



CAINHOY ELEMENTARY/ MIDDLE

2424 Cainhoy Road
Huger, SC 29450

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-8 Elementary School | |
| Enrollment | 268 Students | |
| Principal | John Spagnolia | 843-899-8975 |
| Superintendent | Rodney Thompson | 843-899-8600 |
| Board Chair | Kathy Schwalbe | 843-797-5815 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

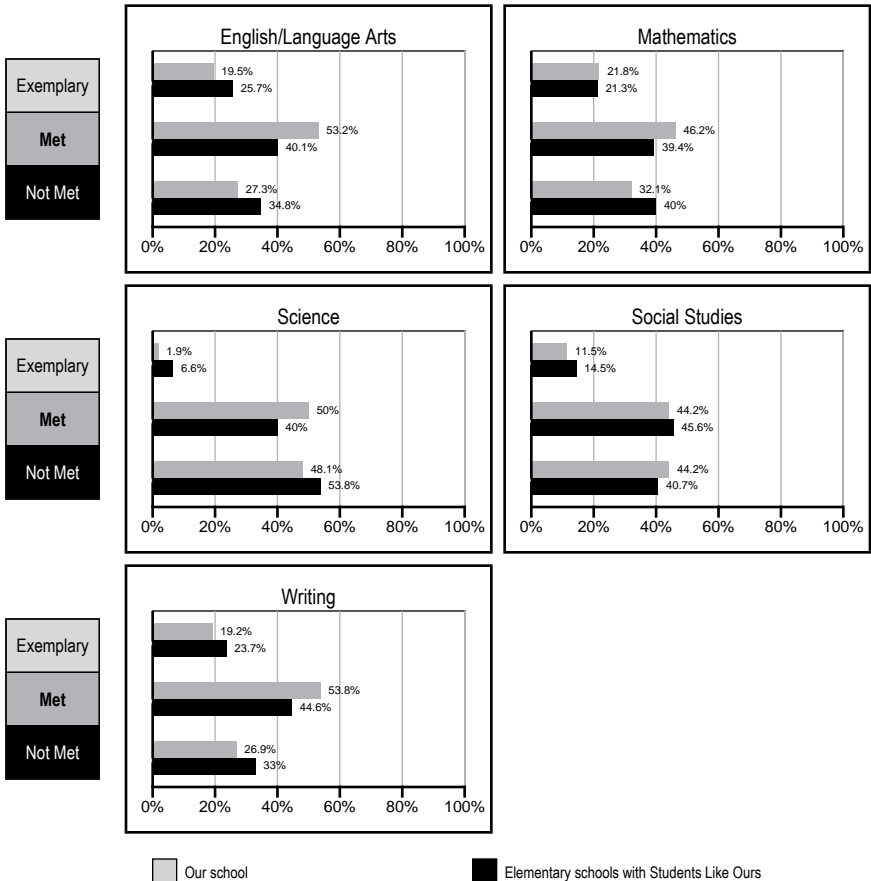
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 5 | 76 | 49 | 23 |

* 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=268) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.3% | Up from 0.5% | 1.5% | 1.1% |
| Attendance rate | 95.9% | Down from 96.2% | 96.0% | 96.2% |
| Served by gifted and talented program | 5.6% | Up from 2.5% | 5.1% | 13.4% |
| With disabilities other than speech | 1.2% | Down from 9.3% | 4.3% | 4.1% |
| Older than usual for grade | 0.0% | No Change | 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=23) | | | | |
| Teachers with advanced degrees | 69.6% | Up from 66.7% | 61.9% | 62.5% |
| Continuing contract teachers | 82.6% | Up from 81.0% | 81.8% | 88.2% |
| Teachers returning from previous year | 88.4% | Up from 82.0% | 84.3% | 87.8% |
| Teacher attendance rate | 94.0% | Down from 94.7% | 95.2% | 95.2% |
| Average teacher salary* | \$49,542 | Up 2.6% | \$45,180 | \$46,773 |
| Professional development days/teacher | 6.3 days | Down from 6.4 days | 10.6 days | 10.5 days |
| School | | | | |
| Principal's years at school | 7.0 | Up from 6.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 16.4 to 1 | Up from 13.8 to 1 | 17.6 to 1 | 19.9 to 1 |
| Prime instructional time | 89.8% | Down from 90.6% | 90.3% | 90.4% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 94.9% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$16,020 | Up 10.1% | \$8,566 | \$7,447 |
| Percent of expenditures for instruction** | 52.3% | Up from 51.9% | 67.6% | 68.4% |
| Percent of expenditures for teacher salaries** | 47.5% | Down from 48.0% | 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

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

Cainhoy Elementary/Middle School continues its commitment to raising student achievement through strong academics and dynamic engaging programs. The implementation of school improvement has shown marked improvements in the areas of curriculum and student achievement.

The faculty continues to examine student achievement gains and the curriculum in the areas of reading, writing, math concepts, critical thinking and assessments.

Some of our accomplishments in 2010-2011 include: 10 students passing the algebra 1 exam, 1 Spell Bound Competition participant, 8 All County Chorus Participants, 1 All County Beginner Band Participant, the Palmetto Gold Award, and the continuation of our recycling program.

We continue to promote the use of technology with our computer lab "ASSIST" program. We have continued with the Tiger Cafe to encourage students to participate in our Accelerated Reading Program. Another incentive to learn is through the use of Tiger Bucks. Students use these to purchase materials such as pencils, pens, paper, games, and other items from the Tiger Pride Store.

Our PTO and SIC continue to provide classroom supplies throughout the school year. They work very hard to support students, teachers, and staff to enhance student achievement.

We will continue to improve our school's overall rating with a coordinated team effort of district leaders, administrators, teachers, students, parents, and a strong SIC and PTO.

John Spagnolia, Principal
Ella Chisolm, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | N/A | N/A | N/A |
| Percent satisfied with learning environment | N/A | N/A | N/A |
| Percent satisfied with social and physical environment | N/A | N/A | N/A |
| Percent satisfied with school-home relations | N/A | N/A | N/A |

* 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 I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 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 | 2.0% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.7% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.9% | 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 = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 161 | 100 | 32.7 | 49.3 | 18 | 78.7 | 85.3 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 78 | 100 | 38.7 | 46.7 | 14.7 | 73.3 | 81.3 | 78.7 | N/A | N/A |
| Female | 83 | 100 | 26.7 | 52 | 21.3 | 84 | 89.4 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 8 | I/S | I/S | I/S | I/S | I/S | 89 | 88.9 | I/S | I/S |
| African American | 150 | 100 | 34 | 50.4 | 15.6 | 78 | 78.6 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 94.1 | 93 | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 85 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 87 | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 6 | I/S | I/S | I/S | I/S | I/S | 54.4 | 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 | 5 | I/S | I/S | I/S | I/S | I/S | 84.6 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 154 | 100 | 34 | 49.3 | 16.7 | 77.8 | 80.4 | 75.4 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 161 | 98.8 | 33.3 | 50 | 16.7 | 75.3 | 84.4 | 81.9 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 78 | 100 | 40 | 40 | 20 | 72 | 82.7 | 79.9 | N/A | N/A |
| Female | 83 | 97.6 | 26.7 | 60 | 13.3 | 78.7 | 86.2 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 8 | I/S | I/S | I/S | I/S | I/S | 88.6 | 88.9 | I/S | I/S |
| African American | 150 | 98.7 | 34.8 | 51.1 | 14.2 | 73.8 | 77.1 | 71.4 | No | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 94.2 | 94.6 | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 83.3 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 85.7 | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 6 | I/S | I/S | I/S | I/S | I/S | 53 | 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 | 5 | I/S | I/S | I/S | I/S | I/S | 83.3 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 154 | 98.7 | 34.7 | 50 | 15.3 | 74.3 | 79.5 | 74.9 | No | 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 | 109 | 98.2 | 48.5 | 46.6 | 4.9 | 51.5 | 70.9 | 68.6 |
| Gender | | | | | | | | |
| Male | 52 | 98.1 | 44.9 | 49 | 6.1 | 55.1 | 70.4 | 68.3 |
| Female | 57 | 98.3 | 51.9 | 44.4 | 3.7 | 48.1 | 71.4 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | 79.9 | 80.7 |
| African American | 102 | 98 | 51 | 44.9 | 4.1 | 49 | 56.5 | 51.4 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 85.1 | 85.3 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 64.3 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 67.4 | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 2 | I/S | I/S | I/S | I/S | I/S | 39.6 | 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 | 2 | I/S | I/S | I/S | I/S | I/S | 65.3 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 103 | 98.1 | 48 | 48 | 4.1 | 52 | 61.8 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 111 | 98.2 | 51 | 38.2 | 10.8 | 49 | 75.7 | 72.5 |
| Gender | | | | | | | | |
| Male | 53 | 96.2 | 50 | 42 | 8 | 50 | 74.3 | 72 |
| Female | 58 | 100 | 51.9 | 34.6 | 13.5 | 48.1 | 77.1 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 6 | I/S | I/S | I/S | I/S | I/S | 81.1 | 81 |
| African American | 102 | 98 | 54.3 | 35.1 | 10.6 | 45.7 | 66.4 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 90.7 | 89 |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 73.2 | 69.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 77.5 | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 5 | I/S | I/S | I/S | I/S | I/S | 43.5 | 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 | 5 | I/S | I/S | I/S | I/S | I/S | 73.4 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 108 | 98.2 | 52 | 37 | 11 | 48 | 68.4 | 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 | 50 | 100 | 25.5 | 53.2 | 21.3 | 74.5 | 73.5 | 73.2 | 95.9 | 96.3 |
| Gender | | | | | | | | | | |
| Male | 26 | 100 | 26.9 | 61.5 | 11.5 | 73.1 | 66.8 | 67.2 | 96 | 96.3 |
| Female | 24 | 100 | 23.8 | 42.9 | 33.3 | 76.2 | 80.6 | 79.4 | 95.8 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | 78.5 | 81.5 | 93.7 | 95.9 |
| African American | 44 | 100 | 29.3 | 51.2 | 19.5 | 70.7 | 64.8 | 61.3 | 96.1 | 96.9 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 87 | 87 | 96.2 | 97.1 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 72.1 | 66.7 | 97.6 | 96.5 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 72.7 | 72.2 | N/A | 95.5 |
| Disability Status | | | | | | | | | | |
| Disabled | 2 | I/S | I/S | I/S | I/S | I/S | 27.7 | 26 | 94 | 95.4 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | N/A | 97 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 69 | 65.7 | 97.6 | 97 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 46 | 100 | 27.9 | 53.5 | 18.6 | 72.1 | 65.4 | 63.2 | 95.9 | 96 |

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 | 30 | 100 | 28.6 | 42.9 | 28.6 | 71.4 |
| | 4 | 27 | 100 | 23.1 | 42.3 | 34.6 | 76.9 |
| | 5 | 21 | 100 | 30 | 55 | 15 | 70 |
| | 6 | 28 | 100 | 53.8 | 38.5 | 7.7 | 46.2 |
| | 7 | 24 | 100 | 35 | 40 | 25 | 65 |
| | 8 | 25 | 100 | 37.5 | 33.3 | 29.2 | 62.5 |
| 2011 | 3 | 27 | 100 | 40 | 44 | 16 | 60 |
| | 4 | 29 | 100 | 22.2 | 63 | 14.8 | 77.8 |
| | 5 | 26 | 100 | 20 | 52 | 28 | 80 |
| | 6 | 26 | 100 | 40.9 | 40.9 | 18.2 | 59.1 |
| | 7 | 30 | 100 | 50 | 26.7 | 23.3 | 50 |
| | 8 | 23 | 100 | 19 | 76.2 | 4.8 | 81 |
| Mathematics | | | | | | | |
| 2010 | 3 | 30 | 100 | 35.7 | 32.1 | 32.1 | 64.3 |
| | 4 | 27 | 100 | 30.8 | 57.7 | 11.5 | 69.2 |
| | 5 | 21 | 100 | 35 | 55 | 10 | 65 |
| | 6 | 28 | 100 | 50 | 42.3 | 7.7 | 50 |
| | 7 | 24 | 100 | 50 | 40 | 10 | 50 |
| | 8 | 25 | 100 | 37.5 | 50 | 12.5 | 62.5 |
| 2011 | 3 | 27 | 96.3 | 60 | 36 | 4 | 40 |
| | 4 | 29 | 100 | 14.8 | 51.9 | 33.3 | 85.2 |
| | 5 | 26 | 100 | 20 | 52 | 28 | 80 |
| | 6 | 26 | 96.2 | 36.4 | 54.5 | 9.1 | 63.6 |
| | 7 | 30 | 100 | 50 | 43.3 | 6.7 | 50 |
| | 8 | 23 | 100 | 14.3 | 66.7 | 19 | 85.7 |
| Science | | | | | | | |
| 2010 | 3 | 15 | 100 | 53.3 | 40 | 6.7 | 46.7 |
| | 4 | 27 | 100 | N/A | N/A | N/A | 61.5 |
| | 5 | 10 | I/S | I/S | I/S | I/S | I/S |
| | 6 | 13 | 100 | N/A | N/A | N/A | 23.1 |
| | 7 | 24 | 100 | N/A | N/A | N/A | 50 |
| | 8 | 12 | 100 | 33.3 | 58.3 | 8.3 | 66.7 |
| 2011 | 3 | 12 | 100 | N/AV | N/AV | N/AV | 25 |
| | 4 | 29 | 100 | 33.3 | 63 | 3.7 | 66.7 |
| | 5 | 13 | 100 | N/AV | N/AV | N/AV | 46.2 |
| | 6 | 13 | 84.6 | I/S | I/S | I/S | I/S |
| | 7 | 30 | 100 | 53.3 | 40 | 6.7 | 46.7 |
| | 8 | 12 | 100 | 36.4 | 45.5 | 18.2 | 63.6 |

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 | 15 | 100 | N/A | N/A | N/A | 15.4 |
| | 4 | 27 | 100 | 7.7 | 76.9 | 15.4 | 92.3 |
| | 5 | 11 | 100 | 63.6 | 27.3 | 9.1 | 36.4 |
| | 6 | 15 | 93.3 | N/A | N/A | N/A | 76.9 |
| | 7 | 24 | 100 | 30 | 65 | 5 | 70 |
| | 8 | 13 | 100 | 25 | 25 | 50 | 75 |
| 2011 | 3 | 15 | 93.3 | N/AV | N/AV | N/AV | N/AV |
| | 4 | 29 | 100 | 18.5 | 63 | 18.5 | 81.5 |
| | 5 | 13 | 100 | 41.7 | 50 | 8.3 | 58.3 |
| | 6 | 13 | 92.3 | I/S | I/S | I/S | I/S |
| | 7 | 30 | 100 | 70 | 20 | 10 | 30 |
| | 8 | 11 | 100 | I/S | I/S | I/S | I/S |
| Writing | | | | | | | |
| 2010 | 3 | 30 | 93.3 | 23.1 | 50 | 26.9 | 76.9 |
| | 4 | 27 | 100 | 34.6 | 42.3 | 23.1 | 65.4 |
| | 5 | 21 | 100 | 20 | 50 | 30 | 80 |
| | 6 | 29 | 100 | 46.2 | 46.2 | 7.7 | 53.8 |
| | 7 | 23 | 95.7 | N/AV | N/AV | N/AV | 60 |
| | 8 | 25 | 100 | 37.5 | 25 | 37.5 | 62.5 |
| 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 | 27 | 100 | 26.9 | 53.8 | 19.2 | 73.1 |
| | 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 | 23 | 100 | 23.8 | 52.4 | 23.8 | 76.2 |

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