

## EXECUTIVE SUMMARY

### **2010 FCAT Reading Results – Grade 3**

1. The mean scale score (based on a 100-500 system) increased one point at the state level while remaining the same at the district level when compared to the previous year (state: 314, district: 321).
2. Out of the 11 schools which administered the third grade reading test, six of them showed a gain in the mean scale score over last year. Even more impressive is that half of these schools earned double digit increases. Leading the way were students from the Big Pine Academy who went from an average score of 319 last year to 335; the second highest value in the district behind only Montessori Elementary Charter in Key West (346). Glynn Archer Elementary students earned the second highest gain moving from 296 in 2009 to 311 in 2010; a 15-point increase. Following closely behind were the third graders at Sigsbee who went up 13 points (from 315 to 328). The students at Key Largo were the only group to show a gain in both of the last two years jumping up 11 points (322 to 333). Rounding out the group of schools showing an increase were Poinciana Elementary whose mean scale score rose from 320 to 325 (a five point jump) and Stanley Switlik Elementary with a two point increase (318 to 320).
3. Seventy-six percent of Monroe County third graders are reading at or above grade level. This is a decrease of one percentage point over the previous year. Scores at the state level increased by one percentage point over last year (71% to 72%). Nevertheless, Monroe County third graders are still performing four percentage points higher than the state level. Five schools showed an increase in this important area with two of them posting a 10 percentage point gain (Poinciana from 75% to 85% and Glynn Archer from 57% to 67%). Other schools where a positive trend was noted include Sigsbee Elementary (73% to 81%), Stanley Switlik (74% to 78%) and Big Pine Academy (89% to 90%).
4. Big Pine Key Academy third graders continue to show improvement over the last four years. In that period, the percentage of students deemed “proficient” in reading has gone from 71% to 90%; an 19-point increase.