



## BARON DEKALB ELEMENTARY

2684 Baron DeKalb Rd.

Camden, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 188 Students           |              |
| <b>Principal</b>      | Betty D. Turner        | 803-432-2483 |
| <b>Superintendent</b> | Dr. Frank E. Morgan    | 803-432-8416 |
| <b>Board Chair</b>    | Joseph Dorton, Jr.     | 803-408-2433 |

# 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        | Good            | Average        |
| 2009        | Average         | Below 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

95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 7         | 19   | 87      | 9             | 0       |

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

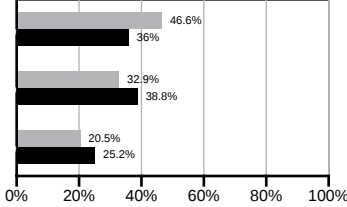
Palmetto Assessment of State Standards (PASS)

Exemplary

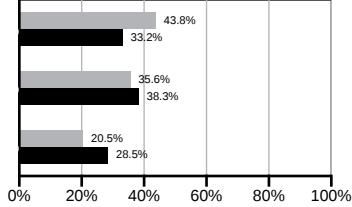
Met

Not Met

English/Language Arts



Mathematics

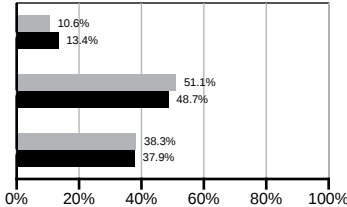


Exemplary

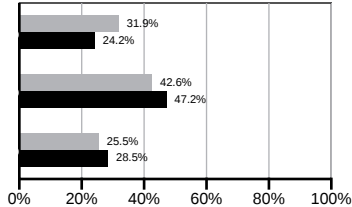
Met

Not Met

Science



Social Studies

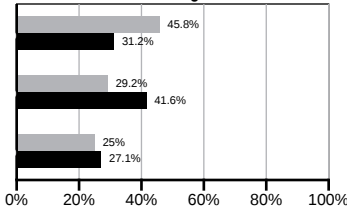


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

\* 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=188)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 2.4%       | Up from 1.2%          | 1.3%                                       | 1.1%                     |
| Attendance rate                                                              | 96.0%      | Up from 95.4%         | 95.9%                                      | 96.2%                    |
| Served by gifted and talented program                                        | 24.0%      | Down from 24.7%       | 11.9%                                      | 13.4%                    |
| With disabilities other than speech                                          | 3.4%       | Down from 5.3%        | 5.1%                                       | 4.1%                     |
| Older than usual for grade                                                   | 0.5%       | Up from 0.0%          | 0.3%                                       | 0.3%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | Down from 0.5%        | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=10)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 70.0%      | Down from 75.0%       | 60.0%                                      | 62.5%                    |
| Continuing contract teachers                                                 | 90.0%      | Down from 91.7%       | 89.6%                                      | 88.2%                    |
| Teachers returning from previous year                                        | 84.5%      | Down from 93.3%       | 87.6%                                      | 87.8%                    |
| Teacher attendance rate                                                      | 95.6%      | Down from 97.4%       | 95.2%                                      | 95.2%                    |
| Average teacher salary*                                                      | \$50,130   | Up 0.6%               | \$46,613                                   | \$46,773                 |
| Professional development days/teacher                                        | 11.5 days  | Down from 12.2 days   | 11.3 days                                  | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 3.0        | Up from 2.0           | 4.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 16.6 to 1  | Down from 18.3 to 1   | 19.6 to 1                                  | 19.9 to 1                |
| Prime instructional time                                                     | 90.3%      | Down from 92.0%       | 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                                                | Excellent  | Up from Good          | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$8,955    | Down 10.4%            | \$7,440                                    | \$7,447                  |
| Percent of expenditures for instruction**                                    | 59.5%      | Down from 61.0%       | 67.0%                                      | 68.4%                    |
| Percent of expenditures for teacher salaries**                               | 56.9%      | Down from 57.8%       | 64.4%                                      | 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**

A small school with a big heart where everyone excels is our shared vision for learning at Baron DeKalb Elementary. We know that our EFFORTS make the difference, and we challenge our students to excel in academics and in character. Our 2010 PASS scores reflect the school's ongoing commitment to increase student achievement. Baron DeKalb received statewide recognition by the S.C. Department of Education for closing the achievement gap for historically under-performing students. BDK also met Adequate Yearly Progress (AYP) by achieving all of our objectives, and we continued to soar on the Annual School Report Card, with noteworthy improvements on the absolute and improvement ratings.

BDK's stakeholders worked together to achieve several goals this year. We were the recipient of the top prize in the Wal-Mart's Stuff a Bus promotion by having the highest per pupil donations. Baron DeKalb was named to South Carolina School Improvement Council's 2011 Honor Roll. The SIC was recognized for its outstanding work in building parent and community involvement. The school and community celebrated Earth Day with an official opening of the outdoor classroom. Also, our main entrance area received a new look with the construction of an intruder prevention wall.

Thank you for your support of the school's vision. By working together, we will continue to provide a safe and nurturing learning environment for our children.

Betty D. Turner, Principal

Candace Anderson, School Improvement Council Chairperson

**Evaluations by Teachers, Students and Parents**

|                                                        | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--------------------------------------------------------|-----------------|------------------|-----------------|
| Number of surveys returned                             | 8               | 23               | 19              |
| Percent satisfied with learning environment            | 100.0%          | 90.9%            | 89.5%           |
| Percent satisfied with social and physical environment | 100.0%          | 95.7%            | 78.9%           |
| Percent satisfied with school-home relations           | 100.0%          | 95.5%            | 89.5%           |

\* 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 | 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  | 1.6%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.6%         | 4.4%  |

|                                                 |            |                 |                     |
|-------------------------------------------------|------------|-----------------|---------------------|
|                                                 | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.0%      | 94.0%**         | Yes                 |

\* Or greater than last year

**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                 | 77  | 100  | 20.5 | 32.9 | 46.6 | 86.3 | 85.2 | 82.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 41  | 100  | 27.5 | 32.5 | 40   | 80   | 82.3 | 78.7 | N/A | N/A |
| Female                       | 36  | 100  | 12.1 | 33.3 | 54.5 | 93.9 | 88.4 | 86.2 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 52  | 100  | 16.3 | 28.6 | 55.1 | 89.8 | 89.1 | 88.9 | Yes | Yes |
| African American             | 22  | 100  | 19   | 47.6 | 33.3 | 85.7 | 76.3 | 72.9 | I/S | I/S |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 100  | 93   | I/S | I/S |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 84.4 | 79.3 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 100  | 83   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | 51.1 | 48.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 68.9 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 81.7 | 78.3 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 55  | 100  | 21.2 | 36.5 | 42.3 | 86.5 | 79.2 | 75.4 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 77  | 100  | 20.5 | 35.6 | 43.8 | 86.3 | 84.2 | 81.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 41  | 100  | 30   | 25   | 45   | 80   | 82.3 | 79.9 | N/A | N/A |
| Female                       | 36  | 100  | 9.1  | 48.5 | 42.4 | 93.9 | 86.3 | 84.1 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 52  | 100  | 14.3 | 34.7 | 51   | 91.8 | 88.9 | 88.9 | Yes | Yes |
| African American             | 22  | 100  | 28.6 | 38.1 | 33.3 | 81   | 72.9 | 71.4 | I/S | I/S |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 95.7 | 94.6 | I/S | I/S |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 87.5 | 81.1 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 90.9 | 84.4 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | 51.2 | 47.3 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 77.6 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 85.2 | 81.4 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 55  | 100  | 21.2 | 38.5 | 40.4 | 86.5 | 77.8 | 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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|

**Science**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 51  | 100  | 38.3 | 51.1 | 10.6 | 61.7 | 72.3 | 68.6 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 30  | 100  | 48.3 | 41.4 | 10.3 | 51.7 | 72.5 | 68.3 |
| Female                       | 21  | 100  | 22.2 | 66.7 | 11.1 | 77.8 | 72   | 68.9 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 32  | 100  | 20.7 | 65.5 | 13.8 | 79.3 | 81.3 | 80.7 |
| African American             | 16  | 100  | 60   | 33.3 | 6.7  | 40   | 52.9 | 51.4 |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 81.3 | 85.3 |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 65.9 | 61.6 |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 70.8 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 39.5 | 35.7 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 42.9 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 59.6 | 60.7 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsidized meals             | 37  | 100  | 35.3 | 55.9 | 8.8  | 64.7 | 61.4 | 57.3 |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 49  | 100  | 25.5 | 42.6 | 31.9 | 74.5 | 72.8 | 72.5 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 24  | 100  | 33.3 | 45.8 | 20.8 | 66.7 | 72.2 | 72   |
| Female                       | 25  | 100  | 17.4 | 39.1 | 43.5 | 82.6 | 73.5 | 73.1 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 33  | 100  | 25   | 40.6 | 34.4 | 75   | 78   | 81   |
| African American             | 16  | 100  | 26.7 | 46.7 | 26.7 | 73.3 | 60.3 | 60   |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 94.1 | 89   |
| Hispanic                     | N/A | N/AV | I/S  | I/S  | I/S  | I/S  | 76.7 | 69.6 |
| American Indian/Alaskan      | N/A | N/AV | I/S  | I/S  | I/S  | I/S  | I/S  | 73.5 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 45.5 | 40.5 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 53.8 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | N/A | N/AV | I/S  | I/S  | I/S  | I/S  | 71.4 | 69.7 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsidized meals             | 34  | 100  | 28.1 | 50   | 21.9 | 71.9 | 63.3 | 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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 24                               | 100      | 25        | 29.2  | 45.8        | 75                           | 77.8                           | 73.2                        | 96                        | 95.9                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 12                               | 100      | 41.7      | 25    | 33.3        | 58.3                         | 73.2                           | 67.2                        | 95.5                      | 95.8                        |
| Female                     | 12                               | 100      | 8.3       | 33.3  | 58.3        | 91.7                         | 82.8                           | 79.4                        | 96.4                      | 96                          |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 18                               | 100      | 22.2      | 33.3  | 44.4        | 77.8                         | 84                             | 81.5                        | 95.7                      | 95.6                        |
| African American           | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 66.1                           | 61.3                        | 96.6                      | 96.4                        |
| Asian/Pacific Islander     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 87                          | N/A                       | 96.9                        |
| Hispanic                   | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 60.3                           | 66.7                        | 97.3                      | 96.4                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 72.2                        | 95.6                      | 95.3                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 27.4                           | 26                          | 95.4                      | 95.2                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 40.5                        | N/A                       | N/A                         |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 60.8                           | 65.7                        | 98.9                      | 97                          |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 15                               | 100      | 33.3      | 33.3  | 33.3        | 66.7                         | 67.1                           | 63.2                        | 95.6                      | 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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2010                  | 3     | 22                               | 100      | 14.3      | 19    | 66.7        | 85.7                  |
|                       | 4     | 26                               | 100      | 8.3       | 50    | 41.7        | 91.7                  |
|                       | 5     | 25                               | 100      | 30        | 35    | 35          | 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     | 28                               | 100      | 10.7      | 21.4  | 67.9        | 89.3                  |
|                       | 4     | 23                               | 100      | 23.8      | 47.6  | 28.6        | 76.2                  |
|                       | 5     | 26                               | 100      | 29.2      | 33.3  | 37.5        | 70.8                  |
|                       | 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     | 22                               | 100      | 19        | 14.3  | 66.7        | 81                    |
|                       | 4     | 26                               | 100      | 4.2       | 54.2  | 41.7        | 95.8                  |
|                       | 5     | 25                               | 100      | 30        | 35    | 35          | 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     | 28                               | 100      | 7.1       | 42.9  | 50          | 92.9                  |
|                       | 4     | 23                               | 100      | 23.8      | 28.6  | 47.6        | 76.2                  |
|                       | 5     | 26                               | 100      | 33.3      | 33.3  | 33.3        | 66.7                  |
|                       | 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     | 12                               | 100      | 45.5      | 18.2  | 36.4        | 54.5                  |
|                       | 4     | 26                               | 100      | 25        | 70.8  | 4.2         | 75                    |
|                       | 5     | 12                               | 100      | 27.3      | 63.6  | 9.1         | 72.7                  |
|                       | 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                   |
| 2011                  | 3     | 14                               | 100      | 35.7      | 42.9  | 21.4        | 64.3                  |
|                       | 4     | 23                               | 100      | 38.1      | 52.4  | 9.5         | 61.9                  |
|                       | 5     | 14                               | 100      | N/AV      | N/AV  | N/AV        | 58.3                  |
|                       | 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                   |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2010           | 3     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                | 4     | 26                               | 100      | 16.7      | 62.5  | 20.8        | 83.3                  |
|                | 5     | 13                               | 100      | I/S       | I/S   | I/S         | I/S                   |
|                | 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     | 14                               | 100      | 7.1       | 57.1  | 35.7        | 92.9                  |
|                | 4     | 23                               | 100      | 38.1      | 42.9  | 19          | 61.9                  |
|                | 5     | 12                               | 100      | 25        | 25    | 50          | 75                    |
|                | 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     | 23                               | 95.7     | 23.8      | 47.6  | 28.6        | 76.2                  |
|                | 4     | 26                               | 100      | 12.5      | 41.7  | 45.8        | 87.5                  |
|                | 5     | 26                               | 100      | 35        | 30    | 35          | 65                    |
|                | 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     | 24                               | 100      | 25        | 29.2  | 45.8        | 75                    |
|                | 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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