



## BYRD ELEMENTARY

1225 Weldon Way  
Graniteville, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 674 Students           |              |
| <b>Principal</b>      | Mr. Russell Gunter     | 803-663-4320 |
| <b>Superintendent</b> | Dr. Elizabeth Everitt  | 803-641-2428 |
| <b>Board Chair</b>    | Dr. Christine Harkins  | 803-663-1703 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2010</b> | <b>Average</b>  | <b>Average</b> |
| 2009        | Average         | Average        |
| 2008        | Average         | At-Risk        |
| 2007        | Average         | At-Risk        |
| 2006        | Average         | At-Risk        |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

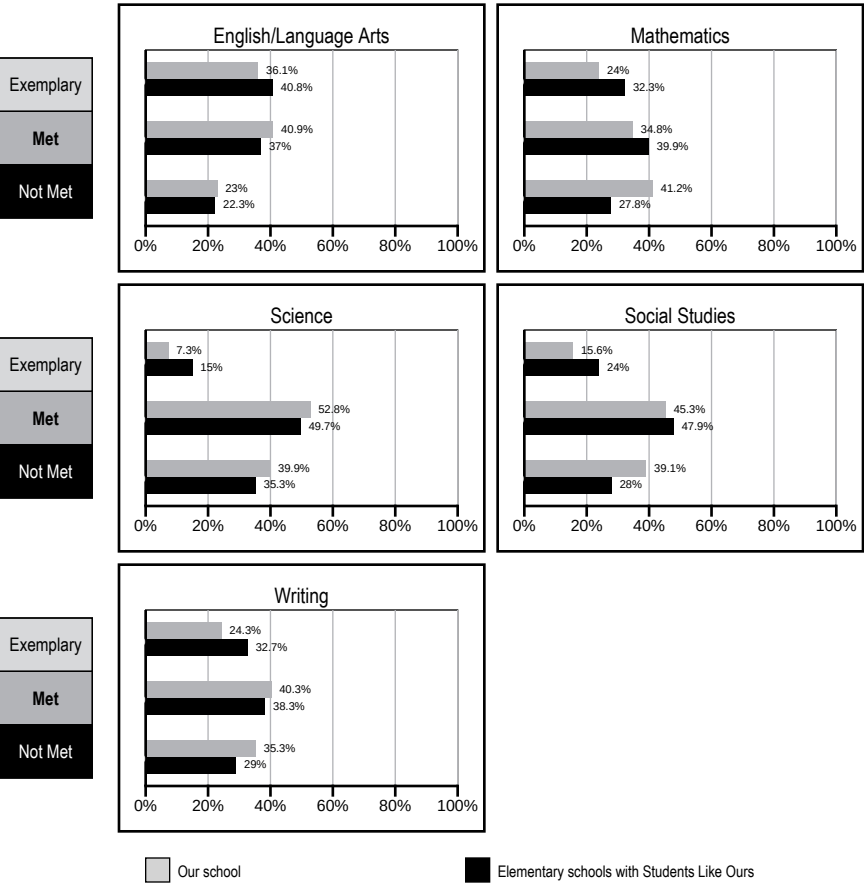
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 7         | 27   | 84      | 2             | 0       |

\* Ratings are calculated with data available by 03/09/2011.

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 |
|------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| Students (n=674)                                                             |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 89.4%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 3.5%       | Down from 4.0%        | 1.2%                                       | 1.2%                     |
| Attendance rate                                                              | 95.7%      | Down from 96.3%       | 95.9%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 10.9%      | Down from 11.3%       | 11.9%                                      | 11.7%                    |
| With disabilities other than speech                                          | 6.3%       | Up from 5.1%          | 8.6%                                       | 8.0%                     |
| Older than usual for grade                                                   | 1.2%       | Down from 1.3%        | 0.4%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers (n=41)                                                              |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 51.2%      | Up from 45.9%         | 60.0%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 80.5%      | Up from 78.4%         | 86.3%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | Down from 2.9%        | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 92.7%      | Up from 88.4%         | 88.5%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 94.8%      | Up from 93.8%         | 95.4%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$47,382   | Down 2.1%             | \$47,128                                   | \$47,288                 |
| Professional development days/teacher                                        | 6.9 days   | Up from 5.2 days      | 10.0 days                                  | 10.5 days                |
| School                                                                       |            |                       |                                            |                          |
| Principal's years at school                                                  | 1.0        | Down from 3.0         | 4.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 20.6 to 1  | Up from 20.5 to 1     | 19.3 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 89.9%      | Up from 89.7%         | 90.5%                                      | 90.8%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 83.8%      | Down from 94.0%       | 100.0%                                     | 100.0%                   |
| Character development program                                                | Good       | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$6,571    | Down 0.4%             | \$7,327                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 67.8%      | Down from 70.9%       | 67.4%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 63.8%      | Up from 55.9%         | 64.2%                                      | 65.1%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Byrd Elementary School's focus is academic excellence and accountability. We continue working to help all our students become successful. Our teachers deliver instruction that prepares each student for the state assessment, PASS. To strengthen academics, our students receive instruction in all four content areas, P.E., and the arts. We place special emphasis on reading success by ensuring that teachers and students have a 90-minute uninterrupted block of reading instruction.

To reinforce academic success, we initiated a new support team, the Student Intervention Team. This team helps to identify students who need assistance in their learning. Three afterschool programs also assist students. The EAA funded afterschool program provides additional instruction two days a week in reading and math. Our other two programs provide daily homework assistance for students.

Technology in the school continues to help our students prepare for a future where they can compete and work successfully on a global scale. Every classroom is furnished with an interactive white board, projector, and computer to assist in instruction. Our technology allows us to improve the instructional programs' delivery and the students' results. A new technology feature is the Parent Portal that provides parents access to real-time information on their child's grades and attendance.

In addition to academic initiatives, our students participate in a character education program that reinforces good citizenship and self-esteem. Each month this program recognizes a student and a teacher who demonstrate good character. Through several organized donation drives during the school year, the students at Byrd Elementary demonstrate a strong sense of compassion by raising funds and collecting items for those who are less fortunate.

Byrd Elementary has an active community partnership program. Many local businesses and churches give of their time and resources to enhance our instructional program. Guest speakers supplement classroom activities in many academic areas, including local history. We also host a series of community speakers who discuss career opportunities with students. Our community partners sponsor the student and teacher of the month program, the K-Kids club, and SPCA Character program.

We work with our school's PTO to encourage more parental support. Two parenting nights allow teachers to meet with parents and provide information regarding instruction, suggest how parents can support learning in the home, and explain the data that we use during the year to target needs. This data identifies the strengths and weaknesses of each student and helps the teacher determine the best instructional approach for the students as well as the class.

Mrs. Martha Bates, Byrd Elementary School's Teacher of the Year, was chosen by her peers to represent our school in the District's Teacher of the Year program. The school's classified employee for the year is Mrs. Donna Hair, main office secretary.

Byrd Elementary School's mission remains to provide an education that enhances accountability, respect, and self-sufficiency through research-based instructional practices, parental involvement, and community support.

J. Russell Gunter, Principal

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 24       | 80        | 46       |
| Percent satisfied with learning environment            | 100.0%   | 88.8%     | 89.1%    |
| Percent satisfied with social and physical environment | 100.0%   | 87.5%     | 89.1%    |
| Percent satisfied with school-home relations           | 95.8%    | 84.8%     | 89.1%    |

\* 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 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 |                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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  | 1.1%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.4%         | 5.6%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 4.0%       | 0.0%            | No                  |
| Student attendance rate                         | 95.7%      | 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                 | 319 | 99.1 | 22.6 | 40.9 | 36.5 | 90.9 | 85.1 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 156 | 98.7 | 26.6 | 42   | 31.5 | 89.5 | 82.1 | 80.1 | N/A | N/A |
| Female                       | 163 | 99.4 | 19   | 39.9 | 41.2 | 92.2 | 88.2 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 211 | 99.1 | 18.7 | 40.4 | 40.9 | 92.4 | 89.8 | 89.6 | Yes | Yes |
| African American             | 77  | 98.7 | 30   | 40   | 30   | 88.6 | 77.6 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 95.1 | 92.7 | I/S | I/S |
| Hispanic                     | 29  | 100  | 32.1 | 46.4 | 21.4 | 85.7 | 81.9 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 93.3 | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 23  | 95.7 | 56.3 | 31.3 | 12.5 | 75   | 50.3 | 51.7 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | 69.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 29  | 100  | 31   | 44.8 | 24.1 | 86.2 | 81.1 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 185 | 98.9 | 28.7 | 43.7 | 27.6 | 88.5 | 79.4 | 76.9 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 319 | 99.4 | 41.1 | 34.7 | 24.2 | 73.1 | 79.8 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 156 | 99.4 | 46.5 | 31.3 | 22.2 | 69.4 | 78.1 | 78.4 | N/A | N/A |
| Female                       | 163 | 99.4 | 35.9 | 37.9 | 26.1 | 76.5 | 81.6 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 211 | 99.1 | 31.8 | 38.9 | 29.3 | 79.3 | 86.1 | 87.8 | Yes | Yes |
| African American             | 77  | 100  | 62   | 21.1 | 16.9 | 59.2 | 70   | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 91.4 | 93.5 | I/S | I/S |
| Hispanic                     | 29  | 100  | 53.6 | 39.3 | 7.1  | 64.3 | 76.9 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 83.3 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 23  | 100  | 70.6 | 23.5 | 5.9  | 35.3 | 43.1 | 46.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 29  | 100  | 51.7 | 34.5 | 13.8 | 65.5 | 76.4 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 185 | 99.5 | 53.7 | 32   | 14.3 | 64.6 | 72.1 | 72.8 | 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

|                            | Enrolment 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 |
|----------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science                    |                                 |          |           |       |             |                              |                                |                             |
| All Students               | 206                             | 100      | 39.9      | 52.8  | 7.3         | 60.1                         | 65.3                           | 67.3                        |
| Gender                     |                                 |          |           |       |             |                              |                                |                             |
| Male                       | 100                             | 100      | 40.9      | 51.6  | 7.5         | 59.1                         | 65.8                           | 66.9                        |
| Female                     | 106                             | 100      | 39        | 54    | 7           | 61                           | 64.8                           | 67.7                        |
| Racial/Ethnic Group        |                                 |          |           |       |             |                              |                                |                             |
| White                      | 138                             | 100      | 28.7      | 61.2  | 10.1        | 71.3                         | 76.4                           | 79.6                        |
| African American           | 47                              | 100      | 61.4      | 36.4  | 2.3         | 38.6                         | 48.8                           | 49.7                        |
| Asian/Pacific Islander     | 0                               | N/A      | N/A       | N/A   | N/A         | N/A                          | 87.2                           | 84.4                        |
| Hispanic                   | 20                              | 100      | N/A       | N/A   | N/A         | 35                           | 53.1                           | 59.4                        |
| American Indian/Alaskan    | 0                               | N/A      | N/A       | N/A   | N/A         | N/A                          | 70.6                           | 69.5                        |
| Disability Status          |                                 |          |           |       |             |                              |                                |                             |
| Disabled                   | 15                              | 100      | N/A       | N/A   | N/A         | 18.2                         | 29.9                           | 33.8                        |
| Migrant Status             |                                 |          |           |       |             |                              |                                |                             |
| Migrant                    | 0                               | N/A      | N/A       | N/A   | N/A         | N/A                          | I/S                            | 36.5                        |
| English Proficiency        |                                 |          |           |       |             |                              |                                |                             |
| Limited English Proficient | 21                              | 100      | N/A       | N/A   | N/A         | 38.1                         | 53.7                           | 58.6                        |
| Socio-Economic Status      |                                 |          |           |       |             |                              |                                |                             |
| Subsidized meals           | 124                             | 100      | 54.6      | 42.9  | 2.5         | 45.4                         | 53                             | 55.4                        |

Social Studies

|                            |     |      |      |      |      |      |      |      |
|----------------------------|-----|------|------|------|------|------|------|------|
| All Students               | 206 | 99.5 | 39.1 | 45.3 | 15.6 | 60.9 | 66.2 | 70.9 |
| Gender                     |     |      |      |      |      |      |      |      |
| Male                       | 98  | 100  | 42.9 | 39.6 | 17.6 | 57.1 | 66.5 | 70.1 |
| Female                     | 108 | 99.1 | 35.6 | 50.5 | 13.9 | 64.4 | 66   | 71.7 |
| Racial/Ethnic Group        |     |      |      |      |      |      |      |      |
| White                      | 138 | 99.3 | 35.9 | 47.3 | 16.8 | 64.1 | 73.7 | 79.2 |
| African American           | 52  | 100  | 46.8 | 38.3 | 14.9 | 53.2 | 53.7 | 58.4 |
| Asian/Pacific Islander     | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 80.3 | 86.8 |
| Hispanic                   | 15  | 100  | 42.9 | 50   | 7.1  | 57.1 | 65.8 | 68   |
| American Indian/Alaskan    | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 81.8 | 71.2 |
| Disability Status          |     |      |      |      |      |      |      |      |
| Disabled                   | 13  | 92.3 | I/S  | I/S  | I/S  | I/S  | 31.4 | 39.3 |
| Migrant Status             |     |      |      |      |      |      |      |      |
| Migrant                    | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | 55   |
| English Proficiency        |     |      |      |      |      |      |      |      |
| Limited English Proficient | 15  | 100  | 46.7 | 46.7 | 6.7  | 53.3 | 65.1 | 68   |
| Socio-Economic Status      |     |      |      |      |      |      |      |      |
| Subsidized meals           | 108 | 99.1 | 51   | 40   | 9    | 49   | 55.5 | 60.8 |

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 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               | 318                              | 98.7     | 34.9      | 40.6  | 24.5        | 65.1                         | 73.1                           | 72.1                        | 95.7                      | 95.9                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 159                              | 98.1     | 46.6      | 33.6  | 19.9        | 53.4                         | 66.6                           | 65.2                        | 95.7                      | 95.8                        |
| Female                     | 159                              | 99.4     | 23.7      | 47.4  | 28.9        | 76.3                         | 80                             | 79.2                        | 95.8                      | 96                          |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 211                              | 99.1     | 30.5      | 42    | 27.5        | 69.5                         | 79.8                           | 80.8                        | 95.2                      | 95.7                        |
| African American           | 78                               | 97.4     | 45.7      | 35.7  | 18.6        | 54.3                         | 62.9                           | 59.7                        | 96.5                      | 96                          |
| Asian/Pacific Islander     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 86.4                           | 87                          | N/A                       | 97.6                        |
| Hispanic                   | 29                               | 100      | 39.3      | 42.9  | 17.9        | 60.7                         | 66.1                           | 64.6                        | 96.8                      | 96.2                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 80.6                           | 73.4                        | N/A                       | 96.4                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 24                               | 87.5     | 70.6      | 23.5  | 5.9         | 29.4                         | 24.3                           | 27.7                        | 95                        | 95                          |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 63.5                        | N/A                       | 95.6                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 29                               | 100      | 34.5      | 48.3  | 17.2        | 65.5                         | 65.3                           | 63.7                        | 97                        | 96.5                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 187                              | 97.9     | 44.3      | 37.5  | 18.2        | 55.7                         | 63.6                           | 61.9                        | 95.4                      | 95.3                        |

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     | 99                               | 100      | 23.4      | 27.7  | 48.9        | 76.6                  |
|                       | 4     | 100                              | 100      | 26.1      | 40.2  | 33.7        | 73.9                  |
|                       | 5     | 71                               | 100      | 17.6      | 42.6  | 39.7        | 82.4                  |
|                       | 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                   |
| 2010                  | 3     | 114                              | 99.1     | 27.4      | 28.3  | 44.3        | 72.6                  |
|                       | 4     | 96                               | 99       | 15.7      | 48.3  | 36          | 84.3                  |
|                       | 5     | 109                              | 99.1     | 23.8      | 47.5  | 28.7        | 76.2                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 99                               | 100      | 24.5      | 41.5  | 34          | 75.5                  |
|                       | 4     | 100                              | 100      | 23.9      | 46.7  | 29.3        | 76.1                  |
|                       | 5     | 71                               | 100      | 32.4      | 47.1  | 20.6        | 67.6                  |
|                       | 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                   |
| 2010                  | 3     | 114                              | 100      | 50.5      | 27.1  | 22.4        | 49.5                  |
|                       | 4     | 96                               | 99       | 33.7      | 34.8  | 31.5        | 66.3                  |
|                       | 5     | 109                              | 99.1     | 37.6      | 42.6  | 19.8        | 62.4                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 50                               | 100      | 29.2      | 60.4  | 10.4        | 70.8                  |
|                       | 4     | 100                              | 100      | 32.6      | 56.5  | 10.9        | 67.4                  |
|                       | 5     | 36                               | 97.2     | 36.4      | 51.5  | 12.1        | 63.6                  |
|                       | 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                   |
| 2010                  | 3     | 57                               | 100      | 58.5      | 26.4  | 15.1        | 41.5                  |
|                       | 4     | 95                               | 100      | 25.8      | 68.5  | 5.6         | 74.2                  |
|                       | 5     | 54                               | 100      | 45.1      | 52.9  | 2           | 54.9                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | 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

PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 49                               | 100      | 30.4      | 50    | 19.6        | 69.6                  |
|                | 4     | 100                              | 100      | 41.3      | 44.6  | 14.1        | 58.7                  |
|                | 5     | 35                               | 100      | 14.7      | 55.9  | 29.4        | 85.3                  |
|                | 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                   |
| 2010           | 3     | 57                               | 100      | 50        | 31.5  | 18.5        | 50                    |
|                | 4     | 95                               | 100      | 31.5      | 56.2  | 12.4        | 68.5                  |
|                | 5     | 54                               | 98.2     | 40.8      | 40.8  | 18.4        | 59.2                  |
|                | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 99                               | 93.9     | 31.1      | 33.3  | 35.6        | 68.9                  |
|                | 4     | 100                              | 91       | 36.4      | 46.6  | 17          | 63.6                  |
|                | 5     | 72                               | 98.6     | 30.4      | 43.5  | 26.1        | 69.6                  |
|                | 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                   |
| 2010           | 3     | 113                              | 98.2     | 41.5      | 32.1  | 26.4        | 58.5                  |
|                | 4     | 97                               | 100      | 35.2      | 42.9  | 22          | 64.8                  |
|                | 5     | 108                              | 98.2     | 27.7      | 47.5  | 24.8        | 72.3                  |
|                | 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                   |

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