



## SAXE GOTHA ELEMENTARY

100 Bill Williamson Court  
Lexington, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 824 Students           |              |
| <b>Principal</b>      | Elizabeth A. Houck     | 803-821-4800 |
| <b>Superintendent</b> | Dr. Karen C. Woodward  | 803-821-1000 |
| <b>Board Chair</b>    | Cynthia S. Smith       | 803-957-5095 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2010</b> | <b>Average</b>  | <b>Average</b> |
| 2009        | Average         | Average        |
| 2008        | Average         | Average        |
| 2007        | Average         | Below Average  |
| 2006        | Good            | 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 | 96.1%

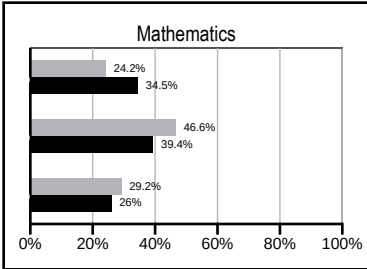
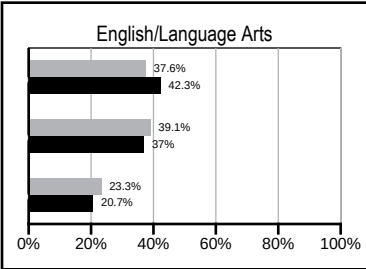
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 12        | 28   | 63      | 1             | 0       |

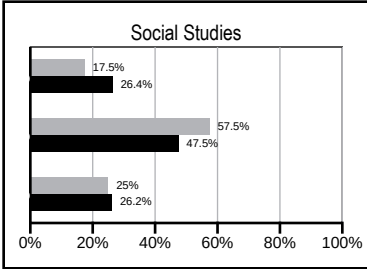
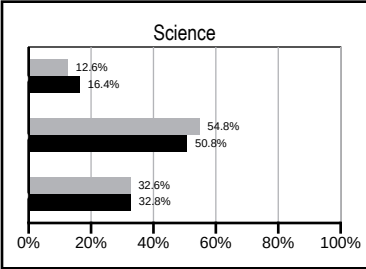
\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)

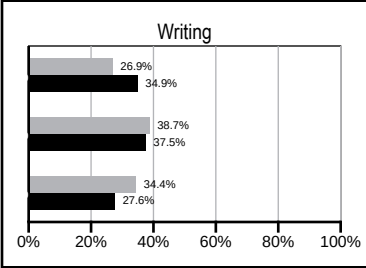
|           |
|-----------|
| Exemplary |
| Met       |
| Not Met   |



|           |
|-----------|
| Exemplary |
| Met       |
| Not Met   |



|           |
|-----------|
| Exemplary |
| Met       |
| Not Met   |



Our school      Elementary schools with Students Like Ours

\* 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=824)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.9%       | Down from 1.6%        | 1.2%                                       | 1.2%                     |
| Attendance rate                                                              | 95.2%      | Down from 95.3%       | 96.0%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 13.8%      | Up from 12.3%         | 12.9%                                      | 11.7%                    |
| With disabilities other than speech                                          | 8.5%       | Down from 10.8%       | 8.5%                                       | 8.0%                     |
| Older than usual for grade                                                   | 0.2%       | No Change             | 0.4%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | Down from 0.2%        | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=61)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 57.4%      | Down from 59.0%       | 58.4%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 82.0%      | Up from 72.1%         | 84.6%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 82.1%      | Up from 81.7%         | 87.1%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 94.3%      | Down from 95.3%       | 95.6%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$44,844   | Down 3.5%             | \$47,193                                   | \$47,288                 |
| Professional development days/teacher                                        | 8.4 days   | Up from 7.8 days      | 9.9 days                                   | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 1.0        | Up from 0.5           | 4.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 20.6 to 1  | Down from 21.0 to 1   | 19.4 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 88.5%      | Down from 89.6%       | 91.1%                                      | 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 95.6%         | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$7,106    | Down 0.4%             | \$7,160                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 71.5%      | Up from 70.6%         | 68.2%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 70.2%      | Up from 53.0%         | 64.9%                                      | 65.1%                    |

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

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

Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

The theme for the 2009–2010 school year, "The Power of One," reflects the philosophy that each one of us has the power to make a difference in the life of a child, to change the world, to make Saxe Gotha Elementary School the best school around, and, at the end of the day, be able to say, "I made a difference!"

SGE is a Title I school with a high population of special needs students. We have focused on closing the achievement gap for the various groups represented. Students receiving subsidized meals met the proficiency standard in both reading and mathematics on the spring Palmetto Assessment of State Standards. Special education students, however, did not meet the standard in either subject.

We are pleased to announce that our students have made great gains as calculated by Measure of Academic Progress scores in Grades 2–5. In reading, 21 out of 24 classrooms met district target growth expectations, while 24 out of 24 classrooms met district target growth expectations in mathematics.

For the fourth consecutive year, SGE staff continues to work vigorously to achieve positive results from implementation of Response To Intervention. This involves identifying students who struggle to meet academic demands and matches them with targeted, research-based supplementary intervention programs. According to our progress monitoring system, Dynamic Indicators of Basic Early Literacy Skills, 122 out of 130 kindergarten students moving to first grade are close to or on target.

The SGE Parent Teacher Organization and School Improvement Council continue to provide unlimited support for our school. Through their hard work and the support of our students' parents and the community, we were able to landscape our school grounds and raise funds to purchase The First in Math online program that students enjoy using at home and school.

At SGE, our vision is for all students to be self-directed, collaborative, creative and caring learners who will flourish in the global, competitive 21st century. In order to better prepare our students for a future none of us can imagine, the faculty and staff of SGE began training this spring using Stephen R. Covey's "7 Habits of Highly Effective People." We will be reading his book, "The Leader in Me," over the summer as we prepare to implement his leadership program at SGE in the fall of 2010.

Elizabeth A. Houck, Principal  
Angela Hatchell, SIC Chair

## Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 63       | 110       | 55       |
| Percent satisfied with learning environment            | 100.0%   | 87.3%     | 90.6%    |
| Percent satisfied with social and physical environment | 100.0%   | 85.5%     | 83.6%    |
| Percent satisfied with school-home relations           | 74.6%    | 88.2%     | 85.5%    |

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

## Abbreviations for Missing Data

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

No Child Left Behind

|                                 |    |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 20 out of 21 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 | R |
|---------------------------|---|

| 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  | 0.6%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 5.6%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.9%       | 0.0%            | No                  |
| Student attendance rate                         | 95.2%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

**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                 | 391 | 99.7 | 23.3 | 39.2 | 37.5 | 90.7 | 89   | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 211 | 99.5 | 27.9 | 40.8 | 31.3 | 88.8 | 86.2 | 80.1 | N/A | N/A |
| Female                       | 180 | 100  | 18.2 | 37.6 | 44.2 | 92.7 | 91.9 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 278 | 99.6 | 21.4 | 37.7 | 40.9 | 92.5 | 90.7 | 89.6 | Yes | Yes |
| African American             | 78  | 100  | 30.2 | 38.1 | 31.7 | 85.7 | 76.9 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 95.4 | 92.7 | I/S | I/S |
| Hispanic                     | 26  | 100  | 30.4 | 60.9 | 8.7  | 82.6 | 82.4 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 89.3 | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 56  | 100  | 47.7 | 40.9 | 11.4 | 77.3 | 53.9 | 51.7 | Yes | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | 69.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 18  | 100  | 12.5 | 62.5 | 25   | 93.8 | 83.3 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 239 | 99.6 | 29.1 | 38.2 | 32.7 | 87.4 | 80.1 | 76.9 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 391 | 99.7 | 29.1 | 46.8 | 24.1 | 82   | 86.2 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 211 | 99.5 | 31.3 | 45.3 | 23.5 | 81   | 84.9 | 78.4 | N/A | N/A |
| Female                       | 180 | 100  | 26.7 | 48.5 | 24.8 | 83   | 87.6 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 278 | 99.6 | 25   | 46   | 29   | 85.3 | 88.2 | 87.8 | Yes | Yes |
| African American             | 78  | 100  | 42.9 | 46   | 11.1 | 71.4 | 72   | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 93.9 | 93.5 | I/S | I/S |
| Hispanic                     | 26  | 100  | 43.5 | 52.2 | 4.3  | 69.6 | 78.2 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 87.5 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 56  | 100  | 68.2 | 29.5 | 2.3  | 50   | 52.7 | 46.1 | No  | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 18  | 100  | 31.3 | 62.5 | 6.3  | 81.3 | 81.4 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 239 | 99.6 | 37.7 | 45.2 | 17.1 | 75.9 | 76.1 | 72.8 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PASS Performance By Group

|                            | Enrolment 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               | 263                             | 100      | 32.5      | 55    | 12.6        | 67.5                         | 80.7                           | 67.3                        |
| Gender                     |                                 |          |           |       |             |                              |                                |                             |
| Male                       | 152                             | 100      | 34.6      | 53.1  | 12.3        | 65.4                         | 80.2                           | 66.9                        |
| Female                     | 111                             | 100      | 29.7      | 57.4  | 12.9        | 70.3                         | 81.2                           | 67.7                        |
| Racial/Ethnic Group        |                                 |          |           |       |             |                              |                                |                             |
| White                      | 184                             | 100      | 31        | 54.8  | 14.3        | 69                           | 83.4                           | 79.6                        |
| African American           | 53                              | 100      | 40.5      | 57.1  | 2.4         | 59.5                         | 59.9                           | 49.7                        |
| Asian/Pacific Islander     | 1                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 90.4                           | 84.4                        |
| Hispanic                   | 19                              | 100      | 35.3      | 52.9  | 11.8        | 64.7                         | 70                             | 59.4                        |
| American Indian/Alaskan    | 3                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 76.2                           | 69.5                        |
| Disability Status          |                                 |          |           |       |             |                              |                                |                             |
| Disabled                   | 41                              | 100      | 50        | 43.8  | 6.3         | 50                           | 46.5                           | 33.8                        |
| Migrant Status             |                                 |          |           |       |             |                              |                                |                             |
| Migrant                    | 0                               | N/A      | N/A       | N/A   | N/A         | N/A                          | N/A                            | 36.5                        |
| English Proficiency        |                                 |          |           |       |             |                              |                                |                             |
| Limited English Proficient | 12                              | 100      | I/S       | I/S   | I/S         | I/S                          | 69.9                           | 58.6                        |
| Socio-Economic Status      |                                 |          |           |       |             |                              |                                |                             |
| Subsidized meals           | 167                             | 100      | 39.4      | 49.6  | 10.9        | 60.6                         | 68                             | 55.4                        |

|                            |     |     |      |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|------|------|------|
| Social Studies             |     |     |      |      |      |      |      |      |
| All Students               | 258 | 100 | 24.9 | 57.6 | 17.5 | 75.1 | 81.5 | 70.9 |
| Gender                     |     |     |      |      |      |      |      |      |
| Male                       | 130 | 100 | 19.1 | 60   | 20.9 | 80.9 | 81.5 | 70.1 |
| Female                     | 128 | 100 | 30.7 | 55.3 | 14   | 69.3 | 81.4 | 71.7 |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |
| White                      | 188 | 100 | 22.4 | 57.6 | 20   | 77.6 | 82.9 | 79.2 |
| African American           | 51  | 100 | 30.2 | 60.5 | 9.3  | 69.8 | 68.5 | 58.4 |
| Asian/Pacific Islander     | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 91.3 | 86.8 |
| Hispanic                   | 15  | 100 | N/A  | N/A  | N/A  | 61.5 | 78.6 | 68   |
| American Indian/Alaskan    | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 82.9 | 71.2 |
| Disability Status          |     |     |      |      |      |      |      |      |
| Disabled                   | 33  | 100 | 32.1 | 60.7 | 7.1  | 67.9 | 49.9 | 39.3 |
| Migrant Status             |     |     |      |      |      |      |      |      |
| Migrant                    | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 55   |
| English Proficiency        |     |     |      |      |      |      |      |      |
| Limited English Proficient | 9   | I/S | I/S  | I/S  | I/S  | I/S  | 79.2 | 68   |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |
| Subsidized meals           | 151 | 100 | 31   | 58.9 | 10.1 | 69   | 69.1 | 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               | 382                              | 99.7     | 34.2      | 38.8  | 27          | 65.8                         | 79.4                           | 72.1                        | 95.2                      | 97.1                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 199                              | 99.5     | 44.6      | 35    | 20.3        | 55.4                         | 73.4                           | 65.2                        | 95.6                      | 97.1                        |
| Female                     | 183                              | 100      | 23.2      | 42.9  | 33.9        | 76.8                         | 85.6                           | 79.2                        | 94.9                      | 97.2                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 271                              | 99.6     | 31.7      | 38.9  | 29.4        | 68.3                         | 81.6                           | 80.8                        | 95.1                      | 97.1                        |
| African American           | 76                               | 100      | 40.6      | 39.1  | 20.3        | 59.4                         | 65.2                           | 59.7                        | 95.8                      | 97.3                        |
| Asian/Pacific Islander     | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 87.7                           | 87                          | 96.6                      | 97.9                        |
| Hispanic                   | 26                               | 100      | 52.2      | 34.8  | 13          | 47.8                         | 66.3                           | 64.6                        | 95.2                      | 97.2                        |
| American Indian/Alaskan    | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 82.8                           | 73.4                        | 93.9                      | 96.3                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 58                               | 100      | 76        | 22    | 2           | 24                           | 35.6                           | 27.7                        | 95                        | 96.4                        |
| 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 | 18                               | 100      | 37.5      | 43.8  | 18.8        | 62.5                         | 67.1                           | 63.7                        | 95.7                      | 97.8                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 225                              | 100      | 41.1      | 39.6  | 19.3        | 58.9                         | 66.5                           | 61.9                        | 94.6                      | 96.3                        |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts |       |                               |          |           |       |             |                    |
| 2009                  | 3     | 117                           | 100      | 30.3      | 34.9  | 34.9        | 69.7               |
|                       | 4     | 131                           | 100      | 27.9      | 43.4  | 28.7        | 72.1               |
|                       | 5     | 129                           | 99.2     | 23.7      | 38.1  | 38.1        | 76.3               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| 2010                  | 3     | 131                           | 100      | 19.3      | 30.7  | 50          | 80.7               |
|                       | 4     | 131                           | 100      | 30.2      | 45.7  | 24.1        | 69.8               |
|                       | 5     | 129                           | 99.2     | 20.2      | 41.2  | 38.6        | 79.8               |
|                       | 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                |
| Mathematics           |       |                               |          |           |       |             |                    |
| 2009                  | 3     | 117                           | 100      | 32.1      | 42.2  | 25.7        | 67.9               |
|                       | 4     | 131                           | 100      | 26.2      | 52.5  | 21.3        | 73.8               |
|                       | 5     | 129                           | 99.2     | 28.8      | 40.7  | 30.5        | 71.2               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| 2010                  | 3     | 131                           | 100      | 29.8      | 41.2  | 28.9        | 70.2               |
|                       | 4     | 131                           | 100      | 29.3      | 50    | 20.7        | 70.7               |
|                       | 5     | 129                           | 99.2     | 28.1      | 49.1  | 22.8        | 71.9               |
|                       | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| Science               |       |                               |          |           |       |             |                    |
| 2009                  | 3     | 61                            | 100      | 40.4      | 45.6  | 14          | 59.6               |
|                       | 4     | 131                           | 100      | 32.5      | 58.5  | 8.9         | 67.5               |
|                       | 5     | 66                            | 100      | 16.4      | 65.6  | 18          | 83.6               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| 2010                  | 3     | 67                            | 100      | 45.6      | 36.8  | 17.5        | 54.4               |
|                       | 4     | 131                           | 100      | 26.7      | 66.4  | 6.9         | 73.3               |
|                       | 5     | 65                            | 100      | 31        | 50    | 19          | 69                 |
|                       | 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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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 |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 56                               | 100      | 19.2      | 57.7  | 23.1        | 80.8                  |
|                | 4     | 131                              | 100      | 17.9      | 71.5  | 10.6        | 82.1                  |
|                | 5     | 62                               | 100      | 26.3      | 45.6  | 28.1        | 73.7                  |
|                | 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                   |
| 2010           | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 3     | 64                               | 100      | 14        | 56.1  | 29.8        | 86                    |
|                | 4     | 131                              | 100      | 28.4      | 62.1  | 9.5         | 71.6                  |
|                | 5     | 63                               | 100      | 28.6      | 50    | 21.4        | 71.4                  |
|                | 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      | 47.7      | 32.4  | 19.8        | 52.3                  |
|                | 4     | 132                              | 99.2     | 35.8      | 49.6  | 14.6        | 64.2                  |
|                | 5     | 128                              | 100      | 27.5      | 40    | 32.5        | 72.5                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 3     | 128                              | 99.2     | 36        | 31.6  | 32.5        | 64                    |
|                | 4     | 127                              | 100      | 35.9      | 45.3  | 18.8        | 64.1                  |
|                | 5     | 127                              | 100      | 30.7      | 39.5  | 29.8        | 69.3                  |
|                | 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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