

Reading and Mathematics

Grade 3



FCAT and FCAT 2.0

Reading and Mathematics

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Florida is transitioning from the FCAT to the FCAT 2.0 to align with new student academic content standards. The FCAT 2.0 measures student achievement of the *Next Generation Sunshine State Standards*, which were adopted by the State Board of Education in 2007; whereas, the FCAT assesses the *Sunshine State Standards*, which were adopted in 1996. As FCAT 2.0 assessments are phased in, they will replace existing FCAT assessments. The transition to FCAT 2.0 begins this year with the Reading and Mathematics assessments and will be complete when the FCAT 2.0 Science assessments are administered in 2012.

Student results for the 2011 FCAT 2.0 assessments are reported on the existing FCAT scale as FCAT Equivalent Scores because the new scale and Achievement Levels will not be available this year. FCAT Equivalent Scores enable consistent student expectations to be maintained during this transition year. FCAT Equivalent Scores are used to determine student progress from grade to grade in the same way FCAT Scale Scores and Developmental Scale Scores (DSS) were used in prior years. The new FCAT 2.0 score scale and Achievement Levels will be available beginning in 2012.

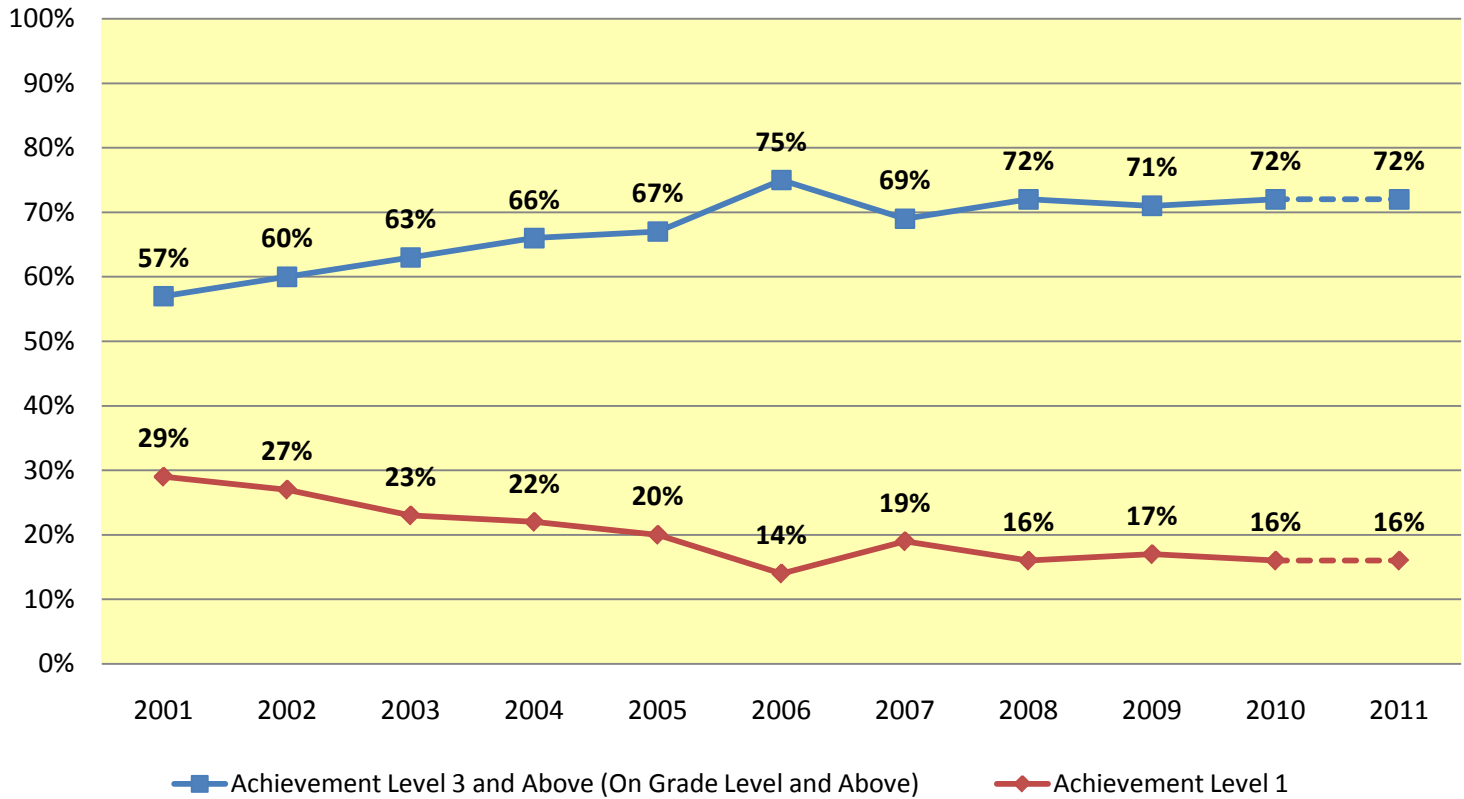
Student performance on the 2011 FCAT 2.0 is linked to the existing FCAT score scale through the equipercntile linking method. By this method, 2011 FCAT 2.0 scores were linked to 2010 FCAT scores at the same percentile rank. This linking method allows the 2011 FCAT 2.0 scores to be reported as FCAT Equivalent Scale Scores, which range from 100-500, and FCAT Equivalent Developmental Scale Scores, which range from 86-3008 across grades 3-10 for Reading and 3-8 for Mathematics and show a student's annual progress from grade to grade.

Because the FCAT 2.0 and FCAT assess different content standards and contain different test designs, caution must be used when interpreting the trend data provided in this media packet. For this reason, the transition from the FCAT to the FCAT 2.0 is indicated in each line graph with a dashed line (- - -) connecting prior years' FCAT results to the FCAT equivalent results for the FCAT 2.0 and there is a space between prior years' results and results for 2011 in the bar graphs.

For more information about the FCAT 2.0, please visit our website at <http://fcat.fldoe.org/fcat2/>.

The percentages in this document for prior years may reflect minor differences from percentages published in last year's press packet and on the Department's FCAT Demographics website. This is because of routine updates made to student demographic data subsequent to prior publications.

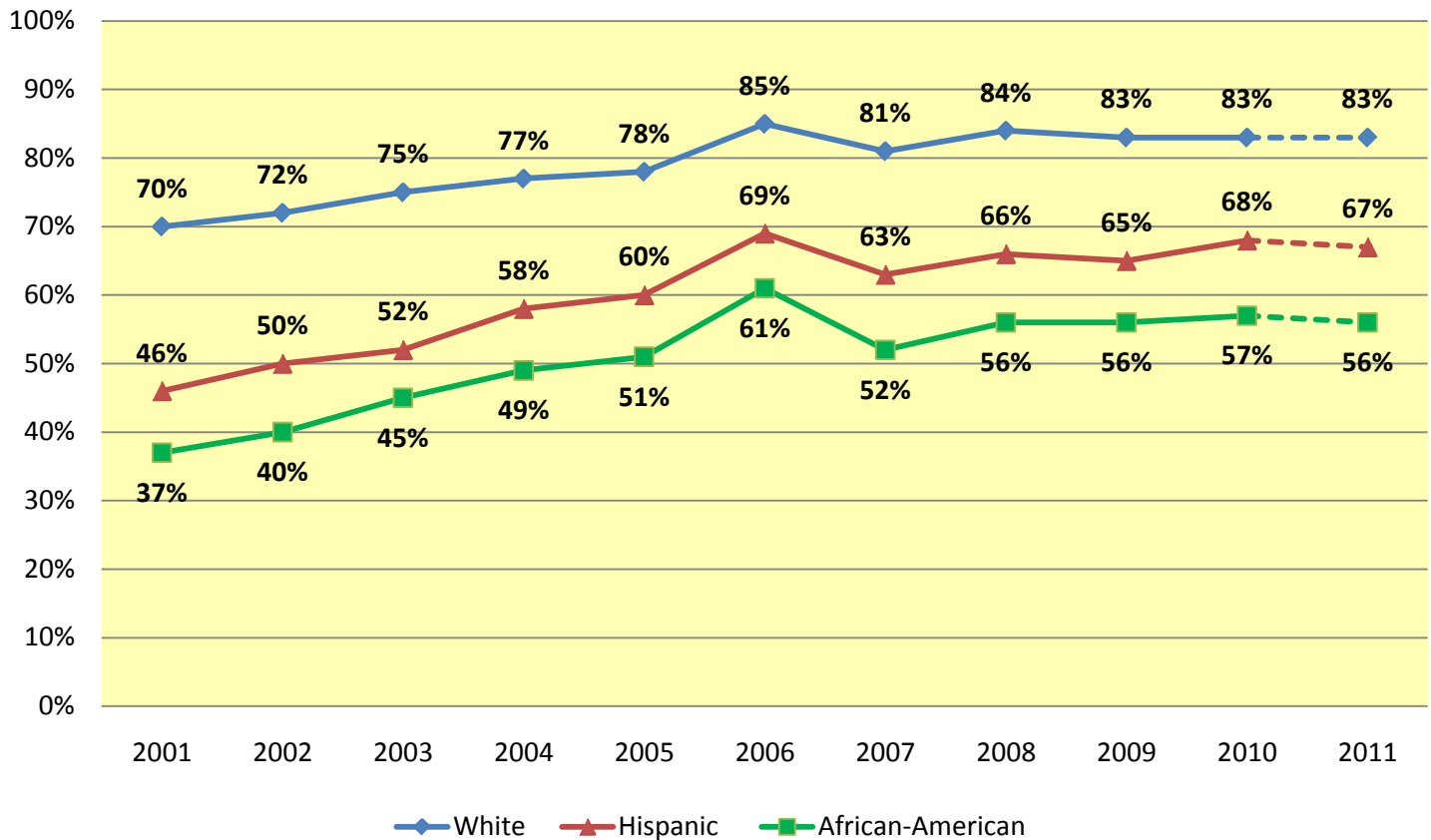
FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) By Achievement Level Grade 3



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. The equipercentile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. This can be seen in the above line graph. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 72 percent of students in grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Reading. In 2010, 72 percent of students in grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This represented an increase from 57 percent in 2001, 60 percent in 2002, 63 percent in 2003, 66 percent in 2004, 67 percent in 2005, a decrease from 75 percent in 2006, increase from 69 percent in 2007, is equal to 72 percent in 2008, increase from 71 percent in 2009, for a total increase of 15 percentage points between 2001 and 2010. In 2011, 16 percent of students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 16 percent of students in grade 3 were performing at Achievement Level 1 on FCAT Reading. This represented a decrease from 29 percent in 2001, 27 percent in 2002, 23 percent in 2003, 22 percent in 2004, 20 percent in 2005, an increase from 14 percent in 2006, a decrease from 19 percent in 2007, is equal to 16 percent in 2008, and a decrease from 17 percent in 2009 for a total decrease of 13 percentage points between 2001 and 2010.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2011

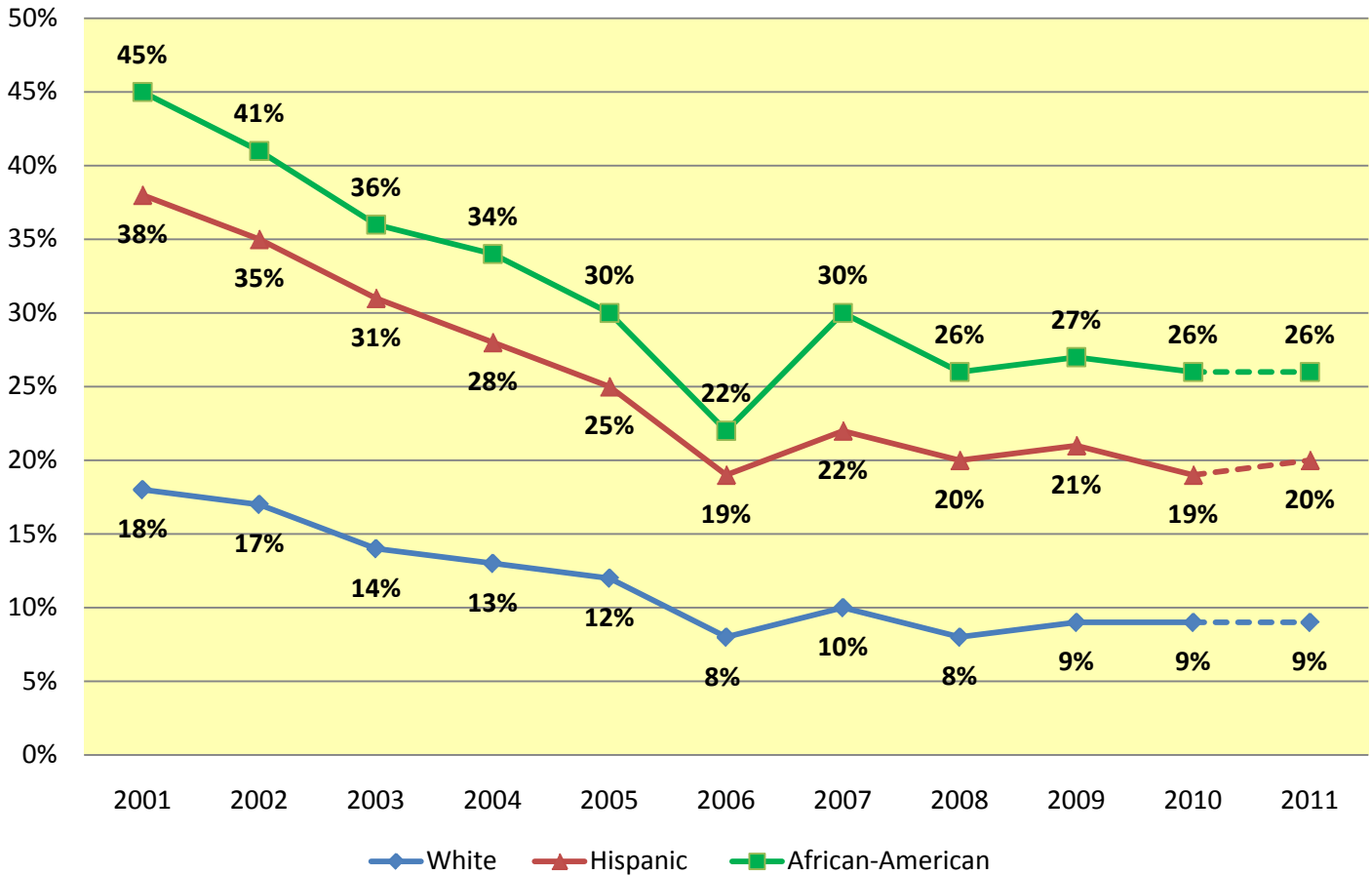
FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) Achievement Level 3 and Above (On Grade Level and Above) Grade 3



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 83 percent of White students in grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Reading. In 2010, 83 percent of White students in grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This represents an increase from 70 percent in 2001, 72 percent in 2002, 75 percent in 2003, 77 percent in 2004, 78 percent in 2005, a decrease from 85 percent in 2006, an increase from 81 percent in 2007, a decrease from 84 percent in 2008, and is equal to 83 percent in 2009 for a total increase of 13 percentage points between 2001 and 2010. In 2011, 67 percent of Hispanic students in grade 3 were performing at or above Achievement Level 3 on FCAT 2.0 Reading. In 2010, 68 percent of Hispanic students in grade 3 were performing at or above Achievement Level 3 on FCAT Reading. This represents an increase from 46 percent in 2001, 50 percent in 2002, 52 percent in 2003, 58 percent in 2004, 60 percent in 2005, a decrease from 69 percent in 2006, and an increase from 63 percent in 2007, 66 percent in 2008, and 65 percent in 2009 for a total increase of 22 percentage points between 2001 and 2010. In 2011, 56 percent of African-American students in grade 3 were performing at or above Achievement Level 3 on FCAT 2.0 Reading. In 2010, 57 percent of African-American students in grade 3 were performing at or above Achievement Level 3 on FCAT Reading. This represents an increase from 37 percent in 2001, 40 percent in 2002, 45 percent in 2003, 49 percent in 2004, 51 percent in 2005, a decrease from 61 percent in 2006, and an increase from 52 percent in 2007, 56 percent in 2008, and 56 percent in 2009 for a total increase of 20 percentage points between 2001 and 2010.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2011

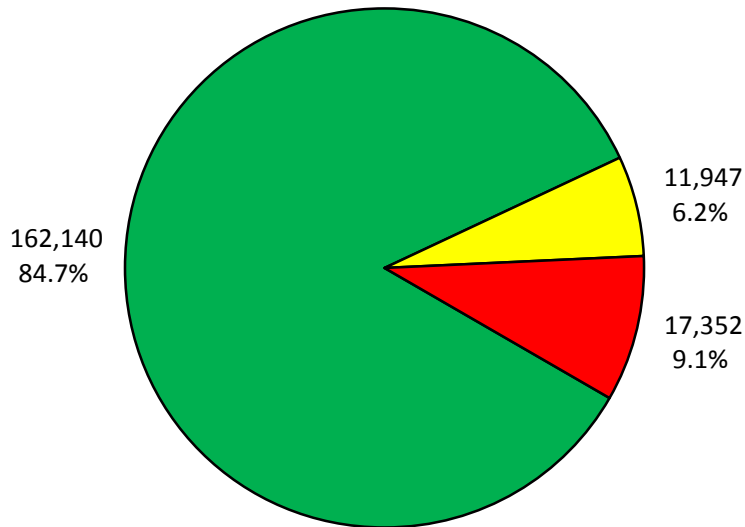
FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) Achievement Level 1 Grade 3



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 9 percent of White students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 9 percent of White students in grade 3 were performing at Achievement Level 1 on FCAT Reading. This represents a decrease from 18 percent in 2001, 17 percent in 2002, 14 percent in 2003, 13 percent in 2004, 12 percent in 2005, an increase from 8 percent in 2006, a decrease from 10 percent in 2007, an increase from 8 percent in 2008, and is equal to 9 percent in 2009 for a total decrease of 9 percentage points between 2001 and 2010. In 2011, 20 percent of Hispanic students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 19 percent of Hispanic students in grade 3 were performing at Achievement Level 1 on FCAT Reading. This represents a decrease from 38 percent in 2001, 35 percent in 2002, 31 percent in 2003, 28 percent in 2004, 25 percent in 2005, is equal to 19 percent in 2006, a decrease from 22 percent in 2007, 20 percent in 2008, and 21 percent in 2009 for a total decrease of 19 percentage points between 2001 and 2010. In 2011, 26 percent of African-American students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Reading. In 2010, 26 percent of African-American students in grade 3 were performing at Achievement Level 1 on FCAT Reading. This represents a decrease from 45 percent in 2001, 41 percent in 2002, 36 percent in 2003, 34 percent in 2004, 30 percent in 2005, an increase from 22 percent in 2006, a decrease from 30 percent in 2007, is equal to 26 percent in 2008, and a decrease from 27 percentage points in 2009 for a total decrease of 19 percentage points between 2001 and 2010.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2011

FCAT 2.0 Reading (2011) First-Time Test Takers Grade 3



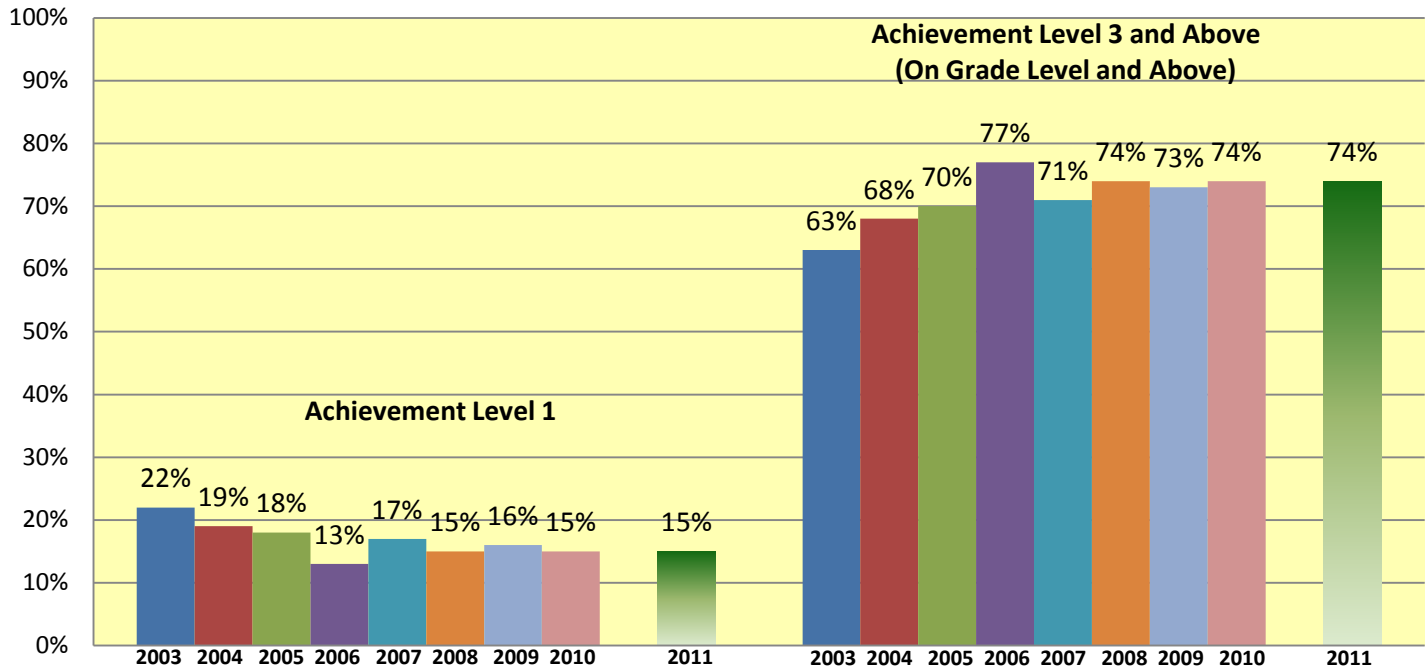
- Performing at or above Achievement Level 2 on FCAT 2.0 Reading
- In need of additional remediation, but are eligible for good cause exemption*
- In need of additional remediation, may be eligible for promotion only through alternate assessment or student portfolio good cause exemption

*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

Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, interpretations of FCAT 2.0 results should be made with caution. In 2011, 162,140 students (84.7 percent) in grade 3 taking FCAT 2.0 Reading for the first time were performing at or above Achievement Level 2. In 2011, 11,947 students (6.2 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 2011, 17,352 students (9.1 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 2011

**FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011)
First-Time Test Takers
Achievement Levels 1 and 3 & Above
Grade 3**



The space between the 2010 and 2011 bars indicates the transition from the FCAT to FCAT 2.0. The equipercenile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. This can be seen in the above bar graph. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 15 percent of students in grade 3 taking FCAT 2.0 Reading for the first time were performing at Achievement Level 1. In 2010, 15 percent of students in grade 3 taking FCAT Reading for the first time were performing at Achievement Level 1. This represents a decrease from 22 percent in 2003, 19 percent in 2004, 18 percent in 2005, an increase from 13 percent in 2006, a decrease from 17 percent in 2007, is equal to 15 percent in 2008, and a decrease from 16 percent in 2009 for a total decrease of 7 percentage points between 2003 and 2010. In 2011, 74 percent of students in grade 3 taking FCAT 2.0 Reading for the first time were performing at or above Achievement Level 3 (on grade level and above). In 2010, 74 percent of students in grade 3 taking FCAT Reading for the first time were performing at or above Achievement Level 3 (on grade level and above). This represents an increase from 63 percent in 2003, 68 percent in 2004, 70 percent in 2005, a decrease from 77 percent in 2006, an increase from 71 percent in 2007, is equal to 74 percent in 2008, and an increase from 73 percent in 2009 for a total increase of 11 percentage points between 2003 and 2010.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2011

Reading Scores – Grade 3

FCAT (2001 – 2010) and FCAT 2.0 (2011)¹

FCAT Reading – Sunshine State Standards Test ²										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level ³					Achievement Level Three & Above ⁴
					1	2	3	4	5	
3	2001	186,139	1233	289	29	14	32	21	4	57
	2002	188,387	1258	293	27	14	32	23	5	60
	2003	188,107	1290	298	23	15	33	25	5	63
	2004	206,435	1315	303	22	13	33	26	6	66
	2005	202,975	1333	305	20	13	33	28	6	67
	2006	204,238	1382	313	14	11	37	33	5	75
	2007	201,894	1356	309	19	13	33	28	8	69
	2008	204,251	1378	313	16	12	34	31	7	72
	2009	205,135	1381	313	17	12	33	31	8	71
	2010	205,639	1386	314	16	12	33	31	8	72
FCAT 2.0 Reading – Next Generation Sunshine State Standards Test ²										
Grade	Year	Number of Students	Mean FCAT Equivalent Developmental Scale Score	Mean FCAT Equivalent Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above ⁴
					1	2	3	4	5	
3	2011	202,686	1386	314	16	12	33	31	8	72

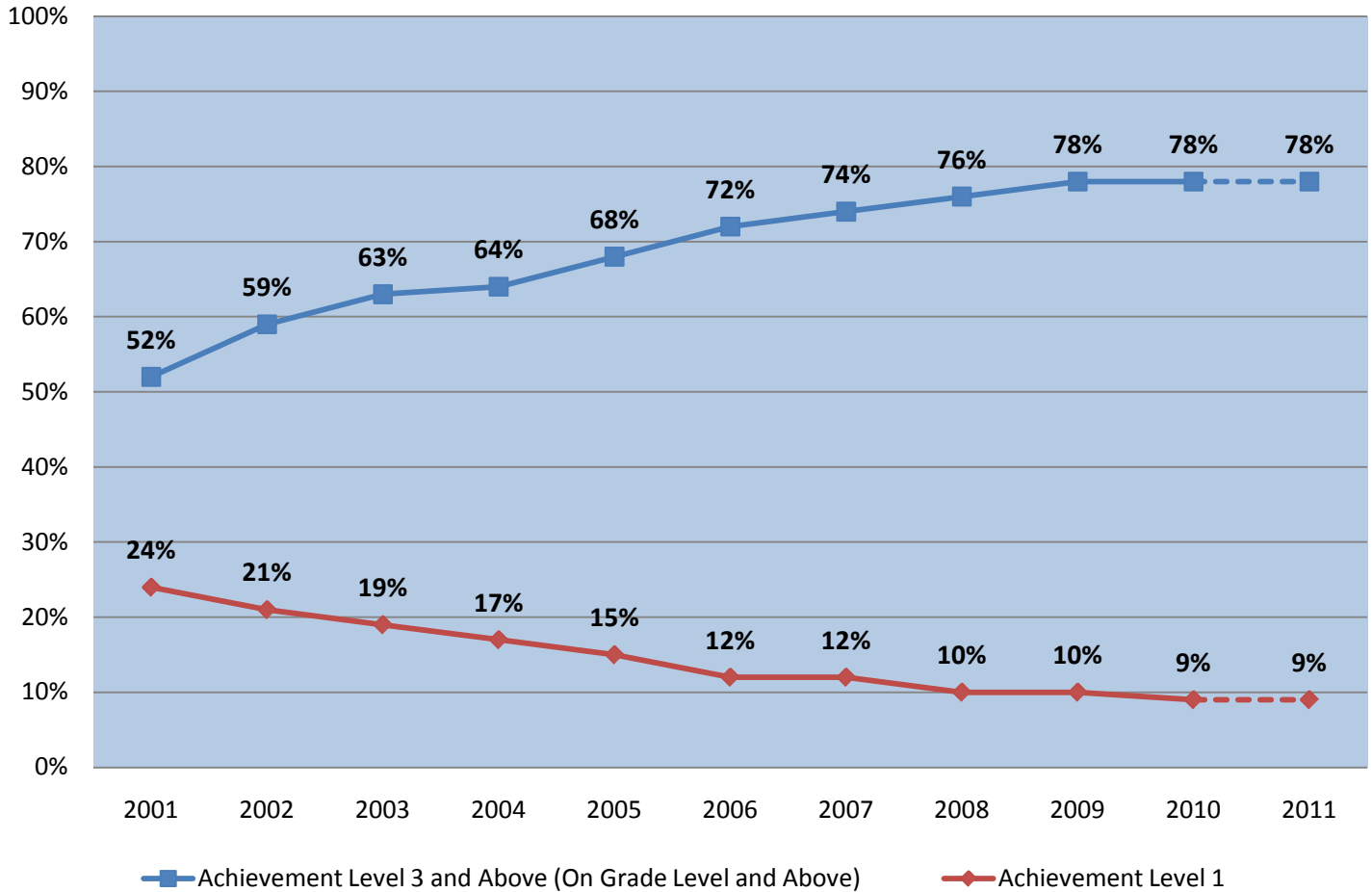
¹ Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution.

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

³ Achievement Level information was not reported in May 2001 for grades 3, 5, 6, 7, and 9. The data shown here reflect the retroactive application of the Achievement Level criteria.

⁴ Adding the percentages in Levels 3-5 may not result in the percentage reported under "Level Three & Above" due to rounding.

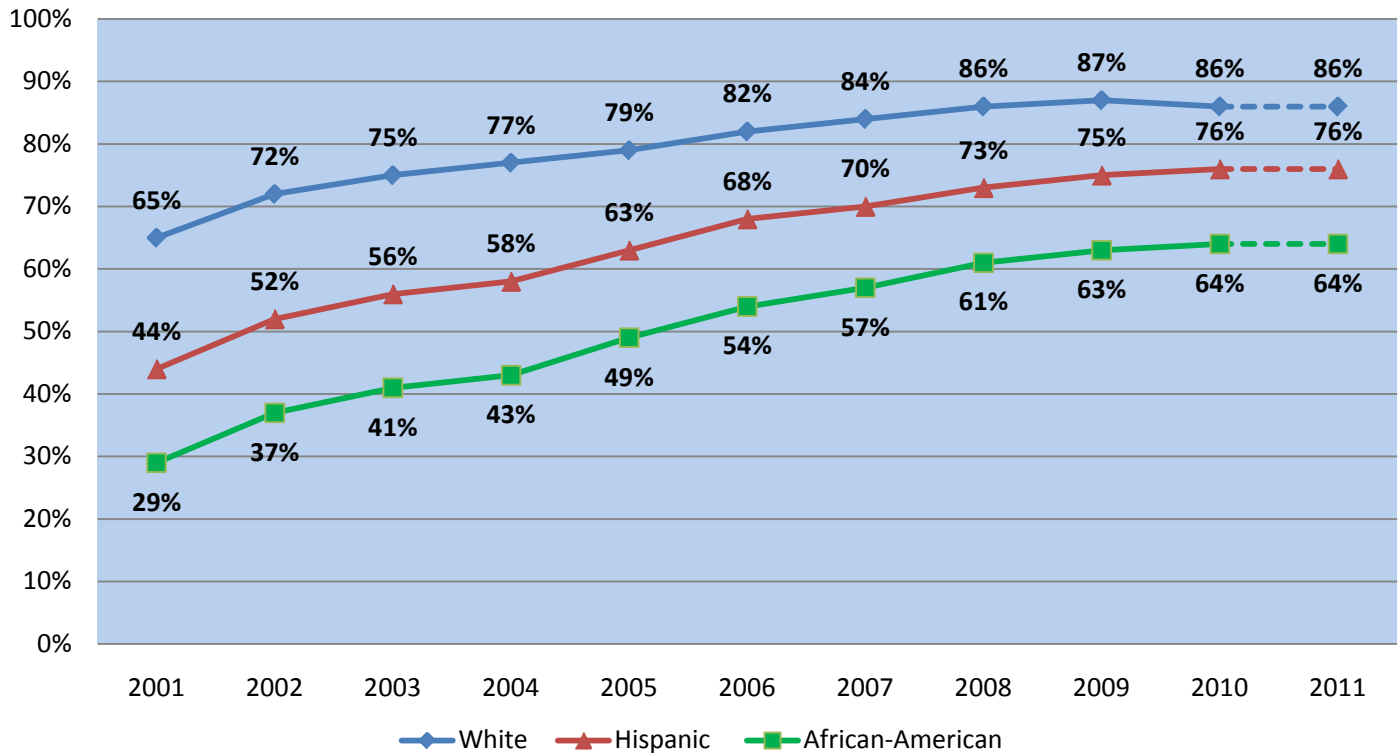
FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011) By Achievement Level Grade 3



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. The equipercentile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. This can be seen in the above line graph. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 78 percent of all students in grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Mathematics. In 2010, 78 percent of all students in grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Mathematics. This represents an increase from 52 percent in 2001, 59 percent in 2002, 63 percent in 2003, 64 percent in 2004, 68 percent in 2005, 72 percent in 2006, 74 percent in 2007, and 76 percent in 2008, and is equal to 78 percent in 2009 for a total increase 26 percentage points between 2001 and 2010. In 2011, 9 percent of all students in grade 3 performed at Achievement Level 1 on FCAT 2.0 Mathematics. In 2010, 9 percent of all students in grade 3 performed at Achievement Level 1 on FCAT Mathematics. This represented a decrease from 24 percent in 2001, 21 percent in 2002, 19 percent in 2003, 17 percent in 2004, 15 percent in 2005, 12 percent in 2006, 12 percent in 2007, 10 percent in 2008, and 10 percent in 2009, for a total decrease of 15 percentage points between 2001 and 2010.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2011

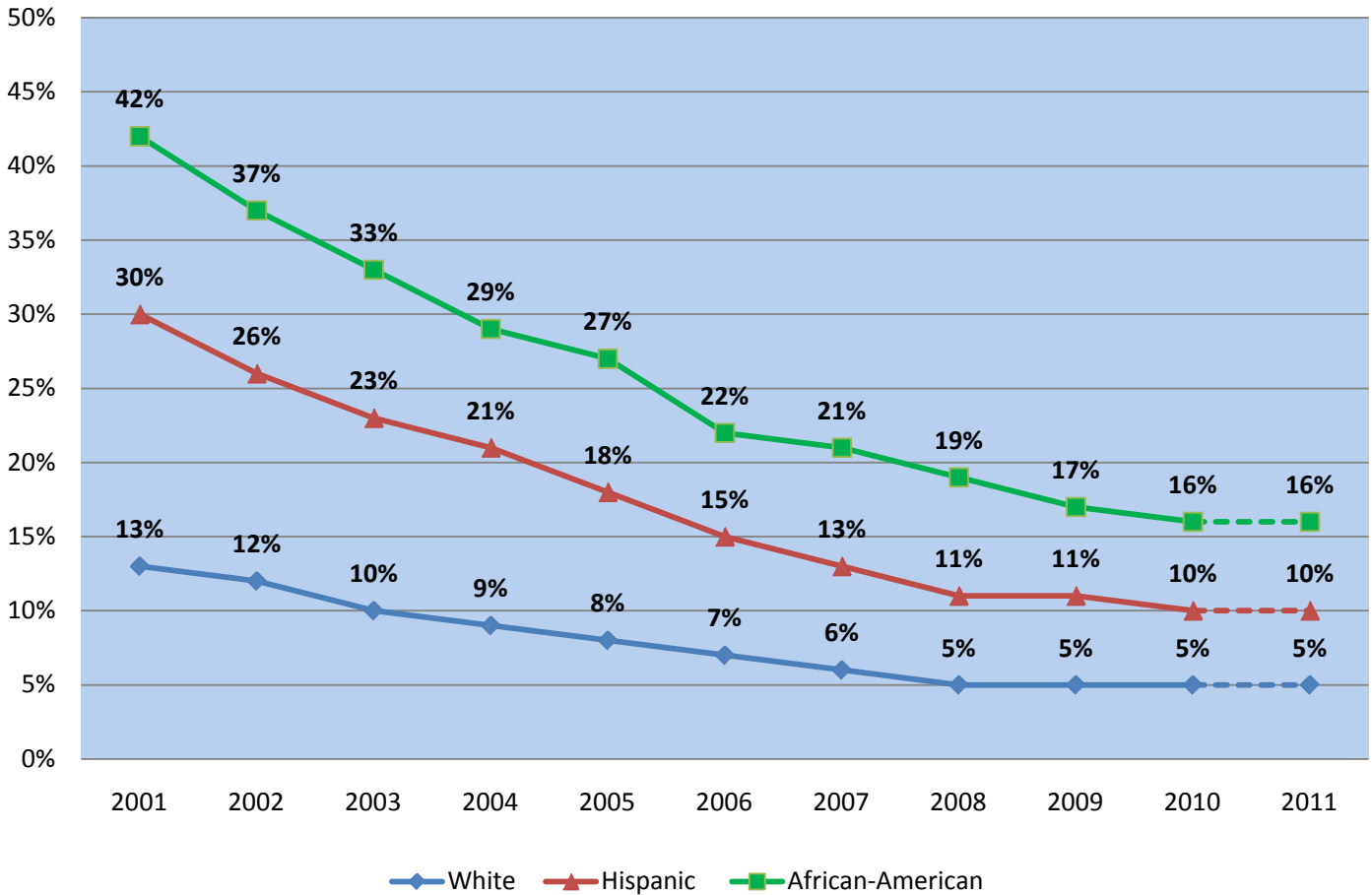
FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011) Achievement Level 3 and Above (On Grade level and Above) Grade 3



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 86 percent of White students in grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT 2.0 Mathematics. In 2010, 86 percent of White students in grade 3 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This represents an increase from 65 percent in 2001, 72 percent in 2002, 75 percent in 2003, 77 percent in 2004, 79 percent in 2005, 82 percent in 2006, 84 percent in 2007, is equal to 86 percent in 2008, and a decrease from 87 percent in 2009 for a total increase of 21 percentage points between 2001 and 2010. In 2011, 76 percent of Hispanic students in grade 3 were performing at or above Achievement Level 3 on FCAT 2.0 Mathematics. In 2010, 76 percent of Hispanic students in grade 3 were performing at or above Achievement Level 3 on FCAT Mathematics. This represents an increase from 44 percent in 2001, 52 percent in 2002, 56 percent in 2003, 58 percent in 2004, 63 percent in 2005, 68 percent in 2006, 70 percent in 2007, 73 percent in 2008, and 75 percent in 2009 for a total increase of 32 percentage points between 2001 and 2010. In 2011, 64 percent of African-American students in grade 3 were performing at or above Achievement Level 3 on FCAT 2.0 Mathematics. In 2010, 64 percent of African-American students in grade 3 were performing at or above Achievement Level 3 on FCAT Mathematics. This represents an increase from 29 percent in 2001, 37 percent in 2002, 41 percent in 2003, 43 percent in 2004, 49 percent in 2005, 54 percent in 2006, 57 percent in 2007, 61 percent in 2008, and 63 percent in 2009 for a total increase of 35 percentage points between 2001 and 2010.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2011

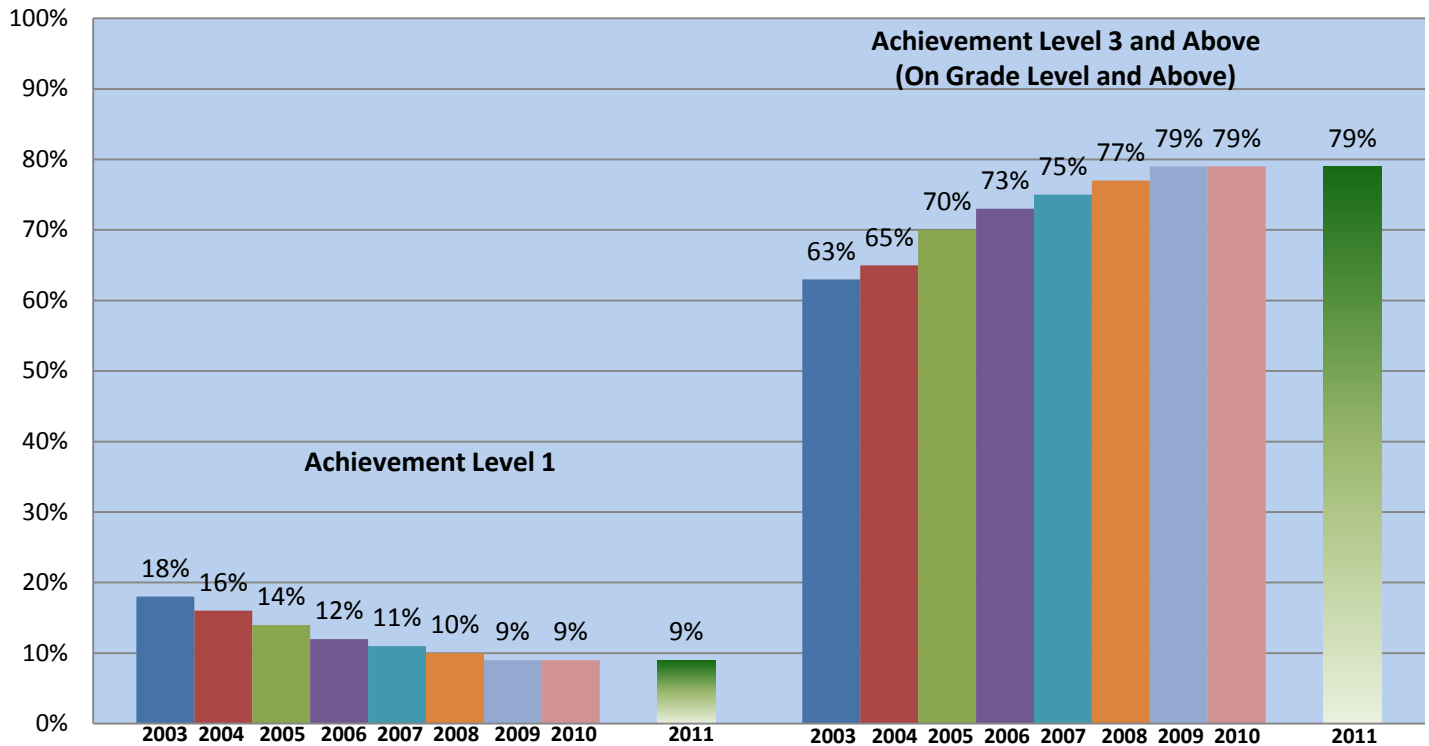
FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011) Achievement Level 1 Grade 3



The dashed line (- -) indicates the transition from the FCAT to FCAT 2.0. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 5 percent of White students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. In 2010, 5 percent of White students in grade 3 were performing at Achievement Level 1 on FCAT Mathematics. This represents a decrease from 13 percent in 2001, 12 percent in 2002, 10 percent in 2003, 9 percent in 2004, 8 percent in 2005, 7 percent in 2006, 6 percent in 2007, is equal to 5 percent in 2008, and 5 percent in 2009 for a total decrease of 8 percentage points between 2001 and 2010. In 2011, 10 percent of Hispanic students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. In 2010, 10 percent of Hispanic students in grade 3 were performing at Achievement Level 1 on FCAT Mathematics. This represents a decrease from 30 percent in 2001, 26 percent in 2002, 23 percent in 2003, 21 percent in 2004, 18 percent in 2005, 15 percent in 2006, 13 percent in 2007, 11 percent in 2008, and 11 percent in 2009 for a total decrease of 20 percentage points between 2001 and 2010. In 2011, 16 percent of African-American students in grade 3 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. In 2010, 16 percent of African-American students in grade 3 were performing at Achievement Level 1 on FCAT Mathematics. This represents a decrease from 42 percent in 2001, 37 percent in 2002, 33 percent in 2003, 29 percent in 2004, 27 percent in 2005, 22 percent in 2006, 21 percent in 2007, 19 percent in 2008, and 17 percent in 2009 for a total decrease of 26 percentage points between 2001 and 2010.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2011

FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011)
First-Time Test Takers
Achievement Levels 1 and 3 & Above
Grade 3



The space between the 2010 and 2011 bars indicates the transition from the FCAT to FCAT 2.0. The equipercentile linking method used this year holds constant the results at the state level. Therefore, the percent at each Achievement Level is the same, with some small differences due to rounding. This can be seen in the above bar graph. Even though the FCAT Equivalent Scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between FCAT 2.0 results and prior years' FCAT results should be made with caution. In 2011, 9 percent of students in grade 3 taking FCAT 2.0 Mathematics for the first time were performing at Achievement Level 1. In 2010, 9 percent of students in grade 3 taking FCAT Mathematics for the first time were performing at Achievement Level 1. This represents a decrease from 18 percent in 2003, 16 percent in 2004, 14 percent in 2005, 12 percent in 2006, 11 percent in 2007, 10 percent in 2008, and is equal to 9 percent in 2009 for a total decrease of 9 percentage points between 2003 and 2010. In 2011, 79 percent of students in grade 3 taking FCAT 2.0 Mathematics for the first time were performing at or above Achievement Level 3 (on grade level and above). In 2010, 79 percent of students in grade 3 taking FCAT Mathematics for the first time were performing at or above Achievement Level 3 (on grade level and above). This represents an increase from 63 percent in 2003, 65 percent in 2004, 70 percent in 2005, 73 percent in 2006, 75 percent in 2007, 77 percent in 2008, and is equal to 79 percent in 2009 for a total increase of 16 percentage points between 2003 and 2010.

Source: K20 Education Data Warehouse
 Florida Department of Education, May 2011

Mathematics Scores – Grade 3

FCAT (2001 – 2010) and FCAT 2.0 (2011)⁵

FCAT Mathematics – Sunshine State Standards Test ⁶										
Grade	Year	Number of Students	Mean Developmental Scale Score	Mean Scale Score	Percent of Students by Achievement Level ⁷					Achievement Level Three & Above ⁸
					1	2	3	4	5	
3	2001	186,336	1258	291	24	24	33	16	3	52
	2002	188,606	1308	302	21	20	34	20	5	59
	2003	188,487	1335	308	19	19	34	22	7	63
	2004	206,534	1346	310	17	19	34	23	7	64
	2005	203,037	1380	317	15	17	34	25	9	68
	2006	204,402	1409	324	12	16	34	27	10	72
	2007	201,862	1428	328	12	14	33	28	13	74
	2008	204,180	1454	333	10	13	33	29	14	76
	2009	205,135	1473	337	10	13	32	30	16	78
	2010	205,720	1471	337	9	13	32	30	15	78
FCAT 2.0 Mathematics – Next Generation Sunshine State Standards Test ⁶										
Grade	Year	Number of Students	Mean FCAT Equivalent Developmental Scale Score	Mean FCAT Equivalent Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above ⁸
					1	2	3	4	5	
3	2011	202,719	1470	337	9	13	32	30	15	78

⁵ Even though FCAT Equivalent scores for the FCAT 2.0 have a *similar* meaning to the FCAT scores, they do not have the *same* meaning. For this reason, comparisons between the FCAT 2.0 results and prior years' FCAT results should be made with caution.

⁶ Data are for all students tested in all curriculum groups.

⁷ Achievement Level information was not reported in May 2001 for grades 3, 4, 6, 7, and 9. The data shown here reflect the retroactive application of the Achievement Level criteria.

⁸ Adding the percentages in Levels 3-5 may not result in the percentage reported under "Level Three & Above" due to rounding.

