



## POLO ROAD ELEMENTARY

1250 Polo Road  
Columbia, SC 29223

|                       |                            |              |
|-----------------------|----------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School     |              |
| <b>Enrollment</b>     | 724 Students               |              |
| <b>Principal</b>      | Jane Fancher               | 803-419-2226 |
| <b>Superintendent</b> | Dr. Katie Brochu           | 803-787-1910 |
| <b>Board Chair</b>    | Bill Flemming, Jr., D.M.D. | 803-261-1992 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

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

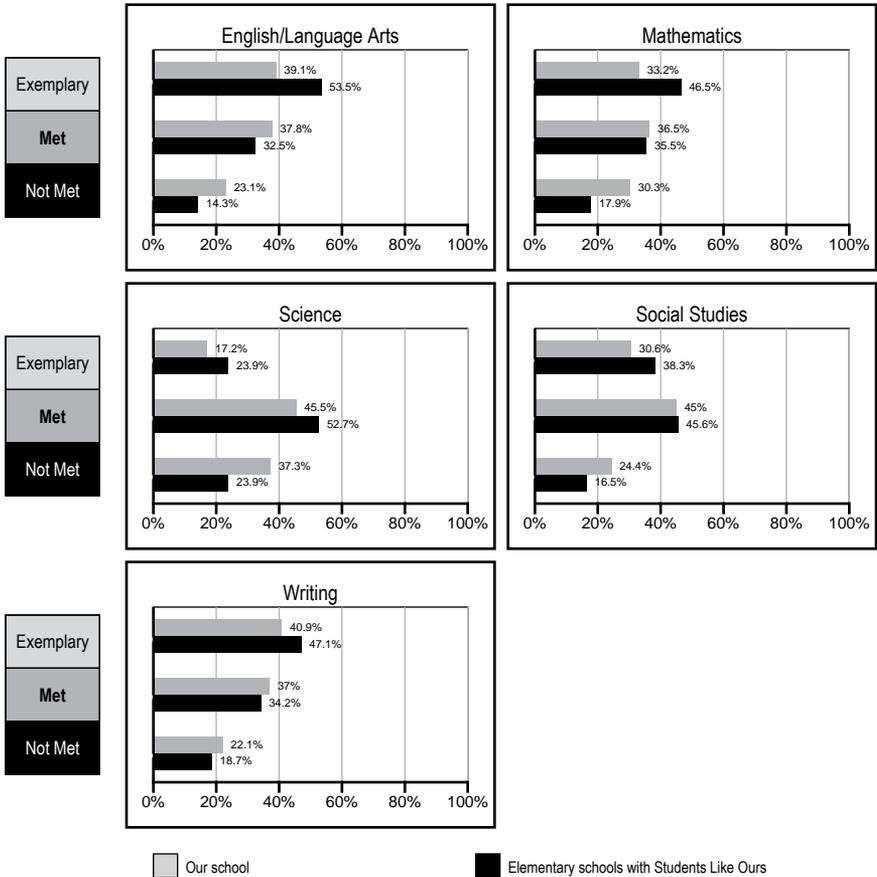
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 89.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 24        | 20   | 4       | 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=724)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.7%       | No Change             | 0.8%                                       | 1.2%                     |
| Attendance rate  | 96.4%      | Down from 96.9%       | 96.5%                                      | 96.1%                    |
| Eligible for gifted and talented   | 11.1%      | Down from 12.5%       | 19.7%                                      | 11.7%                    |
| With disabilities other than speech  | 10.3%      | Up from 9.5%          | 7.9%                                       | 8.0%                     |
| Older than usual for grade   | 0.2%       | Down from 0.4%        | 0.2%                                       | 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=55)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 69.1%      | Up from 61.1%         | 67.4%                                      | 60.5%                    |
| Continuing contract teachers   | 72.7%      | Up from 61.1%         | 86.0%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 2.3%       | Down from 4.3%        | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 88.0%      | N/A                   | 88.5%                                      | 87.0%                    |
| Teacher attendance rate  | 95.0%      | Down from 95.6%       | 95.9%                                      | 95.4%                    |
| Average teacher salary*  | \$48,025   | Up 4.0%               | \$48,507                                   | \$47,288                 |
| Professional development days/teacher  | 17.4 days  | Down from 17.8 days   | 10.4 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 9.0        | Up from 8.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.7 to 1  | No Change             | 20.6 to 1                                  | 19.2 to 1                |
| Prime instructional time   | 90.7%      | Down from 91.6%       | 92.3%                                      | 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 98.9%         | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$8,285    | Up 6.7%               | \$6,921                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 70.2%      | Up from 69.8%         | 70.6%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 68.2%      | Up from 68.0%         | 67.4%                                      | 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

Polo Road is a twenty-first century school where children are Learning Today to Change Tomorrow. Our logo, a child standing on top of the world while looking through a spyglass, depicts the dreams, goals, and endless exploration opportunities for our students. This year, Polo Road was the recipient of two Palmetto Silver Awards - one for overall performance and the other for closing the achievement gap.

At Polo Road, challenging, exciting, and innovative learning experiences occur in every classroom every day. Our school is equipped with state-of-the-art technological equipment which is used to engage students in their learning. Most recently, we implemented QuEST - a gifted and talented program which exceeds the requirements and academic rigor specified by the state.

In realizing that learning extends beyond the classroom, our students participated in a number of service learning projects, including Winter Days, Pennies for Patients, and Hats on for Haiti. Students also demonstrated their commitment to healthy living by participating in our school's annual Pathfinder Fitness Challenge.

The support of our parents and greater community is phenomenal! Parents and community members have volunteered thousands of hours both on campus and remotely from home. We can always count on our parents and community partners for their support, and it makes all the difference in the world!

The faculty and staff of Polo Road are exemplary! They are highly qualified, dedicated, innovative, and caring professionals. Our entire faculty is trained in body-brain compatible learning and has seen the results of this research-based instructional model. Teachers have also received professional training in differentiated instruction and diversity. In addition, teachers participate in ongoing professional development in subject-specific areas. Ten teachers currently hold National Board Certification, and four are awaiting results. Our teachers secured grants to support instructional programs, ensuring that quality teaching and learning were not compromised in a year of economic crisis. Additionally, we were the recipients of KAIT - a grant funded by Louisiana State University to provide training and programming on Autism Spectrum Disorders.

Polo Road's successes are a result of the participation and involvement of motivated students, parents, staff, and community members. As a school community, we explore opportunities for our students to become empowered to make a difference.

Jane Fancher, Principal

James Manning, SIC Chair

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 53       | 106       | 45       |
| Percent satisfied with learning environment            | 98.1%    | 91.3%     | 93.3%    |
| Percent satisfied with social and physical environment | 98.1%    | 88.6%     | 95.6%    |
| Percent satisfied with school-home relations           | 96.2%    | 88.7%     | 90.9%    |

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 23 out of 25 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  | 2.1%         | 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                         | 96.4%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

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

**PASS Performance By Group**

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

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 346 | 99.7 | 24.6 | 36.1 | 39.3 | 84.7 | 85.9 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 177 | 100  | 32.3 | 34.1 | 33.5 | 79.9 | 82.7 | 80.1 | N/A | N/A |
| Female                       | 169 | 99.4 | 16.6 | 38.2 | 45.2 | 89.8 | 89.3 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 79  | 100  | 14.5 | 26.3 | 59.2 | 88.2 | 94   | 89.6 | Yes | Yes |
| African American             | 198 | 100  | 25.8 | 41.2 | 33   | 86.3 | 81.9 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 31  | 96.8 | 7.4  | 29.6 | 63   | 96.3 | 94   | 92.7 | I/S | I/S |
| Hispanic                     | 37  | 100  | 54.3 | 37.1 | 8.6  | 60   | 80.3 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 100  | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 48  | 100  | 69.6 | 13   | 17.4 | 39.1 | 52.7 | 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   | 52  | 100  | 39.6 | 28.3 | 32.1 | 71.7 | 83.4 | 79   | Yes | Yes |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 148 | 100  | 36.7 | 38.1 | 25.2 | 72.7 | 78.5 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 346 | 100 | 31.2 | 36.8 | 32.1 | 81.9 | 82.4 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 177 | 100 | 36   | 30.5 | 33.5 | 77.4 | 80   | 78.4 | N/A | N/A |
| Female                       | 169 | 100 | 26.1 | 43.3 | 30.6 | 86.6 | 84.9 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 79  | 100 | 21.1 | 28.9 | 50   | 88.2 | 93.2 | 87.8 | Yes | Yes |
| African American             | 198 | 100 | 35.2 | 42.9 | 22   | 79.7 | 76.8 | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 31  | 100 | 3.7  | 18.5 | 77.8 | 96.3 | 95.8 | 93.5 | I/S | I/S |
| Hispanic                     | 37  | 100 | 54.3 | 34.3 | 11.4 | 68.6 | 77.2 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 92.3 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 48  | 100 | 65.2 | 28.3 | 6.5  | 50   | 47.8 | 46.1 | No  | 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   | 52  | 100 | 37.7 | 20.8 | 41.5 | 77.4 | 83.2 | 78.9 | Yes | Yes |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 148 | 100 | 47.5 | 36.7 | 15.8 | 70.5 | 73.2 | 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                 | 235                           | 99.6     | 37.2      | 44.5  | 18.3        | 62.8                      | 72.1                        | 67.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 123                           | 100      | 35.9      | 41    | 23.1        | 64.1                      | 70.9                        | 66.9                     |
| Female                       | 112                           | 99.1     | 38.6      | 48.5  | 12.9        | 61.4                      | 73.3                        | 67.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 50                            | 100      | 20.8      | 43.8  | 35.4        | 79.2                      | 89.6                        | 79.6                     |
| African American             | 138                           | 99.3     | 39.2      | 47.2  | 13.6        | 60.8                      | 63.1                        | 49.7                     |
| Asian/Pacific Islander       | 18                            | 100      | 17.6      | 47.1  | 35.3        | 82.4                      | 88.2                        | 84.4                     |
| Hispanic                     | 28                            | 100      | N/A       | N/A   | N/A         | 33.3                      | 65.6                        | 59.4                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | I/S                         | 69.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 35                            | 97.1     | 62.5      | 21.9  | 15.6        | 37.5                      | 35                          | 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   | 36                            | 100      | 50        | 34.2  | 15.8        | 50                        | 70.5                        | 58.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 98                            | 99       | 48.9      | 40    | 11.1        | 51.1                      | 58.6                        | 55.4                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 233                           | 98.7     | 24.9      | 45.6  | 29.5        | 75.1                      | 77.1                        | 70.9                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 124                           | 98.4     | 24.3      | 40.9  | 34.8        | 75.7                      | 75.3                        | 70.1                     |
| Female                       | 109                           | 99.1     | 25.5      | 51    | 23.5        | 74.5                      | 79.1                        | 71.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 55                            | 98.2     | 19.2      | 36.5  | 44.2        | 80.8                      | 88.6                        | 79.2                     |
| African American             | 128                           | 99.2     | 26.9      | 50.4  | 22.7        | 73.1                      | 71.1                        | 58.4                     |
| Asian/Pacific Islander       | 25                            | 96       | 9.1       | 40.9  | 50          | 90.9                      | 91                          | 86.8                     |
| Hispanic                     | 25                            | 100      | 41.7      | 45.8  | 12.5        | 58.3                      | 71.5                        | 68                       |
| American Indian/Alaskan      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 34                            | 94.1     | 56.3      | 34.4  | 9.4         | 43.8                      | 44.9                        | 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   | 38                            | 100      | 28.2      | 41    | 30.8        | 71.8                      | 78.1                        | 68                       |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 100                           | 98       | 36.6      | 46.2  | 17.2        | 63.4                      | 66.2                        | 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                 | 341                           | 96.2     | 21.6      | 37.3  | 41.2        | 78.4                      | 76.7                        | 72.1                     | 96.4                   | 97                       |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 173                           | 95.4     | 29.9      | 37.7  | 32.5        | 70.1                      | 70.2                        | 65.2                     | 96.5                   | 96.9                     |
| Female                       | 168                           | 97       | 13.2      | 36.8  | 50          | 86.8                      | 83.4                        | 79.2                     | 96.3                   | 97.1                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 79                            | 96.2     | 12.5      | 37.5  | 50          | 87.5                      | 87.9                        | 80.8                     | 96                     | 97.1                     |
| African American             | 196                           | 95.4     | 21.5      | 39.5  | 39          | 78.5                      | 71.3                        | 59.7                     | 96.5                   | 96.9                     |
| Asian/Pacific Islander       | 28                            | 100      | 11.1      | 25.9  | 63          | 88.9                      | 89.8                        | 87                       | 97.4                   | 97.9                     |
| Hispanic                     | 37                            | 97.3     | 50        | 32.4  | 17.6        | 50                        | 66.4                        | 64.6                     | 96.3                   | 96.3                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 100                         | 73.4                     | 92.2                   | 96.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 44                            | 72.7     | 71.9      | 18.8  | 9.4         | 28.1                      | 32                          | 27.7                     | 94.8                   | 96.1                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 63.5                     | N/A                    | 96.4                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | 51                            | 98       | 36.5      | 32.7  | 30.8        | 63.5                      | 71.7                        | 63.7                     | 97.1                   | 97.2                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 125                           | 93.6     | 28.6      | 41.1  | 30.4        | 71.4                      | 65.8                        | 61.9                     | 95.9                   | 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     | 111                           | 100      | 34        | 33    | 33          | 66                 |
|                              | 4     | 111                           | 100      | 20.4      | 42.9  | 36.7        | 79.6               |
|                              | 5     | 113                           | 100      | 15.7      | 47.1  | 37.3        | 84.3               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2010</b>                  | 3     | 105                           | 100      | 17.2      | 26.9  | 55.9        | 82.8               |
|                              | 4     | 120                           | 99.2     | 33.3      | 39.5  | 27.2        | 66.7               |
|                              | 5     | 117                           | 100      | 21.8      | 41.8  | 36.4        | 78.2               |
|                              | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 111                           | 100      | 48        | 34    | 18          | 52                 |
|                              | 4     | 111                           | 100      | 15.3      | 43.9  | 40.8        | 84.7               |
|                              | 5     | 113                           | 100      | 28.4      | 46.1  | 25.5        | 71.6               |
|                              | 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     | 105                           | 100      | 34.4      | 33.3  | 32.3        | 65.6               |
|                              | 4     | 120                           | 100      | 27.2      | 38.6  | 34.2        | 72.8               |
|                              | 5     | 117                           | 100      | 33.6      | 36.4  | 30          | 66.4               |
|                              | 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>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 59                            | 100      | 51.9      | 44.4  | 3.7         | 48.1               |
|                              | 4     | 111                           | 100      | 28.6      | 48    | 23.5        | 71.4               |
|                              | 5     | 55                            | 100      | 30.6      | 51    | 18.4        | 69.4               |
|                              | 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     | 54                            | 100      | 47.8      | 30.4  | 21.7        | 52.2               |
|                              | 4     | 120                           | 100      | 35.1      | 50.9  | 14          | 64.9               |
|                              | 5     | 58                            | 98.3     | 34.5      | 45.5  | 20          | 65.5               |
|                              | 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                |

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     | 52                            | 100      | 44.7      | 36.2  | 19.1        | 55.3               |
|                       | 4     | 111                           | 100      | 11.2      | 49    | 39.8        | 88.8               |
|                       | 5     | 57                            | 100      | 13        | 35.2  | 51.9        | 87                 |
|                       | 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     | 52                            | 100      | 25        | 43.8  | 31.3        | 75                 |
|                       | 4     | 120                           | 99.2     | 28.1      | 46.5  | 25.4        | 71.9               |
|                       | 5     | 59                            | 96.6     | 18.9      | 43.4  | 37.7        | 81.1               |
|                       | 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     | 110                           | 96.4     | 34        | 33    | 33          | 66                 |
|                       | 4     | 112                           | 97.3     | 22.4      | 39.8  | 37.8        | 77.6               |
|                       | 5     | 114                           | 93.9     | 19.8      | 36.5  | 43.8        | 80.2               |
|                       | 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     | 104                           | 99       | 19.4      | 45.2  | 35.5        | 80.6               |
|                       | 4     | 119                           | 95.8     | 27.5      | 32.1  | 40.4        | 72.5               |
|                       | 5     | 118                           | 94.1     | 17.3      | 35.6  | 47.1        | 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