



## Hyatt Park Elementary

4200 N. Main Street  
Columbia, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 529 Students           |              |
| <b>Principal</b>      | Elizabeth Eason        | 803-735-3421 |
| <b>Superintendent</b> | Dr. Percy Mack         | 803-231-7500 |
| <b>Board Chair</b>    | Wendy Brawley          | 803-231-7556 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year        | Absolute Rating | Growth Rating  |
|-------------|-----------------|----------------|
| <b>2008</b> | <b>At-Risk</b>  | <b>Average</b> |
| 2007        | At-Risk         | Good           |
| 2006        | At-Risk         | At-Risk        |
| 2005        | At-Risk         | Below Average  |
| 2004        | Below Average   | Below Average  |

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

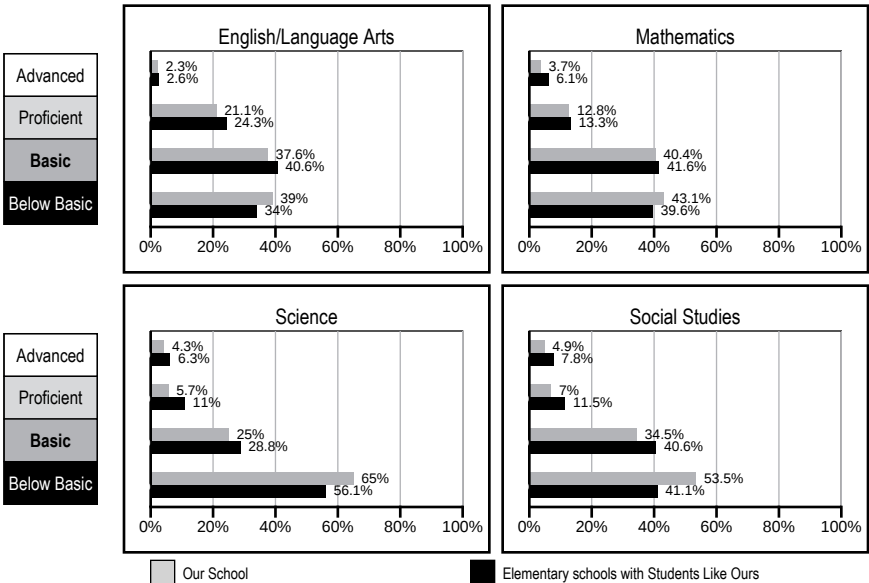
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 4    | 4       | 44            | 61      |

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

|             |                                                                                                                                   |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Advanced    | Exceeded expectations, Very high score, very well prepared to work at next grade level                                            |
| Proficient  | Met expectations, Well prepared to work at next grade level                                                                       |
| Basic       | Met standards, Minimally prepared, can go to next grade level                                                                     |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

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=529)</b>                                                    |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                           | 97.4%      | Up from 94.3%         | 100.0%                                     | 100.0%                   |
| Retention rate                                                             | 2.2%       | Down from 3.2%        | 3.1%                                       | 2.3%                     |
| Attendance rate                                                            | 97.5%      | Up from 97.1%         | 96.0%                                      | 96.3%                    |
| Eligible for gifted and talented                                           | 4.0%       | Up from 3.4%          | 2.7%                                       | 10.4%                    |
| With disabilities other than speech                                        | 6.4%       | No Change             | 7.5%                                       | 7.5%                     |
| Older than usual for grade                                                 | 1.0%       | Down from 2.3%        | 1.5%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%       | Down from 0.2%        | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=52)</b>                                                     |            |                       |                                            |                          |
| Teachers with advanced degrees                                             | 63.5%      | Down from 64.6%       | 53.3%                                      | 56.7%                    |
| Continuing contract teachers                                               | 69.2%      | Down from 79.2%       | 67.4%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 90.1%      | Up from 86.9%         | 82.5%                                      | 86.4%                    |
| Teacher attendance rate                                                    | 95.9%      | Up from 95.0%         | 94.8%                                      | 94.9%                    |
| Average teacher salary                                                     | \$48,869   | Up 3.8%               | \$43,674                                   | \$45,345                 |
| Professional development days/teacher                                      | 12.2 days  | Down from 22.0 days   | 13.3 days                                  | 12.6 days                |
| <b>School</b>                                                              |            |                       |                                            |                          |
| Principal's years at school                                                | 3.0        | Up from 2.0           | 3.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                     | 15.6 to 1  | Down from 17.4 to 1   | 16.3 to 1                                  | 18.5 to 1                |
| Prime instructional time                                                   | 92.2%      | Up from 88.6%         | 89.2%                                      | 89.8%                    |
| 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                                              | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil*                                                   | \$8,399    | Down 6.5%             | \$8,235                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 76.3%      | Up from 75.7%         | 68.2%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 71.6%      | No Change             | 60.4%                                      | 64.2%                    |

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At Hyatt Park Elementary School, "Learning is the Focus!" Faculty, staff, parents, and members of the community worked collaboratively to meet the academic, social and emotional needs of our students. During the 2007-08 school year, teachers and instructional support staff received a wealth of training, support and resources designed to assist them in meeting instructional needs and to tailor services in order to address the needs of individual learners.

Teachers and students began the school year by setting goals that were then used to focus and guide their efforts throughout the year. Our instructional program continued to be enhanced by services provided by teams of interventionists who worked with targeted groups of students during the school day to provide interventions and academic assistance. A comprehensive after-school program and individualized tutorial sessions for students in kindergarten through grade five also increased our ability to assist students in meeting our academic goals and standards. Supplemental tutorial services were also provided to support students in meeting academic standards.

Kindergarten through third grade teachers, students, and parents continued their participation in the South Carolina Reading First Initiative. Extensive training, resources, and academic support were provided as a result of our participation in the Reading First initiative. Improvements in third through fifth grade PACT scores were responsible for the increase in the school report card improvement rating moving from unsatisfactory to good on the 2007 School Report Card.

Class size has been significantly reduced at each grade level so that teachers and instructional support staff were better able to provide individualized instruction, enrichment and academic support. Teachers worked with our literacy and math coaches to refine teaching practices and to identify the most effective methods for teaching and supporting our students. All students were eligible to borrow laptop computers for at-home use. Laptops were loaded with the SuccessMaker program that provides support in reading and mathematics.

Parents are our first and most important teachers. In addition to parent-conferences, PTO meetings and academic night activities, the Parent-Child-Home initiative was also used. It provided monthly home visits/literacy sessions for parents of pre-school-aged students. The Books and Breakfast Program provided monthly breakfast sessions designed to promote literacy and foster home-school relationships. Evening classes were offered to provide technology training and GED preparation for our parents.

We will continue our efforts to significantly increase student academic achievement through the effective use of data, by remaining clearly focused on learning and results and by fostering positive relationships and collaboration among our staff, students, parents and the community.

Elizabeth R. Eason, Principal      Rebecca Woodward, SIC Chairperson

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 44       | 75        | 32       |
| Percent satisfied with learning environment            | 90.9%    | 90.7%     | 93.1%    |
| Percent satisfied with social and physical environment | 88.4%    | 81.1%     | 71.0%    |
| Percent satisfied with school-home relations           | 72.1%    | 90.5%     | 86.7%    |

\* 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

NO

This school met 10 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

Plan to Restructure

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. Sanction: Implement the restructuring plan.                                                                                   |
| 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  | 1.5%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 3.2%         | 6.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 97.5%      | 94.0%           | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

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

## PACT Performance By Group

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

|              |     |     |    |      |      |     |      |      |      |     |     |
|--------------|-----|-----|----|------|------|-----|------|------|------|-----|-----|
| All Students | 244 | 100 | 39 | 37.6 | 21.1 | 2.3 | 33.9 | 41.2 | 48.2 | Yes | Yes |
|--------------|-----|-----|----|------|------|-----|------|------|------|-----|-----|

## Gender

|      |     |     |      |      |      |   |      |    |      |     |     |
|------|-----|-----|------|------|------|---|------|----|------|-----|-----|
| Male | 122 | 100 | 50.5 | 30.8 | 18.7 | 0 | 26.2 | 35 | 41.7 | N/A | N/A |
|------|-----|-----|------|------|------|---|------|----|------|-----|-----|

|        |     |     |      |      |      |     |      |      |    |     |     |
|--------|-----|-----|------|------|------|-----|------|------|----|-----|-----|
| Female | 122 | 100 | 27.9 | 44.1 | 23.4 | 4.5 | 41.4 | 47.5 | 55 | N/A | N/A |
|--------|-----|-----|------|------|------|-----|------|------|----|-----|-----|

## Racial/Ethnic Group

|       |   |     |     |     |     |     |     |    |    |     |     |
|-------|---|-----|-----|-----|-----|-----|-----|----|----|-----|-----|
| White | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 73 | 60 | I/S | I/S |
|-------|---|-----|-----|-----|-----|-----|-----|----|----|-----|-----|

|                  |     |     |      |      |      |     |    |      |      |     |     |
|------------------|-----|-----|------|------|------|-----|----|------|------|-----|-----|
| African American | 237 | 100 | 39.6 | 37.7 | 20.3 | 2.4 | 33 | 33.3 | 31.7 | Yes | Yes |
|------------------|-----|-----|------|------|------|-----|----|------|------|-----|-----|

|                        |     |     |     |     |     |     |     |      |      |     |     |
|------------------------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 77.6 | 70.4 | I/S | I/S |
|------------------------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|          |   |     |     |     |     |     |     |      |      |     |     |
|----------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 42.7 | 38.4 | I/S | I/S |
|----------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|                         |     |     |     |     |     |     |     |     |    |     |     |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|

## Disability Status

|          |    |     |      |      |     |   |    |      |    |     |     |
|----------|----|-----|------|------|-----|---|----|------|----|-----|-----|
| Disabled | 26 | 100 | 57.1 | 33.3 | 9.5 | 0 | 19 | 14.1 | 16 | I/S | I/S |
|----------|----|-----|------|------|-----|---|----|------|----|-----|-----|

## Migrant Status

|         |     |     |     |     |     |     |     |      |      |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 43.4 | 38.1 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

## English Proficiency

|                            |   |     |     |     |     |     |     |      |      |     |     |
|----------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 42.2 | 36.9 | I/S | I/S |
|----------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

## Socio-Economic Status

|                |     |     |      |      |      |     |      |      |    |     |     |
|----------------|-----|-----|------|------|------|-----|------|------|----|-----|-----|
| Subsided meals | 226 | 100 | 40.1 | 37.1 | 20.3 | 2.5 | 33.2 | 31.2 | 34 | Yes | Yes |
|----------------|-----|-----|------|------|------|-----|------|------|----|-----|-----|

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

|              |     |     |      |      |      |     |      |      |      |    |     |
|--------------|-----|-----|------|------|------|-----|------|------|------|----|-----|
| All Students | 244 | 100 | 43.1 | 40.4 | 12.8 | 3.7 | 23.9 | 34.9 | 45.8 | No | Yes |
|--------------|-----|-----|------|------|------|-----|------|------|------|----|-----|

## Gender

|      |     |     |      |      |      |     |      |      |      |     |     |
|------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| Male | 122 | 100 | 47.7 | 37.4 | 13.1 | 1.9 | 19.6 | 33.8 | 45.6 | N/A | N/A |
|------|-----|-----|------|------|------|-----|------|------|------|-----|-----|

|        |     |     |      |      |      |     |      |      |      |     |     |
|--------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| Female | 122 | 100 | 38.7 | 43.2 | 12.6 | 5.4 | 27.9 | 35.9 | 45.9 | N/A | N/A |
|--------|-----|-----|------|------|------|-----|------|------|------|-----|-----|

## Racial/Ethnic Group

|       |   |     |     |     |     |     |     |      |    |     |     |
|-------|---|-----|-----|-----|-----|-----|-----|------|----|-----|-----|
| White | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 71.2 | 59 | I/S | I/S |
|-------|---|-----|-----|-----|-----|-----|-----|------|----|-----|-----|

|                  |     |     |      |      |      |     |      |      |      |    |     |
|------------------|-----|-----|------|------|------|-----|------|------|------|----|-----|
| African American | 237 | 100 | 43.9 | 40.6 | 12.7 | 2.8 | 23.1 | 25.8 | 26.9 | No | Yes |
|------------------|-----|-----|------|------|------|-----|------|------|------|----|-----|

|                        |     |     |     |     |     |     |     |      |      |     |     |
|------------------------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 74.6 | 71.3 | I/S | I/S |
|------------------------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|          |   |     |     |     |     |     |     |      |      |     |     |
|----------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 37.9 | 38.1 | I/S | I/S |
|----------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|                         |     |     |     |     |     |     |     |     |      |     |     |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|

## Disability Status

|          |    |     |      |      |     |   |     |      |      |     |     |
|----------|----|-----|------|------|-----|---|-----|------|------|-----|-----|
| Disabled | 26 | 100 | 61.9 | 33.3 | 4.8 | 0 | 9.5 | 12.2 | 17.1 | I/S | I/S |
|----------|----|-----|------|------|-----|---|-----|------|------|-----|-----|

## Migrant Status

|         |     |     |     |     |     |     |     |      |      |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 26.2 | 32.5 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

## English Proficiency

|                            |   |     |     |     |     |     |     |      |      |     |     |
|----------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 36.3 | 38.7 | I/S | I/S |
|----------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

## Socio-Economic Status

|                |     |     |    |      |      |   |      |      |      |    |     |
|----------------|-----|-----|----|------|------|---|------|------|------|----|-----|
| Subsided meals | 226 | 100 | 46 | 39.1 | 11.9 | 3 | 22.8 | 24.6 | 31.4 | No | Yes |
|----------------|-----|-----|----|------|------|---|------|------|------|----|-----|

\* Adj - 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

**PACT Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

**Science**

|                              |     |     |      |      |     |     |      |      |      |      |      |
|------------------------------|-----|-----|------|------|-----|-----|------|------|------|------|------|
| All Students                 | 157 | 100 | 65   | 25   | 5.7 | 4.3 | 10   | 25.3 | 35.7 | 97.5 | 96.1 |
| <b>Gender</b>                |     |     |      |      |     |     |      |      |      |      |      |
| Male                         | 78  | 100 | 64.3 | 30   | 2.9 | 2.9 | 5.7  | 26   | 37.4 | 97.6 | 95.8 |
| Female                       | 79  | 100 | 65.7 | 20   | 8.6 | 5.7 | 14.3 | 24.6 | 33.8 | 97.4 | 96.3 |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |     |     |      |      |      |      |      |
| White                        | 1   | I/S | I/S  | I/S  | I/S | I/S | I/S  | 61.9 | 49.2 | 98   | 96.3 |
| African American             | 153 | 100 | 66.2 | 24.3 | 5.1 | 4.4 | 9.6  | 16.4 | 17   | 97.4 | 96   |
| Asian/Pacific Islander       | N/A | I/S | I/S  | I/S  | I/S | I/S | I/S  | 56.8 | 58   | N/A  | 96   |
| Hispanic                     | 1   | I/S | I/S  | I/S  | I/S | I/S | I/S  | 25.7 | 24.9 | 98.8 | 96.4 |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S | I/S | I/S  | I/S  | 37.4 | N/A  | 94.6 |
| <b>Disability Status</b>     |     |     |      |      |     |     |      |      |      |      |      |
| Disabled                     | 14  | 100 | 66.7 | 33.3 | 0   | 0   | 0    | 8.9  | 14   | 97.4 | 95.1 |
| <b>Migrant Status</b>        |     |     |      |      |     |     |      |      |      |      |      |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S | I/S | I/S  | 16.7 | 21.9 | N/A  | 96.9 |
| <b>English Proficiency</b>   |     |     |      |      |     |     |      |      |      |      |      |
| Limited English Proficient   | 1   | I/S | I/S  | I/S  | I/S | I/S | I/S  | 25.2 | 24.4 | 97.9 | 96.7 |
| <b>Socio-Economic Status</b> |     |     |      |      |     |     |      |      |      |      |      |
| Subsided meals               | 146 | 100 | 65.6 | 23.7 | 6.1 | 4.6 | 10.7 | 15.1 | 21.1 | 97.4 | 95.8 |

**Social Studies**

|                              |     |     |      |      |     |     |      |      |      |      |      |
|------------------------------|-----|-----|------|------|-----|-----|------|------|------|------|------|
| All Students                 | 156 | 100 | 53.5 | 34.5 | 7   | 4.9 | 12   | 27.2 | 34   | 97.5 | 96.1 |
| <b>Gender</b>                |     |     |      |      |     |     |      |      |      |      |      |
| Male                         | 75  | 100 | 54.5 | 36.4 | 4.5 | 4.5 | 9.1  | 28.1 | 36.6 | 97.6 | 95.8 |
| Female                       | 81  | 100 | 52.6 | 32.9 | 9.2 | 5.3 | 14.5 | 26.2 | 31.3 | 97.4 | 96.3 |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |     |     |      |      |      |      |      |
| White                        | N/A | I/S | I/S  | I/S  | I/S | I/S | I/S  | 60.9 | 44.5 | 98   | 96.3 |
| African American             | 152 | 100 | 54.7 | 34.5 | 6.5 | 4.3 | 10.8 | 18.2 | 19.1 | 97.4 | 96   |
| Asian/Pacific Islander       | N/A | I/S | I/S  | I/S  | I/S | I/S | I/S  | 64.9 | 58.9 | N/A  | 96   |
| Hispanic                     | 2   | I/S | I/S  | I/S  | I/S | I/S | I/S  | 33.3 | 27.5 | 98.8 | 96.4 |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S | I/S | I/S  | I/S  | 32.7 | N/A  | 94.6 |
| <b>Disability Status</b>     |     |     |      |      |     |     |      |      |      |      |      |
| Disabled                     | 17  | 100 | 78.6 | 21.4 | 0   | 0   | 0    | 9.7  | 14.4 | 97.4 | 95.1 |
| <b>Migrant Status</b>        |     |     |      |      |     |     |      |      |      |      |      |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S | I/S | I/S  | 20.7 | 22.6 | N/A  | 96.9 |
| <b>English Proficiency</b>   |     |     |      |      |     |     |      |      |      |      |      |
| Limited English Proficient   | N/A | I/S | I/S  | I/S  | I/S | I/S | I/S  | 36.4 | 27.3 | 97.9 | 96.7 |
| <b>Socio-Economic Status</b> |     |     |      |      |     |     |      |      |      |      |      |
| Subsided meals               | 149 | 100 | 54.8 | 34.1 | 6.7 | 4.4 | 11.1 | 16.8 | 21   | 97.4 | 95.8 |

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 75                            | 100      | 40.3          | 34.3    | 23.9         | 1.5        | 25.4                       |
|                       | 4     | 106                           | 100      | 41.9          | 46.2    | 10.8         | 1.1        | 11.8                       |
|                       | 5     | 73                            | 100      | 40.6          | 50.7    | 8.7          | 0          | 8.7                        |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 84                            | 100      | 29.6          | 42.3    | 23.9         | 4.2        | 28.2                       |
|                       | 4     | 69                            | 100      | 40.6          | 31.3    | 26.6         | 1.6        | 28.1                       |
|                       | 5     | 91                            | 100      | 45.8          | 38.6    | 14.5         | 1.2        | 15.7                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Mathematics           |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 75                            | 100      | 52.2          | 35.8    | 9            | 3          | 11.9                       |
|                       | 4     | 106                           | 100      | 41.9          | 47.3    | 5.4          | 5.4        | 10.8                       |
|                       | 5     | 73                            | 100      | 46.4          | 44.9    | 5.8          | 2.9        | 8.7                        |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 84                            | 100      | 50.7          | 39.4    | 8.5          | 1.4        | 9.9                        |
|                       | 4     | 69                            | 100      | 46.9          | 31.3    | 14.1         | 7.8        | 21.9                       |
|                       | 5     | 91                            | 100      | 33.7          | 48.2    | 15.7         | 2.4        | 18.1                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Science               |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 37                            | 100      | 54.5          | 39.4    | 6.1          | 0          | 6.1                        |
|                       | 4     | 106                           | 100      | 82.8          | 14      | 2.2          | 1.1        | 3.2                        |
|                       | 5     | 38                            | 100      | 60            | 37.1    | 2.9          | 0          | 2.9                        |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 43                            | 100      | 68.6          | 28.6    | 2.9          | 0          | 2.9                        |
|                       | 4     | 69                            | 100      | 59.4          | 23.4    | 9.4          | 7.8        | 17.2                       |
|                       | 5     | 45                            | 100      | 70.7          | 24.4    | 2.4          | 2.4        | 4.9                        |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Social Studies        |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 37                            | 100      | 42.4          | 48.5    | 9.1          | 0          | 9.1                        |
|                       | 4     | 106                           | 100      | 57            | 37.6    | 4.3          | 1.1        | 5.4                        |
|                       | 5     | 35                            | 100      | 82.4          | 17.6    | 0            | 0          | 0                          |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 41                            | 100      | 41.7          | 50      | 5.6          | 2.8        | 8.3                        |
|                       | 4     | 69                            | 100      | 53.1          | 34.4    | 7.8          | 4.7        | 12.5                       |
|                       | 5     | 46                            | 100      | 64.3          | 21.4    | 7.1          | 7.1        | 14.3                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |

Abbreviations for Missing Data

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