



## St Paul Elementary

3074 Liberty Hill Road  
Summerton, SC 29148

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | 3-5 Elementary School |              |
| <b>Enrollment</b>     | 194 Students          |              |
| <b>Principal</b>      | Rosa T. Dingle        | 803-478-2286 |
| <b>Superintendent</b> | Dr. Rose H. Wilder    | 803-485-2325 |
| <b>Board Chair</b>    | Mr. John D. Bonaparte | 803-505-2222 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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

96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1         | 3    | 65      | 62            | 32      |

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

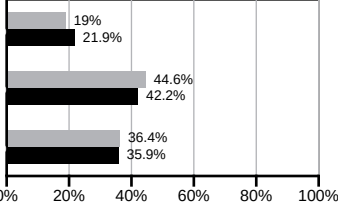
Palmetto Assessment of State Standards (PASS)

Exemplary

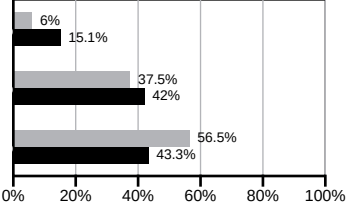
Met

Not Met

English/Language Arts



Mathematics

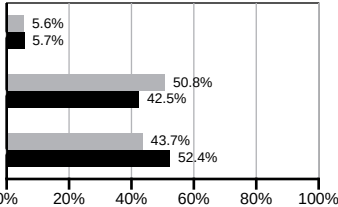


Exemplary

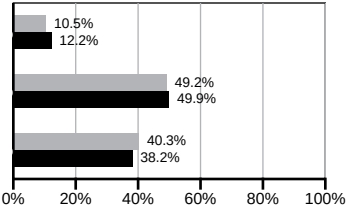
Met

Not Met

Science



Social Studies

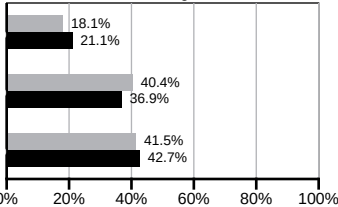


Exemplary

Met

Not Met

Writing



Our school



Elementary schools with Students Like Ours

\* 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=194)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | N/R        | N/R                   | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 1.5%       | Up from 0.5%          | 2.4%                                       | 1.9%                     |
| Attendance rate                                                              | 96.3%      | Up from 95.9%         | 96.0%                                      | 96.3%                    |
| Eligible for gifted and talented                                             | 7.1%       | Down from 9.2%        | 3.1%                                       | 10.0%                    |
| With disabilities other than speech                                          | 12.6%      | Down from 15.0%       | 7.5%                                       | 7.7%                     |
| Older than usual for grade                                                   | 0.0%       | Down from 1.5%        | 1.1%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 5.2%       | Up from 2.5%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=14)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 57.1%      | Up from 52.9%         | 57.1%                                      | 59.4%                    |
| Continuing contract teachers                                                 | 64.3%      | Up from 29.4%         | 71.6%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 52.3%      | Down from 53.0%       | 81.7%                                      | 85.9%                    |
| Teacher attendance rate                                                      | 96.6%      | Up from 95.4%         | 95.2%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$38,713   | Down 2.3%             | \$45,790                                   | \$47,149                 |
| Professional development days/teacher                                        | 4.5 days   | Down from 16.8 days   | 10.7 days                                  | 11.1 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 6.5        | Up from 5.5           | 3.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 16.4 to 1  | Down from 17.1 to 1   | 16.7 to 1                                  | 18.8 to 1                |
| Prime instructional time                                                     | 90.7%      | Up from 88.1%         | 90.1%                                      | 90.4%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 67.9%      | Up from 66.1%         | 100.0%                                     | 100.0%                   |
| Character development program                                                | Average    | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$9,779    | Up 44.4%              | \$8,668                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 57.7%      | Down from 66.8%       | 68.3%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 54.8%      | Down from 60.5%       | 61.9%                                      | 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**

St. Paul Elementary is the home of 193 students in grades three through five. Our school theme is "Going Beyond Expectations," which symbolizes the staff's focus on diligence and hard work. We realize that by doing so, we give our students the best opportunity for success in becoming productive citizens of South Carolina.

St. Paul Elementary strives to go beyond expectations for all students through its program of instructional excellence that includes both professional development for teachers and classroom instruction in the areas of English/Language arts, math, science, social studies, and the arts. In addition, our staff and students receive assistance from the instructional support staff, which includes our media specialist, curriculum resource teacher, technology coach, science and computer lab teachers, and our cross-trained curriculum. Our school-wide instructional focus includes data-driven instruction and differentiated instruction based on MAP, PACT, and classroom assessments.

Students at St. Paul also have many opportunities for academic balance and developmental enrichment that include scouting, St. Paul Elementary Chorus, Boys to Men, and the Chess Club. Students also participate in the Math Multiplication Bowl, Science Fair, Spelling Bee, Accelerated Reading, and other school events.

Parent and community involvement are also integral aspects of St. Paul school's program. Some of the activities that our parents are involved with include PTO, SIC, and Family Reading Night. The parents and community look forward to annual events such as: Muffins for Moms, Grits for Grands, Doughnuts for Dads, Veterans Day, Legislative Day, and the Reading on the Green. Each day the focus at St. Paul Elementary School is "Going Beyond Expectations" to ensure success for all students.

Patricia R. Middleton, Principal  
Willie Mae Bradley, School Improvement Chairperson

**Evaluations by Teachers, Students and Parents**

|                                                        | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--------------------------------------------------------|-----------------|------------------|-----------------|
| Number of surveys returned                             | 13              | 52               | 24              |
| Percent satisfied with learning environment            | 76.9%           | 88.2%            | 87.5%           |
| Percent satisfied with social and physical environment | 69.2%           | 84.3%            | 78.3%           |
| Percent satisfied with school-home relations           | 84.6%           | 84.3%            | 70.8%           |

\* 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

NO

This school met 12 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

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  | N/A          | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.8%         | 5.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.3%      | 94.0%*          | Yes                 |

\* Or greater than last year

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 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                 | 193 | 99   | 36   | 44.1 | 19.9 | 79.6 | 73.4 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 95  | 99   | 44   | 36.3 | 19.8 | 72.5 | 66.9 | 79.3 | N/A | N/A |
| Female                       | 98  | 99   | 28.4 | 51.6 | 20   | 86.3 | 79.8 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 89.5 | I/S | I/S |
| African American             | 186 | 98.9 | 35.2 | 44.7 | 20.1 | 80.4 | 73.6 | 73.7 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 92.3 | I/S | I/S |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 76.5 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 33  | 100  | 81.3 | 9.4  | 9.4  | 34.4 | 35.7 | 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   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 180 | 99.4 | 37.7 | 44   | 18.3 | 78.9 | 72.9 | 75.5 | Yes | Yes |

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

|                              |     |      |      |      |     |      |      |      |     |     |
|------------------------------|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students                 | 193 | 99   | 55.9 | 37.6 | 6.5 | 58.1 | 63.7 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |     |      |      |      |     |     |
| Male                         | 95  | 99   | 54.9 | 38.5 | 6.6 | 57.1 | 61.5 | 77   | N/A | N/A |
| Female                       | 98  | 99   | 56.8 | 36.8 | 6.3 | 58.9 | 65.9 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |     |      |      |      |     |     |
| White                        | 5   | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 87.2 | I/S | I/S |
| African American             | 186 | 98.9 | 55.3 | 38   | 6.7 | 58.7 | 63.8 | 66.7 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A | N/A  | N/A  | 93   | I/S | I/S |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 76   | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A | N/A  | N/A  | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |     |      |      |      |     |     |
| Disabled                     | 33  | 100  | 84.4 | 12.5 | 3.1 | 25   | 37.1 | 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   | N/A | N/AV | N/A  | N/A  | N/A | N/A  | N/A  | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |     |      |      |      |     |     |
| Subsided meals               | 180 | 99.4 | 56.6 | 37.7 | 5.7 | 57.1 | 63.4 | 70.2 | No  | 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                 | 132                              | 99.2     | 43.3      | 50.4  | 6.3         | 56.7                         | 56.2                           | 67.5                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 60                               | 100      | 37.9      | 55.2  | 6.9         | 62.1                         | 59.8                           | 67                          |
| Female                       | 72                               | 98.6     | 47.8      | 46.4  | 5.8         | 52.2                         | 52.6                           | 68                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 79.5                        |
| African American             | 127                              | 99.2     | 44.3      | 50.8  | 4.9         | 55.7                         | 55.1                           | 50.3                        |
| Asian/Pacific Islander       | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 84.3                        |
| Hispanic                     | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 60.7                        |
| American Indian/Alaskan      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 71.2                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 23                               | 100      | 68.2      | 22.7  | 9.1         | 31.8                         | 28.3                           | 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   | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 59.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals               | 123                              | 99.2     | 46.6      | 48.3  | 5.1         | 53.4                         | 54                             | 55.1                        |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 130 | 99.2 | 40   | 48.8 | 11.2 | 60   | 56.7 | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 66  | 100  | 38.1 | 50.8 | 11.1 | 61.9 | 55   | 71.5 |
| Female                       | 64  | 98.4 | 41.9 | 46.8 | 11.3 | 58.1 | 58.4 | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 80.7 |
| African American             | 126 | 99.2 | 38.8 | 49.6 | 11.6 | 61.2 | 57.4 | 60   |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 88.5 |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 68   |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 72.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 22  | 100  | 66.7 | 28.6 | 4.8  | 33.3 | 25.5 | 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   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 122 | 99.2 | 41.5 | 50   | 8.5  | 58.5 | 55.6 | 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               | 197                              | 98.5     | 41.5      | 40.4  | 18.1        | 58.5                         | 59.2                           | 70.2                        | 96.3                      | 96.4                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 97                               | 99       | 49.5      | 37.6  | 12.9        | 50.5                         | 53.8                           | 63.2                        | 96                        | 96.3                        |
| Female                     | 100                              | 98       | 33.7      | 43.2  | 23.2        | 66.3                         | 64.7                           | 77.5                        | 96.7                      | 96.4                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 79.1                        | 95.4                      | 95.7                        |
| African American           | 188                              | 98.9     | 40.9      | 40.3  | 18.8        | 59.1                         | 59.5                           | 57.6                        | 96.4                      | 96.4                        |
| Asian/Pacific Islander     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 86.2                        | N/A                       | N/A                         |
| Hispanic                   | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 62.6                        | 95.6                      | 97.1                        |
| American Indian/Alaskan    | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 68.7                        | 97.6                      | 97.6                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 31                               | 93.6     | N/AV      | N/AV  | N/AV        | 7.1                          | 17.9                           | 26.1                        | 96.3                      | 96.4                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 54.7                        | N/A                       | N/A                         |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 61.2                        | N/A                       | N/A                         |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 184                              | 98.4     | 44        | 40    | 16          | 56                           | 57.5                           | 58.9                        | 96.3                      | 96.3                        |

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     | 63                               | 98.4     | 31.1      | 34.4  | 34.4        | 68.9                  |
|                       | 4     | 70                               | 98.6     | 37.9      | 45.5  | 16.7        | 62.1                  |
|                       | 5     | 60                               | 100      | 39        | 52.5  | 8.5         | 61                    |
|                       | 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     | 63                               | 98.4     | 59        | 34.4  | 6.6         | 41                    |
|                       | 4     | 70                               | 98.6     | 37.9      | 51.5  | 10.6        | 62.1                  |
|                       | 5     | 60                               | 100      | 72.9      | 25.4  | 1.7         | 27.1                  |
|                       | 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      | 32.3      | 61.3  | 6.5         | 67.7                  |
|                       | 4     | 70                               | 98.6     | 39.4      | 53    | 7.6         | 60.6                  |
|                       | 5     | 31                               | 100      | 63.3      | 33.3  | 3.3         | 36.7                  |
|                       | 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                   |
| Social Studies        |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 31                               | 100      | 40        | 50    | 10          | 60                    |
|                       | 4     | 70                               | 98.6     | 28.8      | 57.6  | 13.6        | 71.2                  |
|                       | 5     | 29                               | 100      | 65.5      | 27.6  | 6.9         | 34.5                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Writing               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 64                               | 100      | 36.1      | 32.8  | 31.1        | 63.9                  |
|                       | 4     | 73                               | 98.6     | 39.1      | 43.5  | 17.4        | 60.9                  |
|                       | 5     | 60                               | 96.7     | 50        | 44.8  | 5.2         | 50                    |
|                       | 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