



## Blythewood Middle

2351 Longtown Road East  
Blythewood, South

|                       |                     |              |
|-----------------------|---------------------|--------------|
| <b>Grades</b>         | 6-8 Middle School   |              |
| <b>Enrollment</b>     | 960 Students        |              |
| <b>Principal</b>      | Nancy J. Gregory    | 803-691-6850 |
| <b>Superintendent</b> | Dr. Stephen Hefner  | 803-787-1910 |
| <b>Board Chair</b>    | Stephen Shellenberg | 803-736-5530 |

# 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>Below Average</b> |
| 2007        | Average         | At-Risk              |
| 2006        | Good            | Below Average        |
| 2005        | Good            | Below Average        |
| 2004        | Good            | 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**

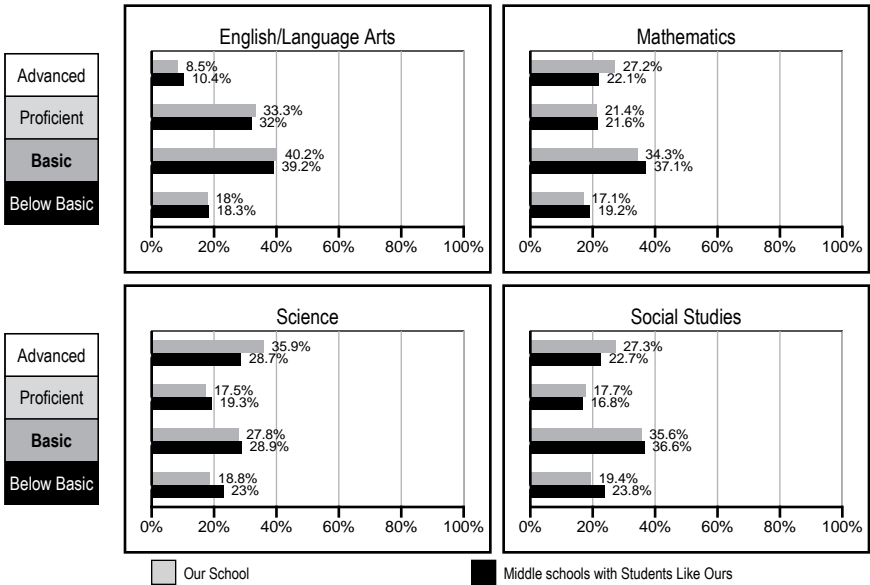
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.3%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 6    | 9       | 0             | 1       |

\* 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             | 95.5                                    |
| English 1                                       | 0                 | 95.6                                    |
| Physical Science                                | 0                 | 50.0                                    |
| All Subjects                                    | 100.0             | 95.7                                    |

## School Profile

|  | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| <b>Students (n=960)</b>  |            |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)             | 66.8%      | Up from 49.5%         | 35.5%                                  | 19.4%                |
| Retention rate   | 1.6%       | Down from 1.8%        | 1.2%                                   | 1.8%                 |
| Attendance rate  | 96.7%      | Up from 96.5%         | 96.7%                                  | 95.8%                |
| Eligible for gifted and talented   | 25.6%      | No Change             | 27.6%                                  | 15.3%                |
| With disabilities other than speech  | 8.9%       | Down from 9.5%        | 8.9%                                   | 12.9%                |
| Older than usual for grade   | 1.1%       | Up from 0.9%          | 1.0%                                   | 3.0%                 |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 1.7%       | Down from 2.5%        | 1.0%                                   | 0.7%                 |
| Annual dropout rate  | 0.0%       | Down from 0.2%        | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=63)</b>   |            |                       |  |                      |
| Teachers with advanced degrees   | 73.0%      | Down from 76.6%       | 59.4%                                  | 55.0%                |
| Continuing contract teachers   | 66.7%      | Down from 79.7%       | 75.0%                                  | 70.6%                |
| Teachers with emergency or provisional certificates                        | 3.9%       | Up from 3.6%          | 3.4%                                   | 5.4%                 |
| Teachers returning from previous year                                      | 85.3%      | Up from 82.2%         | 85.3%                                  | 83.4%                |
| Teacher attendance rate  | 95.3%      | Down from 96.7%       | 95.3%                                  | 94.9%                |
| Average teacher salary   | \$47,758   | Down 1.8%             | \$45,980                               | \$44,706             |
| Professional development days/teacher                                      | 15.4 days  | No Change             | 10.8 days                              | 11.8 days            |
| <b>School</b>  |            |                       |  |                      |
| Principal's years at school  | 9.0        | Up from 8.0           | 7.0                                    | 3.0                  |
| Student-teacher ratio in core subjects                                     | 19.0 to 1  | Down from 23.4 to 1   | 22.0 to 1                              | 20.1 to 1            |
| Prime instructional time   | 90.5%      | Down from 92.1%       | 90.1%                                  | 89.3%                |
| Opportunities in the arts  | Good       | No Change             | Good                                   | Good                 |
| SACS accreditation   | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences  | 78.5%      | Up from 73.9%         | 95.3%                                  | 98.0%                |
| Character development program  | Excellent  | No Change             | Excellent                              | Good                 |
| Dollars spent per pupil*   | \$6,571    | Down 6.0%             | \$6,292                                | \$7,097              |
| Percent of expenditures for instruction*                                   | 70.0%      | Up from 68.5%         | 65.7%                                  | 64.4%                |
| Percent of expenditures for teacher salaries*                              | 66.3%      | Up from 64.9%         | 60.9%                                  | 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

At Blythewood Middle School, the school and community support each other producing an environment that maximizes the intellectual, physical and emotional growth of our students. We are committed to the development of the unique potential of each student through a comprehensive and challenging academic program that embraces the best of traditional and innovative practices.

We were proud to be named as a School to Watch by the National Forum for Middle Grades Reform earlier this year. This prestigious national honor was based on a rigorous review of our school in the areas of academic excellence, developmental responsiveness, social equity and structures. Blythewood Middle becomes one of three schools in the state to receive this honor along with 123 schools nationwide.

We were also recognized this year for our outstanding literacy program by being named as a finalist for the state's Exemplary Reading Award along with efforts in closing the achievement gap by the Education Oversight Committee. Our Teacher of the Year, Sherri Whitlock, served as the District Teacher of the Year, while Mrs. Nancy Donny was recognized as one of the state's top reading teachers.

Our students continued to excel at local, state, and national competitions throughout the 2007-2008 school year, maintaining a tradition of excellence. Students sustained efforts to make significant contributions to our community through service projects. This year we expanded our scope to the international arena through a service project in Haiti.

Blythewood Middle School continues to offer students a tailored academic program of study to meet their individual needs. We encourage your participation in school activities and appreciate your continued support as we work together to provide the best educational opportunities for our students.

Nancy Gregory, Principal  
Rodney Reid, SIC Chairperson

### Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 50       | 220       | 127      |
| Percent satisfied with learning environment            | 98.0%    | 84.3%     | 89.3%    |
| Percent satisfied with social and physical environment | 100.0%   | 81.1%     | 84.9%    |
| Percent satisfied with school-home relations           | 100.0%   | 84.3%     | 78.6%    |

\* Only students at the highest middle 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   /S–Insufficient Sample

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

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  | 0.8%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 1.6%         | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.7%      | 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                 | 948 | 99.9 | 17.8 | 40.1 | 33.1 | 8.9  | 54.6 | 54.9 | 48.2 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |      |     |     |
| Male                         | 464 | 99.8 | 25.8 | 41.4 | 26.5 | 6.3  | 44.6 | 47.6 | 41.7 | N/A | N/A |
| Female                       | 484 | 100  | 10.3 | 38.8 | 39.5 | 11.4 | 64.2 | 62.6 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |      |     |     |
| White                        | 478 | 100  | 10   | 31.6 | 45.1 | 13.3 | 69.3 | 75.1 | 60   | Yes | Yes |
| African American             | 417 | 99.8 | 26.1 | 49.5 | 20.6 | 3.8  | 38.4 | 44.1 | 31.7 | No  | Yes |
| Asian/Pacific Islander       | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 74.4 | 70.4 | I/S | I/S |
| Hispanic                     | 39  | 100  | 30.8 | 41   | 23.1 | 5.1  | 43.6 | 45.4 | 38.4 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 47   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |      |     |     |
| Disabled                     | 85  | 100  | 65.1 | 21.7 | 7.2  | 6    | 19.3 | 20.4 | 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   | 17  | 100  | 41.2 | 35.3 | 23.5 | 0    | 35.3 | 51.6 | 36.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 273 | 99.6 | 33.2 | 48.5 | 17.6 | 0.8  | 30.9 | 37.4 | 34   | No  | Yes |

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

|                              |     |      |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 947 | 99.9 | 18.7 | 37.5 | 21.6 | 22.2 | 53.6 | 50   | 45.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |      |     |     |
| Male                         | 463 | 99.8 | 23.1 | 36.7 | 16.6 | 23.6 | 49   | 48.2 | 45.6 | N/A | N/A |
| Female                       | 484 | 100  | 14.6 | 38.2 | 26.4 | 20.8 | 57.9 | 51.9 | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |      |     |     |
| White                        | 477 | 100  | 10.3 | 28.6 | 26.4 | 34.7 | 68.8 | 73.9 | 59   | Yes | Yes |
| African American             | 417 | 99.8 | 29.4 | 45.5 | 16.6 | 8.5  | 37.7 | 37   | 26.9 | No  | Yes |
| Asian/Pacific Islander       | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 79.1 | 71.3 | I/S | I/S |
| Hispanic                     | 39  | 100  | 12.8 | 59   | 17.9 | 10.3 | 35.9 | 40.6 | 38.1 | I/S | I/S |
| American Indian/Alaskan      | 1   | 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                     | 85  | 100  | 63.9 | 24.1 | 9.6  | 2.4  | 15.7 | 20.9 | 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   | 17  | 100  | 5.9  | 64.7 | 17.6 | 11.8 | 35.3 | 51.5 | 38.7 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 273 | 99.6 | 32.1 | 46.6 | 14.9 | 6.5  | 31.3 | 32.2 | 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                 | 638                           | 99.8     | 18.8          | 27.6    | 18           | 35.6       | 53.6                              | 43                                  | 35.7                             | 96.7                   | 97.3                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 297                           | 99.7     | 23.6          | 21.1    | 15.8         | 39.4       | 55.3                              | 44.2                                | 37.4                             | 96.6                   | 97.2                     |
| Female                       | 341                           | 100      | 14.6          | 33.2    | 19.8         | 32.3       | 52.1                              | 41.8                                | 33.8                             | 96.8                   | 97.5                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 322                           | 100      | 8.8           | 20.5    | 18.9         | 51.8       | 70.7                              | 68.8                                | 49.2                             | 96.5                   | 97.2                     |
| African American             | 282                           | 99.7     | 29.9          | 35.4    | 16.6         | 18.1       | 34.7                              | 29.1                                | 17                               | 97                     | 97.4                     |
| Asian/Pacific Islander       | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 65.2                                | 58                               | 96.5                   | 98                       |
| Hispanic                     | 28                            | 100      | 25            | 32.1    | 21.4         | 21.4       | 42.9                              | 37.1                                | 24.9                             | 96.1                   | 96.8                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 37.4                             | 97.8                   | 96.5                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 50                            | 100      | 62.5          | 22.9    | 8.3          | 6.3        | 14.6                              | 18.6                                | 14                               | 95                     | 96.5                     |
| <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                    | 99.4                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 10                            | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 43.8                                | 24.4                             | 95.9                   | 97.2                     |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | 176                           | 99.4     | 33.3          | 37.5    | 13.7         | 15.5       | 29.2                              | 24.7                                | 21.1                             | 95.7                   | 96.8                     |
| <b>Social Studies</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 633                           | 99.8     | 19.2          | 35.7    | 17.6         | 27.5       | 45.1                              | 42.9                                | 34                               | 96.7                   | 97.3                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 310                           | 99.7     | 20.5          | 32.4    | 15.4         | 31.7       | 47.1                              | 44.7                                | 36.6                             | 96.6                   | 97.2                     |
| Female                       | 323                           | 100      | 18.1          | 38.7    | 19.7         | 23.5       | 43.2                              | 40.9                                | 31.3                             | 96.8                   | 97.5                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 318                           | 100      | 11.5          | 29.5    | 21.3         | 37.7       | 59                                | 62.5                                | 44.5                             | 96.5                   | 97.2                     |
| African American             | 284                           | 99.7     | 27.9          | 41.6    | 13.4         | 17.1       | 30.5                              | 31.9                                | 19.1                             | 97                     | 97.4                     |
| Asian/Pacific Islander       | 4                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 67.9                                | 58.9                             | 96.5                   | 98                       |
| Hispanic                     | 22                            | 100      | 27.3          | 40.9    | 18.2         | 13.6       | 31.8                              | 37.4                                | 27.5                             | 96.1                   | 96.8                     |
| American Indian/Alaskan      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 32.7                             | 97.8                   | 96.5                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 56                            | 100      | 45.5          | 32.7    | 9.1          | 12.7       | 21.8                              | 21.3                                | 14.4                             | 95                     | 96.5                     |
| <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                    | 99.4                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 14                            | 100      | 28.6          | 28.6    | 28.6         | 14.3       | 42.9                              | 45.9                                | 27.3                             | 95.9                   | 97.2                     |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | 189                           | 100      | 33.9          | 43.9    | 11.7         | 10.6       | 22.2                              | 25.3                                | 21                               | 95.7                   | 96.8                     |

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

Abbreviations for Missing Data

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

## PACT Performance By Grade Level

|                              | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|------------------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| <b>English/Language Arts</b> |       |                               |          |               |         |              |            |                            |
| <b>2007</b>                  | 3     | 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     | 338                           | 100      | 16.9          | 37.5    | 35.6         | 10         | 45.6                       |
|                              | 7     | 319                           | 99.7     | 22.3          | 41.2    | 31.3         | 5.2        | 36.4                       |
|                              | 8     | 342                           | 100      | 14.1          | 49.8    | 30.7         | 5.4        | 36.1                       |
| <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     | 337                           | 99.7     | 18.2          | 36.7    | 34           | 11.1       | 45.1                       |
|                              | 7     | 327                           | 100      | 16.3          | 42.9    | 34.6         | 6.1        | 40.7                       |
|                              | 8     | 284                           | 100      | 19.1          | 40.8    | 30.5         | 9.6        | 40.1                       |
| <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     | 338                           | 100      | 15.3          | 25.9    | 37.2         | 21.6       | 58.8                       |
|                              | 7     | 319                           | 99.7     | 16.2          | 41.9    | 19.9         | 22         | 41.9                       |
|                              | 8     | 342                           | 100      | 16.9          | 52.4    | 16.6         | 14.1       | 30.7                       |
| <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     | 337                           | 99.7     | 18.8          | 29.3    | 27.2         | 24.7       | 51.9                       |
|                              | 7     | 326                           | 100      | 16.4          | 37.6    | 20.9         | 25.1       | 46                         |
|                              | 8     | 284                           | 100      | 21.3          | 47.1    | 15.8         | 15.8       | 31.6                       |
| <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     | 168                           | 100      | 27.3          | 23.3    | 27.3         | 22         | 49.3                       |
|                              | 7     | 319                           | 99.7     | 22.5          | 30.9    | 25.3         | 21.4       | 46.7                       |
|                              | 8     | 172                           | 93.6     | 23.4          | 36.6    | 17.2         | 22.8       | 40                         |
| <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     | 171                           | 99.4     | 27.4          | 23.8    | 14.6         | 34.1       | 48.8                       |
|                              | 7     | 326                           | 100      | 13.2          | 27.7    | 18.6         | 40.5       | 59.2                       |
|                              | 8     | 141                           | 100      | 21.2          | 32.1    | 20.4         | 26.3       | 46.7                       |
| <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     | 176                           | 99.4     | 14.1          | 33.7    | 23.3         | 28.8       | 52.1                       |
|                              | 7     | 319                           | 99.1     | 36.7          | 36      | 11.3         | 15.9       | 27.2                       |
|                              | 8     | 171                           | 99.4     | 15.4          | 57.7    | 17.3         | 9.6        | 26.9                       |
| <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     | 166                           | 100      | 11.9          | 22.5    | 23.8         | 41.9       | 65.6                       |
|                              | 7     | 324                           | 100      | 25.6          | 36.9    | 12           | 25.6       | 37.5                       |
|                              | 8     | 143                           | 99.3     | 13.4          | 48.5    | 23.1         | 14.9       | 38.1                       |

Abbreviations for Missing Data

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