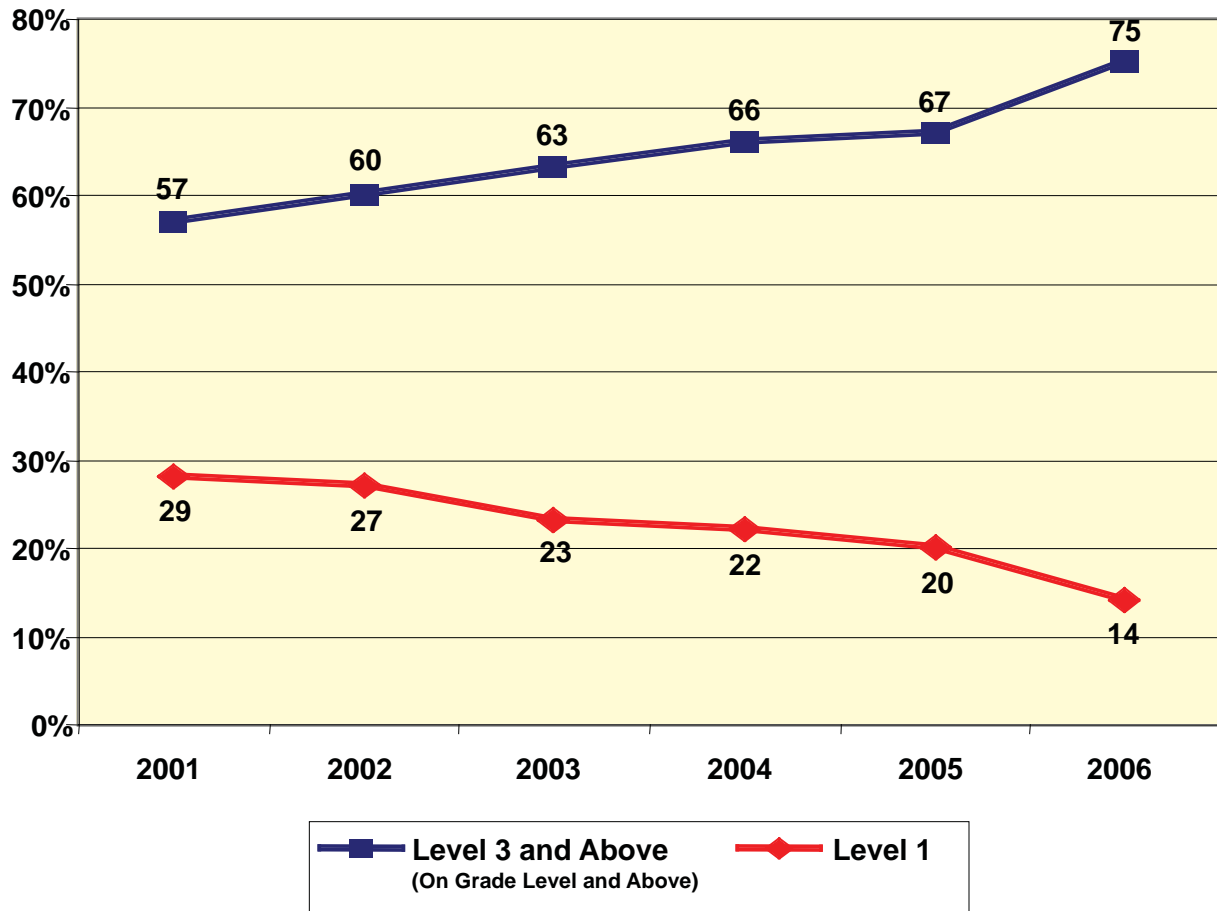


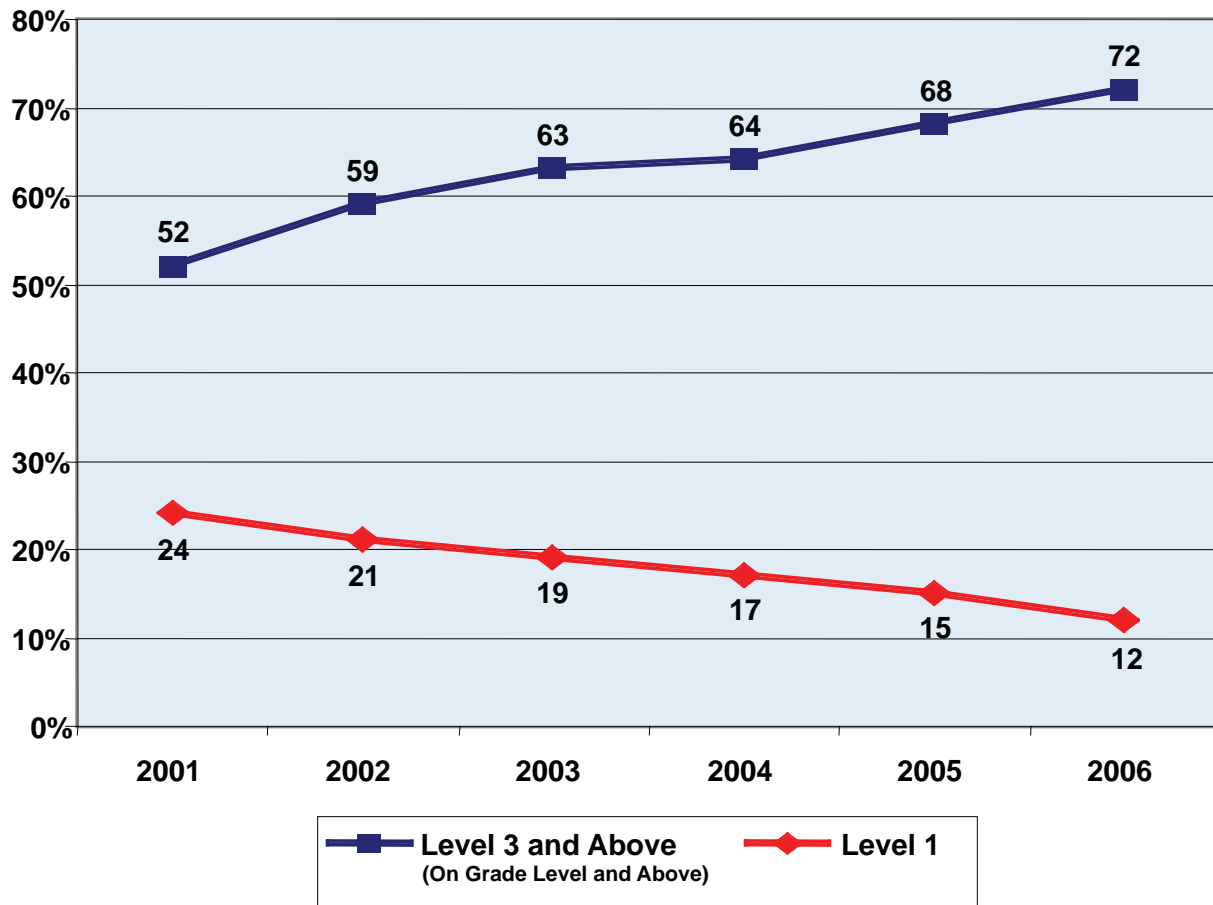
FCAT Reading by Achievement Level Grade 3



In 2006, 75 percent of all students in grade 3 were performing at or above achievement level 3 (on grade level) on FCAT Reading. This represents an increase from 57 percent in 2001, 60 percent in 2002, 63 percent in 2003, 66 percent in 2004, and 67 percent in 2005 for a total increase of 18 percentage points since 2001. In 2006, 14 percent of all students in grade 3 were performing at achievement level 1 on FCAT Reading. This represents a decrease from 29 percent in 2001, 27 percent in 2002, 23 percent in 2003, 22 percent in 2004, and 20 percent in 2005 for a total decrease of 15 percentage points since 2001.

Source: Florida Department of Education, May 2006

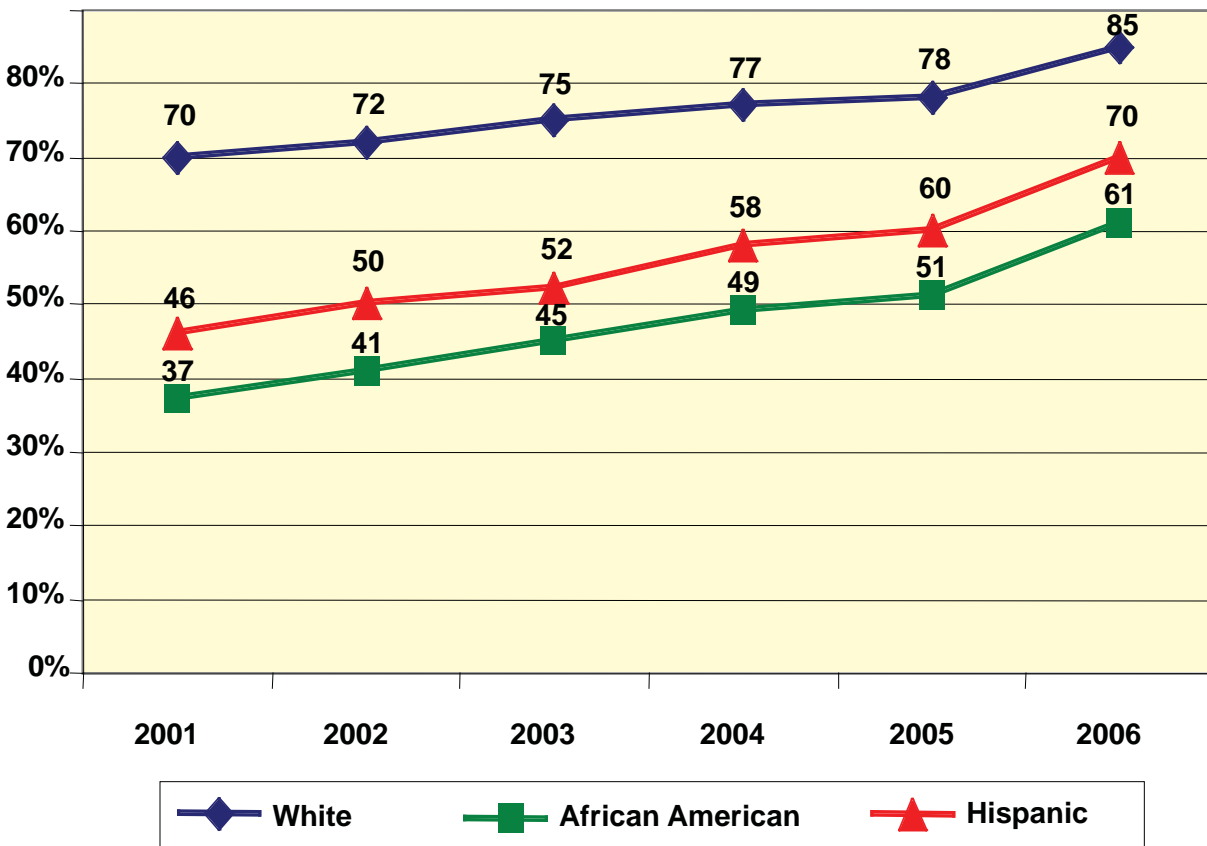
FCAT Mathematics by Achievement Level Grade 3



In 2006, 72 percent of all students in grade 3 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This represents an increase from 52 percent in 2001, 59 percent in 2002, 63 percent in 2003, 64 percent in 2004, and 68 percent in 2005 for a total increase of 20 percentage points since 2001. In 2006, 12 percent of all students in grade 3 were performing at achievement level 1 on FCAT Mathematics. This represents a decrease from 24 percent in 2001, 21 percent in 2002, 19 percent in 2003, 17 percent in 2004, and 15 percent in 2005 for a total decrease of 12 percentage points since 2001.

Source: Florida Department of Education, May 2006

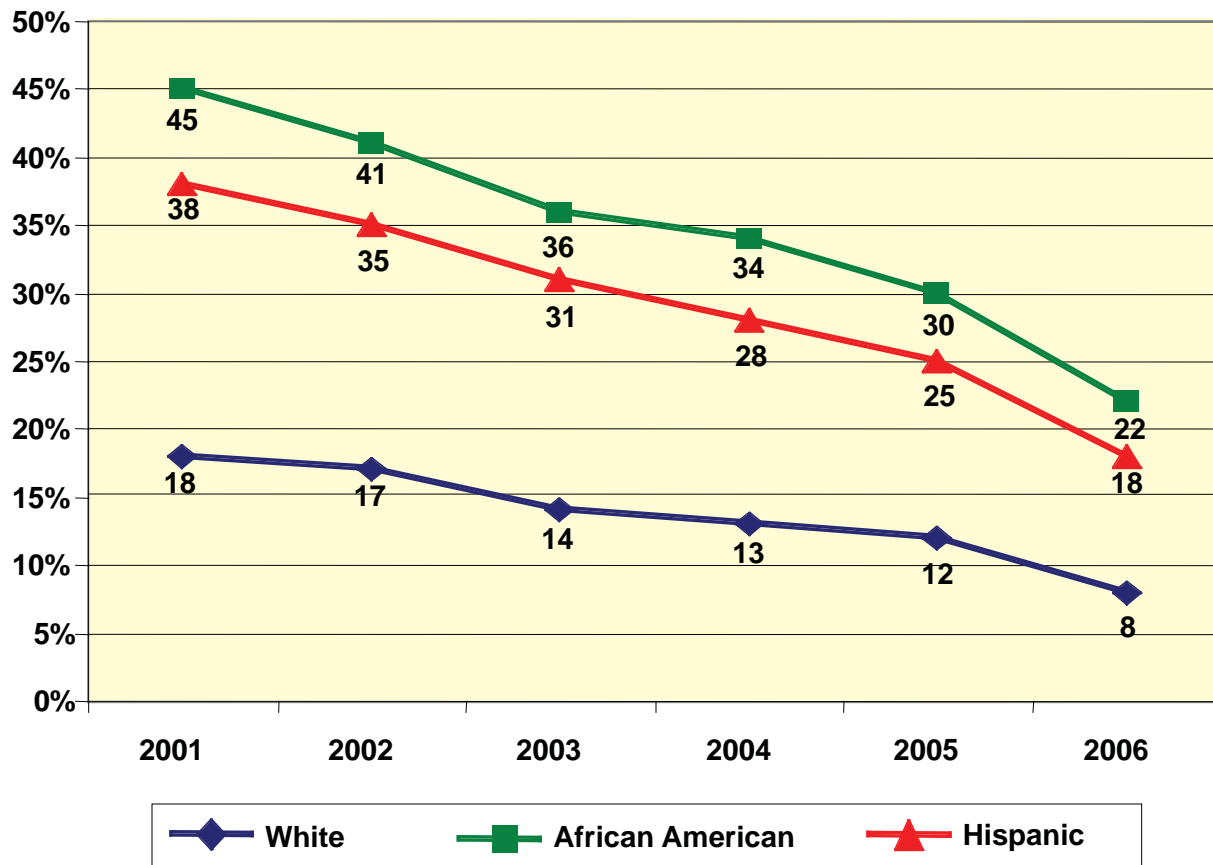
FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grade 3



In 2006, 85 percent of White students in grade 3 were performing at or above achievement level 3 (on grade level) on FCAT Reading. This represents an increase from 70 percent in 2001, 72 percent in 2002, 75 percent in 2003, 77 percent in 2004, and 78 percent in 2005 for a total increase of 15 percentage points since 2001. In 2006, 70 percent of Hispanic students in grade 3 were performing at or above achievement level 3 (on grade level) on FCAT Reading. This represents an increase from 46 percent in 2001, 50 percent in 2002, 52 percent in 2003, 58 percent in 2004, and 60 percent in 2005 for a total increase of 24 percentage points since 2001. In 2006, 61 percent of African American students were performing at or above achievement level 3 (on grade level) on FCAT Reading. This represents an increase from 37 percent in 2001, 41 percent in 2002, 45 percent in 2003, 49 percent in 2004, and 51 percent in 2005 for a total increase of 24 percentage points since 2001.

Source: Florida Department of Education, May 2006

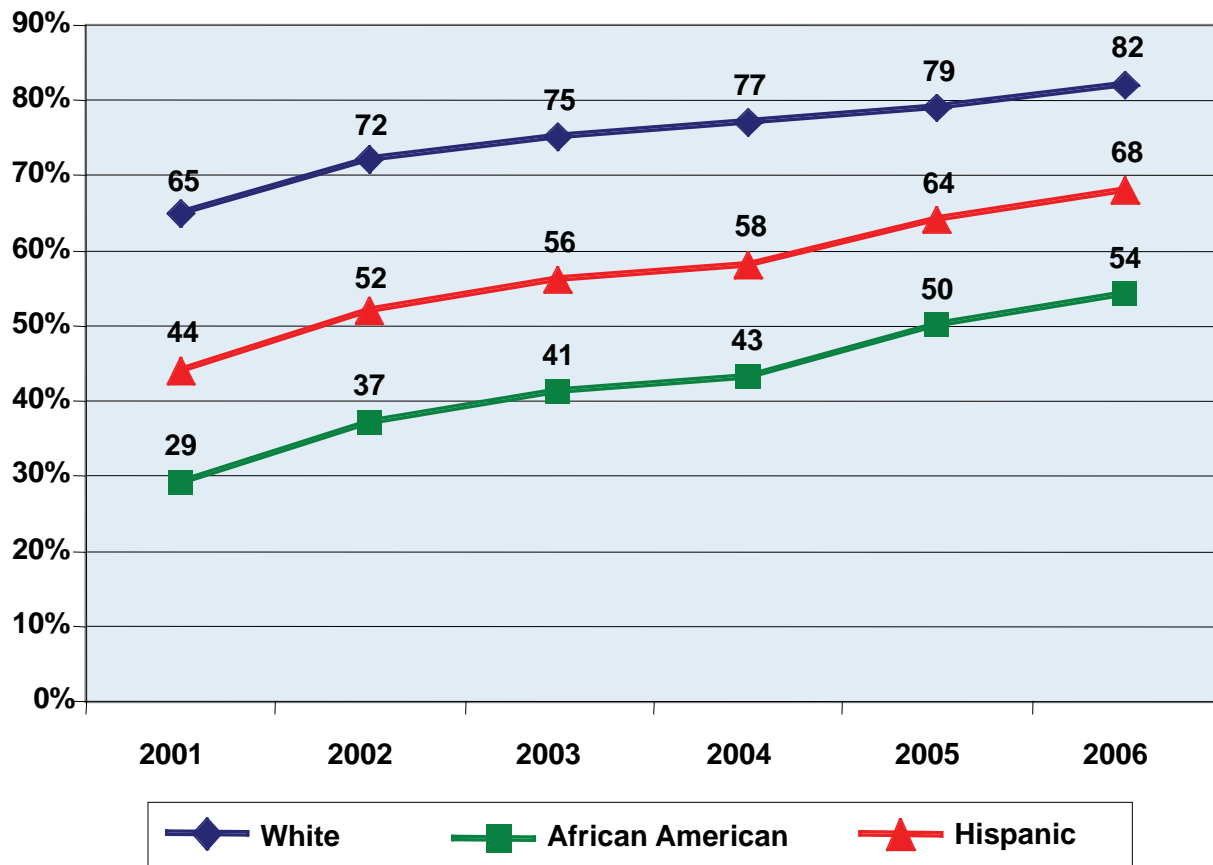
FCAT Reading Achievement Level 1 Grade 3



In 2006, 8 percent of White students in grade 3 were performing at achievement level 1 on FCAT Reading. This represents a decrease from 18 percent in 2001, 17 percent in 2002, 14 percent in 2003, 13 percent in 2004, and 12 percent in 2005 for a total decrease of 10 percentage points since 2001. In 2006, 18 percent of Hispanic students in grade 3 were performing at achievement level 1 on FCAT Reading. This represents a decrease from 38 percent in 2001, 35 percent in 2002, 31 percent in 2003, 28 percent in 2004, and 25 percent in 2005 for a total decrease of 20 percentage points since 2001. In 2006, 22 percent of African American students in grade 3 were performing at achievement level 1 on FCAT Reading. This represents a decrease from 45 percent in 2001, 41 percent in 2002, 36 percent in 2003, 34 percent in 2004, and 30 percent in 2005 for a total decrease of 23 percentage points since 2001.

Source: Florida Department of Education, May 2006

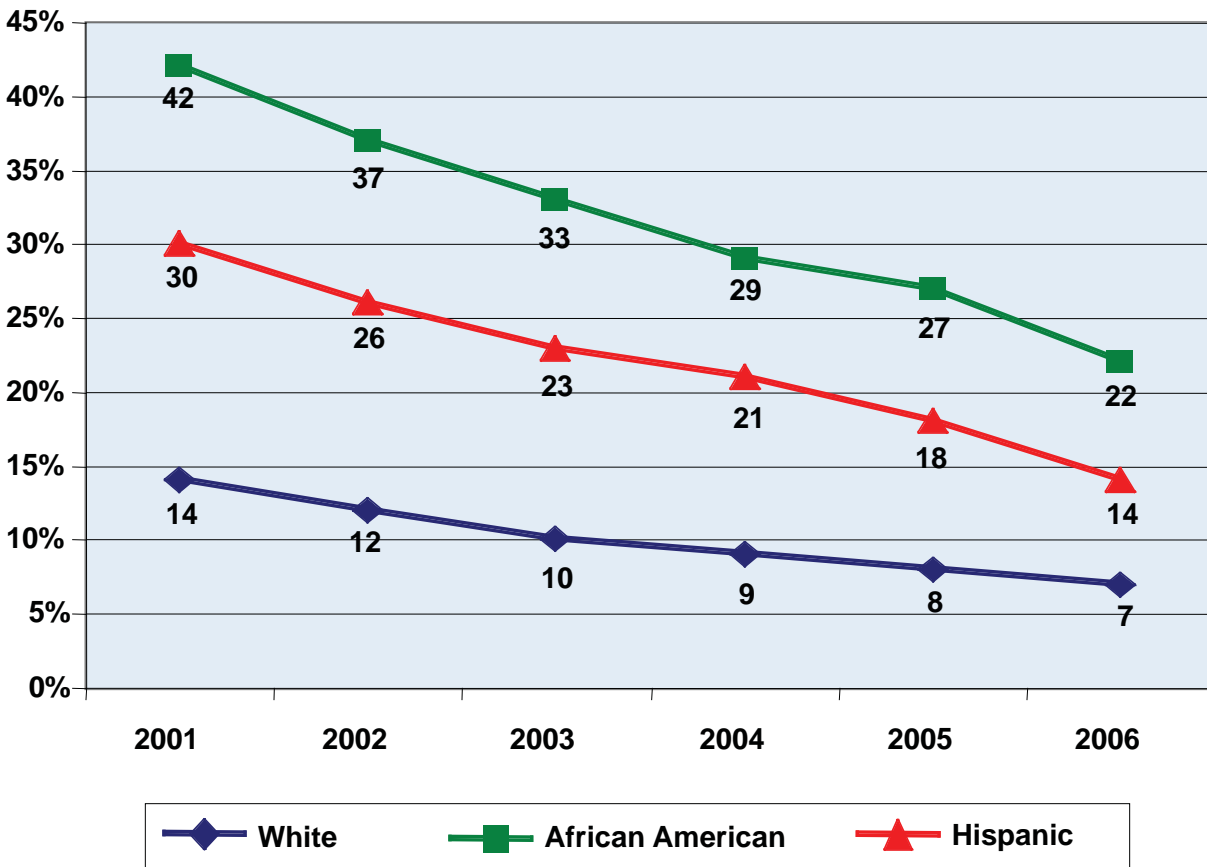
FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grade 3



In 2006, 82 percent of White students in grade 3 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This represents an increase from 65 percent in 2001, 72 percent in 2002, 75 percent in 2003, 77 percent in 2004, and 79 percent in 2005 for a total increase of 17 percentage points since 2001. In 2006, 68 percent of Hispanic students in grade 3 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This represents an increase from 44 percent in 2001, 52 percent in 2002, 56 percent in 2003, 58 percent in 2004, and 64 percent in 2005 for a total increase of 24 percentage points. In 2006, 54 percent of African American students in grade 3 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This represents an increase from 29 percent in 2001, 37 percent in 2002, 41 percent in 2003, 43 percent in 2004, and 50 percent in 2005 for a total increase of 25 percentage points since 2001.

Source: Florida Department of Education, May 2006

FCAT Mathematics Achievement Level 1 Grade 3

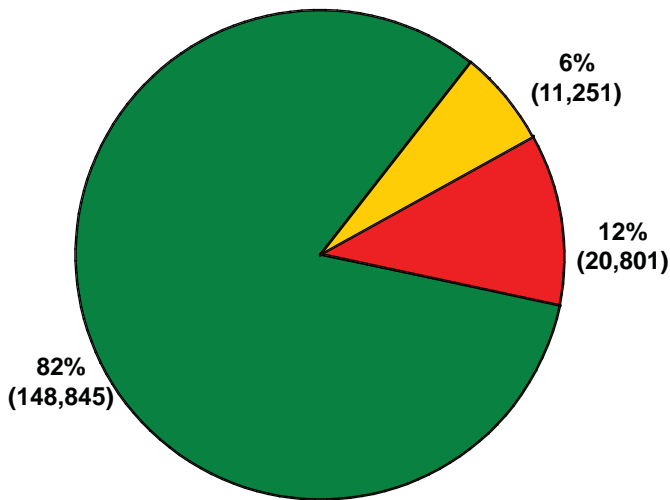


In 2006, 7 percent of White students in grade 3 were performing at achievement level 1 on FCAT Mathematics. This represents a decrease from 14 percent in 2001, 12 percent in 2002, 10 percent in 2003, 9 percent in 2004, and 8 percent in 2005 for a total decrease of 7 percentage points since 2001. In 2006, 14 percent of Hispanic students in grade 3 were performing at achievement level 1 on FCAT Mathematics. This represents a decrease from 30 percent in 2001, 26 percent in 2002, 23 percent in 2003, 21 percent in 2004, and 18 percent in 2005 for a total decrease of 16 percentage points since 2001. In 2006, 22 percent of African American students in grade 3 were performing at achievement level 1 on FCAT Mathematics. This represents a decrease from 42 percent in 2001, 37 percent in 2002, 33 percent in 2003, 29 percent in 2004, and 27 percent in 2005 for a total decrease of 20 percentage points since 2001.

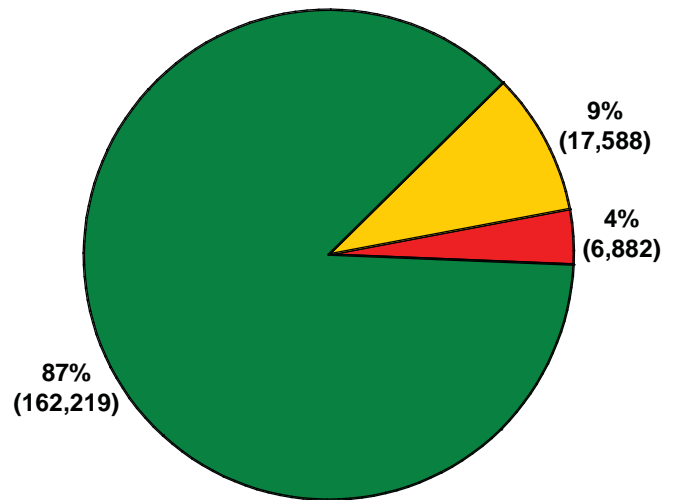
Source: Florida Department of Education, May 2006

FCAT Reading First Time Test Takers Grade 3

2005
FCAT Reading
First Time Test Takers
Grade 3



2006
FCAT Reading
First Time Test Takers
Grade 3

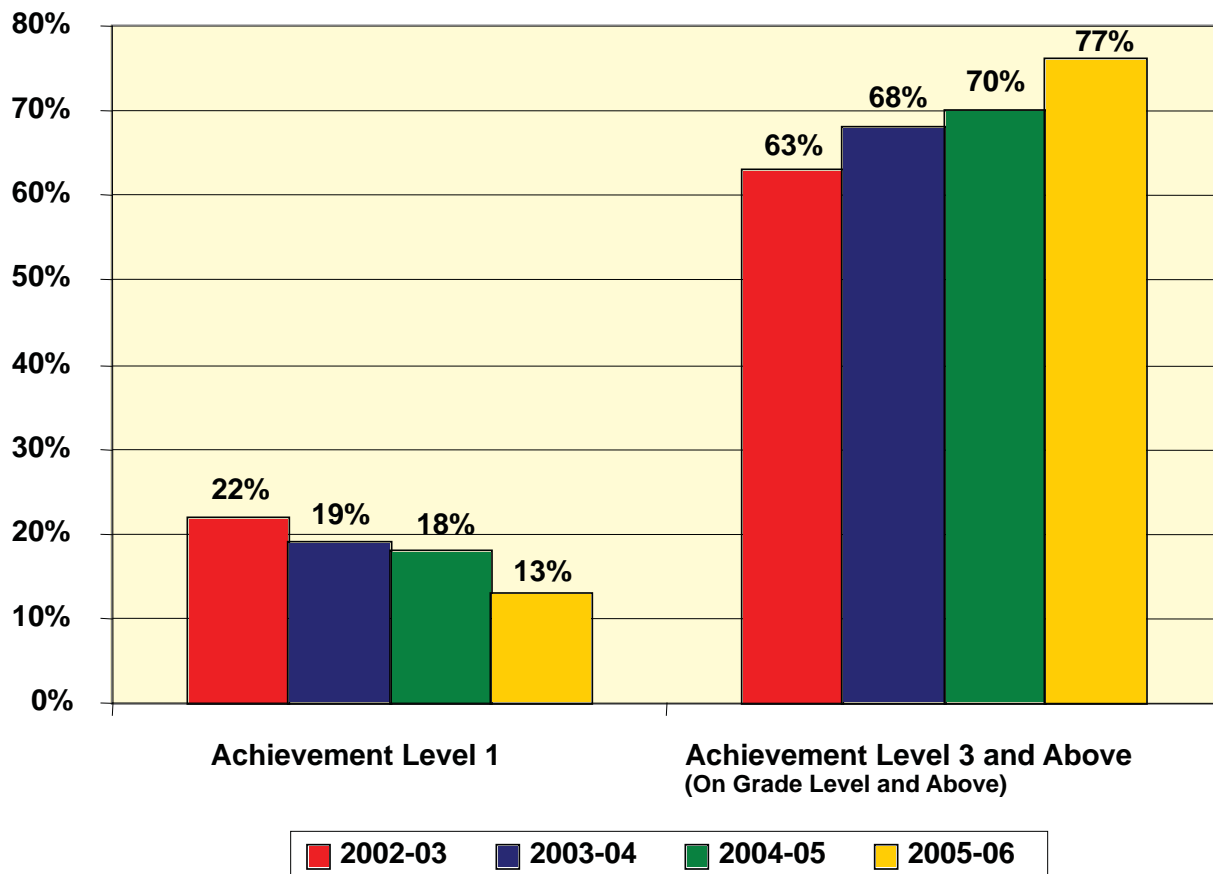


- Performing at achievement level 2 or above on FCAT Reading.
- In need of additional remediation, but are eligible for good cause exemption.
- In need of additional remediation, may be eligible for promotion only through alternative assessment or student portfolio good cause exemption.

In 2006, 162,219 students, 87%, in grade 3 taking FCAT Reading for the first time were performing at or above achievement level 2 compared to 148,845 students, 82%, in 2005. In 2006, 17,588 students, 9%, in grade 3 taking FCAT Reading for the first time are in need of additional remediation, but are eligible for a good cause exemption compared to 11,251 students, 6%, in 2005. In 2006, 6,882 students, 4%, in grade 3 taking FCAT Reading for the first time are in need of additional remediation and may be eligible for promotion through alternative assessment or student portfolio good cause exemption compared to 20,801 students, 12% in 2005.

Source: Florida Department of Education, May 2006

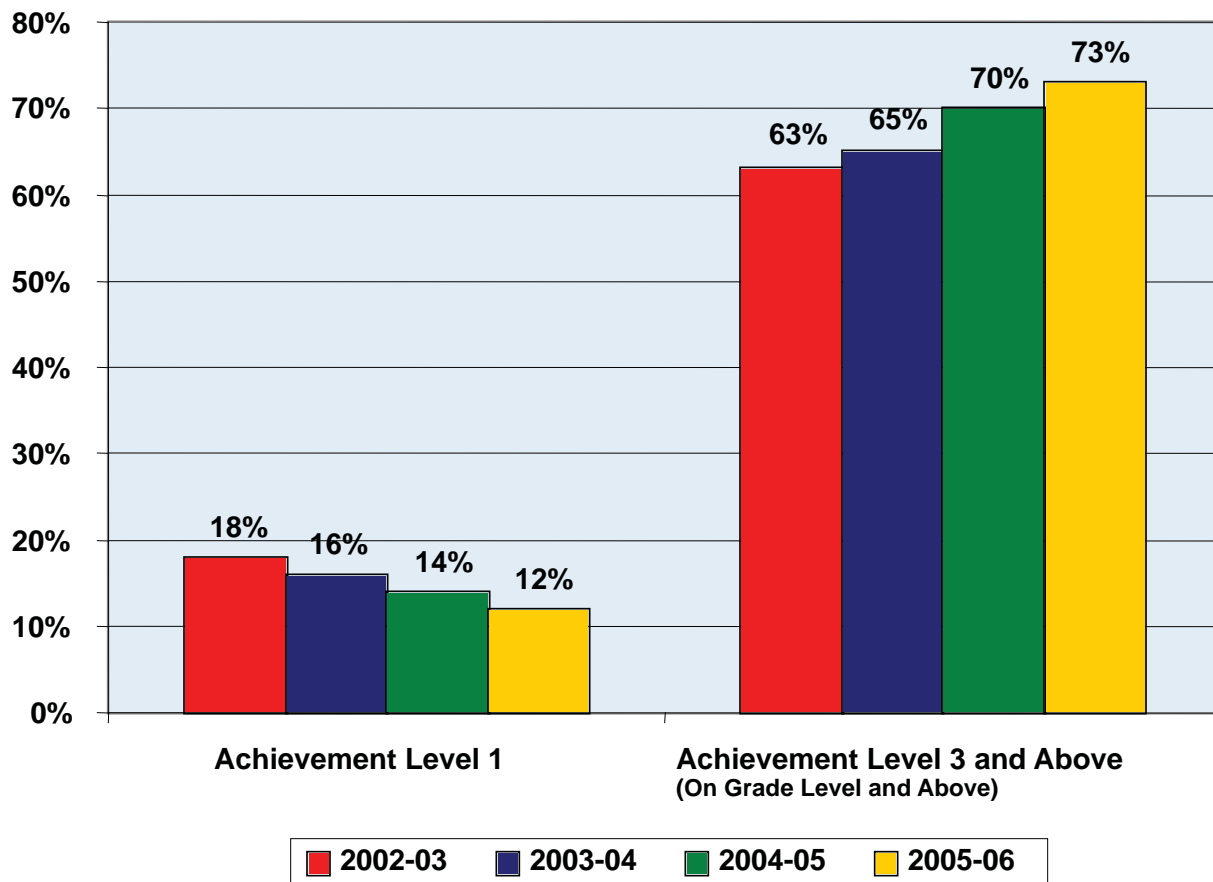
FCAT Reading First Time Test Takers Achievement Levels 1 & 3 and Above Grade 3



In 2006, 13 percent of students in grade 3 taking FCAT Reading for the first time were performing at achievement level 1. This represents a decrease from 22 percent in 2003, 19 percent in 2004, and 18 percent in 2005 for a total decrease of 9 percentage points since 2003. In 2006, 77 percent of students in grade 3 taking FCAT Reading for the first time were performing at or above achievement level 3 (on grade level). This represents an increase from 63 percent in 2003, 68 percent in 2004, and 70 percent in 2005 for a total increase of 14 percentage points since 2003.

Source: Florida Department of Education, May 2006

FCAT Mathematics First Time Test Takers Achievement Levels 1 & 3 and Above Grade 3



In 2006, 12 percent of students in grade 3 taking FCAT Mathematics for the first time were performing at achievement level 1. This represents a decrease from 18 percent in 2003, 16 percent in 2004, and 14 percent in 2005 for a total decrease of 6 percentage points since 2003. In 2006, 73 percent of students in grade 3 taking FCAT Mathematics for the first time were performing at or above achievement level 3 (on grade level). This represents an increase from 63 percent in 2003, 65 percent in 2004, and 70 percent in 2005 for a total increase of 10 percentage points since 2003.

Source: Florida Department of Education, May 2006



Reading and Mathematics Scores – GRADE 3 Statewide Comparison for 2001 to 2006

FCAT Reading – Sunshine State Standards Test¹										
Grade	Year	Number of Students	Average Developmental Scale Score	Average Mean Scale Score	Percent of Students by Achievement Level ²					Achievement Level Three & Above
					1	2	3	4	5	
3	2001	186,139	1233	289	29	14	32	21	4	57
	2002	188,387	1257	293	27	14	32	23	5	60
	2003	188,107	1290	298	23	15	33	25	5	63
	2004	206,435	1315	303	22	13	33	26	6	66
	2005	202,975	1333	305	20	13	33	28	6	67
	2006	204,238	1382	313	14	11	37	33	5	75

FCAT Mathematics – Sunshine State Standards Test¹										
Grade	Year	Number of Students	Average Developmental Scale Score	Average Mean Scale Score	Percent of Students by Achievement Level					Achievement Level Three & Above
					1	2	3	4	5	
3	2001	186,336	1258	291	24	24	33	16	3	52
	2002	188,606	1309	302	21	20	34	20	5	59
	2003	188,487	1335	308	19	19	34	22	7	63
	2004	206,534	1346	310	17	19	34	23	7	64
	2005	203,037	1380	317	15	17	34	25	9	68
	2006	204,402	1409	324	12	16	34	27	10	72

FCAT Norm-Referenced Test³							
	Year	Reading			Mathematics		
		Number Tested	Scale Score	Median ⁴ NPR ⁵	Number Tested	Scale Score	Median NPR
SAT 9	2000	183,050	616	49	182,188	612	56
	2001	185,991	622	56	186,080	615	59
	2002	187,965	624	57	188,192	618	62
	2003	187,526	629	61	187,665	623	66
	2004	205,797	629	62	205,804	625	68
SAT 10	2005	201,925	620	50	201,794	624	62
	2006	203,784	633	61	203,436	631	67

¹ Data are for all students tested in all curriculum groups.

² Achievement Level information was not reported in May 2001 for grades 3, 5, 6, 7, and 9. The data shown here reflect the retroactive application of the Achievement Level criteria.

³ The 2005 FCAT Norm-Referenced Test is a custom form of the Stanford 10[®]. Prior to that, the Stanford 9[®] was used.

⁴ Median is the score that identifies the middle point.

⁵ NPR is the National Percentile Rank and indicates the percent of students who earned the same score or lower. Students who score at the national average earn an NPR of 50.