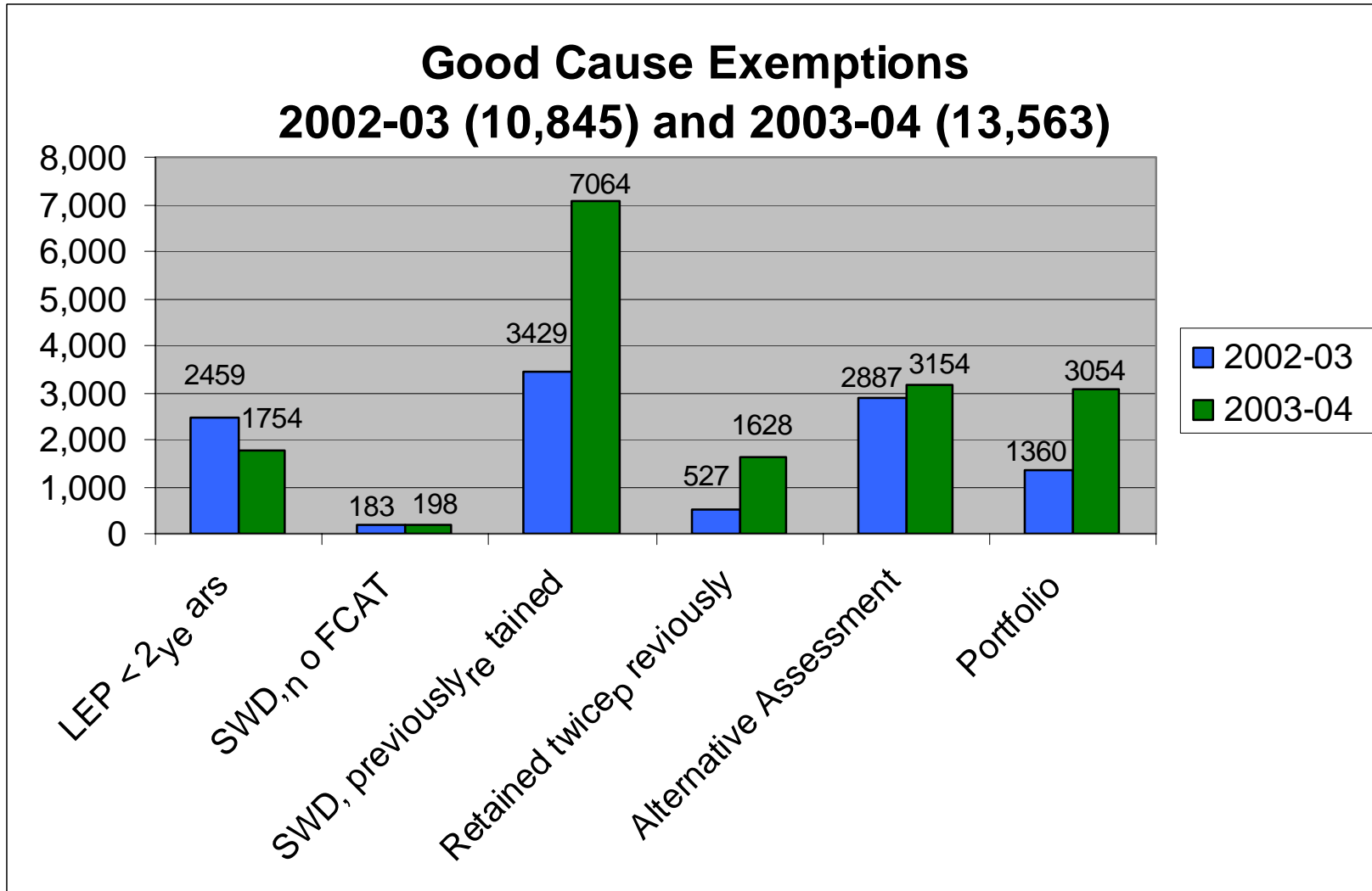


NUMBER PROMOTED BY GOOD CAUSE EXEMPTION CATEGORY, 2002-2003 AND 2003-2004



2002-03 186,568 3rd graders; 41,790 scored Level 1; 10,845 or 26% received GCE

2003-04 189,709 3rd graders; 38,741 scored Level 1; 13,563 or 35% received GCE

2004 Average Increase in Development Scale Scores (DSS) for Subgroups by Good Cause Exemption Category

Good Cause Exemption	DSS Increase 2003 to 2004	2004 DSS Average	4 th Grade FCAT Level	Number of Level 1 Kids
Alternative Assessment	447.44	1379.29	2	2887
Portfolio Assessment	410.60	1331.04	2	1360
LEP < 2 Years	443.23	1128.32	1	2459
SWD, previously retained	346.77	1014.30	1	3429
Retained twice previously	331.72	1100.07	1	527
SWD, FCAT inappropriate	314.59	965.31	1	183
			Total	10845

Good Cause Exemption Breakdown for all Limited English Proficient (LEP) > 2 years scoring Level I on 2003 Reading FCAT

Grade Promotion Status Description	Student Count
PROMOTED TO A HIGHER GRADE	9
GC PROMOTION - LEP < 2 YRS	1784
GC PROMOTION - DISABLED, FCAT NOT APPROPRIATE	4
GC PROMOTION - ALTERNATE TEST TAKEN	95
GC PROMOTION - PORTFOLIO ASSESSMENT	16
GC PROMOTION - DISABLED PREVIOUSLY RETAINED	20
GC PROMOTION - RETAINED TWICE PREVIOUSLY	4
NOT ENROLLED IN A KG-12 PROGRAM IN THE DISTRICT	117
ACADEMICALLY PROMOTED TO A HIGHER GRADE, GRADUATED OR COMPLETED	756
RETAINED IN SAME GRADE AT THE END OF THE SCHOOL	549

Breakdown by Primary Exceptionality for Students with Disabilities (SWD) – Previously Retained Good Cause Exemption for 2003

Exceptionality Description	Student Count
EDUCABLE MENTALLY HANDICAPPED	240
ORTHOPEDICALLY IMPAIRED	12
SPEECH IMPAIRED	38
LANGUAGE IMPAIRED	296
DEAF OR HARD OF HEARING	12
VISUALLY IMPAIRED	6
EMOTIONALLY HANDICAPPED	164
SPECIFIC LEARNING DISABLED	2272
HOSPITAL/HOMEBOUND	2
AUTISTIC	13
SEVERELY EMOTIONALLY DISTURBED	25
TRAUMATIC BRAIN INJURED	3
OTHER HEALTH IMPAIRED	90

Conclusions

- **Students receiving a performance exemption do better on 4th grade FCAT than those receiving status exemptions.**
- **Issue for Limited English Proficient (LEP) students is more than likely one of language acquisition.**
- **Overwhelming majority of Students with Disabilities (SWD) previously retained have learning disabilities – need more time to acquire skills.**
- **Students receiving status exemptions may not have opportunity for intervention before entering 4th grade.**

Recommendations

- **Status exemptions should be used as a last resort.**
- **Every child scoring Level 1 needs opportunity for summer camp, alternative assessment and/or portfolio.**
- **Parents should sign a form indicating they were offered these opportunities.**
- **Those promoted through good cause should receive intensive acceleration class in 4th grade.**