



BOOKMAN ROAD ELEMENTARY

1245 Bookman Road
Elgin, SC 29045

| | | |
|-----------------------|--------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 579 Students | |
| Principal | Michael Guliano | 803-699-1724 |
| Superintendent | Katie Brochu, Ed.D. | 803-787-1910 |
| Board Chair | Stephanie Burgess, Ph.D. | 803-530-9899 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|------------------|
| 2011 | Excellent | Excellent |
| 2010 | Excellent | Excellent |
| 2009 | Excellent | Excellent |
| 2008 | Good | Good |
| 2007 | Good | 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

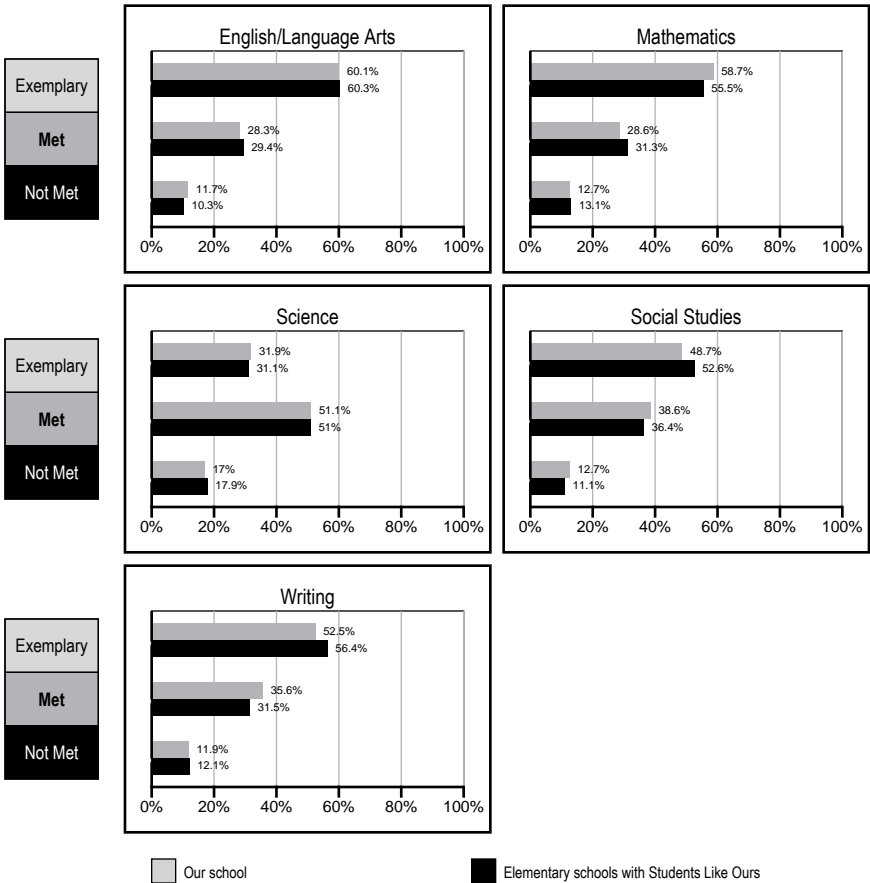
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 24 | 2 | 0 | 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=579) | | | | |
| First graders who attended full-day kindergarten | 96.7% | Down from 100.0% | 99.3% | 100.0% |
| Retention rate | 0.2% | Down from 0.9% | 0.6% | 1.1% |
| Attendance rate | 97.1% | Up from 97.0% | 96.7% | 96.2% |
| Served by gifted and talented program | 31.1% | Up from 23.3% | 31.0% | 13.4% |
| With disabilities other than speech | 3.0% | Down from 7.4% | 3.6% | 4.1% |
| Older than usual for grade | 0.0% | No Change | 0.1% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=39) | | | | |
| Teachers with advanced degrees | 76.9% | Up from 75.0% | 63.9% | 62.5% |
| Continuing contract teachers | 79.5% | Up from 75.0% | 92.2% | 88.2% |
| Teachers returning from previous year | 81.0% | Up from 79.3% | 90.3% | 87.8% |
| Teacher attendance rate | 94.6% | Up from 93.1% | 94.6% | 95.2% |
| Average teacher salary* | \$50,264 | Down 1.0% | \$48,556 | \$46,773 |
| Professional development days/teacher | 7.7 days | Down from 8.3 days | 10.6 days | 10.5 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 4.5 | 4.0 |
| Student-teacher ratio in core subjects | 20.7 to 1 | Up from 19.1 to 1 | 21.3 to 1 | 19.9 to 1 |
| Prime instructional time | 91.2% | Up from 89.2% | 91.0% | 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 | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$8,352 | Up 10.3% | \$6,494 | \$7,447 |
| Percent of expenditures for instruction** | 71.4% | Up from 67.9% | 69.9% | 68.4% |
| Percent of expenditures for teacher salaries** | 70.3% | Up from 65.5% | 68.8% | 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

Bookman Road Elementary School is a place where students are challenged to use the nineteen LIFESKILLS and five Lifelong Guidelines of Personal Best, Trustworthiness, Truthfulness, Active Listening, and No Putdowns. All students are taught in an atmosphere of love and respect, and encouraged to learn, think, grow, and develop as unique individuals. Our focus on these key elements has helped us achieve high test scores and positive surveys. We have been recognized as a school that is closing the gap between historically achieving and historically underachieving students, have maintained Adequate Yearly Progress status, and have been fortunate to be honored as a Palmetto Gold school. Our teachers represent us well as local, state, and national presenters. During the past thirteen years, we have had wonderful teacher representatives as our school's Teacher of the Year. After being selected as Bookman Road teacher of the year, six of these individuals went on to be named district honor roll teachers, two were named District Teacher of the Year, two were named State Teacher of the Year Finalists, and one became the State Teacher of the Year. All teachers and staff at Bookman collaborate and cooperate to make the entire group successful as we continue to learn and sharpen our teaching skills.

Our PASS scores this year show our commitment to providing quality teaching and learning in a nurturing environment to all of our students. We are pleased with the progress of our students but know that if we are to help our students reach their maximum potential, we must carefully study the results of these tests. Our task is to analyze where our students showed growth we would expect, determine why the growth occurred, and to make curriculum and instructional changes to make sure that our children continue to be academically challenged. Conversely, we need to identify what changes need to be made when expectations are not met so that we can continue to ensure success for all our students.

Please carefully review the data contained in this report. Bookman Road Elementary School and Richland School District Two have taken a number of steps to ensure that students are making progress in meeting standards. We are a standards driven school that makes sure statewide standards are taught in a meaningful and relevant context so students can apply their learning to real-life application. We produce productive citizens in a global society. Our attendance is high and we continue to learn best teaching practices. By working together- parent, teachers, and students- we will continue to see positive results on these statewide indicators of success.

Michael Guliano, Principal
 Tonya Nesbitt, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 17 | 0 | 56 |
| Percent satisfied with learning environment | 100.0% | FORMS | 96.4% |
| Percent satisfied with social and physical environment | 100.0% | LOST IN | 96.4% |
| Percent satisfied with school-home relations | 100.0% | SHIPMENT | 94.6% |

* 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

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 1.1% | 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 | 97.1% | 94.0%** | Yes |

* Or greater than last year

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* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 303 | 100 | 11.4 | 28 | 60.6 | 91.3 | 83.8 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 151 | 100 | 14.6 | 24.3 | 61.1 | 86.8 | 79.2 | 78.7 | N/A | N/A |
| Female | 152 | 100 | 8.3 | 31.7 | 60 | 95.9 | 88.7 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 174 | 100 | 4.7 | 24 | 71.3 | 97.7 | 93.4 | 88.9 | Yes | Yes |
| African American | 109 | 100 | 24.2 | 36.4 | 39.4 | 79.8 | 79.1 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | 11 | 100 | N/AV | N/AV | N/AV | 100 | 95.6 | 93 | I/S | I/S |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | 78.8 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 92.9 | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 45 | 100 | 47.6 | 28.6 | 23.8 | 61.9 | 47.8 | 48.1 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | 81.6 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 78 | 100 | 21.9 | 41.1 | 37 | 82.2 | 75.6 | 75.4 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 303 | 100 | 12.5 | 29.1 | 58.5 | 91.3 | 81.7 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 151 | 100 | 16.7 | 20.8 | 62.5 | 86.8 | 79.1 | 79.9 | N/A | N/A |
| Female | 152 | 100 | 8.3 | 37.2 | 54.5 | 95.9 | 84.4 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 174 | 100 | 5.8 | 25.7 | 68.4 | 95.9 | 93.5 | 88.9 | Yes | Yes |
| African American | 109 | 100 | 25.3 | 35.4 | 39.4 | 82.8 | 75.7 | 71.4 | Yes | Yes |
| Asian/Pacific Islander | 11 | 100 | N/AV | N/AV | N/AV | 100 | 95.3 | 94.6 | I/S | I/S |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | 78 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 92.9 | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 45 | 100 | 47.6 | 35.7 | 16.7 | 57.1 | 45.8 | 47.3 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | 82.8 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 78 | 100 | 21.9 | 45.2 | 32.9 | 86.3 | 72.7 | 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 | 202 | 99.5 | 16.7 | 50.5 | 32.8 | 83.3 | 71 | 68.6 |
| Gender | | | | | | | | |
| Male | 99 | 99 | 18.3 | 43 | 38.7 | 81.7 | 69.9 | 68.3 |
| Female | 103 | 100 | 15.2 | 57.6 | 27.3 | 84.8 | 72.2 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 123 | 100 | 5 | 52.9 | 42.1 | 95 | 90 | 80.7 |
| African American | 68 | 98.5 | 41 | 47.5 | 11.5 | 59 | 61.9 | 51.4 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 89.2 | 85.3 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 65 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 29 | 100 | 55.6 | 25.9 | 18.5 | 44.4 | 36.4 | 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 | 6 | I/S | I/S | I/S | I/S | I/S | 73.2 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 47 | 100 | 45.5 | 43.2 | 11.4 | 54.5 | 57.5 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 202 | 99.5 | 12.4 | 39.2 | 48.5 | 87.6 | 76.5 | 72.5 |
| Gender | | | | | | | | |
| Male | 95 | 100 | 17.4 | 27.2 | 55.4 | 82.6 | 74.4 | 72 |
| Female | 107 | 99.1 | 7.8 | 50 | 42.2 | 92.2 | 78.6 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 106 | 100 | 3.8 | 37.5 | 58.7 | 96.2 | 89.3 | 81 |
| African American | 83 | 98.8 | 26 | 41.6 | 32.5 | 74 | 69.9 | 60 |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | 92.7 | 89 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 71.8 | 69.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 30 | 100 | 41.4 | 34.5 | 24.1 | 58.6 | 42.3 | 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 | 76 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 58 | 100 | 20.4 | 53.7 | 25.9 | 79.6 | 65.7 | 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 | 105 | 98.1 | 11.9 | 35.6 | 52.5 | 88.1 | 75.5 | 73.2 | 97.1 | 97.2 |
| Gender | | | | | | | | | | |
| Male | 48 | 97.9 | 14.9 | 29.8 | 55.3 | 85.1 | 68.9 | 67.2 | 97.2 | 97.2 |
| Female | 57 | 98.3 | 9.3 | 40.7 | 50 | 90.7 | 82.2 | 79.4 | 96.9 | 97.3 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 63 | 96.8 | 3.3 | 31.7 | 65 | 96.7 | 88.7 | 81.5 | 96.7 | 97 |
| African American | 33 | 100 | 28.1 | 40.6 | 31.3 | 71.9 | 69.1 | 61.3 | 97.6 | 97.4 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 90.8 | 87 | 97.2 | 97.7 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 69.2 | 66.7 | 96.3 | 96.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | N/A | 96.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 13 | 84.6 | I/S | I/S | I/S | I/S | 27 | 26 | 96.8 | 96.5 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | N/A | 99.6 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | 72.5 | 65.7 | 96.6 | 97.2 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 30 | 96.7 | 24.1 | 55.2 | 20.7 | 75.9 | 64.6 | 63.2 | 96.5 | 96.8 |

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 | 108 | 100 | 9.7 | 23.3 | 67 | 90.3 |
| | 4 | 100 | 100 | 9.5 | 30.5 | 60 | 90.5 |
| | 5 | 100 | 100 | 10.1 | 44.4 | 45.5 | 89.9 |
| | 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 | 96 | 100 | 11.1 | 10 | 78.9 | 88.9 |
| | 4 | 100 | 100 | 15.6 | 35.4 | 49 | 84.4 |
| | 5 | 107 | 100 | 7.8 | 36.9 | 55.3 | 92.2 |
| | 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 |
| Mathematics | | | | | | | |
| 2010 | 3 | 108 | 100 | 16.5 | 27.2 | 56.3 | 83.5 |
| | 4 | 100 | 100 | 7.4 | 29.5 | 63.2 | 92.6 |
| | 5 | 100 | 100 | 17.2 | 34.3 | 48.5 | 82.8 |
| | 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 | 96 | 100 | 17.8 | 21.1 | 61.1 | 82.2 |
| | 4 | 100 | 100 | 11.5 | 29.2 | 59.4 | 88.5 |
| | 5 | 107 | 100 | 8.7 | 35.9 | 55.3 | 91.3 |
| | 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 |
| Science | | | | | | | |
| 2010 | 3 | 55 | 100 | 32.7 | 36.5 | 30.8 | 67.3 |
| | 4 | 100 | 100 | 8.4 | 63.2 | 28.4 | 91.6 |
| | 5 | 51 | 100 | 13.7 | 54.9 | 31.4 | 86.3 |
| | 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 | 49 | 98 | 15.6 | 31.1 | 53.3 | 84.4 |
| | 4 | 100 | 100 | 16.7 | 60.4 | 22.9 | 83.3 |
| | 5 | 53 | 100 | 17.6 | 49 | 33.3 | 82.4 |
| | 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 |

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 | 53 | 100 | 9.8 | 23.5 | 66.7 | 90.2 |
| | 4 | 100 | 99 | 5.3 | 47.9 | 46.8 | 94.7 |
| | 5 | 49 | 100 | 22.9 | 25 | 52.1 | 77.1 |
| | 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 | 48 | 100 | 8.7 | 34.8 | 56.5 | 91.3 |
| | 4 | 100 | 100 | 12.5 | 42.7 | 44.8 | 87.5 |
| | 5 | 54 | 98.2 | 15.4 | 36.5 | 48.1 | 84.6 |
| | 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 | 107 | 98.1 | 11.9 | 27.7 | 60.4 | 88.1 |
| | 4 | 100 | 98 | 16.1 | 31.2 | 52.7 | 83.9 |
| | 5 | 100 | 96 | 13.5 | 32.3 | 54.2 | 86.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 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 | 105 | 98.1 | 11.9 | 35.6 | 52.5 | 88.1 |
| | 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