



## SEASIDE ELEMENTARY

1605 Woodland Drive Ext.  
Garden City, South

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 703 Students           |              |
| <b>Principal</b>      | Elizabeth S. Selander  | 843-650-3490 |
| <b>Superintendent</b> | Dr. Cynthia Elsberry   | 843-488-6700 |
| <b>Board Chair</b>    | Will Garland           | 843-358-8002 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING  | GROWTH RATING     |
|-------------|------------------|-------------------|
| <b>2010</b> | <b>Excellent</b> | <b>Excellent*</b> |
| 2009        | Excellent        | Good              |
| 2008        | Good             | Average           |
| 2007        | Good             | Below Average     |
| 2006        | Good             | Average           |

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE 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

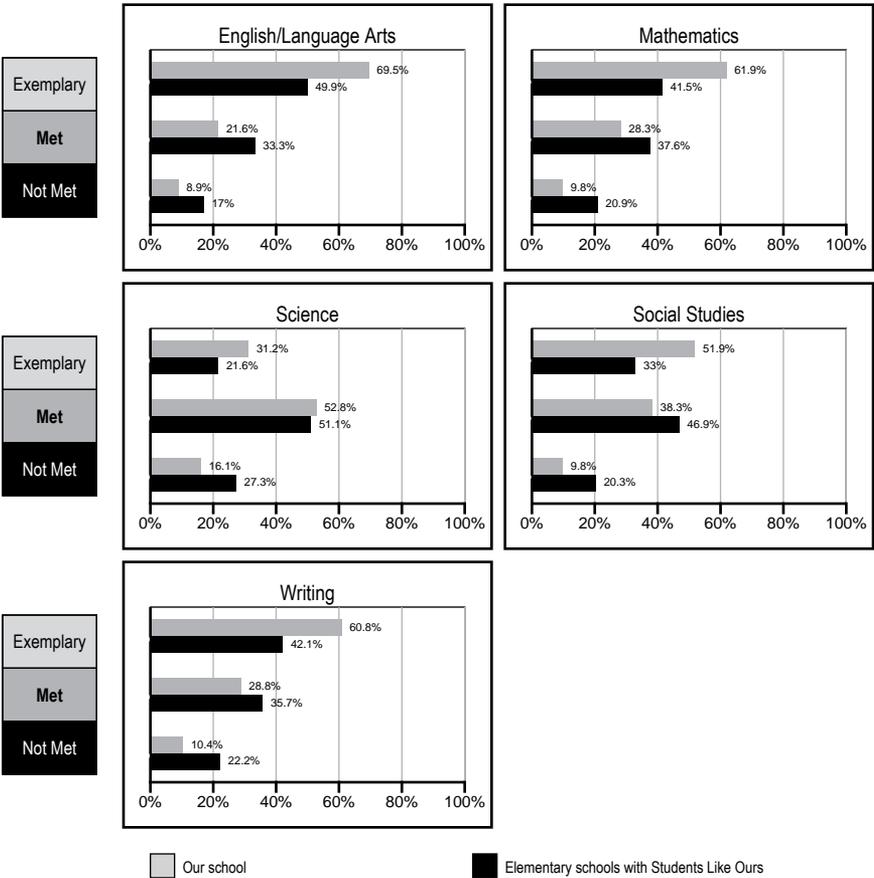
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 31        | 32   | 22      | 0             | 0       |

\* 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=703)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 2.1%       | Down from 2.8%        | 0.9%                                       | 1.2%                     |
| Attendance rate  | 95.5%      | Down from 95.6%       | 96.4%                                      | 96.1%                    |
| Eligible for gifted and talented   | 24.4%      | Down from 26.3%       | 17.2%                                      | 11.7%                    |
| With disabilities other than speech  | 11.0%      | Up from 9.9%          | 7.0%                                       | 8.0%                     |
| Older than usual for grade   | 0.4%       | Up from 0.3%          | 0.3%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | Down from 0.1%        | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=45)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 66.7%      | Up from 60.4%         | 62.5%                                      | 60.5%                    |
| Continuing contract teachers   | 100.0%     | Up from 93.8%         | 86.4%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 93.2%      | Up from 92.6%         | 89.7%                                      | 87.0%                    |
| Teacher attendance rate  | 92.7%      | Down from 93.5%       | 95.7%                                      | 95.4%                    |
| Average teacher salary*  | \$52,237   | Up 1.8%               | \$48,579                                   | \$47,288                 |
| Professional development days/teacher  | 18.7 days  | Up from 17.9 days     | 11.7 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 7.0        | Up from 6.0           | 4.5  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 21.2 to 1  | Up from 19.8 to 1     | 20.0 to 1                                  | 19.2 to 1                |
| Prime instructional time   | 87.1%      | Down from 89.1%       | 91.8%                                      | 90.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 14.9%      | Up from 14.3%         | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$8,551    | Up 6.8%               | \$7,196                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 69.2%      | Down from 70.5%       | 69.2%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 65.3%      | Up from 50.8%         | 66.3%                                      | 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 students and staff of Seaside Elementary celebrated a successful year of learning. We have experienced this success as we advanced the academic levels of our students and continue to raise the bar to meet the needs of all of our students. The efforts of our staff, students, and parents were reflected in the improvement shown by our students' performance on district and state assessments. As a result, we were recognized by the State Department of Education with the Gold Award for Student Performance. The Education Oversight Committee also recognized Seaside Elementary with the Silver Award as one of the schools that was "closing the gap" between the performance of students who are from all economic levels.

The use of diagnostic assessments helped teachers differentiate their instruction for students in all grades. DIBELS information guided instruction for kindergarten and first-grade students and the MAP assessment supported differentiation for students in grades two through five. Selected students also participated in small group remediation instruction in reading during the day. Workstations were implemented to support reading instruction.

Many extensive activities were planned to support student learning in all grade levels at Seaside. With the support of our PTO, community volunteers, and local business partners, we were able to provide direct assistance to students before school. Each Thursday afternoon, parents and students participated in our Family Reading Night where they read books together, took Accelerated Reader tests, and used the computers for research, reinforcement, or enrichment. Selected fifth-grade students participated in an online pre-algebra course as well as the Math Olympiad program.

To enhance our students' understanding of community and school interactions, all classes were involved in Junior Achievement. Sixty-five fifth-grade students participated in our Junior Lifeguard Program. Students also participated in many service-learning projects including the Family Fun Run, Relay for Life, Stocking Stuffers with the American Red Cross, Thanksgiving Food Drive, and Jump Rope for Heart.

Throughout the school year, staff members met to plan and exchange ideas to improve classroom instruction and implement district initiatives. All of our teachers were involved in professional development which helped us meet the diverse needs of our students.

Beth Selander, Principal, 2009-2010

Debbie Leonard, School Improvement Chairperson, 2009-2010

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 40       | 99        | 56       |
| Percent satisfied with learning environment            | 82.1%    | 90.9%     | 98.1%    |
| Percent satisfied with social and physical environment | 97.5%    | 87.8%     | 100.0%   |
| Percent satisfied with school-home relations           | 100.0%   | 86.9%     | 94.5%    |

\* 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 17 out of 17 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  | 2.0%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.0%         | 5.6%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.5%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

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## PASS Performance By Group

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

## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 346 | 100 | 9.3  | 21.7 | 68.9 | 93.5 | 85.4 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 160 | 100 | 10.6 | 25.2 | 64.2 | 93.4 | 82   | 80.1 | N/A | N/A |
| Female                       | 186 | 100 | 8.2  | 18.7 | 73.1 | 93.6 | 88.8 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 317 | 100 | 8.5  | 22   | 69.5 | 94.6 | 89.5 | 89.6 | Yes | Yes |
| African American             | 10  | I/S | I/S  | I/S  | I/S  | I/S  | 73.7 | 74.6 | I/S | I/S |
| Asian/Pacific Islander       | 7   | I/S | I/S  | I/S  | I/S  | I/S  | 90.7 | 92.7 | I/S | I/S |
| Hispanic                     | 8   | I/S | I/S  | I/S  | I/S  | I/S  | 82.1 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 81.5 | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 71  | 100 | 34.3 | 32.8 | 32.8 | 74.6 | 58.2 | 51.7 | Yes | Yes |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 69.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 9   | I/S | I/S  | I/S  | I/S  | I/S  | 80.6 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 140 | 100 | 10.4 | 25.6 | 64   | 91.2 | 80.5 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 345 | 100 | 10.2 | 28.6 | 61.2 | 94.1 | 84.2 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 160 | 100 | 9.3  | 30.5 | 60.3 | 93.4 | 82.2 | 78.4 | N/A | N/A |
| Female                       | 185 | 100 | 11.1 | 26.9 | 62   | 94.7 | 86.3 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 316 | 100 | 9.2  | 28.5 | 62.4 | 94.9 | 89.5 | 87.8 | Yes | Yes |
| African American             | 10  | I/S | I/S  | I/S  | I/S  | I/S  | 69.8 | 69.3 | I/S | I/S |
| Asian/Pacific Islander       | 7   | I/S | I/S  | I/S  | I/S  | I/S  | 94.1 | 93.5 | I/S | I/S |
| Hispanic                     | 8   | I/S | I/S  | I/S  | I/S  | I/S  | 78.3 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 82.7 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 70  | 100 | 34.3 | 35.8 | 29.9 | 77.6 | 53.9 | 46.1 | Yes | Yes |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 9   | I/S | I/S  | I/S  | I/S  | I/S  | 78.7 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 139 | 100 | 15.2 | 32.8 | 52   | 91.2 | 78.5 | 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                 | 239                           | 100      | 16.1      | 52.5  | 31.4        | 83.9                      | 71.8                        | 67.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 109                           | 100      | 11.8      | 52    | 36.3        | 88.2                      | 71.7                        | 66.9                     |
| Female                       | 130                           | 100      | 19.8      | 52.9  | 27.3        | 80.2                      | 71.9                        | 67.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 219                           | 100      | 15.3      | 51.2  | 33.5        | 84.7                      | 80.4                        | 79.6                     |
| African American             | 8                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 48.8                        | 49.7                     |
| Asian/Pacific Islander       | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 81.9                        | 84.4                     |
| Hispanic                     | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 61.9                        | 59.4                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 80                          | 69.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 48                            | 100      | 37        | 47.8  | 15.2        | 63                        | 37.2                        | 33.8                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | N/A                         | 36.5                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 5                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 59.1                        | 58.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 92                            | 100      | 21.7      | 53    | 25.3        | 78.3                      | 63                          | 55.4                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 233                           | 99.6     | 10.6      | 37.6  | 51.8        | 89.4                      | 75.3                        | 70.9                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 113                           | 99.1     | 13.5      | 35.6  | 51          | 86.5                      | 74.2                        | 70.1                     |
| Female                       | 120                           | 100      | 7.9       | 39.5  | 52.6        | 92.1                      | 76.5                        | 71.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 215                           | 100      | 10.8      | 37.4  | 51.7        | 89.2                      | 80.5                        | 79.2                     |
| African American             | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 59.7                        | 58.4                     |
| Asian/Pacific Islander       | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 89.9                        | 86.8                     |
| Hispanic                     | 5                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 74                          | 68                       |
| American Indian/Alaskan      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 66                          | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 49                            | 98       | 34.8      | 45.7  | 19.6        | 65.2                      | 43.7                        | 39.3                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | N/A                         | 55                       |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 72.8                        | 68                       |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 94                            | 98.9     | 11.8      | 47.1  | 41.2        | 88.2                      | 68                          | 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                 | 336                           | 98.2     | 10.2      | 28.9  | 61          | 89.8                      | 76.8                        | 72.1                     | 95.5                   | 95.8                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 157                           | 97.5     | 14.2      | 36.5  | 49.3        | 85.8                      | 69.9                        | 65.2                     | 95.3                   | 95.7                     |
| Female                       | 179                           | 98.9     | 6.6       | 22.2  | 71.3        | 93.4                      | 83.9                        | 79.2                     | 95.7                   | 95.8                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 308                           | 99       | 9.6       | 28.5  | 61.9        | 90.4                      | 83.2                        | 80.8                     | 95.5                   | 95.5                     |
| African American             | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 59.2                        | 59.7                     | 95.4                   | 96.2                     |
| Asian/Pacific Islander       | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 85.2                        | 87                       | 96.3                   | 96.9                     |
| Hispanic                     | 8                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 69.7                        | 64.6                     | 95.7                   | 96.4                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 70.6                        | 73.4                     | 95.2                   | 94.1                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 65                            | 92.3     | 34.5      | 34.5  | 31          | 65.5                      | 34.3                        | 27.7                     | 95.1                   | 95.3                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 63.5                     | N/A                    | N/A                      |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 67.2                        | 63.7                     | 96.1                   | 96.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 131                           | 97       | 16.4      | 40.2  | 43.4        | 83.6                      | 68.9                        | 61.9                     | 94.5                   | 95.5                     |

Abbreviations for Missing Data

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

## PASS Performance By Grade Level

|                              | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 130                           | 100      | 12.6      | 22.7  | 64.7        | 87.4               |
|                              | 4     | 106                           | 100      | 11.9      | 28.7  | 59.4        | 88.1               |
|                              | 5     | 116                           | 100      | 6.9       | 35.3  | 57.8        | 93.1               |
|                              | 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>2010</b>                  | 3     | 112                           | 100      | 8.7       | 13.5  | 77.9        | 91.3               |
|                              | 4     | 126                           | 100      | 8.4       | 26.1  | 65.5        | 91.6               |
|                              | 5     | 106                           | 100      | 10.3      | 24.7  | 64.9        | 89.7               |
|                              | 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>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 130                           | 100      | 18.5      | 37.8  | 43.7        | 81.5               |
|                              | 4     | 106                           | 100      | 4         | 32.7  | 63.4        | 96                 |
|                              | 5     | 116                           | 99.1     | 11.8      | 35.3  | 52.9        | 88.2               |
|                              | 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                |
| <b>2010</b>                  | 3     | 112                           | 100      | 14.4      | 30.8  | 54.8        | 85.6               |
|                              | 4     | 126                           | 100      | 8.4       | 28.6  | 63          | 91.6               |
|                              | 5     | 105                           | 100      | 7.2       | 25.8  | 67          | 92.8               |
|                              | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 66                            | 100      | 30.5      | 44.1  | 25.4        | 69.5               |
|                              | 4     | 104                           | 100      | 14.1      | 57.6  | 28.3        | 85.9               |
|                              | 5     | 58                            | 100      | 13.2      | 62.3  | 24.5        | 86.8               |
|                              | 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>2010</b>                  | 3     | 58                            | 100      | 28.3      | 47.2  | 24.5        | 71.7               |
|                              | 4     | 126                           | 100      | 10.9      | 58    | 31.1        | 89.1               |
|                              | 5     | 54                            | 100      | 16        | 44    | 40          | 84                 |
|                              | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |

Abbreviations for Missing Data

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

## PASS Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2009</b>           | 3     | 64                            | 100      | 18.3      | 46.7  | 35          | 81.7               |
|                       | 4     | 106                           | 100      | 7.9       | 37.6  | 54.5        | 92.1               |
|                       | 5     | 58                            | 100      | 10.2      | 36.7  | 53.1        | 89.8               |
|                       | 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>2010</b>           | 3     | 54                            | 100      | 5.9       | 41.2  | 52.9        | 94.1               |
|                       | 4     | 126                           | 100      | 10.1      | 37    | 52.9        | 89.9               |
|                       | 5     | 52                            | 98.1     | 14.9      | 36.2  | 48.9        | 85.1               |
|                       | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2009</b>           | 3     | 131                           | 97       | 17.8      | 29.7  | 52.5        | 82.2               |
|                       | 4     | 108                           | 96.3     | 10.1      | 30.3  | 59.6        | 89.9               |
|                       | 5     | 113                           | 99.1     | 15.5      | 35    | 49.5        | 84.5               |
|                       | 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>2010</b>           | 3     | 108                           | 99.1     | 9.7       | 20.4  | 69.9        | 90.3               |
|                       | 4     | 123                           | 97.6     | 12.1      | 29.3  | 58.6        | 87.9               |
|                       | 5     | 105                           | 98.1     | 8.3       | 37.5  | 54.2        | 91.7               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |

Abbreviations for Missing Data

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