



Branchville High

1349 Dorange Rd
Branchville, SC 29432

| | | |
|-----------------------|---------------------|--------------|
| Grades | 7-12 Middle School | |
| Enrollment | 293 Students | |
| Principal | David B. Hess | 803-274-8875 |
| Superintendent | Dr. Darrell Johnson | 803-534-8081 |
| Board Chair | Mr. Aaron Rudd | 803-534-8081 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

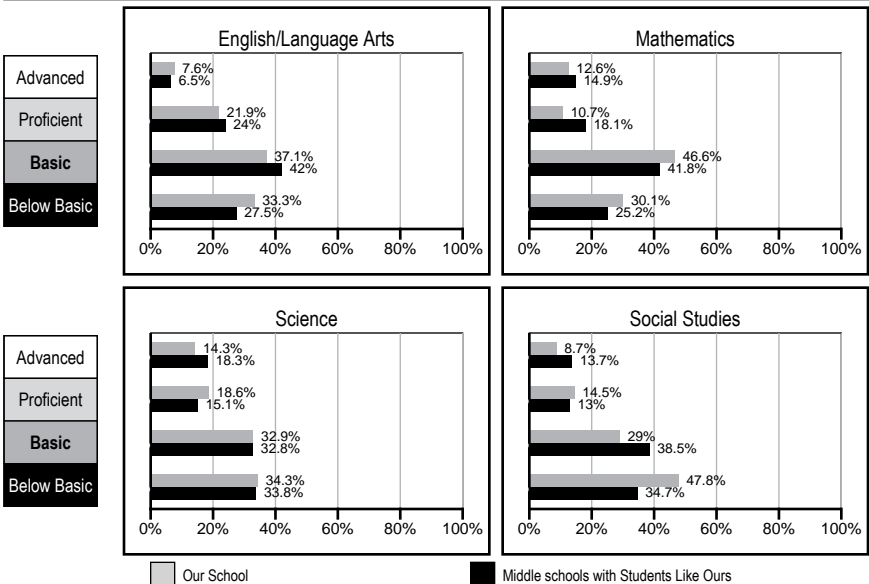
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 16 | 20 | 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 | 100.0 | 97.8 |
| English 1 | 92.3 | 96.7 |
| Physical Science | 0 | 49.8 |
| All Subjects | 95.8 | 97.0 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=293) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 11.1% | No Change | 23.3% | 19.4% |
| Retention rate | 3.4% | Down from 6.1% | 1.5% | 1.8% |
| Attendance rate | 97.4% | Down from 97.7% | 95.9% | 95.8% |
| Eligible for gifted and talented | 17.8% | Down from 18.4% | 17.8% | 15.3% |
| With disabilities other than speech | 8.1% | Up from 7.9% | 14.2% | 12.9% |
| Older than usual for grade | 4.8% | Up from 4.7% | 2.9% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.6% | 0.7% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=19) | | | | |
| Teachers with advanced degrees | 68.4% | Up from 63.2% | 53.7% | 55.0% |
| Continuing contract teachers | 73.7% | No Change | 74.1% | 70.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 5.3% | 5.4% |
| Teachers returning from previous year | 89.7% | Down from 90.6% | 84.7% | 83.4% |
| Teacher attendance rate | 96.2% | No Change | 94.8% | 94.9% |
| Average teacher salary | \$50,440 | Up 3.4% | \$44,624 | \$44,706 |
| Professional development days/teacher | 17.1 days | Up from 12.5 days | 11.6 days | 11.8 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 5.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 23.4 to 1 | Up from 20.8 to 1 | 20.7 to 1 | 20.1 to 1 |
| Prime instructional time | 92.0% | Up from 91.9% | 89.3% | 89.3% |
| Opportunities in the arts | Good | Up from Poor | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 87.5% | 98.0% | 98.0% |
| Character development program | Excellent | No Change | Good | Good |
| Dollars spent per pupil* | \$8,939 | Down 7.1% | \$6,976 | \$7,097 |
| Percent of expenditures for instruction* | 56.9% | Up from 54.6% | 62.2% | 64.4% |
| Percent of expenditures for teacher salaries* | 46.3% | Down from 48.5% | 59.0% | 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

Dear Students, Parents, Teachers, Citizens, and School Board Members,

Branchville High School (BHS) serves the Branchville area of Orangeburg County as a 7-12 middle/high school. The 293 member student body is diverse, with 51% of the student body being Caucasian and 49 % of the student body being African-American. We are committed to providing the students of BHS with a safe and positive learning environment that has high academic expectations. We believe that all students can learn.

Academically, BHS continues to exceed state averages in the High School Assessment Plan (HSAP) and End-Of-Course (EOC) testing. Although we are pleased with these results, the faculty of BHS will continue to look for ways to improve these test scores each and every year. The South Carolina State Report Card indicates that we need to improve in our middle school grades 7th and 8th. To meet these challenges, we have improved on the implementation of our Nifty Nine curriculum, provided afterschool tutoring, Study Island test prep software, MAP diagnostic testing, and will provide our middle school students with additional academic instruction in all four core areas.

BHS has implemented some new programs for the 2007-2008 school year. Some of these new innovative programs include a mentoring program for grades seven through twelve and a new web-based program called APEX that will assist students in meeting their academic requirements for their course subjects.

Athletically, the BHS Yellow Jackets have participated in playoff games in a number of sports. In the 2007-2008 school year, Branchville competed in the playoffs in boy's basketball, volleyball, baseball, softball, and soccer. We are proud of our students and are excited to increase the size of our football program to include a Varsity team for the 2008-2009 school year.

The BHS "Teacher of the Year," chosen by her colleagues at the end of the 2007-2008 school year, was Ms. Debra McConnell. Ms. McConnell has been teaching English at BHS for six years. Ms. McConnell is very active in the College Summit program and in preparing the school yearbook. The "Staff Person of the Year" was Ms. Neomia Eison who is our library aide. Ms. Eison has been at Branchville for eight years and is an extremely valuable team member of the Branchville family.

The motto at BHS for the 2008-2009 school year is, "Branchville is a Rail Road School R for Respect, R for Responsibility and S for Safety." BHS must provide students with rigor, relevance, relationships, and fun to be successful for the future. Working "HAND-IN-HAND," we can accomplish great things this year at Branchville High School. We encourage each student to build positive memories while preparing to be a productive citizen of the future.

David B. Hess, Principal
Jonathan Roode, School Improvement Council

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 23 | 41 | 37 |
| Percent satisfied with learning environment | 100.0% | 68.3% | 75.7% |
| Percent satisfied with social and physical environment | 100.0% | 75.0% | 78.4% |
| Percent satisfied with school-home relations | 65.2% | 75.0% | 73.0% |

* 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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 5 out of 5 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 | 12.8% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 97.4% | 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 | 98 | 100 | 35.9 | 37 | 22.8 | 4.3 | 39.1 | 34.2 | 48.2 | Yes | Yes | |
| Gender | | | | | | | | | | | | |
| Male | 52 | 100 | 41.2 | 47.1 | 9.8 | 2 | 27.5 | 27 | 41.7 | N/A | N/A | |
| Female | 46 | 100 | 29.3 | 24.4 | 39 | 7.3 | 53.7 | 42.3 | 55 | N/A | N/A | |
| Racial/Ethnic Group | | | | | | | | | | | | |
| White | 61 | 100 | 21.4 | 41.1 | 30.4 | 7.1 | 55.4 | 44.9 | 60 | I/S | I/S | |
| African American | 37 | 100 | 58.3 | 30.6 | 11.1 | 0 | 13.9 | 23.4 | 31.7 | I/S | I/S | |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 70.4 | I/S | I/S | |
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.5 | I/S | I/S | |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S | |
| Disability Status | | | | | | | | | | | | |
| Disabled | 10 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 11.8 | 16 | I/S | I/S |
| 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 35.7 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | | |
| Subsided meals | 59 | 100 | 50.9 | 31.6 | 15.8 | 1.8 | 28.1 | 26.9 | 34 | I/S | I/S | |

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

| | | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 98 | 100 | 32.6 | 46.7 | 10.9 | 9.8 | 32.6 | 31.2 | 45.8 | Yes | Yes | |
| Gender | | | | | | | | | | | | |
| Male | 52 | 100 | 37.3 | 45.1 | 11.8 | 5.9 | 29.4 | 30.4 | 45.6 | N/A | N/A | |
| Female | 46 | 100 | 26.8 | 48.8 | 9.8 | 14.6 | 36.6 | 32.2 | 45.9 | N/A | N/A | |
| Racial/Ethnic Group | | | | | | | | | | | | |
| White | 61 | 100 | 17.9 | 48.2 | 17.9 | 16.1 | 51.8 | 45 | 59 | I/S | I/S | |
| African American | 37 | 100 | 55.6 | 44.4 | 0 | 0 | 2.8 | 17.4 | 26.9 | I/S | I/S | |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 71.3 | I/S | I/S | |
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 23.5 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S | |
| Disability Status | | | | | | | | | | | | |
| Disabled | 10 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 11 | 17.1 | I/S | I/S |
| 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 21.4 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | | |
| Subsided meals | 59 | 100 | 40.4 | 50.9 | 1.8 | 7 | 19.3 | 22.7 | 31.4 | I/S | I/S | |

* 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 | 74 | 100 | 34.3 | 32.9 | 18.6 | 14.3 | 32.9 | 24.6 | 35.7 | 97.3 | 95.5 |
| Gender | | | | | | | | | | | |
| Male | 40 | 100 | 38.5 | 33.3 | 10.3 | 17.9 | 28.2 | 26 | 37.4 | 97 | 95.2 |
| Female | 34 | 100 | 29 | 32.3 | 29 | 9.7 | 38.7 | 23 | 33.8 | 97.7 | 95.8 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 44 | 100 | 19.5 | 29.3 | 29.3 | 22 | 51.2 | 37.2 | 49.2 | 97.5 | 95 |
| African American | 30 | 100 | 55.2 | 37.9 | 3.4 | 3.4 | 6.9 | 11.7 | 17 | 97.1 | 95.9 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58 | N/A | 92.2 |
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 16.7 | 24.9 | 94.8 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | N/A | 95.9 |
| Disability Status | | | | | | | | | | | |
| Disabled | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 9.4 | 14 | 97.1 | 95.1 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 21.9 | N/A | 96.2 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.4 | N/A | 94.8 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 47 | 100 | 50 | 26.1 | 17.4 | 6.5 | 23.9 | 19 | 21.1 | 96.9 | 95.2 |
| Social Studies | | | | | | | | | | | |
| All Students | 74 | 100 | 47.8 | 29 | 14.5 | 8.7 | 23.2 | 18.9 | 34 | 97.3 | 95.5 |
| Gender | | | | | | | | | | | |
| Male | 39 | 100 | 50 | 26.3 | 13.2 | 10.5 | 23.7 | 20.2 | 36.6 | 97 | 95.2 |
| Female | 35 | 100 | 45.2 | 32.3 | 16.1 | 6.5 | 22.6 | 17.4 | 31.3 | 97.7 | 95.8 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 47 | 100 | 32.6 | 34.9 | 20.9 | 11.6 | 32.6 | 26.4 | 44.5 | 97.5 | 95 |
| African American | 27 | 100 | 73.1 | 19.2 | 3.8 | 3.8 | 7.7 | 11.8 | 19.1 | 97.1 | 95.9 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | N/A | 92.2 |
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.5 | N/A | 94.8 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | N/A | 95.9 |
| Disability Status | | | | | | | | | | | |
| Disabled | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 8.5 | 14.4 | 97.1 | 95.1 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 22.6 | N/A | 96.2 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.3 | N/A | 94.8 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 41 | 100 | 61.5 | 25.6 | 12.8 | 0 | 12.8 | 12.1 | 21 | 96.9 | 95.2 |

* 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 | 49 | 100 | 35.4 | 43.8 | 20.8 | 0 | 20.8 |
| | 8 | 37 | 100 | 37.8 | 54.1 | 5.4 | 2.7 | 8.1 |
| 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 | 50 | 100 | 31.9 | 42.6 | 21.3 | 4.3 | 25.5 |
| | 8 | 48 | 100 | 40 | 31.1 | 24.4 | 4.4 | 28.9 |
| 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 | 49 | 100 | 31.3 | 37.5 | 16.7 | 14.6 | 31.3 |
| | 8 | 37 | 100 | 45.9 | 43.2 | 5.4 | 5.4 | 10.8 |
| 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 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | 50 | 100 | 27.7 | 46.8 | 10.6 | 14.9 | 25.5 |
| | 8 | 48 | 100 | 37.8 | 46.7 | 11.1 | 4.4 | 15.6 |
| 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 | 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 | 49 | 100 | 56.3 | 20.8 | 12.5 | 10.4 | 22.9 |
| | 8 | 17 | 100 | 64.7 | 29.4 | 0 | 5.9 | 5.9 |
| 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 | 50 | 100 | 23.4 | 44.7 | 14.9 | 17 | 31.9 |
| | 8 | 24 | 100 | 56.5 | 8.7 | 26.1 | 8.7 | 34.8 |
| 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 | 49 | 100 | 64.6 | 20.8 | 6.3 | 8.3 | 14.6 |
| | 8 | 20 | 100 | 40 | 50 | 5 | 5 | 10 |
| 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 | 50 | 100 | 51.1 | 23.4 | 17 | 8.5 | 25.5 |
| | 8 | 24 | 100 | 40.9 | 40.9 | 9.1 | 9.1 | 18.2 |

Abbreviations for Missing Data

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