



## MARY H WRIGHT ELEMENTARY

457 S. Church Street  
Spartanburg, SC 29306

|                       |                          |              |
|-----------------------|--------------------------|--------------|
| <b>Grades</b>         | PK-6 Elementary School   |              |
| <b>Enrollment</b>     | 354 Students             |              |
| <b>Principal</b>      | Wanda Owens-Jackson      | 864-594-4477 |
| <b>Superintendent</b> | Dr. Thomas D. White, Jr. | 864-594-4400 |
| <b>Board Chair</b>    | Sharon D. Porter         | 864-594-4400 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

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

## 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

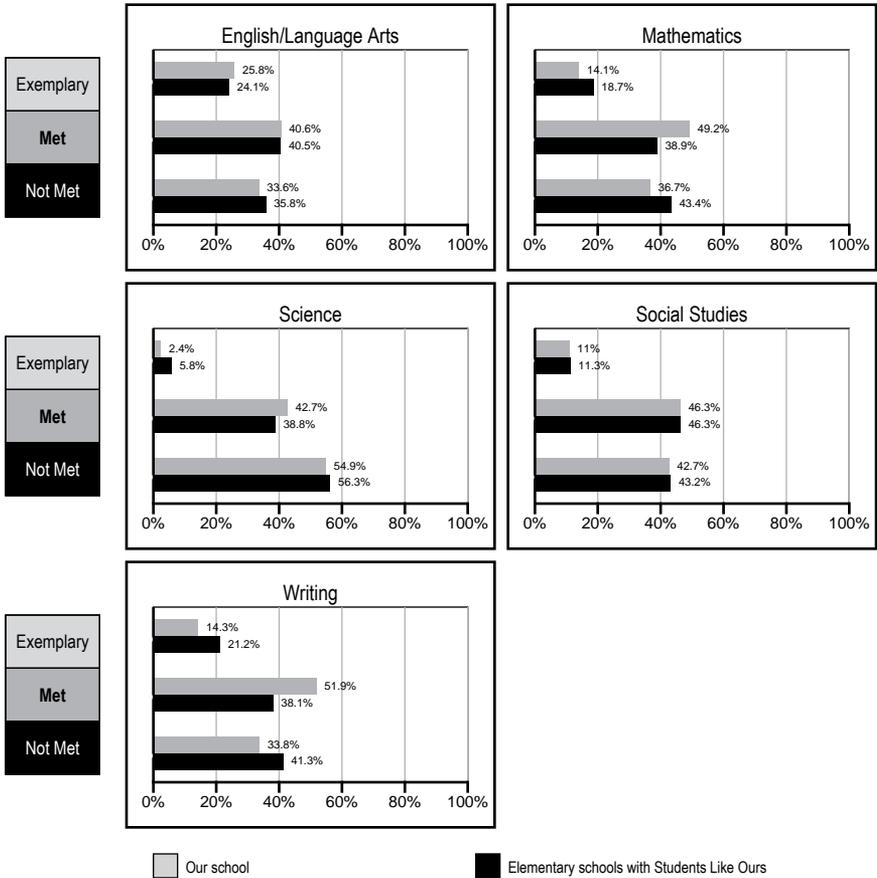
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 3    | 60      | 49            | 21      |

\* 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=354)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | Up from 90.2%         | 100.0%                                     | 100.0%                   |
| Retention rate   | 1.3%       | Down from 2.2%        | 1.5%                                       | 1.2%                     |
| Attendance rate  | 94.6%      | Down from 95.0%       | 95.9%                                      | 96.1%                    |
| Eligible for gifted and talented   | 4.7%       | Down from 5.8%        | 4.1%                                       | 11.7%                    |
| With disabilities other than speech  | 8.5%       | Up from 7.4%          | 8.5%                                       | 8.0%                     |
| Older than usual for grade   | 0.8%       | No Change             | 0.8%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | Down from 0.3%        | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=31)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 74.2%      | Down from 75.9%       | 59.0%                                      | 60.5%                    |
| Continuing contract teachers   | 80.6%      | Up from 75.9%         | 78.4%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 82.4%      | Up from 82.1%         | 82.5%                                      | 87.0%                    |
| Teacher attendance rate  | 95.3%      | Up from 94.0%         | 95.3%                                      | 95.4%                    |
| Average teacher salary*  | \$53,379   | Up 2.2%               | \$45,256                                   | \$47,288                 |
| Professional development days/teacher  | 13.1 days  | Up from 6.4 days      | 10.6 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 2.0        | Up from 1.0           | 3.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 14.6 to 1  | Up from 14.4 to 1     | 17.2 to 1                                  | 19.2 to 1                |
| Prime instructional time   | 88.6%      | Up from 87.2%         | 90.6%                                      | 90.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 79.8%      | Down from 99.9%       | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | Up from Good          | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$10,985   | Up 5.4%               | \$8,890                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 67.0%      | Down from 68.0%       | 67.9%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 65.2%      | Down from 65.7%       | 62.2%                                      | 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

Our mission at Mary H. Wright is to provide a diverse and supportive learning environment that empowers students to utilize information, skills, and the social awareness necessary to function in our ever-changing society. We work hard to build positive bridges of success for our students with the support of parents, faith-based organizations, local colleges and universities, service clubs, community volunteers, and former Mary Wright Achievers.

Several successes have been celebrated throughout the school year. In 2010, for the first time, Mary H. Wright was recognized as one of the one hundred and twenty-four schools in the state to be named a Red Carpet Award winner for providing a warm, family-friendly customer service environment. As a third year Teacher Advancement Program (TAP) School, we received the highest possible student achievement score of Value Added 5, based on the results of the 2008-2009 Palmetto Assessment of State Standards (PASS) test. Also, under the federal No Child Left Behind (NCLB) legislation, we met 100% of our Adequate Yearly Progress (AYP) proficiency goals.

Named first place winners in the Lots2Give Contest sponsored by Big Lots department stores, we received a monetary award of over \$6,000 to start a school store aimed at rewarding good behavior. The Junior League of Spartanburg also awarded us a mini-grant of \$1,000 to help support our students' Green and Growing Garden Club.

We began our year with a Back to School Supply Drive sponsored by The Episcopal Church of the Advent. At this event, attended by local media, students were provided with book bags and many school supplies. Over the years, through their Making Connections Ministry, we have received the support of the church as mentors, reading buddies, homework helpers, special event planners, field trip sponsors, and schoolwide and district-wide committee members. This year, the South Carolina School Board Association recognized the church as a Champion for Public Education based on their notable volunteer contributions.

We also believe in giving back to the community. Our Relay for Life team exceeded its goal of raising over \$3,800.00 in support of cancer research. Student Council raised funds for Zig the Pig in support of children's cancer research and to aid Haiti earthquake victims. Also, again this year, our school has been recognized by the March of Dimes as the number one county-wide elementary contributor.

The School Improvement Council, Parent Teacher Organization, and our School Leadership Team worked collaboratively to analyze and identify best practices and programs that would assist students in increasing achievement within the classroom and on standardized tests. Recognizing our students, faculty, and staff members for their successes was also a top priority. Together, our efforts are consistently focused on creating a sense of pride and commitment to excellence. Bobcats Best and Nothing Less is more than our motto; it's the foundation of our vision of teaching and learning.

Wanda Owens-Jackson, Principal, and Karen Rogers, SIC Chair

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 37       | 34        | 22       |
| Percent satisfied with learning environment            | 83.3%    | 75.8%     | 86.4%    |
| Percent satisfied with social and physical environment | 89.2%    | 73.5%     | 86.4%    |
| Percent satisfied with school-home relations           | 41.7%    | 87.5%     | 90.5%    |

\* 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 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

|       |   |
|-------|---|
| NI    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP    | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R     | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD  | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.0%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 1.8%         | 5.6%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.9%       | 0.0%            | No                  |
| Student attendance rate                         | 94.6%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

**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                 | 141 | 99.3 | 33.6 | 40.6 | 25.8 | 85.2 | 79.3 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 58  | 100  | 47.1 | 41.2 | 11.8 | 74.5 | 75.6 | 80.1 | N/A | N/A |
| Female                       | 83  | 98.8 | 24.7 | 40.3 | 35.1 | 92.2 | 83.4 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 89.5 | 89.6 | I/S | I/S |
| African American             | 131 | 99.2 | 32.8 | 42   | 25.2 | 84.9 | 72.3 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 89.1 | 92.7 | I/S | I/S |
| Hispanic                     | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 73   | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 100  | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 26  | 100  | N/A  | N/A  | N/A  | 70.8 | 41.9 | 51.7 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | 69.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 79.6 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 140 | 99.3 | 33.9 | 40.9 | 25.2 | 85   | 72.5 | 76.9 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 141 | 99.3 | 36.7 | 49.2 | 14.1 | 75   | 76.1 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 58  | 100  | 49   | 45.1 | 5.9  | 62.7 | 73.2 | 78.4 | N/A | N/A |
| Female                       | 83  | 98.8 | 28.6 | 51.9 | 19.5 | 83.1 | 79.5 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 88.7 | 87.8 | I/S | I/S |
| African American             | 131 | 99.2 | 35.3 | 52.9 | 11.8 | 77.3 | 67   | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 86.4 | 93.5 | I/S | I/S |
| Hispanic                     | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 75.9 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 90.9 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 26  | 100  | 70.8 | 25   | 4.2  | 37.5 | 36   | 46.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 84.1 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 140 | 99.3 | 37   | 49.6 | 13.4 | 74.8 | 68.7 | 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                 | 92                            | 98.9     | 54.9      | 42.7  | 2.4         | 45.1                      | 64.3                        | 67.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 39                            | 97.4     | N/A       | N/A   | N/A         | 32.4                      | 62.8                        | 66.9                     |
| Female                       | 53                            | 100      | 45.8      | 50    | 4.2         | 54.2                      | 65.9                        | 67.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 3                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 84.4                        | 79.6                     |
| African American             | 87                            | 98.9     | 53.2      | 44.2  | 2.6         | 46.8                      | 50.9                        | 49.7                     |
| Asian/Pacific Islander       | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 75                          | 84.4                     |
| Hispanic                     | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 63.2                        | 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                     | 17                            | 100      | N/A       | N/A   | N/A         | 12.5                      | 26.5                        | 33.8                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 36.5                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 71.5                        | 58.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 91                            | 98.9     | 55.6      | 42    | 2.5         | 44.4                      | 52.7                        | 55.4                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 89                            | 100      | 42.7      | 46.3  | 11          | 57.3                      | 68.1                        | 70.9                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 38                            | 100      | 55.9      | 35.3  | 8.8         | 44.1                      | 66.7                        | 70.1                     |
| Female                       | 51                            | 100      | 33.3      | 54.2  | 12.5        | 66.7                      | 69.7                        | 71.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 5                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 84.3                        | 79.2                     |
| African American             | 82                            | 100      | 42.1      | 47.4  | 10.5        | 57.9                      | 56.1                        | 58.4                     |
| Asian/Pacific Islander       | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 81.3                        | 86.8                     |
| Hispanic                     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 65.9                        | 68                       |
| American Indian/Alaskan      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 19                            | 100      | N/A       | N/A   | N/A         | 23.5                      | 31.8                        | 39.3                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 55                       |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 74.8                        | 68                       |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 89                            | 100      | 42.7      | 46.3  | 11          | 57.3                      | 57.7                        | 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                 | 143                           | 100      | 33.8      | 51.9  | 14.3        | 66.2                      | 66.5                        | 72.1                     | 94.6                   | 95.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 60                            | 100      | 50.9      | 45.3  | 3.8         | 49.1                      | 60.5                        | 65.2                     | 94.1                   | 95.3                     |
| Female                       | 83                            | 100      | 22.5      | 56.3  | 21.3        | 77.5                      | 73                          | 79.2                     | 95.2                   | 95.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 80.8                        | 80.8                     | 90.3                   | 95.6                     |
| African American             | 133                           | 100      | 33.1      | 53.2  | 13.7        | 66.9                      | 56.6                        | 59.7                     | 94.9                   | 95.4                     |
| Asian/Pacific Islander       | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 78.5                        | 87                       | 96.9                   | 96.7                     |
| Hispanic                     | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 62.2                        | 64.6                     | 93.5                   | 95.4                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 73.4                     | 64.4                   | 92.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 28                            | 100      | 73.1      | 19.2  | 7.7         | 26.9                      | 19.5                        | 27.7                     | 94.3                   | 94.6                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 63.5                     | N/A                    | 99.9                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 72.1                        | 63.7                     | 96.5                   | 96.5                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 141                           | 100      | 34.1      | 51.5  | 14.4        | 65.9                      | 56.1                        | 61.9                     | 94.6                   | 95                       |

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     | 45                            | 100      | 43.2      | 37.8  | 18.9        | 56.8               |
|                              | 4     | 36                            | 100      | 52.9      | 26.5  | 20.6        | 47.1               |
|                              | 5     | 35                            | 100      | 28.6      | 57.1  | 14.3        | 71.4               |
|                              | 6     | 37                            | 100      | 22.2      | 55.6  | 22.2        | 77.8               |
|                              | 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     | 42                            | 97.6     | 16.2      | 43.2  | 40.5        | 83.8               |
|                              | 4     | 41                            | 100      | 38.9      | 41.7  | 19.4        | 61.1               |
|                              | 5     | 28                            | 100      | 40.7      | 37    | 22.2        | 59.3               |
|                              | 6     | 30                            | 100      | 42.9      | 39.3  | 17.9        | 57.1               |
|                              | 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     | 45                            | 100      | 62.2      | 32.4  | 5.4         | 37.8               |
|                              | 4     | 36                            | 100      | 41.2      | 44.1  | 14.7        | 58.8               |
|                              | 5     | 35                            | 100      | 42.9      | 42.9  | 14.3        | 57.1               |
|                              | 6     | 37                            | 100      | 13.9      | 50    | 36.1        | 86.1               |
|                              | 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     | 42                            | 97.6     | 35.1      | 54.1  | 10.8        | 64.9               |
|                              | 4     | 41                            | 100      | 36.1      | 52.8  | 11.1        | 63.9               |
|                              | 5     | 28                            | 100      | 55.6      | 29.6  | 14.8        | 44.4               |
|                              | 6     | 30                            | 100      | 21.4      | 57.1  | 21.4        | 78.6               |
|                              | 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     | 22                            | 100      | N/AV      | N/AV  | N/AV        | 26.3               |
|                              | 4     | 36                            | 100      | 58.8      | 35.3  | 5.9         | 41.2               |
|                              | 5     | 18                            | 100      | N/AV      | N/AV  | N/AV        | 53.3               |
|                              | 6     | 20                            | 95       | N/AV      | N/AV  | N/AV        | 72.2               |
|                              | 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     | 21                            | 100      | N/A       | N/A   | N/A         | 33.3               |
|                              | 4     | 41                            | 100      | 52.8      | 44.4  | 2.8         | 47.2               |
|                              | 5     | 14                            | 92.9     | 53.8      | 38.5  | 7.7         | 46.2               |
|                              | 6     | 16                            | 100      | N/A       | N/A   | N/A         | 53.3               |
|                              | 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     | 23                            | 95.7     | 35.3      | 52.9  | 11.8        | 64.7               |
|                       | 4     | 36                            | 100      | 26.5      | 58.8  | 14.7        | 73.5               |
|                       | 5     | 17                            | 100      | 46.2      | 46.2  | 7.7         | 53.8               |
|                       | 6     | 17                            | 100      | 17.6      | 52.9  | 29.4        | 82.4               |
|                       | 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     | 20                            | 100      | 47.4      | 36.8  | 15.8        | 52.6               |
|                       | 4     | 41                            | 100      | 47.2      | 41.7  | 11.1        | 52.8               |
|                       | 5     | 14                            | 100      | 42.9      | 50    | 7.1         | 57.1               |
|                       | 6     | 14                            | 100      | 23.1      | 69.2  | 7.7         | 76.9               |
|                       | 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     | 44                            | 100      | 67.6      | 13.5  | 18.9        | 32.4               |
|                       | 4     | 36                            | 100      | 54.3      | 31.4  | 14.3        | 45.7               |
|                       | 5     | 32                            | 100      | 35.7      | 46.4  | 17.9        | 64.3               |
|                       | 6     | 36                            | 97.2     | 14.3      | 40    | 45.7        | 85.7               |
|                       | 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     | 42                            | 100      | 35.9      | 46.2  | 17.9        | 64.1               |
|                       | 4     | 40                            | 100      | 41.7      | 50    | 8.3         | 58.3               |
|                       | 5     | 30                            | 100      | 31        | 41.4  | 27.6        | 69                 |
|                       | 6     | 31                            | 100      | 24.1      | 72.4  | 3.4         | 75.9               |
|                       | 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