



Jackson Middle

8217 Atomic Road
Jackson, South Carolina

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 359 Students | |
| Principal | Marc Funderburk | 803-279-3525 |
| Superintendent | Dr. Elizabeth Everitt | 803-641-2428 |
| Board Chair | Dr. Christine Sanders | 803-663-1703 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

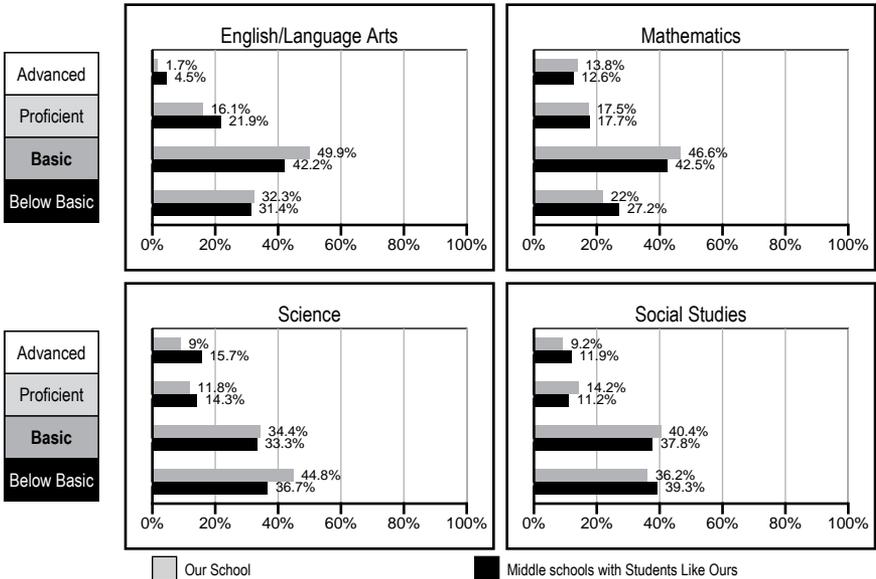
94%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 13 | 33 | 4 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

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

Abbreviations for Missing Data

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

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours* |
|---|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 100.0 | 97.2 |
| English 1 | 100.0 | 95.3 |
| Physical Science | 0 | 76.9 |
| All Subjects | 100.0 | 96.0 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|---------------|-----------------------|--|----------------------|
| Students (n=359) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 48.3% | Down from 51.5% | 21.3% | 19.4% |
| Retention rate | 3.1% | Down from 3.9% | 1.5% | 1.8% |
| Attendance rate | 95.8% | Up from 95.1% | 95.9% | 95.8% |
| Eligible for gifted and talented | 17.7% | Down from 18.3% | 16.7% | 15.3% |
| With disabilities other than speech | 15.5% | Up from 10.5% | 14.2% | 12.9% |
| Older than usual for grade | 7.5% | Up from 5.8% | 3.0% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.6% | Down from 5.3% | 0.6% | 0.7% |
| Annual dropout rate | 0.4% | Up from 0.3% | 0.0% | 0.0% |
| Teachers (n=23) | | | | |
| Teachers with advanced degrees | 47.8% | Up from 34.8% | 53.4% | 55.0% |
| Continuing contract teachers | 73.9% | Down from 87.0% | 73.5% | 70.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 5.3% | 5.4% |
| Teachers returning from previous year | 84.8% | Down from 89.6% | 84.4% | 83.4% |
| Teacher attendance rate | 94.1% | Down from 95.8% | 94.9% | 94.9% |
| Average teacher salary | \$46,631 | Up 6.0% | \$44,202 | \$44,706 |
| Professional development days/teacher | 11.1 days | Up from 9.8 days | 11.6 days | 11.8 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 16.0 to 1 | Down from 17.5 to 1 | 20.0 to 1 | 20.1 to 1 |
| Prime instructional time | 87.9% | Down from 89.5% | 89.3% | 89.3% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 93.4% | 97.6% | 98.0% |
| Character development program | Below Average | No Change | Good | Good |
| Dollars spent per pupil* | \$6,591 | Up 17.9% | \$7,025 | \$7,097 |
| Percent of expenditures for instruction* | 63.7% | Up from 63.5% | 64.3% | 64.4% |
| Percent of expenditures for teacher salaries* | 61.2% | Down from 61.3% | 59.9% | 59.4% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Jackson Middle School continues to be proud of its progress and the many accomplishments of our students in the 2007-2008 school year. Increased opportunities for lifelong learning and development included standards-based instruction, cutting-edge technology, a daily character education program, superior band studies, expert consultants, extended-day instructional programs, progressive clubs and organizations.

JMS enjoyed a multitude of successes this year. We continued improvement in schoolwide discipline through positive reinforcements (business bucks, Principal's Club, participation in schoolwide activities such as clubs and Jamborees). A 7th grade student was recognized as a Duke Scholar for 2007-2008. Six 8th grade students were recognized as Junior Scholars for 2007-2008. Clubs continued to meet the needs of all students and exposed students to a wide variety of topics. A science lab was created to provide students with hands-on activities for Science and Math. The JMS band had 24 students qualify to perform with the Aiken All-County Bands. The JMS Band had 10 students to play with the region bands at the Region Two band concert. An 8th grade student received All State Band Honors. The JMS Band received the Superior rating for the 15th consecutive year at the South Carolina State Concert Band Festival. The South Carolina Band Director's Association will bestow the Outstanding Performance Award to the JMS Band for the 19th consecutive time. The JMS boys' basketball team, under Coach Eric Slack, became the first runner-up in the Aiken County Basketball Playoffs. The PTO sponsored several successful fundraisers for school improvement and staff/student incentives. The SIC/PTO sponsored Math/Literacy Night in conjunction with the Spring Art Show and Band Concert. Four SMART boards and six LCD projectors were purchased for the school to increase the use of technology. PTO purchased four large mats for the gym to protect the new hardwood floor to be installed this summer.

JMS teachers and staff participated in a variety of professional development opportunities, including graduate studies, SCASL, SCMSA, SCABSE and SCAHPERD. Mrs. Tasha Chancey was named JMS Teacher of the Year for 2008-2009. Mr. David Williams was named JMS Staff Member of the Year for 2008-2009.

JMS remains committed to the tradition of excellence!

Marc Funderburk, Principal
Mark Edwards, SIC Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 25 | 107 | 36 |
| Percent satisfied with learning environment | 80.0% | 57.5% | 74.3% |
| Percent satisfied with social and physical environment | 84.0% | 71.8% | 73.5% |
| Percent satisfied with school-home relations | 72.0% | 74.3% | 70.6% |

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

School Improvement Status

Plan to Restructure

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 | 0.4% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.0% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.8% | 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 | 350 | 99.4 | 33.7 | 51.4 | 14.3 | 0.6 | 25.5 | 49.8 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 178 | 99.4 | 38.8 | 52.7 | 8.5 | 0 | 16.4 | 43.8 | 41.7 | N/A | N/A |
| Female | 172 | 99.4 | 28.7 | 50 | 20.1 | 1.2 | 34.8 | 56.3 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 187 | 99.5 | 25.8 | 55.1 | 19.1 | 0 | 31.5 | 59.8 | 60 | No | Yes |
| African American | 148 | 99.3 | 44.3 | 46.4 | 7.9 | 1.4 | 17.1 | 33.8 | 31.7 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 75 | 70.4 | I/S | I/S |
| Hispanic | 13 | 100 | 22.2 | 55.6 | 22.2 | 0 | 33.3 | 39.7 | 38.4 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 75 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 51 | 100 | 74 | 26 | 0 | 0 | 6 | 15.2 | 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 | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 43 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 220 | 99.1 | 42 | 50.2 | 7.8 | 0 | 15.6 | 35.8 | 34 | Yes | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 350 | 100 | 23.3 | 47.9 | 16.7 | 12.1 | 39.1 | 46.9 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 178 | 100 | 22.3 | 48.8 | 18.1 | 10.8 | 41 | 47.9 | 45.6 | N/A | N/A |
| Female | 172 | 100 | 24.4 | 47 | 15.2 | 13.4 | 37.2 | 45.7 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 187 | 100 | 19.7 | 44.4 | 19.1 | 16.9 | 43.8 | 57.2 | 59 | Yes | Yes |
| African American | 148 | 100 | 28.4 | 53.2 | 13.5 | 5 | 31.2 | 29.7 | 26.9 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 78.3 | 71.3 | I/S | I/S |
| Hispanic | 13 | 100 | 11.1 | 44.4 | 22.2 | 22.2 | 66.7 | 40.1 | 38.1 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 62.5 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 51 | 100 | 70 | 22 | 6 | 2 | 14 | 15.8 | 17.1 | Yes | 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 | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 42.9 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 220 | 100 | 28.6 | 49.5 | 13.1 | 8.7 | 34 | 32.8 | 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 | 235 | 100 | 45 | 34.4 | 11.5 | 9.2 | 20.6 | 34.1 | 35.7 | 95.8 | 95.9 |
| Gender | | | | | | | | | | | |
| Male | 123 | 100 | 38.4 | 38.4 | 14.3 | 8.9 | 23.2 | 36.6 | 37.4 | 95.8 | 95.8 |
| Female | 112 | 100 | 51.9 | 30.2 | 8.5 | 9.4 | 17.9 | 31.3 | 33.8 | 95.7 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 124 | 100 | 40.5 | 36.2 | 12.1 | 11.2 | 23.3 | 45.2 | 49.2 | 95.4 | 95.9 |
| African American | 99 | 100 | 52.1 | 31.9 | 9.6 | 6.4 | 16 | 16.4 | 17 | 96.2 | 95.9 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 55.9 | 58 | N/A | 97.6 |
| Hispanic | 10 | I/S | I/S | I/S | I/S | I/S | I/S | 24 | 24.9 | 96.5 | 96.2 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 58.8 | 37.4 | 92.8 | 95.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 33 | 100 | 75 | 9.4 | 9.4 | 6.3 | 15.6 | 12.8 | 14 | 95.6 | 94.9 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 21.9 | N/A | 96.5 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 28 | 24.4 | 97.1 | 96.5 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 152 | 100 | 50.7 | 34.3 | 8.6 | 6.4 | 15 | 20.4 | 21.1 | 94.9 | 95.2 |
| Social Studies | | | | | | | | | | | |
| All Students | 228 | 100 | 36.2 | 40.4 | 14.2 | 9.2 | 23.4 | 30.3 | 34 | 95.8 | 95.9 |
| Gender | | | | | | | | | | | |
| Male | 118 | 100 | 37.7 | 40.4 | 14 | 7.9 | 21.9 | 33.8 | 36.6 | 95.8 | 95.8 |
| Female | 110 | 100 | 34.6 | 40.4 | 14.4 | 10.6 | 25 | 26.5 | 31.3 | 95.7 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 122 | 100 | 30.5 | 39.8 | 19.5 | 10.2 | 29.7 | 38.6 | 44.5 | 95.4 | 95.9 |
| African American | 98 | 100 | 45.7 | 39.4 | 7.4 | 7.4 | 14.9 | 17 | 19.1 | 96.2 | 95.9 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 56.1 | 58.9 | N/A | 97.6 |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 20.3 | 27.5 | 96.5 | 96.2 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 53.3 | 32.7 | 92.8 | 95.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 29 | 100 | 65.5 | 31 | 3.4 | 0 | 3.4 | 10.7 | 14.4 | 95.6 | 94.9 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 22.6 | N/A | 96.5 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 23.9 | 27.3 | 97.1 | 96.5 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 140 | 100 | 41.4 | 42.1 | 10.5 | 6 | 16.5 | 18.6 | 21 | 94.9 | 95.2 |

* 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 | 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 | 106 | 100 | 45.1 | 39.2 | 15.7 | 0 | 15.7 |
| | 7 | 119 | 99.2 | 38.7 | 47.7 | 13.5 | 0 | 13.5 |
| | 8 | 134 | 99.3 | 44.4 | 40.3 | 13.7 | 1.6 | 15.3 |
| 2008 | 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 | 123 | 99.2 | 34.2 | 47.4 | 18.4 | 0 | 18.4 |
| | 7 | 113 | 99.1 | 27.4 | 58.5 | 13.2 | 0.9 | 14.2 |
| | 8 | 114 | 100 | 39.4 | 48.6 | 11 | 0.9 | 11.9 |
| Mathematics | | | | | | | | |
| 2007 | 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 | 106 | 100 | 23.5 | 39.2 | 22.5 | 14.7 | 37.3 |
| | 7 | 119 | 99.2 | 18 | 56.8 | 15.3 | 9.9 | 25.2 |
| | 8 | 135 | 99.3 | 41.9 | 45.2 | 7.3 | 5.6 | 12.9 |
| 2008 | 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 | 123 | 100 | 18.3 | 39.1 | 20.9 | 21.7 | 42.6 |
| | 7 | 113 | 100 | 20.8 | 47.2 | 20.8 | 11.3 | 32.1 |
| | 8 | 114 | 100 | 31.2 | 57.8 | 8.3 | 2.8 | 11 |
| Science | | | | | | | | |
| 2007 | 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 | 51 | 100 | 49 | 21.6 | 13.7 | 15.7 | 29.4 |
| | 7 | 119 | 99.2 | 32.4 | 45.9 | 13.5 | 8.1 | 21.6 |
| | 8 | 66 | 100 | 38.7 | 41.9 | 11.3 | 8.1 | 19.4 |
| 2008 | 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 | 63 | 100 | 57.1 | 17.9 | 12.5 | 12.5 | 25 |
| | 7 | 113 | 100 | 29.2 | 47.2 | 13.2 | 10.4 | 23.6 |
| | 8 | 59 | 100 | 62.5 | 26.8 | 7.1 | 3.6 | 10.7 |
| Social Studies | | | | | | | | |
| 2007 | 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 | 54 | 100 | 27.5 | 49 | 17.6 | 5.9 | 23.5 |
| | 7 | 119 | 99.2 | 43.2 | 35.1 | 9.9 | 11.7 | 21.6 |
| | 8 | 69 | 98.6 | 59.7 | 37.1 | 1.6 | 1.6 | 3.2 |
| 2008 | 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 | 60 | 100 | 22 | 33.9 | 28.8 | 15.3 | 44.1 |
| | 7 | 113 | 100 | 44.3 | 35.8 | 9.4 | 10.4 | 19.8 |
| | 8 | 55 | 100 | 35.8 | 56.6 | 7.5 | 0 | 7.5 |

Abbreviations for Missing Data

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