



MATILDA F DUNSTON ELEMENTARY

1825 Remount Road
North Charleston, SC

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-3 Elementary School | |
| Enrollment | 371 Students | |
| Principal | Janice H. Malone | 843-745-7109 |
| 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 | At-Risk |
| 2010 | Average | At-Risk |
| 2009 | Average | Good |
| 2008 | At-Risk | At-Risk |
| 2007 | Below 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 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

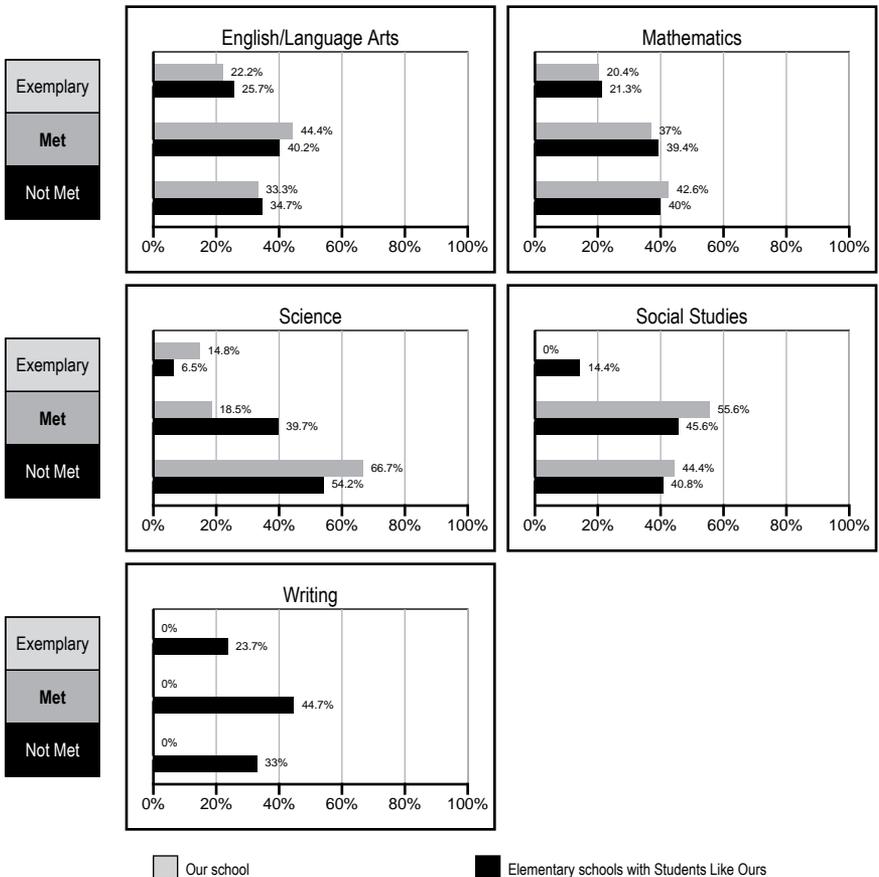
Percent of students tested in 2010-11 whose 2009-10 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 5 | 71 | 48 | 22 |

* 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

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| Students (n=371) | | | | |
| First graders who attended full-day kindergarten | 96.9% | Up from 95.0% | 100.0% | 100.0% |
| Retention rate | 1.7% | No Change | 1.5% | 1.1% |
| Attendance rate | 93.9% | Down from 94.5% | 96.0% | 96.2% |
| Served by gifted and talented program | 1.6% | Up from 0.7% | 5.1% | 13.4% |
| With disabilities other than speech | 1.1% | Down from 2.9% | 4.3% | 4.1% |
| Older than usual for grade | 0.5% | Down from 0.6% | 0.6% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=28) | | | | |
| Teachers with advanced degrees | 57.1% | Up from 52.2% | 61.9% | 62.5% |
| Continuing contract teachers | 60.7% | Down from 73.9% | 81.8% | 88.2% |
| Teachers returning from previous year | 82.1% | Up from 72.3% | 84.5% | 87.8% |
| Teacher attendance rate | 98.0% | Down from 100.0% | 95.2% | 95.2% |
| Average teacher salary* | \$40,574 | Down 7.4% | \$45,188 | \$46,773 |
| Professional development days/teacher | 14.7 days | Up from 5.5 days | 10.6 days | 10.5 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.4 to 1 | Down from 19.0 to 1 | 17.5 to 1 | 19.9 to 1 |
| Prime instructional time | 91.9% | Down from 94.5% | 90.1% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 99.4% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Good | Up from Average | Excellent | Excellent |
| Dollars spent per pupil** | \$8,207 | Down 9.1% | \$8,760 | \$7,447 |
| Percent of expenditures for instruction** | 69.6% | Up from 64.5% | 67.7% | 68.4% |
| Percent of expenditures for teacher salaries** | 63.8% | Up from 61.5% | 63.9% | 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

Matilda F. Dunston Primary School serves pre-kindergarten through third grade students and their families located in an urban section of North Charleston. The enrollment during the 2010-11 school year consists of 361 students; 71% African American, 23%Hispanic, 4% Caucasian, and 2% other. Dunston Primary, a small community school is truly a place where young children grow and learn in a safe nurturing environment, guided and supported by a dedicated and talented staff.

Dunston Primary has maintained it high rating of "Average" compared to "At-Risk" two years ago. We are proud to be a PBIS Banner School for the second consecutive year. Student achievement continues to increase in the areas of English/Language Arts and math. School-wide, sustained professional development in Explicit Direct Instruction has supported teachers' efforts in increasing student achievement.

The focus of researched-based interventions at the earlier grades have proven to be quite effective with less students needing Tier 2 and 3 interventions in the areas of reading and math. School wide support staff participates in targeted instruction to meet the needs of struggling students. The CORE team has been quite effective in responding to student concerns as identified by classroom teachers.

While we are very proud of our accomplishments, there is much that has to be done until the gains are systemic and consistent from year to year. We will continue to focus our professional development goals on the use of explicit direct instruction, integrating science and social studies with reading to enhance vocabulary and comprehension, CHAMPs, 4-Square Writing, Balanced Literacy, and Everyday Math.

The school is organized to ensure a family friendly environment. Parent, local businesses, community participation are encouraged and welcomed. We are very appreciative of our dedicated PTA and School Improvement Council. These organizations have worked hard to engage parents and community partners.

As we continue our academic and behavior goals, we will work harder to increase parent involvement, therefore, increasing student attendance. It takes all stakeholders working together to achieve the most.

Janice H. Malone, Principal
 Anita Walker, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--------------------------------------------------------|-----------------|------------------|-----------------|
| Number of surveys returned | 27 | 46 | 35 |
| Percent satisfied with learning environment | 96.3% | 89.1% | 100.0% |
| Percent satisfied with social and physical environment | 92.6% | 93.3% | 97.1% |
| Percent satisfied with school-home relations | 85.2% | 91.3% | 97.0% |

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 12 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 | 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 | 17.5% | 0.0% | No |
| Student attendance rate | 93.9% | 94.0%** | No |

* 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 = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 64 | 100 | 33.3 | 44.4 | 22.2 | 75.9 | 83.1 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 33 | 100 | 25.9 | 44.4 | 29.6 | 74.1 | 79.9 | 78.7 | N/A | N/A |
| Female | 31 | 100 | 40.7 | 44.4 | 14.8 | 77.8 | 86.6 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 2 | I/S | I/S | I/S | I/S | I/S | 94.8 | 88.9 | I/S | I/S |
| African American | 48 | 100 | 35.7 | 40.5 | 23.8 | 76.2 | 71.9 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 96.3 | 93 | I/S | I/S |
| Hispanic | 14 | 100 | I/S | I/S | I/S | I/S | 78 | 79.3 | I/S | I/S |
| 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 | 6 | I/S | I/S | I/S | I/S | I/S | 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 | 12 | 100 | I/S | I/S | I/S | I/S | 76.9 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 63 | 100 | 34 | 45.3 | 20.8 | 75.5 | 72.9 | 75.4 | Yes | Yes |

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 64 | 100 | 42.6 | 37 | 20.4 | 75.9 | 82.8 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 33 | 100 | 25.9 | 48.1 | 25.9 | 88.9 | 81.1 | 79.9 | N/A | N/A |
| Female | 31 | 100 | 59.3 | 25.9 | 14.8 | 63 | 84.6 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 2 | I/S | I/S | I/S | I/S | I/S | 94.9 | 88.9 | I/S | I/S |
| African American | 48 | 100 | 42.9 | 35.7 | 21.4 | 76.2 | 70.9 | 71.4 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 97.4 | 94.6 | I/S | I/S |
| Hispanic | 14 | 100 | I/S | I/S | I/S | I/S | 79.2 | 81.1 | I/S | I/S |
| 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 | 6 | I/S | I/S | I/S | I/S | I/S | 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 | 12 | 100 | I/S | I/S | I/S | I/S | 78.8 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 63 | 100 | 43.4 | 37.7 | 18.9 | 75.5 | 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 | 33 | 100 | 66.7 | 18.5 | 14.8 | 33.3 | 69.2 | 68.6 |
| Gender | | | | | | | | |
| Male | 21 | 100 | 58.8 | 23.5 | 17.6 | 41.2 | 68.4 | 68.3 |
| Female | 12 | 100 | I/S | I/S | I/S | I/S | 70 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | N/A | N/AV | I/S | I/S | I/S | I/S | 90.4 | 80.7 |
| African American | 28 | 100 | 73.9 | 13 | 13 | 26.1 | 48.4 | 51.4 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 88.2 | 85.3 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 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 | 3 | I/S | I/S | I/S | I/S | I/S | 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 | 4 | I/S | I/S | I/S | I/S | I/S | 60.4 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 32 | 100 | 69.2 | 19.2 | 11.5 | 30.8 | 51.8 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 31 | 100 | N/AV | N/AV | N/AV | 55.6 | 75.5 | 72.5 |
| Gender | | | | | | | | |
| Male | 12 | 100 | I/S | I/S | I/S | I/S | 74.4 | 72 |
| Female | 19 | 100 | N/AV | N/AV | N/AV | 58.8 | 76.6 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 2 | I/S | I/S | I/S | I/S | I/S | 91 | 81 |
| African American | 20 | 100 | N/AV | N/AV | N/AV | 57.9 | 60.4 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 93.3 | 89 |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | 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 | 3 | I/S | I/S | I/S | I/S | I/S | 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 | 8 | I/S | I/S | I/S | I/S | I/S | 70.5 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 31 | 100 | N/AV | N/AV | N/AV | 55.6 | 61.8 | 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

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 | N/A | N/AV | N/A | N/A | N/A | N/A | 75.8 | 73.2 | 93.9 | 96 |
| Gender | | | | | | | | | | |
| Male | N/A | N/AV | N/A | N/A | N/A | N/A | 70.7 | 67.2 | 93.6 | 95.9 |
| Female | N/A | N/AV | N/A | N/A | N/A | N/A | 81.1 | 79.4 | 94.3 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | N/A | N/AV | N/A | N/A | N/A | N/A | 90.8 | 81.5 | 92.2 | 96.1 |
| African American | N/A | N/AV | N/A | N/A | N/A | N/A | 61.3 | 61.3 | 94.3 | 95.8 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | 85.4 | 87 | N/A | 96.9 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 69.4 | 66.7 | 93.5 | 96 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | I/S | 72.2 | N/A | 95.9 |
| Disability Status | | | | | | | | | | |
| Disabled | N/A | N/AV | N/A | N/A | N/A | N/A | 23.9 | 26 | 93.5 | 94.9 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | I/S | 40.5 | N/A | 98 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 67.9 | 65.7 | 93.9 | 96.3 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | N/A | N/AV | N/A | N/A | N/A | N/A | 62.2 | 63.2 | 93.9 | 95.5 |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2010 | 3 | 49 | 100 | 26.8 | 41.5 | 31.7 | 73.2 |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 64 | 100 | 33.3 | 44.4 | 22.2 | 66.7 |
| | 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 | 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 | N/A |
| Mathematics | | | | | | | |
| 2010 | 3 | 49 | 100 | 29.3 | 34.1 | 36.6 | 70.7 |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 64 | 100 | 42.6 | 37 | 20.4 | 57.4 |
| | 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 | 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 | N/A |
| Science | | | | | | | |
| 2010 | 3 | 26 | 100 | N/A | N/A | N/A | 27.3 |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 33 | 100 | 66.7 | 18.5 | 14.8 | 33.3 |
| | 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 | 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 | 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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 23 | 100 | 63.2 | 31.6 | 5.3 | 36.8 |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 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 | 31 | 100 | N/AV | N/AV | N/AV | 55.6 |
| | 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 | 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 | 48 | 97.9 | 39 | 22 | 39 | 61 |
| | 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 | 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/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | 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