



STERLING ELEMENTARY

99 John McCarroll Way
Greenville, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-8 Elementary School | |
| Enrollment | 659 Students | |
| Principal | David M. Johnstone | 864-355-4480 |
| Superintendent | Dr. Phinnize J. Fisher | 864-355-8860 |
| Board Chair | Roger Meek | 864-233-8587 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|------------------|
| 2011 | Excellent | Excellent |
| 2010 | Excellent | Excellent |
| 2009 | Excellent | Excellent |
| 2008 | Excellent | Good |
| 2007 | Excellent | 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

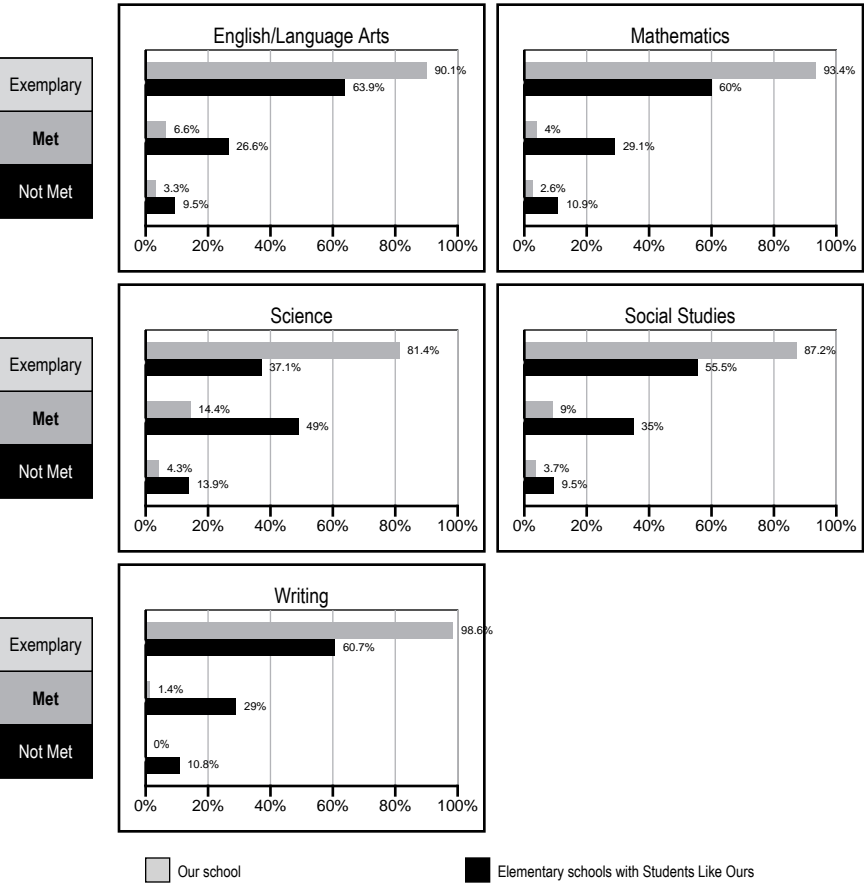
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 20 | 2 | 0 | 0 | 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=659) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.1% | Up from 0.5% | 0.5% | 1.1% |
| Attendance rate | 97.4% | Up from 97.3% | 96.7% | 96.2% |
| Served by gifted and talented program | 92.7% | Up from 88.5% | 32.7% | 13.4% |
| With disabilities other than speech | 1.2% | Down from 2.7% | 3.0% | 4.1% |
| Older than usual for grade | 0.3% | Up from 0.0% | 0.0% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=37) | | | | |
| Teachers with advanced degrees | 51.4% | Down from 59.0% | 70.0% | 62.5% |
| Continuing contract teachers | 94.6% | Up from 74.4% | 92.5% | 88.2% |
| Teachers returning from previous year | 91.6% | Up from 90.4% | 89.7% | 87.8% |
| Teacher attendance rate | 94.7% | Down from 96.9% | 95.3% | 95.2% |
| Average teacher salary* | \$49,098 | Up 3.5% | \$48,174 | \$46,773 |
| Professional development days/teacher | 6.2 days | Up from 5.7 days | 10.4 days | 10.5 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 23.3 to 1 | Up from 22.2 to 1 | 21.4 to 1 | 19.9 to 1 |
| Prime instructional time | 92.1% | Down from 94.1% | 91.3% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.6% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$6,605 | Down 10.3% | \$6,655 | \$7,447 |
| Percent of expenditures for instruction** | 62.0% | Down from 63.4% | 68.8% | 68.4% |
| Percent of expenditures for teacher salaries** | 61.0% | Up from 60.9% | 67.4% | 65.8% |

* 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

Our School Improvement Council meets to review the school's performance based on goals and objectives found in the Sterling School Strategic Plan. This is a group of dedicated parents, teachers and community members who work together to ensure the highest levels of performance are realized by all members of the Sterling School Community.

Sterling School is home to two programs: Sterling Elementary, serving students 4K-4th grades, and the Charles Townes Center, a select program for highly gifted students (grades 3-8). The programs operate within a single school and are guided by unified beliefs, vision and mission. Across both programs, skills related to student collaboration and teamwork are developed by means of "hands-on", inquiry based instruction, integration of the arts, and intense focus on research and utilization of technology. Resources are shared between programs, and all students are offered opportunities to engage, challenge, and mentor each other in a manner that is culturally/personally affirming and academically rich. Our priority is to create a sense of community where each individual understands that he or she is respected and valued.

The School Improvement Council has guided and supported the school through strategies to support these programs. The goals included a focus on the following areas:

- Assessment
- Writing, English Language Arts, & Math
- Technology Integration
- Leadership
- Connection with the community

Sterling PTA concentrated efforts this year on reaching out - to the school community and the neighborhood community and the Greenville community. There was phenomenal success in the area of community involvement through our PTA Programs. In September, the League of Women Voters helped increase awareness about legislative issues through a voter registration drive. In January, we hosted our first ever Health Fair in an effort to support the health of our families and community.

March brought the biggest community event of the year – the first ever Go Green with Sterling - with about 400 people coming out! The night was a culminating event for March Recycle Madness, a recycling drive that resulted in thousands of items and a ton of paper/cardboard. PTA conducted a book drive that brought nearly 1000 books to create summer reading collections for students in the surrounding community.

We are proud to announce for the third year in a row, Sterling has had our Teacher of the Year, Linda Reynolds, selected as one of the Top Ten in Greenville County. Lastly, our School Nurse, Maryanne Rapp was elected as the State LPN Nurse of the Year. Please check our website for additional information and our Strategic Plan.

Mike Strickland SIC Chair
David Johnstone Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 32 | 75 | 75 |
| Percent satisfied with learning environment | 96.9% | 97.3% | 93.2% |
| Percent satisfied with social and physical environment | 100.0% | 97.3% | 92.0% |
| Percent satisfied with school-home relations | 100.0% | 96.0% | 81.3% |

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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 | 1.7% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.1% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 97.4% | 94.0%** | Yes |

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

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

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 495 | 100 | 1.8 | 4.5 | 93.6 | 99.4 | 84.1 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 262 | 100 | 2.7 | 3.9 | 93.4 | 98.8 | 80.8 | 78.7 | N/A | N/A |
| Female | 233 | 100 | 0.9 | 5.2 | 93.9 | 100 | 87.7 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 419 | 100 | 0.2 | 2.2 | 97.6 | 100 | 89.7 | 88.9 | Yes | Yes |
| African American | 38 | 100 | 21.2 | 36.4 | 42.4 | 90.9 | 72.2 | 72.9 | I/S | I/S |
| Asian/Pacific Islander | 35 | 100 | N/AV | N/AV | N/AV | 100 | 93.3 | 93 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 79.2 | 79.3 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 83.8 | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 7 | I/S | I/S | I/S | I/S | I/S | 48.6 | 48.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | 79.3 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 49 | 100 | 18.2 | 18.2 | 63.6 | 93.2 | 75.7 | 75.4 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 495 | 100 | 1.4 | 4.5 | 94 | 99.2 | 84.4 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 262 | 100 | 2 | 3.5 | 94.5 | 98.8 | 82.9 | 79.9 | N/A | N/A |
| Female | 233 | 100 | 0.9 | 5.6 | 93.5 | 99.6 | 86.1 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 419 | 100 | 0.2 | 3.1 | 96.6 | 100 | 89.4 | 88.9 | Yes | Yes |
| African American | 38 | 100 | 15.2 | 27.3 | 57.6 | 90.9 | 72 | 71.4 | I/S | I/S |
| Asian/Pacific Islander | 35 | 100 | N/AV | N/AV | N/AV | 100 | 95.6 | 94.6 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 82.7 | 81.1 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 86.3 | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 7 | I/S | I/S | I/S | I/S | I/S | 47.1 | 47.3 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | 83.6 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 49 | 100 | 13.6 | 15.9 | 70.5 | 90.9 | 76.5 | 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 | 330 | 100 | 2.4 | 10.1 | 87.5 | 97.6 | 71.6 | 68.6 |
| Gender | | | | | | | | |
| Male | 174 | 100 | 2.9 | 5.8 | 91.3 | 97.1 | 71.4 | 68.3 |
| Female | 156 | 100 | 1.9 | 14.7 | 83.3 | 98.1 | 71.9 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 282 | 100 | 0.4 | 7.8 | 91.8 | 99.6 | 81 | 80.7 |
| African American | 23 | 100 | 31.8 | 45.5 | 22.7 | 68.2 | 52.3 | 51.4 |
| Asian/Pacific Islander | 23 | 100 | N/AV | N/AV | N/AV | 100 | 85.1 | 85.3 |
| Hispanic | N/A | N/AV | I/S | I/S | I/S | I/S | 61.4 | 61.6 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 76.8 | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 5 | I/S | I/S | I/S | I/S | I/S | 34.8 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 61.8 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 33 | 100 | 18.8 | 28.1 | 53.1 | 81.3 | 58.4 | 57.3 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 335 | 100 | 2.1 | 6.7 | 91.2 | 97.9 | 76.1 | 72.5 |
| Gender | | | | | | | | |
| Male | 171 | 100 | 3 | 3.6 | 93.4 | 97 | 75.9 | 72 |
| Female | 164 | 100 | 1.2 | 9.9 | 88.9 | 98.8 | 76.2 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 277 | 100 | N/AV | N/AV | N/AV | 100 | 82.8 | 81 |
| African American | 30 | 100 | 23.1 | 30.8 | 46.2 | 76.9 | 61.5 | 60 |
| Asian/Pacific Islander | 25 | 100 | N/AV | N/AV | N/AV | 100 | 88.5 | 89 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 69.6 | 69.6 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 75.5 | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 6 | I/S | I/S | I/S | I/S | I/S | 41.9 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 70.5 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 36 | 100 | 21.9 | 21.9 | 56.3 | 78.1 | 65.2 | 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 |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 146 | 100 | N/AV | N/AV | N/AV | 100 | 76 | 73.2 | 97.4 | 96.4 |
| Gender | | | | | | | | | | |
| Male | 86 | 100 | N/AV | N/AV | N/AV | 100 | 70.2 | 67.2 | 97.3 | 96.3 |
| Female | 60 | 100 | N/AV | N/AV | N/AV | 100 | 82.1 | 79.4 | 97.4 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 132 | 100 | N/AV | N/AV | N/AV | 100 | 83.1 | 81.5 | 97.5 | 96.2 |
| African American | 4 | I/S | I/S | I/S | I/S | I/S | 62.2 | 61.3 | 96.5 | 96.4 |
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | 90.3 | 87 | 98.3 | 97.6 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 64.3 | 66.7 | 96 | 96.8 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 74.1 | 72.2 | 98.5 | 95.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 2 | I/S | I/S | I/S | I/S | I/S | 26.5 | 26 | 96.1 | 95.3 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | N/A | 93.2 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | I/S | I/S | I/S | I/S | 65.3 | 65.7 | 99.4 | 97.2 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 6 | I/S | I/S | I/S | I/S | I/S | 63.7 | 63.2 | 96.1 | 95.9 |

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 Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2010 | 3 | 105 | 100 | 3.9 | 3.9 | 92.2 | 96.1 |
| | 4 | 75 | 100 | N/A | N/A | N/A | 100 |
| | 5 | 75 | 100 | N/A | N/A | N/A | 100 |
| | 6 | 71 | 100 | N/A | N/A | N/A | 100 |
| | 7 | 75 | 100 | N/A | N/A | N/A | 100 |
| | 8 | 62 | 100 | N/A | N/A | N/A | 100 |
| 2011 | 3 | 104 | 100 | 5.1 | 2 | 92.9 | 94.9 |
| | 4 | 102 | 100 | 3.9 | 12.7 | 83.3 | 96.1 |
| | 5 | 75 | 100 | N/AV | N/AV | N/AV | 100 |
| | 6 | 75 | 100 | N/AV | N/AV | N/AV | 100 |
| | 7 | 68 | 100 | N/AV | N/AV | N/AV | 100 |
| | 8 | 71 | 100 | N/AV | N/AV | N/AV | 100 |
| Mathematics | | | | | | | |
| 2010 | 3 | 105 | 100 | 12.7 | 11.8 | 75.5 | 87.3 |
| | 4 | 75 | 100 | N/A | N/A | N/A | 100 |
| | 5 | 75 | 100 | N/A | N/A | N/A | 100 |
| | 6 | 71 | 100 | N/A | N/A | N/A | 100 |
| | 7 | 75 | 100 | N/A | N/A | N/A | 100 |
| | 8 | 62 | 100 | N/A | N/A | N/A | 100 |
| 2011 | 3 | 104 | 100 | 5.1 | 3.1 | 91.8 | 94.9 |
| | 4 | 102 | 100 | 2 | 6.9 | 91.2 | 98 |
| | 5 | 75 | 100 | N/AV | N/AV | N/AV | 100 |
| | 6 | 75 | 100 | N/AV | N/AV | N/AV | 100 |
| | 7 | 68 | 100 | N/AV | N/AV | N/AV | 100 |
| | 8 | 71 | 100 | N/AV | N/AV | N/AV | 100 |
| Science | | | | | | | |
| 2010 | 3 | 53 | 100 | 9.8 | 17.6 | 72.5 | 90.2 |
| | 4 | 75 | 100 | N/A | N/A | N/A | 100 |
| | 5 | 37 | 100 | N/A | N/A | N/A | 100 |
| | 6 | 36 | 100 | N/A | N/A | N/A | 100 |
| | 7 | 75 | 100 | N/A | N/A | N/A | 100 |
| | 8 | 31 | 100 | N/A | N/A | N/A | 100 |
| 2011 | 3 | 50 | 100 | 4.1 | 10.2 | 85.7 | 95.9 |
| | 4 | 102 | 100 | 5.9 | 21.6 | 72.5 | 94.1 |
| | 5 | 38 | 100 | N/AV | N/AV | N/AV | 100 |
| | 6 | 37 | 100 | N/AV | N/AV | N/AV | 100 |
| | 7 | 68 | 100 | N/AV | N/AV | N/AV | 100 |
| | 8 | 35 | 100 | N/AV | N/AV | N/AV | 100 |

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 | 52 | 100 | 3.9 | 13.7 | 82.4 | 96.1 |
| | 4 | 75 | 100 | N/A | N/A | N/A | 100 |
| | 5 | 38 | 100 | N/A | N/A | N/A | 100 |
| | 6 | 35 | 100 | N/A | N/A | N/A | 100 |
| | 7 | 75 | 100 | N/A | N/A | N/A | 100 |
| 2011 | 8 | 31 | 100 | N/A | N/A | N/A | 100 |
| | 3 | 54 | 100 | 6.1 | 6.1 | 87.8 | 93.9 |
| | 4 | 102 | 100 | 3.9 | 13.7 | 82.4 | 96.1 |
| | 5 | 37 | 100 | N/AV | N/AV | N/AV | 100 |
| | 6 | 38 | 100 | N/AV | N/AV | N/AV | 100 |
| 2012 | 7 | 68 | 100 | N/AV | N/AV | N/AV | 100 |
| | 8 | 36 | 100 | N/AV | N/AV | N/AV | 100 |
| Writing | | | | | | | |
| 2010 | 3 | 105 | 98.1 | 6 | 7 | 87 | 94 |
| | 4 | 75 | 100 | N/AV | N/AV | N/AV | 100 |
| | 5 | 75 | 100 | N/AV | N/AV | N/AV | 100 |
| | 6 | 71 | 100 | N/AV | N/AV | N/AV | 100 |
| | 7 | 75 | 100 | N/AV | N/AV | N/AV | 100 |
| 2011 | 8 | 62 | 100 | 1.6 | 3.2 | 95.2 | 98.4 |
| | 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 | 75 | 100 | N/AV | N/AV | N/AV | 100 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | 71 | 100 | N/AV | N/AV | N/AV | 100 |

Abbreviations for Missing Data

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