



## Pee Dee Elementary

6555 Hwy. 134  
Conway, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 739 Students           |              |
| <b>Principal</b>      | Cheryl Banks           | 843-397-2579 |
| <b>Superintendent</b> | Dr. Cynthia Elsberry   | 843-488-6700 |
| <b>Board Chair</b>    | Will Garland           | 843-358-8002 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year        | Absolute Rating      | Growth Rating        |
|-------------|----------------------|----------------------|
| <b>2008</b> | <b>Below Average</b> | <b>Below Average</b> |
| 2007        | Below Average        | At-Risk              |
| 2006        | Average              | At-Risk              |
| 2005        | Average              | At-Risk              |
| 2004        | Good                 | At-Risk              |

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

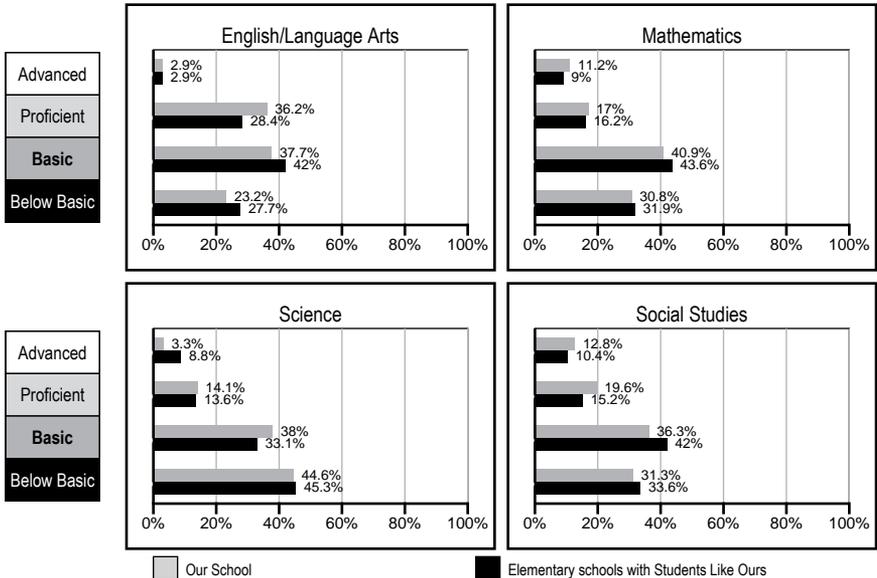
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 0    | 17      | 63            | 13      |

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

|             |   |
|-------------|---|
| Advanced    | Exceeded expectations, Very high score, very well prepared to work at next grade level  |
| Proficient  | Met expectations, Well prepared to work at next grade level   |
| Basic       | Met standards, Minimally prepared, can go to next grade level   |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=739)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                           | 93.8%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Retention rate   | 2.8%       | Up from 2.5%          | 2.8%                                       | 2.3%                     |
| Attendance rate  | 95.3%      | Down from 95.6%       | 96.0%                                      | 96.3%                    |
| Eligible for gifted and talented   | 8.2%       | Down from 11.1%       | 6.5%                                       | 10.4%                    |
| With disabilities other than speech  | 8.7%       | Down from 9.2%        | 9.0%                                       | 7.5%                     |
| Older than usual for grade   | 0.4%       | Down from 0.8%        | 1.0%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.3%       | Down from 0.5%        | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=51)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 27.5%      | Down from 28.9%       | 54.1%                                      | 56.7%                    |
| Continuing contract teachers   | 70.6%      | Down from 77.8%       | 74.4%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%       | Down from 2.7%        | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 87.1%      | Up from 85.1%         | 85.5%                                      | 86.4%                    |
| Teacher attendance rate  | 94.7%      | Down from 95.4%       | 94.9%                                      | 94.9%                    |
| Average teacher salary   | \$43,093   | Up 2.4%               | \$44,371                                   | \$45,345                 |
| Professional development days/teacher                                      | 21.8 days  | Up from 18.8 days     | 13.1 days                                  | 12.6 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 2.0        | Up from 1.0           | 3.0  | 4.0                      |
| Student-teacher ratio in core subjects                                     | 14.2 to 1  | Down from 16.3 to 1   | 18.0 to 1                                  | 18.5 to 1                |
| Prime instructional time   | 86.8%      | Down from 88.6%       | 89.1%                                      | 89.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Good       | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil*   | \$7,616    | Up 30.6%              | \$7,428                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 69.5%      | Down from 72.1%       | 69.1%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 64.2%      | Down from 68.2%       | 64.0%                                      | 64.2%                    |

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

Once upon a time, you would have heard discussion about "old" Pee Dee and "new" Pee Dee. Now we are just BIG Pee Dee Elementary as we added over 100 students and have become the largest elementary school in the Conway area. How proud we were to share the legacy of the past 50 years and the 5 historical areas that came together to make Pee Dee Elementary have that bit of honey! Our School Improvement Council was very active and met regularly to support all school initiatives. Family dinners, movies and popcorn, fall festival, donuts, muffins, and goodies were but a few of the opportunities to welcome families. Volunteers doubled. Lottery funds made the addition of a tutorial teacher working with grades 3-5 a reality along with the full operation of our second computer lab. Title I funds allowed our school to benefit from having Reading Recovery teachers, a primary curriculum specialist, a technology aide, and the family school coordinator and more opportunities to support parenting events. Tutoring took place before, during, and after the school day. PTA supported us with a new amplifier system and additional playground equipment.

Our teachers participated in a TeachFirst initiative that established our work as professional learning communities. Vocabulary growth and fluency were two main strategies addressed in these teacher-led groups focusing on fitting instruction to the needs of our students. Student progress and growth was followed closely this year through the use of the Measures of Academic Progress (MAP) test given to students in grades kindergarten through fifth. Our kindergarten, child development, and special education paraprofessionals supported small group instruction for our students. First grade teachers participated in graduate work sponsored through a foundation grant with Coastal Carolina University. Professional development included regional conferences in Charleston and Texas. Our curriculum specialists met with teachers regularly to analyze student data and to share instructional ideas. Science instruction was done daily and utilized hands-on, experiment-oriented kits for key standards. Social Studies content was presented daily and often flowed into reading units. Several of our teachers participated in a Civil Rights tour through the summer.

Our teachers and students added to a long list of accomplishments, such as participating in Jump Rope for Heart and March of Dimes, and came in 2nd in the state with over \$19,000 in donations. Our chorus performed at Carowinds, earning a superior rating this year. In art, 15 students won various awards in the Junior Duck Stamp Contest. Fifth graders enjoyed ballroom dancing (a beginning to a tradition). Our primary students enjoyed a visit from Lester Laminack, an author who encouraged us all to find writing ideas in everyday events. Preschool story time welcomed some pre-Pee Dee folks. Second graders wowed us with their "This is America!" performance. Honey Money promoted "bee" ready, responsible and respectful behavior in our classrooms, in the halls, and anywhere on campus. Treasure Tower coins were given out weekly to help highlight good behavior. The year was indeed memorable!

Cheryl Banks, Principal  
Homer Schofield, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 43       | 92        | 37       |
| Percent satisfied with learning environment            | 86.0%    | 86.8%     | 83.3%    |
| Percent satisfied with social and physical environment | 93.0%    | 88.0%     | 83.8%    |
| Percent satisfied with school-home relations           | 65.1%    | 81.5%     | 80.6%    |

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Newly Identified

School Improvement Key

|       |   |
|-------|---|
| NI    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                      |
| RP    | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.   |
| R     | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.   |
| DELAY | <b>The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."</b>       |
| HOLD  | <b>The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."</b> |

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 3.0%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 0.9%         | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.3%      | 94.0%           | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

|                              |     |     |      |      |      |     |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students                 | 301 | 100 | 23.2 | 37.7 | 36.2 | 2.9 | 50.7 | 57.2 | 48.2 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |     |      |      |      |     |     |
| Male                         | 154 | 100 | 29.6 | 38.7 | 31.7 | 0   | 41.5 | 50.3 | 41.7 | N/A | N/A |
| Female                       | 147 | 100 | 16.4 | 36.6 | 41   | 6   | 60.4 | 64.4 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |     |      |      |      |     |     |
| White                        | 194 | 100 | 16.7 | 35   | 43.9 | 4.4 | 57.8 | 65.4 | 60   | Yes | Yes |
| African American             | 88  | 100 | 35.4 | 45.1 | 19.5 | 0   | 35.4 | 34.7 | 31.7 | No  | Yes |
| Asian/Pacific Islander       | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 73   | 70.4 | I/S | I/S |
| Hispanic                     | 17  | 100 | 38.5 | 23.1 | 38.5 | 0   | 46.2 | 43.1 | 38.4 | I/S | I/S |
| American Indian/Alaskan      | 2   | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 47   | 47   | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |     |      |      |      |     |     |
| Disabled                     | 51  | 100 | 45.8 | 39.6 | 14.6 | 0   | 22.9 | 21.7 | 16   | Yes | Yes |
| <b>Migrant Status</b>        |     |     |      |      |      |     |      |      |      |     |     |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | N/A  | 38.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |     |      |      |      |     |     |
| Limited English Proficient   | 15  | 100 | 36.4 | 27.3 | 36.4 | 0   | 45.5 | 39.1 | 36.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |     |      |      |      |     |     |
| Subsided meals               | 241 | 100 | 26.7 | 38.9 | 32.1 | 2.3 | 44.8 | 44.9 | 34   | Yes | Yes |

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

|                              |     |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 301 | 100 | 30.8 | 40.9 | 17   | 11.2 | 35.9 | 56.4 | 45.8 | No  | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |     |     |
| Male                         | 154 | 100 | 28.9 | 40.1 | 15.5 | 15.5 | 42.3 | 55.9 | 45.6 | N/A | N/A |
| Female                       | 147 | 100 | 32.8 | 41.8 | 18.7 | 6.7  | 29.1 | 57   | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |     |     |
| White                        | 194 | 100 | 23.3 | 43.3 | 17.8 | 15.6 | 41.7 | 65.2 | 59   | Yes | Yes |
| African American             | 88  | 100 | 47.6 | 35.4 | 14.6 | 2.4  | 22   | 31.6 | 26.9 | No  | Yes |
| Asian/Pacific Islander       | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 75   | 71.3 | I/S | I/S |
| Hispanic                     | 17  | 100 | 30.8 | 38.5 | 23.1 | 7.7  | 46.2 | 42.6 | 38.1 | I/S | I/S |
| American Indian/Alaskan      | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 48.5 | 46.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 51  | 100 | 68.8 | 25   | 2.1  | 4.2  | 8.3  | 20.8 | 17.1 | No  | Yes |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 32.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 15  | 100 | 36.4 | 27.3 | 27.3 | 9.1  | 45.5 | 41   | 38.7 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 241 | 100 | 37.1 | 38.5 | 16.7 | 7.7  | 31.2 | 43.9 | 31.4 | No  | Yes |

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PACT Performance By Group**

|                              | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| <b>Science</b>               |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 200                           | 100      | 44.6          | 38      | 14.1         | 3.3        | 17.4                              | 41.4                                | 35.7                             | 95.3                   | 96.3                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 103                           | 100      | 39.4          | 39.4    | 17           | 4.3        | 21.3                              | 43.8                                | 37.4                             | 95.4                   | 96.2                     |
| Female                       | 97                            | 100      | 50            | 36.7    | 11.1         | 2.2        | 13.3                              | 39                                  | 33.8                             | 95.3                   | 96.4                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 132                           | 100      | 35.7          | 42.1    | 18.3         | 4          | 22.2                              | 50.4                                | 49.2                             | 95.1                   | 96.1                     |
| African American             | 51                            | 100      | 67.4          | 26.1    | 6.5          | 0          | 6.5                               | 16.7                                | 17                               | 95.7                   | 96.7                     |
| Asian/Pacific Islander       | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 63.8                                | 58                               | 94.7                   | 97.4                     |
| Hispanic                     | 15                            | 100      | 54.5          | 36.4    | 0            | 9.1        | 9.1                               | 26.2                                | 24.9                             | 96.4                   | 96.8                     |
| American Indian/Alaskan      | 2                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 28.3                                | 37.4                             | 90.9                   | 95.5                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 33                            | 100      | 64.5          | 29      | 3.2          | 3.2        | 6.5                               | 15.2                                | 14                               | 95.4                   | 95.7                     |
| <b>Migrant Status</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Migrant                      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | N/A                                 | 21.9                             | N/A                    | 99.4                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 13                            | 100      | 55.6          | 33.3    | 0            | 11.1       | 11.1                              | 22.7                                | 24.4                             | 96.9                   | 97                       |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | 161                           | 100      | 48.3          | 35.4    | 14.3         | 2          | 16.3                              | 28.8                                | 21.1                             | 95.2                   | 96                       |
| <b>Social Studies</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 193                           | 100      | 31.3          | 36.3    | 19.6         | 12.8       | 32.4                              | 41.6                                | 34                               | 95.3                   | 96.3                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 102                           | 100      | 32            | 33      | 20.6         | 14.4       | 35.1                              | 45.3                                | 36.6                             | 95.4                   | 96.2                     |
| Female                       | 91                            | 100      | 30.5          | 40.2    | 18.3         | 11         | 29.3                              | 37.8                                | 31.3                             | 95.3                   | 96.4                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 122                           | 100      | 22.8          | 39.5    | 21.9         | 15.8       | 37.7                              | 48.6                                | 44.5                             | 95.1                   | 96.1                     |
| African American             | 61                            | 100      | 51.7          | 29.3    | 15.5         | 3.4        | 19                                | 20.7                                | 19.1                             | 95.7                   | 96.7                     |
| Asian/Pacific Islander       | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 57.2                                | 58.9                             | 94.7                   | 97.4                     |
| Hispanic                     | 9                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 33.9                                | 27.5                             | 96.4                   | 96.8                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 39.1                                | 32.7                             | 90.9                   | 95.5                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 32                            | 100      | 64.5          | 29      | 3.2          | 3.2        | 6.5                               | 17.1                                | 14.4                             | 95.4                   | 95.7                     |
| <b>Migrant Status</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Migrant                      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | N/A                                 | 22.6                             | N/A                    | 99.4                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 9                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 30.8                                | 27.3                             | 96.9                   | 97                       |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | 151                           | 100      | 37.9          | 35      | 15.7         | 11.4       | 27.1                              | 29.8                                | 21                               | 95.2                   | 96                       |

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

|                              | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|------------------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| <b>English/Language Arts</b> |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | 86                            | 98.8     | 8.5           | 42.3    | 43.7         | 5.6        | 49.3                       |
|                              | 4     | 101                           | 100      | 24.4          | 45.3    | 30.2         | 0          | 30.2                       |
|                              | 5     | 88                            | 100      | 18.7          | 46.7    | 32           | 2.7        | 34.7                       |
|                              | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| <b>2008</b>                  | 3     | 107                           | 100      | 11.3          | 41.2    | 41.2         | 6.2        | 47.4                       |
|                              | 4     | 92                            | 100      | 18.4          | 31      | 49.4         | 1.1        | 50.6                       |
|                              | 5     | 102                           | 100      | 40.2          | 40.2    | 18.5         | 1.1        | 19.6                       |
|                              | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| <b>Mathematics</b>           |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | 86                            | 100      | 20.8          | 62.5    | 12.5         | 4.2        | 16.7                       |
|                              | 4     | 101                           | 100      | 32.6          | 37.2    | 15.1         | 15.1       | 30.2                       |
|                              | 5     | 88                            | 100      | 12            | 46.7    | 13.3         | 28         | 41.3                       |
|                              | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| <b>2008</b>                  | 3     | 107                           | 100      | 40.2          | 49.5    | 5.2          | 5.2        | 10.3                       |
|                              | 4     | 92                            | 100      | 17.2          | 33.3    | 27.6         | 21.8       | 49.4                       |
|                              | 5     | 102                           | 100      | 33.7          | 39.1    | 19.6         | 7.6        | 27.2                       |
|                              | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| <b>Science</b>               |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | 42                            | 100      | 58.3          | 22.2    | 16.7         | 2.8        | 19.4                       |
|                              | 4     | 101                           | 99       | 61.6          | 31.4    | 5.8          | 1.2        | 7                          |
|                              | 5     | 43                            | 97.7     | 32.4          | 24.3    | 27           | 16.2       | 43.2                       |
|                              | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| <b>2008</b>                  | 3     | 53                            | 100      | 37.5          | 41.7    | 18.8         | 2.1        | 20.8                       |
|                              | 4     | 92                            | 100      | 37.9          | 44.8    | 12.6         | 4.6        | 17.2                       |
|                              | 5     | 55                            | 100      | 63.3          | 22.4    | 12.2         | 2          | 14.3                       |
|                              | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| <b>Social Studies</b>        |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | 44                            | 100      | 30.6          | 52.8    | 16.7         | 0          | 16.7                       |
|                              | 4     | 101                           | 99       | 60.5          | 34.9    | 3.5          | 1.2        | 4.7                        |
|                              | 5     | 45                            | 100      | 44.7          | 36.8    | 13.2         | 5.3        | 18.4                       |
|                              | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| <b>2008</b>                  | 3     | 54                            | 100      | 36.7          | 38.8    | 18.4         | 6.1        | 24.5                       |
|                              | 4     | 92                            | 100      | 16.1          | 35.6    | 25.3         | 23         | 48.3                       |
|                              | 5     | 47                            | 100      | 55.8          | 34.9    | 9.3          | 0          | 9.3                        |
|                              | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample