



## Forts Pond Elementary

7350 Fish Hatchery Road  
Pelion, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School  |              |
| <b>Enrollment</b>     | 493 Students           |              |
| <b>Principal</b>      | John W. Young          | 803-821-2500 |
| <b>Superintendent</b> | Dr. Karen C. Woodward  | 803-821-1000 |
| <b>Board Chair</b>    | G. Edwin Harmon, Ph.D. | 803-359-0844 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

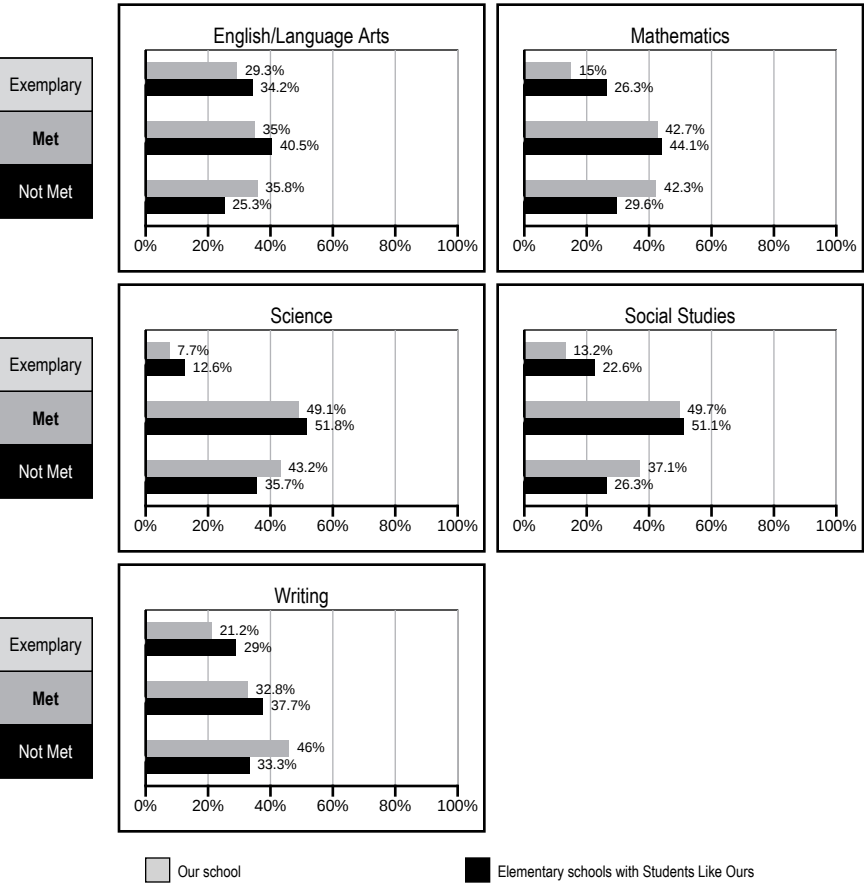
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1         | 17   | 86      | 9             | 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=493)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | N/R                   | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.8%       | N/A                   | 2.4%                                       | 1.9%                     |
| Attendance rate                                                              | 94.8%      | N/A                   | 96.2%                                      | 96.3%                    |
| Eligible for gifted and talented                                             | 6.4%       | N/A                   | 8.7%                                       | 10.0%                    |
| With disabilities other than speech                                          | 8.4%       | N/A                   | 9.2%                                       | 7.7%                     |
| Older than usual for grade                                                   | 0.2%       | N/A                   | 0.6%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.8%       | N/R                   | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=35)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 62.9%      | N/A                   | 60.5%                                      | 59.4%                    |
| Continuing contract teachers                                                 | 88.6%      | N/A                   | 82.7%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | N/A                   | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | N/A        | N/A                   | 87.2%                                      | 85.9%                    |
| Teacher attendance rate                                                      | 96.1%      | N/R                   | 95.0%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$45,957   | I/S                   | \$47,415                                   | \$47,149                 |
| Professional development days/teacher                                        | 9.4 days   | N/R                   | 11.6 days                                  | 11.1 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 1.0        | N/R                   | 5.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 16.3 to 1  | N/R                   | 19.0 to 1                                  | 18.8 to 1                |
| Prime instructional time                                                     | 89.6%      | N/R                   | 90.1%                                      | 90.4%                    |
| Opportunities in the arts                                                    | Good       | N/R                   | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | N/R                   | Yes                                        | Yes                      |
| Parents attending conferences                                                | 100.0%     | N/R                   | 100.0%                                     | 100.0%                   |
| Character development program                                                | Good       | N/R                   | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | N/A        | N/A                   | \$7,385                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | N/A        | N/A                   | 68.5%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | N/A        | N/A                   | 61.7%                                      | 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**

Forts Pond Elementary School opened its doors in August of 2008 to serve children and families in the Pelion and Edmund communities and surrounding areas of Lexington County. Most of our 515 students came to our school from Pelion Elementary School. Each of our classrooms is fully equipped with state-of-the-art technology, including SMART Board™ interactive whiteboards, audio enhancement, projectors and other appropriate devices. Our two computer labs accommodate up to 30 students each.

Our school's Title I Committee and School Improvement Council reviewed the 2006–2007 summary test results for students entering our school. Together, we began a Response to Intervention program to help address the needs of those students who were not performing on grade level according to their Measures of Academic Progress tests, PACT, VIP, Individual Student Reports and other assessment instruments.

To help address the individual needs of those students, we hired an Interventionist and an Interventionist's Assistant to work directly with them. In addition we used Title I funds to provide staff development for teachers, lower class size in kindergarten, and provide technology programs designed to help improve student performance. We also hired a Literacy Coach to work with our teachers to help them develop additional methods and strategies to work with students and address individual needs.

Our PTO actively supports the school through fundraising efforts. They also help us build a strong community for faculty, staff, parents and other community members. Events, such as our "Trunk or Treat" in October, which brought 300 community members to our school for fun, treats and games, provide us with opportunities to offer assistance to parents and families in need.

During 2008–2009, FPES received several grants designed to help us better serve our students, including a 21st Century After-School Grant of \$200,000-plus that provided after-school academic assistance for more than 85 students throughout the year. FPES was awarded a \$25,000 Planning Grant that enables us to work toward becoming an Inside Out Center for Learning so that we can provide for the medical, dental and emotional health needs of our students and their families. We will also focus on new and innovative ways to help children in all academic aspects, while partnering with local agencies and entities to provide for the additional needs of our families.

During the coming year, FPES will continue to address problems in the areas of academics, student attendance, and Positive Behavior and Intervention Support. We will add additional support and training for teachers, and work to encourage parent involvement.

We are very proud of our first year and look forward with enthusiasm as we continue to serve our wonderful students and families!

John W. Young, Principal  
 Stacie Dunn, SIC Chair

**Evaluations by Teachers, Students and Parents**

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 33       | 98        | 46       |
| Percent satisfied with learning environment            | 100.0%   | 89.8%     | 93.2%    |
| Percent satisfied with social and physical environment | 97.0%    | 87.8%     | 84.8%    |
| Percent satisfied with school-home relations           | 93.8%    | 86.7%     | 80.4%    |

\* 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 | YES |
|---------------------------------|-----|

This school met 15 out of 15 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  | 0.2%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 5.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 94.8%      | 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                 | 284 | 99.7 | 35.8 | 35   | 29.3 | 75.2 | 88.8 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 146 | 100  | 40.3 | 34.1 | 25.6 | 71.3 | 86.3 | 79.3 | N/A | N/A |
| Female                       | 138 | 99.3 | 30.8 | 35.9 | 33.3 | 79.5 | 91.4 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 245 | 99.6 | 34.4 | 34.9 | 30.7 | 75.8 | 90.3 | 89.5 | Yes | Yes |
| African American             | 21  | 100  | 56.3 | 25   | 18.8 | 62.5 | 77.7 | 73.7 | I/S | I/S |
| Asian/Pacific Islander       | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 95.4 | 92.3 | I/S | I/S |
| Hispanic                     | 11  | 100  | I/S  | I/S  | I/S  | I/S  | 81.9 | 76.5 | I/S | I/S |
| American Indian/Alaskan      | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 91.7 | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 40  | 100  | 80.6 | 13.9 | 5.6  | 33.3 | 54.1 | 52   | I/S | 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   | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | 82.1 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 192 | 99.5 | 38.1 | 35   | 26.9 | 73.1 | 79.9 | 75.5 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 284 | 99.3 | 42   | 42.9 | 15.1 | 68.2 | 85.7 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 146 | 99.3 | 39.8 | 45.3 | 14.8 | 71.1 | 85.1 | 77   | N/A | N/A |
| Female                       | 138 | 99.3 | 44.4 | 40.2 | 15.4 | 65   | 86.4 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 245 | 99.2 | 40.2 | 44.9 | 15   | 69.6 | 87.8 | 87.2 | Yes | Yes |
| African American             | 21  | 100  | 56.3 | 31.3 | 12.5 | 56.3 | 69.9 | 66.7 | I/S | I/S |
| Asian/Pacific Islander       | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 93.2 | 93   | I/S | I/S |
| Hispanic                     | 11  | 100  | I/S  | I/S  | I/S  | I/S  | 78.2 | 76   | I/S | I/S |
| American Indian/Alaskan      | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 85.4 | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 40  | 100  | N/AV | N/AV | N/AV | 36.1 | 53.2 | 45.5 | I/S | 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   | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | 80.7 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 192 | 99   | 45.3 | 41.5 | 13.2 | 65.4 | 74.2 | 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                 | 194                              | 99.5     | 42.9      | 49.4  | 7.7         | 57.1                         | 80                             | 67.5                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 103                              | 99       | 37.5      | 52.3  | 10.2        | 62.5                         | 80.3                           | 67                          |
| Female                       | 91                               | 100      | 48.8      | 46.3  | 5           | 51.3                         | 79.7                           | 68                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 167                              | 99.4     | 40.8      | 51    | 8.2         | 59.2                         | 82.7                           | 79.5                        |
| African American             | 14                               | 100      | N/AV      | N/AV  | N/AV        | 36.4                         | 58.8                           | 50.3                        |
| Asian/Pacific Islander       | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 89.9                           | 84.3                        |
| Hispanic                     | 7                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 72.4                           | 60.7                        |
| American Indian/Alaskan      | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 74.2                           | 71.2                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 30                               | 96.7     | N/AV      | N/AV  | N/AV        | 14.8                         | 46.6                           | 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   | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 73.7                           | 59.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals               | 130                              | 100      | 50.9      | 43.6  | 5.5         | 49.1                         | 65.2                           | 55.1                        |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 193 | 100  | 37.1 | 49.7 | 13.2 | 62.9 | 82.4 | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 93  | 100  | 41.5 | 43.9 | 14.6 | 58.5 | 82.3 | 71.5 |
| Female                       | 100 | 100  | 32.9 | 55.3 | 11.8 | 67.1 | 82.5 | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 165 | 100  | 37.5 | 51.4 | 11.1 | 62.5 | 83.8 | 80.7 |
| African American             | 14  | 100  | I/S  | I/S  | I/S  | I/S  | 71   | 60   |
| Asian/Pacific Islander       | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 92.2 | 88.5 |
| Hispanic                     | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | 76.1 | 68   |
| American Indian/Alaskan      | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 80.6 | 72.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 25  | 100  | N/AV | N/AV | N/AV | 42.9 | 55.6 | 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   | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 75.2 | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 129 | 100  | 39.6 | 50   | 10.4 | 60.4 | 70.2 | 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 |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| <b>Writing</b>               |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students                 | 287                              | 99.3     | 45.6      | 33.1  | 21.4        | 54.4                         | 77.3                           | 70.2                        | 94.8                      | 96.1                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                         | 148                              | 99.3     | 53.8      | 33.1  | 13.1        | 46.2                         | 71.1                           | 63.2                        | 94.8                      | 96.1                        |
| Female                       | 139                              | 99.3     | 36.4      | 33.1  | 30.5        | 63.6                         | 83.8                           | 77.5                        | 94.8                      | 96.2                        |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                        | 246                              | 99.2     | 43.3      | 34.6  | 22.1        | 56.7                         | 79.7                           | 79.1                        | 94.9                      | 96.1                        |
| African American             | 21                               | 100      | 68.8      | 12.5  | 18.8        | 31.3                         | 61                             | 57.6                        | 94.9                      | 96.3                        |
| Asian/Pacific Islander       | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 88.6                           | 86.2                        | 95.8                      | 97.4                        |
| Hispanic                     | 13                               | 100      | I/S       | I/S   | I/S         | I/S                          | 64.5                           | 62.6                        | 94.6                      | 95.9                        |
| American Indian/Alaskan      | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 77.6                           | 68.7                        | 92.4                      | 95                          |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                     | 44                               | 100      | 87.8      | 9.8   | 2.4         | 12.2                         | 34.3                           | 26.1                        | 93.4                      | 95.1                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 54.7                        | N/A                       | 98.6                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient   | 11                               | 100      | I/S       | I/S   | I/S         | I/S                          | 64.7                           | 61.2                        | 96.2                      | 96.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals             | 196                              | 99       | 51.5      | 29.4  | 19          | 48.5                         | 62                             | 58.9                        | 94.3                      | 94.9                        |

Abbreviations for Missing Data

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

PASS Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts |       |                               |          |           |       |             |                    |
| 2009                  | 3     | 84                            | 100      | 39.2      | 27    | 33.8        | 60.8               |
|                       | 4     | 104                           | 100      | 37.8      | 33.3  | 28.9        | 62.2               |
|                       | 5     | 96                            | 99       | 30.5      | 43.9  | 25.6        | 69.5               |
|                       | 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                |
| Mathematics           |       |                               |          |           |       |             |                    |
| 2009                  | 3     | 84                            | 98.8     | 41.1      | 41.1  | 17.8        | 58.9               |
|                       | 4     | 104                           | 100      | 40        | 43.3  | 16.7        | 60                 |
|                       | 5     | 96                            | 99       | 45.1      | 43.9  | 11          | 54.9               |
|                       | 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     | 41                            | 97.6     | 47.2      | 41.7  | 11.1        | 52.8               |
|                       | 4     | 104                           | 100      | 42.2      | 51.1  | 6.7         | 57.8               |
|                       | 5     | 49                            | 100      | 40.5      | 52.4  | 7.1         | 59.5               |
|                       | 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                |
| Social Studies        |       |                               |          |           |       |             |                    |
| 2009                  | 3     | 43                            | 100      | 43.2      | 45.9  | 10.8        | 56.8               |
|                       | 4     | 104                           | 100      | 27.8      | 55.6  | 16.7        | 72.2               |
|                       | 5     | 46                            | 100      | 52.5      | 40    | 7.5         | 47.5               |
|                       | 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     | 84                            | 100      | 44.6      | 24.3  | 31.1        | 55.4               |
|                       | 4     | 103                           | 99       | 41.8      | 41.8  | 16.5        | 58.2               |
|                       | 5     | 100                           | 99       | 50.6      | 31.3  | 18.1        | 49.4               |
|                       | 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