



## Fountain Inn Elementary

608 Fairview Street  
Fountain Inn, South

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 896 Students           |              |
| <b>Principal</b>      | Glenn R. Wile          | 864-355-5100 |
| <b>Superintendent</b> | Dr. Phinnize J. Fisher | 864-355-8860 |
| <b>Board Chair</b>    | Dr. Keith Ray          | 864-288-0476 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year        | Absolute Rating | Growth Rating        |
|-------------|-----------------|----------------------|
| <b>2008</b> | <b>Average</b>  | <b>Below Average</b> |
| 2007        | 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**

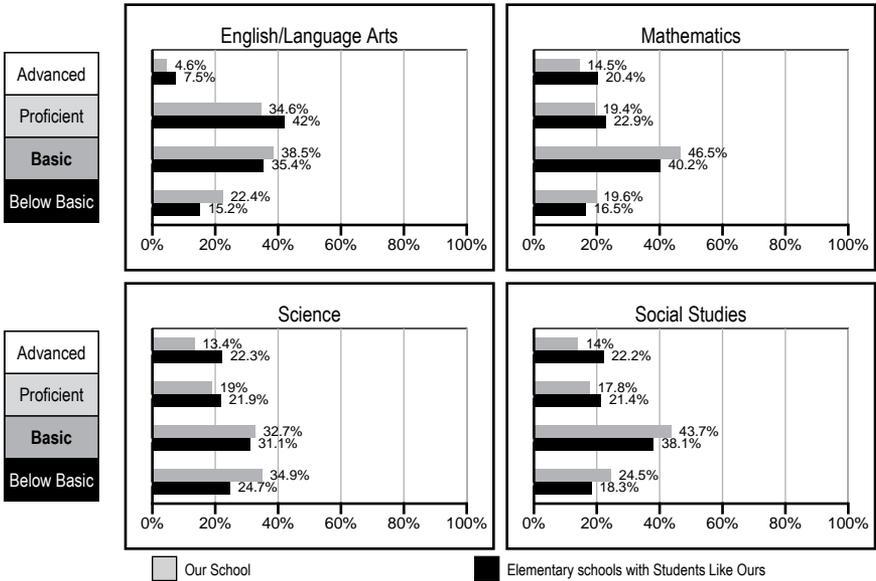
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.6%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 1         | 28   | 56      | 4             | 0       |

\* 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=896)</b>                                                    |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                           | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                             | 0.2%       | Down from 1.0%        | 2.1%                                       | 2.3%                     |
| Attendance rate                                                            | 96.2%      | Up from 96.1%         | 96.4%                                      | 96.3%                    |
| Eligible for gifted and talented                                           | 12.0%      | Up from 10.8%         | 14.6%                                      | 10.4%                    |
| With disabilities other than speech                                        | 9.2%       | Down from 10.7%       | 7.0%                                       | 7.5%                     |
| Older than usual for grade                                                 | 0.5%       | Down from 1.2%        | 0.4%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=58)</b>                                                     |            |                       |                                            |                          |
| Teachers with advanced degrees                                             | 39.7%      | Down from 45.7%       | 57.1%                                      | 56.7%                    |
| Continuing contract teachers                                               | 79.3%      | Down from 83.0%       | 79.7%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 92.6%      | Up from 87.6%         | 89.2%                                      | 86.4%                    |
| Teacher attendance rate                                                    | 94.5%      | Down from 95.3%       | 94.9%                                      | 94.9%                    |
| Average teacher salary                                                     | \$42,110   | Down 2.3%             | \$46,138                                   | \$45,345                 |
| Professional development days/teacher                                      | 10.4 days  | Down from 13.1 days   | 12.3 days                                  | 12.6 days                |
| <b>School</b>                                                              |            |                       |                                            |                          |
| Principal's years at school                                                | 4.0        | Up from 0.0           | 5.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                     | 21.0 to 1  | Down from 21.2 to 1   | 19.3 to 1                                  | 18.5 to 1                |
| Prime instructional time                                                   | 88.7%      | Down from 89.7%       | 90.2%                                      | 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                                              | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil*                                                   | \$5,546    | Up 1.5%               | \$6,412                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 68.6%      | Down from 70.6%       | 69.6%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 63.9%      | Down from 70.6%       | 65.7%                                      | 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

This past year, our school grew by more than 100 students, and, additionally, we opened a new wing with 12 new classrooms. With this growth came a focus on increasing our level of accountability and security within our campus. With the support of the district, we added security doors, which have redirected all visitor traffic through our main office. This has increased our level of accountability to our students, staff, and the community.

Our students have participated in several community service projects. Over 50 students became members of the BETA Club and participated in activities for improving our community and supporting our school. In the summer of 2007, our school was adopted by TreesGreenville to be a "model elementary school" to have a tree garden. Through many hours, grants, and donations, a living tree garden/courtyard has been added to our campus. Students and community members together planted the plants and trees, which has created a wonderful learning environment outside of the classroom for our students and community at large to enjoy. Through collaboration with the Greenville County Planning Commission, our students have worked to educate themselves and our community about air quality. Our school has adopted an air quality policy for lowering the number of idling cars and improving the air around our campus.

Our students continue to make academic gains as measured by the 2007 PACT Assessment. In Math, 78.2% of all third graders, 82.2% of all fourth graders, and 74.4% of all fifth graders performed at Basic and above. In ELA, 82% of all third graders, 76.3% of all fourth graders, and 72.7% of all fifth graders performed at Basic and above.

Fountain Inn Elementary School, in partnership with the Carolina Center for Excellence, completed its third year as a Baldrige/Total Quality Learning School. All of our staff have been extensively trained in the implementation and the use of quality tools and best practices within the classroom. All classrooms begin the year together creating a Mission Statement. The students identify academic areas where they wish to increase their performance. They increase their level of responsibility and accountability for their learning successes by monitoring, tracking, and graphing their academic progress in their individual Data Notebooks.

The Mission of Fountain Inn Elementary School is to work with home and community to provide educational experiences which will create lifelong learners and responsible contributors to society. By working together, we will continue to create opportunities for success for all students, which will impact them academically, socially, and emotionally.

Glenn R. Wile, Principal  
Kathy Woods, SIC Chairperson

## Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 57       | 106       | 87       |
| Percent satisfied with learning environment            | 89.5%    | 84.9%     | 90.7%    |
| Percent satisfied with social and physical environment | 96.5%    | 80.8%     | 88.5%    |
| Percent satisfied with school-home relations           | 78.9%    | 86.5%     | 83.5%    |

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

## Abbreviations for Missing Data

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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

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  | 1.9%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.4%         | 6.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.0%       | 0.0%            | No                  |
| Student attendance rate                         | 96.2%      | 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                 | 456 | 99.8 | 22.4 | 38.5 | 34.6 | 4.6 | 51.8 | 52.4 | 48.2 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |     |      |      |      |     |     |
| Male                         | 239 | 100  | 28.3 | 36.1 | 30.9 | 4.7 | 45.9 | 46.1 | 41.7 | N/A | N/A |
| Female                       | 217 | 99.5 | 15.4 | 41.3 | 38.8 | 4.5 | 58.7 | 59.1 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |     |      |      |      |     |     |
| White                        | 306 | 99.7 | 17.5 | 38.7 | 37.7 | 6.2 | 59.6 | 62.3 | 60   | Yes | Yes |
| African American             | 119 | 100  | 31.6 | 44.7 | 23.7 | 0   | 30.7 | 31.7 | 31.7 | No  | Yes |
| Asian/Pacific Islander       | 4   | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | 74.9 | 70.4 | I/S | I/S |
| Hispanic                     | 21  | 100  | 33.3 | 11.1 | 50   | 5.6 | 61.1 | 36.7 | 38.4 | I/S | I/S |
| American Indian/Alaskan      | 3   | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | 58.7 | 47   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |     |      |      |      |     |     |
| Disabled                     | 66  | 100  | 64.6 | 24.6 | 7.7  | 3.1 | 15.4 | 20.3 | 16   | No  | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |     |      |      |      |     |     |
| Migrant                      | N/A | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | 25   | 38.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |     |      |      |      |     |     |
| Limited English Proficient   | 18  | 100  | 33.3 | 13.3 | 46.7 | 6.7 | 60   | 36.1 | 36.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |     |      |      |      |     |     |
| Subsided meals               | 211 | 99.5 | 31.5 | 40.1 | 26.4 | 2   | 37.1 | 34.3 | 34   | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 455 | 100 | 19.6 | 46.5 | 19.4 | 14.5 | 48.6 | 49.5 | 45.8 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |     |     |
| Male                         | 239 | 100 | 21.5 | 44.2 | 18   | 16.3 | 47.6 | 49.9 | 45.6 | N/A | N/A |
| Female                       | 216 | 100 | 17.4 | 49.3 | 20.9 | 12.4 | 49.8 | 49   | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |     |     |
| White                        | 305 | 100 | 14   | 43.2 | 24   | 18.8 | 55.5 | 59.4 | 59   | Yes | Yes |
| African American             | 119 | 100 | 32.5 | 59.6 | 5.3  | 2.6  | 28.1 | 27.2 | 26.9 | No  | Yes |
| Asian/Pacific Islander       | 4   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 75.3 | 71.3 | I/S | I/S |
| Hispanic                     | 21  | 100 | 16.7 | 33.3 | 27.8 | 22.2 | 66.7 | 37.4 | 38.1 | I/S | I/S |
| American Indian/Alaskan      | 3   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 52.4 | 46.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 66  | 100 | 58.5 | 32.3 | 4.6  | 4.6  | 13.8 | 20.1 | 17.1 | No  | Yes |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 30   | 32.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 18  | 100 | 13.3 | 40   | 20   | 26.7 | 66.7 | 38.4 | 38.7 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 210 | 100 | 27.4 | 49.2 | 14.2 | 9.1  | 34.5 | 32.2 | 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                 | 300                           | 100      | 34.9          | 32.7    | 19           | 13.4       | 32.4                              | 39.3                                | 35.7                             | 96.2                   | 96.5                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 160                           | 100      | 33.1          | 33.8    | 19.5         | 13.6       | 33.1                              | 41.6                                | 37.4                             | 96.3                   | 96.4                     |
| Female                       | 140                           | 100      | 36.9          | 31.5    | 18.5         | 13.1       | 31.5                              | 36.9                                | 33.8                             | 96.2                   | 96.6                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 196                           | 100      | 26.3          | 32.8    | 22.6         | 18.3       | 40.9                              | 49.7                                | 49.2                             | 96.2                   | 96.4                     |
| African American             | 81                            | 100      | 55.1          | 32.1    | 9            | 3.8        | 12.8                              | 18.2                                | 17                               | 96.4                   | 96.4                     |
| Asian/Pacific Islander       | 3                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 60.9                                | 58                               | 97.2                   | 97.7                     |
| Hispanic                     | 17                            | 100      | 28.6          | 35.7    | 28.6         | 7.1        | 35.7                              | 23.7                                | 24.9                             | 95.6                   | 96.9                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 34.2                                | 37.4                             | 96.1                   | 95.3                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 46                            | 100      | 75.6          | 17.8    | 4.4          | 2.2        | 6.7                               | 16.3                                | 14                               | 95.3                   | 95.5                     |
| <b>Migrant Status</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Migrant                      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 20                                  | 21.9                             | N/A                    | 96.4                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 14                            | 100      | 27.3          | 36.4    | 27.3         | 9.1        | 36.4                              | 22.6                                | 24.4                             | 95.8                   | 97.2                     |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | 144                           | 100      | 45.9          | 34.1    | 14.8         | 5.2        | 20                                | 21.3                                | 21.1                             | 95.6                   | 95.8                     |
| <b>Social Studies</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 300                           | 100      | 24.5          | 43.7    | 17.8         | 14         | 31.8                              | 38.1                                | 34                               | 96.2                   | 96.5                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 159                           | 100      | 25.6          | 39.7    | 17.3         | 17.3       | 34.6                              | 41                                  | 36.6                             | 96.3                   | 96.4                     |
| Female                       | 141                           | 100      | 23.1          | 48.5    | 18.5         | 10         | 28.5                              | 35                                  | 31.3                             | 96.2                   | 96.6                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 203                           | 100      | 18.6          | 43.8    | 21.1         | 16.5       | 37.6                              | 46.1                                | 44.5                             | 96.2                   | 96.4                     |
| African American             | 78                            | 100      | 38.4          | 42.5    | 13.7         | 5.5        | 19.2                              | 20.5                                | 19.1                             | 96.4                   | 96.4                     |
| Asian/Pacific Islander       | 3                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 60.2                                | 58.9                             | 97.2                   | 97.7                     |
| Hispanic                     | 11                            | 100      | 27.3          | 45.5    | 0            | 27.3       | 27.3                              | 27.7                                | 27.5                             | 95.6                   | 96.9                     |
| American Indian/Alaskan      | 2                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 28.3                                | 32.7                             | 96.1                   | 95.3                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 39                            | 100      | 76.3          | 21.1    | 0            | 2.6        | 2.6                               | 17.1                                | 14.4                             | 95.3                   | 95.5                     |
| <b>Migrant Status</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Migrant                      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 28.6                                | 22.6                             | N/A                    | 96.4                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 10                            | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 27.6                                | 27.3                             | 95.8                   | 97.2                     |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | 130                           | 100      | 34.7          | 41.3    | 15.7         | 8.3        | 24                                | 22.8                                | 21                               | 95.6                   | 95.8                     |

\* 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     | 133                           | 100      | 17.9          | 34.1    | 39.8         | 8.1        | 48                         |      |
|                              | 4     | 152                           | 100      | 23.2          | 52.8    | 22.5         | 1.4        | 23.9                       |      |
|                              | 5     | 121                           | 99.2     | 27            | 53.2    | 18.9         | 0.9        | 19.8                       |      |
|                              | 6     | N/A                           | N/AV     | 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                       | N/AV |
|                              | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       | N/AV |
| <b>2008</b>                  | 3     | 147                           | 100      | 16.2          | 31      | 45.1         | 7.7        | 52.8                       |      |
|                              | 4     | 146                           | 99.3     | 25            | 34.6    | 34.6         | 5.9        | 40.4                       |      |
|                              | 5     | 163                           | 100      | 25.6          | 48.7    | 25           | 0.6        | 25.6                       |      |
|                              | 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     | 133                           | 100      | 20.3          | 40.7    | 22           | 17.1       | 39                         |      |
|                              | 4     | 152                           | 100      | 16.9          | 49.3    | 23.9         | 9.9        | 33.8                       |      |
|                              | 5     | 121                           | 99.2     | 25.2          | 51.4    | 11.7         | 11.7       | 23.4                       |      |
|                              | 6     | N/A                           | N/AV     | 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                       | N/AV |
|                              | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       | N/AV |
| <b>2008</b>                  | 3     | 147                           | 100      | 21.1          | 46.5    | 19           | 13.4       | 32.4                       |      |
|                              | 4     | 145                           | 100      | 23.5          | 37.5    | 17.6         | 21.3       | 39                         |      |
|                              | 5     | 163                           | 100      | 14.7          | 54.5    | 21.2         | 9.6        | 30.8                       |      |
|                              | 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     | 66                            | 100      | 39.3          | 31.1    | 13.1         | 16.4       | 29.5                       |      |
|                              | 4     | 152                           | 100      | 42.3          | 39.4    | 16.2         | 2.1        | 18.3                       |      |
|                              | 5     | 62                            | 100      | 58.9          | 23.2    | 10.7         | 7.1        | 17.9                       |      |
|                              | 6     | N/A                           | N/AV     | 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                       | N/AV |
|                              | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       | N/AV |
| <b>2008</b>                  | 3     | 73                            | 100      | 34.3          | 35.7    | 25.7         | 4.3        | 30                         |      |
|                              | 4     | 145                           | 100      | 29.4          | 30.1    | 20.6         | 19.9       | 40.4                       |      |
|                              | 5     | 82                            | 100      | 44.9          | 34.6    | 10.3         | 10.3       | 20.5                       |      |
|                              | 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     | 67                            | 100      | 17.7          | 37.1    | 27.4         | 17.7       | 45.2                       |      |
|                              | 4     | 152                           | 100      | 30.3          | 54.2    | 11.3         | 4.2        | 15.5                       |      |
|                              | 5     | 59                            | 98.3     | 32.7          | 41.8    | 10.9         | 14.5       | 25.5                       |      |
|                              | 6     | N/A                           | N/AV     | 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                       | N/AV |
|                              | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       | N/AV |
| <b>2008</b>                  | 3     | 74                            | 100      | 16.7          | 45.8    | 20.8         | 16.7       | 37.5                       |      |
|                              | 4     | 145                           | 100      | 27.9          | 41.2    | 15.4         | 15.4       | 30.9                       |      |
|                              | 5     | 81                            | 100      | 25.6          | 46.2    | 19.2         | 9          | 28.2                       |      |
|                              | 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                        |      |

Abbreviations for Missing Data

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