



## Myles W Whitlock Junior High

364 Successful Way  
Spartanburg, South

|                       |                          |              |
|-----------------------|--------------------------|--------------|
| <b>Grades</b>         | 7-9 Middle School        |              |
| <b>Enrollment</b>     | 361 Students             |              |
| <b>Principal</b>      | Charles E. Redmond       | 864-594-4482 |
| <b>Superintendent</b> | Dr. Thomas D. White, Jr. | 864-594-4400 |
| <b>Board Chair</b>    | Conrad C. Hurst, III     | 864-594-4400 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

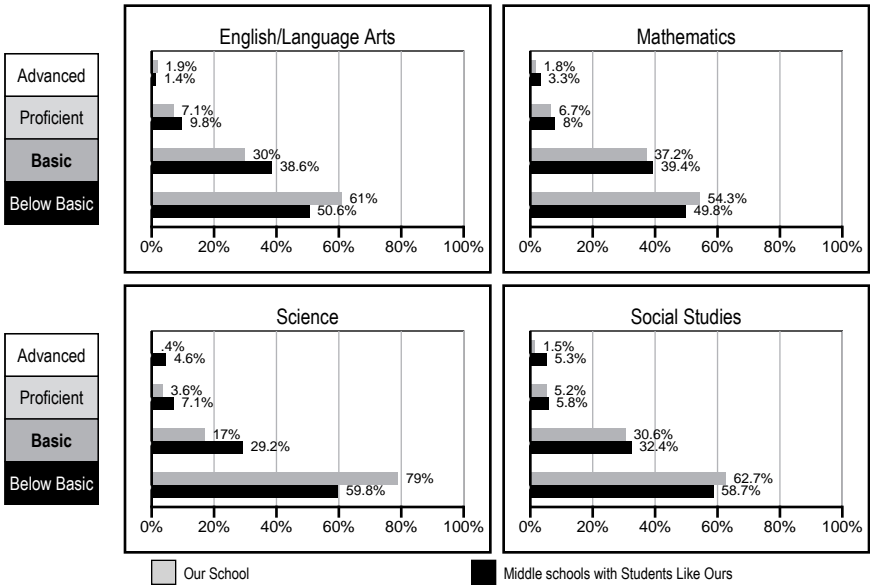
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.2%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 0    | 0       | 4             | 36      |

\* 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           | 56.8              | 83.3                                    |
| English 1                                       | 43.5              | 82.7                                    |
| Physical Science                                | 19.1              | 39.5                                    |
| All Subjects                                    | 40.6              | 80.3                                    |

School Profile

|  | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| <b>Students (n=361)</b>  |            |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)             | 24.3%      | Down from 56.8%       | 11.5%                                  | 19.4%                |
| Retention rate   | 7.8%       | Up from 6.7%          | 3.4%                                   | 1.8%                 |
| Attendance rate  | 90.4%      | Down from 91.4%       | 95.1%                                  | 95.8%                |
| Eligible for gifted and talented   | 10.6%      | Up from 9.1%          | 4.8%                                   | 15.3%                |
| With disabilities other than speech  | 19.0%      | No Change             | 13.9%                                  | 12.9%                |
| Older than usual for grade   | 5.8%       | Up from 4.0%          | 6.3%                                   | 3.0%                 |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 13.6%      | Up from 4.2%          | 0.7%                                   | 0.7%                 |
| Annual dropout rate  | 1.9%       | Up from 0.8%          | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=32)</b>   |            |                       |  |                      |
| Teachers with advanced degrees   | 56.3%      | Up from 55.1%         | 53.5%                                  | 55.0%                |
| Continuing contract teachers   | 78.1%      | Up from 67.3%         | 54.4%                                  | 70.6%                |
| Teachers with emergency or provisional certificates                        | 0.0%       | No Change             | 19.3%                                  | 5.4%                 |
| Teachers returning from previous year                                      | 65.2%      | Down from 71.3%       | 76.4%                                  | 83.4%                |
| Teacher attendance rate  | 92.6%      | Down from 94.3%       | 94.8%                                  | 94.9%                |
| Average teacher salary   | \$46,510   | Up 6.0%               | \$43,090                               | \$44,706             |
| Professional development days/teacher                                      | 11.9 days  | Down from 13.7 days   | 12.6 days                              | 11.8 days            |
| <b>School</b>  |            |                       |  |                      |
| Principal's years at school  | 1.0        | Down from 4.0         | 2.0                                    | 3.0                  |
| Student-teacher ratio in core subjects                                     | 17.6 to 1  | Up from 15.1 to 1     | 15.9 to 1                              | 20.1 to 1            |
| Prime instructional time   | 80.8%      | Down from 82.6%       | 88.9%                                  | 89.3%                |
| Opportunities in the arts  | Excellent  | Up from Good          | Good                                   | Good                 |
| SACS accreditation   | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences  | 96.4%      | Up from 82.9%         | 96.8%                                  | 98.0%                |
| Character development program  | Good       | Up from Average       | Good                                   | Good                 |
| Dollars spent per pupil*   | \$9,403    | Down 9.5%             | \$8,870                                | \$7,097              |
| Percent of expenditures for instruction*                                   | 65.8%      | Up from 58.8%         | 62.4%                                  | 64.4%                |
| Percent of expenditures for teacher salaries*                              | 63.0%      | Up from 57.2%         | 54.7%                                  | 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**

Whitlock Junior High made great strides during the 2007-2008 year in numerous areas. Many of the gains were a result of the implementation of the district TAP (Teacher Advancement Program) initiative. Collaboration among teachers increased, and instructional practices were enhanced as teachers met two times per week in cluster groups facilitated by master teachers. Teachers developed lesson plans that emphasized successful practices in reading and comprehending informational texts.

Significant gains in students' test scores were widely attributed to the school-wide practices that were developed in TAP cluster groups. Fifty-eight percent of the seventh grade students increased their fall to spring MAP scores in reading, and seventy-one percent increased their fall to spring MAP scores in mathematics. Seventy-nine percent of the eighth grade students increased their fall to spring MAP scores in reading, and seventy-two percent increased their fall to spring MAP scores in mathematics. Fifty-nine percent of the ninth grade students increased their fall to spring MAP scores in reading, and sixty-six percent increased their fall to spring MAP scores in mathematics. Additional gains were also made by eighth and ninth grade students who took EOCEP tests this spring.

Initiatives to improve the school climate continued during the school year. The School Improvement Committee was a strong impetus in assuring that there was collaboration among the school, parents, and community. The addition of two parent facilitators to our staff helped to make our parental and community ties stronger.

Our goal of increasing student achievement continued during this school year, and several incentives were offered to encourage students to work to achieve this goal. The increase in the number of honor roll students each quarter and the gains seen in fall to spring MAP scores indicate that many students increased their academic rigor. Efforts to increase teacher retention were also successful this school year. Teacher incentives, collegiality among faculty and staff, and a commitment to maintaining an atmosphere conducive to learning helped to lessen the number of teacher turnovers.

Whitlock had a very fruitful year and will redouble its efforts during the next school year to prepare our students to become productive citizens.

Charles Redmond, Principal  
Christopher Watkins, Sr., SIC Chairperson

**Evaluations by Teachers, Students and Parents**

|  | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--|-----------------|------------------|-----------------|
| Number of surveys returned                             | 43              | 90               | 58              |
| Percent satisfied with learning environment            | 73.2%           | 46.7%            | 67.3%           |
| Percent satisfied with social and physical environment | 81.0%           | 65.9%            | 66.7%           |
| Percent satisfied with school-home relations           | 41.9%           | 80.2%            | 63.0%           |

\* 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 I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 6 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

|       |   |
|-------|---|
| NI    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP    | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R     | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.   |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD  | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.1%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.1%         | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.7%       | 0.0%            | No                  |
| Student attendance rate                         | 90.4%      | 94.0%           | No                  |

\* Or greater than last year

**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                 | 204 | 100 | 56.5 | 36   | 7.5  | 0   | 12.9 | 46.5 | 48.2 | No  | Yes |
| <b>Gender</b>                |     |     |      |      |      |     |      |      |      |     |     |
| Male                         | 107 | 100 | 69.4 | 27.6 | 3.1  | 0   | 7.1  | 42.8 | 41.7 | N/A | N/A |
| Female                       | 97  | 100 | 42   | 45.5 | 12.5 | 0   | 19.3 | 50.3 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |     |      |      |      |     |     |
| White                        | 24  | 100 | 22.7 | 68.2 | 9.1  | 0   | 13.6 | 69.9 | 60   | I/S | I/S |
| African American             | 167 | 100 | 61.7 | 31.2 | 7.1  | 0   | 13   | 29.9 | 31.7 | No  | Yes |
| Asian/Pacific Islander       | 2   | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 66.1 | 70.4 | I/S | I/S |
| Hispanic                     | 11  | 100 | 44.4 | 44.4 | 11.1 | 0   | 11.1 | 54.7 | 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                     | 39  | 100 | 92.1 | 7.9  | 0    | 0   | 0    | 15.3 | 16   | I/S | I/S |
| <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 | 44.4 | 44.4 | 11.1 | 0   | 11.1 | 55.1 | 36.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |     |      |      |      |     |     |
| Subsided meals               | 185 | 100 | 59.4 | 34.1 | 6.5  | 0   | 10   | 31.7 | 34   | No  | Yes |

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

|                              |     |     |      |      |      |     |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students                 | 203 | 100 | 43   | 48.4 | 7.5  | 1.1 | 15.1 | 42.2 | 45.8 | No  | Yes |
| <b>Gender</b>                |     |     |      |      |      |     |      |      |      |     |     |
| Male                         | 106 | 100 | 52   | 39.8 | 7.1  | 1   | 16.3 | 43.1 | 45.6 | N/A | N/A |
| Female                       | 97  | 100 | 33   | 58   | 8    | 1.1 | 13.6 | 41.3 | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |     |      |      |      |     |     |
| White                        | 24  | 100 | 27.3 | 59.1 | 4.5  | 9.1 | 22.7 | 69.6 | 59   | I/S | I/S |
| African American             | 166 | 100 | 46.1 | 46.1 | 7.8  | 0   | 13.6 | 24.2 | 26.9 | No  | Yes |
| Asian/Pacific Islander       | 2   | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 54.5 | 71.3 | I/S | I/S |
| Hispanic                     | 11  | 100 | 22.2 | 66.7 | 11.1 | 0   | 22.2 | 48.1 | 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                     | 39  | 100 | 71.1 | 26.3 | 0    | 2.6 | 2.6  | 14   | 17.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |     |      |      |      |     |     |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 32.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |     |      |      |      |     |     |
| Limited English Proficient   | 12  | 100 | 22.2 | 66.7 | 11.1 | 0   | 22.2 | 48.3 | 38.7 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |     |      |      |      |     |     |
| Subsided meals               | 184 | 100 | 44.1 | 48.2 | 7.1  | 0.6 | 14.7 | 26.3 | 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                 | 149                           | 100      | 67.2          | 27.6    | 4.5          | 0.7        | 5.2                               | 31.8                                | 35.7                             | 91.3                   | 95.3                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 80                            | 100      | 73.2          | 18.3    | 7            | 1.4        | 8.5                               | 32.8                                | 37.4                             | 90.5                   | 95.1                     |
| Female                       | 69                            | 100      | 60.3          | 38.1    | 1.6          | 0          | 1.6                               | 30.8                                | 33.8                             | 92.3                   | 95.5                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 19                            | 100      | 47.1          | 35.3    | 11.8         | 5.9        | 17.6                              | 58.9                                | 49.2                             | 92                     | 95.5                     |
| African American             | 121                           | 100      | 70.9          | 26.4    | 2.7          | 0          | 2.7                               | 14.1                                | 17                               | 91                     | 95                       |
| Asian/Pacific Islander       | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 40                                  | 58                               | 94.6                   | 96                       |
| Hispanic                     | 8                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 40.8                                | 24.9                             | 94.3                   | 95.6                     |
| American Indian/Alaskan      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 37.4                             | N/A                    | 95.9                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 28                            | 100      | 92.6          | 3.7     | 0            | 3.7        | 3.7                               | 11                                  | 14                               | 91.3                   | 93.9                     |
| <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                    | 97.8                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 7                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 32.8                                | 24.4                             | 95                     | 96                       |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | 135                           | 100      | 68.3          | 27.6    | 4.1          | 0          | 4.1                               | 17.6                                | 21.1                             | 90.9                   | 94.7                     |
| <b>Social Studies</b>        |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| All Students                 | 145                           | 100      | 62.7          | 30.6    | 5.2          | 1.5        | 6.7                               | 31.3                                | 34                               | 91.3                   | 95.3                     |
| <b>Gender</b>                |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Male                         | 73                            | 100      | 68.7          | 26.9    | 1.5          | 3          | 4.5                               | 34.8                                | 36.6                             | 90.5                   | 95.1                     |
| Female                       | 72                            | 100      | 56.7          | 34.3    | 9            | 0          | 9                                 | 27.5                                | 31.3                             | 92.3                   | 95.5                     |
| <b>Racial/Ethnic Group</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| White                        | 16                            | 100      | 42.9          | 35.7    | 21.4         | 0          | 21.4                              | 57.4                                | 44.5                             | 92                     | 95.5                     |
| African American             | 120                           | 100      | 65.5          | 30.1    | 3.5          | 0.9        | 4.4                               | 14.3                                | 19.1                             | 91                     | 95                       |
| Asian/Pacific Islander       | 1                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 39.7                                | 58.9                             | 94.6                   | 96                       |
| Hispanic                     | 8                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 31.9                                | 27.5                             | 94.3                   | 95.6                     |
| American Indian/Alaskan      | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 32.7                             | N/A                    | 95.9                     |
| <b>Disability Status</b>     |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Disabled                     | 30                            | 100      | 86.2          | 6.9     | 6.9          | 0          | 6.9                               | 11.2                                | 14.4                             | 91.3                   | 93.9                     |
| <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                    | 97.8                     |
| <b>English Proficiency</b>   |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Limited English Proficient   | 10                            | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 36.4                                | 27.3                             | 95                     | 96                       |
| <b>Socio-Economic Status</b> |                               |          |               |         |              |            |                                   |                                     |                                  |                        |                          |
| Subsided meals               | 133                           | 100      | 64.2          | 28.5    | 5.7          | 1.6        | 7.3                               | 17.7                                | 21                               | 90.9                   | 94.7                     |

\* 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     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 7     | 145                           | 100      | 68            | 25.6    | 6.4          | 0          | 6.4                        |
|                              | 8     | 160                           | 99.4     | 52.1          | 38.9    | 8.3          | 0.7        | 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     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 7     | 91                            | 100      | 59.8          | 31.7    | 8.5          | 0          | 8.5                        |
|                              | 8     | 113                           | 100      | 53.8          | 39.4    | 6.7          | 0          | 6.7                        |
| <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     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 7     | 145                           | 100      | 48.8          | 42.4    | 4.8          | 4          | 8.8                        |
|                              | 8     | 160                           | 99.4     | 53.5          | 41      | 4.9          | 0.7        | 5.6                        |
| <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     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 7     | 90                            | 100      | 39            | 45.1    | 14.6         | 1.2        | 15.9                       |
|                              | 8     | 113                           | 100      | 46.2          | 51      | 1.9          | 1          | 2.9                        |
| <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     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 7     | 145                           | 98.6     | 74            | 20.3    | 0            | 5.7        | 5.7                        |
|                              | 8     | 77                            | 97.4     | 63.5          | 29.7    | 6.8          | 0          | 6.8                        |
| <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     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 7     | 91                            | 100      | 67.1          | 30.5    | 2.4          | 0          | 2.4                        |
|                              | 8     | 58                            | 100      | 67.3          | 23.1    | 7.7          | 1.9        | 9.6                        |
| <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     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                              | 7     | 145                           | 98.6     | 71.5          | 18.7    | 4.9          | 4.9        | 9.8                        |
|                              | 8     | 83                            | 95.2     | 47.1          | 44.3    | 7.1          | 1.4        | 8.6                        |
| <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     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                              | 7     | 90                            | 100      | 58.5          | 30.5    | 8.5          | 2.4        | 11                         |
|                              | 8     | 55                            | 100      | 69.2          | 30.8    | 0            | 0          | 0                          |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample