



WESTVIEW ELEMENTARY

100 Westview Blvd.
Goose Creek, SC 29445

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 4-5 Elementary School | |
| Enrollment | 366 Students | |
| Principal | Aimee S. Fulmer | 843-797-2992 |
| Superintendent | Rodney Thompson | 843-899-8600 |
| Board Chair | Kathy Schwalbe | 843-797-5815 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

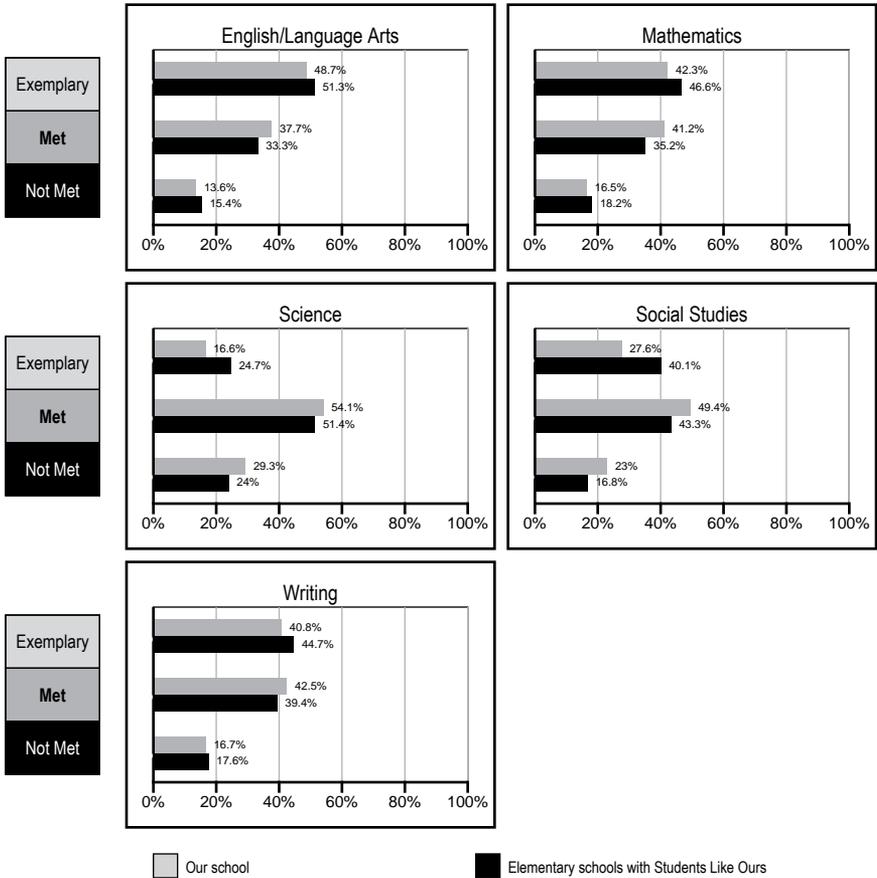
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 34 | 24 | 4 | 2 | 0 |

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

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

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=366) | | | | |
| First graders who attended full-day kindergarten | N/R | N/R | 100.0% | 100.0% |
| Retention rate | 0.3% | Up from 0.0% | 0.8% | 1.1% |
| Attendance rate | 97.1% | Down from 97.2% | 96.6% | 96.2% |
| Served by gifted and talented program | 19.7% | Up from 19.5% | 21.3% | 13.4% |
| With disabilities other than speech | 2.7% | Down from 7.4% | 3.7% | 4.1% |
| Older than usual for grade | 0.0% | Down from 0.5% | 0.2% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.3% | Down from 0.5% | 0.0% | 0.0% |
| Teachers (n=20) | | | | |
| Teachers with advanced degrees | 75.0% | Up from 63.6% | 64.6% | 62.5% |
| Continuing contract teachers | 100.0% | Up from 86.4% | 90.2% | 88.2% |
| Teachers returning from previous year | 86.9% | Up from 84.3% | 88.8% | 87.8% |
| Teacher attendance rate | 96.6% | Up from 95.8% | 95.2% | 95.2% |
| Average teacher salary* | \$53,511 | Up 1.5% | \$48,467 | \$46,773 |
| Professional development days/teacher | 10.2 days | Up from 7.9 days | 10.0 days | 10.5 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 2.0 | 4.3 | 4.0 |
| Student-teacher ratio in core subjects | 23.2 to 1 | Up from 23.1 to 1 | 20.5 to 1 | 19.9 to 1 |
| Prime instructional time | 93.5% | Up from 92.8% | 91.0% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.6% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Good | Up from Average | Excellent | Excellent |
| Dollars spent per pupil** | \$8,529 | Up 14.5% | \$7,019 | \$7,447 |
| Percent of expenditures for instruction** | 46.6% | Down from 52.6% | 70.1% | 68.4% |
| Percent of expenditures for teacher salaries** | 42.7% | Down from 48.2% | 68.8% | 65.8% |

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Westview Elementary is home to approximately 365 fourth and fifth grade students known as the Westview Whales. At Westview Elementary, we have high expectations for both students and teachers and are committed to the continued learning and growth of both.

Our mission: Building upon our rich Lowcountry traditions, we will ignite, in every student, a passion for lifelong learning. Through dynamic instruction, creative partnerships, and exceptional support, we will foster opportunities for each student to build a Legacy of Success.

Our teachers strive to provide the best possible education for our students. Through our Professional Learning Community, our teachers strive to raise the level of rigor, plan instruction based on standards, create common assessments to assess students and plan instruction based on individual student needs. Westview Elementary also knows that the key to continued improved student learning is through the continuous professional development for our teachers and staff.

Character Traits and Life Skills are integrated through our guidance program. The Positive Behavioral Interventions and Supports (PBIS) program creates a school-wide system of support focusing on teaching positive student behaviors. In addition, the RITZ (Reading in the Zone) and Roscoe Reading Program challenges students to become better readers by meeting their individualized reading goals and increasing their reading levels. The two reading programs are also an incentive program to reward students for their reading achievements. Students receive additional time and support during the school day with small-group instruction and assistance-based targeted computer programs. Westview Elementary also provides extended afterschool care through our Whale Watch program.

Student achievement continues to be a top priority. Teachers utilize data provided by computerized MAP testing (Measures of Academic Progress) to identify students' strengths and weaknesses. Classroom curriculum is also enriched with technology in the classroom by incorporating SMART boards, Elmos and Lumens, student-response systems, and interactive, wireless mobile tablets. WVE also utilizes two networked computer labs that provide individualized skills practice.

Through our shared purpose, vision, commitment and goals, the Westview staff, parents, and community will continue to work diligently to ensure every student's success in 2011-2012.

Aimee S. Fulmer, Principal
Terri Covington, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 19 | 168 | 89 |
| Percent satisfied with learning environment | 84.2% | 82.0% | 92.0% |
| Percent satisfied with social and physical environment | 100.0% | 85.7% | 89.8% |
| Percent satisfied with school-home relations | 89.5% | 87.4% | 79.5% |

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

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

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

School Improvement Status

School Improvement Key

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

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 2.0% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.7% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.4% | 0.0% | No |
| Student attendance rate | 97.1% | 94.0%** | Yes |

* Or greater than last year

Abbreviations for Missing Data

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

PASS Performance By Group

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

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 365 | 99.5 | 13.3 | 37.9 | 48.8 | 91 | 85.3 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 187 | 99.5 | 16.9 | 39 | 44.1 | 88.1 | 81.3 | 78.7 | N/A | N/A |
| Female | 178 | 99.4 | 9.5 | 36.7 | 53.8 | 94.1 | 89.4 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 233 | 99.6 | 9.8 | 36.2 | 54 | 93.3 | 89 | 88.9 | Yes | Yes |
| African American | 86 | 100 | 26.6 | 38 | 35.4 | 83.5 | 78.6 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | 22 | 95.5 | N/AV | N/AV | N/AV | 100 | 94.1 | 93 | I/S | I/S |
| Hispanic | 18 | 100 | 11.1 | 72.2 | 16.7 | 88.9 | 85 | 79.3 | I/S | I/S |
| American Indian/Alaskan | 6 | I/S | I/S | I/S | I/S | I/S | 87 | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 47 | 97.9 | 48.9 | 37.8 | 13.3 | 53.3 | 54.4 | 48.1 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 22 | 100 | N/AV | N/AV | N/AV | 100 | 84.6 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 151 | 99.3 | 19.6 | 44.2 | 36.2 | 85.5 | 80.4 | 75.4 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 365 | 99.5 | 16.2 | 41.3 | 42.5 | 89 | 84.4 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 187 | 99.5 | 17.5 | 37.3 | 45.2 | 87.6 | 82.7 | 79.9 | N/A | N/A |
| Female | 178 | 99.4 | 14.8 | 45.6 | 39.6 | 90.5 | 86.2 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 233 | 99.6 | 12.1 | 39.7 | 48.2 | 92.4 | 88.6 | 88.9 | Yes | Yes |
| African American | 86 | 100 | 27.8 | 44.3 | 27.8 | 79.7 | 77.1 | 71.4 | Yes | Yes |
| Asian/Pacific Islander | 22 | 95.5 | 10.5 | 36.8 | 52.6 | 94.7 | 94.2 | 94.6 | I/S | I/S |
| Hispanic | 18 | 100 | 16.7 | 61.1 | 22.2 | 83.3 | 83.3 | 81.1 | I/S | I/S |
| American Indian/Alaskan | 6 | I/S | I/S | I/S | I/S | I/S | 85.7 | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 47 | 97.9 | 51.1 | 37.8 | 11.1 | 57.8 | 53 | 47.3 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 22 | 100 | N/AV | N/AV | N/AV | 100 | 83.3 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 151 | 99.3 | 26.1 | 44.9 | 29 | 81.9 | 79.5 | 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 | 273 | 99.3 | 29 | 54.1 | 17 | 71 | 70.9 | 68.6 |
| Gender | | | | | | | | |
| Male | 135 | 99.3 | 28.9 | 51.6 | 19.5 | 71.1 | 70.4 | 68.3 |
| Female | 138 | 99.3 | 29 | 56.5 | 14.5 | 71 | 71.4 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 174 | 99.4 | 22.8 | 55.7 | 21.6 | 77.2 | 79.9 | 80.7 |
| African American | 66 | 100 | 46.7 | 45 | 8.3 | 53.3 | 56.5 | 51.4 |
| Asian/Pacific Islander | 15 | 93.3 | N/AV | N/AV | N/AV | 100 | 85.1 | 85.3 |
| Hispanic | 12 | 100 | N/AV | N/AV | N/AV | 50 | 64.3 | 61.6 |
| American Indian/Alaskan | 6 | I/S | I/S | I/S | I/S | I/S | 67.4 | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 35 | 97.1 | 60.6 | 30.3 | 9.1 | 39.4 | 39.6 | 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 | 14 | 100 | 21.4 | 71.4 | 7.1 | 78.6 | 65.3 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 114 | 99.1 | 46.2 | 40.4 | 13.5 | 53.8 | 61.8 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 273 | 99.3 | 22.6 | 49.8 | 27.6 | 77.4 | 75.7 | 72.5 |
| Gender | | | | | | | | |
| Male | 135 | 99.3 | 27.8 | 42.1 | 30.2 | 72.2 | 74.3 | 72 |
| Female | 138 | 99.3 | 17.6 | 57.3 | 25.2 | 82.4 | 77.1 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 177 | 99.4 | 21.3 | 49.1 | 29.6 | 78.7 | 81.1 | 81 |
| African American | 59 | 100 | 25.9 | 53.7 | 20.4 | 74.1 | 66.4 | 60 |
| Asian/Pacific Islander | 18 | 94.4 | 6.7 | 46.7 | 46.7 | 93.3 | 90.7 | 89 |
| Hispanic | 15 | 100 | 33.3 | 46.7 | 20 | 66.7 | 73.2 | 69.6 |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 77.5 | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 37 | 97.3 | 62.9 | 31.4 | 5.7 | 37.1 | 43.5 | 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 | 20 | 100 | 22.2 | 38.9 | 38.9 | 77.8 | 73.4 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 112 | 99.1 | 30.7 | 50.5 | 18.8 | 69.3 | 68.4 | 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 | 184 | 98.9 | 16.7 | 42.5 | 40.8 | 83.3 | 73.5 | 73.2 | 97.1 | 96.3 |
| Gender | | | | | | | | | | |
| Male | 104 | 98.1 | 20.4 | 44.9 | 34.7 | 79.6 | 66.8 | 67.2 | 97.1 | 96.3 |
| Female | 80 | 100 | 11.8 | 39.5 | 48.7 | 88.2 | 80.6 | 79.4 | 97 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 115 | 99.1 | 11.7 | 40.5 | 47.7 | 88.3 | 78.5 | 81.5 | 96.8 | 95.9 |
| African American | 47 | 97.9 | 25.6 | 44.2 | 30.2 | 74.4 | 64.8 | 61.3 | 97.6 | 96.9 |
| Asian/Pacific Islander | 11 | 100 | I/S | I/S | I/S | I/S | 87 | 87 | 97.9 | 97.1 |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | 72.1 | 66.7 | 97 | 96.5 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 72.7 | 72.2 | 97.9 | 95.5 |
| Disability Status | | | | | | | | | | |
| Disabled | 20 | 90 | 44.4 | 38.9 | 16.7 | 55.6 | 27.7 | 26 | 95.4 | 95.4 |
| 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 | 10 | I/S | I/S | I/S | I/S | I/S | 69 | 65.7 | 97.4 | 97 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 76 | 98.7 | 22.9 | 48.6 | 28.6 | 77.1 | 65.4 | 63.2 | 96.8 | 96 |

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 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 199 | 100 | 9.6 | 34.8 | 55.6 | 90.4 |
| | 5 | 214 | 100 | 13.2 | 35.1 | 51.7 | 86.8 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | 181 | 98.9 | 12.4 | 32.4 | 55.3 | 87.6 |
| | 5 | 184 | 100 | 14.2 | 43.2 | 42.6 | 85.8 |
| | 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 |
| Mathematics | | | | | | | |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 199 | 100 | 13.9 | 45.5 | 40.6 | 86.1 |
| | 5 | 214 | 100 | 22 | 44.9 | 33.2 | 78 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | 181 | 98.9 | 15.9 | 40.6 | 43.5 | 84.1 |
| | 5 | 184 | 100 | 16.5 | 42 | 41.5 | 83.5 |
| | 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 |
| Science | | | | | | | |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 199 | 100 | 23.5 | 62 | 14.4 | 76.5 |
| | 5 | 108 | 99.1 | 31.4 | 53.9 | 14.7 | 68.6 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | 181 | 98.9 | 30 | 58.2 | 11.8 | 70 |
| | 5 | 92 | 100 | 27 | 46.1 | 27 | 73 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 199 | 100 | 20.3 | 51.9 | 27.8 | 79.7 |
| | 5 | 106 | 100 | 38.2 | 36.3 | 25.5 | 61.8 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | 181 | 98.9 | 20 | 51.8 | 28.2 | 80 |
| | 5 | 92 | 100 | 27.6 | 46 | 26.4 | 72.4 |
| | 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 |
| Writing | | | | | | | |
| 2010 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | 201 | 100 | 22.5 | 39.6 | 38 | 77.5 |
| | 5 | 215 | 100 | 19.2 | 34.1 | 46.6 | 80.8 |
| | 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 |
| 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 | 184 | 98.9 | 16.7 | 42.5 | 40.8 | 83.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

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