

Reading, Grades 3-10

Mathematics, Grades 3-8

Science, Grades 5 and 8



FCAT 2.0

Reading, Grades 3-10

Mathematics, Grades 3-8

Science, Grades 5 and 8

Florida is continuing the transition from the FCAT to the FCAT 2.0 to align with new student academic content standards. The Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0) measures student achievement of the *Next Generation Sunshine State Standards* (NGSSS), which specify the challenging content Florida students are expected to know and be able to do. New Achievement Levels for FCAT 2.0 Reading and Mathematics were approved by the State Board of Education on December 19, 2011, through a standard-setting process. Because the FCAT 2.0 is based on more demanding content standards and the achievement standards are more rigorous, scores may appear lower on the new scale than on the previous scale for certain grades and subjects. For more information on the new Achievement Levels and cut scores please visit <http://fcat.fldoe.org/fcat2/pdf/achlevel.pdf>.

In spring 2011, FCAT 2.0 Reading and Mathematics scores were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. The 2011 scores have been converted to the new FCAT 2.0 scale and are provided in this media packet so that stakeholders and the general public are able to see what the scores would have been if the new score scale and Achievement Levels had been approved and implemented in 2011.

A description of the Achievement Level definitions that apply to FCAT 2.0 Reading and Mathematics are provided below:

- Level 5:** Students at this level demonstrate mastery of the most challenging content of the *Next Generation Sunshine State Standards*.
- Level 4:** Students at this level demonstrate an above satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 3:** Students at this level demonstrate a satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 2:** Students at this level demonstrate a below satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 1:** Students at this level demonstrate an inadequate level of success with the challenging content of the *Next Generation Sunshine State Standards*.

Student results for the Spring 2012 FCAT 2.0 Science will be reported as FCAT Equivalent Scores. The scores are being reported in this way to maintain consistent student expectations during the transition year. These scores will be used in the same way FCAT scores have been used in prior years, using the existing FCAT Science Achievement Level. Scores on the new FCAT 2.0 Science scale will be available beginning in 2013. This was the first year that FCAT 2.0 Science was administered to students in grades 5 and 8, the grade 11 FCAT Science was discontinued. The Biology 1 End-of-Course Assessment has replaced Grade 11 FCAT 2.0 Science as the high school level science assessment.

FCAT 2.0 Reading

Grades 3-10

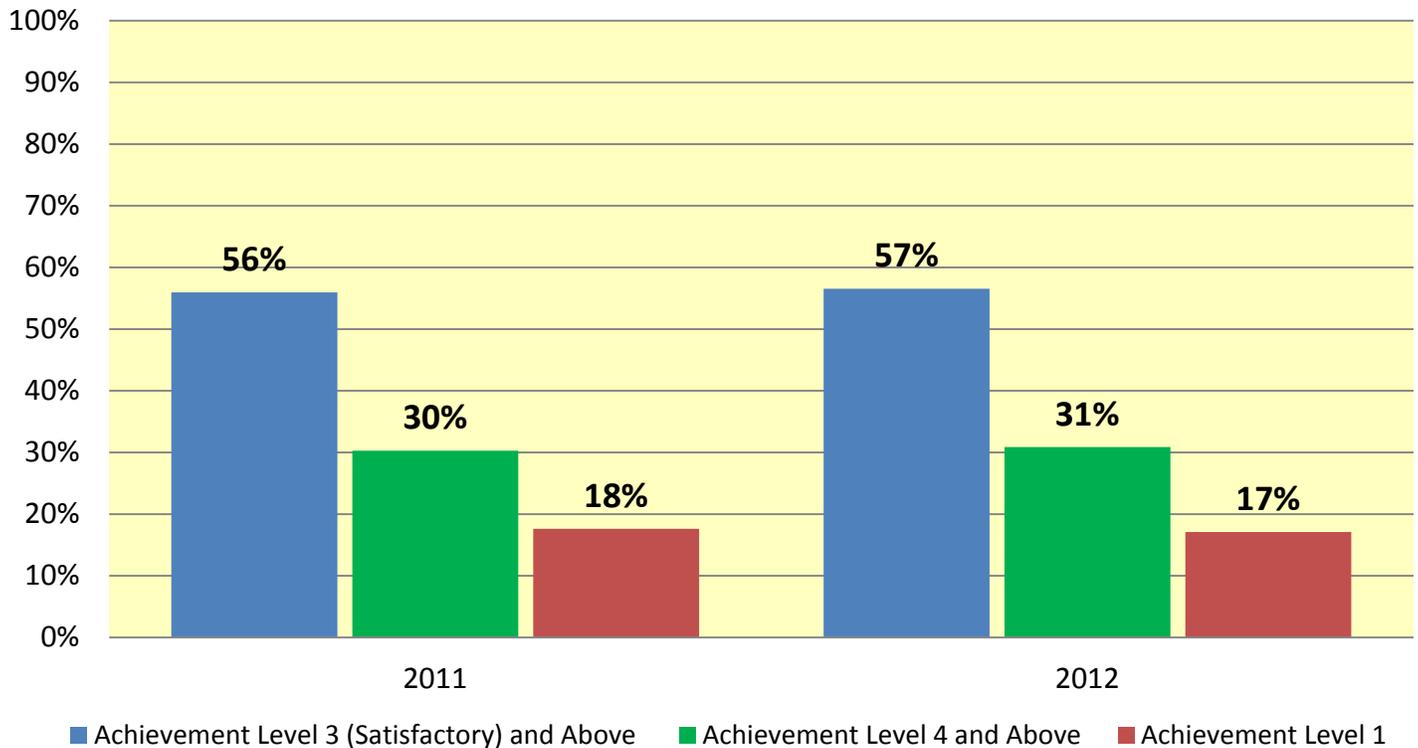
FCAT 2.0 Reading Highlights:

- In 2012, 57 percent of students in grades 3-10 were performing at or above Achievement Level 3 (Satisfactory).
- In 2012, 60 percent of all students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (Satisfactory).
- In 2012, 29 percent of students in grades 6, 7, and 8 were performing at or above Achievement Level 4.
- In 2012, 20 percent of students in grade 10 scored at or above 262 on FCAT 2.0 Reading. A score of 262 on the Grade 10 FCAT 2.0 Reading demonstrates readiness for college-level coursework in the curriculum area.

Note: The percentages in this document for 2011 will reflect differences from percentages published in last year's media packet. This is because 2011 FCAT 2.0 Reading and Mathematics scores were reported as FCAT Equivalent Scale scores. The converted 2011 scores are provided in this media packet so that stakeholders and the general public are able to see what the scores would have been if the new score scale and Achievement Levels had been approved and implemented in 2011.

Grades 3-10

**FCAT 2.0 Reading
By Achievement Level**

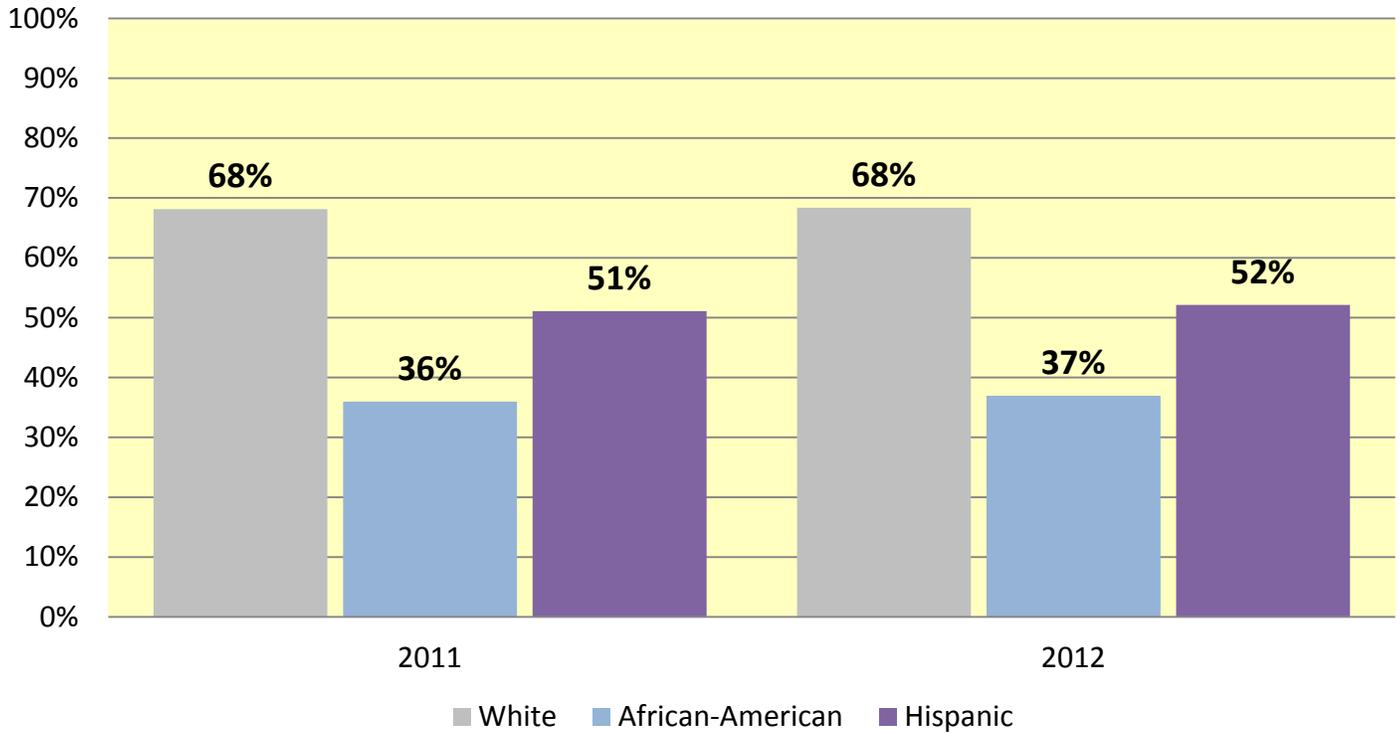


In 2012, 57 percent of students in grades 3-10 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is an increase from 56 percent in 2011. In 2012, 31 percent of students in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 30 percent in 2011. In 2012, 17 percent of students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 18 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3-10

**FCAT 2.0 Reading
Achievement Level 3 (Satisfactory) and Above**

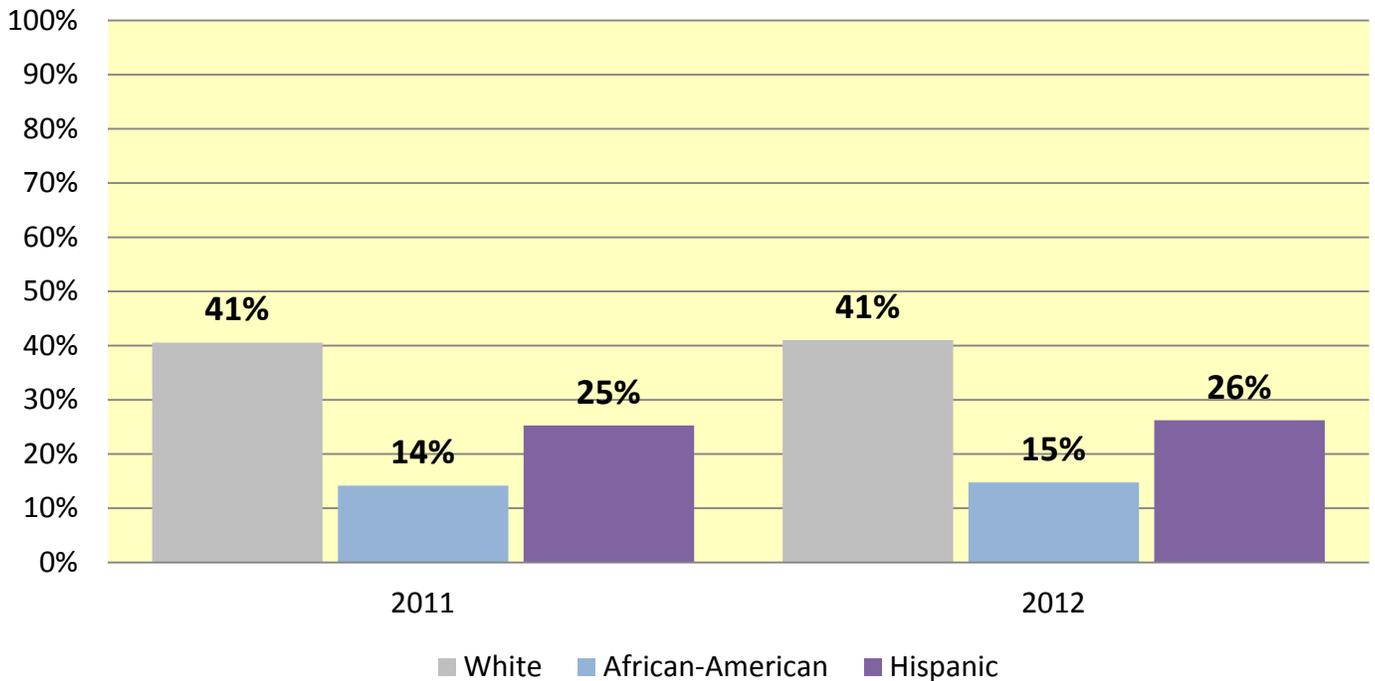


In 2012, 68 percent of White students in grades 3-10 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal to 68 percent in 2011. In 2012, 37 percent of African-American students in grades 3-10 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is an increase from 36 percent in 2011. In 2012, 52 percent of Hispanic students in grades 3-10 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is an increase from 51 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3-10

**FCAT 2.0 Reading
Achievement Level 4 and Above**

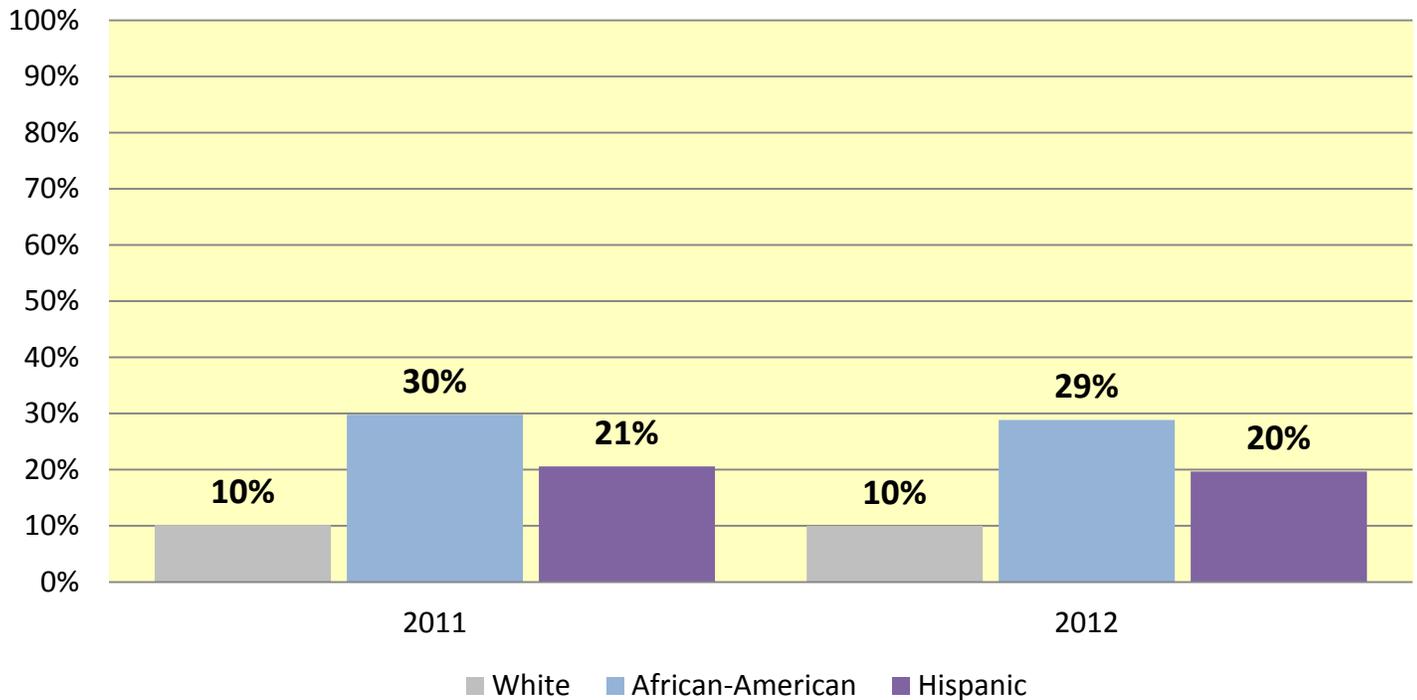


In 2012, 41 percent of White students in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 41 percent in 2011. In 2012, 15 percent of African-American students in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 14 percent in 2011. In 2012, 26 percent of Hispanic students in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 25 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3-10

**FCAT 2.0 Reading
Achievement Level 1**

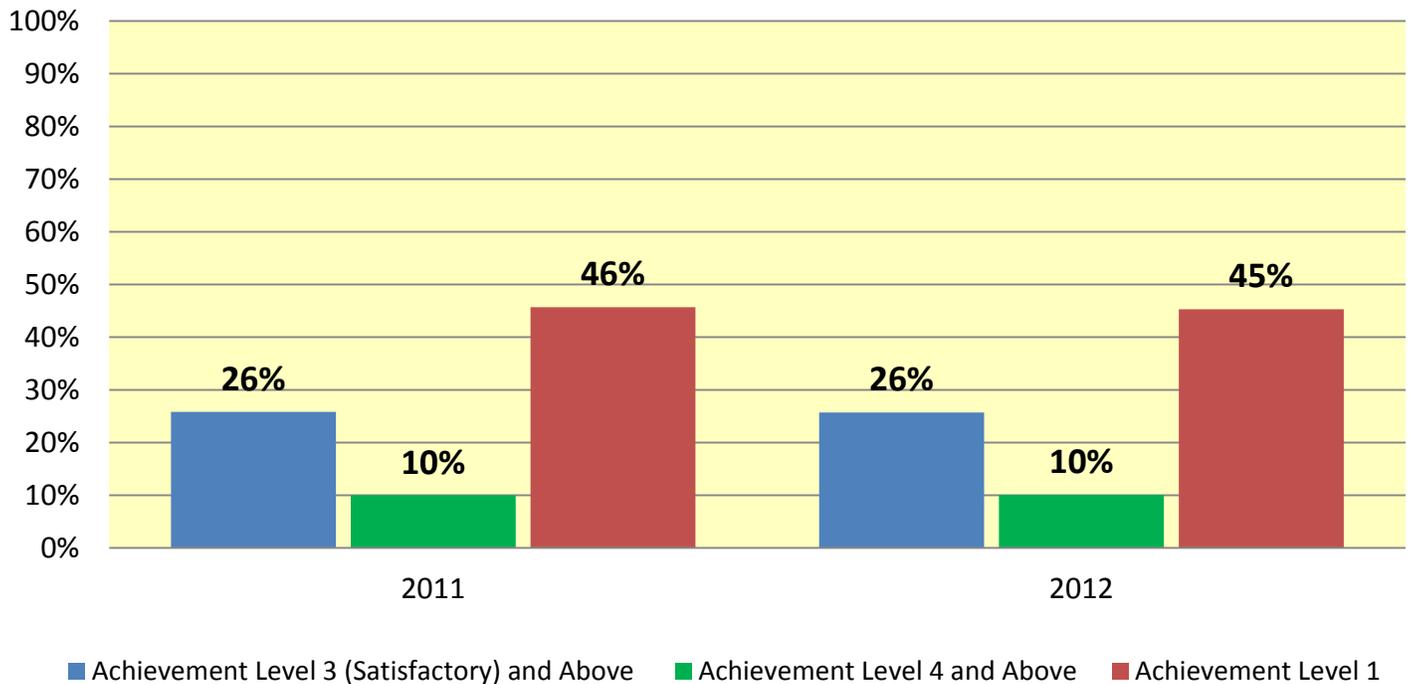


In 2012, 10 percent of White students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 10 percent in 2011. In 2012, 29 percent of African-American students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 30 percent in 2011. In 2012, 20 percent of Hispanic students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 21 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3-10

**FCAT 2.0 Reading
By Achievement Level
Students with Disabilities**

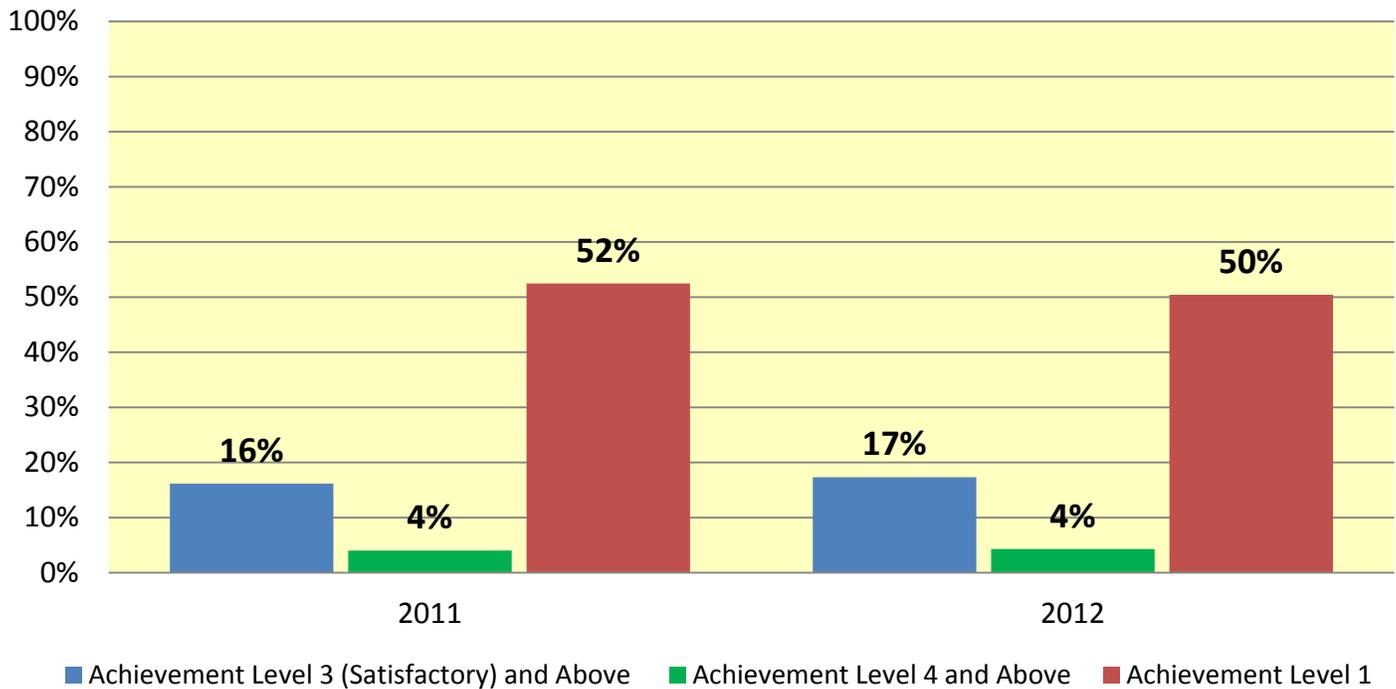


In 2012, 26 percent of Students with Disabilities in grades 3-10 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal to 26 percent in 2011. In 2012, 10 percent of Students with Disabilities in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 10 percent in 2011. In 2012, 45 percent of Students with Disabilities in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 46 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3-10

**FCAT 2.0 Reading
By Achievement Level
English Language Learners**

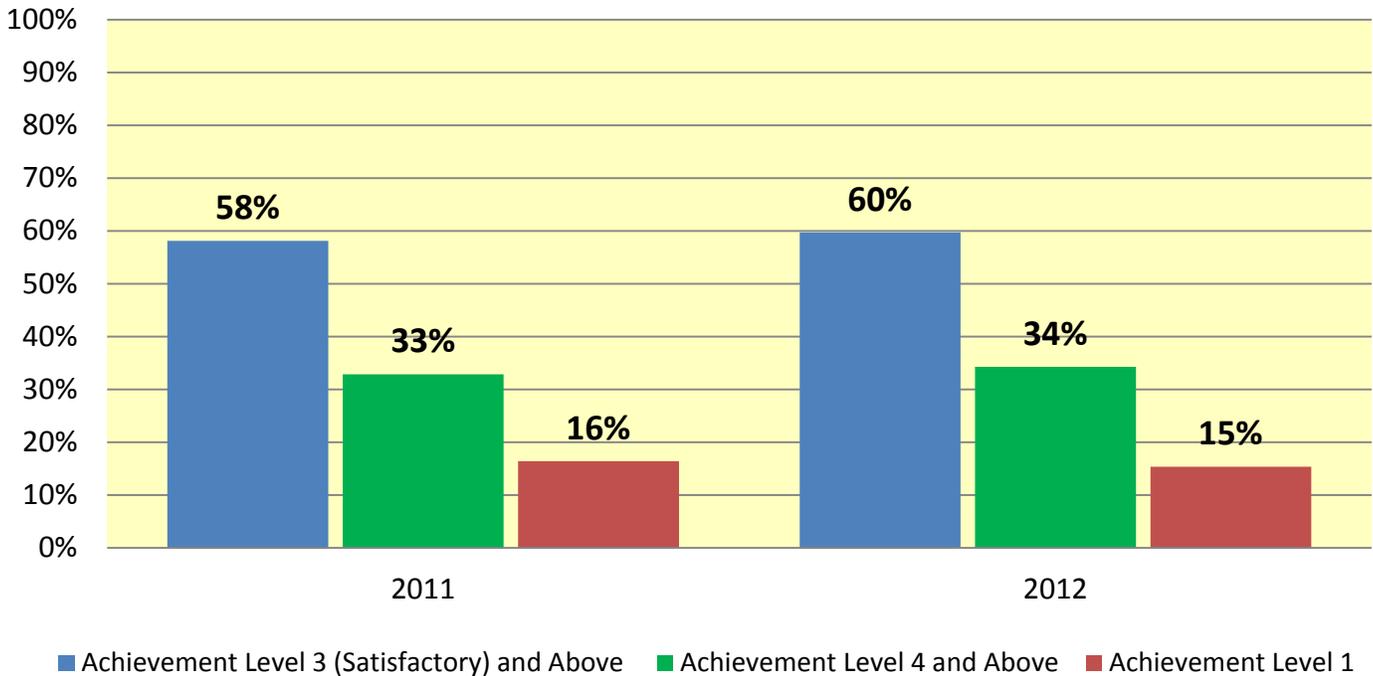


In 2012, 17 percent of English Language Learners in grades 3-10 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is an increase from 16 percent in 2011. In 2012, 4 percent of English Language Learners in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 4 percent in 2011. In 2012, 50 percent of English Language Learners in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 52 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3, 4, and 5

**FCAT 2.0 Reading
By Achievement Level**

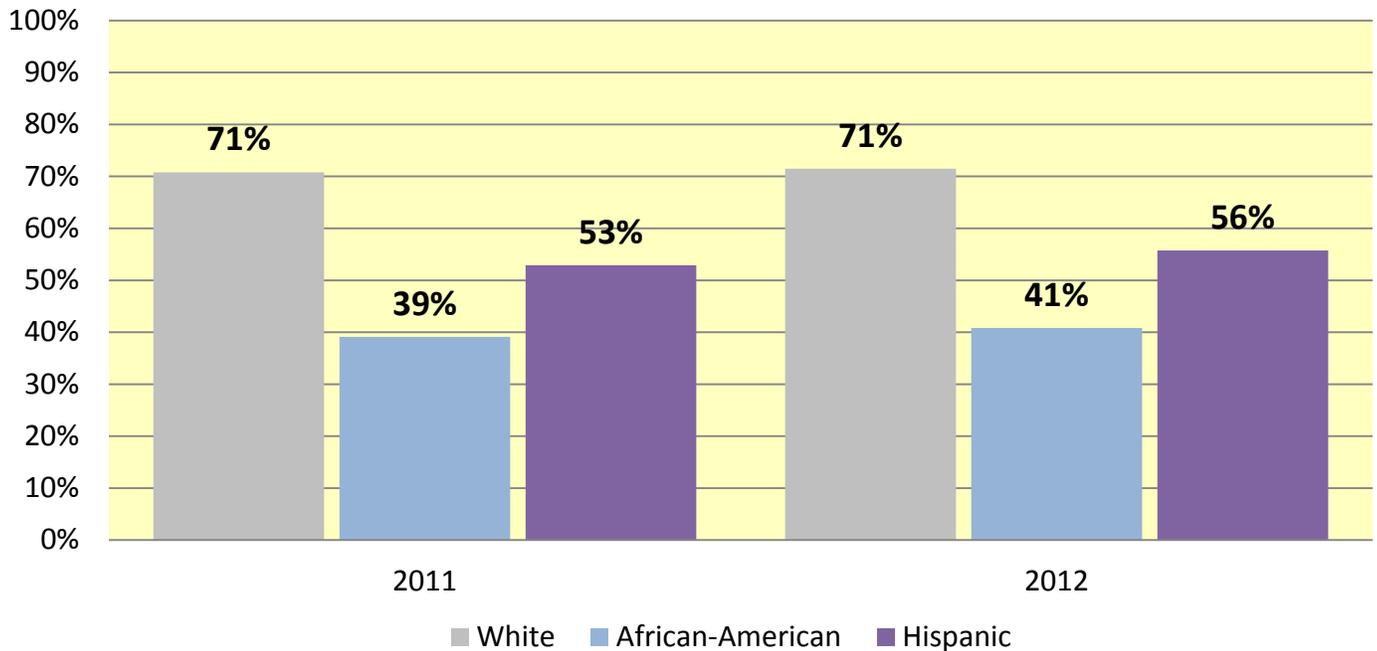


In 2012, 60 percent of students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is an increase from 58 percent in 2011. In 2012, 34 percent of students in grades 3, 4, and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 33 percent in 2011. In 2012, 15 percent of students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 16 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3, 4, and 5

**FCAT 2.0 Reading
Achievement Level 3 (Satisfactory) and Above**

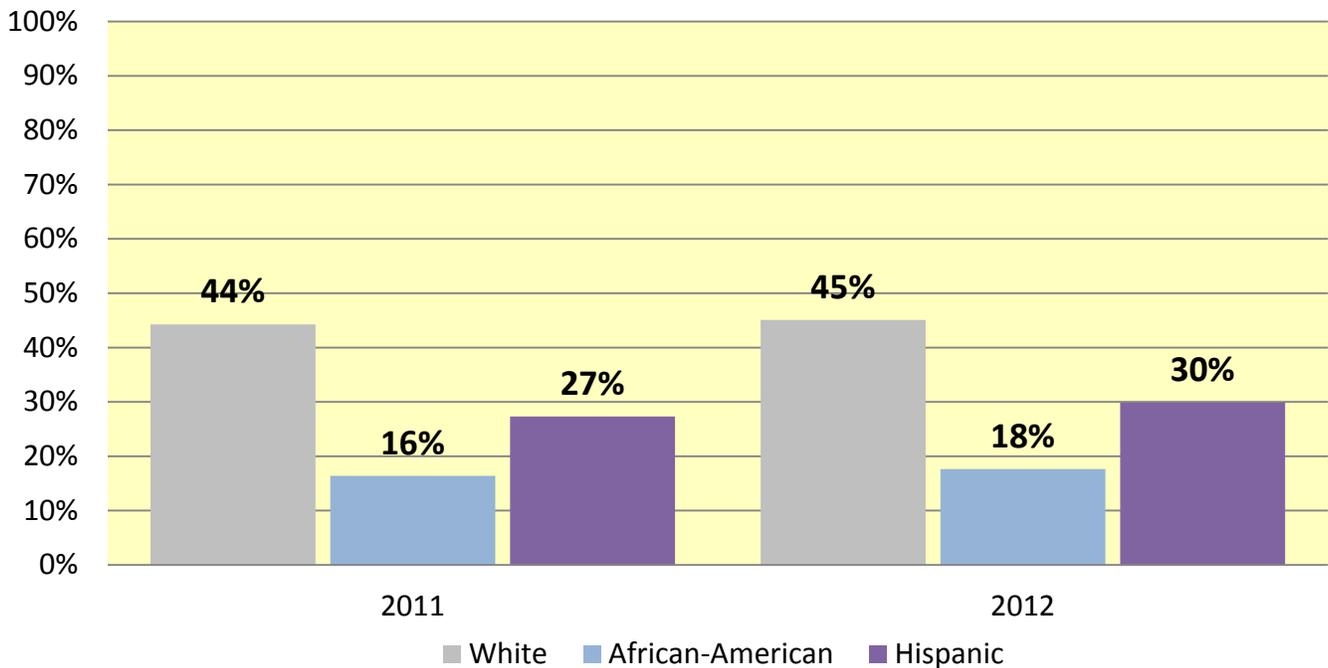


In 2012, 71 percent of White students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal to 71 percent in 2011. In 2012, 41 percent of African-American students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is an increase from 39 percent in 2011. In 2012, 56 percent of Hispanic students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is an increase from 53 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3, 4, and 5

**FCAT 2.0 Reading
Achievement Level 4 and Above**

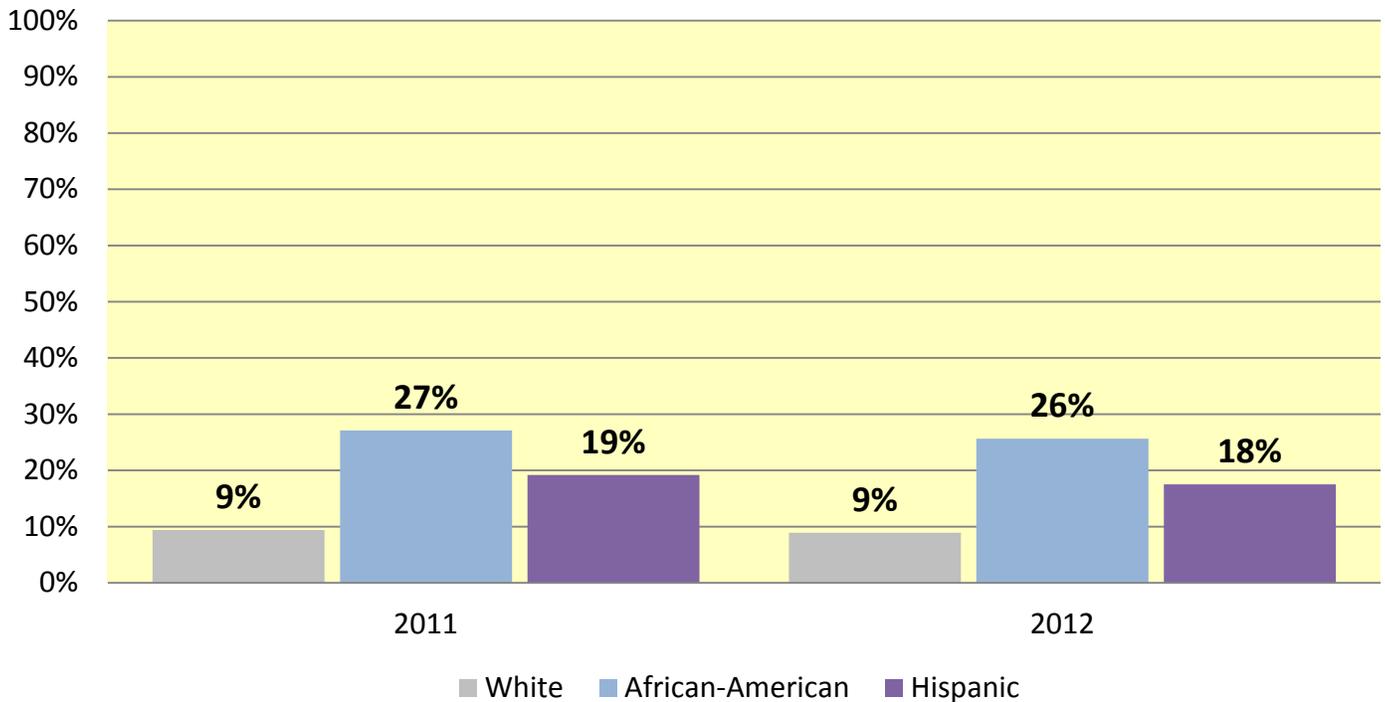


In 2012, 45 percent of White students in grades 3, 4, and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 44 percent in 2011. In 2012, 18 percent of African-American students in grades 3, 4, and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 16 percent in 2011. In 2012, 30 percent of Hispanic students in grades 3, 4, and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 27 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3, 4, and 5

**FCAT 2.0 Reading
Achievement Level 1**

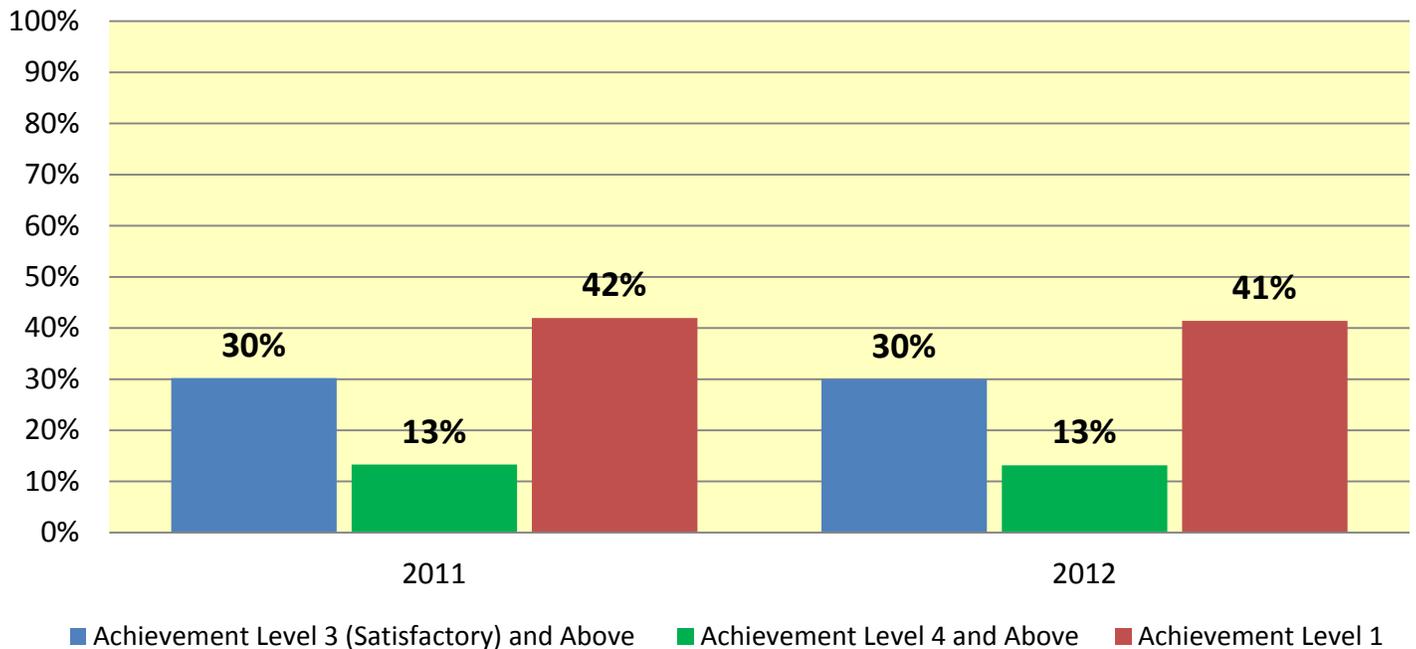


In 2012, 9 percent of White students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 9 percent in 2011. In 2012, 26 percent of African-American students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 27 percent in 2011. In 2012, 18 percent of Hispanic students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 19 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3, 4, and 5

**FCAT 2.0 Reading
By Achievement Level
Students with Disabilities**

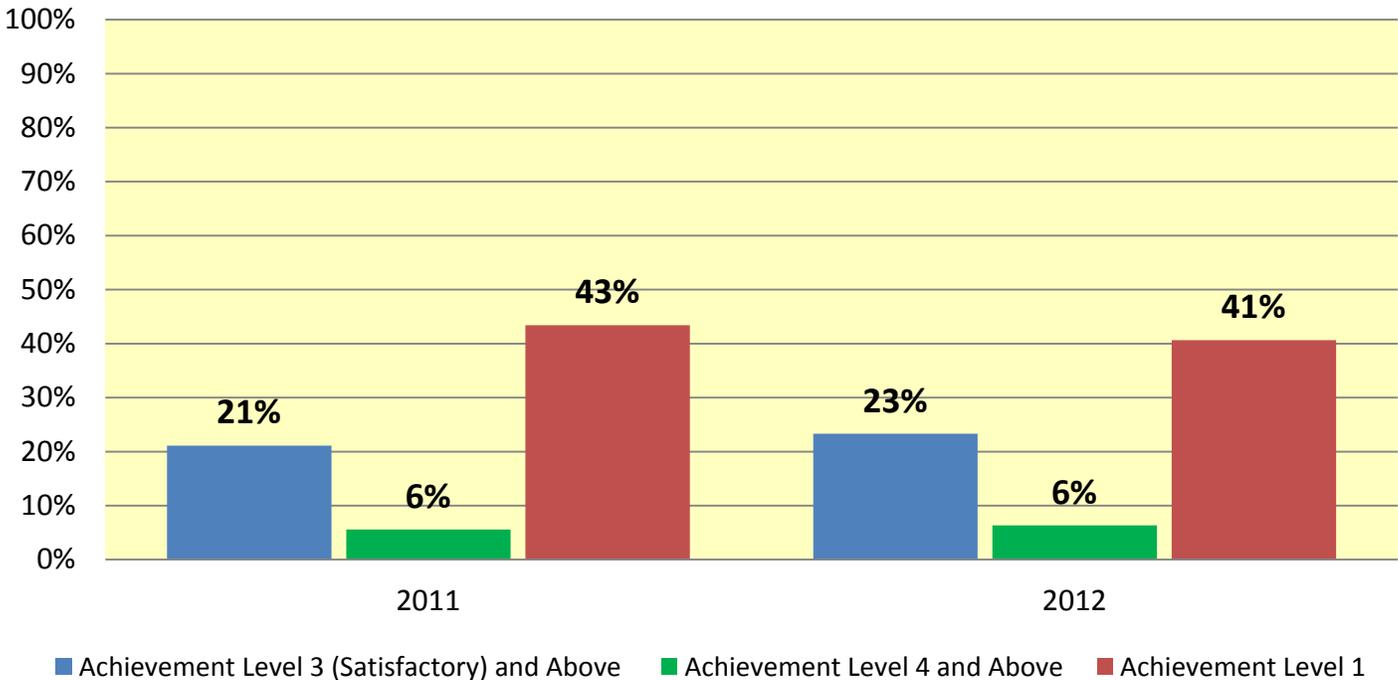


In 2012, 30 percent of Students with Disabilities in grades 3, 4, and 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal 30 percent in 2011. In 2012, 13 percent of Students with Disabilities in grades 3, 4, and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 13 percent in 2011. In 2012, 41 percent of Students with Disabilities in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 42 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3, 4, and 5

**FCAT 2.0 Reading
By Achievement Level
English Language Learners**

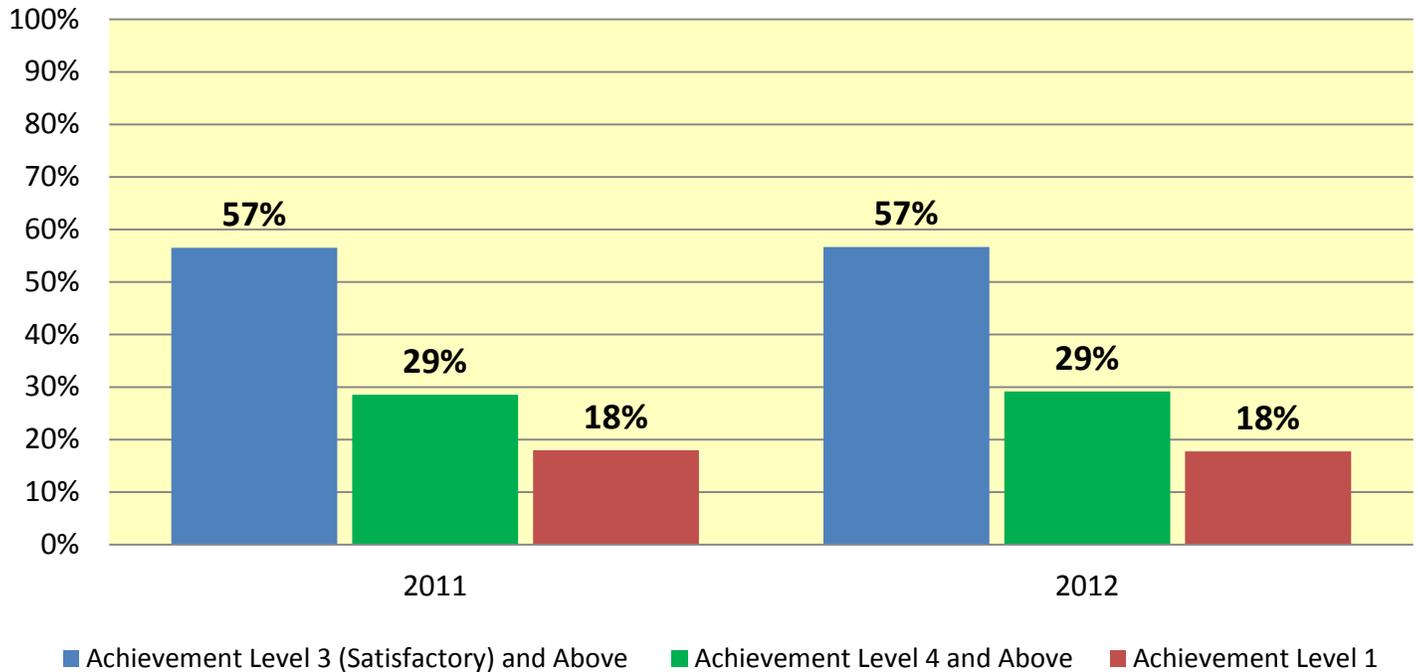


In 2012, 23 percent of English Language Learners in grades 3, 4, and 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is an increase from 21 percent in 2011. In 2012, 6 percent of English Language Learners in grades 3, 4, and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 6 percent in 2011. In 2012, 41 percent of English Language Learners in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 43 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 6, 7, and 8

**FCAT 2.0 Reading
By Achievement Level**

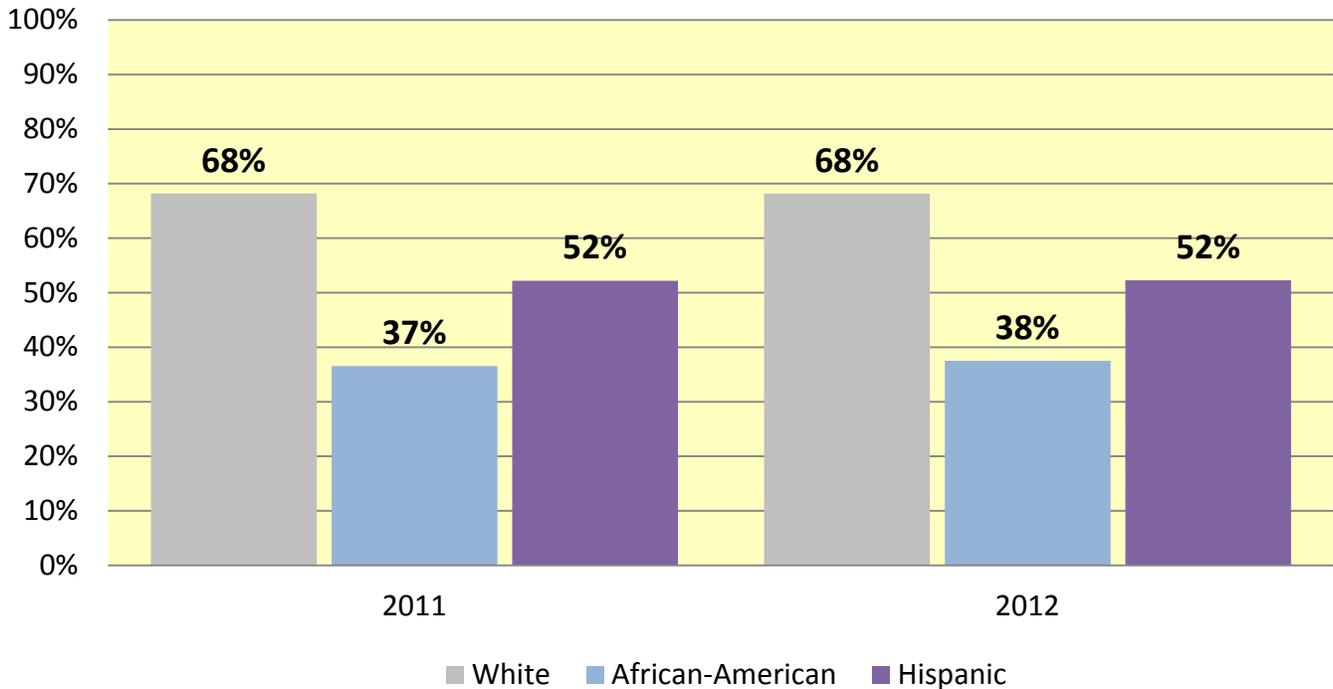


In 2012, 57 percent of students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal to 57 percent in 2011. In 2012, 29 percent of students in grades 6, 7, and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal 29 percent in 2011. In 2012, 18 percent of students in grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 18 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 6, 7, and 8

**FCAT 2.0 Reading
Achievement Level 3 (Satisfactory) and Above**

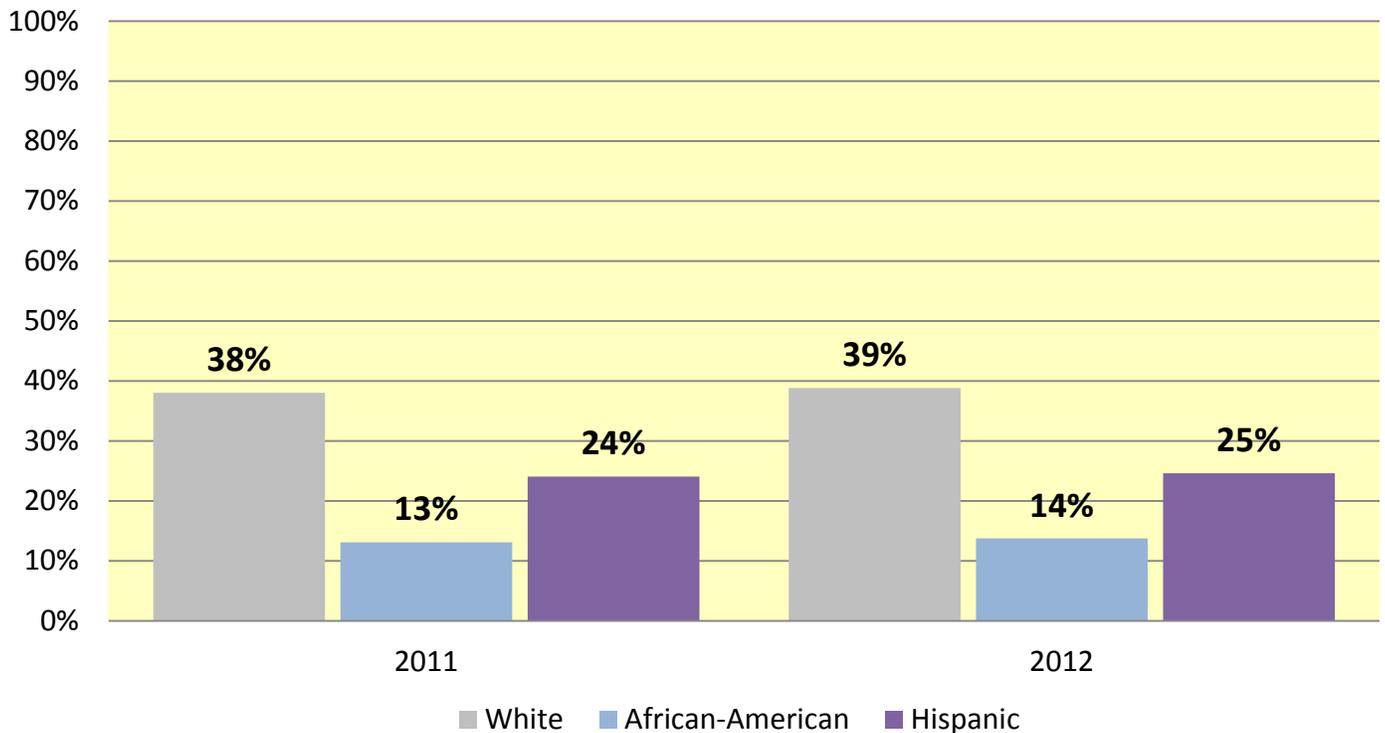


In 2012, 68 percent of White students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal to 68 percent in 2011. In 2012, 38 percent of African-American students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is an increase from 37 percent in 2011. In 2012, 52 percent of Hispanic students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal to 52 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 6, 7, and 8

**FCAT 2.0 Reading
Achievement Level 4 and Above**

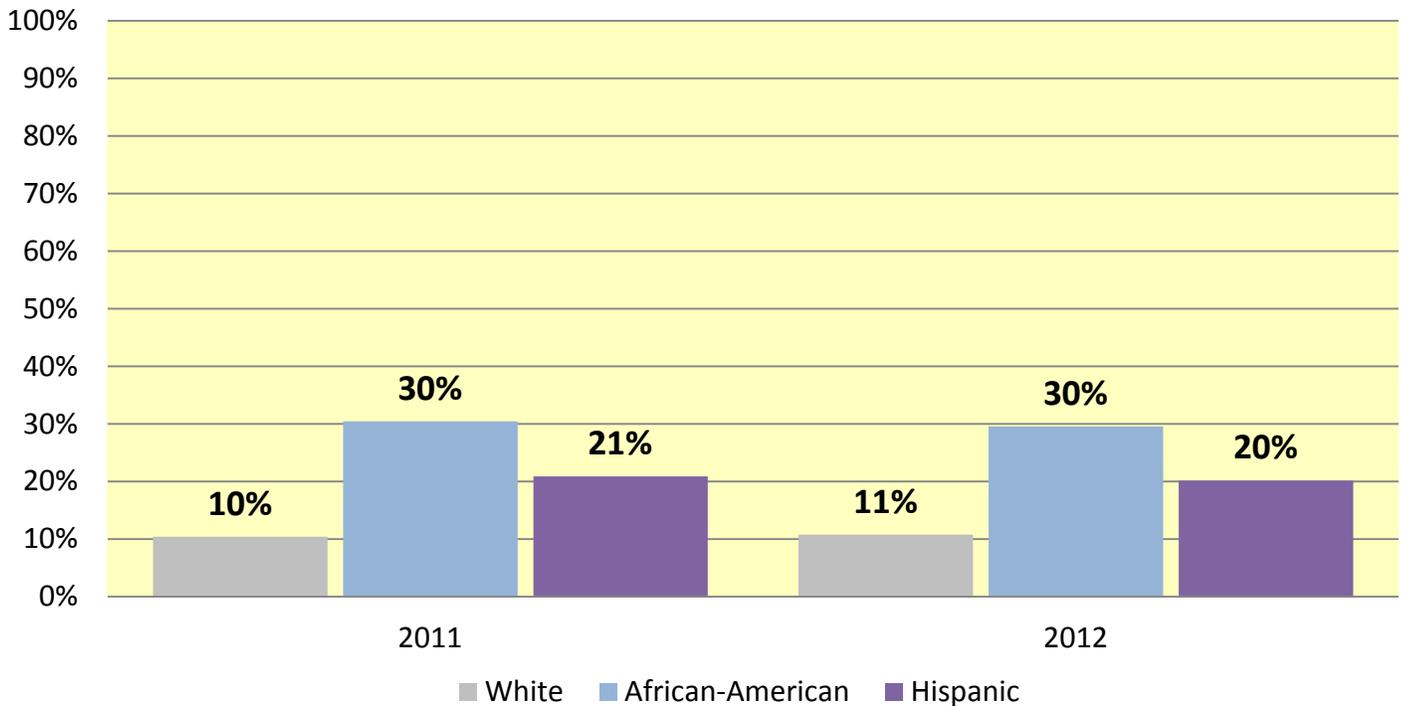


In 2012, 39 percent of White students in grades 6, 7, and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 38 percent in 2011. In 2012, 14 percent of African-American students in grades 6, 7, and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 13 percent in 2011. In 2012, 25 percent of Hispanic students in grades 6, 7, and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 24 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 6, 7, and 8

**FCAT 2.0 Reading
Achievement Level 1**

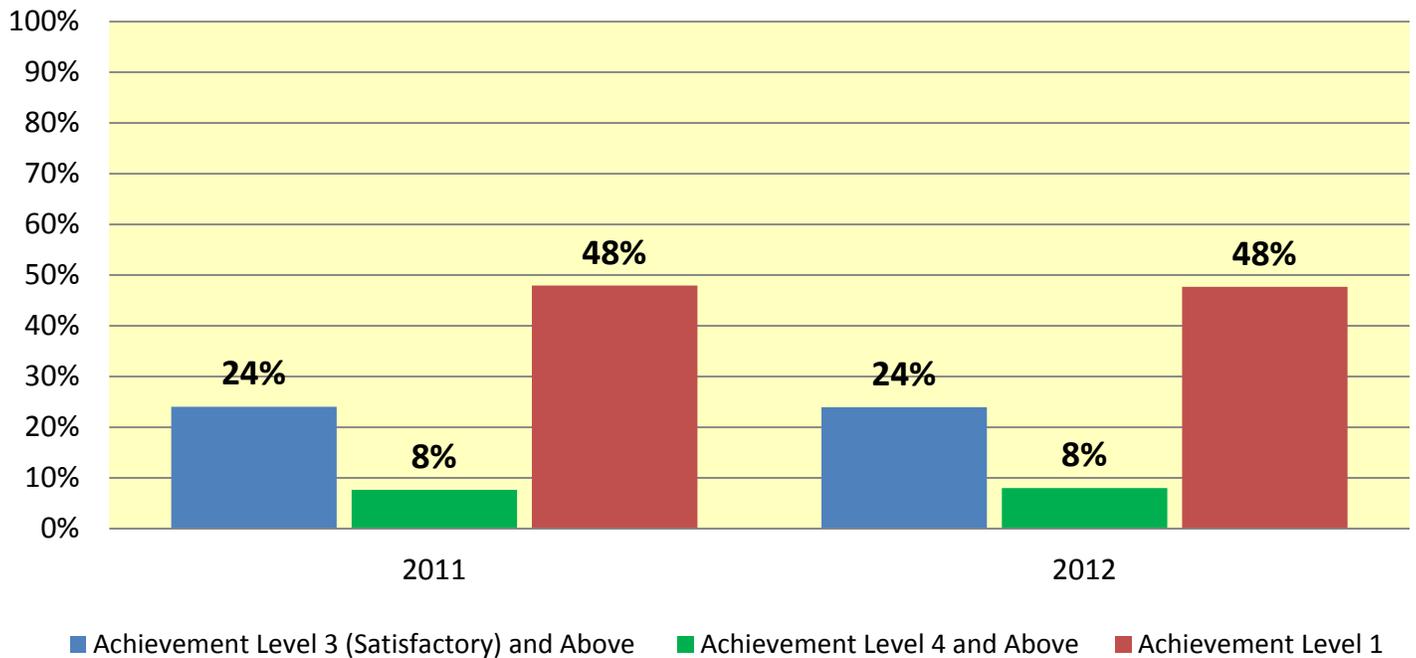


In 2012, 11 percent of White students in grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is an increase from 10 percent in 2011. In 2012, 30 percent of African-American students in grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 30 percent in 2011. In 2012, 20 percent of Hispanic students in grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 21 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 6, 7, and 8

**FCAT 2.0 Reading
By Achievement Level
Students with Disabilities**

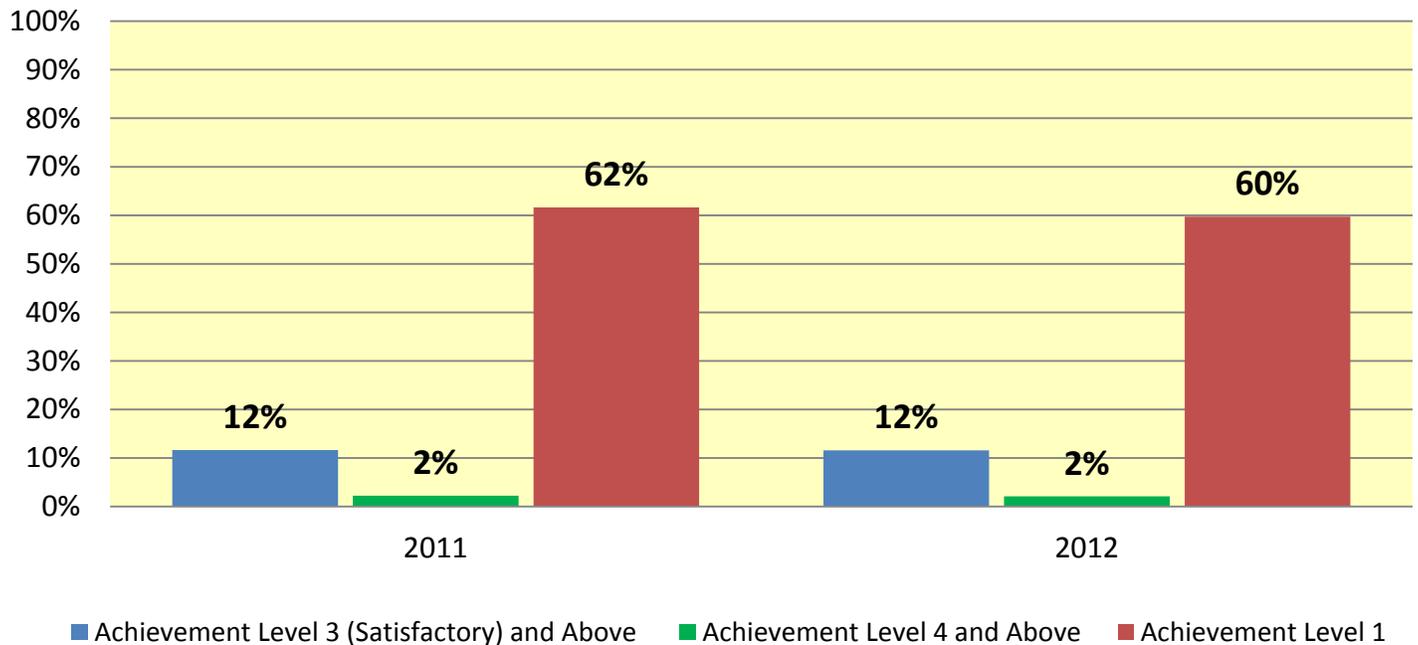


In 2012, 24 percent of Students with Disabilities in grades 6, 7, and 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal to 24 percent in 2011. In 2012, 8 percent of Students with Disabilities in grades 6, 7, and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 8 percent in 2011. In 2012, 48 percent of Students with Disabilities in grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 48 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 6, 7, and 8

**FCAT 2.0 Reading
By Achievement Level
English Language Learners**

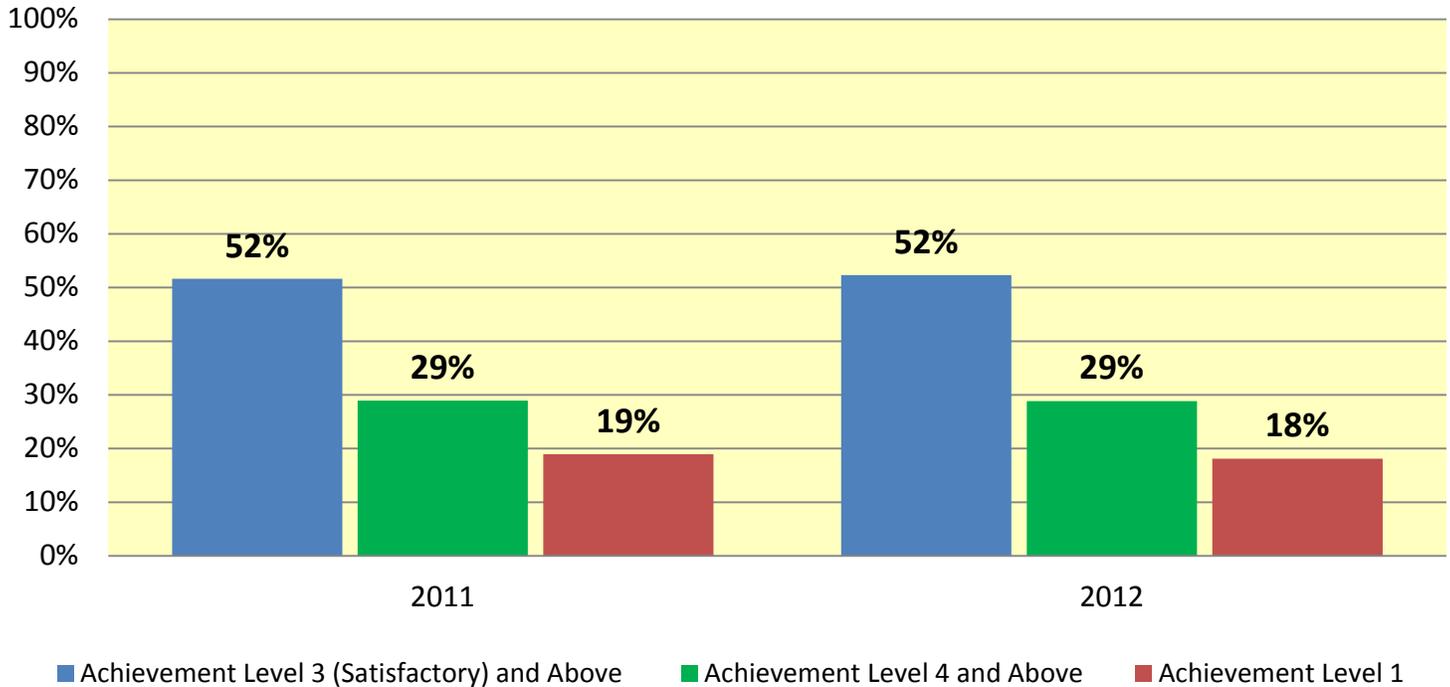


In 2012, 12 percent of English Language Learners in grades 6, 7, and 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal to 12 percent in 2011. In 2012, 2 percent of English Language Learners in grades 6, 7, and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 2 percent in 2011. In 2012, 60 percent of English Language Learners in grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 62 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 9 and 10

**FCAT 2.0 Reading
By Achievement Level**

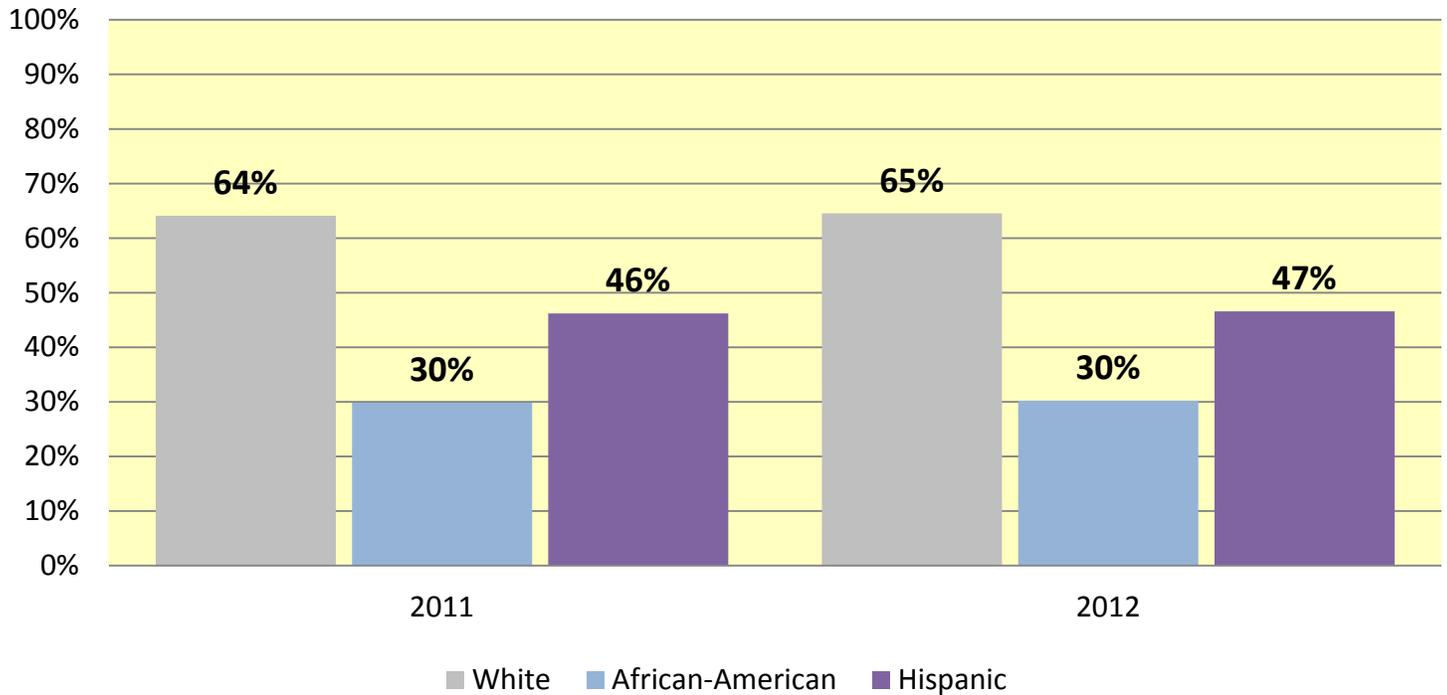


In 2012, 52 percent of students in grades 9 and 10 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal to 52 percent in 2011. In 2012, 29 percent of students in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 29 percent in 2011. In 2012, 18 percent of students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 19 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 9 and 10

**FCAT 2.0 Reading
Achievement Level 3 (Satisfactory) and Above**

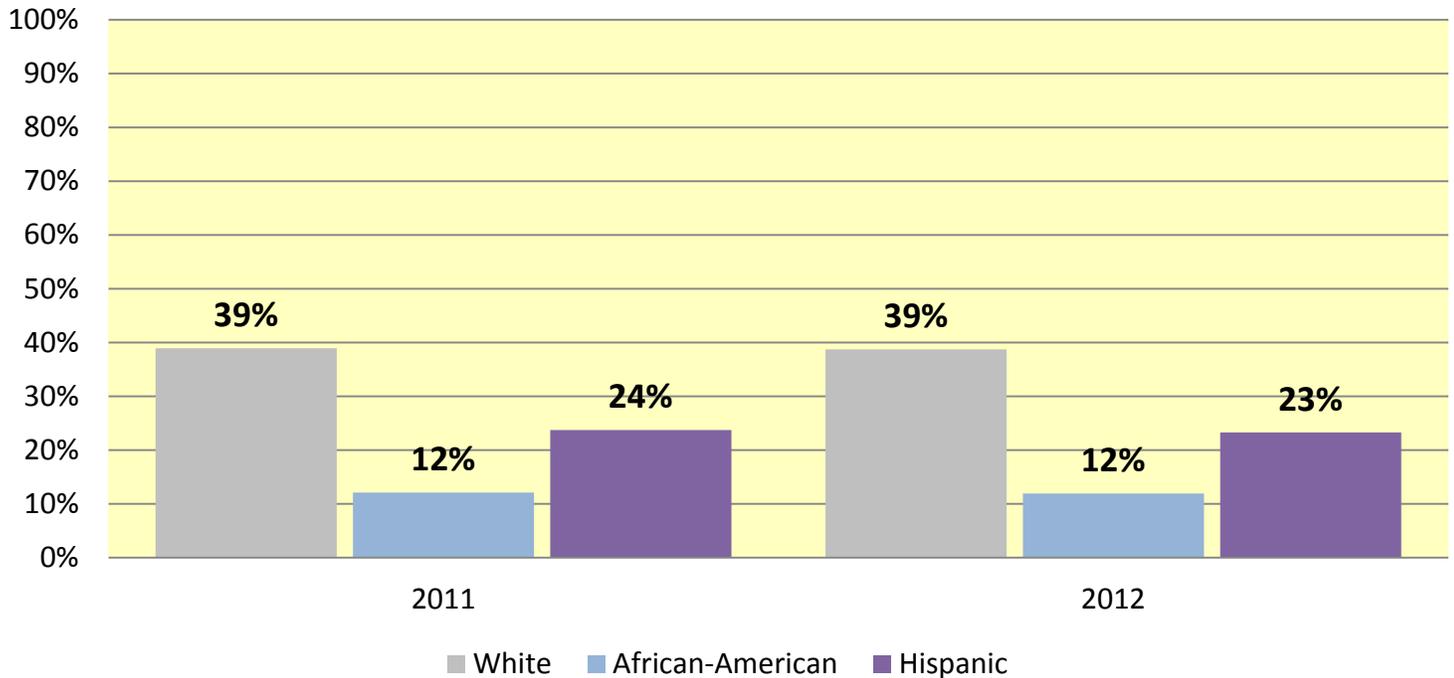


In 2012, 65 percent of White students in grades 9 and 10 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is an increase from 64 percent in 2011. In 2012, 30 percent of African-American students in grades 9 and 10 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal to 30 percent in 2011. In 2012, 47 percent of Hispanic students in grades 9 and 10 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is an increase from 46 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 9 and 10

**FCAT 2.0 Reading
Achievement Level 4 and Above**

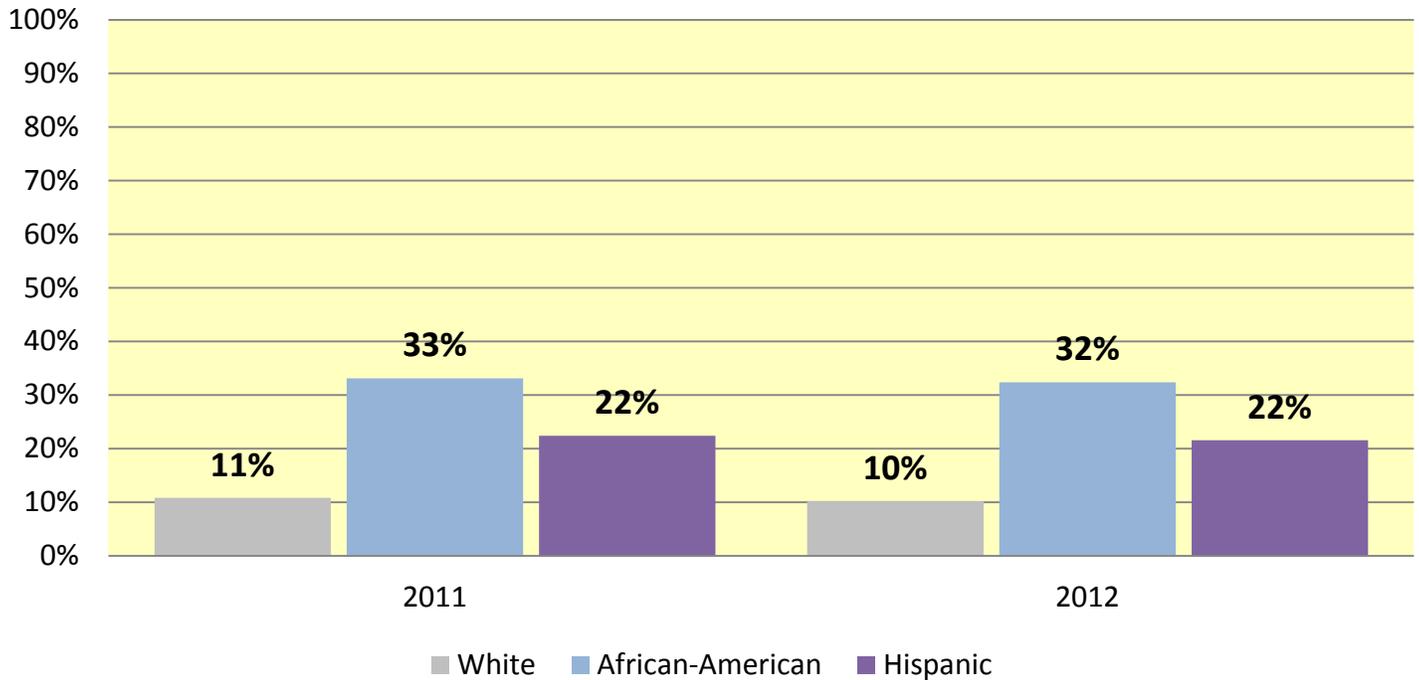


In 2012, 39 percent of White students in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 39 percent in 2011. In 2012, 12 percent of African-American students in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 12 percent in 2011. In 2012, 23 percent of Hispanic students in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is a decrease from 24 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 9 and 10

**FCAT 2.0 Reading
Achievement Level 1**

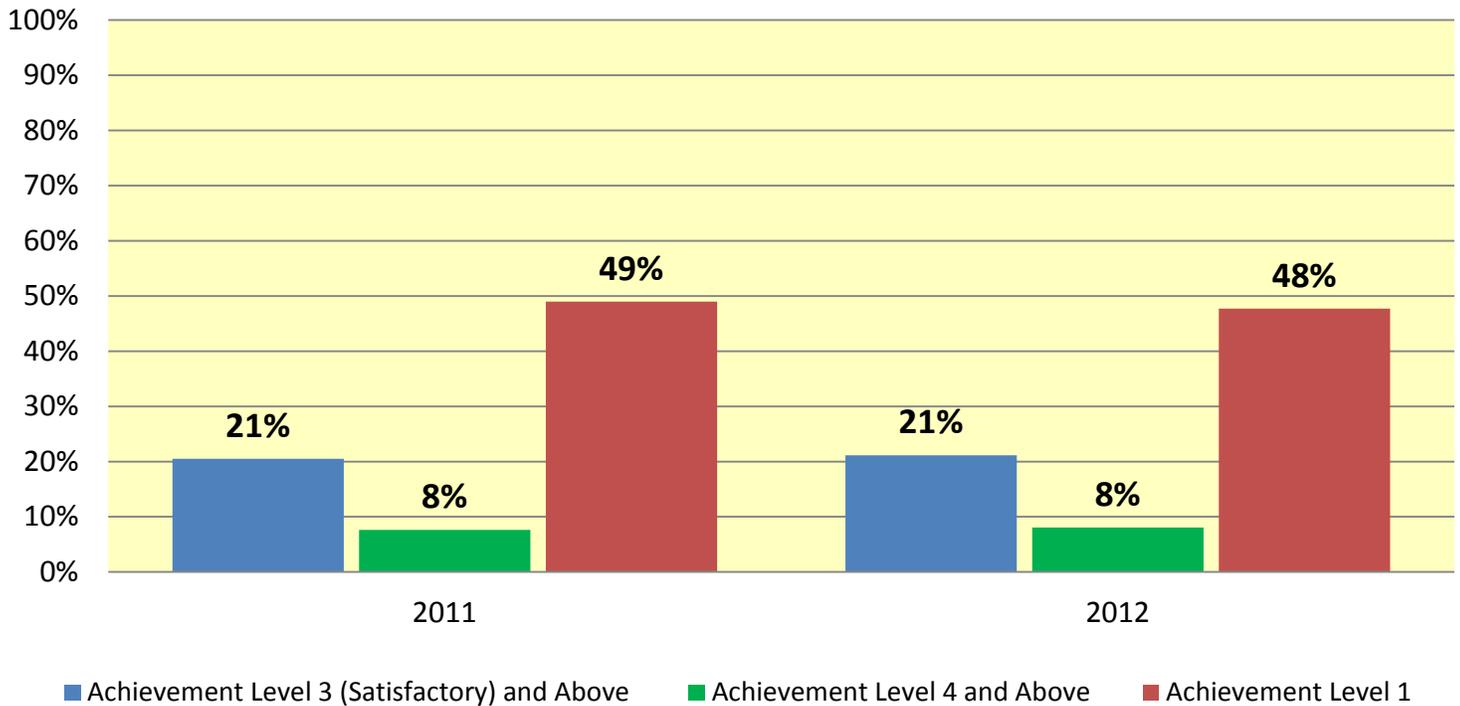


In 2012, 10 percent of White students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 11 percent in 2011. In 2012, 32 percent of African-American students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 33 percent in 2011. In 2012, 22 percent of Hispanic students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 22 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 9 and 10

**FCAT 2.0 Reading
By Achievement Level
Students with Disabilities**

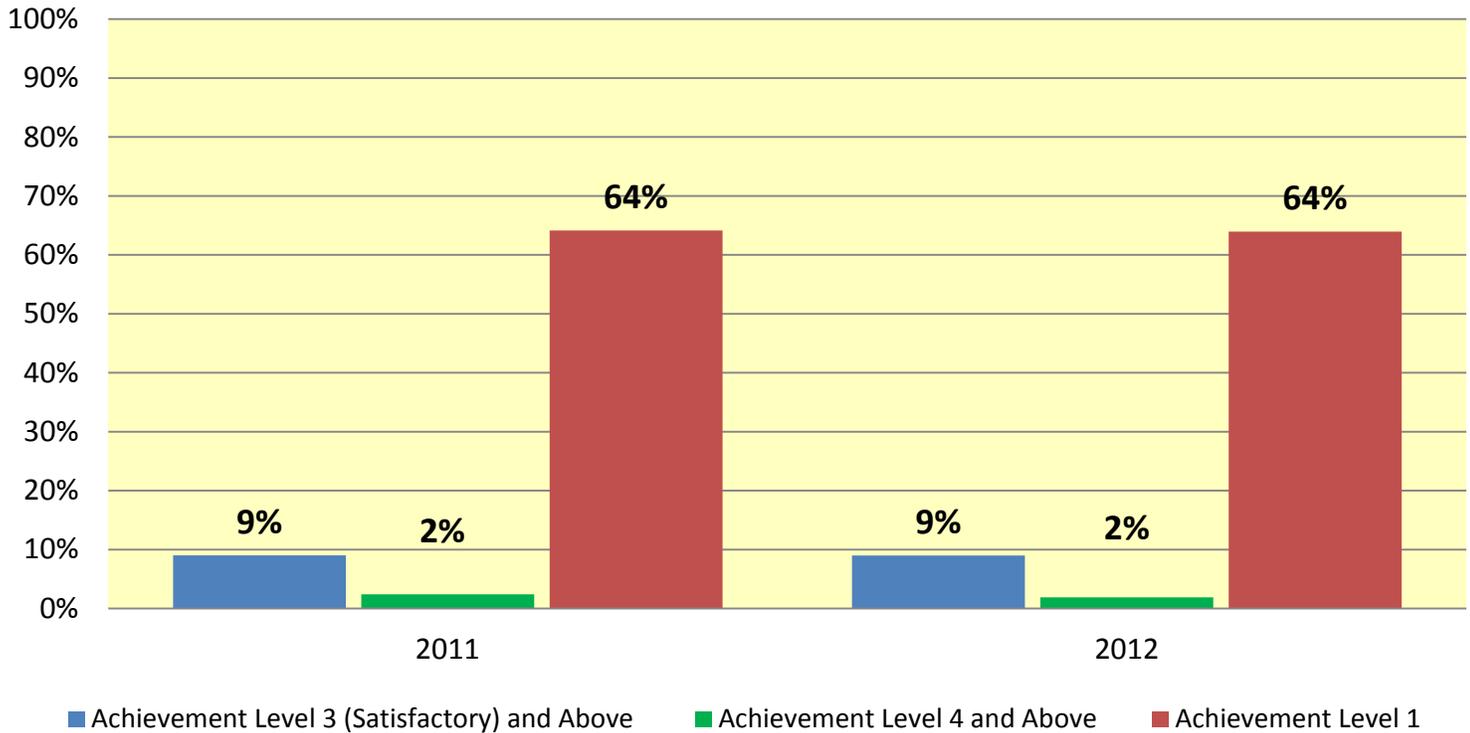


In 2012, 21 percent of Students with Disabilities in grades 9 and 10 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal to 21 percent in 2011. In 2012, 8 percent of Students with Disabilities in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 8 percent in 2011. In 2012, 48 percent of Students with Disabilities in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 49 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 9 and 10

**FCAT 2.0 Reading
By Achievement Level
English Language Learners**

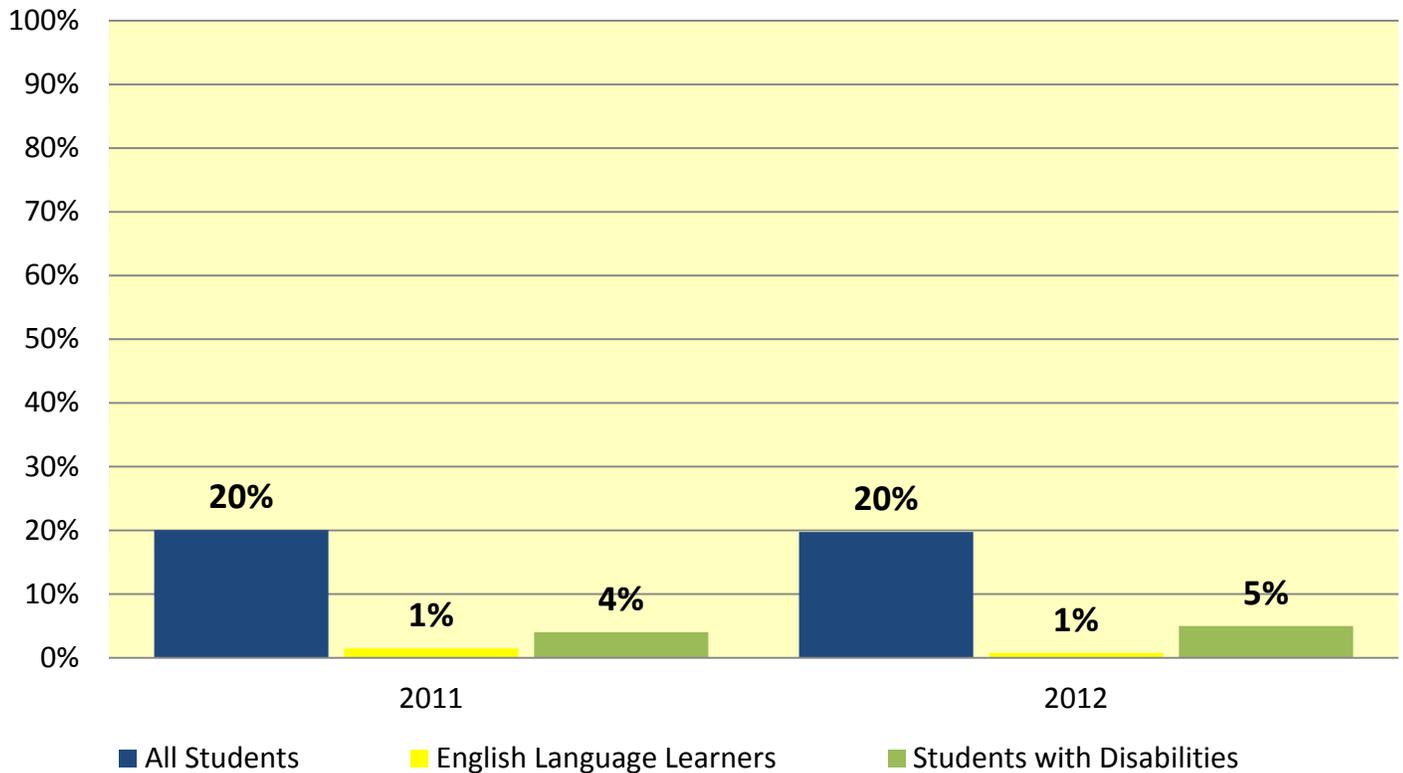


In 2012, 9 percent of English Language Learners in grades 9 and 10 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal to 9 percent in 2011. In 2012, 2 percent of English Language Learners in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 2 percent in 2011. In 2012, 64 percent of English Language Learners in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 64 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grade 10

**FCAT 2.0 Reading
Score of 262 and Higher (College Readiness)**



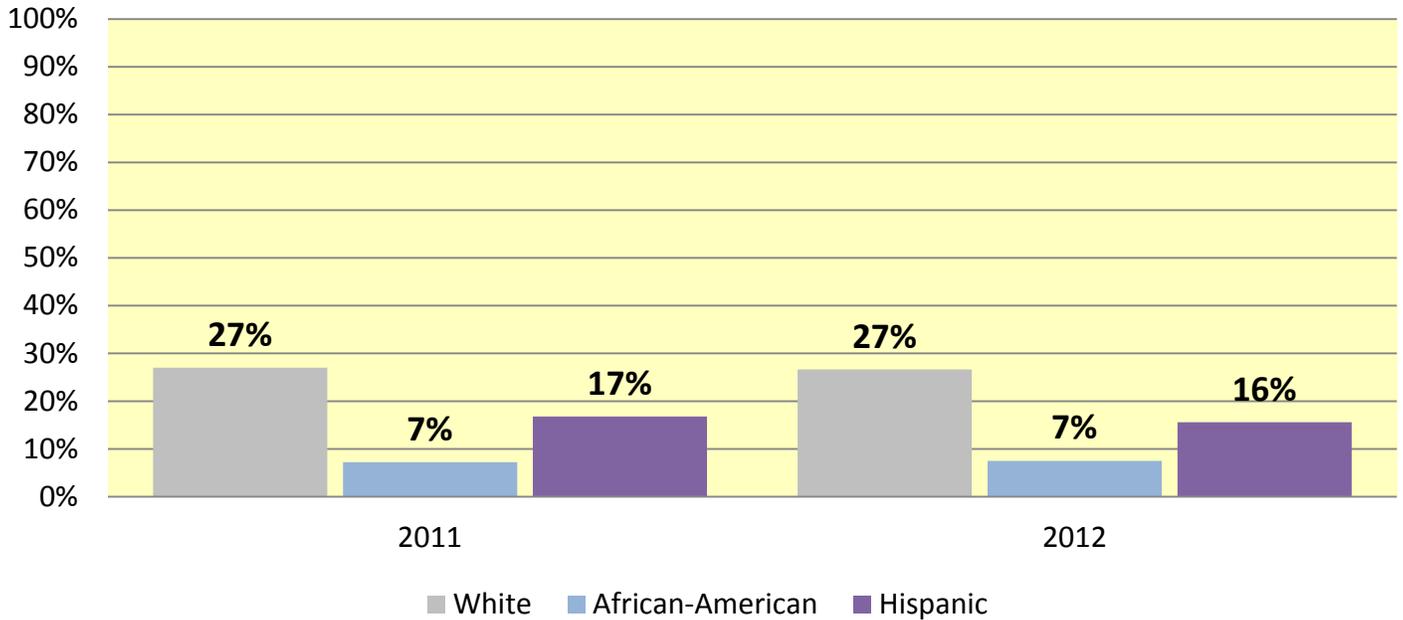
A score of 262 on the Grade 10 FCAT 2.0 Reading demonstrates readiness for college-level coursework in the curriculum area. Students who achieve this score and enroll in a Florida College System institution within two years are exempt from taking the Florida Postsecondary Education Readiness Test (PERT).

In 2012, 20 percent of all students in grade 10 achieved a scale score of 262 or higher on the Grade 10 FCAT 2.0 Reading. This is equal to 20 percent in 2011. In 2012, 1 percent of English Language Learners in grade 10 achieved a scale score of 262 or higher on the Grade 10 FCAT 2.0 Reading. This is equal to 1 percent in 2011. In 2012, 5 percent of Students with Disabilities in grade 10 achieved a scale score of 262 or higher on the Grade 10 FCAT 2.0 Reading. This is an increase from 4 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grade 10

**FCAT 2.0 Reading
Score of 262 and Higher (College Readiness)**



A score of 262 on the Grade 10 FCAT 2.0 Reading demonstrates readiness for college-level coursework in the curriculum area. Students who achieve this score and enroll in a Florida College System institution within two years are exempt from taking the Florida Postsecondary Education Readiness Test (PERT).

In 2012, 27 percent of White students in grade 10 achieved a scale score of 262 or higher on the Grade 10 FCAT 2.0 Reading. This is equal to 27 percent in 2011. In 2012, 7 percent of African-American students in grade 10 achieved a scale score of 262 or higher on the Grade 10 FCAT 2.0 Reading. This is equal to 7 percent in 2011. In 2012, 16 percent of Hispanic students in grade 10 achieved a scale score of 262 or higher on the Grade 10 FCAT 2.0 Reading. This is a decrease from 17 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3 – 10

**Statewide Comparison Report
FCAT 2.0 Reading**

FCAT 2.0 Reading – Next Generation Sunshine State Standards Test ¹									
Grade	Year ²	Number of Students	FCAT 2.0 Mean Developmental Scale Score	Percentage of Students By Achievement Level					Achievement Level 3 and Above ³
				1	2	3	4	5	
3	2011	202,686	200	18	25	23	24	10	57
	2012	203,390	201	18	26	23	22	11	56
4	2011	198,877	212	15	26	26	23	10	59
	2012	193,676	213	13	25	27	25	10	62
5	2011	198,401	219	16	26	27	22	10	58
	2012	199,790	221	15	24	27	22	12	61
6	2011	197,859	225	17	24	29	19	10	58
	2012	198,947	225	19	24	28	19	10	57
7	2011	194,660	231	18	24	29	19	10	58
	2012	198,281	231	18	25	29	19	11	58
8	2011	195,792	236	19	28	26	17	10	53
	2012	194,566	237	17	27	26	18	12	55
9	2011	195,884	240	19	29	23	18	10	51
	2012	197,063	240	18	30	24	19	9	52
10	2011	185,956	245	19	30	22	20	10	52
	2012	184,403	244	20	30	22	19	10	50

¹ Data are for all students tested in all curriculum groups.

² In spring 2011, FCAT 2.0 Reading scores were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. The 2011 scores have been converted to the new FCAT 2.0 scale so that stakeholders and the general public are able to see what the scores would have been if the new score scale and Achievement Levels had been approved and implemented at that time.

³ Adding the percentages in Levels 3-5 may not result in the percentage reported under “Achievement Level 3 and Above” due to rounding.

Grades 3-10

**2012 FCAT 2.0 Reading Results
Percentage Comparison by District**

District	Percentage of Students at Achievement Level 1	Percentage of Students at Achievement Level 3 and Above	Percentage of Students at Achievement Level 4 and Above
STATEWIDE	17%	57%	31%
ALACHUA	18%	58%	36%
BAKER	15%	57%	32%
BAY	14%	59%	32%
BRADFORD	24%	44%	19%
BREVARD	10%	67%	39%
BROWARD	17%	57%	31%
CALHOUN	12%	62%	34%
CHARLOTTE	13%	61%	33%
CITRUS	13%	62%	35%
CLAY	11%	64%	35%
COLLIER	17%	56%	31%
COLUMBIA	16%	55%	27%
DADE	20%	54%	28%
DESOTO	24%	42%	18%
DIXIE	16%	55%	25%
DUVAL	19%	52%	27%
ESCAMBIA	20%	52%	26%
FLAGLER	14%	60%	33%
FRANKLIN	24%	49%	24%
GADSDEN	28%	36%	15%
GILCHRIST	12%	65%	36%
GLADES	19%	49%	23%
GULF	13%	60%	29%
HAMILTON	29%	36%	16%
HARDEE	20%	45%	20%
HENDRY	24%	43%	18%
HERNANDO	15%	58%	30%
HIGHLANDS	19%	51%	25%
HILLSBOROUGH	20%	54%	30%
HOLMES	21%	52%	26%
INDIAN RIVER	15%	59%	33%
JACKSON	14%	59%	30%
JEFFERSON	32%	34%	11%
LAFAYETTE	15%	52%	24%
LAKE	17%	55%	29%
LEE	16%	57%	31%
LEON	15%	60%	37%
LEVY	20%	51%	24%

District	Percentage of Students at Achievement Level 1	Percentage of Students at Achievement Level 3 and Above	Percentage of Students at Achievement Level 4 and Above
STATEWIDE	17%	57%	31%
LIBERTY	14%	55%	27%
MADISON	30%	41%	19%
MANATEE	19%	53%	28%
MARION	20%	53%	28%
MARTIN	11%	66%	40%
MONROE	13%	62%	34%
NASSAU	11%	66%	36%
OKALOOSA	9%	68%	39%
OKEECHOBEE	21%	45%	20%
ORANGE	17%	56%	31%
OSCEOLA	20%	52%	26%
PALM BEACH	17%	57%	32%
PASCO	16%	57%	31%
PINELLAS	18%	56%	31%
POLK	23%	48%	24%
PUTNAM	23%	46%	20%
SANTA ROSA	9%	70%	43%
SARASOTA	10%	68%	42%
SEMINOLE	11%	68%	41%
ST. JOHNS	8%	74%	48%
ST. LUCIE	20%	51%	25%
SUMTER	12%	63%	34%
SUWANNEE	21%	50%	25%
TAYLOR	21%	49%	24%
UNION	14%	60%	31%
VOLUSIA	17%	55%	29%
WAKULLA	11%	65%	36%
WALTON	13%	61%	33%
WASHINGTON	18%	55%	28%

FCAT 2.0 Mathematics

Grades 3-8

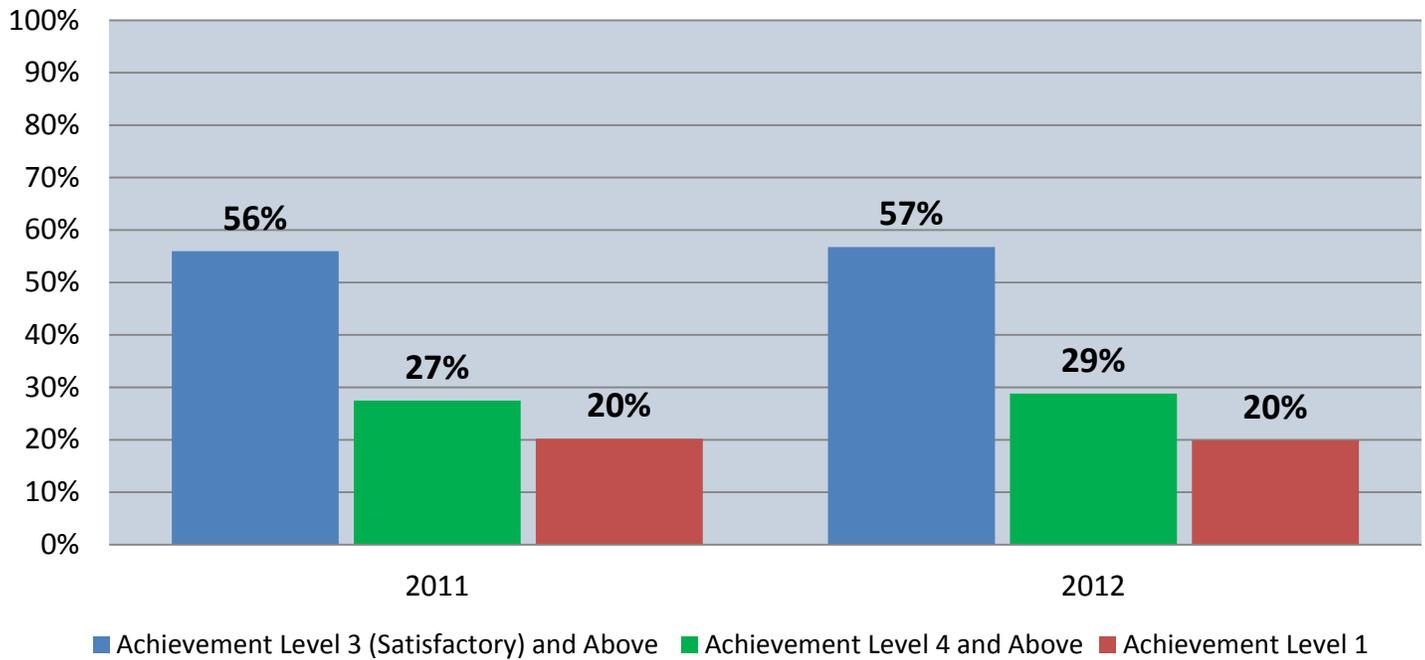
FCAT 2.0 Mathematics Highlights:

- In 2012, 57 percent of students in grades 3-8 were performing at or above Achievement Level 3 (Satisfactory).
- In 2012, 29 percent of students in grades 3-8 were performing at or above Achievement Level 4.
- In 2012, 55 percent of students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (Satisfactory).

Note: The percentages in this document for 2011 will reflect differences from percentages published in last year's media packet. This is because 2011 FCAT 2.0 Reading and Mathematics scores were reported as FCAT Equivalent Scale scores. The converted 2011 scores are provided in this media packet so that stakeholders and the general public are able to see what the scores would have been if the new score scale and Achievement Levels had been approved and implemented in 2011.

Grades 3-8

**FCAT 2.0 Mathematics
By Achievement Level**

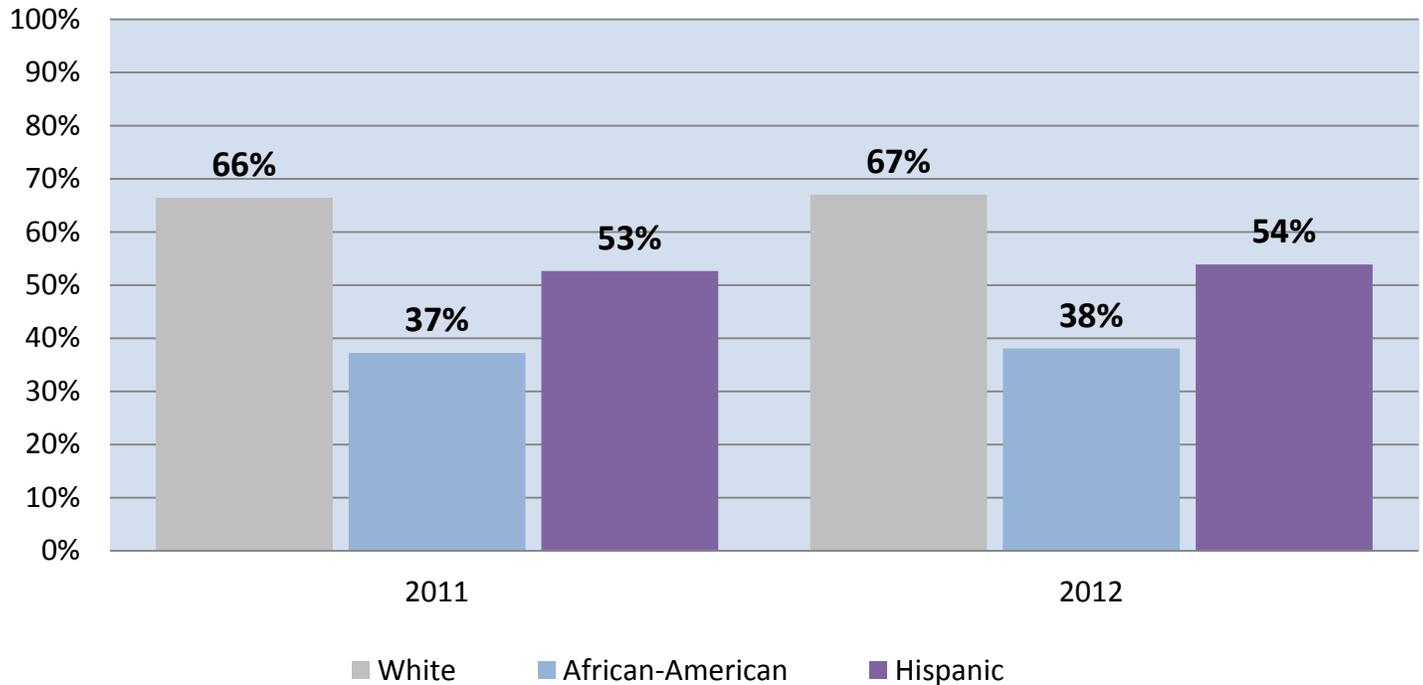


In 2012, 57 percent of students in grades 3-8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 56 percent in 2011. In 2012, 29 percent of students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 27 percent in 2011. In 2012, 20 percent of students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 20 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3-8

**FCAT 2.0 Mathematics
Achievement Level 3 (Satisfactory) and Above**

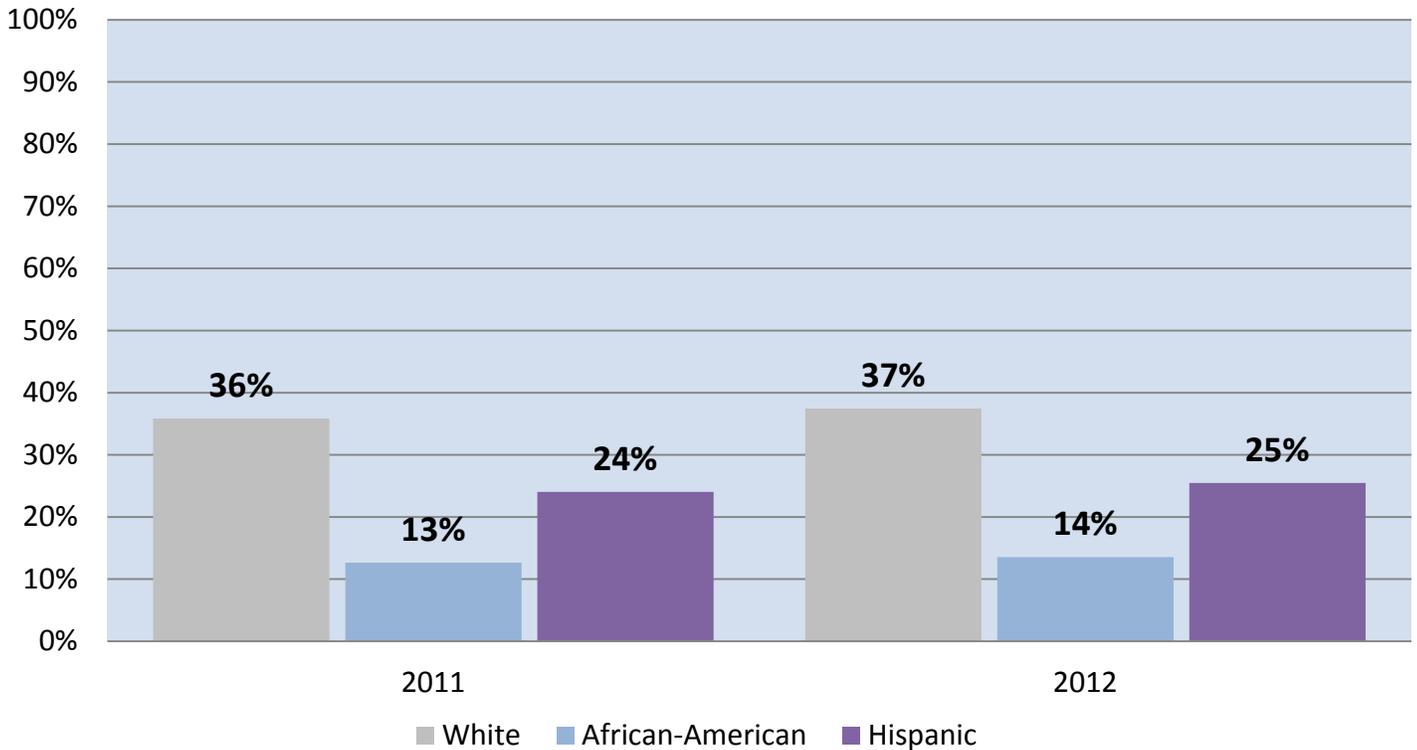


In 2012, 67 percent of White students in grades 3-8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 66 percent in 2011. In 2012, 38 percent of African-American students in grades 3-8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 37 percent in 2011. In 2012, 54 percent of Hispanic students in grades 3-8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 53 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3-8

**FCAT 2.0 Mathematics
Achievement Level 4 and Above**

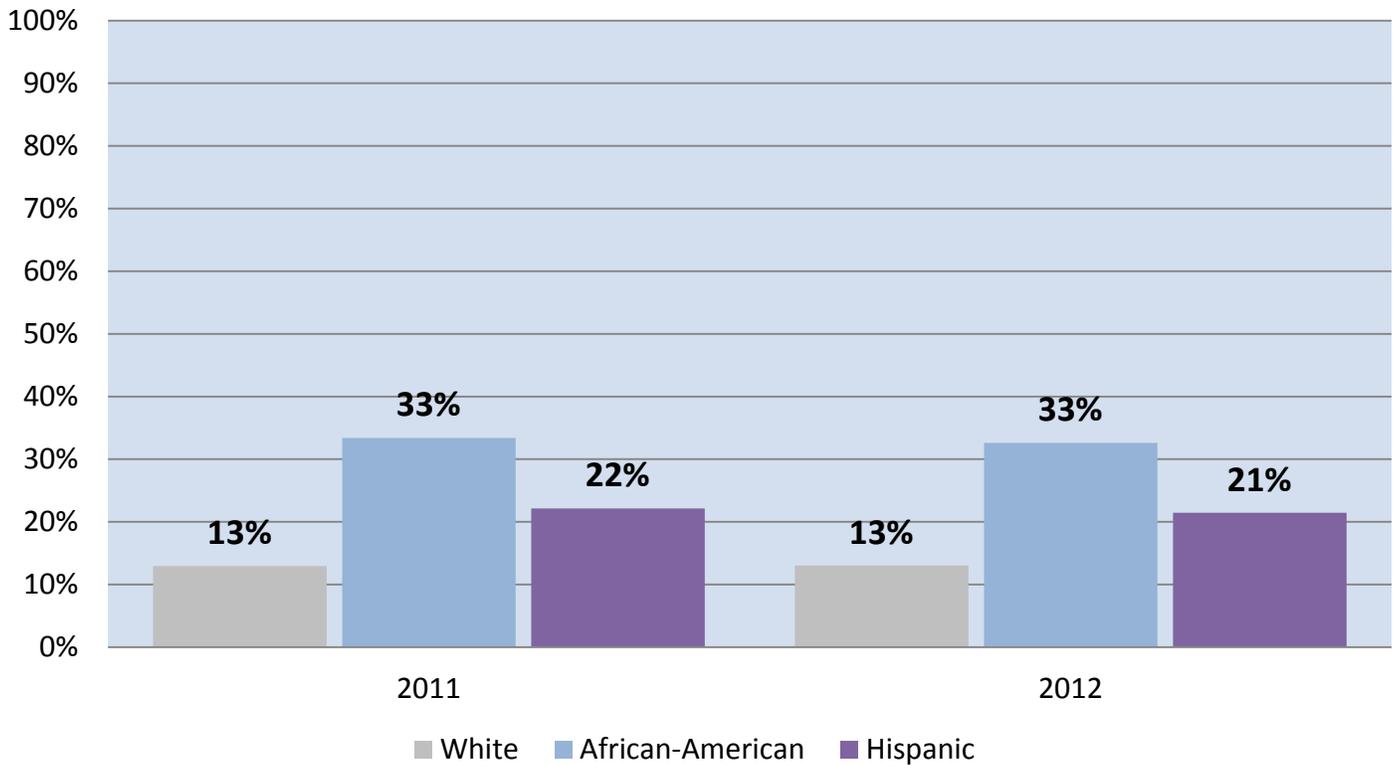


In 2012, 37 percent of White students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 36 percent in 2011. In 2012, 14 percent of African-American students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 13 percent in 2011. In 2012, 25 percent of Hispanic students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 24 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3-8

**FCAT 2.0 Mathematics
Achievement Level 1**

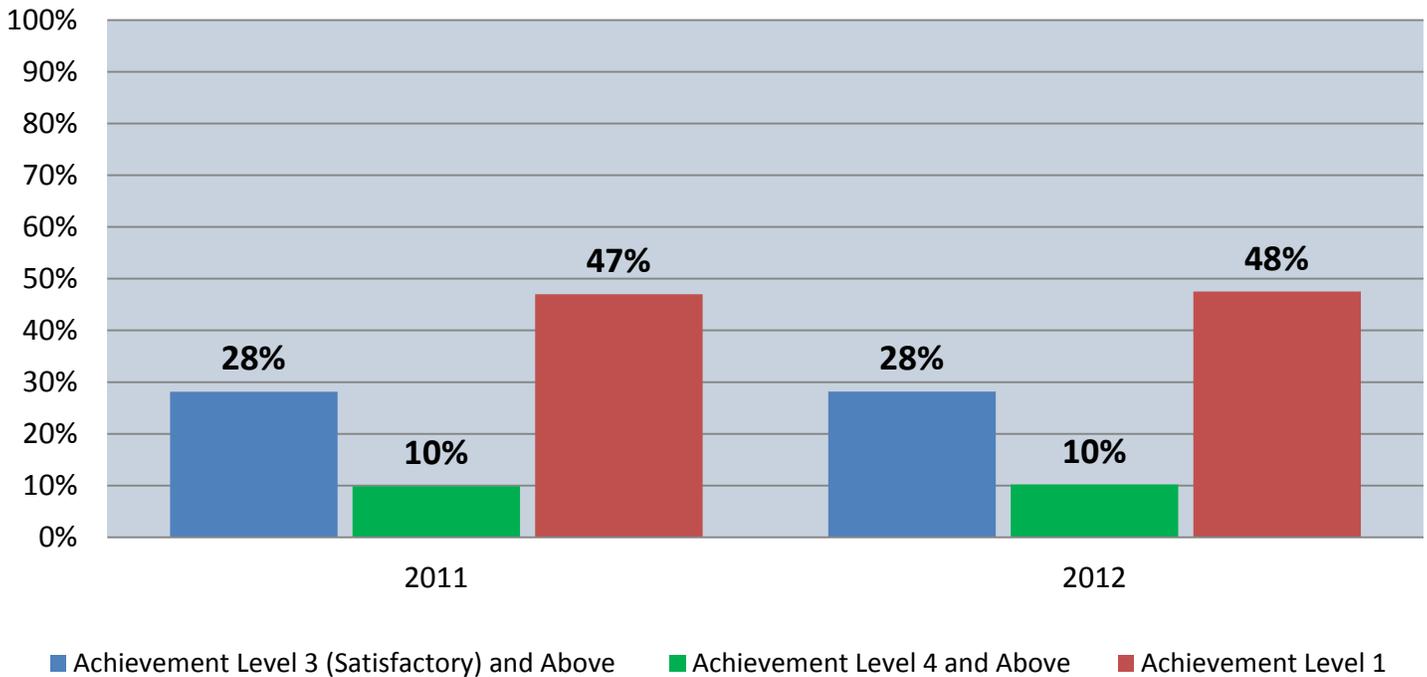


In 2012, 13 percent of White students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 13 percent in 2011. In 2012, 33 percent of African-American students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 33 percent in 2011. In 2012, 21 percent of Hispanic students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 22 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3-8

**FCAT 2.0 Mathematics
By Achievement Level
Students with Disabilities**

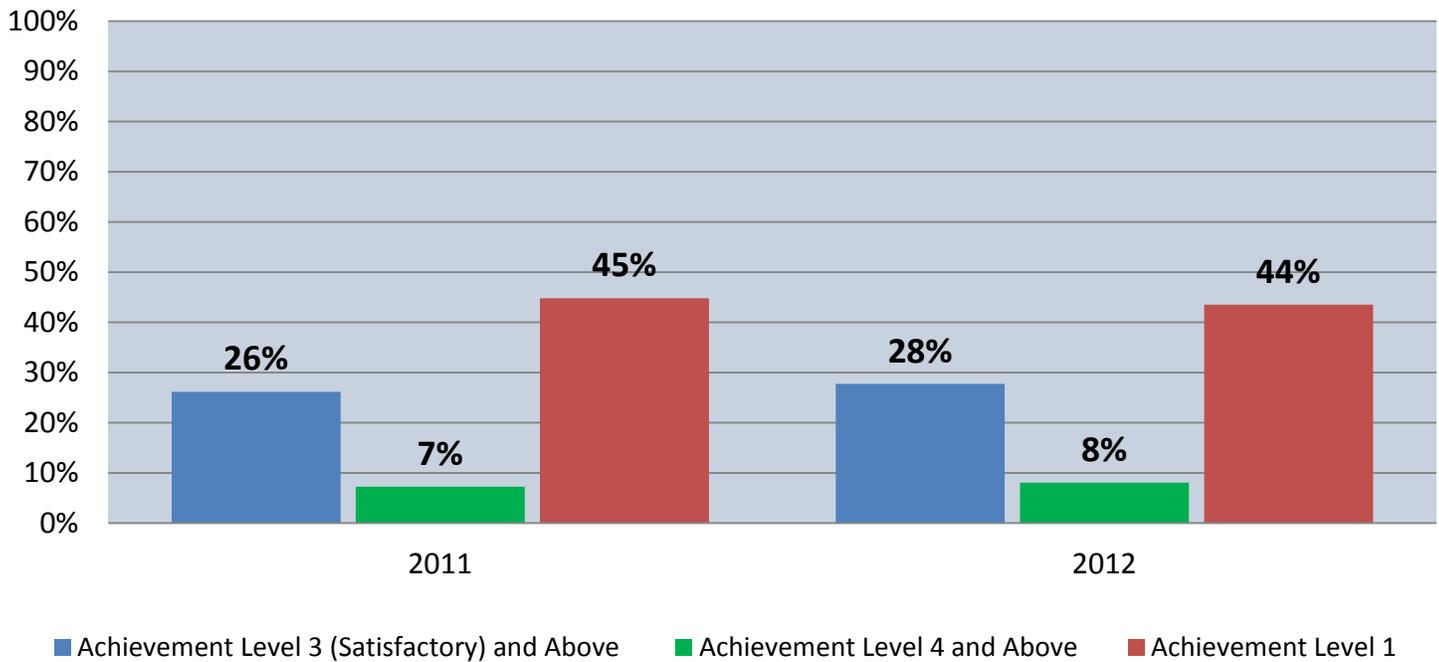


In 2012, 28 percent of Students with Disabilities in grades 3-8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is equal to 28 percent in 2011. In 2012, 10 percent of Students with Disabilities in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is equal to 10 percent in 2011. In 2012, 48 percent of Students with Disabilities in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is an increase from 47 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3-8

**FCAT 2.0 Mathematics
By Achievement Level
English Language Learners**

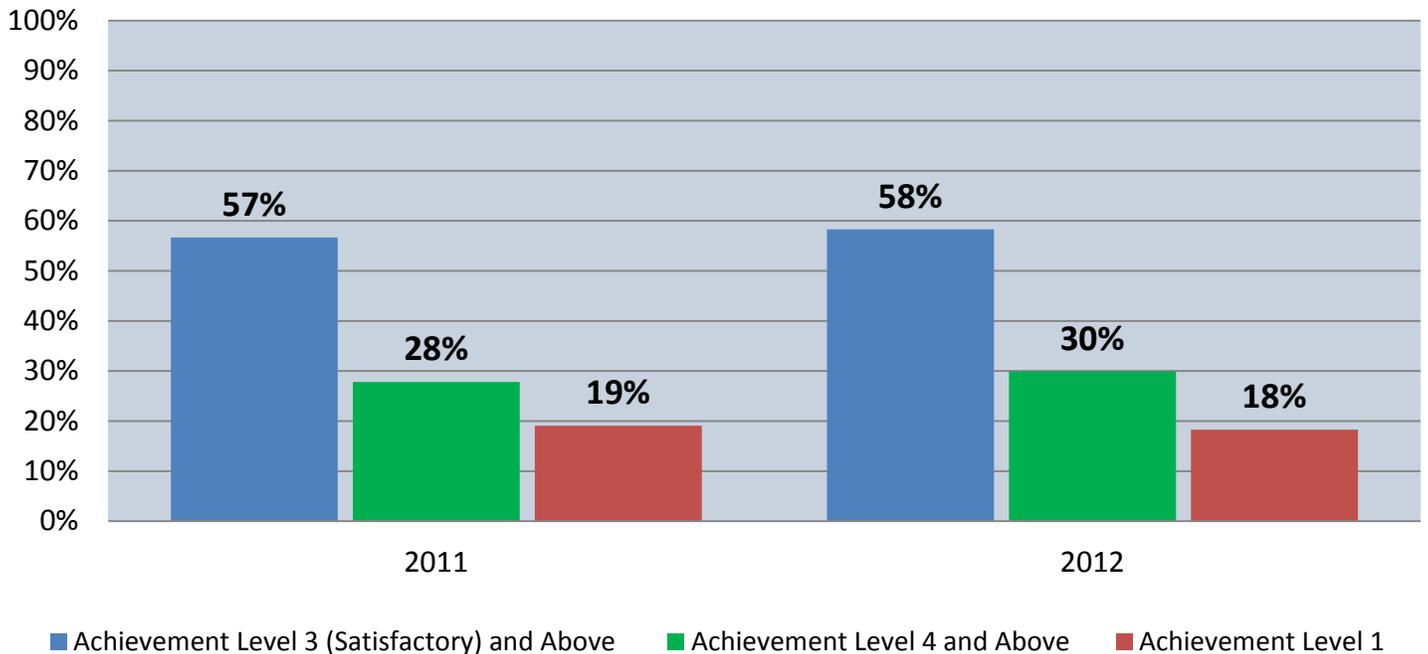


In 2012, 28 percent of English Language Learners in grades 3-8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 26 percent in 2011. In 2012, 8 percent of English Language Learners in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 7 percent in 2011. In 2012, 44 percent of English Language Learners in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 45 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3, 4, and 5

**FCAT 2.0 Mathematics
By Achievement Level**

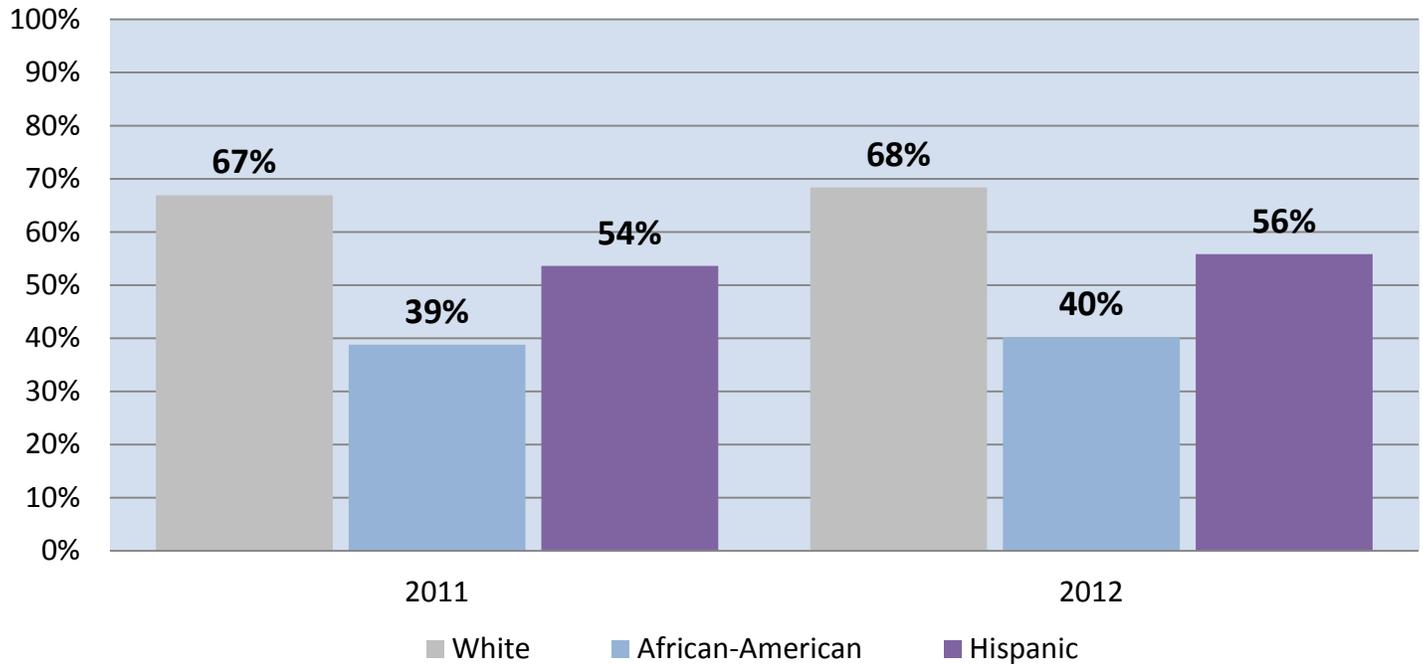


In 2012, 58 percent of students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 57 percent in 2011. In 2012, 30 percent of students in grades 3, 4, and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 28 percent in 2011. In 2012, 18 percent of students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 19 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3, 4, and 5

**FCAT 2.0 Mathematics
Achievement Level 3 (Satisfactory) and Above**

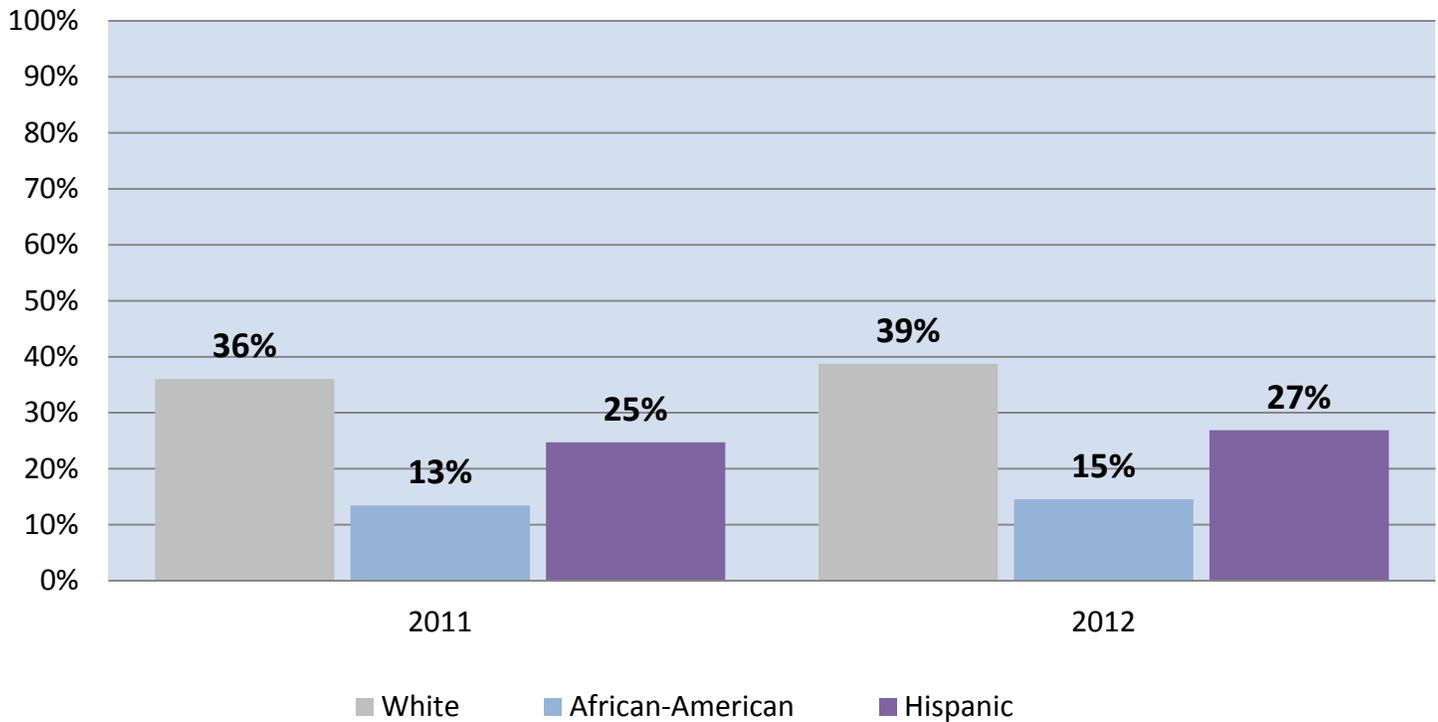


In 2012, 68 percent of White students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 67 percent in 2011. In 2012, 40 percent of African-American students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 39 percent in 2011. In 2012, 56 percent of Hispanic students in grades 3, 4, and 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 54 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3, 4, and 5

**FCAT 2.0 Mathematics
Achievement Level 4 and Above**

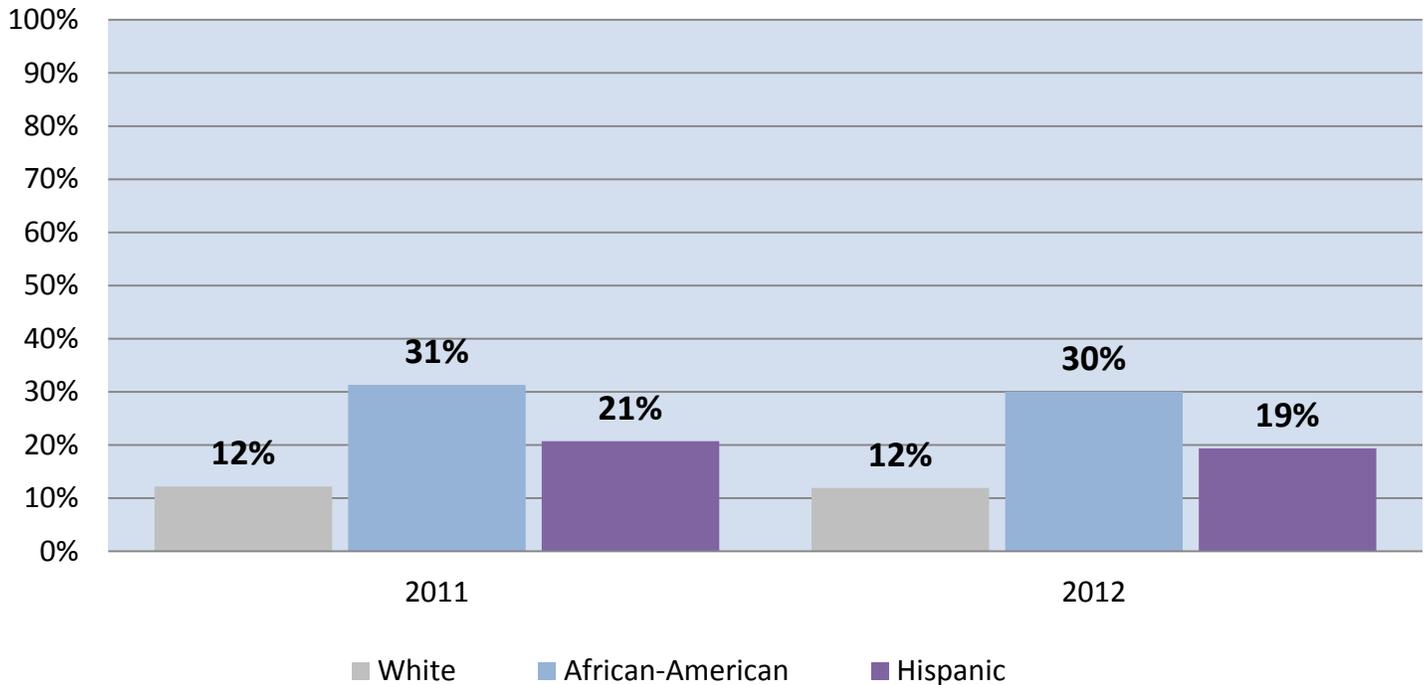


In 2012, 39 percent of White students in grades 3, 4, and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 36 percent in 2011. In 2012, 15 percent of African-American students in grades 3, 4, and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 13 percent in 2011. In 2012, 27 percent of Hispanic students in grades 3, 4, and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 25 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3, 4, and 5

**FCAT 2.0 Mathematics
Achievement Level 1**

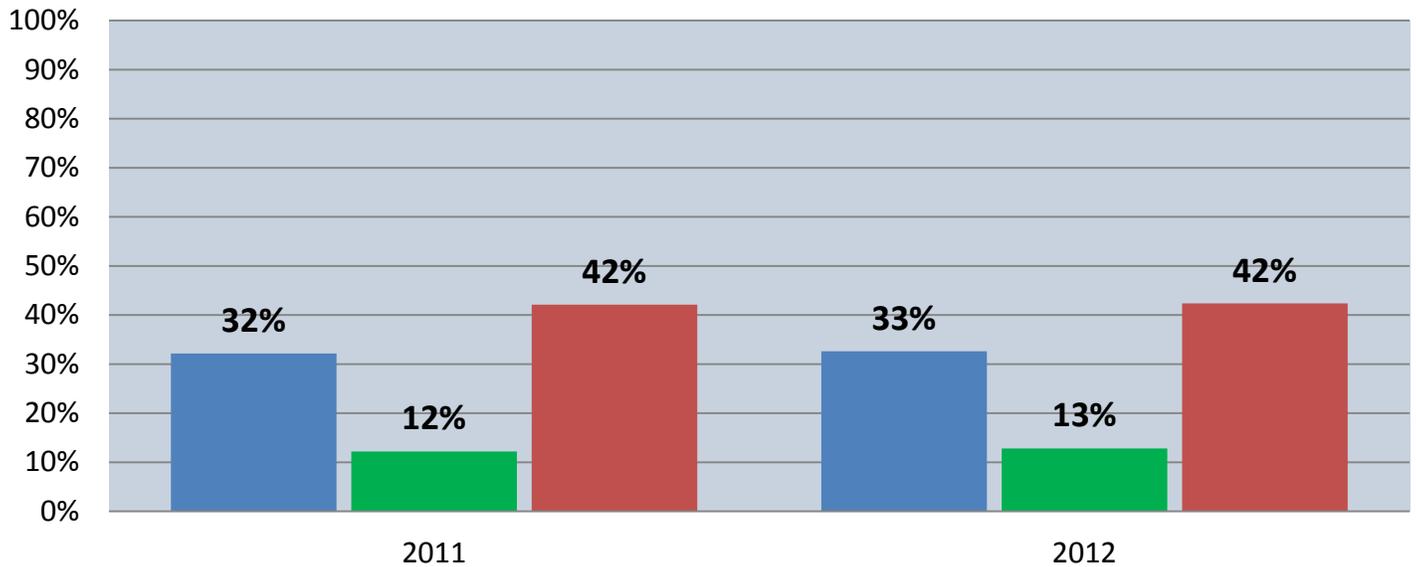


In 2012, 12 percent of White students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 12 percent in 2011. In 2012, 30 percent of African-American students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 31 percent in 2011. In 2012, 19 percent of Hispanic students in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 21 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3, 4, and 5

**FCAT 2.0 Mathematics
By Achievement Level
Students with Disabilities**



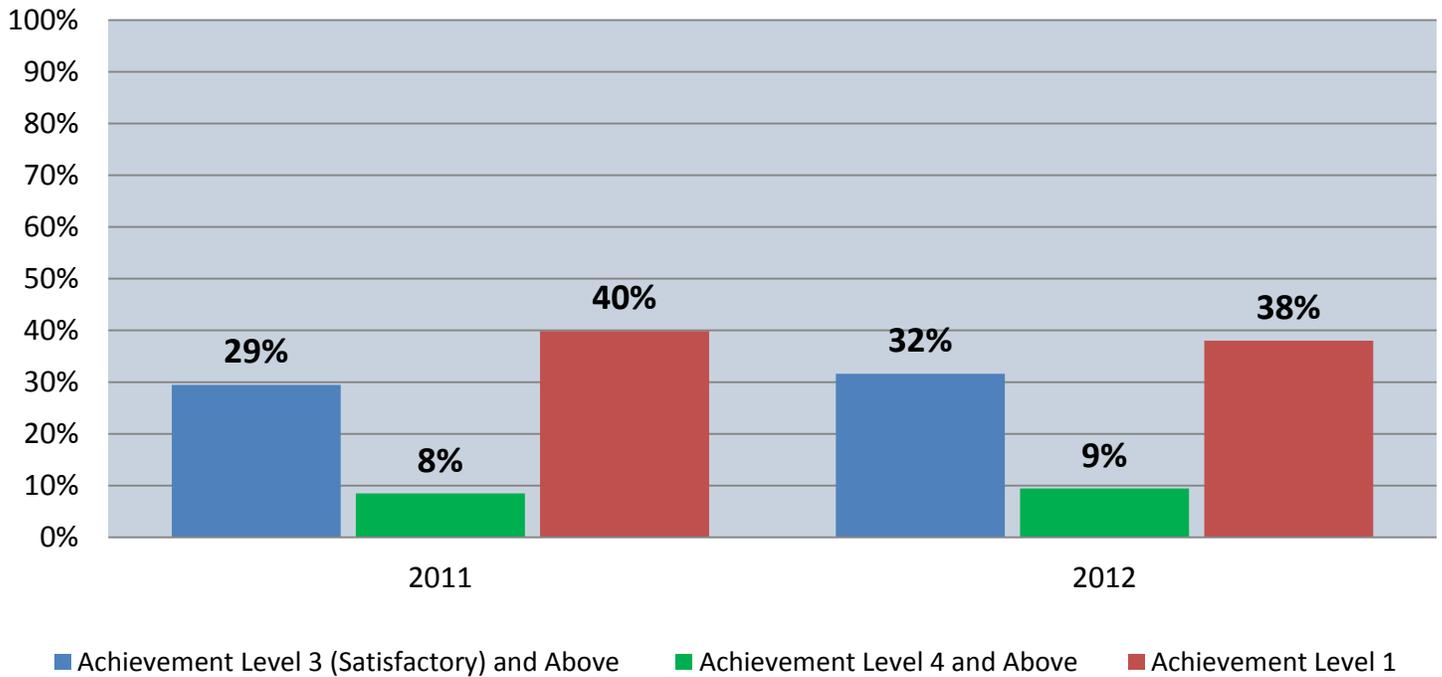
■ Achievement Level 3 (Satisfactory) and Above ■ Achievement Level 4 and Above ■ Achievement Level 1

In 2012, 33 percent of Students with Disabilities in grades 3, 4, and 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 32 percent in 2011. In 2012, 13 percent of Students with Disabilities in grades 3, 4, and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 12 percent in 2011. In 2012, 42 percent of Students with Disabilities in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 42 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3, 4, and 5

**FCAT 2.0 Mathematics
By Achievement Level
English Language Learners**

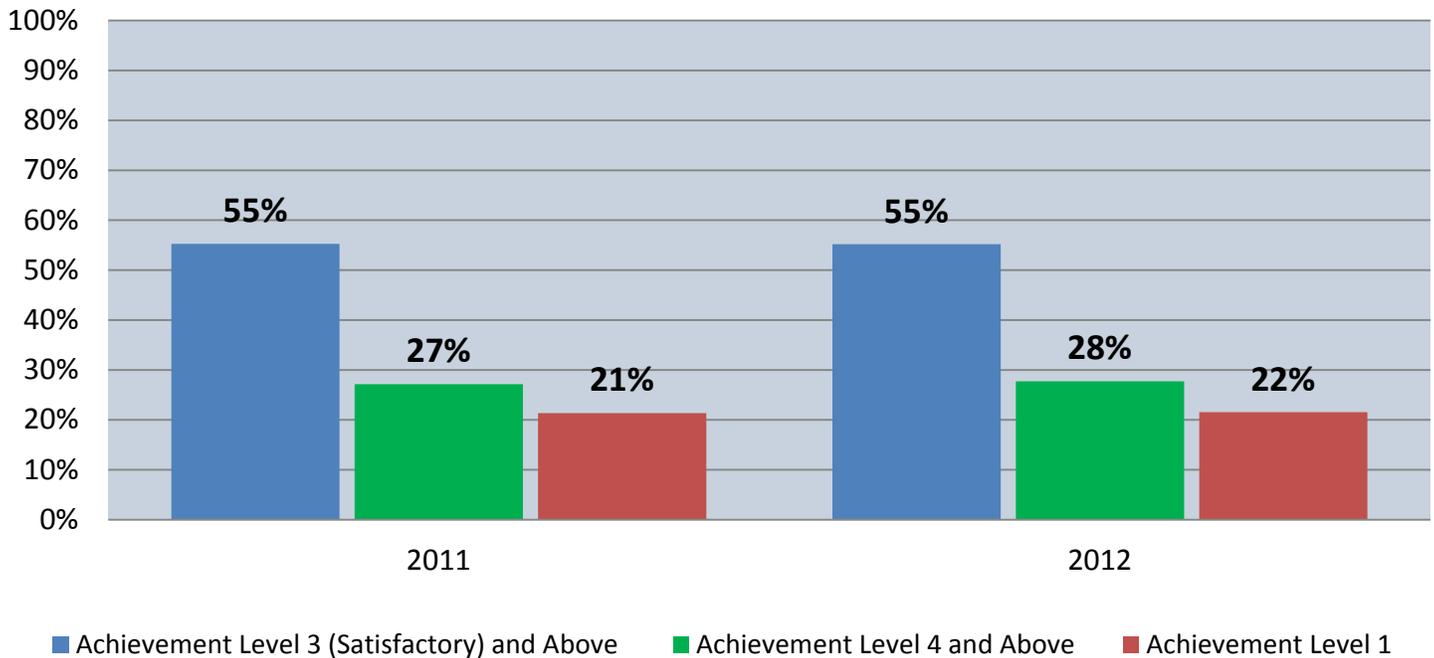


In 2012, 32 percent of English Language Learners in grades 3, 4, and 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 29 percent in 2011. In 2012, 9 percent of English Language Learners in grades 3, 4, and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 8 percent in 2011. In 2012, 38 percent of English Language Learners in grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 40 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 6, 7, and 8

**FCAT 2.0 Mathematics
By Achievement Level**

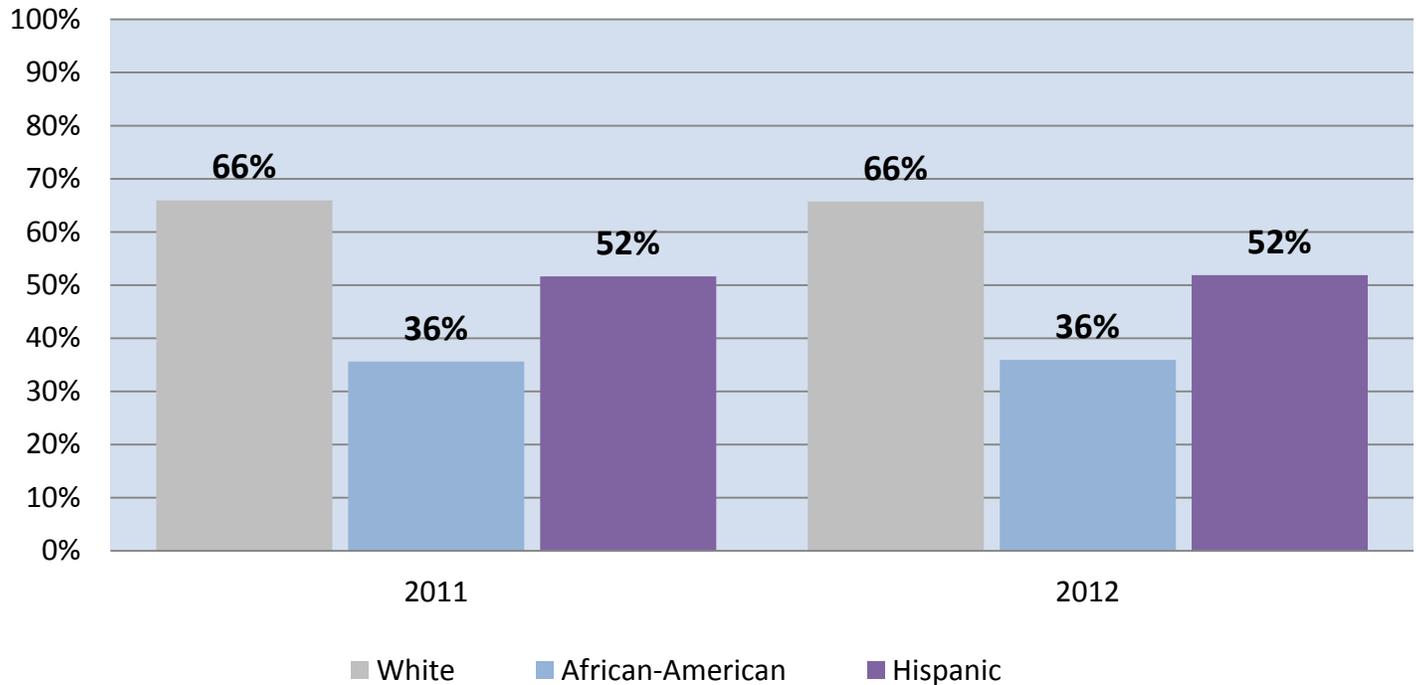


In 2012, 55 percent of students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is equal to 55 percent in 2011. In 2012, 28 percent of students in grades 6, 7, and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 27 percent in 2011. In 2012, 22 percent of students in grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 21 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 6, 7, and 8

**FCAT 2.0 Mathematics
Achievement Level 3 (Satisfactory) and Above**

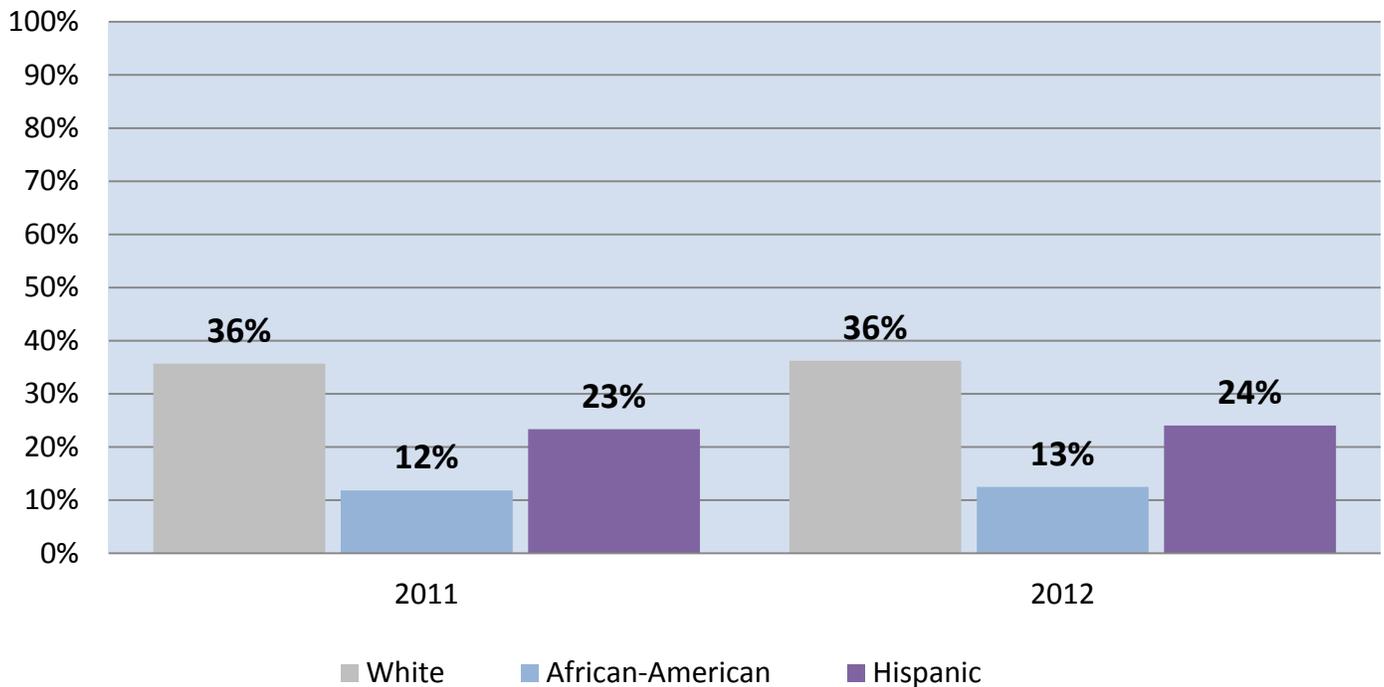


In 2012, 66 percent of White students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is equal to 66 percent in 2011. In 2012, 36 percent of African-American students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is equal to 36 percent in 2011. In 2012, 52 percent of Hispanic students in grades 6, 7, and 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is equal to 52 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 6, 7, and 8

**FCAT 2.0 Mathematics
Achievement Level 4 and Above**

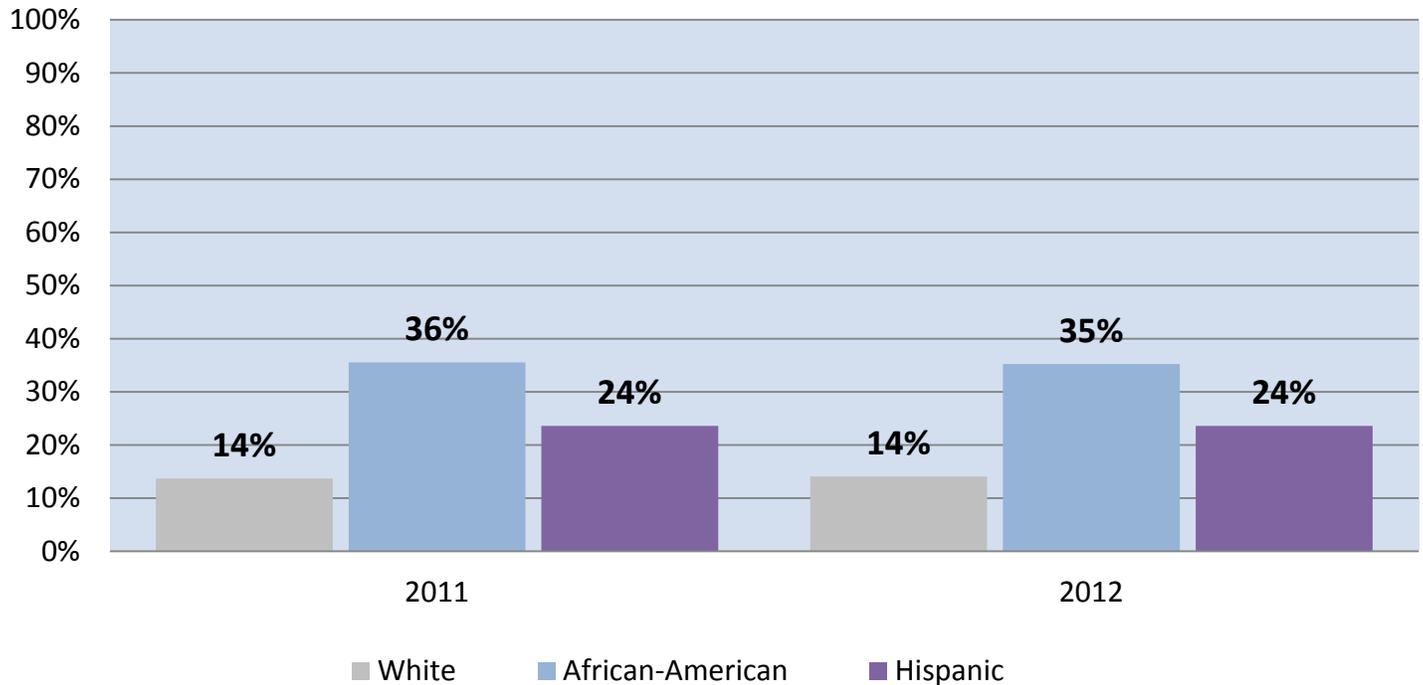


In 2012, 36 percent of White students in grades 6, 7, and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is equal to 36 percent in 2011. In 2012, 13 percent of African-American students in grades 6, 7, and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 12 percent in 2011. In 2012, 24 percent of Hispanic students in grades 6, 7, and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 23 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 6, 7, and 8

**FCAT 2.0 Mathematics
Achievement Level 1**

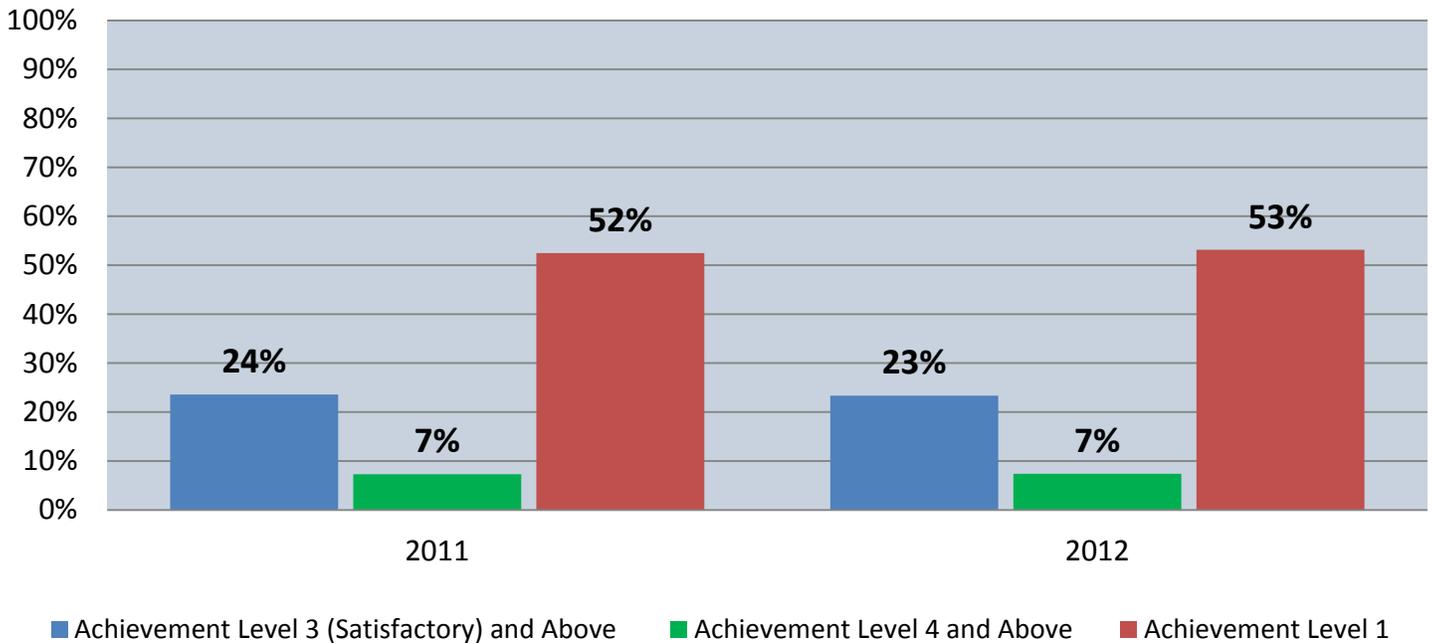


In 2012, 14 percent of White students in grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 14 percent in 2011. In 2012, 35 percent of African-American students in grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 36 percent in 2011. In 2012, 24 percent of Hispanic students in grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 24 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 6, 7, and 8

**FCAT 2.0 Mathematics
By Achievement Level
Students with Disabilities**

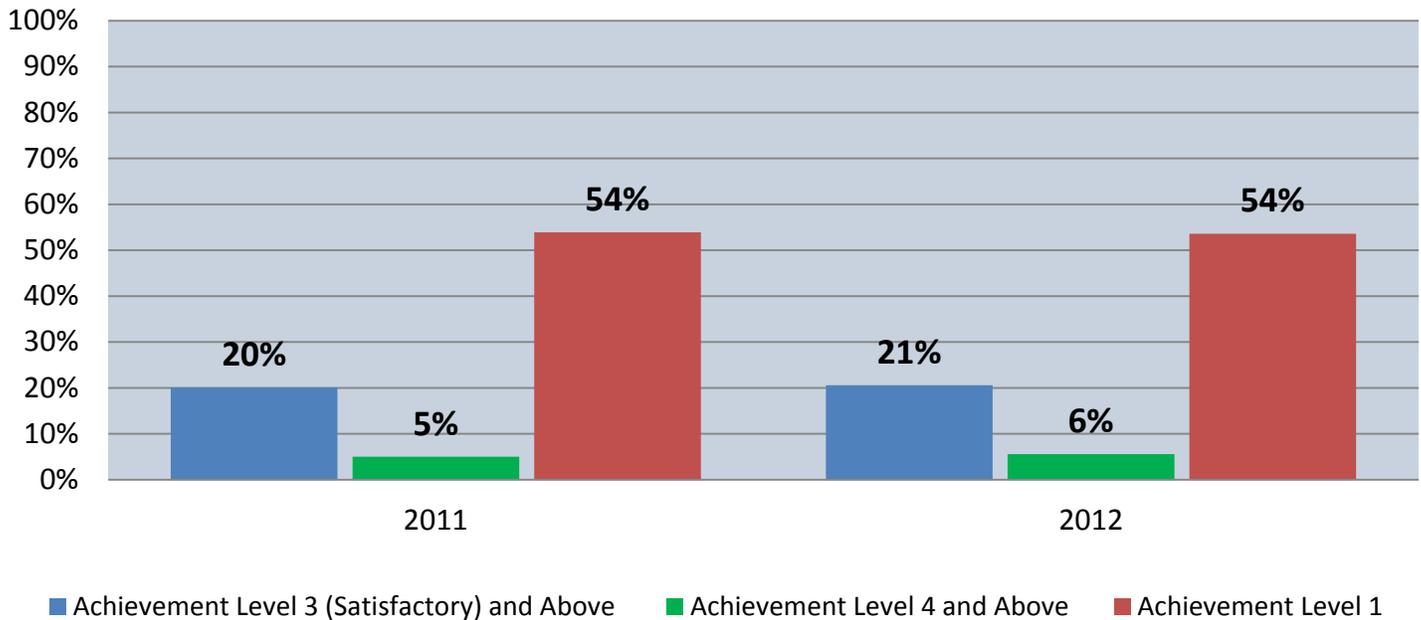


In 2012, 23 percent of Students with Disabilities in grades 6, 7, and 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is a decrease from 24 percent in 2011. In 2012, 7 percent of Students with Disabilities in grades 6, 7, and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is equal to 7 percent in 2011. In 2012, 53 percent of Students with Disabilities in grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is an increase from 52 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 6, 7, and 8

**FCAT 2.0 Mathematics
By Achievement Level
English Language Learners**



In 2012, 21 percent of English Language Learners in grades 6, 7, and 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 20 percent in 2011. In 2012, 6 percent of English Language Learners in grades 6, 7, and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 5 percent in 2011. In 2012, 54 percent of English Language Learners in grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 54 percent in 2011.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grades 3 – 8

**Statewide Comparison Report
FCAT 2.0 Mathematics**

FCAT 2.0 Mathematics – Next Generation Sunshine State Standards Test ¹									
Grade	Year ²	Number of Students	FCAT 2.0 Mean Developmental Scale Score	Percentage of Students By Achievement Level					Achievement Level 3 and Above ³
				1	2	3	4	5	
3	2011	202,719	201	19	25	31	16	9	56
	2012	203,207	202	18	24	30	18	10	58
4	2011	198,969	214	19	23	28	20	10	58
	2012	193,802	215	18	22	27	20	12	60
5	2011	198,520	221	19	25	28	18	10	56
	2012	199,844	222	19	24	27	18	11	57
6	2011	197,668	227	22	24	26	18	9	53
	2012	199,076	227	23	25	25	18	10	53
7	2011	194,484	236	20	24	28	18	10	56
	2012	198,277	236	20	24	27	18	10	56
8	2011	195,479	243	22	22	30	16	10	56
	2012	194,346	243	22	21	30	16	11	57

¹ Data are for all students tested in all curriculum groups.

² In spring 2011, FCAT 2.0 Mathematics scores were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. The 2011 scores have been converted to the new FCAT 2.0 scale so that stakeholders and the general public are able to see what the scores would have been if the new score scale and Achievement Levels had been approved and implemented at that time.

³ Adding the percentages in Levels 3-5 may not result in the percentage reported under “Achievement Level 3 and Above” due to rounding.

Grades 3-8

**2012 FCAT 2.0 Mathematics Results
Percentage Comparison by District**

District	Percentage of Students at Achievement Level 1	Percentage of Students at Achievement Level 3 and Above	Percentage of Students at Achievement Level 4 and Above
STATEWIDE	20%	57%	29%
ALACHUA	22%	57%	34%
BAKER	15%	60%	31%
BAY	20%	55%	27%
BRADFORD	32%	40%	15%
BREVARD	14%	65%	35%
BROWARD	18%	60%	33%
CALHOUN	16%	59%	31%
CHARLOTTE	18%	57%	28%
CITRUS	13%	64%	32%
CLAY	14%	65%	34%
COLLIER	20%	57%	29%
COLUMBIA	20%	55%	24%
DADE	21%	56%	28%
DESOTO	23%	47%	19%
DIXIE	20%	54%	20%
DUVAL	21%	53%	25%
ESCAMBIA	25%	49%	23%
FLAGLER	18%	58%	30%
FRANKLIN	28%	45%	18%
GADSDEN	23%	52%	23%
GILCHRIST	11%	67%	31%
GLADES	14%	58%	22%
GULF	16%	58%	25%
HAMILTON	33%	42%	16%
HARDEE	22%	51%	23%
HENDRY	25%	49%	20%
HERNANDO	21%	53%	24%
HIGHLANDS	24%	51%	23%
HILLSBOROUGH	22%	54%	28%
HOLMES	22%	49%	20%
INDIAN RIVER	21%	55%	27%
JACKSON	16%	61%	31%
JEFFERSON	39%	27%	7%
LAFAYETTE	14%	57%	23%
LAKE	20%	55%	26%
LEE	18%	58%	28%
LEON	18%	61%	34%
LEVY	23%	50%	21%

District	Percentage of Students at Achievement Level 1	Percentage of Students at Achievement Level 3 and Above	Percentage of Students at Achievement Level 4 and Above
STATEWIDE	20%	57%	29%
LIBERTY	21%	47%	16%
MADISON	41%	37%	14%
MANATEE	24%	50%	24%
MARION	22%	54%	27%
MARTIN	13%	64%	34%
MONROE	16%	63%	33%
NASSAU	13%	65%	33%
OKALOOSA	12%	65%	34%
OKEECHOBEE	27%	43%	17%
ORANGE	21%	56%	29%
OSCEOLA	26%	48%	21%
PALM BEACH	18%	60%	32%
PASCO	22%	52%	25%
PINELLAS	24%	52%	26%
POLK	25%	48%	21%
PUTNAM	23%	50%	22%
SANTA ROSA	12%	68%	37%
SARASOTA	13%	68%	38%
SEMINOLE	13%	68%	39%
ST. JOHNS	11%	73%	46%
ST. LUCIE	23%	50%	22%
SUMTER	13%	64%	32%
SUWANNEE	25%	48%	20%
TAYLOR	23%	49%	20%
UNION	14%	63%	31%
VOLUSIA	22%	52%	23%
WAKULLA	13%	65%	32%
WALTON	14%	63%	30%
WASHINGTON	23%	51%	21%

FCAT 2.0 Science Grades 5 and 8

FCAT 2.0 Science Highlights:

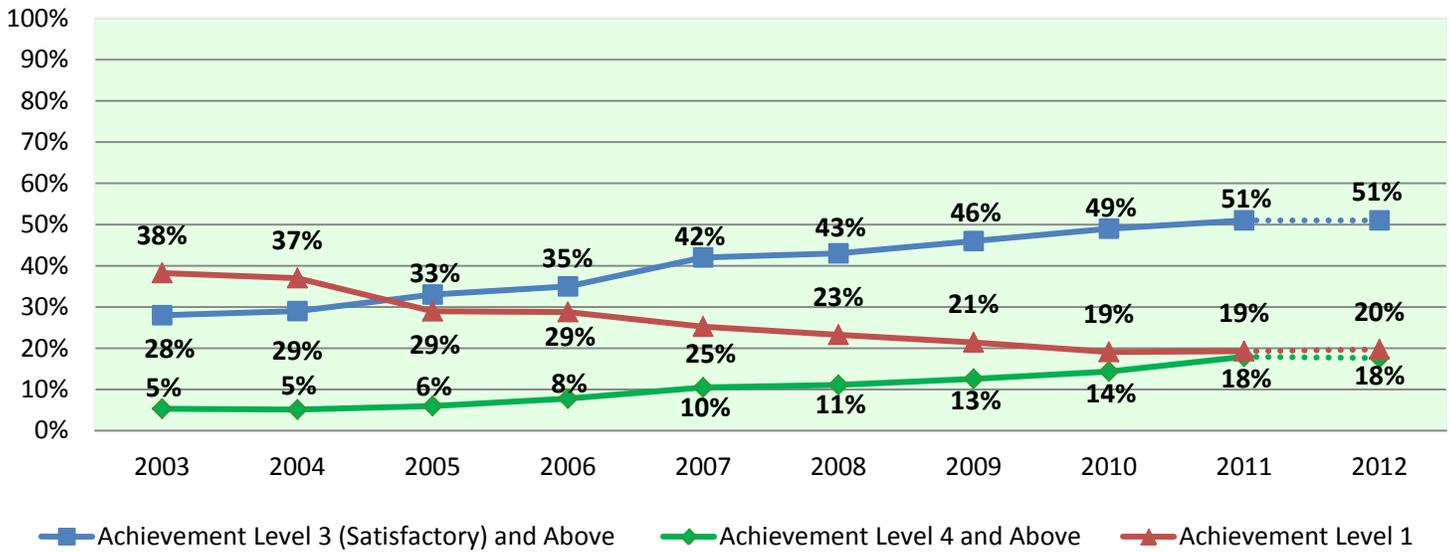
- In 2012, 51 percent of students in grade 5 were performing at or above Achievement Level 3 (Satisfactory).
- In 2012, 46 percent of students in grade 8 were performing at or above Achievement Level 3 (Satisfactory).
- In 2012, 18 percent of students in grade 5 were performing at or above Achievement Level 4.

Note: Student results for the Spring 2012 FCAT 2.0 Science 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. The new FCAT 2.0 Science score scale and Achievement Levels will be available beginning in 2013. Student performance on the 2012 FCAT 2.0 Science is linked to the existing FCAT score scale through the equipercentile linking method. By this method, 2012 FCAT 2.0 Science scores were linked to 2011 FCAT Science scores at the same percentile rank. This linking method allows the 2012 FCAT 2.0 Science scores to be reported as FCAT Equivalent Scale Scores, which range from 100-500. Additional information about how FCAT 2.0 scores are determined through the equipercentile linking method is provided in the document 2012 Equipercentile Linking: FCAT 2.0 Science, which is posted at <http://www.fldoe.org/pdf/2012EquipercentileLinking.pdf>.

The dashed line (- - -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for 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.

Grade 5

**FCAT Science (2003-2011) and FCAT 2.0 Science (2012)
By Achievement Level**

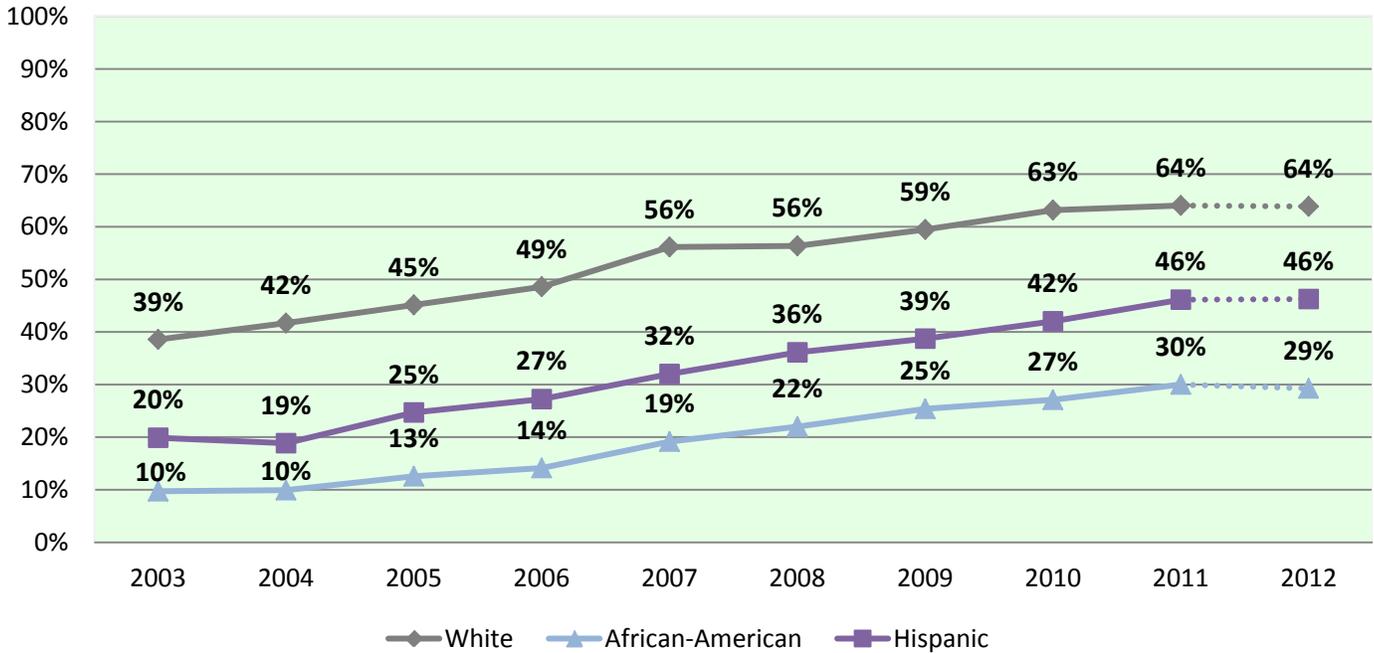


The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. The equipercentile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. This can be seen in the 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 2012, 51 percent of students in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. In 2011, 51 percent of students in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT Science. This is an increase from 28 percent in 2003, 29 percent in 2004, 33 percent in 2005, 35 percent in 2006, 42 percent in 2007, 43 percent in 2008, 46 percent in 2009, and 49 percent in 2010 for a total increase of 23 percentage points. In 2012, 18 percent of students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. In 2011, 18 percent of students in grade 5 were performing at or above Achievement Level 4. This is an increase from 5 percent in 2003, 5 percent in 2004, 6 percent in 2005, 8 percent in 2006, 10 percent in 2007, 11 percent in 2008, 13 percent in 2009, and 15 percent in 2010 for a total increase of 13 percentage points. In 2012, 20 percent of students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. In 2011, 19 percent of students in grade 5 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 38 percent in 2003, 37 percent in 2004, 29 percent in 2005, 29 percent in 2006, 25 percent in 2007, 23 percent in 2008, 21 percent in 2009, and is an increase from 19 percent in 2010 for a total decrease of 18 percentage points.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grade 5

**FCAT Science (2003-2011) and FCAT 2.0 Science (2012)
Achievement Level 3 (Satisfactory) and Above**



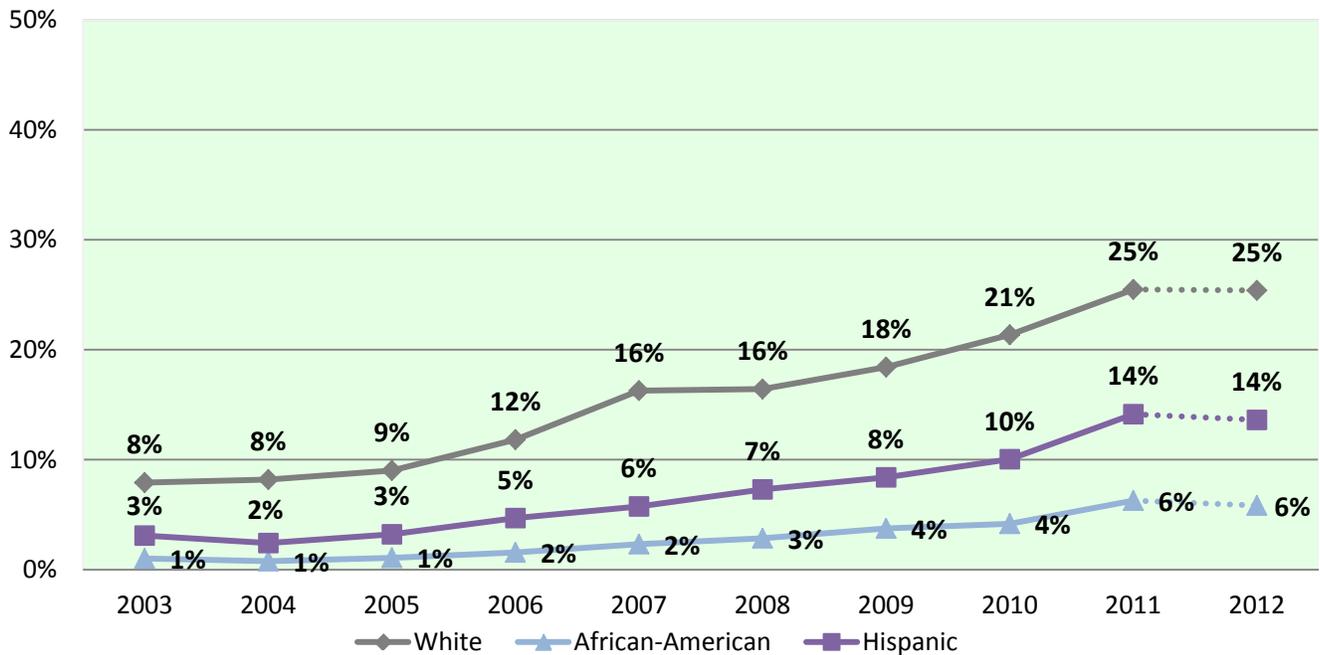
The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2012, 64 percent of White students in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. In 2011, 64 percent of White students in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT Science. This is an increase from 39 percent in 2003, 42 percent in 2004, 45 percent in 2005, 49 percent in 2006, 56 percent in 2007, 56 percent in 2008, 59 percent in 2009, and 63 percent in 2010 for a total increase of 25 percentage points. In 2012, 29 percent of African-American students in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. In 2011, 30 percent of African-American students in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT Science. This is an increase from 10 percent in 2003, 10 percent in 2004, 13 percent in 2005, 14 percent in 2006, 19 percent in 2007, 22 percent in 2008, 25 percent in 2009, and 27 percent in 2010 for a total increase of 19 percentage points. In 2012, 46 percent of Hispanic students in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. In 2011, 46 percent of Hispanic students in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT Science. This is an increase from 20 percent in 2003, 19 percent in 2004, 25 percent in 2005, 27 percent in 2006, 32 percent in 2007, 36 percent in 2008, 39 percent in 2009, and 42 percent in 2010 for a total increase of 26 percentage points.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grade 5

FCAT Science (2003-2011) and FCAT 2.0 Science (2012)

Achievement Level 4 and Above

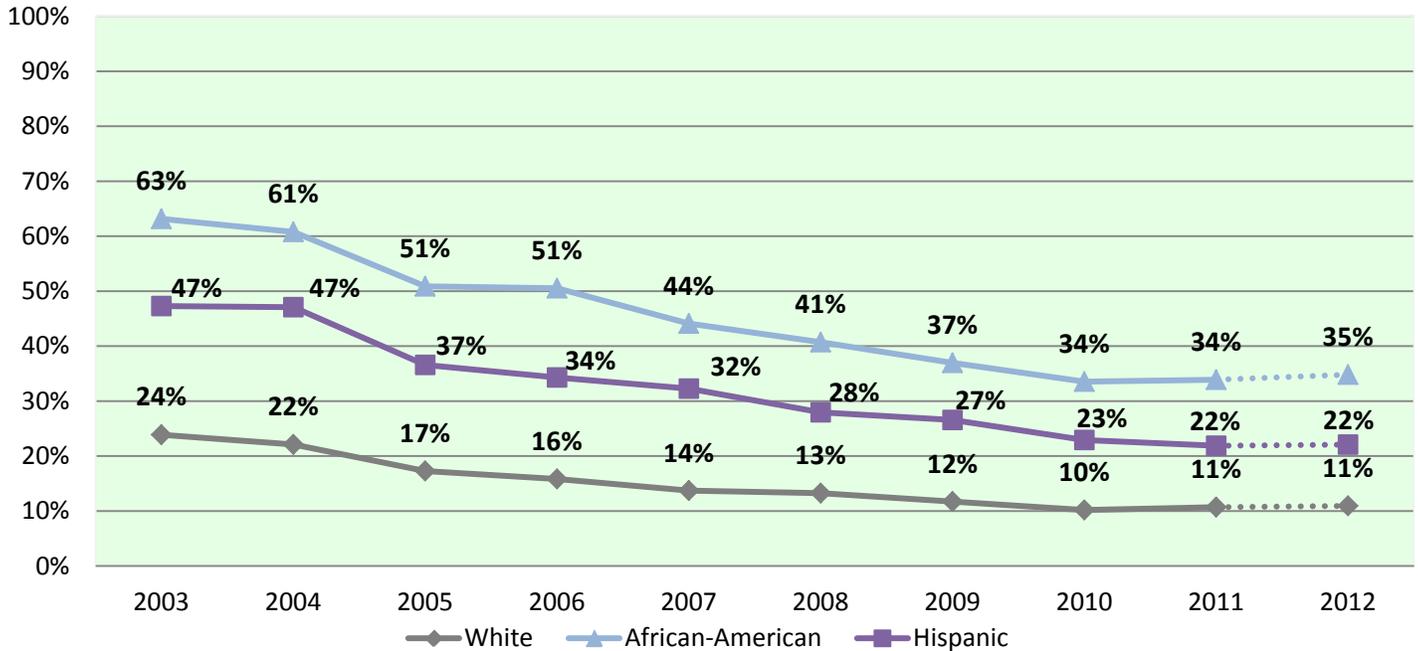


The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2012, 25 percent of White students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. In 2011, 25 percent of White students in grade 5 were performing at or above Achievement Level 4 on FCAT Science. This is an increase from 8 percent in 2003, 8 percent in 2004, 9 percent in 2005, 12 percent in 2006, 16 percent in 2007, 16 percent in 2008, 18 percent in 2009, and 21 percent in 2010 for a total increase of 17 percentage points. In 2012, 6 percent of African-American students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. In 2011, 6 percent of African-American students in grade 5 were performing at or above Achievement Level 4 on FCAT Science. This is an increase from 1 percent in 2003, 1 percent in 2004, 1 percent in 2005, 2 percent in 2006, 2 percent in 2007, 3 percent in 2008, 4 percent in 2009, and 4 percent in 2010 for a total increase of 5 percentage points. In 2012, 14 percent of Hispanic students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. In 2011, 14 percent of Hispanic students in grade 5 were performing at or above Achievement Level 4 on FCAT Science. This is an increase from 3 percent in 2003, 2 percent in 2004, 3 percent in 2005, 5 percent in 2006, 6 percent in 2007, 7 percent in 2008, 8 percent in 2009, and 10 percent in 2010 for a total increase of 11 percentage points.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grade 5

**FCAT Science (2003-2011) and FCAT 2.0 Science (2012)
Achievement Level 1**

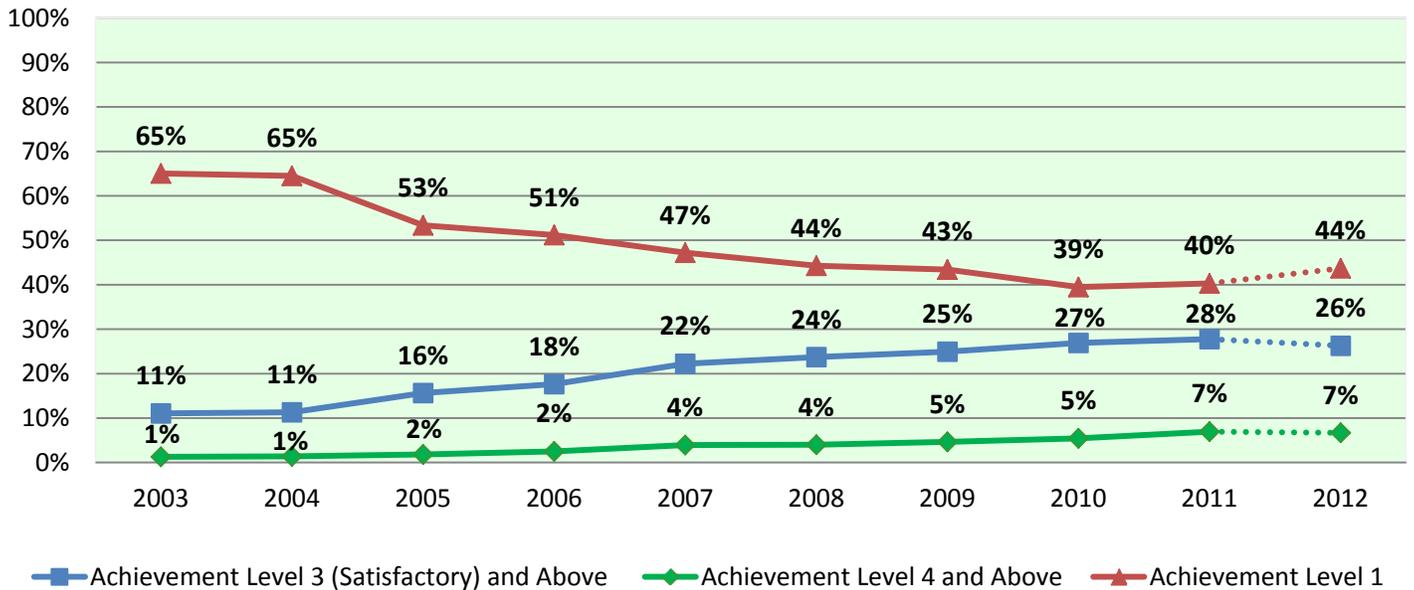


The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2012, 11 percent of White students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. In 2011, 11 percent of White students in grade 5 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 24 percent in 2003, 22 percent in 2004, 17 percent in 2005, 16 percent in 2006, 14 percent in 2007, 13 percent in 2008, 12 percent in 2009, and 10 percent in 2010 for a total decrease of 13 percentage points. In 2012, 35 percent of African-American students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. In 2011, 34 percent of African-American students in grade 5 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 63 percent in 2003, 61 percent in 2004, 51 percent in 2005, 51 percent in 2006, 44 percent in 2007, 41 percent in 2008, 37 percent in 2009, and an increase from 34 percent in 2010 for a total decrease of 28 percentage points. In 2012, 22 percent of Hispanic students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. In 2011, 22 percent of Hispanic students in grade 5 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 47 percent in 2003, 47 percent in 2004, 37 percent in 2005, 34 percent in 2006, 32 percent in 2007, 28 percent in 2008, 27 percent in 2009, and 23 percent in 2010 for a total decrease of 25 percentage points.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grade 5

**FCAT Science (2003-2011) and FCAT 2.0 Science (2012)
By Achievement Level
Students with Disabilities**

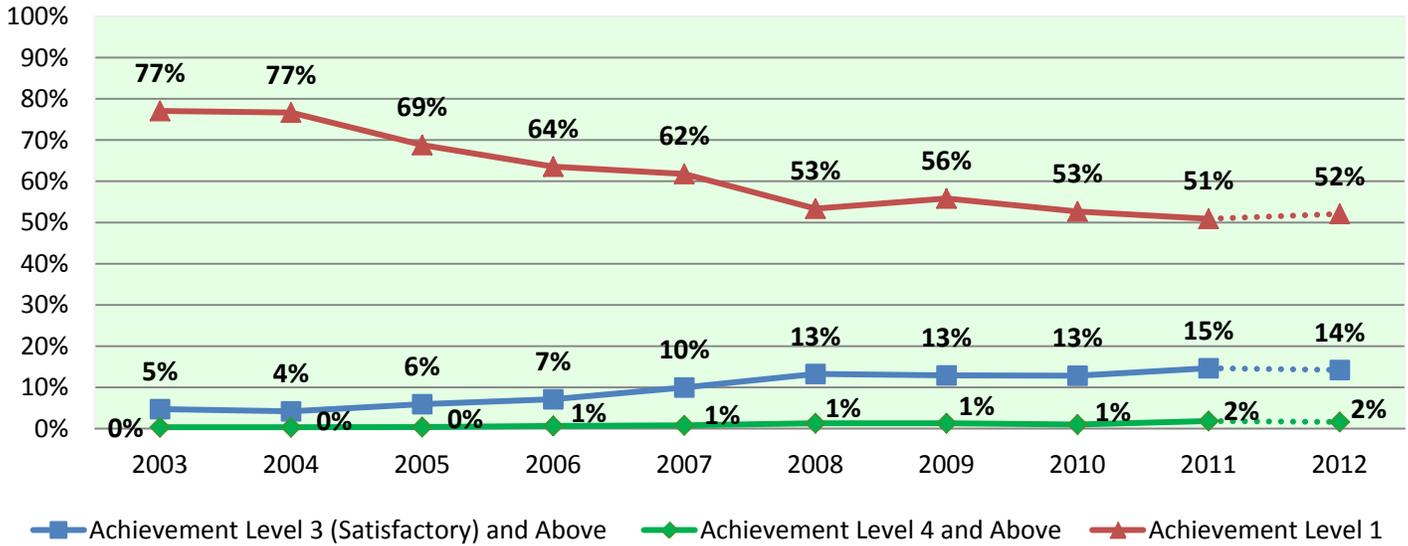


The dashed line (- - -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2012, 26 percent of Students with Disabilities in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. In 2011, 28 percent of Students with Disabilities in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT Science. This is an increase from 11 percent in 2003, 11 percent in 2004, 16 percent in 2005, 18 percent in 2006, 22 percent in 2007, 24 percent in 2008, 25 percent in 2009, and a decrease from 27 percent in 2010 for a total increase of 15 percentage points. In 2012, 7 percent of Students with Disabilities in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. In 2011, 7 percent of Students with Disabilities in grade 5 were performing at or above Achievement Level 4 on FCAT Science. This is an increase from 1 percent in 2003, 1 percent in 2004, 2 percent in 2005, 2 percent in 2006, 4 percent in 2007, 4 percent in 2008, 5 percent in 2009, and 5 percent in 2010 for a total increase of 6 percentage points. In 2012, 44 percent of Students with Disabilities in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. In 2011, 40 percent of Students with Disabilities in grade 5 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 65 percent in 2003, 65 percent in 2004, 53 percent in 2005, 51 percent in 2006, 47 percent in 2007, equal to 44 percent in 2008, an increase from 43 percent in 2009, and an increase from 39 percent in 2010 for a total decrease of 21 percentage points.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grade 5

**FCAT Science (2003-2011) and FCAT 2.0 Science (2012)
By Achievement Level
English Language Learners**

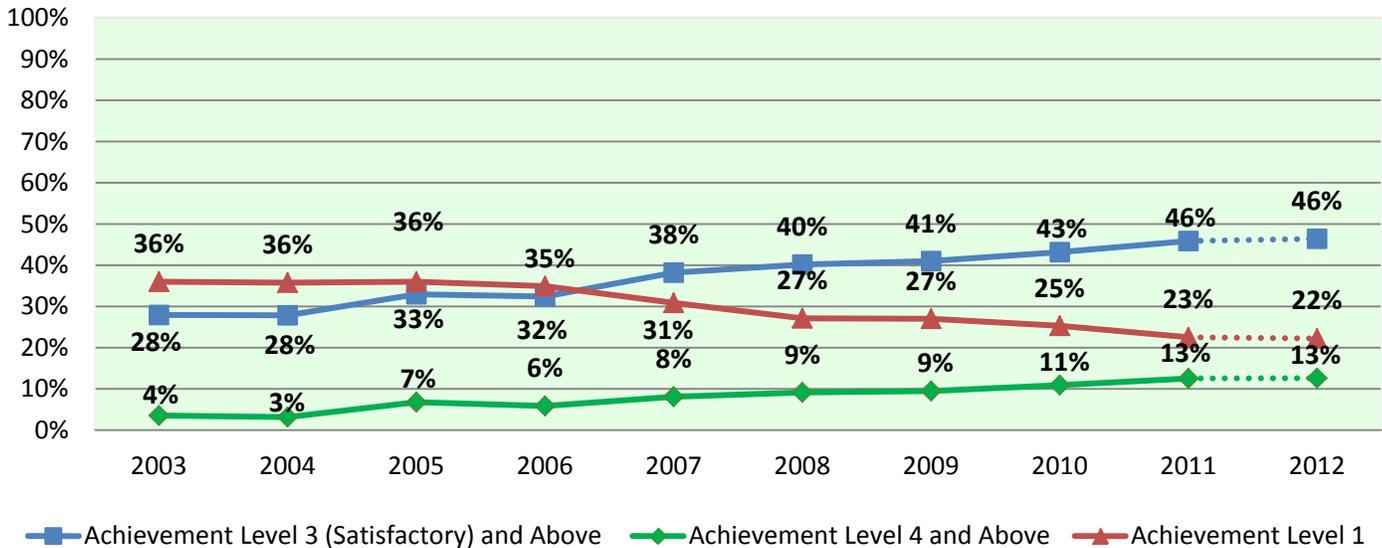


The dashed line (- - -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2012, 14 percent of English Language Learners in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. In 2011, 15 percent of English Language Learners in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT Science. This is an increase from 5 percent in 2003, 4 percent in 2004, 6 percent in 2005, 7 percent in 2006, 10 percent in 2007, 13 percent in 2008, 13 percent in 2009, and 13 percent in 2010 for a total increase of 9 percentage points. In 2012, 2 percent of English Language Learners in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. In 2011, 2 percent of English Language Learners in grade 5 were performing at or above Achievement Level 4 on FCAT Science. This is an increase from 0 percent in 2003, 0 percent in 2004, 0 percent in 2005, 1 percent in 2006, 1 percent in 2007, 1 percent in 2008, 1 percent in 2009, and 1 percent in 2010 for a total increase of 2 percentage points. In 2012, 52 percent of English Language Learners in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. In 2011, 51 percent of English Language Learners in grade 5 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 77 percent in 2003, 77 percent in 2004, 69 percent in 2005, 64 percent in 2006, 62 percent in 2007, 53 percent in 2008, 56 percent in 2009, and 53 percent in 2010 for a total decrease of 25 percentage points.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grade 8

**FCAT Science (2003-2011) and FCAT 2.0 Science (2012)
By Achievement Level**

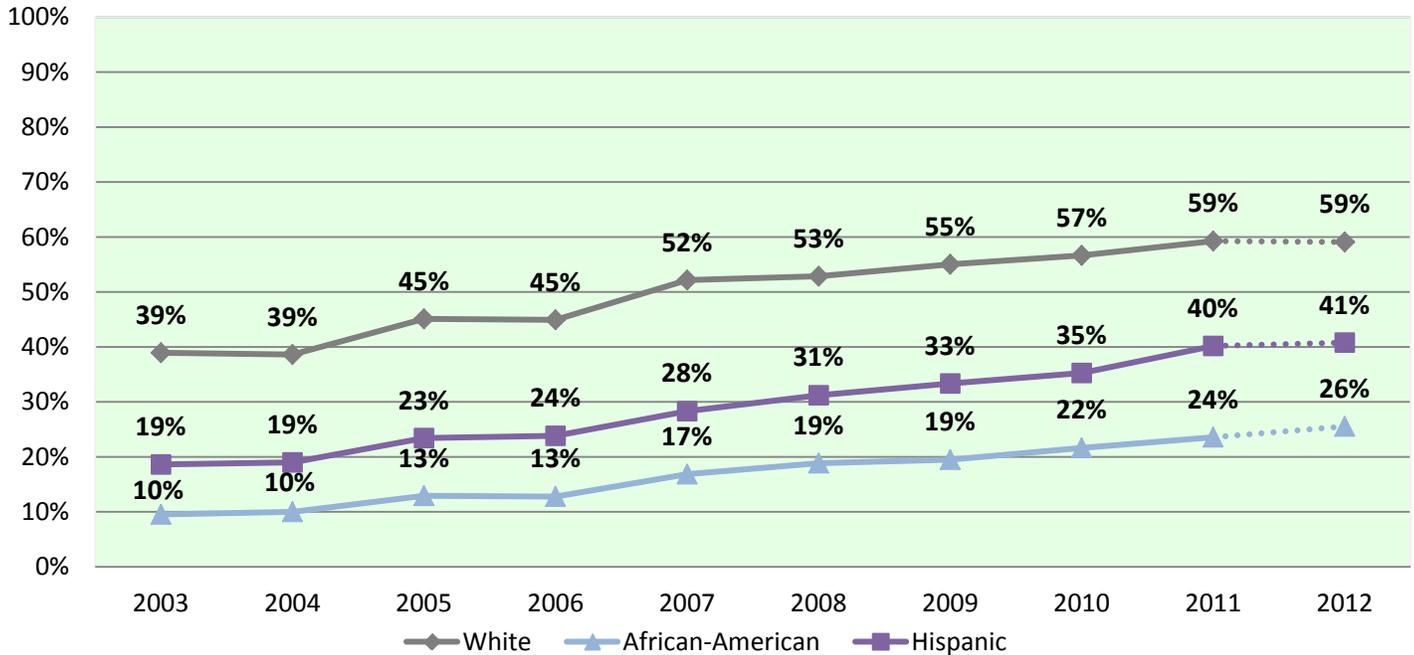


The dashed line (- - -) indicates the transition from the FCAT to FCAT 2.0. The equipercentile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. This can be seen in the 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 2012, 46 percent of students in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. In 2011, 46 percent of students in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT Science. This is an increase from 28 percent in 2003, 28 percent in 2004, 33 percent in 2005, 32 percent in 2006, 38 percent in 2007, 40 percent in 2008, 41 percent in 2009, and 43 percent in 2010 for a total increase of 18 percentage points. In 2012, 13 percent of students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. In 2011, 13 percent of students in grade 8 were performing at or above Achievement Level 4. This is an increase from 4 percent in 2003, 3 percent in 2004, 7 percent in 2005, 6 percent in 2006, 8 percent in 2007, 9 percent in 2008, 9 percent in 2009, and 11 percent in 2010 for a total increase of 9 percentage points. In 2012, 22 percent of students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. In 2011, 23 percent of students in grade 8 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 36 percent in 2003, 36 percent in 2004, 36 percent in 2005, 35 percent in 2006, 31 percent in 2007, 27 percent in 2008, 27 percent in 2009, and 25 percent in 2010 for a total decrease of 14 percentage points.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grade 8

**FCAT Science (2003-2011) and FCAT 2.0 Science (2012)
Achievement Level 3 (Satisfactory) and Above**



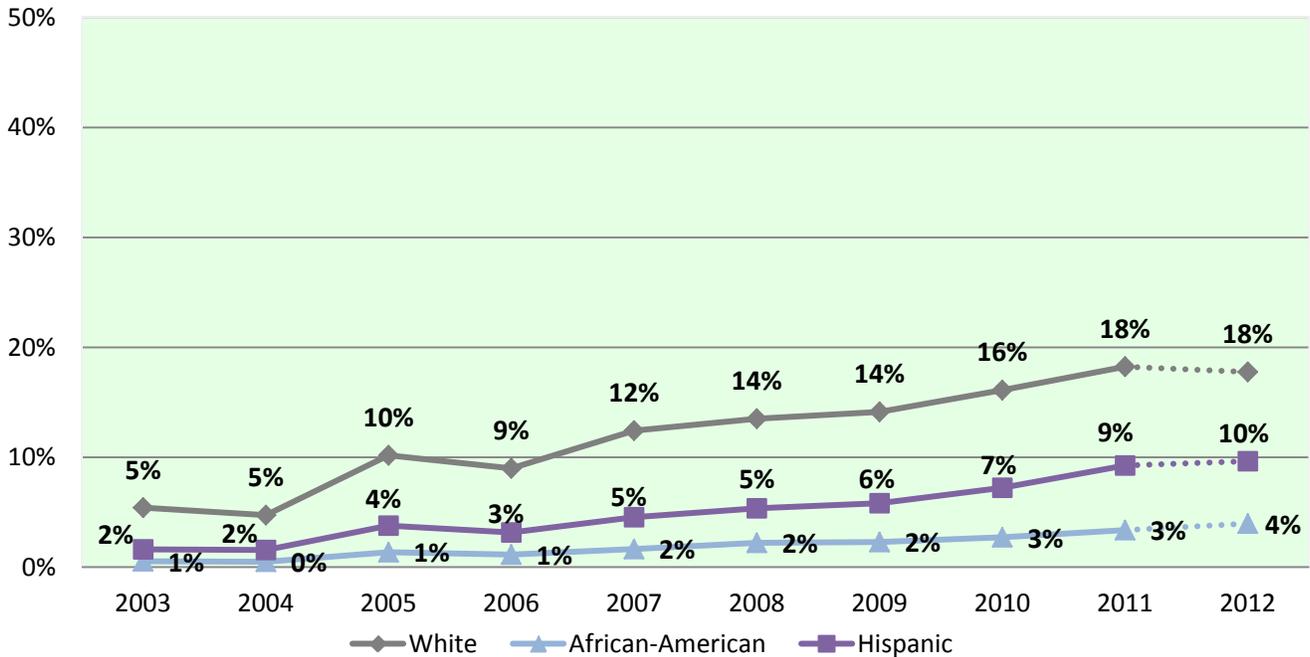
The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2012, 59 percent of White students in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. In 2011, 59 percent of White students in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT Science. This is an increase from 39 percent in 2003, 39 percent in 2004, 45 percent in 2005, 45 percent in 2006, 52 percent in 2007, 53 percent in 2008, 55 percent in 2009, and 57 percent in 2010 for a total increase of 20 percentage points. In 2012, 26 percent of African-American students in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. In 2011, 24 percent of African-American students in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT Science. This is an increase from 10 percent in 2003, 10 percent in 2004, 13 percent in 2005, 13 percent in 2006, 17 percent in 2007, 19 percent in 2008, 19 percent in 2009, and 22 percent in 2010 for a total increase of 16 percentage points. In 2012, 41 percent of Hispanic students in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. In 2011, 40 percent of Hispanic students in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT Science. This is an increase from 19 percent in 2003, 19 percent in 2004, 23 percent in 2005, 24 percent in 2006, 28 percent in 2007, 31 percent in 2008, 33 percent in 2009, and 35 percent in 2010 for a total increase of 22 percentage points.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grade 8

FCAT Science (2003-2011) and FCAT 2.0 Science (2012)

Achievement Level 4 and Above

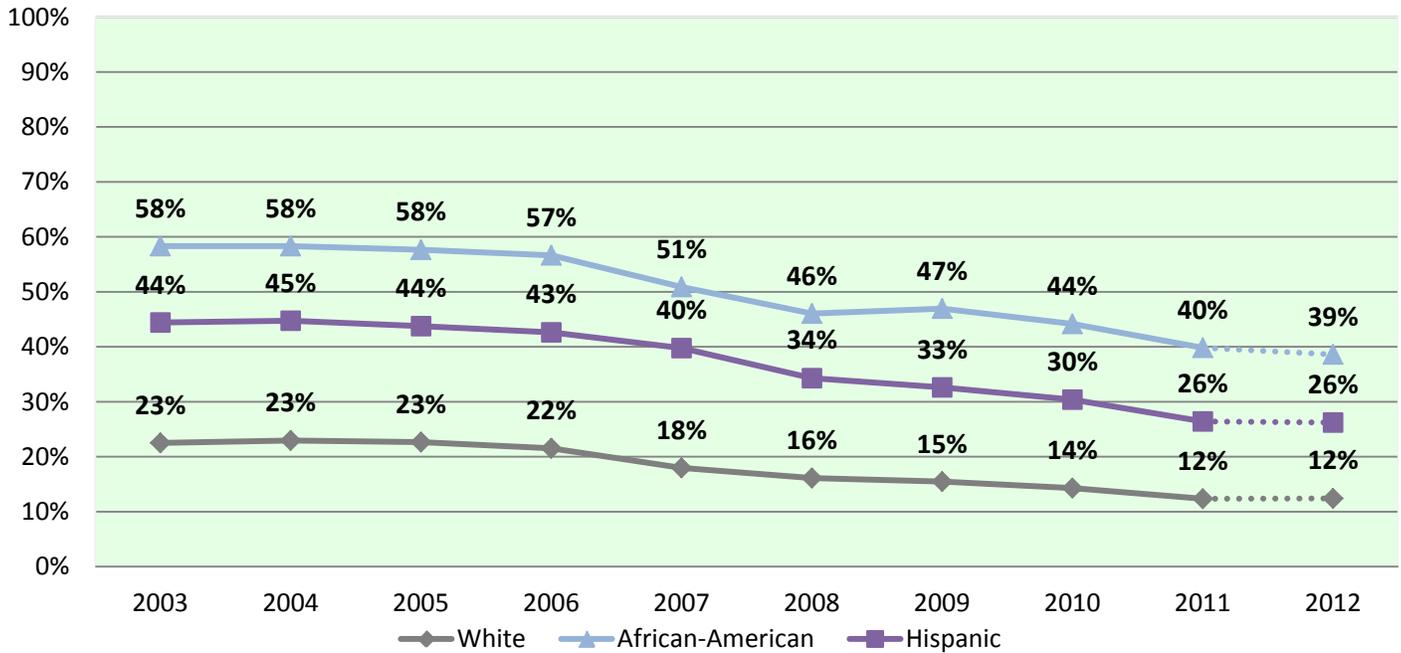


The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2012, 18 percent of White students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. In 2011, 18 percent of White students in grade 8 were performing at or above Achievement Level 4 on FCAT Science. This is an increase from 5 percent in 2003, 5 percent in 2004, 10 percent in 2005, 9 percent in 2006, 12 percent in 2007, 14 percent in 2008, 14 percent in 2009, and 16 percent in 2010 for a total increase of 13 percentage points. In 2012, 4 percent of African-American students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. In 2011, 3 percent of African-American students in grade 8 were performing at or above Achievement Level 4 on FCAT Science. This is an increase from 1 percent in 2003, 0 percent in 2004, 1 percent in 2005, 1 percent in 2006, 2 percent in 2007, 2 percent in 2008, 2 percent in 2009, and 3 percent in 2010 for a total increase of 3 percentage points. In 2012, 10 percent of Hispanic students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. In 2011, 9 percent of Hispanic students in grade 8 were performing at or above Achievement Level 4 on FCAT Science. This is an increase from 2 percent in 2003, 2 percent in 2004, 4 percent in 2005, 3 percent in 2006, 5 percent in 2007, 5 percent in 2008, 6 percent in 2009, and 7 percent in 2010 for a total increase 8 percentage points.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grade 8

FCAT Science (2003-2011) and FCAT 2.0 Science (2012)
Achievement Level 1

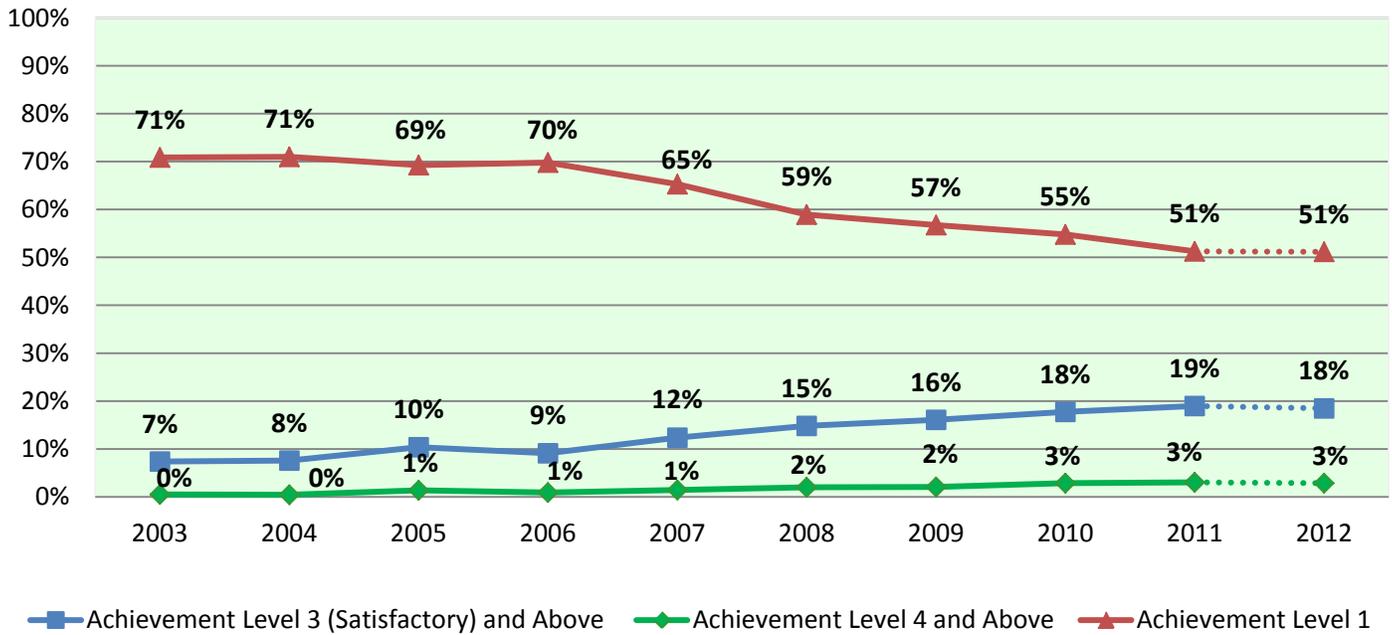


The dashed line (- - -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2012, 12 percent of White students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. In 2011, 12 percent of White students in grade 8 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 23 percent in 2003, 23 percent in 2004, 23 percent in 2005, 22 percent in 2006, 18 percent in 2007, 16 percent in 2008, 15 percent in 2009, and 14 percent in 2010 for a total decrease of 11 percentage points. In 2012, 39 percent of African-American students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. In 2011, 40 percent of African-American students in grade 8 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 58 percent in 2003, 58 percent in 2004, 58 percent in 2005, 57 percent in 2006, 51 percent in 2007, 46 percent in 2008, 47 percent in 2009, and 44 percent in 2010 for a total decrease of 19 percentage points. In 2012, 26 percent of Hispanic students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. In 2011, 26 percent of Hispanic students in grade 8 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 44 percent in 2003, 45 percent in 2004, 44 percent in 2005, 43 percent in 2006, 40 percent in 2007, 34 percent in 2008, 33 percent in 2009, and 30 percent in 2010 for a total decrease of 18 percentage points.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grade 8

**FCAT Science (2003-2011) and FCAT 2.0 Science (2012)
By Achievement Level
Students with Disabilities**

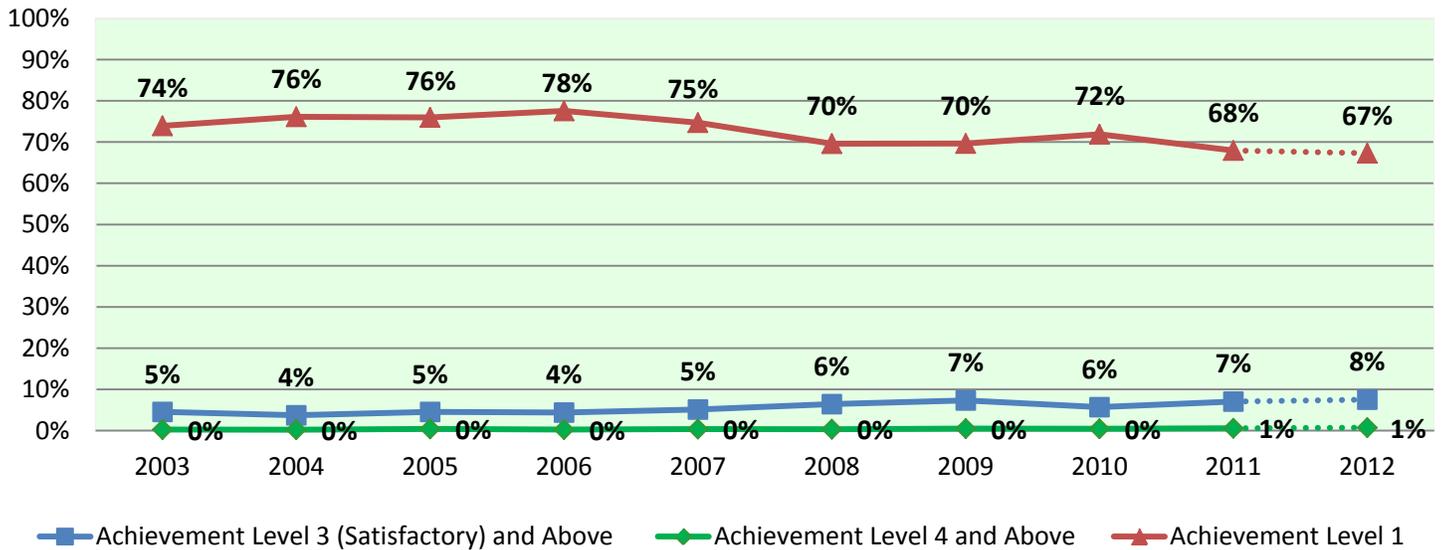


The dashed line (---) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2012, 18 percent of Students with Disabilities in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. In 2011, 19 percent of Students with Disabilities in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT Science. This is an increase from 7 percent in 2003, 8 percent in 2004, 10 percent in 2005, 9 percent in 2006, 12 percent in 2007, 15 percent in 2008, 16 percent in 2009, and 18 percent in 2010 for a total increase of 11 percentage points. In 2012, 3 percent of Students with Disabilities in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. In 2011, 3 percent of Students with Disabilities in grade 8 were performing at or above Achievement Level 4. This is an increase from 0 percent in 2003, 0 percent in 2004, 1 percent in 2005, 1 percent in 2006, 1 percent in 2007, 2 percent in 2008, 2 percent in 2009, and is equal to 3 in 2010 for a total increase of 3 percentage points. In 2012, 51 percent of Students with Disabilities in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. In 2011, 51 percent of Students with Disabilities in grade 8 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 71 percent in 2003, 71 percent in 2004, 69 percent in 2005, 70 percent in 2006, 65 percent in 2007, 59 percent in 2008, 57 percent in 2009, and 55 percent in 2010 for a total decrease of 20 percentage points.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grade 8

**FCAT Science (2003-2011) and FCAT 2.0 Science (2012)
By Achievement Level
English Language Learners**



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 2012, 8 percent of English Language Learners in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. In 2011, 7 percent of English Language Learners in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT Science. This is an increase from 5 percent in 2003, 4 percent in 2004, 5 percent in 2005, 4 percent in 2006, 5 percent in 2007, 6 percent in 2008, 7 percent in 2009, and 6 percent in 2010 for a total increase of 3 percentage points. In 2012, 1 percent of English Language Learners in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. In 2011, 1 percent of English Language Learners in grade 8 were performing at or above Achievement Level 4 on FCAT Science. This is an increase from 0 percent in 2003, 0 percent in 2004, 0 percent in 2005, 0 percent in 2006, 0 percent in 2007, 0 percent in 2008, 0 percent in 2009, and 0 percent in 2010 for a total increase of 1 percentage point. In 2012, 67 percent of English Language Learners in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. In 2011, 68 percent of English Language Learners in grade 8 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 74 percent in percent in 2003, 76 percent in 2004, 76 percent in 2005, 78 percent in 2006, 75 percent in 2007, 70 percent in 2008, 70 percent in 2009, and 72 percent in 2010 for a total decrease of 7 percentage points.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2012

Grade 5

**2012 FCAT 2.0 Science Results
Percentage Comparison by District**

District	Percentage of Students at Achievement Level 1	Percentage of Students at Achievement Level 3 and Above	Percentage of Students at Achievement Level 4 and Above
STATEWIDE	20%	51%	18%
ALACHUA	19%	59%	28%
BAKER	25%	44%	13%
BAY	17%	52%	17%
BRADFORD	27%	35%	10%
BREVARD	14%	62%	25%
BROWARD	21%	49%	17%
CALHOUN	13%	60%	29%
CHARLOTTE	15%	55%	18%
CITRUS	15%	57%	22%
CLAY	14%	55%	18%
COLLIER	20%	47%	16%
COLUMBIA	16%	55%	17%
MIAMI DADE	23%	48%	15%
DESOTO	23%	38%	10%
DIXIE	18%	48%	13%
DUVAL	24%	46%	15%
ESCAMBIA	21%	51%	17%
FLAGLER	23%	39%	11%
FRANKLIN	20%	53%	21%
GADSDEN	23%	35%	7%
GILCHRIST	10%	55%	13%
GLADES	17%	47%	11%
GULF	9%	57%	19%
HAMILTON	33%	26%	6%
HARDEE	24%	41%	14%
HENDRY	24%	38%	9%
HERNANDO	21%	48%	16%
HIGHLANDS	25%	40%	12%
HILLSBOROUGH	22%	48%	17%
HOLMES	20%	45%	17%
INDIAN RIVER	18%	53%	18%
JACKSON	15%	54%	21%
JEFFERSON	54%	17%	4%
LAFAYETTE	12%	54%	15%
LAKE	19%	49%	15%
LEE	20%	48%	16%
LEON	19%	54%	23%

District	Percentage of Students at Achievement Level 1	Percentage of Students at Achievement Level 3 and Above	Percentage of Students at Achievement Level 4 and Above
STATEWIDE	20%	51%	18%
LEVY	24%	42%	10%
LIBERTY	24%	30%	8%
MADISON	41%	26%	6%
MANATEE	26%	42%	12%
MARION	19%	52%	20%
MARTIN	13%	55%	21%
MONROE	13%	59%	19%
NASSAU	9%	66%	26%
OKALOOSA	10%	65%	26%
OKEECHOBEE	31%	34%	7%
ORANGE	21%	50%	18%
OSCEOLA	22%	49%	16%
PALM BEACH	17%	55%	20%
PASCO	20%	46%	13%
PINELLAS	21%	49%	16%
POLK	24%	45%	13%
PUTNAM	26%	37%	8%
ST JOHNS	10%	68%	26%
ST LUCIE	23%	44%	26%
SANTA ROSA	10%	64%	27%
SARASOTA	12%	62%	28%
SEMINOLE	12%	63%	12%
SUMTER	13%	61%	24%
SUWANNEE	24%	39%	10%
TAYLOR	26%	37%	12%
UNION	26%	41%	17%
VOLUSIA	14%	61%	23%
WAKULLA	13%	62%	21%
WALTON	12%	57%	18%
WASHINGTON	24%	39%	10%

Grade 8

**2012 FCAT 2.0 Science Results
Percentage Comparison by District**

District	Percentage of Students at Achievement Level 1	Percentage of Students at Achievement Level 3 and Above	Percentage of Students at Achievement Level 4 and Above
STATEWIDE	22%	46%	13%
ALACHUA	25%	48%	18%
BAKER	22%	47%	10%
BAY	20%	45%	11%
BRADFORD	30%	28%	3%
BREVARD	13%	59%	18%
BROWARD	23%	45%	13%
CALHOUN	19%	53%	10%
CHARLOTTE	17%	51%	13%
CITRUS	18%	50%	13%
CLAY	14%	54%	14%
COLLIER	22%	47%	13%
COLUMBIA	22%	38%	7%
MIAMI DADE	27%	43%	11%
DESOTO	36%	25%	3%
DIXIE	13%	48%	11%
DUVAL	24%	44%	12%
ESCAMBIA	28%	39%	9%
FLAGLER	21%	43%	11%
FRANKLIN	35%	36%	9%
GADSDEN	39%	26%	4%
GILCHRIST	8%	65%	18%
GLADES	23%	32%	1%
GULF	23%	44%	9%
HAMILTON	53%	14%	1%
HARDEE	35%	27%	4%
HENDRY	37%	25%	3%
HERNANDO	21%	48%	12%
HIGHLANDS	29%	34%	8%
HILLSBOROUGH	23%	45%	12%
HOLMES	23%	38%	6%
INDIAN RIVER	15%	50%	14%
JACKSON	19%	52%	13%
JEFFERSON	40%	16%	2%
LAFAYETTE	16%	49%	11%
LAKE	21%	47%	12%
LEE	22%	47%	12%
LEON	20%	51%	16%
LEVY	23%	46%	7%

District	Percentage of Students at Achievement Level 1	Percentage of Students at Achievement Level 3 and Above	Percentage of Students at Achievement Level 4 and Above
STATEWIDE	22%	46%	13%
LIBERTY	21%	44%	8%
MADISON	47%	22%	1%
MANATEE	25%	41%	10%
MARION	25%	43%	10%
MARTIN	14%	60%	18%
MONROE	16%	56%	19%
NASSAU	15%	49%	12%
OKALOOSA	8%	67%	21%
OKEECHOBEE	29%	32%	5%
ORANGE	24%	45%	13%
OSCEOLA	26%	39%	8%
PALM BEACH	20%	51%	15%
PASCO	20%	44%	10%
PINELLAS	25%	45%	13%
POLK	32%	35%	8%
PUTNAM	33%	30%	5%
ST JOHNS	10%	66%	24%
ST LUCIE	21%	41%	9%
SANTA ROSA	10%	60%	16%
SARASOTA	14%	57%	19%
SEMINOLE	14%	58%	18%
SUMTER	17%	46%	12%
SUWANNEE	27%	42%	8%
TAYLOR	25%	30%	8%
UNION	22%	51%	11%
VOLUSIA	18%	50%	13%
WAKULLA	12%	59%	16%
WALTON	14%	49%	9%
WASHINGTON	21%	47%	8%

Grades 5 and 8

Statewide Comparison Report
FCAT Science (2003-2011) and FCAT 2.0 Science (2012)¹

FCAT Science – Sunshine State Standards Test ²									
Grade	Year	Number of Students	Mean Scale Score	Percentage of Students by Achievement Level					Achievement Level 3 and Above ³
				1	2	3	4	5	
5	2003	191,470	285	38	34	22	4	1	28
	2004	195,700	286	37	34	24	4	1	29
	2005	180,453	296	29	38	27	5	1	33
	2006	195,877	299	29	36	27	6	2	35
	2007	191,789	306	25	33	31	8	2	42
	2008	194,991	310	23	33	32	9	3	43
	2009	191,751	314	21	32	34	10	2	46
	2010	196,011	318	19	32	35	11	4	49
	2011	197,657	322	19	30	33	12	5	51
	FCAT 2.0 Science – Next Generation Sunshine State Standards Test ²								
Grade	Year	Number of Students	Mean FCAT Equivalent Scale Score	Percentage of Students by Achievement Level					Achievement Level 3 and Above ³
				1	2	3	4	5	
5	2012	199,164	322	20	29	33	12	6	51
FCAT Science – Sunshine State Standards Test ²									
Grade	Year	Number of Students	Mean Scale Score	Percentage of Students by Achievement Level					Achievement Level 3 and Above ³
				1	2	3	4	5	
8	2003	189,425	287	36	37	24	3	0	28
	2004	195,351	286	36	36	25	3	0	28
	2005	198,670	291	36	32	26	5	1	33
	2006	198,142	289	35	33	26	5	1	32
	2007	197,536	298	31	31	30	7	1	38
	2008	184,828	305	27	33	31	7	2	40
	2009	193,018	305	27	32	32	8	2	41
	2010	192,138	310	25	32	32	8	2	43
	2011	194,975	315	23	32	33	9	3	46
	FCAT 2.0 Science – Next Generation Sunshine State Standards Test ²								
Grade	Year	Number of Students	Mean FCAT Equivalent Scale Score	Percentage of Students by Achievement Level					Achievement Level 3 and Above ³
				1	2	3	4	5	
8	2012	193,401	316	22	31	34	9	3	46

¹ The equipercentile linking method used in 2012 holds constant the results at the state level. Therefore, the percentage at each Achievement Level is the same as in 2011, 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 have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution.

² Data are for all students tested in all curriculum groups.

³ Adding the percentages in Levels 3-5 may not result in the percentage reported under "Achievement Level 3 and Above" due to rounding.