



## Lesslie Elementary

250 Neely Store Road  
Rock Hill, SC 29730

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School |              |
| <b>Enrollment</b>     | 461 Students          |              |
| <b>Principal</b>      | Seberina Myles        | 803-981-1910 |
| <b>Superintendent</b> | Dr. Lynn P. Moody     | 803-981-1000 |
| <b>Board Chair</b>    | Bob Norwood           | 803-981-1000 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2009</b> | <b>Average</b>  | <b>Average</b> |
| 2008        | Average         | Below Average  |
| 2007        | Average         | At-Risk        |
| 2006        | Average         | Below Average  |
| 2005        | Average         | At-Risk        |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

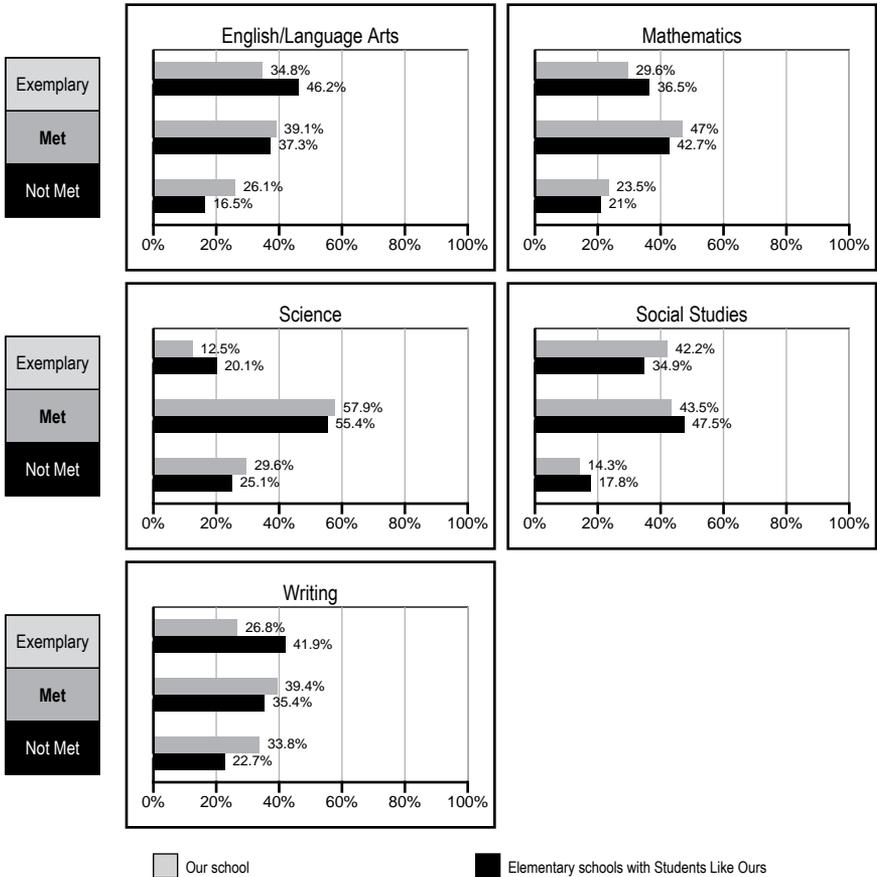
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.7%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 20        | 39   | 27      | 0             | 0       |

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



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

**Definition of Critical Terms**

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

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=461)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 1.7%       | Up from 0.6%          | 1.5%                                       | 1.9%                     |
| Attendance rate  | 96.6%      | No Change             | 96.6%                                      | 96.3%                    |
| Eligible for gifted and talented   | 7.7%       | Down from 9.1%        | 15.7%                                      | 10.0%                    |
| With disabilities other than speech  | 9.5%       | Down from 11.0%       | 7.0%                                       | 7.7%                     |
| Older than usual for grade   | 0.3%       | Up from 0.0%          | 0.3%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=35)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 62.9%      | Down from 75.7%       | 61.4%                                      | 59.4%                    |
| Continuing contract teachers   | 71.4%      | Down from 81.1%       | 83.8%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 85.0%      | Down from 89.1%       | 88.1%                                      | 85.9%                    |
| Teacher attendance rate  | 94.0%      | Down from 95.9%       | 95.1%                                      | 95.1%                    |
| Average teacher salary*  | \$49,940   | Up 2.5%               | \$48,186                                   | \$47,149                 |
| Professional development days/teacher  | 7.1 days   | Down from 16.5 days   | 11.4 days                                  | 11.1 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 4.0        | Up from 3.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 18.7 to 1  | Down from 19.4 to 1   | 19.5 to 1                                  | 18.8 to 1                |
| Prime instructional time   | 89.7%      | Down from 91.2%       | 90.5%                                      | 90.4%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | Up from No            | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | Up from 99.4%         | 100.0%                                     | 100.0%                   |
| Character development program  | Good       | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$6,580    | Up 2.7%               | \$6,972                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 76.0%      | Up from 74.8%         | 68.5%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 73.8%      | Up from 72.6%         | 60.3%                                      | 63.2%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* 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**

Lesslie is a rural school that serves 470 students in kindergarten through grade 5. This year, our population changed greatly. More than 50% of our students were rezoned to other schools, and we received about 50% of students from other schools. Our faculty and staff continue to be dedicated and responsive to the needs of our students. Our school environment is welcoming, trusting, encouraging, and supportive of all stakeholders.

Our school began the implementation of the district’s literacy initiative by participating in district- and school-wide literacy training to improve literacy instruction and student achievement at all grade levels. We will continue to improve literacy by continued professional development, collegial conversations, peer observations, and Collaborative planning. Teachers will continue to evaluate and revise district curriculum maps. This activity will encourage ongoing self-reflection and improvement.

Math achievement has improved due to implementation of early tutoring sessions in the computer lab. Instruction was tailored to individual student needs. Teachers implemented FASTMATH, a research-based interactive computer program to target computational skills. Touch Math was also used to teach a system for operations. Teachers participated in staff development on strategies for teaching math. Observation of model lessons and meeting to plan collaborative lessons have improved the level of math instruction.

Our faculty and staff will give every child the opportunity to achieve at the highest possible level while continuously finding ways to improve.

Seberina Myles, Ed.S., Principal

Julie Sessoms, School Improvement Council

**Evaluations by Teachers, Students and Parents**

|  | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--|-----------------|------------------|-----------------|
| Number of surveys returned                             | 23              | 73               | 39              |
| Percent satisfied with learning environment            | 91.3%           | 80.8%            | 89.7%           |
| Percent satisfied with social and physical environment | 91.3%           | 77.8%            | 92.3%           |
| Percent satisfied with school-home relations           | 91.3%           | 84.7%            | 92.1%           |

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 16 out of 16 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

School Improvement Key

|              |   |
|--------------|---|
| <b>NI</b>    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| <b>CSI</b>   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| <b>CA</b>    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| <b>RP</b>    | 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. |
| <b>R</b>     | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| <b>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."      |

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.8%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0%         | 5.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.6%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

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

**PASS Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 241 | 100  | 26   | 39   | 35.1 | 85.7 | 85.2 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 122 | 100  | 32.5 | 37.6 | 29.9 | 82.9 | 82   | 79.3 | N/A | N/A |
| Female                       | 119 | 100  | 19.3 | 40.4 | 40.4 | 88.6 | 88.8 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 181 | 100  | 19.5 | 42.5 | 37.9 | 89.7 | 92.4 | 89.5 | Yes | Yes |
| African American             | 17  | 100  | 46.7 | 26.7 | 26.7 | 66.7 | 74.5 | 73.7 | I/S | I/S |
| Asian/Pacific Islander       | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 92.5 | 92.3 | I/S | I/S |
| Hispanic                     | 10  | I/S  | I/S  | I/S  | I/S  | I/S  | 80.4 | 76.5 | I/S | I/S |
| American Indian/Alaskan      | 29  | 100  | 37.9 | 27.6 | 34.5 | 82.8 | 75.6 | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 42  | 100  | 45   | 37.5 | 17.5 | 65   | 57.7 | 52   | Yes | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 66.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 11  | 100  | I/S  | I/S  | I/S  | I/S  | 77.1 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 116 | 100  | 37.4 | 38.3 | 24.3 | 77.6 | 76.4 | 75.5 | Yes | Yes |

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 241 | 99.6 | 23   | 47   | 30   | 87   | 82.8 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 122 | 99.2 | 25   | 50   | 25   | 82.8 | 80   | 77   | N/A | N/A |
| Female                       | 119 | 100  | 21.1 | 43.9 | 35.1 | 91.2 | 85.9 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 181 | 99.5 | 16.8 | 48.6 | 34.7 | 91.3 | 91.5 | 87.2 | Yes | Yes |
| African American             | 17  | 100  | 46.7 | 33.3 | 20   | 66.7 | 68.6 | 66.7 | I/S | I/S |
| Asian/Pacific Islander       | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 98   | 93   | I/S | I/S |
| Hispanic                     | 10  | I/S  | I/S  | I/S  | I/S  | I/S  | 80.2 | 76   | I/S | I/S |
| American Indian/Alaskan      | 29  | 100  | 34.5 | 44.8 | 20.7 | 79.3 | 80   | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 42  | 97.6 | 51.3 | 38.5 | 10.3 | 66.7 | 50.2 | 45.5 | I/S | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 75.7 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 11  | 100  | I/S  | I/S  | I/S  | I/S  | 79.2 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 116 | 100  | 33.6 | 45.8 | 20.6 | 79.4 | 72.5 | 70.2 | Yes | Yes |

\* 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

**PASS Performance By Group**

|                              | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| <b>Science</b>               |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 161                           | 98.8     | 28.5      | 58.3  | 13.2        | 71.5                      | 71                          | 67.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 77                            | 98.7     | 30.6      | 51.4  | 18.1        | 69.4                      | 70.2                        | 67                       |
| Female                       | 84                            | 98.8     | 26.6      | 64.6  | 8.9         | 73.4                      | 71.8                        | 68                       |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 124                           | 100      | 23.7      | 62.7  | 13.6        | 76.3                      | 83.9                        | 79.5                     |
| African American             | 13                            | 100      | 54.5      | 36.4  | 9.1         | 45.5                      | 50.7                        | 50.3                     |
| Asian/Pacific Islander       | 3                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 88.3                        | 84.3                     |
| Hispanic                     | 4                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 62.8                        | 60.7                     |
| American Indian/Alaskan      | 17                            | 94.1     | 37.5      | 50    | 12.5        | 62.5                      | 59.8                        | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 26                            | 92.3     | 52.2      | 39.1  | 8.7         | 47.8                      | 39.4                        | 35.6                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 46.1                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 5                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 61.6                        | 59.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsided meals               | 68                            | 97.1     | 44.1      | 47.5  | 8.5         | 55.9                      | 55.1                        | 55.1                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 162                           | 100      | 14.2      | 43.2  | 42.6        | 85.8                      | 76.4                        | 72.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 91                            | 100      | 16.1      | 41.4  | 42.5        | 83.9                      | 75.6                        | 71.5                     |
| Female                       | 71                            | 100      | 11.8      | 45.6  | 42.6        | 88.2                      | 77.3                        | 73.2                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 124                           | 100      | 9.2       | 42.9  | 47.9        | 90.8                      | 84.9                        | 80.7                     |
| African American             | 10                            | I/S      | I/S       | I/S   | I/S         | I/S                       | 62.9                        | 60                       |
| Asian/Pacific Islander       | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 93.7                        | 88.5                     |
| Hispanic                     | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 75.6                        | 68                       |
| American Indian/Alaskan      | 19                            | 100      | 21.1      | 47.4  | 31.6        | 78.9                      | 62                          | 72.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 25                            | 100      | 39.1      | 47.8  | 13          | 60.9                      | 47.9                        | 43.5                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 50.7                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 8                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 75                          | 67.9                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsided meals               | 83                            | 100      | 25        | 38.2  | 36.8        | 75                        | 64.3                        | 62.1                     |

Abbreviations for Missing Data

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

**PASS Performance By Group**

|                              | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| <b>Writing</b>               |                               |          |           |       |             |                           |                             |                          |                        |                          |
| All Students                 | 242                           | 98.8     | 33.5      | 39.6  | 27          | 66.5                      | 73.1                        | 70.2                     | 96.6                   | 96.7                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 123                           | 98.4     | 44.3      | 38.3  | 17.4        | 55.7                      | 65.9                        | 63.2                     | 96.8                   | 96.6                     |
| Female                       | 119                           | 99.2     | 22.6      | 40.9  | 36.5        | 77.4                      | 80.9                        | 77.5                     | 96.4                   | 96.8                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 182                           | 98.9     | 26.4      | 42    | 31.6        | 73.6                      | 82.5                        | 79.1                     | 96.8                   | 96.6                     |
| African American             | 17                            | 94.1     | 64.3      | 28.6  | 7.1         | 35.7                      | 59.2                        | 57.6                     | 97.4                   | 96.8                     |
| Asian/Pacific Islander       | 4                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 88.3                        | 86.2                     | 92.5                   | 97.3                     |
| Hispanic                     | 10                            | I/S      | I/S       | I/S   | I/S         | I/S                       | 65.7                        | 62.6                     | 97.4                   | 96.4                     |
| American Indian/Alaskan      | 29                            | 100      | 48.3      | 34.5  | 17.2        | 51.7                      | 60.7                        | 68.7                     | 95.1                   | 95.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 43                            | 95.4     | 69.2      | 25.6  | 5.1         | 30.8                      | 30.2                        | 26.1                     | 96.2                   | 95.9                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 54.7                     | N/A                    | 99.9                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | 11                            | 100      | I/S       | I/S   | I/S         | I/S                       | 63                          | 61.2                     | 97.4                   | 96.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 114                           | 98.3     | 44.2      | 40.4  | 15.4        | 55.8                      | 59.5                        | 58.9                     | 95.8                   | 96.2                     |

Abbreviations for Missing Data

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

**PASS Performance By Grade Level**

|                              | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 80                            | 100      | 31.6      | 31.6  | 36.8        | 68.4               |
|                              | 4     | 82                            | 100      | 22.1      | 42.9  | 35.1        | 77.9               |
|                              | 5     | 79                            | 100      | 24.4      | 42.3  | 33.3        | 75.6               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 80                            | 100      | 26.3      | 43.4  | 30.3        | 73.7               |
|                              | 4     | 82                            | 98.8     | 13.2      | 55.3  | 31.6        | 86.8               |
|                              | 5     | 79                            | 100      | 29.5      | 42.3  | 28.2        | 70.5               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 40                            | 100      | 28.9      | 47.4  | 23.7        | 71.1               |
|                              | 4     | 82                            | 100      | 24.7      | 63.6  | 11.7        | 75.3               |
|                              | 5     | 39                            | 94.9     | 36.1      | 58.3  | 5.6         | 63.9               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>Social Studies</b>        |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 40                            | 100      | 10.5      | 39.5  | 50          | 89.5               |
|                              | 4     | 82                            | 100      | 5.2       | 46.8  | 48.1        | 94.8               |
|                              | 5     | 40                            | 100      | 35        | 40    | 25          | 65                 |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>Writing</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 80                            | 100      | 35.1      | 41.6  | 23.4        | 64.9               |
|                              | 4     | 83                            | 96.4     | 22.7      | 44    | 33.3        | 77.3               |
|                              | 5     | 79                            | 100      | 42.3      | 33.3  | 24.4        | 57.7               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |

Abbreviations for Missing Data

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