

**Grades 3-10
FCAT 2.0 Reading
Statewide Comparison Report
2011 to 2014**

Grade	Year ¹	Number of Students	Mean Developmental Scale Score	Percentage of Students By Achievement Level ²					Percentage Passing (Level 3 and Above) ³
				1	2	3	4	5	
3	2011	202,686	200	18	25	23	24	10	57
	2012	203,390	201	18	26	23	22	11	56
	2013	205,984	201	18	25	23	23	11	57
	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

¹ In spring 2011, FCAT 2.0 Reading was administered for the first time, and results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. 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 results would have been if the score scale and Achievement Levels had been approved and implemented at that time.

² Percentages may not add to 100 due to rounding.

³ 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. 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.