



Hanahan Middle

5815 Murray Drive
Hanahan, SC 29406

| | | |
|-----------------------|----------------------|--------------|
| Grades | 5-8 Middle School | |
| Enrollment | 728 Students | |
| Principal | Robin Rogers | 843-820-3800 |
| Superintendent | Dr. J. Chester Floyd | 843-899-8600 |
| Board Chair | Douglas Cooper | 843-819-3320 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

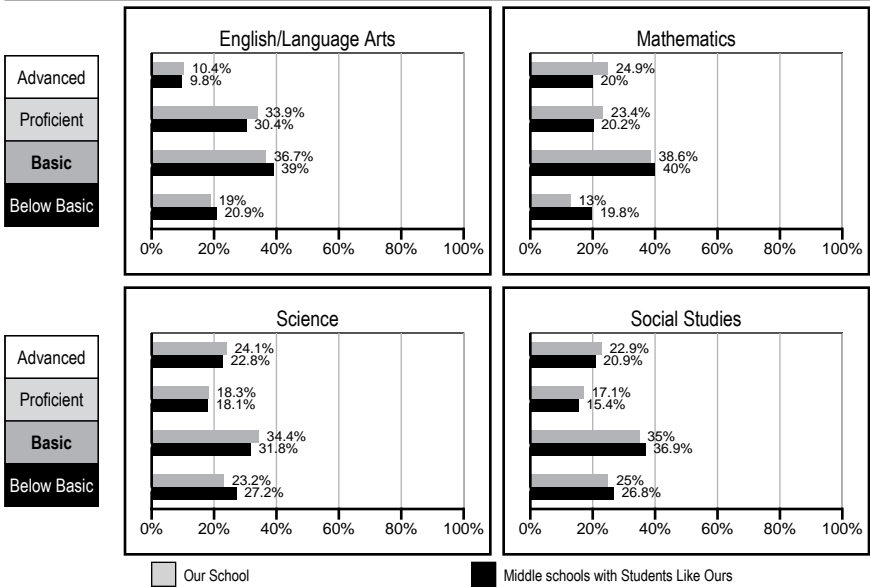
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 5 | 29 | 4 | 2 |

* 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 | 98.1 | 96.9 |
| English 1 | 98.6 | 92.8 |
| Physical Science | 0 | 23.8 |
| All Subjects | 98.4 | 96.5 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=728) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 33.5% | Up from 28.6% | 27.3% | 19.4% |
| Retention rate | 3.5% | Down from 3.7% | 1.9% | 1.8% |
| Attendance rate | 96.6% | Up from 96.3% | 96.0% | 95.8% |
| Eligible for gifted and talented | 20.9% | Down from 23.7% | 20.8% | 15.3% |
| With disabilities other than speech | 11.6% | Up from 8.4% | 11.4% | 12.9% |
| Older than usual for grade | 3.6% | Up from 1.9% | 1.7% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.8% | Up from 0.7% | 0.9% | 0.7% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=47) | | | | |
| Teachers with advanced degrees | 44.7% | Down from 48.8% | 56.8% | 55.0% |
| Continuing contract teachers | 48.9% | Down from 60.5% | 74.4% | 70.6% |
| Teachers with emergency or provisional certificates | 6.5% | No Change | 4.0% | 5.4% |
| Teachers returning from previous year | 76.2% | Down from 81.2% | 86.3% | 83.4% |
| Teacher attendance rate | 96.2% | Up from 96.1% | 95.0% | 94.9% |
| Average teacher salary | \$42,048 | Down 0.4% | \$45,112 | \$44,706 |
| Professional development days/teacher | 10.7 days | Down from 12.6 days | 11.8 days | 11.8 days |
| School | | | | |
| Principal's years at school | 9.0 | Up from 8.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 22.5 to 1 | No Change | 22.4 to 1 | 20.1 to 1 |
| Prime instructional time | 92.2% | Up from 91.4% | 89.9% | 89.3% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 98.1% | Up from 97.3% | 98.5% | 98.0% |
| Character development program | Good | No Change | Good | Good |
| Dollars spent per pupil* | \$6,479 | Up 25.6% | \$6,444 | \$7,097 |
| Percent of expenditures for instruction* | 62.8% | Down from 68.2% | 66.2% | 64.4% |
| Percent of expenditures for teacher salaries* | 59.2% | Down from 64.7% | 60.8% | 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

The 2007-2008 school year at Hanahan Middle School was a very successful year. HMS was named a National Blue Ribbon Lighthouse School award winner. Learning remains our top priority, as reflected in our PACT scores. The HMS faculty and staff work closely with the community, parents, and businesses to provide students with every opportunity to learn and to succeed. HMS increased Accelerated Reader points status, and the Books Rock Café continues as a successful reading incentive for students, faculty, and visitors. HMS experienced a successful Making Middle Grades Work (MMGW) - Technical Assistance Visit during the spring semester. Making Middle Grades Work is a district-wide initiative that provides a comprehensive improvement framework focusing on ten key practices to improve student success. As always, HMS continues to stress academic excellence as we "Soar to Success."

Our students' academic achievements continue to be among the best in the state. HMS PACT scores were among the highest of any middle school in Berkeley County. HMS is proud of our 15 National Junior scholars; the 154 band award recipients; 100% student participation in school Service Learning projects; first place in the Junior Beta Club Public Speaking at the state level; and the 22 chorus award recipients. In addition, the HMS band was awarded the State Band Directors' OPA (Outstanding Performance Award) for the twenty-third time.

125 HMS students took at least one of four credit courses, English 1, Spanish 1, Algebra 1, or Keyboarding, for high school credit. STEMS, an ELA program that studies Latin roots, continues to help HMS students increase their PACT scores. HMS stresses reading and writing across the curriculum, with monthly bulletin boards, a Principal's Pick display, the Writing Stick competition among grade levels, and faculty writings. SmartBoards were installed in all core subject classrooms and will be installed in all special-area classrooms by December, 2008. SPAWAR continues their services through the Lunch Buddy mentoring program, which has grown to over 90 participants. HAP (Homework Assistance Program) provided after-school help for over 100 students. MAP (Measures of Academic Progress) test scores were used to form RIT Band classes that met for 40 minutes weekly to address specific needs in Math and ELA. The HMS Student Council collected money for charities, and the SLEUTHS spearheaded many student service learning projects.

Carli Manchester, 7th grade Math teacher, was honored as the 2007-2008 HMS Teacher of the Year. We currently have five National Board Certified teachers, Sandi Parker, Karen Cowell, Joy Kirk, Kacy Holland, and Gigi Friend, and four more are applying, further validating that excellence and dedication continue to be the standards at HMS.

Mr. Robin Rogers, Principal
Mr Sean Kennedy, School Improvement Council

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 48 | 147 | 42 |
| Percent satisfied with learning environment | 97.9% | 81.6% | 92.7% |
| Percent satisfied with social and physical environment | 100.0% | 89.8% | 95.2% |
| Percent satisfied with school-home relations | 95.8% | 86.3% | 95.2% |

* 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

School Adequate Yearly Progress

NO

This school met 24 out of 29 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 | 0.8% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.9% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.6% | 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 | 714 | 100 | 19.9 | 37.8 | 33.6 | 8.7 | 53 | 48.6 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 378 | 100 | 25.9 | 41.9 | 28.5 | 3.7 | 43 | 40.8 | 41.7 | N/A | N/A |
| Female | 336 | 100 | 13.1 | 33.2 | 39.3 | 14.4 | 64.2 | 56.8 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 483 | 100 | 17.2 | 36.1 | 35.7 | 11.1 | 58.7 | 55.4 | 60 | Yes | Yes |
| African American | 120 | 100 | 30 | 43.6 | 24.5 | 1.8 | 32.7 | 36.5 | 31.7 | No | Yes |
| Asian/Pacific Islander | 33 | 100 | 10 | 36.7 | 40 | 13.3 | 63.3 | 73 | 70.4 | I/S | I/S |
| Hispanic | 71 | 100 | 26.7 | 40 | 31.7 | 1.7 | 43.3 | 39.9 | 38.4 | Yes | Yes |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 50 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 78 | 100 | 62.8 | 33.3 | 3.8 | 0 | 5.1 | 12.9 | 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 | 86 | 100 | 25 | 43.1 | 27.8 | 4.2 | 41.7 | 37.4 | 36.9 | Yes | Yes |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 258 | 100 | 28.4 | 38.9 | 27.9 | 4.8 | 40.2 | 38.5 | 34 | No | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 714 | 100 | 14 | 40.2 | 22.6 | 23.2 | 56.3 | 44.2 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 378 | 100 | 16 | 38.2 | 21.9 | 23.9 | 53.8 | 44.4 | 45.6 | N/A | N/A |
| Female | 336 | 100 | 11.8 | 42.5 | 23.3 | 22.4 | 59.1 | 43.9 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 483 | 100 | 9.8 | 40 | 23.9 | 26.3 | 62.2 | 52.8 | 59 | Yes | Yes |
| African American | 120 | 100 | 30 | 46.4 | 15.5 | 8.2 | 30 | 28.2 | 26.9 | No | Yes |
| Asian/Pacific Islander | 33 | 100 | 6.7 | 30 | 16.7 | 46.7 | 73.3 | 70.4 | 71.3 | I/S | I/S |
| Hispanic | 71 | 100 | 20 | 36.7 | 26.7 | 16.7 | 51.7 | 38.9 | 38.1 | Yes | Yes |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 47.5 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 78 | 100 | 42.3 | 44.9 | 11.5 | 1.3 | 17.9 | 14.6 | 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 | 86 | 100 | 18.1 | 40.3 | 22.2 | 19.4 | 50 | 38.6 | 38.7 | Yes | Yes |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 258 | 100 | 21.8 | 41 | 19.2 | 17.9 | 46.3 | 33.8 | 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 | 458 | 99.8 | 23.1 | 34.2 | 18.4 | 24.3 | 42.7 | 35.1 | 35.7 | 96.6 | 96.4 |
| Gender | | | | | | | | | | | |
| Male | 242 | 99.6 | 24 | 32.6 | 15.8 | 27.6 | 43.4 | 36.3 | 37.4 | 96.5 | 96.3 |
| Female | 216 | 100 | 22.2 | 36 | 21.2 | 20.7 | 41.9 | 33.9 | 33.8 | 96.8 | 96.5 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 306 | 99.7 | 19.4 | 29.1 | 21.5 | 30.1 | 51.6 | 44.8 | 49.2 | 96.4 | 96 |
| African American | 78 | 100 | 39.4 | 46.5 | 5.6 | 8.5 | 14.1 | 18.5 | 17 | 96.6 | 96.9 |
| Asian/Pacific Islander | 24 | 100 | 13 | 47.8 | 13 | 26.1 | 39.1 | 51.3 | 58 | 98.3 | 97.5 |
| Hispanic | 45 | 100 | 28.9 | 42.1 | 18.4 | 10.5 | 28.9 | 26.8 | 24.9 | 97.1 | 96.7 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 38.7 | 37.4 | 94.4 | 95.2 |
| Disability Status | | | | | | | | | | | |
| Disabled | 50 | 100 | 62 | 26 | 10 | 2 | 12 | 9.8 | 14 | 95.4 | 95.5 |
| 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 | 56 | 100 | 27.1 | 45.8 | 14.6 | 12.5 | 27.1 | 24.3 | 24.4 | 97.5 | 96.9 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 166 | 99.4 | 31 | 39.3 | 12.4 | 17.2 | 29.7 | 23.7 | 21.1 | 95.9 | 96.1 |
| Social Studies | | | | | | | | | | | |
| All Students | 452 | 100 | 25 | 35 | 17.1 | 22.9 | 40 | 34.6 | 34 | 96.6 | 96.4 |
| Gender | | | | | | | | | | | |
| Male | 244 | 100 | 23.6 | 31.6 | 18.2 | 26.7 | 44.9 | 36.3 | 36.6 | 96.5 | 96.3 |
| Female | 208 | 100 | 26.7 | 39 | 15.9 | 18.5 | 34.4 | 32.8 | 31.3 | 96.8 | 96.5 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 317 | 100 | 21.9 | 34.6 | 17.6 | 25.9 | 43.5 | 40.9 | 44.5 | 96.4 | 96 |
| African American | 76 | 100 | 36.6 | 38 | 15.5 | 9.9 | 25.4 | 22.7 | 19.1 | 96.6 | 96.9 |
| Asian/Pacific Islander | 14 | 100 | 16.7 | 16.7 | 25 | 41.7 | 66.7 | 59.5 | 58.9 | 98.3 | 97.5 |
| Hispanic | 42 | 100 | 32.4 | 35.3 | 14.7 | 17.6 | 32.4 | 31.3 | 27.5 | 97.1 | 96.7 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 34.8 | 32.7 | 94.4 | 95.2 |
| Disability Status | | | | | | | | | | | |
| Disabled | 49 | 100 | 57.1 | 32.7 | 8.2 | 2 | 10.2 | 11.8 | 14.4 | 95.4 | 95.5 |
| 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 | 47 | 100 | 32.4 | 29.7 | 21.6 | 16.2 | 37.8 | 29.6 | 27.3 | 97.5 | 96.9 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 169 | 100 | 31.5 | 37.6 | 13.4 | 17.4 | 30.9 | 25.5 | 21 | 95.9 | 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 | 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 | 160 | 99.4 | 14.8 | 42.3 | 40.3 | 2.7 | 43 |
| | 6 | 192 | 100 | 24.9 | 35.5 | 28.4 | 11.2 | 39.6 |
| | 7 | 158 | 100 | 21.2 | 43.8 | 31.5 | 3.4 | 34.9 |
| | 8 | 189 | 99.5 | 19.2 | 52.9 | 25.6 | 2.3 | 27.9 |
| 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 | 173 | 100 | 17.1 | 36.6 | 36 | 10.4 | 46.3 |
| | 6 | 173 | 100 | 14 | 26.8 | 42.7 | 16.6 | 59.2 |
| | 7 | 198 | 100 | 26 | 42 | 28.7 | 3.3 | 32 |
| | 8 | 170 | 100 | 21.6 | 45.1 | 27.8 | 5.6 | 33.3 |
| 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 | 160 | 100 | 9.3 | 40 | 28 | 22.7 | 50.7 |
| | 6 | 192 | 100 | 11.8 | 40.2 | 23.7 | 24.3 | 47.9 |
| | 7 | 158 | 100 | 13.7 | 40.4 | 19.9 | 26 | 45.9 |
| | 8 | 189 | 100 | 24.9 | 52 | 15 | 8.1 | 23.1 |
| 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 | 173 | 100 | 13.4 | 34.1 | 28.7 | 23.8 | 52.4 |
| | 6 | 173 | 100 | 12.7 | 30.6 | 23.6 | 33.1 | 56.7 |
| | 7 | 198 | 100 | 12.7 | 42.5 | 17.7 | 27.1 | 44.8 |
| | 8 | 170 | 100 | 17.3 | 53.1 | 21 | 8.6 | 29.6 |
| 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 | 80 | 100 | 22.7 | 24 | 18.7 | 34.7 | 53.3 |
| | 6 | 98 | 100 | 30.1 | 24.1 | 19.3 | 26.5 | 45.8 |
| | 7 | 158 | 100 | 23.3 | 33.6 | 21.2 | 21.9 | 43.2 |
| | 8 | 96 | 100 | 23.9 | 48.9 | 14.8 | 12.5 | 27.3 |
| 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 | 88 | 100 | 20.2 | 27.4 | 20.2 | 32.1 | 52.4 |
| | 6 | 85 | 98.8 | 23.7 | 26.3 | 17.1 | 32.9 | 50 |
| | 7 | 198 | 100 | 20.4 | 41.4 | 17.1 | 21 | 38.1 |
| | 8 | 87 | 100 | 31.3 | 32.5 | 20.5 | 15.7 | 36.1 |
| 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 | 80 | 100 | 30.7 | 30.7 | 22.7 | 16 | 38.7 |
| | 6 | 94 | 100 | 18.6 | 36 | 22.1 | 23.3 | 45.3 |
| | 7 | 158 | 100 | 21.9 | 38.4 | 15.1 | 24.7 | 39.7 |
| | 8 | 93 | 100 | 22.4 | 52.9 | 15.3 | 9.4 | 24.7 |
| 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 | 85 | 100 | 25 | 37.5 | 20 | 17.5 | 37.5 |
| | 6 | 87 | 100 | 11.3 | 18.8 | 30 | 40 | 70 |
| | 7 | 197 | 100 | 37 | 32.6 | 8.8 | 21.5 | 30.4 |
| | 8 | 83 | 100 | 11.4 | 54.4 | 20.3 | 13.9 | 34.2 |

Abbreviations for Missing Data

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