



## MARY FORD ELEMENTARY

3180 Thomasina  
North Charleston, SC

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 373 Students           |              |
| <b>Principal</b>      | Mrs. Cindy Smalls      | 843-745-2160 |
| <b>Superintendent</b> | Dr. Nancy J. McGinley  | 843-937-6319 |
| <b>Board Chair</b>    | Mrs. Ruth Jordan       | 843-345-4529 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## DEFINITIONS OF SCHOOL RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE GOAL

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

## SOUTH CAROLINA PERFORMANCE VISION

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

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

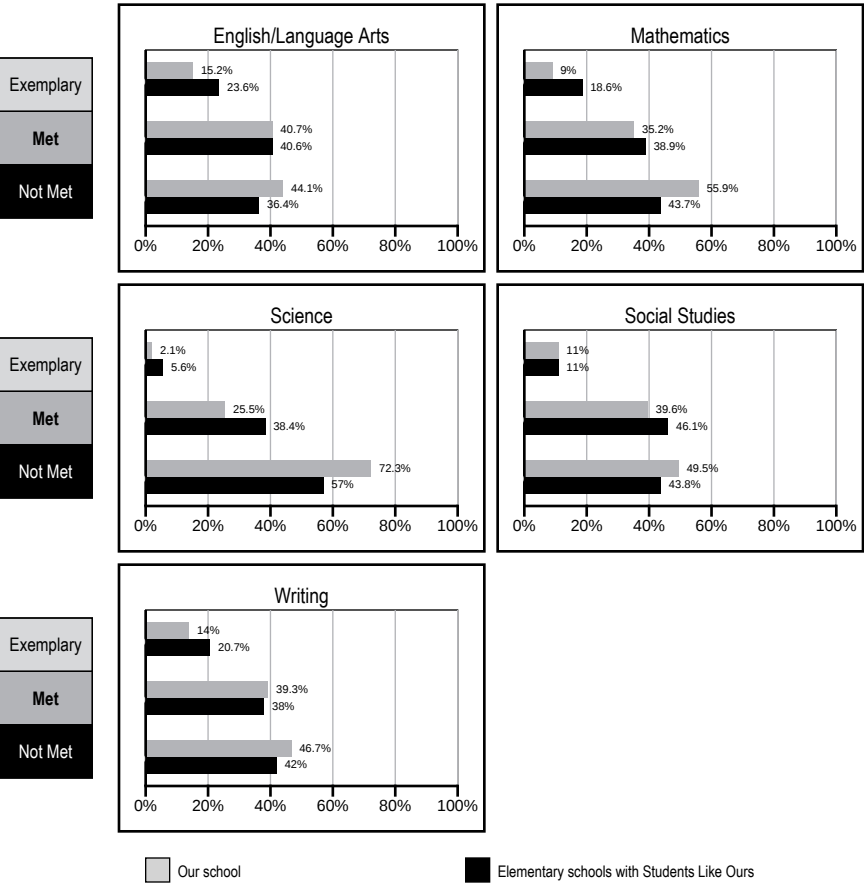
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0         | 2    | 51      | 46            | 18      |

\* 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=373)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 0.9%       | Down from 2.7%        | 1.3%                                       | 1.2%                     |
| Attendance rate                                                              | 96.2%      | Down from 96.4%       | 95.9%                                      | 96.1%                    |
| Eligible for gifted and talented                                             | 0.4%       | Down from 2.0%        | 4.1%                                       | 11.7%                    |
| With disabilities other than speech                                          | 8.3%       | Up from 4.9%          | 8.5%                                       | 8.0%                     |
| Older than usual for grade                                                   | 0.7%       | Down from 1.0%        | 0.8%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.3%       | Up from 1.2%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=32)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 50.0%      | Up from 47.2%         | 59.4%                                      | 60.5%                    |
| Continuing contract teachers                                                 | 75.0%      | Up from 69.4%         | 78.2%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                        | 72.3%      | Up from 67.6%         | 82.4%                                      | 87.0%                    |
| Teacher attendance rate                                                      | 96.9%      | Up from 96.5%         | 95.2%                                      | 95.4%                    |
| Average teacher salary*                                                      | \$44,005   | Up 0.9%               | \$45,164                                   | \$47,288                 |
| Professional development days/teacher                                        | 21.3 days  | Up from 20.9 days     | 10.7 days                                  | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 3.0        | Up from 2.0           | 3.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 15.2 to 1  | Up from 14.1 to 1     | 17.2 to 1                                  | 19.2 to 1                |
| Prime instructional time                                                     | 92.8%      | Up from 92.2%         | 90.4%                                      | 90.8%                    |
| Opportunities in the arts                                                    | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation                                                           | No         | No Change             | Yes                                        | Yes                      |
| Parents attending conferences                                                | 100.0%     | Up from 99.9%         | 100.0%                                     | 100.0%                   |
| Character development program                                                | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**                                                    | \$9,295    | Up 12.2%              | \$8,918                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 72.6%      | Down from 73.0%       | 67.9%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 66.7%      | Down from 69.4%       | 62.1%                                      | 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

Mary Ford is a school of the heart, and each year we strive for instructional improvements, strong community partnerships, and opportunities to provide full wrap-around services for all of our students. This year's schoolwide goals include a focus on literacy, improved teacher quality, creating a positive, nurturing learning environment, and increased parent involvement. Our challenges continue to be math achievement, parent involvement, and student motivation.

We celebrate opportunities to create lasting partnerships with the community through our various mentoring programs: Book Buddies—volunteer literacy-based tutoring for 1st and 2nd grade students; Lunch Buddies: a one-to-one buddy mentoring program for personal development and building self-esteem; Mt. Moriah Mentoring Men: a small group personal development and character building mentoring program for high risk boys; Charleston County Human Services Commission Youth Leadership Program—emphasizing leadership, citizenship, and personal growth; Creative Writers: 4th and 5th grade students who are mentored by local writers to develop their exemplary potential as writers; and Little Man, Big Brother: personal development and character building for boys across grade levels.

Academically this year, we have worked extremely hard to improve student performance in reading and math. We have seen significant growth in our Third Grade Academy class, as measured by ongoing progress monitoring on MAP assessments. Our new Compass Learning CAI Program develops individualized academic pathways, and our students are engaged in other various research-based programs to supplement our rigorous instructional curriculum, to include Every Day Math, technology integrated lessons using newly installed SmartBoards, arts-infused lessons that correlate to state standards, and a number of intervention programs for our more challenged population.

Extended learning time is offered through our 21st Century Afterschool Program, which provides homework assistance, enrichment and recreational opportunities, tutoring, a hot dinner, and free transportation. A number of Supplemental Education Service (SES) providers were selected by our parents to provide additional tutorial assistance during and after school. The school also provides on-site mental health services and monthly parenting programs for parents' personal growth and development.

Our commitment to meet our district's goals to elevate the achievement of all students, close the achievement gap between groups of students, and boost the graduation rate will continue. We can never give up our determination to become a school of excellence despite the many challenges we face year to year.

Cindy Smalls, Principal  
 Jim Frye, SIC Chairperson

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 26       | 53        | 34       |
| Percent satisfied with learning environment            | 92.3%    | 84.9%     | 87.9%    |
| Percent satisfied with social and physical environment | 84.6%    | 84.6%     | 84.8%    |
| Percent satisfied with school-home relations           | 38.5%    | 81.1%     | 87.1%    |

\* 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 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |           |
|---------------------------|-----------|
| School Improvement Status | CSI-DELAY |
|---------------------------|-----------|

| 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  | 3.8%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 8.6%         | 5.6%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.2%      | 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                 | 160 | 100 | 45.3 | 39.9 | 14.9 | 75   | 85   | 83.5 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 91  | 100 | 49.4 | 36.5 | 14.1 | 70.6 | 81.6 | 80.1 | N/A | N/A |
| Female                       | 69  | 100 | 39.7 | 44.4 | 15.9 | 81   | 88.5 | 87   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 95.3 | 89.6 | I/S | I/S |
| African American             | 159 | 100 | 45.6 | 39.5 | 15   | 74.8 | 75.2 | 74.6 | Yes | Yes |
| Asian/Pacific Islander       | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 96.1 | 92.7 | I/S | I/S |
| Hispanic                     | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 80.1 | 79.6 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 98.1 | 85.1 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 14  | 100 | N/A  | N/A  | N/A  | 33.3 | 49   | 51.7 | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 69.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 80.2 | 79   | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 156 | 100 | 45.1 | 40.3 | 14.6 | 75.7 | 76.4 | 76.9 | Yes | Yes |

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

|                              |     |     |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students                 | 160 | 100 | 56.8 | 34.5 | 8.8  | 58.1 | 81   | 80.4 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |     |     |
| Male                         | 91  | 100 | 54.1 | 35.3 | 10.6 | 57.6 | 78.9 | 78.4 | N/A | N/A |
| Female                       | 69  | 100 | 60.3 | 33.3 | 6.3  | 58.7 | 83.2 | 82.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |     |     |
| White                        | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 94.5 | 87.8 | I/S | I/S |
| African American             | 159 | 100 | 56.5 | 34.7 | 8.8  | 57.8 | 68   | 69.3 | Yes | Yes |
| Asian/Pacific Islander       | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 96.1 | 93.5 | I/S | I/S |
| Hispanic                     | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 77.2 | 78.3 | I/S | I/S |
| American Indian/Alaskan      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 94.4 | 83.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |     |     |
| Disabled                     | 14  | 100 | N/A  | N/A  | N/A  | 16.7 | 43.8 | 46.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |     |     |
| Migrant                      | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 71.4 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 1   | I/S | I/S  | I/S  | I/S  | I/S  | 77.6 | 78.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |     |     |
| Subsidized meals             | 156 | 100 | 56.3 | 34.7 | 9    | 59   | 70.2 | 72.8 | 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 |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science                    |                                  |          |           |       |             |                              |                                |                             |
| All Students               | 106                              | 100      | 73.2      | 24.7  | 2.1         | 26.8                         | 67.4                           | 67.3                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |
| Male                       | 61                               | 100      | 75.4      | 21.1  | 3.5         | 24.6                         | 66.2                           | 66.9                        |
| Female                     | 45                               | 100      | N/A       | N/A   | N/A         | 30                           | 68.5                           | 67.7                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |
| White                      | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                          | 89                             | 79.6                        |
| African American           | 105                              | 100      | 72.9      | 25    | 2.1         | 27.1                         | 46.7                           | 49.7                        |
| Asian/Pacific Islander     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                          | 86.7                           | 84.4                        |
| Hispanic                   | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 58.7                           | 59.4                        |
| American Indian/Alaskan    | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                          | 86.8                           | 69.5                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |
| Disabled                   | 13                               | 100      | N/A       | N/A   | N/A         | 9.1                          | 29.2                           | 33.8                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |
| Migrant                    | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                          | I/S                            | 36.5                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 58.2                           | 58.6                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |
| Subsidized meals           | 104                              | 100      | 73.7      | 24.2  | 2.1         | 26.3                         | 49.3                           | 55.4                        |

|                            |    |     |      |      |      |      |      |      |
|----------------------------|----|-----|------|------|------|------|------|------|
| Social Studies             |    |     |      |      |      |      |      |      |
| All Students               | 99 | 100 | 50.5 | 38.7 | 10.8 | 49.5 | 73.8 | 70.9 |
| Gender                     |    |     |      |      |      |      |      |      |
| Male                       | 56 | 100 | 49.1 | 37.7 | 13.2 | 50.9 | 72.3 | 70.1 |
| Female                     | 43 | 100 | 52.5 | 40   | 7.5  | 47.5 | 75.3 | 71.7 |
| Racial/Ethnic Group        |    |     |      |      |      |      |      |      |
| White                      | 0  | N/A | N/A  | N/A  | N/A  | N/A  | 90.1 | 79.2 |
| African American           | 99 | 100 | 50.5 | 38.7 | 10.8 | 49.5 | 58.4 | 58.4 |
| Asian/Pacific Islander     | 0  | N/A | N/A  | N/A  | N/A  | N/A  | 89.3 | 86.8 |
| Hispanic                   | 0  | N/A | N/A  | N/A  | N/A  | N/A  | 66.6 | 68   |
| American Indian/Alaskan    | 0  | N/A | N/A  | N/A  | N/A  | N/A  | 88.6 | 71.2 |
| Disability Status          |    |     |      |      |      |      |      |      |
| Disabled                   | 5  | I/S | I/S  | I/S  | I/S  | I/S  | 38.9 | 39.3 |
| Migrant Status             |    |     |      |      |      |      |      |      |
| Migrant                    | 0  | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 55   |
| English Proficiency        |    |     |      |      |      |      |      |      |
| Limited English Proficient | 0  | N/A | N/A  | N/A  | N/A  | N/A  | 66.7 | 68   |
| Socio-Economic Status      |    |     |      |      |      |      |      |      |
| Subsidized meals           | 95 | 100 | 49.4 | 39.3 | 11.2 | 50.6 | 60.2 | 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               | 167                              | 97.6     | 46.7      | 39.3  | 14          | 53.3                         | 75                             | 72.1                        | 96.2                      | 95.7                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 96                               | 95.8     | 52.9      | 32.9  | 14.1        | 47.1                         | 69.1                           | 65.2                        | 95.8                      | 95.5                        |
| Female                     | 71                               | 100      | 38.5      | 47.7  | 13.8        | 61.5                         | 81                             | 79.2                        | 96.8                      | 95.8                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 91                             | 80.8                        | 95.8                      | 95.8                        |
| African American           | 165                              | 98.2     | 46.3      | 39.6  | 14.1        | 53.7                         | 60.2                           | 59.7                        | 96.4                      | 95.5                        |
| Asian/Pacific Islander     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 89.2                           | 87                          | N/A                       | 97                          |
| Hispanic                   | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 63.7                           | 64.6                        | 73.6                      | 96                          |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 89.1                           | 73.4                        | N/A                       | 95.6                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 15                               | 80       | N/AV      | N/AV  | N/AV        | 9.1                          | 28.4                           | 27.7                        | 93.3                      | 94.5                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 63.5                        | N/A                       | 97.7                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 63.5                           | 63.7                        | 87.2                      | 96.3                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 161                              | 98.8     | 47.3      | 38.4  | 14.4        | 52.7                         | 61.1                           | 61.9                        | 96.2                      | 95.2                        |

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     | 52                               | 100      | 37.5      | 37.5  | 25          | 62.5                  |
|                       | 4     | 49                               | 100      | 68.9      | 24.4  | 6.7         | 31.1                  |
|                       | 5     | 43                               | 100      | 48.8      | 31.7  | 19.5        | 51.2                  |
|                       | 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                   |
| 2010                  | 3     | 73                               | 100      | 40.3      | 43.3  | 16.4        | 59.7                  |
|                       | 4     | 46                               | 100      | 53.5      | 37.2  | 9.3         | 46.5                  |
|                       | 5     | 41                               | 100      | 44.7      | 36.8  | 18.4        | 55.3                  |
|                       | 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                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 52                               | 100      | 56.3      | 37.5  | 6.3         | 43.8                  |
|                       | 4     | 49                               | 100      | N/AV      | N/AV  | N/AV        | 37.8                  |
|                       | 5     | 43                               | 100      | 58.5      | 39    | 2.4         | 41.5                  |
|                       | 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     | 73                               | 100      | 65.7      | 25.4  | 9           | 34.3                  |
|                       | 4     | 46                               | 100      | 41.9      | 51.2  | 7           | 58.1                  |
|                       | 5     | 41                               | 100      | 57.9      | 31.6  | 10.5        | 42.1                  |
|                       | 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     | 27                               | 100      | N/AV      | N/AV  | N/AV        | 41.7                  |
|                       | 4     | 49                               | 100      | N/AV      | N/AV  | N/AV        | 26.7                  |
|                       | 5     | 22                               | 100      | N/AV      | N/AV  | N/AV        | 45                    |
|                       | 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     | 39                               | 100      | 88.2      | 8.8   | 2.9         | 11.8                  |
|                       | 4     | 46                               | 100      | 67.4      | 30.2  | 2.3         | 32.6                  |
|                       | 5     | 21                               | 100      | N/A       | N/A   | N/A         | 40                    |
|                       | 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     | 25                               | 100      | 37.5      | 54.2  | 8.3         | 62.5                  |
|                | 4     | 49                               | 100      | 48.9      | 46.7  | 4.4         | 51.1                  |
|                | 5     | 22                               | 100      | 66.7      | 28.6  | 4.8         | 33.3                  |
|                | 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     | 34                               | 100      | 60.6      | 36.4  | 3           | 39.4                  |
|                | 4     | 45                               | 100      | 31        | 50    | 19          | 69                    |
|                | 5     | 20                               | 100      | 77.8      | 16.7  | 5.6         | 22.2                  |
|                | 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     | 52                               | 96.2     | 42.6      | 31.9  | 25.5        | 57.4                  |
|                | 4     | 48                               | 100      | 71.1      | 26.7  | 2.2         | 28.9                  |
|                | 5     | 42                               | 97.6     | 52.5      | 22.5  | 25          | 47.5                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 3     | 76                               | 98.7     | 58.8      | 30.9  | 10.3        | 41.2                  |
|                | 4     | 46                               | 93.5     | 37.5      | 47.5  | 15          | 62.5                  |
|                | 5     | 45                               | 100      | 35.7      | 45.2  | 19          | 64.3                  |
|                | 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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