



## JOHN P THOMAS ELEMENTARY

6001 Weston Avenue  
Columbia, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 429 Students           |              |
| <b>Principal</b>      | Selina Latimore        | 803-735-3430 |
| <b>Superintendent</b> | Dr. Percy A. Mack      | 803-231-7500 |
| <b>Board Chair</b>    | Dwayne Smiling         | 803-231-7556 |

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING      | GROWTH RATING        |
|-------------|----------------------|----------------------|
| <b>2011</b> | <b>Below Average</b> | <b>Below Average</b> |
| 2010        | Below Average        | Below Average        |
| 2009        | Below Average        | Below Average        |
| 2008        | At-Risk              | Below Average        |
| 2007        | At-Risk              | 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 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

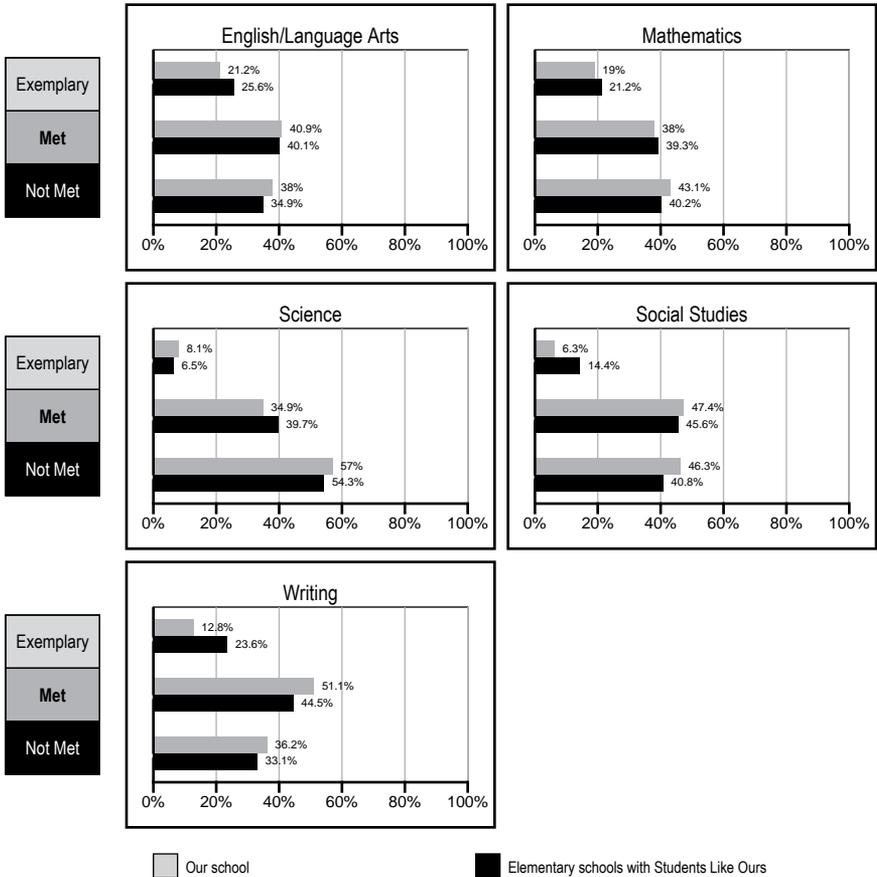
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 5    | 72      | 48            | 23      |

\* 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=429)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 95.9%      | Up from 93.9%         | 100.0%                                     | 100.0%                   |
| Retention rate   | 1.6%       | Down from 2.0%        | 1.5%                                       | 1.1%                     |
| Attendance rate  | 96.0%      | Up from 95.8%         | 96.0%                                      | 96.2%                    |
| Served by gifted and talented program  | 6.4%       | Up from 5.2%          | 5.1%                                       | 13.4%                    |
| With disabilities other than speech  | 4.2%       | Down from 10.3%       | 4.3%                                       | 4.1%                     |
| Older than usual for grade   | 0.0%       | Down from 1.8%        | 0.6%                                       | 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=35)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 68.6%      | Up from 66.7%         | 61.9%                                      | 62.5%                    |
| Continuing contract teachers   | 77.1%      | Up from 74.4%         | 81.8%                                      | 88.2%                    |
| Teachers returning from previous year  | 85.5%      | Up from 84.6%         | 84.3%                                      | 87.8%                    |
| Teacher attendance rate  | 93.4%      | Down from 95.2%       | 95.2%                                      | 95.2%                    |
| Average teacher salary*  | \$51,383   | Down 2.1%             | \$45,188                                   | \$46,773                 |
| Professional development days/teacher  | 8.4 days   | Down from 11.1 days   | 10.6 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 7.5        | Up from 6.5           | 3.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 15.4 to 1  | Up from 14.6 to 1     | 17.5 to 1                                  | 19.9 to 1                |
| Prime instructional time   | 89.0%      | Down from 90.0%       | 90.1%                                      | 90.4%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$9,974    | Down 3.1%             | \$8,694                                    | \$7,447                  |
| Percent of expenditures for instruction**                                    | 80.1%      | Down from 82.7%       | 67.8%                                      | 68.4%                    |
| Percent of expenditures for teacher salaries**                               | 76.6%      | Up from 76.4%         | 64.0%                                      | 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

John P. Thomas Elementary serves approximately 450 students from pre-kindergarten to fifth grade. There are two self-contained classes for students in kindergarten to fifth grade, one class with two half-day sessions for preschool students with special needs, and a resource classroom.

The PASS results continue to show an increase in the number of students scoring MET and EXEMPLARY in math, ELA and social studies, but the increase in test scores for science is still a challenge. We attribute the slight increase in science scores to the extra time students get each week from the certified teacher in the science lab. This teacher assists the regular classroom teachers with the teaching of the science standards. Greater emphasis has been placed on teaching students strategies to increase higher-order thinking and problem-solving skills. The after-school tutorial program continues to focus on strengthening reading and math skills and allows students additional time in the computer lab.

Research indicates that sustained staff development contributes to more effective instruction and increased student achievement. Teachers worked throughout the year developing strategies to assist them in teaching ELA and math. During the year, staff development opportunities provided teachers with information to help in planning assessments, analyzing test data, providing for differentiated instruction and intervention, developing strategies for improving writing, organizing books by text levels and utilizing the district's frameworks for planning and instruction.

Students are challenged with researched-based best practices such as Accelerated Reader, Accelerated Math, Breakthrough to Literacy, ThinkCentral and the SuccessMaker Computer program. The SuccessMaker Laptop Home Computer program is another support for parents to use with their children at home.

There were several significant accomplishments this year. Each student in the third grade had a mentor who came in at least once each week to meet with their mentee. In addition, the third graders experienced a day with an author who provided each student with an autographed copy of his book. Our PE teacher had another successful year with the fishing grant. In addition, twenty of our students qualified to participate at the state level in the archery competition. Our school was awarded a Fresh Fruit and Vegetable Grant for a second year where students learned about the importance of eating healthy snacks. Students were introduced to and had opportunities to eat different fresh fruits and vegetables they were not familiar with. Teachers found various ways to incorporate the study of the foods in the curriculum. Each month, students participate in a grade level writing assignment where an exemplary piece is chosen for the Principal's Writing Wall of Fame. There are eleven teachers on staff who have attained National Board Certification.

Our partnerships with parents and the community continue to increase and grow stronger. We continue our partnerships with the VFW Post 4262, Palmetto GBA, Francis Burns United Methodist Church, the Burns Foundation, Second Calvary Baptist Church and Bethlehem Baptist Church.

Patricia Briggs, SIC Chairperson  
Evelyn H. Moore, Principal

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 37       | 46        | 14       |
| Percent satisfied with learning environment            | 75.7%    | 87.0%     | 76.9%    |
| Percent satisfied with social and physical environment | 81.1%    | 71.7%     | 71.4%    |
| Percent satisfied with school-home relations           | 54.1%    | 87.0%     | 92.3%    |

\* 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

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

## Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.9%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.1%         | 4.4%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.0%      | 94.0%**         | Yes                 |

\* Or greater than last year

## Abbreviations for Missing Data

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

## PASS Performance By Group

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

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 166 | 94.6 | 33.6 | 43.8 | 22.7 | 82   | 78.3 | 82.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 79  | 91.1 | 39.7 | 39.7 | 20.7 | 74.1 | 74.3 | 78.7 | N/A | N/A |
| Female                       | 87  | 97.7 | 28.6 | 47.1 | 24.3 | 88.6 | 82.3 | 86.2 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 92.8 | 88.9 | I/S | I/S |
| African American             | 158 | 94.9 | 33.1 | 44.4 | 22.6 | 83.1 | 74.2 | 72.9 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 89.4 | 93   | I/S | I/S |
| Hispanic                     | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 83.9 | 79.3 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 86.4 | 83   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 28  | 67.9 | 47.1 | 41.2 | 11.8 | 64.7 | 45.7 | 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   | 1   | I/S  | N/A  | N/A  | N/A  | N/A  | 79.5 | 78.3 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 159 | 94.3 | 33.1 | 44.1 | 22.8 | 82.7 | 73.5 | 75.4 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 166 | 99.4 | 42.6 | 38.2 | 19.1 | 67.6 | 75.1 | 81.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 79  | 98.7 | 45.3 | 37.5 | 17.2 | 64.1 | 73.5 | 79.9 | N/A | N/A |
| Female                       | 87  | 100  | 40.3 | 38.9 | 20.8 | 70.8 | 76.8 | 84.1 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 92.1 | 88.9 | I/S | I/S |
| African American             | 158 | 100  | 42.4 | 38.6 | 18.9 | 68.2 | 70.3 | 71.4 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 93.3 | 94.6 | I/S | I/S |
| Hispanic                     | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 82.1 | 81.1 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 81.8 | 84.4 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 28  | 96.4 | N/AV | N/AV | N/AV | 40   | 40.4 | 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   | 1   | I/S  | N/A  | N/A  | N/A  | N/A  | 84   | 81.4 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 159 | 99.4 | 42.2 | 38.5 | 19.3 | 68.1 | 69.8 | 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                 | 109                           | 100      | 57        | 34.9  | 8.1         | 43                        | 58.7                        | 68.6                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 56                            | 100      | 54.5      | 38.6  | 6.8         | 45.5                      | 58.2                        | 68.3                     |
| Female                       | 53                            | 100      | 59.5      | 31    | 9.5         | 40.5                      | 59.2                        | 68.9                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 87.8                        | 80.7                     |
| African American             | 103                           | 100      | 56.6      | 34.9  | 8.4         | 43.4                      | 51                          | 51.4                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 70.1                        | 85.3                     |
| Hispanic                     | 5                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 63.2                        | 61.6                     |
| American Indian/Alaskan      | N/A                           | N/AV     | I/S       | I/S   | I/S         | I/S                       | 75                          | 70.8                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 16                            | 100      | N/AV      | N/AV  | N/AV        | 35.7                      | 29.7                        | 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   | 1                             | I/S      | N/A       | N/A   | N/A         | N/A                       | 54.3                        | 60.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 105                           | 100      | 57        | 34.9  | 8.1         | 43                        | 50.1                        | 57.3                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 113                           | 99.1     | 45.7      | 47.9  | 6.4         | 54.3                      | 64.7                        | 72.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 55                            | 98.2     | 42.2      | 44.4  | 13.3        | 57.8                      | 63.6                        | 72                       |
| Female                       | 58                            | 100      | N/AV      | N/AV  | N/AV        | 51                        | 65.8                        | 73.1                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 88.4                        | 81                       |
| African American             | 109                           | 100      | 45.7      | 48.9  | 5.4         | 54.3                      | 58.3                        | 60                       |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 73.3                        | 89                       |
| Hispanic                     | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 71                          | 69.6                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 73.7                        | 73.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 20                            | 95       | N/AV      | N/AV  | N/AV        | 27.8                      | 33.1                        | 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   | 1                             | I/S      | N/A       | N/A   | N/A         | N/A                       | 65.7                        | 69.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 109                           | 99.1     | 45.2      | 48.4  | 6.5         | 54.8                      | 56.8                        | 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                 | 51                            | 100      | 36.2      | 51.1  | 12.8        | 63.8                      | 66.5                        | 73.2                     | 96                     | 96.1                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 22                            | 100      | 50        | 40    | 10          | 50                        | 62                          | 67.2                     | 95.9                   | 95.9                     |
| Female                       | 29                            | 100      | 25.9      | 59.3  | 14.8        | 74.1                      | 71.2                        | 79.4                     | 96.2                   | 96.3                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 87.8                        | 81.5                     | 90.3                   | 96.2                     |
| African American             | 49                            | 100      | 37.8      | 48.9  | 13.3        | 62.2                      | 60.7                        | 61.3                     | 96.1                   | 96.1                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 83.3                        | 87                       | 97                     | 96.5                     |
| Hispanic                     | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 74.8                        | 66.7                     | 94.5                   | 95.6                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 72.2                     | 91.1                   | 94.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 23.7                        | 26                       | 95.6                   | 95.1                     |
| <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                       | 66.2                        | 65.7                     | 97.4                   | 95.9                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 47                            | 100      | 37.8      | 51.1  | 11.1        | 62.2                      | 59.1                        | 63.2                     | 96                     | 95.9                     |

Abbreviations for Missing Data

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

## PASS Performance By Grade Level

|                              | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 3     | 46                            | 93.5     | 17.5      | 30    | 52.5        | 82.5               |
|                              | 4     | 50                            | 84       | 46.8      | 38.3  | 14.9        | 53.2               |
|                              | 5     | 55                            | 100      | 47.1      | 37.3  | 15.7        | 52.9               |
|                              | 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                |
| <b>2011</b>                  | 3     | 55                            | 83.6     | 29.7      | 24.3  | 45.9        | 70.3               |
|                              | 4     | 56                            | 100      | 31.8      | 50    | 18.2        | 68.2               |
|                              | 5     | 55                            | 100      | 38.3      | 53.2  | 8.5         | 61.7               |
|                              | 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                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 3     | 46                            | 100      | 35        | 22.5  | 42.5        | 65                 |
|                              | 4     | 50                            | 100      | 44.7      | 46.8  | 8.5         | 55.3               |
|                              | 5     | 55                            | 100      | 60.8      | 27.5  | 11.8        | 39.2               |
|                              | 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                |
| <b>2011</b>                  | 3     | 55                            | 98.2     | 46.7      | 31.1  | 22.2        | 53.3               |
|                              | 4     | 56                            | 100      | 50        | 29.5  | 20.5        | 50                 |
|                              | 5     | 55                            | 100      | 31.9      | 53.2  | 14.9        | 68.1               |
|                              | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 3     | 25                            | 100      | 61.9      | 33.3  | 4.8         | 38.1               |
|                              | 4     | 50                            | 100      | 59.6      | 38.3  | 2.1         | 40.4               |
|                              | 5     | 27                            | 85.2     | 70        | 25    | 5           | 30                 |
|                              | 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                |
| <b>2011</b>                  | 3     | 26                            | 100      | 65        | 10    | 25          | 35                 |
|                              | 4     | 56                            | 100      | 45.5      | 50    | 4.5         | 54.5               |
|                              | 5     | 27                            | 100      | N/AV      | N/AV  | N/AV        | 27.3               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |

Abbreviations for Missing Data

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

## 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     | 21                            | 100      | 26.3      | 68.4  | 5.3         | 73.7               |
|                       | 4     | 50                            | 100      | 42.6      | 42.6  | 14.9        | 57.4               |
|                       | 5     | 28                            | 89.3     | 50        | 37.5  | 12.5        | 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                |
| <b>2011</b>           | 3     | 29                            | 96.6     | 44        | 48    | 8           | 56                 |
|                       | 4     | 56                            | 100      | 38.6      | 54.5  | 6.8         | 61.4               |
|                       | 5     | 28                            | 100      | 60        | 36    | 4           | 40                 |
|                       | 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                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2010</b>           | 3     | 47                            | 100      | 31.7      | 34.1  | 34.1        | 68.3               |
|                       | 4     | 53                            | 100      | 43.8      | 31.3  | 25          | 56.3               |
|                       | 5     | 54                            | 100      | 52.9      | 29.4  | 17.6        | 47.1               |
|                       | 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                |
| <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     | 51                            | 100      | 36.2      | 51.1  | 12.8        | 63.8               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |

Abbreviations for Missing Data

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