



## Gallman Elementary

255 Hawkins Rd  
Newberry, SC 29108

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 462 Students           |              |
| <b>Principal</b>      | Cathryn H. Hartzog     | 803-321-2655 |
| <b>Superintendent</b> | Mr. Bennie Bennett     | 803-321-2600 |
| <b>Board Chair</b>    | Mr. Don Saylor         | 803-276-9765 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## DEFINITIONS OF SCHOOL RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE GOAL

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

## SOUTH CAROLINA PERFORMANCE VISION

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

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

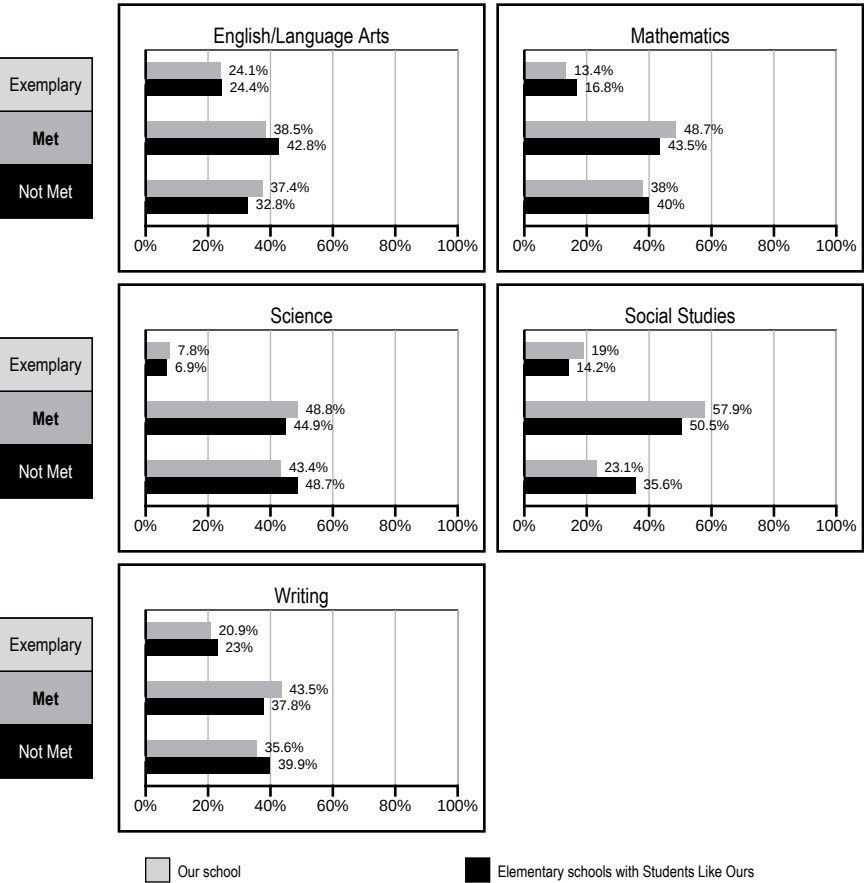
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 1         | 5    | 94      | 59            | 20      |

\* 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=462)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 98.5%      | Up from 96.4%         | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 5.4%       | Down from 5.8%        | 2.5%                                       | 1.9%                     |
| Attendance rate                                                              | 95.9%      | Down from 96.1%       | 96.0%                                      | 96.3%                    |
| Eligible for gifted and talented                                             | 3.6%       | Down from 6.5%        | 4.1%                                       | 10.0%                    |
| With disabilities other than speech                                          | 7.5%       | Down from 7.9%        | 8.3%                                       | 7.7%                     |
| Older than usual for grade                                                   | 2.5%       | Down from 2.8%        | 1.0%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=34)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 73.5%      | Up from 66.7%         | 56.5%                                      | 59.4%                    |
| Continuing contract teachers                                                 | 70.6%      | Up from 66.7%         | 73.5%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 81.7%      | Down from 83.0%       | 83.1%                                      | 85.9%                    |
| Teacher attendance rate                                                      | 95.3%      | Up from 94.2%         | 95.1%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$44,400   | Up 2.2%               | \$45,590                                   | \$47,149                 |
| Professional development days/teacher                                        | 22.3 days  | Up from 18.2 days     | 11.0 days                                  | 11.1 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 12.0       | Up from 11.0          | 3.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 17.9 to 1  | Down from 19.4 to 1   | 17.3 to 1                                  | 18.8 to 1                |
| Prime instructional time                                                     | 89.7%      | Down from 90.2%       | 90.1%                                      | 90.4%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 98.2%      | Down from 98.8%       | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | No Change             | Good                                       | Excellent                |
| Dollars spent per pupil**                                                    | \$7,475    | Down 3.2%             | \$8,355                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 74.4%      | Down from 78.1%       | 68.5%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 72.3%      | Up from 71.5%         | 62.0%                                      | 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

Gallman Elementary continues "Leaping into Learning" as we complete the fifth year at this location. The staff, parents and community continue to work together to provide quality educational opportunities for all our students. Students have thrived in our warm caring environment and have reached out to others through activities supported by the school such as, Adopt -A-Family, Pennies for Patients, Jump Rope for Heart, Math-a-thon, our on-going Gardening project and our extensive recycling programs. Student support and donations continue to surpass our expectations, which reinforce our spirit of giving and caring for others. This year with the distressing economic conditions, our school's giving surpassed the previous year.

As we began the 2008-09 school year, our School Leadership Team met to analyze all current data and surveys on our students and our school. The analysis of this data which was share with our School Improvement Council (SIC), teachers and parents was very encouraging as we continued to show school-wide improvement across most subject areas. In order to help us follow our students progress, we developed a Data Board. It will help us monitor MAP scores each nine weeks in order to adjust our student's grouping in areas of weakness. Gallman teachers have been offered many opportunities to expand their knowledge and expertise through attendance at workshops, working with site-based consultants, taking technology training and by pursuing advanced degrees. The district is providing professional development through Phil Schlechty's Working on the Work for all staff members over several years. As a school, we offered a graduate level course to our teachers on student assessment. Again this year one of our teachers was named the Teacher of the Year for the School District of Newberry County for 2009. Later she was named one of the five finalists for the South Carolina Teacher of the Year.

Several school-wide programs and activities are being used to promote achievement and encourage students to exemplify good habits, such as an Awards/Celebration Day held each nine weeks and Brag Tags which are sent home to parents to recognize positive accomplishments. Many parenting events such as lunch with grandparents, Moms and Dads, Hispanic Parent workshop and Family Science Night and Cinco de Mayo were held. Our PTO organization continues to provide outstanding assistance and incentives to the students, teachers and the school. Through their fundraising efforts this year, we now have a large message sign in front of the school.

The highlights of our year include, a 21st Century After-School program, the purchasing of more SmartBoards, receiving a Newberry County Memorial Hospital Healthy Hearts grant, PTO Fall Festival and selection of a fifth grade student as the State Superintendent's Writing Award winner from the District of Newberry County. In addition, our school was awarded a Family Connection of South Carolina grant.

Learning at high levels in a safe nurturing environment with the support of families and the community continues to be our focus at Gallman Elementary School.

Cathie Hartzog, Principal

Katrina Minick, SIC Chairman

## Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 31       | 67        | 29       |
| Percent satisfied with learning environment            | 96.8%    | 88.1%     | 82.8%    |
| Percent satisfied with social and physical environment | 100.0%   | 85.1%     | 89.3%    |
| Percent satisfied with school-home relations           | 66.7%    | 85.1%     | 89.7%    |

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

## Abbreviations for Missing Data

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

No Child Left Behind

|                                 |     |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 19 out of 19 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  | 0.0%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 1.4%         | 5.8%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.9%      | 94.0%*          | Yes                 |

\* Or greater than last year

**PASS Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 213 | 100  | 38.7 | 37.7 | 23.6 | 74.3 | 77.5 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 118 | 100  | 45.2 | 35.6 | 19.2 | 66.3 | 72.1 | 79.3 | N/A | N/A |
| Female                       | 95  | 100  | 31   | 40.2 | 28.7 | 83.9 | 83.5 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 44  | 100  | 27   | 29.7 | 43.2 | 75.7 | 86.4 | 89.5 | I/S | Yes |
| African American             | 127 | 100  | 46.6 | 35.3 | 18.1 | 71.6 | 68   | 73.7 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 92.3 | I/S | I/S |
| Hispanic                     | 42  | 100  | 26.3 | 52.6 | 21.1 | 81.6 | 70.7 | 76.5 | Yes | Yes |
| 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                     | 41  | 100  | 79.4 | 8.8  | 11.8 | 29.4 | 45.1 | 52   | I/S | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 66.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 38  | 100  | 28.6 | 54.3 | 17.1 | 80   | 68.3 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 183 | 100  | 41.7 | 39.3 | 19   | 73.6 | 70.8 | 75.5 | Yes | Yes |

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

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 213 | 100  | 39.3 | 47.6 | 13.1 | 70.2 | 73.8 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 118 | 100  | 43.3 | 43.3 | 13.5 | 64.4 | 71.6 | 77   | N/A | N/A |
| Female                       | 95  | 100  | 34.5 | 52.9 | 12.6 | 77   | 76.1 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 44  | 100  | 24.3 | 37.8 | 37.8 | 78.4 | 84.1 | 87.2 | I/S | Yes |
| African American             | 127 | 100  | 47.4 | 47.4 | 5.2  | 62.1 | 60.6 | 66.7 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 93   | I/S | I/S |
| Hispanic                     | 42  | 100  | 28.9 | 57.9 | 13.2 | 86.8 | 75.6 | 76   | I/S | Yes |
| 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                     | 41  | 100  | 76.5 | 17.6 | 5.9  | 26.5 | 40.8 | 45.5 | I/S | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 75.7 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 38  | 100  | 31.4 | 60   | 8.6  | 85.7 | 73.4 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 183 | 100  | 42.9 | 47.2 | 9.8  | 68.1 | 65.3 | 70.2 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

**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                 | 143                              | 99.3     | 45.1      | 47.4  | 7.5         | 54.9                         | 60.1                           | 67.5                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 75                               | 100      | 52.2      | 37.7  | 10.1        | 47.8                         | 59.9                           | 67                          |
| Female                       | 68                               | 98.5     | 37.5      | 57.8  | 4.7         | 62.5                         | 60.4                           | 68                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 35                               | 100      | 29        | 51.6  | 19.4        | 71                           | 73.3                           | 79.5                        |
| African American             | 86                               | 98.8     | 52.5      | 43.8  | 3.8         | 47.5                         | 43.8                           | 50.3                        |
| Asian/Pacific Islander       | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 84.3                        |
| Hispanic                     | 22                               | 100      | 40.9      | 54.5  | 4.5         | 59.1                         | 55.8                           | 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                     | 29                               | 100      | 80.8      | 15.4  | 3.8         | 19.2                         | 26                             | 35.6                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |
| Migrant                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 46.1                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient   | 21                               | 100      | N/AV      | N/AV  | N/AV        | 57.1                         | 54.5                           | 59.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals               | 121                              | 99.2     | 48.6      | 46.8  | 4.5         | 51.4                         | 48.4                           | 55.1                        |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 141 | 98.6 | 25   | 56.5 | 18.5 | 75   | 63.6 | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 80  | 98.8 | 33.3 | 46.4 | 20.3 | 66.7 | 59.3 | 71.5 |
| Female                       | 61  | 98.4 | 14.5 | 69.1 | 16.4 | 85.5 | 68.2 | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 27  | 96.3 | 8.7  | 43.5 | 47.8 | 91.3 | 74   | 80.7 |
| African American             | 84  | 98.8 | 29.3 | 61.3 | 9.3  | 70.7 | 50.8 | 60   |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 88.5 |
| Hispanic                     | 30  | 100  | 26.9 | 53.8 | 19.2 | 73.1 | 65.2 | 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                     | 25  | 92   | 75   | 20   | 5    | 25   | 33.7 | 43.5 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 50.7 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | 26  | 100  | 30.4 | 56.5 | 13   | 69.6 | 62.6 | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 119 | 98.3 | 26.9 | 58.7 | 14.4 | 73.1 | 54.3 | 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                 | 210                              | 97.6     | 35.6      | 43.5  | 20.9        | 64.4                         | 62.6                           | 70.2                        | 95.9                      | 95.8                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                         | 114                              | 96.5     | 47.5      | 39.6  | 12.9        | 52.5                         | 52.4                           | 63.2                        | 95.8                      | 95.6                        |
| Female                       | 96                               | 99       | 22.2      | 47.8  | 30          | 77.8                         | 73.6                           | 77.5                        | 96.1                      | 96                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                        | 41                               | 95.1     | 20        | 45.7  | 34.3        | 80                           | 73.8                           | 79.1                        | 95.2                      | 95.7                        |
| African American             | 127                              | 97.6     | 43.6      | 40.2  | 16.2        | 56.4                         | 48.8                           | 57.6                        | 96.1                      | 95.8                        |
| Asian/Pacific Islander       | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 86.2                        | 96.1                      | 97                          |
| Hispanic                     | 42                               | 100      | 25.6      | 51.3  | 23.1        | 74.4                         | 61.8                           | 62.6                        | 96.2                      | 95.7                        |
| American Indian/Alaskan      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 68.7                        | N/A                       | 94.7                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                     | 33                               | 90.9     | 73.1      | 19.2  | 7.7         | 26.9                         | 20.1                           | 26.1                        | 94.1                      | 94.5                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 54.7                        | N/A                       | 98.6                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient   | 36                               | 100      | 27.8      | 52.8  | 19.4        | 72.2                         | 59.7                           | 61.2                        | 96.9                      | 95.9                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals             | 176                              | 99.4     | 39        | 43.9  | 17.1        | 61                           | 52                             | 58.9                        | 95.9                      | 95.3                        |

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      | 40.7      | 33.9  | 25.4        | 59.3                  |
|                       | 4     | 68                               | 100      | 42.9      | 36.5  | 20.6        | 57.1                  |
|                       | 5     | 78                               | 100      | 33.3      | 42    | 24.6        | 66.7                  |
|                       | 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                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 67                               | 100      | 39        | 45.8  | 15.3        | 61                    |
|                       | 4     | 68                               | 100      | 33.3      | 52.4  | 14.3        | 66.7                  |
|                       | 5     | 78                               | 100      | 44.9      | 44.9  | 10.1        | 55.1                  |
|                       | 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     | 33                               | 100      | 58.1      | 32.3  | 9.7         | 41.9                  |
|                       | 4     | 68                               | 100      | 33.3      | 57.1  | 9.5         | 66.7                  |
|                       | 5     | 42                               | 97.6     | 53.8      | 43.6  | 2.6         | 46.2                  |
|                       | 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                   |
| Social Studies        |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 34                               | 100      | 21.4      | 64.3  | 14.3        | 78.6                  |
|                       | 4     | 68                               | 100      | 23.8      | 54    | 22.2        | 76.2                  |
|                       | 5     | 39                               | 94.9     | 30.3      | 54.5  | 15.2        | 69.7                  |
|                       | 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                   |
| Writing               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 66                               | 100      | 41.7      | 31.7  | 26.7        | 58.3                  |
|                       | 4     | 67                               | 100      | 34.4      | 50    | 15.6        | 65.6                  |
|                       | 5     | 77                               | 93.5     | 31.3      | 47.8  | 20.9        | 68.7                  |
|                       | 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