



## D P Cooper Elementary

4568 Seaboard Road  
Salters, SC 29590

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-6 Elementary School |              |
| <b>Enrollment</b>     | 183 Students           |              |
| <b>Principal</b>      | Dr. Kerry D. Singleton | 843-387-5426 |
| <b>Superintendent</b> | Ralph C. Fennell, Jr.  | 843-355-5571 |
| <b>Board Chair</b>    | Mr. James Darby        | 843-387-5472 |

# 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   | At-Risk        |
| 2006        | Below Average   | At-Risk        |
| 2005        | Average         | Good           |
| 2004        | Below Average   | Good           |

## DEFINITIONS OF DISTRICT RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE GOAL

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

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

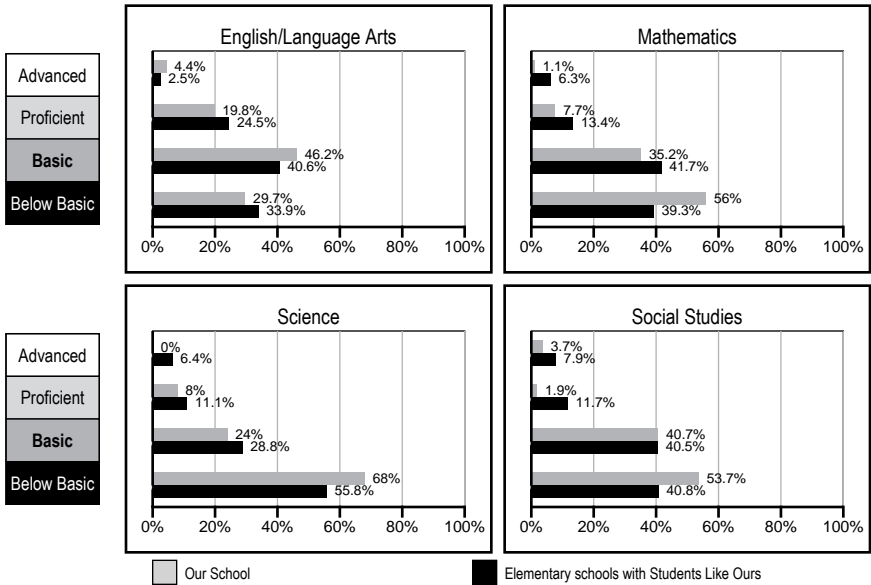
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.5%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 4    | 5       | 46            | 62      |

\* 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=183)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                           | 100.0%     | Up from 0.0%          | 100.0%                                     | 100.0%                   |
| Retention rate   | 3.0%       | Down from 3.9%        | 3.1%                                       | 2.3%                     |
| Attendance rate  | 97.4%      | Down from 97.6%       | 96.0%                                      | 96.3%                    |
| Eligible for gifted and talented   | 2.1%       | No Change             | 2.8%                                       | 10.4%                    |
| With disabilities other than speech  | 11.8%      | Up from 8.9%          | 7.8%                                       | 7.5%                     |
| Older than usual for grade   | 4.9%       | Up from 3.2%          | 1.3%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=11)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 45.5%      | Down from 58.3%       | 53.7%                                      | 56.7%                    |
| Continuing contract teachers   | 54.5%      | Down from 58.3%       | 68.9%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 20.0%      | Down from 27.3%       | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 70.9%      | Up from 68.7%         | 82.6%                                      | 86.4%                    |
| Teacher attendance rate  | 96.4%      | Up from 91.9%         | 95.0%                                      | 94.9%                    |
| Average teacher salary   | \$41,453   | Down 0%               | \$43,838                                   | \$45,345                 |
| Professional development days/teacher                                      | 17.5 days  | Up from 14.1 days     | 13.9 days                                  | 12.6 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 1.0        | Down from 2.0         | 3.0  | 4.0                      |
| Student-teacher ratio in core subjects                                     | 21.3 to 1  | Down from 24.1 to 1   | 16.5 to 1                                  | 18.5 to 1                |
| Prime instructional time   | 91.6%      | Up from 86.0%         | 89.3%                                      | 89.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | Up from 89.1%         | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | Up from Average       | Excellent                                  | Excellent                |
| Dollars spent per pupil*   | \$9,089    | Down 0.4%             | \$8,206                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 59.3%      | Down from 61.3%       | 68.5%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 49.7%      | Down from 54.0%       | 60.7%                                      | 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

D. P. Cooper Elementary School is located in the Blakely Community in Williamsburg County. Presently, our school houses students in grades Child Development through Sixth grade.

The 2007 – 2008 school year was a year of academic success for D. P. Cooper Elementary School, home of the "Learning Lions!" "Failure Is Not An Option!" is our school's motto. Our three targeted goals for the 2007 – 2008 school year were: to increase student achievement by showing significant gain on the Palmetto Academic Challenge Test, to meet Annual Yearly Progress, and to increase overall school morale.

Our dedicated faculty and staff members use various approaches to enhance learning and meet the needs of every student such as differentiated instruction, Success Maker computer lab, Save the Children After School Literacy Program, Reading Counts Reading Program, Accelerated Reader Reading Program, promethean boards, Reading Recovery, cooperative learning, and computer-based instruction.

D. P. Cooper Elementary School used data such as MAP, which allow teachers to effectively plan and target each student's academic need. Our school was very fortunate to have a committed P.T.A., S.I.C., local churches and businesses to assist in fundraising projects and the decision-making process. Throughout the school year faculty and staff members participate in professional development opportunities, workshops, conferences, and trainings to improve their competency.

During the 2007 – 2008 school year, D. P. Cooper Elementary School initiated and retained several student centered organizations such as the Marching Lions Band, Reading Club, Lions Chorus, National Junior Beta Club, Concert Band, Student Council, D.P.C. Steppers, D. P. C. Football Team, and the Angels' Club.

The students at D. P. Cooper Elementary School enjoyed educational activities throughout the school year, including homecoming, PACT pep rally, holiday programs, family literacy nights, field trips, spelling bee, oratorical contest, PACT dance, parades, Special Olympics, science fair, PACT Family Explosion Field Day, and Mr. and Miss D. P. Cooper Elementary School pageant.

Throughout the years, D. P. Cooper Elementary School received numerous awards such as meeting AYP, remaining accredited by the Southern Association of Colleges and Schools and receiving the Palmetto Silver award for three consecutive years. D. P. Cooper Elementary School, a standards driven institution of effectiveness, is committed to excellence and overall organizational success!

Kerry D. Singleton, Ed.D., Principal  
Paul Nesmith, Jr., S.I.C. Chairperson

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 18       | 33        | 18       |
| Percent satisfied with learning environment            | 94.4%    | 93.9%     | 82.4%    |
| Percent satisfied with social and physical environment | 100.0%   | 60.6%     | 76.5%    |
| Percent satisfied with school-home relations           | 83.3%    | 78.8%     | 75.0%    |

\* 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 10 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 | 14.4%        | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 5.1%       | 0.0%            | No                  |
| Student attendance rate                         | 97.4%      | 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                 | 100 | 100 | 29.3 | 46.7 | 19.6 | 4.3 | 43.5 | 36.2 | 48.2 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |     |      |      |      |     |     |
| Male                         | 51  | 100 | 42.2 | 40   | 15.6 | 2.2 | 35.6 | 30.4 | 41.7 | N/A | N/A |
| Female                       | 49  | 100 | 17   | 53.2 | 23.4 | 6.4 | 51.1 | 42.3 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |     |      |      |      |     |     |
| White                        | 1   | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 47.1 | 60   | I/S | I/S |
| African American             | 99  | 100 | 29.3 | 46.7 | 19.6 | 4.3 | 43.5 | 35.3 | 31.7 | Yes | 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                     | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 44.4 | 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                     | 20  | 100 | 65   | 35   | 0    | 0   | 15   | 13.2 | 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   | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 36.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |     |      |      |      |     |     |
| Subsided meals               | 89  | 100 | 32.5 | 45.8 | 16.9 | 4.8 | 39.8 | 35   | 34   | Yes | Yes |

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

|                              |     |     |      |      |      |     |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students                 | 100 | 100 | 55.4 | 35.9 | 7.6  | 1.1 | 16.3 | 30.8 | 45.8 | No  | Yes |
| <b>Gender</b>                |     |     |      |      |      |     |      |      |      |     |     |
| Male                         | 51  | 100 | 62.2 | 33.3 | 2.2  | 2.2 | 13.3 | 29.6 | 45.6 | N/A | N/A |
| Female                       | 49  | 100 | 48.9 | 38.3 | 12.8 | 0   | 19.1 | 32.1 | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |     |      |      |      |     |     |
| White                        | 1   | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 36.4 | 59   | I/S | I/S |
| African American             | 99  | 100 | 55.4 | 35.9 | 7.6  | 1.1 | 16.3 | 30.2 | 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                     | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 55.6 | 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                     | 20  | 100 | 90   | 10   | 0    | 0   | 0    | 9.1  | 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  | N/A  | 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  | I/S  | 38.7 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |     |      |      |      |     |     |
| Subsided meals               | 89  | 100 | 59   | 32.5 | 8.4  | 0   | 15.7 | 30.1 | 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                 | 56                            | 100      | 66.7          | 25.5    | 7.8          | 0          | 7.8                               | 15.3                                | 35.7                             | 97.4                   | 96.5                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 29                            | 100      | 66.7          | 16.7    | 16.7         | 0          | 16.7                              | 15.3                                | 37.4                             | 96.8                   | 96.3                     |
| Female                       | 27                            | 100      | 66.7          | 33.3    | 0            | 0          | 0                                 | 15.4                                | 33.8                             | 98                     | 96.8                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 20.2                                | 49.2                             | 96.9                   | 94.2                     |
| African American             | 55                            | 100      | 66.7          | 25.5    | 7.8          | 0          | 7.8                               | 14.7                                | 17                               | 97.4                   | 96.7                     |
| Asian/Pacific Islander       | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 58                               | N/A                    | 94.7                     |
| Hispanic                     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 33.3                                | 24.9                             | N/A                    | 96.8                     |
| American Indian/Alaskan      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | N/A                                 | 37.4                             | N/A                    | 95.3                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 9                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 6.1                                 | 14                               | 96.7                   | 95.4                     |
| <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                    | 92.7                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 24.4                             | N/A                    | 97.4                     |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsized meals               | 49                            | 100      | 68.9          | 24.4    | 6.7          | 0          | 6.7                               | 14.3                                | 21.1                             | 97.3                   | 96.5                     |
| <b>Social Studies</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 59                            | 100      | 52.7          | 41.8    | 1.8          | 3.6        | 5.5                               | 14.1                                | 34                               | 97.4                   | 96.5                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 31                            | 100      | 55.2          | 41.4    | 3.4          | 0          | 3.4                               | 14.1                                | 36.6                             | 96.8                   | 96.3                     |
| Female                       | 28                            | 100      | 50            | 42.3    | 0            | 7.7        | 7.7                               | 14.1                                | 31.3                             | 98                     | 96.8                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 20.4                                | 44.5                             | 96.9                   | 94.2                     |
| African American             | 59                            | 100      | 52.7          | 41.8    | 1.8          | 3.6        | 5.5                               | 13.4                                | 19.1                             | 97.4                   | 96.7                     |
| Asian/Pacific Islander       | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 58.9                             | N/A                    | 94.7                     |
| Hispanic                     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 41.7                                | 27.5                             | N/A                    | 96.8                     |
| American Indian/Alaskan      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | N/A                                 | 32.7                             | N/A                    | 95.3                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 13                            | 100      | 84.6          | 15.4    | 0            | 0          | 0                                 | 4.5                                 | 14.4                             | 96.7                   | 95.4                     |
| <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                    | 92.7                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 27.3                             | N/A                    | 97.4                     |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsized meals               | 53                            | 100      | 56            | 38      | 2            | 4          | 6                                 | 13.2                                | 21                               | 97.3                   | 96.5                     |

\* 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     | 14                            | 100      | 15.4          | 23.1    | 46.2         | 15.4       | 61.5                       |      |
|                              | 4     | 25                            | 100      | 8.3           | 66.7    | 25           | 0          | 25                         |      |
|                              | 5     | 32                            | 100      | 46.7          | 36.7    | 16.7         | 0          | 16.7                       |      |
|                              | 6     | 22                            | 100      | 45.5          | 54.5    | 0            | 0          | 0                          |      |
|                              | 7     | N/A                           | N/AV     | 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                       | N/AV |
| <b>2008</b>                  | 3     | 28                            | 100      | 15.4          | 53.8    | 19.2         | 11.5       | 30.8                       |      |
|                              | 4     | 14                            | 100      | 7.7           | 53.8    | 38.5         | 0          | 38.5                       |      |
|                              | 5     | 24                            | 100      | 43.5          | 43.5    | 13           | 0          | 13                         |      |
|                              | 6     | 34                            | 100      | 40            | 40      | 16.7         | 3.3        | 20                         |      |
|                              | 7     | N/A                           | I/S      | 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     | 14                            | 100      | 7.7           | 7.7     | 46.2         | 38.5       | 84.6                       |      |
|                              | 4     | 25                            | 100      | 41.7          | 50      | 8.3          | 0          | 8.3                        |      |
|                              | 5     | 32                            | 100      | 36.7          | 50      | 13.3         | 0          | 13.3                       |      |
|                              | 6     | 22                            | 100      | 27.3          | 59.1    | 9.1          | 4.5        | 13.6                       |      |
|                              | 7     | N/A                           | N/AV     | 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                       | N/AV |
| <b>2008</b>                  | 3     | 28                            | 100      | 69.2          | 30.8    | 0            | 0          | 0                          |      |
|                              | 4     | 14                            | 100      | 15.4          | 61.5    | 15.4         | 7.7        | 23.1                       |      |
|                              | 5     | 24                            | 100      | 65.2          | 30.4    | 4.3          | 0          | 4.3                        |      |
|                              | 6     | 34                            | 100      | 53.3          | 33.3    | 13.3         | 0          | 13.3                       |      |
|                              | 7     | N/A                           | I/S      | 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     | 8                             | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |      |
|                              | 4     | 25                            | 100      | 66.7          | 25      | 8.3          | 0          | 8.3                        |      |
|                              | 5     | 16                            | 100      | 66.7          | 33.3    | 0            | 0          | 0                          |      |
|                              | 6     | 11                            | 100      | 54.5          | 36.4    | 9.1          | 0          | 9.1                        |      |
|                              | 7     | N/A                           | N/AV     | 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                       | N/AV |
| <b>2008</b>                  | 3     | 14                            | 100      | 57.1          | 42.9    | 0            | 0          | 0                          |      |
|                              | 4     | 14                            | 100      | 38.5          | 30.8    | 30.8         | 0          | 30.8                       |      |
|                              | 5     | 11                            | 100      | 90.9          | 9.1     | 0            | 0          | 0                          |      |
|                              | 6     | 17                            | 100      | 84.6          | 15.4    | 0            | 0          | 0                          |      |
|                              | 7     | N/A                           | I/S      | 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     | 6                             | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |      |
|                              | 4     | 25                            | 100      | 37.5          | 62.5    | 0            | 0          | 0                          |      |
|                              | 5     | 16                            | 100      | 40            | 46.7    | 13.3         | 0          | 13.3                       |      |
|                              | 6     | 11                            | 100      | 81.8          | 18.2    | 0            | 0          | 0                          |      |
|                              | 7     | N/A                           | N/AV     | 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                       | N/AV |
| <b>2008</b>                  | 3     | 15                            | 100      | 61.5          | 38.5    | 0            | 0          | 0                          |      |
|                              | 4     | 14                            | 100      | 15.4          | 76.9    | 7.7          | 0          | 7.7                        |      |
|                              | 5     | 13                            | 100      | 83.3          | 16.7    | 0            | 0          | 0                          |      |
|                              | 6     | 17                            | 100      | 52.9          | 35.3    | 0            | 11.8       | 11.8                       |      |
|                              | 7     | N/A                           | I/S      | 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