



CROSSWELL ELEMENTARY

161 School Road
Easley, SC 29640

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 475 Students | |
| Principal | Traci T. Boyles | 864-397-1600 |
| Superintendent | Dr. Henry Hunt | 864-397-1000 |
| Board Chair | Jim Shelton | 864-836-8465 |

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 | Excellent |
| 2008 | Good | Below Average |
| 2007 | Good | Average |
| 2006 | Good | Average |

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

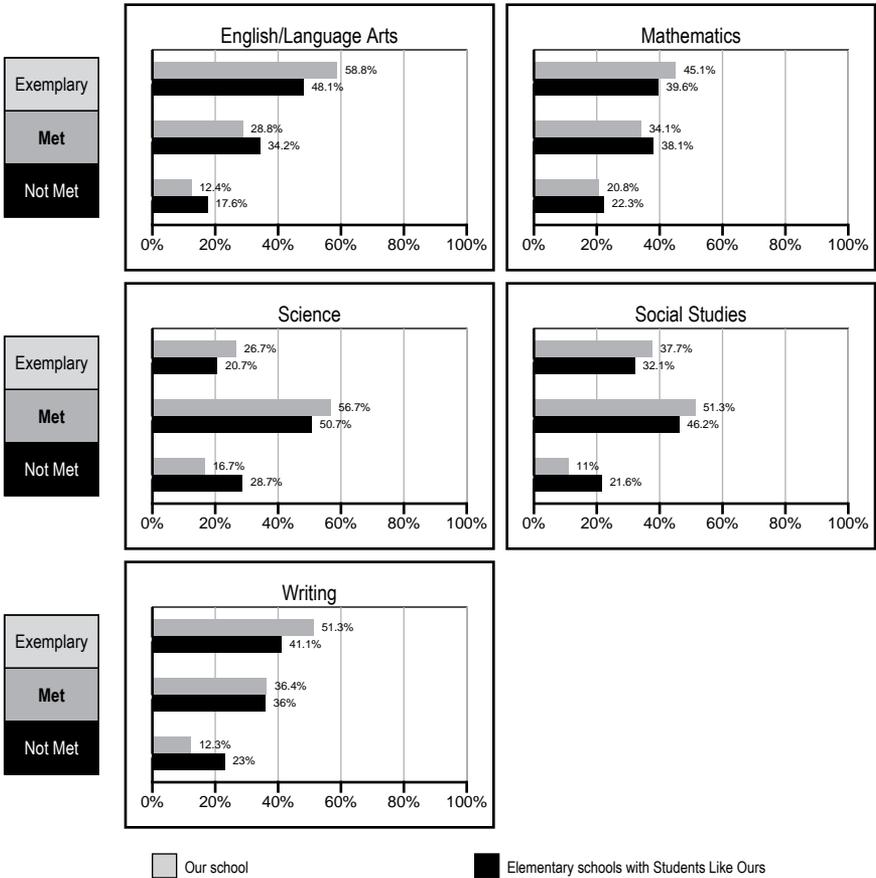
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 25 | 38 | 30 | 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=475) | | | | |
| First graders who attended full-day kindergarten | 93.4% | Up from 90.8% | 100.0% | 100.0% |
| Retention rate | 1.3% | Down from 3.5% | 1.2% | 1.2% |
| Attendance rate | 96.4% | Down from 96.6% | 96.2% | 96.1% |
| Eligible for gifted and talented | 23.5% | Up from 16.7% | 16.0% | 11.7% |
| With disabilities other than speech | 6.2% | Up from 5.7% | 7.6% | 8.0% |
| Older than usual for grade | 0.5% | Up from 0.3% | 0.3% | 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=31) | | | | |
| Teachers with advanced degrees | 67.7% | Up from 56.3% | 61.1% | 60.5% |
| Continuing contract teachers | 90.3% | Down from 93.8% | 86.1% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 93.7% | Down from 93.9% | 89.1% | 87.0% |
| Teacher attendance rate | 95.5% | Up from 95.4% | 95.5% | 95.4% |
| Average teacher salary* | \$49,505 | Up 2.1% | \$48,007 | \$47,288 |
| Professional development days/teacher | 9.5 days | Down from 16.5 days | 10.7 days | 10.5 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 13.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.2 to 1 | Up from 20.1 to 1 | 19.9 to 1 | 19.2 to 1 |
| Prime instructional time | 91.6% | Down from 91.7% | 90.8% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Good | Down from Excellent | Excellent | Excellent |
| Dollars spent per pupil** | \$7,326 | Up 0.7% | \$7,072 | \$7,548 |
| Percent of expenditures for instruction** | 62.4% | Down from 63.0% | 69.1% | 68.7% |
| Percent of expenditures for teacher salaries** | 58.8% | Up from 56.3% | 65.7% | 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

Crosswell Elementary, a 4K-fifth grade school, served 468 students. We enjoyed our year of being "WILD About Learning!" and focused on student achievement.

We continued to have an active PTA and School Improvement Council. Our PTA worked to raise funds for a new stage. SIC hosted Library Night to encourage family participation and literacy. Our PTA and SIC joined forces to host a Spring Fling with activities, games, and an emphasis on opportunities for summer reading. The Parenting Education Program continued to be a part of the Crosswell campus.

Teachers continued to advance their skills in the areas of technology, balanced literacy, and formative assessments. Technology was infused into instruction through the use of flipcharts on the Promethean Board and Classworks software. MAP Assessment data was used to differentiate instruction and creative prescriptive lessons. One teacher earned National Board Certification bringing Crosswell's total to six. One teacher was chosen to participate in the Roper Mountain Science PLUS Institute.

Students were afforded opportunities through extra-curricular activities such as chorus and the walking club. Programs such as Safety Patrols and Cub Citizens fostered leadership development in our students. Student artwork was displayed in the local hospital, art museum, and school district administrative office. Three students were selected to perform in the SC All-State Elementary Honor Choir.

School-wide service learning projects were encouraged. Crosswell students and staff raised monies to support the American Cancer Society, March of Dimes, Shriners Hospital, and United Way. Students also participated in food drives such as the national "Souper Bowl" of caring.

Crosswell was recognized as a Palmetto Silver Award-winning school for closing the achievement gap. Our school was awarded the Palmetto Gold Award for overall general performance. Crosswell received recognition for being a Safe School for the second consecutive year.

Crosswell Elementary continues to provide a quality education and partners with parents and the community to meet the needs of our students. We challenge young minds to work together for excellence in education while striving for success in life.

Traci T. Boyles, Principal

Elizabeth Baldree, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 31 | 63 | 30 |
| Percent satisfied with learning environment | 90.3% | 85.7% | 96.7% |
| Percent satisfied with social and physical environment | 90.3% | 87.3% | 93.3% |
| Percent satisfied with school-home relations | 96.8% | 88.9% | 83.3% |

* 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

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 | 0.3% | 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 | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.4% | 94.0%* | Yes |

* Or greater than last year

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* | Performance Objective Met | Participation Objective Met |
|---|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
| English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary) | | | | | | | | | | |
| All Students | 238 | 100 | 12.4 | 28.8 | 58.8 | 96.5 | 87.2 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 112 | 100 | 18.4 | 28.2 | 53.4 | 93.2 | 84 | 80.1 | N/A | N/A |
| Female | 126 | 100 | 7.3 | 29.3 | 63.4 | 99.2 | 90.7 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 215 | 100 | 10.3 | 28.4 | 61.3 | 97.5 | 88.7 | 89.6 | Yes | Yes |
| African American | 11 | 100 | 27.3 | 36.4 | 36.4 | 81.8 | 75.4 | 74.6 | I/S | I/S |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 93.1 | 92.7 | I/S | I/S |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 82.5 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 93.1 | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 24 | 100 | 30.4 | 52.2 | 17.4 | 82.6 | 57.1 | 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 | 2 | I/S | I/S | I/S | I/S | I/S | 81.2 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 115 | 100 | 15.9 | 30.8 | 53.3 | 95.3 | 81.6 | 76.9 | Yes | Yes |
| Mathematics - State Performance Objective = 57.8% (Met or Exemplary) | | | | | | | | | | |
| All Students | 238 | 100 | 20.8 | 34.1 | 45.1 | 89.4 | 83.8 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 112 | 100 | 25.2 | 29.1 | 45.6 | 87.4 | 81.7 | 78.4 | N/A | N/A |
| Female | 126 | 100 | 17.1 | 38.2 | 44.7 | 91.1 | 86.1 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 215 | 100 | 18.1 | 34.3 | 47.5 | 91.2 | 85.6 | 87.8 | Yes | Yes |
| African American | 11 | 100 | 36.4 | 54.5 | 9.1 | 72.7 | 71.2 | 69.3 | I/S | I/S |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 92.2 | 93.5 | I/S | I/S |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 72.5 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 82.8 | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 24 | 100 | 47.8 | 34.8 | 17.4 | 69.6 | 51.2 | 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 | 2 | I/S | I/S | I/S | I/S | I/S | 78.2 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 115 | 100 | 28 | 35.5 | 36.4 | 84.1 | 76.6 | 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 | 159 | 100 | 16.7 | 56.7 | 26.7 | 83.3 | 76.1 | 67.3 |
| Gender | | | | | | | | |
| Male | 73 | 100 | 18.5 | 46.2 | 35.4 | 81.5 | 76.1 | 66.9 |
| Female | 86 | 100 | 15.3 | 64.7 | 20 | 84.7 | 76.2 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 142 | 100 | 16.4 | 54.5 | 29.1 | 83.6 | 78.5 | 79.6 |
| African American | 7 | I/S | I/S | I/S | I/S | I/S | 57.3 | 49.7 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 92.8 | 84.4 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 66.5 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 65 | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 17 | 100 | 47.1 | 47.1 | 5.9 | 52.9 | 43.7 | 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 | 68.5 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 81 | 100 | 21.3 | 58.7 | 20 | 78.7 | 65.7 | 55.4 |
| Social Studies | | | | | | | | |
| All Students | 158 | 100 | 11 | 51.3 | 37.7 | 89 | 77 | 70.9 |
| Gender | | | | | | | | |
| Male | 70 | 100 | 14.7 | 41.2 | 44.1 | 85.3 | 76 | 70.1 |
| Female | 88 | 100 | 8.1 | 59.3 | 32.6 | 91.9 | 78 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 142 | 100 | 9.4 | 50 | 40.6 | 90.6 | 78.5 | 79.2 |
| African American | 9 | I/S | I/S | I/S | I/S | I/S | 64.5 | 58.4 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 83.5 | 86.8 |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 73.6 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 70.6 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 16 | 100 | 26.7 | 53.3 | 20 | 73.3 | 41.2 | 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 | 76.2 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 76 | 100 | 10.8 | 62.2 | 27 | 89.2 | 67.4 | 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 | 237 | 100 | 12.3 | 36.4 | 51.3 | 87.7 | 79.4 | 72.1 | 96.4 | 96.2 |
| Gender | | | | | | | | | | |
| Male | 110 | 100 | 17.5 | 40.8 | 41.7 | 82.5 | 72.7 | 65.2 | 96.6 | 96.2 |
| Female | 127 | 100 | 8 | 32.8 | 59.2 | 92 | 86.5 | 79.2 | 96.3 | 96.2 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 214 | 100 | 11.2 | 36.4 | 52.4 | 88.8 | 81.3 | 80.8 | 96.4 | 96.1 |
| African American | 11 | 100 | 18.2 | 54.5 | 27.3 | 81.8 | 65.4 | 59.7 | 96 | 96.6 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 88 | 87 | 97.4 | 97.7 |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 69.4 | 64.6 | 96.8 | 96.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 62.1 | 73.4 | 95 | 95.1 |
| Disability Status | | | | | | | | | | |
| Disabled | 26 | 100 | N/AV | N/AV | N/AV | 52 | 34.8 | 27.7 | 96.2 | 95 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | 93.1 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 72.5 | 63.7 | 98 | 97.4 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 112 | 100 | 14 | 47.7 | 38.3 | 86 | 69.8 | 61.9 | 95.9 | 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 | | | | | | | |
| 2009 | 3 | 66 | 100 | 13.1 | 41 | 45.9 | 86.9 |
| | 4 | 76 | 100 | 8.3 | 34.7 | 56.9 | 91.7 |
| | 5 | 79 | 100 | 9 | 46.2 | 44.9 | 91 |
| | 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 | 87 | 100 | 12.2 | 19.5 | 68.3 | 87.8 |
| | 4 | 79 | 100 | 15.4 | 37.2 | 47.4 | 84.6 |
| | 5 | 72 | 100 | 9.1 | 30.3 | 60.6 | 90.9 |
| | 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 |
| Mathematics | | | | | | | |
| 2009 | 3 | 66 | 100 | 24.6 | 42.6 | 32.8 | 75.4 |
| | 4 | 76 | 100 | 13.9 | 34.7 | 51.4 | 86.1 |
| | 5 | 79 | 100 | 9 | 52.6 | 38.5 | 91 |
| | 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 | 87 | 100 | 28 | 17.1 | 54.9 | 72 |
| | 4 | 79 | 100 | 21.8 | 48.7 | 29.5 | 78.2 |
| | 5 | 72 | 100 | 10.6 | 37.9 | 51.5 | 89.4 |
| | 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 | 33 | 97 | 31 | 48.3 | 20.7 | 69 |
| | 4 | 76 | 100 | 11.1 | 61.1 | 27.8 | 88.9 |
| | 5 | 38 | 100 | 8.1 | 59.5 | 32.4 | 91.9 |
| | 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 | 43 | 100 | 22.5 | 47.5 | 30 | 77.5 |
| | 4 | 79 | 100 | 14.1 | 65.4 | 20.5 | 85.9 |
| | 5 | 37 | 100 | 15.6 | 46.9 | 37.5 | 84.4 |
| | 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 |

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 | 33 | 100 | 9.7 | 35.5 | 54.8 | 90.3 |
| | 4 | 76 | 100 | 6.9 | 33.3 | 59.7 | 93.1 |
| | 5 | 41 | 100 | 17.1 | 41.5 | 41.5 | 82.9 |
| | 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 | 44 | 100 | 11.9 | 38.1 | 50 | 88.1 |
| | 4 | 79 | 100 | 9 | 60.3 | 30.8 | 91 |
| | 5 | 35 | 100 | 14.7 | 47.1 | 38.2 | 85.3 |
| | 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 | 67 | 100 | 21 | 22.6 | 56.5 | 79 |
| | 4 | 80 | 100 | 5.3 | 31.6 | 63.2 | 94.7 |
| | 5 | 81 | 100 | 13.8 | 33.8 | 52.5 | 86.3 |
| | 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 | 87 | 100 | 12 | 38.6 | 49.4 | 88 |
| | 4 | 79 | 100 | 12.8 | 35.9 | 51.3 | 87.2 |
| | 5 | 71 | 100 | 11.9 | 34.3 | 53.7 | 88.1 |
| | 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 | 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