

NORTH MYRTLE BEACH ELEMENTARY

1283 Highway 57 South
Little River, South Carolina

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 2-3 Elementary School | |
| Enrollment | 700 Students | |
| Principal | Vicki C. Underwood | 843-399-8800 |
| Superintendent | Dr. Cynthia Elsberry | 843-488-6700 |
| Board Chair | Will Garland | 843-358-8002 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

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

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

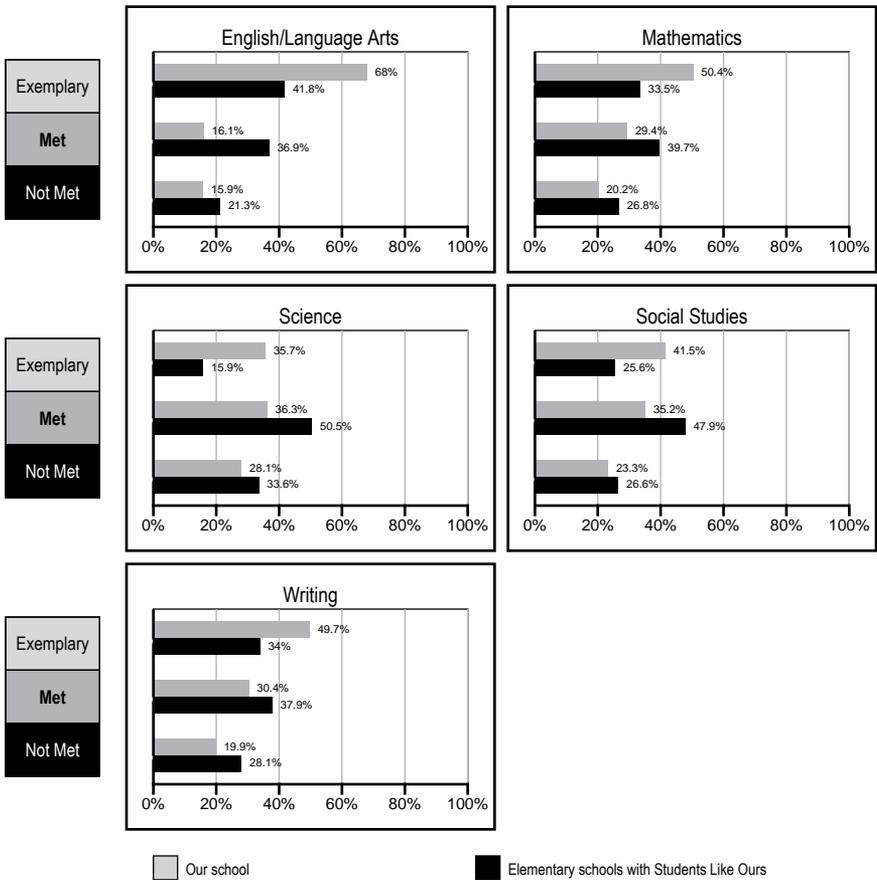
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 10 | 28 | 73 | 1 | 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=700) | | | | |
| First graders who attended full-day kindergarten | N/R | N/R | 100.0% | 100.0% |
| Retention rate | 1.4% | Down from 1.5% | 1.1% | 1.2% |
| Attendance rate | 95.0% | Down from 95.4% | 96.0% | 96.1% |
| Eligible for gifted and talented | 11.5% | Up from 9.3% | 12.2% | 11.7% |
| With disabilities other than speech | 9.6% | Down from 9.7% | 8.5% | 8.0% |
| Older than usual for grade | 0.4% | Up from 0.1% | 0.4% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.3% | Up from 0.3% | 0.0% | 0.0% |
| Teachers (n=45) | | | | |
| Teachers with advanced degrees | 55.6% | Up from 54.2% | 59.3% | 60.5% |
| Continuing contract teachers | 95.6% | Up from 83.3% | 84.8% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 89.8% | Up from 88.2% | 88.6% | 87.0% |
| Teacher attendance rate | 95.0% | Down from 95.6% | 95.4% | 95.4% |
| Average teacher salary* | \$53,630 | Down 0.4% | \$47,075 | \$47,288 |
| Professional development days/teacher | 14.7 days | Down from 20.7 days | 10.0 days | 10.5 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 6.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.4 to 1 | Up from 20.0 to 1 | 19.5 to 1 | 19.2 to 1 |
| Prime instructional time | 88.1% | Up from 87.3% | 90.6% | 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 | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$8,554 | Down 1.1% | \$7,281 | \$7,548 |
| Percent of expenditures for instruction** | 68.6% | Up from 68.5% | 67.4% | 68.7% |
| Percent of expenditures for teacher salaries** | 63.6% | Up from 48.8% | 64.4% | 65.1% |

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

North Myrtle Beach Elementary is a wonderful community school with a rich heritage of parental involvement and community support. We believe that all students can learn if they are provided with caring, highly-qualified teachers and a safe, engaging learning environment.

School-wide instructional initiatives for the 2009-10 school year included: professional development for small group intensive reading intervention for strategic and intensive students, effective math instruction, continued implementation of literacy workstations, the Imagine It Phonics Program, note-booking in Science and Social Studies, Brain Boosters, a core Imagine It Reading Program was implemented for second grade, and the use of the MAP data and Oral Reading Fluency data was utilized to differentiate instruction for all students. MAP assessments are used to identify students' strengths and weaknesses in reading, language, and mathematics.

Civic, personal, and social responsibilities were taught through classroom guidance lessons: Lifeskill Leaders, and Say No to Bullying Programs. Our Kiwanis Kid's Club led our school in a can food drive in which we collected over 4200 cans of food for Helping Hand and ABC's Extreme Makeover. Our students participated in a "Change for Charities Campaign" to support the American Cancer Society and the March of Dimes. Students also collected soft drink tabs to support funding for the Ronald McDonald House. Our Eco- Kids planted flowers around the school. Our art department sponsored "Hands for Haiti" in which third grade students painted murals which incorporated the third grade art standards. These murals were then auctioned to raise money for the Eden Garden Orphanage in Haiti.

The success of any school requires the support of an active PTO, faithful volunteers, generous business partners, and involved parents. The PTO sponsored many programs including a Holiday Bazaar, catalog and cookie dough fund raisers, a Sun Fun Spring Fling and a faculty basketball game. The PTO raised more than \$18,000. PTO collections were used to purchase school yearbooks, incentives for positive behavior, an academic planner for every student, a laminator, a DVD burner, 24 new Ellison Die cutters, playground equipment for all classes, and picnic tables. PTO also provided funds for special area teachers to purchase materials to support Physical Education and the fine arts curricula. We were fortunate to have over 35 local business partners who provided incentives for students and staff members. Over 258 faithful volunteers devoted time in our school. These individuals served as mentors and tutors, read with students, worked in the school office and media center, chaperoned study trips, assisted teachers, and worked during field day events and other school-wide activities.

We look forward to an exciting and successful 2010-2011 school year. Our major emphasis will include a focus on balanced literacy, school safety, mathematics, differentiated instruction for all students, and technology integration.

Vicki Underwood, Principal
Margaret Owens, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 38 | 324 | 171 |
| Percent satisfied with learning environment | 97.3% | 86.2% | 92.9% |
| Percent satisfied with social and physical environment | 94.4% | 84.5% | 94.2% |
| Percent satisfied with school-home relations | 91.9% | 87.6% | 91.1% |

* 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 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

| | |
|--------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 2.0% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.0% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.0% | 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 = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 378 | 99.7 | 15.7 | 16.6 | 67.7 | 94 | 85.4 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 199 | 99.5 | 17.2 | 17.8 | 65 | 93.3 | 82 | 80.1 | N/A | N/A |
| Female | 179 | 100 | 14.1 | 15.3 | 70.6 | 94.7 | 88.8 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 236 | 100 | 8.1 | 14.9 | 77 | 96.8 | 89.5 | 89.6 | Yes | Yes |
| African American | 106 | 100 | 35.4 | 21.9 | 42.7 | 86.5 | 73.7 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 90.7 | 92.7 | I/S | I/S |
| Hispanic | 26 | 100 | 8.3 | 16.7 | 75 | 100 | 82.1 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 81.5 | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 56 | 100 | 56.9 | 17.6 | 25.5 | 70.6 | 58.2 | 51.7 | Yes | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 26 | 100 | 20.8 | 16.7 | 62.5 | 91.7 | 80.6 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 259 | 100 | 21.4 | 20.1 | 58.5 | 91.9 | 80.5 | 76.9 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 378 | 100 | 20.3 | 29.7 | 50 | 87.7 | 84.2 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 199 | 100 | 18.9 | 32.2 | 48.9 | 88.3 | 82.2 | 78.4 | N/A | N/A |
| Female | 179 | 100 | 21.8 | 27.1 | 51.2 | 87.1 | 86.3 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 236 | 100 | 9.9 | 28.8 | 61.3 | 94.6 | 89.5 | 87.8 | Yes | Yes |
| African American | 106 | 100 | 45.8 | 29.2 | 25 | 70.8 | 69.8 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 94.1 | 93.5 | I/S | I/S |
| Hispanic | 26 | 100 | 16.7 | 37.5 | 45.8 | 87.5 | 78.3 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 82.7 | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 56 | 100 | 56.9 | 29.4 | 13.7 | 58.8 | 53.9 | 46.1 | Yes | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 26 | 100 | 25 | 37.5 | 37.5 | 83.3 | 78.7 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 259 | 100 | 27.4 | 32.9 | 39.7 | 83.3 | 78.5 | 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 | 187 | 100 | 27.6 | 36.8 | 35.6 | 72.4 | 71.8 | 67.3 |
| Gender | | | | | | | | |
| Male | 98 | 100 | 25.8 | 34.8 | 39.3 | 74.2 | 71.7 | 66.9 |
| Female | 89 | 100 | 29.4 | 38.8 | 31.8 | 70.6 | 71.9 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 133 | 100 | 18.8 | 37.5 | 43.8 | 81.3 | 80.4 | 79.6 |
| African American | 42 | 100 | 61.1 | 27.8 | 11.1 | 38.9 | 48.8 | 49.7 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 81.9 | 84.4 |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | 61.9 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 80 | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 21 | 100 | 70 | 10 | 20 | 30 | 37.2 | 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 | 11 | 100 | I/S | I/S | I/S | I/S | 59.1 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 120 | 100 | 35.8 | 40.4 | 23.9 | 64.2 | 63 | 55.4 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|
| All Students | 194 | 100 | 23.5 | 35.8 | 40.8 | 76.5 | 75.3 | 70.9 |
| Gender | | | | | | | | |
| Male | 104 | 100 | 21.3 | 37.2 | 41.5 | 78.7 | 74.2 | 70.1 |
| Female | 90 | 100 | 25.9 | 34.1 | 40 | 74.1 | 76.5 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 106 | 100 | 11.3 | 35.1 | 53.6 | 88.7 | 80.5 | 79.2 |
| African American | 64 | 100 | 45 | 33.3 | 21.7 | 55 | 59.7 | 58.4 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 89.9 | 86.8 |
| Hispanic | 18 | 100 | 23.5 | 41.2 | 35.3 | 76.5 | 74 | 68 |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 66 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 38 | 100 | 50 | 29.4 | 20.6 | 50 | 43.7 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 15 | 100 | 28.6 | 50 | 21.4 | 71.4 | 72.8 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 142 | 100 | 30.5 | 38.3 | 31.3 | 69.5 | 68 | 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 | 380 | 99.2 | 19.9 | 30.4 | 49.7 | 80.1 | 76.8 | 72.1 | 95 | 95.8 |
| Gender | | | | | | | | | | |
| Male | 198 | 98.5 | 23.6 | 33.1 | 43.3 | 76.4 | 69.9 | 65.2 | 95.1 | 95.7 |
| Female | 182 | 100 | 16.1 | 27.6 | 56.3 | 83.9 | 83.9 | 79.2 | 94.9 | 95.8 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 239 | 98.7 | 12 | 27.6 | 60.4 | 88 | 83.2 | 80.8 | 94.2 | 95.5 |
| African American | 106 | 100 | 41.1 | 35.8 | 23.2 | 58.9 | 59.2 | 59.7 | 96.4 | 96.2 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 85.2 | 87 | 95.4 | 96.9 |
| Hispanic | 26 | 100 | 16.7 | 41.7 | 41.7 | 83.3 | 69.7 | 64.6 | 96.3 | 96.4 |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 70.6 | 73.4 | 94.8 | 94.1 |
| Disability Status | | | | | | | | | | |
| Disabled | 57 | 94.7 | 53.1 | 28.6 | 18.4 | 46.9 | 34.3 | 27.7 | 94.2 | 95.3 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 25 | 100 | 21.7 | 39.1 | 39.1 | 78.3 | 67.2 | 63.7 | 96.6 | 96.7 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 259 | 98.8 | 26.3 | 34.3 | 39.4 | 73.7 | 68.9 | 61.9 | 94.8 | 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 | | | | | | | |
| 2009 | 3 | 354 | 100 | 17.4 | 34.8 | 47.9 | 82.6 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 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 | 378 | 99.7 | 15.7 | 16.6 | 67.7 | 84.3 |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 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 | 354 | 100 | 31.7 | 36 | 32.3 | 68.3 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 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 | 378 | 100 | 20.3 | 29.7 | 50 | 79.7 |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 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 | 178 | 100 | 32.9 | 49.7 | 17.4 | 67.1 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 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 | 187 | 100 | 27.6 | 36.8 | 35.6 | 72.4 |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 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

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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | 176 | 100 | 24.2 | 37.3 | 38.5 | 75.8 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 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 | 194 | 100 | 23.5 | 35.8 | 40.8 | 76.5 |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 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 | 349 | 99.4 | 23.6 | 29.3 | 47.1 | 76.4 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 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 | 380 | 99.2 | 19.9 | 30.4 | 49.7 | 80.1 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 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