

## 2001 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. For the first time, the FCAT SSS Reading and Mathematics was administered to students in Grades 3-10. Previously, the FCAT SSS Reading was administered to students in Grades 4, 8, and 10, and the FCAT SSS Mathematics was administered to students in Grades 5, 8, and 10.

At Grades 4/5, 8, and 10, the FCAT SSS includes both multiple-choice items, for which students select the correct answer from available options, and performance tasks, for which students produce a response to the item. At the other grade levels, the FCAT SSS consists only of multiple-choice items. **The FCAT SSS scores for all grade levels described in this report, however, are based only on students' responses to multiple-choice items.** The Florida Department of Education (FDOE) determined that the 2001 FCAT performance tasks should be scored separately from those items that could be scored by machine. Separate scoring allowed the FCAT to be administered as late as possible during the school year, while ensuring that schools received FCAT results prior to the conclusion of the 2000-01 school year.

Results from the 2001 FCAT SSS administration include the following types of scores:

1. Scale Scores: The scale scores a student can achieve in reading and mathematics range from 100 to 500. Even though the highest and lowest scale scores are the same for reading and mathematics at all grade levels, the scores from the tests cannot be directly compared and should be considered independently. For example, a scale score of 300 on the Mathematics test does not represent the same level of achievement as a scale score of 300 on the Reading test. Furthermore, the scoring scales vary by grade level. This means that a score of 250 on the Grade 3 Reading test does not represent the same level of achievement as a score of 250 on the Grade 4 Reading test.
2. Achievement Levels: Achievement Levels reflect levels of student proficiency in reading and mathematics and are based on students' scale scores. Achievement Levels have been established by the State Board of Education for Grades 4, 8, and 10 in Reading and for Grades 5, 8, and 10 in Mathematics. Achievement Levels have not yet been set by the State Board of Education for Grades 3, 5, 6, 7, and 9 in Reading or for Grades 3, 4, 6, 7, and 9 in Mathematics.

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 Grades 4/5, 8, and 10 for Reading and Mathematics are provided in Appendix E.

3. **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. This year, the FDOE has expanded the Reading content categories in order to provide more information about student performance. Previously, Reading content scores were provided for Constructs Meaning from Informational Text and Constructs Meaning from Literature. Beginning in 2001, the four new Reading content areas are:

- Words and Phrases in Context;
- Main Idea, Plot, and Purpose;
- Comparisons and Cause/Effect; and
- Reference and Research.

The 2001 Mathematics content areas remain the same as those reported in previous years. 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.

Table 12 displays the number of students who participated in the 2001 FCAT SSS Reading and Mathematics in the District and in the State.

Table 12. Number of Students Participating in the 2001 FCAT SSS Reading and Mathematics

	READING		MATHEMATICS	
	District	State	District	State
<b>Grade 3</b>	28,194	186,139	28,235	186,336
<b>Grade 4</b>	28,352	188,696	28,445	186,633
<b>Grade 5</b>	28,859	187,570	28,850	187,623
<b>Grade 6</b>	28,392	187,234	28,396	187,054
<b>Grade 7</b>	27,850	183,272	27,853	183,131
<b>Grade 8</b>	26,782	174,016	26,892	174,067
<b>Grade 9</b>	29,224	191,518	29,151	191,094
<b>Grade 10</b>	22,858	144,471	22,773	144,236

## AVERAGE SCALE SCORES

Table 13 provides the average scale scores for the District in Reading, by curriculum group, and for all students tested in the state. Because the FCAT SSS Reading was administered for the first time at Grades 3, 5, 6, 7, and 9 in 2001, performance comparisons between 2000 and 2001 can only be made at Grades 4, 8, and 10.

Table 13. Average Reading Scale Scores\*:  
District and State Results for 2000, 2001, and Difference\*\*

		DISTRICT				STATE
		Standard Curriculum	ESE	LEP Two Yrs/Less	All Students	All Students
<b>Grade 3</b>	<b>2000</b>	N/A***	N/A	N/A	N/A	N/A
	<b>2001</b>	282	201	208	270	289
	<b>Diff.</b>	N/A	N/A	N/A	N/A	N/A
<b>Grade 4</b>	<b>2000</b>	289	198	182	274	293
	<b>2001</b>	297	203	201	280	298
	<b>Diff.</b>	+8	+5	+19	+6	+5
<b>Grade 5</b>	<b>2000</b>	N/A	N/A	N/A	N/A	N/A
	<b>2001</b>	277	189	186	261	282
	<b>Diff.</b>	N/A	N/A	N/A	N/A	N/A
<b>Grade 6</b>	<b>2000</b>	N/A	N/A	N/A	N/A	N/A
	<b>2001</b>	281	203	197	266	292
	<b>Diff.</b>	N/A	N/A	N/A	N/A	N/A
<b>Grade 7</b>	<b>2000</b>	N/A	N/A	N/A	N/A	N/A
	<b>2001</b>	281	212	207	268	292
	<b>Diff.</b>	N/A	N/A	N/A	N/A	N/A
<b>Grade 8</b>	<b>2000</b>	286	206	202	273	290
	<b>2001</b>	286	207	197	271	295
	<b>Diff.</b>	0	+1	-5	-2	+5

\*Note: Scale scores range from 100 to 500.

\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Reading scores. The 2000 FCAT SSS Reading scores are based on machine-scorable and performance-based items. The 2001 FCAT SSS Reading scores are based on machine-scorable items only.

\*\*\*Note: The FCAT SSS Reading was not administered at this grade level.

Table 13, continued. Average Reading Scale Scores\*:  
District and State Results for 2000, 2001, and Difference\*\*

		DISTRICT				STATE
		Standard Curriculum	ESE	LEP Two Yrs/Less	All Students	All Students
<b>Grade 9</b>	<b>2000</b>	N/A ***	N/A	N/A	N/A	N/A
	<b>2001</b>	276	212	196	263	286
	<b>Diff.</b>	N/A	N/A	N/A	N/A	N/A
<b>Grade 10</b>	<b>2000</b>	292	220	222	282	298
	<b>2001</b>	294	222	217	282	304
	<b>Diff.</b>	+2	+2	-5	0	+6

\*Note: Scale scores range from 100 to 500.

\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Reading scores. The 2000 FCAT SSS Reading scores are based on machine-scorable and performance-based items. The 2001 FCAT SSS Reading scores are based on machine-scorable items only.

\*\*\*Note: The FCAT SSS Reading was not administered at this grade level.

An examination of Table 13 reveals the following:

- Standard Curriculum students' average Reading scale scores increased at Grades 4 and 10 and remained stable at Grade 8.
- ESE students' average Reading scale scores increased at Grades 4, 8, and 10.
- LEP Two Years or Less students' average Reading scale scores increased at Grade 4, but decreased at Grades 8 and 10.
- Comparing all students tested in the District and in the state, the District's students scored lower than students statewide at all grade levels (Grades 3-10).

Table 14 provides the average scale scores for the District in Mathematics, by curriculum group, and for all students tested in the state. Because the FCAT SSS Mathematics was administered for the first time at Grades 3, 4, 6, 7, and 9 in 2001, performance comparisons between 2000 and 2001 can only be made at Grades 5, 8, and 10.

**Table 14. Average Mathematics Scale Scores\*:  
District and State Results for 2000, 2001, and Difference\*\***

		DISTRICT				STATE
		Standard Curriculum	ESE	LEP Two Yrs/Less	All Students	All Students
<b>Grade 3</b>	<b>2000</b>	N/A***	N/A	N/A	N/A	N/A
	<b>2001</b>	285	209	235	275	291
	<b>Diff.</b>	N/A	N/A	N/A	N/A	N/A
<b>Grade 4</b>	<b>2000</b>	N/A	N/A	N/A	N/A	N/A
	<b>2001</b>	280	200	216	267	286
	<b>Diff.</b>	N/A	N/A	N/A	N/A	N/A
<b>Grade 5</b>	<b>2000</b>	313	225	248	299	314
	<b>2001</b>	319	225	255	304	314
	<b>Diff.</b>	+6	0	+7	+5	0
<b>Grade 6</b>	<b>2000</b>	N/A	N/A	N/A	N/A	N/A
	<b>2001</b>	282	190	219	267	291
	<b>Diff.</b>	N/A	N/A	N/A	N/A	N/A
<b>Grade 7</b>	<b>2000</b>	N/A	N/A	N/A	N/A	N/A
	<b>2001</b>	278	192	228	265	290
	<b>Diff.</b>	N/A	N/A	N/A	N/A	N/A
<b>Grade 8</b>	<b>2000</b>	294	200	250	282	303
	<b>2001</b>	301	218	261	289	308
	<b>Diff.</b>	+7	+18	+11	+7	+5
<b>Grade 9</b>	<b>2000</b>	N/A	N/A	N/A	N/A	N/A
	<b>2001</b>	272	195	227	261	284
	<b>Diff.</b>	N/A	N/A	N/A	N/A	N/A
<b>Grade 10</b>	<b>2000</b>	300	218	258	291	311
	<b>2001</b>	314	241	284	306	323
	<b>Diff.</b>	+14	+23	+26	+15	+12

\*Note: Scale scores range from 100 to 500.

\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Mathematics scores. The 2000 FCAT SSS Mathematics scores are based on machine-scorable and performance-based items. The 2001 FCAT SSS Mathematics scores are based on machine-scorable items only.

\*\*\*Note: The FCAT SSS Mathematics was not administered at this grade level.

Table 14 provides the following information:

- Standard Curriculum students' average Mathematics scale scores increased at Grades 5, 8, and 10, most notably at Grade 10 (+14 points).
- ESE students' average Mathematics scale scores showed large increases at Grades 8 and 10 (+18 and +14 points, respectively), but remained stable at Grade 5.
- LEP Two Years or Less students' average Mathematics scale scores increased at Grades 5, 8, and 10, most notably at Grade 10 (+26 points).
- Comparing all students tested in the District and in the state, the District's students scored lower than students statewide at all grade levels (Grades 3-10); however, District students' scores increased more than the scores of students statewide at Grades 5, 8, and 10.

#### AVERAGE SCALE SCORES BY ETHNICITY

Tables 15 through 20 on the following pages provide the average scale scores in Reading and Mathematics, by grade level, ethnicity, and curriculum group for the District, as well as a comparison between 2000 and 2001. 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." Because the FCAT SSS Reading was administered for the first time at Grades 3, 5, 6, 7, and 9 in 2001, performance comparisons between 2000 and 2001 can only be made at Grades 4, 8, and 10. Because the FCAT SSS Mathematics was administered for the first time at Grades 3, 4, 6, 7, and 9 in 2001, performance comparisons between 2000 and 2001 can only be made at Grades 5, 8, and 10.

Table 15 provides average Reading scale scores for Grades 3-5; Table 16 provides average Reading scale scores for Grades 6-8; and Table 17 provides average Reading scale scores for Grades 9 and 10.

Table 18 provides average Mathematics scale scores for Grades 3-5; Table 19 provides average Mathematics scale scores for Grades 6-8; and Table 20 provides average Mathematics scale scores for Grades 9 and 10.

**Table 15. Average Reading Scale Scores\* by Ethnicity:  
District Results for 2000, 2001, and Difference,\*\* Grades 3-5**

	Grade 3			Grade 4			Grade 5		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>STANDARD CURRICULUM</b>									
<b>Black</b>	N/A***	260	N/A	268	276	+8	N/A	255	N/A
<b>Hispanic</b>	N/A	285	N/A	293	300	+7	N/A	281	N/A
<b>White</b>	N/A	319	N/A	321	331	+10	N/A	312	N/A
<b>Other</b>	N/A	302	N/A	304	319	+15	N/A	299	N/A
<b>ESE</b>									
<b>Black</b>	N/A	187	N/A	178	184	+6	N/A	173	N/A
<b>Hispanic</b>	N/A	206	N/A	201	207	+6	N/A	193	N/A
<b>White</b>	N/A	222	N/A	234	243	+9	N/A	219	N/A
<b>Other</b>	N/A	216	N/A	206	199	-7	N/A	195	N/A
<b>LEP TWO YRS/LESS</b>									
<b>Black</b>	N/A	203	N/A	184	196	+12	N/A	179	N/A
<b>Hispanic</b>	N/A	207	N/A	181	200	+19	N/A	184	N/A
<b>White</b>	N/A	247	N/A	228	235	+7	N/A	230	N/A
<b>Other</b>	N/A	211	N/A	161	219	+58	N/A	201	N/A
<b>ALL STUDENTS</b>									
<b>Black</b>	N/A	253	N/A	258	264	+6	N/A	243	N/A
<b>Hispanic</b>	N/A	271	N/A	274	280	+6	N/A	261	N/A
<b>White</b>	N/A	310	N/A	311	320	+9	N/A	301	N/A
<b>Other</b>	N/A	288	N/A	282	304	+22	N/A	287	N/A

\*Note: Scale scores range from 100 to 500.

\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Reading scores. The 2000 FCAT SSS Reading scores are based on machine-scorable and performance-based items. The 2001 FCAT SSS Reading scores are based on machine-scorable items only.

\*\*\*Note: The FCAT SSS Reading was not administered at this grade level.

**Table 16. Average Reading Scale Scores\* by Ethnicity:  
District Results for 2000, 2001, and Difference,\*\* Grades 6-8**

	Grade 6			Grade 7			Grade 8		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>STANDARD CURRICULUM</b>									
<b>Black</b>	N/A***	258	N/A	N/A	259	N/A	265	265	0
<b>Hispanic</b>	N/A	286	N/A	N/A	284	N/A	290	290	0
<b>White</b>	N/A	317	N/A	N/A	317	N/A	319	322	+3
<b>Other</b>	N/A	306	N/A	N/A	302	N/A	290	300	+10
<b>ESE</b>									
<b>Black</b>	N/A	188	N/A	N/A	195	N/A	190	185	-5
<b>Hispanic</b>	N/A	207	N/A	N/A	217	N/A	211	215	+4
<b>White</b>	N/A	234	N/A	N/A	240	N/A	234	246	+12
<b>Other</b>	N/A	226	N/A	N/A	242	N/A	206	205	-1
<b>LEP TWO YRS/LESS</b>									
<b>Black</b>	N/A	196	N/A	N/A	208	N/A	200	183	-17
<b>Hispanic</b>	N/A	195	N/A	N/A	206	N/A	202	198	-4
<b>White</b>	N/A	233	N/A	N/A	240	N/A	238	233	-5
<b>Other</b>	N/A	196	N/A	N/A	207	N/A	195	198	+3
<b>ALL STUDENTS</b>									
<b>Black</b>	N/A	247	N/A	N/A	250	N/A	255	254	-1
<b>Hispanic</b>	N/A	268	N/A	N/A	268	N/A	275	272	-3
<b>White</b>	N/A	307	N/A	N/A	307	N/A	311	314	+3
<b>Other</b>	N/A	293	N/A	N/A	294	N/A	272	291	+19

\*Note: Scale scores range from 100 to 500.

\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Reading scores. The 2000 FCAT SSS Reading scores are based on machine-scorable and performance-based items. The 2001 FCAT SSS Reading scores are based on machine-scorable items only.

\*\*\*Note: The FCAT SSS Reading was not administered at this grade level.

**Table 17. Average Reading Scale Scores\* by Ethnicity:  
District Results for 2000, 2001, and Difference,\*\* Grades 9 and 10**

	Grade 9			Grade 10		
	2000	2001	Diff.	2000	2001	Diff.
<b>STANDARD CURRICULUM</b>						
<b>Black</b>	N/A***	257	N/A	276	274	-2
<b>Hispanic</b>	N/A	277	N/A	293	296	+3
<b>White</b>	N/A	314	N/A	321	330	+9
<b>Other</b>	N/A	286	N/A	302	297	-5
<b>ESE</b>						
<b>Black</b>	N/A	193	N/A	204	199	-5
<b>Hispanic</b>	N/A	216	N/A	227	228	+1
<b>White</b>	N/A	247	N/A	243	267	+24
<b>Other</b>	N/A	220	N/A	196	223	+27
<b>LEP TWO YRS/LESS</b>						
<b>Black</b>	N/A	170	N/A	216	200	-16
<b>Hispanic</b>	N/A	199	N/A	221	219	-2
<b>White</b>	N/A	234	N/A	265	231	-34
<b>Other</b>	N/A	189	N/A	218	211	-7
<b>ALL STUDENTS</b>						
<b>Black</b>	N/A	248	N/A	268	264	-4
<b>Hispanic</b>	N/A	262	N/A	281	282	+1
<b>White</b>	N/A	306	N/A	315	325	+10
<b>Other</b>	N/A	275	N/A	285	285	0

\*Note: Scale scores range from 100 to 500.

\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Reading scores. The 2000 FCAT SSS Reading scores are based on machine-scorable and performance-based items. The 2001 FCAT SSS Reading scores are based on machine-scorable items only.

\*\*\*Note: The FCAT SSS Reading was not administered at this grade level.

Tables 15-17 provide the following information:

- Grade 4 Standard Curriculum students' average Reading scale scores increased, regardless of ethnic group. At Grade 8, White and "Other" Standard Curriculum students' scores increased. At Grade 10, Hispanic and White Standard Curriculum students' scores increased.
- At Grade 4, Black, Hispanic, and White ESE students' average Reading scale scores increased. At Grade 8, Hispanic and White ESE students' average Reading scale scores increased. At Grade 10, Hispanic, White, and "Other" ESE students' scores increased.
- Grade 4 LEP Two Years or Less students' average Reading scale scores increased, regardless of ethnic group. Grade 8 "Other" LEP students' scores increased. At Grade 10, LEP students' scores decreased, regardless of ethnic group.

Table 18. Average Mathematics Scale Scores\* by Ethnicity:  
District Results for 2000, 2001, and Difference,\*\* Grades 3-5

	Grade 3			Grade 4			Grade 5		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>STANDARD CURRICULUM</b>									
<b>Black</b>	N/A***	259	N/A	N/A	254	N/A	291	297	+6
<b>Hispanic</b>	N/A	292	N/A	N/A	286	N/A	319	324	+5
<b>White</b>	N/A	321	N/A	N/A	318	N/A	339	346	+7
<b>Other</b>	N/A	306	N/A	N/A	306	N/A	327	342	+15
<b>ESE</b>									
<b>Black</b>	N/A	187	N/A	N/A	177	N/A	204	201	-3
<b>Hispanic</b>	N/A	216	N/A	N/A	208	N/A	235	234	-1
<b>White</b>	N/A	236	N/A	N/A	234	N/A	255	256	+1
<b>Other</b>	N/A	216	N/A	N/A	207	N/A	213	221	+8
<b>LEP TWO YRS/LESS</b>									
<b>Black</b>	N/A	198	N/A	N/A	189	N/A	202	214	+12
<b>Hispanic</b>	N/A	235	N/A	N/A	215	N/A	250	256	+6
<b>White</b>	N/A	278	N/A	N/A	263	N/A	288	299	+11
<b>Other</b>	N/A	239	N/A	N/A	241	N/A	243	269	+26
<b>ALL STUDENTS</b>									
<b>Black</b>	N/A	252	N/A	N/A	244	N/A	279	283	+4
<b>Hispanic</b>	N/A	280	N/A	N/A	271	N/A	304	307	+3
<b>White</b>	N/A	313	N/A	N/A	308	N/A	330	336	+6
<b>Other</b>	N/A	294	N/A	N/A	295	N/A	308	330	+22

\*Note: Scale scores range from 100 to 500.

\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Mathematics scores. The 2000 FCAT SSS Mathematics scores are based on machine-scorable and performance-based items. The 2001 FCAT SSS Mathematics scores are based on machine-scorable items only.

\*\*\*Note: The FCAT SSS Mathematics was not administered at this grade level.

Table 19. Average Mathematics Scale Scores\* by Ethnicity:  
District Results for 2000, 2001, and Difference,\*\* Grades 6-8

	Grade 6			Grade 7			Grade 8		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>STANDARD CURRICULUM</b>									
Black	N/A***	253	N/A	N/A	248	N/A	269	277	+8
Hispanic	N/A	290	N/A	N/A	285	N/A	300	306	+6
White	N/A	318	N/A	N/A	317	N/A	330	331	+1
Other	N/A	308	N/A	N/A	302	N/A	300	316	+16
<b>ESE</b>									
Black	N/A	168	N/A	N/A	167	N/A	179	189	+10
Hispanic	N/A	197	N/A	N/A	201	N/A	208	229	+21
White	N/A	227	N/A	N/A	228	N/A	234	254	+20
Other	N/A	201	N/A	N/A	219	N/A	186	223	+37
<b>LEP TWO YRS/LESS</b>									
Black	N/A	180	N/A	N/A	196	N/A	227	222	-5
Hispanic	N/A	220	N/A	N/A	229	N/A	253	264	+11
White	N/A	261	N/A	N/A	274	N/A	290	295	+5
Other	N/A	240	N/A	N/A	251	N/A	228	252	+24
<b>ALL STUDENTS</b>									
Black	N/A	241	N/A	N/A	237	N/A	258	266	+8
Hispanic	N/A	272	N/A	N/A	270	N/A	288	294	+6
White	N/A	308	N/A	N/A	307	N/A	321	324	+3
Other	N/A	297	N/A	N/A	295	N/A	282	307	+25

\*Note: Scale scores range from 100 to 500.

\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Mathematics scores. The 2000 FCAT SSS Mathematics scores are based on machine-scorable and performance-based items. The 2001 FCAT SSS Mathematics scores are based on machine-scorable items only.

\*\*\*Note: The FCAT SSS Mathematics was not administered at this grade level.

**Table 20. Average Mathematics Scale Scores\* by Ethnicity:  
District Results for 2000, 2001, and Difference,\*\* Grades 9 and 10**

	Grade 9			Grade 10		
	2000	2001	Diff.	2000	2001	Diff.
<b>STANDARD CURRICULUM</b>						
<b>Black</b>	N/A***	246	N/A	278	294	+16
<b>Hispanic</b>	N/A	277	N/A	303	318	+15
<b>White</b>	N/A	313	N/A	334	344	+10
<b>Other</b>	N/A	287	N/A	313	320	+7
<b>ESE</b>						
<b>Black</b>	N/A	172	N/A	197	220	+3
<b>Hispanic</b>	N/A	201	N/A	228	249	+21
<b>White</b>	N/A	230	N/A	247	273	+26
<b>Other</b>	N/A	186	N/A	203	218	+15
<b>LEP TWO YRS/LESS</b>						
<b>Black</b>	N/A	197	N/A	240	269	+29
<b>Hispanic</b>	N/A	230	N/A	259	285	+26
<b>White</b>	N/A	290	N/A	312	319	+7
<b>Other</b>	N/A	229	N/A	255	295	+40
<b>ALL STUDENTS</b>						
<b>Black</b>	N/A	237	N/A	270	286	+16
<b>Hispanic</b>	N/A	265	N/A	294	309	+15
<b>White</b>	N/A	305	N/A	328	339	+11
<b>Other</b>	N/A	279	N/A	300	313	+13

\*Note: Scale scores range from 100 to 500.

\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Mathematics scores. The 2000 FCAT SSS Mathematics scores are based on machine-scorable and performance-based items. The 2001 FCAT SSS Mathematics scores are based on machine-scorable items only.

\*\*\*Note: The FCAT SSS Mathematics was not administered at this grade level.

Tables 18-20 provide the following information:

- Standard Curriculum students' average Mathematics scale scores increased at Grades 5, 8, and 10, regardless of ethnic group.
- At Grade 5, White and "Other" ESE students' average Mathematics scale scores increased. At Grades 8 and 10, ESE students' scores increased, regardless of ethnic group.
- At Grades 5 and 10, LEP Two Years or Less students' average Mathematics scale scores increased, regardless of ethnic group. At Grade 8, Hispanic, White, and "Other" LEP students' scores increased.

### ACHIEVEMENT LEVELS

Tables 21 and 22 on the following pages provide the percent of students scoring at each of the five state-established Achievement Levels, by curriculum group, for students in Grades 4/5, 8, and 10. FCAT SSS Achievement Levels have only been set for Grades 4, 8, and 10 in Reading and for Grades 5, 8, and 10 in Mathematics. Achievement Levels have not yet been set by the State Board of Education for the other grade levels.

Table 21 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 22 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. Achievement Levels are designated as Level 1 (lowest) to Level 5 (highest). The District 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 21 provides the following information about students' Reading Achievement Levels:

- The percent of Standard Curriculum students scoring at Achievement Level 5 increased across all grade levels.
- No Grades 4 or 8 ESE students scored at Achievement Level 5. The percent of Grade 10 ESE students scoring at Achievement Level 5 increased.
- The percent of Grades 4 and 8 LEP Two Years or Less students scoring at Achievement Levels 2, 3, and 4 increased. At Grade 10, no increase was noted in the percent of LEP students scoring at Achievement Levels 2-5.
- Comparing all students tested in the District and in the state, the District had a lower percent of students scoring at the higher Achievement Levels than the state; however, the District's score trends closely parallel those of the state.

Table 22 provides the following information about students' Mathematics Achievement Levels:

- The percent of Standard Curriculum students scoring at Achievement Level 5 increased at Grades 5 and 10. At Grade 8, the percent of Standard Curriculum students scoring at Achievement Level 5 remained stable.
- The percent of ESE students scoring at Achievement Levels 3 and 4 increased at all grade levels. No ESE students scored at Achievement Level 5, regardless of grade level.
- The percent of LEP Two Years or Less students scoring at Achievement Level 5 increased at all grade levels.
- Comparing all students tested in the District and in the state, the District had a lower percent of students scoring at the higher Achievement Levels than the state; however, the District's score trends closely parallel those of the state.

Table 21. Percent\* of Grades 4, 8, and 10 Students Scoring in Each of the Five Reading Achievement Levels\*\* in the District and State for 2000, 2001, and Difference\*\*\*

GRADE 4 READING															
	Level 1			Level 2			Level 3			Level 4			Level 5		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>DISTRICT</b>															
Std. Curriculum	37	33	-4	17	18	+1	27	27	0	16	17	+1	3	6	+3
ESE	88	85	-3	6	8	+2	5	5	0	1	2	+1	0	0	0
LEP Two Yrs/Less	91	86	-5	4	6	+2	4	5	+1	1	2	+1	0	0	0
All Students	45	42	-3	15	16	+1	23	23	0	14	14	0	3	5	+2
STATE-All Students	33	31	-2	16	16	0	29	28	-1	19	18	-1	4	7	+3
GRADE 8 READING															
<b>DISTRICT</b>															
Std. Curriculum	36	36	0	30	29	-1	24	23	-1	9	9	0	1	3	+2
ESE	87	83	-4	10	12	+2	3	4	+1	0	1	+1	0	0	0
LEP Two Yrs/Less	90	86	-4	8	9	+1	1	4	+3	0	1	+1	0	0	0
All Students	44	45	+1	27	26	-1	21	20	-1	7	8	+1	1	2	+1
STATE-All Students	32	30	-2	29	27	-2	27	26	-1	11	13	+2	1	4	+3
GRADE 10 READING															
<b>DISTRICT</b>															
Std. Curriculum	42	41	-1	34	32	-2	16	15	-1	4	5	+1	3	6	+3
ESE	90	85	-5	8	11	+3	1	2	+1	0	0	0	0	1	+1
LEP Two Yrs/Less	91	92	+1	8	6	-2	1	1	0	0	0	0	0	0	0
All Students	49	49	0	31	29	-2	14	13	-1	4	5	+1	3	5	+2
STATE-All Students	35	33	-2	36	32	-4	19	19	0	6	7	+1	4	9	+5

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

\*\*Note: Achievement Levels have only been set for Grades 4, 8, and 10 and have not yet been set by the State Board of Education for Grades 3, 5, 6, 7, and 9.

\*\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Reading scores for Grades 4, 8, and 10. The 2000 FCAT Reading scores are based on machine-scorable and performance-based items. The 2001 FCAT Reading scores are based on machine-scorable items only.

Table 22. Percent\* of Grades 5, 8, and 10 Students Scoring in Each of the Five Mathematics Achievement Levels\*\* in the District and State for 2000, 2001, and Difference\*\*\*

GRADE 5 MATHEMATICS															
	Level 1			Level 2			Level 3			Level 4			Level 5		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>DISTRICT</b>															
Std. Curriculum	28	26	-2	30	27	-3	23	21	-2	15	20	+5	4	6	+2
ESE	83	81	-2	14	13	-1	3	5	+2	1	2	+1	0	0	0
LEP Two Yrs/Less	70	65	-5	18	19	+1	9	9	0	3	5	+2	0	2	+2
All Students	36	35	-1	27	25	-2	20	19	-1	13	17	+4	4	5	+1
STATE-All Students	26	27	+1	29	25	-4	24	22	-2	17	20	+3	5	6	+1
GRADE 8 MATHEMATICS															
<b>DISTRICT</b>															
Std. Curriculum	36	30	-6	22	24	+2	26	29	+3	10	11	+1	6	6	0
ESE	89	81	-8	7	14	+7	3	4	+1	0	1	+1	0	0	0
LEP Two Yrs/Less	68	59	-9	18	22	+4	12	16	+4	2	3	+1	0	1	+1
All Students	43	37	-6	20	23	+3	23	25	+2	9	9	0	5	5	0
STATE-All Students	29	24	-5	20	21	+1	28	31	+3	13	14	+1	10	10	0
GRADE 10 MATHEMATICS															
<b>DISTRICT</b>															
Std. Curriculum	34	24	-10	26	22	-4	21	25	+4	15	22	+7	4	7	+3
ESE	88	78	-10	8	15	+7	2	6	+4	1	2	+1	0	0	0
LEP Two Yrs/Less	65	47	-18	20	24	+4	11	18	+7	4	10	+6	0	1	+1
All Students	40	30	-10	24	22	-2	19	23	+4	14	20	+6	4	6	+2
STATE-All Students	26	19	-7	23	20	-3	23	24	+1	22	27	+5	6	10	+4

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

\*\*Note: Achievement Levels have only been set for Grades 5, 8, and 10 and have not yet been set by the State Board of Education for Grades 3, 4, 6, 7, and 9.

\*\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Mathematics scores for Grades 5, 8, and 10. The 2000 FCAT Mathematics scores are based on machine-scorable and performance-based items. The 2001 FCAT Mathematics scores are based on machine-scorable items only.

## ACHIEVEMENT LEVELS BY ETHNICITY

Tables 23 and 24 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, for students in Grades 4/5, 8, and 10. FCAT SSS Achievement Levels have only been set for Grades 4, 8, and 10 in Reading and for Grades 5, 8, and 10 in Mathematics. Achievement Levels have not yet been set by the State Board of Education for the other grade levels.

Table 23 provides the percent of Grades 4, 8, and 10 students scoring at each Achievement Level, by curriculum group and ethnicity, in Reading. Table 24 provides the percent of Grades 5, 8, and 10 students scoring at each Achievement Level, by curriculum group and ethnicity, in Mathematics. 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 23 and the percent of students scoring at each Reading Achievement Level include:

- At all grade levels and in all ethnic groups, the percent of Standard Curriculum students scoring at Achievement Level 5 increased.
- At all grade levels, the percent of White ESE students scoring at Achievement Level 5 increased, most notably at Grade 10 (+4%). No Black, Hispanic, or "Other" ESE students scored at Achievement Level 5.
- The percent of Grade 4 "Other" LEP Two Years or Less students scoring at Achievement Level 5 increased (from 0% to 3%). At all other grade levels and in all other ethnic groups, no LEP students scored at Achievement Level 5.

Highlights of Table 24 and the percent of students scoring at each Mathematics Achievement Level include:

- At Grade 5, the percent of Black Standard Curriculum students scoring at Achievement Level 5 remained stable, while the percent increased for all other ethnic groups. At Grade 8, the percent of "Other" Standard Curriculum students scoring at Achievement Level 5 increased. At Grade 10, the percent of Black, Hispanic, and White Standard Curriculum students scoring at Achievement Level 5 increased.
- At Grade 5, the percent of White ESE students scoring at Achievement Level 5 increased (from 0% to 2%). At Grades 8 and 10, the percent of ESE students scoring at Achievement Level 1 decreased, regardless of ethnic group. The percent of Grades 8 and 10 ESE students scoring at Achievement Level 2 increased across all ethnic groups.

- At Grade 5, the percent of LEP Two Years or Less students scoring at Achievement Level 5 increased, regardless of ethnic group. At Grade 8, the percent of LEP students scoring at Achievement Level 1 decreased across all ethnic groups and the percent of Hispanic and White LEP students scoring at Achievement Level 4 increased. At Grade 10, the percent of Hispanic, White, and “Other” LEP students scoring at the Achievement Level 5 increased.

Table 23. Percent\* of Grades 4, 8, and 10 Students Scoring at Each of the Five Reading Achievement Levels\*\* by Curriculum Group and Ethnicity for 2000, 2001, and Difference\*\*\*

GRADE 4 READING															
	Level 1			Level 2			Level 3			Level 4			Level 5		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>STD. CURRICULUM</b>															
Black	53	47	-6	17	19	+2	20	22	+2	8	10	+2	1	3	+2
Hispanic	33	29	-4	18	18	0	29	29	0	17	18	+1	3	6	+3
White	15	13	-2	15	13	-2	33	31	-2	29	28	-1	8	14	+6
Other	28	21	-7	14	15	+1	26	26	0	24	26	+2	7	12	+5
<b>ESE</b>															
Black	95	95	0	3	2	-1	2	2	0	0	0	0	0	0	0
Hispanic	87	84	-3	6	9	+3	5	5	0	1	2	+1	0	0	0
White	68	61	-7	15	20	+5	12	14	+2	4	4	0	0	1	+1
Other	82	92	+10	8	5	-3	10	0	-10	0	3	+3	0	0	0
<b>LEP TWO YRS/LESS</b>															
Black	91	88	-3	4	7	+3	4	3	-1	0	2	+2	0	0	0
Hispanic	92	87	-5	4	6	+2	3	5	+2	1	2	+1	0	0	0
White	73	71	-2	12	5	-7	12	19	+7	3	5	+2	0	0	0
Other	92	82	-10	3	1	-2	3	9	+6	2	4	+2	0	3	+3
<b>ALL STUDENTS</b>															
Black	58	53	-5	15	17	+2	18	19	+1	7	8	+1	1	2	+1
Hispanic	44	40	-4	16	16	0	24	24	0	14	15	+1	2	4	+2
White	21	19	-2	15	14	-1	31	29	-2	27	26	-1	7	12	+5
Other	39	29	-10	13	13	0	23	23	0	20	23	+3	5	11	+6

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

\*\*Note: Achievement Levels have only been set for Grades 4, 8, and 10 and have not yet been set by the State Board of Education for Grades 3, 5, 6, 7, and 9.

\*\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Reading scores for Grades 4, 8, and 10. The 2000 FCAT Reading scores are based on machine-scorable and performance-based items. The 2001 FCAT Reading scores are based on machine-scorable items only.

Table 23, Continued. Percent\* of Grades 4, 8, and 10 Students Scoring at Each of the Five Reading Achievement Levels\*\* by Curriculum Group and Ethnicity for 2000, 2001, and Difference\*\*\*

GRADE 8 READING															
	Level 1			Level 2			Level 3			Level 4			Level 5		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>STD. CURRICULUM</b>															
<b>Black</b>	52	52	0	30	28	-2	14	15	+1	3	4	+1	0	1	+1
<b>Hispanic</b>	32	32	0	32	31	-1	27	25	-2	9	9	0	1	2	+1
<b>White</b>	13	15	+2	26	26	0	37	32	-5	21	20	-1	4	8	+4
<b>Other</b>	35	30	-5	25	21	-4	25	28	+3	12	14	+2	3	7	+4
<b>ESE</b>															
<b>Black</b>	94	92	-2	5	6	+1	1	1	0	0	0	0	0	0	0
<b>Hispanic</b>	84	81	-3	13	14	+1	3	4	+1	0	1	+1	0	0	0
<b>White</b>	73	66	-7	18	19	+1	8	10	+2	1	3	+2	0	1	+1
<b>Other</b>	86	83	-3	10	10	0	4	7	+3	0	0	0	0	0	0
<b>LEP TWO YRS/LESS</b>															
<b>Black</b>	93	94	+1	6	4	-2	1	2	+1	0	1	+1	0	0	0
<b>Hispanic</b>	90	86	-4	8	9	+1	1	4	+3	0	1	+1	0	0	0
<b>White</b>	70	69	-1	27	20	-7	2	10	+8	0	2	+2	0	0	0
<b>Other</b>	97	85	-12	2	4	+2	1	12	+11	0	0	0	0	0	0
<b>ALL STUDENTS</b>															
<b>Black</b>	58	58	0	26	25	-1	13	13	0	3	3	0	0	1	+1
<b>Hispanic</b>	42	43	+1	28	27	-1	22	20	-2	7	7	0	1	2	+1
<b>White</b>	19	20	+1	25	25	0	34	29	-5	19	19	0	4	7	+3
<b>Other</b>	47	34	-13	21	20	-1	20	26	+6	9	13	+4	3	6	+3

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

\*\*Note: Achievement Levels have only been set for Grades 4, 8, and 10 and have not yet been set by the State Board of Education for Grades 3, 5, 6, 7, and 9.

\*\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Reading scores for Grades 4, 8, and 10. The 2000 FCAT Reading scores are based on machine-scorable and performance-based items. The 2001 FCAT Reading scores are based on machine-scorable items only.

Table 23, Continued. Percent\* of Grades 4, 8, and 10 Students Scoring at Each of the Five Reading Achievement Levels\*\* by Curriculum Group and Ethnicity for 2000, 2001, and Difference\*\*\*

GRADE 10 READING															
	Level 1			Level 2			Level 3			Level 4			Level 5		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>STD. CURRICULUM</b>															
Black	58	58	0	29	28	-1	9	9	0	2	2	0	1	2	+1
Hispanic	40	38	-2	37	35	-2	16	17	+1	4	5	+1	2	5	+3
White	16	15	-1	38	33	-5	28	24	-4	10	12	+2	8	16	+8
Other	36	36	0	31	34	+3	16	15	-1	9	6	-3	8	9	+1
<b>ESE</b>															
Black	95	93	-2	4	6	+2	0	1	+1	0	0	0	0	0	0
Hispanic	90	85	-5	10	12	+2	1	3	+2	0	0	0	0	0	0
White	78	63	-15	15	24	+9	5	7	+2	2	2	0	1	5	+4
Other	91	84	-7	6	13	+7	4	3	-1	0	0	0	0	0	0
<b>LEP TWO YRS/LESS</b>															
Black	97	97	0	3	3	0	0	0	0	0	0	0	0	0	0
Hispanic	91	92	+1	8	6	-2	1	1	0	0	0	0	0	0	0
White	67	83	+16	22	17	-5	9	0	-9	2	0	-2	0	0	0
Other	91	89	-2	9	8	-1	0	3	+3	0	0	0	0	0	0
<b>ALL STUDENTS</b>															
Black	62	63	+1	26	25	-1	8	8	0	2	2	0	1	2	+1
Hispanic	49	48	-1	32	30	-2	14	14	0	3	4	+1	2	4	+2
White	21	19	-2	36	32	-4	26	23	-3	9	11	+2	8	15	+7
Other	46	43	-3	27	31	+4	14	14	0	7	5	-2	7	8	+1

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

\*\*Note: Achievement Levels have only been set for Grades 4, 8, and 10 and have not yet been set by the State Board of Education for Grades 3, 5, 6, 7, and 9.

\*\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Reading scores for Grades 4, 8, and 10. The 2000 FCAT Reading scores are based on machine-scorable and performance-based items. The 2001 FCAT Reading scores are based on machine-scorable items only.

Table 24. Percent\* of Grades 5, 8, and 10 Students Scoring at Each of the Five Mathematics Achievement Levels\*\* by Curriculum Group and Ethnicity for 2000, 2001, and Difference\*\*\*

GRADE 5 MATHEMATICS															
	Level 1			Level 2			Level 3			Level 4			Level 5		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>STD. CURRICULUM</b>															
<b>Black</b>	44	40	-4	30	29	-1	16	17	+1	8	12	+4	2	2	0
<b>Hispanic</b>	23	22	-1	31	27	-4	25	23	-2	17	22	+5	4	6	+2
<b>White</b>	11	10	-1	26	21	-5	28	25	-3	26	31	+5	10	13	+3
<b>Other</b>	22	16	-6	22	17	-5	23	22	-1	21	30	+9	11	15	+4
<b>ESE</b>															
<b>Black</b>	90	92	+2	8	6	-2	1	1	0	0	1	+1	0	0	0
<b>Hispanic</b>	80	77	-3	16	16	0	3	5	+2	1	2	+1	0	0	0
<b>White</b>	66	66	0	23	18	-5	8	12	+4	2	2	0	0	2	+2
<b>Other</b>	90	83	-7	6	15	+9	4	3	-1	0	0	0	0	0	0
<b>LEP TWO YRS/LESS</b>															
<b>Black</b>	88	84	-4	10	10	0	1	5	+4	1	1	0	0	1	+1
<b>Hispanic</b>	70	64	-6	17	20	+3	9	9	0	3	5	+2	0	1	+1
<b>White</b>	38	36	-2	29	25	-4	21	19	-2	11	14	+3	1	6	+5
<b>Other</b>	69	50	-19	20	24	+4	8	13	+5	2	7	+5	1	7	+6
<b>ALL STUDENTS</b>															
<b>Black</b>	51	47	-4	27	26	-1	14	15	+1	7	11	+4	2	2	0
<b>Hispanic</b>	33	32	-1	28	25	-3	21	19	-2	14	18	+4	3	5	+2
<b>White</b>	17	16	-1	26	21	-5	26	24	-2	23	27	+4	9	11	+2
<b>Other</b>	33	22	-11	21	17	-4	20	20	0	17	27	+10	9	14	+5

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

\*\*Note: Achievement Levels have only been set for Grades 5, 8, and 10 and have not yet been set by the State Board of Education for Grades 3, 4, 6, 7, and 9.

\*\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Mathematics scores for Grades 5, 8, and 10. The 2000 FCAT Mathematics scores are based on machine-scorable and performance-based items. The 2001 FCAT Mathematics scores are based on machine-scorable items only.

Table 24, Continued. Percent\* of Grades 5, 8, and 10 Students Scoring at Each of the Five Mathematics Achievement Levels\*\* by Curriculum Group and Ethnicity for 2000, 2001, and Difference\*\*\*

GRADE 8 MATHEMATICS															
	Level 1			Level 2			Level 3			Level 4			Level 5		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>STD. CURRICULUM</b>															
<b>Black</b>	55	47	-8	21	25	+4	18	20	+2	5	6	+1	2	2	0
<b>Hispanic</b>	30	24	-6	24	26	+2	29	32	+3	11	11	0	6	6	0
<b>White</b>	12	10	-2	18	17	-1	33	35	+2	20	21	+1	17	16	-1
<b>Other</b>	33	24	-9	18	17	-1	24	23	-1	12	17	+5	13	20	+7
<b>ESE</b>															
<b>Black</b>	96	92	-4	3	6	+3	1	2	+1	0	0	0	0	0	0
<b>Hispanic</b>	88	77	-11	8	17	+9	3	5	+2	0	1	+1	0	0	0
<b>White</b>	73	60	-13	16	27	+11	9	9	0	2	3	+1	1	1	0
<b>Other</b>	93	79	-14	4	13	+9	3	8	+5	0	0	0	0	0	0
<b>LEP TWO YRS/LESS</b>															
<b>Black</b>	82	80	-2	12	15	+3	5	6	+1	1	0	-1	0	0	0
<b>Hispanic</b>	67	57	-10	18	23	+5	13	17	+4	2	3	+1	0	1	+1
<b>White</b>	38	31	-7	24	25	+1	31	31	0	0	8	+8	7	4	-3
<b>Other</b>	76	57	-19	17	20	+3	3	20	+17	3	3	0	1	0	-1
<b>ALL STUDENTS</b>															
<b>Black</b>	60	53	-7	19	22	+3	15	18	+3	4	5	+1	2	2	0
<b>Hispanic</b>	39	33	-6	22	25	+3	25	28	+3	9	9	0	5	5	0
<b>White</b>	18	15	-3	17	18	+1	31	33	+2	19	20	+1	15	14	-1
<b>Other</b>	43	29	-14	17	17	0	20	21	+1	10	15	+5	11	17	+6

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

\*\*Note: Achievement Levels have only been set for Grades 5, 8, and 10 and have not yet been set by the State Board of Education for Grades 3, 4, 6, 7, and 9.

\*\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Mathematics scores for Grades 5, 8, and 10. The 2000 FCAT Mathematics scores are based on machine-scorable and performance-based items. The 2001 FCAT Mathematics scores are based on machine-scorable items only.

Table 24, Continued. Percent\* of Grades 5, 8, and 10 Students Scoring at Each of the Five Mathematics Achievement Levels\*\* by Curriculum Group and Ethnicity for 2000, 2001, and Difference\*\*\*

GRADE 10 MATHEMATICS															
	Level 1			Level 2			Level 3			Level 4			Level 5		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>STD. CURRICULUM</b>															
Black	52	40	-12	26	26	0	14	20	+6	7	13	+6	1	2	+1
Hispanic	30	20	-10	28	23	-5	23	28	+5	16	24	+8	3	6	+3
White	10	6	-4	19	14	-5	27	25	-2	31	37	+6	13	18	+5
Other	28	23	-5	20	16	-4	17	24	+7	22	26	+4	12	11	-1
<b>ESE</b>															
Black	94	90	-4	4	7	+3	1	2	+1	0	0	0	0	0	0
Hispanic	88	74	-14	9	18	+9	2	6	+4	1	1	0	0	0	0
White	71	54	-17	18	25	+7	6	12	+6	5	7	+2	0	2	+2
Other	87	78	-9	9	16	+7	4	6	+2	0	0	0	0	0	0
<b>LEP TWO YRS/LESS</b>															
Black	78	64	-14	17	21	+4	5	10	+5	0	4	+4	0	0	0
Hispanic	64	45	-19	21	25	+4	12	18	+6	3	11	+8	0	1	+1
White	25	26	+1	21	12	-9	23	32	+9	27	21	-6	4	9	+5
Other	68	36	-32	19	25	+6	7	25	+18	6	11	+5	0	4	+4
<b>ALL STUDENTS</b>															
Black	57	45	-12	24	24	0	13	18	+5	6	11	+5	1	2	+1
Hispanic	38	26	-12	26	23	-3	20	25	+5	14	21	+7	3	5	+2
White	14	10	-4	19	15	-4	26	24	-2	29	35	+6	12	17	+5
Other	37	27	-10	19	17	-2	15	23	+8	19	23	+4	10	10	0

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

\*\*Note: Achievement Levels have only been set for Grades 5, 8, and 10 and have not yet been set by the State Board of Education for Grades 3, 4, 6, 7, and 9.

\*\*\*Note: Caution should be used when comparing 2000 and 2001 FCAT SSS Mathematics scores for Grades 5, 8, and 10. The 2000 FCAT Mathematics scores are based on machine-scorable and performance-based items. The 2001 FCAT Mathematics scores are based on machine-scorable items only.

## CERTIFICATES OF ACHIEVEMENT

Grades 4/5, 8, and 10 students who scored at Achievement Level 5 on the 2001 FCAT SSS Reading or Mathematics received a Certificate of Achievement in recognition of their outstanding performance. Students in grade levels in which Achievement Levels have not yet been set by the State Board of Education (Grades 3, 5, 6, 7, and 9 in Reading; Grades 3, 4, 6, 7, and 9 in Mathematics) received a Certificate of Achievement if they earned a score of 400 or above on the FCAT SSS Reading or Mathematics. Table 25 shows the percent of students in the District and in the state who received a Reading certificate in 2000 and 2001. Table 26 shows the percent of students in the District and in the state who received a Mathematics certificate in 2000 and 2001.

Table 25. Percent of Students in the District and the State Receiving FCAT Reading Certificates of Achievement in 2000, 2001, and Difference

	DISTRICT			STATE		
	2000	2001	Diff.	2000	2001	Diff.
<b>Grade 3</b>	N/A*	2%	N/A	N/A	3%	N/A
<b>Grade 4</b>	3%	5%	+2%	4%	7%	+3%
<b>Grade 5</b>	N/A	1%	N/A	N/A	3%	N/A
<b>Grade 6</b>	N/A	2%	N/A	N/A	3%	N/A
<b>Grade 7</b>	N/A	2%	N/A	N/A	3%	N/A
<b>Grade 8</b>	1%	2%	+1%	1%	4%	+3%
<b>Grade 9</b>	N/A	1%	N/A	N/A	3%	N/A
<b>Grade 10</b>	3%	5%	+2%	4%	9%	+5%

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

Table 25 provides the following information:

- At the three grade levels that were administered the FCAT SSS Reading in both 2000 and 2001 (Grades 4, 8, and 10), the percent of the District's students scoring at Achievement Level 5 and receiving certificates of achievement increased.
- At all grade levels, the percent of the District's students receiving certificates of achievement was lower than the percent of the state's students receiving certificates.

Table 26. Percent of Students in the District and the State Receiving FCAT Mathematics Certificates of Achievement in 2000, 2001, and Difference

	DISTRICT			STATE		
	2000	2001	Diff.	2000	2001	Diff.
<b>Grade 3</b>	N/A*	2%	N/A	N/A	3%	N/A
<b>Grade 4</b>	N/A	2%	N/A	N/A	3%	N/A
<b>Grade 5</b>	4%	5%	+1%	5%	6%	+1%
<b>Grade 6</b>	N/A	1%	N/A	N/A	3%	N/A
<b>Grade 7</b>	N/A	1%	N/A	N/A	3%	N/A
<b>Grade 8</b>	5%	5%	0	10%	10%	0
<b>Grade 9</b>	N/A	1%	N/A	N/A	3%	N/A
<b>Grade 10</b>	4%	6%	+2%	6%	10%	+4%

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

Table 26 provides the following information:

- Of the three grade levels that were administered the FCAT SSS Mathematics in both 2000 and 2001 (Grades 5, 8, and 10), increases were noted in the percent of the District's Grades 5 and 10 students scoring at Achievement Level 5 and receiving certificates of achievement. At Grade 8, the percent of the District's students receiving certificates remained stable.
- At all grade levels, the percent of the District's students receiving certificates of achievement was lower than the percent of the state's students receiving certificates in 2001.

## CONTENT SCORES

Students received content scores on the FCAT SSS Reading and Mathematics subtests. Content scores represent the percent of items that students responded to correctly within each content area. The FDOE expanded the Reading content categories in 2001 in order to provide more information about student performance. The 2001 Mathematics content categories remain the same as those reported in prior years.

Table 27 on the following pages presents the average percent of items answered correctly by students in the District and in the state by Reading content area (two in 2000 and four in 2001), by grade level and curriculum group.

An examination of Table 27 reveals the following:

- Standard Curriculum students at all grade levels responded correctly to 50% or more of the items relating to all of the four Reading content areas. The content area in which Standard Curriculum students answered the highest percent of items correctly varied by grade level. Students at Grades 5, 7, 8, and 9 responded correctly to a higher percent of the Comparisons and Cause/Effect items than any other content area. Grade 10 Standard Curriculum students responded correctly to an equal percent of items related to Words and Phrases in Context; Main Idea, Plot, and Purpose; and Comparisons and Cause/Effect.
- The content area in which ESE students answered the most items correctly varied by grade level. ESE students at Grades 3, 4, 5, and 10 responded correctly to a higher percent of items related to Reference and Research than any other content area.
- The content area in which LEP Two Years or Less students answered the most items correctly varied by grade level. LEP students at Grades 3, 4, 5, 8, and 9 responded correctly to a higher percent of the items related to Reference and Research than any other content area.
- Comparing all students tested in the District and in the state, students statewide tended to respond to a higher percent of items correctly at all grade levels; however, District and state students responded correctly to an equal percent of Reference and Research items at Grades 3, 4, 5, 6, and 7. At Grade 4, District and state students responded correctly to an equal percent of items in all four Reading content areas.

Table 27. District and State Reading Content Area\* Scores: Average Percent\*\* Correct for 2000 and 2001\*\*\*

	2000		2001			
	Constructs Meaning from Informational Text	Constructs Meaning from Literature	Words & Phrases in Context	Main Idea, Plot, and Purpose	Comparisons & Cause/Effect	Reference & Research
<b>DISTRICT - GR. 3</b>						
Std. Curriculum	N/A****	N/A	71%	60%	56%	50%
ESE	N/A	N/A	43%	40%	31%	50%
LEP Two Yrs/Less	N/A	N/A	43%	40%	38%	50%
All Students	N/A	N/A	57%	60%	56%	50%
<b>STATE - All Students</b>	N/A	N/A	71%	67%	63%	50%
<b>DISTRICT - GR. 4</b>						
Std. Curriculum	50%	59%	67%	65%	64%	75%
ESE	29%	31%	33%	41%	36%	50%
LEP Two Yrs/Less	25%	28%	33%	41%	36%	50%
All Students	46%	53%	67%	65%	64%	75%
<b>STATE - All Students</b>	54%	59%	67%	65%	64%	75%
<b>DISTRICT - GR. 5</b>						
Std. Curriculum	N/A	N/A	56%	62%	64%	50%
ESE	N/A	N/A	33%	38%	36%	50%
LEP Two Yrs/Less	N/A	N/A	33%	38%	36%	50%
All Students	N/A	N/A	44%	57%	55%	50%
<b>STATE - All Students</b>	N/A	N/A	56%	62%	64%	50%

\*Note: In 2001, the FDOE expanded the Reading content categories.

\*\*Note: The average number correct was rounded to the nearest whole number (e.g., 9.7 was rounded up to 10; 6.2 was rounded down to 6) prior to calculating the percent correct.

\*\*\*Note: Caution should be used when comparing Grades 4, 8, and 10 2000 and 2001 FCAT SSS Reading scores. The 2000 FCAT Reading scores are based on machine-scorable and performance-based items. The 2001 FCAT Reading scores are based on machine-scorable items only.

\*\*\*\*Note: Subtest was not administered at that grade level.

Table 27, continued. District and State Reading Content Area\* Scores: Average Percent Correct\*\* for 2000 and 2001\*\*\*

	2000		2001			
	Constructs Meaning from Informational Text	Constructs Meaning from Literature	Words & Phrases in Context	Main Idea, Plot, and Purpose	Comparisons & Cause/Effect	Reference & Research
<b>DISTRICT - GR. 6</b>						
Std. Curriculum	N/A****	N/A	56%	63%	54%	57%
ESE	N/A	N/A	33%	38%	38%	29%
LEP Two Yrs/Less	N/A	N/A	33%	38%	31%	29%
All Students	N/A	N/A	56%	63%	54%	57%
<b>STATE - All Students</b>	N/A	N/A	56%	69%	62%	57%
<b>DISTRICT - GR. 7</b>						
Std. Curriculum	N/A	N/A	50%	59%	67%	60%
ESE	N/A	N/A	38%	35%	40%	40%
LEP Two Yrs/Less	N/A	N/A	38%	35%	40%	40%
All Students	N/A	N/A	50%	53%	60%	60%
<b>STATE - All Students</b>	N/A	N/A	63%	65%	67%	60%
<b>DISTRICT - GR. 8</b>						
Std. Curriculum	51%	54%	60%	63%	78%	75%
ESE	29%	29%	40%	42%	56%	50%
LEP Two Yrs/Less	29%	25%	40%	42%	44%	50%
All Students	49%	50%	60%	63%	67%	63%
<b>STATE - All Students</b>	54%	54%	80%	68%	78%	75%

\*Note: In 2001, the FDOE expanded the Reading content categories.

\*\*Note: The average number correct was rounded to the nearest whole number (e.g., 9.7 was rounded up to 10; 6.2 was rounded down to 6) prior to calculating the percent correct.

\*\*\*Note: Caution should be used when comparing Grades 4, 8, and 10 2000 and 2001 FCAT SSS Reading scores. The 2000 FCAT Reading scores are based on machine-scorable and performance-based items. The 2001 FCAT Reading scores are based on machine-scorable items only.

\*\*\*\*Note: Subtest was not administered at that grade level.

Table 27, continued. District and State Reading Content Area\* Scores: Average Percent Correct\*\* for 2000 and 2001\*\*\*

	2000		2001			
	Constructs Meaning from Informational Text	Constructs Meaning from Literature	Words & Phrases in Context	Main Idea, Plot, and Purpose	Comparisons & Cause/Effect	Reference & Research
<b>DISTRICT - GR. 9</b>						
<b>Std. Curriculum</b>	N/A****	N/A	63%	56%	64%	60%
<b>ESE</b>	N/A	N/A	38%	38%	45%	40%
<b>LEP Two Yrs/Less</b>	N/A	N/A	38%	31%	36%	40%
<b>All Students</b>	N/A	N/A	63%	50%	64%	50%
<b>STATE - All Students</b>	N/A	N/A	75%	63%	73%	60%
<b>DISTRICT - GR. 10</b>						
<b>Std. Curriculum</b>	56%	60%	67%	67%	67%	64%
<b>ESE</b>	33%	35%	33%	40%	44%	45%
<b>LEP Two Yrs/Less</b>	36%	30%	50%	40%	44%	45%
<b>All Students</b>	54%	55%	67%	60%	67%	64%
<b>STATE - All Students</b>	59%	60%	67%	67%	67%	73%

\*Note: In 2001, the FDOE expanded the Reading content categories.

\*\*Note: The average number correct was rounded to the nearest whole number (e.g., 9.7 was rounded up to 10; 6.2 was rounded down to 6) prior to calculating the percent correct.

\*\*\*Note: Caution should be used when comparing Grades 4, 8, and 10 2000 and 2001 FCAT SSS Reading scores. The 2000 FCAT Reading scores are based on machine-scorable and performance-based items. The 2001 FCAT Reading scores are based on machine-scorable items only.

\*\*\*\*Note: Subtest was not administered at that grade level.

Table 28 presents the average percent of items answered correctly for students in the District and in the state in the five Mathematics content areas in 2000 and 2001, by grade level and curriculum group.

Table 28 provides the following information:

- The content area in which Standard Curriculum students answered the highest percent of items correctly varied by grade level: Measurement at Grades 3 and 4; Geometry at Grades 5, 6, and 7; Algebraic Thinking at Grade 8; Number Sense and Data Analysis/Probability at Grade 9; and Number Sense and Algebraic Thinking at Grade 10.
- At the three grade levels in which Standard Curriculum students were administered the FCAT Mathematics in both 2000 and 2001 (Grades 5, 8, and 10), the largest increases in the percent of items answered correctly were noted in Geometry.
- The content area in which ESE students answered the highest percent of items correctly varied by grade level: Data Analysis/Probability at Grades 3 and 8; Measurement at Grade 4; Algebraic Thinking at Grade 5; Geometry at Grades 6, 7, and 10; and Number Sense at Grade 9.
- The percent of items Grade 5 ESE students answered correctly increased the most in Geometry and Algebraic Thinking from 2000 to 2001. At Grade 8, the largest increase was noted in Data Analysis/Probability. At Grade 10, the percent of items answered correctly increased the most in Geometry.
- The content area in which LEP Two Years or Less students answered the highest percent of items correctly varied by grade level: Measurement and Algebraic Thinking at Grade 3; Algebraic Thinking at Grade 4; Geometry at Grades 5 and 7; Number Sense, Measurement, and Algebraic Thinking at Grade 8; Number Sense at Grade 9; and Measurement, Geometry, and Algebraic Thinking at Grade 10.
- The percent of items Grade 5 LEP students answered correctly increased the most in Geometry and Algebraic Thinking from 2000 to 2001. At Grade 8, the percent of items answered correctly increased the most in Data Analysis/Probability. At Grade 10, large increases in the percent of items answered correctly were noted in Measurement, Geometry, Algebraic Thinking, and Data Analysis/Probability.
- Comparing all students tested in the District and in the state, across all grade levels, the District's students and students statewide answered an equal percent of items correctly in the majority of content areas.
- Comparing the score trends of all Grades 5, 8, and 10 students tested in the District and in the state in both 2000 and 2001, the District's increases parallel or surpass those of students statewide in several content areas: Geometry and Algebraic Thinking at Grade 5; Measurement, Geometry, and Data Analysis/Probability at Grade 8; and Geometry, Algebraic Thinking, and Data Analysis/Probability at Grade 10.

Table 28. District and State Mathematics Content Area Scores: Average Percent Correct\* for 2000 and 2001\*\*

	Number Sense			Measurement			Geometry			Algebraic Thinking			Data Analysis/ Probability		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>DISTRICT - GRADE 3</b>															
Standard Curriculum	N/A***	58%	N/A	N/A	63%	N/A	N/A	57%	N/A	N/A	50%	N/A	N/A	57%	N/A
ESE	N/A	33%	N/A	N/A	38%	N/A	N/A	29%	N/A	N/A	33%	N/A	N/A	43%	N/A
LEP Two Yrs/Less	N/A	42%	N/A	N/A	50%	N/A	N/A	43%	N/A	N/A	50%	N/A	N/A	43%	N/A
All Students	N/A	58%	N/A	N/A	63%	N/A	N/A	43%	N/A	N/A	50%	N/A	N/A	57%	N/A
STATE - ALL STUDENTS	N/A	58%	N/A	N/A	63%	N/A	N/A	57%	N/A	N/A	50%	N/A	N/A	57%	N/A
<b>DISTRICT - GRADE 4</b>															
Standard Curriculum	N/A	55%	N/A	N/A	63%	N/A	N/A	43%	N/A	N/A	57%	N/A	N/A	43%	N/A
ESE	N/A	36%	N/A	N/A	38%	N/A	N/A	29%	N/A	N/A	29%	N/A	N/A	29%	N/A
LEP Two Yrs/Less	N/A	36%	N/A	N/A	38%	N/A	N/A	29%	N/A	N/A	43%	N/A	N/A	29%	N/A
All Students	N/A	55%	N/A	N/A	50%	N/A	N/A	43%	N/A	N/A	57%	N/A	N/A	43%	N/A
STATE - ALL STUDENTS	N/A	64%	N/A	N/A	63%	N/A	N/A	43%	N/A	N/A	57%	N/A	N/A	43%	N/A
<b>DISTRICT - GRADE 5</b>															
Standard Curriculum	71%	64%	-7%	58%	55%	-3%	54%	71%	+17%	58%	67%	+9%	64%	67%	+3%
ESE	36%	36%	0	25%	27%	+2%	31%	43%	+12%	25%	44%	+19%	27%	33%	+6%
LEP Two Yrs/Less	43%	36%	-7%	33%	36%	+3%	38%	57%	+19%	33%	44%	+11%	36%	33%	-3%
All Students	64%	64%	0	50%	45%	-5%	54%	71%	+17%	58%	67%	+9%	55%	50%	-5%
STATE - ALL STUDENTS	71%	64%	-7%	58%	55%	-3%	54%	71%	+17%	58%	67%	+9%	64%	67%	+3%

\*Note: The average number correct was rounded to the nearest whole number (e.g., 9.7 was rounded up to 10; 6.2 was rounded down to 6) prior to calculating the percent correct.

\*\*Note: Caution should be used when comparing Grades 5, 8, and 10 2000 and 2001 FCAT SSS Mathematics scores. The 2000 FCAT Mathematics scores are based on machine-scorable and performance-based items. The 2001 FCAT Mathematics scores are based on machine-scorable items only.

\*\*\*Note: Subtest was not administered at that grade level.

Table 28, continued. District and State Mathematics Content Area Scores: Average Percent Correct\* for 2000 and 2001\*\*

	Number Sense			Measurement			Geometry			Algebraic Thinking			Data Analysis/ Probability		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>DISTRICT - GRADE 6</b>															
Standard Curriculum	N/A***	44%	N/A	N/A	33%	N/A	N/A	56%	N/A	N/A	38%	N/A	N/A	44%	N/A
ESE	N/A	22%	N/A	N/A	22%	N/A	N/A	33%	N/A	N/A	25%	N/A	N/A	22%	N/A
LEP Two Yrs/Less	N/A	33%	N/A	N/A	22%	N/A	N/A	33%	N/A	N/A	25%	N/A	N/A	33%	N/A
All Students	N/A	44%	N/A	N/A	33%	N/A	N/A	56%	N/A	N/A	38%	N/A	N/A	44%	N/A
STATE - ALL STUDENTS	N/A	44%	N/A	N/A	33%	N/A	N/A	56%	N/A	N/A	50%	N/A	N/A	44%	N/A
<b>DISTRICT - GRADE 7</b>															
Standard Curriculum	N/A	44%	N/A	N/A	44%	N/A	N/A	50%	N/A	N/A	44%	N/A	N/A	44%	N/A
ESE	N/A	22%	N/A	N/A	22%	N/A	N/A	38%	N/A	N/A	22%	N/A	N/A	22%	N/A
LEP Two Yrs/Less	N/A	33%	N/A	N/A	33%	N/A	N/A	38%	N/A	N/A	33%	N/A	N/A	33%	N/A
All Students	N/A	33%	N/A	N/A	44%	N/A	N/A	50%	N/A	N/A	44%	N/A	N/A	44%	N/A
STATE - ALL STUDENTS	N/A	44%	N/A	N/A	44%	N/A	N/A	63%	N/A	N/A	44%	N/A	N/A	44%	N/A
<b>DISTRICT - GRADE 8</b>															
Standard Curriculum	42%	50%	+8%	42%	50%	+8%	38%	50%	+12%	54%	60%	+6%	50%	50%	0
ESE	25%	30%	+5%	17%	20%	+3%	23%	33%	+10%	23%	30%	+7%	17%	38%	+21%
LEP Two Yrs/Less	33%	40%	+7%	33%	40%	+7%	31%	33%	+2%	31%	40%	+9%	25%	38%	+13%
All Students	42%	50%	+8%	42%	50%	+8%	38%	50%	+12%	46%	50%	+4%	42%	50%	+8%
STATE - ALL STUDENTS	50%	60%	+10%	50%	50%	0	46%	50%	+4%	54%	60%	+6%	50%	50%	0

\*Note: The average number correct was rounded to the nearest whole number (e.g., 9.7 was rounded up to 10; 6.2 was rounded down to 6) prior to calculating the percent correct.

\*\*Note: Caution should be used when comparing Grades 5, 8, and 10 2000 and 2001 FCAT SSS Mathematics scores. The 2000 FCAT Mathematics scores are based on machine-scorable and performance-based items. The 2001 FCAT Mathematics scores are based on machine-scorable items only.

\*\*\*Note: Subtest was not administered at that grade level.

Table 28, continued. District and State Mathematics Content Area Scores: Average Percent Correct\* for 2000 and 2001\*\*

	Number Sense			Measurement			Geometry			Algebraic Thinking			Data Analysis/ Probability		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>DISTRICT - GRADE 9</b>															
<b>Standard Curriculum</b>	N/A***	50%	N/A	N/A	43%	N/A	N/A	36%	N/A	N/A	40%	N/A	N/A	50%	N/A
<b>ESE</b>	N/A	38%	N/A	N/A	29%	N/A	N/A	18%	N/A	N/A	20%	N/A	N/A	25%	N/A
<b>LEP Two Yrs/Less</b>	N/A	38%	N/A	N/A	29%	N/A	N/A	27%	N/A	N/A	30%	N/A	N/A	25%	N/A
<b>All Students</b>	N/A	50%	N/A	N/A	43%	N/A	N/A	36%	N/A	N/A	40%	N/A	N/A	50%	N/A
<b>STATE - ALL STUDENTS</b>	N/A	63%	N/A	N/A	57%	N/A	N/A	45%	N/A	N/A	50%	N/A	N/A	50%	N/A
<b>DISTRICT - GRADE 10</b>															
<b>Standard Curriculum</b>	55%	67%	+12%	45%	50%	+5%	40%	63%	+23%	53%	67%	+14%	45%	57%	+12%
<b>ESE</b>	27%	33%	+6%	18%	25%	+7%	13%	38%	+25%	20%	33%	+13%	18%	29%	+11%
<b>LEP Two Yrs/Less</b>	36%	44%	+8%	27%	50%	+23%	27%	50%	+23%	33%	50%	+17%	18%	43%	+25%
<b>All Students</b>	55%	56%	+1%	36%	50%	+14%	40%	63%	+23%	47%	58%	+11%	36%	57%	+21%
<b>STATE - ALL STUDENTS</b>	64%	67%	+3%	45%	63%	+18%	47%	63%	+16%	60%	67%	+7%	45%	57%	+12%

\*Note: The average number correct was rounded to the nearest whole number (e.g., 9.7 was rounded up to 10; 6.2 was rounded down to 6) prior to calculating the percent correct.

\*\*Note: Caution should be used when comparing Grades 5, 8, and 10 2000 and 2001 FCAT SSS Mathematics scores. The 2000 FCAT Mathematics scores are based on machine-scorable and performance-based items. The 2001 FCAT Mathematics scores are based on machine-scorable items only.

\*\*\*Note: Subtest was not administered at that grade level.

## SCHOOL LEVEL RESULTS FOR THE THREE CURRICULUM GROUPS

Appendix F provides the 2000 and 2001 FCAT SSS Reading and Mathematics average scale scores, by curriculum group, for individual schools for Grades 3-10. Results are presented for all students tested at each school and for each curriculum group separately (Standard Curriculum, ESE, and LEP Two Years or Less).

Appendix G provides the number of students tested and the percent of students scoring at each Achievement Level, by curriculum group, on the 2001 FCAT SSS Reading and Mathematics for individual schools. This information is provided for the grade levels at which FCAT Achievement Levels have been set by the State Board of Education (Grades 4, 8, and 10 in Reading and Grades 5, 8, and 10 in Mathematics). Results are presented for all students tested at each school and for each curriculum group separately (Standard Curriculum, ESE, and LEP Two Years or Less).

## SCHOOL LEVEL GAIN ANALYSES FOR THE ACCOUNTABILITY GROUP

The Accountability Group is comprised of Standard Curriculum students who were in attendance at the same school during both the October and the February FTE periods. This differs from the data presented in previous sections of the report, which were based on all students tested. The Accountability Group has been selected for conducting gain analyses because they represent a stable group of students upon whom meaningful comparisons can be based.

The term Accountability Group is used in this report to identify the data set used by the FDOE for school accountability. Although some of the data upon which comparisons are based represent the criteria used by the FDOE for the grading of schools, the data that follow do not represent schools' performance grades. The criteria used by the FDOE for assigning school performance grades is complex and goes beyond the data elements presented in this report.

The tables on the following pages present performance comparisons between the 2000 and 2001 Accountability Groups. The percent of students scoring at Achievement Levels 2-5 corresponds to the FCAT SSS Reading and Mathematics proficiency levels established by the Commissioner of Education. Analyses are based on schools with two years of FCAT SSS Reading and Mathematics data and exclude charter schools and alternative education, specialized education, and vocational centers.

Table 29 presents the number and percent of schools that increased, maintained, or decreased their average Reading scale score, based on the 2000 and 2001 Accountability Groups.

Table 29. Number and Percent\* of Schools Increasing, Maintaining, and Decreasing Average Reading Scale Scores from 2000 to 2001 for the Accountability Group

	Total # of Schools	Schools Increasing		Schools Maintaining		Schools Decreasing	
		#	%	#	%	#	%
<b>Elementary (Grade 4)</b>	198	149	75%	1	1%	48	24%
<b>Middle (Grade 8)</b>	52	25	48%	2	4%	25	48%
<b>Senior (Grade 10)</b>	32	21	66%	1	3%	10	31%

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

Highlights of Table 29 include:

- Of the 198 regular elementary schools that participated in the 2000 and 2001 FCAT, 149 (75%) showed an increase in the average Reading scale score.
- Of the 52 regular middle schools that participated in the 2000 and 2001 FCAT, 25 (48%) showed an increase in the average Reading scale score.
- Of the 32 regular senior high schools that participated in the 2000 and 2001 FCAT, 21(66%) showed an increase in the average Reading scale score.

Table 30 provides the number and percent of schools that increased, maintained, or decreased their average Mathematics scale score, based on the 2000 and 2001 Accountability Groups.

Table 30. Number and Percent\* of Schools Increasing, Maintaining, and Decreasing Average Mathematics Scale Scores from 2000 to 2001 for the Accountability Group

	Total # of Schools	Schools Increasing		Schools Maintaining		Schools Decreasing	
		#	%	#	%	#	%
<b>Elementary (Grade 5)</b>	198	132	67%	8	4%	58	29%
<b>Middle (Grade 8)</b>	52	40	77%	3	6%	9	17%
<b>Senior (Grade 10)</b>	32	32	100%	0	0%	0	0%

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

Highlights of Table 30 include:

- Of the 198 regular elementary schools that participated in the 2000 and 2001 FCAT, 132 (67%) showed an increase in the average Mathematics scale score.
- Of the 52 regular middle schools that participated in the 2000 and 2001 FCAT, 40 (77%) showed an increase in the average Mathematics scale score.
- Of the 32 regular senior high schools that participated in the 2000 and 2001 FCAT, 32 (100%) showed an increase in the average Mathematics scale score.

Table 31 provides the percent of students scoring at Reading Achievement Levels 2-5, based on the Accountability Group for 2000, 2001, and the difference.

Table 31. Percent of Students Scoring at Reading Achievement Levels 2-5 for the Accountability Group for 2000, 2001, and Difference

	2000	2001	Difference
<b>Grade 4</b>	64%	68%	+4%
<b>Grade 8</b>	65%	65%	0%
<b>Grade 10</b>	59%	61%	+2%

Table 31 provides the following information:

- The percent of Grades 4 and 10 Accountability Group students scoring at Reading Achievement Levels 2-5 increased from 2000 to 2001. The percent of Grade 8 Accountability Group students scoring at Achievement Levels 2-5 remained stable.

Table 32 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 2000 and 2001 Accountability Groups.

Table 32. Number and Percent\* of Schools Increasing, Maintaining, and Decreasing Percent Scoring at Reading Achievement Levels 2-5 from 2000 to 2001 for the Accountability Group

	Total # of	Schools		Schools		Schools	
		#	%	#	%	#	%
<b>Elementary (Grade 4)</b>	198	138	70%	5	3%	55	28%
<b>Middle (Grade 8)</b>	52	18	35%	4	8%	30	58%
<b>Senior (Grade 10)</b>	32	15	47%	4	13%	13	41%

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

Table 32 provides the following information:

- Of the 198 regular elementary schools that participated in the 2000 and 2001 FCAT, 138 (70%) showed an increase in the percent of students scoring at Reading Achievement Levels 2-5.
- Of the 52 regular middle schools that participated in the 2000 and 2001 FCAT, 18 (35%) showed an increase in the percent of students scoring at Reading Achievement Levels 2-5.
- Of the 32 regular senior high schools that participated in the 2000 and 2001 FCAT, 15 (47%) showed an increase in the percent of students scoring at Reading Achievement Levels 2-5.

Table 33 presents the percent of students scoring at Mathematics Achievement Levels 2-5, based on the Accountability Group for 2000, 2001, and the difference.

Table 33. Percent of Students Scoring at Mathematics Achievement Levels 2-5 for the Accountability Group, for 2000, 2001, and Difference

	<b>2000</b>	<b>2001</b>	<b>Difference</b>
<b>Grade 5</b>	73%	75%	+2%
<b>Grade 8</b>	65%	72%	+7%
<b>Grade 10</b>	67%	77%	+10%

Table 33 provides the following information:

- The percent of Grades 5, 8, and 10 Accountability Group students scoring at Mathematics Achievement Levels 2-5 increased from 2000 to 2001, most notably at Grades 8 and 10.

Table 34 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 2000 and 2001 Accountability Groups.

**Table 34. Number and Percent\* of Schools Increasing, Maintaining, and Decreasing Percent Scoring at Mathematics Achievement Levels 2-5 from 2000 to 2001 for the Accountability Group**

	Total # of Schools	Schools Increasing		Schools Maintaining		Schools Decreasing	
		#	%	#	%	#	%
<b>Elementary (Grade 4)</b>	198	115	58%	9	5%	74	37%
<b>Middle (Grade 8)</b>	52	47	90%	2	4%	3	6%
<b>Senior (Grade 10)</b>	32	32	100%	0	0	0	0

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

Table 34 provides the following information:

- Of the 198 regular elementary schools that participated in the 2000 and 2001 FCAT, 115 (58%) showed an increase in the percent of students scoring at Mathematics Achievement Levels 2-5.
- Of the 52 regular middle schools that participated in the 2000 and 2001 FCAT, 47 (90%) showed an increase in the percent of students scoring at Mathematics Achievement Levels 2-5.
- Of the 32 regular senior high schools that participated in the 2000 and 2001 FCAT, 32 (100%) showed an increase in the percent of students scoring at Mathematics Achievement Levels 2-5.

Appendix D provides a comparison of the 2000 and 2001 Accountability Groups, based on the percent of students scoring at Achievement Levels 2-5 on the FCAT SSS Reading and Mathematics, by individual school. Data are presented for the grade levels used to determine school grades (Grades 4, 8, and 10 in Reading and Grades 5, 8, and 10 in Mathematics). Achievement levels for the other grade levels have not yet been set by the State Board of Education.