



## Luther Vaughan Elementary

192 Vaughan Road  
Gaffney, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 300 Students           |              |
| <b>Principal</b>      | Dr. Ronald W. Cope     | 864-489-2424 |
| <b>Superintendent</b> | Dr. William B. James   | 864-902-3500 |
| <b>Board Chair</b>    | Mr. Billy Blackwell    | 864-902-3542 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year        | Absolute Rating | Growth Rating  |
|-------------|-----------------|----------------|
| <b>2008</b> | <b>At-Risk</b>  | <b>Average</b> |
| 2007        | At-Risk         | At-Risk        |
| 2006        | At-Risk         | At-Risk        |
| 2005        | Below Average   | Good           |
| 2004        | Average         | Good           |

## 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

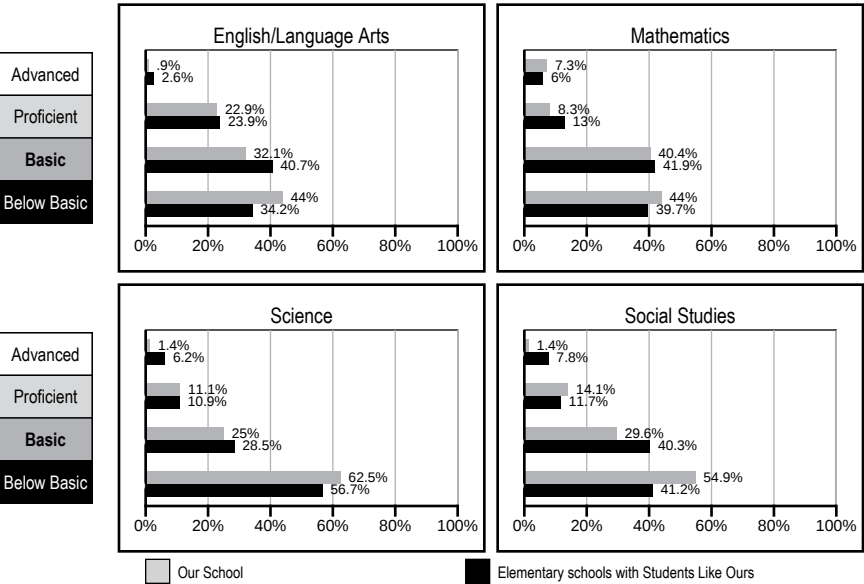
Percent of students tested in 2007-08 whose 2006-07 test scores were located 93.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 4    | 4       | 37            | 57      |

\* 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=300)</b>                                                    |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                           | 53.1%      | Down from 65.4%       | 100.0%                                     | 100.0%                   |
| Retention rate                                                             | 2.1%       | Up from 1.6%          | 3.1%                                       | 2.3%                     |
| Attendance rate                                                            | 95.9%      | Up from 95.8%         | 96.0%                                      | 96.3%                    |
| Eligible for gifted and talented                                           | 3.7%       | Up from 2.8%          | 2.7%                                       | 10.4%                    |
| With disabilities other than speech                                        | 9.9%       | Up from 9.1%          | 7.6%                                       | 7.5%                     |
| Older than usual for grade                                                 | 0.4%       | Down from 1.2%        | 1.5%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=29)</b>                                                     |            |                       |                                            |                          |
| Teachers with advanced degrees                                             | 58.6%      | Down from 63.0%       | 53.5%                                      | 56.7%                    |
| Continuing contract teachers                                               | 79.3%      | Down from 88.9%       | 67.1%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 84.8%      | Down from 86.5%       | 82.6%                                      | 86.4%                    |
| Teacher attendance rate                                                    | 92.7%      | Down from 93.9%       | 94.8%                                      | 94.9%                    |
| Average teacher salary                                                     | \$47,905   | Up 2.6%               | \$43,616                                   | \$45,345                 |
| Professional development days/teacher                                      | 18.7 days  | Down from 29.4 days   | 13.4 days                                  | 12.6 days                |
| <b>School</b>                                                              |            |                       |                                            |                          |
| Principal's years at school                                                | 7.0        | Up from 6.0           | 3.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                     | 15.9 to 1  | Down from 18.7 to 1   | 16.4 to 1                                  | 18.5 to 1                |
| Prime instructional time                                                   | 87.4%      | Up from 87.3%         | 89.2%                                      | 89.8%                    |
| Opportunities in the arts                                                  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                         | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                              | 94.7%      | Down from 98.8%       | 100.0%                                     | 100.0%                   |
| Character development program                                              | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil*                                                   | \$8,776    | Down 1.5%             | \$8,228                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 67.4%      | Down from 67.5%       | 68.3%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 63.5%      | Down from 64.6%       | 60.5%                                      | 64.2%                    |

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

During the 2007-08 school year, we at Luther L. Vaughan Elementary continued to strive to achieve excellence in education for all of our students. There are still many challenges to face in our journey, but our faculty, staff, parents, students, and community partners continue to work to reach our goal. Some of the many successes achieved at Luther L. Vaughan Elementary School during this past year include: special-education teacher Mrs. Shelley Phillips was selected as Teacher-of-the-Year for Luther L. Vaughan Elementary School and ESOL teacher Mrs. Susan Caggiano was chosen as Reading Teacher-of-the-Year. We completed our fourth year of Year-Round classes. During our intersession times we continued to offer both remedial and enrichment classes for our students. We were again able to offer an after-school homework assistance program for our students. We employed three instructional facilitators to assist students in reaching academic achievement goals. We continued to offer free English language classes for our non-English speaking parents and their families.

Our community partnerships with Freightliner Custom Chassis Corp., The Gaffney Ledger Newspaper, Dr. Mac Carroll, and Camp BOB were maintained. All rising fourth-graders are eligible to attend a free, two-week summer camp program at Camp BOB.

Members of Restoration Church provided lunch buddies for our students. And parents and other community members continue to volunteer their time to assist teachers and students.

Still, our greatest challenge is to continue to improve our students' standardized achievement test scores. It is our goal to have at least 60% of students scoring proficient or above.

We look forward to the challenges and potential rewards that the future holds for our schools and its students.

Dr. Ron Cope, Principal

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 33       | 34        | 29       |
| Percent satisfied with learning environment            | 97.0%    | 88.2%     | 82.1%    |
| Percent satisfied with social and physical environment | 100.0%   | 70.6%     | 74.1%    |
| Percent satisfied with school-home relations           | 63.6%    | 91.2%     | 74.1%    |

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

|                                 |    |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

|                           |                               |
|---------------------------|-------------------------------|
| School Improvement Status | Continuing School Improvement |
|---------------------------|-------------------------------|

| 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  | 0.0%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0%         | 6.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.9%      | 94.0%           | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

**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 | 127 | 99.2 | 40.2 | 29.9 | 23.9 | 6 | 40.2 | 43.2 | 48.2 | Yes | Yes |
|--------------|-----|------|------|------|------|---|------|------|------|-----|-----|

**Gender**

|      |    |      |      |      |      |      |      |      |      |     |     |
|------|----|------|------|------|------|------|------|------|------|-----|-----|
| Male | 66 | 98.5 | 37.1 | 33.9 | 17.7 | 11.3 | 43.5 | 36.1 | 41.7 | N/A | N/A |
|------|----|------|------|------|------|------|------|------|------|-----|-----|

|        |    |     |      |      |      |   |      |      |    |     |     |
|--------|----|-----|------|------|------|---|------|------|----|-----|-----|
| Female | 61 | 100 | 43.6 | 25.5 | 30.9 | 0 | 36.4 | 50.4 | 55 | N/A | N/A |
|--------|----|-----|------|------|------|---|------|------|----|-----|-----|

**Racial/Ethnic Group**

|       |    |     |      |      |      |     |    |      |    |     |     |
|-------|----|-----|------|------|------|-----|----|------|----|-----|-----|
| White | 41 | 100 | 24.4 | 24.4 | 41.5 | 9.8 | 61 | 50.3 | 60 | Yes | Yes |
|-------|----|-----|------|------|------|-----|----|------|----|-----|-----|

|                  |    |      |      |      |      |     |      |      |      |    |     |
|------------------|----|------|------|------|------|-----|------|------|------|----|-----|
| African American | 59 | 98.3 | 44.2 | 36.5 | 15.4 | 3.8 | 32.7 | 27.6 | 31.7 | No | Yes |
|------------------|----|------|------|------|------|-----|------|------|------|----|-----|

|                        |   |     |     |     |     |     |     |      |      |     |     |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 64.7 | 70.4 | I/S | I/S |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|          |    |     |      |      |      |   |      |      |      |     |     |
|----------|----|-----|------|------|------|---|------|------|------|-----|-----|
| Hispanic | 24 | 100 | 59.1 | 27.3 | 13.6 | 0 | 18.2 | 18.9 | 38.4 | I/S | I/S |
|----------|----|-----|------|------|------|---|------|------|------|-----|-----|

|                         |   |     |     |     |     |     |     |     |    |     |     |
|-------------------------|---|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|

**Disability Status**

|          |    |     |    |     |      |    |      |      |    |     |     |
|----------|----|-----|----|-----|------|----|------|------|----|-----|-----|
| Disabled | 25 | 100 | 50 | 8.3 | 16.7 | 25 | 45.8 | 13.6 | 16 | I/S | I/S |
|----------|----|-----|----|-----|------|----|------|------|----|-----|-----|

**Migrant Status**

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

**English Proficiency**

|                            |    |     |      |      |    |     |      |      |      |     |     |
|----------------------------|----|-----|------|------|----|-----|------|------|------|-----|-----|
| Limited English Proficient | 26 | 100 | 56.5 | 26.1 | 13 | 4.3 | 21.7 | 21.9 | 36.9 | I/S | I/S |
|----------------------------|----|-----|------|------|----|-----|------|------|------|-----|-----|

**Socio-Economic Status**

|                |     |      |      |    |      |     |      |      |    |    |     |
|----------------|-----|------|------|----|------|-----|------|------|----|----|-----|
| Subsided meals | 112 | 99.1 | 42.7 | 32 | 21.4 | 3.9 | 35.9 | 31.3 | 34 | No | Yes |
|----------------|-----|------|------|----|------|-----|------|------|----|----|-----|

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

|              |     |     |      |      |      |      |      |      |      |     |     |
|--------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 127 | 100 | 40.7 | 37.3 | 11.9 | 10.2 | 32.2 | 43.8 | 45.8 | Yes | Yes |
|--------------|-----|-----|------|------|------|------|------|------|------|-----|-----|

**Gender**

|      |    |     |      |      |      |      |      |      |      |     |     |
|------|----|-----|------|------|------|------|------|------|------|-----|-----|
| Male | 66 | 100 | 36.5 | 36.5 | 15.9 | 11.1 | 38.1 | 43.1 | 45.6 | N/A | N/A |
|------|----|-----|------|------|------|------|------|------|------|-----|-----|

|        |    |     |      |      |     |     |      |      |      |     |     |
|--------|----|-----|------|------|-----|-----|------|------|------|-----|-----|
| Female | 61 | 100 | 45.5 | 38.2 | 7.3 | 9.1 | 25.5 | 44.5 | 45.9 | N/A | N/A |
|--------|----|-----|------|------|-----|-----|------|------|------|-----|-----|

**Racial/Ethnic Group**

|       |    |     |      |      |      |      |      |      |    |     |     |
|-------|----|-----|------|------|------|------|------|------|----|-----|-----|
| White | 41 | 100 | 29.3 | 36.6 | 14.6 | 19.5 | 53.7 | 51.6 | 59 | Yes | Yes |
|-------|----|-----|------|------|------|------|------|------|----|-----|-----|

|                  |    |     |      |      |      |     |      |      |      |    |     |
|------------------|----|-----|------|------|------|-----|------|------|------|----|-----|
| African American | 59 | 100 | 37.7 | 43.4 | 13.2 | 5.7 | 22.6 | 25.3 | 26.9 | No | Yes |
|------------------|----|-----|------|------|------|-----|------|------|------|----|-----|

|                        |   |     |     |     |     |     |     |      |      |     |     |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 76.5 | 71.3 | I/S | I/S |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|          |    |     |      |      |     |     |      |      |      |     |     |
|----------|----|-----|------|------|-----|-----|------|------|------|-----|-----|
| Hispanic | 24 | 100 | 68.2 | 22.7 | 4.5 | 4.5 | 13.6 | 26.6 | 38.1 | I/S | I/S |
|----------|----|-----|------|------|-----|-----|------|------|------|-----|-----|

|                         |   |     |     |     |     |     |     |     |      |     |     |
|-------------------------|---|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|

**Disability Status**

|          |    |     |      |      |    |      |      |      |      |     |     |
|----------|----|-----|------|------|----|------|------|------|------|-----|-----|
| Disabled | 25 | 100 | 41.7 | 16.7 | 25 | 16.7 | 54.2 | 17.1 | 17.1 | I/S | I/S |
|----------|----|-----|------|------|----|------|------|------|------|-----|-----|

**Migrant Status**

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

**English Proficiency**

|                            |    |     |      |      |     |     |      |      |      |     |     |
|----------------------------|----|-----|------|------|-----|-----|------|------|------|-----|-----|
| Limited English Proficient | 26 | 100 | 65.2 | 26.1 | 4.3 | 4.3 | 17.4 | 30.1 | 38.7 | I/S | I/S |
|----------------------------|----|-----|------|------|-----|-----|------|------|------|-----|-----|

**Socio-Economic Status**

|                |     |     |      |      |     |     |      |      |      |    |     |
|----------------|-----|-----|------|------|-----|-----|------|------|------|----|-----|
| Subsided meals | 112 | 100 | 42.3 | 40.4 | 9.6 | 7.7 | 26.9 | 31.9 | 31.4 | No | Yes |
|----------------|-----|-----|------|------|-----|-----|------|------|------|----|-----|

\* Adj - 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

PACT Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient<br>and Advanced* | District % Proficient<br>and Advanced* | State % Proficient<br>and Advanced* | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|----------------------------------------|-------------------------------------|---------------------------|-----------------------------|
| Science                    |                                  |          |               |         |              |            |                                      |                                        |                                     |                           |                             |
| All Students               | 86                               | 100      | 56.3          | 22.5    | 11.3         | 10         | 21.3                                 | 26.4                                   | 35.7                                | 95.9                      | 96.2                        |
| Gender                     |                                  |          |               |         |              |            |                                      |                                        |                                     |                           |                             |
| Male                       | 47                               | 100      | 52.3          | 20.5    | 13.6         | 13.6       | 27.3                                 | 27.3                                   | 37.4                                | 95.9                      | 96.2                        |
| Female                     | 39                               | 100      | 61.1          | 25      | 8.3          | 5.6        | 13.9                                 | 25.5                                   | 33.8                                | 96                        | 96.3                        |
| Racial/Ethnic Group        |                                  |          |               |         |              |            |                                      |                                        |                                     |                           |                             |
| White                      | 27                               | 100      | 29.6          | 25.9    | 22.2         | 22.2       | 44.4                                 | 33.3                                   | 49.2                                | 95                        | 96                          |
| African American           | 42                               | 100      | 63.2          | 23.7    | 7.9          | 5.3        | 13.2                                 | 10.6                                   | 17                                  | 95.8                      | 96.6                        |
| Asian/Pacific Islander     | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                                  | I/S                                    | 58                                  | 98.1                      | 97                          |
| Hispanic                   | 16                               | 100      | 85.7          | 14.3    | 0            | 0          | 0                                    | 11                                     | 24.9                                | 97.4                      | 97.3                        |
| American Indian/Alaskan    | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                                  | I/S                                    | 37.4                                | 97.3                      | 96.3                        |
| Disability Status          |                                  |          |               |         |              |            |                                      |                                        |                                     |                           |                             |
| Disabled                   | 20                               | 100      | 40            | 15      | 10           | 35         | 45                                   | 12                                     | 14                                  | 94.4                      | 95.3                        |
| Migrant Status             |                                  |          |               |         |              |            |                                      |                                        |                                     |                           |                             |
| Migrant                    | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                                  | N/A                                    | 21.9                                | N/A                       | N/A                         |
| English Proficiency        |                                  |          |               |         |              |            |                                      |                                        |                                     |                           |                             |
| Limited English Proficient | 16                               | 100      | 85.7          | 14.3    | 0            | 0          | 0                                    | 10.1                                   | 24.4                                | 97.4                      | 97.4                        |
| Socio-Economic Status      |                                  |          |               |         |              |            |                                      |                                        |                                     |                           |                             |
| Subsided meals             | 75                               | 100      | 60.9          | 21.7    | 10.1         | 7.2        | 17.4                                 | 17                                     | 21.1                                | 95.9                      | 95.8                        |

Social Studies

|                            |     |     |      |      |      |      |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students               | 85  | 100 | 50   | 26.9 | 17.9 | 5.1  | 23.1 | 20.5 | 34   | 95.9 | 96.2 |
| Gender                     |     |     |      |      |      |      |      |      |      |      |      |
| Male                       | 44  | 100 | 43.9 | 29.3 | 17.1 | 9.8  | 26.8 | 21.9 | 36.6 | 95.9 | 96.2 |
| Female                     | 41  | 100 | 56.8 | 24.3 | 18.9 | 0    | 18.9 | 19   | 31.3 | 96   | 96.3 |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |      |      |      |
| White                      | 31  | 100 | 35.5 | 25.8 | 32.3 | 6.5  | 38.7 | 24.9 | 44.5 | 95   | 96   |
| African American           | 35  | 100 | 61.3 | 25.8 | 6.5  | 6.5  | 12.9 | 9.8  | 19.1 | 95.8 | 96.6 |
| Asian/Pacific Islander     | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 42.9 | 58.9 | 98.1 | 97   |
| Hispanic                   | 17  | 100 | 60   | 33.3 | 6.7  | 0    | 6.7  | 10   | 27.5 | 97.4 | 97.3 |
| American Indian/Alaskan    | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 32.7 | 97.3 | 96.3 |
| Disability Status          |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                   | 19  | 100 | 38.9 | 16.7 | 27.8 | 16.7 | 44.4 | 10.2 | 14.4 | 94.4 | 95.3 |
| Migrant Status             |     |     |      |      |      |      |      |      |      |      |      |
| Migrant                    | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 22.6 | N/A  | N/A  |
| English Proficiency        |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient | 19  | 100 | 56.3 | 31.3 | 12.5 | 0    | 12.5 | 12.4 | 27.3 | 97.4 | 97.4 |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |      |      |      |
| Subsided meals             | 77  | 100 | 54.9 | 26.8 | 14.1 | 4.2  | 18.3 | 12.7 | 21   | 95.9 | 95.8 |

\* 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     | 43                            | 95.4     | 35            | 35      | 27.5         | 2.5        | 30                         |
|                       | 4     | 40                            | 97.5     | 38.2          | 41.2    | 17.6         | 2.9        | 20.6                       |
|                       | 5     | 57                            | 100      | 63.5          | 23.1    | 13.5         | 0          | 13.5                       |
|                       | 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     | 46                            | 100      | 32.6          | 37.2    | 23.3         | 7          | 30.2                       |
|                       | 4     | 45                            | 97.8     | 35            | 30      | 25           | 10         | 35                         |
|                       | 5     | 36                            | 100      | 55.9          | 20.6    | 23.5         | 0          | 23.5                       |
|                       | 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     | 43                            | 95.4     | 50            | 40      | 7.5          | 2.5        | 10                         |
|                       | 4     | 40                            | 97.5     | 41.2          | 38.2    | 17.6         | 2.9        | 20.6                       |
|                       | 5     | 57                            | 100      | 55.8          | 34.6    | 9.6          | 0          | 9.6                        |
|                       | 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     | 46                            | 100      | 41.9          | 44.2    | 4.7          | 9.3        | 14                         |
|                       | 4     | 45                            | 100      | 39            | 31.7    | 17.1         | 12.2       | 29.3                       |
|                       | 5     | 36                            | 100      | 41.2          | 35.3    | 14.7         | 8.8        | 23.5                       |
|                       | 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     | 25                            | 100      | 72.2          | 27.8    | 0            | 0          | 0                          |
|                       | 4     | 40                            | 97.5     | 70.6          | 20.6    | 8.8          | 0          | 8.8                        |
|                       | 5     | 27                            | 100      | 65.4          | 26.9    | 3.8          | 3.8        | 7.7                        |
|                       | 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     | 23                            | 100      | 54.5          | 27.3    | 18.2         | 0          | 18.2                       |
|                       | 4     | 45                            | 100      | 51.2          | 17.1    | 12.2         | 19.5       | 31.7                       |
|                       | 5     | 18                            | 100      | 70.6          | 29.4    | 0            | 0          | 0                          |
|                       | 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     | 23                            | 95.7     | 56.3          | 43.8    | 0            | 0          | 0                          |
|                       | 4     | 40                            | 97.5     | 58.8          | 29.4    | 8.8          | 2.9        | 11.8                       |
|                       | 5     | 30                            | 100      | 73.1          | 23.1    | 0            | 3.8        | 3.8                        |
|                       | 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     | 23                            | 100      | 52.4          | 28.6    | 14.3         | 4.8        | 19                         |
|                       | 4     | 44                            | 100      | 42.5          | 27.5    | 22.5         | 7.5        | 30                         |
|                       | 5     | 18                            | 100      | 64.7          | 23.5    | 11.8         | 0          | 11.8                       |
|                       | 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                        |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample