



IRMO ELEMENTARY

7401 Gibbes Street
Irmo, SC 29063

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 487 Students | |
| Principal | Shannon S. McAlister | 803-732-8275 |
| Superintendent | Dr. Herbert Berg | 803-476-8116 |
| Board Chair | Robert Gantt | 803-781-5408 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|------------------|
| 2010 | Excellent | Excellent |
| 2009 | Excellent | Good |
| 2008 | Good | Below Average |
| 2007 | Good | Average |
| 2006 | Excellent | Excellent |

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

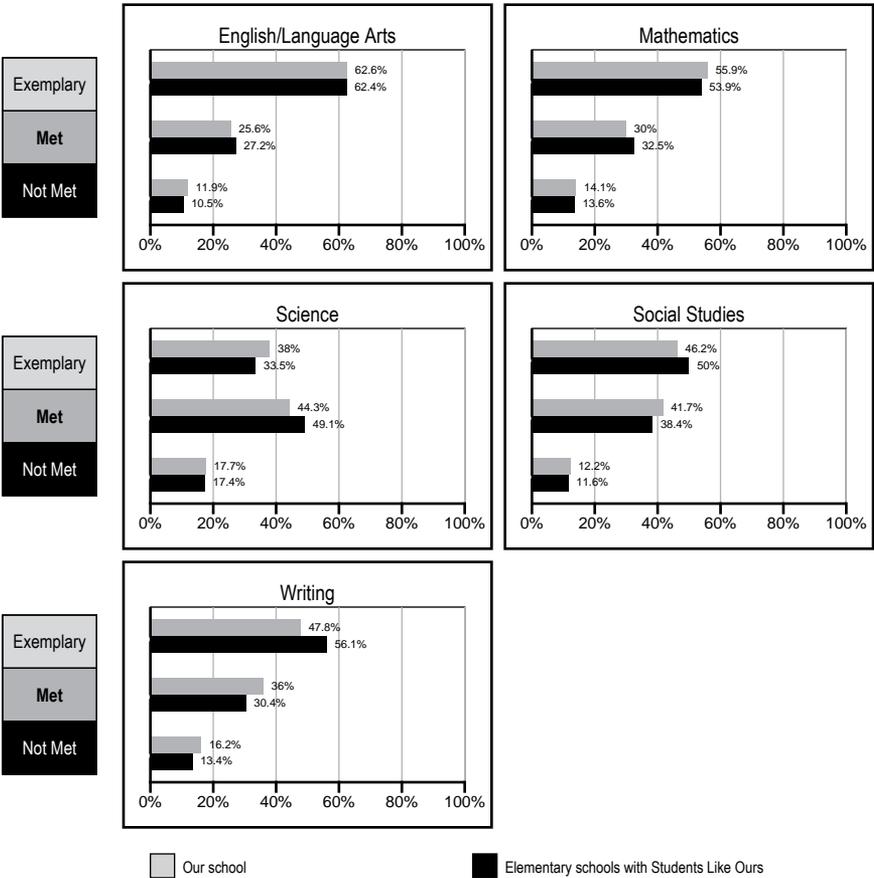
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 20 | 1 | 0 | 0 | 0 |

* 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=487) | | | | |
| First graders who attended full-day kindergarten | 96.4% | Down from 98.8% | 99.2% | 100.0% |
| Retention rate | 0.0% | Down from 1.0% | 0.5% | 1.2% |
| Attendance rate | 99.9% | Up from 96.7% | 96.8% | 96.1% |
| Eligible for gifted and talented | 29.6% | Down from 32.1% | 29.6% | 11.7% |
| With disabilities other than speech | 9.1% | Up from 7.0% | 7.4% | 8.0% |
| Older than usual for grade | 0.0% | No Change | 0.0% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.2% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=40) | | | | |
| Teachers with advanced degrees | 77.5% | No Change | 63.0% | 60.5% |
| Continuing contract teachers | 90.0% | Down from 95.0% | 89.5% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 88.9% | Up from 86.5% | 89.4% | 87.0% |
| Teacher attendance rate | 94.5% | Up from 93.2% | 95.2% | 95.4% |
| Average teacher salary* | \$51,399 | Down 1.2% | \$49,450 | \$47,288 |
| Professional development days/teacher | 7.1 days | Down from 10.7 days | 10.7 days | 10.5 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 6.0 | 4.0 |
| Student-teacher ratio in core subjects | 16.9 to 1 | Down from 18.6 to 1 | 20.6 to 1 | 19.2 to 1 |
| Prime instructional time | 93.2% | Up from 88.4% | 92.0% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 69.7% | Down from 99.0% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$9,750 | Up 0.5% | \$7,000 | \$7,548 |
| Percent of expenditures for instruction** | 61.9% | Up from 61.4% | 72.0% | 68.7% |
| Percent of expenditures for teacher salaries** | 61.2% | Up from 60.5% | 68.5% | 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

The mission of Irmo Elementary is to nurture and prepare every child with the knowledge and problem-solving skills to succeed in an increasingly global community. By offering programs that are data-driven, we foster superior achievement, responsible citizenship, and a foundation for lifelong learning. Irmo Elementary has a proud history of excellence. Among our accomplishments are designations as: Exemplary Writing School, South Carolina Department of Education Red Carpet School, Palmetto's Finest, National Blue Ribbon School of Excellence/ Lighthouse School, University of South Carolina Professional Development School, Intel/Scholastic 21st Century School of Distinction, as well as recognition as Palmetto Silver and Gold.

Second-grade teacher Joye Rush, and Faye Golding, cafeteria manager, were Irmo Elementary's 2009-10 Teacher of the Year and Support Employee of the Year, respectively. Our business partner of the year was Chick-fil-A on Harbison Boulevard. Irmo Elementary enjoys strong relationships with our families and community. We are extremely thankful for the continued support of area businesses.

Irmo Elementary students learn the value of service to our school and community through active participation in initiatives such as the school's "Wee Deliver" school postal system, Student Council, Safety Patrol, Recycling Club, "Green Thumb" Gardening Club, and our morning television show, WBEE. Our students have opportunities to hone their artistic talents through art clubs, yearbook staff, orchestra, theatrical and musical performances at our PTA meetings, and through participation in Super Star Singers.

Irmo Elementary is very fortunate to have dedicated parents and community members actively involved as volunteers in our classrooms, in Baxter Court, our outdoor classroom, in the IES Publishing Company, and at curriculum-based family nights. Students excitedly await PTA-sponsored reading celebrations, which allow each student to choose a book to add to their personal library, as well as the SIC sponsored Career Fair. PTA fundraising efforts support literacy and ongoing technology implementation throughout our school. The Honey Bunch After-School Program offers site-based afterschool and summer care for our students. Participating students take part in camp like explorations featuring athletics, academics, and the arts.

Our Professional Development collaboration with the University of South Carolina benefits staff and students alike. At Irmo Elementary, the instructional climate is one in which all stakeholders revere the value of a comprehensive instructional program and the development of effective instructional practice is ongoing. Our students and teachers are supported academically by a site-based Literacy Coach, Reading Interventionist, and Reading Recovery staff.

In partnership with our parents and community, Irmo Elementary School is proudly continuing the tradition of inspiring and embracing student success

Shannon McAlister, Principal
Rob Weber, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 38 | 70 | 49 |
| Percent satisfied with learning environment | 100.0% | 95.7% | 91.5% |
| Percent satisfied with social and physical environment | 100.0% | 94.3% | 89.6% |
| Percent satisfied with school-home relations | 100.0% | 95.7% | 93.6% |

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 19 out of 19 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 | 2.4% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 2.1% | 0.0% | No |
| 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 | 244 | 100 | 11.9 | 25.6 | 62.6 | 93.4 | 90.5 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 119 | 100 | 11 | 33 | 56 | 96.3 | 87.7 | 80.1 | N/A | N/A |
| Female | 125 | 100 | 12.7 | 18.6 | 68.6 | 90.7 | 93.5 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 167 | 100 | 5.7 | 24.1 | 70.3 | 97.5 | 94.8 | 89.6 | Yes | Yes |
| African American | 56 | 100 | 28.8 | 32.7 | 38.5 | 82.7 | 80.7 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 13 | 100 | I/S | I/S | I/S | I/S | 94.2 | 92.7 | I/S | I/S |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 88.3 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 45 | 100 | 40.5 | 32.4 | 27 | 78.4 | 66.1 | 51.7 | I/S | Yes |
| 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 | 7 | I/S | I/S | I/S | I/S | I/S | 89.2 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 69 | 100 | 30.4 | 17.9 | 51.8 | 78.6 | 81.4 | 76.9 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 244 | 100 | 14.1 | 30 | 55.9 | 89 | 90.4 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 119 | 100 | 14.7 | 30.3 | 55 | 89 | 88.9 | 78.4 | N/A | N/A |
| Female | 125 | 100 | 13.6 | 29.7 | 56.8 | 89 | 91.9 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 167 | 100 | 6.3 | 27.8 | 65.8 | 94.9 | 94.8 | 87.8 | Yes | Yes |
| African American | 56 | 100 | 34.6 | 40.4 | 25 | 73.1 | 80.1 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 13 | 100 | I/S | I/S | I/S | I/S | 93.7 | 93.5 | I/S | I/S |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 87.6 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 45 | 100 | 51.4 | 21.6 | 27 | 56.8 | 65 | 46.1 | I/S | Yes |
| 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 | 7 | I/S | I/S | I/S | I/S | I/S | 88 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 69 | 100 | 28.6 | 37.5 | 33.9 | 75 | 79.4 | 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 | 170 | 100 | 18.2 | 44 | 37.7 | 81.8 | 81.1 | 67.3 |
| Gender | | | | | | | | |
| Male | 85 | 100 | 13.9 | 44.3 | 41.8 | 86.1 | 80.2 | 66.9 |
| Female | 85 | 100 | 22.5 | 43.8 | 33.8 | 77.5 | 82 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 112 | 100 | 10.4 | 44.3 | 45.3 | 89.6 | 88.8 | 79.6 |
| African American | 40 | 100 | 39.5 | 44.7 | 15.8 | 60.5 | 63.8 | 49.7 |
| Asian/Pacific Islander | 11 | 100 | I/S | I/S | I/S | I/S | 85.5 | 84.4 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 68.3 | 59.4 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 34 | 100 | 42.9 | 39.3 | 17.9 | 57.1 | 52.9 | 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 | 5 | I/S | I/S | I/S | I/S | I/S | 71.9 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 50 | 100 | 34.1 | 43.9 | 22 | 65.9 | 63.8 | 55.4 |
| Social Studies | | | | | | | | |
| All Students | 166 | 100 | 12.1 | 41.4 | 46.5 | 87.9 | 84.4 | 70.9 |
| Gender | | | | | | | | |
| Male | 80 | 100 | 9.5 | 43.2 | 47.3 | 90.5 | 83.4 | 70.1 |
| Female | 86 | 100 | 14.5 | 39.8 | 45.8 | 85.5 | 85.4 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 115 | 100 | 7.3 | 39.4 | 53.2 | 92.7 | 89.2 | 79.2 |
| African American | 37 | 100 | 25.7 | 54.3 | 20 | 74.3 | 73.2 | 58.4 |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | 88.5 | 86.8 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 80.2 | 68 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 26 | 100 | 30 | 50 | 20 | 70 | 58.9 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | 81.6 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 49 | 100 | 19.5 | 51.2 | 29.3 | 80.5 | 71.7 | 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 | 241 | 100 | 16.2 | 36 | 47.8 | 83.8 | 81 | 72.1 | 99.9 | 98.8 |
| Gender | | | | | | | | | | |
| Male | 116 | 100 | 20.2 | 43.1 | 36.7 | 79.8 | 75.2 | 65.2 | 99.9 | 98.7 |
| Female | 125 | 100 | 12.6 | 29.4 | 58 | 87.4 | 86.9 | 79.2 | 99.9 | 98.8 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 165 | 100 | 9.5 | 33.5 | 57 | 90.5 | 87.5 | 80.8 | 99.9 | 98.8 |
| African American | 56 | 100 | 32.7 | 46.2 | 21.2 | 67.3 | 66 | 59.7 | 99.9 | 98.7 |
| Asian/Pacific Islander | 11 | 100 | I/S | I/S | I/S | I/S | 88.8 | 87 | 99.9 | 99.3 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 74.5 | 64.6 | 99.7 | 99 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 73.4 | 99.9 | 99 |
| Disability Status | | | | | | | | | | |
| Disabled | 49 | 100 | 50 | 26.2 | 23.8 | 50 | 39.4 | 27.7 | 99.9 | 98.7 |
| 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 | 75.6 | 63.7 | 99.8 | 99.2 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 66 | 100 | 28.6 | 46.4 | 25 | 71.4 | 64.4 | 61.9 | 99.9 | 98.5 |

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 | | | | | | | |
| 2009 | 3 | 100 | 100 | 14.4 | 21.6 | 63.9 | 85.6 |
| | 4 | 73 | 100 | 13.2 | 30.9 | 55.9 | 86.8 |
| | 5 | 97 | 99 | 11.7 | 29.8 | 58.5 | 88.3 |
| | 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 | 80 | 100 | 9.7 | 12.5 | 77.8 | 90.3 |
| | 4 | 92 | 100 | 10.3 | 32.2 | 57.5 | 89.7 |
| | 5 | 72 | 100 | 16.2 | 30.9 | 52.9 | 83.8 |
| | 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 |
| Mathematics | | | | | | | |
| 2009 | 3 | 100 | 100 | 13.4 | 28.9 | 57.7 | 86.6 |
| | 4 | 73 | 100 | 7.4 | 36.8 | 55.9 | 92.6 |
| | 5 | 97 | 99 | 16 | 45.7 | 38.3 | 84 |
| | 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 | 80 | 100 | 15.3 | 26.4 | 58.3 | 84.7 |
| | 4 | 92 | 100 | 10.3 | 32.2 | 57.5 | 89.7 |
| | 5 | 72 | 100 | 17.6 | 30.9 | 51.5 | 82.4 |
| | 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 |
| Science | | | | | | | |
| 2009 | 3 | 50 | 100 | 24.5 | 28.6 | 46.9 | 75.5 |
| | 4 | 73 | 100 | 16.2 | 54.4 | 29.4 | 83.8 |
| | 5 | 48 | 100 | 17.4 | 52.2 | 30.4 | 82.6 |
| | 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 | 41 | 100 | 24.3 | 24.3 | 51.4 | 75.7 |
| | 4 | 92 | 100 | 13.8 | 57.5 | 28.7 | 86.2 |
| | 5 | 37 | 100 | 22.9 | 31.4 | 45.7 | 77.1 |
| | 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 | 50 | 100 | 6.3 | 50 | 43.8 | 93.8 |
| | 4 | 73 | 100 | 8.8 | 42.6 | 48.5 | 91.2 |
| | 5 | 48 | 100 | 20.8 | 18.8 | 60.4 | 79.2 |
| | 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 | 39 | 100 | 11.1 | 22.2 | 66.7 | 88.9 |
| | 4 | 92 | 100 | 9.2 | 54 | 36.8 | 90.8 |
| | 5 | 35 | 100 | 20.6 | 29.4 | 50 | 79.4 |
| | 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 | 99 | 100 | 18.6 | 27.8 | 53.6 | 81.4 |
| | 4 | 71 | 100 | 16.2 | 42.6 | 41.2 | 83.8 |
| | 5 | 96 | 100 | 19.1 | 36.2 | 44.7 | 80.9 |
| | 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 | 77 | 100 | 11.1 | 31.9 | 56.9 | 88.9 |
| | 4 | 92 | 100 | 17 | 40.9 | 42 | 83 |
| | 5 | 72 | 100 | 20.6 | 33.8 | 45.6 | 79.4 |
| | 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 |

Abbreviations for Missing Data

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