

## Seaside Elementary

1605 Woodland Drive Ext.  
Garden City, South

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 720 Students           |              |
| <b>Principal</b>      | Elizabeth S. Selander  | 843-650-3490 |
| <b>Superintendent</b> | Dr. Cynthia Elsberry   | 843-488-6700 |
| <b>Board Chair</b>    | Will Garland           | 843-358-8002 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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

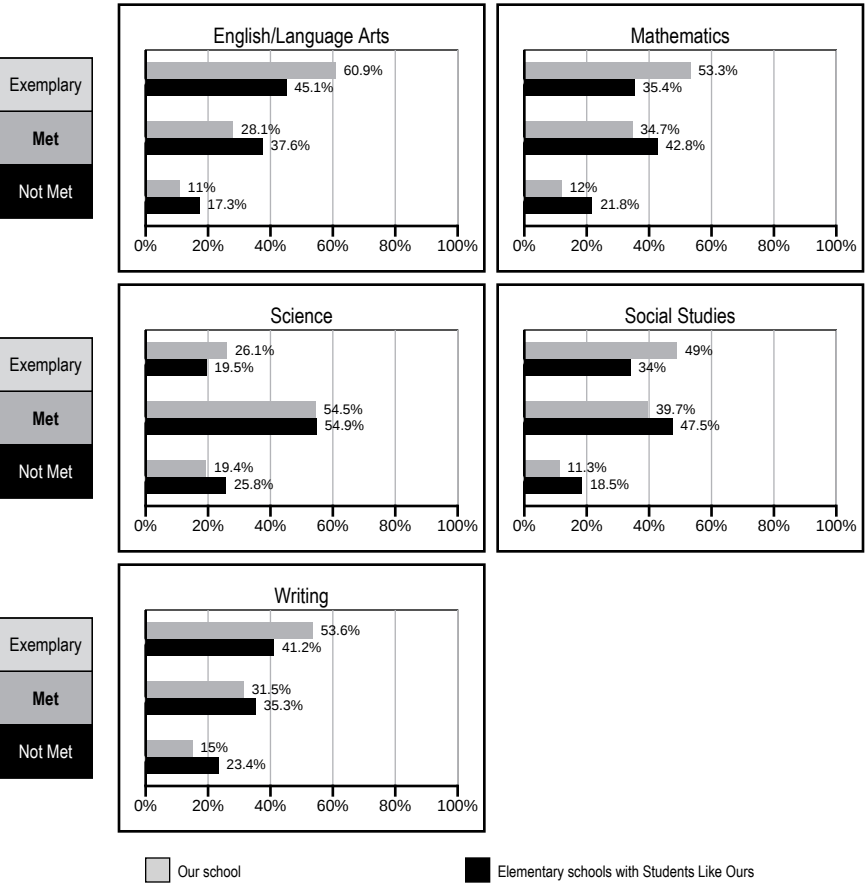
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 18        | 34   | 37      | 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=720)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 2.8%       | Up from 2.3%          | 1.6%                                       | 1.9%                     |
| Attendance rate                                                              | 95.6%      | Down from 96.1%       | 96.4%                                      | 96.3%                    |
| Eligible for gifted and talented                                             | 26.3%      | Down from 28.1%       | 15.2%                                      | 10.0%                    |
| With disabilities other than speech                                          | 9.9%       | Down from 10.9%       | 7.2%                                       | 7.7%                     |
| Older than usual for grade                                                   | 0.3%       | Up from 0.2%          | 0.3%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.1%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=48)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 60.4%      | Up from 51.0%         | 61.3%                                      | 59.4%                    |
| Continuing contract teachers                                                 | 93.8%      | Up from 90.2%         | 84.0%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 92.6%      | Down from 93.0%       | 88.7%                                      | 85.9%                    |
| Teacher attendance rate                                                      | 93.5%      | Down from 93.8%       | 95.1%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$51,313   | Up 5.3%               | \$48,386                                   | \$47,149                 |
| Professional development days/teacher                                        | 17.9 days  | Up from 14.6 days     | 11.3 days                                  | 11.1 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 6.0        | Up from 5.0           | 6.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.8 to 1  | Up from 19.5 to 1     | 19.3 to 1                                  | 18.8 to 1                |
| Prime instructional time                                                     | 89.1%      | Down from 89.5%       | 90.5%                                      | 90.4%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 14.3%      | Up from 13.8%         | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$8,008    | Up 7.0%               | \$6,985                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 70.5%      | Down from 72.5%       | 68.9%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 50.8%      | Down from 65.7%       | 61.0%                                      | 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

The students and staff of Seaside Elementary celebrated a successful year of learning. We experienced success as we advanced the academic levels of our students and will continue to raise the bar to meet the needs of all our students. Recognitions include the Silver Award for making Adequate Yearly Progress and recognition by the Education Oversight Committee with the Gold Award for “Closing the Gap” for historically underperforming students. With the support of our PTO, community volunteers, and local business partners, we provided direct assistance to students before, during, and after school. To support improved phonemic awareness and decoding skills, extra daily instructional small group opportunities were provided for K-2 students. Technology programs such as My Reading Web, Headsprout, Raz-Kids, and Larson’s Math were used for remediation and review. Pre-Algebra and Math Olympiad were offered to selected fifth grade students. To enhance students’ understanding of community and school interactions, all classes were involved in Junior Achievement. Sixty-five fifth grade students participated in our Junior Lifeguard Program. Students also took part in service-learning projects including the Family Fun Run, Relay for Life, and Jump Rope for Heart. Other ways that our students give back to our community are through Beach Sweep, collecting items to support Red Cross programs, and entertaining residents of retirement homes. Parents and community volunteers support our school programs in numerous ways. Activities included reading buddies, mentors, preparing materials for small group activities, organizing and maintaining the literacy rooms, completing certificates for recognition programs, baking goodies for teachers, and taking classes to lunch. Our School Improvement Council sponsored an annual clean-up day which allowed parents, businesses, and students the opportunity to work together to beautify the campus. Staff development opportunities included brain research, random sampling, brain gyms, engagement and rigor, Imagine It!, and workstation training. Grade-level teams met weekly to exchange ideas, plan instructional programs, and review data to increase student learning. Beth Selander, Principal; Jessica Tew, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 49       | 100       | 51       |
| Percent satisfied with learning environment            | 91.8%    | 79.0%     | 92.2%    |
| Percent satisfied with social and physical environment | 100.0%   | 87.0%     | 96.1%    |
| Percent satisfied with school-home relations           | 93.9%    | 85.9%     | 94.0%    |

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

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

School Adequate Yearly Progress

YES

This school met 17 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

| 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  | 2.4%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 3.3%         | 5.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.6%      | 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                 | 352 | 100  | 10.6 | 28.6 | 60.9 | 94.4 | 86.5 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 168 | 100  | 13.4 | 29.9 | 56.7 | 91.7 | 83.4 | 79.3 | N/A | N/A |
| Female                       | 184 | 100  | 7.9  | 27.3 | 64.8 | 97   | 89.7 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 325 | 100  | 10   | 29.3 | 60.7 | 95.3 | 91   | 89.5 | Yes | Yes |
| African American             | 10  | I/S  | I/S  | I/S  | I/S  | I/S  | 74.8 | 73.7 | I/S | I/S |
| Asian/Pacific Islander       | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 87   | 92.3 | I/S | I/S |
| Hispanic                     | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | 78.4 | 76.5 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 87.5 | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 66  | 100  | 37.3 | 28.8 | 33.9 | 83.1 | 63.1 | 52   | Yes | 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   | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | 74.2 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 135 | 100  | 15.2 | 29.5 | 55.4 | 91.1 | 81.6 | 75.5 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 352 | 99.7 | 11.8 | 35.4 | 52.8 | 91   | 83.7 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 168 | 99.4 | 12.1 | 38.9 | 49   | 90.4 | 81.9 | 77   | N/A | N/A |
| Female                       | 184 | 100  | 11.5 | 32.1 | 56.4 | 91.5 | 85.5 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 325 | 99.7 | 10.7 | 36   | 53.3 | 92   | 89.2 | 87.2 | Yes | Yes |
| African American             | 10  | I/S  | I/S  | I/S  | I/S  | I/S  | 68   | 66.7 | I/S | I/S |
| Asian/Pacific Islander       | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 89.7 | 93   | I/S | I/S |
| Hispanic                     | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | 78.1 | 76   | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 81.9 | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 66  | 98.5 | 33.9 | 40.7 | 25.4 | 74.6 | 53.2 | 45.5 | Yes | 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   | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | 76   | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 135 | 99.3 | 17   | 36.6 | 46.4 | 84.8 | 77.3 | 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                 | 228                              | 100      | 18.5      | 55    | 26.5        | 81.5                         | 73.1                           | 67.5                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 111                              | 100      | 19.2      | 51.9  | 28.8        | 80.8                         | 72.2                           | 67                          |
| Female                       | 117                              | 100      | 17.8      | 57.9  | 24.3        | 82.2                         | 73.9                           | 68                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 211                              | 100      | 17.3      | 55.8  | 26.9        | 82.7                         | 80.8                           | 79.5                        |
| African American             | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 51.8                           | 50.3                        |
| Asian/Pacific Islander       | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 81.1                           | 84.3                        |
| Hispanic                     | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 60.9                           | 60.7                        |
| American Indian/Alaskan      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 72.9                           | 71.2                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 41                               | 100      | 42.9      | 45.7  | 11.4        | 57.1                         | 40.3                           | 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   | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 57.3                           | 59.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals               | 84                               | 100      | 29.2      | 50    | 20.8        | 70.8                         | 64.3                           | 55.1                        |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 228 | 100  | 11.4 | 40   | 48.6 | 88.6 | 76.4 | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 107 | 100  | 10.8 | 38.2 | 51   | 89.2 | 75.6 | 71.5 |
| Female                       | 121 | 100  | 12   | 41.7 | 46.3 | 88   | 77.3 | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 210 | 100  | 11.3 | 40.2 | 48.5 | 88.7 | 82.4 | 80.7 |
| African American             | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | 59.2 | 60   |
| Asian/Pacific Islander       | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 85.7 | 88.5 |
| Hispanic                     | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 71.4 | 68   |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 77.5 | 72.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 47  | 100  | 31.1 | 40   | 28.9 | 68.9 | 47.9 | 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   | 5   | I/S  | I/S  | I/S  | I/S  | I/S  | 68.3 | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 91  | 100  | 16.9 | 41.6 | 41.6 | 83.1 | 68.7 | 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               | 352                              | 97.4     | 14.7      | 31.6  | 53.8        | 85.3                         | 76.3                           | 70.2                        | 95.6                      | 96                          |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 169                              | 95.9     | 22.7      | 36.4  | 40.9        | 77.3                         | 69.4                           | 63.2                        | 95.4                      | 96                          |
| Female                     | 183                              | 98.9     | 7.2       | 27.1  | 65.7        | 92.8                         | 83.3                           | 77.5                        | 95.7                      | 96.1                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 325                              | 98.2     | 14        | 31.7  | 54.3        | 86                           | 82.4                           | 79.1                        | 95.6                      | 95.7                        |
| African American           | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 59.4                           | 57.6                        | 94                        | 96.4                        |
| Asian/Pacific Islander     | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 83.1                           | 86.2                        | 96.5                      | 97.2                        |
| Hispanic                   | 9                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 67.7                           | 62.6                        | 96.5                      | 96.8                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 77.3                           | 68.7                        | 94.9                      | 95.4                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 65                               | 89.2     | 45.3      | 28.3  | 26.4        | 54.7                         | 34.2                           | 26.1                        | 95.2                      | 95.4                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 54.7                        | N/A                       | 96.6                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 8                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 64.6                           | 61.2                        | 97.3                      | 97.1                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 134                              | 97       | 22.1      | 32.7  | 45.1        | 77.9                         | 68.2                           | 58.9                        | 94.8                      | 95.7                        |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts |       |                               |          |           |       |             |                    |
| 2009                  | 3     | 130                           | 100      | 12.6      | 22.7  | 64.7        | 87.4               |
|                       | 4     | 106                           | 100      | 11.9      | 28.7  | 59.4        | 88.1               |
|                       | 5     | 116                           | 100      | 6.9       | 35.3  | 57.8        | 93.1               |
|                       | 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                |
| Mathematics           |       |                               |          |           |       |             |                    |
| 2009                  | 3     | 130                           | 100      | 18.5      | 37.8  | 43.7        | 81.5               |
|                       | 4     | 106                           | 100      | 4         | 32.7  | 63.4        | 96                 |
|                       | 5     | 116                           | 99.1     | 11.8      | 35.3  | 52.9        | 88.2               |
|                       | 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     | 66                            | 100      | 30.5      | 44.1  | 25.4        | 69.5               |
|                       | 4     | 104                           | 100      | 14.1      | 57.6  | 28.3        | 85.9               |
|                       | 5     | 58                            | 100      | 13.2      | 62.3  | 24.5        | 86.8               |
|                       | 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                |
| Social Studies        |       |                               |          |           |       |             |                    |
| 2009                  | 3     | 64                            | 100      | 18.3      | 46.7  | 35          | 81.7               |
|                       | 4     | 106                           | 100      | 7.9       | 37.6  | 54.5        | 92.1               |
|                       | 5     | 58                            | 100      | 10.2      | 36.7  | 53.1        | 89.8               |
|                       | 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                |
| Writing               |       |                               |          |           |       |             |                    |
| 2009                  | 3     | 131                           | 97       | 17.8      | 29.7  | 52.5        | 82.2               |
|                       | 4     | 108                           | 96.3     | 10.1      | 30.3  | 59.6        | 89.9               |
|                       | 5     | 113                           | 99.1     | 15.5      | 35    | 49.5        | 84.5               |
|                       | 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                |

Abbreviations for Missing Data

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