



## MITCHELL ELEMENTARY

2 Perry Street  
Charleston, SC 29403

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-6 Elementary School |              |
| <b>Enrollment</b>     | 391 Students           |              |
| <b>Principal</b>      | Dirk Bedford           | 843-724-7262 |
| <b>Superintendent</b> | Dr. Nancy J. McGinley  | 843-937-6319 |
| <b>Board Chair</b>    | Mrs. Ruth Jordan       | 843-345-4529 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING      | GROWTH RATING  |
|-------------|----------------------|----------------|
| <b>2010</b> | <b>Below Average</b> | <b>Average</b> |
| 2009        | Below Average        | Below Average  |
| 2008        | At-Risk              | At-Risk        |
| 2007        | At-Risk              | At-Risk        |
| 2006        | Below 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

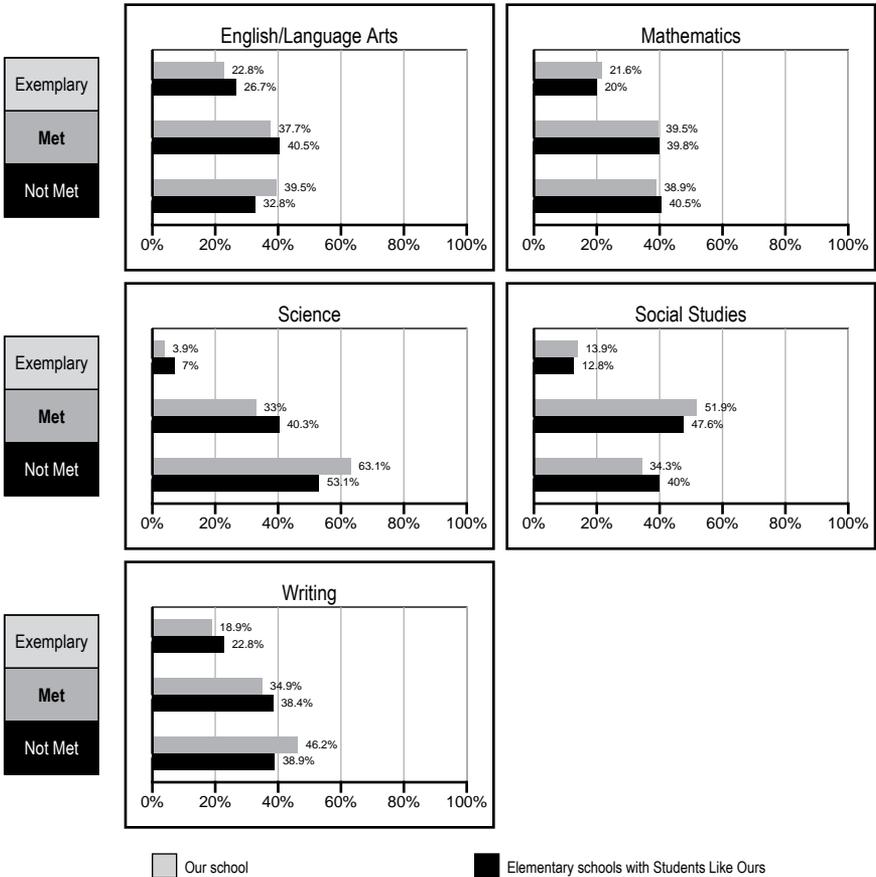
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 3    | 102     | 47            | 20      |

\* 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 |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=391)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.6%       | Down from 1.7%        | 1.5%                                       | 1.2%                     |
| Attendance rate  | 94.3%      | Down from 95.8%       | 95.8%                                      | 96.1%                    |
| Eligible for gifted and talented   | 2.4%       | Down from 2.5%        | 5.0%                                       | 11.7%                    |
| With disabilities other than speech  | 5.2%       | Down from 5.6%        | 8.5%                                       | 8.0%                     |
| Older than usual for grade   | 0.3%       | Down from 1.2%        | 0.8%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.5%       | Down from 1.0%        | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=32)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 56.3%      | Down from 58.1%       | 58.3%                                      | 60.5%                    |
| Continuing contract teachers   | 87.5%      | Up from 87.1%         | 80.2%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 78.6%      | Up from 77.5%         | 84.8%                                      | 87.0%                    |
| Teacher attendance rate  | 97.1%      | Up from 94.9%         | 95.2%                                      | 95.4%                    |
| Average teacher salary*  | \$47,910   | Up 1.5%               | \$45,459                                   | \$47,288                 |
| Professional development days/teacher  | 21.1 days  | Down from 22.7 days   | 11.1 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 2.5        | Up from 1.5           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 17.0 to 1  | Up from 13.9 to 1     | 17.7 to 1                                  | 19.2 to 1                |
| Prime instructional time   | 91.4%      | Up from 89.7%         | 90.3%                                      | 90.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | No         | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 98.1%      | Down from 99.8%       | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$10,401   | Down 2.2%             | \$8,325                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 69.4%      | Up from 64.3%         | 68.2%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 61.5%      | Up from 58.5%         | 63.0%                                      | 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 ushered in a new day for Mitchell students and families. We opened in August as Mitchell Math and Science Elementary: A Student-Centered School. Mitchell students receive many wonderful, new opportunities because they are enrolled in a Math and Science magnet school. A rigorous hands-on, minds-on math and science curriculum includes more student-centered instruction in our classrooms. This incorporates a focus on inquiry-based instruction, cooperative group work, and project-based activities. Additionally, students have the opportunity to be taught math by local architects and bankers and science by local professors, medical students, marine biologists, and farmers. Students also have the opportunity to work as tellers in the Mitchell branch of a local bank. They may also work in the science labs at MUSC, the marine biology labs at Grice Marine laboratory, or in an architecture firm with local architects. They will have many internship and career exploration opportunities as Mitchell students.

As a part of a student-centered school, Mitchell parents have the option of sending their children to a traditional classroom or a Montessori classroom. In 2009-2010, we opened two Montessori preschool classes with 3 and 4 year-old students. In 2010, as these children get older, we will continue to expand the Montessori program. In 2011, these students will stay in their classes, and we will add a new group on 3 year-olds to the class, making a full Montessori Preschool class of 3-5 year-olds. We are excited about providing another excellent choice for parents seeking an outstanding public school education.

This year we continued our focus on student health and wellness, as well as our push to use findings from recent brain-based research to improve classroom instruction and student learning. We know that students who are actively engaged are more successful in the classroom. We continue to offer daily physical education opportunities for our students and to incorporate movement in our teaching practices.

Our goals for 2010-2011 are once again ambitious. We aim to continue to improve the wellness of Mitchell students, families and faculty by focusing on fitness and nutrition. We seek to increase parental involvement and engagement. Most importantly, we plan to keep a sharp focus on improving the academic achievement of all of our students. We believe that our math and science opportunities and our student-centered approach to instruction will help our students perform at high levels and achieve their potential. Join us in making this year one of the most successful in Mitchell history.

Jamal Middleton, School Improvement Chairperson  
Dirk Bedford, Principal

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 31       | 36        | 26       |
| Percent satisfied with learning environment            | 93.5%    | 94.4%     | 79.2%    |
| Percent satisfied with social and physical environment | 93.5%    | 88.6%     | 84.0%    |
| Percent satisfied with school-home relations           | 61.3%    | 80.0%     | 84.6%    |

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

## Abbreviations for Missing Data

N/A–Not Applicable

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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  | 3.8%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 8.6%         | 5.6%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 27.9%      | 0.0%            | No                  |
| Student attendance rate                         | 94.3%      | 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                 | 184 | 100 | 40.9 | 36.8 | 22.2 | 81.9 | 85   | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 93  | 100 | 48.9 | 33   | 18.2 | 72.7 | 81.6 | 80.1 | N/A | N/A |
| Female                       | 91  | 100 | 32.5 | 41   | 26.5 | 91.6 | 88.5 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 95.3 | 89.6 | I/S | I/S |
| African American             | 183 | 100 | 41.2 | 36.5 | 22.4 | 81.8 | 75.2 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 96.1 | 92.7 | I/S | I/S |
| Hispanic                     | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 80.1 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 98.1 | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 20  | 100 | 82.4 | 11.8 | 5.9  | 58.8 | 49   | 51.7 | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 69.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 80.2 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 171 | 100 | 42.1 | 35.8 | 22   | 81.1 | 76.4 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 184 | 100 | 39.2 | 39.8 | 21.1 | 74.9 | 81   | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 93  | 100 | 42   | 38.6 | 19.3 | 72.7 | 78.9 | 78.4 | N/A | N/A |
| Female                       | 91  | 100 | 36.1 | 41   | 22.9 | 77.1 | 83.2 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 94.5 | 87.8 | I/S | I/S |
| African American             | 183 | 100 | 39.4 | 39.4 | 21.2 | 74.7 | 68   | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 96.1 | 93.5 | I/S | I/S |
| Hispanic                     | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 77.2 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 94.4 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 20  | 100 | 47.1 | 47.1 | 5.9  | 76.5 | 43.8 | 46.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 77.6 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 171 | 100 | 38.4 | 39.6 | 22   | 76.1 | 70.2 | 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 |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| <b>Science</b>               |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 113                           | 100      | 61.9      | 33.3  | 4.8         | 38.1                      | 67.4                        | 67.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 59                            | 100      | 60.7      | 33.9  | 5.4         | 39.3                      | 66.2                        | 66.9                     |
| Female                       | 54                            | 100      | 63.3      | 32.7  | 4.1         | 36.7                      | 68.5                        | 67.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 89                          | 79.6                     |
| African American             | 112                           | 100      | 61.5      | 33.7  | 4.8         | 38.5                      | 46.7                        | 49.7                     |
| Asian/Pacific Islander       | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 86.7                        | 84.4                     |
| Hispanic                     | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 58.7                        | 59.4                     |
| American Indian/Alaskan      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 86.8                        | 69.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 13                            | 100      | 58.3      | 33.3  | 8.3         | 41.7                      | 29.2                        | 33.8                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 36.5                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 58.2                        | 58.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 107                           | 100      | 62.6      | 32.3  | 5.1         | 37.4                      | 49.3                        | 55.4                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 117                           | 99.2     | 34.5      | 51.8  | 13.6        | 65.5                      | 73.8                        | 70.9                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 57                            | 98.3     | 42.6      | 48.1  | 9.3         | 57.4                      | 72.3                        | 70.1                     |
| Female                       | 60                            | 100      | 26.8      | 55.4  | 17.9        | 73.2                      | 75.3                        | 71.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 90.1                        | 79.2                     |
| African American             | 117                           | 99.2     | 34.5      | 51.8  | 13.6        | 65.5                      | 58.4                        | 58.4                     |
| Asian/Pacific Islander       | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 89.3                        | 86.8                     |
| Hispanic                     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 66.6                        | 68                       |
| American Indian/Alaskan      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 88.6                        | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 14                            | 92.9     | N/A       | N/A   | N/A         | 36.4                      | 38.9                        | 39.3                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 55                       |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 66.7                        | 68                       |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 107                           | 99.1     | 33.7      | 53.5  | 12.9        | 66.3                      | 60.2                        | 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 |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| <b>Writing</b>               |                               |          |           |       |             |                           |                             |                          |                        |                          |
| All Students                 | 186                           | 97.3     | 46.2      | 34.9  | 18.9        | 53.8                      | 75                          | 72.1                     | 94.3                   | 95.7                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 94                            | 94.7     | 54.1      | 31.8  | 14.1        | 45.9                      | 69.1                        | 65.2                     | 93.9                   | 95.5                     |
| Female                       | 92                            | 100      | 38.1      | 38.1  | 23.8        | 61.9                      | 81                          | 79.2                     | 94.7                   | 95.8                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 91                          | 80.8                     | 97.7                   | 95.8                     |
| African American             | 185                           | 97.3     | 46.4      | 35.1  | 18.5        | 53.6                      | 60.2                        | 59.7                     | 94.3                   | 95.5                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 89.2                        | 87                       | N/A                    | 97                       |
| Hispanic                     | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 63.7                        | 64.6                     | 93.9                   | 96                       |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 89.1                        | 73.4                     | N/A                    | 95.6                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 19                            | 73.7     | N/AV      | N/AV  | N/AV        | 14.3                      | 28.4                        | 27.7                     | 95.2                   | 94.5                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 63.5                     | N/A                    | 97.7                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 63.5                        | 63.7                     | 66.7                   | 96.3                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 172                           | 97.1     | 46.8      | 35.3  | 17.9        | 53.2                      | 61.1                        | 61.9                     | 94.1                   | 95.2                     |

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>2009</b>                  | 3     | 47                            | 100      | 46.5      | 30.2  | 23.3        | 53.5               |
|                              | 4     | 37                            | 100      | 42.9      | 45.7  | 11.4        | 57.1               |
|                              | 5     | 31                            | 100      | 33.3      | 59.3  | 7.4         | 66.7               |
|                              | 6     | 39                            | 100      | 60        | 25.7  | 14.3        | 40                 |
|                              | 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>2010</b>                  | 3     | 51                            | 100      | 27.7      | 27.7  | 44.7        | 72.3               |
|                              | 4     | 45                            | 100      | 45.5      | 34.1  | 20.5        | 54.5               |
|                              | 5     | 47                            | 100      | 44.2      | 46.5  | 9.3         | 55.8               |
|                              | 6     | 41                            | 100      | 48.6      | 40.5  | 10.8        | 51.4               |
|                              | 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>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 47                            | 100      | 55.8      | 27.9  | 16.3        | 44.2               |
|                              | 4     | 37                            | 100      | 40        | 40    | 20          | 60                 |
|                              | 5     | 31                            | 100      | 33.3      | 51.9  | 14.8        | 66.7               |
|                              | 6     | 39                            | 100      | 57.1      | 37.1  | 5.7         | 42.9               |
|                              | 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>2010</b>                  | 3     | 51                            | 100      | 29.8      | 38.3  | 31.9        | 70.2               |
|                              | 4     | 45                            | 100      | 31.8      | 40.9  | 27.3        | 68.2               |
|                              | 5     | 47                            | 100      | 55.8      | 30.2  | 14          | 44.2               |
|                              | 6     | 41                            | 100      | 40.5      | 51.4  | 8.1         | 59.5               |
|                              | 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>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 23                            | 100      | 57.1      | 38.1  | 4.8         | 42.9               |
|                              | 4     | 37                            | 100      | 60        | 37.1  | 2.9         | 40                 |
|                              | 5     | 17                            | 100      | N/AV      | N/AV  | N/AV        | 53.3               |
|                              | 6     | 20                            | 100      | N/AV      | N/AV  | N/AV        | 38.9               |
|                              | 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>2010</b>                  | 3     | 26                            | 100      | 50        | 33.3  | 16.7        | 50                 |
|                              | 4     | 45                            | 100      | N/A       | N/A   | N/A         | 38.6               |
|                              | 5     | 22                            | 100      | 70        | 25    | 5           | 30                 |
|                              | 6     | 20                            | 100      | N/A       | N/A   | N/A         | 29.4               |
|                              | 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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2009</b>           | 3     | 25                            | 100      | 39.1      | 47.8  | 13          | 60.9               |
|                       | 4     | 37                            | 100      | 31.4      | 42.9  | 25.7        | 68.6               |
|                       | 5     | 14                            | 100      | 33.3      | 50    | 16.7        | 66.7               |
|                       | 6     | 19                            | 100      | N/AV      | N/AV  | N/AV        | 82.4               |
|                       | 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>2010</b>           | 3     | 26                            | 96.2     | 17.4      | 60.9  | 21.7        | 82.6               |
|                       | 4     | 45                            | 100      | 38.6      | 52.3  | 9.1         | 61.4               |
|                       | 5     | 25                            | 100      | 47.8      | 30.4  | 21.7        | 52.2               |
|                       | 6     | 21                            | 100      | 30        | 65    | 5           | 70                 |
|                       | 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>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2009</b>           | 3     | 48                            | 97.9     | 61.9      | 21.4  | 16.7        | 38.1               |
|                       | 4     | 37                            | 100      | 45.7      | 45.7  | 8.6         | 54.3               |
|                       | 5     | 32                            | 93.8     | 46.2      | 38.5  | 15.4        | 53.8               |
|                       | 6     | 39                            | 100      | 51.4      | 37.1  | 11.4        | 48.6               |
|                       | 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>2010</b>           | 3     | 51                            | 96.1     | 26.1      | 39.1  | 34.8        | 73.9               |
|                       | 4     | 48                            | 100      | 56.8      | 34.1  | 9.1         | 43.2               |
|                       | 5     | 45                            | 97.8     | 53.5      | 27.9  | 18.6        | 46.5               |
|                       | 6     | 42                            | 95.2     | 50        | 38.9  | 11.1        | 50                 |
|                       | 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