

# W B GOODWIN ELEMENTARY

5501 Dorchester Road
North Charleston, SC

| | | |
|---|---|---|
| **Grades** | PK-5 Elementary School | |
| **Enrollment** | 693 Students | |
| **Principal** | Diane Ross | 843-767-5911 |
| **Superintendent** | Dr. Nancy J. McGinley | 843-937-6319 |
| **Board Chair** | Mr. Chris Fraser | 843-725-7200 |

# THE STATE OF SOUTH CAROLINA
# 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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

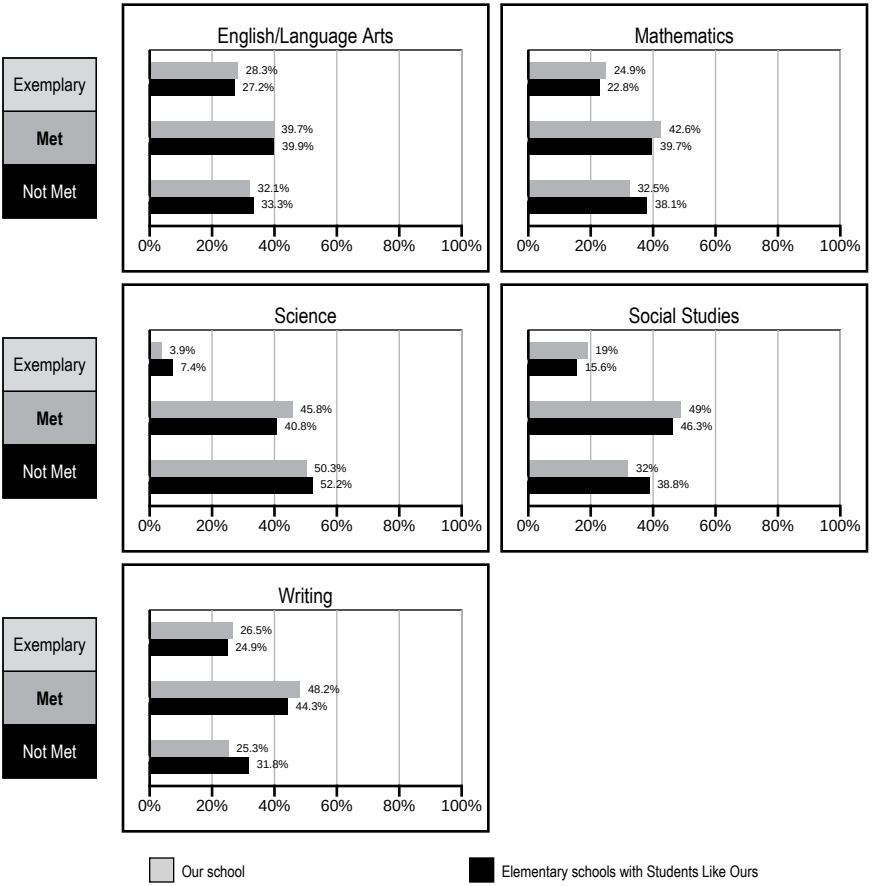
| Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.4% |
|---|---|

## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|---|---|---|---|---|
| 2 | 9 | 104 | 54 | 23 |

* 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

## W B GOODWIN ELEMENTARY 11/09/11-1001042

### School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|---|---|---|---|
| **Students (n=693)** | | | | |
| First graders who attended full-day kindergarten | 92.4% | Down from 97.2% | 100.0% | 100.0% |
| Retention rate | 0.3% | Up from 0.0% | 1.5% | 1.1% |
| Attendance rate | 95.9% | Down from 96.3% | 96.1% | 96.2% |
| Served by gifted and talented program | 11.4% | Up from 2.8% | 5.7% | 13.4% |
| With disabilities other than speech | 1.8% | Down from 4.0% | 4.3% | 4.1% |
| Older than usual for grade | 0.1% | Up from 0.0% | 0.6% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.3% | Up from 0.0% | 0.0% | 0.0% |
| **Teachers (n=51)** | | | | |
| Teachers with advanced degrees | 51.0% | Up from 49.0% | 61.8% | 62.5% |
| Continuing contract teachers | 78.4% | Up from 64.7% | 82.9% | 88.2% |
| Teachers returning from previous year | 83.9% | Up from 82.1% | 85.0% | 87.8% |
| Teacher attendance rate | 96.4% | Down from 98.0% | 95.1% | 95.2% |
| Average teacher salary* | $42,139 | Up 2.2% | $45,147 | $46,773 |
| Professional development days/teacher | 12.2 days | Down from 13.8 days | 10.6 days | 10.5 days |
| **School** | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 3.3 | 4.0 |
| Student-teacher ratio in core subjects | 18.4 to 1 | Up from 14.2 to 1 | 17.6 to 1 | 19.9 to 1 |
| Prime instructional time | 92.3% | Down from 94.0% | 90.0% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | No | 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** | $7,375 | Up 5.0% | $8,323 | $7,447 |
| Percent of expenditures for instruction** | 70.0% | Down from 73.8% | 67.8% | 68.4% |
| Percent of expenditures for teacher salaries** | 68.2% | Down from 71.5% | 64.2% | 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

The faculty and staff of W. B. Goodwin Elementary have defined specific educational goals as we continue our journey toward academic excellence. It is important for teachers, students and parents to know and understand each child's level of understanding and collectively develop plans to help every student make Adequate Yearly Progress (AYP). We are benchmarking student progress by analyzing various data periodically that include Measures of Academic Progress (MAP) for kindergarten through fifth graders, Dominie for kindergarten through third graders, Dibles for first through third graders and the DIAL 3 for child development students. The administrators, teachers and students update goals after each assessment. Celebrations occur as the students meet their goals and new goals are then developed or in some cases revised. Teachers use the data in making instructional decisions so that they can continue to meet the needs of all students. Through our CORE process, interventions are implemented and progressed monitored to be sure we continue to serve our children appropriately.

The SC State Standards and the CCSD Coherent Curriculum are the blueprints for our instructional planning and delivery. We set challenging goals for our students because we believe that "high expectations result in exemplary performance". Grade level teachers meet with the principal and Instructional Resource Teacher on a weekly basis to discuss student progress.

This past year Goodwin Elementary made AYP and maintained an Average Absolute rating on the State School Report Card. The emphasis placed on relationships with students and their families, rigor and relevance, and student responsibility has resulted in improved student achievement for students in all ethnic groups. We are excited that twenty percent of our student body is Hispanic and we now have two ESOL teachers on campus to support these students and their families. Everyone at Goodwin makes a commitment to all children so they know and feel success. We know that our students have great potential and we are committed to helping them reach that potential.

The principal has an open door policy to ensure a school climate that is friendly and inviting. It is essential to work together as we move forward to guarantee the success of all Goodwin Elementary students.

Diane Ross, Principal
Marzel Thomas, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | 27 | 56 | 49 |
| Percent satisfied with learning environment | 85.2% | 91.1% | 85.1% |
| Percent satisfied with social and physical environment | 92.6% | 89.3% | 83.7% |
| Percent satisfied with school-home relations | 73.1% | 91.1% | 85.1% |

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

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## School Adequate Yearly Progress

NO

This school met 19 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 | 2.7% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.2% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|---|---|---|
| Classes not taught by highly qualified teachers | 1.9% | 0.0% | No |
| Student attendance rate | 95.9% | 94.0%** | Yes |

* Or greater than last year

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| W B GOODWIN ELEMENTARY | | | | | | | | | | 11/09/11-1001042 |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 280 | 100 | 32.1 | 39.7 | 28.3 | 82.3 | 83.1 | 82.4 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 146 | 100 | 39.2 | 37.6 | 23.2 | 75.2 | 79.9 | 78.7 | N/A | N/A |
| Female | 134 | 100 | 24.1 | 42 | 33.9 | 90.2 | 86.6 | 86.2 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 16 | 100 | 7.1 | 35.7 | 57.1 | 92.9 | 94.8 | 88.9 | I/S | I/S |
| African American | 207 | 100 | 35.4 | 39.4 | 25.1 | 79.4 | 71.9 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 96.3 | 93 | I/S | I/S |
| Hispanic | 56 | 100 | 27.7 | 40.4 | 31.9 | 89.4 | 78 | 79.3 | Yes | Yes |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 87.5 | 83 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 26 | 100 | N/AV | N/AV | N/AV | 42.9 | 42.6 | 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 | 50 | 100 | 29.5 | 40.9 | 29.5 | 88.6 | 76.9 | 78.3 | Yes | Yes |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 247 | 100 | 32.9 | 39.4 | 27.7 | 82.2 | 72.9 | 75.4 | Yes | Yes |
| **Mathematics - State Performance Objective = 79.0% (Met or Exemplary)** | | | | | | | | | | |
| All Students | 280 | 100 | 32.5 | 42.6 | 24.9 | 78.5 | 82.8 | 81.9 | No | Yes |
| **Gender** | | | | | | | | | | |
| Male | 146 | 100 | 36 | 40.8 | 23.2 | 73.6 | 81.1 | 79.9 | N/A | N/A |
| Female | 134 | 100 | 28.6 | 44.6 | 26.8 | 83.9 | 84.6 | 84.1 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 16 | 100 | 14.3 | 35.7 | 50 | 85.7 | 94.9 | 88.9 | I/S | I/S |
| African American | 207 | 100 | 37.1 | 41.1 | 21.7 | 76.6 | 70.9 | 71.4 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 97.4 | 94.6 | I/S | I/S |
| Hispanic | 56 | 100 | 21.3 | 51.1 | 27.7 | 83 | 79.2 | 81.1 | Yes | Yes |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 93.8 | 84.4 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 26 | 100 | 71.4 | 23.8 | 4.8 | 38.1 | 40.8 | 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 | 50 | 100 | 22.7 | 47.7 | 29.5 | 81.8 | 78.8 | 81.4 | Yes | Yes |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 247 | 100 | 33.3 | 41.8 | 24.9 | 78.9 | 72.7 | 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 | 185 | 100 | 50.3 | 45.8 | 3.9 | 49.7 | 69.2 | 68.6 |
| Gender | | | | | | | | |
| Male | 95 | 100 | 51.2 | 43.9 | 4.9 | 48.8 | 68.4 | 68.3 |
| Female | 90 | 100 | 49.3 | 47.9 | 2.7 | 50.7 | 70 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 10 | I/S | I/S | I/S | I/S | I/S | 90.4 | 80.7 |
| African American | 135 | 100 | 59.5 | 37.8 | 2.7 | 40.5 | 48.4 | 51.4 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 88.2 | 85.3 |
| Hispanic | 39 | 100 | 32.4 | 64.7 | 2.9 | 67.6 | 63.3 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 87 | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 16 | 100 | N/AV | N/AV | N/AV | 15.4 | 30.6 | 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 | 35 | 100 | 33.3 | 63.6 | 3 | 66.7 | 60.4 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 168 | 100 | 52.1 | 43.8 | 4.2 | 47.9 | 51.8 | 57.3 |
| **Social Studies** | | | | | | | | |
| All Students | 183 | 100 | 32.5 | 48.7 | 18.8 | 67.5 | 75.5 | 72.5 |
| Gender | | | | | | | | |
| Male | 97 | 100 | 32.9 | 51.2 | 15.9 | 67.1 | 74.4 | 72 |
| Female | 86 | 100 | 31.9 | 45.8 | 22.2 | 68.1 | 76.6 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 11 | 100 | I/S | I/S | I/S | I/S | 91 | 81 |
| African American | 137 | 100 | 37.9 | 44 | 18.1 | 62.1 | 60.4 | 60 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 93.3 | 89 |
| Hispanic | 34 | 100 | 21.4 | 60.7 | 17.9 | 78.6 | 69 | 69.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 83.3 | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 17 | 100 | N/AV | N/AV | N/AV | 46.2 | 36.9 | 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 | 31 | 100 | 23.1 | 61.5 | 15.4 | 76.9 | 70.5 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 157 | 100 | 33.3 | 48.1 | 18.5 | 66.7 | 61.8 | 62.9 |

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 | School Attendance Rate | District Attendance Rate |
|---|---|---|---|---|---|---|---|---|---|---|
| **Writing** | | | | | | | | | | |
| All Students | 94 | 100 | 25.3 | 48.2 | 26.5 | 74.7 | 75.8 | 73.2 | 95.9 | 96 |
| **Gender** | | | | | | | | | | |
| Male | 51 | 100 | 34.1 | 40.9 | 25 | 65.9 | 70.7 | 67.2 | 95.8 | 95.9 |
| Female | 43 | 100 | 15.4 | 56.4 | 28.2 | 84.6 | 81.1 | 79.4 | 96.1 | 96.1 |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 6 | I/S | I/S | I/S | I/S | I/S | 90.8 | 81.5 | 93.4 | 96.1 |
| African American | 70 | 100 | 27.4 | 46.8 | 25.8 | 72.6 | 61.3 | 61.3 | 95.8 | 95.8 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 85.4 | 87 | 97 | 96.9 |
| Hispanic | 18 | 100 | 26.7 | 46.7 | 26.7 | 73.3 | 69.4 | 66.7 | 97 | 96 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | N/A | 95.9 |
| **Disability Status** | | | | | | | | | | |
| Disabled | 9 | I/S | I/S | I/S | I/S | I/S | 23.9 | 26 | 96.1 | 94.9 |
| **Migrant Status** | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | N/A | 98 |
| **English Proficiency** | | | | | | | | | | |
| Limited English Proficient | 15 | 100 | 28.6 | 50 | 21.4 | 71.4 | 67.9 | 65.7 | 97.1 | 96.3 |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 82 | 100 | 23.6 | 51.4 | 25 | 76.4 | 62.2 | 63.2 | 96 | 95.5 |

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| W B GOODWIN ELEMENTARY | | | | | | | 11/09/11-1001042 |
|---|---|---|---|---|---|---|---|
| PASS Performance By Grade Level | | | | | | | |
| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
| **English/Language Arts** | | | | | | | |
| 2010 | 3 | 77 | 100 | 31 | 35.2 | 33.8 | 69 |
| | 4 | 93 | 100 | 34.5 | 40.5 | 25 | 65.5 |
| | 5 | 60 | 100 | 35.8 | 43.4 | 20.8 | 64.2 |
| | 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 | 97 | 100 | 28.9 | 27.7 | 43.4 | 71.1 |
| | 4 | 88 | 100 | 39.4 | 40.8 | 19.7 | 60.6 |
| | 5 | 95 | 100 | 28.9 | 50.6 | 20.5 | 71.1 |
| | 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 |
| **Mathematics** | | | | | | | |
| 2010 | 3 | 77 | 100 | 42.3 | 36.6 | 21.1 | 57.7 |
| | 4 | 93 | 100 | 31 | 39.3 | 29.8 | 69 |
| | 5 | 60 | 100 | 39.6 | 30.2 | 30.2 | 60.4 |
| | 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 |
| 2011 | 3 | 97 | 100 | 38.6 | 36.1 | 25.3 | 61.4 |
| | 4 | 88 | 100 | 25.4 | 54.9 | 19.7 | 74.6 |
| | 5 | 95 | 100 | 32.5 | 38.6 | 28.9 | 67.5 |
| | 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 | 38 | 100 | 65.7 | 28.6 | 5.7 | 34.3 |
| | 4 | 93 | 100 | 42.9 | 50 | 7.1 | 57.1 |
| | 5 | 30 | 100 | 44.4 | 40.7 | 14.8 | 55.6 |
| | 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 | 49 | 100 | 58.5 | 36.6 | 4.9 | 41.5 |
| | 4 | 88 | 100 | 49.3 | 49.3 | 1.4 | 50.7 |
| | 5 | 48 | 100 | 44.2 | 48.8 | 7 | 55.8 |
| | 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 |

Abbreviations for Missing Data

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## PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|---|---|---|---|---|---|---|---|
| **Social Studies** | | | | | | | |
| 2010 | 3 | 39 | 100 | 37.8 | 45.9 | 16.2 | 62.2 |
| | 4 | 93 | 100 | 26.2 | 54.8 | 19 | 73.8 |
| | 5 | 30 | 100 | 46.2 | 42.3 | 11.5 | 53.8 |
| | 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 | 48 | 100 | 28.6 | 35.7 | 35.7 | 71.4 |
| | 4 | 88 | 100 | 31 | 56.3 | 12.7 | 69 |
| | 5 | 47 | 100 | 39 | 48.8 | 12.2 | 61 |
| | 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 | 77 | 100 | 47.9 | 35.6 | 16.4 | 52.1 |
| | 4 | 92 | 100 | 35.3 | 37.6 | 27.1 | 64.7 |
| | 5 | 60 | 100 | 45.3 | 34 | 20.8 | 54.7 |
| | 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 | 94 | 100 | 25.3 | 48.2 | 26.5 | 74.7 |
| | 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