



Cheraw Intermediate

421 Chesterfield Highway
Cheraw, SC 29520

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 3-5 Elementary School | |
| Enrollment | 569 Students | |
| Principal | Scott Eddins | 843-921-1030 |
| Superintendent | Dr. John E. Williams | 843-623-2175 |
| Board Chair | Chad Vick | 843-623-6768 |

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 | Average | At-Risk |
| 2005 | Average | Below Average |
| 2004 | Good | 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

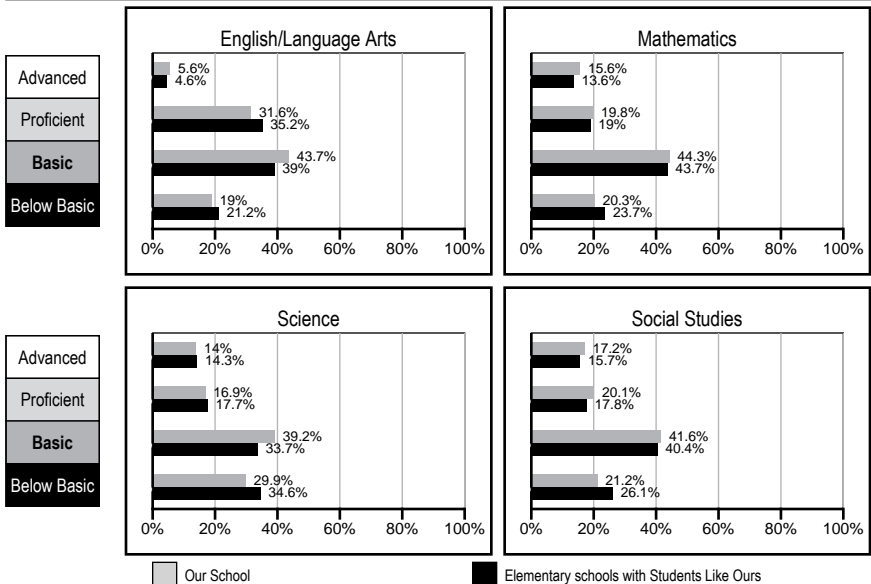
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 5 | 48 | 34 | 1 |

* 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=569) | | | | |
| First graders who attended full-day kindergarten | N/R | N/R | 100.0% | 100.0% |
| Retention rate | 1.2% | Down from 2.6% | 2.9% | 2.3% |
| Attendance rate | 96.8% | Up from 96.4% | 96.2% | 96.3% |
| Eligible for gifted and talented | 9.7% | Down from 10.5% | 9.7% | 10.4% |
| With disabilities other than speech | 12.1% | Down from 12.6% | 8.5% | 7.5% |
| Older than usual for grade | 1.2% | No Change | 0.7% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | Down from 0.2% | 0.0% | 0.0% |
| Teachers (n=39) | | | | |
| Teachers with advanced degrees | 74.4% | Up from 70.0% | 57.8% | 56.7% |
| Continuing contract teachers | 97.4% | Up from 92.5% | 80.3% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 92.6% | Down from 93.3% | 87.2% | 86.4% |
| Teacher attendance rate | 93.4% | Down from 95.7% | 94.8% | 94.9% |
| Average teacher salary | \$47,687 | Up 4.4% | \$45,354 | \$45,345 |
| Professional development days/teacher | 16.8 days | Up from 14.0 days | 12.5 days | 12.6 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.2 to 1 | Down from 18.8 to 1 | 18.5 to 1 | 18.5 to 1 |
| Prime instructional time | 88.0% | Down from 89.3% | 89.4% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 98.3% | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$6,790 | Up 6.9% | \$6,887 | \$7,052 |
| Percent of expenditures for instruction* | 72.7% | Down from 75.4% | 68.5% | 69.1% |
| Percent of expenditures for teacher salaries* | 67.5% | Down from 70.2% | 64.9% | 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 2007/2008 school year at Cheraw Intermediate School (CIS) has been inundated with events and activities to motivate, stimulate, and encourage learning. With the support of our parents and business partners, our students have had the opportunity to participate in various innovative learning strategies incorporating technology and the arts, service projects, and numerous extra-curricular events. This variety of experiences has produced exceptional student achievement.

I commend the business partners of CIS for their generous financial support - with donations totaling over \$16,000 dollars for our arts and technology initiatives. These contributions have been merged with funds received from the school's Title I budget, the PTO, the Distinguished Arts Program Grant, and the SC Arts Commission. Then the funds have been used to purchase Promethean Boards and arts-related services, materials, and equipment.

CIS has been infused with technology; twenty-eight Promethean Boards were installed in classrooms across the school. These boards mesmerize the students with interactive games, dynamic graphics, video streaming, and commercial as well as teacher-made flip charts. They are an effective and efficient teaching tool that is revolutionizing the classroom and increasing student success.

As an Arts in Basic Curriculum (ABC) school, we recognize the potential the arts have to augment student learning. Our students have received choral music instruction as well as instrumental instruction in the piano keyboard lab. The new dance studio, with its wooden sprung floor and wall of mirrors, furnished the perfect setting for dance instruction. An artist-in-residency was provided for each grade level: sweetgrass basket weaving (3rd), African drumming and dance (4th), and Adventures in Rhythm (5th). Sally Kate Palmer, SC author, visited the school to share her books about South Carolina and inspire the children to become better writers. Students were also entertained by Bright Star Children's Theatre performances of The Legend of Sleepy Hollow and Heroes of the Underground Railroad. Extra curricular activities included student participation in chorus, drama club, the Dance Team, and the Green Team. Through emphasizing the arts in the core subject areas and increasing exposure to the various forms of art, we have experienced a higher attendance rate and reduced office referrals. We have also observed improved self-esteem and self-confidence among our students, which contributed to more school spirit. The attributes of the arts have helped penetrate many barriers to learning.

Our 2007 PACT scores are evidence of the success our students have enjoyed through the combined efforts of the students, staff, parents, and community. Our third grade class had a higher percentage of students scoring basic and above than the district percentage in all areas - English Language Arts (ELA), math, science and social studies - and scored higher than the state average in ELA and social studies. Our fourth grade students scored higher than the district in ELA, math, and science and higher than the state in ELA. The fifth graders scored higher than the district in ELA and math. As a team, we are truly "Champions of Education!"

Scott Eddins, Principal
Michele Davis, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 41 | 199 | 114 |
| Percent satisfied with learning environment | 97.5% | 87.8% | 93.7% |
| Percent satisfied with social and physical environment | 100.0% | 84.9% | 90.0% |
| Percent satisfied with school-home relations | 97.6% | 91.4% | 89.2% |

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

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School Adequate Yearly Progress

NO

This school met 18 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

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 | N/A | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 14.1% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.8% | 94.0% | Yes |

* Or greater than last year

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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 | 566 | 100 | 18.7 | 42.8 | 31.1 | 7.4 | 52 | 42.6 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 263 | 100 | 25.9 | 39 | 29.1 | 6 | 47.8 | 35.9 | 41.7 | N/A | N/A |
| Female | 303 | 100 | 12.5 | 46 | 32.9 | 8.7 | 55.7 | 49.6 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 273 | 100 | 9.1 | 38.8 | 41.1 | 11 | 65.4 | 53.3 | 60 | Yes | Yes |
| African American | 276 | 100 | 29 | 46.6 | 21.4 | 3.1 | 38.2 | 28.2 | 31.7 | No | Yes |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 86.7 | 70.4 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 27.8 | 38.4 | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 77 | 100 | 46.7 | 29.3 | 10.7 | 13.3 | 29.3 | 12.8 | 16 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 12 | 100 | 9.1 | 27.3 | 36.4 | 27.3 | 72.7 | 30.1 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 370 | 100 | 25 | 44.7 | 26.1 | 4.2 | 42.1 | 31.9 | 34 | Yes | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 566 | 100 | 20 | 43.5 | 20.2 | 16.3 | 50 | 41.8 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 263 | 100 | 21.1 | 40.2 | 21.5 | 17.1 | 50.6 | 39.9 | 45.6 | N/A | N/A |
| Female | 303 | 100 | 19 | 46.4 | 19 | 15.6 | 49.5 | 43.8 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 273 | 100 | 9.1 | 41.1 | 23.6 | 26.2 | 65.4 | 54 | 59 | Yes | Yes |
| African American | 276 | 100 | 31.7 | 46.9 | 16 | 5.3 | 32.8 | 25.4 | 26.9 | Yes | Yes |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 86.7 | 71.3 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 23.7 | 38.1 | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 77 | 100 | 49.3 | 29.3 | 10.7 | 10.7 | 25.3 | 15.3 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 12 | 100 | 9.1 | 18.2 | 27.3 | 45.5 | 81.8 | 30.1 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 370 | 100 | 26.7 | 46.9 | 16.9 | 9.6 | 40.2 | 31.4 | 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 | 367 | 100 | 29.3 | 38.5 | 16.5 | 15.7 | 32.2 | 31.1 | 35.7 | 96.8 | 95.7 |
| Gender | | | | | | | | | | | |
| Male | 172 | 100 | 32.5 | 33.1 | 19.6 | 14.7 | 34.4 | 31.7 | 37.4 | 96.5 | 95.5 |
| Female | 195 | 100 | 26.6 | 43.1 | 13.8 | 16.5 | 30.3 | 30.6 | 33.8 | 97 | 95.9 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 179 | 100 | 14.4 | 38.5 | 20.7 | 26.4 | 47.1 | 42 | 49.2 | 96.2 | 95.4 |
| African American | 180 | 100 | 45 | 39.6 | 10.7 | 4.7 | 15.4 | 16.7 | 17 | 97.3 | 96.1 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 90.9 | 58 | 98.7 | 96.9 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 11.1 | 24.9 | 98.7 | 96 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 95.7 | 95.4 |
| Disability Status | | | | | | | | | | | |
| Disabled | 50 | 100 | 61.2 | 14.3 | 10.2 | 14.3 | 24.5 | 11.3 | 14 | 96 | 94.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 18.2 | 24.4 | 98.7 | 96.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 238 | 100 | 37.8 | 37.8 | 15.7 | 8.7 | 24.3 | 22.3 | 21.1 | 96.5 | 95.3 |
| Social Studies | | | | | | | | | | | |
| All Students | 367 | 100 | 20.9 | 40.7 | 20.9 | 17.5 | 38.4 | 30.3 | 34 | 96.8 | 95.7 |
| Gender | | | | | | | | | | | |
| Male | 165 | 100 | 21.5 | 40.5 | 20.3 | 17.7 | 38 | 31.7 | 36.6 | 96.5 | 95.5 |
| Female | 202 | 100 | 20.4 | 40.8 | 21.5 | 17.3 | 38.7 | 28.8 | 31.3 | 97 | 95.9 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 176 | 100 | 13.1 | 36.3 | 25.6 | 25 | 50.6 | 39.9 | 44.5 | 96.2 | 95.4 |
| African American | 179 | 100 | 29.8 | 44.4 | 15.8 | 9.9 | 25.7 | 17.5 | 19.1 | 97.3 | 96.1 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | 98.7 | 96.9 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 17.1 | 27.5 | 98.7 | 96 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 95.7 | 95.4 |
| Disability Status | | | | | | | | | | | |
| Disabled | 49 | 100 | 37.5 | 33.3 | 18.8 | 10.4 | 29.2 | 13.8 | 14.4 | 96 | 94.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 21.1 | 27.3 | 98.7 | 96.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 238 | 100 | 25.4 | 44.3 | 20.2 | 10.1 | 30.3 | 21.3 | 21 | 96.5 | 95.3 |

* 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 | 169 | 100 | 15.2 | 36 | 40.2 | 8.5 | 48.8 | |
| | 4 | 195 | 100 | 21.1 | 37.4 | 37.9 | 3.7 | 41.6 | |
| | 5 | 197 | 100 | 31.5 | 42.4 | 21.7 | 4.3 | 26.1 | |
| | 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 | 186 | 100 | 12.2 | 45.3 | 29.8 | 12.7 | 42.5 | |
| | 4 | 171 | 100 | 14.7 | 41.7 | 39.9 | 3.7 | 43.6 | |
| | 5 | 209 | 100 | 28.1 | 41.3 | 25 | 5.6 | 30.6 | |
| | 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 | |
| Mathematics | | | | | | | | | |
| 2007 | 3 | 169 | 100 | 23.8 | 47 | 21.3 | 7.9 | 29.3 | |
| | 4 | 195 | 100 | 25.8 | 42.1 | 17.4 | 14.7 | 32.1 | |
| | 5 | 197 | 100 | 27.7 | 41.8 | 18.5 | 12 | 30.4 | |
| | 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 | 186 | 100 | 23.2 | 47.5 | 12.2 | 17.1 | 29.3 | |
| | 4 | 171 | 100 | 18.4 | 39.3 | 23.3 | 19 | 42.3 | |
| | 5 | 209 | 100 | 18.4 | 43.4 | 25 | 13.3 | 38.3 | |
| | 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 | 85 | 100 | 35.8 | 35.8 | 17.3 | 11.1 | 28.4 | |
| | 4 | 195 | 100 | 36.7 | 29.8 | 22.3 | 11.2 | 33.5 | |
| | 5 | 100 | 100 | 50.6 | 33.7 | 9 | 6.7 | 15.7 | |
| | 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 | 93 | 100 | 26.4 | 48.4 | 15.4 | 9.9 | 25.3 | |
| | 4 | 170 | 100 | 29.6 | 38.3 | 18.5 | 13.6 | 32.1 | |
| | 5 | 104 | 100 | 31.6 | 29.6 | 14.3 | 24.5 | 38.8 | |
| | 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 | 86 | 100 | 9.9 | 49.4 | 27.2 | 13.6 | 40.7 | |
| | 4 | 195 | 100 | 29.8 | 41.5 | 18.6 | 10.1 | 28.7 | |
| | 5 | 102 | 100 | 42.2 | 43.3 | 5.6 | 8.9 | 14.4 | |
| | 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 | 93 | 100 | 16.7 | 46.7 | 18.9 | 17.8 | 36.7 | |
| | 4 | 169 | 100 | 17.4 | 39.1 | 22.4 | 21.1 | 43.5 | |
| | 5 | 105 | 100 | 30.6 | 37.8 | 20.4 | 11.2 | 31.6 | |
| | 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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