

2014

June 2014  
**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**

The Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0) measures student achievement of the *Next Generation Sunshine State Standards* (NGSSS), which specify the challenging content Florida students are expected to know. Next year, Florida will be transitioning to the Florida Standards in English Language Arts (ELA) and Mathematics. As part of this transition, Florida will be developing new assessments that will replace the current FCAT 2.0 in Writing, Reading and Mathematics and Florida End-of-Course Assessments administered in Mathematics. FCAT 2.0 Reading and Writing will be replaced by an assessment in ELA. This is the last administration of the FCAT 2.0 Reading and Mathematics assessments, with the exception of the FCAT 2.0 Reading Retake, which will continue to be administered for graduation purposes. FCAT 2.0 Science also will continue to be administered next school year.

On January 21, 2014, the State Board of Education established passing scores for all FCAT 2.0 assessments, as required by Section 1008.22(3), Florida Statutes. The State Board has established the minimum score in Achievement Level 3 as the passing score for all FCAT 2.0 Reading, Mathematics and Science assessments. Although the designated passing score is the minimum score in Achievement Level 3, state law does not require students to achieve this score to progress to the next grade level; however, state law does require students to pass the Grade 10 FCAT 2.0 Reading assessment for graduation purposes. Students in grade 3 must achieve an FCAT 2.0 Reading developmental scale score in Achievement Level 2 or higher, or show good cause, to be eligible for promotion to grade 4. Some students with disabilities, some English language learners and some students who have already been retained twice can receive a “good cause exemption” and be promoted even though they are not reading at the required level.

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 (Passing)	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 (Passing)	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 Scale Scores (140 to 260)**

Grade	Level 1	Level 2	Level 3 (Passing)	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

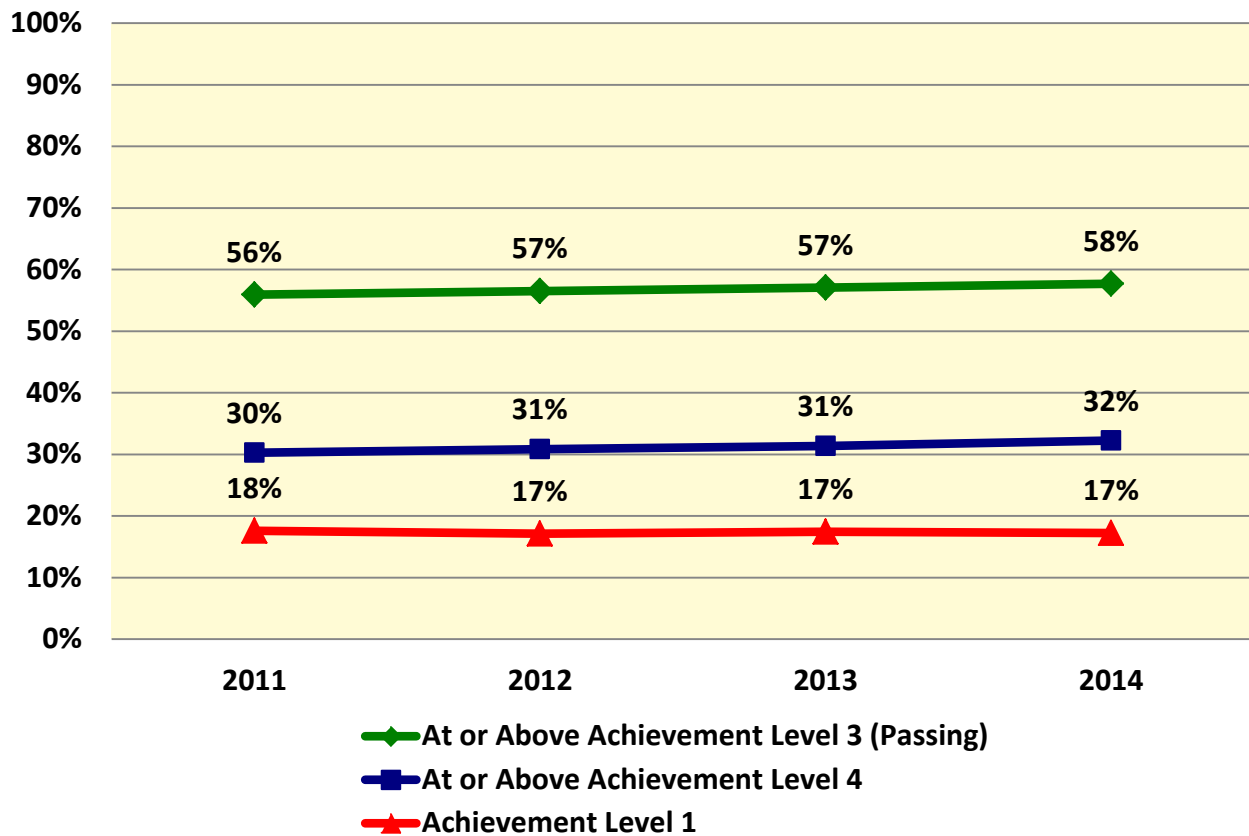
# FCAT 2.0 Reading

## Grades 3-10

### NOTES:

- 1) Percentages displayed in this document for 2013 may reflect minor differences from percentages published in last year's press packet. This is because of routine updates made subsequent to last year's FCAT 2.0 release.
- 2) For the implementation year of each FCAT 2.0 subject area, results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. This means that the 2011 FCAT 2.0 Reading results were reported using the existing FCAT score scale and Achievement Levels because the achievement standards had not yet been established for FCAT 2.0. The FCAT 2.0 Reading score scale and Achievement Levels were established by the State Board of Education on December 19, 2011. The FCAT Equivalent Scores reported for the 2011 FCAT 2.0 Reading assessment have been converted, or retrofitted, to the established FCAT 2.0 score scale and are provided in this media packet so that stakeholders and the general public are able to see what the results would have been if the established score scale and Achievement Levels had been approved and implemented at that time.

## Grades 3-10 FCAT 2.0 Reading By Achievement Level

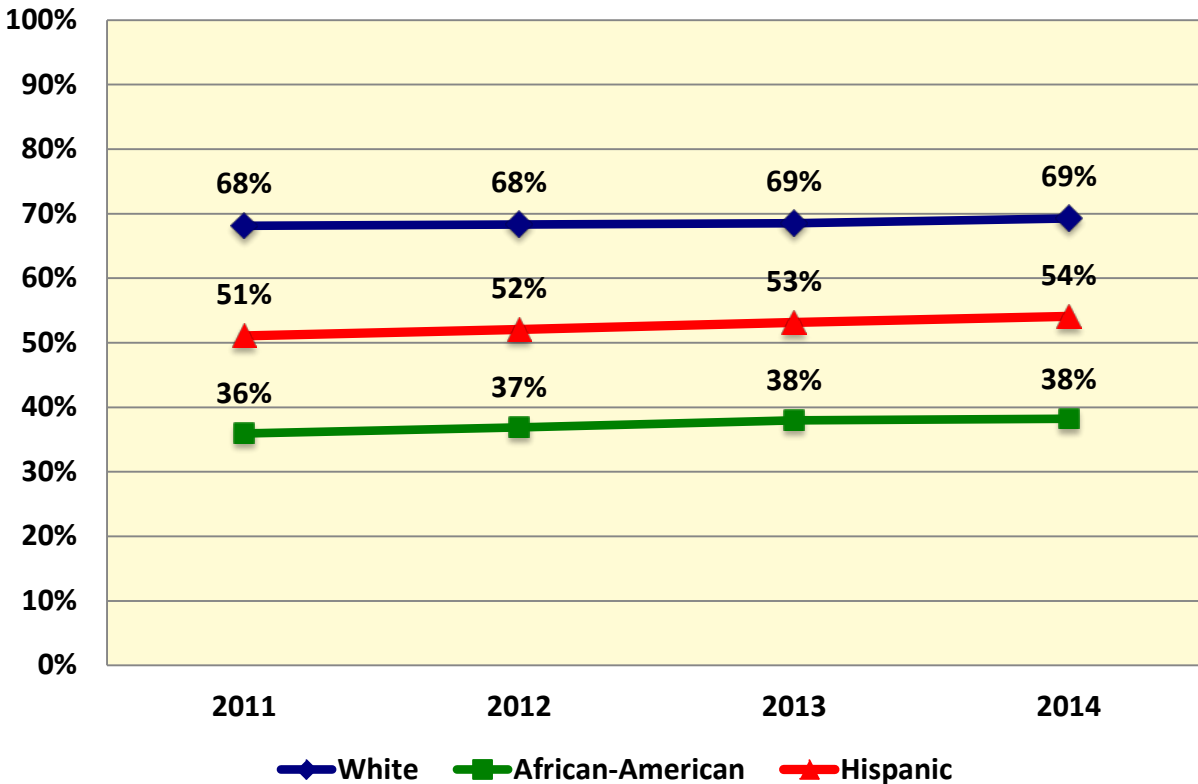


The percentage of students in grades 3-10 performing at or above Achievement Level 3 and at or above Achievement Level 4 on FCAT 2.0 Reading increased by 1 percentage point in comparison to 2013 and 2 percentage points in comparison to 2011.

In 2014, 58 percent of students in grades 3-10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 57 percent in 2013 and 2012 and 56 percent in 2011. In 2014, 32 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 31 percent in 2013 and 2012 and 30 percent in 2011. In 2014, 17 percent of students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is consistent with 17 percent in 2013 and 2012 and a decrease from 18 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-10 FCAT 2.0 Reading At or Above Achievement Level 3 (Passing)

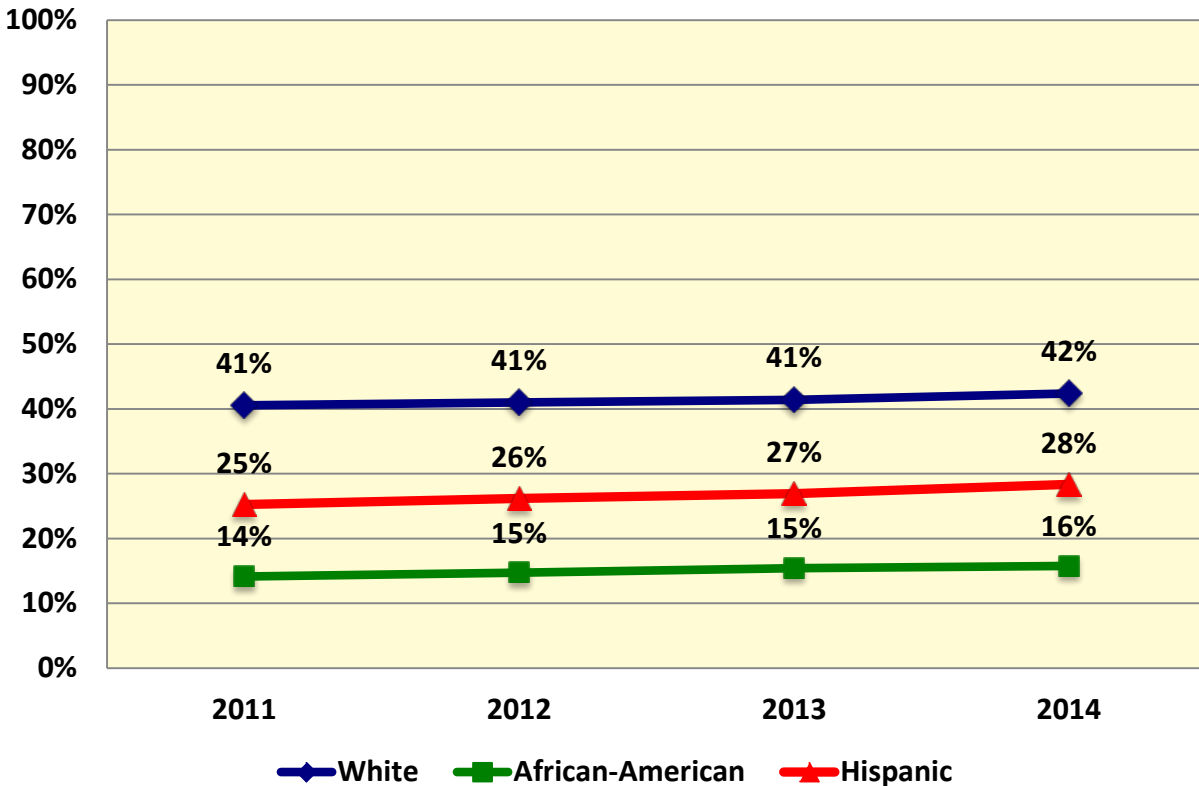


In 2014, the percentage of Hispanic students in grades 3-10 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading increased by 1 percentage point in comparison to 2013.

In 2014, 69 percent of White students in grades 3-10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is consistent with 69 percent in 2013 and an increase from 68 percent in 2012 and 2011. In 2014, 54 percent of Hispanic students in grades 3-10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 53 percent in 2013, 52 percent in 2012 and 51 percent in 2011. In 2014, 38 percent of African-American students in grades 3-10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is consistent with 38 percent in 2013 and an increase from 37 percent in 2012 and 36 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-10 FCAT 2.0 Reading At or Above Achievement Level 4

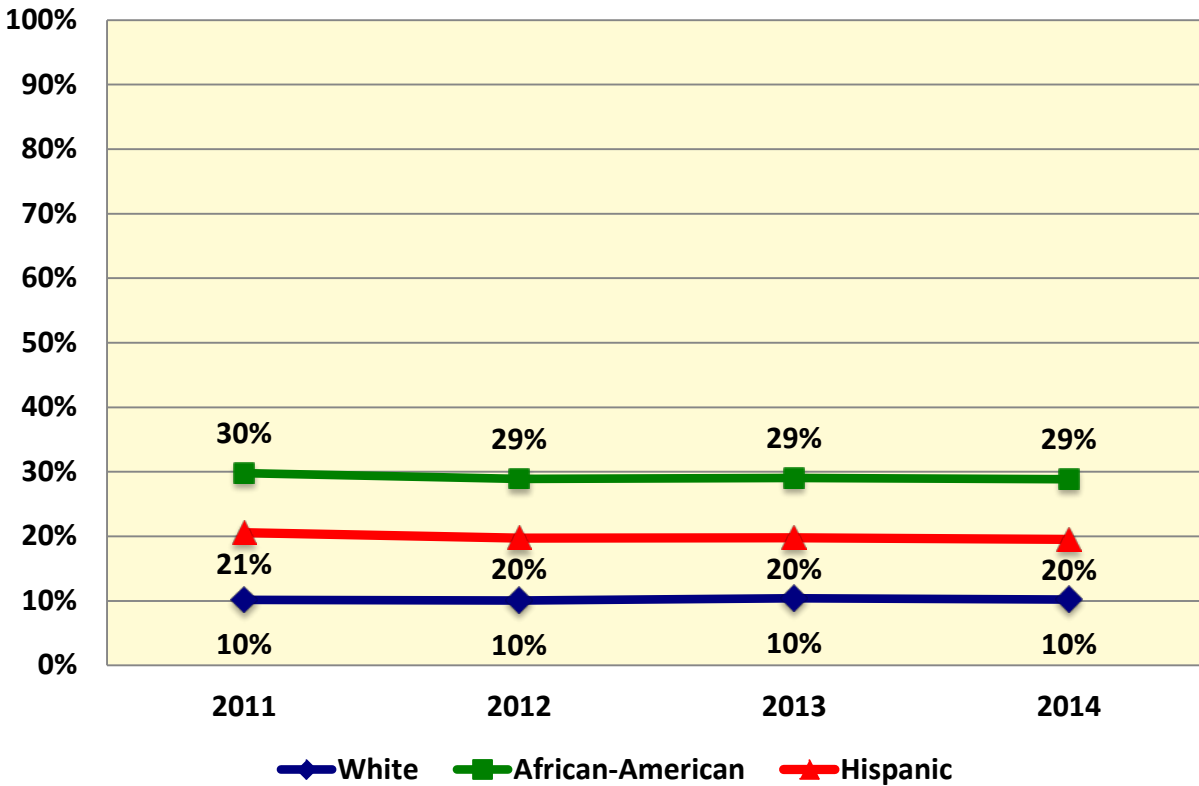


Since 2011, the percentage of Hispanic students in grades 3-10 performing at or above Achievement Level 4 has increased 3 percentage points. In 2014, the performance of White, African-American and Hispanic students at or above Achievement Level 4 increased 1 percentage point in comparison to 2013.

In 2014, 42 percent of White students in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 41 percent in 2013, 2012 and 2011. In 2014, 28 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 27 percent in 2013, 26 percent in 2012 and 25 percent in 2011. In 2014, 16 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 15 percent in 2013 and 2012 and 14 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-10 FCAT 2.0 Reading Achievement Level 1



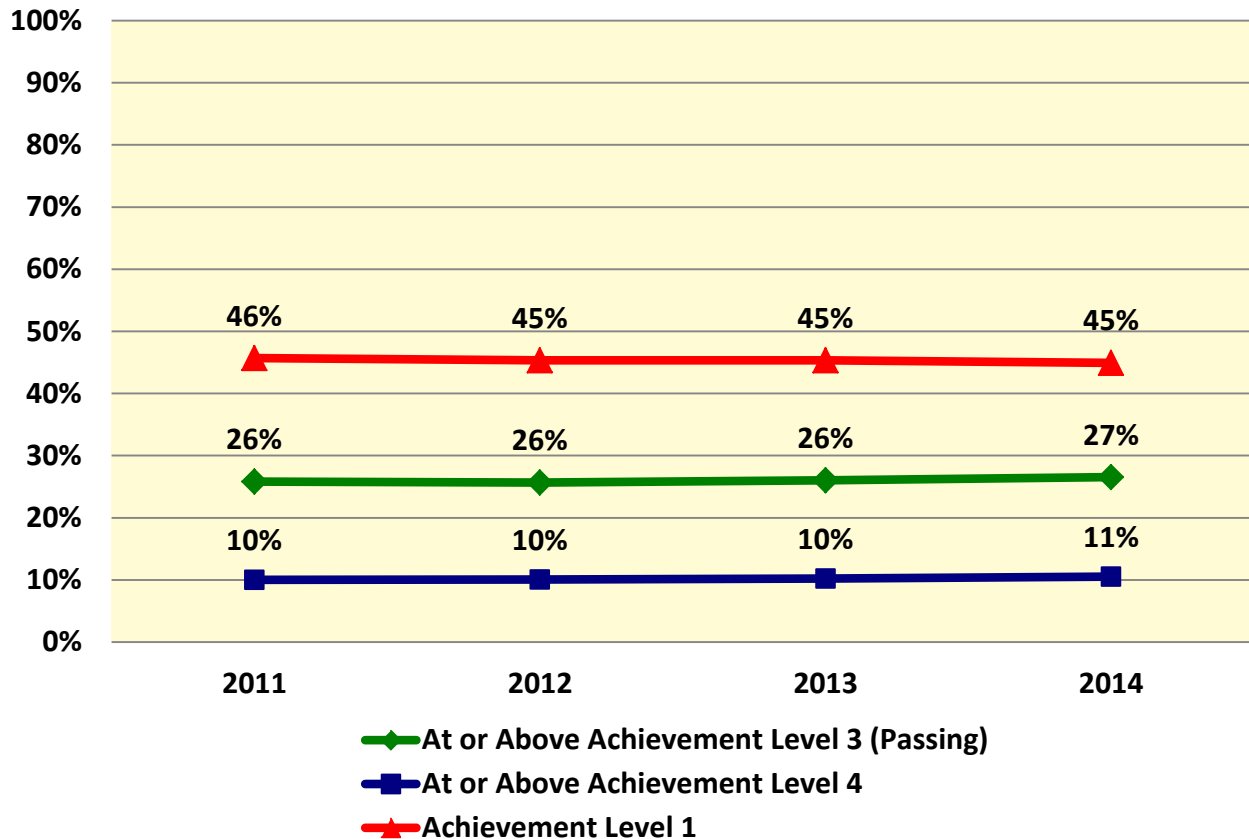
Since 2012, the percentage of Hispanic, African-American and White students in grades 3-10 performing at Achievement Level 1 has remained consistent.

In 2014, 10 percent of White students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is consistent with 10 percent in 2013, 2012 and 2011. In 2014, 29 percent of African-American students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 29 percent in 2013 and 2012 and a decrease from 30 percent 2011. In 2014, 20 percent of Hispanic students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 20 percent in 2013 and 2012 and a decrease from 21 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 3-10 FCAT 2.0 Reading By Achievement Level Students with Disabilities

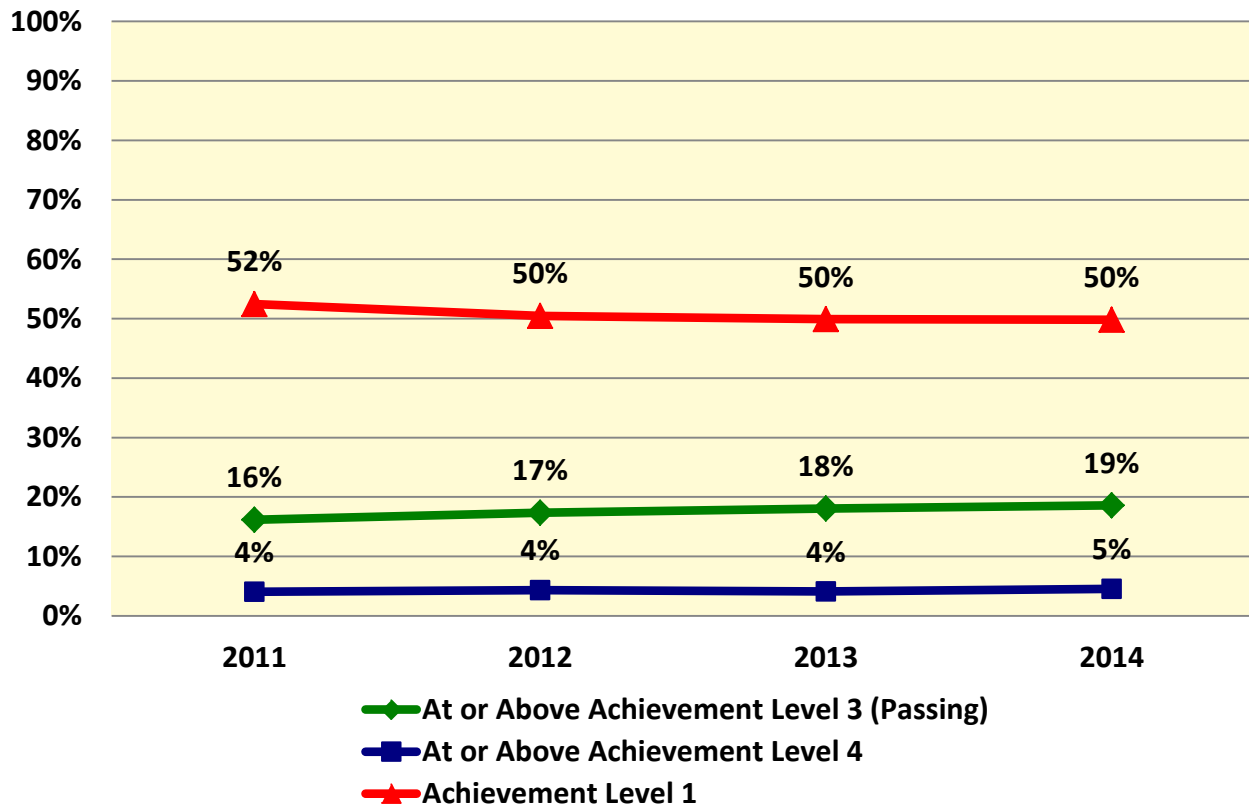


In 2014, the percentage of Students with Disabilities in grades 3-10 performing at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 on FCAT 2.0 Reading increased 1 percentage point in comparison to 2013.

In 2014, 27 percent of Students with Disabilities in grades 3-10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 26 percent in 2013, 2012 and 2011. In 2014, 11 percent of Students with Disabilities in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 10 percent in 2013, 2012 and 2011. In 2014, 45 percent of Students with Disabilities in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is consistent with 45 percent in 2013 and 2012 and a decrease from 46 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

**Grades 3-10**  
**FCAT 2.0 Reading**  
**By Achievement Level**  
**English Language Learners**

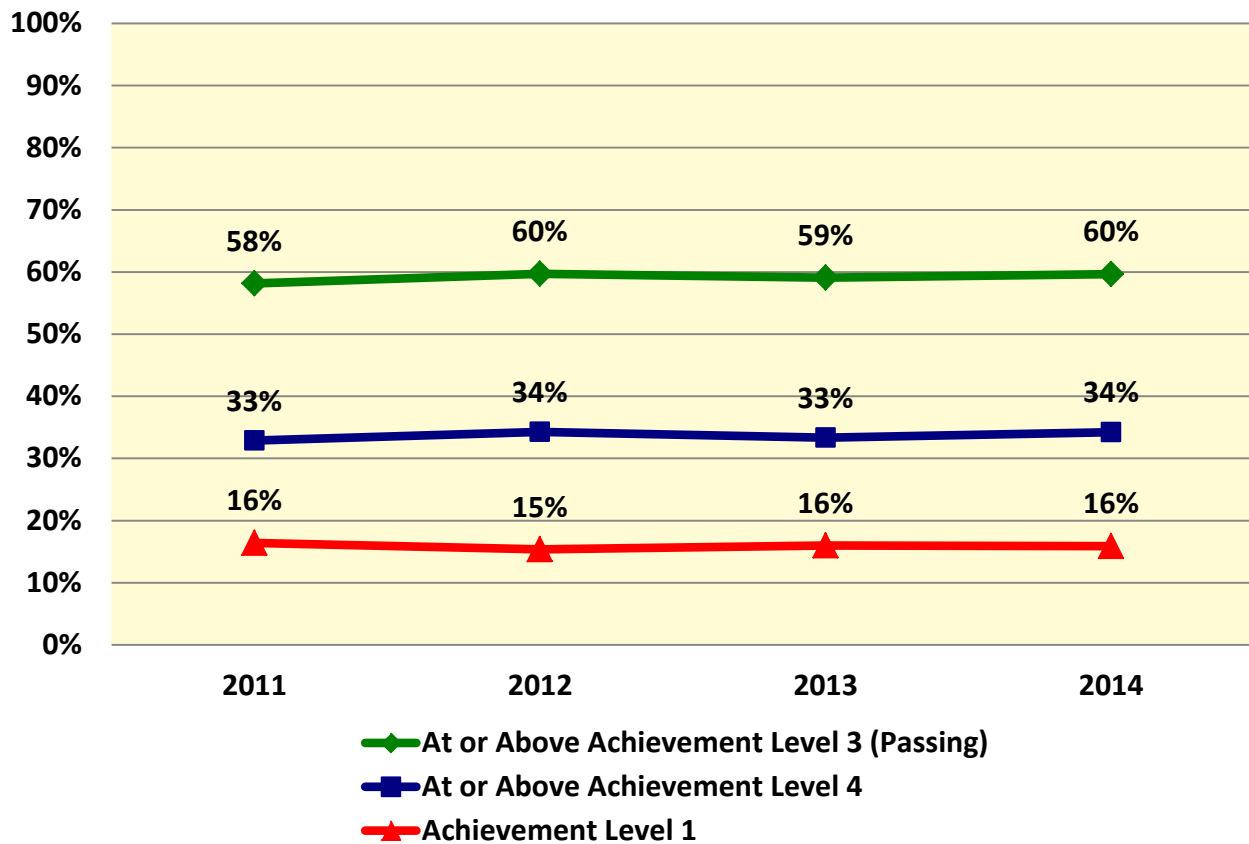


Since 2011, the percentage of English Language Learners in grades 3-10 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading has increased by 3 percentage points. Over that same time period, the percentage of English Language Learners in grades 3-10 performing at Achievement Level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

In 2014, 19 percent of English Language Learners in grades 3-10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 18 percent in 2013, 17 percent in 2012 and 16 percent in 2011. In 2014, 5 percent of English Language Learners in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 4 percent in 2013, 2012 and 2011. In 2014, 50 percent of English Language Learners in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is consistent with 50 percent in 2013 and 2012 and a decrease from 52 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Reading By Achievement Level

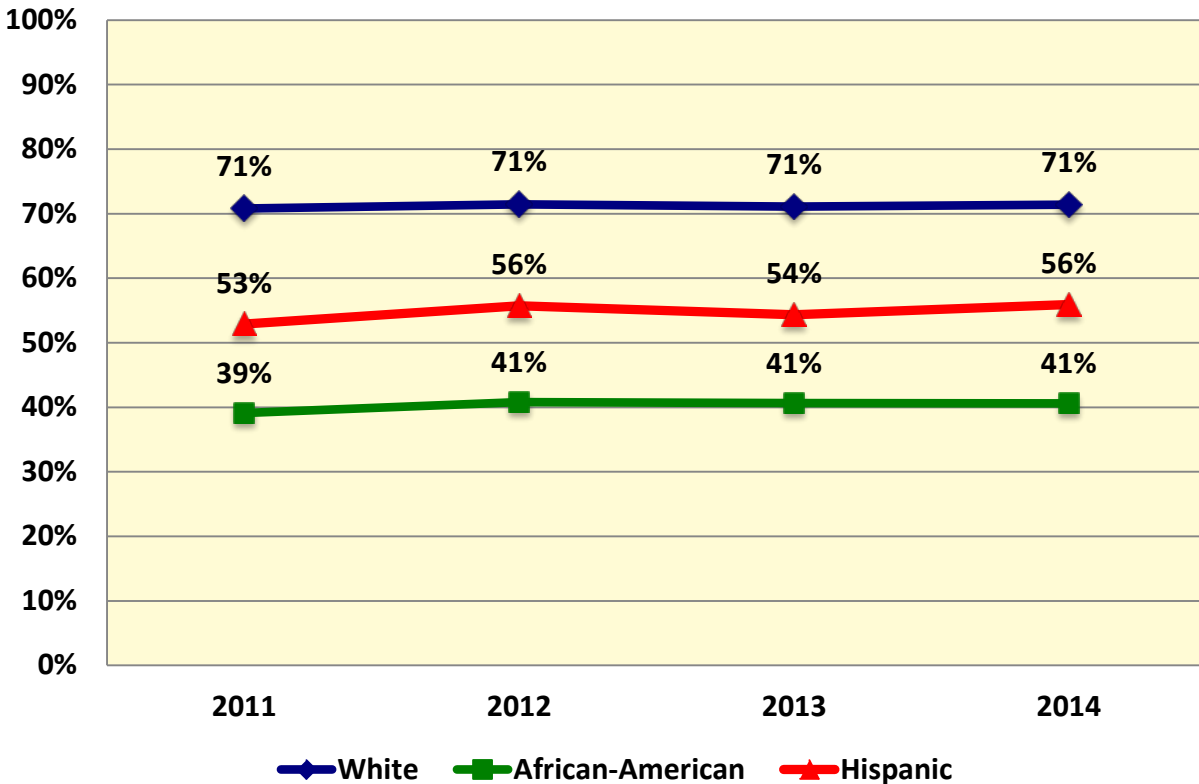


Overall, the percentage of students in grades 3, 4 and 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading increased 2 percentage points since 2011.

In 2014, 60 percent of students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 59 percent in 2013, consistent with 60 percent in 2012 and an increase from 58 percent in 2011. In 2014, 34 percent of 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 33 percent in 2013, consistent with 34 percent in 2012 and an increase from 33 percent in 2011. In 2014, 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 2013, an increase from 15 percent in 2012 and equal to 16 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Reading At or Above Achievement Level 3 (Passing)

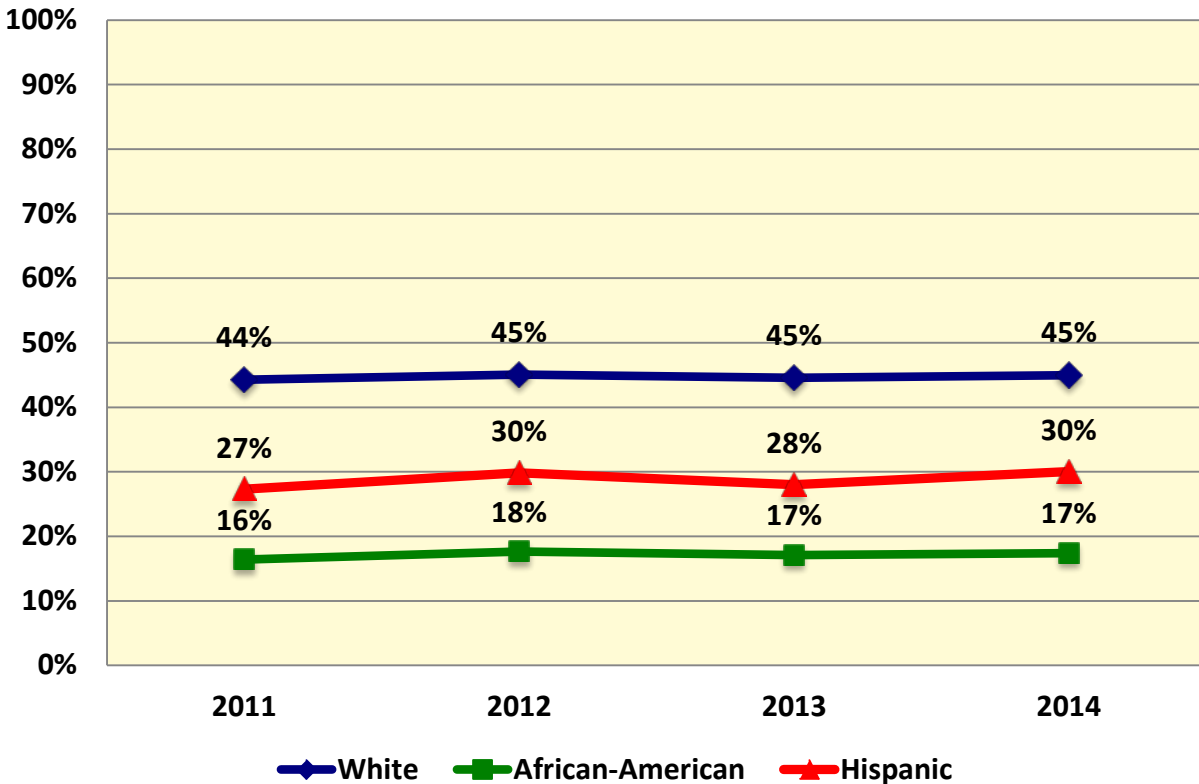


Since 2011, the percentage of Hispanic and African-American students in grades 3, 4 and 5 performing at or above Achievement Level 3 (Passing) has increased; Hispanic students' performance has increased 3 percentage points, and African-American students' performance has increased 2 percentage points.

In 2014, 71 percent of White students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is consistent with 71 percent in 2013, 2012 and 2011. In 2014, 56 percent of Hispanic students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 54 percent in 2013, consistent with 56 percent in 2012 and an increase from 53 percent in 2011. In 2014, 41 percent of African-American students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is consistent with 2013 and 2012 and an increase from 39 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Reading At or Above Achievement Level 4

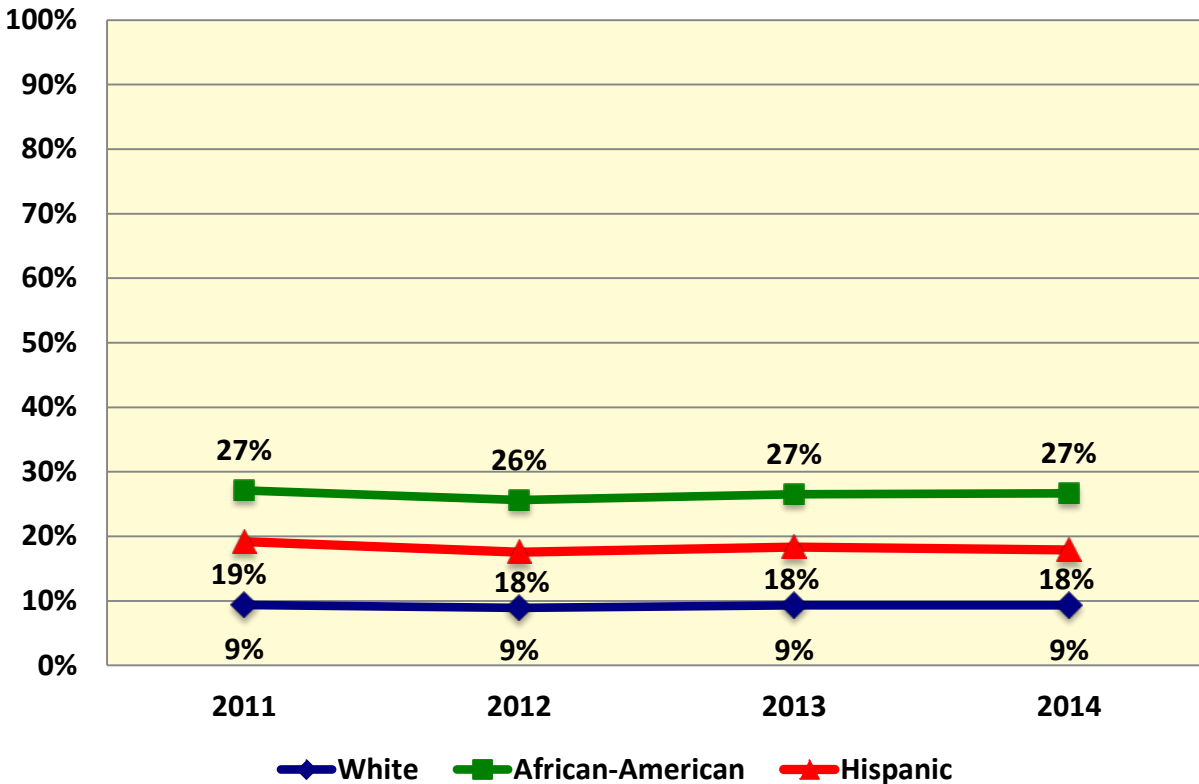


In 2014, the percentage of Hispanic students in grade 3, 4 and 5 performing at or above Achievement Level 4 increased 2 percentage points compared to 2013. This is 3 percentage points higher than their performance in 2011.

In 2014, 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 equal to 45 percent in 2013 and 2012 and an increase from 44 percent in 2011. In 2014, 30 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 28 percent in 2013, consistent with 30 percent in 2012 and an increase from 27 percent in 2011. In 2014, 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 equal to 17 percent in 2013, a decrease from 18 percent in 2012 and an increase from 16 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Reading Achievement Level 1

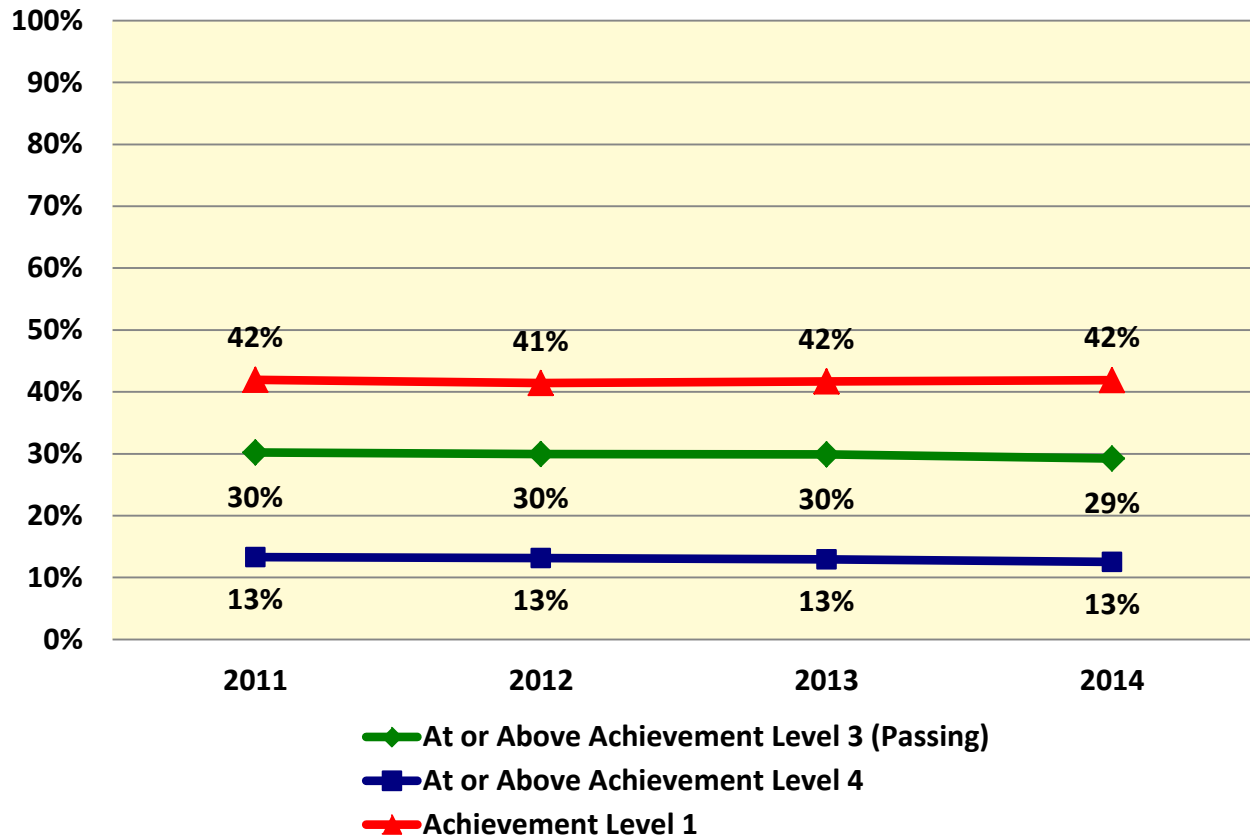


Since 2011, the percentage of Hispanic students performing at Achievement Level 1 has decreased by 1 percentage point.

In 2014, 9 percent of White students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is consistent with 9 percent in 2013, 2012 and 2011. In 2014, 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 2013, an increase from 26 percent in 2012 and consistent with 27 percent in 2011. In 2014, 18 percent of Hispanic students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 18 percent in 2013 and 2012 and a decrease from 19 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Reading By Achievement Level Students with Disabilities

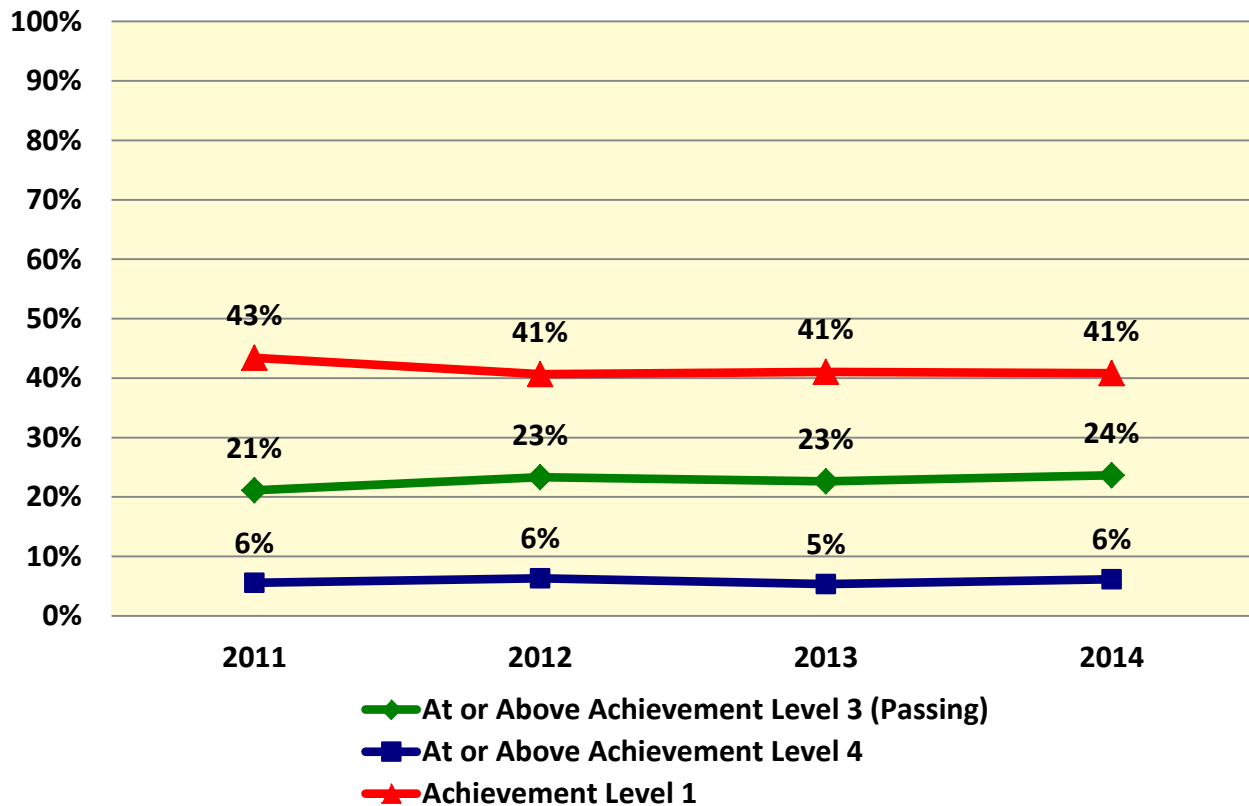


Since 2011, the percentage of Students with Disabilities in grades 3, 4 and 5 performing at or above Achievement Level 4 on FCAT 2.0 Reading has remained consistent, while the percentage at above Achievement Level 3 (Passing) has decreased 1 percentage point.

In 2014, 29 percent of Students with Disabilities in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is a decrease from 30 percent in 2013, 2012 and 2011. In 2014, 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 2013, 2012 and 2011. In 2014, 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 consistent with 42 percent in 2013, an increase from 41 percent in 2012 and is consistent with 42 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Reading By Achievement Level English Language Learners



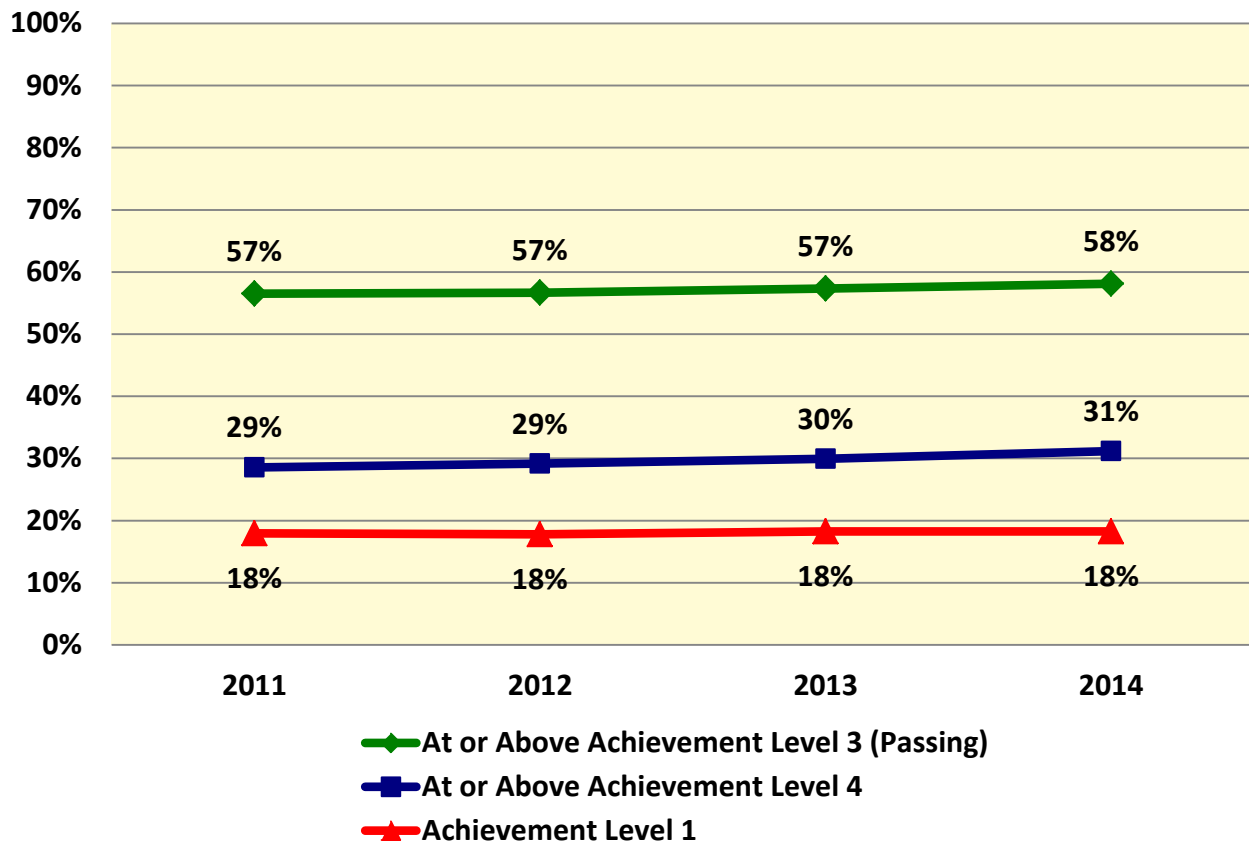
Since 2011, the percentage of English Language Learners in grades 3, 4 and 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading has increased 3 percentage points. Over that same time period, the percentage of English Language Learners in grades 3, 4 and 5 performing at Achievement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

In 2014, 24 percent of English Language Learners in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 23 percent in 2013 and 2012 and 21 percent in 2011. In 2014, 6 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 an increase from 5 percent in 2013 and consistent with 6 percent in 2012 and 2011. In 2014, 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 equal to 41 percent in 2013 and 2012 and a decrease from 43 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 6, 7 and 8 FCAT 2.0 Reading By Achievement Level

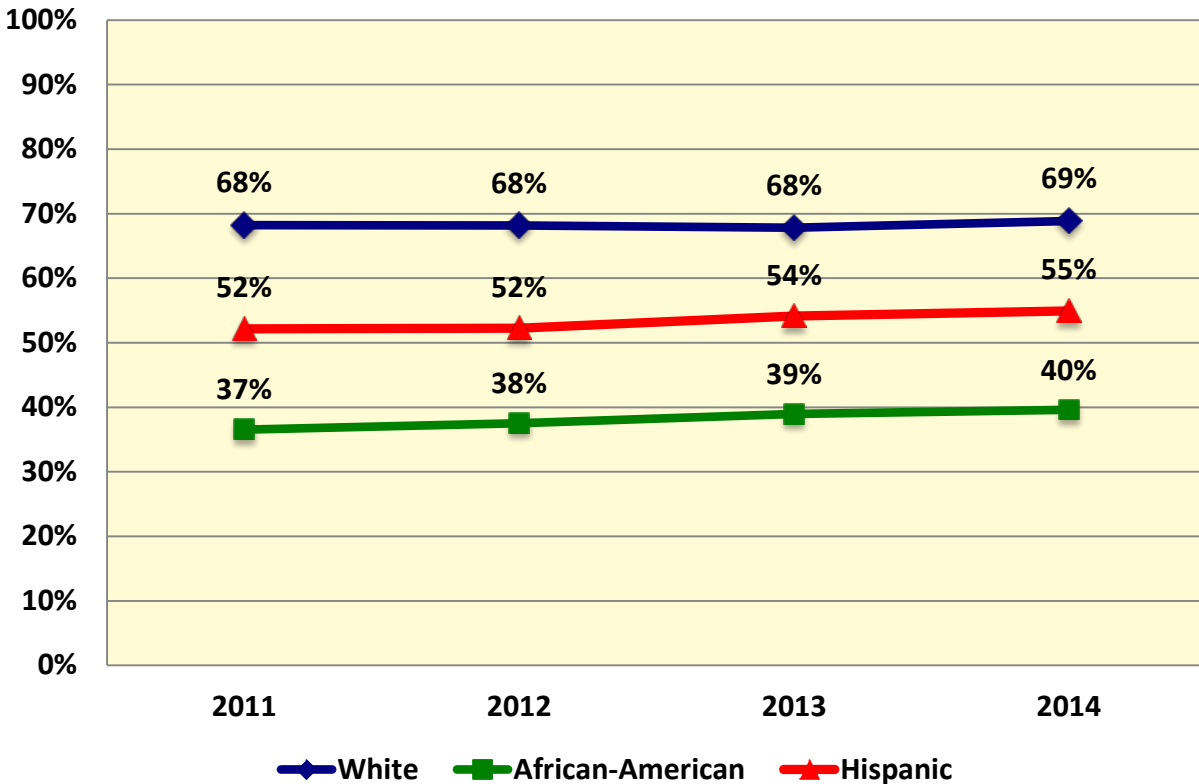


In 2014, the percentage of students in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading increased by 1 percentage point from 2013.

In 2014, 58 percent of students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 57 percent in 2013, 2012 and 2011. In 2014, 31 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 30 percent in 2013 and 29 percent in 2012 and 2011. In 2014, 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 2013, 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Reading At or Above Achievement Level 3 (Passing)

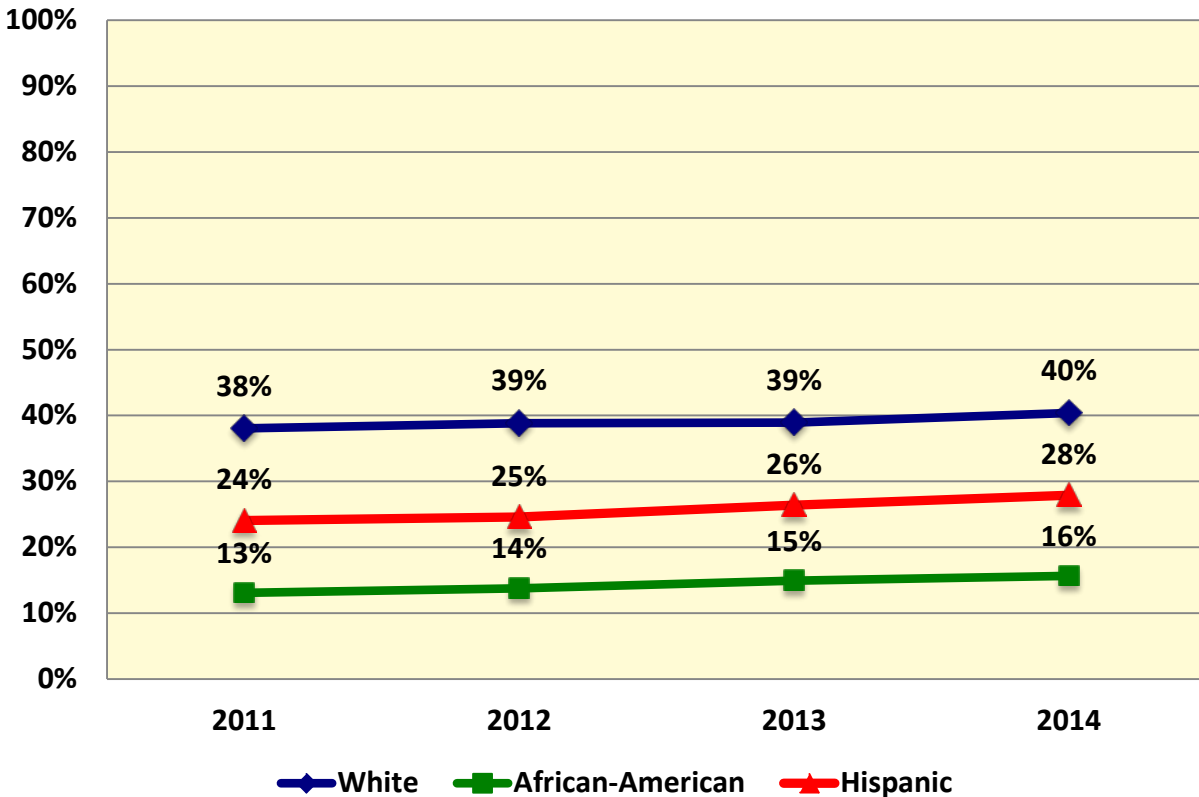


In 2014, the percentage of African-American, Hispanic and White students in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading increased by 1 percentage point compared to 2013.

In 2014, 69 percent of White students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 68 percent in 2013, 2012 and 2011. In 2014, 55 percent of Hispanic students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 54 percent in 2013 and 52 percent in 2012 and 2011. In 2014, 40 percent of African-American students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 39 percent in 2013, 38 percent in 2012 and 37 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Reading At or Above Achievement Level 4

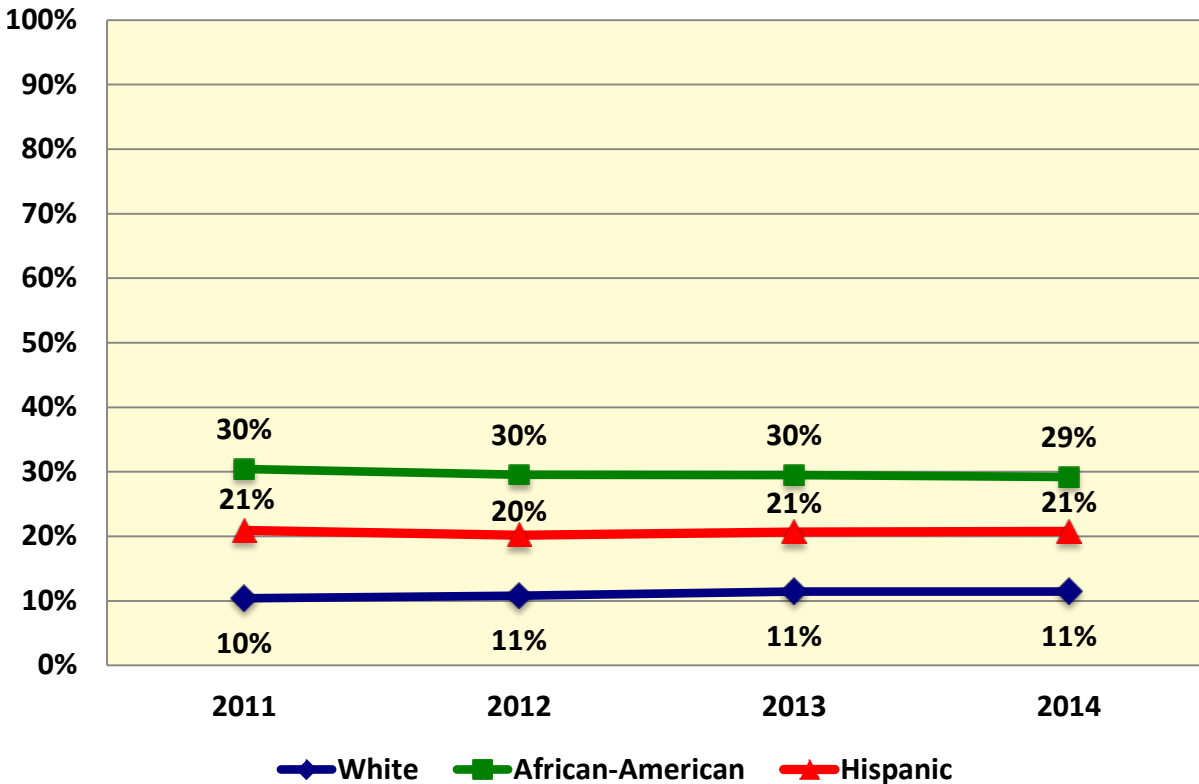


Since 2013, the percentage of African-American, Hispanic and White students in grades 6, 7 and 8 performing at or above Achievement Level 4 has increased by 1, 2 and 1 percentage points, respectively. Hispanic students in grades 6, 7 and 8 continued to narrow the achievement gap with White students.

In 2014, 40 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 39 percent in 2013 and 2012 and 38 percent in 2011. In 2014, 28 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 26 percent in 2013, 25 percent in 2012 and 24 percent in 2011. In 2014, 16 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 15 percent in 2013, 14 percent in 2012 and 13 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Reading Achievement Level 1

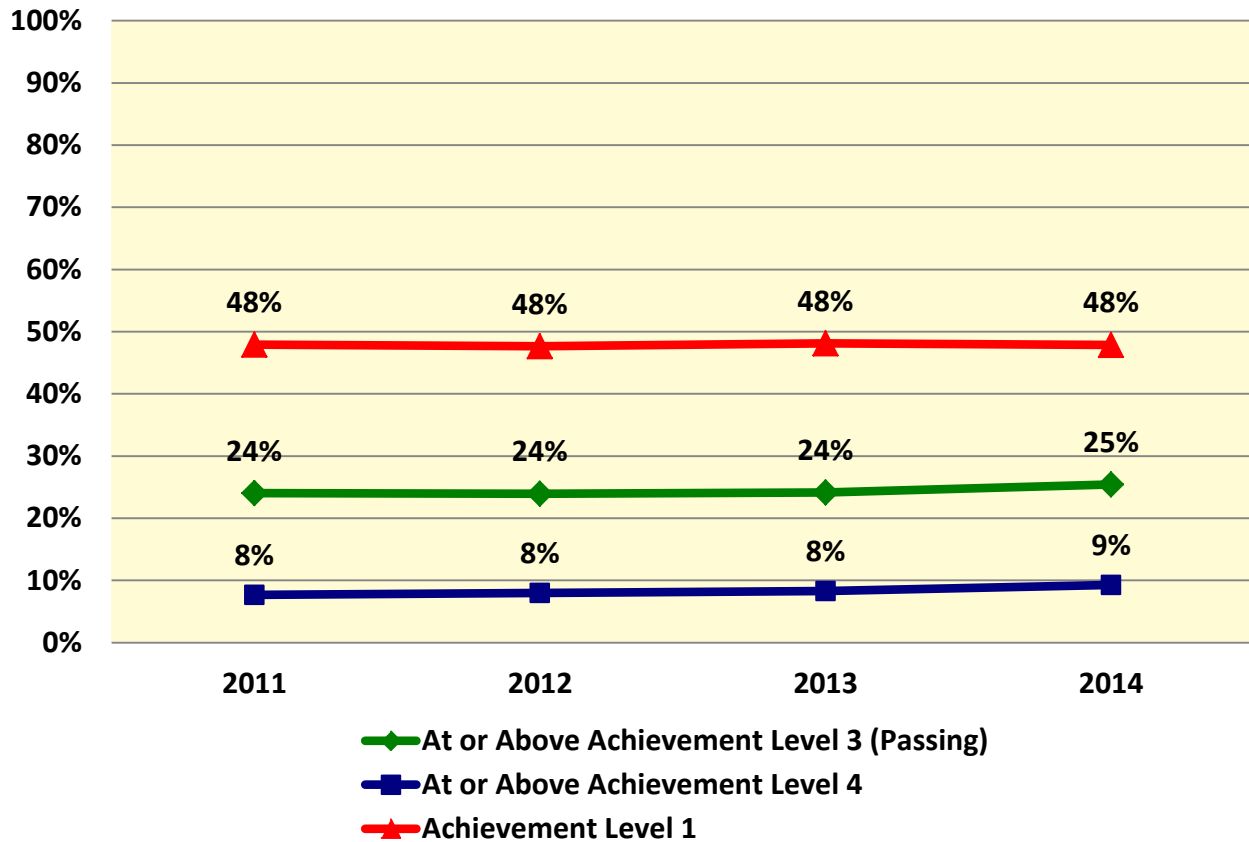


Overall, the percentage of African-American students in grades 6, 7 and 8 performing at Achievement Level 1 on FCAT 2.0 Reading decreased 1 percentage point from 2013, narrowing the achievement gap with White students.

In 2014, 11 percent of White students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 11 percent in 2013 and 2012 and an increase from 10 percent in 2011. In 2014, 21 percent of Hispanic students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is consistent with 21 percent in 2013, an increase from 20 percent in 2012 and consistent with 21 percent in 2011. In 2014, 29 percent of African-American students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 30 percent in 2013, 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Reading By Achievement Level Students with Disabilities

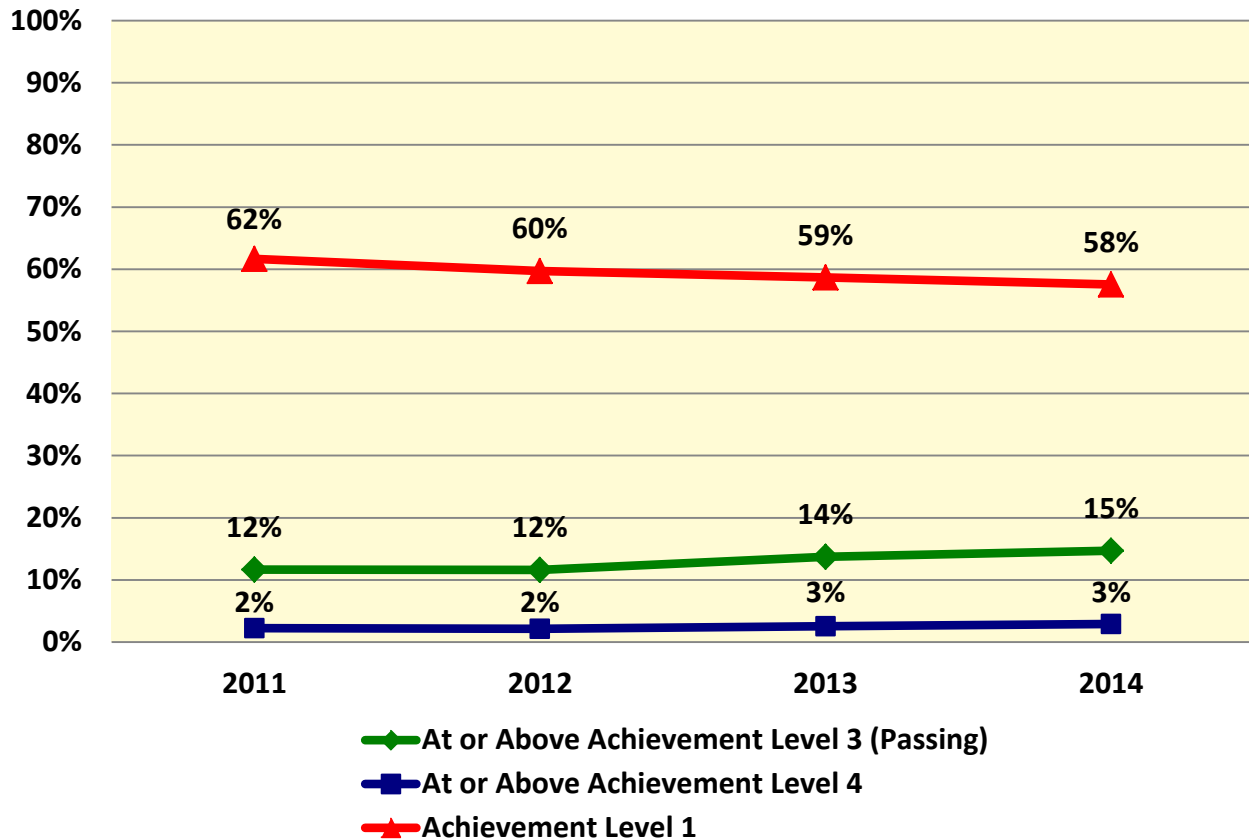


Since 2013, the percentage of Students with Disabilities in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 on FCAT 2.0 has increased 1 percentage point.

In 2014, 25 percent of Students with Disabilities in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 24 percent in 2013, 2012 and 2011. In 2014, 9 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 an increase from 8 percent in 2013, 2012 and 2011. In 2014, 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 2013, 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Reading By Achievement Level English Language Learners

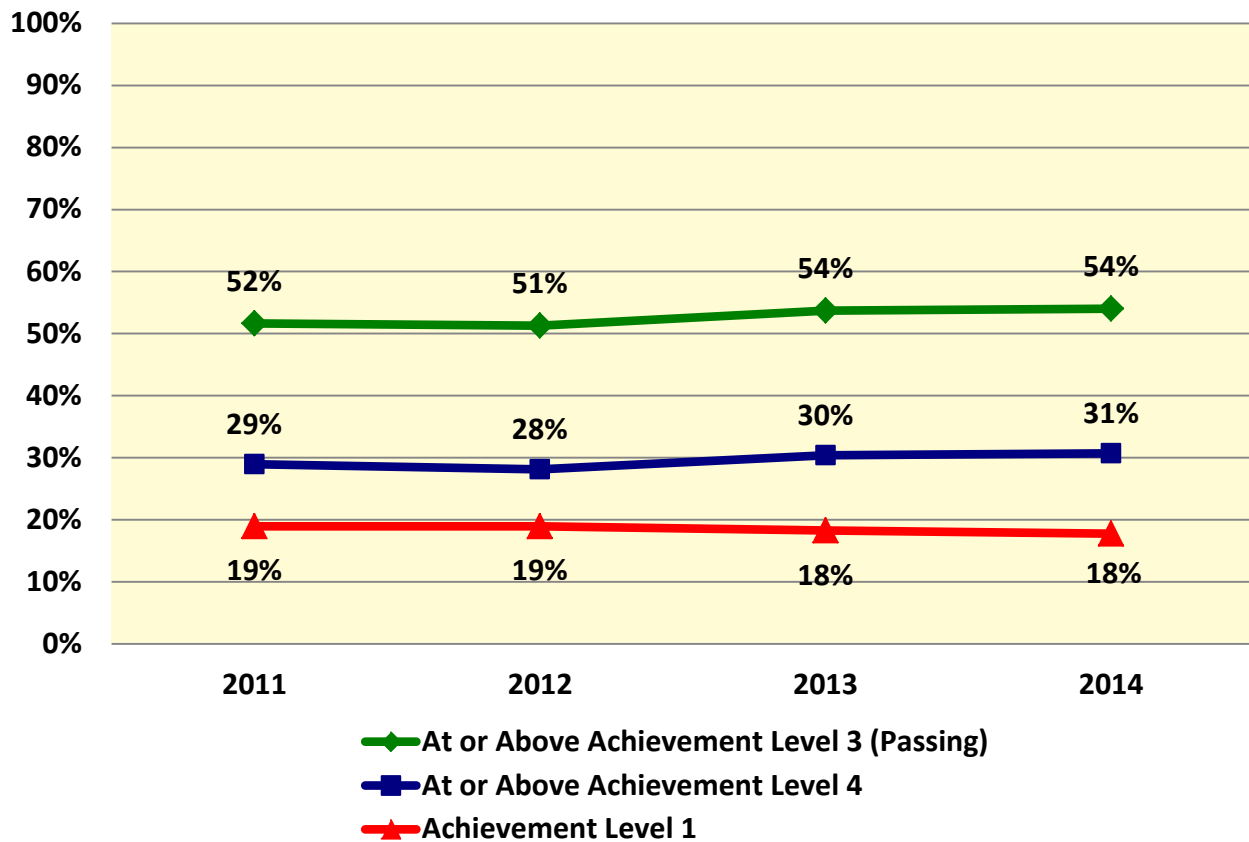


Since 2011, the percentage of English Language Learners in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading has increased 3 percentage points. Over that same time period, the percentage of English Language Learners in grades 6, 7 and 8 performing at Achievement Level 1 on FCAT 2.0 Reading has decreased 4 percentage points.

In 2014, 15 percent of English Language Learners in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 14 percent in 2013 and 12 percent in 2012 and 2011. In 2014, 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 equal to 3 percent in 2013 and an increase from 2 percent in 2012 and 2011. In 2014, 58 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 59 percent in 2013, 60 percent in 2012 and 62 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9 and 10 FCAT 2.0 Reading By Achievement Level

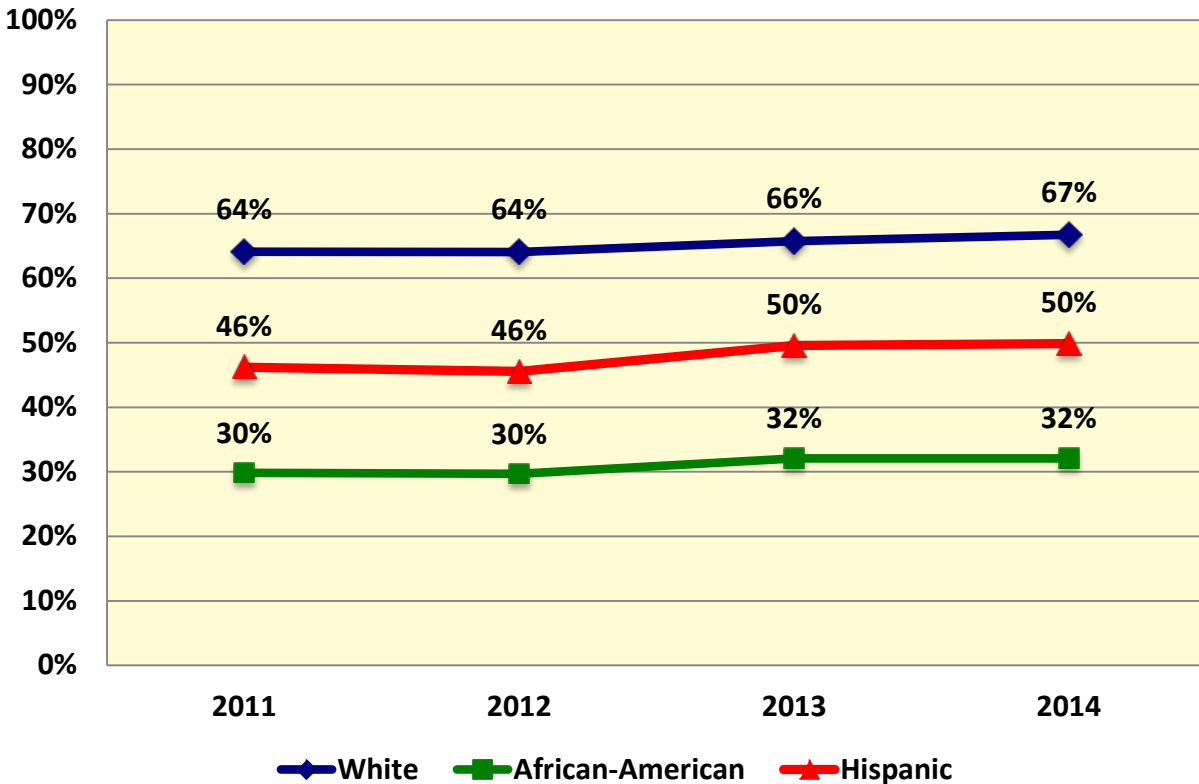


In 2014, the performance of students in grades 9 and 10 performing at or above Achievement Level 4 on FCAT 2.0 Reading increased 1 percentage point in comparison to 2013.

In 2014, 54 percent of students in grades 9 and 10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is equal to 54 percent in 2013 and an increase from 51 percent in 2012 and 52 percent in 2011. In 2014, 31 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 30 percent in 2013, 28 percent in 2012 and 29 percent in 2011. In 2014, 18 percent of students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 18 percent in 2013 and a decrease from 19 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9 and 10 FCAT 2.0 Reading At or Above Achievement Level 3 (Passing)



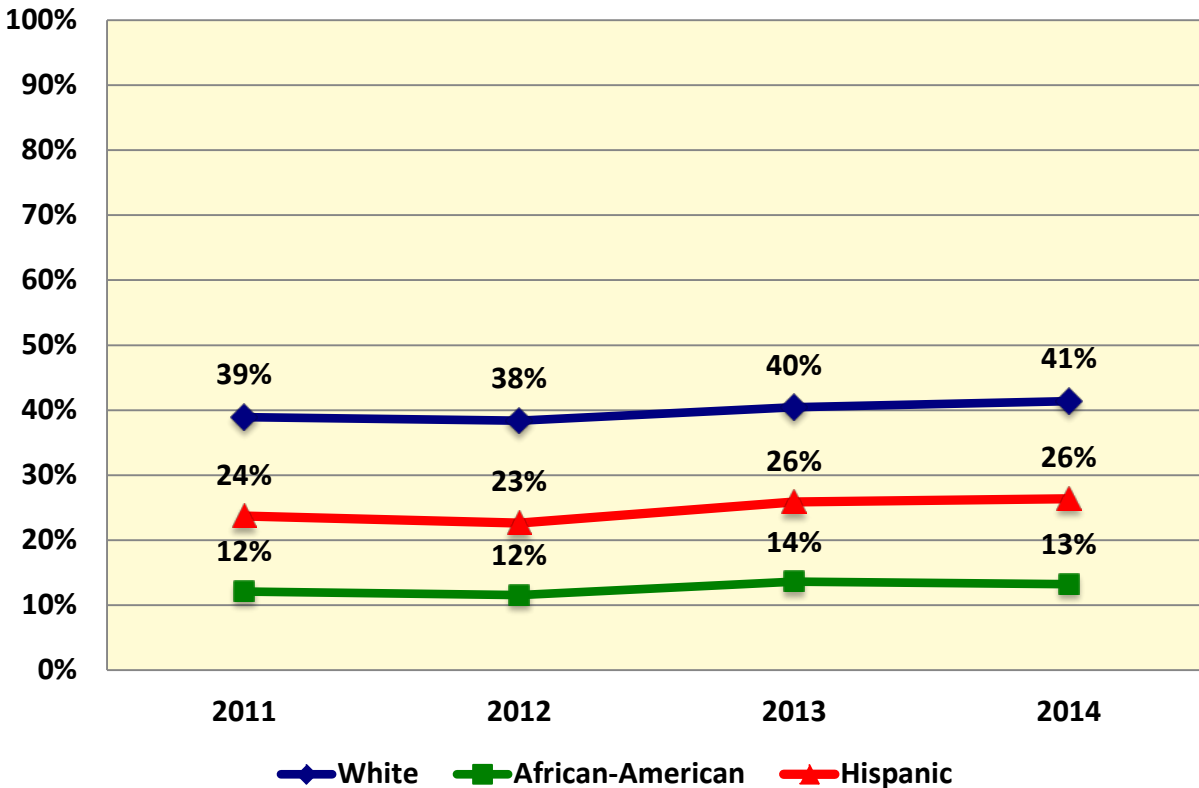
In 2014, the percentage of White students in grades 9 and 10 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading increased by 1 percentage point.

In 2014, 67 percent of White students in grades 9 and 10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 66 percent in 2013 and 64 percent in 2012 and 2011. In 2014, 32 percent of African-American students in grades 9 and 10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is equal to 32 percent in 2013 and is an increase from 30 percent in 2012 and 2011. In 2014, 50 percent of Hispanic students in grades 9 and 10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is consistent with 50 percent in 2013 and an increase from 46 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 9 and 10 FCAT 2.0 Reading At or Above Achievement Level 4

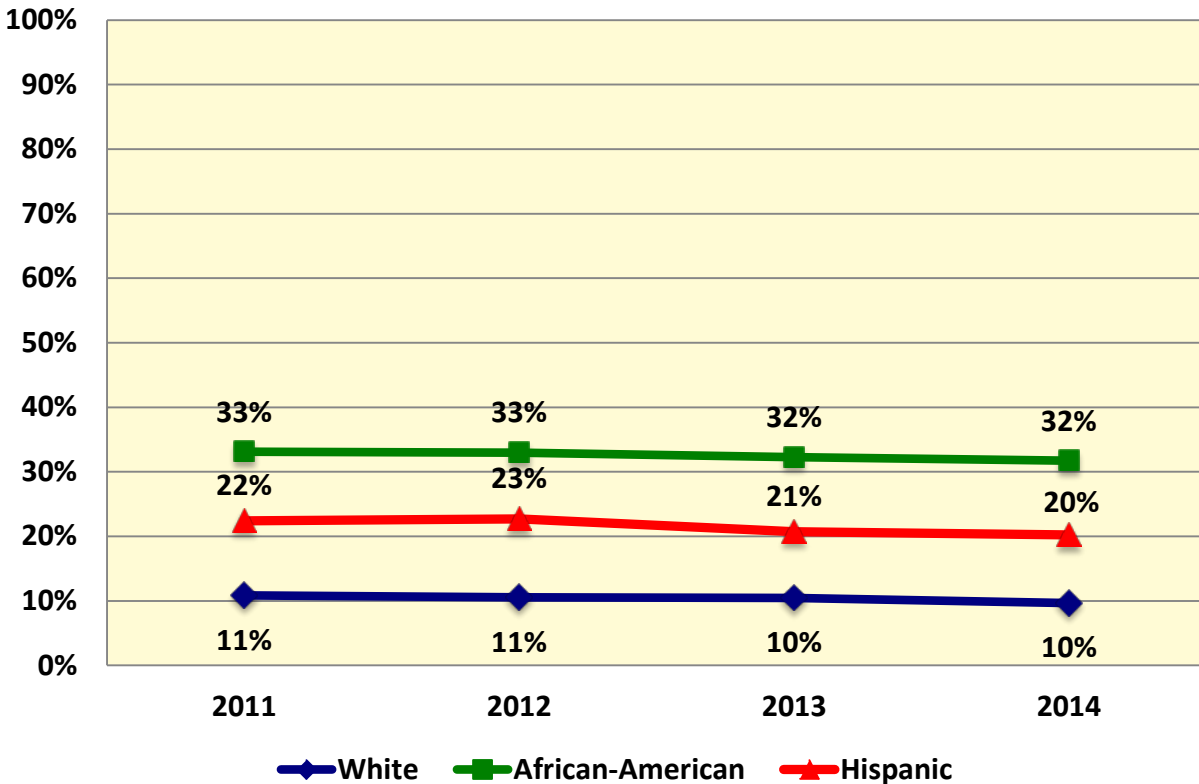


Since 2011, the percentage of White and Hispanic students in grades 9 and 10 performing at or above Achievement Level 4 has increased 2 percentage points.

In 2014, 41 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 40 percent in 2013, 38 percent in 2012 and 39 percent in 2011. In 2014, 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 equal to 26 percent in 2013, an increase from 23 percent in 2012 and 24 percent in 2011. In 2014, 13 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 a decrease from 14 percent in 2013 and an increase from 12 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9 and 10 FCAT 2.0 Reading Achievement Level 1

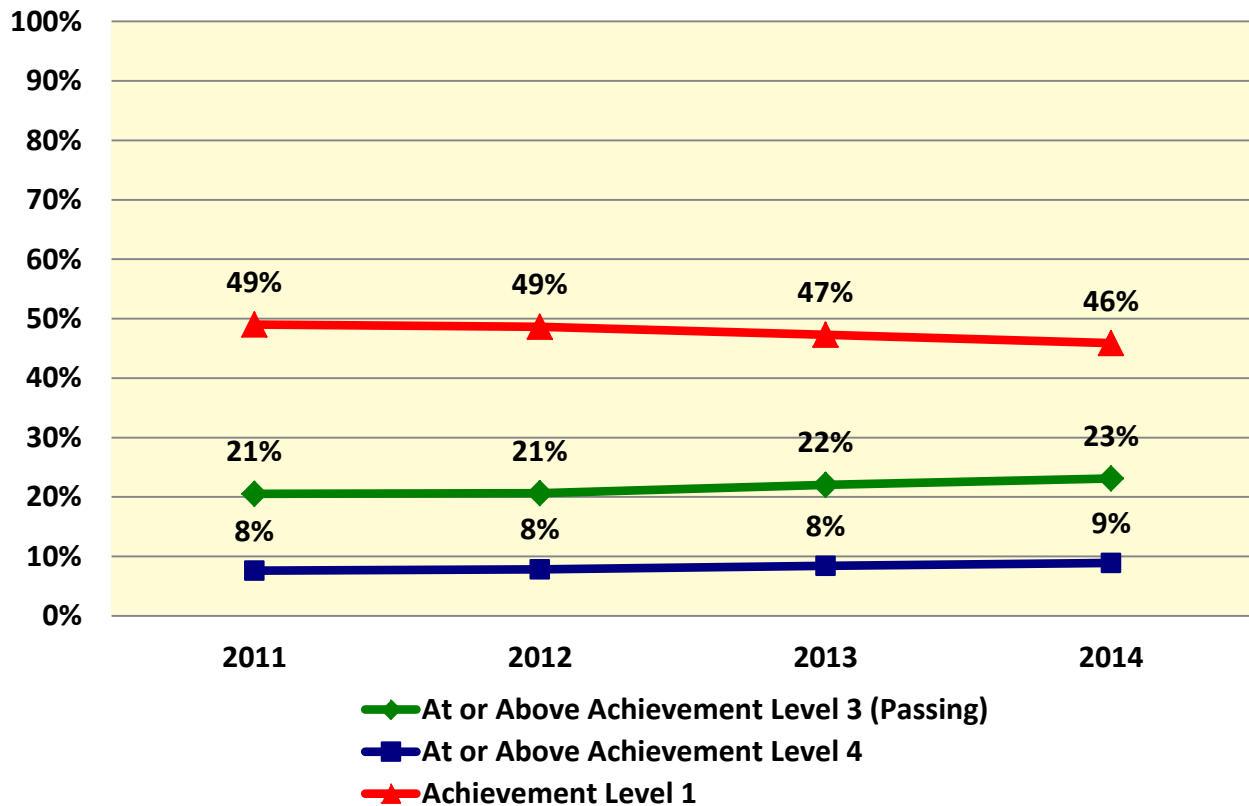


In 2014, the percentage of Hispanic students in grades 9 and 10 performing at Achievement Level 1 on FCAT 2.0 Reading decreased 1 percentage point in comparison to 2013.

In 2014, 10 percent of White students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 10 percent in 2013 and a decrease from 11 percent in 2012 and 2011. In 2014, 20 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 21 percent in 2013, 23 percent in 2012 and 22 percent in 2011. In 2014, 32 percent of African-American students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 32 percent in 2013 and a decrease from 33 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9 and 10 FCAT 2.0 Reading By Achievement Level Students with Disabilities

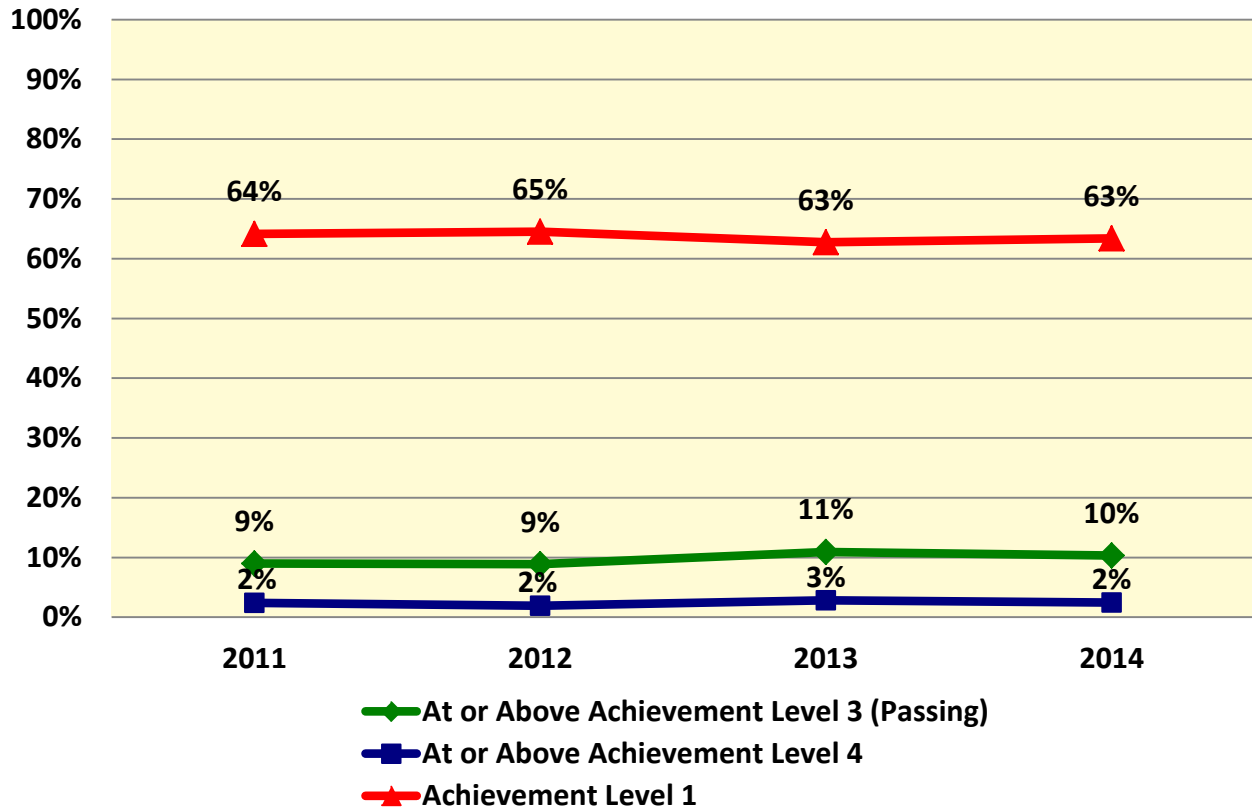


Since 2011, the percentage of Students with Disabilities in grades 9 and 10 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading has increased 2 percentage points. Over that same time period, the percentage of Students with Disabilities in grades 9 and 10 performing at Achievement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

In 2014, 23 percent of Students with Disabilities in grades 9 and 10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 22 percent in 2013 and 21 percent in 2012 and 2011. In 2014, 9 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 an increase from 8 percent in 2013, 2012 and 2011. In 2014, 46 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 47 percent in 2013 and 49 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9 and 10 FCAT 2.0 Reading By Achievement Level English Language Learners



In 2014, the percentage of English Language Learners in grades 9 and 10 performing at or above Achievement Level 3 (Passing) decreased 1 percentage point in comparison to 2013; however, the percentage of English Language Learners in grades 9 and 10 performing at Achievement Level 1 remained consistent in comparison to 2013.

In 2014, 10 percent of English Language Learners in grades 9 and 10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is a decrease from 11 percent in 2013 and an increase from 9 percent in 2012 and 2011. In 2014, 2 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 a decrease from 3 percent in 2013 and consistent with 2 percent in 2012 and 2011. In 2014, 63 percent of English Language Learners in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 63 percent in 2013 and a decrease from 65 percent in 2012 and 64 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Statewide Comparison Report

### FCAT 2.0 Reading

### 2011 to 2014

Grade	Year <sup>1</sup>	Number of Students	Mean Developmental Scale Score	Percentage of Students By Achievement Level <sup>2</sup>					Percentage Passing (Level 3 and Above)
				1	2	3	4	5	
3	2011	202,686	200	18	25	23	24	10	57
	2012	203,390	201	18	26	23	22	11	56
	2013	205,984	201	18	25	23	23	11	57
	2014	209,852	200	19	24	23	23	10	57
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
	2014	196,786	213	14	25	26	24	11	61
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
	2014	195,750	221	15	24	27	23	11	61
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
	2014	195,645	227	16	23	28	20	11	60
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
	2014	200,981	231	21	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
	2014	199,937	238	18	25	25	19	12	57
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
	2014	200,714	240	18	29	24	19	10	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
	2014	189,031	246	17	28	22	22	11	55

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

<sup>1</sup> In spring 2011, FCAT 2.0 Reading was administered for the first time, and 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, or retrofitted, to the established FCAT 2.0 Reading score scale so that stakeholders and the general public are able to see what the scores would have been if the score scale and Achievement Levels had been approved and implemented at that time.

<sup>2</sup> Percentages may not add to 100 due to rounding.

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

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	57	58	1
ALACHUA	59	59	0
BAKER	60	57	-3
BAY	58	59	1
BRADFORD	44	48	4
BREVARD	66	66	0
BROWARD	57	58	1
CALHOUN	63	63	0
CHARLOTTE	59	57	-2
CITRUS	63	63	0
CLAY	63	64	1
COLLIER	57	58	1
COLUMBIA	55	57	2
MIAMI-DADE	56	57	1
DESOTO	40	41	1
DIXIE	57	57	0
DUVAL	53	52	-1
ESCAMBIA	51	52	1
FLAGLER	62	63	1
FRANKLIN	49	54	5
GADSDEN	39	38	-1
GILCHRIST	68	67	-1
GLADES	52	52	0
GULF	57	58	1
HAMILTON	41	39	-2
HARDEE	48	47	-1
HENDRY	42	43	1
HERNANDO	58	59	1
HIGHLANDS	50	50	0
HILLSBOROUGH	54	56	2
HOLMES	53	54	1
INDIAN RIVER	58	58	0
JACKSON	58	58	0
JEFFERSON	35	34	-1
LAFAYETTE	50	50	0
LAKE	55	56	1
LEE	58	58	0
LEON	60	62	2
LEVY	50	49	-1

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

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	57	58	1
LIBERTY	55	58	3
MADISON	40	43	3
MANATEE	54	54	0
MARION	52	51	-1
MARTIN	65	63	-2
MONROE	61	60	-1
NASSAU	65	67	2
OKALOOSA	67	68	1
OKEECHOBEE	45	45	0
ORANGE	58	58	0
OSCEOLA	52	54	2
PALM BEACH	58	58	0
PASCO	58	58	0
PINELLAS	56	56	0
POLK	49	49	0
PUTNAM	45	46	1
ST. JOHNS	75	77	2
ST. LUCIE	51	51	0
SANTA ROSA	70	70	0
SARASOTA	69	70	1
SEMINOLE	69	69	0
SUMTER	62	63	1
SUWANNEE	50	49	-1
TAYLOR	50	51	1
UNION	60	61	1
VOLUSIA	55	55	0
WAKULLA	64	65	1
WALTON	63	65	2
WASHINGTON	53	55	2

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

# FCAT 2.0 Mathematics

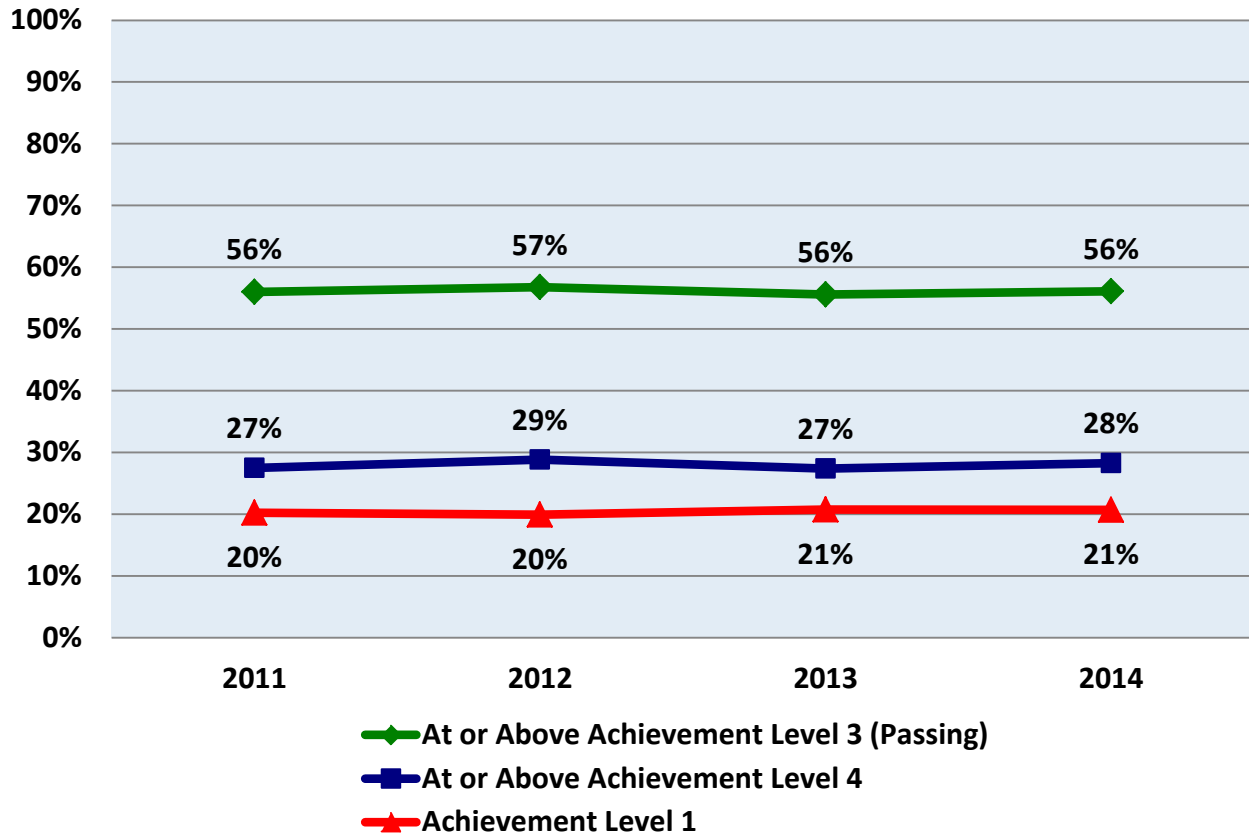
## Grades 3-8

### NOTES:

- 1) Percentages displayed in this document for 2013 may reflect minor differences from percentages published in last year's press packet. This is because of routine updates made subsequent to last year's FCAT 2.0 release.
- 2) For the implementation year of each FCAT 2.0 subject area, results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. This means that the 2011 FCAT 2.0 Mathematics results were reported using the existing FCAT score scale and Achievement Levels because the achievement standards had not yet been established for FCAT 2.0. The FCAT 2.0 Mathematics score scale and Achievement Levels were established by the State Board of Education on December 19, 2011. The FCAT Equivalent Scores reported for the 2011 FCAT 2.0 Mathematics assessment have been converted, or retrofitted, to the established FCAT 2.0 score scale and are provided in this media packet so that stakeholders and the general public are able to see what the results would have been if the established score scale and Achievement Levels had been approved and implemented at that time.
- 3) Each year, more high-performing middle grades students take Algebra 1 and Geometry for high school course credit, and these students are not required to take FCAT 2.0 Mathematics; rather, they are required to take the corresponding EOC assessment. The provision allowing these students to be excluded from participation in FCAT 2.0 Mathematics was enacted into law during the 2012 legislative session when Section 1008.22(3), Florida Statutes, was amended. Since that time, the percentage of grade 8 students scoring Achievement Level 3 or above on FCAT 2.0 Mathematics has decreased. However, when middle grades students' performance on all mathematics assessments is considered (FCAT 2.0, Algebra 1 and Geometry), the percentage passing remained stable at 56 percent from 2011 to 2013. This information will be updated when the 2014 EOC assessment data are available.



## Grades 3-8 FCAT 2.0 Mathematics By Achievement Level

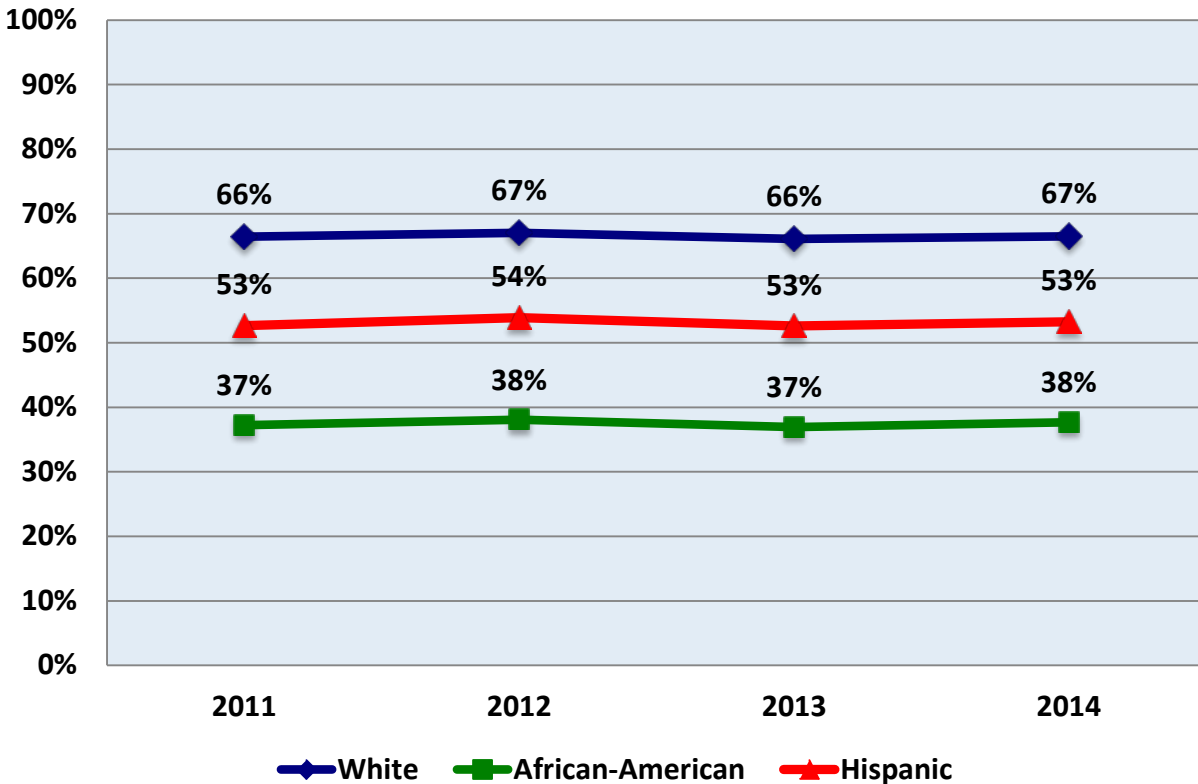


In 2014, the percentage of students in grades 3-8 scoring at or above Achievement Level 4 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2013.

In 2014, 56 percent of students in grades 3-8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is equal to 56 percent in 2013, a decrease from 57 percent in 2012 and equal to 56 percent in 2011. In 2014, 28 percent of students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 27 percent in 2013, a decrease from 29 percent in 2012 and an increase from 27 percent in 2011. In 2014, 21 percent of students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 21 percent in 2013 and an increase from 20 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-8 FCAT 2.0 Mathematics At or Above Achievement Level 3 (Passing)

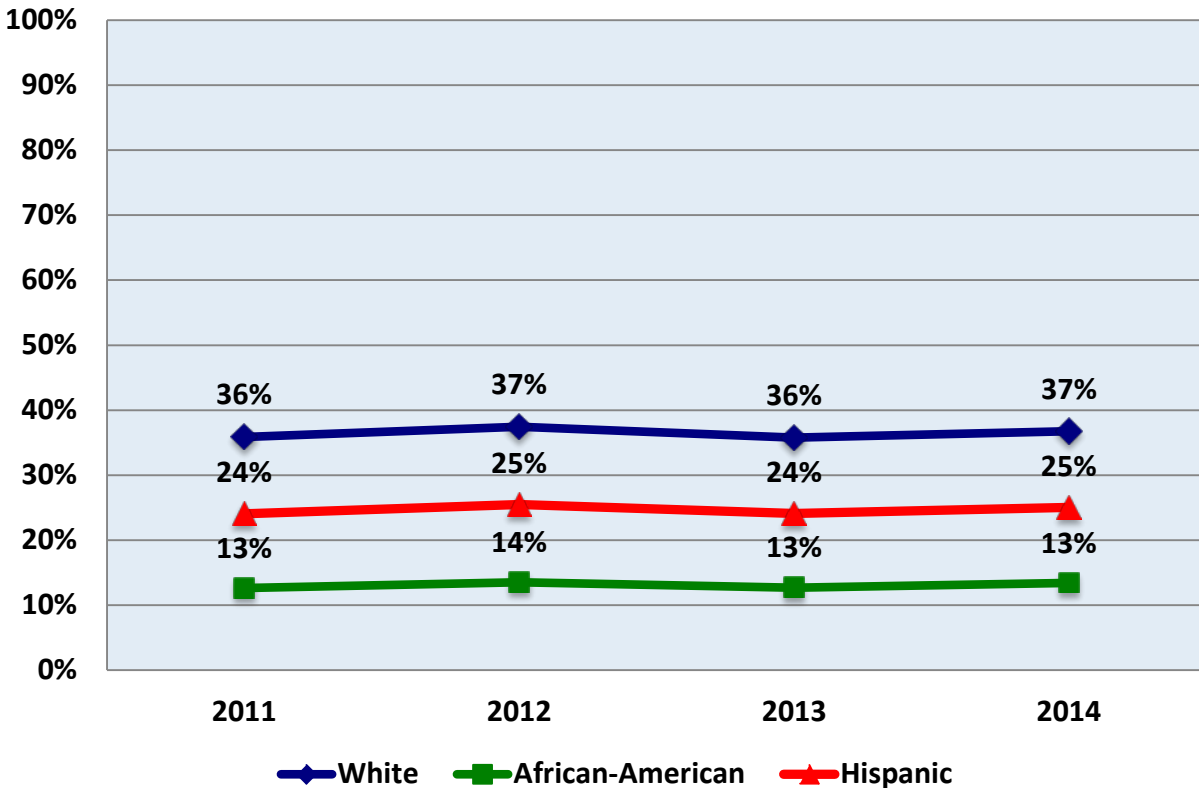


In 2014, the percentage of White and African-American students in grades 3-8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2013.

In 2014, 67 percent of White students in grades 3-8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 66 percent in 2013, consistent with 67 percent in 2012 and an increase from 66 percent in 2011. In 2014, 53 percent of Hispanic students in grades 3-8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is equal to 53 percent in 2013, a decrease from 54 percent in 2012 and consistent with 53 percent in 2011. In 2014, 38 percent of African-American students in grades 3-8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 37 percent in 2013, consistent with 38 percent in 2012 and an increase from 37 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-8 FCAT 2.0 Mathematics At or Above Achievement Level 4

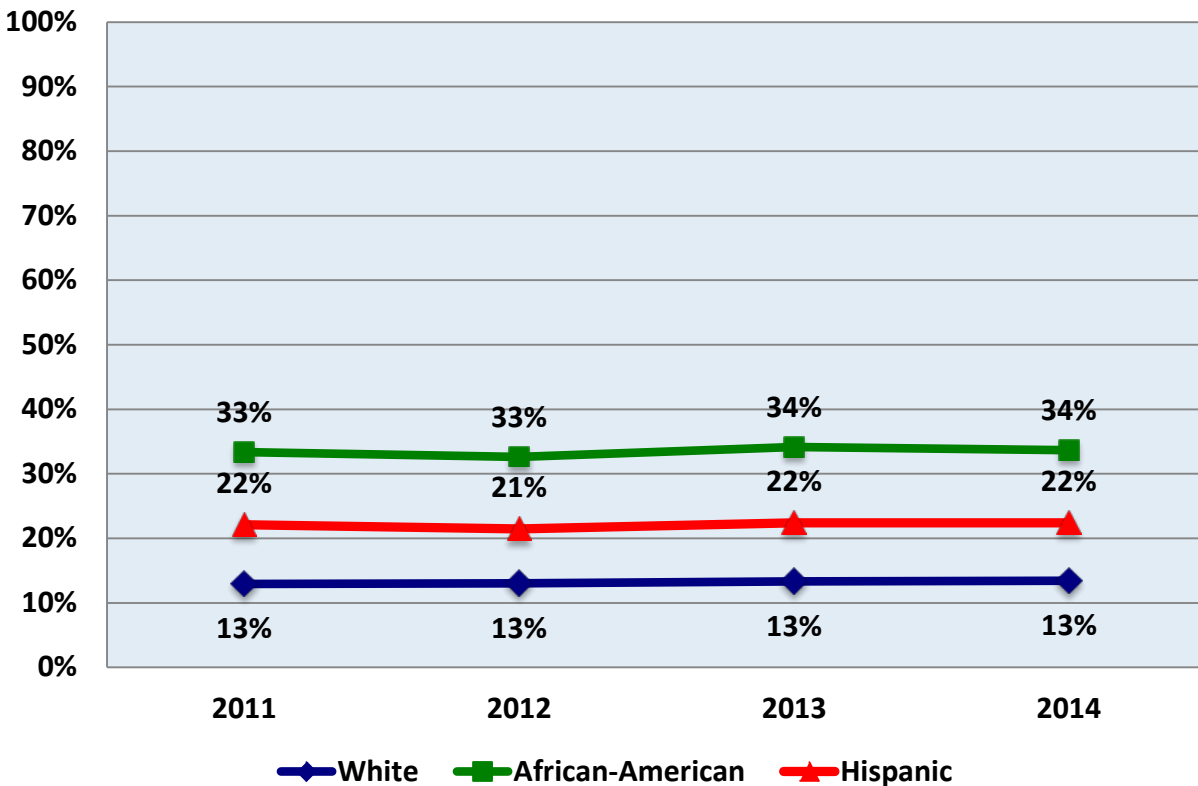


In 2014, the percentage of White and Hispanic students in grades 3-8 performing at or above Achievement Level 4 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2013.

In 2014, 37 percent of White students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 36 percent in 2013, equal to 37 percent in 2012 and an increase from 36 percent in 2011. In 2014, 25 percent of Hispanic students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 24 percent in 2013, equal to 25 percent in 2012 and an increase from 24 percent in 2011. In 2014, 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 2013, a decrease from 14 percent in 2012 and equal to 13 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-8 FCAT 2.0 Mathematics Achievement Level 1

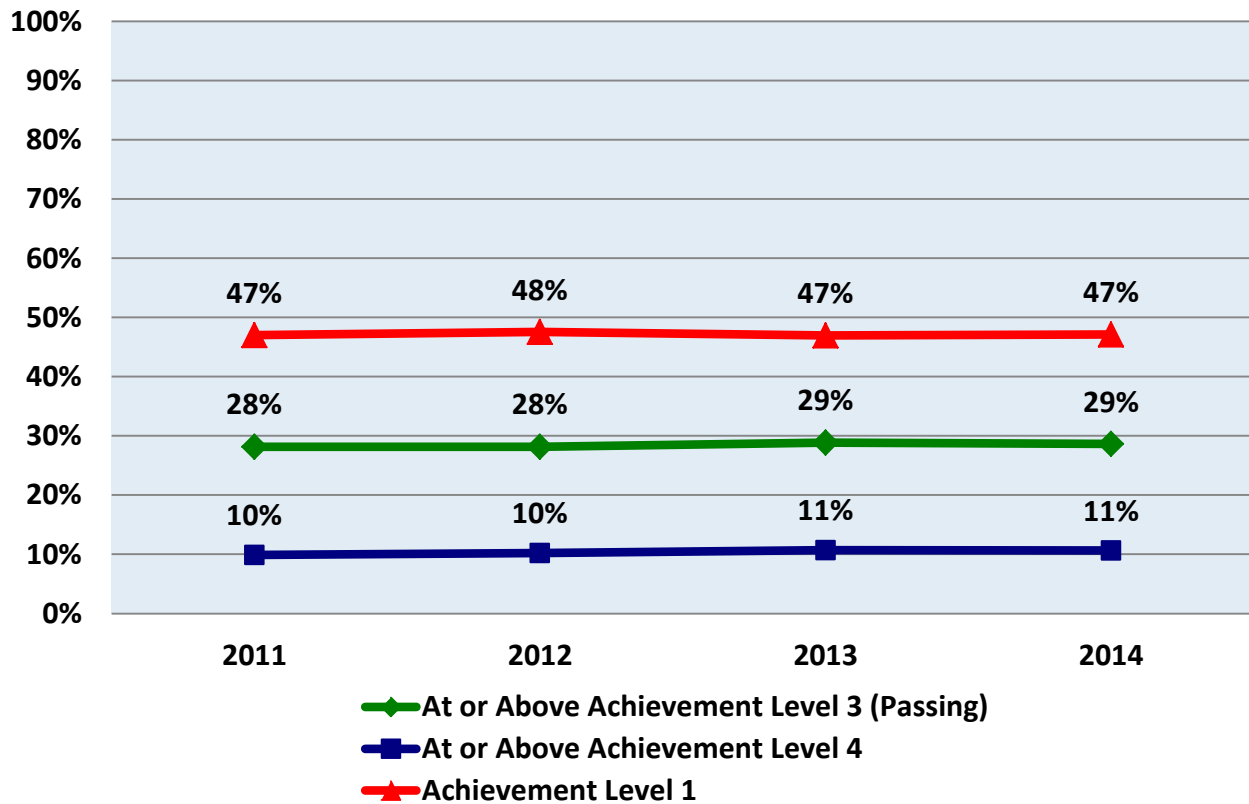


In 2014, the percentage of White, Hispanic and African-American students in grades 3-8 performing at Achievement Level 1 on FCAT 2.0 Mathematics remained consistent in comparison to 2013.

In 2014, 13 percent of White students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 13 percent in 2013, 2012 and 2011. In 2014, 22 percent of Hispanic students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 22 percent in 2013, an increase from 21 percent in 2012 and consistent with 22 percent in 2011. In 2014, 34 percent of African-American students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 34 percent in 2013 and an increase from 33 percent in 2012 and 2013.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-8 FCAT 2.0 Mathematics By Achievement Level Students with Disabilities

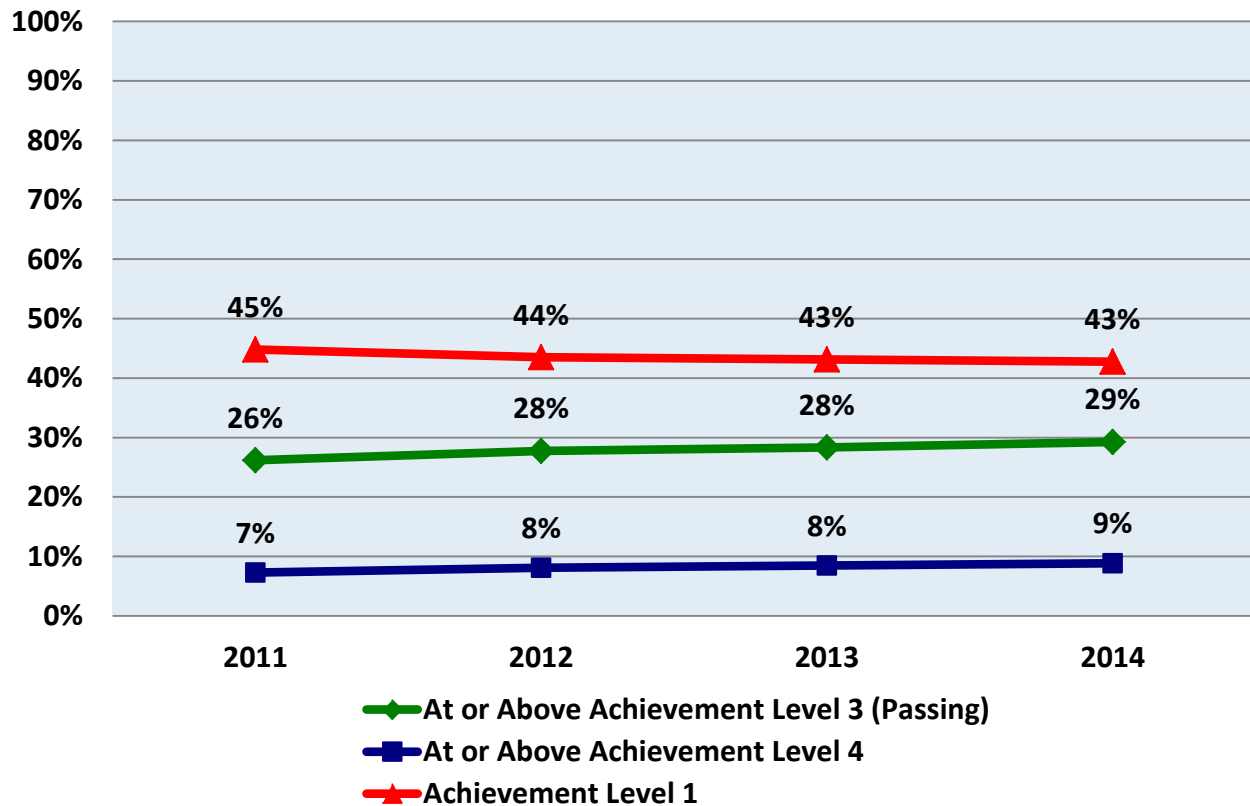


Since 2011, the percentage of Students with Disabilities in grades 3-8 scoring at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 increased 1 percentage point, while performance at Achievement Level 1 has remained the same.

In 2014, 29 percent of Students with Disabilities in grades 3-8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is equal to 29 percent in 2013 and an increase from 28 percent in 2012 and 2011. In 2014, 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 consistent with 11 percent in 2013 and an increase from 10 percent in 2012 and 2011. In 2014, 47 percent of Students with Disabilities in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 47 percent in 2013, a decrease from 48 percent in 2012 and consistent with 47 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

**Grades 3-8**  
**FCAT 2.0 Mathematics**  
**By Achievement Level**  
**English Language Learners**

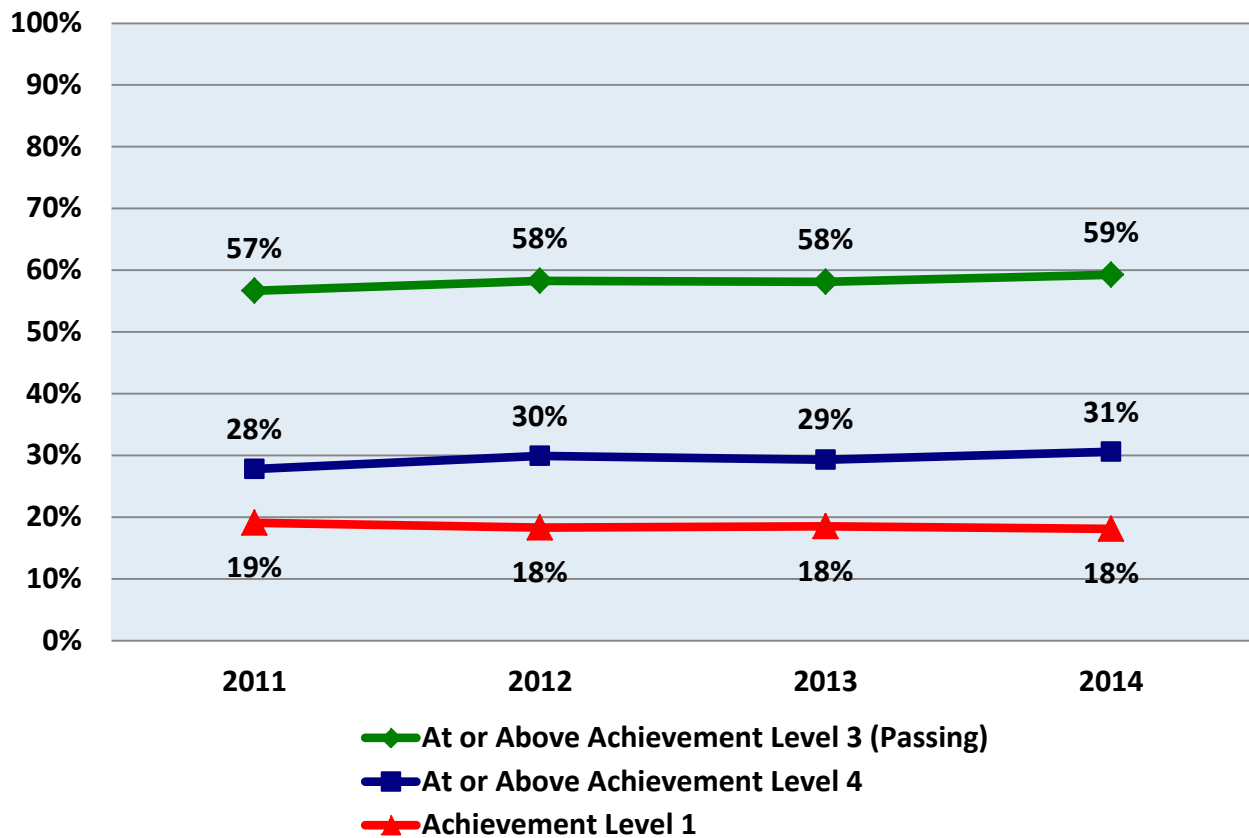


Since 2011, the percentage of English Language Learners in grades 3-8 scoring at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics increased 3 percentage points. In comparison to 2013, English Language Learners scoring at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 increased 1 percentage point.

In 2014, 29 percent of English Language Learners in grades 3-8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 28 percent in 2013 and 2012 and 26 percent in 2011. In 2014, 9 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 8 percent in 2013 and 2012 and 7 percent in 2011. In 2014, 43 percent of English Language Learners in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 43 percent in 2013 and a decrease from 44 percent in 2012 and 45 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Mathematics By Achievement Level

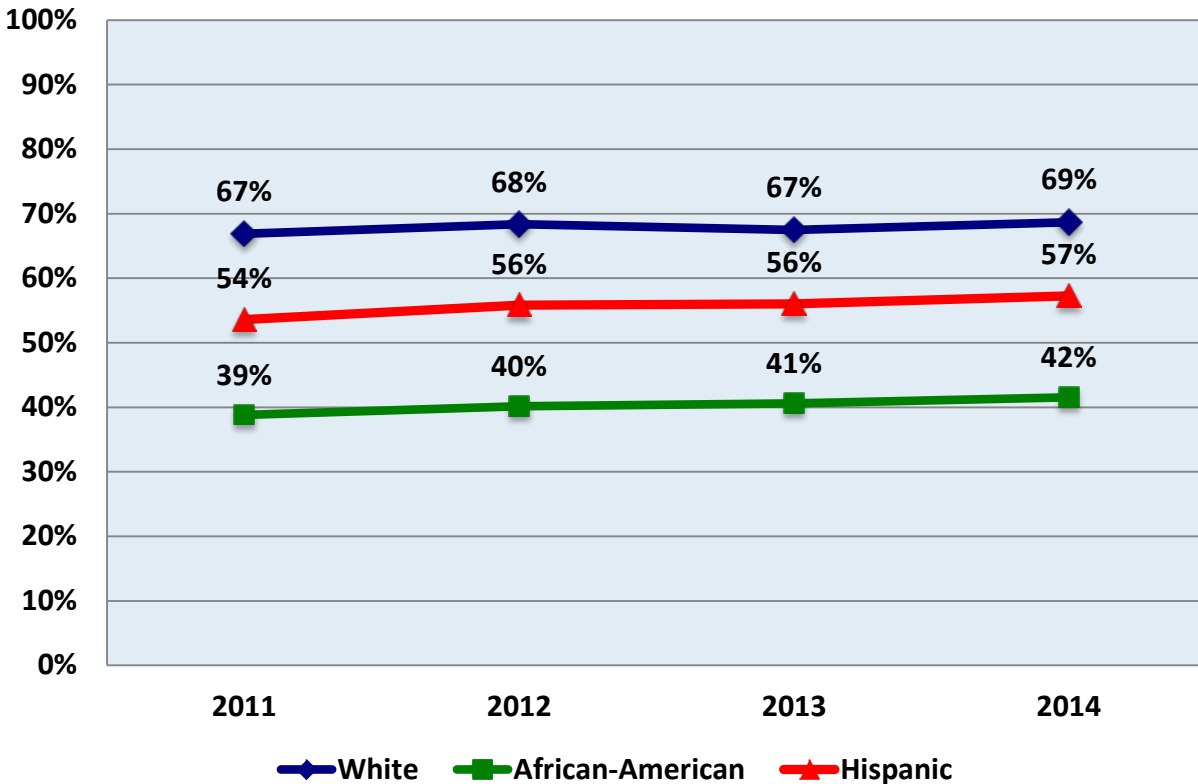


Since 2011, the percentage of students in grades 3, 4 and 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics increased 2 percentage points, and performance at Achievement Level 4 has increased 3 percentage points.

In 2014, 59 percent of students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 58 percent in 2013 and 2012 and 57 percent in 2011. In 2014, 31 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 29 percent in 2013, 30 percent in 2012 and 28 percent in 2011. In 2014, 18 percent of students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 18 percent in 2013 and 2012 and a decrease from 19 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Mathematics At or Above Achievement Level 3 (Passing)



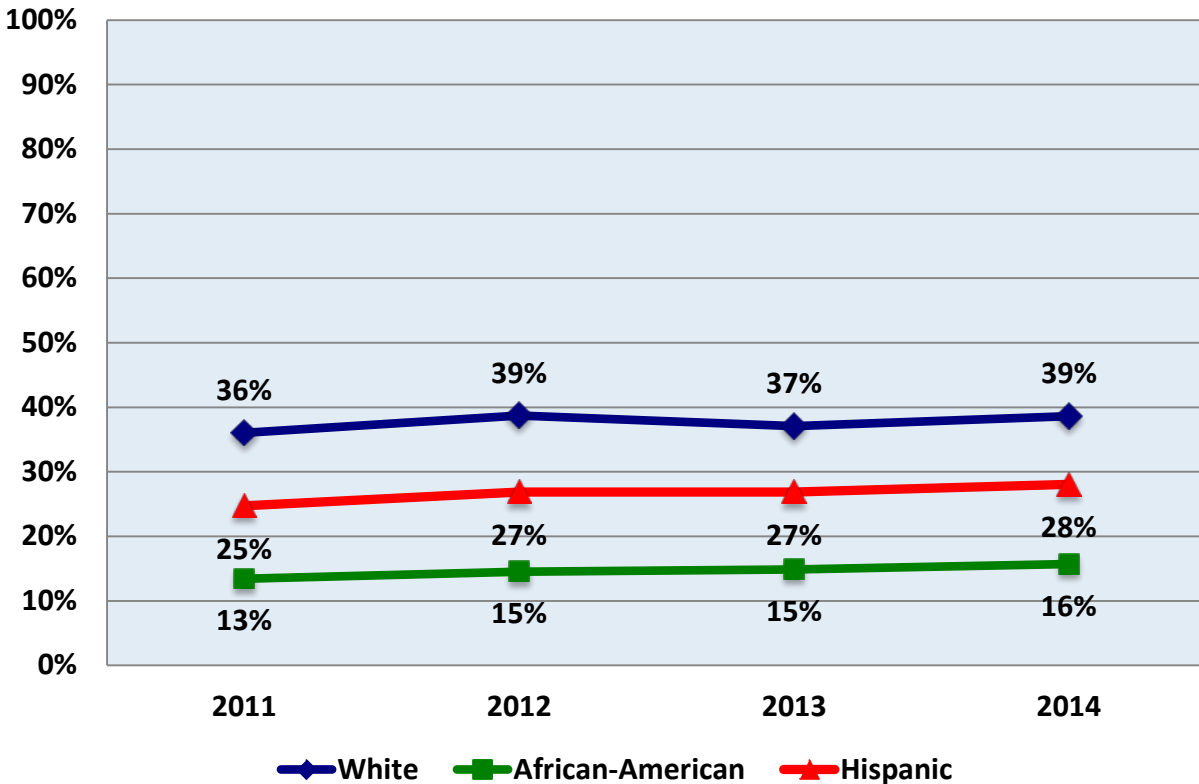
In 2014, the percentage of African-American, Hispanic and White students in grades 3, 4 and 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics increased, with African-American and Hispanic students increasing by 1 percentage point and White students increasing by 2 percentage points compared to 2013.

In 2014, 69 percent of White students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 67 percent in 2013, 68 percent in 2012 and 67 percent in 2011. In 2014, 57 percent of Hispanic students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 56 percent in 2013 and 2012 and 54 percent in 2011. In 2014, 42 percent of African-American students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 41 percent in 2013, 40 percent in 2012 and 39 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 3, 4 and 5 FCAT 2.0 Mathematics At or Above Achievement Level 4

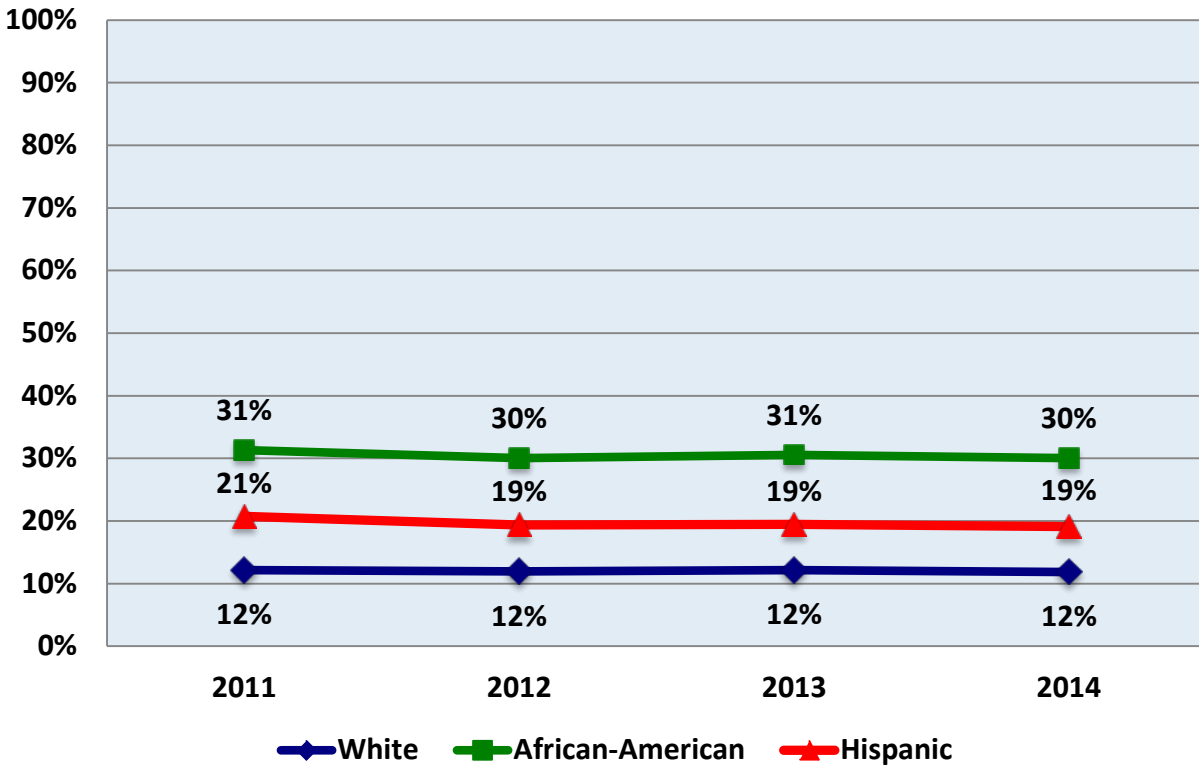


In 2014, the percentage of White students in grades 3, 4 and 5 performing at or above Achievement Level 4 on FCAT 2.0 Mathematics increased 2 percentage points while African-American and Hispanic students increased by 1 percentage point in comparison to 2013.

In 2014, 39 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 37 percent in 2013, equal to 39 percent in 2012 and an increase from 36 percent in 2011. In 2014, 28 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 27 percent in 2013 and 2012 and 25 percent in 2011. In 2014, 16 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 15 percent in 2013 and 2012 and 13 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Mathematics Achievement Level 1

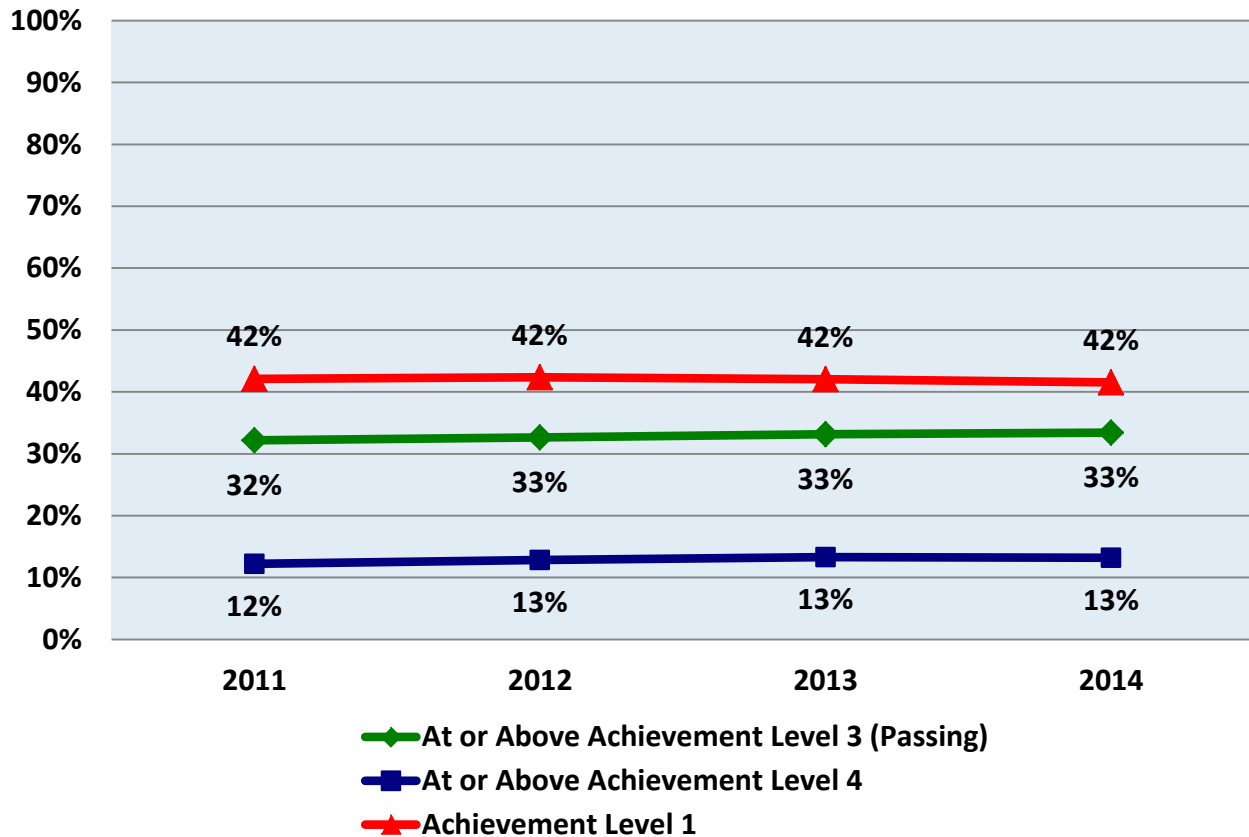


In 2014, the percentage of African-American students in grades 3, 4 and 5 performing at Achievement Level 1 on FCAT 2.0 Mathematics decreased 1 percentage point in comparison to 2013.

In 2014, 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 2013, 2012 and 2011. In 2014, 30 percent of African-American students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 31 percent in 2013, consistent with 30 percent in 2012 and a decrease from 31 percent in 2011. In 2014, 19 percent of Hispanic students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 19 percent in 2013 and 2012 and a decrease from 21 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Mathematics By Achievement Level Students with Disabilities

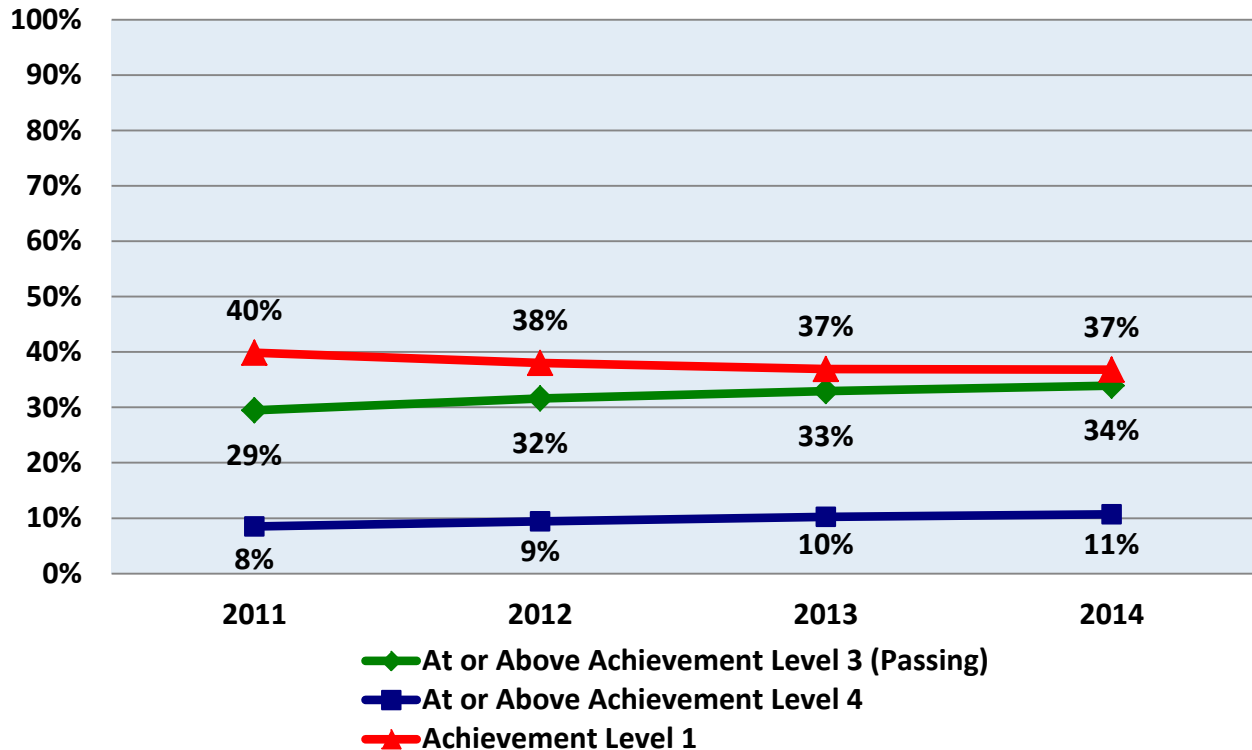


In 2014, the performance of Students with Disabilities in grades 3, 4 and 5 performing at Achievement Level 1, at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 on FCAT 2.0 Mathematics remained consistent in comparison to 2013 and 2012.

In 2014, 33 percent of Students with Disabilities in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is equal to 33 percent in 2013 and 2012 and an increase from 32 percent in 2011. In 2014, 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 equal to 13 percent in 2013 and 2012 and an increase from 12 percent in 2011. In 2014, 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 2013, 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Mathematics By Achievement Level English Language Learners

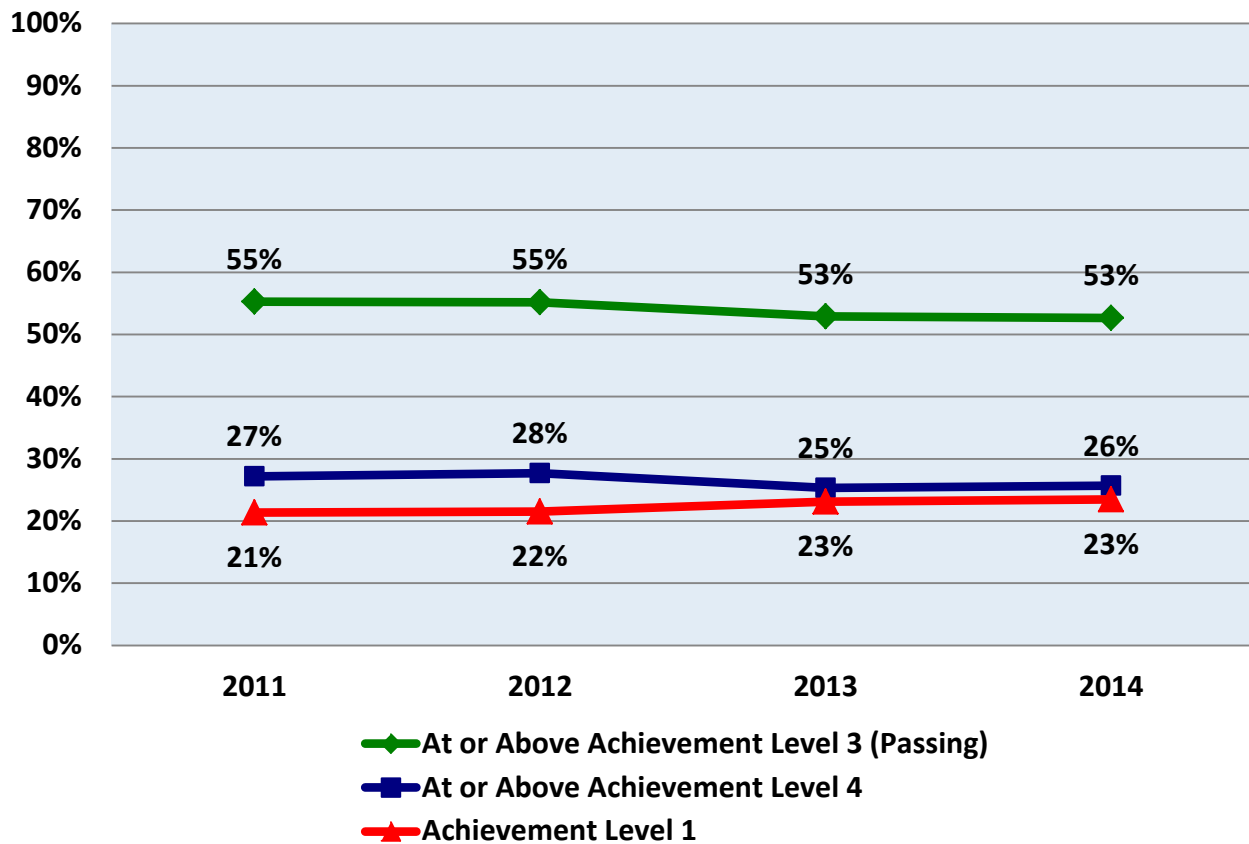


English Language Learners in grades 3, 4 and 5 have made steady improvement in performance at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 since 2011. In 2014, the percentage of English Language Learners in grades 3, 4 and 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2013.

In 2014, 34 percent of English Language Learners in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 33 percent in 2013, 32 percent in 2012 and 29 percent in 2011. In 2014, 11 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 10 percent in 2013, 9 percent in 2012 and 8 percent in 2011. In 2014, 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 equal to 37 percent in 2013 and a decrease from 38 percent in 2012 and 40 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Mathematics By Achievement Level

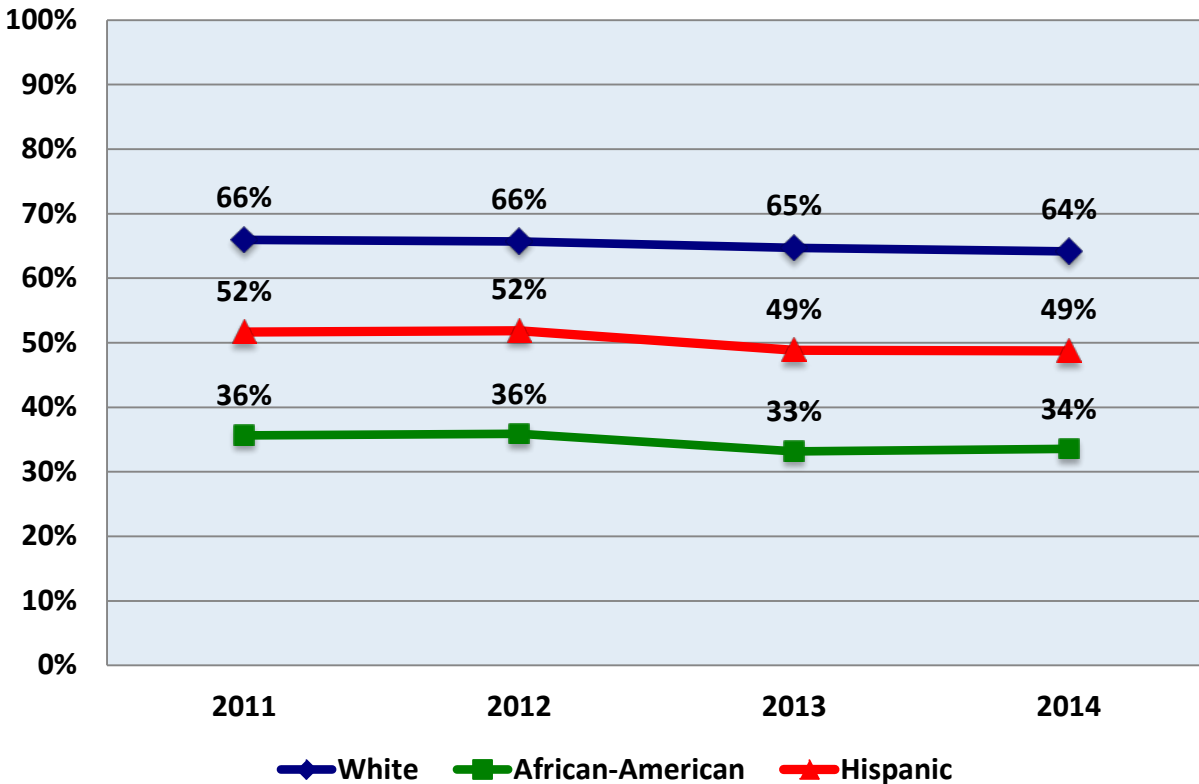


In 2014, the percentage of students in grades 6, 7 and 8 performing at or above Achievement Level 4 on FCAT 2.0 Mathematics increased 1 percentage point, and performance at or above Achievement Level 3 (Passing) and at Achievement Level 1 remained consistent in comparison to 2013.

In 2014, 53 percent of students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is equal to 53 percent in 2013 and a decrease from 55 percent in 2012 and 2011. In 2014, 26 percent of students in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 25 percent in 2013 and a decrease from 28 percent in 2012 and 27 percent in 2011. In 2014, 23 percent of students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 23 percent in 2013 and an increase from 22 percent in 2012 and 21 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Mathematics At or Above Achievement Level 3 (Passing)

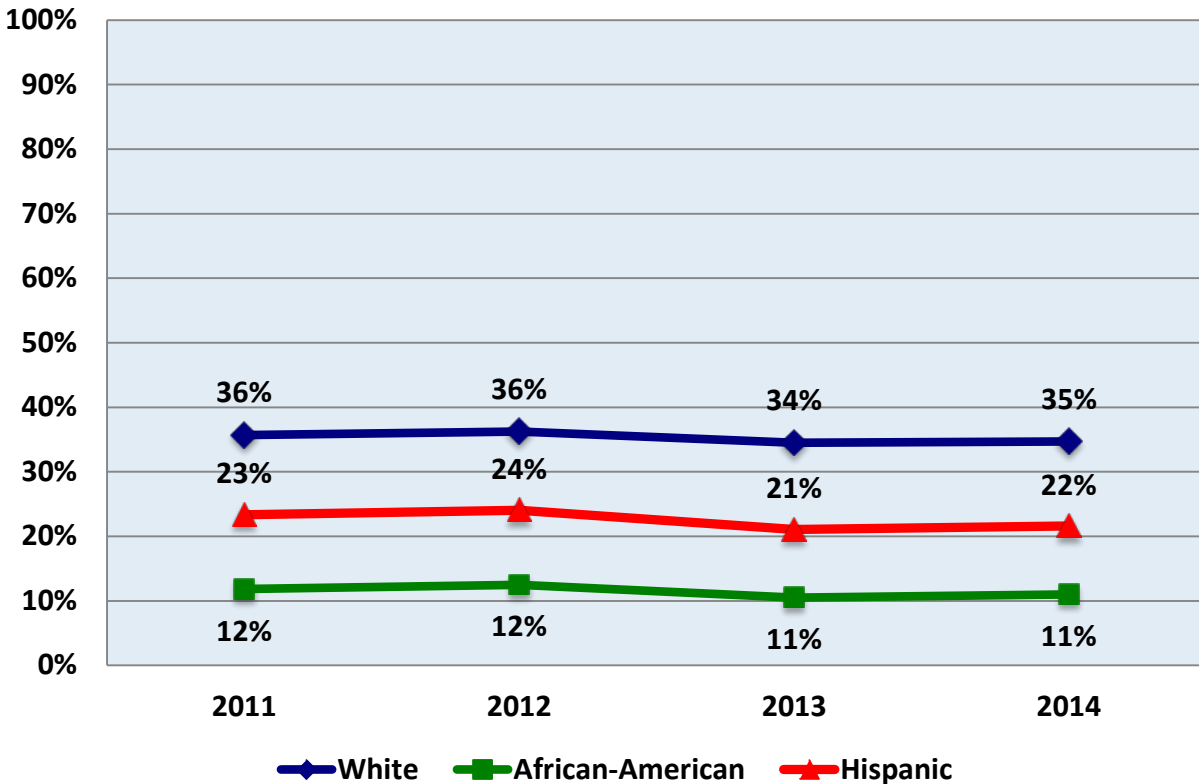


For grades 6, 7 and 8 FCAT 2.0 Mathematics, the percentage of African-American students performing at or above Achievement Level 3 (Passing) increased 1 percentage point, and the percentage of White students performing at or above Achievement Level 3 (Passing) decreased 1 percentage point in comparison to 2013.

In 2014, 64 percent of White students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is a decrease from 65 percent in 2013 and 66 percent in 2012 and 2011. In 2014, 49 percent of Hispanic students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is equal to 49 percent in 2013 and a decrease from 52 percent in 2012 and 2011. In 2014, 34 percent of African-American students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 33 percent in 2013 and a decrease from 36 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Mathematics At or Above Achievement Level 4

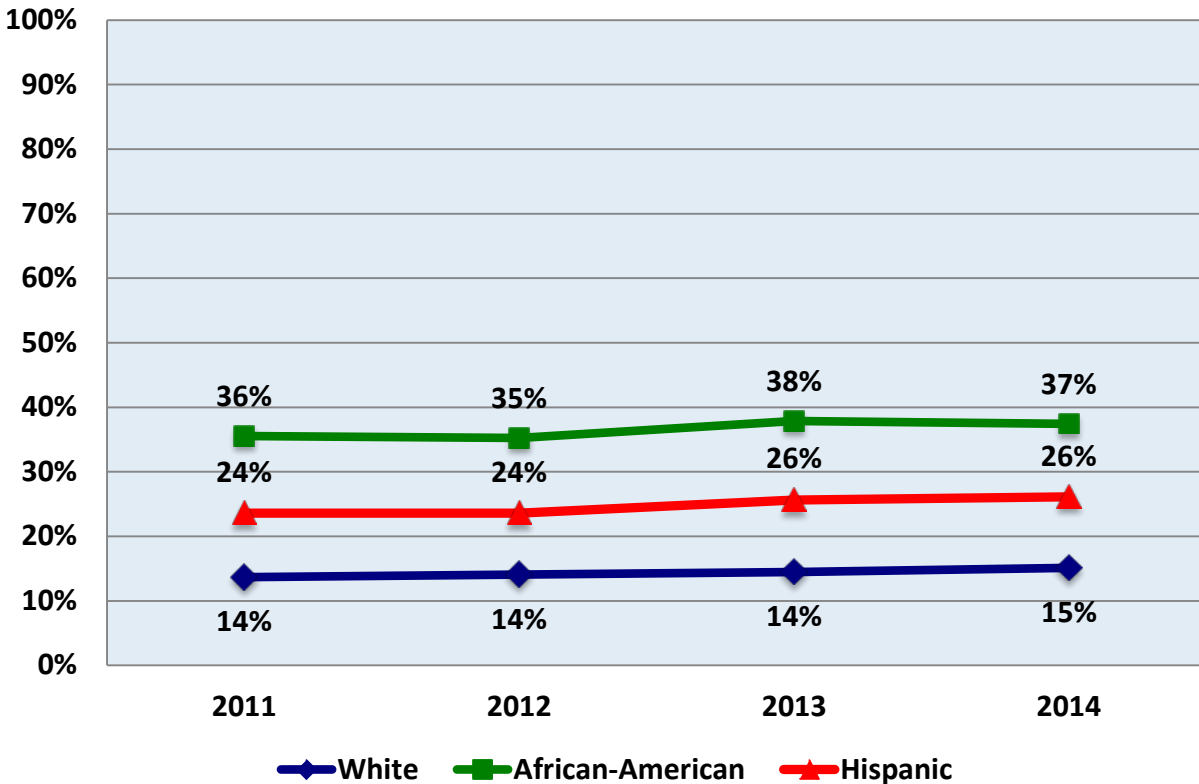


In 2014, the percentage of White and Hispanic students in grades 6, 7 and 8 performing at or above Achievement Level 4 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2013.

In 2014, 35 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 an increase from 34 percent in 2013 and a decrease from 36 percent in 2012 and 2011. In 2014, 22 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 an increase from 21 percent in 2013 and a decrease from 24 percent in 2012 and 23 percent in 2011. In 2014, 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 equal to 11 percent in 2013 and a decrease from 12 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Mathematics Achievement Level 1



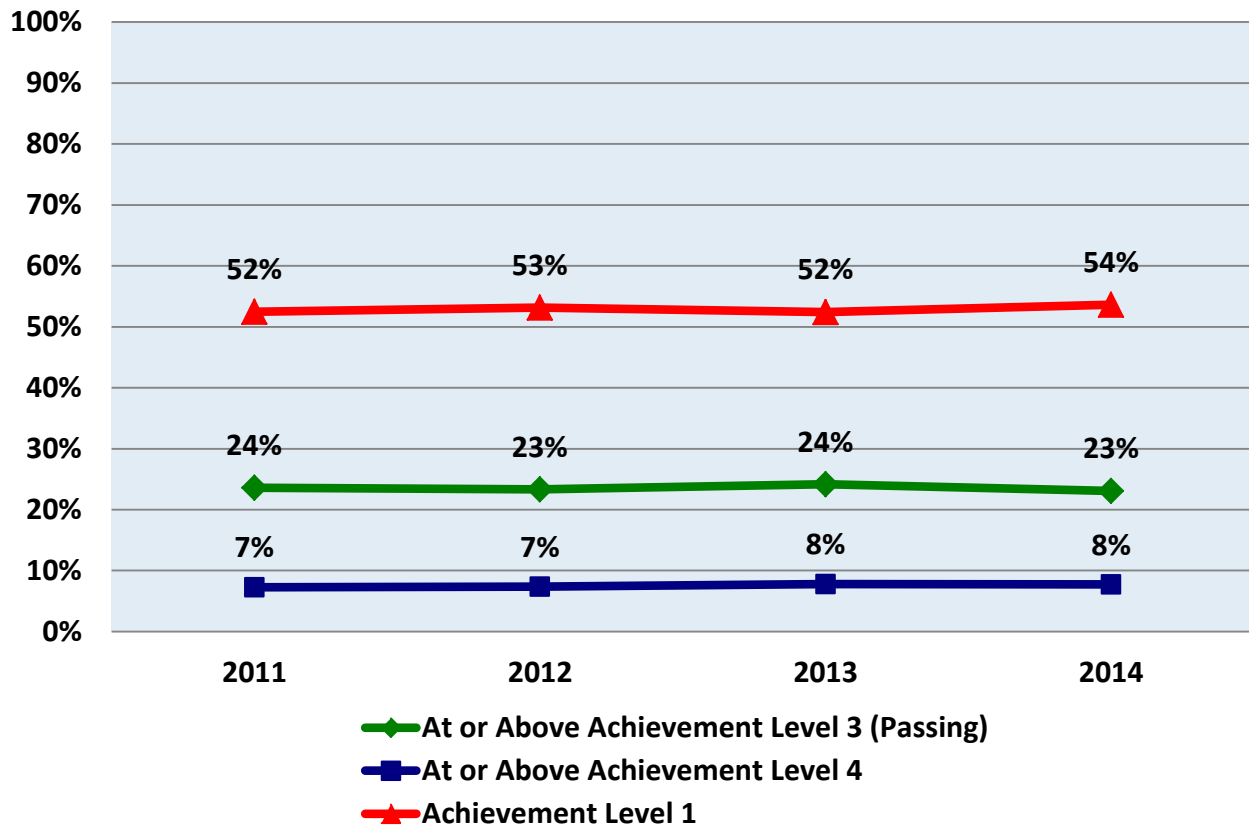
For grades 6, 7 and 8 FCAT 2.0 Mathematics, the percentage of White students performing at Achievement Level 1 increased 1 percentage point, and the percentage of African-American students performing at Achievement Level 1 decreased 1 percentage point in comparison to 2013.

In 2014, 15 percent of White students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is an increase from 14 percent in 2013, 2012 and 2011. In 2014, 26 percent of Hispanic students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 26 percent in 2013 and an increase from 24 percent in 2012 and 2011. In 2014, 37 percent of African-American students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 38 percent in 2013 and an increase from 35 percent in 2012 and 36 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 6, 7 and 8 FCAT 2.0 Mathematics By Achievement Level Students with Disabilities

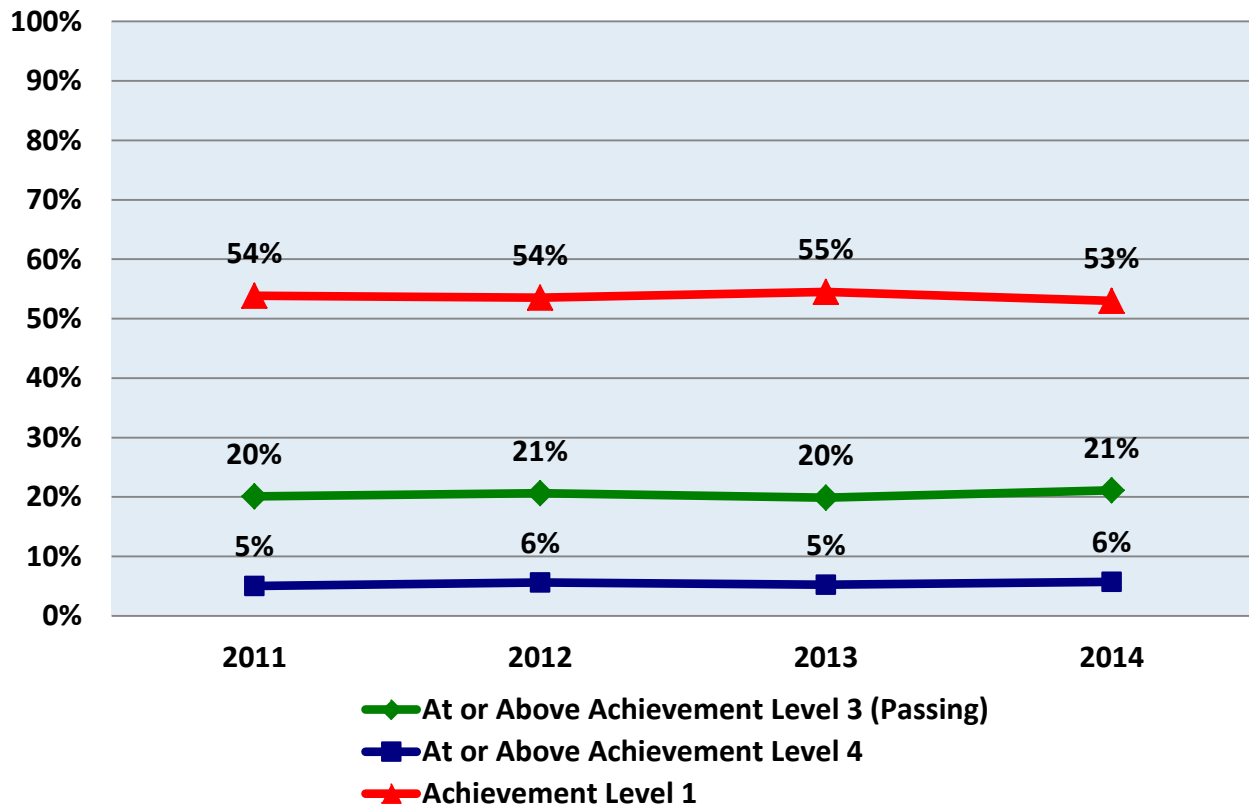


In 2014, the percentage of Students with Disabilities in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics decreased in comparison to 2013.

In 2014, 23 percent of Students with Disabilities in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is a decrease from 24 percent in 2013, equal to 23 percent in 2012 and a decrease from 24 percent in 2011. In 2014, 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 equal to 8 percent in 2013 and an increase from 7 percent in 2012 and 2011. In 2014, 54 percent of Students with Disabilities in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is an increase from 52 percent in 2013, 53 percent in 2012 and 52 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Mathematics By Achievement Level English Language Learners



In 2014, the percentage of English Language Learners in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2013, while the percentage scoring at Achievement Level 1 decreased 2 percentage points in comparison to 2013.

In 2014, 21 percent of English Language Learners in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 20 percent in 2013, consistent with 21 percent in 2012 and an increase from 20 percent in 2011. In 2014, 6 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 an increase from 5 percent in 2013, consistent with 6 percent in 2012 and an increase from 5 percent in 2011. In 2014, 53 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 55 percent in 2013 and 54 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Statewide Comparison Report

### FCAT 2.0 Mathematics

### 2011 to 2014

Grade	Year <sup>1</sup>	Number of Students	FCAT 2.0 Mean Developmental Scale Score	Percentage of Students By Achievement Level <sup>2</sup>					Percentage Passing (Level 3 and Above)
				1	2	3	4	5	
3	2011	202,719	201	19	25	31	16	9	56
	2012	203,207	202	18	24	30	18	10	58
	2013	205,717	201	18	24	31	17	10	58
	2014	209,724	201	18	24	31	17	9	58
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
	2014	196,845	216	16	20	28	22	13	63
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
	2014	195,622	221	20	23	27	19	11	56
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
	2014	194,759	226	23	23	24	19	11	53
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
	2014	193,140	235	21	23	28	19	9	56
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
	2014	167,173	239	28	25	29	12	6	47

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

<sup>1</sup> 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. The 2011 scores have been converted, or retrofitted, to the established FCAT 2.0 Mathematics score scale so that stakeholders and the general public are able to see what the scores would have been if the score scale and Achievement Levels had been approved and implemented at that time.

<sup>2</sup> Percentages may not add to 100 due to rounding.

## Grades 3-8

### FCAT 2.0 Mathematics Results

### Percentage Comparison by District

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	56	56	0
ALACHUA	54	56	2
BAKER	61	61	0
BAY	54	53	-1
BRADFORD	38	39	1
BREVARD	60	61	1
BROWARD	56	56	0
CALHOUN	59	61	2
CHARLOTTE	53	52	-1
CITRUS	62	62	0
CLAY	63	63	0
COLLIER	60	58	-2
COLUMBIA	51	55	4
MIAMI-DADE	54	56	2
DESOTO	41	42	1
DIXIE	55	55	0
DUVAL	53	52	-1
ESCAMBIA	49	49	0
FLAGLER	59	62	3
FRANKLIN	53	55	2
GADSDEN	51	57	6
GILCHRIST	67	65	-2
GLADES	58	64	6
GULF	59	56	-3
HAMILTON	42	48	6
HARDEE	48	51	3
HENDRY	48	48	0
HERNANDO	56	55	-1
HIGHLANDS	53	55	2
HILLSBOROUGH	54	56	2
HOLMES	49	50	1
INDIAN RIVER	47	46	-1
JACKSON	60	60	0
JEFFERSON	31	33	2
LAFAYETTE	62	58	-4
LAKE	52	51	-1
LEE	58	59	1
LEON	61	62	1
LEVY	50	48	-2

**Grades 3-8**  
**FCAT 2.0 Mathematics Results**  
**Percentage Comparison by District**

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	56	56	0
LIBERTY	45	52	7
MADISON	34	38	4
MANATEE	52	56	4
MARION	53	51	-2
MARTIN	59	59	0
MONROE	57	56	-1
NASSAU	65	68	3
OKALOOSA	64	66	2
OSCEOLA	46	47	1
ORANGE	56	58	2
OSCEOLA	46	47	1
PALM BEACH	59	58	-1
PASCO	54	53	-1
PINELLAS	51	52	1
POLK	48	45	-3
PUTNAM	49	49	0
ST. JOHNS	71	74	3
ST. LUCIE	49	48	-1
SANTA ROSA	68	70	2
SARASOTA	67	69	2
SEMINOLE	68	68	0
SUMTER	63	64	1
SUWANNEE	47	47	0
TAYLOR	50	53	3
UNION	64	68	4
VOLUSIA	52	54	2
WAKULLA	62	62	0
WALTON	61	64	3
WASHINGTON	47	51	4

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

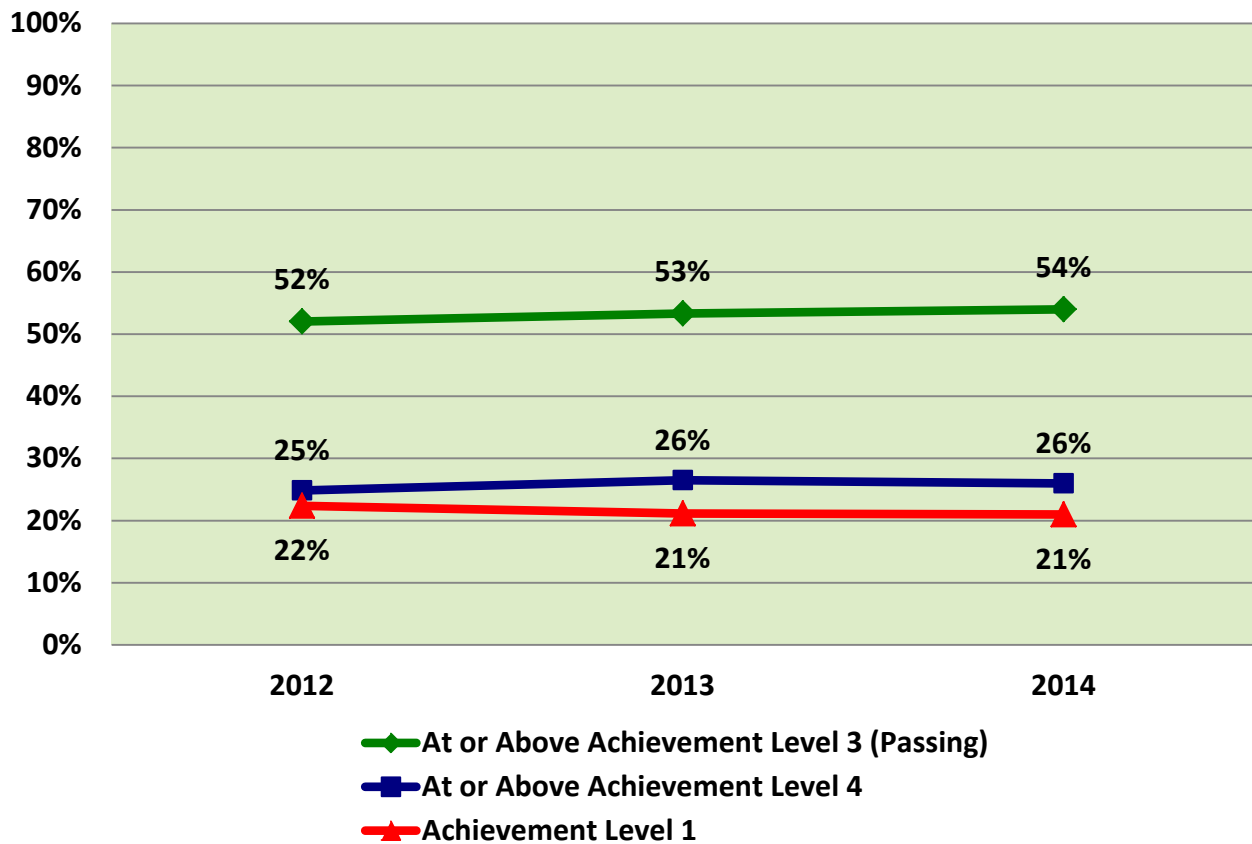
# FCAT 2.0 Science

## Grades 5 and 8

### NOTES:

- 1) Percentages displayed in this document for 2013 may reflect minor differences from percentages published in last year's press packet. This is because of routine updates made subsequent to last year's FCAT 2.0 release.
- 2) For the implementation year of each FCAT 2.0 subject area, results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. This means that the 2012 FCAT 2.0 Science results were reported using the existing FCAT score scale and Achievement Levels because the achievement standards had not yet been established. The FCAT 2.0 Science score scale and Achievement Levels were established by the State Board of Education on December 12, 2012. The FCAT Equivalent Scores reported for the 2012 FCAT 2.0 Science assessment have been converted, or retrofitted, to the established FCAT 2.0 score scale and are provided in this media packet so that stakeholders and the general public are able to see what the results would have been if the established score scale and Achievement Levels had been approved and implemented at that time.

## Grade 5 FCAT 2.0 Science By Achievement Level

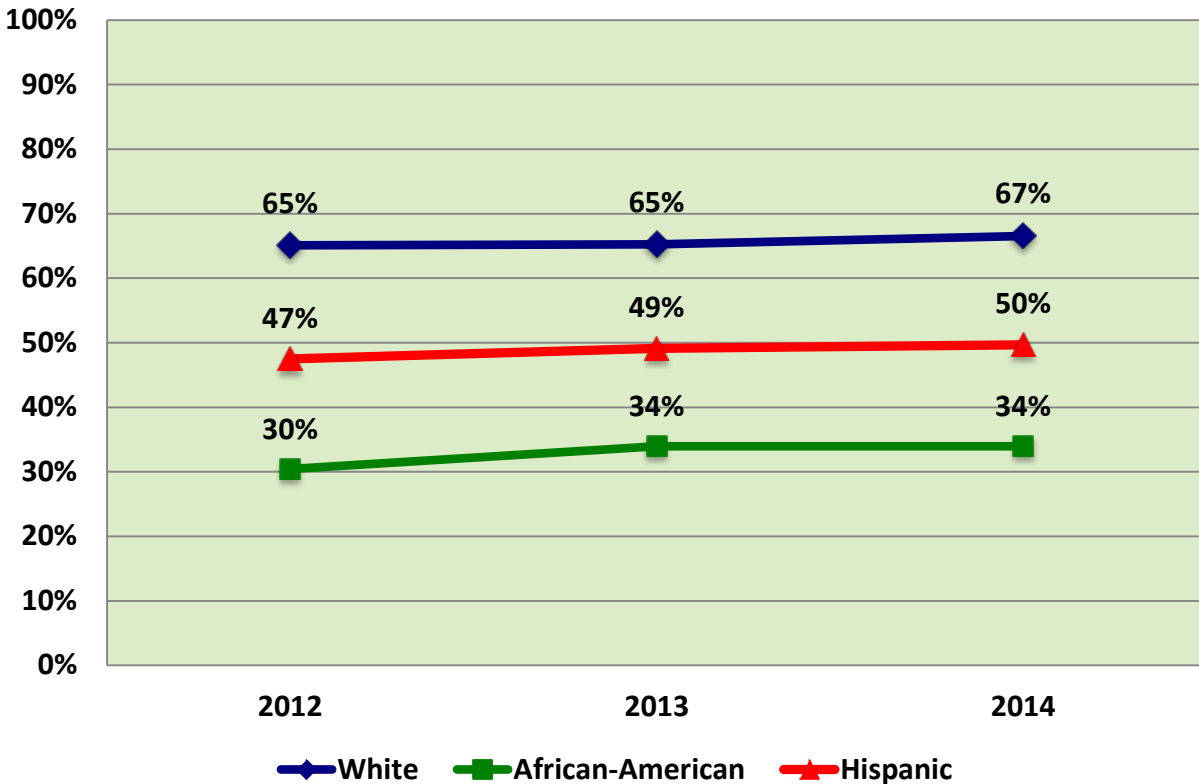


In 2014, Florida’s students in grade 5 improved on FCAT 2.0 Science. In comparison to 2013, the percentage of grade 5 students performing at or above Achievement Level 3 (Passing) increased 1 percentage point and the percentage performing at or above Achievement Level 4 and Achievement Level 1 remained consistent.

In 2014, 54 percent of students in grade 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 53 percent in 2013 and 52 percent in 2012. In 2014, 26 percent of students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is equal to 26 percent in 2013 and an increase from 25 percent in 2012. In 2014, 21 percent of students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is equal to 21 percent in 2013 and a decrease from 22 percent in 2012.

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

## Grade 5 FCAT 2.0 Science At or Above Achievement Level 3 (Passing)



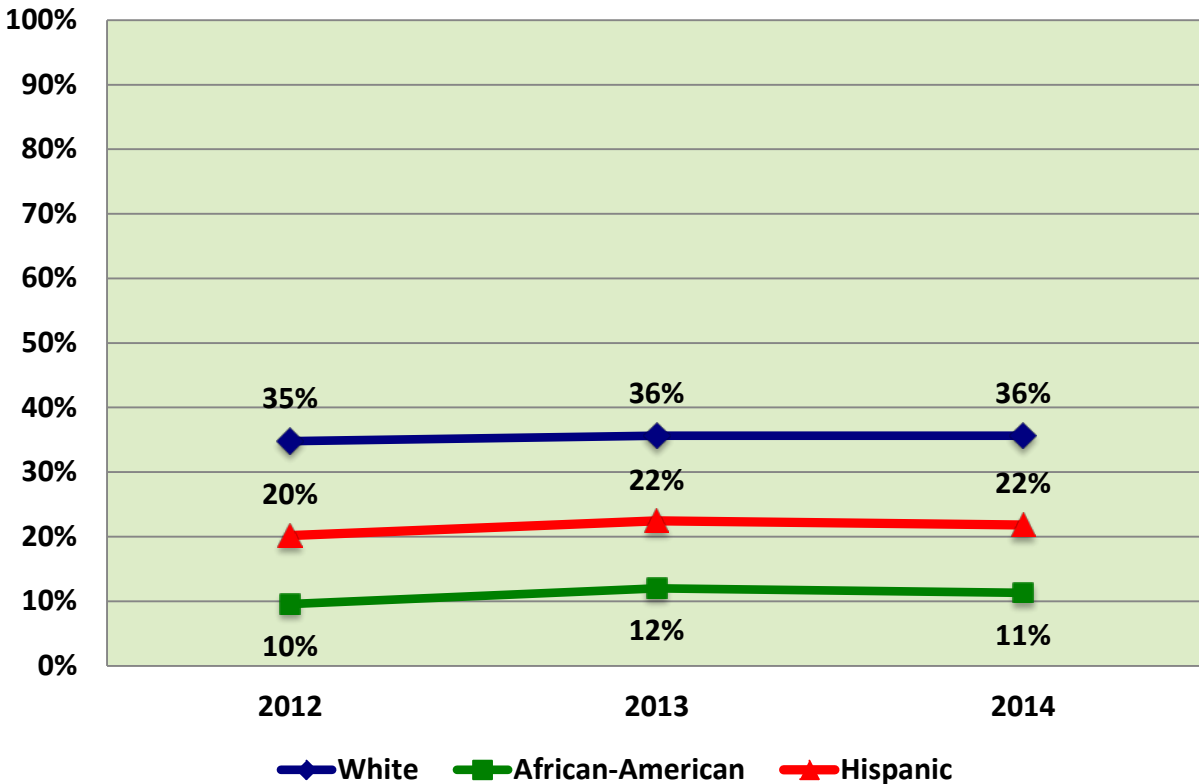
In 2014, the percentage of White and Hispanic students in grade 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science increased, with the performance of Hispanic students increasing by 1 percentage point and the performance of White students increasing by 2 percentage points.

In 2014, 67 percent of White students in grade 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 65 percent in 2013 and 2012. In 2014, 50 percent of Hispanic students in grade 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 49 percent in 2013 and 47 percent in 2012. In 2014, 34 percent of African-American students in grade 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is equal to 34 percent in 2013 and an increase from 30 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grade 5 FCAT 2.0 Science At or Above Achievement Level 4

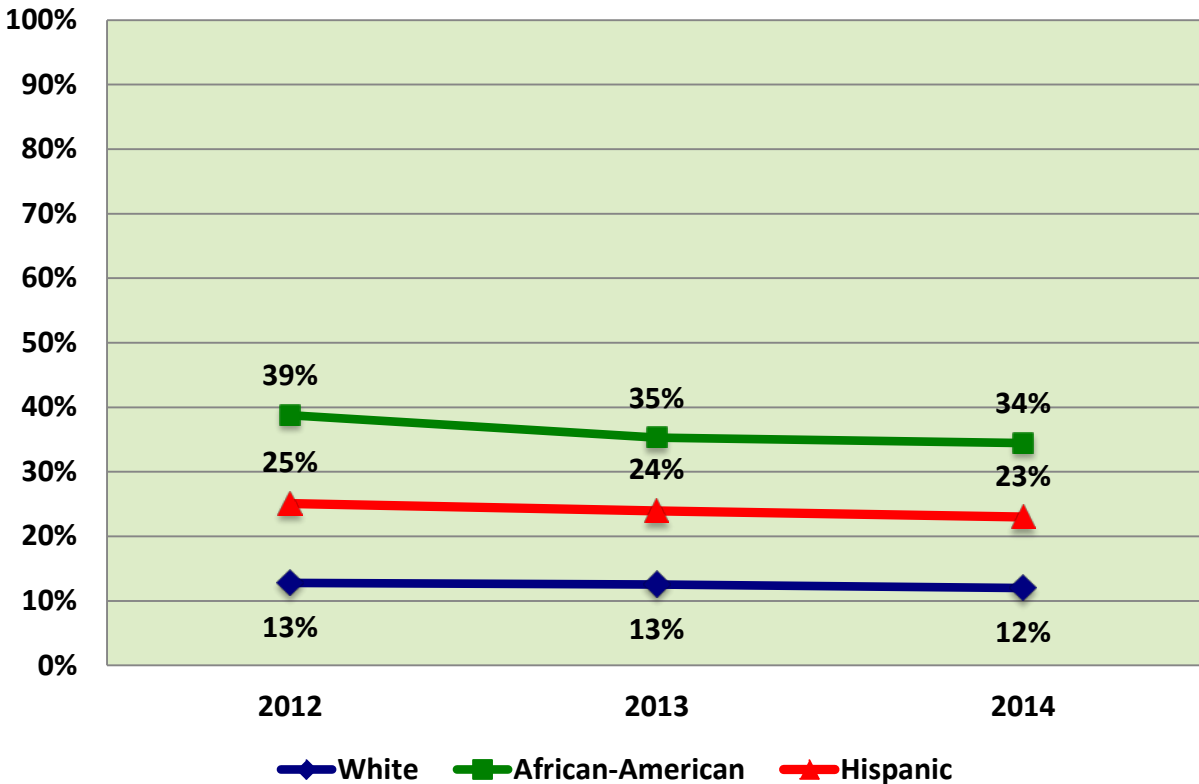


In 2014, the percentage of Hispanic and White students in grade 5 performing at or above Achievement Level 4 on FCAT 2.0 Science remained consistent in comparison to 2013, while African-American students' performance decreased 1 percentage point.

In 2014, 36 percent of White students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is equal to 36 percent in 2013 and an increase from 35 percent in 2012. In 2014, 22 percent of Hispanic students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is equal to 22 percent in 2013 and an increase from 20 percent in 2012. In 2014, 11 percent of African-American students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is a decrease from 12 percent in 2013 and an increase from 10 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grade 5 FCAT 2.0 Science Achievement Level 1

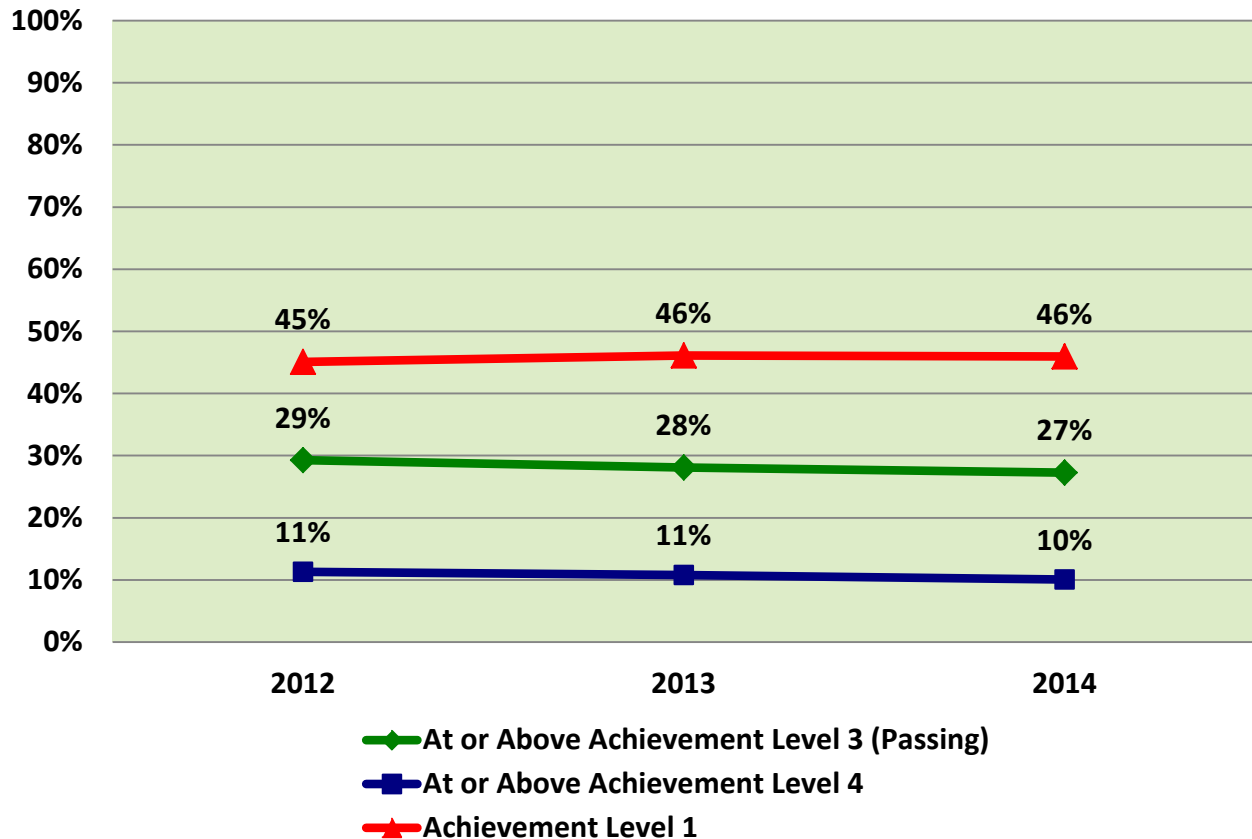


Overall, the percentage of African-American, White and Hispanic students in grade 5 performing at Achievement Level 1 on FCAT 2.0 Science decreased in comparison to 2013. Since 2012, the percentage of grade 5 African-American students performing at Achievement Level 1 has decreased 5 percentage points.

In 2014, 12 percent of White students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 13 percent in 2013 and 2012. In 2014, 23 percent of Hispanic students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 24 percent in 2013 and 25 percent in 2012. In 2014, 34 percent of African-American students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 35 percent in 2013 and 39 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grade 5 FCAT 2.0 Science By Achievement Level Students with Disabilities

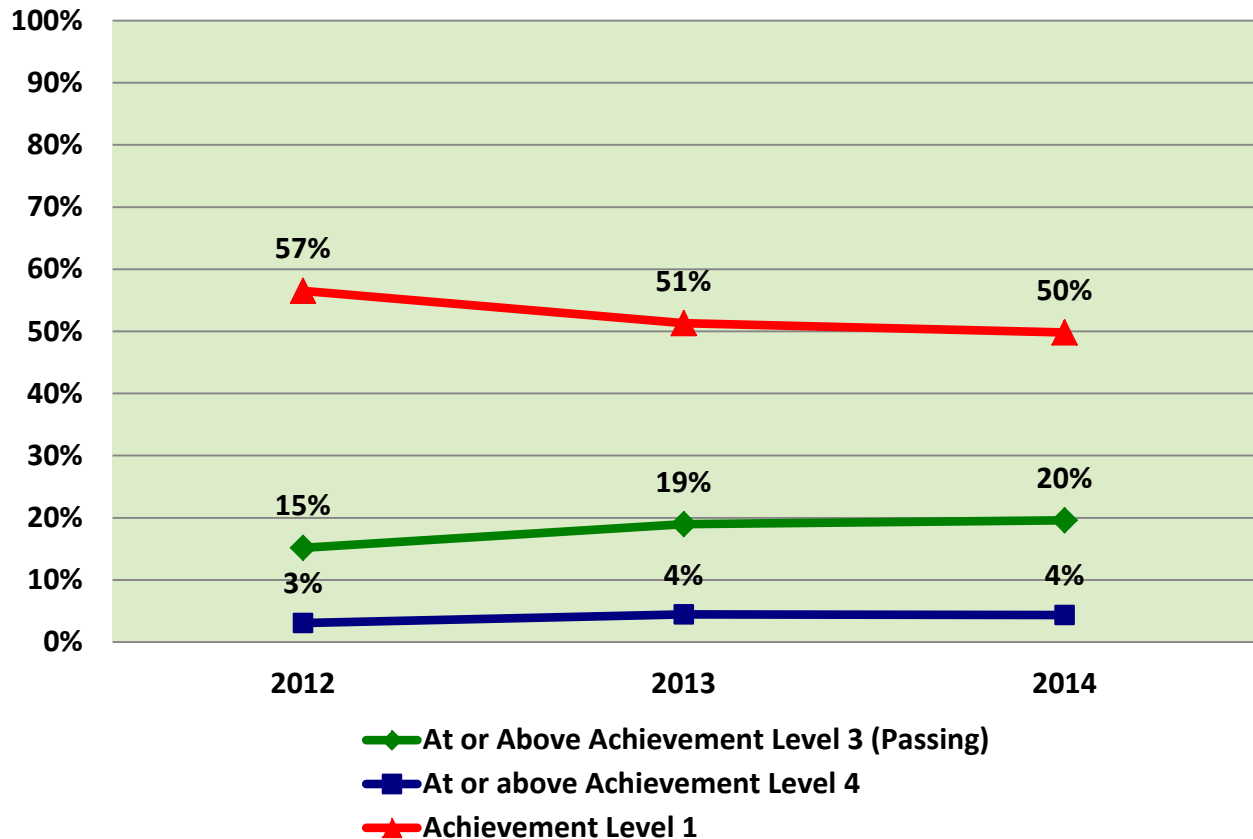


In 2014, the percentage of Students with Disabilities in grade 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science decreased in comparison to 2013.

In 2014, 27 percent of Students with Disabilities in grade 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is a decrease from 28 percent in 2013 and 29 percent in 2012. In 2014, 10 percent of Students with Disabilities in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is a decrease from 11 percent in 2013 and 2012. In 2014, 46 percent of Students with Disabilities in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is equal to 46 percent in 2013 and an increase from 45 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

**Grade 5**  
**FCAT 2.0 Science**  
**By Achievement Level**  
**English Language Learners**

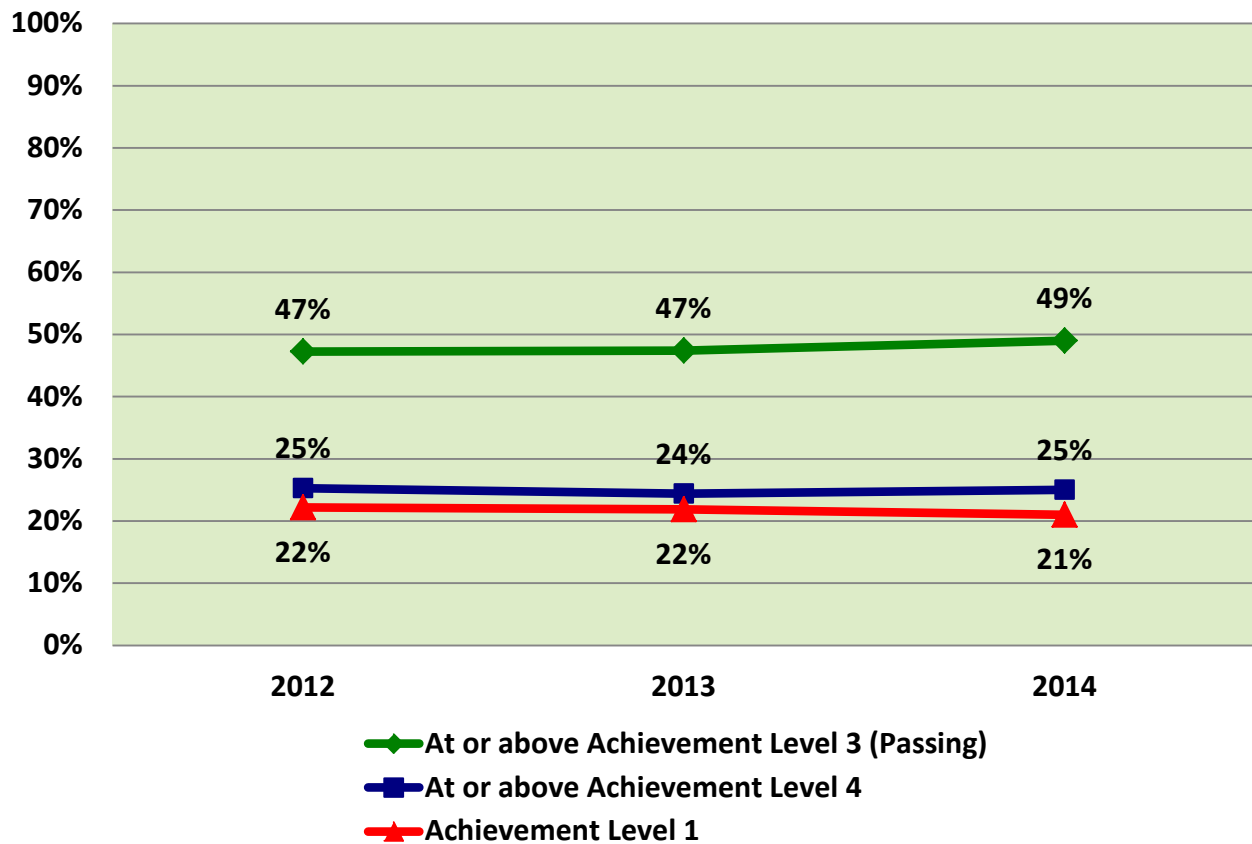


Since 2012, the percentage of English Language Learners in grade 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science has increased 5 percentage points, while the percentage performing at Achievement Level 1 has decreased 7 percentage points.

In 2014, 20 percent of English Language Learners in grade 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 19 percent in 2013 and 15 percent in 2012. In 2014, 4 percent of English Language Learners in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is equal to 4 percent in 2013 and an increase from 3 percent in 2012. In 2014, 50 percent of English Language Learners in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 51 percent in 2013 and 57 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grade 8 FCAT 2.0 Science By Achievement Level

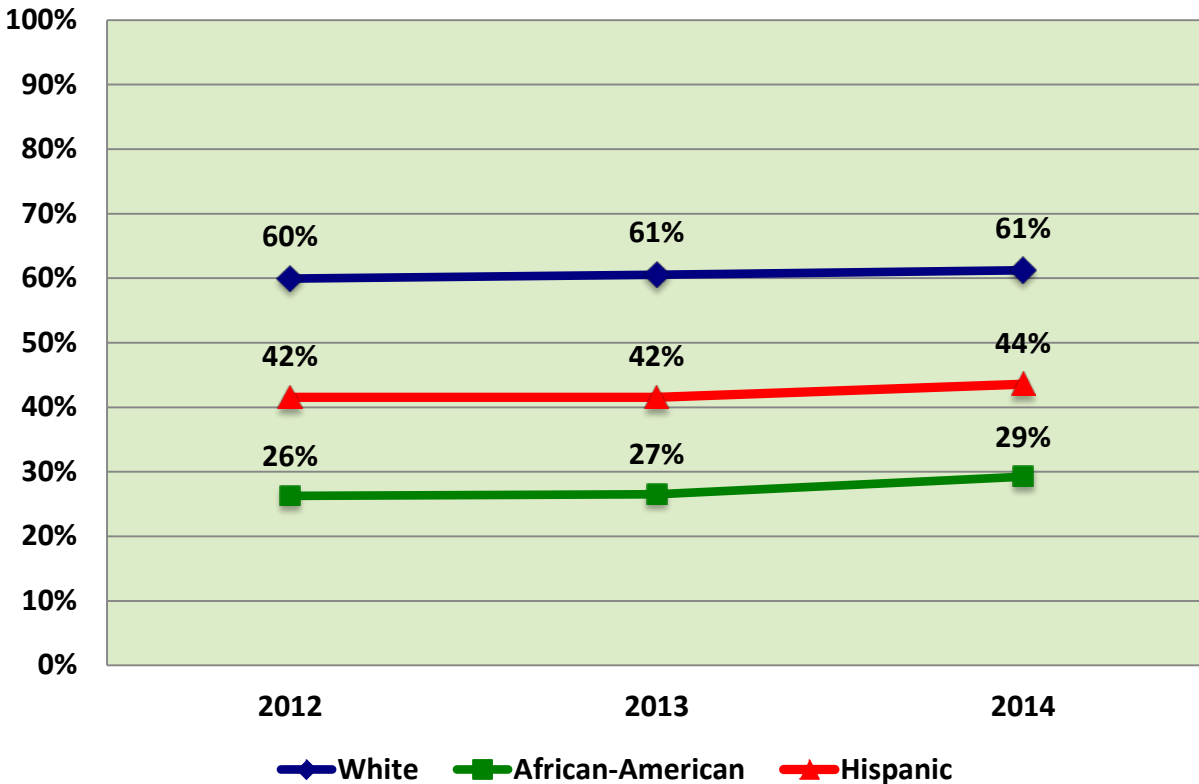


In comparison to 2013, the percentage of students in grade 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science increased 2 percentage points, the percentage performing at or above Achievement Level 4 increased 1 percentage point, and the percentage performing at Achievement Level 1 decreased 1 percentage point.

In 2014, 49 percent of students in grade 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 47 percent in 2013 and 2012. In 2014, 25 percent of students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 24 percent in 2013 and consistent with 25 percent in 2012. In 2014, 21 percent of students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 22 percent in 2013 and 2012.

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

## Grade 8 FCAT 2.0 Science At or Above Achievement Level 3 (Passing)

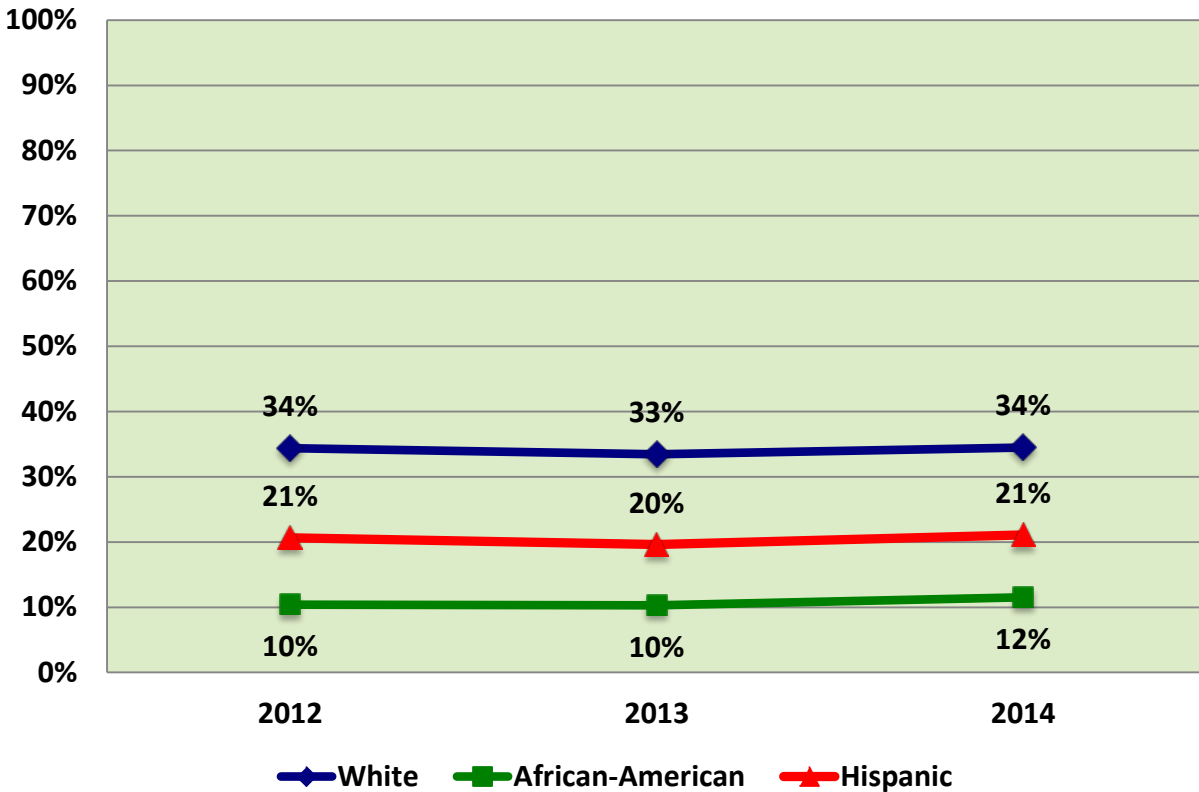


In 2014, the percentage of Hispanic and African-American students in grade 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science increased 2 percentage points in comparison to 2013, narrowing the achievement gap with grade 8 White students.

In 2014, 61 percent of White students in grade 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is equal to 61 percent in 2013 and an increase from 60 percent in 2012. In 2014, 44 percent of Hispanic students in grade 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 42 percent in 2013 and 2012. In 2014, 29 percent of African-American students in grade 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 27 percent in 2013 and 26 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grade 8 FCAT 2.0 Science At or Above Achievement Level 4

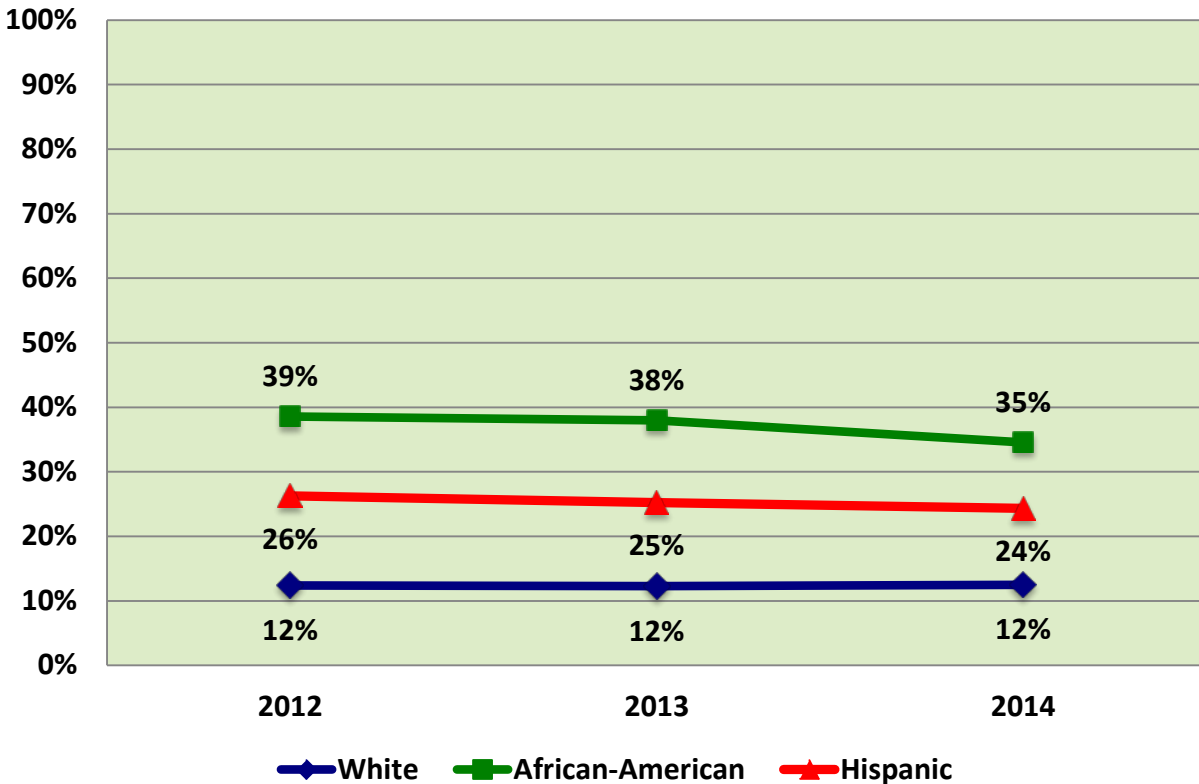


Overall, the percentage of African-American, White and Hispanic students in grade 8 performing at or above Achievement Level 4 on FCAT 2.0 Science increased in comparison to 2013.

In 2014, 34 percent of White students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 33 percent in 2013 and equal to 34 percent in 2012. In 2014, 21 percent of Hispanic students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 20 percent in 2013 and consistent with 21 percent in 2012. In 2014, 12 percent of African-American students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 10 percent in 2013 and 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grade 8 FCAT 2.0 Science Achievement Level 1



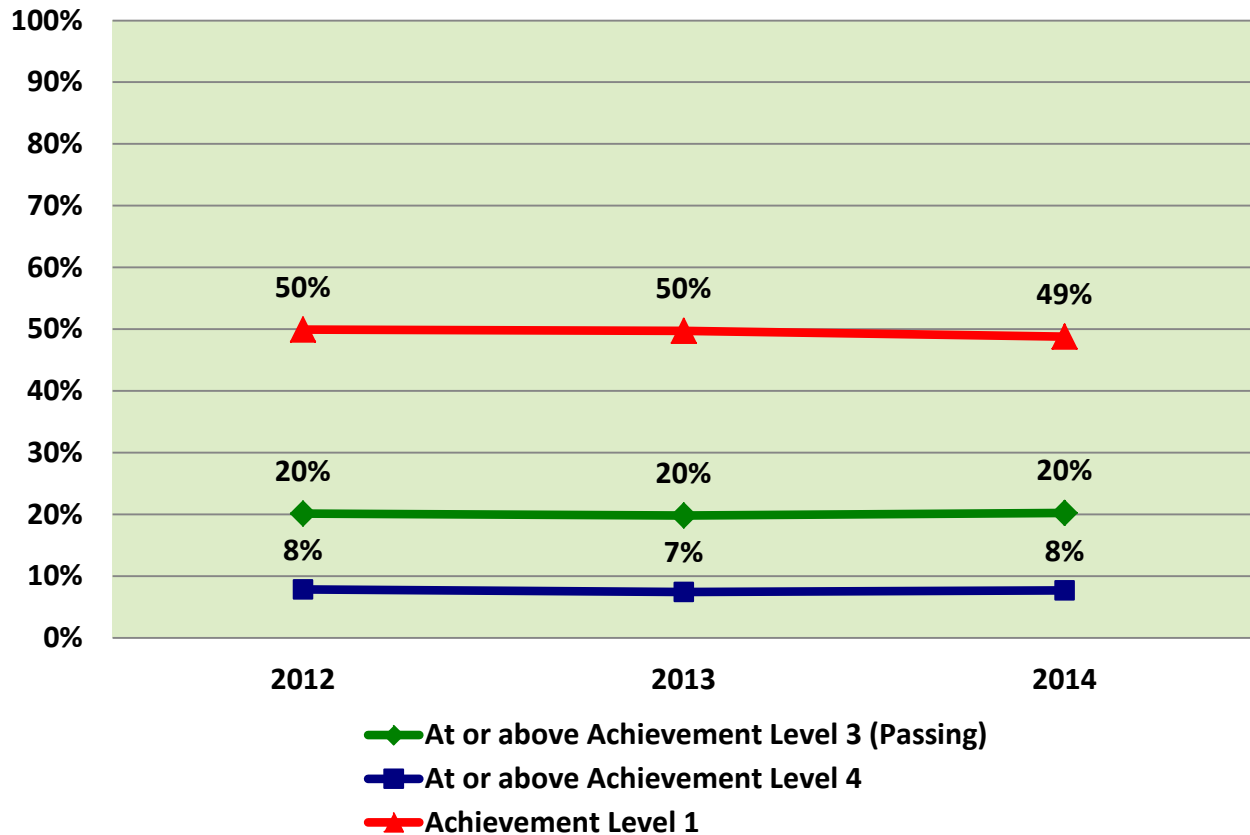
In 2014, the percentage of African-American and Hispanic students in grade 8 performing at Achievement Level 1 on FCAT 2.0 Science decreased by 3 percentage points and 1 percentage point, respectively, in comparison to 2013.

In 2014, 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 2013 and 2012. In 2014, 24 percent of Hispanic students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 25 percent in 2013 and 26 percent in 2012. In 2014, 35 percent of African-American students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 38 percent in 2013 and 39 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grade 8 FCAT 2.0 Science By Achievement Level Students with Disabilities

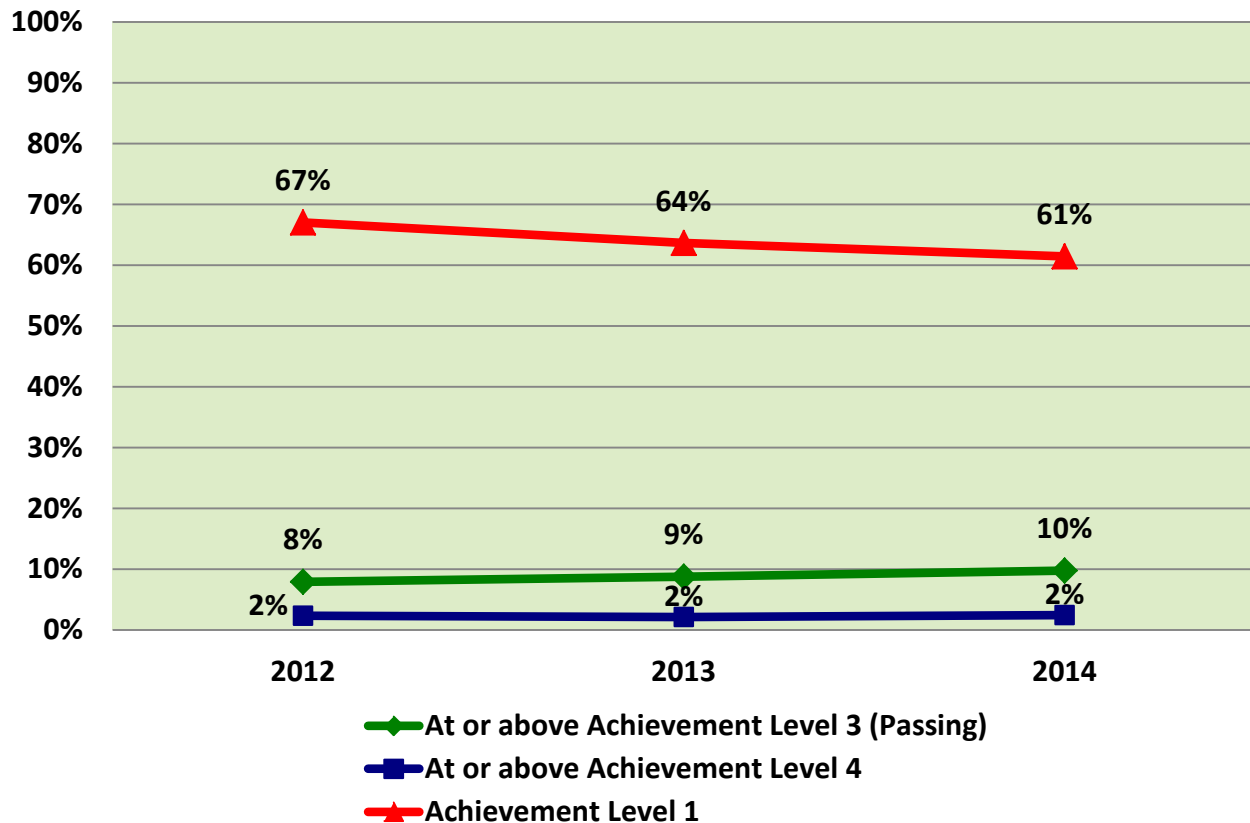


In 2014, the percentage of Students with Disabilities in grade 8 performing at or above Achievement Level 4 on FCAT 2.0 Science increased 1 percentage point in comparison to 2013, while the percentage scoring at Achievement Level 1 decreased by 1 percentage point.

In 2014, 20 percent of Students with Disabilities in grade 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is consistent with 20 percent in 2013 and 2012. In 2014, 8 percent of Students with Disabilities in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 7 percent in 2013 and equal to 8 percent in 2012. In 2014, 49 percent of Students with Disabilities in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 50 percent in 2013 and 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

**Grade 8**  
**FCAT 2.0 Science**  
**By Achievement Level**  
**English Language Learners**



In 2014, the percentage of English Language Learners in grade 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science increased 1 percentage point in comparison to 2013. 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 2013, which is a decrease of 6 percentage points since 2012.

In 2014, 10 percent of English Language Learners in grade 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 9 percent in 2013 and 8 percent in 2012. In 2014, 2 percent of English Language Learners in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is consistent with 2 percent in 2013 and 2012. In 2014, 61 percent of English Language Learners in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 64 percent in 2013 and 67 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Statewide Comparison Report

### FCAT 2.0 Science

### 2012 to 2014

Grade	Year <sup>1</sup>	Number of Students	Mean Scale Score	Percentage of Students by Achievement Level <sup>2</sup>					Percentage Passing (Level 3 and Above)
				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
	2014	195,645	201	21	25	28	13	13	54
8	2012	193,401	200	22	31	22	13	12	47
	2013	195,685	200	22	31	23	13	11	47
	2014	197,210	201	21	30	23	14	12	49

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

<sup>1</sup> 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. The 2012 scores have been converted, or retrofitted, to the established FCAT 2.0 Science score scale so that stakeholders and the general public are able to see what the results would have been if the score scale and Achievement Levels had been approved and implemented at that time.

<sup>2</sup> Percentages may not add to 100 due to rounding.

## Grade 5

### FCAT 2.0 Science Results

#### Percentage Comparison by District

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	53	54	1
ALACHUA	59	59	0
BAKER	37	41	4
BAY	49	50	1
BRADFORD	43	46	3
BREVARD	62	62	0
BROWARD	49	49	0
CALHOUN	63	61	-2
CHARLOTTE	56	53	-3
CITRUS	51	57	6
CLAY	62	62	0
COLLIER	52	53	1
COLUMBIA	50	59	9
MIAMI DADE	51	51	0
DESOTO	40	26	-14
DIXIE	45	59	14
DUVAL	51	53	2
ESCAMBIA	59	53	-6
FLAGLER	49	54	5
FRANKLIN	56	57	1
GADSDEN	47	43	-4
GILCHRIST	57	56	-1
GLADES	41	49	8
GULF	47	49	2
HAMILTON	41	30	-11
HARDEE	44	48	4
HENDRY	43	42	-1
HERNANDO	50	53	3
HIGHLANDS	43	40	-3
HILLSBOROUGH	52	56	4
HOLMES	39	53	14
INDIAN RIVER	47	47	0
JACKSON	61	57	-4
JEFFERSON	32	26	-6
LAFAYETTE	48	40	-8
LAKE	49	51	2
LEE	53	53	0
LEON	53	60	7
LEVY	49	40	-9

**Grade 5**  
**FCAT 2.0 Science Results**  
**Percentage Comparison by District**

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
<b>STATEWIDE</b>	<b>53</b>	<b>54</b>	<b>1</b>
LIBERTY	40	56	16
MADISON	29	30	1
MANATEE	45	50	5
MARION	55	52	-3
MARTIN	60	57	-3
MONROE	63	60	-3
NASSAU	63	67	4
OKALOOSA	63	62	-1
OKEECHOBEE	37	40	3
ORANGE	55	57	2
OSCEOLA	51	52	1
PALM BEACH	60	57	-3
PASCO	49	52	3
PINELLAS	49	55	6
POLK	45	47	2
PUTNAM	37	39	2
ST JOHNS	71	72	1
ST LUCIE	47	45	-2
SANTA ROSA	62	62	0
SARASOTA	64	66	2
SEMINOLE	63	64	1
SUMTER	61	60	-1
SUWANNEE	35	45	10
TAYLOR	52	48	-4
UNION	42	52	10
VOLUSIA	61	62	1
WAKULLA	55	59	4
WALTON	59	56	-3
WASHINGTON	45	48	3

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

**Grade 8**  
**FCAT 2.0 Science Results**  
**Percentage Comparison by District**

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	47	49	2
ALACHUA	51	49	-2
BAKER	48	41	-7
BAY	45	48	3
BRADFORD	33	40	7
BREVARD	60	57	-3
BROWARD	46	47	1
CALHOUN	52	52	0
CHARLOTTE	47	44	-3
CITRUS	53	55	2
CLAY	52	57	5
COLLIER	46	50	4
COLUMBIA	42	40	-2
MIAMI-DADE	42	44	2
DESOTO	30	29	-1
DIXIE	50	50	0
DUVAL	45	47	2
ESCAMBIA	42	45	3
FLAGLER	44	49	5
FRANKLIN	51	49	-2
GADSDEN	17	32	15
GILCHRIST	69	57	-12
GLADES	31	49	18
GULF	47	44	-3
HAMILTON	16	14	-2
HARDEE	30	33	3
HENDRY	29	36	7
HERNANDO	51	47	-4
HIGHLANDS	41	37	-4
HILLSBOROUGH	45	46	1
HOLMES	37	39	2
INDIAN RIVER	50	51	1
JACKSON	52	53	1
JEFFERSON	8	11	3
LAFAYETTE	50	47	-3
LAKE	47	47	0
LEE	48	48	0
LEON	53	58	5
LEVY	44	41	-3

**Grade 8**  
**FCAT 2.0 Science Results**  
**Percentage Comparison by District**

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	47	49	2
LIBERTY	41	48	7
MADISON	17	36	19
MANATEE	48	47	-1
MARION	42	41	-1
MARTIN	52	58	6
MONROE	55	58	3
NASSAU	54	60	6
OKALOOSA	65	63	-2
OKEECHOBEE	34	35	1
ORANGE	47	49	2
OSCEOLA	39	42	3
PALM BEACH	49	51	2
PASCO	48	52	4
PINELLAS	48	47	-1
POLK	37	39	2
PUTNAM	33	35	2
ST. JOHNS	70	74	4
ST. LUCIE	44	46	2
SANTA ROSA	60	64	4
SARASOTA	59	59	0
SEMINOLE	59	59	0
SUMTER	51	50	-1
SUWANNEE	41	42	1
TAYLOR	43	50	7
UNION	49	57	8
VOLUSIA	51	55	4
WAKULLA	61	59	-2
WALTON	53	58	5
WASHINGTON	47	52	5

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

The Spring 2014 Grades 3-10 FCAT 2.0 Reading, Mathematics and Science Press Releases  
may be accessed at [http://www.fldoe.org/news/2014/2014\\_06\\_06.asp](http://www.fldoe.org/news/2014/2014_06_06.asp).