

GOUCHER ELEMENTARY

604 Goucher School Road

Gaffney, South Carolina

| | | |
|-----------------------|------------------------|----------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 288 Students | |
| Principal | Mrs. Janice M. Keller | 864-487-1246 |
| Superintendent | Dr. Edgar C. Taylor | 864-902-3542 |
| Board Chair | Mr. Donnie Smith | (864) 839-3499 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| 2011 | Average | Good |
| 2010 | Average | Good |
| 2009 | Average | Average |
| 2008 | Below Average | Average |
| 2007 | Below Average | At-Risk |

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 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.

<http://ed.sc.gov>

<http://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

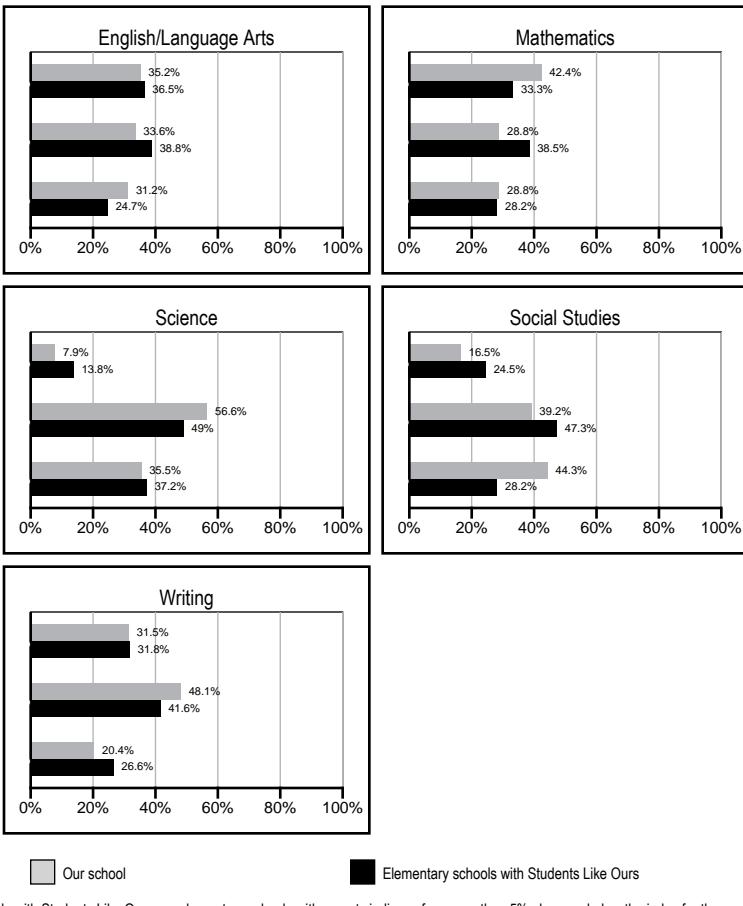
95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 7 | 23 | 85 | 9 | 0 |

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=288) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.0% | Down from 1.1% | 1.4% | 1.1% |
| Attendance rate | 96.6% | No Change | 96.0% | 96.2% |
| Served by gifted and talented program | 19.8% | Down from 20.1% | 11.6% | 13.4% |
| With disabilities other than speech | 3.6% | Down from 6.1% | 5.0% | 4.1% |
| Older than usual for grade | 0.0% | No Change | 0.4% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=15) | | | | |
| Teachers with advanced degrees | 60.0% | Down from 64.7% | 60.3% | 62.5% |
| Continuing contract teachers | 100.0% | Up from 88.2% | 90.0% | 88.2% |
| Teachers returning from previous year | 92.8% | Up from 92.3% | 87.8% | 87.8% |
| Teacher attendance rate | 94.1% | Down from 94.3% | 95.1% | 95.2% |
| Average teacher salary* | \$46,323 | Down 5.2% | \$46,605 | \$46,773 |
| Professional development days/teacher | 5.8 days | Down from 12.4 days | 11.3 days | 10.5 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.6 to 1 | Down from 21.0 to 1 | 19.6 to 1 | 19.9 to 1 |
| Prime instructional time | 90.4% | Up from 90.0% | 90.1% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.2% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,056 | Up 1.2% | \$7,471 | \$7,447 |
| Percent of expenditures for instruction** | 68.0% | Up from 65.2% | 67.4% | 68.4% |
| Percent of expenditures for teacher salaries** | 61.1% | Up from 56.5% | 64.7% | 65.8% |

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Goucher Gorillas began the year with a new emphasis on behavior and academics focusing on positive expectations and positive outcomes. The staff received training on PBIS (Positive Behavior Intervention Supports) and was able to implement the first year of this program. The program provided the framework for the school to recognize students for making appropriate choices concerning their behavior and their academics. Students had opportunities to participate in several incentive programs such as the Banana Buggy school store, which allowed the students to trade incentive "bucks" they had received for various items, and also the Banana Bash parties which were held at the end of each nine weeks for students meeting their "bucks" goal for the nine weeks.

Our school is fortunate to receive money from the Federal Title One Program that can be used in classrooms for materials, supplies, and technology. This year these funds helped offset the cost for parents by providing back-to school supplies such as binders, notebook paper, pencils, crayons, scissors, glue, and many other needed items for students. Five classrooms were upgraded with amplifier systems which enhanced the learning environment for the students. Books were purchased for distribution to the students for incentives and to help build at-home library collections. Lastly, funds were used to provide information to our parents through the school-wide newsletters, parenting workshops, and special programs.

Many of our Goucher students took part in enrichment opportunities offered. Those included Honors Choir, Student Council, Beta Club, Recycling Club, Junior Readers' Guild, Chess Club, Beautification Team, and Veteran's Day Celebration. Students showed support for their community through helping raise funds for Relay for Life and Jump Rope for Heart. Can food drives were held for Peach Center Ministries and items were collected and sent to our military.

The support of our PTO continues to be a source of pride. Students enjoyed programs and field trip opportunities, incentives for students and teachers, Too Good for Drugs t-shirts for our fifth grade, a special lunch for our staff during Teacher Appreciation Week and installed window tint for the gym.

In celebration of our staff, we honored Julie Wood as 2010-2011 Teacher of the Year, Kristen Patton was selected the Distinguished Teacher of Reading, and Linda Duncan was recognized for 34 years of service in education on her retirement. Our school was also honored as a Palmetto Silver School.

Janice M. Keller, Principal
Becky Fox, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 23 | 54 | 44 |
| Percent satisfied with learning environment | 100.0% | 83.3% | 90.7% |
| Percent satisfied with social and physical environment | 100.0% | 90.7% | 86.0% |
| Percent satisfied with school-home relations | 91.3% | 92.6% | 88.4% |

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

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 11 out of 13 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 "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 "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 4.4% |

| | 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

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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 = 79.4% (Met or Exemplary) | | | | | | | | | | |
| All Students | 130 | 100 | 31.2 | 33.6 | 35.2 | 80 | 74.4 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 65 | 100 | 27 | 39.7 | 33.3 | 92.1 | 69.9 | 78.7 | N/A | N/A |
| Female | 65 | 100 | 35.5 | 27.4 | 37.1 | 67.7 | 79 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 114 | 100 | 28.2 | 34.5 | 37.3 | 80 | 79.7 | 88.9 | Yes | Yes |
| African American | 8 | I/S | I/S | I/S | I/S | I/S | 63.1 | 72.9 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 86.5 | 93 | I/S | I/S |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 59.4 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 16 | 100 | N/AV | N/AV | N/AV | 25 | 33.4 | 48.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 61.9 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 91 | 100 | 35.2 | 35.2 | 29.5 | 76.1 | 67.3 | 75.4 | No | Yes |
| Mathematics - State Performance Objective = 79.0% (Met or Exemplary) | | | | | | | | | | |
| All Students | 130 | 100 | 28.8 | 28.8 | 42.4 | 76.8 | 76.7 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 65 | 100 | 23.8 | 31.7 | 44.4 | 84.1 | 75.2 | 79.9 | N/A | N/A |
| Female | 65 | 100 | 33.9 | 25.8 | 40.3 | 69.4 | 78.1 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 114 | 100 | 26.4 | 29.1 | 44.5 | 77.3 | 82 | 88.9 | Yes | Yes |
| African American | 8 | I/S | I/S | I/S | I/S | I/S | 64.1 | 71.4 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 91.9 | 94.6 | I/S | I/S |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 67.4 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 16 | 100 | 68.8 | 18.8 | 12.5 | 31.3 | 39.6 | 47.3 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 69.8 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 91 | 100 | 31.8 | 29.5 | 38.6 | 75 | 70.1 | 74.9 | No | 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 | 80 | 100 | 35.5 | 56.6 | 7.9 | 64.5 | 59.3 | 68.6 |
| Gender | | | | | | | | |
| Male | 45 | 100 | 37.2 | 51.2 | 11.6 | 62.8 | 59.7 | 68.3 |
| Female | 35 | 100 | 33.3 | 63.6 | 3 | 66.7 | 58.8 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 68 | 100 | 33.8 | 61.5 | 4.6 | 66.2 | 68.3 | 80.7 |
| African American | 7 | I/S | I/S | I/S | I/S | I/S | 39.5 | 51.4 |
| Asian/Pacific Islander | N/A | N/AV | I/S | I/S | I/S | I/S | 78.9 | 85.3 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 38.1 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 9 | I/S | I/S | I/S | I/S | I/S | 28.2 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | 42.4 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 57 | 100 | 38.9 | 55.6 | 5.6 | 61.1 | 50.4 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 82 | 100 | 44.3 | 39.2 | 16.5 | 55.7 | 57.9 | 72.5 |
| Gender | | | | | | | | |
| Male | 39 | 100 | 42.1 | 36.8 | 21.1 | 57.9 | 58.2 | 72 |
| Female | 43 | 100 | 46.3 | 41.5 | 12.2 | 53.7 | 57.7 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 74 | 100 | 40.8 | 40.8 | 18.3 | 59.2 | 63.7 | 81 |
| African American | 3 | I/S | I/S | I/S | I/S | I/S | 45.3 | 60 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 74.2 | 89 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 40.5 | 69.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 11 | 100 | N/AV | N/AV | N/AV | 9.1 | 23.1 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | 46.4 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 55 | 100 | 46.3 | 38.9 | 14.8 | 53.7 | 49.9 | 62.9 |

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 | 55 | 100 | 20.4 | 48.1 | 31.5 | 79.6 | 65.3 | 73.2 | 96.6 | 96.3 |
| Gender | | | | | | | | | | |
| Male | 24 | 100 | 20.8 | 45.8 | 33.3 | 79.2 | 58.2 | 67.2 | 96.6 | 96.2 |
| Female | 31 | 100 | 20 | 50 | 30 | 80 | 72.8 | 79.4 | 96.6 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 47 | 100 | 19.1 | 48.9 | 31.9 | 80.9 | 72.2 | 81.5 | 96.4 | 96 |
| African American | 4 | I/S | I/S | I/S | I/S | I/S | 50.6 | 61.3 | 98 | 96.6 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 75 | 87 | 98.9 | 97.8 |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 45.3 | 66.7 | 97.5 | 97.3 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | N/A | 95.4 |
| Disability Status | | | | | | | | | | |
| Disabled | 6 | I/S | I/S | I/S | I/S | I/S | 16.9 | 26 | 97.2 | 95 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 40.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | 46.4 | 65.7 | 97.2 | 97.6 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 41 | 100 | 25 | 45 | 30 | 75 | 56.2 | 63.2 | 96.4 | 96 |

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 | | | | | | | |
| 2010 | 3 | 29 | 100 | 24.1 | 24.1 | 51.7 | 75.9 |
| | 4 | 57 | 100 | 20 | 45.5 | 34.5 | 80 |
| | 5 | 45 | 100 | 41.9 | 32.6 | 25.6 | 58.1 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 3 | 43 | 100 | 39 | 22 | 39 | 61 |
| | 4 | 32 | 100 | 36.7 | 33.3 | 30 | 63.3 |
| 2011 | 5 | 55 | 100 | 22.2 | 42.6 | 35.2 | 77.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2010 | 3 | 29 | 100 | 20.7 | 41.4 | 37.9 | 79.3 |
| | 4 | 57 | 100 | 18.2 | 56.4 | 25.5 | 81.8 |
| | 5 | 45 | 100 | 32.6 | 30.2 | 37.2 | 67.4 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 3 | 43 | 100 | 46.3 | 19.5 | 34.1 | 53.7 |
| | 4 | 32 | 100 | 23.3 | 33.3 | 43.3 | 76.7 |
| 2011 | 5 | 55 | 100 | 18.5 | 33.3 | 48.1 | 81.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2010 | 3 | 15 | 100 | 33.3 | 53.3 | 13.3 | 66.7 |
| | 4 | 57 | 100 | 30.9 | 60 | 9.1 | 69.1 |
| | 5 | 23 | 100 | 45.5 | 40.9 | 13.6 | 54.5 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 3 | 21 | 100 | 45 | 30 | 25 | 55 |
| | 4 | 32 | 100 | N/AV | N/AV | N/AV | 60 |
| 2011 | 5 | 27 | 100 | 23.1 | 73.1 | 3.8 | 76.9 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

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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 | |
|-----------------------|----------------|-------------------------------|----------|-----------|-------|-------------|--------------------|--|
| Social Studies | | | | | | | | |
| 2010 | 3 | 14 | 100 | 57.1 | 21.4 | 21.4 | 42.9 | |
| | 4 | 57 | 100 | 40 | 52.7 | 7.3 | 60 | |
| | 5 | 22 | 100 | 52.4 | 28.6 | 19 | 47.6 | |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A | |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A | |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A | |
| | 3 | 22 | 100 | 71.4 | 23.8 | 4.8 | 28.6 | |
| | 4 | 32 | 100 | 43.3 | 46.7 | 10 | 56.7 | |
| 2011 | 5 | 28 | 100 | 25 | 42.9 | 32.1 | 75 | |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A | |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A | |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A | |
| | Writing | | | | | | | |
| | 3 | 30 | 100 | 36.7 | 20 | 43.3 | 63.3 | |
| | 4 | 57 | 100 | 25.5 | 49.1 | 25.5 | 74.5 | |
| | 5 | 45 | 100 | 34.9 | 41.9 | 23.3 | 65.1 | |
| 2011 | 6 | N/A | N/AV | N/A | N/A | N/A | N/A | |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A | |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A | |
| | 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 | 55 | 100 | 20.4 | 48.1 | 31.5 | 79.6 | |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A | |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A | |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A | |

Abbreviations for Missing Data

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