



## PLAINVIEW ELEMENTARY

16002 Highway 102

Patrick, SC 29584

|                       |                        |               |
|-----------------------|------------------------|---------------|
| <b>Grades</b>         | PK-6 Elementary School |               |
| <b>Enrollment</b>     | 193 Students           |               |
| <b>Principal</b>      | Beth S. Melton         | 843-498-6633  |
| <b>Superintendent</b> | Dr. John E. Williams   | 843-623-2175  |
| <b>Board Chair</b>    | Chad L. Vick           | (843)623-6768 |

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

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

\* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE VISION

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

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

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

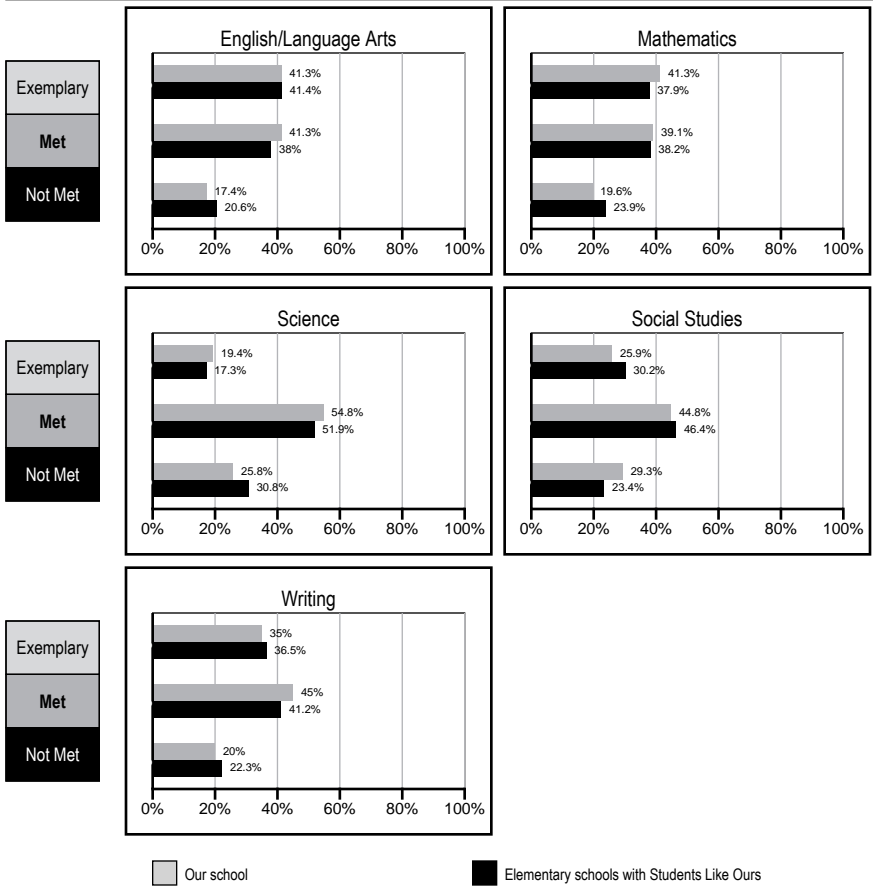
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 21        | 34   | 60      | 1             | 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 |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=193)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.6%       | Down from 2.6%        | 1.3%                                       | 1.1%                     |
| Attendance rate  | 94.9%      | Up from 94.6%         | 96.1%                                      | 96.2%                    |
| Served by gifted and talented program  | 12.5%      | Down from 19.0%       | 14.4%                                      | 13.4%                    |
| With disabilities other than speech  | 6.8%       | Down from 8.0%        | 4.8%                                       | 4.1%                     |
| Older than usual for grade   | 0.0%       | No Change             | 0.2%                                       | 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=11)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 54.5%      | No Change             | 61.4%                                      | 62.5%                    |
| Continuing contract teachers   | 100.0%     | Up from 90.9%         | 90.0%                                      | 88.2%                    |
| Teachers returning from previous year  | 94.4%      | Up from 91.1%         | 88.4%                                      | 87.8%                    |
| Teacher attendance rate  | 92.3%      | Down from 96.7%       | 95.2%                                      | 95.2%                    |
| Average teacher salary*  | \$42,393   | Up 4.3%               | \$46,521                                   | \$46,773                 |
| Professional development days/teacher  | 10.3 days  | Up from 8.9 days      | 10.3 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 1.0        | No Change             | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.3 to 1  | Up from 17.3 to 1     | 20.1 to 1                                  | 19.9 to 1                |
| Prime instructional time   | 86.0%      | Down from 88.8%       | 90.3%                                      | 90.4%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 99.7%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Character development program  | Average    | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$7,204    | Down 3.1%             | \$7,153                                    | \$7,447                  |
| Percent of expenditures for instruction**                                    | 63.7%      | Down from 64.5%       | 68.1%                                      | 68.4%                    |
| Percent of expenditures for teacher salaries**                               | 62.9%      | Up from 62.5%         | 65.4%                                      | 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

Plainview Elementary services students in grades pre-kindergarten to sixth, and has provided a quality education for more than 50 years that prepares all students who attend for future success to this community. One of the school's greatest accomplishments is having met Annual Yearly Progress (AYP) goals, as defined by the state of SC since its origination in 2003.

Plainview utilized MAP and Dominion Assessments data to improve classroom instruction and student achievement. Through data analysis, teachers assess students' strengths and weaknesses to plan for individual student needs. Compass Learning, the computer lab instructional program, was used to provide students with individual instruction at their own level. Teachers assigned various activities within the computer lab for students that enabled them to assess student mastery of classroom instruction. This program is also used in classroom instruction to remediate and enrich state standards.

PASS performance for Plainview students for 2010 showed great progress for this effort. In math, 81.2% of the students performed at the level required by state mandates as meeting state standards. Of the 81.2% students that met criteria, 50% exceeded this criterion with an exemplary score. The ELA performance of scores recorded by PASS was increased as well with 83.3% of the students tested meeting the state mandated standard. As in math, 50% of the students that met the criterion score for ELA did so at the exemplary level.

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 13       | 20        | 18       |
| Percent satisfied with learning environment            | 100.0%   | 80.0%     | 100.0%   |
| Percent satisfied with social and physical environment | 100.0%   | 100.0%    | 94.4%    |
| Percent satisfied with school-home relations           | 100.0%   | 95.0%     | 83.3%    |

\* 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

|              |   |
|--------------|---|
| <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  | N/A          | 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                         | 94.9%      | 94.0%**         | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

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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 = 79.4% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 96  | 100  | 17.4 | 41.3 | 41.3 | 88   | 79.1 | 82.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 53  | 100  | 17   | 45.3 | 37.7 | 86.8 | 74.8 | 78.7 | N/A | N/A |
| Female                       | 43  | 100  | 17.9 | 35.9 | 46.2 | 89.7 | 83.5 | 86.2 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 88  | 100  | 16.7 | 39.3 | 44   | 88.1 | 85.9 | 88.9 | Yes | Yes |
| African American             | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 69.7 | 72.9 | I/S | I/S |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 94.4 | 93   | I/S | I/S |
| Hispanic                     | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 76.9 | 79.3 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 83   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 10  | I/S  | I/S  | I/S  | I/S  | I/S  | 43.3 | 48.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 68.9 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 78.1 | 78.3 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 68  | 100  | 20.3 | 46.9 | 32.8 | 84.4 | 74.6 | 75.4 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 96  | 100  | 19.6 | 39.1 | 41.3 | 90.2 | 79.8 | 81.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 53  | 100  | 20.8 | 39.6 | 39.6 | 90.6 | 76.6 | 79.9 | N/A | N/A |
| Female                       | 43  | 100  | 17.9 | 38.5 | 43.6 | 89.7 | 83.1 | 84.1 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 88  | 100  | 17.9 | 36.9 | 45.2 | 91.7 | 87.1 | 88.9 | Yes | Yes |
| African American             | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 69.4 | 71.4 | I/S | I/S |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 100  | 94.6 | I/S | I/S |
| Hispanic                     | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 79.9 | 81.1 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 84.4 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 10  | I/S  | I/S  | I/S  | I/S  | I/S  | 40.8 | 47.3 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 77.6 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 83.8 | 81.4 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 68  | 100  | 25   | 39.1 | 35.9 | 87.5 | 75.3 | 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                 | 64                            | 100      | 25.8      | 54.8  | 19.4        | 74.2                      | 60.6                        | 68.6                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 40                            | 100      | 30        | 42.5  | 27.5        | 70                        | 61.2                        | 68.3                     |
| Female                       | 24                            | 100      | 18.2      | 77.3  | 4.5         | 81.8                      | 60.1                        | 68.9                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 59                            | 100      | 22.8      | 56.1  | 21.1        | 77.2                      | 73.9                        | 80.7                     |
| African American             | N/A                           | N/AV     | I/S       | I/S   | I/S         | I/S                       | 43                          | 51.4                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 76.9                        | 85.3                     |
| Hispanic                     | 4                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 54.2                        | 61.6                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 70.8                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 32.5                        | 35.7                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 42.9                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 57.7                        | 60.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 45                            | 100      | 27.9      | 62.8  | 9.3         | 72.1                      | 53.2                        | 57.3                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 61                            | 100      | 29.3      | 44.8  | 25.9        | 70.7                      | 64.8                        | 72.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 29                            | 100      | 24.1      | 55.2  | 20.7        | 75.9                      | 64.3                        | 72                       |
| Female                       | 32                            | 100      | 34.5      | 34.5  | 31          | 65.5                      | 65.3                        | 73.1                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 53                            | 100      | 24        | 50    | 26          | 76                        | 72.7                        | 81                       |
| African American             | 3                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 54                          | 60                       |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 83.3                        | 89                       |
| Hispanic                     | 4                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 61.5                        | 69.6                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 73.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 5                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 37.4                        | 40.5                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 53.8                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 63.2                        | 69.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 46                            | 100      | 32.6      | 51.2  | 16.3        | 67.4                      | 58.5                        | 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                 | 21                            | 100      | 20        | 45    | 35          | 80                        | 67                          | 73.2                     | 94.9                   | 95.6                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 10                            | I/S      | I/S       | I/S   | I/S         | I/S                       | 61.3                        | 67.2                     | 95                     | 95.6                     |
| Female                       | 11                            | 100      | I/S       | I/S   | I/S         | I/S                       | 72.7                        | 79.4                     | 94.8                   | 95.6                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 18                            | 100      | 17.6      | 41.2  | 41.2        | 82.4                      | 76.4                        | 81.5                     | 94.8                   | 95.1                     |
| African American             | 3                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 54.3                        | 61.3                     | 94.4                   | 96.2                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 87                       | N/A                    | 98.1                     |
| Hispanic                     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 62.5                        | 66.7                     | 96.6                   | 95.8                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 72.2                     | 97.6                   | 93.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 18.4                        | 26                       | 95.7                   | 94.6                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 40.5                     | N/A                    | N/A                      |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 57.1                        | 65.7                     | N/A                    | 97                       |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 16                            | 100      | 26.7      | 60    | 13.3        | 73.3                      | 60.4                        | 63.2                     | 94.5                   | 95.3                     |

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     | 25                            | 100      | 25        | 25    | 50          | 75                 |
|                              | 4     | 20                            | 100      | 30        | 40    | 30          | 70                 |
|                              | 5     | 19                            | 100      | 10.5      | 57.9  | 31.6        | 89.5               |
|                              | 6     | 13                            | 100      | 23.1      | 53.8  | 23.1        | 76.9               |
|                              | 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     | 25                            | 100      | 13        | 39.1  | 47.8        | 87                 |
|                              | 4     | 29                            | 100      | 21.4      | 39.3  | 39.3        | 78.6               |
|                              | 5     | 21                            | 100      | 25        | 40    | 35          | 75                 |
|                              | 6     | 21                            | 100      | 9.5       | 47.6  | 42.9        | 90.5               |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 3     | 25                            | 100      | 16.7      | 37.5  | 45.8        | 83.3               |
|                              | 4     | 20                            | 100      | 25        | 40    | 35          | 75                 |
|                              | 5     | 19                            | 100      | 10.5      | 47.4  | 42.1        | 89.5               |
|                              | 6     | 13                            | 100      | 15.4      | 61.5  | 23.1        | 84.6               |
|                              | 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     | 25                            | 100      | 13        | 43.5  | 43.5        | 87                 |
|                              | 4     | 29                            | 100      | 14.3      | 35.7  | 50          | 85.7               |
|                              | 5     | 21                            | 100      | 30        | 45    | 25          | 70                 |
|                              | 6     | 21                            | 100      | 23.8      | 33.3  | 42.9        | 76.2               |
|                              | 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     | 13                            | 100      | 30.8      | 23.1  | 46.2        | 69.2               |
|                              | 4     | 20                            | 100      | 25        | 65    | 10          | 75                 |
|                              | 5     | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                              | 6     | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                              | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2011</b>                  | 3     | 13                            | 100      | 30.8      | 53.8  | 15.4        | 69.2               |
|                              | 4     | 29                            | 100      | 28.6      | 57.1  | 14.3        | 71.4               |
|                              | 5     | 11                            | 100      | I/S       | I/S   | I/S         | I/S                |
|                              | 6     | 11                            | 100      | 18.2      | 63.6  | 18.2        | 81.8               |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |

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     | 12                            | 100      | 36.4      | 27.3  | 36.4        | 63.6               |
|                       | 4     | 20                            | 100      | 25        | 55    | 20          | 75                 |
|                       | 5     | 10                            | I/S      | I/S       | I/S   | I/S         | I/S                |
|                       | 6     | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                       | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2011</b>           | 3     | 12                            | 100      | I/S       | I/S   | I/S         | I/S                |
|                       | 4     | 29                            | 100      | 28.6      | 46.4  | 25          | 71.4               |
|                       | 5     | 10                            | I/S      | I/S       | I/S   | I/S         | I/S                |
|                       | 6     | 10                            | I/S      | I/S       | I/S   | I/S         | I/S                |
|                       | 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     | 25                            | 100      | 20        | 60    | 20          | 80                 |
|                       | 4     | 21                            | 95.2     | 40        | 35    | 25          | 60                 |
|                       | 5     | 19                            | 100      | 36.8      | 42.1  | 21.1        | 63.2               |
|                       | 6     | 14                            | 100      | 14.3      | 57.1  | 28.6        | 85.7               |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2011</b>           | 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     | 21                            | 100      | 20        | 45    | 35          | 80                 |
|                       | 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