



Lexington Middle

702 North Lake Drive
Lexington, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 1,058 Students | |
| Principal | Laura S. McMahan | 803-359-6169 |
| Superintendent | Dr. Karen C. Woodward | 803-951-8363 |
| Board Chair | G. Edwin Harmon, Ph.D. | 803-359-0844 |

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 | Below Average |
| 2006 | Good | Below Average |
| 2005 | Excellent | Excellent |
| 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

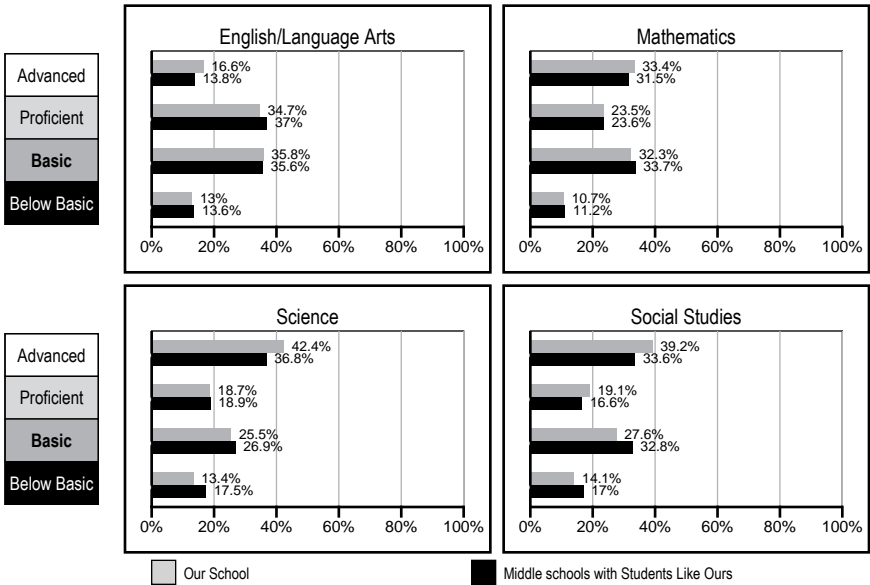
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 7 | 0 | 0 | 0 |

* 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 | 99.7 |
| English 1 | 100.0 | 78.0 |
| Physical Science | 0 | 0 |
| All Subjects | 100.0 | 99.0 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=1,058) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 19.6% | Down from 29.0% | 37.9% | 19.4% |
| Retention rate | 1.4% | No Change | 0.7% | 1.8% |
| Attendance rate | 96.9% | No Change | 96.9% | 95.8% |
| Eligible for gifted and talented | 31.9% | Up from 31.5% | 31.9% | 15.3% |
| With disabilities other than speech | 7.5% | Up from 6.2% | 7.6% | 12.9% |
| Older than usual for grade | 1.1% | Down from 1.3% | 1.1% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.9% | Down from 1.0% | 0.7% | 0.7% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=74) | | | | |
| Teachers with advanced degrees | 63.5% | Down from 64.5% | 63.2% | 55.0% |
| Continuing contract teachers | 79.7% | Down from 80.3% | 77.8% | 70.6% |
| Teachers with emergency or provisional certificates | 1.5% | Down from 3.0% | 2.1% | 5.4% |
| Teachers returning from previous year | 79.5% | Down from 81.7% | 79.5% | 83.4% |
| Teacher attendance rate | 93.8% | Down from 94.1% | 95.4% | 94.9% |
| Average teacher salary | \$48,381 | Up 3.6% | \$47,446 | \$44,706 |
| Professional development days/teacher | 13.1 days | Up from 11.8 days | 13.1 days | 11.8 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 3.5 | 3.0 |
| Student-teacher ratio in core subjects | 22.5 to 1 | Up from 22.0 to 1 | 22.5 to 1 | 20.1 to 1 |
| Prime instructional time | 89.8% | Down from 90.1% | 89.8% | 89.3% |
| Opportunities in the arts | Excellent | No Change | Excellent | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 96.2% | Up from 95.3% | 99.0% | 98.0% |
| Character development program | Excellent | Up from Good | Excellent | Good |
| Dollars spent per pupil* | \$7,125 | Up 61.5% | \$7,125 | \$7,097 |
| Percent of expenditures for instruction* | 68.5% | Up from 67.3% | 66.7% | 64.4% |
| Percent of expenditures for teacher salaries* | 66.8% | Up from 65.6% | 58.0% | 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

As stated in the campus mission statement, Lexington Middle School is a safe, caring environment dedicated to promoting the education of each student. The middle school experience prepares our students to demonstrate a high level of academic achievement and to make a successful transition to a rigorous high school curriculum. Reflecting on the 2007–2008 school year, it is once more apparent that the essence of the school is captured in the motto: "Learning Means Success."

Accomplishments reflecting a high level of academic achievement included 88 students who were named South Carolina Junior Scholars. One hundred, twenty-one students qualified to participate in the Duke Talent Identification Program, and 14 of those students were recognized as state finalists in the program. In addition, we recognized 542 students for classroom effort and achievement during our awards night.

Beyond the classroom, students continued to have a positive impact on the community. Organized by Service Learning students and Student Council Members, students participated in a variety of programs focused on giving back to the community.

On the court, the boys' and girls' basketball teams had an outstanding season. Both teams won the Palmetto Athletic Conference title and each team was recognized with a House Resolution, presented by Representatives Nikki Haley and Ted Pitts.

LMS is proud to be a Red Carpet School. We have taken great pride in having a family-friendly school environment and providing excellent customer service. LMS was also identified as the top middle school by the South Carolina Bar Association and received \$5,000. Math Teacher Genia Webb received the distinguished Milken Family National Educator Award for her effective instructional practices and her ability to motivate students and her colleagues.

Technology and literacy continue to be two strong programs at LMS. Teachers use technology to ensure that classroom resources are up-to-date and relevant. Expanded computer labs allow for more class time on computers. Through the literacy program, students were recognized for reading at least five books throughout the year beyond required reading. Students also read the equivalent of 25 books through their classroom literacy components.

We are continuing to address the individual academic needs of students. All students at LMS take Measures of Academic Progress tests in reading and math at least twice a year. Teachers were able to focus on reading this year and use the data provided from the tests to address instructional challenges. This enables our teachers to differentiate the instruction provided to each student. Students who faced academic weaknesses also participated in academic assistance throughout the school year to provide them with extra support for learning.

As a part of the Making Middle Grades Work initiative, LMS has implemented an Advisor/Advisee program in which each student on campus is paired with a faculty advisor. Students met in small groups with these advisors to develop organizational, goal-setting, and social skills. Advisors sought to support advisee students in academic and social settings.

LMS has an outstanding faculty and student body. Our continued accomplishments show our dedication to promote the education of each student.

Laura McMahan, Principal
Ann Pitts, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 55 | 399 | 142 |
| Percent satisfied with learning environment | 96.4% | 79.9% | 85.8% |
| Percent satisfied with social and physical environment | 98.2% | 83.4% | 83.8% |
| Percent satisfied with school-home relations | 96.2% | 87.9% | 79.0% |

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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 | 1.7% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.9% | 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 | 1064 | 100 | 14.6 | 38.8 | 35.1 | 11.5 | 59.5 | 57.1 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 568 | 100 | 20 | 42.3 | 31.6 | 6.1 | 51 | 50 | 41.7 | N/A | N/A |
| Female | 496 | 100 | 8.4 | 34.8 | 39.1 | 17.8 | 69.3 | 64.6 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 863 | 100 | 12 | 37.8 | 37.4 | 12.8 | 63.8 | 59.6 | 60 | Yes | Yes |
| African American | 122 | 100 | 30.2 | 44.3 | 23.6 | 1.9 | 33 | 37.8 | 31.7 | No | Yes |
| Asian/Pacific Islander | 31 | 100 | 10.7 | 42.9 | 25 | 21.4 | 64.3 | 75.4 | 70.4 | I/S | I/S |
| Hispanic | 39 | 100 | 33.3 | 41.7 | 19.4 | 5.6 | 36.1 | 39.7 | 38.4 | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 61.5 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 83 | 100 | 67.5 | 30 | 2.5 | 0 | 6.3 | 17.3 | 16 | No | 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 | 30 | 100 | 34.6 | 50 | 15.4 | 0 | 34.6 | 41.7 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 214 | 100 | 32.7 | 44.9 | 18.9 | 3.6 | 33.7 | 38.7 | 34 | No | Yes |

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

| | | | | | | | | | | | |
|------------------------------|------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 1064 | 100 | 12.2 | 35.6 | 24.7 | 27.5 | 61.7 | 54.6 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 568 | 100 | 13.7 | 34.2 | 23.3 | 28.8 | 62.5 | 55.3 | 45.6 | N/A | N/A |
| Female | 496 | 100 | 10.5 | 37.1 | 26.4 | 26 | 60.7 | 53.8 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 863 | 100 | 9.7 | 34.1 | 26.2 | 30.1 | 65.7 | 57.7 | 59 | Yes | Yes |
| African American | 122 | 100 | 28.3 | 51.9 | 11.3 | 8.5 | 33 | 30.5 | 26.9 | No | Yes |
| Asian/Pacific Islander | 31 | 100 | 3.6 | 25 | 32.1 | 39.3 | 75 | 71.6 | 71.3 | I/S | I/S |
| Hispanic | 39 | 100 | 30.6 | 30.6 | 22.2 | 16.7 | 44.4 | 37.5 | 38.1 | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 59 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 83 | 100 | 56.3 | 33.8 | 3.8 | 6.3 | 15 | 20.3 | 17.1 | No | 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 | 30 | 100 | 26.9 | 38.5 | 19.2 | 15.4 | 38.5 | 42 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 214 | 100 | 28.1 | 44.9 | 17.3 | 9.7 | 38.3 | 36.3 | 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 | 733 | 100 | 13.4 | 25.5 | 18.6 | 42.4 | 61 | 50.3 | 35.7 | 96.9 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 375 | 100 | 13.7 | 25.1 | 17.6 | 43.6 | 61.2 | 51.7 | 37.4 | 96.8 | 96.1 |
| Female | 358 | 100 | 13.1 | 26 | 19.7 | 41.2 | 60.9 | 48.7 | 33.8 | 96.9 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 592 | 100 | 10.2 | 24.2 | 19.4 | 46.2 | 65.6 | 53.7 | 49.2 | 96.9 | 96.1 |
| African American | 86 | 100 | 37.3 | 32 | 16 | 14.7 | 30.7 | 25.1 | 17 | 96.5 | 96.1 |
| Asian/Pacific Islander | 21 | 100 | 10 | 10 | 15 | 65 | 80 | 65.8 | 58 | 97.8 | 96.8 |
| Hispanic | 28 | 100 | 16 | 52 | 16 | 16 | 32 | 31.9 | 24.9 | 96.3 | 95.9 |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 65.2 | 37.4 | 93.9 | 94.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 58 | 100 | 44.6 | 33.9 | 7.1 | 14.3 | 21.4 | 20 | 14 | 95.2 | 95 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 21.9 | N/A | 98.1 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 19 | 100 | 5.9 | 58.8 | 17.6 | 17.6 | 35.3 | 28.9 | 24.4 | 96.9 | 96.4 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 143 | 100 | 32.1 | 37.4 | 11.5 | 19.1 | 30.5 | 31.8 | 21.1 | 95.4 | 94.9 |
| Social Studies | | | | | | | | | | | |
| All Students | 734 | 100 | 14.1 | 27.7 | 19.1 | 39.1 | 58.2 | 47.1 | 34 | 96.9 | 96.1 |
| Gender | | | | | | | | | | | |
| Male | 406 | 100 | 16.1 | 23.1 | 17.9 | 43 | 60.9 | 52 | 36.6 | 96.8 | 96.1 |
| Female | 328 | 100 | 11.7 | 33.3 | 20.6 | 34.3 | 54.9 | 41.9 | 31.3 | 96.9 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 603 | 100 | 12.4 | 27.2 | 19 | 41.4 | 60.3 | 49.4 | 44.5 | 96.9 | 96.1 |
| African American | 72 | 100 | 24.6 | 38.5 | 23.1 | 13.8 | 36.9 | 29.2 | 19.1 | 96.5 | 96.1 |
| Asian/Pacific Islander | 23 | 100 | 4.8 | 19 | 23.8 | 52.4 | 76.2 | 64.2 | 58.9 | 97.8 | 96.8 |
| Hispanic | 29 | 100 | 32.1 | 25 | 7.1 | 35.7 | 42.9 | 28 | 27.5 | 96.3 | 95.9 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 55.6 | 32.7 | 93.9 | 94.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 51 | 100 | 46.9 | 30.6 | 12.2 | 10.2 | 22.4 | 21.6 | 14.4 | 95.2 | 95 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 22.6 | N/A | 98.1 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 22 | 100 | 40 | 15 | 20 | 25 | 45 | 30.5 | 27.3 | 96.9 | 96.4 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 139 | 100 | 29.2 | 36.9 | 16.2 | 17.7 | 33.8 | 28.2 | 21 | 95.4 | 94.9 |

* 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 | 225 | 99.6 | 19.3 | 31.9 | 32.4 | 16.4 | 48.8 |
| | 7 | 430 | 99.1 | 17 | 35.2 | 41.6 | 6.2 | 47.8 |
| | 8 | 404 | 99.3 | 12.5 | 45.1 | 34.2 | 8.2 | 42.4 |
| 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 | 238 | 100 | 15 | 38.8 | 35 | 11.2 | 46.3 |
| | 7 | 403 | 100 | 13.7 | 35.4 | 38.8 | 12.1 | 50.9 |
| | 8 | 423 | 100 | 15.3 | 42.1 | 31.5 | 11.1 | 42.6 |
| 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 | 225 | 99.6 | 11.1 | 28 | 29 | 31.9 | 60.9 |
| | 7 | 430 | 99.1 | 10.1 | 32.3 | 24.4 | 33.3 | 57.6 |
| | 8 | 404 | 99.5 | 11.7 | 47.7 | 18 | 22.5 | 40.6 |
| 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 | 238 | 100 | 10.3 | 29.4 | 26.6 | 33.6 | 60.3 |
| | 7 | 403 | 100 | 7.2 | 31.8 | 26.4 | 34.6 | 61 |
| | 8 | 423 | 100 | 18 | 42.4 | 22.2 | 17.5 | 39.7 |
| 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 | 114 | 100 | 11.4 | 29.5 | 21 | 38.1 | 59 |
| | 7 | 429 | 98.8 | 12.6 | 24.2 | 26.2 | 37 | 63.2 |
| | 8 | 200 | 100 | 4.9 | 29.5 | 23 | 42.6 | 65.6 |
| 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 | 120 | 100 | 25.5 | 20.8 | 17 | 36.8 | 53.8 |
| | 7 | 403 | 100 | 9.8 | 28.9 | 18.1 | 43.2 | 61.2 |
| | 8 | 210 | 100 | 14 | 21.5 | 20.5 | 44 | 64.5 |
| 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 | 111 | 99.1 | 6.9 | 21.6 | 25.5 | 46.1 | 71.6 |
| | 7 | 429 | 98.6 | 15.1 | 28 | 21.3 | 35.6 | 56.9 |
| | 8 | 204 | 99 | 10.4 | 43.8 | 20.8 | 25 | 45.8 |
| 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 | 118 | 100 | 8.3 | 19.4 | 20.4 | 51.9 | 72.2 |
| | 7 | 403 | 100 | 15.5 | 24.8 | 15.2 | 44.4 | 59.7 |
| | 8 | 213 | 100 | 14.6 | 37.4 | 25.7 | 22.3 | 48.1 |

Abbreviations for Missing Data

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