



## HOLLY SPRINGS ELEMENTARY

120 Holly Springs School  
Pickens, SC 29671

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 202 Students           |              |
| <b>Principal</b>      | Donna Harden           | 864-898-5590 |
| <b>Superintendent</b> | Dr. Henry Hunt         | 864-397-1000 |
| <b>Board Chair</b>    | Jim Shelton            | 864-836-8465 |

# 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        | Good             | Average          |
| 2007        | Good             | Average          |
| 2006        | Good             | Below Average    |

## 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

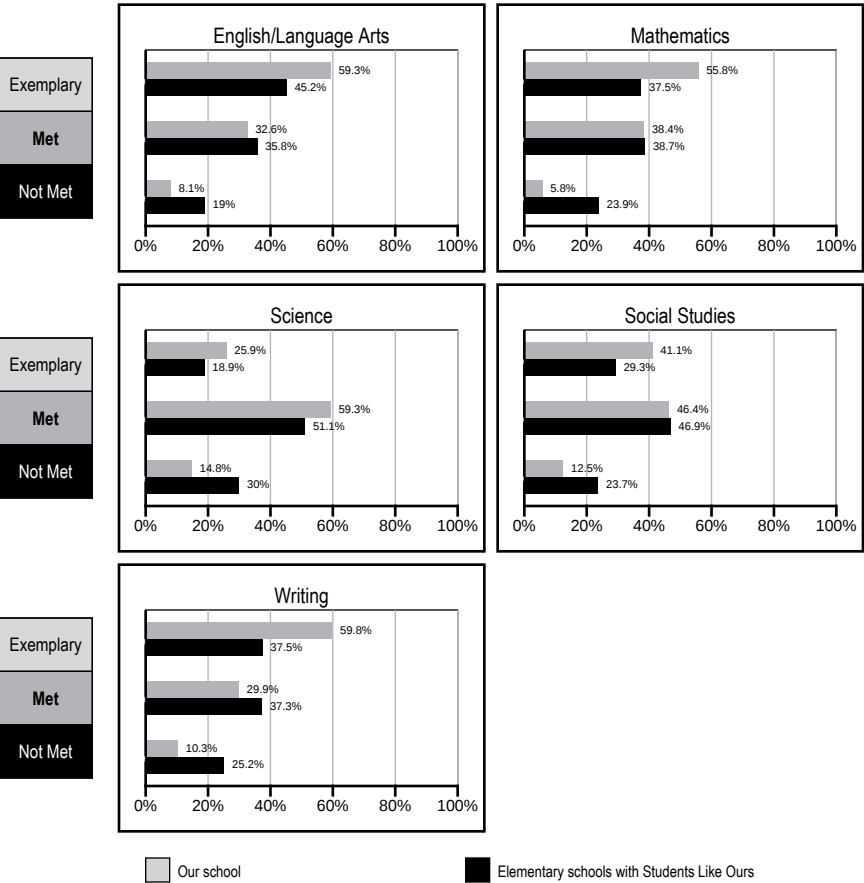
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 15        | 38   | 41      | 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=202)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 5.3%       | Up from 2.9%          | 1.2%                                       | 1.2%                     |
| Attendance rate                                                              | 96.6%      | Down from 96.7%       | 96.1%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 31.1%      | Up from 17.9%         | 14.8%                                      | 11.7%                    |
| With disabilities other than speech                                          | 8.6%       | Up from 5.6%          | 8.3%                                       | 8.0%                     |
| Older than usual for grade                                                   | 0.0%       | No Change             | 0.3%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=17)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 64.7%      | Down from 70.6%       | 59.3%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 94.1%      | No Change             | 85.9%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 93.4%      | Up from 91.2%         | 86.7%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 96.7%      | Down from 97.9%       | 95.5%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$50,665   | Up 3.5%               | \$47,490                                   | \$47,288                 |
| Professional development days/teacher                                        | 8.3 days   | Down from 14.7 days   | 10.3 days                                  | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 6.0        | Up from 5.0           | 4.8                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 18.6 to 1  | Down from 18.8 to 1   | 20.0 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 93.5%      | Down from 93.8%       | 90.8%                                      | 90.8%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program                                                | Good       | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$9,170    | Down 6.0%             | \$6,883                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 53.5%      | Down from 56.2%       | 68.9%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 50.7%      | Up from 50.4%         | 65.8%                                      | 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

Holly Springs Elementary School is located in the rural, mountainous northern section of Pickens County. We serve students in grades K4 through fifth. We are a child-centered "community" school with the motto, "Holly Springs Elementary, Where Small Paws Make Big Impressions," which is indicative of the emphasis we place on the welfare of our wonderful student population. With the help of our PTO and community, we provide excellent instruction in a warm and inviting atmosphere. We are very proud of the accomplishments of our students and staff. We were Scholastic Book Fairs Kids Are Authors national winners for five years in a row. We have won first place on three occasions and received an honorable mention for two years. No other school in the nation has ever won the award more than once. Another national award was won in 2004 for the Pizza Hut "Book It" contest. Our fifth grade class competed nationally and won \$20,000 for our school library along with a Nickelodeon celebration for the entire school. For the past twelve years, we have had students receive gold and silver awards at the district level science fair. We are certified as a "School Yard Habitat" by the National Wildlife Federation and received a "Carolina Fence Garden" certification from the South Carolina Wildlife Federation. A community garden club helps maintain the grounds. Holly Springs Elementary has a very effective guidance program that promotes service learning in our students. Our guidance counselor was named "South Carolina Counselor of the Year" in 2000.

The nursery rhyme program, fairy tale plays, Thanksgiving feast, fall festival, heritage fair, spring fling, reading celebration, family fun nights, and fifth grade celebration involve the entire community. With the addition of the Young Appalachian Musicians Program, our school and community relations have grown to a new level. Beginning in January 2008, students participated in music lessons learning how to play traditional blue grass music. This program has now been expanded into Pickens Middle School as well as into three other neighboring elementary schools and is gaining state-wide and national attention.

Holly Springs Elementary has been recognized for student achievement with both Palmetto Gold and Silver awards over the past nine years with the most recent being Palmetto Gold awards in the General Performance category as well as for Closing the Achievement Gap. Several grants have been awarded to Holly Springs Elementary School in recent years. Grants include \$26,000 from the National Endowment of the Arts awarded in the spring of 2010, along with numerous EIA grants, Eat Smart It's In the Garden, and various South Carolina Humanities Council Grants. We were named a Red Carpet School in 2006 by the State Department of Education for having a family-friendly school environment and providing excellent customer service.

Donna Harden, Principal

David James, Chairperson, School Improvement Council

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 21       | 30        | 29       |
| Percent satisfied with learning environment            | 100.0%   | 96.7%     | 89.7%    |
| Percent satisfied with social and physical environment | 100.0%   | 90.0%     | 93.1%    |
| Percent satisfied with school-home relations           | 100.0%   | 96.7%     | 78.6%    |

\* 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 |  |
|---------------------------|--|

| 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  | 0.3%         | 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 | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.6%      | 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               | 92 | 100 | 8.1  | 32.6 | 59.3 | 95.3 | 87.2 | 83.5 | Yes | Yes |
| Gender                     |    |     |      |      |      |      |      |      |     |     |
| Male                       | 45 | 100 | 11.9 | 33.3 | 54.8 | 92.9 | 84   | 80.1 | N/A | N/A |
| Female                     | 47 | 100 | 4.5  | 31.8 | 63.6 | 97.7 | 90.7 | 87   | N/A | N/A |
| Racial/Ethnic Group        |    |     |      |      |      |      |      |      |     |     |
| White                      | 87 | 100 | 7.4  | 32.1 | 60.5 | 95.1 | 88.7 | 89.6 | Yes | Yes |
| African American           | 3  | I/S | I/S  | I/S  | I/S  | I/S  | 75.4 | 74.6 | I/S | I/S |
| Asian/Pacific Islander     | 2  | I/S | I/S  | I/S  | I/S  | I/S  | 93.1 | 92.7 | I/S | I/S |
| Hispanic                   | 0  | N/A | N/A  | N/A  | N/A  | N/A  | 82.5 | 79.6 | I/S | I/S |
| American Indian/Alaskan    | 0  | N/A | N/A  | N/A  | N/A  | N/A  | 93.1 | 85.1 | I/S | I/S |
| Disability Status          |    |     |      |      |      |      |      |      |     |     |
| Disabled                   | 16 | 100 | 33.3 | 60   | 6.7  | 73.3 | 57.1 | 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 | 1  | I/S | I/S  | I/S  | I/S  | I/S  | 81.2 | 79   | I/S | I/S |
| Socio-Economic Status      |    |     |      |      |      |      |      |      |     |     |
| Subsidized meals           | 48 | 100 | 6.8  | 43.2 | 50   | 95.5 | 81.6 | 76.9 | Yes | Yes |

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

|                            |    |     |      |      |      |      |      |      |     |     |
|----------------------------|----|-----|------|------|------|------|------|------|-----|-----|
| All Students               | 92 | 100 | 5.8  | 38.4 | 55.8 | 96.5 | 83.8 | 80.4 | Yes | Yes |
| Gender                     |    |     |      |      |      |      |      |      |     |     |
| Male                       | 45 | 100 | 9.5  | 33.3 | 57.1 | 92.9 | 81.7 | 78.4 | N/A | N/A |
| Female                     | 47 | 100 | 2.3  | 43.2 | 54.5 | 100  | 86.1 | 82.5 | N/A | N/A |
| Racial/Ethnic Group        |    |     |      |      |      |      |      |      |     |     |
| White                      | 87 | 100 | 4.9  | 37   | 58   | 97.5 | 85.6 | 87.8 | Yes | Yes |
| African American           | 3  | I/S | I/S  | I/S  | I/S  | I/S  | 71.2 | 69.3 | I/S | I/S |
| Asian/Pacific Islander     | 2  | I/S | I/S  | I/S  | I/S  | I/S  | 92.2 | 93.5 | I/S | I/S |
| Hispanic                   | 0  | N/A | N/A  | N/A  | N/A  | N/A  | 72.5 | 78.3 | I/S | I/S |
| American Indian/Alaskan    | 0  | N/A | N/A  | N/A  | N/A  | N/A  | 82.8 | 83.2 | I/S | I/S |
| Disability Status          |    |     |      |      |      |      |      |      |     |     |
| Disabled                   | 16 | 100 | 26.7 | 40   | 33.3 | 80   | 51.2 | 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 | 1  | I/S | I/S  | I/S  | I/S  | I/S  | 78.2 | 78.9 | I/S | I/S |
| Socio-Economic Status      |    |     |      |      |      |      |      |      |     |     |
| Subsidized meals           | 48 | 100 | 6.8  | 47.7 | 45.5 | 95.5 | 76.6 | 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                 | 59 | 100 | 14.8 | 59.3 | 25.9 | 85.2 | 76.1 | 67.3 |
| <b>Gender</b>                |    |     |      |      |      |      |      |      |
| Male                         | 28 | 100 | 11.5 | 53.8 | 34.6 | 88.5 | 76.1 | 66.9 |
| Female                       | 31 | 100 | 17.9 | 64.3 | 17.9 | 82.1 | 76.2 | 67.7 |
| <b>Racial/Ethnic Group</b>   |    |     |      |      |      |      |      |      |
| White                        | 57 | 100 | 13.5 | 61.5 | 25   | 86.5 | 78.5 | 79.6 |
| African American             | 2  | I/S | I/S  | I/S  | I/S  | I/S  | 57.3 | 49.7 |
| Asian/Pacific Islander       | 0  | N/A | N/A  | N/A  | N/A  | N/A  | 92.8 | 84.4 |
| Hispanic                     | 0  | N/A | N/A  | N/A  | N/A  | N/A  | 66.5 | 59.4 |
| American Indian/Alaskan      | 0  | N/A | N/A  | N/A  | N/A  | N/A  | 65   | 69.5 |
| <b>Disability Status</b>     |    |     |      |      |      |      |      |      |
| Disabled                     | 10 | I/S | I/S  | I/S  | I/S  | I/S  | 43.7 | 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  | 68.5 | 58.6 |
| <b>Socio-Economic Status</b> |    |     |      |      |      |      |      |      |
| Subsidized meals             | 32 | 100 | 17.2 | 62.1 | 20.7 | 82.8 | 65.7 | 55.4 |

**Social Studies**

|                              |    |     |      |      |      |      |      |      |
|------------------------------|----|-----|------|------|------|------|------|------|
| All Students                 | 58 | 100 | 12.5 | 46.4 | 41.1 | 87.5 | 77   | 70.9 |
| <b>Gender</b>                |    |     |      |      |      |      |      |      |
| Male                         | 26 | 100 | 16   | 32   | 52   | 84   | 76   | 70.1 |
| Female                       | 32 | 100 | 9.7  | 58.1 | 32.3 | 90.3 | 78   | 71.7 |
| <b>Racial/Ethnic Group</b>   |    |     |      |      |      |      |      |      |
| White                        | 55 | 100 | 9.4  | 47.2 | 43.4 | 90.6 | 78.5 | 79.2 |
| African American             | 1  | I/S | I/S  | I/S  | I/S  | I/S  | 64.5 | 58.4 |
| Asian/Pacific Islander       | 2  | I/S | I/S  | I/S  | I/S  | I/S  | 83.5 | 86.8 |
| Hispanic                     | 0  | N/A | N/A  | N/A  | N/A  | N/A  | 73.6 | 68   |
| American Indian/Alaskan      | 0  | N/A | N/A  | N/A  | N/A  | N/A  | 70.6 | 71.2 |
| <b>Disability Status</b>     |    |     |      |      |      |      |      |      |
| Disabled                     | 11 | 100 | I/S  | I/S  | I/S  | I/S  | 41.2 | 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   | 1  | I/S | I/S  | I/S  | I/S  | I/S  | 76.2 | 68   |
| <b>Socio-Economic Status</b> |    |     |      |      |      |      |      |      |
| Subsidized meals             | 27 | 100 | 16   | 52   | 32   | 84   | 67.4 | 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               | 93                               | 100      | 10.3      | 29.9  | 59.8        | 89.7                         | 79.4                           | 72.1                        | 96.6                      | 96.2                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 45                               | 100      | 21.4      | 31    | 47.6        | 78.6                         | 72.7                           | 65.2                        | 96.6                      | 96.2                        |
| Female                     | 48                               | 100      | N/AV      | N/AV  | N/AV        | 100                          | 86.5                           | 79.2                        | 96.6                      | 96.2                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 88                               | 100      | 8.5       | 31.7  | 59.8        | 91.5                         | 81.3                           | 80.8                        | 96.6                      | 96.1                        |
| African American           | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 65.4                           | 59.7                        | 95.1                      | 96.6                        |
| Asian/Pacific Islander     | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 88                             | 87                          | 99.1                      | 97.7                        |
| Hispanic                   | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 69.4                           | 64.6                        | 91.1                      | 96.7                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 62.1                           | 73.4                        | N/A                       | 95.1                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 14                               | 100      | 30.8      | 61.5  | 7.7         | 69.2                         | 34.8                           | 27.7                        | 96.8                      | 95                          |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 63.5                        | N/A                       | 93.1                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 72.5                           | 63.7                        | 96.1                      | 97.4                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 49                               | 100      | 11.1      | 33.3  | 55.6        | 88.9                         | 69.8                           | 61.9                        | 96.4                      | 95.5                        |

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     | 32                               | 100      | 10.3      | 37.9  | 51.7        | 89.7                  |
|                       | 4     | 30                               | 100      | 10.3      | 31    | 58.6        | 89.7                  |
|                       | 5     | 39                               | 100      | 2.7       | 48.6  | 48.6        | 97.3                  |
|                       | 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     | 36                               | 100      | 14.3      | 31.4  | 54.3        | 85.7                  |
|                       | 4     | 25                               | 100      | 4.2       | 33.3  | 62.5        | 95.8                  |
|                       | 5     | 31                               | 100      | 3.7       | 33.3  | 63          | 96.3                  |
|                       | 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                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 32                               | 100      | 17.2      | 44.8  | 37.9        | 82.8                  |
|                       | 4     | 30                               | 100      | 6.9       | 55.2  | 37.9        | 93.1                  |
|                       | 5     | 39                               | 100      | 2.7       | 35.1  | 62.2        | 97.3                  |
|                       | 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     | 36                               | 100      | 11.4      | 34.3  | 54.3        | 88.6                  |
|                       | 4     | 25                               | 100      | N/A       | N/A   | N/A         | 100                   |
|                       | 5     | 31                               | 100      | 3.7       | 33.3  | 63          | 96.3                  |
|                       | 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                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 14                               | 100      | 25        | 58.3  | 16.7        | 75                    |
|                       | 4     | 30                               | 100      | 10.3      | 69    | 20.7        | 89.7                  |
|                       | 5     | 20                               | 100      | 5.3       | 52.6  | 42.1        | 94.7                  |
|                       | 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                   |
| 2010                  | 3     | 18                               | 100      | 35.3      | 47.1  | 17.6        | 64.7                  |
|                       | 4     | 25                               | 100      | 8.3       | 58.3  | 33.3        | 91.7                  |
|                       | 5     | 16                               | 100      | N/A       | N/A   | N/A         | 100                   |
|                       | 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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 18                               | 100      | 11.8      | 47.1  | 41.2        | 88.2                  |
|                | 4     | 30                               | 100      | N/AV      | N/AV  | N/AV        | 100                   |
|                | 5     | 19                               | 100      | 5.6       | 66.7  | 27.8        | 94.4                  |
|                | 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                   |
| 2010           | 3     | 18                               | 100      | 22.2      | 55.6  | 22.2        | 77.8                  |
|                | 4     | 25                               | 100      | 4.2       | 45.8  | 50          | 95.8                  |
|                | 5     | 15                               | 100      | 14.3      | 35.7  | 50          | 85.7                  |
|                | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 34                               | 100      | 26.7      | 40    | 33.3        | 73.3                  |
|                | 4     | 30                               | 100      | 6.9       | 37.9  | 55.2        | 93.1                  |
|                | 5     | 38                               | 100      | 5.4       | 40.5  | 54.1        | 94.6                  |
|                | 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     | 36                               | 100      | 22.9      | 22.9  | 54.3        | 77.1                  |
|                | 4     | 26                               | 100      | N/AV      | N/AV  | N/AV        | 100                   |
|                | 5     | 31                               | 100      | 3.7       | 29.6  | 66.7        | 96.3                  |
|                | 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                   |

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