

May 2012

2012

FCAT 2.0
Florida Comprehensive Assessment Test®

FCAT 2.0 Reading and Mathematics Grade 3



FCAT 2.0

Reading and Mathematics

Grade 3

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 assessments were approved by the State Board of Education on December 19, 2011, through a standard-setting process. 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 at that time.

Students in grade 3 must achieve a FCAT 2.0 Reading scale score in Achievement Level 2 or higher, or show good cause, to be eligible for promotion. 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*.

FCAT 2.0 Reading Developmental Scale Scores					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	140-181	182-197	198-209	210-226	227-260
FCAT 2.0 Mathematics Developmental Scale Scores					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	140-182	183-197	198-213	214-228	229-260

FCAT 2.0

Reading Grade 3

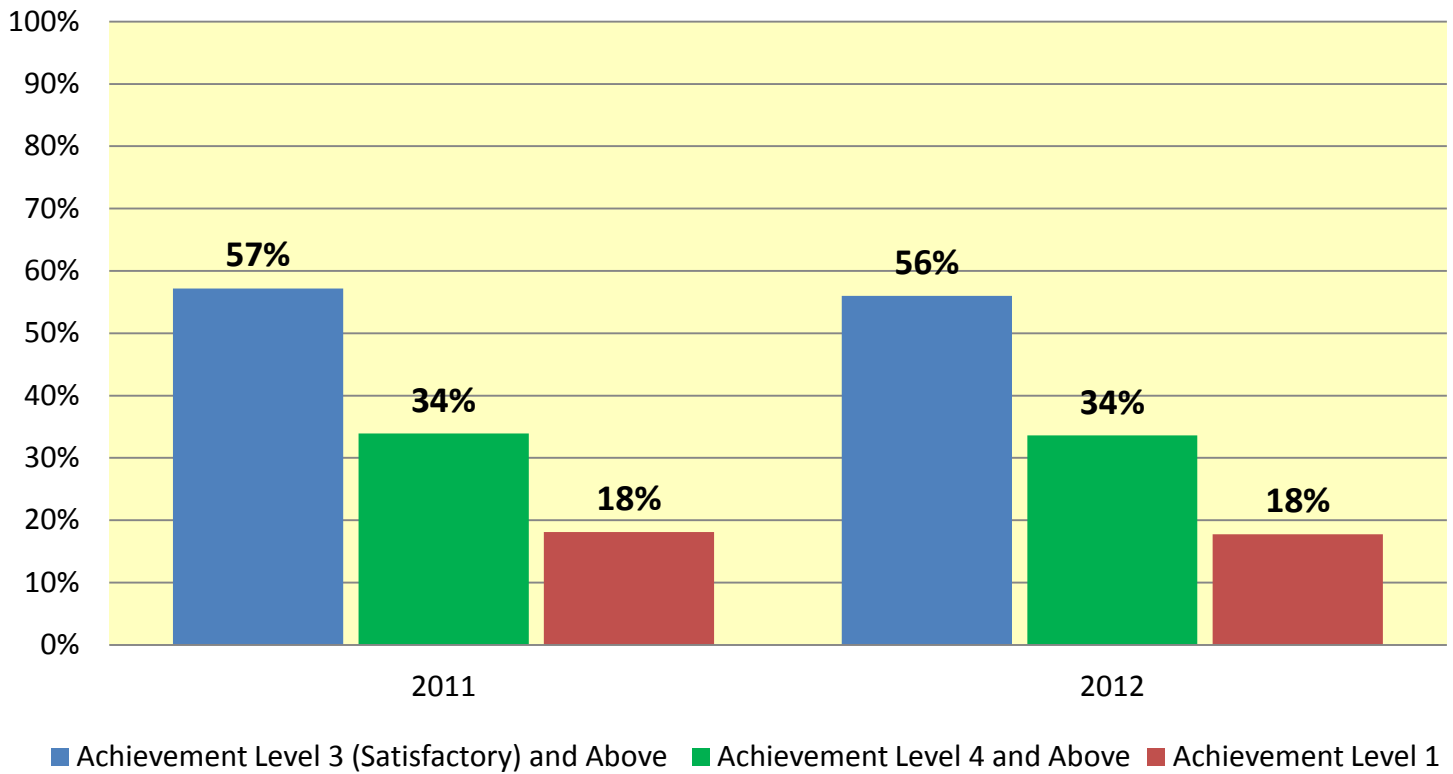
FCAT 2.0 Highlights:

- In 2012, 56 percent of students in grade 3 were performing at or above Achievement Level 3.
- In 2012, 34 percent of students in grade 3 were performing at or above Achievement Level 4.
- In 2012, 37 percent of African-American students in grade 3 were performing at or above Achievement Level 3.

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 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 at that time.

Grade 3

**FCAT 2.0 Reading
By Achievement Level**

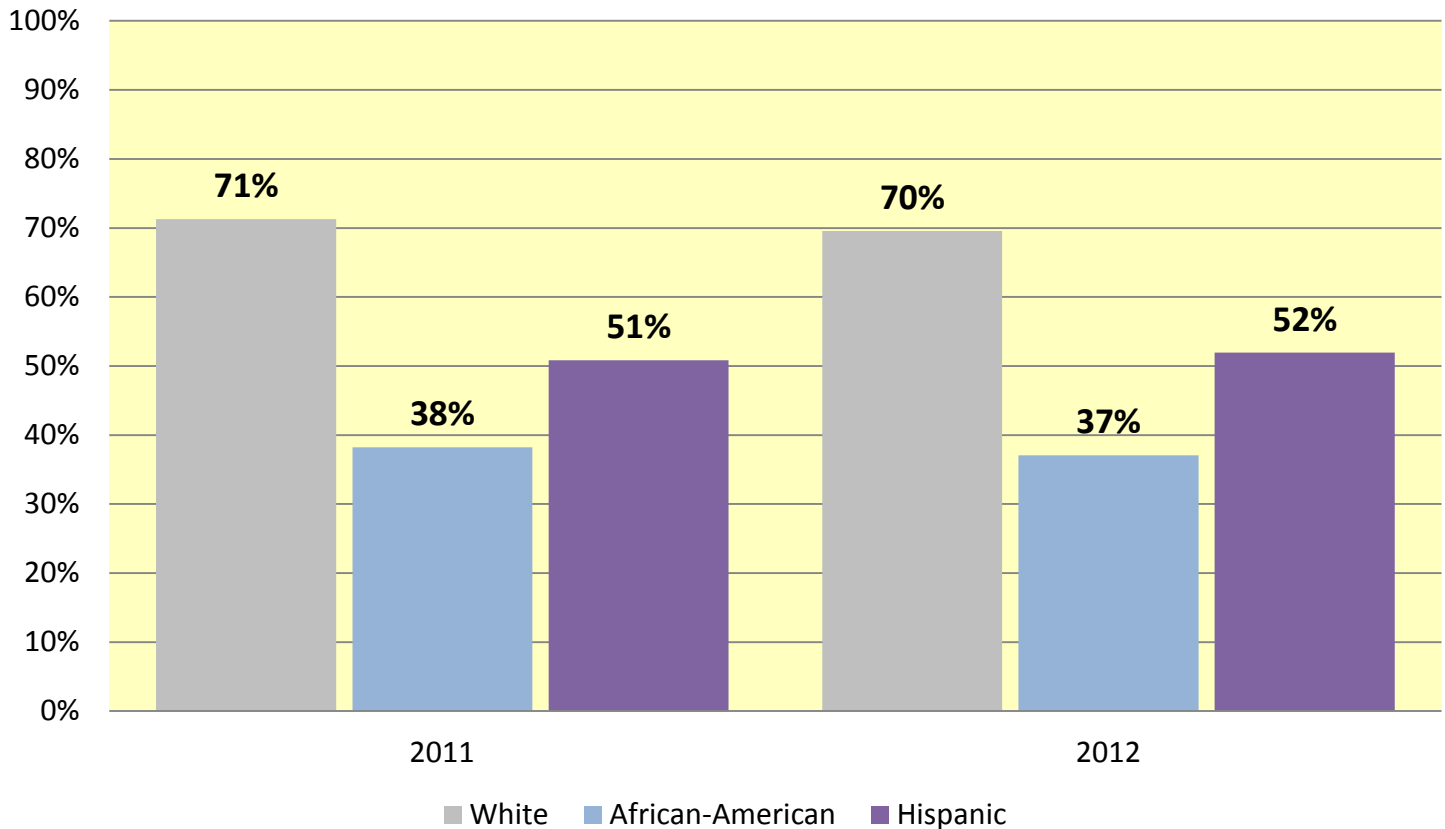


In 2012, 56 percent of students in grade 3 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is a decrease from 57 percent in 2011. In 2012, 34 percent of students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 34 percent in 2011. In 2012, 18 percent of students in grade 3 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, May 2012

Grade 3

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

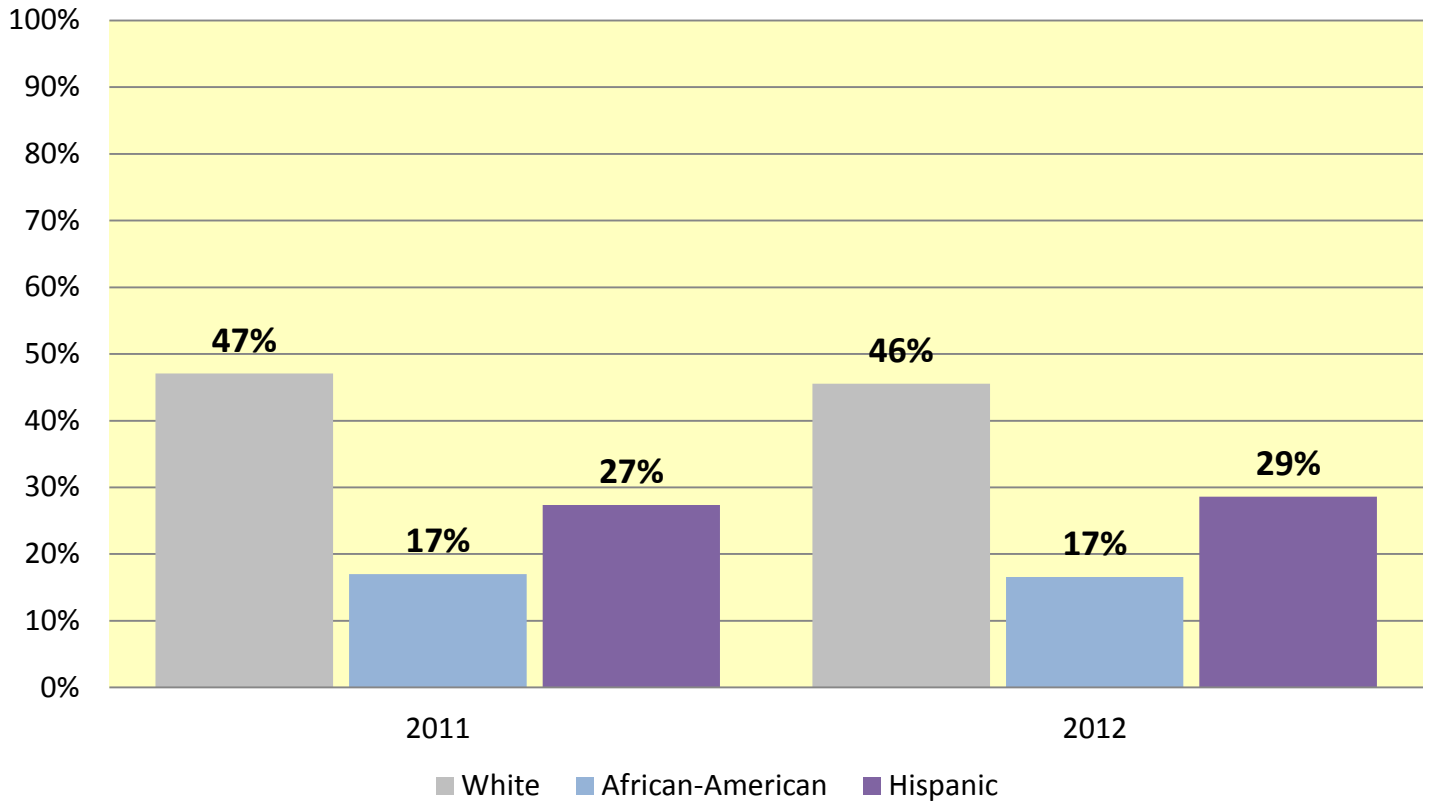


In 2012, 70 percent of White students in grade 3 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is a decrease from 71 percent in 2011. In 2012, 37 percent of African-American students in grade 3 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is a decrease from 38 percent in 2011. In 2012, 52 percent of Hispanic students in grade 3 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, May 2012

Grade 3

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

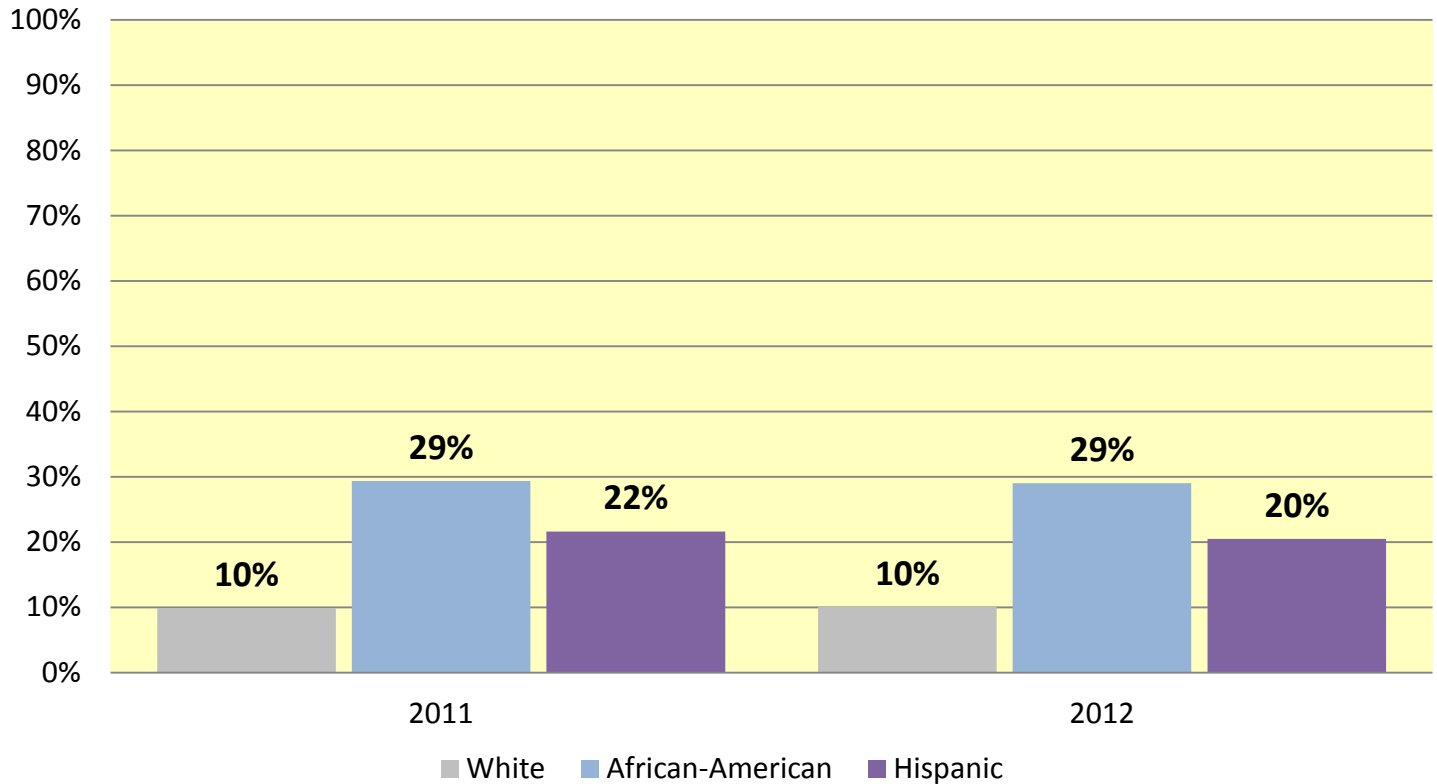


In 2012, 46 percent of White students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is a decrease from 47 percent in 2011. In 2012, 17 percent of African-American students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 17 percent in 2011. In 2012, 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 2011.

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

Grade 3

**FCAT 2.0 Reading
Achievement Level 1**

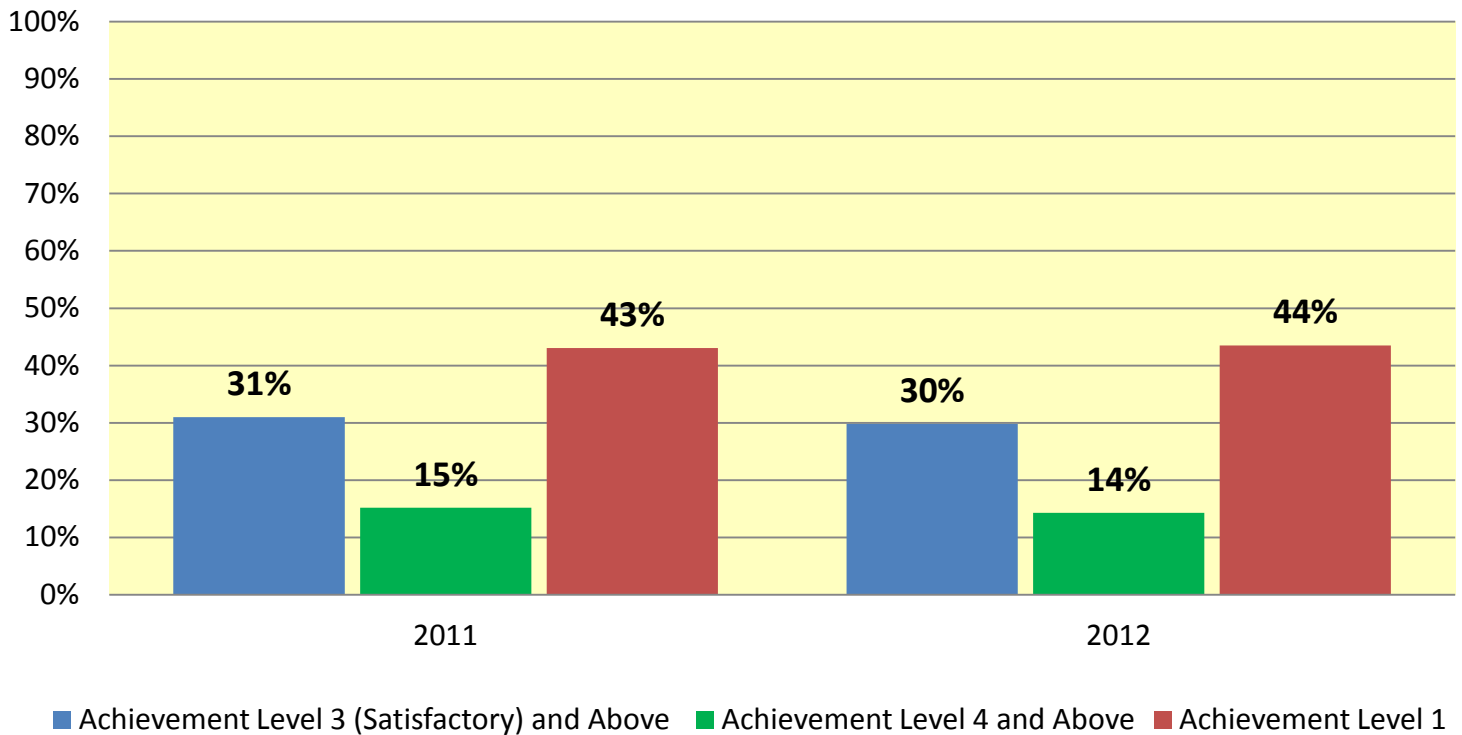


In 2012, 10 percent of White students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 10 percent in 2011. In 2012, 29 percent of African-American students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 29 percent in 2011. In 2012, 20 percent of Hispanic students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 22 percent in 2011.

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

Grade 3

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

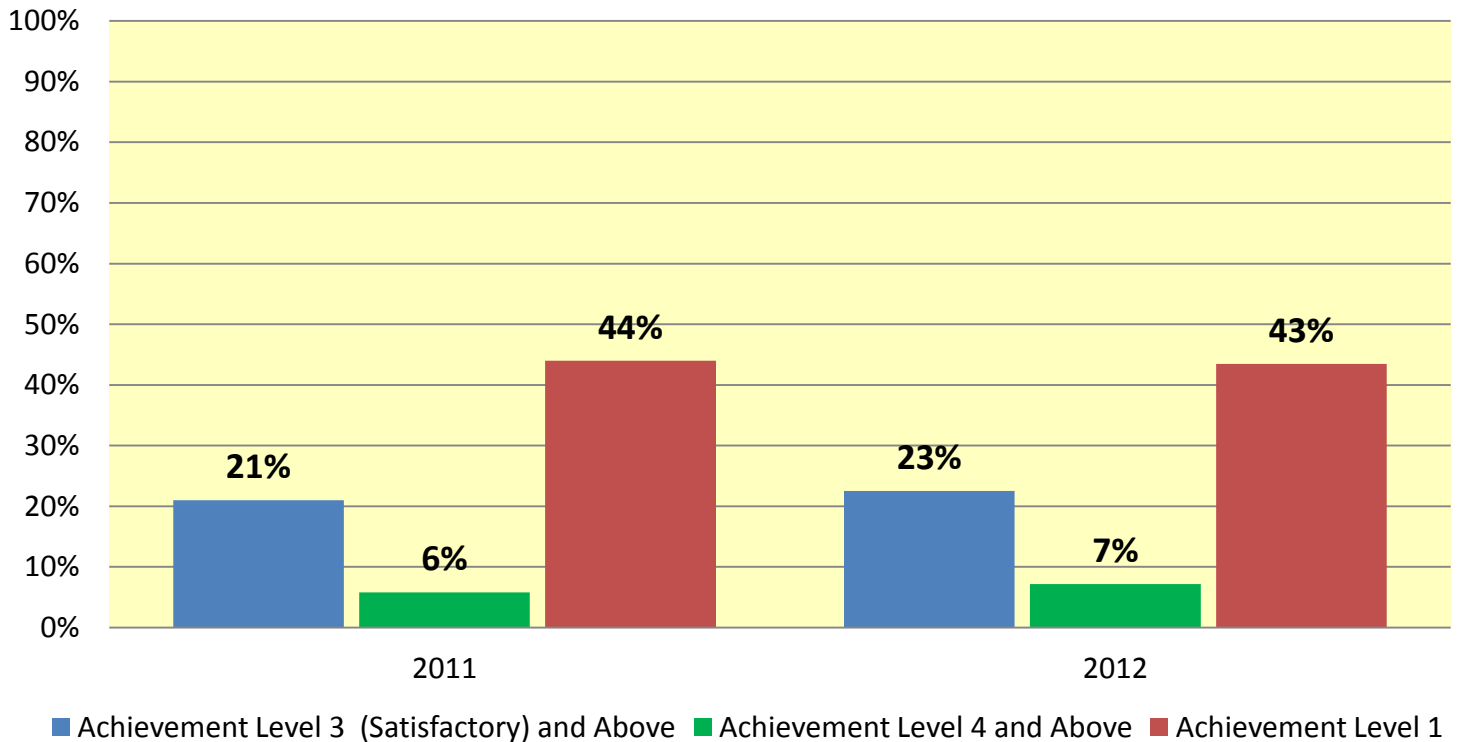


In 2012, 30 percent of Students with Disabilities in grade 3 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is a decrease from 31 percent in 2011. In 2012, 14 percent of Students with Disabilities in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is a decrease from 15 percent in 2011. In 2012, 44 percent of Students with Disabilities in grade 3 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, May 2012

Grade 3

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

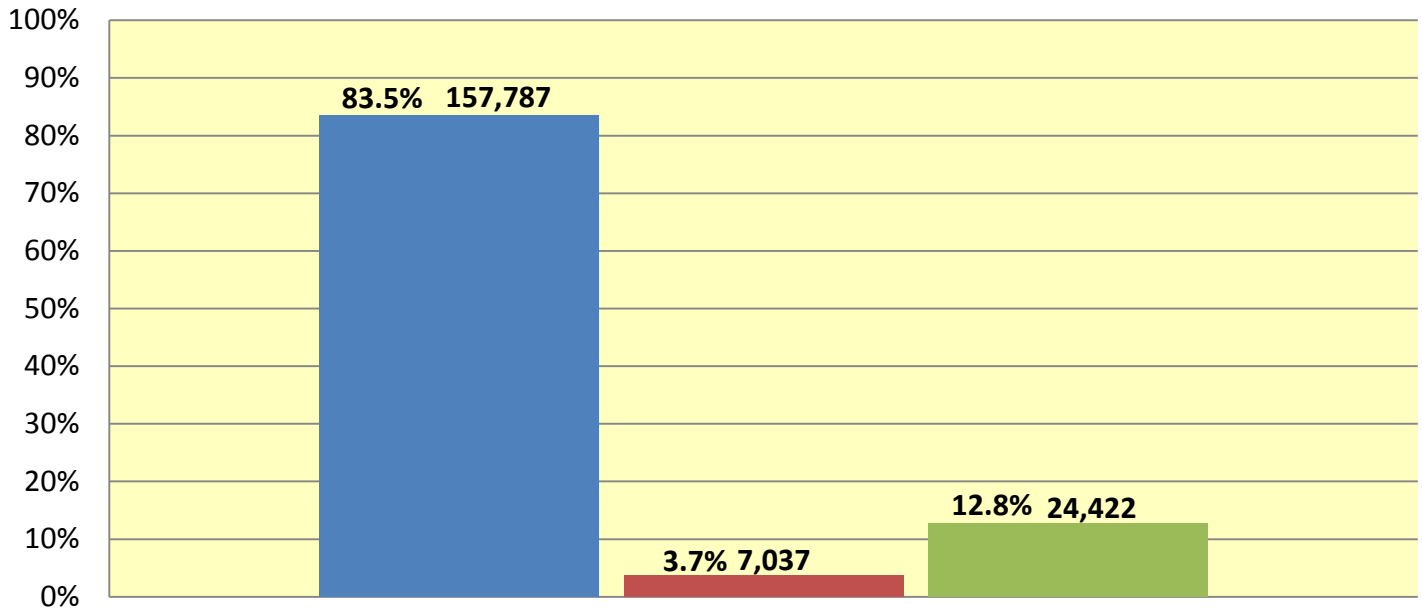


In 2012, 23 percent of English Language Learners in grade 3 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is an increase from 21 percent in 2011. In 2012, 7 percent of English Language Learners in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 6 percent in 2011. In 2012, 43 percent of English Language Learners in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 44 percent in 2011.

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

Grade 3

**2012 FCAT 2.0 Reading
First-Time Test Takers**



■ Performing at or above Achievement Level 2 on FCAT Reading

■ In need of additional remediation, but eligible for a good cause exemption*

■ In need of additional remediation, may be eligible for promotion only through alternative assessment or student portfolio good cause exemption

* The number of students in need of additional remediation, but eligible for a good cause exemption does not include students that have been previously retained in third grade.

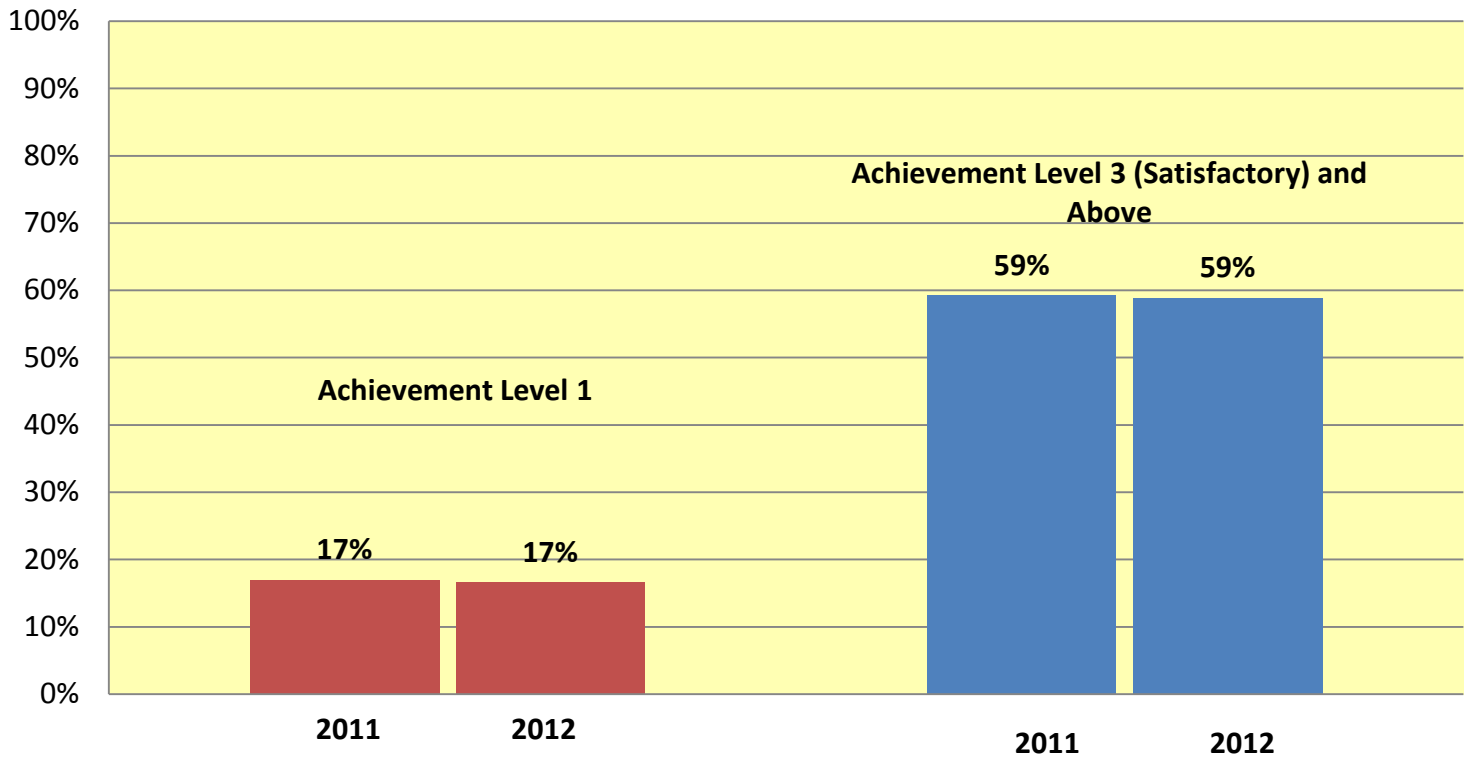
In 2012, 157,787 students (83.5 percent) in grade 3 taking FCAT 2.0 Reading for the first time were performing at or above Achievement Level 2. In 2012, 7,037 students (3.7 percent) in grade 3 taking FCAT 2.0 Reading for the first time are in need of additional remediation, but are eligible for a good cause exemption. In 2012, 24,422 students (12.8 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 alternate assessment or student portfolio.

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

Grade 3

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

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



In 2012, 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 is equal to 17 percent in 2011. In 2012, 59 percent of students in grade 3 taking FCAT 2.0 Reading for the first-time were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal to 59 percent in 2011.

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

Grade 3

**Statewide Comparisons Reading Scores
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

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.

FCAT 2.0

Mathematics Grade 3

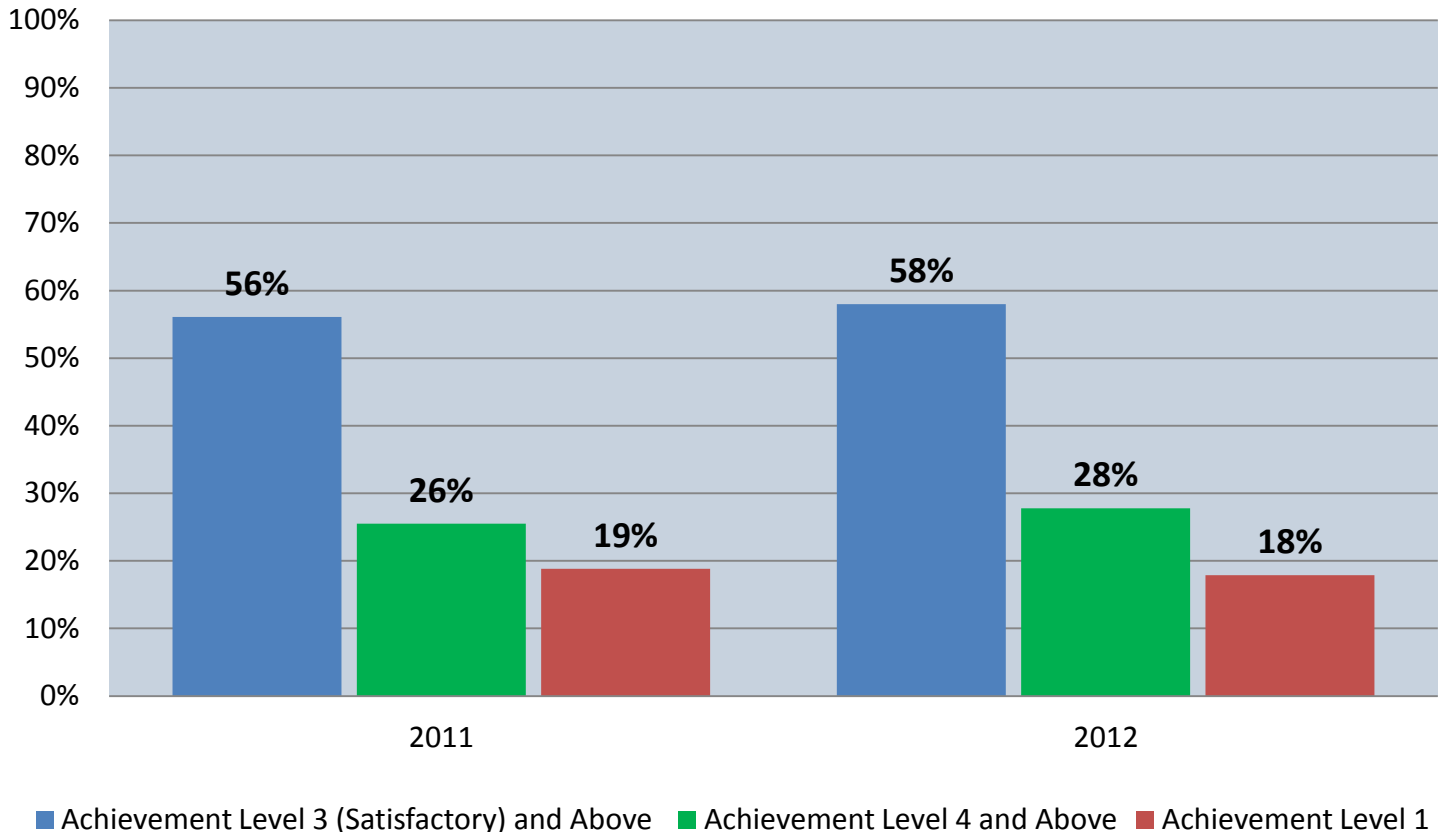
FCAT 2.0 Highlights:

- In 2012, 58 percent of students in grade 3 were performing at or above Achievement Level 3.
- In 2012, 28 percent of students in grade 3 were performing at or above Achievement Level 4.
- In 2012, 55 percent of Hispanic students in grade 3 were performing at or above Achievement Level 3.

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 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 at that time.

Grade 3

**FCAT 2.0 Mathematics
By Achievement Level**

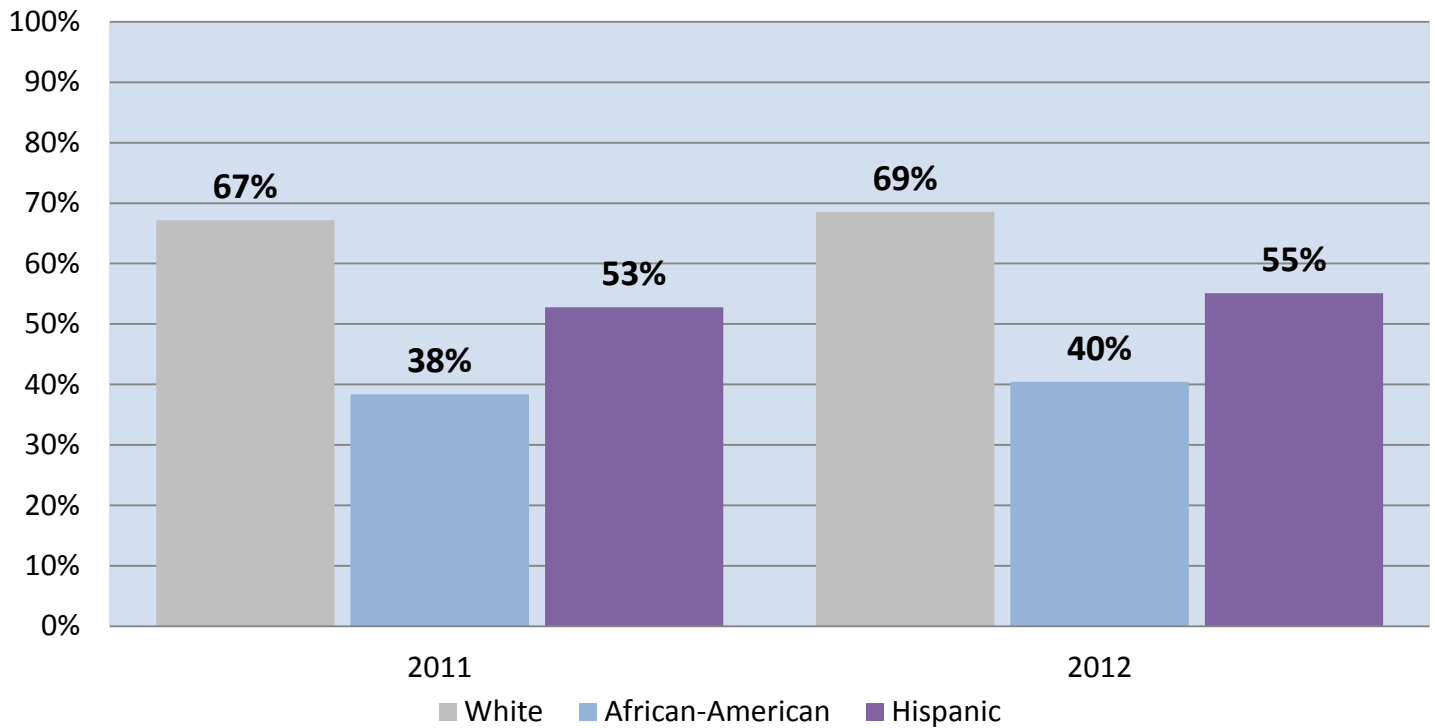


In 2012, 58 percent of students in grade 3 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 56 percent in 2011. In 2012, 28 percent of students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 26 percent in 2011. In 2012, 18 percent of students in grade 3 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, May 2012

Grade 3

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

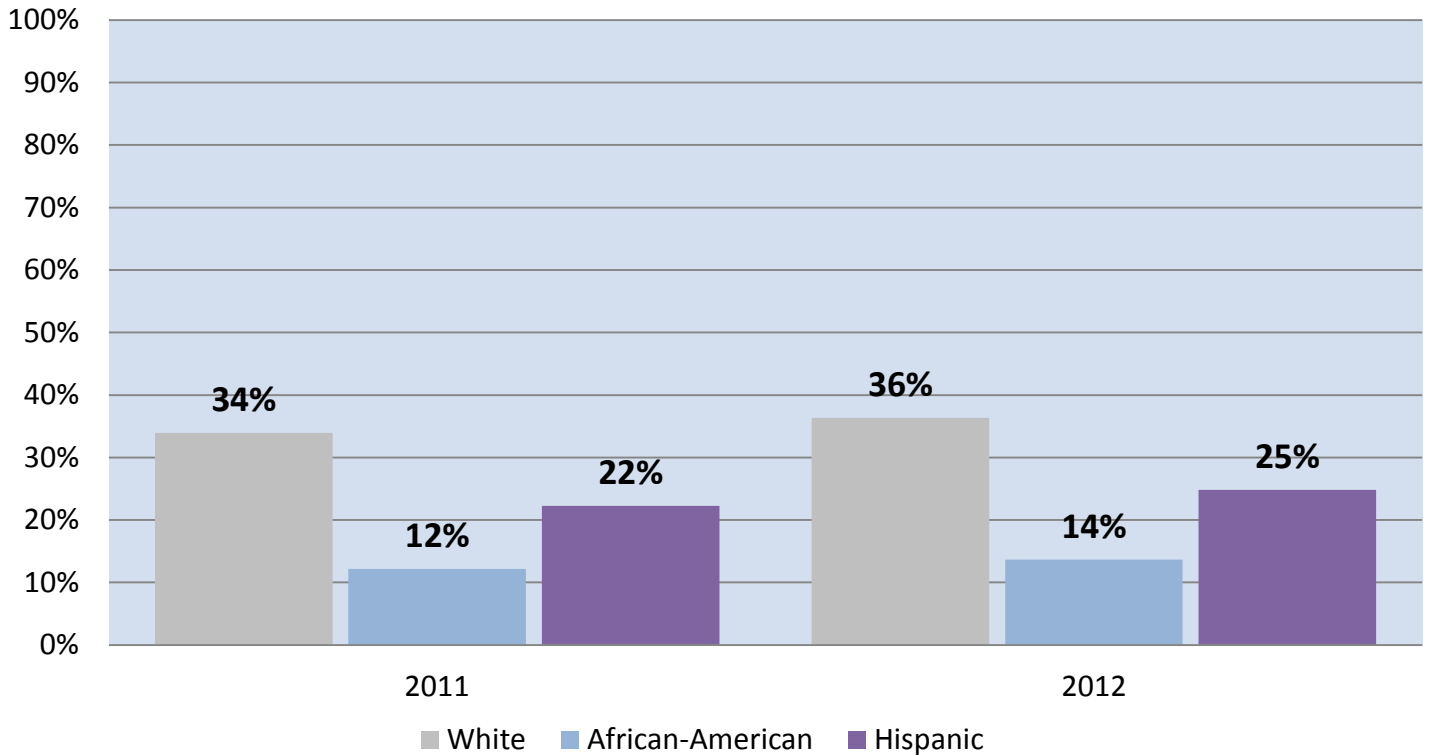


In 2012, 69 percent of White students in grade 3 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 67 percent in 2011. In 2012, 40 percent of African-American students in grade 3 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 38 percent in 2011. In 2012, 55 percent of Hispanic students in grade 3 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, May 2012

Grade 3

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

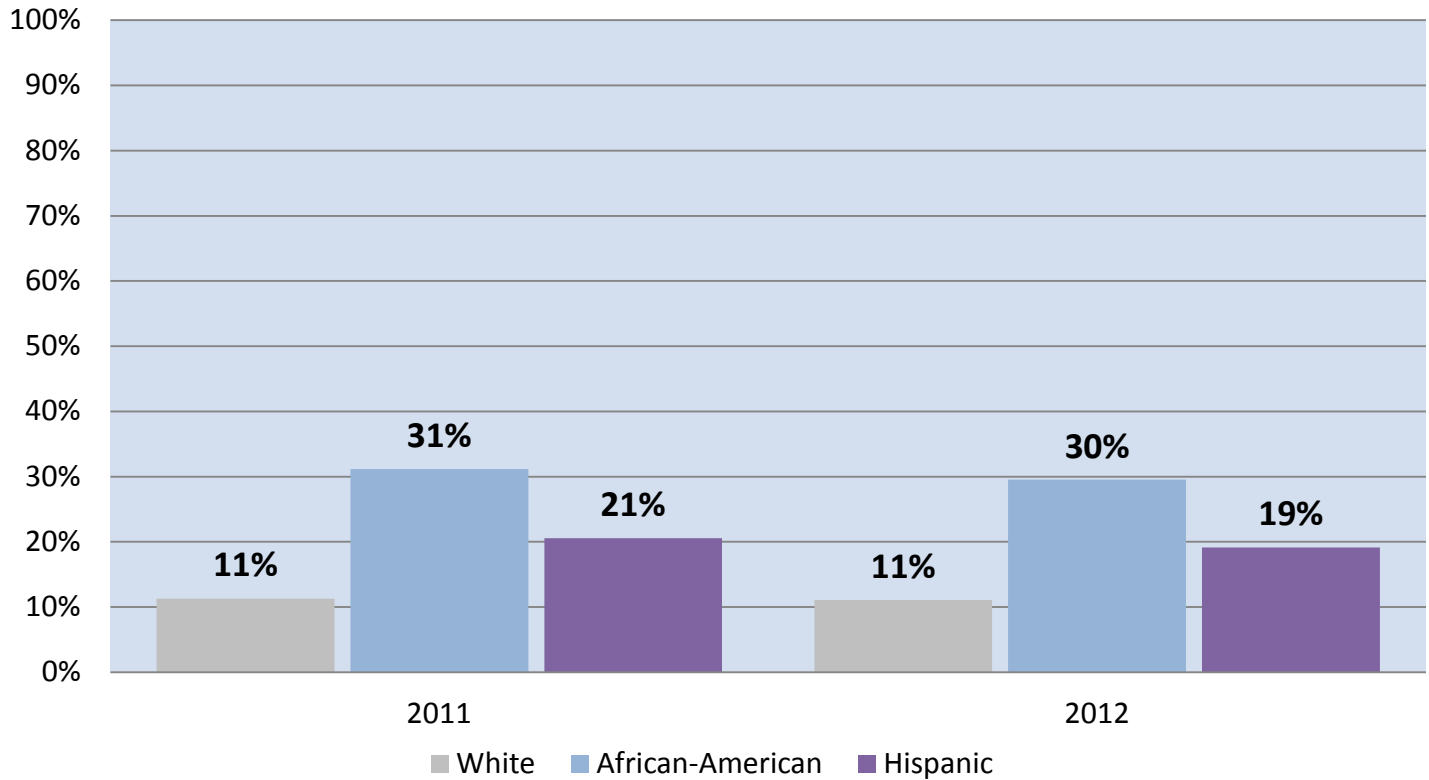


In 2012, 36 percent of White students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 34 percent in 2011. In 2012, 14 percent of African-American students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 12 percent in 2011. In 2012, 25 percent of Hispanic students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 22 percent in 2011.

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

Grade 3

**FCAT 2.0 Mathematics
Achievement Level 1**

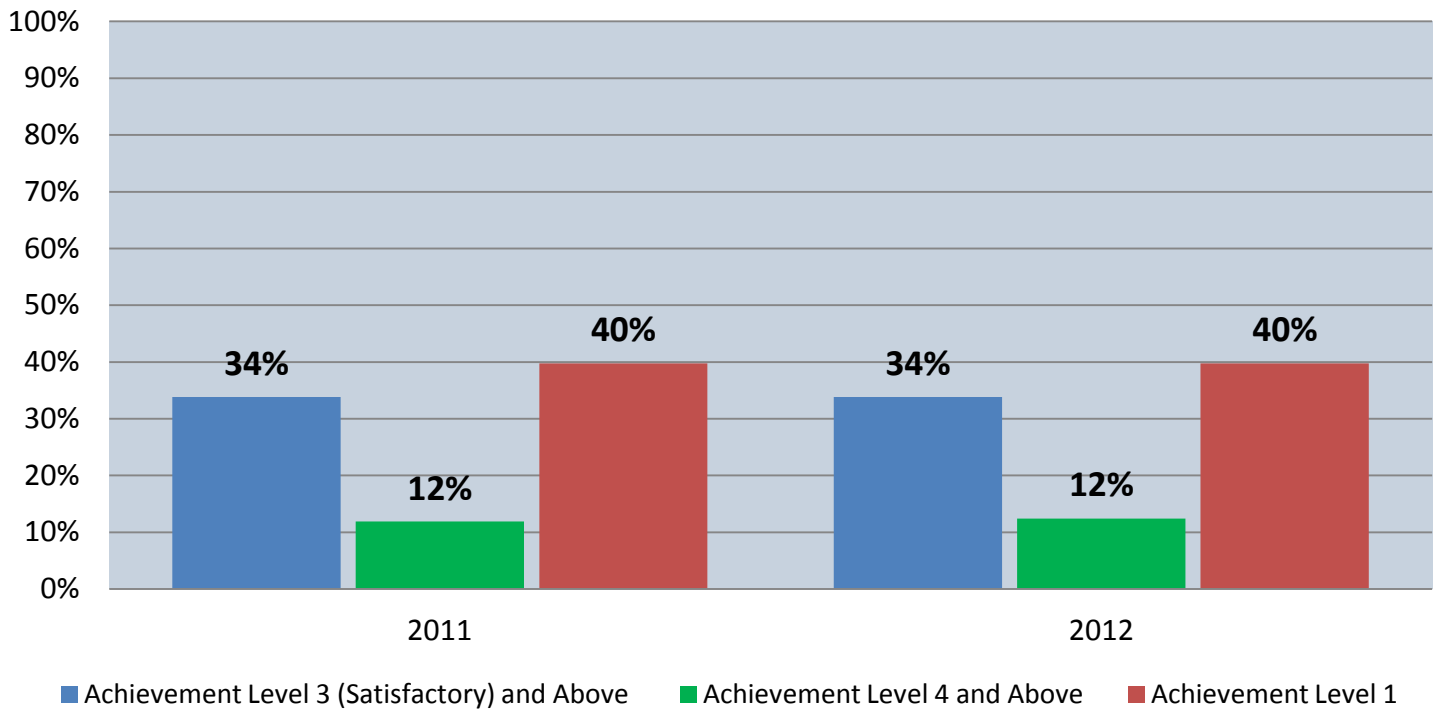


In 2012, 11 percent of White students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 11 percent in 2011. In 2012, 30 percent of African-American students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 31 percent in 2011. In 2012, 19 percent of Hispanic students in grade 3 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, May 2012

Grade 3

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

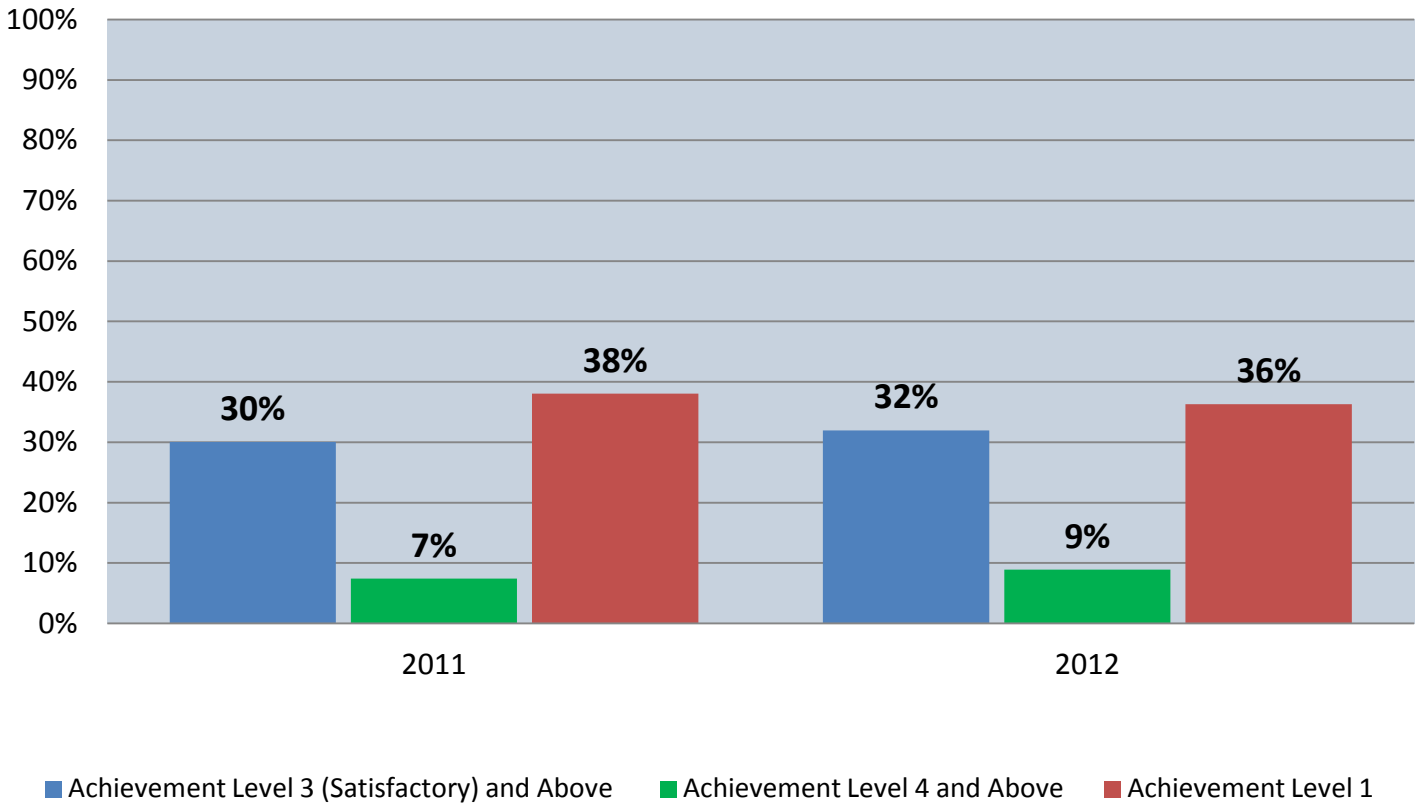


In 2012, 34 percent of Students with Disabilities in grade 3 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is equal to 34 percent in 2011. In 2012, 12 percent of Students with Disabilities in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is equal to 12 percent in 2011. In 2012, 40 percent of Students with Disabilities in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 40 percent in 2011.

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

Grade 3

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



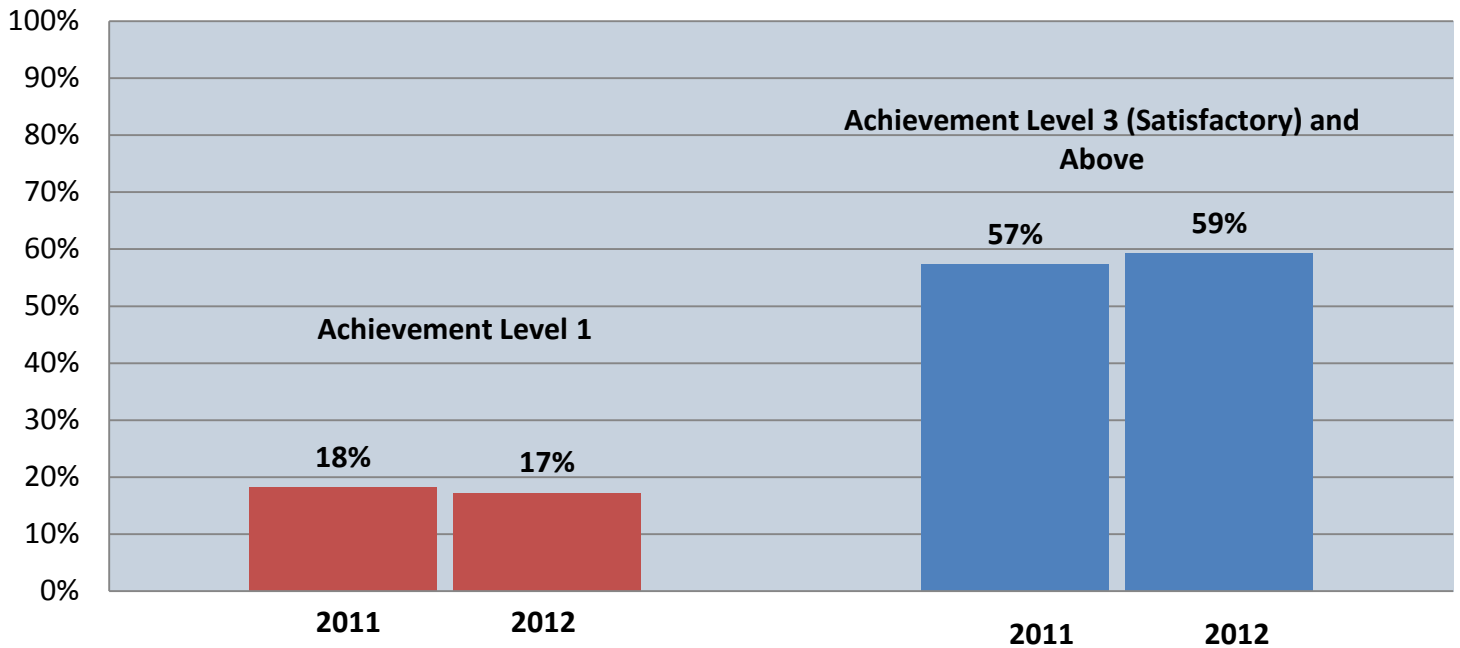
In 2012, 32 percent of English Language Learners in grade 3 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is an increase from 30 percent in 2011. In 2012, 9 percent of English Language Learners in grade 3 were performing at or above Achievement Level 4 on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

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

Grade 3

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

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



In 2012, 17 percent of students in grade 3 taking FCAT 2.0 Mathematics for the first-time were performing at Achievement Level 1. This is a decrease from 18 percent in 2011. In 2012, 59 percent of students in grade 3 taking FCAT 2.0 Mathematics for the first-time were performing at or above Achievement Level 3 (Satisfactory). This is an increase from 57 percent in 2011.

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

Grade 3

**Statewide Comparisons Mathematics Scores
FCAT 2.0 Mathematics**

FCAT 2.0 Mathematics – Next Generation Sunshine State Standards Test ⁴									
Grade	Year ⁵	Number of Students	FCAT 2.0 Mean Developmental Scale Score	Percentage of Students By Achievement Level					Achievement Level 3 and Above ⁶
				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 Data are for all students tested in all curriculum groups.

⁵ 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.

⁶ Adding the percentages in Levels 3-5 may not result in the percentage reported under “Achievement Level 3 and Above” due to rounding.