



ST JOHN'S ELEMENTARY

140 Park Street
Darlington, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 646 Students | |
| Principal | Jean B. Taylor | 843-398-2350 |
| Superintendent | Dr. Rainey Knight | 843-398-5200 |
| Board Chair | Charles Govan | 843-332-2288 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| 2011 | Average | Good |
| 2010 | Average | Good |
| 2009 | Average | Average |
| 2008 | Below Average | At-Risk |
| 2007 | 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 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

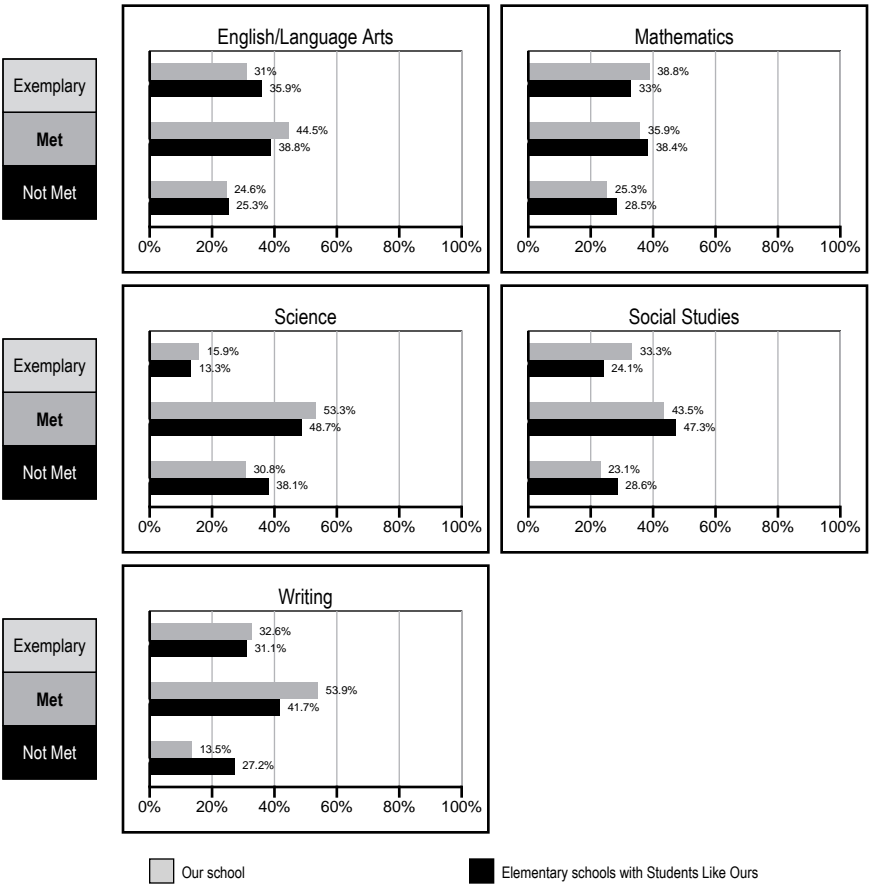
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 6 | 19 | 87 | 9 | 0 |

* 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 |
|--|------------|-----------------------|--|--------------------------|
| Students (n=646) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 3.2% | Down from 3.8% | 1.2% | 1.1% |
| Attendance rate | 95.3% | Down from 95.6% | 95.9% | 96.2% |
| Served by gifted and talented program | 4.5% | Up from 3.6% | 11.9% | 13.4% |
| With disabilities other than speech | 3.7% | Down from 6.8% | 5.0% | 4.1% |
| Older than usual for grade | 0.6% | Down from 0.8% | 0.3% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=35) | | | | |
| Teachers with advanced degrees | 68.6% | Up from 55.3% | 60.0% | 62.5% |
| Continuing contract teachers | 91.4% | Up from 84.2% | 90.0% | 88.2% |
| Teachers returning from previous year | 84.9% | Up from 84.7% | 87.7% | 87.8% |
| Teacher attendance rate | 93.5% | Down from 94.8% | 95.1% | 95.2% |
| Average teacher salary* | \$47,379 | Up 0.4% | \$46,617 | \$46,773 |
| Professional development days/teacher | 14.2 days | Down from 15.9 days | 11.3 days | 10.5 days |
| School | | | | |
| Principal's years at school | 20.0 | Up from 19.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 23.3 to 1 | Up from 20.8 to 1 | 19.6 to 1 | 19.9 to 1 |
| Prime instructional time | 88.0% | Down from 89.4% | 90.1% | 90.4% |
| 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 | Average | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$6,173 | Down 3.6% | \$7,420 | \$7,447 |
| Percent of expenditures for instruction** | 67.0% | Up from 66.1% | 66.9% | 68.4% |
| Percent of expenditures for teacher salaries** | 65.5% | Up from 63.9% | 64.6% | 65.8% |

* 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

St. John's Elementary, a Title I school, had a productive 2010-2011 school year. The school worked collaboratively with parents and the community to promote excellence in academics, athletics, attendance, attitude, and the arts. Balanced literacy instruction, Read Well, Soar to Success literacy groups, workstations, math RIT band groups, Accelerated Reader, Waterford, Wilson, Success Maker and Compass Lab programs were provided to students. Fifty-two students were invited to attend the All A Banquet. Honor Roll students were recognized quarterly. Thirty-two fifth grade students were inducted into the Junior Beta Club. Twenty-three fifth graders were identified as Duke TIP scholars. Fifty-four students had perfect attendance during the 2010-2011 school year. Individual third, fourth and fifth grade students and kindergarten, first, and second grade classes participated in the annual science fair. A fifth grade student earned the State Writing Award. Two-hundred-forty-seven students were inducted into the Principal's Reading Honor Roll. The student body supported the community by sponsoring the annual Christmas Canned Food Drive and the St. Jude's Math-a-thon. Student Council Officers assisted during quarterly Spirit Day Assemblies. Student Marshals and the Flag Corps Team helped to develop students' leadership skills. The Annual Fall Festival, Spring Talent Show, and May Day celebrations provided opportunities for community involvement and participation. We celebrated Founders' Day to honor 193 years of service to the SJE community.

Summer staff development ELA sessions helped teachers continue to transition to the workstation model. District-led ELA, math, and science sessions throughout the school year strengthened teacher knowledge and instruction of the standards. The school-wide PBIS Model continued to acknowledge appropriate student behavior. Dohnia Galloway was selected Teacher of the Year; Anne Danielson was chosen as Assistant of the Year; and Megan McFarland was selected as Educator of the Year. Morning math and reading tutorial services were provided to students. After school computer lab sessions were provided for identified 3-5 students. Two computer labs provided daily ELA and math sessions for targeted students in grades 1-5.

St. John's Elementary made Adequate Yearly Progress (AYP) for the 2009-2010 school year with a Growth Rating of Good and an Absolute Rating of Average. Saint John's Elementary also earned two Palmetto Silver Awards from the State Department of Education for excellent results in closing the Achievement Gap and overall general performance. The Association of Parents and Teachers sponsored a variety of fundraising activities. Additional Promethean boards and new computers were installed. The School Improvement Council and numerous business partners worked collaboratively to improve the school. St. John's Elementary continued its tradition of excellence, serving the Darlington Community since 1818.

Jean B. Taylor, Principal and Martha M. Bridgeman, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 34 | 89 | 66 |
| Percent satisfied with learning environment | 100.0% | 90.9% | 90.6% |
| Percent satisfied with social and physical environment | 100.0% | 87.6% | 87.7% |
| Percent satisfied with school-home relations | 79.4% | 84.3% | 87.9% |

* 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 18 out of 19 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 | 0.0% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.7% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.3% | 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 | 318 | 100 | 24.1 | 43.4 | 32.4 | 85.5 | 77.6 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 147 | 100 | 25.2 | 43.2 | 31.7 | 83.5 | 73.7 | 78.7 | N/A | N/A |
| Female | 171 | 100 | 23.2 | 43.7 | 33.1 | 87.4 | 81.7 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 140 | 100 | 15.5 | 40.3 | 44.2 | 92.2 | 86.6 | 88.9 | Yes | Yes |
| African American | 172 | 100 | 31 | 46.5 | 22.6 | 80.6 | 70.9 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 85 | 93 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 76.7 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 41 | 100 | 51.4 | 24.3 | 24.3 | 67.6 | 47.6 | 48.1 | I/S | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 75.3 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 240 | 100 | 30.4 | 44.9 | 24.8 | 80.8 | 72.5 | 75.4 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 318 | 100 | 24.8 | 36.9 | 38.3 | 83.1 | 80.5 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 147 | 100 | 25.2 | 36.7 | 38.1 | 84.2 | 78.6 | 79.9 | N/A | N/A |
| Female | 171 | 100 | 24.5 | 37.1 | 38.4 | 82.1 | 82.5 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 140 | 100 | 17.1 | 31.8 | 51.2 | 89.1 | 88 | 88.9 | Yes | Yes |
| African American | 172 | 100 | 31.6 | 40.6 | 27.7 | 77.4 | 74.8 | 71.4 | No | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 85 | 94.6 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 86.3 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 41 | 100 | 40.5 | 43.2 | 16.2 | 70.3 | 51.2 | 47.3 | I/S | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 86.3 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 240 | 100 | 29.4 | 40.2 | 30.4 | 80.4 | 76.4 | 74.9 | 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 | 206 | 99.5 | 29.4 | 51.9 | 18.7 | 70.6 | 66.2 | 68.6 |
| Gender | | | | | | | | |
| Male | 99 | 99 | 29 | 48.4 | 22.6 | 71 | 67.3 | 68.3 |
| Female | 107 | 100 | 29.8 | 55.3 | 14.9 | 70.2 | 65 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 89 | 98.9 | 16.9 | 57.8 | 25.3 | 83.1 | 81.3 | 80.7 |
| African American | 111 | 100 | 37.8 | 48 | 14.3 | 62.2 | 55 | 51.4 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 85.3 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 62.7 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 26 | 100 | 20.8 | 45.8 | 33.3 | 79.2 | 42.9 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 62.5 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 157 | 100 | 35 | 50.7 | 14.3 | 65 | 59.3 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 209 | 100 | 24.1 | 43.5 | 32.5 | 75.9 | 71 | 72.5 |
| Gender | | | | | | | | |
| Male | 93 | 100 | 20.7 | 44.8 | 34.5 | 79.3 | 71.1 | 72 |
| Female | 116 | 100 | 26.9 | 42.3 | 30.8 | 73.1 | 70.9 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 93 | 100 | 16.9 | 41 | 42.2 | 83.1 | 80.9 | 81 |
| African American | 113 | 100 | 29.5 | 45.7 | 24.8 | 70.5 | 63.1 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 80 | 89 |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 84 | 69.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 28 | 100 | 57.7 | 38.5 | 3.8 | 42.3 | 42.6 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | 84 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 155 | 100 | 28.8 | 49.6 | 21.6 | 71.2 | 65 | 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 |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| Writing | | | | | | | | | | |
| All Students | 100 | 96 | 13.5 | 53.9 | 32.6 | 86.5 | 67.4 | 73.2 | 95.3 | 95.4 |
| Gender | | | | | | | | | | |
| Male | 46 | 97.8 | 19 | 45.2 | 35.7 | 81 | 61.2 | 67.2 | 95.3 | 95.1 |
| Female | 54 | 94.4 | 8.5 | 61.7 | 29.8 | 91.5 | 74 | 79.4 | 95.3 | 95.7 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 47 | 97.9 | 4.5 | 54.5 | 40.9 | 95.5 | 78.1 | 81.5 | 94.7 | 94.9 |
| African American | 52 | 94.2 | 20.5 | 54.5 | 25 | 79.5 | 59.5 | 61.3 | 95.7 | 95.7 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 87 | N/A | 96.8 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 57.9 | 66.7 | 96.8 | 96.2 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | N/A | 93.5 |
| Disability Status | | | | | | | | | | |
| Disabled | 10 | I/S | I/S | I/S | I/S | I/S | 19.7 | 26 | 93.2 | 93.9 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | 99.3 | 98.5 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 75 | 65.7 | 98.4 | 96.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 69 | 94.2 | 18 | 57.4 | 24.6 | 82 | 60.7 | 63.2 | 95 | 95.1 |

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 | | | | | | | |
| 2010 | 3 | 95 | 100 | 21.5 | 34.4 | 44.1 | 78.5 |
| | 4 | 91 | 100 | 22.5 | 42.7 | 34.8 | 77.5 |
| | 5 | 106 | 100 | 19.6 | 52.9 | 27.5 | 80.4 |
| | 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 |
| 2011 | 3 | 120 | 100 | 33 | 35.8 | 31.2 | 67 |
| | 4 | 97 | 100 | 23.6 | 42.7 | 33.7 | 76.4 |
| | 5 | 101 | 100 | 14.1 | 53.3 | 32.6 | 85.9 |
| | 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 |
| Mathematics | | | | | | | |
| 2010 | 3 | 95 | 100 | 32.3 | 37.6 | 30.1 | 67.7 |
| | 4 | 91 | 100 | 10.1 | 50.6 | 39.3 | 89.9 |
| | 5 | 106 | 100 | 27.5 | 47.1 | 25.5 | 72.5 |
| | 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 |
| 2011 | 3 | 120 | 100 | 36.7 | 23.9 | 39.4 | 63.3 |
| | 4 | 97 | 100 | 12.4 | 46.1 | 41.6 | 87.6 |
| | 5 | 101 | 100 | 22.8 | 43.5 | 33.7 | 77.2 |
| | 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 |
| Science | | | | | | | |
| 2010 | 3 | 48 | 97.9 | 48.9 | 35.6 | 15.6 | 51.1 |
| | 4 | 91 | 100 | 18 | 51.7 | 30.3 | 82 |
| | 5 | 53 | 98.1 | 28 | 58 | 14 | 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 |
| 2011 | 3 | 59 | 98.3 | 44.4 | 31.5 | 24.1 | 55.6 |
| | 4 | 97 | 100 | 19.1 | 66.3 | 14.6 | 80.9 |
| | 5 | 50 | 100 | 31.8 | 47.7 | 20.5 | 68.2 |
| | 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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 47 | 97.9 | 17.4 | 47.8 | 34.8 | 82.6 |
| | 4 | 91 | 100 | 13.5 | 56.2 | 30.3 | 86.5 |
| | 5 | 53 | 98.1 | 30 | 42 | 28 | 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 |
| 2011 | 3 | 61 | 100 | 37 | 40.7 | 22.2 | 63 |
| | 4 | 97 | 100 | 16.9 | 51.7 | 31.5 | 83.1 |
| | 5 | 51 | 100 | 22.9 | 31.3 | 45.8 | 77.1 |
| | 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 |
| Writing | | | | | | | |
| 2010 | 3 | 97 | 96.9 | 46.7 | 35.9 | 17.4 | 53.3 |
| | 4 | 90 | 96.7 | 17.4 | 52.3 | 30.2 | 82.6 |
| | 5 | 108 | 97.2 | 21.8 | 55.4 | 22.8 | 78.2 |
| | 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 |
| 2011 | 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 | 100 | 96 | 13.5 | 53.9 | 32.6 | 86.5 |
| | 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