



## Lake City Elementary

906 Matthews Rd.

Lake City, SC 29560

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 493 Students           |              |
| <b>Principal</b>      | Renee M. Kirby         | 843-374-2353 |
| <b>Superintendent</b> | Mrs. Beth M. Wright    | 843-374-8652 |
| <b>Board Chair</b>    | Mr. David Eaddy        | 843-394-8043 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2009</b> | <b>At-Risk</b>  | <b>Average</b> |
| 2008        | At-Risk         | Below Average  |
| 2007        | At-Risk         | Below Average  |
| 2006        | At-Risk         | Below Average  |
| 2005        | At-Risk         | Below Average  |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

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

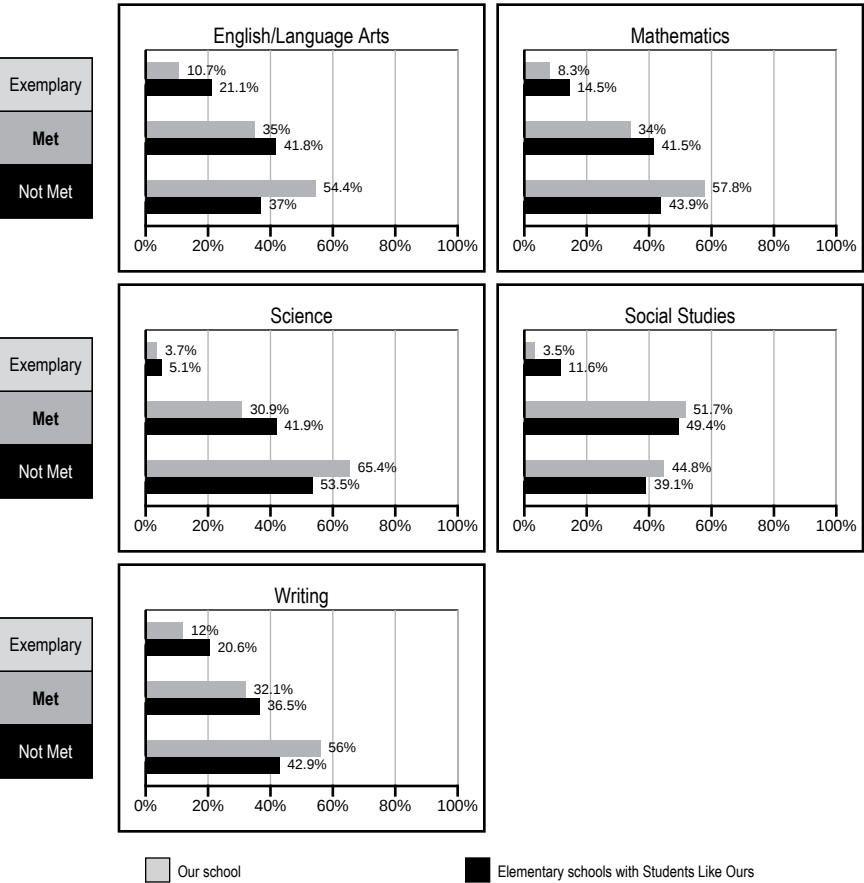
99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1         | 2    | 48      | 49            | 28      |

\* 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 |
|------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| Students (n=493)                                                             |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.9%       | Down from 2.4%        | 2.5%                                       | 1.9%                     |
| Attendance rate                                                              | 96.9%      | Up from 95.8%         | 96.1%                                      | 96.3%                    |
| Eligible for gifted and talented                                             | 1.4%       | Up from 0.9%          | 2.8%                                       | 10.0%                    |
| With disabilities other than speech                                          | 16.7%      | Up from 15.0%         | 7.4%                                       | 7.7%                     |
| Older than usual for grade                                                   | 1.1%       | Down from 1.8%        | 1.2%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers (n=34)                                                              |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 55.9%      | Up from 50.0%         | 57.0%                                      | 59.4%                    |
| Continuing contract teachers                                                 | 73.5%      | Up from 71.9%         | 70.6%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 74.5%      | Down from 75.8%       | 81.2%                                      | 85.9%                    |
| Teacher attendance rate                                                      | 89.0%      | Down from 93.7%       | 95.2%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$43,566   | Up 1.5%               | \$45,550                                   | \$47,149                 |
| Professional development days/teacher                                        | 23.8 days  | Up from 16.9 days     | 11.0 days                                  | 11.1 days                |
| School                                                                       |            |                       |                                            |                          |
| Principal's years at school                                                  | 1.0        | Down from 2.0         | 2.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 13.3 to 1  | Down from 20.6 to 1   | 16.4 to 1                                  | 18.8 to 1                |
| Prime instructional time                                                     | 84.4%      | Down from 88.3%       | 90.1%                                      | 90.4%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | No         | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program                                                | Good       | Down from Excellent   | Good                                       | Excellent                |
| Dollars spent per pupil**                                                    | \$8,386    | Down 5.5%             | \$8,730                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 68.4%      | Up from 63.5%         | 68.2%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 55.3%      | Up from 50.7%         | 61.8%                                      | 63.2%                    |

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

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

## Report of Principal and School Improvement Council

Lake City Elementary has had a very productive 2008-2009 school year. LCE is home to 492 students in grades 4K-5. Our school underwent a change in leadership this year as well as the addition of three new teachers. All stakeholders experienced a renewed enthusiasm as students, parents, community, and staff bonded together to ensure that all children made gains.

LCE uses a standards-based curriculum that incorporates technology and arts to engage and excite children. The continuation of the Teacher Advancement Program provided teachers with site-based staff development centered around authentic student work analyzed on a weekly basis. Data-driven instruction was the heart of our program as we made strides to meet the needs of the individual child.

Among our accomplishments this year was the awarding of our ABC arts grant. The students received instruction in lessons that were infused with drama, dance, and art. We were fortunate to have three artists in residence. Students learned to express themselves through African dance, increase comprehension using dramatic readings, and dissect difficult mathematical problems with movement and dance. LCE is extremely proud of our program to help "Stamp out Childhood Obesity." Parents, students, and staff strove to participate in the walking club, eat more nutritiously, and exercise. Students were offered salads daily as a nutritious option for lunch. Parents were invited to come in on Friday mornings and exercise with their children. Students also participated in the Reading Counts program. LCE's Gentleman's Club provided our fifth grade males with exposure to excellent role models. We saw an increase in our fathers, uncles, and grandfathers stepping up to help our young men become well-rounded citizens.

LCE continued to see an increase in parental involvement in our monthly curriculum meetings, which were designed to help parents to understand the standards their children were learning. Parents participated in our three-mile walking field trip to celebrate literacy. Other exciting events strongly supported by our parents this year were our Father/Daughter banquet, Mother/Son banquet, Art's Night, Black History Program, and Field Day.

LCE continued to strengthen relationships with the community. Our Ladies Club completed several service learning projects which included collecting canned goods for the needy and weekly communications for residents at our local nursing homes. LCE also hosted our first Minister's dinner to encourage partnerships with our local churches. Our annual Track-or-Treat provided area children of all ages a safe alternative for trick or treating.

We anticipate soaring to new heights and providing learning opportunities that will result in all students reaching their potential, as well as achieving academic excellence. Our motto for the upcoming year will be, "Building Excellence: Every Child, Every Chance, Every Day."

Renee Kirby, Principal  
Mary McNair, SIC Chairperson

## Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 36       | 57        | 21       |
| Percent satisfied with learning environment            | 88.6%    | 87.7%     | 95.0%    |
| Percent satisfied with social and physical environment | 91.7%    | 78.9%     | 80.0%    |
| Percent satisfied with school-home relations           | 72.2%    | 78.9%     | 85.7%    |

\* 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 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

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

| Teacher Quality and Student Attendance                                  |              |       |
|-------------------------------------------------------------------------|--------------|-------|
|                                                                         | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers  | N/A          | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0%         | 5.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.9%      | 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                 | 217 | 100  | 53.6 | 34.4 | 12   | 65.1 | 73.2 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 120 | 100  | 58.6 | 33.6 | 7.8  | 60.3 | 66.8 | 79.3 | N/A | N/A |
| Female                       | 97  | 100  | 47.3 | 35.5 | 17.2 | 71   | 79.9 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 85.8 | 89.5 | I/S | I/S |
| African American             | 207 | 100  | 55   | 33   | 12   | 64.5 | 67.2 | 73.7 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 92.3 | I/S | I/S |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 66.7 | 76.5 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 62  | 100  | 71.2 | 23.7 | 5.1  | 39   | 48.8 | 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   | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 63.4 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 210 | 100  | 54.2 | 34.5 | 11.3 | 64   | 70.8 | 75.5 | Yes | Yes |

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

|                              |     |      |      |      |     |      |      |      |     |     |
|------------------------------|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students                 | 217 | 100  | 56.9 | 34   | 9.1 | 58.4 | 67.3 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |     |      |      |      |     |     |
| Male                         | 120 | 100  | 60.3 | 30.2 | 9.5 | 56   | 63.4 | 77   | N/A | N/A |
| Female                       | 97  | 100  | 52.7 | 38.7 | 8.6 | 61.3 | 71.4 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |     |      |      |      |     |     |
| White                        | 7   | I/S  | I/S  | I/S  | I/S | I/S  | 83.4 | 87.2 | I/S | I/S |
| African American             | 207 | 100  | 58   | 33.5 | 8.5 | 57   | 59   | 66.7 | No  | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A | N/A  | I/S  | 93   | I/S | I/S |
| Hispanic                     | 2   | I/S  | I/S  | I/S  | I/S | I/S  | 66.7 | 76   | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A | N/A  | I/S  | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |     |      |      |      |     |     |
| Disabled                     | 62  | 100  | 88.1 | 8.5  | 3.4 | 22   | 41.4 | 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   | 2   | I/S  | I/S  | I/S  | I/S | I/S  | 68.3 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |     |      |      |      |     |     |
| Subsided meals               | 210 | 100  | 57.1 | 34.5 | 8.4 | 57.6 | 64.4 | 70.2 | No  | Yes |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science                    |                                  |          |           |       |             |                              |                                |                             |
| All Students               | 145                              | 100      | 65        | 30.7  | 4.4         | 35                           | 49.4                           | 67.5                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |
| Male                       | 83                               | 100      | 68.4      | 29.1  | 2.5         | 31.6                         | 46.6                           | 67                          |
| Female                     | 62                               | 100      | 60.3      | 32.8  | 6.9         | 39.7                         | 52.3                           | 68                          |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |
| White                      | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 71.8                           | 79.5                        |
| African American           | 139                              | 100      | 65.2      | 30.3  | 4.5         | 34.8                         | 37.4                           | 50.3                        |
| Asian/Pacific Islander     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 84.3                        |
| Hispanic                   | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 50                             | 60.7                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 71.2                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |
| Disabled                   | 40                               | 100      | 91.9      | 5.4   | 2.7         | 8.1                          | 26.7                           | 35.6                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 46.1                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 40.7                           | 59.6                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals             | 141                              | 100      | 64.9      | 31.3  | 3.7         | 35.1                         | 46.1                           | 55.1                        |

Social Studies

|                            |     |      |      |      |     |      |      |      |
|----------------------------|-----|------|------|------|-----|------|------|------|
| All Students               | 149 | 100  | 43.8 | 52.1 | 4.1 | 56.2 | 61.2 | 72.3 |
| Gender                     |     |      |      |      |     |      |      |      |
| Male                       | 75  | 100  | 50   | 47.3 | 2.7 | 50   | 58.7 | 71.5 |
| Female                     | 74  | 100  | 37.5 | 56.9 | 5.6 | 62.5 | 63.8 | 73.2 |
| Racial/Ethnic Group        |     |      |      |      |     |      |      |      |
| White                      | 7   | I/S  | I/S  | I/S  | I/S | I/S  | 74.7 | 80.7 |
| African American           | 141 | 100  | 43.9 | 52.5 | 3.6 | 56.1 | 54.1 | 60   |
| Asian/Pacific Islander     | N/A | N/AV | N/A  | N/A  | N/A | N/A  | I/S  | 88.5 |
| Hispanic                   | N/A | N/AV | N/A  | N/A  | N/A | N/A  | 68.8 | 68   |
| American Indian/Alaskan    | N/A | N/AV | N/A  | N/A  | N/A | N/A  | I/S  | 72.2 |
| Disability Status          |     |      |      |      |     |      |      |      |
| Disabled                   | 36  | 100  | 63.9 | 33.3 | 2.8 | 36.1 | 40.1 | 43.5 |
| Migrant Status             |     |      |      |      |     |      |      |      |
| Migrant                    | N/A | N/AV | N/A  | N/A  | N/A | N/A  | I/S  | 50.7 |
| English Proficiency        |     |      |      |      |     |      |      |      |
| Limited English Proficient | N/A | N/AV | N/A  | N/A  | N/A | N/A  | 70   | 67.9 |
| Socio-Economic Status      |     |      |      |      |     |      |      |      |
| Subsided meals             | 144 | 100  | 45.4 | 50.4 | 4.3 | 54.6 | 58.1 | 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               | 217                              | 98.6     | 56        | 32.1  | 12          | 44                           | 52                             | 70.2                        | 96.9                      | 95.6                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 121                              | 97.5     | 67        | 23.5  | 9.6         | 33                           | 42.7                           | 63.2                        | 96.9                      | 95.6                        |
| Female                     | 96                               | 100      | 42.6      | 42.6  | 14.9        | 57.4                         | 61.6                           | 77.5                        | 96.9                      | 95.7                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 7                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 66.4                           | 79.1                        | 95.1                      | 94.8                        |
| African American           | 207                              | 98.6     | 56.5      | 31.5  | 12          | 43.5                         | 45.2                           | 57.6                        | 97                        | 96.1                        |
| Asian/Pacific Islander     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 86.2                        | N/A                       | 98.6                        |
| Hispanic                   | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 38                             | 62.6                        | 95.7                      | 96                          |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 68.7                        | N/A                       | 84.8                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 61                               | 95.1     | N/AV      | N/AV  | N/AV        | 8.8                          | 14.9                           | 26.1                        | 96.9                      | 95.3                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 54.7                        | N/A                       | 92.4                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 38.1                           | 61.2                        | 96.6                      | 96.7                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 211                              | 98.6     | 57.1      | 32    | 10.8        | 42.9                         | 48.8                           | 58.9                        | 96.9                      | 95.6                        |

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     | 75                               | 100      | 60.3      | 28.8  | 11          | 39.7                  |
|                       | 4     | 77                               | 100      | 51.4      | 37.8  | 10.8        | 48.6                  |
|                       | 5     | 65                               | 100      | 48.4      | 37.1  | 14.5        | 51.6                  |
|                       | 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                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 75                               | 100      | 64.4      | 31.5  | 4.1         | 35.6                  |
|                       | 4     | 77                               | 100      | 56.8      | 32.4  | 10.8        | 43.2                  |
|                       | 5     | 65                               | 100      | 48.4      | 38.7  | 12.9        | 51.6                  |
|                       | 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                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 36                               | 100      | N/AV      | N/AV  | N/AV        | 20.6                  |
|                       | 4     | 77                               | 100      | 54.1      | 37.8  | 8.1         | 45.9                  |
|                       | 5     | 32                               | 100      | N/AV      | N/AV  | N/AV        | 24.1                  |
|                       | 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     | 39                               | 100      | 41        | 56.4  | 2.6         | 59                    |
|                       | 4     | 77                               | 100      | 40.5      | 55.4  | 4.1         | 59.5                  |
|                       | 5     | 33                               | 100      | 54.5      | 39.4  | 6.1         | 45.5                  |
|                       | 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     | 77                               | 98.7     | 62.7      | 26.7  | 10.7        | 37.3                  |
|                       | 4     | 77                               | 98.7     | 49.3      | 38.4  | 12.3        | 50.7                  |
|                       | 5     | 63                               | 98.4     | 55.7      | 31.1  | 13.1        | 44.3                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample