	75	19.4	386
1	4741	ROYAL GREEN ELEMENTARY	408	71.3	164	28.7	572	355	57.4	263	42.6	618
1	4761	ROYAL PALM ELEMENTARY	487	86.8	74	13.2	561	461	81.6	104	18.4	565
1	4841	SANTA CLARA ELEMENTARY	574	80.8	136	19.2	710	585	77.7	168	22.3	753
1	4881	SCOTT LAKE ELEMENTARY	441	94.6	25	5.4	466	464	94.3	28	5.7	492
1	4921	SEMINOLE ELEMENTARY	496	82.8	103	17.2	599	503	71.6	200	28.4	703
1	4961	SHADOWLAWN ELEMENTARY	175	76.8	53	23.2	228	147	67.4	71	32.6	218
1	5001	SHENANDOAH ELEMENTARY	751	85.6	126	14.4	877	758	80.9	179	19.1	937
1	5041	SILVER BLUFF ELEMENTARY	386	84.1	73	15.9	459	412	76.2	129	23.8	541
1	5121	SNAPPER CREEK ELEMENTARY	394	82.9	81	17.1	475	358	65.2	191	34.8	549
1	5201	SOUTH HIALEAH ELEMENTARY	801	90.3	86	9.7	887	743	82.6	157	17.4	900
1	5281	SOUTH MIAMI HEIGHTS ELEM	448	71.7	177	28.3	625	421	57.1	316	42.9	737
1	5091	SOUTH POINTE ELEMENTARY	489	97.8	11	2.2	500	468	97.7	11	2.3	479

(table continues)

Appendix Table A, continued

Level	Location	School	2020-21				Total	2021-22				Total
			Traditional		Charter			Traditional		Charter		
			n	%	n	%		n	%	n	%	
1	5321	SOUTHSIDE ELEMENTARY	934	94.9	50	5.1	984	994	93.7	67	6.3	1,061
1	2191	SPANISH LAKE ELEMENTARY	1,237	84.3	230	15.7	1,467	1,185	79.0	315	21.0	1,500
1	5361	SPRINGVIEW ELEMENTARY	316	68.0	149	32.0	465	285	56.8	217	43.2	502
1	5401	SUNSET ELEMENTARY	1,185	99.2	9	0.8	1,194	1,204	98.6	17	1.4	1,221
1	5421	SUNSET PARK ELEMENTARY	431	75.0	144	25.0	575	399	59.6	271	40.4	670
1	5431	SWEETWATER ELEMENTARY	476	85.0	84	15.0	560	466	69.7	203	30.3	669
1	5441	SYLVANIA HEIGHTS ELEMENTARY	473	89.4	56	10.6	529	453	82.5	96	17.5	549
1	3051	TOUSSAINT L OUVERTURE ELEM	359	80.1	89	19.9	448	345	76.5	106	23.5	451
1	5481	TREASURE ISLAND ELEMENTARY	456	79.4	118	20.6	574	422	74.6	144	25.4	566
1	5521	TROPICAL ELEMENTARY	411	81.1	96	18.9	507	372	77.5	108	22.5	480
1	5601	TWIN LAKES ELEMENTARY	336	86.4	53	13.6	389	280	79.3	73	20.7	353
1	2441	V BOONE/HIGHLAND OAKS ELEM	576	94.9	31	5.1	607	553	92.6	44	7.4	597
1	0401	VAN E BLANTON ELEMENTARY	475	94.2	29	5.8	504	431	89.6	50	10.4	481
1	5641	VILLAGE GREEN ELEMENTARY	247	83.4	49	16.6	296	225	75.8	72	24.2	297
1	3111	WESLEY MATTHEWS ELEMENTARY	457	90.0	51	10.0	508	496	88.6	64	11.4	560
1	2371	WEST HIALEAH GARDENS ELEM	1,050	88.0	143	12.0	1,193	1,066	85.8	177	14.2	1,243
1	5951	WHISPERING PINES ELEMENTARY	473	91.8	42	8.2	515	443	82.3	95	17.7	538
1	0771	WILLIAM A CHAPMAN ELEM	492	71.2	199	28.8	691	503	67.2	245	32.8	748
1	2891	WILLIAM H LEHMAN ELEMENTARY	574	84.7	104	15.3	678	529	69.2	236	30.8	765
1	0561	WILLIAM J BRYAN ELEMENTARY	658	96.1	27	3.9	685	632	92.8	49	7.2	681
1	2511	ZORA NEALE HURSTON ELEM	451	57.0	340	43.0	791	428	43.3	560	56.7	988
1	9991	NON-CHARTER ELEMENTARY SCHOOLS	81,042	84.2	15,225	15.8	96,267	78,043	77.4	22,751	22.6	100,794

(table continues)

Appendix Table A, continued

Level	Location	School	2020-21				2021-22				Total	
			Traditional		Charter		Traditional		Charter			
			n	%	n	%	n	%	n	%		
2	0231	AVENTURA WATERWAYS PREP CTR	1,960	77.1	583	22.9	2,543	1,995	73.6	717	26.4	2,712
2	2041	BENJAMIN FRANKLIN K-8 CNTR	514	94.0	33	6.0	547	495	92.7	39	7.3	534
2	0441	BLUE LAKES K-8	371	83.4	74	16.6	445	347	72.9	129	27.1	476
2	0091	BOB GRAHAM EDUCATION CENTER	1,484	87.0	222	13.0	1,706	1,448	88.8	183	11.2	1,631
2	0451	BOWMAN ASHE/DOOLIN K-8	835	80.7	200	19.3	1,035	799	72.4	304	27.6	1,103
2	0651	CAMPBELL DRIVE K-8 CENTER	962	74.8	324	25.2	1,286	903	66.7	450	33.3	1,353
2	0661	CARIBBEAN K-8 CENTER	661	74.9	222	25.1	883	628	58.1	453	41.9	1,081
2	5901	CARRIE P MEEK/WESTVIEW K-8	596	91.0	59	9.0	655	554	89.6	64	10.4	618
2	1401	CHARLES R DREW ELEMENTARY	523	95.4	25	4.6	548	453	92.8	35	7.2	488
2	3621	COCONUT PALM K-8 ACADEMY	1,226	56.8	933	43.2	2,159	1,170	44.6	1,456	55.4	2,626
2	0961	CORAL GABLES PREP ACADEMY	922	88.5	120	11.5	1,042	871	80.1	217	19.9	1,088
2	1121	CORAL WAY K-8 CENTER	1,118	91.3	106	8.7	1,224	1,061	86.1	171	13.9	1,232
2	1281	CYPRESS K-8 CENTER	333	89.8	38	10.2	371	336	76.5	103	23.5	439
2	5005	DAVID LAWRENCE JR K-8 CNTR	1,379	96.6	48	3.4	1,427	1,340	92.5	108	7.5	1,448
2	1331	DEVON AIRE K-8 CENTER	1,158	91.8	103	8.2	1,261	1,081	84.9	193	15.1	1,274
2	5861	DR HENRY MACK/W LITTLE K-8	395	89.6	46	10.4	441	378	81.1	88	18.9	466
2	0122	DR ROLANDO ESPINOSA K-8 CNT	947	64.1	530	35.9	1,477	899	37.8	1,477	62.2	2,376
2	1601	EDISON PARK ELEMENTARY	490	89.3	59	10.7	549	419	86.4	66	13.6	485
2	5051	ERNEST R GRAHAM K-8 CENTER	1,091	87.6	155	12.4	1,246	933	83.5	185	16.5	1,118
2	0251	ETHEL KOGER BECKHAM ELEM	838	95.9	36	4.1	874	823	94.8	45	5.2	868
2	0071	EUGENIA B THOMAS K-8 CENTER	1,381	81.3	318	18.7	1,699	1,255	68.4	579	31.6	1,834
2	1721	EVERGLADES K-8 CENTER	903	93.9	59	6.1	962	866	91.1	85	8.9	951
2	0761	FIENBERG/FISHER K-8 CENTER	788	96.8	26	3.2	814	812	95.5	38	4.5	850
2	4031	GATEWAY ENV K-8 LEARN CNTR	1,420	58.0	1,027	42.0	2,447	1,477	50.8	1,429	49.2	2,906
2	5141	HUBERT O SIBLEY K-8 CENTER	626	94.1	39	5.9	665	588	90.2	64	9.8	652
2	4391	IRVING & BEATRICE PESKOE K8	812	90.8	82	9.2	894	737	87.5	105	12.5	842
2	4691	JANE S ROBERTS K-8 CENTER	695	80.1	173	19.9	868	606	71.0	248	29.0	854
2	5101	JOHN I SMITH K-8 CENTER	1,350	75.8	432	24.2	1,782	1,081	48.6	1,142	51.4	2,223

(table continues)

Appendix Table A, continued

Level	Location	School	2020-21				Total	2021-22				Total
			Traditional		Charter			Traditional		Charter		
			n	%	n	%		n	%	n	%	
2	2701	KENWOOD K-8 CENTER	968	93.6	66	6.4	1,034	898	87.4	129	12.6	1,027
2	2741	KEY BISCAYNE K-8 CENTER	1,078	97.6	27	2.4	1,105	1,076	99.3	8	0.7	1,084
2	2881	LEEWOOD K-8 CENTER	670	95.3	33	4.7	703	649	85.1	114	14.9	763
2	2901	LEISURE CITY K-8 CENTER	1,057	90.2	115	9.8	1,172	1,006	86.2	161	13.8	1,167
2	1681	LILLIE C EVANS K-8 CENTER	363	93.3	26	6.7	389	340	87.9	47	12.1	387
2	2911	LINDA LENTIN K-8 CENTER	787	96.8	26	3.2	813	673	96.1	27	3.9	700
2	2581	MADIE IVES K-8 PREP ACADEMY	1,000	95.9	43	4.1	1,043	1,021	91.8	91	8.2	1,112
2	0073	MANDARIN LAKES K-8 ACADEMY	737	37.5	1,226	62.5	1,963	750	41.5	1,058	58.5	1,808
2	3421	MARCUS A MILAM K-8 CENTER	842	86.8	128	13.2	970	858	91.7	78	8.3	936
2	3281	MIAMI LAKES K-8 CENTER	1,153	94.8	63	5.2	1,216	1,167	94.1	73	5.9	1,240
2	3501	MORNINGSIDE ELEMENTARY	473	95.4	23	4.6	496	433	90.4	46	9.6	479
2	3581	MYRTLE GROVE ELEMENTARY	366	93.4	26	6.6	392	319	88.1	43	11.9	362
2	0092	NORMAN S. EDELICUP K-8	1,948	99.2	15	0.8	1,963	2,048	99.4	13	0.6	2,061
2	3821	NORTH COUNTY K-8 CENTER	382	90.3	41	9.7	423	366	88.0	50	12.0	416
2	1441	PAUL LAURENCE DUNBAR ELEM	329	61.8	203	38.2	532	328	54.5	274	45.5	602
2	0241	R K BROAD/BAY HARBOR K-8	1,307	98.3	22	1.7	1,329	1,283	98.2	23	1.8	1,306
2	5241	SOUTH MIAMI K-8 CENTER	675	89.9	76	10.1	751	598	83.3	120	16.7	718
2	5671	VINELAND K-8 CENTER	777	95.6	36	4.4	813	720	89.4	85	10.6	805
2	5791	WEST HOMESTEAD K-8 CENTER	854	74.7	289	25.3	1,143	842	71.1	342	28.9	1,184
2	5961	WINSTON PARK K-8 CENTER	1,326	92.1	114	7.9	1,440	1,227	85.9	202	14.1	1,429
2	9992	NON-CHARTER K-8 CENTERS	42,870	83.2	8,670	16.8	51,540	40,957	75.7	13,157	24.3	54,114

(table continues)

Appendix Table A, continued

Level	Location	School	2020-21				Total	2021-22				Total
			Traditional		Charter			Traditional		Charter		
			n	%	n	%		n	%	n	%	
3	6023	ANDOVER MIDDLE SCHOOL	487	87.1	72	12.9	559	505	88.1	68	11.9	573
3	6021	ARVIDA MIDDLE SCHOOL	1,393	88.7	177	11.3	1,570	1,213	85.4	207	14.6	1,420
3	6031	BROWNSVILLE MIDDLE SCHOOL	367	44.0	467	56.0	834	359	62.0	220	38.0	579
3	6051	CAROL CITY MIDDLE SCHOOL	451	70.8	186	29.2	637	468	67.4	226	32.6	694
3	6091	CITRUS GROVE MIDDLE SCHOOL	734	69.2	326	30.8	1,060	726	69.5	318	30.5	1,044
3	6611	COUNTRY CLUB MIDDLE SCHOOL	676	55.5	541	44.5	1,217	625	54.9	513	45.1	1,138
3	6111	CUTLER BAY MIDDLE	953	50.1	950	49.9	1,903	983	45.1	1,197	54.9	2,180
3	6011	GEORGIA JONES-AYERS MIDDLE	490	58.5	348	41.5	838	487	62.4	294	37.6	781
3	6211	GLADES MIDDLE SCHOOL	788	77.8	225	22.2	1,013	718	69.1	321	30.9	1,039
3	6221	HAMMOCKS MIDDLE SCHOOL	558	59.4	381	40.6	939	569	57.0	429	43.0	998
3	6171	HENRY H FILER MIDDLE SCHOOL	570	65.8	296	34.2	866	551	65.8	287	34.2	838
3	6751	HIALEAH GARDENS MIDDLE	1,603	81.5	365	18.5	1,968	1,564	81.0	367	19.0	1,931
3	6231	HIALEAH MIDDLE SCHOOL	828	83.0	169	17.0	997	792	84.0	151	16.0	943
3	6241	HIGHLAND OAKS MIDDLE SCHOOL	778	64.0	437	36.0	1,215	748	62.3	453	37.7	1,201
3	6251	HOMESTEAD MIDDLE SCHOOL	676	33.8	1,326	66.2	2,002	643	30.2	1,486	69.8	2,129
3	6411	HORACE MANN MIDDLE SCHOOL	624	66.5	315	33.5	939	576	34.4	1,096	65.6	1,672
3	6441	HOWARD D MCMILLAN MIDDLE	913	74.4	314	25.6	1,227	847	70.4	356	29.6	1,203
3	6301	JOHN F KENNEDY MIDDLE SCH	1,098	81.7	246	18.3	1,344	1,078	100.0	0	0.0	1,078
3	6771	JORGE MAS CANOSA MID SCHOOL	1,615	82.2	349	17.8	1,964	1,444	78.9	386	21.1	1,830
3	6361	JOSE DE DIEGO MIDDLE SCHOOL	846	50.3	836	49.7	1,682	893	54.4	749	45.6	1,642
3	6331	KINLOCH PARK MIDDLE SCHOOL	535	80.8	127	19.2	662	581	80.8	138	19.2	719
3	6351	LAKE STEVENS MIDDLE SCHOOL	410	71.1	167	28.9	577	395	66.3	201	33.7	596
3	6921	LAMAR LOUISE CURRY MIDDLE	944	65.4	500	34.6	1,444	792	59.8	533	40.2	1,325
3	6161	LAWTON CHILES MIDDLE SCHOOL	693	62.8	410	37.2	1,103	602	57.1	453	42.9	1,055
3	6391	MADISON MIDDLE SCHOOL	400	66.0	206	34.0	606	390	77.2	115	22.8	505
3	6052	MIAMI ARTS STUDIO@ZELDER GL	1,787	99.8	4	0.2	1,791	1,769	100.0	0	0.0	1,769
3	6501	MIAMI LAKES MIDDLE SCHOOL	1,165	74.1	408	25.9	1,573	1,016	69.4	448	30.6	1,464
3	6521	MIAMI SPRINGS MIDDLE SCHOOL	698	46.5	802	53.5	1,500	631	43.2	829	56.8	1,460

(table continues)

Appendix Table A, continued

Level	Location	School	2020-21				Total	2021-22				Total
			Traditional		Charter			Traditional		Charter		
			n	%	n	%		n	%	n	%	
3	6541	NAUTILUS MIDDLE SCHOOL	1,102	78.6	300	21.4	1,402	958	75.2	316	24.8	1,274
3	6571	NORLAND MIDDLE SCHOOL	816	86.5	127	13.5	943	745	85.1	130	14.9	875
3	6591	NORTH DADE MIDDLE SCHOOL	442	62.8	262	37.2	704	412	55.8	326	44.2	738
3	6631	NORTH MIAMI MIDDLE SCHOOL	851	83.4	169	16.6	1,020	809	82.7	169	17.3	978
3	6681	PALM SPRINGS MIDDLE SCHOOL	726	59.6	493	40.4	1,219	718	58.9	502	41.1	1,220
3	6701	PALMETTO MIDDLE SCHOOL	989	92.7	78	7.3	1,067	819	87.3	119	12.7	938
3	6041	PAUL W BELL MIDDLE SCHOOL	410	55.3	332	44.7	742	443	57.8	324	42.2	767
3	6741	PONCE DE LEON MIDDLE SCHOOL	1,027	76.7	312	23.3	1,339	908	72.9	338	27.1	1,246
3	6761	REDLAND MIDDLE SCHOOL	531	36.4	927	63.6	1,458	532	27.2	1,421	72.8	1,953
3	6781	RICHMOND HEIGHTS MIDDLE	481	66.5	242	33.5	723	495	63.1	289	36.9	784
3	6801	RIVIERA MIDDLE SCHOOL	480	77.7	138	22.3	618	439	72.9	163	27.1	602
3	6821	ROCKWAY MIDDLE SCHOOL	1,084	79.2	284	20.8	1,368	973	76.6	297	23.4	1,270
3	6121	RUBEN DARIO MIDDLE SCHOOL	534	21.0	2,009	79.0	2,543	526	18.0	2,389	82.0	2,915
3	6841	SHENANDOAH MIDDLE SCHOOL	1,300	82.1	283	17.9	1,583	1,261	83.5	250	16.5	1,511
3	5003	SOUTH DADE MIDDLE SCHOOL	1,305	84.1	246	15.9	1,551	1,211	81.6	273	18.4	1,484
3	6881	SOUTH MIAMI MIDDLE SCHOOL	830	91.3	79	8.7	909	751	89.3	90	10.7	841
3	6861	SOUTHWOOD MIDDLE SCHOOL	1,125	91.8	101	8.2	1,226	1,120	90.6	116	9.4	1,236
3	6281	THOMAS JEFFERSON MIDDLE	411	76.1	129	23.9	540	398	80.4	97	19.6	495
3	6901	W R THOMAS MIDDLE SCHOOL	851	65.4	451	34.6	1,302	712	56.1	557	43.9	1,269
3	6961	WEST MIAMI MIDDLE SCHOOL	661	65.3	351	34.7	1,012	661	66.4	335	33.6	996
3	9993	NON-CHARTER MIDDLE SCHOOLS	39,036	68.1	18,263	31.9	57,299	36,856	64.4	20,342	35.6	57,198

(table continues)

Appendix Table A, continued

Level	Location	School	2020-21					2021-22				
			Traditional		Charter		Total	Traditional		Charter		Total
			n	%	n	%		n	%	n	%	
4	7048	ALONZO & TRACY MOURNING SR	1,564	94.6	90	5.4	1,654	1,528	93.9	100	6.1	1,628
4	7011	AMERICAN SENIOR HIGH SCHOOL	1,797	66.6	902	33.4	2,699	1,687	64.5	930	35.5	2,617
4	7751	BARBARA GOLEMAN SENIOR HIGH	2,749	97.9	60	2.1	2,809	2,683	100.0	0	0.0	2,683
4	7791	BOOKER T WASHINGTON SENIOR	967	52.6	871	47.4	1,838	1,018	52.6	919	47.4	1,937
4	7071	CORAL GABLES SENIOR SCHOOL	2,960	93.4	208	6.6	3,168	2,865	92.2	241	7.8	3,106
4	6081	CUTLER BAY SENIOR HIGH SCHL	511	99.6	2	0.4	513	570	100.0	0	0.0	570
4	7141	DR MICHAEL M KROP SENIOR	2,331	83.0	477	17.0	2,808	2,238	74.5	767	25.5	3,005
4	7781	FELIX VARELA SENIOR	2,092	90.6	216	9.4	2,308	2,012	89.3	242	10.7	2,254
4	7051	G HOLMES BRADDOCK SENIOR	2,790	83.5	550	16.5	3,340	2,596	81.3	598	18.7	3,194
4	7191	HIALEAH GARDENS SENIOR HIGH	2,649	81.5	603	18.5	3,252	2,561	78.4	704	21.6	3,265
4	7111	HIALEAH SENIOR HIGH SCHOOL	1,909	71.7	752	28.3	2,661	1,762	72.4	672	27.6	2,434
4	7131	HIALEAH-MIAMI LAKES SENIOR	1,465	66.4	741	33.6	2,206	1,300	48.3	1,393	51.7	2,693
4	7151	HOMESTEAD SENIOR HIGH SCHL	1,951	44.6	2,419	55.4	4,370	1,783	39.5	2,733	60.5	4,516
4	7121	JOHN A FERGUSON SENIOR HIGH	4,315	91.7	389	8.3	4,704	4,216	90.7	432	9.3	4,648
4	7201	MIAMI BEACH SENIOR	2,374	93.3	170	6.7	2,544	2,253	92.8	176	7.2	2,429
4	7231	MIAMI CAROL CITY SENIOR	944	69.0	425	31.0	1,369	773	63.3	448	36.7	1,221
4	7251	MIAMI CENTRAL SENIOR	1,449	75.9	460	24.1	1,909	1,405	71.6	556	28.4	1,961
4	7271	MIAMI CORAL PARK SENIOR	2,312	80.2	572	19.8	2,884	2,162	77.1	643	22.9	2,805
4	7301	MIAMI EDISON SENIOR	699	68.5	321	31.5	1,020	648	65.7	338	34.3	986
4	7341	MIAMI JACKSON SENIOR	1,380	80.7	329	19.3	1,709	1,356	79.9	342	20.1	1,698
4	7361	MIAMI KILLIAN SENIOR	1,303	86.8	199	13.2	1,502	1,183	81.8	264	18.2	1,447
4	7381	MIAMI NORLAND SENIOR	1,649	91.1	161	8.9	1,810	1,572	88.7	200	11.3	1,772
4	7411	MIAMI NORTHWESTERN SENIOR	1,616	84.7	292	15.3	1,908	1,510	81.8	336	18.2	1,846
4	7431	MIAMI PALMETTO SENIOR HIGH	2,772	97.3	76	2.7	2,848	2,716	97.2	77	2.8	2,793
4	7461	MIAMI SENIOR HIGH SCHOOL	2,841	89.5	334	10.5	3,175	2,804	88.8	355	11.2	3,159
4	7731	MIAMI SOUTHRIDGE SENIOR	1,970	75.7	632	24.3	2,602	1,930	72.2	744	27.8	2,674
4	7511	MIAMI SPRINGS SENIOR	1,236	70.6	514	29.4	1,750	1,070	66.8	531	33.2	1,601
4	7531	MIAMI SUNSET SENIOR	1,120	82.3	241	17.7	1,361	1,117	80.2	276	19.8	1,393

(table continues)

Appendix Table A, continued

Level	Location	School	2020-21				Total	2021-22				Total
			Traditional		Charter			Traditional		Charter		
			n	%	n	%		n	%	n	%	
4	7541	NORTH MIAMI BEACH SENIOR	1,294	88.8	163	11.2	1,457	1,144	82.9	236	17.1	1,380
4	7591	NORTH MIAMI SENIOR	2,092	84.3	391	15.7	2,483	1,801	80.8	427	19.2	2,228
4	7241	RONALD W REAGAN/DORAL SR	2,048	59.5	1,392	40.5	3,440	1,735	68.8	787	31.2	2,522
4	7701	SOUTH DADE SENIOR HIGH SCHL	3,146	82.4	672	17.6	3,818	3,082	81.1	720	18.9	3,802
4	7721	SOUTH MIAMI SENIOR	1,576	88.4	207	11.6	1,783	1,435	88.6	184	11.4	1,619
4	7741	SOUTHWEST MIAMI SENIOR HIGH	2,411	92.7	190	7.3	2,601	2,295	89.0	285	11.0	2,580
4	7049	WESTLAND HIALEAH SR	1,248	71.4	500	28.6	1,748	1,126	68.6	515	31.4	1,641
4	9994	NON-CHARTER SENIOR HIGH SCHOOLS	67,530	80.3	16,521	19.7	84,051	63,936	77.9	18,171	22.1	82,107

Note. The "Total" counts shown in the eighth and thirteenth columns of the table are obtained by adding the actual student population of the school (shown in the fourth and ninth columns of the table) to the estimated number of students lost to the charter schools (shown in the fifth and tenth columns of the table), to estimate the total number of students in the attendance zone of the school at the time of the October student membership counts. Highlighted schools are those that had the greatest enrollment loss (top 25th percentile) in their grade organization during 2021-22. Only traditional public schools, with assigned residence students, and without a school wide magnet program are included. Traditional school counts are based on actual October full time equivalent student membership. Charter counts are projected based on residence school data provided by the department of transportation.