



CHESTER PARK ELEMENTARY SCHOOL OF INQUIRY

835 Lancaster Highway
Chester, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 322 Students | |
| Principal | Dena B. Dunlap | 803-581-7282 |
| Superintendent | Dr. Thomas Graves | 803-385-6122 |
| Board Chair | Dr. Richard Hughes | 803-581-7522 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

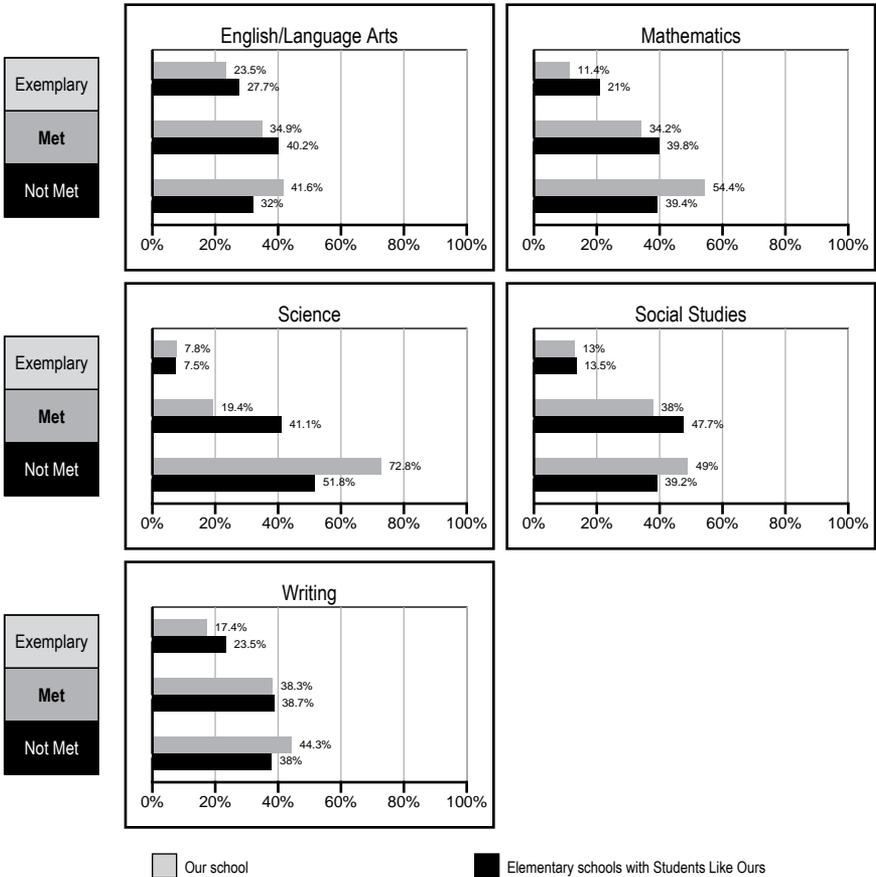
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 1 | 4 | 103 | 43 | 18 |

* 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=322) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/R | 100.0% | 100.0% |
| Retention rate | 4.0% | Up from 2.9% | 1.6% | 1.2% |
| Attendance rate | 95.7% | Down from 95.8% | 95.8% | 96.1% |
| Eligible for gifted and talented | 8.6% | Up from 5.4% | 5.2% | 11.7% |
| With disabilities other than speech | 12.1% | Down from 13.6% | 8.5% | 8.0% |
| Older than usual for grade | 0.8% | Up from 0.7% | 0.8% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.6% | Down from 1.2% | 0.0% | 0.0% |
| Teachers (n=23) | | | | |
| Teachers with advanced degrees | 78.3% | Up from 77.8% | 58.6% | 60.5% |
| Continuing contract teachers | 95.7% | Up from 81.5% | 80.4% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 85.2% | Up from 77.1% | 84.9% | 87.0% |
| Teacher attendance rate | 95.3% | Up from 94.3% | 95.2% | 95.4% |
| Average teacher salary* | \$47,279 | Up 2.1% | \$45,655 | \$47,288 |
| Professional development days/teacher | 8.5 days | Up from 7.9 days | 11.1 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 | 19.0 to 1 | Up from 18.9 to 1 | 18.0 to 1 | 19.2 to 1 |
| Prime instructional time | 90.1% | Up from 89.1% | 90.3% | 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 | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$12,103 | Up 11.7% | \$8,280 | \$7,548 |
| Percent of expenditures for instruction** | 46.5% | Down from 53.7% | 67.8% | 68.7% |
| Percent of expenditures for teacher salaries** | 45.2% | Down from 51.6% | 62.8% | 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

Located within the Chester Park Complex, the School of Inquiry served 326 students in grades Pre-K to 5 during the 2009-2010 school year. As a School of Choice, our inquiry-based approach to the district-adopted curriculum allows us to prepare students for their futures by involving them in real-life activities and experiences. Some of these include: Junior Achievement, Safety Patrol, 4-H Club, TV News Crew, Student Council, and weekly after-school clubs such as Garden Club, VIP Boys, VIP Girls, Cooking, Dance, Fitness, and Finance Club. In addition, our community-based credit union opened a student branch within our school, and students were able to make deposits each week. Founders also provided prize incentives to reward students for saving their money.

The School Improvement Council (SIC) met monthly to discuss Title I planning, special projects, ways to increase parent involvement, and ways to increase student achievement. Anitra Hughes, Parent Training Facilitator (PTF) for the district, served as SIC Chair. She conducted parent workshops throughout the year such as MAP/Odyssey, PASS, and Soupalicious (an introduction to the position of PTF and Title I Parents Right to Know). Mrs. Hughes also promoted parent involvement by assisting with numerous school and community programs. Our goal to increase parent involvement by 25% was far exceeded this year with an increase of 59.5%.

The Parent Teacher Organization (PTO) also played a vital role in our school by providing funds to assist with field trips, sponsoring a Spring Carnival to involve families and the community, and recognizing students and faculty with celebrations.

Awards programs were held each nine weeks to recognize students for attendance, honor roll, behavior, and effort. Two of these programs were held during the school day, and two during the evening in order to accommodate parents' schedules. To facilitate home-school communication, a newsletter was sent home every Tuesday informing parents of upcoming school and community events and highlighting student achievement. Parent Communication folders were provided to all students and agendas were provided for students in grades 2-5.

Our school Leadership/Data Analysis Team met monthly to assess the academic strengths and weaknesses of our students, utilizing data from district benchmarks, PASS, Dominic, and MAP. Students were served daily by five highly qualified intervention teachers during "intervention groups" for reading and math. Classroom teachers also worked with small groups of students during RIT Band instruction each day, focusing on individual areas of weakness based on MAP assessments. The Instructional Coach, Teresa Edwards, provided model lessons and on-going professional development on planning standards-based lessons and analyzing student data during weekly grade level team meetings. She also assisted with professional development activities on Tuesday afternoons, such as DataWorks, Revised Bloom's Taxonomy, and district curriculum documents.

Mathematics has been an identified area of weakness for our students. Therefore, we adopted an inquiry-based curriculum (Math Out of the Box), which will give our students a more hands-on, real life approach to math instruction and, thereby, increase student achievement.

There is much to be proud of at the School of Inquiry, and we will continue to set high expectations to enable all children to become inquiring, life-long learners.

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 25 | 18 | 28 |
| Percent satisfied with learning environment | 96.0% | 100.0% | 92.6% |
| Percent satisfied with social and physical environment | 100.0% | 72.2% | 88.9% |
| Percent satisfied with school-home relations | 62.5% | 94.4% | 92.6% |

* 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

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

CA-DELAY

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 | 23.0% | 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 | 95.7% | 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 | 98.1 | 41.1 | 34.4 | 24.5 | 74.8 | 74.9 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 99 | 97 | 46.8 | 31.9 | 21.3 | 70.2 | 71.4 | 80.1 | N/A | N/A |
| Female | 58 | 100 | 31.6 | 38.6 | 29.8 | 82.5 | 78.8 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 22 | 90.9 | 23.8 | 28.6 | 47.6 | 76.2 | 82.8 | 89.6 | I/S | I/S |
| African American | 134 | 99.3 | 43.8 | 35.4 | 20.8 | 74.6 | 66.5 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | N/A | N/A | N/A | N/A | 92.3 | 92.7 | I/S | I/S |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | 76.7 | 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 | 36 | 91.7 | 80 | 11.4 | 8.6 | 45.7 | 42.6 | 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 | 1 | I/S | N/A | N/A | N/A | N/A | 85.2 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 137 | 97.8 | 44.7 | 35.6 | 19.7 | 73.5 | 68.8 | 76.9 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 157 | 99.4 | 53.6 | 33.8 | 12.6 | 63.6 | 71.7 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 99 | 99 | 57.4 | 28.7 | 13.8 | 59.6 | 69.7 | 78.4 | N/A | N/A |
| Female | 58 | 100 | 47.4 | 42.1 | 10.5 | 70.2 | 73.9 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 22 | 100 | 33.3 | 38.1 | 28.6 | 76.2 | 79.3 | 87.8 | I/S | I/S |
| African American | 134 | 99.3 | 56.9 | 33.1 | 10 | 61.5 | 63.6 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | N/A | N/A | N/A | N/A | 100 | 93.5 | I/S | I/S |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | 76.7 | 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 | 36 | 97.2 | 88.6 | 2.9 | 8.6 | 20 | 36.9 | 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 | 1 | I/S | N/A | N/A | N/A | N/A | 81.5 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 137 | 99.3 | 57.6 | 34.1 | 8.3 | 61.4 | 65.1 | 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 | 107 | 100 | 72.1 | 19.2 | 8.7 | 27.9 | 57 | 67.3 |
| Gender | | | | | | | | |
| Male | 65 | 100 | 72.6 | 16.1 | 11.3 | 27.4 | 57.3 | 66.9 |
| Female | 42 | 100 | 71.4 | 23.8 | 4.8 | 28.6 | 56.7 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 14 | 100 | 35.7 | 35.7 | 28.6 | 64.3 | 72 | 79.6 |
| African American | 92 | 100 | 77.8 | 16.7 | 5.6 | 22.2 | 41.7 | 49.7 |
| Asian/Pacific Islander | 1 | I/S | N/A | N/A | N/A | N/A | I/S | 84.4 |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | 50 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 21 | 100 | N/A | N/A | N/A | 4.8 | 29.1 | 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 | 1 | I/S | N/A | N/A | N/A | N/A | 50 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 93 | 100 | 76.9 | 19.8 | 3.3 | 23.1 | 47.5 | 55.4 |
| Social Studies | | | | | | | | |
| All Students | 104 | 100 | 48.5 | 38.6 | 12.9 | 51.5 | 63.2 | 70.9 |
| Gender | | | | | | | | |
| Male | 62 | 100 | 53.3 | 33.3 | 13.3 | 46.7 | 61.6 | 70.1 |
| Female | 42 | 100 | 41.5 | 46.3 | 12.2 | 58.5 | 65.1 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 17 | 100 | 31.3 | 43.8 | 25 | 68.8 | 70.3 | 79.2 |
| African American | 87 | 100 | 51.8 | 37.6 | 10.6 | 48.2 | 55.5 | 58.4 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 86.8 |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | 72.2 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 25 | 100 | 72 | 24 | 4 | 28 | 32.8 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | 75 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 92 | 100 | 51.7 | 38.2 | 10.1 | 48.3 | 56 | 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 | 98.1 | 43.9 | 38.5 | 17.6 | 56.1 | 62.5 | 72.1 | 95.7 | 95.3 |
| Gender | | | | | | | | | | |
| Male | 97 | 96.9 | 53.3 | 34.4 | 12.2 | 46.7 | 54.5 | 65.2 | 95.6 | 95.1 |
| Female | 59 | 100 | 29.3 | 44.8 | 25.9 | 70.7 | 71.2 | 79.2 | 95.8 | 95.5 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 22 | 95.5 | 35 | 40 | 25 | 65 | 69.6 | 80.8 | 92.6 | 94.8 |
| African American | 133 | 98.5 | 45.3 | 38.3 | 16.4 | 54.7 | 54.5 | 59.7 | 96.4 | 95.7 |
| Asian/Pacific Islander | 1 | I/S | N/A | N/A | N/A | N/A | 85.7 | 87 | 99.9 | 97 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 76.7 | 64.6 | N/A | 94.3 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.4 | N/A | 95.4 |
| Disability Status | | | | | | | | | | |
| Disabled | 35 | 94.3 | N/AV | N/AV | N/AV | 6.1 | 17.2 | 27.7 | 95.5 | 94.2 |
| 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 | 1 | I/S | N/A | N/A | N/A | N/A | 77.8 | 63.7 | 99.9 | 95.5 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 135 | 99.3 | 46.6 | 39.7 | 13.7 | 53.4 | 55 | 61.9 | 95.6 | 94.9 |

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 | 58 | 100 | 43.9 | 35.1 | 21.1 | 56.1 |
| | 4 | 40 | 100 | 50 | 25 | 25 | 50 |
| | 5 | 62 | 100 | 35 | 45 | 20 | 65 |
| | 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 | 22.4 | 36.2 | 41.4 | 77.6 |
| | 4 | 56 | 94.6 | 59.3 | 25.9 | 14.8 | 40.7 |
| | 5 | 39 | 100 | 43.6 | 43.6 | 12.8 | 56.4 |
| | 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 | 58 | 100 | 68.4 | 21.1 | 10.5 | 31.6 |
| | 4 | 40 | 100 | 40 | 42.5 | 17.5 | 60 |
| | 5 | 62 | 100 | 61.7 | 28.3 | 10 | 38.3 |
| | 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 |
| 2010 | 3 | 62 | 100 | 53.4 | 32.8 | 13.8 | 46.6 |
| | 4 | 56 | 98.2 | 53.7 | 35.2 | 11.1 | 46.3 |
| | 5 | 39 | 100 | 53.8 | 33.3 | 12.8 | 46.2 |
| | 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 | 29 | 100 | 67.9 | 25 | 7.1 | 32.1 |
| | 4 | 39 | 100 | 64.1 | 25.6 | 10.3 | 35.9 |
| | 5 | 31 | 100 | 56.7 | 30 | 13.3 | 43.3 |
| | 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 |
| 2010 | 3 | 32 | 100 | 66.7 | 16.7 | 16.7 | 33.3 |
| | 4 | 55 | 100 | 74.1 | 20.4 | 5.6 | 25.9 |
| | 5 | 20 | 100 | 75 | 20 | 5 | 25 |
| | 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 | 30 | 100 | 40 | 46.7 | 13.3 | 60 |
| | 4 | 39 | 100 | 38.5 | 43.6 | 17.9 | 61.5 |
| | 5 | 31 | 96.8 | 48.3 | 31 | 20.7 | 51.7 |
| | 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 | 39.3 | 46.4 | 14.3 | 60.7 |
| | 4 | 55 | 100 | 51.9 | 37 | 11.1 | 48.1 |
| | 5 | 19 | 100 | 52.6 | 31.6 | 15.8 | 47.4 |
| | 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 |
| Writing | | | | | | | |
| 2009 | 3 | 59 | 98.3 | 50.9 | 33.3 | 15.8 | 49.1 |
| | 4 | 40 | 90 | 58.3 | 38.9 | 2.8 | 41.7 |
| | 5 | 63 | 92.1 | 37.5 | 53.6 | 8.9 | 62.5 |
| | 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 | 62 | 96.8 | 39.3 | 42.9 | 17.9 | 60.7 |
| | 4 | 55 | 100 | 50 | 33.3 | 16.7 | 50 |
| | 5 | 39 | 97.4 | 42.1 | 39.5 | 18.4 | 57.9 |
| | 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 |

Abbreviations for Missing Data

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