



## Oakbrook Elementary

306 Old Fort Drive  
Ladson, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 1,130 Students         |              |
| <b>Principal</b>      | Monica O'Dea           | 843-821-1165 |
| <b>Superintendent</b> | Joseph R. Pye          | 843-873-2901 |
| <b>Board Chair</b>    | Bufort "Bo" Blanton    | 843-873-8454 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

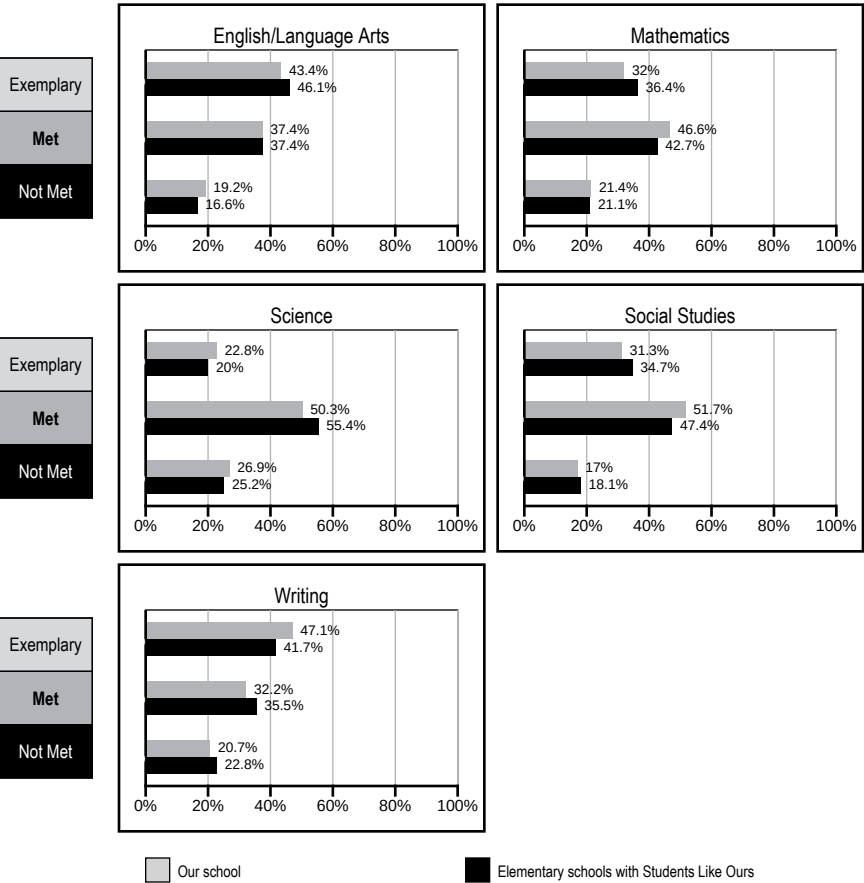
90.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 19        | 34   | 30      | 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=1,130)</b>                                                    |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 99.5%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.4%       | Down from 1.4%        | 1.6%                                       | 1.9%                     |
| Attendance rate                                                              | 95.8%      | Down from 96.0%       | 96.5%                                      | 96.3%                    |
| Eligible for gifted and talented                                             | 13.3%      | Down from 15.3%       | 15.4%                                      | 10.0%                    |
| With disabilities other than speech                                          | 5.9%       | Down from 6.0%        | 7.1%                                       | 7.7%                     |
| Older than usual for grade                                                   | 0.3%       | Up from 0.2%          | 0.3%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.2%       | Down from 1.6%        | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=77)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 50.6%      | Up from 47.2%         | 63.0%                                      | 59.4%                    |
| Continuing contract teachers                                                 | 72.7%      | Up from 69.4%         | 84.8%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 4.2%       | Up from 3.8%          | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 86.0%      | Down from 88.0%       | 88.3%                                      | 85.9%                    |
| Teacher attendance rate                                                      | 92.9%      | Down from 93.5%       | 95.1%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$45,384   | Up 7.0%               | \$48,444                                   | \$47,149                 |
| Professional development days/teacher                                        | 11.5 days  | Down from 13.9 days   | 11.4 days                                  | 11.1 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 2.0        | Up from 1.0           | 5.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.1 to 1  | Down from 19.2 to 1   | 19.3 to 1                                  | 18.8 to 1                |
| Prime instructional time                                                     | 88.0%      | Down from 88.7%       | 90.4%                                      | 90.4%                    |
| Opportunities in the arts                                                    | Excellent  | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 96.9%      | Down from 98.1%       | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | Up from Good          | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$6,730    | Up 10.7%              | \$7,004                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 63.6%      | Down from 64.9%       | 68.9%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 60.8%      | Up from 60.5%         | 60.2%                                      | 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

Oakbrook Elementary continues to "Plant Seeds of Excellence" with rigor, relevance, and relationships. Our doors opened in 1987 to meet the burgeoning educational demands of the rapidly growing suburban area. Oakbrook Elementary continues to serve children in a high growth area in our district. Even with new elementary schools opening in the district, we served almost 1130 students throughout the year. The number of classes increases; however, our class sizes remain small. Our 100 member faculty and staff work together to create a family friendly, positive atmosphere for our students.

Oakbrook Elementary has strong parent and community support. The PTA and School Improvement Council continue to support our educational initiatives. Input from these groups allows us to analyze data and look at programs that will provide the best learning environment for our students. This year was the first year Oakbrook Elementary was Title 1 targeted assistance. Working together, we were able to develop strong differentiated programs that assisted individual needs of our students.

Academic achievement is a priority at Oakbrook Elementary School. Our staff continues to provide challenging and enriching instruction for every student. With a focus on differentiation, one additional computer lab was added this year for a total of five labs. Using Compass Learning in grades one through five and Waterford in our kindergarten classrooms, students are provided additional reading and math activities based on their levels of performance.

The challenge at Oakbrook Elementary is to continue raising student achievement in the areas of math and ELA. With new students enrolling at Oakbrook Elementary throughout the year, we need to quickly identify their strengths and weaknesses in order to maximize their instruction during the school year. For the first time, Oakbrook Elementary is identified to receive Title 1 services. We have a full time Title 1 facilitator to assist teachers with classroom strategies in reading and math, as well as analyzing school data and organizing sustained staff development. We will continue to analyze data collected throughout the year on MAP (Measures of Academic Progress), DRA (Diagnostic Reading Assessment), and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to ensure lessons are rigorous and relevant. With our staff, parents, and community working together, we will continue to "Plant Seeds of Excellence."

Monica O'Dea, Principal  
Dacey Goodrich, SIC Chairperson

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 39       | 122       | 57       |
| Percent satisfied with learning environment            | 87.2%    | 82.5%     | 80.4%    |
| Percent satisfied with social and physical environment | 89.2%    | 81.7%     | 80.7%    |
| Percent satisfied with school-home relations           | 84.6%    | 85.2%     | 82.1%    |

\* 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

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  | 0.2%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 5.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.8%      | 94.0%*          | Yes                 |

\* Or greater than last year

**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* | Performance<br>Objective Met | Participation<br>Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

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

|              |     |     |      |      |      |    |      |      |     |     |
|--------------|-----|-----|------|------|------|----|------|------|-----|-----|
| All Students | 547 | 100 | 19.2 | 37.3 | 43.5 | 91 | 89.3 | 82.8 | Yes | Yes |
|--------------|-----|-----|------|------|------|----|------|------|-----|-----|

|        |  |  |  |  |  |  |  |  |  |  |
|--------|--|--|--|--|--|--|--|--|--|--|
| Gender |  |  |  |  |  |  |  |  |  |  |
|--------|--|--|--|--|--|--|--|--|--|--|

|      |     |     |      |      |      |      |      |      |     |     |
|------|-----|-----|------|------|------|------|------|------|-----|-----|
| Male | 272 | 100 | 24.7 | 31.5 | 43.8 | 86.1 | 86.4 | 79.3 | N/A | N/A |
|------|-----|-----|------|------|------|------|------|------|-----|-----|

|        |     |     |      |      |      |    |      |      |     |     |
|--------|-----|-----|------|------|------|----|------|------|-----|-----|
| Female | 275 | 100 | 13.6 | 43.2 | 43.2 | 96 | 92.2 | 86.5 | N/A | N/A |
|--------|-----|-----|------|------|------|----|------|------|-----|-----|

|                     |  |  |  |  |  |  |  |  |  |  |
|---------------------|--|--|--|--|--|--|--|--|--|--|
| Racial/Ethnic Group |  |  |  |  |  |  |  |  |  |  |
|---------------------|--|--|--|--|--|--|--|--|--|--|

|       |     |     |      |      |      |      |      |      |     |     |
|-------|-----|-----|------|------|------|------|------|------|-----|-----|
| White | 315 | 100 | 12.2 | 33.6 | 54.2 | 94.6 | 92.9 | 89.5 | Yes | Yes |
|-------|-----|-----|------|------|------|------|------|------|-----|-----|

|                  |     |     |      |      |      |      |      |      |     |     |
|------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| African American | 199 | 100 | 31.3 | 42.5 | 26.3 | 83.8 | 82.3 | 73.7 | Yes | Yes |
|------------------|-----|-----|------|------|------|------|------|------|-----|-----|

|                        |    |     |     |      |      |     |      |      |     |     |
|------------------------|----|-----|-----|------|------|-----|------|------|-----|-----|
| Asian/Pacific Islander | 14 | 100 | 7.1 | 35.7 | 57.1 | 100 | 93.3 | 92.3 | I/S | I/S |
|------------------------|----|-----|-----|------|------|-----|------|------|-----|-----|

|          |    |     |     |     |     |     |      |      |     |     |
|----------|----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Hispanic | 15 | 100 | I/S | I/S | I/S | I/S | 82.7 | 76.5 | I/S | I/S |
|----------|----|-----|-----|-----|-----|-----|------|------|-----|-----|

|                         |   |     |     |     |     |     |      |      |     |     |
|-------------------------|---|-----|-----|-----|-----|-----|------|------|-----|-----|
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 92.8 | 82.5 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|------|------|-----|-----|

|                   |  |  |  |  |  |  |  |  |  |  |
|-------------------|--|--|--|--|--|--|--|--|--|--|
| Disability Status |  |  |  |  |  |  |  |  |  |  |
|-------------------|--|--|--|--|--|--|--|--|--|--|

|          |    |     |      |      |      |      |      |    |     |     |
|----------|----|-----|------|------|------|------|------|----|-----|-----|
| Disabled | 63 | 100 | 46.6 | 32.8 | 20.7 | 63.8 | 59.6 | 52 | Yes | Yes |
|----------|----|-----|------|------|------|------|------|----|-----|-----|

|                |  |  |  |  |  |  |  |  |  |  |
|----------------|--|--|--|--|--|--|--|--|--|--|
| Migrant Status |  |  |  |  |  |  |  |  |  |  |
|----------------|--|--|--|--|--|--|--|--|--|--|

|         |     |      |     |     |     |     |     |      |     |     |
|---------|-----|------|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
|---------|-----|------|-----|-----|-----|-----|-----|------|-----|-----|

|                     |  |  |  |  |  |  |  |  |  |  |
|---------------------|--|--|--|--|--|--|--|--|--|--|
| English Proficiency |  |  |  |  |  |  |  |  |  |  |
|---------------------|--|--|--|--|--|--|--|--|--|--|

|                            |   |     |     |     |     |     |      |      |     |     |
|----------------------------|---|-----|-----|-----|-----|-----|------|------|-----|-----|
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 77.7 | 75.1 | I/S | I/S |
|----------------------------|---|-----|-----|-----|-----|-----|------|------|-----|-----|

|                       |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|
| Socio-Economic Status |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|

|                |     |     |    |    |    |    |      |      |     |     |
|----------------|-----|-----|----|----|----|----|------|------|-----|-----|
| Subsided meals | 229 | 100 | 30 | 44 | 26 | 85 | 81.9 | 75.5 | Yes | Yes |
|----------------|-----|-----|----|----|----|----|------|------|-----|-----|

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

|              |     |     |      |      |      |      |      |      |     |     |
|--------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 547 | 100 | 21.4 | 46.5 | 32.1 | 87.4 | 85.8 | 78.9 | Yes | Yes |
|--------------|-----|-----|------|------|------|------|------|------|-----|-----|

|        |  |  |  |  |  |  |  |  |  |  |
|--------|--|--|--|--|--|--|--|--|--|--|
| Gender |  |  |  |  |  |  |  |  |  |  |
|--------|--|--|--|--|--|--|--|--|--|--|

|      |     |     |      |      |      |      |      |    |     |     |
|------|-----|-----|------|------|------|------|------|----|-----|-----|
| Male | 272 | 100 | 24.7 | 44.6 | 30.7 | 84.5 | 85.2 | 77 | N/A | N/A |
|------|-----|-----|------|------|------|------|------|----|-----|-----|

|        |     |     |    |      |      |      |      |      |     |     |
|--------|-----|-----|----|------|------|------|------|------|-----|-----|
| Female | 275 | 100 | 18 | 48.4 | 33.6 | 90.4 | 86.4 | 80.9 | N/A | N/A |
|--------|-----|-----|----|------|------|------|------|------|-----|-----|

|                     |  |  |  |  |  |  |  |  |  |  |
|---------------------|--|--|--|--|--|--|--|--|--|--|
| Racial/Ethnic Group |  |  |  |  |  |  |  |  |  |  |
|---------------------|--|--|--|--|--|--|--|--|--|--|

|       |     |     |      |      |      |      |      |      |     |     |
|-------|-----|-----|------|------|------|------|------|------|-----|-----|
| White | 315 | 100 | 13.6 | 45.1 | 41.4 | 93.6 | 91.5 | 87.2 | Yes | Yes |
|-------|-----|-----|------|------|------|------|------|------|-----|-----|

|                  |     |     |      |      |      |      |      |      |     |     |
|------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| African American | 199 | 100 | 35.8 | 49.7 | 14.5 | 75.4 | 74.4 | 66.7 | Yes | Yes |
|------------------|-----|-----|------|------|------|------|------|------|-----|-----|

|                        |    |     |     |      |      |     |      |    |     |     |
|------------------------|----|-----|-----|------|------|-----|------|----|-----|-----|
| Asian/Pacific Islander | 14 | 100 | 7.1 | 28.6 | 64.3 | 100 | 91.8 | 93 | I/S | I/S |
|------------------------|----|-----|-----|------|------|-----|------|----|-----|-----|

|          |    |     |     |     |     |     |      |    |     |     |
|----------|----|-----|-----|-----|-----|-----|------|----|-----|-----|
| Hispanic | 15 | 100 | I/S | I/S | I/S | I/S | 80.4 | 76 | I/S | I/S |
|----------|----|-----|-----|-----|-----|-----|------|----|-----|-----|

|                         |   |     |     |     |     |     |      |      |     |     |
|-------------------------|---|-----|-----|-----|-----|-----|------|------|-----|-----|
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 94.2 | 79.5 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|------|------|-----|-----|

|                   |  |  |  |  |  |  |  |  |  |  |
|-------------------|--|--|--|--|--|--|--|--|--|--|
| Disability Status |  |  |  |  |  |  |  |  |  |  |
|-------------------|--|--|--|--|--|--|--|--|--|--|

|          |    |     |      |      |     |      |      |      |     |     |
|----------|----|-----|------|------|-----|------|------|------|-----|-----|
| Disabled | 63 | 100 | 46.6 | 44.8 | 8.6 | 67.2 | 57.1 | 45.5 | Yes | Yes |
|----------|----|-----|------|------|-----|------|------|------|-----|-----|

|                |  |  |  |  |  |  |  |  |  |  |
|----------------|--|--|--|--|--|--|--|--|--|--|
| Migrant Status |  |  |  |  |  |  |  |  |  |  |
|----------------|--|--|--|--|--|--|--|--|--|--|

|         |     |      |     |     |     |     |     |      |     |     |
|---------|-----|------|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
|---------|-----|------|-----|-----|-----|-----|-----|------|-----|-----|

|                     |  |  |  |  |  |  |  |  |  |  |
|---------------------|--|--|--|--|--|--|--|--|--|--|
| English Proficiency |  |  |  |  |  |  |  |  |  |  |
|---------------------|--|--|--|--|--|--|--|--|--|--|

|                            |   |     |     |     |     |     |      |      |     |     |
|----------------------------|---|-----|-----|-----|-----|-----|------|------|-----|-----|
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 76.6 | 76.1 | I/S | I/S |
|----------------------------|---|-----|-----|-----|-----|-----|------|------|-----|-----|

|                       |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|
| Socio-Economic Status |  |  |  |  |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|--|--|--|--|

|                |     |     |    |    |    |    |      |      |     |     |
|----------------|-----|-----|----|----|----|----|------|------|-----|-----|
| Subsided meals | 229 | 100 | 34 | 46 | 20 | 79 | 76.5 | 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                 | 369                              | 100      | 26.9      | 50.1  | 23          | 73.1                         | 75.3                           | 67.5                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 187                              | 100      | 27.6      | 45.3  | 27.1        | 72.4                         | 75                             | 67                          |
| Female                       | 182                              | 100      | 26.1      | 55.2  | 18.8        | 73.9                         | 75.8                           | 68                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 219                              | 100      | 18.9      | 50.7  | 30.3        | 81.1                         | 83.8                           | 79.5                        |
| African American             | 124                              | 100      | 44.7      | 45.6  | 9.6         | 55.3                         | 57                             | 50.3                        |
| Asian/Pacific Islander       | 9                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 86.4                           | 84.3                        |
| Hispanic                     | 13                               | 100      | I/S       | I/S   | I/S         | I/S                          | 70.5                           | 60.7                        |
| American Indian/Alaskan      | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 83.3                           | 71.2                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 45                               | 100      | 40.5      | 47.6  | 11.9        | 59.5                         | 42.2                           | 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   | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 66.7                           | 59.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals               | 151                              | 100      | 38.9      | 50.4  | 10.7        | 61.1                         | 59.9                           | 55.1                        |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 361 | 100  | 17   | 51.7 | 31.3 | 83   | 81.2 | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 178 | 100  | 23.6 | 40   | 36.4 | 76.4 | 80.9 | 71.5 |
| Female                       | 183 | 100  | 10.4 | 63.4 | 26.2 | 89.6 | 81.4 | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 203 | 100  | 12.6 | 46.3 | 41.1 | 87.4 | 86.7 | 80.7 |
| African American             | 142 | 100  | 24   | 58.4 | 17.6 | 76   | 69.9 | 60   |
| Asian/Pacific Islander       | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | 91.5 | 88.5 |
| Hispanic                     | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 73.6 | 68   |
| American Indian/Alaskan      | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 95.2 | 72.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 40  | 100  | 42.9 | 40   | 17.1 | 57.1 | 53.1 | 43.5 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 50.7 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 74.6 | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 153 | 100  | 27.1 | 55.6 | 17.3 | 72.9 | 70.6 | 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               | 541                              | 99.3     | 20.4      | 32.3  | 47.3        | 79.6                         | 81.7                           | 70.2                        | 95.8                      | 96.2                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 269                              | 98.9     | 28.9      | 35.7  | 35.3        | 71.1                         | 76                             | 63.2                        | 95.9                      | 96.1                        |
| Female                     | 272                              | 99.6     | 11.9      | 29    | 59.1        | 88.1                         | 87.5                           | 77.5                        | 95.7                      | 96.3                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 310                              | 99       | 14.4      | 33    | 52.6        | 85.6                         | 86.9                           | 79.1                        | 95.6                      | 96                          |
| African American           | 195                              | 100      | 31.1      | 30    | 38.9        | 68.9                         | 70.9                           | 57.6                        | 95.9                      | 96.4                        |
| Asian/Pacific Islander     | 14                               | 100      | 7.1       | 35.7  | 57.1        | 92.9                         | 88.6                           | 86.2                        | 97.1                      | 97.1                        |
| Hispanic                   | 17                               | 94.1     | 16.7      | 50    | 33.3        | 83.3                         | 78.9                           | 62.6                        | 95.9                      | 96.4                        |
| American Indian/Alaskan    | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 88.4                           | 68.7                        | 95.7                      | 95.8                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 66                               | 98.5     | 60.7      | 26.2  | 13.1        | 39.3                         | 37.7                           | 26.1                        | 94.6                      | 95.1                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 54.7                        | N/A                       | 98.1                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 70.2                           | 61.2                        | 95.8                      | 96.3                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 225                              | 99.6     | 32.4      | 31.4  | 36.3        | 67.6                         | 70.2                           | 58.9                        | 95.1                      | 95.5                        |

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     | 192                              | 100      | 23.2      | 30.5  | 46.3        | 76.8                  |
|                       | 4     | 183                              | 100      | 20.2      | 39.3  | 40.5        | 79.8                  |
|                       | 5     | 172                              | 100      | 13.7      | 42.9  | 43.5        | 86.3                  |
|                       | 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     | 192                              | 100      | 22.6      | 43.5  | 33.9        | 77.4                  |
|                       | 4     | 183                              | 100      | 18.4      | 49.7  | 31.9        | 81.6                  |
|                       | 5     | 172                              | 100      | 23        | 46.6  | 30.4        | 77                    |
|                       | 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     | 97                               | 100      | 28.4      | 40.9  | 30.7        | 71.6                  |
|                       | 4     | 183                              | 100      | 26.4      | 53.4  | 20.2        | 73.6                  |
|                       | 5     | 89                               | 100      | 26.2      | 53.6  | 20.2        | 73.8                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Social Studies        |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 95                               | 100      | 20.2      | 55.1  | 24.7        | 79.8                  |
|                       | 4     | 183                              | 100      | 12.9      | 54    | 33.1        | 87.1                  |
|                       | 5     | 83                               | 100      | 22.1      | 42.9  | 35.1        | 77.9                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Writing               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 190                              | 99.5     | 20.3      | 29.4  | 50.3        | 79.7                  |
|                       | 4     | 179                              | 99.4     | 22.1      | 36.2  | 41.7        | 77.9                  |
|                       | 5     | 172                              | 98.8     | 18.6      | 31.7  | 49.7        | 81.4                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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N/A–Not Applicable

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