



## Edith L Frierson Elementary

6133 Maybank Highway  
Wadmalaw Island, SC

|                       |                         |              |
|-----------------------|-------------------------|--------------|
| <b>Grades</b>         | PK-6 Elementary School  |              |
| <b>Enrollment</b>     | 123 Students            |              |
| <b>Principal</b>      | Blondell B. Adams       | 843-559-4500 |
| <b>Superintendent</b> | Dr. Nancy J. McGinley   | 843-937-6319 |
| <b>Board Chair</b>    | Mrs. Toya Hampton Green | 843-723-7831 |

# 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        | At-Risk         | Below Average |
| 2007        | Below Average   | At-Risk       |
| 2006        | Below Average   | Below Average |
| 2005        | Below 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

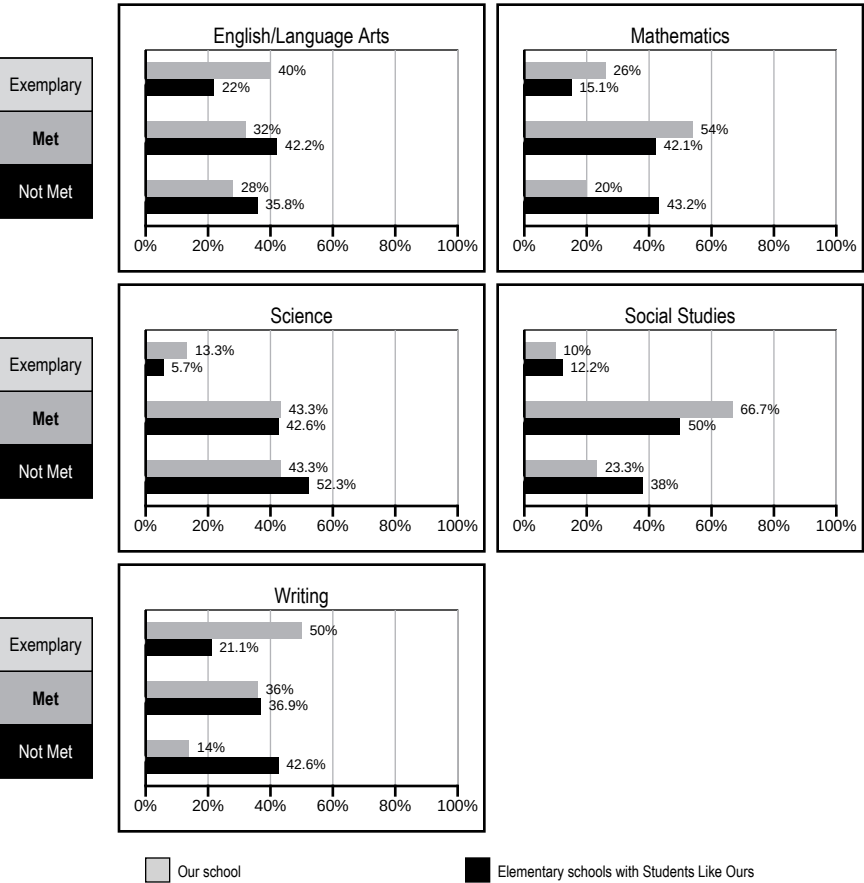
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1         | 3    | 67      | 63            | 32      |

\* 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=123)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.9%       | Up from 0.0%          | 2.4%                                       | 1.9%                     |
| Attendance rate                                                              | 96.7%      | Up from 95.9%         | 96.0%                                      | 96.3%                    |
| Eligible for gifted and talented                                             | 5.8%       | Up from 2.9%          | 3.3%                                       | 10.0%                    |
| With disabilities other than speech                                          | 8.4%       | Down from 12.6%       | 7.5%                                       | 7.7%                     |
| Older than usual for grade                                                   | 0.0%       | No Change             | 1.1%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.8%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=11)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 72.7%      | Up from 58.3%         | 57.1%                                      | 59.4%                    |
| Continuing contract teachers                                                 | 100.0%     | No Change             | 71.8%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 88.1%      | Up from 83.5%         | 82.0%                                      | 85.9%                    |
| Teacher attendance rate                                                      | 96.7%      | Up from 96.1%         | 95.2%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$52,540   | Up 4.4%               | \$45,854                                   | \$47,149                 |
| Professional development days/teacher                                        | 4.5 days   | Down from 10.5 days   | 10.7 days                                  | 11.1 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 5.0        | Up from 4.0           | 3.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 16.8 to 1  | Up from 16.3 to 1     | 16.7 to 1                                  | 18.8 to 1                |
| Prime instructional time                                                     | 93.0%      | Up from 91.7%         | 90.1%                                      | 90.4%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | No         | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 99.9%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$13,159   | Up 3.0%               | \$8,667                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 58.4%      | Down from 64.0%       | 68.2%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 54.2%      | Up from 50.5%         | 62.0%                                      | 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

We continue to embrace the concept, "It takes a village to raise a child." Our parents, mentors, volunteers and community members are assisting us in every way to make this happen. In preparing to serve our children, much analyzing of our performance of the past year was done. In working to satisfy our insatiable need to excel, we made what we believe to be significant changes. In keeping with our focus, we added best practices to our reading and math programs. We raised the bar for our children in all academic areas of instruction. We included all children by implementing a hands-on approach to science. Our teachers are constantly involved in training to promote acceleration for all.

To prepare for our children's educational success, teachers and staff plan together. They can often be found discussing alternative strategies to help students succeed. They know the importance of parental input and, therefore, continue to seek parental involvement. We are grateful to out parents for supporting us by coming in for conferences, working with their children, and supporting school activities.

Our volunteers and mentors assist us in helping our children understand the value of giving and helping others. They also help our children to see their individual talents. We appreciate them, love them, and thank them for their untiring support.

Each community can boast of something that is uniquely theirs, and ours is the support and help we continue to receive from our Faith Community. Our Faith Community helps to instill values and build character, as well as reward our students for success. We say to them, thank you.

Our main goal will continue to be to help all of our children become lifelong learners and productive citizens of the world.

Blondell B. Adams, Principal  
Deborah Johnson, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 10       | 10        | 7        |
| Percent satisfied with learning environment            | 100.0%   | 100.0%    | I/S      |
| Percent satisfied with social and physical environment | 100.0%   | 100.0%    | I/S      |
| Percent satisfied with school-home relations           | 80.0%    | 100.0%    | I/S      |

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

No Child Left Behind

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

This school met 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  | 2.5%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 7.5%         | 5.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.7%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 52  | 100  | 28   | 32   | 40   | 90   | 84.9 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 25  | 100  | 36   | 28   | 36   | 88   | 81.8 | 79.3 | N/A | N/A |
| Female                       | 27  | 100  | 20   | 36   | 44   | 92   | 88.1 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 95.8 | 89.5 | I/S | I/S |
| African American             | 49  | 100  | 27.7 | 34   | 38.3 | 89.4 | 74.8 | 73.7 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 96.4 | 92.3 | I/S | I/S |
| Hispanic                     | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 76.3 | 76.5 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 94   | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 53.5 | 52   | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 66.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 75.6 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 47  | 100  | 28.9 | 33.3 | 37.8 | 91.1 | 74.9 | 75.5 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 52  | 100  | 20   | 54   | 26   | 90   | 81   | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 25  | 100  | 24   | 48   | 28   | 92   | 79.3 | 77   | N/A | N/A |
| Female                       | 27  | 100  | 16   | 60   | 24   | 88   | 82.8 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 94.6 | 87.2 | I/S | I/S |
| African American             | 49  | 100  | 19.1 | 57.4 | 23.4 | 89.4 | 67.9 | 66.7 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 94.6 | 93   | I/S | I/S |
| Hispanic                     | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 76.7 | 76   | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 92   | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 46.9 | 45.5 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 75.7 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 77.1 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 47  | 100  | 20   | 57.8 | 22.2 | 88.9 | 69.2 | 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                 | 31                               | 100      | 43.3      | 43.3  | 13.3        | 56.7                         | 68.9                           | 67.5                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 18                               | 100      | 44.4      | 44.4  | 11.1        | 55.6                         | 68.2                           | 67                          |
| Female                       | 13                               | 100      | 41.7      | 41.7  | 16.7        | 58.3                         | 69.6                           | 68                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 90.4                           | 79.5                        |
| African American             | 28                               | 100      | 44.4      | 44.4  | 11.1        | 55.6                         | 48.1                           | 50.3                        |
| Asian/Pacific Islander       | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 87.2                           | 84.3                        |
| Hispanic                     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 58.6                           | 60.7                        |
| American Indian/Alaskan      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 84.4                           | 71.2                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 36.6                           | 35.6                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |
| Migrant                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 46.1                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient   | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 58.3                           | 59.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals               | 29                               | 100      | 42.9      | 42.9  | 14.3        | 57.1                         | 50.2                           | 55.1                        |

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| <b>Social Studies</b>        |     |      |      |      |      |      |      |      |
| All Students                 | 31  | 100  | 23.3 | 66.7 | 10   | 76.7 | 76.8 | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 14  | 100  | 7.1  | 78.6 | 14.3 | 92.9 | 75.3 | 71.5 |
| Female                       | 17  | 100  | 37.5 | 56.3 | 6.3  | 62.5 | 78.4 | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 91.5 | 80.7 |
| African American             | 29  | 100  | 25   | 67.9 | 7.1  | 75   | 62.7 | 60   |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 89.5 | 88.5 |
| Hispanic                     | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 71.4 | 68   |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 90.9 | 72.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 46.6 | 43.5 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 50.7 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 71.6 | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 27  | 100  | 23.1 | 73.1 | 3.8  | 76.9 | 64   | 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               | 52                               | 100      | 14        | 36    | 50          | 86                           | 74.1                           | 70.2                        | 96.7                      | 96                          |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 25                               | 100      | 24        | 36    | 40          | 76                           | 67.8                           | 63.2                        | 96.7                      | 95.9                        |
| Female                     | 27                               | 100      | 4         | 36    | 60          | 96                           | 80.6                           | 77.5                        | 96.6                      | 96.1                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 90.4                           | 79.1                        | 95.7                      | 95.9                        |
| African American           | 49                               | 100      | 12.8      | 38.3  | 48.9        | 87.2                         | 59.2                           | 57.6                        | 96.7                      | 96                          |
| Asian/Pacific Islander     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 89.9                           | 86.2                        | N/A                       | 97                          |
| Hispanic                   | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 61.1                           | 62.6                        | 97.8                      | 96.3                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 84                             | 68.7                        | N/A                       | 95.8                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 29.6                           | 26.1                        | 96.8                      | 95                          |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 54.7                        | N/A                       | 97.4                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 60.2                           | 61.2                        | 97.8                      | 96.5                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 47                               | 100      | 13.3      | 37.8  | 48.9        | 86.7                         | 59.1                           | 58.9                        | 96.5                      | 95.7                        |

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     | 20                               | 100      | 27.8      | 27.8  | 44.4        | 72.2                  |
|                       | 4     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 5     | 12                               | 100      | 25        | 41.7  | 33.3        | 75                    |
|                       | 6     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 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     | 20                               | 100      | 27.8      | 50    | 22.2        | 72.2                  |
|                       | 4     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 5     | 12                               | 100      | 16.7      | 50    | 33.3        | 83.3                  |
|                       | 6     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 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     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 4     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 5     | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 6     | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 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     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 4     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 5     | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 6     | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 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     | 20                               | 100      | 16.7      | 44.4  | 38.9        | 83.3                  |
|                       | 4     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 5     | 12                               | 100      | 16.7      | 33.3  | 50          | 83.3                  |
|                       | 6     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 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