

2013

June 2013

FCAT 2.0
Florida Comprehensive Assessment Test®

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 has transitioned from the Florida Comprehensive Assessment Test® (FCAT) to the FCAT 2.0 to align with new academic standards. The 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. During the next two years, Florida will transition to the Common Core State Standards in English Language Arts and mathematics. As part of this transition, Florida will replace the FCAT 2.0 and Florida End-of-Course Assessments currently being administered in writing, reading and mathematics with new assessments that are aligned to the Common Core State Standards. FCAT 2.0 Reading and FCAT 2.0 Writing will be replaced by one assessment in English Language Arts.

A description of the Achievement Level definitions that apply to FCAT 2.0 Reading, Mathematics and Science 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 (140 to 302)					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	140-181	182-197	198-209	210-226	227-260
4	154-191	192-207	208-220	221-237	238-269
5	161-199	200-215	216-229	230-245	246-277
6	167-206	207-221	222-236	237-251	252-283
7	171-212	213-227	228-242	243-257	258-289
8	175-217	218-234	235-248	249-263	264-296
9	178-221	222-239	240-252	253-267	268-302
10	188-227	228-244	245-255	256-270	271-302

FCAT 2.0 Mathematics Developmental Scale Scores (140 to 298)					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	140-182	183-197	198-213	214-228	229-260
4	155-196	197-209	210-223	224-239	240-271
5	163-204	205-219	220-233	234-246	247-279
6	170-212	213-226	227-239	240-252	253-284
7	179-219	220-233	234-247	248-260	261-292
8	187-228	229-240	241-255	256-267	268-298

FCAT 2.0 Science Developmental Scale Scores (140 to 260)					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
5	140-184	185-199	200-214	215-224	225-260
8	140-184	185-202	203-214	215-224	225-260

In spring 2012, FCAT 2.0 Science was administered for the first time, and results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. This means that the 2012 results were reported using the existing FCAT Science score scale and Achievement Levels because the achievement standards had not yet been established for FCAT 2.0 Science. On December 12, 2012, the State Board of Education established the new FCAT 2.0 Science score scale and Achievement Levels using impact data as well as educator and stakeholder input based on the results for the first statewide test administration. The FCAT Equivalent Scores reported for the 2012 FCAT 2.0 Science assessment have been converted, or retrofitted, to the new FCAT 2.0 Science 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 new score scale and Achievement Levels had been approved and implemented at that time.

Like FCAT 2.0 Science, FCAT 2.0 Reading and Mathematics results were reported as FCAT Equivalent Scores in spring 2011. FCAT 2.0 Reading and Mathematics results from the spring 2011 test administration have been retrofitted to their established score scales and achievement standards in this media packet. The FCAT 2.0 Reading and Mathematics score scales and Achievement Levels were established by the State Board of Education on December 19, 2011.

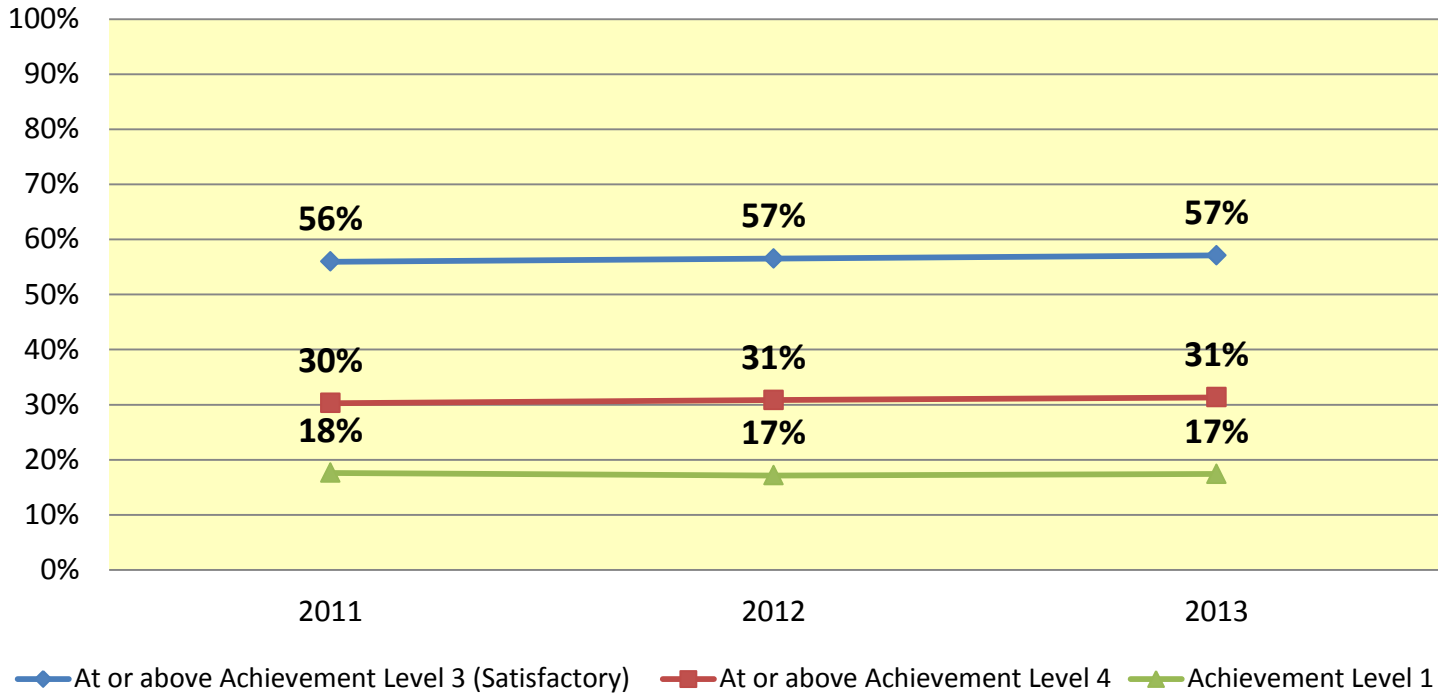
FCAT 2.0 Reading

Grades 3-10

Note: Percentages displayed in this document for 2012 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.

Grades 3-10

**FCAT 2.0 Reading
By Achievement Level**



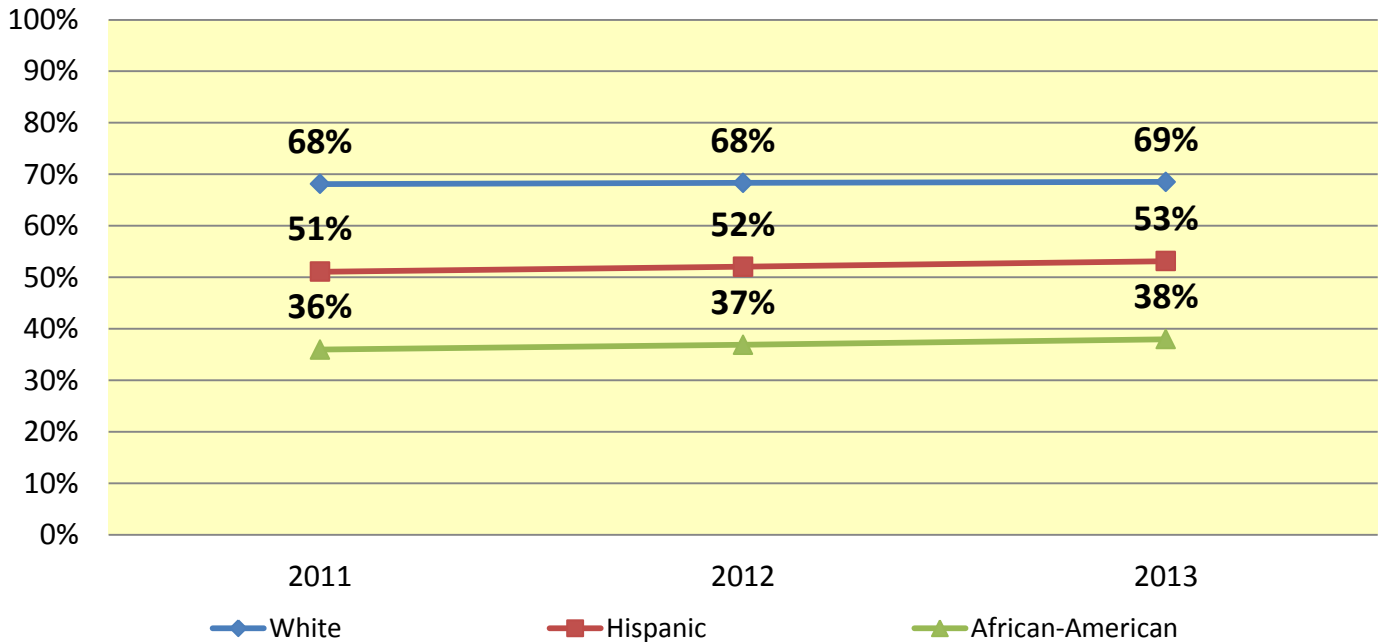
Overall, the percentage of students in grades 3-10 performing at or above Achievement Level 3 on FCAT 2.0 Reading remained constant from 2012.

In 2013, 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 and equal to 57 percent in 2013. In 2013, 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 and equal to 31 percent in 2012. In 2013, 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 and equal to 17 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3-10

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



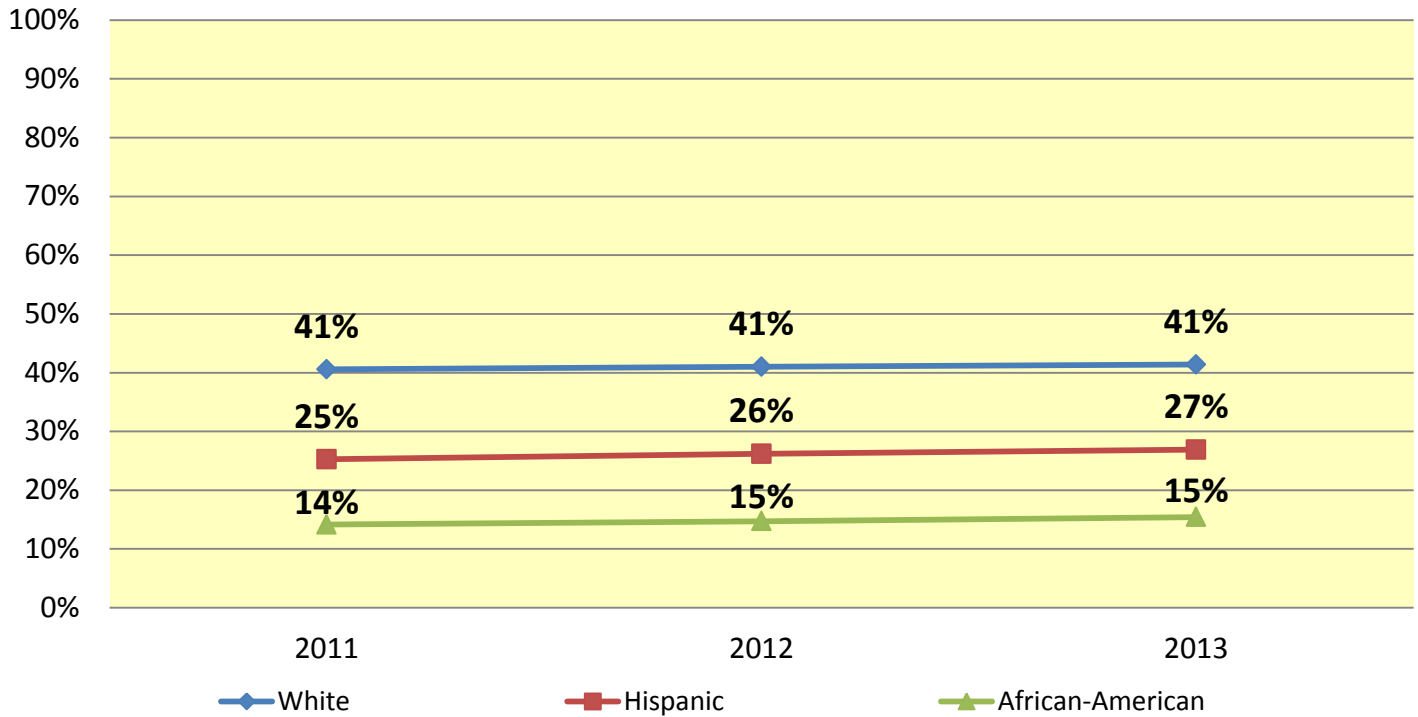
In 2013, the percentage of African-American, Hispanic and White students in grades 3-10 performing at or above Achievement Level 3 on FCAT 2.0 Reading increased 1 percentage point from 2012.

In 2013, 69 percent of White students in grades 3-10 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is an increase from 68 percent in 2011 and 2012. In 2013, 53 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 and 52 percent in 2012. In 2013, 38 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 and 37 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3-10

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



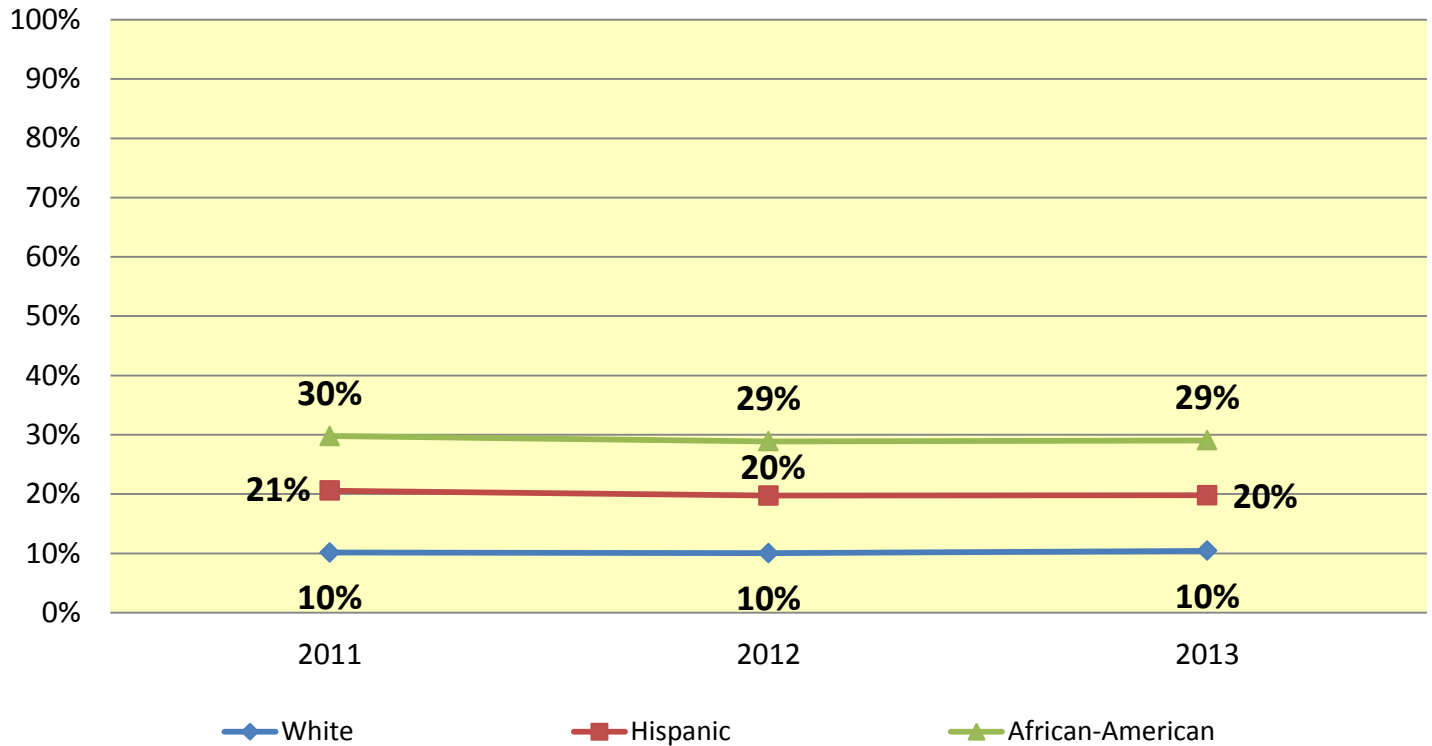
Since 2011, the percentage of Hispanic students performing at or above Achievement Level 4 has increased 2 percentage points.

In 2013, 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 and 2012. In 2013, 27 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 and 26 percent in 2012. In 2013, 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 and equal to 15 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3-10

**FCAT 2.0 Reading
Achievement Level 1**



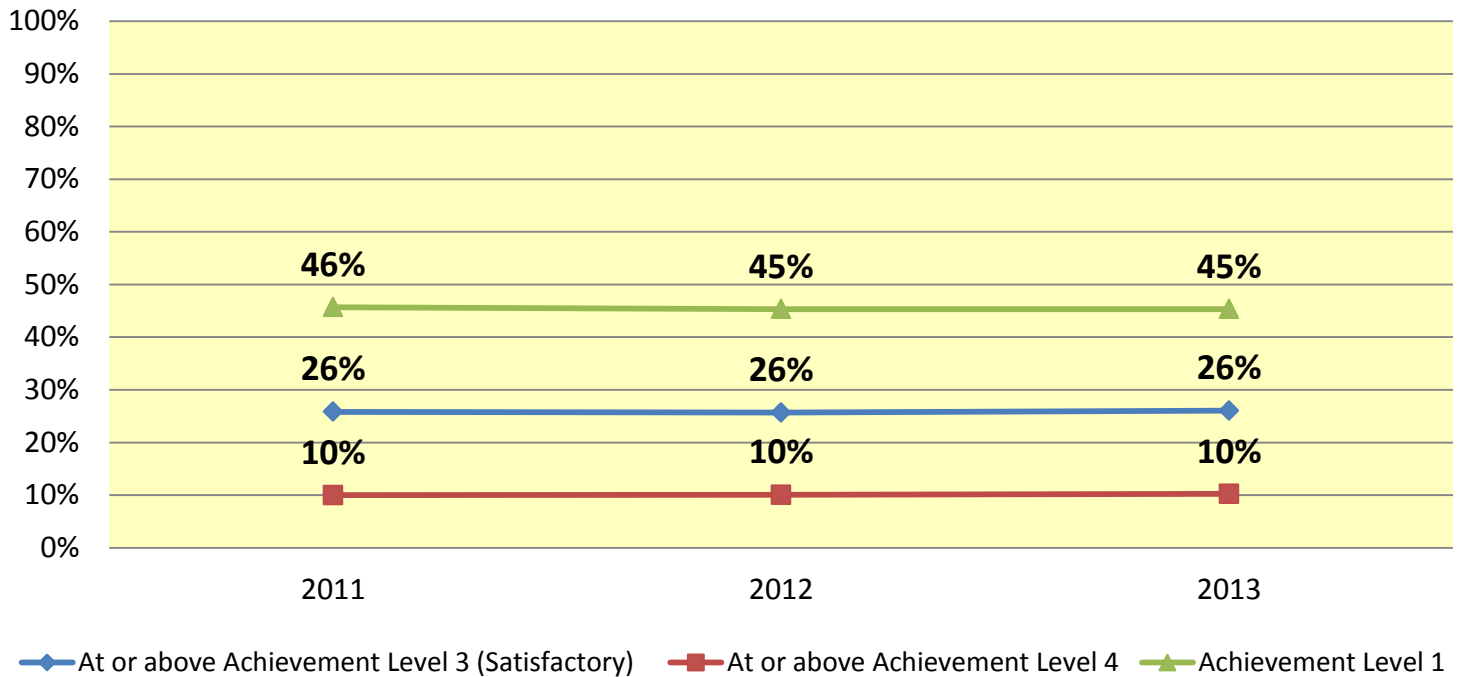
Since 2011, the percentage of Hispanic and African-American students performing at Achievement Level 1 has decreased 1 percentage point.

In 2013, 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 and 2012. In 2013, 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 and equal to 29 percent in 2012. In 2013, 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 and equal to 20 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3-10

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



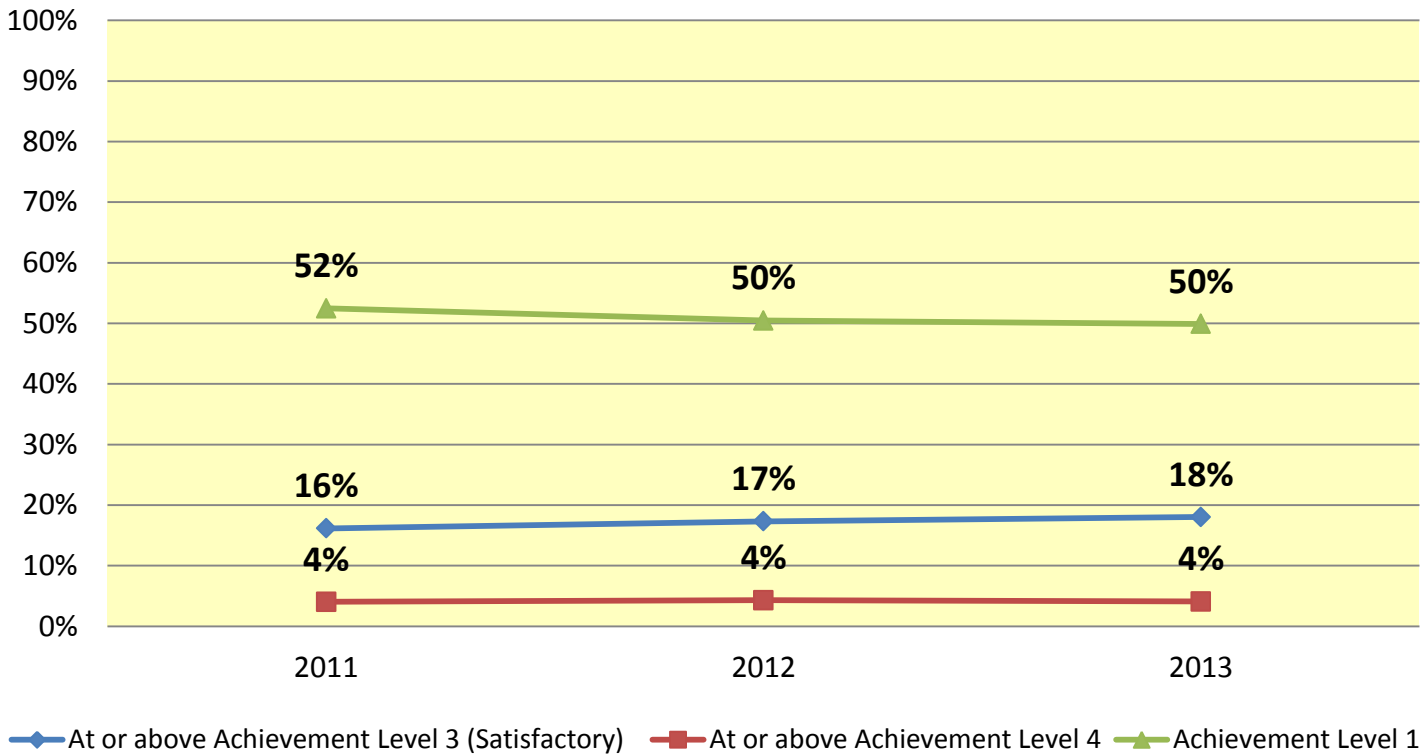
Overall, the percentage of Students with Disabilities in grades 3-10 performing at or above Achievement Level 3 on FCAT 2.0 Reading remained constant from 2012.

In 2013, 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 and 2012. In 2013, 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 and 2012. In 2013, 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 and equal to 45 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3-10

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



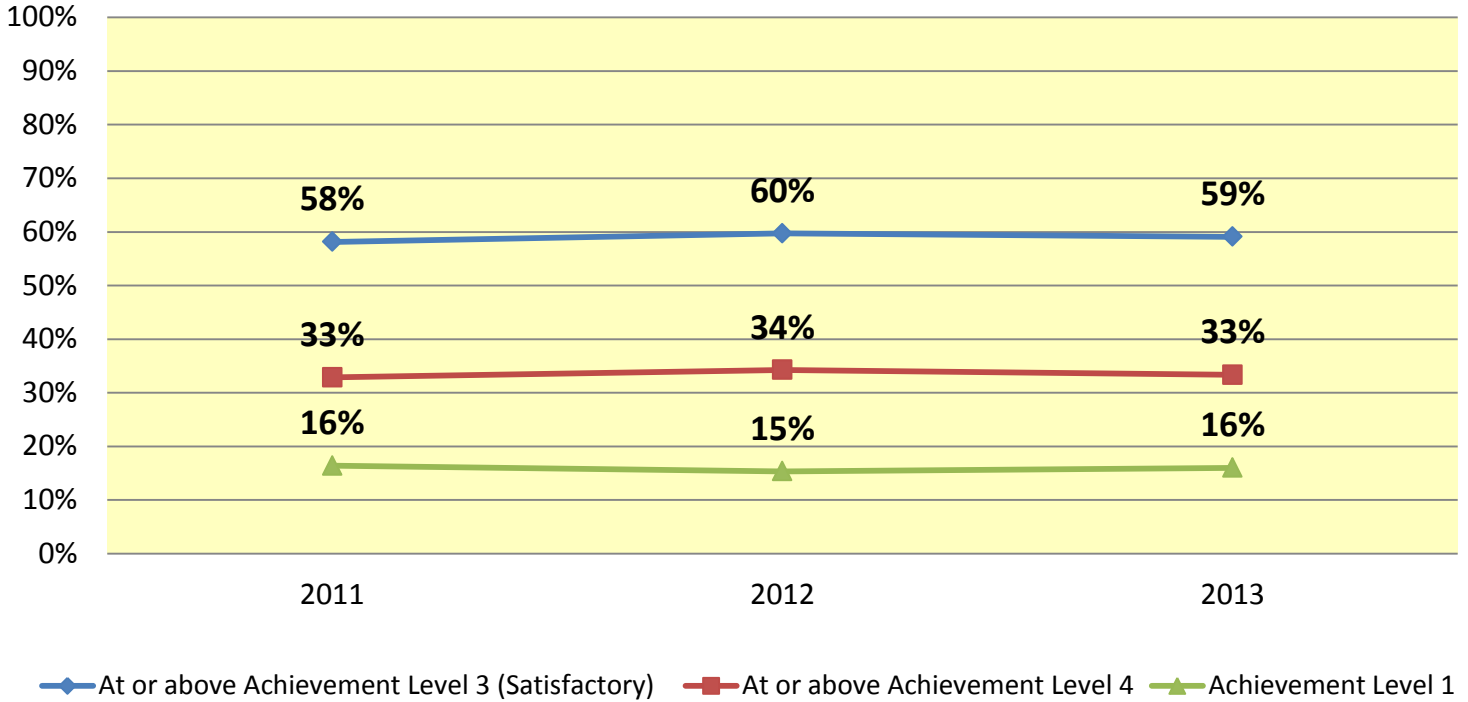
Since 2011, the percentage of English Language Learners in grades 3-10 performing at or above Achievement Level 3 on FCAT 2.0 Reading has increased by 2 percentage points. Over that same time period, the percentage of English Language Learners in grades 3-10 performing at Achievement Level 1 on FCAT 2.0 Reading has decreased 2 percentage points.

In 2013, 18 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 17 percent in 2012 and 16 percent in 2011. In 2013, 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 and 2012. In 2013, 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 and equal to 50 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3, 4 and 5

**FCAT 2.0 Reading
By Achievement Level**



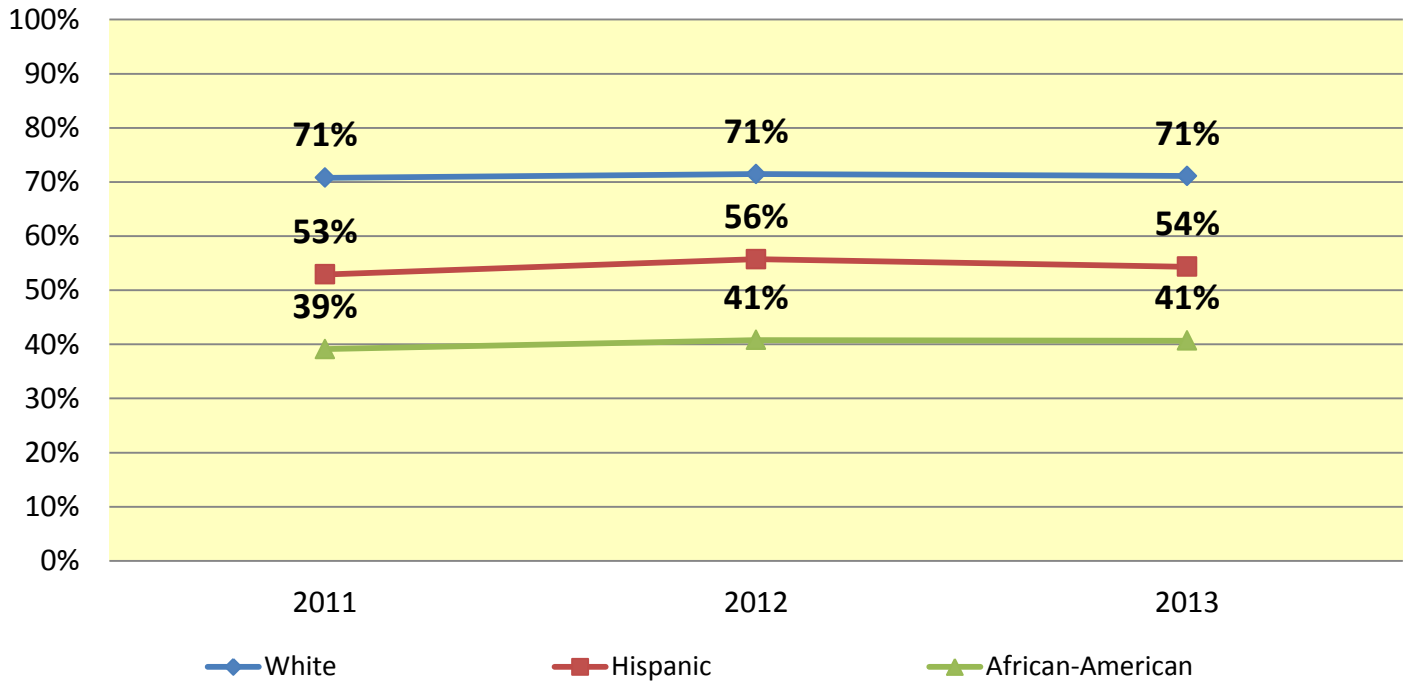
Overall, the percentage of students in grades 3, 4 and 5 performing at or above Achievement Level 3 on FCAT 2.0 Reading decreased 1 percentage point from 2012.

In 2013, 59 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 and a decrease from 60 percent in 2012. In 2013, 33 percent of students in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 33 percent in 2011 and a decrease from 34 percent in 2012. In 2013, 16 percent of students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 16 percent in 2011 and an increase from 15 percent 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3, 4 and 5

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



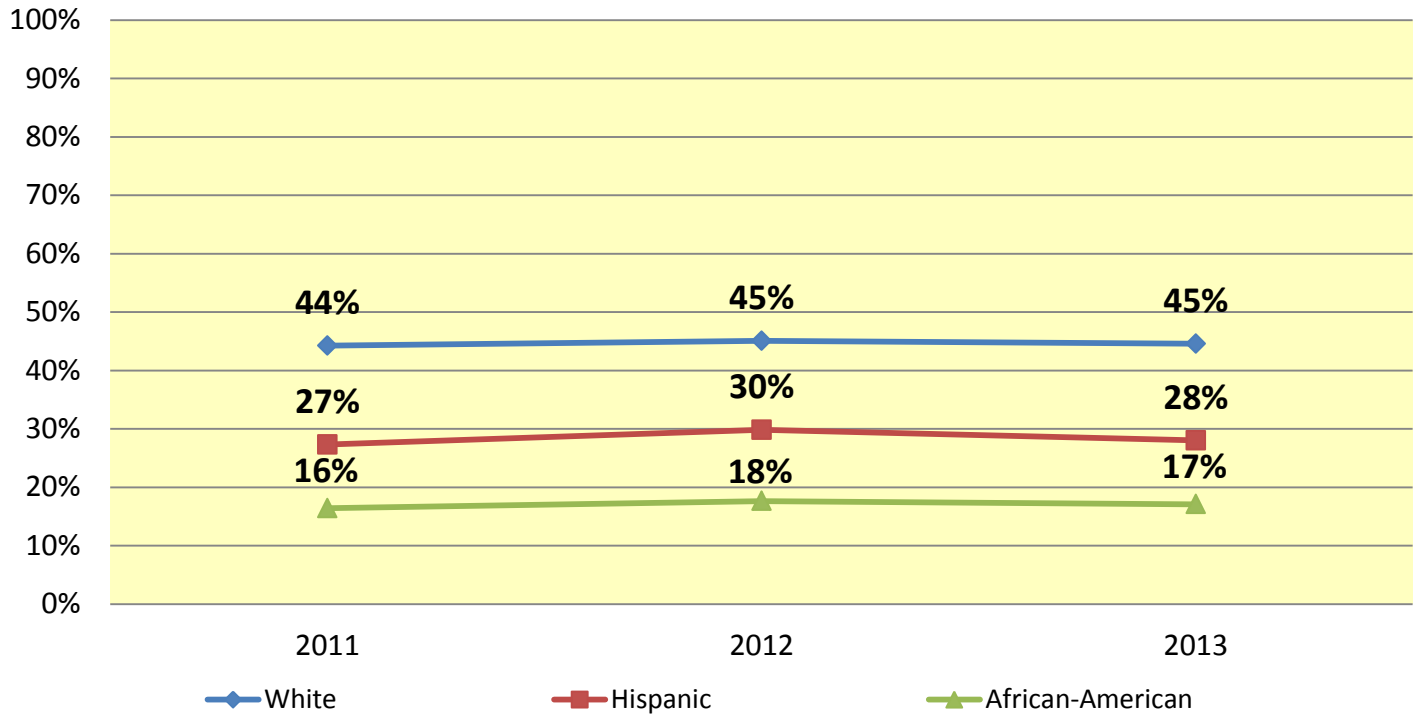
Since 2011, the percentage of African-American students performing at or above Achievement Level 3 has increased 2 percentage points.

In 2013, 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 and 2012. In 2013, 54 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 and a decrease from 56 percent in 2012. In 2013, 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 and equal to 41 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3, 4 and 5

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



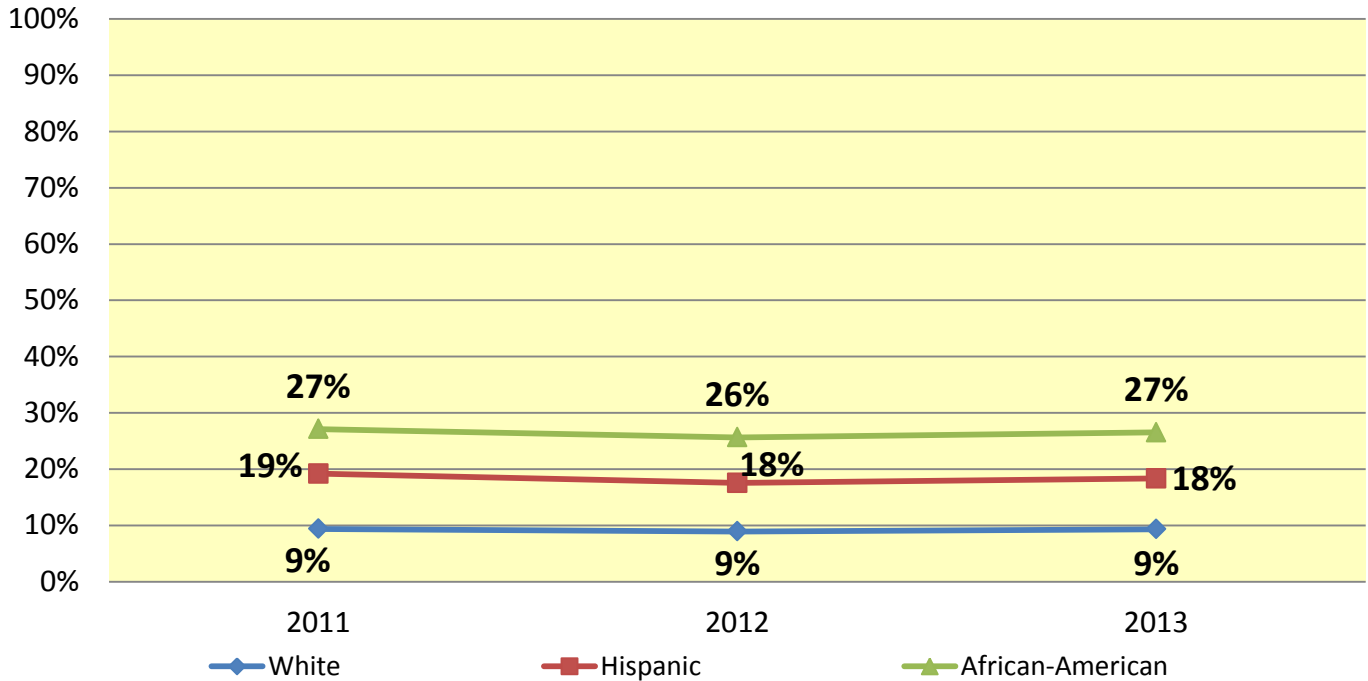
In 2013, the percentage of Hispanic students in grade 3, 4 and 5 performing at or above Achievement Level 4 decreased 2 percentage points.

In 2013, 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 and equal to 45 percent in 2012. In 2013, 28 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 and a decrease from 30 percent in 2012. In 2013, 17 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 and a decrease from 18 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3, 4 and 5

**FCAT 2.0 Reading
Achievement Level 1**



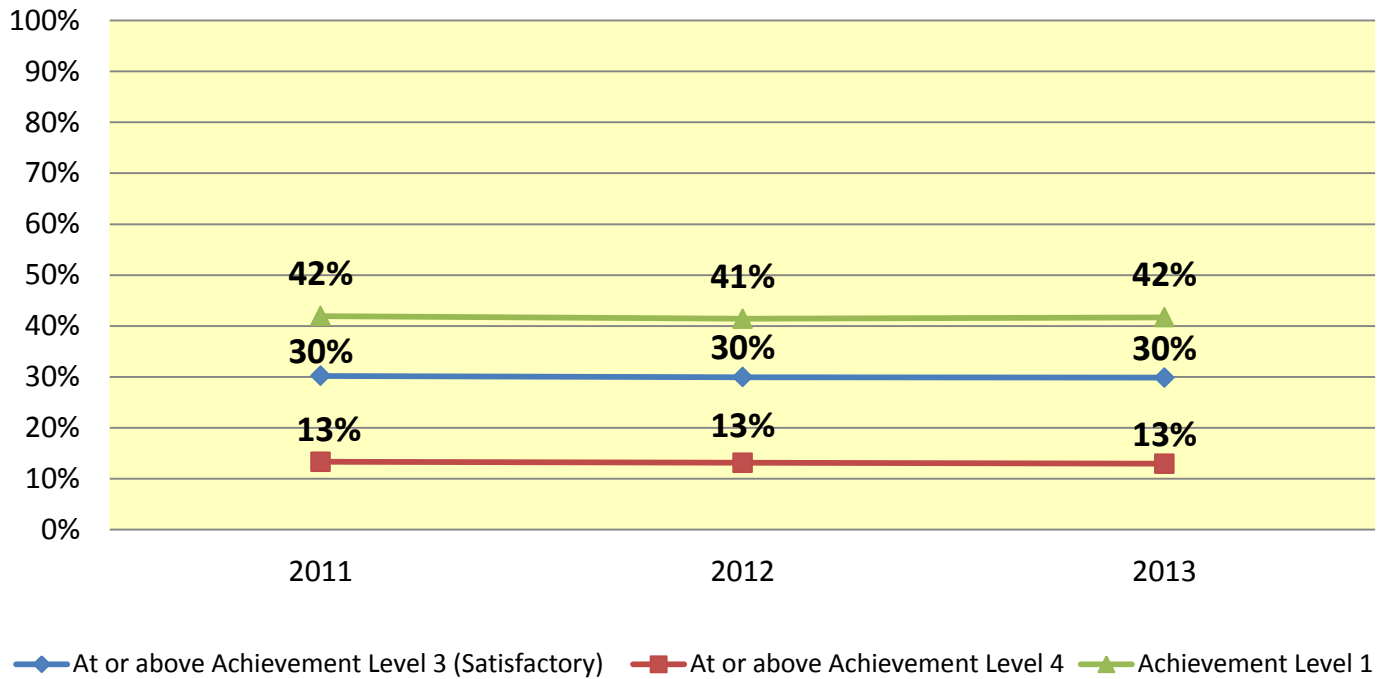
Since 2011, the percentage of Hispanic students performing at Achievement Level 1 has decreased 1 percentage point.

In 2013, 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 and 2012. In 2013, 27 percent of African-American students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 27 percent in 2011 and an increase from 26 percent in 2012. In 2013, 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 and equal to 18 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3, 4 and 5

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



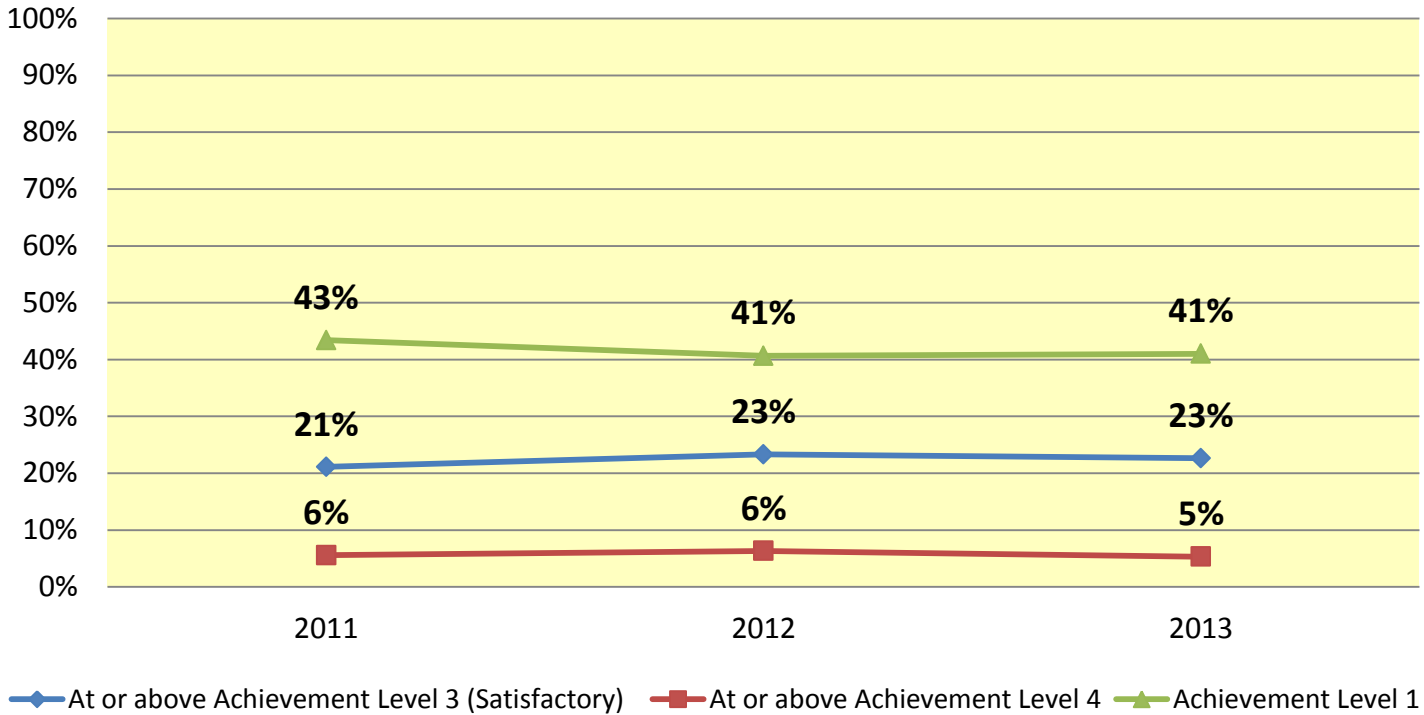
Since 2011, the percentage of Students with Disabilities in grades 3, 4 and 5 performing at or above Achievement Level 3 on FCAT 2.0 Reading remained constant from 2012.

In 2013, 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 to 2012. In 2013, 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 and 2012. In 2013, 42 percent of Students with Disabilities in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 42 percent in 2011 and an increase from 41 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3, 4 and 5

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



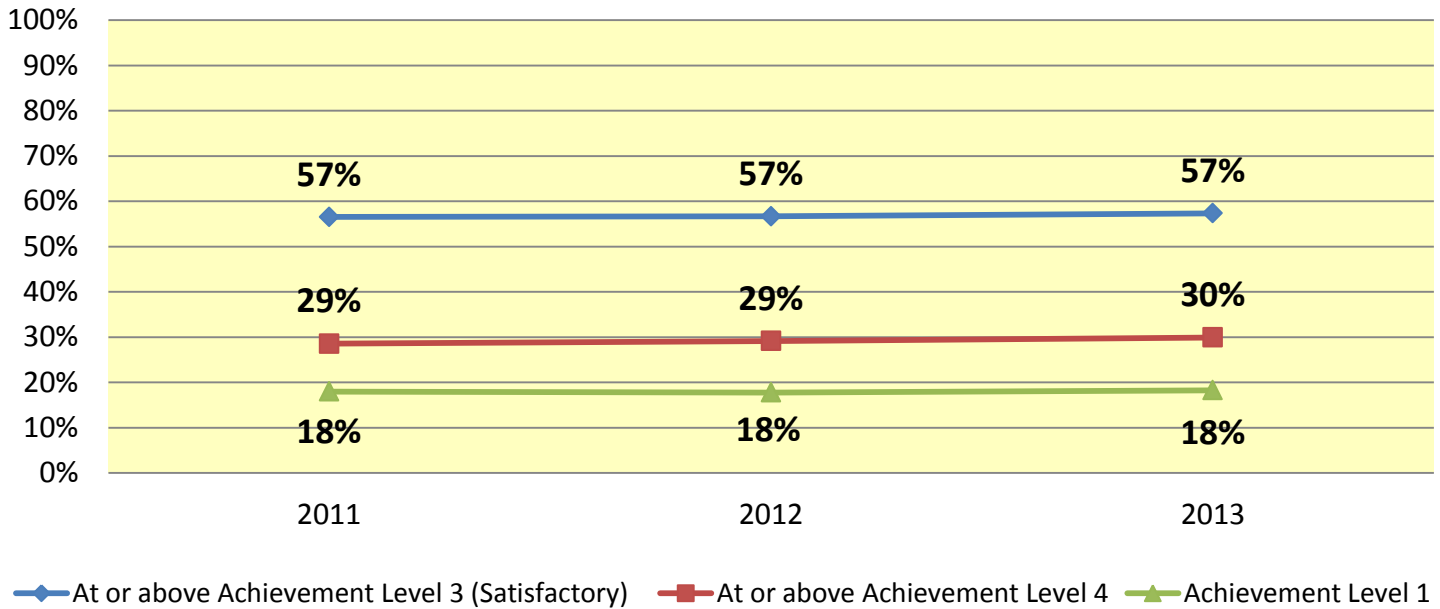
Since 2011, the percentage of English Language Learners in grades 3, 4 and 5 performing at or above Achievement Level 3 on FCAT 2.0 Reading has increased 2 percentage points. Over that same time period, the percentage of English Language Learners in grades 3, 4 and 5 performing at Achievement Level 1 on FCAT 2.0 Reading has decreased 2 percentage points.

In 2013, 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 and equal to 23 percent 2012. In 2013, 5 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 a decrease from 6 percent in 2011 and 2012. In 2013, 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 and equal to 41 percent in 2013.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 6, 7 and 8

**FCAT 2.0 Reading
By Achievement Level**



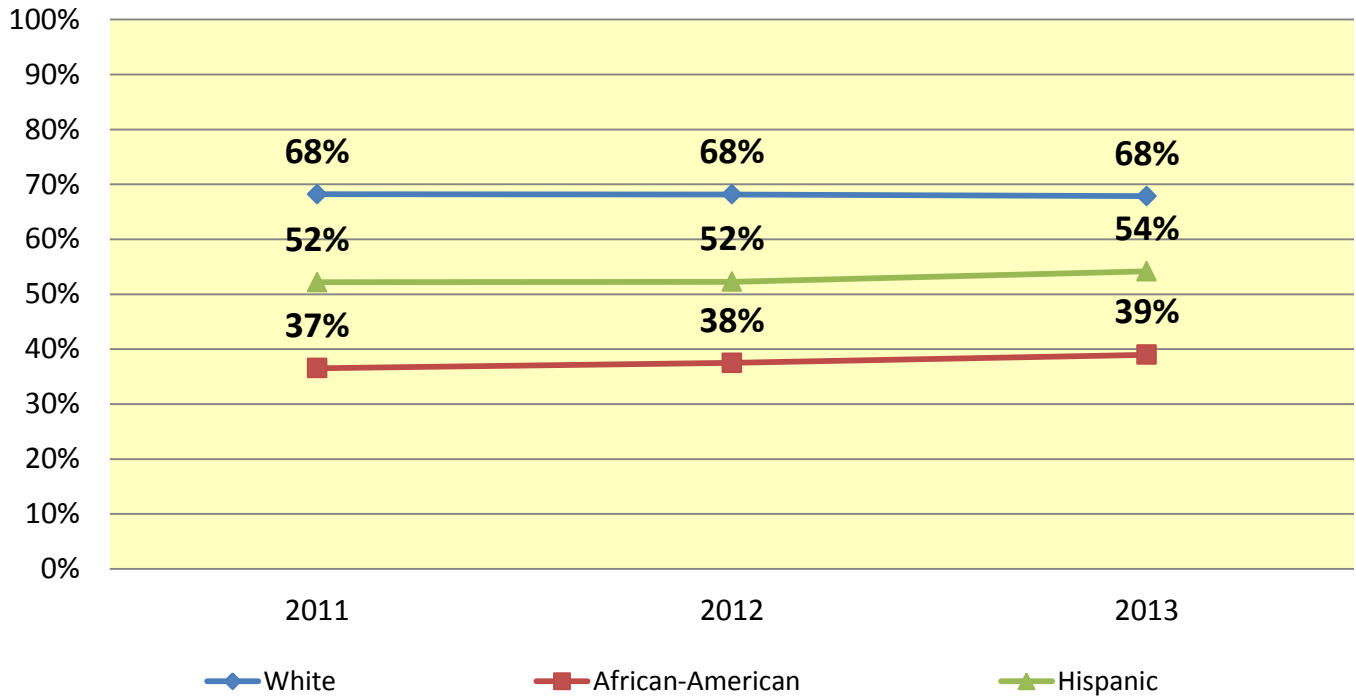
Overall, the percentage of Students with Disabilities in grades 6, 7 and 8 performing at or above Achievement Level 3 on FCAT 2.0 Reading remained constant from 2012.

In 2013, 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 and 2012. In 2013, 30 percent of 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 29 percent in 2011 and 2012. In 2013, 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 and 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 6, 7 and 8

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



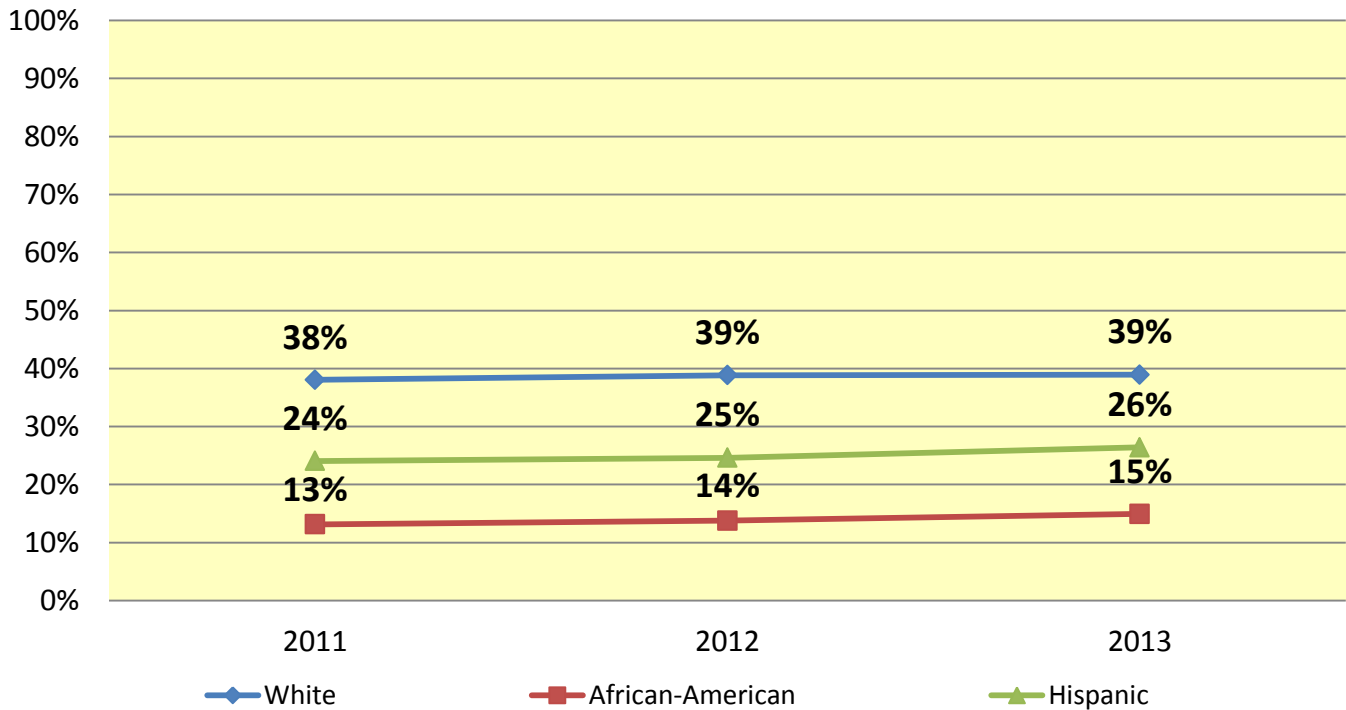
In 2013, the percentage of African-American and Hispanic students in grades 6, 7 and 8 performing at or above Achievement Level 3 on FCAT 2.0 Reading increased. The gains made on FCAT 2.0 Reading by African-American and Hispanic students from 2012 to 2013 narrowed the achievement gap. The percentage of African-American students in grades 6, 7 and 8 performing at or above Achievement Level 3 increased 1 percentage point; the percentage of Hispanic students in grades 6, 7 and 8 performing at or above Achievement Level 3 increased 2 percentage points; and the percentage of White students in grades 6, 7 and 8 performing at or above Achievement Level 3 remained constant from 2012.

In 2013, 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 and 2012. In 2013, 54 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 an increase from 52 percent in 2011 and 2012. In 2013, 39 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 and 38 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 6, 7 and 8

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



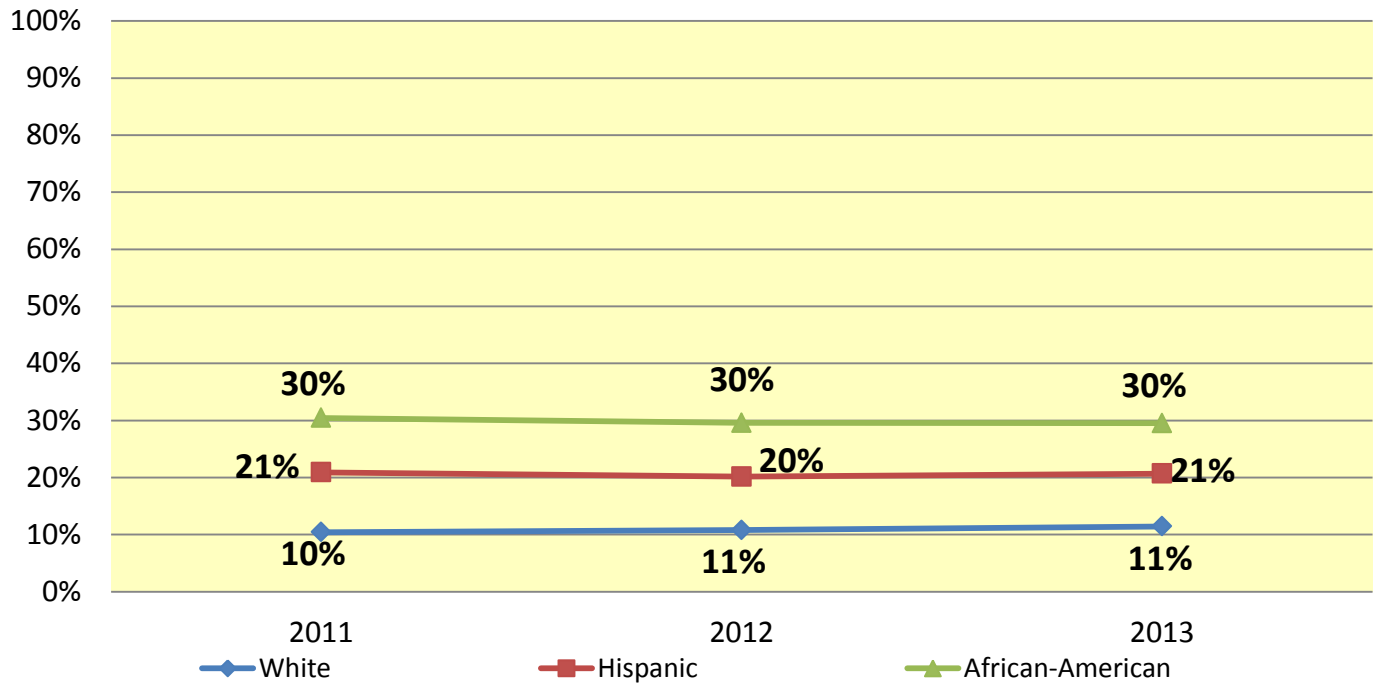
Since 2011, the percentage of African-American and Hispanic students in grades 6, 7 and 8 performing at or above Achievement Level 4 has increased 2 percentage points.

In 2013, 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 and equal to 39 percent in 2012. In 2013, 26 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 and 25 percent in 2012. In 2013, 15 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 and 14 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 6, 7 and 8

**FCAT 2.0 Reading
Achievement Level 1**



Overall, the percentage of Hispanic students in grades 6, 7 and 8 performing at Achievement Level 1 on FCAT 2.0 Reading increased 1 percentage point from 2012.

In 2013, 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 and equal to 11 percent in 2012. In 2013, 21 percent of Hispanic students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 21 percent in 2011 and an increase from 20 percent in 2012. In 2013, 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 and 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 6, 7 and 8

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



◆ At or above Achievement Level 3 (Satisfactory) ■ At or above Achievement Level 4 ▲ Achievement Level 1

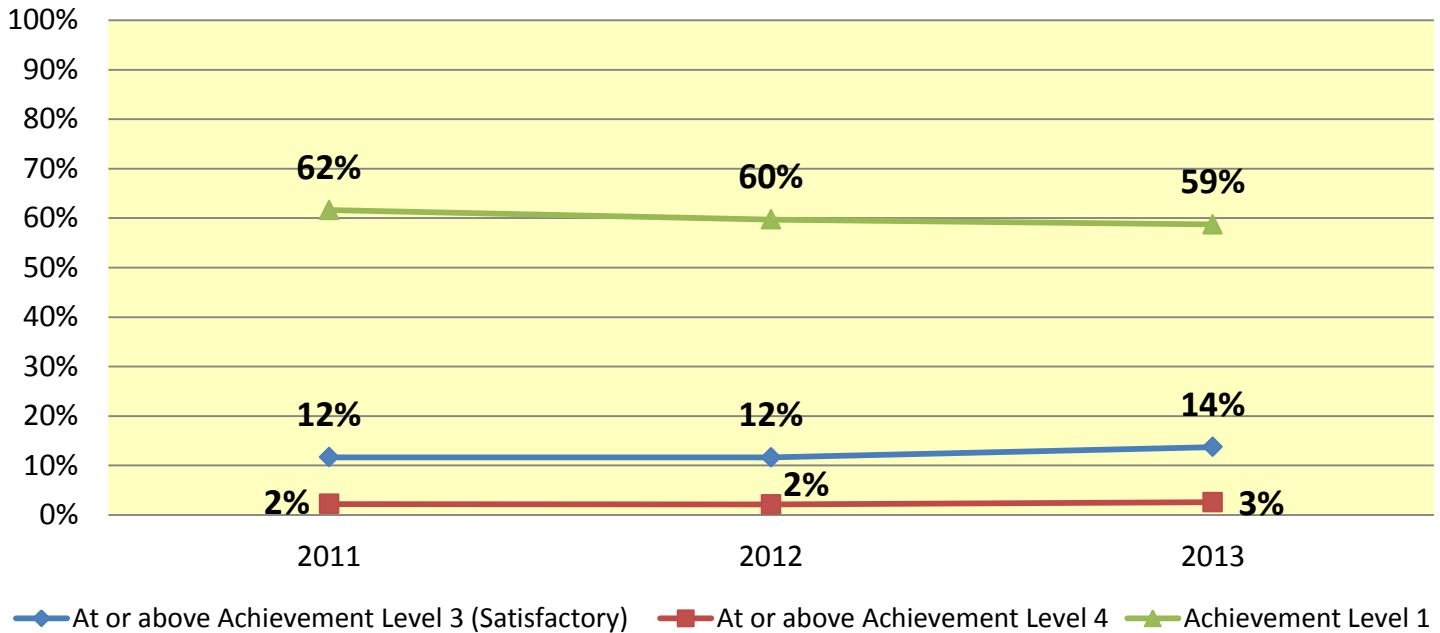
Since 2011, the percentage of Students with Disabilities in grades 6, 7 and 8 performing at or above Achievement Level 3 on FCAT 2.0 Reading remained constant from 2012.

In 2013, 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 and 2012. In 2013, 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 and 2012. In 2013, 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 and 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 6, 7 and 8

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



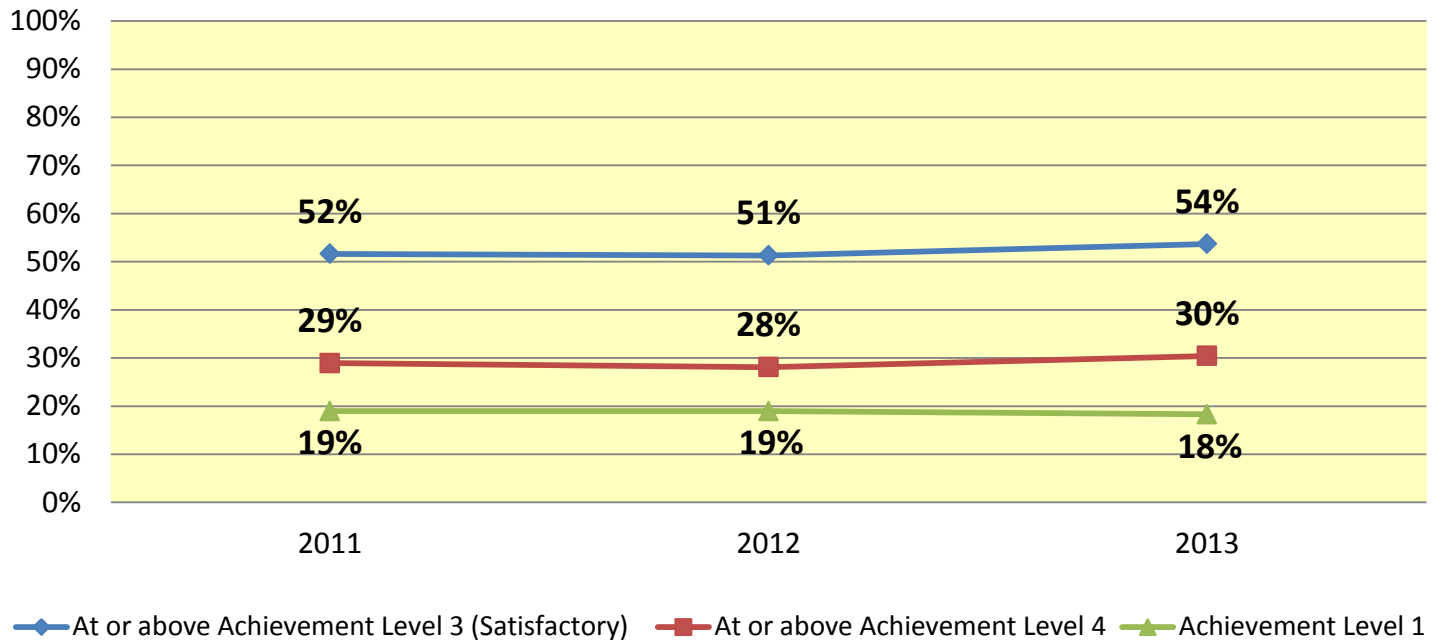
Since 2011, the percentage of English Language Learners in grades 6, 7 and 8 performing at or above Achievement Level 3 on FCAT 2.0 Reading has increased 2 percentage points. Over that same time period, the percentage of English Language Learners in grades 6, 7 and 8 performing at Achievement Level 1 on FCAT 2.0 Reading has decreased 3 percentage points.

In 2013, 14 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 an increase from 12 percent in 2011 and 2012. In 2013, 3 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 an increase from 2 percent in 2011 and 2012. In 2013, 59 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 and 60 percent in 2012.

Source: K20 Education Data Warehouse
 Florida Department of Education, June 2013

Grades 9 and 10

**FCAT 2.0 Reading
By Achievement Level**



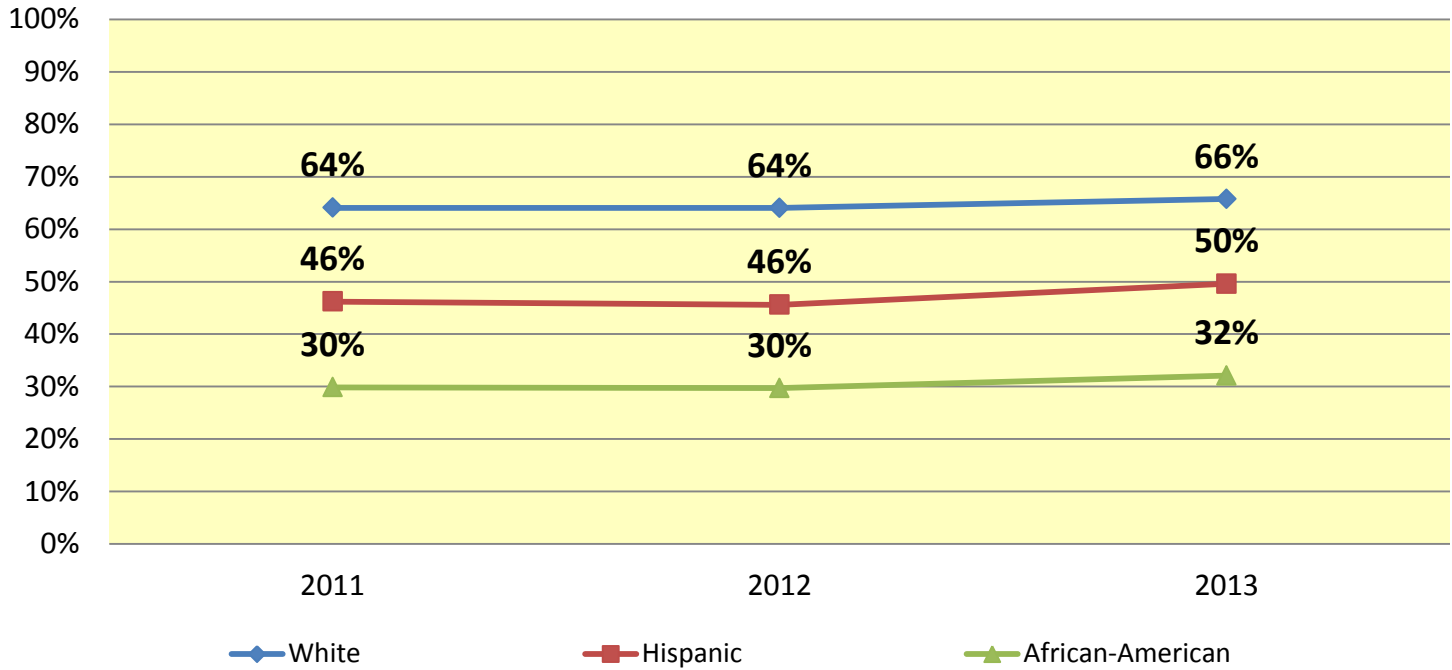
Overall, Florida’s students in grades 9 and 10 scored higher in reading in 2013 than in 2012. In 2013, the performance of students in grades 9 and 10 performing at or above Achievement Level 3 and at or above Achievement Level 4 on FCAT 2.0 Reading increased 3 percentage points and 2 percentage points, respectively.

In 2013, 54 percent of 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 52 percent in 2011 and 51 percent in 2012. In 2013, 30 percent of students in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 29 percent in 2011 and 28 percent in 2012. In 2013, 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 and 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 9 and 10

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



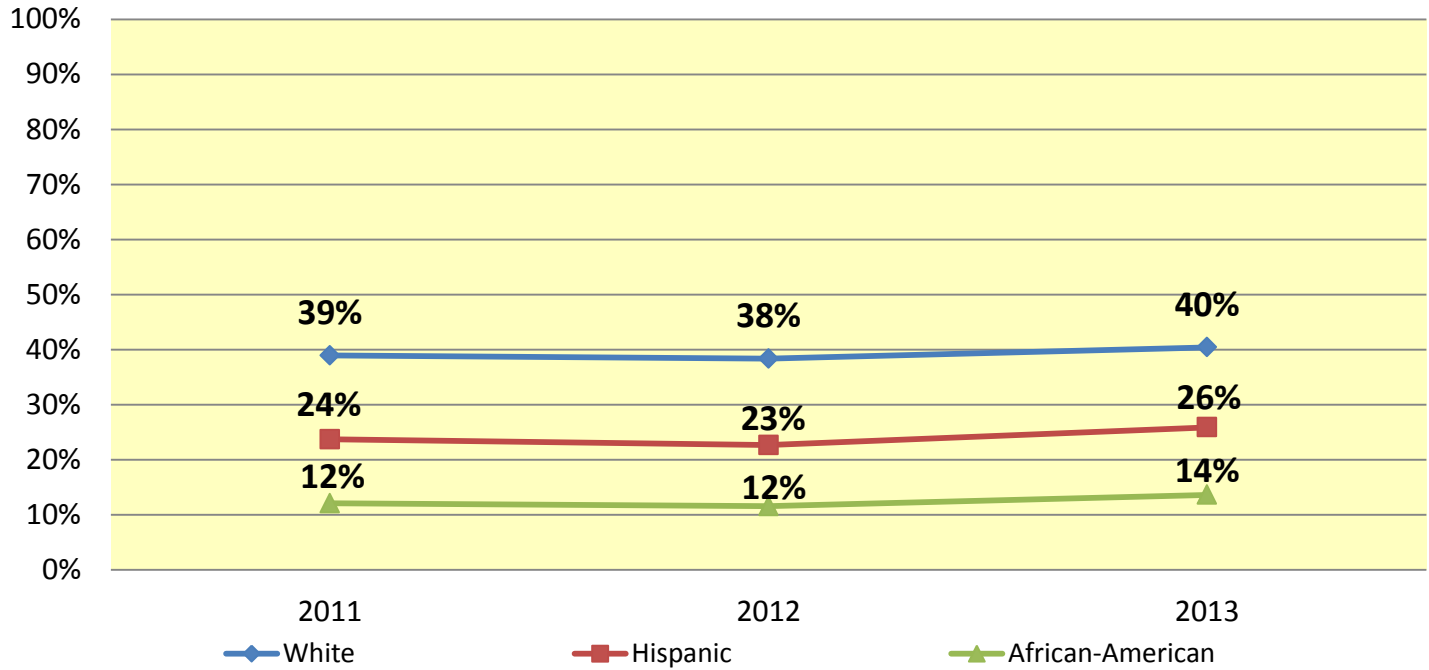
In 2013, the percentage of Hispanic students in grades 9 and 10 performing at or above Achievement Level 3 on FCAT 2.0 Reading increased. The gains made on FCAT 2.0 Reading by Hispanic students from 2012 to 2013 narrowed the achievement gap. The percentage of African-American students grades 9 and 10 performing at or above Achievement Level 3 increased 4 percentage points; the percentage of Hispanic students in grades 9 and 10 performing at or above Achievement Level 3 increased 4 percentage points; and the percentage of White students in grades 9 and 10 performing at or above Achievement Level 3 increased 2 percentage points.

In 2013, 66 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 and 2012. In 2013, 32 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 an increase from 30 percent in 2011 and 2012. In 2013, 50 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 and 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 9 and 10

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



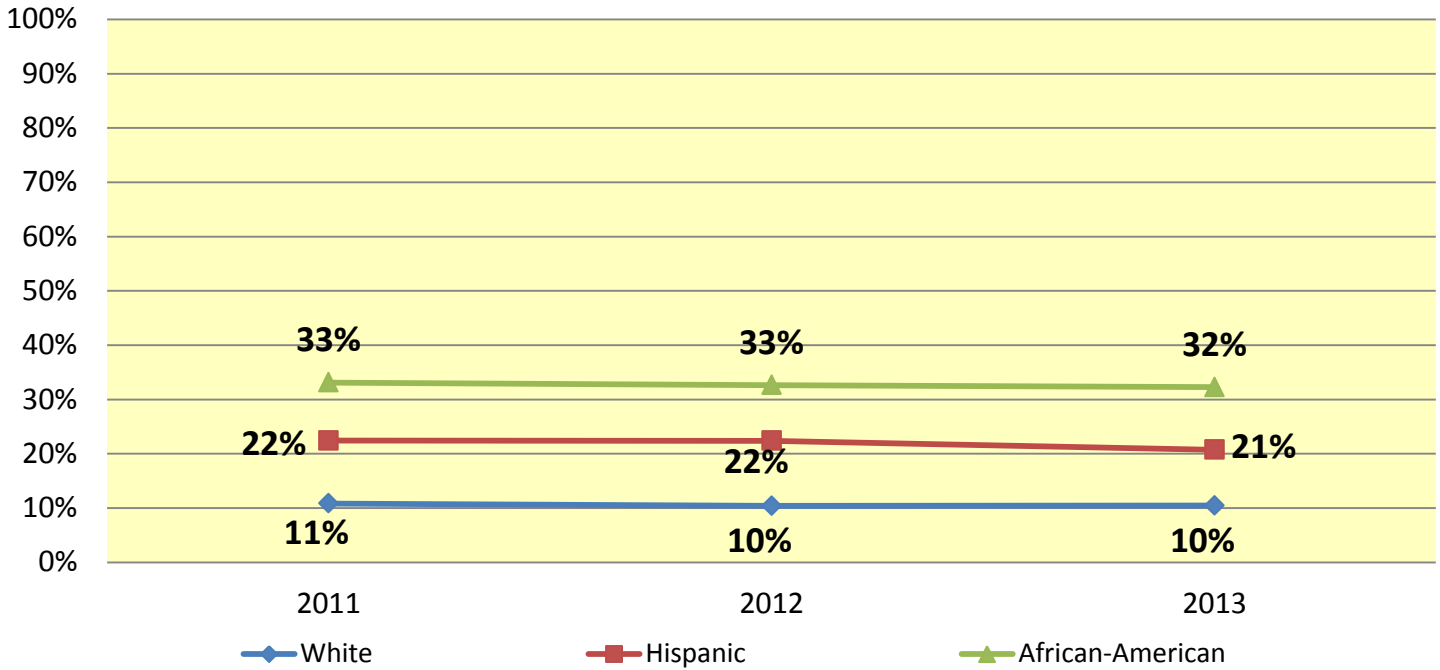
Since 2012, the percentage of Hispanic students in grades 9 and 10 performing at or above Achievement Level 4 increased 3 percentage points and the percentage of African-American and White students in grades 9 and 10 performance at or above Achievement Level 4 increased 2 percentage points.

In 2013, 40 percent of White students in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 39 percent in 2011 and 38 percent in 2012. In 2013, 26 percent of Hispanic students in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 24 percent in 2011 and 23 percent in 2012. In 2013, 14 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 an increase from 12 percent in 2011 and 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 9 and 10

**FCAT 2.0 Reading
Achievement Level 1**



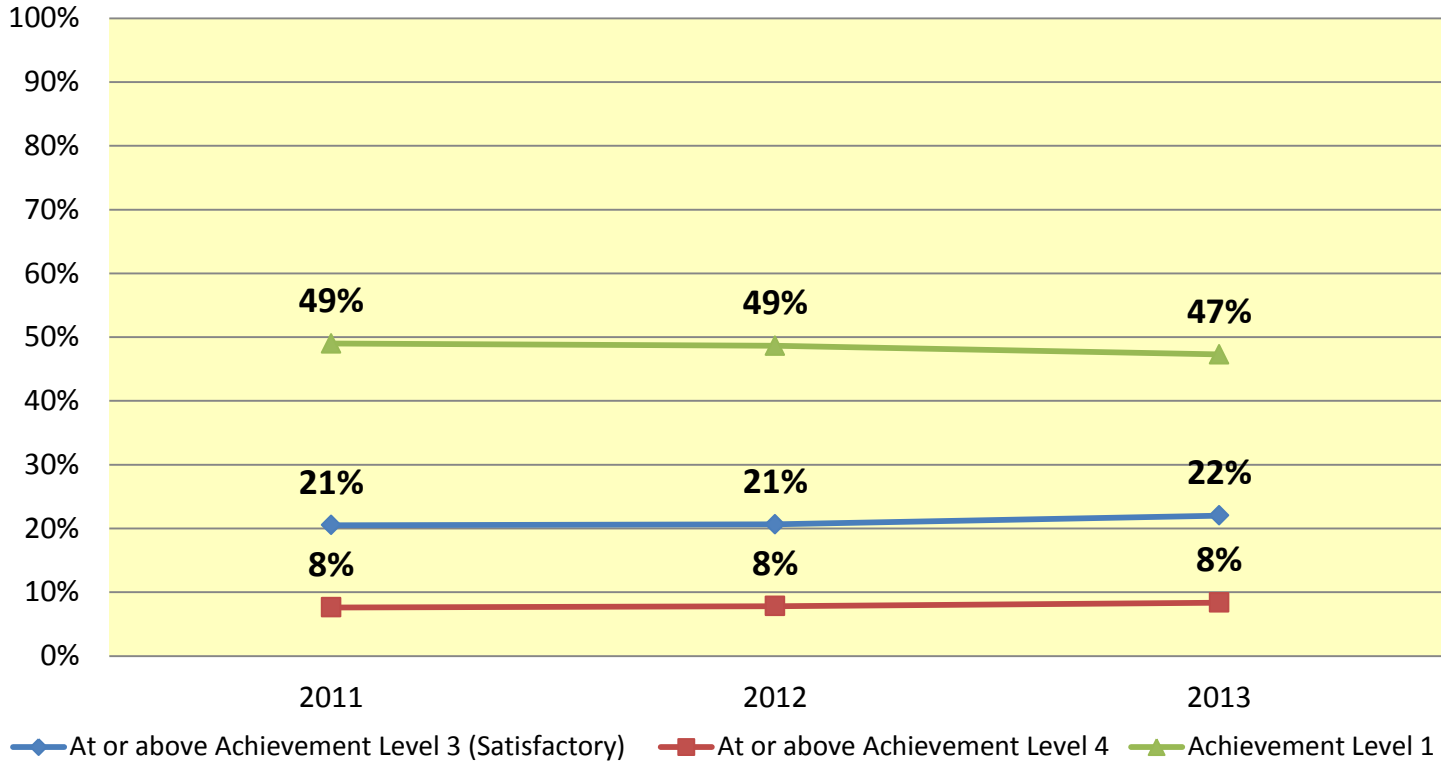
In 2013, the percentage of Hispanic and African-American students in grades 9 and 10 performing at Achievement Level 1 on FCAT 2.0 Reading decreased by 1 percentage point in comparison to 2012.

In 2013, 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 and equal to 10 percent in 2012. In 2013, 21 percent of Hispanic students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 22 percent in 2011 and 2012. In 2013, 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 and 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 9 and 10

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



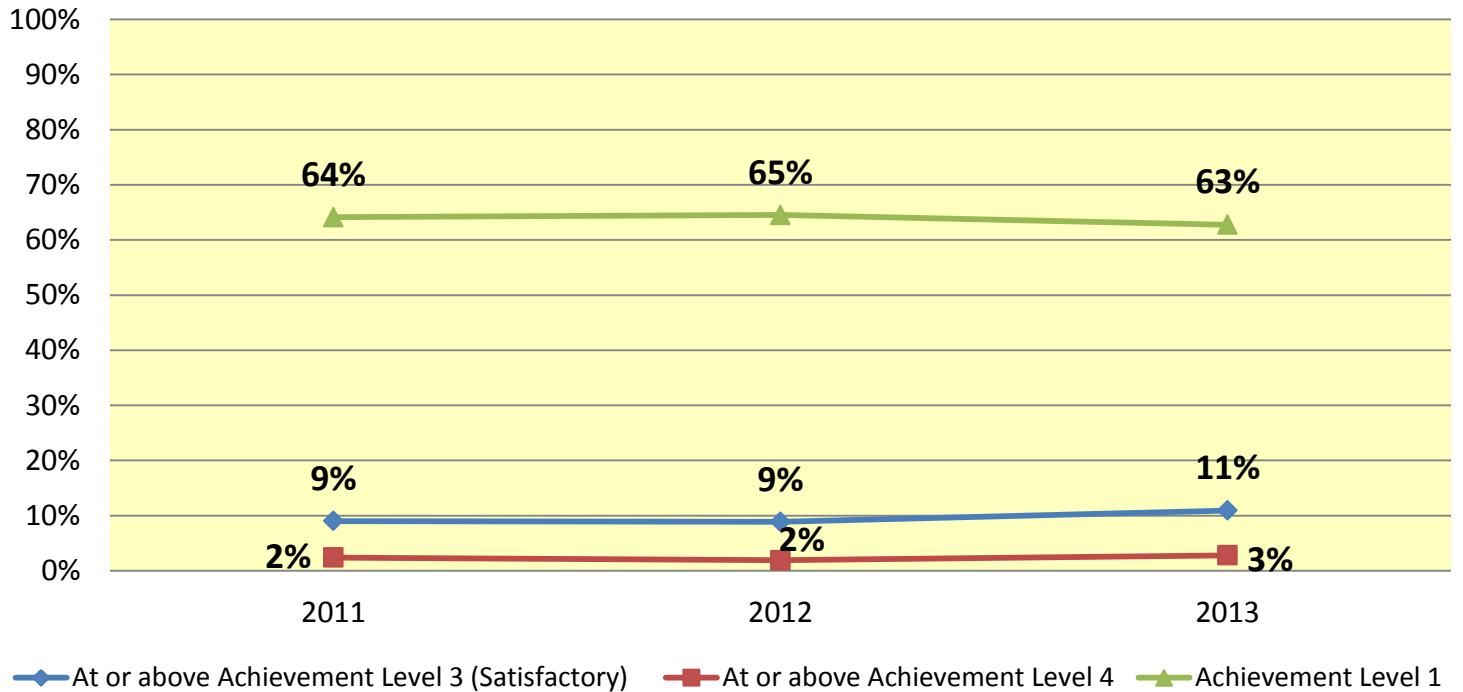
Since 2011, the percentage of Students with Disabilities in grades 9 and 10 and performing at or above Achievement Level 3 on FCAT 2.0 Reading has increased 1 percentage point. Over that same time period, the percentage of Students with Disabilities in grades 9 and 10 performing at Achievement Level 1 has decreased 2 percentage points.

In 2013, 22 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 an increase from 21 percent in 2011 and 2012. In 2013, 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 and 2012. In 2013, 47 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 and 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 9 and 10

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



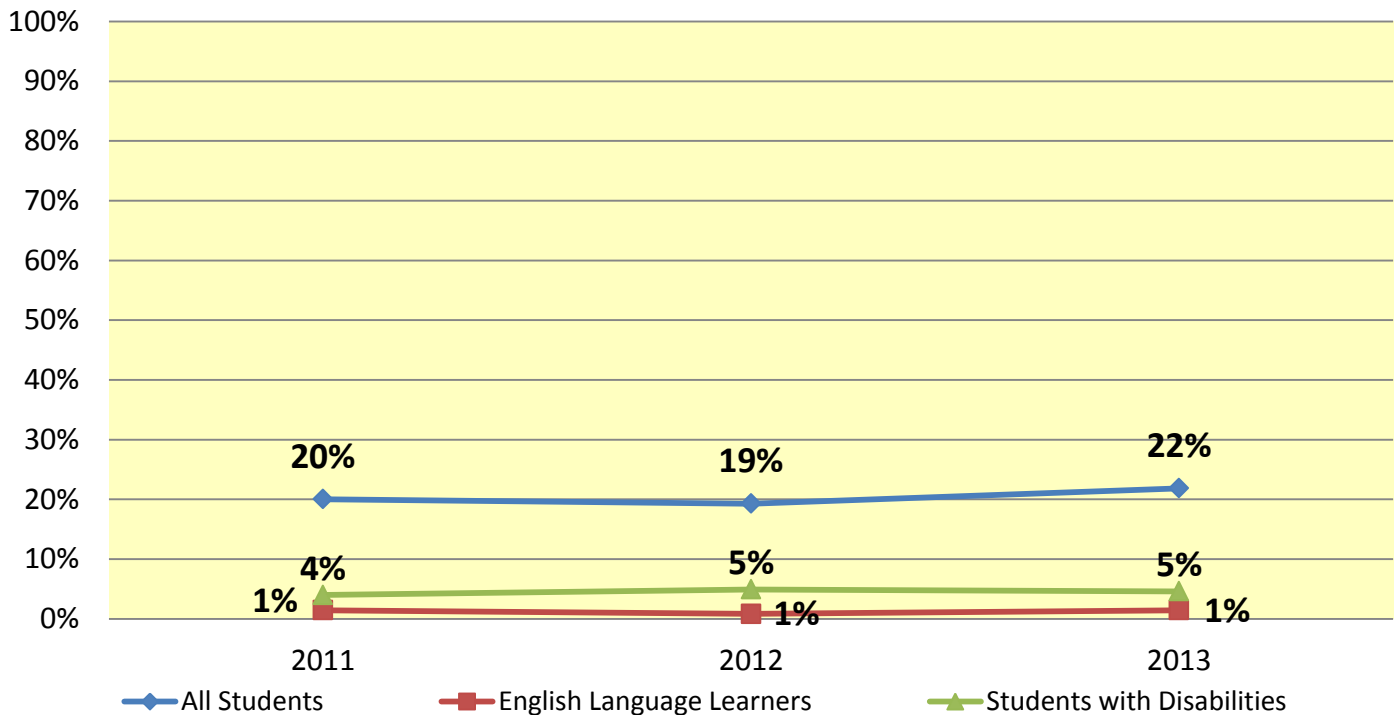
In 2013, the percentage of English Language Learners in grades 9 and 10 performing at or above Achievement Level 3 increased 2 percentage points in comparison to 2012. Also, the percentage of English Language Learners in grades 9 and 10 performing at Achievement Level 1 decreased 2 percentage points in comparison to 2012.

In 2013, 11 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 an increase from 9 percent in 2011 and 2012. In 2013, 3 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 an increase from 2 percent in 2011 and 2012. In 2013, 63 percent of English Language Learners in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 64 percent in 2011 and 65 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grade 10

**FCAT 2.0 Reading
Scale Score of 262 and higher**



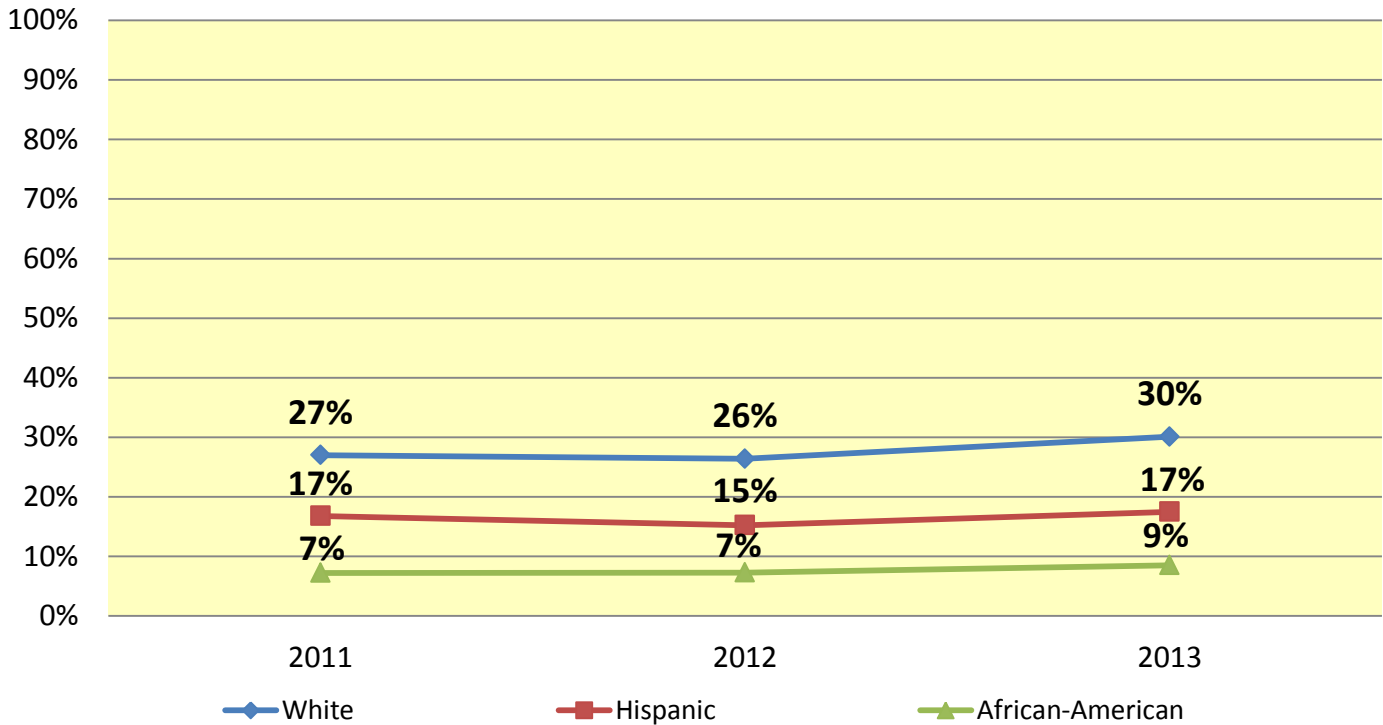
A scale score of 262 on the Grade 10 FCAT 2.0 Reading demonstrates readiness for college-level coursework in the curriculum area. Students who achieve this score and enroll in a Florida College System institution within two years are exempt from taking the Florida Postsecondary Education Readiness Test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

In 2013, 22 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 an increase from 20 percent in 2011 and 19 percent in 2012. In 2013, 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 and 2012. In 2013, 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 and equal to 5 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grade 10

**FCAT 2.0 Reading
Scale Score of 262 and higher**



A scale 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 2013, 30 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 an increase from 27 percent in 2011 and 26 percent in 2012. In 2013, 17 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 equal to 17 percent in 2011 and an increase from 15 percent in 2012. In 2013, 9 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 an increase from 7 percent in 2011 and 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

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
	2013	205,984	201	18	25	23	23	11	57
4	2011	198,877	212	15	26	26	23	10	59
	2012	193,676	213	13	25	27	25	10	62
	2013	193,751	212	15	25	26	23	11	60
5	2011	198,401	219	16	26	27	22	10	58
	2012	199,790	221	15	24	27	22	12	61
	2013	195,188	220	15	25	28	22	10	60
6	2011	197,859	225	17	24	29	19	10	58
	2012	198,947	225	19	24	28	19	10	57
	2013	199,458	225	19	23	28	20	10	59
7	2011	194,660	231	18	24	29	19	10	58
	2012	198,281	231	18	25	29	19	11	58
	2013	199,316	231	20	23	27	19	11	57
8	2011	195,792	236	19	28	26	17	10	53
	2012	194,566	237	17	27	26	18	12	55
	2013	198,201	237	17	27	26	19	11	56
9	2011	195,884	240	19	29	23	18	10	51
	2012	197,063	240	18	30	24	19	9	52
	2013	197,121	240	19	28	25	20	9	53
10	2011	185,956	245	19	30	22	20	10	52
	2012	184,403	244	20	30	22	19	10	50
	2013	189,047	246	18	28	22	21	11	54

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

² In spring 2011, FCAT 2.0 Reading was administered for the first time, and results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. In this report, the FCAT Equivalent Scores reported for the 2011 FCAT 2.0 Reading assessment have been converted, or retrofitted, to the established FCAT 2.0 Reading score scale and achievement standards established by the State Board of Education on December 19, 2011, 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.

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

**2013 FCAT 2.0 Reading Results
Percent Comparison by District
Grades 3-10**

District	Percentage of Students at Achievement Level 1	Percentage of Students at or Above Achievement Level 3	Percentage of Students at or Above Achievement Level 4
STATEWIDE	17%	57%	31%
ALACHUA	18%	59%	36%
BAKER	14%	60%	32%
BAY	15%	58%	31%
BRADFORD	24%	44%	20%
BREVARD	11%	66%	38%
BROWARD	18%	57%	31%
CALHOUN	13%	63%	33%
CHARLOTTE	15%	59%	31%
CITRUS	13%	63%	35%
CLAY	11%	63%	35%
COLLIER	18%	57%	32%
COLUMBIA	17%	55%	28%
DADE	20%	56%	30%
DESOTO	27%	40%	17%
DIXIE	15%	57%	26%
DUVAL	19%	53%	28%
ESCAMBIA	21%	51%	26%
FLAGLER	14%	62%	35%
FRANKLIN	23%	49%	27%
GADSDEN	27%	39%	15%
GILCHRIST	10%	68%	35%
GLADES	20%	52%	23%
GULF	14%	57%	29%
HAMILTON	27%	41%	18%
HARDEE	22%	48%	21%
HENDRY	25%	42%	18%
HERNANDO	16%	58%	31%
HIGHLANDS	21%	50%	25%
HILLSBOROUGH	20%	54%	30%
HOLMES	20%	53%	28%
INDIAN RIVER	17%	58%	32%
JACKSON	14%	58%	30%
JEFFERSON	33%	35%	12%
LAFAYETTE	19%	50%	24%

District	Percentage of Students at Achievement Level 1	Percentage of Students at or Above Achievement Level 3	Percentage of Students at or Above Achievement Level 4
STATEWIDE	17%	57%	31%
LAKE	17%	55%	29%
LEE	17%	58%	31%
LEON	16%	60%	37%
LEVY	20%	50%	24%
LIBERTY	14%	55%	24%
MADISON	29%	40%	18%
MANATEE	20%	54%	28%
MARION	21%	52%	27%
MARTIN	12%	65%	38%
MONROE	15%	61%	33%
NASSAU	10%	65%	36%
OKALOOSA	10%	67%	39%
OKEECHOBEE	23%	45%	20%
ORANGE	17%	58%	32%
OSCEOLA	20%	52%	27%
PALM BEACH	17%	58%	33%
PASCO	16%	58%	32%
PINELLAS	18%	56%	31%
POLK	23%	49%	25%
PUTNAM	23%	45%	21%
SANTA ROSA	9%	70%	42%
SARASOTA	10%	69%	42%
SEMINOLE	11%	69%	42%
ST. JOHNS	8%	75%	49%
ST. LUCIE	20%	51%	25%
SUMTER	13%	62%	35%
SUWANNEE	22%	50%	25%
TAYLOR	21%	50%	23%
UNION	15%	60%	32%
VOLUSIA	18%	55%	29%
WAKULLA	12%	64%	34%
WALTON	13%	63%	34%
WASHINGTON	17%	53%	27%

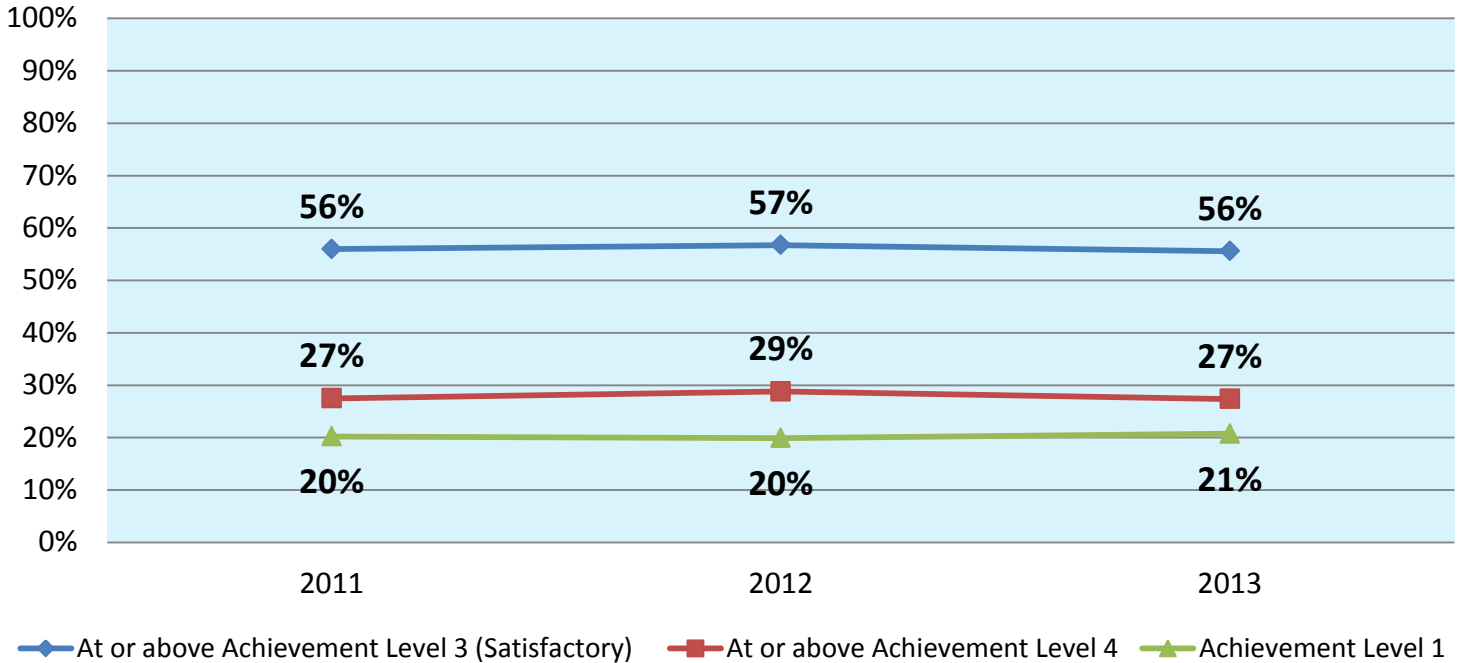
FCAT 2.0 Mathematics

Grades 3-8

Note: Percentages displayed in this document for 2012 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.

Grades 3-8

**FCAT 2.0 Mathematics
By Achievement Level**



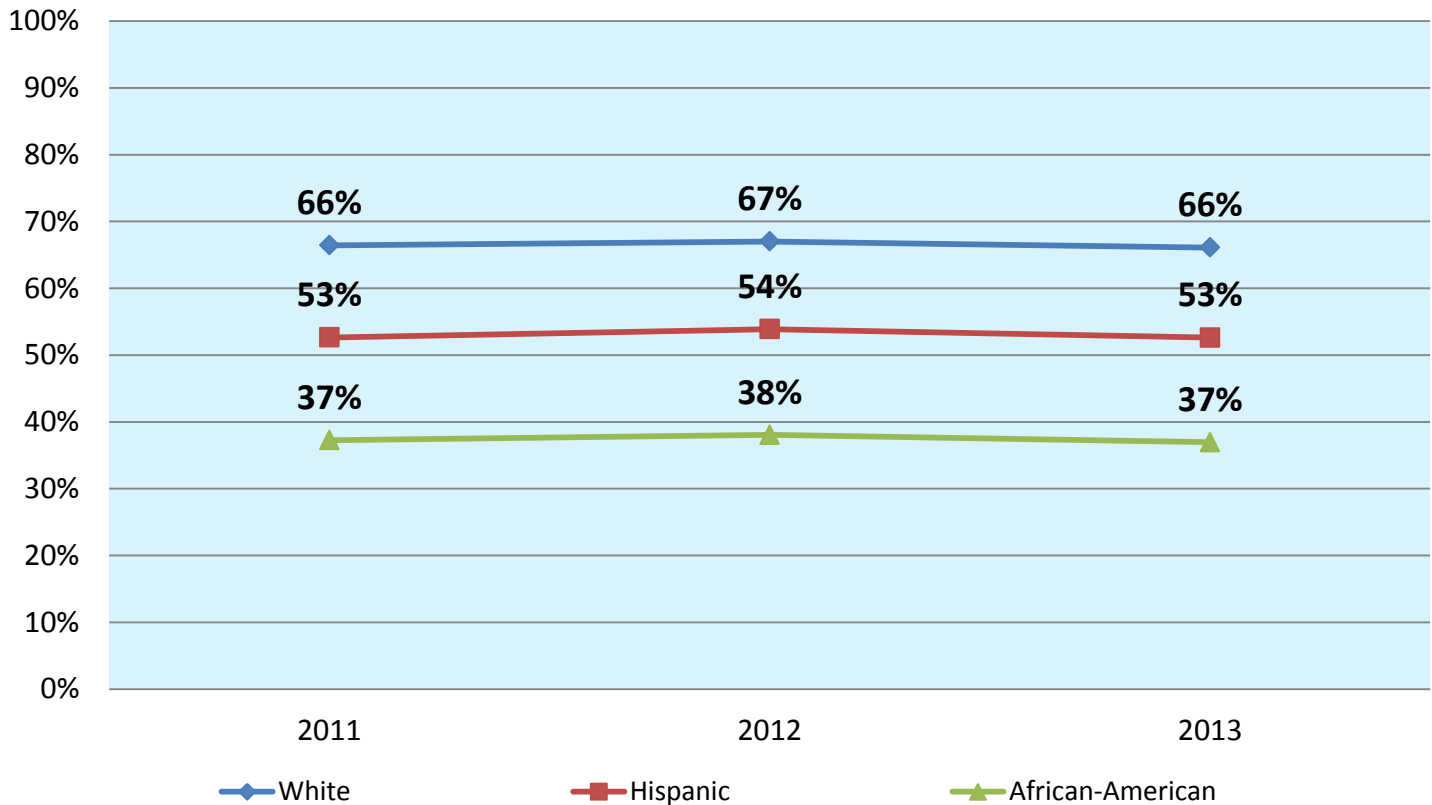
In 2013, the percentage of students in grades 3-8 scoring at or above Achievement Level 3 on FCAT 2.0 Mathematics decreased 1 percentage point in comparison to 2012.

In 2013, 56 percent of students in grades 3-8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is equal to 56 percent in 2011 and a decrease from 57 percent in 2012. In 2013, 27 percent of students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is equal to 27 percent in 2011 and a decrease from 29 percent in 2012. In 2013, 21 percent of students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is an increase from 20 percent in 2011 and 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3-8

**FCAT 2.0 Mathematics
At or Above Achievement Level 3 (Satisfactory)**



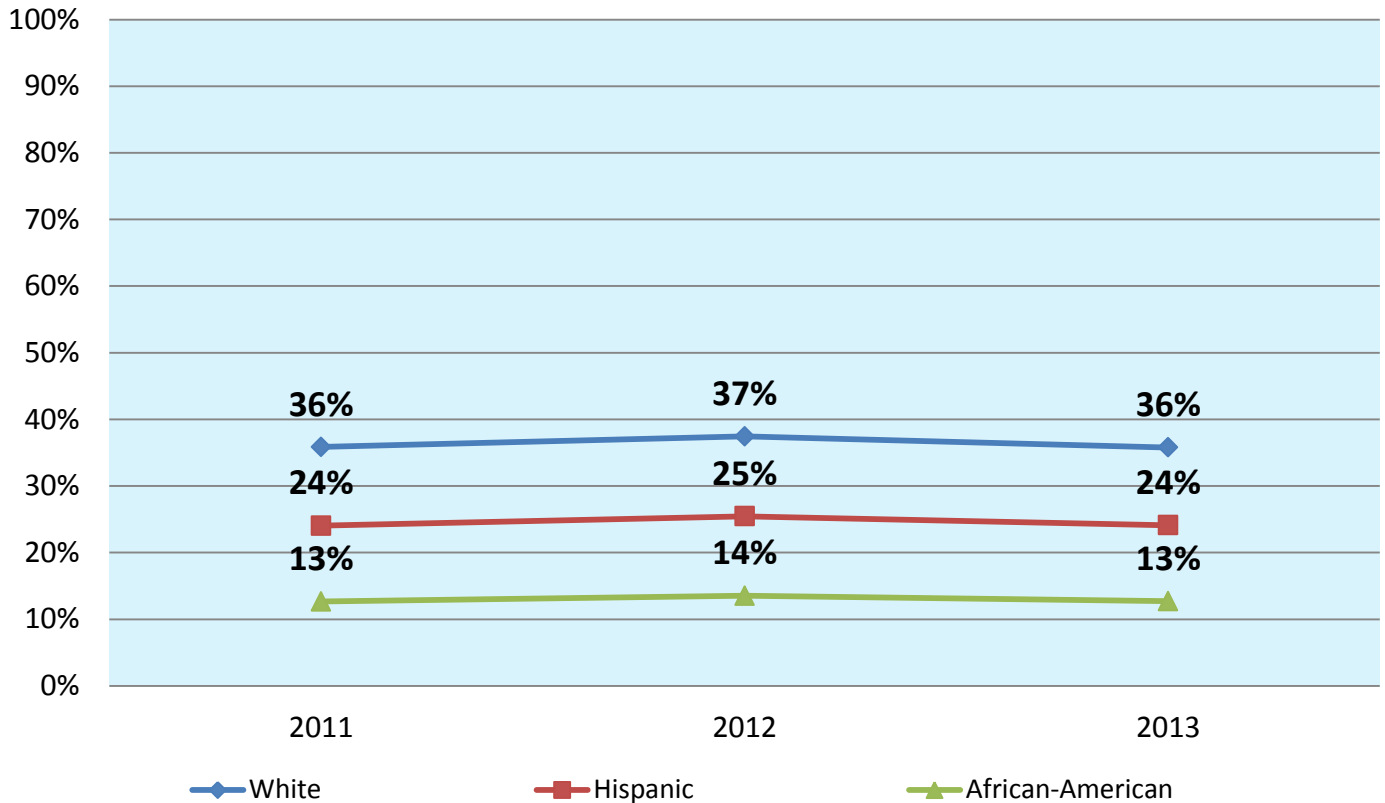
In 2013, the percentage of White, African-American and Hispanic students in grades 3-8 performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics decreased 1 percentage point in comparison to 2012.

In 2013, 66 percent of White students in grades 3-8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is equal to 66 percent in 2011 and a decrease from 67 percent in 2012. In 2013, 53 percent of Hispanic students in grades 3-8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics. This is equal to 53 percent in 2011 and a decrease from 54 percent in 2012. In 2013, 37 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 equal to 37 percent in 2011 and a decrease from 38 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3-8

**FCAT 2.0 Mathematics
At or Above Achievement Level 4**



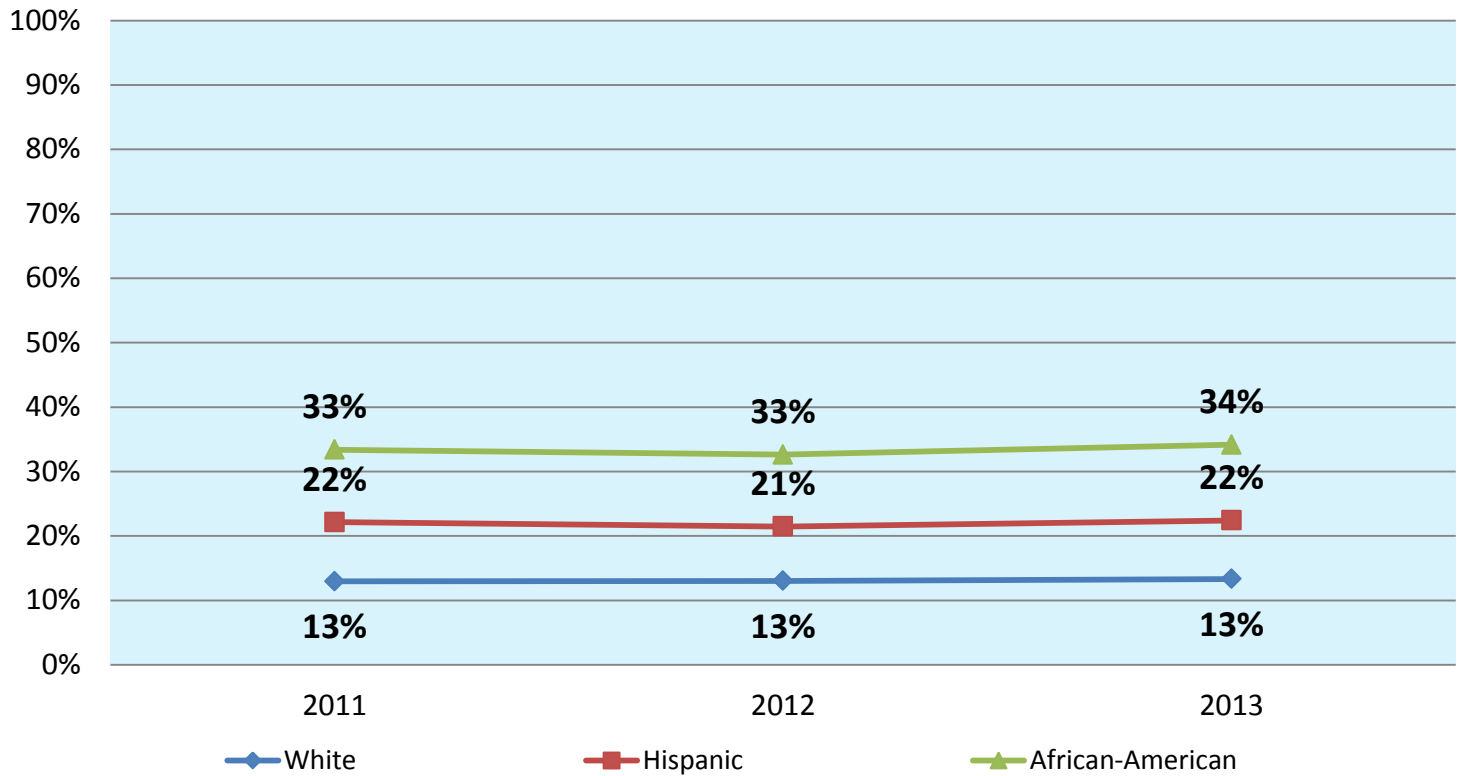
In 2013, the percentage of White, Hispanic and African-American students in grades 3-8 performing at or above Achievement Level 4 on FCAT 2.0 Mathematics decreased 1 percentage point in comparison to 2012.

In 2013, 36 percent of White students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is equal to 36 percent in 2011 and a decrease from 37 percent in 2012. In 2013, 24 percent of Hispanic students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is equal to 24 percent in 2011 and a decrease from 25 percent in 2012. In 2013, 13 percent of African-American students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is equal to 13 percent in 2011 and a decrease from 14 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3-8

**FCAT 2.0 Mathematics
Achievement Level 1**



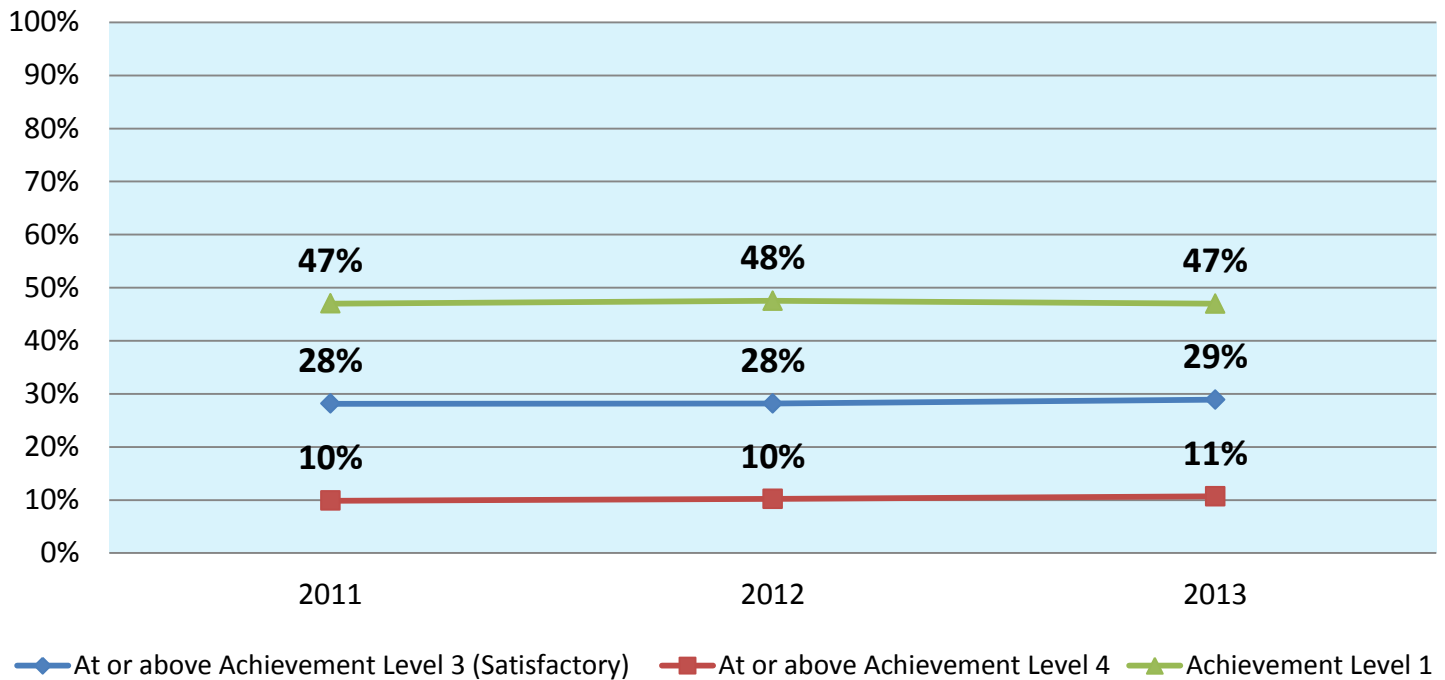
In 2013, the percentage of Hispanic and African-American students in grades 3-8 performing at Achievement Level 1 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2012.

In 2013, 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 and 2012. In 2013, 22 percent of Hispanic students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 22 percent in 2011 and an increase from 21 percent in 2012. In 2013, 34 percent of African-American students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is an increase from 33 percent in 2011 and 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3-8

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



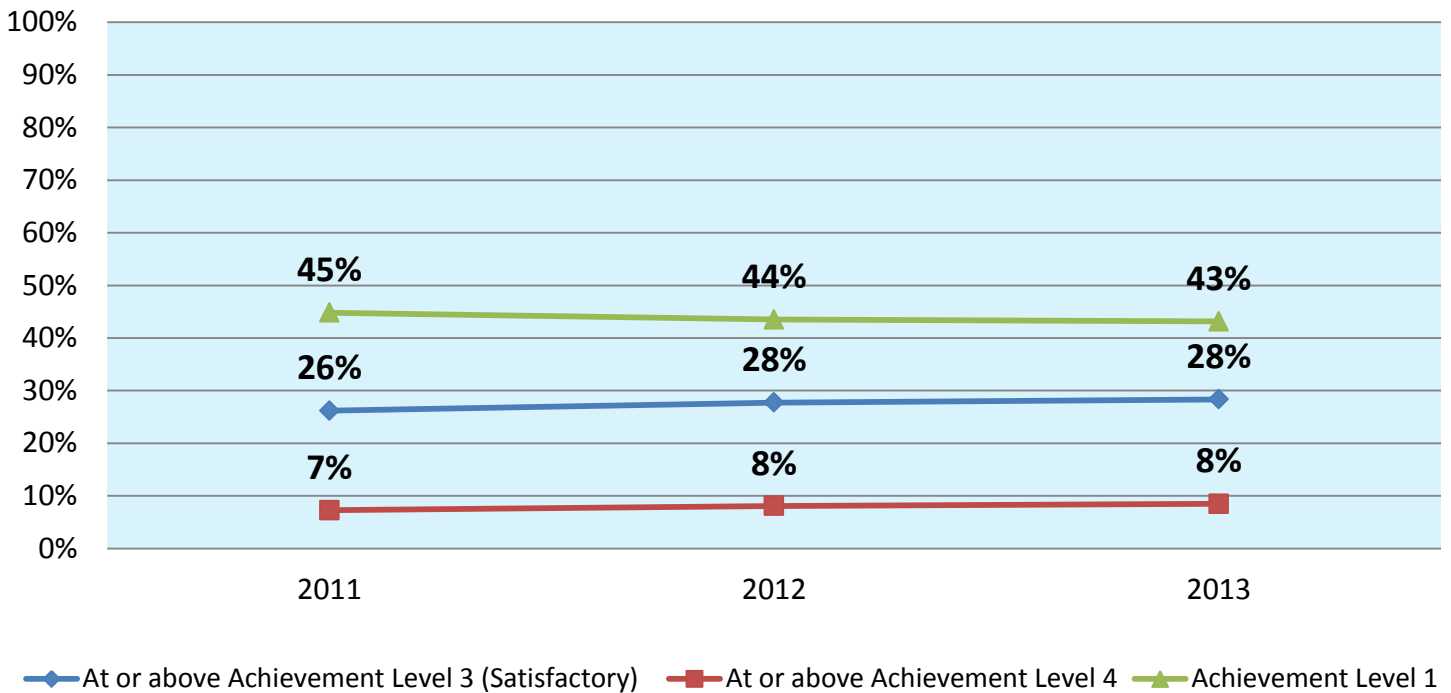
In 2013, the percentage of Students with Disabilities in grades 3-8 performing at or above Achievement Level 3 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2012. In 2013, the percentage of Students with Disabilities in grades 3-8 scoring at Achievement Level 1 on FCAT 2.0 Mathematics decreased 1 percentage point in comparison to 2012.

In 2013, 29 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 an increase from 28 percent in 2011 and 2012. In 2013, 11 percent of Students with Disabilities in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 10 percent in 2011 and 2012. In 2013, 47 percent of Students with Disabilities in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 47 percent in 2011 and a decrease from 48 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3-8

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



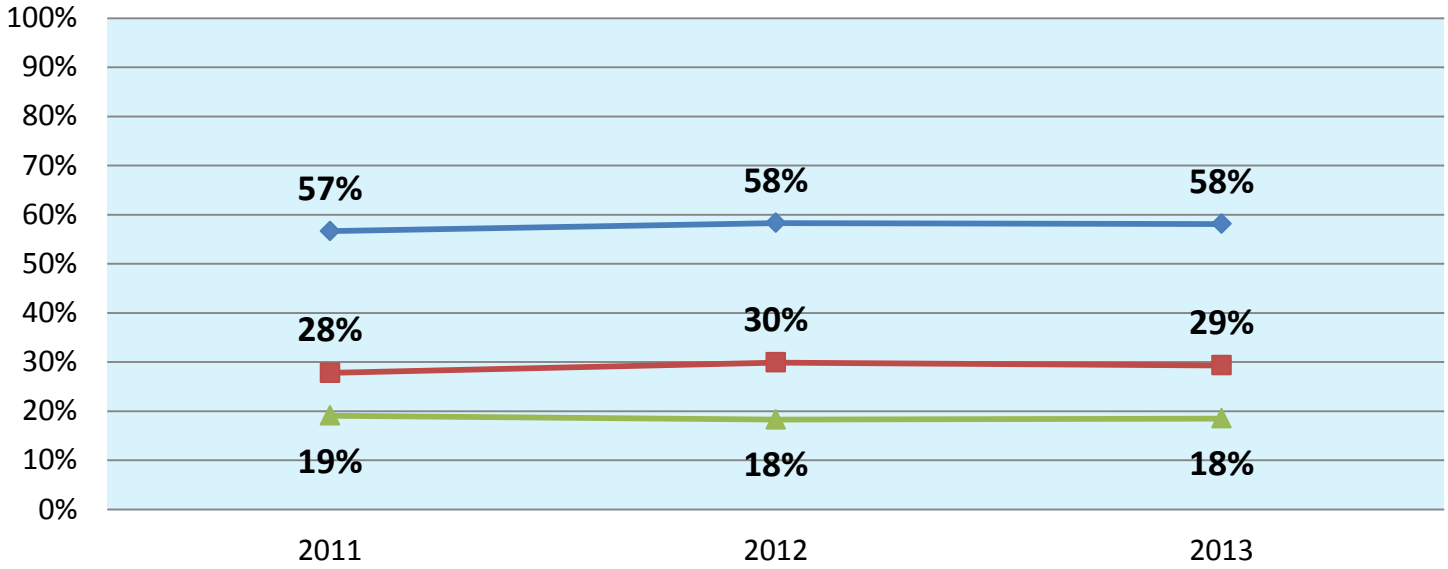
In 2013, the percentage of English Language Learners in grades 3-8 performing at Achievement Level 1 on FCAT 2.0 Mathematics decreased 1 percentage point in comparison to 2012.

In 2013, 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 and equal to 28 percent in 2012. In 2013, 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 and equal to 8 percent in 2012. In 2013, 43 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 and 44 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3, 4 and 5

**FCAT 2.0 Mathematics
By Achievement Level**



◆ At or above Achievement Level 3 (Satisfactory) ■ At or above Achievement Level 4 ▲ Achievement Level 1

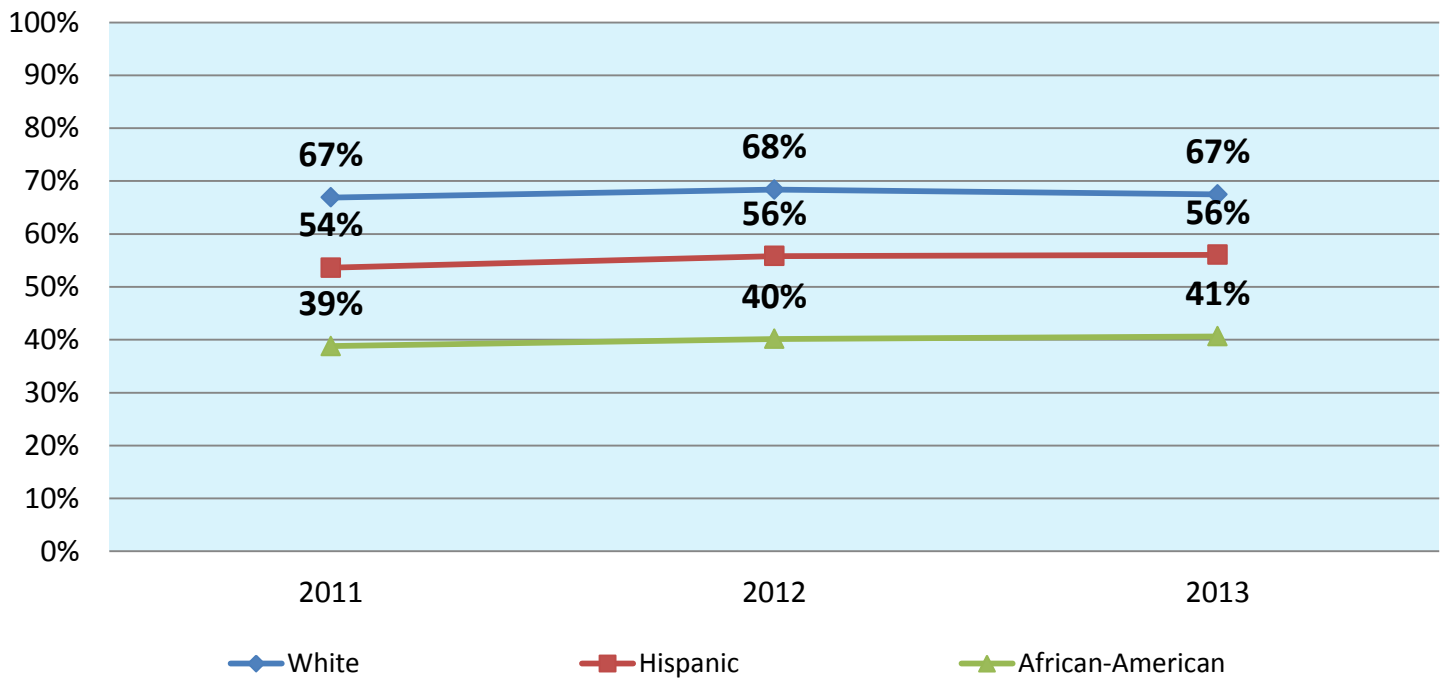
In 2013, the percentage of students in grades 3, 4 and 5 performing at or above Achievement Level 3 on FCAT 2.0 Mathematics remained constant from 2012.

In 2013, 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 and equal to 58 percent in 2012. In 2013, 29 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 and a decrease from 30 percent in 2012. In 2013, 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 and equal to 18 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3, 4 and 5

**FCAT 2.0 Mathematics
At or Above Achievement Level 3 (Satisfactory)**



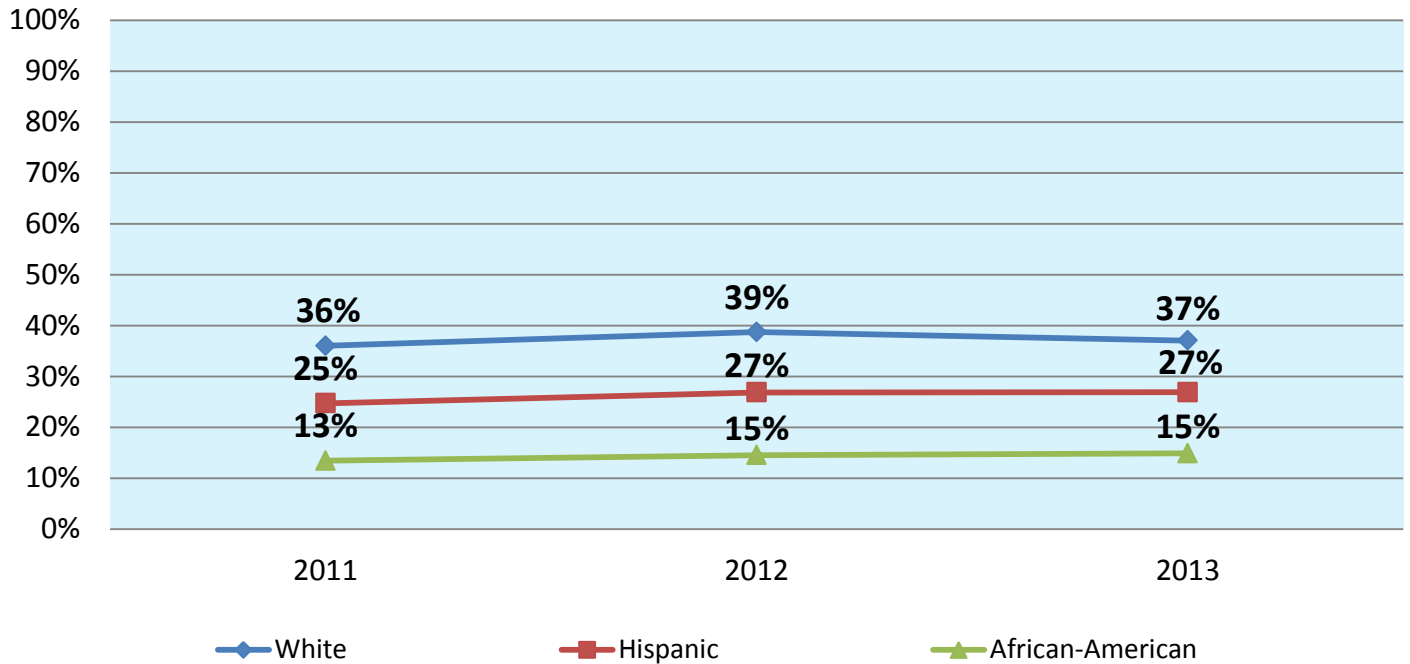
In 2013, the percentage of African-American students in grades 3, 4 and 5 performing at or above Achievement Level 3 on FCAT 2.0 Mathematics increased. The gains made on FCAT 2.0 Mathematics by African-American students from 2012 to 2013 narrowed the achievement gap. The percentage of African-American students in grades 3, 4 and 5 performing at or above Achievement Level 3 increased 1 percentage point; the percentage of Hispanic students in grades 3, 4 and 5 performing at or above Achievement Level 3 remained constant from 2012; and the percentage of White students in grades 3, 4 and 5 performing at or above Achievement Level 3 decreased 1 percentage point.

In 2013, 67 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 equal to 67 percent in 2011 and a decrease from 68 percent in 2012. In 2013, 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 and equal to 56 percent in 2012. In 2013, 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 Mathematics. This is an increase from 39 percent in 2011 and 40 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3, 4 and 5

**FCAT 2.0 Mathematics
At or Above Achievement Level 4**



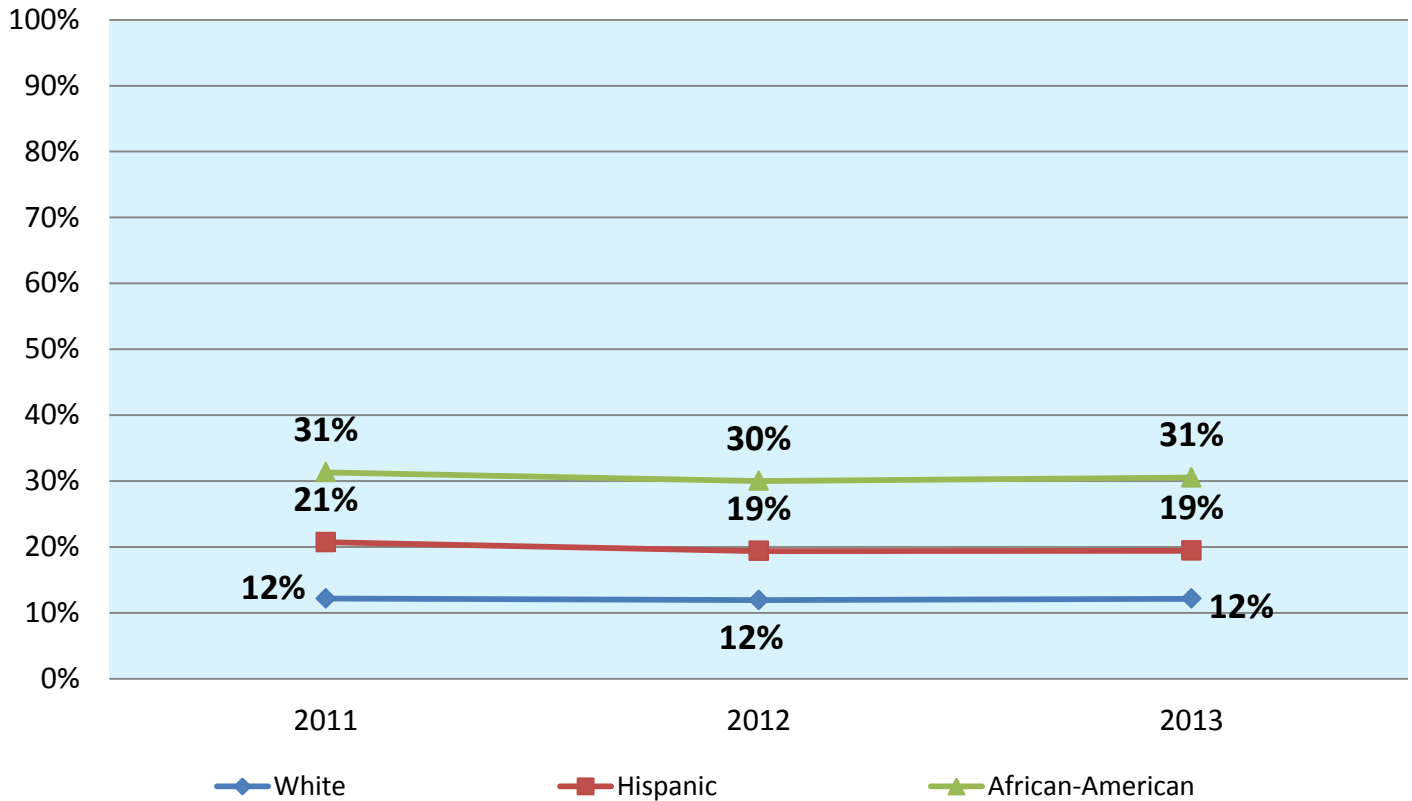
In 2013, the percentage of White students in grades 3, 4 and 5 performing at or above Achievement Level 4 on FCAT 2.0 Mathematics decreased 2 percentage points in comparison to 2012.

In 2013, 37 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 and a decrease from 39 percent in 2012. In 2013, 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 and equal to 27 percent in 2012. In 2013, 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 and equal to 15 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3, 4 and 5

FCAT 2.0 Mathematics
Achievement Level 1



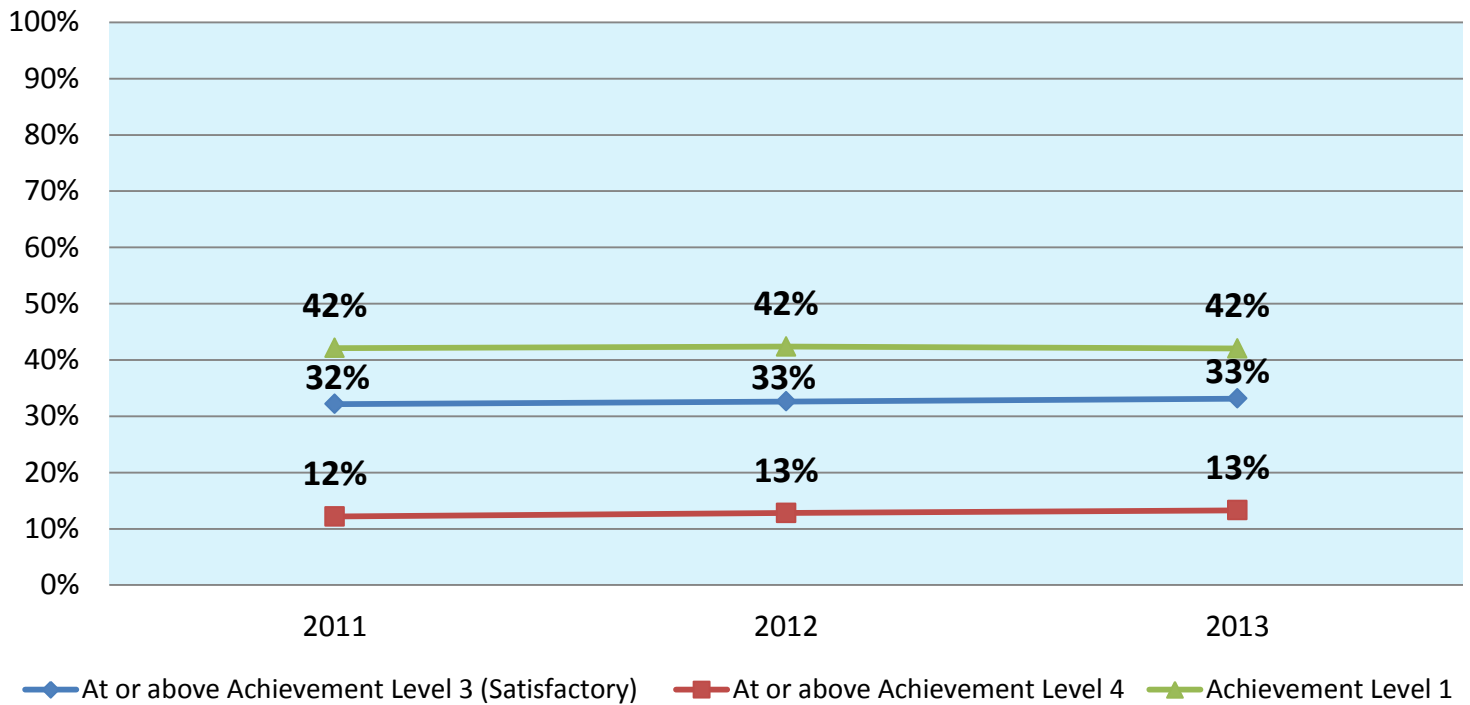
In 2013, the percentage of African-American students in grades 3, 4 and 5 performing at Achievement Level 1 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2012.

In 2013, 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 and 2012. In 2013, 31 percent of African-American students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 31 percent in 2011 and an increase from 30 percent in 2012. In 2013, 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 and equal to 19 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 3, 4 and 5

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



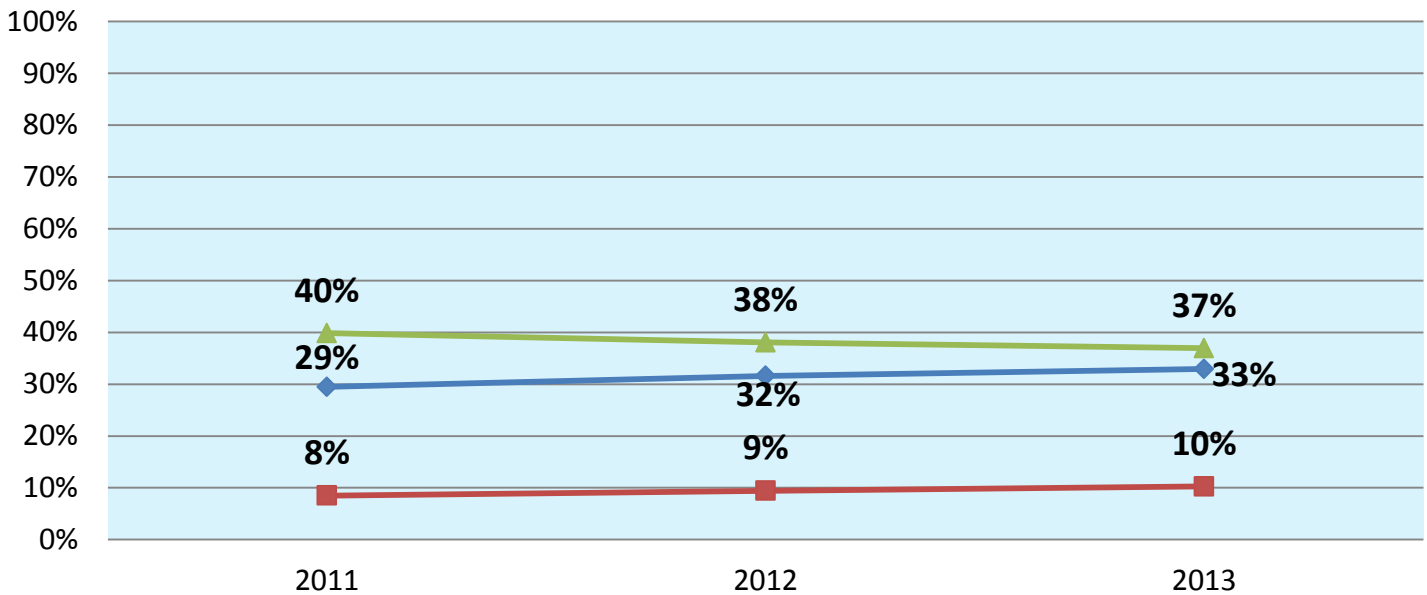
In 2013, the percentage of Students with Disabilities in grades 3, 4 and 5 performing at or above Achievement Level 3 on FCAT 2.0 Mathematics remained constant from 2012.

In 2013, 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 and equal to 33 percent in 2012. In 2013, 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 and equal to 13 percent in 2012. In 2013, 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 and 2012.

Source: K20 Education Data Warehouse
 Florida Department of Education, June 2013

Grades 3, 4 and 5

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



◆ At or above Achievement Level 3 (Satisfactory) ■ At or above Achievement Level 4 ▲ Achievement Level 1

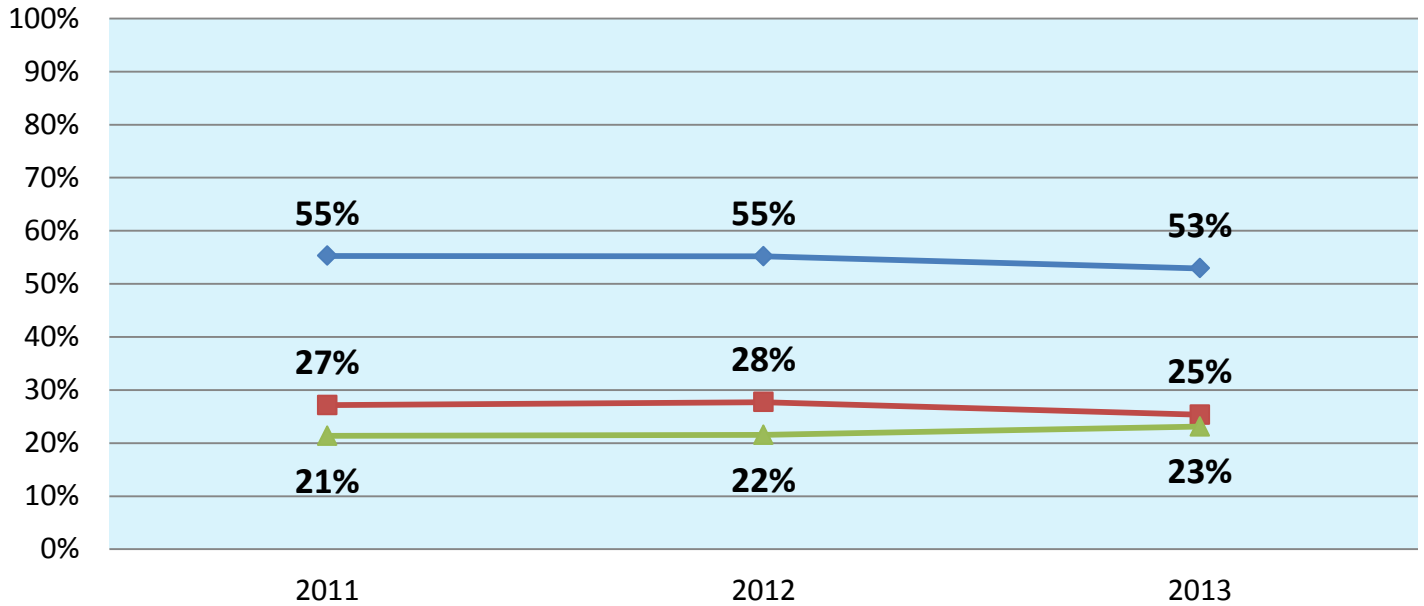
In 2013, the percentage of English Language Learners in grades 3, 4 and 5 performing at or above Achievement Level 3 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2012. In 2013, the percentage of English Language Learners in grades 3, 4 and 5 performing at Achievement Level 1 on FCAT 2.0 Mathematics decreased 1 percentage point in comparison to 2012.

In 2013, 33 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 and 32 percent in 2012. In 2013, 10 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 and 9 percent in 2012. In 2013, 37 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 and 38 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 6, 7 and 8

**FCAT 2.0 Mathematics
By Achievement Level**



◆ At or above Achievement Level 3 (Satisfactory) ■ At or above Achievement Level 4 ▲ Achievement Level 1

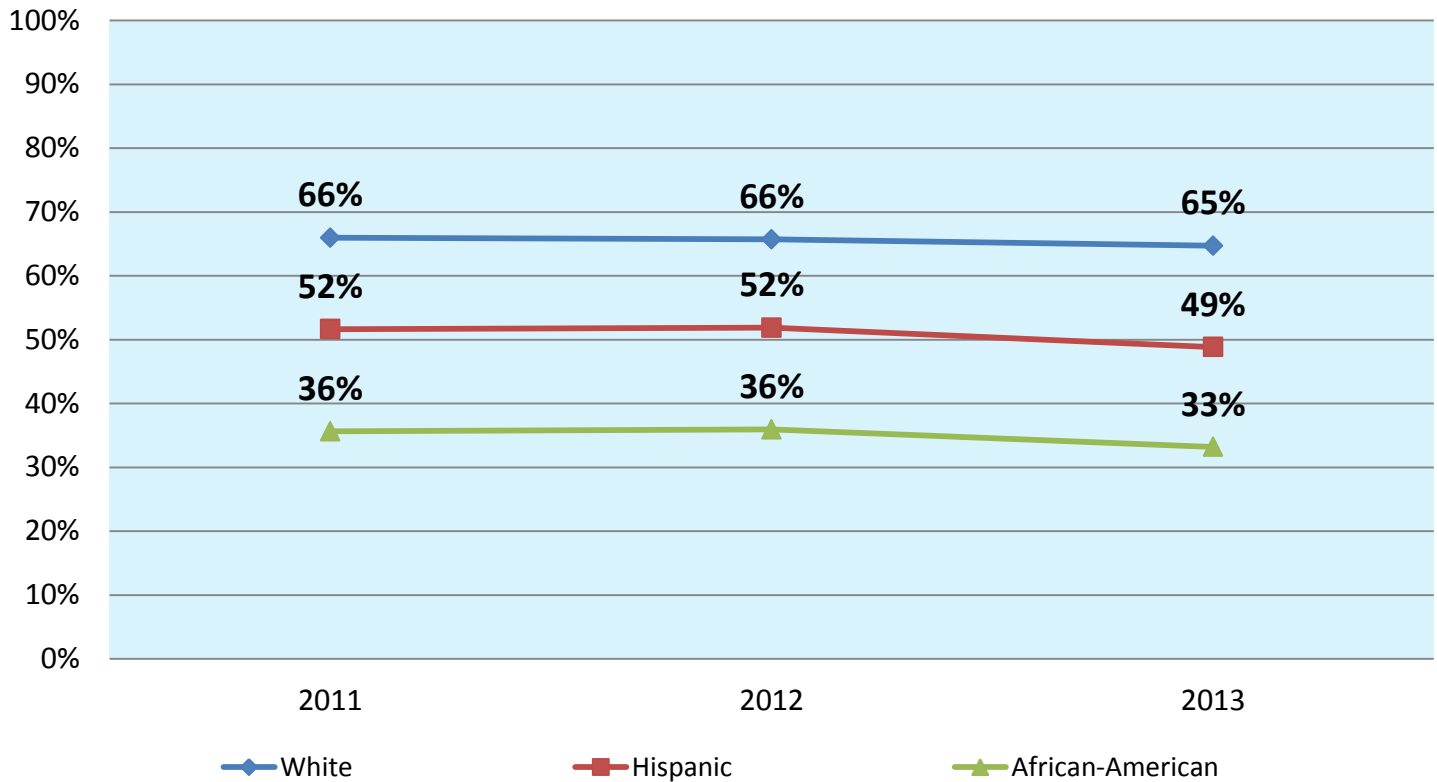
In 2013, the percentage of students in grades 6, 7 and 8 performing at or above Achievement Level 3 on FCAT 2.0 Mathematics decreased 2 percentage points in comparison to 2012.

In 2013, 53 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 a decrease from 55 percent in 2011 and 2012. In 2013, 25 percent of students in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is a decrease from 27 percent in 2011 and 28 percent in 2012. In 2013, 23 percent of students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is an increase from 21 percent in 2011 and 22 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 6, 7 and 8

**FCAT 2.0 Mathematics
At or Above Achievement Level 3 (Satisfactory)**



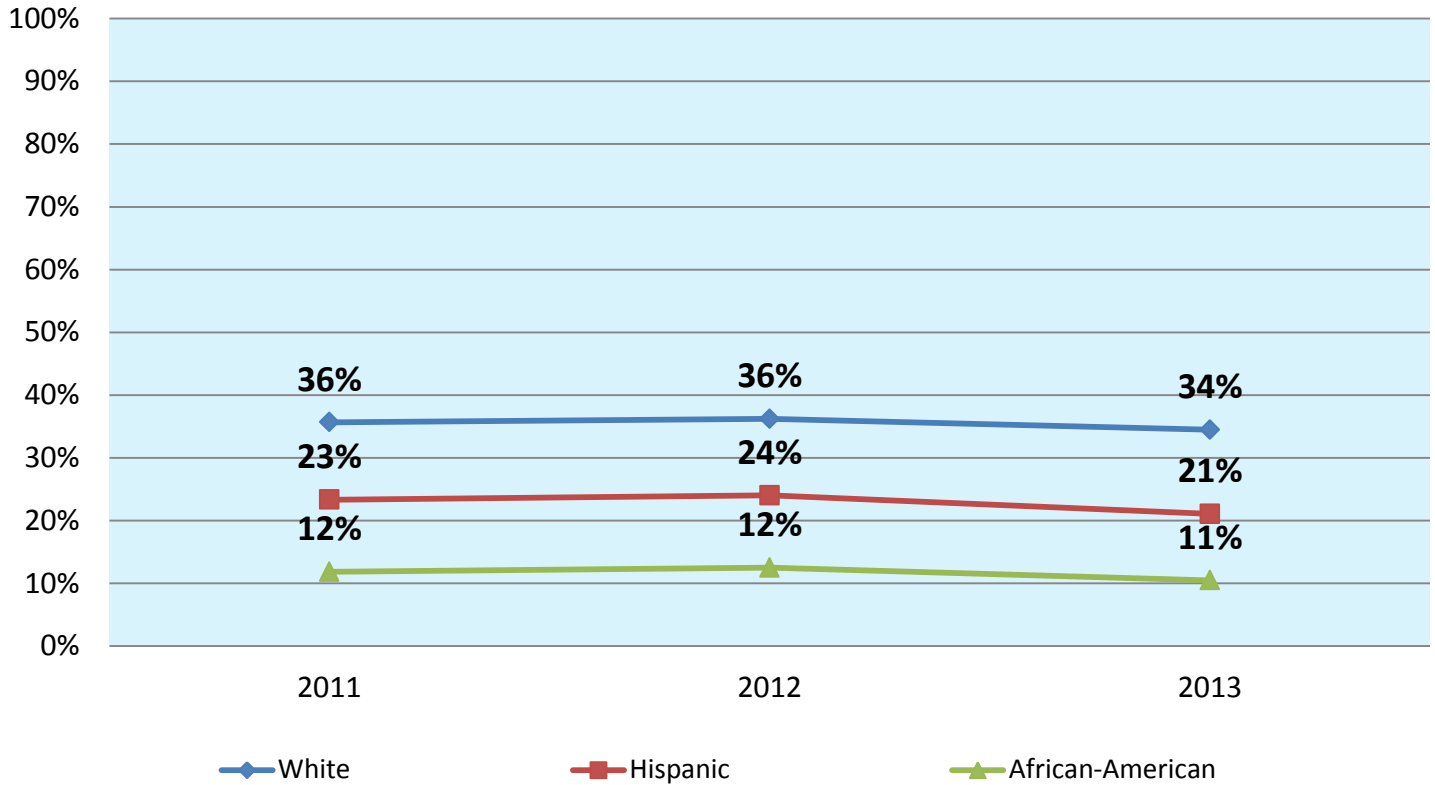
In 2013, the percentage of African-American and Hispanic students in grades 6, 7 and 8 performing at or above Achievement Level 3 on FCAT 2.0 Mathematics decreased 3 percentage points in comparison to 2012.

In 2013, 65 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 a decrease from 66 percent in 2011 and 2012. In 2013, 49 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 a decrease from 52 percent in 2011 and 2012. In 2013, 33 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 a decrease from 36 percent in 2011 and 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 6, 7 and 8

**FCAT 2.0 Mathematics
At or Above Achievement Level 4**



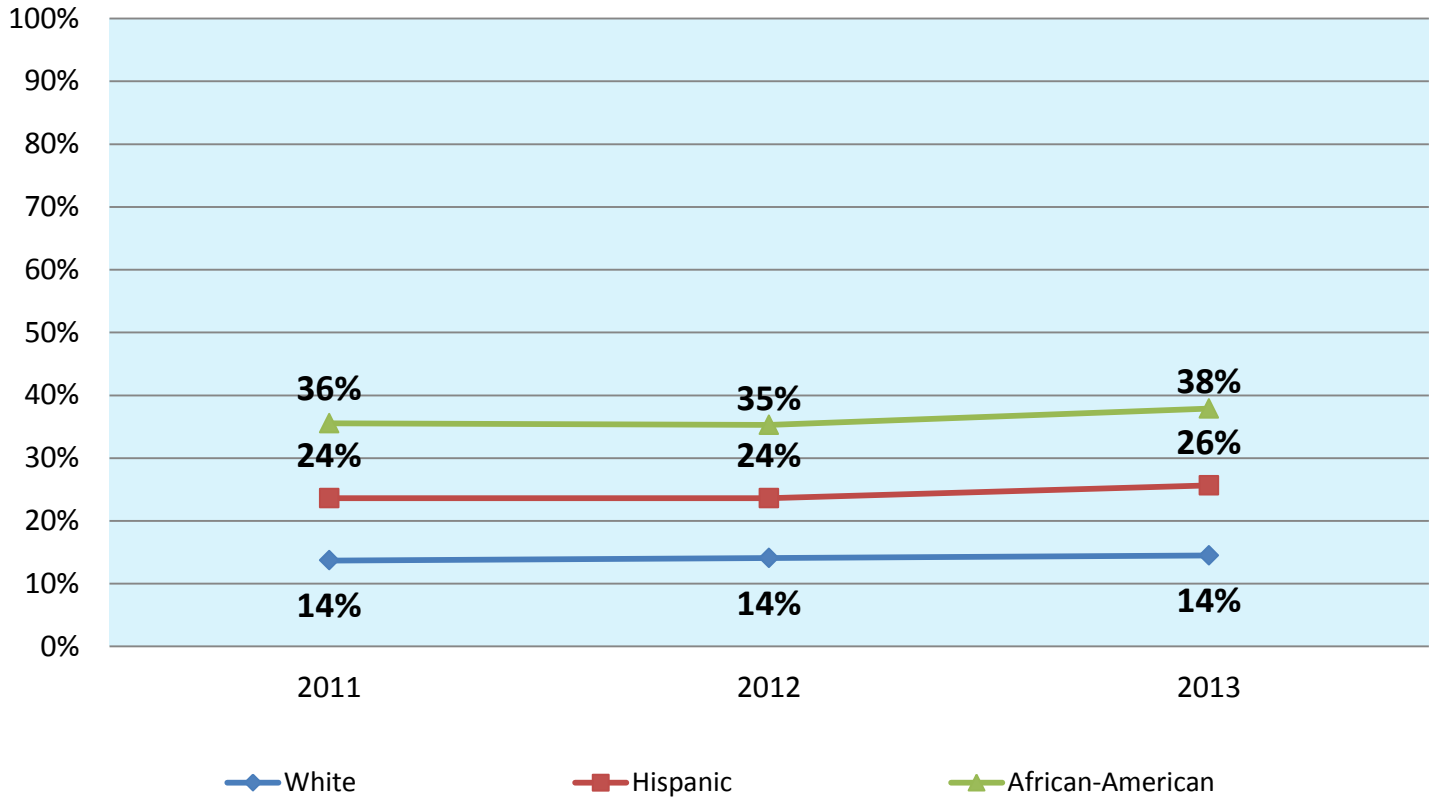
In 2013, the percentage of White students in grades 6, 7 and 8 performing at or above Achievement Level 4 on FCAT 2.0 Mathematics decreased 2 percentage points in comparison to 2012. In addition, the percentage of Hispanic students in grades 6, 7 and 8 performing at or above Achievement Level 4 on FCAT 2.0 Mathematics decreased 3 percentage points in comparison to 2012.

In 2013, 34 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 a decrease from 36 percent in 2011 and 2012. In 2013, 21 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 a decrease from 23 percent in 2011 and 24 percent in 2012. In 2013, 11 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 a decrease from 12 percent in 2011 and 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 6, 7 and 8

**FCAT 2.0 Mathematics
Achievement Level 1**



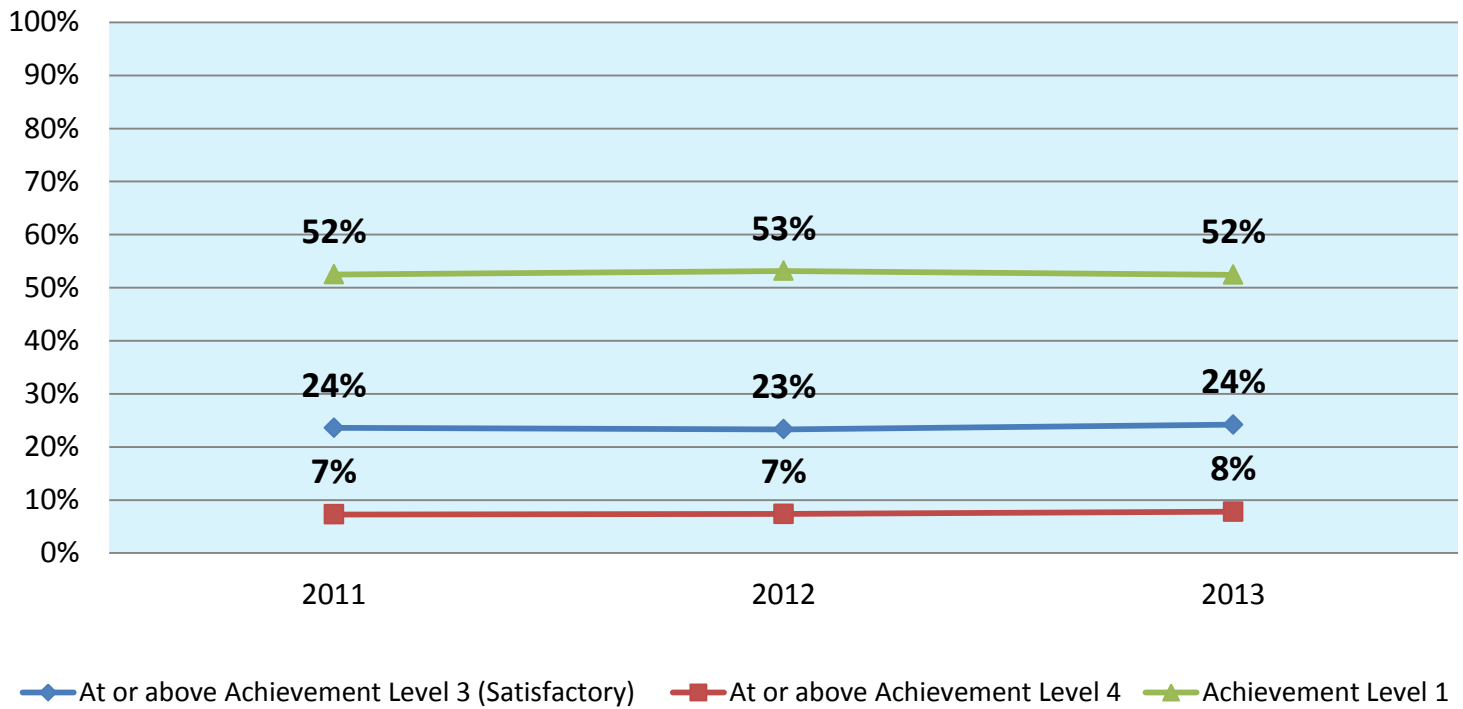
In 2013, the percentage of African-American and Hispanic students in grades 6, 7 and 8 performing at Achievement Level 1 on FCAT 2.0 Mathematics increased in comparison to 2012. The percentage of African-American students grades 6, 7 and 8 performing at Achievement Level 1 increased 3 percentage points; the percentage of Hispanic students in grades 6, 7 and 8 performing at Achievement Level 1 increased 2 percentage points; and the percentage of White students in grades 6, 7 and 8 performing at Achievement Level 1 remained constant from 2012.

In 2013, 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 and 2012. In 2013, 26 percent of Hispanic students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is an increase from 24 percent in 2011 and 2012. In 2013, 38 percent of African-American students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is an increase from 36 percent in 2011 and 35 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 6, 7 and 8

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



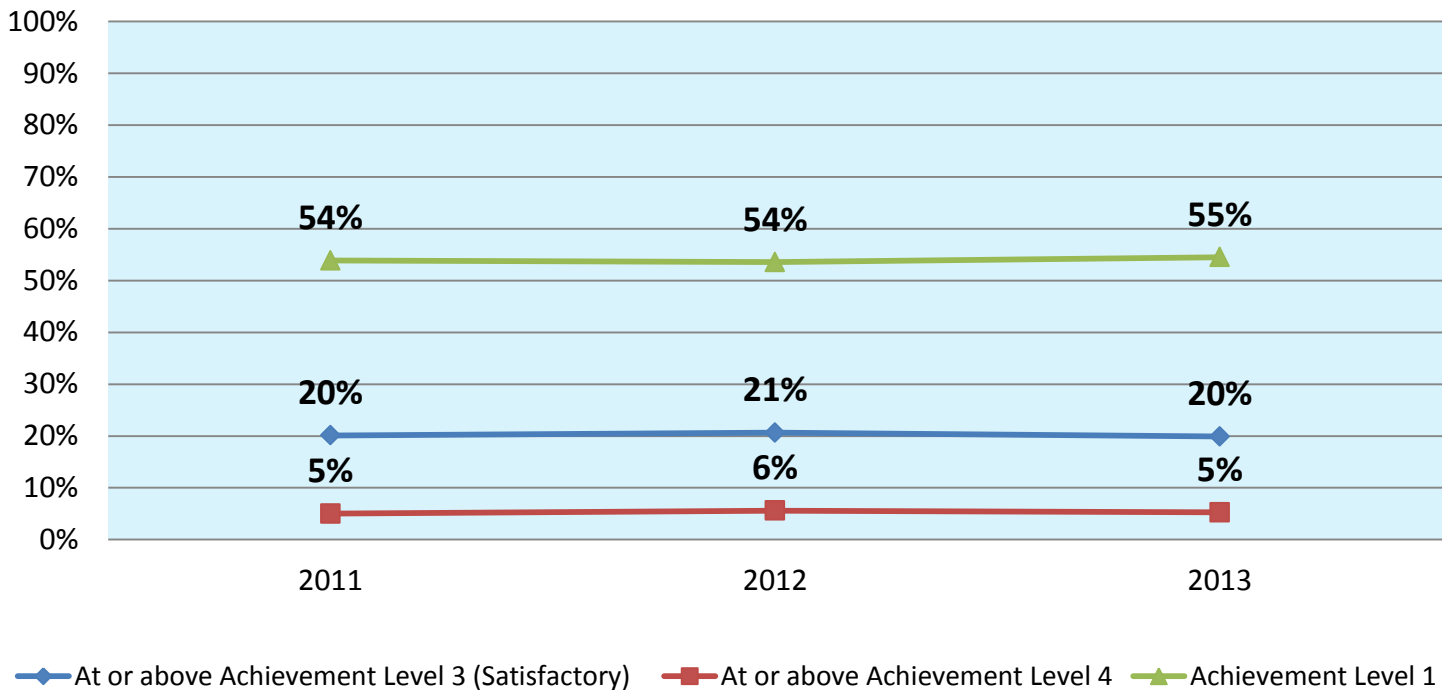
In 2013, the percentage of Students with Disabilities in grades 6, 7 and 8 performing at or above Achievement Level 3 and at or above Achievement Level 4 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2012. In 2013, the percentage of Students with Disabilities in grades 6, 7 and 8 performing at Achievement Level 1 on FCAT 2.0 Mathematics decreased 1 percentage point in comparison to 2012.

In 2013, 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 Mathematics. This is equal to 24 percent in 2011 and an increase from 23 percent in 2012. In 2013, 8 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 an increase from 7 percent in 2011 and 2012. In 2013, 52 percent of Students with Disabilities in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 52 percent in 2011 and a decrease from 53 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 6, 7 and 8

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



In 2013, the percentage of English Language Learners in grades 6, 7 and 8 performing at or above Achievement Level 3 on FCAT 2.0 Mathematics decreased 1 percentage point in comparison to 2012. In 2013, the percentage of English Language Learners in grades 6, 7 and 8 performing at Achievement Level 1 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2012.

In 2013, 20 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 equal to 20 percent in 2011 and a decrease from 21 percent in 2012. In 2013, 5 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 equal to 5 percent in 2011 and a decrease from 6 percent in 2012. In 2013, 55 percent of English Language Learners in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 54 percent in 2011 and 2012.

Source: K20 Education Data Warehouse
 Florida Department of Education, June 2013

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
	2013	205,717	201	18	24	31	17	10	58
4	2011	198,969	214	19	23	28	20	10	58
	2012	193,802	215	18	22	27	20	12	60
	2013	193,956	215	17	21	28	21	12	61
5	2011	198,520	221	19	25	28	18	10	56
	2012	199,844	222	19	24	27	18	11	57
	2013	195,012	221	20	25	27	18	10	55
6	2011	197,668	227	22	24	26	18	9	53
	2012	199,076	227	23	25	25	18	10	53
	2013	199,520	226	23	24	25	18	10	52
7	2011	194,484	236	20	24	28	18	10	56
	2012	198,277	236	20	24	27	18	10	56
	2013	194,065	235	21	24	27	18	9	55
8	2011	195,479	243	22	22	30	16	10	56
	2012	194,346	243	22	21	30	16	11	57
	2013	174,349	240	25	24	31	14	6	51

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

² In spring 2011, FCAT 2.0 Mathematics was administered for the first time, and results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. In this report, the FCAT Equivalent Scores reported for the 2011 FCAT 2.0 Mathematics assessment have been converted, or retrofitted, to the established FCAT 2.0 Mathematics score scale and achievement standards established by the State Board of Education on December 19, 2011, 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.

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

**2013 FCAT 2.0 Mathematics Results
Percentage Comparison by District**

District	Percentage of Students at Achievement Level 1	Percentage of Students at or Above Achievement Level 3	Percentage of Students at or Above Achievement Level 4
STATEWIDE	21%	56%	27%
ALACHUA	24%	54%	31%
BAKER	16%	61%	30%
BAY	20%	54%	24%
BRADFORD	35%	38%	12%
BREVARD	16%	60%	29%
BROWARD	21%	56%	29%
CALHOUN	16%	59%	28%
CHARLOTTE	20%	53%	23%
CITRUS	15%	62%	30%
CLAY	13%	63%	32%
COLLIER	17%	60%	29%
COLUMBIA	22%	51%	22%
DADE	22%	54%	27%
DESOTO	30%	41%	15%
DIXIE	18%	55%	23%
DUVAL	21%	53%	25%
ESCAMBIA	26%	49%	22%
FLAGLER	16%	59%	29%
FRANKLIN	27%	53%	20%
GADSDEN	24%	51%	23%
GILCHRIST	11%	67%	30%
GLADES	16%	58%	25%
GULF	17%	59%	26%
HAMILTON	30%	42%	17%
HARDEE	25%	48%	22%
HENDRY	24%	48%	20%
HERNANDO	19%	56%	25%
HIGHLANDS	22%	53%	26%
HILLSBOROUGH	23%	54%	27%
HOLMES	24%	49%	19%
INDIAN RIVER	26%	47%	23%
JACKSON	17%	60%	30%
JEFFERSON	44%	31%	10%
LAFAYETTE	16%	62%	24%
LAKE	23%	52%	24%
LEE	18%	58%	28%
LEON	18%	61%	34%

District	Percentage of Students at Achievement Level 1	Percentage of Students at or Above Achievement Level 3	Percentage of Students at or Above Achievement Level 4
STATEWIDE	21%	56%	27%
LEVY	24%	50%	18%
LIBERTY	23%	45%	14%
MADISON	38%	34%	14%
MANATEE	24%	52%	25%
MARION	23%	53%	26%
MARTIN	17%	59%	27%
MONROE	20%	57%	28%
NASSAU	14%	65%	32%
OKALOOSA	13%	64%	33%
OKEECHOBEE	26%	46%	18%
ORANGE	21%	56%	28%
OSCEOLA	27%	46%	19%
PALM BEACH	19%	59%	31%
PASCO	22%	54%	26%
PINELLAS	24%	51%	24%
POLK	26%	48%	21%
PUTNAM	24%	49%	19%
SANTA ROSA	12%	68%	37%
SARASOTA	12%	67%	38%
SEMINOLE	14%	68%	40%
ST. JOHNS	11%	71%	41%
ST. LUCIE	25%	49%	20%
SUMTER	15%	63%	33%
SUWANNEE	26%	47%	19%
TAYLOR	23%	50%	20%
UNION	14%	64%	31%
VOLUSIA	22%	52%	23%
WAKULLA	15%	62%	33%
WALTON	15%	61%	29%
WASHINGTON	28%	47%	18%

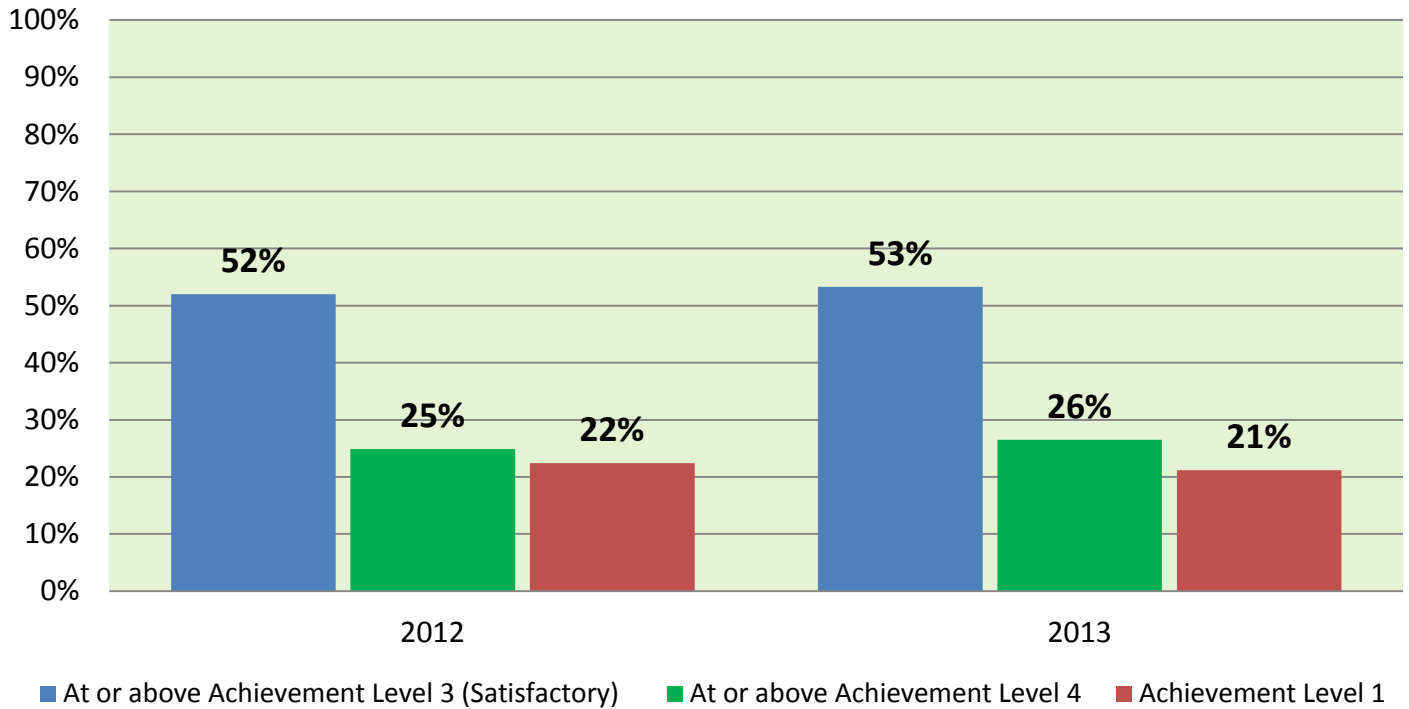
FCAT 2.0 Science

Grades 5 and 8

Note: In spring 2012, FCAT 2.0 Science was administered for the first time, and results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. In this media packet, the FCAT Equivalent Scores reported for the 2012 FCAT 2.0 Science assessment have been converted, or retrofitted, to the new FCAT 2.0 Science score scale and achievement standards established by the State Board of Education on December 12, 2012, so that stakeholders and the general public are able to see what the results would have been if the new score scale and Achievement Levels had been approved and implemented at that time.

Grade 5

**FCAT 2.0 Science
By Achievement Level**



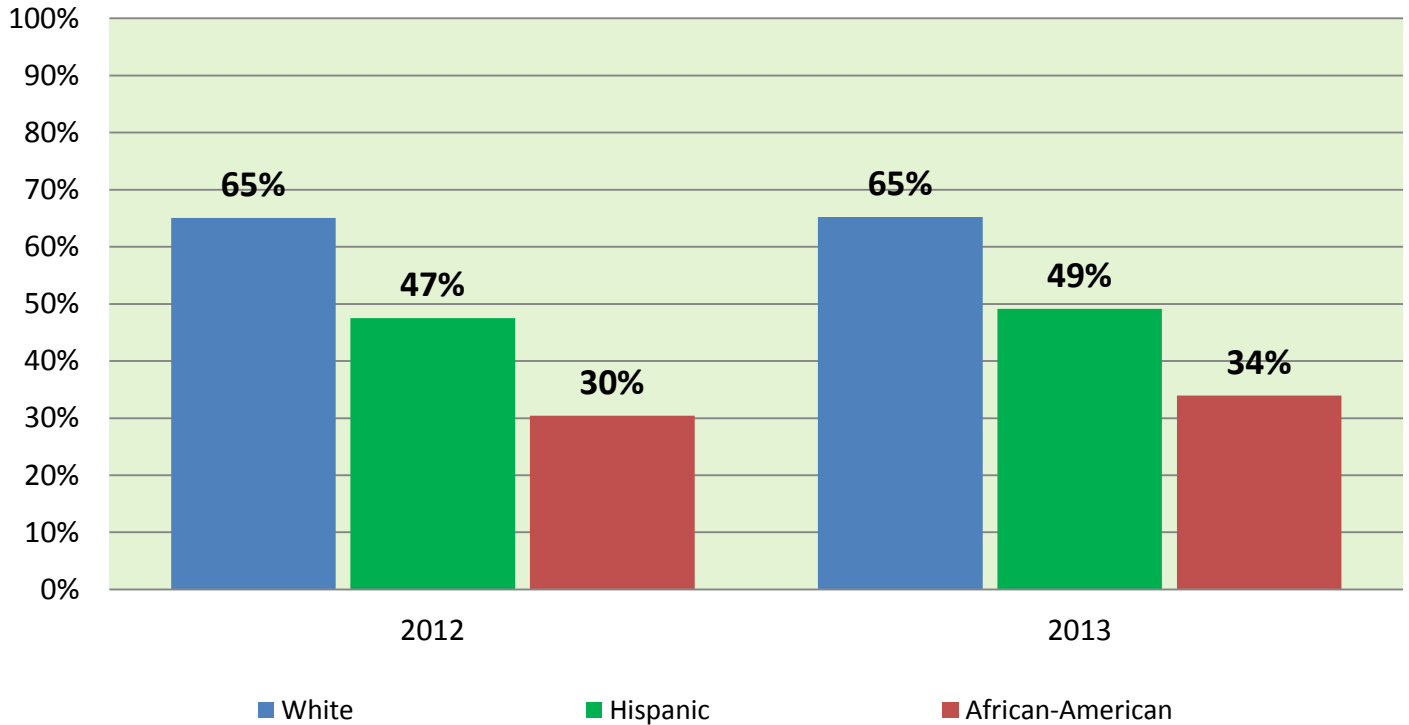
In 2013, Florida’s students in grade 5 improved on FCAT 2.0 Science. In comparison to 2012, the percentage of students performing at or above Achievement Level 3 on FCAT 2.0 Science increased 1 percentage point; the percentage of students performing at or above Achievement Level 4 increased 1 percentage point; and the percentage of students performing at Achievement Level 1 decreased 1 percentage point.

In 2013, 53 percent of students in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. This is an increase from 52 percent in 2012. In 2013, 26 percent of students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 25 percent in 2012. In 2013, 21 percent of students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 22 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grade 5

**FCAT 2.0 Science
At or Above Achievement Level 3 (Satisfactory)**



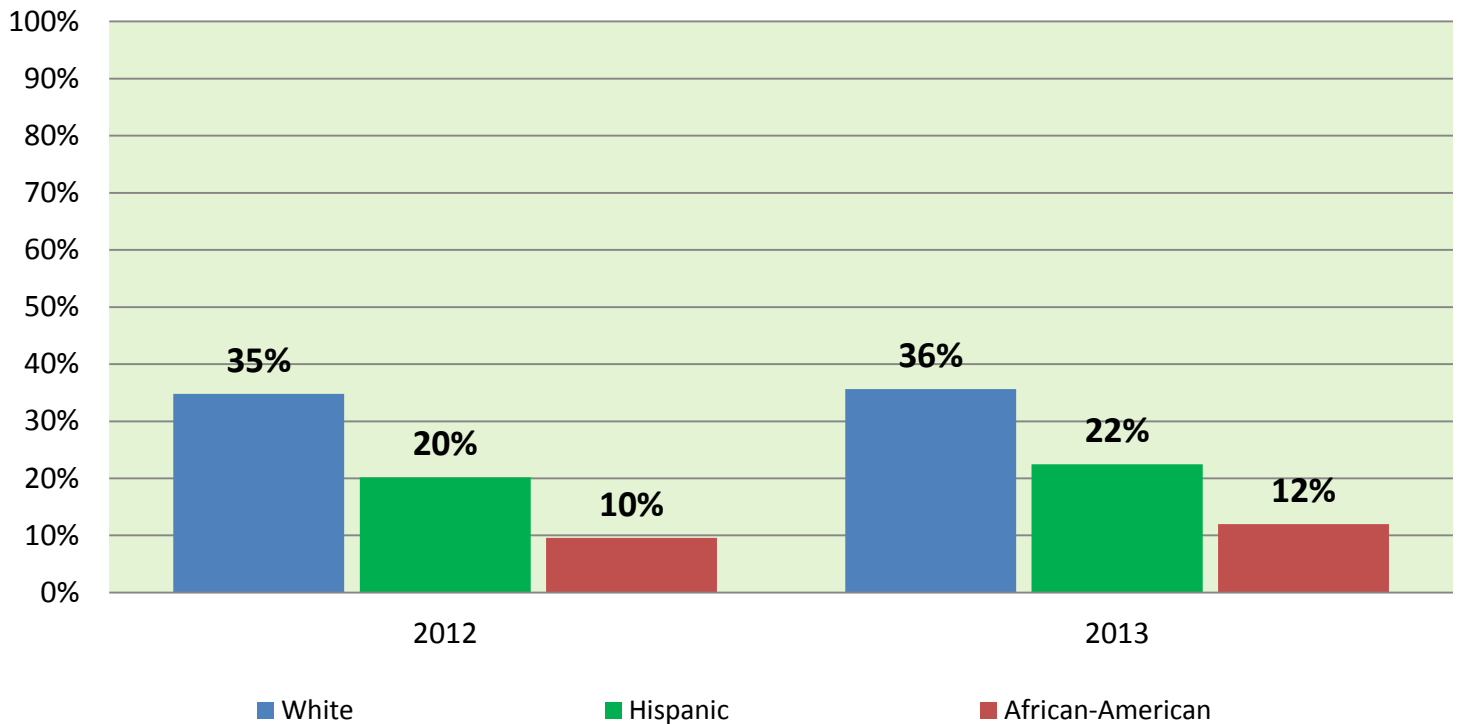
In 2013, the percentage of African-American and Hispanic students in grade 5 performing at or above Achievement Level 3 on FCAT 2.0 Science increased. The gains made on FCAT 2.0 Science by African-American and Hispanic students from 2012 to 2013 narrowed the achievement gap. The percentage of African-American students in grade 5 performing at or above Achievement Level 3 increased 4 percentage points; the percentage of Hispanic students in grade 5 performing at or above Achievement Level 3 increased 2 percentage points; and the percentage of White students in grade 5 performing at or above Achievement Level 3 remained constant from 2012.

In 2013, 65 percent of White students in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. This is equal to 65 percent in 2012. In 2013, 49 percent of Hispanic students in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. This is an increase from 47 percent in 2012. In 2013, 34 percent of African-American students in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. This is an increase from 30 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grade 5

**FCAT 2.0 Science
At or Above Achievement Level 4**



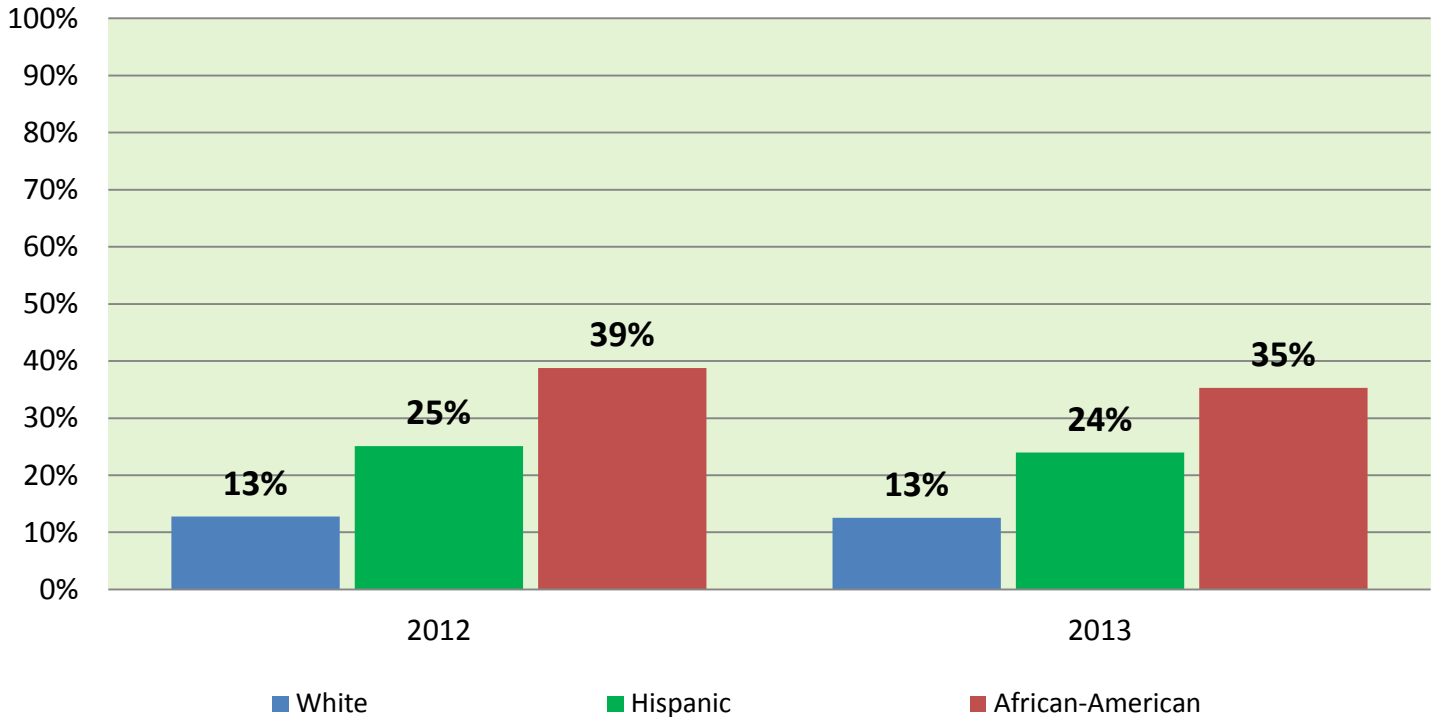
In 2013, the percentage of Hispanic and African-American students in grade 5 performing at or above Achievement Level 4 on FCAT 2.0 Science increased 2 percentage points in comparison to 2012.

In 2013, 36 percent of White students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 35 percent in 2012. In 2013, 22 percent of Hispanic students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 20 percent in 2012. In 2013, 12 percent of African-American students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 10 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grade 5

**FCAT 2.0 Science
Achievement Level 1**



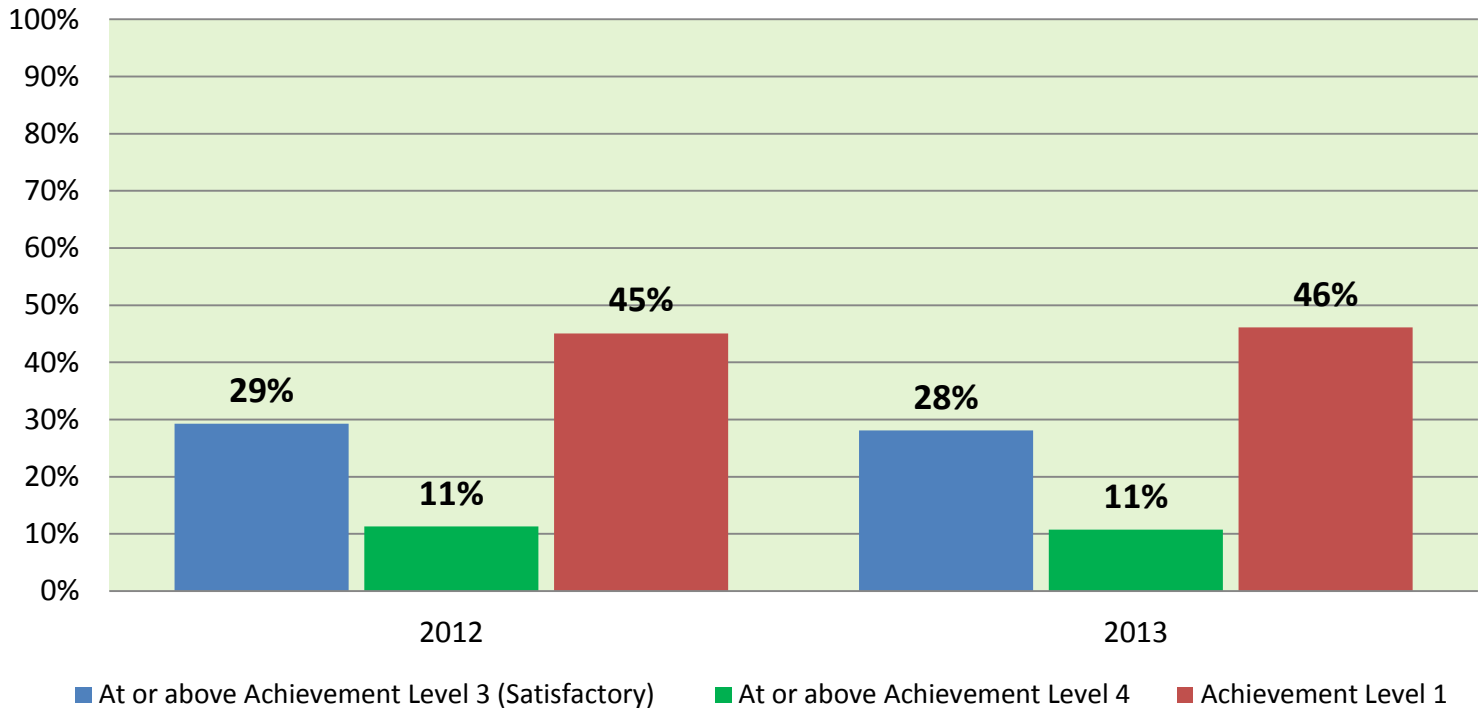
In 2013, the percentage of African-American students in grade 5 performing at Achievement Level 1 on FCAT 2.0 Science decreased 4 percentage points in comparison to 2012.

In 2013, 13 percent of White students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is equal to 13 percent in 2012. In 2013, 24 percent of Hispanic students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 25 percent in 2012. In 2013, 35 percent of African-American students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 39 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grade 5

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



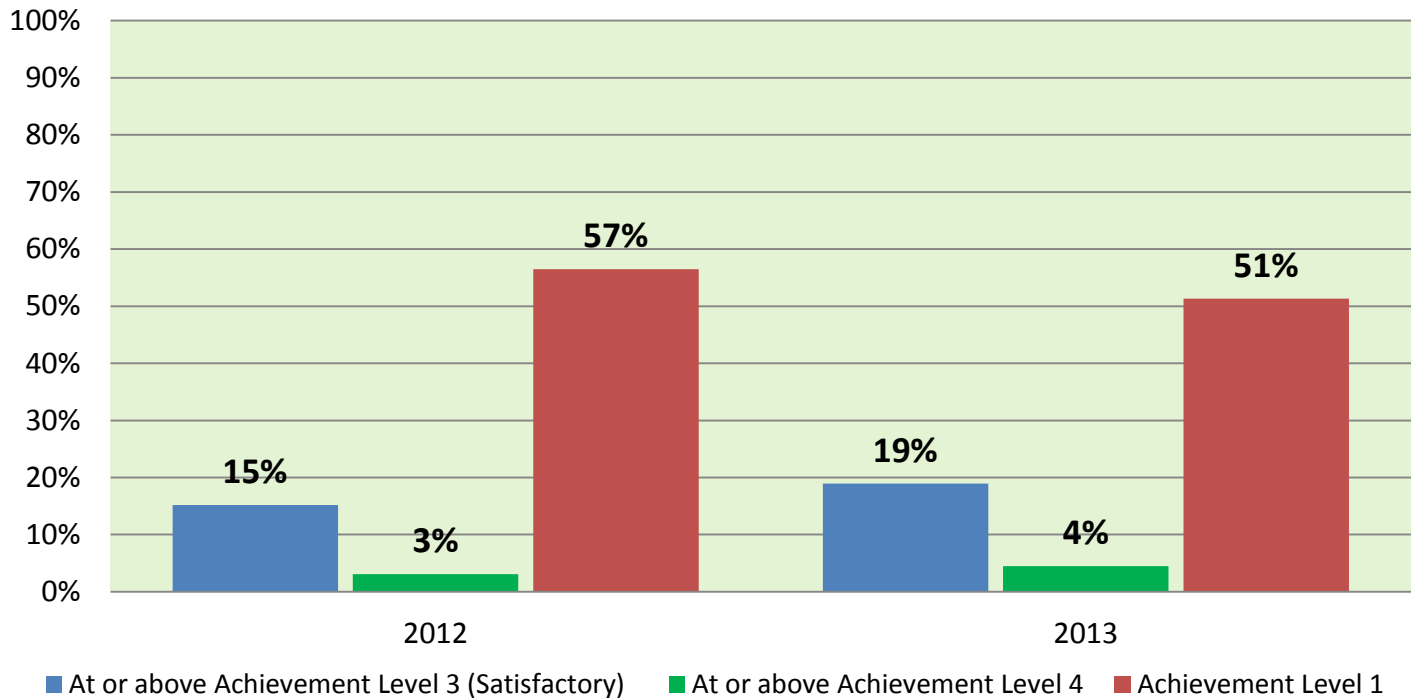
In 2013, the percentage of Students with Disabilities in grade 5 performing at or above Achievement Level 3 on FCAT 2.0 Science decreased 1 percentage point in comparison to 2012. In 2013, the percentage of Students with Disabilities in grade 5 performing at Achievement Level 1 on FCAT 2.0 Science increased 1 percentage point in comparison to 2012.

In 2013, 28 percent of Students with Disabilities in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. This is a decrease from 29 percent in 2012. In 2013, 11 percent of Students with Disabilities in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is equal to 11 percent in 2012. In 2013, 46 percent of Students with Disabilities in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is an increase from 45 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grade 5

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



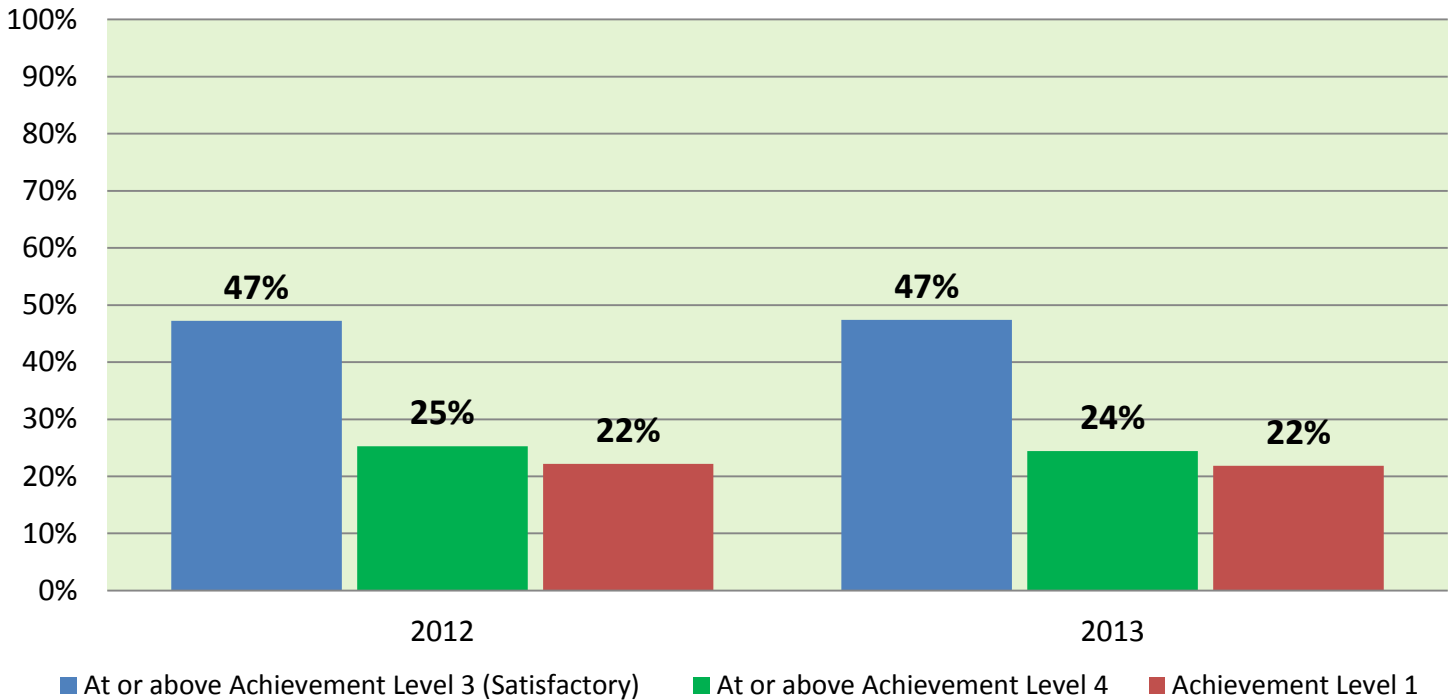
In 2013, the percentage of English Language Learners in grade 5 performing at or above Achievement Level 3 on FCAT 2.0 Science increased 4 percentage points in comparison to 2012. In 2013, the percentage of English Language Learners in grade 5 performing at Achievement Level 1 on FCAT 2.0 Science decreased 6 percentage points in comparison to 2012.

In 2013, 19 percent of English Language Learners in grade 5 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. This is an increase from 15 percent in 2012. In 2013, 4 percent of English Language Learners in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 3 percent in 2012. In 2013, 51 percent of English Language Learners in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 57 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grade 8

**FCAT 2.0 Science
By Achievement Level**



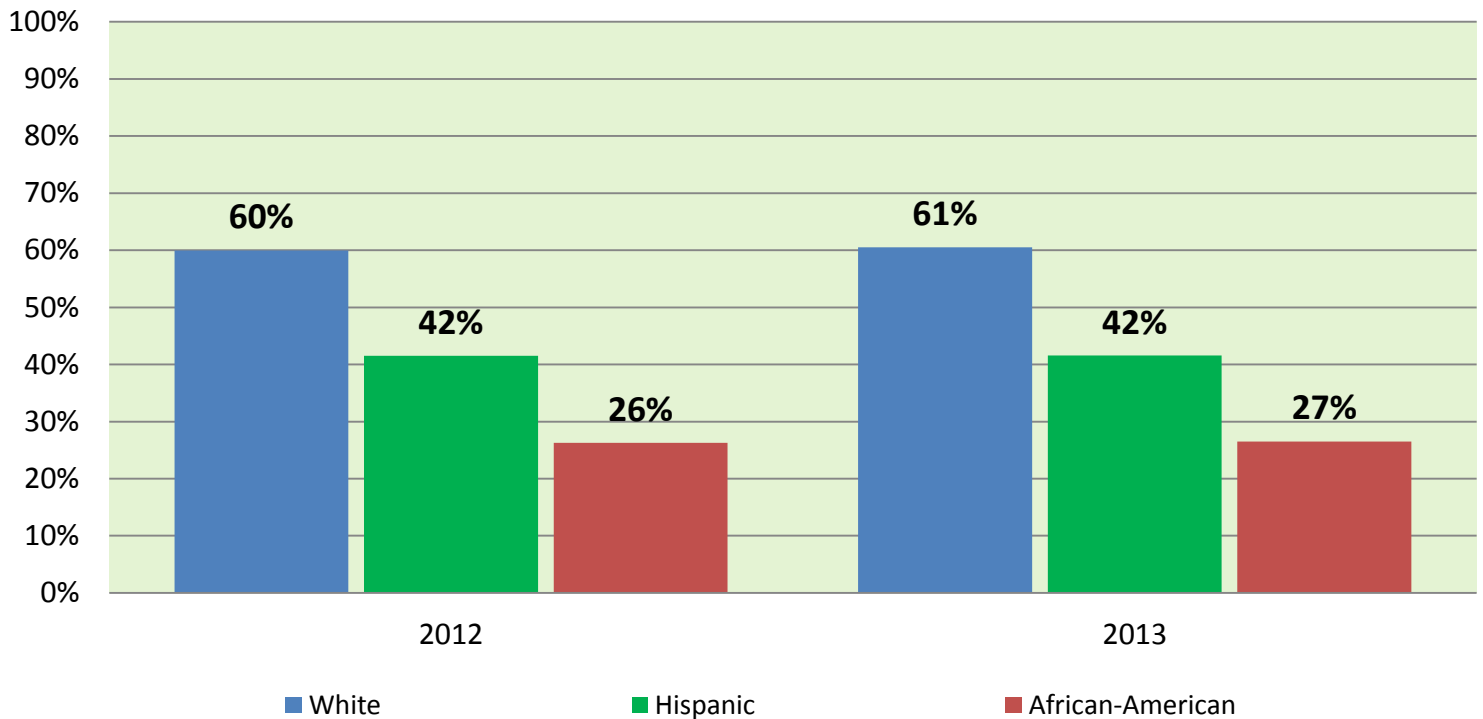
In 2013, the percentage of students in grade 8 performing at or above Achievement Level 3 on FCAT 2.0 Science remained the constant from 2012; the percentage of students in grade 8 performing at or above Achievement Level 4 on FCAT 2.0 Science decreased 1 percentage point; and the percentage of students in grade 8 performing at Achievement Level 1 on FCAT 2.0 Science remained constant from 2012.

In 2013, 47 percent of students in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. This is equal to 47 percent in 2012. In 2013, 24 percent of students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is a decrease from 25 percent in 2012. In 2013, 22 percent of students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is equal to 22 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grade 8

**FCAT 2.0 Science
At or Above Achievement Level 3 (Satisfactory)**



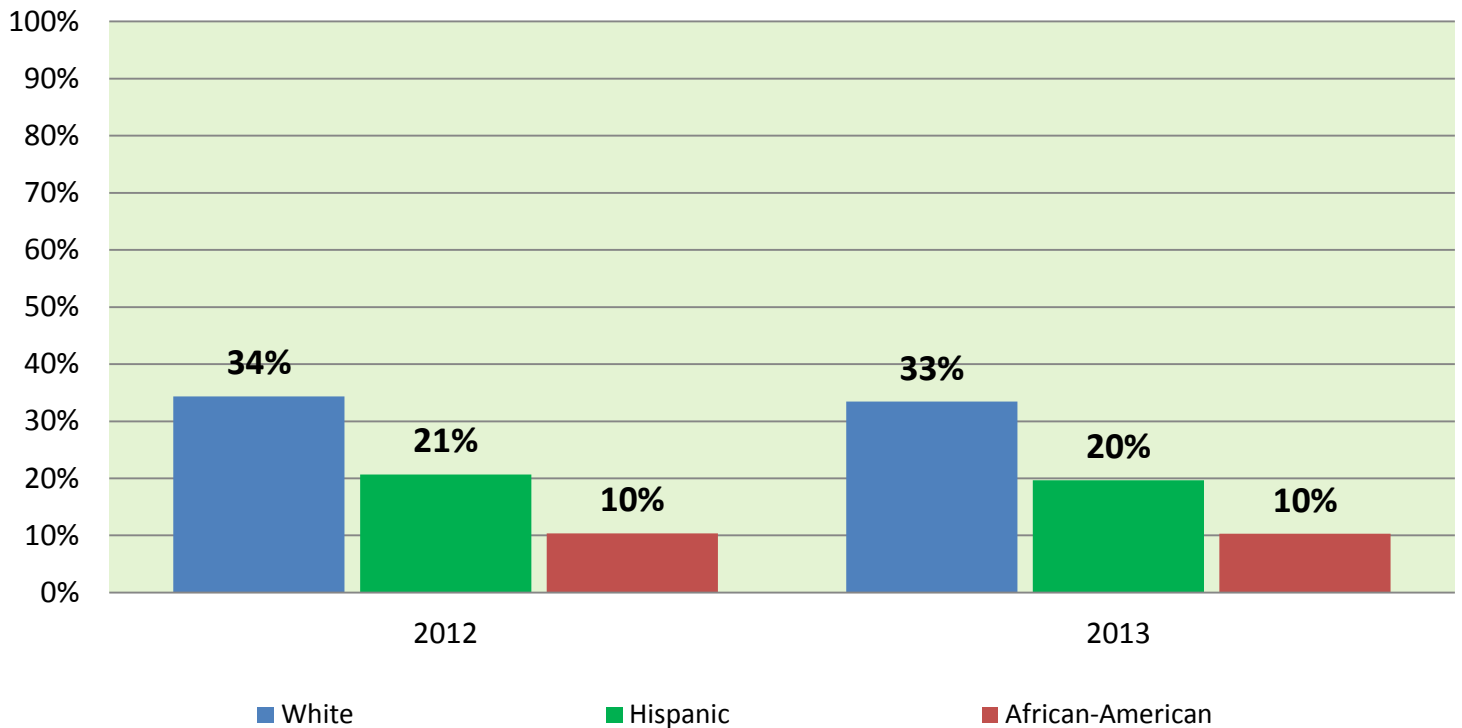
In 2013, the percentage of White and African-American students in grade 8 performing at or above Achievement Level 3 on FCAT 2.0 Science increased 1 percentage point in comparison to 2012.

In 2013, 61 percent of White students in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. This is an increase from 60 percent in 2012. In 2013, 42 percent of Hispanic students in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. This is equal to 42 percent in 2012. In 2013, 27 percent of African-American students in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. This is an increase from 26 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grade 8

**FCAT 2.0 Science
At or Above Achievement Level 4**



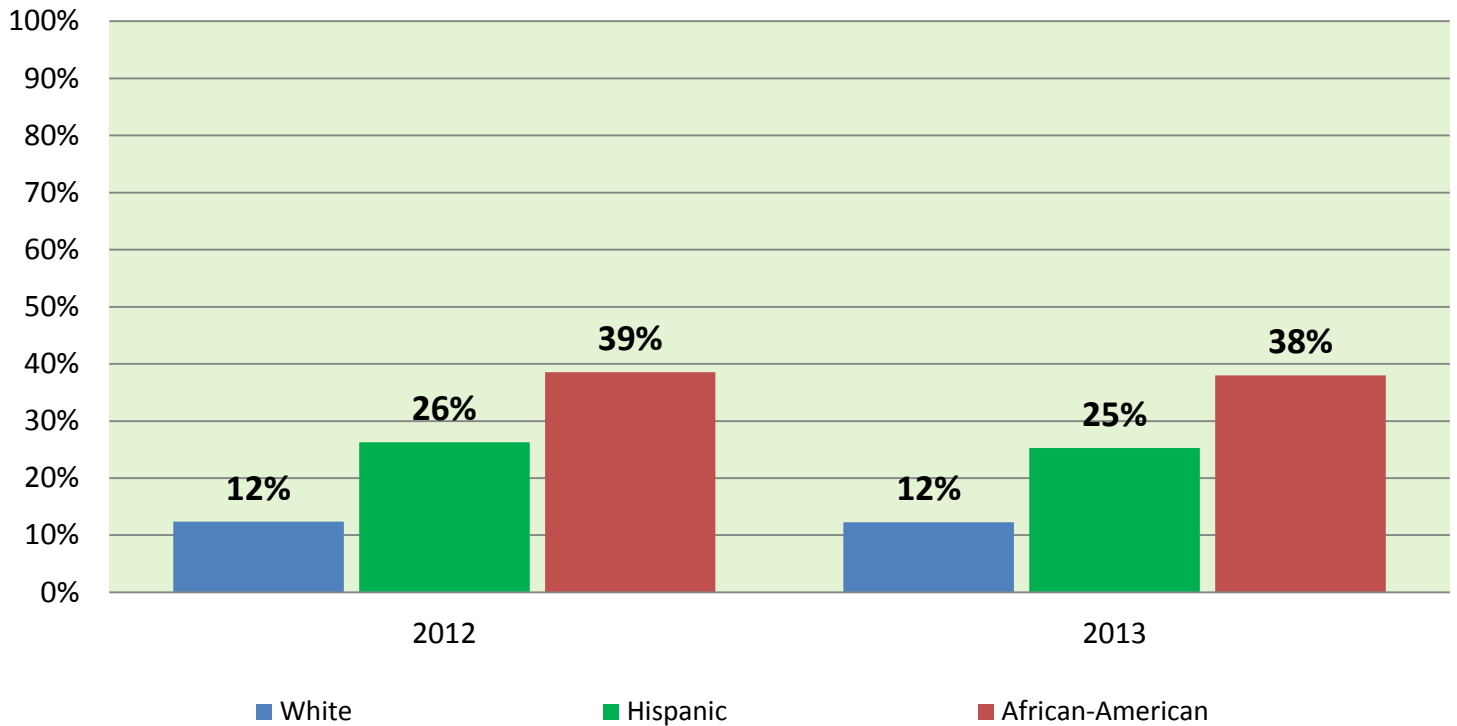
In 2013, the percentage of White and Hispanic students in grade 8 performing at or above Achievement Level 4 on FCAT 2.0 Science decreased 1 percentage point in comparison to 2012.

In 2013, 33 percent of White students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is a decrease from 34 percent in 2012. In 2013, 20 percent of Hispanic students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is a decrease from 21 percent in 2012. In 2013, 10 percent of African-American students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is equal to 10 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grade 8

**FCAT 2.0 Science
Achievement Level 1**



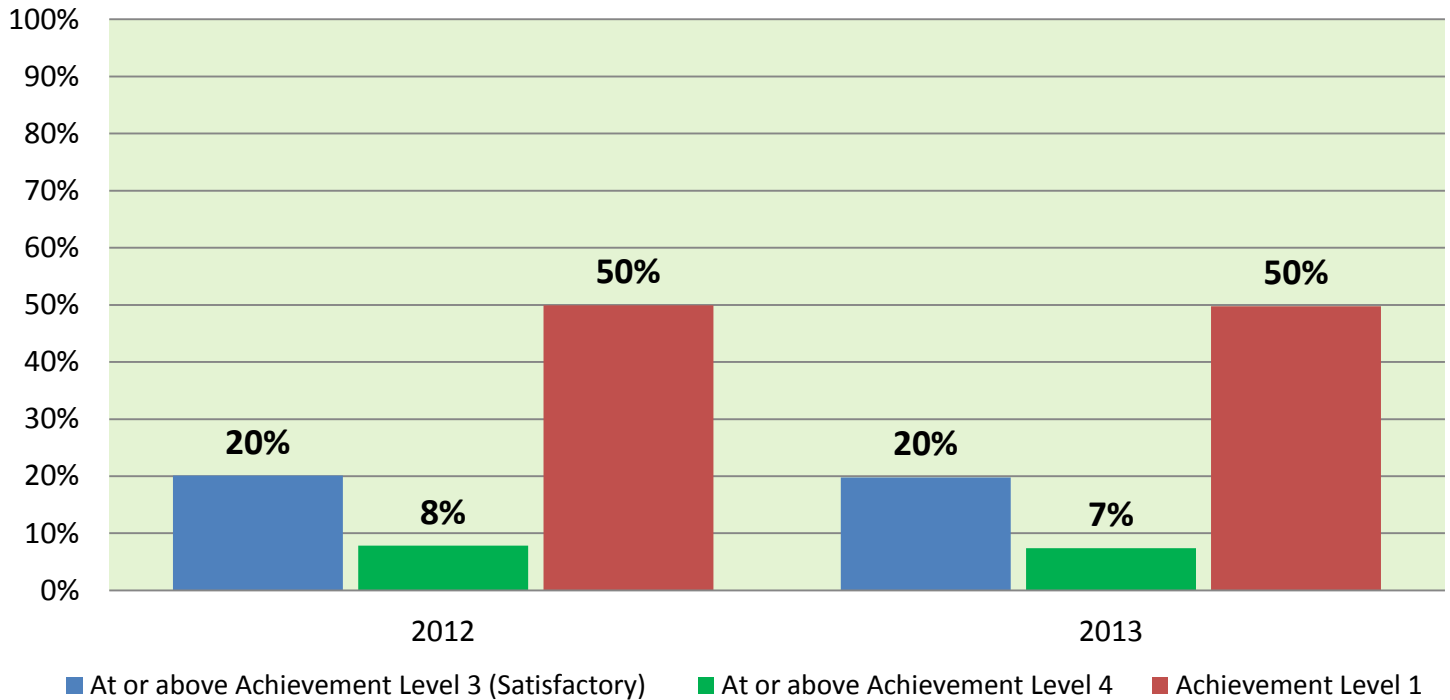
In 2013, the percentage of African-American and Hispanic students in grade 8 performing at Achievement Level 1 on FCAT 2.0 Science decreased 1 percentage point in comparison to 2012.

In 2013, 12 percent of White students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is equal to 12 percent in 2012. In 2013, 25 percent of Hispanic students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 26 percent in 2012. In 2013, 38 percent of African-American students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 39 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grade 8

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



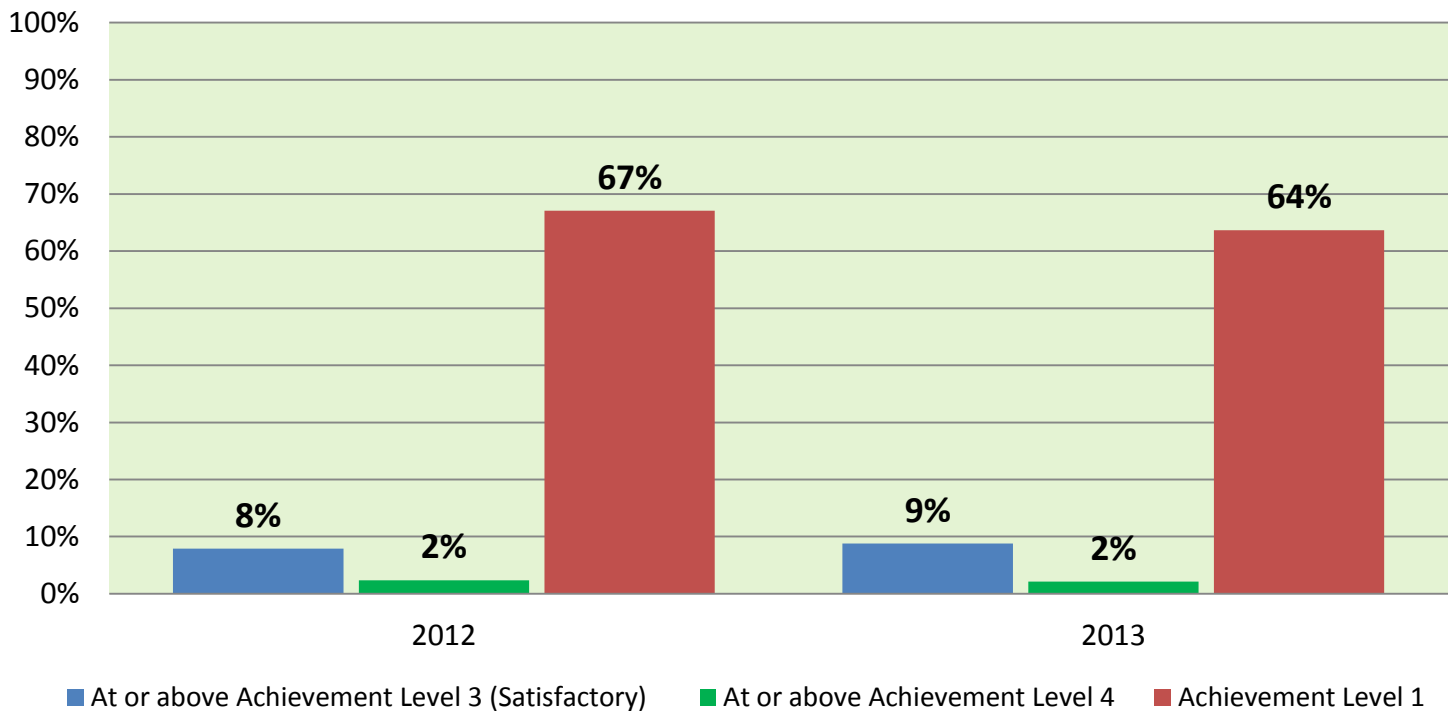
In 2013, the percentage of Students with Disabilities in grade 8 performing at or above Achievement Level 3 on FCAT 2.0 Science remained constant from 2012.

In 2013, 20 percent of Students with Disabilities in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. This is equal to 20 percent in 2012. In 2013, 7 percent of Students with Disabilities in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is a decrease from 8 percent in 2012. In 2013, 50 percent of Students with Disabilities in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is equal to 50 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grade 8

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



In 2013, the percentage of English Language Learners in grade 8 performing at or above Achievement Level 3 on FCAT 2.0 Science increased 1 percentage point in comparison to 2012. In addition, the percentage of English Language Learners in grade 8 performing at Achievement Level 1 on FCAT 2.0 Science decreased 3 percentage points in comparison to 2012

In 2013, 9 percent of English Language Learners in grade 8 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Science. This is an increase from 8 percent in 2012. In 2013, 2 percent of English Language Learners in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is equal to 2 percent in 2012. In 2013, 64 percent of English Language Learners in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 67 percent in 2012.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2013

Grades 5 and 8

**Statewide Comparison Report
FCAT 2.0 Science**

FCAT 2.0 Science – Next Generation Sunshine State Standards Test ¹									
Grade	Year ²	Number of Students	Mean Scale Score	Percentage of Students by Achievement Level					Achievement Level 3 and Above ³
				1	2	3	4	5	
5	2012	199,164	200	22	26	27	12	12	52
	2013	195,131	201	21	26	27	12	14	53
8	2012	193,401	200	22	31	22	13	12	47
	2013	195,685	200	22	31	23	13	11	47

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

² In spring 2012, FCAT 2.0 Science was administered for the first time, and results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. In this media packet, the FCAT Equivalent Scores reported for the 2012 FCAT 2.0 Science assessment have been converted, or retrofitted, to the new FCAT 2.0 Science score scale and achievement standards established by the State Board of Education on December 12, 2012, so that stakeholders and the general public are able to see what the results 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.

Grade 5

**2013 FCAT 2.0 Science Results
Percentage Comparison by District**

District	Percentage of Students at Achievement Level 1	Percentage of Students at or Above Achievement Level 3	Percentage of Students at or Above Achievement Level 4
STATEWIDE	21%	53%	26%
ALACHUA	20%	59%	34%
BAKER	31%	37%	17%
BAY	23%	49%	24%
BRADFORD	28%	43%	14%
BREVARD	15%	62%	32%
BROWARD	24%	49%	23%
CALHOUN	14%	63%	32%
CHARLOTTE	15%	56%	23%
CITRUS	20%	51%	22%
CLAY	13%	62%	29%
COLLIER	21%	52%	26%
COLUMBIA	19%	50%	22%
MIAMI DADE	24%	51%	26%
DESOTO	30%	40%	13%
DIXIE	26%	45%	17%
DUVAL	23%	51%	25%
ESCAMBIA	18%	59%	33%
FLAGLER	21%	49%	19%
FRANKLIN	23%	56%	21%
GADSDEN	25%	47%	17%
GILCHRIST	14%	57%	26%
GLADES	28%	41%	21%
GULF	26%	47%	14%
HAMILTON	26%	41%	15%
HARDEE	25%	44%	19%
HENDRY	26%	43%	16%
HERNANDO	21%	50%	24%
HIGHLANDS	27%	43%	18%
HILLSBOROUGH	21%	52%	24%
HOLMES	29%	39%	16%
INDIAN RIVER	24%	47%	21%
JACKSON	15%	61%	32%
JEFFERSON	38%	32%	16%
LAFAYETTE	21%	48%	13%
LAKE	22%	49%	22%
LEE	21%	53%	25%
LEON	23%	53%	29%
LEVY	22%	49%	21%
LIBERTY	24%	40%	10%
MADISON	45%	29%	11%

District	Percentage of Students at Achievement Level 1	Percentage of Students at or Above Achievement Level 3	Percentage of Students at or Above Achievement Level 4
STATEWIDE	21%	53%	26%
MANATEE	26%	45%	21%
MARION	21%	55%	27%
MARTIN	16%	60%	31%
MONROE	15%	63%	32%
NASSAU	13%	63%	33%
OKALOOSA	14%	63%	33%
OKEECHOBEE	32%	37%	15%
ORANGE	21%	55%	30%
OSCEOLA	23%	51%	26%
PALM BEACH	17%	60%	32%
PASCO	22%	49%	22%
PINELLAS	24%	49%	23%
POLK	26%	45%	20%
PUTNAM	32%	37%	14%
ST JOHNS	9%	71%	33%
ST LUCIE	28%	47%	39%
SANTA ROSA	13%	62%	36%
SARASOTA	14%	64%	41%
SEMINOLE	16%	63%	21%
SUMTER	14%	61%	36%
SUWANNEE	36%	35%	13%
TAYLOR	26%	52%	26%
UNION	28%	42%	19%
VOLUSIA	15%	61%	35%
WAKULLA	18%	55%	24%
WALTON	15%	59%	27%
WASHINGTON	26%	45%	19%

Grade 8

**2013 FCAT 2.0 Science Results
Percentage Comparison by District**

District	Percentage of Students at Achievement Level 1	Percentage of Students at or Above Achievement Level 3	Percentage of Students at or Above Achievement Level 4
STATEWIDE	22%	47%	24%
ALACHUA	22%	51%	29%
BAKER	19%	48%	23%
BAY	21%	45%	22%
BRADFORD	35%	33%	15%
BREVARD	13%	60%	32%
BROWARD	24%	46%	25%
CALHOUN	14%	52%	25%
CHARLOTTE	19%	47%	21%
CITRUS	16%	53%	27%
CLAY	16%	52%	26%
COLLIER	22%	46%	24%
COLUMBIA	24%	42%	18%
MIAMI DADE	27%	42%	21%
DESOTO	34%	30%	11%
DIXIE	22%	50%	16%
DUVAL	23%	45%	24%
ESCAMBIA	26%	42%	19%
FLAGLER	21%	44%	20%
FRANKLIN	16%	51%	23%
GADSDEN	45%	17%	7%
GILCHRIST	7%	69%	40%
GLADES	24%	31%	15%
GULF	21%	47%	23%
HAMILTON	49%	16%	6%
HARDEE	34%	30%	13%
HENDRY	34%	29%	12%
HERNANDO	19%	51%	26%
HIGHLANDS	25%	41%	19%
HILLSBOROUGH	24%	45%	22%
HOLMES	26%	37%	18%
INDIAN RIVER	20%	50%	28%
JACKSON	16%	52%	28%
JEFFERSON	51%	8%	4%
LAFAYETTE	17%	50%	22%
LAKE	22%	47%	24%
LEE	21%	48%	25%
LEON	18%	53%	30%
LEVY	20%	44%	19%
LIBERTY	8%	41%	19%
MADISON	55%	17%	4%
MANATEE	23%	48%	23%

District	Percentage of Students at Achievement Level 1	Percentage of Students at or Above Achievement Level 3	Percentage of Students at or Above Achievement Level 4
STATEWIDE	22%	47%	24%
MARION	24%	42%	21%
MARTIN	20%	52%	29%
MONROE	19%	55%	30%
NASSAU	14%	54%	29%
OKALOOSA	10%	65%	37%
OKEECHOBEE	29%	34%	15%
ORANGE	22%	47%	25%
OSCEOLA	26%	39%	18%
PALM BEACH	20%	49%	27%
PASCO	20%	48%	23%
PINELLAS	23%	48%	24%
POLK	28%	37%	16%
PUTNAM	28%	33%	12%
ST JOHNS	8%	70%	32%
ST LUCIE	24%	44%	33%
SANTA ROSA	11%	60%	35%
SARASOTA	14%	59%	44%
SEMINOLE	14%	59%	21%
SUMTER	18%	51%	30%
SUWANNEE	24%	41%	17%
TAYLOR	24%	43%	24%
UNION	16%	49%	22%
VOLUSIA	18%	51%	26%
WAKULLA	11%	61%	27%
WALTON	16%	53%	27%
WASHINGTON	16%	47%	24%