

May 2013

2013

FCAT 2.0
Florida Comprehensive Assessment Test®

FCAT 2.0 Reading and Mathematics Grade 3



FCAT 2.0 Grade 3

Reading and Mathematics

Florida has transitioned from the Florida Comprehensive Assessment Test® (FCAT) to the FCAT 2.0 to align with 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.

Students in grade 3 must achieve an 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

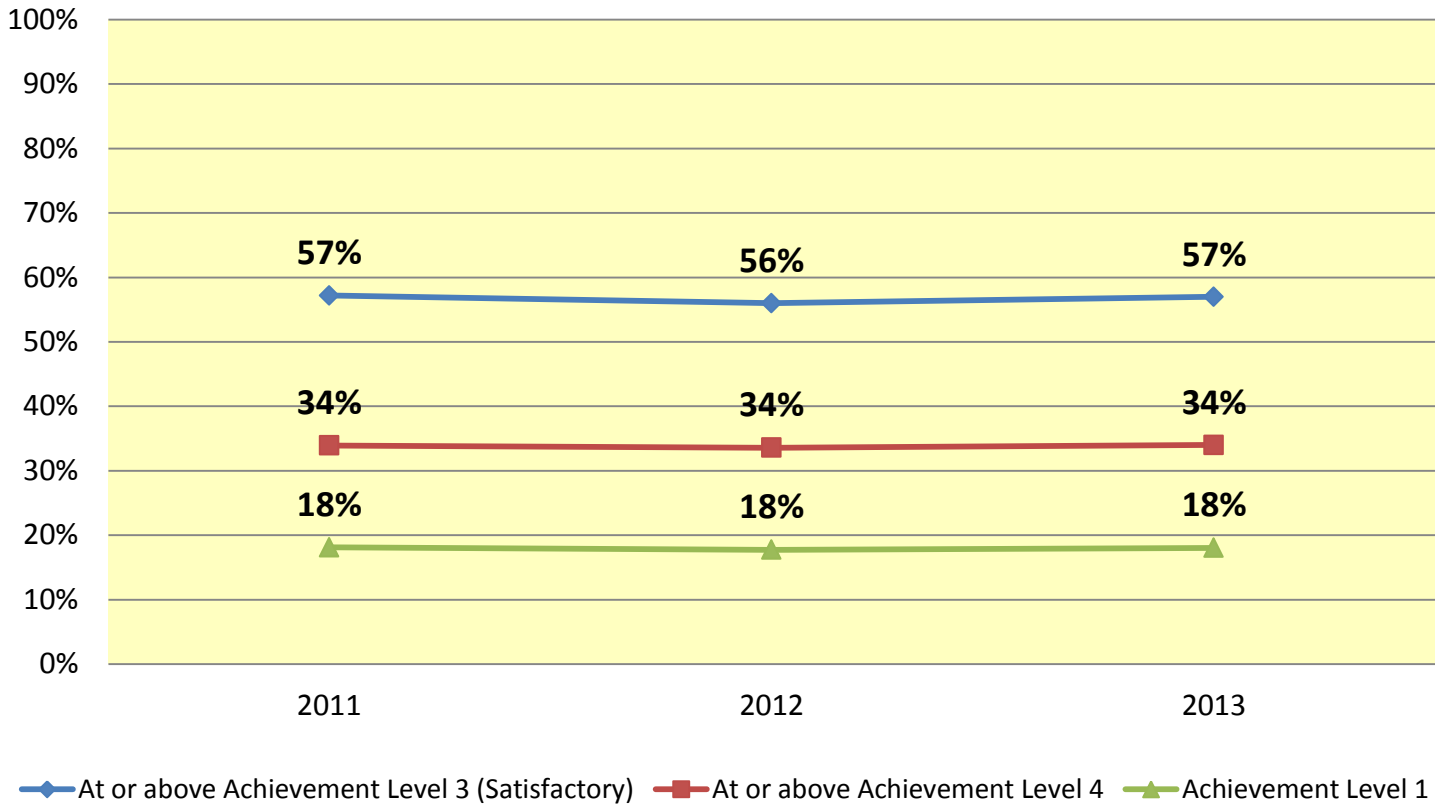
FCAT 2.0 Reading

Grade 3

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.

Grade 3

**FCAT 2.0 Reading
By Achievement Level**



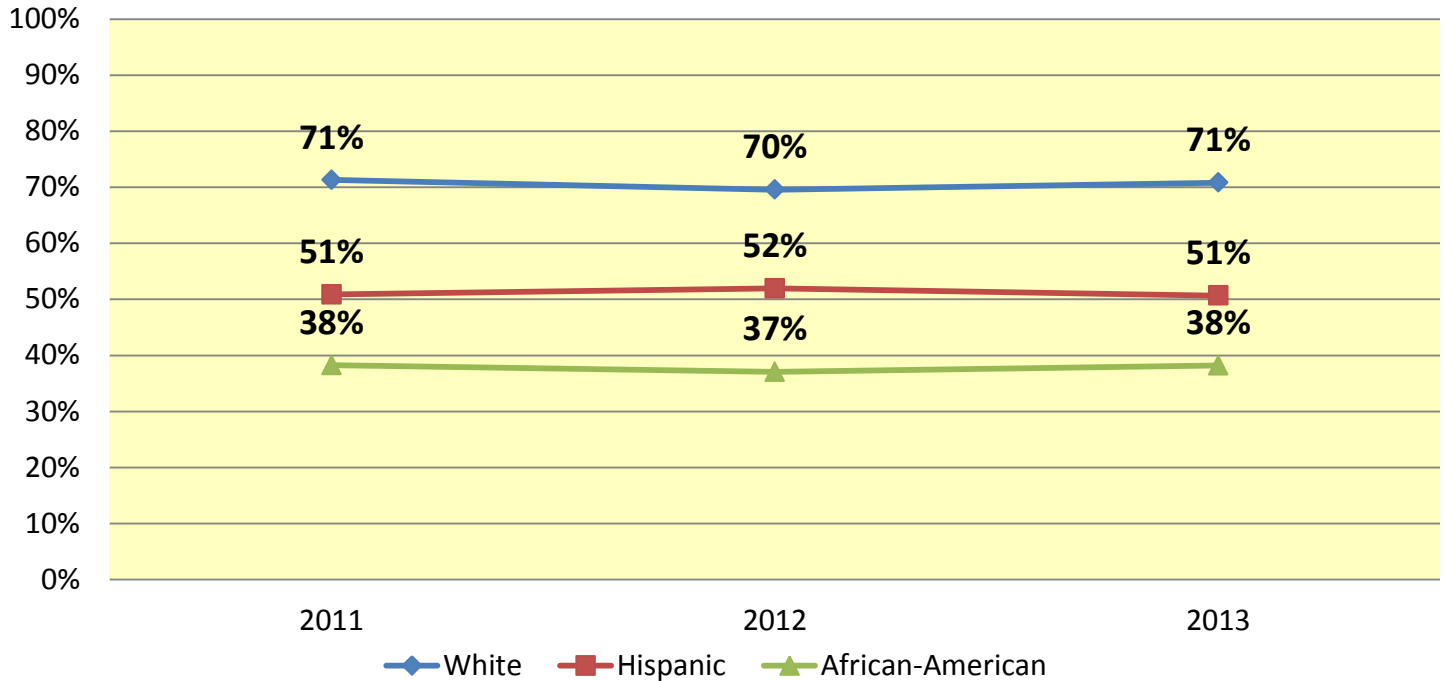
Overall, Florida’s third grade students scored slightly higher on the Grade 3 FCAT 2.0 Reading in 2013, increasing the percentage of students performing at or above Achievement Level 3 by 1 percentage point in comparison to 2012. The percentage of students performing at Achievement Level 1 and the percentage of students performing at or above Achievement Level 4 has stayed consistent since 2011.

In 2013, 57 percent of students in grade 3 were performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading. This is equal to 57 percent in 2011 and an increase from 56 percent in 2012. In 2013, 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 and 2012. In 2013, 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 and 2012.

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

Grade 3

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



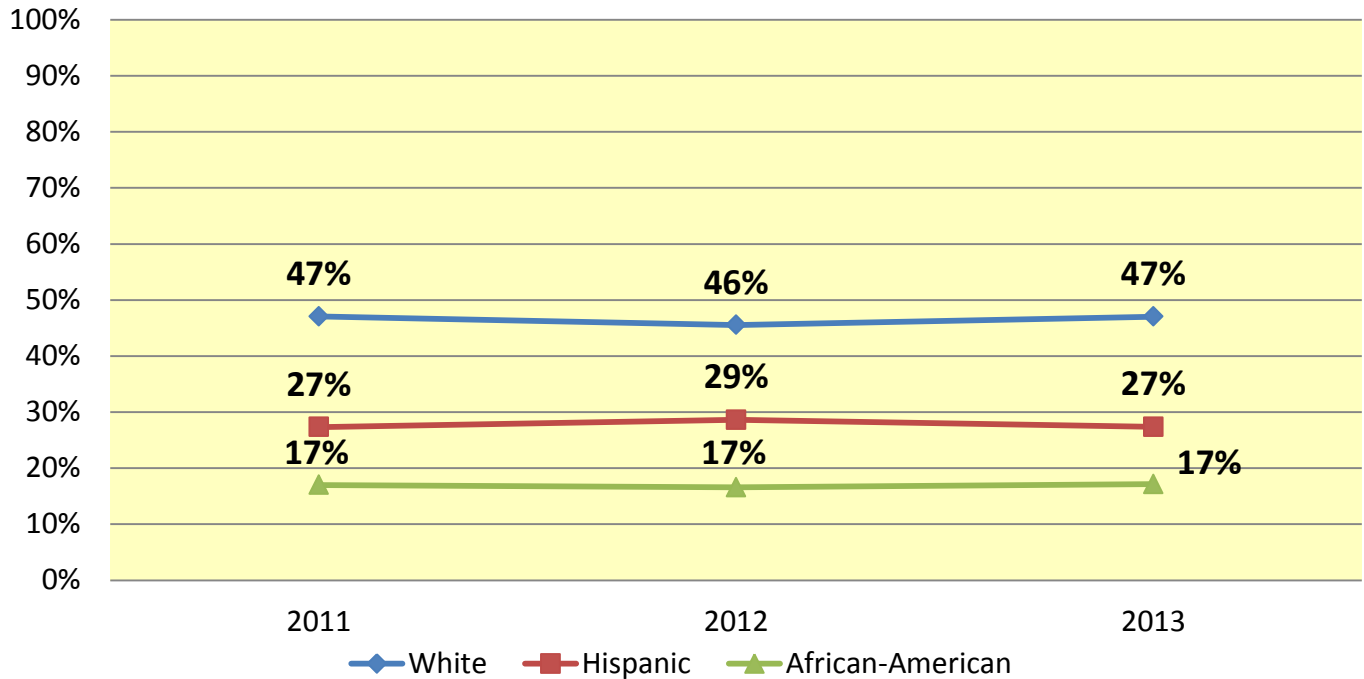
Overall, the percentage of African-American and White students in grade 3 who were performing at or above Achievement Level 3 (Satisfactory) increased by 1 percentage point in comparison to 2012.

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

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

Grade 3

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



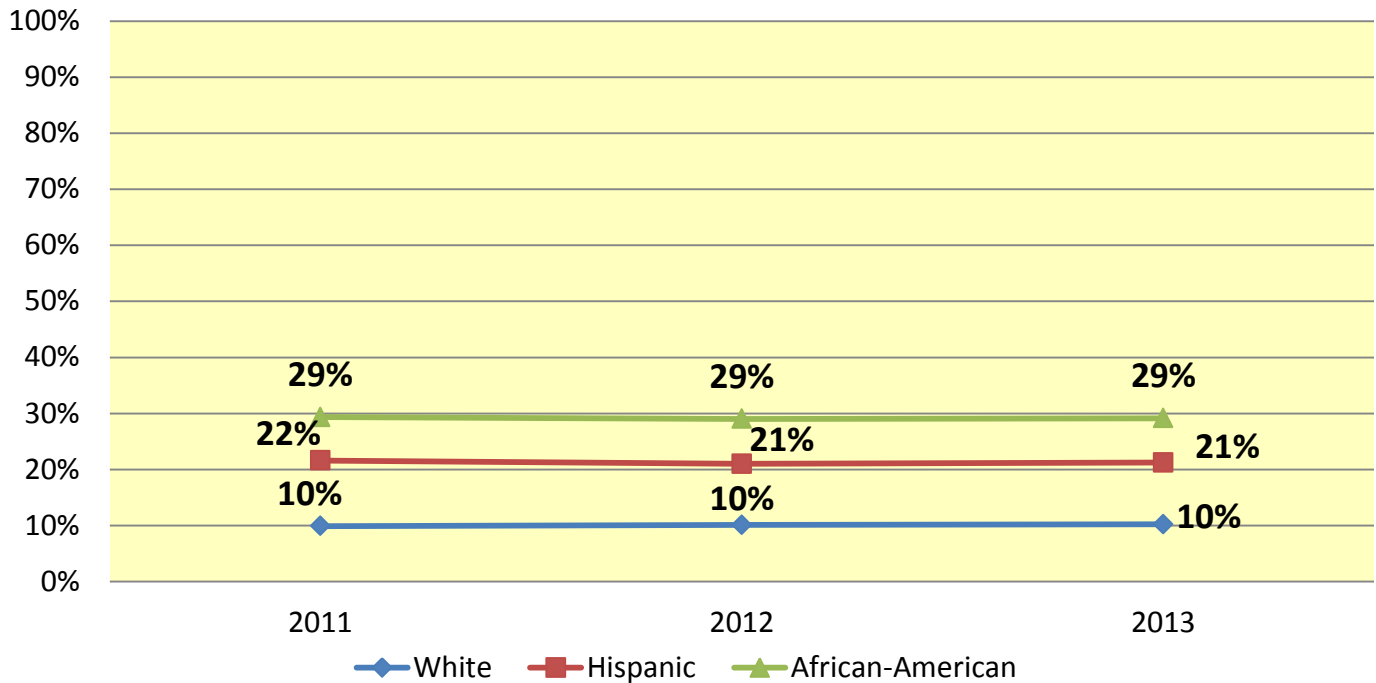
Overall, 47 percent of White students in grade 3 were performing at or above Achievement Level 4 on the Grade 3 FCAT 2.0 Reading in 2013, which is an increase of 1 percentage point in comparison to 2012.

In 2013, 47 percent of White students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 47 percent in 2011 and an increase from 46 percent in 2012. In 2013, 27 percent of Hispanic students in grade 3 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 27 percent in 2011 and a decrease from 29 percent in 2012. In 2013, 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 and 2012.

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

Grade 3

**FCAT 2.0 Reading
Achievement Level 1**



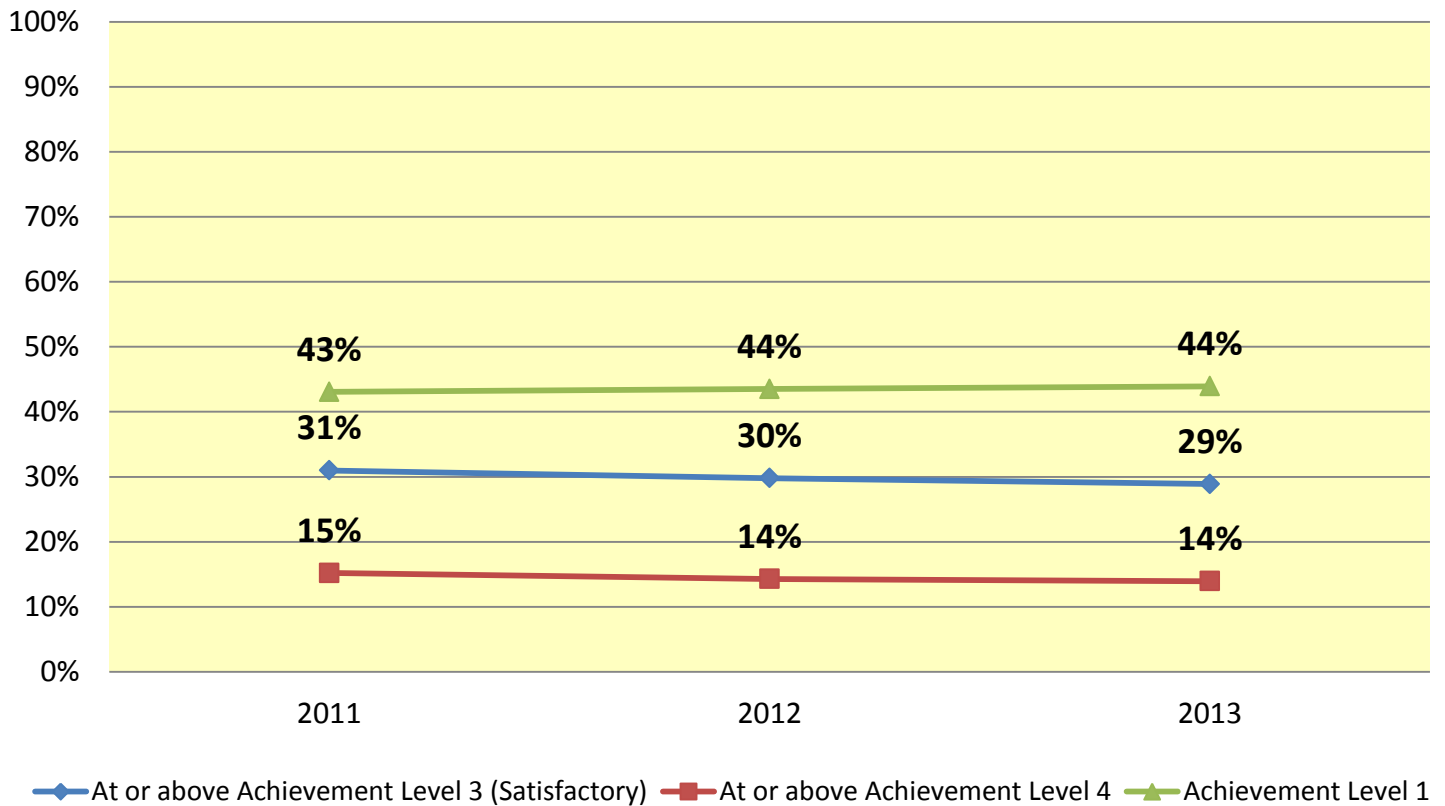
Since 2011, the percentage of White, Hispanic and African-American students in grade 3 performing at Achievement Level 1 on FCAT 2.0 Reading has stayed consistent.

In 2013, 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 and 2012. In 2013, 21 percent of Hispanic students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is an increase from 22 percent in 2011 and is equal to 21 percent in 2012. In 2013, 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 and 2012.

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

Grade 3

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



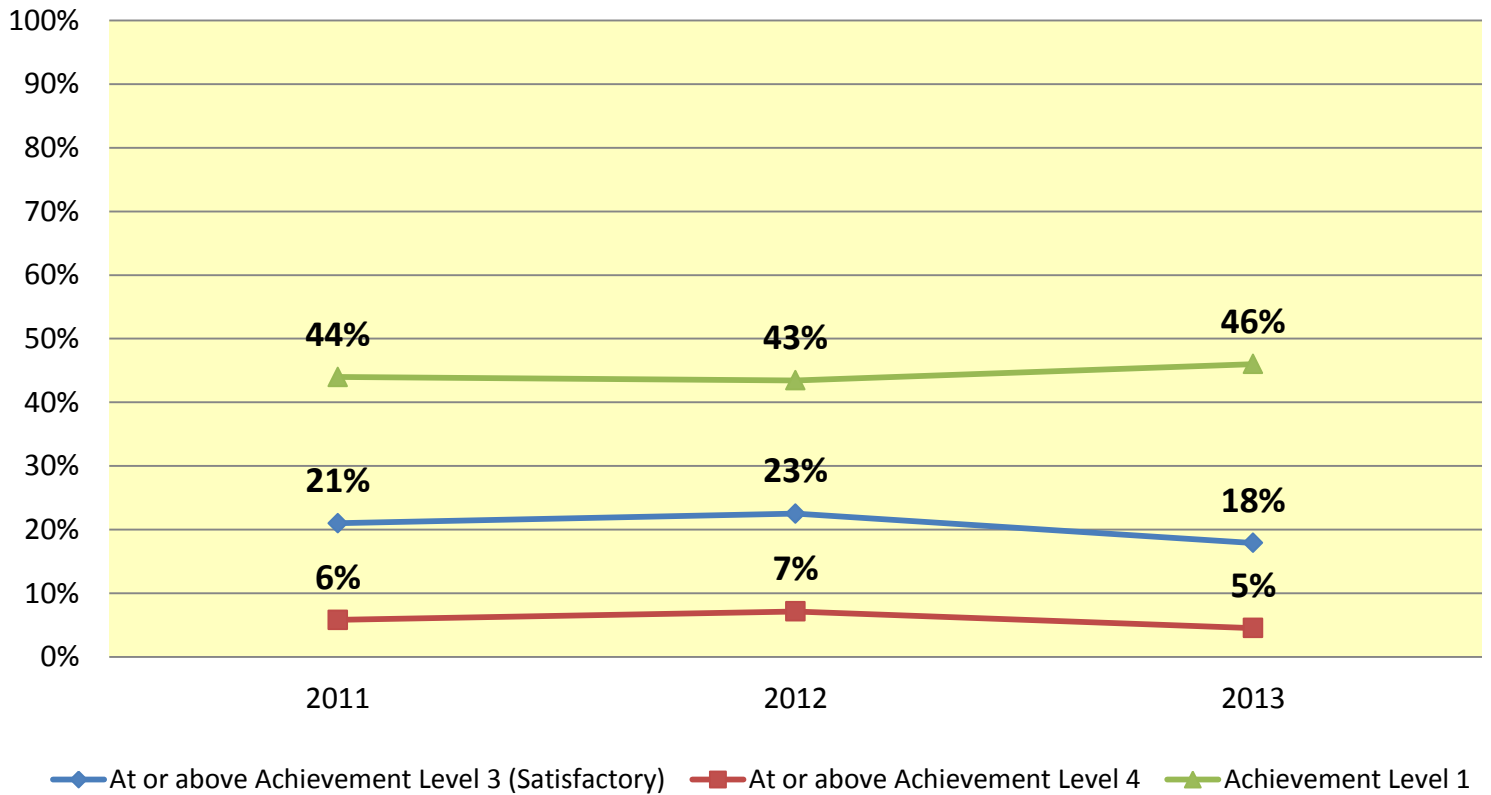
Since 2011, the percentage of Students with Disabilities in grade 3 performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Reading has decreased by 2 percentage points

In 2013, 29 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 and 30 percent in 2012. In 2013, 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 and equal to 14 percent in 2012. In 2013, 44 percent of Students with Disabilities in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is an increase from 43 percent in 2011 and equal to 44 percent in 2012.

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

Grade 3

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



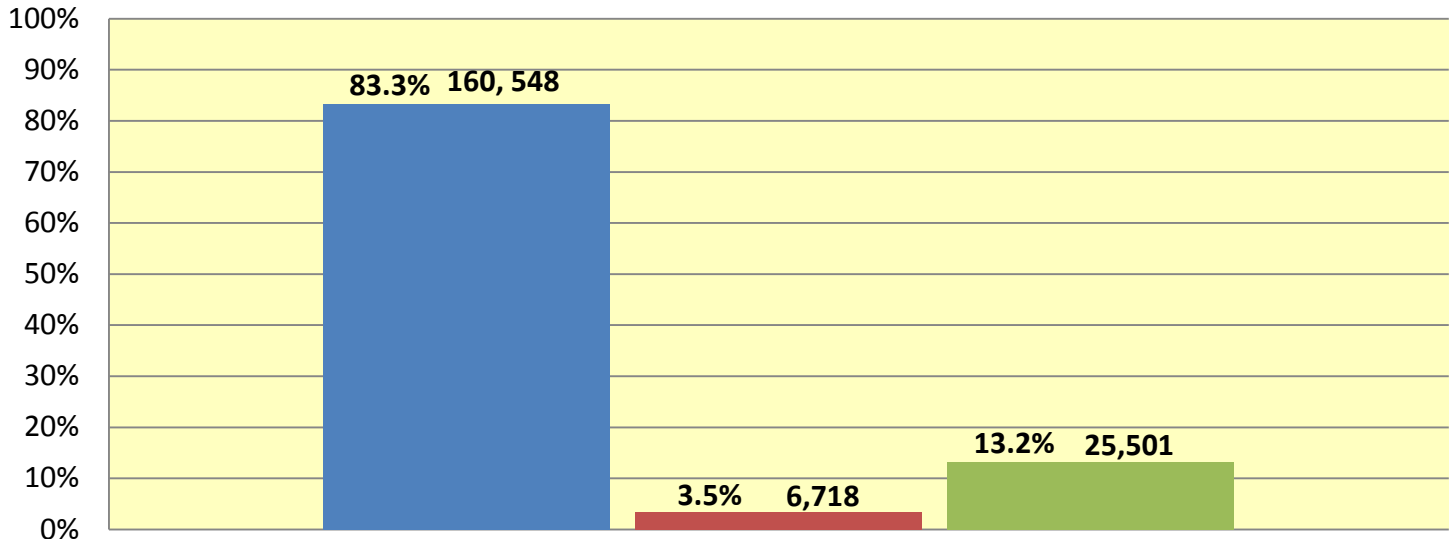
In 2013, the percentage of English Language Learners in grade 3 performing at or above Achievement Level 3 decreased by 5 percentage points in comparison to 2012.

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

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

Grade 3

**2013 FCAT 2.0 Reading
First-Time Test Takers**



■ Performing at or above Achievement Level 2 on FCAT 2.0 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.

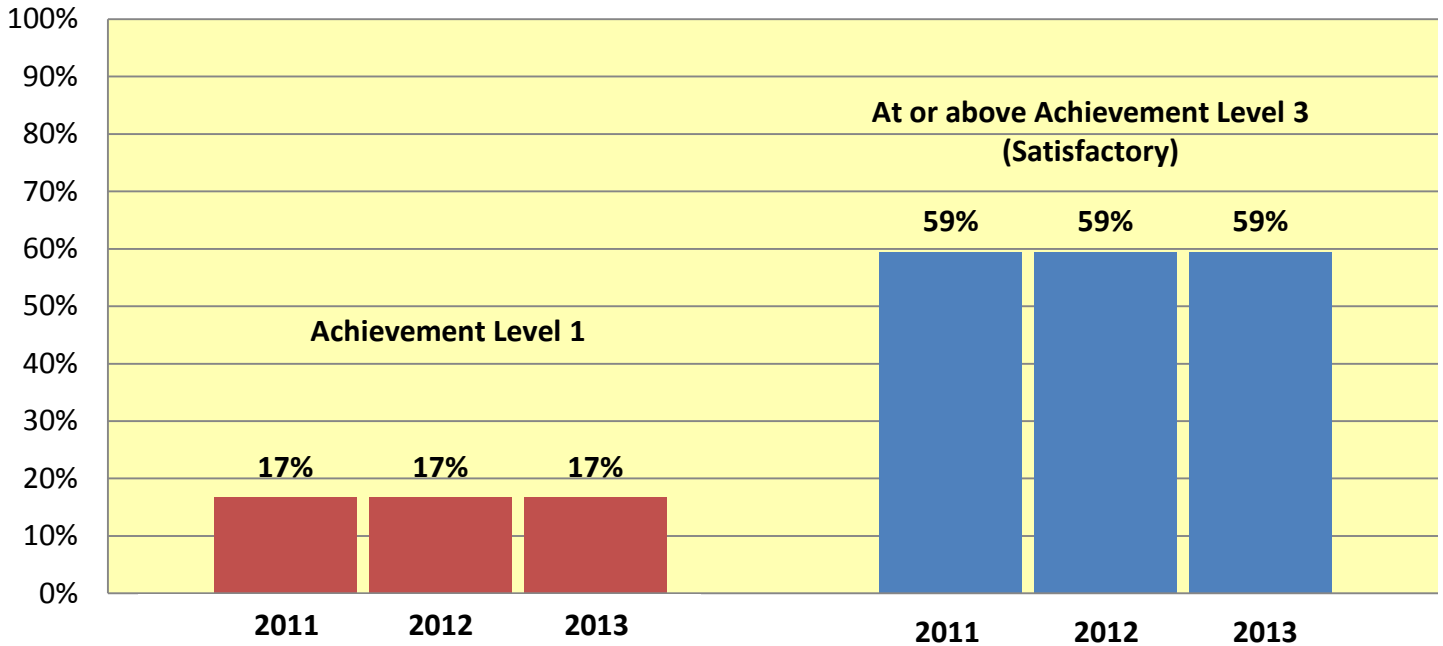
In 2013, 160,548 students (83.3 percent) in grade 3 taking FCAT 2.0 Reading for the first time were performing at or above Achievement Level 2. In 2013, 6,718 students (3.5 percent) in grade 3 taking FCAT 2.0 Reading for the first time are in need of additional remediation, but are eligible for a good cause exemption. In 2013, 25,501 students (13.2 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 2013

Grade 3

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

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



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

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

Grade 3

**Statewide Comparison Report
FCAT 2.0 Reading
2011 to 2013**

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

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.

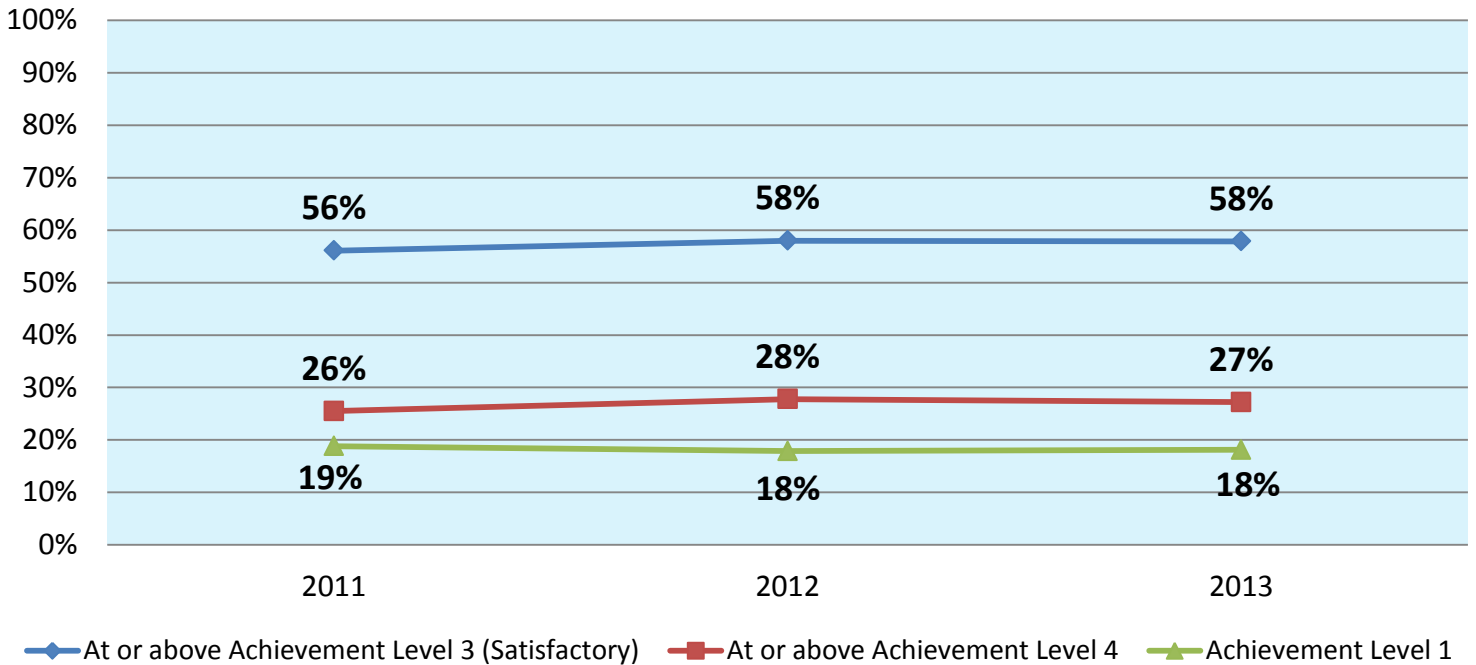
FCAT 2.0 Mathematics

Grade 3

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.

Grade 3

**FCAT 2.0 Mathematics
By Achievement Level**



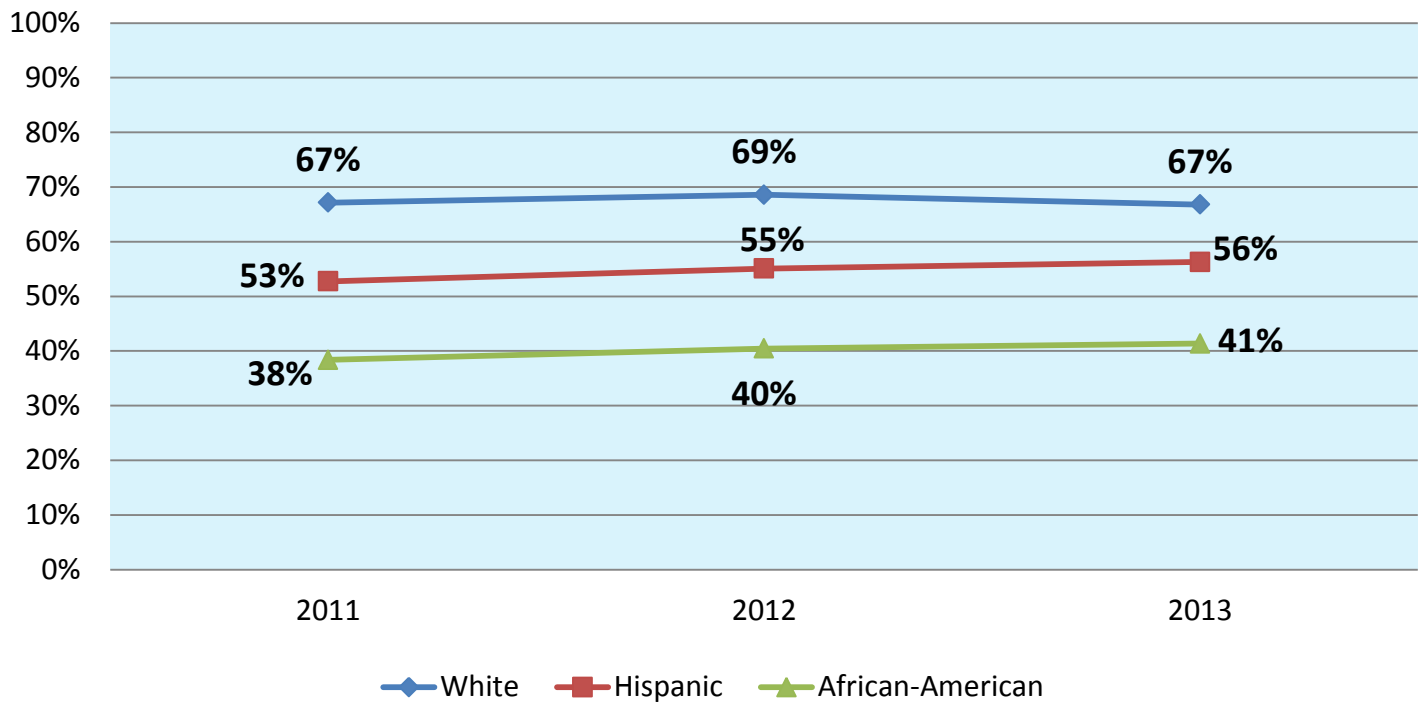
Since 2011, the percentage of students in grade 3 who were performing at or above Achievement Level 3 on FCAT 2.0 Mathematics has increased by 2 percentage points. In that same time period, the percentage of students in grade 3 who were performing at or above Achievement Level 4 has increased by 1 percentage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

In 2013, 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 and equal to 58 percent in 2012. In 2013, 27 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 and a decrease from 28 percent in 2012. In 2013, 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 and equal to 18 percent in 2012.

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

Grade 3

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



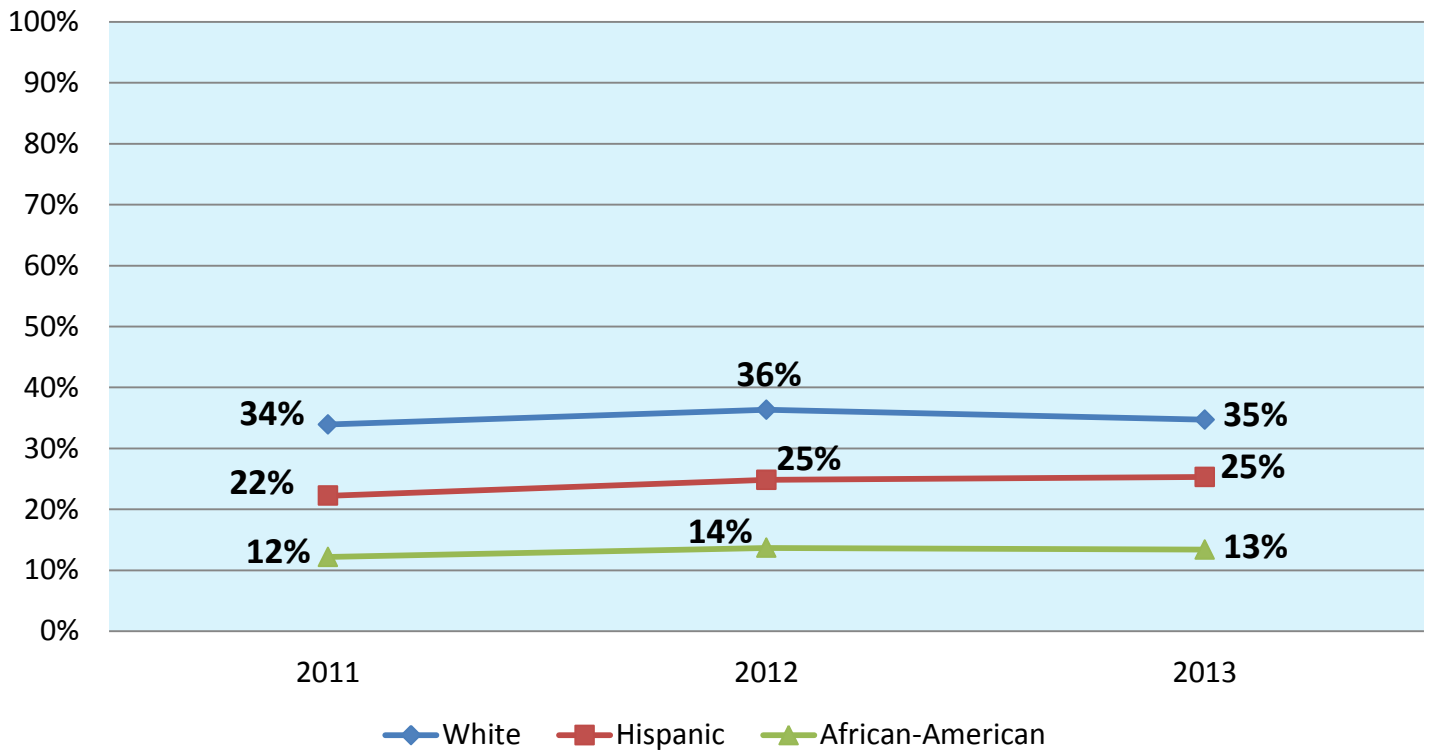
Since 2011, the percentage of African-American and Hispanic students in grade 3 who were performing at or above Achievement Level 3 on FCAT 2.0 Mathematics has increased by 3 percentage points.

In 2013, 67 percent of White students in grade 3 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 69 percent in 2012. In 2013, 56 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 and 55 percent in 2012. In 2013, 41 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 and 40 percent in 2012.

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

Grade 3

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



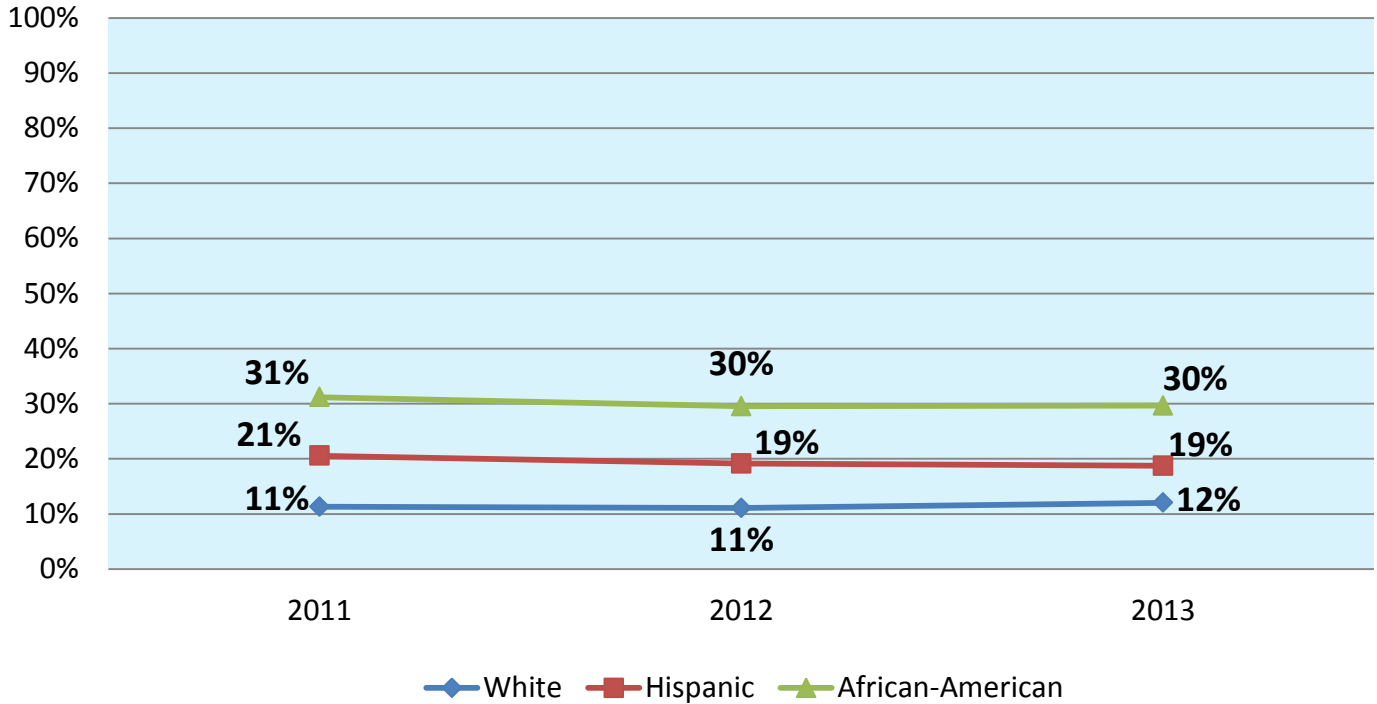
Since 2011, the percentage of White, Hispanic and African-American students in grade 3 who were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics has increased.

In 2013, 35 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 and a decrease from 36 percent in 2012. In 2013, 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 and is equal to 25 percent in 2012. In 2013, 13 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 and a decrease from 14 percent in 2012.

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

Grade 3

**FCAT 2.0 Mathematics
Achievement Level 1**



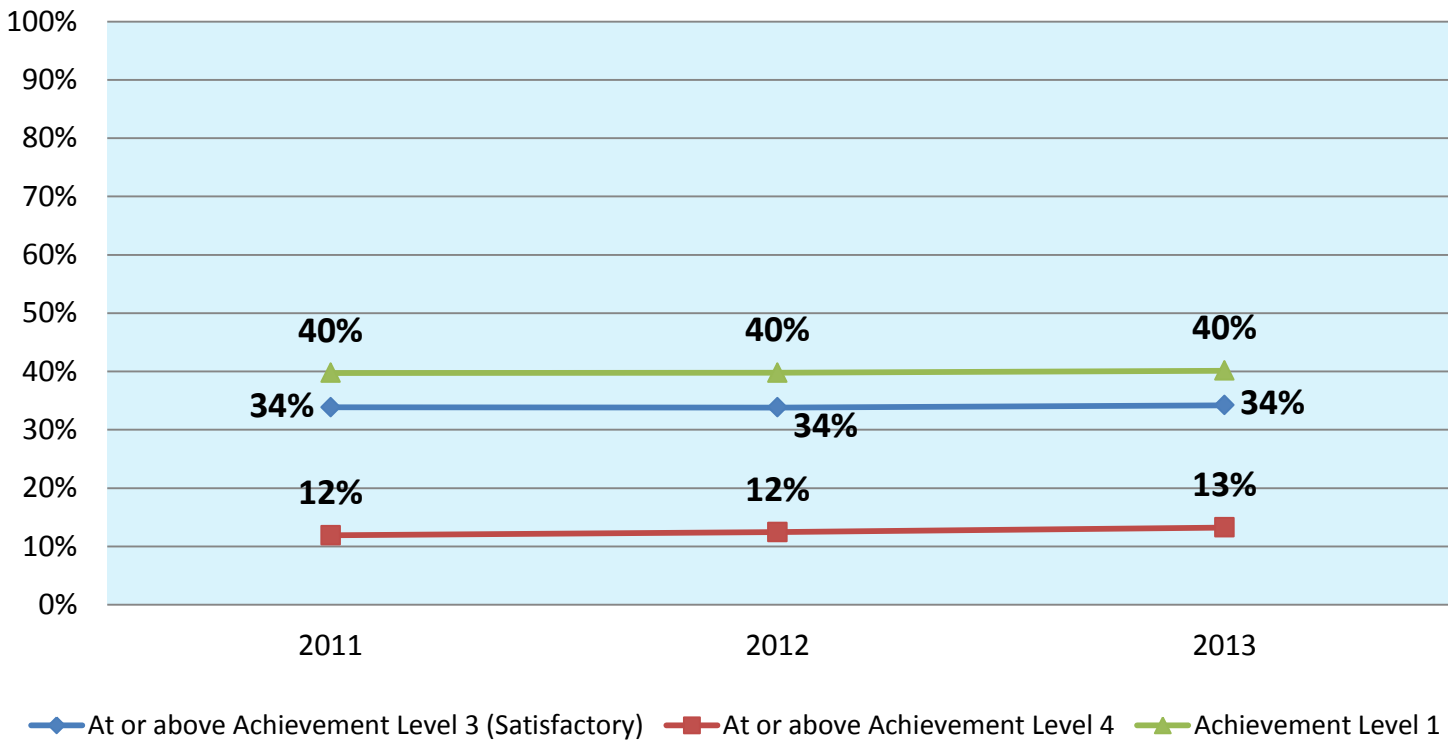
Since 2011, the percentage of Hispanic students in grade 3 performing at Achievement Level 1 on FCAT 2.0 Mathematics has decreased 2 percentage points.

In 2013, 12 percent of White students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is an increase from 11 percent in 2011 and 2012. In 2013, 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 and is equal to 19 percent in 2012. In 2013, 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 and is equal to 30 percent in 2012.

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

Grade 3

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



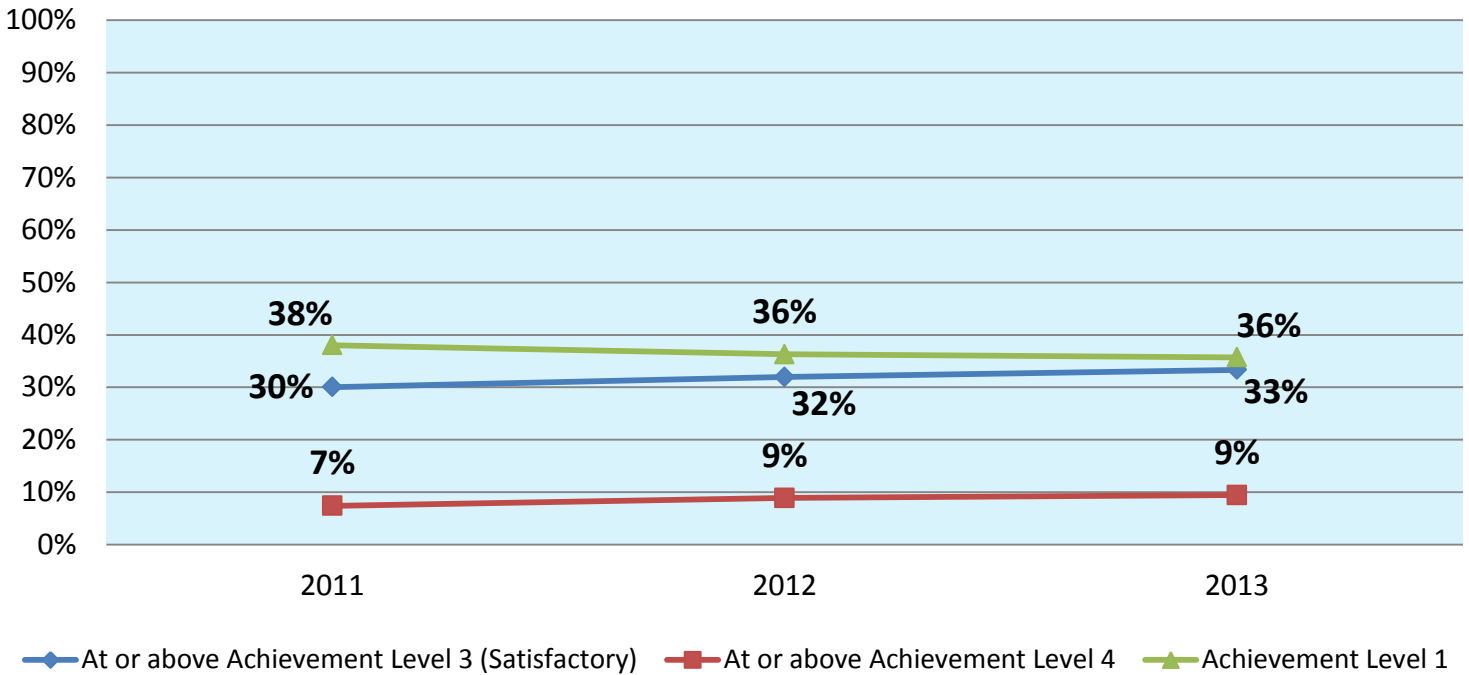
Since 2011, the percentage of Students with Disabilities in grade 3 performing at or above Achievement Level 3 (Satisfactory) on FCAT 2.0 Mathematics has stayed consistent. In 2013, the percentage of Students with Disabilities in grade 3 performing at or above Achievement Level 4 has increased 1 percentage point in comparison to 2012.

In 2013, 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 and 2012. In 2013, 13 percent of Students with Disabilities 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 and 2012. In 2013, 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 and 2012.

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

Grade 3

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



Since 2011, the percentage of English Language Learners in grade 3 who were performing at or above Achievement Level 3 on FCAT 2.0 Mathematics has increased by 3 percentage points. In that same time period, the percentage of English Language Learners in grade 3 performing at Achievement Level 1 has decreased by 2 percentage points.

In 2013, 33 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 and 32 percent in 2012. In 2013, 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 and is equal to 9 percent in 2012. In 2013, 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 and is equal to 36 percent in 2012.

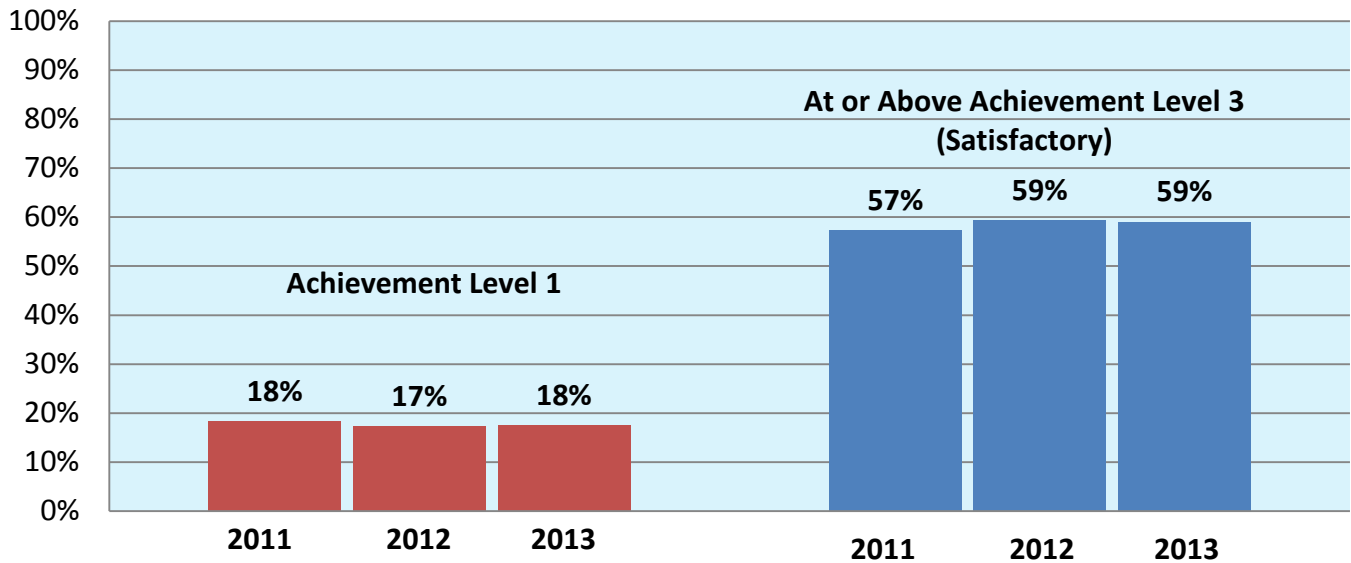
Source: K20 Education Data Warehouse
Florida Department of Education, May 2013

Grade 3

FCAT 2.0 Mathematics

First-Time Test Takers

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



In 2013, 18 percent of students in grade 3 taking FCAT 2.0 Mathematics for the first time were performing at Achievement Level 1. This is equal to 18 percent in 2011 and an increase from 17 percent in 2012. In 2013, 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 and equal to 59 percent in 2012.

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

Grade 3

**Statewide Comparison Report
FCAT 2.0 Mathematics
2011 to 2013**

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
	2013	205,717	201	18	24	31	17	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.