



## Gold Hill Elementary

1000 Dave Gibson Blvd.

Fort Mill, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School  |              |
| <b>Enrollment</b>     | 822 Students           |              |
| <b>Principal</b>      | Mrs. Terry Brewer      | 803-548-8250 |
| <b>Superintendent</b> | Dr. V. Keith Callicutt | 803-548-2527 |
| <b>Board Chair</b>    | Jan Smiley             | 803-548-7258 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

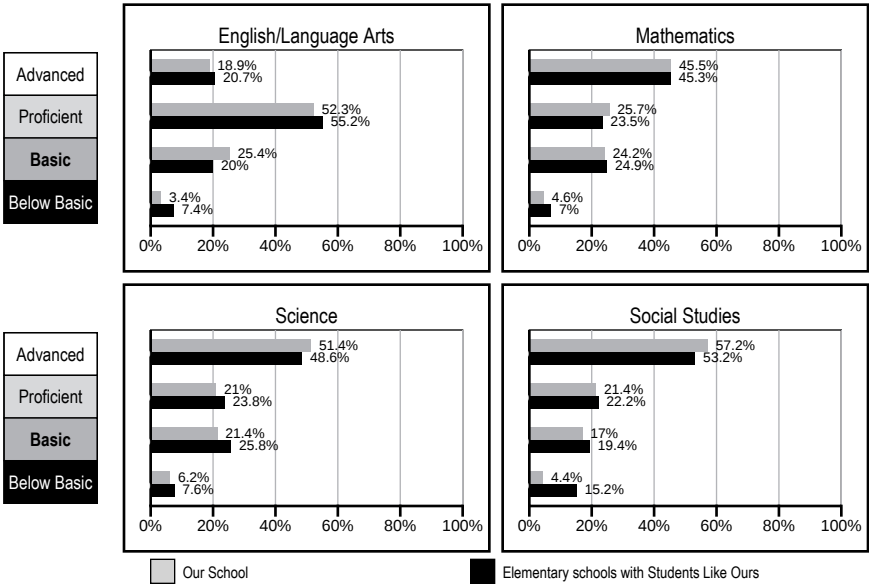
95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 8         | 2    | 0       | 1             | 0       |

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

|             |                                                                                                                                   |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Advanced    | Exceeded expectations, Very high score, very well prepared to work at next grade level                                            |
| Proficient  | Met expectations, Well prepared to work at next grade level                                                                       |
| Basic       | Met standards, Minimally prepared, can go to next grade level                                                                     |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

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

School Profile

|                                                                            | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|----------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| <b>Students (n=822)</b>                                                    |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                           | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                             | 1.0%       | Down from 1.4%        | 1.0%                                       | 2.3%                     |
| Attendance rate                                                            | 97.1%      | Up from 96.9%         | 97.1%                                      | 96.3%                    |
| Eligible for gifted and talented                                           | 31.8%      | Up from 31.1%         | 39.5%                                      | 10.4%                    |
| With disabilities other than speech                                        | 7.1%       | Up from 3.5%          | 3.2%                                       | 7.5%                     |
| Older than usual for grade                                                 | 0.7%       | Up from 0.6%          | 0.4%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=59)</b>                                                     |            |                       |                                            |                          |
| Teachers with advanced degrees                                             | 69.5%      | Up from 60.7%         | 69.5%                                      | 56.7%                    |
| Continuing contract teachers                                               | 81.4%      | Up from 80.4%         | 81.4%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 88.3%      | Down from 88.8%       | 88.2%                                      | 86.4%                    |
| Teacher attendance rate                                                    | 93.3%      | Down from 93.4%       | 93.3%                                      | 94.9%                    |
| Average teacher salary                                                     | \$49,220   | Up 5.0%               | \$47,160                                   | \$45,345                 |
| Professional development days/teacher                                      | 10.6 days  | Down from 12.6 days   | 9.5 days                                   | 12.6 days                |
| <b>School</b>                                                              |            |                       |                                            |                          |
| Principal's years at school                                                | 7.0        | Up from 6.0           | 4.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                     | 17.5 to 1  | Down from 20.3 to 1   | 19.0 to 1                                  | 18.5 to 1                |
| Prime instructional time                                                   | 87.9%      | Down from 88.6%       | 87.9%                                      | 89.8%                    |
| Opportunities in the arts                                                  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                         | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                              | 99.3%      | Down from 100.0%      | 99.3%                                      | 100.0%                   |
| Character development program                                              | Good       | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil*                                                   | \$6,139    | Up 6.3%               | \$8,080                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 76.1%      | Up from 73.6%         | 72.5%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 73.1%      | Up from 70.6%         | 60.2%                                      | 64.2%                    |

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Gold Hill Elementary School (GHES) is a K-5 school serving about 820 students. Due to the rapid growth we are experiencing, GHES has had an enrollment freeze for this school year. The mission of GHES is to be a learning-centered school committed to academic success for all students, maximizing their potential as life-long learners, and enabling them to become contributing members of society.

Goals and Objectives for 2007-2008

Using the Fort Mill School District Strategic Plan and the GHES School Improvement Plan, our School Improvement Council, PTA, faculty, and staff worked together to establish goals for improvement for this school year. Increasing the number of students scoring Proficient and Advanced on PACT Math, ELA, Science, and Social Studies, expanding the use of technology, and utilizing data to make instructional decisions were just a few of the goals for the year.

Accomplishments for 2007-2008

GHES is fully accredited by the Southern Association of Colleges and Schools (SACS) and maintains an "All Clear" status from the State Department of Education. GHES was recognized as a National Blue Ribbon School of Excellence by the U. S. Department of Education. For the seventh year in a row, the school earned the Palmetto Gold Award. This award program recognizes schools with the highest levels of student academic achievement and the fastest rates of improvement. GHES continued its status as a Red Carpet School recognized by the S.C. State Department of Education. Students demonstrated service learning through such projects as sponsoring Juvenile Diabetes research, collecting canned food for the Fort Mill Care Center, sending postcards to soldiers, collecting Pennies for Patients for the Leukemia/Lymphoma Society, and Jump Rope for Heart. Special programs and initiatives such as Health Club, SOAR to Success, Accelerated Reader, Math Superstars, Computer Club, After School Achievers Tutorial Program, Reading Recovery, Literacy Groups, Brain Boosters, and the Academically Gifted Program give students academic support in advancing their skills. The MAP testing program is providing valuable information about the learning strengths and needs of our students. Our tireless PTA raised funds to build a running track with ten fitness stations, had murals painted in our cafeteria featuring familiar scenes from around our area, purchased a computerized Yamaha music keyboard system, purchased birthday books for students as well as books for classroom libraries, purchased equipment for our school television studio, bought student agendas, and funded numerous teacher requests for supplies and materials.

Plans for the Future

We will continue to assess our strengths and weaknesses as part of a five-year self-study for SACS accreditation. The school will continue to set new goals for improved student performance and will continue to focus attention on teacher quality, parent involvement, safety, technology advancements, and character education. We look forward to many successes as we continue to fulfill the mission of GHES.

Terry Brewer, Principal

Laura Lewis, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 54       | 124       | 103      |
| Percent satisfied with learning environment            | 98.1%    | 89.4%     | 100.0%   |
| Percent satisfied with social and physical environment | 94.4%    | 90.3%     | 96.1%    |
| Percent satisfied with school-home relations           | 100.0%   | 87.9%     | 97.1%    |

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

Abbreviations for Missing Data

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

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

This school met 11 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                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

| Teacher Quality and Student Attendance |  |  |
|----------------------------------------|--|--|
|----------------------------------------|--|--|

|                                                                         | Our District | State |
|-------------------------------------------------------------------------|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 3.9%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 6.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 97.1%      | 94.0%           | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

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

**PACT Performance By Group**

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

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

|                              |     |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 414 | 100 | 3.4  | 25.4 | 52.3 | 18.9 | 84.7 | 71.7 | 48.2 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |     |     |
| Male                         | 214 | 100 | 4.7  | 31   | 49.8 | 14.6 | 81.2 | 65.7 | 41.7 | N/A | N/A |
| Female                       | 200 | 100 | 2    | 19.5 | 55   | 23.5 | 88.5 | 78.3 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |     |     |
| White                        | 369 | 100 | 3    | 24.9 | 53.1 | 19   | 85.9 | 75.2 | 60   | Yes | Yes |
| African American             | 16  | 100 | 12.5 | 43.8 | 43.8 | 0    | 56.3 | 48.2 | 31.7 | I/S | I/S |
| Asian/Pacific Islander       | 14  | 100 | 7.1  | 14.3 | 50   | 28.6 | 78.6 | 78.1 | 70.4 | I/S | I/S |
| Hispanic                     | 14  | 100 | 0    | 30.8 | 46.2 | 23.1 | 92.3 | 62   | 38.4 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 63.6 | 47   | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 42  | 100 | 31   | 47.6 | 19   | 2.4  | 33.3 | 27.3 | 16   | No  | Yes |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 38.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 8   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 54.5 | 36.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 27  | 100 | 14.8 | 44.4 | 33.3 | 7.4  | 59.3 | 45.3 | 34   | I/S | I/S |

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

|                              |     |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 414 | 100 | 4.6  | 24.2 | 25.7 | 45.5 | 80.9 | 71   | 45.8 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |     |     |
| Male                         | 214 | 100 | 5.6  | 22.5 | 23   | 48.8 | 80.8 | 71.2 | 45.6 | N/A | N/A |
| Female                       | 200 | 100 | 3.5  | 26   | 28.5 | 42   | 81   | 70.8 | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |     |     |
| White                        | 369 | 100 | 3.8  | 23   | 26.8 | 46.3 | 81.8 | 75   | 59   | Yes | Yes |
| African American             | 16  | 100 | 25   | 25   | 25   | 25   | 62.5 | 44.3 | 26.9 | I/S | I/S |
| Asian/Pacific Islander       | 14  | 100 | 0    | 35.7 | 0    | 64.3 | 78.6 | 78.1 | 71.3 | I/S | I/S |
| Hispanic                     | 14  | 100 | 7.7  | 46.2 | 15.4 | 30.8 | 76.9 | 58.9 | 38.1 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 72.7 | 46.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 42  | 100 | 35.7 | 38.1 | 19   | 7.1  | 33.3 | 32.5 | 17.1 | No  | Yes |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 32.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 8   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 53.4 | 38.7 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 27  | 100 | 18.5 | 40.7 | 18.5 | 22.2 | 55.6 | 43.9 | 31.4 | I/S | I/S |

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

**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 |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

**Science**

|                              |     |      |      |      |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students                 | 276 | 99.6 | 5.5  | 21.5 | 21.2 | 51.8 | 73   | 61.8 | 35.7 | 97.1 | 96.9 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |      |      |      |
| Male                         | 146 | 100  | 4.8  | 16.6 | 22.1 | 56.6 | 78.6 | 65   | 37.4 | 97.1 | 96.9 |
| Female                       | 130 | 99.2 | 6.2  | 27.1 | 20.2 | 46.5 | 66.7 | 58.3 | 33.8 | 97.1 | 97   |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |      |      |      |
| White                        | 247 | 99.6 | 4.9  | 21.5 | 21.5 | 52   | 73.6 | 66.2 | 49.2 | 97.1 | 96.9 |
| African American             | 11  | 100  | 27.3 | 27.3 | 9.1  | 36.4 | 45.5 | 34.7 | 17   | 97.6 | 97.1 |
| Asian/Pacific Islander       | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 77.8 | 58   | 97.1 | 97.5 |
| Hispanic                     | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 37   | 24.9 | 97.4 | 96.8 |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 37.4 | 96.7 | 96.4 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |      |      |      |
| Disabled                     | 28  | 96.4 | 25.9 | 29.6 | 14.8 | 29.6 | 44.4 | 27.3 | 14   | 96.4 | 96.2 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |      |      |      |
| Migrant                      | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 21.9 | N/A  | 95.6 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |      |      |      |
| Limited English Proficient   | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 34.5 | 24.4 | 97   | 97.4 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |      |      |      |
| Subsided meals               | 18  | 100  | 22.2 | 38.9 | 11.1 | 27.8 | 38.9 | 29.5 | 21.1 | 96.5 | 96.2 |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students                 | 271 | 99.6 | 4.1  | 17   | 21.5 | 57.4 | 78.9 | 59.1 | 34   | 97.1 | 96.9 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |      |      |      |
| Male                         | 136 | 100  | 5.9  | 14   | 19.1 | 61   | 80.1 | 63.3 | 36.6 | 97.1 | 96.9 |
| Female                       | 135 | 99.3 | 2.2  | 20.1 | 23.9 | 53.7 | 77.6 | 54.7 | 31.3 | 97.1 | 97   |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |      |      |      |
| White                        | 240 | 100  | 3.3  | 17.1 | 23.3 | 56.3 | 79.6 | 62.3 | 44.5 | 97.1 | 96.9 |
| African American             | 11  | 90.9 | 30   | 30   | 0    | 40   | 40   | 38.5 | 19.1 | 97.6 | 97.1 |
| Asian/Pacific Islander       | 11  | 100  | 0    | 9.1  | 9.1  | 81.8 | 90.9 | 68.3 | 58.9 | 97.1 | 97.5 |
| Hispanic                     | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 44.6 | 27.5 | 97.4 | 96.8 |
| American Indian/Alaskan      | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 32.7 | 96.7 | 96.4 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |      |      |      |
| Disabled                     | 29  | 96.6 | 21.4 | 25   | 28.6 | 25   | 53.6 | 32.6 | 14.4 | 96.4 | 96.2 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |      |      |      |
| Migrant                      | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 22.6 | N/A  | 95.6 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |      |      |      |
| Limited English Proficient   | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 29.8 | 27.3 | 97   | 97.4 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |      |      |      |
| Subsided meals               | 19  | 94.7 | 22.2 | 11.1 | 22.2 | 44.4 | 66.7 | 31.1 | 21   | 96.5 | 96.2 |

\* 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* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 137                           | 100      | 4.6           | 10.7    | 65.6         | 19.1       | 84.7                       |
|                       | 4     | 133                           | 100      | 3.1           | 18.8    | 68           | 10.2       | 78.1                       |
|                       | 5     | 154                           | 100      | 4.9           | 35.2    | 55.6         | 4.2        | 59.9                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 154                           | 100      | 1.9           | 14.3    | 55.2         | 28.6       | 83.8                       |
|                       | 4     | 133                           | 100      | 3.8           | 22.6    | 57.1         | 16.5       | 73.7                       |
|                       | 5     | 127                           | 100      | 4.8           | 42.1    | 43.7         | 9.5        | 53.2                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Mathematics           |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 137                           | 100      | 3.8           | 28.2    | 38.2         | 29.8       | 67.9                       |
|                       | 4     | 133                           | 100      | 3.1           | 20.3    | 29.7         | 46.9       | 76.6                       |
|                       | 5     | 154                           | 100      | 4.2           | 35.2    | 26.8         | 33.8       | 60.6                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 154                           | 100      | 3.2           | 31.8    | 16.9         | 48.1       | 64.9                       |
|                       | 4     | 133                           | 100      | 4.5           | 12      | 33.1         | 50.4       | 83.5                       |
|                       | 5     | 127                           | 100      | 6.3           | 27.8    | 28.6         | 37.3       | 65.9                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Science               |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 69                            | 100      | 4.6           | 35.4    | 38.5         | 21.5       | 60                         |
|                       | 4     | 133                           | 100      | 4.7           | 22.7    | 26.6         | 46.1       | 72.7                       |
|                       | 5     | 78                            | 100      | 11.4          | 31.4    | 21.4         | 35.7       | 57.1                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 79                            | 100      | 5.1           | 22.8    | 31.6         | 40.5       | 72.2                       |
|                       | 4     | 133                           | 100      | 4.5           | 21.1    | 18           | 56.4       | 74.4                       |
|                       | 5     | 64                            | 98.4     | 8.1           | 21      | 14.5         | 56.5       | 71                         |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Social Studies        |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 68                            | 100      | 0             | 22.7    | 34.8         | 42.4       | 77.3                       |
|                       | 4     | 133                           | 100      | 3.9           | 18.8    | 20.3         | 57         | 77.3                       |
|                       | 5     | 76                            | 100      | 5.6           | 29.2    | 20.8         | 44.4       | 65.3                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 75                            | 100      | 0             | 9.3     | 29.3         | 61.3       | 90.7                       |
|                       | 4     | 133                           | 100      | 3             | 18.8    | 19.5         | 58.6       | 78.2                       |
|                       | 5     | 63                            | 98.4     | 11.3          | 22.6    | 16.1         | 50         | 66.1                       |
|                       | 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