

D P COOPER ELEMENTARY

4568 Seaboard Road
Salters, SC 29590

| | | |
|-----------------------|-----------------------------|--------------|
| Grades | PK-6 Elementary School | |
| Enrollment | 195 Students | |
| Principal | Dr. Kerry D. Singleton | 843-387-5426 |
| Superintendent | Dr. Yvonne Jefferson-Barnes | 843-355-5571 |
| Board Chair | Mr. Kent Evans | 843-355-5571 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* 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

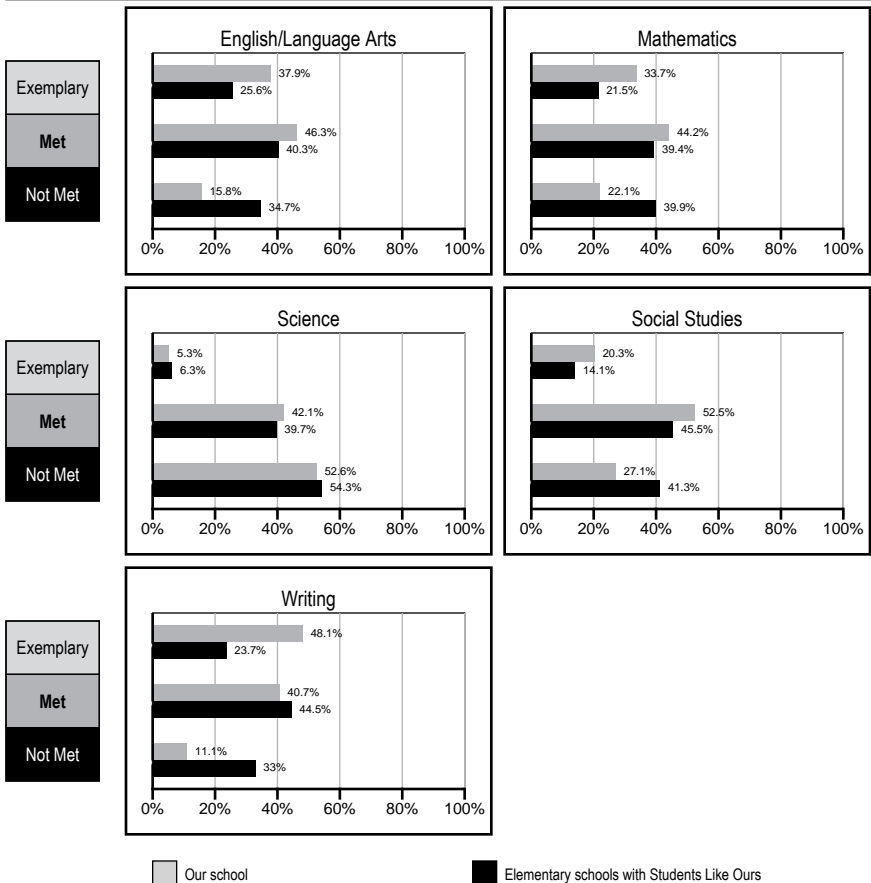
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 4 | 65 | 45 | 19 |

* 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=195) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.7% | Up from 0.6% | 1.5% | 1.1% |
| Attendance rate | 98.5% | Up from 97.9% | 95.9% | 96.2% |
| Served by gifted and talented program | 9.3% | Up from 5.9% | 5.1% | 13.4% |
| With disabilities other than speech | 2.8% | Down from 6.6% | 4.4% | 4.1% |
| Older than usual for grade | 0.0% | No Change | 0.6% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=12) | | | | |
| Teachers with advanced degrees | 25.0% | Down from 28.6% | 61.8% | 62.5% |
| Continuing contract teachers | 91.7% | Up from 78.6% | 81.8% | 88.2% |
| Teachers returning from previous year | 82.9% | Down from 86.7% | 84.5% | 87.8% |
| Teacher attendance rate | 92.9% | Down from 94.8% | 95.2% | 95.2% |
| Average teacher salary* | \$42,289 | Up 1.0% | \$45,168 | \$46,773 |
| Professional development days/teacher | 8.0 days | Down from 8.7 days | 10.8 days | 10.5 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.9 to 1 | Up from 13.4 to 1 | 17.5 to 1 | 19.9 to 1 |
| Prime instructional time | 91.2% | Down from 92.1% | 90.1% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$9,372 | Down 12.8% | \$8,760 | \$7,447 |
| Percent of expenditures for instruction** | 58.4% | Up from 56.5% | 67.3% | 68.4% |
| Percent of expenditures for teacher salaries** | 52.5% | Down from 54.1% | 63.8% | 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

D. P. Cooper Elementary School is located in the Blakely Community of Salters, South Carolina, in Williamsburg County. Our school houses students in grades child development through sixth grade. D. P. Cooper Elementary School, home of the "Learning Lions," had a very successful 2010-2011 school year. "Failure Is NOT An Option!" is our school's motto. Our three targeted goals for the 2010-2011 school year were to increase student achievement by showing a significant gain on the Palmetto Assessment of State Standards assessment (PASS), to meet Annual Yearly Progress (AYP), and to increase overall school morale.

D. P. Cooper Elementary School has implemented the Anderson Five curriculum to better equip our students with the use of the South Carolina Curriculum Standards. Our faculty and staff members are very dedicated and determined to make certain that our students receive the best education possible by using various effective approaches to enhance learning and meet the needs of every student by using differentiated instruction, promethean boards, team boards, Save the Children After School and Summer Literacy Programs, Reading Counts, Accelerated Reader, Success Maker computer lab, field trips, cooperative learning, and computer-based instruction. Measures of Academic Progress (MAP) data was used to allow teachers the opportunity to effectively plan and target each student's academic need.

D. P. Cooper Elementary School was fortunate to have a committed Parent Teacher Association (PTA), School Improvement Council (SIC), Williamsburg Blakely/D. P.

Cooper Alumni Association, local businesses, and local churches to assist in fundraising projects and the decision-making process. Faculty and staff members participate in professional development opportunities such as workshops, conferences, and trainings throughout the year to improve their competency. During the 2010-2011 school year, several student-centered organizations were initiated and retained, such as the Marching Lions' Band, Boyz to Men Mentoring Program, Reading Club, Lions' Musical Ensemble, Angels Club Mentoring Program, and the Lions' Praise Dance Team. D. P. Cooper Elementary School sponsored many exciting and educational activities throughout the school year, such as the oratorical contest, spelling bee, homecoming, PASS dance, family literacy night, field day, May Day, PASS pep rally, science fair, and the Mr. and Miss D. P. Cooper Elementary School pageant. In previous years, D. P. Cooper Elementary School received numerous awards, such as Palmetto Silver award for three consecutive years, meeting AYP (Annual Yearly Progress), and remaining accredited by the Southern Association of Colleges and Schools (SACS). D. P. Cooper Elementary School is a 2009 recipient of Palmetto Gold awards for closing the achievement gaps and overall academic excellence. Our school is the home of many region, state, and national Career and Development Association poetry and poster contest winners in addition to Williamsburg County School District's first year teacher of the year! D. P. Cooper Elementary School, a standards-driven institution of success, is committed to excellence and overall organizational success!

Kerry D. Singleton, Ed.D. Principal
Paul Nesmith, Jr., S.I.C. Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 15 | 22 | 29 |
| Percent satisfied with learning environment | 93.3% | 100.0% | 84.6% |
| Percent satisfied with social and physical environment | 93.3% | 100.0% | 96.2% |
| Percent satisfied with school-home relations | 86.7% | 100.0% | 96.0% |

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

School Improvement Status

School Improvement Key

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

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 9.6% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.7% | 0.0% | No |
| Student attendance rate | 98.5% | 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 | 100 | 97 | 15.8 | 46.3 | 37.9 | 86.3 | 71.2 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 45 | 95.6 | 26.8 | 43.9 | 29.3 | 78 | 65.4 | 78.7 | N/A | N/A |
| Female | 55 | 98.2 | 7.4 | 48.1 | 44.4 | 92.6 | 77.5 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | N/A | N/AV | N/A | N/A | N/A | N/A | 76.8 | 88.9 | I/S | I/S |
| African American | 100 | 97 | 15.8 | 46.3 | 37.9 | 86.3 | 70.7 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 93 | I/S | I/S |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 86.7 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 9 | I/S | I/S | I/S | I/S | I/S | 35.6 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 96 | 96.9 | 16.5 | 47.3 | 36.3 | 85.7 | 70.2 | 75.4 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 100 | 97 | 22.1 | 44.2 | 33.7 | 85.3 | 67.7 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 45 | 95.6 | 29.3 | 39 | 31.7 | 80.5 | 63.9 | 79.9 | N/A | N/A |
| Female | 55 | 98.2 | 16.7 | 48.1 | 35.2 | 88.9 | 71.9 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | N/A | N/AV | N/A | N/A | N/A | N/A | 71.8 | 88.9 | I/S | I/S |
| African American | 100 | 97 | 22.1 | 44.2 | 33.7 | 85.3 | 67.3 | 71.4 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 94.6 | I/S | I/S |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 80 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 9 | I/S | I/S | I/S | I/S | I/S | 29.6 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 96 | 96.9 | 22 | 46.2 | 31.9 | 84.6 | 66.8 | 74.9 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| Science | | | | | | | | |
| All Students | 60 | 96.7 | 52.6 | 42.1 | 5.3 | 47.4 | 46.3 | 68.6 |
| Gender | | | | | | | | |
| Male | 26 | 92.3 | N/AV | N/AV | N/AV | 52.2 | 47.1 | 68.3 |
| Female | 34 | 100 | 55.9 | 35.3 | 8.8 | 44.1 | 45.4 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | N/A | N/AV | N/A | N/A | N/A | N/A | 53.7 | 80.7 |
| African American | 60 | 96.7 | 52.6 | 42.1 | 5.3 | 47.4 | 45.7 | 51.4 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 85.3 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 66.7 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 5 | I/S | I/S | I/S | I/S | I/S | 22.4 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 57 | 96.5 | 55.6 | 40.7 | 3.7 | 44.4 | 45 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 62 | 96.8 | 27.1 | 52.5 | 20.3 | 72.9 | 49.6 | 72.5 |
| Gender | | | | | | | | |
| Male | 29 | 93.1 | 34.6 | 53.8 | 11.5 | 65.4 | 48.8 | 72 |
| Female | 33 | 100 | 21.2 | 51.5 | 27.3 | 78.8 | 50.5 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | N/A | N/AV | N/A | N/A | N/A | N/A | 54.5 | 81 |
| African American | 62 | 96.8 | 27.1 | 52.5 | 20.3 | 72.9 | 49.1 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 89 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 69.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 7 | I/S | I/S | I/S | I/S | I/S | 29.7 | 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 | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 60 | 96.7 | 28.1 | 52.6 | 19.3 | 71.9 | 48.7 | 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 | 28 | 100 | 11.1 | 40.7 | 48.1 | 88.9 | 67.4 | 73.2 | 98.5 | 95.9 |
| Gender | | | | | | | | | | |
| Male | 15 | 100 | 21.4 | 57.1 | 21.4 | 78.6 | 61.9 | 67.2 | 98.1 | 95.8 |
| Female | 13 | 100 | N/AV | N/AV | N/AV | 100 | 73 | 79.4 | 98.8 | 96 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | N/A | N/AV | N/A | N/A | N/A | N/A | 65.9 | 81.5 | 94.8 | 92 |
| African American | 28 | 100 | 11.1 | 40.7 | 48.1 | 88.9 | 67.7 | 61.3 | 98.5 | 96.3 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 87 | N/A | 94.2 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 66.7 | N/A | 95.5 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | N/A | 91.9 |
| Disability Status | | | | | | | | | | |
| Disabled | 3 | I/S | I/S | I/S | I/S | I/S | 19.8 | 26 | 97.7 | 94.4 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | N/A | 97 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 65.7 | N/A | 96.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 27 | 100 | 11.5 | 42.3 | 46.2 | 88.5 | 66.5 | 63.2 | 98.4 | 95.9 |

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 Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2010 | 3 | 25 | 100 | 29.2 | 29.2 | 41.7 | 70.8 |
| | 4 | 28 | 100 | 30.8 | 42.3 | 26.9 | 69.2 |
| | 5 | 26 | 100 | 12 | 56 | 32 | 88 |
| | 6 | 18 | 100 | 18.8 | 43.8 | 37.5 | 81.3 |
| | 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 | 21 | 100 | 23.8 | 52.4 | 23.8 | 76.2 |
| | 4 | 23 | 91.3 | 23.8 | 33.3 | 42.9 | 76.2 |
| | 5 | 29 | 96.6 | 3.7 | 77.8 | 18.5 | 96.3 |
| | 6 | 27 | 100 | 15.4 | 19.2 | 65.4 | 84.6 |
| | 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 | 25 | 100 | 37.5 | 37.5 | 25 | 62.5 |
| | 4 | 28 | 100 | 46.2 | 30.8 | 23.1 | 53.8 |
| | 5 | 26 | 100 | 76 | 16 | 8 | 24 |
| | 6 | 18 | 100 | 37.5 | 25 | 37.5 | 62.5 |
| | 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 | 21 | 100 | 61.9 | 33.3 | 4.8 | 38.1 |
| | 4 | 23 | 91.3 | 9.5 | 47.6 | 42.9 | 90.5 |
| | 5 | 29 | 96.6 | 11.1 | 66.7 | 22.2 | 88.9 |
| | 6 | 27 | 100 | 11.5 | 26.9 | 61.5 | 88.5 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2010 | 3 | 12 | 100 | 75 | 16.7 | 8.3 | 25 |
| | 4 | 28 | 100 | 30.8 | 57.7 | 11.5 | 69.2 |
| | 5 | 14 | 100 | N/A | N/A | N/A | 76.9 |
| | 6 | 9 | I/S | I/S | I/S | I/S | I/S |
| | 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 | 11 | 100 | 72.7 | 18.2 | 9.1 | 27.3 |
| | 4 | 23 | 91.3 | 57.1 | 38.1 | 4.8 | 42.9 |
| | 5 | 13 | 100 | N/AV | N/AV | N/AV | 53.8 |
| | 6 | 13 | 100 | 33.3 | 58.3 | 8.3 | 66.7 |
| | 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 | 13 | 100 | N/A | N/A | N/A | 50 |
| | 4 | 28 | 100 | 26.9 | 53.8 | 19.2 | 73.1 |
| | 5 | 12 | 100 | 16.7 | 75 | 8.3 | 83.3 |
| | 6 | 9 | I/S | I/S | I/S | I/S | I/S |
| | 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 | 10 | I/S | I/S | I/S | I/S | I/S |
| | 4 | 23 | 91.3 | 19 | 42.9 | 38.1 | 81 |
| | 5 | 15 | 100 | 21.4 | 71.4 | 7.1 | 78.6 |
| | 6 | 14 | 100 | 21.4 | 57.1 | 21.4 | 78.6 |
| | 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 | 26 | 100 | 8.3 | 20.8 | 70.8 | 91.7 |
| | 4 | 28 | 96.4 | 30.8 | 34.6 | 34.6 | 69.2 |
| | 5 | 26 | 100 | 24 | 24 | 52 | 76 |
| | 6 | 17 | 100 | 6.3 | 62.5 | 31.3 | 93.8 |
| | 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 | 28 | 100 | 11.1 | 40.7 | 48.1 | 88.9 |
| | 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