



HEATH SPRINGS ELEMENTARY

158 Solar Road
Heath Springs, SC 29058

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 413 Students | |
| Principal | Sheri M. Watson | 803-273-3176 |
| Superintendent | Richard E. Moore | 803-286-6972 |
| Board Chair | Robert Parker | 803-286-6972 |

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 | Average |
| 2009 | Average | Average |
| 2008 | 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

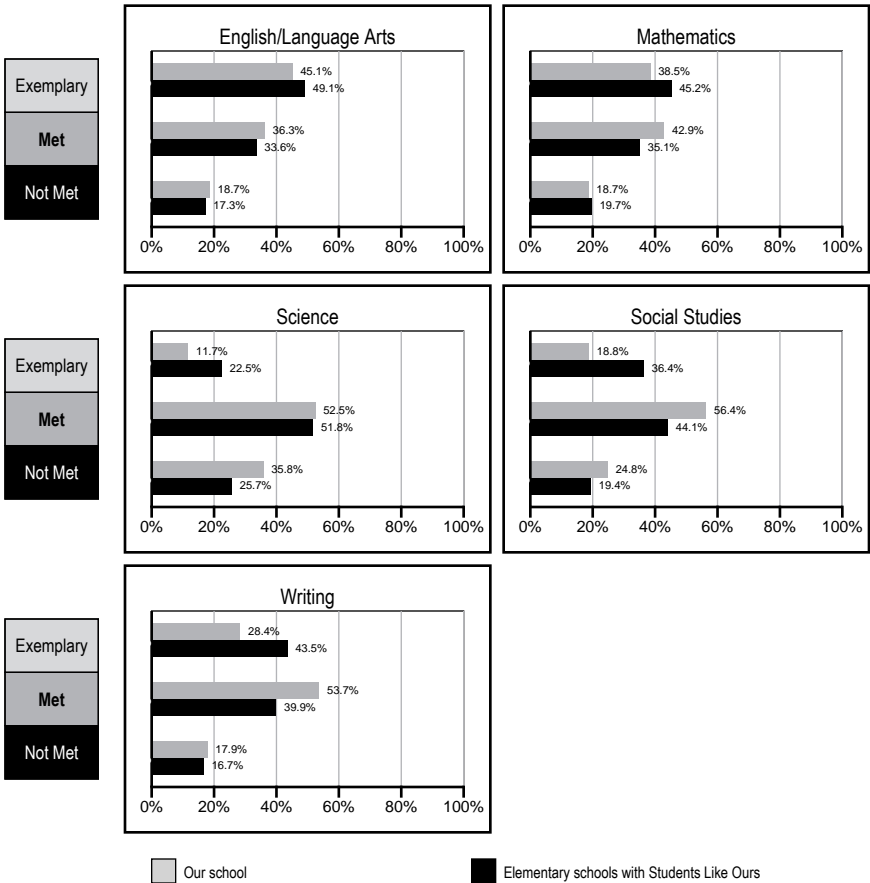
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 32 | 46 | 15 | 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=413) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.3% | Up from 0.0% | 0.8% | 1.1% |
| Attendance rate | 96.3% | Down from 96.4% | 96.2% | 96.2% |
| Served by gifted and talented program | 17.5% | Up from 7.3% | 19.6% | 13.4% |
| With disabilities other than speech | 4.8% | Down from 7.0% | 3.7% | 4.1% |
| Older than usual for grade | 0.0% | Down from 0.6% | 0.2% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=26) | | | | |
| Teachers with advanced degrees | 84.6% | Down from 85.2% | 64.7% | 62.5% |
| Continuing contract teachers | 92.3% | Down from 92.6% | 91.3% | 88.2% |
| Teachers returning from previous year | 89.9% | Up from 89.4% | 89.6% | 87.8% |
| Teacher attendance rate | 94.1% | Down from 94.5% | 95.3% | 95.2% |
| Average teacher salary* | \$50,624 | Down 0.6% | \$47,826 | \$46,773 |
| Professional development days/teacher | 5.3 days | Down from 17.1 days | 10.9 days | 10.5 days |
| School | | | | |
| Principal's years at school | 12.0 | Up from 11.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.6 to 1 | Down from 23.2 to 1 | 20.8 to 1 | 19.9 to 1 |
| Prime instructional time | 89.1% | Up from 88.0% | 90.4% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.6% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Average | Down from Good | Excellent | Excellent |
| Dollars spent per pupil** | \$7,747 | Up 1.3% | \$7,021 | \$7,447 |
| Percent of expenditures for instruction** | 71.1% | Down from 71.4% | 68.8% | 68.4% |
| Percent of expenditures for teacher salaries** | 66.6% | Up from 62.7% | 66.6% | 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

We had another great year at Heath Springs Elementary School. Heath Springs Elementary School, along with involved families and a supportive district administration, is able to offer learning experiences that prepare our children to be unique, independent and responsible citizens. The state standards serve as a guide as we make plans to meet the individual needs of every child.

As we move through the halls of our school, we see evidence of the pride our children, faculty and families take in their school. The Sandlapper Garden, a student-created ecosystem is visible from most classrooms. The calming effects of classical music played throughout the day contribute to the success the students have in writing, artwork, and musical compositions. Individual and group projects display evidence of the accomplishments our students have achieved. Our School Improvement Council worked with our faculty to provide clubs on designated Friday afternoons. These clubs allowed the faculty and parents to provide arts, games, and special interest opportunities to our children. We are excited to be named an ABC (Arts is Basic to Curriculum) site this year. Our PTO sponsors Family Activity Nights, a community rodeo, and academic programs not covered by our school's budget.

This year has been a year of celebrations for us. Faculty, parents and students worked to earn the recognition of being an Exemplary Writing School. We also were one of 14 in the nation to be issued a banner by the American Reading Company for having over 90 percent of our students reading 800 or more steps. Each step represents 15 minutes of silent sustained reading. Parental involvement was a key piece in these successes. Families of students in K-5 were asked to provide 30 hours of service to the school through various opportunities. We are excited about the number of family-service hours that were recorded. Our family volunteers accumulated 7,844 hours this year.

Our children continue to show terrific work on Map, Domine and Test for Higher Standards. These assessments, as well as observation and anecdotal records are used to guide our planning as we provide services for students needing intervention as well as those on or above grade level. Response to intervention drives our instructional practices. Intervention is provided through a resource teacher, Reading Recovery teachers and Title I Interventionists. SRA Corrective Reading was used in grade 3 for students who would benefit. Social studies standards are integrated in our 2 hour language arts block. Professional Learning Teams, The Leadership Team, Student Intervention Team and Student Assistance teams meet each month to plan for the success of our students. Reading resources are plentiful for teachers, students and parents. Our knowledge of independent reading has been enlightened through the implementation of 100 Book Challenge.

We pride ourselves on being family-friendly and welcoming to students, parents and the community. Our "Community of Learners" continues to celebrate success in many ways.

Sheri Watson, Principal

Kerri Baker, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 26 | 65 | 43 |
| Percent satisfied with learning environment | 100.0% | 93.8% | 85.7% |
| Percent satisfied with social and physical environment | 96.0% | 73.8% | 88.4% |
| Percent satisfied with school-home relations | 100.0% | 87.7% | 88.1% |

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

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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 | 5.1% | 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 | 96.3% | 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 | 187 | 100 | 18.7 | 36.3 | 45.1 | 92.3 | 81.8 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 97 | 100 | 19.8 | 37.5 | 42.7 | 91.7 | 77.9 | 78.7 | N/A | N/A |
| Female | 90 | 100 | 17.4 | 34.9 | 47.7 | 93 | 86 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 151 | 100 | 17 | 37.4 | 45.6 | 92.5 | 86.3 | 88.9 | Yes | Yes |
| African American | 33 | 100 | 28.1 | 31.3 | 40.6 | 90.6 | 71.9 | 72.9 | I/S | I/S |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 93 | 93 | I/S | I/S |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 79.4 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 95 | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 32 | 100 | 56.3 | 40.6 | 3.1 | 71.9 | 48 | 48.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 78.6 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 77 | 100 | 20.5 | 35.6 | 43.8 | 91.8 | 74.5 | 75.4 | Yes | Yes |
| Mathematics - State Performance Objective = 79.0% (Met or Exemplary) | | | | | | | | | | |
| All Students | 187 | 100 | 18.7 | 42.9 | 38.5 | 88.5 | 83.1 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 97 | 100 | 18.8 | 40.6 | 40.6 | 89.6 | 80.2 | 79.9 | N/A | N/A |
| Female | 90 | 100 | 18.6 | 45.3 | 36 | 87.2 | 86.2 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 151 | 100 | 17.7 | 41.5 | 40.8 | 88.4 | 88 | 88.9 | Yes | Yes |
| African American | 33 | 100 | 25 | 53.1 | 21.9 | 87.5 | 72.3 | 71.4 | I/S | I/S |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 97.7 | 94.6 | I/S | I/S |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 81.5 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 90 | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 32 | 100 | N/AV | N/AV | N/AV | 62.5 | 45.5 | 47.3 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 81.7 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 77 | 100 | 26 | 42.5 | 31.5 | 86.3 | 76.2 | 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 | 123 | 100 | 35.8 | 52.5 | 11.7 | 64.2 | 64.4 | 68.6 |
| Gender | | | | | | | | |
| Male | 67 | 100 | 31.8 | 59.1 | 9.1 | 68.2 | 65 | 68.3 |
| Female | 56 | 100 | 40.7 | 44.4 | 14.8 | 59.3 | 63.7 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 98 | 100 | 30.2 | 58.3 | 11.5 | 69.8 | 72.5 | 80.7 |
| African American | 22 | 100 | 61.9 | 28.6 | 9.5 | 38.1 | 47.7 | 51.4 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 70 | 85.3 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 59 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 73.3 | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 21 | 100 | N/AV | N/AV | N/AV | 33.3 | 30.4 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 57.5 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 46 | 100 | 51.2 | 34.9 | 14 | 48.8 | 52 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 120 | 100 | 24.8 | 56.4 | 18.8 | 75.2 | 68.8 | 72.5 |
| Gender | | | | | | | | |
| Male | 63 | 100 | 20.6 | 60.3 | 19 | 79.4 | 68.4 | 72 |
| Female | 57 | 100 | 29.6 | 51.9 | 18.5 | 70.4 | 69.2 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 96 | 100 | 25.8 | 51.6 | 22.6 | 74.2 | 73.1 | 81 |
| African American | 23 | 100 | 21.7 | 73.9 | 4.3 | 78.3 | 59.1 | 60 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 80 | 89 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 67 | 69.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 84.6 | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 20 | 100 | N/AV | N/AV | N/AV | 55 | 36.4 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 67.8 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 54 | 100 | 30.8 | 55.8 | 13.5 | 69.2 | 59.4 | 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 | 69 | 100 | 17.9 | 53.7 | 28.4 | 82.1 | 71.7 | 73.2 | 96.3 | 96 |
| Gender | | | | | | | | | | |
| Male | 29 | 100 | 21.4 | 57.1 | 21.4 | 78.6 | 64.4 | 67.2 | 96.4 | 95.8 |
| Female | 40 | 100 | 15.4 | 51.3 | 33.3 | 84.6 | 79 | 79.4 | 96.1 | 96.2 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 59 | 100 | 15.8 | 54.4 | 29.8 | 84.2 | 77.9 | 81.5 | 96.1 | 95.8 |
| African American | 9 | I/S | I/S | I/S | I/S | I/S | 57.1 | 61.3 | 96.7 | 96.3 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 87.5 | 87 | 99.3 | 97.2 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 70.1 | 66.7 | 96.9 | 95.9 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | N/A | 96.7 |
| Disability Status | | | | | | | | | | |
| Disabled | 12 | 100 | N/AV | N/AV | N/AV | 41.7 | 24.5 | 26 | 96.5 | 94.7 |
| 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 | 68.9 | 65.7 | 97.8 | 96.3 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 28 | 100 | 29.6 | 51.9 | 18.5 | 70.4 | 61 | 63.2 | 95.7 | 95.4 |

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 | 62 | 100 | 19.3 | 35.1 | 45.6 | 80.7 |
| | 4 | 67 | 100 | 14.3 | 39.7 | 46 | 85.7 |
| | 5 | 73 | 100 | 25 | 48.6 | 26.4 | 75 |
| | 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 | 62 | 100 | 16.7 | 16.7 | 66.7 | 83.3 |
| | 4 | 56 | 100 | 21.8 | 41.8 | 36.4 | 78.2 |
| | 5 | 69 | 100 | 17.9 | 49.3 | 32.8 | 82.1 |
| | 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 |
| Mathematics | | | | | | | |
| 2010 | 3 | 62 | 100 | 33.3 | 40.4 | 26.3 | 66.7 |
| | 4 | 67 | 100 | 15.9 | 46 | 38.1 | 84.1 |
| | 5 | 73 | 100 | 26.4 | 47.2 | 26.4 | 73.6 |
| | 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 | 62 | 100 | 26.7 | 25 | 48.3 | 73.3 |
| | 4 | 56 | 100 | 12.7 | 49.1 | 38.2 | 87.3 |
| | 5 | 69 | 100 | 16.4 | 53.7 | 29.9 | 83.6 |
| | 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 | 32 | 100 | 66.7 | 30 | 3.3 | 33.3 |
| | 4 | 67 | 100 | 47.6 | 49.2 | 3.2 | 52.4 |
| | 5 | 38 | 100 | 37.8 | 59.5 | 2.7 | 62.2 |
| | 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 | 32 | 100 | 38.7 | 38.7 | 22.6 | 61.3 |
| | 4 | 56 | 100 | 30.9 | 61.8 | 7.3 | 69.1 |
| | 5 | 35 | 100 | 41.2 | 50 | 8.8 | 58.8 |
| | 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 |

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 | 30 | 100 | 11.1 | 74.1 | 14.8 | 88.9 |
| | 4 | 67 | 100 | 28.6 | 57.1 | 14.3 | 71.4 |
| | 5 | 35 | 100 | 62.9 | 28.6 | 8.6 | 37.1 |
| | 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 | 30 | 100 | 10.3 | 62.1 | 27.6 | 89.7 |
| | 4 | 56 | 100 | 23.6 | 61.8 | 14.5 | 76.4 |
| | 5 | 34 | 100 | 39.4 | 42.4 | 18.2 | 60.6 |
| | 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 | 63 | 100 | 22.4 | 43.1 | 34.5 | 77.6 |
| | 4 | 67 | 98.5 | 16.1 | 53.2 | 30.6 | 83.9 |
| | 5 | 73 | 98.6 | 24.3 | 41.4 | 34.3 | 75.7 |
| | 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 | 69 | 100 | 17.9 | 53.7 | 28.4 | 82.1 |
| | 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 |

Abbreviations for Missing Data

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