



Brennen Elementary

4438 Devereaux Rd.
Columbia, South Carolina

| | | |
|-----------------------|-------------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 778 Students | |
| Principal | Marian Crum-Mack, Ph.D. | 803-738-7204 |
| 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 | Good | Below Average |
| 2007 | Good | Good |
| 2006 | Good | At-Risk |
| 2005 | Excellent | Good |
| 2004 | Excellent | Good |

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

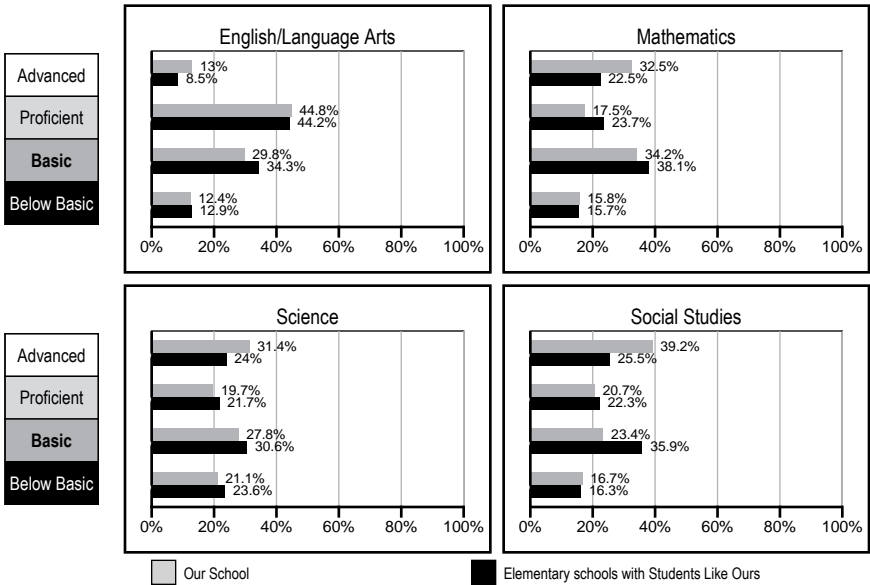
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 4 | 26 | 42 | 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=778) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.9% | Down from 2.4% | 1.7% | 2.3% |
| Attendance rate | 96.4% | Up from 96.3% | 96.7% | 96.3% |
| Eligible for gifted and talented | 28.1% | Down from 31.1% | 18.3% | 10.4% |
| With disabilities other than speech | 9.0% | Up from 7.9% | 6.4% | 7.5% |
| Older than usual for grade | 0.3% | Down from 1.1% | 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=56) | | | | |
| Teachers with advanced degrees | 66.1% | Down from 67.9% | 60.7% | 56.7% |
| Continuing contract teachers | 69.6% | Down from 83.0% | 78.9% | 77.3% |
| Teachers with emergency or provisional certificates | 2.1% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 86.9% | Down from 92.1% | 87.6% | 86.4% |
| Teacher attendance rate | 95.3% | Up from 95.1% | 95.0% | 94.9% |
| Average teacher salary | \$50,179 | Down 0.4% | \$46,415 | \$45,345 |
| Professional development days/teacher | 12.7 days | Up from 11.5 days | 12.4 days | 12.6 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.6 to 1 | Up from 19.3 to 1 | 19.7 to 1 | 18.5 to 1 |
| Prime instructional time | 89.6% | Down from 90.0% | 90.3% | 89.8% |
| Opportunities in the arts | Good | Down from Excellent | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 93.1% | Up from 92.9% | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$6,877 | Up 1.8% | \$6,469 | \$7,052 |
| Percent of expenditures for instruction* | 82.5% | Up from 82.2% | 70.6% | 69.1% |
| Percent of expenditures for teacher salaries* | 79.8% | No Change | 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

Brennen Elementary School continues to be a flagship for elementary education throughout South Carolina. The school is situated in a residential section of Columbia and serves approximately 775 students in grades K through 5. Brennen's greatest strengths come from its strong student achievement, excellent parent and community support, community outreach, and continuous professional development.

We are proud of the student achievement and other school honors that have come to us at Brennen in recent years. Since the beginning of testing, we have maintained a rating of Excellent or Good on the SC School Report Card. Also, for 6 of the 7 years, we maintained Palmetto Gold or Silver Award status. In addition, our students performed above the state average on all parts of 2007 PACT. We continued our status as a Red Carpet School as well as an SC School of Promise. Also, five 5th graders won honors in the junior division at the USC Region II Science and Engineering Fair. We utilize the latest technology, such as interactive white boards and a wireless mobile computer lab, to maximize our students' achievement.

Our parent and community support is quite impressive. The PTO sponsored its 5th fund-raising auction, raising over \$25,000 during that one evening and attracting approximately 300 attendees (PTO raised almost \$60,000 over the entire school year). Profits from the evening were used to fund technology purchases and provide HET (Highly Effective Teaching) training for our faculty and staff. Among the PTO activities that regularly bring in several hundred attendees are events such as Harvest Happening, Spring Supper, Back-to-School Bash, Walk Your Child to School Day, and Grandparents' Day. Our neighborhood Kilbourne Park Baptist Church members serve as our Faith-Based Partner and allow us to have our 5th Grade Promotion Ceremony in their gym. USC's Foreign Language Department has continued to provide German instruction to interested students in one of our after-school programs.

Community outreach included Pennies for Pasta (\$1,700 for the Leukemia Society), Jump Rope for Heart (\$5,122 for the American Heart Assoc.), Heifer International (\$500 for impoverished countries), Harvest Hope Food Drive (1,145 items and \$213), get-well cards for wounded soldiers, and Palmetto Project Families Helping Families (\$300 for needy senior citizens).

In much the same way, we have continued our emphasis on professional development. We have implemented Stages One and Two of HET (Highly Effective Teaching) and provided coaching for our faculty and staff. Stage One focuses on the physical and emotional environment of the school. Stage Two addresses curriculum and instruction issues.

All of us associated with Brennen Elementary School are proud of our 59-year history of academic excellence and have pride in the outstanding elementary school experience that we provide for our students.

Marian Crum-Mack, Principal Julie Carlton and Robert Adams, SIC Chairpersons

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 52 | 117 | 81 |
| Percent satisfied with learning environment | 88.0% | 90.6% | 93.8% |
| Percent satisfied with social and physical environment | 98.1% | 91.3% | 92.6% |
| Percent satisfied with school-home relations | 98.1% | 93.1% | 92.6% |

* 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 19 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

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 | 0.4% | 0.0% | No |
| 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 | 379 | 100 | 11.9 | 29.5 | 44.9 | 13.6 | 68.8 | 41.2 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 194 | 100 | 10.1 | 31.3 | 44.7 | 14 | 68.2 | 35 | 41.7 | N/A | N/A |
| Female | 185 | 100 | 13.9 | 27.7 | 45.1 | 13.3 | 69.4 | 47.5 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 175 | 100 | 4.7 | 19.8 | 52.9 | 22.7 | 84.3 | 73 | 60 | Yes | Yes |
| African American | 172 | 100 | 18.2 | 40.9 | 36.4 | 4.5 | 51.9 | 33.3 | 31.7 | Yes | Yes |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 77.6 | 70.4 | I/S | I/S |
| Hispanic | 25 | 100 | 26.3 | 31.6 | 42.1 | 0 | 63.2 | 42.7 | 38.4 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 49 | 100 | 32.6 | 26.1 | 32.6 | 8.7 | 50 | 14.1 | 16 | Yes | Yes |
| 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 | 33 | 100 | 22.2 | 29.6 | 44.4 | 3.7 | 63 | 42.2 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 148 | 100 | 21.4 | 42 | 31.3 | 5.3 | 51.1 | 31.2 | 34 | Yes | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 379 | 100 | 14.8 | 34.7 | 18.8 | 31.8 | 59.7 | 34.9 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 194 | 100 | 11.2 | 33.5 | 21.2 | 34.1 | 64.2 | 33.8 | 45.6 | N/A | N/A |
| Female | 185 | 100 | 18.5 | 35.8 | 16.2 | 29.5 | 54.9 | 35.9 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 175 | 100 | 4.1 | 24.4 | 18 | 53.5 | 77.3 | 71.2 | 59 | Yes | Yes |
| African American | 172 | 100 | 26 | 46.8 | 18.2 | 9.1 | 41.6 | 25.8 | 26.9 | Yes | Yes |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 74.6 | 71.3 | I/S | I/S |
| Hispanic | 25 | 100 | 26.3 | 31.6 | 26.3 | 15.8 | 42.1 | 37.9 | 38.1 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 49 | 100 | 34.8 | 28.3 | 28.3 | 8.7 | 43.5 | 12.2 | 17.1 | No | Yes |
| 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 | 33 | 100 | 22.2 | 29.6 | 25.9 | 22.2 | 48.1 | 36.3 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 148 | 100 | 28.2 | 44.3 | 17.6 | 9.9 | 38.9 | 24.6 | 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 | 250 | 100 | 19.1 | 27.4 | 21.3 | 32.2 | 53.5 | 25.3 | 35.7 | 96.4 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 131 | 100 | 15.8 | 23.3 | 23.3 | 37.5 | 60.8 | 26 | 37.4 | 96.1 | 95.8 |
| Female | 119 | 100 | 22.7 | 31.8 | 19.1 | 26.4 | 45.5 | 24.6 | 33.8 | 96.7 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 110 | 100 | 3.7 | 19.3 | 24.8 | 52.3 | 77.1 | 61.9 | 49.2 | 96.3 | 96.3 |
| African American | 117 | 100 | 32.7 | 34.6 | 19.2 | 13.5 | 32.7 | 16.4 | 17 | 96.3 | 96 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 56.8 | 58 | 96.9 | 96 |
| Hispanic | 21 | 100 | 40 | 40 | 13.3 | 6.7 | 20 | 25.7 | 24.9 | 97.2 | 96.4 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 99.4 | 94.6 |
| Disability Status | | | | | | | | | | | |
| Disabled | 35 | 100 | 31.3 | 15.6 | 28.1 | 25 | 53.1 | 8.9 | 14 | 95.2 | 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 | 25 | 100 | 31.6 | 31.6 | 15.8 | 21.1 | 36.8 | 25.2 | 24.4 | 97.2 | 96.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 100 | 100 | 37.9 | 33.3 | 14.9 | 13.8 | 28.7 | 15.1 | 21.1 | 95.7 | 95.8 |
| Social Studies | | | | | | | | | | | |
| All Students | 242 | 100 | 16.2 | 25 | 20.6 | 38.2 | 58.8 | 27.2 | 34 | 96.4 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 117 | 100 | 11 | 25.7 | 17.4 | 45.9 | 63.3 | 28.1 | 36.6 | 96.1 | 95.8 |
| Female | 125 | 100 | 21 | 24.4 | 23.5 | 31.1 | 54.6 | 26.2 | 31.3 | 96.7 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 117 | 100 | 2.6 | 16.5 | 23.5 | 57.4 | 80.9 | 60.9 | 44.5 | 96.3 | 96.3 |
| African American | 105 | 100 | 30.5 | 35.8 | 16.8 | 16.8 | 33.7 | 18.2 | 19.1 | 96.3 | 96 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 64.9 | 58.9 | 96.9 | 96 |
| Hispanic | 14 | 100 | 33.3 | 25 | 33.3 | 8.3 | 41.7 | 33.3 | 27.5 | 97.2 | 96.4 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 99.4 | 94.6 |
| Disability Status | | | | | | | | | | | |
| Disabled | 31 | 100 | 27.6 | 37.9 | 10.3 | 24.1 | 34.5 | 9.7 | 14.4 | 95.2 | 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 | 20 | 100 | 22.2 | 27.8 | 22.2 | 27.8 | 50 | 36.4 | 27.3 | 97.2 | 96.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 91 | 100 | 38.3 | 29.6 | 21 | 11.1 | 32.1 | 16.8 | 21 | 95.7 | 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 | 120 | 100 | 7.6 | 33.3 | 48.6 | 10.5 | 59 | |
| | 4 | 130 | 100 | 13 | 33.9 | 38.3 | 14.8 | 53 | |
| | 5 | 126 | 100 | 15.8 | 29.8 | 45.6 | 8.8 | 54.4 | |
| | 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 | 136 | 100 | 10.9 | 27.1 | 45 | 17.1 | 62 | |
| | 4 | 113 | 100 | 8.5 | 28.3 | 48.1 | 15.1 | 63.2 | |
| | 5 | 130 | 100 | 16.2 | 33.3 | 41.9 | 8.5 | 50.4 | |
| | 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 | 120 | 100 | 15.2 | 43.8 | 23.8 | 17.1 | 41 | |
| | 4 | 130 | 100 | 12.2 | 38.3 | 15.7 | 33.9 | 49.6 | |
| | 5 | 126 | 100 | 12.3 | 38.6 | 15.8 | 33.3 | 49.1 | |
| | 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 | 136 | 100 | 20.9 | 34.1 | 20.9 | 24 | 45 | |
| | 4 | 113 | 100 | 8.5 | 23.6 | 26.4 | 41.5 | 67.9 | |
| | 5 | 130 | 100 | 13.7 | 45.3 | 9.4 | 31.6 | 41 | |
| | 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 | 60 | 100 | 29.4 | 29.4 | 27.5 | 13.7 | 41.2 | |
| | 4 | 130 | 100 | 22.7 | 23.6 | 19.1 | 34.5 | 53.6 | |
| | 5 | 69 | 100 | 28.1 | 21.1 | 15.8 | 35.1 | 50.9 | |
| | 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 | 69 | 100 | 20 | 33.8 | 23.1 | 23.1 | 46.2 | |
| | 4 | 113 | 100 | 15.1 | 22.6 | 23.6 | 38.7 | 62.3 | |
| | 5 | 68 | 100 | 25.4 | 28.8 | 15.3 | 30.5 | 45.8 | |
| | 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 | 61 | 100 | 5.8 | 36.5 | 34.6 | 23.1 | 57.7 | |
| | 4 | 130 | 100 | 11.8 | 32.7 | 17.3 | 38.2 | 55.5 | |
| | 5 | 62 | 100 | 21.2 | 15.4 | 28.8 | 34.6 | 63.5 | |
| | 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 | 68 | 100 | 10.8 | 27.7 | 21.5 | 40 | 61.5 | |
| | 4 | 112 | 100 | 12.4 | 23.8 | 21.9 | 41.9 | 63.8 | |
| | 5 | 62 | 100 | 29.3 | 24.1 | 17.2 | 29.3 | 46.6 | |
| | 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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