



## Carver Elementary

515 N. Cashua Drive  
Florence, S. C. 29501

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-4 Elementary School |              |
| <b>Enrollment</b>     | 889 Students           |              |
| <b>Principal</b>      | Cynthia Young          | 843-664-8156 |
| <b>Superintendent</b> | Larry Jackson          | 843-669-4141 |
| <b>Board Chair</b>    | Porter Stewart         | 843-669-6395 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

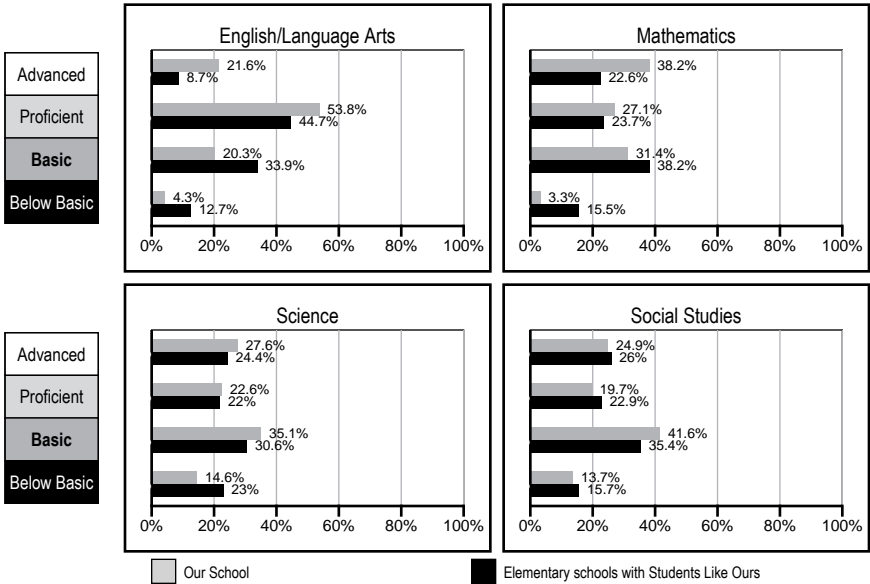
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.4%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 4         | 26   | 42      | 0             | 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 | /S–Insufficient Sample

## School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=889)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                           | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 4.1%       | Up from 3.1%          | 1.6%                                       | 2.3%                     |
| Attendance rate  | 96.2%      | Down from 96.3%       | 96.6%                                      | 96.3%                    |
| Eligible for gifted and talented   | 17.4%      | Up from 11.6%         | 18.5%                                      | 10.4%                    |
| With disabilities other than speech  | 6.6%       | Down from 6.9%        | 6.6%                                       | 7.5%                     |
| Older than usual for grade   | 0.6%       | Down from 1.0%        | 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=58)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 67.2%      | Up from 58.5%         | 60.5%                                      | 56.7%                    |
| Continuing contract teachers   | 91.4%      | Up from 88.7%         | 80.0%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 95.3%      | Up from 95.0%         | 87.6%                                      | 86.4%                    |
| Teacher attendance rate  | 94.8%      | Up from 92.8%         | 95.0%                                      | 94.9%                    |
| Average teacher salary   | \$48,979   | Up 5.7%               | \$46,934                                   | \$45,345                 |
| Professional development days/teacher                                      | 10.5 days  | Down from 14.7 days   | 12.2 days                                  | 12.6 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 0.1        | Down from 11.0        | 3.5  | 4.0                      |
| Student-teacher ratio in core subjects                                     | 19.2 to 1  | Down from 19.3 to 1   | 20.4 to 1                                  | 18.5 to 1                |
| Prime instructional time   | 90.0%      | Up from 88.3%         | 90.3%                                      | 89.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 96.2%      | Up from 91.7%         | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil*   | \$6,112    | Up 4.2%               | \$6,728                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 69.6%      | Down from 74.8%       | 70.5%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 67.0%      | Down from 71.3%       | 66.8%                                      | 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**

Carver Elementary School provides excellent services for approximately 854 students from pre-kindergarten to 4th grade. Our mission is to prepare students to become productive, responsible citizens and lifelong learners. Carver is an award-winning school, meeting AYP for the past four years. Other state recognition includes "Closing the Achievement Gap" between subgroups in 2004, 2006, and 2007; receiving the Palmetto Gold and Silver Awards; as well as receiving the Physical Fitness and Healthy School Awards. Carver has also been recognized as a Red Carpet School and a School of Promise. This year, Carver was one of five schools in the state to be nominated for the National Blue Ribbon Award for 2008-2009.

Carver has an exceptional staff. There are eleven National Board Certified teachers on staff; 59% hold advanced degrees, and 100% of the full-time teaching staff meet the federal standards of "Highly Qualified." Teachers pursue ongoing professional development to ensure that best practices are available to all students.

Carver utilizes an integrated, standards-based curriculum that emphasizes technology. Technology resources used to engage students through a portable computer lab, software programs, internet resources, computer lab activities, laptops, Smart Boards and United Streaming. Carver has a balanced Language Arts program providing a Literacy Lab, Reading Renaissance, and "Write... from the Beginning," a writing program that is used in K-4. In Math, a variety of hands-on programs such as Everyday Math, Everyday Counts Calendar Math, Math 4 Today, and Math Out of the Box are used.

MAP testing is done in the fall to help identify areas of focus in reading, language, and math, and again in the spring to determine growth in these areas. Compass Learning – Odyssey, a computer-based program, is used in conjunction with MAP to provide engaging activities for differing levels of achievement and learning styles. Other programs include a computer lab, science lab, art, music, and P.E.

At Carver, our parents and community are involved. Carver has an active PTO and School Improvement Council. Volunteers can be found leading Superstar Math, the Thanksgiving Festival, serving as tutors and adult mentors, and working in Carver's Discovery Garden and Natural Habitats, just to name a few areas. Carver has numerous contributors and Community, Business, and College Partners.

Carver offers many enrichment opportunities for our students. A variety of after-school clubs are available throughout the year. Leadership opportunities offered include Safety Patrols, Morning Show, and Wee Deliver. Character programs such as Steps to Respect, Core Essentials, Second Step, and Character Counts are used. Carver also has strong student recognition programs including Terrific Kids, PrinciPALS, Celebrity Student, Honor Roll/Perfect Attendance, and Reading Renaissance awards. "Knowledge is Power" is our theme.

Cynthia Young, Ed. D., Principal  
 Kristin Luce, Chairperson, School Improvement Council

**Evaluations by Teachers, Students and Parents**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 58       | 176       | 110      |
| Percent satisfied with learning environment            | 98.3%    | 94.3%     | 89.1%    |
| Percent satisfied with social and physical environment | 100.0%   | 89.8%     | 89.8%    |
| Percent satisfied with school-home relations           | 100.0%   | 90.9%     | 88.9%    |

\* 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    /S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 17 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 | <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  | 5.0%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 16.2%        | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.5%       | 0.0%            | No                  |
| Student attendance rate                         | 96.2%      | 94.0%           | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

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

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

|                              |     |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 339 | 100 | 4.1 | 19.6 | 52.1 | 24.3 | 81.7 | 49.1 | 48.2 | Yes | Yes |
| <b>Gender</b>                |     |     |     |      |      |      |      |      |      |     |     |
| Male                         | 167 | 100 | 4.6 | 20.9 | 49   | 25.5 | 79.7 | 43.1 | 41.7 | N/A | N/A |
| Female                       | 172 | 100 | 3.7 | 18.3 | 54.9 | 23.2 | 83.5 | 55.1 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |     |      |      |      |      |      |      |     |     |
| White                        | 196 | 100 | 2.1 | 12.8 | 55.6 | 29.4 | 89.3 | 61.8 | 60   | Yes | Yes |
| African American             | 125 | 100 | 7.8 | 29.6 | 49.6 | 13   | 69.6 | 35.7 | 31.7 | Yes | Yes |
| Asian/Pacific Islander       | 9   | I/S | I/S | I/S  | I/S  | I/S  | I/S  | 80.2 | 70.4 | I/S | I/S |
| Hispanic                     | 6   | I/S | I/S | I/S  | I/S  | I/S  | I/S  | 53.3 | 38.4 | I/S | I/S |
| American Indian/Alaskan      | N/A | I/S | I/S | I/S  | I/S  | I/S  | I/S  | 58.3 | 47   | I/S | I/S |
| <b>Disability Status</b>     |     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 31  | 100 | 12  | 12   | 36   | 40   | 56   | 19   | 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   | 5   | I/S | I/S | I/S  | I/S  | I/S  | I/S  | 51.6 | 36.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |     |      |      |      |      |      |      |     |     |
| Subsided meals               | 122 | 100 | 8.3 | 30.3 | 49.5 | 11.9 | 68.8 | 36.9 | 34   | Yes | Yes |

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

|                              |     |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 339 | 100 | 3.2 | 30   | 26.5 | 40.4 | 77.6 | 43.8 | 45.8 | Yes | Yes |
| <b>Gender</b>                |     |     |     |      |      |      |      |      |      |     |     |
| Male                         | 167 | 100 | 2   | 28.1 | 26.8 | 43.1 | 80.4 | 44   | 45.6 | N/A | N/A |
| Female                       | 172 | 100 | 4.3 | 31.7 | 26.2 | 37.8 | 75   | 43.5 | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |     |      |      |      |      |      |      |     |     |
| White                        | 196 | 100 | 0.5 | 23.5 | 25.1 | 50.8 | 86.1 | 58.1 | 59   | Yes | Yes |
| African American             | 125 | 100 | 7.8 | 43.5 | 27.8 | 20.9 | 61.7 | 28.9 | 26.9 | Yes | Yes |
| Asian/Pacific Islander       | 9   | I/S | I/S | I/S  | I/S  | I/S  | I/S  | 79.3 | 71.3 | I/S | I/S |
| Hispanic                     | 6   | I/S | I/S | I/S  | I/S  | I/S  | I/S  | 44.4 | 38.1 | I/S | I/S |
| American Indian/Alaskan      | N/A | I/S | I/S | I/S  | I/S  | I/S  | I/S  | 50   | 46.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 31  | 100 | 4   | 36   | 8    | 52   | 60   | 18.4 | 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   | 5   | I/S | I/S | I/S  | I/S  | I/S  | I/S  | 50   | 38.7 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |     |      |      |      |      |      |      |     |     |
| Subsided meals               | 122 | 100 | 7.3 | 43.1 | 24.8 | 24.8 | 57.8 | 30.8 | 31.4 | Yes | Yes |

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

Abbreviations for Missing Data

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

**PACT Performance By Group**

|                              | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| <b>Science</b>               |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 265                           | 100      | 14.1          | 33.9    | 22.2         | 29.8       | 52                                | 33.1                                | 35.7                             | 96.2                   | 95.8                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 125                           | 100      | 14.9          | 22.8    | 25.4         | 36.8       | 62.3                              | 36.6                                | 37.4                             | 96.3                   | 95.6                     |
| Female                       | 140                           | 100      | 13.4          | 43.3    | 19.4         | 23.9       | 43.3                              | 29.6                                | 33.8                             | 96.1                   | 96                       |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 155                           | 100      | 5.4           | 32.7    | 23.1         | 38.8       | 61.9                              | 47.8                                | 49.2                             | 96.4                   | 95.7                     |
| African American             | 96                            | 100      | 29.2          | 38.2    | 19.1         | 13.5       | 32.6                              | 18.4                                | 17                               | 95.8                   | 95.8                     |
| Asian/Pacific Islander       | 8                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 66.7                                | 58                               | 97.9                   | 97.9                     |
| Hispanic                     | 5                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 29.4                                | 24.9                             | 93.9                   | 95.8                     |
| American Indian/Alaskan      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 37.4                             | 99.7                   | 95.9                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 22                            | 100      | 15.8          | 21.1    | 21.1         | 42.1       | 63.2                              | 20.3                                | 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   | 3                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 23.8                                | 24.4                             | 94.3                   | 97.1                     |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | 96                            | 100      | 26.4          | 39.1    | 18.4         | 16.1       | 34.5                              | 19.6                                | 21.1                             | 95.3                   | 95.2                     |
| <b>Social Studies</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 263                           | 100      | 13.2          | 40.1    | 19.4         | 27.3       | 46.7                              | 29.3                                | 34                               | 96.2                   | 95.8                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 128                           | 100      | 10.5          | 35.1    | 21.1         | 33.3       | 54.4                              | 33.7                                | 36.6                             | 96.3                   | 95.6                     |
| Female                       | 135                           | 100      | 15.6          | 44.5    | 18           | 21.9       | 39.8                              | 24.9                                | 31.3                             | 96.1                   | 96                       |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 146                           | 100      | 8             | 36.2    | 23.9         | 31.9       | 55.8                              | 40.4                                | 44.5                             | 96.4                   | 95.7                     |
| African American             | 104                           | 100      | 20.2          | 47.9    | 12.8         | 19.1       | 31.9                              | 17.1                                | 19.1                             | 95.8                   | 95.8                     |
| Asian/Pacific Islander       | 5                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 63.4                                | 58.9                             | 97.9                   | 97.9                     |
| Hispanic                     | 5                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 36.4                                | 27.5                             | 93.9                   | 95.8                     |
| American Indian/Alaskan      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 32.7                             | 99.7                   | 95.9                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 25                            | 100      | 15.8          | 26.3    | 21.1         | 36.8       | 57.9                              | 16.4                                | 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   | 5                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 37.1                                | 27.3                             | 94.3                   | 97.1                     |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | 101                           | 100      | 21.3          | 46.1    | 18           | 14.6       | 32.6                              | 17.4                                | 21                               | 95.3                   | 95.2                     |

\* 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     | 179                           | 100      | 3.5           | 18.7    | 59.1         | 18.7       | 77.8                       |
|                              | 4     | 149                           | 98.7     | 2.2           | 33.8    | 52.5         | 11.5       | 64                         |
|                              | 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                       |
|                              | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| <b>2008</b>                  | 3     | 149                           | 100      | 2.8           | 14      | 49.7         | 33.6       | 83.2                       |
|                              | 4     | 190                           | 100      | 5.2           | 24.1    | 54           | 16.7       | 70.7                       |
|                              | 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                        |
| <b>Mathematics</b>           |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | 179                           | 100      | 5.3           | 38      | 29.8         | 26.9       | 56.7                       |
|                              | 4     | 149                           | 98.7     | 7.2           | 28.1    | 30.2         | 34.5       | 64.7                       |
|                              | 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                       |
|                              | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| <b>2008</b>                  | 3     | 149                           | 100      | 3.5           | 34.3    | 26.6         | 35.7       | 62.2                       |
|                              | 4     | 190                           | 100      | 2.9           | 26.4    | 26.4         | 44.3       | 70.7                       |
|                              | 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                        |
| <b>Science</b>               |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | 93                            | 100      | 21.4          | 41.7    | 17.9         | 19         | 36.9                       |
|                              | 4     | 149                           | 98.7     | 19.1          | 33.1    | 22.8         | 25         | 47.8                       |
|                              | 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                       |
|                              | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| <b>2008</b>                  | 3     | 76                            | 100      | 10.7          | 30.7    | 29.3         | 29.3       | 58.7                       |
|                              | 4     | 189                           | 100      | 15.6          | 35.3    | 19.1         | 30.1       | 49.1                       |
|                              | 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                        |
| <b>Social Studies</b>        |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | 92                            | 100      | 10            | 41.3    | 37.5         | 11.3       | 48.8                       |
|                              | 4     | 149                           | 98.7     | 16.2          | 45.6    | 17.6         | 20.6       | 38.2                       |
|                              | 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                       |
|                              | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| <b>2008</b>                  | 3     | 73                            | 100      | 7.4           | 39.7    | 20.6         | 32.4       | 52.9                       |
|                              | 4     | 190                           | 100      | 15.5          | 40.2    | 19           | 25.3       | 44.3                       |
|                              | 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                        |

Abbreviations for Missing Data

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