

## SPRINGFIELD ELEMENTARY

2741 Clover Street  
Charleston, SC 29414

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 709 Students           |              |
| <b>Principal</b>      | Vacant                 | 843-763-1538 |
| <b>Superintendent</b> | Dr. Nancy J. McGinley  | 843-937-6319 |
| <b>Board Chair</b>    | Mrs. Ruth Jordan       | 843-345-4529 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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

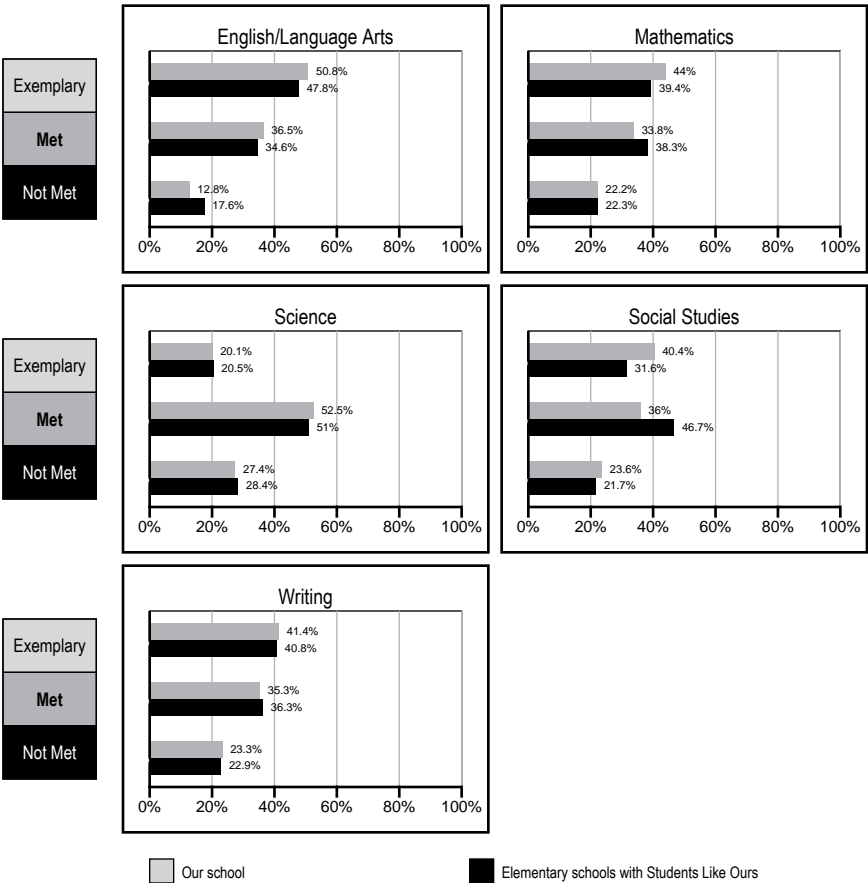
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 23        | 36   | 30      | 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=709)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.2%       | Down from 2.4%        | 1.1%                                       | 1.2%                     |
| Attendance rate  | 94.7%      | Down from 95.7%       | 96.0%                                      | 96.1%                    |
| Eligible for gifted and talented   | 12.7%      | Down from 14.6%       | 12.1%                                      | 11.7%                    |
| With disabilities other than speech  | 5.2%       | Up from 2.6%          | 8.5%                                       | 8.0%                     |
| Older than usual for grade   | 0.2%       | Down from 0.3%        | 0.4%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.3%       | Up from 0.2%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=46)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 56.5%      | Down from 57.1%       | 59.3%                                      | 60.5%                    |
| Continuing contract teachers   | 76.1%      | Down from 80.0%       | 84.9%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 84.3%      | Up from 81.1%         | 88.6%                                      | 87.0%                    |
| Teacher attendance rate  | 99.7%      | Up from 95.4%         | 95.3%                                      | 95.4%                    |
| Average teacher salary*  | \$45,693   | Up 2.3%               | \$47,128                                   | \$47,288                 |
| Professional development days/teacher  | 9.6 days   | Up from 9.3 days      | 10.1 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 21.0       | Up from 20.0          | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 22.5 to 1  | Up from 19.7 to 1     | 19.4 to 1                                  | 19.2 to 1                |
| Prime instructional time   | 94.3%      | Up from 90.6%         | 90.5%                                      | 90.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | No         | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 80.8%      | Down from 99.9%       | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$5,218    | Down 16.4%            | \$7,365                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 69.2%      | Down from 71.1%       | 67.4%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 64.9%      | Up from 63.1%         | 64.4%                                      | 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

Located in the heart of the Ashley River historical district, Springfield Elementary School is one of the few remaining neighborhood schools that is committed to increasing student achievement for all students who enter our school doors. Highly qualified teachers differentiate instruction to meet the needs and learning styles of each child. High parental involvement ensures that the entire Springfield community is working together for the welfare of our students. Springfield continues to achieve performance excellence by supporting the district's Core Values: Results, Access, and Partnerships. Teachers collaborate to improve instruction and implement inclusion, creating a constructive professional learning community. Springfield is proud to promote its "Excellent" Absolute Rating that it received on the South Carolina Annual School Report Card, which is an increase from "Good" for the previous six years.

The faculty and staff of Springfield Elementary are very pleased to welcome families from new attendance lines for the 2010-2011 school year. We look forward to working together for the welfare of their children. Quarterly orientation classes are held for new students to help those children feel welcomed and comfortable at our school. We are always welcoming new parents to participate and to become an active part in our school PTA and School Improvement Council.

Springfield integrates cutting-edge technology with Charleston's Coherent Curriculum. Each classroom is equipped with a SMARTboard, two desktop computers, and a laptop computer for instruction. Students have access to three computer labs on a daily basis. Each computer lab is equipped with 30 state-of-the-art desktop computers, a SMARTboard, and a networked printer. These labs are used for technology integration into the curriculum, Academy of Reading, and SuccessMaker software.

At Springfield, students come first!

Dr. Jacqueline Dinge, Principal  
 William Reinecke, SIC Chairperson

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 19       | 73        | 33       |
| Percent satisfied with learning environment            | 83.3%    | 83.6%     | 87.9%    |
| Percent satisfied with social and physical environment | 78.9%    | 78.9%     | 84.8%    |
| Percent satisfied with school-home relations           | 57.9%    | 79.2%     | 87.9%    |

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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  | 3.8%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 8.6%         | 5.6%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 6.8%       | 0.0%            | No                  |
| Student attendance rate                         | 94.7%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

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**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                 | 298 | 100 | 12.8 | 36.5 | 50.8 | 93.2 | 85   | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 148 | 100 | 12.1 | 38.6 | 49.2 | 94.7 | 81.6 | 80.1 | N/A | N/A |
| Female                       | 150 | 100 | 13.4 | 34.3 | 52.2 | 91.8 | 88.5 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 153 | 100 | 5    | 32.9 | 62.1 | 97.1 | 95.3 | 89.6 | Yes | Yes |
| African American             | 123 | 100 | 24.8 | 41.9 | 33.3 | 86.7 | 75.2 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 11  | 100 | I/S  | I/S  | I/S  | I/S  | 96.1 | 92.7 | I/S | I/S |
| Hispanic                     | 9   | I/S | I/S  | I/S  | I/S  | I/S  | 80.1 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 98.1 | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 15  | 100 | 64.3 | 28.6 | 7.1  | 57.1 | 49   | 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   | 12  | 100 | N/A  | N/A  | N/A  | 100  | 80.2 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 161 | 100 | 19.6 | 41.3 | 39.1 | 89.9 | 76.4 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 298 | 100 | 22.2 | 33.8 | 44   | 89.8 | 81   | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 148 | 100 | 21.2 | 34.8 | 43.9 | 90.2 | 78.9 | 78.4 | N/A | N/A |
| Female                       | 150 | 100 | 23.1 | 32.8 | 44   | 89.6 | 83.2 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 153 | 100 | 13.6 | 32.1 | 54.3 | 95   | 94.5 | 87.8 | Yes | Yes |
| African American             | 123 | 100 | 35.2 | 37.1 | 27.6 | 81   | 68   | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 11  | 100 | I/S  | I/S  | I/S  | I/S  | 96.1 | 93.5 | I/S | I/S |
| Hispanic                     | 9   | I/S | I/S  | I/S  | I/S  | I/S  | 77.2 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 94.4 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 15  | 100 | 71.4 | 21.4 | 7.1  | 64.3 | 43.8 | 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   | 12  | 100 | 15.4 | 30.8 | 53.8 | 100  | 77.6 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 161 | 100 | 30.4 | 38.4 | 31.2 | 86.2 | 70.2 | 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 Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|--|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|

**Science**

|                              |     |     |      |      |      |      |      |      |
|------------------------------|-----|-----|------|------|------|------|------|------|
| All Students                 | 200 | 100 | 27.4 | 52.5 | 20.1 | 72.6 | 67.4 | 67.3 |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |
| Male                         | 102 | 100 | 27.8 | 51.1 | 21.1 | 72.2 | 66.2 | 66.9 |
| Female                       | 98  | 100 | 27   | 53.9 | 19.1 | 73   | 68.5 | 67.7 |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |
| White                        | 108 | 100 | 16.2 | 51.5 | 32.3 | 83.8 | 89   | 79.6 |
| African American             | 80  | 100 | N/A  | N/A  | N/A  | 54.4 | 46.7 | 49.7 |
| Asian/Pacific Islander       | 6   | I/S | I/S  | I/S  | I/S  | I/S  | 86.7 | 84.4 |
| Hispanic                     | 5   | I/S | I/S  | I/S  | I/S  | I/S  | 58.7 | 59.4 |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 86.8 | 69.5 |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |
| Disabled                     | 11  | 100 | N/A  | N/A  | N/A  | 27.3 | 29.2 | 33.8 |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 36.5 |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |
| Limited English Proficient   | 5   | I/S | I/S  | I/S  | I/S  | I/S  | 58.2 | 58.6 |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |
| Subsidized meals             | 107 | 100 | 38.5 | 53.8 | 7.7  | 61.5 | 49.3 | 55.4 |

**Social Studies**

|                              |     |     |      |      |      |      |      |      |
|------------------------------|-----|-----|------|------|------|------|------|------|
| All Students                 | 197 | 100 | 24   | 35.8 | 40.2 | 76   | 73.8 | 70.9 |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |
| Male                         | 91  | 100 | 20.2 | 33.3 | 46.4 | 79.8 | 72.3 | 70.1 |
| Female                       | 106 | 100 | 27.4 | 37.9 | 34.7 | 72.6 | 75.3 | 71.7 |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |
| White                        | 99  | 100 | 12.2 | 33.3 | 54.4 | 87.8 | 90.1 | 79.2 |
| African American             | 81  | 100 | 40.3 | 38.9 | 20.8 | 59.7 | 58.4 | 58.4 |
| Asian/Pacific Islander       | 8   | I/S | I/S  | I/S  | I/S  | I/S  | 89.3 | 86.8 |
| Hispanic                     | 7   | I/S | I/S  | I/S  | I/S  | I/S  | 66.6 | 68   |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 88.6 | 71.2 |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |
| Disabled                     | 9   | I/S | I/S  | I/S  | I/S  | I/S  | 38.9 | 39.3 |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 55   |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |
| Limited English Proficient   | 9   | I/S | I/S  | I/S  | I/S  | I/S  | 66.7 | 68   |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |
| Subsidized meals             | 105 | 100 | 34.8 | 42.4 | 22.8 | 65.2 | 60.2 | 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 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                 | 233                           | 99.1     | 22.7      | 35.6  | 41.7        | 77.3                      | 75                          | 72.1                     | 95                     | 95.7                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 109                           | 100      | 25.8      | 40.2  | 34.1        | 74.2                      | 69.1                        | 65.2                     | 94.7                   | 95.5                     |
| Female                       | 124                           | 98.4     | 19.7      | 31.1  | 49.2        | 80.3                      | 81                          | 79.2                     | 95.2                   | 95.8                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 107                           | 100      | 12.9      | 32.1  | 55          | 87.1                      | 91                          | 80.8                     | 95.2                   | 95.8                     |
| African American             | 108                           | 98.2     | 35        | 41.7  | 23.3        | 65                        | 60.2                        | 59.7                     | 94.4                   | 95.5                     |
| Asian/Pacific Islander       | 10                            | I/S      | I/S       | I/S   | I/S         | I/S                       | 89.2                        | 87                       | 97.1                   | 97                       |
| Hispanic                     | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 63.7                        | 64.6                     | 95.3                   | 96                       |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 89.1                        | 73.4                     | 95.4                   | 95.6                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 14                            | 100      | 69.2      | 23.1  | 7.7         | 30.8                      | 28.4                        | 27.7                     | 94.1                   | 94.5                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 63.5                     | N/A                    | 97.7                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | 12                            | 100      | 23.1      | 23.1  | 53.8        | 76.9                      | 63.5                        | 63.7                     | 96.7                   | 96.3                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 137                           | 98.5     | 33.6      | 36.6  | 29.9        | 66.4                      | 61.1                        | 61.9                     | 94.2                   | 95.2                     |

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     | 74                            | 100      | 9.5       | 50.8  | 39.7        | 90.5               |
|                              | 4     | 69                            | 100      | 18.8      | 32.8  | 48.4        | 81.3               |
|                              | 5     | 71                            | 100      | 13.4      | 49.3  | 37.3        | 86.6               |
|                              | 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>2010</b>                  | 3     | 93                            | 100      | 16        | 22.2  | 61.7        | 84                 |
|                              | 4     | 99                            | 100      | 15.4      | 47.3  | 37.4        | 84.6               |
|                              | 5     | 96                            | 100      | 7.1       | 38.8  | 54.1        | 92.9               |
|                              | 6     | 10                            | I/S      | I/S       | I/S   | I/S         | I/S                |
|                              | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 74                            | 100      | 28.6      | 31.7  | 39.7        | 71.4               |
|                              | 4     | 69                            | 100      | 7.8       | 50    | 42.2        | 92.2               |
|                              | 5     | 71                            | 100      | 28.4      | 41.8  | 29.9        | 71.6               |
|                              | 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>2010</b>                  | 3     | 93                            | 100      | 28.4      | 14.8  | 56.8        | 71.6               |
|                              | 4     | 99                            | 100      | 16.5      | 38.5  | 45.1        | 83.5               |
|                              | 5     | 96                            | 100      | 23.5      | 47.1  | 29.4        | 76.5               |
|                              | 6     | 10                            | I/S      | I/S       | I/S   | I/S         | I/S                |
|                              | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 37                            | 100      | 32.3      | 61.3  | 6.5         | 67.7               |
|                              | 4     | 69                            | 100      | 18.8      | 54.7  | 26.6        | 81.3               |
|                              | 5     | 34                            | 100      | 27.3      | 63.6  | 9.1         | 72.7               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2010</b>                  | 3     | 47                            | 100      | 36.6      | 39    | 24.4        | 63.4               |
|                              | 4     | 99                            | 100      | 26.4      | 53.8  | 19.8        | 73.6               |
|                              | 5     | 49                            | 100      | 23.3      | 62.8  | 14          | 76.7               |
|                              | 6     | 5                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                              | 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 Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2009</b>           | 3     | 37                            | 100      | 12.5      | 37.5  | 50          | 87.5               |
|                       | 4     | 69                            | 100      | 7.8       | 48.4  | 43.8        | 92.2               |
|                       | 5     | 37                            | 100      | 23.5      | 44.1  | 32.4        | 76.5               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2010</b>           | 3     | 46                            | 100      | 27.5      | 30    | 42.5        | 72.5               |
|                       | 4     | 99                            | 100      | 17.6      | 37.4  | 45.1        | 82.4               |
|                       | 5     | 47                            | 100      | 32.6      | 37.2  | 30.2        | 67.4               |
|                       | 6     | 5                             | I/S      | I/S       | I/S   | I/S         | I/S                |
|                       | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2009</b>           | 3     | 71                            | 98.6     | 19.4      | 37.1  | 43.5        | 80.6               |
|                       | 4     | 67                            | 100      | 12.5      | 50    | 37.5        | 87.5               |
|                       | 5     | 70                            | 100      | 28.4      | 28.4  | 43.3        | 71.6               |
|                       | 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>2010</b>           | 3     | 75                            | 100      | 29.6      | 28.4  | 42          | 70.4               |
|                       | 4     | 81                            | 100      | 22        | 34.1  | 44          | 78                 |
|                       | 5     | 77                            | 97.4     | 18.1      | 44.6  | 37.3        | 81.9               |
|                       | 6     | N/A                           | N/AV     | I/S       | I/S   | I/S         | I/S                |
|                       | 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