

## NEW PROSPECT ELEMENTARY

126 New Prospect Ch. Rd.  
Anderson, South Carolina

|                       |                          |              |
|-----------------------|--------------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School    |              |
| <b>Enrollment</b>     | 501 Students             |              |
| <b>Principal</b>      | Dr. Jerome Hudson        | 864-260-5195 |
| <b>Superintendent</b> | Betty T. Bagley          | 864-260-5000 |
| <b>Board Chair</b>    | Dr. William Mack Burriss | 864-224-6384 |

# 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>Good</b>   |
| 2009        | Average         | Average       |
| 2008        | Average         | Below Average |
| 2007        | Average         | At-Risk       |
| 2006        | Good            | 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

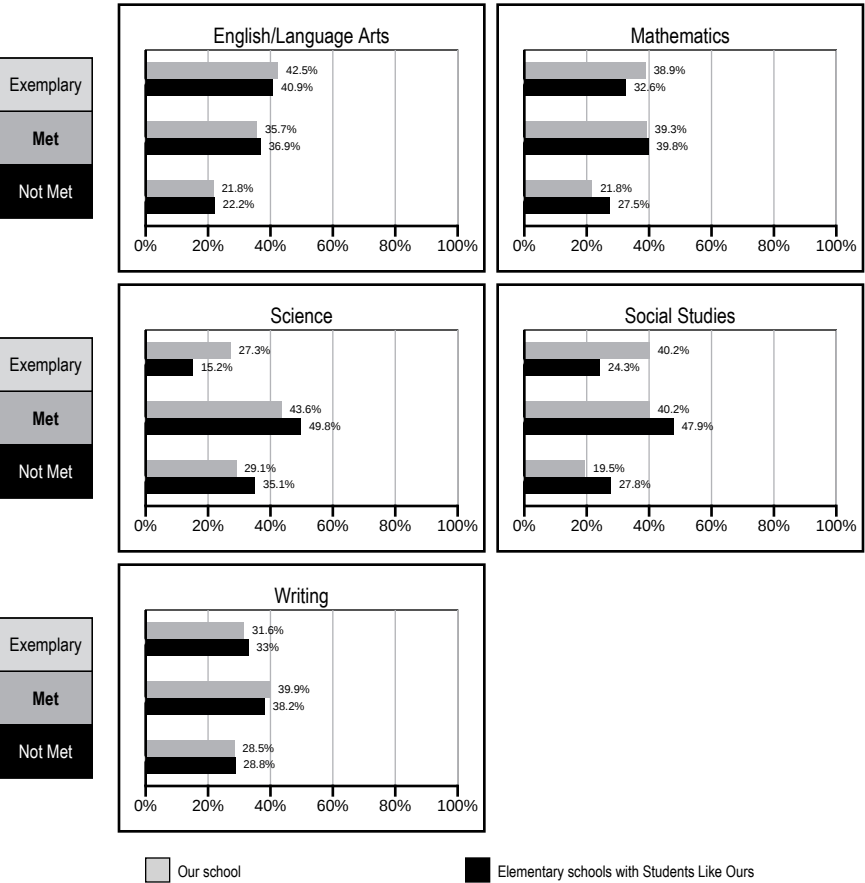
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 7         | 28   | 81      | 2             | 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 |
|------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| <b>Students (n=501)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.4%       | Down from 2.1%        | 1.2%                                       | 1.2%                     |
| Attendance rate                                                              | 99.9%      | Up from 96.3%         | 96.0%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 18.6%      | Up from 13.5%         | 12.0%                                      | 11.7%                    |
| With disabilities other than speech                                          | 12.8%      | Down from 14.7%       | 8.6%                                       | 8.0%                     |
| Older than usual for grade                                                   | 0.5%       | Up from 0.2%          | 0.4%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=37)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 51.4%      | Up from 40.0%         | 60.0%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 94.6%      | Up from 82.5%         | 86.7%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | Down from 2.6%        | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 88.9%      | Up from 85.9%         | 88.8%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 95.5%      | Up from 95.1%         | 95.3%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$46,121   | Up 2.6%               | \$47,146                                   | \$47,288                 |
| Professional development days/teacher                                        | 4.2 days   | Down from 9.4 days    | 10.0 days                                  | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 1.0        | Down from 7.0         | 4.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.0 to 1  | Down from 19.8 to 1   | 19.2 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 94.9%      | Up from 91.0%         | 90.2%                                      | 90.8%                    |
| Opportunities in the arts                                                    | Excellent  | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | Yes        | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$6,923    | Down 5.9%             | \$7,450                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 67.9%      | Down from 68.3%       | 67.4%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 66.9%      | Down from 93.7%       | 64.3%                                      | 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

New Prospect Elementary School serves 525 students in a K-5 setting. NPES uses a variety of programs and instructional strategies to further the academic success of our students. Instruction is centered on a standards-based curriculum and pacing guide adopted by Anderson District Five. ELA uses a balanced literacy approach while science instruction includes the use of science kits and math includes Calendar Math. Along with the regular curriculum, students at NPES receive instruction in Art, PE, Music, Library, Computer, and Guidance. In 2009-2010, our instructional and teacher in-service focused on the improvement of student writing. As a response to intervention, we offer Reading Recovery in 1st grade, as well as ERI in K-2nd grades. Students in 4th and 5th grades participate in AVID. Kindergarten students benefit from the AM LEAP Peer-Teaching Program. Special Education services are provided to speech and LD Resource students. Two ED Self-Contained classrooms and a related Clinical Day Program are housed at NPES. All teachers and students benefit from a fulltime instructional facilitator. We also have a fulltime nurse and 1.5 guidance counselors to address the health and emotional needs of all students. We encourage student academic excellence through the use of Accelerated Reader and the Order of the Scroll Exemplary Writing Awards. Gifted and Talented students in grades 3-5 receive instruction through itinerant teachers two days per week.

NPES focuses on Character Education and is a Cooperative Discipline and Peer Mediation school with a focus on conflict resolution. Guidance counselors, teachers, and administration work together on these issues and provide student recognition such as "Top Jets," "High Flying Jets," "Terrific Kids," and the "Double E" Award. Students also benefit from a number of extension activities such as Student Government, Geography Bee, Science Club, Post Office, Beta Club, Odyssey of the Mind, Robotics, Step and Dance, and Strings. Other opportunities include the Jazzy Jets Chorus, Family Nights, Book Fairs, Movie Night, and Skate Nights.

Our school has achieved many designations and awards. These awards are due to a dedicated core of parents and staff. NPES has five teachers who are National Board Certified. Our school has achieved Hall of Fame status in the SC Exemplary Writing Program. We proudly earned Flagship School of Promise in 2000, and have been renewed through 2010. NPES has twice been named a State Red Carpet Award school and has been recognized three times by the SC Education Oversight Committee for the exemplary academic progress of our economically disadvantaged students.

Our challenge is to empower children to achieve their potential in a diverse, safe, innovative, and caring environment while preparing them to be lifelong learners and productive members of society.

Dr. Jerome Hudson, Principal  
Paula Balentine, SIC Chair

| Evaluations by Teachers, Students and Parents          |          |           |          |
|--------------------------------------------------------|----------|-----------|----------|
|                                                        | Teachers | Students* | Parents* |
| Number of surveys returned                             | 32       | 71        | 61       |
| Percent satisfied with learning environment            | 100.0%   | 85.9%     | 89.8%    |
| Percent satisfied with social and physical environment | 100.0%   | 93.0%     | 90.2%    |
| Percent satisfied with school-home relations           | 81.3%    | 91.5%     | 85.2%    |

\* 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

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  | 0.1%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 1.2%         | 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<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary* | District % Met or<br>Exemplary* | State % Met or<br>Exemplary* | Performance<br>Objective Met | Participation<br>Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

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

|                            |     |     |      |      |      |      |      |      |     |     |
|----------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students               | 269 | 100 | 21.8 | 35.7 | 42.5 | 88.9 | 86.4 | 83.5 | Yes | Yes |
| Gender                     |     |     |      |      |      |      |      |      |     |     |
| Male                       | 149 | 100 | 25   | 38.6 | 36.4 | 87.9 | 83.4 | 80.1 | N/A | N/A |
| Female                     | 120 | 100 | 17.9 | 32.1 | 50   | 90.2 | 89.7 | 87   | N/A | N/A |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |     |     |
| White                      | 153 | 100 | 13   | 36.3 | 50.7 | 93.8 | 91.6 | 89.6 | Yes | Yes |
| African American           | 97  | 100 | 34.8 | 36   | 29.2 | 82   | 78.6 | 74.6 | Yes | Yes |
| Asian/Pacific Islander     | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 90.8 | 92.7 | I/S | I/S |
| Hispanic                   | 16  | 100 | 28.6 | 35.7 | 35.7 | 78.6 | 87.5 | 79.6 | I/S | I/S |
| American Indian/Alaskan    | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 85.1 | I/S | I/S |
| Disability Status          |     |     |      |      |      |      |      |      |     |     |
| Disabled                   | 55  | 100 | 51.9 | 23.1 | 25   | 63.5 | 55   | 51.7 | Yes | Yes |
| Migrant Status             |     |     |      |      |      |      |      |      |     |     |
| Migrant                    | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 69.5 | N/A | N/A |
| English Proficiency        |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient | 14  | 100 | 33.3 | 41.7 | 25   | 75   | 84.1 | 79   | I/S | I/S |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals           | 173 | 100 | 25.6 | 39.4 | 35   | 87.5 | 80.3 | 76.9 | Yes | Yes |

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

|                            |     |     |      |      |      |      |      |      |     |     |
|----------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students               | 269 | 100 | 21.8 | 39.3 | 38.9 | 90.1 | 84.4 | 80.4 | Yes | Yes |
| Gender                     |     |     |      |      |      |      |      |      |     |     |
| Male                       | 149 | 100 | 21.4 | 36.4 | 42.1 | 92.1 | 82.1 | 78.4 | N/A | N/A |
| Female                     | 120 | 100 | 22.3 | 42.9 | 34.8 | 87.5 | 87   | 82.5 | N/A | N/A |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |     |     |
| White                      | 153 | 100 | 13   | 39.7 | 47.3 | 93.8 | 90.7 | 87.8 | Yes | Yes |
| African American           | 97  | 100 | 34.8 | 39.3 | 25.8 | 83.1 | 74.1 | 69.3 | Yes | Yes |
| Asian/Pacific Islander     | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 95.4 | 93.5 | I/S | I/S |
| Hispanic                   | 16  | 100 | 28.6 | 28.6 | 42.9 | 92.9 | 90.1 | 78.3 | I/S | I/S |
| American Indian/Alaskan    | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 83.2 | I/S | I/S |
| Disability Status          |     |     |      |      |      |      |      |      |     |     |
| Disabled                   | 55  | 100 | 42.3 | 34.6 | 23.1 | 75   | 49.3 | 46.1 | Yes | Yes |
| Migrant Status             |     |     |      |      |      |      |      |      |     |     |
| Migrant                    | 0   | N/A | N/A  | N/A  | N/A  | N/A  | N/A  | 71.4 | N/A | N/A |
| English Proficiency        |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient | 14  | 100 | 33.3 | 41.7 | 25   | 91.7 | 89.1 | 78.9 | I/S | I/S |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals           | 173 | 100 | 26.9 | 41.3 | 31.9 | 89.4 | 76.8 | 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               | 178                             | 97.8     | 27.8      | 44.4  | 27.8        | 72.2                         | 77                             | 67.3                        |
| Gender                     |                                 |          |           |       |             |                              |                                |                             |
| Male                       | 97                              | 97.9     | 30.3      | 33.7  | 36          | 69.7                         | 75.5                           | 66.9                        |
| Female                     | 81                              | 97.5     | 24.7      | 57.5  | 17.8        | 75.3                         | 78.4                           | 67.7                        |
| Racial/Ethnic Group        |                                 |          |           |       |             |                              |                                |                             |
| White                      | 103                             | 99       | 17.5      | 48.5  | 34          | 82.5                         | 86.3                           | 79.6                        |
| African American           | 63                              | 95.2     | 38.9      | 42.6  | 18.5        | 61.1                         | 62.9                           | 49.7                        |
| Asian/Pacific Islander     | 0                               | N/A      | N/A       | N/A   | N/A         | N/A                          | 90.7                           | 84.4                        |
| Hispanic                   | 10                              | I/S      | I/S       | I/S   | I/S         | I/S                          | 75.6                           | 59.4                        |
| American Indian/Alaskan    | 2                               | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 69.5                        |
| Disability Status          |                                 |          |           |       |             |                              |                                |                             |
| Disabled                   | 40                              | 100      | 40.5      | 51.4  | 8.1         | 59.5                         | 41.9                           | 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 | 9                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 73.3                           | 58.6                        |
| Socio-Economic Status      |                                 |          |           |       |             |                              |                                |                             |
| Subsidized meals           | 111                             | 98.2     | 30.7      | 47.5  | 21.8        | 69.3                         | 67.5                           | 55.4                        |

Social Studies

|                            |     |      |      |      |      |      |      |      |
|----------------------------|-----|------|------|------|------|------|------|------|
| All Students               | 179 | 98.3 | 19.5 | 40.2 | 40.2 | 80.5 | 80.1 | 70.9 |
| Gender                     |     |      |      |      |      |      |      |      |
| Male                       | 96  | 97.9 | 19.3 | 33   | 47.7 | 80.7 | 78.6 | 70.1 |
| Female                     | 83  | 98.8 | 19.7 | 48.7 | 31.6 | 80.3 | 81.7 | 71.7 |
| Racial/Ethnic Group        |     |      |      |      |      |      |      |      |
| White                      | 101 | 99   | 17   | 34   | 48.9 | 83   | 85.8 | 79.2 |
| African American           | 68  | 98.5 | 24.2 | 48.4 | 27.4 | 75.8 | 71.2 | 58.4 |
| Asian/Pacific Islander     | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 95.1 | 86.8 |
| Hispanic                   | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | 80.2 | 68   |
| American Indian/Alaskan    | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 71.2 |
| Disability Status          |     |      |      |      |      |      |      |      |
| Disabled                   | 41  | 100  | 39.5 | 31.6 | 28.9 | 60.5 | 49.3 | 39.3 |
| Migrant Status             |     |      |      |      |      |      |      |      |
| Migrant                    | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | 55   |
| English Proficiency        |     |      |      |      |      |      |      |      |
| Limited English Proficient | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | 77   | 68   |
| Socio-Economic Status      |     |      |      |      |      |      |      |      |
| Subsidized meals           | 115 | 97.4 | 23.1 | 48.1 | 28.8 | 76.9 | 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               | 270                              | 99.6     | 28.5      | 39.9  | 31.6        | 71.5                         | 75.7                           | 72.1                        | 99.9                      | 99.9                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 150                              | 100      | 34        | 40.4  | 25.5        | 66                           | 69.5                           | 65.2                        | 99.9                      | 99.9                        |
| Female                     | 120                              | 99.2     | 21.4      | 39.3  | 39.3        | 78.6                         | 82.3                           | 79.2                        | 99.9                      | 99.9                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 153                              | 99.4     | 20        | 40    | 40          | 80                           | 84                             | 80.8                        | 99.9                      | 99.9                        |
| African American           | 98                               | 100      | 38.5      | 39.6  | 22          | 61.5                         | 63.6                           | 59.7                        | 99.9                      | 99.9                        |
| Asian/Pacific Islander     | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 85.7                           | 87                          | 99.9                      | 99.9                        |
| Hispanic                   | 16                               | 100      | 50        | 42.9  | 7.1         | 50                           | 69.6                           | 64.6                        | 99.9                      | 99.9                        |
| American Indian/Alaskan    | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 73.4                        | 99.9                      | 99.9                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 56                               | 100      | 56.6      | 34    | 9.4         | 43.4                         | 30.4                           | 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 | 14                               | 100      | N/AV      | N/AV  | N/AV        | 41.7                         | 68.2                           | 63.7                        | 99.9                      | 99.9                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 174                              | 100      | 33.3      | 39.5  | 27.2        | 66.7                         | 65.9                           | 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     | 97                               | 100      | 19.5      | 31    | 49.4        | 80.5                  |
|                       | 4     | 86                               | 100      | 22.8      | 44.3  | 32.9        | 77.2                  |
|                       | 5     | 80                               | 100      | 31.1      | 31.1  | 37.8        | 68.9                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 105                              | 100      | 15        | 25    | 60          | 85                    |
|                       | 4     | 88                               | 100      | 24.7      | 36.4  | 39          | 75.3                  |
|                       | 5     | 76                               | 100      | 28        | 49.3  | 22.7        | 72                    |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 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     | 97                               | 100      | 33.3      | 40.2  | 26.4        | 66.7                  |
|                       | 4     | 85                               | 100      | 20.5      | 50    | 29.5        | 79.5                  |
|                       | 5     | 80                               | 100      | 36.5      | 48.6  | 14.9        | 63.5                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 105                              | 100      | 14        | 28    | 58          | 86                    |
|                       | 4     | 88                               | 100      | 20.8      | 49.4  | 29.9        | 79.2                  |
|                       | 5     | 76                               | 100      | 33.3      | 44    | 22.7        | 66.7                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 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     | 48                               | 100      | 23.3      | 46.5  | 30.2        | 76.7                  |
|                       | 4     | 85                               | 100      | 19        | 60.8  | 20.3        | 81                    |
|                       | 5     | 39                               | 100      | 30.6      | 55.6  | 13.9        | 69.4                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 52                               | 94.2     | 39.6      | 29.2  | 31.3        | 60.4                  |
|                       | 4     | 88                               | 100      | 19.5      | 51.9  | 28.6        | 80.5                  |
|                       | 5     | 38                               | 97.4     | 29.7      | 48.6  | 21.6        | 70.3                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 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     | 49                               | 100      | 9.1       | 54.5  | 36.4        | 90.9                  |
|                | 4     | 85                               | 100      | 9         | 48.7  | 42.3        | 91                    |
|                | 5     | 41                               | 100      | 28.9      | 55.3  | 15.8        | 71.1                  |
|                | 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                   |
| 2010           | 3     | 53                               | 96.2     | 16        | 46    | 38          | 84                    |
|                | 4     | 88                               | 100      | 19.5      | 33.8  | 46.8        | 80.5                  |
|                | 5     | 38                               | 97.4     | 24.3      | 45.9  | 29.7        | 75.7                  |
|                | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 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     | 94                               | 100      | 28.7      | 32.2  | 39.1        | 71.3                  |
|                | 4     | 85                               | 100      | 37        | 34.6  | 28.4        | 63                    |
|                | 5     | 81                               | 100      | 46.1      | 35.5  | 18.4        | 53.9                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 3     | 104                              | 100      | 24        | 41    | 35          | 76                    |
|                | 4     | 90                               | 100      | 31.6      | 40.5  | 27.8        | 68.4                  |
|                | 5     | 76                               | 98.7     | 31.1      | 37.8  | 31.1        | 68.9                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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