

GRAY COURT-OWINGS ELEMENTARY

P. O. Box 128, 9210 Hwy
Gray Court, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 548 Students | |
| Principal | Mark Adams | 864-876-2131 |
| Superintendent | Billy R. Strickland | 864-984-3568 |
| Board Chair | Rev. Charlie Short | 864-681-3664 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2011 | Average | Average |
| 2010 | Average | Average |
| 2009 | Average | Average |
| 2008 | Below Average | At-Risk |
| 2007 | Below Average | At-Risk |

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

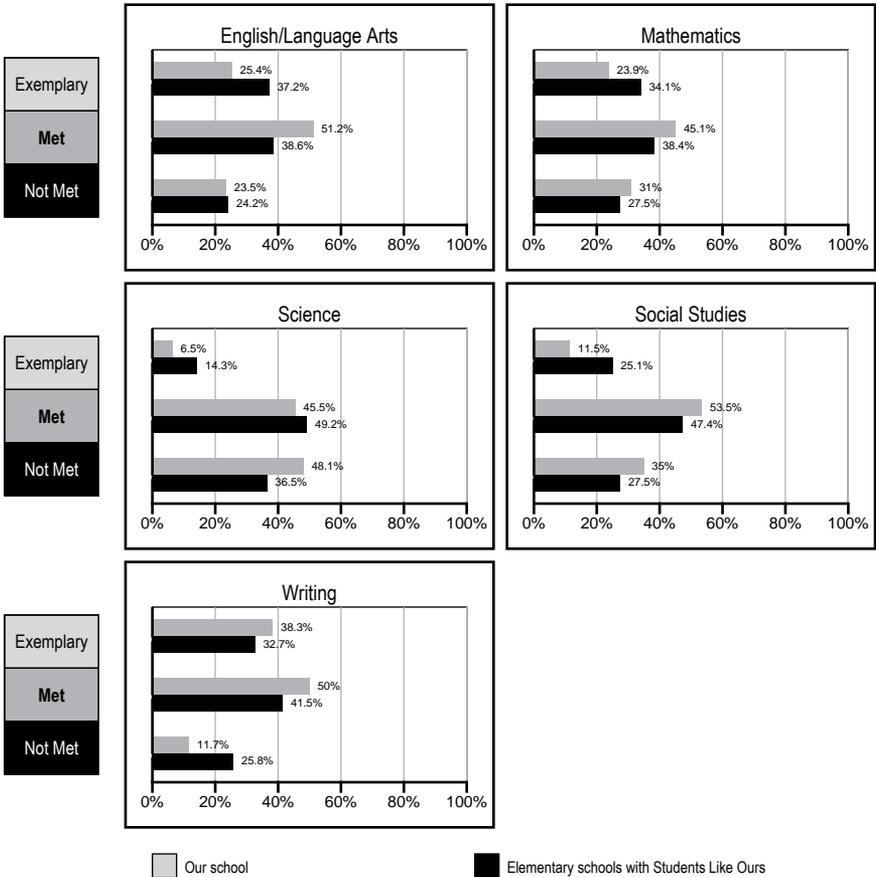
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 9 | 25 | 81 | 8 | 0 |

* 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=548) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 4.0% | Down from 5.6% | 1.2% | 1.1% |
| Attendance rate | 96.0% | Up from 95.8% | 96.0% | 96.2% |
| Served by gifted and talented program | 6.8% | Down from 7.7% | 11.9% | 13.4% |
| With disabilities other than speech | 3.4% | Down from 4.6% | 5.1% | 4.1% |
| Older than usual for grade | 2.3% | Down from 2.6% | 0.3% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=30) | | | | |
| Teachers with advanced degrees | 53.3% | Up from 40.7% | 60.5% | 62.5% |
| Continuing contract teachers | 90.0% | Up from 74.1% | 90.0% | 88.2% |
| Teachers returning from previous year | 82.4% | Up from 73.9% | 88.1% | 87.8% |
| Teacher attendance rate | 91.3% | Down from 96.5% | 95.0% | 95.2% |
| Average teacher salary* | \$43,004 | Up 3.1% | \$46,617 | \$46,773 |
| Professional development days/teacher | 19.3 days | Up from 12.7 days | 11.3 days | 10.5 days |
| School | | | | |
| Principal's years at school | 7.0 | Up from 6.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.1 to 1 | Down from 26.4 to 1 | 19.5 to 1 | 19.9 to 1 |
| Prime instructional time | 86.4% | Down from 91.8% | 90.1% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.0% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$4,775 | Down 23.9% | \$7,459 | \$7,447 |
| Percent of expenditures for instruction** | 74.0% | Up from 68.3% | 67.6% | 68.4% |
| Percent of expenditures for teacher salaries** | 71.0% | Up from 64.2% | 64.9% | 65.8% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

Report of Principal and School Improvement Council

The vision of Gray Court-Owings Elementary will be a school of excellence and equity in educational practices for all learners. The mission of Gray Court-Owings Elementary School is to create a community of learners who are responsible and productive citizens. We value a commitment to excellence in all we do, active involvement in our school and community, and positive, trusting relationships. We envision a climate that promotes learning and personal growth.

Academic growth for students is our primary goal. This growth is possible through quality instruction in an engaging learning environment. All of our teachers are highly qualified and fully committed to providing safe, respectful and literacy rich learning opportunities. We continue to work in professional learning communities for planning and professional development.

Even in this budget crisis we have been fortunate to continue the services of two part-time coaches in the areas of literacy and math/science. As a result of their influence and the collaboration of teachers, we have seen improved instruction and performance gains in writing and math. We believe in continuous formative assessment and the responsive teaching cycle to inform instruction.

Our Title I project provided funding to purchase books in all subject areas to strengthen classroom libraries. Other Title I benefits supported two part-time instructional coaches, a full time lab assistant, one teacher for class size reduction, transportation to the Joe R. Adair Outdoor Education Center, parenting supplies and materials and instructional supplies.

We are a learning community and we make every attempt to allow research and best practices to inform and differentiate instruction. This task is accomplished most successfully when professionals see the value of their own continuous learning and growth. Four teachers earned advanced degrees, and one is seeking administrative certification. One administrator holds a Ph. D., and the other holds the Ed. S. and superintendent certification and is pursuing a doctorate.

We are very proud of our business partnership with Vulcan Materials, and our students and staff contribute to causes in our community and beyond. We are committed to reducing our ecological footprint and collaborating with the county and other groups in recycling.

We expect to continue to move toward our goal of academic success for every child. Please visit us on our campus or on our website at www.laurens55.k12.sc.us/gces.

Mark Adams, Principal
 Kori Russell, SIC /Title I Planning Team Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 9 | 63 | 38 |
| Percent satisfied with learning environment | 100.0% | 91.9% | 88.9% |
| Percent satisfied with social and physical environment | 100.0% | 88.9% | 83.8% |
| Percent satisfied with school-home relations | 100.0% | 85.7% | 86.5% |

* 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 18 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 | N/A | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.1% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.0% | 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 | 237 | 100 | 23.3 | 50.7 | 26 | 85.6 | 79.7 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 125 | 100 | 28.4 | 48.6 | 22.9 | 84.4 | 76.1 | 78.7 | N/A | N/A |
| Female | 112 | 100 | 17.9 | 52.8 | 29.2 | 86.8 | 83.6 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 163 | 100 | 19.2 | 50 | 30.8 | 90.4 | 84.9 | 88.9 | Yes | Yes |
| African American | 54 | 100 | 28.6 | 55.1 | 16.3 | 79.6 | 71.8 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 93 | I/S | I/S |
| Hispanic | 19 | 100 | 42.1 | 42.1 | 15.8 | 63.2 | 70.9 | 79.3 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 40 | 100 | 41.2 | 41.2 | 17.6 | 85.3 | 51.3 | 48.1 | I/S | Yes |
| 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 | 16 | 100 | 37.5 | 43.8 | 18.8 | 68.8 | 70 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 168 | 100 | 25.3 | 50 | 24.7 | 84 | 75.6 | 75.4 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 237 | 100 | 30.7 | 45.1 | 24.2 | 81.4 | 78.6 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 125 | 100 | 27.5 | 50.5 | 22 | 85.3 | 76.8 | 79.9 | N/A | N/A |
| Female | 112 | 100 | 34 | 39.6 | 26.4 | 77.4 | 80.6 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 163 | 100 | 23.3 | 49.3 | 27.4 | 87 | 83.6 | 88.9 | Yes | Yes |
| African American | 54 | 100 | 49 | 34.7 | 16.3 | 71.4 | 70.7 | 71.4 | No | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 94.6 | I/S | I/S |
| Hispanic | 19 | 100 | 42.1 | 42.1 | 15.8 | 63.2 | 70.9 | 81.1 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 40 | 100 | 52.9 | 38.2 | 8.8 | 61.8 | 48.9 | 47.3 | I/S | Yes |
| 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 | 16 | 100 | 50 | 31.3 | 18.8 | 56.3 | 71.9 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 168 | 100 | 32 | 46 | 22 | 80.7 | 74.3 | 74.9 | 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 | 173 | 100 | 48.1 | 45.5 | 6.5 | 51.9 | 62.4 | 68.6 |
| Gender | | | | | | | | |
| Male | 91 | 100 | 47.4 | 44.9 | 7.7 | 52.6 | 63 | 68.3 |
| Female | 82 | 100 | 48.7 | 46.1 | 5.3 | 51.3 | 61.9 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 116 | 100 | 40 | 53 | 7 | 60 | 73.1 | 80.7 |
| African American | 43 | 100 | 62.5 | 32.5 | 5 | 37.5 | 46.3 | 51.4 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 85.3 |
| Hispanic | 13 | 100 | 69.2 | 23.1 | 7.7 | 30.8 | 47.7 | 61.6 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 26 | 100 | 63.6 | 27.3 | 9.1 | 36.4 | 34.3 | 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 | 12 | 100 | 66.7 | 25 | 8.3 | 33.3 | 47.7 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 124 | 100 | 50.5 | 43.1 | 6.4 | 49.5 | 55.6 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 171 | 100 | 34.6 | 52.8 | 12.6 | 65.4 | 67.7 | 72.5 |
| Gender | | | | | | | | |
| Male | 88 | 100 | 30.9 | 55.6 | 13.6 | 69.1 | 68.3 | 72 |
| Female | 83 | 100 | 38.5 | 50 | 11.5 | 61.5 | 66.9 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 114 | 100 | 26.4 | 55.7 | 17.9 | 73.6 | 75.2 | 81 |
| African American | 39 | 100 | 45.7 | 51.4 | 2.9 | 54.3 | 57.2 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 89 |
| Hispanic | 17 | 100 | N/AV | N/AV | N/AV | 35.3 | 50.8 | 69.6 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 29 | 100 | 40 | 44 | 16 | 60 | 41.3 | 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 | 14 | 100 | N/AV | N/AV | N/AV | 28.6 | 50 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 120 | 100 | 40.7 | 50.9 | 8.3 | 59.3 | 61.3 | 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 | 66 | 98.5 | 11.7 | 50 | 38.3 | 88.3 | 70.2 | 73.2 | 96 | 95.8 |
| Gender | | | | | | | | | | |
| Male | 33 | 97 | 21.4 | 46.4 | 32.1 | 78.6 | 61.8 | 67.2 | 96.3 | 95.8 |
| Female | 33 | 100 | 3.1 | 53.1 | 43.8 | 96.9 | 79 | 79.4 | 95.8 | 95.9 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 47 | 97.9 | 11.6 | 46.5 | 41.9 | 88.4 | 75 | 81.5 | 96 | 95.5 |
| African American | 13 | 100 | 9.1 | 63.6 | 27.3 | 90.9 | 61.8 | 61.3 | 96 | 96.2 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 87 | 93.3 | 96.7 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 61.1 | 66.7 | 97.2 | 96.9 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | 90.7 | 94.5 |
| Disability Status | | | | | | | | | | |
| Disabled | 13 | 92.3 | I/S | I/S | I/S | I/S | 28.7 | 26 | 95.5 | 95 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | N/A | 99.3 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 64.4 | 65.7 | 97.5 | 97.4 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 48 | 97.9 | 9.3 | 55.8 | 34.9 | 90.7 | 64.5 | 63.2 | 95.8 | 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 | | | | | | | |
| 2010 | 3 | 90 | 100 | 18.3 | 36.6 | 45.1 | 81.7 |
| | 4 | 67 | 100 | 29.2 | 35.4 | 35.4 | 70.8 |
| | 5 | 87 | 100 | 21.7 | 60.2 | 18.1 | 78.3 |
| | 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 |
| 2011 | 3 | 63 | 100 | 19.6 | 32.1 | 48.2 | 80.4 |
| | 4 | 108 | 100 | 30.3 | 55.6 | 14.1 | 69.7 |
| | 5 | 66 | 100 | 15 | 60 | 25 | 85 |
| | 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 |
| Mathematics | | | | | | | |
| 2010 | 3 | 90 | 100 | 31.7 | 39 | 29.3 | 68.3 |
| | 4 | 67 | 100 | 35.4 | 49.2 | 15.4 | 64.6 |
| | 5 | 87 | 100 | 20.5 | 49.4 | 30.1 | 79.5 |
| | 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 |
| 2011 | 3 | 63 | 100 | 28.6 | 46.4 | 25 | 71.4 |
| | 4 | 108 | 100 | 42.4 | 45.5 | 12.1 | 57.6 |
| | 5 | 66 | 100 | 13.3 | 43.3 | 43.3 | 86.7 |
| | 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 |
| Science | | | | | | | |
| 2010 | 3 | 44 | 100 | 48.8 | 39 | 12.2 | 51.2 |
| | 4 | 67 | 100 | 32.3 | 56.9 | 10.8 | 67.7 |
| | 5 | 45 | 100 | 34.9 | 62.8 | 2.3 | 65.1 |
| | 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 |
| 2011 | 3 | 32 | 100 | 44.4 | 40.7 | 14.8 | 55.6 |
| | 4 | 107 | 100 | 56.1 | 39.8 | 4.1 | 43.9 |
| | 5 | 34 | 100 | 24.1 | 69 | 6.9 | 75.9 |
| | 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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 46 | 100 | 31.7 | 53.7 | 14.6 | 68.3 |
| | 4 | 67 | 100 | 38.5 | 52.3 | 9.2 | 61.5 |
| | 5 | 42 | 100 | 57.5 | 35 | 7.5 | 42.5 |
| | 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 |
| 2011 | 3 | 31 | 100 | 20.7 | 51.7 | 27.6 | 79.3 |
| | 4 | 108 | 100 | 39.4 | 55.6 | 5.1 | 60.6 |
| | 5 | 32 | 100 | 32.3 | 45.2 | 22.6 | 67.7 |
| | 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 |
| Writing | | | | | | | |
| 2010 | 3 | 91 | 100 | 28 | 43.9 | 28 | 72 |
| | 4 | 66 | 100 | 33.8 | 40 | 26.2 | 66.2 |
| | 5 | 91 | 100 | 15.1 | 57 | 27.9 | 84.9 |
| | 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 |
| 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 | 66 | 98.5 | 11.7 | 50 | 38.3 | 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 |

Abbreviations for Missing Data

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