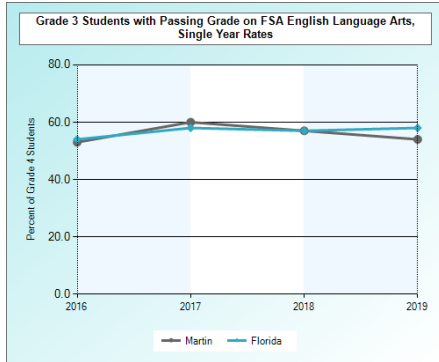


Third Grade Reading Proficiency

Research has indicated that students' reading skill level by 3rd grade (e.g., proficient, basic, or below basic) can affect their long-term academic achievement, particularly their likelihood of graduating from high school.

THIRD GRADE READING



3rd Grade FSA Language Arts Scores, 2014-2018, Martin County vs. Florida

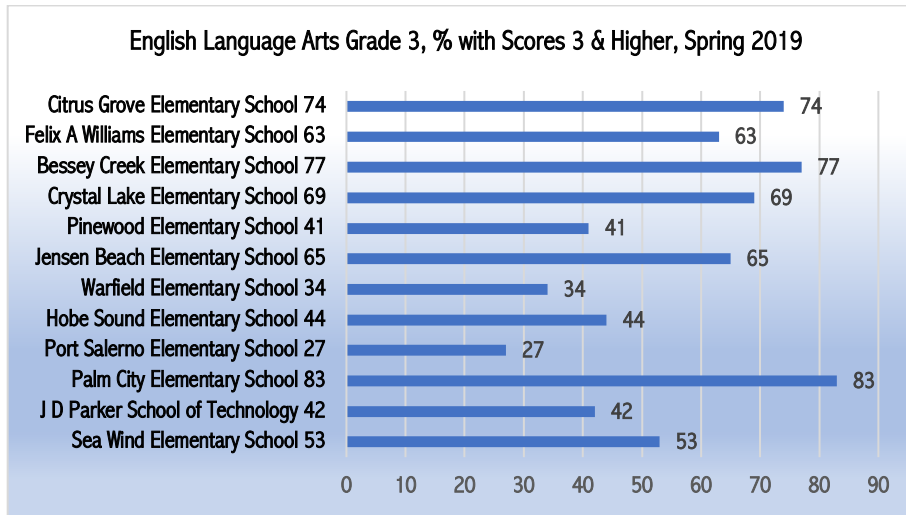
One study found that 23% of students with below-basic reading skill levels dropped out or failed to finish high school on time, compared to 9% of students with basic skill levels and 4% of students with proficient reading skills.

Additionally, 26% of students who were not reading proficiently in 3rd grade and who lived in poverty for at least a year between 2nd and 11th grade dropped out or did not finish high school on time - compared to 9% for students with basic or below-basic reading skills who had never lived in poverty. (Hernandez DJ, 2011)

BENCHMARK: For Spring 2019 FSA 3rd grade reading (overall) score results of '3' or higher, Martin County (54%) ranked 48th of the 67 counties comprising Florida, with a range of 34% to 78% (St. John's County).

THIRD GRADE READING MARTIN COUNTY VS. FLORIDA 2011-2019 NOTE: Spring 2020 testing cancelled due to statewide coronavirus-related school closures.

3 rd Grade English Language Arts Scores (Single Year Percentage Score of 3 & above & of 1), Florida vs. Martin County					
Year	2014-15	2015-16	2016-17	2017-18	2018-19
Instrument	FSA	FSA	FSA	FSA	FSA
FLORIDA % Score 3/3+	53%	54%	58%	57%	58%
MARTIN % Score 3/3+	54%	53%	60% 837 of 1,395	57% 786 of 1,379	54% 755 of 1,398
FLORIDA % Score 1	22%	22%	19%	20%	20%
MARTIN % Score 1	20%	19%	15% 209	20% 275	22% 308
					2 (24%) 3 (28%) 4 (19%) 5 (6%)



* Riverbend Academy and Willoughby Learning Center results unavailable.

Per the Council of Chief School Officers, the readiness gap continues between birth and kindergarten due to differences in children's resources and opportunities for physical, linguistic, cognitive, social, emotional and behavioral development. Disparities in developmental outcomes "emerge in infancy and widen in toddlerhood. By the time children from low-income families enter kindergarten, they are typically 12-14 months below national norms in language and pre-reading skills".¹

Sources: FLHealthCHARTS www.floridacharts.com Healthy People 2020 www.healthypeople.gov FDOE, Florida Standards Assessments <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fsa.html> Hernandez DJ. Double jeopardy: how third grade reading skills and poverty influence high school graduation. New York: The Annie E. Casey Foundation; 2011. *Last updated 10.23.20*