



KERSHAW ELEMENTARY

108 N. Rollins Dr.
Kershaw, S.C. 29067

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 485 Students | |
| Principal | Dr. Annette G. Melton | 803-475-6655 |
| 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 | Average |
| 2010 | Average | Average |
| 2009 | Average | Average |
| 2008 | Average | Below Average |
| 2007 | Average | At-Risk |

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

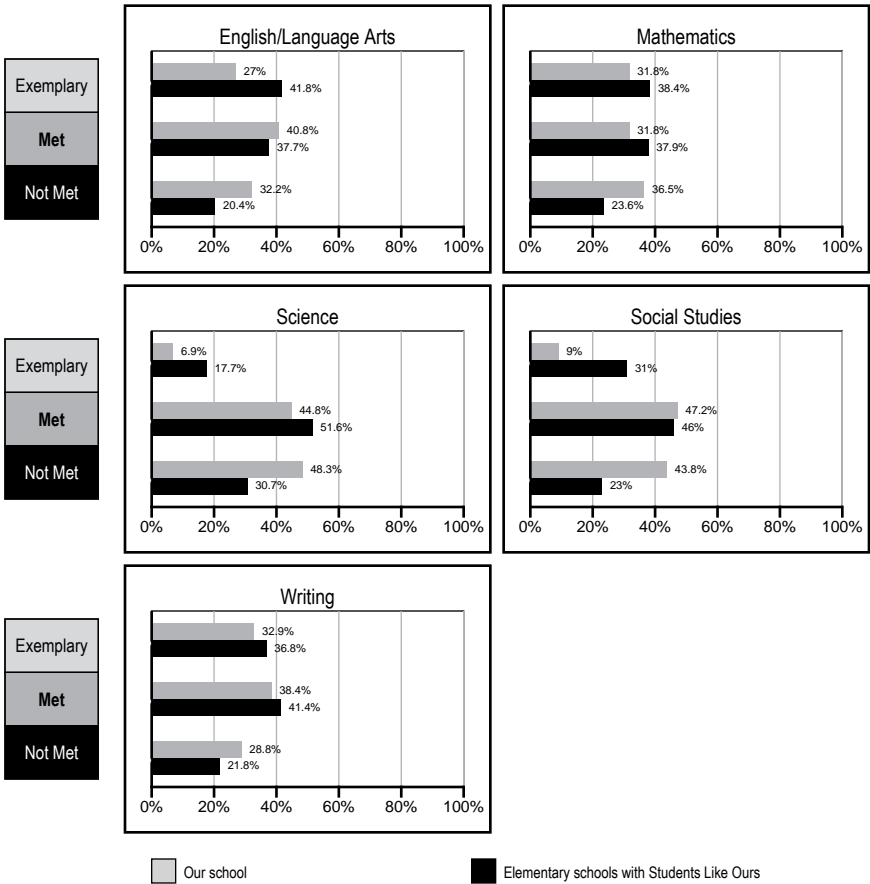
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 22 | 35 | 54 | 1 | 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=485) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.5% | Down from 1.7% | 1.2% | 1.1% |
| Attendance rate | 96.2% | Up from 95.6% | 96.1% | 96.2% |
| Served by gifted and talented program | 8.6% | Up from 4.7% | 14.3% | 13.4% |
| With disabilities other than speech | 6.0% | Down from 10.0% | 5.1% | 4.1% |
| Older than usual for grade | 0.0% | No Change | 0.3% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=28) | | | | |
| Teachers with advanced degrees | 71.4% | Up from 67.7% | 60.6% | 62.5% |
| Continuing contract teachers | 96.4% | Up from 87.1% | 90.0% | 88.2% |
| Teachers returning from previous year | 87.9% | Down from 89.1% | 88.4% | 87.8% |
| Teacher attendance rate | 94.9% | Down from 95.1% | 95.2% | 95.2% |
| Average teacher salary* | \$49,063 | Down 2.9% | \$46,460 | \$46,773 |
| Professional development days/teacher | 11.1 days | Down from 17.1 days | 10.5 days | 10.5 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 9.0 | 4.5 | 4.0 |
| Student-teacher ratio in core subjects | 20.7 to 1 | Up from 19.0 to 1 | 20.1 to 1 | 19.9 to 1 |
| Prime instructional time | 88.6% | Down from 89.3% | 90.3% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 97.7% | Down from 99.4% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,094 | Up 5.2% | \$7,094 | \$7,447 |
| Percent of expenditures for instruction** | 71.9% | Up from 70.5% | 68.4% | 68.4% |
| Percent of expenditures for teacher salaries** | 67.8% | Up from 66.9% | 65.6% | 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

During the 2010-2011 year, Kershaw Elementary focused on the Professional Teaching and Learning Cycle (PTLC) to enhance collaboration and student achievement, increasing the effectiveness of communication with our families, celebrating student successes, and implementing a school-wide theme "Sailing to Success."

Through the PTLC process, teachers met weekly to analyze data, plan, review student work, study the state standards and share resources. This process strengthened the instructional program by targeting areas in need of improvement. Dominic testing for students in kindergarten through second grade increased the use of leveled readers. Multiplication Bees for grades three through five emphasized the importance of learning basic math facts as the foundation for complex math problems. Integrating content standards through school-wide activities also played an important role in student engagement. In October, each class used pumpkins to develop science, social studies, math and language arts activities. The culminating event resulted in each class designing and displaying their pumpkin as a storybook character. Standards were posted with student work displayed in the hallways throughout the year. On-site professional development included how to use leveled readers, Thinking Maps, vertical team planning and meeting students' needs through Response to Intervention. Staff members attended workshops and conferences focused on teaching writing.

Family involvement plays an important role in the success of our students. To better communicate with families, folders that included a weekly classroom newsletter and student work were sent home each Thursday with every child. Family Nights for several grade levels were held at the local library. This off-campus setting strengthened our community relationships. Summer activity kits, including a free book for each student, provided fun and engaging projects to reinforce and strengthen skills learned during the year.

Student successes were celebrated throughout the year. In the fall, students who scored "Met" and/or "Exemplary" were treated to special field trips. Recognitions for good behavior were made daily, the Honor Roll was posted each six weeks and during the month of February, Acts of Random Kindness (ARK) were encouraged. Students were acknowledged each month in the school-wide newsletter for awards and recognitions.

Our theme, "Sailing to Success," provided a framework for bulletin boards, student work and school-wide activities. We are proud of the hard work of our students and staff and greatly appreciate the support of our families and community. Together, we will continue to sail to success in 2011-2012.

Brandee Young, SIC Chair
Annette Melton, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 29 | 71 | 33 |
| Percent satisfied with learning environment | 100.0% | 84.5% | 93.9% |
| Percent satisfied with social and physical environment | 96.6% | 83.1% | 90.9% |
| Percent satisfied with school-home relations | 93.1% | 84.3% | 84.8% |

* 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 13 out of 17 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 | 96.2% | 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 | 225 | 100 | 32.2 | 40.8 | 27 | 76.3 | 81.8 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 107 | 100 | 40.8 | 37.9 | 21.4 | 71.8 | 77.9 | 78.7 | N/A | N/A |
| Female | 118 | 100 | 24.1 | 43.5 | 32.4 | 80.6 | 86 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 156 | 100 | 26 | 44.7 | 29.3 | 81.3 | 86.3 | 88.9 | Yes | Yes |
| African American | 59 | 100 | 48.1 | 36.5 | 15.4 | 63.5 | 71.9 | 72.9 | No | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 93 | 93 | I/S | I/S |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | 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 | 36 | 100 | 73.3 | 23.3 | 3.3 | 26.7 | 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 | 3 | I/S | I/S | I/S | I/S | I/S | 78.6 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 128 | 100 | 37.8 | 37 | 25.2 | 70.6 | 74.5 | 75.4 | No | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 225 | 100 | 36.5 | 31.8 | 31.8 | 76.3 | 83.1 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 107 | 100 | 37.9 | 33 | 29.1 | 73.8 | 80.2 | 79.9 | N/A | N/A |
| Female | 118 | 100 | 35.2 | 30.6 | 34.3 | 78.7 | 86.2 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 156 | 100 | 26 | 34.7 | 39.3 | 82.7 | 88 | 88.9 | Yes | Yes |
| African American | 59 | 100 | 63.5 | 26.9 | 9.6 | 57.7 | 72.3 | 71.4 | No | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 97.7 | 94.6 | I/S | I/S |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | 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 | 36 | 100 | 76.7 | 16.7 | 6.7 | 36.7 | 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 | 3 | I/S | I/S | I/S | I/S | I/S | 81.7 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 128 | 100 | 44.5 | 30.3 | 25.2 | 72.3 | 76.2 | 74.9 | No | 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 | 153 | 100 | 48.3 | 44.8 | 6.9 | 51.7 | 64.4 | 68.6 |
| Gender | | | | | | | | |
| Male | 74 | 100 | 50 | 45.8 | 4.2 | 50 | 65 | 68.3 |
| Female | 79 | 100 | 46.6 | 43.8 | 9.6 | 53.4 | 63.7 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 107 | 100 | 39.8 | 50.5 | 9.7 | 60.2 | 72.5 | 80.7 |
| African American | 39 | 100 | N/AV | N/AV | N/AV | 22.9 | 47.7 | 51.4 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 70 | 85.3 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 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 | 18 | 100 | N/AV | N/AV | N/AV | 13.3 | 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 | 1 | I/S | I/S | I/S | I/S | I/S | 57.5 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 89 | 100 | 57.3 | 39 | 3.7 | 42.7 | 52 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 152 | 100 | 43.8 | 47.2 | 9 | 56.3 | 68.8 | 72.5 |
| Gender | | | | | | | | |
| Male | 77 | 100 | 37.8 | 50 | 12.2 | 62.2 | 68.4 | 72 |
| Female | 75 | 100 | 50 | 44.3 | 5.7 | 50 | 69.2 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 105 | 100 | 40.2 | 49 | 10.8 | 59.8 | 73.1 | 81 |
| African American | 38 | 100 | 55.9 | 38.2 | 5.9 | 44.1 | 59.1 | 60 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 80 | 89 |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 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 | 29 | 100 | 88 | 4 | 8 | 12 | 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 | 3 | I/S | I/S | I/S | I/S | I/S | 67.8 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 81 | 100 | 51.9 | 39 | 9.1 | 48.1 | 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 | 79 | 100 | 28.8 | 38.4 | 32.9 | 71.2 | 71.7 | 73.2 | 96.2 | 96 |
| Gender | | | | | | | | | | |
| Male | 35 | 100 | 46.9 | 40.6 | 12.5 | 53.1 | 64.4 | 67.2 | 95.8 | 95.8 |
| Female | 44 | 100 | 14.6 | 36.6 | 48.8 | 85.4 | 79 | 79.4 | 96.6 | 96.2 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 61 | 100 | 25.9 | 36.2 | 37.9 | 74.1 | 77.9 | 81.5 | 96.1 | 95.8 |
| African American | 17 | 100 | 40 | 46.7 | 13.3 | 60 | 57.1 | 61.3 | 96.7 | 96.3 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 87.5 | 87 | 99.3 | 97.2 |
| Hispanic | 1 | I/S | N/A | N/A | N/A | N/A | 70.1 | 66.7 | 92 | 95.9 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | 92.2 | 96.7 |
| Disability Status | | | | | | | | | | |
| Disabled | 16 | 100 | N/AV | N/AV | N/AV | 30.8 | 24.5 | 26 | 94.9 | 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 | 1 | I/S | N/A | N/A | N/A | N/A | 68.9 | 65.7 | 99 | 96.3 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 49 | 100 | 38.6 | 36.4 | 25 | 61.4 | 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 | 87 | 98.9 | 26.8 | 28 | 45.1 | 73.2 |
| | 4 | 89 | 100 | 25.3 | 37.3 | 37.3 | 74.7 |
| | 5 | 86 | 100 | 26.8 | 46.3 | 26.8 | 73.2 |
| | 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 | 66 | 100 | 35 | 33.3 | 31.7 | 65 |
| | 4 | 80 | 100 | 39.7 | 37.2 | 23.1 | 60.3 |
| | 5 | 79 | 100 | 21.9 | 50.7 | 27.4 | 78.1 |
| | 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 | 87 | 98.9 | 31.7 | 35.4 | 32.9 | 68.3 |
| | 4 | 89 | 100 | 21.7 | 47 | 31.3 | 78.3 |
| | 5 | 86 | 100 | 29.3 | 47.6 | 23.2 | 70.7 |
| | 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 | 66 | 100 | 55 | 15 | 30 | 45 |
| | 4 | 80 | 100 | 35.9 | 28.2 | 35.9 | 64.1 |
| | 5 | 79 | 100 | 21.9 | 49.3 | 28.8 | 78.1 |
| | 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 |
| Science | | | | | | | |
| 2010 | 3 | 41 | 100 | 56.4 | 38.5 | 5.1 | 43.6 |
| | 4 | 89 | 100 | 44.6 | 51.8 | 3.6 | 55.4 |
| | 5 | 44 | 100 | N/A | N/A | N/A | 44.2 |
| | 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 | 33 | 100 | 56.7 | 36.7 | 6.7 | 43.3 |
| | 4 | 80 | 100 | 47.4 | 51.3 | 1.3 | 52.6 |
| | 5 | 40 | 100 | 43.2 | 37.8 | 18.9 | 56.8 |
| | 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

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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 45 | 100 | 39.5 | 53.5 | 7 | 60.5 |
| | 4 | 89 | 100 | 44.6 | 51.8 | 3.6 | 55.4 |
| | 5 | 42 | 100 | 56.4 | 35.9 | 7.7 | 43.6 |
| | 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 | 33 | 100 | 50 | 30 | 20 | 50 |
| | 4 | 80 | 100 | 39.7 | 57.7 | 2.6 | 60.3 |
| | 5 | 39 | 100 | 47.2 | 38.9 | 13.9 | 52.8 |
| | 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 |
| Writing | | | | | | | |
| 2010 | 3 | 87 | 98.9 | 36.1 | 33.7 | 30.1 | 63.9 |
| | 4 | 90 | 98.9 | 24.4 | 50 | 25.6 | 75.6 |
| | 5 | 87 | 98.9 | 25.6 | 43.9 | 30.5 | 74.4 |
| | 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 | 79 | 100 | 28.8 | 38.4 | 32.9 | 71.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

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