



R H Fulmer Middle

1614 Walterboro Street
West Columbia, SC 29170

| | | |
|-----------------------|-------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 596 Students | |
| Principal | Dixon Brooks | 803-822-5660 |
| Superintendent | Dr. Venus Holland | 803-739-8399 |
| Board Chair | Beth Branham | 803-739-4708 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------|
| 2008 | Average | Average |
| 2007 | Average | Below Average |
| 2006 | Average | At-Risk |
| 2005 | Average | Below Average |
| 2004 | Average | Below Average |

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

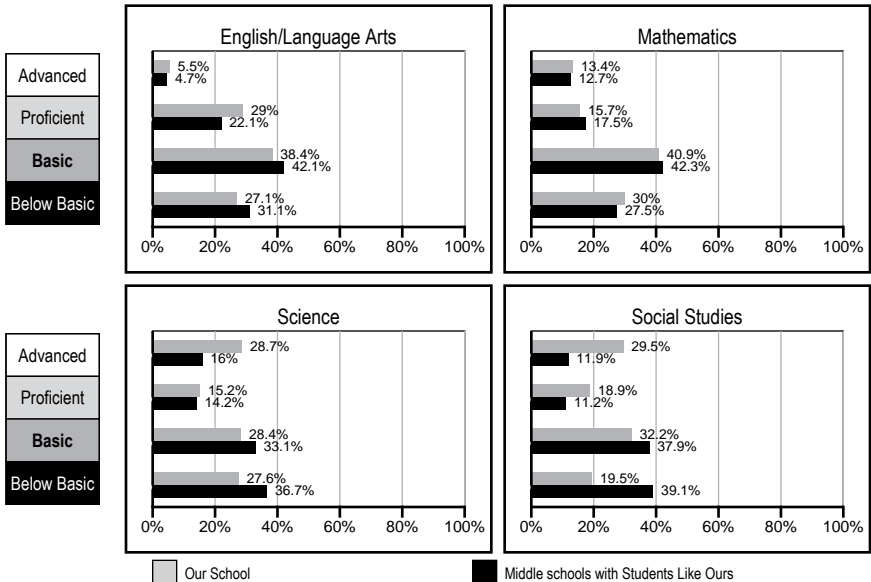
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 15 | 36 | 5 |

* 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 | 83.5 | 97.2 |
| English 1 | 98.1 | 95.7 |
| Physical Science | 0 | 57.7 |
| All Subjects | 88.7 | 96.2 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=596) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 23.7% | Up from 16.3% | 22.1% | 19.4% |
| Retention rate | 0.8% | Down from 3.0% | 1.5% | 1.8% |
| Attendance rate | 96.3% | Down from 96.5% | 95.8% | 95.8% |
| Eligible for gifted and talented | 26.9% | Up from 25.4% | 16.8% | 15.3% |
| With disabilities other than speech | 18.9% | Up from 15.8% | 14.2% | 12.9% |
| Older than usual for grade | 0.7% | Down from 1.4% | 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=47) | | | | |
| Teachers with advanced degrees | 70.2% | Down from 75.5% | 53.5% | 55.0% |
| Continuing contract teachers | 74.5% | Up from 67.3% | 73.3% | 70.6% |
| Teachers with emergency or provisional certificates | 5.4% | Up from 2.6% | 5.3% | 5.4% |
| Teachers returning from previous year | 83.4% | Down from 83.5% | 84.5% | 83.4% |
| Teacher attendance rate | 97.3% | Up from 96.4% | 94.8% | 94.9% |
| Average teacher salary | \$47,966 | Up 2.4% | \$44,211 | \$44,706 |
| Professional development days/teacher | 18.9 days | Up from 18.5 days | 11.6 days | 11.8 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 19.1 to 1 | Down from 20.3 to 1 | 20.2 to 1 | 20.1 to 1 |
| Prime instructional time | 92.6% | Up from 91.9% | 89.2% | 89.3% |
| Opportunities in the arts | Good | Up from Fair | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 97.4% | 98.0% |
| Character development program | Excellent | No Change | Good | Good |
| Dollars spent per pupil* | \$6,949 | Up 13.7% | \$7,056 | \$7,097 |
| Percent of expenditures for instruction* | 72.4% | Down from 72.6% | 64.4% | 64.4% |
| Percent of expenditures for teacher salaries* | 69.9% | Down from 70.2% | 60.0% | 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

The 2007-2008 school year was filled with success for Fulmer Middle School. We continue to be recognized as a South Carolina Red Carpet School. Our Technology Student Association, led by Crystal Lominick, extended their winning tradition by being named the Overall State Chapter for the fourth year in a row. Once again, these students went on to compete at the national competition in Orlando, Florida.

Our fine arts department continued to shine in all areas. The visual art department had five students win awards at the State Fair Art Show. The band received an "Excellent" rating at the SCBDA Concert Festival. The strings program earned a "Superior" rating at the Carowinds Music Festival. Our band and strings students won numerous "Superior" and "Excellent" awards at their respective Solo and Ensemble competitions. In addition, we had students selected for All-State and Region Bands.

Our students continue to achieve academically. For the fourth year in a row, one of our eighth-grade students was recognized as the Lt. Governor's Writing Award winner for Lexington Two. We had three students qualify as Duke TIP Scholars, fifteen students qualify as South Carolina Junior Scholars, eight qualify as Myrdis Walker Scholars, and over seventy-eight students qualify for Junior Honor Society. In addition, all of our mean Spring RIT scores were above the district average in both language arts and math, and our eighth-grade students had the highest Spring mean RIT scores as compared to other Lexington Two middle schools on both the language arts and math portions of the MAP test.

Our outstanding faculty and staff includes seven National Board Certified teachers and two NBCT candidates. Meredith Pearce, one of our eighth-grade language arts teachers, represented Fulmer Middle School as our Teacher of the Year. Our staff also continued our partnership with the University of South Carolina by serving as both a practicum site and clinical site for future teachers.

At Fulmer Middle School, our focus is student learning, which is achieved through the partnership and collaborative efforts of teachers, students, and parents. We will continue to analyze our assessment data for the purpose of improving our practices and to ensure that we reach our achievement goals as we continue our efforts as a true Professional Learning Community.

Viki Sox Fecas, SIC Chair
Dixon Brooks, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 43 | 209 | 80 |
| Percent satisfied with learning environment | 100.0% | 68.9% | 83.8% |
| Percent satisfied with social and physical environment | 100.0% | 72.1% | 77.2% |
| Percent satisfied with school-home relations | 76.7% | 76.8% | 84.4% |

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

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 13 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 | 0.0% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.4% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 5.8% | 0.0% | No |
| Student attendance rate | 96.3% | 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 | 582 | 99.8 | 28.1 | 39.6 | 27.8 | 4.4 | 43.5 | 45.4 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 311 | 100 | 32.8 | 41.8 | 22.3 | 3.1 | 36.2 | 37.4 | 41.7 | N/A | N/A |
| Female | 271 | 99.6 | 22.9 | 37.2 | 34 | 5.9 | 51.8 | 53.6 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 384 | 100 | 21.5 | 41.1 | 33 | 4.5 | 49.2 | 55.4 | 60 | Yes | Yes |
| African American | 177 | 100 | 44.8 | 35 | 16 | 4.3 | 29.4 | 30.2 | 31.7 | No | Yes |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 69.2 | 70.4 | I/S | I/S |
| Hispanic | 15 | 100 | 14.3 | 50 | 28.6 | 7.1 | 50 | 34.5 | 38.4 | 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 | 110 | 99.1 | 74 | 17 | 2 | 7 | 11 | 14.3 | 16 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 22.2 | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 29.9 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 352 | 99.7 | 36.4 | 42.5 | 17.4 | 3.7 | 31.8 | 35.1 | 34 | No | Yes |

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

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 582 | 100 | 28.1 | 42.5 | 15.7 | 13.7 | 40.7 | 47.1 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 311 | 100 | 25.8 | 43.9 | 16 | 14.3 | 41.8 | 45.7 | 45.6 | N/A | N/A |
| Female | 271 | 100 | 30.7 | 40.9 | 15.4 | 13 | 39.4 | 48.4 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 384 | 100 | 21.2 | 43.6 | 18.2 | 17 | 47.8 | 58.2 | 59 | Yes | Yes |
| African American | 177 | 100 | 44.8 | 39.9 | 8.6 | 6.7 | 23.9 | 28.5 | 26.9 | No | Yes |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 75 | 71.3 | I/S | I/S |
| Hispanic | 15 | 100 | 14.3 | 57.1 | 21.4 | 7.1 | 35.7 | 41.7 | 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 | 110 | 100 | 67.3 | 23.8 | 5.9 | 3 | 12.9 | 19.9 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 50 | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 41.6 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 352 | 100 | 37.8 | 43.9 | 10.4 | 7.9 | 27.4 | 36.6 | 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 | 381 | 99.7 | 26.8 | 27.9 | 15.8 | 29.6 | 45.4 | 39.6 | 35.7 | 96.3 | 95.8 |
| Gender | | | | | | | | | | | |
| Male | 198 | 99.5 | 26.1 | 27.2 | 15.2 | 31.5 | 46.7 | 40.5 | 37.4 | 96.2 | 95.7 |
| Female | 183 | 100 | 27.5 | 28.7 | 16.4 | 27.5 | 43.9 | 38.7 | 33.8 | 96.4 | 95.9 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 251 | 99.6 | 16.3 | 27.5 | 18 | 38.2 | 56.2 | 51.9 | 49.2 | 96 | 95.7 |
| African American | 115 | 100 | 50 | 28.7 | 10.2 | 11.1 | 21.3 | 19.8 | 17 | 96.9 | 96.1 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 57.7 | 58 | 97.5 | 97 |
| Hispanic | 12 | 100 | 27.3 | 27.3 | 9.1 | 36.4 | 45.5 | 28.7 | 24.9 | 96.2 | 95.6 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 97.6 | 96.2 |
| Disability Status | | | | | | | | | | | |
| Disabled | 64 | 98.4 | 60.3 | 19 | 10.3 | 10.3 | 20.7 | 18.6 | 14 | 95.8 | 95.1 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 18.2 | 21.9 | N/A | 97 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 24.1 | 24.4 | 96.5 | 95.8 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsized meals | 226 | 99.6 | 39 | 30.5 | 11 | 19.5 | 30.5 | 27 | 21.1 | 95.8 | 95.4 |
| Social Studies | | | | | | | | | | | |
| All Students | 375 | 100 | 19.1 | 32.1 | 19.7 | 29.2 | 48.8 | 35.4 | 34 | 96.3 | 95.8 |
| Gender | | | | | | | | | | | |
| Male | 203 | 100 | 13.4 | 31.7 | 20.4 | 34.4 | 54.8 | 38.6 | 36.6 | 96.2 | 95.7 |
| Female | 172 | 100 | 25.6 | 32.5 | 18.8 | 23.1 | 41.9 | 32.1 | 31.3 | 96.4 | 95.9 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 247 | 100 | 14.9 | 34.2 | 19.3 | 31.6 | 50.9 | 44.2 | 44.5 | 96 | 95.7 |
| African American | 115 | 100 | 29.2 | 29.2 | 17.9 | 23.6 | 41.5 | 21.8 | 19.1 | 96.9 | 96.1 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 53.3 | 58.9 | 97.5 | 97 |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 29.4 | 27.5 | 96.2 | 95.6 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 97.6 | 96.2 |
| Disability Status | | | | | | | | | | | |
| Disabled | 78 | 100 | 40.8 | 42.3 | 11.3 | 5.6 | 16.9 | 17.7 | 14.4 | 95.8 | 95.1 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 16.7 | 22.6 | N/A | 97 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 23.7 | 27.3 | 96.5 | 95.8 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsized meals | 231 | 100 | 23.4 | 35 | 17.8 | 23.8 | 41.6 | 28.4 | 21 | 95.8 | 95.4 |

* 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 | 177 | 99.4 | 29.8 | 34.2 | 28.6 | 7.5 | 36 |
| | 7 | 215 | 99.1 | 30.7 | 42.2 | 21.6 | 5.5 | 27.1 |
| | 8 | 214 | 100 | 17.5 | 48.5 | 28.5 | 5.5 | 34 |
| 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 | 183 | 100 | 28.3 | 37.6 | 28.3 | 5.8 | 34.1 |
| | 7 | 176 | 100 | 29.4 | 36.2 | 30.7 | 3.7 | 34.4 |
| | 8 | 223 | 99.6 | 27 | 44.1 | 25 | 3.9 | 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 | 177 | 99.4 | 26.1 | 33.5 | 24.8 | 15.5 | 40.4 |
| | 7 | 215 | 99.1 | 25.1 | 42.7 | 13.6 | 18.6 | 32.2 |
| | 8 | 214 | 100 | 27 | 55.5 | 8.5 | 9 | 17.5 |
| 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 | 183 | 100 | 24.3 | 37.6 | 19.1 | 19.1 | 38.2 |
| | 7 | 176 | 100 | 23.9 | 43.6 | 14.7 | 17.8 | 32.5 |
| | 8 | 223 | 100 | 34.6 | 45.9 | 13.7 | 5.9 | 19.5 |
| 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 | 90 | 98.9 | 43.2 | 34.6 | 8.6 | 13.6 | 22.2 |
| | 7 | 214 | 99.1 | 29.6 | 33.7 | 15.3 | 21.4 | 36.7 |
| | 8 | 110 | 100 | 22.4 | 42.9 | 17.3 | 17.3 | 34.7 |
| 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 | 92 | 98.9 | 46 | 19.5 | 17.2 | 17.2 | 34.5 |
| | 7 | 175 | 100 | 20.4 | 31.5 | 16.7 | 31.5 | 48.1 |
| | 8 | 114 | 100 | 20.8 | 29.2 | 13.2 | 36.8 | 50 |
| 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 | 88 | 98.9 | 27.6 | 32.9 | 13.2 | 26.3 | 39.5 |
| | 7 | 214 | 99.1 | 30.6 | 26 | 12.8 | 30.6 | 43.4 |
| | 8 | 108 | 100 | 14.3 | 57.1 | 20.4 | 8.2 | 28.6 |
| 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 | 91 | 100 | 5.9 | 27.1 | 20 | 47.1 | 67.1 |
| | 7 | 175 | 100 | 22.8 | 29 | 13.6 | 34.6 | 48.1 |
| | 8 | 109 | 100 | 24.2 | 41.4 | 29.3 | 5.1 | 34.3 |

Abbreviations for Missing Data

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