

May 2, 2007

2007

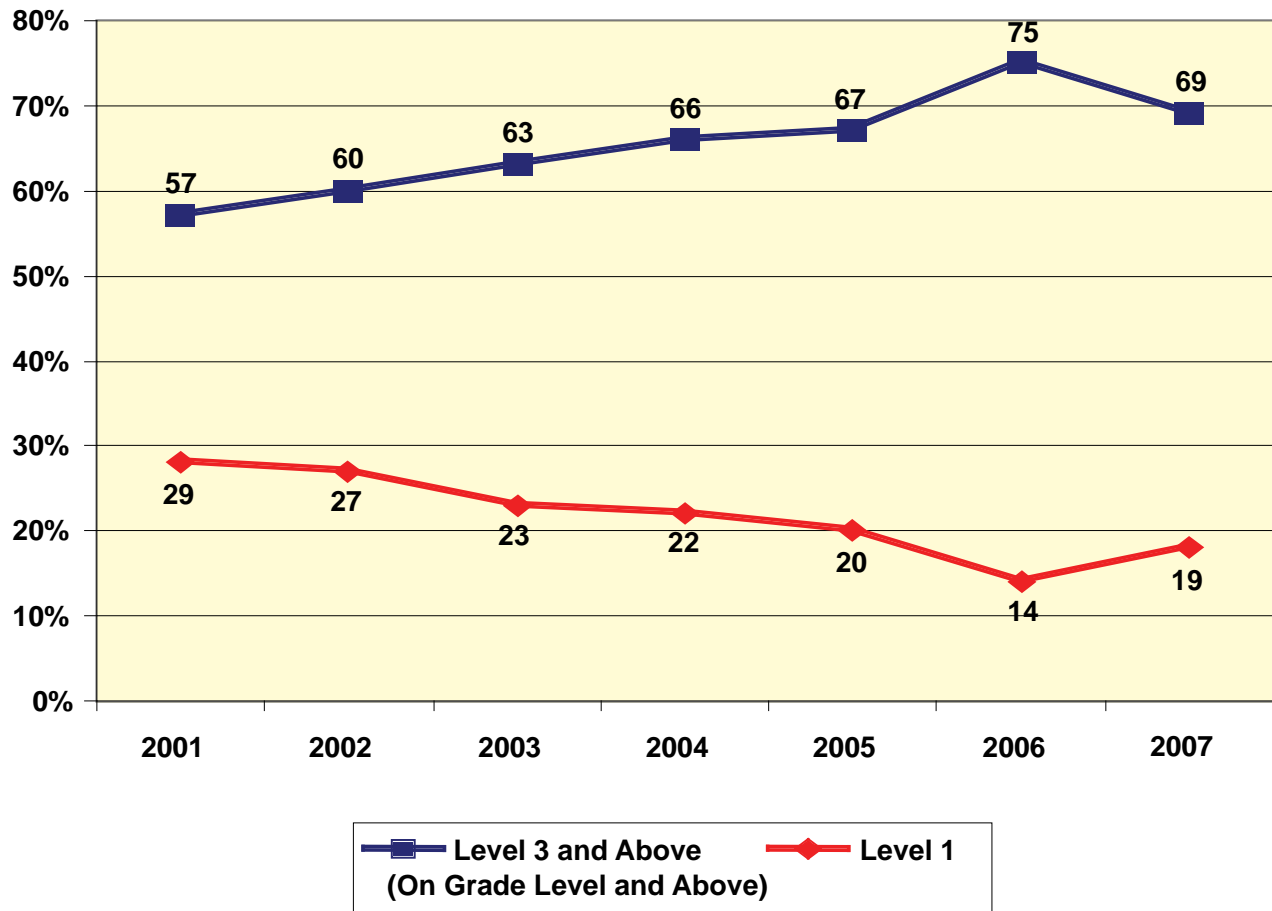
FCAT
Florida Comprehensive Assessment Test®

Reading and Mathematics Grades 3 & 12



Florida Department of Education _____

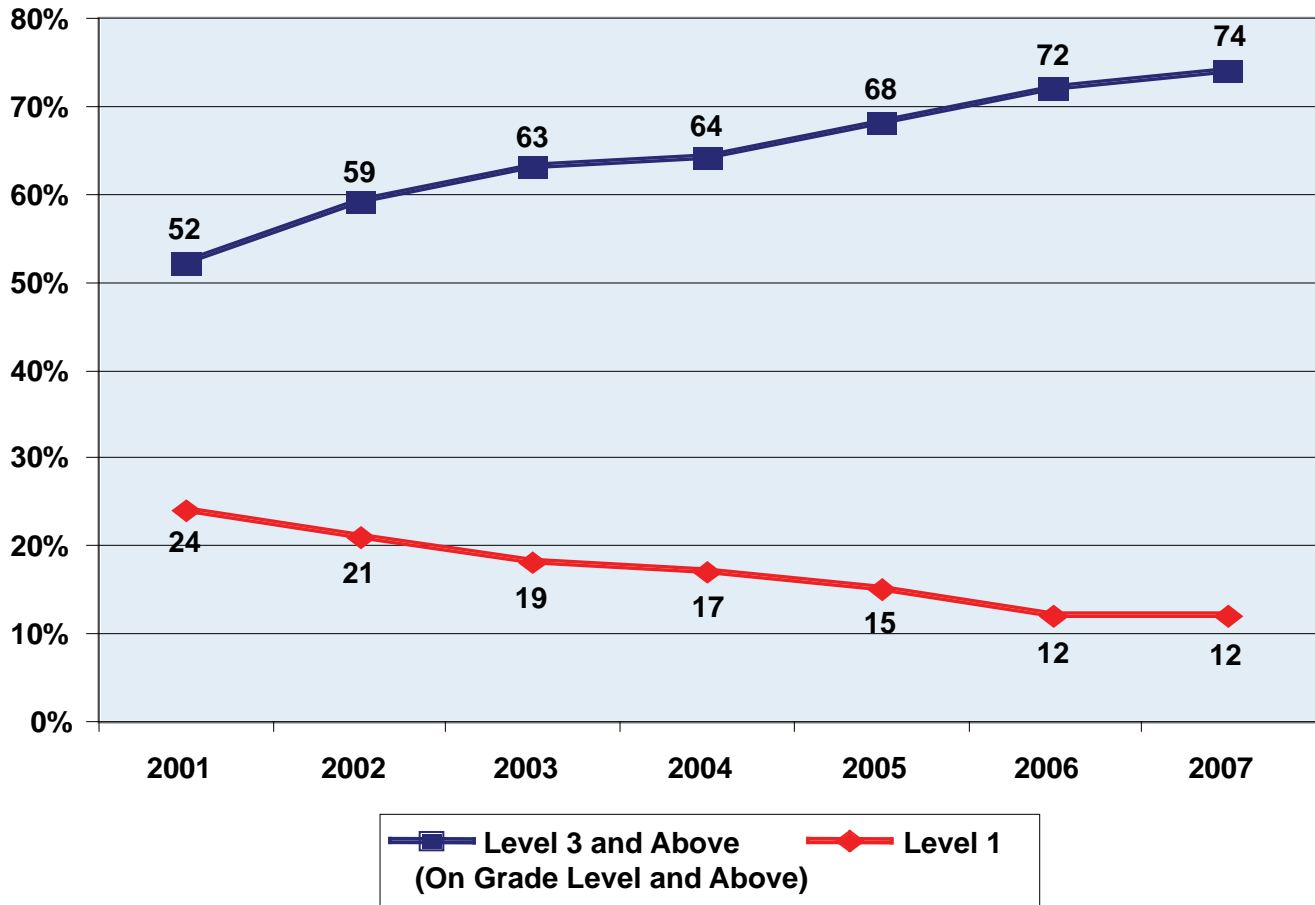
FCAT Reading by Achievement Level Grade 3



In 2007, 69 percent of all 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 57 percent in 2001, 60 percent in 2002, 63 percent in 2003, 66 percent in 2004, 67 percent in 2005, and a decrease from 75 percent in 2006 for a total increase of 12 percentage points since 2001. In 2007, 19 percent of all students in Grade 3 were performing at Achievement Level 1 on FCAT Reading. This represents a decrease from 29 percent in 2001, 27 percent in 2002, 23 percent in 2003, 22 percent in 2004, 20 percent in 2005, and an increase from 14 percent in 2006 for a total decrease of 10 percentage points since 2001.

Source: Florida Department of Education, May 2007

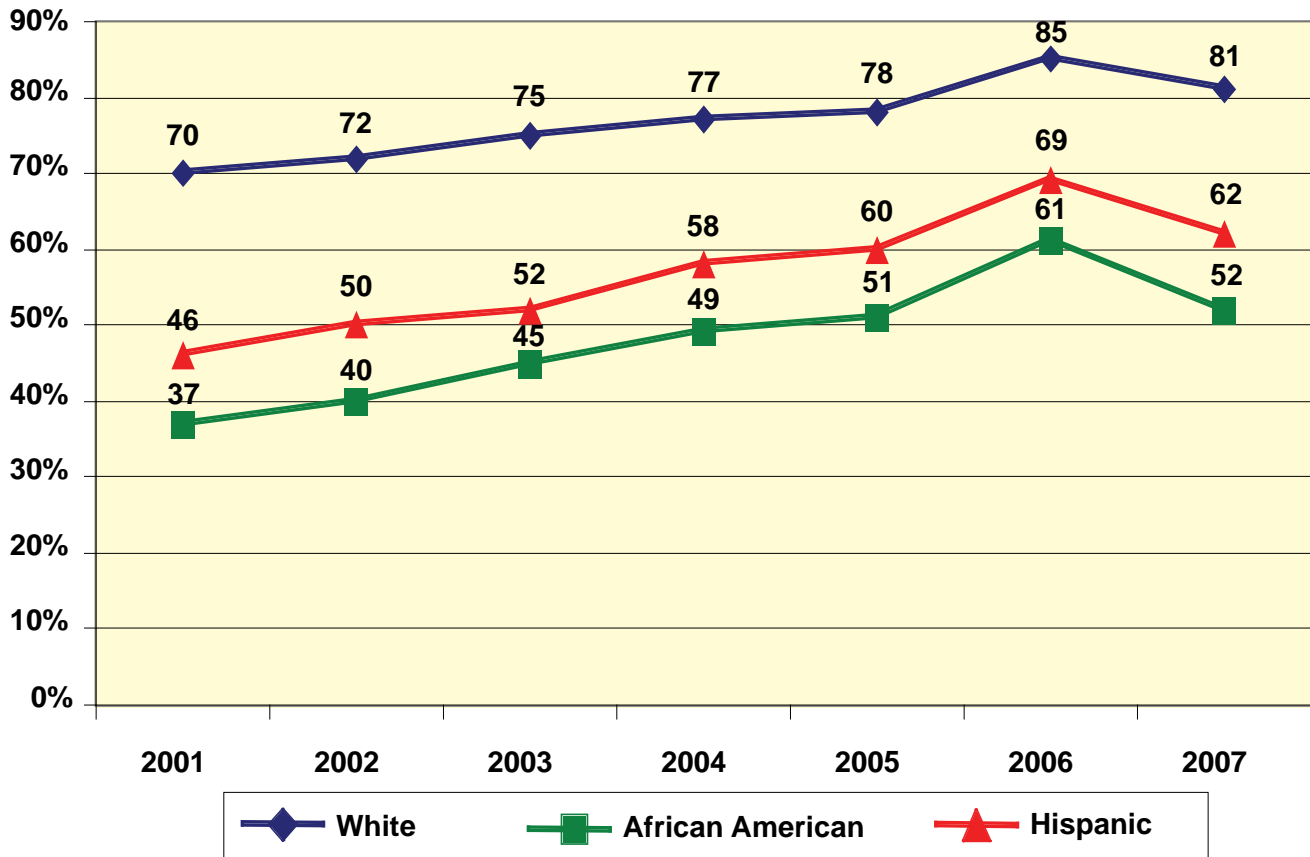
FCAT Mathematics by Achievement Level Grade 3



In 2007, 74 percent of all 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 52 percent in 2001, 59 percent in 2002, 63 percent in 2003, 64 percent in 2004, 68 percent in 2005, and 72 percent in 2006 for a total increase of 22 percentage points since 2001. In 2007, 12 percent of all students in Grade 3 were performing at Achievement Level 1 on FCAT Mathematics. This represents a decrease from 24 percent in 2001, 21 percent in 2002, 19 percent in 2003, 17 percent in 2004, 15 percent in 2005, and is equal to the 12 percent in 2006 for a total decrease of 12 percentage points since 2001.

Source: Florida Department of Education, May 2007

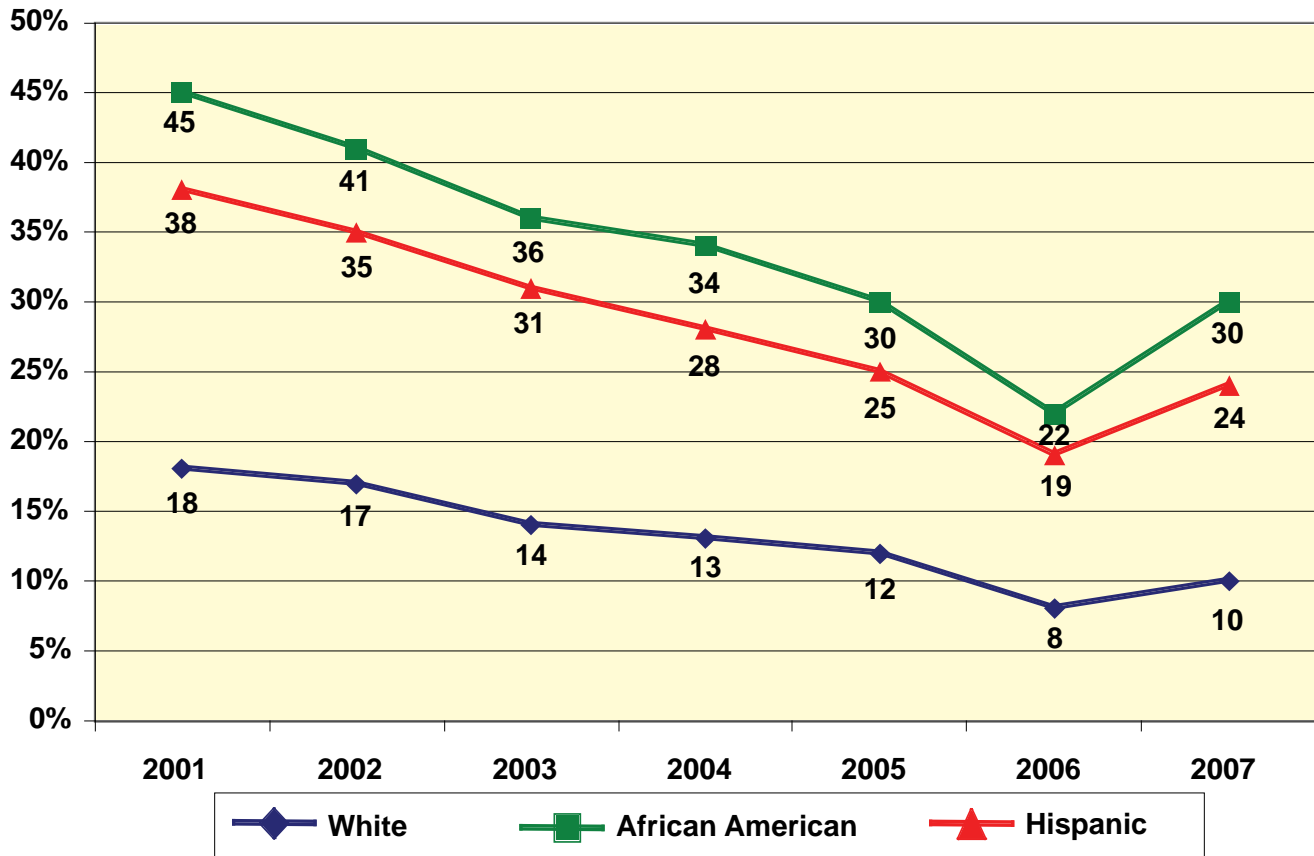
FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grade 3



In 2007, 81 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, and a decrease from 85 percent in 2006 for a total increase of 11 percentage points since 2001. In 2007, 62 percent of Hispanic 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 46 percent in 2001, 50 percent in 2002, 52 percent in 2003, 58 percent in 2004, 60 percent in 2005, and a decrease from 69 percent in 2006 for a total increase of 16 percentage points since 2001. In 2007, 52 percent of African American students were performing at or above Achievement Level 3 (on grade level and above) 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, and is a decrease from 61 percent in 2006 for a total increase of 15 percentage points since 2001.

Source: Florida Department of Education, May 2007

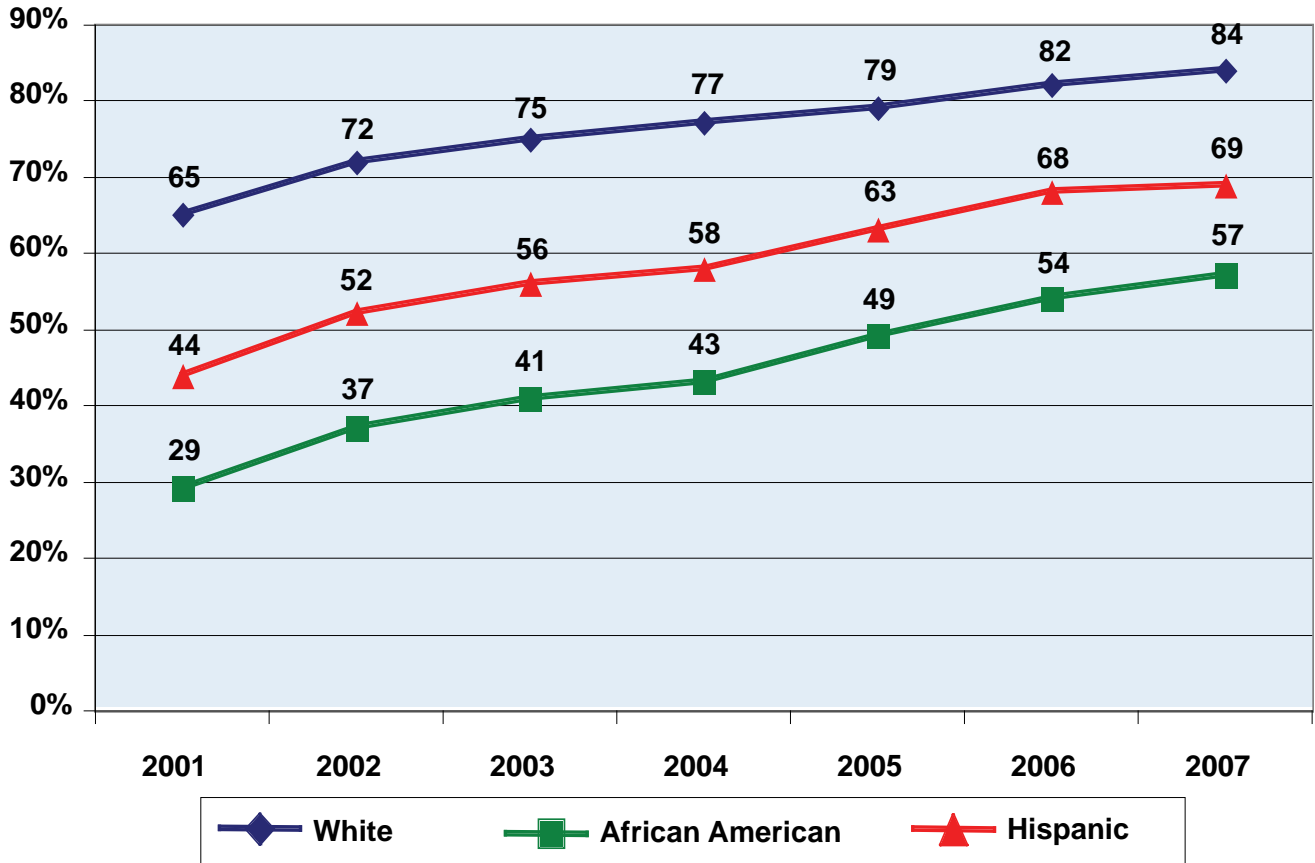
FCAT Reading Achievement Level 1 Grade 3



In 2007, 10 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, and an increase from 8 percent in 2006 for a total decrease of 8 percentage points since 2001. In 2007, 24 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, and an increase from 19 percent in 2006 for a total decrease of 14 percentage points since 2001. In 2007, 30 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, and is an increase from 22 percent in 2006 for a total decrease of 15 percentage points since 2001.

Source: Florida Department of Education, May 2007

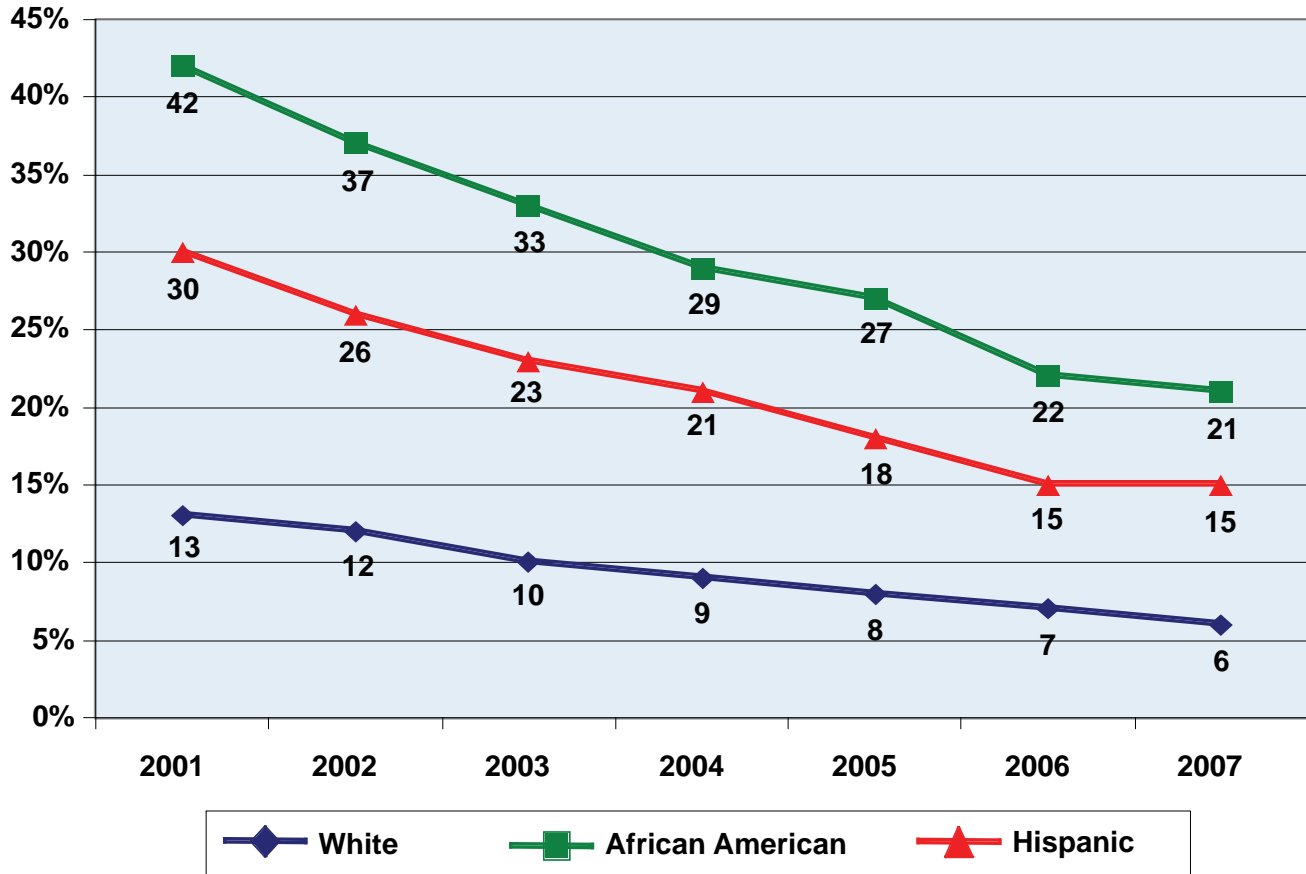
FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grade 3



In 2007, 84 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, and 82 percent in 2006 for a total increase of 19 percentage points since 2001. In 2007, 69 percent of Hispanic 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 44 percent in 2001, 52 percent in 2002, 56 percent in 2003, 58 percent in 2004, 63 percent in 2005, and 68 percent in 2006 for a total increase of 25 percentage points. In 2007, 57 percent of African American 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 29 percent in 2001, 37 percent in 2002, 41 percent in 2003, 43 percent in 2004, 49 percent in 2005, and 54 percent in 2006 for a total increase of 28 percentage points since 2001.

Source: Florida Department of Education, May 2007

FCAT Mathematics Achievement Level 1 Grade 3

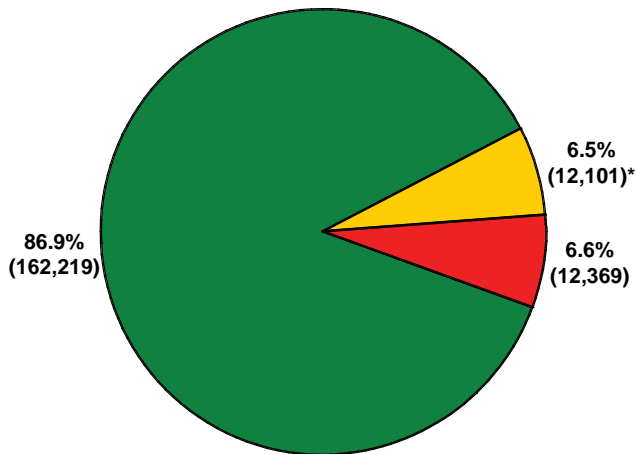


In 2007, 6 percent of White students in Grade 3 were performing at Achievement Level 1 on FCAT Mathematics. This represents a decrease from 13 percent in 2001, 12 percent in 2002, 10 percent in 2003, 9 percent in 2004, 8 percent in 2005, and 7 percent in 2006 for a total decrease of 7 percentage points since 2001. In 2007, 15 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, and is equal to the 15 percent in 2006 for a total decrease of 15 percentage points since 2001. In 2007, 21 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, and 22 percent in 2006 for a total decrease of 21 percentage points since 2001.

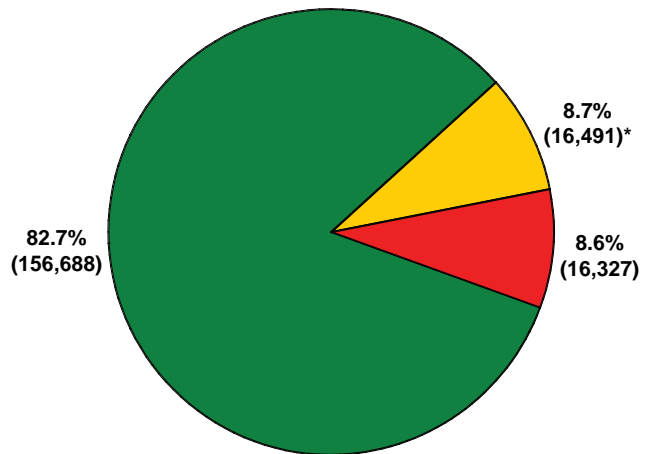
Source: Florida Department of Education, May 2007

FCAT Reading First-Time Test Takers Grade 3

**2006
FCAT Reading
First-Time Test Takers
Grade 3**



**2007
FCAT Reading
First-Time Test Takers
Grade 3**



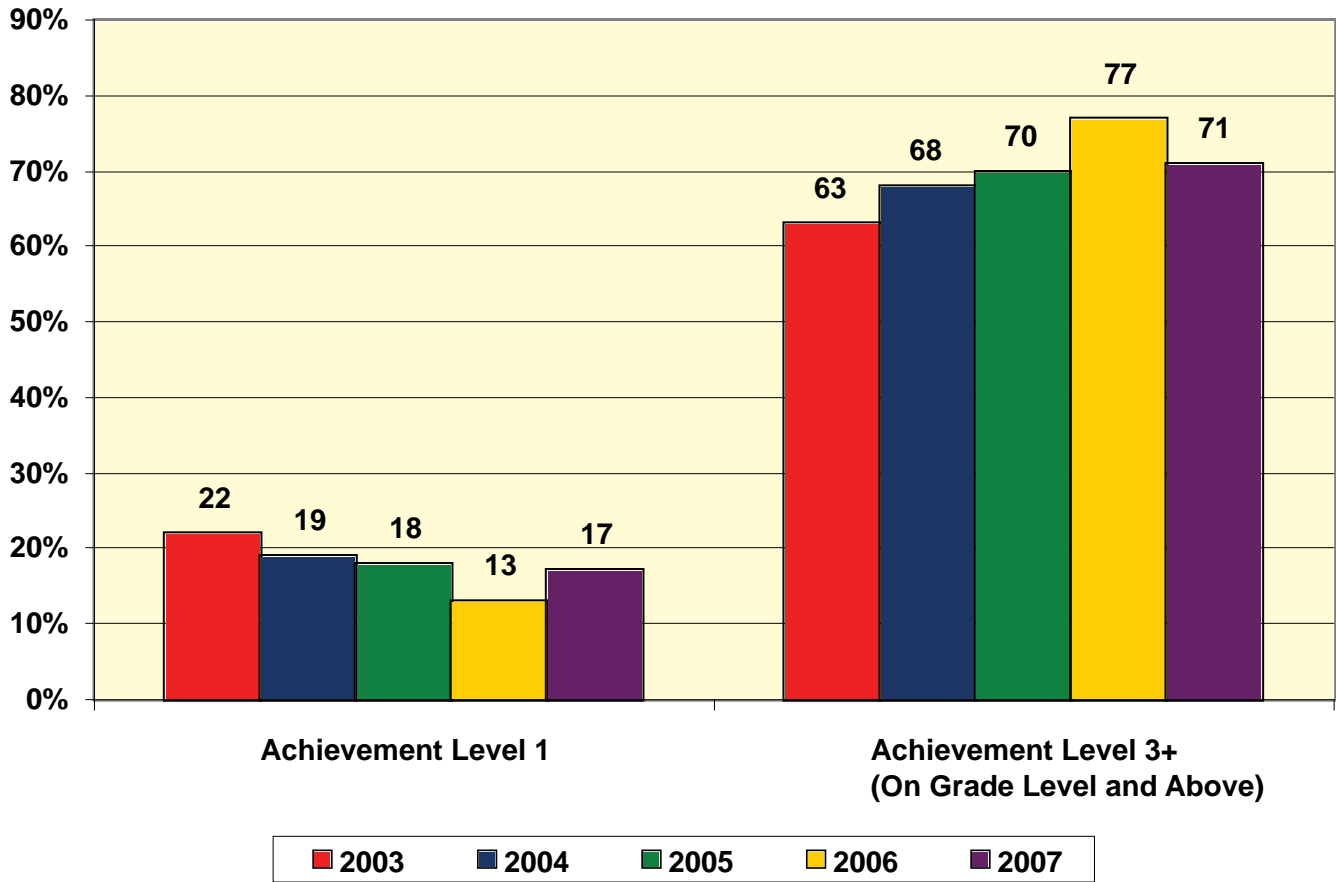
	Performing at or above Achievement Level 2 on FCAT Reading.
	In need of additional remediation, but are eligible for good cause exemption.*
	In need of additional remediation, may be eligible for promotion only through alternative assessment or student portfolio good cause exemption.

*The number of students in need of additional remediation, but eligible for a good cause exemption does not include students that have been previously retained in the third grade.

In 2007, 156,688 students (82.7 percent) in Grade 3 taking FCAT Reading for the first time were performing at or above Achievement Level 2 compared to 162,219 students (86.9 percent) in 2006. In 2007, 16,491 students, 8.7 percent, in Grade 3 taking FCAT Reading for the first time are in need of additional remediation, but are eligible for a good cause exemption compared to 12,101 students, 6.5 percent, in 2006. In 2007, 16,327 students, 8.6 percent, in Grade 3 taking FCAT Reading for the first time are in need of additional remediation and may be eligible for promotion only through alternative assessment or student portfolio good cause exemption compared to 12,369 students, 6.6 percent, in 2006.

Source: Florida Department of Education, May 2007

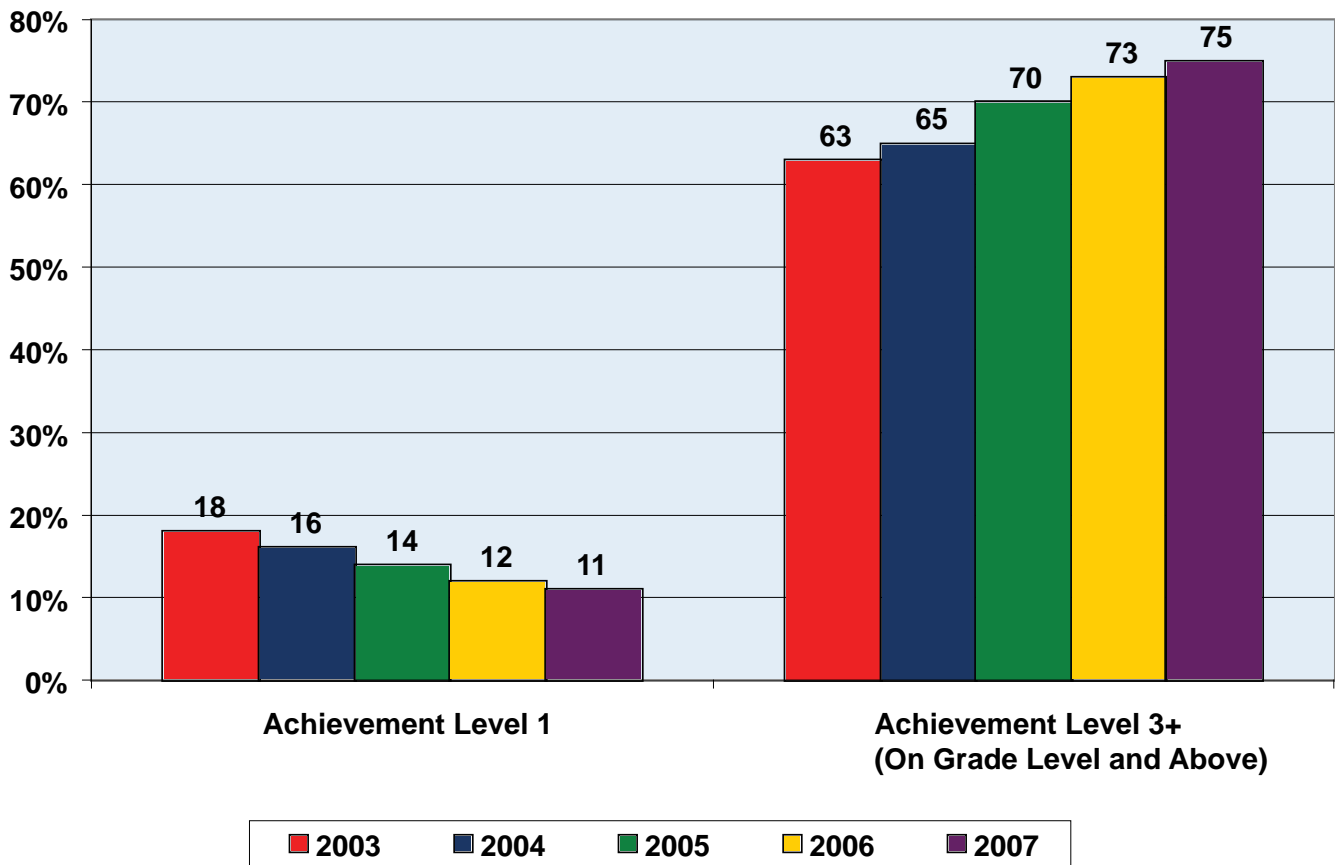
FCAT Reading First-Time Test Takers Achievement Levels 1 & 3 and Above Grade 3



In 2007, 17 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, and an increase from 13 percent in 2006 for a total decrease of 5 percentage points since 2003. In 2007, 71 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 and a decrease from 77 percent in 2006 for a total increase of 8 percentage points since 2003.

Source: Florida Department of Education, May 2007

FCAT Mathematics First-Time Test Takers Achievement Levels 1 & 3 and Above Grade 3



In 2007, 11 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, and 12 percent in 2006 for a total decrease of 7 percentage points since 2003. In 2007, 75 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, and 73 percent in 2006 for a total increase of 12 percentage points since 2003.

Source: Florida Department of Education, May 2007

**Reading and Mathematics Scores – GRADE 3
Statewide Comparison for 2001 to 2007**

FCAT Reading – Sunshine State Standards Test¹

Grade	Year	Number of Students	Average Developmental Scale Score	Average Mean Scale Score	Percent of Students by Achievement Level ²					Achievement Level Three & Above
					1	2	3	4	5	
3	2001	186,139	1233	289	29	14	32	21	4	57
	2002	188,387	1257	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

FCAT Mathematics – Sunshine State Standards Test¹

Grade	Year	Number of Students	Average Developmental Scale Score	Average Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above
					1	2	3	4	5	
3	2001	186,336	1258	291	24	24	33	16	3	52
	2002	188,606	1309	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

FCAT Norm-Referenced Test³

	Year	Reading			Mathematics		Median NPR
		Number Tested	Scale Score	Median ⁴ NPR ⁵	Number Tested	Scale Score	
SAT 9	2000	183,050	616	49	182,188	612	56
	2001	185,991	622	56	186,080	615	59
	2002	187,965	624	57	188,192	618	62
	2003	187,526	629	61	187,665	623	66
	2004	205,797	629	62	205,804	625	68
SAT 10	2005	201,925	620	50	201,794	624	62
	2006	203,784	633	61	203,436	631	67
	2007	201,432	635	62	200,939	634	69

(Footnotes)

- 1 Data are for all students tested in all curriculum groups.
- 2 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.
- 3 Beginning in 2005, the FCAT Norm-Referenced Test has been a custom form of the Stanford 10[®]. Prior to that, the Stanford 9[®] was used.
- 4 Median is the score that identifies the middle point of all scores.
- 5 NPR is the National Percentile Rank and indicates the percent of students who earned the same score or lower. Students who score at the national average earn an NPR of 50.



Parent Network

Florida Comprehensive Assessment Test™

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[Writing+ Results](#)

[Resources](#)

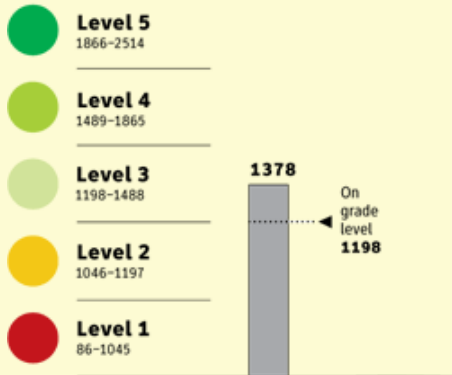
Victoria Allsopp

Spring 2007 FCAT SSS Reading & Mathematics Results
Grade 3

NOT AN OFFICIAL RECORD

If you would like to view your student's entire Reading and Mathematics report, which also includes information about his or her performance on content areas and a history of his or her scores over time, [click here](#). In order to access your student's report, you'll need Adobe Reader. To download Reader, visit the [Adobe website](#).

Your Student's 2007 FCAT Reading Score



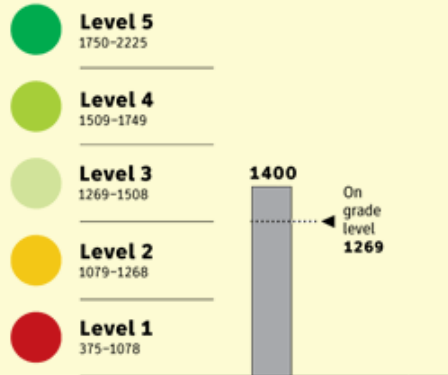
Your student's FCAT Score is **1378**, which is in achievement **Level 3** for Reading.

La calificación del examen FCAT del estudiante es **1378**, lo cual lo ubica en el **nivel 3** de Lectura.

Nòt FCAT el v ou a se **1378**, ki nan **Nivo 3** reyisit pou Lektik.

The FCAT Score shows your student's achievement on the day he or she was tested. If your student were to take this same test again, it is likely that his or her 2007 FCAT Reading Score would be between 1278 and 1478.

Your Student's 2007 FCAT Mathematics Score



Your student's FCAT Score is **1400**, which is in achievement **Level 3** for Mathematics.

La calificación del examen FCAT del estudiante es **1400**, lo cual lo ubica en el **nivel 3** de Matemáticas.

Nòt FCAT el v ou a se **1400**, ki nan **Nivo 3** reyisit pou Matematik.

The FCAT Score shows your student's achievement on the day he or she was tested. If your student were to take this same test again, it is likely that his or her 2007 FCAT Mathematics Score would be between 1300 and 1500.

Lectura y Matemáticas

Si desea ver el informe completo del estudiante, que también incluye información acerca de su rendimiento en áreas de contenido y un registro de sus calificaciones, [haga clic aquí](#). Para acceder al informe del estudiante, necesitará Adobe Reader. Puede descargar este programa en el [sitio web de Adobe](#).

[Inicio](#)

Lektik ak Matematik

Siou w ta renmen wè tout rapò elèvou w ki gen ladan enfòmasyon sou rannman li nan matyè yo ak yon istwa nòt li pandan yon sèten peryòd tan, [klike la a](#). Pou ou ka jwenn rapò pitit ou, w ap bezwen Adobe Reader. Pou telechaje Reader a, ale nan [sit Adobe](#) a.

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Spring 2007
Florida Comprehensive Assessment Test®
Sunshine State Standards Reading and Mathematics
Student and Parent Report
Grade 3

FCAT STUDENT1

ID **XXXXX1234X**
School **9999-SUNSHINE
ELEMENTARY SCHOOL**
District **99-SUNSHINE DISTRICT**

Dear Parent/Guardian,

The FCAT is part of Florida's plan to improve student achievement. It measures challenging content standards, called the Sunshine State Standards (SSS). The purpose of the FCAT is to ensure that Florida's public schools are providing your student with the best education possible, and preparing your student for future success.

This report allows you to compare your student's score to the score expected of students in his or her grade and to follow your student's academic progress from year to year. In addition, by looking at the content scores, you can identify skill areas that may need improvement.

Yours truly,

Jeanine Blomberg
Commissioner of Education

Estimado padre o tutor:

El FCAT es parte del plan del estado de Florida para medir el rendimiento de los estudiantes. El examen mide ciertos estándares de contenido exigentes, llamados Sunshine State Standards (SSS). El propósito del FCAT es asegurar que las escuelas públicas de Florida proporcionen a los estudiantes la mejor educación posible y los preparen para tener éxito en el futuro.

Este informe le permite comparar la calificación de su estudiante con la calificación esperada de los estudiantes de su grado y seguir el progreso académico de su estudiante año tras año. Además, al observar las calificaciones usted puede identificar áreas de capacitación en las que él o ella necesite mejorar su rendimiento.

Atentamente,

Jeanine Blomberg
Comisionado en educación

Chè Paran/Responsab:

FCAT se yon pati nan plan Eta Florida pou evalye siksè elèv yo. Li mezire estanda difikilte ki gen nan kontni a, sa yo rele Sunshine State Standards (SSS). Objektif FCAT la se pou yo ka sèten lekòl piblik nan Florid ap bay elèv ou pi bon edikasyon ki posib la epi lap prepare elèv ou a byen pou l ka gen siksè nan lavni.

Rapò sa a pèmèt ou konpare nòt elèv ou ak nòt ki te prevwa pou elèv nan klas li epi pou swiv pwogrè akademik elèv ou ane apre ane. Anplis, ou ka idantifye nan ki matyè elèv la bezwen fè amelyorasyon si ou gade nòt pou kontni yo.

Salitasyon espesyal pou ou,

Jeanine Blomberg
Komisè Edikasyon

Date: 11/17/06

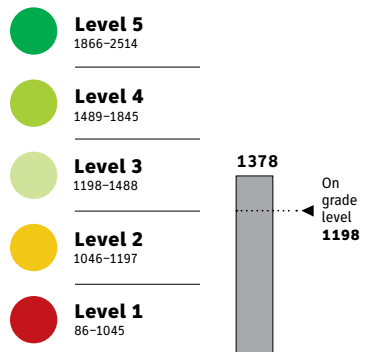


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 Sunshine State Standards Reading and Mathematics
 Student and Parent Report
Grade 3 Page 2

FCAT STUDENT1

ID **XXXXX1234X**
 School **9999-SUNSHINE
 ELEMENTARY SCHOOL**
 District **99-SUNSHINE DISTRICT**

Your Student's 2007 FCAT Reading Score



Your student's FCAT Score is **1378**, which is in achievement **Level 3** for Reading.

La calificación del examen FCAT del estudiante es 1378, lo cual lo ubica en el nivel 3 de Lectura.

Nòt FCAT elèv ou a se 1378, ki nan Nivo 3 reyisit pou Lekti.

The FCAT Score shows your student's achievement on the day he or she was tested. If your student were to take this same test again, it is likely that his or her 2007 FCAT Reading Score would be between 1278 and 1478.

Content Areas	Points Earned	Points Possible	Compared to other students in Florida		
			Low	Middle	High
Words / Phrases: uses skills to determine word meaning, including word parts and relationships between words.	6	7			◆
Main Idea / Purpose: determines a stated or implied essential message, details author's purpose or plot.	14	20		◆	
Comparisons: knows similar and different, cause and effect, and compare and contrast.	8	10			◆
Reference / Research: uses information from a variety of sources to reach conclusions.	9	14		◆	

Palabras / Frases: usa la habilidad para determinar el significado de las palabras, lo cual incluye partes de palabras y las relaciones entre ellas.

Idea principal / Propósito: determina un mensaje esencial expreso o implícito, detalles del propósito del autor o el argumento.

Comparaciones: conoce similar y diferente, causa y efecto y comparación y contraste.

Información / Investigación: usa la información de una variedad de fuentes para llegar a conclusiones.

Mo / Fraz: itilize aptitud pou detèmine siyifikasyon mo yo, sa vle di chak pati nan mo yo epi relasyon ki genyen ant mo yo.

Ide Prensipal / Objektif: detèmine yon mesaj esansyèl ki deklare oswa sijere, bay detay sou objektifoswa plan otè a.

Konparezon: konnen menm ak diferan, kòz ak efè epi konpare.

Referans / Rechèch: itilize enfòmasyon ki sot nan plizyè sous pou dedwi konklizyon.

Achievement Levels

Five categories describe the success students have with the content tested on the FCAT SSS Reading. In order to be considered on grade level, students must achieve Level 3 or higher.

Level 5 indicates success with the content on the FCAT by answering most questions correctly.

Level 4 indicates success with the content on the FCAT by answering most questions correctly, except for the most challenging.

Level 3 indicates partial success with the content on the FCAT.

Level 2 indicates limited success with the content on the FCAT.

Level 1 indicates little success with the content on the FCAT.

The score ranges for these Achievement Levels are different for each grade level. Achievement Level ranges for all grades are available through school guidance counselors or at:

www.firn.edu/doe/sas/fcat/fcatachv.htm

Your Student's Reading Scores Over Time

Longitudinal results are not displayed for Grade 3 students. A student at this grade level must score at Level 2 or higher on the Reading portion of this test in order to be promoted.

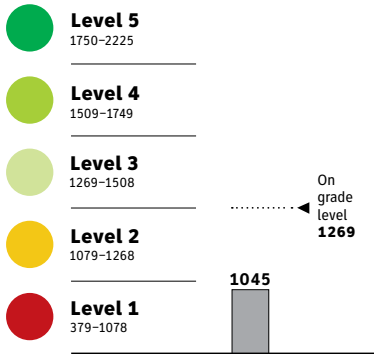


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 Florida Comprehensive Assessment Test®
 Sunshine State Standards Reading and Mathematics
 Student and Parent Report
Grade 3 Page 3

FCAT STUDENT1

ID **XXXXX1234X**
 School **9999-SUNSHINE
 ELEMENTARY SCHOOL**
 District **99-SUNSHINE DISTRICT**

Your Student's 2007 FCAT Mathematics Score



Your student's FCAT Score is **1045**, which is in achievement **Level 1** for Mathematics.

La calificación del examen FCAT del estudiante es 1045, lo cual lo ubica en el nivel 1 de Matemáticas.

Nòt FCAT èlèv ou a se 1045, ki nan Nivo 1 reyisit pou Matematik.

The FCAT Score shows your student's achievement on the day he or she was tested. If your student were to take this same test again, it is likely that his or her 2007 FCAT Mathematics Score would be between 945 and 1145.

Content Areas	Points Earned	Points Possible	Compared to other students in Florida		
			Low	Middle	High
Number Sense: uses number concepts and computation skills.	8	10		◆	
Measurement: solves problems involving measurements, e.g., time, weight, length, area.	4	12		◆	
Geometry: analyzes and combines shapes to solve problems.	9	14	◆		
Algebraic Thinking: analyzes patterns and uses equations and inequalities.	7	9		◆	
Data Analysis and Probability: uses data analysis tools to display information, make predictions, and make inferences.	10	12	◆		

Número Sentido: usa conceptos numéricos y habilidades de cómputo.

Medida: resuelve problemas que incluyen medidas, por ejemplo: tiempo, peso, longitud y área.

Geometría: analiza y combina las formas geométricas para resolver problemas.

Razonamiento algebraico: analiza patrones y usa ecuaciones y desigualdades.

Análisis de datos y probabilidades: usa herramientas de análisis de datos para mostrar información, realizar predicciones e inferencias.

Chif Sans: itilize konsepsyon chif ak abilite pou fe kalkil.

Mezi: rezoud pwoblèm ki gen mezi, ladan, pa egzanp, tan, pwa, longè, sifas.

Jewometri: analize epi konbine figi jewometrik pou rezoud pwoblèm.

Rezonman aljebrik: analize modèl epi itilize ekwasyon ak inekwasyon.

Analiz Done ak Pwobabilite: itilize zouti pou fe analiz done pou prezante enfòmasyon, fe prediksyon ak dediksyon.

Achievement Levels

Five categories describe the success students have with the content tested on the FCAT SSS Mathematics. In order to be considered on grade level, students must achieve Level 3 or higher.

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Level 3 indicates partial success with the content on the FCAT.

Level 2 indicates limited success with the content on the FCAT.

Level 1 indicates little success with the content on the FCAT.

The score ranges for these Achievement Levels are different for each grade level. Achievement Level ranges for all grades are available through school guidance counselors or at:
www.firn.edu/doe/sas/fcat/fcatachv.htm

Your Student's Mathematics Scores Over Time

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Grade 3 Page 4

FCAT STUDENT1

ID **XXXXX1234X**
 School **9999-SUNSHINE
 ELEMENTARY SCHOOL**
 District **99-SUNSHINE DISTRICT**

Grades Tested

Students in Grades 3 through 10 take FCAT SSS Reading, SSS Mathematics, NRT Reading, and NRT Mathematics. Students in Grades 4, 8, and 10 also take FCAT Writing+. Students in Grades 5, 8, and 11 also take FCAT Science.

FCAT Score

The FCAT Score describes results on the total test for each subject area, for example, Reading. The FCAT Score is used to determine a student's progress from grade to grade and ranges from 86-3008 across Grades 3 through 10.

Points

The points possible show the number of points on the test for each content area of a test. The points earned show the actual number of points the student earned. A comparison to other students is provided. A ♦ indicates whether points earned fell in the lowest third, middle third, or highest third of scores across the state.

Graduation Requirements

Students graduating in the year 2003 and later must receive a passing score on both the FCAT SSS Reading and FCAT SSS Mathematics tests to meet graduation requirements. Reading Passing Score: 1926. Mathematics Passing Score: 1889.

Grade 3 Passing Requirements

Students at Grade 3 must achieve Level 2 or higher in Reading, or show good cause, to be eligible for promotion.

Resources

You can get additional information about the FCAT from your school, from the document *Keys to FCAT*, or at www.fldoe.org, the Florida Department of Education's website.

You can visit www.fcateexplorer.com for free standards-based mathematics and reading activities that help you prepare for the FCAT.

You can visit www.justreadflorida.com for information on programs, activities, and workshops that focus on helping students become better readers.

Grados examinados

Los estudiantes que estén entre tercer y décimo grado toman los exámenes FCAT SSS de Lectura, SSS de Matemáticas, NRT de Lectura, y NRT de Matemáticas. Los estudiantes en los grados 4, 8 y 10 también toman el FCAT de Escritura+. Los estudiantes en los grados 5, 8 y 11 también toman el FCAT de Ciencias.

Calificaciones del FCAT

Las calificaciones del FCAT describen los resultados en el examen completo para cada materia, por ejemplo, Lectura. La calificación del FCAT se utiliza para determinar el progreso de un estudiante de un grado al siguiente y oscila entre 86 y 3008 para los grados 3 al 10.

Niveles de rendimiento

El éxito que un estudiante ha logrado en el contenido examinado en el FCAT SSS de Lectura y Matemáticas se describe por medio de cinco categorías. El nivel 5 es el más alto y el nivel 1 es el más bajo. El nivel 3 y superiores se considera al nivel o por encima del nivel del grado correspondiente.

Puntos posibles

Los puntos posibles muestran el número de puntos en el examen por cada área de conocimiento de un examen. Los puntos obtenidos muestran el número de puntos conseguidos por el estudiante. Se incluye también una comparación con los demás estudiantes. La ♦ indica si los puntos obtenidos por el estudiante corresponden al tercio inferior, tercio medio o tercio superior de las calificaciones a nivel estatal.

Requisitos para la graduación

Los estudiantes que se gradúan en el año 2003 o después deben obtener una calificación de aprobado tanto en el SSS de Lectura como en el SSS de Matemáticas del FCAT para reunir los requisitos de graduación. Calificación de Aprobado en Lectura: 1926. Calificación de Aprobado en Matemáticas: 1889.

Requisitos para aprobar el tercer grado

Los estudiantes en el tercer grado deben alcanzar por lo menos el nivel 2 de Lectura o demostrar un buen motivo para ser considerados para la promoción.

Recursos

Puede obtener información adicional sobre el FCAT en la escuela, en el documento *Claves para el FCAT* (Keys to FCAT) o en la página de internet del Departamento de Educación de Florida (Florida Department of Education) www.fldoe.org.

Puedes visitar www.fcateexplorer.com para encontrar, sin cargo, ejercicios de matemáticas y lectura basados en los niveles académicos, que te ayudarán a prepararte para el FCAT.

Puede visitar www.justreadflorida.com para obtener información acerca de programas, actividades, y talleres de trabajo destinados a ayudar a los estudiantes a transformarse en mejores lectores.

Klas yo teste yo

Elèv nan 3^{ým} jiska 10^{ým} ane fè egzamen Lekti SSS FCAT, Matematik SSS, Lekti NRT ak Matematik NRT. Elèv ki nan klas 4^{ým}, 8^{ým} ak 10^{ým} pran egzamen Redaksyon FCAT a. Elèv ki nan 5^{ým}, 8^{ým} ak 11^{ým} pran egzamen Syans FCAT la.

Nòt FCAT

Nòt FCAT yo dekri rezilta yo sou kantite egzamen total pou chak matyè, pa egzansp, Lekti. Nòt FCAT la itilize pou detèmine pwogrè yo elèv de klas an klas epi li varye ant 86 ak 3008 nan tout klas ki ant 3^{ým} jiska 10^{ým} ane.

Nivo Sikse

Gen senk kategori ki dekri sikse elèv yo pote nan kontni yo teste nan egzamen Lekti ak Matematik FCAT SSS la. Pi gwo nivo a se nivo 5 epi pi piti nivo a se 1. Yo konsidere elèv ki nan nivo 3 oswa nan nivo ki pi wo, tankou yo nan nivo klas la oswa yo depase nivo klas la.

Pwen ki Posib

Pwen ki posib yo montre kantite pwen ki gen nan egzamen an oswa kantite pwen pou chak matyè nan yo egzamen. Pwen elèv la fè a montre ki kantite pwen elèv la fè an reyalyite. Yo bay yo konparezon elèv la ak lòt elèv. Yon ti tchèk fè konnen si kantite pwen ♦ elèv la fè a tonbe nan yo tyè nòt ki pi ba yo, yon tyè nòt ki nan mitan yo, oswa yon tyè nòt ki pi wo yo toupatou nan eta a.

Egzijans pou Diplome

Elèv kap diplome nan ane 2003 a oswa apre dwe fè yo nòt pou pase ni egzamen Lekti FCAT SSS la ni Matematik FCAT SSS la alfwa pou yo la ranpli kondisyon pou diplome a. Men nòt pou pase yo: Nòt Pasaj pou Letki: 1926. Nòt Pasaj pou Matematik: 1889.

Egzijans pou Pase Klas 3^{ým}

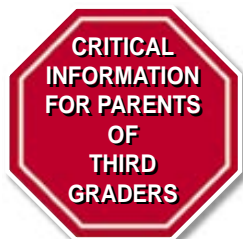
Elèv klas 3^{ým} yo dwe rive nan nivo 2 oswa pi wo nan Lekti oswa yo dwe demontre yon bon rezon ki fè yo kalifye pou pase klas la.

Resous

Ou ka jwenn enfòmasyon anplis sou FCAT la nan lekòl ou a, nan dokiman ki rele *Keys to FCAT* (Keys to FCAT) yo, oswa nan sit entènèt Depatman Edikasyon nan Florid la www.fldoe.org.

Ou ka vizite www.fcateexplorer.com pou jwenn aktivite estanda matematik ak lekli gratis kap ede ou pare pou FCAT.

Ou ka vizite www.justreadflorida.com pou jwenn enfòmasyon sou pwogram, aktivite ak atelye ki baze sou ede elèv yo vin pi bon lektè.



INTRODUCTION

This booklet is for parents of Florida's third-grade students. It is designed to help you understand what Florida law says about reading requirements for third-grade students and promotion to fourth grade. It also describes what the school will do to help if your child is reading below grade level.

BACKGROUND

Reading is the core of the school day for young students. Walk into a kindergarten, first-, second-, or third-grade classroom, and you will find children learning to read. They may be talking about the sounds letters make, listening to the teacher read a story, reading aloud together, working on a computer reading program, or talking and writing about what they have read. This is because reading and comprehension are the foundations for all academic learning. Students need strong reading skills in order to learn in all other school subjects, such as science, history, writing, and even math.

Schools regularly assess (measure) the reading ability of all students in kindergarten through grade three. This allows them to identify students who are struggling with reading. If your child is reading below grade level, the school will let you know exactly what type of reading difficulty your child is having. The school will then develop a plan to provide special instruction in reading, such as individual help from teachers, aides, volunteer tutors, and parents.

THE PLAN

The law requires schools to develop a **progress monitoring plan (PMP)** for each struggling reader. Parents will be invited to participate in developing this plan. The PMP describes the child's specific reading difficulties. It also describes the intensive teaching practices that will be used to help the child catch up in reading. This special instruction will be provided during regular school hours, in addition to the regular reading instruction. District school boards may also require students who need special instruction to attend before or after regular school hours or during the summer if transportation is provided. Each student's progress will be monitored frequently. This intensive help will be provided until the reading deficiency is corrected.

If the child has a disability, the child's individual educational plan (IEP) may serve as the PMP. Parents are always invited to be a part of the IEP team.

More information on progress monitoring plans is available at http://info.fldoe.org/docushare/dsweb/Get/Document-3804/k12_06_84memo.pdf

EXPECTATIONS FOR THIRD GRADERS

The specific skills that students need in reading are described in the Sunshine State Standards. Designed by teachers, the Standards tell what Florida students should know and be able to do at each grade level. They are in line with national education standards.

By the end of third grade, students are expected to be able to read independently. This means that they words, sentences, and paragraphs without help.

FCAT

The Florida Comprehensive Assessment Test (FCAT) measures students' progress on the Sunshine State Standards. Students in grades 3–10 take the FCAT each spring. Third graders are tested in reading and mathematics. Their scores fall into one of five levels: Level 5 is the highest; Level 1 is the lowest.

The third-grade FCAT requires students to read stories that are about 350 words long and answer questions about what they have read. The test also requires them to use charts, graphs, maps, and other materials to gather information to answer questions.





What does scoring Level 1 on the FCAT mean?

When a third grader scores in the lowest level on the FCAT, it warns us that the child is reading at a much lower level than is expected of third graders. Students who score Level 1 may not be able to recognize or sound-out new words or know their meaning. They may have trouble answering questions that identify a story's main idea, main characters, and order of events. They may not be able to use information from charts, graphs, or maps to answer specific questions.

THE LAW

Florida law says that third graders who score at Level 1 in reading on the FCAT must be retained (not promoted to fourth grade). However, children who demonstrate the required reading level through the approved alternate test (the Stanford Achievement Test [SAT]) or through a student portfolio can be granted a "good cause exemption" and be promoted to fourth grade.

If your child scores at Level 1, you will be notified by the school that your child will not be promoted to fourth grade until he or she achieves the required reading level.

Students who are retained must be given intensive instruction in reading to help them catch up. You will be given information about the intensive instruction that will be provided to help your child make progress in reading.

Note: Some students with disabilities, some students with limited English proficiency been retained twice can receive a "good cause exemption" and be promoted, level. If your child is not eligible for a good cause exemption, you will be notified page 19 for more information.

students who have already

What does the law mean?

This law means, "We are not going to give up on struggling students; we are going invest in them." This will have a positive effect on our whole state. It will reduce need for remedial education in middle and high school and may lower dropout rates juvenile delinquency. It will also help Florida develop the highly skilled workforce needed in a strong economy.



RETENTION

What does retention mean?

Retention does not mean that the child has failed. It does not mean that teachers or parents are not working hard enough. It does mean that the child needs more time and help to catch up in reading.

Purpose of Retention

The purpose of retention is to give children who have substantial reading deficiencies more time and the intensive instruction they need to catch up in reading.



Why third grade?

A substantial reading deficiency must be addressed before students can move on to the more difficult schoolwork of fourth grade and beyond. As students progress through the grades, the text and tasks that are required for students to understand what they are reading are more complex. Textbooks become more complex; reading passages are longer. Students use encyclopedias, websites, and other written materials to do research for history reports, science projects, and other schoolwork. Those who have trouble understanding what they read find it very difficult to keep up. Many students become frustrated when they try to tackle this schoolwork without necessary reading skills. For some students, this leads to years of difficulty in school and limited opportunities in adult life.

How will we help students who have been retained?

Schools must provide reading enhancement and acceleration strategies students who are retained, including the following:

- proven effective teaching strategies and methods
- a high-performing teacher
- participation in summer reading camp
- at least 90 minutes of reading instruction each day, which often involves
 - ✓ one-on-one or small group instruction
 - ✓ special books, computer software, and other instructional materials
 - ✓ more frequent progress monitoring
 - ✓ tutoring or mentoring
 - ✓ transition classes that include third- and fourth-grade students
 - ✓ after-school instruction
 - ✓ summer reading camps.

Parents must also be offered at least one of the following options:

- tutoring using proven strategies
- parent workshops and a parent-guided home reading program
- a mentor or tutor with specialized reading training.

Once the intensive instruction has begun, the child's progress will be checked frequently and the teaching strategies adjusted as needed.



MAKING PROGRESS

Mid-Year Promotion

If the child can demonstrate the required reading level before the start of the next school year, he or she may be promoted to fourth grade. If the child achieves the required reading level during the next school year, the child may be promoted to fourth grade at that time: mid-year. To be promoted to fourth grade mid-year, the child must demonstrate mastery of the third grade reading skills and beginning fourth grade reading skills. This is because the student must have made enough progress to be successful in fourth grade. The child may be given a standardized test or the teacher may put together a portfolio of the child's work.

Intensive Acceleration Class

If the student has already been retained once in third grade and then scores at Level 1 again, the school must provide an intensive acceleration class that focuses on increasing the child's reading level at least grade levels in school. The intensive acceleration class must

- have a lower teacher-student ratio than other third-grade classes
- have a high-performing teacher
- provide reading instruction for most of the school day
- give students the opportunity to master the fourth grade Sunshine State Standards in other subjects, such as math and science
- use research-based reading, language, and vocabulary instructional programs
- monitor student progress weekly
- maintain a portfolio for each student.

The district must also offer these students the option of being served in a transitional instructional setting designed to help them meet the fourth grade Sunshine State Standards, while continuing to remediate the reading deficiency.



FIVE COMPONENTS OF READING

Teachers in the early grades work on improving students' skills in these five components of reading:

1. **Phonemic awareness** is the ability to hear and manipulate the sounds of spoken language. This includes noticing rhyme and recognizing the separate, small sounds in words (phonemes).
2. **Phonics** is the understanding of the relationships between the written letters of the alphabet and the sounds of spoken language. This knowledge allows a reader to “decode” words by translating the letters into speech sounds.
3. **Fluency** is the ability to read quickly, accurately, and with proper expression. Fluent readers can concentrate on understanding what they read because they don't have to focus on decoding.
4. **Vocabulary** includes all the words the reader can understand and use. The more words a child knows, the better he or she will understand what is read. Knowing how words relate to each other is a building block that leads to comprehension.
5. **Comprehension** is the ability to understand what one has read. This includes understanding the plot of a story or the information in an article. It also includes things like recognizing the main idea of an article or being able to compare and contrast different characters in a story.

EXEMPTIONS FROM THIRD-GRADE RETENTION

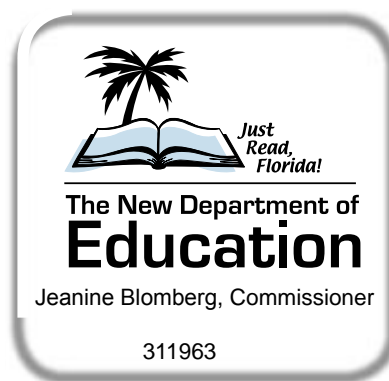
Some third-graders who score Level 1 on the FCAT in reading can be exempted from the retention requirement and be promoted to fourth grade. This is called a “good cause exemption.” Good cause exemptions are given to only the following students:

- students who show an acceptable level of performance on the alternate reading test (the SAT)
- students who show through a teacher-developed portfolio that they can read on grade level*
- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages program
- students with disabilities whose individual educational plan (IEP) shows that it is not appropriate for them to take the FCAT
- students with disabilities who take the FCAT and whose IEP or 504 Plan says that they have received intensive remediation in reading for more than two years but who still show a deficiency in reading and who were previously retained in kindergarten through grade 3
- students who have received intensive remediation in reading for two or more years but who still have a deficiency in reading and who have already been retained in kindergarten through grade 3 for a total of two years.

If you believe your child may be eligible for a good cause exemption, talk to your child's teacher. For a good cause exemption to be approved, the following steps must take place:

1. The student's teacher must submit documentation to the principal.
2. The principal must review the documentation and decide whether or not the student should be promoted. If the principal determines that the student should be promoted, the principal must make the recommendation to the school district superintendent.
3. The school district superintendent must accept or reject the principal's recommendation that the student be promoted.

*The teacher selects the contents of the portfolio. The documents in the portfolio must show that the student has mastered the Sunshine State Standards benchmarks that are assessed by the grade 3 reading FCAT. Talk to your child's teacher to find out more about portfolios.



For more information go to www.justreadflorida.com

**Third Grade Summer Reading Camps
District Contacts and Dates**

District	Start	End	District	Phone	Email
Alachua	6/6/2007	6/29/2007	Doris Ann Imler	(352) 955-7595	imlerde@sbac.edu
Baker	6/4/2007	7/6/2007	Robin Mobley	(904) 259-0427	rmobley@baker.k12.fl.us
Bay	6/11/2007	7/26/2007	Angela Hutchinson	(850) 872-4257	hutchat@bay.k12.fl.us
Bradford	6/4/2007	6/28/2007	Carol Clyatt	(904) 966-6816	clyatt_c@firm.edu
Brevard	6/4/2007	6/29/2007	Lynn Spadaccini	(321) 633-1000	spadaccinil@brevard.k12.fl.us
Broward	6/11/2007	7/6/2007	Frank Vodolo	(754) 321-2130	Frank.vodolo@browardschools.com
Calhoun	6/4/2007	7/16/2007	Wynette Peacock	(850) 674-8734	peacock_w@firm.edu
Charlotte	6/4/2007	6/28/2007	Cathy Hoff	(941) 255-0808	cathy_hoff@ccps.k12.fl.us
Citrus	6/11/2007	7/6/2007	Carol Mainor	(352) 726-1931	mainorc@citrus.k12.fl.us
Clay	6/4/2007	6/28/2007	Dr. Suzanne K. Herndon	(904) 272-8100	sherndon@mail.clay.k12.fl.us
Collier	6/18/2007	7/18/2007	Jack Staples	(239) 377-1052	staplesi@collier.k12.fl.us
Columbia	6/18/2007	8/2/2007	Wanda Conner	(386) 755-8043	conner_w@firm.edu
Dade	6/26/2007	7/20/2007	Karen Spigler	(305) 995-3122	Kspigler@dadeschools.net
Desoto	6/4/2007	6/29/2007	Tamara O'Donnell	(863) 494-0261	tammy.odonnell@desoto.k12.fl.us
Dixie	6/4/2007	7/12/2007	Frances Bray	(352) 498-6288	francesbray@dixie.k12.fl.us
Duval	6/18/2007	7/18/2007	Melody Davis	(904) 390-2033	davism@educationcentral.org
Escambia	6/4/2007	6/29/2007	Dr. Deborah Malishan	(850) 469-5494	dmalishan@escambia.k12.fl.us
FAMU	6/4/2007	7/13/2007	Dr. Rose Campbell	(850) 561-2618	rose.campbell@famu.edu
FAU	6/18/2007	7/13/2007	Mary Linville	(561) 297-3966	linville@fau.edu
Flagler	7/2/2007	8/9/2007	Kathy Baldwin	(386) 437-7526	baldwink@flaglerschools.com
Franklin	6/14/2007	7/26/2007	Brenda J Wilson	(850) 653-8831	wilson_b4@firm.edu
FSDB	6/6/2006	6/27/2007	Margaret Van Ormer	(904) 827-2503	vanormerm@fsdb.k12.fl.us
FSU	6/4/2007	7/13/2007	T. Neal Trafford	(850) 245-3713	ntraffor@mail.fsu.edu
Gadsden	6/4/2007	6/29/2007	Millie E. Anderson	(850) 627-9651	anderson_m01@firm.edu
Gilchrist	6/6/2007	7/5/2007	Janet Langford	(352) 463-3265	langfordj@mygcsd.org
Glades	6/11/2007	7/19/2007	Deborah Pressley	(863) 946-2083	debbie.pressley@gladesschools.org
Gulf	5/29/2007	6/28/2007	Sara Joe Wooten	(850) 229-6940	swooten@gulf.k12.fl.us
Hamilton	6/4/2007	6/28/2007	Rex L. Mitchell	(386) 792-6571	mitchell_r01@firm.edu
Hardee	6/4/2007	7/12/2007	Marie Dasher	(863) 773-2600	mdasher@hardee.k12.fl.us
Hendry	5/29/2007	6/28/2007	Shelby Pagan	(863) 674-4150	pagans@hendry.k12.fl.us
Hernando	6/4/2007	6/28/2007	Debbie Pfenning	(352) 797-7000	pfenning_d@hcsb.k12.fl.us
Highlands	6/4/2007	7/13/2007	Patricia A. Landress	(863) 471-5569	landresp@highlands.k12.fl.us
Hillsborough	6/11/2007	7/20/2007	Marilyn Blackmer	(813) 272-4867	marilyn.blackmer@sdhc.k12.fl.us
Indian River	6/11/2007	7/20/2007	Patricia Shaw	(772) 564-3108	patricia.shaw@indian-river.k12.fl.us
Jackson	5/29/2007	6/28/2007	Linda F. Cox	(850) 482-1200	linda.cox@jcsb.org
Jefferson	6/4/2007	7/12/2007	Nikki Bradley	(850) 342-0115	bradley_n@firm.edu

Florida Department of Education

District	Start	End	District	Contact	Email
Lafayette	5/29/2007	7/6/2007	Marion McCray	(386) 294-2882	mmccray@lafayette.k12.fl.us
Lake	6/4/2007	6/29/2007	Andrea Guogas	(352) 253-6548	guogasa@lake.k12.fl.us
Lee	6/11/2007	6/29/2007	Cynthia Nunez	(239) 337-8141	CynthiaAN@leeschools.net
Leon	6/11/2007	7/19/2007	Eydie Sands	(850) 487-7893	sandse@mail.leon.k12.fl.us
Levy	6/25/2007	8/1/2007	Linda Durrance	(352) 486-5231	durrani@levy.k12.fl.us
Liberty	6/4/2007	7/12/2007	Sue Summers	(850) 643-2249	summers_g@firm.edu
Madison	6/11/2007	7/24/2007	Vickie O'Quinn	(850) 973-5192	oquinnv@madison.k12.fl.us
Manatee	6/4/2007	7/13/2007	Linda Guilfoyle	(941) 708-8770	guilfoyl@fc.manatee.k12.fl.us
Marion	6/4/2007	7/13/2007	Christine Sandy	(352) 671-7724	Christine.Sandy@marion.k12.fl.us
Martin	6/4/2007	6/29/2007	Shela Khanal	(772) 219-1200	khanals@martin.k12.fl.us
Monroe	6/4/2007	7/6/2007	Frances St. James	(305) 293-1400	Frances.StJames@KeysSchools.com
Nassau	5/29/2007	6/28/2007	Linda Morris	(904) 491-9887	linda.morris@nassau.k12.fl.us
Okaloosa	6/4/2007	7/27/2007	Dr. Diane Kelley	(850) 833-5877	kelleyd@mail.okaloosa.k12.fl.us
Okeechobee	6/6/2007	7/3/2007	Mary Hurley	(863) 462-5000	hurleym@okee.k12.fl.us
Orange	6/4/2007	6/29/2007	C. Diane Knight	(407) 317-3200	knightc@ocps.net
Osceola	6/25/2007	7/27/2007	Beverly Brizendine	(407) 870-4917	brizendb@osceola.k12.fl.us
Palm Beach	6/18/2007	7/19/2007	Kim Stansell-Towe	(561) 963-3882	stansell@palmbeach.k12.fl.us
Pasco	6/4/2007	7/13/2007	Lori Wiggins	(813) 794-2668	lwiggins@pasco.k12.fl.us
Pinellas	5/31/2007	6/29/2007	Jeani Fullard	(727) 793-2686	fullardj@pcsb.org
PKY- UF	7/9/2007	8/2/2007	Amy Hollinger	(352) 392-1554	amyh@pky.ufl.edu
Polk	6/4/2007	7/6/2007	Ann Tankson	(863) 519-8790	ann.tankson@polk-fl.net
Putnam	6/6/2007	6/29/2007	Michael L. Pegg	(386) 329-0646	mpegg@putnamschools.org
Santa Rosa	5/29/2007	6/29/2007	Kenny McCay	(850) 983-5045	mccayk@mail.santarosa.k12.fl.us
Sarasota	5/29/2007	6/29/2007	Jennifer G. Smith	(941) 927-9000	jgsmith@sarasota.k12.fl.us
Seminole	6/4/2007	6/28/2007	Beverly Perrault	(407) 320-0032	beverly_perrault@scps.k12.fl.us
St. Johns	6/4/2007	6/28/2007	Meredith Strickland	(904) 819-7563	strickm@stjohns.k12.fl.us
St. Lucie	6/4/2007	6/29/2007	Donna Dorio	(772) 429-3941	doriod@stlucie.k12.fl.us
Sumter	6/5/2007	7/12/2007	Debbie Moffitt	(352) 793-2315	moffitd@sumter.k12.fl.us
Taylor	5/29/2007	7/6/2007	Wanda Kemp	(850) 838-2541	wanda.kemp@taylor.k12.fl.us
Union	6/18/2007	7/17/2007	Bobbie Morgan	(386) 496-2045	morganb@union.k12.fl.us
Volusia	6/4/2007	6/29/2007	Volusia	(386) 255-6475	LRoman@Volusia.K12.FL.US
Wakulla	6/4/2007	7/10/2007	Beth Mims	(850) 926-0065	mimsb@wakulla.k12.fl.us
Walton	6/11/2007	7/24/2007	Kay Dailey	(850) 892-1100	daileyk@walton.k12.fl.us
Washington	6/4/2007	6/28/2007	Mike Welch	(850) 638-6222	welch_m@firm.edu



2001

- Governor Bush establishes Just Read, Florida! to ensure all Florida students are able to read at or above grade level by the year 2012.

2002-2003

- 300 elementary school principals from the state's lowest-performing elementary schools received training on how to make reading a priority in their schools – from scheduling, to analyzing data, to supporting their teachers through reading professional development.
- 240 elementary school reading coaches funded and trained by the state on the latest research-based methods and strategies for solid reading instruction; served 240 elementary schools statewide.
- Florida awarded \$52 million in federal Reading First funds, which will total over \$300 million in six years, to assist Florida districts and schools with the implementation of scientifically based reading instruction.

2003-2004

- 500 elementary school principals from the state's lowest performing schools and schools participating in the Reading First program received training.
- 206 K-5 elementary school reading coaches funded and trained by the state; served 206 elementary schools statewide.
- 329 Reading First schools served 7,500 K-3 teachers and nearly 200,000 K-3 students.
- 329 Reading First coaches served Reading First schools.
- 8,000 K-3 teachers received training on the latest in scientifically based reading research – representing 23 percent of all K-3 teachers in Florida.

2004-2005

- 1,000 elementary school principals trained; training opened up to all elementary principals.
- 218 K-5 elementary school reading coaches funded and trained by the state, serving 206 elementary schools.
- 401 Reading First schools served more than 10,000 K-3 teachers and more than 226,000 K-3 students.
- 401 Reading First coaches served Reading First schools.
- Total of 16,000 K-3 teachers – 8,000 more than the previous year – received training on the latest in scientifically based reading research – representing 46 percent of all K-3 teachers in Florida.

2005-2006

- 1,500 elementary school principals trained; training available to all elementary principals.
- 220 K-5 elementary school reading coaches funded and trained by the state, serving 220 elementary schools.
- 587 Reading First schools served more than 16,000 K-3 teachers and more than 330,000 K-3 students.
- 587 Reading First coaches served Reading First schools.
- Total of 26,000 K-3 teachers – 10,000 more than the previous year – received training on the latest in scientifically based reading research – representing 74 percent of all K-3 teachers in Florida.
- Literacy Essentials and Reading Network (LEaRN) website for principals, reading coaches and classroom teachers launched; provides short video clips of effective and research-proven reading instruction in Florida classrooms.

2006-2007

- 1,500 elementary school principals trained in the science of teaching reading; training available for all elementary principals. More than 1,500 elementary reading coaches provided training in the science of reading ~ training available for all elementary reading coaches.
- 584 Reading First schools serving more than 16,000 K-3 teachers and more than 330,000 K-3 students.
- 529 Reading First coaches serving 584 Reading First schools.
- 827 reading coaches serving non-Reading First elementary schools.
- A total of 32,000 K-3 Teachers trained in scientifically based reading instruction in Summer Reading Academies over the course of four years.
- Literacy Essentials and Reading Network (LEaRN) website expanded for principals, reading coaches and principals ~ provides short video clips of effective and research-proven reading instruction in Florida's classrooms.



Florida Department of Education