



## BELLS ELEMENTARY

12088 Bells Highway  
Ruffin, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 367 Students           |              |
| <b>Principal</b>      | Cordelia Jenkins       | 843-782-0012 |
| <b>Superintendent</b> | Ms. Leila Williams     | 843-782-4510 |
| <b>Board Chair</b>    | Mr. Wayne Shider       | 843-782-4510 |

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2011</b> | <b>Average</b>  | <b>Average</b> |
| 2010        | Average         | Average        |
| 2009        | Below Average   | Below Average  |
| 2008        | At-Risk         | At-Risk        |
| 2007        | At-Risk         | Average        |

## DEFINITIONS OF SCHOOL RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE VISION

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

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

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

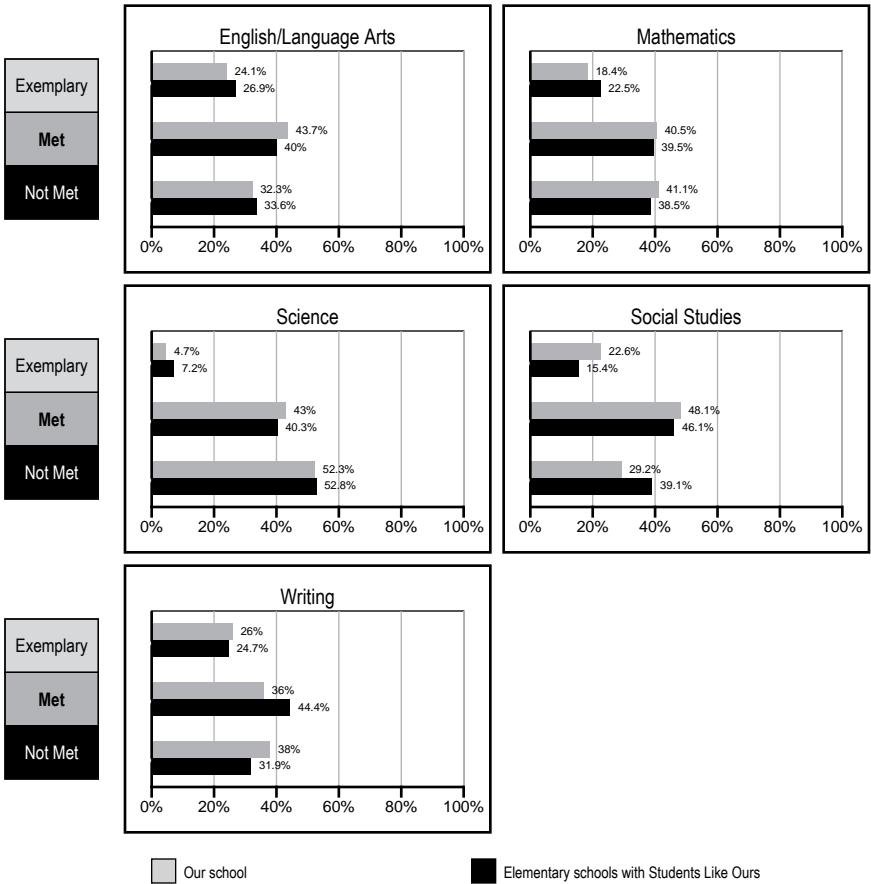
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2         | 8    | 96      | 53            | 23      |

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

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

Abbreviations for Missing Data

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

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=367)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 1.6%       | Down from 5.6%        | 1.5%                                       | 1.1%                     |
| Attendance rate  | 96.8%      | Down from 97.2%       | 96.1%                                      | 96.2%                    |
| Served by gifted and talented program  | 5.8%       | Up from 2.9%          | 5.6%                                       | 13.4%                    |
| With disabilities other than speech  | 1.9%       | Down from 7.4%        | 4.3%                                       | 4.1%                     |
| Older than usual for grade   | 1.4%       | Down from 2.0%        | 0.6%                                       | 0.3%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=24)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 45.8%      | Down from 57.7%       | 61.5%                                      | 62.5%                    |
| Continuing contract teachers   | 75.0%      | Up from 57.7%         | 82.6%                                      | 88.2%                    |
| Teachers returning from previous year  | 79.0%      | Up from 77.1%         | 84.8%                                      | 87.8%                    |
| Teacher attendance rate  | 95.9%      | Down from 97.4%       | 95.1%                                      | 95.2%                    |
| Average teacher salary*  | \$41,925   | Down 2.3%             | \$44,958                                   | \$46,773                 |
| Professional development days/teacher  | 5.7 days   | Down from 6.3 days    | 10.6 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 7.0        | Up from 6.0           | 3.5  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 20.8 to 1  | Down from 20.9 to 1   | 17.6 to 1                                  | 19.9 to 1                |
| Prime instructional time   | 91.3%      | Down from 93.4%       | 90.3%                                      | 90.4%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | No         | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Good       | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$6,588    | Down 9.0%             | \$8,359                                    | \$7,447                  |
| Percent of expenditures for instruction**                                    | 72.4%      | Down from 74.1%       | 67.9%                                      | 68.4%                    |
| Percent of expenditures for teacher salaries**                               | 71.0%      | Up from 67.5%         | 64.2%                                      | 65.8%                    |

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

Report of Principal and School Improvement Council

The mission of Bells Elementary School is to build success through teamwork in a safe and welcoming environment where every child is nurtured to achieve academic excellence through higher expectations, enabling them to become productive and lifelong learners. Bells Elementary utilizes best practices to enable every student to achieve high standards. Instruction at Bells is standards and data-driven. The rituals and routines in reading and math blocks prepare students to deal with demanding content and become independent learners. Social studies and inquiry-based science are integrated into the instructional program.

Our highly qualified teachers are first to identify the academic needs of our students. Teachers are the first line of defense in data-driven instruction. Teachers use Dominic Reading & Writing Assessment Portfolios and running records to assess students' reading progress. Common assessments at all grade levels in all content areas track student mastery of the standards. Reading Renaissance tracks students' "just right" reading levels. Teachers use Measures of Academic Progress (MAP) to assist in developing targeted, student-focused, data-driven decisions regarding instructional strategies. Computer-assisted instruction, such as Orchard and Fun Brain, provide instructional exercises based on the students' assessed weaknesses and strengths. Students accelerate in safety nets, such as short-term, skill-specific focus groups, and summer enrichment and interventions groups.

Cordelia Jenkins, Principal  
 Rhonda Jones, School Improvement Council

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 13       | 48        | 21       |
| Percent satisfied with learning environment            | 100.0%   | 72.9%     | 85.7%    |
| Percent satisfied with social and physical environment | 92.3%    | 68.8%     | 81.0%    |
| Percent satisfied with school-home relations           | 61.5%    | 83.3%     | 81.0%    |

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 12 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

R

School Improvement Key

|              |   |
|--------------|---|
| <b>NI</b>    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| <b>CSI</b>   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| <b>CA</b>    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| <b>RP</b>    | 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. |
| <b>R</b>     | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| <b>DELAY</b> | 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."            |
| <b>HOLD</b>  | 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  | 0.0%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.9%         | 4.4%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.8%      | 94.0%**         | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

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

**PASS Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 174 | 99.4 | 32.3 | 43.7 | 24.1 | 77.2 | 77   | 82.4 | No  | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 99  | 99   | 35.2 | 42   | 22.7 | 73.9 | 72.6 | 78.7 | N/A | N/A |
| Female                       | 75  | 100  | 28.6 | 45.7 | 25.7 | 81.4 | 81.4 | 86.2 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 50  | 100  | 20   | 35.6 | 44.4 | 91.1 | 83.9 | 88.9 | Yes | Yes |
| African American             | 112 | 100  | 35.6 | 48.1 | 16.3 | 73.1 | 70.1 | 72.9 | No  | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 94.1 | 93   | I/S | I/S |
| Hispanic                     | 12  | 91.7 | I/S  | I/S  | I/S  | I/S  | 80.6 | 79.3 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 87.1 | 83   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 23  | 100  | 59.1 | 27.3 | 13.6 | 45.5 | 37.6 | 48.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 12  | 91.7 | I/S  | I/S  | I/S  | I/S  | 63.6 | 68.9 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 12  | 91.7 | I/S  | I/S  | I/S  | I/S  | 82.5 | 78.3 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 156 | 99.4 | 34.3 | 47.1 | 18.6 | 75   | 73.7 | 75.4 | No  | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 174 | 99.4 | 41.1 | 40.5 | 18.4 | 70.9 | 76   | 81.9 | No  | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 99  | 99   | 37.5 | 37.5 | 25   | 71.6 | 74.4 | 79.9 | N/A | N/A |
| Female                       | 75  | 100  | 45.7 | 44.3 | 10   | 70   | 77.5 | 84.1 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 50  | 100  | 28.9 | 44.4 | 26.7 | 80   | 83.8 | 88.9 | Yes | Yes |
| African American             | 112 | 100  | 46.2 | 37.5 | 16.3 | 67.3 | 68.2 | 71.4 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 100  | 94.6 | I/S | I/S |
| Hispanic                     | 12  | 91.7 | I/S  | I/S  | I/S  | I/S  | 79   | 81.1 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 83.9 | 84.4 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 23  | 100  | 68.2 | 22.7 | 9.1  | 36.4 | 39.3 | 47.3 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 12  | 91.7 | I/S  | I/S  | I/S  | I/S  | 72.7 | 77.6 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 12  | 91.7 | I/S  | I/S  | I/S  | I/S  | 85.7 | 81.4 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 156 | 99.4 | 42.9 | 42.9 | 14.3 | 69.3 | 72.5 | 74.9 | No  | Yes |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

**PASS Performance By Group**

|                              | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| <b>Science</b>               |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 119                           | 100      | 52.3      | 43    | 4.7         | 47.7                      | 67.1                        | 68.6                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 60                            | 100      | 43.4      | 50.9  | 5.7         | 56.6                      | 67                          | 68.3                     |
| Female                       | 59                            | 100      | 61.1      | 35.2  | 3.7         | 38.9                      | 67.2                        | 68.9                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 30                            | 100      | 25.9      | 63    | 11.1        | 74.1                      | 79.7                        | 80.7                     |
| African American             | 80                            | 100      | 60.3      | 37    | 2.7         | 39.7                      | 55.3                        | 51.4                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 72.7                        | 85.3                     |
| Hispanic                     | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 70                          | 61.6                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 89.5                        | 70.8                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 15                            | 100      | N/AV      | N/AV  | N/AV        | 33.3                      | 34.5                        | 35.7                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 42.9                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 61.9                        | 60.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 108                           | 100      | 55.2      | 42.7  | 2.1         | 44.8                      | 62.6                        | 57.3                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 114                           | 100      | 29.2      | 48.1  | 22.6        | 70.8                      | 71.8                        | 72.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 65                            | 100      | 28.3      | 45    | 26.7        | 71.7                      | 73.1                        | 72                       |
| Female                       | 49                            | 100      | 30.4      | 52.2  | 17.4        | 69.6                      | 70.5                        | 73.1                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 36                            | 100      | 21.9      | 40.6  | 37.5        | 78.1                      | 78.3                        | 81                       |
| African American             | 72                            | 100      | 32.4      | 50    | 17.6        | 67.6                      | 65.3                        | 60                       |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 90.9                        | 89                       |
| Hispanic                     | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 68.2                        | 69.6                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 85.7                        | 73.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 17                            | 100      | 43.8      | 50    | 6.3         | 56.3                      | 46.8                        | 40.5                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 53.8                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 70.5                        | 69.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 100                           | 100      | 31.5      | 51.1  | 17.4        | 68.5                      | 67.2                        | 62.9                     |

Abbreviations for Missing Data

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

**PASS Performance By Group**

|                              | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| <b>Writing</b>               |                               |          |           |       |             |                           |                             |                          |                        |                          |
| All Students                 | 53                            | 98.1     | 36.7      | 36.7  | 26.5        | 63.3                      | 59.2                        | 73.2                     | 96.8                   | 95.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 33                            | 97       | 30        | 46.7  | 23.3        | 70                        | 51.2                        | 67.2                     | 97.1                   | 95.3                     |
| Female                       | 20                            | 100      | 47.4      | 21.1  | 31.6        | 52.6                      | 67.4                        | 79.4                     | 96.4                   | 95.6                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 17                            | 94.1     | 40        | 33.3  | 26.7        | 60                        | 68.8                        | 81.5                     | 95.9                   | 94.7                     |
| African American             | 35                            | 100      | 33.3      | 39.4  | 27.3        | 66.7                      | 50.7                        | 61.3                     | 97.2                   | 96.1                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 87                       | N/A                    | 97.4                     |
| Hispanic                     | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 38.5                        | 66.7                     | 96.4                   | 96.1                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 60                          | 72.2                     | 99.9                   | 94                       |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 14.6                        | 26                       | 96.9                   | 94.6                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 40.5                     | 96.2                   | 96.2                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 57.1                        | 65.7                     | 96.1                   | 96.4                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 45                            | 97.8     | 39        | 39    | 22          | 61                        | 54.5                        | 63.2                     | 96.6                   | 95.3                     |

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>2010</b>                  | 3     | 63                            | 98.4     | 39.7      | 19    | 41.4        | 60.3               |
|                              | 4     | 57                            | 100      | 28.6      | 42.9  | 28.6        | 71.4               |
|                              | 5     | 52                            | 100      | 37.3      | 51    | 11.8        | 62.7               |
|                              | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2011</b>                  | 3     | 60                            | 100      | 34        | 43.4  | 22.6        | 66                 |
|                              | 4     | 60                            | 100      | 32.7      | 41.8  | 25.5        | 67.3               |
|                              | 5     | 54                            | 98.2     | 30        | 46    | 24          | 70                 |
|                              | 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                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 3     | 63                            | 100      | 45.8      | 27.1  | 27.1        | 54.2               |
|                              | 4     | 57                            | 100      | 32.1      | 42.9  | 25          | 67.9               |
|                              | 5     | 52                            | 100      | 52.9      | 35.3  | 11.8        | 47.1               |
|                              | 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                |
| <b>2011</b>                  | 3     | 60                            | 100      | 50.9      | 34    | 15.1        | 49.1               |
|                              | 4     | 60                            | 100      | 40        | 43.6  | 16.4        | 60                 |
|                              | 5     | 54                            | 98.2     | 32        | 44    | 24          | 68                 |
|                              | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 3     | 31                            | 100      | 42.9      | 39.3  | 17.9        | 57.1               |
|                              | 4     | 57                            | 100      | 30.4      | 55.4  | 14.3        | 69.6               |
|                              | 5     | 26                            | 100      | 50        | 46.2  | 3.8         | 50                 |
|                              | 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                |
| <b>2011</b>                  | 3     | 32                            | 100      | N/AV      | N/AV  | N/AV        | 44.4               |
|                              | 4     | 60                            | 100      | 50.9      | 40    | 9.1         | 49.1               |
|                              | 5     | 27                            | 100      | N/AV      | N/AV  | N/AV        | 48                 |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2010</b>           | 3     | 32                            | 100      | 67.7      | 19.4  | 12.9        | 32.3               |
|                       | 4     | 57                            | 100      | 23.2      | 53.6  | 23.2        | 76.8               |
|                       | 5     | 26                            | 100      | 28        | 56    | 16          | 72                 |
|                       | 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                |
| <b>2011</b>           | 3     | 28                            | 100      | 50        | 38.5  | 11.5        | 50                 |
|                       | 4     | 60                            | 100      | 18.2      | 58.2  | 23.6        | 81.8               |
|                       | 5     | 26                            | 100      | 32        | 36    | 32          | 68                 |
|                       | 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                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2010</b>           | 3     | 62                            | 98.4     | 45        | 30    | 25          | 55                 |
|                       | 4     | 56                            | 100      | 33.9      | 41.1  | 25          | 66.1               |
|                       | 5     | 52                            | 100      | 37.3      | 43.1  | 19.6        | 62.7               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2011</b>           | 3     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | 53                            | 98.1     | 36.7      | 36.7  | 26.5        | 63.3               |
|                       | 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                |

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