



## CHUKKER CREEK ELEMENTARY

1830 Chukker Creek Road  
Aiken, SC 29803

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 782 Students           |              |
| <b>Principal</b>      | Amy Gregory            | 803-641-2474 |
| <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>Excellent</b> | <b>Excellent</b> |
| 2009        | Excellent        | Good             |
| 2008        | Good             | Average          |
| 2007        | Good             | At-Risk          |
| 2006        | Excellent        | Excellent        |

## 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

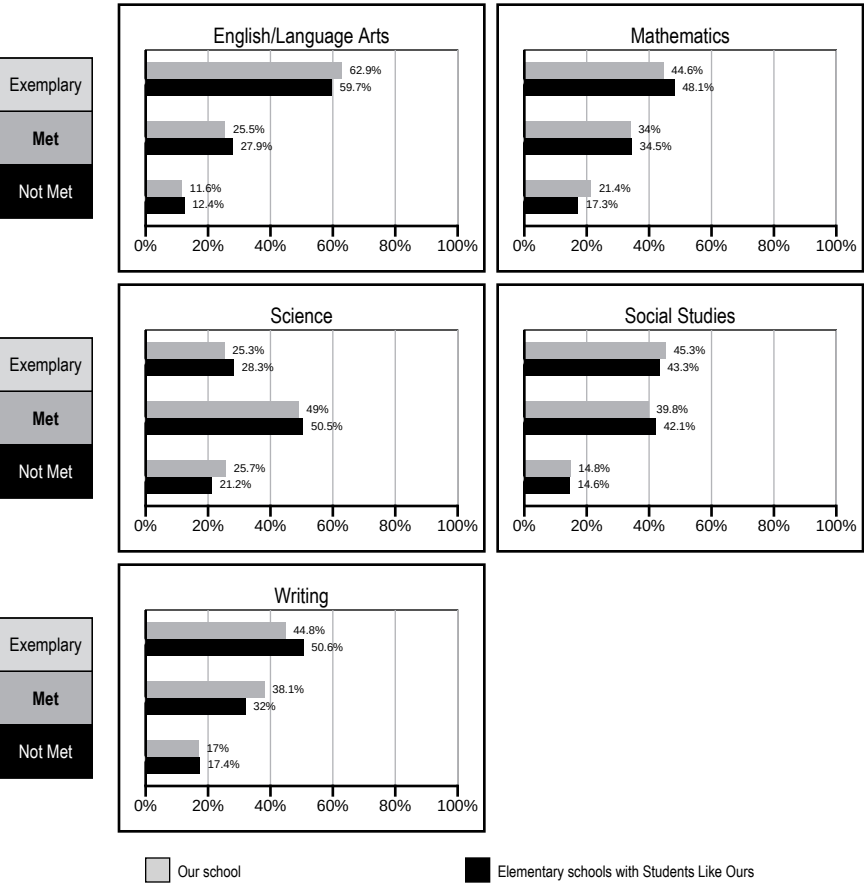
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 20        | 3    | 2       | 0             | 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 |
|------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| <b>Students (n=782)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 80.0%      | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.9%       | Down from 1.6%        | 0.6%                                       | 1.2%                     |
| Attendance rate                                                              | 96.2%      | Down from 96.9%       | 96.4%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 24.8%      | Down from 27.8%       | 21.8%                                      | 11.7%                    |
| With disabilities other than speech                                          | 7.0%       | Up from 5.7%          | 5.6%                                       | 8.0%                     |
| Older than usual for grade                                                   | 0.3%       | Down from 0.6%        | 0.3%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=44)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 63.6%      | No Change             | 61.8%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 97.7%      | Up from 84.1%         | 89.7%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 92.7%      | Down from 94.4%       | 89.0%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 94.6%      | Down from 95.2%       | 95.6%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$51,002   | Up 0.6%               | \$49,379                                   | \$47,288                 |
| Professional development days/teacher                                        | 6.8 days   | Up from 6.7 days      | 9.2 days                                   | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 3.0        | Up from 2.0           | 3.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 22.2 to 1  | Up from 16.9 to 1     | 20.5 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 90.2%      | Down from 91.9%       | 92.1%                                      | 90.8%                    |
| 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                                                | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$5,905    | Down 7.7%             | \$6,917                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 73.2%      | Up from 73.0%         | 70.9%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 70.7%      | Up from 59.3%         | 69.0%                                      | 65.1%                    |

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

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

Abbreviations for Missing Data

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

**Report of Principal and School Improvement Council**

The mission of Chukker Creek Elementary School is to provide a safe, nurturing environment in which all students are challenged to meet high standards in academics and related arts. The faculty and staff work collaboratively with parents and the community to develop responsible, productive citizens of strong character.

At Chukker Creek Elementary, teachers use a wide variety of teaching methods and developmentally appropriate practices to provide an instructional program that will reach each student's learning needs. Teachers collaborate through weekly meetings with administration to analyze data and plan for a variety of instructional methods.

The first Wednesday of each month was designated as an early release day for students. Teachers spent time in staff development programs for support and training on the use of data and classroom instruction.

Our faculty, PTO Board, and School Improvement Council (SIC) work diligently on achieving the goals set forth in our five-year strategic plan.

A few highlights of our year are as follows:

-- Chukker Creek Elementary received the 2009 National Blue Ribbon Schools of Excellence Award.

-- Our music teacher received a grant from Public Education Partners (PEP) and South Boundary, an all male singing group, for the establishment of a Chukker Creek boys choir, The Boundary Boys. They performed at several Aiken community events.

-- Chukker Creek Elementary received the Palmetto Gold Award for our achievement on the Palmetto Assessment of State Standards (PASS).

Amy Gregory, Principal  
Sara Tripp, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

|                                                        | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--------------------------------------------------------|-----------------|------------------|-----------------|
| Number of surveys returned                             | 28              | 133              | 97              |
| Percent satisfied with learning environment            | 85.7%           | 93.1%            | 90.7%           |
| Percent satisfied with social and physical environment | 92.9%           | 93.1%            | 92.6%           |
| Percent satisfied with school-home relations           | 96.4%           | 93.7%            | 88.3%           |

\* 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 |                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.2%      | 94.0%*          | Yes                 |

\* Or greater than last year

PASS Performance By Group

|  | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

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

|                            |     |      |      |      |      |      |      |      |     |     |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students               | 419 | 99.5 | 11.8 | 25.3 | 62.9 | 93.9 | 85.1 | 83.5 | Yes | Yes |
| Gender                     |     |      |      |      |      |      |      |      |     |     |
| Male                       | 201 | 100  | 12.3 | 27.8 | 59.9 | 93   | 82.1 | 80.1 | N/A | N/A |
| Female                     | 218 | 99.1 | 11.3 | 23   | 65.7 | 94.6 | 88.2 | 87   | N/A | N/A |
| Racial/Ethnic Group        |     |      |      |      |      |      |      |      |     |     |
| White                      | 300 | 100  | 5.3  | 24   | 70.7 | 97.2 | 89.8 | 89.6 | Yes | Yes |
| African American           | 93  | 97.9 | 32.5 | 30.1 | 37.3 | 80.7 | 77.6 | 74.6 | Yes | Yes |
| Asian/Pacific Islander     | 14  | 100  | 15.4 | 23.1 | 61.5 | 100  | 95.1 | 92.7 | I/S | I/S |
| Hispanic                   | 10  | I/S  | I/S  | I/S  | I/S  | I/S  | 81.9 | 79.6 | I/S | I/S |
| American Indian/Alaskan    | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 93.3 | 85.1 | I/S | I/S |
| Disability Status          |     |      |      |      |      |      |      |      |     |     |
| Disabled                   | 38  | 94.7 | 54.5 | 30.3 | 15.2 | 63.6 | 50.3 | 51.7 | I/S | I/S |
| Migrant Status             |     |      |      |      |      |      |      |      |     |     |
| Migrant                    | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S  | 69.5 | N/A | N/A |
| English Proficiency        |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient | 28  | 100  | 20   | 13.3 | 66.7 | 96.7 | 81.1 | 79   | I/S | I/S |
| Socio-Economic Status      |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals           | 131 | 98.5 | 23.7 | 38.1 | 38.1 | 84.7 | 79.4 | 76.9 | Yes | Yes |

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

|                            |     |     |      |      |      |      |      |      |     |     |
|----------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students               | 419 | 100 | 21.5 | 34   | 44.5 | 85.7 | 79.8 | 80.4 | Yes | Yes |
| Gender                     |     |     |      |      |      |      |      |      |     |     |
| Male                       | 201 | 100 | 23   | 32.6 | 44.4 | 85   | 78.1 | 78.4 | N/A | N/A |
| Female                     | 218 | 100 | 20.1 | 35.3 | 44.6 | 86.3 | 81.6 | 82.5 | N/A | N/A |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |     |     |
| White                      | 300 | 100 | 13.4 | 33.6 | 53   | 92.6 | 86.1 | 87.8 | Yes | Yes |
| African American           | 93  | 100 | 50.6 | 36.1 | 13.3 | 61.4 | 70   | 69.3 | Yes | Yes |
| Asian/Pacific Islander     | 14  | 100 | N/A  | N/A  | N/A  | 100  | 91.4 | 93.5 | I/S | I/S |
| Hispanic                   | 10  | I/S | I/S  | I/S  | I/S  | I/S  | 76.9 | 78.3 | I/S | I/S |
| American Indian/Alaskan    | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 83.3 | 83.2 | I/S | I/S |
| Disability Status          |     |     |      |      |      |      |      |      |     |     |
| Disabled                   | 38  | 100 | 69.7 | 21.2 | 9.1  | 36.4 | 43.1 | 46.1 | I/S | I/S |
| Migrant Status             |     |     |      |      |      |      |      |      |     |     |
| Migrant                    | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 71.4 | N/A | N/A |
| English Proficiency        |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient | 28  | 100 | 20   | 20   | 60   | 86.7 | 76.4 | 78.9 | I/S | I/S |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals           | 131 | 100 | 43.2 | 37.3 | 19.5 | 68.6 | 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**

|  | 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 |
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|

**Science**

|              |     |     |      |      |      |      |      |      |
|--------------|-----|-----|------|------|------|------|------|------|
| All Students | 274 | 100 | 25.9 | 48.6 | 25.5 | 74.1 | 65.3 | 67.3 |
|--------------|-----|-----|------|------|------|------|------|------|

**Gender**

|      |     |     |      |      |      |      |      |      |
|------|-----|-----|------|------|------|------|------|------|
| Male | 131 | 100 | 20.5 | 53.3 | 26.2 | 79.5 | 65.8 | 66.9 |
|------|-----|-----|------|------|------|------|------|------|

|        |     |     |      |      |      |      |      |      |
|--------|-----|-----|------|------|------|------|------|------|
| Female | 143 | 100 | 30.8 | 44.4 | 24.8 | 69.2 | 64.8 | 67.7 |
|--------|-----|-----|------|------|------|------|------|------|

**Racial/Ethnic Group**

|       |     |     |      |      |      |      |      |      |
|-------|-----|-----|------|------|------|------|------|------|
| White | 204 | 100 | 18.3 | 51.3 | 30.4 | 81.7 | 76.4 | 79.6 |
|-------|-----|-----|------|------|------|------|------|------|

|                  |    |     |      |      |     |      |      |      |
|------------------|----|-----|------|------|-----|------|------|------|
| African American | 54 | 100 | 57.1 | 34.7 | 8.2 | 42.9 | 48.8 | 49.7 |
|------------------|----|-----|------|------|-----|------|------|------|

|                        |   |     |     |     |     |     |      |      |
|------------------------|---|-----|-----|-----|-----|-----|------|------|
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | 87.2 | 84.4 |
|------------------------|---|-----|-----|-----|-----|-----|------|------|

|          |   |     |     |     |     |     |      |      |
|----------|---|-----|-----|-----|-----|-----|------|------|
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 53.1 | 59.4 |
|----------|---|-----|-----|-----|-----|-----|------|------|

|                         |   |     |     |     |     |     |      |      |
|-------------------------|---|-----|-----|-----|-----|-----|------|------|
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 70.6 | 69.5 |
|-------------------------|---|-----|-----|-----|-----|-----|------|------|

**Disability Status**

|          |    |     |      |      |     |      |      |      |
|----------|----|-----|------|------|-----|------|------|------|
| Disabled | 24 | 100 | 68.4 | 26.3 | 5.3 | 31.6 | 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 | 19 | 100 | 22.7 | 63.6 | 13.6 | 77.3 | 53.7 | 58.6 |
|----------------------------|----|-----|------|------|------|------|------|------|

**Socio-Economic Status**

|                  |    |     |      |      |     |      |    |      |
|------------------|----|-----|------|------|-----|------|----|------|
| Subsidized meals | 84 | 100 | 44.6 | 45.9 | 9.5 | 55.4 | 53 | 55.4 |
|------------------|----|-----|------|------|-----|------|----|------|

**Social Studies**

|              |     |      |      |      |    |      |      |      |
|--------------|-----|------|------|------|----|------|------|------|
| All Students | 277 | 99.6 | 15.1 | 39.9 | 45 | 84.9 | 66.2 | 70.9 |
|--------------|-----|------|------|------|----|------|------|------|

**Gender**

|      |     |      |      |      |      |      |      |      |
|------|-----|------|------|------|------|------|------|------|
| Male | 131 | 99.2 | 18.2 | 33.9 | 47.9 | 81.8 | 66.5 | 70.1 |
|------|-----|------|------|------|------|------|------|------|

|        |     |     |      |      |      |      |    |      |
|--------|-----|-----|------|------|------|------|----|------|
| Female | 146 | 100 | 12.4 | 45.3 | 42.3 | 87.6 | 66 | 71.7 |
|--------|-----|-----|------|------|------|------|----|------|

**Racial/Ethnic Group**

|       |     |     |     |      |      |      |      |      |
|-------|-----|-----|-----|------|------|------|------|------|
| White | 191 | 100 | 8.8 | 35.4 | 55.8 | 91.2 | 73.7 | 79.2 |
|-------|-----|-----|-----|------|------|------|------|------|

|                  |    |      |      |      |      |      |      |      |
|------------------|----|------|------|------|------|------|------|------|
| African American | 64 | 98.4 | 39.3 | 46.4 | 14.3 | 60.7 | 53.7 | 58.4 |
|------------------|----|------|------|------|------|------|------|------|

|                        |    |     |     |     |     |     |      |      |
|------------------------|----|-----|-----|-----|-----|-----|------|------|
| Asian/Pacific Islander | 12 | 100 | N/A | N/A | N/A | 100 | 80.3 | 86.8 |
|------------------------|----|-----|-----|-----|-----|-----|------|------|

|          |   |     |     |     |     |     |      |    |
|----------|---|-----|-----|-----|-----|-----|------|----|
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | 65.8 | 68 |
|----------|---|-----|-----|-----|-----|-----|------|----|

|                         |   |     |     |     |     |     |      |      |
|-------------------------|---|-----|-----|-----|-----|-----|------|------|
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 81.8 | 71.2 |
|-------------------------|---|-----|-----|-----|-----|-----|------|------|

**Disability Status**

|          |    |      |      |      |     |      |      |      |
|----------|----|------|------|------|-----|------|------|------|
| Disabled | 26 | 96.2 | 60.9 | 34.8 | 4.3 | 39.1 | 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 | 21 | 100 | 4.5 | 54.5 | 40.9 | 95.5 | 65.1 | 68 |
|----------------------------|----|-----|-----|------|------|------|------|----|

**Socio-Economic Status**

|                  |    |      |      |      |      |      |      |      |
|------------------|----|------|------|------|------|------|------|------|
| Subsidized meals | 90 | 98.9 | 31.3 | 50.6 | 18.1 | 68.7 | 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               | 415                              | 98.6     | 16.6      | 38.3  | 45.1        | 83.4                         | 73.1                           | 72.1                        | 96.2                      | 95.9                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 199                              | 98.5     | 20.5      | 43.2  | 36.2        | 79.5                         | 66.6                           | 65.2                        | 96.2                      | 95.8                        |
| Female                     | 216                              | 98.6     | 12.9      | 33.8  | 53.2        | 87.1                         | 80                             | 79.2                        | 96.2                      | 96                          |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 298                              | 98.3     | 10.8      | 37.6  | 51.6        | 89.2                         | 79.8                           | 80.8                        | 96.2                      | 95.7                        |
| African American           | 92                               | 98.9     | 35.4      | 41.5  | 23.2        | 64.6                         | 62.9                           | 59.7                        | 95.9                      | 96                          |
| Asian/Pacific Islander     | 13                               | 100      | 7.7       | 38.5  | 53.8        | 92.3                         | 86.4                           | 87                          | 98.6                      | 97.6                        |
| Hispanic                   | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 66.1                           | 64.6                        | 94.8                      | 96.2                        |
| American Indian/Alaskan    | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 80.6                           | 73.4                        | 97.8                      | 96.4                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 35                               | 85.7     | N/AV      | N/AV  | N/AV        | 29.6                         | 24.3                           | 27.7                        | 94.9                      | 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 | 27                               | 100      | 16.7      | 40    | 43.3        | 83.3                         | 65.3                           | 63.7                        | 97.4                      | 96.5                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 129                              | 97.7     | 33.6      | 38.8  | 27.6        | 66.4                         | 63.6                           | 61.9                        | 95.2                      | 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     | 123                              | 100      | 9.6       | 26.3  | 64          | 90.4                  |
|                       | 4     | 124                              | 99.2     | 12.1      | 34.5  | 53.4        | 87.9                  |
|                       | 5     | 143                              | 100      | 7.4       | 44.1  | 48.5        | 92.6                  |
|                       | 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     | 149                              | 98.7     | 11.7      | 16.1  | 72.3        | 88.3                  |
|                       | 4     | 133                              | 100      | 11.5      | 29.5  | 59          | 88.5                  |
|                       | 5     | 137                              | 100      | 12.1      | 31.1  | 56.8        | 87.9                  |
|                       | 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                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 123                              | 100      | 18.4      | 28.9  | 52.6        | 81.6                  |
|                       | 4     | 124                              | 99.2     | 11.2      | 42.2  | 46.6        | 88.8                  |
|                       | 5     | 143                              | 100      | 8.1       | 42.6  | 49.3        | 91.9                  |
|                       | 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                   |
| 2010                  | 3     | 149                              | 100      | 25.5      | 28.5  | 46          | 74.5                  |
|                       | 4     | 133                              | 100      | 16.4      | 41    | 42.6        | 83.6                  |
|                       | 5     | 137                              | 100      | 22        | 33.3  | 44.7        | 78                    |
|                       | 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     | 60                               | 100      | 19.6      | 44.6  | 35.7        | 80.4                  |
|                       | 4     | 123                              | 100      | 25        | 56.9  | 18.1        | 75                    |
|                       | 5     | 72                               | 100      | 14.7      | 54.4  | 30.9        | 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     | 74                               | 100      | 31.3      | 43.3  | 25.4        | 68.7                  |
|                       | 4     | 132                              | 100      | 22        | 52    | 26          | 78                    |
|                       | 5     | 68                               | 100      | 27.7      | 47.7  | 24.6        | 72.3                  |
|                       | 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                   |

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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     | 64                               | 100      | 15        | 31.7  | 53.3        | 85                    |
|                | 4     | 123                              | 100      | 14.7      | 50    | 35.3        | 85.3                  |
|                | 5     | 71                               | 100      | 11.8      | 39.7  | 48.5        | 88.2                  |
|                | 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                   |
| 2010           | 3     | 75                               | 100      | 12.9      | 38.6  | 48.6        | 87.1                  |
|                | 4     | 133                              | 99.3     | 15.7      | 38    | 46.3        | 84.3                  |
|                | 5     | 69                               | 100      | 16.4      | 44.8  | 38.8        | 83.6                  |
|                | 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     | 122                              | 94.3     | 13.9      | 18.5  | 67.6        | 86.1                  |
|                | 4     | 123                              | 99.2     | 20.7      | 43.1  | 36.2        | 79.3                  |
|                | 5     | 145                              | 99.3     | 11.9      | 39.3  | 48.9        | 88.1                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 3     | 147                              | 98.6     | 18.4      | 38.2  | 43.4        | 81.6                  |
|                | 4     | 130                              | 97.7     | 14.3      | 38.7  | 47.1        | 85.7                  |
|                | 5     | 138                              | 99.3     | 16.8      | 38.2  | 45          | 83.2                  |
|                | 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                   |

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