



Port Royal Elementary

1214 Paris Avenue
Port Royal, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 358 Students | |
| Principal | Kay Keeler | 843-322-0834 |
| Superintendent | Dr. Valerie Truesdale | 843-322-2300 |
| Board Chair | Fred Washington | 843-322-2356 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------------|
| 2008 | Average | Below Average |
| 2007 | Average | At-Risk |
| 2006 | Below Average | Below Average |
| 2005 | Average | At-Risk |
| 2004 | Average | At-Risk |

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

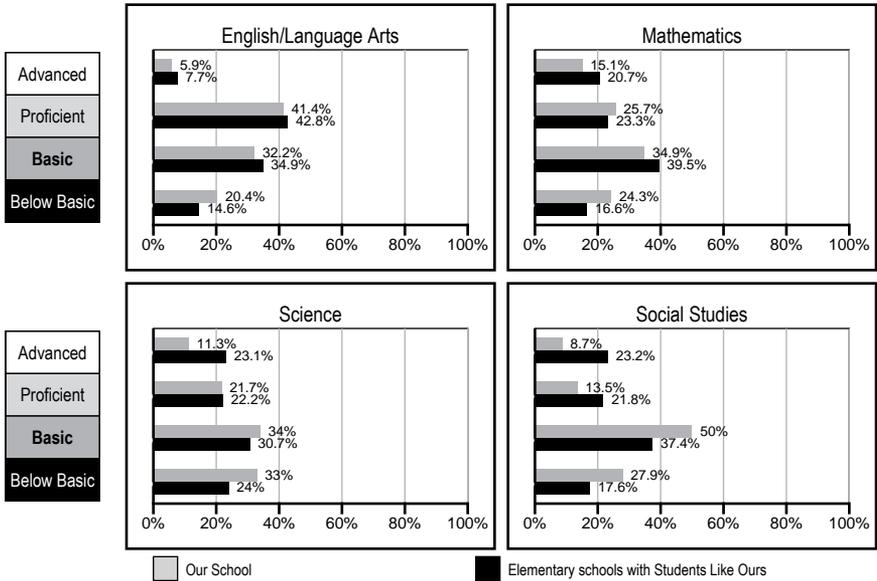
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 1 | 34 | 57 | 3 | 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=358) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.2% | No Change | 2.1% | 2.3% |
| Attendance rate | 97.8% | Up from 97.2% | 96.4% | 96.3% |
| Eligible for gifted and talented | 0.6% | Down from 20.6% | 14.7% | 10.4% |
| With disabilities other than speech | 6.1% | Down from 7.8% | 7.0% | 7.5% |
| Older than usual for grade | 1.0% | Up from 0.4% | 0.4% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=25) | | | | |
| Teachers with advanced degrees | 52.0% | Up from 50.0% | 58.8% | 56.7% |
| Continuing contract teachers | 76.0% | Up from 73.3% | 79.5% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | Down from 3.8% | 0.0% | 0.0% |
| Teachers returning from previous year | 75.5% | Down from 79.0% | 89.3% | 86.4% |
| Teacher attendance rate | 94.1% | Down from 94.4% | 94.9% | 94.9% |
| Average teacher salary | \$46,773 | Up 1.2% | \$46,302 | \$45,345 |
| Professional development days/teacher | 16.0 days | Up from 11.7 days | 12.9 days | 12.6 days |
| School | | | | |
| Principal's years at school | 6.0 | No Change | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.1 to 1 | Up from 20.0 to 1 | 19.4 to 1 | 18.5 to 1 |
| Prime instructional time | 91.0% | Up from 88.9% | 90.2% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | No | Down from Yes | Yes | Yes |
| Parents attending conferences | 99.9% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$7,829 | Up 22.8% | \$6,455 | \$7,052 |
| Percent of expenditures for instruction* | 73.6% | Up from 72.6% | 69.4% | 69.1% |
| Percent of expenditures for teacher salaries* | 72.4% | Up from 70.7% | 65.5% | 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

The campus of the historical Port Royal Elementary School, founded in 1911, remains at the center of the Town of Port Royal. The small-town setting allows for learning to take place both inside and outside of the classroom. As an authorized International Baccalaureate Primary Years Programme (IB-PYP), PRES continues to be guided by the philosophy that education is for the whole child.

Attendance numbers fluctuated this year from three hundred and forty-six to three hundred and sixty-eight students due to military obligations, shifting economic situations, and the seasonal availability of rentals. These statistics remain in the forefront of plans, for this movement impacts all students enrolled.

Teachers met weekly while the SIC met monthly to discuss standards, data, and plans to help with student achievement. Certified teachers tutored daily after school, and intervention groups were pulled during the school day for reading and math. Teachers incorporated the instruction of reading with non-fiction books based on science and social studies standards. This year we were able to add a math/science coach to our staff. This offered coaching and modeling for the teachers with small group and one-on-one instruction with students. Teachers increased the number of science experiments in the classroom for hands-on learning. RIT Band Math groups were implemented three times a week, which afforded intense strategies to be used based on the level students scored on MAP in the different math areas. An early childhood interventionist worked closely with kindergarten students who had no prior schooling. Reading Recovery for first graders continued along with a literacy coach for part of the year. The arts were extended to class and individual projects based on social studies and science standards. Varieties of class set ups included single gender, looping, multi-age classes, and shared teaching among subjects. We will continue to analyze the data to meet the needs of the children and to decide to continue or discontinue strategies and programs as deemed by the findings.

Port Royal continues to thrive as a school with high parental involvement. Three school-wide celebrations for each grade level, one portfolio showcase, five family nights, monthly parenting classes, and two ESOL gatherings brought over 1,000 parents and community members to the school after hours. A school wellness/health committee utilized the community to bring awareness to healthy life styles. Mentoring by our feeder high school varsity football team, local businesses, and parents offered extra time for students to realize the value of citizenship and community connections.

The SIC created and implemented three Quiz Bowls based on the South Carolina standards as a way to review for PACT and to celebrate the mastery of standards and student achievement. The faculty, staff, and school improvement council will continue to follow the goals of the strategic plan in maintaining lower teacher-pupil ratio, intervention groups to compact learning and mastery of skills, a strong related arts program, and the IB-PYP to enhance learning and close achievement gaps. Next year we will have full-time math, technology, and literacy coaches and IB-PYP and Early Childhood coordinators. With parental and community support we will continue to raise expectations and assure that our children have the best educational journey mastering their skills, becoming more knowledgeable in and of the world, as we cover the steps to prepare them for the future, setting the goal for high school graduation and beyond.

Kay Keeler, Principal
Mitchell Pate, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 25 | 39 | 45 |
| Percent satisfied with learning environment | 92.0% | 94.9% | 86.7% |
| Percent satisfied with social and physical environment | 96.0% | 84.2% | 86.0% |
| Percent satisfied with school-home relations | 100.0% | 92.1% | 93.3% |

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

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 13 out of 17 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 | 6.0% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 11.2% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 97.8% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

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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 | 165 | 100 | 20.4 | 32.2 | 41.4 | 5.9 | 56.6 | 47.3 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 84 | 100 | 22.1 | 33.8 | 41.6 | 2.6 | 49.4 | 40.8 | 41.7 | N/A | N/A |
| Female | 81 | 100 | 18.7 | 30.7 | 41.3 | 9.3 | 64 | 54.2 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 101 | 100 | 19.1 | 28.7 | 45.7 | 6.4 | 63.8 | 65.1 | 60 | Yes | Yes |
| African American | 44 | 100 | 23.8 | 42.9 | 31 | 2.4 | 38.1 | 30.2 | 31.7 | No | Yes |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 70.1 | 70.4 | I/S | I/S |
| Hispanic | 10 | I/S | I/S | I/S | I/S | I/S | I/S | 34.3 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 43.8 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 22 | 100 | 77.3 | 18.2 | 4.5 | 0 | 9.1 | 12.9 | 16 | I/S | I/S |
| 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 | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 30.2 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 72 | 100 | 28.8 | 39.4 | 28.8 | 3 | 42.4 | 32.3 | 34 | No | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 165 | 100 | 24.3 | 34.9 | 25.7 | 15.1 | 52.6 | 41.7 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 84 | 100 | 24.7 | 31.2 | 29.9 | 14.3 | 55.8 | 42.3 | 45.6 | N/A | N/A |
| Female | 81 | 100 | 24 | 38.7 | 21.3 | 16 | 49.3 | 41 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 101 | 100 | 20.2 | 29.8 | 29.8 | 20.2 | 60.6 | 60.6 | 59 | Yes | Yes |
| African American | 44 | 100 | 35.7 | 42.9 | 16.7 | 4.8 | 35.7 | 22.7 | 26.9 | No | Yes |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 64.4 | 71.3 | I/S | I/S |
| Hispanic | 10 | I/S | I/S | I/S | I/S | I/S | I/S | 30 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 43.8 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 22 | 100 | 72.7 | 22.7 | 0 | 4.5 | 4.5 | 14.1 | 17.1 | I/S | I/S |
| 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 | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 26.2 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 72 | 100 | 40.9 | 34.8 | 18.2 | 6.1 | 34.8 | 26.1 | 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 |
|------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| Science | | | | | | | | | | | |
| All Students | 113 | 99.1 | 32.4 | 34.3 | 21.9 | 11.4 | 33.3 | 30.8 | 35.7 | 97.8 | 96.3 |
| Gender | | | | | | | | | | | |
| Male | 55 | 98.2 | 34 | 36 | 18 | 12 | 30 | 32.8 | 37.4 | 98 | 96.2 |
| Female | 58 | 100 | 30.9 | 32.7 | 25.5 | 10.9 | 36.4 | 28.7 | 33.8 | 97.6 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 71 | 100 | 22.7 | 37.9 | 22.7 | 16.7 | 39.4 | 49.4 | 49.2 | 97.7 | 96.2 |
| African American | 30 | 96.7 | 57.1 | 21.4 | 21.4 | 0 | 21.4 | 12.7 | 17 | 98.1 | 96.3 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 55.4 | 58 | 97.8 | 96.7 |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 17.4 | 24.9 | 97.9 | 96.6 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | 37.4 | 99.9 | 96.1 |
| Disability Status | | | | | | | | | | | |
| Disabled | 15 | 100 | 80 | 13.3 | 6.7 | 0 | 6.7 | 11.7 | 14 | 97.4 | 95.6 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 21.9 | N/A | 97.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 14.5 | 24.4 | 98.4 | 96.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 48 | 100 | 50 | 25 | 18.2 | 6.8 | 25 | 15.9 | 21.1 | 97.7 | 96.1 |
| Social Studies | | | | | | | | | | | |
| All Students | 114 | 100 | 27.9 | 50 | 13.5 | 8.7 | 22.1 | 28 | 34 | 97.8 | 96.3 |
| Gender | | | | | | | | | | | |
| Male | 59 | 100 | 26.4 | 54.7 | 11.3 | 7.5 | 18.9 | 30 | 36.6 | 98 | 96.2 |
| Female | 55 | 100 | 29.4 | 45.1 | 15.7 | 9.8 | 25.5 | 25.8 | 31.3 | 97.6 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 75 | 100 | 31.4 | 45.7 | 12.9 | 10 | 22.9 | 42.3 | 44.5 | 97.7 | 96.2 |
| African American | 28 | 100 | 23.1 | 61.5 | 11.5 | 3.8 | 15.4 | 13.4 | 19.1 | 98.1 | 96.3 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 51.6 | 58.9 | 97.8 | 96.7 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 19.4 | 27.5 | 97.9 | 96.6 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 99.9 | 96.1 |
| Disability Status | | | | | | | | | | | |
| Disabled | 17 | 100 | 64.7 | 29.4 | 5.9 | 0 | 5.9 | 10 | 14.4 | 97.4 | 95.6 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 22.6 | N/A | 97.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 16.6 | 27.3 | 98.4 | 96.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 47 | 100 | 40.5 | 47.6 | 7.1 | 4.8 | 11.9 | 14.9 | 21 | 97.7 | 96.1 |

* 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 | 60 | 100 | 22.4 | 25.9 | 41.4 | 10.3 | 51.7 | |
| | 4 | 37 | 94.6 | 24.2 | 36.4 | 39.4 | 0 | 39.4 | |
| | 5 | 39 | 97.4 | 17.1 | 48.6 | 25.7 | 8.6 | 34.3 | |
| | 6 | N/A | N/AV | 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 | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 63 | 100 | 20.3 | 23.7 | 50.8 | 5.1 | 55.9 | |
| | 4 | 62 | 100 | 19 | 37.9 | 32.8 | 10.3 | 43.1 | |
| | 5 | 40 | 100 | 22.9 | 37.1 | 40 | 0 | 40 | |
| | 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 | 60 | 100 | 13.8 | 56.9 | 15.5 | 13.8 | 29.3 | |
| | 4 | 37 | 94.6 | 21.2 | 36.4 | 18.2 | 24.2 | 42.4 | |
| | 5 | 39 | 97.4 | 28.6 | 40 | 14.3 | 17.1 | 31.4 | |
| | 6 | N/A | N/AV | 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 | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 63 | 100 | 20.3 | 27.1 | 37.3 | 15.3 | 52.5 | |
| | 4 | 62 | 100 | 25.9 | 37.9 | 15.5 | 20.7 | 36.2 | |
| | 5 | 40 | 100 | 28.6 | 42.9 | 22.9 | 5.7 | 28.6 | |
| | 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 | |
| Science | | | | | | | | | |
| 2007 | 3 | 29 | 100 | 38.5 | 19.2 | 38.5 | 3.8 | 42.3 | |
| | 4 | 37 | 94.6 | 42.4 | 36.4 | 15.2 | 6.1 | 21.2 | |
| | 5 | 19 | 94.7 | 50 | 35.7 | 7.1 | 7.1 | 14.3 | |
| | 6 | N/A | N/AV | 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 | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 31 | 100 | 16.7 | 43.3 | 30 | 10 | 40 | |
| | 4 | 62 | 98.4 | 40.4 | 31.6 | 19.3 | 8.8 | 28.1 | |
| | 5 | 20 | 100 | 33.3 | 27.8 | 16.7 | 22.2 | 38.9 | |
| | 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 | 31 | 100 | 26.7 | 63.3 | 10 | 0 | 10 | |
| | 4 | 37 | 94.6 | 24.2 | 48.5 | 18.2 | 9.1 | 27.3 | |
| | 5 | 20 | 100 | 47.4 | 26.3 | 21.1 | 5.3 | 26.3 | |
| | 6 | N/A | N/AV | 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 | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 32 | 100 | 20.7 | 58.6 | 10.3 | 10.3 | 20.7 | |
| | 4 | 62 | 100 | 24.1 | 51.7 | 17.2 | 6.9 | 24.1 | |
| | 5 | 20 | 100 | 52.9 | 29.4 | 5.9 | 11.8 | 17.6 | |
| | 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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