



DRAYTONVILLE ELEMENTARY

2373 Wilkinsville Hwy.
Gaffney, SC 29340

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 313 Students | |
| Principal | Janice G. Ford | 864-487-1240 |
| Superintendent | Kim Bagwell | 864-902-3500 |
| Board Chair | Mr. Billy Blackwell | 864-902-3542 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

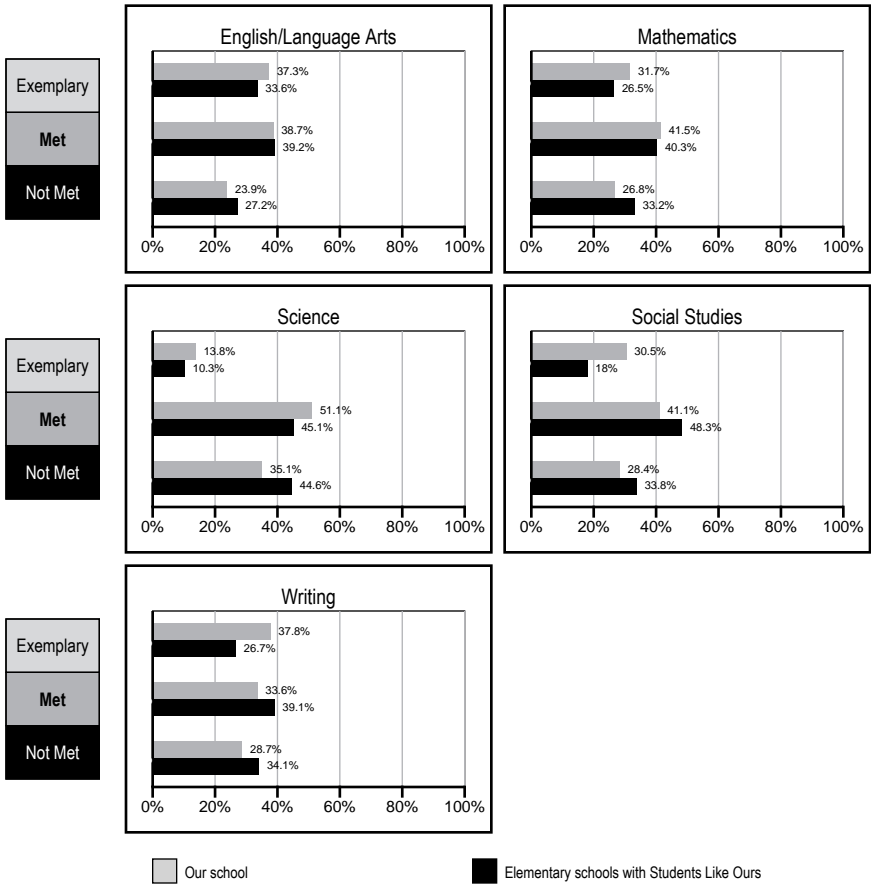
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2 | 8 | 92 | 16 | 2 |

* 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=313) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 2.7% | Up from 2.5% | 1.6% | 1.2% |
| Attendance rate | 95.6% | Down from 96.5% | 95.7% | 96.1% |
| Eligible for gifted and talented | 10.7% | Up from 8.2% | 9.1% | 11.7% |
| With disabilities other than speech | 9.2% | Up from 6.1% | 9.1% | 8.0% |
| Older than usual for grade | 0.4% | Up from 0.0% | 0.6% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=20) | | | | |
| Teachers with advanced degrees | 70.0% | Down from 72.7% | 58.5% | 60.5% |
| Continuing contract teachers | 95.0% | Down from 95.5% | 84.2% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 93.8% | Up from 92.1% | 86.2% | 87.0% |
| Teacher attendance rate | 95.8% | Up from 93.2% | 95.0% | 95.4% |
| Average teacher salary* | \$49,131 | Down 0.9% | \$46,597 | \$47,288 |
| Professional development days/teacher | 6.7 days | Up from 6.5 days | 11.1 days | 10.5 days |
| School | | | | |
| Principal's years at school | 16.0 | Up from 14.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.4 to 1 | Up from 17.9 to 1 | 19.2 to 1 | 19.2 to 1 |
| Prime instructional time | 91.0% | Up from 89.0% | 90.0% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.9% | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,343 | Up 11.7% | \$7,637 | \$7,548 |
| Percent of expenditures for instruction** | 65.2% | Down from 71.8% | 67.6% | 68.7% |
| Percent of expenditures for teacher salaries** | 63.9% | Down from 66.1% | 64.4% | 65.1% |

* 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

Draytonville Elementary School's mission, in partnership with family and community, is to provide first-class educational programs that ensure that all students acquire the skills needed to reach their maximum potential in an ever-changing world. The mission provides focus for all that we do. Draytonville Elementary is a Title I school-wide program and is proud to have continuing accreditation through the Southern Association of Colleges and Schools.

Draytonville Elementary received the 2009-10 General Performance Palmetto Silver Award and the 2009-10 Closing Achievement Gap Palmetto Silver Award. Strong, dedicated teachers and support personnel are the backbone of our school. Mrs. Kimberly McDowell was selected Teacher of the Year, and Mrs. Neeley Queen was selected Reading Teacher of the Year.

Our students excelled in many areas. We had a Regional Science Fair winner, district winners in poster and essay contests, and district winners at the Young Writers' Gala. Students participated in the district Honors Choir, and we had students' art work displayed in the Arts Expo.

Literacy was emphasized this year with the support of our literacy coach and three reading interventionists. We were pleased with students' gains in reading. Our science curriculum received a boost with a focused curriculum and hands-on science lessons. We anticipate that students will continue to make gains in achievement.

We are proud of our school and community. We invite you to become a part of our school family.

Janice G. Ford, Principal
 Holly Davidson, School Improvement Council

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 24 | 38 | 29 |
| Percent satisfied with learning environment | 100.0% | 86.8% | 96.6% |
| Percent satisfied with social and physical environment | 95.7% | 86.8% | 96.6% |
| Percent satisfied with school-home relations | 95.5% | 97.4% | 89.7% |

* Only students at the highest elementary 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 /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 | 0.0% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.6% | 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 | 157 | 99.4 | 23.4 | 39 | 37.6 | 80.9 | 77.6 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 81 | 100 | 29.2 | 40.3 | 30.6 | 75 | 73.8 | 80.1 | N/A | N/A |
| Female | 76 | 98.7 | 17.4 | 37.7 | 44.9 | 87 | 81.4 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 127 | 100 | 22.1 | 37.2 | 40.7 | 82.3 | 82.1 | 89.6 | Yes | Yes |
| African American | 26 | 96.2 | 25 | 50 | 25 | 79.2 | 68.2 | 74.6 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 88.5 | 92.7 | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 62.4 | 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 | 31 | 100 | 52.2 | 34.8 | 13 | 56.5 | 40.6 | 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 | 3 | I/S | I/S | I/S | I/S | I/S | 63.2 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 124 | 99.2 | 29.4 | 37.6 | 33 | 76.1 | 71.9 | 76.9 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 157 | 99.4 | 26.2 | 41.8 | 31.9 | 79.4 | 77.6 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 81 | 100 | 27.8 | 41.7 | 30.6 | 77.8 | 76.1 | 78.4 | N/A | N/A |
| Female | 76 | 98.7 | 24.6 | 42 | 33.3 | 81.2 | 79 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 127 | 100 | 24.8 | 39.8 | 35.4 | 79.6 | 82.3 | 87.8 | Yes | Yes |
| African American | 26 | 96.2 | 25 | 54.2 | 20.8 | 79.2 | 67.2 | 69.3 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 92.3 | 93.5 | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 63.5 | 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 | 31 | 100 | 52.2 | 30.4 | 17.4 | 56.5 | 41.9 | 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 | 3 | I/S | I/S | I/S | I/S | I/S | 66.8 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 124 | 99.2 | 31.2 | 44 | 24.8 | 75.2 | 71.6 | 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 | 102 | 100 | 34.4 | 51.6 | 14 | 65.6 | 56.1 | 67.3 |
| Gender | | | | | | | | |
| Male | 55 | 100 | 30 | 52 | 18 | 70 | 57.5 | 66.9 |
| Female | 47 | 100 | 39.5 | 51.2 | 9.3 | 60.5 | 54.7 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 81 | 100 | 29.2 | 52.8 | 18.1 | 70.8 | 65.6 | 79.6 |
| African American | 19 | 100 | N/A | N/A | N/A | 52.6 | 34.7 | 49.7 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 77.8 | 84.4 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 38.4 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 25 | 100 | 57.9 | 36.8 | 5.3 | 42.1 | 28 | 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 | 2 | I/S | I/S | I/S | I/S | I/S | 39.4 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 83 | 100 | 41.9 | 45.9 | 12.2 | 58.1 | 46.7 | 55.4 |
| Social Studies | | | | | | | | |
| All Students | 105 | 100 | 27.7 | 41.5 | 30.9 | 72.3 | 57.8 | 70.9 |
| Gender | | | | | | | | |
| Male | 56 | 100 | 34.7 | 34.7 | 30.6 | 65.3 | 56.6 | 70.1 |
| Female | 49 | 100 | 20 | 48.9 | 31.1 | 80 | 59.1 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 87 | 100 | 26 | 41.6 | 32.5 | 74 | 64.9 | 79.2 |
| African American | 15 | 100 | 28.6 | 42.9 | 28.6 | 71.4 | 42.5 | 58.4 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 81.3 | 86.8 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 38.5 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 17 | 100 | 25 | 58.3 | 16.7 | 75 | 29.3 | 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 | 40.7 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 83 | 100 | 31.5 | 43.8 | 24.7 | 68.5 | 49.3 | 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 | 156 | 99.4 | 28.2 | 33.8 | 38 | 71.8 | 66.6 | 72.1 | 95.6 | 96.1 |
| Gender | | | | | | | | | | |
| Male | 80 | 100 | 34.2 | 35.6 | 30.1 | 65.8 | 59.3 | 65.2 | 95.2 | 96.1 |
| Female | 76 | 98.7 | 21.7 | 31.9 | 46.4 | 78.3 | 74 | 79.2 | 96 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 125 | 100 | 24.8 | 35.4 | 39.8 | 75.2 | 72.2 | 80.8 | 95.7 | 95.9 |
| African American | 27 | 96.3 | 40 | 28 | 32 | 60 | 56 | 59.7 | 95.1 | 96.3 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 75.9 | 87 | 95.3 | 97.7 |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 43.3 | 64.6 | 97.8 | 96.9 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.4 | N/A | 98 |
| Disability Status | | | | | | | | | | |
| Disabled | 28 | 100 | 59.1 | 27.3 | 13.6 | 40.9 | 21.3 | 27.7 | 94 | 95.2 |
| 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 | 3 | I/S | I/S | I/S | I/S | I/S | 45.6 | 63.7 | 97.5 | 97.3 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 121 | 99.2 | 33.3 | 32.4 | 34.3 | 66.7 | 59.4 | 61.9 | 95.3 | 95.8 |

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 Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 53 | 100 | 36 | 24 | 40 | 64 |
| | 4 | 36 | 100 | 24.2 | 51.5 | 24.2 | 75.8 |
| | 5 | 46 | 100 | 22.2 | 42.2 | 35.6 | 77.8 |
| | 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 | 62 | 100 | 25 | 28.6 | 46.4 | 75 |
| | 4 | 52 | 98.1 | 19.6 | 41.3 | 39.1 | 80.4 |
| | 5 | 43 | 100 | 25.6 | 51.3 | 23.1 | 74.4 |
| | 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 | 53 | 100 | 36 | 34 | 30 | 64 |
| | 4 | 36 | 100 | 15.2 | 42.4 | 42.4 | 84.8 |
| | 5 | 46 | 100 | 15.6 | 44.4 | 40 | 84.4 |
| | 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 | 62 | 100 | 37.5 | 41.1 | 21.4 | 62.5 |
| | 4 | 52 | 98.1 | 21.7 | 32.6 | 45.7 | 78.3 |
| | 5 | 43 | 100 | 15.4 | 53.8 | 30.8 | 84.6 |
| | 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 |
| Science | | | | | | | |
| 2009 | 3 | 27 | 100 | 48.1 | 37 | 14.8 | 51.9 |
| | 4 | 36 | 100 | 24.2 | 66.7 | 9.1 | 75.8 |
| | 5 | 23 | 100 | 34.8 | 56.5 | 8.7 | 65.2 |
| | 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 |
| 2010 | 3 | 30 | 100 | 59.3 | 33.3 | 7.4 | 40.7 |
| | 4 | 51 | 100 | 17.4 | 58.7 | 23.9 | 82.6 |
| | 5 | 21 | 100 | N/A | N/A | N/A | 60 |
| | 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

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 | | | | | | | |
| 2009 | 3 | 26 | 100 | 43.5 | 34.8 | 21.7 | 56.5 |
| | 4 | 36 | 100 | 18.2 | 45.5 | 36.4 | 81.8 |
| | 5 | 23 | 100 | 31.8 | 45.5 | 22.7 | 68.2 |
| | 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 |
| 2010 | 3 | 32 | 100 | 27.6 | 48.3 | 24.1 | 72.4 |
| | 4 | 51 | 100 | 21.7 | 34.8 | 43.5 | 78.3 |
| | 5 | 22 | 100 | 42.1 | 47.4 | 10.5 | 57.9 |
| | 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 |
| Writing | | | | | | | |
| 2009 | 3 | 52 | 100 | 32 | 28 | 40 | 68 |
| | 4 | 35 | 100 | 27.3 | 30.3 | 42.4 | 72.7 |
| | 5 | 46 | 100 | 26.1 | 39.1 | 34.8 | 73.9 |
| | 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 | 62 | 100 | 29.8 | 28.1 | 42.1 | 70.2 |
| | 4 | 51 | 100 | 29.8 | 36.2 | 34 | 70.2 |
| | 5 | 43 | 97.7 | 23.7 | 39.5 | 36.8 | 76.3 |
| | 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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