



## Six Mile Elementary

777 N Main St  
Six Mile, SC 29682

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 515 Students           |              |
| <b>Principal</b>      | R. Clifton Alexander   | 864-868-2352 |
| <b>Superintendent</b> | Dr. Henry Hunt         | 864-855-8150 |
| <b>Board Chair</b>    | Jim Shelton            | 864-836-8465 |

# 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>Good</b>   |
| 2008        | Good            | Average       |
| 2007        | Good            | At-Risk       |
| 2006        | Good            | 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

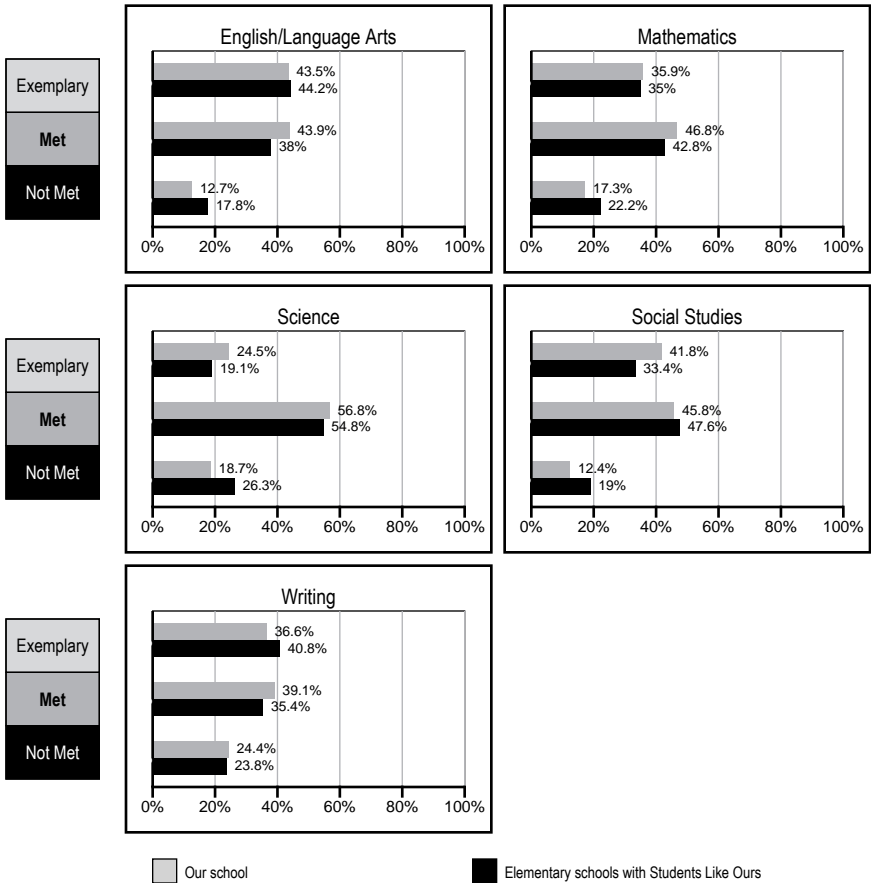
95.3%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 19        | 33   | 41      | 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=515)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 98.6%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Retention rate   | 2.1%       | No Change             | 1.7%                                       | 1.9%                     |
| Attendance rate  | 96.7%      | Down from 96.8%       | 96.4%                                      | 96.3%                    |
| Eligible for gifted and talented   | 15.5%      | No Change             | 14.9%                                      | 10.0%                    |
| With disabilities other than speech  | 9.4%       | Up from 7.8%          | 7.1%                                       | 7.7%                     |
| Older than usual for grade   | 0.3%       | No Change             | 0.3%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=32)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 65.6%      | Up from 54.5%         | 61.3%                                      | 59.4%                    |
| Continuing contract teachers   | 87.5%      | Up from 81.8%         | 82.8%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 85.6%      | Down from 90.7%       | 88.7%                                      | 85.9%                    |
| Teacher attendance rate  | 94.5%      | Up from 93.7%         | 95.1%                                      | 95.1%                    |
| Average teacher salary*  | \$49,909   | Up 7.7%               | \$48,050                                   | \$47,149                 |
| Professional development days/teacher  | 7.0 days   | Down from 12.6 days   | 11.3 days                                  | 11.1 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 4.0        | Up from 3.0           | 5.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.9 to 1  | Down from 20.7 to 1   | 19.3 to 1                                  | 18.8 to 1                |
| Prime instructional time   | 90.6%      | Up from 89.8%         | 90.5%                                      | 90.4%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Average    | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$7,370    | Up 11.0%              | \$6,975                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 59.7%      | Down from 60.8%       | 69.0%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 53.9%      | Down from 56.5%       | 62.4%                                      | 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

Six Mile Elementary continued in its mission to provide a quality education that encourages achievement for all students in a safe and caring environment with the cooperative effort of students, teachers, and parents. A recipient of the 2009 Silver Award and 2009 Upstate Safe Kids School Award, Six Mile Elementary continued as an ambassador for improved educational and safety practices. Six Mile continued to implement initiatives to promote literacy and mathematics, such as; fifteen minutes of nightly reading in level books, daily small group instruction, Marcy Cook math strategies, and writing across the curriculum. MAP testing continued in grades 2-5 and was introduced in K5 and 1st grade to align instruction and assessment with curriculum standards. "Flexible groups" were continued to address specific areas of weakness. Our professional development plan continued to focus on literacy and mathematics instruction and assessment specifically among proficient and advanced students. Single-gender instruction was researched this year as another way to differentiate instruction. Daily common planning time, school-wide monthly meetings, workshops, and conferences kept teachers abreast of the latest research and best practices in various subject areas. All teachers at Six Mile Elementary are Highly Qualified and seven teachers are National Board Certified. In addition, innovative programs already in place at Six Mile Elementary included: wireless internet and other technological advancements; academic achievement recognition and awards; enrichment clubs in grades 3-5; grade-level and school-wide service learning projects; character education program; SIC and PTO; family nights focusing on literacy and math; comprehensive art, music and physical education programs; and a comprehensively challenging and actively interactive curriculum. Volunteers continued to play a vital role at Six Mile Elementary, evident in the fact that Six Mile Elementary finished first in our district in volunteer hours. Our large number of trained parents and community members allowed us to continue a comprehensive tutorial program led solely by volunteers. The SIC, PTO, and parent volunteers continued to support our school in a variety of ways during a difficult year economically. These efforts have shown that collaboration is vital to school success. Six Mile Elementary continues to be a caring community school that promotes the development of the "whole child" while meeting rigorous, new academic standards.

Clif Alexander, Principal  
Cindy Miller, SIC Chairperson

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 31       | 72        | 47       |
| Percent satisfied with learning environment            | 100.0%   | 84.5%     | 95.7%    |
| Percent satisfied with social and physical environment | 100.0%   | 80.3%     | 97.8%    |
| Percent satisfied with school-home relations           | 100.0%   | 85.9%     | 91.3%    |

\* 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 17 out of 17 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

|              |   |
|--------------|---|
| <b>NI</b>    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| <b>CSI</b>   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| <b>CA</b>    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| <b>RP</b>    | 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. |
| <b>R</b>     | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| <b>DELAY</b> | 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."            |
| <b>HOLD</b>  | 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

|   | <b>Our District</b> | <b>State</b> |
|---|---------------------|--------------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.7%                | 1.7%         |
| Classes in high poverty schools not taught by highly qualified teachers | N/A                 | 5.8%         |

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

\* Or greater than last year

## Abbreviations for Missing Data

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 |
|---|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
| <b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b> |                               |          |           |       |             |                            |                              |                           |                           |                             |
| All Students  | 245                           | 100      | 12.7      | 43.9  | 43.5        | 94.1                       | 87.9                         | 82.8                      | Yes                       | Yes                         |
| <b>Gender</b>   |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Male  | 126                           | 100      | 9.9       | 47.1  | 43          | 93.4                       | 85.3                         | 79.3                      | N/A                       | N/A                         |
| Female  | 119                           | 100      | 15.5      | 40.5  | 44          | 94.8                       | 90.7                         | 86.5                      | N/A                       | N/A                         |
| <b>Racial/Ethnic Group</b>  |                               |          |           |       |             |                            |                              |                           |                           |                             |
| White   | 242                           | 100      | 12.8      | 43.4  | 43.8        | 94                         | 89.1                         | 89.5                      | Yes                       | Yes                         |
| African American  | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                        | 78.6                         | 73.7                      | I/S                       | I/S                         |
| Asian/Pacific Islander  | 1                             | I/S      | N/A       | N/A   | N/A         | N/A                        | 95.6                         | 92.3                      | I/S                       | I/S                         |
| Hispanic  | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                        | 82.3                         | 76.5                      | I/S                       | I/S                         |
| American Indian/Alaskan   | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                        | 87.5                         | 82.5                      | I/S                       | I/S                         |
| <b>Disability Status</b>  |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Disabled  | 44                            | 100      | 18.6      | 65.1  | 16.3        | 88.4                       | 60.5                         | 52                        | Yes                       | Yes                         |
| <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  | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                        | 82.9                         | 75.1                      | I/S                       | I/S                         |
| <b>Socio-Economic Status</b>  |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Subsided meals  | 103                           | 100      | 20.4      | 51    | 28.6        | 90.8                       | 81.2                         | 75.5                      | Yes                       | Yes                         |
| <b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>           |                               |          |           |       |             |                            |                              |                           |                           |                             |
| All Students  | 245                           | 100      | 17.3      | 46.8  | 35.9        | 90.3                       | 83.8                         | 78.9                      | Yes                       | Yes                         |
| <b>Gender</b>   |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Male  | 126                           | 100      | 15.7      | 44.6  | 39.7        | 93.4                       | 82.3                         | 77                        | N/A                       | N/A                         |
| Female  | 119                           | 100      | 19        | 49.1  | 31.9        | 87.1                       | 85.3                         | 80.9                      | N/A                       | N/A                         |
| <b>Racial/Ethnic Group</b>  |                               |          |           |       |             |                            |                              |                           |                           |                             |
| White   | 242                           | 100      | 17.4      | 46.4  | 36.2        | 90.2                       | 85.6                         | 87.2                      | Yes                       | Yes                         |
| African American  | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                        | 67.7                         | 66.7                      | I/S                       | I/S                         |
| Asian/Pacific Islander  | 1                             | I/S      | N/A       | N/A   | N/A         | N/A                        | 91.1                         | 93                        | I/S                       | I/S                         |
| Hispanic  | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                        | 80.2                         | 76                        | I/S                       | I/S                         |
| American Indian/Alaskan   | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                        | 87.5                         | 79.5                      | I/S                       | I/S                         |
| <b>Disability Status</b>  |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Disabled  | 44                            | 100      | 44.2      | 48.8  | 7           | 79.1                       | 52.9                         | 45.5                      | Yes                       | Yes                         |
| <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  | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                        | 82.9                         | 76.1                      | I/S                       | I/S                         |
| <b>Socio-Economic Status</b>  |                               |          |           |       |             |                            |                              |                           |                           |                             |
| Subsided meals  | 103                           | 100      | 31.6      | 40.8  | 27.6        | 80.6                       | 75.9                         | 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 Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| <b>Science</b>               |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 159                           | 99.4     | 18.7      | 56.8  | 24.5        | 81.3                      | 76.8                        | 67.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 83                            | 98.8     | 20        | 51.3  | 28.8        | 80                        | 76.3                        | 67                       |
| Female                       | 76                            | 100      | 17.3      | 62.7  | 20          | 82.7                      | 77.4                        | 68                       |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 157                           | 99.4     | 19        | 56.2  | 24.8        | 81                        | 79.2                        | 79.5                     |
| African American             | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 58.3                        | 50.3                     |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 88.1                        | 84.3                     |
| Hispanic                     | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 66.7                        | 60.7                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 28                            | 100      | 29.6      | 59.3  | 11.1        | 70.4                      | 45                          | 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   | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 69.8                        | 59.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsided meals               | 66                            | 100      | 27.7      | 64.6  | 7.7         | 72.3                      | 67.4                        | 55.1                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 159                           | 99.4     | 12.4      | 45.8  | 41.8        | 87.6                      | 78.8                        | 72.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 82                            | 98.8     | 10.3      | 37.2  | 52.6        | 89.7                      | 78.5                        | 71.5                     |
| Female                       | 77                            | 100      | 14.7      | 54.7  | 30.7        | 85.3                      | 79.2                        | 73.2                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 156                           | 99.4     | 11.9      | 45.7  | 42.4        | 88.1                      | 80                          | 80.7                     |
| African American             | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 68.4                        | 60                       |
| Asian/Pacific Islander       | 1                             | I/S      | N/A       | N/A   | N/A         | N/A                       | 90                          | 88.5                     |
| Hispanic                     | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 76.6                        | 68                       |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 86.7                        | 72.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 26                            | 100      | 20        | 52    | 28          | 80                        | 49.1                        | 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                       | 77.8                        | 67.9                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsided meals               | 68                            | 98.5     | 17.5      | 49.2  | 33.3        | 82.5                      | 69.8                        | 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 Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| <b>Writing</b>               |                               |          |           |       |             |                           |                             |                          |                        |                          |
| All Students                 | 244                           | 99.6     | 24.1      | 39.2  | 36.7        | 75.9                      | 78.9                        | 70.2                     | 96.7                   | 96.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 126                           | 100      | 29.5      | 35.2  | 35.2        | 70.5                      | 72.2                        | 63.2                     | 96.9                   | 96.4                     |
| Female                       | 118                           | 99.2     | 18.3      | 43.5  | 38.3        | 81.7                      | 86.1                        | 77.5                     | 96.5                   | 96.5                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 241                           | 99.6     | 24.3      | 39.1  | 36.6        | 75.7                      | 80.6                        | 79.1                     | 96.7                   | 96.4                     |
| African American             | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 65.8                        | 57.6                     | 95.7                   | 96.8                     |
| Asian/Pacific Islander       | 1                             | I/S      | N/A       | N/A   | N/A         | N/A                       | 93.2                        | 86.2                     | 92.3                   | 98                       |
| Hispanic                     | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 69.2                        | 62.6                     | 95.2                   | 97                       |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 82.4                        | 68.7                     | 92.2                   | 96.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 43                            | 100      | 59.5      | 31    | 9.5         | 40.5                      | 33.3                        | 26.1                     | 96.3                   | 95.5                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | N/A                         | 54.7                     | N/A                    | 95.5                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 73.4                        | 61.2                     | 95                     | 97.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 100                           | 100      | 34        | 46.4  | 19.6        | 66                        | 67.9                        | 58.9                     | 96                     | 95.8                     |

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 Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 91                            | 100      | 17.2      | 37.9  | 44.8        | 82.8               |
|                              | 4     | 73                            | 100      | 8.5       | 46.5  | 45.1        | 91.5               |
|                              | 5     | 81                            | 100      | 11.4      | 48.1  | 40.5        | 88.6               |
|                              | 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                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 91                            | 100      | 20.7      | 47.1  | 32.2        | 79.3               |
|                              | 4     | 73                            | 100      | 12.7      | 47.9  | 39.4        | 87.3               |
|                              | 5     | 81                            | 100      | 17.7      | 45.6  | 36.7        | 82.3               |
|                              | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 45                            | 100      | 36.4      | 47.7  | 15.9        | 63.6               |
|                              | 4     | 73                            | 100      | 12.7      | 60.6  | 26.8        | 87.3               |
|                              | 5     | 41                            | 97.6     | 10        | 60    | 30          | 90                 |
|                              | 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                |
| <b>Social Studies</b>        |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 46                            | 100      | 11.6      | 51.2  | 37.2        | 88.4               |
|                              | 4     | 73                            | 100      | 15.5      | 47.9  | 36.6        | 84.5               |
|                              | 5     | 40                            | 97.5     | 7.7       | 35.9  | 56.4        | 92.3               |
|                              | 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                |
| <b>Writing</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 89                            | 98.9     | 26.7      | 37.2  | 36          | 73.3               |
|                              | 4     | 74                            | 100      | 22.2      | 41.7  | 36.1        | 77.8               |
|                              | 5     | 81                            | 100      | 22.8      | 39.2  | 38          | 77.2               |
|                              | 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                |

Abbreviations for Missing Data

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