

## PLEASANT HILL ELEMENTARY

664 Rawl Road  
Lexington, South Carolina

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School |              |
| <b>Enrollment</b>     | 978 Students          |              |
| <b>Principal</b>      | Margaret B. Mitchum   | 803-821-2800 |
| <b>Superintendent</b> | Dr. Karen C. Woodward | 803-821-1000 |
| <b>Board Chair</b>    | Cynthia S. Smith      | 803-957-5095 |

# 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             | Below Average    |
| 2007        | Good             | Below Average    |
| 2006        | N/A              | N/A              |

## 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

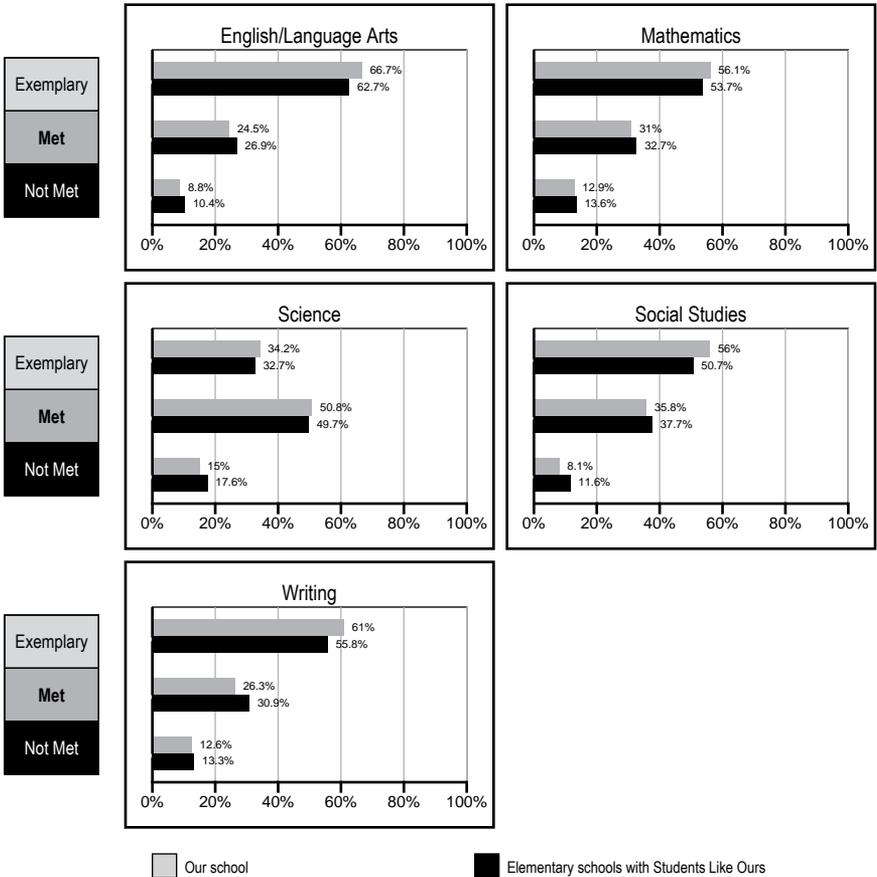
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 22        | 1    | 0       | 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=978)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 99.2%                                      | 100.0%                   |
| Retention rate   | 1.5%       | Down from 1.6%        | 0.6%                                       | 1.2%                     |
| Attendance rate  | 96.7%      | No Change             | 96.9%                                      | 96.1%                    |
| Eligible for gifted and talented   | 29.0%      | Up from 25.6%         | 30.1%                                      | 11.7%                    |
| With disabilities other than speech  | 5.2%       | Down from 5.7%        | 6.7%                                       | 8.0%                     |
| Older than usual for grade   | 0.2%       | Up from 0.1%          | 0.0%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=65)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 61.5%      | Up from 55.2%         | 65.1%                                      | 60.5%                    |
| Continuing contract teachers   | 81.5%      | Up from 81.0%         | 88.0%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 5.1%       | Up from 1.9%          | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 93.2%      | N/A                   | 88.4%                                      | 87.0%                    |
| Teacher attendance rate  | 95.7%      | Up from 95.4%         | 95.2%                                      | 95.4%                    |
| Average teacher salary*  | \$45,659   | Up 3.5%               | \$49,450                                   | \$47,288                 |
| Professional development days/teacher  | 15.8 days  | Up from 15.6 days     | 10.3 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 4.0        | Up from 3.0           | 6.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 15.0 to 1  | Down from 21.3 to 1   | 20.0 to 1                                  | 19.2 to 1                |
| Prime instructional time   | 91.8%      | Up from 91.6%         | 92.0%                                      | 90.8%                    |
| Opportunities in the arts  | Excellent  | Up from Good          | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | Up from 98.5%         | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$5,714    | Down 3.8%             | \$6,878                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 70.8%      | Up from 68.5%         | 70.2%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 69.4%      | Up from 51.1%         | 67.6%                                      | 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

Pleasant Hill Elementary School's fourth year was marked by continuous professional development, generous support from parents, service to others, and increased student achievement.

Teachers in each grade level collaborated throughout the school year to create common assessments in all subject areas. Our staff members also participated in professional development opportunities where they learned how to more effectively integrate technology into their instruction. All staff members also attended a workshop entitled, "Acting Right," which incorporates tools of acting to promote student self control and focusing techniques. All mathematics teachers received training in the newly-adopted Everyday Mathematics curriculum. Team leaders studied the book, "Learning by Doing, a Handbook for Professional Learning Communities at Work."

Our Parent Teacher Association and School Improvement Council provided much assistance to our school community. The PTA purchased calculators and mathematics manipulatives for students to use as they engaged in Everyday Mathematics activities. Our PTA also purchased subscriptions to BrainPOP and Quia, interactive software that teachers use to enhance instruction. Our SIC worked with School Improvement Councils at other schools to promote legislation that helps public schools. They also were instrumental in developing a new traffic pattern for the school and securing fencing behind PHES. In addition, SIC members began a recycling initiative.

Our students reached out to others as they raised \$1,117 in their Hearts for Haiti campaign, as they contributed \$1,513 to Pennies for Patients, and as they provided funds for 22 surgeries through their annual Smile Train mini-marathon. Students also made care packages for our soldiers, donated pajamas to the Wounded Soldiers charity and honored our veterans at a Veterans Day ceremony.

Evidence of student academic achievement includes gains by students served in our Response To Intervention Program and by students served in our ESOL program. PHES students exceeded expected growth on both mathematics and reading Measure of Achievement Progress scores. The entire PHES Family celebrated the Palmetto Gold Award received for outstanding student academic performance.

During the 2010–2011 school year, our staff will assist in the formation of Rocky Creek Elementary School. Challenges facing PHES continue to be student growth and budget concerns. Staff members will analyze and refine common assessments and will continue to be actively involved in our district's Schools of the Future initiative. We will all work together to prepare a new generation of leaders and global citizens.

Margaret B. Mitchum, Principal  
Gwen Morris, SIC Chair

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 58       | 151       | 70       |
| Percent satisfied with learning environment            | 98.3%    | 89.4%     | 98.6%    |
| Percent satisfied with social and physical environment | 100.0%   | 84.8%     | 95.7%    |
| Percent satisfied with school-home relations           | 98.2%    | 89.4%     | 98.6%    |

\* 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

NO

This school met 16 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

|              |   |
|--------------|---|
| <b>NI</b>    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| <b>CSI</b>   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| <b>CA</b>    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| <b>RP</b>    | 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. |
| <b>R</b>     | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| <b>DELAY</b> | 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."            |
| <b>HOLD</b>  | 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  | 0.6%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 5.6%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.7%      | 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                 | 474 | 100 | 8.8  | 24.5 | 66.7 | 94.8 | 89   | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 262 | 100 | 11.6 | 27.5 | 60.9 | 93   | 86.2 | 80.1 | N/A | N/A |
| Female                       | 212 | 100 | 5.3  | 20.8 | 73.9 | 97.1 | 91.9 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 392 | 100 | 7    | 23.4 | 69.6 | 95.8 | 90.7 | 89.6 | Yes | Yes |
| African American             | 39  | 100 | 23.7 | 34.2 | 42.1 | 86.8 | 76.9 | 74.6 | I/S | I/S |
| Asian/Pacific Islander       | 17  | 100 | 6.3  | 25   | 68.8 | 100  | 95.4 | 92.7 | I/S | I/S |
| Hispanic                     | 20  | 100 | 20   | 30   | 50   | 85   | 82.4 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 89.3 | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 48  | 100 | 50   | 31.3 | 18.8 | 58.3 | 53.9 | 51.7 | No  | 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   | 16  | 100 | 25   | 43.8 | 31.3 | 87.5 | 83.3 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 116 | 100 | 19.6 | 32.1 | 48.2 | 85.7 | 80.1 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 474 | 100 | 12.9 | 31   | 56.1 | 93.8 | 86.2 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 262 | 100 | 15.9 | 30.2 | 53.9 | 91.9 | 84.9 | 78.4 | N/A | N/A |
| Female                       | 212 | 100 | 9.2  | 31.9 | 58.9 | 96.1 | 87.6 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 392 | 100 | 11.7 | 29.6 | 58.7 | 94.5 | 88.2 | 87.8 | Yes | Yes |
| African American             | 39  | 100 | 26.3 | 36.8 | 36.8 | 86.8 | 72   | 69.3 | I/S | I/S |
| Asian/Pacific Islander       | 17  | 100 | 6.3  | 25   | 68.8 | 100  | 93.9 | 93.5 | I/S | I/S |
| Hispanic                     | 20  | 100 | 20   | 45   | 35   | 85   | 78.2 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 87.5 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 48  | 100 | 47.9 | 35.4 | 16.7 | 64.6 | 52.7 | 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   | 16  | 100 | 25   | 43.8 | 31.3 | 87.5 | 81.4 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 116 | 100 | 24.1 | 39.3 | 36.6 | 86.6 | 76.1 | 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                 | 313                           | 100      | 15        | 50.8  | 34.2        | 85                        | 80.7                        | 67.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 168                           | 100      | 16.8      | 48.5  | 34.7        | 83.2                      | 80.2                        | 66.9                     |
| Female                       | 145                           | 100      | 12.9      | 53.6  | 33.6        | 87.1                      | 81.2                        | 67.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 262                           | 100      | 12.8      | 51.4  | 35.8        | 87.2                      | 83.4                        | 79.6                     |
| African American             | 23                            | 100      | 31.8      | 59.1  | 9.1         | 68.2                      | 59.9                        | 49.7                     |
| Asian/Pacific Islander       | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 90.4                        | 84.4                     |
| Hispanic                     | 16                            | 100      | 25        | 43.8  | 31.3        | 75                        | 70                          | 59.4                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 76.2                        | 69.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 36                            | 100      | 52.8      | 36.1  | 11.1        | 47.2                      | 46.5                        | 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   | 11                            | 100      | 27.3      | 54.5  | 18.2        | 72.7                      | 69.9                        | 58.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 73                            | 100      | 27.1      | 57.1  | 15.7        | 72.9                      | 68                          | 55.4                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 315                           | 100      | 8.1       | 35.8  | 56          | 91.9                      | 81.5                        | 70.9                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 172                           | 100      | 10.1      | 31    | 58.9        | 89.9                      | 81.5                        | 70.1                     |
| Female                       | 143                           | 100      | 5.8       | 41.7  | 52.5        | 94.2                      | 81.4                        | 71.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 256                           | 100      | 7.6       | 34.8  | 57.6        | 92.4                      | 82.9                        | 79.2                     |
| African American             | 29                            | 100      | 14.3      | 39.3  | 46.4        | 85.7                      | 68.5                        | 58.4                     |
| Asian/Pacific Islander       | 13                            | 100      | N/A       | N/A   | N/A         | 100                       | 91.3                        | 86.8                     |
| Hispanic                     | 14                            | 100      | 14.3      | 64.3  | 21.4        | 85.7                      | 78.6                        | 68                       |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 82.9                        | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 26                            | 100      | 30.8      | 42.3  | 26.9        | 69.2                      | 49.9                        | 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   | 10                            | I/S      | I/S       | I/S   | I/S         | I/S                       | 79.2                        | 68                       |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 83                            | 100      | 17.7      | 40.5  | 41.8        | 82.3                      | 69.1                        | 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                 | 473                           | 99.8     | 12.4      | 26.4  | 61.2        | 87.6                      | 79.4                        | 72.1                     | 96.7                   | 97.1                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 261                           | 99.6     | 19        | 27.9  | 53.1        | 81                        | 73.4                        | 65.2                     | 96.8                   | 97.1                     |
| Female                       | 212                           | 100      | 4.3       | 24.5  | 71.2        | 95.7                      | 85.6                        | 79.2                     | 96.7                   | 97.2                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 392                           | 100      | 10.6      | 24.8  | 64.6        | 89.4                      | 81.6                        | 80.8                     | 96.7                   | 97.1                     |
| African American             | 39                            | 97.4     | 27        | 32.4  | 40.5        | 73                        | 65.2                        | 59.7                     | 96.9                   | 97.3                     |
| Asian/Pacific Islander       | 16                            | 100      | 6.3       | 37.5  | 56.3        | 93.8                      | 87.7                        | 87                       | 97.4                   | 97.9                     |
| Hispanic                     | 20                            | 100      | 30        | 30    | 40          | 70                        | 66.3                        | 64.6                     | 96.5                   | 97.2                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 82.8                        | 73.4                     | 92.2                   | 96.3                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 51                            | 98       | 62        | 20    | 18          | 38                        | 35.6                        | 27.7                     | 96.2                   | 96.4                     |
| <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   | 16                            | 100      | 37.5      | 43.8  | 18.8        | 62.5                      | 67.1                        | 63.7                     | 96.9                   | 97.8                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 115                           | 99.1     | 26.1      | 24.3  | 49.5        | 73.9                      | 66.5                        | 61.9                     | 96.2                   | 96.3                     |

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     | 147                           | 100      | 5.2       | 19.3  | 75.6        | 94.8               |
|                              | 4     | 162                           | 100      | 24.8      | 27.5  | 47.7        | 75.2               |
|                              | 5     | 146                           | 100      | 7.1       | 37.9  | 55          | 92.9               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2010</b>                  | 3     | 158                           | 100      | 6.4       | 14.7  | 78.8        | 93.6               |
|                              | 4     | 154                           | 100      | 7.4       | 28.9  | 63.8        | 92.6               |
|                              | 5     | 162                           | 100      | 12.5      | 30    | 57.5        | 87.5               |
|                              | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 147                           | 100      | 5.9       | 32.6  | 61.5        | 94.1               |
|                              | 4     | 162                           | 100      | 19        | 38.6  | 42.5        | 81                 |
|                              | 5     | 146                           | 100      | 12.1      | 44.3  | 43.6        | 87.9               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2010</b>                  | 3     | 158                           | 100      | 12.8      | 23.1  | 64.1        | 87.2               |
|                              | 4     | 154                           | 100      | 6         | 30.9  | 63.1        | 94                 |
|                              | 5     | 162                           | 100      | 19.4      | 38.8  | 41.9        | 80.6               |
|                              | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 73                            | 100      | 5.8       | 34.8  | 59.4        | 94.2               |
|                              | 4     | 162                           | 100      | 22.9      | 57.5  | 19.6        | 77.1               |
|                              | 5     | 73                            | 100      | 8.6       | 72.9  | 18.6        | 91.4               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2010</b>                  | 3     | 78                            | 100      | 20.5      | 26.9  | 52.6        | 79.5               |
|                              | 4     | 154                           | 100      | 7.4       | 62.4  | 30.2        | 92.6               |
|                              | 5     | 81                            | 100      | 23.8      | 52.5  | 23.8        | 76.3               |
|                              | 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     | 74                            | 100      | 1.5       | 24.2  | 74.2        | 98.5               |
|                       | 4     | 162                           | 100      | 17        | 43.8  | 39.2        | 83                 |
|                       | 5     | 73                            | 100      | 8.6       | 57.1  | 34.3        | 91.4               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2010</b>           | 3     | 80                            | 100      | 5.1       | 30.8  | 64.1        | 94.9               |
|                       | 4     | 154                           | 100      | 6         | 36.2  | 57.7        | 94                 |
|                       | 5     | 81                            | 100      | 15        | 40    | 45          | 85                 |
|                       | 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     | 146                           | 100      | 8.8       | 23.5  | 67.6        | 91.2               |
|                       | 4     | 162                           | 98.8     | 17.9      | 33.1  | 49          | 82.1               |
|                       | 5     | 146                           | 100      | 10        | 30    | 60          | 90                 |
|                       | 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     | 157                           | 100      | 10.3      | 26.3  | 63.5        | 89.7               |
|                       | 4     | 153                           | 99.4     | 9.5       | 26.4  | 64.2        | 90.5               |
|                       | 5     | 163                           | 100      | 17.3      | 26.5  | 56.2        | 82.7               |
|                       | 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