

NEVITT FOREST COMMUNITY SCHOOL OF INNOVATION

1401 Bolt Drive
Anderson, South Carolina

| | | |
|-----------------------|--------------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 396 Students | |
| Principal | Kelly Elrod | 864-260-5190 |
| Superintendent | Betty T. Bagley | 864-260-5000 |
| Board Chair | Dr. William Mack Burriss | 864-224-6384 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| 2010 | Average | Good* |
| 2009 | Average | Good |
| 2008 | Below Average | Good |
| 2007 | Below Average | Below Average |
| 2006 | Below Average | Below Average |

* The School's 2010 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 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

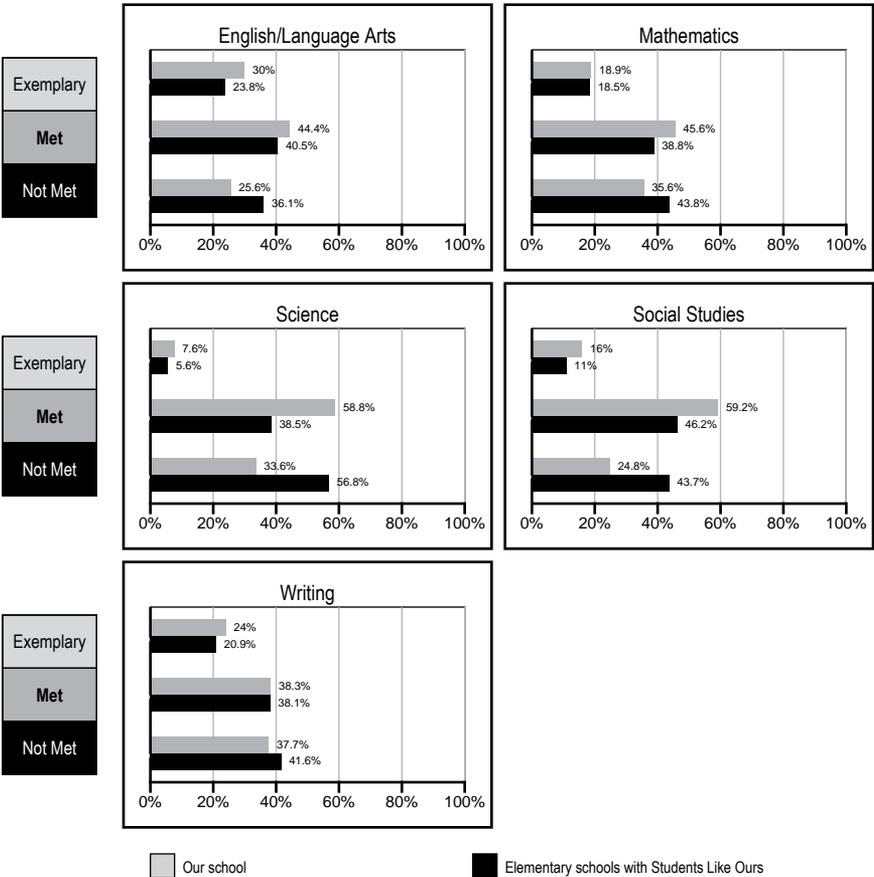
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 2 | 58 | 49 | 21 |

* 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=396) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.5% | Up from 0.8% | 1.5% | 1.2% |
| Attendance rate | 99.9% | Up from 95.7% | 95.9% | 96.1% |
| Eligible for gifted and talented | 20.7% | Up from 5.9% | 4.1% | 11.7% |
| With disabilities other than speech | 7.5% | Up from 6.0% | 8.5% | 8.0% |
| Older than usual for grade | 0.6% | Up from 0.0% | 0.8% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | Down from 0.5% | 0.0% | 0.0% |
| Teachers (n=36) | | | | |
| Teachers with advanced degrees | 50.0% | Up from 45.2% | 58.6% | 60.5% |
| Continuing contract teachers | 86.1% | Up from 83.3% | 78.3% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 80.1% | Down from 80.2% | 82.3% | 87.0% |
| Teacher attendance rate | 94.7% | Up from 93.8% | 95.2% | 95.4% |
| Average teacher salary* | \$43,494 | Up 2.5% | \$45,085 | \$47,288 |
| Professional development days/teacher | 11.4 days | Down from 14.5 days | 10.5 days | 10.5 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 15.8 to 1 | No Change | 17.1 to 1 | 19.2 to 1 |
| Prime instructional time | 94.4% | Up from 88.4% | 90.5% | 90.8% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.3% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Excellent | Up from Good | Excellent | Excellent |
| Dollars spent per pupil** | \$9,218 | Up 6.3% | \$8,904 | \$7,548 |
| Percent of expenditures for instruction** | 70.6% | Down from 72.3% | 67.8% | 68.7% |
| Percent of expenditures for teacher salaries** | 68.1% | Down from 69.7% | 62.1% | 65.1% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Nevitt Forest Community School of Innovation is a Title I school that is located nearly two miles from downtown Anderson. Nevitt operates an Extended Day program and serves approximately 400 students in kindergarten through fifth grade. This is the first year that our school has the designation of a magnet school within our district. The faculty consists of a principal, assistant principal, instructional facilitator, twenty-five regular education teachers, a resource teacher, one fulltime school psychologist, and one part-time speech clinician. There are eighteen support staff, one fulltime nurse, and two clerical support staff. All students have the opportunity to attend physical education, art, music, media, and computer. We provide time and space for our children to visit an additional mobile lab and a science lab with their homeroom teacher.

The Nevitt Forest learning community is proud of the accomplishments made during the previous years. We have received an award for closing the gap from the state department and were one of three in the state within our poverty index. Last year's PASS scores showed improvement from the previous year and brought our school another Silver Flag award with an absolute rating of "Average" and an improvement rating of "Good." In recent years, we have been named a Flagship School of Promise as recognized by the South Carolina Association of School Administrators and have been named a Literacy Spot School by the Reading Recovery Council and the State Department of Education for 2008.

In order to provide quality instruction, teachers attend staff-development sessions in balanced literacy, the use of technology, Singapore math, Thinking Maps, and science-kit training. Each classroom at Nevitt contains a SMART board, visual presenter, and LCD projector that teachers use regularly to enhance instruction. Through the use of innovative teaching strategies, continuous staff development, data gathering, and standards-based instruction, the students at Nevitt Forest Community School of Innovation have the opportunity to acquire the skills they will need to continue to achieve greater academic success. This school year, we have AVID in our 4th and 5th grade classrooms and gender education in two of our 2nd and 3rd grade classrooms. Grants play a huge role in the efforts to provide students with all resources. Teachers are encouraged to participate in all grant-writing opportunities and pursue avenues that will increase their teaching strengths. This year we have built upon the honor of one of two schools in the state to move forward with a grant for Inside Outside Center for Learning.

Nevitt Forest Community School of Innovation is committed to serving the whole child and community. Therefore, we have a fulltime guidance counselor and a half-time mental health counselor. These counselors help our students deal with issues such as peer pressure and divorce, as well as teaching such character traits as honesty, integrity, and responsibility. The guidance counselor meets with individual students and small groups and has class lessons on a regular basis. Our students have the opportunity to receive eye exams and dental screenings.

We invite parents to come in and visit our classrooms, attend all PTO events, and play a role in their child's education. Literacy nights, Doughnuts for Dad, Family Fun Night, Fall Festival, Musical or Art nights, and Science Nights give families the chance to spend time at the school and connect to their child's learning.

Kelly P. Elrod, Principal
Brandy McDavid, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 34 | 0 | 0 |
| Percent satisfied with learning environment | 97.1% | N/R | N/R |
| Percent satisfied with social and physical environment | 97.1% | N/R | N/R |
| Percent satisfied with school-home relations | 38.2% | N/R | N/R |

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

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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 | 0.1% | 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 | 99.9% | 94.0%* | Yes |

* Or greater than last year

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PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 196 | 100 | 25.6 | 44.4 | 30 | 89.4 | 86.4 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 95 | 100 | 28.9 | 36.7 | 34.4 | 85.6 | 83.4 | 80.1 | N/A | N/A |
| Female | 101 | 100 | 22.2 | 52.2 | 25.6 | 93.3 | 89.7 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 22 | 100 | 25 | 40 | 35 | 95 | 91.6 | 89.6 | I/S | I/S |
| African American | 166 | 100 | 25.3 | 45.5 | 29.2 | 89 | 78.6 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 90.8 | 92.7 | I/S | I/S |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | 87.5 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 26 | 100 | 52.2 | 34.8 | 13 | 69.6 | 55 | 51.7 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | 84.1 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 175 | 100 | 25.9 | 45.1 | 29 | 89.5 | 80.3 | 76.9 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 196 | 100 | 35.6 | 45.6 | 18.9 | 85 | 84.4 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 95 | 100 | 28.9 | 45.6 | 25.6 | 88.9 | 82.1 | 78.4 | N/A | N/A |
| Female | 101 | 100 | 42.2 | 45.6 | 12.2 | 81.1 | 87 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 22 | 100 | 30 | 50 | 20 | 80 | 90.7 | 87.8 | I/S | I/S |
| African American | 166 | 100 | 37 | 45.5 | 17.5 | 85.1 | 74.1 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 95.4 | 93.5 | I/S | I/S |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | 90.1 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 26 | 100 | 65.2 | 21.7 | 13 | 60.9 | 49.3 | 46.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | 89.1 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 175 | 100 | 37.7 | 45.7 | 16.7 | 84 | 76.8 | 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 | 132 | 100 | 33.6 | 58.8 | 7.6 | 66.4 | 77 | 67.3 |
| Gender | | | | | | | | |
| Male | 60 | 100 | 35.7 | 53.6 | 10.7 | 64.3 | 75.5 | 66.9 |
| Female | 72 | 100 | 31.7 | 63.5 | 4.8 | 68.3 | 78.4 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 15 | 100 | 15.4 | 76.9 | 7.7 | 84.6 | 86.3 | 79.6 |
| African American | 111 | 100 | 37.3 | 54.9 | 7.8 | 62.7 | 62.9 | 49.7 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 90.7 | 84.4 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 75.6 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 14 | 100 | 33.3 | 58.3 | 8.3 | 66.7 | 41.9 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 73.3 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 116 | 100 | 35.8 | 58.5 | 5.7 | 64.2 | 67.5 | 55.4 |
| Social Studies | | | | | | | | |
| All Students | 135 | 100 | 24.8 | 59.2 | 16 | 75.2 | 80.1 | 70.9 |
| Gender | | | | | | | | |
| Male | 61 | 100 | 29.3 | 48.3 | 22.4 | 70.7 | 78.6 | 70.1 |
| Female | 74 | 100 | 20.9 | 68.7 | 10.4 | 79.1 | 81.7 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 13 | 100 | 33.3 | 50 | 16.7 | 66.7 | 85.8 | 79.2 |
| African American | 116 | 100 | 23.9 | 60.6 | 15.6 | 76.1 | 71.2 | 58.4 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 95.1 | 86.8 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 80.2 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 19 | 100 | 33.3 | 61.1 | 5.6 | 66.7 | 49.3 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 77 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 120 | 100 | 26.8 | 57.1 | 16.1 | 73.2 | 71.4 | 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 | 199 | 99 | 37 | 38.7 | 24.3 | 63 | 75.7 | 72.1 | 99.9 | 99.9 |
| Gender | | | | | | | | | | |
| Male | 96 | 97.9 | 40 | 34.4 | 25.6 | 60 | 69.5 | 65.2 | 99.9 | 99.9 |
| Female | 103 | 100 | 34.1 | 42.9 | 23.1 | 65.9 | 82.3 | 79.2 | 99.9 | 99.9 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 22 | 95.5 | 40 | 35 | 25 | 60 | 84 | 80.8 | 99.9 | 99.9 |
| African American | 169 | 99.4 | 36.8 | 38.1 | 25.2 | 63.2 | 63.6 | 59.7 | 99.9 | 99.9 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 85.7 | 87 | N/A | 99.9 |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | 69.6 | 64.6 | 99.9 | 99.9 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.4 | N/A | 99.9 |
| Disability Status | | | | | | | | | | |
| Disabled | 27 | 92.6 | 54.5 | 31.8 | 13.6 | 45.5 | 30.4 | 27.7 | 99.9 | 99.9 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | 68.2 | 63.7 | 99.9 | 99.9 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 190 | 99 | 37.1 | 38.3 | 24.6 | 62.9 | 65.9 | 61.9 | 99.9 | 99.9 |

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 | | | | | | | |
| 2009 | 3 | 59 | 100 | 22.9 | 45.8 | 31.3 | 77.1 |
| | 4 | 55 | 100 | 23.5 | 49 | 27.5 | 76.5 |
| | 5 | 81 | 100 | 20.3 | 49.3 | 30.4 | 79.7 |
| | 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 | 74 | 100 | 31.3 | 31.3 | 37.3 | 68.7 |
| | 4 | 71 | 100 | 28.1 | 51.6 | 20.3 | 71.9 |
| | 5 | 51 | 100 | 14.3 | 53.1 | 32.7 | 85.7 |
| | 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 | 59 | 100 | 39.6 | 39.6 | 20.8 | 60.4 |
| | 4 | 55 | 100 | 21.6 | 56.9 | 21.6 | 78.4 |
| | 5 | 81 | 100 | 24.6 | 58 | 17.4 | 75.4 |
| | 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 |
| 2010 | 3 | 74 | 100 | 43.3 | 38.8 | 17.9 | 56.7 |
| | 4 | 71 | 100 | 31.3 | 53.1 | 15.6 | 68.8 |
| | 5 | 51 | 100 | 30.6 | 44.9 | 24.5 | 69.4 |
| | 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 | 31 | 100 | 44 | 48 | 8 | 56 |
| | 4 | 55 | 100 | 19.6 | 68.6 | 11.8 | 80.4 |
| | 5 | 42 | 97.6 | 40 | 54.3 | 5.7 | 60 |
| | 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 | 37 | 100 | 51.5 | 36.4 | 12.1 | 48.5 |
| | 4 | 71 | 100 | 26.6 | 68.8 | 4.7 | 73.4 |
| | 5 | 24 | 100 | 27.3 | 63.6 | 9.1 | 72.7 |
| | 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

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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | 28 | 100 | 8.7 | 78.3 | 13 | 91.3 |
| | 4 | 55 | 100 | 7.8 | 74.5 | 17.6 | 92.2 |
| | 5 | 40 | 100 | 34.3 | 54.3 | 11.4 | 65.7 |
| | 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 | 37 | 100 | 26.5 | 47.1 | 26.5 | 73.5 |
| | 4 | 71 | 100 | 26.6 | 67.2 | 6.3 | 73.4 |
| | 5 | 27 | 100 | 18.5 | 55.6 | 25.9 | 81.5 |
| | 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 | 57 | 100 | 28.6 | 34.7 | 36.7 | 71.4 |
| | 4 | 56 | 100 | 39.6 | 37.7 | 22.6 | 60.4 |
| | 5 | 83 | 98.8 | 29.2 | 43.1 | 27.8 | 70.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 74 | 97.3 | 56.1 | 28.8 | 15.2 | 43.9 |
| | 4 | 73 | 100 | 26.2 | 47.7 | 26.2 | 73.8 |
| | 5 | 52 | 100 | 26 | 40 | 34 | 74 |
| | 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