

KINGSBURY ELEMENTARY

825 Kingsbury Road
Sumter, South Carolina

| | | |
|-----------------------|-------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 688 Students | |
| Principal | Phillip W. Jackson | 803-775-6244 |
| Superintendent | Mr. Randolph Bynum, Sr. | 803-469-6900 |
| Board Chair | Mr. Larry D. Addison | 803-469-6900 |

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 | Average | Below Average |
| 2007 | Average | Below 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 VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

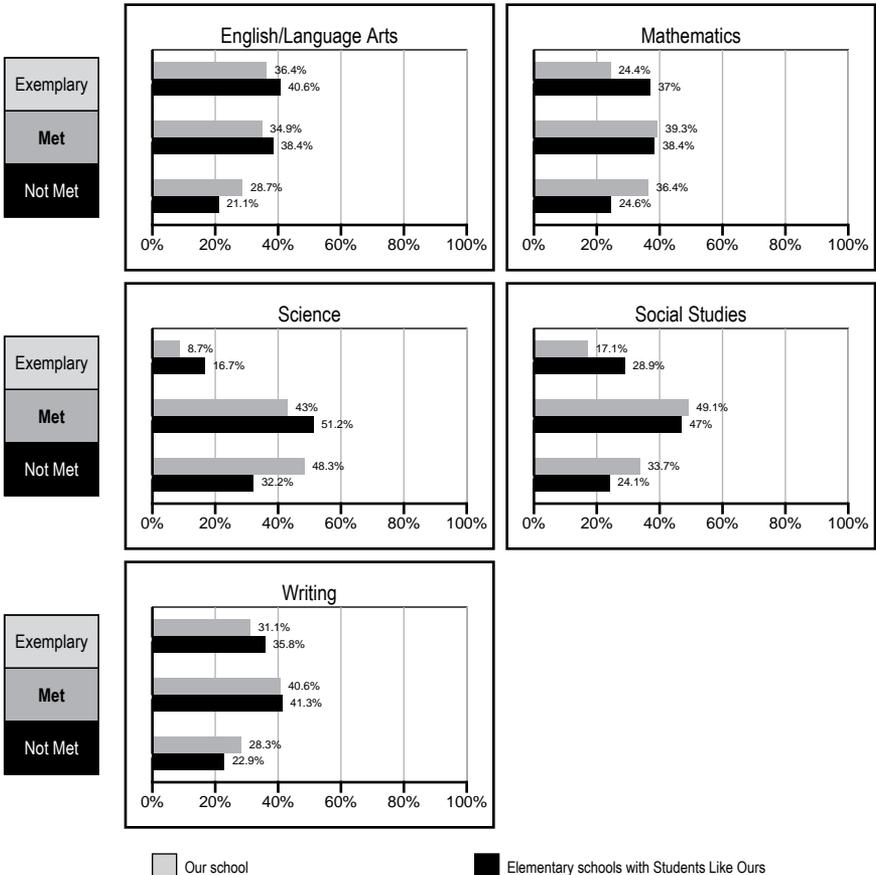
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 17 | 37 | 63 | 3 | 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=688) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.3% | Down from 1.9% | 1.2% | 1.1% |
| Attendance rate | 96.2% | Down from 96.6% | 96.0% | 96.2% |
| Served by gifted and talented program | 10.6% | Down from 10.8% | 14.2% | 13.4% |
| With disabilities other than speech | 4.5% | Down from 7.1% | 5.2% | 4.1% |
| Older than usual for grade | 0.3% | Up from 0.2% | 0.2% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=44) | | | | |
| Teachers with advanced degrees | 70.5% | Up from 68.8% | 60.7% | 62.5% |
| Continuing contract teachers | 95.5% | Down from 95.8% | 90.0% | 88.2% |
| Teachers returning from previous year | 93.0% | Down from 94.3% | 88.3% | 87.8% |
| Teacher attendance rate | 95.0% | Up from 94.0% | 95.1% | 95.2% |
| Average teacher salary* | \$47,732 | Up 3.5% | \$46,690 | \$46,773 |
| Professional development days/teacher | 8.8 days | Up from 7.2 days | 10.5 days | 10.5 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.9 to 1 | Up from 18.5 to 1 | 20.0 to 1 | 19.9 to 1 |
| Prime instructional time | 90.2% | Up from 89.8% | 90.2% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 97.0% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$6,978 | Down 4.3% | \$7,234 | \$7,447 |
| Percent of expenditures for instruction** | 72.1% | Down from 73.1% | 68.1% | 68.4% |
| Percent of expenditures for teacher salaries** | 70.1% | Down from 72.0% | 65.9% | 65.8% |

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Kingsbury Elementary School's administrators and faculty continuously strive to provide a student centered learning environment. We are a data driven school, using a wide variety of student assessments and performance data to meet the individual needs of our students. In 2007, our school was the recipient of the SC Red Carpet Award for creating a family-friendly environment and providing excellent customer service. These qualities make Kingsbury a warm and exciting learning community for our students.

The 2010-2011 school year was another rewarding one at Kingsbury. We implemented a newly scheduled math block which targeted the improvement of student math skills with hands on manipulatives and intensive small group instruction. A model for guided reading was implemented school wide to improve student achievement in reading and writing. Kingsbury was once again successful in meeting 17 out of 17 objectives to make AYP (Adequate Yearly Progress). Our schoolwide mentoring program, which utilizes community volunteers to raise the performance of underachieving students, continues to expand and now serves over 60 families. Through effective implementation of our parent and volunteer involvement plan, our parent participation has significantly increased, as evidenced by PTA membership, attendance at school events and the number of parent and community volunteers. Our School Improvement Council has been instrumental in establishing volunteers who provide student incentives for achievement, improving the appearance of our school grounds and supporting teacher needs in the classroom.

Several effective programs implemented in the past will be continued. The use of STAR reading and the web based Accelerated Reader Program will continue to provide new incentives and opportunities in the area of reading which will lead to increased student achievement. In 2010-2011 Kingsbury was selected by the S.C. Association of School Administrators as a pilot school for the Olweus Bullying Initiative. This program will be implemented in Fall 2011 and will enhance the safe caring environment in which our students thrive. We have 100% highly qualified staff.

Kingsbury students traditionally perform well on the Palmetto Assessment of State Standards. Teachers work with our students to improve PASS scores through instructional software such as the Classworks program and through small groups based on the Measure of Academic Progress (MAP) testing. Our teachers have and will continue to engage in professional development activities related to math instruction, increasing rigor in the classroom, writing instruction and the use of small groups for literacy.

The students of Kingsbury are involved in many service learning projects. Last year, we participated in the Salvation Army food drive, Shower Shaw with Cookies, Jump Rope for Heart and Pennies for Patients. The students also participated in a "Japan Relief Effort" which collected an abundance of supplies and necessities for the victims of the Japan tsunami.

Phillip W. Jackson, Principal

Maggie Gurtcheff, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 47 | 108 | 67 |
| Percent satisfied with learning environment | 93.5% | 84.9% | 87.7% |
| Percent satisfied with social and physical environment | 97.8% | 83.0% | 84.8% |
| Percent satisfied with school-home relations | 89.4% | 89.8% | 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

NO

This school met 15 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 | 3.0% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.4% | 0.0% | No |
| Student attendance rate | 96.2% | 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 = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 305 | 99.7 | 27.6 | 34.6 | 37.8 | 80.8 | 79.8 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 174 | 100 | 31.1 | 34.8 | 34.1 | 78 | 75.9 | 78.7 | N/A | N/A |
| Female | 131 | 99.2 | 23 | 34.4 | 42.6 | 84.4 | 84 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 105 | 100 | 15.8 | 26.7 | 57.4 | 88.1 | 91.4 | 88.9 | Yes | Yes |
| African American | 191 | 100 | 34.5 | 39 | 26.6 | 75.7 | 75.2 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | 83.8 | 93 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 69.6 | 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 | 55.3 | 15.8 | 28.9 | 42.1 | 44.9 | 48.1 | I/S | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 58.3 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 202 | 100 | 35.5 | 34.9 | 29.6 | 73.7 | 75.1 | 75.4 | No | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 305 | 100 | 35.7 | 38.8 | 25.5 | 71.3 | 79.1 | 81.9 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 174 | 100 | 34.8 | 35.4 | 29.9 | 68.9 | 77 | 79.9 | N/A | N/A |
| Female | 131 | 100 | 36.9 | 43.4 | 19.7 | 74.6 | 81.4 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 105 | 100 | 20.8 | 41.6 | 37.6 | 82.2 | 91.1 | 88.9 | Yes | Yes |
| African American | 191 | 100 | 45.2 | 37.3 | 17.5 | 64.4 | 74 | 71.4 | No | Yes |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | 86.5 | 94.6 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 79.7 | 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 | 57.9 | 23.7 | 18.4 | 31.6 | 43.2 | 47.3 | I/S | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 71.7 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 202 | 100 | 43 | 37.1 | 19.9 | 63.4 | 74.3 | 74.9 | No | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| Science | | | | | | | | |
| All Students | 192 | 100 | 46.4 | 42.5 | 11.2 | 53.6 | 65.3 | 68.6 |
| Gender | | | | | | | | |
| Male | 116 | 100 | 47.7 | 42.2 | 10.1 | 52.3 | 63.9 | 68.3 |
| Female | 76 | 100 | 44.3 | 42.9 | 12.9 | 55.7 | 66.8 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 64 | 100 | 23 | 54.1 | 23 | 77 | 85.4 | 80.7 |
| African American | 120 | 100 | 60.4 | 36 | 3.6 | 39.6 | 56.5 | 51.4 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 80 | 85.3 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 68.9 | 61.6 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 25 | 100 | 58.3 | 20.8 | 20.8 | 41.7 | 33.8 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 61.9 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 128 | 100 | 55.1 | 39.8 | 5.1 | 44.9 | 57.9 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 197 | 100 | 33 | 48.6 | 18.4 | 67 | 71 | 72.5 |
| Gender | | | | | | | | |
| Male | 120 | 100 | 33 | 45.5 | 21.4 | 67 | 71.3 | 72 |
| Female | 77 | 100 | 32.9 | 53.4 | 13.7 | 67.1 | 70.7 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 69 | 100 | 20.6 | 54.4 | 25 | 79.4 | 87.4 | 81 |
| African American | 124 | 100 | 41.6 | 44.2 | 14.2 | 58.4 | 64.3 | 60 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 76.9 | 89 |
| Hispanic | N/A | N/AV | I/S | I/S | I/S | I/S | 71.4 | 69.6 |
| American Indian/Alaskan | N/A | N/AV | I/S | I/S | I/S | I/S | I/S | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 31 | 100 | 40 | 43.3 | 16.7 | 60 | 45.7 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | I/S | I/S | I/S | I/S | 55.9 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 128 | 100 | 37.6 | 47.9 | 14.5 | 62.4 | 64.6 | 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 | 113 | 98.2 | 28.3 | 40.6 | 31.1 | 71.7 | 69 | 73.2 | 96.2 | 95.7 |
| Gender | | | | | | | | | | |
| Male | 57 | 96.5 | 35.8 | 39.6 | 24.5 | 64.2 | 62.6 | 67.2 | 96.2 | 95.4 |
| Female | 56 | 100 | 20.8 | 41.5 | 37.7 | 79.2 | 76.2 | 79.4 | 96.3 | 95.9 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 32 | 96.9 | 20.7 | 34.5 | 44.8 | 79.3 | 85.6 | 81.5 | 96.3 | 95.7 |
| African American | 78 | 98.7 | 32.4 | 43.2 | 24.3 | 67.6 | 62 | 61.3 | 96.2 | 95.6 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 91.7 | 87 | 95.4 | 96.4 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 53.6 | 66.7 | 98.4 | 96.1 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 72.2 | 97.4 | 97.1 |
| Disability Status | | | | | | | | | | |
| Disabled | 12 | 83.3 | I/S | I/S | I/S | I/S | 15.9 | 26 | 94.8 | 94.4 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 40.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 42.9 | 65.7 | 99.6 | 96.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 76 | 98.7 | 38 | 40.8 | 21.1 | 62 | 62.1 | 63.2 | 95.8 | 95.2 |

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 | 77 | 98.7 | 14.5 | 33.3 | 52.2 | 85.5 |
| | 4 | 114 | 100 | 36 | 33 | 31 | 64 |
| | 5 | 119 | 100 | 29.2 | 49.1 | 21.7 | 70.8 |
| | 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 |
| 2011 | 3 | 107 | 100 | 22.5 | 26.5 | 51 | 77.5 |
| | 4 | 83 | 100 | 29.9 | 39 | 31.2 | 70.1 |
| | 5 | 114 | 99.1 | 31.1 | 39.6 | 29.2 | 68.9 |
| | 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 |
| Mathematics | | | | | | | |
| 2010 | 3 | 77 | 98.7 | 52.2 | 27.5 | 20.3 | 47.8 |
| | 4 | 114 | 100 | 40 | 38 | 22 | 60 |
| | 5 | 119 | 100 | 32.1 | 47.2 | 20.8 | 67.9 |
| | 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 |
| 2011 | 3 | 107 | 100 | 44.1 | 30.4 | 25.5 | 55.9 |
| | 4 | 83 | 100 | 27.3 | 48.1 | 24.7 | 72.7 |
| | 5 | 114 | 100 | 34 | 40.6 | 25.5 | 66 |
| | 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 | 38 | 97.4 | 51.5 | 33.3 | 15.2 | 48.5 |
| | 4 | 114 | 99.1 | 49.5 | 40.4 | 10.1 | 50.5 |
| | 5 | 60 | 98.3 | 37 | 51.9 | 11.1 | 63 |
| | 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 | 53 | 100 | 52 | 38 | 10 | 48 |
| | 4 | 82 | 100 | 46.1 | 46.1 | 7.9 | 53.9 |
| | 5 | 56 | 100 | 42.3 | 42.3 | 15.4 | 57.7 |
| | 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 |

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 | 39 | 100 | 41.7 | 41.7 | 16.7 | 58.3 |
| | 4 | 113 | 100 | 35.4 | 55.6 | 9.1 | 64.6 |
| | 5 | 59 | 100 | 33.3 | 51 | 15.7 | 66.7 |
| | 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 | 56 | 100 | 27.8 | 55.6 | 16.7 | 72.2 |
| | 4 | 83 | 100 | 24.7 | 54.5 | 20.8 | 75.3 |
| | 5 | 58 | 100 | 50 | 33.3 | 16.7 | 50 |
| | 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 | 75 | 90.7 | 44.4 | 36.5 | 19 | 55.6 |
| | 4 | 115 | 97.4 | 28.3 | 44.4 | 27.3 | 71.7 |
| | 5 | 120 | 96.7 | 30.1 | 47.6 | 22.3 | 69.9 |
| | 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 | 113 | 98.2 | 28.3 | 40.6 | 31.1 | 71.7 |
| | 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 |

Abbreviations for Missing Data

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