

## WREN MIDDLE

1010 Wren School Rd.  
Piedmont, SC 29673

|                       |                     |              |
|-----------------------|---------------------|--------------|
| <b>Grades</b>         | 6-8 Middle School   |              |
| <b>Enrollment</b>     | 795 Students        |              |
| <b>Principal</b>      | Robin R.Fulbright   | 864-850-5930 |
| <b>Superintendent</b> | Dr. R. Wayne Fowler | 864-847-7344 |
| <b>Board Chair</b>    | Mr. Fred Alexander  | 864-947-9346 |

# 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        | Excellent        |
| 2008        | Good             | Below Average    |
| 2007        | Good             | At-Risk          |
| 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**

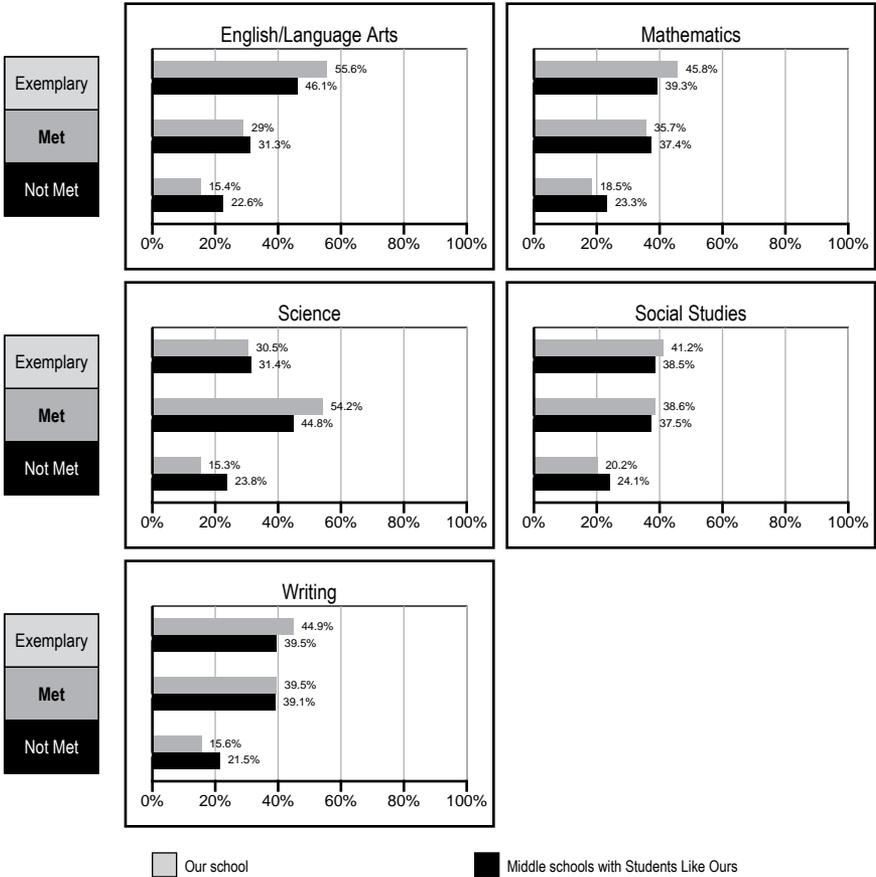
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 6         | 16   | 4       | 1             | 0       |

\* Ratings are calculated with data available by 03/09/2011.

**Palmetto Assessment of State Standards (PASS)**



\* Middle schools with Students Like Ours are middle 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

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2           | 100.0%            | 98.4%                                  |
| English 1                                       | 100.0%            | 93.4%                                  |
| Physical Science                                | N/A               | 73.8%                                  |
| US History and the Constitution                 | N/A               | 100.0%                                 |
| All Subjects                                    | 100.0%            | 97.7%                                  |

School Profile

|  | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| <b>Students (n=795)</b>  |            |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)               | 21.7%      | Up from 19.0%         | 39.0%                                  | 24.2%                |
| Retention rate   | 0.0%       | No Change             | 0.6%                                   | 0.7%                 |
| Attendance rate  | 95.9%      | Up from 95.7%         | 96.6%                                  | 95.9%                |
| Eligible for gifted and talented   | 22.0%      | Down from 24.6%       | 24.5%                                  | 16.4%                |
| With disabilities other than speech  | 10.3%      | No Change             | 10.1%                                  | 12.0%                |
| Older than usual for grade   | 1.0%       | Up from 0.9%          | 1.1%                                   | 2.2%                 |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.3%       | No Change             | 0.5%                                   | 0.5%                 |
| Annual dropout rate  | 0.0%       | No Change             | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=45)</b>   |            |                       |  |                      |
| Teachers with advanced degrees   | 48.9%      | Down from 53.3%       | 58.5%                                  | 58.5%                |
| Continuing contract teachers   | 84.4%      | Up from 80.0%         | 83.3%                                  | 80.0%                |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 2.6%                                   | 4.0%                 |
| Teachers returning from previous year  | 85.3%      | Up from 85.0%         | 87.1%                                  | 84.6%                |
| Teacher attendance rate  | 94.8%      | Up from 94.6%         | 96.0%                                  | 95.4%                |
| Average teacher salary*  | \$46,702   | Down 1.2%             | \$48,355                               | \$46,561             |
| Professional development days/teacher  | 5.9 days   | Down from 6.5 days    | 8.1 days                               | 10.2 days            |
| <b>School</b>  |            |                       |  |                      |
| Principal's years at school  | 11.0       | Up from 10.0          | 4.0                                    | 4.0                  |
| Student-teacher ratio in core subjects                                       | 24.8 to 1  | Up from 22.7 to 1     | 22.3 to 1                              | 21.1 to 1            |
| Prime instructional time   | 90.6%      | Up from 89.9%         | 92.5%                                  | 90.4%                |
| Opportunities in the arts  | Good       | No Change             | Good                                   | Good                 |
| SACS accreditation   | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences  | 96.6%      | Up from 96.0%         | 98.4%                                  | 98.1%                |
| Character development program  | Average    | No Change             | Good                                   | Good                 |
| Dollars spent per pupil**  | \$6,103    | Up 3.9%               | \$7,141                                | \$7,802              |
| Percent of expenditures for instruction**                                    | 67.7%      | Up from 65.6%         | 65.9%                                  | 63.8%                |
| Percent of expenditures for teacher salaries**                               | 63.2%      | Up from 60.2%         | 63.4%                                  | 60.0%                |

\* 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

Wren Middle School is an outstanding school with high expectations and academic excellence as primary goals. Standards-based instruction continues to be the focal point of our academic program. Administrators and teachers consistently seek new instructional strategies that will enable them to move all students to their greatest academic potential. All students participate in MAP testing in the areas of ELA and math in the fall and spring. Administrators and teachers analyze test data in an effort to identify the academic strengths and weaknesses of individual students. This information is then used to implement instructional practices that will lead all students to strong academic achievement. Literacy skills are emphasized in all academic areas through the implementation of subject-based literature across the curriculum. We will continue to increase the number of students that exceed expectations in all academic areas on the PASS test. Wren Middle School offers an afterschool program designed to provide extra time and assistance for students in all academic areas. Academic teachers provide time for tutoring students before and after school, as well as during lunch. The Gateway to Engineering class continues to provide exposure to basic engineering concepts and paves the way for students to participate in higher-level science and engineering classes throughout high school and college. The National Junior Beta Club of WMS successfully competed at the state convention, with winners in the areas of Quiz Bowl and Group Talent. These students will compete in the national competition. Thirty-four students were nominated for the Talent Identification Program and forty-one students were identified as Junior Scholars. Our students have opportunities to participate in chorus, band, and strings. WMS band and strings students have successfully competed in regional and state competitions. Smooth transition from the elementary schools to the middle school is a top priority, as is the transition from Wren Middle School to Wren High School. Students continue to participate in service-learning activities that provide opportunities for parent and community involvement as well as a way for students to apply classroom knowledge to real-world situations.

Wren Middle School appreciates a supportive PTSO and School Improvement Council. Our PTSO has provided funds for technology and other instructional materials that enhance our academic program. Wren Middle School is a community of learners emphasizing academics, service, and the arts. Our goal is to provide students with diverse opportunities that will bridge the gap to the future and enable them to develop skills to ensure success throughout their educational careers and beyond.

Brent Greer, School Improvement Council Chairman  
Robin R. Fulbright, Principal

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 41       | 244       | 80       |
| Percent satisfied with learning environment            | 95.1%    | 75.9%     | 88.6%    |
| Percent satisfied with social and physical environment | 100.0%   | 82.6%     | 84.6%    |
| Percent satisfied with school-home relations           | 97.6%    | 85.8%     | 79.7%    |

\* Only students at the highest middle 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

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

School Improvement Status

School Improvement Key

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

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.4%         | 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 | 1.1%       | 0.0%            | No                  |
| Student attendance rate                         | 95.9%      | 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                 | 798 | 99.9 | 17.1 | 31.1 | 51.8 | 91.1 | 91.7 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 389 | 99.7 | 20.9 | 30.7 | 48.4 | 88.8 | 89.9 | 80.1 | N/A | N/A |
| Female                       | 409 | 100  | 13.4 | 31.4 | 55.2 | 93.3 | 93.6 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 707 | 99.9 | 15.9 | 30.3 | 53.9 | 92   | 92.6 | 89.6 | Yes | Yes |
| African American             | 62  | 100  | 33.3 | 43.3 | 23.3 | 78.3 | 83.5 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | 97.1 | 92.7 | I/S | I/S |
| Hispanic                     | 19  | 100  | 11.1 | 27.8 | 61.1 | 94.4 | 87.7 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 85   | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 80  | 100  | 65.8 | 26   | 8.2  | 56.2 | 67.5 | 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   | 10  | I/S  | I/S  | I/S  | I/S  | I/S  | 89.1 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 281 | 99.6 | 27.6 | 35.4 | 37   | 82.5 | 86   | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 798 | 100 | 20.6 | 39.4 | 40   | 87   | 89   | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 389 | 100 | 21.9 | 37.6 | 40.5 | 86.4 | 88.4 | 78.4 | N/A | N/A |
| Female                       | 409 | 100 | 19.3 | 41.2 | 39.4 | 87.6 | 89.7 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 707 | 100 | 19.6 | 38.4 | 42.1 | 87.4 | 89.8 | 87.8 | Yes | Yes |
| African American             | 62  | 100 | 38.3 | 41.7 | 20   | 76.7 | 80.5 | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 8   | I/S | I/S  | I/S  | I/S  | I/S  | 94.3 | 93.5 | I/S | I/S |
| Hispanic                     | 19  | 100 | 5.6  | 61.1 | 33.3 | 100  | 87.6 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 80   | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 80  | 100 | 76.7 | 19.2 | 4.1  | 43.8 | 57.8 | 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   | 10  | I/S | I/S  | I/S  | I/S  | I/S  | 89.7 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 281 | 100 | 35.3 | 41.9 | 22.9 | 78.7 | 83   | 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                 | 536                           | 100      | 15.3      | 54.2  | 30.5        | 84.7                      | 84.6                        | 67.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 263                           | 100      | 13.5      | 54    | 32.5        | 86.5                      | 85                          | 66.9                     |
| Female                       | 273                           | 100      | 17.1      | 54.5  | 28.4        | 82.9                      | 84.2                        | 67.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 474                           | 100      | 13.6      | 53.2  | 33.2        | 86.4                      | 86.1                        | 79.6                     |
| African American             | 44                            | 100      | 37.2      | 53.5  | 9.3         | 62.8                      | 70.9                        | 49.7                     |
| Asian/Pacific Islander       | 5                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 86.4                        | 84.4                     |
| Hispanic                     | 12                            | 100      | 9.1       | 72.7  | 18.2        | 90.9                      | 81.4                        | 59.4                     |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 76.9                        | 69.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 58                            | 100      | 64.2      | 32.1  | 3.8         | 35.8                      | 55.1                        | 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   | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 78.8                        | 58.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 196                           | 100      | 26.8      | 54.7  | 18.4        | 73.2                      | 76                          | 55.4                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 529                           | 100      | 20.2      | 38.6  | 41.2        | 79.8                      | 83                          | 70.9                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 261                           | 100      | 19.3      | 35.8  | 44.9        | 80.7                      | 82.9                        | 70.1                     |
| Female                       | 268                           | 100      | 21.1      | 41.4  | 37.5        | 78.9                      | 83.1                        | 71.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 463                           | 100      | 19.3      | 37.9  | 42.8        | 80.7                      | 83.9                        | 79.2                     |
| African American             | 46                            | 100      | 27.3      | 47.7  | 25          | 72.7                      | 74.1                        | 58.4                     |
| Asian/Pacific Islander       | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 83.3                        | 86.8                     |
| Hispanic                     | 12                            | 100      | 25        | 33.3  | 41.7        | 75                        | 81.3                        | 68                       |
| American Indian/Alaskan      | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 78.6                        | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 54                            | 100      | 69.4      | 24.5  | 6.1         | 30.6                      | 50.4                        | 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   | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 78.7                        | 68                       |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 187                           | 100      | 35.1      | 41.4  | 23.6        | 64.9                      | 73.7                        | 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                 | 792                           | 99.9     | 15.5      | 39.6  | 45          | 84.5                      | 82.8                        | 72.1                     | 95.9                   | 96.2                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 389                           | 99.7     | 21.3      | 44.4  | 34.3        | 78.7                      | 76.6                        | 65.2                     | 95.8                   | 96.2                     |
| Female                       | 403                           | 100      | 9.8       | 34.9  | 55.3        | 90.2                      | 89.5                        | 79.2                     | 96                     | 96.2                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 697                           | 99.9     | 15        | 39.1  | 45.9        | 85                        | 84.2                        | 80.8                     | 95.8                   | 96.1                     |
| African American             | 64                            | 100      | 26.7      | 41.7  | 31.7        | 73.3                      | 71.3                        | 59.7                     | 96.3                   | 96.7                     |
| Asian/Pacific Islander       | 8                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 94.4                        | 87                       | 98.7                   | 97.8                     |
| Hispanic                     | 21                            | 100      | 5         | 50    | 45          | 95                        | 73.7                        | 64.6                     | 96.7                   | 96.6                     |
| American Indian/Alaskan      | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 68.4                        | 73.4                     | 95.6                   | 94.7                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 81                            | 100      | 71.2      | 26    | 2.7         | 28.8                      | 40.5                        | 27.7                     | 93.4                   | 95.3                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 63.5                     | N/A                    | N/A                      |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | 11                            | 100      | 9.1       | 36.4  | 54.5        | 90.9                      | 75                          | 63.7                     | 96.7                   | 96.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 277                           | 100      | 23.2      | 48.3  | 28.6        | 76.8                      | 73.6                        | 61.9                     | 94.7                   | 95.4                     |

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     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | 258                           | 100      | 15.8      | 37.3  | 46.9        | 84.2               |
|                              | 7     | 260                           | 100      | 16.8      | 31.2  | 52          | 83.2               |
|                              | 8     | 254                           | 100      | 15.1      | 36.4  | 48.5        | 84.9               |
| <b>2010</b>                  | 3     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | 264                           | 99.6     | 13.3      | 36.3  | 50.4        | 86.7               |
|                              | 7     | 267                           | 100      | 20.3      | 30.9  | 48.8        | 79.7               |
|                              | 8     | 267                           | 100      | 17.4      | 26.4  | 56.2        | 82.6               |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | 258                           | 100      | 21.2      | 38.2  | 40.7        | 78.8               |
|                              | 7     | 260                           | 100      | 20        | 40.4  | 39.6        | 80                 |
|                              | 8     | 254                           | 100      | 16.3      | 36.8  | 46.9        | 83.7               |
| <b>2010</b>                  | 3     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | 264                           | 100      | 20.9      | 39.4  | 39.8        | 79.1               |
|                              | 7     | 267                           | 100      | 23.4      | 38.3  | 38.3        | 76.6               |
|                              | 8     | 267                           | 100      | 17.4      | 40.7  | 41.9        | 82.6               |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | 129                           | 100      | 19.3      | 67.2  | 13.4        | 80.7               |
|                              | 7     | 260                           | 100      | 15.2      | 52    | 32.8        | 84.8               |
|                              | 8     | 128                           | 100      | 16.8      | 43.7  | 39.5        | 83.2               |
| <b>2010</b>                  | 3     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | 135                           | 100      | 20.8      | 61.6  | 17.6        | 79.2               |
|                              | 7     | 267                           | 100      | 15.2      | 57.4  | 27.3        | 84.8               |
|                              | 8     | 134                           | 100      | 10.2      | 40.6  | 49.2        | 89.8               |

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 Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2009</b>           | 3     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 6     | 129                           | 100      | 10.7      | 63.9  | 25.4        | 89.3               |
|                       | 7     | 260                           | 100      | 21.2      | 44    | 34.8        | 78.8               |
|                       | 8     | 126                           | 100      | 12.5      | 46.7  | 40.8        | 87.5               |
| <b>2010</b>           | 3     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 4     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 6     | 129                           | 100      | 14.5      | 37.9  | 47.6        | 85.5               |
|                       | 7     | 267                           | 100      | 25.8      | 39.1  | 35.2        | 74.2               |
|                       | 8     | 133                           | 100      | 14.6      | 38.5  | 46.9        | 85.4               |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2009</b>           | 3     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 6     | 260                           | 99.2     | 19.8      | 37.2  | 43          | 80.2               |
|                       | 7     | 262                           | 99.6     | 18.7      | 36.9  | 44.4        | 81.3               |
|                       | 8     | 253                           | 100      | 21.2      | 41.5  | 37.3        | 78.8               |
| <b>2010</b>           | 3     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 4     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 6     | 260                           | 99.6     | 10        | 43    | 47          | 90                 |
|                       | 7     | 265                           | 100      | 19.5      | 39.5  | 41          | 80.5               |
|                       | 8     | 267                           | 100      | 16.7      | 36.4  | 46.9        | 83.3               |

Abbreviations for Missing Data

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