



## ST ANDREWS SCHOOL OF MATH & SCIENCE

30 Chadwick Drive  
Charleston, SC 29407

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School |              |
| <b>Enrollment</b>     | 743 Students          |              |
| <b>Principal</b>      | Mark D. Shea          | 843-763-1503 |
| <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>Excellent</b> | <b>Excellent</b> |
| 2009        | Excellent        | Good             |
| 2008        | Good             | At-Risk          |
| 2007        | Good             | Good             |
| 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

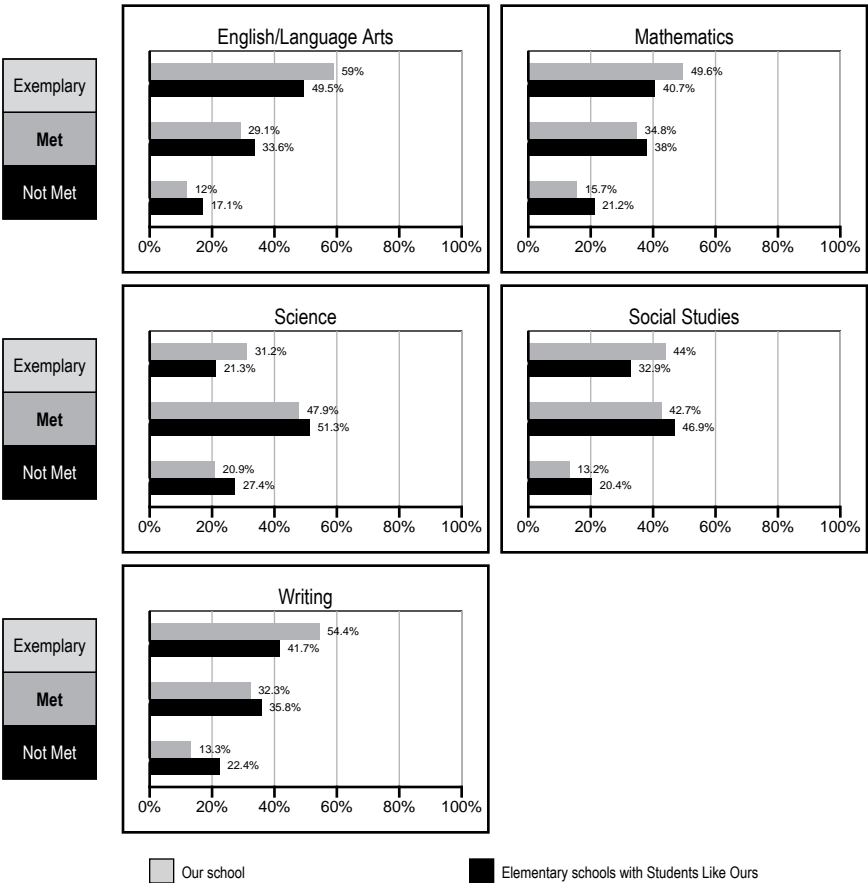
95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 31        | 32   | 25      | 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=743)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 97.6%      | Down from 97.7%       | 100.0%                                     | 100.0%                   |
| Retention rate   | 1.1%       | Down from 2.0%        | 1.0%                                       | 1.2%                     |
| Attendance rate  | 96.6%      | No Change             | 96.5%                                      | 96.1%                    |
| Eligible for gifted and talented   | 24.7%      | Up from 24.5%         | 17.0%                                      | 11.7%                    |
| With disabilities other than speech  | 1.7%       | Down from 2.6%        | 7.1%                                       | 8.0%                     |
| Older than usual for grade   | 0.0%       | No Change             | 0.3%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.5%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=46)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 58.7%      | Down from 60.4%       | 62.7%                                      | 60.5%                    |
| Continuing contract teachers   | 93.5%      | Up from 89.6%         | 86.6%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 89.3%      | Up from 86.0%         | 90.2%                                      | 87.0%                    |
| Teacher attendance rate  | 96.9%      | Up from 93.7%         | 95.7%                                      | 95.4%                    |
| Average teacher salary*  | \$46,988   | Up 0.9%               | \$48,552                                   | \$47,288                 |
| Professional development days/teacher  | 7.3 days   | Down from 8.3 days    | 11.6 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 2.0        | Up from 1.0           | 4.3  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 21.8 to 1  | Up from 20.5 to 1     | 20.0 to 1                                  | 19.2 to 1                |
| Prime instructional time   | 93.0%      | Up from 89.1%         | 91.8%                                      | 90.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | No         | 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**  | \$5,968    | Down 1.5%             | \$7,225                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 73.2%      | Up from 71.6%         | 69.2%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 69.5%      | Up from 67.4%         | 66.2%                                      | 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

Welcome to the Palmetto Gold award-winning St. Andrew's School of Math and Science, where we continue to create an environment of performance excellence. We are a partial magnet school, where approximately 30% of our students come from within Charleston County. The remaining students are from our attendance zone. Our school is a very diverse learning community, where math and science are integrated daily into reading, writing, social studies, and our special areas (Art, Music, Technology, Media Center, and Physical Education). Our school continues to focus on meeting the unique physical, emotional, social, and academic needs of every child.

This year's continued implementation of the Leveled Bookroom has encouraged gains in reading achievement, as well as more independent reading by students at school and at home, building success for all students. The district's focus continues to be literacy, and this year, we will have a First Grade Academy. Incoming first graders who are eligible will remain in a first grade class but receive extra reading support while working with our Master Teacher trained in helping children build literacy skills.

Teams of teachers and staff continue to meet to map curriculum as well as to analyze school data. Fall to Spring MAP (Measures of Academic Growth) continue to demonstrate large amounts of growth for our school in Reading and Math. Teachers met with students in order for them to meet or beat their goals. Reading assessments administered in Kindergarten through 1st grade indicated growth.

With every great school, there is a great School Improvement Council (SIC) and Parent Teacher Association (PTA). They continue to work together to help our school be successful. This year we are fortunate to receive a one-day-a-week counselor from the Mental Health Department. This counselor will be an asset to our children and staff. Significant increases in student achievement are expected as we continue to strengthen the many partnerships that exist within our school and community.

Our school is growing more technologically advanced. The district has provided SMARTboards in every classroom and provided every teacher with a laptop to use with their SMARTboards. Teachers have been so receptive to this essential technology that their professional growth has been in the field of educational technology. Our most proficient teachers have served as instructors of these courses as well.

Given the appropriate supports, all children can and will reach high levels of achievement. Our mission continues to be to locate, design, and provide appropriate supports to cultivate the growth of all students at St. Andrew's School of Math and Science.

Helen Britton, School Improvement Council Co-Chair  
 Alex Corder, School Improvement Council Co-Chair  
 Mark Shea, Principal

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 45       | 104       | 77       |
| Percent satisfied with learning environment            | 95.5%    | 84.3%     | 87.0%    |
| Percent satisfied with social and physical environment | 95.6%    | 84.6%     | 92.2%    |
| Percent satisfied with school-home relations           | 88.6%    | 90.4%     | 85.7%    |

\* 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    /S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

|              |   |
|--------------|---|
| <b>NI</b>    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| <b>CSI</b>   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| <b>CA</b>    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| <b>RP</b>    | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| <b>R</b>     | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| <b>DELAY</b> | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| <b>HOLD</b>  | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality and Student Attendance

|   | 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 | 0.4%       | 0.0%            | No                  |
| Student attendance rate                         | 96.6%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

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

## PASS Performance By Group

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

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 365 | 100 | 12   | 29.1 | 59   | 94.9 | 85   | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 182 | 100 | 12.5 | 29   | 58.5 | 94.9 | 81.6 | 80.1 | N/A | N/A |
| Female                       | 183 | 100 | 11.4 | 29.1 | 59.4 | 94.9 | 88.5 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 170 | 100 | 3    | 17.9 | 79.2 | 98.2 | 95.3 | 89.6 | Yes | Yes |
| African American             | 164 | 100 | 21.7 | 43.4 | 34.9 | 91.4 | 75.2 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 11  | 100 | 9.1  | 18.2 | 72.7 | 100  | 96.1 | 92.7 | I/S | I/S |
| Hispanic                     | 13  | 100 | 23.1 | 30.8 | 46.2 | 84.6 | 80.1 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 6   | I/S | I/S  | I/S  | I/S  | I/S  | 98.1 | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 13  | 100 | 69.2 | 15.4 | 15.4 | 53.8 | 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   | 20  | 100 | 20   | 15   | 65   | 90   | 80.2 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 190 | 100 | 21.5 | 38.4 | 40.1 | 91   | 76.4 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 365 | 100 | 15.7 | 34.8 | 49.6 | 92.6 | 81   | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 182 | 100 | 15.9 | 34.1 | 50   | 93.8 | 78.9 | 78.4 | N/A | N/A |
| Female                       | 183 | 100 | 15.4 | 35.4 | 49.1 | 91.4 | 83.2 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 170 | 100 | 8.3  | 20.8 | 70.8 | 97   | 94.5 | 87.8 | Yes | Yes |
| African American             | 164 | 100 | 25.7 | 50   | 24.3 | 86.8 | 68   | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 11  | 100 | N/A  | N/A  | N/A  | 100  | 96.1 | 93.5 | I/S | I/S |
| Hispanic                     | 13  | 100 | 15.4 | 53.8 | 30.8 | 92.3 | 77.2 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 6   | I/S | I/S  | I/S  | I/S  | I/S  | 94.4 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 13  | 100 | 53.8 | 30.8 | 15.4 | 61.5 | 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   | 20  | 100 | 10   | 40   | 50   | 95   | 77.6 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 190 | 100 | 25.4 | 46.9 | 27.7 | 87   | 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 |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| <b>Science</b>               |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 242                           | 100      | 20.9      | 47.9  | 31.2        | 79.1                      | 67.4                        | 67.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 123                           | 100      | 20.3      | 44.9  | 34.7        | 79.7                      | 66.2                        | 66.9                     |
| Female                       | 119                           | 100      | 21.6      | 50.9  | 27.6        | 78.4                      | 68.5                        | 67.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 112                           | 100      | 9         | 37.8  | 53.2        | 91                        | 89                          | 79.6                     |
| African American             | 106                           | 100      | 36.4      | 57.6  | 6.1         | 63.6                      | 46.7                        | 49.7                     |
| Asian/Pacific Islander       | 7                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 86.7                        | 84.4                     |
| Hispanic                     | 11                            | 100      | 9.1       | 81.8  | 9.1         | 90.9                      | 58.7                        | 59.4                     |
| American Indian/Alaskan      | 5                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 86.8                        | 69.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 8                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 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   | 16                            | 100      | 18.8      | 68.8  | 12.5        | 81.3                      | 58.2                        | 58.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 125                           | 100      | 33.9      | 54.2  | 11.9        | 66.1                      | 49.3                        | 55.4                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 247                           | 100      | 13.2      | 42.7  | 44          | 86.8                      | 73.8                        | 70.9                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 119                           | 100      | 14        | 39.5  | 46.5        | 86                        | 72.3                        | 70.1                     |
| Female                       | 128                           | 100      | 12.5      | 45.8  | 41.7        | 87.5                      | 75.3                        | 71.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 110                           | 100      | 4.6       | 32.4  | 63          | 95.4                      | 90.1                        | 79.2                     |
| African American             | 115                           | 100      | 21.2      | 58.7  | 20.2        | 78.8                      | 58.4                        | 58.4                     |
| Asian/Pacific Islander       | 8                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 89.3                        | 86.8                     |
| Hispanic                     | 10                            | I/S      | I/S       | I/S   | I/S         | I/S                       | 66.6                        | 68                       |
| American Indian/Alaskan      | 4                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 88.6                        | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 10                            | 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   | 15                            | 100      | 13.3      | 26.7  | 60          | 86.7                      | 66.7                        | 68                       |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 132                           | 100      | 21.7      | 53.3  | 25          | 78.3                      | 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                 | 367                           | 100      | 13.3      | 32.3  | 54.4        | 86.7                      | 75                          | 72.1                     | 96.6                   | 95.7                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 183                           | 100      | 15.2      | 35.4  | 49.4        | 84.8                      | 69.1                        | 65.2                     | 96.3                   | 95.5                     |
| Female                       | 184                           | 100      | 11.4      | 29.1  | 59.4        | 88.6                      | 81                          | 79.2                     | 96.8                   | 95.8                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 171                           | 100      | 3.6       | 25.6  | 70.8        | 96.4                      | 91                          | 80.8                     | 96.3                   | 95.8                     |
| African American             | 165                           | 100      | 23.4      | 41.6  | 35.1        | 76.6                      | 60.2                        | 59.7                     | 96.9                   | 95.5                     |
| Asian/Pacific Islander       | 11                            | 100      | 18.2      | 9.1   | 72.7        | 81.8                      | 89.2                        | 87                       | 96.4                   | 97                       |
| Hispanic                     | 13                            | 100      | 23.1      | 46.2  | 30.8        | 76.9                      | 63.7                        | 64.6                     | 96.2                   | 96                       |
| American Indian/Alaskan      | 6                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 89.1                        | 73.4                     | 97.2                   | 95.6                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 13                            | 100      | N/AV      | N/AV  | N/AV        | 15.4                      | 28.4                        | 27.7                     | 95.4                   | 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   | 20                            | 100      | 20        | 30    | 50          | 80                        | 63.5                        | 63.7                     | 96.7                   | 96.3                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 191                           | 100      | 24        | 40.8  | 35.2        | 76                        | 61.1                        | 61.9                     | 96.5                   | 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     | 118                           | 100      | 8         | 23    | 69          | 92                 |
|                              | 4     | 123                           | 100      | 15.1      | 33.6  | 51.3        | 84.9               |
|                              | 5     | 127                           | 100      | 11.7      | 31.7  | 56.7        | 88.3               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2010</b>                  | 3     | 117                           | 100      | 7         | 17.5  | 75.4        | 93                 |
|                              | 4     | 124                           | 100      | 19.7      | 26.5  | 53.8        | 80.3               |
|                              | 5     | 124                           | 100      | 9.2       | 42.5  | 48.3        | 90.8               |
|                              | 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                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 118                           | 100      | 16.8      | 28.3  | 54.9        | 83.2               |
|                              | 4     | 123                           | 100      | 11.8      | 47.1  | 41.2        | 88.2               |
|                              | 5     | 127                           | 100      | 10.8      | 51.7  | 37.5        | 89.2               |
|                              | 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                |
| <b>2010</b>                  | 3     | 117                           | 100      | 14.9      | 21.1  | 64          | 85.1               |
|                              | 4     | 124                           | 100      | 12        | 40.2  | 47.9        | 88                 |
|                              | 5     | 124                           | 100      | 20        | 42.5  | 37.5        | 80                 |
|                              | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2009</b>                  | 3     | 60                            | 100      | 12.3      | 49.1  | 38.6        | 87.7               |
|                              | 4     | 123                           | 100      | 17.6      | 47.1  | 35.3        | 82.4               |
|                              | 5     | 63                            | 100      | 16.7      | 51.7  | 31.7        | 83.3               |
|                              | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2010</b>                  | 3     | 58                            | 100      | 21.1      | 33.3  | 45.6        | 78.9               |
|                              | 4     | 124                           | 100      | 20.5      | 54.7  | 24.8        | 79.5               |
|                              | 5     | 60                            | 100      | 21.7      | 48.3  | 30          | 78.3               |
|                              | 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                |

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     | 58                            | 100      | 10.7      | 35.7  | 53.6        | 89.3               |
|                       | 4     | 123                           | 100      | 5         | 52.1  | 42.9        | 95                 |
|                       | 5     | 64                            | 100      | 16.7      | 45    | 38.3        | 83.3               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2010</b>           | 3     | 59                            | 100      | 8.8       | 36.8  | 54.4        | 91.2               |
|                       | 4     | 124                           | 100      | 12.8      | 45.3  | 41.9        | 87.2               |
|                       | 5     | 64                            | 100      | 18.3      | 43.3  | 38.3        | 81.7               |
|                       | 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                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2009</b>           | 3     | 118                           | 100      | 17.5      | 24.6  | 57.9        | 82.5               |
|                       | 4     | 125                           | 100      | 13.3      | 42.5  | 44.2        | 86.7               |
|                       | 5     | 127                           | 100      | 13.2      | 28.1  | 58.7        | 86.8               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>2010</b>           | 3     | 116                           | 100      | 7         | 30.7  | 62.3        | 93                 |
|                       | 4     | 125                           | 100      | 21.2      | 34.7  | 44.1        | 78.8               |
|                       | 5     | 126                           | 100      | 11.6      | 31.4  | 57          | 88.4               |
|                       | 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                |

Abbreviations for Missing Data

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