

## Nevitt Forest Elementary

1401 Bolt Drive

Anderson, South Carolina

|                       |                          |              |
|-----------------------|--------------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School    |              |
| <b>Enrollment</b>     | 412 Students             |              |
| <b>Principal</b>      | Kelly Elrod              | 864-260-5190 |
| <b>Superintendent</b> | Betty T. Bagley          | 864-260-5000 |
| <b>Board Chair</b>    | Dr. William Mack Burriss | 864-224-6384 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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

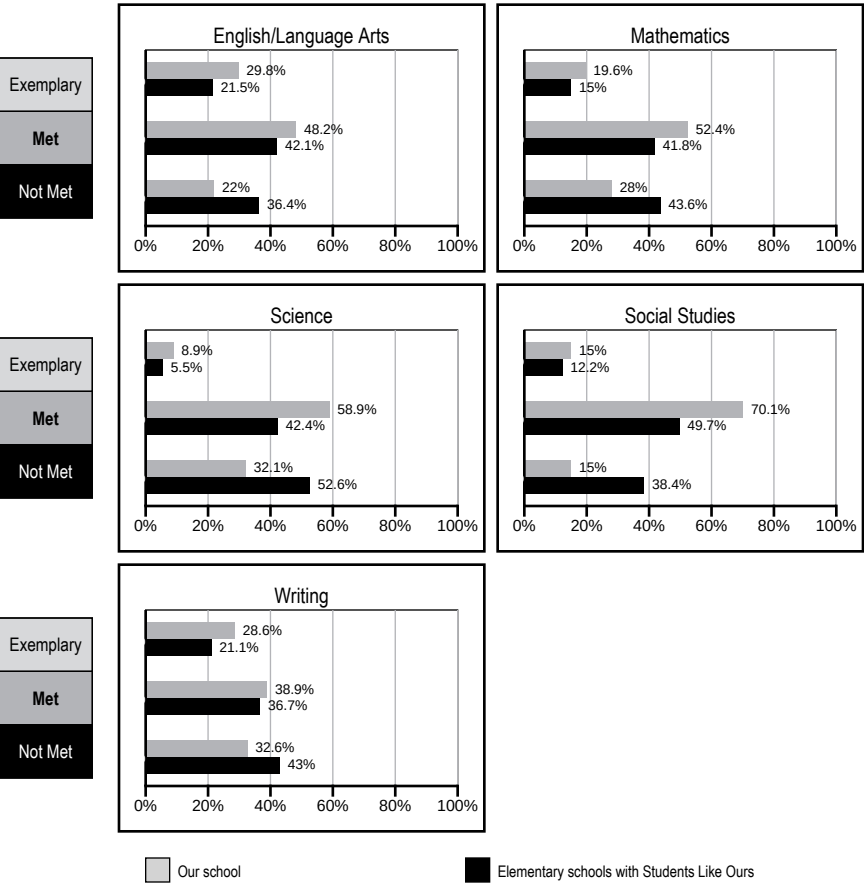
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1         | 2    | 58      | 54            | 31      |

\* 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=412)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.8%       | Down from 0.9%        | 2.5%                                       | 1.9%                     |
| Attendance rate                                                              | 95.7%      | Up from 95.2%         | 96.0%                                      | 96.3%                    |
| Eligible for gifted and talented                                             | 5.9%       | Up from 2.7%          | 2.9%                                       | 10.0%                    |
| With disabilities other than speech                                          | 6.0%       | Up from 4.3%          | 7.4%                                       | 7.7%                     |
| Older than usual for grade                                                   | 0.0%       | No Change             | 1.2%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.5%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=42)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 45.2%      | Up from 34.8%         | 57.1%                                      | 59.4%                    |
| Continuing contract teachers                                                 | 83.3%      | Up from 67.4%         | 71.4%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 80.2%      | Down from 82.1%       | 81.6%                                      | 85.9%                    |
| Teacher attendance rate                                                      | 93.8%      | Down from 96.4%       | 95.2%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$42,441   | Up 4.4%               | \$45,856                                   | \$47,149                 |
| Professional development days/teacher                                        | 14.5 days  | Up from 11.3 days     | 10.7 days                                  | 11.1 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 2.0        | Up from 1.0           | 3.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 15.8 to 1  | Up from 11.6 to 1     | 16.5 to 1                                  | 18.8 to 1                |
| Prime instructional time                                                     | 88.4%      | Down from 90.8%       | 90.1%                                      | 90.4%                    |
| Opportunities in the arts                                                    | Excellent  | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 100.0%     | Up from 98.9%         | 100.0%                                     | 100.0%                   |
| Character development program                                                | Good       | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$8,670    | Up 2.2%               | \$8,672                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 72.3%      | Up from 70.2%         | 68.4%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 69.7%      | Up from 68.4%         | 61.9%                                      | 63.2%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

Nevitt Forest Community School of Innovation is a Title I school located two miles from the center of Anderson. Our school has been approved to operate an extended day schedule and serves approximately 400 students in Kindergarten through Fifth grade.

In the school year 2008-09, we received the acknowledgement of being one of two schools in the state as an "Inside-out Center for Learning." We have offered gender classes and AVID (Advancement Via Individual Determination) strategies for students who are first year college bound fifth graders. In addition, in 2007-08, our literacy program was named as a Literacy Spot school by the Reading Recovery Council and the South Carolina State Department of Education; we received additional grants to provide students with fresh grown fruits and vegetables with connections to curriculum concepts across grade levels, and our school was recognized as a Silver Flag recipient for our school improvement rating.

The faculty and staff of Nevitt Forest Community School of Innovation are committed to providing students with the tools they will need for real world applications. Quality instruction, continuous staff development, current technology, science kit training, and math strategies provide students with access to core knowledge. Each classroom contains a SMART board, ELMO, and LCD projector that teachers use regularly to enhance instruction. Through the use of innovative teaching strategies and best practice of standards based instruction, our teachers ensure that students at Nevitt Forest have the opportunity to acquire the skills they will need to continue to reach academic excellence. Teachers are provided with common planning in which they work together to ensure rigorous instruction and that they are meeting the needs of all students.

Since our school has been approved for extended day services and Magnet status from our Board of Trustees, students may attend school an additional 3 hours each day. Every morning, students are provided with instruction in vocabulary before the normal school day begins. In the time after the normal school day, students may choose enriching activities that will assist in the acquisition of reading or math skills and club activities that will develop the entire child. Healthy snack are provided.

Our commitment to the whole child and the community we serve is evident everyday as we plan various ways that parents can come into our school and work with their children. This strong home/school connection is essential for the success of our students. PTO programs focus on how to help parents help their children. This year we held special programs which not only highlighted our school but also healthy initiatives and community resources.

The Nevitt Forest learning community is proud of how far we have come and the plans we have for the future. We realize that our student need additional support and we promote the quality education they deserve.

Kelly P. Elrod, Principal  
Brandy McDavid, School Improvement Chair

## Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 41       | 78        | 19       |
| Percent satisfied with learning environment            | 100.0%   | 83.3%     | 73.7%    |
| Percent satisfied with social and physical environment | 100.0%   | 75.6%     | 78.9%    |
| Percent satisfied with school-home relations           | 63.4%    | 83.3%     | 73.7%    |

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

Abbreviations for Missing Data

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

School Adequate Yearly Progress

YES

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

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

School Improvement Status

NI-DELAY

| 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  | 1.6%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.0%         | 5.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.7%      | 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                 | 195 | 100  | 22   | 48.2 | 29.8 | 89.3 | 88.1 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 94  | 100  | 26.5 | 48.2 | 25.3 | 84.3 | 84.9 | 79.3 | N/A | N/A |
| Female                       | 101 | 100  | 17.6 | 48.2 | 34.1 | 94.1 | 91.4 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 20  | 100  | 7.1  | 50   | 42.9 | 100  | 92.9 | 89.5 | I/S | I/S |
| African American             | 173 | 100  | 23.5 | 47.7 | 28.8 | 88.2 | 80.4 | 73.7 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 91.4 | 92.3 | I/S | I/S |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 88.3 | 76.5 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 22  | 100  | 25   | 55   | 20   | 85   | 57   | 52   | I/S | I/S |
| <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   | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 83.5 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 173 | 100  | 23.8 | 49   | 27.2 | 88.4 | 81.6 | 75.5 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 195 | 100  | 28   | 52.4 | 19.6 | 81.5 | 84.4 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 94  | 100  | 26.5 | 54.2 | 19.3 | 83.1 | 82.7 | 77   | N/A | N/A |
| Female                       | 101 | 100  | 29.4 | 50.6 | 20   | 80   | 86.2 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 20  | 100  | 35.7 | 35.7 | 28.6 | 85.7 | 90.7 | 87.2 | I/S | I/S |
| African American             | 173 | 100  | 27.5 | 53.6 | 19   | 81   | 73.2 | 66.7 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 98.8 | 93   | I/S | I/S |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 91.6 | 76   | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 22  | 100  | 40   | 50   | 10   | 75   | 50.6 | 45.5 | I/S | I/S |
| <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   | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 87.9 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 173 | 100  | 28.6 | 53.1 | 18.4 | 80.3 | 76.2 | 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**

|                              | 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 |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| <b>Science</b>               |                                  |          |           |       |             |                              |                                |                             |
| All Students                 | 128                              | 99.2     | 31.5      | 59.5  | 9           | 68.5                         | 80.8                           | 67.5                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 61                               | 98.4     | 31.5      | 55.6  | 13          | 68.5                         | 79.8                           | 67                          |
| Female                       | 67                               | 100      | 31.6      | 63.2  | 5.3         | 68.4                         | 81.8                           | 68                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 13                               | 100      | I/S       | I/S   | I/S         | I/S                          | 89.3                           | 79.5                        |
| African American             | 114                              | 99.1     | 34        | 58    | 8           | 66                           | 66.2                           | 50.3                        |
| Asian/Pacific Islander       | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 88.7                           | 84.3                        |
| Hispanic                     | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 84.7                           | 60.7                        |
| American Indian/Alaskan      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 71.2                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 15                               | 100      | 42.9      | 50    | 7.1         | 57.1                         | 44.6                           | 35.6                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |
| Migrant                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 46.1                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient   | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 82                             | 59.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals               | 115                              | 99.1     | 31.3      | 59.6  | 9.1         | 68.7                         | 71.3                           | 55.1                        |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 123 | 100  | 16.5 | 68.8 | 14.7 | 83.5 | 84.5 | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 65  | 100  | 18.3 | 61.7 | 20   | 81.7 | 83.1 | 71.5 |
| Female                       | 58  | 100  | 14.3 | 77.6 | 8.2  | 85.7 | 86   | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 13  | 100  | I/S  | I/S  | I/S  | I/S  | 89.9 | 80.7 |
| African American             | 108 | 100  | 16.5 | 69.1 | 14.4 | 83.5 | 75.3 | 60   |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 92.9 | 88.5 |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 88.9 | 68   |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 72.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 12  | 100  | N/AV | N/AV | N/AV | 50   | 56.4 | 43.5 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 50.7 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 85.7 | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 111 | 100  | 18.6 | 69.1 | 12.4 | 81.4 | 76.3 | 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 |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| <b>Writing</b>               |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students                 | 196                              | 99.5     | 32.2      | 39.1  | 28.7        | 67.8                         | 75.7                           | 70.2                        | 95.7                      | 96                          |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                         | 99                               | 99       | 42        | 28.4  | 29.5        | 58                           | 68.6                           | 63.2                        | 95.3                      | 95.8                        |
| Female                       | 97                               | 100      | 22.1      | 50    | 27.9        | 77.9                         | 83                             | 77.5                        | 96.1                      | 96.1                        |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                        | 19                               | 100      | 35.7      | 42.9  | 21.4        | 64.3                         | 82.8                           | 79.1                        | 93.5                      | 95.8                        |
| African American             | 175                              | 99.4     | 31.6      | 38.6  | 29.7        | 68.4                         | 64.3                           | 57.6                        | 96                        | 96.2                        |
| Asian/Pacific Islander       | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 86.6                           | 86.2                        | N/A                       | 97.2                        |
| Hispanic                     | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 71.1                           | 62.6                        | 91.6                      | 96.3                        |
| American Indian/Alaskan      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 68.7                        | N/A                       | 99.1                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                     | 23                               | 100      | 68.2      | 13.6  | 18.2        | 31.8                         | 30.6                           | 26.1                        | 94.3                      | 94.9                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 54.7                        | N/A                       | 98.9                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient   | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 68.5                           | 61.2                        | 96.6                      | 96.7                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals             | 175                              | 100      | 35.1      | 38.3  | 26.6        | 64.9                         | 63.7                           | 58.9                        | 95.5                      | 95.3                        |

Abbreviations for Missing Data

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

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 | 59  | 100  | 22.9 | 45.8 | 31.3 | 77.1 |
|------|---|-----|------|------|------|------|------|
|      | 4 | 55  | 100  | 23.5 | 49   | 27.5 | 76.5 |
|      | 5 | 81  | 100  | 20.3 | 49.3 | 30.4 | 79.7 |
|      | 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 | 59  | 100  | 39.6 | 39.6 | 20.8 | 60.4 |
|------|---|-----|------|------|------|------|------|
|      | 4 | 55  | 100  | 21.6 | 56.9 | 21.6 | 78.4 |
|      | 5 | 81  | 100  | 24.6 | 58   | 17.4 | 75.4 |
|      | 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 | 31  | 100  | 44   | 48   | 8    | 56   |
|------|---|-----|------|------|------|------|------|
|      | 4 | 55  | 100  | 19.6 | 68.6 | 11.8 | 80.4 |
|      | 5 | 42  | 97.6 | 40   | 54.3 | 5.7  | 60   |
|      | 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 | 28  | 100  | 8.7  | 78.3 | 13   | 91.3 |
|------|---|-----|------|------|------|------|------|
|      | 4 | 55  | 100  | 7.8  | 74.5 | 17.6 | 92.2 |
|      | 5 | 40  | 100  | 34.3 | 54.3 | 11.4 | 65.7 |
|      | 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 | 57  | 100  | 28.6 | 34.7 | 36.7 | 71.4 |
|------|---|-----|------|------|------|------|------|
|      | 4 | 56  | 100  | 39.6 | 37.7 | 22.6 | 60.4 |
|      | 5 | 83  | 98.8 | 29.2 | 43.1 | 27.8 | 70.8 |
|      | 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  |

Abbreviations for Missing Data

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