



## W Herbert Chapman Elementary

230 Bryant Rd  
Spartanburg, SC 29303

|                       |                          |              |
|-----------------------|--------------------------|--------------|
| <b>Grades</b>         | PK-6 Elementary School   |              |
| <b>Enrollment</b>     | 482 Students             |              |
| <b>Principal</b>      | Eric Mathison            | 864-594-4440 |
| <b>Superintendent</b> | Dr. Thomas D. White, Jr. | 864-594-4400 |
| <b>Board Chair</b>    | Conrad C. Hurst, III     | 864-594-4400 |

# 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>Average</b> |
| 2007        | Below Average        | Average        |
| 2006        | Below Average        | Below Average  |
| 2005        | Below Average        | Below Average  |
| 2004        | Average              | Below Average  |

## 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**

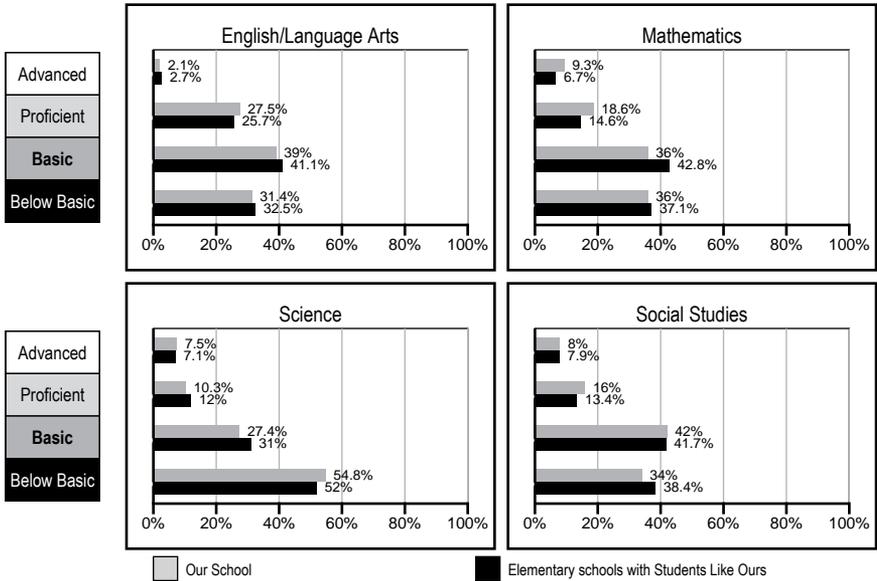
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.1%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 0    | 13      | 58            | 49      |

\* 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=482)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                           | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 1.9%       | Down from 2.0%        | 3.1%                                       | 2.3%                     |
| Attendance rate  | 95.2%      | Down from 95.6%       | 96.0%                                      | 96.3%                    |
| Eligible for gifted and talented   | 7.9%       | Up from 7.0%          | 4.2%                                       | 10.4%                    |
| With disabilities other than speech  | 9.2%       | Up from 9.0%          | 7.9%                                       | 7.5%                     |
| Older than usual for grade   | 1.0%       | No Change             | 1.4%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=33)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 69.7%      | Up from 66.7%         | 54.4%                                      | 56.7%                    |
| Continuing contract teachers   | 72.7%      | Down from 75.0%       | 70.4%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 86.7%      | Down from 90.3%       | 83.6%                                      | 86.4%                    |
| Teacher attendance rate  | 93.0%      | Down from 94.6%       | 94.9%                                      | 94.9%                    |
| Average teacher salary   | \$47,231   | Up 2.0%               | \$43,876                                   | \$45,345                 |
| Professional development days/teacher                                      | 13.9 days  | Up from 11.7 days     | 13.2 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                                     | 16.6 to 1  | Down from 21.7 to 1   | 16.8 to 1                                  | 18.5 to 1                |
| Prime instructional time   | 87.3%      | Down from 88.0%       | 89.2%                                      | 89.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | Up from 98.3%         | 100.0%                                     | 100.0%                   |
| Character development program  | Good       | Up from Average       | Excellent                                  | Excellent                |
| Dollars spent per pupil*   | \$7,820    | Down 6.4%             | \$7,854                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 71.4%      | Up from 65.3%         | 69.1%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 67.7%      | Up from 62.1%         | 62.5%                                      | 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

At Chapman Elementary School, we continue to prepare students to lead healthy, meaningful, and productive lives. Our curriculum continues to be very challenging and student centered, and we continue to believe that this, along with an atmosphere of mutual respect, will help our students develop a desire for life long learning. However, without increased student achievement, that desire will not develop. Research shows, and we believe, that the single most important school-based factor impacting student achievement is a highly trained and motivated classroom teacher. Because of this belief, we are thrilled that we have just completed our first year as a TAP school. The Teacher Advancement Program (TAP) was created by the Milken Foundation. TAP's goal is to attract talented people to the field of education and keep them by making teaching more attractive and rewarding. Our teachers are excited about the opportunity to receive additional compensation based on the achievement of their students. They also now have an opportunity to advance in education while continuing to have the opportunity to teach.

Our faculty, staff, and administration work together to provide students a rich and exciting educational experience. This year, the entire staff made a commitment to grow Chapman Elementary as a "School of Technology." Students will have the opportunity to learn with and through the use of the latest educational technology. We also offer full day kindergarten to 4 and 5 year olds and French, Band, and Orchestra to students in the intermediate grades. Programs such as Reading Recovery, RIF, Accelerated Reader, National Junior Beta Club, Student Council, and Boys and Girls Club support and strengthen the standards-based instruction that our teaching staff provides daily. Additionally, a strong and active Parent Teacher Organization and Mentoring relationships with local businesses and churches help our students gain a strong sense of community.

We are confident that our efforts will continue to bring about improvement and therefore remain very optimistic about the future of the students at Chapman Elementary.

Fred Logan, Principal  
 Felicia Ratcliff, SIC Chairperson  
 Cindy Teaster, SIC Chairperson

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 42       | 53        | 37       |
| Percent satisfied with learning environment            | 95.2%    | 88.7%     | 75.7%    |
| Percent satisfied with social and physical environment | 90.5%    | 81.1%     | 80.6%    |
| Percent satisfied with school-home relations           | 85.7%    | 90.6%     | 77.8%    |

\* 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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 out of 23 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  | 0.1%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.1%         | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.2%      | 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

**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                 | 268 | 98.9 | 30.8 | 39.3 | 27.8 | 2.1 | 42.3 | 46.5 | 48.2 | No  | Yes |
| <b>Gender</b>                |     |      |      |      |      |     |      |      |      |     |     |
| Male                         | 129 | 97.7 | 38.7 | 31.5 | 28.8 | 0.9 | 38.7 | 42.8 | 41.7 | N/A | N/A |
| Female                       | 139 | 100  | 23.6 | 46.3 | 26.8 | 3.3 | 45.5 | 50.3 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |     |      |      |      |     |     |
| White                        | 70  | 98.6 | 25   | 25   | 45   | 5   | 55   | 69.9 | 60   | No  | Yes |
| African American             | 147 | 99.3 | 39.5 | 45   | 14.7 | 0.8 | 29.5 | 29.9 | 31.7 | No  | Yes |
| Asian/Pacific Islander       | 17  | 100  | 18.8 | 37.5 | 43.8 | 0   | 62.5 | 66.1 | 70.4 | I/S | I/S |
| Hispanic                     | 33  | 97   | 10.7 | 42.9 | 42.9 | 3.6 | 60.7 | 54.7 | 38.4 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 47   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |     |      |      |      |     |     |
| Disabled                     | 44  | 95.5 | 80   | 14.3 | 5.7  | 0   | 5.7  | 15.3 | 16   | I/S | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |     |      |      |      |     |     |
| Migrant                      | N/A | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 38.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |     |      |      |      |     |     |
| Limited English Proficient   | 46  | 97.8 | 12.5 | 40   | 45   | 2.5 | 67.5 | 55.1 | 36.9 | Yes | Yes |
| <b>Socio-Economic Status</b> |     |      |      |      |      |     |      |      |      |     |     |
| Subsided meals               | 230 | 98.7 | 33.5 | 38.5 | 26.5 | 1.5 | 39.5 | 31.7 | 34   | No  | Yes |

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

|                              |     |      |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 268 | 99.6 | 35.7 | 36.2 | 18.7 | 9.4  | 40   | 42.2 | 45.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |      |     |     |
| Male                         | 129 | 99.2 | 36.6 | 35.7 | 15.2 | 12.5 | 41.1 | 43.1 | 45.6 | N/A | N/A |
| Female                       | 139 | 100  | 35   | 36.6 | 22   | 6.5  | 39   | 41.3 | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |      |     |     |
| White                        | 70  | 98.6 | 33.3 | 21.7 | 26.7 | 18.3 | 50   | 69.6 | 59   | No  | Yes |
| African American             | 147 | 100  | 42.3 | 42.3 | 10.8 | 4.6  | 31.5 | 24.2 | 26.9 | Yes | Yes |
| Asian/Pacific Islander       | 17  | 100  | 6.3  | 43.8 | 37.5 | 12.5 | 62.5 | 54.5 | 71.3 | I/S | I/S |
| Hispanic                     | 33  | 100  | 25   | 35.7 | 28.6 | 10.7 | 46.4 | 48.1 | 38.1 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | 46.2 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |      |     |     |
| Disabled                     | 44  | 97.7 | 83.3 | 11.1 | 0    | 5.6  | 8.3  | 14   | 17.1 | I/S | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | I/S  | 32.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 46  | 100  | 20   | 37.5 | 30   | 12.5 | 52.5 | 48.3 | 38.7 | Yes | Yes |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 230 | 99.6 | 39.8 | 35.8 | 16.4 | 8    | 35.3 | 26.3 | 31.4 | Yes | 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                 | 164                           | 99.4     | 54.5          | 27.6    | 10.3         | 7.6        | 17.9                              | 31.8                                | 35.7                             | 95.2                   | 95.3                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 79                            | 98.7     | 54.4          | 22.1    | 13.2         | 10.3       | 23.5                              | 32.8                                | 37.4                             | 95.3                   | 95.1                     |
| Female                       | 85                            | 100      | 54.5          | 32.5    | 7.8          | 5.2        | 13                                | 30.8                                | 33.8                             | 95.1                   | 95.5                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 40                            | 97.5     | 33.3          | 36.4    | 18.2         | 12.1       | 30.3                              | 58.9                                | 49.2                             | 93.5                   | 95.5                     |
| African American             | 95                            | 100      | 68.6          | 22.1    | 4.7          | 4.7        | 9.3                               | 14.1                                | 17                               | 95.9                   | 95                       |
| Asian/Pacific Islander       | 8                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 40                                  | 58                               | 95.3                   | 96                       |
| Hispanic                     | 20                            | 100      | 41.2          | 29.4    | 17.6         | 11.8       | 29.4                              | 40.8                                | 24.9                             | 95.7                   | 95.6                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 37.4                             | 99.4                   | 95.9                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 28                            | 96.4     | 77.3          | 18.2    | 4.5          | 0          | 4.5                               | 11                                  | 14                               | 93.3                   | 93.9                     |
| <b>Migrant Status</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Migrant                      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 21.9                             | N/A                    | 97.8                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 29                            | 100      | 34.6          | 34.6    | 19.2         | 11.5       | 30.8                              | 32.8                                | 24.4                             | 95.7                   | 96                       |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | 145                           | 99.3     | 56.7          | 27.6    | 8.7          | 7.1        | 15.7                              | 17.6                                | 21.1                             | 95                     | 94.7                     |
| <b>Social Studies</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 168                           | 100      | 34            | 42      | 16           | 8          | 24                                | 31.3                                | 34                               | 95.2                   | 95.3                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 86                            | 100      | 30.3          | 46.1    | 14.5         | 9.2        | 23.7                              | 34.8                                | 36.6                             | 95.3                   | 95.1                     |
| Female                       | 82                            | 100      | 37.8          | 37.8    | 17.6         | 6.8        | 24.3                              | 27.5                                | 31.3                             | 95.1                   | 95.5                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 45                            | 100      | 35            | 32.5    | 20           | 12.5       | 32.5                              | 57.4                                | 44.5                             | 93.5                   | 95.5                     |
| African American             | 87                            | 100      | 39            | 46.8    | 7.8          | 6.5        | 14.3                              | 14.3                                | 19.1                             | 95.9                   | 95                       |
| Asian/Pacific Islander       | 12                            | 100      | 27.3          | 45.5    | 27.3         | 0          | 27.3                              | 39.7                                | 58.9                             | 95.3                   | 96                       |
| Hispanic                     | 24                            | 100      | 18.2          | 40.9    | 31.8         | 9.1        | 40.9                              | 31.9                                | 27.5                             | 95.7                   | 95.6                     |
| American Indian/Alaskan      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 32.7                             | 99.4                   | 95.9                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 27                            | 100      | 82.6          | 17.4    | 0            | 0          | 0                                 | 11.2                                | 14.4                             | 93.3                   | 93.9                     |
| <b>Migrant Status</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Migrant                      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 22.6                             | N/A                    | 97.8                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 31                            | 100      | 17.9          | 42.9    | 32.1         | 7.1        | 39.3                              | 36.4                                | 27.3                             | 95.7                   | 96                       |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | 145                           | 100      | 36.2          | 41.5    | 16.2         | 6.2        | 22.3                              | 17.7                                | 21                               | 95                     | 94.7                     |

\* 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     | 72                            | 98.6     | 24.2          | 25.8    | 45.2         | 4.8        | 50                         |      |
|                              | 4     | 74                            | 97.3     | 26.2          | 40      | 33.8         | 0          | 33.8                       |      |
|                              | 5     | 70                            | 98.6     | 41.3          | 38.1    | 19           | 1.6        | 20.6                       |      |
|                              | 6     | 59                            | 100      | 37.7          | 34      | 24.5         | 3.8        | 28.3                       |      |
|                              | 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     | 60                            | 98.3     | 19.1          | 36.2    | 40.4         | 4.3        | 44.7                       |      |
|                              | 4     | 64                            | 100      | 28.3          | 35      | 35           | 1.7        | 36.7                       |      |
|                              | 5     | 78                            | 98.7     | 28.4          | 47.8    | 23.9         | 0          | 23.9                       |      |
|                              | 6     | 66                            | 98.5     | 45            | 36.7    | 15           | 3.3        | 18.3                       |      |
|                              | 7     | N/A                           | I/S      | 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                        | I/S  |
| <b>Mathematics</b>           |       |                               |          |               |         |              |            |                            |      |
| <b>2007</b>                  | 3     | 72                            | 98.6     | 38.7          | 54.8    | 4.8          | 1.6        | 6.5                        |      |
|                              | 4     | 74                            | 100      | 29.9          | 41.8    | 22.4         | 6          | 28.4                       |      |
|                              | 5     | 70                            | 98.6     | 44.4          | 41.3    | 6.3          | 7.9        | 14.3                       |      |
|                              | 6     | 59                            | 100      | 47.2          | 37.7    | 13.2         | 1.9        | 15.1                       |      |
|                              | 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     | 60                            | 98.3     | 27.7          | 46.8    | 19.1         | 6.4        | 25.5                       |      |
|                              | 4     | 64                            | 100      | 40            | 33.3    | 20           | 6.7        | 26.7                       |      |
|                              | 5     | 78                            | 100      | 34.3          | 32.8    | 20.9         | 11.9       | 32.8                       |      |
|                              | 6     | 66                            | 100      | 39.3          | 34.4    | 14.8         | 11.5       | 26.2                       |      |
|                              | 7     | N/A                           | I/S      | 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                        | I/S  |
| <b>Science</b>               |       |                               |          |               |         |              |            |                            |      |
| <b>2007</b>                  | 3     | 37                            | 100      | 50            | 40.6    | 9.4          | 0          | 9.4                        |      |
|                              | 4     | 74                            | 100      | 49.3          | 29.9    | 17.9         | 3          | 20.9                       |      |
|                              | 5     | 36                            | 97.2     | 81.8          | 15.2    | 0            | 3          | 3                          |      |
|                              | 6     | 30                            | 100      | 51.9          | 29.6    | 7.4          | 11.1       | 18.5                       |      |
|                              | 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     | 28                            | 96.4     | 60.9          | 30.4    | 4.3          | 4.3        | 8.7                        |      |
|                              | 4     | 64                            | 100      | 46.7          | 30      | 15           | 8.3        | 23.3                       |      |
|                              | 5     | 38                            | 100      | 53.3          | 23.3    | 13.3         | 10         | 23.3                       |      |
|                              | 6     | 34                            | 100      | 65.6          | 25      | 3.1          | 6.3        | 9.4                        |      |
|                              | 7     | N/A                           | I/S      | 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                        | I/S  |
| <b>Social Studies</b>        |       |                               |          |               |         |              |            |                            |      |
| <b>2007</b>                  | 3     | 35                            | 94.3     | 48.3          | 44.8    | 6.9          | 0          | 6.9                        |      |
|                              | 4     | 74                            | 100      | 32.8          | 50.7    | 11.9         | 4.5        | 16.4                       |      |
|                              | 5     | 34                            | 100      | 46.7          | 40      | 3.3          | 10         | 13.3                       |      |
|                              | 6     | 29                            | 100      | 30.8          | 61.5    | 3.8          | 3.8        | 7.7                        |      |
|                              | 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     | 32                            | 100      | 25            | 41.7    | 33.3         | 0          | 33.3                       |      |
|                              | 4     | 64                            | 100      | 28.3          | 51.7    | 16.7         | 3.3        | 20                         |      |
|                              | 5     | 40                            | 100      | 43.2          | 21.6    | 10.8         | 24.3       | 35.1                       |      |
|                              | 6     | 32                            | 100      | 41.4          | 48.3    | 6.9          | 3.4        | 10.3                       |      |
|                              | 7     | N/A                           | I/S      | 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                        | 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