

## R Earle Davis Elementary

2305 Frink Street  
Cayce, South Carolina

|                       |                          |              |
|-----------------------|--------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School   |              |
| <b>Enrollment</b>     | 432 Students             |              |
| <b>Principal</b>      | Jesse Washington, III    | 803-739-4080 |
| <b>Superintendent</b> | Venus J. Holland, Ed. D. | 803-739-8399 |
| <b>Board Chair</b>    | Rick Shull               | 803-796-9172 |

# 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>Below Average</b> |
| 2008        | Below Average   | At-Risk              |
| 2007        | Below Average   | At-Risk              |
| 2006        | Average         | Below Average        |
| 2005        | Average         | At-Risk              |

## 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

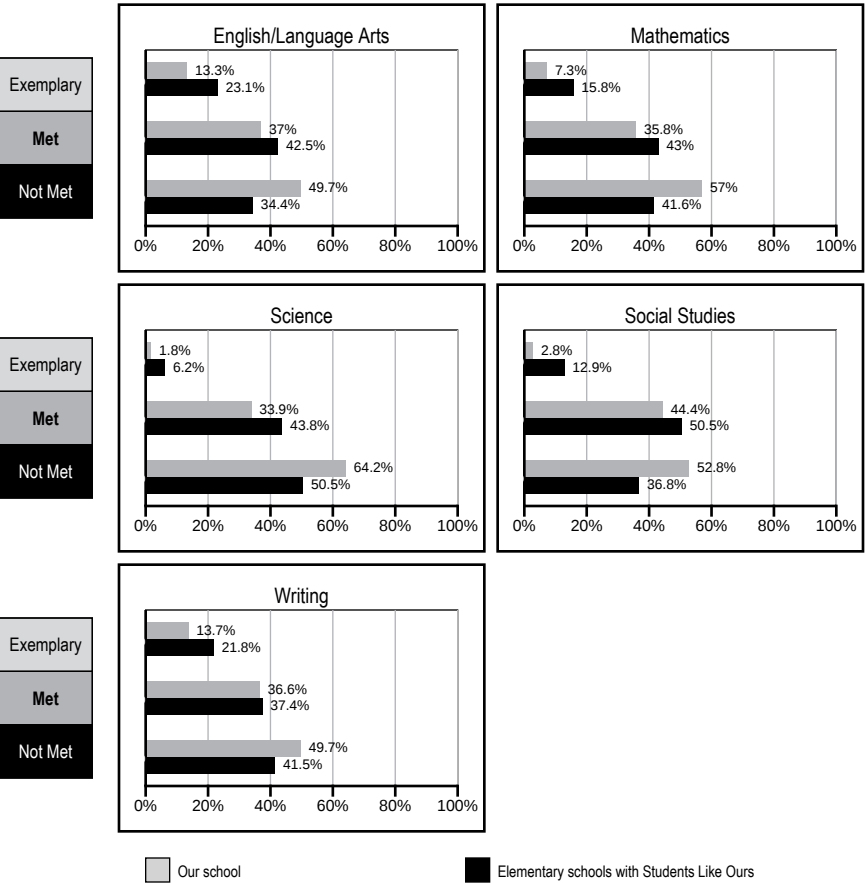
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1         | 3    | 86      | 64            | 27      |

\* 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=432)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 1.6%       | Down from 1.8%        | 2.7%                                       | 1.9%                     |
| Attendance rate                                                              | 96.0%      | Up from 95.9%         | 96.0%                                      | 96.3%                    |
| Eligible for gifted and talented                                             | 2.6%       | Down from 4.6%        | 3.7%                                       | 10.0%                    |
| With disabilities other than speech                                          | 12.6%      | Up from 11.0%         | 7.5%                                       | 7.7%                     |
| Older than usual for grade                                                   | 1.2%       | Up from 0.0%          | 1.1%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | Down from 1.0%        | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=33)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 66.7%      | Up from 60.6%         | 57.1%                                      | 59.4%                    |
| Continuing contract teachers                                                 | 87.9%      | Up from 78.8%         | 72.7%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 88.2%      | Up from 86.8%         | 82.9%                                      | 85.9%                    |
| Teacher attendance rate                                                      | 95.1%      | Up from 94.8%         | 95.2%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$51,565   | Up 4.7%               | \$45,590                                   | \$47,149                 |
| Professional development days/teacher                                        | 10.4 days  | Down from 26.4 days   | 11.0 days                                  | 11.1 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 1.0        | Down from 2.0         | 3.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 18.8 to 1  | Down from 18.9 to 1   | 16.8 to 1                                  | 18.8 to 1                |
| Prime instructional time                                                     | 90.1%      | Up from 89.6%         | 90.1%                                      | 90.4%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 99.5%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$7,681    | Up 5.1%               | \$8,536                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 73.2%      | Down from 73.7%       | 68.4%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 71.3%      | Up from 70.9%         | 62.1%                                      | 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

Davis Elementary School for Technology completed a very successful school year by providing a quality education to 387 students in child development to fifth grade. Our school motto, "Making a difference in the lives of children" became a reality at Davis this year as we journeyed toward becoming a professional learning community. Our school district's focus on vocabulary allowed us to infuse writing into all subject areas. This concentration on writing was extremely valuable as we focused on the state's newly adopted standardized test, PASS. We maintained our technology integration by adding a multi-media dimension to our parent center. We continued to implement data-driven instruction through our school RESULTS focus, and continuous improvement of instruction to increase the proficiency of all students. The use of Measures of Academic Progress (MAP) data has been instrumental in addressing the specific needs of our students and charting the growth of our second through fifth grade students. We continued to implement a morning Students and Technology Achieving Results (STAR) program to accelerate the learning of students in reading and mathematics based on MAP data. Our Read 120 room focused on the needs of our first graders in literacy. Our students demonstrated tremendous growth in reading fluency and reading for meaning.

Trinity Baptist Church continued their adoption our school this year. Through this partnership, Trinity has supplied Davis with school supplies for our students. Twelve members of Trinity Baptist Church served as mentors for our students at Davis.

We had one instructional coach on staff this year. Our literacy coach worked with our teachers on the implementation of best practices through focus meetings, modeling, and by conducting a professional book study. She facilitated many staff development opportunities for our teachers. We also were fortunate enough to have an academic interventionist to work with our students this year. The interventionist worked specifically with students to enhance reading and math skills in small group settings.

Our world class celebrations would not be complete without special recognition for the support and dedication from our faculty, staff, students, parents, and community. Four students were selected for Southeastern American Choral Directors Association Children's Honor Choir. Our PTO and SIC continued to be an integral part of our school by supporting the implementation of the Dragon R.O.A.R., our school wide behavior and academic expectations. Thank you for your sharing your support as we continue to strive toward excellence here at Davis.

Jesse Washington III, Ph.D.  
Principal

Deborah Farmer  
SIC Chair

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 20       | 0         | 0        |
| Percent satisfied with learning environment            | 78.9%    | FORMS     | FORMS    |
| Percent satisfied with social and physical environment | 80.0%    | LOST IN   | LOST IN  |
| Percent satisfied with school-home relations           | 70.0%    | SHIPMENT  | SHIPMENT |

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 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

CSI

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  | 0.0%         | 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                         | 96.0%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

**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                 | 186 | 100  | 49.7 | 37   | 13.3 | 70.3 | 82.1 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 99  | 100  | 57.6 | 36.5 | 5.9  | 61.2 | 77.5 | 79.3 | N/A | N/A |
| Female                       | 87  | 100  | 41.3 | 37.5 | 21.3 | 80   | 86.7 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 23  | 100  | 35   | 50   | 15   | 70   | 89   | 89.5 | I/S | I/S |
| African American             | 154 | 100  | 52.2 | 35.5 | 12.3 | 70.3 | 72.4 | 73.7 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 93.9 | 92.3 | I/S | I/S |
| Hispanic                     | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | 72.7 | 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                     | 51  | 100  | 88.4 | 9.3  | 2.3  | 32.6 | 49.7 | 52   | No  | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 66.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 6   | I/S  | I/S  | I/S  | I/S  | I/S  | 69.5 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 152 | 100  | 54.1 | 32.6 | 13.3 | 66.7 | 74.7 | 75.5 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 186 | 100  | 57   | 35.8 | 7.3  | 58.8 | 79   | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 99  | 100  | 58.8 | 35.3 | 5.9  | 55.3 | 76.5 | 77   | N/A | N/A |
| Female                       | 87  | 100  | 55   | 36.3 | 8.8  | 62.5 | 81.4 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 23  | 100  | 45   | 45   | 10   | 75   | 86.8 | 87.2 | I/S | I/S |
| African American             | 154 | 100  | 60.1 | 34.1 | 5.8  | 55.8 | 66.4 | 66.7 | No  | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 97   | 93   | I/S | I/S |
| Hispanic                     | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | 75.3 | 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                     | 51  | 100  | N/AV | N/AV | N/AV | 32.6 | 44.7 | 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   | 6   | I/S  | I/S  | I/S  | I/S  | I/S  | 72.4 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 152 | 100  | 57.8 | 37   | 5.2  | 57.8 | 71.3 | 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                 | 124                              | 98.4     | 63.6      | 34.6  | 1.9         | 36.4                         | 68                             | 67.5                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 63                               | 98.4     | 65.4      | 32.7  | 1.9         | 34.6                         | 66.4                           | 67                          |
| Female                       | 61                               | 98.4     | 61.8      | 36.4  | 1.8         | 38.2                         | 69.7                           | 68                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 15                               | 93.3     | N/AV      | N/AV  | N/AV        | 46.2                         | 79.7                           | 79.5                        |
| African American             | 104                              | 99       | 66.7      | 32.2  | 1.1         | 33.3                         | 49.8                           | 50.3                        |
| Asian/Pacific Islander       | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 75                             | 84.3                        |
| Hispanic                     | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 59.3                           | 60.7                        |
| American Indian/Alaskan      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 71.2                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 34                               | 94.1     | N/AV      | N/AV  | N/AV        | 7.1                          | 37.1                           | 35.6                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |
| Migrant                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 46.1                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient   | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 55.8                           | 59.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals               | 100                              | 99       | 67        | 30.7  | 2.3         | 33                           | 56.3                           | 55.1                        |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 122 | 94.3 | 50.5 | 46.6 | 2.9  | 49.5 | 73.2 | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 68  | 91.2 | 44.4 | 51.9 | 3.7  | 55.6 | 70.7 | 71.5 |
| Female                       | 54  | 98.2 | 57.1 | 40.8 | 2    | 42.9 | 75.7 | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 16  | 87.5 | N/AV | N/AV | N/AV | 58.3 | 80.5 | 80.7 |
| African American             | 99  | 95   | 53.5 | 44.2 | 2.3  | 46.5 | 61.6 | 60   |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 84.2 | 88.5 |
| Hispanic                     | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 69.6 | 68   |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 72.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 34  | 79.4 | N/AV | N/AV | N/AV | 40.9 | 41.2 | 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   | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 67.9 | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 104 | 93.3 | 50.6 | 47.1 | 2.3  | 49.4 | 65.2 | 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 |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 191                              | 95.3     | 47        | 38.6  | 14.5        | 53                           | 68.3                           | 70.2                        | 96                        | 95.8                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 101                              | 96       | 65.5      | 24.1  | 10.3        | 34.5                         | 59.9                           | 63.2                        | 95.8                      | 95.8                        |
| Female                     | 90                               | 94.4     | 26.6      | 54.4  | 19          | 73.4                         | 76.8                           | 77.5                        | 96.3                      | 95.9                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 23                               | 95.7     | 71.4      | 19    | 9.5         | 28.6                         | 76.1                           | 79.1                        | 94.7                      | 95.6                        |
| African American           | 159                              | 96.2     | 44.3      | 40.7  | 15          | 55.7                         | 56.1                           | 57.6                        | 96.4                      | 96                          |
| Asian/Pacific Islander     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 90.9                           | 86.2                        | N/A                       | 96.5                        |
| Hispanic                   | 9                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 62.8                           | 62.6                        | 94.9                      | 96.1                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 68.7                        | 94.4                      | 95.6                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 50                               | 86       | N/AV      | N/AV  | N/AV        | 10.8                         | 23                             | 26.1                        | 95.2                      | 95.2                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 54.7                        | N/A                       | 97.2                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 7                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 59.2                           | 61.2                        | 94.9                      | 96.2                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 152                              | 95.4     | 48.9      | 37.2  | 13.9        | 51.1                         | 58.8                           | 58.9                        | 95.8                      | 95.4                        |

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     | 67                               | 100      | 53.2      | 33.9  | 12.9        | 46.8                  |
|                       | 4     | 60                               | 100      | 46.2      | 36.5  | 17.3        | 53.8                  |
|                       | 5     | 59                               | 100      | 49        | 41.2  | 9.8         | 51                    |
|                       | 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     | 67                               | 100      | 69.4      | 24.2  | 6.5         | 30.6                  |
|                       | 4     | 60                               | 100      | 42.3      | 48.1  | 9.6         | 57.7                  |
|                       | 5     | 59                               | 100      | 56.9      | 37.3  | 5.9         | 43.1                  |
|                       | 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                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 34                               | 100      | 73.3      | 20    | 6.7         | 26.7                  |
|                       | 4     | 60                               | 100      | N/AV      | N/AV  | N/AV        | 42.3                  |
|                       | 5     | 30                               | 93.3     | N/AV      | N/AV  | N/AV        | 36                    |
|                       | 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     | 33                               | 100      | 50        | 43.8  | 6.3         | 50                    |
|                       | 4     | 60                               | 88.3     | N/AV      | N/AV  | N/AV        | 51.1                  |
|                       | 5     | 29                               | 100      | 54.2      | 41.7  | 4.2         | 45.8                  |
|                       | 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     | 70                               | 87.1     | 59.6      | 26.3  | 14          | 40.4                  |
|                       | 4     | 64                               | 100      | 38.6      | 47.4  | 14          | 61.4                  |
|                       | 5     | 57                               | 100      | 42.3      | 42.3  | 15.4        | 57.7                  |
|                       | 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