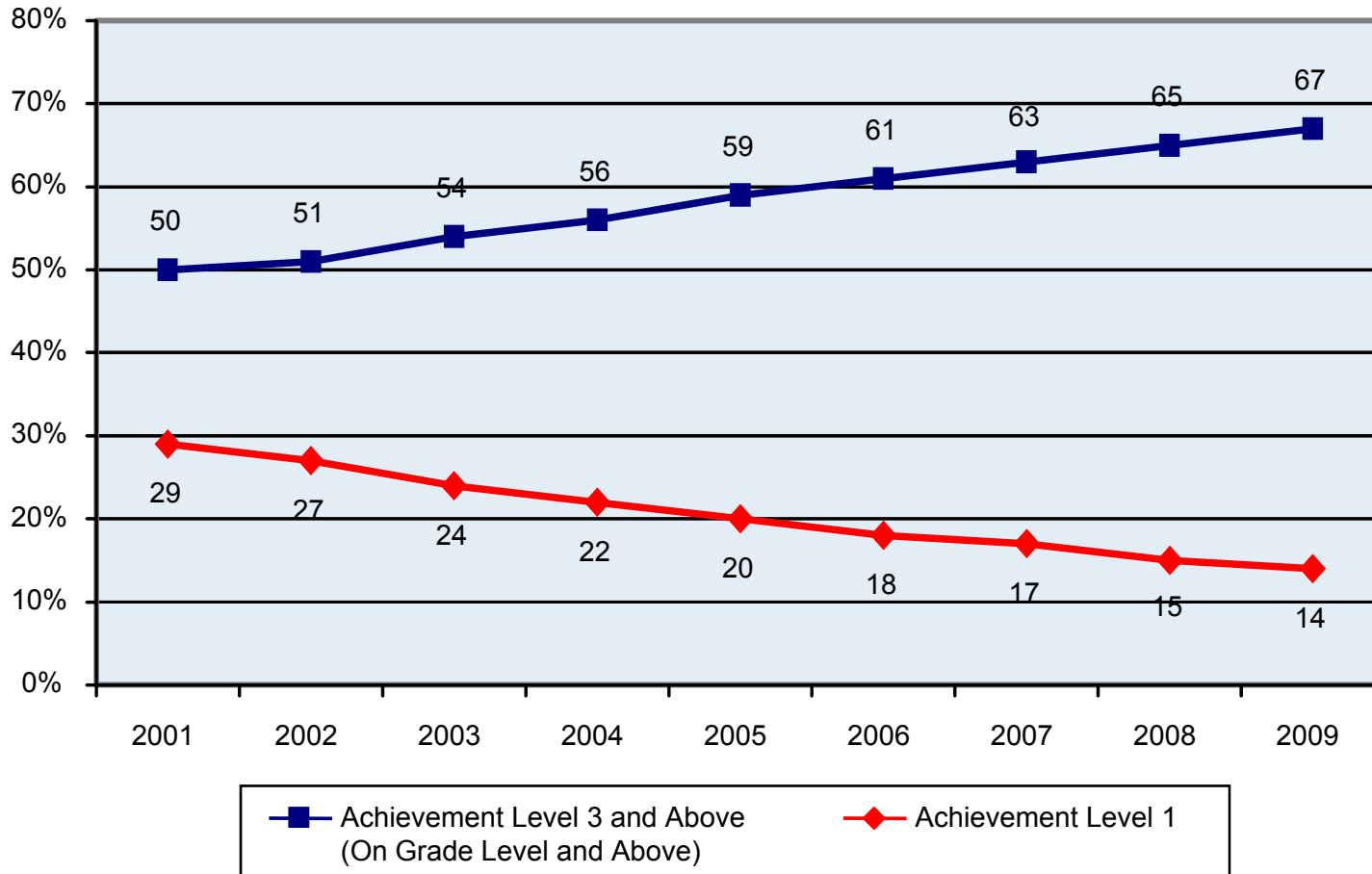


MATHEMATICS

Percentages displayed in this document for 2008 may reflect minor differences from percentages published in last year's press packet. This is because of routine updates made to student demographic data subsequent to last year's FCAT release.

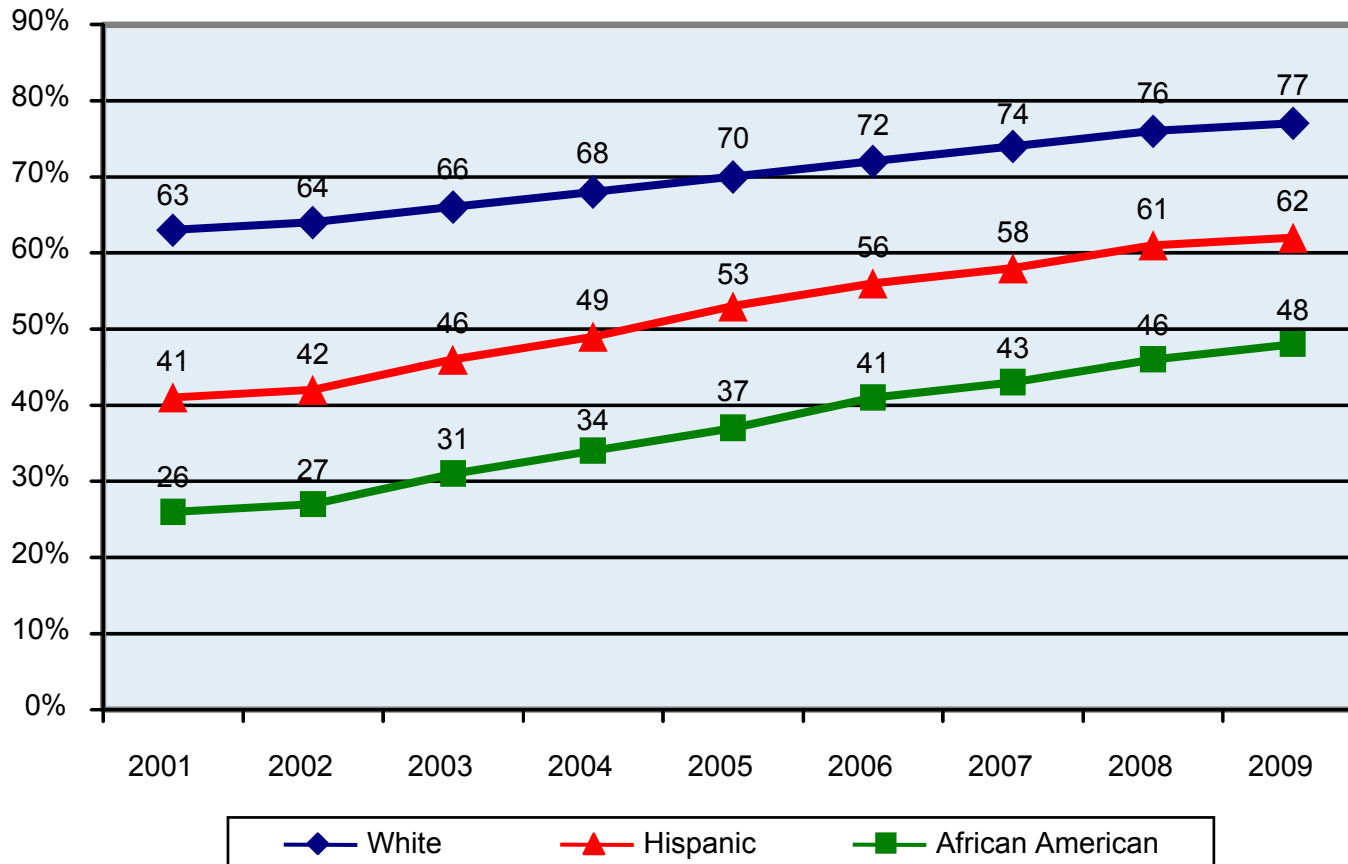
FCAT Mathematics by Achievement Level Grades 3-10



In 2009, 67 percent of all students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 50 percent in 2001, 51 percent in 2002, 54 percent in 2003, 56 percent in 2004, 59 percent in 2005, 61 percent in 2006, 63 percent in 2007, and 65 percent in 2008. In 2009, 14 percent of all students in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 29 percent in 2001, 27 percent in 2002, 24 percent in 2003, 22 percent in 2004, 20 percent in 2005, 18 percent in 2006, 17 percent in 2007, and 15 percent in 2008.

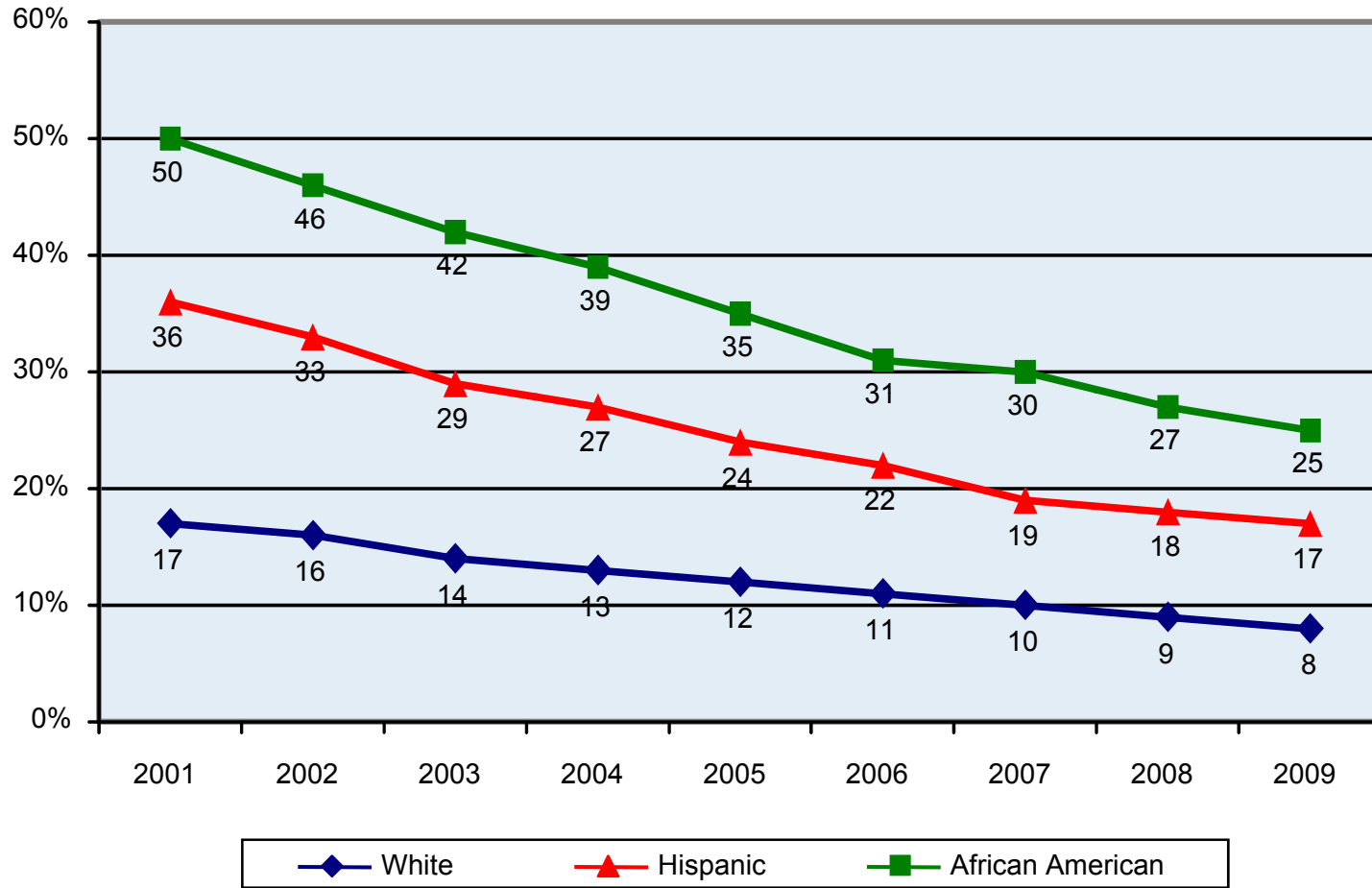
Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

**FCAT Mathematics
Achievement Level 3 and Above
(On Grade Level and Above)
Grades 3-10**



In 2009, 77 percent of White students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 63 percent in 2001, 64 percent in 2002, 66 percent in 2003, 68 percent in 2004, 70 percent in 2005, 72 percent in 2006, 74 percent in 2007, and 76 percent in 2008. In 2009, 62 percent of Hispanic students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 41 percent in 2001, 42 percent in 2002, 46 percent in 2003, 49 percent in 2004, 53 percent in 2005, 56 percent in 2006, 58 percent in 2007, and 61 percent in 2008. In 2009, 48 percent of African American students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 26 percent in 2001, 27 percent in 2002, 31 percent in 2003, 34 percent in 2004, 37 percent in 2005, 41 percent in 2006, 43 percent in 2007, and 46 percent in 2008.

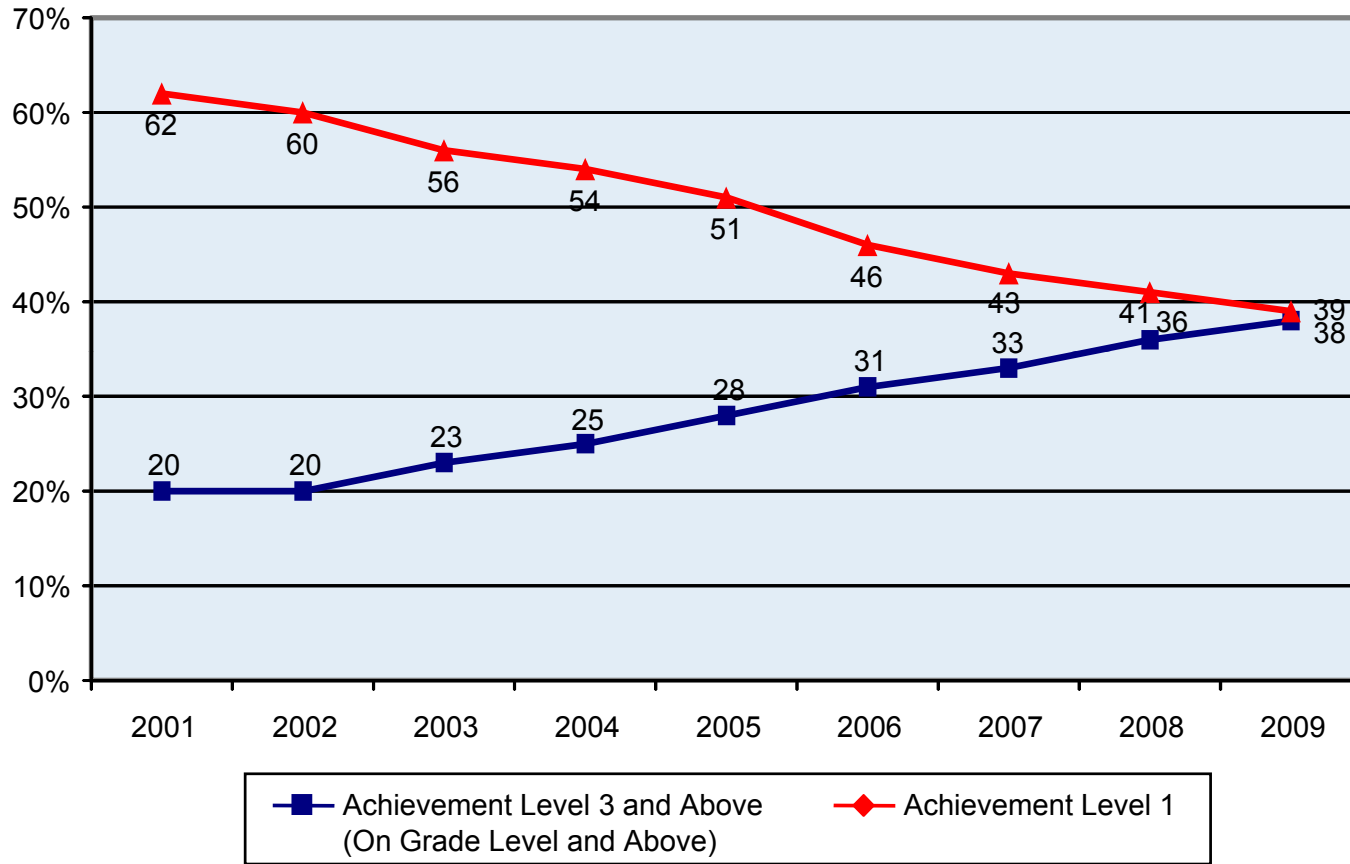
FCAT Mathematics Achievement Level 1 Grades 3-10



In 2009, 8 percent of White students in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 17 percent in 2001, 16 percent in 2002, 14 percent in 2003, 13 percent in 2004, 12 percent in 2005, 11 percent in 2006, 10 percent in 2007, and 9 percent in 2008. In 2009, 17 percent of Hispanic students in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 36 percent in 2001, 33 percent in 2002, 29 percent in 2003, 27 percent in 2004, 24 percent in 2005, 22 percent in 2006, 19 percent in 2007, and 18 percent in 2008. In 2009, 25 percent of African American students in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 50 percent in 2001, 46 percent in 2002, 42 percent in 2003, 39 percent in 2004, 35 percent in 2005, 31 percent in 2006, 30 percent in 2007, and 27 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

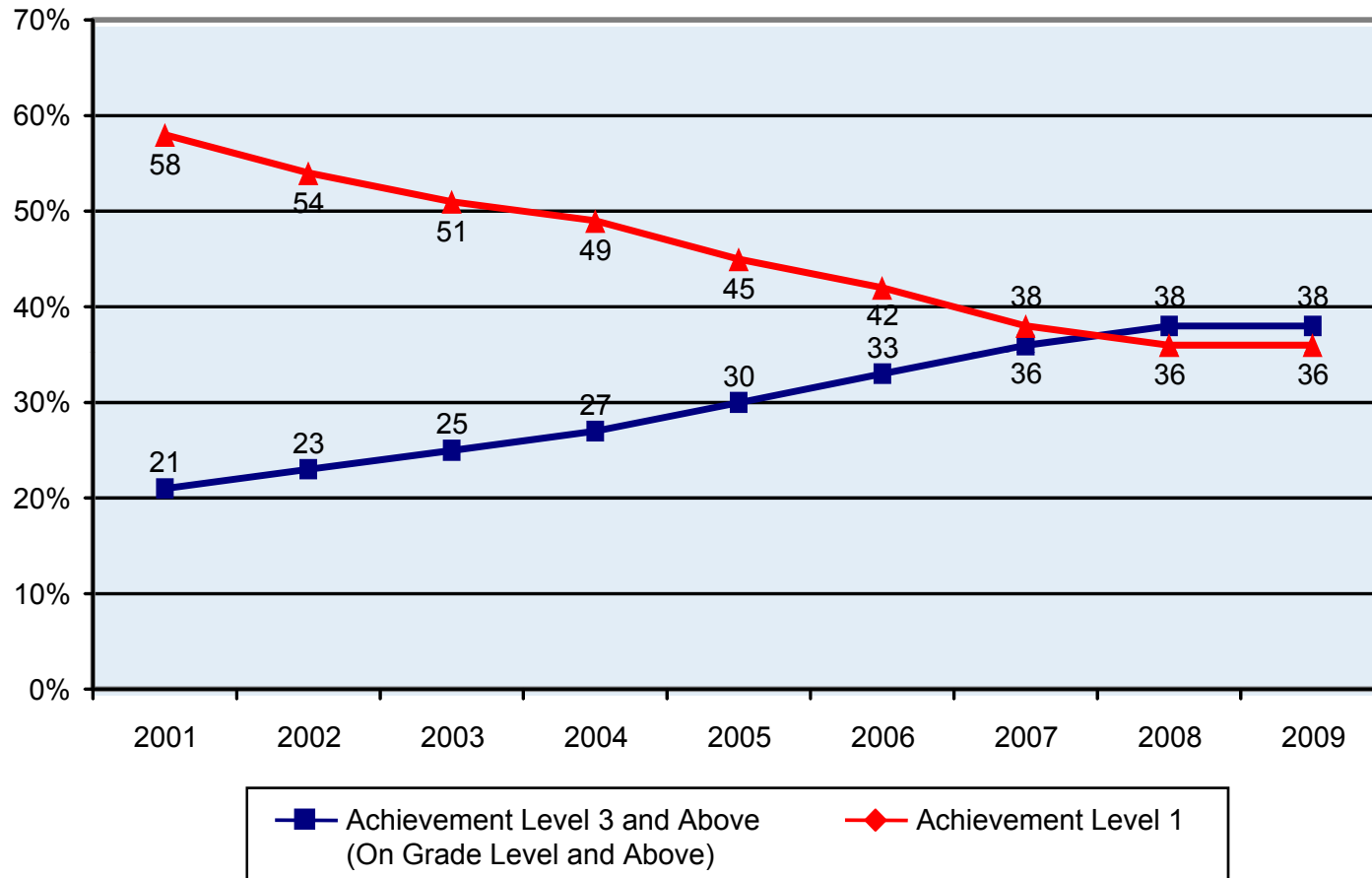
FCAT Mathematics by Achievement Level Students With Disabilities Grades 3-10



In 2009, 38 percent of Students With Disabilities in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 20 percent in 2001, 20 percent in 2002, 23 percent in 2003, 25 percent in 2004, 28 percent in 2005, 31 percent in 2006, 33 percent in 2007, and 36 percent in 2008. In 2009, 39 percent of Students With Disabilities in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 62 percent in 2001, 60 percent in 2002, 56 percent in 2003, 54 percent in 2004, 51 percent in 2005, 46 percent in 2006, 43 percent in 2007, and 41 percent in 2008.

*Students With Disabilities (SWDs) include students determined eligible for special education and related services who are receiving services based on an Individual Education Plan.

FCAT Mathematics by Achievement Level English Language Learners Grades 3-10

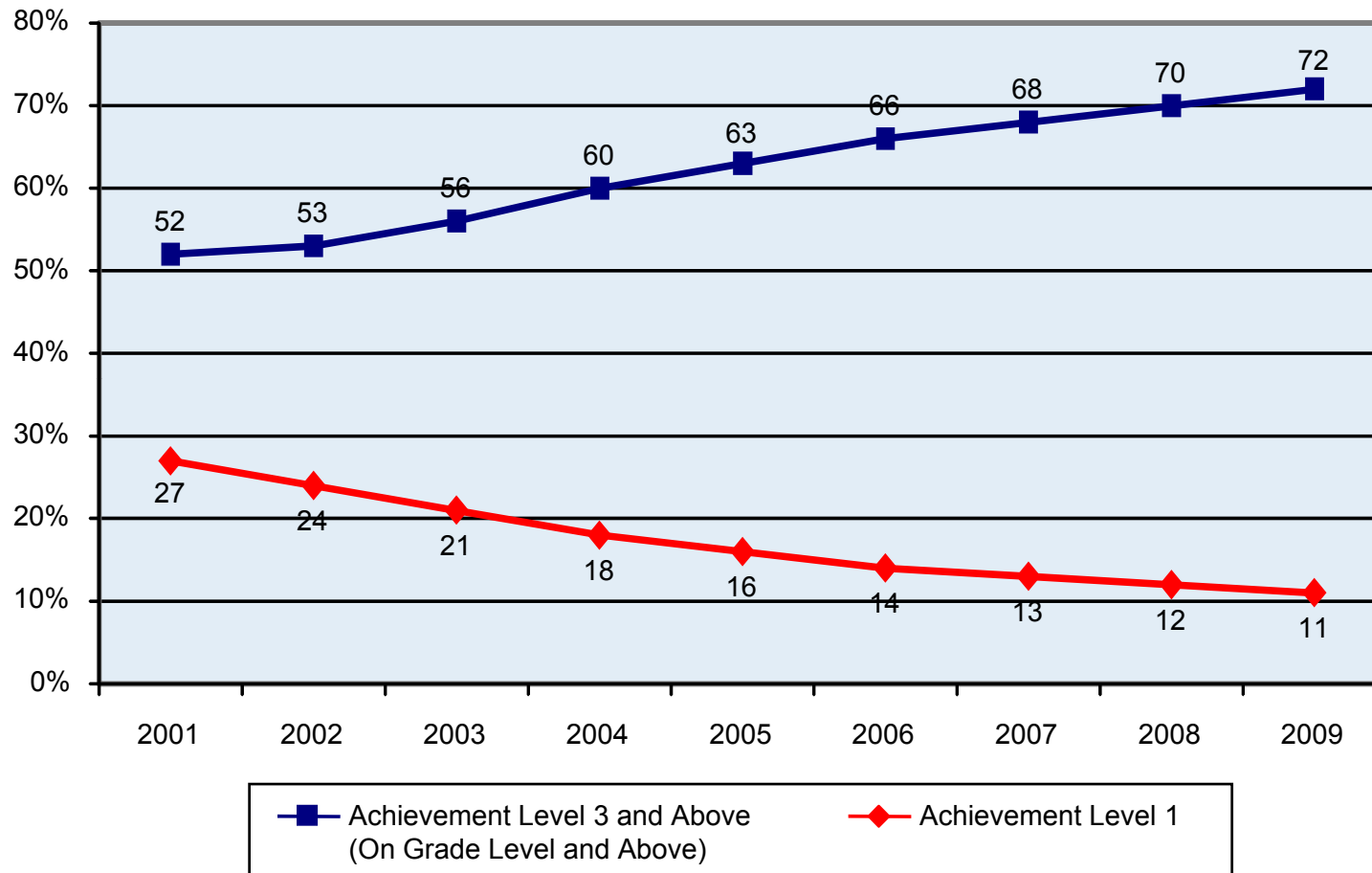


In 2009, 38 percent of English Language Learners in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 21 percent in 2001, 23 percent in 2002, 25 percent in 2003, 27 percent in 2004, 30 percent in 2005, 33 percent in 2006, 36 percent in 2007, and is equal to 38 percent in 2008. In 2009, 36 percent of English Language Learners in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 58 percent in 2001, 54 percent in 2002, 51 percent in 2003, 49 percent in 2004, 45 percent in 2005, 42 percent in 2006, 38 percent in 2007, and is equal to 36 percent in 2008.

*English Language Learners (ELLs) include students enrolled in classes specifically designed to increase their academic and language proficiency.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

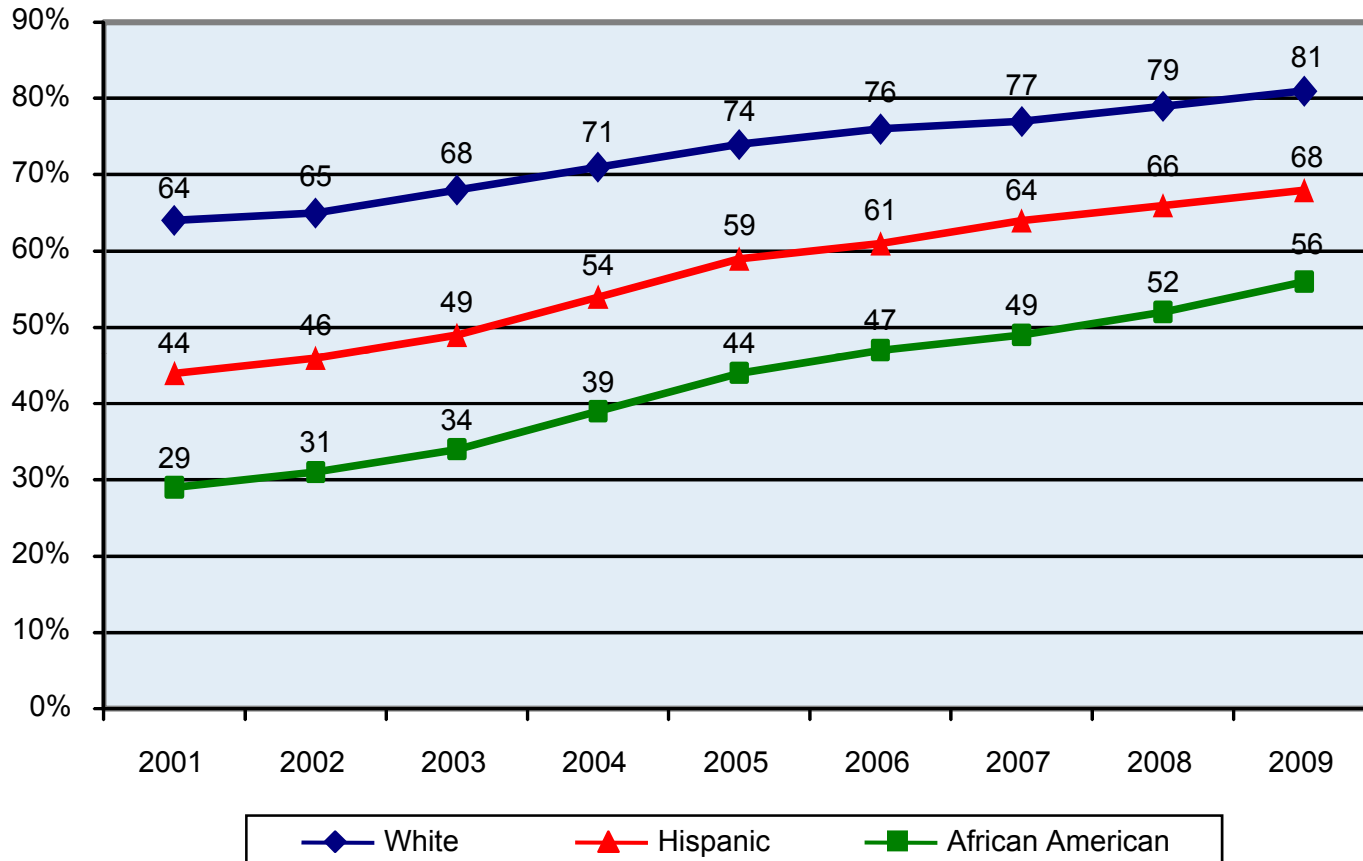
FCAT Mathematics by Achievement Level Grades 3, 4, and 5



In 2009, 72 percent of all students in Grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 52 percent in 2001, 53 percent in 2002, 56 percent in 2003, 60 percent in 2004, 63 percent in 2005, 66 percent in 2006, 68 percent in 2007, and 70 percent in 2008. In 2009, 11 percent of all students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 27 percent in 2001, 24 percent in 2002, 21 percent in 2003, 18 percent in 2004, 16 percent in 2005, 14 percent in 2006, 13 percent in 2007, and 12 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

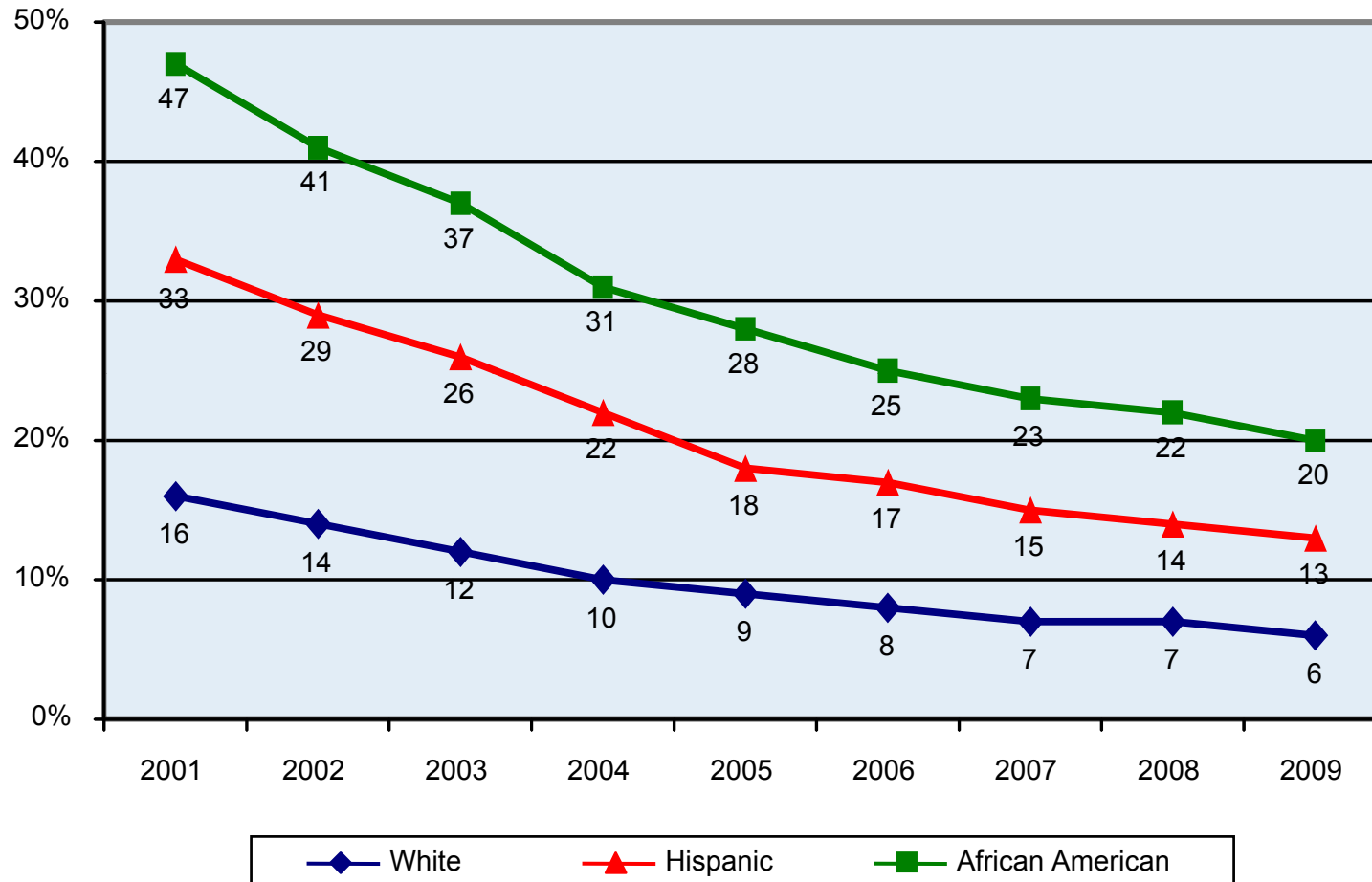
FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grades 3, 4, and 5



In 2009, 81 percent of White students in Grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 64 percent in 2001, 65 percent in 2002, 68 percent in 2003, 71 percent in 2004, 74 percent in 2005, 76 percent in 2006, 77 percent in 2007, and 79 percent in 2008. In 2009, 68 percent of Hispanic students in Grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 44 percent in 2001, 46 percent in 2002, 49 percent in 2003, 54 percent in 2004, 59 percent in 2005, 61 percent in 2006, 64 percent in 2007, and 66 percent in 2008. In 2009, 56 percent of African American students in Grades 3, 4, and 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 29 percent in 2001, 31 percent in 2002, 34 percent in 2003, 39 percent in 2004, 44 percent in 2005, 47 percent in 2006, 49 percent in 2007, and 52 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

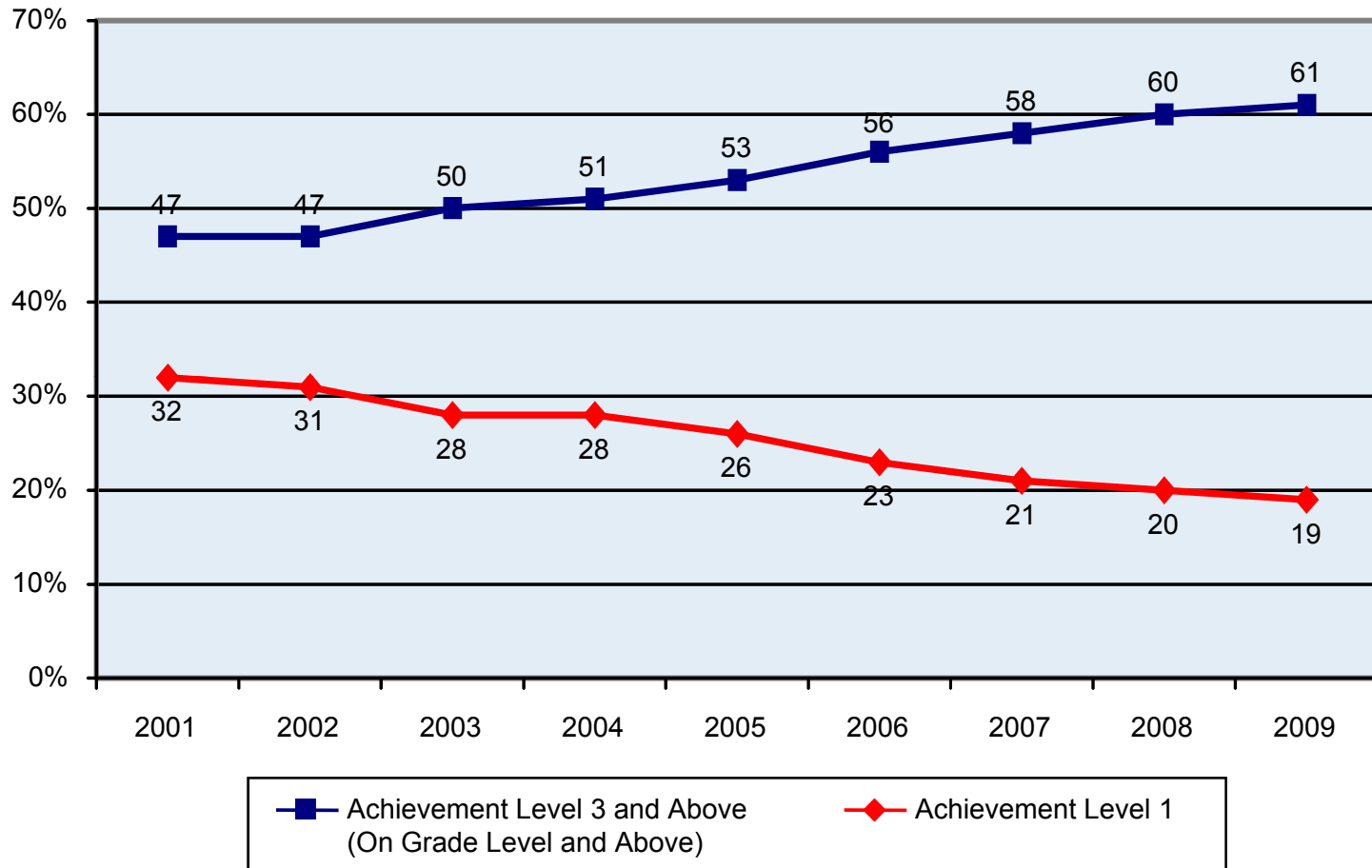
FCAT Mathematics Achievement Level 1 Grades 3, 4, and 5



In 2009, 6 percent of White students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 16 percent in 2001, 14 percent in 2002, 12 percent in 2003, 10 percent in 2004, 9 percent in 2005, 8 percent in 2006, 7 percent in 2007, and 7 percent in 2008. In 2009, 13 percent of Hispanic students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 33 percent in 2001, 29 percent in 2002, 26 percent in 2003, 22 percent in 2004, 18 percent in 2005, 17 percent in 2006, 15 percent in 2007, and 14 percent in 2008. In 2009, 20 percent of African American students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 47 percent in 2001, 41 percent in 2002, 37 percent in 2003, 31 percent in 2004, 28 percent in 2005, 25 percent in 2006, 23 percent in 2007, and 22 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

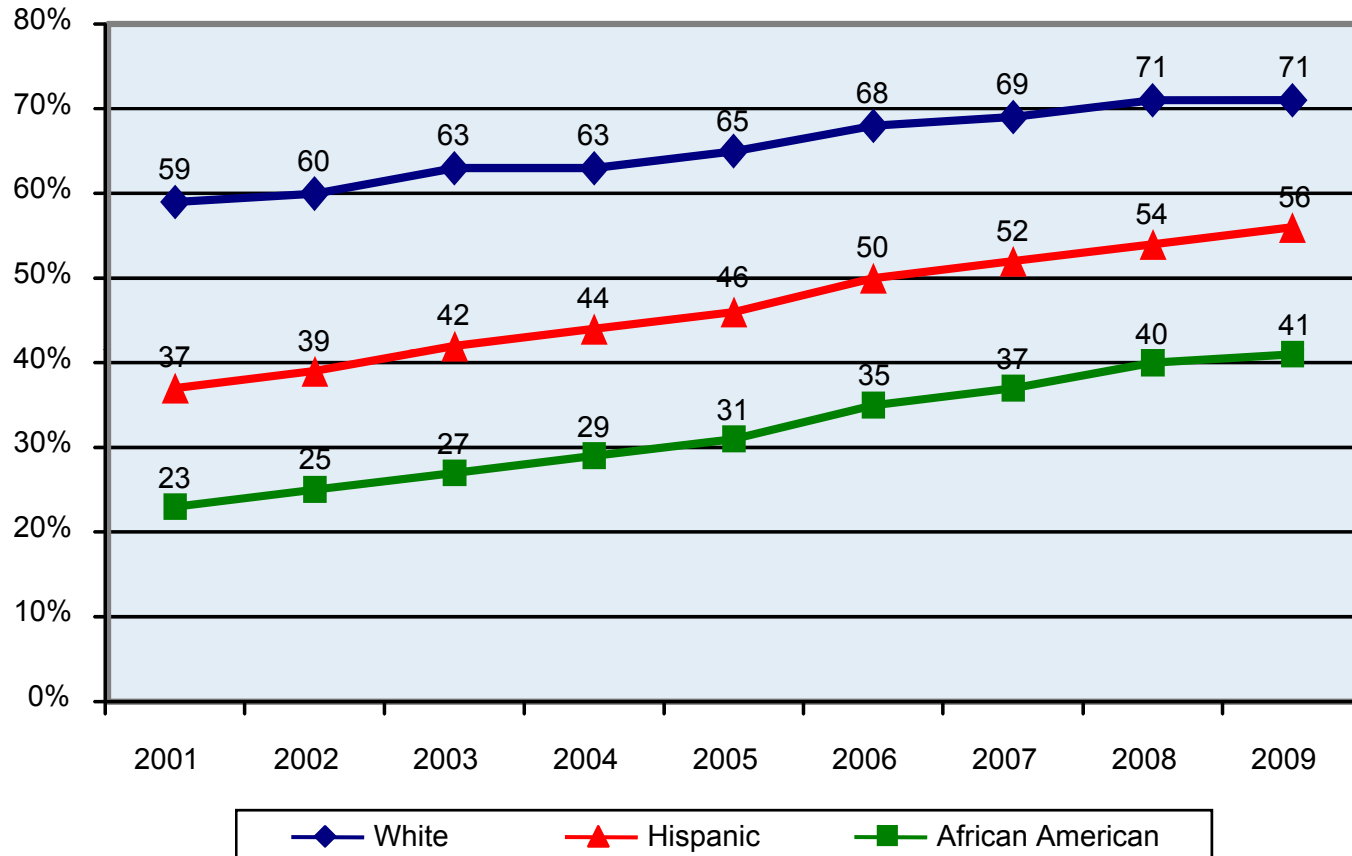
FCAT Mathematics by Achievement Level Grades 6, 7, and 8



In 2009, 61 percent of all students in Grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 47 percent in 2001, 47 percent in 2002, 50 percent in 2003, 51 percent in 2004, 53 percent in 2005, 56 percent in 2006, 58 percent in 2007, and 60 percent in 2008. In 2009, 19 percent of all students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 32 percent in 2001, 31 percent in 2002, 28 percent in 2003, 28 percent in 2004, 26 percent in 2005, 23 percent in 2006, 21 percent in 2007, and 20 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

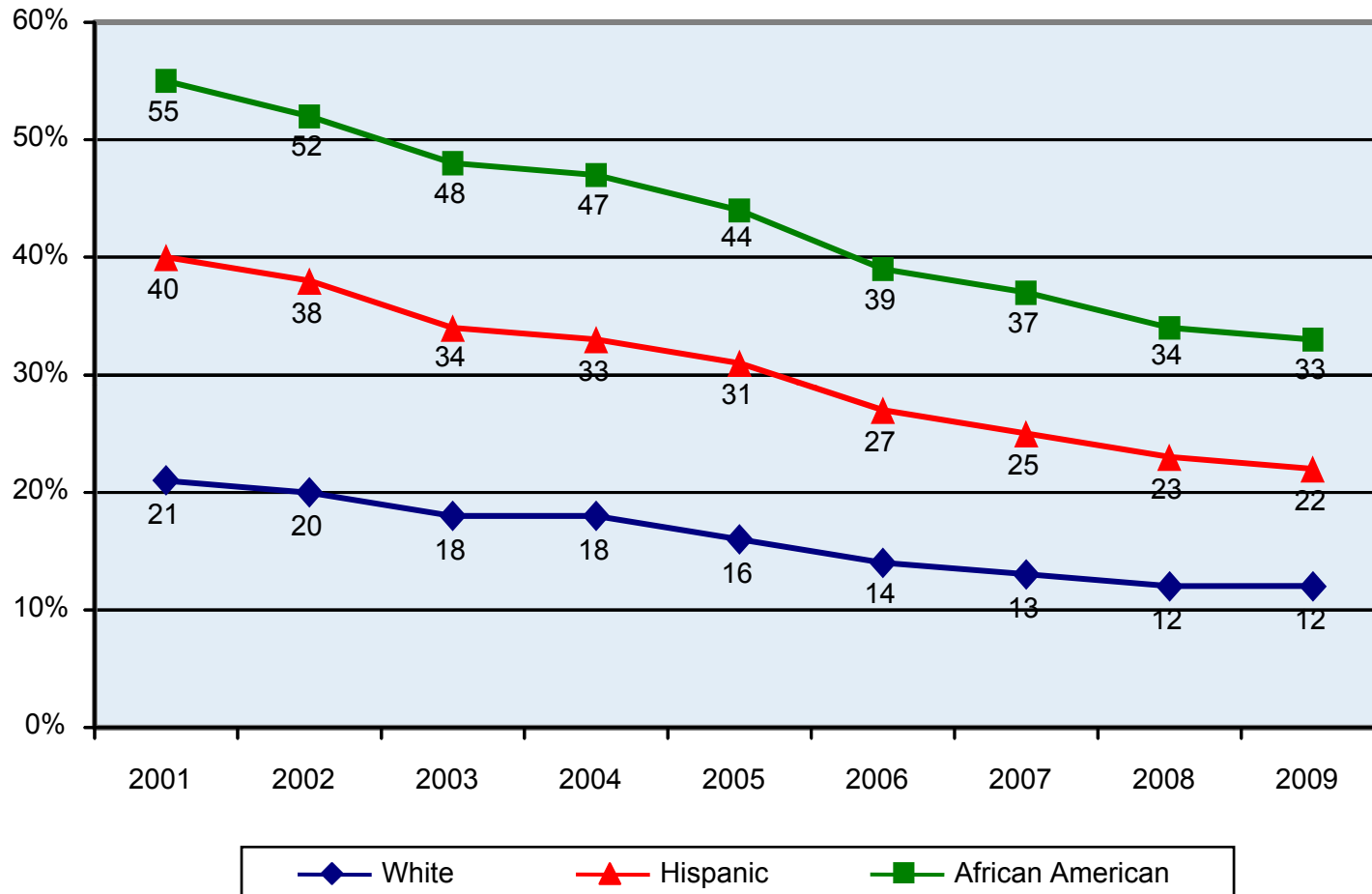
**FCAT Mathematics
Achievement Level 3 and Above
(On Grade Level and Above)
Grades 6, 7, and 8**



In 2009, 71 percent of White students in Grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 59 percent in 2001, 60 percent in 2002, 63 percent in 2003, 63 percent in 2004, 65 percent in 2005, 68 percent in 2006, 69 percent in 2007, and is equal to 71 percent in 2008. In 2009, 56 percent of Hispanic students in Grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 37 percent in 2001, 39 percent in 2002, 42 percent in 2003, 44 percent in 2004, 46 percent in 2005, 50 percent in 2006, 52 percent in 2007, and 54 percent in 2008. In 2009, 41 percent of African American students in Grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 23 percent in 2001, 25 percent in 2002, 27 percent in 2003, 29 percent in 2004, 31 percent in 2005, 35 percent in 2006, 37 percent in 2007, and 40 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

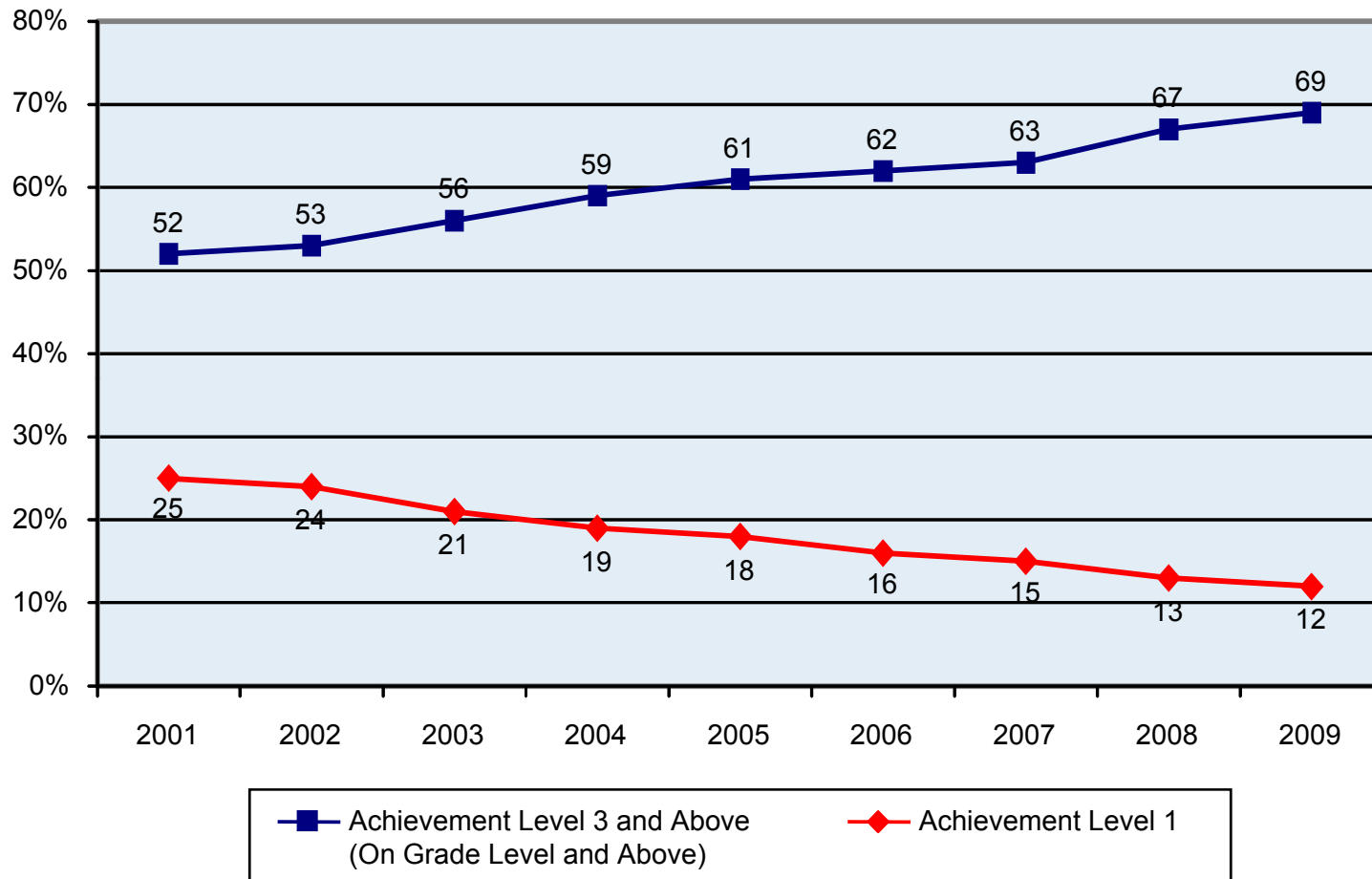
FCAT Mathematics Achievement Level 1 Grades 6, 7, and 8



In 2009, 12 percent of White students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 21 percent in 2001, 20 percent in 2002, 18 percent in 2003, 18 percent in 2004, 16 percent in 2005, 14 percent in 2006, 13 percent in 2007, and is equal to 12 percent in 2008. In 2009, 22 percent of Hispanic students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 40 percent in 2001, 38 percent in 2002, 34 percent in 2003, 33 percent in 2004, 31 percent in 2005, 27 percent in 2006, 25 percent in 2007, and 23 percent in 2008. In 2009, 33 percent of African American students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 55 percent in 2001, 52 percent in 2002, 48 percent in 2003, 47 percent in 2004, 44 percent in 2005, 39 percent in 2006, 37 percent in 2007, and 34 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

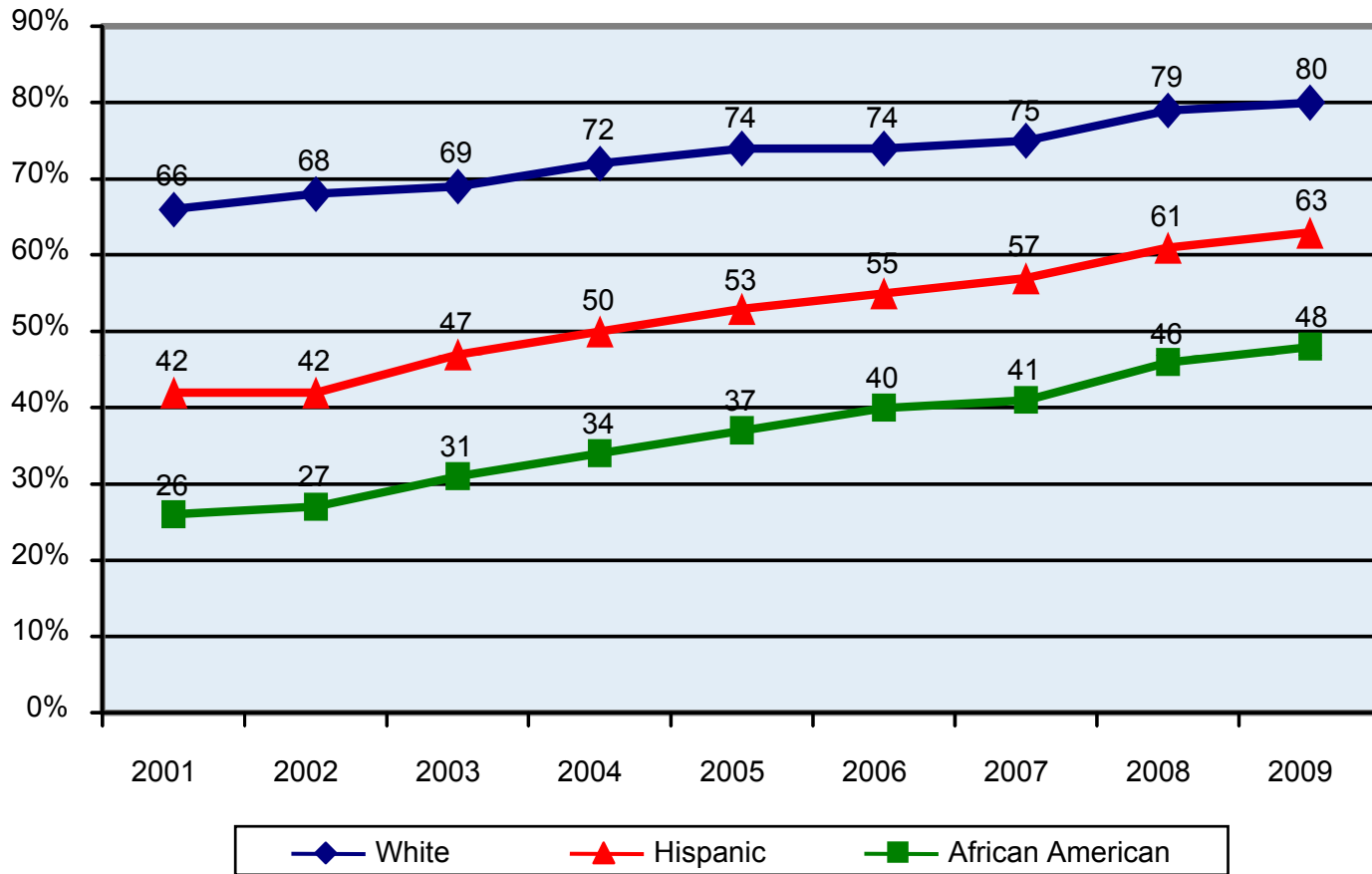
FCAT Mathematics by Achievement Level Grades 9 and 10



In 2009, 69 percent of all students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 52 percent in 2001, 53 percent in 2002, 56 percent in 2003, 59 percent in 2004, 61 percent in 2005, 62 percent in 2006, 63 percent in 2007, and 67 percent in 2008. In 2009, 12 percent of all students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 25 percent in 2001, 24 percent in 2002, 21 percent in 2003, 19 percent in 2004, 18 percent in 2005, 16 percent in 2006, 15 percent in 2007, and 13 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

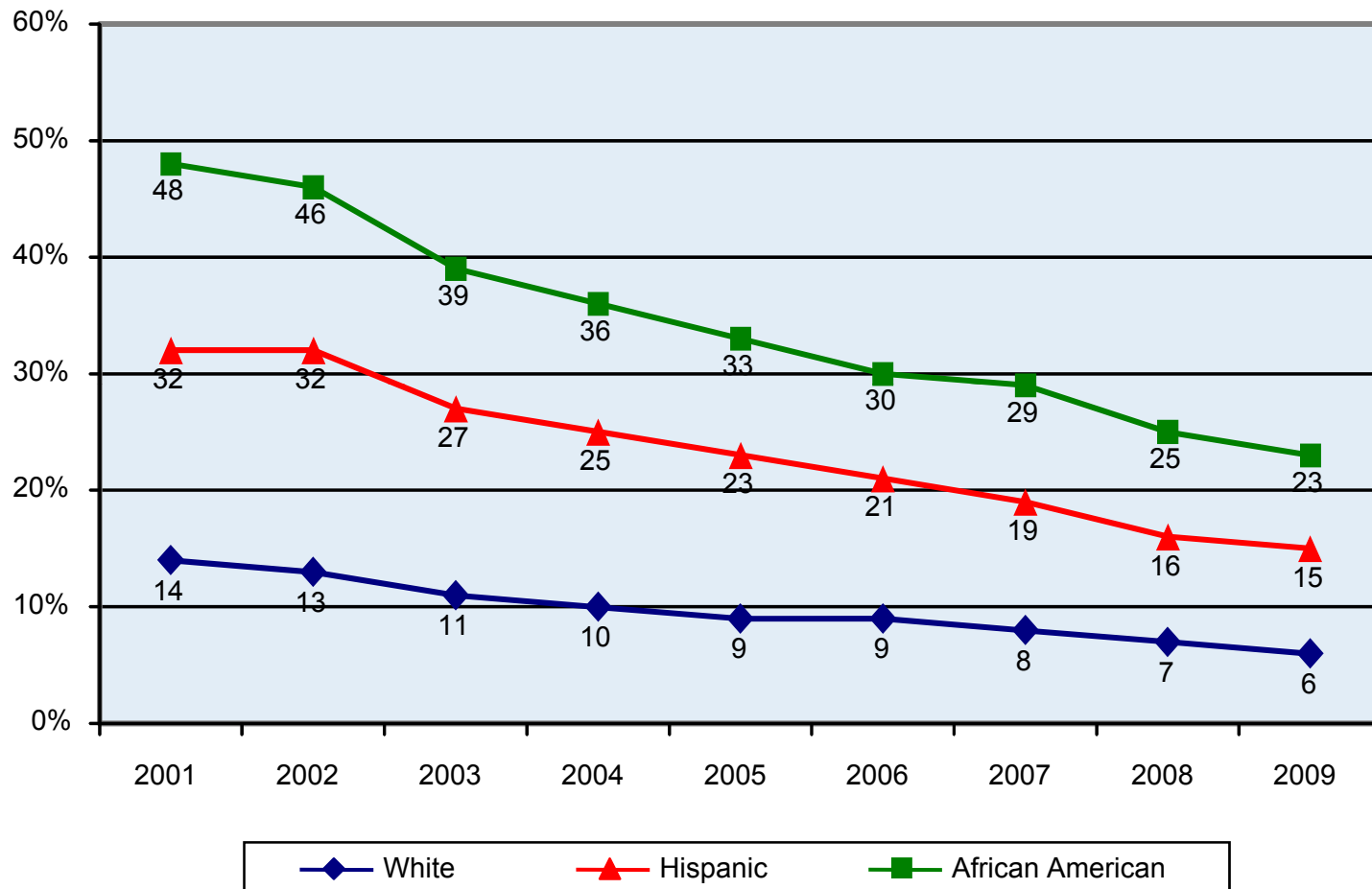
FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grades 9 and 10



In 2009, 80 percent of White students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 66 percent in 2001, 68 percent in 2002, 69 percent in 2003, 72 percent in 2004, 74 percent in 2005, 74 percent in 2006, 75 percent in 2007, and 79 percent in 2008. In 2009, 63 percent of Hispanic students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 42 percent in 2001, 42 percent in 2002, 47 percent in 2003, 50 percent in 2004, 53 percent in 2005, 55 percent in 2006, 57 percent in 2007, and 61 percent in 2008. In 2009, 48 percent of African American students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 26 percent in 2001, 27 percent in 2002, 31 percent in 2003, 34 percent in 2004, 37 percent in 2005, 40 percent in 2006, 41 percent in 2007, and 46 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

FCAT Mathematics Achievement Level 1 Grades 9 and 10



In 2009, 6 percent of White students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 14 percent in 2001, 13 percent in 2002, 11 percent in 2003, 10 percent in 2004, 9 percent in 2005, 9 percent in 2006, 8 percent in 2007, and 7 percent in 2008. In 2009, 15 percent of Hispanic students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 32 percent in 2001, 32 percent in 2002, 27 percent in 2003, 25 percent in 2004, 23 percent in 2005, 21 percent in 2006, 19 percent in 2007, and 16 percent in 2008. In 2009, 23 percent of African American students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 48 percent in 2001, 46 percent in 2002, 39 percent in 2003, 36 percent in 2004, 33 percent in 2005, 30 percent in 2006, 29 percent in 2007, and 25 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009