



## Charles Pinckney Elementary

3300 Thomas Carlo Blvd.

Mt. Pleasant, SC 29466

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | 3-5 Elementary School |              |
| <b>Enrollment</b>     | 830 Students          |              |
| <b>Principal</b>      | Leanne Sheppard       | 843-856-4585 |
| <b>Superintendent</b> | Dr. Nancy J. McGinley | 843-937-6319 |
| <b>Board Chair</b>    | Mr. Hillery Douglas   | 843-767-0740 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year        | Absolute Rating  | Growth Rating     |
|-------------|------------------|-------------------|
| <b>2008</b> | <b>Excellent</b> | <b>Excellent*</b> |
| 2007        | Excellent        | Excellent         |
| 2006        | Excellent        | Good              |
| 2005        | Excellent        | Good              |
| 2004        | Excellent        | Good              |

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

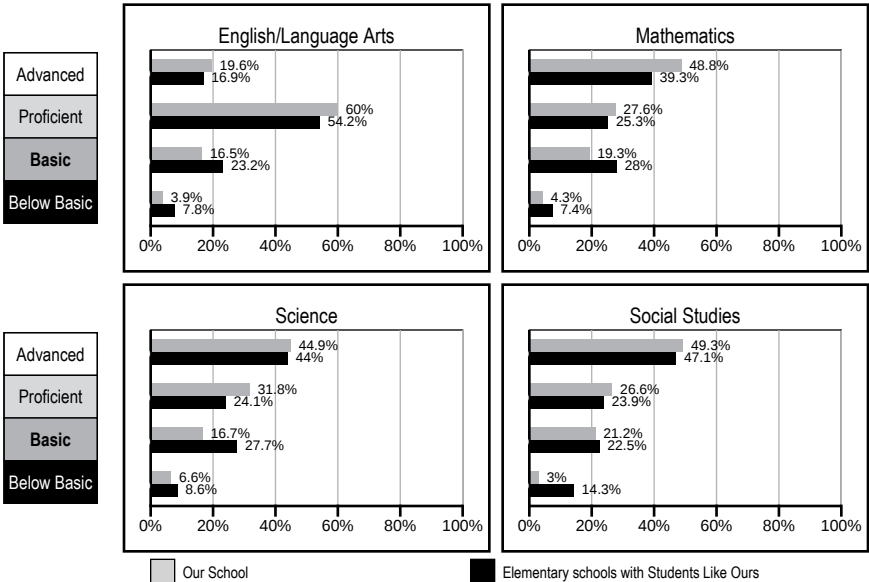
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 8         | 3    | 0       | 1             | 0       |

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

|             |                                                                                                                                   |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Advanced    | Exceeded expectations, Very high score, very well prepared to work at next grade level                                            |
| Proficient  | Met expectations, Well prepared to work at next grade level                                                                       |
| Basic       | Met standards, Minimally prepared, can go to next grade level                                                                     |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

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=830)</b>                                                    |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                           | N/R        | N/R                   | 100.0%                                     | 100.0%                   |
| Retention rate                                                             | 0.8%       | Up from 0.4%          | 0.6%                                       | 2.3%                     |
| Attendance rate                                                            | 96.9%      | Up from 96.5%         | 97.2%                                      | 96.3%                    |
| Eligible for gifted and talented                                           | 32.2%      | Down from 32.9%       | 34.3%                                      | 10.4%                    |
| With disabilities other than speech                                        | 3.9%       | Up from 2.3%          | 4.1%                                       | 7.5%                     |
| Older than usual for grade                                                 | 0.1%       | Down from 0.4%        | 0.1%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%       | Down from 0.3%        | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=49)</b>                                                     |            |                       |                                            |                          |
| Teachers with advanced degrees                                             | 44.9%      | Up from 44.2%         | 59.4%                                      | 56.7%                    |
| Continuing contract teachers                                               | 71.4%      | Down from 81.4%       | 85.7%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 2.4%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 74.8%      | Up from 73.8%         | 88.1%                                      | 86.4%                    |
| Teacher attendance rate                                                    | 96.3%      | Down from 96.7%       | 94.8%                                      | 94.9%                    |
| Average teacher salary                                                     | \$42,604   | Up 3.5%               | \$48,017                                   | \$45,345                 |
| Professional development days/teacher                                      | 8.8 days   | Up from 6.7 days      | 9.4 days                                   | 12.6 days                |
| <b>School</b>                                                              |            |                       |                                            |                          |
| Principal's years at school                                                | 4.0        | Up from 3.0           | 6.5                                        | 4.0                      |
| Student-teacher ratio in core subjects                                     | 24.4 to 1  | Up from 17.7 to 1     | 19.8 to 1                                  | 18.5 to 1                |
| Prime instructional time                                                   | 92.8%      | No Change             | 91.0%                                      | 89.8%                    |
| Opportunities in the arts                                                  | Excellent  | No Change             | Good                                       | Good                     |
| SACS accreditation                                                         | No         | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                              | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program                                              | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil*                                                   | \$5,395    | Down 6.0%             | \$7,099                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 62.9%      | Up from 60.1%         | 65.0%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 49.1%      | Down from 55.8%       | 62.2%                                      | 64.2%                    |

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At Charles Pinckney Elementary School, our primary goal is to provide a broad range of educational opportunities in a nurturing environment for all students. Our school has celebrated a number of successes this year. We met the requirements in all 21 target areas to satisfy Adequate Yearly Progress (AYP) as defined by "No Child Left Behind" legislation. Pinckney was once again recognized by the State Department of Education with an award for closing the Achievement Gap for our African American students and students who receive government subsidized funding. We also received the Palmetto Gold Award and were selected as a Palmetto Gold Showcase School.

Successes at Pinckney Elementary are linked to the variety of educational experiences that we provide for our students. Our Family Math and Reading Nights are annual events that offer opportunities for parents, students, and teachers to collaborate on instructional strategies and practices. This year our school has furthered our dedication to achieving excellence by promoting and developing a community of readers through exemplary instructional and assessment practices. Teachers differentiate instruction through leveled reading groups including school-wide flexible grouping, literature circles, and reading clubs. Further, students are challenged to read at or above their reading Lexile Level. Because our reading program has been so successful, Pinckney recently received the Community of Readers Award.

In addition to our strong commitment toward instruction in the core subject areas (math, language arts, science, and social studies), we believe that exemplary instruction blends content standards with the visual and performing arts curriculum. It is not uncommon to see the drama teacher using poetry to teach speaking and reading skills or performing a Reader's Theatre to focus on fluency. Our music teacher integrates social studies standards with music through multicultural songs and stories, while the art teacher emphasizes geometry standards and history within art lessons. At the end of each school year, we host Pinckney Palooza, a weeklong festival of the arts, featuring professional artists and performers.

Extracurricular opportunities add to Pinckney's community climate. Students may participate in the Ecology Club or the Pinckney girls' or boys' basketball team. The chorus, orchestra, drama troupe, and morning news production showcase students' talents for our community.

Our PTA recently purchased SmartBoards for our classrooms, and the School Improvement Council raised money for additional security features for our building. Family-centered events such as the Family Fun Day-Oyster Roast and the annual Harvest Ball are orchestrated by parent volunteers and supported by donations from local businesses. We recognize that it is through the collective efforts of the faculty, students, parents, community members, and local businesses that Pinckney maintains its standard of educational excellence.

Leanne Sheppard, Principal  
Dominique Milton, SIC Chairperson

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 44       | 249       | 124      |
| Percent satisfied with learning environment            | 97.7%    | 98.4%     | 99.2%    |
| Percent satisfied with social and physical environment | 97.7%    | 96.8%     | 95.9%    |
| Percent satisfied with school-home relations           | 100.0%   | 97.6%     | 100.0%   |

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

No Child Left Behind

|                                 |     |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 21 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 |                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. Sanction: Implement the restructuring plan.                                                                                   |
| 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  | 2.7%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 8.7%         | 6.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 2.1%       | 0.0%            | No                  |
| Student attendance rate                         | 96.9%      | 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

**PACT Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

|              |     |     |     |      |    |      |      |      |      |     |     |
|--------------|-----|-----|-----|------|----|------|------|------|------|-----|-----|
| All Students | 853 | 100 | 3.9 | 16.5 | 60 | 19.6 | 86.3 | 53.5 | 48.2 | Yes | Yes |
|--------------|-----|-----|-----|------|----|------|------|------|------|-----|-----|

**Gender**

|      |     |     |     |      |      |      |      |      |      |     |     |
|------|-----|-----|-----|------|------|------|------|------|------|-----|-----|
| Male | 410 | 100 | 5.2 | 20.3 | 60.9 | 13.5 | 82.6 | 47.3 | 41.7 | N/A | N/A |
|------|-----|-----|-----|------|------|------|------|------|------|-----|-----|

|        |     |     |     |      |      |      |      |      |    |     |     |
|--------|-----|-----|-----|------|------|------|------|------|----|-----|-----|
| Female | 443 | 100 | 2.6 | 13.1 | 59.1 | 25.2 | 89.8 | 59.9 | 55 | N/A | N/A |
|--------|-----|-----|-----|------|------|------|------|------|----|-----|-----|

**Racial/Ethnic Group**

|       |     |     |     |    |      |      |      |      |    |     |     |
|-------|-----|-----|-----|----|------|------|------|------|----|-----|-----|
| White | 737 | 100 | 2.3 | 15 | 61.5 | 21.2 | 89.1 | 77.6 | 60 | Yes | Yes |
|-------|-----|-----|-----|----|------|------|------|------|----|-----|-----|

|                  |    |     |      |      |    |   |      |      |      |     |     |
|------------------|----|-----|------|------|----|---|------|------|------|-----|-----|
| African American | 72 | 100 | 19.7 | 30.3 | 50 | 0 | 60.6 | 32.1 | 31.7 | Yes | Yes |
|------------------|----|-----|------|------|----|---|------|------|------|-----|-----|

|                        |    |     |   |      |      |    |    |      |      |     |     |
|------------------------|----|-----|---|------|------|----|----|------|------|-----|-----|
| Asian/Pacific Islander | 17 | 100 | 0 | 26.7 | 33.3 | 40 | 80 | 75.1 | 70.4 | I/S | I/S |
|------------------------|----|-----|---|------|------|----|----|------|------|-----|-----|

|          |    |     |      |      |      |      |      |      |      |     |     |
|----------|----|-----|------|------|------|------|------|------|------|-----|-----|
| Hispanic | 14 | 100 | 15.4 | 23.1 | 46.2 | 15.4 | 69.2 | 41.9 | 38.4 | I/S | I/S |
|----------|----|-----|------|------|------|------|------|------|------|-----|-----|

|                         |   |     |     |     |     |     |     |      |    |     |     |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|----|-----|-----|
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 73.2 | 47 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|----|-----|-----|

**Disability Status**

|          |    |     |      |      |      |      |      |      |    |     |     |
|----------|----|-----|------|------|------|------|------|------|----|-----|-----|
| Disabled | 60 | 100 | 27.3 | 32.7 | 29.1 | 10.9 | 50.9 | 20.4 | 16 | Yes | Yes |
|----------|----|-----|------|------|------|------|------|------|----|-----|-----|

**Migrant Status**

|         |     |     |     |     |     |     |     |      |      |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 36.4 | 38.1 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

**English Proficiency**

|                            |    |     |      |      |      |      |      |    |      |     |     |
|----------------------------|----|-----|------|------|------|------|------|----|------|-----|-----|
| Limited English Proficient | 18 | 100 | 11.8 | 23.5 | 52.9 | 11.8 | 76.5 | 40 | 36.9 | I/S | I/S |
|----------------------------|----|-----|------|------|------|------|------|----|------|-----|-----|

**Socio-Economic Status**

|                |    |     |      |      |      |     |      |    |    |     |     |
|----------------|----|-----|------|------|------|-----|------|----|----|-----|-----|
| Subsided meals | 89 | 100 | 17.7 | 34.2 | 46.8 | 1.3 | 60.8 | 33 | 34 | Yes | Yes |
|----------------|----|-----|------|------|------|-----|------|----|----|-----|-----|

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

|              |     |     |     |      |      |      |      |      |      |     |     |
|--------------|-----|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 853 | 100 | 4.3 | 19.3 | 27.6 | 48.8 | 85.3 | 49.7 | 45.8 | Yes | Yes |
|--------------|-----|-----|-----|------|------|------|------|------|------|-----|-----|

**Gender**

|      |     |     |     |      |      |      |      |      |      |     |     |
|------|-----|-----|-----|------|------|------|------|------|------|-----|-----|
| Male | 410 | 100 | 4.4 | 19.3 | 25.5 | 50.8 | 86.5 | 49.5 | 45.6 | N/A | N/A |
|------|-----|-----|-----|------|------|------|------|------|------|-----|-----|

|        |     |     |     |      |      |    |      |      |      |     |     |
|--------|-----|-----|-----|------|------|----|------|------|------|-----|-----|
| Female | 443 | 100 | 4.3 | 19.2 | 29.5 | 47 | 84.3 | 49.9 | 45.9 | N/A | N/A |
|--------|-----|-----|-----|------|------|----|------|------|------|-----|-----|

**Racial/Ethnic Group**

|       |     |     |   |    |      |      |      |      |    |     |     |
|-------|-----|-----|---|----|------|------|------|------|----|-----|-----|
| White | 737 | 100 | 3 | 18 | 27.3 | 51.6 | 88.3 | 75.6 | 59 | Yes | Yes |
|-------|-----|-----|---|----|------|------|------|------|----|-----|-----|

|                  |    |     |      |      |      |      |    |      |      |     |     |
|------------------|----|-----|------|------|------|------|----|------|------|-----|-----|
| African American | 72 | 100 | 18.2 | 36.4 | 25.8 | 19.7 | 53 | 26.2 | 26.9 | Yes | Yes |
|------------------|----|-----|------|------|------|------|----|------|------|-----|-----|

|                        |    |     |   |      |      |      |      |      |      |     |     |
|------------------------|----|-----|---|------|------|------|------|------|------|-----|-----|
| Asian/Pacific Islander | 17 | 100 | 0 | 13.3 | 33.3 | 53.3 | 86.7 | 78.9 | 71.3 | I/S | I/S |
|------------------------|----|-----|---|------|------|------|------|------|------|-----|-----|

|          |    |     |      |     |      |      |      |      |      |     |     |
|----------|----|-----|------|-----|------|------|------|------|------|-----|-----|
| Hispanic | 14 | 100 | 15.4 | 7.7 | 23.1 | 53.8 | 76.9 | 40.3 | 38.1 | I/S | I/S |
|----------|----|-----|------|-----|------|------|------|------|------|-----|-----|

|                         |   |     |     |     |     |     |     |    |      |     |     |
|-------------------------|---|-----|-----|-----|-----|-----|-----|----|------|-----|-----|
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 61 | 46.2 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|-----|----|------|-----|-----|

**Disability Status**

|          |    |     |      |      |      |      |      |      |      |     |     |
|----------|----|-----|------|------|------|------|------|------|------|-----|-----|
| Disabled | 60 | 100 | 27.3 | 34.5 | 14.5 | 23.6 | 45.5 | 20.2 | 17.1 | Yes | Yes |
|----------|----|-----|------|------|------|------|------|------|------|-----|-----|

**Migrant Status**

|         |     |     |     |     |     |     |     |      |      |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 45.5 | 32.5 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

**English Proficiency**

|                            |    |     |     |      |      |      |      |      |      |     |     |
|----------------------------|----|-----|-----|------|------|------|------|------|------|-----|-----|
| Limited English Proficient | 18 | 100 | 5.9 | 11.8 | 47.1 | 35.3 | 82.4 | 40.1 | 38.7 | I/S | I/S |
|----------------------------|----|-----|-----|------|------|------|------|------|------|-----|-----|

**Socio-Economic Status**

|                |    |     |    |      |      |      |      |      |      |     |     |
|----------------|----|-----|----|------|------|------|------|------|------|-----|-----|
| Subsided meals | 89 | 100 | 19 | 35.4 | 29.1 | 16.5 | 55.7 | 28.3 | 31.4 | Yes | Yes |
|----------------|----|-----|----|------|------|------|------|------|------|-----|-----|

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

Science

|                            |     |     |      |      |      |      |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students               | 564 | 100 | 6.6  | 16.7 | 31.8 | 44.9 | 76.7 | 39.2 | 35.7 | 96.9 | 96   |
| Gender                     |     |     |      |      |      |      |      |      |      |      |      |
| Male                       | 267 | 100 | 6.5  | 15   | 27.6 | 50.8 | 78.5 | 40.8 | 37.4 | 96.9 | 95.8 |
| Female                     | 297 | 100 | 6.7  | 18.1 | 35.5 | 39.7 | 75.2 | 37.6 | 33.8 | 96.8 | 96.1 |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |      |      |      |
| White                      | 493 | 100 | 3.9  | 15.3 | 32.8 | 47.9 | 80.8 | 66.4 | 49.2 | 96.8 | 96.1 |
| African American           | 47  | 100 | 37.2 | 27.9 | 16.3 | 18.6 | 34.9 | 15.3 | 17   | 97.6 | 95.8 |
| Asian/Pacific Islander     | 12  | 100 | 0    | 27.3 | 18.2 | 54.5 | 72.7 | 63.5 | 58   | 97.6 | 97.3 |
| Hispanic                   | 5   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 26   | 24.9 | 96.2 | 96.2 |
| American Indian/Alaskan    | 3   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 66.7 | 37.4 | 96.3 | 95.7 |
| Disability Status          |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                   | 43  | 100 | 25   | 32.5 | 20   | 22.5 | 42.5 | 16.6 | 14   | 97.1 | 94.7 |
| Migrant Status             |     |     |      |      |      |      |      |      |      |      |      |
| Migrant                    | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 21.9 | N/A  | 96.2 |
| English Proficiency        |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient | 11  | 100 | 18.2 | 18.2 | 27.3 | 36.4 | 63.6 | 26.5 | 24.4 | 97.1 | 96.3 |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |      |      |      |
| Subsided meals             | 62  | 100 | 30.9 | 29.1 | 18.2 | 21.8 | 40   | 17.1 | 21.1 | 96.1 | 95.5 |

Social Studies

|                            |     |     |      |      |      |      |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students               | 567 | 100 | 3    | 21.2 | 26.6 | 49.3 | 75.8 | 40.2 | 34   | 96.9 | 96   |
| Gender                     |     |     |      |      |      |      |      |      |      |      |      |
| Male                       | 280 | 100 | 2.3  | 17.9 | 23.3 | 56.5 | 79.8 | 42   | 36.6 | 96.9 | 95.8 |
| Female                     | 287 | 100 | 3.7  | 24.3 | 29.8 | 42.3 | 72.1 | 38.3 | 31.3 | 96.8 | 96.1 |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |      |      |      |
| White                      | 489 | 100 | 2.6  | 18.3 | 26.7 | 52.4 | 79.1 | 63.3 | 44.5 | 96.8 | 96.1 |
| African American           | 47  | 100 | 4.7  | 51.2 | 30.2 | 14   | 44.2 | 19.1 | 19.1 | 97.6 | 95.8 |
| Asian/Pacific Islander     | 11  | 100 | 0    | 33.3 | 11.1 | 55.6 | 66.7 | 74.3 | 58.9 | 97.6 | 97.3 |
| Hispanic                   | 12  | 100 | 9.1  | 18.2 | 9.1  | 63.6 | 72.7 | 29.3 | 27.5 | 96.2 | 96.2 |
| American Indian/Alaskan    | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 40   | 32.7 | 96.3 | 95.7 |
| Disability Status          |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                   | 35  | 100 | 16.1 | 38.7 | 25.8 | 19.4 | 45.2 | 18.2 | 14.4 | 97.1 | 94.7 |
| Migrant Status             |     |     |      |      |      |      |      |      |      |      |      |
| Migrant                    | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 22.6 | N/A  | 96.2 |
| English Proficiency        |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient | 13  | 100 | 8.3  | 25   | 41.7 | 25   | 66.7 | 31.9 | 27.3 | 97.1 | 96.3 |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |      |      |      |
| Subsided meals             | 58  | 100 | 7.8  | 45.1 | 31.4 | 15.7 | 47.1 | 20.1 | 21   | 96.1 | 95.5 |

\* Adj - Adjusted to account for natural variation in performance.

## PACT Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 281                           | 100      | 1.5           | 14.8    | 60.9         | 22.9       | 83.8                       |
|                       | 4     | 237                           | 100      | 2.3           | 17.1    | 65.3         | 15.3       | 80.6                       |
|                       | 5     | 265                           | 100      | 5.7           | 27.6    | 60.2         | 6.5        | 66.7                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 308                           | 100      | 3.7           | 9.8     | 54.6         | 31.9       | 86.4                       |
|                       | 4     | 278                           | 100      | 1.6           | 16      | 68.1         | 14.4       | 82.5                       |
|                       | 5     | 267                           | 100      | 6.3           | 24.9    | 58.1         | 10.7       | 68.8                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Mathematics           |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 281                           | 100      | 4.4           | 38.4    | 35.4         | 21.8       | 57.2                       |
|                       | 4     | 237                           | 100      | 3.6           | 16.7    | 23.4         | 56.3       | 79.7                       |
|                       | 5     | 265                           | 100      | 2.4           | 25.6    | 25.2         | 46.7       | 72                         |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 308                           | 100      | 4.7           | 28.5    | 29.5         | 37.3       | 66.8                       |
|                       | 4     | 278                           | 100      | 2.7           | 14      | 26.1         | 57.2       | 83.3                       |
|                       | 5     | 267                           | 100      | 5.5           | 13.8    | 26.9         | 53.8       | 80.6                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Science               |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 143                           | 100      | 10.7          | 32.1    | 34.3         | 22.9       | 57.1                       |
|                       | 4     | 237                           | 100      | 5.4           | 16.7    | 29.3         | 48.6       | 77.9                       |
|                       | 5     | 133                           | 100      | 9.6           | 18.4    | 17.6         | 54.4       | 72                         |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 153                           | 100      | 4.8           | 21.8    | 45.6         | 27.9       | 73.5                       |
|                       | 4     | 278                           | 100      | 4.7           | 12.5    | 30.7         | 52.1       | 82.9                       |
|                       | 5     | 133                           | 100      | 12.9          | 19.4    | 17.7         | 50         | 67.7                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Social Studies        |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 138                           | 100      | 1.5           | 19.8    | 32.1         | 46.6       | 78.6                       |
|                       | 4     | 237                           | 100      | 2.3           | 17.1    | 33.8         | 46.8       | 80.6                       |
|                       | 5     | 132                           | 100      | 5             | 32.2    | 29.8         | 33.1       | 62.8                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 155                           | 100      | 1.4           | 22.3    | 31.8         | 44.6       | 76.4                       |
|                       | 4     | 278                           | 100      | 2.3           | 18.3    | 27.2         | 52.1       | 79.4                       |
|                       | 5     | 134                           | 100      | 6.2           | 25.6    | 19.4         | 48.8       | 68.2                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample