

2014

May 2014
FCAT 2.0
Florida Comprehensive Assessment Test®

FCAT 2.0 Reading and Mathematics

Grade 3



FCAT 2.0 Grade 3

Reading and Mathematics

Florida has transitioned from the Florida Comprehensive Assessment Test® (FCAT) to the FCAT 2.0 to align with the *Next Generation Sunshine State Standards* (NGSSS), which specify the challenging content Florida students are expected to know. Next year, Florida will be transitioning to the Florida Standards in English Language Arts (ELA) and Mathematics. As part of this transition, Florida will be developing new assessments that will replace the current FCAT 2.0 and Florida End-of-Course Assessments administered in Writing, Reading, and Mathematics. FCAT 2.0 Reading and FCAT 2.0 Writing will be replaced by one assessment in ELA. This is the last administration of the Grade 3 FCAT 2.0 Reading and Mathematics assessments.

On January 21, 2014, the State Board of Education established passing scores for all FCAT 2.0 assessments, as required by Section 1008.22(3), Florida Statutes. The State Board has established the minimum score in Achievement Level 3 as the passing score for all FCAT 2.0 Reading and Mathematics assessments. Although the designated passing score is the minimum score in Achievement Level 3, grade 3 students are not required to achieve this score for student progression purposes. Students in grade 3 must achieve an FCAT 2.0 Reading developmental scale score in Achievement Level 2 or higher, or show good cause, to be eligible for promotion to grade 4.

A description of the Achievement Level definitions that apply to FCAT 2.0 Reading and Mathematics are provided below, along with the cut scores that define the Achievement Levels:

- 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*.

Grade 3 FCAT 2.0 Reading Developmental Scale Scores (140 to 260)

Level 1	Level 2	Level 3	Level 4	Level 5
140-181	182-197	198-209	210-226	227-260

Grade 3 FCAT 2.0 Mathematics Developmental Scale Scores (140 to 260)

Level 1	Level 2	Level 3	Level 4	Level 5
140-182	183-197	198-213	214-228	229-260

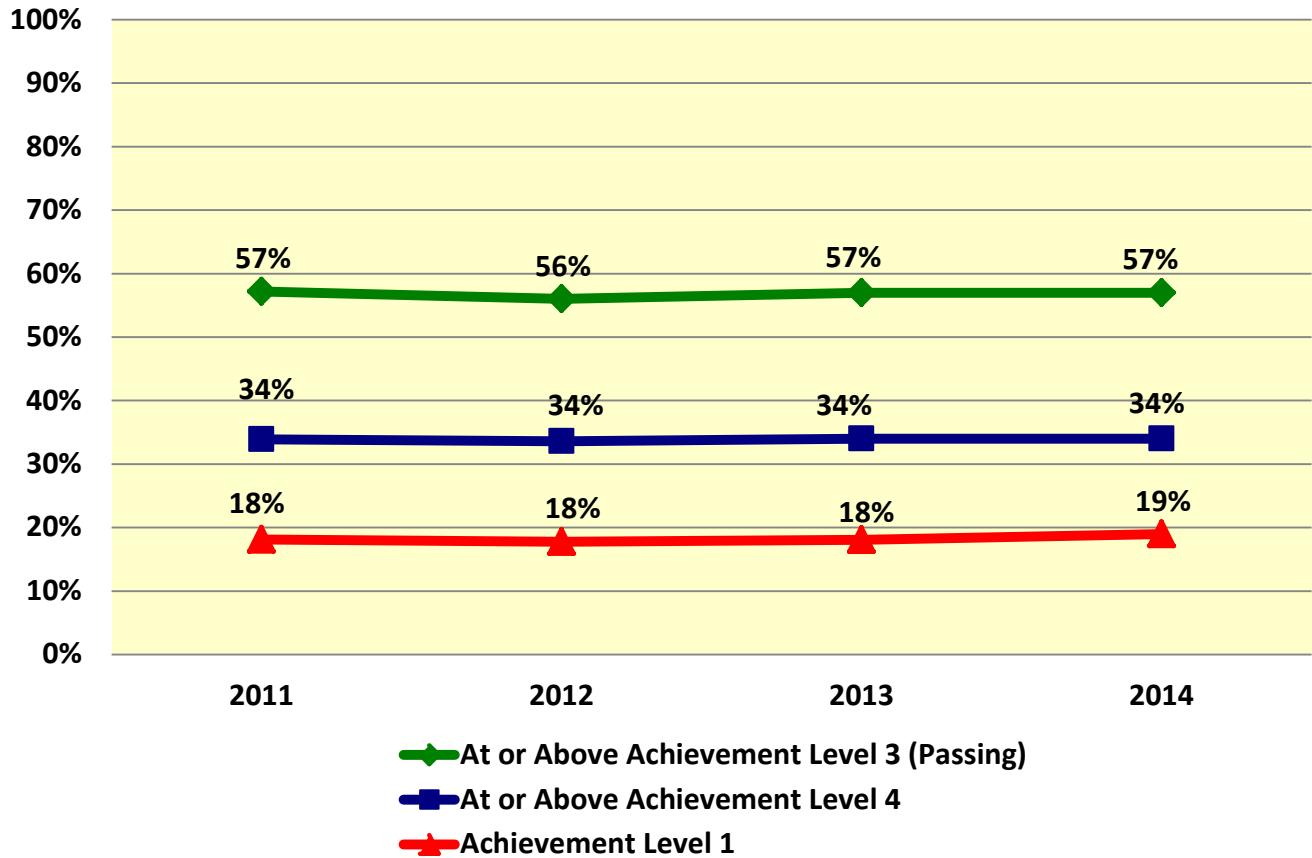
FCAT 2.0 Reading

Grade 3

NOTES:

- 1) Percentages displayed in this document for 2013 may reflect minor differences from percentages published in last year's press packet. This is because of routine updates made to student demographic data subsequent to last year's FCAT 2.0 release.
- 2) On January 21, 2014, the State Board of Education established passing scores for all FCAT 2.0 assessments, as required by Section 1008.22(3), Florida Statutes. The State Board has established the minimum score in Achievement Level 3 as the passing score for all FCAT 2.0 Reading assessments. Although the designated passing score is the minimum score in Achievement Level 3, grade 3 students are not required to achieve this score for student progression purposes. Students in grade 3 must achieve an FCAT 2.0 Reading developmental scale score in Achievement Level 2 or higher, or show good cause, to be eligible for promotion to grade 4.
- 3) For the implementation year of each FCAT 2.0 subject area, results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. This means that the 2011 Grade 3 FCAT 2.0 Reading results were reported using the existing FCAT score scale and Achievement Levels because the achievement standards had not yet been established for FCAT 2.0. The FCAT 2.0 Reading score scale and Achievement Levels were established by the State Board of Education on December 19, 2011. The FCAT Equivalent Scores reported for the 2011 FCAT 2.0 Reading assessment have been converted, or retrofitted, to the established FCAT 2.0 score scale and are provided in this media packet so that stakeholders and the general public are able to see what the results would have been if the established score scale and Achievement Levels had been approved and implemented at that time.

Grade 3 FCAT 2.0 Reading By Achievement Level

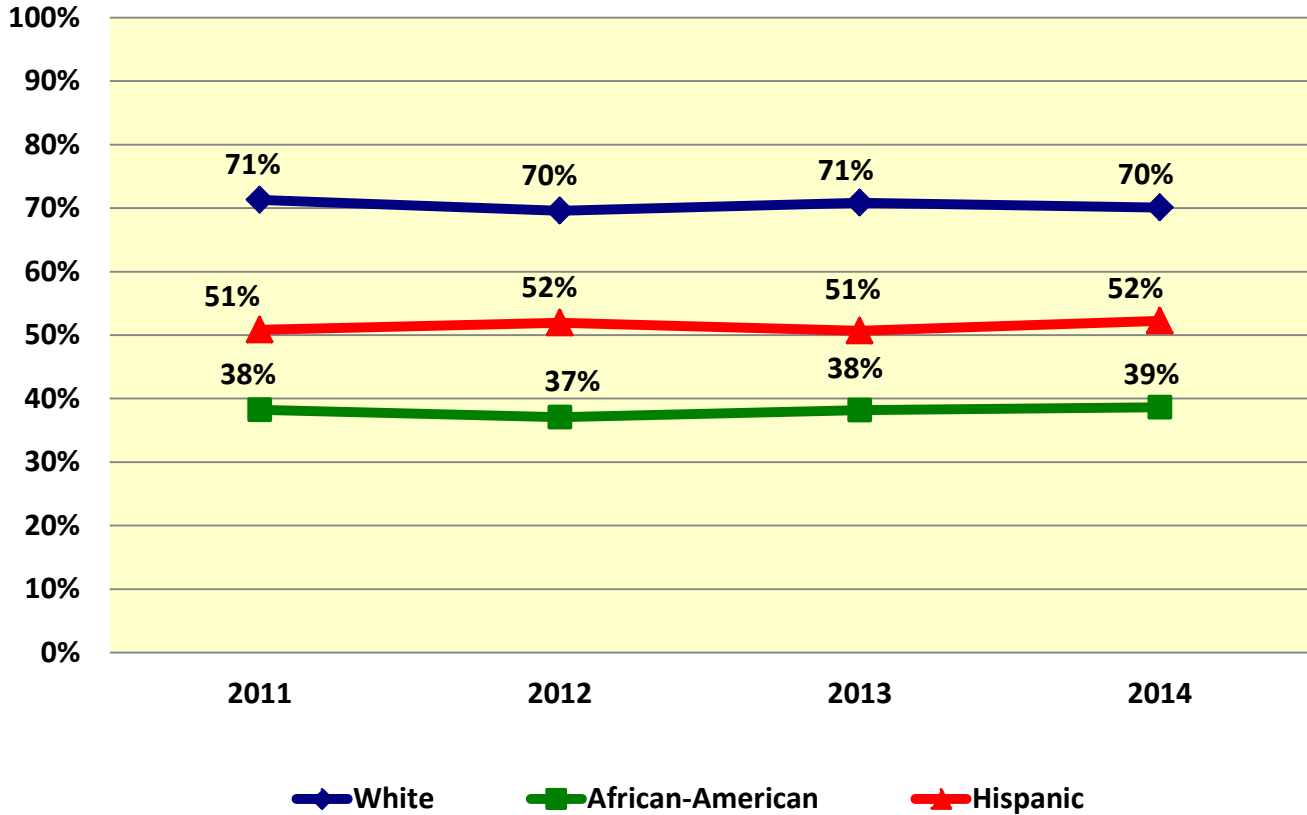


In 2014, the percentage of Florida’s students scoring at or above Achievement Level 3 (Passing) on Grade 3 FCAT 2.0 Reading remained consistent in comparison to 2013. The percentage of students performing at Achievement Level 1 has increased 1 percentage point since 2013. The percentage of students performing at or above Achievement Level 4 has stayed consistent since 2011.

In 2014, 57 percent of students in grade 3 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is consistent with 57 percent in 2013, higher than 56 percent in 2012 and consistent with 57 percent in 2011. In 2014, 34 percent of students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is consistent with 34 percent in 2013, 2012 and 2011. In 2014, 19 percent of students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is an increase from 18 percent in 2013, 2012 and 2011.

Source: Bureau of K-12 Student Assessment
Florida Department of Education, May 2014

**Grade 3
FCAT 2.0 Reading
At or Above Achievement Level 3 (Passing)**

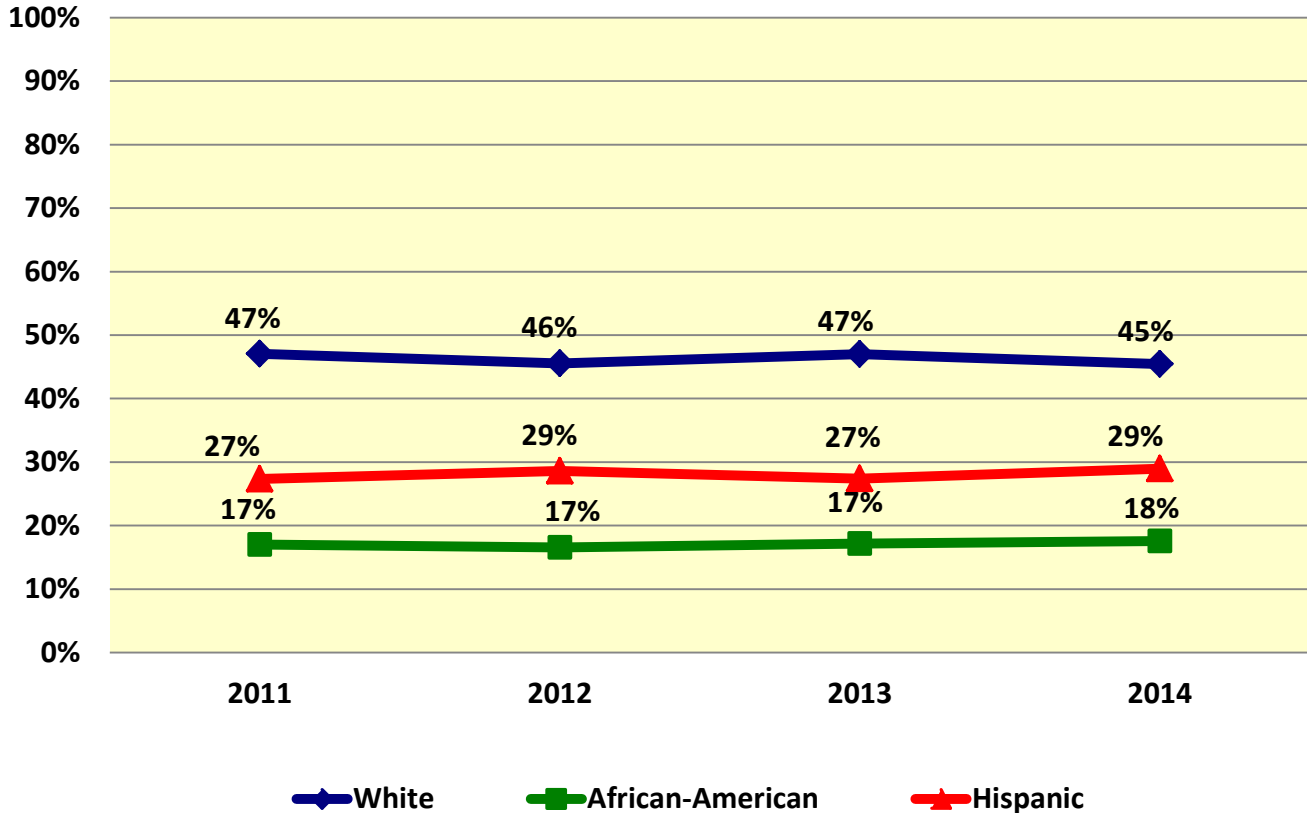


The percentage of African-American and Hispanic students in grade 3 who were performing at or above Achievement Level 3 (Passing) increased by 1 percentage point in comparison to 2013.

In 2014, 70 percent of White students in grade 3 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is a decrease from 71 percent in 2013, consistent with 70 percent in 2012 and a decrease from 71 percent in 2011. In 2014, 52 percent of Hispanic students in grade 3 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 51 percent in 2013, consistent with 52 percent in 2012 and an increase from 51 percent in 2011. In 2014, 39 percent of African-American students in grade 3 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 38 percent in 2013, 37 percent in 2012 and 38 percent in 2011.

Source: PK20 Education Data Warehouse
Florida Department of Education, May 2014

**Grade 3
FCAT 2.0 Reading
At or Above Achievement Level 4**

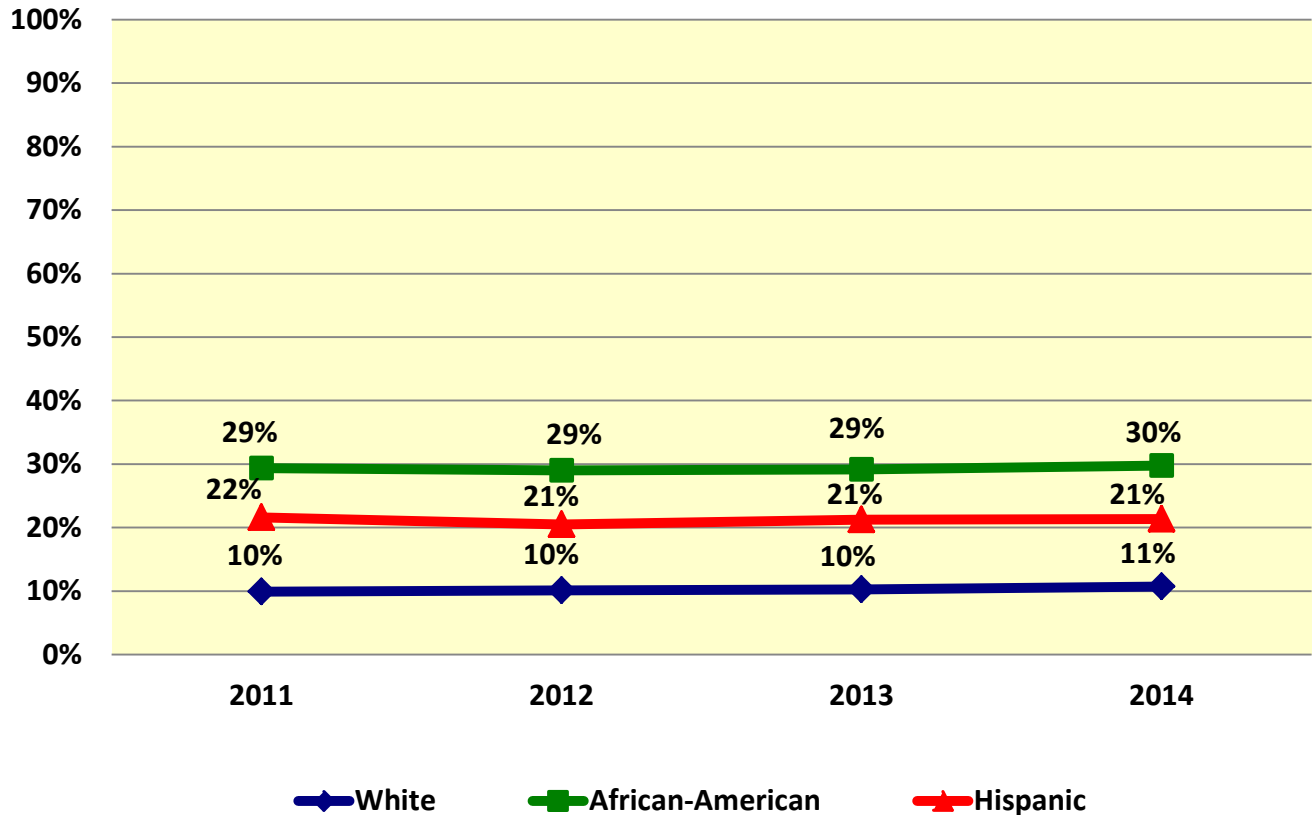


The percentage of African-American and Hispanic students in grade 3 performing at or above Achievement Level 4 on the Grade 3 FCAT 2.0 Reading in 2014 increased 1 and 2 percentage points, respectively in comparison to 2013. However, the percentage of White students in grade 3 performing at or above Achievement Level 4 decreased by 2 percentage points in 2014.

In 2014, 45 percent of White students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is a decrease from 47 percent in 2013, 46 percent in 2012 and 47 percent in 2011. In 2014, 29 percent of Hispanic students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 27 percent in 2013, consistent with 29 percent in 2012 and an increase from 27 percent in 2011. In 2014, 18 percent of African-American students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 17 percent in 2013, 2012 and 2011.

Source: PK20 Education Data Warehouse
Florida Department of Education, May 2014

**Grade 3
FCAT 2.0 Reading
Achievement Level 1**

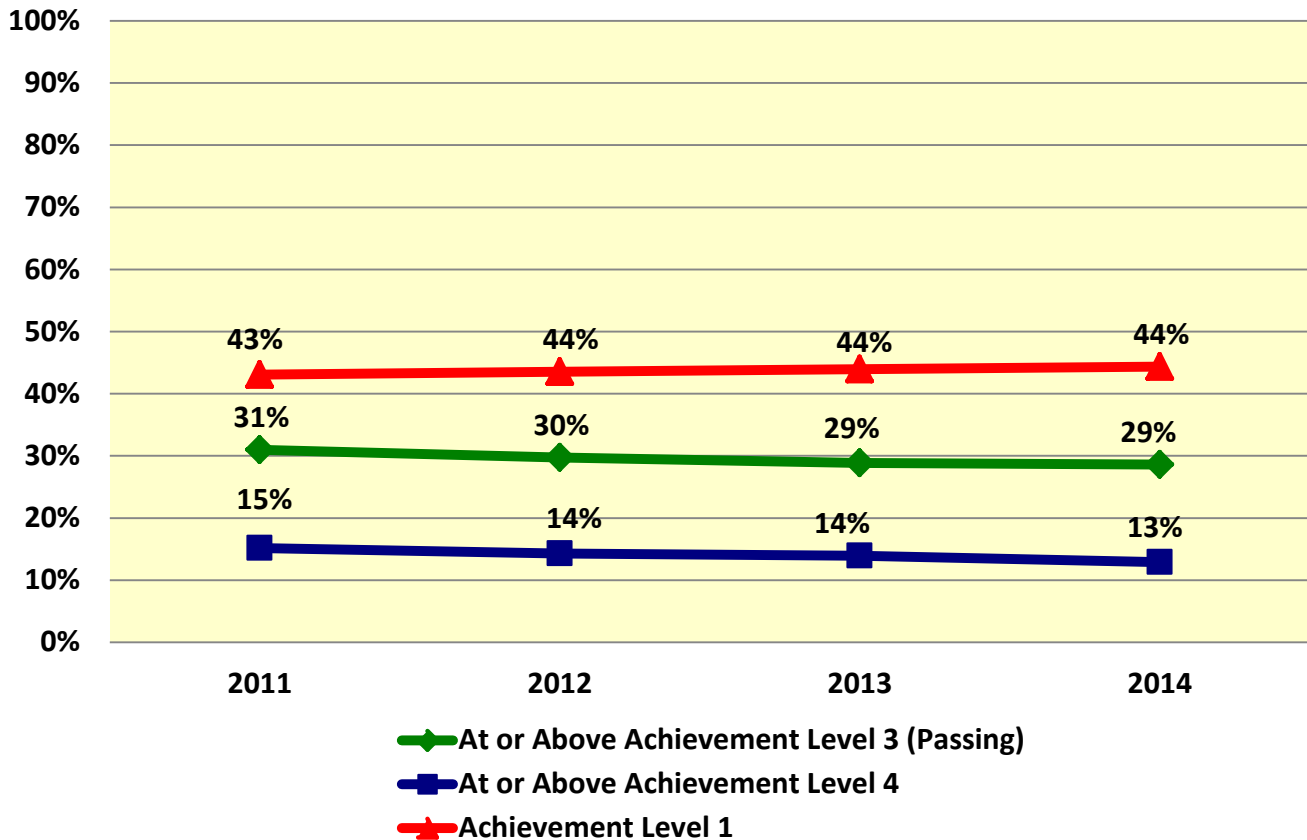


In 2014, 21 percent of grade 3 Hispanic students continued to perform at Achievement Level 1, which is a one percentage point decrease since the baseline test administration in 2011. In 2014, the percentage of grade 3 White and African-American students in grade 3 performing at Achievement Level 1 on FCAT 2.0 Reading increased by 1 percentage point.

In 2014, 11 percent of White students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is an increase from 10 percent in 2013, 2012 and 2011. In 2014, 21 percent of Hispanic students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. This has remained consistent with 21 percent in 2013 and 2012 and is a decrease from 22 percent in 2011. In 2014, 30 percent of African-American students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is an increase from 29 percent in 2013, 2012 and 2011.

Source: PK20 Education Data Warehouse
Florida Department of Education, May 2014

**Grade 3
FCAT 2.0 Reading
By Achievement Level
Students with Disabilities**

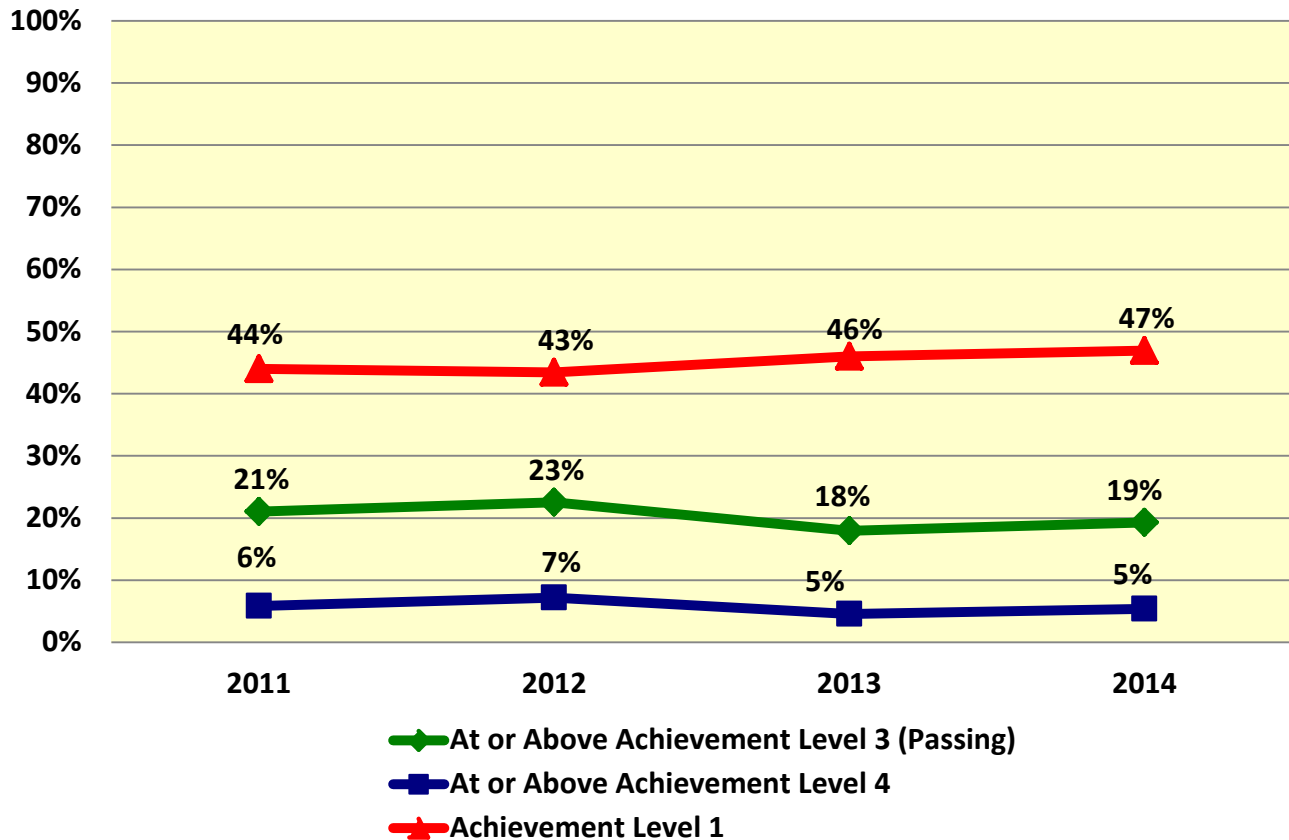


The percentage of Students with Disabilities in grade 3 performing at or above Achievement Level 3 (Passing) and at Achievement Level 1 remained consistent with performance in 2013.

In 2014, 29 percent of Students with Disabilities in grade 3 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is consistent with 29 percent in 2013 and is lower than 30 percent in 2012 and 31 percent in 2011. In 2014, 13 percent of Students with Disabilities in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is a decrease from 14 percent in 2013 and 2012 and 15 percent in 2011. In 2014, 44 percent of Students with Disabilities in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is consistent with results in 2013 and 2012 and is an increase from 43 percent in 2011.

Source: PK20 Education Data Warehouse
Florida Department of Education, May 2014

**Grade 3
FCAT 2.0 Reading
By Achievement Level
English Language Learners**

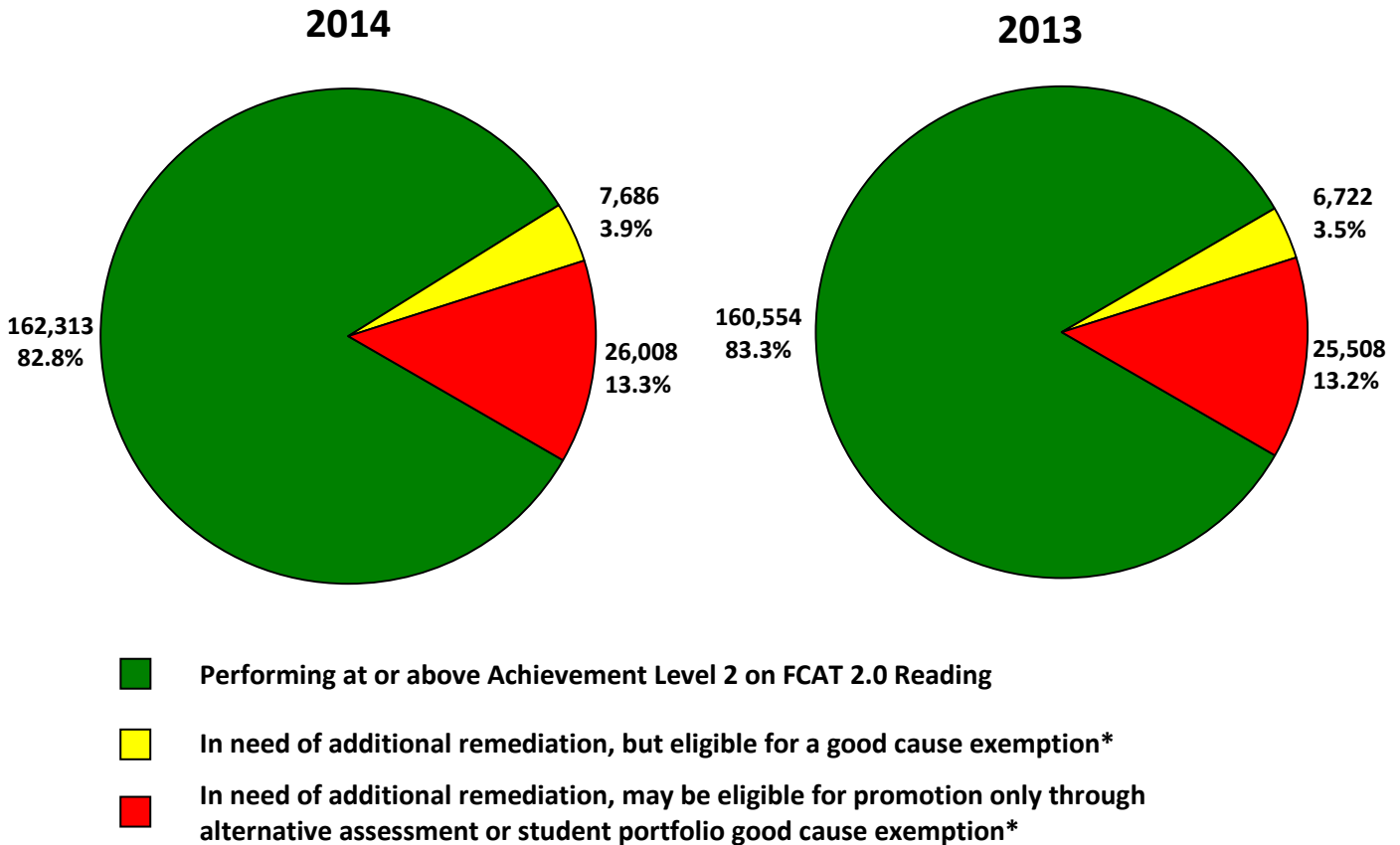


In 2014, the percentage of English Language Learners in grade 3 performing at or above Achievement Level 3 increased by 1 percentage point in comparison to 2013.

In 2014, 19 percent of English Language Learners in grade 3 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 18 percent in 2013 and is a decrease from 23 percent in 2012 and 21 percent in 2011. In 2014, 5 percent of English Language Learners in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is consistent with 2013 and is a decrease from 7 percent in 2012 and 6 percent in 2011. In 2014, 47 percent of English Language Learners in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is an increase from 46 percent in 2013, 43 percent in 2012 and 44 percent in 2011.

Source: PK20 Education Data Warehouse
Florida Department of Education, May 2014

**Grade 3
FCAT 2.0 Reading
First-Time Test Takers**

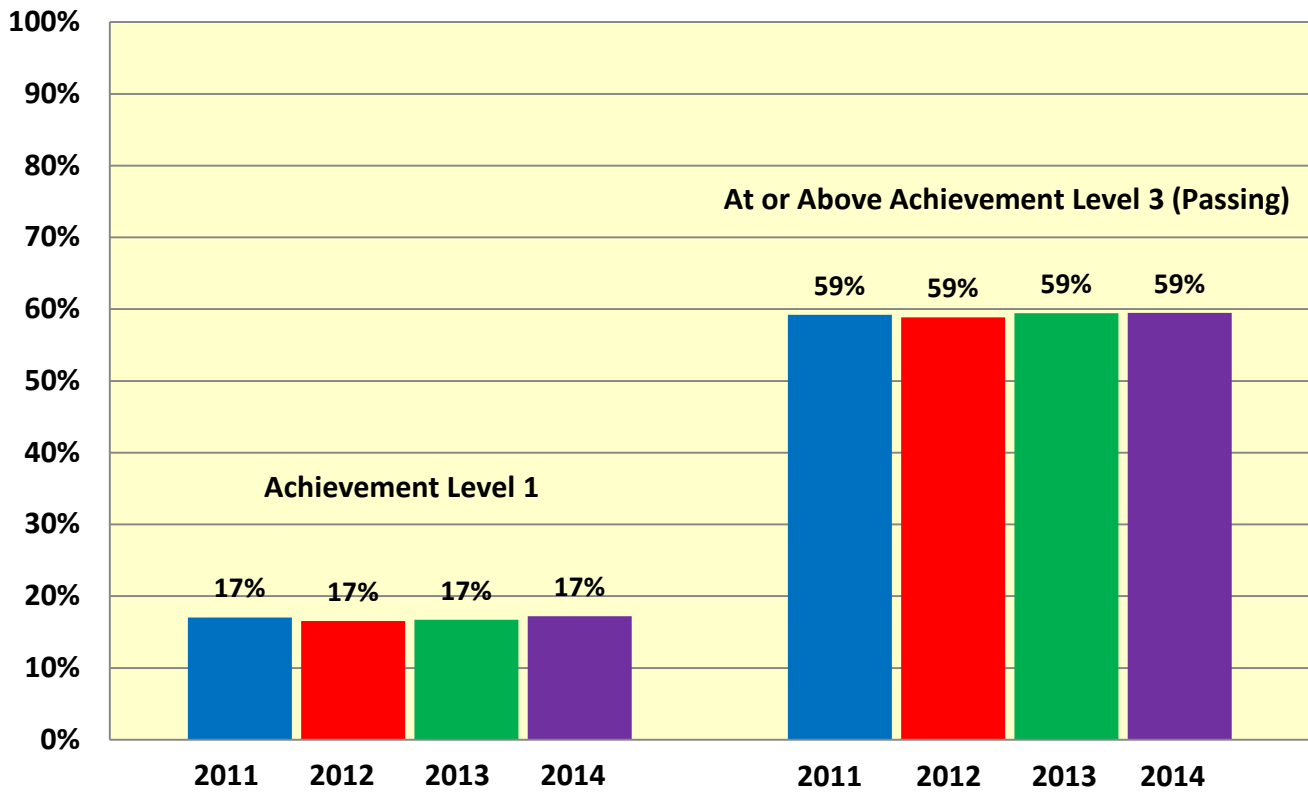


*Florida law [section 1008.25(5), Florida Statutes (F.S.)] says that third graders who score at Level 1 on the FCAT 2.0 Reading must be retained (not promoted to grade 4). However, students who demonstrate the required reading level through a state-approved alternative standardized reading test or through a student portfolio can be granted a “good cause exemption” and be promoted to fourth grade. Some students with disabilities, some English language learners and some students who have already been retained twice can receive a “good cause exemption” and be promoted even though they are not reading at the required level. Students who are retained must be given intensive instruction in reading to help them catch up.

In 2014, 162,313 students (82.8 percent) in grade 3 taking FCAT 2.0 Reading for the first time were performing at or above Achievement Level 2 in comparison to 160,554 students (83.3 percent) in 2013. In 2014, 7,686 students (3.9 percent) in grade 3 taking FCAT 2.0 Reading for the first time are in need of additional remediation, but are eligible for a good cause exemption in comparison to 6,722 (3.5 percent) in 2013. In 2014, 26,008 students (13.3 percent) in grade 3 taking FCAT 2.0 Reading for the first time are in need of additional remediation and may be eligible for promotion only through an alternative assessment or student portfolio in comparison to 25,508 students (13.2 percent) in 2013.

Source: PK20 Education Data Warehouse
Florida Department of Education, May 2014

**Grade 3
FCAT 2.0 Reading
First-Time Test Takers
Achievement Level 1 and At or Above Achievement Level 3 (Passing)**



The performance of students in grade 3 taking FCAT 2.0 Reading for the first time has remained consistent since 2011.

In 2014, 17 percent of students in grade 3 taking FCAT 2.0 Reading for the first time were performing at Achievement Level 1 on FCAT 2.0 Reading. This has stayed consistent with 17 percent in 2013, 2012 and 2011. In 2014, 59 percent of students in grade 3 taking FCAT 2.0 Reading for the first time were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is consistent with 59 percent in 2013, 2012 and 2011.

Source: PK20 Education Data Warehouse
Florida Department of Education, May 2014

Grade 3
FCAT 2.0 Reading
Statewide Comparison Report
2011 to 2014

Grade	Year ¹	Number of Students	FCAT 2.0 Mean Developmental Scale Score	Percentage of Students By Achievement Level					Percentage Passing (Level 3 and Above) ²
				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
	2013	205,984	201	18	25	23	23	11	57
	2014	209,852	200	19	24	23	23	10	57

Source: Bureau of K-12 Student Assessment
Florida Department of Education, May 2014

Grade 3 Retention
FCAT 2.0 Reading
Achievement Level 1 Performance
2012 to 2014

Year	Students Scoring at Achievement Level 1		Students Enrolled Who Scored at Level 1 and Were Retained	
	Percentage	Number	Percentage	Number
2012	18	36,445	7	13,974
2013	18	37,473	7	14,550
2014	19	39,204	Not yet available	Not yet available

Source: PK20 Education Data Warehouse
Florida Department of Education, May 2014

¹ 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 established FCAT 2.0 scale so that stakeholders and the general public are able to see what the scores would have been if the score scale and Achievement Levels had been approved and implemented at that time.

² On January 21, 2014, the State Board of Education established passing scores for all FCAT 2.0 assessments, as required by Section 1008.22(3), Florida Statutes. Although the State Board has established the minimum score in Achievement Level 3 as the passing score for all FCAT 2.0 Reading assessments, for retention and student progression purposes, grade 3 students must achieve an FCAT 2.0 Reading score in Achievement Level 2 or higher, or show good cause, to be eligible for promotion to grade 4. This law was adopted in 2002 [Section 1008.25(5)(b)]. Percentages may not add to 100 due to rounding.

Grade 3
2014 FCAT 2.0 Reading Results
Percentage Comparison by District

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE TOTALS	57	57	0
ALACHUA	61	57	-4
BAKER	65	64	-1
BAY	59	58	-1
BRADFORD	48	57	9
BREVARD	64	64	0
BROWARD	54	57	3
CALHOUN	71	71	0
CHARLOTTE	64	60	-4
CITRUS	65	66	1
CLAY	69	66	-3
COLLIER	54	54	0
COLUMBIA	60	62	2
MIAMI DADE	53	56	3
DESOTO	35	44	9
DIXIE	63	64	1
DUVAL	55	51	-4
ESCAMBIA	55	55	0
FLAGLER	68	65	-3
FRANKLIN	46	49	3
GADSDEN	41	46	5
GILCHRIST	58	60	2
GLADES	56	40	-16
GULF	59	51	-8
HAMILTON	47	35	-12
HARDEE	59	59	0
HENDRY	42	48	6
HERNANDO	62	63	1
HIGHLANDS	51	50	-1
HILLSBOROUGH	56	59	3
HOLMES	54	56	2
INDIAN RIVER	58	56	-2
JACKSON	62	60	-2
JEFFERSON	36	39	3
LAFAYETTE	52	39	-13
LAKE	59	55	-4
LEE	61	57	-4

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE TOTALS	57	57	0
LEON	58	62	4
LEVY	48	46	-2
LIBERTY	57	58	1
MADISON	41	44	3
MANATEE	49	51	2
MARION	51	47	-4
MARTIN	59	58	-1
MONROE	58	60	2
NASSAU	69	73	4
OKALOOSA	66	65	-1
OKEECHOBEE	40	47	7
ORANGE	58	56	-2
OSCEOLA	53	53	0
PALM BEACH	54	55	1
PASCO	59	58	-1
PINELLAS	56	55	-1
POLK	50	49	-1
PUTNAM	48	48	0
ST JOHNS	76	76	0
ST LUCIE	50	50	0
SANTA ROSA	75	73	-2
SARASOTA	71	71	0
SEMINOLE	70	68	-2
SUMTER	63	64	1
SUWANNEE	56	52	-4
TAYLOR	55	56	1
UNION	59	51	-8
VOLUSIA	56	55	-1
WAKULLA	68	65	-3
WALTON	68	66	-2
WASHINGTON	57	61	4

Source: Bureau of K-12 Student Assessment
Florida Department of Education, May 2014

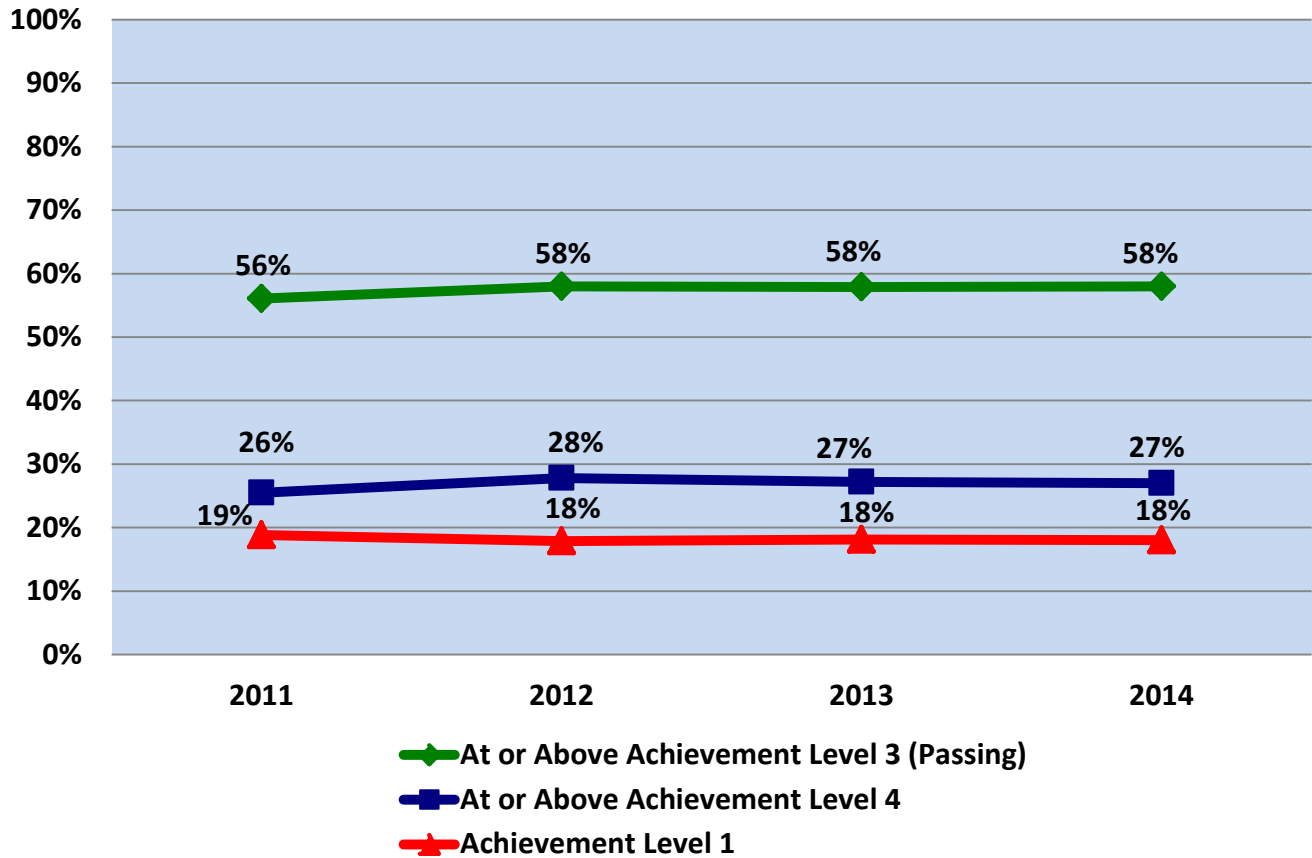
FCAT 2.0 Mathematics

Grade 3

NOTES:

- 1) Percentages displayed in this document for 2013 may reflect minor differences from percentages published in last year's press packet. This is because of routine updates made to student demographic data subsequent to last year's FCAT 2.0 release.
- 2) On January 21, 2014, the State Board of Education established passing scores for all FCAT 2.0 assessments, as required by Section 1008.22(3), Florida Statutes. The State Board has established the minimum score in Achievement Level 3 as the passing score for all FCAT 2.0 Mathematics assessments. Although the designated passing score is the minimum score in Achievement Level 3, state law does not require grade 3 students to pass FCAT 2.0 Mathematics in order progress to the next grade level.
- 3) For 2011, results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. This means that the 2011 Grade 3 FCAT 2.0 Mathematics results were reported using the existing FCAT score scale and Achievement Levels because the achievement standards had not yet been established for FCAT 2.0. The FCAT 2.0 Mathematics score scale and Achievement Levels were established by the State Board of Education on December 19, 2011. The FCAT Equivalent Scores reported for the 2011 FCAT 2.0 Mathematics assessment have been converted, or retrofitted, to the established FCAT 2.0 score scale and are provided in this media packet so that stakeholders and the general public are able to see what the results would have been if the established score scale and Achievement Levels had been approved and implemented at that time.

Grade 3 FCAT 2.0 Mathematics By Achievement Level

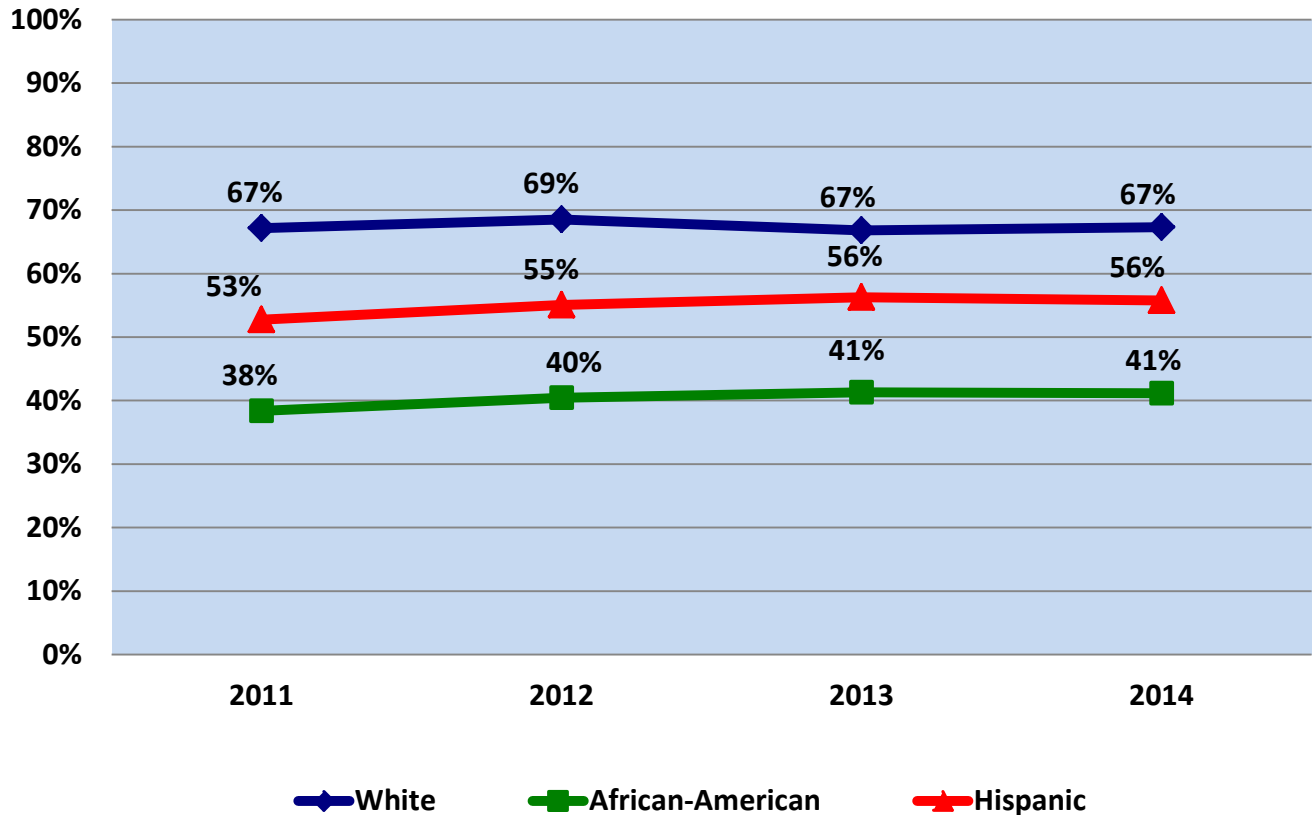


Since 2011, the percentage of students in grade 3 who were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics has increased by 2 percentage points. In that same time period, the percentage of students in grade 3 who were performing at or above Achievement Level 4 has increased by 1 percentage point, and the percentage of students in grade 3 performing at Achievement Level 1 has decreased by 1 percentage point.

In 2014, 58 percent of students in grade 3 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This has stayed consistent with 2013 and 2012 and increased from 56 percent in 2011. In 2014, 27 percent of students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is consistent with 2013, less than 28 percent in 2012 and more than 26 percent in 2011. In 2014, 18 percent of students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 2013, 2012 and lower than 19 percent in 2011.

Source: Bureau of K-12 Student Assessment
Florida Department of Education, May 2014

Grade 3
FCAT 2.0 Mathematics
At or Above Achievement Level 3 (Passing)

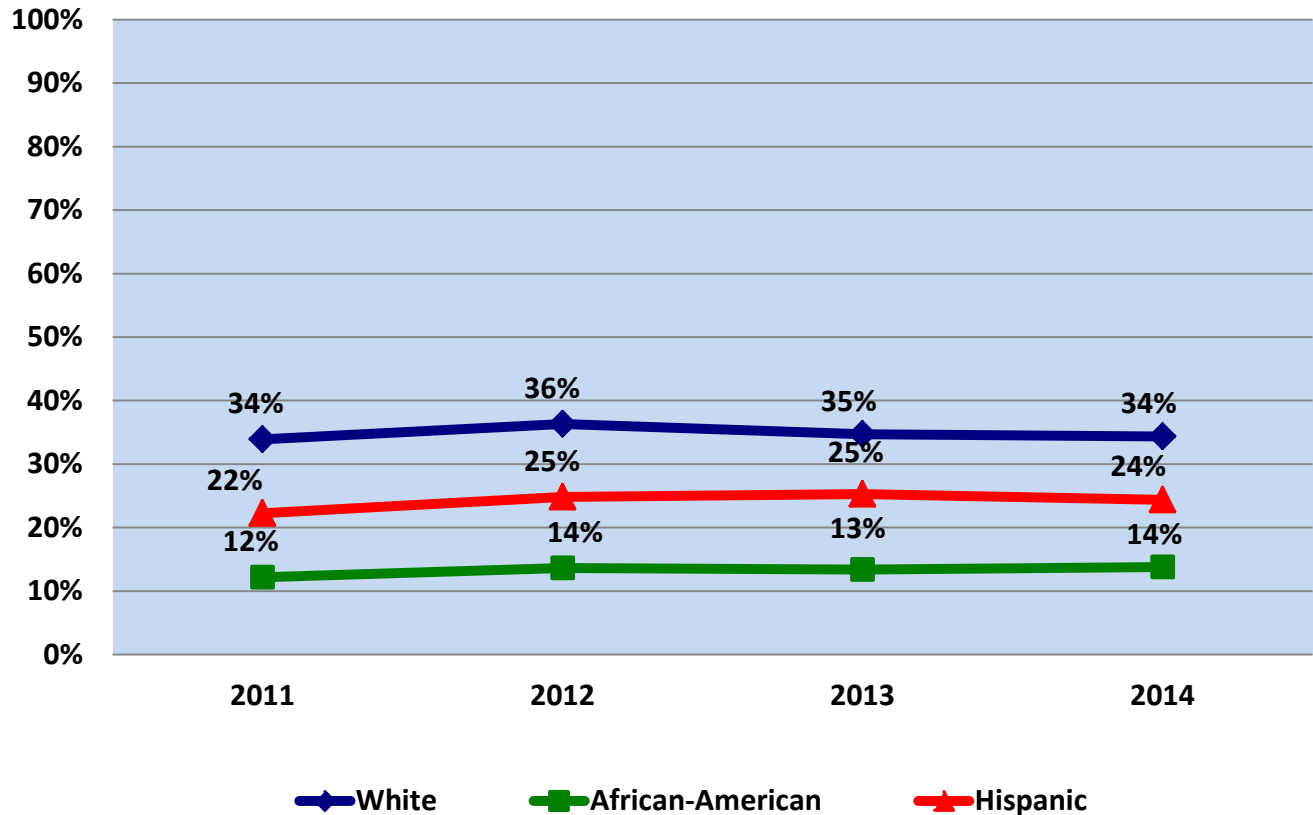


In 2014, the percentage of African-American, Hispanic and White students in grade 3 who were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics remained consistent with performance in 2013. The achievement gap between White and African-American and White and Hispanic students remains the same as in 2013 and is narrower by 3 percentage points for each subgroup comparison than in 2011.

In 2014, 67 percent of White students in grade 3 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is consistent with 2013, is a decrease from 69 percent in 2012 and is consistent with 67 percent in 2011. In 2014, 56 percent of Hispanic students in grade 3 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is consistent with 2013, is an increase from 55 percent in 2012 and 53 percent in 2011. In 2014, 41 percent of African-American students in grade 3 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is consistent with 2013, is an increase from 40 percent in 2012 and 38 percent in 2011.

Source: PK20 Education Data Warehouse
Florida Department of Education, May 2014

Grade 3 FCAT 2.0 Mathematics At or Above Achievement Level 4

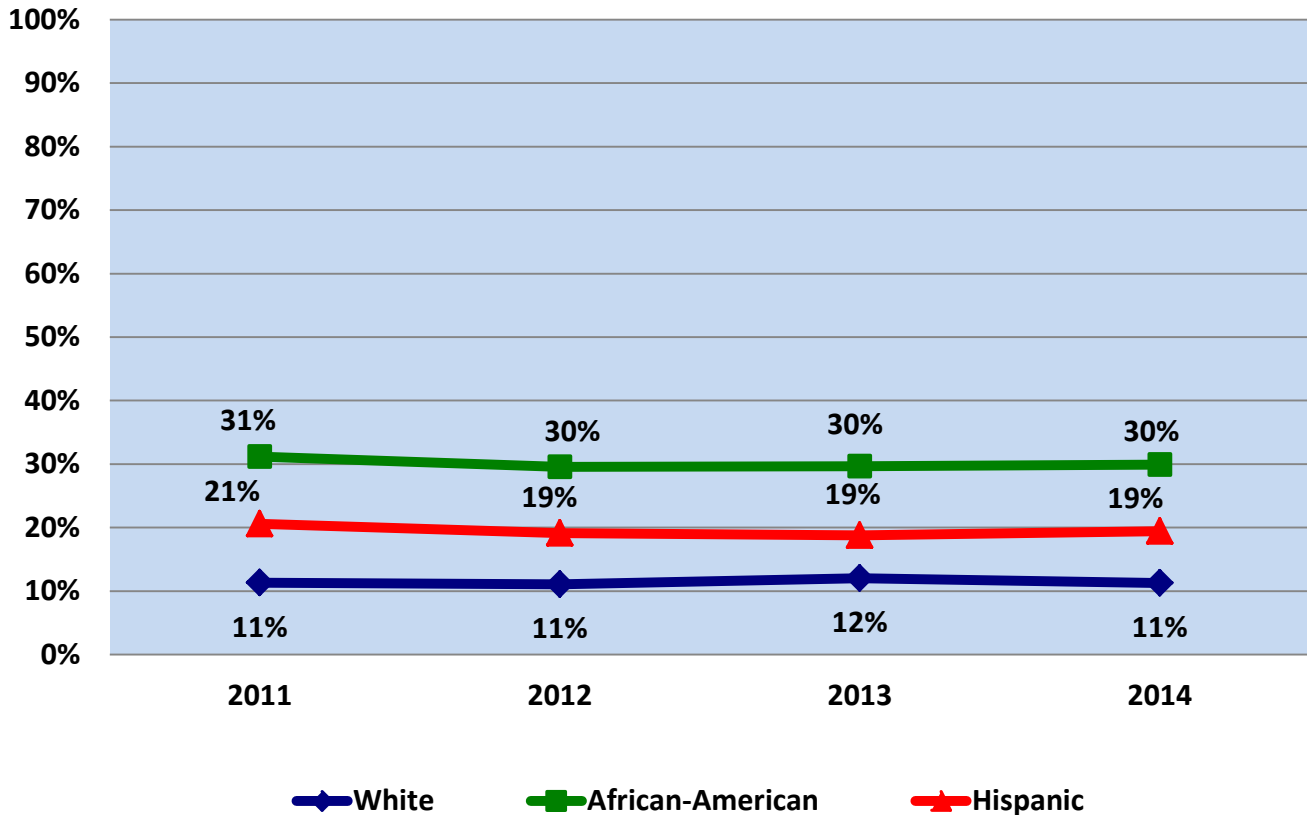


In 2014, the percentage of African-American students in grade 3 who were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics increased by 1 percentage point, thus narrowing the achievement gap with their White counterparts by 2 percentage points since 2011.

In 2014, 34 percent of White students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is a decrease from 35 percent in 2013 and 36 percent in 2012 and is consistent with 34 percent in 2011. In 2014, 24 percent of Hispanic students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is a decrease from 25 percent in 2013 and 2012 and is an increase from 22 percent in 2011. In 2014, 14 percent of African-American students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 13 percent in 2013, is consistent with 14 percent in 2012 and is an increase from 12 percent in 2011.

Source: PK20 Education Data Warehouse
Florida Department of Education, May 2014

Grade 3 FCAT 2.0 Mathematics Achievement Level 1

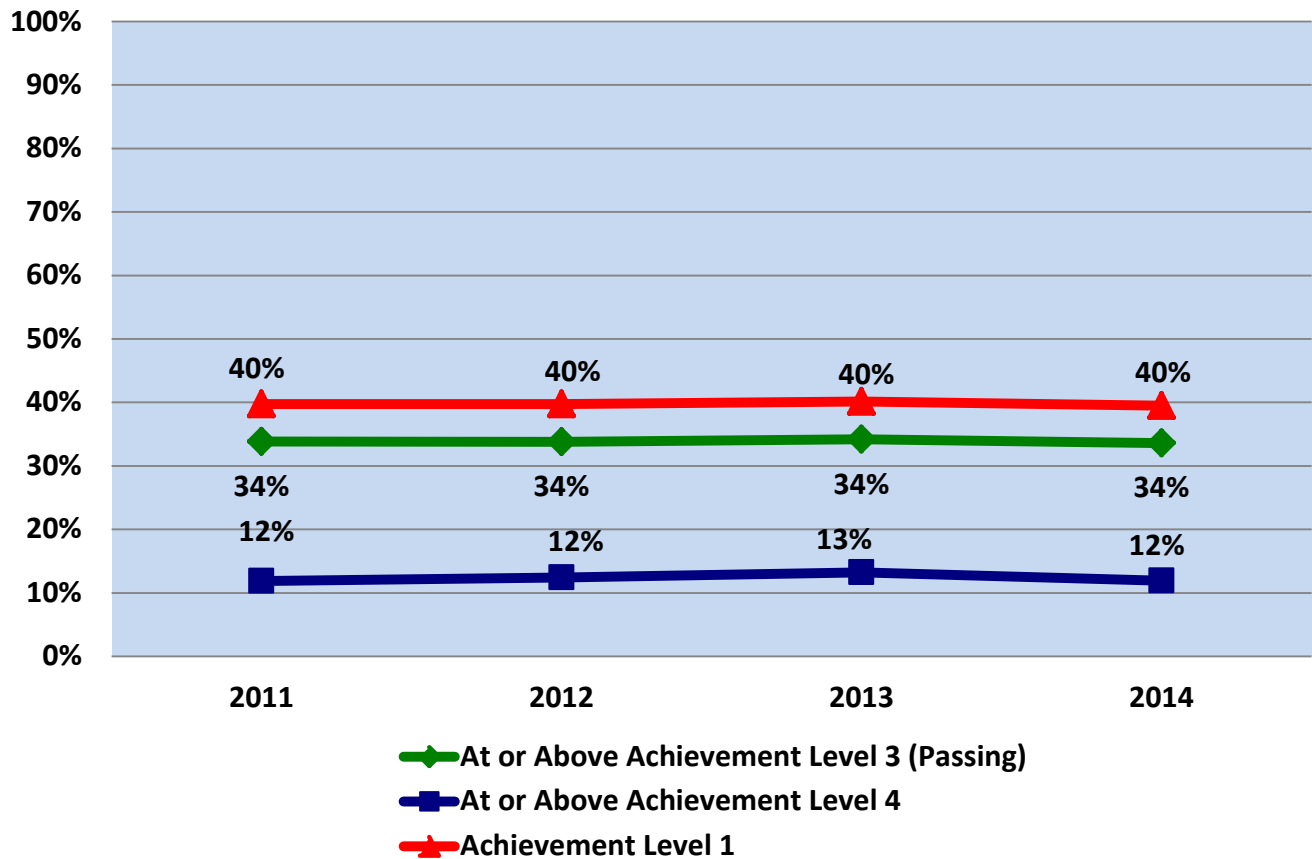


Since 2011, the percentages of Hispanic and African-American students in grade 3 performing at Achievement Level 1 on FCAT 2.0 Mathematics have decreased 2 and 1 percentage points, respectively. In 2014, the percentage of White students in grade 3 performing at Achievement Level 1 decreased by 1 percentage point.

In 2014, 11 percent of White students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 12 percent in 2013 and is consistent with 11 percent in 2012 and 2011. In 2014, 19 percent of Hispanic students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 19 percent in 2013 and 2012 and is a decrease from 21 percent in 2011. In 2014, 30 percent of African-American students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 30 percent in 2013 and 2012 and is a decrease from 31 percent in 2011.

Source: PK20 Education Data Warehouse
Florida Department of Education, May 2014

**Grade 3
FCAT 2.0 Mathematics
By Achievement Level
Students with Disabilities**

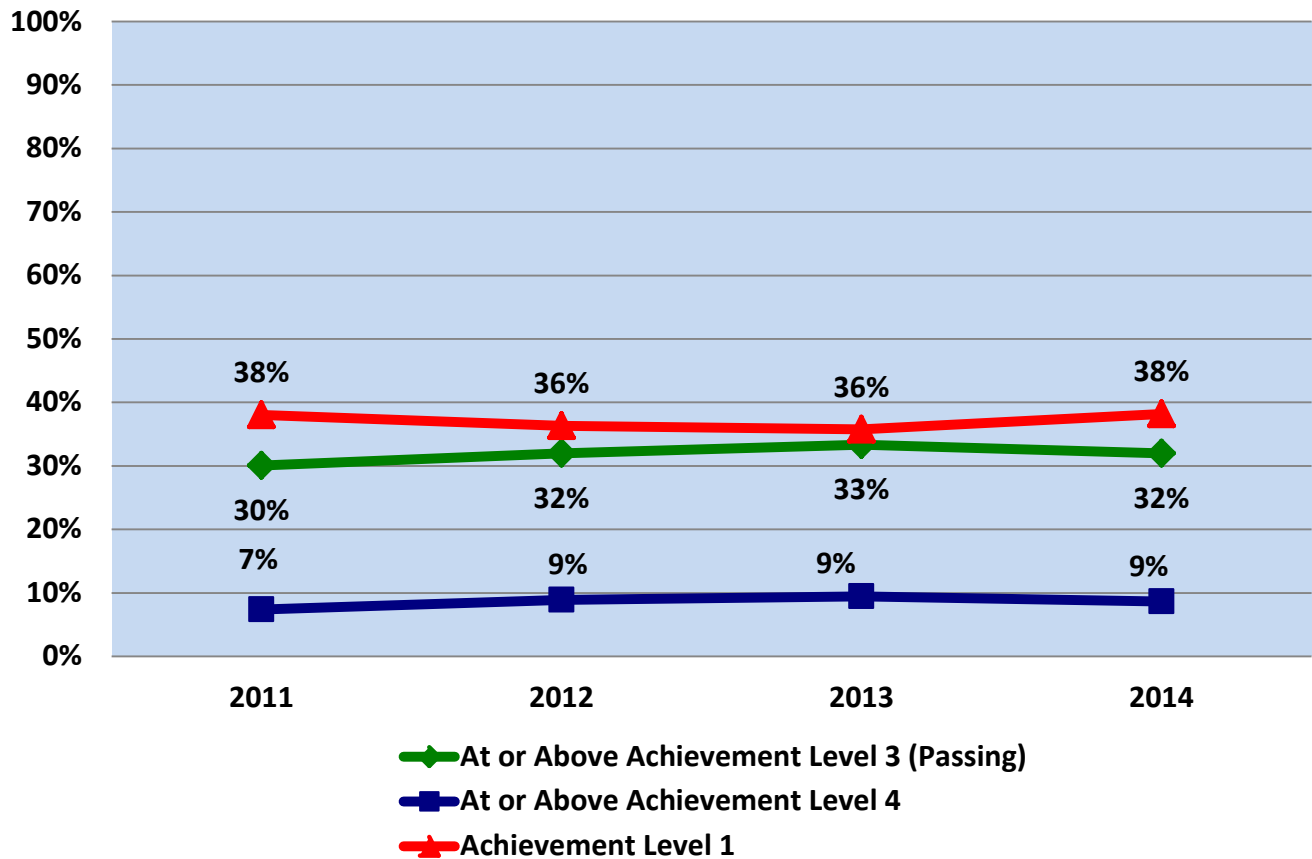


Since 2011, the percentage of Students with Disabilities in grade 3 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics has stayed consistent.

In 2014, 34 percent of Students with Disabilities in grade 3 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is consistent with 34 percent in 2013, 2012 and 2011. In 2014, 12 percent of Students with Disabilities in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is a decrease from 13 percent in 2013 and is consistent with 12 percent in 2012 and 2011. In 2014, 40 percent of Students with Disabilities in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 40 percent in 2013, 2012 and 2011.

Source: PK20 Education Data Warehouse
Florida Department of Education, May 2014

Grade 3
FCAT 2.0 Mathematics
By Achievement Level
English Language Learners



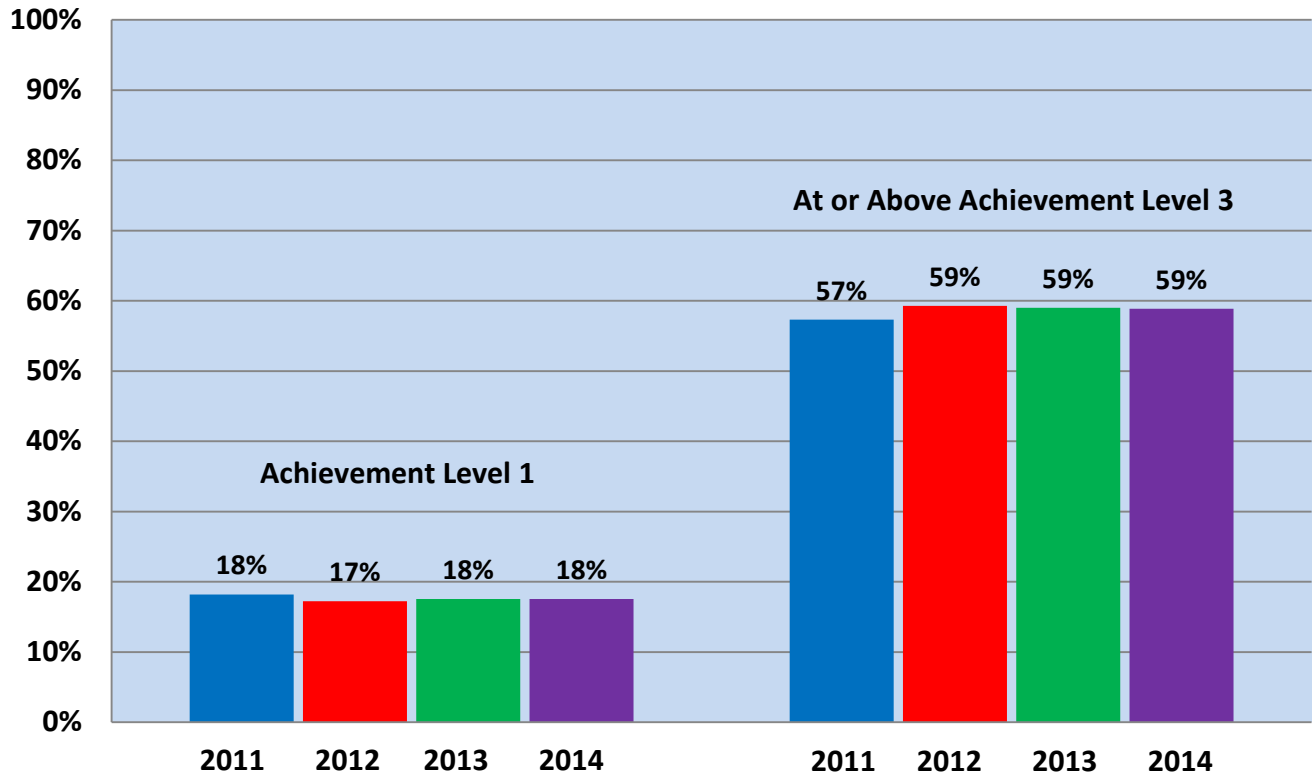
Since 2012, the percentage of English Language Learners in grade 3 who were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics has stayed consistent at 9 percent.

In 2014, 32 percent of English Language Learners in grade 3 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is a decrease from 33 percent in 2013, is consistent with 32 percent in 2012 and is an increase from 30 percent in 2011. In 2014, 9 percent of English Language Learners in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is consistent with 9 percent in 2013 and 2012 and is higher than 7 percent in 2011. In 2014, 38 percent of English Language Learners in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is an increase from 36 percent in 2013 and 2012 and is consistent with 38 percent in 2011.

Source: PK20 Education Data Warehouse
Florida Department of Education, May 2014

**Grade 3
FCAT 2.0 Mathematics
First-Time Test Takers**

Achievement Level 1 and At or Above Achievement Level 3 (Passing)



In 2014, 18 percent of students in grade 3 taking FCAT 2.0 Mathematics for the first time were performing at Achievement Level 1. This is consistent with 18 percent in 2013, is an increase from 17 in 2012 and is consistent with 18 percent in 2011. In 2014, 59 percent of students in grade 3 taking FCAT 2.0 Mathematics for the first time were performing at or above Achievement Level 3 (Passing). This is consistent with 59 percent in 2013 and 2012 and is higher than 57 percent in 2011.

Source: PK20 Education Data Warehouse
Florida Department of Education, May 2014

Grade 3
FCAT 2.0 Mathematics
Statewide Comparison Report
2011 to 2014

Grade	Year ³	Number of Students	FCAT 2.0 Mean Developmental Scale Score	Percentage of Students By Achievement Level					Percentage Passing (Level 3 and Above) ⁴
				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
	2013	205,717	201	18	24	31	17	10	58
	2014	209,724	201	18	24	31	17	9	58

Source: Bureau of K-12 Student Assessment
Florida Department of Education, May 2014

³ 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 established FCAT 2.0 scale so that stakeholders and the general public are able to see what the scores would have been if the score scale and Achievement Levels had been approved and implemented at that time.

⁴ On January 21, 2014, the State Board of Education established passing scores for all FCAT 2.0 assessments, as required by Section 1008.22(3), Florida Statutes. Although state law does not require students to pass FCAT 2.0 Mathematics in order to move to the next grade level, the State Board has established the minimum score in Achievement Level 3 as the passing score for FCAT 2.0 Mathematics assessments. Percentages may not add to 100 due to rounding.

Grade 3
2014 FCAT 2.0 Mathematics Results
Percentage Comparison by District

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE TOTALS	58	58	0
ALACHUA	58	56	-2
BAKER	71	67	-4
BAY	56	52	-4
BRADFORD	45	46	1
BREVARD	57	58	1
BROWARD	58	56	-2
CALHOUN	69	72	3
CHARLOTTE	52	57	5
CITRUS	59	59	0
CLAY	65	64	-1
COLLIER	56	57	1
COLUMBIA	60	61	1
MIAMI DADE	62	62	0
DESOTO	32	43	11
DIXIE	73	67	-6
DUVAL	56	57	1
ESCAMBIA	52	49	-3
FLAGLER	58	63	5
FRANKLIN	40	50	10
GADSDEN	71	72	1
GILCHRIST	70	66	-4
GLADES	60	53	-7
GULF	62	45	-17
HAMILTON	49	63	14
HARDEE	70	73	3
HENDRY	50	51	1
HERNANDO	59	58	-1
HIGHLANDS	62	56	-6
HILLSBOROUGH	54	56	2
HOLMES	46	39	-7
INDIAN RIVER	49	49	0
JACKSON	65	69	4
JEFFERSON	52	49	-3
LAFAYETTE	52	38	-14
LAKE	58	58	0
LEE	61	58	-3
LEON	59	65	6

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE TOTALS	58	58	0
LEVY	59	58	-1
LIBERTY	48	62	14
MADISON	58	45	-13
MANATEE	49	54	5
MARION	56	51	-5
MARTIN	59	63	4
MONROE	53	54	1
NASSAU	67	73	6
OKALOOSA	61	64	3
OKEECHOBEE	48	62	14
ORANGE	58	58	0
OSCEOLA	49	49	0
PALM BEACH	59	57	-2
PASCO	51	50	-1
PINELLAS	48	49	1
POLK	54	51	-3
PUTNAM	45	51	6
ST JOHNS	71	73	2
ST LUCIE	50	47	-3
SANTA ROSA	71	71	0
SARASOTA	68	65	-3
SEMINOLE	69	69	0
SUMTER	68	68	0
SUWANNEE	49	41	-8
TAYLOR	55	56	1
UNION	73	73	0
VOLUSIA	54	59	5
WAKULLA	66	57	-9
WALTON	67	65	-2
WASHINGTON	47	55	8

Source: Bureau of K-12 Student Assessment
Florida Department of Education, May 2014

The Spring 2014 Grade 3 FCAT 2.0 Reading and Mathematics Press Releases may be accessed at
http://www.fldoe.org/news/2014/2014_05_23.asp.