



## Fairfield Primary

175 Medley Rd.  
Winnsboro, SC 29180

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-3 Elementary School |              |
| <b>Enrollment</b>     | 531 Students           |              |
| <b>Principal</b>      | Brenda Gilchrist       | 803-635-5594 |
| <b>Superintendent</b> | Dr. Samantha J. Ingram | 803-635-4607 |
| <b>Board Chair</b>    | Mr. Harold C. Heath    | 803-635-5775 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

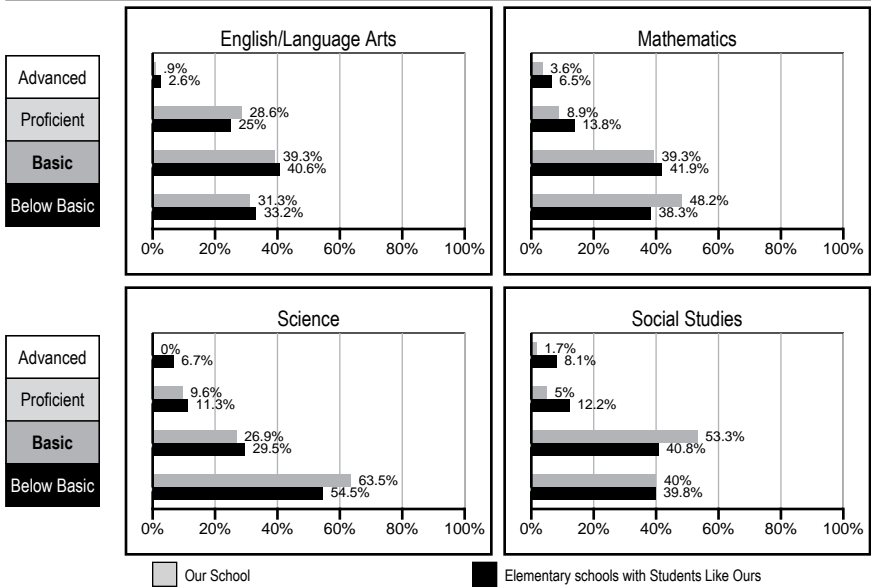
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 4    | 7       | 53            | 61      |

\* 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=531)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                           | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 2.4%       | Down from 4.1%        | 3.1%                                       | 2.3%                     |
| Attendance rate  | 95.9%      | Up from 95.5%         | 96.0%                                      | 96.3%                    |
| Eligible for gifted and talented   | 0.0%       | Down from 4.2%        | 2.9%                                       | 10.4%                    |
| With disabilities other than speech  | 8.3%       | Up from 5.8%          | 7.8%                                       | 7.5%                     |
| Older than usual for grade   | 0.3%       | Down from 0.7%        | 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=43)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 60.5%      | Up from 59.1%         | 54.5%                                      | 56.7%                    |
| Continuing contract teachers   | 48.8%      | Down from 75.0%       | 69.0%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 6.3%       | Down from 8.1%        | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 88.1%      | Down from 88.8%       | 82.6%                                      | 86.4%                    |
| Teacher attendance rate  | 96.7%      | Up from 94.7%         | 95.0%                                      | 94.9%                    |
| Average teacher salary   | \$45,899   | Up 3.7%               | \$43,876                                   | \$45,345                 |
| Professional development days/teacher                                      | 11.7 days  | Down from 20.5 days   | 13.8 days                                  | 12.6 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 1.0        | Down from 6.0         | 3.0  | 4.0                      |
| Student-teacher ratio in core subjects                                     | 14.9 to 1  | Down from 16.7 to 1   | 16.6 to 1                                  | 18.5 to 1                |
| Prime instructional time   | 91.7%      | Up from 85.4%         | 89.4%                                      | 89.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 80.3%      | Down from 90.4%       | 100.0%                                     | 100.0%                   |
| Character development program  | Average    | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil*   | \$8,970    | Up 4.1%               | \$8,172                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 69.4%      | Down from 71.1%       | 68.5%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 63.9%      | Up from 63.5%         | 61.0%                                      | 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

Fairfield Primary School served 533 students in grades Pre-K through third grade in the 2007-2008 school year. The teachers and staff at Fairfield Primary School strive daily to make each student's education a successful experience. The faculty and staff worked to foster leadership skills, respect for others, a positive attitude, and academic excellence to prepare our students for a successful future.

The Parent Teacher Organization (PTO) and the School Improvement Council (SIC) offered many opportunities for parents to become involved in our school programs. They sponsored fundraisers to provide incentives for students and staff members.

Our guidance counselor spearheaded our character education program. The counselor sponsored Muffins for Moms, Doughnuts for Dads, and Grandparents Day to involve parents and community members in our school. We also continued our Lunch Buddy program, in order to provide a mentor for our at risk students.

In 2007-2008, we continued our South Carolina Reading First Grant. The grant provided personnel, materials, and staff development to strengthen our reading program. Teachers and administrators participated in workshops, literacy conversations, and in-service trainings designed to improve our ability to deliver high quality reading instruction.

We continued our Helping One Student to Succeed (HOSTS) program. This program provided small group tutoring for students with weaknesses in reading and math.

Our focus is to continue to make gains in student achievement, with the goal of increasing the percentage of students scoring proficient and advanced. We invite the community to join us in educating the whole child.

Tiffany Simpson, Principal  
Chris Hill, SIC Chairperson

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 43       | 79        | 36       |
| Percent satisfied with learning environment            | 53.5%    | 76.3%     | 72.2%    |
| Percent satisfied with social and physical environment | 69.8%    | 89.6%     | 76.5%    |
| Percent satisfied with school-home relations           | 51.2%    | 89.5%     | 82.4%    |

\* 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 7 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 | <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  | N/A          | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 4.1%         | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 3.4%       | 0.0%            | No                  |
| Student attendance rate                         | 95.9%      | 94.0%           | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

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## PACT Performance By Group

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

|                              |     |      |      |      |      |     |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|-----|------|------|------|-----|-----|
| All Students                 | 118 | 99.2 | 30.6 | 39.6 | 28.8 | 0.9 | 38.7 | 29.9 | 48.2 | No  | Yes |
| <b>Gender</b>                |     |      |      |      |      |     |      |      |      |     |     |
| Male                         | 56  | 100  | 30.2 | 43.4 | 26.4 | 0   | 34   | 24.7 | 41.7 | N/A | N/A |
| Female                       | 62  | 98.4 | 31   | 36.2 | 31   | 1.7 | 43.1 | 34.8 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |     |      |      |      |     |     |
| White                        | 27  | 96.3 | 33.3 | 33.3 | 33.3 | 0   | 45.8 | 33.3 | 60   | I/S | I/S |
| African American             | 89  | 100  | 30.2 | 40.7 | 27.9 | 1.2 | 37.2 | 29.2 | 31.7 | No  | Yes |
| Asian/Pacific Islander       | N/A | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 70.4 | I/S | I/S |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | 42.1 | 38.4 | I/S | I/S |
| American Indian/Alaskan      | N/A | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | N/A  | 47   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |     |      |      |      |     |     |
| Disabled                     | 26  | 100  | 45.8 | 41.7 | 12.5 | 0   | 16.7 | 8.7  | 16   | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |     |      |      |      |     |     |
| Migrant                      | N/A | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | N/A  | 38.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |     |      |      |      |     |     |
| Limited English Proficient   | 2   | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | 31.6 | 36.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |     |      |      |      |     |     |
| Subsided meals               | 107 | 99.1 | 32.7 | 40.6 | 25.7 | 1   | 36.6 | 27.6 | 34   | No  | Yes |

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

|                              |     |     |      |      |      |     |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students                 | 118 | 100 | 48.2 | 39.3 | 8.9  | 3.6 | 17.9 | 28.5 | 45.8 | No  | Yes |
| <b>Gender</b>                |     |     |      |      |      |     |      |      |      |     |     |
| Male                         | 56  | 100 | 47.2 | 39.6 | 5.7  | 7.5 | 18.9 | 25.9 | 45.6 | N/A | N/A |
| Female                       | 62  | 100 | 49.2 | 39   | 11.9 | 0   | 16.9 | 31.1 | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |     |      |      |      |     |     |
| White                        | 27  | 100 | 48   | 40   | 12   | 0   | 16   | 34.3 | 59   | I/S | I/S |
| African American             | 89  | 100 | 48.8 | 38.4 | 8.1  | 4.7 | 18.6 | 27.3 | 26.9 | No  | Yes |
| Asian/Pacific Islander       | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 71.3 | I/S | I/S |
| Hispanic                     | 2   | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 50   | 38.1 | I/S | I/S |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | N/A  | 46.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |     |      |      |      |     |     |
| Disabled                     | 26  | 100 | 58.3 | 37.5 | 0    | 4.2 | 8.3  | 9.9  | 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  | N/A  | 32.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |     |      |      |      |     |     |
| Limited English Proficient   | 2   | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 45   | 38.7 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |     |      |      |      |     |     |
| Subsided meals               | 107 | 100 | 50   | 36.3 | 9.8  | 3.9 | 17.6 | 26.6 | 31.4 | No  | Yes |

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

Abbreviations for Missing Data

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

## PACT Performance By Group

|                              | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| <b>Science</b>               |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 57                            | 100      | 63.5          | 26.9    | 9.6          | 0          | 9.6                               | 14.9                                | 35.7                             | 95.9                   | 95.8                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 24                            | 100      | 72.7          | 18.2    | 9.1          | 0          | 9.1                               | 15.9                                | 37.4                             | 95.7                   | 95.5                     |
| Female                       | 33                            | 100      | 56.7          | 33.3    | 10           | 0          | 10                                | 13.9                                | 33.8                             | 96.1                   | 96                       |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 15                            | 100      | 57.1          | 21.4    | 21.4         | 0          | 21.4                              | 25                                  | 49.2                             | 95.4                   | 94.6                     |
| African American             | 41                            | 100      | 65.8          | 28.9    | 5.3          | 0          | 5.3                               | 12.9                                | 17                               | 96                     | 96                       |
| Asian/Pacific Islander       | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 58                               | N/A                    | N/A                      |
| Hispanic                     | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 26.7                                | 24.9                             | 96.2                   | 95.3                     |
| American Indian/Alaskan      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | N/A                                 | 37.4                             | N/A                    | N/A                      |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 12                            | 100      | 54.5          | 36.4    | 9.1          | 0          | 9.1                               | 6.2                                 | 14                               | 94.9                   | 94.4                     |
| <b>Migrant Status</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Migrant                      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | N/A                                 | 21.9                             | N/A                    | N/A                      |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 14.3                                | 24.4                             | 96.3                   | 95                       |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsidized meals             | 48                            | 100      | 70.5          | 25      | 4.5          | 0          | 4.5                               | 13.5                                | 21.1                             | 95.8                   | 95.6                     |
| <b>Social Studies</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 61                            | 98.4     | 40            | 53.3    | 5            | 1.7        | 6.7                               | 16.3                                | 34                               | 95.9                   | 95.8                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 32                            | 96.9     | 38.7          | 51.6    | 6.5          | 3.2        | 9.7                               | 15.4                                | 36.6                             | 95.7                   | 95.5                     |
| Female                       | 29                            | 100      | 41.4          | 55.2    | 3.4          | 0          | 3.4                               | 17.1                                | 31.3                             | 96.1                   | 96                       |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 12                            | 91.7     | 36.4          | 54.5    | 9.1          | 0          | 9.1                               | 22.2                                | 44.5                             | 95.4                   | 94.6                     |
| African American             | 48                            | 100      | 41.7          | 52.1    | 4.2          | 2.1        | 6.3                               | 15.5                                | 19.1                             | 96                     | 96                       |
| Asian/Pacific Islander       | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 58.9                             | N/A                    | N/A                      |
| Hispanic                     | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 15.4                                | 27.5                             | 96.2                   | 95.3                     |
| American Indian/Alaskan      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | N/A                                 | 32.7                             | N/A                    | N/A                      |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 14                            | 92.9     | 61.5          | 30.8    | 7.7          | 0          | 7.7                               | 6.4                                 | 14.4                             | 94.9                   | 94.4                     |
| <b>Migrant Status</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Migrant                      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | N/A                                 | 22.6                             | N/A                    | N/A                      |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 7.7                                 | 27.3                             | 96.3                   | 95                       |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsidized meals             | 59                            | 98.3     | 41.4          | 51.7    | 5.2          | 1.7        | 6.9                               | 14.4                                | 21                               | 95.8                   | 95.6                     |

\* 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     | 141                           | 98.6     | 25            | 36.4    | 34.1         | 4.5        | 38.6                       |
|                              | 4     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 5     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 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                       |
| <b>2008</b>                  | 3     | 118                           | 99.2     | 30.6          | 39.6    | 28.8         | 0.9        | 29.7                       |
|                              | 4     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 5     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 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        | I/S                        |
| <b>Mathematics</b>           |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | 141                           | 99.3     | 33.8          | 51.1    | 12.8         | 2.3        | 15                         |
|                              | 4     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 5     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 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                       |
| <b>2008</b>                  | 3     | 118                           | 100      | 48.2          | 39.3    | 8.9          | 3.6        | 12.5                       |
|                              | 4     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 5     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 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        | I/S                        |
| <b>Science</b>               |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | 73                            | 98.6     | 48.5          | 44.1    | 5.9          | 1.5        | 7.4                        |
|                              | 4     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 5     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 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                       |
| <b>2008</b>                  | 3     | 57                            | 100      | 63.5          | 26.9    | 9.6          | 0          | 9.6                        |
|                              | 4     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 5     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 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        | I/S                        |
| <b>Social Studies</b>        |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | 68                            | 98.5     | 29.7          | 48.4    | 17.2         | 4.7        | 21.9                       |
|                              | 4     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 5     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 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                       |
| <b>2008</b>                  | 3     | 61                            | 98.4     | 40            | 53.3    | 5            | 1.7        | 6.7                        |
|                              | 4     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 5     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 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        | 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