



A C MOORE ELEMENTARY

333 Etiwan Dr.
Columbia, South Carolina

| | | |
|-----------------------|-----------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 380 Students | |
| Principal | Dr. Chantelle Baker-Parnell | 803-343-2910 |
| Superintendent | Dr. Percy A. Mack | 803-231-7500 |
| Board Chair | Vince Ford | 803-231-7556 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------------|
| 2010 | Average | Below Average |
| 2009 | Average | Average |
| 2008 | Average | Average |
| 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

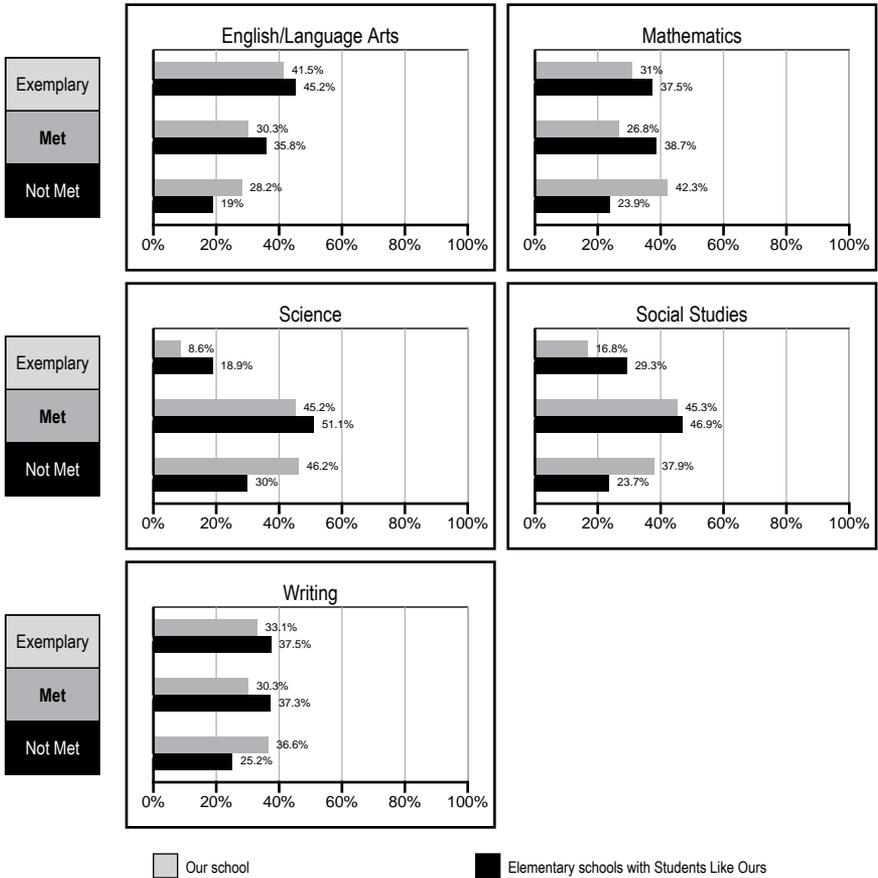
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 15 | 38 | 41 | 0 | 0 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

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

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=380) | | | | |
| First graders who attended full-day kindergarten | 96.8% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 2.0% | Up from 1.9% | 1.2% | 1.2% |
| Attendance rate | 95.8% | No Change | 96.1% | 96.1% |
| Eligible for gifted and talented | 19.6% | Down from 22.0% | 14.8% | 11.7% |
| With disabilities other than speech | 9.8% | Down from 10.0% | 8.3% | 8.0% |
| Older than usual for grade | 0.4% | No Change | 0.3% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.3% | No Change | 0.0% | 0.0% |
| Teachers (n=29) | | | | |
| Teachers with advanced degrees | 62.1% | Down from 66.7% | 59.3% | 60.5% |
| Continuing contract teachers | 82.8% | Down from 85.2% | 85.9% | 84.6% |
| Teachers with emergency or provisional certificates | 3.8% | Up from 0.0% | 0.0% | 0.0% |
| Teachers returning from previous year | 94.6% | Up from 89.9% | 86.7% | 87.0% |
| Teacher attendance rate | 95.5% | Up from 95.1% | 95.5% | 95.4% |
| Average teacher salary* | \$53,927 | Up 3.1% | \$47,490 | \$47,288 |
| Professional development days/teacher | 14.1 days | Up from 13.2 days | 10.3 days | 10.5 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 4.8 | 4.0 |
| Student-teacher ratio in core subjects | 19.3 to 1 | Down from 20.4 to 1 | 20.0 to 1 | 19.2 to 1 |
| Prime instructional time | 89.8% | Up from 88.8% | 90.8% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 98.7% | Up from 92.5% | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$9,099 | Down 4.6% | \$6,883 | \$7,548 |
| Percent of expenditures for instruction** | 79.1% | Down from 79.2% | 68.9% | 68.7% |
| Percent of expenditures for teacher salaries** | 73.2% | Down from 75.3% | 65.8% | 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

A.C. Moore Elementary is located in the heart of Columbia, just minutes away from the State House and the University of South Carolina (USC). We are an award-winning school with a diverse population. Students from 18 countries who speak 14 different languages attend our school and receive support through the English Speakers of Other Languages program. We are a Red Carpet School, Arts in the Basic Curriculum (ABC) site and a Green Steps School. We have two grants to support arts integration at AC Moore Elementary School: Arts in the Basic Curriculum Grant and the Distinguished Arts Program Grant.

The staff, parents and community have helped to provide an academic environment that is conducive to learning. The vision of AC Moore Elementary School, in collaboration with an engaged community, is committed to ensuring each learner achieves his/her potential in a safe, caring, creative, academically- and diverse-learning environment that will develop citizens for a changing world.

Our pursuit of increasing student achievement continued this year with our focus on integrating arts and technology into the curriculum. Arts integration and arts enhancements were done with special-area teachers, grade level performances, artists-in-residence programs, and performances throughout the year. All third through fifth grade teachers, and the music and art classrooms, have electronic whiteboards. Our goal is to expand this technology to have 100% of classrooms equipped with electronic whiteboards.

A.C. Moore Elementary School continued its partnership with the University of South Carolina. The "Ripples of Hope" project was the result of a grant written by an assistant professor of art at the University of South Carolina. The grant allowed our focus of arts enhancement and integration to expand. Under the guidance of our art teacher, students transformed the front entrance to the school with a Mosaic Poetry Garden. "Ripples of Hope" includes a fountain, seating, shade trees, and individual stepping stones created by each student which features a symbol of something that is important to them. A USC assistant professor of education provided professional development training to teachers and worked with students monthly on Writers Workshop and creating poems for the Mosaic Poetry Garden.

Students at AC Moore Elementary School have access to a number of afterschool activities and programs including the Afterschool Comprehensive Remediation program, dance, drama, art club, mosaic club, and chorus. Additional activities include the Bobcat Morning News Program, Safety Patrol, and Student Council.

In the future, A.C. Moore Elementary School will continue to focus on increasing student achievement in all academic areas and increasing participation in the performing arts for all students. With the continued support and participation from our staff, parents, and community, we can address these opportunities for improvement. This will help ensure that our students will become lifelong learners and responsible, productive members of society.

L. Chantelle Baker-Parnell, Ph.D, Principal

Jim Evatt, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 30 | 36 | 17 |
| Percent satisfied with learning environment | 90.0% | 75.0% | 94.1% |
| Percent satisfied with social and physical environment | 100.0% | 80.6% | 88.2% |
| Percent satisfied with school-home relations | 96.7% | 83.3% | 88.2% |

* 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

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N/R–Not Reported

I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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 | 1.8% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.7% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.8% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

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 | 157 | 95.5 | 27.7 | 30.5 | 41.8 | 80.1 | 78.2 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 72 | 91.7 | 31.7 | 38.1 | 30.2 | 71.4 | 74.7 | 80.1 | N/A | N/A |
| Female | 85 | 98.8 | 24.4 | 24.4 | 51.3 | 87.2 | 81.6 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 64 | 96.9 | 18.5 | 31.5 | 50 | 88.9 | 93.3 | 89.6 | Yes | Yes |
| African American | 67 | 94 | 42.6 | 32.8 | 24.6 | 65.6 | 74.2 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 11 | 100 | N/A | N/A | N/A | 100 | 84.2 | 92.7 | I/S | I/S |
| Hispanic | 15 | 93.3 | 20 | 33.3 | 46.7 | 93.3 | 80.8 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 30 | 76.7 | 70.8 | 16.7 | 12.5 | 37.5 | 45.3 | 51.7 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 22 | 95.5 | 13.6 | 27.3 | 59.1 | 95.5 | 77.9 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 83 | 92.8 | 39.7 | 32.9 | 27.4 | 68.5 | 73.1 | 76.9 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 157 | 99.4 | 41.8 | 27 | 31.2 | 68.8 | 72 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 72 | 98.6 | 47.6 | 23.8 | 28.6 | 63.5 | 70.3 | 78.4 | N/A | N/A |
| Female | 85 | 100 | 37.2 | 29.5 | 33.3 | 73.1 | 73.8 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 64 | 98.4 | 24.1 | 27.8 | 48.1 | 79.6 | 90.2 | 87.8 | Yes | Yes |
| African American | 67 | 100 | 63.9 | 23 | 13.1 | 52.5 | 67 | 69.3 | No | Yes |
| Asian/Pacific Islander | 11 | 100 | 9.1 | 18.2 | 72.7 | 90.9 | 88.4 | 93.5 | I/S | I/S |
| Hispanic | 15 | 100 | 40 | 46.7 | 13.3 | 80 | 77.8 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 30 | 96.7 | 87.5 | 8.3 | 4.2 | 16.7 | 34.8 | 46.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 22 | 100 | 31.8 | 36.4 | 31.8 | 81.8 | 80 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 83 | 100 | 60.3 | 26 | 13.7 | 56.2 | 65.9 | 72.8 | 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 | 102 | 100 | 45.7 | 45.7 | 8.5 | 54.3 | 56.5 | 67.3 |
| Gender | | | | | | | | |
| Male | 43 | 100 | 47.4 | 39.5 | 13.2 | 52.6 | 56.1 | 66.9 |
| Female | 59 | 100 | 44.6 | 50 | 5.4 | 55.4 | 56.8 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 41 | 100 | 29.7 | 56.8 | 13.5 | 70.3 | 86.3 | 79.6 |
| African American | 45 | 100 | 68.3 | 29.3 | 2.4 | 31.7 | 48.2 | 49.7 |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | 76.2 | 84.4 |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | 64.9 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 21 | 100 | N/A | N/A | N/A | 29.4 | 23.9 | 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 | 13 | 100 | 31.3 | 56.3 | 12.5 | 68.8 | 62.7 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 58 | 100 | 58.8 | 37.3 | 3.9 | 41.2 | 46.5 | 55.4 |
| Social Studies | | | | | | | | |
| All Students | 104 | 100 | 37.9 | 45.3 | 16.8 | 62.1 | 64 | 70.9 |
| Gender | | | | | | | | |
| Male | 53 | 100 | 44.7 | 38.3 | 17 | 55.3 | 61.9 | 70.1 |
| Female | 51 | 100 | 31.3 | 52.1 | 16.7 | 68.8 | 66.1 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 44 | 100 | 35 | 37.5 | 27.5 | 65 | 86.9 | 79.2 |
| African American | 44 | 100 | 51.3 | 43.6 | 5.1 | 48.7 | 57.7 | 58.4 |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | 82.1 | 86.8 |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | 67.6 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 20 | 100 | N/A | N/A | N/A | 29.4 | 31.7 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 13 | 100 | 23.1 | 61.5 | 15.4 | 76.9 | 65.2 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 54 | 100 | 46.8 | 48.9 | 4.3 | 53.2 | 56.5 | 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 | 156 | 99.4 | 35.7 | 30.7 | 33.6 | 64.3 | 63.4 | 72.1 | 95.8 | 95.9 |
| Gender | | | | | | | | | | |
| Male | 73 | 98.6 | 41.3 | 33.3 | 25.4 | 58.7 | 56.3 | 65.2 | 95.4 | 95.7 |
| Female | 83 | 100 | 31.2 | 28.6 | 40.3 | 68.8 | 70.4 | 79.2 | 96.2 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 61 | 100 | 29.6 | 24.1 | 46.3 | 70.4 | 86.2 | 80.8 | 95.9 | 96 |
| African American | 66 | 98.5 | 48.3 | 28.3 | 23.3 | 51.7 | 57.3 | 59.7 | 95.1 | 95.9 |
| Asian/Pacific Islander | 12 | 100 | 9.1 | 27.3 | 63.6 | 90.9 | 81.1 | 87 | 96.2 | 96.2 |
| Hispanic | 15 | 100 | 26.7 | 66.7 | 6.7 | 73.3 | 62.9 | 64.6 | 97.3 | 95.8 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.4 | N/A | 93.4 |
| Disability Status | | | | | | | | | | |
| Disabled | 29 | 100 | 87.5 | 8.3 | 4.2 | 12.5 | 21.1 | 27.7 | 94.1 | 95 |
| 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 | 23 | 100 | 22.7 | 50 | 27.3 | 77.3 | 60.7 | 63.7 | 97 | 96.3 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 81 | 98.8 | 48.6 | 35.7 | 15.7 | 51.4 | 55.2 | 61.9 | 95.2 | 95.7 |

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 | 49 | 100 | 34.1 | 18.2 | 47.7 | 65.9 |
| | 4 | 39 | 100 | 31.4 | 37.1 | 31.4 | 68.6 |
| | 5 | 57 | 100 | 26.9 | 34.6 | 38.5 | 73.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 62 | 95.2 | 24.6 | 28.1 | 47.4 | 75.4 |
| | 4 | 51 | 92.2 | 40 | 22.2 | 37.8 | 60 |
| | 5 | 44 | 100 | 17.9 | 43.6 | 38.5 | 82.1 |
| | 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 |
| Mathematics | | | | | | | |
| 2009 | 3 | 49 | 100 | 47.7 | 22.7 | 29.5 | 52.3 |
| | 4 | 39 | 100 | 20 | 51.4 | 28.6 | 80 |
| | 5 | 57 | 100 | 32.7 | 34.6 | 32.7 | 67.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 62 | 100 | 40.4 | 28.1 | 31.6 | 59.6 |
| | 4 | 51 | 98 | 46.7 | 15.6 | 37.8 | 53.3 |
| | 5 | 44 | 100 | 38.5 | 38.5 | 23.1 | 61.5 |
| | 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 |
| Science | | | | | | | |
| 2009 | 3 | 24 | 100 | 47.6 | 33.3 | 19 | 52.4 |
| | 4 | 39 | 100 | 40 | 57.1 | 2.9 | 60 |
| | 5 | 28 | 100 | 36 | 48 | 16 | 64 |
| | 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 | 31 | 100 | 51.7 | 41.4 | 6.9 | 48.3 |
| | 4 | 50 | 100 | 42.2 | 46.7 | 11.1 | 57.8 |
| | 5 | 21 | 100 | 45 | 50 | 5 | 55 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | 25 | 100 | 26.1 | 34.8 | 39.1 | 73.9 |
| | 4 | 39 | 100 | 31.4 | 48.6 | 20 | 68.6 |
| | 5 | 29 | 100 | 48.1 | 25.9 | 25.9 | 51.9 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 31 | 100 | 43.3 | 43.3 | 13.3 | 56.7 |
| | 4 | 50 | 100 | 37.8 | 44.4 | 17.8 | 62.2 |
| | 5 | 23 | 100 | 30 | 50 | 20 | 70 |
| | 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 | 50 | 100 | 42.2 | 17.8 | 40 | 57.8 |
| | 4 | 41 | 97.6 | 31.4 | 45.7 | 22.9 | 68.6 |
| | 5 | 57 | 100 | 40.4 | 30.8 | 28.8 | 59.6 |
| | 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 | 63 | 100 | 29.8 | 35.1 | 35.1 | 70.2 |
| | 4 | 50 | 100 | 46.7 | 17.8 | 35.6 | 53.3 |
| | 5 | 43 | 97.7 | 31.6 | 39.5 | 28.9 | 68.4 |
| | 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