

## LA FRANCE ELEMENTARY

550 Williams Street  
Pendleton, SC 29670

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-6 Elementary School |              |
| <b>Enrollment</b>     | 462 Students           |              |
| <b>Principal</b>      | Hope Atyeo             | 864-403-2300 |
| <b>Superintendent</b> | Dr. Lee D'Andrea       | 864-403-2000 |
| <b>Board Chair</b>    | Dr. Marty Williams     | 864-403-2000 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2010</b> | <b>Good</b>     | <b>Average</b> |
| 2009        | Good            | Average        |
| 2008        | Average         | Below Average  |
| 2007        | Good            | At-Risk        |
| 2006        | Good            | Good           |

## 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

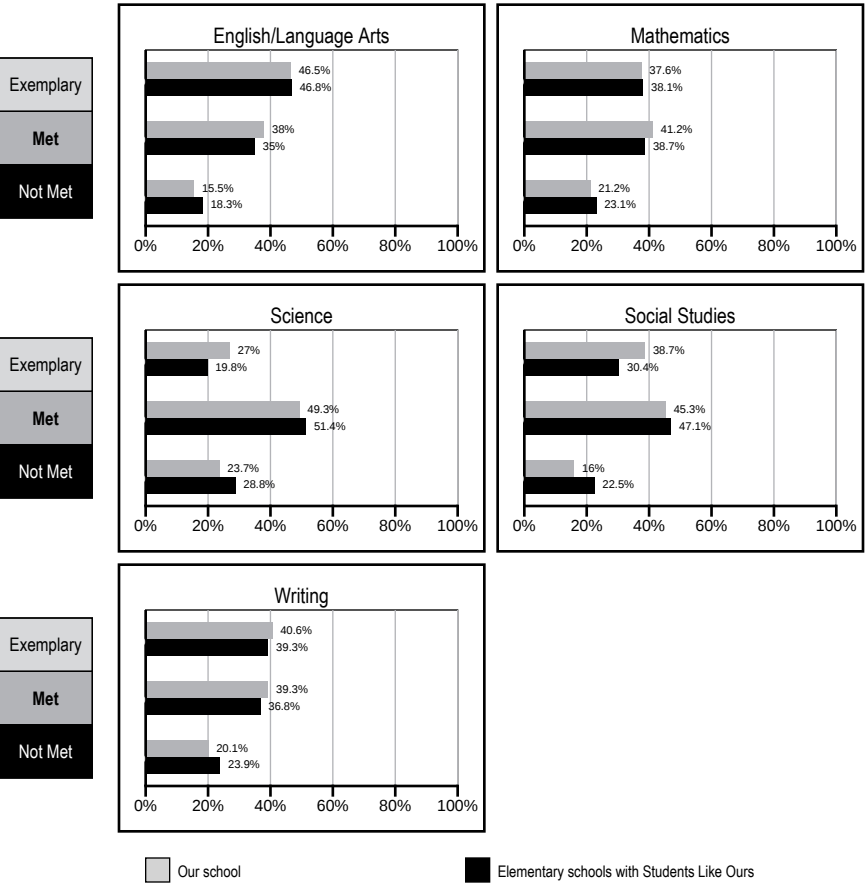
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 17        | 36   | 32      | 0             | 0       |

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |                                                                                                       |
|-----------|-------------------------------------------------------------------------------------------------------|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.                                                 |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

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

School Profile

|                                                                              | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| Students (n=462)                                                             |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 1.4%       | Down from 2.5%        | 1.3%                                       | 1.2%                     |
| Attendance rate                                                              | 99.9%      | Up from 96.3%         | 96.1%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 14.6%      | Up from 14.1%         | 15.6%                                      | 11.7%                    |
| With disabilities other than speech                                          | 8.7%       | Down from 9.2%        | 8.1%                                       | 8.0%                     |
| Older than usual for grade                                                   | 0.0%       | Down from 0.3%        | 0.3%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers (n=33)                                                              |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 63.6%      | Up from 54.3%         | 60.0%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 90.9%      | Up from 85.7%         | 87.5%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 91.2%      | Up from 86.4%         | 88.1%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 96.1%      | Up from 95.0%         | 95.5%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$48,129   | Up 7.5%               | \$48,007                                   | \$47,288                 |
| Professional development days/teacher                                        | 9.8 days   | Down from 10.6 days   | 10.4 days                                  | 10.5 days                |
| School                                                                       |            |                       |                                            |                          |
| Principal's years at school                                                  | 4.5        | Up from 3.5           | 5.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 16.9 to 1  | Down from 20.6 to 1   | 20.2 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 95.8%      | Up from 91.0%         | 90.6%                                      | 90.8%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 83.4%      | Down from 100.0%      | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$8,393    | Up 13.2%              | \$6,883                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 67.1%      | Down from 70.7%       | 69.1%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 61.8%      | Down from 62.0%       | 66.0%                                      | 65.1%                    |

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

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

Report of Principal and School Improvement Council

The 2009-2010 school year was an exceptional year filled with opportunities, accomplishments, and program excellence. Efforts by our students, parents, School Improvement Council (SIC), and Parent Teacher Organization (PTO), combined with our faculty and staff's initiative and vision, produced significant results in many areas. At the top of the list included meeting Adequate Yearly Progress (AYP) as well as earning a Palmetto Silver Award for producing high rates of growth and substantial progress in closing achievement gaps between groups of students

Our story begins with great progress being made for having every child read on grade level by the end of this school year. Supporting this goal included data analysis and flexible instruction based on individual student MAP (Measures of Academic Progress) scores for students in kindergarten through sixth grades. In addition, Title I funds afforded the continuation of our reading specialist positions as well as aided in lowering class sizes in grades one through six. And our schoolwide mentoring program, We Are Family, ensured each child had a special person to connect with throughout the year.

Other highlights included incorporating a Response to Intervention district plan, providing the interventions needed to close the achievement gap, enhancement of our Accelerated Reader program by offering incentives suggested by our students for goal attainment, and integration of the arts into the regular classroom activities. And, finally, professional development for teachers took center stage as teachers created personal instructional maps and an online district curriculum. The result is directly improving the instruction delivered daily and ensuring that our students receive a quality education.

Our expectations remain high for student growth. Our goal to challenge all students each day remains foremost. Together, with volunteers, PTO, SIC, and business partnerships, students are being well-prepared for the 21st century. At La France Elementary School, Learning Equals Success!

Hope Morgan Atyeo  
Principal

Amy Rawls  
SIC Chairperson

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 35       | 69        | 15       |
| Percent satisfied with learning environment            | 94.3%    | 75.4%     | 86.7%    |
| Percent satisfied with social and physical environment | 91.4%    | 81.2%     | 86.7%    |
| Percent satisfied with school-home relations           | 91.4%    | 85.5%     | 80.0%    |

\* 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 21 out of 21 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%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 5.6%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 99.9%      | 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                 | 264 | 100 | 14.8 | 36.3 | 48.8 | 92.6 | 88.8 | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 132 | 100 | 18.3 | 34.1 | 47.6 | 88.9 | 87   | 80.1 | N/A | N/A |
| Female                       | 132 | 100 | 11.5 | 38.5 | 50   | 96.2 | 90.8 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 193 | 100 | 9.7  | 32.8 | 57.5 | 93.5 | 92.2 | 89.6 | Yes | Yes |
| African American             | 64  | 100 | 26.6 | 48.4 | 25   | 90.6 | 77.4 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 4   | I/S | I/S  | I/S  | I/S  | I/S  | 80   | 92.7 | I/S | I/S |
| Hispanic                     | 3   | I/S | I/S  | I/S  | I/S  | I/S  | 77.8 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 41  | 100 | 32.5 | 22.5 | 45   | 72.5 | 63   | 51.7 | Yes | Yes |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 69.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 4   | I/S | I/S  | I/S  | I/S  | I/S  | 58.3 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 155 | 100 | 18.4 | 43.5 | 38.1 | 91.8 | 85.1 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 264 | 100 | 20.3 | 41   | 38.7 | 88.7 | 87.5 | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 132 | 100 | 23   | 37.3 | 39.7 | 84.9 | 86.4 | 78.4 | N/A | N/A |
| Female                       | 132 | 100 | 17.7 | 44.6 | 37.7 | 92.3 | 88.6 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 193 | 100 | 17.7 | 37.1 | 45.2 | 90.3 | 89.6 | 87.8 | Yes | Yes |
| African American             | 64  | 100 | 28.1 | 51.6 | 20.3 | 84.4 | 80.5 | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 4   | I/S | I/S  | I/S  | I/S  | I/S  | 93.3 | 93.5 | I/S | I/S |
| Hispanic                     | 3   | I/S | I/S  | I/S  | I/S  | I/S  | 66.7 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 41  | 100 | 37.5 | 32.5 | 30   | 72.5 | 62.2 | 46.1 | Yes | Yes |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 4   | I/S | I/S  | I/S  | I/S  | I/S  | 58.3 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 155 | 100 | 26.5 | 45.6 | 27.9 | 85   | 82.5 | 72.8 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

PASS Performance By Group

|                            | Enrolment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|----------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science                    |                                 |          |           |       |             |                              |                                |                             |
| All Students               | 163                             | 98.8     | 22.9      | 47.8  | 29.3        | 77.1                         | 77                             | 67.3                        |
| Gender                     |                                 |          |           |       |             |                              |                                |                             |
| Male                       | 82                              | 98.8     | 16.7      | 48.7  | 34.6        | 83.3                         | 77.8                           | 66.9                        |
| Female                     | 81                              | 98.8     | 29.1      | 46.8  | 24.1        | 70.9                         | 76.1                           | 67.7                        |
| Racial/Ethnic Group        |                                 |          |           |       |             |                              |                                |                             |
| White                      | 120                             | 98.3     | 17.4      | 47.8  | 34.8        | 82.6                         | 82.6                           | 79.6                        |
| African American           | 40                              | 100      | 37.5      | 47.5  | 15          | 62.5                         | 60                             | 49.7                        |
| Asian/Pacific Islander     | 2                               | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 84.4                        |
| Hispanic                   | 1                               | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 59.4                        |
| American Indian/Alaskan    | 0                               | N/A      | N/A       | N/A   | N/A         | N/A                          | I/S                            | 69.5                        |
| Disability Status          |                                 |          |           |       |             |                              |                                |                             |
| Disabled                   | 20                              | 95       | 36.8      | 31.6  | 31.6        | 63.2                         | 47.5                           | 33.8                        |
| Migrant Status             |                                 |          |           |       |             |                              |                                |                             |
| Migrant                    | 0                               | N/A      | N/A       | N/A   | N/A         | N/A                          | N/A                            | 36.5                        |
| English Proficiency        |                                 |          |           |       |             |                              |                                |                             |
| Limited English Proficient | 2                               | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 58.6                        |
| Socio-Economic Status      |                                 |          |           |       |             |                              |                                |                             |
| Subsidized meals           | 95                              | 99       | 33.3      | 43.3  | 23.3        | 66.7                         | 67.4                           | 55.4                        |

Social Studies

|                            |     |     |      |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|------|------|------|
| All Students               | 162 | 100 | 15.3 | 45.9 | 38.9 | 84.7 | 79.2 | 70.9 |
| Gender                     |     |     |      |      |      |      |      |      |
| Male                       | 77  | 100 | 13.9 | 41.7 | 44.4 | 86.1 | 79.5 | 70.1 |
| Female                     | 85  | 100 | 16.5 | 49.4 | 34.1 | 83.5 | 78.9 | 71.7 |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |
| White                      | 117 | 100 | 12.5 | 40.2 | 47.3 | 87.5 | 82.8 | 79.2 |
| African American           | 41  | 100 | 24.4 | 58.5 | 17.1 | 75.6 | 65.2 | 58.4 |
| Asian/Pacific Islander     | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 81.8 | 86.8 |
| Hispanic                   | 2   | I/S | I/S  | I/S  | I/S  | I/S  | 81.8 | 68   |
| American Indian/Alaskan    | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 71.2 |
| Disability Status          |     |     |      |      |      |      |      |      |
| Disabled                   | 29  | 100 | 21.4 | 50   | 28.6 | 78.6 | 54.6 | 39.3 |
| Migrant Status             |     |     |      |      |      |      |      |      |
| Migrant                    | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 55   |
| English Proficiency        |     |     |      |      |      |      |      |      |
| Limited English Proficient | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 68   |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |
| Subsidized meals           | 98  | 100 | 18.3 | 52.7 | 29   | 81.7 | 71.4 | 60.8 |

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               | 263                              | 95.8     | 20.1      | 39.3  | 40.6        | 79.9                         | 81.6                           | 72.1                        | 99.9                      | 99.9                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 132                              | 92.4     | 24.1      | 42.2  | 33.6        | 75.9                         | 78                             | 65.2                        | 99.9                      | 99.9                        |
| Female                     | 131                              | 99.2     | 16.4      | 36.7  | 46.9        | 83.6                         | 85.7                           | 79.2                        | 99.9                      | 99.9                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 193                              | 95.9     | 16.9      | 37.1  | 46.1        | 83.1                         | 85.3                           | 80.8                        | 99.9                      | 99.9                        |
| African American           | 63                               | 95.2     | 30        | 46.7  | 23.3        | 70                           | 69.4                           | 59.7                        | 99.9                      | 99.9                        |
| Asian/Pacific Islander     | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 80                             | 87                          | 99.9                      | 99.9                        |
| Hispanic                   | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 61.1                           | 64.6                        | 99.9                      | 99.9                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 73.4                        | N/A                       | 99.9                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 39                               | 74.4     | 57.1      | 32.1  | 10.7        | 42.9                         | 42                             | 27.7                        | 99.9                      | 99.9                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 63.5                        | N/A                       | N/A                         |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 25                             | 63.7                        | 99.9                      | 99.9                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 153                              | 96.1     | 26.4      | 40.7  | 32.9        | 73.6                         | 74.5                           | 61.9                        | 99.9                      | 99.9                        |

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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 63                               | 100      | 9.8       | 29.5  | 60.7        | 90.2                  |
|                       | 4     | 65                               | 100      | 8.2       | 44.3  | 47.5        | 91.8                  |
|                       | 5     | 66                               | 100      | 13.8      | 50.8  | 35.4        | 86.2                  |
|                       | 6     | 74                               | 100      | 26.8      | 33.8  | 39.4        | 73.2                  |
|                       | 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                   |
| 2010                  | 3     | 62                               | 100      | 6.8       | 18.6  | 74.6        | 93.2                  |
|                       | 4     | 64                               | 100      | 1.6       | 38.7  | 59.7        | 98.4                  |
|                       | 5     | 65                               | 100      | 22.2      | 46    | 31.7        | 77.8                  |
|                       | 6     | 72                               | 100      | 26.8      | 40.8  | 32.4        | 73.2                  |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 63                               | 100      | 19.7      | 27.9  | 52.5        | 80.3                  |
|                       | 4     | 65                               | 100      | 9.8       | 52.5  | 37.7        | 90.2                  |
|                       | 5     | 66                               | 100      | 46.2      | 41.5  | 12.3        | 53.8                  |
|                       | 6     | 74                               | 100      | 22.5      | 40.8  | 36.6        | 77.5                  |
|                       | 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                   |
| 2010                  | 3     | 62                               | 100      | 16.9      | 23.7  | 59.3        | 83.1                  |
|                       | 4     | 64                               | 100      | 11.3      | 35.5  | 53.2        | 88.7                  |
|                       | 5     | 65                               | 100      | 33.3      | 49.2  | 17.5        | 66.7                  |
|                       | 6     | 72                               | 100      | 19.7      | 53.5  | 26.8        | 80.3                  |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 34                               | 100      | 25        | 34.4  | 40.6        | 75                    |
|                       | 4     | 65                               | 100      | 18        | 67.2  | 14.8        | 82                    |
|                       | 5     | 34                               | 100      | 33.3      | 54.5  | 12.1        | 66.7                  |
|                       | 6     | 37                               | 100      | 22.9      | 51.4  | 25.7        | 77.1                  |
|                       | 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                   |
| 2010                  | 3     | 32                               | 96.9     | 27.6      | 27.6  | 44.8        | 72.4                  |
|                       | 4     | 61                               | 98.4     | 12.1      | 51.7  | 36.2        | 87.9                  |
|                       | 5     | 33                               | 100      | 24.2      | 57.6  | 18.2        | 75.8                  |
|                       | 6     | 37                               | 100      | 35.1      | 48.6  | 16.2        | 64.9                  |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | 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

PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 32                               | 100      | 6.3       | 21.9  | 71.9        | 93.8                  |
|                | 4     | 64                               | 100      | 8.3       | 45    | 46.7        | 91.7                  |
|                | 5     | 32                               | 100      | 12.5      | 56.3  | 31.3        | 87.5                  |
|                | 6     | 38                               | 100      | 16.2      | 59.5  | 24.3        | 83.8                  |
|                | 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                   |
| 2010           | 3     | 30                               | 100      | 10        | 43.3  | 46.7        | 90                    |
|                | 4     | 63                               | 100      | 3.3       | 42.6  | 54.1        | 96.7                  |
|                | 5     | 32                               | 100      | 53.3      | 26.7  | 20          | 46.7                  |
|                | 6     | 36                               | 100      | 8.6       | 68.6  | 22.9        | 91.4                  |
|                | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 62                               | 93.6     | 12.3      | 28.1  | 59.6        | 87.7                  |
|                | 4     | 65                               | 96.9     | 13.6      | 50.8  | 35.6        | 86.4                  |
|                | 5     | 69                               | 98.6     | 13.4      | 41.8  | 44.8        | 86.6                  |
|                | 6     | 74                               | 97.3     | 16.2      | 54.4  | 29.4        | 83.8                  |
|                | 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                   |
| 2010           | 3     | 62                               | 98.4     | 15.5      | 37.9  | 46.6        | 84.5                  |
|                | 4     | 64                               | 92.2     | 15.8      | 33.3  | 50.9        | 84.2                  |
|                | 5     | 65                               | 95.4     | 26.7      | 41.7  | 31.7        | 73.3                  |
|                | 6     | 72                               | 97.2     | 21.7      | 43.5  | 34.8        | 78.3                  |
|                | 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