



## STILES POINT ELEMENTARY

883 Mikell Drive  
Charleston, SC 29412

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 699 Students           |              |
| <b>Principal</b>      | Stephen D. Burger      | 843-762-2767 |
| <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        | Excellent        |
| 2008        | Excellent        | Good             |
| 2007        | Excellent        | Good             |
| 2006        | Excellent        | Good             |

## 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

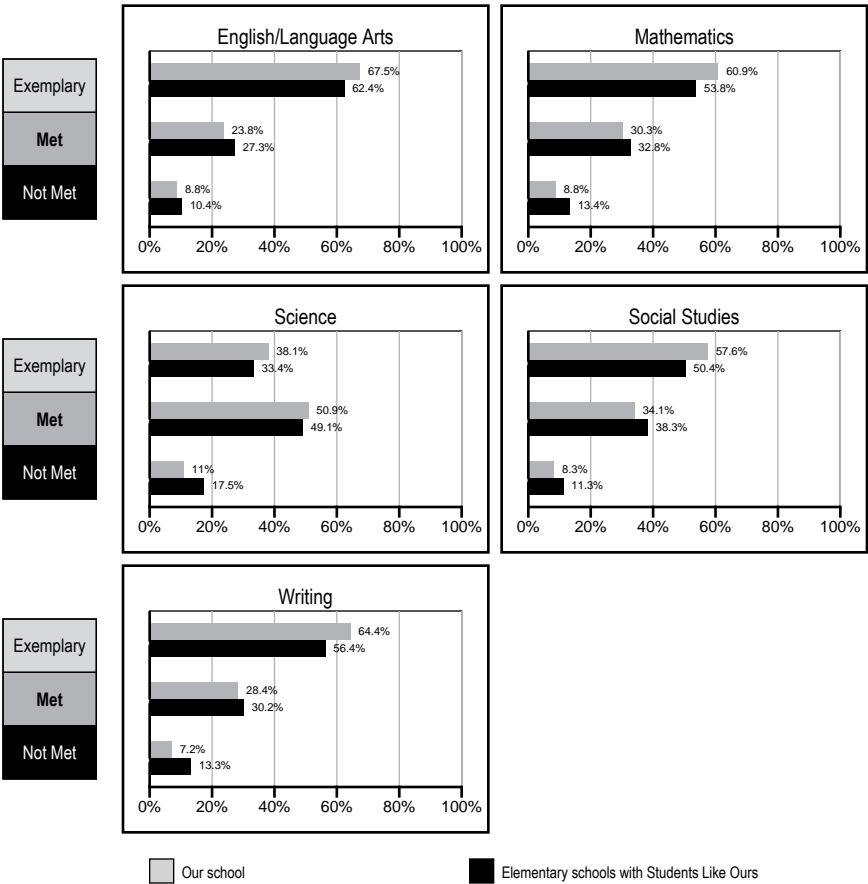
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 20        | 1    | 0       | 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=699)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 94.6%      | Up from 78.4%         | 99.2%                                      | 100.0%                   |
| Retention rate   | 1.2%       | Up from 0.9%          | 0.6%                                       | 1.2%                     |
| Attendance rate  | 96.0%      | No Change             | 96.8%                                      | 96.1%                    |
| Eligible for gifted and talented   | 30.3%      | Up from 30.1%         | 30.2%                                      | 11.7%                    |
| With disabilities other than speech  | 2.4%       | Down from 4.1%        | 7.4%                                       | 8.0%                     |
| Older than usual for grade   | 0.0%       | No Change             | 0.0%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.1%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=40)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 62.5%      | Down from 63.4%       | 62.5%                                      | 60.5%                    |
| Continuing contract teachers   | 92.5%      | Down from 95.1%       | 89.5%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 92.2%      | Up from 89.7%         | 89.9%                                      | 87.0%                    |
| Teacher attendance rate  | 96.8%      | Up from 95.0%         | 95.7%                                      | 95.4%                    |
| Average teacher salary*  | \$51,809   | Up 2.1%               | \$49,450                                   | \$47,288                 |
| Professional development days/teacher  | 11.8 days  | Up from 9.4 days      | 11.1 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 14.0       | Up from 13.0          | 6.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 22.1 to 1  | Up from 20.9 to 1     | 20.7 to 1                                  | 19.2 to 1                |
| Prime instructional time   | 92.4%      | Up from 90.5%         | 92.0%                                      | 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**  | \$6,183    | Down 3.2%             | \$7,000                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 76.6%      | Up from 76.3%         | 73.4%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 73.9%      | Up from 72.4%         | 69.1%                                      | 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

It is an exciting time to be at Stiles Point Elementary. We are moving into a totally new building during the summer of 2010! Stiles Point Elementary is a neighborhood school featuring an experienced staff with a supportive community, an involved PTA, and eager volunteers. We have high expectations and excellent academic and citizenship programs. We have achieved many awards, including the Community of Readers Award, Exemplary Writing Award, and the Charleston County Recycling Award. But we face many challenges ahead as we develop students' academic and citizenship proficiencies as related to the state standards. We are developing our math program to support students' problem-solving strategies in context, use of manipulatives and technology, and increasing their PASS English Language Arts, math, science, and social studies achievement levels. There are now higher expectations about what is taught and when it is taught. Teachers are expected to work together to plan, implement, teach, and assess the students by using a coherent curriculum with the state standards.

Expectations continue to increase with the implementation of state standards in all subjects. Our teachers are expected to teach more, with greater variety, and with higher level thinking skills. In grades K-2, teachers use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as an efficient measure of the fundamental skills that underpin the development of literacy in young children. With the implementation of Measures of Academic Progress (MAP) in grades K-5, the teachers receive immediate feedback about the needs of the students. This feedback allows the teachers to plan remediation and/or enrichment activities for the students. The education of our children still remains our highest priority.

With a new building comes new equipment and furniture. For once, all teachers will have new computers, SMARTboards, and other instructional equipment. Instruction should continue to improve. We must meet the continuing challenge to provide the best instruction and materials for our future leaders of a competitive global economy.

Stephen D. Burger, Principal  
 Elisha Clyburn, SIC Chairperson

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 40       | 99        | 90       |
| Percent satisfied with learning environment            | 100.0%   | 87.9%     | 95.5%    |
| Percent satisfied with social and physical environment | 100.0%   | 80.6%     | 92.1%    |
| Percent satisfied with school-home relations           | 100.0%   | 93.9%     | 94.3%    |

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

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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 | 1.7%       | 0.0%            | No                  |
| Student attendance rate                         | 96.0%      | 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                 | 326 | 100 | 9.6  | 23.5 | 66.9 | 95.4 | 85   | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 150 | 100 | 9.5  | 22.3 | 68.2 | 95.3 | 81.6 | 80.1 | N/A | N/A |
| Female                       | 176 | 100 | 9.7  | 24.6 | 65.7 | 95.4 | 88.5 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 263 | 100 | 4.2  | 21   | 74.8 | 98.5 | 95.3 | 89.6 | Yes | Yes |
| African American             | 53  | 100 | 38.5 | 38.5 | 23.1 | 78.8 | 75.2 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 4   | I/S | I/S  | I/S  | I/S  | I/S  | 96.1 | 92.7 | I/S | I/S |
| Hispanic                     | 3   | I/S | I/S  | I/S  | I/S  | I/S  | 80.1 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 98.1 | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 16  | 100 | 46.7 | 26.7 | 26.7 | 66.7 | 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   | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 80.2 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 79  | 100 | 22.1 | 37.7 | 40.3 | 87   | 76.4 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 326 | 100 | 9.6  | 30   | 60.4 | 94.7 | 81   | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 150 | 100 | 10.8 | 25   | 64.2 | 95.9 | 78.9 | 78.4 | N/A | N/A |
| Female                       | 176 | 100 | 8.6  | 34.3 | 57.1 | 93.7 | 83.2 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 263 | 100 | 3.8  | 27.1 | 69.1 | 98.5 | 94.5 | 87.8 | Yes | Yes |
| African American             | 53  | 100 | 40.4 | 48.1 | 11.5 | 75   | 68   | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 4   | I/S | I/S  | I/S  | I/S  | I/S  | 96.1 | 93.5 | I/S | I/S |
| Hispanic                     | 3   | I/S | I/S  | I/S  | I/S  | I/S  | 77.2 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 94.4 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 16  | 100 | 40   | 40   | 20   | 60   | 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   | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 77.6 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 79  | 100 | 27.3 | 39   | 33.8 | 84.4 | 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                 | 222                           | 100      | 11.8      | 50.5  | 37.7        | 88.2                      | 67.4                        | 67.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 99                            | 100      | 10.2      | 42.9  | 46.9        | 89.8                      | 66.2                        | 66.9                     |
| Female                       | 123                           | 100      | 13.1      | 56.6  | 30.3        | 86.9                      | 68.5                        | 67.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 182                           | 100      | 5         | 50.8  | 44.2        | 95                        | 89                          | 79.6                     |
| African American             | 34                            | 100      | N/A       | N/A   | N/A         | 50                        | 46.7                        | 49.7                     |
| Asian/Pacific Islander       | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 86.7                        | 84.4                     |
| Hispanic                     | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 58.7                        | 59.4                     |
| American Indian/Alaskan      | 1                             | 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   | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 58.2                        | 58.6                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 55                            | 100      | 31.5      | 51.9  | 16.7        | 68.5                      | 49.3                        | 55.4                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 221                           | 99.6     | 8.7       | 33.9  | 57.3        | 91.3                      | 73.8                        | 70.9                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 102                           | 100      | 8         | 29    | 63          | 92                        | 72.3                        | 70.1                     |
| Female                       | 119                           | 99.2     | 9.3       | 38.1  | 52.5        | 90.7                      | 75.3                        | 71.7                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 176                           | 99.4     | 4         | 31.4  | 64.6        | 96                        | 90.1                        | 79.2                     |
| African American             | 36                            | 100      | 34.3      | 45.7  | 20          | 65.7                      | 58.4                        | 58.4                     |
| Asian/Pacific Islander       | 3                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 89.3                        | 86.8                     |
| Hispanic                     | 3                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 66.6                        | 68                       |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 88.6                        | 71.2                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 11                            | 90.9     | 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   | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                       | 66.7                        | 68                       |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 53                            | 100      | 23.5      | 45.1  | 31.4        | 76.5                      | 60.2                        | 60.8                     |

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 | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| <b>Writing</b>               |                               |          |           |       |             |                           |                             |                          |                        |                          |
| All Students                 | 325                           | 98.8     | 6.9       | 28.5  | 64.6        | 93.1                      | 75                          | 72.1                     | 96                     | 95.7                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | 149                           | 98.7     | 8.9       | 30.8  | 60.3        | 91.1                      | 69.1                        | 65.2                     | 96                     | 95.5                     |
| Female                       | 176                           | 98.9     | 5.2       | 26.6  | 68.2        | 94.8                      | 81                          | 79.2                     | 96                     | 95.8                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | 263                           | 99.2     | 2.7       | 26.2  | 71.2        | 97.3                      | 91                          | 80.8                     | 96.1                   | 95.8                     |
| African American             | 52                            | 96.2     | 30        | 38    | 32          | 70                        | 60.2                        | 59.7                     | 95.5                   | 95.5                     |
| Asian/Pacific Islander       | 4                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 89.2                        | 87                       | 94.3                   | 97                       |
| Hispanic                     | 3                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 63.7                        | 64.6                     | 96.5                   | 96                       |
| American Indian/Alaskan      | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 89.1                        | 73.4                     | 93.9                   | 95.6                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | 16                            | 81.3     | 46.2      | 23.1  | 30.8        | 53.8                      | 28.4                        | 27.7                     | 94.2                   | 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   | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 63.5                        | 63.7                     | 98.9                   | 96.3                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | 78                            | 96.2     | 17.6      | 43.2  | 39.2        | 82.4                      | 61.1                        | 61.9                     | 94.8                   | 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     | 115                           | 100      | 3.6       | 26.4  | 70          | 96.4               |
|                              | 4     | 104                           | 100      | 7.8       | 30.1  | 62.1        | 92.2               |
|                              | 5     | 87                            | 100      | 11.8      | 43.5  | 44.7        | 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                |
| <b>2010</b>                  | 3     | 104                           | 100      | 9.8       | 12.7  | 77.5        | 90.2               |
|                              | 4     | 117                           | 100      | 8.6       | 28.4  | 62.9        | 91.4               |
|                              | 5     | 105                           | 100      | 10.5      | 28.6  | 61          | 89.5               |
|                              | 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     | 115                           | 100      | 8.2       | 26.4  | 65.5        | 91.8               |
|                              | 4     | 104                           | 100      | 3.9       | 38.8  | 57.3        | 96.1               |
|                              | 5     | 87                            | 100      | 15.3      | 34.1  | 50.6        | 84.7               |
|                              | 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     | 104                           | 100      | 9.8       | 20.6  | 69.6        | 90.2               |
|                              | 4     | 117                           | 100      | 9.5       | 29.3  | 61.2        | 90.5               |
|                              | 5     | 105                           | 100      | 9.5       | 40    | 50.5        | 90.5               |
|                              | 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     | 58                            | 100      | 10.9      | 40    | 49.1        | 89.1               |
|                              | 4     | 104                           | 100      | 6.8       | 53.4  | 39.8        | 93.2               |
|                              | 5     | 44                            | 100      | 19        | 64.3  | 16.7        | 81                 |
|                              | 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     | 53                            | 100      | 19.2      | 38.5  | 42.3        | 80.8               |
|                              | 4     | 117                           | 100      | 10.3      | 56    | 33.6        | 89.7               |
|                              | 5     | 52                            | 100      | 7.7       | 50    | 42.3        | 92.3               |
|                              | 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     | 57                            | 100      | 5.5       | 21.8  | 72.7        | 94.5               |
|                       | 4     | 104                           | 100      | 5.8       | 42.7  | 51.5        | 94.2               |
|                       | 5     | 43                            | 100      | 11.6      | 32.6  | 55.8        | 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                |
| <b>2010</b>           | 3     | 51                            | 100      | 10        | 26    | 64          | 90                 |
|                       | 4     | 117                           | 100      | 5.2       | 39.7  | 55.2        | 94.8               |
|                       | 5     | 53                            | 98.1     | 15.4      | 28.8  | 55.8        | 84.6               |
|                       | 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                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2009</b>           | 3     | 117                           | 99.2     | 7.2       | 17.1  | 75.7        | 92.8               |
|                       | 4     | 104                           | 99       | 7.8       | 32    | 60.2        | 92.2               |
|                       | 5     | 86                            | 100      | 11.8      | 22.4  | 65.9        | 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                |
| <b>2010</b>           | 3     | 103                           | 99       | 7.9       | 33.7  | 58.4        | 92.1               |
|                       | 4     | 117                           | 98.3     | 7         | 29.8  | 63.2        | 93                 |
|                       | 5     | 105                           | 99.1     | 5.8       | 22.1  | 72.1        | 94.2               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |

Abbreviations for Missing Data

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