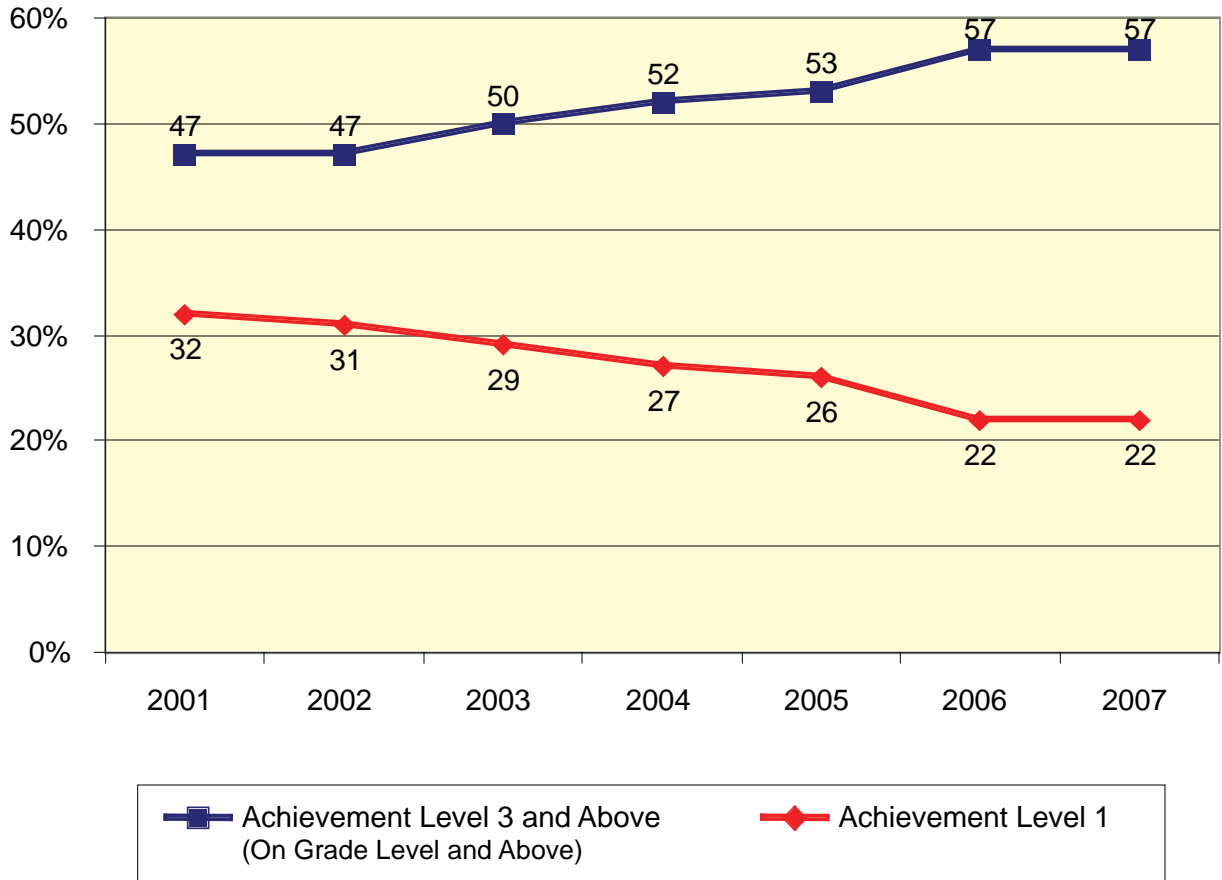


FCAT Reading by Achievement Level Grades 3-10



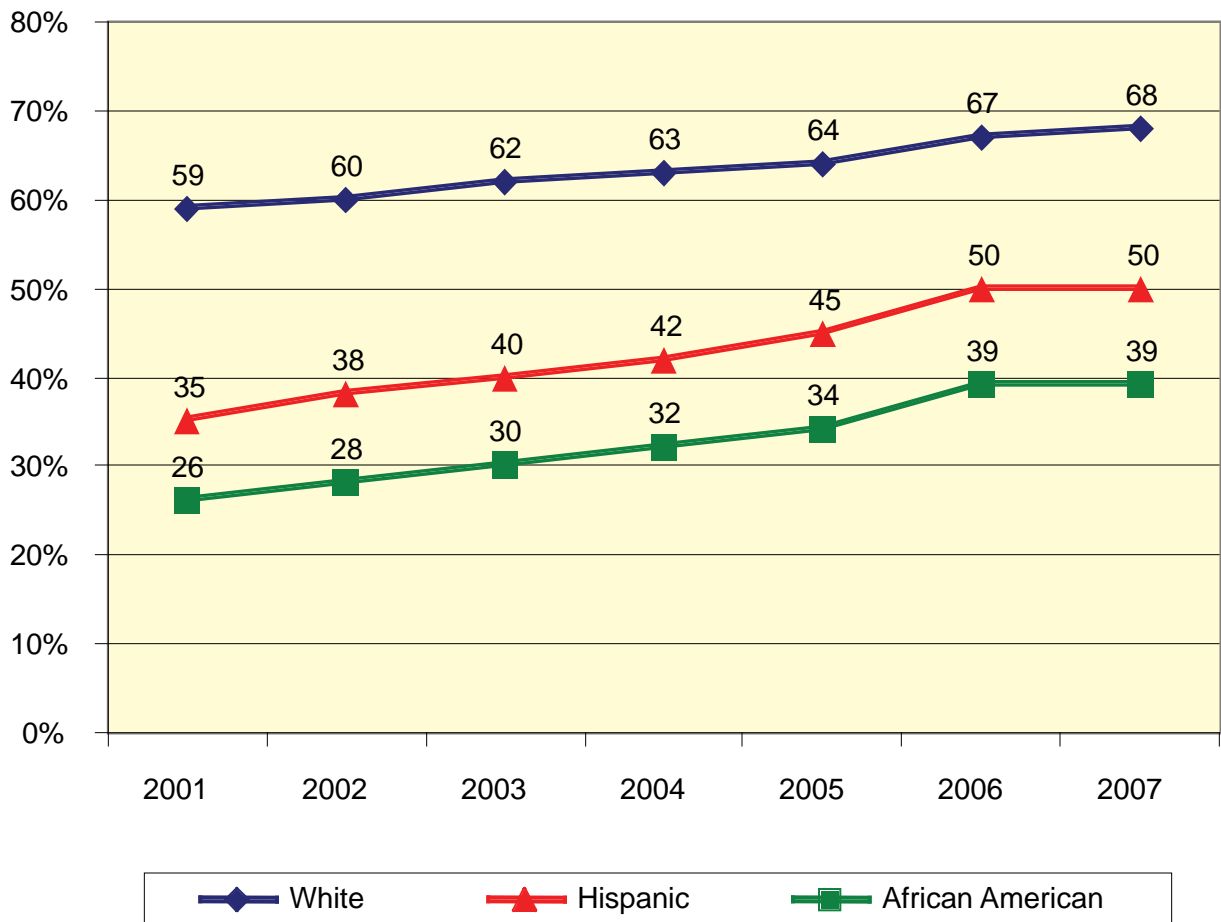
In 2007, 57 percent of all students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 47 percent in 2001, 47 percent in 2002, 50 percent in 2003, 52 percent in 2004, 53 percent in 2005, and is equal to 57 percent in 2006. In 2007, 22 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, and is equal to 22 percent in 2006.

Source: Florida Department of Education, May 2007

2007



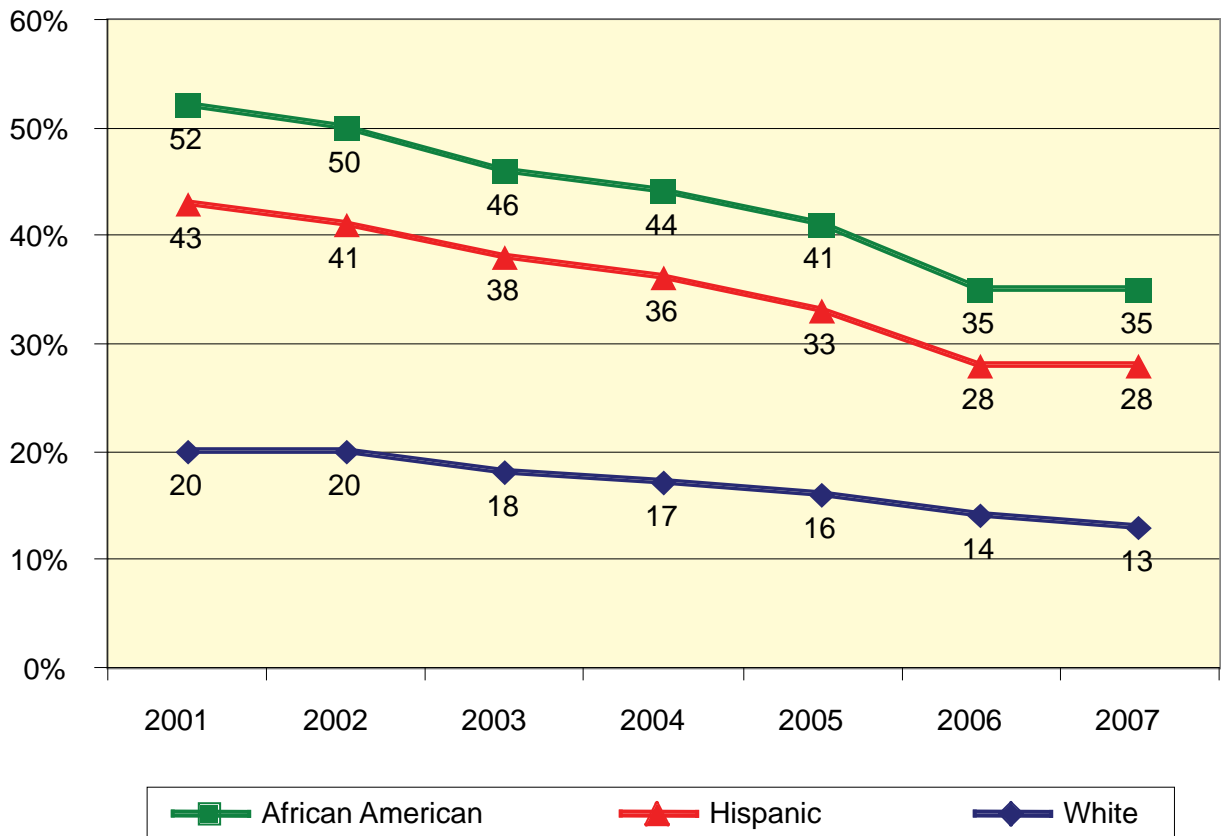
FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grades 3-10



In 2007, 68 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, and 67 percent in 2006. In 2007, 50 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, and is equal to 50 percent in 2006. In 2007, 39 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, and is equal to 39 percent in 2006.

Source: Florida Department of Education, May 2007

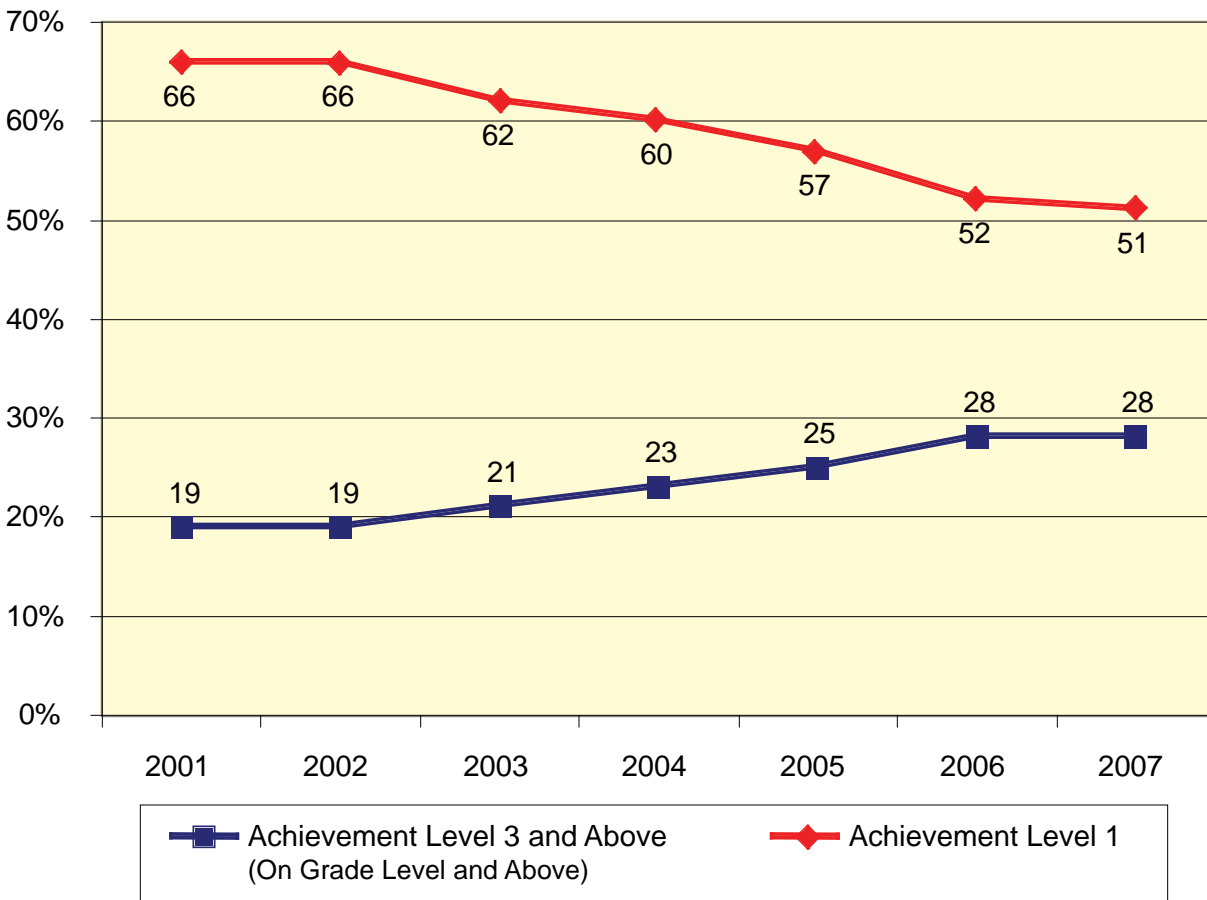
FCAT Reading Achievement Level 1 Grades 3-10



In 2007, 13 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, and 14 percent in 2006. In 2007, 28 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, and is equal to 28 percent in 2006. In 2007, 35 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, and is equal to 35 percent in 2006.

Source: Florida Department of Education, May 2007

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

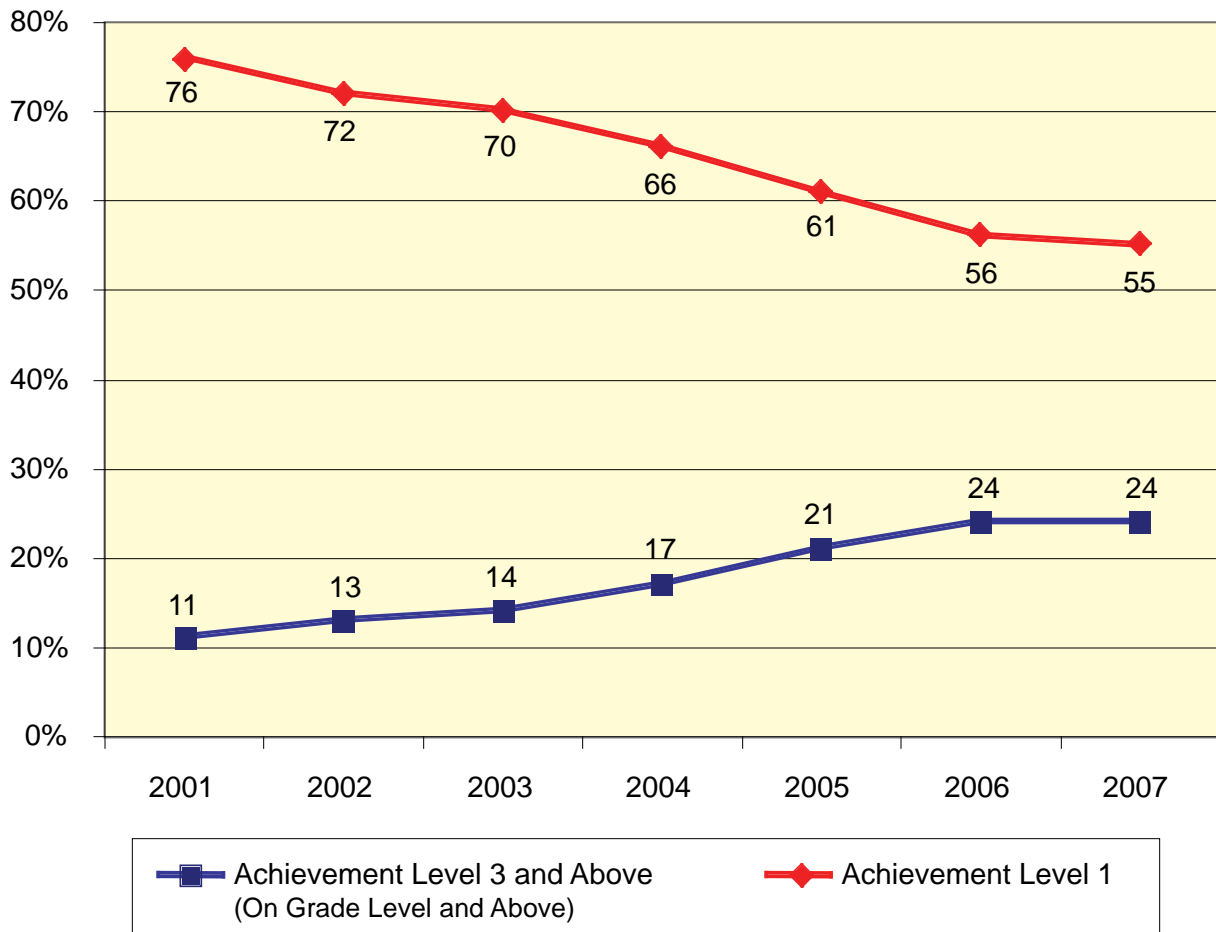


In 2007, 28 percent of Students With Disabilities in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 19 percent in 2001, 19 percent in 2002, 21 percent in 2003, 23 percent in 2004, 25 percent in 2005, and is equal to 28 percent in 2006. In 2007, 51 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, and 52 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 Reading by Achievement Level English Language Learners Grades 3-10



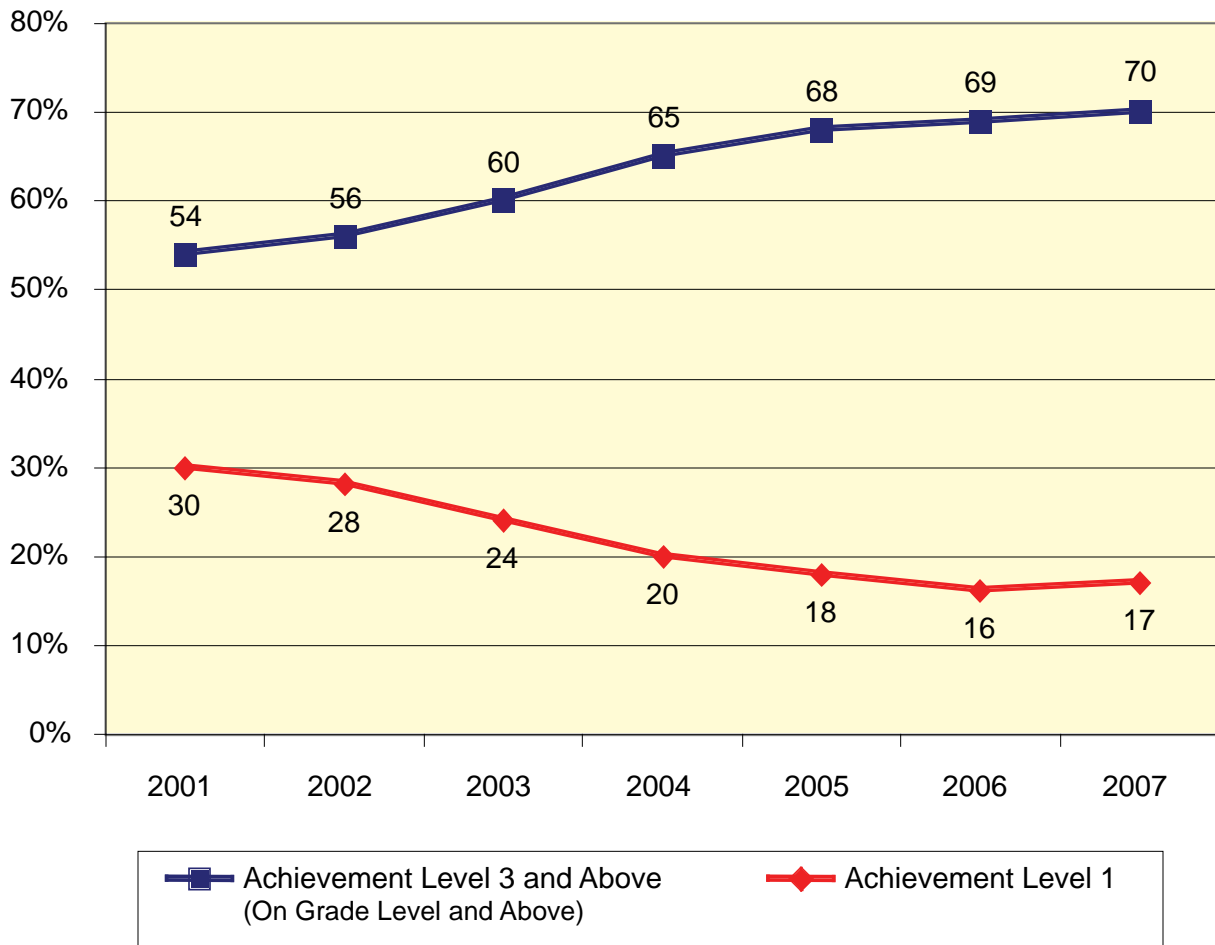
In 2007, 24 percent of English Language Learners in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 11 percent in 2001, 13 percent in 2002, 14 percent in 2003, 17 percent in 2004, 21 percent in 2005, and is equal to 24 percent in 2006. In 2007, 55 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, and 56 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



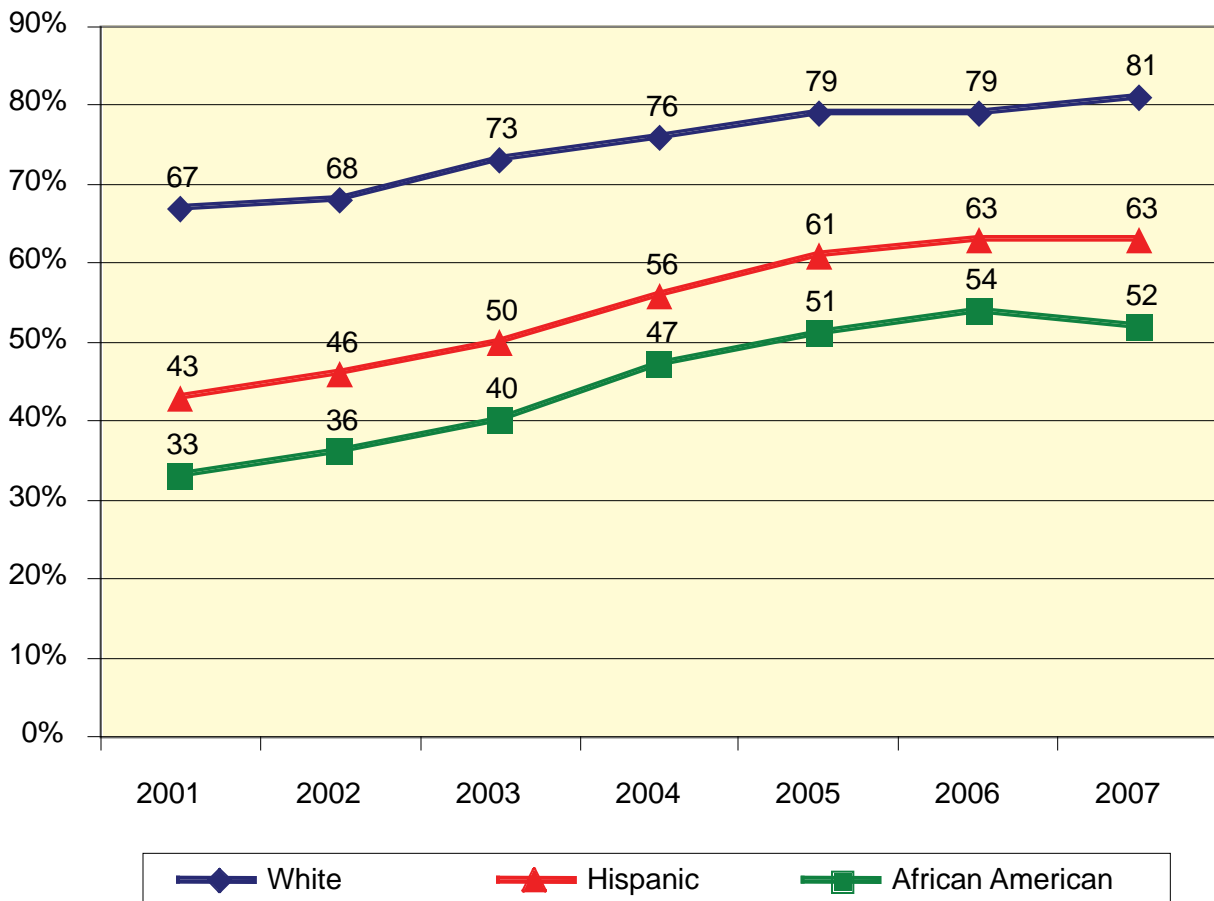
FCAT Reading by Achievement Level Grades 3, 4, and 5



In 2007, 70 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, and 69 percent in 2006. In 2007, 17 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, and an increase from 16 percent in 2006.

Source: Florida Department of Education, May 2007

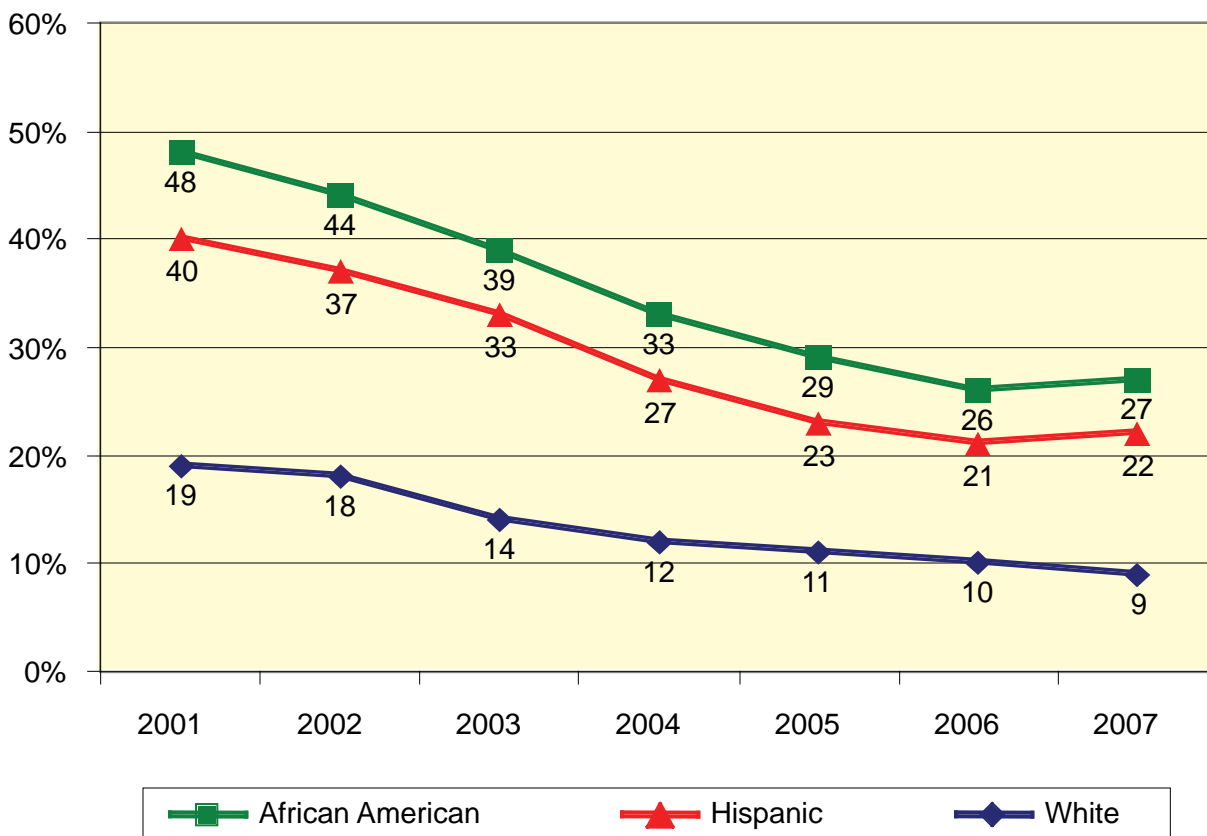
FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grades 3, 4, and 5



In 2007, 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 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, and 79 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 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, and is equal to 63 percent in 2006. In 2007, 52 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, and a decrease from 54 percent in 2006.

Source: Florida Department of Education, May 2007

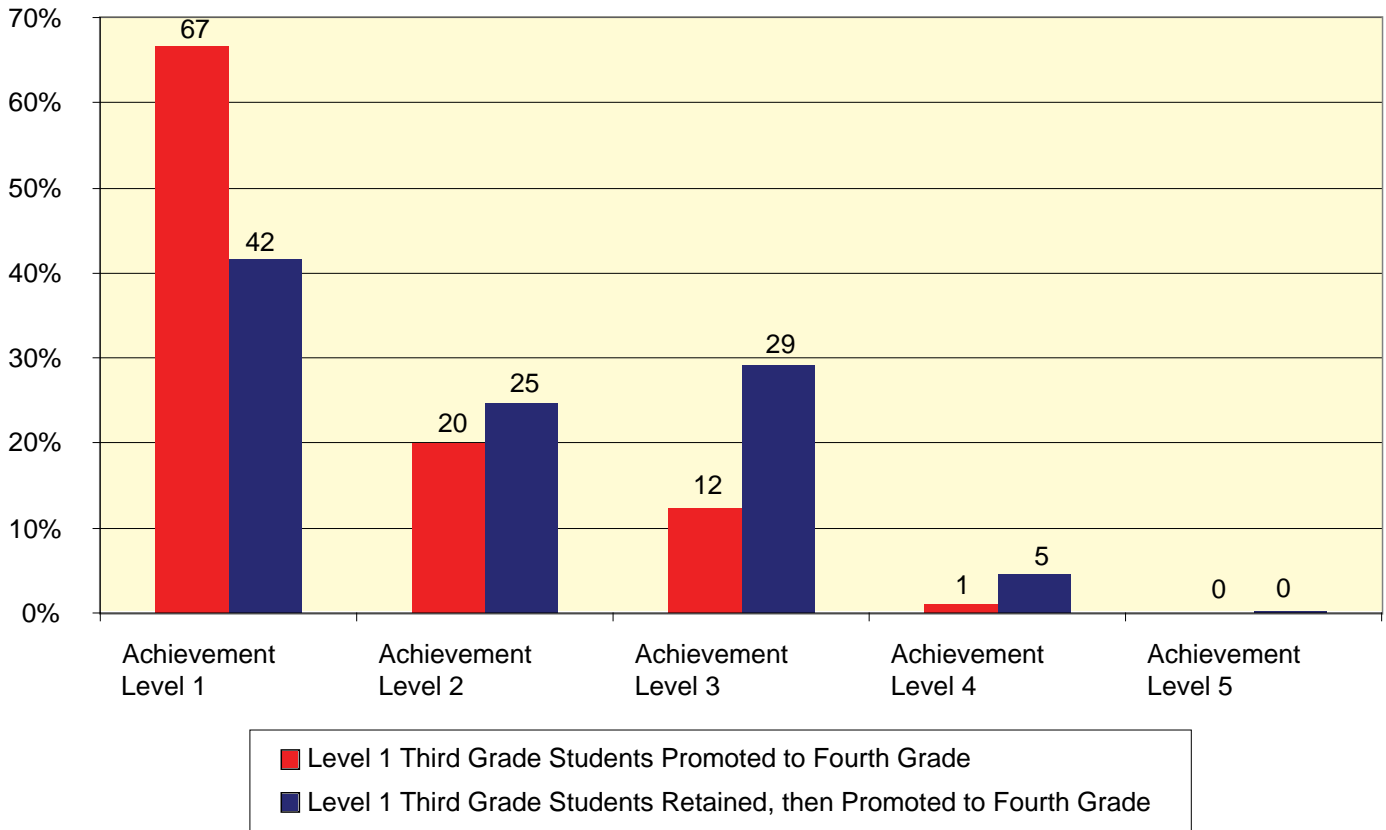
FCAT Reading Achievement Level 1 Grades 3, 4, and 5



In 2007, 9 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, and 10 percent in 2006. In 2007, 22 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, and an increase from 21 percent in 2006. In 2007, 27 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, and an increase from 26 percent in 2006.

Source: Florida Department of Education, May 2007

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

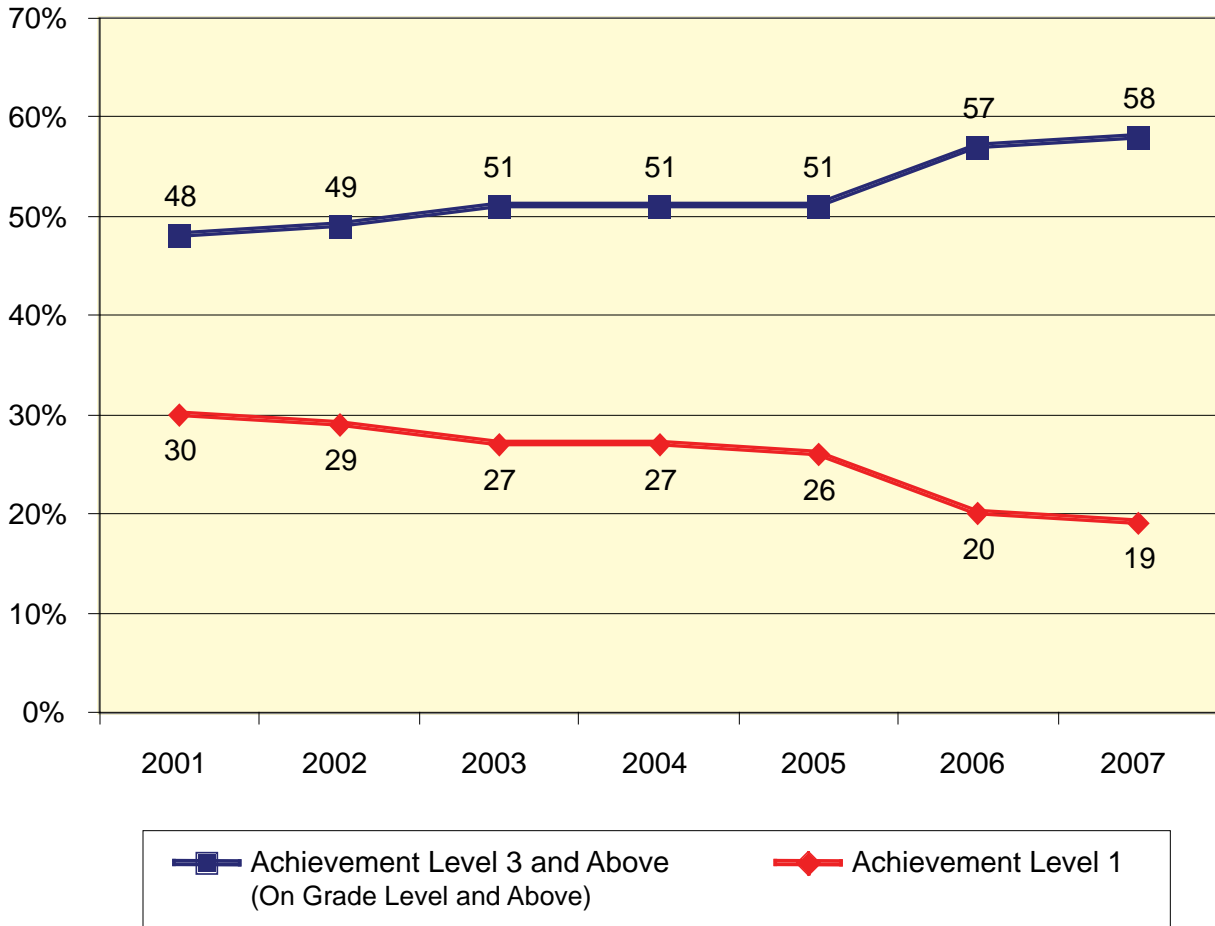


In 2007, 42 percent of Fourth Grade students that repeated Third Grade in 2005-06 scored at Achievement Level 1 on the Grade 4 FCAT Reading compared to 67 percent of Fourth Grade students that were promoted to Grade 4 in 2005-06 and scored at Achievement Level 1 on Grade 3 FCAT Reading the prior year. Twenty-five percent of Third Grade repeaters scored at Achievement Level 2 on Grade 4 FCAT Reading compared to 20 percent that were promoted. Twenty-nine percent of repeaters scored at Achievement Level 3 on Grade 4 FCAT Reading compared to 12 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.

Source: Florida Department of Education, May 2007



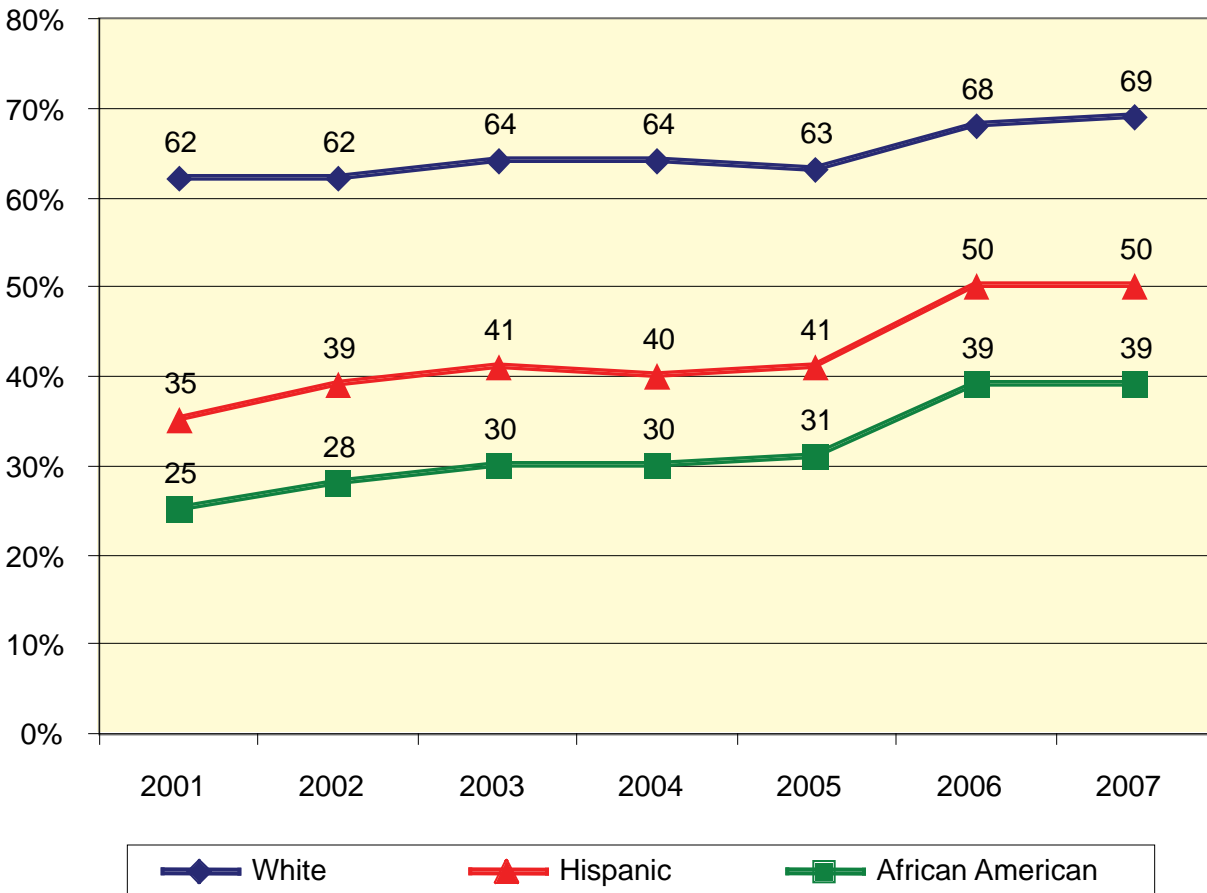
FCAT Reading by Achievement Level Grades 6, 7, and 8



In 2007, 58 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, and 57 percent in 2006. In 2007, 19 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, and 20 percent in 2006.

Source: Florida Department of Education, May 2007

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

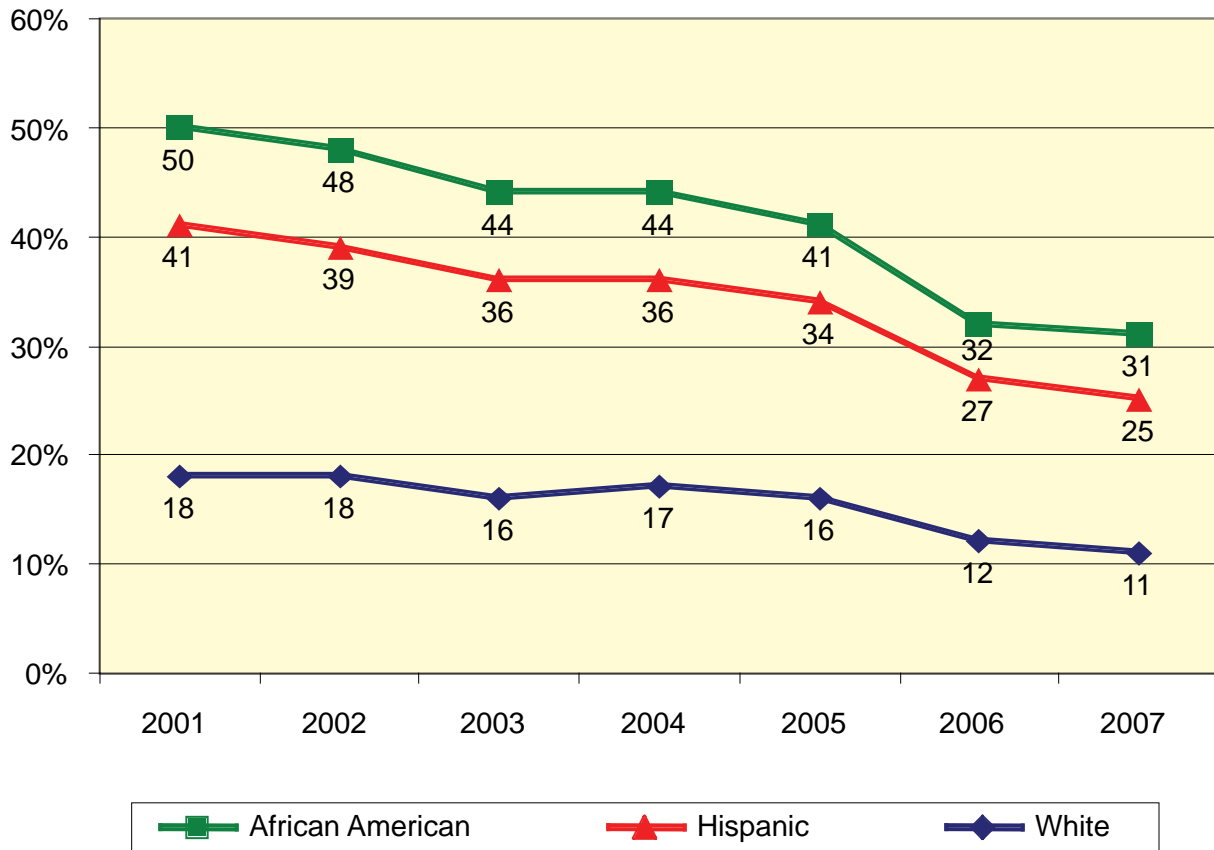


In 2007, 69 percent of White students in Grades 6, 7, and 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 62 percent in 2001, 62 percent in 2002, 64 percent in 2003, 64 percent in 2004, 63 percent in 2005, and 68 percent in 2006. In 2007, 50 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, and is equal to 50 percent in 2006. In 2007, 39 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, and is equal to 39 percent in 2006.

Source: Florida Department of Education, May 2007



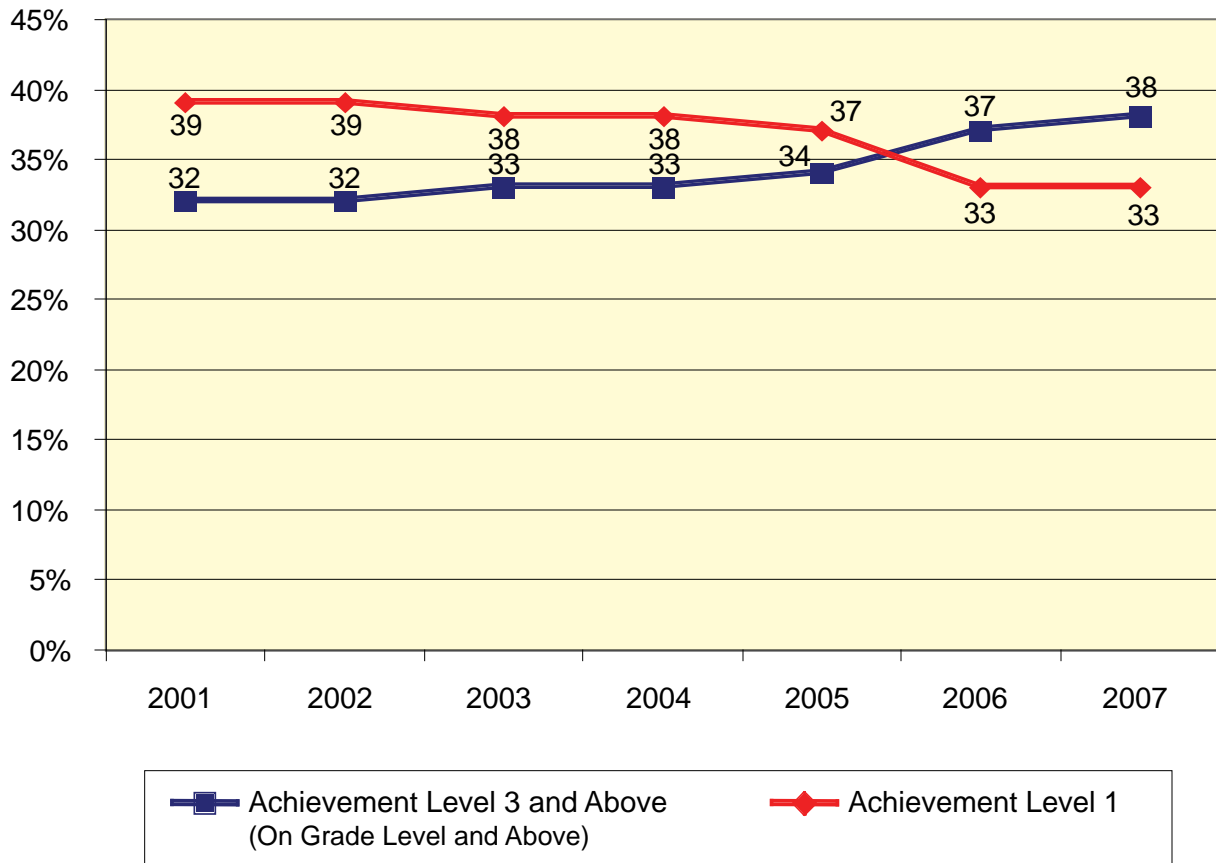
FCAT Reading Achievement Level 1 Grades 6, 7, and 8



In 2007, 11 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, and 12 percent in 2006. In 2007, 25 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, and 27 percent in 2006. In 2007, 31 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, and 32 percent in 2006.

Source: Florida Department of Education, May 2007

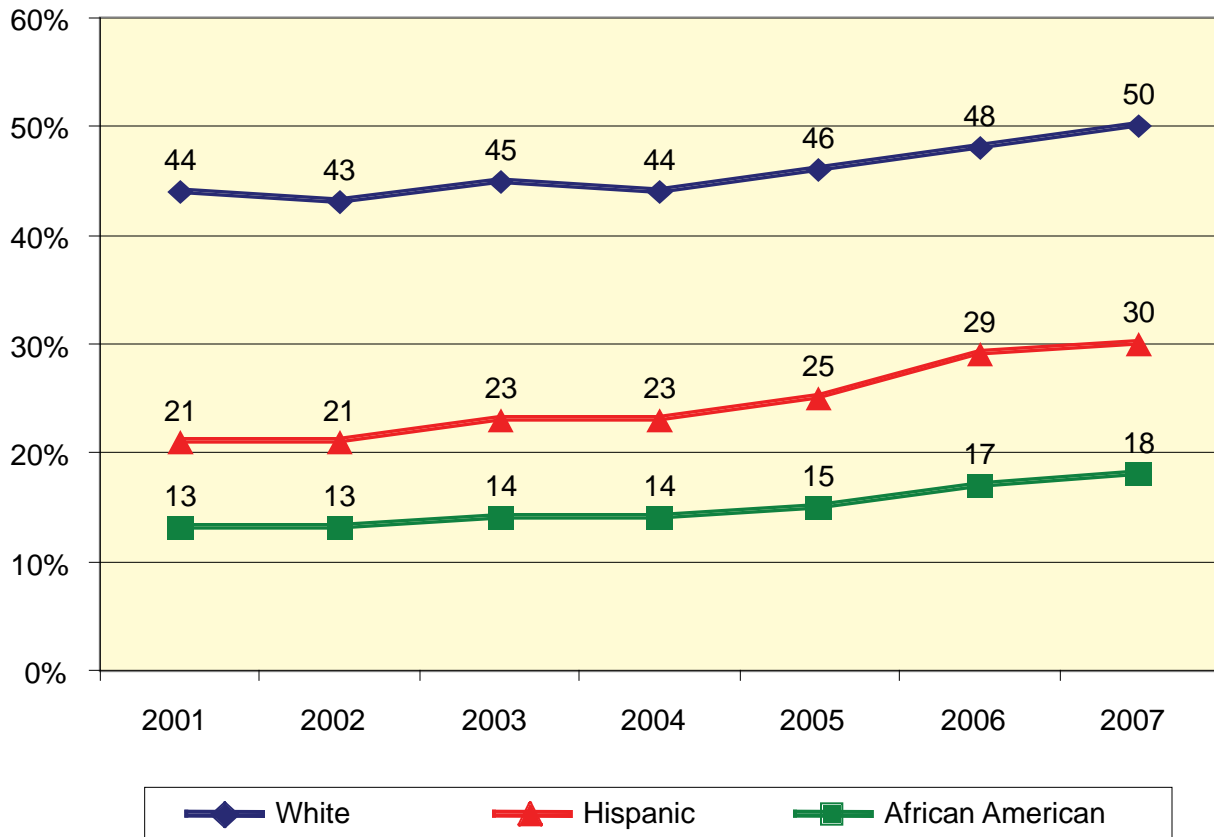
FCAT Reading by Achievement Level Grades 9 and 10



In 2007, 38 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. In 2007, 33 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, and is equal to 33 percent in 2006.

Source: Florida Department of Education, May 2007

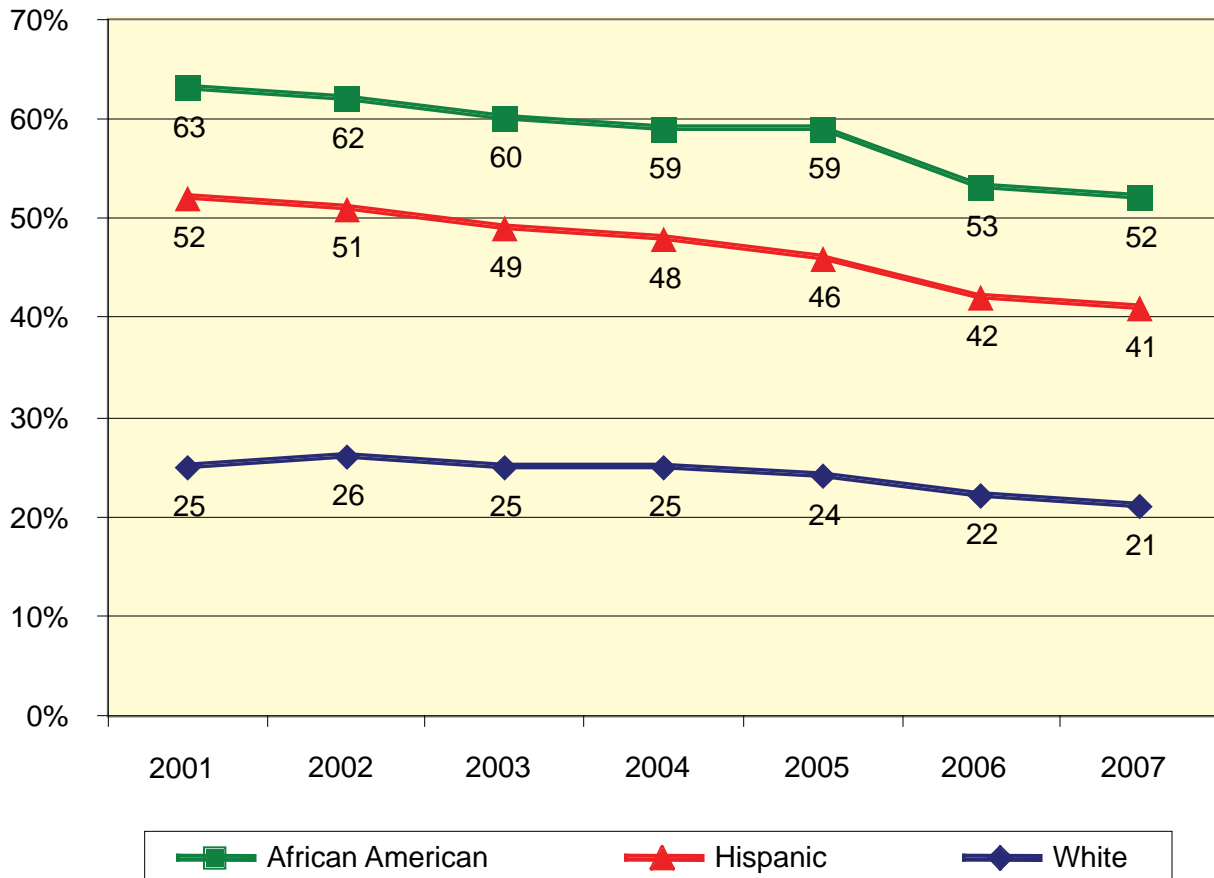
FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grades 9 and 10



In 2007, 50 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, and 48 percent in 2006. In 2007, 30 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, and 29 percent in 2006. In 2007, 18 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, and 17 percent in 2006.

Source: Florida Department of Education, May 2007

FCAT Reading Achievement Level 1 Grades 9 and 10



In 2007, 21 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, and 22 percent in 2006. In 2007, 41 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, and 42 percent in 2006. In 2007, 52 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, and 53 percent in 2006.

Source: Florida Department of Education, May 2007