



## Harbor View Elementary

1576 Harbor View Road  
Charleston, SC 29412

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 558 Students           |              |
| <b>Principal</b>      | Tim Ellenberger        | 843-762-2749 |
| <b>Superintendent</b> | Dr. Nancy J. McGinley  | 843-937-6319 |
| <b>Board Chair</b>    | Mr. Hillery Douglas    | 843-767-0740 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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

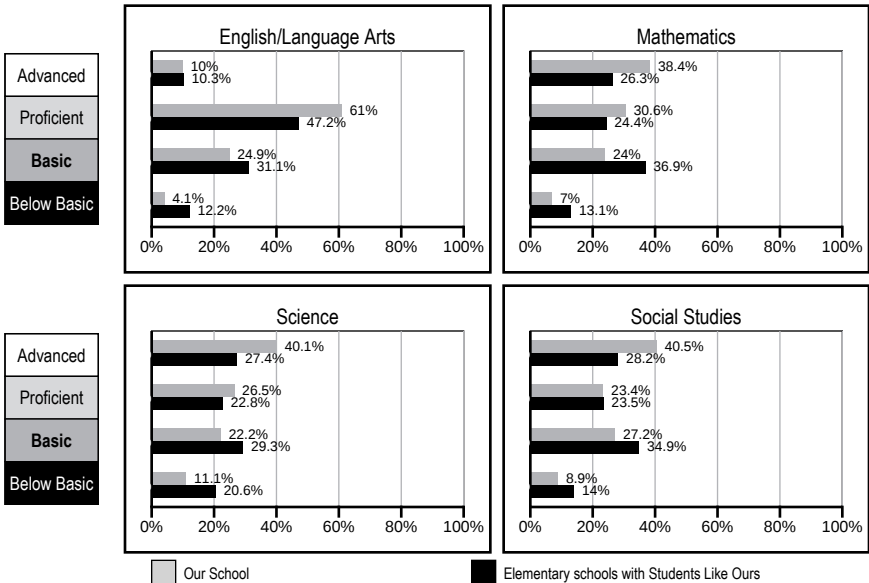
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 6         | 23   | 13      | 2             | 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=558)</b>                                                    |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                           | 100.0%     | Up from 97.7%         | 100.0%                                     | 100.0%                   |
| Retention rate                                                             | 2.2%       | Down from 2.4%        | 1.7%                                       | 2.3%                     |
| Attendance rate                                                            | 95.3%      | Down from 95.9%       | 96.7%                                      | 96.3%                    |
| Eligible for gifted and talented                                           | 22.1%      | Down from 24.5%       | 18.7%                                      | 10.4%                    |
| With disabilities other than speech                                        | 4.0%       | Down from 4.8%        | 7.0%                                       | 7.5%                     |
| Older than usual for grade                                                 | 0.7%       | No Change             | 0.3%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=35)</b>                                                     |            |                       |                                            |                          |
| Teachers with advanced degrees                                             | 54.3%      | Down from 59.0%       | 59.7%                                      | 56.7%                    |
| Continuing contract teachers                                               | 82.9%      | Down from 92.3%       | 79.8%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 89.5%      | Down from 96.2%       | 88.2%                                      | 86.4%                    |
| Teacher attendance rate                                                    | 99.3%      | Down from 99.7%       | 95.3%                                      | 94.9%                    |
| Average teacher salary                                                     | \$49,357   | Down 0.2%             | \$46,290                                   | \$45,345                 |
| Professional development days/teacher                                      | 12.0 days  | Up from 9.8 days      | 11.7 days                                  | 12.6 days                |
| <b>School</b>                                                              |            |                       |                                            |                          |
| Principal's years at school                                                | 1.0        | Down from 8.0         | 3.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                     | 21.1 to 1  | Up from 19.6 to 1     | 20.3 to 1                                  | 18.5 to 1                |
| Prime instructional time                                                   | 94.6%      | Down from 95.5%       | 90.6%                                      | 89.8%                    |
| Opportunities in the arts                                                  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                         | No         | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                              | 100.0%     | Up from 99.5%         | 100.0%                                     | 100.0%                   |
| Character development program                                              | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil*                                                   | \$6,766    | Up 7.0%               | \$6,506                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 76.7%      | Up from 75.6%         | 70.6%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 58.8%      | Down from 71.5%       | 66.2%                                      | 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

Harbor View Elementary continues to strive for higher scores, greater academic achievement, and well-rounded students. The SC Oversight Committee has rewarded Harbor View for the fourth year in a row for successfully closing the achievement gap. We were one of twenty schools in our county to receive this honor. This award shows that our students are striving to achieve their best for a quality education.

The School Improvement Council and our Parent/Teacher organizations have greatly enhanced our school's ability to achieve by supplying us with much needed equipment, rewards, and school supplies that are critical to student growth. The support we get from the SIC and PTA helps our school tremendously.

We have a partnership with The College of Charleston and the Citadel that enhances our educational program as well as the colleges' programs. We provided classroom teachers to help them with their student interns and their student teachers. Our teachers are always encouraged to provide help to these prospective teachers.

We encourage everyone to visit our school and see the outstanding job our staff, parents, and students do on a daily basis. We are proud of the professionalism our staff exhibit, the progress our students make, and the support we receive from parents.

Tim Ellenberger, Principal  
Dale Dangerfield, SIC President

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 17       | 75        | 72       |
| Percent satisfied with learning environment            | 100.0%   | 98.7%     | 93.0%    |
| Percent satisfied with social and physical environment | 100.0%   | 92.0%     | 94.4%    |
| Percent satisfied with school-home relations           | 94.1%    | 94.7%     | 92.9%    |

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

|                                 |     |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 13 out of 13 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                  | 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."            |
| HOLD                   | 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  | 2.7%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 8.7%         | 6.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 3.5%       | 0.0%            | No                  |
| Student attendance rate                         | 95.3%      | 94.0%           | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

**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                 | 255 | 100 | 4.1  | 24.9 | 61   | 10   | 81.3 | 53.5 | 48.2 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |     |     |
| Male                         | 118 | 100 | 6.2  | 26.5 | 59.3 | 8    | 76.1 | 47.3 | 41.7 | N/A | N/A |
| Female                       | 137 | 100 | 2.3  | 23.4 | 62.5 | 11.7 | 85.9 | 59.9 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |     |     |
| White                        | 202 | 100 | 2.6  | 19.4 | 65.4 | 12.6 | 85.3 | 77.6 | 60   | Yes | Yes |
| African American             | 38  | 100 | 13.2 | 52.6 | 34.2 | 0    | 55.3 | 32.1 | 31.7 | I/S | I/S |
| Asian/Pacific Islander       | 6   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 75.1 | 70.4 | I/S | I/S |
| Hispanic                     | 8   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 41.9 | 38.4 | I/S | I/S |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 73.2 | 47   | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 20  | 100 | 27.8 | 38.9 | 33.3 | 0    | 38.9 | 20.4 | 16   | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 36.4 | 38.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 7   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 40   | 36.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 74  | 100 | 7.4  | 42.6 | 45.6 | 4.4  | 67.6 | 33   | 34   | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 255 | 100 | 7.1  | 24.1 | 30.7 | 38.2 | 78.8 | 49.7 | 45.8 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |     |     |
| Male                         | 118 | 100 | 7.1  | 23   | 32.7 | 37.2 | 80.5 | 49.5 | 45.6 | N/A | N/A |
| Female                       | 137 | 100 | 7    | 25   | 28.9 | 39.1 | 77.3 | 49.9 | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |     |     |
| White                        | 202 | 100 | 3.1  | 23   | 29.8 | 44   | 83.8 | 75.6 | 59   | Yes | Yes |
| African American             | 38  | 100 | 26.3 | 31.6 | 34.2 | 7.9  | 55.3 | 26.2 | 26.9 | I/S | I/S |
| Asian/Pacific Islander       | 6   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 78.9 | 71.3 | I/S | I/S |
| Hispanic                     | 8   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 40.3 | 38.1 | I/S | I/S |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 61   | 46.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 20  | 100 | 22.2 | 44.4 | 16.7 | 16.7 | 44.4 | 20.2 | 17.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 45.5 | 32.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 7   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 40.1 | 38.7 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 74  | 100 | 16.2 | 29.4 | 32.4 | 22.1 | 61.8 | 28.3 | 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 |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

**Science**

|                              |     |     |      |      |      |      |      |      |      |      |      |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students                 | 170 | 100 | 11.2 | 22.4 | 26.1 | 40.4 | 66.5 | 39.2 | 35.7 | 95.3 | 96   |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |      |      |
| Male                         | 77  | 100 | 12   | 20   | 26.7 | 41.3 | 68   | 40.8 | 37.4 | 95.2 | 95.8 |
| Female                       | 93  | 100 | 10.5 | 24.4 | 25.6 | 39.5 | 65.1 | 37.6 | 33.8 | 95.4 | 96.1 |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |      |      |
| White                        | 137 | 100 | 6.2  | 20   | 28.5 | 45.4 | 73.8 | 66.4 | 49.2 | 95.2 | 96.1 |
| African American             | 23  | 100 | 39.1 | 39.1 | 13   | 8.7  | 21.7 | 15.3 | 17   | 95.4 | 95.8 |
| Asian/Pacific Islander       | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 63.5 | 58   | 97.3 | 97.3 |
| Hispanic                     | 7   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 26   | 24.9 | 96.6 | 96.2 |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 66.7 | 37.4 | 94.4 | 95.7 |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                     | 12  | 100 | 18.2 | 54.5 | 9.1  | 18.2 | 27.3 | 16.6 | 14   | 92.5 | 94.7 |
| <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  | 96.2 |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient   | 4   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 26.5 | 24.4 | 97.6 | 96.3 |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |      |      |
| Subsided meals               | 51  | 100 | 18.8 | 37.5 | 16.7 | 27.1 | 43.8 | 17.1 | 21.1 | 93.9 | 95.5 |

**Social Studies**

|                              |     |     |      |      |      |      |      |      |      |      |      |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students                 | 168 | 100 | 8.9  | 27.2 | 23.4 | 40.5 | 63.9 | 40.2 | 34   | 95.3 | 96   |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |      |      |
| Male                         | 75  | 100 | 8.6  | 17.1 | 32.9 | 41.4 | 74.3 | 42   | 36.6 | 95.2 | 95.8 |
| Female                       | 93  | 100 | 9.1  | 35.2 | 15.9 | 39.8 | 55.7 | 38.3 | 31.3 | 95.4 | 96.1 |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |      |      |
| White                        | 132 | 100 | 8.1  | 23.4 | 22.6 | 46   | 68.5 | 63.3 | 44.5 | 95.2 | 96.1 |
| African American             | 27  | 100 | 11.1 | 48.1 | 29.6 | 11.1 | 40.7 | 19.1 | 19.1 | 95.4 | 95.8 |
| Asian/Pacific Islander       | 5   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 74.3 | 58.9 | 97.3 | 97.3 |
| Hispanic                     | 4   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 29.3 | 27.5 | 96.6 | 96.2 |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 40   | 32.7 | 94.4 | 95.7 |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                     | 15  | 100 | 38.5 | 38.5 | 23.1 | 0    | 23.1 | 18.2 | 14.4 | 92.5 | 94.7 |
| <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  | 96.2 |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient   | 6   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 31.9 | 27.3 | 97.6 | 96.3 |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |      |      |
| Subsided meals               | 53  | 100 | 18.8 | 43.8 | 16.7 | 20.8 | 37.5 | 20.1 | 21   | 93.9 | 95.5 |

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

## PACT Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 75                            | 100      | 2.8           | 13.9    | 69.4         | 13.9       | 83.3                       |
|                       | 4     | 88                            | 100      | 7.1           | 19      | 63.1         | 10.7       | 73.8                       |
|                       | 5     | 93                            | 100      | 8.8           | 41.8    | 45.1         | 4.4        | 49.5                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 90                            | 100      | 4.8           | 15.7    | 61.4         | 18.1       | 79.5                       |
|                       | 4     | 83                            | 100      | 2.6           | 26.9    | 65.4         | 5.1        | 70.5                       |
|                       | 5     | 82                            | 100      | 5             | 32.5    | 56.3         | 6.3        | 62.5                       |
|                       | 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                        |
| Mathematics           |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 75                            | 100      | 4.2           | 45.8    | 26.4         | 23.6       | 50                         |
|                       | 4     | 88                            | 100      | 8.3           | 17.9    | 27.4         | 46.4       | 73.8                       |
|                       | 5     | 93                            | 100      | 7.7           | 42.9    | 30.8         | 18.7       | 49.5                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 90                            | 100      | 6             | 31.3    | 21.7         | 41         | 62.7                       |
|                       | 4     | 83                            | 100      | 6.4           | 17.9    | 37.2         | 38.5       | 75.6                       |
|                       | 5     | 82                            | 100      | 8.8           | 22.5    | 33.8         | 35         | 68.8                       |
|                       | 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                        |
| Science               |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 38                            | 100      | 18.9          | 35.1    | 32.4         | 13.5       | 45.9                       |
|                       | 4     | 88                            | 100      | 15.5          | 19      | 23.8         | 41.7       | 65.5                       |
|                       | 5     | 46                            | 100      | 29.5          | 29.5    | 25           | 15.9       | 40.9                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 46                            | 100      | 4.7           | 18.6    | 39.5         | 37.2       | 76.7                       |
|                       | 4     | 83                            | 100      | 12.8          | 24.4    | 21.8         | 41         | 62.8                       |
|                       | 5     | 41                            | 100      | 15            | 22.5    | 20           | 42.5       | 62.5                       |
|                       | 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                        |
| Social Studies        |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 37                            | 100      | 5.7           | 17.1    | 31.4         | 45.7       | 77.1                       |
|                       | 4     | 88                            | 100      | 8.3           | 32.1    | 21.4         | 38.1       | 59.5                       |
|                       | 5     | 47                            | 100      | 17            | 23.4    | 19.1         | 40.4       | 59.6                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 44                            | 100      | 7.5           | 25      | 20           | 47.5       | 67.5                       |
|                       | 4     | 83                            | 100      | 6.4           | 29.5    | 24.4         | 39.7       | 64.1                       |
|                       | 5     | 41                            | 100      | 15            | 25      | 25           | 35         | 60                         |
|                       | 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