



TAMASSEE-SALEM ELEMENTARY

9950 North Highway 11
Tamassee, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 286 Students | |
| Principal | Shanon H. Lusk | 864-886-4540 |
| Superintendent | Mike Lucas | 864-886-4400 |
| Board Chair | Andy Inabinet | 864-710-0796 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

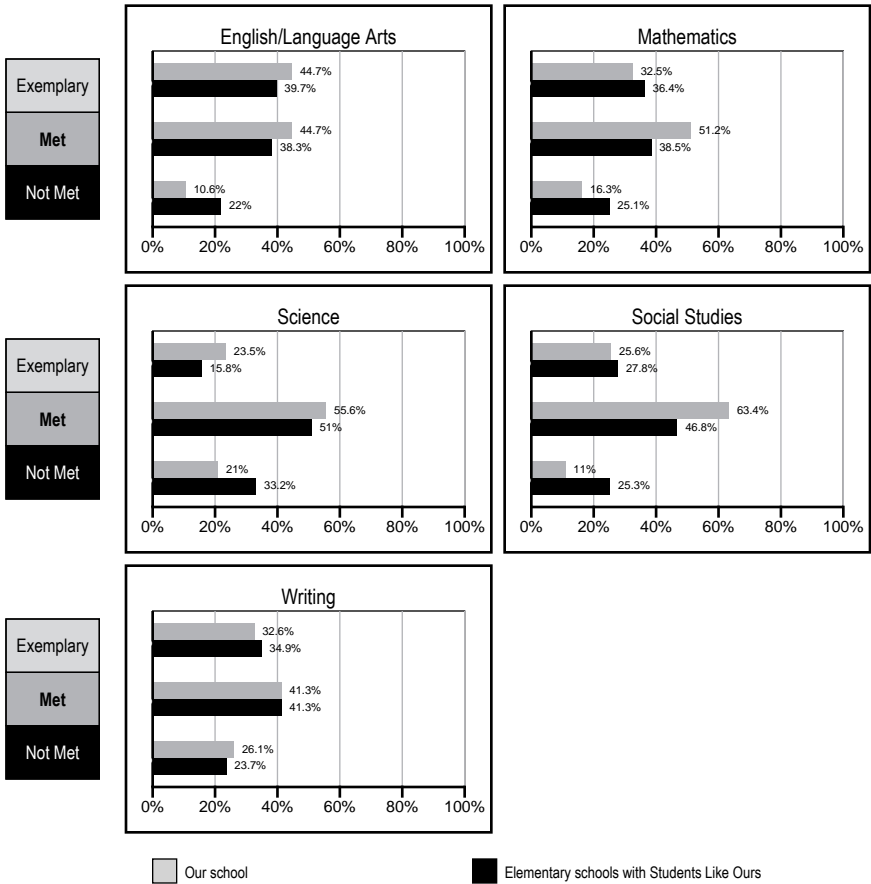
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 15 | 34 | 70 | 4 | 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=286) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 3.0% | Up from 2.3% | 1.1% | 1.1% |
| Attendance rate | 96.8% | Up from 96.5% | 96.0% | 96.2% |
| Served by gifted and talented program | 20.7% | Up from 9.3% | 13.4% | 13.4% |
| With disabilities other than speech | 6.1% | Down from 9.2% | 5.2% | 4.1% |
| Older than usual for grade | 0.0% | No Change | 0.3% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=25) | | | | |
| Teachers with advanced degrees | 52.0% | Up from 44.0% | 60.5% | 62.5% |
| Continuing contract teachers | 84.0% | No Change | 90.6% | 88.2% |
| Teachers returning from previous year | 91.3% | Up from 90.8% | 88.3% | 87.8% |
| Teacher attendance rate | 94.8% | Down from 99.2% | 95.0% | 95.2% |
| Average teacher salary* | \$46,108 | Up 4.0% | \$46,628 | \$46,773 |
| Professional development days/teacher | 10.8 days | Up from 10.1 days | 10.5 days | 10.5 days |
| School | | | | |
| Principal's years at school | 2.5 | Up from 1.5 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.7 to 1 | Down from 21.5 to 1 | 19.9 to 1 | 19.9 to 1 |
| Prime instructional time | 89.9% | Down from 95.3% | 90.2% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$8,396 | Up 1.9% | \$7,213 | \$7,447 |
| Percent of expenditures for instruction** | 61.1% | Down from 63.4% | 68.1% | 68.4% |
| Percent of expenditures for teacher salaries** | 59.2% | Down from 62.0% | 65.9% | 65.8% |

* 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

Tamassee-Salem Elementary School is a 4K - 5th grade school that serves 267 students. The mission of Tamassee-Salem Elementary is to provide a safe learning environment where all students reach their full potential. We are very excited about the accomplishments of our students and staff during the 2010 - 2011 school year! Our school met Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Legislation. We were also recognized by the state as a Palmetto Gold Award winning school. The continued analysis of our state testing and Measuring Academic Progress (MAP) data allows us to reflect upon our instructional strategies so that we can be assured we are meeting the needs of all of our students. Our MAP scores continue to meet the district and national averages. Professional development continues to be a key component in our success. Our teachers received training in various areas in order to help meet the ever-changing needs of our students.

The academic success and well-being of our students at Tamassee-Salem Elementary School are always the chief factors in decision making at our school. We pride ourselves on offering a welcoming and safe environment not only to our students, but also to our families. Our school is accredited by the South Carolina Council on Accreditation and School Improvement along with the Southern Association of Colleges and Schools. Our Pre-K program is licensed by the Department of Social Services.

Our students participated in before school activities, such as reading and math computer labs, chorus, and Cougar Leaders. Our 4th and 5th graders are also given the opportunity to participate in an art club after school. Our chorus participated in the annual district wide Mayfest Choral Performance and many of our students were also invited to participate in the K - 5 Annual Artist Exhibit at the Blue Ridge Arts Association. We had several students become published authors this year as they were chosen by publishing companies to take part in anthologies of children's literature.

Chick-Fil-A of Seneca continues to be our business partner for character education and our monthly spirit nights. Our students, staff, and families continue to have the opportunities to participate in service projects. Our Relay for Life raised money for the American Cancer Society and our students participated in Jump Rope for Heart to raise money for the American Heart Association.

As you can see, Tamassee-Salem Elementary School has numerous accomplishments to be proud of. These accomplishments are only possible because of the dedication of our staff, students, and families. We appreciate the support of our community who volunteer many hours to our students. It is truly a team effort!

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 26 | 40 | 27 |
| Percent satisfied with learning environment | 100.0% | 92.5% | 92.6% |
| Percent satisfied with social and physical environment | 100.0% | 92.5% | 92.6% |
| Percent satisfied with school-home relations | 100.0% | 90.0% | 92.6% |

* Only students at the highest elementary 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 13 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 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 | 0.0% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 4.4% |

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

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 | 135 | 100 | 10.4 | 44 | 45.6 | 92.8 | 83 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 72 | 100 | 17.2 | 34.4 | 48.4 | 89.1 | 78.7 | 78.7 | N/A | N/A |
| Female | 63 | 100 | 3.3 | 54.1 | 42.6 | 96.7 | 87.5 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 133 | 100 | 10.5 | 43.5 | 46 | 92.7 | 85.1 | 88.9 | Yes | Yes |
| African American | 1 | I/S | N/A | N/A | N/A | N/A | 72.9 | 72.9 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 87.2 | 93 | I/S | I/S |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 75.3 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 90 | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 20 | 100 | 25 | 50 | 25 | 75 | 53.2 | 48.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 74.5 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 80 | 100 | 12.2 | 47.3 | 40.5 | 90.5 | 76.9 | 75.4 | Yes | Yes |
| Mathematics - State Performance Objective = 79.0% (Met or Exemplary) | | | | | | | | | | |
| All Students | 135 | 100 | 16 | 50.4 | 33.6 | 90.4 | 83.7 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 72 | 100 | 21.9 | 39.1 | 39.1 | 87.5 | 81.4 | 79.9 | N/A | N/A |
| Female | 63 | 100 | 9.8 | 62.3 | 27.9 | 93.4 | 86.2 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 133 | 100 | 16.1 | 50 | 33.9 | 90.3 | 85.9 | 88.9 | Yes | Yes |
| African American | 1 | I/S | N/A | N/A | N/A | N/A | 69.8 | 71.4 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 84.6 | 94.6 | I/S | I/S |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 82.1 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 100 | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 20 | 100 | 40 | 30 | 30 | 80 | 53.2 | 47.3 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 82.8 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 80 | 100 | 17.6 | 54.1 | 28.4 | 87.8 | 77.4 | 74.9 | 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 | 89 | 100 | 20.7 | 54.9 | 24.4 | 79.3 | 69.2 | 68.6 |
| Gender | | | | | | | | |
| Male | 42 | 100 | 25 | 44.4 | 30.6 | 75 | 68 | 68.3 |
| Female | 47 | 100 | 17.4 | 63 | 19.6 | 82.6 | 70.5 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 88 | 100 | 21 | 54.3 | 24.7 | 79 | 74.3 | 80.7 |
| African American | N/A | N/AV | N/A | N/A | N/A | N/A | 44.2 | 51.4 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 68 | 85.3 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 52 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 12 | 100 | 33.3 | 50 | 16.7 | 66.7 | 39.9 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 46.9 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 55 | 100 | 22 | 54 | 24 | 78 | 59.1 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 89 | 100 | 10.8 | 62.7 | 26.5 | 89.2 | 70.1 | 72.5 |
| Gender | | | | | | | | |
| Male | 46 | 100 | 9.5 | 52.4 | 38.1 | 90.5 | 70.3 | 72 |
| Female | 43 | 100 | 12.2 | 73.2 | 14.6 | 87.8 | 69.9 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 87 | 100 | 11 | 62.2 | 26.8 | 89 | 72.8 | 81 |
| African American | 1 | I/S | N/A | N/A | N/A | N/A | 57.6 | 60 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 81.5 | 89 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 60.6 | 69.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 71.4 | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 14 | 100 | 14.3 | 57.1 | 28.6 | 85.7 | 40.2 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 62 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 48 | 100 | 13.3 | 66.7 | 20 | 86.7 | 60.5 | 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 | 50 | 100 | 26.1 | 41.3 | 32.6 | 73.9 | 71.3 | 73.2 | 96.8 | 96.3 |
| Gender | | | | | | | | | | |
| Male | 26 | 100 | 39.1 | 52.2 | 8.7 | 60.9 | 64 | 67.2 | 96.8 | 96.3 |
| Female | 24 | 100 | 13 | 30.4 | 56.5 | 87 | 78.6 | 79.4 | 96.7 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 50 | 100 | 26.1 | 41.3 | 32.6 | 73.9 | 73.3 | 81.5 | 96.7 | 96.1 |
| African American | N/A | N/AV | N/A | N/A | N/A | N/A | 64.3 | 61.3 | 97.7 | 97.1 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 87.5 | 87 | 99.9 | 98.1 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 57.8 | 66.7 | N/A | 96.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | 98.5 | 96.6 |
| Disability Status | | | | | | | | | | |
| Disabled | 8 | I/S | I/S | I/S | I/S | I/S | 23.6 | 26 | 96.9 | 95.3 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | N/A | 93.3 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 55.8 | 65.7 | N/A | 97.1 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 27 | 100 | 29.2 | 33.3 | 37.5 | 70.8 | 60.5 | 63.2 | 96.4 | 95.8 |

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 | 41 | 100 | 5.3 | 31.6 | 63.2 | 94.7 |
| | 4 | 42 | 100 | 12.5 | 47.5 | 40 | 87.5 |
| | 5 | 39 | 100 | 10.5 | 39.5 | 50 | 89.5 |
| | 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 |
| 2011 | 3 | 40 | 100 | 5.3 | 26.3 | 68.4 | 94.7 |
| | 4 | 44 | 100 | 12.2 | 58.5 | 29.3 | 87.8 |
| | 5 | 51 | 100 | 13 | 45.7 | 41.3 | 87 |
| | 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 | 41 | 100 | 26.3 | 44.7 | 28.9 | 73.7 |
| | 4 | 42 | 100 | 17.5 | 40 | 42.5 | 82.5 |
| | 5 | 39 | 100 | 18.4 | 39.5 | 42.1 | 81.6 |
| | 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 |
| 2011 | 3 | 40 | 100 | 13.2 | 44.7 | 42.1 | 86.8 |
| | 4 | 44 | 100 | 9.8 | 61 | 29.3 | 90.2 |
| | 5 | 51 | 100 | 23.9 | 45.7 | 30.4 | 76.1 |
| | 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 | 21 | 100 | 45 | 40 | 15 | 55 |
| | 4 | 42 | 100 | 22.5 | 70 | 7.5 | 77.5 |
| | 5 | 20 | 100 | 20 | 65 | 15 | 80 |
| | 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 |
| 2011 | 3 | 22 | 100 | 15 | 25 | 60 | 85 |
| | 4 | 43 | 100 | 17.5 | 72.5 | 10 | 82.5 |
| | 5 | 24 | 100 | 31.8 | 50 | 18.2 | 68.2 |
| | 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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 20 | 100 | 11.1 | 55.6 | 33.3 | 88.9 |
| | 4 | 42 | 100 | 25 | 60 | 15 | 75 |
| | 5 | 19 | 100 | 33.3 | 33.3 | 33.3 | 66.7 |
| | 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 |
| 2011 | 3 | 18 | 100 | 5.6 | 55.6 | 38.9 | 94.4 |
| | 4 | 44 | 100 | 7.3 | 70.7 | 22 | 92.7 |
| | 5 | 27 | 100 | 20.8 | 54.2 | 25 | 79.2 |
| | 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 | | | | | | | |
| 2010 | 3 | 43 | 100 | 32.5 | 37.5 | 30 | 67.5 |
| | 4 | 43 | 100 | 17.1 | 36.6 | 46.3 | 82.9 |
| | 5 | 39 | 94.9 | 16.2 | 45.9 | 37.8 | 83.8 |
| | 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 |
| 2011 | 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 | 50 | 100 | 26.1 | 41.3 | 32.6 | 73.9 |
| | 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

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