

VARENNES ACADEMY OF COMMUNICATION & TECH

1820 South Highway 29
Anderson, South Carolina

| | | |
|-----------------------|--------------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 390 Students | |
| Principal | Leonard C. Galloway | 864-260-5215 |
| Superintendent | Betty T. Bagley | 864-260-5000 |
| Board Chair | Dr. William Mack Burriss | 864-224-6384 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|----------------------|----------------|
| 2010 | Below Average | Average |
| 2009 | Average | Average |
| 2008 | Below Average | Below Average |
| 2007 | Below Average | At-Risk |
| 2006 | 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 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

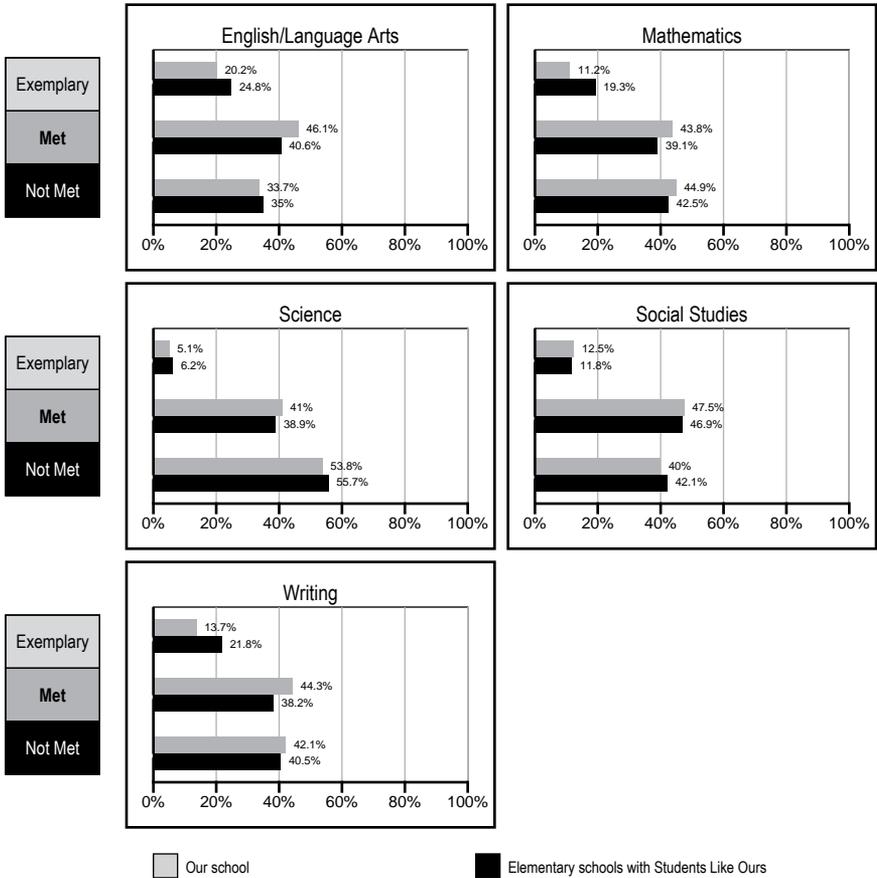
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 4 | 76 | 56 | 23 |

* Ratings are calculated with data available by 03/09/2011.

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=390) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 95.7% | 100.0% | 100.0% |
| Retention rate | 0.3% | Down from 3.0% | 1.5% | 1.2% |
| Attendance rate | 99.9% | Up from 96.5% | 95.9% | 96.1% |
| Eligible for gifted and talented | 11.3% | Up from 5.8% | 4.3% | 11.7% |
| With disabilities other than speech | 11.4% | Up from 8.7% | 8.3% | 8.0% |
| Older than usual for grade | 0.3% | Down from 0.7% | 0.8% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=30) | | | | |
| Teachers with advanced degrees | 60.0% | Up from 51.5% | 60.0% | 60.5% |
| Continuing contract teachers | 96.7% | Up from 75.8% | 78.9% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 80.0% | Up from 77.8% | 83.2% | 87.0% |
| Teacher attendance rate | 92.0% | Down from 93.9% | 95.4% | 95.4% |
| Average teacher salary* | \$46,314 | Up 1.6% | \$45,499 | \$47,288 |
| Professional development days/teacher | 11.3 days | Down from 11.8 days | 10.7 days | 10.5 days |
| School | | | | |
| Principal's years at school | 27.0 | Up from 26.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.6 to 1 | Up from 15.1 to 1 | 17.2 to 1 | 19.2 to 1 |
| Prime instructional time | 91.0% | Up from 89.2% | 90.4% | 90.8% |
| Opportunities in the arts | Good | Up from Fair | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | Up from Good | Excellent | Excellent |
| Dollars spent per pupil** | \$10,020 | Up 6.4% | \$8,762 | \$7,548 |
| Percent of expenditures for instruction** | 66.5% | Up from 66.3% | 68.1% | 68.7% |
| Percent of expenditures for teacher salaries** | 65.6% | Up from 64.6% | 62.5% | 65.1% |

* 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

Varenes Academy of Communications and Technology is a Title One School located in Anderson, SC. We served approximately 383 students in 2009-2010 in grades K-5. All students attend physical education, art, music, and computer classes, as well as visit the media center on a weekly basis. Two Reading Recovery teachers serve first grade students who have been identified as at-risk readers. In addition, our two resource teachers work diligently alongside the regular classroom teacher to help special education students master grade-level standards. Teachers at every grade level engage in collaborative planning sessions weekly to ensure they are delivering age appropriate, standards-based lessons.

The learning community at Varenes is committed to student success. Varenes has received numerous awards, including the Literacy Spot Award. This award is part of the reading recovery initiative in South Carolina. Technology serves a very big role in our school. Technology has been used to enhance instruction at Varenes for many years. With the assistance of our computer facilitator and videographer, students engage in technology-rich lessons that encourage them to become innovative thinkers and prepare them to compete in the future job market.

We believe that building a strong school-home network is vital to the success of our students. For that reason, we actively seek parental and community involvement in all school activities. Parents, students, and faculty/staff members have participated in various afterschool events such as our academic and family fitness nights.

Through the tireless efforts of our students, teachers, parents, and community, Varenes is making great progress. However, we believe that the future holds unlimited possibilities.

Mr. Leonard C. Galloway, Principal

Mr. Lenear Reeves, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 33 | 60 | 35 |
| Percent satisfied with learning environment | 97.0% | 80.0% | 94.3% |
| Percent satisfied with social and physical environment | 100.0% | 75.0% | 87.9% |
| Percent satisfied with school-home relations | 75.8% | 80.0% | 82.9% |

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

Abbreviations for Missing Data

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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 | 0.1% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.2% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 99.9% | 94.0%* | Yes |

* Or greater than last year

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* | Performance Objective Met | Participation Objective Met |
|---|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
| English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary) | | | | | | | | | | |
| All Students | 196 | 99.5 | 33.7 | 46.1 | 20.2 | 80.9 | 86.4 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 104 | 100 | 33.7 | 48 | 18.4 | 81.6 | 83.4 | 80.1 | N/A | N/A |
| Female | 92 | 98.9 | 33.8 | 43.8 | 22.5 | 80 | 89.7 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 32 | 100 | 27.6 | 41.4 | 31 | 79.3 | 91.6 | 89.6 | I/S | I/S |
| African American | 158 | 99.4 | 34.3 | 46.9 | 18.9 | 81.1 | 78.6 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 90.8 | 92.7 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 87.5 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 38 | 100 | 64.9 | 27 | 8.1 | 62.2 | 55 | 51.7 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 84.1 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 179 | 99.4 | 33.5 | 46.1 | 20.4 | 82 | 80.3 | 76.9 | Yes | Yes |
| Mathematics - State Performance Objective = 57.8% (Met or Exemplary) | | | | | | | | | | |
| All Students | 196 | 99.5 | 44.9 | 43.8 | 11.2 | 74.7 | 84.4 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 104 | 100 | 43.9 | 44.9 | 11.2 | 71.4 | 82.1 | 78.4 | N/A | N/A |
| Female | 92 | 98.9 | 46.3 | 42.5 | 11.3 | 78.8 | 87 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 32 | 100 | 34.5 | 44.8 | 20.7 | 86.2 | 90.7 | 87.8 | I/S | I/S |
| African American | 158 | 99.4 | 47.6 | 42.7 | 9.8 | 72 | 74.1 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 95.4 | 93.5 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 90.1 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 38 | 100 | 67.6 | 24.3 | 8.1 | 56.8 | 49.3 | 46.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 89.1 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 179 | 99.4 | 46.7 | 41.3 | 12 | 73.1 | 76.8 | 72.8 | 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 | 127 | 100 | 53.8 | 41 | 5.1 | 46.2 | 77 | 67.3 |
| Gender | | | | | | | | |
| Male | 65 | 100 | 54 | 41.3 | 4.8 | 46 | 75.5 | 66.9 |
| Female | 62 | 100 | 53.7 | 40.7 | 5.6 | 46.3 | 78.4 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 17 | 100 | 62.5 | 25 | 12.5 | 37.5 | 86.3 | 79.6 |
| African American | 106 | 100 | 51.5 | 44.3 | 4.1 | 48.5 | 62.9 | 49.7 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 90.7 | 84.4 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 75.6 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 28 | 100 | 71.4 | 25 | 3.6 | 28.6 | 41.9 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | 73.3 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 116 | 100 | 52.3 | 42.2 | 5.5 | 47.7 | 67.5 | 55.4 |
| Social Studies | | | | | | | | |
| All Students | 133 | 99.3 | 40 | 47.5 | 12.5 | 60 | 80.1 | 70.9 |
| Gender | | | | | | | | |
| Male | 73 | 98.6 | 35.8 | 47.8 | 16.4 | 64.2 | 78.6 | 70.1 |
| Female | 60 | 100 | 45.3 | 47.2 | 7.5 | 54.7 | 81.7 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 27 | 100 | 45.8 | 20.8 | 33.3 | 54.2 | 85.8 | 79.2 |
| African American | 104 | 99 | 38.3 | 54.3 | 7.4 | 61.7 | 71.2 | 58.4 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 95.1 | 86.8 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 80.2 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 25 | 100 | 58.3 | 33.3 | 8.3 | 41.7 | 49.3 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 77 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 120 | 100 | 40.2 | 47.3 | 12.5 | 59.8 | 71.4 | 60.8 |

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 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 | 198 | 100 | 42.1 | 44.3 | 13.7 | 57.9 | 75.7 | 72.1 | 99.9 | 99.9 |
| Gender | | | | | | | | | | |
| Male | 107 | 100 | 47.5 | 41.6 | 10.9 | 52.5 | 69.5 | 65.2 | 99.9 | 99.9 |
| Female | 91 | 100 | 35.4 | 47.6 | 17.1 | 64.6 | 82.3 | 79.2 | 99.9 | 99.9 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 32 | 100 | 37.9 | 41.4 | 20.7 | 62.1 | 84 | 80.8 | 99.9 | 99.9 |
| African American | 160 | 100 | 41.9 | 45.3 | 12.8 | 58.1 | 63.6 | 59.7 | 99.9 | 99.9 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 85.7 | 87 | N/A | 99.9 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 69.6 | 64.6 | 99.9 | 99.9 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.4 | N/A | 99.9 |
| Disability Status | | | | | | | | | | |
| Disabled | 38 | 100 | N/AV | N/AV | N/AV | 21.1 | 30.4 | 27.7 | 99.9 | 99.9 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 68.2 | 63.7 | 99.9 | 99.9 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 182 | 100 | 41.9 | 44.2 | 14 | 58.1 | 65.9 | 61.9 | 99.9 | 99.9 |

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 Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 51 | 100 | 20 | 50 | 30 | 80 |
| | 4 | 62 | 100 | 40.8 | 34.7 | 24.5 | 59.2 |
| | 5 | 52 | 100 | 26.5 | 42.9 | 30.6 | 73.5 |
| | 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 |
| 2010 | 3 | 68 | 100 | 31.1 | 45.9 | 23 | 68.9 |
| | 4 | 66 | 98.5 | 42.4 | 45.8 | 11.9 | 57.6 |
| | 5 | 62 | 100 | 27.6 | 46.6 | 25.9 | 72.4 |
| | 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 |
| Mathematics | | | | | | | |
| 2009 | 3 | 51 | 100 | 42.5 | 35 | 22.5 | 57.5 |
| | 4 | 62 | 100 | 24.5 | 59.2 | 16.3 | 75.5 |
| | 5 | 52 | 100 | 18.4 | 57.1 | 24.5 | 81.6 |
| | 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 |
| 2010 | 3 | 68 | 100 | 62.3 | 34.4 | 3.3 | 37.7 |
| | 4 | 66 | 98.5 | 35.6 | 54.2 | 10.2 | 64.4 |
| | 5 | 62 | 100 | 36.2 | 43.1 | 20.7 | 63.8 |
| | 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 |
| Science | | | | | | | |
| 2009 | 3 | 25 | 100 | 47.4 | 47.4 | 5.3 | 52.6 |
| | 4 | 62 | 100 | 32.7 | 63.3 | 4.1 | 67.3 |
| | 5 | 26 | 100 | 40 | 52 | 8 | 60 |
| | 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 |
| 2010 | 3 | 32 | 100 | 60 | 33.3 | 6.7 | 40 |
| | 4 | 65 | 100 | 61 | 35.6 | 3.4 | 39 |
| | 5 | 30 | 100 | 32.1 | 60.7 | 7.1 | 67.9 |
| | 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 |

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 | | | | | | | |
| 2009 | 3 | 26 | 100 | 28.6 | 61.9 | 9.5 | 71.4 |
| | 4 | 62 | 100 | 16.3 | 57.1 | 26.5 | 83.7 |
| | 5 | 26 | 100 | 25 | 54.2 | 20.8 | 75 |
| | 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 |
| 2010 | 3 | 36 | 97.2 | 54.8 | 38.7 | 6.5 | 45.2 |
| | 4 | 65 | 100 | 40.7 | 49.2 | 10.2 | 59.3 |
| | 5 | 32 | 100 | 23.3 | 53.3 | 23.3 | 76.7 |
| | 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 |
| Writing | | | | | | | |
| 2009 | 3 | 52 | 98.1 | 30 | 40 | 30 | 70 |
| | 4 | 61 | 98.4 | 56 | 26 | 18 | 44 |
| | 5 | 52 | 98.1 | 31.3 | 45.8 | 22.9 | 68.8 |
| | 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 |
| 2010 | 3 | 68 | 100 | 41.3 | 49.2 | 9.5 | 58.7 |
| | 4 | 67 | 100 | 50.8 | 41 | 8.2 | 49.2 |
| | 5 | 63 | 100 | 33.9 | 42.4 | 23.7 | 66.1 |
| | 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 |

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