



## Schofield Middle

224 Kershaw Street NE  
Aiken, South Carolina

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | 6-8 Middle School     |              |
| <b>Enrollment</b>     | 638 Students          |              |
| <b>Principal</b>      | Carl White            | 803-641-2770 |
| <b>Superintendent</b> | Dr. Elizabeth Everitt | 803-641-2428 |
| <b>Board Chair</b>    | Dr. Christine Sanders | 803-663-1703 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

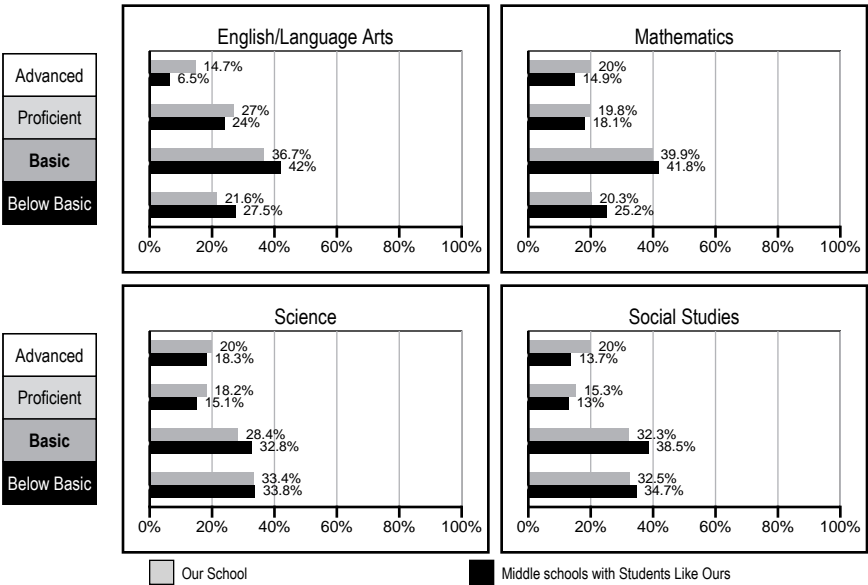
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.8%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 0    | 16      | 20            | 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             | 97.8                                    |
| English 1                                       | 100.0             | 96.7                                    |
| Physical Science                                | 0                 | 49.8                                    |
| All Subjects                                    | 100.0             | 97.0                                    |

## School Profile

|  | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| <b>Students (n=638)</b>  |            |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)             | 34.5%      | Down from 35.1%       | 29.4%                                  | 19.4%                |
| Retention rate   | 1.9%       | Down from 2.0%        | 1.7%                                   | 1.8%                 |
| Attendance rate  | 95.7%      | Up from 95.4%         | 95.8%                                  | 95.8%                |
| Eligible for gifted and talented   | 25.3%      | Down from 30.6%       | 18.8%                                  | 15.3%                |
| With disabilities other than speech  | 11.0%      | Up from 10.9%         | 13.2%                                  | 12.9%                |
| Older than usual for grade   | 3.1%       | Up from 2.5%          | 2.6%                                   | 3.0%                 |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 1.4%       | Up from 1.1%          | 0.8%                                   | 0.7%                 |
| Annual dropout rate  | 0.4%       | Up from 0.0%          | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=42)</b>   |            |                       |  |                      |
| Teachers with advanced degrees   | 35.7%      | Down from 40.5%       | 56.7%                                  | 55.0%                |
| Continuing contract teachers   | 66.7%      | Down from 69.0%       | 75.2%                                  | 70.6%                |
| Teachers with emergency or provisional certificates                        | 7.9%       | Down from 8.3%        | 5.0%                                   | 5.4%                 |
| Teachers returning from previous year                                      | 89.2%      | Down from 90.0%       | 86.8%                                  | 83.4%                |
| Teacher attendance rate  | 95.5%      | Up from 95.1%         | 95.0%                                  | 94.9%                |
| Average teacher salary   | \$45,068   | Up 0.2%               | \$45,357                               | \$44,706             |
| Professional development days/teacher                                      | 12.5 days  | Up from 8.2 days      | 13.2 days                              | 11.8 days            |
| <b>School</b>  |            |                       |  |                      |
| Principal's years at school  | 1.0        | Down from 11.0        | 3.0                                    | 3.0                  |
| Student-teacher ratio in core subjects                                     | 23.1 to 1  | Down from 25.5 to 1   | 21.9 to 1                              | 20.1 to 1            |
| Prime instructional time   | 90.2%      | Up from 89.3%         | 89.1%                                  | 89.3%                |
| Opportunities in the arts  | Fair       | Down from Good        | Good                                   | Good                 |
| SACS accreditation   | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences  | 83.3%      | Down from 87.1%       | 98.9%                                  | 98.0%                |
| Character development program  | Good       | Up from Below Average | Good                                   | Good                 |
| Dollars spent per pupil*   | \$5,937    | Down 1.5%             | \$6,613                                | \$7,097              |
| Percent of expenditures for instruction*                                   | 66.8%      | Up from 65.3%         | 63.7%                                  | 64.4%                |
| Percent of expenditures for teacher salaries*                              | 61.5%      | Up from 60.3%         | 60.1%                                  | 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

Schofield Middle School has a proud and rich history so we focus each day on contributions to this lasting legacy. It is our goal that every child learns and grows into productive citizens. Schofield Middle, a Title One school, has shown remarkable achievements this school year. Teachers and staff members promoted a climate that fostered success for every student. Our rigorous academic programs were aligned with state standards and every attempt was made to develop well-rounded students. Schofield Middle offered French, German, and Spanish. Students requested courses such as Art, Band, Keyboarding, Physical Education, Strings, Home Arts, or the Synergistic lab. Schofield Middle's mission is to provide a challenging academic program for our students in a safe, caring school environment, thus, facilitating a smooth transition from elementary to high school.

Schofield Middle School made significant progress during the 2007-2008 school year. Outstanding achievements included 28 Junior Scholars, 30 National Junior Beta Inductees, Academic Team County Champions, Football County Champions, Girls Basketball County Champions, first place Math Counts Chapter Team Completion, eighth place finish at the Math Counts State Completion, \$28,000 received from Raytheon Math Moves U Competition, nine students selected for the state level of the 2008 National History Day, one student selected for the National History Day, two students named in the Duke Talent Identification Program, one student selected for the All-State Band, sixteen students selected for the Region Band, thirty-nine students selected for All-County Band. In the Morris Museum Combining and Voices Literary Competition, Schofield students won first and second place in prose and poetry. Our Lego Robotics team promoted problem solving, research, and teamwork.

During 2007-2008, the school received an accreditation recommendation from AdvanceED (SACS). Upon receiving the accreditation, Schofield celebrated its achievement with the school community. Schofield's success was due to each stakeholder's dedication and personal involvement.

We are thankful for the support of parents, volunteers, community partners, district staff members, and the local school board. Together we will continue to build a lasting legacy at Schofield Middle School.

Carl White, Principal  
Ann Jones, SIC Chairperson

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 39       | 200       | 94       |
| Percent satisfied with learning environment            | 94.9%    | 83.4%     | 80.9%    |
| Percent satisfied with social and physical environment | 100.0%   | 86.7%     | 80.4%    |
| Percent satisfied with school-home relations           | 89.7%    | 89.8%     | 75.8%    |

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

Abbreviations for Missing Data

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**School Adequate Yearly Progress**

NO

This school met 15 out of 21 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**

Restructure

**School Improvement Key**

|              |   |
|--------------|---|
| <b>NI</b>    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| <b>CSI</b>   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| <b>CA</b>    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| <b>RP</b>    | 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. |
| <b>R</b>     | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.   |
| <b>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."      |

**Teacher Quality and Student Attendance**

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.4%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 1.0%         | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 2.5%       | 0.0%            | No                  |
| Student attendance rate                         | 95.7%      | 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                 | 623 | 99.5 | 23.2 | 39   | 25.9 | 11.9 | 48.6 | 49.8 | 48.2 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |      |     |     |
| Male                         | 339 | 99.4 | 28.6 | 40.7 | 22.4 | 8.4  | 44.1 | 43.8 | 41.7 | N/A | N/A |
| Female                       | 284 | 99.7 | 16.6 | 37   | 30.2 | 16.2 | 54   | 56.3 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |      |     |     |
| White                        | 276 | 99.6 | 6.4  | 31.4 | 38.6 | 23.5 | 76.5 | 59.8 | 60   | Yes | Yes |
| African American             | 325 | 99.4 | 38.2 | 45.2 | 15   | 1.7  | 23.6 | 33.8 | 31.7 | No  | Yes |
| Asian/Pacific Islander       | 6   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 75   | 70.4 | I/S | I/S |
| Hispanic                     | 13  | 100  | 30.8 | 46.2 | 15.4 | 7.7  | 38.5 | 39.7 | 38.4 | I/S | I/S |
| American Indian/Alaskan      | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 75   | 47   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |      |     |     |
| Disabled                     | 67  | 100  | 79.3 | 17.2 | 1.7  | 1.7  | 5.2  | 15.2 | 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   | 12  | 100  | 33.3 | 50   | 16.7 | 0    | 25   | 43   | 36.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 326 | 99.1 | 38.1 | 46.7 | 12.9 | 2.3  | 22.8 | 35.8 | 34   | No  | Yes |

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

|                              |     |      |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 623 | 99.7 | 22.1 | 42.7 | 18.7 | 16.5 | 44.6 | 46.9 | 45.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |      |     |     |
| Male                         | 339 | 99.7 | 24.1 | 37.8 | 20.1 | 18   | 44.9 | 47.9 | 45.6 | N/A | N/A |
| Female                       | 284 | 99.7 | 19.6 | 48.7 | 17   | 14.7 | 44.2 | 45.7 | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |      |     |     |
| White                        | 276 | 99.6 | 8.3  | 31.1 | 27.7 | 33   | 70.5 | 57.2 | 59   | Yes | Yes |
| African American             | 325 | 99.7 | 35.1 | 52   | 10.3 | 2.6  | 21.5 | 29.7 | 26.9 | No  | Yes |
| Asian/Pacific Islander       | 6   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 78.3 | 71.3 | I/S | I/S |
| Hispanic                     | 13  | 100  | 15.4 | 69.2 | 7.7  | 7.7  | 30.8 | 40.1 | 38.1 | I/S | I/S |
| American Indian/Alaskan      | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 62.5 | 46.2 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |      |     |     |
| Disabled                     | 67  | 100  | 79.3 | 17.2 | 0    | 3.4  | 5.2  | 15.8 | 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   | 12  | 100  | 16.7 | 75   | 8.3  | 0    | 25   | 42.9 | 38.7 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 326 | 99.4 | 34.7 | 50.2 | 10.2 | 5    | 23.1 | 32.8 | 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                 | 418                           | 99.5     | 33.2          | 28.4    | 18.3         | 20.1       | 38.3                              | 34.1                                | 35.7                             | 95.7                   | 95.9                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 230                           | 100      | 36.1          | 26      | 15.5         | 22.4       | 37.9                              | 36.6                                | 37.4                             | 95.7                   | 95.8                     |
| Female                       | 188                           | 98.9     | 29.7          | 31.4    | 21.7         | 17.1       | 38.9                              | 31.3                                | 33.8                             | 95.7                   | 96.1                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 186                           | 99.5     | 10.2          | 22      | 28.2         | 39.5       | 67.8                              | 45.2                                | 49.2                             | 97                     | 95.9                     |
| African American             | 215                           | 99.5     | 54            | 34      | 9            | 3          | 12                                | 16.4                                | 17                               | 94.6                   | 95.9                     |
| Asian/Pacific Islander       | 4                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 55.9                                | 58                               | 98.4                   | 97.6                     |
| Hispanic                     | 10                            | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 24                                  | 24.9                             | 95.2                   | 96.2                     |
| American Indian/Alaskan      | 2                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 58.8                                | 37.4                             | 93.5                   | 95.8                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 47                            | 100      | 84.6          | 10.3    | 2.6          | 2.6        | 5.1                               | 12.8                                | 14                               | 94.4                   | 94.9                     |
| <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                    | 96.5                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 9                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 28                                  | 24.4                             | 94.8                   | 96.5                     |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsidized meals             | 214                           | 99.1     | 51.3          | 33.2    | 10.6         | 5          | 15.6                              | 20.4                                | 21.1                             | 94.3                   | 95.2                     |
| <b>Social Studies</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 423                           | 99.8     | 32.3          | 32.3    | 15.3         | 20.1       | 35.3                              | 30.3                                | 34                               | 95.7                   | 95.9                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 230                           | 99.6     | 33            | 29.9    | 15.4         | 21.7       | 37.1                              | 33.8                                | 36.6                             | 95.7                   | 95.8                     |
| Female                       | 193                           | 100      | 31.5          | 35.4    | 15.2         | 18         | 33.1                              | 26.5                                | 31.3                             | 95.7                   | 96.1                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 194                           | 100      | 12.8          | 28.3    | 23.5         | 35.3       | 58.8                              | 38.6                                | 44.5                             | 97                     | 95.9                     |
| African American             | 215                           | 99.5     | 51.5          | 35.4    | 7.1          | 6.1        | 13.1                              | 17                                  | 19.1                             | 94.6                   | 95.9                     |
| Asian/Pacific Islander       | 3                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 56.1                                | 58.9                             | 98.4                   | 97.6                     |
| Hispanic                     | 8                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 20.3                                | 27.5                             | 95.2                   | 96.2                     |
| American Indian/Alaskan      | 2                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 53.3                                | 32.7                             | 93.5                   | 95.8                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 39                            | 100      | 73.5          | 20.6    | 2.9          | 2.9        | 5.9                               | 10.7                                | 14.4                             | 94.4                   | 94.9                     |
| <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                    | 96.5                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 6                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 23.9                                | 27.3                             | 94.8                   | 96.5                     |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsidized meals             | 216                           | 99.5     | 50.8          | 35.7    | 7.5          | 6          | 13.6                              | 18.6                                | 21                               | 94.3                   | 95.2                     |

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

Abbreviations for Missing Data

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

## PACT Performance By Grade Level

|                              | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|------------------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| <b>English/Language Arts</b> |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | 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     | 232                           | 99.6     | 22.1          | 34.7    | 31           | 12.2       | 43.2                       |
|                              | 7     | 223                           | 99.1     | 29            | 36.2    | 24.2         | 10.6       | 34.8                       |
|                              | 8     | 242                           | 97.5     | 20.6          | 37.7    | 31.1         | 10.5       | 41.7                       |
| <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     | 197                           | 99       | 31.4          | 42.2    | 18.4         | 8.1        | 26.5                       |
|                              | 7     | 219                           | 99.5     | 16.5          | 38.8    | 32.5         | 12.1       | 44.7                       |
|                              | 8     | 207                           | 100      | 22.4          | 36.2    | 26           | 15.3       | 41.3                       |
| <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     | 232                           | 99.6     | 17.8          | 28.2    | 33.8         | 20.2       | 54                         |
|                              | 7     | 223                           | 98.7     | 26.2          | 35.9    | 19.4         | 18.4       | 37.9                       |
|                              | 8     | 242                           | 98.4     | 27.1          | 45.9    | 19.2         | 7.9        | 27.1                       |
| <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     | 197                           | 99       | 29.2          | 28.6    | 21.6         | 20.5       | 42.2                       |
|                              | 7     | 219                           | 100      | 15            | 48.8    | 15           | 21.3       | 36.2                       |
|                              | 8     | 207                           | 100      | 23            | 49.5    | 19.9         | 7.7        | 27.6                       |
| <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     | 116                           | 99.1     | 28.6          | 24.8    | 21           | 25.7       | 46.7                       |
|                              | 7     | 223                           | 98.7     | 31.6          | 30.1    | 18           | 20.4       | 38.3                       |
|                              | 8     | 121                           | 98.4     | 34.2          | 31.6    | 15.8         | 18.4       | 34.2                       |
| <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     | 97                            | 99       | 50.5          | 20.9    | 17.6         | 11         | 28.6                       |
|                              | 7     | 219                           | 99.5     | 25.2          | 32.5    | 19.9         | 22.3       | 42.2                       |
|                              | 8     | 102                           | 100      | 34            | 26.8    | 15.5         | 23.7       | 39.2                       |
| <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     | 116                           | 100      | 11.1          | 35.2    | 24.1         | 29.6       | 53.7                       |
|                              | 7     | 223                           | 98.7     | 35.4          | 35.4    | 14.1         | 15         | 29.1                       |
|                              | 8     | 119                           | 99.2     | 31.6          | 54.4    | 9.6          | 4.4        | 14                         |
| <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     | 99                            | 100      | 21.3          | 33      | 17           | 28.7       | 45.7                       |
|                              | 7     | 219                           | 99.5     | 36.4          | 25.2    | 16           | 22.3       | 38.3                       |
|                              | 8     | 105                           | 100      | 34.3          | 46.5    | 12.1         | 7.1        | 19.2                       |

Abbreviations for Missing Data

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