

FCAT READING AND MATHEMATICS

The Florida Comprehensive Assessment Test ([FCAT](#)) was designed to measure students' achievement of Florida's New Generation Sunshine State Standards (FCAT 2.0). The test questions on FCAT measure benchmarks that identify what students are expected to know and be able to do in reading and mathematics.

The FCAT section of the Gold Report gives the percentage of students at levels 1, 2, 3, 4, and 5. It also gives the percentage of students in level 2 and above, and in level 3 and above. This information is listed for both the reading and mathematics tests.

Below the level information are the average FCAT Mean Scale Scores ([SS](#)) ranging from 140-302 for all of the students in this school, area, or district. Even though the highest and lowest scale scores are the same for the reading and mathematics tests, the mean scores from the two different tests cannot be directly compared.

The five FCAT achievement levels are:

Level 5: Performance at this level indicates that the student has success with the most challenging content of the Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

Level 4: Performance at this level indicates that the student has success with the challenging content of the Standards. A Level 4 student answers most of the questions correctly but may have only some success with questions that reflect the most challenging content.

Level 3: Performance at this level indicates that the student has partial success with the challenging content of the Standards. A Level 3 student answers many of the questions correctly but is generally less successful with questions that are most challenging.

Level 2: Performance at this level indicates that the student has limited success with the challenging content of the Standards.

Level 1: Performance at this level indicates that the student has little success with the challenging content of the Standards.

There are no FCAT 2.0 math tests for grades 9 and 10.

Asian, American Indian, and Mixed Race are not reported in this section.

FCAT WRITING

The [FCAT Writing test](#) requires students to respond in writing to a specific topic, which is also called a prompt. Different prompts (Narrative, Expository or Persuasive) are given each year at each grade level. Not all prompts are given at all grades in all years. FCAT Writing is given at grades 4, 8 and 10.

FCAT Writing is scored on a 6-point scale. The results of the tests are reported in total mean scores and percent scoring at each point value.

As the standard for passing has changed over time, the Gold Report also shows the percent of those scoring 3.0 and above (passing standard FY1999-FY2004, FY2012), 3.5 and above (passing standard FY2005-FY2010, FY2013), and 4.0 and above (passing standard for FY2011).

NOTE: The rubric for scoring the FCAT Writing test became more demanding in FY2012. Therefore, writing scores tended to be lower starting with this year.

Asian, American Indian, and Mixed Race are not reported in this section.

FCAT SCIENCE

The Florida Comprehensive Assessment Test ([FCAT](#)) Science is given in grades 5 and 8. The test questions on FCAT Science measure benchmarks from the New Generation Sunshine State Standards (FCAT 2.0) that identify what students are expected to know and be able to do in Science.

The FCAT Science section of the Gold Report gives the percentage of students at levels 1, 2, 3, 4, and 5. It also gives the percentage of students in level 3 and above. Below the level information are the average FCAT Mean Scale Scores ([SS](#)) ranging from 140-302 for all of the students in this school, area, or district.

The five FCAT achievement levels are:

Level 5: Performance at this level indicates that the student has success with the most challenging content of the Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

Level 4: Performance at this level indicates that the student has success with the challenging content of the Standards. A Level 4 student answers most of the questions correctly, but may have only some success with questions that reflect the most challenging content.

Level 3: Performance at this level indicates that the student has partial success with the challenging content of the Standards. A Level 3 student answers many of the questions correctly, but is generally less successful with questions that are most challenging.

Level 2: Performance at this level indicates that the student has limited success with the challenging content of the Standards.

Level 1: Performance at this level indicates that the student has little success with the challenging content of the Standards.

Starting in FY2012, the FCAT Science test is no longer administered at grade 11.

Asian, American Indian, and Mixed Race are not reported in this section.

END-OF-COURSE (EOC)

End-of-Course (EOC) tests are computer-based criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific high school level courses.

The subjects are Algebra 1 (first reported in FY2012), Geometry (first reported in FY2013), Biology 1 (first reported in FY2013), U.S. History (first reported in FY2014), and Civics (to be reported in FY2015).

The EOC section of the Gold Report gives the percentage of students at levels 1, 2, 3, 4, and 5. It also gives the percentage of students passing (level 3 and above).

Below the level information are the average EOC Mean Scale Scores ([SS](#)) ranging from 325 – 475, for all of the students in this school, area, or district.

The five EOC achievement levels are:

Level 5: Performance at this level indicates that the student has success with the most challenging content of the Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

Level 4: Performance at this level indicates that the student has success with the challenging content of the Standards. A Level 4 student answers most of the questions correctly but may have only some success with questions that reflect the most challenging content.

Level 3: Performance at this level indicates that the student has partial success with the challenging content of the Standards. A Level 3 student answers many of the questions correctly but is generally less successful with questions that are most challenging.

Level 2: Performance at this level indicates that the student has limited success with the challenging content of the Standards.

Level 1: Performance at this level indicates that the student has little success with the challenging content of the Standards.

Asian, American Indian, and Mixed Race are not reported in this section.

DEMOGRAPHIC DATA

Demographic Data - The "N" column shows the number of students enrolled in an area, district or school. The % column shows the participation rate in each category.

"All students" shows the total number of students enrolled on the report. The percent represents the proportion of White, Black, Hispanic, Asian, American Indian, mixed race, male and female enrollment. For example, if the total enrolled is 1750 and 850 are white, the percent white is 850 divided by 1750, multiplied by 100 and rounded to 49%.

"Free/reduced lunch - FRL" indicates the number of students participating in this program. The percent is obtained by dividing the number of students receiving free or reduced lunches in each category (white, black, etc.) by the total number of students in each category.

"ELL - English Language Learners" counts and "ESE - Exceptional Student Education" counts follow the standard premise. Each show the number of students participating in the appropriate program for the time frame shown. The percent represents the number of students participating, divided by the total number of students in each category, multiplied by 100 and rounded. For example, if the total number of blacks in a school is 520 and 50 are in gifted programs, this would produce a 10% participation rate.

"Absentee rate" gives the number and percent of average daily absences for a given time period. The count represents the average daily absences. The percentage is derived by dividing the average daily absences by the average daily membership.

DISCIPLINARY DATA

Discipline data shown is for "IN-SCHOOL SUSPENSION" and "OUT-OF-SCHOOL SUSPENSION".

This data is retrieved from the student discipline file and accumulated for the time period shown on the report.

UNDUPLICATED means that a student is counted only once regardless of the number of times or the number of days suspended.

The percent is calculated based on the membership in that area, district, or school.

END-OF-YEAR DISCIPLINARY DATA

Discipline data shown is for "IN-SCHOOL SUSPENSION" and "OUT-OF-SCHOOL SUSPENSION".

This data is retrieved from the student discipline file and accumulated for the end-of-year total.

The percent is calculated based on the membership in that area, district, or school.

A student is counted only once regardless of the number of times or the number of days suspended.

AMERICAN COLLEGE TESTING (ACT)

The American College Testing ([ACT](#)) is used to determine College Readiness.

Mean scores (SS) ranging from 1 - 36 are calculated by averaging the scores of all students who took the test, including ESE and LEP students.

Participation rates are calculated by dividing the number of test takers by the enrollment for the second nine weeks.

Asian, American Indian, and Mixed Race are not reported in this section.

SCHOLASTIC APTITUDE TEST (SAT)

The Scholastic Aptitude Test ([SAT](#)) is used to determine College Readiness. The test may be taken any time during a student's career and this data shows the highest score of high school seniors.

Mean scores (SS) ranging from 200-800, are calculated by averaging the scores of all students who took the test, including ESE and LEP students.

Participation rates are calculated by dividing the number of test takers by the enrollment figures for the second nine weeks.

Asian, American Indian, and Mixed Race are not reported in this section.

PRELIMINARY SCHOLASTIC APTITUDE TEST / NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT)

The Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test ([PSAT/NMSQT](#)) is used to determine College Readiness. It was given at different grade levels in different years in Palm Beach County.

Since 2007 the district administered the PSAT to all 10th graders, and in FY2010 all 9th graders were given the PSAT as well.

Mean scores (SS) range from 20-80 and are calculated by averaging the scores of all students who took the test, including ESE and LEP students.

Participation rates are calculated by dividing the number of test takers by the school enrollment as of the date the PSAT was administered in the district.

The 10th grade PSAT participation rate calculated by the College Board used a different school enrollment date, and therefore the data reported here may differ from the participation rate published by College Board.

Asian, American Indian, and Mixed Race are not reported in this section.

POSTSECONDARY EDUCATION READINESS TEST (P.E.R.T.)

The Postsecondary Education Readiness Test ([P.E.R.T.](#)) is used to determine College Readiness. It is given to selected students in grade 11 and 12 in Palm Beach County.

The highest score for each subject accross all administrations for 12th graders is reported.

Mean scores (SS) ranging from 50-150, are calculated by averaging the scores of all students who took the test, including ESE and LEP students.

Asian, American Indian, and Mixed Race are not reported in this section.