


MEMORANDUM

May 11, 2005

TO: The Honorable Chair and Members of The School Board of Miami-Dade County, Florida

FROM: Rudolph F. Crew, Ed.D., Superintendent of Schools 

SUBJECT: STATE RELEASE OF THE 2005 FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) SSS AND NRT SCORES FOR GRADE 3 AND THE GRADUATION TEST RETAKE RESULTS FOR GRADES 11 AND 12

On Wednesday, May 11, 2005, Governor Jeb Bush and Commissioner of Education John Winn released the official 2005 Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS) and Norm-Referenced Test (NRT) Reading and Mathematics district and school results for grade 3 students and the FCAT graduation test retake results for students in grades 11 and 12. The remainder of the FCAT SSS and NRT Reading and Mathematics scores for students in grades 4 -10 and the FCAT SSS Science results for students in grades 5, 8, and 11 are due to be released later in May.

In Miami-Dade County Public Schools, 29,885 grade 3 students participated in the Spring 2005 FCAT administration. In the FCAT retake administration, over 12,000 grade 11 and 12 students who had not previously taken or passed the graduation test participated in the assessment.

A preliminary analysis of the district's grade 3 FCAT SSS results was submitted to you on May 3, 2005. A review of the official state results bears out the initial positive findings, as noted in the highlights below and the attached District Highlights and Summary Tables.

***Highlights of the Official State Release of the 2005 FCAT
Grade 3 SSS and NRT and Grades 11 and 12 Retake District Results***

Grade 3 FCAT SSS

- The percent of district students scoring at the lowest level, Achievement Level 1, decreased by 4% in reading and 6% in mathematics.
 - The percent of district third graders scoring at the higher achievement levels, levels 3-5 increased by 4% in reading and 7% in mathematics.
 - The observed pattern of decreases in the percent of students scoring in the lowest achievement levels and the corresponding observed pattern of increases in the percent of students scoring in the higher achievement levels held true for all district schools, and for schools statewide. Especially significant are the improvements in achievement for ZONE and STELLAR schools.
 - The district grade 3 average scores increased by 6 points in reading and by 14 points in mathematics.
- C Improvements in average scores for district students are 3 times those made by students statewide in reading, and double the state increase in mathematics.

Grade 3 FCAT NRT: NEW SAT-10 EDITION

- C Both district and state students achieved higher median percentile ranks in mathematics than in reading, continuing an established pattern through the transition to a new test edition.
- C In comparison with the national median percentile rank of 50, district grade 3 students scored below the national median in reading and above the national median in mathematics.
- C Percentile score decreases may be attributable to the change in test edition from 2004 to 2005.

Grades 11 and 12 FCAT Retakes

- C Passing rates in reading decreased for both grades 11 and 12 for the district and the state.
- C In mathematics, the district's percent passing increased by 8 and 5 percentage points at grades 11 and 12, respectively.

Reports of district, state, and school-by-school results are available on the FLDOE's website at <http://fcat.fldoe.org/> .

School shipments of individual student reports for the grade 3 FCAT SSS and the FCAT retake have already been distributed to schools and parents. The individual score reports for the grade 3 FCAT NRT will be forwarded to schools as soon as the shipment is received.

Should you have any questions about the attached results, please contact Dr. Kriner Cash, Chief, Accountability and Systemwide Performance, at 305 995-1814.

RFC/KC/GF:af-v
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Enclosures

cc: School Board Attorney
Superintendent's Senior Staff
Assessment and Data Analysis Staff

**MIAMI-DADE COUNTY PUBLIC SCHOOLS SPRING 2005 FCAT
GRADE 3 SSS AND NRT, AND GRADES 11 AND 12 RETAKE
DISTRICT AND STATE RESULTS**

SECTION I: GRADE 3 FCAT SSS

The information reported below is based on the official Florida Department of Education (FLDOE) release on May 11, 2005. Please note that the results reported are based on all students tested and include Students With Disabilities and Limited English Proficient (LEP) students. The grade 3 results also include students enrolled in grade 3 for the first time and retained third grade students (Tier 2). Approximately 15% of the third graders tested are retained students.

Table 1. Percent of District Grade 3 Students Scoring In Achievement Levels 1, 2, and 3-5, for 2003, 2004, and 2005 for Reading and Mathematics For All Grade 3 Students Tested, All Schools

READING	2003 Percent of ALL Students	2004 Percent of ALL Students	2005 Percent of ALL Students	Difference 04-05
Level 1	31	29	25	-4
Level 2	15	14	14	0
Levels 3-5	53	57	61	+4
MATHEMATICS	2003 Percent of ALL Students	2004 Percent of ALL Students	2005 Percent of ALL Students	Difference 04-05
Level 1	25	24	18	-6
Level 2	19	20	18	-2
Levels 3-5	56	56	63	+7

- C In reading, 25% of grade 3 students scored in Achievement Level 1 in 2005, as compared to 29% in 2004, a 4% decrease from the prior year.
- C In mathematics, 18% of grade 3 students scored in Achievement Level 1 in 2005, as compared to 24% in 2004, a 6% decrease from the prior year.
- C The percent of Level 2 students remained constant at 14% in reading; the percent in Level 2 in mathematics decreased from 20% to 18%.
- C The percent scoring in Levels 3 - 5 increased in 2005: from 57% to 61% in reading and from 56% to 63% in mathematics. This indicates that a substantial majority of district grade 3 students scored at the highest achievement levels.

Figures 1 and 2 on the following page graphically display the percent of district and state students scoring in Achievement Levels 1, 2, and 3-5, for the district and the state, in 2003, 2004, and 2005.

Grade 3 FCAT SSS Reading & Mathematics
Percent of Students Scoring at Achievement Levels 1, 2 and 3-5
2003, 2004, and 2005, District and State, All Students Tested

Figure 1 Reading

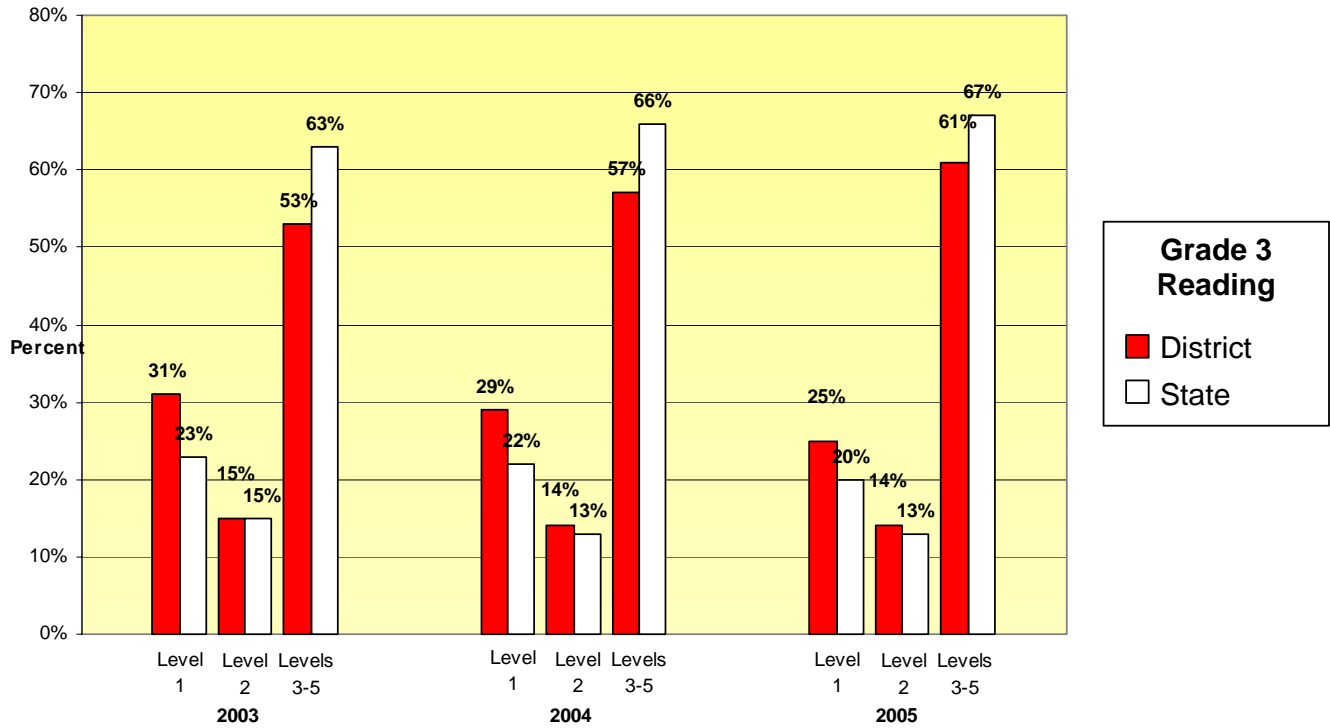


Figure 2 Mathematics

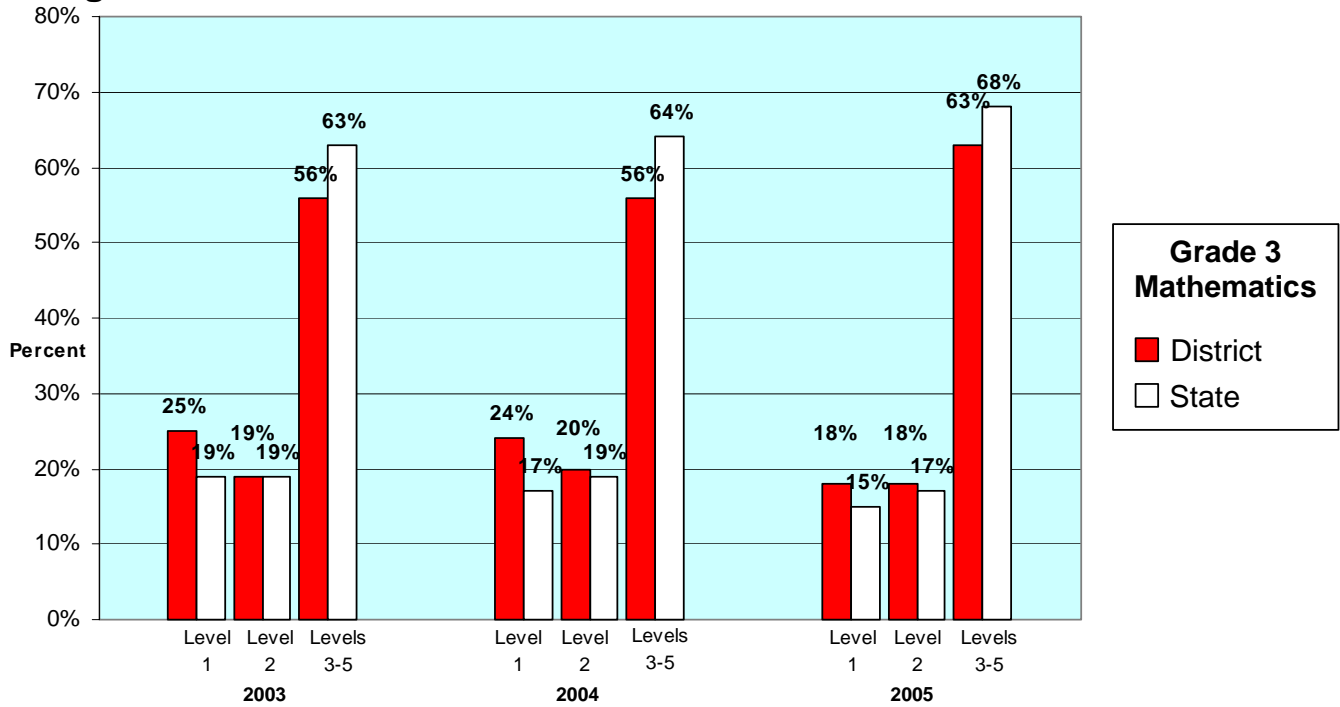


Table 2. Percent of District Grade 3 Students Scoring In Achievement Levels 1, 2, and 3-5, for 2004 and 2005 in Reading and Mathematics, All Students Within ZONE Schools and the State

READING	State Percent of ALL Students		ZONE Percent of ALL Students		Difference 04-05 ZONE SCHOOLS
	2004	2005	2004	2005	
Level 1	22	20	51	41	-10
Level 2	13	13	14	21	+7
Levels 3-5	66	67	35	38	+3
MATHEMATICS	State Percent of ALL Students		ZONE Percent of ALL Students		Difference 04-05 ZONE SCHOOLS
	2004	2005	2004	2005	
Level 1	17	15	42	33	-9
Level 2	19	17	23	24	+1
Levels 3-5	64	68	35	43	+8

- C The percent of grade 3 students attending ZONE schools who are scoring at Achievement **Level 1**:
 - C **decreased by 10%** in reading
 - C **decreased by 9%** in mathematics

- C The percent of grade 3 students attending ZONE schools who are scoring at Achievement **Level 2**:
 - C **increased by 7%** in reading
 - C **increased by 1%** in mathematics

- C The percent of grade 3 students attending ZONE schools who are scoring at the higher Achievement **Levels 3-5**:
 - C **increased by 3%** in reading
 - C **increased by 8%** in mathematics

- C The achievement gap is narrowing: performance gains made by ZONE students outpaced the gains of students statewide in both reading and mathematics.

Table 3. Percent of District Grade 3 Students Scoring In Achievement Levels 1, 2, and 3-5, for 2004 and 2005 in Reading and Mathematics, All Students Tested Within STELLAR Schools and the State

READING	State Percent of ALL Students		STELLAR Percent of ALL Students		Difference 04-05 STELLAR Schools
	2004	2005	2004	2005	
Level 1	22	20	44	36	-8
Level 2	13	13	17	18	+1
Levels 3-5	66	67	39	46	+7
MATHEMATICS	State Percent of ALL Students		STELLAR Percent of ALL Students		Difference 04-05 STELLAR Schools
	2004	2005	2004	2005	
Level 1	17	15	35	25	-10
Level 2	19	17	25	23	-2
Levels 3-5	64	68	40	52	+12

- C The percent of grade 3 students attending STELLAR schools who are scoring at Achievement **Level 1**:
 - C **decreased by 8%** in reading
 - C **decreased by 10%** in mathematics

- C The percent of grade 3 students attending STELLAR schools who are scoring at Achievement **Level 2**:
 - C **increased by 1%** in reading
 - C **decreased by 2%** in mathematics

- C The percent of grade 3 students attending STELLAR schools who are scoring at the higher Achievement **Levels 3-5**:
 - C **increased by 7%** in reading
 - C **increased by 12%** in mathematics

- C The achievement gap is narrowing; performance gains made by STELLAR students outpace the gains of students statewide in both reading and mathematics.

Average FCAT SSS scores are also reported on the traditional scale of 100 to 500 and are presented in Table 4.

Table 4. FCAT SSS Average Reading and Mathematics Scale Scores for 2003, 2004, 2005, and Difference 2004 to 2005, for All Grade 3 Students Tested, for the District and the State

GRADE 3	2003	2004	2005	Difference 04-05
READING				
District	284	288	294	+6
State	298	303	305	+2
MATHEMATICS				
District	297	296	310	+14
State	308	310	317	+7

Note: Scale scores range from 100 to 500.

Table 4 provides the following information:

- C The district grade 3 reading average score increased by 6 points from 2004 to 2005, as compared to the state increase of 2 points.
- C The district grade 3 mathematics average score increased by 14 points, while the state average increased by 7 points.
- C Improvements in average scores for district students are three (3) times those made by students statewide in reading, and double the state increase in mathematics.

SECTION II: GRADE 3 FCAT NRT

Results from the Grade 3 2005 FCAT NRT are provided in Table 5, below. It is important to keep in mind that the test edition used changed in 2005. In 2004 and earlier, the FCAT NRT was based on the *Stanford Achievement Test, Ninth Edition* (SAT-9), while the 2005 FCAT NRT is based on the tenth edition of the test, the SAT10.

Because the test edition has changed, caution should be used when interpreting data which presents results in a two year comparison from 2004 to 2005. The 2004 SAT-9 scores are based on 1995 norms, while the 2005 SAT-10 scores are based on 2002 norms. The two editions of the SAT are not parallel; therefore, differences in scores may be due to changes in the editions and not necessarily changes in student performance.

The 2005 FCAT NRT (SAT-10) was administered to more than 29,700 third grade students.

Table 5. FCAT NRT Reading Comprehension and Mathematics Median Percentiles for 2003, 2004, and 2005, District and State for All Grade 3 Students Tested

GRADE 3	2003 SAT-9	2004 SAT-9	2005 SAT-10	Number Tested
READING				
District	53	53	43	29,708
State	61	62	50	201,925
MATHEMATICS				
District	59	59	54	29,717
State	66	68	62	201,794

Note: The national median percentile is 50.

A review of Table 5 indicates:

- C Both district and state grade 3 students achieved higher median percentile ranks in mathematics than in reading, continuing an established pattern through the transition to a new test edition.
- C In comparison with the national median percentile of 50, district grade 3 students scored below the national average in reading.
- C In mathematics, the district grade 3 median percentile score of 54 is four (4) points above the national average.

SECTION III: FCAT GRADUATION RETAKE GRADES 11 AND 12

Background

The March 2005 FCAT administration was the last opportunity for grade 12 students who had not yet taken or passed the FCAT Reading and/or Mathematics portions, to meet Florida's testing requirement prior to their scheduled graduation date.

The first FCAT graduation administration takes place in the spring of the tenth grade. Students who participate in subsequent re-administrations of the FCAT represent a small proportion of the population, and include students who are taking the FCAT for the first time (i.e., new to the state) as well as students who have previously attempted the test one or more times.

Effective with the 2004 administration, students must attain a score of 300 (on a scale from 100 - 500) on both the reading and mathematics portion in order to pass. Prior to that, passing scores were 287 and 295, respectively.

Factors to Consider

Duplicate counts: Please note that the number tested are reported by subtest. These figures can not be added to represent the total number tested because they contain duplicate counts (i.e., some students took both the reading and the math; some took only one subtest).

Variations in Number Tested: The re-administrations are NOT census administrations. That is, the number of students tested varies from year to year and from school to school. Interpretations about changes in passing rates should be made with caution.

Tables 6 and 7 on the following page provide information only on those students who were identified as grades 11 or 12 in the March administration in 2004 and in 2005. Although students who were tested on the March graduation test retake administration include students retained in grade 10 and students in grades 11, 12, 13, and adult, the numbers tested in the other grades are too small to allow for appropriate comparisons.

Table 6: Number and Percent of Retake Students Passing Reading, Grades 11 and 12, District and State, 2004 and 2005

READING					
Retakers		District		State	
		Number Tested	Percent Passing	Number Tested	Percent Passing
Grade 11	2004	7,629	28	41,801	33
	2005	8,298	19	49,092	25
Grade 12	2004	4,469	30	20,762	34
	2005	3,853	15	18,904	20

Table 7: Number and Percent of Retake Students Passing Mathematics, Grades 11 and 12, District and State, 2004 and 2005

MATHEMATICS					
Retakers		District		State	
		Number Tested	Percent Passing	Number Tested	Percent Passing
Grade 11	2004	4,885	24	27,156	29
	2005	5,398	32	29,846	38
Grade 12	2004	2,612	25	12,204	26
	2005	2,463	30	11,593	35

A review of Tables 6 and 7 indicates:

- C At both the state and district levels, more students participated in the reading portion of the FCAT graduation retake test than in the mathematics portion. Grade 12 students participating in the Spring 2005 graduation retake administration represent approximately 18% of the district's senior class in reading and 12% in mathematics.
- C Passing rates in reading decreased for both grades 11 and 12 for the district and the state.
- C In mathematics, the district's percent passing increased by 8 and 5 percentage points at grades 11 and 12, respectively.
- C The state passing rate in mathematics also increased as compared to 2004.