

## INTRODUCTION

The Florida Comprehensive Assessment Test (FCAT) is a statewide assessment designed to measure students' skills in Writing, Reading, and Mathematics. The FCAT was developed as a result of the 1991 Education Reform and Accountability Act, which required the creation of state academic standards and an assessment program. The FCAT consists of three distinct components:

- The **FCAT Writing** assesses students' ability to organize and clearly express their thoughts in writing. The FCAT Writing was administered to all eligible students in Grades 4, 8, and 10 in February 2001.
- The **FCAT Sunshine State Standards (SSS)** is designed to assess levels of student proficiency as they relate to the SSS benchmarks in reading and mathematics. The FCAT SSS was administered in March 2001 to measure students' reading and mathematics skills. For the first time, the test 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.
- The **FCAT Norm-Referenced Test (NRT)** compares the performance of Florida's students to the performance of a national norm group. In March 2001, students in grades 3-10 were administered the FCAT NRT component in Reading and Mathematics.

**The FDOE has reported summary scores based on all students tested, regardless of how long they were in attendance at a school and regardless of curriculum group. This report provides 2000 and 2001 District and school level FCAT results based on all students tested and separate reports for each of the three curriculum groups (Standard Curriculum, Exceptional Student Education, and limited English proficient Two Years or Less).** The majority of District and school level FCAT scores in this report are provided for all students tested and for each of the three curriculum groups; the school level gain analyses that are also included in the report are based on the FCAT scores used for accountability purposes. For a complete report on the FCAT scores used for accountability purposes, refer to the Florida Department of Education's (FDOE) *2000-2001 School Accountability Report* to obtain information on individual schools' grades and the criteria used to determine school grades.

Detailed information regarding the District scores on all three components of the FCAT, including results by ethnicity, content area, state, and school, is provided in this report. The first section of the report presents the results of the FCAT Writing; the second section presents the results of the FCAT SSS Reading and Mathematics; and the third section presents the results of the FCAT NRT Reading and Mathematics. Additionally, school level gain analyses for each FCAT component, based on the FCAT scores used for accountability purposes, are provided within each section of the report.

Standard Curriculum students include Gifted, Hospital/Homebound, Speech Impaired students, and limited English proficient (LEP) students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for more than two years. ESE students include all categories of exceptional education students, excluding Gifted, Hospital/Homebound, and Speech Impaired students. LEP Two Years or Less students include students who have been receiving ESOL services for two years or less.

Given that the FCAT SSS was administered at additional grade levels, more students participated in the 2001 FCAT than in previous years. Table 1 depicts the percent of Standard Curriculum, ESE, and LEP Two Years or Less students tested on the FCAT Writing, the FCAT SSS, and the FCAT NRT in 2000 and 2001. Table 1 shows that, although more students participated in the 2001 FCAT, the percent of Standard Curriculum students, as a proportion of the total population of students tested, decreased at each of the grade levels that tested in both 2000 and 2001.

Table 1. FCAT Writing and FCAT SSS and NRT Reading and Mathematics:  
Percent\* of Students Tested in Each Curriculum Group, 2000, 2001, and Difference

	Std. Curriculum			ESE			LEP Two Yrs. or Less		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
	<b>WRITING</b>								
<b>Grade 4</b>	84%	83%	-1%	10%	10%	0	6%	7%	+1%
<b>Grade 8</b>	84%	83%	-1%	11%	10%	-1%	5%	7%	+2%
<b>Grade 10</b>	86%	85%	-1%	8%	7%	-1%	6%	8%	+2%
	<b>SSS READING</b>								
<b>Grade 3</b>	N/A	85%	N/A	N/A	8%	N/A	N/A	8%	N/A
<b>Grade 4</b>	84%	83%	-1%	10%	10%	0	6%	8%	+2%
<b>Grade 5</b>	N/A	82%	N/A	N/A	11%	N/A	N/A	7%	N/A
<b>Grade 6</b>	N/A	81%	N/A	N/A	11%	N/A	N/A	7%	N/A
<b>Grade 7</b>	N/A	81%	N/A	N/A	11%	N/A	N/A	8%	N/A
<b>Grade 8</b>	84%	83%	-1%	10%	10%	0	6%	8%	+2%
<b>Grade 9</b>	N/A	83%	N/A	N/A	8%	N/A	N/A	9%	N/A
<b>Grade 10</b>	86%	85%	-1%	7%	7%	0	7%	8%	+1%

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

Table 1, continued. FCAT Writing and FCAT SSS and NRT Reading and Mathematics:  
Percent\* of Students Tested in Each Curriculum Group, 2000, 2001, and Difference

	Std. Curriculum			ESE			LEP Two Yrs. or Less		
	2000	2001	Diff.	2000	2001	Diff.	2000	2001	Diff.
<b>SSS MATHEMATICS</b>									
<b>Grade 3</b>	N/A	85%	N/A	N/A	8%	N/A	N/A	8%	N/A
<b>Grade 4</b>	N/A	83%	N/A	N/A	10%	N/A	N/A	8%	N/A
<b>Grade 5</b>	83%	82%	-1%	11%	11%	0	6%	7%	+1%
<b>Grade 6</b>	N/A	82%	N/A	N/A	11%	N/A	N/A	7%	N/A
<b>Grade 7</b>	N/A	81%	N/A	N/A	11%	N/A	N/A	8%	N/A
<b>Grade 8</b>	84%	82%	-2%	10%	10%	0	6%	8%	+2%
<b>Grade 9</b>	N/A	83%	N/A	N/A	8%	N/A	N/A	9%	N/A
<b>Grade 10</b>	86%	85%	-1%	7%	7%	0	7%	8%	+1%
<b>NRT READING</b>									
<b>Grade 3</b>	86%	85%	-1%	7%	8%	+1%	7%	8%	+1%
<b>Grade 4</b>	84%	83%	-1%	10%	10%	0	6%	8%	+2%
<b>Grade 5</b>	83%	82%	-1%	11%	11%	0	7%	8%	+1%
<b>Grade 6</b>	82%	81%	-1%	11%	11%	0	6%	7%	+1%
<b>Grade 7</b>	83%	81%	-2%	11%	11%	0	6%	8%	+2%
<b>Grade 8</b>	84%	82%	-2%	10%	10%	0	6%	8%	+2%
<b>Grade 9</b>	85%	83%	-2%	8%	8%	0	7%	9%	+2%
<b>Grade 10</b>	85%	84%	-1%	7%	7%	0	7%	8%	+1%
<b>NRT MATHEMATICS</b>									
<b>Grade 3</b>	86%	85%	-1%	7%	8%	+1%	7%	8%	+1%
<b>Grade 4</b>	84%	83%	-1%	10%	10%	0	7%	8%	+1%
<b>Grade 5</b>	83%	82%	-1%	11%	11%	0	7%	8%	+1%
<b>Grade 6</b>	82%	81%	-1%	12%	11%	-1%	6%	7%	+1%
<b>Grade 7</b>	83%	81%	-2%	11%	11%	0	6%	8%	+2%
<b>Grade 8</b>	84%	82%	-2%	10%	10%	0	6%	8%	+2%
<b>Grade 9</b>	85%	83%	-2%	7%	8%	+1%	7%	9%	+2%
<b>Grade 10</b>	86%	84%	-2%	7%	7%	0	7%	8%	+1%

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