



## FAIR-OAK ELEMENTARY

1964 Oakway Road  
Westminster, South

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-3 Elementary School |              |
| <b>Enrollment</b>     | 433 Students           |              |
| <b>Principal</b>      | Carolyn Harris         | 864-886-4505 |
| <b>Superintendent</b> | Mike Lucas             | 864-886-4400 |
| <b>Board Chair</b>    | Andy Inabinet          | 864-710-0796 |

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2011</b> | <b>Good</b>     | <b>Average</b> |
| 2010        | Average         | Below Average  |
| 2009        | Average         | At-Risk        |
| 2008        | Average         | Below Average  |
| 2007        | Average         | 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

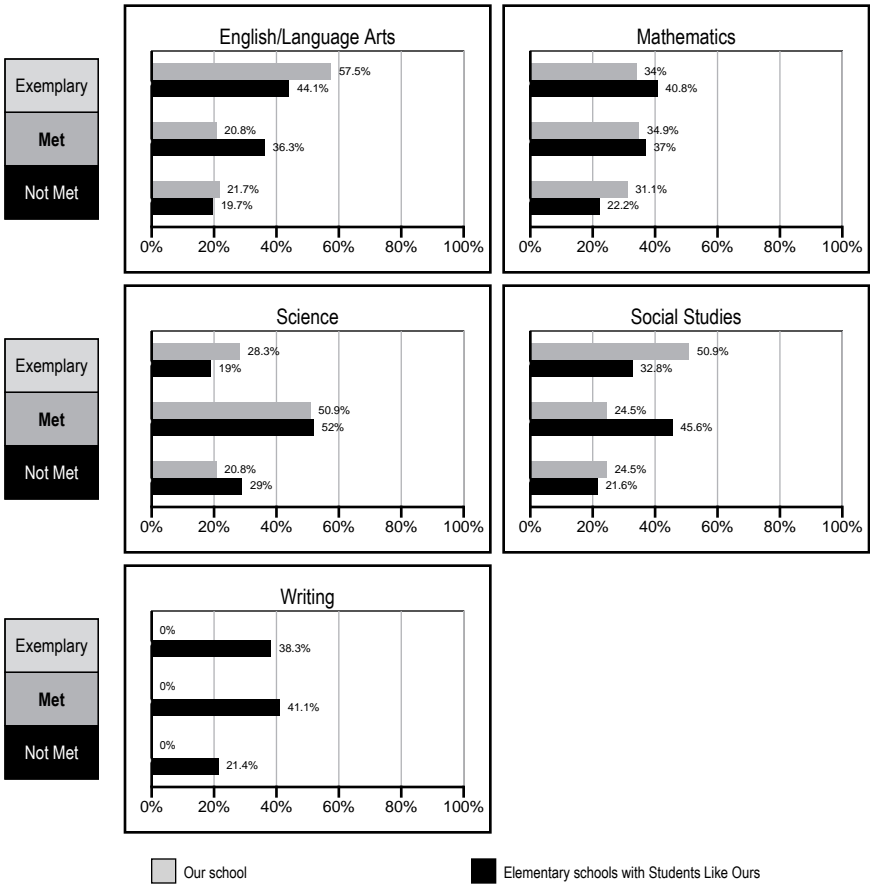
Percent of students tested in 2010-11 whose 2009-10 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 26        | 44   | 41      | 0             | 0       |

\* Ratings are calculated with data available by 11/09/2011.

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=433)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | Up from 99.0%         | 100.0%                                     | 100.0%                   |
| Retention rate   | 2.0%       | Up from 1.7%          | 1.1%                                       | 1.1%                     |
| Attendance rate  | 95.7%      | Up from 95.6%         | 96.1%                                      | 96.2%                    |
| Served by gifted and talented program  | 13.7%      | Up from 11.2%         | 15.8%                                      | 13.4%                    |
| With disabilities other than speech  | 2.6%       | Down from 9.8%        | 4.5%                                       | 4.1%                     |
| Older than usual for grade   | 0.0%       | Down from 0.3%        | 0.2%                                       | 0.3%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=30)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 46.7%      | Down from 50.0%       | 60.7%                                      | 62.5%                    |
| Continuing contract teachers   | 90.0%      | Down from 93.8%       | 90.0%                                      | 88.2%                    |
| Teachers returning from previous year  | 91.4%      | Up from 81.9%         | 88.5%                                      | 87.8%                    |
| Teacher attendance rate  | 89.4%      | Down from 97.1%       | 95.2%                                      | 95.2%                    |
| Average teacher salary*  | \$45,845   | Down 1.5%             | \$46,510                                   | \$46,773                 |
| Professional development days/teacher  | 18.3 days  | Up from 12.3 days     | 10.3 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 7.0        | Up from 6.0           | 5.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 18.3 to 1  | Down from 20.1 to 1   | 20.5 to 1                                  | 19.9 to 1                |
| Prime instructional time   | 83.4%      | Down from 92.3%       | 90.4%                                      | 90.4%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | Up from 99.5%         | 100.0%                                     | 100.0%                   |
| Character development program  | Good       | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$8,086    | Down 4.9%             | \$6,864                                    | \$7,447                  |
| Percent of expenditures for instruction**                                    | 66.6%      | Up from 66.4%         | 68.8%                                      | 68.4%                    |
| Percent of expenditures for teacher salaries**                               | 64.7%      | Down from 64.8%       | 66.0%                                      | 65.8%                    |

\* 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

Fair-Oak's Positive Behavior Intervention Support theme; RACE: R-respect, A-achieve, C-cooperate, E-eager to learn, created a collaborative spirit for excellence. Students, families the community and staff have built a learning community based on high academics and positive relationships with others. As a 436 pre-k to third grade school, we emphasized best practices in early childhood development, with a concerted effort for reading on grade level by the end of third grade. Providing opportunities in all areas of growth and development gave students the skills to excel. Providing food for students to eat on weekends illustrated our mission to meet students' needs. We were fortunate to have the facilities for a kitchen lab for the four-year-olds, After School Care classes, a motor and a science lab, a clothes closet for needy families and three literacy rooms packed with sets of guided reading books. Our PTO focused on increasing students' accessibility to technology by purchasing Netbooks, small laptops designed for student use.

Highly effective differentiated reading and math instruction, infused with technology such as Smartboards, Netbooks, document and Small Wonder cameras, and I-Pads provided numerous interactive learning experiences. The early morning Successmaker computer lab opened daily at 7:20 for students to practice math and reading skills and continued during the day to four additional sessions per week for all students. The third year of the motor lab targeted students and provided a data driven Response to Intervention. In addition, the daily early morning walking club on the newly paved walking track offered students and families the opportunity to energize before school. These extra activities stimulated students' academic progress.

Teacher staff development held during seven early release Wednesdays built a clearer understanding of Responses to Intervention and common summative assessment techniques. Combining a solid balanced reading program with a focused Everyday Mathematics program, students received the skills to accelerate beyond expectations. This was evident by the 2011 spring Measuring Academic Progress tests. Fair-Oak's mean RIT score exceeded national and district mean RIT scores in every subject and in every grade. In addition, our students surpassed their target goals in every subject and within every grade. Students scored higher than ever in every subject and in every grade. Receiving the 2010 PBIS Banner Award and 2010 Safe Kids Award highlighted Fair-Oak's accomplishments of excellence in all areas. Developing children's growth physically and emotionally enhances cognitive achievement. These are clear indicators that Fair-Oak Elementary School is a winner.

Carolyn Harris, Principal  
Stephen Evatt, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 24       | 101       | 54       |
| Percent satisfied with learning environment            | 95.8%    | 94.1%     | 90.6%    |
| Percent satisfied with social and physical environment | 95.8%    | 94.1%     | 90.6%    |
| Percent satisfied with school-home relations           | 100.0%   | 92.1%     | 88.7%    |

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

## Abbreviations for Missing Data

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No Child Left Behind

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

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

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.0%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 4.4%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.7%      | 94.0%**         | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

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

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 117 | 100  | 20.7 | 19.8 | 59.5 | 86.5 | 83   | 82.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 65  | 100  | 20.6 | 25.4 | 54   | 87.3 | 78.7 | 78.7 | N/A | N/A |
| Female                       | 52  | 100  | 20.8 | 12.5 | 66.7 | 85.4 | 87.5 | 86.2 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 113 | 100  | 21.3 | 19.4 | 59.3 | 86.1 | 85.1 | 88.9 | Yes | Yes |
| African American             | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 72.9 | 72.9 | I/S | I/S |
| Asian/Pacific Islander       | 1   | I/S  | N/A  | N/A  | N/A  | N/A  | 87.2 | 93   | I/S | I/S |
| Hispanic                     | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 75.3 | 79.3 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 90   | 83   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 25  | 100  | 58.3 | 16.7 | 25   | 58.3 | 53.2 | 48.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 68.9 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 74.5 | 78.3 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 65  | 100  | 30   | 20   | 50   | 80   | 76.9 | 75.4 | Yes | Yes |

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 117 | 100  | 29.7 | 34.2 | 36   | 81.1 | 83.7 | 81.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 65  | 100  | 28.6 | 33.3 | 38.1 | 84.1 | 81.4 | 79.9 | N/A | N/A |
| Female                       | 52  | 100  | 31.3 | 35.4 | 33.3 | 77.1 | 86.2 | 84.1 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 113 | 100  | 29.6 | 35.2 | 35.2 | 80.6 | 85.9 | 88.9 | Yes | Yes |
| African American             | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 69.8 | 71.4 | I/S | I/S |
| Asian/Pacific Islander       | 1   | I/S  | N/A  | N/A  | N/A  | N/A  | 84.6 | 94.6 | I/S | I/S |
| Hispanic                     | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 82.1 | 81.1 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 100  | 84.4 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 25  | 100  | 62.5 | 25   | 12.5 | 54.2 | 53.2 | 47.3 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 77.6 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 82.8 | 81.4 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 65  | 100  | 35   | 38.3 | 26.7 | 81.7 | 77.4 | 74.9 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

## PASS Performance By Group

|                              | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| <b>Science</b>               |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 61                            | 98.4     | 19.6      | 48.2  | 32.1        | 80.4                      | 69.2                        | 68.6                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 30                            | 100      | 17.9      | 53.6  | 28.6        | 82.1                      | 68                          | 68.3                     |
| Female                       | 31                            | 96.8     | 21.4      | 42.9  | 35.7        | 78.6                      | 70.5                        | 68.9                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 58                            | 98.3     | 18.5      | 48.1  | 33.3        | 81.5                      | 74.3                        | 80.7                     |
| African American             | 2                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 44.2                        | 51.4                     |
| Asian/Pacific Islander       | 1                             | I/S      | N/A       | N/A   | N/A         | N/A                       | 68                          | 85.3                     |
| Hispanic                     | N/A                           | N/AV     | I/S       | I/S   | I/S         | I/S                       | 52                          | 61.6                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 70.8                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 12                            | 100      | 27.3      | 45.5  | 27.3        | 72.7                      | 39.9                        | 35.7                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 42.9                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | N/A                           | N/AV     | I/S       | I/S   | I/S         | I/S                       | 46.9                        | 60.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 39                            | 100      | 20        | 54.3  | 25.7        | 80                        | 59.1                        | 57.3                     |
| <b>Social Studies</b>        |                               |          |           |       |             |                           |                             |                          |
| All Students                 | 58                            | 100      | 23.2      | 23.2  | 53.6        | 76.8                      | 70.1                        | 72.5                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |
| Male                         | 36                            | 100      | 22.9      | 22.9  | 54.3        | 77.1                      | 70.3                        | 72                       |
| Female                       | 22                            | 100      | 23.8      | 23.8  | 52.4        | 76.2                      | 69.9                        | 73.1                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |
| White                        | 57                            | 100      | 23.6      | 23.6  | 52.7        | 76.4                      | 72.8                        | 81                       |
| African American             | N/A                           | N/AV     | I/S       | I/S   | I/S         | I/S                       | 57.6                        | 60                       |
| Asian/Pacific Islander       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 81.5                        | 89                       |
| Hispanic                     | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 60.6                        | 69.6                     |
| American Indian/Alaskan      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 71.4                        | 73.5                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |
| Disabled                     | 14                            | 100      | 61.5      | 23.1  | 15.4        | 38.5                      | 40.2                        | 40.5                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |
| Migrant                      | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | I/S                         | 53.8                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |
| Limited English Proficient   | 1                             | I/S      | I/S       | I/S   | I/S         | I/S                       | 62                          | 69.7                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |
| Subsidized meals             | 28                            | 100      | 30.8      | 26.9  | 42.3        | 69.2                      | 60.5                        | 62.9                     |

Abbreviations for Missing Data

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

**PASS Performance By Group**

|                              | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| <b>Writing</b>               |                               |          |           |       |             |                           |                             |                          |                        |                          |
| All Students                 | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 71.3                        | 73.2                     | 95.7                   | 96.3                     |
| <b>Gender</b>                |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Male                         | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 64                          | 67.2                     | 95.7                   | 96.3                     |
| Female                       | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 78.6                        | 79.4                     | 95.6                   | 96.3                     |
| <b>Racial/Ethnic Group</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| White                        | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 73.3                        | 81.5                     | 95.6                   | 96.1                     |
| African American             | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 64.3                        | 61.3                     | 97.4                   | 97.1                     |
| Asian/Pacific Islander       | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                       | 87.5                        | 87                       | 95.3                   | 98.1                     |
| Hispanic                     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 57.8                        | 66.7                     | 95.7                   | 96.7                     |
| American Indian/Alaskan      | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 72.2                     | 95.8                   | 96.6                     |
| <b>Disability Status</b>     |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Disabled                     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 23.6                        | 26                       | 94.5                   | 95.3                     |
| <b>Migrant Status</b>        |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Migrant                      | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                       | I/S                         | 40.5                     | N/A                    | 93.3                     |
| <b>English Proficiency</b>   |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Limited English Proficient   | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 55.8                        | 65.7                     | 96.2                   | 97.1                     |
| <b>Socio-Economic Status</b> |                               |          |           |       |             |                           |                             |                          |                        |                          |
| Subsidized meals             | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                       | 60.5                        | 63.2                     | 95.1                   | 95.8                     |

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 Grade Level

|                              | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 3     | 114                           | 98.3     | 22.7      | 16.4  | 60.9        | 77.3               |
|                              | 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                |
| <b>2011</b>                  | 3     | 116                           | 100      | 20.9      | 20    | 59.1        | 79.1               |
|                              | 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         | N/A                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 3     | 114                           | 99.1     | 40.9      | 28.2  | 30.9        | 59.1               |
|                              | 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                |
| <b>2011</b>                  | 3     | 116                           | 100      | 30        | 34.5  | 35.5        | 70                 |
|                              | 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         | N/A                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2010</b>                  | 3     | 58                            | 98.3     | 29.1      | 40    | 30.9        | 70.9               |
|                              | 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                |
| <b>2011</b>                  | 3     | 61                            | 98.4     | 19.6      | 48.2  | 32.1        | 80.4               |
|                              | 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         | N/A                |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2010</b>           | 3     | 56                            | 100      | 23.6      | 43.6  | 32.7        | 76.4               |
|                       | 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                |
| <b>2011</b>           | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 3     | 57                            | 100      | 23.6      | 23.6  | 52.7        | 76.4               |
|                       | 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                |
| <b>2011</b>           | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2010</b>           | 3     | 112                           | 96.4     | 34        | 40.6  | 25.5        | 66                 |
|                       | 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                |
| <b>2011</b>           | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 3     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 4     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 5     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 6     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2011</b>           | 7     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |

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