



Sandhills Middle

582 Meadowfield Road
Gaston, SC 29053

| | | |
|-----------------------|-------------------|--------------|
| Grades | 7-8 Middle School | |
| Enrollment | 515 Students | |
| Principal | Justin Nutter | 803-926-1890 |
| Superintendent | Dr. Linda Hawkins | 803-568-1000 |
| Board Chair | Mr. Jim St. Clair | 803-794-0645 |

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 | Below Average | Below Average |
| 2004 | Below Average | 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

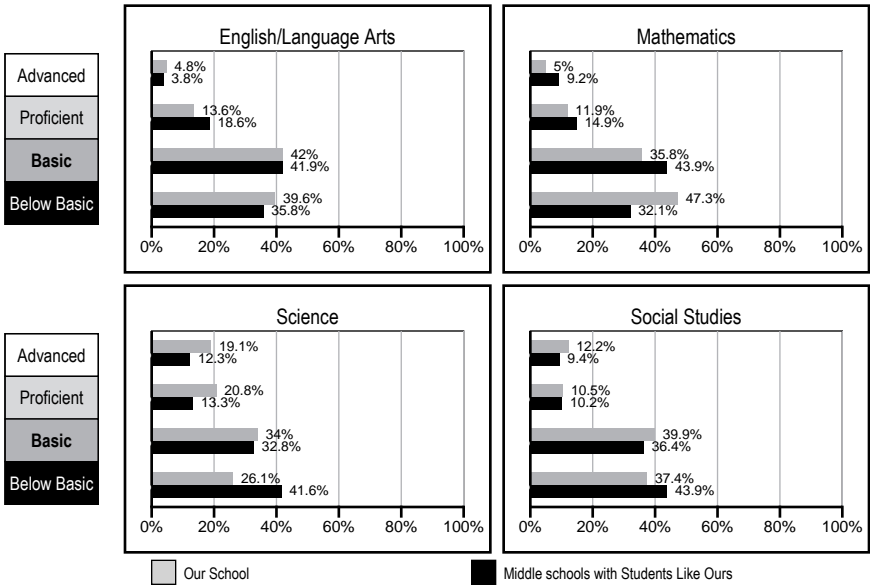
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 2 | 21 | 16 |

* 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 | 64.5 | 94.1 |
| English 1 | 94.1 | 94.1 |
| Physical Science | 0 | 0 |
| All Subjects | 71.2 | 92.2 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=515) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 47.2% | Down from 53.0% | 15.2% | 19.4% |
| Retention rate | 0.6% | Up from 0.5% | 3.0% | 1.8% |
| Attendance rate | 94.7% | Up from 94.1% | 95.4% | 95.8% |
| Eligible for gifted and talented | 14.4% | Up from 12.8% | 11.2% | 15.3% |
| With disabilities other than speech | 14.0% | Down from 17.5% | 14.0% | 12.9% |
| Older than usual for grade | 2.5% | Up from 2.2% | 5.0% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 1.4% | Down from 5.5% | 1.0% | 0.7% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=37) | | | | |
| Teachers with advanced degrees | 48.6% | Down from 50.0% | 53.9% | 55.0% |
| Continuing contract teachers | 40.5% | Down from 67.5% | 63.0% | 70.6% |
| Teachers with emergency or provisional certificates | 18.2% | Up from 6.9% | 8.3% | 5.4% |
| Teachers returning from previous year | 73.7% | Down from 75.9% | 80.2% | 83.4% |
| Teacher attendance rate | 93.8% | Down from 95.0% | 95.0% | 94.9% |
| Average teacher salary | \$37,807 | Down 0.2% | \$44,443 | \$44,706 |
| Professional development days/teacher | 14.7 days | Up from 14.5 days | 12.1 days | 11.8 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 7.0 | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 21.7 to 1 | Up from 20.7 to 1 | 19.9 to 1 | 20.1 to 1 |
| Prime instructional time | 86.8% | Down from 87.1% | 88.7% | 89.3% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 97.9% | Up from 94.0% | 97.3% | 98.0% |
| Character development program | Good | No Change | Good | Good |
| Dollars spent per pupil* | \$7,595 | Up 1.5% | \$7,499 | \$7,097 |
| Percent of expenditures for instruction* | 54.6% | Down from 59.2% | 64.0% | 64.4% |
| Percent of expenditures for teacher salaries* | 50.3% | No Change | 58.8% | 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

Students, parents, faculty, and staff at Sandhills Middle School are proud to work together to create an exemplary learning community that embodies our mission of “being and creating lifelong learners in a safe and supportive environment.”

During the 2007-08 school year, our learning community focused on building our capacity to actively utilize student performance data to inform and guide instruction. Our team continued to develop common formative and summative assessments in all content areas. The collaborative analysis of these assessments enabled us to intentionally focus instruction on specific student needs.

Our commitment to ensure student performance at the highest level was demonstrated in our focus on providing proactive assistance to academically and behaviorally at-risk students. We implemented a Response to Intervention framework to identify and address specific needs of at-risk students through the assistance of the entire school community. The formation of our STARS Team (Support Team for At-Risk Students) helped us mentor and provide individual assistance to students who need additional support to experience success.

Sandhills Middle continues to seek to meet diverse needs of our students by providing a program of courses that foster individual growth and career development. SMS is excited to be one of six middle schools statewide to participate in the South Carolina Algebra Project. This partnership helped our eighth-grade teachers and students meet the challenge of Algebra I at the middle level. The expansion of our Keyboarding I offering to seventh graders added to opportunities for our students to earn high school credit. Our gifted and talented students continue to participate in the Project Lead the Way pre-engineering and robotics curriculum. Our focus on the inclusion of special education students continues to provide purposeful and rigorous learning for all students. The formation of our jazz band, hand bell choir, and French exploratory classes added to our students' choices in the arts, which already included our award-winning band, art, and drama programs.

We congratulate our eighth-grade parents for having 100% participation in Individual Graduation Plan conferences with our career specialist and guidance department. Our parents have been outstanding in attending parent conferences, our third annual Parent University, and in their support of our students and school!

As we move into the 2008-09 school year, SMS is committed to continuing to establish high standards by creating a learning environment that ensures student performance at the highest level. Our future challenges include the continued utilization of data to inform instruction, the engagement of students in critical literacy across all subject areas, and the continued development of our systematic strategic intervention program.

Justin Nutter, Principal
Brian Marcum, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 30 | 231 | 95 |
| Percent satisfied with learning environment | 100.0% | 62.0% | 67.8% |
| Percent satisfied with social and physical environment | 100.0% | 71.4% | 68.1% |
| Percent satisfied with school-home relations | 89.7% | 77.9% | 65.6% |

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

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School Adequate Yearly Progress

NO

This school met 12 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 | N/A | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 17.1% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 17.1% | 0.0% | No |
| Student attendance rate | 94.7% | 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 | 506 | 99.8 | 43 | 42.3 | 12.1 | 2.6 | 23.8 | 30.9 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 260 | 99.6 | 54.3 | 37.9 | 7 | 0.8 | 12.3 | 22.1 | 41.7 | N/A | N/A |
| Female | 246 | 100 | 30.8 | 47.1 | 17.6 | 4.4 | 36.1 | 40.6 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 373 | 100 | 41.2 | 44.1 | 12.1 | 2.6 | 25.1 | 34.2 | 60 | No | Yes |
| African American | 104 | 100 | 51.5 | 36.1 | 12.4 | 0 | 18.6 | 21.1 | 31.7 | No | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 70.4 | I/S | I/S |
| Hispanic | 24 | 95.8 | 38.1 | 42.9 | 9.5 | 9.5 | 19 | 22.7 | 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 | 77 | 100 | 87.3 | 12.7 | 0 | 0 | 1.4 | 9.7 | 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 | 13 | 92.3 | 63.6 | 36.4 | 0 | 0 | 0 | 17.8 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 355 | 99.7 | 50.5 | 38.8 | 9.5 | 1.2 | 19 | 24.7 | 34 | No | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students | 506 | 100 | 33.4 | 47.9 | 12.8 | 6 | 29.6 | 37.9 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 260 | 100 | 37 | 46.5 | 11.5 | 4.9 | 28.4 | 37.2 | 45.6 | N/A | N/A |
| Female | 246 | 100 | 29.5 | 49.3 | 14.1 | 7 | 30.8 | 38.6 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 373 | 100 | 29.4 | 49 | 15 | 6.6 | 34 | 42.7 | 59 | Yes | Yes |
| African American | 104 | 100 | 49.5 | 41.2 | 6.2 | 3.1 | 16.5 | 23.5 | 26.9 | No | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 71.3 | I/S | I/S |
| Hispanic | 24 | 100 | 28.6 | 57.1 | 9.5 | 4.8 | 19 | 28.8 | 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 | 77 | 100 | 62 | 35.2 | 2.8 | 0 | 4.2 | 13.9 | 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 | 13 | 100 | 45.5 | 54.5 | 0 | 0 | 9.1 | 31.1 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 355 | 100 | 39.4 | 48 | 9.2 | 3.4 | 22.6 | 31.8 | 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 | 386 | 100 | 26.1 | 34 | 20.8 | 19.1 | 39.9 | 36 | 35.7 | 94.7 | 95.3 |
| Gender | | | | | | | | | | | |
| Male | 199 | 100 | 28.9 | 36.9 | 18.7 | 15.5 | 34.2 | 33.8 | 37.4 | 94.4 | 95.3 |
| Female | 187 | 100 | 23.1 | 30.8 | 23.1 | 23.1 | 46.2 | 38.3 | 33.8 | 95.1 | 95.4 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 287 | 100 | 25.8 | 29.9 | 22.7 | 21.6 | 44.3 | 41.3 | 49.2 | 94.2 | 95 |
| African American | 77 | 100 | 29.6 | 47.9 | 14.1 | 8.5 | 22.5 | 18 | 17 | 96.4 | 96.5 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58 | 96.4 | 95.4 |
| Hispanic | 18 | 100 | 23.5 | 35.3 | 17.6 | 23.5 | 41.2 | 28.9 | 24.9 | 95 | 96.2 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 93.3 | 92.5 |
| Disability Status | | | | | | | | | | | |
| Disabled | 58 | 100 | 57.7 | 34.6 | 3.8 | 3.8 | 7.7 | 14.3 | 14 | 93.5 | 94.8 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | 50 | 50 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 12.5 | 24.4 | 95.3 | 96.6 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 268 | 100 | 31.8 | 37.6 | 17.6 | 13.1 | 30.6 | 27.3 | 21.1 | 94.4 | 95 |
| Social Studies | | | | | | | | | | | |
| All Students | 381 | 99.5 | 37.2 | 40.1 | 10.5 | 12.2 | 22.7 | 30.7 | 34 | 94.7 | 95.3 |
| Gender | | | | | | | | | | | |
| Male | 199 | 99 | 41.1 | 37.3 | 9.7 | 11.9 | 21.6 | 31.2 | 36.6 | 94.4 | 95.3 |
| Female | 182 | 100 | 32.9 | 43.1 | 11.4 | 12.6 | 24 | 30.2 | 31.3 | 95.1 | 95.4 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 278 | 100 | 36.4 | 39.5 | 10.1 | 14 | 24 | 32.3 | 44.5 | 94.2 | 95 |
| African American | 79 | 98.7 | 41.7 | 43.1 | 12.5 | 2.8 | 15.3 | 26.1 | 19.1 | 96.4 | 96.5 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | 96.4 | 95.4 |
| Hispanic | 20 | 95 | 33.3 | 33.3 | 11.1 | 22.2 | 33.3 | 27.7 | 27.5 | 95 | 96.2 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 93.3 | 92.5 |
| Disability Status | | | | | | | | | | | |
| Disabled | 60 | 98.3 | 77.8 | 16.7 | 1.9 | 3.7 | 5.6 | 16 | 14.4 | 93.5 | 94.8 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | 50 | 50 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 12 | 91.7 | 45.5 | 36.4 | 18.2 | 0 | 18.2 | 21.9 | 27.3 | 95.3 | 96.6 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 268 | 99.3 | 42.2 | 41 | 9.8 | 7 | 16.8 | 24.5 | 21 | 94.4 | 95 |

* 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 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | 245 | 100 | 44 | 40.9 | 13.3 | 1.8 | 15.1 |
| | 8 | 288 | 98.6 | 45.9 | 40.9 | 10.4 | 2.7 | 13.1 |
| 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | 261 | 100 | 44.4 | 43.5 | 10 | 2.1 | 12.1 |
| | 8 | 245 | 99.6 | 41.6 | 41.1 | 14.3 | 3 | 17.3 |
| 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 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | 245 | 100 | 28 | 52.9 | 14.7 | 4.4 | 19.1 |
| | 8 | 289 | 99.3 | 47.3 | 41.6 | 8 | 3.1 | 11.1 |
| 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | 261 | 100 | 22.2 | 49.4 | 18.4 | 10 | 28.5 |
| | 8 | 245 | 100 | 45 | 46.3 | 6.9 | 1.7 | 8.7 |
| 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 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | 245 | 100 | 37.5 | 32.1 | 19.6 | 10.7 | 30.4 |
| | 8 | 145 | 100 | 49.6 | 35.3 | 9 | 6 | 15 |
| 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | 261 | 100 | 23.4 | 38.5 | 19.2 | 18.8 | 38.1 |
| | 8 | 125 | 100 | 31.6 | 24.8 | 23.9 | 19.7 | 43.6 |
| 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 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | 245 | 100 | 45.1 | 29.9 | 9.8 | 15.2 | 25 |
| | 8 | 143 | 98.6 | 57.4 | 38.8 | 3.1 | 0.8 | 3.9 |
| 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | 261 | 100 | 38.5 | 35.1 | 10.5 | 15.9 | 26.4 |
| | 8 | 120 | 98.3 | 34.5 | 50.4 | 10.6 | 4.4 | 15 |

Abbreviations for Missing Data

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