



Logan Elementary

815 Elmwood Avenue
Columbia, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 284 Students | |
| Principal | Dr. Richard E. Moore | 803-343-2915 |
| Superintendent | Dr. Percy Mack | 803-231-7500 |
| Board Chair | Wendy Brawley | 803-231-7556 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

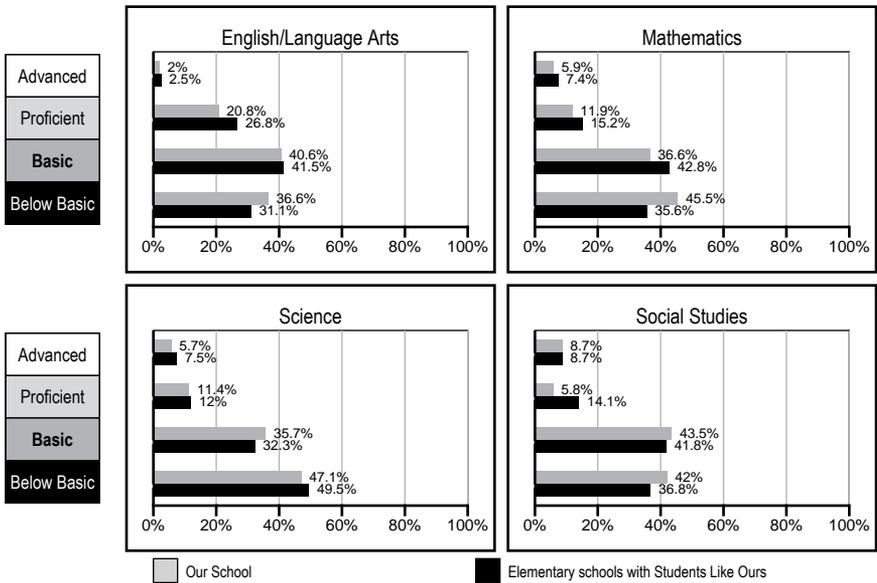
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 13 | 66 | 32 |

* 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=284) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 5.5% | Down from 6.0% | 3.0% | 2.3% |
| Attendance rate | 96.4% | Up from 95.8% | 96.0% | 96.3% |
| Eligible for gifted and talented | 4.3% | Down from 4.6% | 6.2% | 10.4% |
| With disabilities other than speech | 17.5% | Up from 15.0% | 8.2% | 7.5% |
| Older than usual for grade | 1.5% | Up from 0.5% | 1.0% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.4% | Down from 3.0% | 0.0% | 0.0% |
| Teachers (n=27) | | | | |
| Teachers with advanced degrees | 59.3% | Up from 55.6% | 54.2% | 56.7% |
| Continuing contract teachers | 81.5% | Up from 78.6% | 71.7% | 77.3% |
| Teachers with emergency or provisional certificates | 4.2% | Down from 4.3% | 0.0% | 0.0% |
| Teachers returning from previous year | 83.1% | Up from 80.2% | 84.9% | 86.4% |
| Teacher attendance rate | 96.0% | Down from 96.2% | 94.9% | 94.9% |
| Average teacher salary | \$49,044 | Up 9.1% | \$44,314 | \$45,345 |
| Professional development days/teacher | 9.0 days | Down from 10.5 days | 13.1 days | 12.6 days |
| School | | | | |
| Principal's years at school | 7.0 | Up from 6.0 | 3.8 | 4.0 |
| Student-teacher ratio in core subjects | 13.1 to 1 | Down from 14.8 to 1 | 17.2 to 1 | 18.5 to 1 |
| Prime instructional time | 91.4% | Up from 90.1% | 89.1% | 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* | \$10,485 | Down 10.8% | \$7,684 | \$7,052 |
| Percent of expenditures for instruction* | 75.5% | Up from 75.0% | 69.1% | 69.1% |
| Percent of expenditures for teacher salaries* | 68.8% | Up from 67.9% | 62.9% | 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

The Logan Leopards had a wonderful 2007-08. We continued the services of our science coach and reading interventionist, increased the use of our computer lab for computer-based interventions with targeted students, continued the Montessori program with the program serving third-grade students this year, and continued to implement the TRIBES® program, including school-wide agreements and procedures, classroom and individual goal-setting and the daily community circle activities in each classroom. The fourth- and fifth-grade students began the year with a retreat to focus on developing classroom learning communities. Our students continued their community service through food drives, our annual Mitten & Sock Tree, Jump Rope for Heart and recycling activities sponsored by our fifth grade. Students had the opportunity to provide leadership through the Safety Patrol Program and the WLGN News Daily Broadcast. Logan Leopards were recognized with winners in the district Visual Literacy Festival puppetry and book production contests, including the grand prize in puppetry. Logan had winners at the regional science fair with two teams winning Grand Team Awards and one Outstanding Achievement Award for Best Fifth-Grade Projects.

The fine arts program at Logan expanded this year to include three performing chorus groups and keyboarding classes in our piano lab. Our steel band and our dance ensemble continued to perform around the city in festivals and at special events. The fine arts teachers planned with teachers on every grade level to develop integrated arts lessons and units each marking period. The productions that resulted showcased the fine arts, but also were an integral part of the instruction in other subject areas as well. The year culminated with our annual Arts in The Park, a community event featuring our Logan Leopards.

Professional development for the Logan staff this year included training in the use of the electronic whiteboards that were purchased for each of our 1st – 5th grade classrooms and training in the use of Marzano's High-Yield Strategies, research-based instructional practices. In addition, teachers continued planning with our science coach, working with the fine arts team and collaborating on SuccessMaker plans and results. Throughout the year, 1st – 5th grade teachers met regularly to look at lesson plans and achievement results, making revisions in plans as needed and developing common assessments for use in instruction.

Parents attended conferences throughout the year, participated in SIC and PTO meetings and projects, helped set student goals and attended Books & Breakfast, and Family Night activities. The PTO purchased a marquee for the school and began to raise funds for a new sound system in the cafeteria. The SIC worked on literacy and served as advocates with the district and community to look at the issue of adequate space at the school. Logan continued its partnership with the Elmwood Park Neighborhood Association, enlisting their support for possible expansions and participating in the Annual Tour of Homes.

Primary challenges for Logan in the coming year include students reading below grade level, the achievement of our special needs students and motivating student to make academic achievement a priority. Plans include maintaining a low pupil-teacher ratio, increasing the interventions offered to all targeted students and continuing experiences for our staff to strengthen instruction.

Richard E. Moore, Principal □ Tiaa Rutherford, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 31 | 27 | 14 |
| Percent satisfied with learning environment | 96.8% | 92.6% | 92.3% |
| Percent satisfied with social and physical environment | 93.5% | 88.5% | 91.7% |
| Percent satisfied with school-home relations | 74.2% | 76.9% | 84.6% |

* 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 8 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 | 1.5% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 3.2% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.4% | 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 | 114 | 100 | 36.6 | 40.6 | 20.8 | 2 | 34.7 | 41.2 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 62 | 100 | 45.6 | 38.6 | 12.3 | 3.5 | 26.3 | 35 | 41.7 | N/A | N/A |
| Female | 52 | 100 | 25 | 43.2 | 31.8 | 0 | 45.5 | 47.5 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 73 | 60 | I/S | I/S |
| African American | 105 | 100 | 40.2 | 41.3 | 17.4 | 1.1 | 30.4 | 33.3 | 31.7 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 77.6 | 70.4 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 42.7 | 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 |
| Disability Status | | | | | | | | | | | |
| Disabled | 39 | 100 | 70.3 | 24.3 | 5.4 | 0 | 8.1 | 14.1 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 43.4 | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 42.2 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 96 | 100 | 39.8 | 39.8 | 20.5 | 0 | 31.3 | 31.2 | 34 | No | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students | 114 | 100 | 45.5 | 36.6 | 11.9 | 5.9 | 25.7 | 34.9 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 62 | 100 | 54.4 | 28.1 | 14 | 3.5 | 24.6 | 33.8 | 45.6 | N/A | N/A |
| Female | 52 | 100 | 34.1 | 47.7 | 9.1 | 9.1 | 27.3 | 35.9 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 71.2 | 59 | I/S | I/S |
| African American | 105 | 100 | 48.9 | 35.9 | 9.8 | 5.4 | 21.7 | 25.8 | 26.9 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 74.6 | 71.3 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 37.9 | 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 |
| Disability Status | | | | | | | | | | | |
| Disabled | 39 | 100 | 89.2 | 0 | 10.8 | 0 | 10.8 | 12.2 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 26.2 | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 36.3 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 96 | 100 | 48.2 | 33.7 | 12 | 6 | 25.3 | 24.6 | 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 | 78 | 100 | 47.1 | 35.7 | 11.4 | 5.7 | 17.1 | 25.3 | 35.7 | 96.4 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 42 | 100 | 50 | 35 | 7.5 | 7.5 | 15 | 26 | 37.4 | 96.4 | 95.8 |
| Female | 36 | 100 | 43.3 | 36.7 | 16.7 | 3.3 | 20 | 24.6 | 33.8 | 96.5 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 61.9 | 49.2 | 95.4 | 96.3 |
| African American | 74 | 100 | 48.5 | 37.9 | 10.6 | 3 | 13.6 | 16.4 | 17 | 96.5 | 96 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 56.8 | 58 | 91.1 | 96 |
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 25.7 | 24.9 | 96.4 | 96.4 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | N/A | 94.6 |
| Disability Status | | | | | | | | | | | |
| Disabled | 26 | 100 | 87.5 | 8.3 | 0 | 4.2 | 4.2 | 8.9 | 14 | 95.4 | 95.1 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 16.7 | 21.9 | N/A | 96.9 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 25.2 | 24.4 | N/A | 96.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 66 | 100 | 48.3 | 36.2 | 10.3 | 5.2 | 15.5 | 15.1 | 21.1 | 96.3 | 95.8 |
| Social Studies | | | | | | | | | | | |
| All Students | 77 | 100 | 42 | 43.5 | 5.8 | 8.7 | 14.5 | 27.2 | 34 | 96.4 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 46 | 100 | 46.3 | 39 | 7.3 | 7.3 | 14.6 | 28.1 | 36.6 | 96.4 | 95.8 |
| Female | 31 | 100 | 35.7 | 50 | 3.6 | 10.7 | 14.3 | 26.2 | 31.3 | 96.5 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 60.9 | 44.5 | 95.4 | 96.3 |
| African American | 71 | 100 | 46 | 39.7 | 6.3 | 7.9 | 14.3 | 18.2 | 19.1 | 96.5 | 96 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 64.9 | 58.9 | 91.1 | 96 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 33.3 | 27.5 | 96.4 | 96.4 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | N/A | 94.6 |
| Disability Status | | | | | | | | | | | |
| Disabled | 30 | 100 | 66.7 | 30 | 0 | 3.3 | 3.3 | 9.7 | 14.4 | 95.4 | 95.1 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 20.7 | 22.6 | N/A | 96.9 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 36.4 | 27.3 | N/A | 96.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 69 | 100 | 41 | 42.6 | 6.6 | 9.8 | 16.4 | 16.8 | 21 | 96.3 | 95.8 |

* 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* | |
|------------------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|------|
| English/Language Arts | | | | | | | | | |
| 2007 | 3 | 36 | 100 | 54.8 | 29 | 16.1 | 0 | 16.1 | |
| | 4 | 32 | 96.9 | 25.9 | 44.4 | 29.6 | 0 | 29.6 | |
| | 5 | 33 | 100 | 40.7 | 37 | 18.5 | 3.7 | 22.2 | |
| | 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 | 44 | 100 | 15.8 | 42.1 | 36.8 | 5.3 | 42.1 | |
| | 4 | 41 | 100 | 55.3 | 34.2 | 10.5 | 0 | 10.5 | |
| | 5 | 29 | 100 | 40 | 48 | 12 | 0 | 12 | |
| | 6 | N/A | I/S | 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 | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | | |
| 2007 | 3 | 36 | 100 | 64.5 | 29 | 6.5 | 0 | 6.5 | |
| | 4 | 32 | 100 | 40.7 | 44.4 | 11.1 | 3.7 | 14.8 | |
| | 5 | 33 | 100 | 37 | 51.9 | 7.4 | 3.7 | 11.1 | |
| | 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 | 44 | 100 | 36.8 | 44.7 | 13.2 | 5.3 | 18.4 | |
| | 4 | 41 | 100 | 52.6 | 28.9 | 7.9 | 10.5 | 18.4 | |
| | 5 | 29 | 100 | 48 | 36 | 16 | 0 | 16 | |
| | 6 | N/A | I/S | 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 | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | | |
| 2007 | 3 | 18 | 100 | 57.1 | 35.7 | 7.1 | 0 | 7.1 | |
| | 4 | 32 | 96.9 | 55.6 | 25.9 | 18.5 | 0 | 18.5 | |
| | 5 | 16 | 100 | 41.7 | 41.7 | 8.3 | 8.3 | 16.7 | |
| | 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 | 23 | 100 | 30 | 50 | 20 | 0 | 20 | |
| | 4 | 41 | 100 | 57.9 | 28.9 | 7.9 | 5.3 | 13.2 | |
| | 5 | 14 | 100 | 41.7 | 33.3 | 8.3 | 16.7 | 25 | |
| | 6 | N/A | I/S | 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 | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | | |
| 2007 | 3 | 18 | 100 | 47.1 | 41.2 | 5.9 | 5.9 | 11.8 | |
| | 4 | 32 | 96.9 | 33.3 | 51.9 | 11.1 | 3.7 | 14.8 | |
| | 5 | 17 | 100 | 46.7 | 26.7 | 13.3 | 13.3 | 26.7 | |
| | 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 | 21 | 100 | 44.4 | 55.6 | 0 | 0 | 0 | |
| | 4 | 41 | 100 | 44.7 | 31.6 | 7.9 | 15.8 | 23.7 | |
| | 5 | 15 | 100 | 30.8 | 61.5 | 7.7 | 0 | 7.7 | |
| | 6 | N/A | I/S | 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 | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S |

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