



## McCants Middle

2123 Marchbanks Avenue  
Anderson, South Carolina

|                       |                          |              |
|-----------------------|--------------------------|--------------|
| <b>Grades</b>         | 6-8 Middle School        |              |
| <b>Enrollment</b>     | 1,339 Students           |              |
| <b>Principal</b>      | Jacky Stamps             | 864-260-5145 |
| <b>Superintendent</b> | Betty T. Bagley          | 864-260-5000 |
| <b>Board Chair</b>    | Dr. William Mack Burriss | 864-224-6384 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

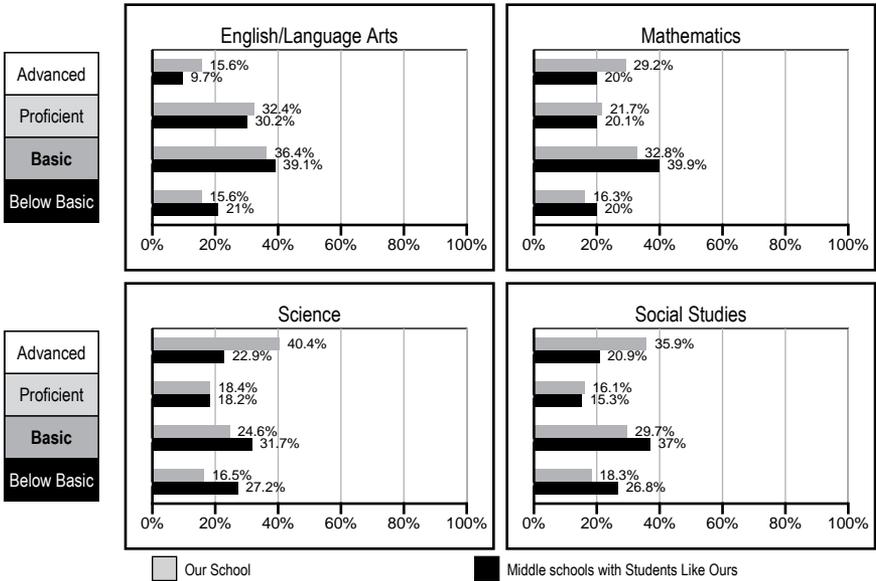
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.2%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 5    | 28      | 4             | 2       |

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

**Palmetto Achievement Challenge Tests (PACT)**



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

**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

## End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours* |
|---|-------------------|---|
| Algebra 1/Math for the Technologies 2           | 100.0             | 96.9                                    |
| English 1                                       | 100.0             | 92.8                                    |
| Physical Science                                | 0                 | 23.8                                    |
| All Subjects                                    | 100.0             | 96.5                                    |

## School Profile

|  | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| <b>Students (n=1,339)</b>  |            |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)             | 18.5%      | Down from 22.2%       | 30.7%                                  | 19.4%                |
| Retention rate   | 1.6%       | No Change             | 1.7%                                   | 1.8%                 |
| Attendance rate  | 95.6%      | Down from 96.1%       | 96.3%                                  | 95.8%                |
| Eligible for gifted and talented   | 25.6%      | Down from 26.6%       | 25.6%                                  | 15.3%                |
| With disabilities other than speech  | 13.5%      | Up from 12.3%         | 11.0%                                  | 12.9%                |
| Older than usual for grade   | 2.0%       | Up from 1.2%          | 1.6%                                   | 3.0%                 |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.7%       | Down from 0.9%        | 1.0%                                   | 0.7%                 |
| Annual dropout rate  | 0.2%       | Up from 0.0%          | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=88)</b>   |            |                       |  |                      |
| Teachers with advanced degrees   | 53.4%      | Up from 47.6%         | 59.6%                                  | 55.0%                |
| Continuing contract teachers   | 70.5%      | Up from 65.5%         | 75.4%                                  | 70.6%                |
| Teachers with emergency or provisional certificates                        | 3.9%       | Up from 2.9%          | 3.7%                                   | 5.4%                 |
| Teachers returning from previous year                                      | 82.8%      | Up from 81.2%         | 84.4%                                  | 83.4%                |
| Teacher attendance rate  | 96.2%      | Down from 97.1%       | 95.5%                                  | 94.9%                |
| Average teacher salary   | \$44,399   | Up 4.1%               | \$46,856                               | \$44,706             |
| Professional development days/teacher                                      | 15.1 days  | Up from 14.9 days     | 11.6 days                              | 11.8 days            |
| <b>School</b>  |            |                       |  |                      |
| Principal's years at school  | 12.0       | Up from 11.0          | 4.0                                    | 3.0                  |
| Student-teacher ratio in core subjects                                     | 22.6 to 1  | Up from 21.8 to 1     | 20.1 to 1                              | 20.1 to 1            |
| Prime instructional time   | 90.2%      | Down from 91.7%       | 90.2%                                  | 89.3%                |
| Opportunities in the arts  | Excellent  | No Change             | Good                                   | Good                 |
| SACS accreditation   | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences  | 95.1%      | Down from 97.5%       | 98.0%                                  | 98.0%                |
| Character development program  | Good       | Up from Average       | Good                                   | Good                 |
| Dollars spent per pupil*   | \$5,854    | Down 20.0%            | \$6,285                                | \$7,097              |
| Percent of expenditures for instruction*                                   | 66.6%      | Up from 59.0%         | 66.8%                                  | 64.4%                |
| Percent of expenditures for teacher salaries*                              | 65.5%      | Up from 55.4%         | 63.3%                                  | 59.4%                |

\* 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**

McCants Middle School is a wonderful place for our students, staff, and teachers. For the 2007-2008 school year, we continued to offer challenging and engaging instruction to our students. Excellence and high expectations remain our primary goal as we engage in continuous improvement in academic achievement. This year, our teachers put in over 1000 days of professional development activities to provide them continuous improvement in their teaching skills and professional knowledge. Teachers and administrators worked together to align the curriculum to the South Carolina Achievement Standards. We are devoted to developing strategies that encompass data from PACT and MAP scores and benchmark and teacher assessments. We continue to seek new instructional strategies to move all students to their greatest academic potential. Smooth transition from the elementary schools to the middle school is a top priority as is the transition from McCants Middle School to TL Hanna High School. This year, we made conscious efforts to ease these transitions by implementing a summer transition program for rising 6th and 9th grade students. We are also proud of our PTA and School Improvement Council. Our PTA has provided funds for instructional materials, schoolwide activities, and numerous treats that demonstrated teacher and staff appreciation. The PTA, School Improvement Council, and administrative staff continue to increase and provide opportunities for parental involvement.

We are pleased with our many commendations; however, it is our challenges toward which our greatest efforts will be directed. We will continue to focus on closing the achievement gap so all students perform at the proficient and advanced levels. Secondly, all teachers will stand up to the challenge of using data to make decisions that will improve student achievement. We will continue to work together to provide quality learning experiences for all students.

McCants Middle School is a caring organization of parents, students, teachers, and staff all of whom share a sense of school and civic pride. We, as a diverse community, value education, life, country, and faith.

Jacky R. Stamps, Principal  
 Roberta Cothran, SIC Chair

**Evaluations by Teachers, Students and Parents**

|  | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--|-----------------|------------------|-----------------|
| Number of surveys returned                             | 92              | 382              | 93              |
| Percent satisfied with learning environment            | 93.5%           | 78.8%            | 80.2%           |
| Percent satisfied with social and physical environment | 90.2%           | 79.4%            | 60.4%           |
| Percent satisfied with school-home relations           | 90.1%           | 87.8%            | 67.7%           |

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 22 out of 27 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  | 1.0%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0%         | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.6%      | 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                 | 1317 | 100 | 17.3 | 38   | 32.2 | 12.5 | 56.7 | 55   | 48.2 | Yes | Yes |
| <b>Gender</b>                |      |     |      |      |      |      |      |      |      |     |     |
| Male                         | 696  | 100 | 20.7 | 41.2 | 29.7 | 8.4  | 49.5 | 48.5 | 41.7 | N/A | N/A |
| Female                       | 621  | 100 | 13.5 | 34.4 | 34.9 | 17.1 | 64.7 | 61.8 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |      |     |      |      |      |      |      |      |      |     |     |
| White                        | 847  | 100 | 8.8  | 34.8 | 39.6 | 16.7 | 69.7 | 66.4 | 60   | Yes | Yes |
| African American             | 391  | 100 | 37.7 | 45.1 | 15.3 | 1.9  | 27   | 36.8 | 31.7 | No  | Yes |
| Asian/Pacific Islander       | 42   | 100 | 0    | 37.1 | 42.9 | 20   | 68.6 | 71.4 | 70.4 | I/S | Yes |
| Hispanic                     | 26   | 100 | 23.1 | 42.3 | 19.2 | 15.4 | 50   | 42.7 | 38.4 | I/S | I/S |
| American Indian/Alaskan      | N/A  | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 47   | I/S | I/S |
| <b>Disability Status</b>     |      |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 175  | 100 | 72.4 | 25.6 | 1.3  | 0.6  | 3.2  | 13.3 | 16   | No  | Yes |
| <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   | 50   | 100 | 18.6 | 37.2 | 30.2 | 14   | 51.2 | 43.1 | 36.9 | Yes | Yes |
| <b>Socio-Economic Status</b> |      |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 467  | 100 | 35.6 | 43.8 | 18.3 | 2.3  | 29.8 | 39.3 | 34   | No  | Yes |

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

|                              |      |     |      |      |      |      |      |      |      |     |     |
|------------------------------|------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 1318 | 100 | 17.5 | 35   | 22.8 | 24.7 | 58.3 | 54   | 45.8 | Yes | Yes |
| <b>Gender</b>                |      |     |      |      |      |      |      |      |      |     |     |
| Male                         | 696  | 100 | 18.7 | 30.9 | 24.4 | 26   | 58.9 | 53.2 | 45.6 | N/A | N/A |
| Female                       | 622  | 100 | 16.2 | 39.6 | 21   | 23.2 | 57.6 | 54.9 | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |      |     |      |      |      |      |      |      |      |     |     |
| White                        | 848  | 100 | 8.3  | 32.4 | 26.1 | 33.2 | 71.1 | 66.3 | 59   | Yes | Yes |
| African American             | 391  | 100 | 39.6 | 42.9 | 13.9 | 3.6  | 26.8 | 33.4 | 26.9 | No  | Yes |
| Asian/Pacific Islander       | 42   | 100 | 2.9  | 22.9 | 31.4 | 42.9 | 85.7 | 80.5 | 71.3 | I/S | Yes |
| Hispanic                     | 26   | 100 | 15.4 | 34.6 | 26.9 | 23.1 | 53.8 | 46.9 | 38.1 | I/S | I/S |
| American Indian/Alaskan      | N/A  | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 46.2 | I/S | I/S |
| <b>Disability Status</b>     |      |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 176  | 100 | 73.2 | 20.4 | 3.2  | 3.2  | 7.6  | 16.1 | 17.1 | No  | Yes |
| <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   | 50   | 100 | 14   | 30.2 | 23.3 | 32.6 | 65.1 | 54.6 | 38.7 | Yes | Yes |
| <b>Socio-Economic Status</b> |      |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 467  | 100 | 35.6 | 44.3 | 14   | 6.2  | 30.5 | 37.6 | 31.4 | Yes | Yes |

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

Abbreviations for Missing Data

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

**PACT Performance By Group**

|                              | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| <b>Science</b>               |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 887                           | 100      | 16.4          | 24.5    | 18.6         | 40.5       | 59.1                              | 51.9                                | 35.7                             | 95.6                   | 95.6                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 477                           | 100      | 17.2          | 22.3    | 16.8         | 43.7       | 60.5                              | 53.7                                | 37.4                             | 95.4                   | 95.5                     |
| Female                       | 410                           | 100      | 15.6          | 27      | 20.7         | 36.7       | 57.4                              | 50.1                                | 33.8                             | 95.8                   | 95.8                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 570                           | 100      | 8.2           | 20.4    | 20.6         | 50.7       | 71.4                              | 65.4                                | 49.2                             | 95.6                   | 95.5                     |
| African American             | 265                           | 100      | 36            | 34      | 13.2         | 16.8       | 30                                | 30.6                                | 17                               | 95.2                   | 95.7                     |
| Asian/Pacific Islander       | 29                            | 100      | 0             | 16      | 28           | 56         | 84                                | 70.4                                | 58                               | 97.3                   | 96.8                     |
| Hispanic                     | 16                            | 100      | 12.5          | 31.3    | 18.8         | 37.5       | 56.3                              | 53.1                                | 24.9                             | 96.6                   | 96                       |
| American Indian/Alaskan      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 37.4                             | N/A                    | 98.5                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 120                           | 100      | 61.8          | 24.5    | 5.5          | 8.2        | 13.6                              | 15.8                                | 14                               | 93.6                   | 94.5                     |
| <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                    | 98.3                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 30                            | 100      | 19.2          | 19.2    | 26.9         | 34.6       | 61.5                              | 55.9                                | 24.4                             | 96.5                   | 96.5                     |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | 319                           | 100      | 34            | 33.7    | 16.5         | 15.8       | 32.3                              | 35.9                                | 21.1                             | 94.2                   | 94.9                     |
| <b>Social Studies</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 881                           | 100      | 18.3          | 29.7    | 16.1         | 35.9       | 52.1                              | 46.8                                | 34                               | 95.6                   | 95.6                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 468                           | 100      | 18.1          | 27.1    | 16.3         | 38.6       | 54.9                              | 48.6                                | 36.6                             | 95.4                   | 95.5                     |
| Female                       | 413                           | 100      | 18.5          | 32.5    | 16           | 33         | 49                                | 44.8                                | 31.3                             | 95.8                   | 95.8                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 547                           | 100      | 12.4          | 25      | 17.4         | 45.2       | 62.7                              | 56.8                                | 44.5                             | 95.6                   | 95.5                     |
| African American             | 278                           | 100      | 32.8          | 42.9    | 11.6         | 12.7       | 24.3                              | 28.7                                | 19.1                             | 95.2                   | 95.7                     |
| Asian/Pacific Islander       | 30                            | 100      | 3.8           | 11.5    | 30.8         | 53.8       | 84.6                              | 73.1                                | 58.9                             | 97.3                   | 96.8                     |
| Hispanic                     | 17                            | 100      | 5.9           | 17.6    | 23.5         | 52.9       | 76.5                              | 50                                  | 27.5                             | 96.6                   | 96                       |
| American Indian/Alaskan      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 32.7                             | N/A                    | 98.5                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 120                           | 100      | 65.4          | 25.2    | 4.7          | 4.7        | 9.3                               | 15.4                                | 14.4                             | 93.6                   | 94.5                     |
| <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                    | 98.3                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 36                            | 100      | 9.4           | 18.8    | 15.6         | 56.3       | 71.9                              | 54.5                                | 27.3                             | 96.5                   | 96.5                     |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | 312                           | 100      | 32.9          | 39      | 11.9         | 16.3       | 28.1                              | 31.4                                | 21                               | 94.2                   | 94.9                     |

\* 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     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 4     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 5     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 6     | 435                           | 100      | 23.4          | 30      | 34.6         | 12         | 46.6                       |
|                              | 7     | 438                           | 99.8     | 21.6          | 34.8    | 35.6         | 8          | 43.5                       |
|                              | 8     | 432                           | 99.8     | 21.1          | 46.5    | 28.4         | 4          | 32.3                       |
| <b>2008</b>                  | 3     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 4     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 5     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 6     | 442                           | 100      | 16.7          | 33.6    | 35           | 14.8       | 49.8                       |
|                              | 7     | 450                           | 100      | 19.4          | 37.9    | 31.4         | 11.3       | 42.7                       |
|                              | 8     | 425                           | 100      | 15.7          | 42.8    | 30.1         | 11.4       | 41.5                       |
| <b>Mathematics</b>           |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 4     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 5     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 6     | 435                           | 100      | 22.4          | 24.6    | 26.6         | 26.3       | 52.9                       |
|                              | 7     | 438                           | 99.8     | 19.9          | 39.6    | 17.7         | 22.9       | 40.5                       |
|                              | 8     | 432                           | 99.8     | 21.9          | 44.3    | 20.4         | 13.4       | 33.8                       |
| <b>2008</b>                  | 3     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 4     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 5     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 6     | 442                           | 100      | 18.1          | 26.9    | 23.6         | 31.4       | 55                         |
|                              | 7     | 450                           | 100      | 19.2          | 36      | 19.4         | 25.4       | 44.8                       |
|                              | 8     | 426                           | 100      | 15.1          | 42.4    | 25.6         | 16.9       | 42.4                       |
| <b>Science</b>               |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 4     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 5     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 6     | 218                           | 100      | 25.8          | 22      | 13.9         | 38.3       | 52.2                       |
|                              | 7     | 438                           | 99.5     | 18.7          | 26.2    | 23.9         | 31.2       | 55.1                       |
|                              | 8     | 215                           | 99.5     | 17.9          | 33.8    | 24.9         | 23.4       | 48.3                       |
| <b>2008</b>                  | 3     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 4     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 5     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 6     | 222                           | 100      | 19.5          | 17.6    | 17.6         | 45.2       | 62.9                       |
|                              | 7     | 450                           | 100      | 15.7          | 27.7    | 16.2         | 40.4       | 56.6                       |
|                              | 8     | 215                           | 100      | 14.9          | 24.8    | 24.8         | 35.6       | 60.4                       |
| <b>Social Studies</b>        |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 4     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 5     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 6     | 217                           | 100      | 10.9          | 22.8    | 21.3         | 45         | 66.3                       |
|                              | 7     | 438                           | 99.8     | 26.1          | 32.8    | 13.9         | 27.1       | 41                         |
|                              | 8     | 217                           | 99.5     | 21.4          | 48.8    | 15.9         | 13.9       | 29.9                       |
| <b>2008</b>                  | 3     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 4     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 5     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 6     | 221                           | 100      | 7.6           | 22.9    | 18.1         | 51.4       | 69.5                       |
|                              | 7     | 449                           | 100      | 25.5          | 27.3    | 11.3         | 35.9       | 47.2                       |
|                              | 8     | 211                           | 100      | 13.9          | 41.8    | 24.4         | 19.9       | 44.3                       |

Abbreviations for Missing Data

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