

## WASHINGTON STREET ELEMENTARY

325 Washington Street  
Hartsville, South Carolina

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | 1-3 Elementary School |              |
| <b>Enrollment</b>     | 319 Students          |              |
| <b>Principal</b>      | Valerie M. Sawyer     | 843-383-3141 |
| <b>Superintendent</b> | Dr. Rainey Knight     | 843-398-5200 |
| <b>Board Chair</b>    | Charles Govan         | 843-332-2288 |

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING  | GROWTH RATING |
|-------------|------------------|---------------|
| <b>2011</b> | <b>Excellent</b> | <b>Good</b>   |
| 2010        | Average          | Excellent     |
| 2009        | Below Average    | At-Risk       |
| 2008        | Below Average    | At-Risk       |
| 2007        | Average          | Good          |

## 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

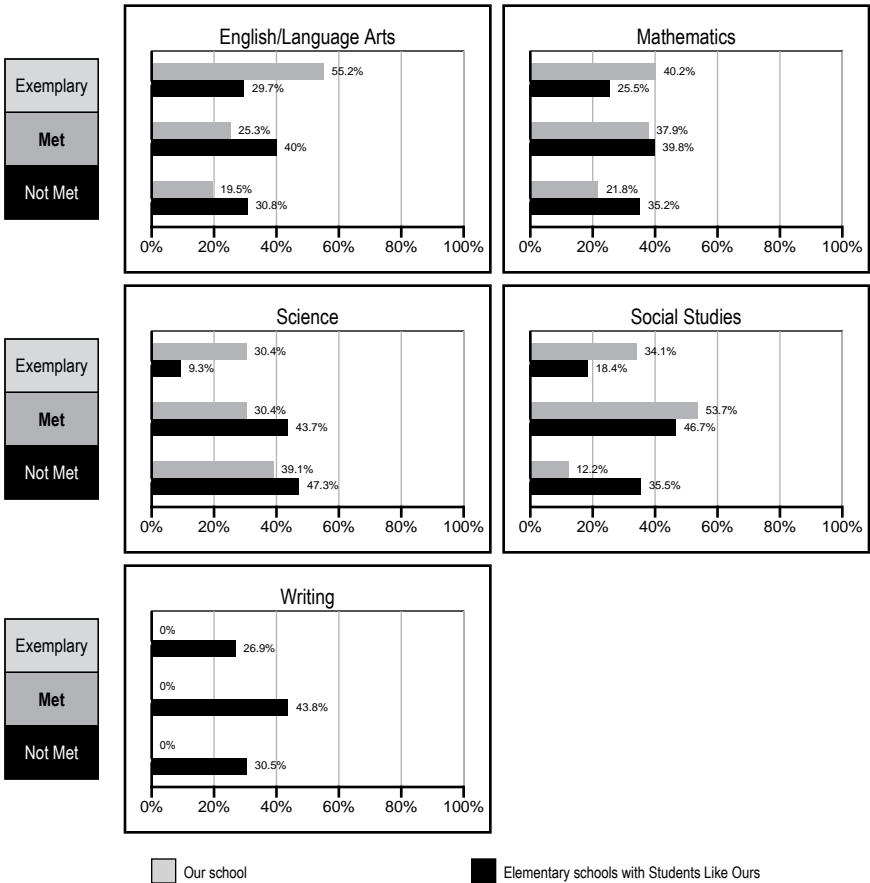
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 200%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 4         | 12   | 104     | 36            | 10      |

\* 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 |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=319)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 93.5%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Retention rate   | 4.0%       | Down from 7.6%        | 1.5%                                       | 1.1%                     |
| Attendance rate  | 95.1%      | Up from 94.8%         | 95.9%                                      | 96.2%                    |
| Served by gifted and talented program  | 2.8%       | Up from 0.8%          | 7.3%                                       | 13.4%                    |
| With disabilities other than speech  | 4.5%       | Down from 14.1%       | 4.5%                                       | 4.1%                     |
| Older than usual for grade   | 1.5%       | Up from 1.4%          | 0.5%                                       | 0.3%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=22)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 63.6%      | Up from 46.7%         | 60.8%                                      | 62.5%                    |
| Continuing contract teachers   | 95.5%      | Up from 86.7%         | 84.1%                                      | 88.2%                    |
| Teachers returning from previous year  | 81.5%      | Down from 82.5%       | 85.8%                                      | 87.8%                    |
| Teacher attendance rate  | 96.2%      | Up from 95.8%         | 95.1%                                      | 95.2%                    |
| Average teacher salary*  | \$48,094   | Down 0.6%             | \$45,551                                   | \$46,773                 |
| Professional development days/teacher  | 21.8 days  | Up from 20.4 days     | 10.5 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 8.0        | Up from 7.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 24.0 to 1  | Up from 15.8 to 1     | 18.2 to 1                                  | 19.9 to 1                |
| Prime instructional time   | 89.0%      | Up from 88.3%         | 90.0%                                      | 90.4%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | Up from 98.9%         | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$8,021    | Down 5.2%             | \$7,987                                    | \$7,447                  |
| Percent of expenditures for instruction**                                    | 68.1%      | Down from 68.5%       | 68.1%                                      | 68.4%                    |
| Percent of expenditures for teacher salaries**                               | 66.0%      | Up from 62.2%         | 65.2%                                      | 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

The Washington Street Elementary School motto, "We Strive for Excellence" continues to provide the motivation that our school community uses to inspire all students to achieve at higher levels. As a Title I school, located in Hartsville, SC and a part of the Darlington County School system, Washington Street's commitment to the success of all students creates the foundation for the teaching and learning that occurs in our school.

We are very proud of our achievements as a school community. Meeting the federal goals for Adequate Yearly Progress as set forth by the No Child Left Behind Act of 2002, is one goal that we accomplished this school year. Additionally, improvements in our South Carolina Report Card are other causes for pride in our student achievement. We improved our overall rating from "below average" to "average," and our improvement rating from "at-risk" to excellent in 2010. These improvements in achievement also resulted in our school being named a Palmetto Gold Award Winner in 2011. These academic improvements could not have been accomplished without the dedicated focus of our staff, quality professional development, and the continued implementation of best practices in instruction in all core subject areas.

Washington Street Elementary also continues to encourage family and community involvement in our school by promoting our belief that children benefit most when all of the adults in their lives work together to ensure their academic and social achievement. By hosting a variety of family and student-centered events throughout the school year, we strive to keep our stakeholders informed of our progress and enlist our entire school community in supporting our students.

Cooperation and commitment are the pillars that support all that we do for our students at Washington Street. Focused on the success of all students, we will continue to promote a positive and productive learning environment that will place our students on the road to success.

Mrs. Jada Gore, School Improvement Council Chairman  
 Ms. Valerie M. Sawyer, Principal

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 21       | 88        | 41       |
| Percent satisfied with learning environment            | 85.7%    | 93.2%     | 97.5%    |
| Percent satisfied with social and physical environment | 95.2%    | 92.0%     | 87.5%    |
| Percent satisfied with school-home relations           | 61.9%    | 89.7%     | 97.5%    |

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 12 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

CSI

School Improvement Key

|              |   |
|--------------|---|
| <b>NI</b>    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| <b>CSI</b>   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| <b>CA</b>    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| <b>RP</b>    | 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. |
| <b>R</b>     | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| <b>DELAY</b> | 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."            |
| <b>HOLD</b>  | 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 | 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                         | 95.1%      | 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                 | 109 | 100  | 23   | 24   | 53   | 89   | 77.6 | 82.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 59  | 100  | 20.8 | 30.2 | 49.1 | 90.6 | 73.7 | 78.7 | N/A | N/A |
| Female                       | 50  | 100  | 25.5 | 17   | 57.4 | 87.2 | 81.7 | 86.2 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 31  | 100  | 18.5 | 18.5 | 63   | 92.6 | 86.6 | 88.9 | I/S | I/S |
| African American             | 71  | 100  | 25.8 | 21.2 | 53   | 86.4 | 70.9 | 72.9 | Yes | Yes |
| Asian/Pacific Islander       | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 85   | 93   | I/S | I/S |
| Hispanic                     | 6   | I/S  | I/S  | I/S  | I/S  | I/S  | 76.7 | 79.3 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 83   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 24  | 100  | 54.5 | 18.2 | 27.3 | 59.1 | 47.6 | 48.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 68.9 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 75.3 | 78.3 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 95  | 100  | 23   | 24.1 | 52.9 | 89.7 | 72.5 | 75.4 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 109 | 100  | 26   | 36   | 38   | 81   | 80.5 | 81.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 59  | 100  | 18.9 | 41.5 | 39.6 | 84.9 | 78.6 | 79.9 | N/A | N/A |
| Female                       | 50  | 100  | 34   | 29.8 | 36.2 | 76.6 | 82.5 | 84.1 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 31  | 100  | 18.5 | 22.2 | 59.3 | 81.5 | 88   | 88.9 | I/S | I/S |
| African American             | 71  | 100  | 31.8 | 37.9 | 30.3 | 78.8 | 74.8 | 71.4 | No  | Yes |
| Asian/Pacific Islander       | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 85   | 94.6 | I/S | I/S |
| Hispanic                     | 6   | I/S  | I/S  | I/S  | I/S  | I/S  | 86.3 | 81.1 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 84.4 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 24  | 100  | 59.1 | 27.3 | 13.6 | 40.9 | 51.2 | 47.3 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 77.6 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 86.3 | 81.4 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 95  | 100  | 26.4 | 37.9 | 35.6 | 81.6 | 76.4 | 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 |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| <b>Science</b>               |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 56                            | 100      | 38.9      | 25.9  | 35.2        | 61.1                      | 66.2                        | 68.6                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 26                            | 100      | 33.3      | 20.8  | 45.8        | 66.7                      | 67.3                        | 68.3                     |
| Female                       | 30                            | 100      | 43.3      | 30    | 26.7        | 56.7                      | 65                          | 68.9                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 19                            | 100      | 22.2      | 27.8  | 50          | 77.8                      | 81.3                        | 80.7                     |
| African American             | 33                            | 100      | 40.6      | 28.1  | 31.3        | 59.4                      | 55                          | 51.4                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | I/S       | I/S   | I/S         | I/S                       | I/S                         | 85.3                     |
| Hispanic                     | 4                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 62.7                        | 61.6                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 70.8                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 12                            | 100      | N/AV      | N/AV  | N/AV        | 45.5                      | 42.9                        | 35.7                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | N/A                           | N/AV     | I/S       | I/S   | I/S         | I/S                       | I/S                         | 42.9                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 3                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 62.5                        | 60.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 47                            | 100      | 40        | 24.4  | 35.6        | 60                        | 59.3                        | 57.3                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 57                            | 100      | 16        | 50    | 34          | 84                        | 71                          | 72.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 36                            | 100      | 15.6      | 43.8  | 40.6        | 84.4                      | 71.1                        | 72                       |
| Female                       | 21                            | 100      | 16.7      | 61.1  | 22.2        | 83.3                      | 70.9                        | 73.1                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 14                            | 100      | 9.1       | 27.3  | 63.6        | 90.9                      | 80.9                        | 81                       |
| African American             | 40                            | 100      | 19.4      | 55.6  | 25          | 80.6                      | 63.1                        | 60                       |
| Asian/Pacific Islander       | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 80                          | 89                       |
| Hispanic                     | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 84                          | 69.6                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 73.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 16                            | 100      | 40        | 33.3  | 26.7        | 60                        | 42.6                        | 40.5                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 53.8                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 84                          | 69.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 52                            | 100      | 17.4      | 52.2  | 30.4        | 82.6                      | 65                          | 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 |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| <b>Writing</b>               |                               |          |           |       |             |                           |                             |                          |                        |                          |
| All Students                 | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 67.4                        | 73.2                     | 95.1                   | 95.4                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 61.2                        | 67.2                     | 95                     | 95.1                     |
| Female                       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 74                          | 79.4                     | 95.3                   | 95.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 78.1                        | 81.5                     | 93.2                   | 94.9                     |
| African American             | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 59.5                        | 61.3                     | 95.7                   | 95.7                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 87                       | 99.9                   | 96.8                     |
| Hispanic                     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 57.9                        | 66.7                     | 96.4                   | 96.2                     |
| American Indian/Alaskan      | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 72.2                     | N/A                    | 93.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 19.7                        | 26                       | 93.4                   | 93.9                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 40.5                     | 97                     | 98.5                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 75                          | 65.7                     | 97.6                   | 96.8                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 60.7                        | 63.2                     | 95                     | 95.1                     |

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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 3     | 115                           | 100      | 17.4      | 44    | 38.5        | 82.6               |
|                              | 4     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 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                |
| <b>2011</b>                  | 3     | 104                           | 100      | 20.8      | 24    | 55.2        | 79.2               |
|                              | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 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                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 3     | 115                           | 100      | 27.5      | 39.4  | 33          | 72.5               |
|                              | 4     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 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                |
| <b>2011</b>                  | 3     | 104                           | 100      | 24        | 36.5  | 39.6        | 76                 |
|                              | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 3     | 60                            | 98.3     | 56.4      | 25.5  | 18.2        | 43.6               |
|                              | 4     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 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                |
| <b>2011</b>                  | 3     | 52                            | 100      | 37.3      | 27.5  | 35.3        | 62.7               |
|                              | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2010</b>           | 3     | 59                            | 96.6     | 23.6      | 52.7  | 23.6        | 76.4               |
|                       | 4     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 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                |
| <b>2011</b>           | 3     | 56                            | 100      | 14.3      | 51    | 34.7        | 85.7               |
|                       | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 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                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2010</b>           | 3     | 114                           | 91.2     | 31        | 39    | 30          | 69                 |
|                       | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 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                |
| <b>2011</b>           | 3     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 4     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 6     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/A      | 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