



RAVENEL ELEMENTARY

150 Ravenel School Road
Seneca, SC 29678

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 542 Students | |
| Principal | Tommy Bolger | 864-886-4450 |
| Superintendent | Mike Lucas | 864-886-4400 |
| Board Chair | Andy Inabinet | 864-710-0796 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| 2011 | Good | Good* |
| 2010 | Excellent | Good |
| 2009 | Good | Average |
| 2008 | Average | At-Risk |
| 2007 | Good | Below Average |

* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

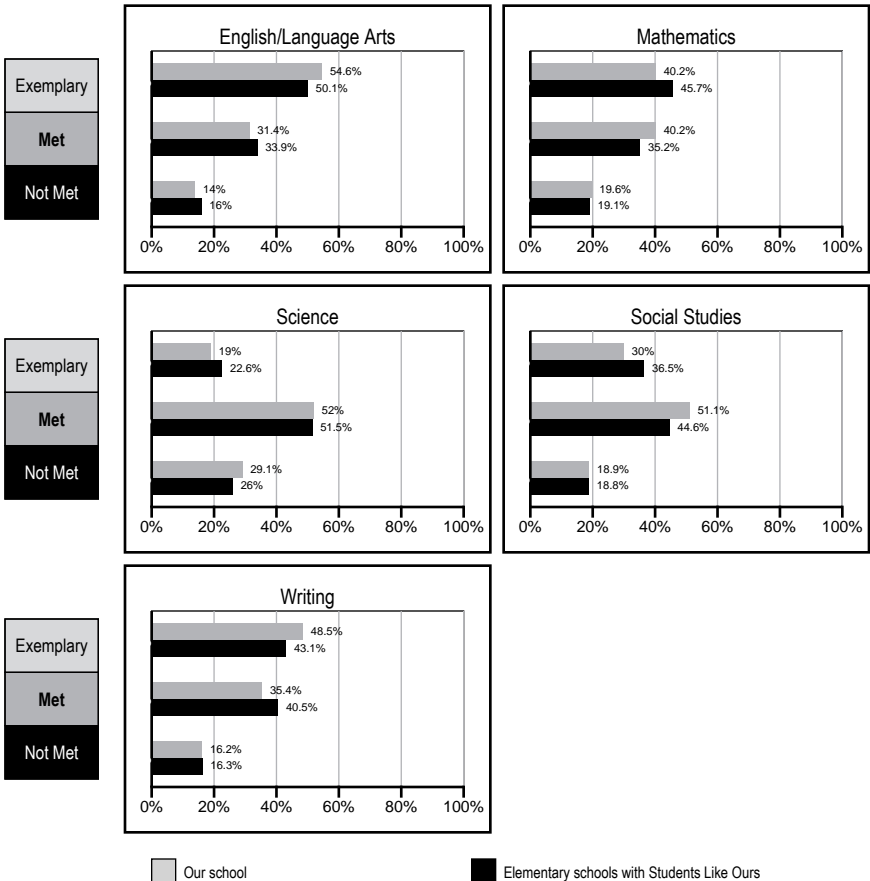
95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 29 | 33 | 8 | 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=542) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 98.9% | 100.0% | 100.0% |
| Retention rate | 1.1% | Up from 0.9% | 0.9% | 1.1% |
| Attendance rate | 96.8% | Up from 96.4% | 96.3% | 96.2% |
| Served by gifted and talented program | 26.7% | Down from 30.0% | 20.1% | 13.4% |
| With disabilities other than speech | 3.4% | Down from 6.6% | 3.3% | 4.1% |
| Older than usual for grade | 0.0% | No Change | 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=37) | | | | |
| Teachers with advanced degrees | 56.8% | Down from 57.9% | 65.9% | 62.5% |
| Continuing contract teachers | 97.3% | Up from 92.1% | 90.2% | 88.2% |
| Teachers returning from previous year | 93.1% | Up from 88.7% | 90.3% | 87.8% |
| Teacher attendance rate | 94.5% | Down from 97.6% | 94.9% | 95.2% |
| Average teacher salary* | \$46,349 | Up 0.2% | \$48,447 | \$46,773 |
| Professional development days/teacher | 7.0 days | Up from 5.3 days | 10.8 days | 10.5 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.0 to 1 | Up from 20.5 to 1 | 20.8 to 1 | 19.9 to 1 |
| Prime instructional time | 89.9% | Down from 93.7% | 90.3% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.9% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,303 | Up 0.6% | \$6,881 | \$7,447 |
| Percent of expenditures for instruction** | 68.8% | Up from 67.1% | 69.5% | 68.4% |
| Percent of expenditures for teacher salaries** | 66.6% | Up from 65.2% | 67.0% | 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

Ravenel Elementary School strives to "Reach Every Student" by utilizing best practices in the educational process. Ravenel serves 545 students in grades kindergarten through fifth grade. We want our students to become life-long learners who succeed in a competitive world despite any challenges they may face.

Ravenel Elementary's goal to "Reach Every Student" in the classroom is our main focus. Teachers use best practices such as differentiated instruction, balanced literacy, and formative assessment to engage students in the learning process. Teachers continually use data, such as MAP and PASS scores, to plan for and drive their instruction. We implemented PASS and MAP mentoring groups with our guidance counselor for students in second through fifth grade. During classroom visits, she discussed the students' scores on the PASS and MAP, helped them set realistic goals and offered strategies on how they could improve throughout the year. This year the School District of Oconee County has provided on-site training in the efficient and effective use of 100 Book Challenge. Through formative assessment and progress monitoring all students are encouraged to become successful independent readers. Academic assistance is provided through Early Reading Intervention (ERI), Intensive Reading Intervention (IRI), and Reading Recovery. School performance on PASS was honored with a Palmetto Gold Award and a Silver Award for closing the achievement gap.

The school climate continues to improve through the leadership of a revitalized Positive Behavior Intervention Support (PBIS) team. A school-wide system of expectations was developed and incentives were routinely provided through the use of "Cub Cash". School behavior data were reviewed monthly and support given to those students requiring a Behavior Intervention Plan. Five Ravenel teachers and one administrator received certification in Crisis Prevention Intervention. We were recognized as a Banner school for PBIS.

Our school works to reach not only every student, but also their families. We work very hard to make Ravenel a school where all are welcome and where the students look forward to each day of learning in a safe environment. This year an after-school program, Tiger Cub Academy (TCA), was initiated. This program successfully served eighty students and their families. We hosted Family Nights this year where students and families enjoyed building books, attending Book Fairs, seeing a real historic wax museum hosted by the fourth grade, and sharing a monthly free movie night with family members in the safe environment of the school cafeteria. We also encourage students to be physically active. We have an early morning walking program each day which is supervised by our two physical education teachers. Our third through fifth grade students take part in the Clemson Relays annually, and this year our fifth grade relay team came in first place. We have the county's biggest Jump Rope for Heart celebration in aid of the American Heart Association. The entire school and community enjoyed the 18th Artists on the Green where local artists and performers gather at Ravenel to demonstrate their skills. Our guidance counselor also organizes an annual Career Day where community members come and share their trade with the students. The school also raised funds for tsunami disaster relief in Japan, for local food banks, and always raises significant amounts for the American Cancer Society through Relay for Life.

The PTO and SIC are vital parts of our school and help Ravenel "Reach Every Student" with additional leadership and funds. PTO awarded several teacher grants to purchase instructional items for classroom projects as well as honoring them with a meal during Teacher Appreciation Week. Additional technology for administrators and a new sound system were also provided by our PTO. Numerous activities are organized and sponsored by PTO including our Variety Show, Fall Festival, and continuous assistance with everyday school

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 35 | 75 | 52 |
| Percent satisfied with learning environment | 97.1% | 97.3% | 90.4% |
| Percent satisfied with social and physical environment | 94.3% | 96.0% | 98.0% |
| Percent satisfied with school-home relations | 100.0% | 96.0% | 86.3% |

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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 | 0.0% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.8% | 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 | 281 | 100 | 14 | 31.4 | 54.6 | 90.8 | 83 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 146 | 100 | 10.5 | 33.6 | 55.9 | 92.3 | 78.7 | 78.7 | N/A | N/A |
| Female | 135 | 100 | 18 | 28.9 | 53.1 | 89.1 | 87.5 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 204 | 100 | 12.7 | 26.9 | 60.4 | 91.9 | 85.1 | 88.9 | Yes | Yes |
| African American | 61 | 100 | 16.9 | 45.8 | 37.3 | 86.4 | 72.9 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 87.2 | 93 | I/S | I/S |
| Hispanic | 11 | 100 | 18.2 | 36.4 | 45.5 | 90.9 | 75.3 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 90 | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 30 | 100 | 65.4 | 30.8 | 3.8 | 46.2 | 53.2 | 48.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | 74.5 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 150 | 100 | 22 | 34.8 | 43.3 | 85.1 | 76.9 | 75.4 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 281 | 100 | 19.6 | 40.2 | 40.2 | 86.7 | 83.7 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 146 | 100 | 17.5 | 37.8 | 44.8 | 88.1 | 81.4 | 79.9 | N/A | N/A |
| Female | 135 | 100 | 21.9 | 43 | 35.2 | 85.2 | 86.2 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 204 | 100 | 16.2 | 36 | 47.7 | 90.4 | 85.9 | 88.9 | Yes | Yes |
| African American | 61 | 100 | 32.2 | 55.9 | 11.9 | 74.6 | 69.8 | 71.4 | No | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 84.6 | 94.6 | I/S | I/S |
| Hispanic | 11 | 100 | 18.2 | 45.5 | 36.4 | 81.8 | 82.1 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 100 | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 30 | 100 | N/AV | N/AV | N/AV | 46.2 | 53.2 | 47.3 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | 82.8 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 150 | 100 | 29.8 | 48.9 | 21.3 | 78 | 77.4 | 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 | 186 | 100 | 29.1 | 52 | 19 | 70.9 | 69.2 | 68.6 |
| Gender | | | | | | | | |
| Male | 95 | 100 | 26.9 | 46.2 | 26.9 | 73.1 | 68 | 68.3 |
| Female | 91 | 100 | 31.4 | 58.1 | 10.5 | 68.6 | 70.5 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 134 | 100 | 20.8 | 53.8 | 25.4 | 79.2 | 74.3 | 80.7 |
| African American | 42 | 100 | 55 | 42.5 | 2.5 | 45 | 44.2 | 51.4 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 68 | 85.3 |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 52 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 22 | 100 | N/AV | N/AV | N/AV | 42.1 | 39.9 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 46.9 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 100 | 100 | 45.7 | 46.8 | 7.4 | 54.3 | 59.1 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 186 | 100 | 18.9 | 51.1 | 30 | 81.1 | 70.1 | 72.5 |
| Gender | | | | | | | | |
| Male | 100 | 100 | 17.5 | 44.3 | 38.1 | 82.5 | 70.3 | 72 |
| Female | 86 | 100 | 20.5 | 59 | 20.5 | 79.5 | 69.9 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 135 | 100 | 16.2 | 46.9 | 36.9 | 83.8 | 72.8 | 81 |
| African American | 40 | 100 | 28.2 | 61.5 | 10.3 | 71.8 | 57.6 | 60 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 81.5 | 89 |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | 60.6 | 69.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 71.4 | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 20 | 100 | N/AV | N/AV | N/AV | 50 | 40.2 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 62 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 101 | 100 | 30.5 | 58.9 | 10.5 | 69.5 | 60.5 | 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 | 101 | 100 | 16.2 | 35.4 | 48.5 | 83.8 | 71.3 | 73.2 | 96.8 | 96.3 |
| Gender | | | | | | | | | | |
| Male | 52 | 100 | 15.7 | 41.2 | 43.1 | 84.3 | 64 | 67.2 | 96.7 | 96.3 |
| Female | 49 | 100 | 16.7 | 29.2 | 54.2 | 83.3 | 78.6 | 79.4 | 96.8 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 72 | 100 | 17.1 | 30 | 52.9 | 82.9 | 73.3 | 81.5 | 96.6 | 96.1 |
| African American | 24 | 100 | 16.7 | 50 | 33.3 | 83.3 | 64.3 | 61.3 | 97.1 | 97.1 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 87.5 | 87 | 98.2 | 98.1 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 57.8 | 66.7 | 97.3 | 96.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | N/A | 96.6 |
| Disability Status | | | | | | | | | | |
| Disabled | 11 | 100 | N/AV | N/AV | N/AV | 27.3 | 23.6 | 26 | 95.7 | 95.3 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | N/A | 93.3 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | 55.8 | 65.7 | 98 | 97.1 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 49 | 100 | 25.5 | 38.3 | 36.2 | 74.5 | 60.5 | 63.2 | 96.5 | 95.8 |

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 | 98 | 100 | 15.8 | 21.1 | 63.2 | 84.2 |
| | 4 | 100 | 99 | 16.7 | 43.3 | 40 | 83.3 |
| | 5 | 76 | 100 | 17.1 | 24.3 | 58.6 | 82.9 |
| | 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 | 88 | 100 | 8.3 | 23.8 | 67.9 | 91.7 |
| | 4 | 91 | 100 | 17 | 35.2 | 47.7 | 83 |
| | 5 | 102 | 100 | 16.2 | 34.3 | 49.5 | 83.8 |
| | 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 | 98 | 100 | 28.4 | 28.4 | 43.2 | 71.6 |
| | 4 | 100 | 99 | 14.4 | 42.2 | 43.3 | 85.6 |
| | 5 | 76 | 100 | 15.7 | 40 | 44.3 | 84.3 |
| | 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 | 88 | 100 | 17.9 | 34.5 | 47.6 | 82.1 |
| | 4 | 91 | 100 | 17 | 37.5 | 45.5 | 83 |
| | 5 | 102 | 100 | 23.2 | 47.5 | 29.3 | 76.8 |
| | 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 |
| Science | | | | | | | |
| 2010 | 3 | 48 | 100 | 45.7 | 23.9 | 30.4 | 54.3 |
| | 4 | 99 | 100 | 16.7 | 54.4 | 28.9 | 83.3 |
| | 5 | 37 | 100 | 14.7 | 44.1 | 41.2 | 85.3 |
| | 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 | 44 | 100 | 39 | 41.5 | 19.5 | 61 |
| | 4 | 91 | 100 | 25 | 59.1 | 15.9 | 75 |
| | 5 | 51 | 100 | 28 | 48 | 24 | 72 |
| | 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 | 50 | 100 | 24.5 | 40.8 | 34.7 | 75.5 |
| | 4 | 99 | 100 | 14.4 | 54.4 | 31.1 | 85.6 |
| | 5 | 39 | 100 | 19.4 | 52.8 | 27.8 | 80.6 |
| | 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 | 44 | 100 | 7 | 58.1 | 34.9 | 93 |
| | 4 | 91 | 100 | 25 | 47.7 | 27.3 | 75 |
| | 5 | 51 | 100 | 18.4 | 51 | 30.6 | 81.6 |
| | 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 | 97 | 100 | 23.2 | 22.1 | 54.7 | 76.8 |
| | 4 | 100 | 100 | 16.1 | 41.9 | 41.9 | 83.9 |
| | 5 | 76 | 100 | 18.6 | 31.4 | 50 | 81.4 |
| | 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 | 101 | 100 | 16.2 | 35.4 | 48.5 | 83.8 |
| | 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