



## Hilton Head Island School For The Creative Arts

10 Wilborn Road  
Hilton Head Island, SC

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | 1-5 Elementary School |              |
| <b>Enrollment</b>     | 705 Students          |              |
| <b>Principal</b>      | Gretchen Keefner      | 843-342-4380 |
| <b>Superintendent</b> | Dr. Valerie Truesdale | 843-322-2300 |
| <b>Board Chair</b>    | Fred Washington       | 843-322-2356 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| <b>2009</b> | <b>Average</b>  | <b>Good</b>   |
| 2008        | Average         | Good          |
| 2007        | Below Average   | Good          |
| 2006        | Below Average   | Below Average |
| 2005        | N/A             | N/A           |

## 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

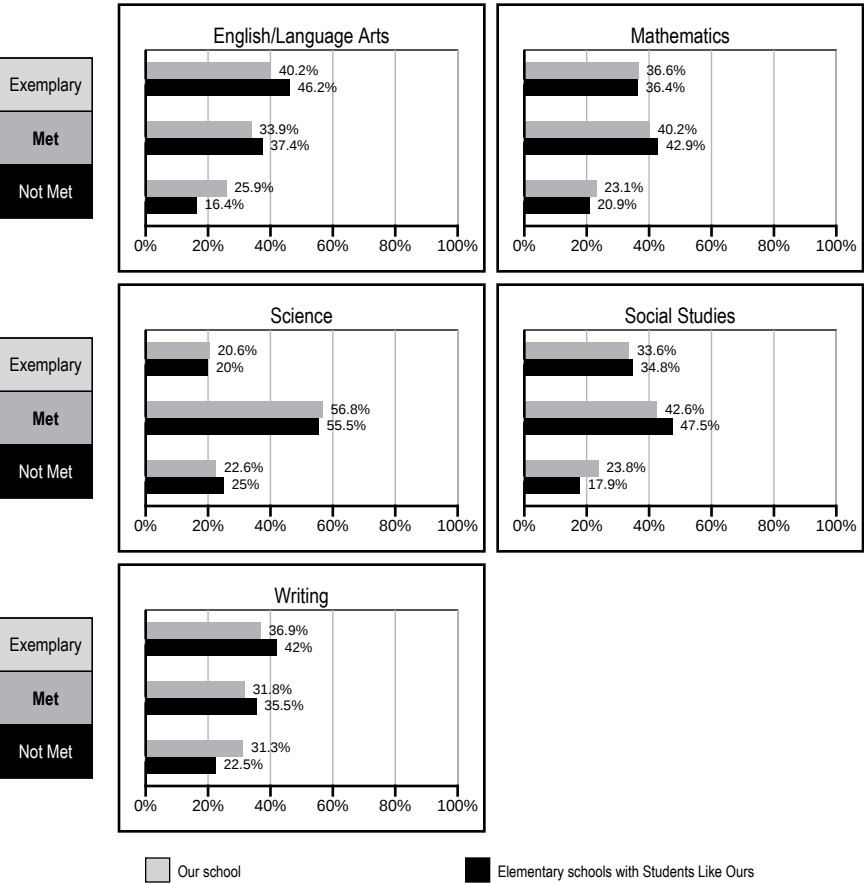
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 20        | 35   | 28      | 0             | 0       |

\* Ratings are calculated with data available by 06/01/2010.

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=705)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 1.6%       | Down from 2.5%        | 1.5%                                       | 1.9%                     |
| Attendance rate                                                              | 96.6%      | Down from 96.8%       | 96.5%                                      | 96.3%                    |
| Eligible for gifted and talented                                             | 13.9%      | Up from 13.8%         | 15.7%                                      | 10.0%                    |
| With disabilities other than speech                                          | 7.4%       | Up from 6.3%          | 7.0%                                       | 7.7%                     |
| Older than usual for grade                                                   | 0.3%       | No Change             | 0.3%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=54)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 55.6%      | Down from 56.9%       | 62.2%                                      | 59.4%                    |
| Continuing contract teachers                                                 | 72.2%      | Up from 66.7%         | 84.0%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 2.0%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 89.2%      | N/A                   | 88.3%                                      | 85.9%                    |
| Teacher attendance rate                                                      | 95.9%      | Up from 95.7%         | 95.1%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$47,028   | Up 0.4%               | \$48,286                                   | \$47,149                 |
| Professional development days/teacher                                        | 12.0 days  | Down from 13.4 days   | 11.5 days                                  | 11.1 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 4.0        | Up from 3.0           | 5.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 18.8 to 1  | Down from 19.2 to 1   | 19.5 to 1                                  | 18.8 to 1                |
| Prime instructional time                                                     | 89.8%      | Down from 90.6%       | 90.4%                                      | 90.4%                    |
| Opportunities in the arts                                                    | Excellent  | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | No         | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 100.0%     | Up from 99.8%         | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$7,327    | Up 17.7%              | \$6,985                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 74.3%      | Down from 74.8%       | 68.5%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 58.5%      | Down from 70.8%       | 60.3%                                      | 63.2%                    |

\* 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

Hilton Head Island School for the Creative Arts (HHISCA) is an arts focused school of choice. In the fourth year of operation, and growing in popularity each year, the school had an all time high enrollment of 705 students for the 2008-09 school year. The school was recognized at the state level this year for its academic achievements and its accomplishments as an arts focused school. Continued parent involvement and support help make our school a leader in the district.

For the second year, HHISCA received the Palmetto Silver Award. Our report card rating improved to average and we maintained an improvement rating of good. In addition, students performed extremely well, as compared to district averages, on the Measure of Academic Performance (MAP) tests. HHISCA fifth graders in math, and fourth graders in reading, scored the highest in the district.

The South Carolina Alliance for Arts Education notified us that HHISCA was selected as one of three schools in the state to be awarded the John F. Kennedy Center for the Performing Arts Schools of Excellence in Arts Education Award and will be forwarded to the national competition in Washington D.C. This award recognizes schools that have done an outstanding job of making the arts an essential part of the education of students. HHISCA was able to provide weekly arts education classes to all students in Visual Art, Music, Dance and Theatre. All students worked with at least one artist in residence during the year and attended a field trip in the arts. Grade level productions in full costume at the High School Theatre and art and music exhibitions for the community in local galleries gave all students excellent opportunities in the arts.

A supportive PTA and an active School Improvement Council worked together to review the uniform policy, support the arts and academic programs, open a fitness trail for wellness on the campus and rewrite the School Renewal Plan. These efforts support and mirror the school's and district's vision and mission statements, and the improvement efforts at the school. A school wide parent survey and implementation of "Calypso's Mailbox" for improvement ideas will guide us next year in our efforts. In addition, both organizations worked with the school staff to write and implement over \$700,000.00 in grants.

We are proud of the many accomplishments and remain committed to making our school one of the best in the country.

Respectfully Submitted,

Gretchen Keefner - Principal  
Kim Molloy - SIC Chair  
Charlyn Page and Kathy Hussong - PTA Co-Presidents

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 41       | 92        | 61       |
| Percent satisfied with learning environment            | 90.2%    | 85.9%     | 89.5%    |
| Percent satisfied with social and physical environment | 97.6%    | 76.9%     | 82.8%    |
| Percent satisfied with school-home relations           | 95.1%    | 93.4%     | 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

No Child Left Behind

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

This school met 27 out of 29 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  | 4.6%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 9.2%         | 5.8%  |

|                                                 | 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 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 = 58.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 385 | 100  | 25.9 | 33.9 | 40.2 | 84.3 | 81.8 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 187 | 100  | 28.3 | 36.1 | 35.6 | 80.6 | 78.2 | 79.3 | N/A | N/A |
| Female                       | 198 | 100  | 23.5 | 31.7 | 44.8 | 88   | 85.6 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 188 | 100  | 6.8  | 29.9 | 63.3 | 96.6 | 92.4 | 89.5 | Yes | Yes |
| African American             | 56  | 100  | 38.2 | 41.8 | 20   | 87.3 | 71.8 | 73.7 | Yes | Yes |
| Asian/Pacific Islander       | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 95.1 | 92.3 | I/S | I/S |
| Hispanic                     | 135 | 100  | 48   | 35.4 | 16.5 | 65.4 | 72.4 | 76.5 | Yes | Yes |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 81.8 | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 46  | 100  | 64.3 | 26.2 | 9.5  | 50   | 41.7 | 52   | No  | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 66.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 125 | 100  | 51.3 | 32.8 | 16   | 63   | 68.1 | 75.1 | Yes | Yes |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 162 | 100  | 45.1 | 37.3 | 17.6 | 71.2 | 73.3 | 75.5 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 385 | 100  | 23.1 | 40.2 | 36.6 | 84   | 77.3 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 187 | 100  | 22.2 | 43.9 | 33.9 | 84.4 | 75.8 | 77   | N/A | N/A |
| Female                       | 198 | 100  | 24   | 36.6 | 39.3 | 83.6 | 79   | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 188 | 100  | 7.3  | 37.3 | 55.4 | 96.6 | 89.8 | 87.2 | Yes | Yes |
| African American             | 56  | 100  | 52.7 | 36.4 | 10.9 | 63.6 | 62.7 | 66.7 | Yes | Yes |
| Asian/Pacific Islander       | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 95.1 | 93   | I/S | I/S |
| Hispanic                     | 135 | 100  | 33.1 | 45.7 | 21.3 | 74.8 | 71   | 76   | Yes | Yes |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 81.8 | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 46  | 100  | 64.3 | 26.2 | 9.5  | 54.8 | 37.5 | 45.5 | No  | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 75.7 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 125 | 100  | 35.3 | 42.9 | 21.8 | 73.1 | 69.1 | 76.1 | Yes | Yes |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 162 | 100  | 40.5 | 41.2 | 18.3 | 69.9 | 66.9 | 70.2 | 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 |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| <b>Science</b>               |                                  |          |           |       |             |                              |                                |                             |
| All Students                 | 258                              | 98.8     | 21.6      | 57.7  | 20.7        | 78.4                         | 66.1                           | 67.5                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 129                              | 99.2     | 20        | 62.4  | 17.6        | 80                           | 66.1                           | 67                          |
| Female                       | 129                              | 98.5     | 23.3      | 52.6  | 24.1        | 76.7                         | 66.1                           | 68                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 134                              | 99.3     | 7.9       | 58.3  | 33.9        | 92.1                         | 82.9                           | 79.5                        |
| African American             | 33                               | 100      | 45.5      | 51.5  | 3           | 54.5                         | 48.1                           | 50.3                        |
| Asian/Pacific Islander       | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 88.9                           | 84.3                        |
| Hispanic                     | 87                               | 97.7     | 34.2      | 58.2  | 7.6         | 65.8                         | 54.2                           | 60.7                        |
| American Indian/Alaskan      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 71.4                           | 71.2                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 27                               | 96.3     | 50        | 41.7  | 8.3         | 50                           | 28.1                           | 35.6                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |
| Migrant                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 46.1                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient   | 80                               | 97.5     | 36.5      | 55.4  | 8.1         | 63.5                         | 49.9                           | 59.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals               | 104                              | 99       | 39.8      | 54.1  | 6.1         | 60.2                         | 51.8                           | 55.1                        |

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| <b>Social Studies</b>        |     |      |      |      |      |      |      |      |
| All Students                 | 257 | 100  | 23.8 | 42.6 | 33.6 | 76.2 | 70.3 | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 126 | 100  | 20   | 40.8 | 39.2 | 80   | 70   | 71.5 |
| Female                       | 131 | 100  | 27.4 | 44.4 | 28.2 | 72.6 | 70.6 | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 120 | 100  | 8.8  | 35.4 | 55.8 | 91.2 | 82.6 | 80.7 |
| African American             | 36  | 100  | 40   | 51.4 | 8.6  | 60   | 58.2 | 60   |
| Asian/Pacific Islander       | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 82.5 | 88.5 |
| Hispanic                     | 98  | 100  | 36.6 | 47.3 | 16.1 | 63.4 | 60   | 68   |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 75   | 72.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 37  | 100  | 61.8 | 29.4 | 8.8  | 38.2 | 36.9 | 43.5 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 50.7 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | 90  | 100  | 39.1 | 48.3 | 12.6 | 60.9 | 56.2 | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 112 | 100  | 42.5 | 45.3 | 12.3 | 57.5 | 58.6 | 62.1 |

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               | 386                              | 99.2     | 30.9      | 32    | 37.1        | 69.1                         | 68.6                           | 70.2                        | 96.6                      | 96.4                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 188                              | 98.4     | 38.7      | 34.8  | 26.5        | 61.3                         | 61.3                           | 63.2                        | 96.4                      | 96.3                        |
| Female                     | 198                              | 100      | 23.4      | 29.3  | 47.3        | 76.6                         | 76.2                           | 77.5                        | 96.8                      | 96.6                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 185                              | 99.5     | 10.7      | 33.7  | 55.6        | 89.3                         | 82.7                           | 79.1                        | 96.7                      | 96.4                        |
| African American           | 57                               | 98.3     | 53.6      | 25    | 21.4        | 46.4                         | 54.5                           | 57.6                        | 95.8                      | 96.4                        |
| Asian/Pacific Islander     | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 86.1                           | 86.2                        | 94.5                      | 97.1                        |
| Hispanic                   | 138                              | 99.3     | 48.9      | 32.8  | 18.3        | 51.1                         | 57.4                           | 62.6                        | 96.9                      | 96.5                        |
| American Indian/Alaskan    | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 70                             | 68.7                        | 93.1                      | 96.3                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 45                               | 95.6     | 65        | 30    | 5           | 35                           | 23.8                           | 26.1                        | 96                        | 95.7                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 54.7                        | N/A                       | 97.8                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 129                              | 99.2     | 50.4      | 32.5  | 17.1        | 49.6                         | 53.1                           | 61.2                        | 97                        | 96.6                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 165                              | 98.2     | 50        | 33.3  | 16.7        | 50                           | 55.9                           | 58.9                        | 96.4                      | 96.1                        |

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     | 156                              | 100      | 29.3      | 26.7  | 44          | 70.7                  |
|                       | 4     | 130                              | 100      | 25.8      | 34.7  | 39.5        | 74.2                  |
|                       | 5     | 99                               | 100      | 20.2      | 44.9  | 34.8        | 79.8                  |
|                       | 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                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 156                              | 100      | 26        | 37.3  | 36.7        | 74                    |
|                       | 4     | 130                              | 100      | 16.9      | 43.5  | 39.5        | 83.1                  |
|                       | 5     | 99                               | 100      | 27        | 40.4  | 32.6        | 73                    |
|                       | 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                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 78                               | 96.2     | 28.2      | 50.7  | 21.1        | 71.8                  |
|                       | 4     | 130                              | 100      | 19.4      | 60.5  | 20.2        | 80.6                  |
|                       | 5     | 50                               | 100      | 17.4      | 60.9  | 21.7        | 82.6                  |
|                       | 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                   |
| Social Studies        |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 78                               | 100      | 35.5      | 31.6  | 32.9        | 64.5                  |
|                       | 4     | 130                              | 100      | 14.5      | 46    | 39.5        | 85.5                  |
|                       | 5     | 49                               | 100      | 29.5      | 52.3  | 18.2        | 70.5                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Writing               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 157                              | 99.4     | 30.9      | 27.6  | 41.4        | 69.1                  |
|                       | 4     | 129                              | 100      | 35.2      | 32.8  | 32          | 64.8                  |
|                       | 5     | 100                              | 98       | 25        | 38    | 37          | 75                    |
|                       | 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                   |

Abbreviations for Missing Data

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