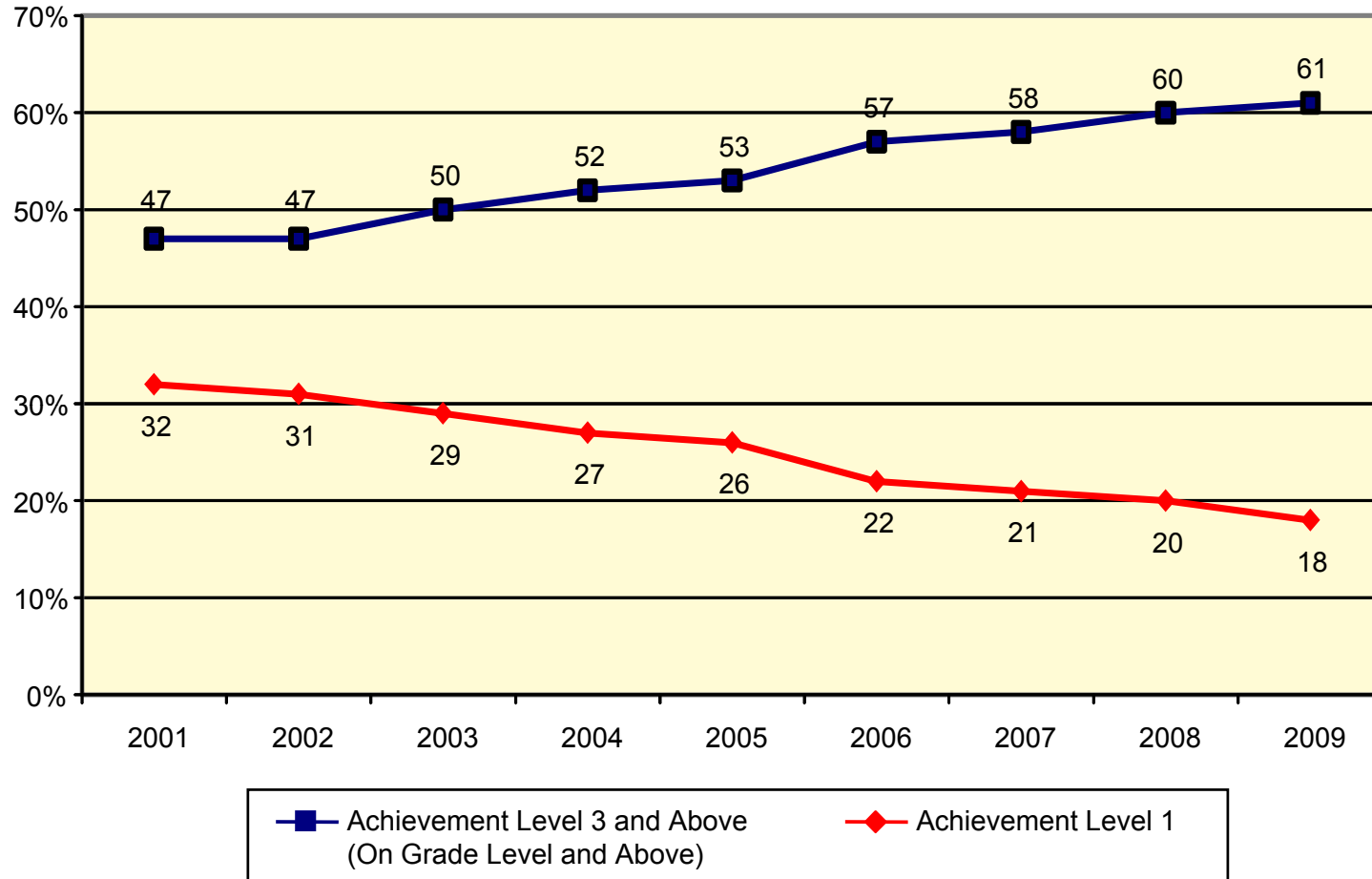


# READING

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.

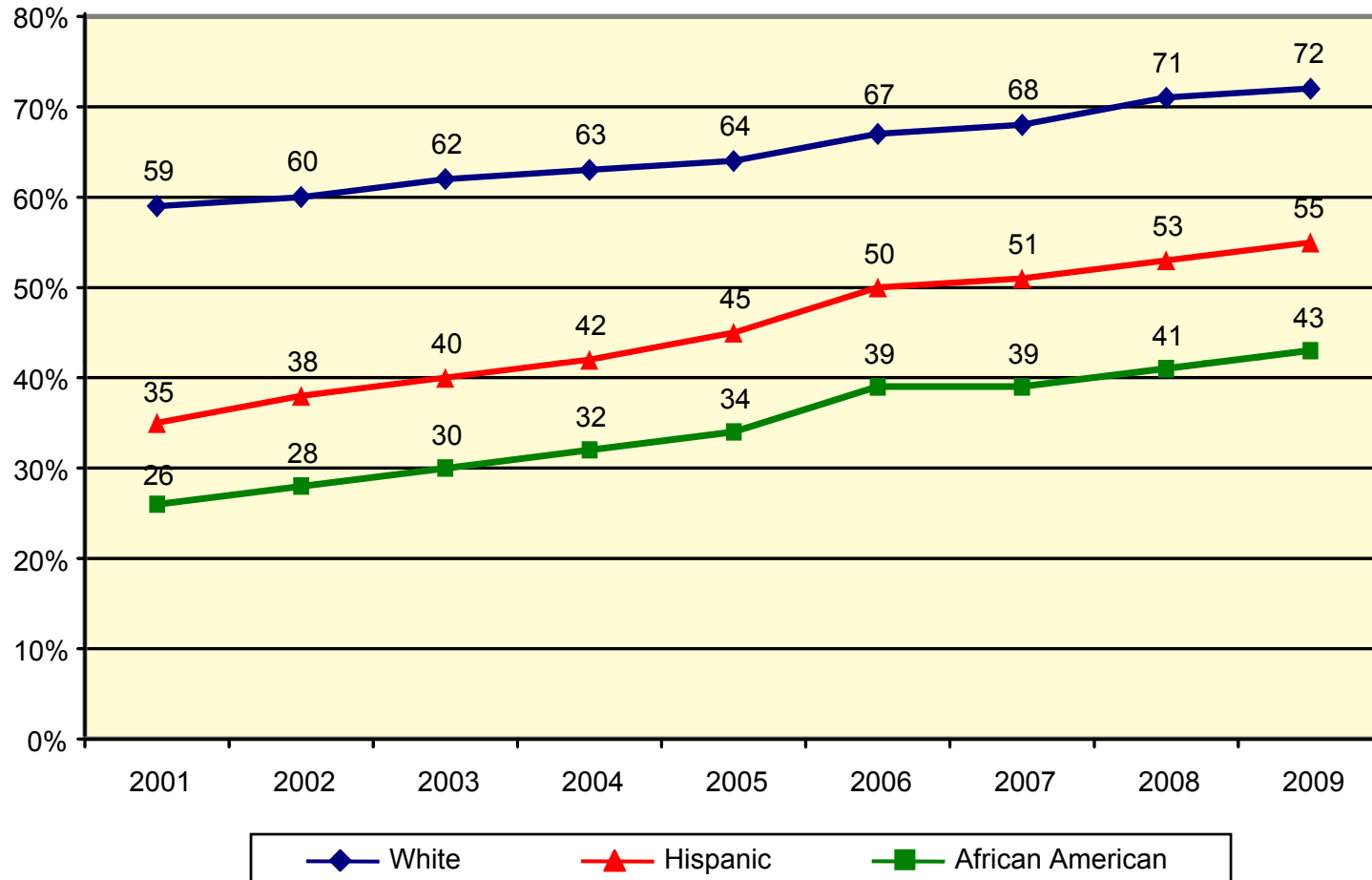
### FCAT Reading by Achievement Level Grades 3-10



In 2009, 61 percent of all students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 47 percent in 2001, 47 percent in 2002, 50 percent in 2003, 52 percent in 2004, 53 percent in 2005, 57 percent in 2006, 58 percent in 2007, and 60 percent in 2008. In 2009, 18 percent of all students in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 32 percent in 2001, 31 percent in 2002, 29 percent in 2003, 27 percent in 2004, 26 percent in 2005, 22 percent in 2006, 21 percent in 2007, and 20 percent in 2008.

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

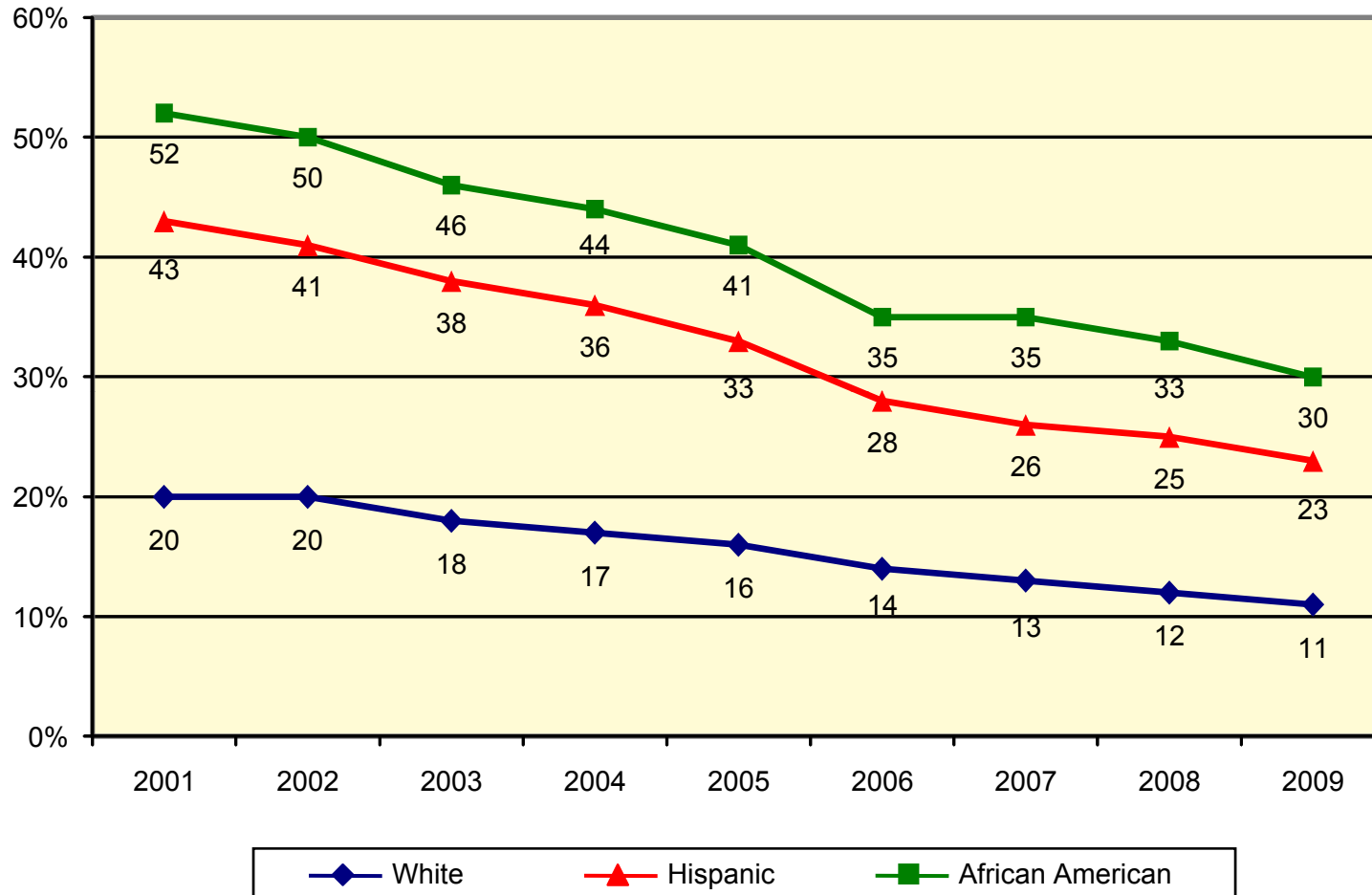
### FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grades 3-10



In 2009, 72 percent of White students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 59 percent in 2001, 60 percent in 2002, 62 percent in 2003, 63 percent in 2004, 64 percent in 2005, 67 percent in 2006, 68 percent in 2007, and 71 percent in 2008. In 2009, 55 percent of Hispanic students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 35 percent in 2001, 38 percent in 2002, 40 percent in 2003, 42 percent in 2004, 45 percent in 2005, 50 percent in 2006, 51 percent in 2007, and 53 percent in 2008. In 2009, 43 percent of African American students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 26 percent in 2001, 28 percent in 2002, 30 percent in 2003, 32 percent in 2004, 34 percent in 2005, 39 percent in 2006, 39 percent in 2007, and 41 percent in 2008.

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

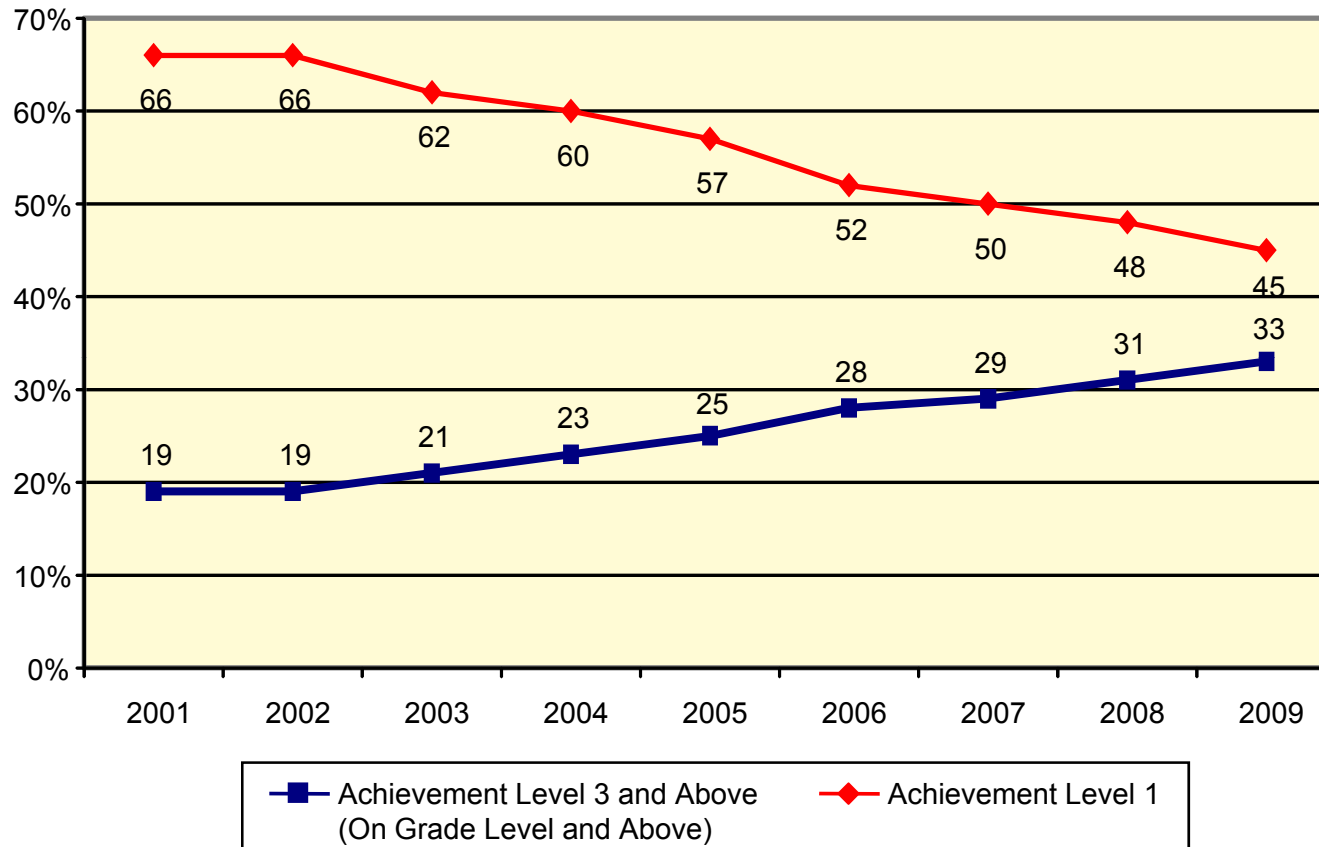
### FCAT Reading Achievement Level 1 Grades 3-10



In 2009, 11 percent of White students in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 20 percent in 2001, 20 percent in 2002, 18 percent in 2003, 17 percent in 2004, 16 percent in 2005, 14 percent in 2006, 13 percent in 2007, and 12 percent in 2008. In 2009, 23 percent of Hispanic students in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 43 percent in 2001, 41 percent in 2002, 38 percent in 2003, 36 percent in 2004, 33 percent in 2005, 28 percent in 2006, 26 percent in 2007, and 25 percent in 2008. In 2009, 30 percent of African American students in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 52 percent in 2001, 50 percent in 2002, 46 percent in 2003, 44 percent in 2004, 41 percent in 2005, 35 percent in 2006, 35 percent in 2007, and 33 percent in 2008.

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

### FCAT Reading by Achievement Level Students With Disabilities Grades 3-10

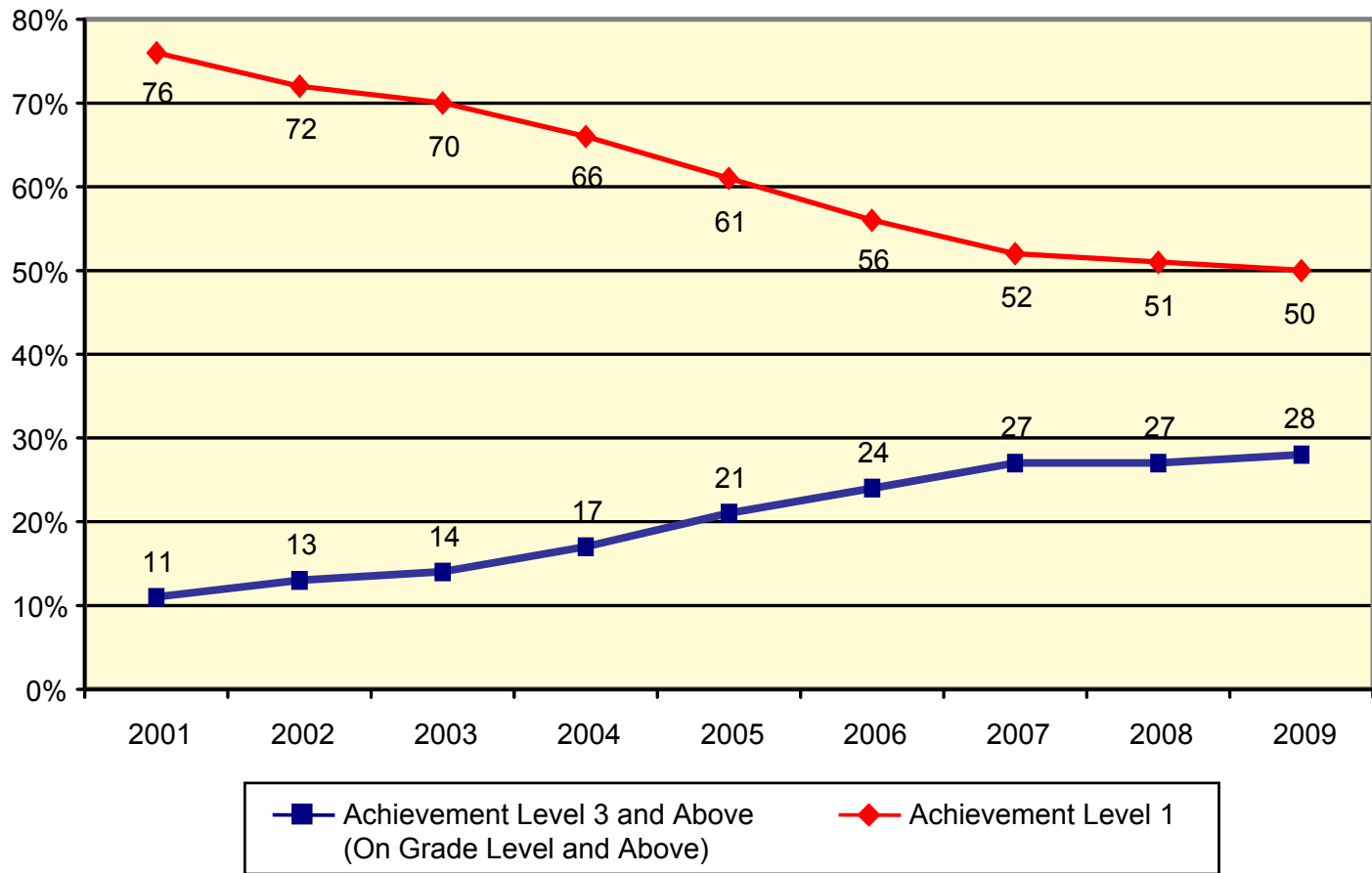


In 2009, 33 percent of Students With Disabilities in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 19 percent in 2001, 19 percent in 2002, 21 percent in 2003, 23 percent in 2004, 25 percent in 2005, 28 percent in 2006, 29 percent in 2007, and 31 percent in 2008. In 2009, 45 percent of Students With Disabilities in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 66 percent in 2001, 66 percent in 2002, 62 percent in 2003, 60 percent in 2004, 57 percent in 2005, 52 percent in 2006, 50 percent in 2007, and 48 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.

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

### FCAT Reading by Achievement Level English Language Learners Grades 3-10

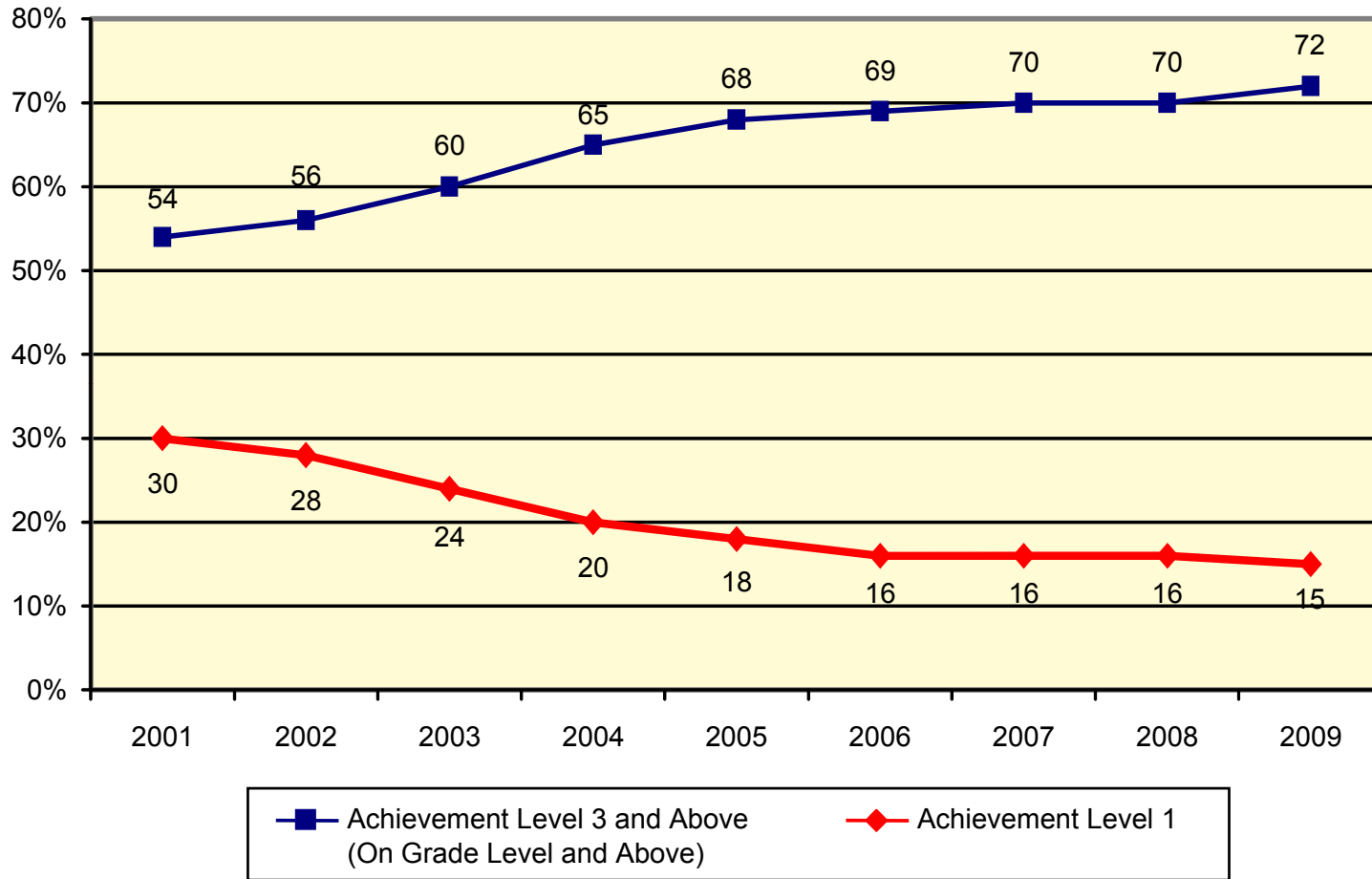


In 2009, 28 percent of English Language Learners in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 11 percent in 2001, 13 percent in 2002, 14 percent in 2003, 17 percent in 2004, 21 percent in 2005, 24 percent in 2006, 27 percent in 2007, and 27 percent in 2008. In 2009, 50 percent of English Language Learners in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 76 percent in 2001, 72 percent in 2002, 70 percent in 2003, 66 percent in 2004, 61 percent in 2005, 56 percent in 2006, 52 percent in 2007, and 51 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

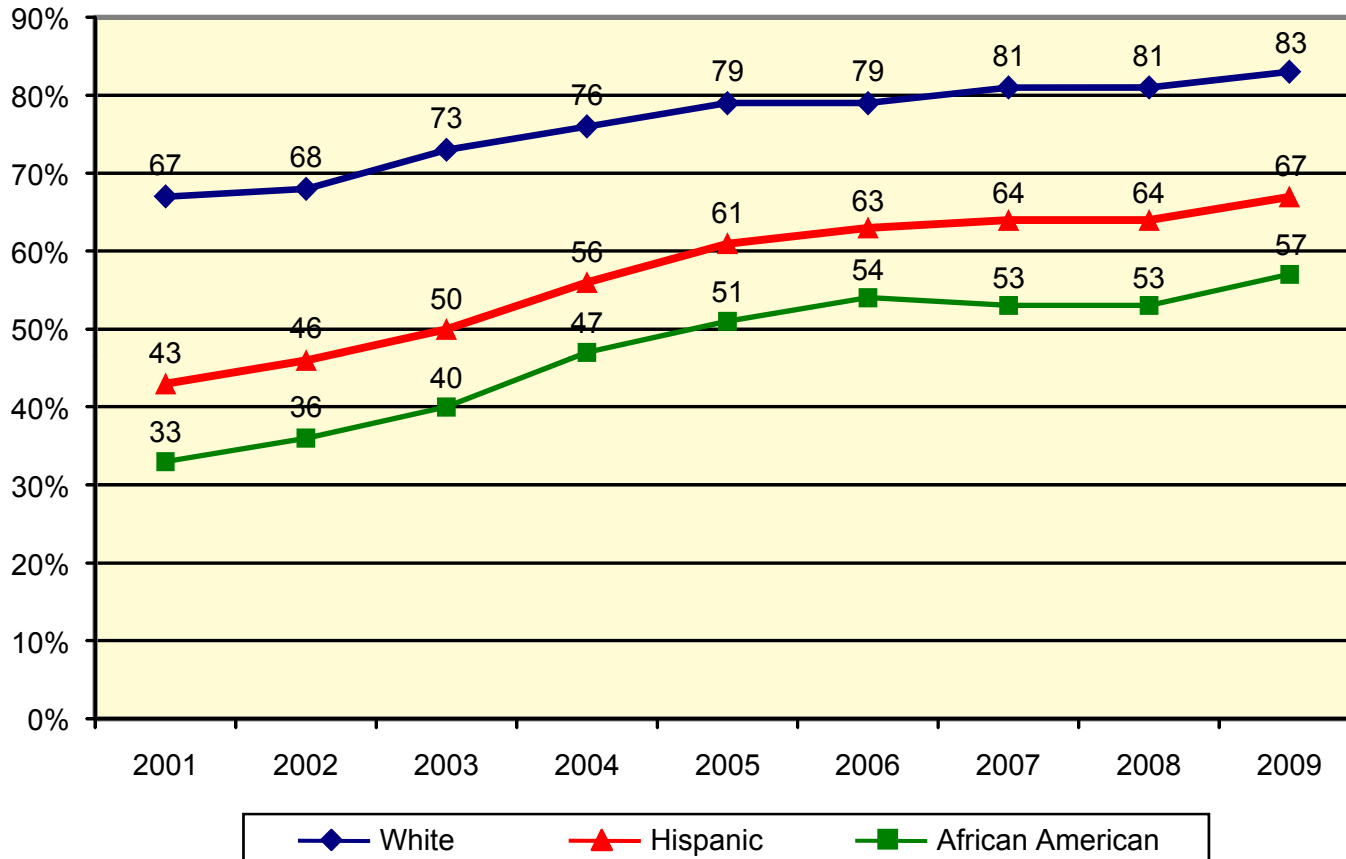
### FCAT Reading by Achievement Level Grades 3, 4, and 5



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 Reading. This is an increase from 54 percent in 2001, 56 percent in 2002, 60 percent in 2003, 65 percent in 2004, 68 percent in 2005, 69 percent in 2006, 70 percent in 2007, and 70 percent in 2008. In 2009, 15 percent of all students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 30 percent in 2001, 28 percent in 2002, 24 percent in 2003, 20 percent in 2004, 18 percent in 2005, 16 percent in 2006, 16 percent in 2007, and 16 percent in 2008.

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

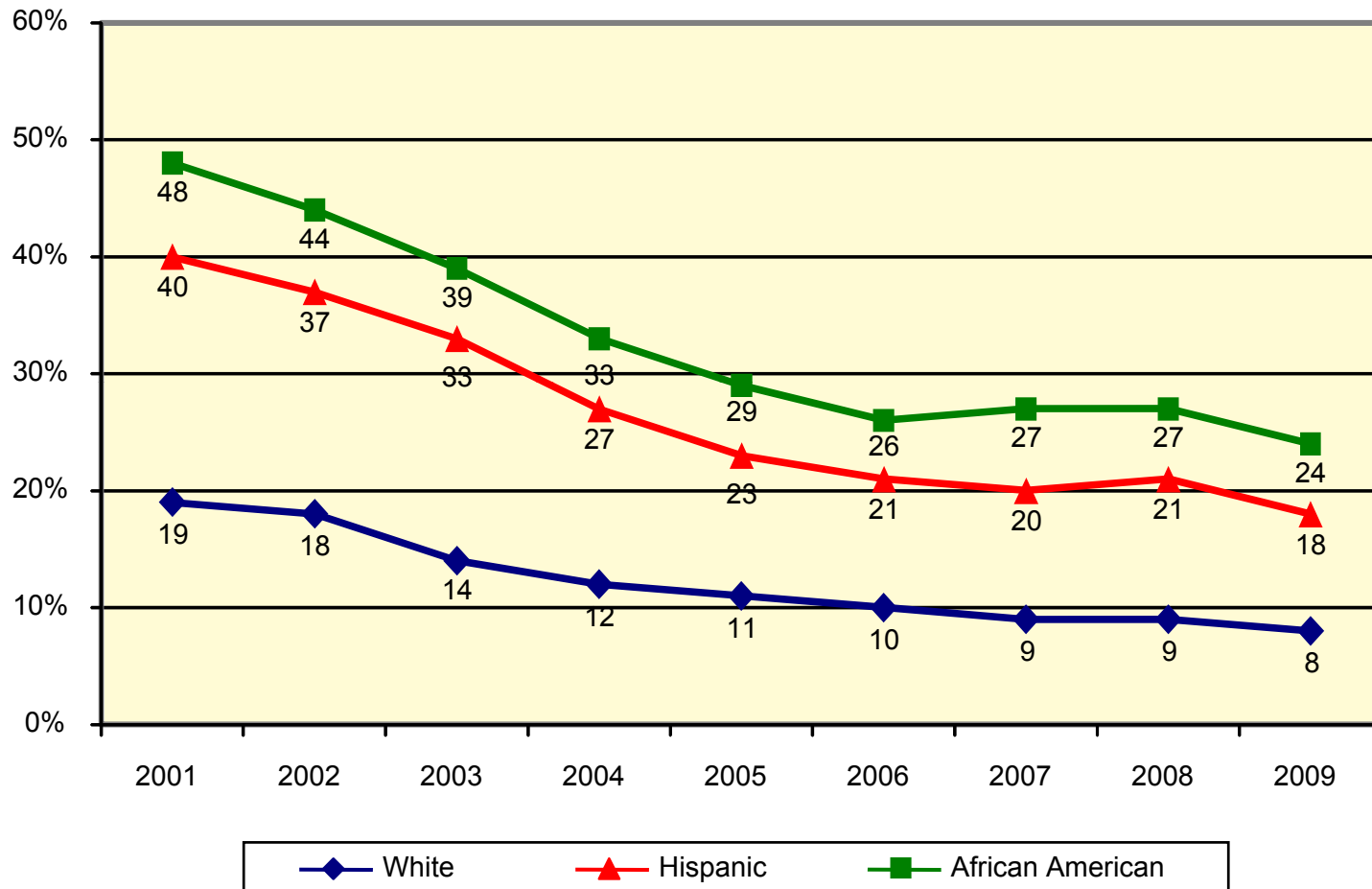
**FCAT Reading  
Achievement Level 3 and Above  
(On Grade Level and Above)  
Grades 3, 4, and 5**



In 2009, 83 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 Reading. This is an increase from 67 percent in 2001, 68 percent in 2002, 73 percent in 2003, 76 percent in 2004, 79 percent in 2005, 79 percent in 2006, 81 percent in 2007, and 81 percent in 2008. In 2009, 67 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 Reading. This is an increase from 43 percent in 2001, 46 percent in 2002, 50 percent in 2003, 56 percent in 2004, 61 percent in 2005, 63 percent in 2006, 64 percent in 2007, and 64 percent in 2008. In 2009, 57 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 Reading. This is an increase from 33 percent in 2001, 36 percent in 2002, 40 percent in 2003, 47 percent in 2004, 51 percent in 2005, 54 percent in 2006, 53 percent in 2007, and 53 percent in 2008.



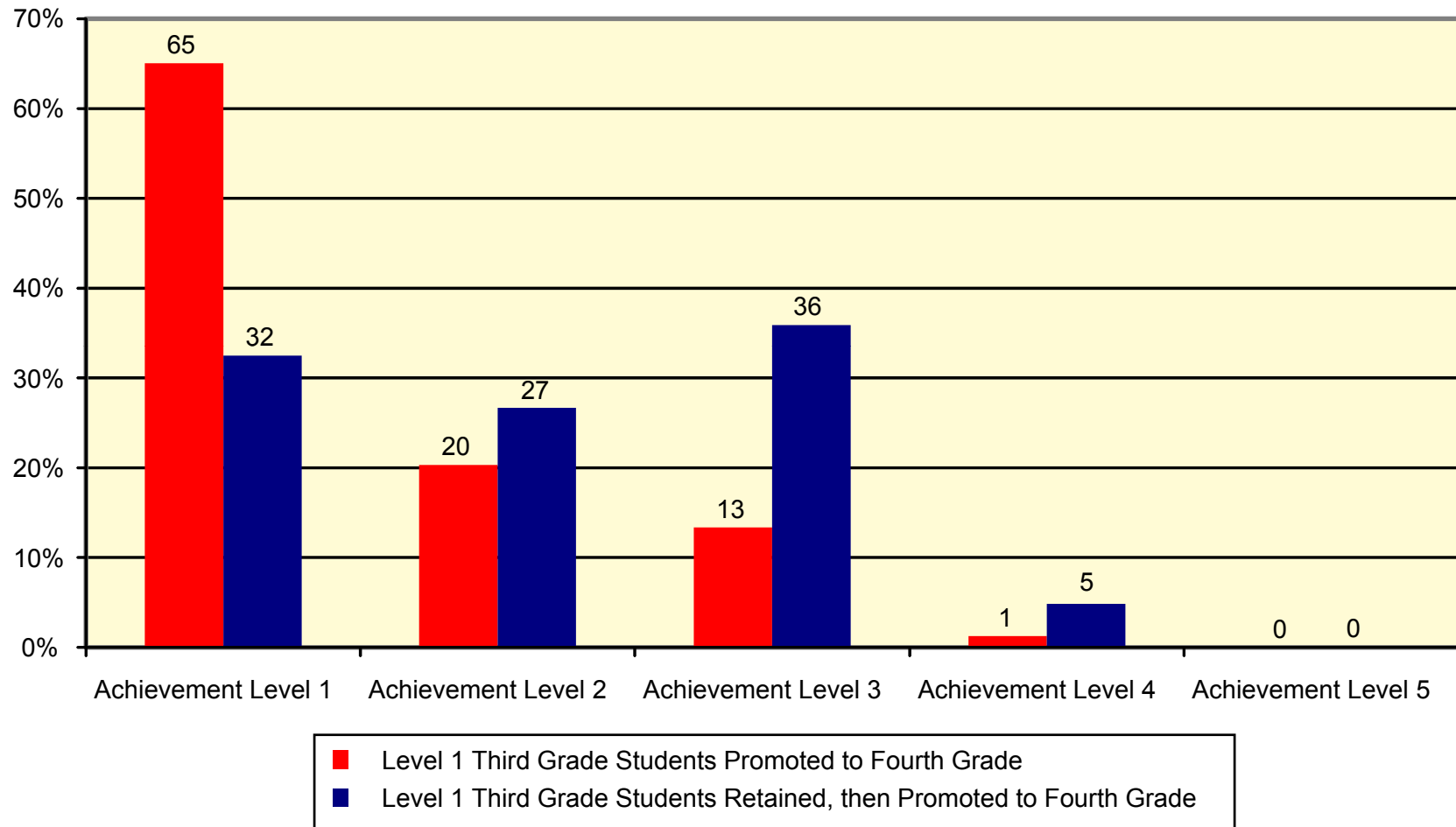
### FCAT Reading Achievement Level 1 Grades 3, 4, and 5



In 2009, 8 percent of White students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 19 percent in 2001, 18 percent in 2002, 14 percent in 2003, 12 percent in 2004, 11 percent in 2005, 10 percent in 2006, 9 percent in 2007, and 9 percent in 2008. In 2009, 18 percent of Hispanic students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 40 percent in 2001, 37 percent in 2002, 33 percent in 2003, 27 percent in 2004, 23 percent in 2005, 21 percent in 2006, 20 percent in 2007, and 21 percent in 2008. In 2009, 24 percent of African American students in Grades 3, 4, and 5 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 48 percent in 2001, 44 percent in 2002, 39 percent in 2003, 33 percent in 2004, 29 percent in 2005, 26 percent in 2006, 27 percent in 2007, and 27 percent in 2008.

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

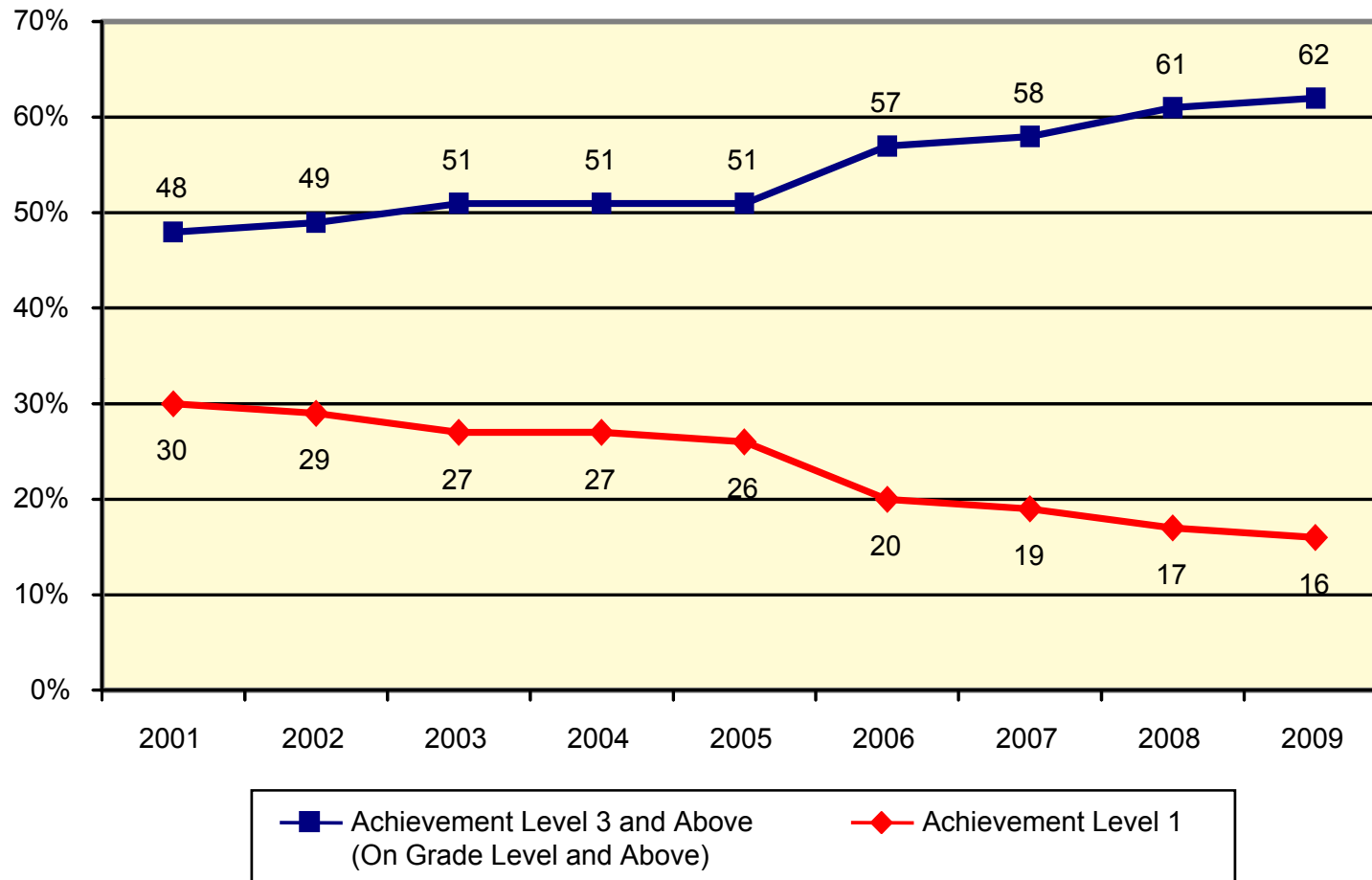
### Retained Level 1 Third Grade Students Outperform Promoted Level 1 Students on FCAT Reading Grade 4



In 2009, 32 percent of Fourth Grade students that repeated Grade 3 in 2007-08 scored at Achievement Level 1 on the Grade 4 FCAT Reading compared to 65 percent of Fourth Grade students that were promoted to Grade 4 in 2007-08 and scored at Achievement Level 1 on the Grade 3 FCAT Reading the 2006-07. Twenty-seven percent of Third Grade repeaters scored at Achievement Level 2 on Grade 4 FCAT Reading compared to 20 percent that were promoted. Thirty-six percent of repeaters scored at Achievement Level 3 on Grade 4 FCAT Reading compared to 13 percent that were promoted. Five percent of repeaters scored at Achievement Level 4 on Grade 4 FCAT Reading compared to 1 percent that were promoted. Zero percent of repeaters and students that were promoted scored at Achievement Level 5.

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

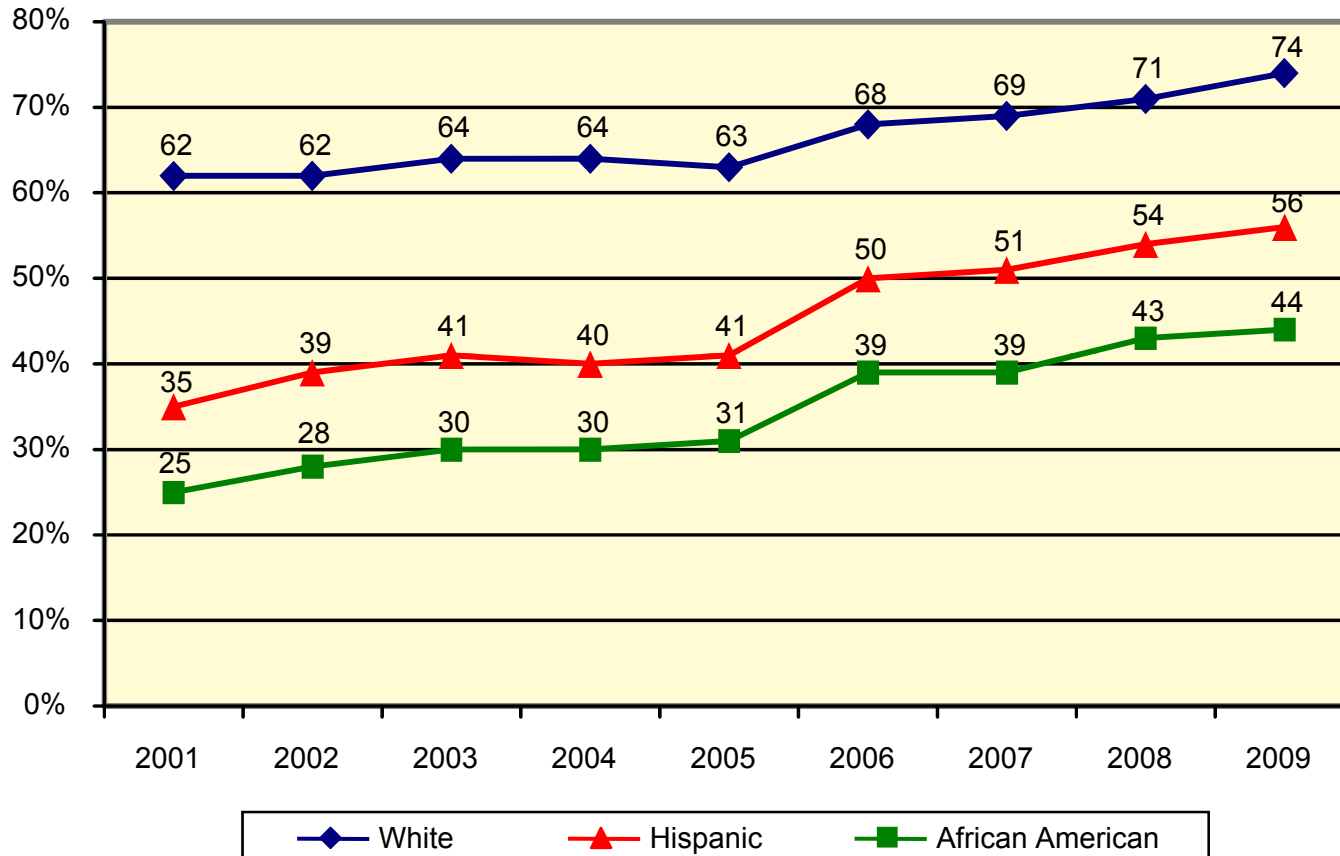
### FCAT Reading by Achievement Level Grades 6, 7, and 8



In 2009, 62 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 Reading. This is an increase from 48 percent in 2001, 49 percent in 2002, 51 percent in 2003, 51 percent in 2004, 51 percent in 2005, 57 percent in 2006, 58 percent in 2007, and 61 percent in 2008. In 2009, 16 percent of all students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 30 percent in 2001, 29 percent in 2002, 27 percent in 2003, 27 percent in 2004, 26 percent in 2005, 20 percent in 2006, 19 percent in 2007, and 17 percent in 2008.

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

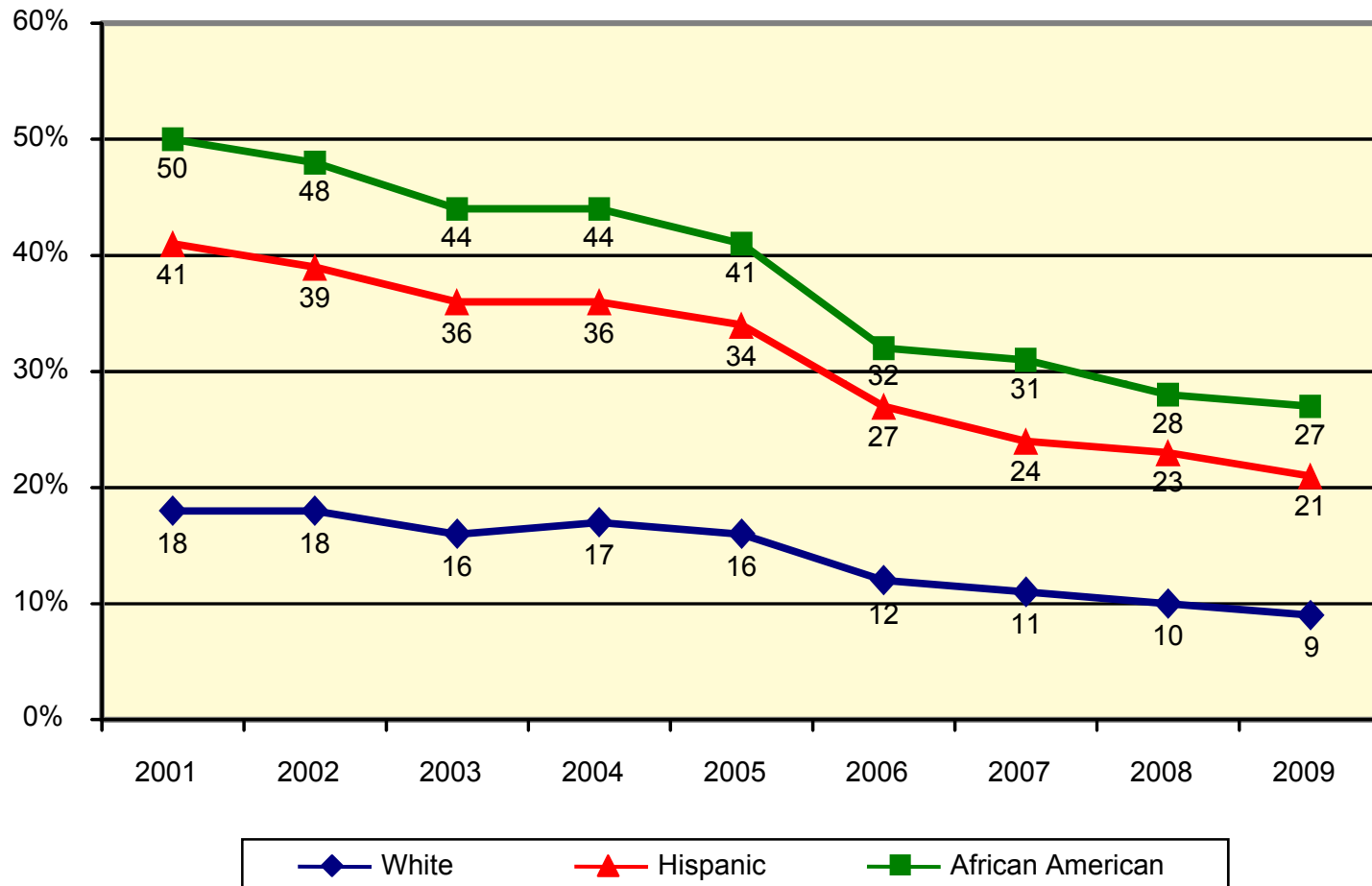
**FCAT Reading  
Achievement Level 3 and Above  
(On Grade Level and Above)  
Grades 6, 7, and 8**



In 2009, 74 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 Reading. This is an increase from 62 percent in 2001, 62 percent in 2002, 64 percent in 2003, 64 percent in 2004, 63 percent in 2005, 68 percent in 2006, 69 percent in 2007, and 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 Reading. This is an increase from 35 percent in 2001, 39 percent in 2002, 41 percent in 2003, 40 percent in 2004, 41 percent in 2005, 50 percent in 2006, 51 percent in 2007, and 54 percent in 2008. In 2009, 44 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 Reading. This is an increase from 25 percent in 2001, 28 percent in 2002, 30 percent in 2003, 30 percent in 2004, 31 percent in 2005, 39 percent in 2006, 39 percent in 2007, and 43 percent in 2008.

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

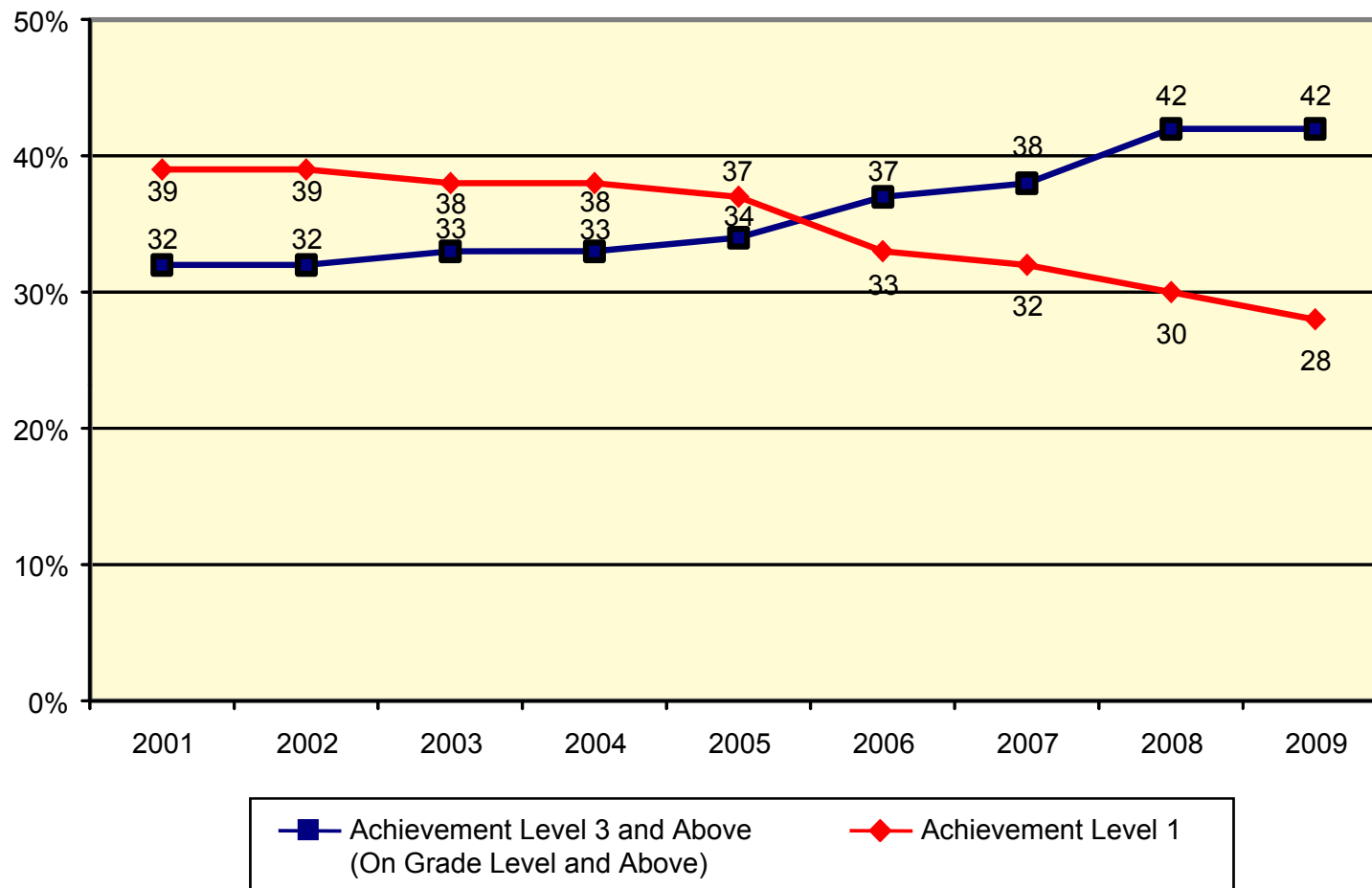
### FCAT Reading Achievement Level 1 Grades 6, 7, and 8



In 2009, 9 percent of White students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 18 percent in 2001, 18 percent in 2002, 16 percent in 2003, 17 percent in 2004, 16 percent in 2005, 12 percent in 2006, 11 percent in 2007, and 10 percent in 2008. In 2009, 21 percent of Hispanic students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 41 percent in 2001, 39 percent in 2002, 36 percent in 2003, 36 percent in 2004, 34 percent in 2005, 27 percent in 2006, 24 percent in 2007, and 23 percent in 2008. In 2009, 27 percent of African American students in Grades 6, 7, and 8 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 50 percent in 2001, 48 percent in 2002, 44 percent in 2003, 44 percent in 2004, 41 percent in 2005, 32 percent in 2006, 31 percent in 2007, and 28 percent in 2008.

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

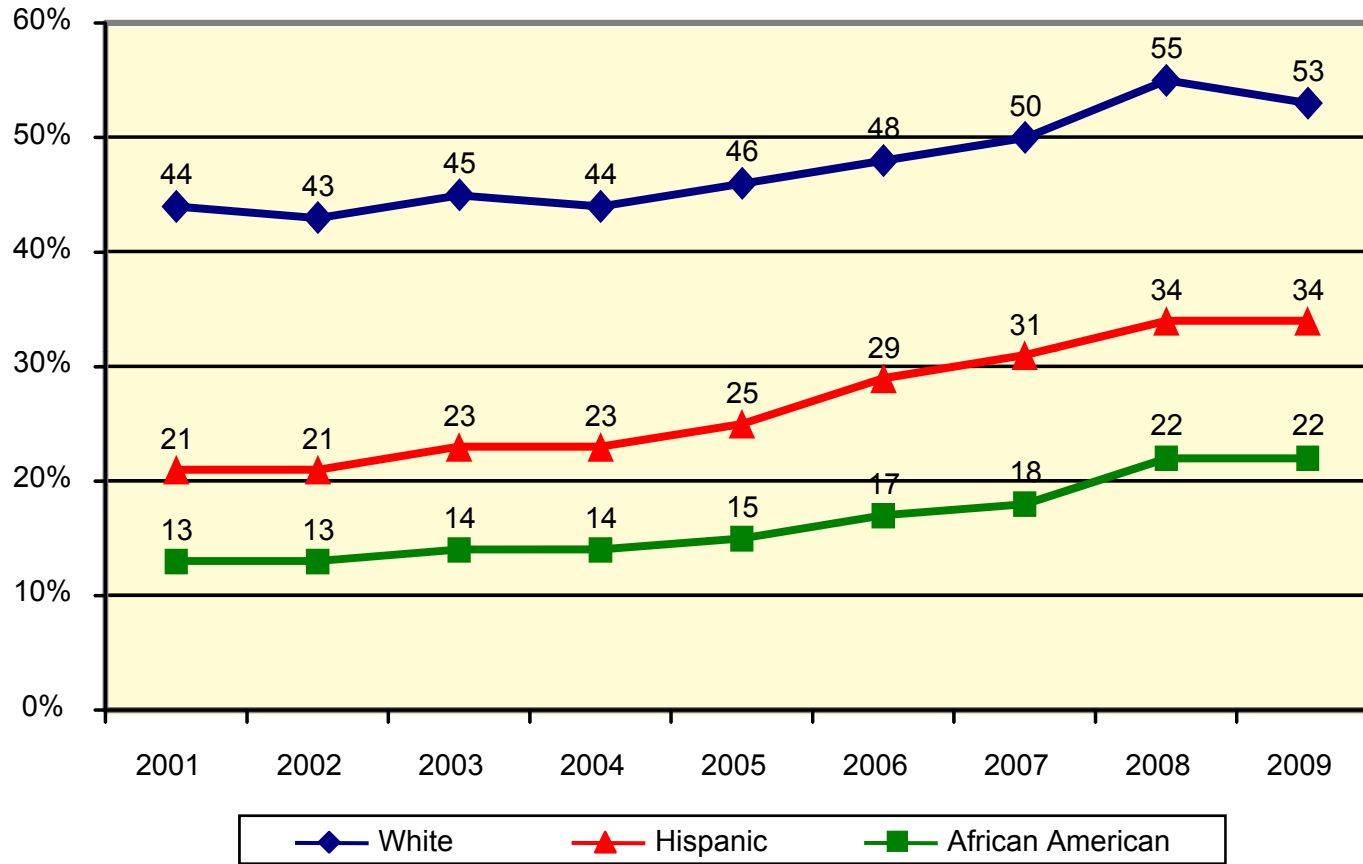
### FCAT Reading by Achievement Level Grades 9 and 10



In 2009, 42 percent of all students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 32 percent in 2001, 32 percent in 2002, 33 percent in 2003, 33 percent in 2004, 34 percent in 2005, 37 percent in 2006, 38 percent in 2007, and is equal to 42 percent in 2008. In 2009, 28 percent of all students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 39 percent in 2001, 39 percent in 2002, 38 percent in 2003, 38 percent in 2004, 37 percent in 2005, 33 percent in 2006, 32 percent in 2007, and 30 percent in 2008.

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

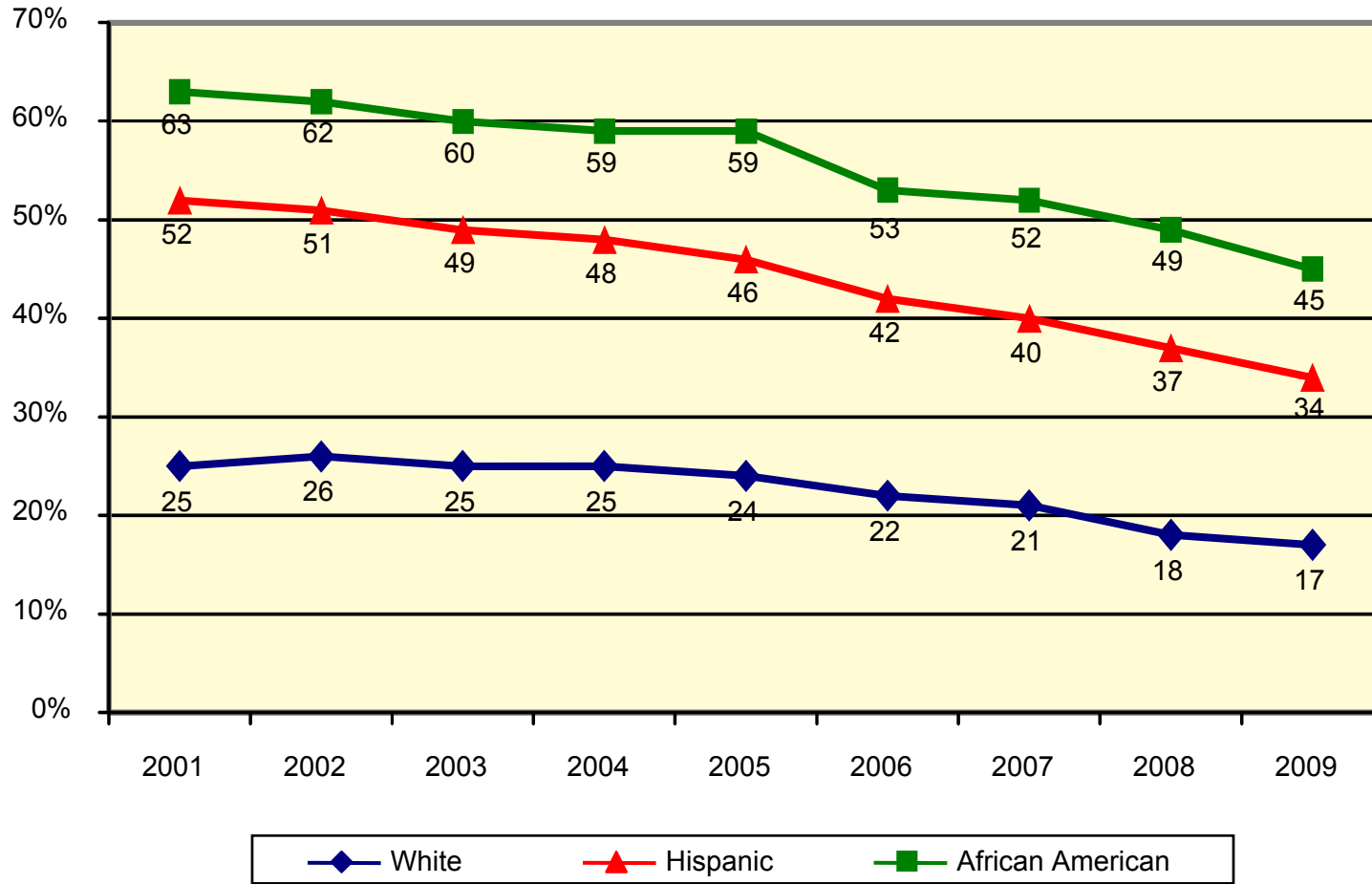
### FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grades 9 and 10



In 2009, 53 percent of White students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 44 percent in 2001, 43 percent in 2002, 45 percent in 2003, 44 percent in 2004, 46 percent in 2005, 48 percent in 2006, 50 percent in 2007, and a decrease from 55 percent in 2008. In 2009, 34 percent of Hispanic students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 21 percent in 2001, 21 percent in 2002, 23 percent in 2003, 23 percent in 2004, 25 percent in 2005, 29 percent in 2006, 31 percent in 2007, and is equal to 34 percent in 2008. In 2009, 22 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 Reading. This is an increase from 13 percent in 2001, 13 percent in 2002, 14 percent in 2003, 14 percent in 2004, 15 percent in 2005, 17 percent in 2006, 18 percent in 2007, and is equal to 22 percent in 2008.

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

### FCAT Reading Achievement Level 1 Grades 9 and 10



In 2009, 17 percent of White students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 25 percent in 2001, 26 percent in 2002, 25 percent in 2003, 25 percent in 2004, 24 percent in 2005, 22 percent in 2006, 21 percent in 2007, and 18 percent in 2008. In 2009, 34 percent of Hispanic students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 52 percent in 2001, 51 percent in 2002, 49 percent in 2003, 48 percent in 2004, 46 percent in 2005, 42 percent in 2006, 40 percent in 2007, and 37 percent in 2008. In 2009, 45 percent of African American students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 63 percent in 2001, 62 percent in 2002, 60 percent in 2003, 59 percent in 2004, 59 percent in 2005, 53 percent in 2006, 52 percent in 2007, and 49 percent in 2008.

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