



## BISHOPVILLE PRIMARY

603 Dennis Avenue  
Bishopville, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-3 Elementary School |              |
| <b>Enrollment</b>     | 496 Students           |              |
| <b>Principal</b>      | Lei F. Washington      | 803-484-9475 |
| <b>Superintendent</b> | Dr. Cleo Richardson    | 803-484-5327 |
| <b>Board Chair</b>    | Sanya Moses            | 803-428-5603 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

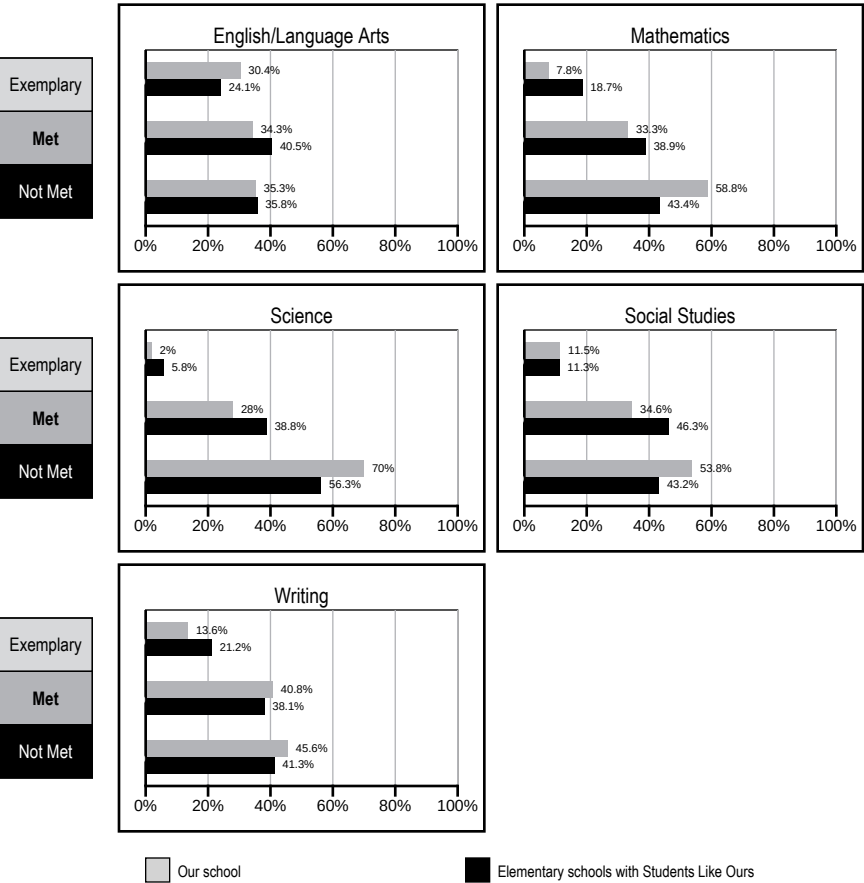
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0         | 3    | 60      | 49            | 21      |

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

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |                                                                                                       |
|-----------|-------------------------------------------------------------------------------------------------------|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.                                                 |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

|                                                                              | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| Students (n=496)                                                             |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 3.9%       | Down from 6.9%        | 1.5%                                       | 1.2%                     |
| Attendance rate                                                              | 96.4%      | Up from 94.0%         | 95.9%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 0.0%       | Down from 0.8%        | 4.1%                                       | 11.7%                    |
| With disabilities other than speech                                          | 7.0%       | Up from 6.4%          | 8.5%                                       | 8.0%                     |
| Older than usual for grade                                                   | 1.3%       | Down from 1.4%        | 0.8%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | Down from 0.2%        | 0.0%                                       | 0.0%                     |
| Teachers (n=37)                                                              |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 59.5%      | Up from 46.2%         | 59.0%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 78.4%      | Up from 71.8%         | 78.4%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 9.1%       | Up from 5.7%          | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 88.1%      | Up from 87.4%         | 82.5%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 91.4%      | Up from 90.4%         | 95.3%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$42,466   | Down 1.2%             | \$45,256                                   | \$47,288                 |
| Professional development days/teacher                                        | 8.7 days   | Up from 6.2 days      | 10.6 days                                  | 10.5 days                |
| School                                                                       |            |                       |                                            |                          |
| Principal's years at school                                                  | 2.0        | Up from 1.0           | 3.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 24.1 to 1  | Up from 19.9 to 1     | 17.2 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 86.4%      | Up from 83.3%         | 90.6%                                      | 90.8%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 100.0%     | Up from 98.6%         | 100.0%                                     | 100.0%                   |
| Character development program                                                | Average    | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$6,482    | Down 1.1%             | \$8,890                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 71.5%      | Down from 72.2%       | 67.9%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 68.7%      | Down from 69.0%       | 62.2%                                      | 65.1%                    |

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

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

Report of Principal and School Improvement Council

At Bishopville Primary School, we are committed to being a school where “children are the heart” and “their failure is not an option.” Our faculty and staff work diligently to ensure that each child is prepared for the future through a positive, safe learning environment. Preschool students participate in a Language and Literacy program. This curriculum integrates Phonics, Early-In Literacy Centers, and Arts integration with Creative Curriculum. Over 80% of the preschool students were reading on a First Grade Level. Preschool and Kindergarten students received instruction through the Creative Curriculum model. First-grade students participated in the Renaissance Learning STAR Reading and the Measures of Academic Progress (MAP). First-grade students also receive instruction utilizing the Project Read curriculum. Second-grade students participated in Project Read and were administered The Flannagan Benchmark quarterly. They also completed the Measure of Academic Progress. The Save the Children Program provided in school Tutoring for students in grades 5K through 2 in the content area of literacy. A \$160,000 grant from the Save the Children foundation provides other educational supplemental services such as: After-School Literacy Instruction for students in 5K through 2nd grade, Summer Literacy Program for students in 5K through 2nd grade, and In-School Literacy Remediation and Enrichment Small Group Instruction. Third-grade students participated in a 21st Century After-School Program which enabled our students to grow academically, socially, and physically. The after-school program was supported through the Teacher Cadet program, where high school students tutored daily, one-on-one, or in small groups. Additionally, Bishopville Primary implemented a Response to Intervention program. A Project Read partnership enabled our school to obtain a Project Read teacher for all students (grades 1-3). 5K through third grade teachers received two days of professional development as well as all Project Read materials needed to provide the reading instruction for our children. All grade levels received staff development and used the new Approved Curriculum Guides. Annually, Bishopville Primary holds a Community Stakeholder meeting designed to involve parents and community in the School Improvement annual assessment and planning. Each spring, student art work is displayed at the Lee County Opera House during the month of April. First grade through 3rd-grade students received hands-on experience with weekly visits to the Project Read lab and field trips that provided our children with real-world experiences. These trips included Riverbanks Zoo, The Topiary Gardens, and The Local Nature Trail at a Local Park. New technology purchased by our District this year included several SmartBoards and desktop computers for use in the classroom. Committed to preparing confident, competent, and responsible students, character education is integrated daily. Our school and community participated in several service learning projects to help promote good character. Business partners such as Food Lion sponsored community based curriculum nights, the Lee County 4-H Club sponsored a visiting Character Education consultant that assisted us with promoting good character. Staff members were provided opportunities to participate in staff development to improve instruction and assessment to include: MAP and PASS data analysis, Math Manipulatives, Differentiation, and Small Group. Parents and community members were frequent and welcomed guests at our school via programs such as: Read Across America Day, Honors Programs, Movie with Mom Night and Dinner with Dad, and Family Nights.

Jakki Bonner, School Improvement Chair

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 32       | 102       | 15       |
| Percent satisfied with learning environment            | 81.3%    | 90.8%     | 78.6%    |
| Percent satisfied with social and physical environment | 81.3%    | 82.3%     | 80.0%    |
| Percent satisfied with school-home relations           | 45.2%    | 86.3%     | 80.0%    |

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

Abbreviations for Missing Data

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

School Adequate Yearly Progress

YES

This school met 13 out of 13 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

CSI-DELAY

| 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  | N/A          | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 11.7%        | 5.6%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 13.9%      | 0.0%            | No                  |
| Student attendance rate                         | 96.4%      | 94.0%*          | Yes                 |

\* Or greater than last year

**PASS Performance By Group**

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

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

|              |     |      |      |      |      |      |      |      |     |     |
|--------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 112 | 86.6 | 35.3 | 34.3 | 30.4 | 77.5 | 59.6 | 83.5 | Yes | Yes |
|--------------|-----|------|------|------|------|------|------|------|-----|-----|

**Gender**

|      |    |      |      |      |      |      |      |      |     |     |
|------|----|------|------|------|------|------|------|------|-----|-----|
| Male | 53 | 88.7 | 40.4 | 31.9 | 27.7 | 74.5 | 53.7 | 80.1 | N/A | N/A |
|------|----|------|------|------|------|------|------|------|-----|-----|

|        |    |      |      |      |      |    |      |    |     |     |
|--------|----|------|------|------|------|----|------|----|-----|-----|
| Female | 59 | 84.8 | 30.9 | 36.4 | 32.7 | 80 | 65.1 | 87 | N/A | N/A |
|--------|----|------|------|------|------|----|------|----|-----|-----|

**Racial/Ethnic Group**

|       |   |     |     |     |     |     |    |      |     |     |
|-------|---|-----|-----|-----|-----|-----|----|------|-----|-----|
| White | 5 | I/S | I/S | I/S | I/S | I/S | 66 | 89.6 | I/S | I/S |
|-------|---|-----|-----|-----|-----|-----|----|------|-----|-----|

|                  |     |      |      |      |      |      |    |      |     |     |
|------------------|-----|------|------|------|------|------|----|------|-----|-----|
| African American | 104 | 86.5 | 36.5 | 34.4 | 29.2 | 77.1 | 59 | 74.6 | Yes | Yes |
|------------------|-----|------|------|------|------|------|----|------|-----|-----|

|                        |   |     |     |     |     |     |     |      |     |     |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 92.7 | I/S | I/S |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|

|          |   |     |     |     |     |     |      |      |     |     |
|----------|---|-----|-----|-----|-----|-----|------|------|-----|-----|
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 78.6 | 79.6 | I/S | I/S |
|----------|---|-----|-----|-----|-----|-----|------|------|-----|-----|

|                         |   |     |     |     |     |     |     |      |     |     |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 85.1 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|

**Disability Status**

|          |    |      |    |    |   |    |      |      |     |     |
|----------|----|------|----|----|---|----|------|------|-----|-----|
| Disabled | 26 | 42.3 | 76 | 20 | 4 | 40 | 29.4 | 51.7 | I/S | I/S |
|----------|----|------|----|----|---|----|------|------|-----|-----|

**Migrant Status**

|         |   |     |     |     |     |     |     |      |     |     |
|---------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
|---------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|

**English Proficiency**

|                            |   |     |     |     |     |     |      |    |     |     |
|----------------------------|---|-----|-----|-----|-----|-----|------|----|-----|-----|
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 84.6 | 79 | I/S | I/S |
|----------------------------|---|-----|-----|-----|-----|-----|------|----|-----|-----|

**Socio-Economic Status**

|                  |     |      |      |      |      |      |      |      |     |     |
|------------------|-----|------|------|------|------|------|------|------|-----|-----|
| Subsidized meals | 104 | 85.6 | 34.4 | 34.4 | 31.3 | 77.1 | 58.6 | 76.9 | Yes | Yes |
|------------------|-----|------|------|------|------|------|------|------|-----|-----|

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

|              |     |      |      |      |     |      |      |      |     |     |
|--------------|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students | 112 | 99.1 | 58.4 | 33.7 | 7.9 | 55.4 | 50.2 | 80.4 | Yes | Yes |
|--------------|-----|------|------|------|-----|------|------|------|-----|-----|

**Gender**

|      |    |      |      |      |    |      |      |      |     |     |
|------|----|------|------|------|----|------|------|------|-----|-----|
| Male | 53 | 98.1 | 54.3 | 32.6 | 13 | 58.7 | 47.6 | 78.4 | N/A | N/A |
|------|----|------|------|------|----|------|------|------|-----|-----|

|        |    |     |      |      |     |      |      |      |     |     |
|--------|----|-----|------|------|-----|------|------|------|-----|-----|
| Female | 59 | 100 | 61.8 | 34.5 | 3.6 | 52.7 | 52.7 | 82.5 | N/A | N/A |
|--------|----|-----|------|------|-----|------|------|------|-----|-----|

**Racial/Ethnic Group**

|       |   |     |     |     |     |     |      |      |     |     |
|-------|---|-----|-----|-----|-----|-----|------|------|-----|-----|
| White | 5 | I/S | I/S | I/S | I/S | I/S | 58.7 | 87.8 | I/S | I/S |
|-------|---|-----|-----|-----|-----|-----|------|------|-----|-----|

|                  |     |    |    |      |     |      |      |      |     |     |
|------------------|-----|----|----|------|-----|------|------|------|-----|-----|
| African American | 104 | 99 | 60 | 34.7 | 5.3 | 54.7 | 49.6 | 69.3 | Yes | Yes |
|------------------|-----|----|----|------|-----|------|------|------|-----|-----|

|                        |   |     |     |     |     |     |     |      |     |     |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 93.5 | I/S | I/S |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|

|          |   |     |     |     |     |     |      |      |     |     |
|----------|---|-----|-----|-----|-----|-----|------|------|-----|-----|
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 64.3 | 78.3 | I/S | I/S |
|----------|---|-----|-----|-----|-----|-----|------|------|-----|-----|

|                         |   |     |     |     |     |     |     |      |     |     |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 83.2 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|

**Disability Status**

|          |    |     |    |    |   |    |      |      |     |     |
|----------|----|-----|----|----|---|----|------|------|-----|-----|
| Disabled | 26 | 100 | 80 | 16 | 4 | 28 | 16.4 | 46.1 | I/S | I/S |
|----------|----|-----|----|----|---|----|------|------|-----|-----|

**Migrant Status**

|         |   |     |     |     |     |     |     |      |     |     |
|---------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
|---------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|

**English Proficiency**

|                            |   |     |     |     |     |     |      |      |     |     |
|----------------------------|---|-----|-----|-----|-----|-----|------|------|-----|-----|
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 69.2 | 78.9 | I/S | I/S |
|----------------------------|---|-----|-----|-----|-----|-----|------|------|-----|-----|

**Socio-Economic Status**

|                  |     |    |      |      |     |      |      |      |     |     |
|------------------|-----|----|------|------|-----|------|------|------|-----|-----|
| Subsidized meals | 104 | 99 | 57.9 | 33.7 | 8.4 | 56.8 | 49.4 | 72.8 | Yes | Yes |
|------------------|-----|----|------|------|-----|------|------|------|-----|-----|

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

**PASS Performance By Group**

|  | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|

**Science**

|                              |    |      |      |      |     |      |      |      |
|------------------------------|----|------|------|------|-----|------|------|------|
| All Students                 | 54 | 94.4 | 68.1 | 29.8 | 2.1 | 31.9 | 30.2 | 67.3 |
| <b>Gender</b>                |    |      |      |      |     |      |      |      |
| Male                         | 24 | 95.8 | N/A  | N/A  | N/A | 40   | 30.2 | 66.9 |
| Female                       | 30 | 93.3 | 74.1 | 22.2 | 3.7 | 25.9 | 30.3 | 67.7 |
| <b>Racial/Ethnic Group</b>   |    |      |      |      |     |      |      |      |
| White                        | 0  | N/A  | N/A  | N/A  | N/A | N/A  | 52   | 79.6 |
| African American             | 54 | 94.4 | 68.1 | 29.8 | 2.1 | 31.9 | 29.1 | 49.7 |
| Asian/Pacific Islander       | 0  | N/A  | N/A  | N/A  | N/A | N/A  | N/A  | 84.4 |
| Hispanic                     | 0  | N/A  | N/A  | N/A  | N/A | N/A  | I/S  | 59.4 |
| American Indian/Alaskan      | 0  | N/A  | N/A  | N/A  | N/A | N/A  | N/A  | 69.5 |
| <b>Disability Status</b>     |    |      |      |      |     |      |      |      |
| Disabled                     | 11 | 100  | I/S  | I/S  | I/S | I/S  | 9.6  | 33.8 |
| <b>Migrant Status</b>        |    |      |      |      |     |      |      |      |
| Migrant                      | 0  | N/A  | N/A  | N/A  | N/A | N/A  | N/A  | 36.5 |
| <b>English Proficiency</b>   |    |      |      |      |     |      |      |      |
| Limited English Proficient   | 0  | N/A  | N/A  | N/A  | N/A | N/A  | I/S  | 58.6 |
| <b>Socio-Economic Status</b> |    |      |      |      |     |      |      |      |
| Subsidized meals             | 50 | 94   | 65.9 | 31.8 | 2.3 | 34.1 | 29.1 | 55.4 |

**Social Studies**

|                              |    |     |      |      |      |      |      |      |
|------------------------------|----|-----|------|------|------|------|------|------|
| All Students                 | 58 | 100 | 53.8 | 34.6 | 11.5 | 46.2 | 36.8 | 70.9 |
| <b>Gender</b>                |    |     |      |      |      |      |      |      |
| Male                         | 29 | 100 | 53.8 | 34.6 | 11.5 | 46.2 | 33.9 | 70.1 |
| Female                       | 29 | 100 | 53.8 | 34.6 | 11.5 | 46.2 | 39.5 | 71.7 |
| <b>Racial/Ethnic Group</b>   |    |     |      |      |      |      |      |      |
| White                        | 5  | I/S | I/S  | I/S  | I/S  | I/S  | 44.7 | 79.2 |
| African American             | 50 | 100 | 58.7 | 34.8 | 6.5  | 41.3 | 35.6 | 58.4 |
| Asian/Pacific Islander       | 0  | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 86.8 |
| Hispanic                     | 3  | I/S | I/S  | I/S  | I/S  | I/S  | 75   | 68   |
| American Indian/Alaskan      | 0  | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 71.2 |
| <b>Disability Status</b>     |    |     |      |      |      |      |      |      |
| Disabled                     | 15 | 100 | N/A  | N/A  | N/A  | 26.7 | 11.8 | 39.3 |
| <b>Migrant Status</b>        |    |     |      |      |      |      |      |      |
| Migrant                      | 0  | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 55   |
| <b>English Proficiency</b>   |    |     |      |      |      |      |      |      |
| Limited English Proficient   | 2  | I/S | I/S  | I/S  | I/S  | I/S  | 72.7 | 68   |
| <b>Socio-Economic Status</b> |    |     |      |      |      |      |      |      |
| Subsidized meals             | 54 | 100 | 55.1 | 32.7 | 12.2 | 44.9 | 35.8 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 111                              | 99.1     | 45.6      | 40.8  | 13.6        | 54.4                         | 48.5                           | 72.1                        | 96.4                      | 96.3                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 51                               | 100      | 53.2      | 38.3  | 8.5         | 46.8                         | 40.7                           | 65.2                        | 96.4                      | 95.9                        |
| Female                     | 60                               | 98.3     | 39.3      | 42.9  | 17.9        | 60.7                         | 55.7                           | 79.2                        | 96.4                      | 96.6                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 56.3                           | 80.8                        | 96.2                      | 95.4                        |
| African American           | 103                              | 100      | 46.4      | 41.2  | 12.4        | 53.6                         | 47.8                           | 59.7                        | 96.4                      | 96.3                        |
| Asian/Pacific Islander     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 87                          | N/A                       | N/A                         |
| Hispanic                   | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 69.2                           | 64.6                        | 97.3                      | 96.4                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 73.4                        | 99.9                      | 99.9                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 26                               | 100      | N/AV      | N/AV  | N/AV        | 32                           | 12.9                           | 27.7                        | 96.3                      | 95.9                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 63.5                        | N/A                       | N/A                         |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 75                             | 63.7                        | 98.2                      | 96.7                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 105                              | 99.1     | 44.3      | 41.2  | 14.4        | 55.7                         | 47.5                           | 61.9                        | 96.4                      | 96.2                        |

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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 117                              | 100      | 46.9      | 31.9  | 21.2        | 53.1                  |
|                       | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 5     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 112                              | 86.6     | 35.3      | 34.3  | 30.4        | 64.7                  |
|                       | 4     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 5     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 117                              | 100      | 65.5      | 24.8  | 9.7         | 34.5                  |
|                       | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 5     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 112                              | 99.1     | 58.4      | 33.7  | 7.9         | 41.6                  |
|                       | 4     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 5     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 59                               | 98.3     | N/AV      | N/AV  | N/AV        | 36.4                  |
|                       | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 5     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 54                               | 94.4     | 68.1      | 29.8  | 2.1         | 31.9                  |
|                       | 4     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 5     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |

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PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 58                               | 100      | 68.4      | 28.1  | 3.5         | 31.6                  |
|                | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 5     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 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                   |
| 2010           | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 3     | 58                               | 100      | 53.8      | 34.6  | 11.5        | 46.2                  |
|                | 4     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 5     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| 2011           | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 119                              | 100      | 56.5      | 25.2  | 18.3        | 43.5                  |
|                | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 5     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 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                   |
| 2010           | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 3     | 111                              | 99.1     | 45.6      | 40.8  | 13.6        | 54.4                  |
|                | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 5     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2011           | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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