



## FOREST HEIGHTS ELEMENTARY

2500 Blue Ridge Terrace  
Columbia, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 462 Students           |              |
| <b>Principal</b>      | Dr. Frank Robinson     | 803-691-3780 |
| <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>Average</b> |
| 2010        | Below Average        | Average        |
| 2009        | Below Average        | Average        |
| 2008        | At-Risk              | At-Risk        |
| 2007        | 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 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

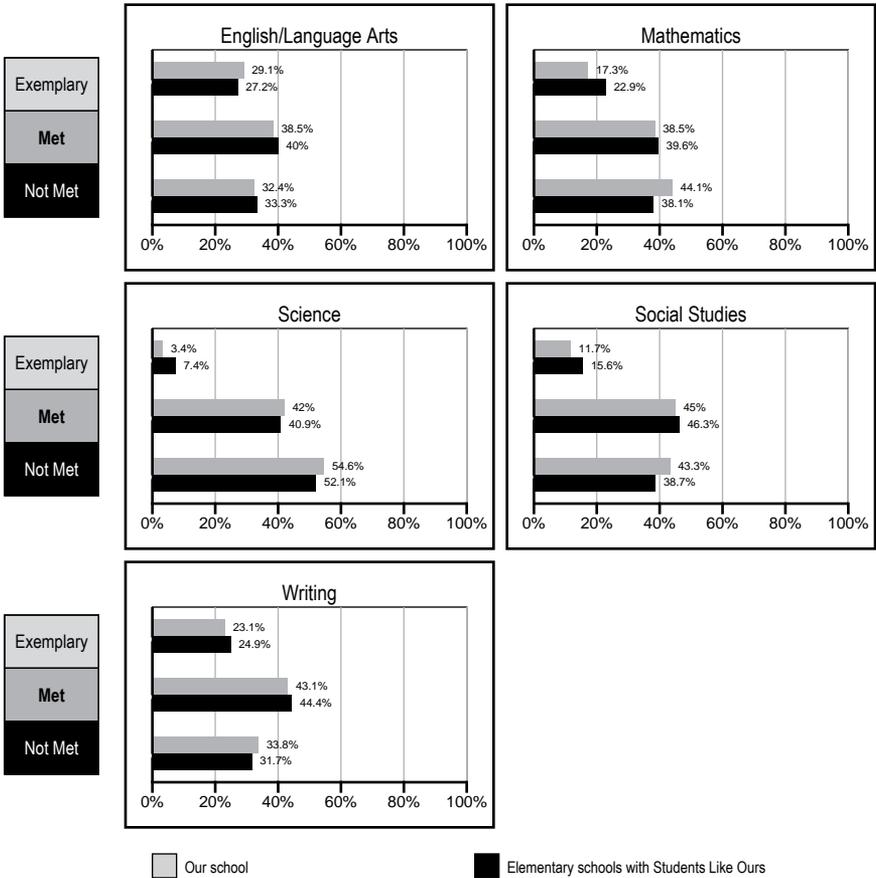
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2         | 9    | 106     | 54            | 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=462)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | Up from 95.9%         | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.7%       | Down from 1.2%        | 1.5%                                       | 1.1%                     |
| Attendance rate  | 94.6%      | Down from 95.1%       | 96.0%                                      | 96.2%                    |
| Served by gifted and talented program  | 4.6%       | Down from 5.8%        | 5.8%                                       | 13.4%                    |
| With disabilities other than speech  | 5.7%       | Down from 11.0%       | 4.3%                                       | 4.1%                     |
| Older than usual for grade   | 1.0%       | Up from 0.6%          | 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=31)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 64.5%      | Down from 73.5%       | 61.9%                                      | 62.5%                    |
| Continuing contract teachers   | 67.7%      | Up from 58.8%         | 82.9%                                      | 88.2%                    |
| Teachers returning from previous year  | 90.3%      | Up from 80.9%         | 85.1%                                      | 87.8%                    |
| Teacher attendance rate  | 92.8%      | Down from 94.6%       | 95.1%                                      | 95.2%                    |
| Average teacher salary*  | \$47,621   | Down 0.2%             | \$45,168                                   | \$46,773                 |
| Professional development days/teacher  | 11.5 days  | Down from 12.1 days   | 10.6 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 4.0        | Up from 2.0           | 3.3  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 17.5 to 1  | Down from 18.3 to 1   | 17.6 to 1                                  | 19.9 to 1                |
| Prime instructional time   | 87.0%      | Down from 89.2%       | 90.0%                                      | 90.4%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 99.7%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$8,247    | Up 1.4%               | \$8,314                                    | \$7,447                  |
| Percent of expenditures for instruction**                                    | 80.0%      | Up from 77.3%         | 67.8%                                      | 68.4%                    |
| Percent of expenditures for teacher salaries**                               | 73.5%      | Up from 71.3%         | 64.2%                                      | 65.8%                    |

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

**Report of Principal and School Improvement Council**

Forest Heights Elementary School has continued to focus on providing a quality education for all students. We celebrated making academic progress as measured by standardized test scores. The faculty and staff of Forest Heights have made a concerted effort to ensure a positive environment for all students. Our students have participated in many enrichment activities by partnering with the community through the utilization of the school's modified calendar. Richland School District One's Literacy Initiative provided a focus to support, enhance, and extend instruction.

Standardized test data indicated a need to focus on the development of core skills. Consistent, sustained professional development on the use of data and differentiation was held throughout the school year. Project based learning was used in ELA, Math, Science and Social Studies to offer more authentic content experiences for students. Students responded positively to the increased assessment choices which should assist in making the transition to the Common Cores Standards. The District's Balanced Literacy Framework was used for daily ELA instruction. Interventions (including SIPPS and flexible small group instruction) were offered to assist students that were identified as having difficulty with the academic program. The SIPPS program helps students with the prerequisites for developing reading fluency and comprehension. Continued training was provided for the Empowering Writers process that will be used to support student writing skills.

The District funded Math Interventionist provided small group instruction for grade 3-5 students that struggled with numeracy and other mathematical concepts. To create increased student excitement in math, a friendly competition was held each week to see which class would claim the 'Golden Math' trophy. The trophy resided in the class that earned the highest weekly math scores. The school's news show also encouraged positive attitudes towards Math by broadcasting school created math songs which allowed students to showcase their talents.

Community outreach has remained a cornerstone of the Forest Heights program. The school continued to offer academic skills based sessions for parents to increase their capacity to assist their students. Faith-based forums were held throughout the year to strengthen the bond between the school and our faith-based partners resulting in a speakers bureau that will help share our academic expectations throughout the community and assist parents in supporting their children. Family Fitness nights were held this school year to celebrate the Fresh Fruits and Vegetables Grant which supplied fresh fruits and vegetables weekly to the students. Families participated in healthy food preparation sessions, Zumba classes and Yoga sessions in support of healthier lifestyles. Our chorus was featured on the National Association for Music Education World's Largest Concert DVD. Forest Heights collaborated with the Keenan High School Robo-Raiders on the after-school Robotics Club. Members of the robotics club were selected for NASA's Student Symposium. FHES staff collaboration regarding positive school culture was showcased at National School Board Association session and SC EdTech.

Forest Heights will continue to do our "Personal Best, Everyday, Everyway".

P. Cain, SIC Officer  
 Dr. F. Robinson, Principal

**Evaluations by Teachers, Students and Parents**

|  | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--|-----------------|------------------|-----------------|
| Number of surveys returned                             | 33              | 60               | 24              |
| Percent satisfied with learning environment            | 78.1%           | 75.0%            | 81.0%           |
| Percent satisfied with social and physical environment | 90.9%           | 90.0%            | 73.9%           |
| Percent satisfied with school-home relations           | 53.1%           | 83.1%            | 70.8%           |

\* 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

YES

This school met 15 out of 15 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                         | 94.6%      | 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                 | 212 | 100  | 32.4 | 38.5 | 29.1 | 84.9 | 78.3 | 82.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 98  | 100  | 37.3 | 43.4 | 19.3 | 75.9 | 74.3 | 78.7 | N/A | N/A |
| Female                       | 114 | 100  | 28.1 | 34.4 | 37.5 | 92.7 | 82.3 | 86.2 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | 92.8 | 88.9 | I/S | I/S |
| African American             | 201 | 100  | 33.9 | 39.2 | 26.9 | 84.2 | 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                     | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 83.9 | 79.3 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 86.4 | 83   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 43  | 100  | 74.3 | 22.9 | 2.9  | 51.4 | 45.7 | 48.1 | I/S | Yes |
| <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   | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 79.5 | 78.3 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 160 | 100  | 33.3 | 36.9 | 29.8 | 85.1 | 73.5 | 75.4 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 212 | 100  | 44.1 | 38.5 | 17.3 | 71.5 | 75.1 | 81.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 98  | 100  | 47   | 30.1 | 22.9 | 71.1 | 73.5 | 79.9 | N/A | N/A |
| Female                       | 114 | 100  | 41.7 | 45.8 | 12.5 | 71.9 | 76.8 | 84.1 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | 92.1 | 88.9 | I/S | I/S |
| African American             | 201 | 100  | 45.6 | 39.2 | 15.2 | 70.2 | 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                     | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 82.1 | 81.1 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 81.8 | 84.4 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 43  | 100  | 80   | 14.3 | 5.7  | 42.9 | 40.4 | 47.3 | I/S | Yes |
| <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   | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 84   | 81.4 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 160 | 100  | 44   | 40.4 | 15.6 | 72.3 | 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                 | 143                           | 100      | 54.6      | 42    | 3.4         | 45.4                      | 58.7                        | 68.6                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 71                            | 100      | 50.8      | 44.1  | 5.1         | 49.2                      | 58.2                        | 68.3                     |
| Female                       | 72                            | 100      | 58.3      | 40    | 1.7         | 41.7                      | 59.2                        | 68.9                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 87.8                        | 80.7                     |
| African American             | 134                           | 100      | 56.3      | 42    | 1.8         | 43.8                      | 51                          | 51.4                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 70.1                        | 85.3                     |
| Hispanic                     | 3                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 63.2                        | 61.6                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 75                          | 70.8                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 36                            | 100      | N/AV      | N/AV  | N/AV        | 16.7                      | 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   | 3                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 54.3                        | 60.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 107                           | 100      | 53.8      | 41.9  | 4.3         | 46.2                      | 50.1                        | 57.3                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 140                           | 100      | 43.3      | 45    | 11.7        | 56.7                      | 64.7                        | 72.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 59                            | 100      | 35.3      | 51    | 13.7        | 64.7                      | 63.6                        | 72                       |
| Female                       | 81                            | 100      | 49.3      | 40.6  | 10.1        | 50.7                      | 65.8                        | 73.1                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 5                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 88.4                        | 81                       |
| African American             | 135                           | 100      | 44.4      | 45.3  | 10.3        | 55.6                      | 58.3                        | 60                       |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 73.3                        | 89                       |
| Hispanic                     | N/A                           | N/AV     | I/S       | I/S   | I/S         | I/S                       | 71                          | 69.6                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 73.7                        | 73.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 28                            | 100      | N/AV      | N/AV  | N/AV        | 31.8                      | 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   | N/A                           | N/AV     | I/S       | I/S   | I/S         | I/S                       | 65.7                        | 69.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 109                           | 100      | 43.2      | 45.3  | 11.6        | 56.8                      | 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                 | 75                            | 100      | 33.8      | 43.1  | 23.1        | 66.2                      | 66.5                        | 73.2                     | 94.6                   | 96.1                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 37                            | 100      | 40.6      | 43.8  | 15.6        | 59.4                      | 62                          | 67.2                     | 94.2                   | 95.9                     |
| Female                       | 38                            | 100      | 27.3      | 42.4  | 30.3        | 72.7                      | 71.2                        | 79.4                     | 94.9                   | 96.3                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 87.8                        | 81.5                     | 93.9                   | 96.2                     |
| African American             | 72                            | 100      | 34.9      | 44.4  | 20.6        | 65.1                      | 60.7                        | 61.3                     | 94.7                   | 96.1                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 83.3                        | 87                       | 92.3                   | 96.5                     |
| Hispanic                     | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 74.8                        | 66.7                     | 93.2                   | 95.6                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 72.2                     | N/A                    | 94.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 15                            | 100      | N/AV      | N/AV  | N/AV        | 14.3                      | 23.7                        | 26                       | 94.2                   | 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   | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 66.2                        | 65.7                     | 94.2                   | 95.9                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 55                            | 100      | 29.4      | 45.1  | 25.5        | 70.6                      | 59.1                        | 63.2                     | 94.7                   | 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     | 64                            | 95.3     | 37        | 25.9  | 37          | 63                 |
|                              | 4     | 77                            | 96.1     | 43.3      | 32.8  | 23.9        | 56.7               |
|                              | 5     | 80                            | 100      | 25        | 47.1  | 27.9        | 75                 |
|                              | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2011</b>                  | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 3     | 68                            | 100      | 25        | 41.1  | 33.9        | 75                 |
|                              | 4     | 71                            | 100      | 35        | 36.7  | 28.3        | 65                 |
|                              | 5     | 73                            | 100      | 36.5      | 38.1  | 25.4        | 63.5               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2011</b>                  | 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     | 64                            | 100      | 64.8      | 22.2  | 13          | 35.2               |
|                              | 4     | 77                            | 100      | 38.8      | 41.8  | 19.4        | 61.2               |
|                              | 5     | 80                            | 100      | 38.2      | 48.5  | 13.2        | 61.8               |
|                              | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2011</b>                  | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 3     | 68                            | 100      | 51.8      | 35.7  | 12.5        | 48.2               |
|                              | 4     | 71                            | 100      | 40        | 41.7  | 18.3        | 60                 |
|                              | 5     | 73                            | 100      | 41.3      | 38.1  | 20.6        | 58.7               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2011</b>                  | 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     | 30                            | 100      | 58.3      | 33.3  | 8.3         | 41.7               |
|                              | 4     | 77                            | 100      | 46.3      | 47.8  | 6           | 53.7               |
|                              | 5     | 42                            | 100      | 44.4      | 47.2  | 8.3         | 55.6               |
|                              | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2011</b>                  | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 3     | 36                            | 100      | N/AV      | N/AV  | N/AV        | 51.7               |
|                              | 4     | 71                            | 100      | 58.3      | 36.7  | 5           | 41.7               |
|                              | 5     | 36                            | 100      | 53.3      | 43.3  | 3.3         | 46.7               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2011</b>                  | 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     | 34                            | 100      | 50        | 33.3  | 16.7        | 50                 |
|                       | 4     | 77                            | 100      | 38.8      | 52.2  | 9           | 61.2               |
|                       | 5     | 38                            | 100      | 50        | 43.8  | 6.3         | 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     | 32                            | 100      | N/AV      | N/AV  | N/AV        | 48.1               |
|                       | 4     | 71                            | 100      | 38.3      | 51.7  | 10          | 61.7               |
|                       | 5     | 37                            | 100      | 45.5      | 30.3  | 24.2        | 54.5               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2010</b>           | 3     | 64                            | 100      | 50        | 26.8  | 23.2        | 50                 |
|                       | 4     | 78                            | 98.7     | 43.3      | 31.3  | 25.4        | 56.7               |
|                       | 5     | 78                            | 100      | 23.2      | 43.5  | 33.3        | 76.8               |
|                       | 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                |
| <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     | 75                            | 100      | 33.8      | 43.1  | 23.1        | 66.2               |
|                       | 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                |

Abbreviations for Missing Data

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