



L E Gable Middle

198 Otts Shoals Road
Roebuck, SC 29376

| | | |
|-----------------------|-------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 735 Students | |
| Principal | Karen N. Bush | 864-576-3500 |
| Superintendent | Darryl Owings | 864-576-4212 |
| Board Chair | Mr. Alex Meadows | 864-576-4212 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2009 | Average | Average |
| 2008 | Average | Average |
| 2007 | Average | At-Risk |
| 2006 | Average | At-Risk |
| 2005 | 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 GOAL

By 2010, SC'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.

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.

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

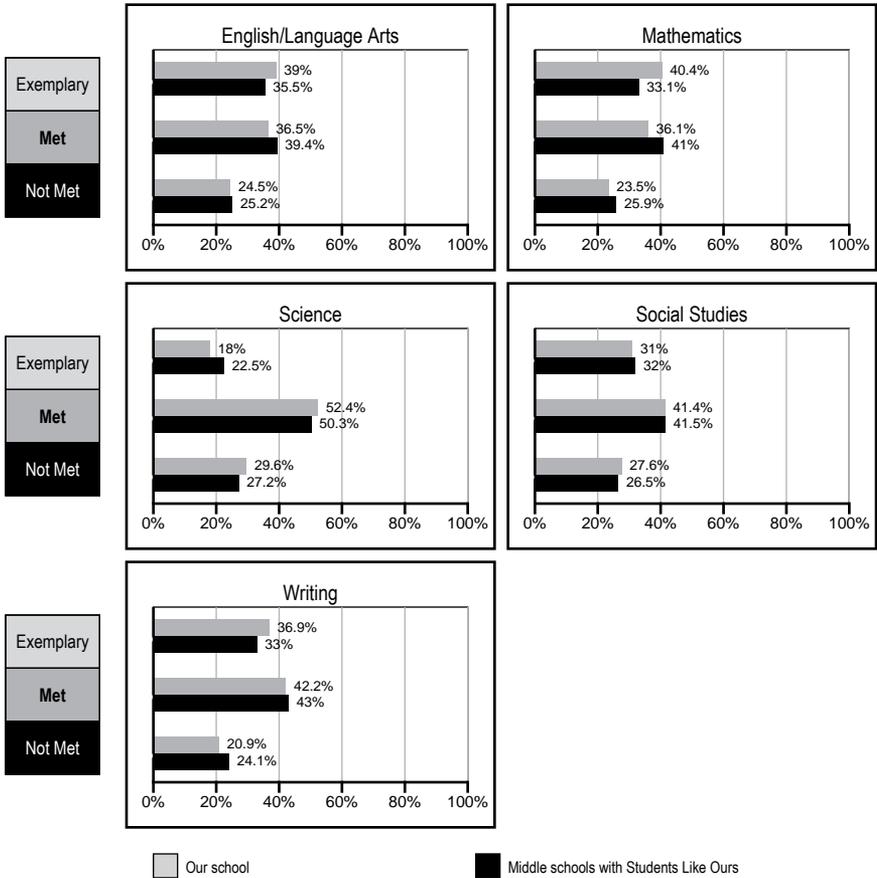
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2 | 13 | 25 | 0 | 0 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* 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

| | |
|------------------|---|
| 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

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 | 100.0% | 98.2% |
| English 1 | N/A | 95.1% |
| Physical Science | N/A | 66.7% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 100.0% | 98.0% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=735) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 18.3% | Up from 15.1% | 24.4% | 21.6% |
| Retention rate | 0.1% | Down from 0.9% | 1.0% | 1.2% |
| Attendance rate | 96.3% | Down from 96.4% | 96.1% | 95.9% |
| Eligible for gifted and talented | 29.8% | Down from 30.0% | 19.8% | 14.8% |
| With disabilities other than speech | 12.6% | Up from 11.3% | 11.3% | 12.6% |
| Older than usual for grade | 0.1% | Down from 0.6% | 1.7% | 2.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | Down from 0.1% | 0.5% | 0.6% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=55) | | | | |
| Teachers with advanced degrees | 74.5% | Up from 72.7% | 57.3% | 56.9% |
| Continuing contract teachers | 74.5% | Up from 72.7% | 77.0% | 72.7% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 4.7% | 5.3% |
| Teachers returning from previous year | 83.9% | Up from 81.6% | 85.6% | 82.9% |
| Teacher attendance rate | 95.7% | No Change | 95.3% | 95.2% |
| Average teacher salary* | \$48,403 | Up 3.7% | \$47,084 | \$46,599 |
| Professional development days/teacher | 6.7 days | Down from 14.1 days | 10.4 days | 10.8 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 20.1 to 1 | Down from 20.8 to 1 | 21.9 to 1 | 20.1 to 1 |
| Prime instructional time | 91.5% | No Change | 90.0% | 89.9% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 96.9% | Up from 93.6% | 99.3% | 97.8% |
| Character development program | Good | No Change | Good | Good |
| Dollars spent per pupil** | \$6,665 | Up 4.0% | \$6,873 | \$7,645 |
| Percent of expenditures for instruction** | 72.5% | Down from 73.1% | 65.0% | 63.4% |
| Percent of expenditures for teacher salaries** | 53.0% | Down from 69.0% | 57.1% | 57.0% |

* 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

The 2008-2009 school year proved to be another exciting year for Gable Middle School. We had an outstanding school year where we all showed our Gable PRIDE.

GMS celebrated many accomplishments during the 2008-2009 school year. Forty eighth-grade students were selected as SC Junior Scholars for excellent performance on the PSAT. The GMS chapter of National Junior Beta Club had over 350 members participating in Beta Club activities and service projects. GMS students competed in the Continental Math League for the eleventh year in a row. The GMS seventh-grade orchestra and the GMS eighth-grade orchestra both received superior ratings at the South Carolina Orchestra Concert Festival. GMS chorus students also received a superior rating at the State Choral Festival. Gable band students also excelled as they received an excellent rating at the State Concert Festival. Gable's Math Counts team won the regional competition, and Gable's academic team placed first in the state in the Knowledge Master's spring competition.

The faculty, staff, administration, and students also participated in several service projects. GMS student council sponsored a canned food drive where students and teachers contributed thousands of items to Total Ministries of Spartanburg. GMS students also raised money for St. Jude's Children Research Hospital and Relay for Life.

During the 2008-2009 school year, the faculty and administration of L.E. Gable Middle School continued to implement five literacy goals for students. The five literacy goals included reading twenty-five books, writing a research paper, learning reading and writing strategies, participating in enriched language arts classes, and writing frequently in all classes. As a part of the promotion of literacy, each academic and exploratory teacher was responsible for teaching reading through the use of five strategies. These strategies provided our students with skills in the areas of comprehension, listening, summarization, organization, and note-taking. Students also continued to use "Thinking Maps" to organize their thoughts and focus their writing.

Teachers and administrators at GMS continued to focus on data analysis to improve instruction. Through the use of Test View, teachers and administrators were able to analyze MAP scores and PACT data. This data analysis allowed teachers and administrators to make data driven decisions concerning curriculum and instruction. Gable Middle School continued to implement its Compass Odyssey computer lab. The Compass Odyssey Program is an enrichment program that correlates with the South Carolina Curriculum Standards. L.E. Gable Middle School also continued a school-wide sustained reading program in which students read each day for fifteen minutes in a specified class. In addition, GMS continued to implement its character education program. Gable P.R.I.D.E. encourages students, teachers, and the school community to display their Productivity, Respect, Initiative, Determination, and Excellence.

Gable Middle School.....where we all show our Gable PRIDE.

Karen N. Bush, Principal
Seth Buckley, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 58 | 219 | 145 |
| Percent satisfied with learning environment | 98.3% | 87.2% | 89.0% |
| Percent satisfied with social and physical environment | 98.3% | 88.8% | 84.5% |
| Percent satisfied with school-home relations | 100.0% | 92.1% | 76.9% |

* Only students at the highest middle 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

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 | 0.0% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.5% | 5.8% |

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

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 = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 736 | 100 | 24.5 | 36.5 | 39 | 83.4 | 83.1 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 379 | 100 | 26.7 | 37.8 | 35.6 | 80.6 | 80.5 | 79.3 | N/A | N/A |
| Female | 357 | 100 | 22.3 | 35.1 | 42.6 | 86.4 | 85.8 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 508 | 100 | 19.7 | 35.4 | 44.9 | 86.8 | 88.9 | 89.5 | Yes | Yes |
| African American | 188 | 100 | 36.9 | 38.1 | 25 | 75.6 | 75.7 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 17 | 100 | 12.5 | 43.8 | 43.8 | 87.5 | 88.6 | 92.3 | I/S | I/S |
| Hispanic | 22 | 100 | 40 | 45 | 15 | 70 | 73.8 | 76.5 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 80 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 82 | 100 | 66.7 | 24.4 | 9 | 48.7 | 50.4 | 52 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 16 | 100 | N/AV | N/AV | N/AV | 53.3 | 73 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 320 | 100 | 37 | 37.7 | 25.3 | 74.4 | 76.3 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 736 | 100 | 26 | 39.4 | 34.6 | 82.4 | 79.2 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 379 | 100 | 26.1 | 38.9 | 35 | 81.1 | 77.6 | 77 | N/A | N/A |
| Female | 357 | 100 | 25.8 | 40 | 34.2 | 83.8 | 80.9 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 508 | 100 | 20.5 | 38.8 | 40.7 | 85.8 | 86.9 | 87.2 | Yes | Yes |
| African American | 188 | 100 | 42.6 | 38.6 | 18.8 | 72.7 | 67.2 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | 17 | 100 | 12.5 | 37.5 | 50 | 93.8 | 84.6 | 93 | I/S | I/S |
| Hispanic | 22 | 100 | 25 | 60 | 15 | 75 | 73.4 | 76 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 85 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 82 | 100 | 66.7 | 29.5 | 3.8 | 39.7 | 39.3 | 45.5 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 16 | 100 | 53.3 | 33.3 | 13.3 | 53.3 | 72.6 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 320 | 100 | 38.4 | 42.4 | 19.2 | 71.4 | 71.1 | 70.2 | 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 | 494 | 100 | 29.6 | 52.4 | 18 | 70.4 | 68 | 67.5 |
| Gender | | | | | | | | |
| Male | 244 | 100 | 30.2 | 47.8 | 22 | 69.8 | 68.1 | 67 |
| Female | 250 | 100 | 29 | 56.8 | 14.1 | 71 | 67.8 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 332 | 100 | 23 | 55.3 | 21.7 | 77 | 78.3 | 79.5 |
| African American | 137 | 100 | 46.1 | 46.1 | 7.8 | 53.9 | 52 | 50.3 |
| Asian/Pacific Islander | 15 | 100 | 7.1 | 57.1 | 35.7 | 92.9 | 73.2 | 84.3 |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | 61.9 | 60.7 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 78.6 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 48 | 100 | N/AV | N/AV | N/AV | 20 | 27 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 12 | 100 | 54.5 | 36.4 | 9.1 | 45.5 | 57 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 216 | 100 | 44.4 | 45.5 | 10.1 | 55.6 | 57.7 | 55.1 |
| Social Studies | | | | | | | | |
| All Students | 494 | 100 | 27.6 | 41.4 | 31 | 72.4 | 72.6 | 72.3 |
| Gender | | | | | | | | |
| Male | 256 | 100 | 27.8 | 38.2 | 34 | 72.2 | 71.9 | 71.5 |
| Female | 238 | 100 | 27.5 | 44.6 | 27.9 | 72.5 | 73.4 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 346 | 100 | 24.2 | 41.2 | 34.6 | 75.8 | 80.2 | 80.7 |
| African American | 121 | 100 | 38.9 | 38.1 | 23 | 61.1 | 59.6 | 60 |
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | 83.8 | 88.5 |
| Hispanic | 17 | 100 | 18.8 | 75 | 6.3 | 81.3 | 67.9 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 84.6 | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 61 | 100 | 62.1 | 31 | 6.9 | 37.9 | 37.6 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | 67.6 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 212 | 100 | 43.7 | 40.2 | 16.1 | 56.3 | 62.9 | 62.1 |

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 | 730 | 99.6 | 20.7 | 42.4 | 37 | 79.3 | 72.3 | 70.2 | 96.3 | 96.6 |
| Gender | | | | | | | | | | |
| Male | 371 | 99.5 | 25.1 | 44.3 | 30.6 | 74.9 | 66.8 | 63.2 | 96.2 | 96.5 |
| Female | 359 | 99.7 | 16.1 | 40.3 | 43.5 | 83.9 | 77.8 | 77.5 | 96.3 | 96.6 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 506 | 99.6 | 17.5 | 40 | 42.5 | 82.5 | 80.4 | 79.1 | 96.1 | 96.2 |
| African American | 184 | 99.5 | 27.7 | 50.3 | 22 | 72.3 | 61.9 | 57.6 | 96.8 | 96.9 |
| Asian/Pacific Islander | 17 | 100 | 12.5 | 37.5 | 50 | 87.5 | 81.6 | 86.2 | 97.1 | 97.4 |
| Hispanic | 22 | 100 | 45 | 30 | 25 | 55 | 59.2 | 62.6 | 96.1 | 96.8 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 60 | 68.7 | 97.9 | 96.5 |
| Disability Status | | | | | | | | | | |
| Disabled | 82 | 98.8 | 71.8 | 24.4 | 3.8 | 28.2 | 23.2 | 26.1 | 95.5 | 95.9 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 54.7 | N/A | 97.7 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 16 | 100 | 73.3 | 13.3 | 13.3 | 26.7 | 55.8 | 61.2 | 96.9 | 96.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 307 | 99.4 | 34.2 | 45.9 | 19.9 | 65.8 | 61.1 | 58.9 | 95.5 | 96.2 |

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 | | | | | | | |
| 2009 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 246 | 100 | 24.1 | 35.3 | 40.5 | 75.9 |
| | 7 | 249 | 100 | 26.9 | 33.5 | 39.7 | 73.1 |
| | 8 | 241 | 100 | 22.5 | 40.7 | 36.8 | 77.5 |
| Mathematics | | | | | | | |
| 2009 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 246 | 100 | 20.3 | 40.1 | 39.7 | 79.7 |
| | 7 | 249 | 100 | 33.9 | 36.8 | 29.3 | 66.1 |
| | 8 | 241 | 100 | 23.4 | 41.6 | 35.1 | 76.6 |
| Science | | | | | | | |
| 2009 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 124 | 100 | 31 | 52.6 | 16.4 | 69 |
| | 7 | 249 | 100 | 28.5 | 51.2 | 20.2 | 71.5 |
| | 8 | 121 | 100 | 30.4 | 54.8 | 14.8 | 69.6 |
| Social Studies | | | | | | | |
| 2009 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 124 | 100 | 18.1 | 55.2 | 26.7 | 81.9 |
| | 7 | 249 | 100 | 35.5 | 35.1 | 29.3 | 64.5 |
| | 8 | 121 | 100 | 20.7 | 40.5 | 38.8 | 79.3 |
| Writing | | | | | | | |
| 2009 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 242 | 100 | 19 | 39.2 | 41.8 | 81 |
| | 7 | 247 | 99.2 | 24.4 | 42.6 | 33.1 | 75.6 |
| | 8 | 241 | 99.6 | 18.5 | 45.3 | 36.2 | 81.5 |

Abbreviations for Missing Data

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