



## Charles Pinckney Elementary

3300 Thomas Carlo Blvd.

Mt. Pleasant, SC 29466

|                       |                         |              |
|-----------------------|-------------------------|--------------|
| <b>Grades</b>         | 3-5 Elementary School   |              |
| <b>Enrollment</b>     | 933 Students            |              |
| <b>Principal</b>      | Leanne Sheppard         | 843-856-4585 |
| <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>Excellent</b> | <b>Excellent</b> |
| 2008        | Excellent        | Excellent        |
| 2007        | Excellent        | Excellent        |
| 2006        | Excellent        | Good             |
| 2005        | Excellent        | Good             |

## 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

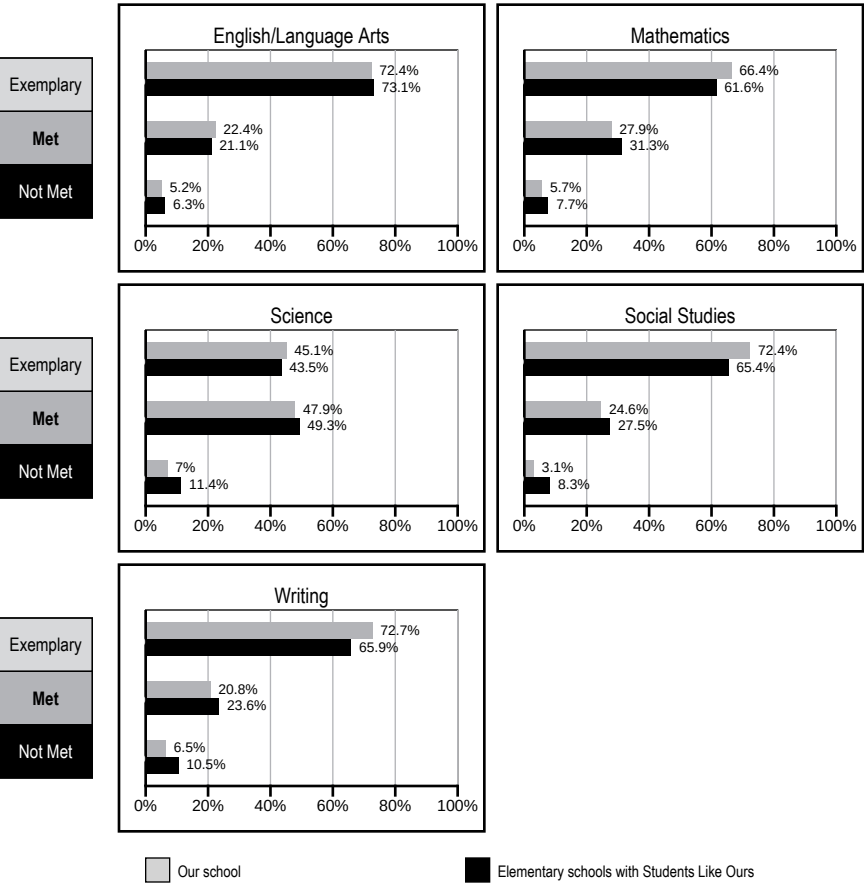
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 89.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 12        | 1    | 0       | 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=933)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | N/R        | N/R                   | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.6%       | Down from 0.8%        | 0.3%                                       | 1.9%                     |
| Attendance rate                                                              | 96.7%      | Down from 96.9%       | 97.2%                                      | 96.3%                    |
| Eligible for gifted and talented                                             | 33.7%      | Up from 32.2%         | 36.1%                                      | 10.0%                    |
| With disabilities other than speech                                          | 5.5%       | Up from 3.9%          | 3.7%                                       | 7.7%                     |
| Older than usual for grade                                                   | 0.3%       | Up from 0.1%          | 0.0%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.1%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=52)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 53.8%      | Up from 44.9%         | 67.7%                                      | 59.4%                    |
| Continuing contract teachers                                                 | 82.7%      | Up from 71.4%         | 85.2%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 2.0%       | Down from 2.4%        | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 91.6%      | Up from 74.8%         | 84.9%                                      | 85.9%                    |
| Teacher attendance rate                                                      | 95.4%      | Down from 96.3%       | 95.5%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$44,394   | Up 4.2%               | \$49,349                                   | \$47,149                 |
| Professional development days/teacher                                        | 8.7 days   | Down from 8.8 days    | 9.4 days                                   | 11.1 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 5.0        | Up from 4.0           | 5.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 24.5 to 1  | Up from 24.4 to 1     | 20.2 to 1                                  | 18.8 to 1                |
| Prime instructional time                                                     | 91.7%      | Down from 92.8%       | 91.7%                                      | 90.4%                    |
| Opportunities in the arts                                                    | Good       | Down from Excellent   | Good                                       | Good                     |
| SACS accreditation                                                           | No         | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$5,611    | Up 4.0%               | \$7,711                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 63.7%      | Up from 62.9%         | 67.1%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 60.2%      | Up from 49.1%         | 64.0%                                      | 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

The primary goal at Charles Pinckney Elementary School is to provide a broad range of educational opportunities in a nurturing environment for all students. Our school has celebrated a number of successes this year, which provide evidence that we continue to meet this lofty goal. We met the requirements in all 21 target areas to satisfy Adequate Yearly Progress as defined by 'No Child Left Behind' legislation. Pinckney was once again recognized as a recipient of the HUG award from the State Department of Education, signifying that we continue to close the achievement gap. To ensure student success we have a highly-qualified, master teacher in each classroom. We also currently have 13 teachers on our faculty who have earned the prestigious honor of National Board Certification.

Successes at Pinckney Elementary are linked directly to the variety of educational experiences that we provide for our students. Our Family Math and Reading Nights are annual events, which offer opportunities for parents, students, and teachers to collaborate on instructional practices and strategies. Our Science Fair process challenges our students to become scientists and put their scientific inquiry skills to work by creating their own projects to showcase at the Science Fair.

In addition to our strong commitment toward instruction in the core subject areas (math, reading, language arts, science, and social studies), students at Charles Pinckney Elementary School are also provided incredible experiences in the arts. The chorus, orchestra, percussion ensemble, and drama club regularly perform for students, parents, and the community. At the end of each school year, we host Pinckney Palooza, a weeklong festival of the arts. This festival features professional artists and performers, which serves as a great kickoff to Charleston's Spoleto Festival.

We offer numerous extracurricular activities for students including chess club, girls' and boys' basketball, student council, softball and ecology club. WCPE, our morning news production, is also an opportunity for student involvement.

Faculty, students, parents, community members, and local businesses support our efforts for academic excellence. Our PTA organizes fundraisers, educational programs and social events throughout the year that emphasize and promote school community. Pinckney's School Improvement Council actively plans, monitors and evaluates ways to improve public education at the school level. The committee consists of educators, parents and community members so that many perspectives are considered in the enhancement of our educational programs here at Pinckney Elementary.

We recognize it is through the collective efforts of the faculty, students, parents, community members, and local businesses that Pinckney maintains its standard of educational excellence.

Leanne Sheppard, Principal  
Bridgette Marques, SIC Chairperson

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 33       | 285       | 154      |
| Percent satisfied with learning environment            | 100.0%   | 95.0%     | 98.0%    |
| Percent satisfied with social and physical environment | 100.0%   | 92.9%     | 95.5%    |
| Percent satisfied with school-home relations           | 100.0%   | 95.8%     | 97.4%    |

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

No Child Left Behind

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

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

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

| School Improvement Key |                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.                                                                                       |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.                                                           |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. 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

**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                 | 950 | 100  | 5.2  | 22.4 | 72.4 | 97.7 | 84.9 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 472 | 100  | 6.4  | 24   | 69.6 | 96.7 | 81.8 | 79.3 | N/A | N/A |
| Female                       | 478 | 100  | 3.9  | 20.8 | 75.3 | 98.7 | 88.1 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 828 | 100  | 4.1  | 19.9 | 76   | 98.1 | 95.8 | 89.5 | Yes | Yes |
| African American             | 68  | 100  | 19.4 | 46.3 | 34.3 | 91   | 74.8 | 73.7 | Yes | Yes |
| Asian/Pacific Islander       | 17  | 100  | N/AV | N/AV | N/AV | 100  | 96.4 | 92.3 | I/S | I/S |
| Hispanic                     | 19  | 100  | 6.7  | 20   | 73.3 | 100  | 76.3 | 76.5 | I/S | I/S |
| American Indian/Alaskan      | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | 94   | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 77  | 100  | 36.5 | 28.4 | 35.1 | 78.4 | 53.5 | 52   | Yes | Yes |
| <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   | 19  | 100  | 6.3  | 43.8 | 50   | 100  | 75.6 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 101 | 100  | 19.1 | 43.6 | 37.2 | 89.4 | 74.9 | 75.5 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 950 | 99.9 | 5.7  | 27.9 | 66.4 | 97.1 | 81   | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 472 | 99.8 | 5.9  | 28   | 66.1 | 97.4 | 79.3 | 77   | N/A | N/A |
| Female                       | 478 | 100  | 5.5  | 27.8 | 66.7 | 96.9 | 82.8 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 828 | 100  | 3.6  | 26.9 | 69.5 | 98.5 | 94.6 | 87.2 | Yes | Yes |
| African American             | 68  | 100  | 32.8 | 37.3 | 29.9 | 79.1 | 67.9 | 66.7 | Yes | Yes |
| Asian/Pacific Islander       | 17  | 94.1 | N/AV | N/AV | N/AV | 100  | 94.6 | 93   | I/S | I/S |
| Hispanic                     | 19  | 100  | 6.7  | 40   | 53.3 | 100  | 76.7 | 76   | I/S | I/S |
| American Indian/Alaskan      | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | 92   | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 77  | 100  | 35.1 | 35.1 | 29.7 | 77   | 46.9 | 45.5 | Yes | Yes |
| <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   | 19  | 94.7 | N/AV | N/AV | N/AV | 100  | 77.1 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 101 | 100  | 20.2 | 50   | 29.8 | 85.1 | 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                 | 643                              | 99.7     | 7         | 47.9  | 45.1        | 93                           | 68.9                           | 67.5                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 320                              | 99.4     | 6.2       | 45.6  | 48.2        | 93.8                         | 68.2                           | 67                          |
| Female                       | 323                              | 100      | 7.8       | 50.2  | 42          | 92.2                         | 69.6                           | 68                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 560                              | 99.8     | 4.8       | 47.6  | 47.6        | 95.2                         | 90.4                           | 79.5                        |
| African American             | 45                               | 100      | 34.1      | 54.5  | 11.4        | 65.9                         | 48.1                           | 50.3                        |
| Asian/Pacific Islander       | 11                               | 90.9     | I/S       | I/S   | I/S         | I/S                          | 87.2                           | 84.3                        |
| Hispanic                     | 14                               | 100      | N/AV      | N/AV  | N/AV        | 100                          | 58.6                           | 60.7                        |
| American Indian/Alaskan      | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 84.4                           | 71.2                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 54                               | 98.2     | 31.4      | 43.1  | 25.5        | 68.6                         | 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   | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 58.3                           | 59.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals               | 67                               | 98.5     | 29.5      | 55.7  | 14.8        | 70.5                         | 50.2                           | 55.1                        |

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| <b>Social Studies</b>        |     |      |      |      |      |      |      |      |
| All Students                 | 641 | 99.7 | 3.1  | 24.6 | 72.4 | 96.9 | 76.8 | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 319 | 99.4 | 3.6  | 21.1 | 75.3 | 96.4 | 75.3 | 71.5 |
| Female                       | 322 | 100  | 2.6  | 28   | 69.5 | 97.4 | 78.4 | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 561 | 99.8 | 2.6  | 21.7 | 75.7 | 97.4 | 91.5 | 80.7 |
| African American             | 41  | 100  | 9.8  | 58.5 | 31.7 | 90.2 | 62.7 | 60   |
| Asian/Pacific Islander       | 10  | I/S  | I/S  | I/S  | I/S  | I/S  | 89.5 | 88.5 |
| Hispanic                     | 14  | 100  | N/AV | N/AV | N/AV | 100  | 71.4 | 68   |
| American Indian/Alaskan      | 6   | I/S  | I/S  | I/S  | I/S  | I/S  | 90.9 | 72.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 50  | 100  | 24   | 48   | 28   | 76   | 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   | 15  | 100  | 7.7  | 46.2 | 46.2 | 92.3 | 71.6 | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 62  | 100  | 10.3 | 56.9 | 32.8 | 89.7 | 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               | 946                              | 99.7     | 6.5       | 20.8  | 72.7        | 93.5                         | 74.1                           | 70.2                        | 96.7                      | 96                          |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 470                              | 99.6     | 9.5       | 25.1  | 65.4        | 90.5                         | 67.8                           | 63.2                        | 96.7                      | 95.9                        |
| Female                     | 476                              | 99.8     | 3.5       | 16.6  | 80          | 96.5                         | 80.6                           | 77.5                        | 96.7                      | 96.1                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 826                              | 99.6     | 4.9       | 19.8  | 75.3        | 95.1                         | 90.4                           | 79.1                        | 96.6                      | 95.9                        |
| African American           | 68                               | 100      | 25.4      | 32.8  | 41.8        | 74.6                         | 59.2                           | 57.6                        | 97.2                      | 96                          |
| Asian/Pacific Islander     | 16                               | 100      | N/AV      | N/AV  | N/AV        | 100                          | 89.9                           | 86.2                        | 97.9                      | 97                          |
| Hispanic                   | 18                               | 100      | 6.7       | 26.7  | 66.7        | 93.3                         | 61.1                           | 62.6                        | 96.3                      | 96.3                        |
| American Indian/Alaskan    | 8                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 84                             | 68.7                        | 97.1                      | 95.8                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 75                               | 98.7     | 36.1      | 33.3  | 30.6        | 63.9                         | 29.6                           | 26.1                        | 96.7                      | 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 | 18                               | 100      | 6.3       | 31.3  | 62.5        | 93.8                         | 60.2                           | 61.2                        | 97.5                      | 96.5                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 99                               | 99       | 21.5      | 35.5  | 43          | 78.5                         | 59.1                           | 58.9                        | 96.1                      | 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     | 306                              | 100      | 3.8       | 12.6  | 83.6        | 96.2                  |
|                       | 4     | 333                              | 100      | 5.9       | 22.7  | 71.4        | 94.1                  |
|                       | 5     | 311                              | 100      | 5.7       | 31.8  | 62.5        | 94.3                  |
|                       | 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     | 306                              | 100      | 7.2       | 23.2  | 69.6        | 92.8                  |
|                       | 4     | 333                              | 100      | 6.2       | 25.2  | 68.6        | 93.8                  |
|                       | 5     | 311                              | 99.7     | 3.7       | 35.5  | 60.8        | 96.3                  |
|                       | 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     | 154                              | 99.4     | 7.6       | 40    | 52.4        | 92.4                  |
|                       | 4     | 333                              | 100      | 6.8       | 46.9  | 46.3        | 93.2                  |
|                       | 5     | 156                              | 99.4     | 6.8       | 57.8  | 35.4        | 93.2                  |
|                       | 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                   |
| Social Studies        |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 152                              | 99.3     | N/AV      | N/AV  | N/AV        | 100                   |
|                       | 4     | 333                              | 100      | 3.1       | 22.4  | 74.5        | 96.9                  |
|                       | 5     | 156                              | 99.4     | 6         | 38.9  | 55          | 94                    |
|                       | 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     | 303                              | 99       | 4.4       | 14.3  | 81.2        | 95.6                  |
|                       | 4     | 334                              | 100      | 9.3       | 22.7  | 68          | 90.7                  |
|                       | 5     | 309                              | 100      | 5.4       | 25.2  | 69.5        | 94.6                  |
|                       | 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