

2008 Third Grade Reading and Mathematics FCAT Results Fact Sheet

General

- The FCAT was first administered to third-graders in 2001 and the results from that initial administration continue to serve as the benchmark for long-term comparisons of third grade academic progress with the Sunshine State Standards (SSS).
- FCAT Reading and Mathematics SSS results are reported in Achievement Levels, which are based on scale scores and developmental scale scores.
- Achievement Levels range from 1 (lowest) to 5 (highest) and represent the level of success a student has achieved in these subject areas.
- A student scoring at or above Achievement Level 3 is considered to be performing at grade level.
- Detailed descriptions of each Achievement Level can be found at <http://fcats.fldoe.org/pdf/fcAchievementLevels.pdf>.

Third Grade Reading and Mathematics Results

- The 2008 third grade FCAT results show statewide increases in the percent of students who are performing at or above grade level in both Reading and Mathematics.

Reading Results

- This year, 72 percent of third-graders are reading at or above grade level, a three percentage point increase compared to last year (69 percent in 2007).
- The percent of third-graders who are reading at or above grade level has increased 15 percentage points since 2001 (57 percent) reflecting a positive eight-year data trend.
- The percent of third-graders scoring in the lowest Achievement Level (Level 1) in Reading has decreased to 16 percent from 19 percent in 2007 and 29 percent in 2001.

Mathematics Results

- This year, 76 percent of third-graders are performing Mathematics at or above grade level, a two percentage point increase compared to last year (74 percent in 2007).
- The percent of third-graders who are performing Mathematics at or above grade level has increased 24 percentage points since 2001 (52 percent) reflecting a positive eight-year data trend.
- The percent of third-graders scoring in the lowest Achievement Level (Level 1) in Mathematics has decreased to 10 percent from 12 percent in 2007 and 24 percent in 2001.

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Closing the Achievement Gap

- This year, African-American and Hispanic third-graders narrowed the achievement gap with non-minority students in Reading and Mathematics.
- The percent of African-American third-grade students reading at or above grade level increased four percentage points this year (56 percent from 52 percent) compared to a three percentage point increase for White students (84 percent from 81 percent).
 - This represents a one percentage point narrowing of the achievement gap for African-American third-graders in Reading.
- The percent of African-American third-graders performing Mathematics at or above grade level increased four percentage points this year (61 percent from 57 percent) compared to a two percentage point increase for White students (86 percent from 84 percent).
 - This represents a two percentage point narrowing of the achievement gap for African-American third-graders in Mathematics.
- The percent of Hispanic third-graders performing Mathematics at or above grade level increased three percentage points this year (73 percent from 70 percent) compared to a two percentage point increase for White students (86 percent from 84 percent).
 - This represents a one percentage point narrowing of the achievement gap for Hispanic third-graders in Mathematics.

Third Grade Retention

- In 2002, the law was changed to require the retention of third-grade students who failed to achieve a score of Achievement Level 2 or above on FCAT Reading.
- This year, approximately 3,400 repeating third-graders moved from the lowest Achievement Level (Level 1) to Levels 3, 4 or 5 (at or above grade level) in Reading.
- In 2008, more than half (59 percent) of students repeating third grade improved their achievement level in Reading.
- The FCAT is not the sole factor for determining a child's promotion to fourth grade. Parents of third-graders in need of additional remediation may learn more at www.justreadflorida.com. The options available to help third-graders achieve their goals include summer reading camps, reading mentors and student portfolios.