

Florida Department of Education



Student Performance Results: District Reading Demographic Report

| Grade | Year | Group Name | Total Test Scores | | | | | | | | Mean Points Earned | | | |
|---|------|--|-------------------|-----------------------|--------------------------|----|----|----|----|----|-----------------------|--------|--------|--------|
| | | | No. of Students | Mean Dev. Scale Score | % in Achievement Level** | | | | | | Reporting Categories† | | | |
| | | | | | 1 | 2 | 3 | 4 | 5 | ≥3 | Cat. 1 | Cat. 2 | Cat. 3 | Cat. 4 |
| State | | | | | | | | | | | | | | |
| Points Possible Grade 04 | | | | | | | | | | | | | | |
| 4 | 2014 | Maximum Points Possible per Grade | | | | | | | | | 9 | 14 | 11 | 11 |
| 4 | 2013 | Maximum Points Possible per Grade | | | | | | | | | 9 | 16 | 12 | 8 |
| 4 | 2012 | Maximum Points Possible per Grade | | | | | | | | | 8 | 16 | 13 | 8 |
| 4 | 2011 | Maximum Points Possible per Grade | | | | | | | | | 7 | 19 | 11 | 8 |
| MADISON DISTRICT TOTALS GRADE 04 | | | | | | | | | | | | | | |
| 4 | 2014 | Total Students | 166 | 206 | 25 | 33 | 19 | 16 | 8 | 43 | 6 | 9 | 7 | 7 |
| 4 | 2013 | Total Students | 157 | 207 | 22 | 29 | 27 | 17 | 5 | 49 | 5 | 10 | 8 | 4 |
| 4 | 2012 | Total Students | 177 | 206 | 28 | 24 | 22 | 19 | 7 | 48 | 5 | 11 | 7 | 5 |
| 4 | 2011 | Total Students | 196 | 204 | 23 | 34 | 25 | 12 | 6 | 43 | 4 | 12 | 6 | 6 |
| 4 | 2014 | White, Non-Hispanic | 57 | 219 | 12 | 21 | 21 | 26 | 19 | 67 | 7 | 10 | 8 | 8 |
| 4 | 2013 | White, Non-Hispanic | 57 | 217 | 11 | 14 | 33 | 32 | 11 | 75 | 7 | 12 | 9 | 5 |
| 4 | 2012 | White, Non-Hispanic | 67 | 218 | 7 | 25 | 25 | 25 | 16 | 67 | 6 | 12 | 9 | 6 |
| 4 | 2011 | White, Non-Hispanic | 73 | 214 | 10 | 27 | 30 | 22 | 11 | 63 | 5 | 13 | 7 | 6 |
| 4 | 2014 | Black or African American, Non-Hispanic | 89 | 198 | 36 | 40 | 15 | 7 | 2 | 24 | 5 | 8 | 6 | 6 |
| 4 | 2013 | Black or African American, Non-Hispanic | 91 | 200 | 30 | 41 | 21 | 7 | 2 | 30 | 5 | 9 | 7 | 4 |
| 4 | 2012 | Black or African American, Non-Hispanic | 97 | 196 | 44 | 26 | 18 | 10 | 2 | 30 | 4 | 9 | 6 | 4 |
| 4 | 2011 | Black or African American, Non-Hispanic | 107 | 198 | 33 | 38 | 22 | 5 | 2 | 29 | 4 | 10 | 5 | 5 |
| 4 | 2014 | Female –White, Non-Hispanic | 31 | 223 | 3 | 26 | 23 | 26 | 23 | 71 | 7 | 10 | 9 | 9 |
| 4 | 2013 | Female –White, Non-Hispanic | 32 | 217 | 6 | 16 | 38 | 38 | 3 | 78 | 7 | 12 | 9 | 5 |
| 4 | 2012 | Female –White, Non-Hispanic | 32 | 222 | 13 | 3 | 25 | 34 | 25 | 84 | 7 | 13 | 10 | 6 |
| 4 | 2014 | Female – Black or African American, Non-Hispanic | 45 | 201 | 31 | 33 | 24 | 7 | 4 | 36 | 5 | 8 | 6 | 7 |
| 4 | 2013 | Female – Black or African American, Non-Hispanic | 48 | 202 | 31 | 31 | 23 | 10 | 4 | 38 | 5 | 10 | 7 | 4 |
| 4 | 2012 | Female – Black or African American, Non-Hispanic | 51 | 194 | 49 | 25 | 16 | 10 | 0 | 25 | 4 | 9 | 6 | 4 |
| 4 | 2014 | Male –White, Non-Hispanic | 26 | 214 | 23 | 15 | 19 | 27 | 15 | 62 | 6 | 10 | 7 | 7 |
| 4 | 2013 | Male –White, Non-Hispanic | 25 | 218 | 16 | 12 | 28 | 24 | 20 | 72 | 7 | 12 | 9 | 5 |
| 4 | 2012 | Male –White, Non-Hispanic | 35 | 214 | 3 | 46 | 26 | 17 | 9 | 51 | 6 | 12 | 8 | 6 |
| 4 | 2014 | Male –Black or African American, Non-Hispanic | 44 | 194 | 41 | 48 | 5 | 7 | 0 | 11 | 5 | 7 | 5 | 6 |
| 4 | 2013 | Male –Black or African American, Non-Hispanic | 43 | 197 | 28 | 51 | 19 | 2 | 0 | 21 | 4 | 9 | 7 | 4 |
| 4 | 2012 | Male –Black or African American, Non-Hispanic | 46 | 199 | 39 | 26 | 20 | 11 | 4 | 35 | 5 | 10 | 6 | 5 |
| 4 | 2014 | Standard Curriculum | 152 | 208 | 21 | 34 | 20 | 17 | 9 | 45 | 6 | 9 | 7 | 7 |
| 4 | 2013 | Standard Curriculum | 137 | 210 | 15 | 29 | 30 | 20 | 6 | 55 | 6 | 11 | 8 | 5 |
| 4 | 2012 | Standard Curriculum | 161 | 208 | 22 | 25 | 24 | 20 | 8 | 52 | 5 | 11 | 8 | 5 |
| 4 | 2011 | Standard Curriculum | 167 | 207 | 17 | 35 | 28 | 14 | 6 | 48 | 4 | 12 | 6 | 6 |

* No data are reported when fewer than 10 students were tested or when all students are in the same score category.

** Adding the percentages in Achievement Levels 3 – 5 may not result in the percentage reported under "Level 3 and above" due to rounding.

*** In 2011, the passing requirement for grade 10 students was an FCAT 2.0 Reading score of 241 or

higher, which is slightly below Achievement Level 3; in 2012 and beyond, the passing requirement for grade 10 students is an FCAT 2.0 Reading score of 245 or higher, which is Achievement Level 3 and above.

- Not Applicable.

‡ Ethnicity within gender data are not available prior to 2012.

Note: The Spring 2011 FCAT 2.0 Reading and Mathematics scores were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. The 2011 FCAT Equivalent Scores have been converted to the established FCAT 2.0 scales and are provided in this database so that stakeholders and the general public are able to see what the scores would have been if the established score scales and Achievement Levels had been approved and implemented at that time.

†Reporting Categories:

| Grade | Category 1 | Category 2 | Category 3 | Category 4 |
|------------|------------|---------------------|---|---|
| All Grades | Vocabulary | Reading Application | Literary Analysis: Fiction and Nonfiction | Informational Text and Research Process |
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