



WESTCLIFFE ELEMENTARY

105 Eastbourne Road
Greenville, S.C. 29611

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 293 Students | |
| Principal | Carolyn H. Morgan | 864-355-0300 |
| Superintendent | Dr. Phinnize J. Fisher | 864-355-8860 |
| Board Chair | Megan Hickerson | 864-288-8363 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|------------------|
| 2010 | Average | Excellent |
| 2009 | Average | Average |
| 2008 | Below Average | At-Risk |
| 2007 | Average | At-Risk |
| 2006 | Average | 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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

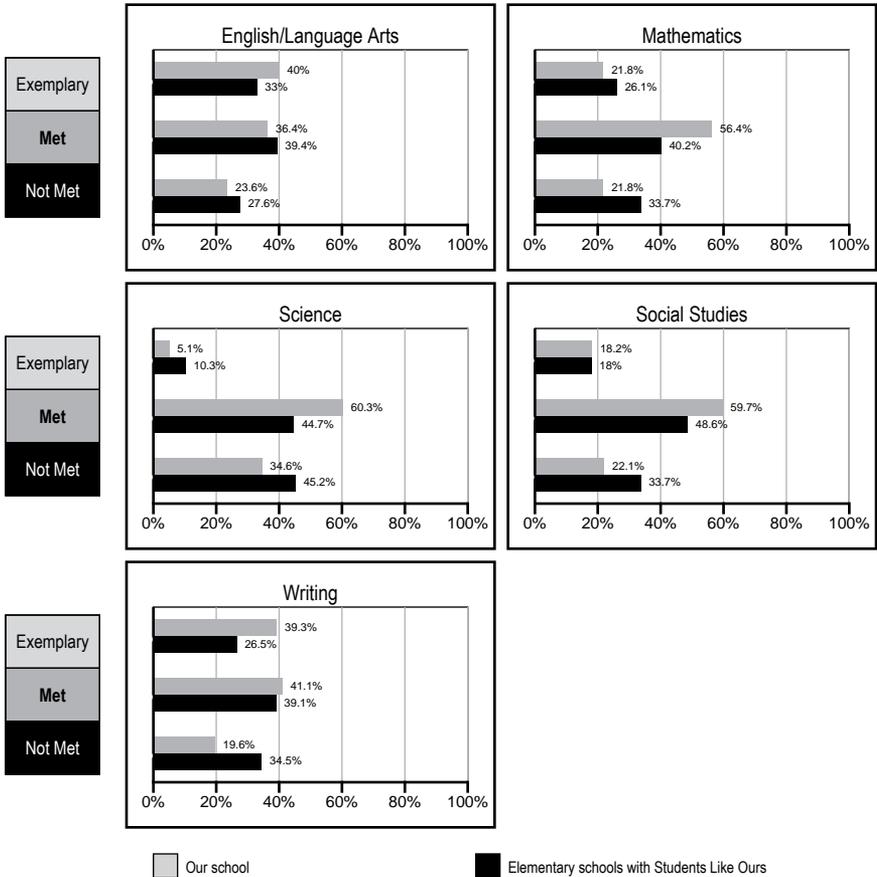
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2 | 10 | 98 | 20 | 3 |

* Ratings are calculated with data available by 03/09/2011.

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=293) | | | | |
| First graders who attended full-day kindergarten | 91.8% | Up from 90.2% | 100.0% | 100.0% |
| Retention rate | 4.4% | Up from 3.2% | 1.6% | 1.2% |
| Attendance rate | 96.2% | Down from 96.5% | 95.7% | 96.1% |
| Eligible for gifted and talented | 4.8% | Down from 5.3% | 8.2% | 11.7% |
| With disabilities other than speech | 13.0% | Up from 12.7% | 8.9% | 8.0% |
| Older than usual for grade | 0.9% | Down from 2.7% | 0.6% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=25) | | | | |
| Teachers with advanced degrees | 56.0% | Down from 56.5% | 60.0% | 60.5% |
| Continuing contract teachers | 84.0% | Down from 91.3% | 84.2% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 94.9% | Up from 90.3% | 86.2% | 87.0% |
| Teacher attendance rate | 97.8% | Up from 96.2% | 95.0% | 95.4% |
| Average teacher salary* | \$46,078 | Down 7.5% | \$46,733 | \$47,288 |
| Professional development days/teacher | 5.3 days | Down from 6.0 days | 11.3 days | 10.5 days |
| School | | | | |
| Principal's years at school | 12.0 | Up from 11.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.5 to 1 | Down from 15.1 to 1 | 19.1 to 1 | 19.2 to 1 |
| Prime instructional time | 93.9% | Up from 92.5% | 90.0% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.0% | Up from 87.9% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$8,833 | Up 3.0% | \$7,770 | \$7,548 |
| Percent of expenditures for instruction** | 66.7% | Up from 66.3% | 68.3% | 68.7% |
| Percent of expenditures for teacher salaries** | 64.7% | Up from 62.7% | 64.6% | 65.1% |

* 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

Westcliffe Elementary is located in the Berea area of Greenville County near Furman University. We serve students in four year old kindergarten through fifth grade. Our staff and faculty are passionate about learning and work hard each day to provide the foundation children need to become life-long learners. Westcliffe Elementary has experienced an exciting school year this year. Our honors this year was receiving our second Safe School Award as well as our second Red Carpet School Award, and making AYP (Adequately Yearly Progress).

At Westcliffe, instruction is data driven. Teachers use grade level benchmarks, checklist, theme test, teacher made test and other forms of assessment to meet the needs of students. This year, we implemented Response to Intervention (RTI) in 5K through fifth grade. First grade and 5K used the results of Aimsweb (RTI) assessments to help guide them with student achievement. Second through fifth grades, used MAP (Measures of Academic Progress) and RTI to help guide them with student achievement for their students. All teachers used technology through out the school to enhance learning in all subject areas.

Throughout the year, parents attended various activities through Title I Parent Involvement or PTA. Title I hosted many activities for parents on topics such as Reading, Homework Habits, Reading Under the Stars, and Math. English was taught again this year to Hispanic parents all year on Tuesday and Thursdays. Our PTA was quite active this year with many fun things for students and parents such as Ice Cream Friday Smoothies, Fall Festival, Supper with Santa and the Westcliffe Talent Show.

Westcliffe teachers and staff are committed and dedicated to giving our students their best each and every day. Our school motto, "Westcliffe Wildcats Are Wild About Learning" helps us stay grounded in the fact that learning is going on every minute of the day. Students are what we are all about and why we are committed to learning and giving our best to continue the fact that "Westcliffe Wildcats Cannot Hide That Westcliffe Pride".

Carolyn Morgan, Principal
Melissa Phillips, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 25 | 31 | 29 |
| Percent satisfied with learning environment | 100.0% | 96.8% | 93.1% |
| Percent satisfied with social and physical environment | 100.0% | 96.8% | 85.7% |
| Percent satisfied with school-home relations | 92.0% | 93.5% | 89.7% |

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

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 | 1.7% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.2% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.2% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

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 = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 123 | 100 | 23.6 | 36.4 | 40 | 90 | 84.7 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 63 | 100 | 28.1 | 33.3 | 38.6 | 89.5 | 81.3 | 80.1 | N/A | N/A |
| Female | 60 | 100 | 18.9 | 39.6 | 41.5 | 90.6 | 88.3 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 52 | 100 | 24 | 30 | 46 | 88 | 90 | 89.6 | Yes | Yes |
| African American | 33 | 100 | 36 | 20 | 44 | 88 | 73.4 | 74.6 | I/S | I/S |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 94.3 | 92.7 | I/S | I/S |
| Hispanic | 38 | 100 | 14.3 | 57.1 | 28.6 | 94.3 | 78.4 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 89.7 | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 20 | 100 | 65 | 25 | 10 | 60 | 53.3 | 51.7 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 33 | 100 | 12.5 | 59.4 | 28.1 | 93.8 | 78.7 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 100 | 100 | 27 | 37.1 | 36 | 89.9 | 76.1 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 123 | 100 | 21.8 | 56.4 | 21.8 | 89.1 | 82 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 63 | 100 | 24.6 | 50.9 | 24.6 | 89.5 | 80.5 | 78.4 | N/A | N/A |
| Female | 60 | 100 | 18.9 | 62.3 | 18.9 | 88.7 | 83.5 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 52 | 100 | 18 | 64 | 18 | 92 | 87.7 | 87.8 | Yes | Yes |
| African American | 33 | 100 | 36 | 52 | 12 | 80 | 68.4 | 69.3 | I/S | I/S |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 94.9 | 93.5 | I/S | I/S |
| Hispanic | 38 | 100 | 17.1 | 48.6 | 34.3 | 91.4 | 78.3 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 79.5 | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 20 | 100 | N/A | N/A | N/A | 70 | 46.1 | 46.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 33 | 100 | 15.6 | 46.9 | 37.5 | 90.6 | 79.2 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 100 | 100 | 24.7 | 55.1 | 20.2 | 87.6 | 72.9 | 72.8 | 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 | 88 | 100 | 34.6 | 60.3 | 5.1 | 65.4 | 70.6 | 67.3 |
| Gender | | | | | | | | |
| Male | 48 | 100 | 40.5 | 52.4 | 7.1 | 59.5 | 70.1 | 66.9 |
| Female | 40 | 100 | 27.8 | 69.4 | 2.8 | 72.2 | 71.1 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 37 | 100 | 40 | 57.1 | 2.9 | 60 | 80.2 | 79.6 |
| African American | 27 | 100 | 36.4 | 54.5 | 9.1 | 63.6 | 50.4 | 49.7 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 86.4 | 84.4 |
| Hispanic | 24 | 100 | 23.8 | 71.4 | 4.8 | 76.2 | 60.1 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 76.3 | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 17 | 100 | N/A | N/A | N/A | 23.5 | 33.9 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 19 | 100 | 23.5 | 70.6 | 5.9 | 76.5 | 60.6 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 75 | 100 | 36.4 | 60.6 | 3 | 63.6 | 57.1 | 55.4 |
| Social Studies | | | | | | | | |
| All Students | 84 | 100 | 22.1 | 59.7 | 18.2 | 77.9 | 73.2 | 70.9 |
| Gender | | | | | | | | |
| Male | 38 | 100 | 22.2 | 55.6 | 22.2 | 77.8 | 72.8 | 70.1 |
| Female | 46 | 100 | 22 | 63.4 | 14.6 | 78 | 73.7 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 37 | 100 | 22.2 | 63.9 | 13.9 | 77.8 | 79.8 | 79.2 |
| African American | 20 | 100 | 20 | 60 | 20 | 80 | 57.9 | 58.4 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 86.9 | 86.8 |
| Hispanic | 27 | 100 | 23.1 | 53.8 | 23.1 | 76.9 | 67.8 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 69.8 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 14 | 100 | 50 | 42.9 | 7.1 | 50 | 40 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 25 | 100 | 23.1 | 57.7 | 19.2 | 76.9 | 69 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 66 | 100 | 23.3 | 56.7 | 20 | 76.7 | 61.6 | 60.8 |

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 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 | 124 | 100 | 19.6 | 41.1 | 39.3 | 80.4 | 74 | 72.1 | 96.2 | 96.2 |
| Gender | | | | | | | | | | |
| Male | 63 | 100 | 27.6 | 37.9 | 34.5 | 72.4 | 67.2 | 65.2 | 95.9 | 96.2 |
| Female | 61 | 100 | 11.1 | 44.4 | 44.4 | 88.9 | 81.1 | 79.2 | 96.6 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 53 | 100 | 13.7 | 39.2 | 47.1 | 86.3 | 81.6 | 80.8 | 96.4 | 96.1 |
| African American | 33 | 100 | 34.6 | 34.6 | 30.8 | 65.4 | 58.6 | 59.7 | 95.8 | 96.2 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 88.8 | 87 | 93.4 | 97.5 |
| Hispanic | 38 | 100 | 17.1 | 48.6 | 34.3 | 82.9 | 63.1 | 64.6 | 96.5 | 96.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 74.7 | 73.4 | N/A | 94.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 21 | 100 | 57.1 | 33.3 | 9.5 | 42.9 | 29.5 | 27.7 | 94.8 | 95.2 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 63.5 | N/A | 97.6 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 33 | 100 | 15.6 | 46.9 | 37.5 | 84.4 | 62.9 | 63.7 | 96.5 | 97 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 101 | 100 | 22 | 40.7 | 37.4 | 78 | 61.1 | 61.9 | 96.1 | 95.6 |

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 | | | | | | | |
| 2009 | 3 | 50 | 100 | 26.7 | 35.6 | 37.8 | 73.3 |
| | 4 | 43 | 100 | 37.5 | 40 | 22.5 | 62.5 |
| | 5 | 40 | 100 | 14.3 | 48.6 | 37.1 | 85.7 |
| | 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 |
| 2010 | 3 | 39 | 100 | 21.2 | 15.2 | 63.6 | 78.8 |
| | 4 | 49 | 100 | 28.9 | 37.8 | 33.3 | 71.1 |
| | 5 | 35 | 100 | 18.8 | 56.3 | 25 | 81.3 |
| | 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 |
| Mathematics | | | | | | | |
| 2009 | 3 | 50 | 100 | 46.7 | 40 | 13.3 | 53.3 |
| | 4 | 43 | 100 | 42.5 | 40 | 17.5 | 57.5 |
| | 5 | 40 | 100 | 11.4 | 57.1 | 31.4 | 88.6 |
| | 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 |
| 2010 | 3 | 39 | 100 | 33.3 | 54.5 | 12.1 | 66.7 |
| | 4 | 49 | 100 | 15.6 | 60 | 24.4 | 84.4 |
| | 5 | 35 | 100 | 18.8 | 53.1 | 28.1 | 81.3 |
| | 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 |
| Science | | | | | | | |
| 2009 | 3 | 25 | 100 | 39.1 | 47.8 | 13 | 60.9 |
| | 4 | 43 | 100 | 46.3 | 48.8 | 4.9 | 53.7 |
| | 5 | 20 | 100 | 26.3 | 63.2 | 10.5 | 73.7 |
| | 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 |
| 2010 | 3 | 21 | 100 | 47.1 | 47.1 | 5.9 | 52.9 |
| | 4 | 49 | 100 | 31.1 | 64.4 | 4.4 | 68.9 |
| | 5 | 18 | 100 | 31.3 | 62.5 | 6.3 | 68.8 |
| | 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 |

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 | | | | | | | |
| 2009 | 3 | 25 | 100 | 40.9 | 36.4 | 22.7 | 59.1 |
| | 4 | 43 | 100 | 24.4 | 63.4 | 12.2 | 75.6 |
| | 5 | 20 | 100 | 25 | 50 | 25 | 75 |
| | 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 |
| 2010 | 3 | 18 | 100 | 18.8 | 43.8 | 37.5 | 81.3 |
| | 4 | 49 | 100 | 17.8 | 64.4 | 17.8 | 82.2 |
| | 5 | 17 | 100 | N/A | N/A | N/A | 62.5 |
| | 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 |
| Writing | | | | | | | |
| 2009 | 3 | 50 | 100 | 40 | 31.1 | 28.9 | 60 |
| | 4 | 43 | 100 | 35 | 42.5 | 22.5 | 65 |
| | 5 | 40 | 100 | 13.9 | 41.7 | 44.4 | 86.1 |
| | 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 |
| 2010 | 3 | 39 | 100 | 17.6 | 41.2 | 41.2 | 82.4 |
| | 4 | 50 | 100 | 26.1 | 30.4 | 43.5 | 73.9 |
| | 5 | 35 | 100 | 12.5 | 56.3 | 31.3 | 87.5 |
| | 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 |

Abbreviations for Missing Data

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