



## MCBEE ELEMENTARY

284 E. Maple Ave.  
McBee, South Carolina

|                       |                        |               |
|-----------------------|------------------------|---------------|
| <b>Grades</b>         | PK-6 Elementary School |               |
| <b>Enrollment</b>     | 430 Students           |               |
| <b>Principal</b>      | David Nutt             | 843-335-8347  |
| <b>Superintendent</b> | Dr. John E. Williams   | 843-623-2175  |
| <b>Board Chair</b>    | Chad Vick              | (843)623-6768 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2010</b> | <b>Average</b>  | <b>Average</b> |
| 2009        | Average         | Average        |
| 2008        | Average         | Good           |
| 2007        | Average         | Good           |
| 2006        | 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 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

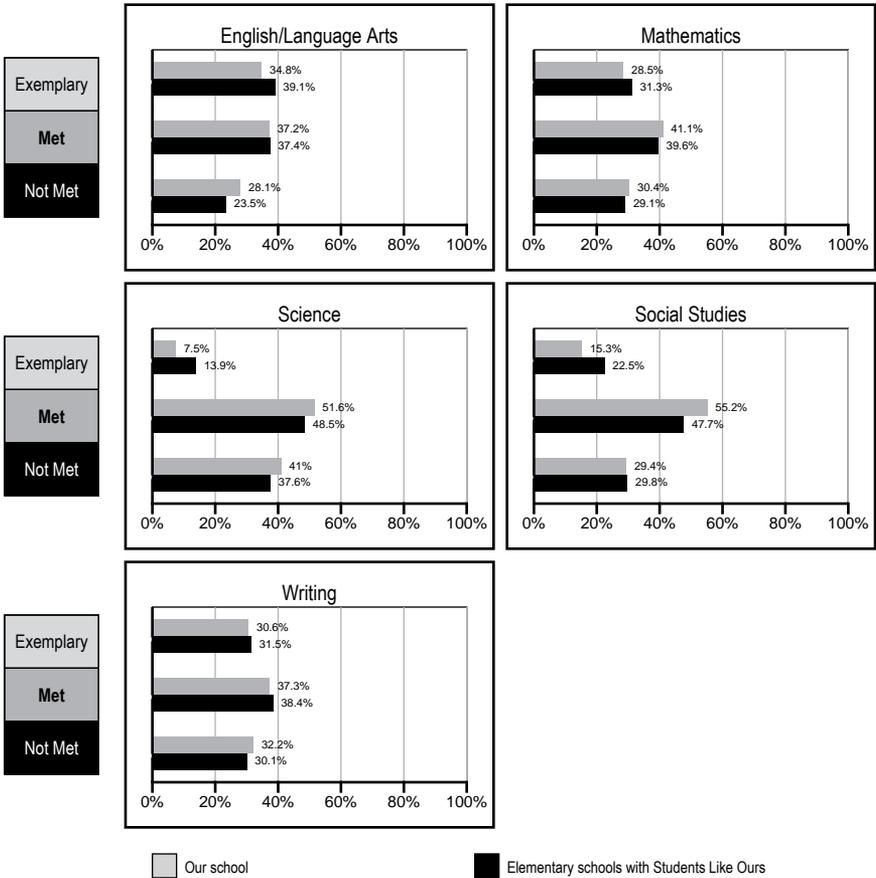
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 5         | 24   | 91      | 5             | 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 |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=430)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.2%       | Down from 1.8%        | 1.2%                                       | 1.2%                     |
| Attendance rate  | 95.5%      | Down from 96.5%       | 95.9%                                      | 96.1%                    |
| Eligible for gifted and talented   | 8.9%       | Down from 10.7%       | 11.0%                                      | 11.7%                    |
| With disabilities other than speech  | 5.9%       | Down from 6.2%        | 8.8%                                       | 8.0%                     |
| Older than usual for grade   | 0.0%       | No Change             | 0.4%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=25)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 64.0%      | Up from 57.7%         | 60.8%                                      | 60.5%                    |
| Continuing contract teachers   | 96.0%      | Up from 88.5%         | 84.8%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 92.7%      | Up from 92.3%         | 88.8%                                      | 87.0%                    |
| Teacher attendance rate  | 93.5%      | Down from 94.8%       | 95.1%                                      | 95.4%                    |
| Average teacher salary*  | \$46,782   | Up 2.3%               | \$47,190                                   | \$47,288                 |
| Professional development days/teacher  | 6.8 days   | Down from 10.1 days   | 10.6 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 5.0        | Up from 4.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 23.7 to 1  | Up from 19.0 to 1     | 19.1 to 1                                  | 19.2 to 1                |
| Prime instructional time   | 87.8%      | Down from 88.6%       | 90.0%                                      | 90.8%                    |
| Opportunities in the arts  | Good       | Up from Poor          | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | Up from 99.1%         | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$6,032    | Down 7.1%             | \$7,537                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 66.9%      | Up from 66.1%         | 67.6%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 65.0%      | Up from 62.6%         | 64.2%                                      | 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

This year was one we will not soon forget at McBee Elementary School. Samples of our accomplishments are listed below.

Our school continues to be one of the most technologically advanced elementary schools in South Carolina. Through the use of Title I, lottery, grant, and other funds, we are outfitted with Promethean boards, LCD projectors, classroom amplification systems, ACTIV votes, and ACTIV expressions.

For the third year in a row, McBee Elementary won the Palmetto Silver Award for student scores on the state assessment test (PASS). We attribute that success to an excellent staff, community and parental support, and wonderful children, as well as the use of technology by teachers, data analysis, and intensive staff development.

Our school met AYP (Adequate Yearly Progress). In order to meet AYP, a number of objectives must be met each year. The criteria for those objectives involve student attendance and PASS scores. In order to meet AYP, statewide targets must be met in all subgroups (racial/ethnic, subsidized meals, and limited English proficiency). McBee met 17 out of 17 objectives.

Computerized benchmark tests (MAP) were given to help improve PASS scores. MAP results, which were available within 48 hours of students taking the test, helped teachers individualize instruction for their students.

MAP data was used to form Math focus groups and Response to Intervention small reading groups.

From fall to spring, significant growth was shown in all areas tested (Math & ELA) as measured by the MAP test.

100% of classroom teachers participated in ongoing professional development

As part of our character education program, students were recognized each Friday and displayed on the "Wall of Character" for showing good character.

In a successful effort to get men involved in the lives of children, men from the community participated in our "Watch Dog" male mentoring program.

In reflecting on the 2009-2010 school year, we are extremely pleased with the academic and social progress made by our students. Such progress makes us very optimistic about the future successes our students will achieve.

David Nutt, Principal  
Barbara Kirkley, School Improvement Chair

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 15       | 71        | 47       |
| Percent satisfied with learning environment            | 100.0%   | 94.4%     | 87.2%    |
| Percent satisfied with social and physical environment | 100.0%   | 97.2%     | 91.3%    |
| Percent satisfied with school-home relations           | 93.3%    | 98.6%     | 85.1%    |

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 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          | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 1.7%         | 5.6%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.5%      | 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                 | 262 | 100 | 28.1 | 37.2 | 34.8 | 82.6 | 79.7 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 139 | 100 | 29.6 | 36.3 | 34.1 | 82.2 | 76.1 | 80.1 | N/A | N/A |
| Female                       | 123 | 100 | 26.3 | 38.1 | 35.6 | 83.1 | 83.2 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 176 | 100 | 20.2 | 35.7 | 44   | 89.3 | 86.8 | 89.6 | Yes | Yes |
| African American             | 73  | 100 | 45.8 | 36.1 | 18.1 | 68.1 | 69.6 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 100  | 92.7 | I/S | I/S |
| Hispanic                     | 11  | 100 | 36.4 | 54.5 | 9.1  | 72.7 | 79.5 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 81.8 | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 32  | 100 | 62.1 | 27.6 | 10.3 | 48.3 | 48.6 | 51.7 | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 69.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 8   | I/S | I/S  | I/S  | I/S  | I/S  | 81   | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 170 | 100 | 35.6 | 40.5 | 23.9 | 76.1 | 75   | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 262 | 100 | 30.4 | 41.1 | 28.5 | 82.6 | 77.4 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 139 | 100 | 31.1 | 35.6 | 33.3 | 80.7 | 73.6 | 78.4 | N/A | N/A |
| Female                       | 123 | 100 | 29.7 | 47.5 | 22.9 | 84.7 | 81.1 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 176 | 100 | 24.4 | 40.5 | 35.1 | 86.3 | 86   | 87.8 | Yes | Yes |
| African American             | 73  | 100 | 45.8 | 40.3 | 13.9 | 73.6 | 65.6 | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 100  | 93.5 | I/S | I/S |
| Hispanic                     | 11  | 100 | 18.2 | 54.5 | 27.3 | 90.9 | 74.4 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 81.8 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 32  | 100 | 62.1 | 24.1 | 13.8 | 58.6 | 42   | 46.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 8   | I/S | I/S  | I/S  | I/S  | I/S  | 81   | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 170 | 100 | 39.3 | 42.3 | 18.4 | 78.5 | 72.8 | 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 |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| <b>Science</b>               |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 165                           | 100      | 41        | 51.6  | 7.5         | 59                        | 59.1                        | 67.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 74                            | 100      | 38.9      | 50    | 11.1        | 61.1                      | 58.2                        | 66.9                     |
| Female                       | 91                            | 100      | 42.7      | 52.8  | 4.5         | 57.3                      | 59.9                        | 67.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 104                           | 100      | 33.7      | 54.5  | 11.9        | 66.3                      | 72.1                        | 79.6                     |
| African American             | 52                            | 100      | N/A       | N/A   | N/A         | 47.1                      | 41.9                        | 49.7                     |
| Asian/Pacific Islander       | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 84.4                     |
| Hispanic                     | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 51.4                        | 59.4                     |
| American Indian/Alaskan      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 69.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 19                            | 100      | 55.6      | 33.3  | 11.1        | 44.4                      | 33.1                        | 33.8                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | N/A                         | 36.5                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 5                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 53.6                        | 58.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 113                           | 100      | 51.4      | 42.2  | 6.4         | 48.6                      | 51.4                        | 55.4                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 168                           | 99.4     | 29        | 55.6  | 15.4        | 71                        | 62.2                        | 70.9                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 94                            | 100      | 25        | 56.5  | 18.5        | 75                        | 61.8                        | 70.1                     |
| Female                       | 74                            | 98.7     | 34.3      | 54.3  | 11.4        | 65.7                      | 62.5                        | 71.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 113                           | 99.1     | 21.5      | 57.9  | 20.6        | 78.5                      | 72.5                        | 79.2                     |
| African American             | 45                            | 100      | 42.2      | 51.1  | 6.7         | 57.8                      | 47.4                        | 58.4                     |
| Asian/Pacific Islander       | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 86.8                     |
| Hispanic                     | 8                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 58.5                        | 68                       |
| American Indian/Alaskan      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 19                            | 100      | 47.1      | 47.1  | 5.9         | 52.9                      | 33.6                        | 39.3                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | N/A                         | 55                       |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 5                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 64.3                        | 68                       |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 105                           | 99.1     | 36.6      | 56.4  | 6.9         | 63.4                      | 54.9                        | 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 |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| <b>Writing</b>               |                               |          |           |       |             |                           |                             |                          |                        |                          |
| All Students                 | 264                           | 99.6     | 32.2      | 37.3  | 30.6        | 67.8                      | 69.1                        | 72.1                     | 95.5                   | 95.7                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 140                           | 99.3     | 36        | 36.8  | 27.2        | 64                        | 60.8                        | 65.2                     | 95.4                   | 95.7                     |
| Female                       | 124                           | 100      | 27.7      | 37.8  | 34.5        | 72.3                      | 77.3                        | 79.2                     | 95.5                   | 95.8                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 177                           | 99.4     | 25.4      | 35.5  | 39.1        | 74.6                      | 78.2                        | 80.8                     | 95.1                   | 95.4                     |
| African American             | 74                            | 100      | 46.6      | 39.7  | 13.7        | 53.4                      | 56.3                        | 59.7                     | 96.4                   | 96.2                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 100                         | 87                       | N/A                    | 97.4                     |
| Hispanic                     | 11                            | 100      | 27.3      | 54.5  | 18.2        | 72.7                      | 68.7                        | 64.6                     | 94.9                   | 96.1                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 81.8                        | 73.4                     | N/A                    | 95.8                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 31                            | 100      | 62.1      | 31    | 6.9         | 37.9                      | 20                          | 27.7                     | 96.2                   | 94.9                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 63.5                     | N/A                    | N/A                      |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | 8                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 72.4                        | 63.7                     | 95.5                   | 96.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 171                           | 99.4     | 42.1      | 39    | 18.9        | 57.9                      | 62.4                        | 61.9                     | 95.2                   | 95.4                     |

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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 69                            | 100      | 21.2      | 36.4  | 42.4        | 78.8               |
|                              | 4     | 52                            | 100      | 19.6      | 47.1  | 33.3        | 80.4               |
|                              | 5     | 76                            | 100      | 24.3      | 47.1  | 28.6        | 75.7               |
|                              | 6     | 48                            | 100      | 34.8      | 26.1  | 39.1        | 65.2               |
|                              | 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                |
| <b>2010</b>                  | 3     | 59                            | 100      | 26.8      | 25    | 48.2        | 73.2               |
|                              | 4     | 71                            | 100      | 31        | 39.4  | 29.6        | 69                 |
|                              | 5     | 56                            | 100      | 21.2      | 46.2  | 32.7        | 78.8               |
|                              | 6     | 76                            | 100      | 31.1      | 37.8  | 31.1        | 68.9               |
|                              | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 69                            | 100      | 25.8      | 43.9  | 30.3        | 74.2               |
|                              | 4     | 52                            | 100      | 9.8       | 64.7  | 25.5        | 90.2               |
|                              | 5     | 76                            | 100      | 28.6      | 52.9  | 18.6        | 71.4               |
|                              | 6     | 48                            | 100      | 21.7      | 39.1  | 39.1        | 78.3               |
|                              | 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                |
| <b>2010</b>                  | 3     | 59                            | 100      | 42.9      | 25    | 32.1        | 57.1               |
|                              | 4     | 71                            | 100      | 25.4      | 46.5  | 28.2        | 74.6               |
|                              | 5     | 56                            | 100      | 30.8      | 46.2  | 23.1        | 69.2               |
|                              | 6     | 76                            | 100      | 25.7      | 44.6  | 29.7        | 74.3               |
|                              | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 33                            | 97       | 46.7      | 33.3  | 20          | 53.3               |
|                              | 4     | 52                            | 100      | 23.5      | 68.6  | 7.8         | 76.5               |
|                              | 5     | 39                            | 100      | 45.7      | 31.4  | 22.9        | 54.3               |
|                              | 6     | 22                            | 100      | 19        | 66.7  | 14.3        | 81                 |
|                              | 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                |
| <b>2010</b>                  | 3     | 28                            | 100      | 63        | 22.2  | 14.8        | 37                 |
|                              | 4     | 71                            | 100      | 33.8      | 57.7  | 8.5         | 66.2               |
|                              | 5     | 28                            | 100      | 44        | 52    | 4           | 56                 |
|                              | 6     | 38                            | 100      | 36.8      | 60.5  | 2.6         | 63.2               |
|                              | 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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2009</b>           | 3     | 36                            | 100      | 42.9      | 42.9  | 14.3        | 57.1               |
|                       | 4     | 52                            | 100      | 7.8       | 66.7  | 25.5        | 92.2               |
|                       | 5     | 37                            | 100      | 37.1      | 34.3  | 28.6        | 62.9               |
|                       | 6     | 26                            | 100      | 16        | 64    | 20          | 84                 |
|                       | 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                |
| <b>2010</b>           | 3     | 31                            | 100      | 17.2      | 55.2  | 27.6        | 82.8               |
|                       | 4     | 71                            | 100      | 29.6      | 63.4  | 7           | 70.4               |
|                       | 5     | 28                            | 96.4     | 26.9      | 34.6  | 38.5        | 73.1               |
|                       | 6     | 38                            | 100      | 38.9      | 55.6  | 5.6         | 61.1               |
|                       | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2009</b>           | 3     | 70                            | 100      | 32.8      | 35.8  | 31.3        | 67.2               |
|                       | 4     | 52                            | 100      | 27.5      | 54.9  | 17.6        | 72.5               |
|                       | 5     | 75                            | 100      | 30        | 35.7  | 34.3        | 70                 |
|                       | 6     | 50                            | 100      | 29.2      | 37.5  | 33.3        | 70.8               |
|                       | 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                |
| <b>2010</b>           | 3     | 60                            | 100      | 42.1      | 19.3  | 38.6        | 57.9               |
|                       | 4     | 73                            | 100      | 31.9      | 44.4  | 23.6        | 68.1               |
|                       | 5     | 55                            | 98.2     | 21.2      | 42.3  | 36.5        | 78.8               |
|                       | 6     | 76                            | 100      | 32.4      | 40.5  | 27          | 67.6               |
|                       | 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