



## ROSEWOOD ELEMENTARY

3300 Rosewood Drive  
Columbia, South Carolina

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School |              |
| <b>Enrollment</b>     | 416 Students          |              |
| <b>Principal</b>      | Elizabeth Williams    | 803-343-2930 |
| <b>Superintendent</b> | Dr. Percy A. Mack     | 803-231-7500 |
| <b>Board Chair</b>    | Vince Ford            | 803-231-7556 |

# 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             | At-Risk          |
| 2007        | Good             | Below Average    |
| 2006        | Good             | Below Average    |

## 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

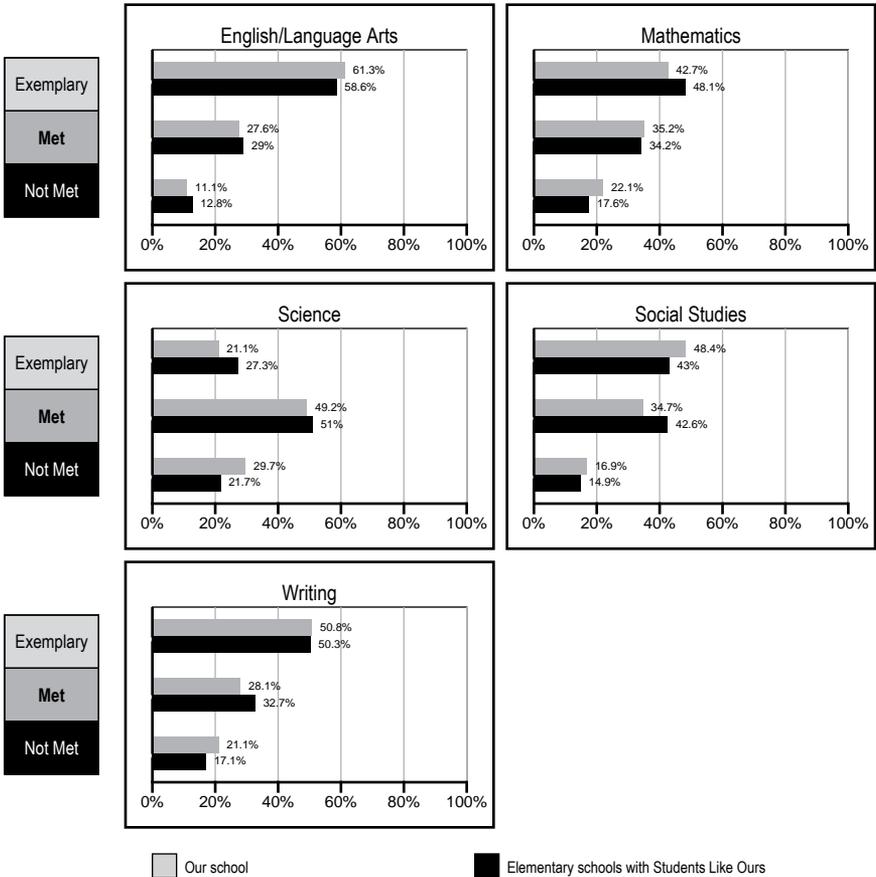
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 22        | 4    | 2       | 1             | 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=416)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.7%       | Down from 1.2%        | 0.7%                                       | 1.2%                     |
| Attendance rate  | 96.1%      | Down from 96.8%       | 96.4%                                      | 96.1%                    |
| Eligible for gifted and talented   | 32.5%      | Up from 30.7%         | 20.8%                                      | 11.7%                    |
| With disabilities other than speech  | 3.5%       | Down from 4.7%        | 5.6%                                       | 8.0%                     |
| Older than usual for grade   | 0.3%       | No Change             | 0.3%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.2%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=29)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 72.4%      | Up from 71.0%         | 61.8%                                      | 60.5%                    |
| Continuing contract teachers   | 89.7%      | Up from 71.0%         | 88.9%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 87.0%      | Down from 90.9%       | 88.7%                                      | 87.0%                    |
| Teacher attendance rate  | 93.9%      | Up from 93.7%         | 95.6%                                      | 95.4%                    |
| Average teacher salary*  | \$51,312   | Up 0.0%               | \$49,741                                   | \$47,288                 |
| Professional development days/teacher  | 8.8 days   | Up from 6.6 days      | 9.0 days                                   | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 34.0       | Up from 33.0          | 3.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 20.0 to 1  | Up from 17.4 to 1     | 20.9 to 1                                  | 19.2 to 1                |
| Prime instructional time   | 89.1%      | Down from 89.6%       | 91.9%                                      | 90.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | Up from 98.7%         | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | Up from Good          | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$7,589    | Up 8.9%               | \$7,070                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 76.6%      | Up from 76.3%         | 70.9%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 71.8%      | Down from 72.0%       | 67.5%                                      | 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

Rosewood Elementary School, in its eighty-fifth year, is one of Columbia's most diverse and high-achieving schools. While approximately forty percent of our students qualify for free or reduced lunch, our school has one of the largest percentages of Advanced Academic Placement (AAP) students in the district.

For the 2000-01 and 2000-02 school years, our school was awarded the state's Palmetto Silver Award for students' improvement on PACT. In 2002-2003 our school earned a "Good" achievement rating. In 2003-04 our school received an "Excellent" school report card rating. In 2004-05, 2005-06, 2007-08, and 2008-09, we received "Good" ratings. For 2009-10, we received a Palmetto Gold Award for our Excellent achievement rating.

In kindergarten, students learn how to read with the help of "Breakthrough to Literacy," a computerized and individualized program of reading instruction. Beginning in first grade, students needing extra help in reading and/or math are provided smaller classes in these subjects. Beginning in third grade, students are eligible for academically advanced classes in reading and math. Each grade level sponsors its own community service project. Our conservation and recycling efforts have led to recognition as an environmentally friendly Earth Flag school.

Test results indicate that approximately one-fifth of our students do not demonstrate basic competency in reading and mathematics. We have addressed this problem by significantly enlarging the scope of our "Accelerated Reader Program," thanks to a generous donation from our parent and teacher association. The program, through individualized goals and computerized assessment, encourages students to read books and rewards them for their efforts. Also, we have implemented an after-school remedial program for third, fourth, and fifth grade students who scored "Below Basic" on PACT.

We have developed programs and curriculum that help students resolve conflicts peacefully and help students increase their awareness of desirable character traits as members of a community. We also encourage students to participate in service projects at each grade level.

Our school is fortunate to have a strong group of parents who volunteer their time. Our local Publix grocery and the Shandon/Rosehill Neighborhood Association have donated generously to our school. We offer an after-school dance class for fourth graders and a chess club for fifth graders, taught by parent volunteers.

Ted Wachter, Principal, Rosewood Elementary

LaJuanya Jones, Chairperson, School Improvement Council

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 26       | 59        | 40       |
| Percent satisfied with learning environment            | 96.2%    | 88.1%     | 94.7%    |
| Percent satisfied with social and physical environment | 100.0%   | 75.4%     | 97.4%    |
| Percent satisfied with school-home relations           | 100.0%   | 88.1%     | 91.9%    |

\* 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 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  | 1.8%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.7%         | 5.6%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.1%      | 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                 | 205 | 100 | 11.1 | 27.6 | 61.3 | 97   | 78.2 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 96  | 100 | 11.8 | 29   | 59.1 | 96.8 | 74.7 | 80.1 | N/A | N/A |
| Female                       | 109 | 100 | 10.4 | 26.4 | 63.2 | 97.2 | 81.6 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 128 | 100 | 5.6  | 20.6 | 73.8 | 98.4 | 93.3 | 89.6 | Yes | Yes |
| African American             | 68  | 100 | 23.4 | 43.8 | 32.8 | 93.8 | 74.2 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 8   | I/S | I/S  | I/S  | I/S  | I/S  | 84.2 | 92.7 | I/S | I/S |
| Hispanic                     | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 80.8 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 11  | 100 | 36.4 | 36.4 | 27.3 | 90.9 | 45.3 | 51.7 | I/S | I/S |
| <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   | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 77.9 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 77  | 100 | 23.3 | 43.8 | 32.9 | 91.8 | 73.1 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 205 | 100 | 22.1 | 35.2 | 42.7 | 85.9 | 72   | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 96  | 100 | 20.4 | 33.3 | 46.2 | 83.9 | 70.3 | 78.4 | N/A | N/A |
| Female                       | 109 | 100 | 23.6 | 36.8 | 39.6 | 87.7 | 73.8 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 128 | 100 | 9.5  | 37.3 | 53.2 | 92.9 | 90.2 | 87.8 | Yes | Yes |
| African American             | 68  | 100 | 50   | 32.8 | 17.2 | 70.3 | 67   | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 8   | I/S | I/S  | I/S  | I/S  | I/S  | 88.4 | 93.5 | I/S | I/S |
| Hispanic                     | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 77.8 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 11  | 100 | 45.5 | 27.3 | 27.3 | 54.5 | 34.8 | 46.1 | I/S | I/S |
| <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   | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 80   | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 77  | 100 | 46.6 | 32.9 | 20.5 | 71.2 | 65.9 | 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                 | 132                           | 100      | 29.7      | 49.2  | 21.1        | 70.3                      | 56.5                        | 67.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 60                            | 100      | 31        | 43.1  | 25.9        | 69                        | 56.1                        | 66.9                     |
| Female                       | 72                            | 100      | 28.6      | 54.3  | 17.1        | 71.4                      | 56.8                        | 67.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 86                            | 100      | 11.9      | 58.3  | 29.8        | 88.1                      | 86.3                        | 79.6                     |
| African American             | 41                            | 100      | N/A       | N/A   | N/A         | 28.2                      | 48.2                        | 49.7                     |
| Asian/Pacific Islander       | 4                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 76.2                        | 84.4                     |
| Hispanic                     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 64.9                        | 59.4                     |
| American Indian/Alaskan      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 69.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 9                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 23.9                        | 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   | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 62.7                        | 58.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 48                            | 100      | 69.6      | 26.1  | 4.3         | 30.4                      | 46.5                        | 55.4                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 129                           | 100      | 16.9      | 34.7  | 48.4        | 83.1                      | 64                          | 70.9                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 67                            | 100      | 18.5      | 29.2  | 52.3        | 81.5                      | 61.9                        | 70.1                     |
| Female                       | 62                            | 100      | 15.3      | 40.7  | 44.1        | 84.7                      | 66.1                        | 71.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 79                            | 100      | 9.1       | 31.2  | 59.7        | 90.9                      | 86.9                        | 79.2                     |
| African American             | 43                            | 100      | 35        | 42.5  | 22.5        | 65                        | 57.7                        | 58.4                     |
| Asian/Pacific Islander       | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 82.1                        | 86.8                     |
| Hispanic                     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 67.6                        | 68                       |
| American Indian/Alaskan      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 31.7                        | 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   | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 65.2                        | 68                       |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 46                            | 100      | 39.5      | 39.5  | 20.9        | 60.5                      | 56.5                        | 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                 | 205                           | 99.5     | 21.1      | 28.1  | 50.8        | 78.9                      | 63.4                        | 72.1                     | 96.1                   | 95.9                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 95                            | 100      | 21.5      | 30.1  | 48.4        | 78.5                      | 56.3                        | 65.2                     | 96                     | 95.7                     |
| Female                       | 110                           | 99.1     | 20.8      | 26.4  | 52.8        | 79.2                      | 70.4                        | 79.2                     | 96.2                   | 96.1                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 128                           | 99.2     | 11.1      | 29.4  | 59.5        | 88.9                      | 86.2                        | 80.8                     | 96.2                   | 96                       |
| African American             | 68                            | 100      | 43.8      | 26.6  | 29.7        | 56.3                      | 57.3                        | 59.7                     | 95.9                   | 95.9                     |
| Asian/Pacific Islander       | 8                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 81.1                        | 87                       | 96.2                   | 96.2                     |
| Hispanic                     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 62.9                        | 64.6                     | 96.3                   | 95.8                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 73.4                     | N/A                    | 93.4                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 11                            | 100      | 54.5      | 27.3  | 18.2        | 45.5                      | 21.1                        | 27.7                     | 96.2                   | 95                       |
| <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   | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 60.7                        | 63.7                     | 96.6                   | 96.3                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 76                            | 100      | 47.2      | 23.6  | 29.2        | 52.8                      | 55.2                        | 61.9                     | 95.7                   | 95.7                     |

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     | 59                            | 100      | 17.2      | 24.1  | 58.6        | 82.8               |
|                              | 4     | 61                            | 100      | 15        | 20    | 65          | 85                 |
|                              | 5     | 65                            | 100      | 10.9      | 37.5  | 51.6        | 89.1               |
|                              | 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     | 84                            | 100      | 7.3       | 19.5  | 73.2        | 92.7               |
|                              | 4     | 56                            | 100      | 11.3      | 37.7  | 50.9        | 88.7               |
|                              | 5     | 65                            | 100      | 15.6      | 29.7  | 54.7        | 84.4               |
|                              | 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     | 59                            | 100      | 27.6      | 44.8  | 27.6        | 72.4               |
|                              | 4     | 61                            | 100      | 11.7      | 45    | 43.3        | 88.3               |
|                              | 5     | 65                            | 100      | 20.3      | 39.1  | 40.6        | 79.7               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2010</b>                  | 3     | 84                            | 100      | 26.8      | 26.8  | 46.3        | 73.2               |
|                              | 4     | 56                            | 100      | 17        | 39.6  | 43.4        | 83                 |
|                              | 5     | 65                            | 100      | 20.3      | 42.2  | 37.5        | 79.7               |
|                              | 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>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 30                            | 100      | 31        | 41.4  | 27.6        | 69                 |
|                              | 4     | 61                            | 100      | 16.7      | 56.7  | 26.7        | 83.3               |
|                              | 5     | 34                            | 100      | 27.3      | 48.5  | 24.2        | 72.7               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2010</b>                  | 3     | 43                            | 100      | 35.7      | 35.7  | 28.6        | 64.3               |
|                              | 4     | 56                            | 100      | 26.4      | 56.6  | 17          | 73.6               |
|                              | 5     | 33                            | 100      | 27.3      | 54.5  | 18.2        | 72.7               |
|                              | 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                |

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     | 29                            | 100      | 34.5      | 34.5  | 31          | 65.5               |
|                       | 4     | 61                            | 100      | 16.7      | 30    | 53.3        | 83.3               |
|                       | 5     | 31                            | 100      | 16.1      | 54.8  | 29          | 83.9               |
|                       | 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     | 41                            | 100      | 10        | 35    | 55          | 90                 |
|                       | 4     | 56                            | 100      | 20.8      | 37.7  | 41.5        | 79.2               |
|                       | 5     | 32                            | 100      | 19.4      | 29    | 51.6        | 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>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2009</b>           | 3     | 59                            | 100      | 29.3      | 31    | 39.7        | 70.7               |
|                       | 4     | 61                            | 100      | 13.3      | 35    | 51.7        | 86.7               |
|                       | 5     | 65                            | 100      | 10.9      | 37.5  | 51.6        | 89.1               |
|                       | 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     | 83                            | 100      | 22        | 30.5  | 47.6        | 78                 |
|                       | 4     | 57                            | 98.3     | 20.8      | 32.1  | 47.2        | 79.2               |
|                       | 5     | 65                            | 100      | 20.3      | 21.9  | 57.8        | 79.7               |
|                       | 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