



Gilbert Elementary

314 Main Street
Gilbert, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | 3-5 Elementary School | |
| Enrollment | 643 Students | |
| Principal | Timothy F. Oswald | 803-892-1000 |
| Superintendent | Dr. Karen C. Woodward | 803-951-8363 |
| Board Chair | G. Edwin Harmon, Ph.D. | 803-359-0844 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------|
| 2008 | Average | At-Risk |
| 2007 | Good | Good |
| 2006 | Good | Average |
| 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

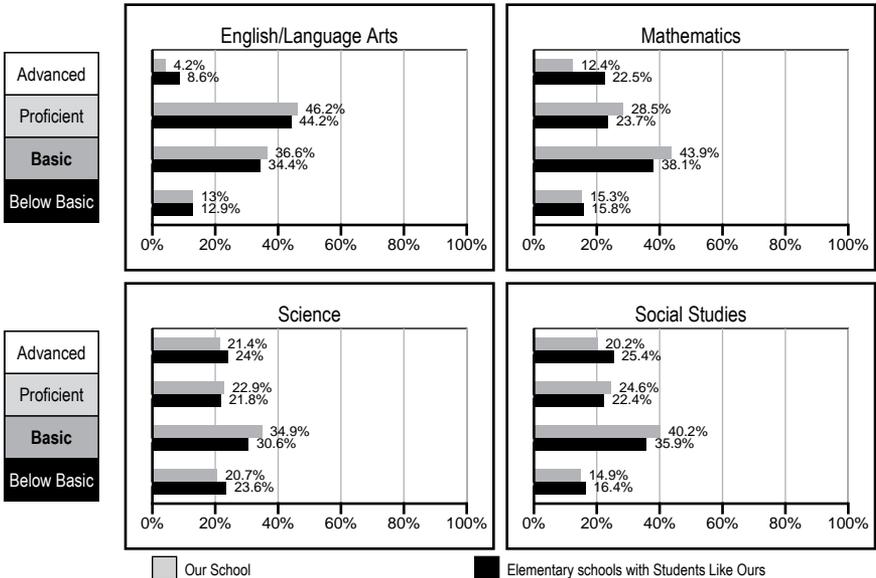
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 4 | 26 | 41 | 1 | 0 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

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

Abbreviations for Missing Data

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

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=643) | | | | |
| First graders who attended full-day kindergarten | N/R | N/R | 100.0% | 100.0% |
| Retention rate | 0.0% | No Change | 1.7% | 2.3% |
| Attendance rate | 96.3% | Down from 96.5% | 96.6% | 96.3% |
| Eligible for gifted and talented | 12.3% | Up from 11.5% | 18.0% | 10.4% |
| With disabilities other than speech | 6.2% | Down from 8.6% | 6.4% | 7.5% |
| Older than usual for grade | 0.5% | Down from 0.7% | 0.3% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=45) | | | | |
| Teachers with advanced degrees | 53.3% | Up from 51.2% | 60.7% | 56.7% |
| Continuing contract teachers | 71.1% | Down from 82.9% | 78.9% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 81.4% | Down from 83.0% | 87.6% | 86.4% |
| Teacher attendance rate | 94.8% | Down from 94.9% | 95.1% | 94.9% |
| Average teacher salary | \$45,108 | Down 0.2% | \$46,566 | \$45,345 |
| Professional development days/teacher | 13.2 days | Up from 12.3 days | 12.2 days | 12.6 days |
| School | | | | |
| Principal's years at school | 7.0 | Up from 6.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 23.0 to 1 | Down from 23.8 to 1 | 19.8 to 1 | 18.5 to 1 |
| Prime instructional time | 89.6% | Down from 90.1% | 90.3% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$7,207 | Down 4.3% | \$6,441 | \$7,052 |
| Percent of expenditures for instruction* | 62.4% | Down from 63.9% | 70.5% | 69.1% |
| Percent of expenditures for teacher salaries* | 60.5% | Down from 61.9% | 66.9% | 64.2% |

* 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

"Our School is Four Walls with Tomorrow Inside." This theme continues to be the cornerstone of Gilbert Elementary School's focus as we prepare our students for the future. The School Improvement Council and the faculty work diligently to foster a positive learning environment for our children.

GES continues to face challenges that come with a diverse socio-economic population. We see increasing numbers of students who need financial assistance and who arrive with learning barriers as well as social and emotional needs. We find ourselves challenged but poised to meet the needs of all of our children.

To further professional growth this year, the district supported the implementation of Response to Intervention training. Teachers gained knowledge about research-based best practices that use interventions to bring students up to grade level in reading. Our literacy coach, Amy White, was a viable resource as we continued implementing balanced literacy. Teachers received a variety of professional books and attended workshops on "best practices" designed to improve students' reading strategies and comprehension skills. Our mathematics coach, Heather Price, worked with teachers to continue using Riverdeep software to support math instruction. Mrs. Price and our technology integration specialist, Amber Buzhardt, showed teachers how to integrate technology into their daily instruction. The district also added an interventionist, Colleen Pelley, who supported RTI implementation for students and staff.

Teachers continued using information provided from the norm-referenced Measure of Academic Progress test. After the fall assessment, teachers had individual conferences with students and talked about the students' strengths and areas of concern. The students set mathematics and reading goals for the year, and listed strategies that could help them achieve their goals. Math focus groups worked throughout the year emphasizing math practices needed to address areas identified through testing.

A number of students wrote letters of thanks and encouragement to men and women serving in our armed forces. Our live "Good Afternoon Gilbert TV Show" expanded to involve every classroom in the production and broadcast. Our "GES Third Grade Transition Video," featuring students and staff, received state acclaim from the South Carolina Chapter of the National School Public Relations Association with an Excellence in Special Purpose Video Production award. Gilbert Elementary also supported the Relay For Life event, raised \$12,661.23, and won a Top Team award. Our Family Literacy Night was the most successful to date with more than 750 students and parents going "hog wild over reading."

Through the help and support of the GES PTA, parents, community, district and staff, we feel confident that we are preparing our students to be productive and conscientious members of society.

Timothy F. Oswald, Principal
Anna Duvall, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 26 | 214 | 137 |
| Percent satisfied with learning environment | 100.0% | 91.0% | 94.1% |
| Percent satisfied with social and physical environment | 100.0% | 87.9% | 91.9% |
| Percent satisfied with school-home relations | 96.2% | 94.4% | 86.7% |

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

School Improvement Status

School Improvement Key

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

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 1.7% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.3% | 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 | 639 | 99.8 | 12.9 | 36.6 | 46.3 | 4.2 | 65.5 | 57.1 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 325 | 99.7 | 15.2 | 38.1 | 44.2 | 2.6 | 62.3 | 50 | 41.7 | N/A | N/A |
| Female | 314 | 100 | 10.5 | 35.2 | 48.4 | 5.9 | 68.8 | 64.6 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 555 | 99.8 | 12 | 34.4 | 49.3 | 4.3 | 67.9 | 59.6 | 60 | Yes | Yes |
| African American | 38 | 100 | 18.4 | 55.3 | 23.7 | 2.6 | 52.6 | 37.8 | 31.7 | I/S | I/S |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 75.4 | 70.4 | I/S | I/S |
| Hispanic | 41 | 100 | 21.6 | 51.4 | 21.6 | 5.4 | 40.5 | 39.7 | 38.4 | I/S | Yes |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 61.5 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 72 | 100 | 42.6 | 33.8 | 22.1 | 1.5 | 35.3 | 17.3 | 16 | Yes | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 36 | 100 | 21.2 | 51.5 | 21.2 | 6.1 | 39.4 | 41.7 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 264 | 100 | 17.7 | 46 | 33.9 | 2.4 | 54.8 | 38.7 | 34 | Yes | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 639 | 100 | 15.3 | 43.9 | 28.5 | 12.4 | 54.3 | 54.6 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 325 | 100 | 13.5 | 43.4 | 27 | 16.1 | 58.5 | 55.3 | 45.6 | N/A | N/A |
| Female | 314 | 100 | 17.1 | 44.4 | 29.9 | 8.6 | 50 | 53.8 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 555 | 100 | 12.9 | 43.3 | 30.8 | 13.1 | 57.3 | 57.7 | 59 | Yes | Yes |
| African American | 38 | 100 | 44.7 | 31.6 | 13.2 | 10.5 | 34.2 | 30.5 | 26.9 | I/S | I/S |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 71.6 | 71.3 | I/S | I/S |
| Hispanic | 41 | 100 | 21.6 | 64.9 | 8.1 | 5.4 | 29.7 | 37.5 | 38.1 | I/S | Yes |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 59 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 72 | 100 | 36.8 | 48.5 | 11.8 | 2.9 | 22.1 | 20.3 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 36 | 100 | 21.2 | 63.6 | 9.1 | 6.1 | 33.3 | 42 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 264 | 100 | 23.8 | 50 | 21 | 5.2 | 39.9 | 36.3 | 31.4 | Yes | Yes |

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

Abbreviations for Missing Data

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

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| Science | | | | | | | | | | | |
| All Students | 418 | 100 | 20.7 | 34.9 | 22.9 | 21.4 | 44.4 | 50.3 | 35.7 | 96.3 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 219 | 100 | 20.1 | 31.6 | 20.6 | 27.8 | 48.3 | 51.7 | 37.4 | 96.3 | 96.1 |
| Female | 199 | 100 | 21.4 | 38.5 | 25.5 | 14.6 | 40.1 | 48.7 | 33.8 | 96.3 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 358 | 100 | 17.7 | 34.2 | 24.9 | 23.2 | 48.1 | 53.7 | 49.2 | 96.3 | 96.1 |
| African American | 26 | 100 | 42.3 | 42.3 | 7.7 | 7.7 | 15.4 | 25.1 | 17 | 96.4 | 96.1 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 65.8 | 58 | 99.3 | 96.8 |
| Hispanic | 30 | 100 | 40.7 | 37 | 14.8 | 7.4 | 22.2 | 31.9 | 24.9 | 96.8 | 95.9 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 65.2 | 37.4 | 95.2 | 94.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 44 | 100 | 41.5 | 36.6 | 14.6 | 7.3 | 22 | 20 | 14 | 95 | 95 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 21.9 | N/A | 98.1 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 27 | 100 | 41.7 | 37.5 | 12.5 | 8.3 | 20.8 | 28.9 | 24.4 | 97.6 | 96.4 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 174 | 100 | 31.1 | 38.4 | 18.9 | 11.6 | 30.5 | 31.8 | 21.1 | 95.5 | 94.9 |
| Social Studies | | | | | | | | | | | |
| All Students | 424 | 100 | 14.9 | 40.2 | 24.6 | 20.2 | 44.9 | 47.1 | 34 | 96.3 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 213 | 100 | 11.3 | 36.8 | 25.5 | 26.5 | 52 | 52 | 36.6 | 96.3 | 96.1 |
| Female | 211 | 100 | 18.4 | 43.7 | 23.8 | 14.1 | 37.9 | 41.9 | 31.3 | 96.3 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 376 | 100 | 15.1 | 37.4 | 26.1 | 21.4 | 47.5 | 49.4 | 44.5 | 96.3 | 96.1 |
| African American | 25 | 100 | 20 | 56 | 16 | 8 | 24 | 29.2 | 19.1 | 96.4 | 96.1 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 64.2 | 58.9 | 99.3 | 96.8 |
| Hispanic | 19 | 100 | 5.6 | 77.8 | 5.6 | 11.1 | 16.7 | 28 | 27.5 | 96.8 | 95.9 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 55.6 | 32.7 | 95.2 | 94.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 48 | 100 | 39.1 | 30.4 | 19.6 | 10.9 | 30.4 | 21.6 | 14.4 | 95 | 95 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 22.6 | N/A | 98.1 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 15 | 100 | 6.7 | 73.3 | 6.7 | 13.3 | 20 | 30.5 | 27.3 | 97.6 | 96.4 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 181 | 100 | 20.1 | 49.1 | 18.9 | 11.8 | 30.8 | 28.2 | 21 | 95.5 | 94.9 |

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

Abbreviations for Missing Data

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

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|------------------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 198 | 100 | 13.3 | 31.4 | 50.5 | 4.8 | 55.3 |
| | 4 | 219 | 100 | 8.9 | 31.9 | 54.9 | 4.2 | 59.2 |
| | 5 | 192 | 99.5 | 20.3 | 42.2 | 36.9 | 0.5 | 37.4 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 214 | 99.5 | 8.3 | 30.4 | 54.9 | 6.4 | 61.3 |
| | 4 | 204 | 100 | 18.9 | 30.6 | 46.9 | 3.6 | 50.5 |
| | 5 | 221 | 100 | 11.7 | 48.1 | 37.4 | 2.8 | 40.2 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | 198 | 100 | 11.7 | 58 | 22.9 | 7.4 | 30.3 |
| | 4 | 219 | 100 | 10.8 | 38.5 | 28.6 | 22.1 | 50.7 |
| | 5 | 192 | 100 | 17.6 | 45.7 | 22.9 | 13.8 | 36.7 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 214 | 100 | 14.1 | 43.4 | 24.9 | 17.6 | 42.4 |
| | 4 | 204 | 100 | 18.4 | 44.4 | 26.5 | 10.7 | 37.2 |
| | 5 | 221 | 100 | 13.6 | 43.9 | 33.6 | 8.9 | 42.5 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | 99 | 100 | 21.5 | 48.4 | 23.7 | 6.5 | 30.1 |
| | 4 | 219 | 100 | 12.7 | 31.9 | 28.2 | 27.2 | 55.4 |
| | 5 | 99 | 100 | 21.1 | 33.7 | 22.1 | 23.2 | 45.3 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 106 | 100 | 18.8 | 32.7 | 29.7 | 18.8 | 48.5 |
| | 4 | 204 | 100 | 22.4 | 36.2 | 21.9 | 19.4 | 41.3 |
| | 5 | 108 | 100 | 19.2 | 34.6 | 18.3 | 27.9 | 46.2 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | 99 | 100 | 9.5 | 42.1 | 35.8 | 12.6 | 48.4 |
| | 4 | 219 | 100 | 12.7 | 45.5 | 26.3 | 15.5 | 41.8 |
| | 5 | 93 | 100 | 25.8 | 38.7 | 16.1 | 19.4 | 35.5 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 108 | 100 | 7.7 | 48.1 | 27.9 | 16.3 | 44.2 |
| | 4 | 203 | 100 | 21.9 | 37.8 | 22.4 | 17.9 | 40.3 |
| | 5 | 113 | 100 | 9.1 | 37.3 | 25.5 | 28.2 | 53.6 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

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