



## James Island Elementary

1872 Grimball Rd.  
Charleston, SC 29412

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 508 Students           |              |
| <b>Principal</b>      | Cathy H. Coleman       | 843-762-8240 |
| <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>Average</b>  | <b>At-Risk</b> |
| 2007        | Average         | At-Risk        |
| 2006        | Average         | At-Risk        |
| 2005        | Good            | Good           |
| 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

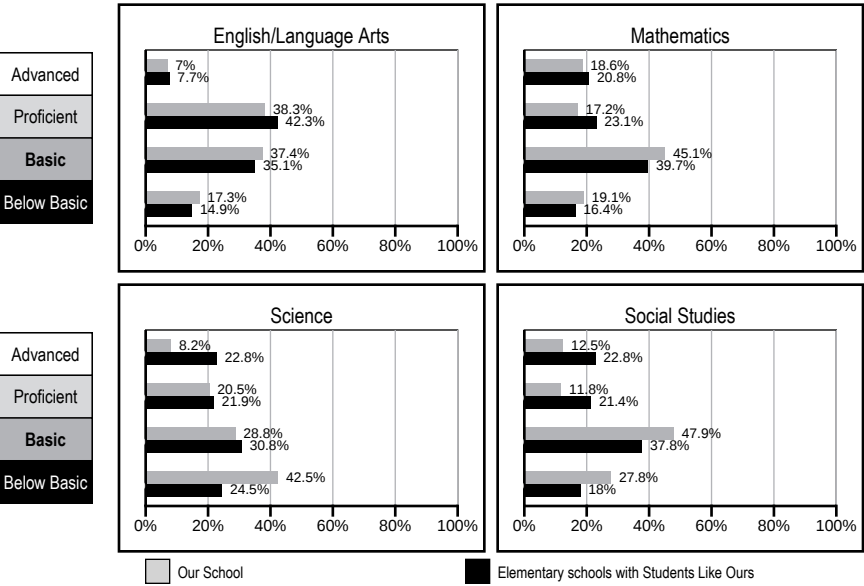
92.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1         | 30   | 54      | 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=508)</b>                                                    |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                           | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                             | 1.1%       | Down from 3.2%        | 2.1%                                       | 2.3%                     |
| Attendance rate                                                            | 96.4%      | Up from 96.3%         | 96.4%                                      | 96.3%                    |
| Eligible for gifted and talented                                           | 11.2%      | Down from 14.7%       | 13.6%                                      | 10.4%                    |
| With disabilities other than speech                                        | 5.4%       | Down from 5.9%        | 7.1%                                       | 7.5%                     |
| Older than usual for grade                                                 | 0.5%       | Down from 1.0%        | 0.4%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.2%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=33)</b>                                                     |            |                       |                                            |                          |
| Teachers with advanced degrees                                             | 54.5%      | Down from 56.3%       | 56.0%                                      | 56.7%                    |
| Continuing contract teachers                                               | 81.8%      | Down from 90.6%       | 78.6%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 87.4%      | Down from 90.7%       | 89.0%                                      | 86.4%                    |
| Teacher attendance rate                                                    | 94.9%      | Up from 94.0%         | 94.9%                                      | 94.9%                    |
| Average teacher salary                                                     | \$44,144   | Up 0.6%               | \$45,998                                   | \$45,345                 |
| Professional development days/teacher                                      | 5.4 days   | Down from 20.6 days   | 12.1 days                                  | 12.6 days                |
| <b>School</b>                                                              |            |                       |                                            |                          |
| Principal's years at school                                                | 5.0        | Up from 4.0           | 5.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                     | 20.7 to 1  | Up from 14.6 to 1     | 19.3 to 1                                  | 18.5 to 1                |
| Prime instructional time                                                   | 90.8%      | Up from 89.4%         | 90.2%                                      | 89.8%                    |
| Opportunities in the arts                                                  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                         | No         | 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*                                                   | \$6,955    | Down 0.3%             | \$6,395                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 70.7%      | Up from 69.4%         | 69.8%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 55.5%      | Down from 65.4%       | 65.4%                                      | 64.2%                    |

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

James Island Elementary continues its trend of higher scores and greater achievements. The State Education Oversight Committee applauded us for successfully closing the Achievement Gap. We are one out of twenty schools in the district awarded this honor. This type of evaluation reflects our true dedication to the high-quality education of all of our children.

Our PTA and SIC continue to grow as student enrollment increases each year. In addition, numerous business partners have committed their alliance and support. This support comes not only in monetary donations, but in mentor relationships, tutoring buddies, classroom resources, and countless hours on constructions for the outdoor classroom.

JIES continues to be involved in a three-year grant from the State Department to improve language arts scores. We want to raise the bar for all of our students and challenge them to be independent and confident readers and writers.

Our continued partnership with the College of Charleston expands our instructional practices and offers professional development for our teachers. The Outdoor Classroom by our pond is a huge accomplishment that derived from our affiliation with the College of Charleston. Children in the outdoor setting will have a unique opportunity to learn in a powerful way. Students will grow in their knowledge about the Lowcountry without leaving their own backyard.

I hope you have enjoyed reading about our successes. This serves as an open invitation for you to come and visit our school and see for yourself the outstanding job our staff and parents do every day.

Cathy H. Coleman, Principal  
Tricia Farrelly, SIC

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 8        | 74        | 62       |
| Percent satisfied with learning environment            | 87.5%    | 86.5%     | 93.3%    |
| Percent satisfied with social and physical environment | 87.5%    | 85.1%     | 98.4%    |
| Percent satisfied with school-home relations           | 87.5%    | 90.5%     | 85.2%    |

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

No Child Left Behind

|                                 |    |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 13 out of 17 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 | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.4%      | 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                 | 232 | 99.6 | 16.7 | 37.7 | 38.1 | 7.4 | 59.5 | 53.5 | 48.2 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |     |      |      |      |     |     |
| Male                         | 120 | 100  | 19.1 | 39.1 | 36.4 | 5.5 | 54.5 | 47.3 | 41.7 | N/A | N/A |
| Female                       | 112 | 99.1 | 14.3 | 36.2 | 40   | 9.5 | 64.8 | 59.9 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |     |      |      |      |     |     |
| White                        | 115 | 100  | 4.7  | 31.1 | 56.6 | 7.5 | 80.2 | 77.6 | 60   | Yes | Yes |
| African American             | 109 | 99.1 | 30.7 | 43.6 | 20.8 | 5   | 36.6 | 32.1 | 31.7 | No  | Yes |
| Asian/Pacific Islander       | 2   | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | 75.1 | 70.4 | I/S | I/S |
| Hispanic                     | 3   | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | 41.9 | 38.4 | I/S | I/S |
| American Indian/Alaskan      | 2   | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | 73.2 | 47   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |     |      |      |      |     |     |
| Disabled                     | 25  | 100  | 52   | 32   | 4    | 12  | 28   | 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   | 1   | 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               | 105 | 99.1 | 28.1 | 42.7 | 24   | 5.2 | 42.7 | 33   | 34   | No  | Yes |

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

|                              |     |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 233 | 100 | 18.9 | 45.2 | 17.5 | 18.4 | 50.7 | 49.7 | 45.8 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |     |     |
| Male                         | 121 | 100 | 20.7 | 38.7 | 20.7 | 19.8 | 53.2 | 49.5 | 45.6 | N/A | N/A |
| Female                       | 112 | 100 | 17   | 51.9 | 14.2 | 17   | 48.1 | 49.9 | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |     |     |
| White                        | 116 | 100 | 4.7  | 40.2 | 28   | 27.1 | 72   | 75.6 | 59   | Yes | Yes |
| African American             | 109 | 100 | 35.3 | 49   | 6.9  | 8.8  | 27.5 | 26.2 | 26.9 | No  | Yes |
| Asian/Pacific Islander       | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 78.9 | 71.3 | I/S | I/S |
| Hispanic                     | 3   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 40.3 | 38.1 | I/S | I/S |
| American Indian/Alaskan      | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 61   | 46.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 25  | 100 | 56   | 20   | 12   | 12   | 24   | 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   | 1   | 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               | 105 | 100 | 33   | 47.4 | 10.3 | 9.3  | 33   | 28.3 | 31.4 | No  | Yes |

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

PACT Performance By Group

|  | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient<br>and Advanced* | District % Proficient<br>and Advanced* | State % Proficient<br>and Advanced* | School<br>Attendance Rate | District<br>Attendance Rate |
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|----------------------------------------|-------------------------------------|---------------------------|-----------------------------|
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|----------------------------------------|-------------------------------------|---------------------------|-----------------------------|

Science

|                            |     |      |      |      |      |      |      |      |      |      |      |
|----------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students               | 159 | 98.7 | 41.9 | 29.1 | 20.9 | 8.1  | 29.1 | 39.2 | 35.7 | 96.4 | 96   |
| Gender                     |     |      |      |      |      |      |      |      |      |      |      |
| Male                       | 82  | 97.6 | 39.5 | 32.9 | 17.1 | 10.5 | 27.6 | 40.8 | 37.4 | 96.1 | 95.8 |
| Female                     | 77  | 100  | 44.4 | 25   | 25   | 5.6  | 30.6 | 37.6 | 33.8 | 96.6 | 96.1 |
| Racial/Ethnic Group        |     |      |      |      |      |      |      |      |      |      |      |
| White                      | 82  | 98.8 | 20.8 | 37.7 | 29.9 | 11.7 | 41.6 | 66.4 | 49.2 | 96   | 96.1 |
| African American           | 71  | 98.6 | 70.8 | 15.4 | 10.8 | 3.1  | 13.8 | 15.3 | 17   | 96.7 | 95.8 |
| Asian/Pacific Islander     | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 63.5 | 58   | 98.7 | 97.3 |
| Hispanic                   | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 26   | 24.9 | 97.4 | 96.2 |
| American Indian/Alaskan    | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 66.7 | 37.4 | 97.1 | 95.7 |
| Disability Status          |     |      |      |      |      |      |      |      |      |      |      |
| Disabled                   | 16  | 100  | 68.8 | 18.8 | 6.3  | 6.3  | 12.5 | 16.6 | 14   | 95.6 | 94.7 |
| Migrant Status             |     |      |      |      |      |      |      |      |      |      |      |
| Migrant                    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 21.9 | N/A  | 96.2 |
| English Proficiency        |     |      |      |      |      |      |      |      |      |      |      |
| Limited English Proficient | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 26.5 | 24.4 | 97.9 | 96.3 |
| Socio-Economic Status      |     |      |      |      |      |      |      |      |      |      |      |
| Subsided meals             | 70  | 97.1 | 67.2 | 17.2 | 7.8  | 7.8  | 15.6 | 17.1 | 21.1 | 96.1 | 95.5 |

Social Studies

|                            |     |     |      |      |      |      |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students               | 155 | 100 | 27.4 | 47.9 | 12.3 | 12.3 | 24.7 | 40.2 | 34   | 96.4 | 96   |
| Gender                     |     |     |      |      |      |      |      |      |      |      |      |
| Male                       | 78  | 100 | 26.4 | 50   | 11.1 | 12.5 | 23.6 | 42   | 36.6 | 96.1 | 95.8 |
| Female                     | 77  | 100 | 28.4 | 45.9 | 13.5 | 12.2 | 25.7 | 38.3 | 31.3 | 96.6 | 96.1 |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |      |      |      |
| White                      | 77  | 100 | 18.3 | 45.1 | 18.3 | 18.3 | 36.6 | 63.3 | 44.5 | 96   | 96.1 |
| African American           | 74  | 100 | 36.6 | 49.3 | 7    | 7    | 14.1 | 19.1 | 19.1 | 96.7 | 95.8 |
| Asian/Pacific Islander     | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 74.3 | 58.9 | 98.7 | 97.3 |
| Hispanic                   | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 29.3 | 27.5 | 97.4 | 96.2 |
| American Indian/Alaskan    | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 40   | 32.7 | 97.1 | 95.7 |
| Disability Status          |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                   | 16  | 100 | 43.8 | 43.8 | 6.3  | 6.3  | 12.5 | 18.2 | 14.4 | 95.6 | 94.7 |
| Migrant Status             |     |     |      |      |      |      |      |      |      |      |      |
| Migrant                    | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 22.6 | N/A  | 96.2 |
| English Proficiency        |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 31.9 | 27.3 | 97.9 | 96.3 |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |      |      |      |
| Subsided meals             | 71  | 100 | 38.8 | 44.8 | 10.4 | 6    | 16.4 | 20.1 | 21   | 96.1 | 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     | 80                            | 100      | 6.8           | 23      | 64.9         | 5.4        | 70.3                       |
|                       | 4     | 66                            | 100      | 11.3          | 45.2    | 38.7         | 4.8        | 43.5                       |
|                       | 5     | 74                            | 100      | 18.3          | 36.6    | 43.7         | 1.4        | 45.1                       |
|                       | 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     | 76                            | 98.7     | 5.5           | 31.5    | 47.9         | 15.1       | 63                         |
|                       | 4     | 81                            | 100      | 19.7          | 35.5    | 42.1         | 2.6        | 44.7                       |
|                       | 5     | 75                            | 100      | 25.8          | 47      | 22.7         | 4.5        | 27.3                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Mathematics           |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 80                            | 100      | 12.2          | 32.4    | 40.5         | 14.9       | 55.4                       |
|                       | 4     | 66                            | 100      | 22.6          | 43.5    | 24.2         | 9.7        | 33.9                       |
|                       | 5     | 74                            | 100      | 25.4          | 36.6    | 23.9         | 14.1       | 38                         |
|                       | 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     | 77                            | 100      | 10.7          | 45.3    | 24           | 20         | 44                         |
|                       | 4     | 81                            | 100      | 21.1          | 44.7    | 11.8         | 22.4       | 34.2                       |
|                       | 5     | 75                            | 100      | 25.8          | 45.5    | 16.7         | 12.1       | 28.8                       |
|                       | 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     | 41                            | 100      | 24.3          | 48.6    | 18.9         | 8.1        | 27                         |
|                       | 4     | 66                            | 100      | 60.7          | 24.6    | 13.1         | 1.6        | 14.8                       |
|                       | 5     | 40                            | 100      | 27.3          | 42.4    | 18.2         | 12.1       | 30.3                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 39                            | 100      | 15.8          | 44.7    | 28.9         | 10.5       | 39.5                       |
|                       | 4     | 81                            | 100      | 47.4          | 25      | 19.7         | 7.9        | 27.6                       |
|                       | 5     | 39                            | 94.9     | 58.8          | 20.6    | 14.7         | 5.9        | 20.6                       |
|                       | 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                        |
| Social Studies        |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 40                            | 100      | 8.3           | 52.8    | 27.8         | 11.1       | 38.9                       |
|                       | 4     | 66                            | 100      | 21.3          | 60.7    | 11.5         | 6.6        | 18                         |
|                       | 5     | 40                            | 100      | 15.2          | 51.5    | 15.2         | 18.2       | 33.3                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 39                            | 100      | 2.6           | 55.3    | 18.4         | 23.7       | 42.1                       |
|                       | 4     | 81                            | 100      | 30.3          | 50      | 13.2         | 6.6        | 19.7                       |
|                       | 5     | 35                            | 100      | 50            | 34.4    | 3.1          | 12.5       | 15.6                       |
|                       | 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                        |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample