



BURGESS ELEMENTARY

9645 Scipio Lane
Myrtle Beach, SC 29588

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 592 Students | |
| Principal | Donna Hooks | 843-650-4600 |
| Superintendent | Dr. Cynthia Elsberry | 843-488-6700 |
| Board Chair | Will Garland | 843-358-8002 |

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 | Good |
| 2008 | Good | Good |
| 2007 | N/A | N/A |

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

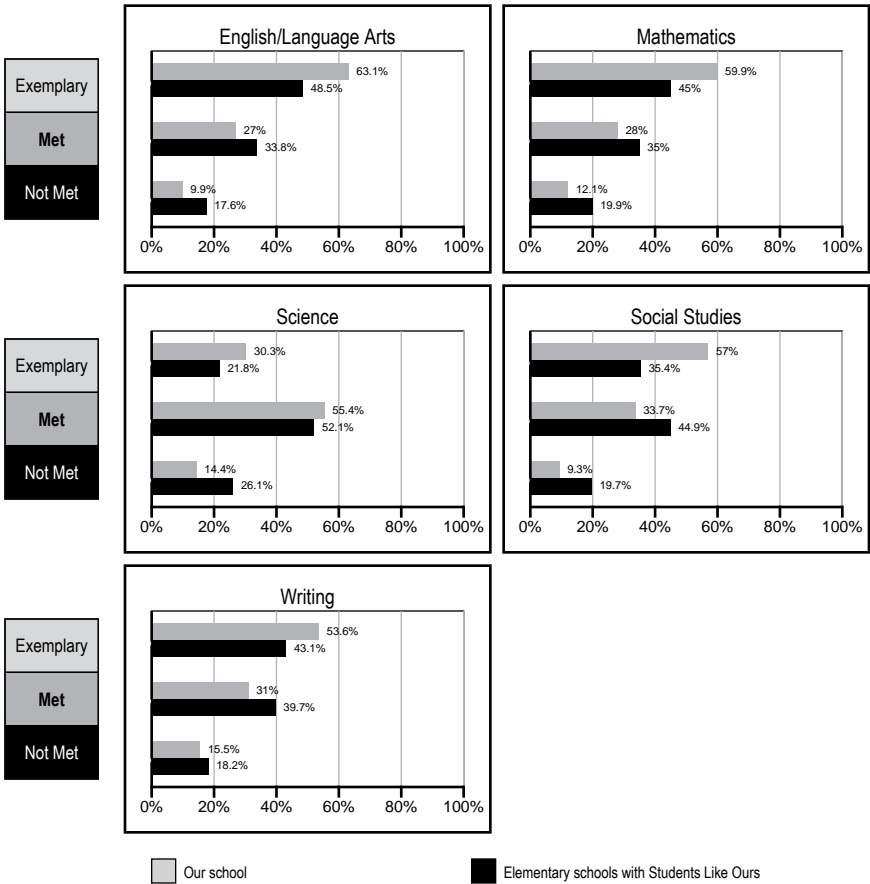
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 32 | 37 | 19 | 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=592) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.2% | Up from 0.3% | 0.9% | 1.1% |
| Attendance rate | 95.5% | Down from 95.9% | 96.2% | 96.2% |
| Served by gifted and talented program | 25.8% | Up from 21.2% | 19.1% | 13.4% |
| With disabilities other than speech | 4.1% | Down from 10.2% | 3.9% | 4.1% |
| Older than usual for grade | 0.3% | Up from 0.2% | 0.2% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.2% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=36) | | | | |
| Teachers with advanced degrees | 58.3% | Up from 52.8% | 65.0% | 62.5% |
| Continuing contract teachers | 94.4% | Up from 88.9% | 90.9% | 88.2% |
| Teachers returning from previous year | 86.4% | N/A | 89.6% | 87.8% |
| Teacher attendance rate | 95.4% | Up from 95.3% | 95.3% | 95.2% |
| Average teacher salary* | \$45,572 | Up 5.1% | \$48,010 | \$46,773 |
| Professional development days/teacher | 17.8 days | Up from 17.4 days | 11.1 days | 10.5 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.3 to 1 | Down from 20.7 to 1 | 20.8 to 1 | 19.9 to 1 |
| Prime instructional time | 87.9% | Up from 87.7% | 90.3% | 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 99.9% | 100.0% | 100.0% |
| Character development program | Excellent | Up from Good | Excellent | Excellent |
| Dollars spent per pupil** | \$8,011 | Up 1.7% | \$7,127 | \$7,447 |
| Percent of expenditures for instruction** | 65.9% | Down from 66.0% | 68.8% | 68.4% |
| Percent of expenditures for teacher salaries** | 61.7% | Up from 61.3% | 66.3% | 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

What a wonderful year of celebrations we have had at Burgess Elementary School! We were awarded the Palmetto Gold Award for Outstanding Student Academic Performance and the Palmetto Silver Award for Closing Achievement Gaps in 2010-11. We were also a finalist for the Carolina First Palmetto's Finest Award. Margaret Bounds was selected as the SC History Teacher of the Year. Pam Petty was selected as our Teacher of the Year and was a top five finalist for Horry County Schools Teacher of the Year.

At Burgess Elementary we strive daily to move every student to higher levels of learning. With our use of DIBELS and MAP data, teacher observation, daily progress, and benchmark tests, we continually monitored each child, set and charted goals, and celebrated individual and school successes. Our students experienced differentiated instruction in classroom workstations across curriculum areas and hands-on outdoor classroom experiences in our Rain, Habitat, and Art Gardens. We preserved our community's rich history and featured interactive activities and exhibits in the Burgess Elementary School Museum. In recognition of this historical habitat, we received the SC Council for the Social Studies Program of Excellence Award.

Civic, personal, and social responsibilities are priorities at Burgess Elementary and were taught through classroom lessons, guidance activities, and a school-wide focus on lifeskills and lifelong guidelines. Each grade level participated in service learning opportunities, and we won Horry County Schools Service Learning Award at the elementary level. We received Carolina Recycling Association's School Recycling Program of the Year Award and DHEC's All Health Team Gold Award. We participated in Make-A-Wish, Cranes for Kids, the Helping Hand Canned Food Drive, Myrtle Beach Family Fun Run, March for Babies, and Jump Rope for Heart. After school clubs that encouraged creative interests included Student Council, Drama Club, Art Club, Walking Club, Archery Club, Garden Club, Cooking Club, and Technology Club.

The success of any school requires the support of an involved School Improvement Council, active PTO, faithful volunteers, and generous business partners. Our SIC led efforts to improve school grounds, decrease childhood obesity, enhance family involvement and increase fine arts opportunities and received the SC SIC Dick and Tunky Riley Award. This year's PTO sponsored many events and raised funds to purchase additional supplies and materials. Volunteers included parents, grandparents, and community members who served as Rockin' Readers, mentors and tutors, chaperoned study trips, and worked during other school-wide activities. Our business partners supplied student and staff incentives.

Our mission, in partnership with our community, is to provide a safe and nurturing learning habitat that develops lifelong leaders and learners as responsible members of society. Burgess Elementary School...simply the BEST!

Donna Hooks, Principal
Mark Mitchell, School Improvement Council Chair, 2010-2011

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 28 | 86 | 61 |
| Percent satisfied with learning environment | 100.0% | 84.9% | 95.0% |
| Percent satisfied with social and physical environment | 96.4% | 86.0% | 89.7% |
| Percent satisfied with school-home relations | 100.0% | 82.6% | 93.1% |

* 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

NO

This school met 20 out of 21 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 | 4.4% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.8% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.5% | 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 | 299 | 100 | 9.9 | 27 | 63.1 | 94.3 | 85.5 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 144 | 100 | 12.5 | 25.7 | 61.8 | 93.4 | 82.5 | 78.7 | N/A | N/A |
| Female | 155 | 100 | 7.5 | 28.1 | 64.4 | 95.2 | 88.6 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 218 | 100 | 5.8 | 26.2 | 68 | 97.1 | 90.1 | 88.9 | Yes | Yes |
| African American | 45 | 100 | 19.5 | 26.8 | 53.7 | 90.2 | 73.6 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 90.2 | 93 | I/S | I/S |
| Hispanic | 28 | 100 | 29.6 | 37 | 33.3 | 77.8 | 81.3 | 79.3 | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 86.2 | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 48 | 100 | 40.4 | 25.5 | 34 | 80.9 | 55.8 | 48.1 | Yes | Yes |
| 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 | 21 | 100 | 31.8 | 36.4 | 31.8 | 77.3 | 80.6 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 151 | 100 | 15.3 | 30.7 | 54 | 92 | 80.6 | 75.4 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 299 | 100 | 12.1 | 28 | 59.9 | 90.8 | 86 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 144 | 100 | 12.5 | 25.7 | 61.8 | 91.2 | 84.1 | 79.9 | N/A | N/A |
| Female | 155 | 100 | 11.6 | 30.1 | 58.2 | 90.4 | 88.1 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 218 | 100 | 7.8 | 24.3 | 68 | 94.2 | 90.8 | 88.9 | Yes | Yes |
| African American | 45 | 100 | 29.3 | 39 | 31.7 | 78 | 73.1 | 71.4 | Yes | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 91.9 | 94.6 | I/S | I/S |
| Hispanic | 28 | 100 | 22.2 | 37 | 40.7 | 81.5 | 83.2 | 81.1 | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 87 | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 48 | 100 | 44.7 | 27.7 | 27.7 | 63.8 | 55.6 | 47.3 | No | Yes |
| 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 | 21 | 100 | 22.7 | 45.5 | 31.8 | 81.8 | 82.9 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 151 | 100 | 17.5 | 38.7 | 43.8 | 87.6 | 81.4 | 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 | 208 | 100 | 14.4 | 55.4 | 30.3 | 85.6 | 74.8 | 68.6 |
| Gender | | | | | | | | |
| Male | 98 | 100 | 14 | 55.9 | 30.1 | 86 | 74.4 | 68.3 |
| Female | 110 | 100 | 14.7 | 54.9 | 30.4 | 85.3 | 75.2 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 153 | 100 | 9 | 57.6 | 33.3 | 91 | 83 | 80.7 |
| African American | 26 | 100 | 39.1 | 43.5 | 17.4 | 60.9 | 53.8 | 51.4 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 85 | 85.3 |
| Hispanic | 22 | 100 | 23.8 | 57.1 | 19 | 76.2 | 66.2 | 61.6 |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 78 | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 37 | 100 | 33.3 | 47.2 | 19.4 | 66.7 | 41.7 | 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 | 17 | 100 | 27.8 | 50 | 22.2 | 72.2 | 65.2 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 109 | 100 | 24.2 | 54.5 | 21.2 | 75.8 | 66.8 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 204 | 100 | 9.3 | 33.7 | 57 | 90.7 | 77.8 | 72.5 |
| Gender | | | | | | | | |
| Male | 99 | 100 | 12.8 | 23.4 | 63.8 | 87.2 | 77.5 | 72 |
| Female | 105 | 100 | 6.1 | 43.4 | 50.5 | 93.9 | 78.1 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 145 | 100 | 6.6 | 30.9 | 62.5 | 93.4 | 83.7 | 81 |
| African American | 31 | 100 | 16.7 | 43.3 | 40 | 83.3 | 61.1 | 60 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 88.6 | 89 |
| Hispanic | 24 | 100 | 17.4 | 34.8 | 47.8 | 82.6 | 75.4 | 69.6 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 77.6 | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 33 | 100 | 37.5 | 37.5 | 25 | 62.5 | 46 | 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 | 18 | 100 | 16.7 | 38.9 | 44.4 | 83.3 | 75.3 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 104 | 100 | 12.5 | 38.5 | 49 | 87.5 | 71 | 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 | 90 | 100 | 15.5 | 31 | 53.6 | 84.5 | 76.6 | 73.2 | 95.5 | 95.8 |
| Gender | | | | | | | | | | |
| Male | 46 | 100 | 20.9 | 34.9 | 44.2 | 79.1 | 71.3 | 67.2 | 95.7 | 95.8 |
| Female | 44 | 100 | 9.8 | 26.8 | 63.4 | 90.2 | 82.2 | 79.4 | 95.3 | 95.8 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 63 | 100 | 13.6 | 28.8 | 57.6 | 86.4 | 82.2 | 81.5 | 95.4 | 95.5 |
| African American | 19 | 100 | 23.5 | 29.4 | 47.1 | 76.5 | 61 | 61.3 | 95.8 | 96.4 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 88 | 87 | 96.6 | 96.7 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 71.7 | 66.7 | 95.4 | 96.4 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 81 | 72.2 | 97.8 | 94.4 |
| Disability Status | | | | | | | | | | |
| Disabled | 14 | 100 | 57.1 | 35.7 | 7.1 | 42.9 | 32.7 | 26 | 95.4 | 95.2 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | N/A | 97.8 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | 69.4 | 65.7 | 95.2 | 96.6 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 40 | 100 | 29.4 | 23.5 | 47.1 | 70.6 | 69.2 | 63.2 | 94.7 | 95.5 |

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 | 114 | 100 | 12.8 | 16.5 | 70.6 | 87.2 |
| | 4 | 104 | 100 | 14 | 33 | 53 | 86 |
| | 5 | 90 | 100 | 12 | 28.9 | 59 | 88 |
| | 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 | 97 | 100 | 3.3 | 12 | 84.8 | 96.7 |
| | 4 | 113 | 100 | 13.2 | 34.9 | 51.9 | 86.8 |
| | 5 | 89 | 100 | 13.1 | 33.3 | 53.6 | 86.9 |
| | 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 | 114 | 100 | 20.2 | 34.9 | 45 | 79.8 |
| | 4 | 103 | 100 | 7.1 | 33.3 | 59.6 | 92.9 |
| | 5 | 90 | 100 | 16.9 | 31.3 | 51.8 | 83.1 |
| | 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 |
| 2011 | 3 | 97 | 100 | 7.6 | 25 | 67.4 | 92.4 |
| | 4 | 113 | 100 | 14.2 | 28.3 | 57.5 | 85.8 |
| | 5 | 89 | 100 | 14.3 | 31 | 54.8 | 85.7 |
| | 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 |
| Science | | | | | | | |
| 2010 | 3 | 56 | 100 | 29.1 | 40 | 30.9 | 70.9 |
| | 4 | 103 | 100 | 9.1 | 68.7 | 22.2 | 90.9 |
| | 5 | 45 | 100 | 24.4 | 34.1 | 41.5 | 75.6 |
| | 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 | 50 | 100 | 10.6 | 57.4 | 31.9 | 89.4 |
| | 4 | 113 | 100 | 14.2 | 56.6 | 29.2 | 85.8 |
| | 5 | 45 | 100 | 19 | 50 | 31 | 81 |
| | 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 | 58 | 100 | 5.6 | 42.6 | 51.9 | 94.4 |
| | 4 | 103 | 100 | 8.1 | 40.4 | 51.5 | 91.9 |
| | 5 | 45 | 100 | 9.5 | 40.5 | 50 | 90.5 |
| | 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 | 47 | 100 | 2.2 | 37.8 | 60 | 97.8 |
| | 4 | 113 | 100 | 10.4 | 36.8 | 52.8 | 89.6 |
| | 5 | 44 | 100 | 14.3 | 21.4 | 64.3 | 85.7 |
| | 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 |
| Writing | | | | | | | |
| 2010 | 3 | 114 | 100 | 14.5 | 29.1 | 56.4 | 85.5 |
| | 4 | 107 | 99.1 | 13 | 27 | 60 | 87 |
| | 5 | 88 | 100 | 13.3 | 20.5 | 66.3 | 86.7 |
| | 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 |
| 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 | 90 | 100 | 15.5 | 31 | 53.6 | 84.5 |
| | 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