

## JOSEPH S. SHANKLIN ELEMENTARY

121 Morrall Drive
Beaufort, South Carolina

| | | |
|---|---|---|
| **Grades** | PK-5 Elementary School | |
| **Enrollment** | 442 Students | |
| **Principal** | Mark Mansell | 843-466-3400 |
| **Superintendent** | Dr. Valerie Truesdale | 843-322-2300 |
| **Board Chair** | Fred Washington | 843-322-2356 |

# THE STATE OF SOUTH CAROLINA
# 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|---|---|---|
| **2010** | **Average** | **Good** |
| 2009 | Below Average | Average |
| 2008 | Below Average | Average |
| 2007 | Below Average | Good |
| 2006 | Average | Good |

## 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.

http://ed.sc.gov
http://www.eoc.sc.gov

## JOSEPH S. SHANKLIN ELEMENTARY 03/09/11-0701022

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

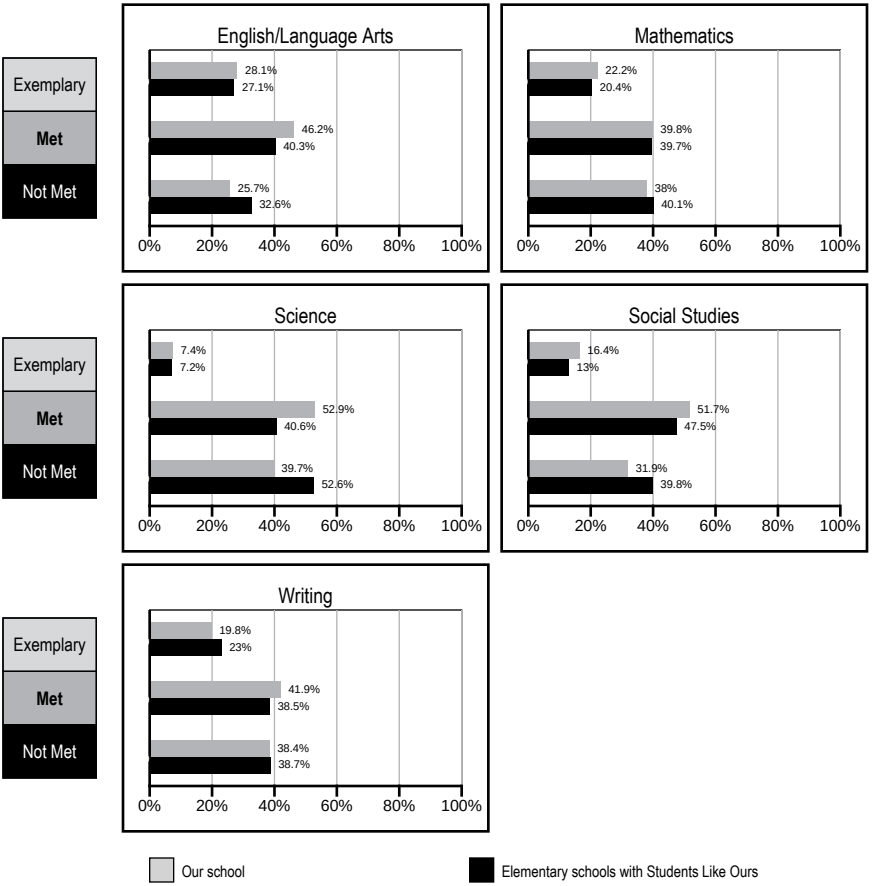
| Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5% |
|---|---|

### ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|---|---|---|---|---|
| 1 | 3 | 103 | 47 | 19 |

* 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=442)** | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.8% | Down from 2.5% | 1.5% | 1.2% |
| Attendance rate | 96.0% | Up from 95.7% | 95.8% | 96.1% |
| Eligible for gifted and talented | 5.1% | Down from 10.5% | 5.1% | 11.7% |
| With disabilities other than speech | 6.9% | Up from 4.8% | 8.6% | 8.0% |
| Older than usual for grade | 0.0% | Down from 0.3% | 0.8% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| **Teachers (n=39)** | | | | |
| Teachers with advanced degrees | 64.1% | Up from 60.5% | 58.6% | 60.5% |
| Continuing contract teachers | 76.9% | Up from 60.5% | 80.4% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 77.3% | Down from 80.2% | 85.0% | 87.0% |
| Teacher attendance rate | 93.7% | Down from 95.9% | 95.2% | 95.4% |
| Average teacher salary* | $47,994 | Up 3.4% | $45,655 | $47,288 |
| Professional development days/teacher | 8.9 days | Down from 13.4 days | 11.1 days | 10.5 days |
| **School** | | | | |
| Principal's years at school | 1.0 | No Change | 3.5 | 4.0 |
| Student-teacher ratio in core subjects | 13.5 to 1 | Down from 17.1 to 1 | 17.8 to 1 | 19.2 to 1 |
| Prime instructional time | 88.0% | Down from 90.1% | 90.3% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | Up from No | Yes | Yes |
| Parents attending conferences | 99.7% | Down from 99.9% | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil** | $8,383 | Up 12.6% | $8,366 | $7,548 |
| Percent of expenditures for instruction** | 68.7% | Down from 69.0% | 68.0% | 68.7% |
| Percent of expenditures for teacher salaries** | 65.4% | Up from 55.7% | 62.9% | 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

The students at Joseph S. Shanklin are making significant academic gains in all subject areas. We have made Adequate Yearly Progress. Presently, we have become an Expedition School with the support of Clemson University. This initiative encompasses a strong focus on Science and Math. Students will be exposed to overnight field trips to Camp Sewee and Camp Pinnacle. Through this initiative, we will increase our instructional capacity in the areas of Science and Mathematics by providing direct exposure to concepts and skills as it relates to the South Carolina State Curriculum Standards. This year, 75% of our students met District MAP (Measures of Academic Progress) goals. Students were engaged in many activities this school year to include the STAR LAB visit, Minier Jim's visit, and other field trips. Also, morning Math groups with Related Arts teachers were implemented to insure that students receive small-group instruction in the area of Mathematics daily. Small-group reading instruction was the Literacy focus at Joseph S. Shanklin. With the implementation of Alphabet Junction and the district mandated assessment of Dominie, teachers were able to focus on components of literacy and individualize instruction for each student. Strategically and systemically, the school has approached the teaching of the core content with research and best-practice techniques and processes.

The teaching staff engaged in numerous staff-development offerings that led to increased competencies in independent reading, reading comprehension, working with children in poverty, involving parents in their child's education, and using and engaging in technology. All teachers demonstrated proficiency in technology.

Our students were provided a wealth of extended-learning opportunities, which included field trips to the zoo, historical sites, swimming lessons, artist-in-residence, contests, musical and dramatic performances, visits to local beaches, animal habitats, and community resource speakers and presenters. These events provided depth and real-world experience to the students that made the curriculum standards come alive. We believe that enriching the lives of our students and expanding their view of the world while increasing their background knowledge will contribute not just to a greater mastery of state standards but will serve as a catalyst in making learning relevant and a lifelong endeavor.

The community is a driving and vibrant force in the school's progress and participates in the school in ways that are purposeful and supports its goals and objectives. Family Night activities are supported and enhanced through the resources and involvement of community groups. Enrichment activities are provided by various communities and individuals. Over 95% of our parents attended mandated conferences, and most took the initiative to schedule additional time with their child's teacher.

The staff of Joseph S. Shanklin is committed to helping students become productive citizens. Students, teachers, and staff have worked hard and hold steadfast to the belief that "Hard Work, Pays Off!"

## Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | 0 | 52 | 35 |
| Percent satisfied with learning environment | N/R | 80.8% | 82.9% |
| Percent satisfied with social and physical environment | N/R | 84.3% | 85.3% |
| Percent satisfied with school-home relations | N/R | 88.2% | 85.7% |

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

Abbreviations for Missing Data

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## School Adequate Yearly Progress

YES

This school met 15 out of 15 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 | 4.9% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 12.3% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|---|---|---|
| Classes not taught by highly qualified teachers | 9.8% | 0.0% | No |
| Student attendance rate | 96.0% | 94.0%* | Yes |

* Or greater than last year

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| JOSEPH S. SHANKLIN ELEMENTARY | | | | | | | | | | 03/09/11-0701022 |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 188 | 99.5 | 25.3 | 46.5 | 28.2 | 82.9 | 83.6 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 94 | 100 | 31 | 46.4 | 22.6 | 77.4 | 80.3 | 80.1 | N/A | N/A |
| Female | 94 | 98.9 | 19.8 | 46.5 | 33.7 | 88.4 | 87 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 41 | 100 | 20.5 | 41 | 38.5 | 89.7 | 92.8 | 89.6 | I/S | Yes |
| African American | 129 | 99.2 | 26.1 | 50.4 | 23.5 | 81.7 | 73.5 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 92.7 | 92.7 | I/S | I/S |
| Hispanic | 16 | 100 | 35.7 | 21.4 | 42.9 | 71.4 | 78.3 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 88.9 | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 29 | 96.6 | N/A | N/A | N/A | 40 | 44.9 | 51.7 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | 54.5 | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 13 | 100 | 41.7 | 33.3 | 25 | 66.7 | 76.1 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 165 | 99.4 | 27.6 | 47.4 | 25 | 80.9 | 76.5 | 76.9 | Yes | Yes |
| **Mathematics - State Performance Objective = 57.8% (Met or Exemplary)** | | | | | | | | | | |
| All Students | 188 | 98.9 | 37.3 | 40.2 | 22.5 | 76.9 | 80.4 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 94 | 98.9 | 37.3 | 44.6 | 18.1 | 77.1 | 78.9 | 78.4 | N/A | N/A |
| Female | 94 | 98.9 | 37.2 | 36 | 26.7 | 76.7 | 82 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 41 | 100 | 12.8 | 56.4 | 30.8 | 89.7 | 91.4 | 87.8 | I/S | Yes |
| African American | 129 | 98.5 | 47.4 | 35.1 | 17.5 | 71.1 | 66.5 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 90 | 93.5 | I/S | I/S |
| Hispanic | 16 | 100 | 28.6 | 42.9 | 28.6 | 85.7 | 77.6 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 77.8 | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 29 | 93.1 | N/A | N/A | N/A | 33.3 | 41.5 | 46.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | 63.6 | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 13 | 100 | 33.3 | 41.7 | 25 | 83.3 | 75.3 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 165 | 98.8 | 39.1 | 40.4 | 20.5 | 76.2 | 72.4 | 72.8 | Yes | Yes |

***** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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| JOSEPH S. SHANKLIN ELEMENTARY | | | | | | | | 03/09/11-0701022 |
|---|---|---|---|---|---|---|---|---|
| **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 | 131 | 100 | 39.2 | 53.3 | 7.5 | 60.8 | 65.1 | 67.3 |
| **Gender** | | | | | | | | |
| Male | 68 | 100 | 40.3 | 50 | 9.7 | 59.7 | 64.8 | 66.9 |
| Female | 63 | 100 | 37.9 | 56.9 | 5.2 | 62.1 | 65.4 | 67.7 |
| **Racial/Ethnic Group** | | | | | | | | |
| White | 27 | 100 | 26.9 | 65.4 | 7.7 | 73.1 | 83.8 | 79.6 |
| African American | 90 | 100 | 45.7 | 48.1 | 6.2 | 54.3 | 45.5 | 49.7 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 79.5 | 84.4 |
| Hispanic | 13 | 100 | 25 | 58.3 | 16.7 | 75 | 54 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 66.7 | 69.5 |
| **Disability Status** | | | | | | | | |
| Disabled | 22 | 100 | N/A | N/A | N/A | 25 | 29.8 | 33.8 |
| **Migrant Status** | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 36.5 |
| **English Proficiency** | | | | | | | | |
| Limited English Proficient | 10 | I/S | I/S | I/S | I/S | I/S | 49.5 | 58.6 |
| **Socio-Economic Status** | | | | | | | | |
| Subsidized meals | 117 | 100 | 40.9 | 51.8 | 7.3 | 59.1 | 51.4 | 55.4 |
| **Social Studies** | | | | | | | | |
| All Students | 128 | 100 | 31.3 | 52.2 | 16.5 | 68.7 | 69.4 | 70.9 |
| **Gender** | | | | | | | | |
| Male | 62 | 100 | 27.8 | 59.3 | 13 | 72.2 | 69.2 | 70.1 |
| Female | 66 | 100 | 34.4 | 45.9 | 19.7 | 65.6 | 69.5 | 71.7 |
| **Racial/Ethnic Group** | | | | | | | | |
| White | 31 | 100 | 13.8 | 58.6 | 27.6 | 86.2 | 83.1 | 79.2 |
| African American | 87 | 100 | 37.7 | 49.4 | 13 | 62.3 | 53 | 58.4 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 86.1 | 86.8 |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | 62.7 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 75 | 71.2 |
| **Disability Status** | | | | | | | | |
| Disabled | 20 | 100 | 66.7 | 27.8 | 5.6 | 33.3 | 36 | 39.3 |
| **Migrant Status** | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 55 |
| **English Proficiency** | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | 59.3 | 68 |
| **Socio-Economic Status** | | | | | | | | |
| Subsidized meals | 112 | 100 | 33 | 52.4 | 14.6 | 67 | 57.6 | 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 | 190 | 96.8 | 36.5 | 43.1 | 20.4 | 63.5 | 70.5 | 72.1 | 96 | 96.7 |
| **Gender** | | | | | | | | | | |
| Male | 95 | 95.8 | 42.7 | 41.5 | 15.9 | 57.3 | 63.9 | 65.2 | 96 | 96.7 |
| Female | 95 | 97.9 | 30.6 | 44.7 | 24.7 | 69.4 | 77.1 | 79.2 | 96 | 96.8 |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 40 | 95 | 18.9 | 48.6 | 32.4 | 81.1 | 84.8 | 80.8 | 95.1 | 96.5 |
| African American | 131 | 97.7 | 42.1 | 42.1 | 15.8 | 57.9 | 55.6 | 59.7 | 96.2 | 97.1 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 85.3 | 87 | 96.8 | 97.1 |
| Hispanic | 16 | 93.8 | 35.7 | 42.9 | 21.4 | 64.3 | 60.8 | 64.6 | 96 | 96.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 68.4 | 73.4 | N/A | 96 |
| **Disability Status** | | | | | | | | | | |
| Disabled | 28 | 82.1 | N/AV | N/AV | N/AV | 4.8 | 22.1 | 27.7 | 95.9 | 96 |
| **Migrant Status** | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | 97.7 |
| **English Proficiency** | | | | | | | | | | |
| Limited English Proficient | 13 | 92.3 | 50 | 25 | 25 | 50 | 56.2 | 63.7 | 96.1 | 96.8 |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsidized meals | 167 | 96.4 | 38.9 | 43 | 18.1 | 61.1 | 58.7 | 61.9 | 95.9 | 96.6 |

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JOSEPH S. SHANKLIN ELEMENTARY 03/09/11-0701022

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|---|---|---|---|---|---|---|---|
| **English/Language Arts** | | | | | | | |
| 2009 | 3 | 77 | 98.7 | 29.2 | 36.1 | 34.7 | 70.8 |
| | 4 | 69 | 98.6 | 48.3 | 28.3 | 23.3 | 51.7 |
| | 5 | 72 | 100 | 25.8 | 54.8 | 19.4 | 74.2 |
| | 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 | 57 | 100 | 24 | 30 | 46 | 76 |
| | 4 | 73 | 98.6 | 30.8 | 49.2 | 20 | 69.2 |
| | 5 | 58 | 100 | 20 | 58.2 | 21.8 | 80 |
| | 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 | 77 | 98.7 | 45.8 | 43.1 | 11.1 | 54.2 |
| | 4 | 69 | 98.6 | 43.3 | 41.7 | 15 | 56.7 |
| | 5 | 72 | 100 | 37.1 | 50 | 12.9 | 62.9 |
| | 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 | 57 | 98.3 | 42.9 | 34.7 | 22.4 | 57.1 |
| | 4 | 73 | 98.6 | 32.3 | 50.8 | 16.9 | 67.7 |
| | 5 | 58 | 100 | 38.2 | 32.7 | 29.1 | 61.8 |
| | 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 |
| **Science** | | | | | | | |
| 2009 | 3 | 38 | 100 | 29.7 | 59.5 | 10.8 | 70.3 |
| | 4 | 69 | 98.6 | 41.7 | 55 | 3.3 | 58.3 |
| | 5 | 37 | 91.9 | N/AV | N/AV | N/AV | 58.6 |
| | 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 | 29 | 100 | 63 | 29.6 | 7.4 | 37 |
| | 4 | 72 | 100 | 32.3 | 61.5 | 6.2 | 67.7 |
| | 5 | 30 | 100 | 32.1 | 57.1 | 10.7 | 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 |

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 | 38 | 100 | N/AV | N/AV | N/AV | 31.4 |
| | 4 | 69 | 98.6 | 25 | 58.3 | 16.7 | 75 |
| | 5 | 35 | 97.1 | 40.6 | 43.8 | 15.6 | 59.4 |
| | 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 |
| 2010 | 3 | 28 | 100 | 39.1 | 52.2 | 8.7 | 60.9 |
| | 4 | 72 | 100 | 29.2 | 47.7 | 23.1 | 70.8 |
| | 5 | 28 | 100 | 29.6 | 63 | 7.4 | 70.4 |
| | 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 | 76 | 94.7 | 46.4 | 40.6 | 13 | 53.6 |
| | 4 | 71 | 98.6 | 56.3 | 35.9 | 7.8 | 43.8 |
| | 5 | 70 | 98.6 | 32.8 | 41 | 26.2 | 67.2 |
| | 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 | 59 | 96.6 | 30.6 | 51 | 18.4 | 69.4 |
| | 4 | 73 | 100 | 45.5 | 33.3 | 21.2 | 54.5 |
| | 5 | 58 | 93.1 | 30.8 | 48.1 | 21.2 | 69.2 |
| | 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