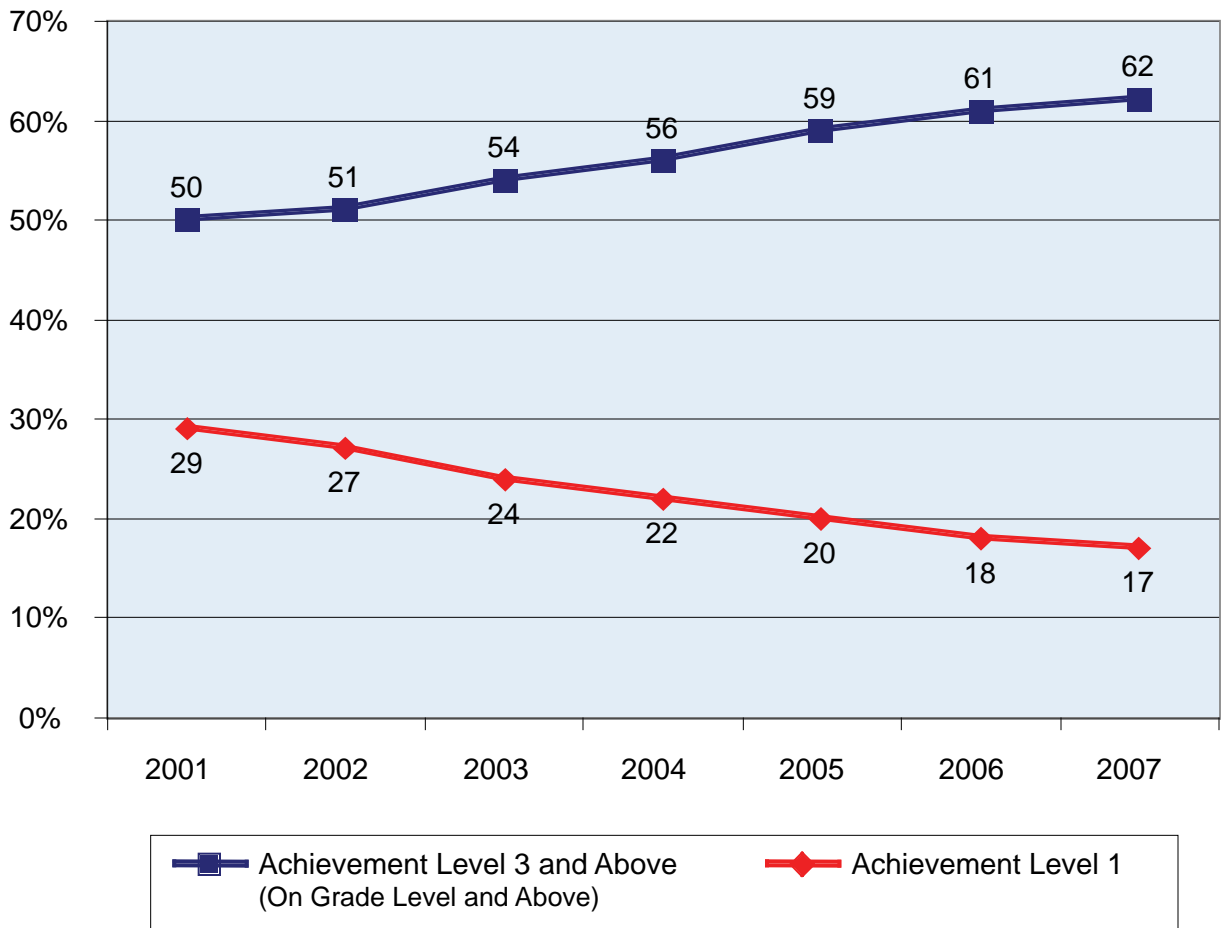


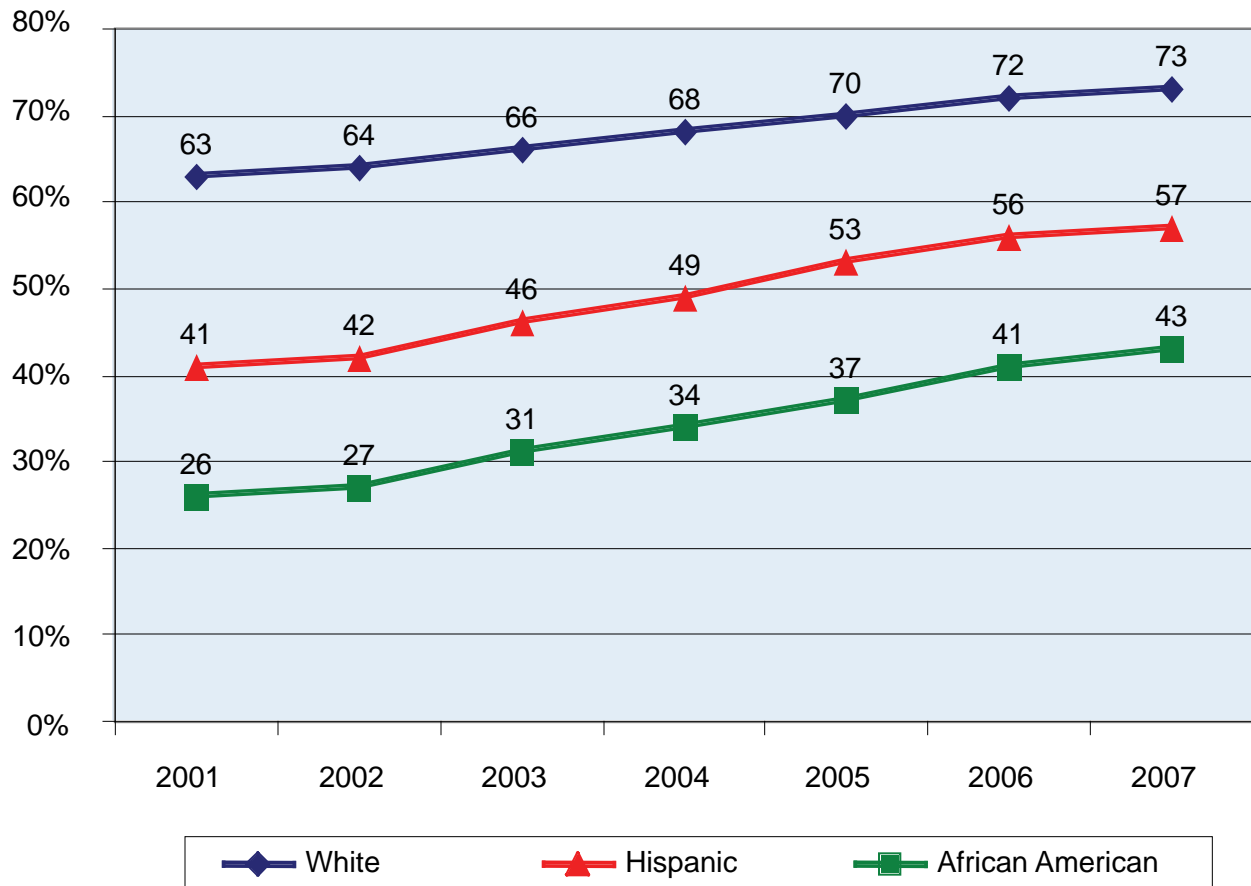
FCAT Mathematics by Achievement Level Grades 3-10



In 2007, 62 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, and 61 percent in 2006. In 2007, 17 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, and 18 percent in 2006.

Source: Florida Department of Education, May 2007

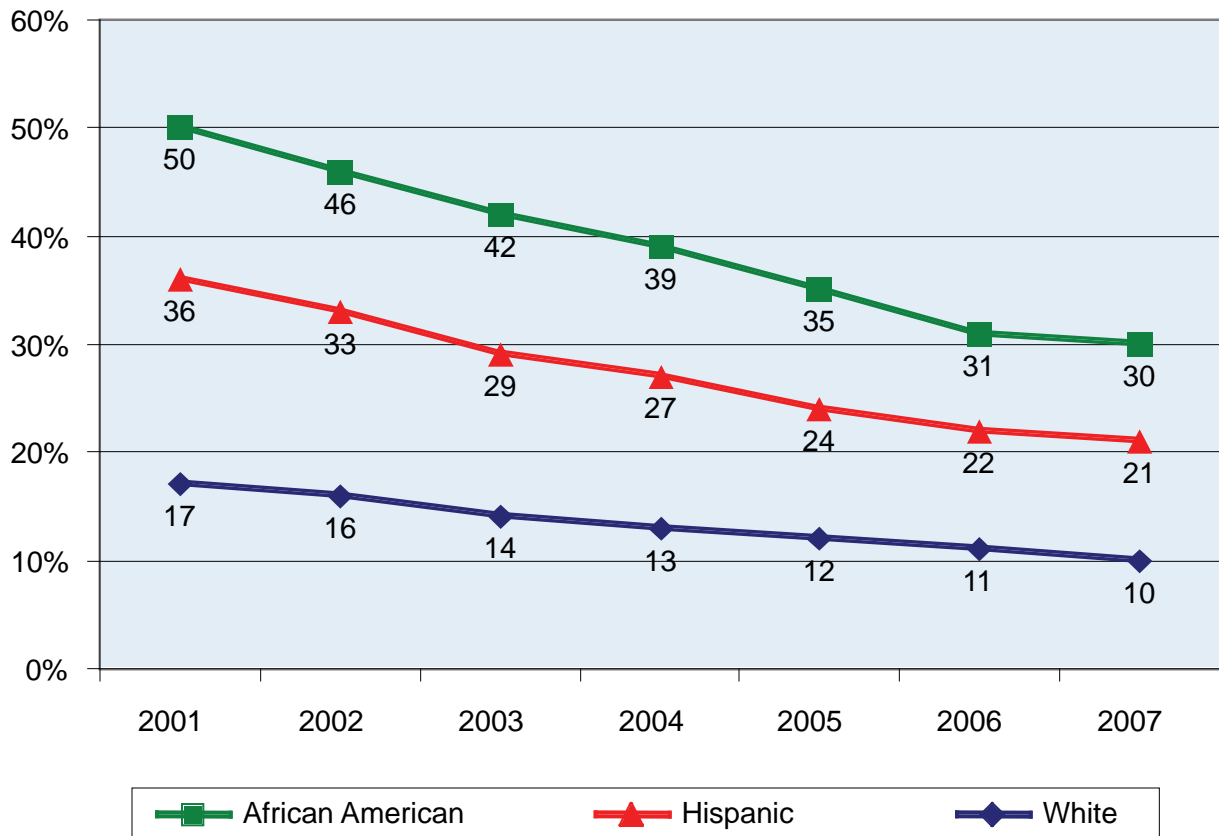
FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grades 3-10



In 2007, 73 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, and 72 percent in 2006. In 2007, 57 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, and 56 percent in 2006. In 2007, 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 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, and 41 percent in 2006.

Source: Florida Department of Education, May 2007

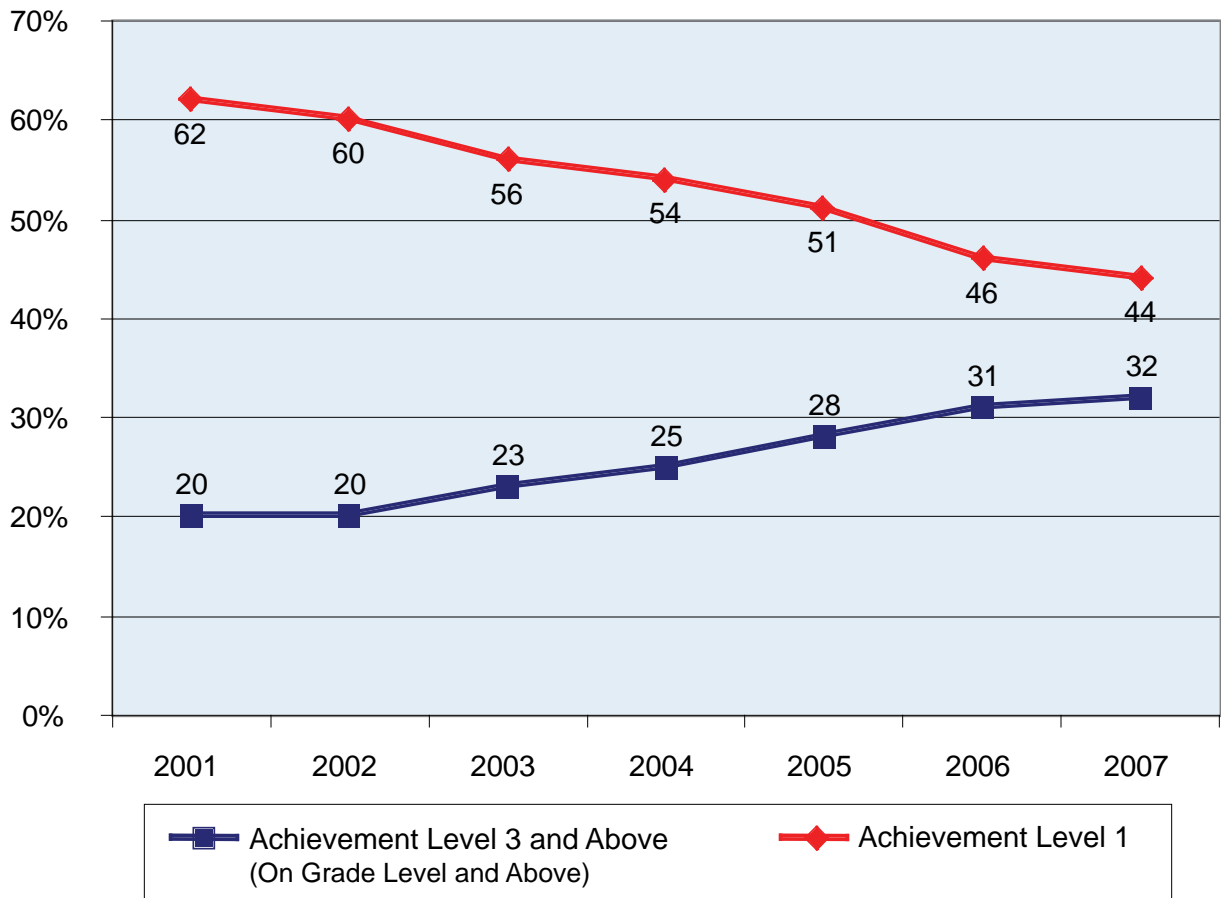
FCAT Mathematics Achievement Level 1 Grades 3-10



In 2007, 10 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, and 11 percent in 2006. In 2007, 21 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, and 22 percent in 2006. In 2007, 30 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, and 31 percent in 2006.

Source: Florida Department of Education, May 2007

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

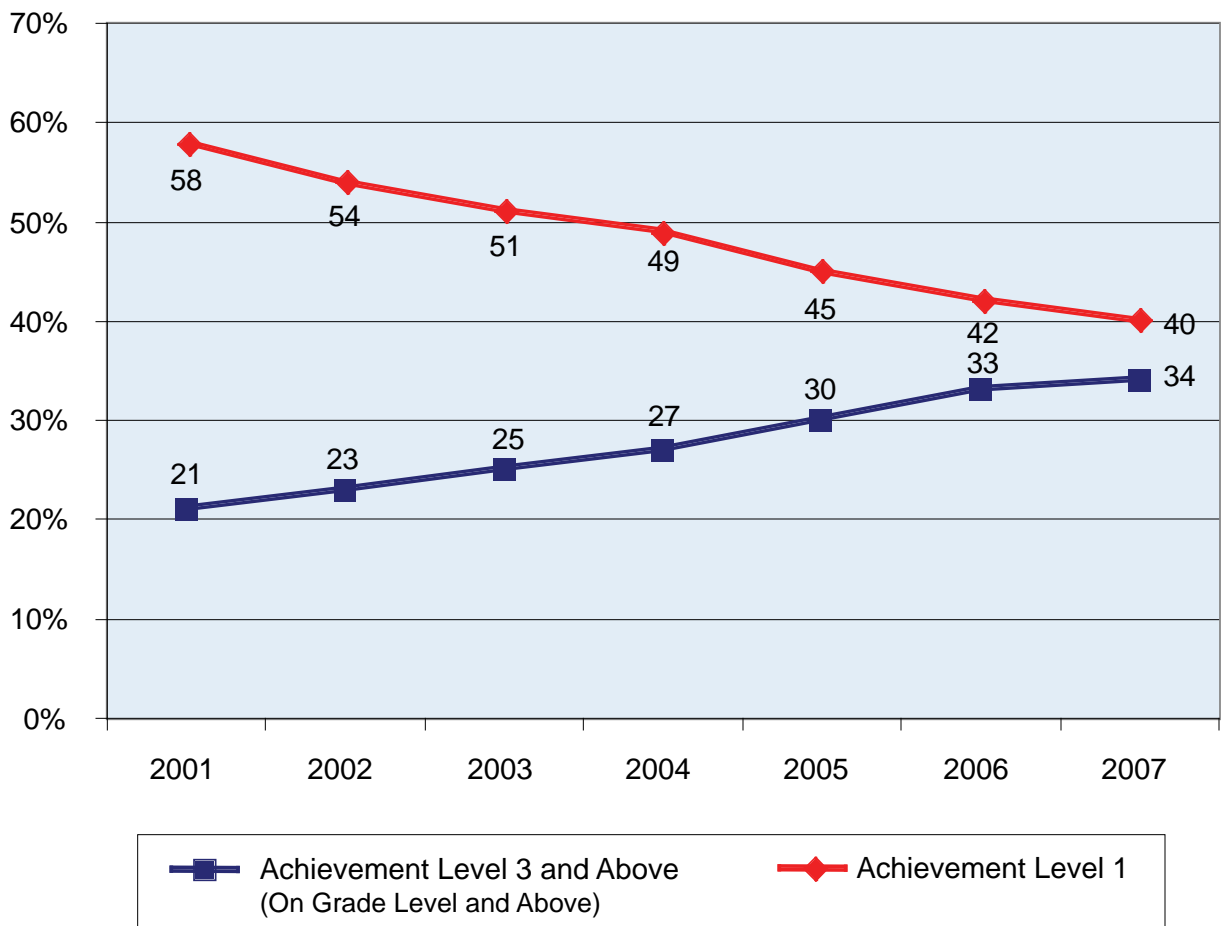


In 2007, 32 percent of Students With Disabilities in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 20 percent in 2001, 20 percent in 2002, 23 percent in 2003, 25 percent in 2004, 28 percent in 2005, and 31 percent in 2006. In 2007, 44 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, and 46 percent in 2006.

*Students With Disabilities (SWD) includes students determined eligible for special education and related services who are receiving services based on an individual education plan.

Source: Florida Department of Education, May 2007

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

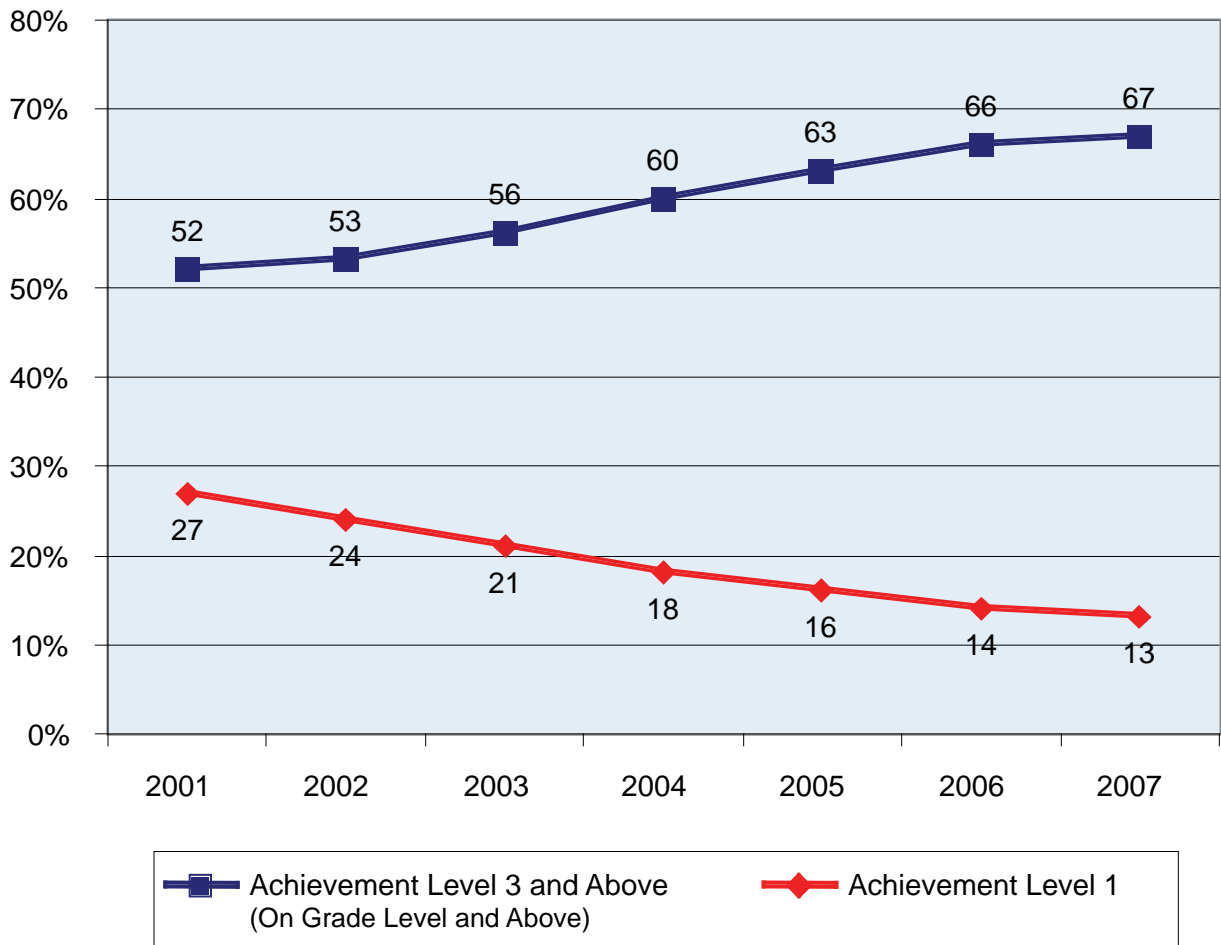


In 2007, 34 percent of English Language Learners in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 21 percent in 2001, 23 percent in 2002, 25 percent in 2003, 27 percent in 2004, 30 percent in 2005, and 33 percent in 2006. In 2007, 40 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, and 42 percent in 2006.

*English Language Learners (ELLs), formerly referred to as Limited English Proficient (LEP) students, includes students enrolled in classes specifically designed to increase their academic and language proficiency.

Source: Florida Department of Education, May 2007

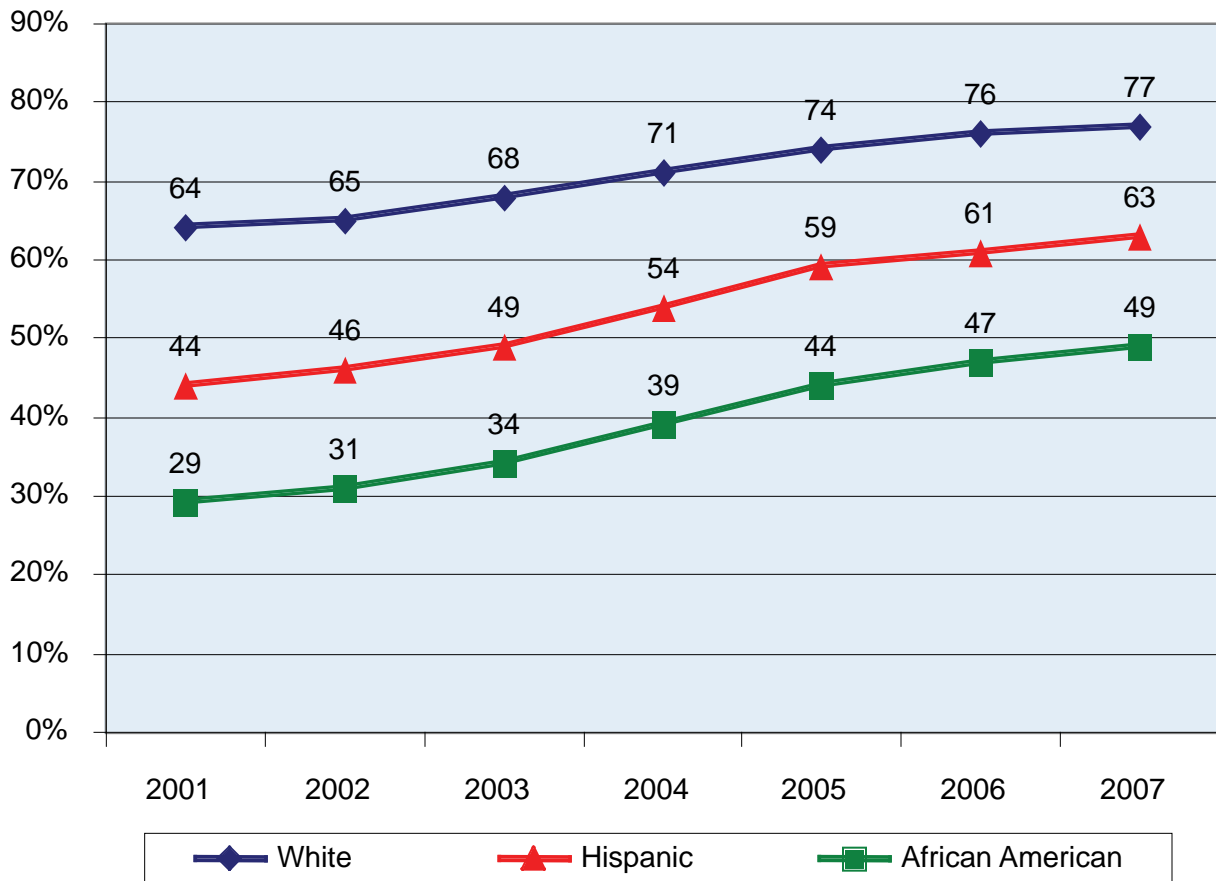
FCAT Mathematics by Achievement Level Grades 3, 4, and 5



In 2007, 67 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, and 66 percent in 2006. In 2007, 13 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, and 14 percent in 2006.

Source: Florida Department of Education, May 2007

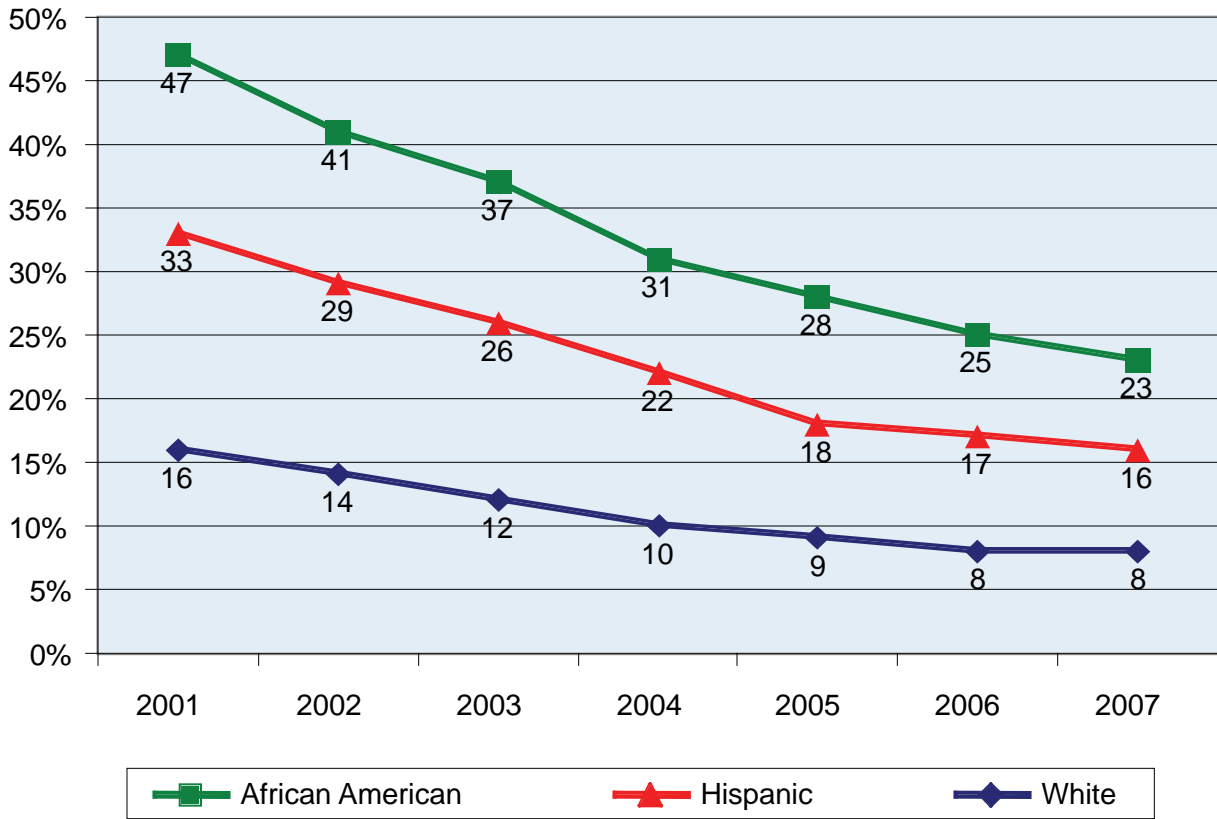
FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grades 3, 4, and 5



In 2007, 77 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, and 76 percent in 2006. In 2007, 63 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, and 61 percent in 2006. In 2007, 49 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.

Source: Florida Department of Education, May 2007

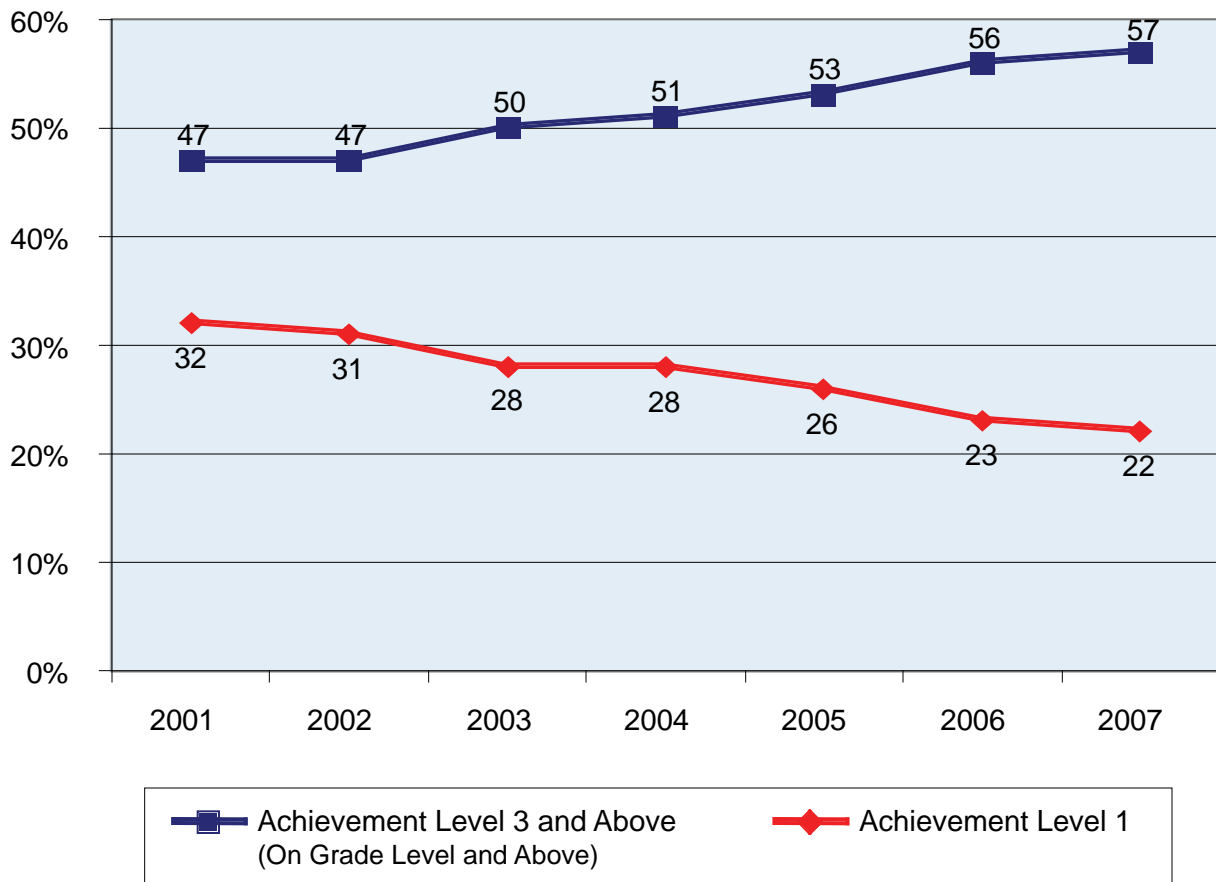
FCAT Mathematics Achievement Level 1 Grades 3, 4, and 5



In 2007, 8 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, and is equal to 8 percent in 2006. In 2007, 16 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, and 17 percent in 2006. In 2007, 23 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, and 25 percent in 2006.

Source: Florida Department of Education, May 2007

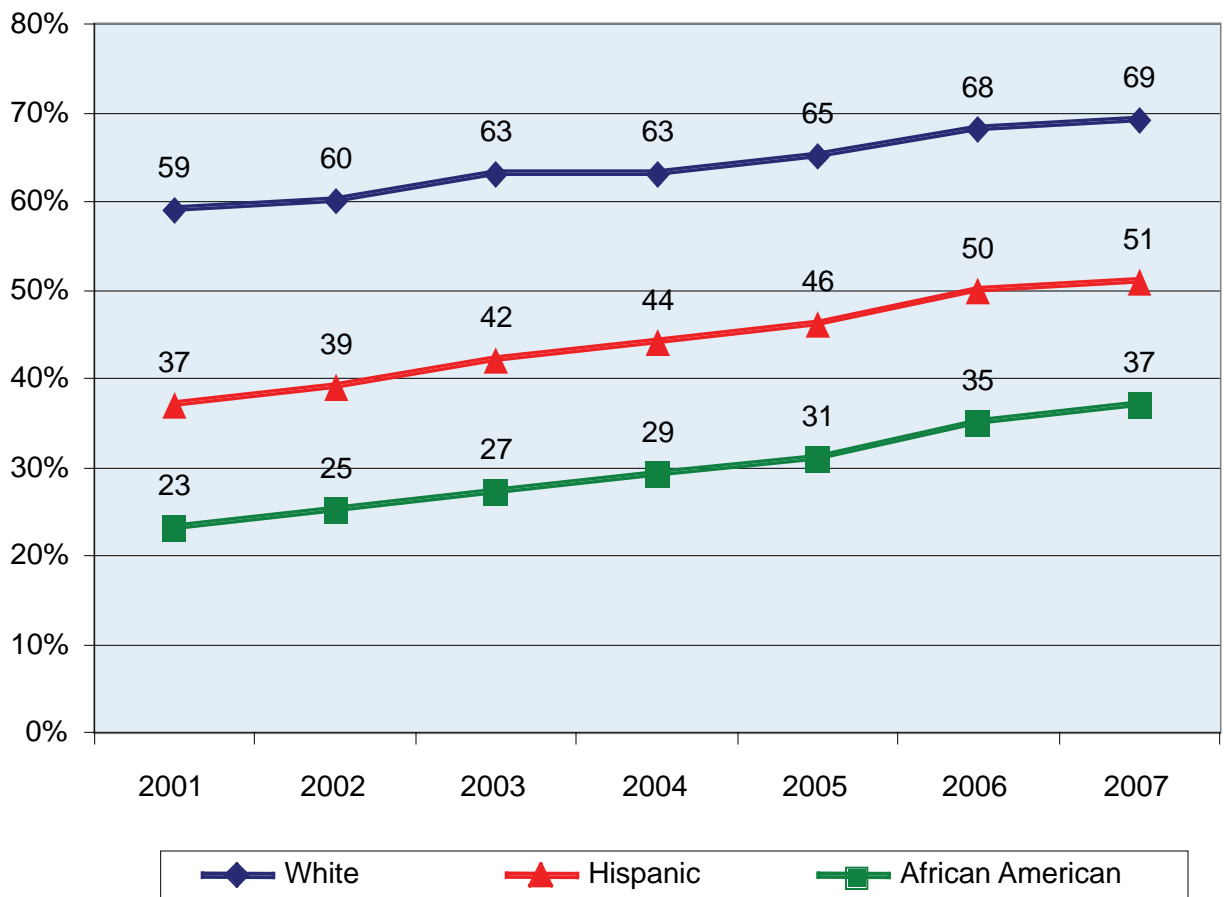
FCAT Mathematics by Achievement Level Grades 6, 7, and 8



In 2007, 57 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, and 56 percent in 2006. In 2007, 22 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, and 23 percent in 2006.

Source: Florida Department of Education, May 2007

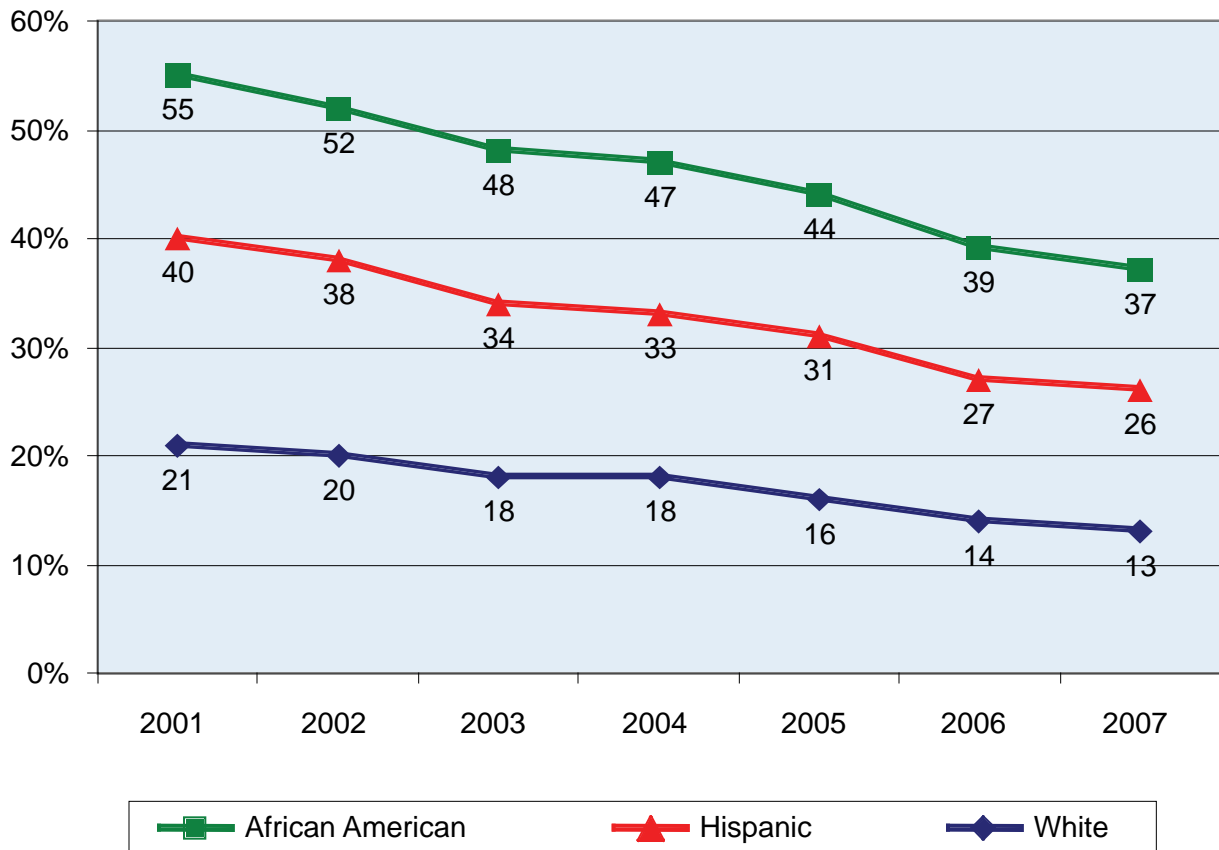
FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grades 6, 7, and 8



In 2007, 69 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, and 68 percent in 2006. In 2007, 51 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, and 50 percent in 2006. In 2007, 37 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, and 35 percent in 2006.

Source: Florida Department of Education, May 2007

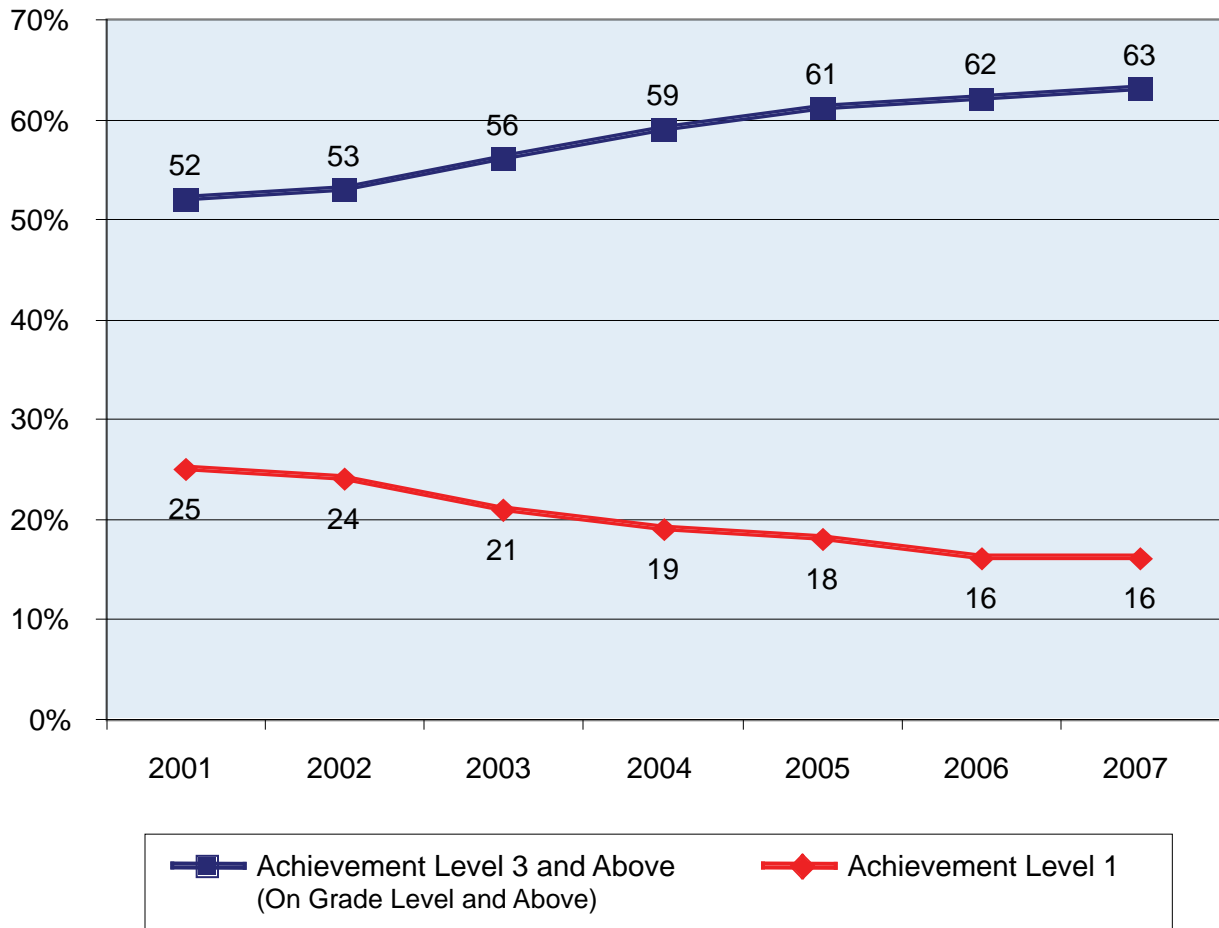
FCAT Mathematics Achievement Level 1 Grades 6, 7, and 8



In 2007, 13 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, and 14 percent in 2006. In 2007, 26 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, and 27 percent in 2006. In 2007, 37 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, and 39 percent in 2006.

Source: Florida Department of Education, May 2007

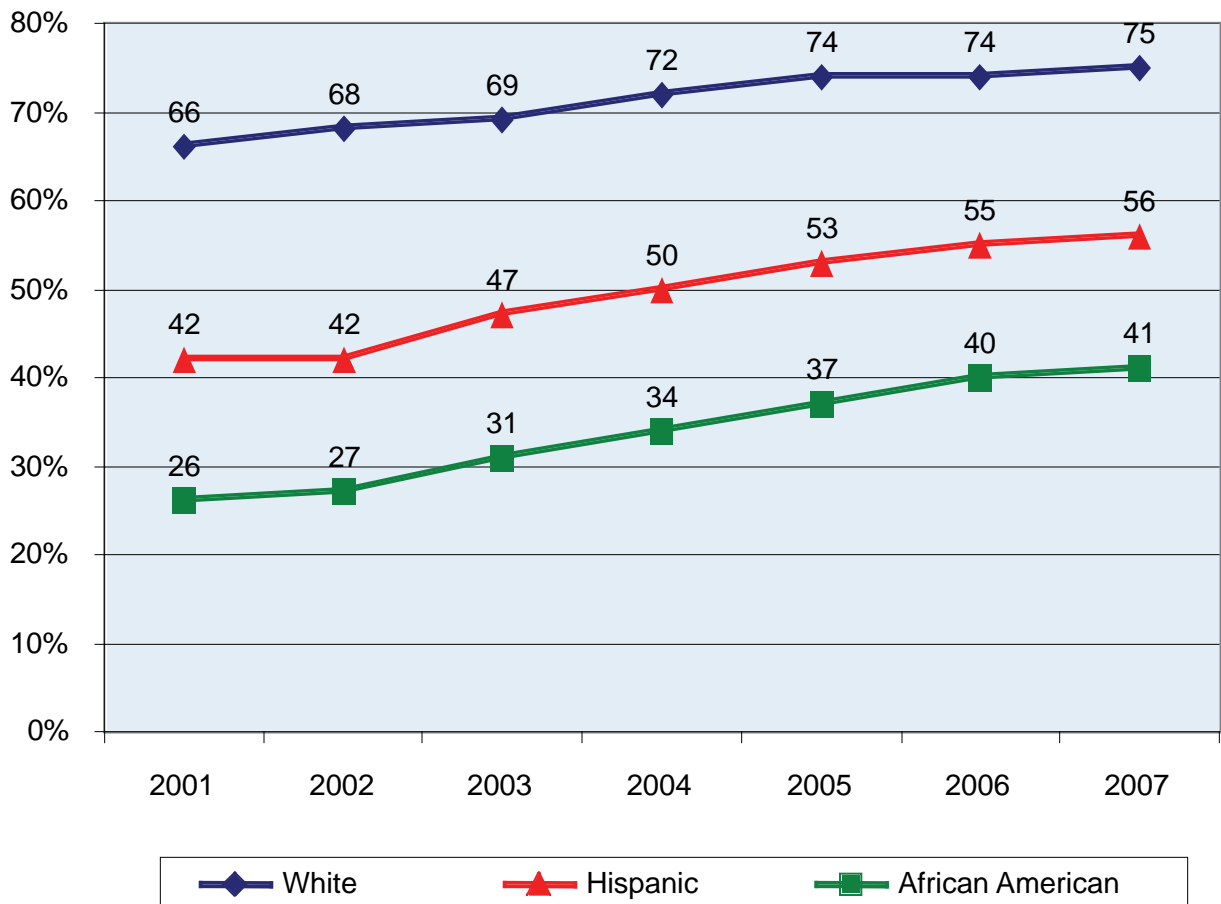
FCAT Mathematics by Achievement Level Grades 9 and 10



In 2007, 63 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, and 62 percent in 2006. In 2007, 16 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, and is equal to 16 percent in 2006.

Source: Florida Department of Education, May 2007

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

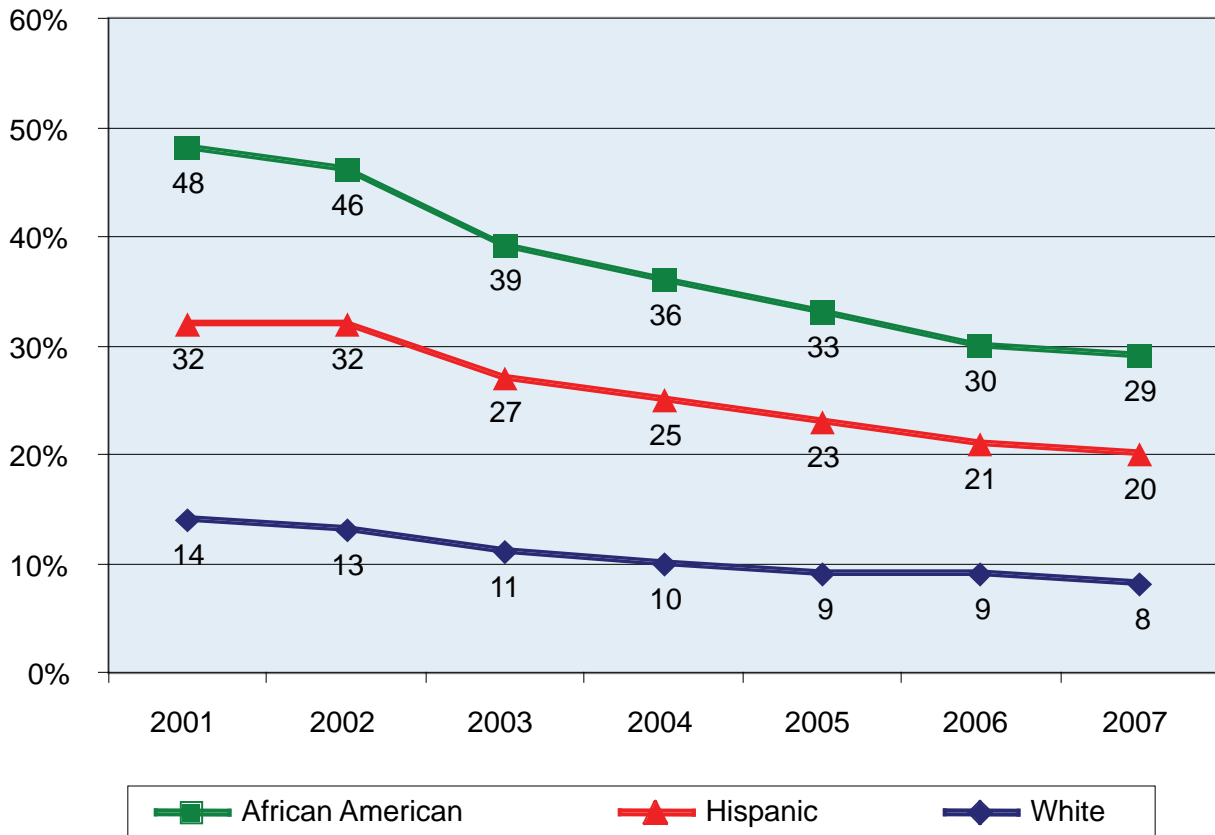


In 2007, 75 percent of White students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 66 percent in 2001, 68 percent in 2002, 69 percent in 2003, 72 percent in 2004, 74 percent in 2005, and 74 percent in 2006. In 2007, 56 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, and 55 percent in 2006. In 2007, 41 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, and 40 percent in 2006.

Source: Florida Department of Education, May 2007



FCAT Mathematics Achievement Level 1 Grades 9 and 10



In 2007, 8 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, and 9 percent in 2006. In 2007, 20 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, and 21 percent in 2006. In 2007, 29 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, and 30 percent in 2006.

Source: Florida Department of Education, May 2007