



## Fuller Normal Advanced Technical Charter

201 North Main Street  
Greenville, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | K-6 Elementary School  |              |
| <b>Enrollment</b>     | 161 Students           |              |
| <b>Principal</b>      | Brenda G. Humbert      | 864-271-3698 |
| <b>Superintendent</b> | Dr. Phinnize J. Fisher | 864-355-8860 |
| <b>Board Chair</b>    | Dr. Keith Ray          | 864-288-0476 |

# 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>Good*</b>  |
| 2007        | At-Risk         | At-Risk       |
| 2006        | N/A             | N/A           |
| 2005        | N/A             | N/A           |
| 2004        | N/A             | N/A           |

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

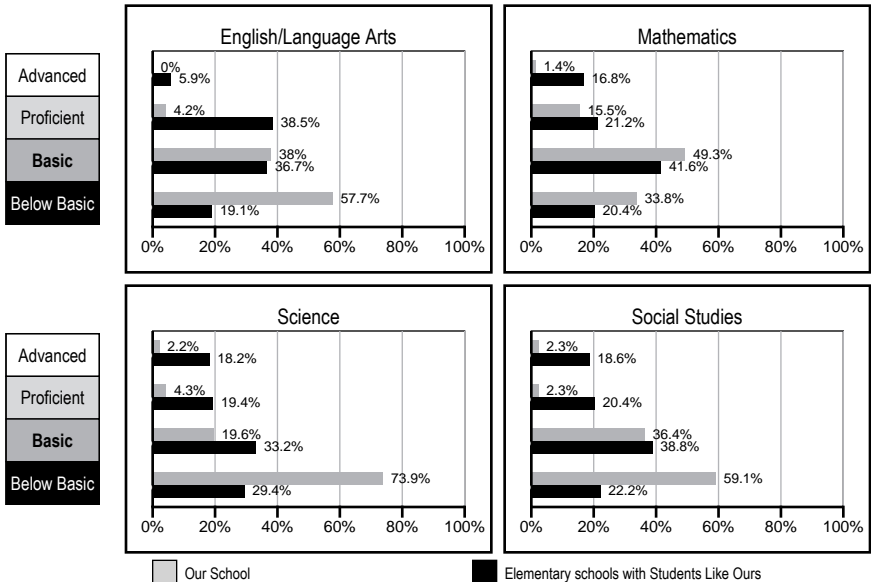
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.3%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 11   | 65      | 12            | 1       |

\* 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=161)</b>  |               |                       |  |                          |
| First graders who attended full-day kindergarten                           | 90.0%         | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Retention rate   | 9.5%          | Up from 4.3%          | 3.0%                                       | 2.3%                     |
| Attendance rate  | 95.7%         | Up from 93.4%         | 96.0%                                      | 96.3%                    |
| Eligible for gifted and talented   | 0.0%          | No Change             | 6.3%                                       | 10.4%                    |
| With disabilities other than speech  | 7.1%          | Down from 10.3%       | 8.9%                                       | 7.5%                     |
| Older than usual for grade   | 2.3%          | Up from 0.0%          | 1.0%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%          | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=14)</b>   |               |                       |  |                          |
| Teachers with advanced degrees   | 21.4%         | Up from 18.2%         | 54.8%                                      | 56.7%                    |
| Continuing contract teachers   | 14.3%         | Up from 9.1%          | 73.0%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%          | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | N/A           | N/A                   | 85.4%                                      | 86.4%                    |
| Teacher attendance rate  | 90.5%         | Down from 99.6%       | 94.8%                                      | 94.9%                    |
| Average teacher salary   | \$31,030      | Down 0.4%             | \$44,371                                   | \$45,345                 |
| Professional development days/teacher                                      | 7.1 days      | Up from 2.6 days      | 12.9 days                                  | 12.6 days                |
| <b>School</b>  |               |                       |  |                          |
| Principal's years at school  | 2.0           | Up from 1.0           | 3.5  | 4.0                      |
| Student-teacher ratio in core subjects                                     | 15.2 to 1     | Down from 16.0 to 1   | 17.8 to 1                                  | 18.5 to 1                |
| Prime instructional time   | 83.5%         | Down from 92.2%       | 88.9%                                      | 89.8%                    |
| Opportunities in the arts  | Poor          | Down from Fair        | Good                                       | Good                     |
| SACS accreditation   | Yes           | Up from No            | Yes  | Yes                      |
| Parents attending conferences  | 68.8%         | Up from 40.3%         | 100.0%                                     | 100.0%                   |
| Character development program  | Below Average | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil*   | \$18,623      | N/A                   | \$7,513                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 28.0%         | N/A                   | 68.9%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 18.9%         | N/A                   | 62.9%                                      | 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

The Fuller Normal Advanced Technology Charter School is located in Greenville's exciting West End. The West End is the upstate's newest story of urban renewal—a renaissance that has brought about the Greenville Drive Baseball Stadium, new shops, restaurants and condominiums, and the Governor's School for the Arts. Our school is a reflection of both the West End renewal and the Sterling Community, which was developed in the late 1800's by visionaries who believed that African Americans should own property and be able to pursue excellence.

Our charter school allows for an enrollment of 640 students over an 8 year period of time. With the addition of another grade, our school will be grades K–5–7th for the 2008–2009 school year. We have an enrollment of 166 students with 77% of our population on free and reduced lunch. Our school will have enough data over the summer to make an intelligent comparison of student achievement.

Our school improvement council is led by Bishop Patrick Frazier. This is our first year as a team. The teachers, students, and parents are looking forward to beginning planned activities for the coming school year.

Brenda Gilliam-Humbert, Principal  
Bishop Patrick Frazier, Board Chairman

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 8        | 0         | 12       |
| Percent satisfied with learning environment            | 62.5%    | FORMS     | 90.9%    |
| Percent satisfied with social and physical environment | 75.0%    | LOST IN   | 91.7%    |
| Percent satisfied with school-home relations           | 50.0%    | SHIPMENT  | 91.7%    |

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 7 out of 9 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  | 1.9%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.4%         | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 26.9%      | 0.0%            | No                  |
| Student attendance rate                         | 95.7%      | 94.0%           | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable

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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                 | 74  | 100 | 57.7 | 38   | 4.2 | 0   | 9.9  | 52.4 | 48.2 | No  | Yes |
| <b>Gender</b>                |     |     |      |      |     |     |      |      |      |     |     |
| Male                         | 43  | 100 | 61   | 36.6 | 2.4 | 0   | 7.3  | 46.1 | 41.7 | N/A | N/A |
| Female                       | 31  | 100 | 53.3 | 40   | 6.7 | 0   | 13.3 | 59.1 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |     |     |      |      |      |     |     |
| White                        | 2   | I/S | I/S  | I/S  | I/S | I/S | I/S  | 62.3 | 60   | I/S | I/S |
| African American             | 72  | 100 | 58   | 37.7 | 4.3 | 0   | 10.1 | 31.7 | 31.7 | No  | Yes |
| Asian/Pacific Islander       | N/A | I/S | I/S  | I/S  | I/S | I/S | I/S  | 74.9 | 70.4 | I/S | I/S |
| Hispanic                     | N/A | I/S | I/S  | I/S  | I/S | I/S | I/S  | 36.7 | 38.4 | I/S | I/S |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S | I/S | I/S  | 58.7 | 47   | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |     |     |      |      |      |     |     |
| Disabled                     | 13  | 100 | 84.6 | 15.4 | 0   | 0   | 0    | 20.3 | 16   | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |     |     |      |      |      |     |     |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S | I/S | I/S  | 25   | 38.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |     |     |      |      |      |     |     |
| Limited English Proficient   | N/A | I/S | I/S  | I/S  | I/S | I/S | I/S  | 36.1 | 36.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |     |     |      |      |      |     |     |
| Subsided meals               | N/A | I/S | I/S  | I/S  | I/S | I/S | I/S  | 34.3 | 34   | I/S | I/S |

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

|                              |     |     |      |      |      |     |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students                 | 74  | 100 | 33.8 | 49.3 | 15.5 | 1.4 | 32.4 | 49.5 | 45.8 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |     |      |      |      |     |     |
| Male                         | 43  | 100 | 31.7 | 48.8 | 19.5 | 0   | 39   | 49.9 | 45.6 | N/A | N/A |
| Female                       | 31  | 100 | 36.7 | 50   | 10   | 3.3 | 23.3 | 49   | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |     |      |      |      |     |     |
| White                        | 2   | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 59.4 | 59   | I/S | I/S |
| African American             | 72  | 100 | 33.3 | 50.7 | 14.5 | 1.4 | 31.9 | 27.2 | 26.9 | Yes | Yes |
| Asian/Pacific Islander       | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 75.3 | 71.3 | I/S | I/S |
| Hispanic                     | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 37.4 | 38.1 | I/S | I/S |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 52.4 | 46.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |     |      |      |      |     |     |
| Disabled                     | 13  | 100 | 69.2 | 23.1 | 7.7  | 0   | 15.4 | 20.1 | 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  | 30   | 32.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |     |      |      |      |     |     |
| Limited English Proficient   | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 38.4 | 38.7 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |     |      |      |      |     |     |
| Subsided meals               | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 32.2 | 31.4 | I/S | I/S |

\* 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                 | 47                            | 100      | 73.9          | 19.6    | 4.3          | 2.2        | 6.5                               | 39.3                                | 35.7                             | 95.7                   | 96.5                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 30                            | 100      | 69            | 24.1    | 6.9          | 0          | 6.9                               | 41.6                                | 37.4                             | 95.6                   | 96.4                     |
| Female                       | 17                            | 100      | 82.4          | 11.8    | 0            | 5.9        | 5.9                               | 36.9                                | 33.8                             | 95.7                   | 96.6                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 2                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 49.7                                | 49.2                             | 94.2                   | 96.4                     |
| African American             | 45                            | 100      | 77.3          | 18.2    | 4.5          | 0          | 4.5                               | 18.2                                | 17                               | 95.7                   | 96.4                     |
| Asian/Pacific Islander       | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 60.9                                | 58                               | N/A                    | 97.7                     |
| Hispanic                     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 23.7                                | 24.9                             | 97.7                   | 96.9                     |
| American Indian/Alaskan      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 34.2                                | 37.4                             | N/A                    | 95.3                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 9                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 16.3                                | 14                               | 96.8                   | 95.5                     |
| <b>Migrant Status</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Migrant                      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 20                                  | 21.9                             | N/A                    | 96.4                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 22.6                                | 24.4                             | N/A                    | 97.2                     |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 21.3                                | 21.1                             | N/A                    | 95.8                     |
| <b>Social Studies</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 46                            | 100      | 59.1          | 36.4    | 2.3          | 2.3        | 4.5                               | 38.1                                | 34                               | 95.7                   | 96.5                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 24                            | 100      | 60.9          | 34.8    | 4.3          | 0          | 4.3                               | 41                                  | 36.6                             | 95.6                   | 96.4                     |
| Female                       | 22                            | 100      | 57.1          | 38.1    | 0            | 4.8        | 4.8                               | 35                                  | 31.3                             | 95.7                   | 96.6                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 46.1                                | 44.5                             | 94.2                   | 96.4                     |
| African American             | 46                            | 100      | 59.1          | 36.4    | 2.3          | 2.3        | 4.5                               | 20.5                                | 19.1                             | 95.7                   | 96.4                     |
| Asian/Pacific Islander       | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 60.2                                | 58.9                             | N/A                    | 97.7                     |
| Hispanic                     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 27.7                                | 27.5                             | 97.7                   | 96.9                     |
| American Indian/Alaskan      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 28.3                                | 32.7                             | N/A                    | 95.3                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 8                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 17.1                                | 14.4                             | 96.8                   | 95.5                     |
| <b>Migrant Status</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Migrant                      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 28.6                                | 22.6                             | N/A                    | 96.4                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 27.6                                | 27.3                             | N/A                    | 97.2                     |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 22.8                                | 21                               | N/A                    | 95.8                     |

\* 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     | 19                            | 94.7     | 30.8          | 53.8    | 15.4         | 0          | 15.4                       |
|                              | 4     | 16                            | 93.8     | 50            | 50      | 0            | 0          | 0                          |
|                              | 5     | 23                            | 100      | 68.4          | 31.6    | 0            | 0          | 0                          |
|                              | 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     | 13                            | 100      | 38.5          | 53.8    | 7.7          | 0          | 7.7                        |
|                              | 4     | 19                            | 100      | 47.4          | 47.4    | 5.3          | 0          | 5.3                        |
|                              | 5     | 16                            | 100      | 57.1          | 42.9    | 0            | 0          | 0                          |
|                              | 6     | 26                            | 100      | 76            | 20      | 4            | 0          | 4                          |
|                              | 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     | 19                            | 100      | 50            | 50      | 0            | 0          | 0                          |
|                              | 4     | 16                            | 93.8     | 75            | 25      | 0            | 0          | 0                          |
|                              | 5     | 23                            | 100      | 68.4          | 26.3    | 5.3          | 0          | 5.3                        |
|                              | 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                       |
| <b>2008</b>                  | 3     | 13                            | 100      | 23.1          | 69.2    | 7.7          | 0          | 7.7                        |
|                              | 4     | 19                            | 100      | 31.6          | 52.6    | 15.8         | 0          | 15.8                       |
|                              | 5     | 16                            | 100      | 42.9          | 42.9    | 14.3         | 0          | 14.3                       |
|                              | 6     | 26                            | 100      | 36            | 40      | 20           | 4          | 24                         |
|                              | 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     | 9                             | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 4     | 16                            | 93.8     | 91.7          | 8.3     | 0            | 0          | 0                          |
|                              | 5     | 12                            | 100      | 90            | 10      | 0            | 0          | 0                          |
|                              | 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     | 6                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 4     | 19                            | 100      | 84.2          | 15.8    | 0            | 0          | 0                          |
|                              | 5     | 8                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 6     | 14                            | 100      | 50            | 28.6    | 14.3         | 7.1        | 21.4                       |
|                              | 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     | 10                            | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 4     | 16                            | 93.8     | 66.7          | 33.3    | 0            | 0          | 0                          |
|                              | 5     | 11                            | 100      | 77.8          | 22.2    | 0            | 0          | 0                          |
|                              | 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     | 7                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 4     | 19                            | 100      | 47.4          | 52.6    | 0            | 0          | 0                          |
|                              | 5     | 8                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 6     | 12                            | 100      | 45.5          | 36.4    | 9.1          | 9.1        | 18.2                       |
|                              | 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