

# Reading Grades 3-10

# Mathematics Grade 3-8



# FCAT and FCAT 2.0

## Reading Grades 3-10

## Mathematics Grade 3-8

Florida is transitioning from the FCAT to the FCAT 2.0 to align with new student academic content standards. The FCAT 2.0 measures student achievement of the *Next Generation Sunshine State Standards*, which were adopted by the State Board of Education in 2007; whereas, the FCAT assesses the *Sunshine State Standards*, which were adopted in 1996. As FCAT 2.0 assessments are phased in, they will replace existing FCAT assessments. The transition to the FCAT 2.0 begins this year with the Reading and Mathematics assessments and will be complete when the FCAT 2.0 Science assessments are administered in 2012.

Student results for the 2011 FCAT 2.0 assessments are reported on the existing FCAT scale as FCAT Equivalent Scores because the new scale and Achievement Levels will not be available this year. FCAT Equivalent Scores enable consistent student expectations to be maintained during this transition year. FCAT Equivalent Scores are used to determine student progress from grade to grade in the same way FCAT Scale Scores and Developmental Scale Scores (DSS) were used in prior years. The new FCAT 2.0 score scale and Achievement Levels will be available beginning in 2012.

Student performance on the 2011 FCAT 2.0 is linked to the existing FCAT score scale through the equipercentile linking method. By this method, 2011 FCAT 2.0 scores were linked to 2010 FCAT scores at the same percentile rank. This linking method allows the 2011 FCAT 2.0 scores to be reported as FCAT Equivalent Scale Scores, which range from 100-500, and FCAT Equivalent Developmental Scale Scores, which range from 86-3008 across grades 3-10 for Reading and 3-8 for Mathematics and show a student's annual progress from grade to grade.

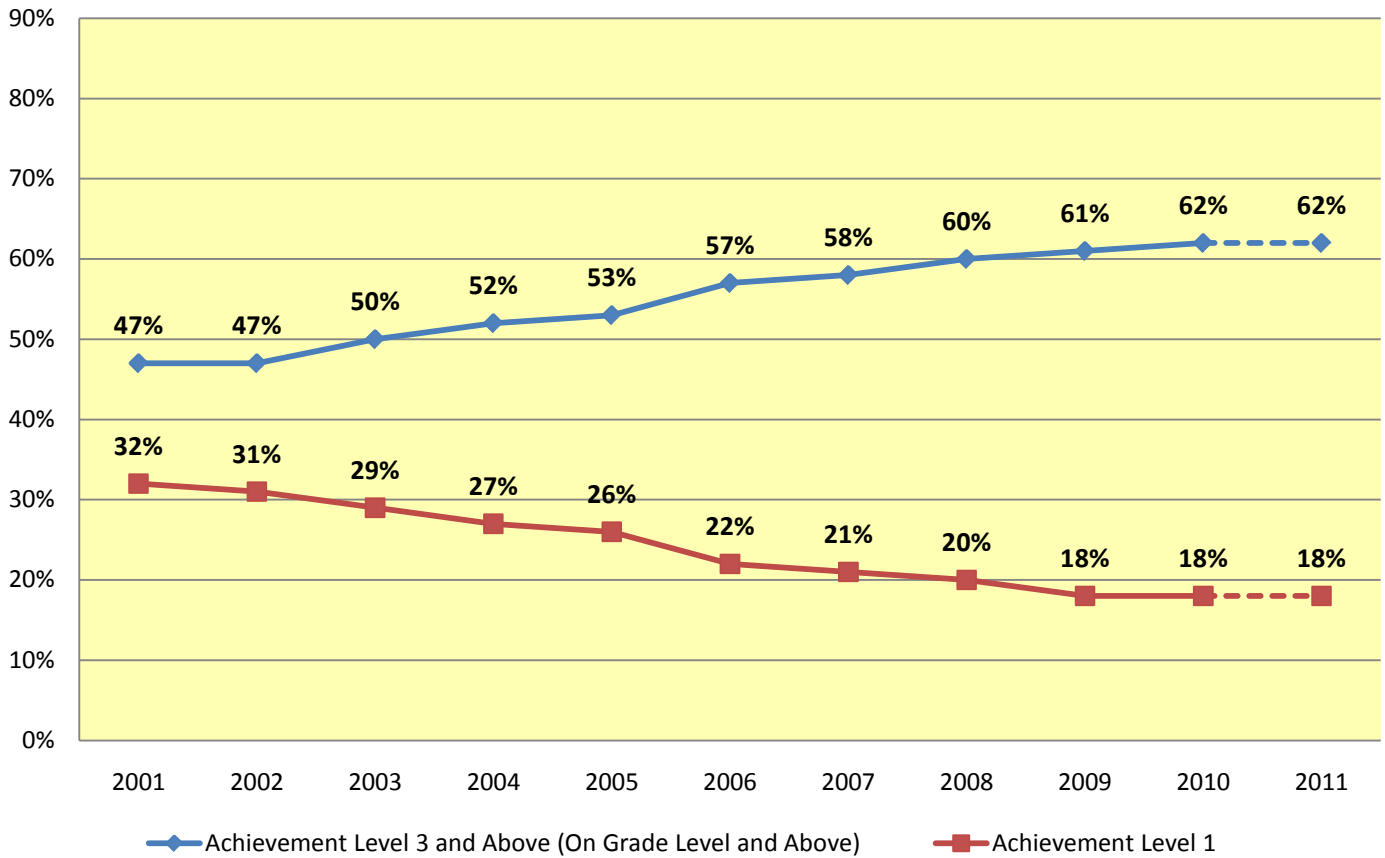
Because the FCAT 2.0 and FCAT assess different content standards and contain different test designs, caution must be used when interpreting the trend data provided in this media packet. For this reason, the transition from the FCAT to the FCAT 2.0 is indicated in each line graph with a dashed line (- - -) connecting prior years' FCAT results to the FCAT equivalent results for the FCAT 2.0 and there is a space between prior years' results and results for 2011 in the bar graphs.

For more information about the FCAT 2.0 please visit our website at <http://fcat.fldoe.org/fcat2/>.

The percentages in this document for prior years may reflect minor differences from percentages published in last year's media packet. This is because of routine updates made to student data subsequent to prior publications. The percentages in the mathematics section of this document reflect differences from percentages published in last year's media packet. This is because FCAT 2.0 Mathematics is only taken by students in grades 3-8, so prior year FCAT results have been adjusted to reflect the same grade levels. The Grade 9 FCAT Mathematics assessment has been discontinued. Students now take the Algebra 1 End-of-Course (EOC) Assessment once they have completed the necessary high-school-level coursework. Results for the 2011 FCAT Mathematics (grade 10) and FCAT Science (grades 5, 8, and 11) assessments are published in a separate media packet. The *FCAT Mathematics and FCAT Science Media Packet* and the *Algebra 1 EOC Assessment State Report of Districts* may be accessed at <http://fcat.fldoe.org/mediapacket/2011/default.asp>.

# FCAT and FCAT 2.0 Reading Grades 3-10

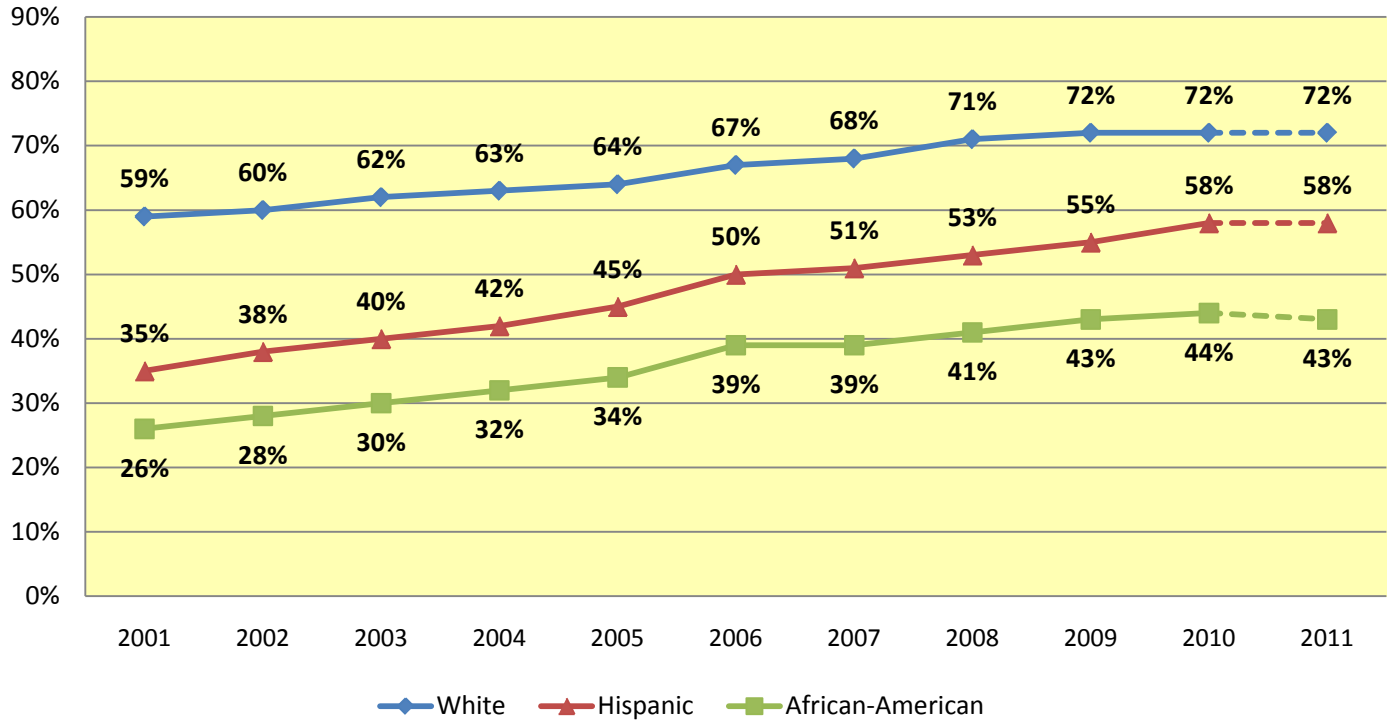
## FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) By Achievement Level Grades 3-10



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. The equipercentile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. This can be seen in the above line graph. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 62 percent of students in grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Reading. In 2010, 62 percent of students in grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 47 percent in 2001, 47 percent in 2002, 50 percent in 2003, 52 percent in 2004, 53 percent in 2005, 57 percent in 2006, 58 percent in 2007, 60 percent in 2008, and 61 percent in 2009 for a total increase of 15 percentage points. In 2011, 18 percent of students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 18 percent of students in grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 32 percent in 2001, 31 percent in 2002, 29 percent in 2003, 27 percent in 2004, 26 percent in 2005, 22 percent in 2006, 21 percent in 2007, 20 percent in 2008, and is equal to 18 percent in 2009 for a total decrease of 14 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

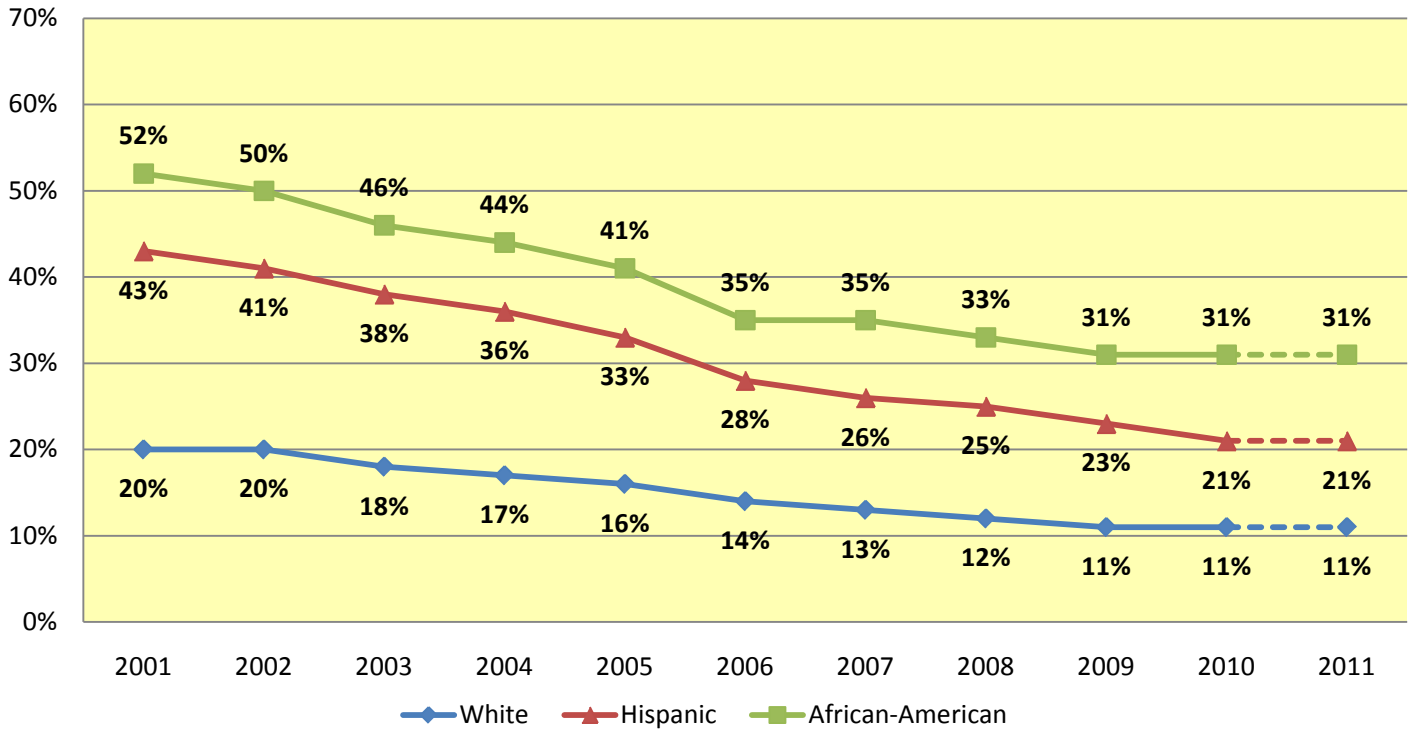
## FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) Achievement Level 3 and Above (On Grade Level and Above) Grades 3-10



The dashed line (- - -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 72 percent of White students in grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Reading. In 2010, 72 percent of White students in grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 59 percent in 2001, 60 percent in 2002, 62 percent in 2003, 63 percent in 2004, 64 percent in 2005, 67 percent in 2006, 68 percent in 2007, 71 percent in 2008, and is equal to 72 percent in 2009 for a total increase of 13 percentage points. In 2011, 58 percent of Hispanic students in grades 3-10 were performing at or above Achievement Level 3 on FCAT 2.0 Reading. In 2010, 58 percent of Hispanic students in grades 3-10 were performing at or above Achievement Level 3 on FCAT Reading. This is an increase from 35 percent in 2001, 38 percent in 2002, 40 percent in 2003, 42 percent in 2004, 45 percent in 2005, 50 percent in 2006, 51 percent in 2007, 53 percent in 2008, and 55 percent in 2009 for a total increase of 13 percentage points. In 2011, 43 percent of African-American students in grades 3-10 were performing at or above Achievement Level 3 on FCAT 2.0 Reading. In 2010, 44 percent of African-American students in grades 3-10 were performing at or above Achievement Level 3 on FCAT Reading. This is an increase from 26 percent in 2001, 28 percent in 2002, 30 percent in 2003, 32 percent in 2004, 34 percent in 2005, 39 percent in 2006, 39 percent in 2007, 41 percent in 2008, and 43 percent in 2009 for a total increase of 18 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

## FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) Achievement Level 1 Grades 3-10

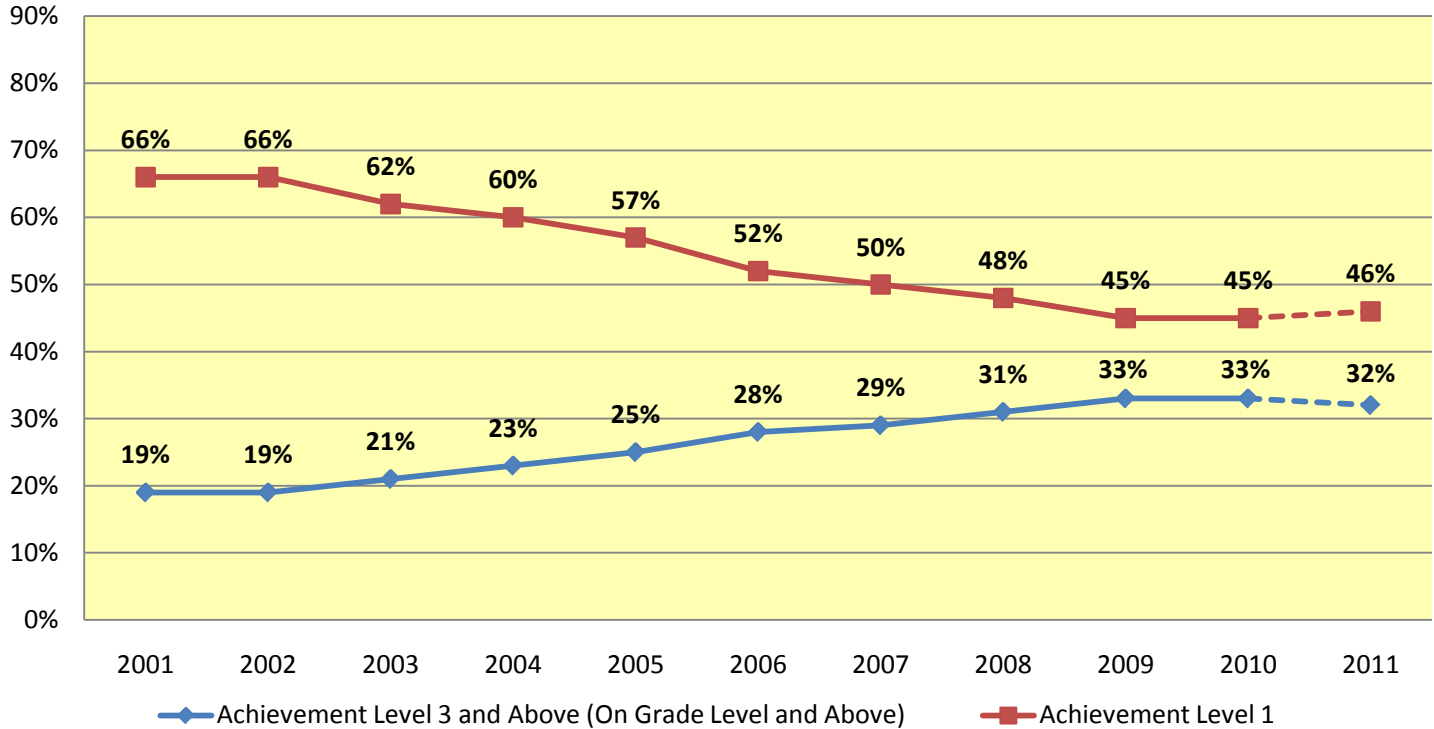


The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 11 percent of White students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 11 percent of White students in grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 20 percent in 2001, 20 percent in 2002, 18 percent in 2003, 17 percent in 2004, 16 percent in 2005, 14 percent in 2006, 13 percent in 2007, 12 percent in 2008, and is equal to 11 percent in 2009 for a total decrease of 9 percentage points. In 2011, 21 percent of Hispanic students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 21 percent of Hispanic students in grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 43 percent in 2001, 41 percent in 2002, 38 percent in 2003, 36 percent in 2004, 33 percent in 2005, 28 percent in 2006, 26 percent in 2007, 25 percent in 2008, and 23 percent in 2009 for a total decrease of 22 percentage points. In 2011, 31 percent of African-American students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 31 percent of African-American students in grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 52 percent in 2001, 50 percent in 2002, 46 percent in 2003, 44 percent in 2004, 41 percent in 2005, 35 percent in 2006, 35 percent in 2007, 33 percent in 2008, and is equal to 31 percent in 2009 for a total decrease of 21 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011



## FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) by Achievement Level Students with Disabilities Grades 3-10

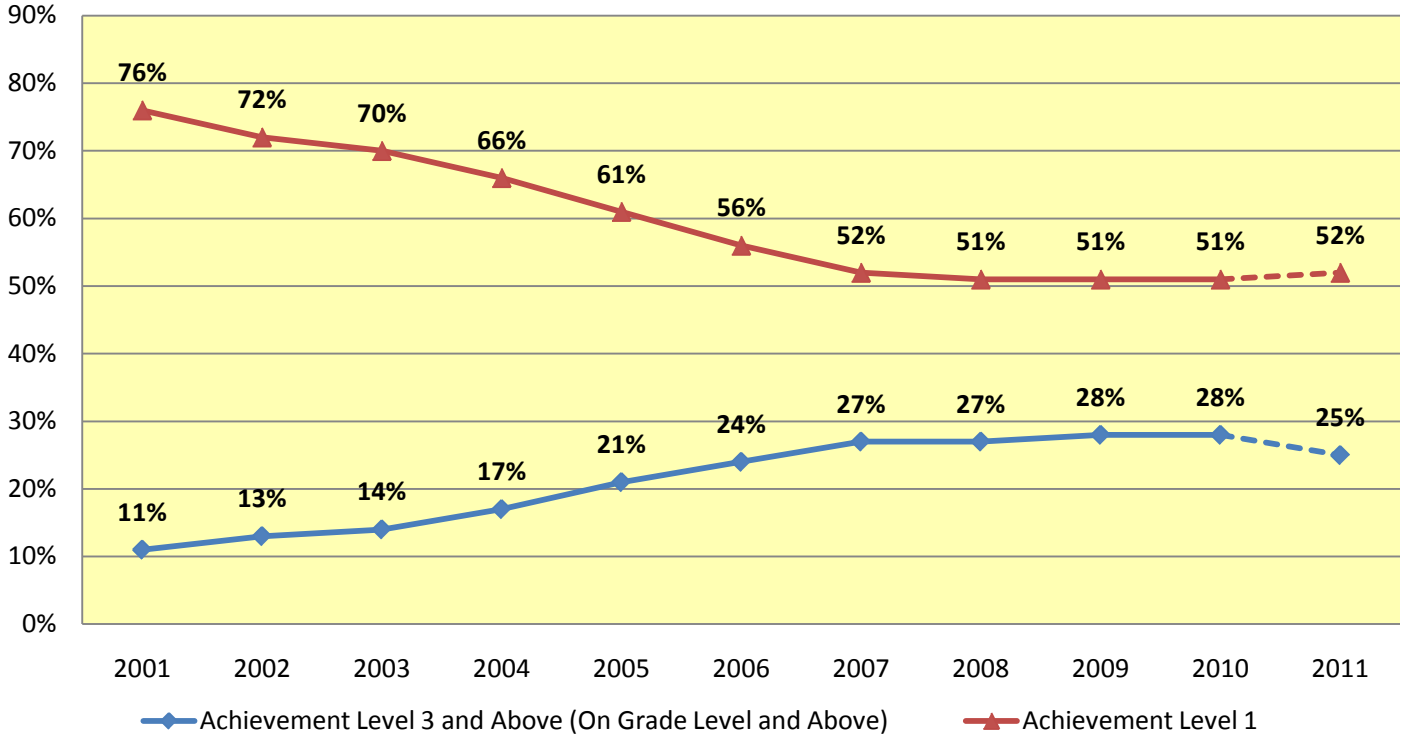


The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 32 percent of Students with Disabilities in grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Reading. In 2010, 33 percent of Students with Disabilities in grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 19 percent in 2001, 19 percent in 2002, 21 percent in 2003, 23 percent in 2004, 25 percent in 2005, 28 percent in 2006, 29 percent in 2007, 31 percent in 2008, and is equal to 33 percent in 2009 for a total increase of 14 percentage points. In 2011, 46 percent of Students with Disabilities in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 45 percent of Students with Disabilities in grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 66 percent in 2001, 66 percent in 2002, 62 percent in 2003, 60 percent in 2004, 57 percent in 2005, 52 percent in 2006, 50 percent in 2007, 48 percent in 2008, and is equal to 45 percent in 2009 for a total decrease of 21 percentage points.

*\*Students with Disabilities (SWDs) include students determined eligible for special education and related services who are receiving services based on an Individual Educational Plan (IEP).*

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

## FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) By Achievement Level English Language Learners Grades 3-10



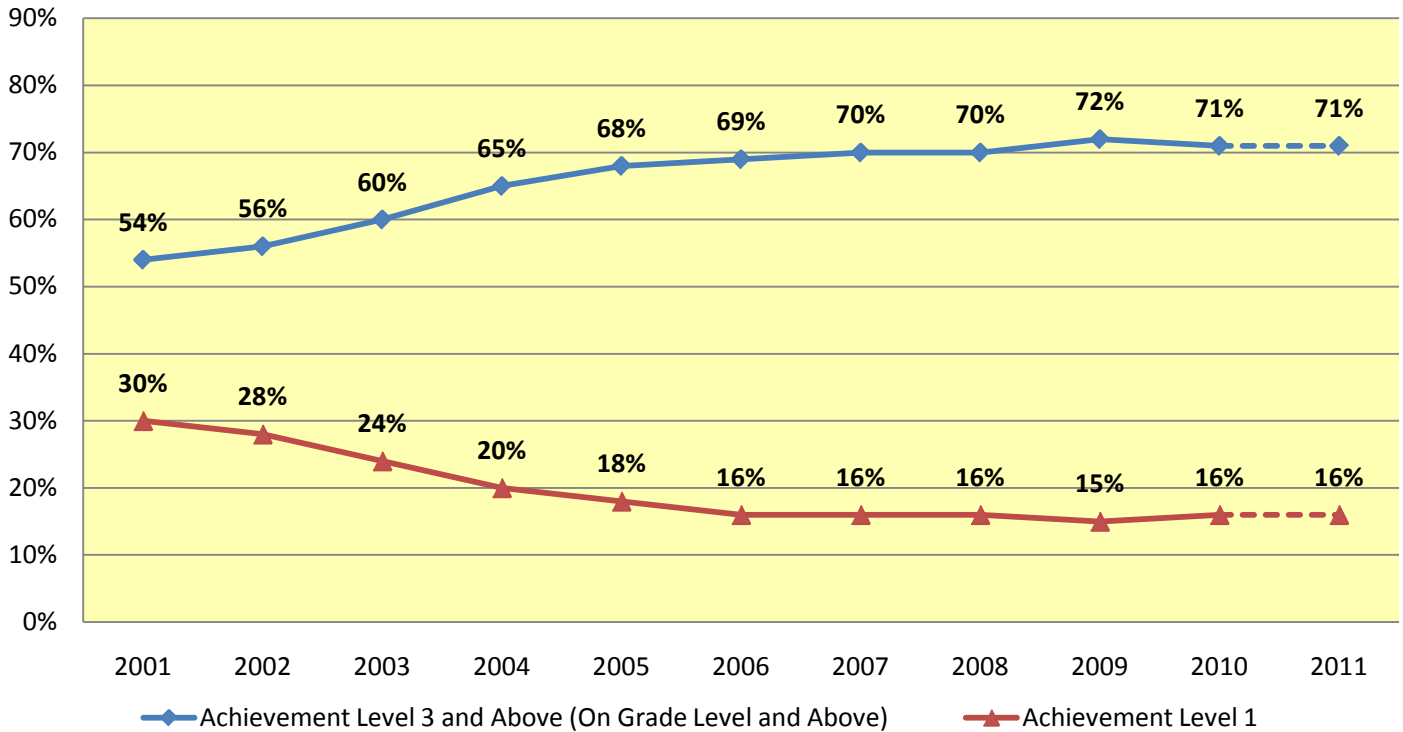
The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 25 percent of English Language Learners in grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Reading. In 2010, 28 percent of English Language Learners in grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 11 percent in 2001, 13 percent in 2002, 14 percent in 2003, 17 percent in 2004, 21 percent in 2005, 24 percent in 2006, 27 percent in 2007, 27 percent in 2008, and is equal to 28 percent in 2009 for a total increase of 14 percentage points. In 2011, 52 percent of English Language Learners in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 51 percent of English Language Learners in grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 76 percent in 2001, 72 percent in 2002, 70 percent in 2003, 66 percent in 2004, 61 percent in 2005, 56 percent in 2006, 52 percent in 2007, 51 percent in 2008, and 51 percent in 2009 for a total decrease of 25 percentage points.

\*English Language Learners (ELLs) include students enrolled in classes specifically designed to increase their academic and language proficiency.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011



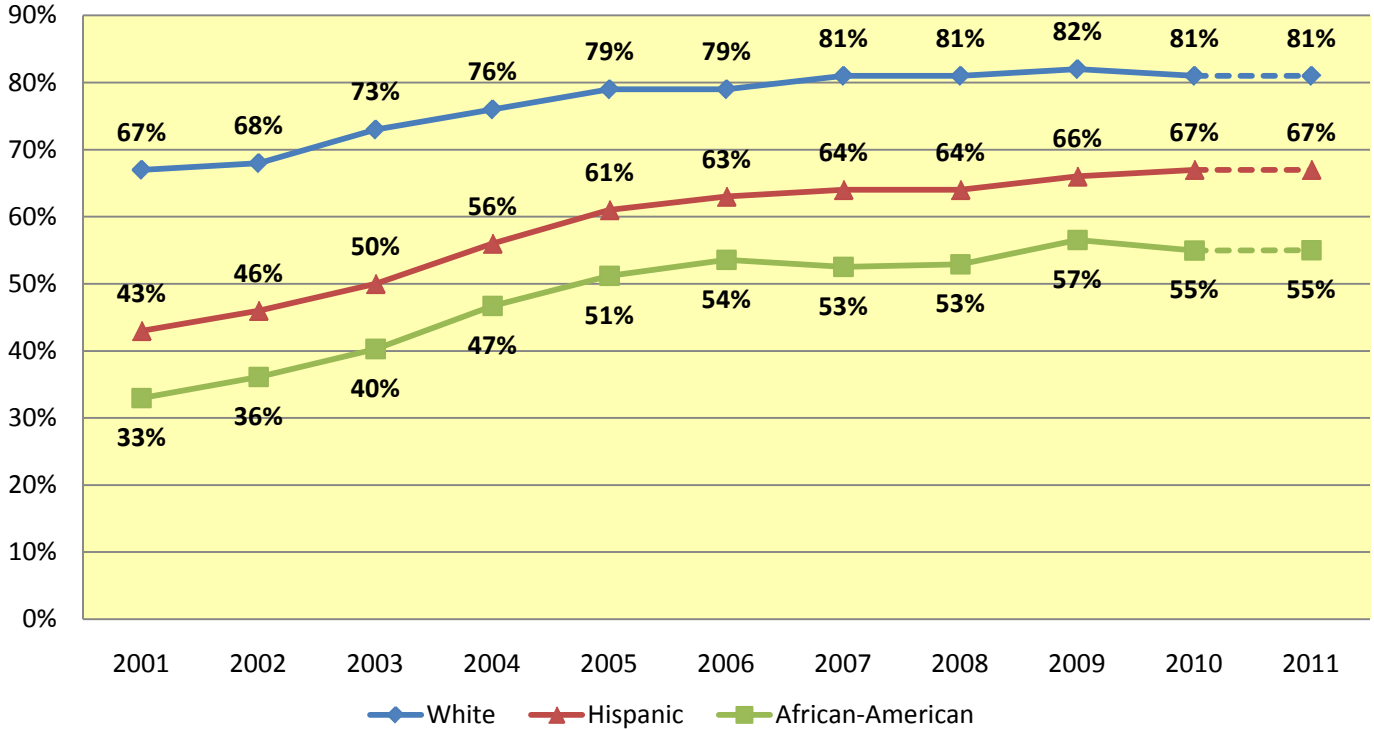
## FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) By Achievement Level Grades 3, 4, and 5



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. The equipercentile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. This can be seen in the above line graph. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 71 percent of students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Reading. In 2010, 71 percent of students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 54 percent in 2001, 56 percent in 2002, 60 percent in 2003, 65 percent in 2004, 68 percent in 2005, 69 percent in 2006, 70 percent in 2007, 70 percent in 2008, and a decrease from 72 percent in 2009 for a total increase of 17 percentage points. In 2011, 16 percent of students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 16 percent of students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 30 percent in 2001, 28 percent in 2002, 24 percent in 2003, 20 percent in 2004, 18 percent in 2005, is equal to 16 percent in 2006, is equal to percent 16 percent in 2007, is equal to 16 percent in 2008, and is an increase from 15 percent in 2009 for a total decrease of 14 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

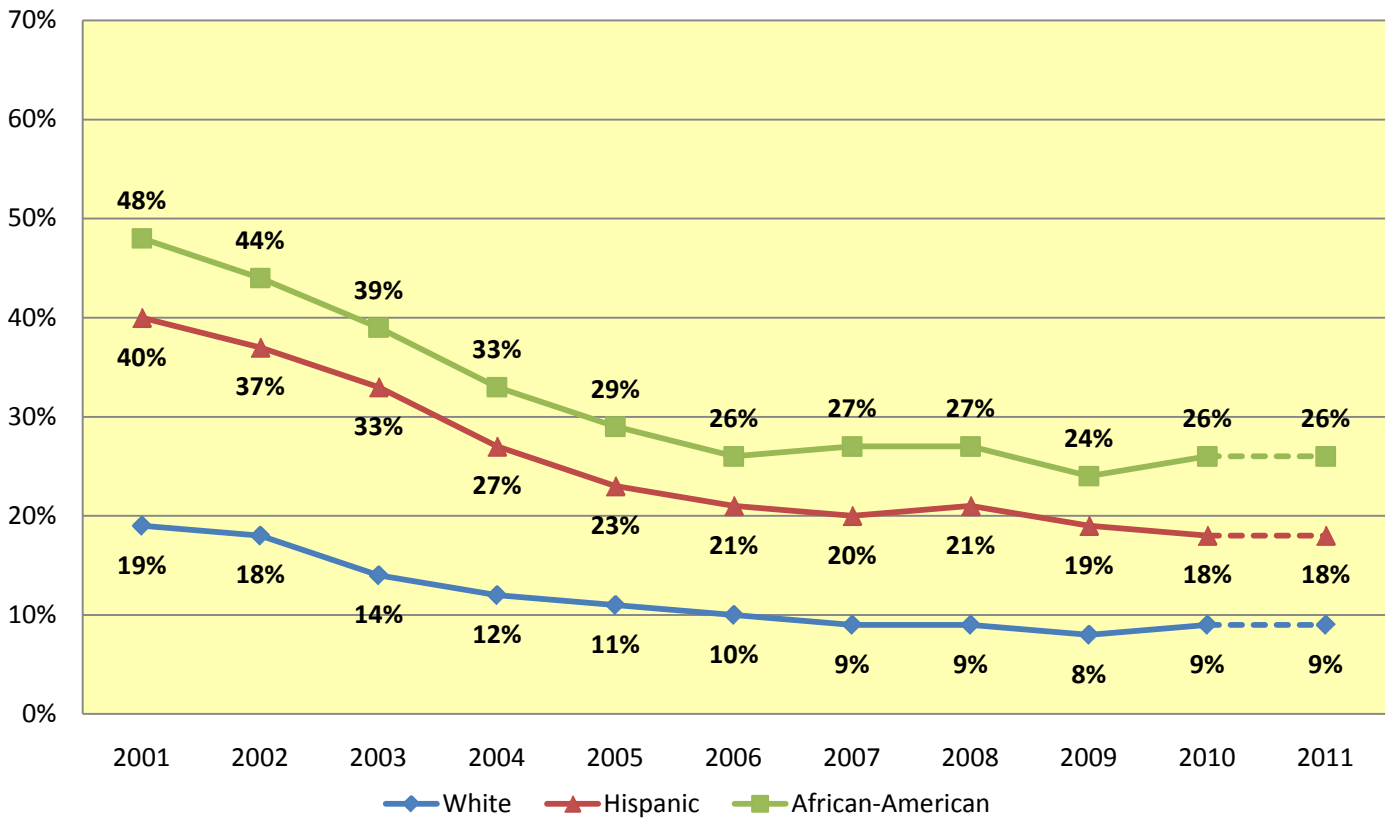
## FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) Achievement Level 3 and Above (On Grade Level and Above) Grades 3, 4, and 5



The dashed line ( - - ) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 81 percent of White students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Reading. In 2010, 81 percent of White students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 67 percent in 2001, 68 percent in 2002, 73 percent in 2003, 76 percent in 2004, 79 percent in 2005, 79 percent in 2006, is equal to 81 percent in 2007, is equal to 81 percent in 2008, and is a decrease from 82 percent in 2009 for a total increase of 14 percentage points. In 2011, 67 percent of Hispanic students in grades 3, 4, and 5 were performing at or above Achievement Level 3 on FCAT 2.0 Reading. In 2010, 67 percent of Hispanic students in grades 3, 4, and 5 were performing at or above Achievement Level 3 on FCAT Reading. This is an increase from 43 percent in 2001, 46 percent in 2002, 50 percent in 2003, 56 percent in 2004, 61 percent in 2005, 63 percent in 2006, 64 percent in 2007, 64 percent in 2008, and 66 percent in 2009 for a total increase of 24 percentage points. In 2011, 55 percent of African-American students in grades 3, 4, and 5 were performing at or above Achievement Level 3 on FCAT 2.0 Reading. In 2010, 55 percent of African-American students in grades 3, 4, and 5 were performing at or above Achievement Level 3 on FCAT Reading. This is an increase from 33 percent in 2001, 36 percent in 2002, 40 percent in 2003, 47 percent in 2004, 51 percent in 2005, 54 percent in 2006, 53 percent in 2007, 53 percent in 2008, and a decrease from 57 percent in 2009 for a total increase of 22 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

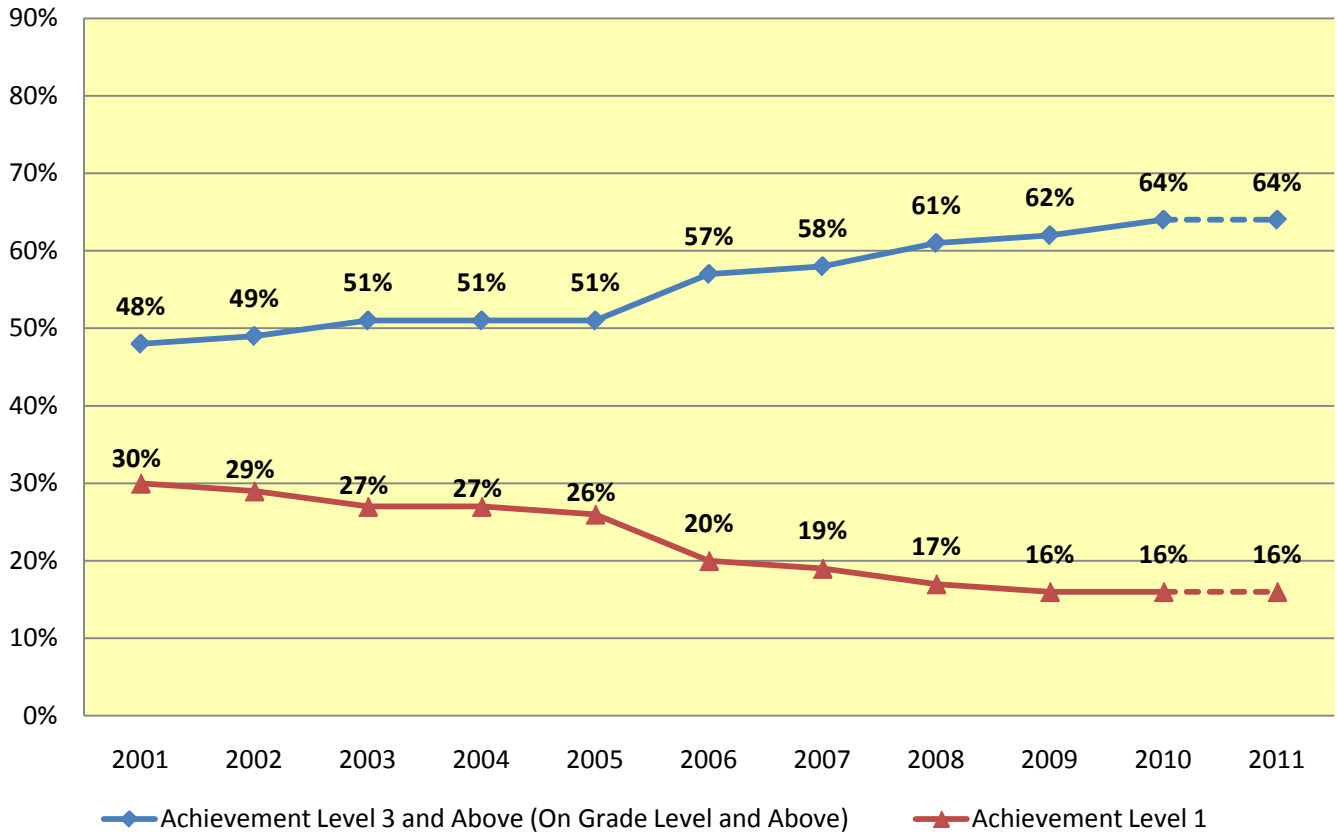
## FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) Achievement Level 1 Grades 3, 4, and 5



The dashed line ( - - ) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 9 percent of White students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 9 percent of White students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 19 percent in 2001, 18 percent in 2002, 14 percent in 2003, 12 percent in 2004, 11 percent in 2005, 10 percent in 2006, is equal to 9 percent in 2007, is equal to 9 percent in 2008, and is an increase from 8 percent in 2009 for a total decrease of 10 percentage points. In 2011, 18 percent of Hispanic students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 18 percent of Hispanic students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 40 percent in 2001, 37 percent in 2002, 33 percent in 2003, 27 percent in 2004, 23 percent in 2005, 21 percent in 2006, 20 percent in 2007, 21 percent in 2008, and 19 percent in 2009 for a total decrease of 22 percentage points. In 2011, 26 percent of African-American students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 26 percent of African-American students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 48 percent in 2001, 44 percent in 2002, 39 percent in 2003, 33 percent in 2004, 29 percent in 2005, is equal to 26 percent in 2006, is a decrease from 27 percent in 2007, 27 percent in 2008, and is an increase from 24 percent in 2009 for a total decrease of 22 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

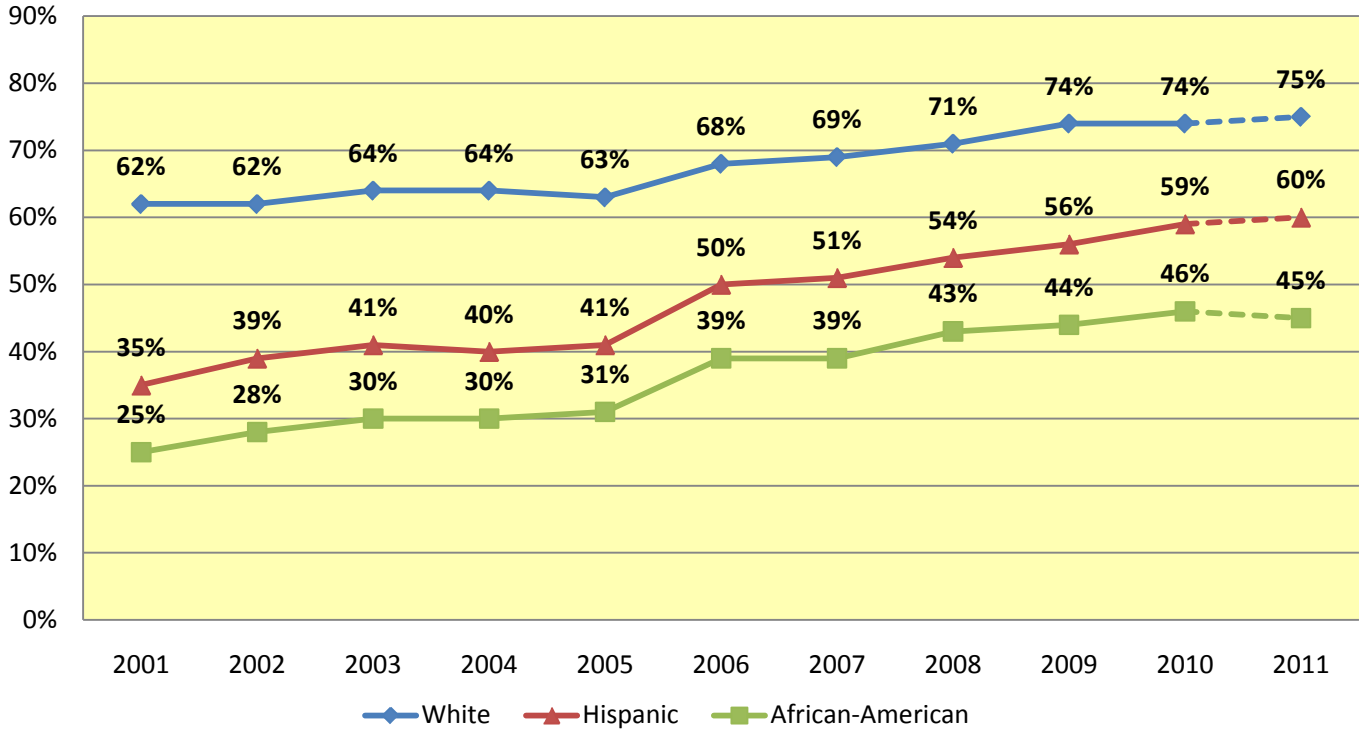
## FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) By Achievement Level Grades 6, 7, and 8



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. The equipercentile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. This can be seen in the above line graph. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 64 percent of students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Reading. In 2010, 64 percent of students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 48 percent in 2001, 49 percent in 2002, 51 percent in 2003, 51 percent in 2004, 51 percent in 2005, 57 percent in 2006, 58 percent in 2007, 61 percent in 2008, and 62 percent in 2009 for a total increase of 16 percentage points. In 2011, 16 percent of students in grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 16 percent of students in grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 30 percent in 2001, 29 percent in 2002, 27 percent in 2003, 27 percent in 2004, 26 percent in 2005, 20 percent in 2006, 19 percent in 2007, 17 percent in 2008, and is equal to 16 percent in 2009 for a total decrease of 14 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

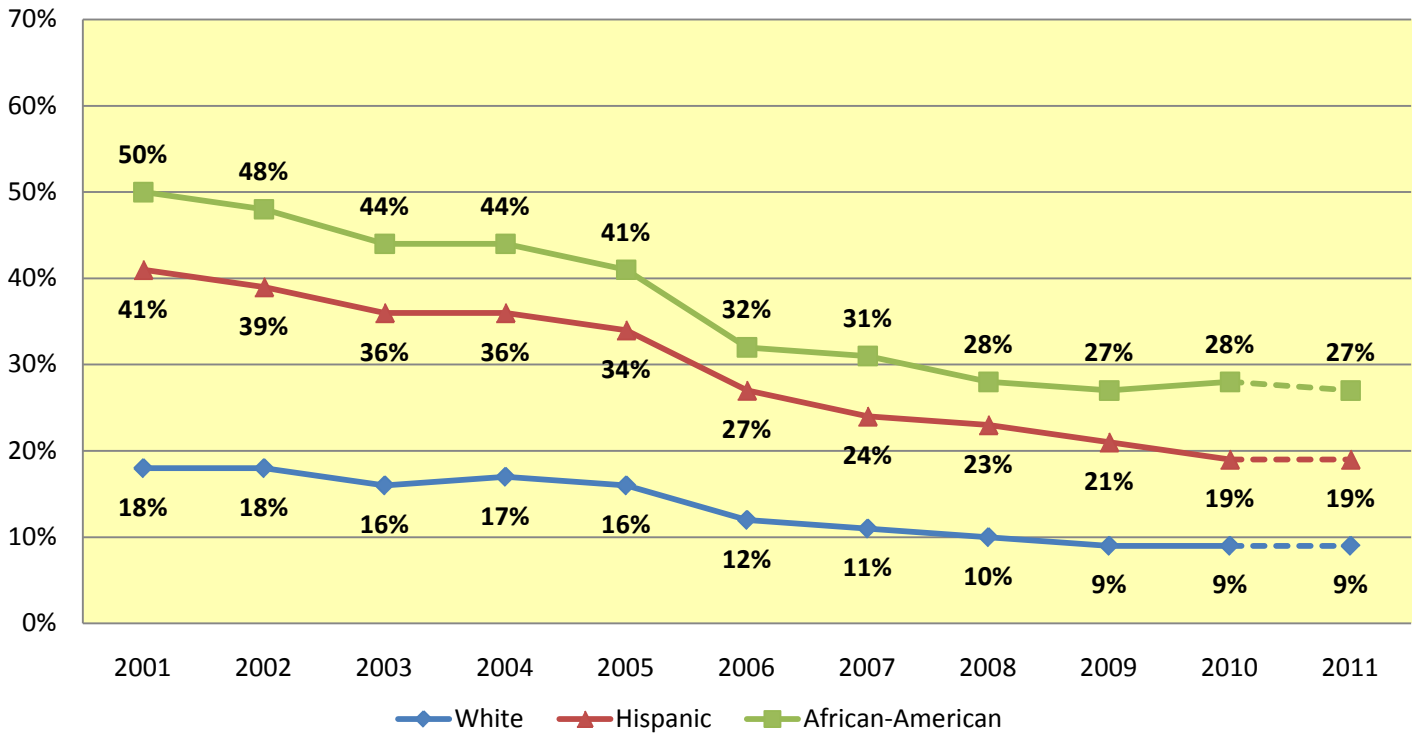
## FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) Achievement Level 3 and Above (On Grade Level and Above) Grades 6, 7, and 8



The dashed line ( - - ) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 75 percent of White students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Reading. In 2010, 74 percent of White students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 62 percent in 2001, 62 percent in 2002, 64 percent in 2003, 64 percent in 2004, 63 percent in 2005, 68 percent in 2006, 69 percent in 2007, 71 percent in 2008, and is equal to 74 percent in 2009 for a total increase of 12 percentage points. In 2011, 60 percent of Hispanic students in grades 6, 7, and 8 were performing at or above Achievement Level 3 on FCAT 2.0 Reading. In 2010, 59 percent of Hispanic students in grades 6, 7, and 8 were performing at or above Achievement Level 3 on FCAT Reading. This is an increase from 35 percent in 2001, 39 percent in 2002, 41 percent in 2003, 40 percent in 2004, 41 percent in 2005, 50 percent in 2006, 51 percent in 2007, 54 percent in 2008, and 56 percent in 2009 for a total increase of 24 percentage points. In 2011, 45 percent of African-American students in grades 6, 7, and 8 were performing at or above Achievement Level 3 on FCAT 2.0 Reading. In 2010, 46 percent of African-American students in grades 6, 7, and 8 were performing at or above Achievement Level 3 on FCAT Reading. This is an increase from 25 percent in 2001, 28 percent in 2002, 30 percent in 2003, 30 percent in 2004, 31 percent in 2005, 39 percent in 2006, 39 percent in 2007, 43 percent in 2008, and 44 percent in 2009 for a total increase of 21 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

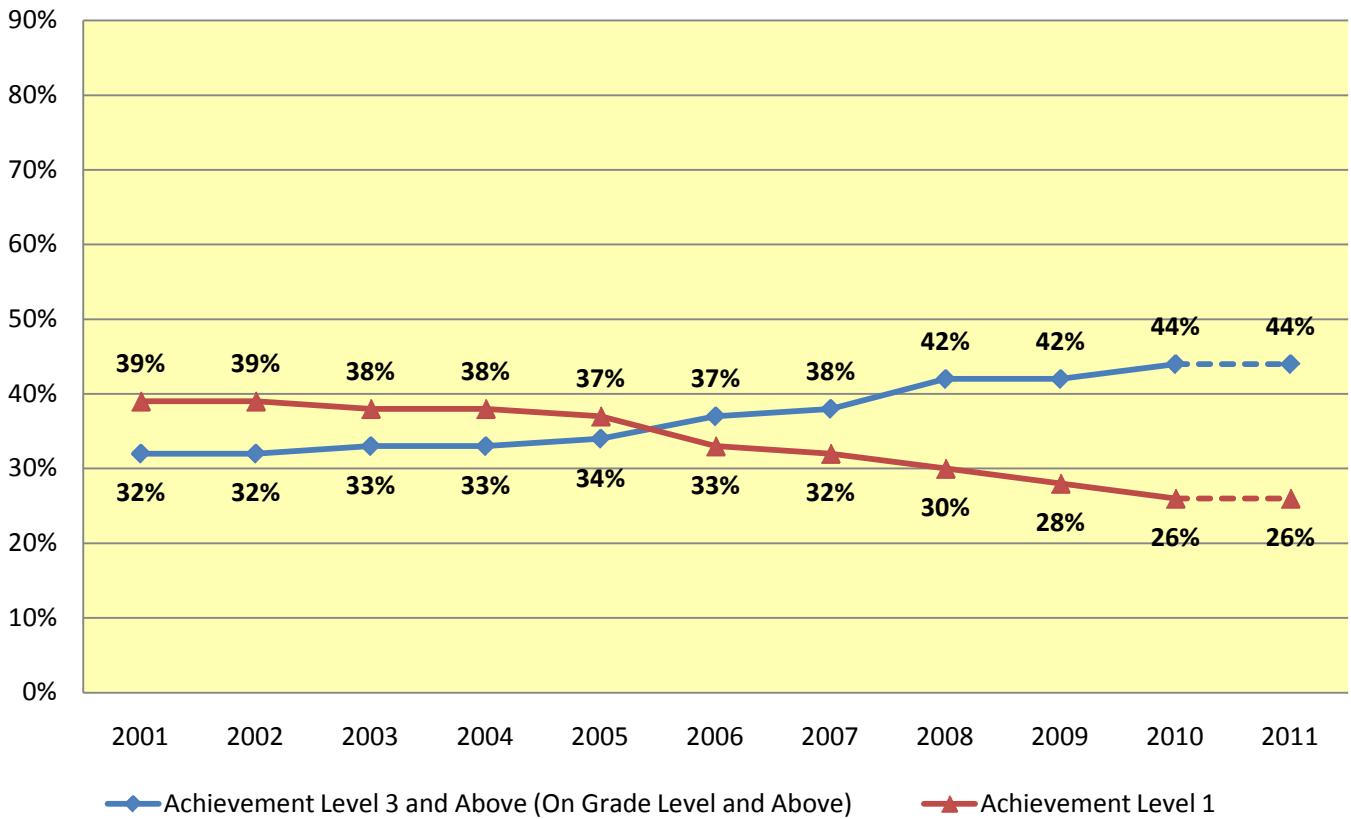
## FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) Achievement Level 1 Grades 6, 7, and 8



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Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

## FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) By Achievement Level Grades 9 and 10

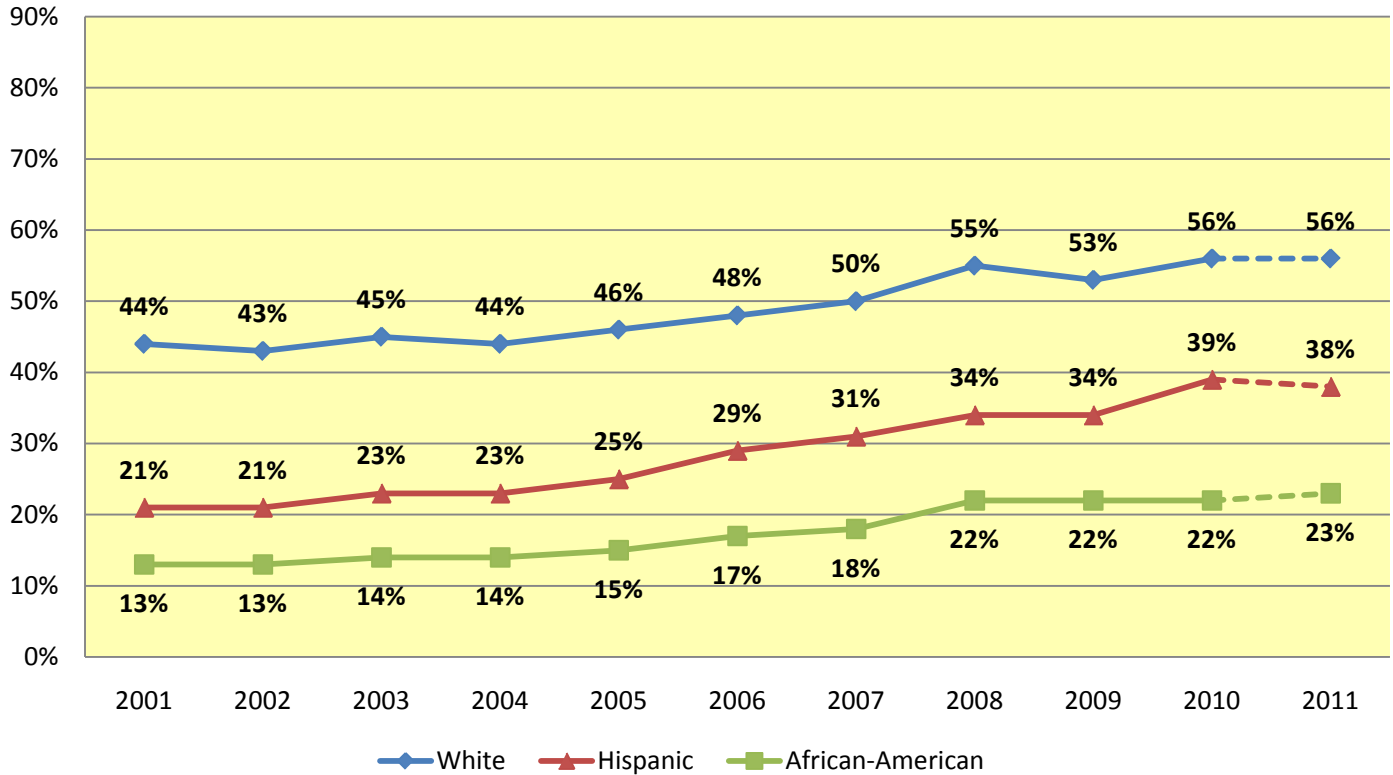


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Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011



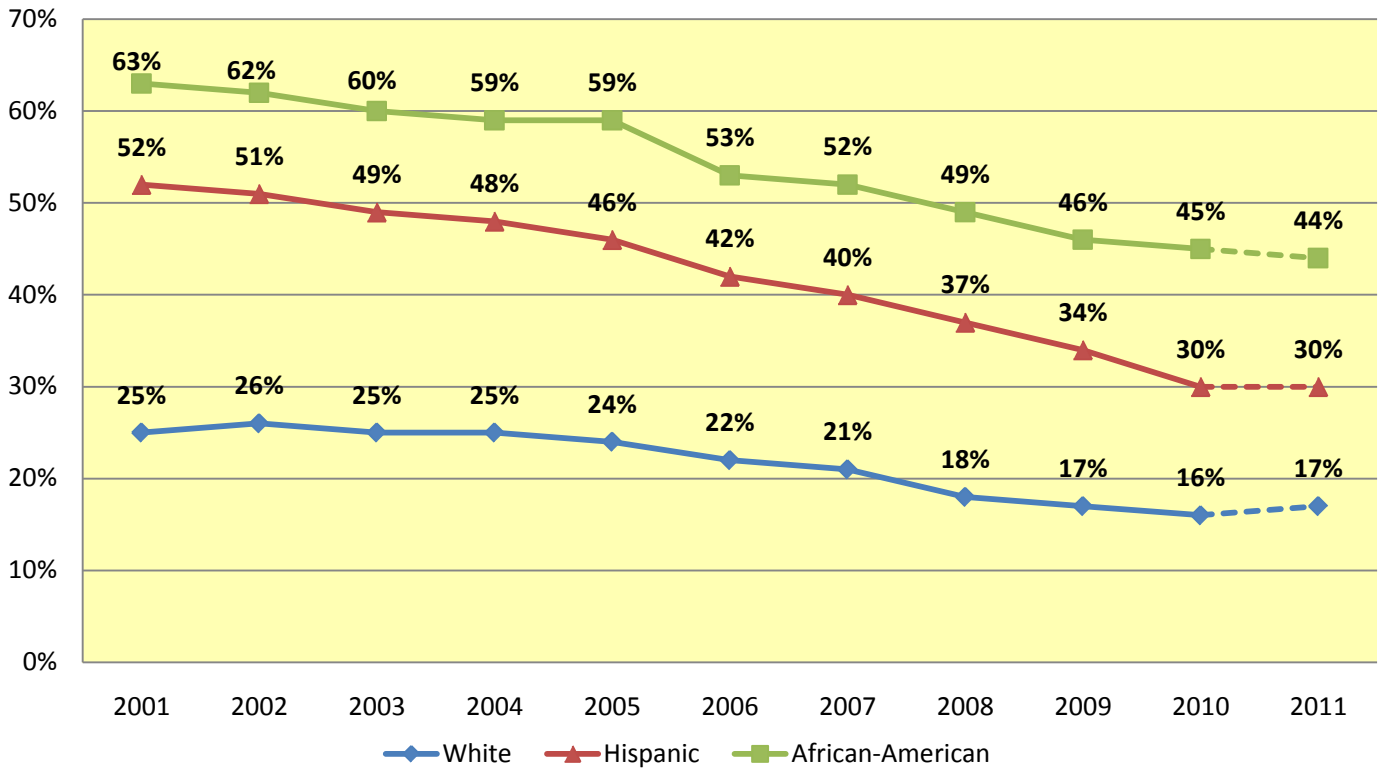
## FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) Achievement Level 3 and Above (On Grade Level and Above) Grades 9 and 10



The dashed line (---) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 56 percent of White students in grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Reading. In 2010, 56 percent of White students in grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 44 percent in 2001, 43 percent in 2002, 45 percent in 2003, 44 percent in 2004, 46 percent in 2005, 48 percent in 2006, 50 percent in 2007, 55 percent in 2008, and 53 percent in 2009 for a total increase of 12 percentage points. In 2011, 38 percent of Hispanic students in grades 9 and 10 were performing at or above Achievement Level 3 on FCAT 2.0 Reading. In 2010, 39 percent of Hispanic students in grades 9 and 10 were performing at or above Achievement Level 3 on FCAT Reading. This is an increase from 21 percent in 2001, 21 percent in 2002, 23 percent in 2003, 23 percent in 2004, 25 percent in 2005, 29 percent in 2006, 31 percent in 2007, 34 percent in 2008, and 34 percent in 2009 for a total increase of 18 percentage points. In 2011, 23 percent of African-American students in grades 9 and 10 were performing at or above Achievement Level 3 on FCAT 2.0 Reading. In 2010, 22 percent of African-American students in grades 9 and 10 were performing at or above Achievement Level 3 on FCAT Reading. This is an increase from 13 percent in 2001, 13 percent in 2002, 14 percent in 2003, 14 percent in 2004, 15 percent in 2005, 17 percent in 2006, 18 percent in 2007, is equal to 22 percent in 2008, and is equal to 22 percent in 2009 for a total increase of 9 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

## FCAT Reading (2001-2010) and FCAT 2.0 (2011) Achievement Level 1 Grades 9 and 10



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 17 percent of White students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 16 percent of White students in grades 9 and 10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 25 percent in 2001, 26 percent in 2002, 25 percent in 2003, 25 percent in 2004, 24 percent in 2005, 22 percent in 2006, 21 percent in 2007, 18 percent in 2008, and 17 percent in 2009 for a total decrease of 9 percentage points. In 2011, 30 percent of Hispanic students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 30 percent of Hispanic students in grades 9 and 10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 52 percent in 2001, 51 percent in 2002, 49 percent in 2003, 48 percent in 2004, 46 percent in 2005, 42 percent in 2006, 40 percent in 2007, 37 percent in 2008, and 34 percent in 2009 for a total decrease of 22 percentage points. In 2011, 44 percent of African-American students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 45 percent of African-American students in grades 9 and 10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 63 percent in 2001, 62 percent in 2002, 60 percent in 2003, 59 percent in 2004, 59 percent in 2005, 53 percent in 2006, 52 percent in 2007, 49 percent in 2008, and 46 percent in 2009 for a total decrease of 18 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

**Statewide Comparison of Reading Scores – Grades 3 and 4  
FCAT (2001-2010) and FCAT 2.0 (2011)<sup>1</sup>**

<b>FCAT Reading – Sunshine State Standards Test<sup>2</sup></b>										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
3	2001	186,139	1233	289	29	14	32	21	4	57
	2002	188,387	1258	293	27	14	32	23	5	60
	2003	188,107	1290	298	23	15	33	25	5	63
	2004	206,435	1315	303	22	13	33	26	6	66
	2005	202,975	1333	305	20	13	33	28	6	67
	2006	204,238	1382	313	14	11	37	33	5	75
	2007	201,894	1356	309	19	13	33	28	8	69
	2008	204,251	1378	313	16	12	34	31	7	72
	2009	205,135	1381	313	17	12	33	31	8	71
	2010	205,639	1386	314	16	12	33	31	8	72
<b>FCAT 2.0 Reading – Next Generation Sunshine State Standards Test<sup>2</sup></b>										
Grade	Year	Number of Students	FCAT Equivalent Mean Developmental Scale Score	FCAT Equivalent Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
3	2011	202,686	1386	314	16	12	33	31	8	72
<b>FCAT Reading – Sunshine State Standards Test<sup>2</sup></b>										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
4	2001	188,696	1455	298	31	16	28	18	7	53
	2002	192,117	1463	299	30	15	28	21	6	55
	2003	193,391	1497	305	25	15	31	23	6	60
	2004	176,148	1571	318	16	14	35	27	7	70
	2005	195,678	1575	319	15	13	35	29	8	71
	2006	192,480	1547	314	19	16	34	26	7	66
	2007	196,512	1558	316	18	14	33	27	8	68
	2008	192,761	1577	319	17	13	32	29	9	70
	2009	195,826	1606	324	13	13	35	30	9	74
	2010	197,230	1601	323	16	13	32	29	11	72
<b>FCAT 2.0 Reading – Next Generation Sunshine State Standards Test<sup>2</sup></b>										
Grade	Year	Number of Students	FCAT Equivalent Mean Developmental Scale Score	FCAT Equivalent Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
4	2011	198,877	1601	323	15	13	32	29	11	71

<sup>1</sup> The equipercenile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a similar meaning to the FCAT scores, they do not *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution.

<sup>2</sup> Data are for all students tested in all curriculum groups.

<sup>3</sup> Achievement Level information was not reported in May 2001 for grades 3, 5, 6, 7, and 9. The data shown here reflect retroactive application of the Achievement Level criteria.

<sup>4</sup> Adding the percentages in Levels 3-5 may not result in the percentage reported under "Level Three & Above" due to rounding.

**Statewide Comparisons Reading Scores – Grades 5 and 6  
FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011)<sup>1</sup>**

FCAT Reading – Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
5	2001	187,570	1493	282	31	17	29	18	5	52
	2002	192,662	1507	285	28	18	30	19	4	53
	2003	192,881	1540	290	25	18	33	21	4	58
	2004	196,343	1562	294	24	17	31	22	6	59
	2005	181,651	1611	303	18	16	34	25	7	66
	2006	197,054	1619	304	17	16	35	26	7	67
	2007	192,289	1647	310	14	15	36	29	6	72
	2008	195,400	1624	305	17	16	34	26	7	67
	2009	192,410	1657	311	14	14	34	29	8	71
	2010	196,559	1649	310	15	15	33	28	9	69
FCAT 2.0 Reading – Next Generation Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	FCAT Equivalent Mean Developmental Scale Score	FCAT Equivalent Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
5	2011	198,401	1649	310	16	15	33	28	9	69
FCAT Reading – Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
6	2001	187,234	1604	292	30	18	29	18	5	52
	2002	194,140	1601	291	30	18	28	18	5	51
	2003	196,333	1619	295	28	18	30	18	5	53
	2004	199,083	1634	297	26	20	31	18	6	54
	2005	201,609	1644	299	25	20	31	19	5	56
	2006	186,948	1709	311	18	17	33	25	6	64
	2007	198,295	1683	306	19	19	35	21	6	62
	2008	193,844	1705	310	18	18	33	23	8	63
	2009	196,587	1720	313	16	17	34	25	7	66
	2010	194,407	1731	315	17	16	32	26	9	67
FCAT 2.0 Reading – Next Generation Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	FCAT Equivalent Mean Developmental Scale Score	FCAT Equivalent Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
6	2011	197,859	1734	315	17	17	32	26	9	67

<sup>1</sup> The equipercntile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a similar meaning to the FCAT scores, they do not *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution.

<sup>2</sup> Data are for all students tested in all curriculum groups.

<sup>3</sup> Achievement Level information was not reported in May 2001 for grades 3, 5, 6, 7, and 9. The data shown here reflect retroactive application of the Achievement Level criteria.

<sup>4</sup> Adding the percentages in Levels 3-5 may not result in the percentage reported under "Level Three & Above" due to rounding.

**Statewide Comparisons Reading Scores – Grades 7 and 8  
FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011)<sup>1</sup>**

FCAT Reading – Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
7	2001	183,272	1677	292	32	21	28	14	5	47
	2002	191,933	1690	294	29	21	29	16	5	50
	2003	197,417	1704	297	28	21	29	17	6	52
	2004	201,346	1710	298	27	20	30	17	6	53
	2005	202,520	1712	299	27	21	30	17	5	53
	2006	202,438	1773	310	19	21	34	21	6	61
	2007	188,700	1786	313	17	21	35	20	7	63
	2008	197,001	1798	315	17	19	35	22	7	65
	2009	193,336	1813	318	15	18	36	24	7	67
	2010	197,178	1834	322	14	17	34	24	10	68
FCAT 2.0 Reading – Next Generation Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	FCAT Equivalent Mean Developmental Scale Score	FCAT Equivalent Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
7	2011	194,660	1835	322	14	17	33	24	11	68
FCAT Reading – Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
8	2001	174,016	1814	295	30	27	26	13	4	43
	2002	184,483	1813	295	29	26	28	14	3	45
	2003	192,116	1842	301	26	26	30	16	3	49
	2004	197,778	1815	295	30	26	26	14	4	45
	2005	201,758	1824	297	27	30	30	12	2	44
	2006	200,421	1834	299	24	30	32	13	2	46
	2007	199,456	1850	303	22	29	33	14	2	49
	2008	186,421	1886	310	18	29	34	16	3	53
	2009	194,554	1895	312	18	28	33	17	4	54
	2010	193,010	1897	312	17	27	34	17	4	55
FCAT 2.0 Reading – Next Generation Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	FCAT Equivalent Mean Developmental Scale Score	FCAT Equivalent Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
8	2011	195,792	1900	313	17	27	34	17	4	55

<sup>1</sup> The equipercenile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a similar meaning to the FCAT scores, they do not *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution.

<sup>2</sup> Data are for all students tested in all curriculum groups.

<sup>3</sup> Achievement Level information was not reported in May 2001 for grades 3, 5, 6, 7, and 9. The data shown here reflect retroactive application of the Achievement Level criteria.

<sup>4</sup> Adding the percentages in Levels 3-5 may not result in the percentage reported under "Level Three & Above" due to rounding.

**Statewide Comparisons Reading Scores – Grades 9 and 10  
FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011)<sup>1</sup>**

FCAT Reading – Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
9	2001	191,518	1781	286	46	26	16	7	5	28
	2002	204,728	1789	287	44	27	17	8	4	29
	2003	205,965	1807	291	43	27	18	8	5	31
	2004	214,994	1830	295	39	29	19	8	5	32
	2005	214,984	1860	301	35	28	21	10	6	36
	2006	212,904	1890	306	30	30	24	11	5	40
	2007	207,794	1900	308	28	31	25	11	5	41
	2008	205,515	1926	313	25	29	26	13	6	46
	2009	192,968	1944	316	22	31	27	13	7	47
	2010	200,395	1948	317	21	30	28	13	7	48
FCAT 2.0 Reading – Next Generation Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	FCAT Equivalent Mean Developmental Scale Score	FCAT Equivalent Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
9	2011	195,884	1947	317	22	30	28	13	7	48
FCAT Reading –Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
10	2001	144,471	1964	307	31	31	20	8	9	37
	2002	150,178	1942	303	32	33	21	8	7	36
	2003	167,396	1939	302	33	32	20	8	8	36
	2004	166,955	1927	300	37	29	17	7	10	34
	2005	179,354	1906	296	39	29	17	7	8	32
	2006	185,568	1918	298	38	29	17	7	9	32
	2007	186,048	1927	300	39	28	16	7	11	34
	2008	185,276	1958	306	35	27	17	8	13	38
	2009	186,464	1955	305	34	30	18	7	11	37
	2010	179,729	1978	310	32	29	18	8	14	39
FCAT 2.0 Reading – Next Generation Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	FCAT Equivalent Mean Developmental Scale Score	FCAT Equivalent Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
10	2011	185,956	1976	309	32	29	17	8	13	39

<sup>1</sup> The equipercentile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a similar meaning to the FCAT scores, they do not *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution.

<sup>2</sup> Data are for all students tested in all curriculum groups.

<sup>3</sup> Achievement Level information was not reported in May 2001 for grades 3, 5, 6, 7, and 9. The data shown here reflect retroactive application of the Achievement Level criteria.

<sup>4</sup> Adding the percentages in Levels 3-5 may not result in the percentage reported under "Level Three & Above" due to rounding.

**2011 FCAT 2.0 Reading Results – Grades 3-10****Percent Comparison by District**

Achievement Level 3 and Above (On Grade Level and Above)

District	Percent of Students at Achievement Level 3 and Above	Percent of Students at Achievement Level 1
STATE	<b>62%</b>	<b>18%</b>
ALACHUA	62%	20%
BAKER	65%	16%
BAY	66%	15%
BRADFORD	52%	24%
BREVARD	71%	12%
BROWARD	62%	18%
CALHOUN	67%	15%
CHARLOTTE	66%	14%
CITRUS	67%	14%
CLAY	69%	12%
COLLIER	61%	20%
COLUMBIA	62%	17%
DADE	58%	21%
DESOTO	51%	25%
DIXIE	63%	16%
DUVAL	58%	21%
ESCAMBIA	59%	20%
FLAGLER	64%	15%
FRANKLIN	56%	23%
GADSDEN	44%	29%
GILCHRIST	71%	12%
GLADES	63%	17%
GULF	65%	15%
HAMILTON	46%	30%
HARDEE	53%	23%
HENDRY	49%	28%
HERNANDO	63%	17%
HIGHLANDS	56%	22%
HILLSBOROUGH	60%	20%
HOLMES	61%	20%
INDIAN RIVER	64%	17%
JACKSON	63%	16%
JEFFERSON	44%	31%
LAFAYETTE	62%	16%
LAKE	60%	19%
LEE	63%	17%
LEON	66%	16%
LEVY	56%	22%
LIBERTY	65%	14%
MADISON	44%	32%

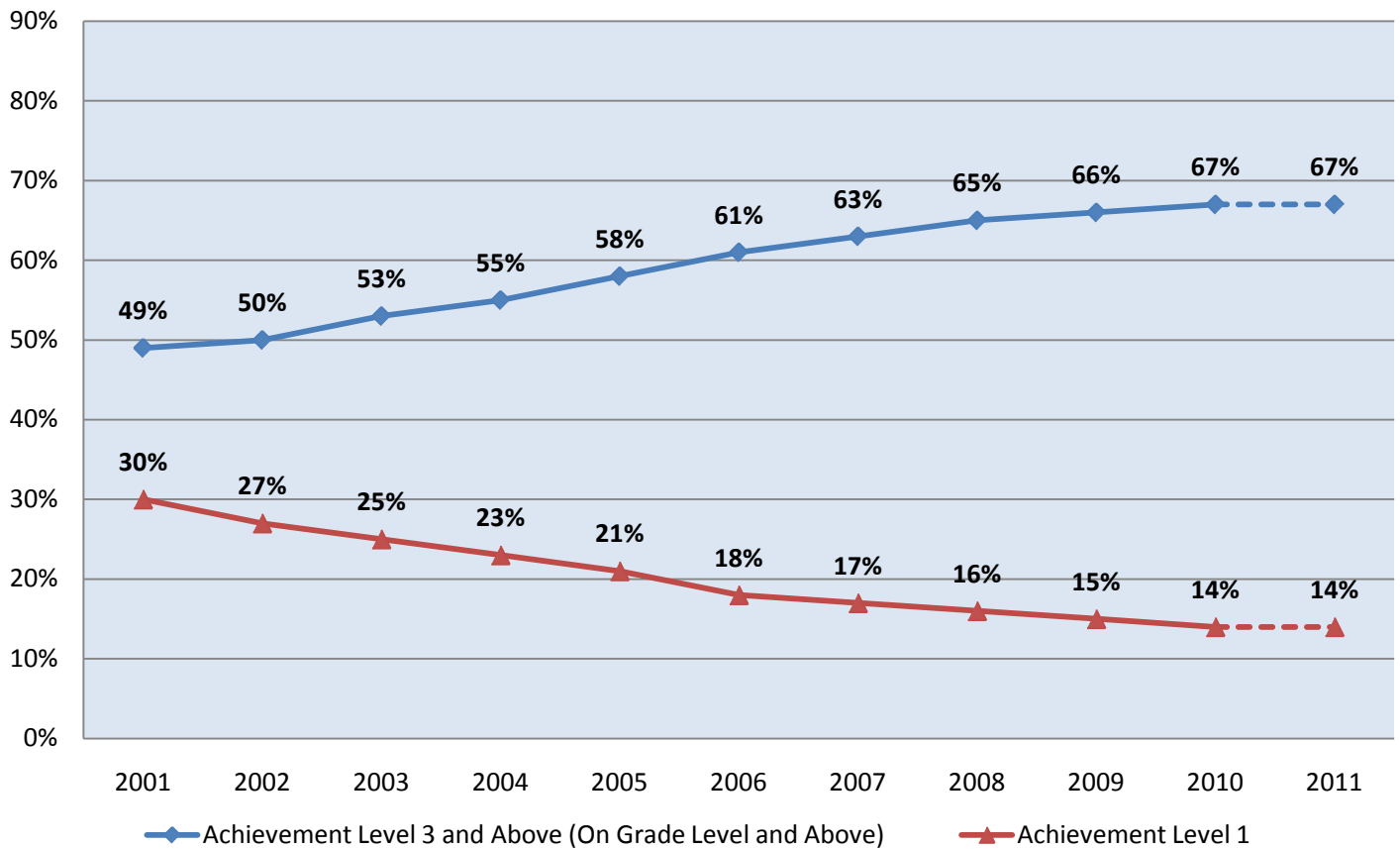


District	Percent of Students at Achievement Level 3 and Above	Percent of Students at Achievement Level 1
STATE	62%	18%
MANATEE	58%	21%
MARION	58%	20%
MARTIN	70%	13%
MONROE	68%	14%
NASSAU	70%	11%
OKALOOSA	75%	9%
OKEECHOBEE	53%	24%
ORANGE	60%	19%
OSCEOLA	57%	22%
PALM BEACH	62%	18%
PASCO	62%	17%
PINELLAS	61%	18%
POLK	54%	23%
PUTNAM	53%	24%
SANTA ROSA	75%	9%
SARASOTA	71%	12%
SEMINOLE	72%	12%
ST. JOHNS	76%	9%
ST. LUCIE	56%	21%
SUMTER	68%	13%
SUWANNEE	56%	22%
TAYLOR	59%	18%
UNION	63%	16%
VOLUSIA	61%	18%
WAKULLA	71%	11%
WALTON	68%	14%
WASHINGTON	61%	20%

# FCAT and FCAT 2.0 Mathematics Grades 3-8

The percentages in the mathematics section of this document reflect differences from percentages published in last year's media packet. This is because FCAT 2.0 Mathematics is only taken by students in grades 3-8, so prior years' FCAT results have been adjusted to reflect the same grade levels. The Grade 9 FCAT Mathematics assessment has been discontinued. Students now take the Algebra 1 End-of-Course (EOC) Assessment once they have completed the necessary high-school-level coursework. Results for the 2011 FCAT Mathematics (grade 10) and FCAT Science (grades 5, 8, and 11) assessments are published in a separate media packet. The 2011 FCAT Mathematics (grade 10) and FCAT Science media packet and the *Algebra 1 EOC Assessment State Report of Districts* may be accessed at <http://fcat.fldoe.org/mediapacket/2011/default.asp>.

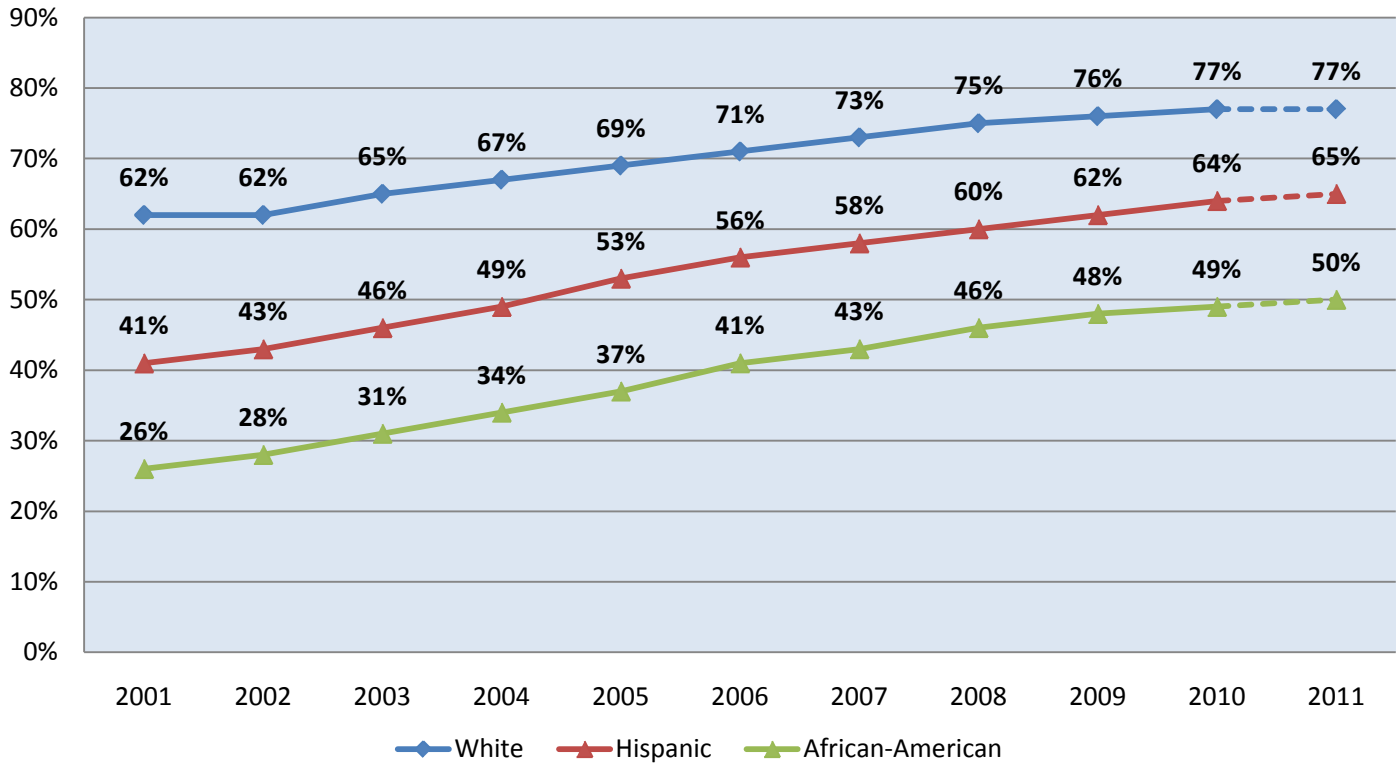
## FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011) By Achievement Level Grades 3-8



The dashed line ( - - ) indicates the transition from the FCAT to FCAT 2.0. The equipercentile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. This can be seen in the above line graph. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 67 percent of students in grades 3-8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Mathematics. In 2010, 67 percent of students in grades 3-8 were performing at or above Achievement Level 3 (on grade level and above). This is an increase from 49 percent in 2001, 50 percent in 2002, 53 percent in 2003, 55 percent in 2004, 58 percent in 2005, 61 percent in 2006, 63 percent in 2007, 65 percent in 2008, and 66 percent in 2009 for a total increase of 18 percentage points. In 2011, 14 percent of students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. In 2010, 14 percent of students in grades 3-8 were performing at Achievement Level 1 on FCAT Mathematics. This represents a decrease from 30 percent in 2001, 27 percent in 2002, 25 percent in 2003, 23 percent in 2004, 21 percent in 2005, 18 percent in 2006, 17 percent in 2007, 16 percent in 2008, and 15 percent in 2009 for a total decrease of 16 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

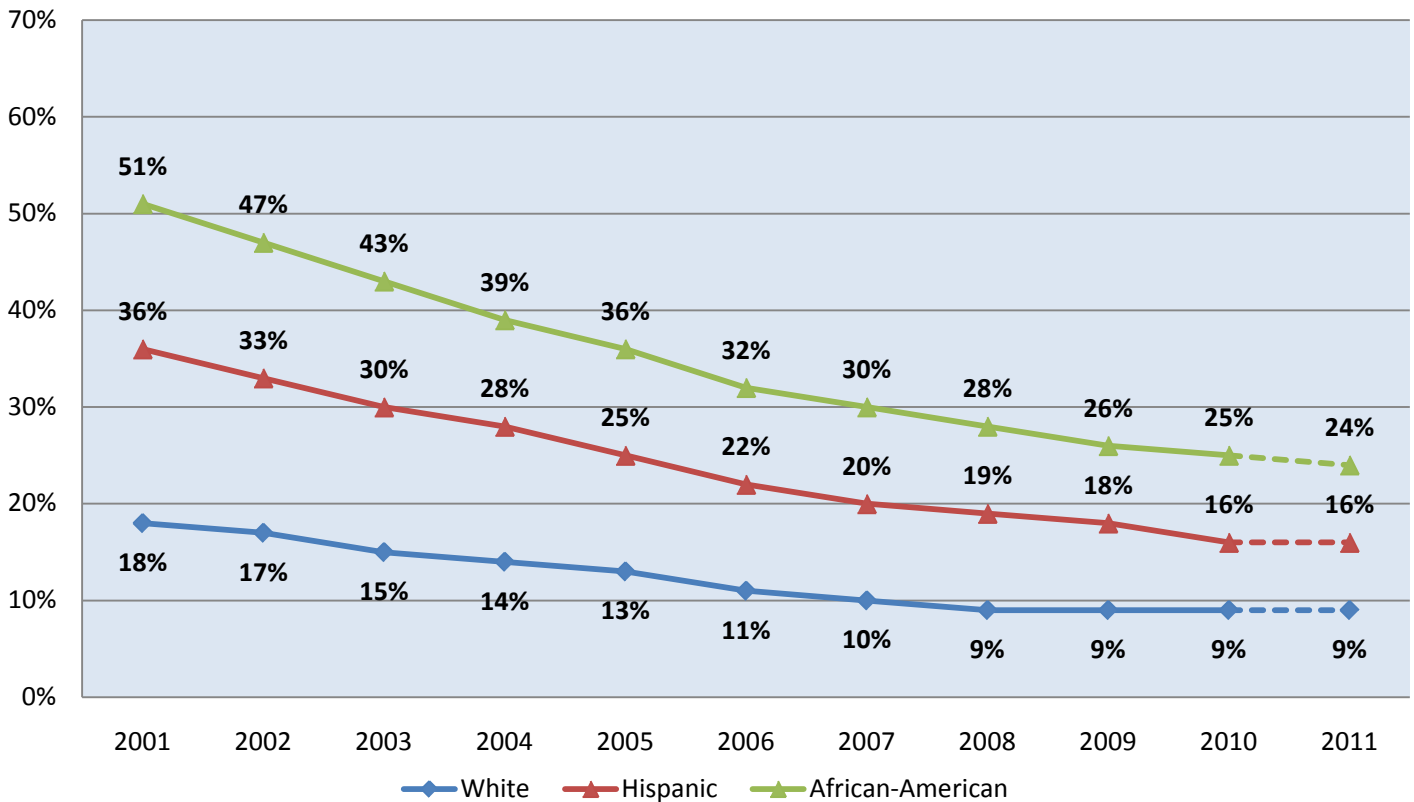
## FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011) Achievement Level 3 and Above (On Grade Level and Above) Grades 3-8



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 77 percent of White of students in grades 3-8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Mathematics. In 2010, 77 percent of White of students in grades 3-8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 62 percent in 2001, 62 percent in 2002, 65 percent in 2003, 67 percent in 2004, 69 percent in 2005, 71 percent in 2006, 73 percent in 2007, 75 percent in 2008, and 76 percent in 2009 for a total increase of 15 percentage points. In 2011, 65 percent of Hispanic students in grades 3-8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Mathematics. In 2010, 64 percent of Hispanic students in grades 3-8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 41 percent in 2001, 43 percent in 2002, 46 percent in 2003, 49 percent in 2004, 53 percent in 2005, 56 percent in 2006, 58 percent in 2007, 60 percent in 2008, and 62 percent in 2009 for a total increase of 23 percentage points. In 2011, 50 percent of African-American students in grades 3-8 were performing at or above Achievement Level 3 on FCAT 2.0 Mathematics. In 2010, 49 percent of African-American students in grades 3-8 were performing at or above Achievement Level 3 on FCAT Mathematics. This is an increase from 26 percent in 2001, 28 percent in 2002, 31 percent in 2003, 34 percent in 2004, 37 percent in 2005, 41 percent in 2006, 46 percent in 2007, 46 percent in 2008, and 48 percent in 2009 for a total increase of 23 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

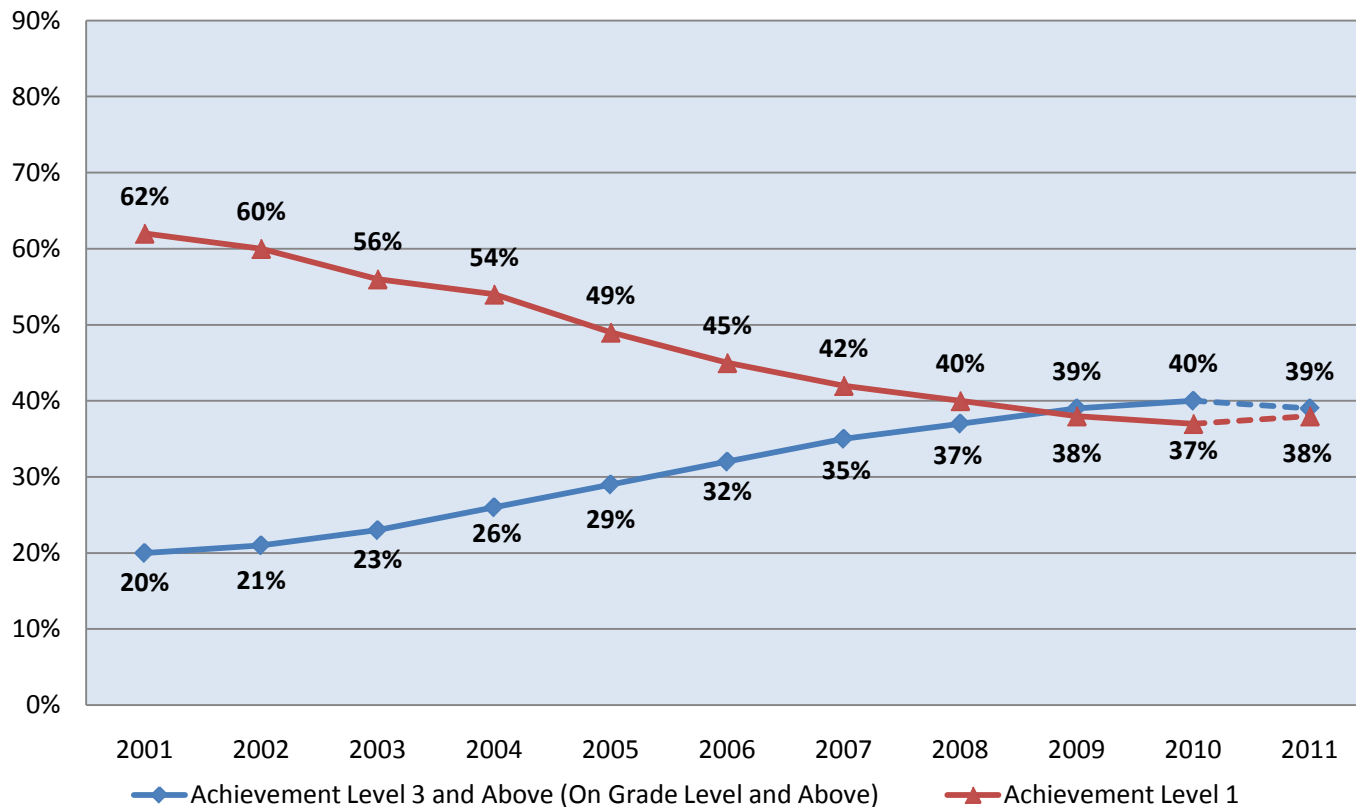
## FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011) Achievement Level 1 Grades 3-8



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 9 percent of White of students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. In 2010, 9 percent of White of students in grades 3-8 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 18 percent in 2001, 17 percent in 2002, 15 percent in 2003, 14 percent in 2004, 13 percent in 2005, 11 percent in 2006, 10 percent in 2007, is equal to 9 percent in 2008, and is equal to 9 percent in 2009 for a total decrease of 9 percentage points. In 2011, 16 percent of Hispanic students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. In 2010, 16 percent of Hispanic students in grades 3-8 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 36 percent in 2001, 33 percent in 2002, 30 percent in 2003, 28 percent in 2004, 25 percent in 2005, 22 percent in 2006, 20 percent in 2007, 19 percent in 2008, and 18 percent in 2009 for a total decrease of 20 percentage points. In 2011, 24 percent of African-American students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. In 2010, 25 percent of African-American students in grades 3-8 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 51 percent in 2001, 47 percent in 2002, 43 percent in 2003, 39 percent in 2004, 36 percent in 2005, 32 percent in 2006, 30 percent in 2007, 28 percent in 2008, and 26 percent in 2009 for a total decrease of 26 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

## FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011) by Achievement Level Students with Disabilities Grades 3-8

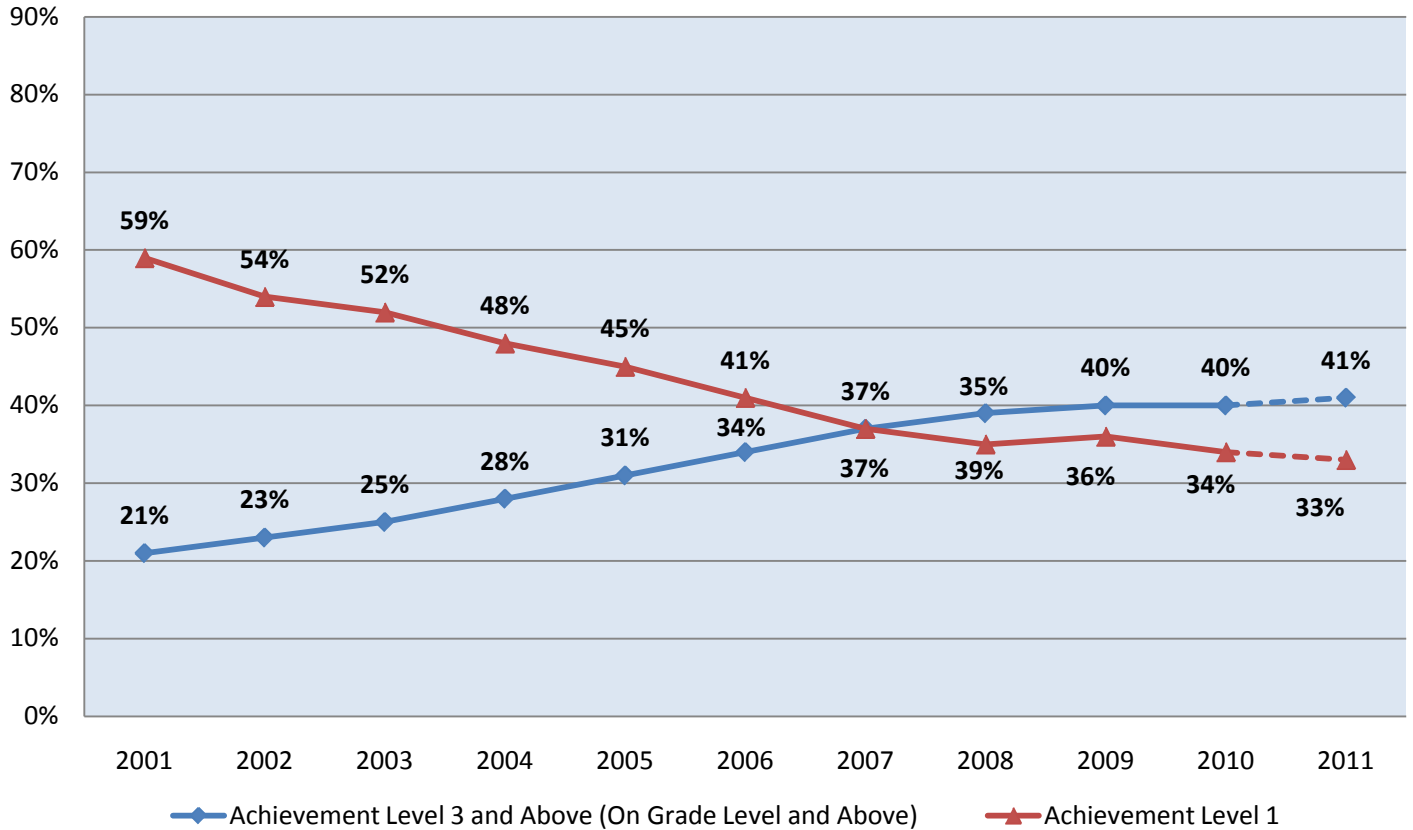


The dashed line ( - - ) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 39 percent of Students with Disabilities in grades 3-8 were performing at or above Achievement Level 3 (on grade level or above) on FCAT 2.0 Mathematics. In 2010, 40 percent of Students with Disabilities in grades 3-8 were performing at or above Achievement Level 3 (on grade level or above) on FCAT Mathematics. This is an increase from 20 percent in 2001, 21 percent in 2002, 23 percent in 2003, 26 percent in 2004, 29 percent in 2005, 32 percent in 2006, 35 percent in 2007, 37 percent in 2008, and 39 percent in 2009 for a total increase of 20 percentage points. In 2011, 38 percent of Students with Disabilities in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. In 2010, 37 percent of Students with Disabilities in grades 3-8 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 62 percent in 2001, 60 percent in 2002, 56 percent in 2003, 54 percent in 2004, 49 percent in 2005, 45 percent in 2006, 42 percent in 2007, 40 percent in 2008, and 38 percent 2009 for a total decrease of 25 percentage points.

*\*Students with Disabilities (SWDs) include students determined eligible for special education and related services who are receiving services based on an Individual Educational Plan (IEP).*

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

## FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011) by Achievement Level English Language Learners Grades 3-8



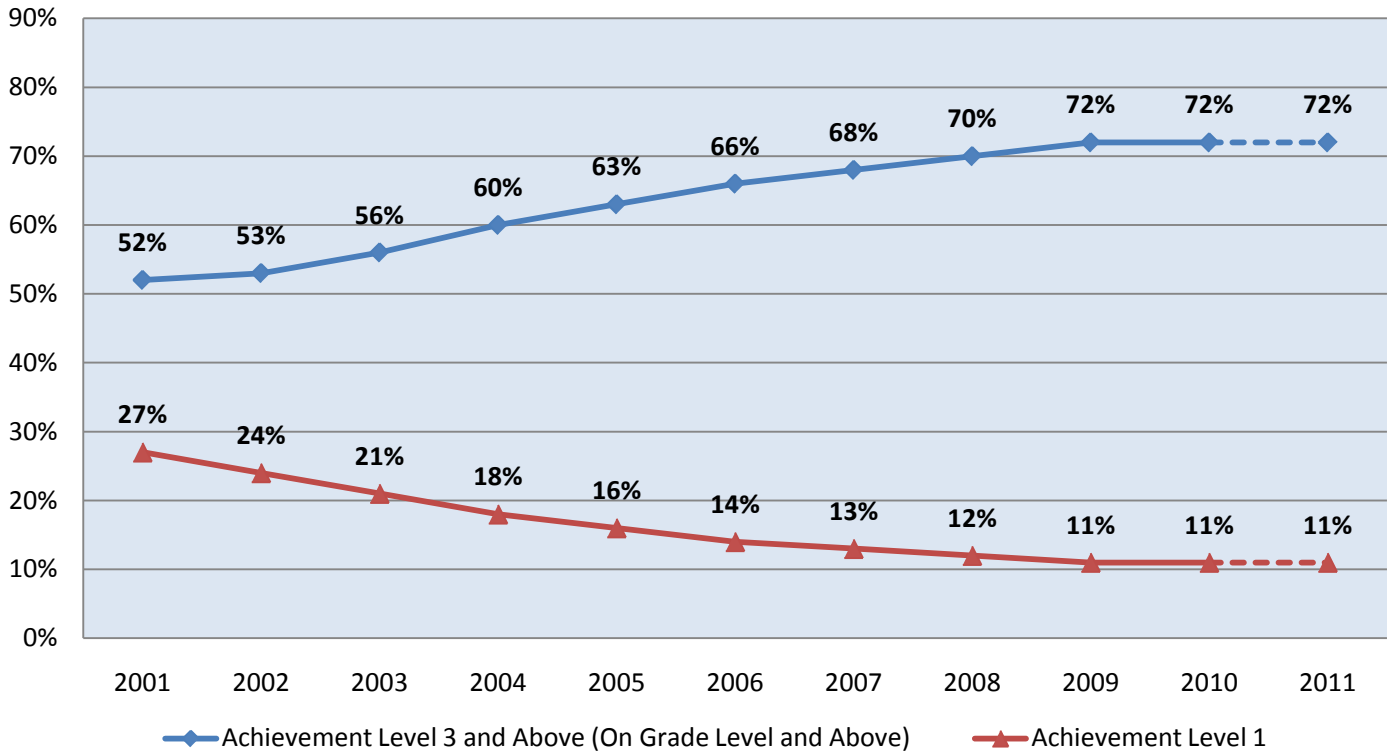
The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. In 2011, 41 percent of English Language Learners in grades 3-8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Mathematics. In 2010, 40 percent of English Language Learners in grades 3-8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 21 percent in 2001, 23 percent in 2002, 25 percent in 2003, 28 percent in 2004, 31 percent in 2005, 34 percent in 2006, 37 percent in 2007, 39 percent in 2008, and 40 percent in 2009 for a total increase of 19 percentage points. In 2011, 33 percent of English Language Learners in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. In 2010, 34 percent of English Language Learners in grades 3-8 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 59 percent in 2001, 54 percent in 2002, 52 percent in 2003, 48 percent in 2004, 45 percent in 2005, 41 percent in 2006, 37 percent in 2007, 35 percent in 2008, and 36 percent in 2009 for a total decrease of 25 percentage points.

\*English Language Learners (ELLs) include students enrolled in classes specifically designed to increase their academic and language proficiency.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011



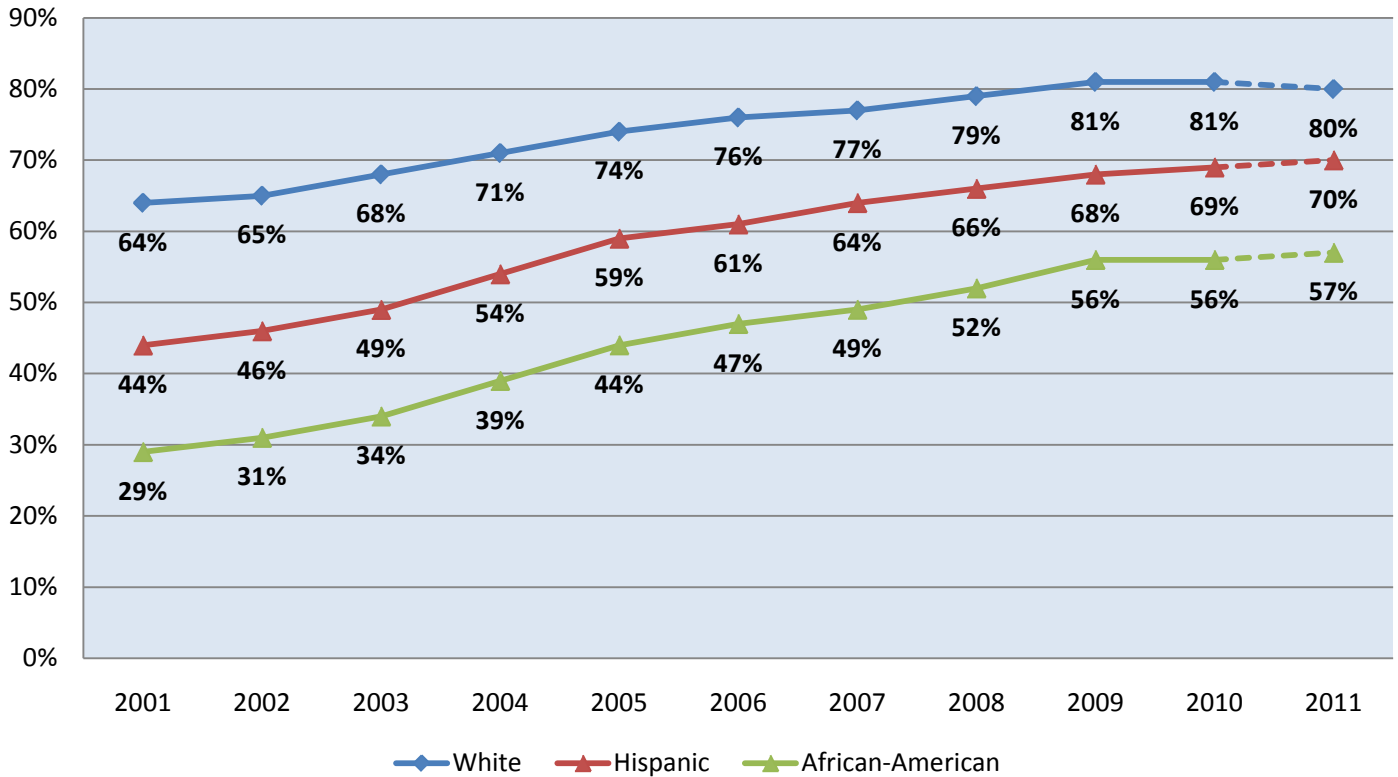
## FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011) by Achievement Level Grades 3, 4, and 5



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. The equipercentile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. This can be seen in the above line graph. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 72 percent of students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Mathematics. In 2010, 72 percent of students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 52 percent in 2001, 53 percent in 2002, 56 percent in 2003, 60 percent in 2004, 63 percent in 2005, 66 percent in 2006, 68 percent in 2007, 70 percent in 2008, and 72 percent in 2009 for a total increase of 20 percentage points. In 2011, 11 percent of students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. In 2010, 11 percent of students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 27 percent in 2001, 24 percent in 2002, 21 percent in 2003, 18 percent in 2004, 16 percent in 2005, 14 percent in 2006, 13 percent in 2007, 12 percent in 2008, and 11 percent in 2009 for a total decrease of 16 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

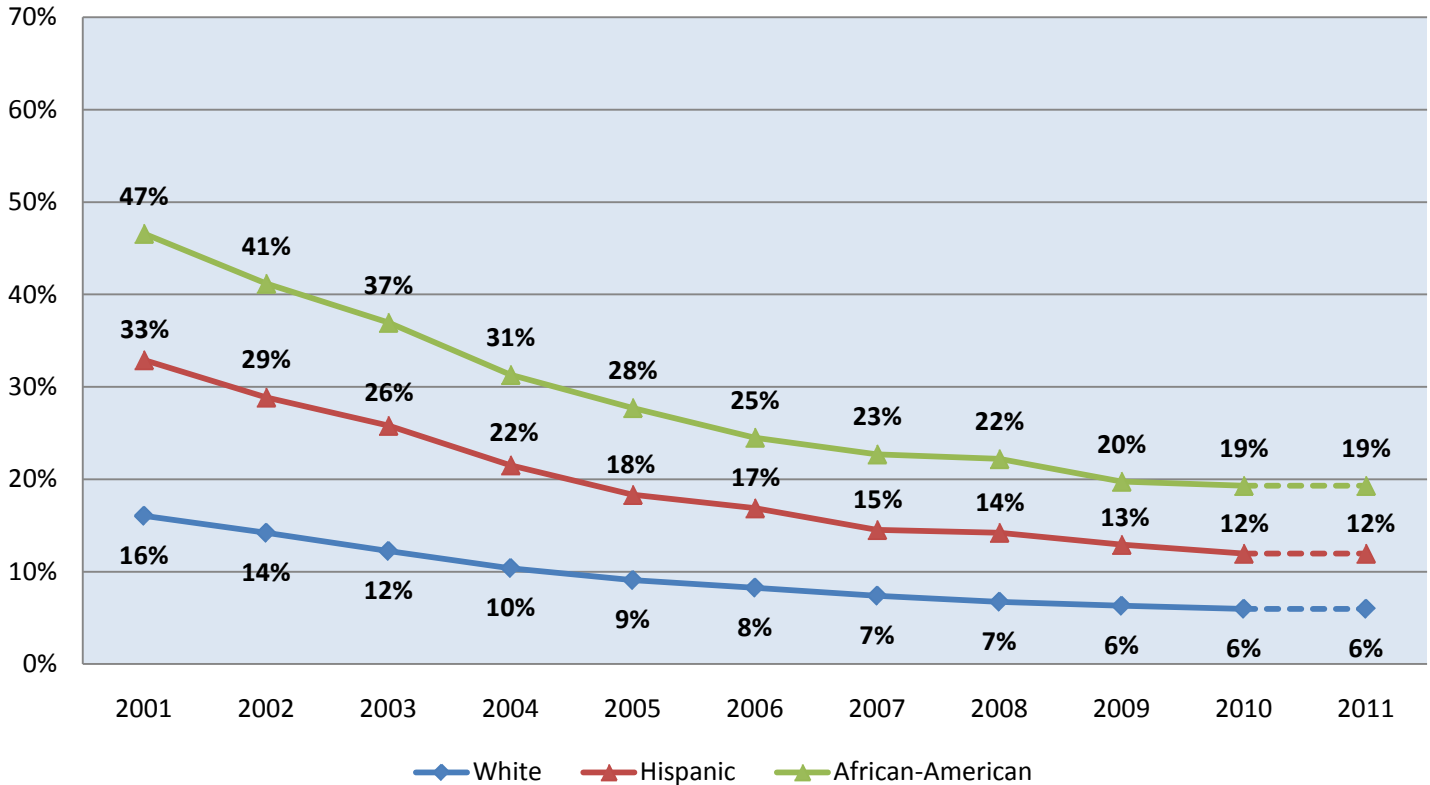
## FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011) Achievement Level 3 and Above (On Grade Level and Above) Grades 3, 4, and 5



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 80 percent of White students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Mathematics. In 2010, 81 percent of White students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 64 percent in 2001, 65 percent in 2002, 68 percent in 2003, 71 percent in 2004, 74 percent in 2005, 76 percent in 2006, 77 percent in 2007, 79 percent in 2008, and 81 percent in 2009 for a total increase of 17 percentage points. In 2011, 70 percent of Hispanic students in grades 3, 4, and 5 were performing at or above Achievement Level 3 on FCAT 2.0 Mathematics. In 2010, 69 percent of Hispanic students in grades 3, 4, and 5 were performing at or above Achievement Level 3 on FCAT Mathematics. This is an increase from 44 percent in 2001, 46 percent in 2002, 49 percent in 2003, 54 percent in 2004, 59 percent in 2005, 61 percent in 2006, 64 percent in 2007, 66 percent in 2008, and 68 percent in 2009 for a total increase of 25 percentage points. In 2011, 57 percent of African-American students in grades 3, 4, and 5 were performing at or above Achievement Level 3 on FCAT 2.0 Mathematics. In 2010, 56 percent of African-American students in grades 3, 4, and 5 were performing at or above Achievement Level 3 on FCAT Mathematics. This is an increase from 29 percent in 2001, 31 percent in 2002, 34 percent in 2003, 39 percent in 2004, 44 percent in 2005, 47 percent in 2006, 49 percent in 2007, 52 percent in 2008, and is equal to 56 percent in 2009 for a total increase of 27 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

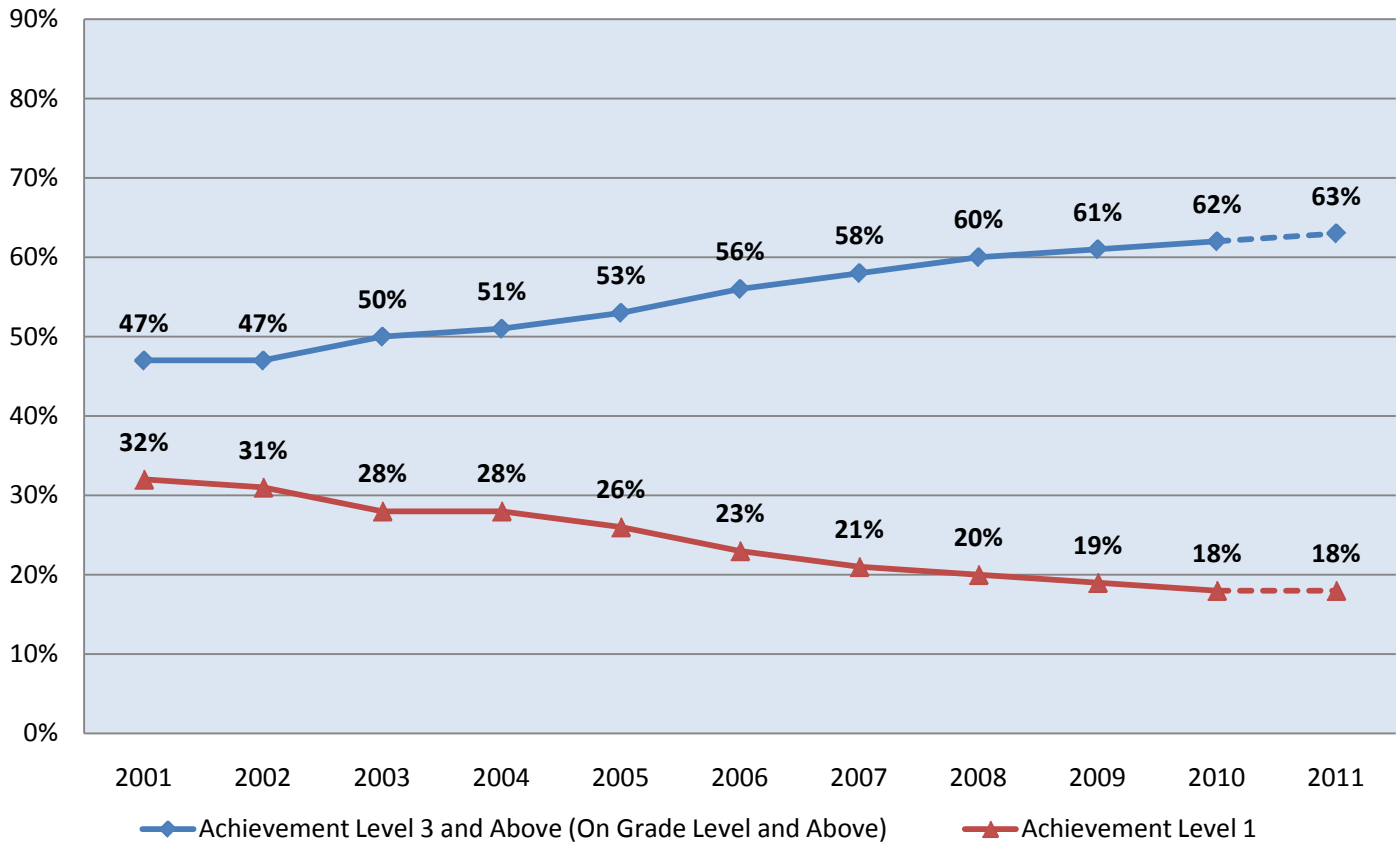
## FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011) Achievement Level 1 Grades 3, 4, and 5



The dashed line ( - - ) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 6 percent of White students in grades 3, 4, and 5 were performing at Achievement Level 1 on the FCAT 2.0 Mathematics. In 2010, 6 percent of White students in grades 3, 4, and 5 were performing at Achievement Level 1 on the FCAT Mathematics. This represents a decrease from 16 percent in 2001, 14 percent in 2002, 12 percent in 2003, 10 percent in 2004, 9 percent in 2005, 8 percent in 2006, 7 percent in 2007, 7 percent in 2008, and is equal to 6 percent in 2009 for a total decrease of 10 percentage points. In 2011, 12 percent of Hispanic students in grades 3, 4, and 5 were performing at Achievement Level 1 on the FCAT 2.0 Mathematics. In 2010, 12 percent of Hispanic students in grades 3, 4, and 5 were performing at Achievement Level 1 on the FCAT Mathematics. This represents a decrease from 33 percent in 2001, 29 percent in 2002, 26 percent in 2003, 22 percent in 2004, 18 percent in 2005, 17 percent in 2006, 15 percent in 2007, 14 percent in 2008, and 13 percent in 2003 for a total decrease of 21 percentage points. In 2011, 19 percent of African-American students in grades 3, 4, and 5 were performing at Achievement Level 1 on the FCAT 2.0 Mathematics. In 2010, 19 percent of African-American students in grades 3, 4, and 5 were performing at Achievement Level 1 on the FCAT Mathematics. This represents a decrease from 47 percent in 2001, 41 percent in 2002, 37 percent in 2003, 31 percent in 2004, 28 percent in 2005, 25 percent in 2006, 23 percent in 2007, 22 percent in 2008, and 20 percent in 2009 for a total decrease of 28 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

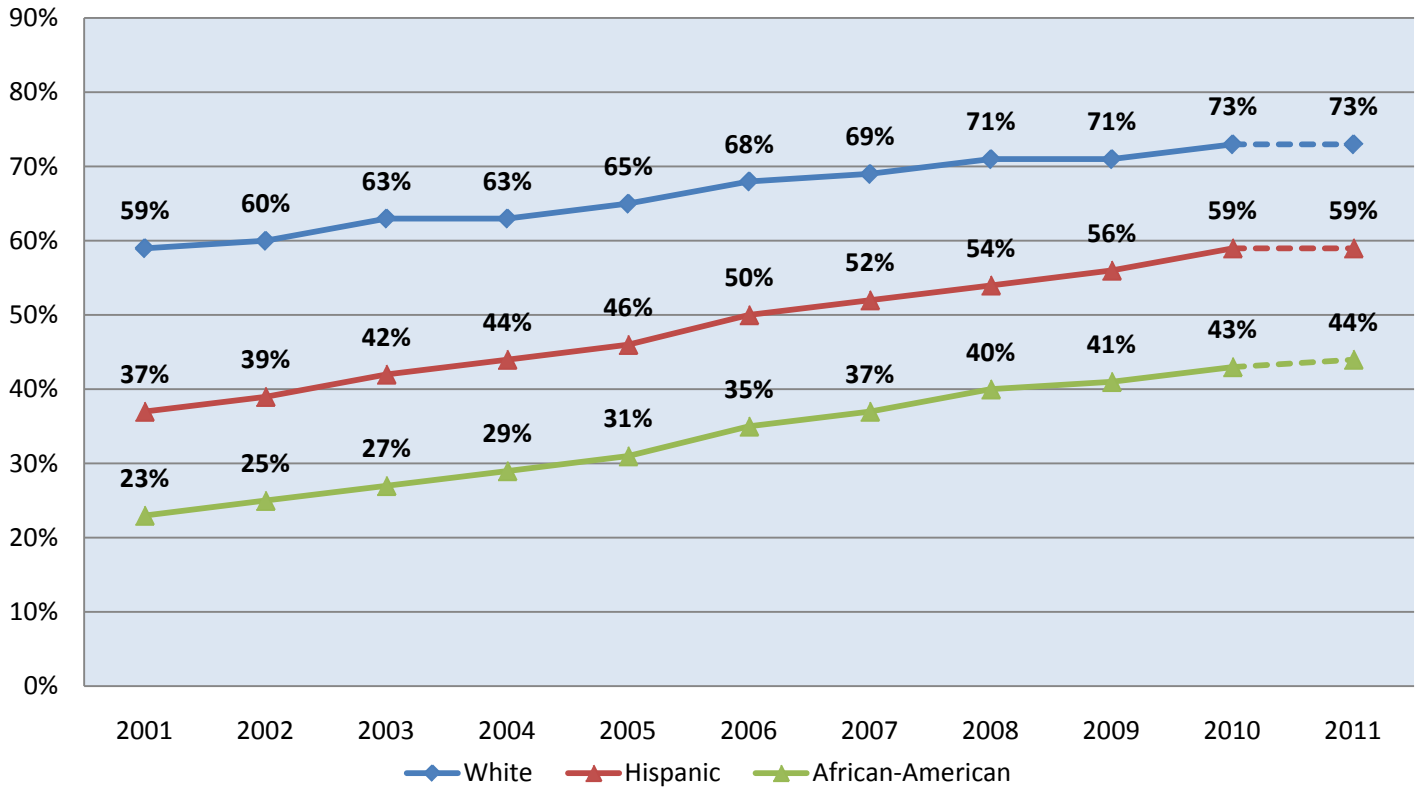
## FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011) by Achievement Level Grades 6, 7, and 8



The dashed line ( - - ) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 63 percent of students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level or above) on the FCAT 2.0 Mathematics. In 2010, 62 percent of students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level or above) on the FCAT Mathematics. This represents an increase from 47 percent in 2001, 47 percent in 2002, 50 percent in 2003, 51 percent in 2004, 53 percent in 2005, 56 percent in 2006, 58 percent in 2007, 60 percent in 2008, and 61 percent in 2009 for a total increase of 16 percentage points. In 2011, 18 percent of students in grades 6, 7, and 8 were performing at Achievement Level 1 on the FCAT 2.0 Mathematics. In 2010, 18 percent of students in grades 6, 7, and 8 were performing at Achievement Level 1 on the FCAT Mathematics. This represents a decrease from 32 percent in 2001, 31 percent in 2002, 28 percent in 2004, 26 percent in 2005, 23 percent in 2006, 21 percent in 2007, 20 percent in 2008, and 19 percent in 2009 for a total decrease of 14 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

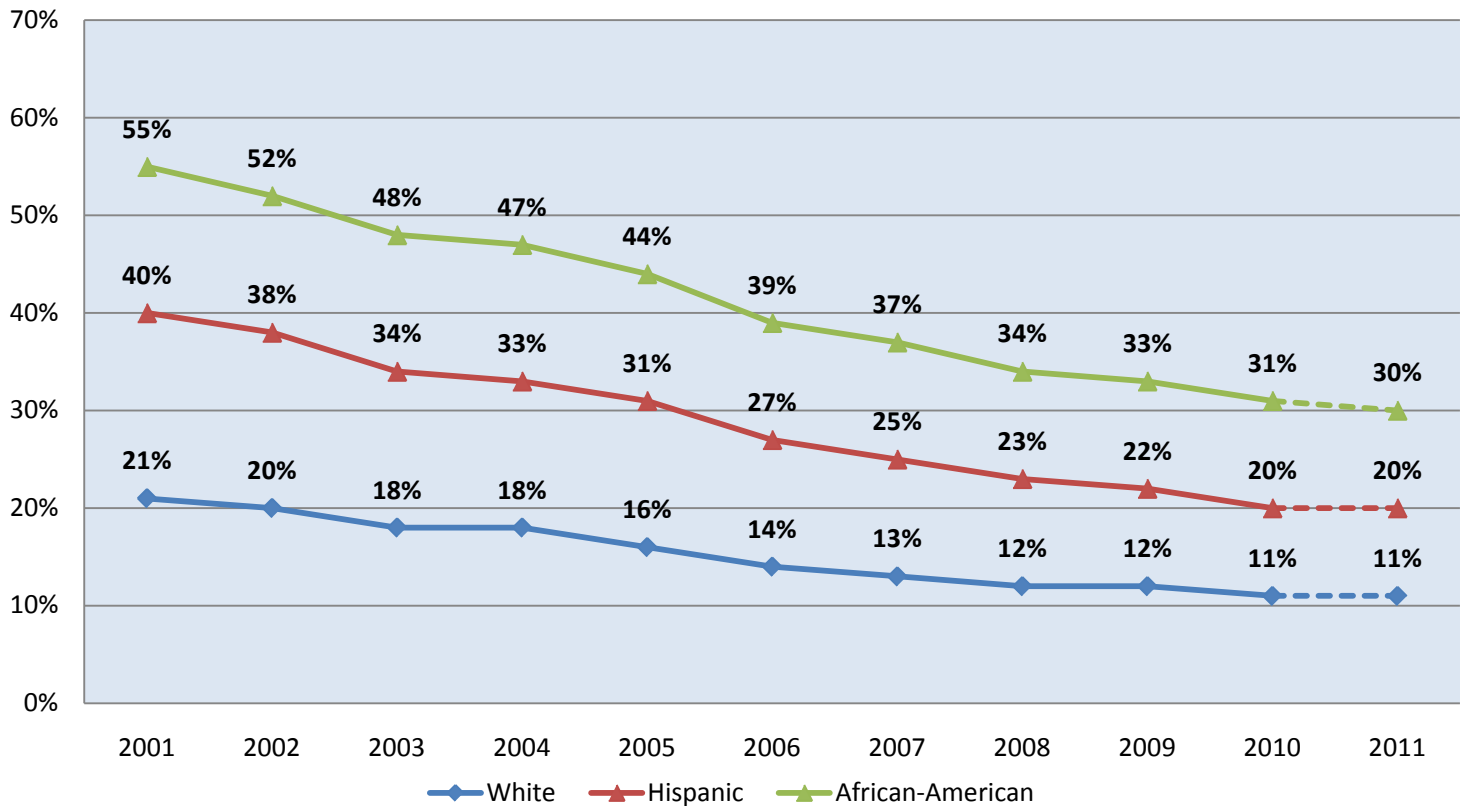
## FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011) Achievement Level 3 and Above (On Grade Level and Above) Grades 6, 7, and 8



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 73 percent of White students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Mathematics. In 2010, 73 percent of White students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 59 percent in 2001, 60 percent in 2002, 63 percent in 2003, 63 percent in 2004, 65 percent in 2005, 68 percent in 2006, 69 percent in 2007, 71 percent in 2008, and 71 percent in 2009 for a total increase of 14 percentage points. In 2011, 59 percent of Hispanic students in grades 6, 7, and 8 were performing at or above Achievement Level 3 on FCAT 2.0 Mathematics. In 2010, 59 percent of Hispanic students in grades 6, 7, and 8 were performing at or above Achievement Level 3 on FCAT Mathematics. This is an increase from 37 percent in 2001, 39 percent in 2002, 42 percent in 2003, 44 percent in 2004, 46 percent in 2005, 50 percent in 2006, 52 percent in 2007, 54 percent in 2008, and 56 percent in 2009 for a total increase of 22 percentage points. In 2011, 44 percent of African-American students in grades 6, 7, and 8 were performing at or above Achievement Level 3 on FCAT 2.0 Mathematics. In 2010, 43 percent of African-American students in grades 6, 7, and 8 were performing at or above Achievement Level 3 on FCAT Mathematics. This is an increase from 23 percent in 2001, 25 percent in 2002, 27 percent in 2003, 29 percent in 2004, 31 percent in 2005, 35 percent in 2006, 37 percent in 2007, 40 percent in 2008, and 41 percent in 2009 for a total increase of 20 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

## FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011) Achievement Level 1 Grades 6, 7, and 8



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 11 percent of White students in grades 6, 7, and 8 were performing at Achievement Level 1 on the FCAT 2.0 Mathematics. In 2010, 11 percent of White students in grades 6, 7, and 8 were performing at Achievement Level 1 on the FCAT Mathematics. This represents a decrease from 21 percent in 2001, 20 percent in 2002, 18 percent in 2003, 18 percent in 2004, 16 percent in 2005, 14 percent in 2006, 13 percent in 2007, 12 percent in 2008, and 12 percent in 2009 for a total decrease of 10 percentage points. In 2011, 20 percent of Hispanic students in grades 6, 7, and 8 were performing at Achievement Level 1 on the FCAT 2.0 Mathematics. In 2010, 20 percent of Hispanic students in grades 6, 7, and 8 were performing at Achievement Level 1 on the FCAT Mathematics. This represents a decrease from 40 percent in 2001, 38 percent in 2002, 34 percent in 2003, 33 percent in 2004, 31 percent in 2005, 27 percent in 2006, 25 percent in 2007, 23 percent in 2008, and 22 percent in 2009 for a total decrease of 20 percentage points. In 2011, 30 percent of African-American students in grades 6, 7, and 8 were performing at Achievement Level 1 on the FCAT 2.0 Mathematics. In 2010, 31 percent of African-American students in grades 6, 7, and 8 were performing at Achievement Level 1 on the FCAT Mathematics. This represents a decrease from 55 percent in 2001, 52 percent in 2002, 48 percent in 2003, 47 percent in 2004, 44 percent in 2005, 39 percent in 2006, 37 percent in 2007, 34 percent in 2008, and 33 percent in 2009 for a total decrease of 24 percentage points.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2011

**Statewide Comparison of Mathematics Scores – Grade 3 and 4  
FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011)<sup>1</sup>**

FCAT Mathematics – Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
3	2001	186,336	1258	291	24	24	33	16	3	52
	2002	188,606	1308	302	21	20	34	20	5	59
	2003	188,487	1335	308	19	19	34	22	7	63
	2004	206,534	1346	310	17	19	34	23	7	64
	2005	203,037	1380	317	15	17	34	25	9	68
	2006	204,402	1409	324	12	16	34	27	10	72
	2007	201,862	1428	328	12	14	33	28	13	74
	2008	204,180	1454	333	10	13	33	29	14	76
	2009	205,135	1473	337	10	13	32	30	16	78
	2010	205,720	1471	337	9	13	32	30	15	78
FCAT 2.0 Mathematics – Next Generation Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	FCAT Equivalent Mean Developmental Scale Score	FCAT Equivalent Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
3	2011	202,719	1470	337	9	13	32	30	15	78
FCAT Mathematics – Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
4	2001	188,633	1394	286	31	24	29	13	3	45
	2002	192,394	1428	294	26	24	32	15	4	51
	2003	193,503	1446	298	22	23	34	16	4	54
	2004	176,316	1508	312	15	21	37	20	6	64
	2005	195,866	1509	312	15	21	38	21	6	64
	2006	192,610	1534	318	14	19	36	23	8	67
	2007	196,632	1540	319	13	18	37	23	8	69
	2008	192,792	1562	324	12	18	36	24	10	71
	2009	195,844	1585	330	10	15	36	27	12	75
	2010	197,256	1587	330	10	16	36	27	12	74
FCAT 2.0 Mathematics – Next Generation Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	FCAT Equivalent Mean Developmental Scale Score	FCAT Equivalent Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
4	2011	198,969	1590	331	10	16	36	26	11	74

<sup>1</sup> The equipercntile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a similar meaning to the FCAT scores, they do not *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution.

<sup>2</sup> Data are for all students tested in all curriculum groups.

<sup>3</sup> Achievement Level information was not reported in May 2001 for grades 3, 4, 6, 7, and 9. The data shown here reflect retroactive application of the Achievement Level criteria.

<sup>4</sup> Adding the percentages in Levels 3-5 may not result in the percentage reported under "Level Three & Above" due to rounding.



**Statewide Comparison of Mathematics Scores – Grade 5 and 6  
FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011)<sup>1</sup>**

FCAT Mathematics – Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
5	2001	187,623	1579	314	27	25	22	20	6	48
	2002	192,775	1598	318	25	27	23	19	6	48
	2003	192,692	1607	320	23	26	24	21	7	52
	2004	196,233	1616	322	21	27	24	21	7	52
	2005	181,434	1648	329	16	27	27	24	6	57
	2006	197,076	1649	329	17	27	26	24	7	57
	2007	192,369	1662	332	15	26	26	25	8	59
	2008	195,418	1671	333	15	24	27	26	9	61
	2009	192,333	1679	335	14	24	26	27	9	62
	2010	196,648	1682	336	14	23	27	27	9	63
FCAT 2.0 Mathematics – Next Generation Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	FCAT Equivalent Mean Developmental Scale Score	FCAT Equivalent Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
5	2011	198,520	1681	336	14	23	27	27	9	63
FCAT Mathematics – Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
6	2001	187,054	1592	291	39	21	24	12	4	40
	2002	193,963	1622	298	35	22	25	13	5	43
	2003	196,134	1642	302	31	22	27	14	6	47
	2004	198,905	1637	301	33	22	26	14	5	46
	2005	201,550	1653	305	31	22	26	15	6	47
	2006	186,792	1681	312	26	21	28	17	8	53
	2007	198,195	1663	307	28	22	28	16	7	50
	2008	193,758	1687	313	26	21	28	17	8	53
	2009	196,408	1699	316	24	21	29	18	8	55
	2010	194,399	1711	319	23	19	29	19	9	57
FCAT 2.0 Mathematics – Next Generation Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	FCAT Equivalent Mean Developmental Scale Score	FCAT Equivalent Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
6	2011	197,668	1712	319	23	20	29	19	9	57

<sup>1</sup> The equipercentile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a similar meaning to the FCAT scores, they do not *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution.

<sup>2</sup> Data are for all students tested in all curriculum groups.

<sup>3</sup> Achievement Level information was not reported in May 2001 for grades 3, 4, 6, 7, and 9. The data shown here reflect retroactive application of the Achievement Level criteria.

<sup>4</sup> Adding the percentages in Levels 3-5 may not result in the percentage reported under "Level Three & Above" due to rounding.

**Statewide Comparison of Mathematics Scores – Grade 7 and 8  
FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011)<sup>1</sup>**

FCAT Mathematics – Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
7	2001	183,131	1724	290	35	20	24	15	6	45
	2002	191,788	1734	292	33	21	26	14	7	47
	2003	197,161	1747	296	31	21	26	15	6	47
	2004	201,188	1760	299	30	21	27	16	7	50
	2005	202,361	1778	303	26	22	28	17	8	53
	2006	202,303	1791	307	23	22	30	18	7	55
	2007	188,619	1811	312	20	21	32	19	8	59
	2008	196,797	1824	315	18	21	33	19	8	61
	2009	193,239	1820	314	20	20	31	20	9	60
	2010	197,130	1821	314	19	20	32	21	9	61
FCAT 2.0 Mathematics – Next Generation Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	FCAT Equivalent Mean Developmental Scale Score	FCAT Equivalent Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
7	2011	194,484	1822	314	19	19	32	21	9	62
FCAT Mathematics – Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level <sup>3</sup>					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
8	2001	174,067	1847	308	24	21	31	14	10	55
	2002	184,379	1837	305	25	22	31	14	8	53
	2003	191,656	1856	310	22	22	32	14	10	56
	2004	197,646	1858	311	23	21	31	15	11	56
	2005	201,488	1866	313	21	20	32	15	11	59
	2006	200,431	1872	314	20	20	33	16	11	60
	2007	199,297	1885	318	18	19	34	17	12	63
	2008	186,211	1910	324	14	19	35	19	13	67
	2009	194,297	1903	322	14	20	37	18	11	66
	2010	192,919	1911	324	12	20	38	19	12	68
FCAT 2.0 Mathematics – Next Generation Sunshine State Standards Test <sup>2</sup>										
Grade	Year	Number of Students	FCAT Equivalent Mean Developmental Scale Score	FCAT Equivalent Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above <sup>4</sup>
					1	2	3	4	5	
8	2011	195,479	1912	325	12	20	38	18	12	68

<sup>1</sup> The equipercentile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a similar meaning to the FCAT scores, they do not *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution.

<sup>2</sup> Data are for all students tested in all curriculum groups.

<sup>3</sup> Achievement Level information was not reported in May 2001 for grades 3, 4, 6, 7, and 9. The data shown here reflect retroactive application of the Achievement Level criteria.

<sup>4</sup> Adding the percentages in Levels 3-5 may not result in the percentage reported under "Level Three & Above" due to rounding.

## FCAT Mathematics 2.0 – Percent Comparison by District

Achievement Level 3 and Above (On Grade Level and Above)

District	Percent of Students at Achievement Level 3 and Above	Percent of Students at Achievement Level 1
STATE	67%	14%
ALACHUA	66%	16%
BAKER	71%	11%
BAY	69%	12%
BRADFORD	55%	21%
BREVARD	76%	10%
BROWARD	71%	12%
CALHOUN	72%	10%
CHARLOTTE	70%	12%
CITRUS	73%	10%
CLAY	75%	9%
COLLIER	64%	16%
COLUMBIA	67%	13%
DADE	65%	16%
DESOTO	63%	15%
DIXIE	70%	12%
DUVAL	64%	16%
ESCAMBIA	62%	18%
FLAGLER	66%	14%
FRANKLIN	59%	18%
GADSDEN	63%	16%
GILCHRIST	76%	9%
GLADES	79%	7%
GULF	71%	12%
HAMILTON	54%	22%
HARDEE	63%	16%
HENDRY	62%	17%
HERNANDO	66%	14%
HIGHLANDS	63%	17%
HILLSBOROUGH	66%	16%
HOLMES	66%	14%
INDIAN RIVER	65%	16%
JACKSON	71%	13%
JEFFERSON	48%	25%
LAFAYETTE	73%	10%
LAKE	66%	15%
LEE	70%	12%
LEON	71%	12%
LEVY	62%	16%
LIBERTY	65%	13%
MADISON	42%	34%
MANATEE	61%	18%
MARION	65%	15%

District	Percent of Students at Achievement Level 3 and Above	Percent of Students at Achievement Level 1
STATE	<b>67%</b>	<b>14%</b>
MARTIN	75%	9%
MONROE	74%	10%
NASSAU	75%	9%
OKALOOSA	78%	6%
OKEECHOBEE	60%	16%
ORANGE	66%	16%
OSCEOLA	59%	20%
PALM BEACH	71%	13%
PASCO	63%	16%
PINELLAS	63%	17%
POLK	60%	18%
PUTNAM	63%	17%
SANTA ROSA	78%	8%
SARASOTA	76%	9%
SEMINOLE	77%	9%
ST. JOHNS	80%	7%
ST. LUCIE	64%	15%
SUMTER	75%	9%
SUWANNEE	59%	19%
TAYLOR	62%	15%
UNION	72%	11%
VOLUSIA	64%	15%
WAKULLA	74%	9%
WALTON	77%	8%
WASHINGTON	60%	18%