

## BRYSON ELEMENTARY

703 Bryson Drive
Simpsonville, South

| | | |
|---|---|---|
| **Grades** | K-5 Elementary School | |
| **Enrollment** | 869 Students | |
| **Principal** | Thomas R. Chambers | 864-355-3600 |
| **Superintendent** | Dr. Phinnize J. Fisher | 864-355-8860 |
| **Board Chair** | Roger Meek | 864-233-8587 |

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

## RATINGS OVER 5-YEAR PERIOD

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

## 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

## BRYSON ELEMENTARY 11/09/11-2301040

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

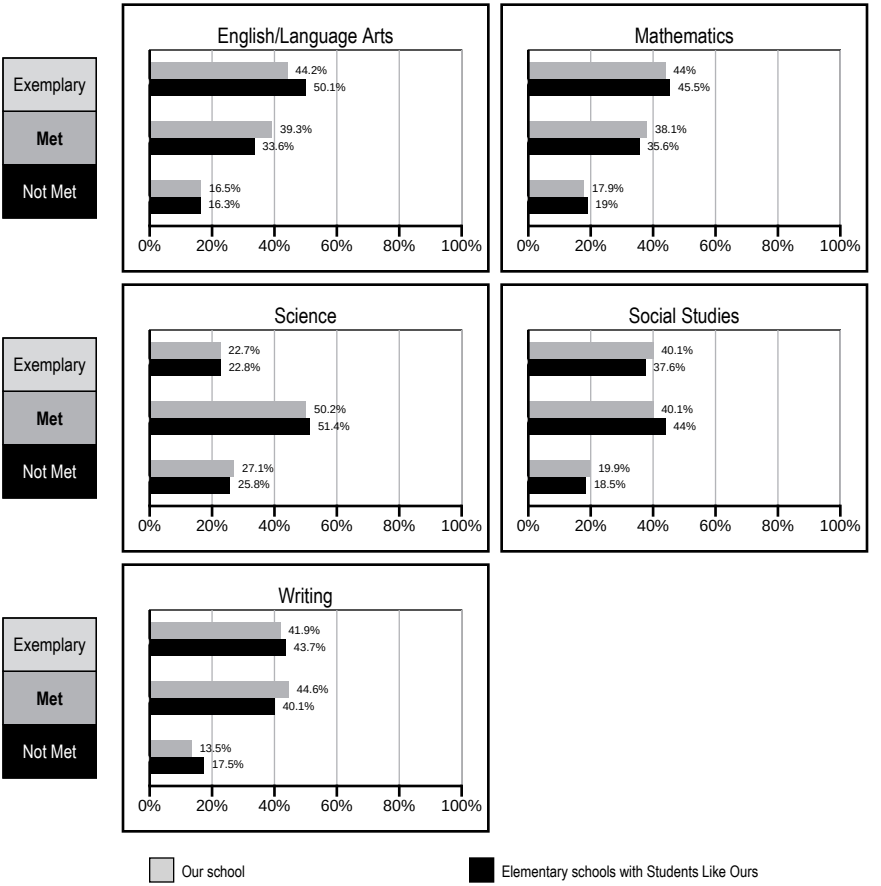
| Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.6% |
|---|---|

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

| Excellent | Good | Average | Below Average | At-Risk |
|---|---|---|---|---|
| 28 | 32 | 7 | 1 | 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

## BRYSON ELEMENTARY 11/09/11-2301040

### School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|---|---|---|---|
| **Students (n=869)** | | | | |
| First graders who attended full-day kindergarten | 75.9% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 1.7% | Up from 1.4% | 0.9% | 1.1% |
| Attendance rate | 96.8% | Up from 96.1% | 96.4% | 96.2% |
| Served by gifted and talented program | 14.4% | Up from 14.2% | 20.1% | 13.4% |
| With disabilities other than speech | 4.2% | Down from 7.5% | 3.4% | 4.1% |
| Older than usual for grade | 0.1% | Down from 0.4% | 0.2% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| **Teachers (n=51)** | | | | |
| Teachers with advanced degrees | 56.9% | Up from 52.9% | 65.3% | 62.5% |
| Continuing contract teachers | 96.1% | Up from 94.1% | 89.9% | 88.2% |
| Teachers returning from previous year | 90.3% | No Change | 89.6% | 87.8% |
| Teacher attendance rate | 90.1% | Down from 97.0% | 95.1% | 95.2% |
| Average teacher salary* | $47,909 | Up 2.2% | $48,231 | $46,773 |
| Professional development days/teacher | 8.1 days | Down from 9.2 days | 10.3 days | 10.5 days |
| **School** | | | | |
| Principal's years at school | 15.0 | Up from 14.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.5 to 1 | Down from 22.6 to 1 | 20.6 to 1 | 19.9 to 1 |
| Prime instructional time | 90.0% | Down from 93.1% | 90.8% | 90.4% |
| Opportunities in the arts | Fair | Down from Good | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil** | $5,616 | Up 0.6% | $6,875 | $7,447 |
| Percent of expenditures for instruction** | 69.5% | Down from 71.2% | 69.5% | 68.4% |
| Percent of expenditures for teacher salaries** | 68.6% | Up from 68.1% | 67.4% | 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 Bryson Elementary community enjoyed a very successful 2010-2011 school year. Our school received the Palmetto Silver Award for both academic performance and closing the academic achievement gap. Though we did not make the Annual Yearly Progress goal for a third consecutive year, we did meet 20 or our 21 performance dimensions just barely missing the mark on one objective.

While fostering a warm, family-friendly school climate, we continue to utilize student performance data to guide instruction in our classrooms. Based on our data, special emphasis was focused on 'content and conventions' in our writing instruction, 'informational texts' in reading, and 'algebraic expressions' in math. We also continued to focus on school-wide on common assessments to assess needs for review, remediation, and pacing of instruction.

We have continued many very successful programs such as our quarterly Author's Tea, Children's Book Award Challenge/Awards, quarterly student achievement awards, and Accelerated Reader Challenge. Many new motivational programs were introduced this year. One very successful one was the "Bryson Bear Hug Awards". This program was initiated by our assistant principal, Jane Mills, to reinforce positive behavior. Students were awarded a special Bryson Bear Hug bracelet for random acts of kindness, thoughtfulness, or courtesy. Students could nominate by either their peers or a staff member.

Our school continues to place a great emphasis on civic responsibility beyond the classroom. This year our students collected food for the local food bank, raised funds for the March of Dimes, American Heart Association and the 'Dogs for Autism' program. We participated for the fifteenth consecutive year in Operation Christmas Child.

Our PTA and SIC continue to provide tremendous support for our school financially and through a very strong volunteer program. Their dedication and commitment to our students, staff, and community make a truly immeasurable contribution to the great success of our school.

Bryson Elementary is a wonderful place for children and families to grow during the most critical years of their lives. We are privileged to serve a wonderful community and look forward to our continued partnership in shaping the next generation.

Thomas R. Chambers, Principal
Rose Brown, SIC chair

## Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | 38 | 125 | 84 |
| Percent satisfied with learning environment | 100.0% | 86.3% | 87.3% |
| Percent satisfied with social and physical environment | 97.4% | 90.3% | 92.8% |
| Percent satisfied with school-home relations | 97.4% | 87.2% | 84.3% |

* 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 16 out of 17 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 | 1.7% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.1% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|---|---|---|
| Classes not taught by highly qualified teachers | 0.6% | 0.0% | No |
| Student attendance rate | 96.8% | 94.0%** | Yes |

* Or greater than last year

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| BRYSON ELEMENTARY | | | | | | | | | | 11/09/11-2301040 |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 422 | 100 | 16.4 | 39.5 | 44.1 | 90.4 | 84.1 | 82.4 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 206 | 100 | 20.8 | 38.1 | 41.1 | 89.3 | 80.8 | 78.7 | N/A | N/A |
| Female | 216 | 100 | 12.3 | 40.8 | 46.9 | 91.5 | 87.7 | 86.2 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 259 | 100 | 11.1 | 32.5 | 56.3 | 93.3 | 89.7 | 88.9 | Yes | Yes |
| African American | 112 | 100 | 28.7 | 46.3 | 25 | 83.3 | 72.2 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | 11 | 100 | 18.2 | 27.3 | 54.5 | 90.9 | 93.3 | 93 | I/S | I/S |
| Hispanic | 39 | 100 | 16.7 | 72.2 | 11.1 | 91.7 | 79.2 | 79.3 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 83.8 | 83 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 31 | 100 | 76.7 | 16.7 | 6.7 | 36.7 | 48.6 | 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 | 28 | 100 | 23.1 | 57.7 | 19.2 | 88.5 | 79.3 | 78.3 | I/S | I/S |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 183 | 100 | 25.6 | 48.3 | 26.2 | 84.3 | 75.7 | 75.4 | Yes | Yes |
| **Mathematics - State Performance Objective = 79.0% (Met or Exemplary)** | | | | | | | | | | |
| All Students | 422 | 100 | 17.9 | 38.2 | 43.9 | 89.5 | 84.4 | 81.9 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 206 | 100 | 17.8 | 37.1 | 45.2 | 87.3 | 82.9 | 79.9 | N/A | N/A |
| Female | 216 | 100 | 18 | 39.3 | 42.7 | 91.5 | 86.1 | 84.1 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 259 | 100 | 13.5 | 34.9 | 51.6 | 94 | 89.4 | 88.9 | Yes | Yes |
| African American | 112 | 100 | 27.8 | 43.5 | 28.7 | 77.8 | 72 | 71.4 | No | Yes |
| Asian/Pacific Islander | 11 | 100 | 9.1 | 27.3 | 63.6 | 100 | 95.6 | 94.6 | I/S | I/S |
| Hispanic | 39 | 100 | 22.2 | 50 | 27.8 | 88.9 | 82.7 | 81.1 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 86.3 | 84.4 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 31 | 100 | 70 | 20 | 10 | 46.7 | 47.1 | 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 | 28 | 100 | 26.9 | 34.6 | 38.5 | 88.5 | 83.6 | 81.4 | I/S | I/S |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 183 | 100 | 25.6 | 44.8 | 29.7 | 84.3 | 76.5 | 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

| BRYSON ELEMENTARY | | | | | | | | 11/09/11-2301040 |
|---|---|---|---|---|---|---|---|---|
| **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 | 281 | 100 | 27 | 50.4 | 22.6 | 73 | 71.6 | 68.6 |
| **Gender** | | | | | | | | |
| Male | 140 | 100 | 27.6 | 49.3 | 23.1 | 72.4 | 71.4 | 68.3 |
| Female | 141 | 100 | 26.5 | 51.5 | 22.1 | 73.5 | 71.9 | 68.9 |
| **Racial/Ethnic Group** | | | | | | | | |
| White | 177 | 100 | 19.8 | 53.5 | 26.7 | 80.2 | 81 | 80.7 |
| African American | 73 | 100 | 35.7 | 51.4 | 12.9 | 64.3 | 52.3 | 51.4 |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | 85.1 | 85.3 |
| Hispanic | 24 | 100 | 57.1 | 28.6 | 14.3 | 42.9 | 61.4 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | I/S | I/S | I/S | I/S | 76.8 | 70.8 |
| **Disability Status** | | | | | | | | |
| Disabled | 24 | 100 | N/AV | N/AV | N/AV | 26.1 | 34.8 | 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 | 20 | 100 | 47.1 | 29.4 | 23.5 | 52.9 | 61.8 | 60.7 |
| **Socio-Economic Status** | | | | | | | | |
| Subsidized meals | 118 | 100 | 47.7 | 41.3 | 11 | 52.3 | 58.4 | 57.3 |
| **Social Studies** | | | | | | | | |
| All Students | 277 | 100 | 19.8 | 40.3 | 39.9 | 80.2 | 76.1 | 72.5 |
| **Gender** | | | | | | | | |
| Male | 133 | 100 | 20.6 | 38.1 | 41.3 | 79.4 | 75.9 | 72 |
| Female | 144 | 100 | 19 | 42.3 | 38.7 | 81 | 76.2 | 73.1 |
| **Racial/Ethnic Group** | | | | | | | | |
| White | 170 | 100 | 15.2 | 36 | 48.8 | 84.8 | 82.8 | 81 |
| African American | 74 | 100 | 30.6 | 45.8 | 23.6 | 69.4 | 61.5 | 60 |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | 88.5 | 89 |
| Hispanic | 25 | 100 | 20.8 | 50 | 29.2 | 79.2 | 69.6 | 69.6 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 75.5 | 73.5 |
| **Disability Status** | | | | | | | | |
| Disabled | 18 | 100 | 52.9 | 41.2 | 5.9 | 47.1 | 41.9 | 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 | 17 | 100 | 11.8 | 41.2 | 47.1 | 88.2 | 70.5 | 69.7 |
| **Socio-Economic Status** | | | | | | | | |
| Subsidized meals | 122 | 100 | 25.9 | 50 | 24.1 | 74.1 | 65.2 | 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

| BRYSON ELEMENTARY | | | | | | | | | | 11/09/11-2301040 |
|---|---|---|---|---|---|---|---|---|---|---|
| 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 | 150 | 100 | 13.5 | 44.6 | 41.9 | 86.5 | 76 | 73.2 | 96.8 | 96.4 |
| Gender | | | | | | | | | | |
| Male | 71 | 100 | 20 | 47.1 | 32.9 | 80 | 70.2 | 67.2 | 96.8 | 96.3 |
| Female | 79 | 100 | 7.7 | 42.3 | 50 | 92.3 | 82.1 | 79.4 | 96.7 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 92 | 100 | 9.9 | 41.8 | 48.4 | 90.1 | 83.1 | 81.5 | 96.8 | 96.2 |
| African American | 38 | 100 | 15.8 | 47.4 | 36.8 | 84.2 | 62.2 | 61.3 | 96.8 | 96.4 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 90.3 | 87 | 97.9 | 97.6 |
| Hispanic | 15 | 100 | 35.7 | 50 | 14.3 | 64.3 | 64.3 | 66.7 | 96.1 | 96.8 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 74.1 | 72.2 | 96.7 | 95.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 14 | 100 | N/AV | N/AV | N/AV | 35.7 | 26.5 | 26 | 95.6 | 95.3 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | N/A | 93.2 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 10 | I/S | I/S | I/S | I/S | I/S | 65.3 | 65.7 | 97.2 | 97.2 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 65 | 100 | 23.4 | 48.4 | 28.1 | 76.6 | 63.7 | 63.2 | 96.3 | 95.9 |

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BRYSON ELEMENTARY 11/09/11-2301040

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|---|---|---|---|---|---|---|---|
| **English/Language Arts** | | | | | | | |
| 2010 | 3 | 141 | 100 | 22.6 | 30.1 | 47.4 | 77.4 |
| | 4 | 158 | 98.7 | 23.6 | 41.9 | 34.5 | 76.4 |
| | 5 | 147 | 100 | 21.4 | 40 | 38.6 | 78.6 |
| | 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 | 136 | 100 | 13.7 | 32.1 | 54.2 | 86.3 |
| | 4 | 136 | 100 | 20.8 | 36.9 | 42.3 | 79.2 |
| | 5 | 150 | 100 | 15 | 48.3 | 36.7 | 85 |
| | 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 | 141 | 100 | 33.1 | 32.3 | 34.6 | 66.9 |
| | 4 | 158 | 98.7 | 12.8 | 49.3 | 37.8 | 87.2 |
| | 5 | 147 | 100 | 20.7 | 39.3 | 40 | 79.3 |
| | 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 | 136 | 100 | 24.4 | 33.6 | 42 | 75.6 |
| | 4 | 136 | 100 | 16.9 | 36.2 | 46.9 | 83.1 |
| | 5 | 150 | 100 | 12.9 | 44.2 | 42.9 | 87.1 |
| | 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 | 70 | 98.6 | 44.8 | 38.8 | 16.4 | 55.2 |
| | 4 | 158 | 98.7 | 20.3 | 61.5 | 18.2 | 79.7 |
| | 5 | 75 | 100 | 28 | 45.3 | 26.7 | 72 |
| | 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 | 70 | 100 | 38.8 | 32.8 | 28.4 | 61.2 |
| | 4 | 136 | 100 | 20.8 | 60 | 19.2 | 79.2 |
| | 5 | 75 | 100 | 27.4 | 49.3 | 23.3 | 72.6 |
| | 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

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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 | 71 | 97.2 | 27.7 | 41.5 | 30.8 | 72.3 |
| | 4 | 158 | 98.7 | 13.5 | 43.9 | 42.6 | 86.5 |
| | 5 | 72 | 100 | 27.1 | 34.3 | 38.6 | 72.9 |
| | 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 | 66 | 100 | 28.1 | 45.3 | 26.6 | 71.9 |
| | 4 | 136 | 100 | 15.4 | 38.5 | 46.2 | 84.6 |
| | 5 | 75 | 100 | 20.3 | 39.2 | 40.5 | 79.7 |
| | 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 |
| **Writing** | | | | | | | |
| 2010 | 3 | 144 | 98.6 | 29.5 | 36.4 | 34.1 | 70.5 |
| | 4 | 156 | 100 | 21.2 | 35.1 | 43.7 | 78.8 |
| | 5 | 149 | 100 | 17.8 | 35.6 | 46.6 | 82.2 |
| | 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 |
| 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 | 150 | 100 | 13.5 | 44.6 | 41.9 | 86.5 |
| | 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 |

Abbreviations for Missing Data

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