



## Powdersville Elementary

139 Hood Road  
Greenville, SC 29611

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | 3-5 Elementary School |              |
| <b>Enrollment</b>     | 554 Students          |              |
| <b>Principal</b>      | Debra T. Gill         | 864-269-4431 |
| <b>Superintendent</b> | Dr. Wayne Fowler      | 864-847-7344 |
| <b>Board Chair</b>    | Mr. Fred Alexander    | 864-947-9346 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING  | GROWTH RATING |
|-------------|------------------|---------------|
| <b>2009</b> | <b>Excellent</b> | <b>Good</b>   |
| 2008        | Good             | Below Average |
| 2007        | Good             | Good          |
| 2006        | Good             | Average       |
| 2005        | Excellent        | Excellent     |

## 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 2008-09 whose 2007-08 test scores were located

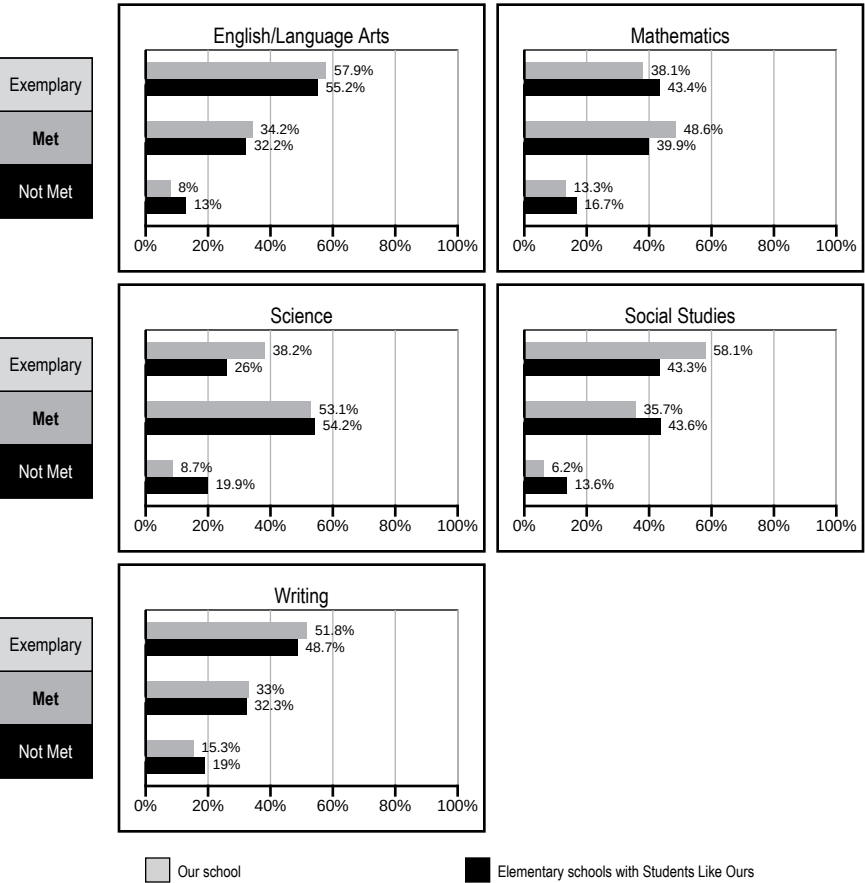
94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 23        | 5    | 3       | 0             | 0       |

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

|           |                                                                                                       |
|-----------|-------------------------------------------------------------------------------------------------------|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.                                                 |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

|                                                                              | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| <b>Students (n=554)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | N/R        | N/R                   | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.4%       | Down from 0.8%        | 1.5%                                       | 1.9%                     |
| Attendance rate                                                              | 96.8%      | Up from 96.7%         | 96.8%                                      | 96.3%                    |
| Eligible for gifted and talented                                             | 17.6%      | Up from 16.3%         | 19.0%                                      | 10.0%                    |
| With disabilities other than speech                                          | 5.8%       | Down from 6.3%        | 5.9%                                       | 7.7%                     |
| Older than usual for grade                                                   | 0.4%       | Up from 0.2%          | 0.5%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=34)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 44.1%      | Up from 43.8%         | 61.9%                                      | 59.4%                    |
| Continuing contract teachers                                                 | 73.5%      | Up from 56.3%         | 81.0%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 90.5%      | Down from 93.0%       | 86.7%                                      | 85.9%                    |
| Teacher attendance rate                                                      | 95.7%      | Down from 96.0%       | 95.6%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$41,501   | Up 2.3%               | \$48,653                                   | \$47,149                 |
| Professional development days/teacher                                        | 8.8 days   | Down from 12.6 days   | 11.3 days                                  | 11.1 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 7.0        | Up from 6.0           | 2.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 22.6 to 1  | Down from 22.9 to 1   | 20.0 to 1                                  | 18.8 to 1                |
| Prime instructional time                                                     | 92.1%      | Up from 91.4%         | 91.6%                                      | 90.4%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 81.0%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Character development program                                                | Good       | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$5,833    | Down 4.2%             | \$6,785                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 64.1%      | Up from 62.6%         | 69.8%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 58.6%      | Up from 58.4%         | 64.1%                                      | 63.2%                    |

\* 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

The mission of Powdersville Elementary in cooperation with parents, teachers, staff, students, and the community is to acknowledge the uniqueness of the individual, provide challenging and diverse educational experiences in a safe environment, and nurture a desire for learning as each individual becomes a contributing member of society. This mission is exemplified in our school motto, "Powdersville Elementary P R I D E: Producing Responsible Individuals while Developing Excellence." Character Education is essential in developing responsible students. Each day a new character word is introduced by our news anchors on our student operated daily news program WTLP, We're The Lion Pride network, and our teachers integrate those character words into their classroom instruction.

Our theme for the 2008 -2009 school year was "Powdersville Elementary: United We Learn." The school was decorated in red, white, and blue to celebrate this patriotic theme. Teachers and students focused on the presidential election and inauguration. This theme provided our students with numerous opportunities to reflect on our many freedoms and responsibilities as Americans. We are proud of our school community for a successful year in which we united together for the cause of learning. We were very proud to again receive the Palmetto Silver Award for high achievement and closing the gap.

Our students excelled in other areas also:

Participation in the Superintendent's District Writing Contest.

Over \$8,000 was contributed to Jump Rope for Heart.

Students/teachers/staff contributed to Pennies for Patients, BEAR Drive sponsored by SC Highway Patrol,

Toys for Tots, and our own Lion's Share Christmas Project.

Student Service Council contributed to the Ronald McDonald House and Toys for Tots while also sending Veteran's Day cards to local veterans and Valentine's cards to elders in area nursing homes. Student Service Council also participated in the Cozy for Coins program in which coins were collected to purchase blankets for the homeless.

4th and 5th grade Chorus performed for our school and area malls and nursing homes.

4th and 5th grade strings program.

Third graders went Mining for Treasures, Fourth graders enjoyed an Explorer Day and a Thanksgiving Feast, and Fifth graders participated in a Wild West Day and a Hooverville Reenactment.

Powdersville Postal Pride mail program in which students wrote and delivered letters to teachers, staff, and other students throughout the building.

Talent Show.

Take-home Family Science Bags.

YMCA After-School Program.

Participation in the 100 Library Books Club and No Books Left Unread Program.

The support of our incredible PTSO and SIC is invaluable to our school. Their volunteer and fundraising efforts are tireless and a wonderful model for our students. Our school could not be as successful without their support.

Debra T. Gill, Principal

Patricia Tutterow, SIC Chairperson

## Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 20       | 174       | 106      |
| Percent satisfied with learning environment            | 100.0%   | 83.2%     | 78.3%    |
| Percent satisfied with social and physical environment | 100.0%   | 88.4%     | 87.7%    |
| Percent satisfied with school-home relations           | 94.7%    | 87.2%     | 72.6%    |

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

Abbreviations for Missing Data

N/A–Not Applicable

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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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality and Student Attendance

|                                                                         | Our District | State |
|-------------------------------------------------------------------------|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.2%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 5.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.8%      | 94.0%*          | Yes                 |

\* Or greater than last year

**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                 | 555 | 100  | 8.1  | 34.3 | 57.5 | 95.7 | 92.2 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 281 | 100  | 8.2  | 33.7 | 58.1 | 95.9 | 90.9 | 79.3 | N/A | N/A |
| Female                       | 274 | 100  | 8    | 35   | 57   | 95.4 | 93.4 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 474 | 100  | 6.7  | 30.7 | 62.6 | 96   | 93.1 | 89.5 | Yes | Yes |
| African American             | 52  | 100  | 17.3 | 59.6 | 23.1 | 94.2 | 85.4 | 73.7 | Yes | Yes |
| Asian/Pacific Islander       | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 90.5 | 92.3 | I/S | I/S |
| Hispanic                     | 17  | 100  | 23.5 | 41.2 | 35.3 | 88.2 | 85.2 | 76.5 | I/S | I/S |
| American Indian/Alaskan      | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 93.3 | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 46  | 100  | 37.2 | 37.2 | 25.6 | 76.7 | 72   | 52   | Yes | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 66.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 16  | 100  | 18.8 | 50   | 31.3 | 87.5 | 84.7 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 164 | 100  | 15.6 | 39.5 | 44.9 | 91.8 | 86.5 | 75.5 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 555 | 100  | 13.4 | 48.7 | 37.9 | 91.9 | 88.8 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 281 | 100  | 11.2 | 46.8 | 41.9 | 92.9 | 88.6 | 77   | N/A | N/A |
| Female                       | 274 | 100  | 15.6 | 50.6 | 33.8 | 90.9 | 89.1 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 474 | 100  | 11.1 | 48.6 | 40.3 | 93.1 | 89.8 | 87.2 | Yes | Yes |
| African American             | 52  | 100  | 28.8 | 55.8 | 15.4 | 86.5 | 79.6 | 66.7 | Yes | Yes |
| Asian/Pacific Islander       | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 92.9 | 93   | I/S | I/S |
| Hispanic                     | 17  | 100  | 23.5 | 35.3 | 41.2 | 76.5 | 85.2 | 76   | I/S | I/S |
| American Indian/Alaskan      | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 73.3 | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 46  | 100  | 39.5 | 39.5 | 20.9 | 76.7 | 59.7 | 45.5 | Yes | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 75.7 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 16  | 100  | 25   | 31.3 | 43.8 | 75   | 85.4 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 164 | 100  | 25.2 | 52.4 | 22.4 | 85.7 | 81.1 | 70.2 | 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

|                            | Enrolment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|----------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science                    |                                 |          |           |       |             |                              |                                |                             |
| All Students               | 376                             | 100      | 8.9       | 52.9  | 38.2        | 91.1                         | 84.7                           | 67.5                        |
| Gender                     |                                 |          |           |       |             |                              |                                |                             |
| Male                       | 193                             | 100      | 8.2       | 47.8  | 44          | 91.8                         | 84.9                           | 67                          |
| Female                     | 183                             | 100      | 9.6       | 58.2  | 32.2        | 90.4                         | 84.4                           | 68                          |
| Racial/Ethnic Group        |                                 |          |           |       |             |                              |                                |                             |
| White                      | 325                             | 100      | 6.8       | 51.9  | 41.2        | 93.2                         | 86.6                           | 79.5                        |
| African American           | 34                              | 100      | 29.4      | 61.8  | 8.8         | 70.6                         | 63.6                           | 50.3                        |
| Asian/Pacific Islander     | 5                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 86.7                           | 84.3                        |
| Hispanic                   | 8                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 79.4                           | 60.7                        |
| American Indian/Alaskan    | 2                               | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 71.2                        |
| Disability Status          |                                 |          |           |       |             |                              |                                |                             |
| Disabled                   | 31                              | 100      | 24.1      | 58.6  | 17.2        | 75.9                         | 56.4                           | 35.6                        |
| Migrant Status             |                                 |          |           |       |             |                              |                                |                             |
| Migrant                    | N/A                             | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 46.1                        |
| English Proficiency        |                                 |          |           |       |             |                              |                                |                             |
| Limited English Proficient | 10                              | I/S      | I/S       | I/S   | I/S         | I/S                          | 79.5                           | 59.6                        |
| Socio-Economic Status      |                                 |          |           |       |             |                              |                                |                             |
| Subsided meals             | 108                             | 100      | 18.6      | 62.9  | 18.6        | 81.4                         | 74.5                           | 55.1                        |

|                            |     |      |      |      |      |      |      |      |
|----------------------------|-----|------|------|------|------|------|------|------|
| Social Studies             |     |      |      |      |      |      |      |      |
| All Students               | 375 | 100  | 6.1  | 36.2 | 57.7 | 93.9 | 85.9 | 72.3 |
| Gender                     |     |      |      |      |      |      |      |      |
| Male                       | 197 | 100  | 5.9  | 29.3 | 64.9 | 94.1 | 86.2 | 71.5 |
| Female                     | 178 | 100  | 6.4  | 43.9 | 49.7 | 93.6 | 85.7 | 73.2 |
| Racial/Ethnic Group        |     |      |      |      |      |      |      |      |
| White                      | 324 | 100  | 6.2  | 33.4 | 60.4 | 93.8 | 86.8 | 80.7 |
| African American           | 32  | 100  | 9.4  | 62.5 | 28.1 | 90.6 | 78.7 | 60   |
| Asian/Pacific Islander     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 96.6 | 88.5 |
| Hispanic                   | 12  | 100  | N/AV | N/AV | N/AV | 100  | 78.2 | 68   |
| American Indian/Alaskan    | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 72.2 |
| Disability Status          |     |      |      |      |      |      |      |      |
| Disabled                   | 33  | 100  | 19.4 | 48.4 | 32.3 | 80.6 | 59.8 | 43.5 |
| Migrant Status             |     |      |      |      |      |      |      |      |
| Migrant                    | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 50.7 |
| English Proficiency        |     |      |      |      |      |      |      |      |
| Limited English Proficient | 11  | 100  | N/AV | N/AV | N/AV | 100  | 78   | 67.9 |
| Socio-Economic Status      |     |      |      |      |      |      |      |      |
| Subsided meals             | 110 | 100  | 10   | 57   | 33   | 90   | 77.1 | 62.1 |

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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 555                              | 98.9     | 14.8      | 33.1  | 52.1        | 85.2                         | 80.5                           | 70.2                        | 96.8                      | 96.3                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 278                              | 98.6     | 17.7      | 39.2  | 43          | 82.3                         | 75.3                           | 63.2                        | 97                        | 96.3                        |
| Female                     | 277                              | 99.3     | 11.8      | 27    | 61.2        | 88.2                         | 86.1                           | 77.5                        | 96.6                      | 96.3                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 472                              | 98.7     | 11.5      | 32.6  | 56          | 88.5                         | 82.1                           | 79.1                        | 96.7                      | 96.2                        |
| African American           | 54                               | 100      | 40.7      | 40.7  | 18.5        | 59.3                         | 67.7                           | 57.6                        | 97.2                      | 96.9                        |
| Asian/Pacific Islander     | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 92.9                           | 86.2                        | 98.3                      | 97.2                        |
| Hispanic                   | 17                               | 100      | 23.5      | 29.4  | 47.1        | 76.5                         | 72.2                           | 62.6                        | 97.9                      | 96.9                        |
| American Indian/Alaskan    | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 53.3                           | 68.7                        | 98.1                      | 94.3                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 48                               | 93.8     | 35.7      | 40.5  | 23.8        | 64.3                         | 36.6                           | 26.1                        | 95.5                      | 95.3                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 54.7                        | N/A                       | N/A                         |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 16                               | 100      | 12.5      | 37.5  | 50          | 87.5                         | 74.5                           | 61.2                        | 98.6                      | 97.1                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 160                              | 97.5     | 29.2      | 38.9  | 31.9        | 70.8                         | 68.8                           | 58.9                        | 95.5                      | 95.5                        |

Abbreviations for Missing Data

PASS Performance By Grade Level

|  | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|

English/Language Arts

|      |   |     |      |     |      |      |      |
|------|---|-----|------|-----|------|------|------|
| 2009 | 3 | 182 | 100  | 8   | 29   | 63.1 | 92   |
|      | 4 | 196 | 100  | 8.5 | 35.6 | 55.9 | 91.5 |
|      | 5 | 177 | 100  | 7.8 | 38.6 | 53.6 | 92.2 |
|      | 6 | N/A | N/AV | N/A | N/A  | N/A  | N/A  |
|      | 7 | N/A | N/AV | N/A | N/A  | N/A  | N/A  |
|      | 8 | N/A | N/AV | N/A | N/A  | N/A  | N/A  |

Mathematics

|      |   |     |      |      |      |      |      |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | 182 | 100  | 20.5 | 47.2 | 32.4 | 79.5 |
|      | 4 | 196 | 100  | 9.6  | 50   | 40.4 | 90.4 |
|      | 5 | 177 | 100  | 10.2 | 48.8 | 41   | 89.8 |
|      | 6 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 7 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 8 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |

Science

|      |   |     |      |      |      |      |      |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | 92  | 100  | 11.2 | 55.1 | 33.7 | 88.8 |
|      | 4 | 196 | 100  | 9    | 47.3 | 43.6 | 91   |
|      | 5 | 88  | 100  | 6.1  | 63.4 | 30.5 | 93.9 |
|      | 6 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 7 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 8 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |

Social Studies

|      |   |     |      |     |      |      |      |
|------|---|-----|------|-----|------|------|------|
| 2009 | 3 | 90  | 100  | 5.7 | 34.5 | 59.8 | 94.3 |
|      | 4 | 196 | 100  | 4.8 | 39.9 | 55.3 | 95.2 |
|      | 5 | 89  | 100  | 9.5 | 29.8 | 60.7 | 90.5 |
|      | 6 | N/A | N/AV | N/A | N/A  | N/A  | N/A  |
|      | 7 | N/A | N/AV | N/A | N/A  | N/A  | N/A  |
|      | 8 | N/A | N/AV | N/A | N/A  | N/A  | N/A  |

Writing

|      |   |     |      |      |      |      |      |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | 183 | 99.5 | 20.9 | 33.9 | 45.2 | 79.1 |
|      | 4 | 195 | 98   | 15.1 | 37.3 | 47.6 | 84.9 |
|      | 5 | 177 | 99.4 | 7.8  | 27.7 | 64.5 | 92.2 |
|      | 6 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 7 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 8 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample