



HARBISON WEST ELEMENTARY

257 Crossbow Drive
Columbia, SC 29212

| | | |
|-----------------------|--------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 413 Students | |
| Principal | Dr. Barbara P. Brockhard | 803-476-3800 |
| Superintendent | Dr. Herbert M. Berg | 803-476-8000 |
| Board Chair | Robert Gantt | 803-781-5408 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

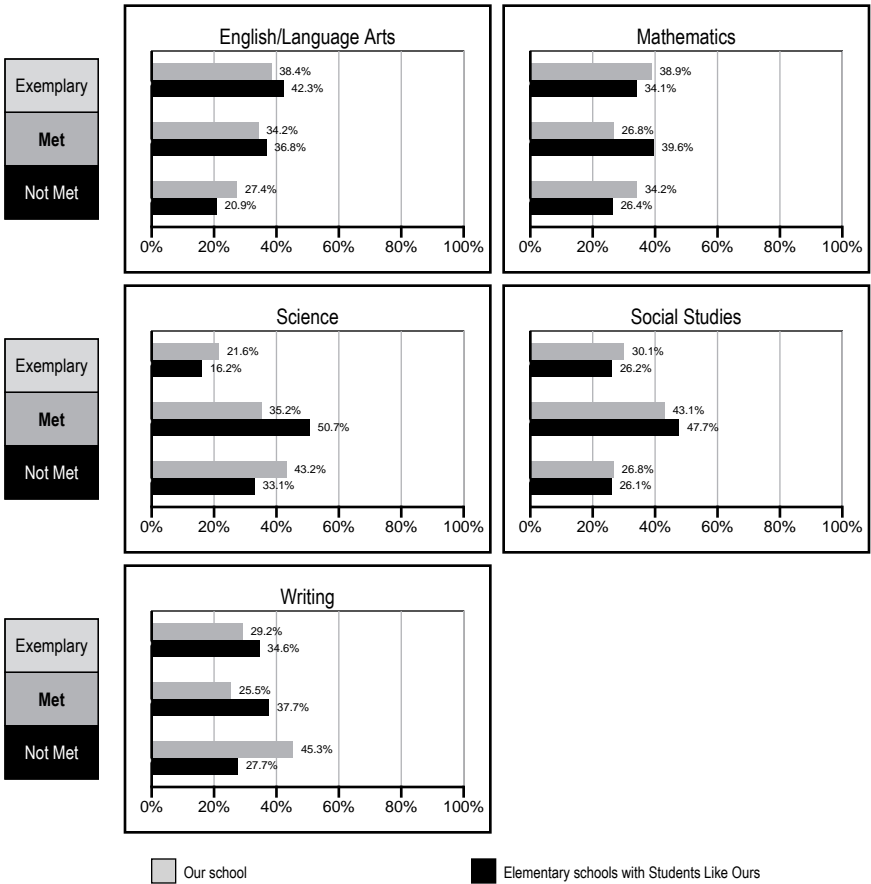
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 12 | 28 | 65 | 1 | 0 |

* Ratings are calculated with data available by 11/03/2010.

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=413) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.2% | Down from 1.1% | 1.1% | 1.2% |
| Attendance rate | 99.9% | Up from 96.2% | 96.0% | 96.1% |
| Eligible for gifted and talented | 21.3% | Up from 7.4% | 12.7% | 11.7% |
| With disabilities other than speech | 13.9% | Down from 15.1% | 8.5% | 8.0% |
| Older than usual for grade | 0.0% | Down from 0.3% | 0.4% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=49) | | | | |
| Teachers with advanced degrees | 73.5% | Up from 71.4% | 59.1% | 60.5% |
| Continuing contract teachers | 77.6% | Up from 75.5% | 84.8% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 74.3% | Up from 71.0% | 87.7% | 87.0% |
| Teacher attendance rate | 95.4% | Up from 93.9% | 95.5% | 95.4% |
| Average teacher salary* | \$46,809 | Down 2.9% | \$47,193 | \$47,288 |
| Professional development days/teacher | 6.0 days | Down from 15.1 days | 9.9 days | 10.5 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 4.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 16.4 to 1 | Up from 13.3 to 1 | 19.4 to 1 | 19.2 to 1 |
| Prime instructional time | 94.7% | Up from 87.8% | 91.1% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.6% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$15,898 | Up 14.7% | \$7,272 | \$7,548 |
| Percent of expenditures for instruction** | 64.6% | Down from 65.0% | 67.6% | 68.7% |
| Percent of expenditures for teacher salaries** | 61.9% | Down from 63.2% | 64.5% | 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

The 2009–2010 school year at Harbison West Elementary School was an exciting year. Our continued commitment to providing a high quality education for each child in our school was evident by our student achievement gains on the MAP tests.

Our students continue to achieve in many areas. Three students were recognized for their writing accomplishments through the State Superintendent's Writing contest. Nine students were selected to participate in the district's Honors Chorus and the school chorus received an Excellent award at The Festival of Music in Charlotte, NC. The Escolares Academy also presented The Music Man Jr. musical. Many of our students were chosen as winners in art competitions including the State Fair Art Contest and the Columbia Housing Authority Poster Contest.

Our top priority continues to be a focus on student achievement. Every teacher continues training in the use of best practices for instruction with the support of our Literacy Coach, Math Coach, and Technology Integration Specialist. Teachers also focus on data analysis in order to make sound instructional decisions that will best support student learning and instruction.

We strive to meet each child's individual needs at Harbison West Elementary School. Students in kindergarten through fifth grade work on their specific literacy needs through small group instruction with the support of Reading Recovery teachers, three Reading Interventionist, and trained paraprofessionals. All students continue to utilize the Compass Learning Odyssey Lab to work on targeted, explicit instruction in mathematics and reading through the computer.

HWES provides leadership opportunities and after school activities for our students and families. Students can participate in the HWES Morning News Team, Handy Helpers, Safety Patrol, Super Recyclers, and Book Buddies. After school opportunities include: an After School Chorus, HWES Step Team, Drama Club, Chess Club and performances during PTO programs and family night events. Through Project SOAR, students are able to participate in a free after-school program that supports their academic and social learning. The Boys and Girls Club also provides after school care for our students and families.

We promote family involvement through many planned events such as the Back to School Expo, Family Literacy, Family Movie Night, and Fabulous Fine Arts Night. We sponsor Parenting Power Sessions to support our families as they work with their children at home. Parents are also encouraged to volunteer in classrooms, chaperone field trips, participate in the Birthday Book Lunch, and participate in the Parent Teacher Organization.

The Escolares Academy, our district's first magnet program for Gifted and Talented students, was expanded this year as a third and fourth grade class was added. An additional second grade and two fifth grade classes will be added for the 2010-2011 school year. The program continues to grow each year.

The 2009-2010 school year has been a banner year at Harbison West Elementary. Our dedicated staff continues to focus on student achievement and success. We are "Explorers Enhancing Excellence".

Dr. Barbara Brockhard, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 52 | 58 | 35 |
| Percent satisfied with learning environment | 94.2% | 87.9% | 87.9% |
| Percent satisfied with social and physical environment | 92.3% | 86.2% | 88.6% |
| Percent satisfied with school-home relations | 74.5% | 87.9% | 97.1% |

* 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 20 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

RP

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 | N/AV | N/AV |
| Classes in high poverty schools not taught by highly qualified teachers | N/AV | N/AV |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | N/AV | 0.0% | N/AV |
| Student attendance rate | 99.9% | 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 | 225 | 100 | 27.4 | 34.2 | 38.4 | 83.2 | 90.5 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 117 | 100 | 31.3 | 35.4 | 33.3 | 79.8 | 87.7 | 80.1 | N/A | N/A |
| Female | 108 | 100 | 23.1 | 33 | 44 | 86.8 | 93.5 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 72 | 100 | 12.1 | 21.2 | 66.7 | 92.4 | 94.8 | 89.6 | Yes | Yes |
| African American | 135 | 100 | 38.2 | 40 | 21.8 | 76.4 | 80.7 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | 94.2 | 92.7 | I/S | I/S |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | 88.3 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 64 | 100 | 64.2 | 26.4 | 9.4 | 52.8 | 66.1 | 51.7 | Yes | Yes |
| 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 | 6 | I/S | I/S | I/S | I/S | I/S | 89.2 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 144 | 100 | 36.8 | 41.9 | 21.4 | 76.1 | 81.4 | 76.9 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 225 | 100 | 34.2 | 26.8 | 38.9 | 73.2 | 90.4 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 117 | 100 | 37.4 | 26.3 | 36.4 | 69.7 | 88.9 | 78.4 | N/A | N/A |
| Female | 108 | 100 | 30.8 | 27.5 | 41.8 | 76.9 | 91.9 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 72 | 100 | 19.7 | 19.7 | 60.6 | 84.8 | 94.8 | 87.8 | Yes | Yes |
| African American | 135 | 100 | 45.5 | 30 | 24.5 | 64.5 | 80.1 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | 93.7 | 93.5 | I/S | I/S |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | 87.6 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 64 | 100 | 75.5 | 17 | 7.5 | 32.1 | 65 | 46.1 | No | Yes |
| 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 | 6 | I/S | I/S | I/S | I/S | I/S | 88 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 144 | 100 | 45.3 | 32.5 | 22.2 | 64.1 | 79.4 | 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 | 149 | 100 | 43.2 | 35.2 | 21.6 | 56.8 | 81.1 | 67.3 |
| Gender | | | | | | | | |
| Male | 76 | 100 | 42.2 | 40.6 | 17.2 | 57.8 | 80.2 | 66.9 |
| Female | 73 | 100 | 44.3 | 29.5 | 26.2 | 55.7 | 82 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 51 | 100 | 26.1 | 28.3 | 45.7 | 73.9 | 88.8 | 79.6 |
| African American | 88 | 100 | 52.8 | 40.3 | 6.9 | 47.2 | 63.8 | 49.7 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 85.5 | 84.4 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 68.3 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 38 | 100 | 80.6 | 12.9 | 6.5 | 19.4 | 52.9 | 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 | 4 | I/S | I/S | I/S | I/S | I/S | 71.9 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 88 | 100 | 55.7 | 42.9 | 1.4 | 44.3 | 63.8 | 55.4 |
| Social Studies | | | | | | | | |
| All Students | 147 | 99.3 | 26.2 | 43.4 | 30.3 | 73.8 | 84.4 | 70.9 |
| Gender | | | | | | | | |
| Male | 79 | 98.7 | 22.7 | 45.5 | 31.8 | 77.3 | 83.4 | 70.1 |
| Female | 68 | 100 | 30.4 | 41.1 | 28.6 | 69.6 | 85.4 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 46 | 100 | 14 | 27.9 | 58.1 | 86 | 89.2 | 79.2 |
| African American | 89 | 98.9 | 34.8 | 53.6 | 11.6 | 65.2 | 73.2 | 58.4 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 88.5 | 86.8 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 80.2 | 68 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 42 | 100 | 63.6 | 33.3 | 3 | 36.4 | 58.9 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 81.6 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 103 | 99 | 34.6 | 51.9 | 13.6 | 65.4 | 71.7 | 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 | 218 | 99.5 | 45 | 25.7 | 29.3 | 55 | 81 | 72.1 | 99.9 | 98.8 |
| Gender | | | | | | | | | | |
| Male | 113 | 99.1 | 57 | 23 | 20 | 43 | 75.2 | 65.2 | 99.9 | 98.7 |
| Female | 105 | 100 | 31.9 | 28.6 | 39.6 | 68.1 | 86.9 | 79.2 | 99.9 | 98.8 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 72 | 100 | 30.3 | 15.2 | 54.5 | 69.7 | 87.5 | 80.8 | 99.9 | 98.8 |
| African American | 129 | 99.2 | 55.9 | 29.7 | 14.4 | 44.1 | 66 | 59.7 | 99.9 | 98.7 |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | 88.8 | 87 | 99.9 | 99.3 |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 74.5 | 64.6 | 99.9 | 99 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 73.4 | 99.9 | 99 |
| Disability Status | | | | | | | | | | |
| Disabled | 63 | 98.4 | 89.1 | 7.3 | 3.6 | 10.9 | 39.4 | 27.7 | 99.9 | 98.7 |
| 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 | 6 | I/S | I/S | I/S | I/S | I/S | 75.6 | 63.7 | 99.9 | 99.2 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 136 | 100 | 58.5 | 31.4 | 10.2 | 41.5 | 64.4 | 61.9 | 99.9 | 98.5 |

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 | 62 | 100 | 43.4 | 26.4 | 30.2 | 56.6 |
| | 4 | 61 | 100 | 52.8 | 32.1 | 15.1 | 47.2 |
| | 5 | 73 | 98.6 | 32.8 | 35.9 | 31.3 | 67.2 |
| | 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 | 83 | 100 | 24.7 | 20.5 | 54.8 | 75.3 |
| | 4 | 72 | 100 | 23.7 | 37.3 | 39 | 76.3 |
| | 5 | 70 | 100 | 34.5 | 48.3 | 17.2 | 65.5 |
| | 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 |
| Mathematics | | | | | | | |
| 2009 | 3 | 62 | 100 | 45.3 | 39.6 | 15.1 | 54.7 |
| | 4 | 61 | 100 | 62.3 | 30.2 | 7.5 | 37.7 |
| | 5 | 73 | 98.6 | 40.6 | 35.9 | 23.4 | 59.4 |
| | 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 | 83 | 100 | 28.8 | 24.7 | 46.6 | 71.2 |
| | 4 | 72 | 100 | 18.6 | 30.5 | 50.8 | 81.4 |
| | 5 | 70 | 100 | 56.9 | 25.9 | 17.2 | 43.1 |
| | 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 | 30 | 100 | 68 | 28 | 4 | 32 |
| | 4 | 61 | 100 | 57.4 | 37 | 5.6 | 42.6 |
| | 5 | 36 | 100 | 46.9 | 34.4 | 18.8 | 53.1 |
| | 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 | 40 | 100 | 54.3 | 14.3 | 31.4 | 45.7 |
| | 4 | 72 | 100 | 28.8 | 47.5 | 23.7 | 71.2 |
| | 5 | 37 | 100 | 58.1 | 35.5 | 6.5 | 41.9 |
| | 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 |
| Social Studies | | | | | | | |
| 2009 | 3 | 32 | 100 | 24.1 | 37.9 | 37.9 | 75.9 |
| | 4 | 61 | 100 | 46.3 | 48.1 | 5.6 | 53.7 |
| | 5 | 36 | 100 | 46.9 | 40.6 | 12.5 | 53.1 |
| | 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 | 43 | 97.7 | 24.3 | 32.4 | 43.2 | 75.7 |
| | 4 | 72 | 100 | 16.9 | 50.8 | 32.2 | 83.1 |
| | 5 | 32 | 100 | 50 | 42.3 | 7.7 | 50 |
| | 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 |
|----------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Writing | | | | | | | |
| 2009 | 3 | 63 | 98.4 | 53.8 | 21.2 | 25 | 46.2 |
| | 4 | 62 | 100 | 60 | 34.5 | 5.5 | 40 |
| | 5 | 72 | 98.6 | 57.1 | 28.6 | 14.3 | 42.9 |
| | 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 | 81 | 100 | 44.6 | 18.9 | 36.5 | 55.4 |
| | 4 | 68 | 100 | 30.5 | 32.2 | 37.3 | 69.5 |
| | 5 | 69 | 98.6 | 60.3 | 27.6 | 12.1 | 39.7 |
| | 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 |

Abbreviations for Missing Data

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