

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT**

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September 18, 2008

TO: School Board Members

FROM: Joanne W. Harrison, Ed.D., Deputy Superintendent
Educational Programs & Student Support

VIA: James F. Notter
Superintendent of Schools

SUBJECT: FCAT CULTURE AND STUDENT ACHIEVEMENT

In the spring of 2008, School Board members requested a survey of District students, teachers, principals, and parents about the Florida Comprehensive Assessment Test (FCAT) culture at their school. The attached brief presents the results of those surveys, as well as preliminary analyses of the relationship between schools' FCAT culture and student performance.

Because the circumstances did not permit the use of a true experimental design, including random assignment to groups, the present study represents a correlational investigation of the relationship between FCAT culture (i.e., perceptions and activities) and FCAT performance in District schools. Quasi-experimental designs and correlational analyses elucidate relationships that reflect the co-occurrence of phenomena, but do not establish a causative effect. That is, causal inferences in regard to the results presented here are not possible. In addition, these preliminary analyses were not designed to capture data related to the specifics of the strategies being utilized by schools to prepare students for FCAT. Consequently, caution should be exercised in any attempt to develop interventions based upon these findings.

However, the present findings do reflect some strong associations that should be considered.

- Students who reported high levels of anxiety tended to register lower FCAT performance.
- Principals who reported high levels of FCAT anxiety tended to have students and teachers who also reported high levels of FCAT anxiety in their schools.
- Teachers who reported high levels of FCAT anxiety tended to teach students who also reported high levels of FCAT anxiety, although the relationship between student anxiety and FCAT performance cannot be accounted for by teacher anxiety.
- Schools with high levels of anxiety among students and teachers tended to also be schools with high levels of FCAT preparation activities and practice. However, the relationship between student anxiety and FCAT performance also cannot be accounted for by the level of FCAT practice and FCAT activities in the schools.

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The present findings suggest that the observed inverse relationship between students' FCAT anxiety and FCAT performance is largely explained by the school's *prior* FCAT performance at the middle and high school levels. At all levels, the relationship between students' FCAT anxiety and performance appears to be little affected by teacher anxiety or by a school's level of FCAT practice and activities. Although this was a correlational investigation and no causal effect can be assumed, there is an extensive body of classic psychological literature which indicates that moderate levels of anxiety promote optimal performance, while both high *and* low levels of anxiety are associated with decreased achievement. Consequently, it would be prudent to identify and implement methods for preparing students to succeed on the FCAT, while keeping associated anxiety at moderate levels.

The FCAT Task Force has recently presented recommendations to the District's Executive Leadership Team and to the School Board. All solutions with the capacity to maintain vigilance, while minimizing undue anxiety must be explored. The attached Research Brief will be provided to the Executive Leadership Team to facilitate the development of appropriate interventions. Questions or comments concerning these analyses should be addressed to **Dr. Katherine Blasik, Associate Superintendent, Research Development & Assessment at 754-321-2470, or Dr. Russell Clement, Director, Research Services at 754-321-2500.** This Research Brief may be accessed via the Research Services Web site (http://www.broward.k12.fl.us/research_evaluation/ResearchServices.htm).

JFN/JWH/KAB/RWC:gks

Attachment

cc: Executive Leadership Team
Paul Houchens, Director, Student Assessment & School Performance
Area Directors
Principals

Research Brief



FCAT Culture and Student Achievement

Diplomas, grade-level promotions, and teacher bonuses hinge on student performance on the Florida Comprehensive Assessment Test, commonly called the FCAT (Shah, 2008, March). Florida School Grades and federal criteria related to Adequate Yearly Progress (AYP) are also based upon FCAT performance. In addition to routine academic test preparation activities, such as practice tests and daily vocabulary practice, many schools have also added non-academic preparation activities that include pep rallies and the creation and display of FCAT-related signs, posters, and banners. A number of schools offer students incentives, such as parking spaces, pizzas, iPods, and exemption from final exams, as rewards for FCAT success (Shah, 2008, March).

At the beginning of the 2007-08 academic year, The School Board of Broward County, Florida, expressed concern that efforts to prepare students for the FCAT were compromising students' educational opportunities in regard to non-FCAT-related courses (Johnson, 2007). Schools were challenged to ramp down FCAT preparation activities, such as practice tests, pep rallies, classroom posters, and FCAT vocabulary practice. More than 50,000 high-performing students were exempted from the District practice exam, the Benchmark Assessment Test, also known as the BAT (Notter, 2008; Shah, 2008, February). An FCAT Task Force with membership including District administrators, principals, teachers, District Advisory Council (DAC) members, parents, and community members was formed to provide advice related to District efforts to temper FCAT-related anxiety.

Broward has been credited with leading the resistance to FCAT frenzy. Florida lawmakers agree that it is necessary to shift the focus from test performance to active learning, although consensus has not been achieved related to the strategies that are most likely to support this initiative (Shah, 2008, March). Recently, the legislature voted to reduce the impact of FCAT performance in the calculation of school grades for high schools, to increase the impact of other scholastic measures and to move the test to later in the school year (Johnson, Bushhouse, & Solomon, 2008; Kleindienst, 2008). Governor Charlie Crist signed the bill into law on June 30, 2008. While the law mandates that graduation rates and AP enrollment be included in the calculation of high school grades (thus reducing the impact of FCAT), elementary and middle schools will continue to be graded solely on FCAT scores (Kaczor, 2008).

In the spring of 2008, School Board members requested a survey of District students, teachers, principals, and parents about the FCAT culture at their school. This report presents the results of those surveys, as well as an analysis of the relationship between schools' FCAT culture and student performance.

Method

The present investigation relies upon two independent sources of data:

- Broward County Public Schools (BCPS) students, teachers, principals, and parents were surveyed to assess their perceptions regarding FCAT attitudes and practices at their respective schools; and
- FCAT performance data.

Survey Administration

The FCAT survey administration window was during the month following the FCAT examination and coincided with the Annual Customer Survey, April 7-25, 2008. The FCAT survey was made available to BCPS students, teachers, principals, and parents in an online format that was enabled and administered with assistance from Education Technology Services (ETS). The student and teacher versions of the survey were administered in conjunction with the Annual Customer Survey. Upon completion of the Customer Survey, participants were presented with the FCAT survey items.

Principals and parents were also afforded the opportunity to complete their respective surveys online. Principals were notified of the survey via E-mail, with periodic reminders sent during the survey window. Parents were notified of the survey via the District's Parent Link robotic phone calling service and the browardschools.com Web site. Schools were also encouraged to notify parents of the survey via the school marquee, newsletters, and other school-home communications. In an effort to control access to the survey and prevent any one individual from responding multiple times, access to the survey was provided via the Data Warehouse's Virtual Counselor. Principals and parents were provided with a link to access the survey after successfully logging onto the Virtual Counselor. Once the survey was completed in conjunction with a given Virtual Counselor account, further access to the survey was denied through that account.

All schools were eligible to participate. Results reflect responses from the District's traditional schools, as well as the three Pembroke Pines Charter schools (elementary, middle, and high). Unless otherwise noted, the responses of all stakeholders are reflected in the analyses. Survey analyses included a summary of responses for each group, as well as relevant comparisons between the perceptions of these groups.

FCAT Performance Data

The school-level FCAT performance data (percentage of proficient students in Reading and Mathematics) were obtained from the Florida Department of Education's (FDOE) Web site on July 8, 2008 (<http://www.fldoe.org>). The student-level FCAT examination scores used herein were extracted from FDOE files that were initially sent to individual school districts on June 5, 2008.

Analyses of the Relationship Between FCAT Attitudes, Activities, and Performance

By necessity, analyses for the present study that investigate the relationship between the perceptions of the various groups related to FCAT culture and actual student performance include only those students for whom both survey responses and FCAT scores were available.

Scoring rubrics

In order to investigate the relationship between FCAT culture and performance, rubrics were developed from the survey items to construct measures of FCAT activities, FCAT practice, and FCAT anxiety. The rubrics were theoretically derived as indices to reflect higher or lower levels of engagement in FCAT activities and levels of practice at a school or anxiety related to FCAT participation. The rubrics differed only slightly across the groups to reflect differences in questions across the surveys for the four groups. Discussion related to each analysis specifies which of the rubrics was used.

- The “anxiety composite” rubric is based mainly on self-report responses to personal levels of FCAT anxiety. Additional questions that may reasonably be assumed to be related to anxiety (e.g., reductions in teaching of content), increase the anxiety composite score. Note that some analyses are based entirely upon the self-response to the anxiety survey question, while other analyses reflect a measure of the anxiety composite score.
- The FCAT “activities/practice” rubric provides a measure of engagement in FCAT pep rallies, workshops, newsletter articles, and incentives, as well as the degree to which students are engaged in practicing FCAT-type questions and essays.
- For some analyses, the FCAT-related “activities” are separated from the FCAT “practice” items for the purposes of comparing the relationship between student practice on FCAT questions and schools’ engagement in other types of FCAT activities (e.g., pep rallies, workshops, newsletter articles, etc.).

The present study is a correlational investigation of the relationship between perceptions, activities, and performance in regard to FCAT culture in District schools. Descriptive statistics were used to summarize the perceptions of students, teachers, principals, and parents in regard to FCAT practices and activities in their respective schools. Correlational analyses were used to investigate the relationship between the variables related to FCAT culture and student FCAT performance in the District; however, these analyses should not be interpreted as a demonstration of causal relationships. In addition, these preliminary analyses were not designed to capture data related to the specifics of the strategies being utilized by schools to prepare students for FCAT. Consequently, caution should be exercised in any attempt to develop interventions based upon these findings.

Results

Survey Response Rates

Survey response rates varied across respondent groups. Students and teachers were surveyed in conjunction with the Annual Customer Survey and registered higher response rates than the principals and parents who participated in stand-alone administrations.

Student participation rates were calculated from the 2007-08 twentieth day count (The School Board of Broward County, 2007). Grade 3-12 students at traditional District elementary, middle, and high schools; City of Pembroke Pines charter schools; and Alternative and Exceptional

Centers responded to the survey. Responses from 130,215 students represent an overall estimated response rate of 72.3%, with response rates of 79.7% for elementary level students, 68.0% for students at middle and high schools, and 25.9% for District center students.

Participation rates for instructional staff were calculated based upon data compiled for the BCPS Customer Survey. Participants providing responses to the teacher survey represented instructional staff at traditional District elementary, middle, and high schools; City of Pembroke Pines charter schools; Alternative Centers, Exceptional Centers, and Alternative/Adult High Schools. Responses from 10,445 instructional staff represent an overall response rate of 63.2%, with estimated response rates of 65.1% for teachers at the elementary level, 60.9% at the middle level, 61.9% at District high schools, and 59.5% at centers.

Participants providing responses to the principal survey represented District elementary, middle, and high schools, as well as Alternative Centers, Exceptional Centers, and Alternative/Adult High Schools. Approximately 62% of principals ($n=141$ out of 226) responded to the survey, yielding an overall response rate of 62.4%. This represents a principal participation rate of 80.4% at elementary schools ($n=111$), 38.1% at middle schools ($n=16$), 36.7% at high schools ($n=11$), and 18.8% at alternative, exceptional, and technical centers ($n=3$). Note that when the number of responses and response rates are low (as they are in this case for principals at middle schools, high schools, and centers), results must be viewed with caution. Data reflecting all principal responses are presented in Appendix C, but data related to principals at middle schools, high schools, and centers are not discussed in the text.

Participation in the FCAT survey was available to all parents. Despite notification efforts including Parent Link communications, browardschools.com links, and communications from schools, the response rate for parents was very low ($< 1\%$; $n=2,035$). Responses provided by these parents are presented in Appendix D. However, due to the low response rate, which precludes generalization of these findings, no further discussion of parent data is provided.

Survey Responses

The appendices provide a summary of responses for each survey item for all the respondent groups (student, teacher, principal, and parent survey data are provided in Appendices A, B, C, and D, respectively).¹ As previously indicated, low response rates for parents and for principals at middle and high school levels are cause for concern in the interpretation of findings for these groups. Consequently, analyses and discussion in the report herein will focus primarily on responses received from students and teachers at all levels, and elementary school principals.

Review of the survey response data revealed:

- Nearly three-quarters of students (72.7%) and teachers (74.9%) indicated that they engaged in daily or weekly practice answering FCAT-format questions, with the highest rate at elementary schools (84.7%). Over 95% of elementary school principals indicated that students engage in at least weekly FCAT-format question practice.

¹ Student survey data for Collins Elementary and Rickards Middle Schools were incomplete; the data for students at those schools were removed from the analyses of student survey responses.

- Less than half (40.7%) of the students indicated that they engaged in daily or weekly practice writing FCAT-type essays, with elementary students reporting the highest rate (52.2%). Across all levels, more than half of the teachers who responded (55.0%) indicated that students engaged in weekly practice writing FCAT-type essays. Rates were highest for middle school teachers (58.6%) and high schools (58.8%), followed by elementary schools (52.5%). A large majority of elementary principals (80.2%) indicated that students engaged in weekly practice writing FCAT-type essays.
- Nearly three-quarters of all responding students (70.3%) and teachers (72.5%) indicated that their school displayed FCAT-related slogans on signs, banners, or other media. The highest student rate was reported by middle school students (74.4%), while the highest teacher rate was at high schools (84.4%). Less than half (44.1%) of responding elementary principals reported these types of displays at their school.
- Less than half (46.7%) of the students who responded reported that they had attended a “pep rally” or other event to focus on the FCAT. Over half (57.8%) of teachers reported that their school offered “pep rallies” or other special assemblies to relay information or discuss FCAT with students. The rate was 40.9% for elementary school principals.
- A majority (63.9%) of students reported that their school offered after-school or Saturday FCAT workshops, with the highest rate at high schools (77.1%). Similarly, a large majority of teachers (84.0%) and elementary principals (91.9%) reported that their school offered after-school FCAT workshops for parents and/or students. The highest teacher rate was at the high school level (91.1%).
- More than three-quarters (77.0%) of students reported that they felt calm and focused on the day of the FCAT. The rate was highest for elementary school students (84.4%).
- More than half (52.9%) of all responding students reported that their school offered incentives or rewards for FCAT performance, as compared to approximately one-third (34.6%) of all teachers who responded similarly. Less than half of elementary (44.1%) school principals reported offering incentives or rewards for FCAT performance.
- A majority (68.2%) of responding middle and high school students indicated that they felt they could have learned more about the subjects they studied this year, if less time was spent preparing for the FCAT. Elementary students did not respond to this question.
- Across all levels, approximately half of responding teachers (55.5%) and principals (47.1%) reported a perception that preparation for FCAT impeded teachers’ ability to deliver content-area instruction.
- A majority of high school students (65.4%) and teachers (51.1%) reported that their school provided opportunities for students to prepare for the SAT or ACT, as an alternative to the FCAT for fulfilling the high school graduation requirement.
- More elementary students (74.2%) reported that teachers usually or always discussed the FCAT in class, compared to 70.3% at middle school and 58.0% at high school.
- Approximately one-quarter of students who responded (25.5%) reported high levels of FCAT anxiety (8 or more on a scale of 1-10), with the highest proportion reported by elementary students (32.3%). More than one-third of teachers (38.3%) reported a high level of FCAT anxiety. Proportions were similar for teachers at the elementary (39.9%), middle (38.9%), and high school (35.7%) levels. Approximately half of responding elementary principals (51.4%) reported high FCAT anxiety.

- Approximately half (51.1%) of middle and high school students who responded indicated a perception that most of the curriculum instruction was spread across the entire school year. Elementary level students did not receive this question.
- Approximately half (48.9%) of responding middle, high, and center teachers indicated that their school suspended curriculum in order to prepare students for FCAT. Teachers at the elementary level did not receive this question.
- More high school teachers (83.6%) reported that FCAT was usually or always a topic of staff meetings, as compared to middle school (78.1%) and elementary school teachers (64.1%). Less than half of elementary (43.2%) school principals who responded indicated that the FCAT is usually or always at topic at staff meetings.
- More high school teachers (77.8%) reported that FCAT was usually or always referenced in school newsletters and/or other communications with parents, as compared to middle (73.2%) and elementary teachers (62.1%). The rate was 28.8% for elementary principals.
- More than half of elementary principals who responded (50.4%) reported that FCAT was usually or always a topic of School Advisory Council (SAC) meetings.

FCAT Anxiety Across Groups

Table 1 displays the relationship between the anxiety composite scores of individual principals and the mean anxiety composite scores of students and teachers by school level. That is, each principal's anxiety composite score is related to the mean anxiety composite score of teachers and students at their respective schools. Results indicate the following:

- At the elementary school level:
 - Principals' self-reports of anxiety are significantly positively correlated with students' anxiety, but not teacher anxiety. That is, principals and students reported similar levels of anxiety, although the magnitude of the effect ($r^2=0.08$) shows a very weak relationship with only about 8% of the common variance explained.
 - Teachers' self-reports of anxiety are also significantly correlated with students' anxiety. Again, however, the magnitude of the effect shows a very weak relationship.
 - There is no relationship between principals' and teachers' self-reported levels of FCAT anxiety, as measured by the anxiety composite score.

Table 1

Correlations Reflecting the Relationship Between Mean Anxiety Composite Scores of Principals, Teachers, and Students by School Level

| | Mean Student Anxiety | Mean Teacher Anxiety |
|----------------------|----------------------|----------------------|
| Elementary | | |
| Mean Teacher Anxiety | .205* (n=138) | --- |
| Principal Anxiety | .280** (n=110) | .114 (n=110) |
| Middle | | |
| Mean Teacher Anxiety | .689** (n=41) | --- |
| Principal Anxiety | .715** (n=15) | .704** (n=15) |
| High | | |
| Mean Teacher Anxiety | .677** (n=31) | --- |
| Principal Anxiety | -.520 (n=11) | .054 (n=11) |

* $p < 0.05$, ** $p < 0.01$

- At the middle school level:
 - Significant positive correlations indicate that principals, teachers, and students all reported similar levels of FCAT anxiety, as measured by the anxiety composite score.
- At the high school level:
 - Teachers' self-reports of anxiety are significantly positively correlated with students' anxiety, as measured by the anxiety composite score.
 - There is no relationship between principals' and teachers' self-reported levels of FCAT anxiety or between principals' and students' levels of FCAT anxiety.

These data suggest that the relationship between FCAT anxiety for students, teachers, and principals differs across school levels. Specifically, the FCAT anxiety experienced by students is related to the level of anxiety expressed by their teachers at all levels. However, the weak relationship at the elementary level makes the practical significance of this finding questionable. Student anxiety is related to principal anxiety at the elementary and middle school levels. The level of anxiety expressed by teachers appears to be related to principal's anxiety at the middle school level only.

FCAT Anxiety and Performance

Correlational analyses were conducted to investigate the relationship between FCAT-related anxiety and FCAT performance. Table 2 displays the correlations between each group's mean anxiety composite score in relation to the proportion of proficient students in reading and mathematics in 2007-08. The data are presented for students, teachers, and principals by school level. Principals' data comprise one data point for each principal that reflects both the principal's own level of anxiety and the proportion of proficient students at that particular principal's school, as reported by FDOE. For teachers, the analyses are based upon one data point for each school that represents the aggregate anxiety composite score for teachers at that school and the proportion of proficient students at the school, as reported by FDOE. Student analyses represent the aggregate anxiety composite score for students at each school and the proportion of the surveyed students at the particular school who were proficient.

Results indicate a consistent pattern of statistically significant inverse relationships that varies across school level and participant groups. That is, as anxiety increases, FCAT performance decreases. The student data reflect the noticeably strong inverse relationship (i.e., high anxiety associated with low performance and vice versa), across all school levels in both reading and mathematics. The correlations are highest at the high school level, followed by middle and elementary schools, respectively. For teachers, the same inverse relationship of increased anxiety associated with lower student FCAT scores is seen in both reading and mathematics across all school levels, although the relationship is less strong. In addition, the magnitude of the effect at the elementary level shows a very weak relationship for both reading and mathematics. For principals, higher FCAT anxiety composite scores are related to lower proficiency in both reading and mathematics at the elementary and middle school levels only.

Table 2

Correlations Reflecting Mean Anxiety Composite Score and 2007-08 Proportion of Proficient Students in Reading and Mathematics, by Group and School Level

| School Level | Students | | Teachers | | Principals | |
|--------------|--------------------|--------------------|-------------------|-------------------|--------------------|--------------------|
| | Reading | Mathematics | Reading | Mathematics | Reading | Mathematics |
| Elementary | -0.48** (n=138) | -0.50** (n=138) | -0.19* (n=138) | -0.17* (n=138) | -0.28** (n=110) | -0.29** (n=110) |
| Middle | -0.87** (n=41) | -0.88** (n=41) | -0.59** (n=42) | -0.58** (n=42) | -0.80** (n=16) | -0.74** (n=16) |
| High | -0.94** (n=31) | -0.93** (n=31) | -0.71** (n=31) | -0.64** (n=31) | 0.46 (n=11) | 0.41 (n=11) |

* $p < 0.05$, ** $p < 0.01$

Figures 1 through 6 (page 9) graphically illustrate the strength of the relationship of the student anxiety composite measure and student performance that is displayed in Table 2. Figures represent both reading and mathematics across school levels. Figures 1 and 2 display elementary level data in reading and mathematics, respectively. Figures 3 and 4 reflect the same data for middle school. Figures 5 and 6 illustrate these relationships for high school students.

FCAT Anxiety, Activities, and Practice

Table 3 (page 10) illustrates the correlations that represent the relationship between FCAT anxiety and level of FCAT practice and the relationship between FCAT anxiety and schools' levels of FCAT-related activities. Data are presented for teachers and students by school level. For both teachers and students at middle and high schools, results indicate that there is a significant positive correlation between anxiety and the amount of FCAT practice *and* between anxiety and a school's level of engagement in other FCAT-related activities. That is, at schools where anxiety is high for teachers and students, there also tend to be reports of a high level of FCAT practice and a high level of FCAT-related activities. At the elementary level, this relationship is seen in teachers only, although the magnitude of the effect shows a very weak relationship.

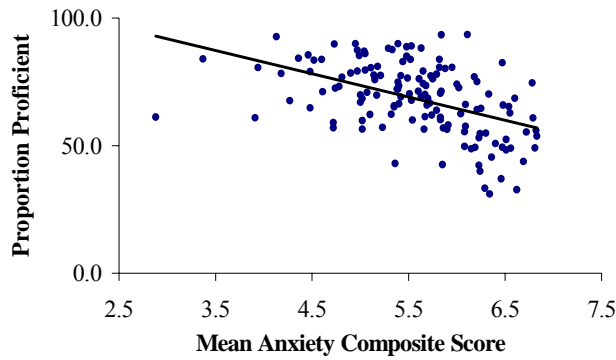


Figure 1. Elementary student mean anxiety composite score by 2007-08 proportion of students proficient in reading ($r[138] = -0.48, p < 0.01$).

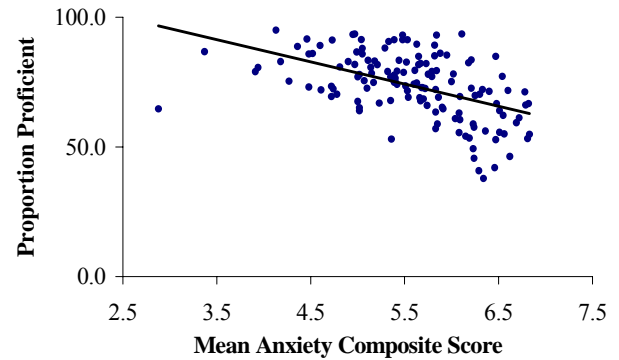


Figure 2. Elementary student mean anxiety composite score by 2007-08 proportion of students proficient in mathematics ($r[138] = -0.50, p < 0.01$).

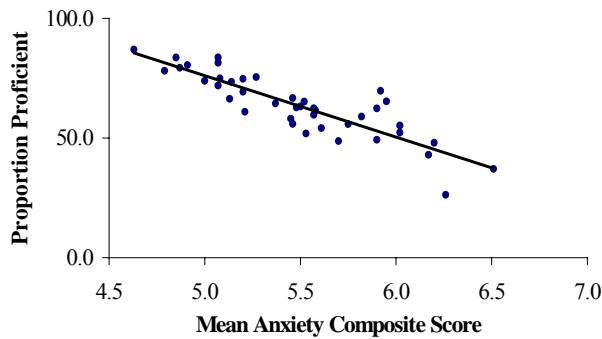


Figure 3. Middle school student mean anxiety composite score by 2007-08 proportion of students proficient in reading ($r[41] = -0.87, p < 0.01$).

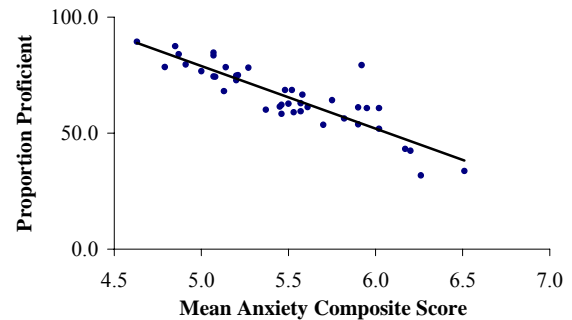


Figure 4. Middle school student mean anxiety composite score by 2007-08 proportion of students proficient in mathematics ($r[41] = -0.88, p < 0.01$).

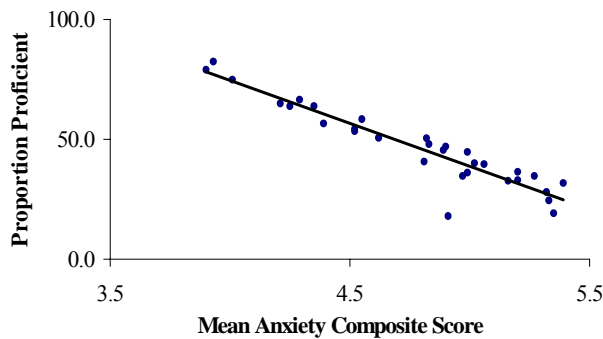


Figure 5. High school student mean anxiety composite score by 2007-08 proportion of students proficient in reading ($r[31] = -0.94, p < 0.01$).

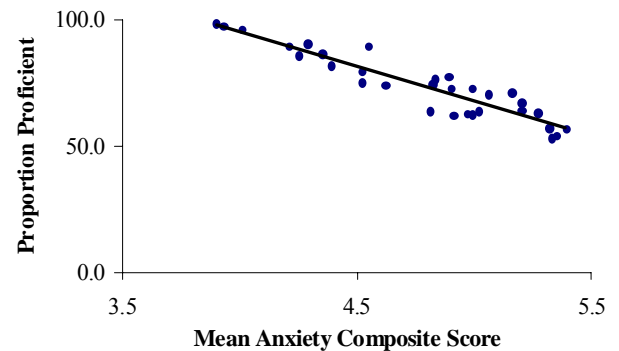


Figure 6. High school student mean anxiety composite score by 2007-08 proportion of students proficient in mathematics ($r[31] = -0.93, p < 0.01$).

Table 3

Correlations Reflecting the Relationship Between Mean Anxiety Composite Score, Mean Practice Score and Mean Activities Score for Teachers and Students by School Level

| | Elementary | Middle | High |
|---|---------------------------|---------------------------|---------------------------|
| | | Teachers | |
| <i>r</i> : Mean Anxiety Composite Score and Mean Practice Score | 0.18* (<i>n</i> =139) | 0.59** (<i>n</i> =42) | 0.74** (<i>n</i> =31) |
| <i>r</i> : Mean Anxiety Composite Score and Mean Activities Score | 0.21* (<i>n</i> =139) | 0.72** (<i>n</i> =42) | 0.85** (<i>n</i> =31) |
| | | Students | |
| <i>r</i> : Mean Anxiety Composite Score and Mean Practice Score | -0.15 (<i>n</i> =138) | 0.48** (<i>n</i> =41) | 0.80** (<i>n</i> =31) |
| <i>r</i> : Mean Anxiety Composite Score and Mean Activities Score | 0.13 (<i>n</i> =138) | 0.66** (<i>n</i> =41) | 0.73** (<i>n</i> =31) |

To investigate whether the observed relationship between students' FCAT anxiety and performance might be related to their teachers' anxiety or to FCAT practice and activities at school, a series of partial correlations were computed. A partial correlation provides an index of the relationship between two variables (in this case, the student's level of anxiety and FCAT performance) while removing the effect of other variables (e.g., teacher anxiety, FCAT practices, and FCAT activities). Table 4 displays the correlations between student anxiety and FCAT performance (previously shown in Table 2), along with four sets of partial correlations computed in an effort to identify potential contributing factors.

Table 4

Correlations and Partial Correlations Between Student FCAT Anxiety and Performance

| Subject | Student Anxiety-Performance | Partial Correlations Controlling for... | | | |
|-------------|-----------------------------|---|-------------------------|------------|--------------------------------------|
| | | Teacher Anxiety | Practice and Activities | Prior FCAT | Practice, Activities, and Prior FCAT |
| Elementary | | | | | |
| Reading | -0.48** | -0.46** | -0.47** | -0.17* | -0.20* |
| Mathematics | -0.50** | -0.49** | -0.49** | -0.40** | -0.40** |
| Middle | | | | | |
| Reading | -0.87** | -0.78** | -0.83** | 0.14 | -0.02 |
| Mathematics | -0.88** | -0.80** | -0.83** | -0.05 | -0.06 |
| High | | | | | |
| Reading | -0.94** | -0.89** | -0.84** | -0.24 | -0.15 |
| Mathematics | -0.93** | -0.89** | -0.83** | -0.22 | -0.17 |

* $p < 0.05$, ** $p < 0.01$

Results indicate that controlling for teacher anxiety results in only a small change to the anxiety-performance relationship at the middle and high school levels. The largest change (.09) was seen at the middle school level, where controlling for teacher anxiety reduced the student

anxiety-performance correlation from -0.87 to -0.78 for reading. All of the partial correlations continue to be statistically significant ($p < 0.01$). That is, the significant inverse relationship between student anxiety and FCAT performance cannot be accounted for by teacher anxiety.

Similarly, controlling FCAT practice and activities tempered the correlation between student anxiety and FCAT performance to only a small degree, seen mainly at middle and high schools. Once again, all of the partial correlations continue to be statistically significant ($p < 0.01$). That is, the relationship between student anxiety and FCAT performance also cannot be accounted for by the level of FCAT practice and FCAT activities in the schools.

A third partial correlation was computed which controlled for schools' prior year FCAT performance. It was reasoned that a school's prior year FCAT performance may affect the anxiety-performance relationship of students. Low prior-year FCAT performance may have triggered the introduction of test preparation and accountability changes at a school that may or may not have been captured by the survey instrument. Although year-to-year FCAT scores are highly correlated ($r \approx 0.8$), it is still possible that experience related to a school's prior FCAT performance may exert an influence on current-year FCAT scores. In fact, controlling for prior year FCAT performance *did* shift the anxiety-performance correlations enough that they are no longer significant for middle and high schools. That is, the relationship between student anxiety and FCAT performance is entirely accounted for by prior FCAT experience at the middle and high school levels. At the elementary level, controlling for prior FCAT performance decreased the anxiety-performance relationship from -0.48 to -0.17 in reading and from -0.50 to -0.40 in mathematics, indicating some degree of influence of prior performance. However, these relationships remain statistically significant. That is, at the elementary level, the relationship between student anxiety and student performance continues to exist even when the effect of schools' prior FCAT performance is removed. This is especially true in the case of mathematics. A fourth, and final, partial correlation that controlled for practice, activities, *and* prior FCAT performance showed the same pattern of effect, providing further evidence of the overall impact of prior FCAT performance in these relationships. **These analyses show that once a school's prior-year FCAT performance is taken into account, the relationship between self-reported FCAT anxiety and current FCAT performance is, for the most part, superfluous.**

Teacher Anxiety by Subject Area and School Level.

In order to investigate the relationship between the subject areas taught by teachers and teachers' levels of FCAT anxiety, one survey item asked teachers to identify the subject area or areas that they primarily teach. Table 5 displays teachers' self-reports of FCAT-related anxiety by subject area and by school level. Teachers were able to select more than one area, so the data reflect some number of duplicated responses. These data represent teacher responses on the anxiety question on the survey and *not* the anxiety composite score. Responses on the 1 (no anxiety) to 10 (extreme anxiety) scale have been grouped to represent low (scores of 1-3), moderate (scores of 4-7), and high (scores of 8-10) levels of anxiety. Cells formatted in **bold** font reflect anxiety levels that are at least one standard deviation above the mean for that school level. That is, those data indicate that teachers in that subject area reported a particularly high level of FCAT-related anxiety, in relation to their peers at that school level. Cells formatted in ***bold italics*** reflect anxiety levels that are at least one standard deviation below the mean for that school level. That is, those data indicate that teachers in those subject areas reported a particularly low level of FCAT-related anxiety, in relation to their peers at that school level.

Examination of these data indicated that reading/language arts and mathematics teachers are not necessarily the more anxiety-ridden educators at the schools. At the elementary level, Drama-Theatre Arts and Exploratory/Experiential Education teachers reported the highest levels of anxiety. Art-Visual arts teachers reported the highest anxiety levels at the middle schools. However, at both levels these subject areas had relatively small numbers of teachers participating indicating that the rating for those groups should be interpreted with caution. At the high school level, as well as overall, however, Language Arts and Humanities teachers registered the highest levels of anxiety.

Table 5
Self-reported Teacher FCAT Anxiety Ratings, by Subject Area and School Level

| Subject Area | N | % 1-3 | % 4-7 | % 8-10 |
|------------------------------------|-------|-------|-------|-------------|
| Elementary | | | | |
| K-5 Grades | 4,335 | 21.7 | 37.3 | 41.0 |
| Art-Visual Arts | 99 | 32.3 | 29.3 | 38.4 |
| Computer Education | 169 | 21.3 | 40.2 | 38.5 |
| Drama-Theatre Arts | 12 | 0.0 | 33.3 | 66.7 |
| Exploratory/Experiential Education | 22 | 18.2 | 27.3 | 54.5 |
| Foreign Languages | 27 | 48.1 | 22.2 | 29.6 |
| Health | 260 | 17.3 | 40.4 | 42.3 |
| Humanities | 28 | 17.9 | 39.3 | 42.9 |
| Language Arts | 512 | 18.4 | 38.1 | 43.6 |
| Library Media | 95 | 22.1 | 46.3 | 31.6 |
| Mathematics | 496 | 17.9 | 38.1 | 44.0 |
| Music | 86 | 31.4 | 25.6 | 43.0 |
| Physical Education | 123 | 27.6 | 35.8 | 36.6 |
| Science | 495 | 18.0 | 38.2 | 43.8 |
| Social Studies | 421 | 17.1 | 38.0 | 44.9 |
| Other | 533 | 33.2 | 32.8 | 34.0 |
| Middle | | | | |
| K-5 Grades | 10 | 30.0 | 40.0 | 30.0 |
| Art-Visual Arts | 31 | 29.0 | 22.6 | 48.4 |
| Computer Education | 51 | 23.5 | 31.4 | 45.1 |
| Drama-Theatre Arts | 8 | 37.5 | 37.5 | 25.0 |
| Exploratory/Experiential Education | 19 | 47.4 | 26.3 | 26.3 |
| Foreign Languages | 47 | 21.3 | 53.2 | 25.5 |
| Health | 14 | 28.6 | 57.1 | 14.3 |
| Humanities | 14 | 14.3 | 42.9 | 42.9 |
| Language Arts | 502 | 22.3 | 36.1 | 41.6 |
| Library Media | 23 | 21.7 | 52.2 | 26.1 |
| Mathematics | 427 | 17.8 | 34.9 | 47.3 |
| Music | 26 | 30.8 | 23.1 | 46.2 |
| Physical Education | 43 | 32.6 | 34.9 | 32.6 |
| Science | 339 | 20.4 | 39.5 | 40.1 |
| Social Studies | 367 | 28.9 | 42.0 | 29.2 |
| Other | 494 | 21.7 | 37.4 | 40.9 |

(table continues)

Table 5 (continued)

| Subject Area | <i>N</i> | % 1-3 | % 4-7 | % 8-10 |
|------------------------------------|----------|-------|-------|-------------|
| | | | High | |
| K-5 Grades | 5 | 20.0 | 40.0 | 40.0 |
| Art-Visual Arts | 66 | 31.8 | 31.8 | 36.4 |
| Computer Education | 101 | 37.6 | 36.6 | 25.7 |
| Drama-Theatre Arts | 22 | 45.5 | 31.8 | 22.7 |
| Exploratory/Experiential Education | 19 | 31.6 | 31.6 | 36.8 |
| Foreign Languages | 136 | 28.7 | 31.6 | 39.7 |
| Health | 53 | 35.8 | 45.3 | 18.9 |
| Humanities | 17 | 35.3 | 23.5 | 41.2 |
| Language Arts | 569 | 19.5 | 37.3 | 43.2 |
| Library Media | 26 | 23.1 | 46.2 | 30.8 |
| Mathematics | 444 | 31.1 | 39.2 | 29.7 |
| Music | 25 | 32.0 | 40.0 | 28.0 |
| Physical Education | 92 | 30.4 | 46.7 | 22.8 |
| Science | 349 | 26.1 | 39.3 | 34.7 |
| Social Studies | 328 | 32.6 | 36.6 | 30.8 |
| Other | 612 | 27.1 | 33.2 | 39.7 |
| | | | Total | |
| K-5 Grades | 4,350 | 21.7 | 37.3 | 41.0 |
| Art-Visual Arts | 196 | 31.6 | 29.1 | 39.3 |
| Computer Education | 321 | 26.8 | 37.7 | 35.5 |
| Drama-Theatre Arts | 42 | 31.0 | 33.3 | 35.7 |
| Exploratory/Experiential Education | 60 | 31.7 | 28.3 | 40.0 |
| Foreign Languages | 210 | 29.5 | 35.2 | 35.2 |
| Health | 327 | 20.8 | 41.9 | 37.3 |
| Humanities | 59 | 22.0 | 35.6 | 42.4 |
| Language Arts | 1,583 | 20.0 | 37.1 | 42.8 |
| Library Media | 144 | 22.2 | 47.2 | 30.6 |
| Mathematics | 1,367 | 22.2 | 37.5 | 40.4 |
| Music | 137 | 31.4 | 27.7 | 40.9 |
| Physical Education | 258 | 29.5 | 39.5 | 31.0 |
| Science | 1,183 | 21.0 | 38.9 | 40.1 |
| Social Studies | 1,116 | 25.5 | 38.9 | 35.6 |
| Other | 1,639 | 27.5 | 34.4 | 38.2 |

Teacher Anxiety by Type of Special Populations Served and School Level.

In order to investigate the relationship between the types of students taught by teachers and teacher levels of FCAT anxiety, one survey item asked teachers to identify the special populations of students that they teach. Table 6 reflects teachers' self-reports of FCAT-related anxiety by type of special populations taught (i.e., Exceptional Student Education, English Language Learners, and Gifted) and by school level. Teachers were able to select more than one area, so the data reflect some number of duplicated responses across the special population groups. Teachers reflected in the "No special populations served" group each indicated that they did not teach students in any of the three special populations represented. These data represent

teacher responses on the anxiety question on the survey and *not* the anxiety composite score. Once again, responses on the 1 (no anxiety) to 10 (extreme anxiety) scale have been grouped to represent low (scores of 1-3), moderate (scores of 4-7), and high (scores of 8-10) levels of anxiety. Results indicate that, across all groups, and all school levels, the anxiety scores of teachers of students from special populations are similar to the anxiety scores of teachers who do not teach students with special needs.

Table 6
Anxiety Ratings by Special Populations Served and School Level

| Teachers who primarily serve: | N | Elementary | | |
|--|--------------|-------------|-------------|-------------|
| | | % 1-3 | % 4-7 | % 8-10 |
| Exceptional Student Education students | 1,009 | 26.4 | 38.5 | 35.2 |
| English Language Learners students | 1,555 | 24.6 | 35.7 | 39.7 |
| Gifted students | 454 | 17.2 | 39.2 | 43.6 |
| No special populations served | 2,771 | 23.0 | 36.1 | 41.0 |
| | | | Middle | |
| Exceptional Student Education students | 436 | 22.2 | 36.5 | 41.3 |
| English Language Learners students | 544 | 22.4 | 38.1 | 39.5 |
| Gifted students | 291 | 20.6 | 43.3 | 36.1 |
| No special populations served | 1,123 | 23.2 | 37.5 | 39.3 |
| | | | High | |
| Exceptional Student Education students | 373 | 23.1 | 35.9 | 41.0 |
| English Language Learners students | 777 | 26.0 | 37.5 | 36.6 |
| Gifted students | 266 | 34.6 | 30.1 | 35.3 |
| No special populations served | 1,510 | 27.5 | 37.4 | 35.1 |
| | | | Total | |
| Exceptional Student Education students | 1,818 | 24.7 | 37.5 | 37.8 |
| English Language Learners students | 2,876 | 24.5 | 36.6 | 38.8 |
| Gifted students | 1,011 | 22.7 | 38.0 | 39.3 |
| No special populations served | 5,404 | 24.3 | 36.7 | 39.0 |

Discussion

The present study represents a correlational investigation of the relationship between FCAT culture (i.e., perceptions and activities) and FCAT performance in District schools. As the circumstances did not permit the use of a true experimental design, including random assignment to groups, causal inferences in regard to the results presented here are not possible. That is, it would be inappropriate to infer that increased anxiety is *the cause of* increased activities or the cause of decreased performance. Quasi-experimental design and correlational analyses elucidate relationships that reflect the co-occurrence of phenomena, but do not establish a causative effect. Furthermore, the design of these preliminary analyses did not allow the capture of data related to the specifics of the strategies being utilized by schools to prepare students for FCAT. Consequently, caution should be exercised in any attempt to develop interventions based upon these findings.

However, the present findings do indicate some strong associations that should be considered. Specifically, the following are true.

- Students who reported high levels of anxiety tended to register lower FCAT performance.
- Principals who reported high levels of FCAT anxiety tended to have students and teachers who also reported high levels of FCAT anxiety in their schools.
- Teachers who reported high levels of FCAT anxiety tended to teach students who also reported high levels of FCAT anxiety, although the significant inverse relationship between student anxiety and FCAT performance cannot be accounted for by teacher anxiety.
- Schools with high levels of anxiety among students and teachers tended to also be schools with high levels of FCAT preparation activities and practice. However, the relationship between student anxiety and FCAT performance also cannot be accounted for by the level of FCAT practice and FCAT activities in the schools.

The present findings suggest that the observed inverse relationship between students' FCAT anxiety and FCAT performance can be largely explained by the school's *prior* FCAT performance at the middle and high school levels. That is, as middle and high school students gain more experience with the FCAT, the relationship between a student's anxiety and performance is strongly related to the school's prior performance. For students in grades three through five (i.e., elementary level) the relationship between FCAT anxiety and performance is less affected by the school's prior performance, most notably in mathematics. At all levels, the relationship between FCAT anxiety and performance appears to be little affected by teacher anxiety or by a school's level of FCAT practice and activities. Again, as this was a correlational investigation, no causal effect can be assumed.

That said, however, an extensive body of classic psychological literature exists which indicates that both low and high levels of anxiety are detrimental to performance on complex tasks. Specifically, an individual has to be anxious enough to *care* about his or her performance, in order to be motivated to perform well. However, when anxiety levels are too high, the capacity to fully utilize one's cognitive resources is diminished. Consequently, performance is maximized at moderate levels of anxiety. This relationship, first defined in the early 1900s (Yerkes & Dodson, 1908), has come to be well-understood under a variety of circumstances and is graphically represented by data points that fall into a recognizable inverted U-shaped pattern.

In the context of the present study, two items warrant comment. First, as illustrated in Figures 1 through 6, the anxiety-performance relationship observed in students in the present study at all school levels represents an inverse linear relationship where points cluster around a straight line with a downward slope. Second, at the middle and high school levels, the lower end of the scale represents a moderate level of anxiety. Specifically, on a scale of 1 to 10, middle school anxiety scores begin at approximately 4.5, while high school scores begin at nearly 4. That is, these figures represent the classic relationship that reflects that moderate anxiety is associated with maximum performance.

This body of literature suggests that it would be prudent to identify and implement methods for preparing students to succeed on the FCAT, while keeping associated anxiety from exceeding moderate levels. The FCAT Task Force has recently presented recommendations to the

Executive Leadership Team and to the School Board. Task Force recommendations, and any other solutions with the capacity to maintain vigilance related to maximizing student performance while minimizing anxiety, must be explored.

Appendix E provides a list of schools, mean student and teacher anxiety scores (anxiety question only), and the percent of students scoring at Achievement Level 3 or higher on the FCAT Reading and Mathematics subtests. Schools are sorted in descending order by level according to the student anxiety scores. Appendix F repeats the list of schools, mean student and teacher anxiety scores (anxiety question only), and the percent of students scoring at Achievement Level 3 or higher on the FCAT Reading and Mathematics subtests. However, Appendix F displays the schools sorted in descending order by level according to the *teacher* anxiety scores. Area staff and cNET teams should review these data to identify the locations where students and staff reported high levels of FCAT anxiety. The identified locations should be targeted to implement the Task Force recommendations as well as other appropriate measures for reduction of FCAT anxiety.

Limitations

Participation rates in the present study were low for parents and for principals of middle schools, high schools, and centers. Consequently, the data may not be representative of these populations in the District. Results for these groups should be viewed with caution. As the District continues to move to an online survey and data collection environment, methods for collection of information from these groups will undergo continual improvement to increase participation.

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Appendix A
Student Survey Responses

Questions 1-2

| | | Elementary | Middle | High | Center | Total |
|--|--------------------------|------------|--------|--------|--------|---------|
| Which of the following best describes how you practice for the FCAT at your school? | <i>N</i> | 43,558 | 36,455 | 48,328 | 1,355 | 129,696 |
| | <i>% At Least Weekly</i> | 84.7 | 76.2 | 59.5 | 68.9 | 72.7 |
| Which of the following best describes how often you practice writing FCAT-type essays? | <i>N</i> | 43,015 | 36,114 | 47,976 | 1,346 | 128,451 |
| | <i>% At Least Weekly</i> | 52.2 | 40.4 | 30.5 | 46.1 | 40.7 |

Questions 3-4, 6, 7, 9-10, 12

| | | Elementary | Middle | High | Center | Total |
|---|----------------|------------|--------|--------|--------|---------|
| Does your school display FCAT-related slogans on signs, banners, or in other ways? | <i>N</i> | 42,500 | 35,811 | 47,644 | 1,331 | 127,286 |
| | <i>% "Yes"</i> | 67.1 | 74.4 | 70.4 | 61.7 | 70.3 |
| Have you attended a "pep rally" or other event to focus on the FCAT? | <i>N</i> | 42,159 | 35,618 | 47,445 | 1,320 | 126,542 |
| | <i>% "Yes"</i> | 52.4 | 49.1 | 40.1 | 38.9 | 46.7 |
| Does your school offer after school or Saturday FCAT prep sessions? | <i>N</i> | 41,571 | 35,313 | 47,076 | 1,312 | 125,272 |
| | <i>% "Yes"</i> | 48.0 | 66.5 | 77.1 | 22.6 | 63.9 |
| I felt calm and focused on the day of the FCAT. | <i>N</i> | 41,394 | 35,286 | 47,166 | 1,308 | 125,154 |
| | <i>% "Yes"</i> | 84.4 | 79.0 | 69.5 | 65.9 | 77.0 |
| Does your school offer incentives or rewards (i.e., monetary, prizes, and special recognition) for students who perform well on the FCAT? | <i>N</i> | 40,668 | 35,123 | 46,938 | 1,293 | 124,022 |
| | <i>% "Yes"</i> | 56.5 | 49.1 | 52.9 | 43.5 | 52.9 |
| For Middle and High School: Do you feel that you could learn more about the subjects you studied this year if less time was spent preparing for the FCAT? | <i>N</i> | NA | 34,965 | 46,898 | 1,269 | 83,132 |
| | <i>% "Yes"</i> | NA | 68.1 | 68.5 | 61.2 | 68.2 |
| For High School: Does your school provide opportunities for students to prepare for the SAT or ACT as an alternative to the FCAT for fulfilling the high school graduation requirement? | <i>N</i> | NA | NA | 46,394 | 1,116 | 47,510 |
| | <i>% "Yes"</i> | NA | NA | 65.4 | 58.6 | 65.2 |

Question 5

| | | Elementary | Middle | High | Center | Total |
|---|------------------------------|------------|--------|--------|--------|---------|
| How often do your teachers discuss the FCAT in class? | <i>N</i> | 42,090 | 35,694 | 47,648 | 1,330 | 126,762 |
| | <i>% "Usually or Always"</i> | 74.2 | 70.3 | 58.0 | 64.3 | 66.9 |

Question 8

| | | Elementary | Middle | High | Center | Total |
|--|---------------------------|------------|--------|--------|--------|---------|
| Using the 10-point scale from 1=None to 10=Extreme, rate YOUR level of FCAT anxiety. | <i>N</i> | 41,419 | 35,525 | 47,411 | 1,304 | 125,659 |
| | <i>% "8-10"</i> | 32.3 | 25.5 | 19.4 | 29.1 | 25.5 |
| | <i>Mean Anxiety Score</i> | 5.4 | 5.2 | 4.6 | 5.3 | 5.0 |

Question 11

| | | Middle | High | Center | Total |
|---|----------------------|--------|--------|--------|--------|
| For Middle and High School: When does most of the curriculum instruction occur? | <i>N</i> | 35,007 | 47,005 | 1,281 | 83,293 |
| | All year | % 56.9 | 46.9 | 45.7 | 51.1 |
| | After the FCAT | % 15.8 | 24.4 | 18.9 | 20.7 |
| | Only before the FCAT | % 17.7 | 16.3 | 17.5 | 16.9 |
| | Not Applicable | % 9.6 | 12.5 | 17.9 | 11.4 |

Appendix B
Teacher Survey Responses

Questions 1-2

| | | Elementary | Middle | High | Center | Total |
|---|--------------------------|------------|--------|-------|--------|--------|
| Which of the following best describes how your students practice answering FCAT format questions? | <i>N</i> | 5,199 | 2,118 | 2,655 | 380 | 10,352 |
| | <i>% At Least Weekly</i> | 69.9 | 85.3 | 79.7 | 52.7 | 74.9 |
| Which of the following best describes how often your students practice writing FCAT-type essays? | <i>N</i> | 5,188 | 2,110 | 2,637 | 377 | 10,312 |
| | <i>% At Least Weekly</i> | 52.5 | 58.6 | 58.8 | 42.1 | 55.0 |

Questions 3-4, 7, 9-12, 16-18

| | | Elementary | Middle | High | Center | Total |
|---|----------------|------------|--------|-------|--------|--------|
| Does your school display FCAT-related slogans on signs, banners, or other media? | <i>N</i> | 5,166 | 2,098 | 2,641 | 376 | 10,281 |
| | <i>% "Yes"</i> | 64.7 | 79.7 | 84.4 | 55.1 | 72.5 |
| Does your school offer "pep rallies" or other special assemblies to relay information or discuss FCAT with students? | <i>N</i> | 5,148 | 2,089 | 2,627 | 371 | 10,235 |
| | <i>% "Yes"</i> | 57.8 | 60.6 | 57.8 | 41.2 | 57.8 |
| Does your school offer after school FCAT workshops for parents and/or students? | <i>N</i> | 5,125 | 2,076 | 2,607 | 371 | 10,179 |
| | <i>% "Yes"</i> | 84.6 | 83.2 | 91.1 | 30.5 | 84.0 |
| Do you offer your students incentives or rewards (i.e., monetary, prizes, and special recognition) for good performance on the FCAT? | <i>N</i> | 5,116 | 2,089 | 2,627 | 370 | 10,202 |
| | <i>% "Yes"</i> | 31.3 | 37.5 | 38.8 | 33.8 | 34.6 |
| Do you feel that preparation for the FCAT impedes your ability to deliver content-area instruction? | <i>N</i> | 5,104 | 2,091 | 2,621 | 372 | 10,188 |
| | <i>% "Yes"</i> | 53.1 | 60.1 | 59.8 | 33.1 | 55.5 |
| For Middle and High School: Does your school suspend curriculum in order to prepare students for the FCAT? | <i>N</i> | NA | 2,081 | 2,610 | 358 | 5,049 |
| | <i>% "Yes"</i> | NA | 48.3 | 52.0 | 30.2 | 48.9 |
| For High School: Do you help students prepare for the SAT or ACT as an alternative to the FCAT for fulfilling the high school graduation requirement? | <i>N</i> | NA | NA | 2,611 | 339 | 2,950 |
| | <i>% "Yes"</i> | NA | NA | 51.1 | 29.5 | 48.6 |
| Do you primarily serve Exceptional Student Education students? | <i>N</i> | 5,080 | 2,086 | 2,610 | 371 | 10,147 |
| | <i>% "Yes"</i> | 20.4 | 21.0 | 14.3 | 53.4 | 20.2 |
| Do you primarily serve English Language Learners students? | <i>N</i> | 5,077 | 2,084 | 2,614 | 364 | 10,139 |
| | <i>% "Yes"</i> | 31.4 | 26.3 | 30.0 | 40.4 | 30.3 |
| Do you primarily serve Gifted students? | <i>N</i> | 5,086 | 2,079 | 2,617 | 361 | 10,143 |
| | <i>% "Yes"</i> | 9.0 | 14.2 | 10.3 | 3.6 | 10.2 |

Questions 5-6

| | | Elementary | Middle | High | Center | Total |
|--|------------------------------|------------|--------|-------|--------|--------|
| How often is the FCAT a topic of staff meetings at your school? | <i>N</i> | 5,156 | 2,106 | 2,631 | 373 | 10,266 |
| | <i>% "Usually or Always"</i> | 64.1 | 78.1 | 83.6 | 50.2 | 71.4 |
| How often is the FCAT referenced in school newsletters and/or other communications with parents? | <i>N</i> | 5,147 | 2,099 | 2,624 | 376 | 10,246 |
| | <i>% "Usually or Always"</i> | 62.1 | 73.2 | 77.8 | 45.2 | 67.8 |

Question 8

| | | Elementary | Middle | High | Center | Total |
|--|----------------------|------------|--------|-------|--------|--------|
| Using the 10-point scale from 1=None to 10=Extreme, rate YOUR level of FCAT anxiety. | <i>N</i> | 5,068 | 2,101 | 2,624 | 339 | 10,132 |
| | <i>% "8-10" Mean</i> | 39.9 | 38.9 | 35.7 | 31.0 | 38.3 |
| | <i>Anxiety</i> | 6.0 | 6.1 | 5.8 | 4.9 | 6.0 |

(table continues)

Appendix B
Teacher Survey Responses

Appendix B (continued)

Question 15

| | | Elementary | Middle | High | Center | Total | |
|--------------------------------------|------------------------------------|------------|--------|-------|--------|-------|--------|
| | | <i>N</i> | 5,234 | 2,124 | 2,668 | 395 | 10,421 |
| In which subject areas do you teach? | K-5 Grades | % | 84.3 | 0.5 | 0.2 | 6.6 | 42.8 |
| | Art-Visual Arts | % | 1.9 | 1.5 | 2.5 | 1.5 | 1.9 |
| | Computer Education | % | 3.3 | 2.4 | 3.8 | 3.8 | 3.2 |
| | Drama-Theatre Arts | % | 0.2 | 0.4 | 0.8 | 0.3 | 0.4 |
| | Exploratory/Experiential Education | % | 0.4 | 0.9 | 0.7 | 1.3 | 0.6 |
| | Foreign Languages | % | 0.6 | 2.3 | 5.1 | 0.8 | 2.1 |
| | Health | % | 5.0 | 0.7 | 2.0 | 4.3 | 3.3 |
| | Humanities | % | 0.5 | 0.7 | 0.6 | 0.8 | 0.6 |
| | Language Arts | % | 9.8 | 23.8 | 21.5 | 20.3 | 16.0 |
| | Library Media | % | 1.8 | 1.1 | 1.0 | 1.8 | 1.5 |
| | Mathematics | % | 9.5 | 20.2 | 16.7 | 15.7 | 13.8 |
| | Music | % | 1.6 | 1.2 | 0.9 | 0.3 | 1.3 |
| | Physical Education | % | 2.4 | 2.0 | 3.4 | 2.8 | 2.6 |
| | Science | % | 9.5 | 16.1 | 13.2 | 13.2 | 11.9 |
| | Social Studies | % | 8.1 | 17.4 | 12.4 | 10.4 | 11.2 |
| | Other | % | 10.6 | 23.4 | 23.4 | 46.1 | 17.8 |

Appendix C
Principal Survey Responses

Questions 1-2

| | | Elementary | Middle | High | Center | Total |
|---|--------------------------|------------|--------|-------|--------|-------|
| Which of the following best describes how students practice answering FCAT format questions at your school? | <i>N</i> | 111 | 16 | 11 | 3 | 141 |
| | <i>% At Least Weekly</i> | 95.5 | 87.6 | 100.0 | 100.0 | 95.0 |
| Which of the following best describes how often your students practice writing FCAT-type essays? | <i>N</i> | 111 | 16 | 11 | 3 | 141 |
| | <i>% At Least Weekly</i> | 80.2 | 50.0 | 36.4 | 33.3 | 72.3 |

Questions 3-4, 8, 10-12

| | | Elementary | Middle | High | Center | Total |
|---|----------------|------------|--------|-------|--------|-------|
| Does your school display FCAT-related slogans on signs, banners, or other media? | <i>N</i> | 111 | 15 | 11 | 3 | 140 |
| | <i>% "Yes"</i> | 44.1 | 33.3 | 63.6 | 66.7 | 45.0 |
| Does your school offer "pep rallies" or other special assemblies to relay information or discuss FCAT with students? | <i>N</i> | 110 | 16 | 11 | 3 | 140 |
| | <i>% "Yes"</i> | 40.9 | 31.3 | 27.3 | 66.7 | 39.3 |
| Does your school offer after school FCAT workshops for parents and/or students? | <i>N</i> | 111 | 16 | 11 | 3 | 141 |
| | <i>% "Yes"</i> | 91.9 | 75.0 | 90.9 | 66.7 | 89.4 |
| Does your school offer incentives or rewards (i.e., monetary, prizes, and special recognition) for students who perform well on the FCAT? | <i>N</i> | 111 | 16 | 11 | 3 | 141 |
| | <i>% "Yes"</i> | 44.1 | 37.5 | 81.8 | 66.7 | 46.8 |
| Do you feel that preparation for the FCAT impedes your teachers' ability to deliver content-area instruction? | <i>N</i> | 110 | 16 | 11 | 3 | 140 |
| | <i>% "Yes"</i> | 46.4 | 50.0 | 45.5 | 66.7 | 47.1 |
| For High School: Does your school provide opportunities for students to prepare for the SAT or ACT as an alternative to the FCAT for fulfilling the high school graduation requirement? | <i>N</i> | NA | NA | 11 | 3 | 14 |
| | <i>% "Yes"</i> | NA | NA | 100.0 | 66.7 | 92.9 |

Questions 5-7

| | | Elementary | Middle | High | Center | Total |
|--|------------------------------|------------|--------|------|--------|-------|
| How often is the FCAT a topic of staff meetings at your school? | <i>N</i> | 111 | 16 | 11 | 3 | 141 |
| | <i>% "Usually or Always"</i> | 43.2 | 37.6 | 54.6 | 33.3 | 43.3 |
| How often is the FCAT a topic of SAC meetings at your school? | <i>N</i> | 111 | 16 | 11 | 3 | 141 |
| | <i>% "Usually or Always"</i> | 50.4 | 43.8 | 36.4 | 33.3 | 48.2 |
| How often is the FCAT referenced in school newsletters and/or other communications with parents? | <i>N</i> | 111 | 16 | 11 | 3 | 141 |
| | <i>% "Usually or Always"</i> | 28.8 | 43.8 | 54.6 | 33.3 | 32.7 |

Question 9

| | | Elementary | Middle | High | Center | Total |
|--|---------------------------|------------|--------|------|--------|-------|
| Using the 10-point scale from 1=None to 10=Extreme, rate YOUR level of FCAT anxiety. | <i>N</i> | 111 | 16 | 11 | 3 | 141 |
| | <i>% "8-10"</i> | 51.4 | 56.3 | 36.4 | 33.3 | 50.4 |
| | <i>Mean Anxiety Score</i> | 6.9 | 7.3 | 6.3 | 6.3 | 6.9 |

Appendix D
Parent Survey Responses

Questions 1-2

| | | Elementary | Middle | High | Center | Total |
|--|--------------------------|------------|--------|------|--------|-------|
| Which of the following best describes how students practice for the FCAT at your child's school? | <i>N</i> | 895 | 564 | 548 | 5 | 2,012 |
| | <i>% At Least Weekly</i> | 87.8 | 75.7 | 67.1 | 40.0 | 78.7 |
| Which of the following best describes how often students at your child's school practice writing FCAT-type essays? | <i>N</i> | 878 | 557 | 530 | 5 | 1,970 |
| | <i>% At Least Weekly</i> | 64.2 | 53.1 | 45.3 | 40.0 | 55.9 |

Questions 3, 6-8, 10-12

| | | Elementary | Middle | High | Center | Total |
|---|----------------|------------|--------|------|--------|-------|
| Does your child's school display FCAT-related slogans on signs, banners, or in other ways? | <i>N</i> | 874 | 555 | 528 | 4 | 1,961 |
| | <i>% "Yes"</i> | 54.5 | 52.3 | 51.1 | 75.0 | 53.0 |
| Does your school offer after school FCAT workshops for parents and/or students? | <i>N</i> | 862 | 556 | 521 | 5 | 1,944 |
| | <i>% "Yes"</i> | 67.1 | 66.4 | 82.9 | 60.0 | 71.1 |
| Was your student concerned about taking the FCAT? | <i>N</i> | 868 | 550 | 526 | 5 | 1,949 |
| | <i>% "Yes"</i> | 65.0 | 64.0 | 53.8 | 60.0 | 61.7 |
| Does your child approach the FCAT with a relaxed attitude? | <i>N</i> | 863 | 553 | 527 | 5 | 1,948 |
| | <i>% "Yes"</i> | 35.1 | 49.4 | 49.9 | 0.0 | 43.1 |
| Does your school offer incentives or rewards (i.e., monetary, prizes, and special recognition) for students who perform well on the FCAT? | <i>N</i> | 858 | 547 | 523 | 5 | 1,933 |
| | <i>% "Yes"</i> | 23.0 | 19.4 | 25.6 | 40.0 | 22.7 |
| Do you feel that preparation for the FCAT has prevented your child from learning about course-specific content? | <i>N</i> | 863 | 551 | 524 | 5 | 1,943 |
| | <i>% "Yes"</i> | 76.4 | 78.4 | 73.5 | 40.0 | 76.1 |
| For High School: Does your child's school provide opportunities for students to prepare for the SAT or ACT as an alternative to the FCAT for fulfilling the high school graduation requirement? | <i>N</i> | NA | NA | 516 | 5 | 521 |
| | <i>% "Yes"</i> | NA | NA | 44.4 | 60.0 | 44.5 |

Questions 4-5

| | | Elementary | Middle | High | Center | Total |
|--|------------------------------|------------|--------|------|--------|-------|
| How often is the FCAT a topic of SAC meetings at your school? | <i>N</i> | 867 | 555 | 527 | 5 | 1,954 |
| | <i>% "Usually or Always"</i> | 37.0 | 33.7 | 34.3 | 60.0 | 35.4 |
| How often is the FCAT referenced in school newsletters and/or other communications with parents? | <i>N</i> | 868 | 554 | 522 | 5 | 1,949 |
| | <i>% "Usually or Always"</i> | 70.7 | 63.3 | 69.0 | 60.0 | 68.1 |

Question 9

| | | Elementary | Middle | High | Center | Total |
|--|---------------------------|------------|--------|------|--------|-------|
| Using the 10-point scale from 1=None to 10=Extreme, rate YOUR STUDENT'S level of FCAT anxiety. | <i>N</i> | 839 | 556 | 526 | 5 | 1,926 |
| | <i>% "8-10"</i> | 45.2 | 42.8 | 42.4 | 60.0 | 43.8 |
| | <i>Mean Anxiety Score</i> | 6.3 | 6.1 | 5.8 | 6.2 | 6.1 |

Appendix E

Table E1. *Mean Student and Teacher Anxiety Scores and Percentage of Students Proficient in Reading and Mathematics, by School: Elementary Schools (Anxiety question only)*

| | Student | | Teacher | | Proportion of Proficient Students 2008 | |
|---------------------|--------------------|-----------|--------------------|-----------|--|-------------|
| | Mean Anxiety Score | Student N | Mean Anxiety Score | Teacher N | Reading | Mathematics |
| Marshall, Thurgood | 6.7 | 161 | 6.2 | 28 | 49.1 | 53.2 |
| Deerfield Park | 6.7 | 170 | 6.5 | 23 | 53.7 | 54.9 |
| Rock Island | 6.6 | 159 | 5.3 | 34 | 60.8 | 66.1 |
| Broward Estates | 6.6 | 234 | 6.4 | 45 | 56.0 | 66.7 |
| Riverland | 6.6 | 231 | 5.9 | 38 | 74.6 | 71.2 |
| Plantation | 6.6 | 161 | 5.3 | 23 | 55.3 | 61.2 |
| Larkdale | 6.5 | 153 | 6.2 | 6 | 32.7 | 46.3 |
| Westwood Heights | 6.5 | 219 | 6.6 | 35 | 43.8 | 59.3 |
| Sea Castle | 6.5 | 380 | 5.2 | 57 | 68.6 | 71.8 |
| Oriole | 6.4 | 265 | 6.2 | 31 | 52.4 | 64.0 |
| Silver Palms | 6.4 | 444 | 4.9 | 39 | 82.5 | 84.9 |
| Hollywood Park | 6.4 | 189 | 8.0 | 25 | 62.8 | 62.2 |
| Perry, Annabel C. | 6.3 | 227 | 5.8 | 32 | 65.3 | 77.2 |
| Royal Palm | 6.3 | 297 | 5.9 | 37 | 48.3 | 55.6 |
| Walker | 6.3 | 240 | 6.6 | 24 | 49.0 | 55.0 |
| Drew, Charles R. | 6.3 | 167 | 6.2 | 28 | 49.4 | 52.8 |
| King, Martin Luther | 6.2 | 160 | 6.8 | 27 | 37.0 | 42.0 |
| Sanders Park | 6.2 | 127 | 7.0 | 23 | 50.8 | 71.4 |
| North Side | 6.2 | 144 | 6.4 | 20 | 31.1 | 37.8 |
| Horizon | 6.2 | 359 | 7.3 | 31 | 70.2 | 72.1 |
| Stirling | 6.2 | 247 | 5.2 | 34 | 65.9 | 66.7 |
| Colbert | 6.2 | 173 | 7.0 | 25 | 45.5 | 56.1 |
| Sunland Park | 6.1 | 145 | 6.9 | 22 | 33.3 | 40.8 |
| Broadview | 6.1 | 374 | 5.2 | 58 | 64.1 | 72.6 |
| Meadowbrook | 6.1 | 178 | 6.1 | 30 | 54.9 | 70.3 |
| Fairway | 6.1 | 414 | 5.3 | 53 | 54.7 | 57.6 |
| Park Ridge | 6.1 | 151 | 6.6 | 26 | 40.0 | 45.6 |
| Atlantic West | 6.1 | 276 | 6.7 | 41 | 64.6 | 69.8 |
| Nob Hill | 6.0 | 328 | 6.2 | 44 | 77.0 | 82.4 |
| Lauderhill, Paul T. | 6.0 | 169 | 5.7 | 22 | 53.1 | 58.8 |
| Bethune, Mary M. | 6.0 | 207 | 6.0 | 44 | 49.3 | 53.4 |
| Indian Trace | 6.0 | 283 | 6.1 | 33 | 93.5 | 93.5 |
| North Fork | 6.0 | 189 | 6.1 | 28 | 42.3 | 49.3 |
| Park Lakes | 6.0 | 360 | 5.6 | 47 | 48.7 | 54.1 |
| Pines Lakes | 6.0 | 298 | 6.6 | 37 | 66.1 | 69.4 |
| Village | 5.9 | 367 | 6.3 | 31 | 57.6 | 60.5 |
| Sandpiper | 5.9 | 358 | 6.8 | 48 | 72.7 | 78.1 |
| Ramblewood | 5.9 | 421 | 6.5 | 32 | 75.1 | 83.5 |
| North Lauderdale | 5.9 | 330 | 6.6 | 48 | 49.7 | 55.5 |
| Mirror Lake | 5.9 | 255 | 5.6 | 34 | 62.5 | 60.9 |
| Silver Shores | 5.9 | 254 | 4.9 | 35 | 74.1 | 75.2 |
| West Hollywood | 5.9 | 284 | 5.5 | 35 | 55.5 | 63.1 |
| Cooper City | 5.8 | 137 | 6.7 | 26 | 80.2 | 86.1 |

(table continues)

Table E1 (continued)

| | Student Mean | | Teacher Mean | | Proportion of Proficient Students 2008 | |
|--------------------------|---------------|-----------|---------------|-----------|--|-------------|
| | Anxiety Score | Student N | Anxiety Score | Teacher N | Reading | Mathematics |
| Dillard | 5.8 | 281 | 6.5 | 26 | 56.4 | 65.3 |
| Silver Ridge | 5.8 | 455 | 6.1 | 46 | 80.7 | 85.4 |
| Coconut Creek | 5.7 | 284 | 5.8 | 17 | 80.7 | 85.1 |
| Oakland Park | 5.7 | 189 | 6.5 | 36 | 58.1 | 64.7 |
| Riverglades | 5.7 | 271 | 6.3 | 29 | 93.4 | 93.1 |
| Boulevard Heights | 5.7 | 384 | 7.1 | 42 | 71.3 | 79.4 |
| Markham, Robert C. | 5.7 | 129 | 5.7 | 28 | 42.6 | 58.8 |
| Lake Forest | 5.7 | 266 | 6.6 | 45 | 56.9 | 69.1 |
| Fox Trail | 5.7 | 489 | 7.0 | 40 | 83.8 | 89.2 |
| Castle Hill | 5.7 | 211 | 6.2 | 25 | 60.2 | 57.0 |
| Peters | 5.7 | 290 | 4.6 | 31 | 61.1 | 63.4 |
| Tropical | 5.7 | 361 | 6.4 | 47 | 78.0 | 77.1 |
| Orange Brook | 5.7 | 278 | 5.7 | 31 | 63.9 | 79.1 |
| Challenger | 5.7 | 516 | 6.0 | 50 | 70.5 | 72.1 |
| Nova Forman, Blanche | 5.6 | 359 | 5.1 | 41 | 76.2 | 78.0 |
| Morrow | 5.6 | 87 | 7.1 | 26 | 62.0 | 66.0 |
| Cypress | 5.6 | 162 | 6.8 | 32 | 66.7 | 72.5 |
| Winston Park | 5.6 | 531 | 5.9 | 49 | 77.3 | 82.1 |
| Coral Park | 5.6 | 312 | 6.0 | 33 | 79.2 | 81.7 |
| Deerfield Beach | 5.6 | 273 | 5.2 | 32 | 65.9 | 72.9 |
| Watkins | 5.6 | 292 | 5.6 | 47 | 56.5 | 69.0 |
| Tamarac | 5.6 | 382 | 6.7 | 34 | 70.0 | 82.2 |
| Sheridan Park | 5.6 | 61 | 6.7 | 49 | 61.3 | 67.7 |
| Welleby | 5.6 | 328 | 6.0 | 37 | 74.3 | 84.9 |
| Riverside | 5.5 | 267 | 6.6 | 41 | 88.2 | 89.6 |
| Sawgrass | 5.5 | 337 | 6.1 | 28 | 73.5 | 72.9 |
| Norcrest | 5.5 | 280 | 6.8 | 36 | 69.2 | 74.6 |
| Dolphin Bay | 5.5 | 269 | 8.0 | 29 | 76.2 | 79.5 |
| Pinewood | 5.5 | 348 | 6.6 | 47 | 68.6 | 68.5 |
| Sheridan Hills | 5.4 | 212 | 5.1 | 36 | 70.3 | 73.5 |
| Hollywood Central | 5.4 | 265 | 7.1 | 36 | 71.3 | 74.2 |
| Pembroke Pines Chart. E. | 5.4 | 693 | 6.5 | 32 | 88.7 | 93.1 |
| Westchester | 5.4 | 423 | 6.6 | 33 | 83.8 | 82.7 |
| Griffin | 5.4 | 236 | 7.3 | 25 | 85.0 | 91.3 |
| Croissant Park | 5.4 | 122 | 6.9 | 34 | 60.0 | 69.1 |
| Banyan | 5.4 | 386 | 5.3 | 35 | 67.8 | 71.6 |
| Young, Virginia S. | 5.4 | 248 | 5.5 | 36 | 89.1 | 91.3 |
| Silver Lakes | 5.4 | 302 | 5.3 | 40 | 77.4 | 79.2 |
| Chapel Trail | 5.4 | 436 | 6.4 | 47 | 82.9 | 83.4 |
| Flamingo | 5.3 | 361 | 6.4 | 40 | 76.5 | 78.7 |
| Cresthaven | 5.3 | 254 | 8.4 | 18 | 66.4 | 76.5 |
| Sunset Lakes | 5.3 | 432 | 5.8 | 61 | 89.9 | 91.3 |
| Palm Cove | 5.3 | 433 | 5.7 | 53 | 69.1 | 74.1 |
| Embassy Creek | 5.3 | 397 | 5.5 | 37 | 87.6 | 90.6 |
| Forest Hills | 5.3 | 235 | 6.2 | 29 | 73.4 | 75.2 |
| Pembroke Pines | 5.3 | 287 | 5.4 | 34 | 72.1 | 77.7 |
| North Andrews Gardens | 5.3 | 330 | 6.8 | 40 | 72.2 | 75.8 |
| Miramar | 5.2 | 353 | 6.4 | 49 | 62.3 | 79.1 |

(table continues)

Table E1 (continued)

| | Student Mean | Student N | Teacher Mean | Teacher N | Proportion of Proficient Students 2008 | |
|-------------------------|---------------|-----------|---------------|-----------|--|-------------|
| | Anxiety Score | | Anxiety Score | | Reading | Mathematics |
| Coral Cove | 5.2 | 169 | 6.7 | 46 | 74.9 | 74.9 |
| Lauderdale Manors | 5.2 | 163 | 7.1 | 31 | 43.0 | 53.0 |
| Davie | 5.2 | 316 | 6.6 | 30 | 65.2 | 77.0 |
| Coral Springs | 5.2 | 341 | 5.6 | 38 | 65.6 | 67.9 |
| Central Park | 5.2 | 481 | 5.6 | 58 | 88.1 | 88.1 |
| Foster, Stephen | 5.1 | 244 | 7.2 | 38 | 69.7 | 74.8 |
| Palmview | 5.1 | 245 | 6.9 | 31 | 57.1 | 66.9 |
| Tradewinds | 5.1 | 356 | 5.6 | 40 | 77.5 | 81.7 |
| Nova Eisenhower, Dwight | 5.1 | 379 | 5.8 | 33 | 81.0 | 83.1 |
| Maplewood | 5.1 | 380 | 5.7 | 46 | 75.8 | 78.4 |
| Harbordale | 5.0 | 156 | 5.4 | 23 | 77.6 | 80.7 |
| Park Springs | 5.0 | 296 | 5.6 | 33 | 87.0 | 91.4 |
| Tedder | 5.0 | 201 | 5.2 | 42 | 56.5 | 65.1 |
| Country Isles | 5.0 | 432 | 5.4 | 54 | 80.5 | 83.4 |
| Coconut Palm | 5.0 | 465 | 5.8 | 49 | 70.9 | 75.5 |
| Hawkes Bluff | 5.0 | 432 | 5.7 | 45 | 86.0 | 88.0 |
| Eagle Ridge | 4.9 | 273 | 6.2 | 33 | 85.3 | 86.6 |
| Hunt, James S. | 4.9 | 276 | 5.9 | 18 | 79.6 | 85.8 |
| Liberty | 4.9 | 475 | 6.0 | 60 | 62.2 | 72.6 |
| Oakridge | 4.9 | 293 | 5.5 | 34 | 59.8 | 63.9 |
| Quiet Waters | 4.9 | 458 | 5.6 | 57 | 79.2 | 81.8 |
| Driftwood | 4.9 | 246 | 5.7 | 38 | 68.4 | 77.9 |
| Dania | 4.9 | 194 | 5.9 | 31 | 67.0 | 67.5 |
| Pasadena Lakes | 4.9 | 296 | 5.2 | 37 | 69.9 | 77.0 |
| Gator Run | 4.9 | 558 | 5.2 | 69 | 89.9 | 93.3 |
| Manatee Bay | 4.8 | 611 | 5.7 | 68 | 87.4 | 93.5 |
| Panther Run | 4.8 | 372 | 5.6 | 42 | 78.4 | 82.9 |
| Hollywood Hills | 4.7 | 400 | 6.4 | 39 | 76.8 | 80.8 |
| Plantation Park | 4.6 | 248 | 6.2 | 28 | 72.5 | 72.4 |
| Eagle Point | 4.6 | 574 | 7.0 | 40 | 89.8 | 91.2 |
| Bennett | 4.6 | 130 | 5.8 | 23 | 73.2 | 70.3 |
| Pompano Beach | 4.6 | 243 | 8.1 | 23 | 57.0 | 69.4 |
| Lloyd Estates | 4.5 | 188 | 5.5 | 26 | 59.0 | 73.4 |
| Park Trails | 4.5 | 640 | 6.0 | 52 | 83.8 | 89.1 |
| Margate | 4.4 | 431 | 6.3 | 41 | 71.1 | 72.0 |
| McNab | 4.4 | 215 | 6.1 | 32 | 79.0 | 85.8 |
| Lakeside | 4.4 | 390 | 5.7 | 42 | 83.5 | 86.0 |
| Everglades | 4.4 | 464 | 6.2 | 37 | 85.5 | 91.6 |
| Sunshine | 4.3 | 414 | 5.3 | 43 | 64.8 | 73.1 |
| Country Hills | 4.2 | 451 | 5.5 | 55 | 84.2 | 88.7 |
| Floranada | 4.1 | 284 | 5.1 | 30 | 78.3 | 82.9 |
| Bayview | 4.0 | 204 | 6.4 | 30 | 92.7 | 95.0 |
| Wilton Manors | 4.0 | 259 | 5.2 | 36 | 67.6 | 75.3 |
| Parkside | 3.9 | 35 | 5.7 | 34 | 80.6 | 80.6 |
| Hallandale | 3.8 | 531 | 5.6 | 54 | 60.9 | 79.0 |
| Pembroke Lakes | 3.2 | 342 | 5.6 | 41 | 84.0 | 86.7 |
| Endeavour Primary | 2.8 | 84 | 5.6 | 23 | 61.2 | 64.7 |

Table E2. Mean Student and Teacher Anxiety Scores and Percentage of Students Proficient in Reading and Mathematics, by School: Middle Schools (Anxiety question only)

| | Student | | Teacher | | Proportion of Proficient Students 2008 | |
|--------------------------|--------------------|-----------|--------------------|-----------|--|-------------|
| | Mean Anxiety Score | Student N | Mean Anxiety Score | Teacher N | Reading | Mathematics |
| Lauderhill | 6.3 | 458 | 7.6 | 39 | 37.1 | 33.7 |
| Ashe, Arthur R. Jr. | 6.1 | 375 | 6.5 | 31 | 26.3 | 31.8 |
| Gulfstream | 6.0 | 308 | 7.4 | 17 | 43.0 | 43.2 |
| Silver Lakes | 6.0 | 461 | 6.3 | 27 | 48.0 | 42.4 |
| Parkway | 5.9 | 858 | 7.0 | 44 | 55.2 | 60.8 |
| Perry, Henry D. | 5.8 | 558 | 6.6 | 45 | 52.3 | 51.9 |
| Dandy, William | 5.8 | 789 | 6.6 | 50 | 69.7 | 79.3 |
| Sunrise | 5.8 | 781 | 6.7 | 57 | 65.3 | 60.8 |
| McNicol | 5.7 | 506 | 6.8 | 28 | 49.3 | 53.8 |
| New Renaissance | 5.7 | 1,032 | 6.7 | 15 | 62.4 | 61.1 |
| Attucks | 5.6 | 618 | 6.6 | 25 | 59.0 | 56.3 |
| Margate | 5.5 | 511 | 5.8 | 42 | 55.8 | 64.2 |
| Lauderdale Lakes | 5.5 | 598 | 6.5 | 48 | 48.7 | 53.6 |
| Apollo | 5.4 | 624 | 6.2 | 49 | 51.9 | 59.0 |
| Crystal Lake Community | 5.4 | 974 | 6.2 | 28 | 61.5 | 66.6 |
| Olsen | 5.4 | 707 | 7.2 | 52 | 54.2 | 61.2 |
| Pompano Beach | 5.4 | 585 | 7.2 | 34 | 62.5 | 59.4 |
| New River | 5.4 | 888 | 5.7 | 54 | 59.7 | 62.9 |
| Pines | 5.3 | 768 | 6.0 | 42 | 65.2 | 68.6 |
| Millennium | 5.3 | 1,107 | 6.1 | 81 | 62.8 | 68.6 |
| Westpine | 5.3 | 1,110 | 5.2 | 65 | 66.7 | 62.2 |
| Seminole | 5.3 | 709 | 6.2 | 65 | 63.2 | 62.7 |
| Bair | 5.3 | 774 | 6.9 | 56 | 58.1 | 61.4 |
| Deerfield Beach | 5.3 | 638 | 6.7 | 39 | 55.9 | 58.3 |
| Plantation | 5.2 | 589 | 6.9 | 35 | 64.4 | 60.1 |
| Nova | 5.1 | 786 | 5.5 | 42 | 75.5 | 78.2 |
| Glades | 5.0 | 766 | 5.6 | 59 | 69.3 | 72.8 |
| Sawgrass Springs | 5.0 | 935 | 5.8 | 62 | 74.8 | 74.8 |
| Coral Springs | 5.0 | 1,029 | 5.6 | 54 | 73.5 | 78.4 |
| Driftwood | 4.9 | 38 | 6.4 | 55 | 61.0 | 75.0 |
| Young, Walter C. | 4.9 | 1,500 | 6.5 | 48 | 71.9 | 74.4 |
| Forest Glen | 4.9 | 933 | 5.9 | 70 | 74.9 | 74.3 |
| Lyons Creek | 4.9 | 1,756 | 5.0 | 106 | 66.4 | 68.1 |
| Pembroke Pines Chart. M. | 4.9 | 885 | 6.2 | 19 | 83.7 | 83.5 |
| Westglades | 4.9 | 1,356 | 5.3 | 76 | 81.5 | 84.7 |
| Ramblewood | 4.9 | 947 | 5.2 | 46 | 73.9 | 76.7 |
| Tequesta Trace | 4.8 | 1,274 | 4.7 | 48 | 80.5 | 79.6 |
| Silver Trail | 4.7 | 1,494 | 6.0 | 44 | 79.3 | 84.0 |
| Pioneer | 4.7 | 1,287 | 6.8 | 85 | 83.7 | 87.5 |
| Indian Ridge | 4.7 | 1,450 | 5.4 | 101 | 78.1 | 78.5 |
| Falcon Cove | 4.5 | 1,703 | 4.9 | 99 | 87.0 | 89.4 |

Table E3. Mean Student and Teacher Anxiety Scores and Percentage of Students Proficient in Reading and Mathematics, by School: High Schools (Anxiety question only)

| | Student | | Teacher | | Proportion of Proficient Students 2008 | |
|---------------------------|--------------------|-----------|--------------------|-----------|--|-------------|
| | Mean Anxiety Score | Student N | Mean Anxiety Score | Teacher N | Reading | Mathematics |
| Hallandale | 5.2 | 869 | 5.7 | 58 | 31.8 | 57.1 |
| Anderson, Boyd H. | 5.1 | 1,342 | 5.8 | 106 | 24.5 | 53.2 |
| Coconut Creek | 5.1 | 1,606 | 6.6 | 89 | 19.2 | 54.4 |
| Ely, Blanche | 5.1 | 919 | 6.1 | 76 | 28.0 | 57.4 |
| Stranahan | 5.0 | 1,214 | 6.1 | 88 | 34.7 | 63.2 |
| McArthur | 5.0 | 1,198 | 7.1 | 82 | 33.0 | 64.2 |
| Miramar | 5.0 | 2,305 | 6.2 | 76 | 36.4 | 67.3 |
| Plantation | 4.9 | 1,415 | 6.6 | 82 | 32.7 | 71.4 |
| Northeast | 4.8 | 1,405 | 5.5 | 82 | 39.7 | 70.8 |
| Dillard | 4.8 | 131 | 6.5 | 26 | 18.0 | 62.3 |
| South Broward | 4.8 | 1,396 | 5.9 | 94 | 40.1 | 64.1 |
| Piper | 4.8 | 2,191 | 5.6 | 117 | 36.1 | 62.7 |
| South Plantation | 4.7 | 1,564 | 5.5 | 61 | 44.7 | 73.1 |
| Hollywood Hills | 4.7 | 1,519 | 6.9 | 110 | 34.7 | 63.0 |
| Fort Lauderdale | 4.7 | 1,271 | 5.9 | 69 | 47.0 | 72.9 |
| Monarch | 4.6 | 1,267 | 6.0 | 88 | 45.5 | 77.8 |
| Coral Springs | 4.6 | 1,580 | 5.6 | 108 | 48.0 | 76.6 |
| Deerfield Beach | 4.6 | 1,660 | 6.0 | 97 | 40.7 | 64.0 |
| Flanagan, Charles W. | 4.6 | 2,209 | 6.0 | 119 | 50.5 | 74.8 |
| Everglades | 4.4 | 2,496 | 5.4 | 113 | 50.6 | 74.4 |
| Nova | 4.4 | 1,451 | 5.8 | 47 | 58.4 | 89.6 |
| Taravella, J. P. | 4.3 | 1,969 | 6.4 | 122 | 54.3 | 79.9 |
| Coral Glades | 4.3 | 1,813 | 5.8 | 121 | 53.4 | 75.5 |
| Western | 4.2 | 1,753 | 4.7 | 46 | 56.6 | 82.0 |
| Pembroke Pines Chart. H. | 4.2 | 965 | 6.3 | 40 | 63.9 | 86.7 |
| Cooper City | 4.1 | 1,575 | 6.7 | 78 | 66.6 | 90.6 |
| Cypress Bay | 4.1 | 4,464 | 5.4 | 186 | 65.0 | 89.8 |
| Douglas, Stoneman M. | 4.1 | 1,898 | 5.0 | 56 | 63.8 | 86.1 |
| Atlantic Technical Center | 3.8 | 417 | 3.5 | 60 | 74.9 | 96.4 |
| McFatter, William Tech. | 3.8 | 431 | 4.1 | 60 | 82.4 | 97.6 |
| Pompano Beach Inst. | 3.8 | 837 | 4.3 | 49 | 79.0 | 98.7 |

Appendix F

Table F1. *Mean Teacher and Student Anxiety Scores and Percentage of Students Proficient in Reading and Mathematics, by School: Elementary Schools (Anxiety question only)*

| | Teacher | | Student | | Proportion of Proficient Students 2008 | |
|--------------------------|--------------------|-----------|--------------------|-----------|--|-------------|
| | Mean Anxiety Score | Teacher N | Mean Anxiety Score | Student N | Reading | Mathematics |
| Cresthaven | 8.4 | 18 | 5.3 | 254 | 66.4 | 76.5 |
| Pompano Beach | 8.1 | 23 | 4.6 | 243 | 57.0 | 69.4 |
| Hollywood Park | 8.0 | 25 | 6.4 | 189 | 62.8 | 62.2 |
| Dolphin Bay | 8.0 | 29 | 5.5 | 269 | 76.2 | 79.5 |
| Horizon | 7.3 | 31 | 6.2 | 359 | 70.2 | 72.1 |
| Griffin | 7.3 | 25 | 5.4 | 236 | 85.0 | 91.3 |
| Foster, Stephen | 7.2 | 38 | 5.1 | 244 | 69.7 | 74.8 |
| Boulevard Heights | 7.1 | 42 | 5.7 | 384 | 71.3 | 79.4 |
| Morrow | 7.1 | 26 | 5.6 | 87 | 62.0 | 66.0 |
| Hollywood Central | 7.1 | 36 | 5.4 | 265 | 71.3 | 74.2 |
| Lauderdale Manors | 7.1 | 31 | 5.2 | 163 | 43.0 | 53.0 |
| Sanders Park | 7.0 | 23 | 6.2 | 127 | 50.8 | 71.4 |
| Colbert | 7.0 | 25 | 6.2 | 173 | 45.5 | 56.1 |
| Fox Trail | 7.0 | 40 | 5.7 | 489 | 83.8 | 89.2 |
| Eagle Point | 7.0 | 40 | 4.6 | 574 | 89.8 | 91.2 |
| Sunland Park | 6.9 | 22 | 6.1 | 145 | 33.3 | 40.8 |
| Croissant Park | 6.9 | 34 | 5.4 | 122 | 60.0 | 69.1 |
| Palmview | 6.9 | 31 | 5.1 | 245 | 57.1 | 66.9 |
| King, Martin Luther | 6.8 | 27 | 6.2 | 160 | 37.0 | 42.0 |
| Sandpiper | 6.8 | 48 | 5.9 | 358 | 72.7 | 78.1 |
| Cypress | 6.8 | 32 | 5.6 | 162 | 66.7 | 72.5 |
| Norcrest | 6.8 | 36 | 5.5 | 280 | 69.2 | 74.6 |
| North Andrews Gardens | 6.8 | 40 | 5.3 | 330 | 72.2 | 75.8 |
| Atlantic West | 6.7 | 41 | 6.1 | 276 | 64.6 | 69.8 |
| Cooper City | 6.7 | 26 | 5.8 | 137 | 80.2 | 86.1 |
| Tamarac | 6.7 | 34 | 5.6 | 382 | 70.0 | 82.2 |
| Sheridan Park | 6.7 | 49 | 5.6 | 61 | 61.3 | 67.7 |
| Coral Cove | 6.7 | 46 | 5.2 | 169 | 74.9 | 74.9 |
| Westwood Heights | 6.6 | 35 | 6.5 | 219 | 43.8 | 59.3 |
| Walker | 6.6 | 24 | 6.3 | 240 | 49.0 | 55.0 |
| Park Ridge | 6.6 | 26 | 6.1 | 151 | 40.0 | 45.6 |
| Pines Lakes | 6.6 | 37 | 6.0 | 298 | 66.1 | 69.4 |
| North Lauderdale | 6.6 | 48 | 5.9 | 330 | 49.7 | 55.5 |
| Lake Forest | 6.6 | 45 | 5.7 | 266 | 56.9 | 69.1 |
| Riverside | 6.6 | 41 | 5.5 | 267 | 88.2 | 89.6 |
| Pinewood | 6.6 | 47 | 5.5 | 348 | 68.6 | 68.5 |
| Westchester | 6.6 | 33 | 5.4 | 423 | 83.8 | 82.7 |
| Davie | 6.6 | 30 | 5.2 | 316 | 65.2 | 77.0 |
| Deerfield Park | 6.5 | 23 | 6.7 | 170 | 53.7 | 54.9 |
| Ramblewood | 6.5 | 32 | 5.9 | 421 | 75.1 | 83.5 |
| Dillard | 6.5 | 26 | 5.8 | 281 | 56.4 | 65.3 |
| Oakland Park | 6.5 | 36 | 5.7 | 189 | 58.1 | 64.7 |
| Pembroke Pines Chart. E. | 6.5 | 32 | 5.4 | 693 | 88.7 | 93.1 |

(table continues)

Table F1 (continued)

| | Teacher Mean | Teacher N | Student Mean | Student N | Proportion of Proficient Students 2008 | |
|-------------------------|---------------|-----------|---------------|-----------|--|-------------|
| | Anxiety Score | | Anxiety Score | | Reading | Mathematics |
| Broward Estates | 6.4 | 45 | 6.6 | 234 | 56.0 | 66.7 |
| North Side | 6.4 | 20 | 6.2 | 144 | 31.1 | 37.8 |
| Tropical | 6.4 | 47 | 5.7 | 361 | 78.0 | 77.1 |
| Chapel Trail | 6.4 | 47 | 5.4 | 436 | 82.9 | 83.4 |
| Flamingo | 6.4 | 40 | 5.3 | 361 | 76.5 | 78.7 |
| Miramar | 6.4 | 49 | 5.2 | 353 | 62.3 | 79.1 |
| Hollywood Hills | 6.4 | 39 | 4.7 | 400 | 76.8 | 80.8 |
| Bayview | 6.4 | 30 | 4.0 | 204 | 92.7 | 95.0 |
| Village | 6.3 | 31 | 5.9 | 367 | 57.6 | 60.5 |
| Riverglades | 6.3 | 29 | 5.7 | 271 | 93.4 | 93.1 |
| Margate | 6.3 | 41 | 4.4 | 431 | 71.1 | 72.0 |
| Marshall, Thurgood | 6.2 | 28 | 6.7 | 161 | 49.1 | 53.2 |
| Larkdale | 6.2 | 6 | 6.5 | 153 | 32.7 | 46.3 |
| Oriole | 6.2 | 31 | 6.4 | 265 | 52.4 | 64.0 |
| Drew, Charles R. | 6.2 | 28 | 6.3 | 167 | 49.4 | 52.8 |
| Nob Hill | 6.2 | 44 | 6.0 | 328 | 77.0 | 82.4 |
| Castle Hill | 6.2 | 25 | 5.7 | 211 | 60.2 | 57.0 |
| Forest Hills | 6.2 | 29 | 5.3 | 235 | 73.4 | 75.2 |
| Eagle Ridge | 6.2 | 33 | 4.9 | 273 | 85.3 | 86.6 |
| Plantation Park | 6.2 | 28 | 4.6 | 248 | 72.5 | 72.4 |
| Everglades | 6.2 | 37 | 4.4 | 464 | 85.5 | 91.6 |
| Meadowbrook | 6.1 | 30 | 6.1 | 178 | 54.9 | 70.3 |
| Indian Trace | 6.1 | 33 | 6.0 | 283 | 93.5 | 93.5 |
| North Fork | 6.1 | 28 | 6.0 | 189 | 42.3 | 49.3 |
| Silver Ridge | 6.1 | 46 | 5.8 | 455 | 80.7 | 85.4 |
| Sawgrass | 6.1 | 28 | 5.5 | 337 | 73.5 | 72.9 |
| McNab | 6.1 | 32 | 4.4 | 215 | 79.0 | 85.8 |
| Bethune, Mary M. | 6.0 | 44 | 6.0 | 207 | 49.3 | 53.4 |
| Challenger | 6.0 | 50 | 5.7 | 516 | 70.5 | 72.1 |
| Coral Park | 6.0 | 33 | 5.6 | 312 | 79.2 | 81.7 |
| Welleby | 6.0 | 37 | 5.6 | 328 | 74.3 | 84.9 |
| Liberty | 6.0 | 60 | 4.9 | 475 | 62.2 | 72.6 |
| Park Trails | 6.0 | 52 | 4.5 | 640 | 83.8 | 89.1 |
| Riverland | 5.9 | 38 | 6.6 | 231 | 74.6 | 71.2 |
| Royal Palm | 5.9 | 37 | 6.3 | 297 | 48.3 | 55.6 |
| Winston Park | 5.9 | 49 | 5.6 | 531 | 77.3 | 82.1 |
| Hunt, James S. | 5.9 | 18 | 4.9 | 276 | 79.6 | 85.8 |
| Dania | 5.9 | 31 | 4.9 | 194 | 67.0 | 67.5 |
| Perry, Annabel C. | 5.8 | 32 | 6.3 | 227 | 65.3 | 77.2 |
| Coconut Creek | 5.8 | 17 | 5.7 | 284 | 80.7 | 85.1 |
| Sunset Lakes | 5.8 | 61 | 5.3 | 432 | 89.9 | 91.3 |
| Nova Eisenhower, Dwight | 5.8 | 33 | 5.1 | 379 | 81.0 | 83.1 |
| Coconut Palm | 5.8 | 49 | 5.0 | 465 | 70.9 | 75.5 |
| Bennett | 5.8 | 23 | 4.6 | 130 | 73.2 | 70.3 |
| Lauderhill, Paul T. | 5.7 | 22 | 6.0 | 169 | 53.1 | 58.8 |
| Markham, Robert C. | 5.7 | 28 | 5.7 | 129 | 42.6 | 58.8 |
| Orange Brook | 5.7 | 31 | 5.7 | 278 | 63.9 | 79.1 |
| Palm Cove | 5.7 | 53 | 5.3 | 433 | 69.1 | 74.1 |

(table continues)

Table F1 (continued)

| | Teacher | | Student | | Proportion of Proficient Students 2008 | |
|----------------------|--------------------|-----------|--------------------|-----------|--|-------------|
| | Mean Anxiety Score | Teacher N | Mean Anxiety Score | Student N | Reading | Mathematics |
| Maplewood | 5.7 | 46 | 5.1 | 380 | 75.8 | 78.4 |
| Hawkes Bluff | 5.7 | 45 | 5.0 | 432 | 86.0 | 88.0 |
| Driftwood | 5.7 | 38 | 4.9 | 246 | 68.4 | 77.9 |
| Manatee Bay | 5.7 | 68 | 4.8 | 611 | 87.4 | 93.5 |
| Lakeside | 5.7 | 42 | 4.4 | 390 | 83.5 | 86.0 |
| Parkside | 5.7 | 34 | 3.9 | 35 | 80.6 | 80.6 |
| Park Lakes | 5.6 | 47 | 6.0 | 360 | 48.7 | 54.1 |
| Mirror Lake | 5.6 | 34 | 5.9 | 255 | 62.5 | 60.9 |
| Watkins | 5.6 | 47 | 5.6 | 292 | 56.5 | 69.0 |
| Coral Springs | 5.6 | 38 | 5.2 | 341 | 65.6 | 67.9 |
| Central Park | 5.6 | 58 | 5.2 | 481 | 88.1 | 88.1 |
| Tradewinds | 5.6 | 40 | 5.1 | 356 | 77.5 | 81.7 |
| Park Springs | 5.6 | 33 | 5.0 | 296 | 87.0 | 91.4 |
| Quiet Waters | 5.6 | 57 | 4.9 | 458 | 79.2 | 81.8 |
| Panther Run | 5.6 | 42 | 4.8 | 372 | 78.4 | 82.9 |
| Hallandale | 5.6 | 54 | 3.8 | 531 | 60.9 | 79.0 |
| Pembroke Lakes | 5.6 | 41 | 3.2 | 342 | 84.0 | 86.7 |
| Endeavour Primary | 5.6 | 23 | 2.8 | 84 | 61.2 | 64.7 |
| West Hollywood | 5.5 | 35 | 5.9 | 284 | 55.5 | 63.1 |
| Young, Virginia S. | 5.5 | 36 | 5.4 | 248 | 89.1 | 91.3 |
| Embassy Creek | 5.5 | 37 | 5.3 | 397 | 87.6 | 90.6 |
| Oakridge | 5.5 | 34 | 4.9 | 293 | 59.8 | 63.9 |
| Lloyd Estates | 5.5 | 26 | 4.5 | 188 | 59.0 | 73.4 |
| Country Hills | 5.5 | 55 | 4.2 | 451 | 84.2 | 88.7 |
| Pembroke Pines | 5.4 | 34 | 5.3 | 287 | 72.1 | 77.7 |
| Harbordale | 5.4 | 23 | 5.0 | 156 | 77.6 | 80.7 |
| Country Isles | 5.4 | 54 | 5.0 | 432 | 80.5 | 83.4 |
| Rock Island | 5.3 | 34 | 6.6 | 159 | 60.8 | 66.1 |
| Plantation | 5.3 | 23 | 6.6 | 161 | 55.3 | 61.2 |
| Fairway | 5.3 | 53 | 6.1 | 414 | 54.7 | 57.6 |
| Banyan | 5.3 | 35 | 5.4 | 386 | 67.8 | 71.6 |
| Silver Lakes | 5.3 | 40 | 5.4 | 302 | 77.4 | 79.2 |
| Sunshine | 5.3 | 43 | 4.3 | 414 | 64.8 | 73.1 |
| Sea Castle | 5.2 | 57 | 6.5 | 380 | 68.6 | 71.8 |
| Stirling | 5.2 | 34 | 6.2 | 247 | 65.9 | 66.7 |
| Broadview | 5.2 | 58 | 6.1 | 374 | 64.1 | 72.6 |
| Deerfield Beach | 5.2 | 32 | 5.6 | 273 | 65.9 | 72.9 |
| Tedder | 5.2 | 42 | 5.0 | 201 | 56.5 | 65.1 |
| Pasadena Lakes | 5.2 | 37 | 4.9 | 296 | 69.9 | 77.0 |
| Gator Run | 5.2 | 69 | 4.9 | 558 | 89.9 | 93.3 |
| Wilton Manors | 5.2 | 36 | 4.0 | 259 | 67.6 | 75.3 |
| Nova Forman, Blanche | 5.1 | 41 | 5.6 | 359 | 76.2 | 78.0 |
| Sheridan Hills | 5.1 | 36 | 5.4 | 212 | 70.3 | 73.5 |
| Floranada | 5.1 | 30 | 4.1 | 284 | 78.3 | 82.9 |
| Silver Palms | 4.9 | 39 | 6.4 | 444 | 82.5 | 84.9 |
| Silver Shores | 4.9 | 35 | 5.9 | 254 | 74.1 | 75.2 |
| Peters | 4.6 | 31 | 5.7 | 290 | 61.1 | 63.4 |

Table F2. Mean Teacher and Student Anxiety Scores and Percentage of Students Proficient in Reading and Mathematics, by School: Middle Schools (Anxiety question only)

| | Teacher | | Student | | Proportion of Proficient Students 2008 | |
|--------------------------|--------------------|-----------|--------------------|-----------|--|-------------|
| | Mean Anxiety Score | Teacher N | Mean Anxiety Score | Student N | Reading | Mathematics |
| Lauderhill | 7.6 | 39 | 6.3 | 458 | 37.1 | 33.7 |
| Gulfstream | 7.4 | 17 | 6.0 | 308 | 43.0 | 43.2 |
| Olsen | 7.2 | 52 | 5.4 | 707 | 54.2 | 61.2 |
| Pompano Beach | 7.2 | 34 | 5.4 | 585 | 62.5 | 59.4 |
| Parkway | 7.0 | 44 | 5.9 | 858 | 55.2 | 60.8 |
| Bair | 6.9 | 56 | 5.3 | 774 | 58.1 | 61.4 |
| Plantation | 6.9 | 35 | 5.2 | 589 | 64.4 | 60.1 |
| McNicol | 6.8 | 28 | 5.7 | 506 | 49.3 | 53.8 |
| Pioneer | 6.8 | 85 | 4.7 | 1,287 | 83.7 | 87.5 |
| Sunrise | 6.7 | 57 | 5.8 | 781 | 65.3 | 60.8 |
| New Renaissance | 6.7 | 15 | 5.7 | 1,032 | 62.4 | 61.1 |
| Deerfield Beach | 6.7 | 39 | 5.3 | 638 | 55.9 | 58.3 |
| Perry, Henry D. | 6.6 | 45 | 5.8 | 558 | 52.3 | 51.9 |
| Dandy, William | 6.6 | 50 | 5.8 | 789 | 69.7 | 79.3 |
| Attucks | 6.6 | 25 | 5.6 | 618 | 59.0 | 56.3 |
| Ashe, Arthur R. Jr. | 6.5 | 31 | 6.1 | 375 | 26.3 | 31.8 |
| Lauderdale Lakes | 6.5 | 48 | 5.5 | 598 | 48.7 | 53.6 |
| Young, Walter C. | 6.5 | 48 | 4.9 | 1,500 | 71.9 | 74.4 |
| Driftwood | 6.4 | 55 | 4.9 | 38 | 61.0 | 75.0 |
| Silver Lakes | 6.3 | 27 | 6.0 | 461 | 48.0 | 42.4 |
| Apollo | 6.2 | 49 | 5.4 | 624 | 51.9 | 59.0 |
| Crystal Lake Community | 6.2 | 28 | 5.4 | 974 | 61.5 | 66.6 |
| Seminole | 6.2 | 65 | 5.3 | 709 | 63.2 | 62.7 |
| Pembroke Pines Chart. M. | 6.2 | 19 | 4.9 | 885 | 83.7 | 83.5 |
| Millennium | 6.1 | 81 | 5.3 | 1,107 | 62.8 | 68.6 |
| Pines | 6.0 | 42 | 5.3 | 768 | 65.2 | 68.6 |
| Silver Trail | 6.0 | 44 | 4.7 | 1,494 | 79.3 | 84.0 |
| Forest Glen | 5.9 | 70 | 4.9 | 933 | 74.9 | 74.3 |
| Margate | 5.8 | 42 | 5.5 | 511 | 55.8 | 64.2 |
| Sawgrass Springs | 5.8 | 62 | 5.0 | 935 | 74.8 | 74.8 |
| New River | 5.7 | 54 | 5.4 | 888 | 59.7 | 62.9 |
| Glades | 5.6 | 59 | 5.0 | 766 | 69.3 | 72.8 |
| Coral Springs | 5.6 | 54 | 5.0 | 1,029 | 73.5 | 78.4 |
| Nova | 5.5 | 42 | 5.1 | 786 | 75.5 | 78.2 |
| Indian Ridge | 5.4 | 101 | 4.7 | 1,450 | 78.1 | 78.5 |
| Westglades | 5.3 | 76 | 4.9 | 1,356 | 81.5 | 84.7 |
| Westpine | 5.2 | 65 | 5.3 | 1,110 | 66.7 | 62.2 |
| Ramblewood | 5.2 | 46 | 4.9 | 947 | 73.9 | 76.7 |
| Lyons Creek | 5.0 | 106 | 4.9 | 1,756 | 66.4 | 68.1 |
| Falcon Cove | 4.9 | 99 | 4.5 | 1,703 | 87.0 | 89.4 |
| Tequesta Trace | 4.7 | 48 | 4.8 | 1,274 | 80.5 | 79.6 |

Table F3. Mean Teacher and Student Anxiety Scores and Percentage of Students Proficient in Reading and Mathematics, by School: High Schools (Anxiety question only)

| | Teacher | | Student | | Proportion of Proficient Students 2008 | |
|---------------------------|--------------------|-----------|--------------------|-----------|--|-------------|
| | Mean Anxiety Score | Teacher N | Mean Anxiety Score | Student N | Reading | Mathematics |
| McArthur | 7.1 | 82 | 5.0 | 1,198 | 33.0 | 64.2 |
| Hollywood Hills | 6.9 | 110 | 4.7 | 1,519 | 34.7 | 63.0 |
| Cooper City | 6.7 | 78 | 4.1 | 1,575 | 66.6 | 90.6 |
| Coconut Creek | 6.6 | 89 | 5.1 | 1,606 | 19.2 | 54.4 |
| Plantation | 6.6 | 82 | 4.9 | 1,415 | 32.7 | 71.4 |
| Dillard | 6.5 | 26 | 4.8 | 131 | 18.0 | 62.3 |
| Taravella, J. P. | 6.4 | 122 | 4.3 | 1,969 | 54.3 | 79.9 |
| Pembroke Pines Chart. H. | 6.3 | 40 | 4.2 | 965 | 63.9 | 86.7 |
| Miramar | 6.2 | 76 | 5.0 | 2,305 | 36.4 | 67.3 |
| Ely, Blanche | 6.1 | 76 | 5.1 | 919 | 28.0 | 57.4 |
| Stranahan | 6.1 | 88 | 5.0 | 1,214 | 34.7 | 63.2 |
| Monarch | 6.0 | 88 | 4.6 | 1,267 | 45.5 | 77.8 |
| Deerfield Beach | 6.0 | 97 | 4.6 | 1,660 | 40.7 | 64.0 |
| Flanagan, Charles W. | 6.0 | 119 | 4.6 | 2,209 | 50.5 | 74.8 |
| South Broward | 5.9 | 94 | 4.8 | 1,396 | 40.1 | 64.1 |
| Fort Lauderdale | 5.9 | 69 | 4.7 | 1,271 | 47.0 | 72.9 |
| Anderson, Boyd H. | 5.8 | 106 | 5.1 | 1,342 | 24.5 | 53.2 |
| Nova | 5.8 | 47 | 4.4 | 1,451 | 58.4 | 89.6 |
| Coral Glades | 5.8 | 121 | 4.3 | 1,813 | 53.4 | 75.5 |
| Hallandale | 5.7 | 58 | 5.2 | 869 | 31.8 | 57.1 |
| Piper | 5.6 | 117 | 4.8 | 2,191 | 36.1 | 62.7 |
| Coral Springs | 5.6 | 108 | 4.6 | 1,580 | 48.0 | 76.6 |
| Northeast | 5.5 | 82 | 4.8 | 1,405 | 39.7 | 70.8 |
| South Plantation | 5.5 | 61 | 4.7 | 1,564 | 44.7 | 73.1 |
| Everglades | 5.4 | 113 | 4.4 | 2,496 | 50.6 | 74.4 |
| Cypress Bay | 5.4 | 186 | 4.1 | 4,464 | 65.0 | 89.8 |
| Douglas, Stoneman M. | 5.0 | 56 | 4.1 | 1,898 | 63.8 | 86.1 |
| Western | 4.7 | 46 | 4.2 | 1,753 | 56.6 | 82.0 |
| Pompano Beach Inst. | 4.3 | 49 | 3.8 | 837 | 79.0 | 98.7 |
| McFatter, William Tech. | 4.1 | 60 | 3.8 | 431 | 82.4 | 97.6 |
| Atlantic Technical Center | 3.5 | 60 | 3.8 | 417 | 74.9 | 96.4 |