

2000 FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) SUNSHINE STATE STANDARDS READING AND MATHEMATICS

The Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS) measures levels of student proficiency as they relate to SSS benchmarks in Reading and Mathematics. The FCAT SSS contains test items and performance tasks that are challenging for all students at all levels of academic achievement. The FCAT SSS measures students' Reading skills in grades 4, 8, and 10 and Mathematics skills in grades 5, 8, and 10.

The FCAT SSS includes both multiple-choice items, for which students select the correct answer from available options, and performance items, for which students produce a response to the item. The scoring of students' performance items was coordinated by the Florida Department of Education (FDOE). Each performance item was scored by at least two readers who had been trained by the FDOE. Performance items were scored using the holistic method, on either a two- or four-point scale, based upon the ability of the student to:

- Demonstrate an understanding of the concept tested by the item;
- Provide an accurate and complete response to the task; and
- Provide the necessary support, examples, and explanations, when required.

Results from the 2000 FCAT SSS administration include the following types of scores:

- Scaled Scores: The scaled score a student can achieve in Reading and/or Mathematics ranges from 100 to 500. Even though the highest and lowest scaled scores are the same for Reading and Mathematics, the scores from the two tests cannot be directly compared and should be considered independently. For example, a scaled score of 300 on the Mathematics test does not represent the same level of achievement as a scaled score of 300 on the Reading test.
- Achievement Levels: The percent of students scoring at each of five state-established achievement levels is provided. Achievement levels reflect levels of student proficiency in Reading and Mathematics and are based on students' scaled scores. The State Board of Education established the five levels of student achievement in November 1998. The process of setting achievement levels involved a review of the academic standards measured by the test, as well as a review of students' performance on the test. Standards were set by agreeing on test scores that represent different levels of achievement. Separate achievement levels were set for the FCAT SSS Reading and Mathematics tests for each grade level tested.

Achievement levels are designated as Level 1 (lowest) to Level 5 (highest). Level 1 performance indicates that a student has little success with the challenging content of the SSS. Level 2 performance indicates that a student has limited success with the challenging content of the SSS. Level 3 performance indicates that a student has partial success with the challenging content of the SSS, but performance is inconsistent. Level 4 performance indicates that a student has success with the challenging content of the SSS. Level 5 performance indicates that a student has success with the most challenging content of the SSS. The ranges of FCAT SSS scores established by the State Board of Education for each achievement level in both Reading and Mathematics are provided in Appendix J.

- Content Scores: Content scores indicate achievement in the content areas within the Reading and Mathematics tests. Content scores represent the number of points earned by a student in each content area. Please note that 1999 and 2000 content scores are not comparable. In 1999, the FDOE calculated the content score as a percent of the content mastered. In 2000, the FDOE calculated the content score as the number of points earned.

In Reading, content scores are provided for the following areas:

- Constructs Meaning from Informational Text; and
- Constructs Meaning from Literature.

In Mathematics, content scores are provided for the following areas:

- Number Sense, Concepts, and Operations;
- Measurement;
- Geometry and Spatial Sense;
- Algebraic Thinking; and
- Data Analysis and Probability.

- State Comparison: Thirds: This comparison indicates if a student scored in the lowest, middle, or highest third of Florida students at the same grade level who took the test. This comparison is provided for the Reading and Mathematics overall subject areas and for the content scores within each subject area.

In February 2000, the number of students who participated in the FCAT SSS Reading and Mathematics is as follows:

- State, Reading: 183,733 students at Grade 4; 170,139 students at Grade 8; and 144,789 students at Grade 10.
- State, Math: 182,300 students at Grade 5; 170,287 students at Grade 8; and 144,830 students at Grade 10.
- District, Reading: 28,069 students at Grade 4; 25,782 students at Grade 8; and 23,073 students at Grade 10.
- District, Math: 27,653 students at Grade 5; 25,841 students at Grade 8; and 22,983 students at Grade 10.

AVERAGE SCALED SCORES

Tables 11 and 12 provide the average scaled scores for the district in Reading and Mathematics, by curriculum group and for all students tested in the state, as well as comparisons between 1999 and 2000.

Table 11. Average Reading Scaled Scores*:
District and State Results for 1999, 2000, and Difference

	Grade 4			Grade 8			Grade 10		
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
DISTRICT									
Standard Curriculum	279	289	+10	285	286	+1	292	292	0
ESE	196	198	+2	216	206	-10	227	220	-7
LEP Two Yrs/Less	214	182	-32	217	202	-15	235	222	-13
All Students	271	274	+3	276	273	-3	286	282	-4
STATE - All Students	288	293	+5	295	290	-5	302	298	-4

*Note: Scaled scores range from 100 to 500.

An examination of Table 11 reveals the following:

- Standard Curriculum students' average Reading scaled score increased at Grades 4 and 8 and remained stable at Grade 10 from 1999 to 2000.
- ESE students' average Reading scaled score increased at Grade 4 but decreased at Grades 8 and 10 from 1999 to 2000.
- LEP Two Years or Less students' average Reading scaled scores decreased at all three grade levels from 1999 to 2000.
- Comparing all students tested in the district and in the state, the district's students scored lower than students statewide at all three grade levels in 2000; however, the district's increases and decreases at each grade level from 1999 to 2000 closely parallel those of the state.

**Table 12. Average Mathematics Scaled Scores*:
District and State Results for 1999, 2000, and Difference**

	Grade 5			Grade 8			Grade 10		
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
DISTRICT									
Standard Curriculum	294	313	+19	284	294	+10	296	300	+4
ESE	220	225	+5	205	200	-5	235	218	-17
LEP Two Yrs/Less	252	248	-4	245	250	+5	258	258	0
All Students	286	299	+13	275	282	+7	291	291	0
STATE - All Students	303	314	+11	296	303	+7	308	311	+3

*Note: Scaled scores range from 100 to 500.

Table 12 provides the following information:

- Standard Curriculum students' average Mathematics scaled scores increased at all grade levels from 1999 to 2000.
- ESE students' average Mathematics scaled score increased at Grade 5 but decreased at Grades 8 and 10 from 1999 to 2000.
- LEP Two Years or Less students' average Mathematics scaled score decreased at Grade 5, increased at Grade 8, and remained stable at Grade 10 from 1999 to 2000.
- Comparing all students tested in the district and in the state, the district's students scored lower than students statewide at all three grade levels in 2000; however, district students' scores increased more than the scores of students statewide at Grade 4 and by an equal number of points at Grade 8.

STATE COMPARISON: THIRDS

The FDOE has rated district students' performance, based on Reading and Mathematics scaled scores, compared to the performance of students statewide. Students' scaled scores have been categorized as falling in the lowest third, the middle third, or the highest third, relative to all Florida students who took the FCAT SSS.

Table 13 on the following page shows the percent of students in the district who scored in the lowest, middle, and highest thirds in Reading, compared to all Florida students.

Table 13. Comparison to Florida Students: Percent* of District Students Scoring in the Lowest, Middle, and Highest Thirds in Reading, 2000

	Lowest Third	Middle Third	Highest Third
GRADE 4 READING			
Std. Curriculum	46%	29%	25%
ESE	91%	7%	2%
LEP Two Yrs/Less	94%	4%	2%
All Students	53%	25%	21%
GRADE 8 READING			
Std. Curriculum	45%	30%	25%
ESE	91%	7%	2%
LEP Two Yrs/Less	93%	6%	1%
All Students	52%	26%	21%
GRADE 10 READING			
Std. Curriculum	45%	29%	26%
ESE	91%	7%	2%
LEP Two Yrs/Less	92%	7%	1%
All Students	51%	26%	22%

*Note: Percents may not total 100 due to rounding.

Highlights of Table 13 include:

- Approximately 25% of Standard Curriculum students, across all grade levels, scored in the highest third in Reading, compared to all students tested statewide in 2000.
- Over 90% of ESE students, across all grade levels, scored in the lowest third in Reading, compared to all students tested statewide in 2000. Two percent of ESE students scored in the highest third at all grade levels.
- Over 90% of LEP Two Years or Less students, across all grade levels, scored in the lowest third in Reading, compared to all students tested statewide in 2000. Two percent of Grade 4 LEP students and 1% of Grades 8 and 10 LEP students scored in the highest third.

Table 14 below shows the percent of students in the district who scored in the lowest, middle, and highest thirds in Mathematics, compared to all Florida students.

Table 14. Comparison to Florida Students: Percent* of District Students Scoring in the Lowest, Middle, and Highest Thirds in Mathematics, 2000

	Lowest Third	Middle Third	Highest Third
GRADE 5 MATHEMATICS			
Std. Curriculum	43%	30%	27%
ESE	92%	7%	1%
LEP Two Yrs/Less	81%	13%	6%
All Students	51%	26%	23%
GRADE 8 MATHEMATICS			
Std. Curriculum	48%	28%	23%
ESE	95%	4%	1%
LEP Two Yrs/Less	80%	16%	4%
All Students	55%	25%	20%
GRADE 10 MATHEMATICS			
Std. Curriculum	45%	29%	25%
ESE	93%	6%	1%
LEP Two Yrs/Less	75%	18%	7%
All Students	51%	27%	22%

*Note: Percents may not total 100 due to rounding.

Highlights of Table 14 include:

- Approximately one-fourth of Standard Curriculum students, across all grade levels, scored in the highest third in Mathematics, compared to all students statewide in 2000.
- Over 90% of ESE students, across all grade levels, scored in the lowest third in Mathematics, compared to all students statewide in 2000. One percent of ESE students scored in the highest third at all grade levels.
- The majority of LEP Two Years or Less students, across all grade levels, scored in the lowest third in Mathematics, compared to all students statewide in 2000. Between 4% and 7% of LEP students scored in the highest third, depending on the grade level tested.

AVERAGE SCALED SCORES, BY ETHNICITY

Tables 15 and 16 provide the average scaled scores in Reading and Mathematics, by ethnicity and curriculum group for the district, as well as a comparison between 1999 and 2000. Please note that, due to their small numbers, results for the district's Asian students, American Indian students, and students classified as Multiracial have been combined into one group entitled "Other."

Table 15. Average Reading Scaled Scores* by Ethnicity:
District Results for 1999, 2000, and Difference

	Grade 4			Grade 8			Grade 10		
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
STANDARD CURRICULUM									
Black	255	268	+13	265	265	0	274	276	+2
Hispanic	283	293	+10	290	290	0	294	293	-1
White	314	321	+7	318	319	+1	322	321	-1
Other	300	304	+4	286	290	+4	300	302	+2
ESE									
Black	178	178	0	198	190	-8	213	204	-9
Hispanic	201	201	0	220	211	-9	229	227	-2
White	226	234	+8	247	234	-13	257	243	-14
Other	183	206	+23	211	206	-5	204	196	-8
LEP TWO YRS/LESS									
Black	200	184	-16	202	200	-2	211	216	+5
Hispanic	210	181	-29	216	202	-14	245	221	-24
White	273	228	-45	255	238	-17	270	265	-5
Other	248	161	-87	211	195	-16	236	218	-18
ALL STUDENTS									
Black	248	258	+10	257	255	-2	268	268	0
Hispanic	276	274	-2	279	275	-4	288	281	-7
White	307	311	+4	311	311	0	317	315	-2
Other	295	282	-13	279	272	-7	296	285	-11

*Note: Scaled scores range from 100 to 500.

Table 15 provides the following information:

- White students scored higher than students in all other ethnic groups in 2000, regardless of grade level or curriculum group.
- All Grade 4 Standard Curriculum students' average Reading scaled scores increased from 1999 to 2000, regardless of ethnic group. The largest increase was noted in Black Standard Curriculum students' scores.
- At Grade 8, White and Other Standard Curriculum students' average Reading scaled scores increased from 1999 to 2000, while Black and Hispanic Standard Curriculum students' scores remained stable.
- At Grade 10, Black and Other Standard Curriculum students' average Reading scaled scores increased from 1999 to 2000, while Hispanic and White students' scores decreased.
- White and Other Grade 4 ESE students' Reading scaled scores increased from 1999 to 2000, while Black and Hispanic ESE students' scores remained stable.
- At Grades 8 and 10, ESE students' average Reading scaled scores decreased from 1999 to 2000, regardless of ethnic group.
- At all grade levels, LEP Two Years or Less students' average Reading scaled scores decreased from 1999 to 2000, regardless of ethnic group, except Grade 10 Black LEP students, whose average score increased by 5 points.

Table 16. Average Mathematics Scaled Scores* by Ethnicity:
District Results for 1999, 2000, and Difference

	Grade 5			Grade 8			Grade 10		
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
STANDARD CURRICULUM									
Black	272	291	+19	256	269	+13	276	278	+2
Hispanic	299	319	+20	291	300	+9	299	303	+4
White	323	339	+16	320	330	+10	326	334	+8
Other	312	327	+15	285	300	+15	308	313	+5
ESE									
Black	194	204	+10	176	179	+3	217	197	-20
Hispanic	228	235	+7	214	208	-6	238	228	-10
White	259	255	-4	246	234	-12	263	247	-16
Other	193	213	+20	208	186	-22	223	203	-20
LEP TWO YRS/LESS									
Black	237	202	-35	198	227	+29	226	240	+14
Hispanic	249	250	+1	249	253	+4	268	259	-9
White	316	288	-28	303	290	-13	309	312	+3
Other	278	243	-35	238	228	-10	271	255	-16
ALL STUDENTS									
Black	263	279	+16	247	258	+11	270	270	0
Hispanic	290	304	+14	282	288	+6	294	294	0
White	317	330	+13	314	321	+7	321	328	+7
Other	306	308	+2	279	282	+3	304	300	-4

*Note: Scaled scores range from 100 to 500.

Table 16 provides the following information:

- In 2000, White students received higher average Mathematics scaled scores than students in all other ethnic groups, regardless of curriculum group or grade level. Black students received lower scores than students in all other ethnic groups, regardless of curriculum group or grade level.

- At all grade levels, Standard Curriculum students' average Mathematics scaled scores increased, regardless of ethnic group, from 1999 to 2000. The largest increases were noted in Grade 5 Black and Hispanic Standard Curriculum students' scores.
- At Grade 5, Black, Hispanic, and Other ESE students' average Mathematics scaled scores increased from 1999 to 2000. White ESE students' average score decreased by 4 points.
- At Grade 8, Black ESE students' average Mathematics scaled score increased by 3 points from 1999 to 2000. Average scores for all other ethnic groups decreased.
- At Grade 10, ESE students' average Mathematics scaled score decreased from 1999 to 2000, regardless of ethnic group.
- Grade 5 Hispanic LEP Two Years or Less students' average Mathematics scaled score increased 1 point from 1999 to 2000. Average scores for all other ethnic groups decreased.
- Grade 8 Black and Hispanic LEP Two Years or Less students' average Mathematics scaled scores increased from 1999 to 2000, with Black students' average score increasing by 29 points. White and Other students' average scores decreased from 1999 to 2000.
- Grade 10 Black and White LEP Two Years or Less students' average Mathematics scaled scores increased from 1999 to 2000, with Black students' average score increasing 14 points. Hispanic and Other students' average scores decreased from 1999 to 2000.

ACHIEVEMENT LEVELS

Tables 17 and 18 on the following pages provide the percent of students scoring at each of the five state-established achievement levels, by curriculum group. Table 17 on page 28 provides the percent of Grades 4, 8, and 10 students scoring at each of the five state-established achievement levels on the FCAT SSS Reading. Table 18 on page 29 provides the percent of Grades 5, 8, and 10 students scoring at each of the five state-established achievement levels on the FCAT SSS Mathematics. This information is provided for students in the district, by curriculum group, and for all students tested in the state. As previously mentioned, achievement levels are designated as Level 1 (lowest) to Level 5 (highest). The district, therefore, strives to decrease the percent of students scoring at the lower achievement levels and to increase the percent of students scoring at the higher achievement levels.

Table 17 provides the following information about students' Reading Achievement Levels:

- At Grade 4, the percent of Standard Curriculum students scoring at Reading Level 1 decreased from 1999 to 2000, while the percent of Standard Curriculum students scoring at Reading Level 5 increased.
- The percent of Grade 8 Standard Curriculum students scoring at Reading Level 1 increased from 1999 to 2000 and the percent of Standard Curriculum students scoring at Reading Level 5 remained stable.
- At Grade 10, the percent of Standard Curriculum students scoring at Reading Levels 1 and 5 remained stable from 1999 to 2000.
- The percent of Grade 4 ESE students scoring at Reading Level 1 decreased and the percent of Grade 4 ESE students scoring at Reading Level 5 remained stable from 1999 to 2000.
- At Grades 8 and 10, the percent of ESE students scoring at Reading Level 1 increased. No Grades 8 and 10 ESE students scored at Reading Level 5 in 2000.
- Across all grade levels, the percent of LEP Two Years or Less students scoring at Reading Level 1 increased. No LEP students scored at Reading Level 5 in 2000.
- Comparing all students tested in the district and in the state, the district had a higher percent of students scoring at Reading Level 1 at all grade levels than students statewide in 2000; however, the district's increases and decreases at each grade level from 1999 to 2000 generally parallel those of the state.

Table 18 provides the following information about students' Mathematics Achievement Levels:

- Across all grade levels, the percent of Standard Curriculum students scoring at Mathematics Level 1 decreased, while the percent of Standard Curriculum students scoring at Mathematics Level 5 increased from 1999 to 2000.
- Across all grade levels, no ESE students scored at Mathematics Level 5 in 2000. At Grade 5, the percent of ESE students scoring at Mathematics Level 1 decreased from 1999 to 2000. At Grade 8, the percent of ESE students scoring at Mathematics Level 1 remained stable. At Grade 10, the percent of ESE students scoring at Mathematics Level 1 increased.
- Across all grade levels, no LEP Two Years or Less students scored at Mathematics Level 5 in 2000. At Grade 5, the percent of LEP students scoring at Mathematics Level 1 increased from 1999 to 2000. At Grades 8 and 10, the percent of LEP students scoring at Mathematics Level 1 decreased.
- Comparing all students tested in the district and in the state, the district had a higher percent of students scoring at Mathematics Level 1 at all grade levels than students statewide in 2000; however, the district had a larger decrease in the percent of students scoring at Level 1 than the state at Grades 5 and 10 and a decrease equal to the state at Grade 8 from 1999 to 2000.

Table 17. Percent of Students Scoring in Each of the Five Reading Achievement Levels*
in the District and State for 1999, 2000, and Difference

GRADE 4 READING												
DISTRICT	Level 1			Level 2			Level 3			Level 4		
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
Std. Curriculum	43	37	-6	18	17	-1	25	27	+2	12	16	+4
ESE	90	88	-2	5	6	+1	4	5	+1	1	1	0
LEP Two Yrs/Less	79	91	+12	9	4	-5	10	4	-6	2	1	-1
All Students	47	45	-2	17	15	-2	24	23	-1	11	14	+3
STATE-All Students	36	33	-3	17	16	-1	29	29	0	17	19	+2
GRADE 8 READING												
DISTRICT	Level 1			Level 2			Level 3			Level 4		
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
Std. Curriculum	35	36	+1	30	30	0	27	24	-3	8	9	+1
ESE	84	87	+3	11	10	-1	4	3	-1	0	0	0
LEP Two Yrs/Less	85	90	+5	11	8	-3	4	1	-3	0	0	0
All Students	41	44	+3	27	27	0	24	21	-3	7	7	0
STATE-All Students	28	32	+4	28	29	+1	31	27	-4	12	11	-1
GRADE 10 READING												
DISTRICT	Level 1			Level 2			Level 3			Level 4		
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
Std. Curriculum	42	42	0	36	34	-2	15	16	+1	4	4	0
ESE	87	90	+3	11	8	-3	1	1	0	0	0	0
LEP Two Yrs/Less	86	91	+5	13	8	-5	2	1	-1	0	0	0
All Students	46	49	+3	34	31	-3	13	14	+1	4	4	0
STATE-All Students	33	35	+2	37	36	-1	19	19	0	6	6	0

*Note: All calculations have been rounded to the nearest whole number. Percents may not total 100 due to rounding.

Table 18. Percent of Students Scoring in Each of the Five Mathematics Achievement Levels*
in the District and State for 1999, 2000, and Difference

GRADE 5 MATHEMATICS												
DISTRICT	Level 1		Level 2		Level 3		Level 4		Level 5			
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
Std. Curriculum	41	28	-13	32	30	-2	17	23	+6	8	15	+7
ESE	88	83	-5	9	14	+5	2	3	+1	0	1	+1
LEP Two Yrs/Less	66	70	+4	25	18	-7	6	9	+3	2	3	+1
All Students	46	36	-10	30	27	-3	16	20	+4	7	13	+6
STATE-All Students	33	26	-7	32	29	-3	21	24	+3	12	17	+5
GRADE 8 MATHEMATICS												
DISTRICT												
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
Std. Curriculum	42	36	-6	25	22	-3	23	26	+3	7	10	+3
ESE	89	89	0	9	7	-2	2	3	+1	0	0	0
LEP Two Yrs/Less	69	68	-1	19	18	-1	10	12	+2	1	2	+1
All Students	47	43	-4	23	20	-3	21	23	+2	6	9	+3
STATE-All Students	33	29	-4	23	20	-3	27	28	+1	11	13	+2
GRADE 10 MATHEMATICS												
DISTRICT												
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
Std. Curriculum	38	34	-4	28	26	-2	19	21	+2	12	15	+3
ESE	85	88	+3	10	8	-2	4	2	-2	1	1	0
LEP Two Yrs/Less	67	65	-2	18	20	+2	10	11	+1	4	4	0
All Students	42	40	-2	27	24	-3	18	19	+1	12	14	+2
STATE-All Students	27	26	-1	26	23	-3	24	23	-1	19	22	+3

*Note: All calculations have been rounded to the nearest whole number. Percents may not total 100 due to rounding.

ACHIEVEMENT LEVELS, BY ETHNICITY

Tables 19 and 20 on the following pages provide the percent of students scoring at each of the five state-established achievement levels, by curriculum group and by ethnicity, in 1999 and 2000. Table 19 on pages 32-34 provides the percent of students scoring at each achievement level, by curriculum group and ethnicity, in Reading. Table 20 on pages 35-37 provides the percent of students scoring at each achievement level, by curriculum group and ethnicity, in Mathematics. As previously noted, due to their small numbers, results for the district's Asian students, American Indian students, and students classified as Multiracial have been combined into one group entitled "Other."

Highlights of Table 19 and the percent of students scoring at each Reading Achievement Level include:

- The percent of Grade 4 Standard Curriculum students scoring at Reading Level 5 increased across all ethnic groups. The percent of Black, Hispanic, and White Grade 4 Standard Curriculum students scoring at Reading Level 1 decreased from 1999 to 2000.
- The percent of Grade 8 Hispanic, White, and Other Standard Curriculum students scoring at Reading Levels 1 and 5 increased from 1999 to 2000, while the percent of Grade 8 Black Standard Curriculum students scoring at Reading Levels 1 and 5 remained stable.
- The percent of Grade 10 Black Standard Curriculum students scoring at Reading Level 1 decreased from 1999 to 2000, while the percent of Hispanic and White students remained stable and the percent of Other students increased. Only the percent of Grade 10 Other Standard Curriculum students scoring at Reading Level 5 increased from 1999 to 2000.
- The percent of Grade 4 ESE students scoring at Reading Level 1 decreased across all ethnic groups from 1999 to 2000, but no Grade 4 ESE students scored at Reading Level 5 in 2000, regardless of ethnicity.
- The percent of Grade 8 Black, Hispanic, and White ESE students scoring at Reading Level 1 increased from 1999 to 2000. No Grade 8 ESE students scored at Reading Level 5 in 2000, regardless of ethnicity.
- The percent of Grade 10 Black and Other ESE students scoring at Reading Level 1 decreased from 1999 to 2000. The percent of Grade 10 ESE students scoring at Reading Level 5 did not increase from 1999 to 2000, regardless of ethnicity.
- The percent of Grade 4 Black LEP Two Years or Less students scoring at Reading Level 1 remained stable from 1999 to 2000 but increased for all other ethnic groups. No LEP students scored at Reading Level 5 in 2000, regardless of ethnicity.

- The percent of Grade 8 Black LEP Two Years or Less students scoring at Reading Level 1 decreased from 1999 to 2000. No Grade 8 LEP students scored at Reading Level 5 in 2000, regardless of ethnicity.
- The percent of Grade 10 Black LEP Two Years or Less students scoring at Reading Level 1 decreased from 1999 to 2000. No Grade 10 LEP students scored at Reading Level 5, regardless of ethnicity.

Highlights of Table 20 and the percent of students scoring at each Mathematics Achievement Level include:

- The percent of Grade 5 Standard Curriculum students scoring at Mathematics Level 1 decreased for all ethnic groups from 1999 to 2000, while the percent of Grade 5 Standard Curriculum students scoring at Mathematics Level 5 increased for all ethnic groups.
- The percent of Grade 8 Standard Curriculum students scoring at Mathematics Level 1 decreased for all ethnic groups from 1999 to 2000, while the percent of Grade 8 Standard Curriculum students scoring at Mathematics Level 5 increased for all ethnic groups.
- At Grade 10, the percent of Black, Hispanic, and White Standard Curriculum students scoring at Mathematics Level 1 decreased from 1999 to 2000. The percent of Grade 10 Standard Curriculum students scoring at Mathematics Level 5 increased across all ethnic groups.
- The percent of Grade 5 ESE students scoring at Mathematics Level 1 decreased for all ethnic groups from 1999 to 2000. No Grade 5 ESE students scored at Mathematics Level 5, regardless of ethnicity.
- The percent of Grade 8 White ESE students scoring at Mathematics Level 1 decreased from 1999 to 2000. The percent of Grade 8 ESE students scoring at Mathematics Level 5 remained stable across all ethnic groups.
- The percent of Grade 10 Black and Other ESE students scoring at Mathematics Level 1 decreased from 1999 to 2000. No Grade 10 ESE students scored at Mathematics Level 5 in 2000, regardless of ethnicity.
- The percent of Grade 5 LEP Two Years or Less students scoring at Mathematics Level 1 increased for all ethnic groups from 1999 to 2000. The percent of Grade 5 LEP White and Other students scoring at Mathematics Level 5 increased.
- The percent of Grade 8 Black and Hispanic LEP Two Years or Less students scoring at Mathematics Level 1 decreased from 1999 to 2000 and the percent of Grade 8 White LEP students scoring at Mathematics Level 5 increased.
- The percent of Grade 10 Black LEP Two Years or Less students scoring at Mathematics Level 1 decreased from 1999 to 2000. The percent of Grade 10 White LEP students scoring at Mathematics Level 5 increased.

Table 19, Continued. Percent of Students Scoring in Each of the Five Reading Achievement Levels*
by Curriculum Group and Ethnicity for 1999, 2000, and Difference

GRADE 8 READING												
	Level 1		Level 2		Level 3		Level 4		Level 5			
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
STD. CURRICULUM												
Black	52	52	0	28	30	+2	16	14	-2	3	3	0
Hispanic	30	32	+2	33	32	-1	29	27	-2	8	9	+1
White	12	13	+1	24	26	+2	42	37	-5	20	21	+1
Other	34	35	+1	26	25	-1	28	25	-3	11	12	+1
ESE												
Black	93	94	+1	6	5	-1	1	1	0	0	0	0
Hispanic	83	84	+1	12	13	+1	4	3	-1	0	0	0
White	62	73	+11	24	18	-6	12	8	-4	2	1	-1
Other	89	86	-3	9	10	+1	3	4	+1	0	0	0
LEP TWO YRS/LESS												
Black	94	93	-1	5	6	+1	1	1	0	0	0	0
Hispanic	85	90	+5	11	8	-3	4	1	-3	0	0	0
White	59	70	+11	27	27	0	11	2	-9	2	0	-2
Other	85	97	+12	15	2	-13	0	1	+1	0	0	0
ALL STUDENTS												
Black	57	58	+1	26	26	0	15	13	-2	3	3	0
Hispanic	38	42	+4	30	28	-2	26	22	-4	7	7	0
White	17	19	+2	24	25	+1	39	34	-5	18	19	+1
Other	40	47	+7	24	21	-3	25	20	-5	10	9	-1

*Note: All calculations have been rounded to the nearest whole number. Percents may not total 100 due to rounding.

Table 19, Continued. Percent of Students Scoring in Each of the Five Reading Achievement Levels*
by Curriculum Group and Ethnicity for 1999, 2000, and Difference

GRADE 10 READING															
	Level 1			Level 2			Level 3			Level 4			Level 5		
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
STD. CURRICULUM															
Black	59	58	-1	31	29	-2	8	9	+1	1	2	+1	1	1	0
Hispanic	40	40	0	39	37	-2	15	16	+1	4	4	0	3	2	-1
White	16	16	0	39	38	-1	26	28	+2	10	10	0	9	8	-1
Other	34	36	+2	35	31	-4	19	16	-3	7	9	+2	5	8	+3
ESE															
Black	96	95	-1	4	4	0	0	0	0	0	0	0	0	0	0
Hispanic	87	90	+3	11	10	-1	1	1	0	0	0	0	0	0	0
White	68	78	+10	27	15	-12	4	5	+1	1	2	+1	1	1	0
Other	92	91	-1	4	6	+2	4	4	0	0	0	0	0	0	0
LEP TWO YRS/LESS															
Black	99	97	-2	1	3	+2	0	0	0	0	0	0	0	0	0
Hispanic	81	91	+10	17	8	-9	2	1	-1	0	0	0	0	0	0
White	59	67	+8	30	22	-8	11	9	-2	0	2	+2	0	0	0
Other	88	91	+3	13	9	-4	0	0	0	0	0	0	0	0	0
ALL STUDENTS															
Black	62	62	0	28	26	-2	7	8	+1	1	2	+1	1	1	0
Hispanic	44	49	+5	36	32	-4	13	14	+1	3	3	0	3	2	-1
White	20	21	+1	38	36	-2	25	26	+1	9	9	0	9	8	-1
Other	37	46	+9	34	27	-7	18	14	-4	6	7	+1	5	7	+2

*Note: All calculations have been rounded to the nearest whole number. Percents may not total 100 due to rounding.

Table 20. Percent of Students Scoring in Each of the Five Mathematics Achievement Levels*
by Curriculum Group and Ethnicity for 1999, 2000, and Difference

GRADE 5 MATHEMATICS															
	Level 1			Level 2			Level 3			Level 4			Level 5		
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
STD. CURRICULUM															
Black	60	44	-16	27	30	+3	10	16	+6	3	8	+5	0	2	+2
Hispanic	36	23	-13	35	31	-4	19	25	+6	8	17	+9	1	4	+3
White	17	11	-6	33	26	-7	28	28	0	20	26	+6	2	10	+8
Other	29	22	-7	29	22	-7	21	23	+2	17	21	+4	5	11	+6
ESE															
Black	96	90	-6	3	8	+5	1	1	0	0	0	0	0	0	0
Hispanic	87	80	-7	11	16	+5	2	3	+1	0	1	+1	0	0	0
White	68	66	-2	20	23	+3	10	8	-2	2	2	0	0	0	0
Other	97	90	-7	3	6	+3	0	4	+4	0	0	0	0	0	0
LEP TWO YRS/LESS															
Black	79	88	+9	14	10	-4	7	1	-6	0	1	+1	0	0	0
Hispanic	68	70	+2	24	17	-7	6	9	+3	2	3	+1	0	0	0
White	14	38	+24	52	29	-23	17	21	+4	17	11	-6	0	1	+1
Other	60	69	+9	20	20	0	10	8	-2	10	2	-8	0	1	+1
ALL STUDENTS															
Black	64	51	-13	24	27	+3	9	14	+5	3	7	+4	0	2	+2
Hispanic	43	33	-10	32	28	-4	17	21	+4	7	14	+7	1	3	+2
White	22	17	-5	32	26	-6	26	26	0	18	23	+5	2	9	+7
Other	32	33	+1	28	21	-7	19	20	+1	16	17	+1	4	9	+5

*Note: All calculations have been rounded to the nearest whole number. Percents may not total 100 due to rounding.

Table 20, Continued. Percent of Students Scoring in Each of the Five Mathematics Achievement Levels*
by Curriculum Group and Ethnicity for 1999, 2000, and Difference

GRADE 8 MATHEMATICS												
	Level 1			Level 2			Level 3			Level 4		
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
STD. CURRICULUM												
Black	63	55	-8	21	21	0	13	18	+5	2	5	+3
Hispanic	35	30	-5	28	24	-4	27	29	+2	8	11	+3
White	15	12	-3	22	18	-4	35	33	-2	17	20	+3
Other	40	33	-7	20	18	-2	24	24	0	10	12	+2
ESE												
Black	96	96	0	3	3	0	0	1	+1	0	0	0
Hispanic	88	88	0	10	8	-2	2	3	+1	0	0	0
White	74	73	-1	17	16	-1	5	9	+4	3	2	-1
Other	89	93	+4	4	4	0	7	3	-4	0	0	0
LEP TWO YRS/LESS												
Black	91	82	-9	6	12	+6	2	5	+3	0	1	+1
Hispanic	68	67	-1	21	18	-3	9	13	+4	1	2	+1
White	27	38	+11	24	24	0	40	31	-9	7	0	-7
Other	73	76	+3	14	17	+3	9	3	-6	2	3	+1
ALL STUDENTS												
Black	67	60	-7	19	19	0	12	15	+3	2	4	+2
Hispanic	42	39	-3	26	22	-4	23	25	+2	7	9	+2
White	20	18	-2	22	17	-5	33	31	-2	15	19	+4
Other	44	43	-1	19	17	-2	22	20	-2	9	10	+1

*Note: All calculations have been rounded to the nearest whole number. Percents may not total 100 due to rounding.

Table 20, Continued. Percent of Students Scoring in Each of the Five Mathematics Achievement Levels* by Curriculum Group and Ethnicity for 1999, 2000, and Difference

GRADE 10 MATHEMATICS															
	Level 1			Level 2			Level 3			Level 4			Level 5		
	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.	1999	2000	Diff.
STD. CURRICULUM															
Black	58	52	-6	25	26	+1	12	14	+2	5	7	+2	0	1	+1
Hispanic	34	30	-4	32	28	-4	21	23	+2	12	16	+4	2	3	+1
White	13	10	-3	23	19	-4	27	27	0	29	31	+2	7	13	+6
Other	27	28	+1	26	20	-6	23	17	-6	19	22	+3	5	12	+7
ESE															
Black	95	94	-1	4	4	0	0	1	+1	0	0	0	0	0	0
Hispanic	85	88	+3	11	9	-2	4	2	-2	1	1	0	0	0	0
White	65	71	+6	22	18	-4	10	6	-4	3	5	+2	0	0	0
Other	89	87	-2	4	9	+5	4	4	0	4	0	-4	0	0	0
LEP TWO YRS/LESS															
Black	90	78	-12	7	17	+10	2	5	+3	0	0	0	0	0	0
Hispanic	61	64	+3	22	21	-1	13	12	-1	4	3	-1	0	0	0
White	24	25	+1	26	21	-5	26	23	-3	21	27	+6	3	4	+1
Other	58	68	+10	30	19	-11	3	7	+4	9	6	-3	0	0	0
ALL STUDENTS															
Black	61	57	-4	23	24	+1	11	13	+2	4	6	+2	0	1	+1
Hispanic	38	38	0	30	26	-4	19	20	+1	11	14	+3	2	3	+1
White	16	14	-2	23	19	-4	26	26	0	27	29	+2	7	12	+5
Other	30	37	+7	25	19	-6	22	15	-7	18	19	+1	5	10	+5

*Note: All calculations have been rounded to the nearest whole number. Percents may not total 100 due to rounding.

FCAT SSS CERTIFICATES OF ACHIEVEMENT

For the first time, students who scored at Achievement Level 5 on the 2000 FCAT Reading and/or Mathematics received a Certificate of Achievement in recognition of their outstanding performance. Table 21 below shows the number and percent of students in the district and the state who received a certificate.

Table 21. Number and Percent of Students in the District and the State Receiving 2000 FCAT Certificates of Achievement

	READING				MATHEMATICS			
	District		State		District		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 4	744	3%	7,165	4%	N/A*	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	1,005	4%	8,397	5%
Grade 8	268	1%	2,458	1%	1,410	5%	16,356	10%
Grade 10	590	3%	5,076	4%	828	4%	8,864	6%

*Note: N/A = Subtest was not administered at that grade level.

Table 21 provides the following information:

- Three percent of the district's Grades 4 and 10 students and 1% of the district's Grade 8 students who took the 2000 FCAT Reading scored at Achievement Level 5 and received a Certificate of Achievement.
- The percent of the district's students receiving Reading Certificates of Achievement is similar to the percent of students receiving Reading Certificates statewide.
- Four percent of the district's Grades 5 and 10 students and 5% of the district's Grade 8 students who took the 2000 FCAT Mathematics scored at Achievement Level 5 and received a Certificate of Achievement.
- The percent of the district's students receiving Mathematics Certificates of Achievement is lower than the percent of students receiving Mathematics certificates statewide, especially at Grade 8.

EXEMPTION FROM THE HIGH SCHOOL COMPETENCY TEST (HSCT)

Based on 1997 legislation, the Commissioner of Education is authorized to set scores on the FCAT SSS Reading and Mathematics that can be used to qualify tenth grade students for an exemption from the eleventh grade High School Competency Test (HSCT) as a graduation requirement. Grade 10 students who took the FCAT SSS in February 2000 and

earned a Reading scaled score of 327 or higher (Achievement Levels 3-5) will not have to take the HSCT Communications test in October 2000. Grade 10 students who took the FCAT SSS in February 2000 and earned a Mathematics scaled score of 315 or higher (Achievement Levels 3-5) will not have to take the HSCT Mathematics test in October 2000. Table 22 below shows the number and percent of Grade 10 students in all curriculum groups in the district and the state who qualified for exemption from the October 2000 HSCT.

Table 22. Number and Percent of Grade 10 Students
Qualifying for HSCT Exemption: District and State Results, 2000

	READING/COMMUNICATIONS			MATHEMATICS		
	Number Tested	Number Exempted	Percent Exempted	Number Tested	Number Exempted	Percent Exempted
District	23,067	4,668	20%	22,985	8,245	36%
State	144,789	41,989	29%	144,830	73,863	51%

Table 22 provides the following information:

- Twenty percent of the district's Grade 10 students who took the FCAT Reading have been exempted from taking the HSCT Communications test.
- Thirty-six percent of the district's Grade 10 students who took the FCAT Mathematics have been exempted from taking the HSCT Mathematics test.
- In both Reading and Mathematics, the percent of the district's students qualifying for an exemption from the HSCT is lower than the percent of students qualifying for an exemption statewide.

CONTENT SCORES

Students also received content scores on the FCAT SSS Reading and Mathematics subtests. Content scores represent the number of items that students responded to correctly within each content area. The 2000 FCAT SSS content area scores cannot be compared to the 1999 FCAT SSS content area scores because the 1999 content area scores were calculated to represent the percent of content mastered in each area, not the number of items answered correctly.

Table 23 on the following page presents the number of possible points, the average number of points earned, and the average percent of items answered correctly for students in the district and in the state in the two Reading content areas, by grade level and curriculum group.

Table 23. 2000 District and State Reading Content Area Scores

	Constructs Meaning from Informational Text			Constructs Meaning from Literature		
	# Points Possible*	# Points Earned	Percent Correct	# Points Possible	# Points Earned	Percent Correct
DISTRICT - GRADE 4						
Standard Curriculum	28	14	50%	32	19	59%
ESE	28	8	29%	32	10	31%
LEP Two Yrs/Less	28	7	25%	32	9	28%
All Students	28	13	46%	32	17	53%
STATE - ALL STUDENTS	28	15	54%	32	19	59%
DISTRICT - GRADE 8						
Standard Curriculum	35	18	51%	28	15	54%
ESE	35	10	29%	28	8	29%
LEP Two Yrs/Less	35	10	29%	28	7	25%
All Students	35	17	49%	28	14	50%
STATE - ALL STUDENTS	35	19	54%	28	15	54%
DISTRICT - GRADE 10						
Standard Curriculum	39	22	56%	20	12	60%
ESE	39	13	33%	20	7	35%
LEP Two Yrs/Less	39	14	36%	20	6	30%
All Students	39	21	54%	20	11	55%
STATE - ALL STUDENTS	39	23	59%	20	12	60%

*Note: Each question was worth from 1 to 4 points.

An examination of Table 23 reveals the following:

- Standard Curriculum students at all three grade levels responded correctly to a higher percent of the content relating to students' ability to Construct Meaning from Literature than to the content assessing students' ability to Construct Meaning from Informational Text.
- ESE students at Grades 4 and 10 responded correctly to a higher percent of the content relating to their ability to Construct Meaning from Literature. Grade 8 ESE students responded correctly to an equal percent of items relating to their ability to Construct Meaning from Informational Text and from Literature.

- Grade 4 LEP Two Years or Less students responded correctly to a higher percent of the content relating to their ability to Construct Meaning from Literature, while LEP students at Grades 8 and 10 responded correctly to a higher percent of the content relating to their ability to Construct Meaning from Informational Text.
- At all grade levels, all students tested statewide responded correctly to a slightly higher percent of items on both Reading content areas than all students tested in the district.

Table 24 on page 42 presents the number of possible points, the average number of points earned, and the average percent of items answered correctly for students in the district and in the state in the five Mathematics content areas, by grade level and curriculum group.

Table 24 provides the following information:

- Grades 5 and 10 Standard Curriculum students responded correctly to the highest percent of the content relating to Number Sense. Grade 8 Standard Curriculum students achieved the highest percent of correct items relating to the Algebraic Thinking content area.
- Grade 5 Standard Curriculum students responded correctly to the same percent of items, compared to all students tested statewide, in all five Mathematics content areas.
- Grade 8 Standard Curriculum students responded correctly to the same percent of the content, compared to all students tested statewide, in Algebraic Thinking and Data Analysis/Probability.
- Grade 10 Standard Curriculum students responded correctly to the same percent of the content, compared to all students tested statewide, in Measurement and Data Analysis/Probability.
- ESE students at all three grade levels responded correctly to the highest percent of the content relating to Number Sense.
- Grades 5 and 10 LEP students responded correctly to the highest percent of the content relating to Number Sense. Grade 8 LEP students responded correctly to the highest percent of the content in Number Sense and Measurement.

Table 24. 2000 District and State Mathematics Content Area Scores

	Number Sense			Measurement			Geometry			Algebraic Thinking			Data Analysis/Probability		
	# Pts. Poss.*	# Pts. Earned	% Correct	# Pts. Poss.	# Pts. Earned	% Correct	# Pts. Poss.	# Pts. Earned	% Correct	# Pts. Poss.	# Pts. Earned	% Correct	# Pts. Poss.	# Pts. Earned	% Correct
DISTRICT - GRADE 5															
Standard Curriculum	14	10	71%	12	7	58%	13	7	54%	12	7	58%	11	7	64%
ESE	14	5	36%	12	3	25%	13	4	31%	12	3	25%	11	3	27%
LEP Two Yrs/Less	14	6	43%	12	4	33%	13	5	38%	12	4	33%	11	4	36%
All Students	14	9	64%	12	6	50%	13	7	54%	12	7	58%	11	6	55%
STATE - ALL STUDENTS	14	10	71%	12	7	58%	13	7	54%	12	7	58%	11	7	64%
DISTRICT - GRADE 8															
Standard Curriculum	12	5	42%	12	5	42%	13	5	38%	13	7	54%	12	6	50%
ESE	12	3	25%	12	2	17%	13	3	23%	13	3	23%	12	2	17%
LEP Two Yrs/Less	12	4	33%	12	4	33%	13	4	31%	13	4	31%	12	3	25%
All Students	12	5	42%	12	5	42%	13	5	38%	13	6	46%	12	5	42%
STATE - ALL STUDENTS	12	6	50%	12	6	50%	13	6	46%	13	7	54%	12	6	50%
DISTRICT - GRADE 10															
Standard Curriculum	11	6	55%	11	5	45%	15	6	40%	15	8	53%	11	5	45%
ESE	11	3	27%	11	2	18%	15	2	13%	15	3	20%	11	2	18%
LEP Two Yrs/Less	11	4	36%	11	3	27%	15	4	27%	15	5	33%	11	2	18%
All Students	11	6	55%	11	4	36%	15	6	40%	15	7	47%	11	4	36%
STATE - ALL STUDENTS	11	7	64%	11	5	45%	15	7	47%	15	9	60%	11	5	45%

*Note: Each question was worth from 1 to 4 points.

SCHOOL LEVEL RESULTS FOR THE THREE CURRICULUM GROUPS

Appendices K, L, and M at the conclusion of this report provide the number of students tested, the average scaled scores, and the percent of students scoring at each Achievement Level on the 2000 FCAT SSS Reading and Mathematics for individual schools. Results are provided for all students tested at each school and for each curriculum group separately (Standard Curriculum, ESE, and LEP Two Years or Less). Appendix K provides this information for schools with students in Grades 4 and 5; Appendix L provides this information for schools with students in Grade 8; and Appendix M provides this information for schools with students in Grade 10.

SCHOOL LEVEL GAIN ANALYSES FOR THE ACCOUNTABILITY GROUP

Tables 25-32 on the following pages present performance comparisons between the 1999 Accountability Group and the 2000 Accountability Group, by elementary, middle, and senior high school. The term "Accountability Group" is used in this report to identify the data set used by the FDOE for school accountability. This differs from the data in previous sections of the report, which was for all students tested.

Please note that different criteria were used to determine the 1999 and the 2000 Accountability Groups. The 1999 Accountability Group consisted of all Standard Curriculum students tested at a school. The 2000 Accountability Group was comprised of Standard Curriculum students who were in attendance at the same school during both the October 1999 and the February 2000 FTE periods. Therefore, comparisons between the 1999 and the 2000 Accountability Groups should be made with caution since the two Accountability Groups are comprised of different populations of students.

Differences between the Accountability Group results presented in this report and those presented in the Florida Accountability Report are the result of the district's final editing process, which took place following the FDOE's release of FCAT data.

Table 25 on the following page provides the average Reading scaled scores of elementary, middle, and senior high schools, based on the 1999 Accountability Group and the 2000 Accountability Group for 1999, 2000, and the difference. School level analyses are based on schools with two years of FCAT SSS Reading and/or Mathematics data and exclude charter schools and alternative education, specialized education, and vocational centers.

**Table 25. School Level Average Reading Scaled Scores*:
1999 Accountability Group**, 2000 Accountability Group, and Difference**

	1999 Accountability Group	2000 Accountability Group	Difference
Elementary Schools	279	290	+11
Middle Schools	285	287	+2
Senior High Schools	292	293	+1

*Note: Scaled scores range from 100 to 500.

**Note: 1999 Accountability Group = All Standard Curriculum students tested at a school. 2000 Accountability Group = Standard Curriculum students who were in attendance at the same school during both the October 1999 and the February 2000 FTE periods.

Table 25 provides the following information:

- Elementary, middle, and senior high schools increased their average Reading scaled scores, based on comparisons between the 1999 and 2000 Accountability Groups, with elementary schools showing the largest gain.

Table 26 below presents the number and percent of schools that increased, maintained, or decreased their average Reading scaled score, based on the 1999 and 2000 Accountability Groups.

**Table 26. Number and Percent* of Schools Increasing, Maintaining,
and Decreasing Average Reading Scaled Scores: 1999 Accountability
Group, 2000 Accountability Group, and Difference**

	Total # of Schools	Schools Increasing		Schools Maintaining		Schools Decreasing	
		#	%	#	%	#	%
Elementary	198	162	82%	3	2%	33	17%
Middle	50	30	60%	2	4%	18	36%
Senior	31	19	61%	0	0	12	39%

*Note: Percents may not total 100 due to rounding.

Highlights of Table 26 include:

- Of the 198 regular elementary schools that participated in the 1999 and 2000 assessments, 162 (82%) showed an increase from 1999 to 2000 in average Reading scaled score, when comparing the 1999 Accountability Group to the 2000 Accountability Group.

- Of the 50 regular middle schools that participated in the 1999 and 2000 assessments, 30 (60%) showed an increase from 1999 to 2000 in average Reading scaled score, when comparing the 1999 Accountability Group to the 2000 Accountability Group.
- Of the 31 regular senior high schools that participated in the 1999 and 2000 assessments, 19 (61%) showed an increase from 1999 to 2000 in average Reading scaled score, when comparing the 1999 Accountability Group to the 2000 Accountability Group.

Table 27 provides the average Mathematics scaled scores of elementary, middle, and senior high schools, based on the 1999 Accountability Group and the 2000 Accountability Group, for 1999, 2000, and the difference.

Table 27. School Level Average Mathematics Scaled Scores*:
1999 Accountability Group**, 2000 Accountability Group, and Difference

	1999 Accountability Group	2000 Accountability Group	Difference
Elementary Schools	294	314	+20
Middle Schools	284	296	+12
Senior High Schools	296	302	+6

*Note: Scaled scores range from 100 to 500.

**Note: 1999 Accountability Group = All Standard Curriculum students tested at a school. 2000 Accountability Group = Standard Curriculum students who were in attendance at the same school during both the October 1999 and the February 2000 FTE periods.

Table 27 provides the following information:

- Elementary, middle, and senior high schools increased their average Mathematics scaled scores, based on comparisons between the 1999 and 2000 Accountability Groups, with elementary schools showing the largest gain.

Table 28 on the following page provides the number and percent of schools that increased, maintained, or decreased their average Mathematics scaled score, based on the 1999 and 2000 Accountability Groups.

Table 28. Number and Percent* of Schools Increasing, Maintaining, and Decreasing Average Mathematics Scaled Scores: 1999 Accountability Group, 2000 Accountability Group, and Difference

	Total # of Schools	Schools Increasing		Schools Maintaining		Schools Decreasing	
		#	%	#	%	#	%
Elementary	198	184	93%	3	2%	11	6%
Middle	50	49	98%	0	0	1	2%
Senior	31	27	87%	1	3%	3	10%

*Note: Percents may not total 100 due to rounding.

Highlights of Table 28 include:

- Of the 198 regular elementary schools that participated in the 1999 and 2000 assessments, 184 (93%) showed an increase from 1999 to 2000 in average Mathematics scaled score, when comparing the 1999 Accountability Group to the 2000 Accountability Group.
- Of the 50 regular middle schools that participated in the 1999 and 2000 assessments, 49 (98%) showed an increase from 1999 to 2000 in average Mathematics scaled score, when comparing the 1999 Accountability Group to the 2000 Accountability Group.
- Of the 31 regular senior high schools that participated in the 1999 and 2000 assessments, 27 (87%) showed an increase from 1999 to 2000 in average Mathematics scaled score, when comparing the 1999 Accountability Group to the 2000 Accountability Group.

Table 29 provides the percent of students scoring at Reading Achievement Levels 2-5 at elementary, middle, and senior high schools, based on the 1999 Accountability Group and the 2000 Accountability Group for 1999, 2000, and the difference.

Table 29. School Level Reading Results: Percent Scoring at Achievement Levels 2-5 for 1999 Accountability Group*, 2000 Accountability Group, and Difference

	1999 Accountability Group	2000 Accountability Group	Difference
Elementary Schools	57%	64%	+7%
Middle Schools	65%	65%	0
Senior High Schools	58%	59%	+1%

*Note: 1999 Accountability Group = All Standard Curriculum students tested at a school. 2000 Accountability Group = Standard Curriculum students who were in attendance at the same school during both the October 1999 and the February 2000 FTE periods.

Table 29 provides the following information:

- Elementary and senior high schools increased their percent of students scoring at Reading Achievement Levels 2-5, based on comparisons between the 1999 and 2000 Accountability Groups, with elementary schools showing the largest increase.

Table 30 presents the number and percent of schools that increased, maintained, or decreased their percent of students scoring at Reading Achievement Levels 2-5, based on the 1999 and 2000 Accountability Groups.

Table 30. Number and Percent* of Schools Increasing, Maintaining, and Decreasing Percent Scoring at Reading Achievement Levels 2-5: 1999 Accountability Group, 2000 Accountability Group, and Difference

	Total # of Schools	Schools Increasing		Schools Maintaining		Schools Decreasing	
		#	%	#	%	#	%
Elementary	198	149	75%	7	4%	42	21%
Middle	50	22	44%	1	2%	27	54%
Senior	31	15	48%	1	3%	15	48%

*Note: Percents may not total 100 due to rounding.

Highlights of Table 30 include:

- Of the 198 regular elementary schools that participated in the 1999 and 2000 assessments, 149 (75%) showed an increase in the percent of students scoring in Reading Achievement Levels 2-5 from 1999 to 2000, when comparing the 1999 Accountability Group to the 2000 Accountability Group.
- Of the 50 regular middle schools that participated in the 1999 and 2000 assessments, 22 (44%) showed an increase in the percent of students scoring in Reading Achievement Levels 2-5 from 1999 to 2000, when comparing the 1999 Accountability Group to the 2000 Accountability Group.
- Of the 31 regular senior high schools that participated in the 1999 and 2000 assessments, 15 (48%) showed an increase in the percent of students scoring in Reading Achievement Levels 2-5 from 1999 to 2000, when comparing the 1999 Accountability Group to the 2000 Accountability Group.

Table 31 on the following page provides the percent of students scoring at Mathematics Achievement Levels 2-5 at elementary, middle, and senior high schools, based on the 1999 Accountability Group and the 2000 Accountability Group for 1999, 2000, and the difference.

Table 31. School Level Mathematics Results: Percent Scoring at Achievement Levels 2-5 for 1999 Accountability Group*, 2000 Accountability Group, and Difference

	1999 Accountability Group	2000 Accountability Group	Difference
Elementary Schools	59%	73%	+14%
Middle Schools	58%	65%	+7%
Senior High Schools	62%	67%	+5%

*Note: 1999 Accountability Group = All Standard Curriculum students tested at a school. 2000 Accountability Group = Standard Curriculum students who were in attendance at the same school during both the October 1999 and the February 2000 FTE periods.

Table 31 provides the following information:

- Elementary, middle, and senior high schools increased their percent of students scoring at Mathematics Achievement Levels 2-5, based on comparisons between the 1999 and 2000 Accountability Groups, with elementary schools showing the largest increase.

Table 32 presents the number and percent of schools that increased, maintained, or decreased their percent of students scoring at Mathematics Achievement Levels 2-5, based on the 1999 and 2000 Accountability Groups.

Table 32. Number and Percent* of Schools Increasing, Maintaining, and Decreasing Percent Scoring at Mathematics Achievement Levels 2-5: 1999 Accountability Group, 2000 Accountability Group, and Difference

	Total # of Schools	Schools Increasing		Schools Maintaining		Schools Decreasing	
		#	%	#	%	#	%
Elementary	198	175	88%	6	3%	17	9%
Middle	50	46	92%	2	4%	2	4%
Senior	31	24	77%	0	0	7	23%

*Note: Percents may not total 100 due to rounding.

Highlights of Table 32 include:

- Of the 198 regular elementary schools that participated in the 1999 and 2000 assessments, 175 (88%) showed an increase in the percent of students scoring in Mathematics Achievement Levels 2-5 from 1999 to 2000, when comparing the 1999 Accountability Group to the 2000 Accountability Group.

- Of the 50 regular middle schools that participated in the 1999 and 2000 assessments, 46 (92%) showed an increase in the percent of students scoring in Mathematics Achievement Levels 2-5 from 1999 to 2000, when comparing the 1999 Accountability Group to the 2000 Accountability Group.
- Of the 31 regular senior high schools that participated in the 1999 and 2000 assessments, 24 (77%) showed an increase in the percent of students scoring in Mathematics Achievement Levels 2-5 from 1999 to 2000, when comparing the 1999 Accountability Group to the 2000 Accountability Group.

Appendices G, H, and I at the conclusion of this report provide a comparison of the 1999 Accountability Group and the 2000 Accountability Group, based on the percent of students scoring at Achievement Levels 2-5 on the FCAT SSS Reading and Mathematics, by individual school. Appendix G provides this information for schools with students in Grades 4 and 5; Appendix H provides this information for schools with students in Grade 8; and Appendix I provides this information for schools with students in Grade 10.