



Gold Hill Middle

1025 Dave Gibson Blvd.
Tega Cay, SC 29078

| | | |
|-----------------------|------------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 734 Students | |
| Principal | Thomas L. Johnston | 803-548-8300 |
| Superintendent | Dr. V. Keith Callicutt | 803-548-2527 |
| Board Chair | Jan Smiley | 803-548-7258 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|---------------|
| 2009 | Excellent | Good |
| 2008 | Good | Average |
| 2007 | Good | Below Average |
| 2006 | Good | Average |
| 2005 | Excellent | Excellent |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

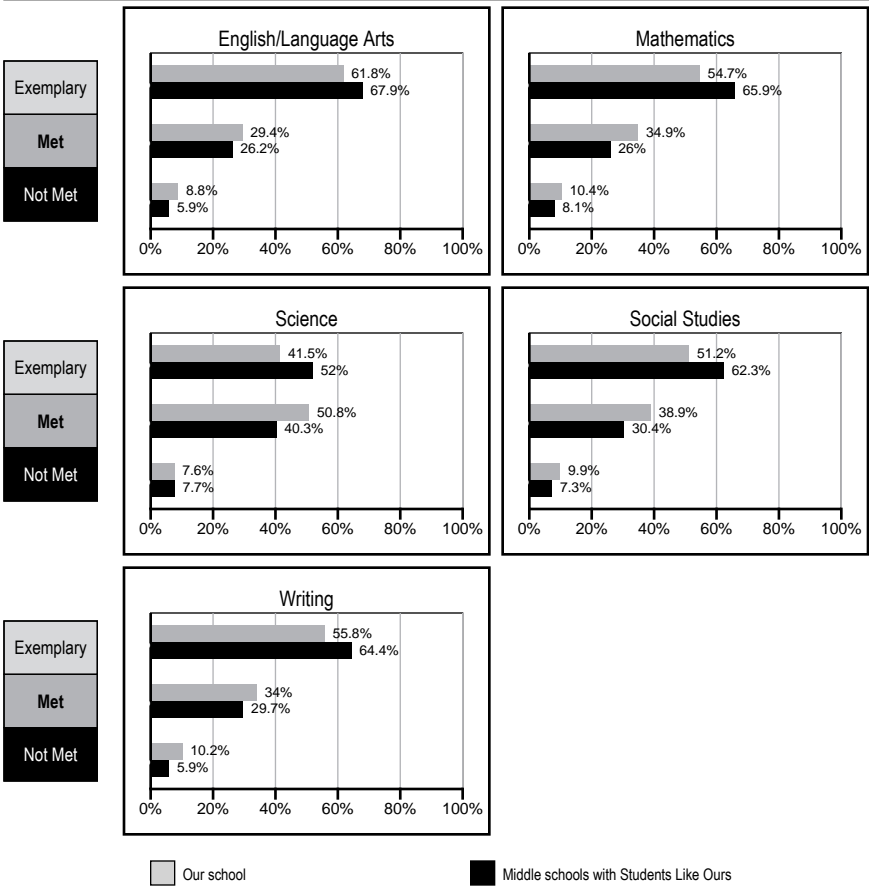
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 91.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 8 | 0 | 0 | 0 | 0 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* 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

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

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% | 99.3% |
| English 1 | 100.0% | 100.0% |
| Physical Science | N/A | N/A |
| US History and the Constitution | N/A | N/A |
| All Subjects | 100.0% | 99.3% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=734) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 24.0% | Up from 21.5% | 54.4% | 21.6% |
| Retention rate | 0.3% | Up from 0.2% | 0.2% | 1.2% |
| Attendance rate | 96.8% | No Change | 97.0% | 95.9% |
| Eligible for gifted and talented | 40.8% | Up from 39.9% | 44.3% | 14.8% |
| With disabilities other than speech | 8.4% | Up from 6.3% | 4.0% | 12.6% |
| Older than usual for grade | 0.7% | Up from 0.5% | 0.2% | 2.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.4% | Up from 0.3% | 0.4% | 0.6% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=50) | | | | |
| Teachers with advanced degrees | 52.0% | Up from 44.9% | 62.5% | 56.9% |
| Continuing contract teachers | 84.0% | Up from 77.6% | 80.8% | 72.7% |
| Teachers with emergency or provisional certificates | 4.0% | Up from 0.0% | 3.1% | 5.3% |
| Teachers returning from previous year | 78.0% | Up from 76.8% | 83.6% | 82.9% |
| Teacher attendance rate | 94.2% | Down from 94.8% | 95.5% | 95.2% |
| Average teacher salary* | \$51,248 | Up 8.4% | \$50,262 | \$46,599 |
| Professional development days/teacher | 7.3 days | Down from 11.6 days | 10.4 days | 10.8 days |
| School | | | | |
| Principal's years at school | 3.5 | Up from 2.5 | 3.8 | 3.0 |
| Student-teacher ratio in core subjects | 20.8 to 1 | Down from 21.3 to 1 | 20.0 to 1 | 20.1 to 1 |
| Prime instructional time | 89.5% | Down from 90.3% | 90.8% | 89.9% |
| Opportunities in the arts | Excellent | No Change | Excellent | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 98.5% | Down from 99.9% | 99.2% | 97.8% |
| Character development program | Excellent | No Change | Excellent | Good |
| Dollars spent per pupil** | \$6,798 | Up 4.3% | \$7,185 | \$7,645 |
| Percent of expenditures for instruction** | 67.3% | Up from 63.7% | 64.8% | 63.4% |
| Percent of expenditures for teacher salaries** | 63.2% | Up from 59.6% | 61.0% | 57.0% |

* Includes current year teachers contracted for 185 or more days.

** 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 Gold Hill Middle School faculty and staff continued to set high expectations for all students this year in academics, character, the arts, athletics, patriotism, and community involvement. We were very excited to be one of the few middle schools in the state to make Adequate Yearly Progress (AYP). GHMS received two more Palmetto Silver awards this year, and we were ranked 3rd in the state for overall improvement of our PACT scores from last year. We also received the Making Middle Grades Work grant again this year. We continued our Drop Everything and Read & Character Advisory programs and homework helpers & lunch bunch tutoring sessions.

Terrific Thursday is a program where the teachers have in-house professional development every other Thursday during their planning time. Teachers attended 300 hours of workshops & conferences this year, returning with information to share. We implemented our Collaborative Colleagues program where teachers observe each other to gain insight and expertise as well as new instructional strategies. All of these things help to build a strong faculty dedicated to student success.

All of our eight graders passed their End-of-Course Exams in English 1 and Algebra 1. Twenty-five GHMS students traveled to the state science fair, and 4 of those placed in their particular category. Yet again, our Career Fair and Job Shadowing days were a huge success. This year, we had 5th graders attend the fair as well. Sixth graders enjoyed their annual Myrtle Beach trip to Ripley's Aquarium and Medieval Times. 7th graders attended Camp Thunderbird and a Knight's Baseball Game. 8th graders went to see a drama performance. We had many educational assemblies this year: Veteran's Day, African American History, Japanese Internment camps, and Following your Career Path. GHMS students raised enough money to save 14.6 acres of South American rainforest. Monies were also raised for the Fort Mill Care Center, Susan B. Komen Foundation, and the York County Humane Society. 106 students were honored by the Duke University TIP program. 53 of those students earned Junior Scholar honors. GHMS students read over 200,000 pages during DEAR. Our band continues to shine, with 4 students making region and 3 making state band. One of our art students placed 1st in the district and 2nd in the state for the Lion's Club Peace Poster contest. New this year is the GHMS step team. Also new this year was the Related Arts Winter Festival. This program was open to all rising 6th graders to assist with the transition for the upcoming year. The festival showcased our dance, art, band, drama, chorus, and ITE programs. Attendees enjoyed food from the family and consumer sciences classes. We continued our afterschool athletic conditioning program that is open to all students and grade levels. Our baseball and girls' soccer teams both won their conference championships.

Our parent support and communication are second to none. We send home weekly emails and voice mails, have a monthly newsletter, and our website is updated daily. Our wonderful PTA collected over \$35,000 dollars, bringing us many cross curriculum and technology programs. As always, failure is not an option at Gold Hill Middle School.

Tracy Imler, Chair School Improvement Council
Thomas L. Johnston, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 41 | 208 | 133 |
| Percent satisfied with learning environment | 97.6% | 85.6% | 96.2% |
| Percent satisfied with social and physical environment | 97.6% | 90.9% | 93.9% |
| Percent satisfied with school-home relations | 92.7% | 85.5% | 91.6% |

* 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 20 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| 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% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.8% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 728 | 99.9 | 9.8 | 30.8 | 59.3 | 95.3 | 93.8 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 373 | 99.7 | 11.7 | 30.8 | 57.5 | 93.6 | 92.5 | 79.3 | N/A | N/A |
| Female | 355 | 100 | 7.9 | 30.8 | 61.3 | 97.1 | 95.2 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 600 | 99.8 | 7.2 | 30.6 | 62.2 | 97.3 | 95.5 | 89.5 | Yes | Yes |
| African American | 83 | 100 | 28 | 38.7 | 33.3 | 82.7 | 83.5 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 17 | 100 | 11.8 | 23.5 | 64.7 | 94.1 | 95.3 | 92.3 | I/S | I/S |
| Hispanic | 28 | 100 | 14.8 | 18.5 | 66.7 | 88.9 | 88.3 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 92.3 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 65 | 100 | 53.3 | 40 | 6.7 | 63.3 | 69.9 | 52 | Yes | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 82 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 96 | 100 | 34.5 | 34.5 | 31 | 77 | 81 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 728 | 99.9 | 11.8 | 39.4 | 48.8 | 92.2 | 91.6 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 373 | 99.7 | 13.3 | 35.8 | 50.8 | 90.3 | 90.5 | 77 | N/A | N/A |
| Female | 355 | 100 | 10.3 | 43.1 | 46.6 | 94.1 | 92.7 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 600 | 99.8 | 9.3 | 38.3 | 52.4 | 94.5 | 94 | 87.2 | Yes | Yes |
| African American | 83 | 100 | 32 | 45.3 | 22.7 | 74.7 | 75.6 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | 17 | 100 | 11.8 | 41.2 | 47.1 | 94.1 | 95.3 | 93 | I/S | I/S |
| Hispanic | 28 | 100 | 11.1 | 44.4 | 44.4 | 88.9 | 86.3 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 84.6 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 65 | 100 | 60 | 35 | 5 | 50 | 60.4 | 45.5 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 80.3 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 96 | 100 | 39.1 | 41.4 | 19.5 | 70.1 | 75.9 | 70.2 | Yes | Yes |

* 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

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| Science | | | | | | | | |
| All Students | 491 | 99.8 | 7.4 | 51 | 41.6 | 92.6 | 87.6 | 67.5 |
| Gender | | | | | | | | |
| Male | 245 | 99.6 | 8.5 | 44.4 | 47 | 91.5 | 87.1 | 67 |
| Female | 246 | 100 | 6.3 | 57.4 | 36.3 | 93.7 | 88.1 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 407 | 99.8 | 4.6 | 50.6 | 44.8 | 95.4 | 90.7 | 79.5 |
| African American | 54 | 100 | 32 | 48 | 20 | 68 | 66.1 | 50.3 |
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | 90.8 | 84.3 |
| Hispanic | 20 | 100 | 5 | 60 | 35 | 95 | 82.1 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 41 | 100 | 48.6 | 40.5 | 10.8 | 51.4 | 55.1 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | 70.1 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 58 | 100 | 37 | 44.4 | 18.5 | 63 | 66.6 | 55.1 |
| Social Studies | | | | | | | | |
| All Students | 490 | 100 | 9.9 | 38.9 | 51.2 | 90.1 | 89.7 | 72.3 |
| Gender | | | | | | | | |
| Male | 251 | 100 | 8.6 | 33.3 | 58 | 91.4 | 90.4 | 71.5 |
| Female | 239 | 100 | 11.3 | 44.8 | 43.9 | 88.7 | 88.9 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 403 | 100 | 7.6 | 36.9 | 55.5 | 92.4 | 92.1 | 80.7 |
| African American | 55 | 100 | 28.6 | 53.1 | 18.4 | 71.4 | 76.6 | 60 |
| Asian/Pacific Islander | 13 | 100 | 7.7 | 46.2 | 46.2 | 92.3 | 92.6 | 88.5 |
| Hispanic | 19 | 100 | 11.1 | 38.9 | 50 | 88.9 | 76.5 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 44 | 100 | 45.2 | 42.9 | 11.9 | 54.8 | 64.1 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | 70.8 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 67 | 100 | 36.7 | 41.7 | 21.7 | 63.3 | 70.8 | 62.1 |

Abbreviations for Missing Data

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

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| Writing | | | | | | | | | | |
| All Students | 730 | 99.3 | 9.6 | 34.2 | 56.2 | 90.4 | 87.7 | 70.2 | 96.8 | 97 |
| Gender | | | | | | | | | | |
| Male | 373 | 99.2 | 12.2 | 38.3 | 49.4 | 87.8 | 83.5 | 63.2 | 96.7 | 97 |
| Female | 357 | 99.4 | 6.7 | 29.9 | 63.3 | 93.3 | 92.2 | 77.5 | 97 | 97 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 601 | 99.5 | 6.7 | 34.9 | 58.4 | 93.3 | 90.1 | 79.1 | 96.8 | 97 |
| African American | 83 | 97.6 | 30.1 | 34.2 | 35.6 | 69.9 | 73.2 | 57.6 | 96.8 | 97.1 |
| Asian/Pacific Islander | 17 | 100 | 17.6 | 17.6 | 64.7 | 82.4 | 91.3 | 86.2 | 98.1 | 97.6 |
| Hispanic | 29 | 100 | 11.1 | 29.6 | 59.3 | 88.9 | 79.4 | 62.6 | 96.7 | 97.2 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 83.3 | 68.7 | N/A | 96.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 58 | 98.3 | 58.2 | 27.3 | 14.5 | 41.8 | 47.8 | 26.1 | 95.3 | 96.5 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 54.7 | N/A | 99.9 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 71.1 | 61.2 | 98.6 | 97.5 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 96 | 99 | 39.5 | 33.7 | 26.7 | 60.5 | 68.2 | 58.9 | 96 | 96.4 |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 245 | 100 | 10.9 | 32.8 | 56.3 | 89.1 |
| | 7 | 254 | 100 | 8.2 | 29.5 | 62.3 | 91.8 |
| | 8 | 229 | 99.6 | 10.5 | 30.1 | 59.4 | 89.5 |
| Mathematics | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 245 | 100 | 14.7 | 40.3 | 45 | 85.3 |
| | 7 | 254 | 100 | 7.4 | 37.3 | 55.3 | 92.6 |
| | 8 | 229 | 99.6 | 13.7 | 40.6 | 45.7 | 86.3 |
| Science | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 123 | 100 | 10.8 | 57.5 | 31.7 | 89.2 |
| | 7 | 254 | 100 | 4.9 | 48.4 | 46.7 | 95.1 |
| | 8 | 114 | 99.1 | 9.3 | 49.5 | 41.1 | 90.7 |
| Social Studies | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 122 | 100 | 10.2 | 57.6 | 32.2 | 89.8 |
| | 7 | 254 | 100 | 11.1 | 32.4 | 56.6 | 88.9 |
| | 8 | 114 | 100 | 7.2 | 33.3 | 59.5 | 92.8 |
| Writing | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 246 | 99.2 | 15.5 | 36.1 | 48.3 | 84.5 |
| | 7 | 258 | 99.6 | 5.7 | 28 | 66.3 | 94.3 |
| | 8 | 226 | 99.1 | 7.4 | 39.2 | 53.5 | 92.6 |

Abbreviations for Missing Data

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